



# Vipan Vocational Highschool

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# Partners throughout Europe





## 4 Erasmus+ KA2,

- <http://learningglobal.se/>
- <http://environmentalimprovement.se/>



# 1 KA1- MOBILITY VET STUDENTS

- [www.praktikpavipan.se](http://www.praktikpavipan.se)



# Ambassador School



Europaparlamentet

**AMBASSADÖRSSKOLA**

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- Senior Ambassadors (teachers) take students through the Ambassador School Workbook provided by the European Parliament.
- Junior Ambassadors set up an EU Info Point which may be web-based or on school premises.
- Junior Ambassadors organise a Europe Day event, for example,

# One day in Europe





# One day in Europa



# One day in Europe





## These are my tricks to make the students interested in history

### Your story is the whole world's history

The word history (ιστορία) means in Greek knowledge, science, research and story. We study the past trying to understand the present and make qualified guesses about the future. History describes the story of the past, and the historian tries to give a picture of what has happened in the past with the help of sources and stories.

Sources are all forms of observation data that historians are building their research on. Sources can be natural phenomena such as pollen grains and annuals in trees but are usually traces of human activity, such as housing, tools, weapons, inscriptions, documents, chronicles, diaries, pictures and memoirs, movies and audio tapes, customs and language forms.

Remains are all that we have left; objects, places, buildings, pictures, and even biological remains of people and animals, while stories are created by people to give a picture, usually a subjective matter, of what has happened.

- "Every person living or dead can be seen as a historical person and placed in an historical context," says the National Agency for Education in the description of the subject of history. This means that we and our ancestors are historical persons and that we all make an impression in history.
- However, it is perhaps less likely that history books are about us and our ancestors. In this task, we raise some "common" people from the darkness of anonymity and place them in the midst of the light of historical events.

- We try to understand the great historical processes that underlie the fact that today we find ourselves right here, in a free country, where prosperity and democracy prevails.
- We start here and now and go as far back as we can with the aid of our informants, who are people in our surroundings that belong to older generations. It's enough to walk two or three generations back, so we end up at a time when completely different conditions prevailed.
- We are so fortunate that we together constitute a very international team. In addition to Sweden includes our work stories from many different countries, reflecting the Swedish society, multiculturalism as well as the world's general globalization.

- We start with a photograph. We are looking for the oldest image we can find at home, which represents a person we can relate to. It may be the grandmother's mother or grandfather's sibling, or simply someone related to the family. In three generations most of the high school students come down to the first decades of the 20th century. Perhaps until the interwar period or in some cases even further back. The picture becomes a remaining and a source. With some luck we can also get knowledge of when the picture is taken and in what context.
- We continue with an interview, where the informant (grandfather, for example) tells what he knows about the person in the picture and answers your questions during an interview.

- We use oral history, based on the informant's memory of the happenings. The oral story is excellent as a complement to other sources, but it is not possible to simply base the entire presentation on oral stories, the memory is too weak and too selective, so: people tend to remember parts of what happened but forget most. In other words, people remembers a selection of all that happened at a certain time, far back in time. The oral history is undoubtedly one of the many pieces of the puzzle as we write history. The background is given through literature studies, where we learn the major features of the historical process.

- Once upon a time, I received a puzzle box with 1500 pieces. I remember it took a very long time for me to get ready with the finished puzzle, and then I had the picture in front of me all the time and knew how it would look. All I had to do was look for matching pieces and attach them to other pieces until the image was ready. Writing history is to try to put a puzzle of many thousand pieces but without knowing how the image will look. Therefore, the image as a historian may display differs from the image that someone else has produced, basically with the same pieces.



- So we have a background that we get by reading the literature and some pieces of puzzle in the form of stories and pictures. Our finished product becomes a small article, in which we explain and analyze the great historical processes based on some selected people in our family. That way, we will write about you and your story as part of the whole world's history.



# History

- [https://www.skolverket.se/polopoly\\_fs/1.174545!/History.pdf](https://www.skolverket.se/polopoly_fs/1.174545!/History.pdf)



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