

VOLUME II

BARDEL TIMES

Spilling the Tea with the Class of '23



*by students for
students*

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Interview with Mr. Lammers

As you know, this year our school got a new principal: Herr Lammers. But who is he and why did he come to Bardel? Get to know him with us in this interview.



What are your interests?

I have quite a few. First of all, there is my family, my wife, my daughter and I have a dog, so of course I like to go for walks with the dog, etc. I also like to do things together. And my other interests are reading books, like crime novels, to be able to relax. And I like to do sports, so I've always done a lot of running, jogging and swimming. But at the moment there is not much time for that, but when I can and I want to clear my head a bit, I go for a run.

What was your previous dream job – had you ever thought about becoming a principal?

Not at all as a principal, yet I did want to become a teacher. I went to the carnival dressed up as a teacher in the seventh grade and that probably comes from the fact that my mother, my grandfather, my uncles and my aunt are all teachers. Those were my role models.

I chose the job because I thought - and this has also been confirmed - that it is a very meaningful job because you work with young people, you always stay awake, you always hear about current things, and you have to say that you accompany young people in a very important part of their lives.

I worked for 20 years in Vreden at the Gymnasium as Sixth-Form Coordinator and Coordinator for Bilingualism, then I saw the job advertisement and came here to Bardel, and it appealed to me immensely and that's when I realised that it was time for me to do something else.

I had a good feeling about it right from the start, so, no, I didn't always want to be a principal, yes, I always wanted to be a teacher. And the headmaster has now turned out to be a new challenge, I'll say, to get out of my comfort zone and try something new.

Why Bardel?

When I was a little boy, I used to come here to Bardel, for example to go swimming or something else, and of course I know the school because of the Cambridge exams and its good reputation, and then I simply looked at the job advertisement and applied, and the whole application process felt good overall, and then I thought: let's do it!

What are your responsibilities and tasks as headmaster?

Interesting tasks. You deal with a lot of people, you have a lot of conversations; a lot of different interests that naturally collide. In general, I am responsible for the building itself, I am the school's landlord. I work for the staff, for the employees, for the teachers. I also give lessons. I am the pupils' and parents' contact person. The field is huge, so at the moment I'm really sitting here at school from 7 in the morning until 9 in the evening. But of course, that's also due to the fact that I'm new. Overall, it's interesting because a lot of things are new. The school is in another federal state. I was in North Rhine-Westphalia before. The school is individual because of the fact that students from different regions come together here. That's why it's interesting and a challenge at the same time, yes.

Do you have big plans for the school? Do you want to change or introduce something?

Yes, I have big plans, I wouldn't have applied if I didn't have plans or a vision in my head or the feeling that I can contribute with my competences for the school.

Of course, it is unfavourable when colleagues and parents find out from this newspaper what kind of visions these are. For me, it is always important to develop things together as a community. I could well imagine that the fundamental things, for example that the school here is a place where people meet, that certain pillars cannot be changed. Those are traditions that have grown for a good reason. Of course, pupils are always educated in a future-oriented way and that they can also complete good studies and training after school. Certainly, I could imagine a few more steps in the area of digitalisation. I could also imagine sharpening up a bit in the area of bilingualism, but all together with the colleagues.

The environmental area is going well, and of course it's good that we are an environmental school.

The colleagues are doing a wonderful job, which must be said quite clearly. They do an incredible amount of work to make such an attractive offer possible, and that's really something you don't read much about in the newspapers. Maybe you don't hear much about some things, but if you list everything that's going on here at the school in terms of activities, projects, they are exceptional and that is simply outstanding.

As you have already mentioned the term digitalisation. It is a big issue in schools. How do you see the current digital status of our school?

Honestly, I see great opportunities here. There are two fully equipped computer rooms and tablet cases. You can use the computers in a super targeted way at the moment and we have the opportunity to consciously think about other things, for example, whether to buy laptops or tablets for pupils.

There are pros and cons, when to do it, whether to do it at all. In other schools, a concept has been created relatively quickly due to the Corona situation, and a lot has been left undone in such concepts, and here we have the chance to think calmly about how we want to develop and what we want. And it is always important to me not to run after any trends.

But the school here is a place where pupils grow up, where they are educated, and of course there is more to it than just turning on the computer. School is a place where people meet, and that is what school is for. In the Corona crisis, we have become very aware of the school's contribution to students meeting face-to-face, and that should always be the focus.

You have already said that you are supportive of bilingual lessons. We have bilingual lessons in the lower classes. Do you see more bilingual lessons in the future?

Yes, I could imagine so. I personally think that there is still a bit of sharpening and expansion to do. Yet, we must take into account all questions of teaching staff and the parents and the students. That's why I don't want to anticipate anything. In Vreden, we had a bilingual educational program that went from grade 7 to the Abitur, and I considered that to be very profitable. Of course, this school still has this remarkable thing of the Cambridge A-level exams, which are of course unique throughout Germany. That means we are already well-equipped here. I'd say, you could still do a bit of fine-tuning here and there to optimize things, but the basis is here for now.

Have you noticed any big differences between Bardel and your old school?

The way people interact with each other. I've experienced a great deal of appreciation here. I think it's very positive overall. I thought it was good in Vreden, too, I got along well, but it's already extraordinarily good the way things are organized here, the way people live together, the way they interact with each other. Of course, the Christian profile is clear at this school. Because of the close contact with the monastery, certain things are anchored in the school calendar, through the morning prayers, through the fact that there are really a lot of people who ask themselves the question about God - that was also there in Vreden, but not as strongly.

Another significant difference is simply that this school is unique because of its location and because of the school program, i.e., because it has overcome borders by its history, its tradition, Lower Saxony, North Rhine Westphalia; everyone comes together here, works together and lives with each other.

Thanks very much Herr Lammers for taking the time to answer our questions. We wish you all the best for the future at Bardel

by Rivka Meijer & Celina Brock



The pandemic: a never-ending story?

By Varshini Baskaran

At the beginning of 2020, the world was hit with the Covid-19 virus. From then on, it felt like everything had been paralyzed. The streets and skies went quiet, shops and bars and restaurants were closed, people started working from home, and finally schools closed too.

A whole new way of 'going to school' started. We had to turn on our computers and smartphones to have lessons or get work to do. We missed our friends, we missed taking the bus everyday, we missed going to school! Eventually we could go back but the whole routine had changed - different breaktimes, one-way systems in the corridors, masks in lessons, on the bus and at breaks.

Now the pandemic seems to be disappearing, but I think we can all agree that still a big mark has been left on the world. The younger generations have felt this the most. The past years formed a cut in the lives of many people. Of course, not all children and young people have been affected to the same extent. But it is certain to say that it has taken a toll on all of us, hasn't it?

Covid has changed the face of education. The crisis has exposed many flaws in our education system but has also given us some positives. It was obvious to us that nobody was ready for this. A crash-course in online learning took place: methods to create a workable classroom situation at home and on the internet had to be found.

Teachers found that they were simply unprepared for the situation: their knowledge of technology was insufficient, all their teaching methods were aimed at in-class interaction, their creativity was seriously challenged, and many felt disoriented in their



jobs. The younger generation of teachers was able to adapt, but many of the older teachers had to struggle, lacking the necessary skills.

On the topic of technology for pupils, most students could quickly adapt to the demands the online school brought with it. The rest had a few difficulties in the first weeks regarding proper digital access and quite a few never really caught up.

The crisis has exposed flaws in our education system but has also given us some positives.

The Robert Bosch Institute recently shared statistics on the study gaps German students have gained due to Covid.* It is estimated that more students showed significant gaps in their learning with an increase from 33% to 41% from 2021-22, especially evident in schools, where predominantly speakers of other languages are pupils.

Also, schools report that pupils are not getting sufficient support to make up the difference. Mental well-being is another issue arising from the Covid crisis, which some feel is more important than meeting learning needs.

The study shows that 78% of the school administrations struggle with supporting those children accordingly.

Pupils also discovered how much they needed both the teachers and their fellow pupils present to learn properly. Without the usual routines and deadlines it was hard to be organised in learning and motivated to work in a structured way. This is still especially hard for those who are finding it difficult to get back on track and catch up.

Almost all teachers in the report state that they have a noticeable increase in behavioral problems since the outbreak of the Covid-19 pandemic. Apparently this percentage has further increased in the last year. Not surprisingly, 80% of respondents now report a sharp rise in problems relating to concentration and motivation especially..

I asked some pupils questions regarding the impact of the pandemic on their education and psyche. The approach was towards different student groups, regardless of age and grade.

Looking at the effects on the social life of students we see separate developments. 4 out of 10 students

describe feeling more introverted, while the rest were sick of being around themselves only, so they started engaging more in activities and events as soon as they could . “Now that we all have access to normal life, I am going to enjoy as much time with my friends as I can!”, said one I asked.

Older pupils learned that they could take charge of their education and have become much more independent learners.

I also asked how pupils rate the way our school dealt with the pandemic. Here we notice that the opinion is very divided. What was positively received, however, was the introduction of IServ. The school server still shows good use today, which many find practical and now teachers can make use of this for more variety in their teaching. Through this resource, older pupils learned that they could take charge of their education and have become much more independent learners, which is a good way to prepare for university.

Still, a lot of the students realized how much they liked school and missed both fellow pupils and teachers as well as the social activities and the fun of lessons shared with others rather than their pets and their family.

In conclusion, many pupils have been negatively influenced by the pandemic and still have not recovered. This is a collective issue that needs to be openly talked about and dealt with. But the pandemic made things happen sooner that were going to happen anyway in society in many ways and that applies to education too. Hopefully we can take advantage of this to make education more fit for our new post-pandemic age.

*<https://www.bosch-stiftung.de/en/press/2022/06/robert-bosch-stiftung-representative-survey>



GUESS THE TEACHER



- A. Ms. Scholle
- B. Ms. Mühlemeier
- C. Ms. Schürmann



- A. Ms. Middelberg
- B. Ms. Foecker
- C. Ms. Bröker

GUESS THE TEACHER



- A. Ms. Cerencov
- B. Ms. Drendel
- C. Ms. Eisner



- A. Ms. Veldscholten
- B. Ms. Lindschulte
- C. Ms. Pott

GUESS THE TEACHER



- A. Herr Schreiber
- B. Herr Lammers
- C. Herr Fabricek



- A. Herr Krüger
- B. Herr Struck
- C. Mr. Vick

Facts You May Not Know About Bardel

We all know that the Missionsgymnasium St Antonius is a unique school in Germany but do you know these facts about your school?

Take a guess! Only one answer is correct.

- 1) In which year was the Franciscan monastery in Bardel founded: 1922, 1932 or 1942?
- 2) Where was this first Franciscan monastery located: in the building now behind the school, next to the school or in the tower of the school?
- 3) How many stones are there in the mosaic in the church: about 250,000, 500,000 or 750,000?
- 4) Which holy person is at the bottom left of this mosaic: St. Francis of Assisi, Jesus or Mary?
- 5) How many teachers are currently teaching in Bardel: 44, 54 or 64?
- 6) Which of the following is not part of the school's Mission Statement: study skills, social skills or religious offerings?
- 7) How many schoolyards are there in Lower Saxony that are larger than the schoolyard in Bardel: one, ten or none?
- 8) How many religious members were expelled by the Gestapo in the course of the Nazi regime in Germany: Answer: 7 Fathers and 25 Brothers, 3 Sisters and 21 Mothers or 2 Cousins and 1 Uncle?
- 9) For how many years was teaching interrupted at Bardel? 4 years (1914-1918), 13 years (1939 - 1952) or two years (2020-22)
- 10) How big is our swimming pool: 20mx 12m, 16x12 m, 18m x 12m?
- 11) When did A-levels begin at Bardel: 2009, 2011 or 2019?
- 12) How many parking spaces are there: approx. 160, 180 or 220?
- 13) How many toilets are there in the whole building? Answer: 15 to 18, 14 to 46 or 57 to 60?
- 14) How many school buses bring the pupils of Bardel to school every morning? 8, 9 or 10?
- 15) When will Bardel be 100 years old? 2023, 2024, 2025?

The correct answers can be found on the last page!

DIGITALIZATION at BARDEL

Majd was curious to know what pupils and teachers think of the all the changes that have happened to the technology at Bardel lately. So she asked them!

Majd: How do you find the digitalization of our school?

Mara: If you look at the way it was when we first came here in grade 5 to now, it is a big difference. I think it actually works well now. Most of the teachers are also good at using it and when it works with the operation, then it works really well.

Majd: How did you perceive its development since 2014?

Mara: When we were in the fifth grade, we still had the normal chalkboards, and at some point we had Elmos. Then we had whiteboards with markers, which we still have today, but now with Apple TVs. That has been quite a development!

Majd: Do you have any suggestions for improvements?

Mara: In theory it works well, but with the new Apple TVs you can not write on it and it is hard to show anything on it, because they hang so high, which is a bit annoying. Many teachers also say that they should be better trained so that everyone gets along with it and so it works better.

Majd: How was the digitization in Bardel when you first started working here as a Music and Geography teacher?

Tecko: So in the very beginning there was nothing. We wrote everything on a blackboard, with chalk, that was back in 2002. For music there were already note printing programs. I often worked with them, writing the arrangements for the school band in this music printing program, and then you could print it out, so it looked much better. In the past, we had to write the individual parts by hand. With this music printing program it became a bit more exclusive. There were no videos or anything like that back then, there was no such thing as YouTube, so if you ever had recordings, you needed a record or a cassette. We really did a lot with videotapes, sound CDs, regular CDs, records, those were the mediums we worked with 20 years ago. Then MTV came and you could finally also record something and take the videos to school to play, but that was really the exception at the beginning.

"There were no videos or anything back then. There was no such thing as Youtube."

Now you just go into the classroom and there is a laptop. We have a beamer and a sound system to which everything is connected. This has been the case for the last 5 or 6 years and it is developing more and more. What is also totally great - are the music notation printing programs and also playback programs for the Cambridge candidates. They can compose directly into the program and have the notation immediately on the computer, then they can press play and the device plays it automatically. Muse Core is the name of the program, you can get it from Open Office.

These sheet music printing programs, which I mentioned earlier, are now available for free. Back then they cost between 500 and 800€. That was the price for these things and the programs that are now available for free, are already much better than what they were before. In the next development, which we are working on right now, we will have our iPads and Apple TVs, which means we will have wireless connection. We do not even have cables connected to the projector anymore. All of that is history. All this cabling will be gone. With the iPad we can also replace the Elmo. The thing that was suddenly completely new was iServ. All of a sudden we were able to store files in groups for the individual grades. We used to have to print everything.

“Now I am constantly getting emails or info that is important for the next day. That was not the case before.”

Now I hardly print anything. Except for exam papers, I do not copy anything anymore. You guys have it all on your iPads, on your phones or whatever and one just creates a folder for it all. We used to do all that with paper. Huge amounts of paper went to waste as a result. Video conferencing via iServ did not work at all in the past either and has only been possible since Corona. In the meantime, we also have Webuntis, where we can access the timetables and any changes happening within. That is the development until now!

Majd: Are there any disadvantages you see in this development?

Tecko: The danger is when everything goes too fast and too easy and then you just constantly clutter up other people's server. It is really annoying for me, maybe not so much for the younger people because they are used to it going back and forth all the time. For me the quiet times are when the device is off, when there's nothing coming in. The too--much-information creates a certain superficiality. When I leave here, I do not really want to have anything to do with school anymore. Now I am constantly getting emails or information that is important for the next day. That was not the case before, it was much more relaxed, there was much more peace in the whole system.

“It was much more relaxed, there was much more peace in the whole system.”

Majd: How has the development of digitization at our school been since the past 10 years?

Blome: So currently nine and a half years ago, when I started, there were two computer rooms where your now upper school study rooms are, with Linux computers and a large server in the basement and a company from Sauerland that looked after it. That was it. There were also a few laptops that you could borrow and a laptop cart, but it never worked or at least it did not work at the time I started. Yeah, that was kind of the state of it when I started. Jumbo was the name of the system back then. That was the beginning.

Majd: What has changed in the last few years in that regard?

Blome: Everything! We now have Wi-Fi coverage throughout the entire school. Except for a few rooms, such as the gallery, but we actually have Wi-Fi reception everywhere, even in the sports hall.

The cafeteria is still missing an access point, but it is there now so Wi-Fi should be possible there too. Of course, it is a school Wi-Fi, so it is not what you have at home, and we have to guarantee legal protection for minors and technically also

When I started, there were two computer rooms with Linux computers and a few laptops.

provide a secure line, which is why WhatsApp does not work. After the money from the digital pact was made available, the entire infrastructure was provided with access points. Then the standing desks have been installed with network sockets. Then the next conversion was made with the new computer rooms in the basement with actually brand new computers and the conversion to iServ. Then later the iPads, which are currently available to all teachers as service devices. We have two 16. iPads suitcases and there are three more to come, which can be used in class. There are also a few newer loaner laptops, where we can show DVDs, for example in English, which is difficult to do with iPad. The last step in the digital pact and the technical digitalization in Badel, are the displays, the Apple TVs, that are to be installed in all rooms. They are already in stock, but the current situation with craftsmen is a bit difficult. Their order books are full. But this school year, the plan is to have large displays and Apple TVs in all classrooms and to move the projectors out of the building, because they are too maintenance-prone.

Majd: Now my next question would be a good fit. Do you have any suggestions for improvement?

Blome: Technically, when this is completed, we are actually at a relatively modern level. What can be improved though is the way of dealing with them.

This is currently being dealt with by a working group. You can plaster everything with the latest technology, but if no one can use it and it's not used, then there's no point, is there? We are now

"This school year the plan is to have large displays and Apples TVs in all the classrooms."

starting with media competence lessons in the 5th and 6th grades, so that students learn how to create a Word document, because many do not know how to. It is extremely important for university and for office jobs after school to be able to handle at least the basics of Office. And at the same time, we as a faculty need to be trained and educate ourselves on how to work with iPads and how to use them sensibly in the classroom.

We still need to develop a concept for that, which is what the working group is dealing with at the moment. When does it make sense to use iPads in class and when does it also make sense for students to use them? I see in the upper grades that you can use them extremely productively. Instead of writing notes from the blackboard, you can perhaps pay better attention to what is being taught and take a photo of the board afterwards, which you can insert in your notes. This can be quite useful, it does not just have to be laziness.

Nevertheless, a concept must be made. It must be somehow clear for all when is what okay. Then of course there is the financial aspect. What can you possibly expect from students or parents in terms of what is purchased? This stuff is not cheap. If we were to start making it compulsory for students to buy iPads in the fifth grade, they would be lucky to get to the Abitur with a total of 2 iPads. It is more likely that 3 devices will have to be purchased during the course of the 13 school years. That is clearly a lot of money. The school is thinking about this right now, a plan is being drawn up, both in terms of the educational benefits and the procurement of the devices themselves. In the long term, I think it would also make sense to replace calculators for mathematics and physics with iPads and to allow digital dictionaries to be used in English exams.

These are just some of the more concrete steps that I can imagine being implemented soon, in the next 2 or 3 years.

Majd: Thanks to Mara and Herr Tecklenburg and Herr Blome for speaking to us!



Surviving A-Levels in Bardel: Tips and tricks for studying

Studying for A-levels alongside your normal school studies (in Years 10 and 11) and Abitur (in Years 12 and 13) is a very difficult thing to do - but completely do-able!

Pupils achieve this every year at Bardel.

Here are tips from two A-levelers of the Class of '23 who have done it already.

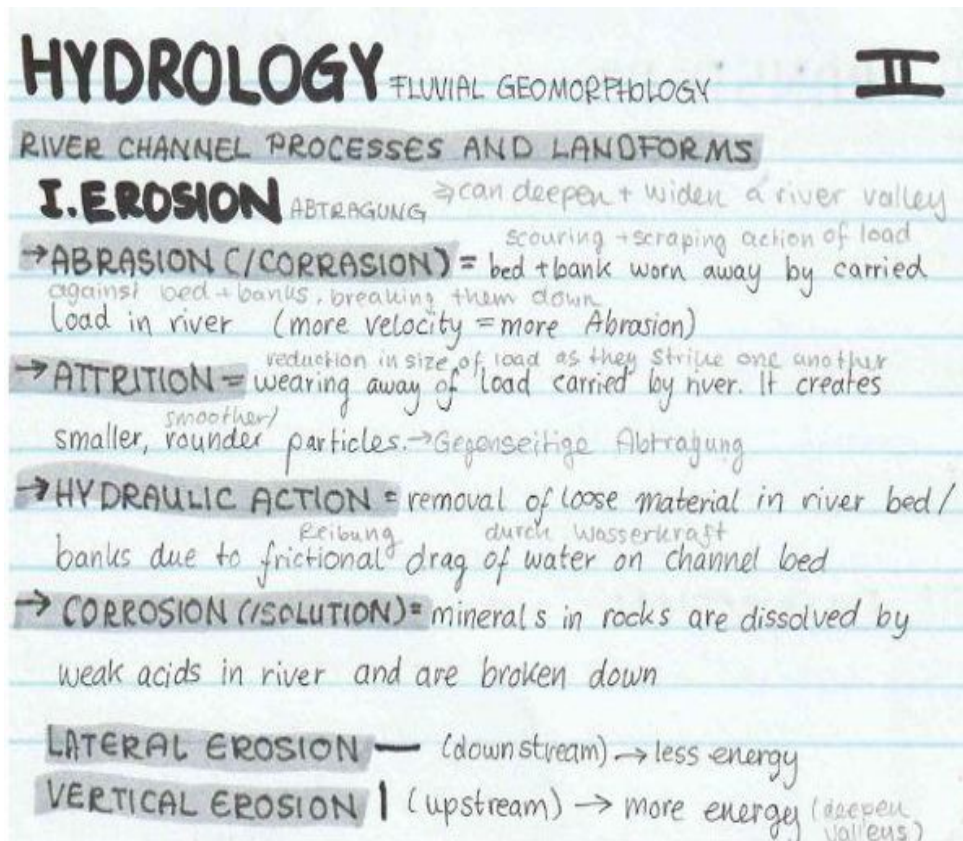
by Jessica Jankowski

My main advice for studying for A-levels is not to stress out about when you should start to learn for the exams, but instead how you learn. This strategy (which is relevant for every other subject you study apart from A Levels!) is:

- ❑ Work closely to the syllabus. The syllabus usually offers a detailed list of topics you need to know, and it saves you much time and confusion.
- ❑ Attend your tutorials. Even though the 8th and 9th period is tough sometimes, it is worth it to stay through it and listen to what your tutor has to say. It saves you a lot of time instead of teaching the subject completely to yourself, and allows you to revise topics you may not understand.
- ❑ Create a study plan. It is important to write down the dates for your exams and set deadlines for the topics you need to learn. It is easy to lose track of time because the exams are so far in the future, but it is important to know what you still have to do until you are going to take the exam. A detailed study plan helps you to estimate the dimensions of everything you need to know and gives you an overview of the time you have left to learn. Here is my study plan from 2020/21 as an example:

DATE	MUSIC	GEOGRAPHY	ENGLISH	GERMAN
SEP	Practice + Composing music	Core physical 1.1 hydrology, 1.2 atmosphere/weather,	Past papers +	Read + study Die Physiker
OCT			Tutorial exercises	
NOV	write + finish programm for C2	1.3 rocks/weathering +		Read + study Als Hitler Das Rosa Kaninchen Stahl
DEC		Core human		Read + study Tschick
2021 JAN	Preparing for Listening Paper +	2.1 population, 2.2 migration		
FEB	Musical features (syllabus)	2.3 settlement dynamics	REVISION	REVISION
MAR				
APR	Musical Analysis		EXAM 1 Essay	EXAM 1 Book analysis
MAY				
JUN				
JUL	Past Papers			
AUG				
SEP	RECORDING C2			
	REVISION	REVISION		
OCT	EXAM C1	EXAM 1		
NOV	Listening Paper	Core physical		

- ❑ Create summaries. Go through the syllabus, take the topics you need to know as headlines and then collect everything you have and shorten it to bullet points.
- ❑ This is an example of my flashcards for geography. My advice is to write down important terms, create a definition and if you feel unsure you can add a translation and little explanations which will help you when you start to revise.



- ❑ Revise clever. Do not just read through your flashcards and summaries multiple times. The best thing you can do is to take a sheet of paper, put your summaries and flashcards away and try to write everything you know about that topic down. Read it and then you can add everything you left out. Try to do that as often as you can.
- ❑ Present your bullet points. Ask someone from your study group or family to sit down and listen to your presentation. Try to explain your bullet points and summaries as detailed as you possibly can, because this is what you must do in your exams too.
- ❑ Learn with past papers and mark schemes which are available on the Cambridge website. Try to do the exercises on the past papers and then compare and evaluate your answers with the aid of the mark schemes. It gives you an idea of what is expected of your answer. Sometimes the Cambridge School Support Hub also offers other materials you can use to study, for example the teacher's guide (in Music) or answer papers/ writing skills lesson plans (in English Language) which can be a major help for your learning process. Especially the answer plans in English have helped me immensely, as you can see what exactly is expected of your answer and how your answer should be structured.

Surviving A-levels at Bardel: what NOT to do when studying for A-levels

by Daniel Müller

Studying for your A levels while simultaneously preparing for your Abitur will be a challenge. In grade ten, dealing with both of these might still feel fairly doable, as you don't really need to worry about your Abitur yet, and don't yet have 9 hours of normal school almost everyday regardless of tutorials. However, starting grade 12, you will find that you have very little time to contribute to studying for your A levels, which is why you will likely struggle. To help you, we decided to collect a couple of things you shouldn't do, if you strive for a good mark.

Do **NOT** miss an unnecessary amount of tutorials during your first two years of studying, which are grade 10 and 11. Nine hours a day once per week is exhausting, but it's nothing compared to nine hours four days a week, which is likely what you will experience in grade 12. Use this period of little stress to really prepare for your upcoming exams, as later on, it will be harder to find time and motivation to attend tutorials that are not mandatory.

Do **NOT** just use the internet for studying. The books are expensive, but they are worth it. The internet can be a helpful resource, however, it will fail to provide all the information you need in the end. It might be enough to pass, but likely not to get a good mark. The books are specifically made for A level studying and will give you everything you need. There are even revision guides available, which summarize the books.

Do **NOT** overestimate your abilities. You have to remember, that the A levels are the highest form of not-college education you can get in England, similar to the Abitur in Germany. You wouldn't study for the Abitur for a year, only attending 52 two hour lessons, and then immediately do the exams. You should treat A level the same way. Open College recommends studying at least 350+ hours to receive a good grade. Just attending the tutorial will likely not be enough for you, especially not, if you rush the exams.

Do **NOT** procrastinate to the point that you only have a couple of days left until your exam. This one might seem obvious, but it is very easy to just forget about a level while preparing for the Abitur. At the beginning, none of us thought we would ever procrastinate, but most of us did, and it's something you should avoid, or at the very least, be prepared for. Two days are not enough to study for an entire exam, not even close. Two weeks, still not enough. Start studying at least 2 months prior to the exam. You will find that the A level exams and the normal school Klausuren usually take place in around the same time period, and having to revise everything while also learning for your upcoming maths, German or chemistry exam is very stressful.

Amelie Kamm: a semester in England

„My name is Amelie Kamm and I am 17 years old. I am a student at Bardel but I spend the first semester of Year 11 in a school in England. I live in Peterborough, which is one hour north of London.“

„This whole experience has been a positive one. I expected to encounter many more obstacles like homesickness but fortunately this is not the case for me.“



„I fell in love with England.“

Daily weekday routine:

6.30/7.00 wake up

8.10 walk to school

8.35 school starts

13.15 – 14.00 lunch

15.00 school ends

Homework

17.30 dinner



How do you get along with your host family?

I luckily live in an amazing host family. My host parents are Sarah and Nil and I have a 13-year-old host sister called Erin. It really is a perfect match. I often dance and sing with my host sister and feel like she could be my actual sister, which is amazing. I could cry just thinking about having to leave them.

What is your school experience?

I attend a Sixth Form school and am in the Lower Sixth Form, which equals Year 12 and I get to take A-Level lessons here. I take Maths, English and History because I also do English and History A-Levels in Germany. Per week I have 15 hours of lessons and 10 hours of individual learning time. This difference is very interesting because I get such a different perspective.

I would think that school here is a little bit easier also because we do not have as many subjects as we have in Germany.

In my school, we are six exchange students so we automatically are a group of friends. Fortunately, my neighbour is also a good friend of mine and we walk to school together every day.



Do you get the chance to travel?

Peterborough is a commuter town so there are good train links to many different cities. A month ago for example I was in Cambridge but there were strikes and I got stuck there. My host father picked me up which was inconvenient at first but turned into a funny ride back to Peterborough.

I have been to London for four times now. Furthermore I have been to Doncaster, Stonehenge and Bath. To be honest, I get to travel nearly every weekend and got to see a lot which I did not expect but am incredibly happy about these experiences.

How does Brexit affect your trip?

My organisation does not offer a full exchange year anymore because the visa you would need is so expensive. Basically, the cost of the exchange year would double. It is common knowledge that everybody hates Boris Johnson. I got to experience two Prime Ministers and the death of the Queen, which was interesting to experience whilst being in England.



Nadine Quaing: teaching voluntarily in India

Instagram: [naan_dine](#)

My name is Nadine Quaing, I am 19 years old and did my Abitur at Bardel in 2022. Currently, I am doing a „weltwärts“ program for nine months in Kundapura, India. I support a school project at the Higher Primary School Anagali and teach English classes there. The school has 30 children aged four to eleven. I often sing or play games with the younger children and teach grammar to the older children.



Daily (weekday) routine

7.00 drink chai and wash clothes on a washing stone

Prepare for school

9.20 school starts

12.30 break

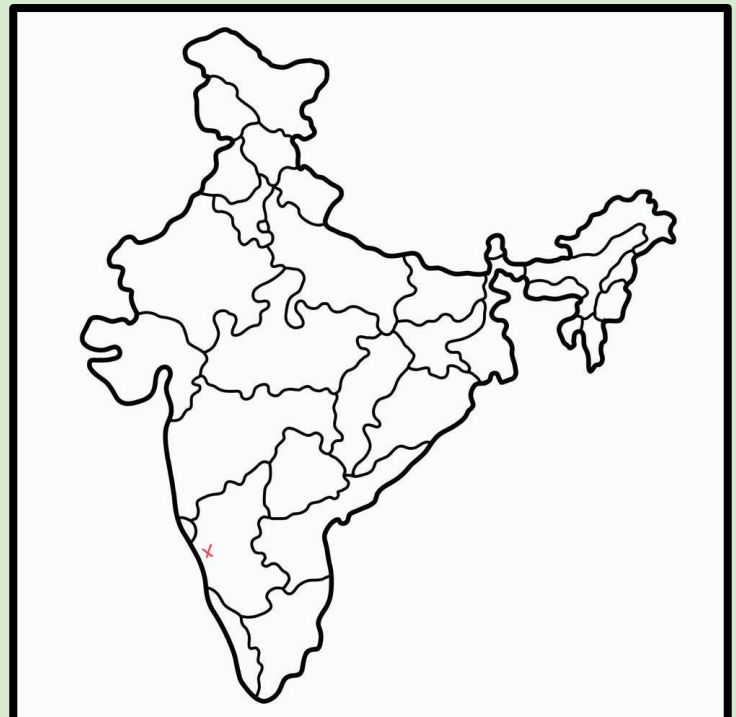
16.00. school ends

Meeting up with friends/spending time with my host family



“I wanted a cultural challenge.”

“People want you to cherish their culture and wear saris and kuttas.”



I live with a Hindu family. Religion plays a huge role in family life and is a huge part of ones identity. Generally, religion is celebrated in a different way than we are used to in Germany where most people view it as an obligation and outdated. There are festivities every few weeks and people meet up, eat and sing together and it overall is a joyful experience.



I live together with my host mother, grandmother and uncle. They do not speak English which is hard sometimes. However, I can pick up quite a lot of Kannada (the native language here). My host father is a fisherman and I have met him only three times. My host brother and sister visited a while ago and I was able to chat to him in English which was nice.

Generally, people are very open-minded towards me. I often get invitations from random people on the street, which is very nice. Before coming here, I was concerned about the whole cultural appropriation debate but luckily everyone encourages me to cherish the Hindu culture.



There are several German volunteers who live in the neighboring areas, which is amazing because I meet up with them very often. It takes just ten minutes via rickshaws. It is amazing to have German friends here and to be able to talk German because we experience the same things as we all work in schools.

It is incredible easy to travel. There are always trains and rickshaws. Yes, it takes longer but nevertheless is very easy. Because of all the (religious) festivals, there are school holidays quite often and I get to travel with my friends quite a lot.

What is an au pair? by Madita Dinkelborg

The term "au pair" is French and means "reciprocal".

As an au pair, you live with a **host family** for a while, look after their **children** and help with the household chores. In return, you can live with the family free of charge, receive meals and a small amount of pocket money. It is always important that you enjoy working with children. Ideally, you should already have experience in childcare and be able to prove this with references.

As an au pair, you can choose between numerous host countries. Especially popular destinations are the USA, Australia, New Zealand, Western and Northern Europe. In Africa, Asia, Latin America and Eastern Europe, au pair positions are much scarcer, and it is more difficult to find a host family there. In some places, those interested can also opt for a so-called "EduCare stay", for example in the USA. In this case, childcare is combined with attending courses at a university.

Requirements for an au pair stay:

- Between 18 and 30 years
- Experience in childcare
- Interest in intercultural exchange
- Sufficient language skills
- Time: 6-12 months
- Impeccable police clearance certificate
- Physical and mental health

Advantageous:

- Driving licence
- Non-smoker



The main task of an au pair is childcare. This usually includes the following activities: playing games and activities to keep the children busy and spend time together; preparing meals; waking up the children and putting them to bed; taking the children to school; helping with homework; doing laundry or small shopping tasks. Often, other

light household tasks are added. However, an au pair does not have to take on heavy, physical tasks such as tending the garden or extensive house cleaning. After all, au pairs are not household help but a temporary family member who helps out in the household, just like in other families.

The costs for a stay abroad as an au pair are different and vary depending on the host country and programme. Au pairs pay for the return journey, the placement fee, the language courses, the visa, the insurance and the host gifts.

The pocket money you receive as an au pair also varies depending on the host country. It is approximately between €150-300 per week and in the EU between €200-500 per month.

Interview with an au pair

• Can you introduce yourself ?

My name is Karla. I'm 23 years old and I've been in the US for over a year now, I arrived last year in October. I live in a small suburb near Boston and my host family consists of my host mum, host dad and I have three host kids, a boy, who is eleven and twin girls, who are nine years old.



• Why did you decide to do an au pair year?

I've always wanted to spend one year abroad, preferably in the US. I thought about doing a high school year or an au pair year. I knew someone who had done an au pair year and she had a great experience. Since I love to work with children in my free time, I'm a camp councillor, I have my own group at church and I thought that would be a perfect way to do it. I wanted to experience the American culture and to take care of children, to travel, to improve my English.

• How well do you get along with your host family?

I love my host family. They're the best. The kids are great, the host parents are awesome. If I ever have a question or something, I can ask them. If I need to leave early cause there is something special, like for example a birthday party of a friend, they always make it work. But it's also the other way around for example when my host parents have a meeting which is outside of my regular schedule, I don't mind helping out.

• What is your typical everyday life like?

What are your tasks? It starts at 6:30 in the morning. My host boy already leaves the house at this time. I empty the dishwasher, prepare the snack boxes for my girls. I put their water bottles on the table for them to refill. And then we have breakfast together. Sometimes I prepare the breakfast and sometimes my host parents do it. And after breakfast I help them clean up their places and I remind them to pack their backpacks and then it's time for school. I drop them off at the end of the driveway, so we just walk there, the bus picks them up. After that I just go in and clean up all the mess from breakfast. And after that I do the children's laundry and make their beds. And then I'm off until the kids come back from school which is 2:30 pm. I pick the girls up and I prepare a little snack. Then it's time for me to pick up my host boy, which usually takes a little bit longer, because his school is a little further away, it's a twentyfive minutes drive. After that I practise piano with the girls and we go outside, if the weather is nice and go on a walk or a hike, play soccer. And if it's rainy, we really like arts and crafts, for example we have Thanksgiving and probably do some Thanksgiving decoration. I work till we have dinner, this is usually around 6:30 pm. And after dinner I just help to clean up a little bit and that's it. Then I have free time same as in the morning

• Are all of your friends au pairs ?

Yes. I also know some native Americans but I like to spend time with au pairs first of all because most of them talk German. If you're talking English the whole day, you're happy when you can talk German. And they know in what kind of situation you are, for example when you have a bad day.

• How much free time do you have and how is it spent ?

So I'm off everyday from 9am to 2:30pm and then after dinner. In the morning a lot of times I meet up with friends and get a coffee from Starbucks or go on a walk, go shopping and just hang out, whatever. Sometimes I just do nothing, just call my friends or watch Netflix. And after dinner sometimes we meet up with friends and watch a movie, but a lot of times we are all super tired because the day was exhausting and then chill on our own.

• **What kind of trips have you already taken with your host family or friends?**

That are a lot of trips. I've been to New York City a couple of times and I love it, especially during Christmas time, like in December. I am going there again in three weeks, which I am really looking forward to. I spent a week in San Francisco, I have done tons of weekend trips, for example to Washington DC, Philadelphia, Chicago, Disneyworld. I went to Seattle last weekend and Richmond, Toronto, Niagara Falls. My host family and I spent a week of vacation in June. We went to St. John, that was really nice. And there are some more trips coming up for example Nashville in two weeks.

• **Do you think your pay is fair ?**

Yes. I mean you're living with the family, you can eat all the food. You don't have to pay rent, you don't have to pay gas for the car and luckily I have a car in my free time. The money you earn, it's like pocket money, so it's really just for you and with it you can buy everything you want or go out for dinner, buy clothes or travel, it's up to you. Living in the US is quite expensive, for example a lettuce, which is around 70 cents in Germany, here it can costs up to four dollars easily. If you keep that in mind and know you don't have to pay for it, I would say the pay is fair.

• **What do you miss most from Germany apart for your family and friends ?**

The German food! They don't have real bread here. They talk about bread it's just toast. I miss regular German chocolate or candy because here everything tastes not that natural. So it has a lot of extra colour and it's super sweet. I love how easy it is in Germany to get around, like people here don't use their bikes. They take the car for everything, even if it's a short distance, I don't like that.



• **What was your best experience?**

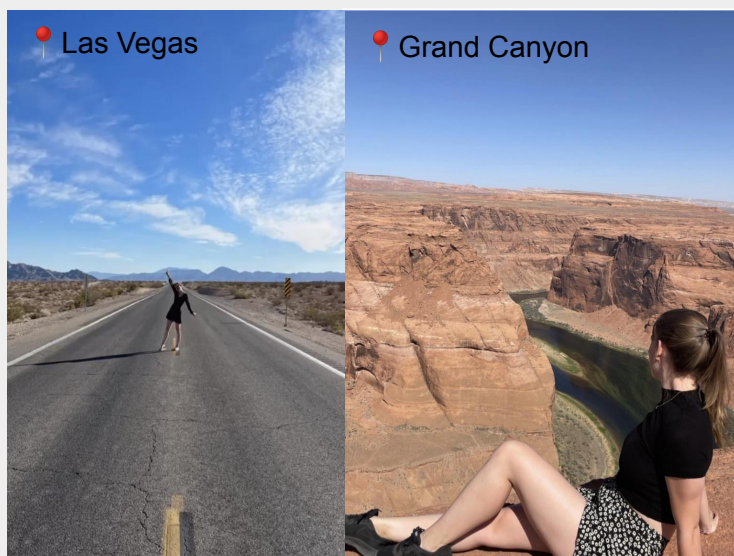
It reminds me, I've forgot to mention the trip. I went to Las Vegas and Grand Canyon and all the national parks around there. That was probably my best experience. Or I went on a helicopter flight over New York City. That was awesome to see the city from above, and to fly over the Central Park and the Statue of Liberty. That was really great. But there is not one best experience, I would say it's the whole year in general.

• **Have you had any negative experience?**

No, not really. Well everybody has a day, where they are like "Okay what are you doing here right now"? You could have been home. But no, I wouldn't count it as a negative experience, I think that's normal

• **Were your expectations about an au pair year fulfilled ?**

Yes, completely. I love the age of my kids, because that's the age I used to take care of, for example in summer camp. Also with my host family, we can talk about everything and they know how it works, like I am already the eighth au pair, so they really know what they're doing and that's great.



LISTENING TO MUSIC WHILE STUDYING

by Anne Lotte Bültel, Levin Heidrich, Marco Jensch

The fact that music can have an influence on cognitive performance has been discussed for a long time. Especially classical pieces like Mozart's Sonata for Two Pianos in D Major have long been suspected of having a beneficial effect.

A 1993 study showed that students who listened to Mozart's sonata for ten minutes before the test performed better in an intelligence test than those who listened to relaxation music or nothing at all. Music between 56 and 64 beats corresponds to the human heart rhythm.

This phenomenon is called the Mozart effect.

Influence on brain activity

Music helps learning. At least that is what the British psychologist Emma Gray says. She even investigated which music suits which subject and thus should help learning. It all comes down to the kind of music and how many beats per minute (bpm) the music you listen to is

Songs with 50 to 80 bpm like, "We Can't Stop" by Miley Cyrus, are said to be useful for maths. They stimulate the left, logical hemisphere of the brain. Those who need to be creative, on the other hand, should rather listen to "Firework" by Katy Perry, which appeals to the right hemisphere of the brain.

But it's not just pop music that teens listen while studying. Many find Classical music soothing and relaxing which can also help. A study also proved that the first movement of Antonio Vivaldi's "La Primavera - Spring, Op. 8, RV 269" from the "Four Seasons", for example, promotes creativity.

"By listening to music, almost all brain regions are networked because we also imagine the instruments inwardly and move along with the beat. So we listen inwardly and the music generates strong emotions in us. The brain regions involved are also supplied with more blood at this moment," according to Eckart Altenmüller, professor at the Hannover University of Music.

Different grooves for different minds

Altenmüller claims that there are no specific types of music that directly improve learning in a particular subject. Instead, music that makes us feel good is said to make us perform better. But when learning languages, it is important to pay attention. When you listen to text, interference occurs. That is, the brain regions that are supposed to be learning words mix with those of the words heard from the music. Therefore, for those who do not want to do without music, it is recommended to try instrumental music.

Alternative beats and drones

Those who do not like Classical music but find pop music distracting should try ambient music. It has a similar effect to Classical music, but is more modern. Soothing synthesiser tones and gentle dub and bass tones can make the brain more receptive and relaxed. Another alternative is so-called Brown Noise music. This is better described as sound than music really. There is no melody but a very soothing and monotonous 'wall of sound' which can be compared to that of wind or water but is electronically created, similar to ambient sounds from nature such as rain, sea and forest which is just as effective.

During study breaks, your favourite music quickly minimises stress levels and helps

you process what you have learned. Your favourite songs also help to motivate you for the next learning session.

Another tip

Create a playlist before you start studying! This will help you avoid having to think about which song you want to listen to next. You can even create a different list for different subjects depending on the activity your brain will have to undertake according to what it will have to do. Music can motivate as well as relax or stimulate your mind, but everyone is different in their tastes and moods so what helps one person may not work for everyone.

Give it a go. It could improve your marks!



Climate change (and the consequences)

We all know that the climate is changing. It hardly ever snows in winter anymore but rains a lot, while the summers are hotter and drier than ever before. What are the causes and what can be done?

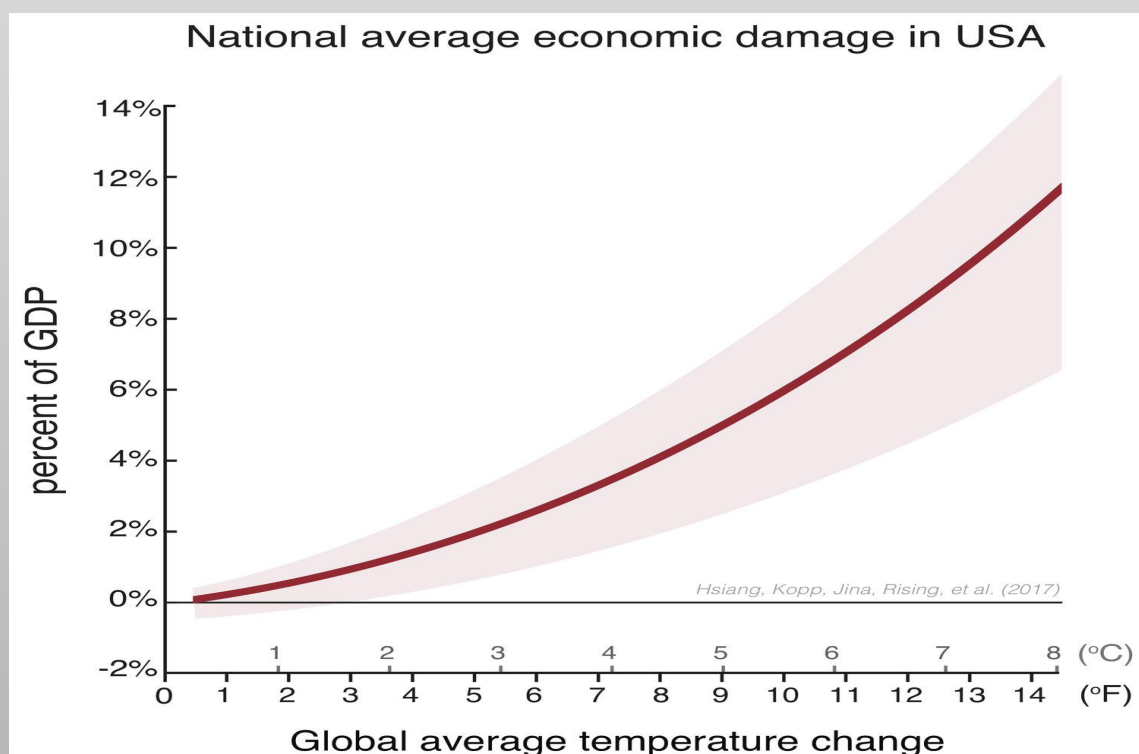
Luca van der Wei gives us the facts.

The global climate has been warming for many decades. Humans are primarily responsible for this, because we need a lot of energy. Energy for heating and electricity, energy for the car or energy for the manufacturing of all the products we need in everyday life. Most of this energy comes from coal, oil and gas: so called “fossil fuels”. During combustion, the gas produces carbon dioxide (CO₂), which ends up in the air. The CO₂ “swallows” the heat rays released into the air by the sun-heated earth. That’s why these heat rays can’t escape into space. and it’s getting warmer on our planet. This is called the “additional man-made greenhouse effect”.

Extreme weather events increasing

In recent years, climate researchers have observed more frequent extreme weather events with strong impacts. In Germany and many other countries, there have been severe thunderstorms with large floods. The USA has been hit by severe hurricanes that caused great damage. Strong Rainfall, often followed by floods, have occurred more frequent and intensive in Europe and North America. Heat waves also occurred more frequently in Europe, Asia and Australia. Moreover, Experts suspect that these extreme Weather events could occur even more frequently in the future. These “weather extremes” have a great impact on the agriculture and the economy in general.

This is illustrated in the following graphic:



Climate change (and the consequences)

Agriculture: cause & effect

Modern agriculture also contributes to climate change. Artificial fertilizers and plant protection products, as well as animal feed for the many millions of farm animals such as pigs, chickens and cattle contributes to production of large quantities of CO₂. Yet, agriculture also suffers due to the “weather extremes”, the spread of plant disease and the flooding of fields because of heavy rainfall and the alteration of the harvest times, due to the heat which also effects how much can be produced.



All of this can be seen all around us at Bardel, where the fields of maize and grass are grown especially to feed cattle, being the main agricultural product of the Grafschaft and northern NRW as well as the farms of the East Netherlands nearby.

The financial cost

Furthermore, governments locally and nationally as well as internationally need to secure the safety of their citizens. Therefore, they either need to reduce their CO₂-emissions, or they have to face “prevention costs”, in order to reduce the “measurable costs caused by the climate change”, such as damage to infrastructure and the “non-measurable costs caused by the climate change”, such as migration caused by climate change or the influence the climate change has on ecosystems. But as said before, you cannot stop natural disasters from happening and therefore, the global community and the governments need to pay “follow-up costs”, after a natural disaster which can not be dated before, therefore making them difficult to calculate.

“Dirty Energy” and “Green Energy”

Every day and around the clock, a lot of electricity is needed in Germany. A large part of the electricity generated in power plants is generated by the combustion of coal and natural gas. This, as said before, produces the greenhouse gas CO₂. But you can use wind power, hydroelectric power, solar power, plants and Heat from the earth, so called renewable energies. The advantage: this type of power generation does not enrich the air with CO₂. This is why renewable energy is more essential than ever.

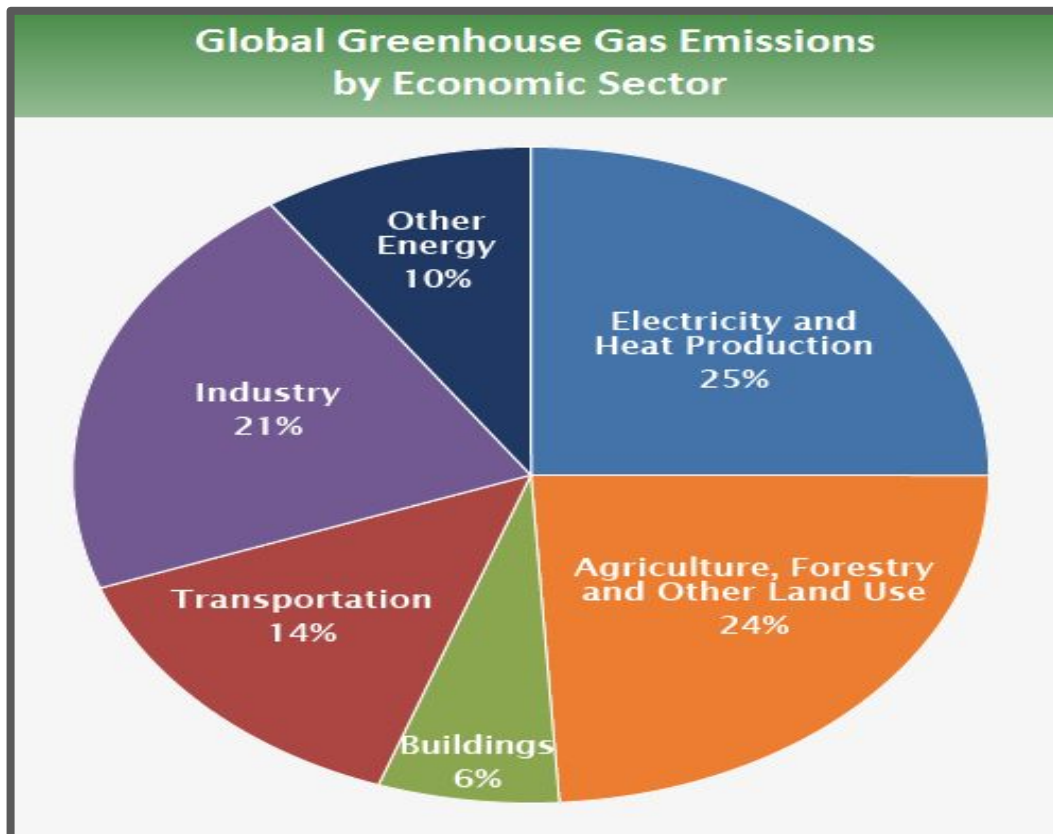
Climate change (and the consequences)

In conclusion, climate change is the most significant problem facing the world. Global warming is increasing day by day. If we cannot prevent it as soon as possible, our world will face undesirable consequences. Artificial intelligence and machine learning, which have been quite advanced recently, is our immense weapon in the fight against climate change.

Recently, studies have been carried out to tackle climate change with these subjects. Governments, non-profit organisations (NGOs), and companies also have the responsibility to implement and contribute to these studies. Moreover, the climate change poses a growing threat to sustainable development. The expected effects of climate change could seriously compromise the ability of the agriculture sectors to feed the world, and severely undermine progress toward eradicating hunger, malnutrition and poverty, therefore also threatening the world economy.

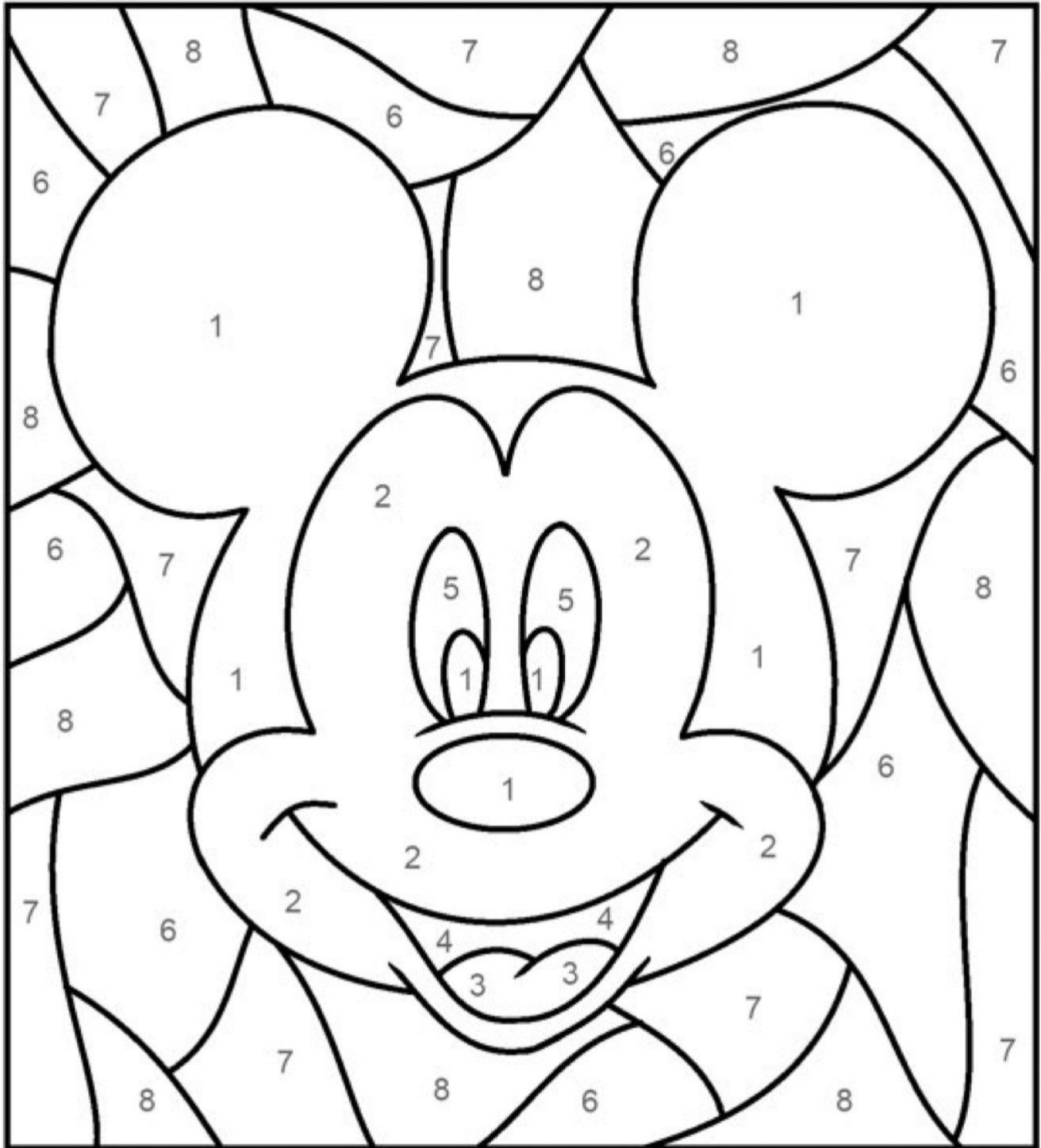
Of course, we can also do our bit to at least slow climate change down before it is too late by trying to live more environmentally responsibly and sustainably. In the end, we as human beings have caused this all to happen with the lifestyles we enjoy that make our everyday lives comfortable and convenient. By simply doing the basic things to help, maybe we can turn the situation around and avoid making it worse at least.

[You can see the Sources of Greenhouse Gas Emissions \(by major sectors\) here. Nearly a quarter is caused by agricultural practices](#)

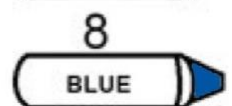
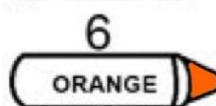
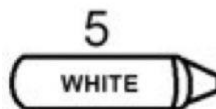
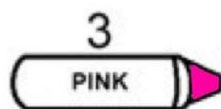
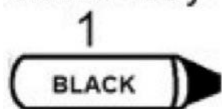


Fill in the squares with the matching colors to bring Mickey Mouse to life

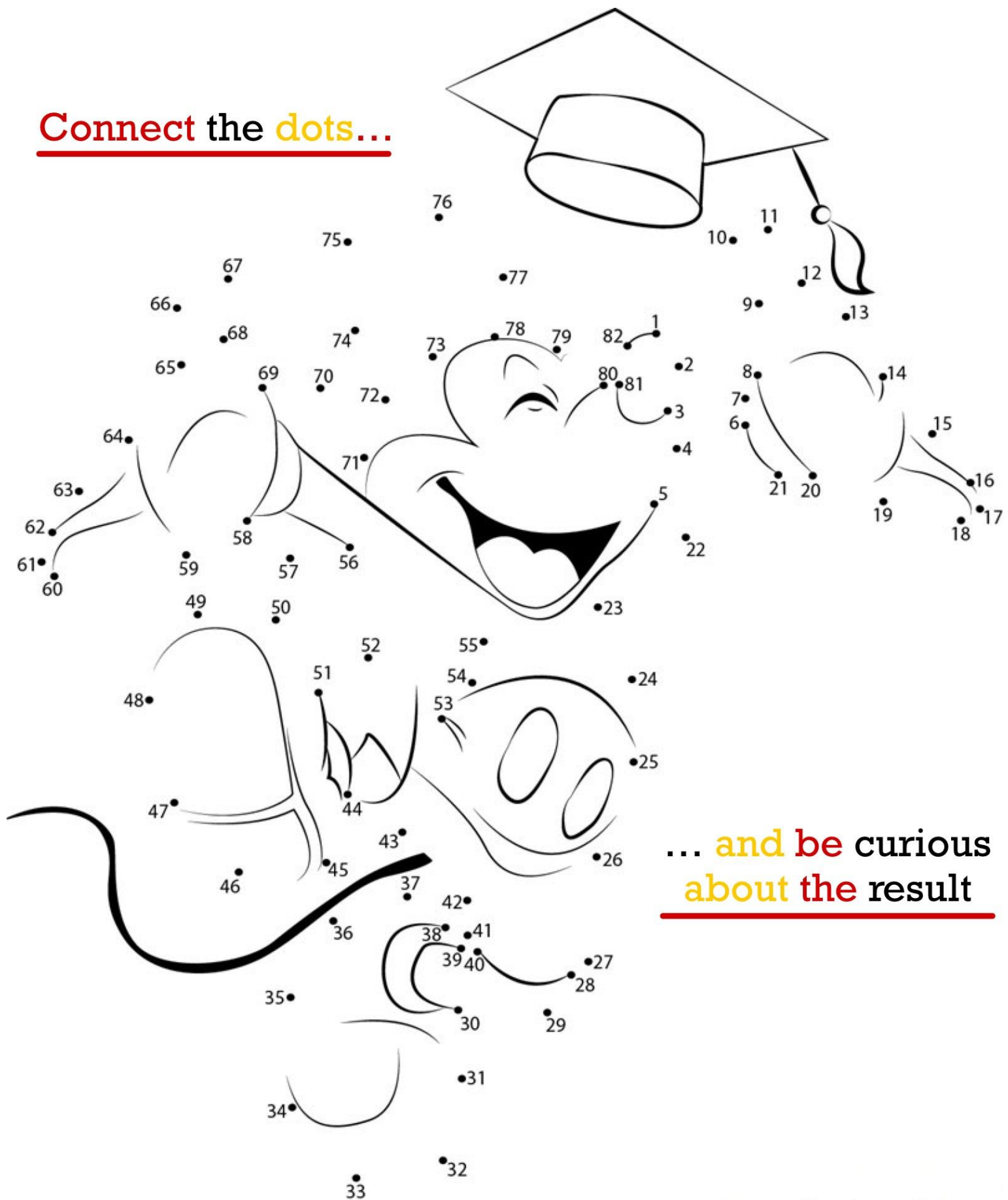
MICKEY MOUSE



Color Key



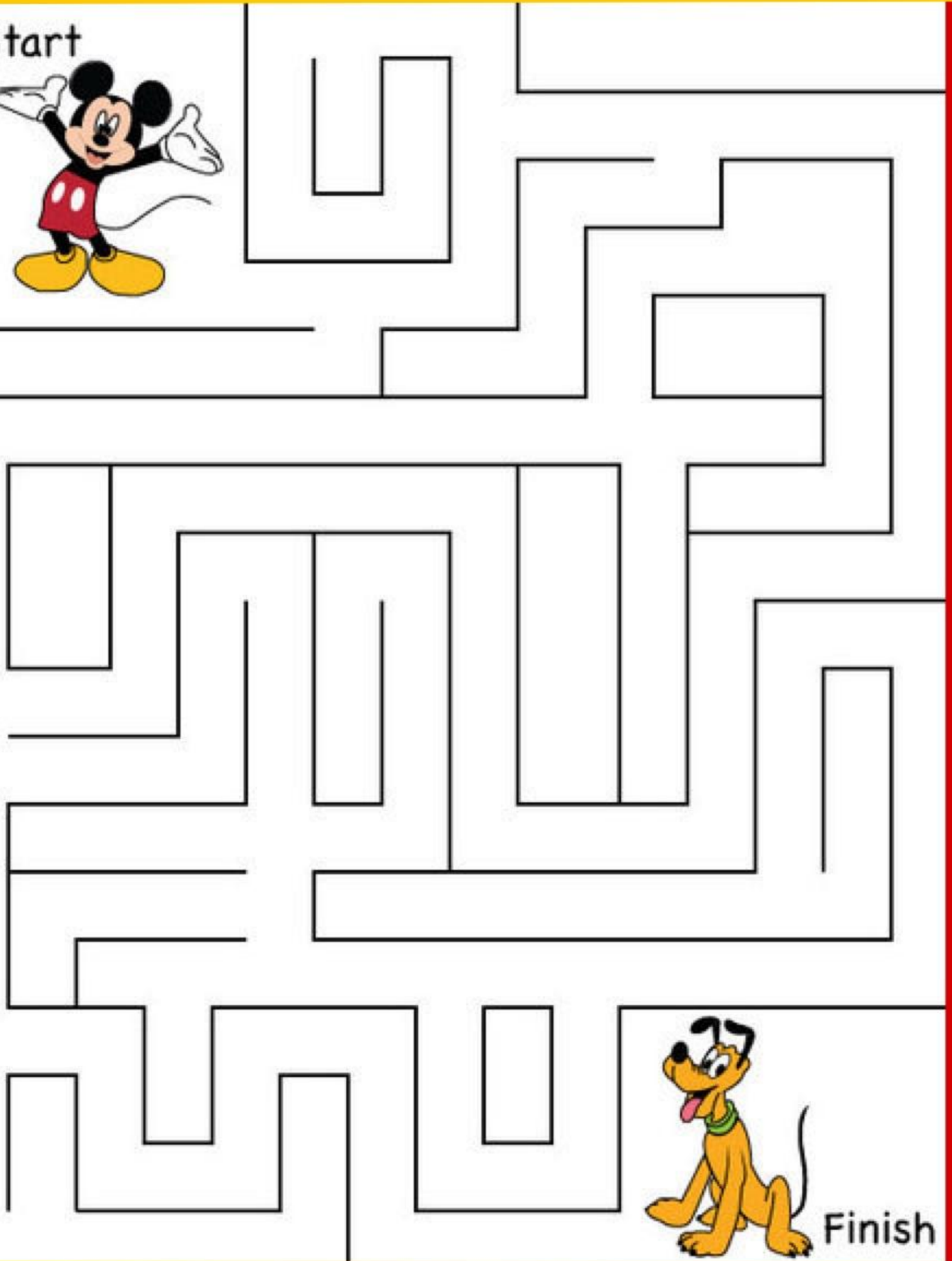
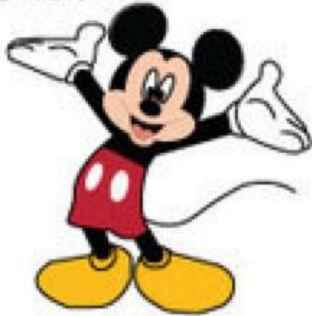
Connect the dots...



... and be curious about the result

Help Mickey Mouse find Pluto

Start



Finish



Mickey Mouse Crossword Puzzle

Search for the following words...

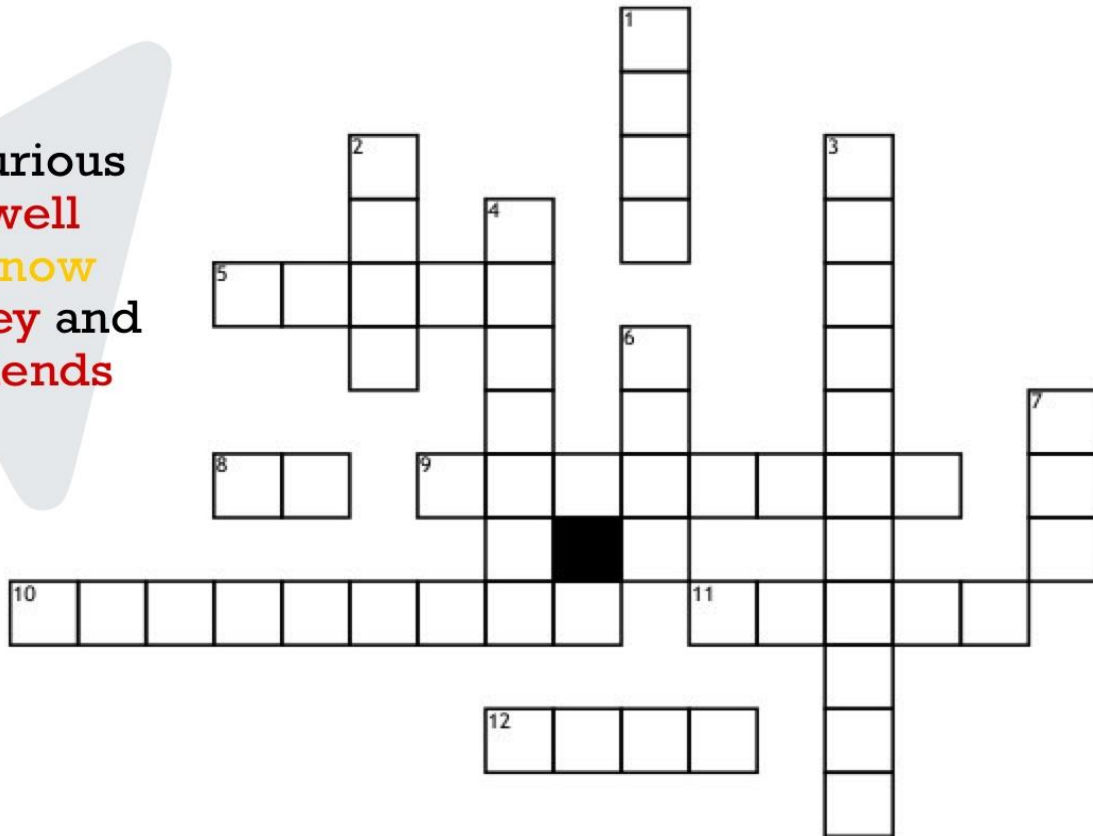
MICKY MOUSE

DAISY
DISNEY
DONALD
DUCK
GOOFY
MICKEY
MINNIE
MORTIMER
MOUSE
PLUTO
SCROOGE
McDUCK

S	J	T	E	I	P	F	A	R	H
M	K	P	M	G	Y	D	E	X	K
E	O	S	C	R	O	O	G	E	Q
S	D	Z	D	Y	E	N	S	I	D
U	P	L	U	T	O	A	F	N	A
O	J	U	C	O	H	L	G	N	I
M	I	C	K	E	Y	D	O	I	S
A	R	E	M	I	T	R	O	M	Y
L	N	N	L	B	V	C	F	G	D
C	B	D	U	C	K	M	Y	I	W

Mickey and Friends

I'm curious
how well
you know
Mickey and
his friends



Across

5. What is Mickey's dogs name?
8. How many of the Mickey Mouse cartoons were nominated for the Academy Award for Best Animated Short Film?
9. What was Mickey originally going to be named?
10. What inspired the creation on Mickey Mouse?

11. Mickey has 2 best friends Donald Duck and who else?
12. When was Mickey created?

Down

1. In what year did Mickey Mouse became the first cartoon character to have a star on the Hollywood Walk of Fame?
2. Each of Mickey's hands has only how many fingers?
3. Who is Mickey's girlfriend?

4. What were Mickey Mouses first words?
6. Who is Mickeys nemesis?
7. How many degrees are Mickeys ears?

For more great puzzles and colouring games check out the following links:
https://coloringpagesonly.com/de/Seiten/Micky-Maus-Farbe-nach-Nummer?utm_content=cmp-true

<https://www.connectthedots101.com/amp/worksheet/3888-Mickey-Mouse-Graduation-dot-to-dot>

<https://dicksonportfolio.weebly.com/>

<https://www.101printable.com/disney-word-searches-for-animation-fans/>

https://wordmint.com/public_puzzles/665243

The Editorial Team

(and the Class of '23 A-levelers)



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Nienke Hoekman, Madeleine Terhaar,
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