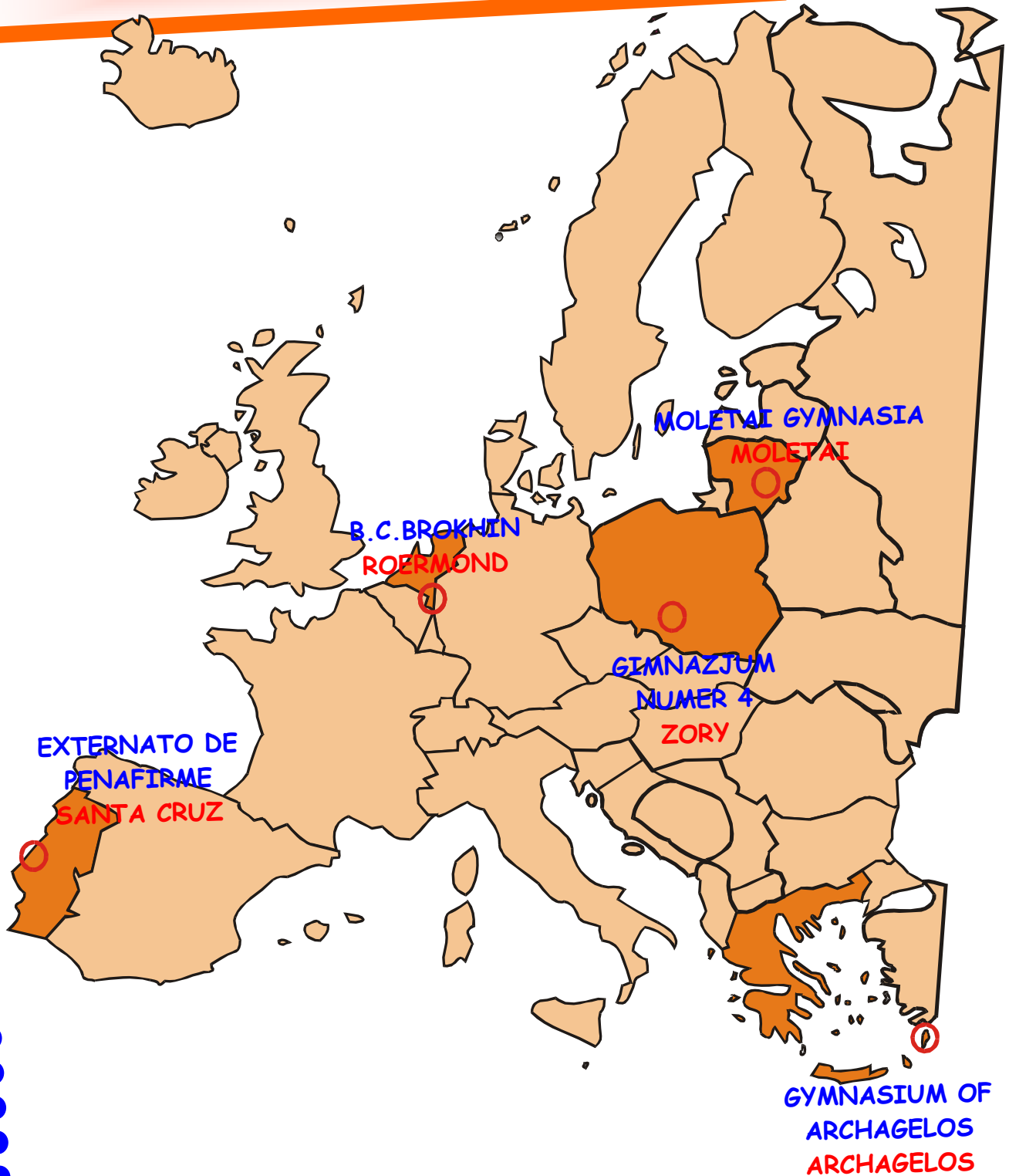


SOCRATES Programme COMENIUS School projects



The four seasons and
the circle of life



*Gymnasium of Archagelos
Archagelos P.C. 85102
Rodos island
Greece*

February 2001

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COMENIUS in general

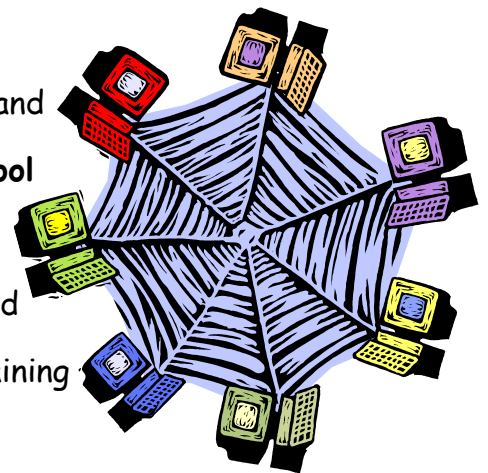
The Objectives of COMENIUS

The overall objectives of COMENIUS are to enhance the **quality** and reinforce the **European dimension** of school education, in particular by **encouraging transnational cooperation** between schools, contributing to the improved professional **development of staff** directly involved in the school education sector, and promoting the **learning of languages** and **intercultural awareness**.

COMENIUS seeks to help those learning and teaching in schools to develop a sense of belonging to a broader and outward-looking European community - a community characterised by diverse traditions, cultures and regional identities, but rooted nevertheless in a common history of European development.

COMENIUS contributes to **enhancing the quality** and **reinforcing the European dimension** of school education by:

- promoting transnational cooperation and exchanges between schools and teacher training establishments;
- encouraging innovation in pedagogical methods and materials;
- promoting the transnational dissemination of good practice and innovation in the management of schools;
- developing and disseminating methods for combating educational exclusion and school failure, promoting the integration of pupils with special educational needs, and promoting equal opportunities in all sectors of education;
- promoting the use of information and communication technology in school



education and in the training of staff working in this sector.



COMENIUS contributes to promoting the **learning of languages** in school education in Europe by transnational measures designed to:

- improve the quality of the teaching of European languages as foreign languages;
- improve the pedagogical skills of teachers of languages;
- improve the language skills of teachers of less widely used and less taught languages;
- increase the diversity of foreign languages taught;
- motivate all teachers and learners to increase the number of foreign languages they speak and the standard to which they speak them.

COMENIUS contributes to **promoting intercultural awareness** in school education in Europe by transnational activities designed to:

- promote enhanced awareness of different cultures;
- develop intercultural education initiatives for the school education sector;
- improve the skills of teachers in the area of intercultural education;
- support the fight against racism and xenophobia;
- improve the education of children of migrant workers, occupational travellers, gypsies and travellers.



COMENIUS Action 1 School projects

Comenius School Projects promote transnational co-operation between schools. They give pupils and teachers from at least three participating countries an opportunity to work together on one or more topics of mutual interest. This co-operation enables participants to exchange experiences, explore different aspects of European cultural, social and economic diversity, increase their general knowledge and learn to understand and appreciate each other's views. Comenius School Projects should be integrated into the regular activities of the school, take place within the curriculum, involve several class groups, and have as wide an impact on the school as possible.

All pupils attending a school which is involved in a project may participate in project activities. Ideally, pupils should participate actively in all phases of the project, including the planning, organisation and evaluation of the activities. The primary focus of Comenius School Projects is the cooperation process itself - the carrying out of a project with a number of partners from other European countries. However, projects will usually also produce outcomes such as project diaries, booklets, objects, artistic performances, web sites, CD-ROMs and so on.



Mobility grants under Comenius 1 projects

The following transnational mobility activities are supported within School Partnerships (Comenius 1).

- **Project meetings:** transnational meetings between staff and pupils from different participating schools to discuss project planning, organisation, implementation, monitoring, evaluation etc.
- **Teacher exchanges:** visits during which a teacher carries out mainly teaching activities at a partner school within the project.
- **Head teacher study visits:** should be directly linked to the project activities. They are meant to reinforce the school management's involvement in and support for the project.



Who was **Johann Amos Comenius** ?

The choice of the name **COMENIUS** for this part of the **SOCRATES** programme is a reminder of Europe's rich educational heritage. A century before the Enlightenment, Comenius (1592-1670), born in what is today the Czech Republic, was a theologian, philosopher and pedagogue who believed that only through education could man achieve his full potential and lead a truly harmonious life. Comenius was also a cosmopolitan and universalist, striving incessantly for human rights, peace and unity between nations.

Our project in short

TITLE

**The four seasons and
the circle of life**

THEMES

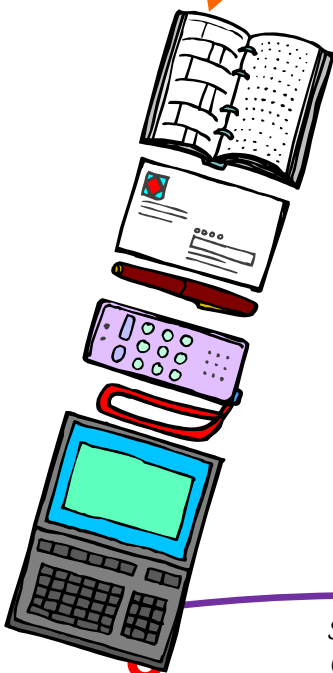
Weather and life.

COUNTRIES

**Greece, The Netherlands,
Poland, Lithuania, Portugal.**

ACTIVITIES

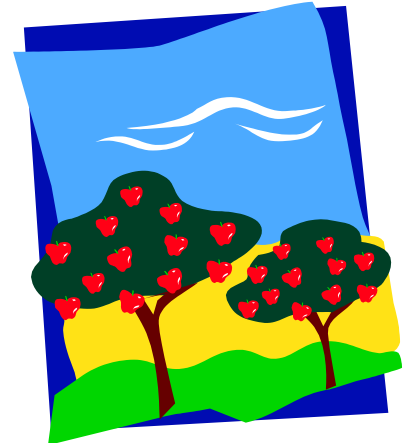
1. Students collect material about their country, school, home-town, weather conditions, way of life etc. They present it in booklets and/or videotapes which are exchanged among participant schools.
2. Students of participant schools exchange letters and e-mails.
3. Students and teachers are going to visit other participant schools as part of mutual educational exchanges.



The four seasons and the circle of life in Europe

GENERAL THEME Weather and life

Weather means what is happening in the atmosphere every day, contrasted with climate which means the average weather over a period of time. Every country experiences sun and rain but the climate in each place is different.



Temperature is significant and it is affected by many local factors. The weather has an impact on our lives every day, on the types of plants and animals that live in any one area, on production of crops and on human survival in general.

The project will investigate both general national characteristics and seasonal characteristics.

METHODOLOGY: Collection and exchange of material between participating schools at the end of each school year. At every school letters, postcards, posters etc will be on display at school. Main groups of participants organize dissemination activities. Communication between participating schools will be via mail and e-mail.

OUTCOME: at the end of each school year, booklet and video tape. At the end of the three year project, CD ROM including material of the previous years.



DURATION 3 school years, starting September 2000

PARTICIPANTS: Secondary schools from Greece, The Netherlands, Poland, Lithuania, Portugal.



AIMS AND OBJECTIVES

We hope that the project will help pupils and teachers to acquire

- knowledge about other countries
- comparative information from different countries
- awareness of the influence of weather on every day life
- tolerance to other cultures
- use of IT for searching and presenting material

PROJECT ACTIVITIES

A) NATIONAL CHARACTER- ISTICS

1. country

1. brief
2. statistics
3. short history
4. anthem
5. flag

2. hometown



3. language basic words and expressions

4. educational system kinds of schools,
year of studies, teaching year, opening hours, ex-



ams.

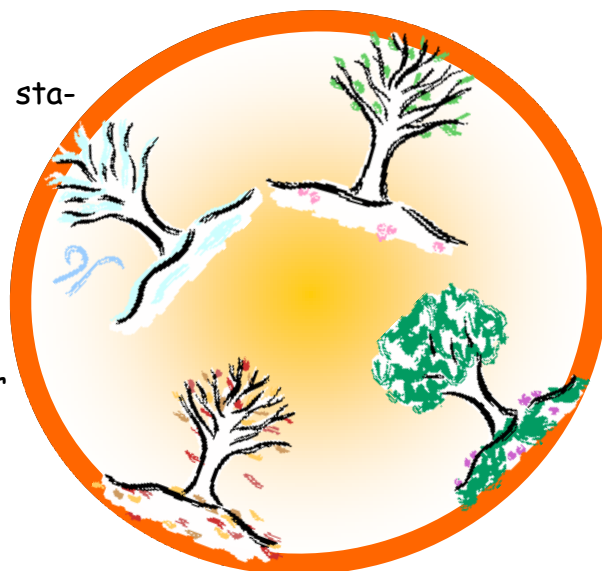
5. school information about each school, number of pupils, classrooms, subjects, teachers, playground.

6. food typical national food, recipes and pictures

7. climate characteristics description, statistics

B) SEASONAL CHARACTERISTICS

8. season signs description of major changes



9. weather conditions temperature, rain-
etc.

fall

1. Recording at the end of each month through internet (one day) weather forecast sites
2. throughout the month by pupils in a simplified way (e.g. twenty rainy days,) in common recording sheets
3. length of the day, sunset sunrise (last day of each month)

10. Video recording and pictures of different landscapes

1. Natural
2. School
3. central streets/square
4. sea/river/lake
5. other



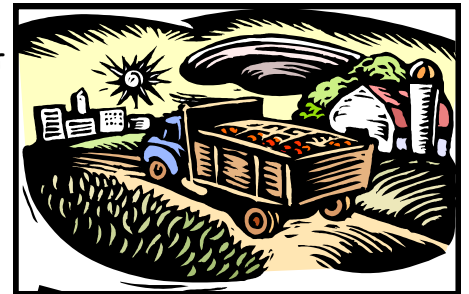
11. way of life description of free time activities, clothes we wear, special food,

12. celebrations Christmas, Easter etc short description



13. special events Parade, Carnival, dances etc short description

14. fauna description in common recording sheets



15. flora description in common



PARTICIPANT SCHOOLS

Name of school: **Gymnasium of Archangelos**
Postal address: **Archangelos Rhodes 85102 GREECE**
Phone: **0030 244 22328**
Fax: **0030 244 23960**
E-mail: **el-arxaggelou@rho.forthnet.gr**
Contact teacher: **Ms Stella Lamprianou**
stella@mailbox.gr
Number of teachers: **18**
Number of pupils: **194**
Foreign languages taught: **English, German**

GREECE

Name of school: **Gymnazjum Numer 4**
Postal address: **Ksiecica Wladyslawa 44240 Zory Poland**
Phone: **0048 324341762**
Fax: **0048 324341762**
E-mail:
Contact teacher: **Ms Izabela Staniec**
Number of teachers: **27**
Number of pupils: **197**
Foreign languages taught: **French, German, English**

POLAND

Name of school: **Moletai Gymnasia**
Postal address: **Jaunimo 5 Moletai 4150**
Lithuania
Phone: **00370 30 51034**
Fax: **00370 30 51048**
E-mail: **vm2@2vm.mlt.soros.lt**
Contact teacher: **Ms Danguole Dirmiene**
Number of teachers: **59**
Number of pupils: **560**

LITHUANIA

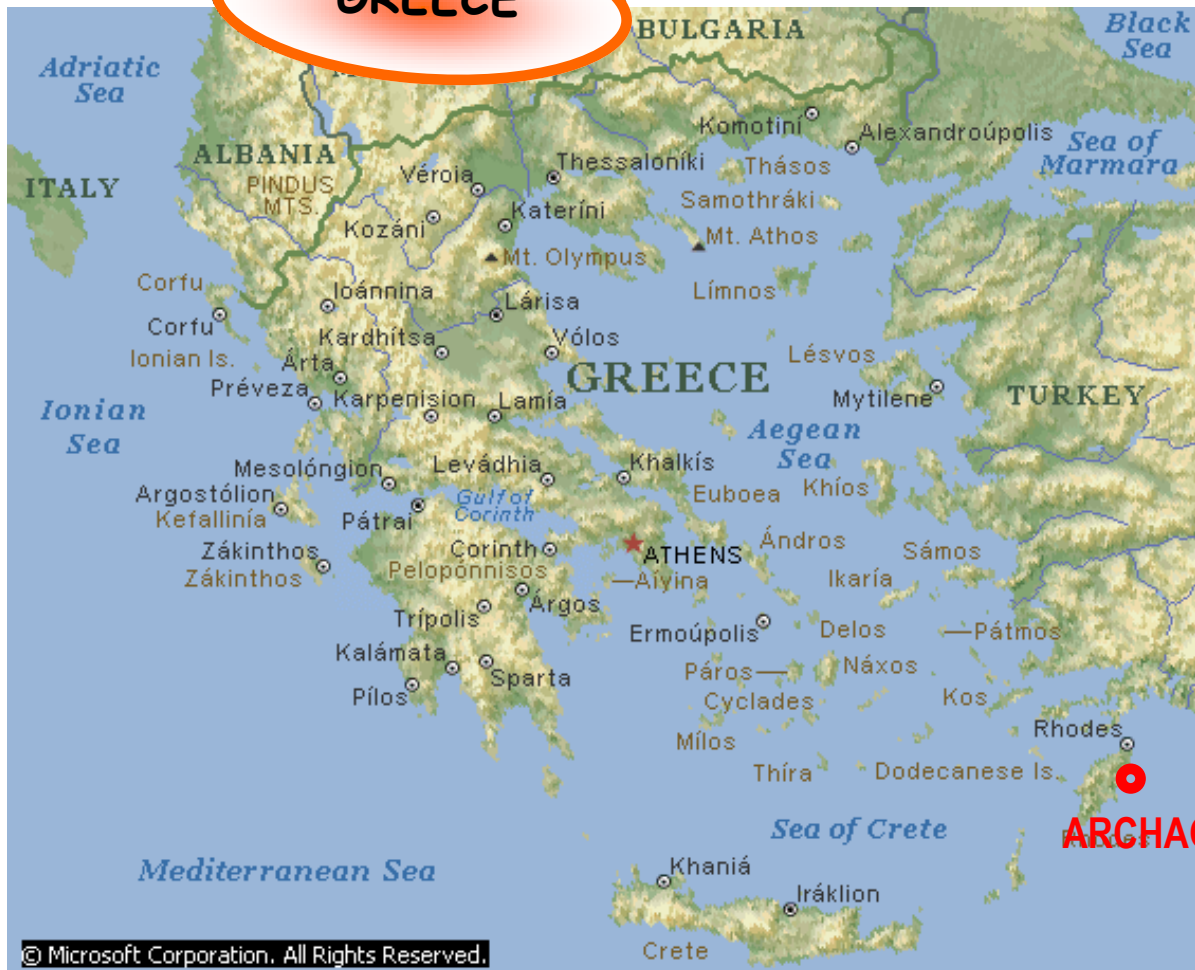
Name of school: **Externato De Penafirme**
Postal address: **Santa Cruz P-2560 Torres**
Vedras Portugal
Phone: **00351 61 937496**
Fax: **00351 61 931002**
E-mail: **info@ext-penafirme.rcts.pt**
Contact teacher: **Ms Eva Michel**
rosa_clara@yahoo.com
Number of teachers: **122**
Number of pupils: **1393**
Foreign languages taught: **English, German, French**

PORTUGAL

Name of school: **Bisschoppelijk College Broekhin**
Postal address: **Bob Boumanstraat 30-32, 6042 EH,**
Roermond, The Netherlands
Phone: **0031 475 346666**
Fax: **0031 475 346677**
E-mail: **broekhin@xs4all.nl**
Contact teacher: **Mr Theo Versteegen**
theoversteegen@hotmail.com
Number of teachers: **85**
Number of pupils: **1290**
Foreign languages taught: **English, German, French**

THE NETHER-
LANDS

GREECE



- **OFFICIAL NAME** : Hellenic Republic
- **CAPITAL** : Athens
- **POPULATION** : 10.6 million
- **CURRENCY** : Drachma
- **OFFICIAL LANGUAGES** : Greek



The southernmost country of the Balkans, Greece is surrounded by the Aegean, Ionian and Cretan seas. Its mainly mountainous territory includes more than 2,000 islands. Only one-third of the land is cultivated. Greece has a strong seafaring tradition and some of the world's biggest ship-owners. Greece is rich in minerals, including chromium, which is rare.

Greece (Greek *Hellas*), officially known as the Hellenic Republic (*Ellinikí Dimokratía*), is in southeastern Europe, occupying the southernmost part of the Balkan Peninsula. **Famed for the beauty of its landscape, Greece is dominated by mountains and sea.** The **Aegean, Mediterranean, and Ionian** seas constitute the country's eastern, southern, and western borders, and no part of mainland Greece is **more than 100 km** (60 mi) from the water. Islands constitute about **one-fifth** of the country's land area.

Greece has historically been poor with inadequate communications, but in the period after World War II ended in 1945 it has experienced rapid economic and social change. **Tourism and shipping make major contributions to the Greek economy.** The country's merchant ship fleet is one of the largest in the world. Greece's capital and largest city is **Athens**.

Although Greece did not come into being as a modern state until the 19th century, its people have a proud history that stretches back thousands of years. **In the 1st millennium BC**, ancient Greek city-states led by Athens made tremendous advances in government, philosophy, and the arts. The ancient Greek civilization was concentrated **on the coastlines of present-day Greece and its islands, as well as the Aegean coast of what is today Turkey.** The archaeological remains of many of the cities and sacred sites of ancient Greece are located in modern Greece.

The Ottoman Empire gained control of Greece in stages beginning in the 15th century. After an eight-year war, **Greece formally gained its independence from the Ottomans in 1830**; it was the first nation in the empire to do so. Initially including just the Pelopónnisos (Peloponnesus) and the southern tip of the Balkan Peninsula, Greece more than tripled its area between 1880 and 1920, gaining mainland territory and islands from the Ottomans, Britain, and Bulgaria. German forces occupied Greece during World War II (1939-1945). In 1947 **Dodecanese islands** were united with Greece. In 1967 a group of middle-ranking military officers took control of Greece. The military regime was overthrown in 1974, and the people of Greece voted in favor of a republic. In so doing, they brought an end to the Greek monarchy, which had been a controversial feature of the country's government throughout most of its modern history.

Greece's heritage and geographical position make it part of the European, Balkan, and Mediterranean worlds.

THE NETHERLANDS

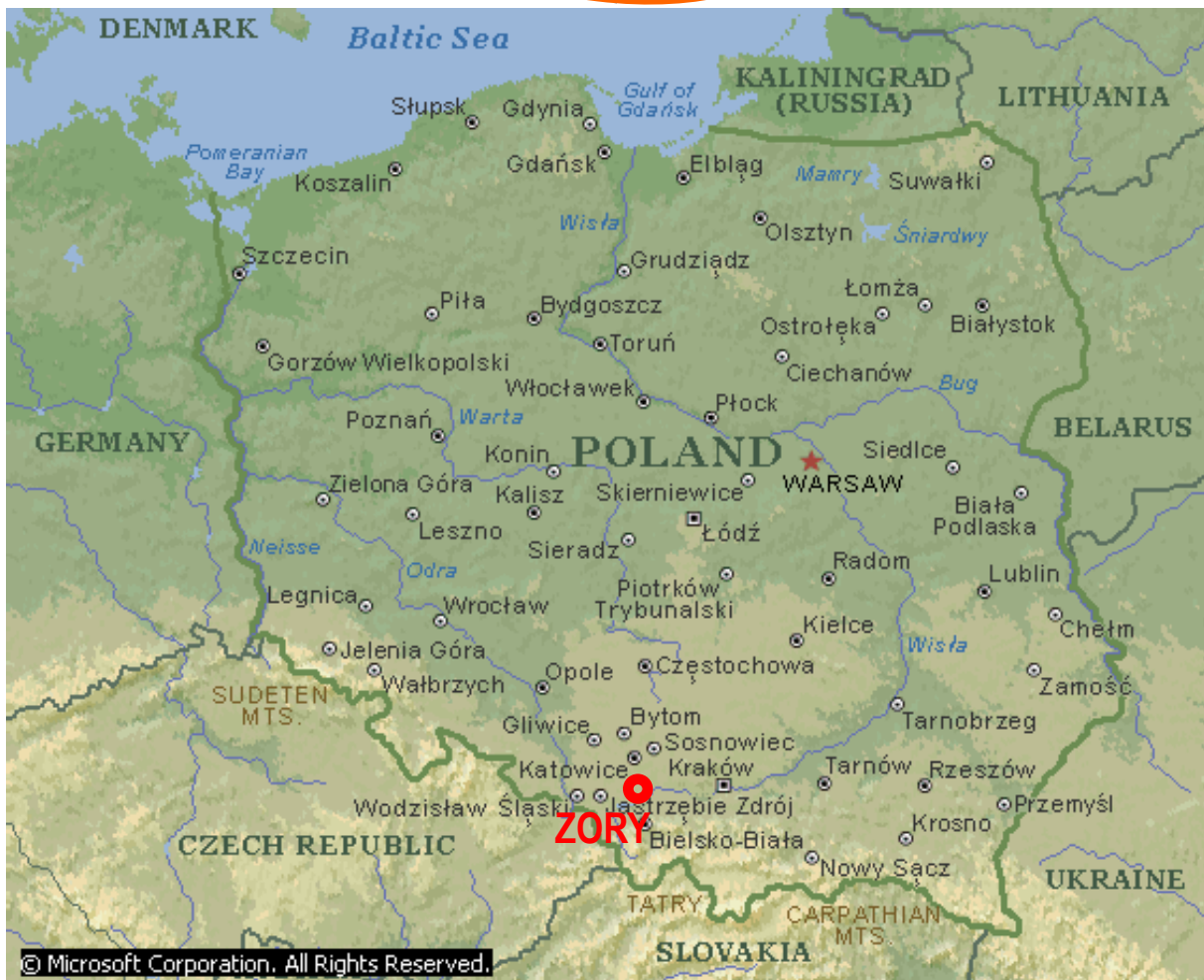


- **OFFICIAL NAME** : Kingdom of the Netherlands
- **CAPITAL** : Amsterdam, The Hague
- **POPULATION** : 15.7 million
- **CURRENCY** : Netherlands gulden (guilder) or florin
- **OFFICIAL LANGUAGES** : Dutch



The Netherlands is located at the delta of five major rivers in northwest Europe. The few hills in the eastern and southern part of the country fall into a flat coastal area, bordered by the North Sea to the north and west. This is protected by a giant infrastructure of dunes, dikes, and canals, as 27% of the coast is below sea level. The Netherlands became one of the world's first confederative republics after Spain recognized its independence in 1648. Its highly successful economy has a long trading tradition, and Rotterdam, its main port, is also the world's largest.

POLAND



- **OFFICIAL NAME** : Republic of Poland
- **CAPITAL** : Warsaw
- **POPULATION** : 38.7 million
- **CURRENCY** : Zloty
- **OFFICIAL LANGUAGES** : Polish



Located in the heart of Europe, Poland's low-lying plains extend from the Baltic shore in the north to the Tatra Mountains on its southern border with the Czech Republic and Slovakia. Since the fall of the communist regime, Poland has undergone massive social, economic and political change. It has experienced rapid economic growth since the early 1990s and is negotiating to join the EU.

LITHUANIA



- **OFFICIAL NAME** : Republic of Lithuania
- **CAPITAL** : Vilnius
- **POPULATION** : 3.7 million
- **CURRENCY** : Litas
- **OFFICIAL LANGUAGES** : Lithuanian



Lying on the eastern coast of the Baltic Sea, Lithuania is bordered by Latvia, Belarus, Poland and the Kaliningrad area of the Russian Federation. Its terrain is mostly flat with many lakes, moors and bogs. Now a multiparty democracy, Lithuania achieved independence from the former USSR in 1991. Industrial production and agriculture are the mainstays of the economy.

PORTUGAL



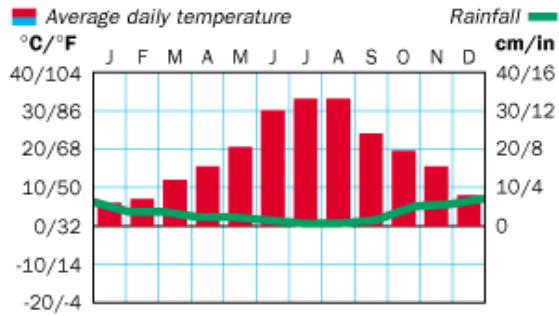
- **OFFICIAL NAME** : Republic of Portugal
- **CAPITAL** : Lisbon
- **POPULATION** : 9.9 million
- **CURRENCY** : Portuguese escudo
- **OFFICIAL LANGUAGES** : Portuguese



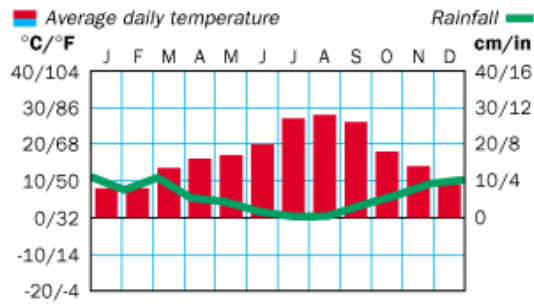
Portugal, with its long Atlantic coast, lies on the western side of the Iberian peninsula. The river Tagus divides the more mountainous north from the lower, undulating terrain to the south. In 1974, a bloodless military coup overthrew a long-standing conservative dictatorship. Democratic elections were held in 1975 and the armed forces withdrew from politics thereafter. The 1980s witnessed the implementation of a substantial program of socioeconomic modernization.

WEATHER CHARTS

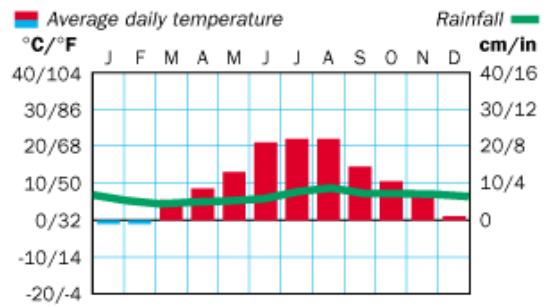
GREECE



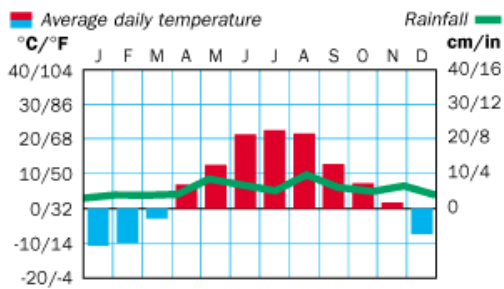
PORTUGAL



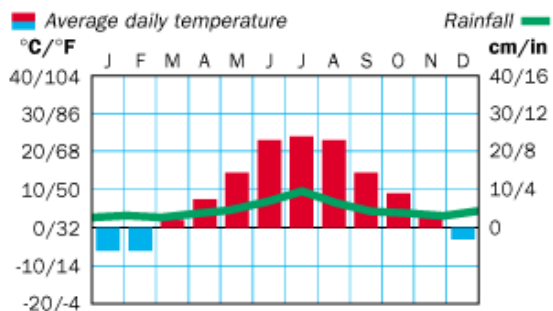
THE NETHERLANDS



LITHUANIA



POLAND



Europe

The second smallest continent (Australia is the smallest), Europe has an area of about **10,355,000 sq km** (about 3,998,000 sq mi), but it has the second largest population of all the continents, about **728 million** (1998). Although referred to as a continent, Europe is actually just the western fifth of the Eurasian landmass, which is made up primarily of Asia. Modern geographers generally describe the Ural Mountains, the Ural River, part of the Caspian Sea, and the Caucasus Mountains as forming the main boundary between Europe and Asia.



Europe has long been a center of great cultural and economic achievement. The ancient Greeks and Romans produced major civilizations, famous for their contributions to philosophy, literature, fine art, and government. The Renaissance, which began in the 14th century, was a period of great accomplishment for European artists and architects, and the age of exploration, beginning in the 15th century, included voyages to new territories by European navigators. European na

tions, particularly Spain, Portugal, France, and Britain, built large colonial empires, with vast holdings in Africa, the Americas, and Asia.

In the 18th century modern forms of industry began to be developed. In the 20th century much of Europe was ravaged by the two world wars. After World War II ended in 1945, the continent was divided into two major political and economic blocs—Communist nations in Eastern Europe and non-Communist countries in Western Europe. Between 1989 and 1991, however, the Eastern bloc broke up. Communist regimes surrendered power in most Eastern European countries. East and West Germany were unified. The Soviet Communist Party collapsed, multilateral military and economic ties between Eastern Europe and the Union of Soviet Socialist Republics (USSR) were severed, and the USSR itself ceased to exist.



The *name Europe* is perhaps derived from that of Europa, the daughter of Phoenix in Greek mythology, or possibly from *Ereb*, a Phoenician word for "sunset."

According to Greek mythology, Zeus spotted and fell in love with the young princess as she picked flowers. He changed himself into a handsome bull and carried her off to the island of Crete, where she bore their three sons. The European continent may have been named after Europa.

Europe by day



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Europe at night



















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Stella Lamprianou
(www.digipass.gr)

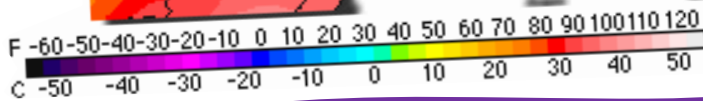
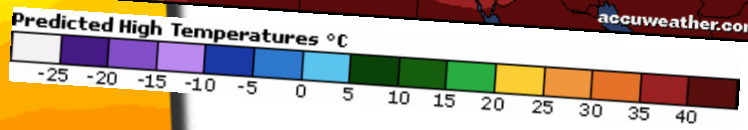
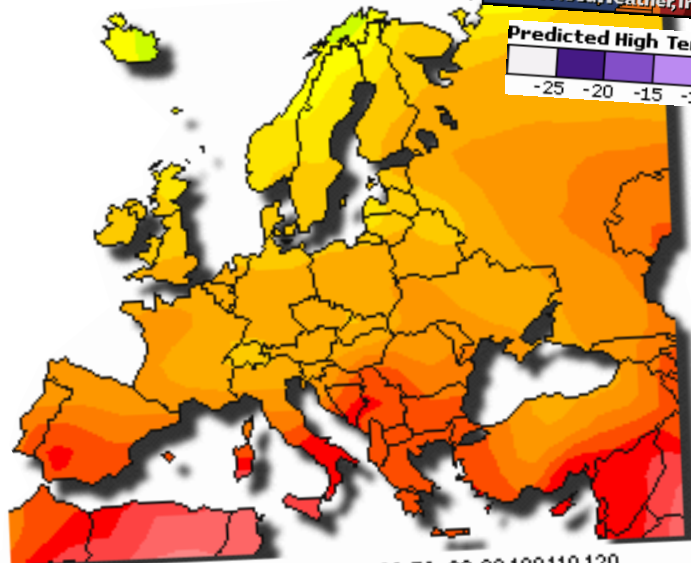
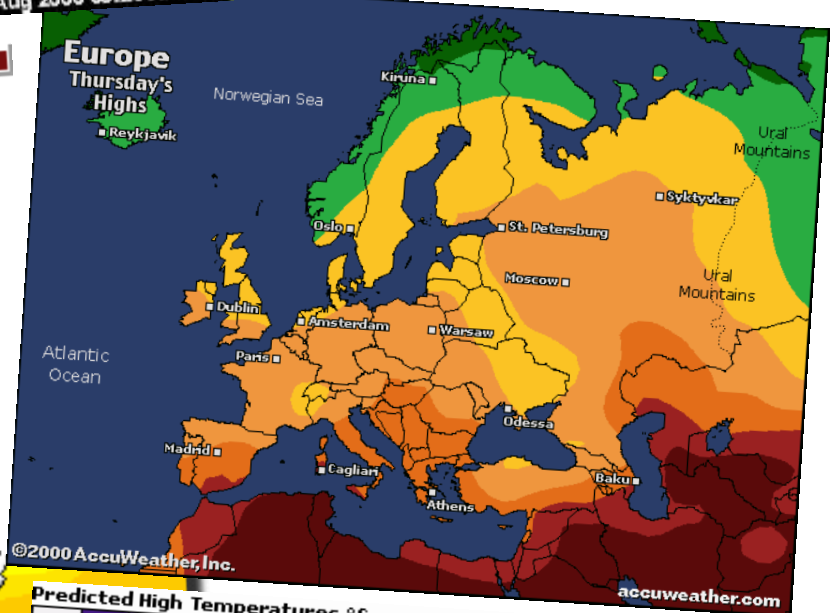
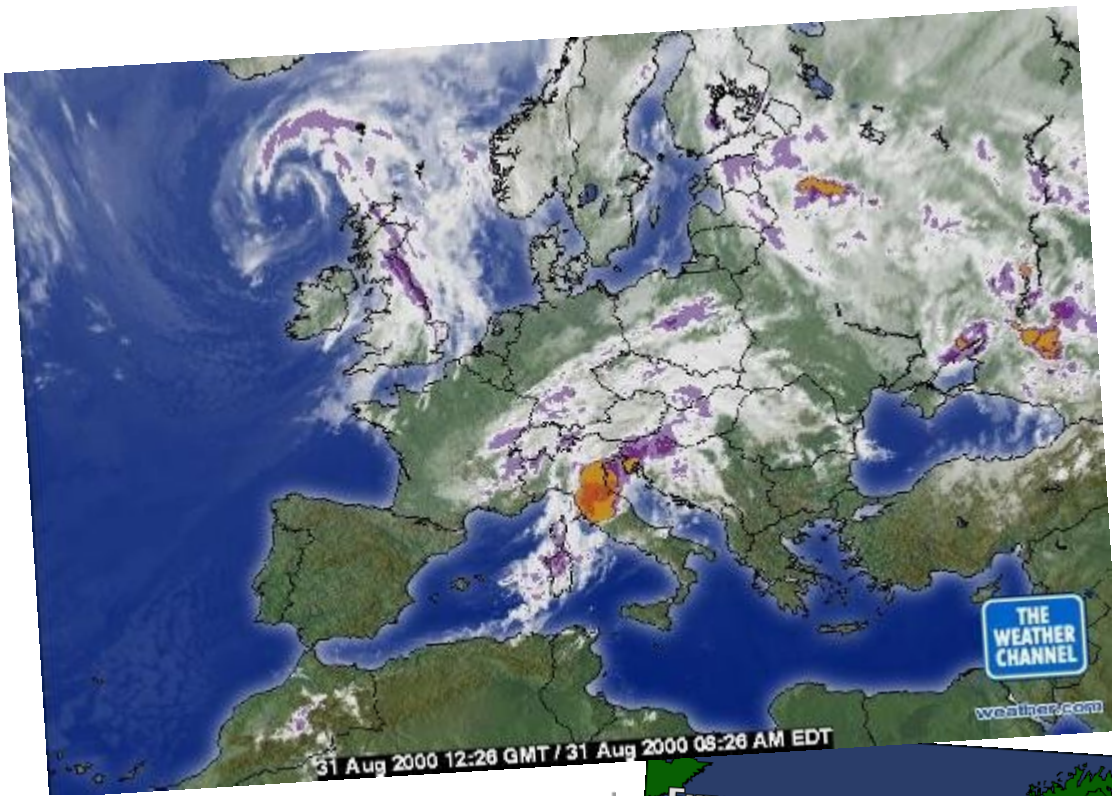


Climate

Although much of Europe lies in the northern latitudes, the relatively warm seas that border the continent give most of central and western Europe a moderate climate, with cool winters and mild summers. The prevailing westerly winds, warmed in part by passing over the North Atlantic Drift ocean current, bring precipitation throughout most of the year. In the Mediterranean climate area—Spain, Italy, and Greece—the summer months are usually hot and dry, with almost all rainfall occurring in winter. From approximately central Poland eastward, the moderating effects of the seas are reduced, and consequently cooler, drier conditions prevail. The northern parts of the continent also have this type of climate. Most of Europe receives about 510 to 1530 mm (about 20 to 60 in) of precipitation per year.

| | |
|---|---|
|  | Dry Climates Hot and Dry |
|  | Hot and Very Dry |
|  | Moderate and Very Dry |
|  | Moderate and Dry |
|  | Cold and Very Dry |
|  | Cold and Dry |
|  | Temperate Climates No Dry Season, Warm/Hot Summer |
|  | Summer Dry and Warm/Hot |
|  | Dry Winter, Warm/Hot Summer |
|  | No Dry Season, Cool Summer |
|  | Subpolar Climates Snowy Winter, Warm Summer |
|  | Dry Winter, Warm Summer |
|  | Snowy Winter, Cool Summer |
|  | Dry Winter, Cool Summer |
|  | Polar Climates Very Cold and Dry |
|  | Extremely Cold and Dry |













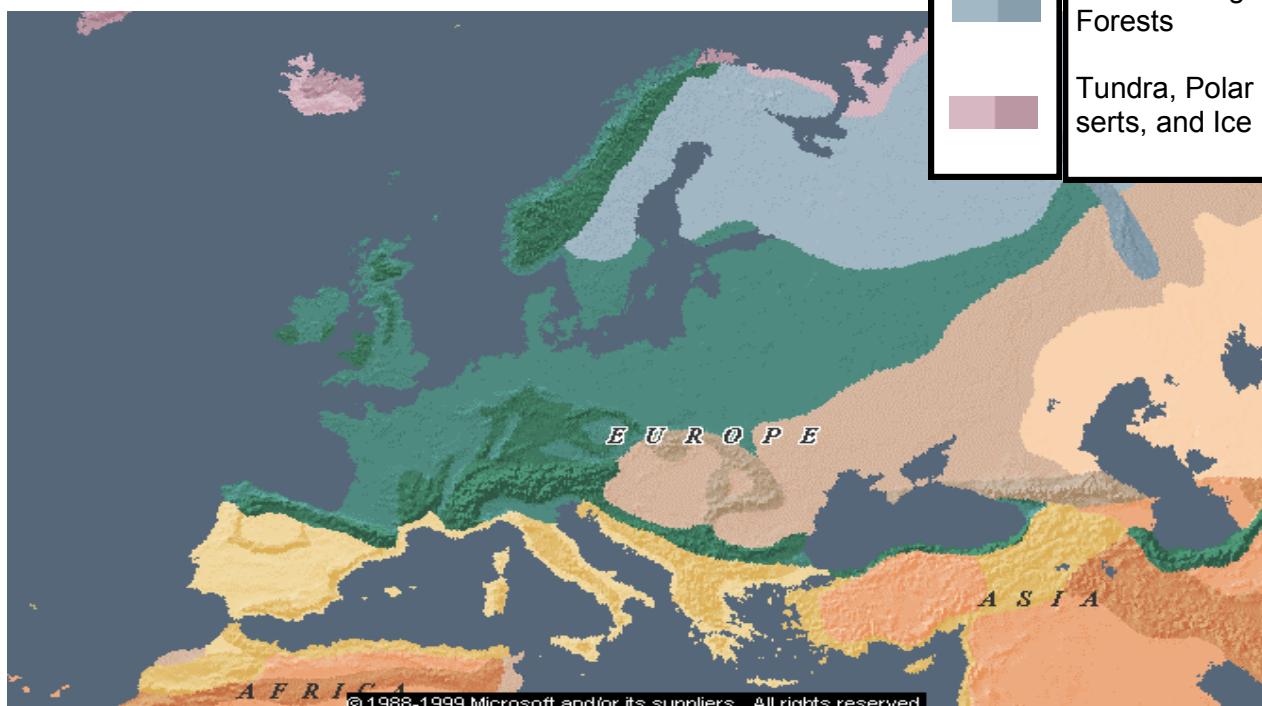


Vegetation

Although much of Europe, particularly the west, was originally covered by forest, the vegetation has been transformed by human habitation and the clearing of land. Only in the most northerly mountains and in parts of north central European Russia has the forest cover been relatively unaffected by human activity. On the other hand, a considerable amount of Europe is covered by woodland that has been planted or has reoccupied cleared lands.

The largest vegetation zone in Europe, cutting across the middle portion of the continent from the Atlantic to the Urals, is a belt of mixed deciduous and coniferous trees—oak, maple, and elm intermingled with pine and fir. The Arctic coastal regions of northern Europe and the upper slopes of its highest mountains are characterized by tundra vegetation, which consists mostly of lichens, mosses, shrubs, and wild flowers. The milder, but nevertheless cool temperatures of inland northern Europe create an environment

| | |
|---|---|
|  | Tropical Wet Forests |
|  | Tropical Dry Forests and Savannas |
|  | Subtropical Deserts and Semideserts |
|  | Mediterranean Woodlands |
|  | Temperate and Subtropical Evergreen Forests |
|  | Temperate Deciduous Forests |
|  | Temperate Grasslands |
|  | Temperate Deserts and Semideserts |
|  | Boreal Evergreen Forests |
|  | Tundra, Polar Deserts, and Ice |



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favorable to a continuous cover of coniferous trees, especially spruce and pine, although birch and aspen also occur. Much of the Great European Plain is covered with prairies, areas of relatively tall grasses, and Ukraine is characterized by steppe, a flat and comparatively dry region with short grasses. Lands bordering the Mediterranean are noted for their fruit, especially olives, citrus fruit, figs, apricots, and grapes.



Animal Life

At one time Europe was home to large numbers of a wide variety of animals, such as deer, elk, bison, boar, wolf, and bear. Because humans have occupied or developed so much of Europe, however, many species of animals have either become extinct or been greatly reduced in number. Today, deer, elk, wolf, and bear can be found in the wild state in significant numbers only in northern Scandinavia and



Russia and in the Balkan Peninsula. Elsewhere they exist mainly in protected preserves. Reindeer (domesticated caribou) are herded by the Saami of the far north. Chamois and ibex are found in the higher elevations of the Pyrenees and Alps. Europe still has many smaller animals, such as weasel, ferret, hare, rabbit, hedgehog, lemming, fox, and squirrel. The large number of birds indigenous to Europe include eagle, falcon, finch, nightingale, owl, pigeon, sparrow, and thrush. Storks are thought to bring good luck to the houses on which they nest, particularly in the Low Countries, and swans ornament many European rivers and lakes. Scottish, Irish, and Rhine salmon are prized fish here, and in the coastal marine waters are found a large variety of fish, including the commercially important cod, mackerel, herring, and tuna. The Black and Caspian seas



European Union

The Member States

The European Union (EU) is the result of a process of cooperation and integration which began in 1951 between six countries (*Belgium, Germany, France, Italy, Luxembourg and the Netherlands*). After nearly fifty years, with four waves of accessions (1973: *Denmark, Ireland and the United Kingdom*; 1981: *Greece*; 1986: *Spain and Portugal*; 1995: *Austria, Finland and Sweden*), the EU today has fifteen Member States and is preparing for its fifth enlargement, this time towards Eastern and Southern Europe.

Objectives

The European Union's mission is to organise relations between the Member States and between their peoples in a coherent manner and on the basis of solidarity.

The main objectives are:

- *to promote economic and social progress* (the single market was established in 1993; the single currency was launched in 1999);
- *to assert the identity of the European Union on the international scene* (through European humanitarian aid to non-EU countries, common foreign and security policy, action in international crises; common positions within international organisations);
- *to introduce European citizenship* (which does not replace national citizenship but complements it and confers a number of civil and politic rights on



Since 1986 the flag adopted by the Council of Europe has been used as the European Union flag.

SYMBOLIC DESCRIPTION

Against the background of blue sky, twelve golden stars form a circle, representing the union of the peoples of Europe. The number of stars is fixed, twelve being the symbol of perfection and unity.

European citizens);

- *to develop an area of freedom, security and justice* (linked to the operation of the internal market and more particularly the freedom of movement of persons);

- *to maintain and build on established EU law* (all the legislation adopted by the European institutions, together with the founding treaties).

The institutions

There are five institutions involved in running the European Union: *the European Parliament* (elected by the peoples of the Member States), *the Council* (representing the governments of the Member States), *the Commission* (the executive and the body having the right to initiate legislation), *the Court of Justice* (ensuring compliance with the law), *the Court of Auditors* (responsible for auditing the accounts). These institutions are supported by other bodies: *the Economic and Social Committee* and *the Committee of the Regions* (advisory bodies which help to ensure that the positions of the EU's various economic and social categories and regions respectively are taken into account), *the European Ombudsman* (dealing with complaints from citizens concerning maladministration at European level), *the European Investment Bank* (EU financial institution) and *the European Central Bank* (responsible for monetary policy in the euro-area).



History of the project

The first contact was in **October 1998** between Bisschoppelijk College Broekhin and Gymnasium of Archangelos in order to organise a mutual student exchange.

In **December 1999**, teachers from Bisschoppelijk College Broekhin visited Gymnasium of Archangelos.

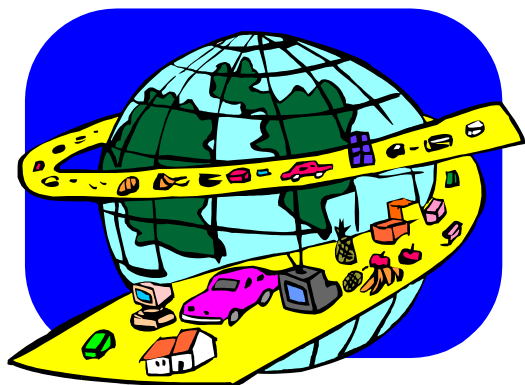
In **April 1999** students from Gymnasium of Archangelos Rhodes GREECE visited Bisschoppelijk College Broekhin in Roermond THE NETHERLANDS.

In **May 1999** students from Bisschoppelijk College Broekhin visited Gymnasium of Archangelos.

In **September 1999**, a contact seminar on Comenius was held in Poland, Sosnowiec where schools from Poland and Lithuania agreed to start a co operation.

In **October 1999** teachers from Gymnazjum Numer 4, Zory POLAND visited Gymnasium of Archangelos as a preparatory visit. At the same time, Externato De Penafirme, Santa Cruz PORTUGAL joined the project.

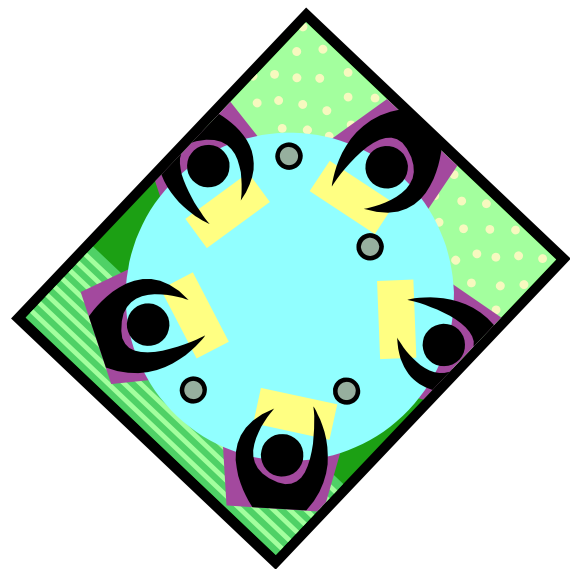
In **November 1999** all the schools applied at Comenius National agencies and in **March 2000** the schools were informed that the project was approved.



changes.

In **May 2000** another group of students from Bisschoppelijk College Broekhin visited Gymnasium of Archangelos.

In **June 2000**, the first project meeting was held in Externato De Penafirme, Santa Cruz PORTUGAL in order to discuss planning, organisation, implementation, monitoring, evaluation as well as the possibility of school ex-





Greek and Dutch students at Gymnasium of Archangelos, Rodos, Greece
MAY 1999



Greek and Dutch students at Stegna Beach, Archangelos, Rodos, Greece.
MAY 2000



Greek and Dutch students at Rodos airport.
MAY 2000



Contact seminar in
Sosnowiec, Katowice,
Poland
SEPTEMBER 2000



Polish teachers with the
director of Gymnasium of
Archangelos and the Mayor
of Archangelos.
OCTOBER 2000



Project meeting at Externato De Penafirme, Santa Cruz, Portugal
JUNE 2000

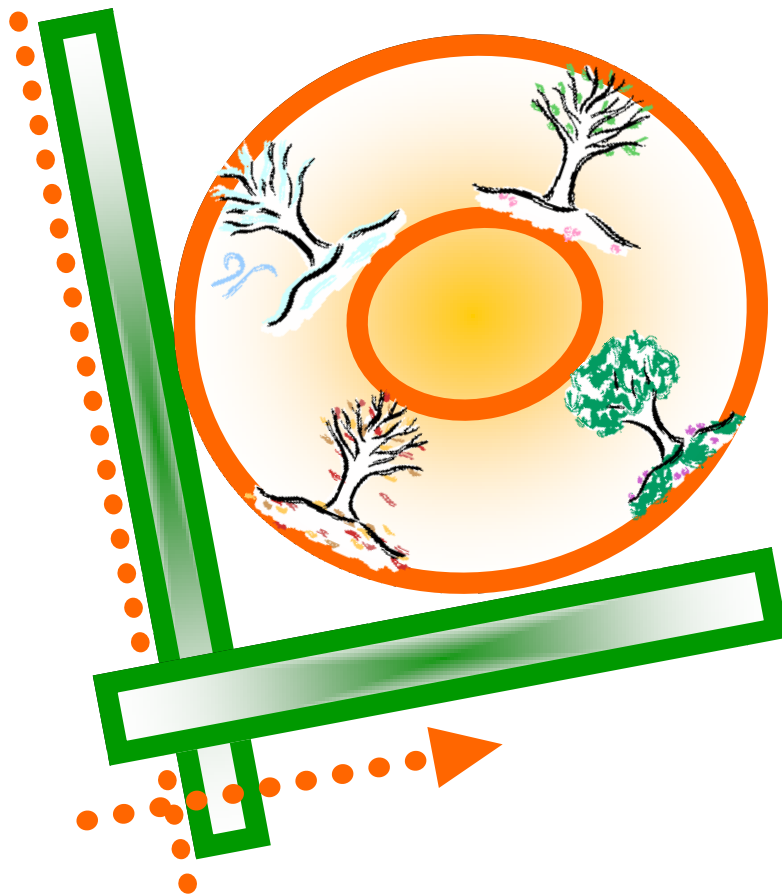


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*Gymnasium of Archagelos
Archagelos P.C. 85102
Rodos island
Greece*

