

Indholdsplan

Højskole: Den Internationale Højskole

Kurstitel:

Spring Term 2022, 24 uger

Kursusperiode: 06.01.2022 – 22.06.2022

Godkendt enten af : x (Forstanderen) ,eller (Bestyrelse) dato , bestyrelsesprotokol side:

Hvis bestyrelsen har godkendt skal der være en henvisning til bestyrelsesprotokollen.

- Skemaet er et praktisk redskab til at sikre, at minimumskravene vedr. indholdsplaner overholdes (jf. UVMs vejledning om Indholdsplaner – se www.uvm.dk → folkehøjskoler → vejledninger).
- De kantede parenteser er alene vejledende og kan slettes.

EMNE/OMRÅDE	BESKRIVELSE	Se vedlagte bilag nr:
1. Skolens værdigrundlag og evt. formål	<p>Værdigrundlag: Den Internationale Højskoles værdigrundlag bygger på FN's menneskerettighedserklæring. Skolen lægger særlig vægt på følgende kerneværdier:</p> <ul style="list-style-type: none"> - Respekt og åbenhed over for andres kulturer, synspunkter og meninger. - Lighed. - Demokratisk tilgang til løsning af fælles problemer. - Respekt for liv og ikke-voldelig adfærd (Fred). - Social og samfundsmæssig ansvarlighed. - Bæredygtighed og ansvarlighed i forhold til klodens ressourcer <p>Formål: Den Internationale Højskoles formål er, inden for de Grundtvig/Koldske højskoletraditioner, at drive en international højskole samt arbejde for øget mellemfolkelig dialog og forståelse. Skolen arbejder for, gennem højskolefællesskabet, at sætte elever fra hele verden i stand til aktivt at fremme en fredelig, demokratisk verdensudvikling samt arbejde for social og økonomisk retfærdighed og at skabe rammer for global dialog.</p> <p>(Skolens vedtægter vedlagt)</p>	A
2. Hovedsigte - livsoplysning - folkelig oplysning - demokratisk dannelse	<p>Livsoplysning: Klasser med fokus på kulturelle og eksistentielle emner; morgensamlinger, kulturaftener og Wednesday fellowships om eksistentielle spørgsmål i globalt perspektiv (ægteskab, kærlighed, ritualer, musik, mad, dans etc.)</p> <p>Folkelig oplysning: Undervisning i primært globale emner og fag tilrettelagt med vægt på elevernes helt forskellige sproglige og kulturelle forudsætninger og med udgangspunkt i deres personlige erfaringer. Kulturmøde aktiviteter såsom "Life Stories" (personlig udvikling præsenteret i kontaktgrupper) og kulturaftener, hvor elever fra en bestemt region præsenterer deres kultur.</p>	

	Demokratisk dannelse: Klasser og Wednesday Fellowships med fokus på dialog om internationale problemer og demokratiudvikling (Dagens nyheder, menneskerettigheder, demokrati, Krig i Ukraine, World clean up day, sexchikane- og samtykke-politik) samt beslutningsproces omkring skolens dagligliv ved morgensamlinger, elevråd og elevrepræsentation i skolerådet.	
3. Undervisningen (ugevis)	Se vedlagte ugeskema for henholdsvis første 12 uger og sidste 12 uger	B
4. Fagbeskrivelser	Se vedlagte "Subject Descriptions for Spring Term 2022"	C
5. Særlige uger, fx ekskursioner og studieture	Program for Introduction week 17 – 21. Januar 2022 Hybrid alternativ undervisningsplan (Coronaudbrud) d. 26.01 – 31.01 2022 Transition Days 28. marts – 4. April 2022 Internationalt Folkemøde m. fokus på Fred lørdag d. 30. april 2022.(Omlagt undervisning – d. 2. maj undervisningsfri) Studierejse til Kullen, Sverige søn – man d. 22-23. maj 2022 (Omlagt undervisning – d. 27. maj undervisningsfri) End of term program (15 – 22. Juni 2022)	D
6. Vejledning (kun et krav på kurser på min. 12 uger)	Individuelle interviews med højskolelærer ved start og slut på kursusforløb Oplæg ved skolens studievejleder om danske og internationale uddannelsesinstitutioner Mulighed for individuel vejledning ugentligt ved studievejlederen.	
7. Samværsaktiviteter	Morgensamling; aftener med floorball (ugentligt), Kulturaftener (ca. hver 3. uge), "Performance Nights" (2 gange). Fejring af højskolens 100 års jubilæum over 2 weekends (29.04 – 30.04 & 06-08.05)	
8. Ansvar/ medvirkende lærere	Søren Launbjerg (forstander) Rod Lee (højskolelærer) Susan Nyatanga (højskolelærer) Gertrud Tinning (højskolelærer) Felicity Markdal (højskolelærer) Angelo Gonzalez (højskolelærer) Angel Luiz Vidal-Alonso (højskolelærer) Mette Skamris (højskolelærer) Kresten Lundsgaard-Leth (højskolelærer) Julie Shackelford (højskolelærer) Nikolaj Sahlstrøm (timelærer) Merete Lentz (timelærer) Katrine Wettstein (timelærer) Jael Nordbek Azoulay (timelærer) Marietta Kolind (Timelærer)	

	Franscesco Cigna (Timelærer)	
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Vedtægter

for den selvejende undervisningsinstitution

Den Internationale Højskole.

§ 1. Hjemsted og formål

Stk. 1. Den Internationale Højskole er en uafhængig selvejende undervisningsinstitution.

Stk. 2. Institutionen er oprettet i 1921 og har hjemsted i Helsingør kommune.

Stk. 3. Skolen ejer ejendommen matr. nr. 34 AG m.fl. Helsingør Overdrev, beliggende Montebello Alle 1 i Helsingør.

Stk. 4. Den Internationale Højskoles formål er, inden for de Grundtvig/Koldske højskoletraditioner, at drive en international højskole samt arbejde for øget mellemfolkelig dialog og forståelse. Skolen arbejder for, gennem højskolefællesskabet, at sætte elever fra hele verden i stand til aktivt at fremme en fredelig, demokratisk verdensudvikling samt arbejde for social og økonomisk retfærdighed og at skabe rammer for global dialog.

Stk. 5. Værdigrundlag: Den Internationale Højskoles værdigrundlag bygger på FN's menneskeretthedserklæring. Skolen lægger særlig vægt på følgende kerneværdier:

- Respekt og åbenhed over for andres kulturer, synspunkter og meninger.
- Ligestilling mellem kønnene.
- Demokratisk tilgang til løsning af fælles problemer.
- Respekt for liv og ikkevoldelig adfærd.
- Social og samfundsmæssig ansvarlighed.
- Bæredygtighed og ansvarlighed i forhold til klodens ressourcer

Stk. 6. Skolen er uden tilknytning til politiske partier eller bestemte religioner. Skolen lægger vægt på globale, internationale og regionale emner, herunder danske. Skolen er personlig i metode og individuel i undervisning. Den lægger vægt på den enkeltes ret til at danne sig sine egne meninger og at give udtryk for dem, også i forsamlinger, hvori eleven har sæde i skolens regi.

Stk. 7. Skolesproget er fortrinsvis engelsk.

§ 2. Skolerådet

Stk. 1. Skolerådet består af mindst 20 myndige, ulønnede medlemmer. Enhver, der vedkender sig skolens formål, og er interesseret i skolens virke, kan anmode om medlemskab af rådet. Til optagelse kræves godkendelse af det siddende skoleråd med et flertal af de afgivne stemmer.

Stk. 2. Optagelse i skolerådet sker på forårsmødet. Medlemskabet gælder for 3 år. Genvalg kan finde sted.

Stk. 3. Så længe et skolerådsmedlem er lønnet medarbejder eller elev på skolen, kan vedkommende ikke udøve sit medlemskab af skolerådet.

Stk. 4. Medlemskab giver adgang til på et skolerådsmøde at afgive en stemme. Der kan ikke stemmes ved fuldmagt.

Stk. 5. Skolerådet vælger blandt sine medlemmer en formand og en næstformand for 2 år, alternerende.

Stk. 6. Skolens årsrapport sendes fra skolen senest 14 dage før det skolerådsmøde, hvor årsrapporten skal behandles. Medlemmerne har endvidere ret til indsigt i drifts- anlægs- og likviditetsbudgetter, byggregnskaber og oplysninger til brug for tilskudsberegning, der sendes til offentlig myndighed. Skolens medarbejdere har ret til indsigt i nævnte materiale.

§ 3. Skolens drift

Stk. 1. Skolens drift finansieres ved elevbetaling, offentlige tilskud m.v.

Stk. 2. Skolens midler må alene komme skolens skole- og undervisningsvirksomhed til gode.

Stk. 3 Anbringelse af likvide midler kan ikke ske på konti m.v., som andre end skolen disponerer over.

§ 4. Skolerådsmøder

Stk. 1. Skolerådsmøderne består af dets stemmeberettigede medlemmer samt af følgende, som har taleret, men ikke stemmeret:

Forstanderen,

4 repræsentanter for lærerne,

4 repræsentanter for det øvrige personale,

2 repræsentanter for elevforeningen

samt 2 fra hver af de støtteforeninger, som er godkendt af Skolerådet. Godkendelse af elevforening og støtteforeninger følger de regler der er nævnt i § 2 stk.1 og 2 for skolerådsmedlemmer.

6 repræsentanter for eleverne. Forstanderen sikrer, at eleverne på hvert forårs- og efterårshold får lejlighed til at vælge 1 repræsentant (og 1 suppleant) for en 3-årig periode.

Stk. 2. Skolerådet, dets formandskab eller bestyrelsen kan indbyde andre som deltagere i det enkelte skolerådsmøde, hvor særlige forhold taler for det.

Stk. 3. Skolerådets møder er offentlige, medmindre andet bestemmes af rådets formandskab. Skolerådets formandskab kan beslutte at holde møde alene for skolerådets valgte medlemmer.

Stk. 4. Skolerådet

- vælger blandt sine stemmeberettigede medlemmer bestyrelsen
- vedtager ændringer i vedtægterne, jfr. § 12
- træffer beslutning om institutionens nedlæggelse, jfr. § 13.

Stk. 5. Skolerådet ansætter forstanderen efter indstilling fra et af Skolerådet nedsat bedømmelses- og indstillingsudvalg, hvori repræsentanter for personalet tillige er repræsenteret. Udvalget kan indstille en eller flere kandidater til Skolerådet.

Stk.6. Skolerådet afskediger forstanderen efter indstilling fra bestyrelsen. Indstillingen fra bestyrelsen vedr. afskedigelse har, inden forelæggelsen for Skolerådet, været til høring i medarbejderrådet.

Stk. 7. Ordinært skolerådsmøde afholdes 2 gange årligt, henholdsvis forår og efterår. Mødet indkaldes af formanden eller bestyrelsen med mindst fire (4) ugers varsel. Mødet indkaldes ved elektronisk post; medlemmer af Skolerådet kan, ved personlig henvendelse til skolen, tillige få materialet sendt som almindeligt brev. Mødet har mindst følgende dagsorden:

1. Valg af dirigent
2. Godkendelse af referat fra forrige møde
3. Bestyrelsens beretning
4. Forstanderens beretning
5. Orientering fra personale- og elevrepræsentanter, m.fl.
6. Godkendelse af den reviderede årsrapport
7. Indkomne forslag
8. Valg af skolerådsmedlemmer
9. Valg af formand eller næstformand for skolerådet
10. Valg af bestyrelsesmedlemmer
11. Eventuelt

De under punkterne 6,8,9 og 10 nævnte punkter udelades ved efterårsmødet.

Stk. 8. Forslag, som ønskes behandlet på et ordinært skolerådsmøde, skal være bestyrelsen i hænde senest tre (3) uger før skolerådsmødet. Forslag bekendtgøres for medlemmerne senest 2 uger før mødets afholdelse.

Stk. 9. Ekstraordinært skolerådsmøde kan indkaldes af formanden eller i dennes forfald næstformanden, bestyrelsen eller mindst en tredjedel af rådets medlemmer. Der indkaldes med mindst fire (4) ugers varsel med angivelse af dagsorden og evt. forslag, som ønskes behandlet. Indkaldelse sker ved elektronisk post. Medlemmer af Skolerådet kan, ved personlig henvendelse til skolen, tillige få materiale sendt som almindeligt brev

Stk.10. Beslutninger træffes ved almindelig stemmeflerhed. Skolerådsmødet er beslutningsdygtigt uden hensyn til antal fremmødte medlemmer, jfr. dog § 13.

Stk. 11. 3 medlemmer kan kræve skriftlig afstemning.

Stk. 12. Der føres protokol over det, der foretages og vedtages på skolerådsmødet. Protokollen skal godkendes af rådet senest ved det efterfølgende skolerådsmøde. Protokollen opbevares på skolen.

§ 5. Bestyrelsens sammensætning

Stk. 1. Bestyrelsen består af 9 medlemmer samt to suppleanter, der dog ikke har stemmeret. Alle skal være myndige og fuldgældige medlemmer af skolerådet. Flertallet af bestyrelsens medlemmer skal have bopæl i Danmark eller tilhøre det danske mindretal i Sydslesvig. Bestyrelsen bør så vidt muligt have en afbalanceret sammensætning af mænd og kvinder.

Stk. 2. Hvis et medlem af bestyrelsen ikke længere opfylder betingelserne, skal vedkommende enten udtræde af bestyrelsen eller, hvis der er tale om en kortere periode, eventuelt tage orlov. Udtræder et medlem af bestyrelsen permanent, skal der udpeges/vælges et nyt medlem, der sidder i bestyrelsen frem til førstkomende valg til bestyrelsen.

Stk. 3. Valg af bestyrelsen og suppleanter foregår på forårsmødet. Valgperioden er 2 år for bestyrelsesmedlemmer og et år for suppleanter. Genvalg kan finde sted.

Stk. 4. Uden stemmeret deltager normalt i bestyrelsesmøderne: Forstanderen og de af medarbejderrådet valgte 2 repræsentanter for henholdsvis lærerne og det praktiske personale. Bestyrelsen kan give andre adgang til at deltage i bestyrelsesmøderne, efter en konkret vurdering, fra møde til møde.

Stk. 5 Efter hvert nyvalg til bestyrelsen konstituerer bestyrelsen sig med formand og næstformand, valgt blandt bestyrelsens medlemmer.

§ 6. Bestyrelsens opgaver og ansvar

Stk. 1. Bestyrelsen har den overordnede ledelse af skolen og er herunder ansvarlig for dens økonomi. Bestyrelsen skal forvalte skolens midler, så de bliver til størst mulig gavn for skolen og sørge for, at der tages skyldige økonomiske hensyn. Bestyrelsen er ansvarlig over for skolerådet. Bestyrelsen er tillige ansvarlig over for den til enhver tid ansvarlige minister for folkehøjskoler i Danmark, herunder for at betingelser og vilkår for ydelse af tilskud overholdes.

Stk. 2 Bestyrelsen ansætter og afskediger lærerne efter indstilling fra forstanderen. Bestyrelsen kan bemyndige forstanderen til at ansætte timelærere for en kortere periode. Lærerrådet har adgang til over for bestyrelsen at udtale sig ved læreransættelser og lærerafskedigelser.

Stk. 3. Bestyrelsen fastsætter elevbetalingen.

Stk. 4. Bestyrelsen godkender en plan for skolens overordnede kursusvirksomhed og en undervisningsplan for det enkelte kursus.

Stk. 5. Bestyrelsen er ansvarlig for udarbejdelse af korrekt driftsregnskab og status, jfr. § 10, stk. 1.

Stk. 6. Bestyrelsen godkender en plan for skolens årlige evaluering af dens virksomhed i henhold til skolens værdigrundlag.

§ 7. Bestyrelsens arbejde m.v.

Stk. 1. Bestyrelsen holder møde, når formanden, i dennes forfald næstformanden, eller 3 medlemmer finder det nødvendigt. Indkaldelsen skal ske med mindst 1 uges varsel.

Stk. 2. Formanden indkalder skriftligt mødedeltagerne til møde og meddeler samtidig, hvilke sager der skal behandles.

Stk. 3. Formanden leder forhandlinger og afstemninger og sørger for, at beslutninger herunder eventuelt afstemningsresultat indføres i en beslutningsprotokol. Efter hvert møde underskrives protokollen af mødets deltagere. Enhver af disse er berettiget til kort at få sin afvigende mening indført i protokollen, som opbevares på skolen. Formanden sørger for, at de trufne beslutninger udføres.

Stk. 4. Bestyrelsen er beslutningsdygtig, når mindst halvdelen af medlemmerne er til stede. Beslutninger træffes ved almindelig stemmeflerhed. Ved stemmelighed er formandens stemme afgørende.

Stk. 5. Et bestyrelsesmedlem er inhabilt i sager, hvori vedkommende eller dennes nærmeste har økonomisk eller særlig personlig interesse. I øvrigt gælder bestemmelserne i forvaltningslovens kap. 2 om inhabilitet. I tilfælde af konstateret inhabilitet skal det fremgå af protokollen, at vedkommende har trukket sig fra forhandlinger og afstemninger.

Stk. 6. En mødedeltager har tavshedspligt i sager, hvori væsentlige hensyn til personers eller skolens interesse gør det nødvendigt at hemmeligholde oplysninger om personlige eller interne, herunder økonomiske, forhold. I øvrigt gælder bestemmelserne i forvaltningslovens kap. 8 om tavshedspligt.

Stk. 7. Bestyrelsen kan ved behandling af konkrete sager beslutte at holde møde alene for bestyrelsens medlemmer.

Stk. 8. Bestyrelsesmedlemmer hæfter ikke personligt for skolens gæld og kan ikke modtage honorar af skolens midler. Dansk rets almindelige erstatningsregler gælder for medlemmerne.

§ 8. Skolens daglige ledelse

Stk. 1. Den daglige ledelse af skolen varetages af forstanderen, som tillige har det pædagogiske ansvar og ansvaret for, at skolen drives i overensstemmelse med § 1, stk. 4.

Stk. 2. Ved forstanderens fravær ud over en måned skal bestyrelsen konstituere en forstander.

Stk. 3. Forstanderen kan bemyndige en stedfortræder til at foretage retshandler, der ligger inden for den daglige ledelse af skolen.

Stk. 4. Forstanderen ansætter og afskediger medarbejderne bortset fra lærerne og foretager indstilling til bestyrelsen om ansættelse og afskedigelse af lærerne.

Stk. 5. Forstanderen er omfattet af bestemmelserne i forvaltningslovens kapitel 2 om inhabilitet og i kapitel 8 om tavshedspligt m.v.

Stk. 6. Ledelsen skal ske i et samarbejde med personalet. I det daglige liv på skolen skal også eleverne have medindflydelse.

Stk. 7. Forstanderen er fastlønnet og kan ikke modtage del af et eventuelt overskud.

§ 9. Medarbejderråd og lærerråd

Stk. 1. Medarbejderrådet består af forstanderen og valgte repræsentanter fra de faste medarbejdere. Bestyrelsen godkender medarbejderrådets forretningsorden.

Stk. 2. Lærerrådet består af forstanderen og lærerne.

Stk. 3. Medarbejderne er omfattet af bestemmelsen i forvaltningslovens kapitel 2 om inhabilitet og i kapitel 8 om tavshedspligt m.v.

Stk. 4. Medarbejderrådets og lærerrådets udtalelser indhentes i alle sager, som direkte berører personalets arbejde og trivsel, jfr. også § 6, stk. 2.

§ 10. Regnskab og revision. Budget

Stk. 1. Årsrapport udarbejdes hvert år inden den 1. marts. Regnskabet opstilles og revideres i overensstemmelse med gældende regler om regnskab og revision af frie kostskoler.

Stk. 2. Revisionen skal være afsluttet inden den 1. april, hvorefter den reviderede årsrapport, bilagt revisionsprotokollen, sendes til bestyrelsens formand til forelæggelse på det førstkomende skolerådsmøde. Alle bestyrelsens medlemmer skal underskrive den reviderede årsrapport inden forelæggelse for skolerådet. Medlemmerne skal samtidig afgive en erklæring på tro og love om, at de opfylder betingelserne for medlemskab af bestyrelsen, jfr. § 5.

Stk. 3 Regnskabsåret er kalenderåret.

Stk. 4. Forud for hvert regnskabsår vedtager bestyrelsen et budget.

Stk. 5. Skolen skal drives for egen regning og kan således ikke bortforpagtes.

§ 11. Tegningsretten

Stk. 1. Skolen tegnes af bestyrelsens formand eller ved dennes forfald af næstformanden; i begge tilfælde i forening med yderligere mindst et bestyrelsesmedlem.

§ 12. Vedtægtsændringer

Stk. 1. Ændring af vedtægterne skal vedtages på 2 skolerådsmøder med mindst 14 dages mellemrum og indkaldt med sædvanligt varsel.

§ 13. Nedlæggelse

Stk. 1. Beslutning om institutionens nedlæggelse træffes på et skolerådsmøde, hvor mindst 2/3 af alle medlemmer stemmer for. Opnås et sådant flertal ikke, kan beslutning om nedlæggelse træffes efter mindst 4 uger på et nyt skolerådsmøde med almindeligt flertal af de fremmødte medlemmer.

Stk. 2. Ophører institutionen med at drive skolevirksomhed i overensstemmelse med formålsbestemmelsen, skal den nedlægges.

Stk. 3. Nedlægges institutionen, skal den siddende bestyrelse fungere, indtil den økonomiske opgørelse af aktiver og passiver er gennemført eller overgået til behandling i skifteretten eller ved likvidation.

Stk. 4. Bestyrelsen har ansvaret for bevarelse af institutionens aktiver og for, at den økonomiske opgørelse foretages efter gældende bestemmelser, og for at nettoformuen anvendes i overensstemmelse med stk. 5.

Stk. 5. Overskydende midler anvendes med det til enhver tid ansvarlige ministerium for folkehøjskoler i Danmarks godkendelse til skoleformål, der støttes i henhold til gældende regler om frie kostskoler.

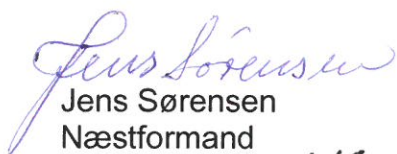
Stk. 6. Bestyrelsen underretter det til enhver tid ansvarlige ministerium for folkehøjskoler i Danmark om institutionens nedlæggelse.

Vedtaget på skolerådsmøderne den 19. november 2016 og den 23. april 2017.

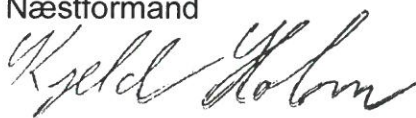
Bestyrelsens medlemmer:



Toni Michelsen
Formand



Jens Sørensen
Næstformand



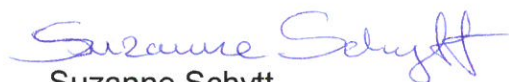
Kjeld Holm



Elisabet Diedrichs



Jørn Boye Nielsen



Suzanne Schytt



Nina Ellinger



Lis Garval



Rene Karottki

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
07.30 - 08.00	B R E A K F A S T					Brunch is served from 10 to 12 am on Saturday & Sunday
08.30 - 09.00	Morning Fellowship	Morning	Cleaning of units	Morning Fellowship	Morning Fellowship	
09.15 - 10.45	Arts & Crafts 3D Choir English 2 Sustainable Gardening Tabletop Gaming	Active Lifestyle Danish 1 DIY (do it yourself) Understanding Europe	Band playing Creative Writing Design & architecture Mind the Heart Movie Making	Arts & Crafts 3D Choir English 2 Sustainable Gardening World Cinema	Active Lifestyle Danish 1 DIY (do it yourself) Understanding Europe	
11.00 - 12.30	African Studies Approaching the Middle East Arts & Crafts 2D English 1 International Relations, Politics & Diplomacy	Danish 2 Global Challenges Human Rights Me, myself & the world Peace Studies	Band playing Creative Writing Design & architecture Movie Making	African Studies Approaching the Middle East Arts & Crafts 2D English 1 International Relations, Politics & Diplomacy	Danish 2 Global Challenges Human Rights Me, myself & the world Peace Studies	
12.45 - 13.15	LUNCH					
14.00 - 15.30	Intersectional Studies Green Activist People Movement & Migration Political Philosophy & Ethics	The Debate Club Development Management line Folk High Schools Studies Human Experience Intercultural Communication		Intersectional Studies Green Activist People Movement & Migration Political Philosophy & Ethics	The Debate Club Development Management line Folk High Schools Studies Human Experience Intercultural Communication	
16.00 - 17.30	Documentaries & Discussions Drama Storytelling for Change		Wednesday Fellowship	Documentaries & Discussions Drama Storytelling for Change		
18.00 - 18.45	DINNER					
19.30 - 21.00			African Drum & Dance Music Revolutions World Cinema			

VERY IMPORTANT**Morning Fellowships & Wednesday Fellowship + cleaning of units are mandatory activities!****Please be on time for meals - and finish in time!**

Timetable (Spring Term 2022)

Last 12 weeks



	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
07.30 - 08.00	B R E A K F A S T					Brunch is served from 10 to 12 am on Saturday & Sunday
08.30 - 09.00	Morning Fellowship	Morning	Cleaning of units	Morning Fellowship	Morning Fellowship	
09.15 - 10.45	Arts & Crafts 3D (KW) Choir (KL) Sustainable Gardening (GT & MS) Tabletop Gaming (AG)	Active Lifestyle (AG) Danish 1 (JN) Life & the City (AV)	Band playing (FC) Exploring DK (GT & JS) Mind the Heart (NS) Movie Making (AG) Outdoor Life (KL & MS)	Arts & Crafts 3D Choir Sustainable Gardening World Cinema	Active Lifestyle Danish 1 Creative Writing (GT)	
11.00 - 12.30	African Studies (SN) Approaching the Middle East (II): modern ME (JS) Arts & Crafts 2D (KW) International Relations, Politics & Diplomacy (AV)	Danish 2 (ME) Us & Them (SN) Me, myself & the world (KL) Peace Studies (FM) Life Skills (AV & RL)	Band playing Exploring DK Movie Making Outdoor Life	African Studies Approaching the Middle East (II): modern ME Arts & Crafts 2D International Relations, Politics & Diplomacy	Danish 2 Us & Them Me, myself & the world Peace Studies Life Skills	
12.45 - 13.15	LUNCH					
14.00 - 15.30	Intersectional Studies (FM) Environmental Studies (MS) People Movement & Migration: migration & refugees today (JS) Political Philosophy & Ethics (KL)	Interpersonal conflict resolution (JS) Intercultural Communication (AV) Unpacking Asia (FM) Green Activist (GT & MS) English 3 (RL)		Intersectional Studies Environmental Studies People Movement & Migration: migration & refugees today Political Philosophy & Ethics	Interpersonal conflict resolution Intercultural Communication Unpacking Asia Green Activist English 3	
16.00 - 17.30	English 2 (RL) IPC Walks (SN) Drama (SL)		Wednesday Fellowship	English 2 Documentaries & Discussions (SN) Drama		
18.00 - 18.45	DINNER					
19.30 - 21.00		African Drum & Dance	Music Revolutions (NS) World Cinema (AG) Team Building through Team Sports (RL)			

VERY IMPORTANT
Morning Fellowships & Wednesday Fellowship + cleaning of units are mandatory activities!

Please be on time for meals - and finish on time!

Subject Descriptions for Spring Term 2022

OVERVIEW - List of Subjects

IPC offers a wide and diverse range of subjects for Spring Term 2020. Students are thus able to select a mix of subjects which corresponds to their interests and needs.

In terms of content or theme, the subjects generally fall into five categories:

Global Perspectives, Languages, Music and Creative Skills, Personal and Professional Skills, and Regional Perspectives.

	Subject Title	Category	Weekly No.of lessons	English Level
1	Active Lifestyle	Music and Creative Skills	4	1
2	African Drum and Dance	Music and Creative Skills	4	1
3	African Studies	Regional Perspectives	4	2-3
4	Approaching the Middle East	Regional Perspectives		2
5	Arts & Crafts 2D & 3D	Personal & Professional Skills	4	1
6	Bandplaying	Music and Creative Skills	4	1
7	Choir	Music and Creative Skills	4	1
8	Creative Writing	Music and Creative Skills	4	1
9	Danish 1 & 2	Languages	4	2
10	Debate Club	Personal & Professional Skills	4	2
11	Design and Architecture	Music and Creative Skills	4	1
12	Development Management	Global Perspectives	4	2-3
13	DIY Do it Yourself	Music and Creative Skills		1
14	Documentaries & Discussions	Global Perspectives	4	2
15	Drama	Music and Creative Skills	4	2
16	English 1, 2 & 3	Languages	4	1 & 2
17	Environment Studies	Global Perspectives	4	2
18	Folk High School Studies	Global Perspectives	4	1-3
19	Global Challenges	Global Perspectives	4	2
20	Green Activist	Global Perspectives	4	2-3
21	Human Rights	Global Perspectives	4	2-3
22	Human Experience	Personal & Professional Skills	4	1-2
23	Intercultural Communication	Personal & Professional Skills	4	2-3
24	International Relations, Politics & Organizations	Global Perspectives	4	2-3
25	Interpersonal Conflict Resolution	Personal & Professional Skills	4	1-3

26	Intersectional Studies	Global Perspectives	4	1-3
27	IPC Walk and Talks	Personal & Professional Skills	4	1
28	Life & The City	Global Perspectives	2	2
29	Life Skills	Personal & Professional Skills	4	1
30	Me, Myself and the World	Personal & Professional Skills	4	2-3
31	Mind The Heart	Personal & Professional Skills	2	1-2
32	Moviemaking	Personal & Professional Skills	4	1-2
33	100 Years of Musical Revolutions	Music and Creative Skills	2	1
34	Peace Studies	Global Perspectives	4	2-3
35	People, Movement & Migration	Global Perspectives	4	2-3
36	Political Philosophy & Ethics	Global Perspectives	4	2-3
37	Storytelling for Change	Music and Creative Skills	4	1-2
38	Sustainable Gardening- Theory & Applied	Personal & Professional Skills	4	1-2
39	Tabletop Gaming	Music and Creative Skills	2	1
40	Team Building through Team Sports	Music and Creative Skills	2 or 4	1-3
41	Understanding Europe	Regional Perspectives	4	2-3
42	Unpacking "Asia"	Regional Perspectives	4	1-3
43	Us And Them	Global Perspectives	4	2-3
44	Wednesday Fellowship	Global Perspectives	2	1
45	World Cinema	Global Perspectives	4	2

Class sizes

You will note how some of the classes have limitations to the number of students that can participate in the class. These limitations are for both practical and pedagogical reasons. All classes, even those without any specifically noted student limitations have an absolute limit of 35 students.

Duration of subjects

Some subjects run through only the first 6 weeks of the term, some for only the last 12 weeks of the term and the rest run throughout the entire 18 weeks of the term. Please look up each subject's duration in the section on Subject Descriptions.

Subject load/timetable

By Danish law, each student must select a number of subjects to create a subject load or timetable with a minimum of 28 lessons per week. (A lesson is 45 minutes long. A block of lessons is equivalent to two lessons, hence each block is 90 minutes long. Subjects are taught in 90-minute blocks and most subjects have two 90-minute blocks per week.) The number of blocks per week of each subject is indicated in the section on Subject Descriptions.

Students compose their timetables based on the schedule of classes distributed at the introduction week of the term.

Variety in subject load

Students are encouraged to take a mix of subjects from different categories to give them a varied timetable.

English level required

Subjects are graded according to the minimum English skill level used in class discussions and reading assignments:

Level 1 = Basic

Level 2 = Intermediate

Level 3 = Confident speaker and writer

Students can compose their subject loads or timetables the way that suits them best as long as the minimum requirement of 28 lessons per week is fulfilled.

1. Active Lifestyle

Ângelo González
Limited to 22 students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1	Yes	Yes

Aims:

This is a space for your personal development and sharing, focused on your health improvement. Every student has different limits so we do a collective workout with different individual intensity. The class should serve as a guide for your weekly workout, doing it twice a week will not be enough to see results but it's a beginning. We will dedicate some time to also share our hopes, goals and personal challenges for the term.

Content:

The workouts include:

- Body Pump (using weights)
- Cardio programs
- Outdoor running
- Just Dance videos

2. African Drum and Dance

Sellasi Dewornu

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1	Yes	Yes

Sellasi will introduce African Drum and Dance in his energetic and highly humorous way. Be prepared to sweat and have fun.

3. African Studies

Susan Nyatanga

Limited to 25 students in the class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

Folk High School African Studies will teach about a cross range of topics on Africa including Africa's early civilisations which demonstrates highly advanced societies. The diverse people and cultures, different religions provides yet another angle to our understanding of Africa. The slave trade as well as colonial era also further our understanding as they left a huge legacy on the continent. The course will also include a wide range of topics including political developments, conflicts and instabilities, discussions on some of the famous/infamous Africans. Social classes

and wealth gaps, migration within Africa and to Europe, tourism, China's role in Africa and everyday life which will include gender roles, cultural expectations of different African people are some of the topics covered. As the class progresses, relevant emerging issues in Africa will be discussed. Covid-19 and how the motherland has been impacted, Islamic insurgents in Mozambique, Rwanda's success story being among some of the recent developments. A closer look at how the international community interacts with African countries contributes to student's awareness of how globalization is working. This includes the United Nations, International Non-Governmental Organisations, World Bank, International Monetary Fund, World Trade Organisation etc. The aim of the course is to give a picture of the social, political and economic situation of Africa and hopeful, to make the student question how history and current policies from their own home countries have a bearing on the state of Africa. The class presents an opportunity to cook and get taste of a few African dishes.

Objectives:

To understand Africa from an insider perspective,

- gain exposure to the rich complexities of social, political, economic, environmental, and cultural life among African.
- assess the role of Africa on the global stage.
- questioning why Africa matters (If it matters at all)

Teaching Methods:

Films, documentaries, talks about Africa will be screened to illustrate certain topics in class. A closer analysis of issues will be done by examining cases from different countries on motherland. A lesson or 2 will be used to cook African-inspired food.

4. Approaching the Middle East

Dr. Julie Shackelford

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

Ashab yurid isqat an-nizam!

("THE PEOPLE WANT THE FALL OF THE REGIME!")
- POLITICAL SLOGAN OF THE ARAB SPRING

Since a street venter named Mohamed Bouazizi set himself on fire in late-2010 to protest political and social injustice, becoming a catalyst for the Tunisian Revolution and other uprisings throughout the region, the Middle East has been thrust more directly onto the global stage. Despite this, the area is frequently portrayed in the media as an unstable region marked by conflict and teeming with "dangerous Muslims." Rarely does news of the Middle East offer more than stereotypical images based on well-rehearsed themes of terror and violence. This course seeks to counter that trend by approaching the Middle East in a more nuanced fashion and from a wide range of topics, including

(but not limited to): ethnicity, gender, belief, history, geography, popular culture, the media, and everyday life.

Throughout the course, students will:

- Sharpen critical thinking skills and challenge preconceived notions about the Middle East.
- Become familiar with everyday life and customs of the region in a variety of cultures and contexts.
- Critically explore the social, political, and historical processes that have made the region what it is today.

In contrast to the stereotypes, students in this class will find the Middle East to have a rich and complex history and comprised of a diverse multitude of cultures, societies, and beliefs. While the first half of the term will focus primarily on the historical development of the region (from the rise of Islam until the early Ottoman Period), the second will centre specifically on the modern era (*circa* mid-19th century to present). Although it is not required to take both halves, it is recommended.

Methodologically, the course will employ a variety of methods, including lectures, small- and large-group discussions, independent research, in-class films and other multi-media tools, project work, and presentations on topics of interest to you. In addition, to facilitate class discussion, some light reading may be required. Finally (Covid restrictions allowing), students will have the opportunity to see some of the world's finest examples of Islamic Art outside the Middle East today through an excursion to the David Collection of Islamic Art in Copenhagen.

5. Arts & Crafts (2D and 3D)

Katrine Wettstein

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1	Yes	Yes

Creative arts as key to being able to express oneself.

Art enables students to break through the barriers to self-expression using simple art materials.

The process of creating art invites a student to enter into an authentic relationship with themselves, their environment, and their culture. Self-Expression through Art provides creative opportunities for students for self-discovery and reflection.

Three Dimensional art (3D). Ceramics (max 16 students)

The object to this class is to introduce students to the basic techniques of sculpturing and wheeling, making reliefs and other 3D art types.

As a starting point you will work with clay, but woodcarving and stone cutting tools are available.

Methods: Hand-modelling and wheeling. The ceramics produced will be bisque fired. For decoration of your work, you will be introduced to different materials and methods of glazing before the final firing.

Two Dimensional art (2D). Drawing-Painting (max 18 students)

The object to this class is to introduce students to basic materials and techniques associated with making 2D art.

We will work with different techniques such as classical figure drawing/painting, expressive drawing/painting and comic/manga drawing. Any other 2D art expression students may wish to bring to the class are also welcome.

You will be working with materials such as: pencils, charcoal, crayons, pastels, acrylic paint, water colours, embroidery and collage. We will be working on canvas, paper and other surfaces.

6. Bandplaying

Francesco Cigna

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1	Yes	Yes

Rationale:

Love of music has a fantastic ability to unite people despite differences in age, gender, culture, and language. The social activity of playing music together with other people who share the same passion as you is one that can create great happiness and spiritual elevation when things work well, but also frustrations and anger when they don't. Team spirit is therefore as important as music virtuosity.

Objectives:

To challenge yourself by playing your instrument (or singing) in a band together with others. To prepare yourself to go onstage in front of an audience. To improve your ability to analyze a song and prepare it for a band. And finally: To have fun while doing it, but also to learn to handle the problems that might arise within a group.

Content:

Playing different music styles, such as blues, pop, reggae, rock, etc.

Understanding basic music theory, such as notes, harmonies, rhythms, breaks, scales, keys, and song structure.

Understanding the basic functionality of a mixer, microphone, speaker, and effect machines.

Method:

A few classes will be based on theoretical musical instruction, but most will take place in the IPC Band Playing Room, where we will analyze songs and rehearse them.

Important: This class is only for people who already have some experience playing an instrument or singing. The class can consist of maximum two bands, each containing: 1 drummer, 1 percussionist, 1 bass player, 2 guitar players, 2 keyboard players, 2 horn players (saxophone, trumpet, etc), and 3 singers (lead and backup.) Ideal size is 5 people per band, The final composition of the bands will be based on interviews with the teacher.

7. Choir

Kresten Lundsgaard-Leth

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1	Yes	Yes

It is a lot of fun to sing – and it is even more fun to sing together in a choir.

Besides being fun, singing in a choir requires patience, concentration, and teamwork. It also requires each singer to warm up the whole body as well as the remarkable instrument that is the human voice.

In this class, we will mostly be singing a number of rhythmical arrangements (i.e. pop/rock stuff) but we might very well also try on some folk, musical, and even classical arrangements on for size. We will start with some very simple arrangements and then – slowly but surely – move onto arrangements that are a little bit more difficult. That being said: no other musical “skill” is required from the participants than the willingness to sing and have fun with it.

Usually, we will do arrangements for four voice groups: Sopranos, altos, tenors, and basses. For the pleasure of singing together for its own sake, we aim to build a repertoire for concerts and other arrangements at the IPC. We might do collaborations with other local choirs, just as we will hopefully have the occasion to attend a couple of concerts in the local region.

8. Creative Writing

Gertrud Tinning

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1-2	Yes	Yes

Writing and travel broaden your ass if not your mind and I like to write standing

E. Hemingway

Aims:

This course is based on the idea that powerful writing is NOT about good spelling and grammar, but about expressing ourselves openly and freely. What blocks creative writing is often our fear, and internal editors – voices that stop our ability to think out of the box and write original stories. Each of us is a writer – it’s just about tapping into our unique voices.

Content:

The course takes students through different exercises to free creativity in writing and to get ‘the strong idea’. We will use free writing, listening and observation exercises to explore different ways of expressing ourselves. Furthermore, we will look at stylistic elements and techniques that can improve our writing.

Methods: The course require that students write stories and are ready to receive constructive feed-back. The classes will start with exercises or sharing of stories followed by time where students can write on their stories.

9. Danish 1

Jael Nordbek Azoulay

Limited to 20 students per class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

Objectives

What even is that funny sound? How do these people even manage to understand each other? This class is for everyone who has interest in languages and who is not afraid to put in the work that goes into learning a new language - whether you like a more practical or theoretical approach. We each have our own general knowledge of language and together we will help each other getting closer to the Danish language by both getting very nerdy and technical, but also having fun playing our way around in this funny language!

Content

In this Danish 1 class for beginners we will work with one of the key approaches to getting closer to understanding the Danish culture: understand the Danish language. We will begin with the very basics: introducing ourselves, small talks about everyday subjects, ordering at a café. You will quickly discover that even with just a small set of tools you can easily work your way around in the language and in everyday situations.

Methods

We will study the very unique Danish pronunciation, the Danish grammar, and we will also practice how to actually speak the language by listening to spoken language from recorded conversations, music, playing games, reading short texts and stories. We will also work in groups, and there will be short exercises of different types for the students to prepare to class, and, if we get so far - written assignments and oral presentations.

Danish 2

Merete Elmquist Lentz

Limited to 20 students in the class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

Rationale

Danish language is a part of the identity of the Danes. It has a certain pronunciation, a certain sound that many of you will find difficult to imitate. But it is fun to try it out and you get a little closer to understanding the Danes by learning some of their language.

Learning another language is also trying to communicate even though it might be rather difficult. It is having the courage to try and the motivation to learn more about the characteristics of the structure and pronunciation of the Danish language.

Danish 2 is for you who already know some Danish and want to go further with the learning.

Objectives

The objective of this course is to go deeper into the language and culture. An aim is also for the student to be able to take part in discussions and make personal presentations for the class.

Content

We listen and practice Danish dialogues and stories. We practice the pronunciation and go deeper into the grammar. We play games and listen to lyrics in Danish music and we watch Danish films

Method

The lesson is introduced with a theme of the day, followed by exercises where the students take an active part.

10. Debate Club

Susan Nyatanga

Class Limit size: 20

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 – Two 90-minute blocks	2	Yes	Maybe

“The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.”

The art of reading, thinking, and speaking are brought into one place! Sticking to the core values, this class focuses on taking up issues through heated debates. Through this way of learning, students will reap significant intellectual benefits, and rewarding academic skills: quick thinking, sound argument, and confident speaking. In this class, one is placed in a position to argue not only their viewpoints but sometimes asked to argue from a perspective that they wouldn't normally agree with. In this way, one can end up seeing perspectives of those they do not necessarily share the same viewpoints with.

It is not always easy to head straight into a debate hence, the class will include some background research, note taking and discussions on the debating language, speaking confidently as well as to articulate points with clarity. Students will be able to explain their own ideas and assess different viewpoints, not just during the debating sessions but can perfect this skill in any other discussions - and use this even in written essay.

Topics could include:

- Refugees are entitled to assistance from countries they chose to live in.
- Should developing countries continue to receive aid?
- Should they be financial reparations for slavery?
- Is the international Community entitled to meddle into the Hong Kong /China politics?
- Whale hunting should be banned.
- Do examinations and grading systems kill education?

Students are more than welcome to suggest topics that they feel are interesting to debate on.

11. Design and Architecture

Marietta Kolind

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4- Two 90-minute blocks	2	Yes	No

Aims:

Architecture and Design is for the students, who want to be able to recognize and understand aesthetically, functional and sustainable architecture and design. Understanding architecture and design opens a world of experiences and this can be tool to a prosperous, healthy and sustainable culture.

Focus will be on architecture and design from Scandinavia in the 20th and 21st century. Students will learn about different phases of an architectural work, space planning, classical and new Danish furniture, and the designers behind. Get insights in what makes a special atmosphere in a room and the geographical location of a building in relation to the use of light.

Method:

The class will evolve around lectures, group research, workshops, guided tours and work with materials and drawings. We find inspiration in the city (Helsingør and Copenhagen) and the area around us. We do this through site-specific analyzes and registrations, as well as visiting current exhibitions that museums in Helsingør and Copenhagen offer. We use these experiences to better understand and to form an opinion about architecture and design in our surroundings.

We also get inspiration and insight in other countries architecture and way of living through presentations and talks, by our own students from all over the world.

The professional and technical topic, will be put into everyday language in order to make it understandable for all the students.

Contents:

The subjects will draw parallels to their contemporaries, historically and culturally. We will try to understand the idea behind and relate to it, in the present we are in. We work with different methods that promote abstract thinking and help to understand and decode:

- Welfare Design / Design for the Common Good
- Style history from the Vikings up till today

- Space, form and flexibility.
- Design that improves life (3. world)
- Ways to build sustainable houses
- Design in recyclable materials
- UN's 17 goals
 - Works by architects as Arne Jacobsen, Jørn Utzon, Lundgaard and Tranberg, Henning Larsen, Bjarke Ingels a.o.
- Design by Hans Wegener, Casper Salto, Louise Campell, Kerstin Kongsted a.o.

12. Development Management

Gertrud Tinning

Limited to 25 students in the class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4- Two 90-minute blocks	2	Yes	Yes

Are you serious about being an agent of change? Would you like to create and implement a development project in your home area?

Projects can deal with many different problems it is all up to you and your group. Examples of projects students have worked with:

- Youth unemployment
- Loneliness
- Sustainable urban gardening
- Fighting rape-culture
- LGBTQ rights
- Reduction of plastic use
- Etc, etc, etc

We will use the mainstream management tool that many organizations use, Logical Framework Approach. It will be introduced step by step while you are developing your project.

13. DIY Do It Yourself

Mette Skamris

Lessons per week	English Level	First 12 weeks	Last 12 weeks
2- One 90-minutes blocks	1	Yes	Maybe

Do it yourself!

Aim: Getting a better understanding of materials and how to maintain, repair, and reduce waste, while creating better designs that benefit you, people you share the Earth's resources with and the Environment.

Rationale: Upcycling, also known as creative reuse, is the process of transforming by-products, waste materials, useless, or unwanted products into new materials or products perceived to be of greater quality, such as artistic value or environmental value.

Reusing - giving something that others throw away a new life. You learn about many kinds of materials, and about how they can be recycled in a new way.

Methods: We will search and find materials that are too good to be thrown out and find creative ways of giving them new purpose and life. Wine bottles are cut over and given new life as drinking

glasses and lamps. Old pallets turn into new furniture - old furniture is painted, redesigned and perhaps decorated with clippings from old magazines. You will also get the basic skills for working with paper-craft, sewing, and woodwork. The first 4 classes will be structured around specific materials and techniques, such as glass/porcelain, wood, paper, and textile. Then the remaining classes are open for your own ideas for design and materials.

14. Documentaries and Discussions

Susan Nyatanga

Limited to 25 students in the class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minutes blocks	2	Yes	Maybe

Several documentaries are available online today and we tend to watch these without digging deeper or questioning the reasoning behind. In this class, we will watch selected documentaries and together - discuss, debate, reflect on issues and themes brought out in these different documentaries. By visualising the different lifestyles, challenges and cultures, documentaries can provoke feelings and appeal to one's emotional intelligence. In addition, students will be challenged to question the motive behind the documentaries and to improve on their critical thinking and reflections. Whilst we can watch just about all the documentaries we can access, we will pay special attention on the themes of Democracy, Peace, Social Justice, Equality, Human Rights, climate change amongst others. Students are encouraged to suggest documentaries that the whole class can analyse.

How do we do it?

Videos, Documentaries and discussing the themes portrayed as well as linking them to our experiences

Debating after scenarios presented

Presenting based on your own background/ experiences

Assessing, understanding, reflecting, reacting, and criticizing research findings as well as documentaries linked to topic under discussion

Requirement:

This class relies on your auditory and visual senses, and in addition requires students to engage in general discussions. Students should be reflective, questioning and be willing to share opinions and experiences, are active and participate in class as well as appreciate diversity and other people's ways of approaching life.

15. Drama

Søren Launbjerg and Yeyin De la Cruz

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minutes blocks	2	Yes	Maybe

Class Aim:

Sending and receiving signals of all kinds is the essence of drama. Through your work you will increase your awareness of physical, emotional and verbal ways of expressing yourself. The class aims to provide the participants the fundamental knowledge, skills and attitude in drama, improvisational theatre production and theatre appreciation.

Class Description:

The drama class will provide a creative, fun and safe space for you to get to know yourself better and the group/community you are a part of. Through individual and group improvisational creative games, we would be able to touch upon fundamental knowledge, skills and attitude in drama and improvisational theater while having the chance to deepen discussions on relevant topics or issues.

There is no need for drama or theater experience to be a part of this class. All that is needed would be you wanting to tell a story, your story, our story.

Class Objectives:

At the end of the course, the participants must be able to:

Artistry

1. Identify the elements of the arts and the principles of composition and apply the qualities of a good performance by using their tools as an actor (body, voice, imagination).;
2. Distinguish the elements of drama and apply them in their presentations.;
3. Determine the principles of improvisation and use them in their performances.;
4. Develop an original story and create a relevant performance.;
5. Perform a final showcase.
6. Discuss and investigate on “Being an Active Global Citizen”- what it means (similarities, differences in perspective), its’ essence and characteristics and have these topics and the conversations around them be the thematic thrust and content of the performance.
7. Gain a higher sense of self-esteem and confidence towards better personality development.
8. Realize their importance and roles in the communities they are a part of.
9. Engage and share with others in a fun and friendly creative space.

16. English 1, 2 and 3

Class limited to 15 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 – Two 90-minute blocks	1,2 or 3	1 and 2	2 and 3

WHY: This course will help you develop skills to communicate to communicate effectively and confidently in English. The objective is to gain self-confidence in using English inside and outside of IPC.

WHAT: The starting point for this course is your knowledge, experience and interests. We will cover all language skills (speaking, reading, writing, listening). However, we will try to focus on

speaking and developing skills to talk about oneself, one's culture and background, describing feelings, expressing needs and opinions.

HOW: In addition to group discussions, role-playing, mock interviews, playing games, listening to music, watching video clips, reading short articles etc., we will use your own experiences as a basis for various speaking activities. The main goal is to have fun while gaining the self-confidence to express oneself effectively!

The requirements for this course are being curious and participate actively

English 3 Description

If you have taken English 2 in the first 12 weeks, this class is for you. We will build on what we've learn in the first 12 weeks and perhaps try more challenging activities. Those who did not take English 2 in the first 12 weeks are also welcomed to join if your English level is around B2.

Rationale:

Coming to IPC means to join an English-speaking community. Those who already have a fair knowledge of English might want to learn to use it more effectively for a particular purpose. This course helps you build the necessary English language skills to make you feel confident talking about your interests and hobbies.

Objectives:

To encourage students to share their special interests with the IPC community while using the English language. Confidence building in respect to expressing oneself inside and outside IPC is a goal.

Content:

In addition to grammar drills, listening to audio, watching video clips, reading short articles, playing games etc., we will use the students' own experiences as a basis for various speaking activities. Topics will be determined by the students' own interests.

Method:

We will focus on the communicative approach to allow students to gain confidence in their speaking skills. Thus, the main goal is to have fun while gaining the self-confidence to express oneself effectively through individual, pair, and group work. The course will require active participation and willingness to do some homework after classes.

17. Environment Studies

Mette Skamris

Lessons per week	English Level	First 12 weeks	Last 12 weeks
8 - Two 90-minute blocks	2	No	Yes

Aim:

The aim of the course is for you to strengthen your understanding of environmental problems and their complexities.

Content and Methods:

In this class we will explore some of the major environmental challenges that the world is facing today. Throughout the course we will focus on: - Global climate change, understanding IPCC reports and scientific basis. - Energy transition - fossil fuel and renewable energy, what are the dilemmas? - Water: management, scarcity, and pollution. - Air pollution – how is it affecting health of millions of people. - Environmental conflict and protection - understanding the complexities. The class will include lectures, discussions, documentary movies and guest lectures by experts within Wind Power Energy in Denmark and Air pollution in Europe. Throughout the course we will go on excursions, for example to visit the local Water Treatment Plant to understand different processes for water treatment. We will engage in student research and presentations.

18. Folk High School Studies

Dr. Julie Shackelford

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

“Life comes before enlightenment.”

N.F.S. GRUNDTVIG

So, you’ve decided to go to a folk high school in Denmark, and not just any folk high school – the one and only *international* folk high school: *The International People’s College*. Great choice. Now what? What is a folk high school, *really*? How does it differ from other, *more formal* adult educational institutions? And what makes IPC unique among them? Are there other educational systems elsewhere in the world like the Danish tradition? What sort of *impact* can such schools have on the world today?

These are just a few of the questions that this course seeks to investigate. Beginning with an introduction to the origins of the Danish folk high school movement in the 19th century and the educational ideas of its founder, N.F.S. Grundtvig (1783-1872), the course follows the footsteps of the movement to the present day and explores the impact that it has had on Danish society. Following this, our focus shifts beyond Danish borders to trace the contours of the folk high school *idea* on the global stage and, in particular, how it has influenced and merged with other progressive educational philosophies and social movements (e.g. Brazilian Paulo Freire, Bengali Rabindranath Tagore, Indian Mahatma Gandhi, the U.S. Civil Rights Movement, etc.). In this class, students will:

- Compare and contrast the central tenets of the Danish folk high school movement with the ideas of other progressive educational thinkers around the world.
- Visit local folk high schools and other relevant sites (e.g. Vartov - Grundtvig’s church in Copenhagen and home of the Grundtvig Library) (Covid restrictions allowing).
- Learn about the unique history of IPC, as a distinct folk high school among many, and the role that it has played in the development of the folk high school movement in Denmark and beyond.
- Have access to the IPC Archive, where they can further explore IPC’s unique history.
- Meet contemporary international leaders in the field.

The pedagogical approach employed in the class is active, experimental, and dialogical with learning opportunities ranging from: field trips, archival research, conversations with global leaders in the field (in-person or via Zoom), hands-on activities in various pedagogical approaches, and lively debates and discussions.

19. Global Challenges

Gertrud Tinning

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

Richest 1 % now owns half of the world's wealth, how could this happen, and is it fair?

Content:

We will deal with the following themes:

- Status of inequality, the cool facts – HDI, Gini
- Understanding the political- economic development that have shaped our time – from Keynes to Neo-liberalism, a fast, participatory journey through time.
- Corruption - a driver of inequality and poverty?
- The role of multinational corporations – the case of pharmaceutical companies and tax evasion.
- The old story of poverty – power structures and who owns the land?
- Finance sector and inequality.
- Consequences of inequality and where are we heading:
 - growing populism – fascism?
 - Loss of 'democracy' and terrorism?
 - Or are there also more positive trends and alternatives?

Methods:

Lectures, films, group discussions, student presentations, mapping

20. Green Activist (Environmental & Political Studies)

Gertrud Tinning & Mette Skamris

Limited to 30 students in the class.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

Every choice you make are part of shaping the future for you, your friend and the generations to come.

Do you want to be part of the big global transition that is ahead of us, if humanity is to survive?

Climate change, destroyed biodiversity, bees dying and politicians not reacting! It is time to stop feeling overwhelmed by all the challenges, but to understand and face them! Action is needed. Understand the global capitalist system, and what are the consequences of the in – build economic growth in capitalism? And how is this reflected in the global environmental state of the globe? How is the growing global inequality a barrier to the big green transition?

We will discuss what we eat and explore the economic and political structures behind the production of our food. Such as how multinational corporations have monopoly on large parts on our basic food, gene – modified crops, use of pesticides, human and animal health implications. Conventional agriculture versus holistic agriculture.

We will furthermore discuss fashion, textile production and our consumption. Thought out the course we will explore different methods to create change, and keep us up-dated on present development.

Method: Discussions, films, research, mapping, expert interviews, lectures and actions.

21. Human Rights

Susan Nyatanga

Limited to 25 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

We often encounter the term Human Rights in everyday life but how much do you understand about the subject? This course explores critical questions and aims to address the centrality of human rights in global politics. Discussions will depart from how and why human rights came into being and how (if) they are changing over time. During the course, we will together, question the universal applicability of Human Rights, clashes with different religions and local cultures, address the issue of power in the establishment and enforcement of the different rights. In addition, we explore human rights in the wake of terrorism especially in Europe and USA.

Considerations will also be given to the organisations dedicated to the promotion of human rights. A closer look at individual human rights activists and advocates will further enlighten our understanding of this subject area. Can we, during this course and after, become human rights defenders? Can we join in the fight against violations? Through using case studies around human rights issues such as those pertaining to child rights, women's rights and refugees amongst others -students will gain insights on how human rights organizations, including Amnesty International and the United Nations, promote and defend human rights.

In current period, a discussion of Covid-19 will be an interesting angle from which to discuss issues pertaining to Human rights e.g. Should rights be suspended under pandemics? Is the

state/government obliged to assist the poor to enjoy basic rights? Which countries have violated rights under the guise of maintaining social order and lockdown?

Teaching Methods: In this Folk High School Human Rights Class students will gain a broader understanding of human rights through simulation exercises, study visits, film illustrations, class discussions and class presentations. Students are also provoked to react to recent developments in the media that reflect rights being upheld or violated.

22. Human Experience

Felicity Markdal

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	All levels	Yes	Yes

“ 7 billion people experienced today in a different way”

Being a human is at once all we know and all we do not know. We have never had a chance (as far as we consciously remember) to be anything else, so this form, this consciousness, this society, is how we experience the world, our life, and our meaning. Through this class we seek to dig into what it really means to be human; to open up and ask the questions we are usually afraid or embarrassed to ask, to dig deeper in to our own and other psyche so that we might know internal and external peace through understanding, to have fun and question everything...

Topics include:

- What does it mean to be human? Attempting to define what a human actually is, through phenomena such as the Human Rights Declaration, Science, Literature, Emotions etc.
- Age? A number? a definition? the number of years our body has inhabited the planet both frees and inhibits us, we will look in to how and why
- Stories of Humans- creating a Living library of different experiences to share both within and outside of IPC
- Ableism- is our society built only on one type of body- a fully functioning, with all limbs kind of body? What does the world look like if you are not in this body? This includes looking at Fat Shaming, Physical Disabilities, Skinny Shaming etc.
- Your Beautiful Mind- an exploration into mental health, looking at where it might go wrong and what can be done to strengthen it
- The Future of Humans- imagining the future and where Humanity might go- the good the bad and the ugly
- Fetish, Sexiness and a world without sex- looking at supposedly one of the “basic” human drives and how it effects our lives in different shapes and forms
- Health and Healthism- what does this mean? Can it be measured in Kilograms and hours at the gym or is there something more? Why have we built a diet culture? How do we tackle fat-shaming and Disordered eating
- Conservatism- why is this taboo, where do we identify on this scale?
- Home- what is this? How does this concept contribute to our sense of self? Does everyone need or have a home?
- Family- is it biological? Is it value based? Is it the healthiest environment for you?

- Productivity and Stress- two values that dominant and impact on one another in modern society, how do they touch you, tips and tricks for surviving
- Modern Society- the values, the purpose, the goals, the problems
- Creativity- is this a natural born talent, something we can build, why is it so highly prized in modern society
- Beautiful Anonymous (Taken from a popular podcast)- space every lesson for you to ask the questions you want to about being a “human”, interacting with humans, human impact on the world etc.
- Relationships and love- why do we base this on fairytales? Analysing literature, art, etc. to find out what this means in our own lives
- All this and more depending on what you wish to look in to...

Methodology:

Games
Sharing
Artworks
Creativity

23. Intercultural Communication

Angel L. Vidal

Limited to 30 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	All levels	Yes	Yes

Learning objectives

- Understand cultural diversity, its added value and the challenges around it.
- Reflect on and improve communication skills in a multicultural/international context with an intercultural approach.
- Manage cooperation, dialogue, negotiation and conflict transformation with in a multicultural environment.
- To improve the ability to express ourselves clearly in multicultural environments.

Content

Communication processes are at the heart of the class. We will analyze situations with the focus on exploring the multicultural the context in which communication occurs and understanding where the gaps between cultures are and how can we bridge the gaps and to construct a common intercultural ground for collaboration, cooperation and conflict transformation.

We will learn to understand different cultures, people’s points of views, needs, interests and concerns in order to find “win-win” solutions in multicultural contexts.

We will also work in developing positive, empathetic and non-violent communication. We will also look at facilitation and leadership skills in multicultural contexts.

Learning methods

The learning methods will include some theoretical aspects but mainly analysis of real-life situations, simulations, role-plays, games, discussions, etc.

24. International Relations, Politics & Organization

Angel L. Vidal

Limited to 25 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

Learning objectives

To introduce students to:

- The main principles of international relations and international politics
- Diplomacy as one of the key tools for managing international relations and politics and reducing the risks of instability, confrontation & violent conflicts
- The main international organizations, mainly the United Nations System and its Specialized Agencies, Funds & Programmes

The students will improve their skills and knowledge to be able to understand and analyze the role of international politics and diplomacy in a globalized and interconnected world.

Content

The class will focus on understanding, analyzing and discussing diplomacy and its tools, the way international organizations and mainly the United Nations System works, not only in general aspects of international politics, policies and norms, but also in relation to specific issues that affect our daily life: from security and peacebuilding, to refugees, poverty, health, workers rights, migration, food, agriculture, environment, etc.

We will discuss and analyze with a critical approach the 15 Specialized Agencies of the UN System and its 13 more than Programmes and Funds.

We will discuss the role that international politics and diplomacy plays in domestic and international decision-making processes.

We will discuss the role of World powers and superpower historically and nowadays, from the USA to China, the EU, Russia, etc.

We will pay special attention to the UN System role in support to development through international legislation, policies and projects.

Learning methods

The learning methods will include lectures, group work and research, class discussions, role-plays, etc.

25. Interpersonal Conflict Resolution

Dr. Julie Shackelford

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	No	Yes

Do you ever feel that you have not achieved all that you wanted in a negotiation situation?

Have your emotions or the desire to win ever undermined your success?

*Does even the **smell** of conflict in the air make you run for cover?*

Is there a conflict in your life that you would like to resolve?

*Would you like to be a **peacemaker**?*

Then this is the class for you!

Make no mistake: conflict is a part of life. Whether at work, at home, on the street, or on the global stage, conflict is *everywhere*. All of us have been in conflicts before, and all of us will be in conflicts again. Maybe you're even in the middle of a conflict *right now*. That's okay! Not all conflict is bad, nor is it inherently negative. *How conflict is handled makes all the difference.*

This class takes an active approach to learning to help students improve their ability to manage and resolve conflict. Because all conflict – whether between two individuals or two nations – is ultimately a function of the relationship *between persons*, in this class, particular emphasis will be given to the “interpersonal” nature of conflict. Throughout the course, students will explore key theories, models, and frameworks for understanding and resolving conflict in use today and actively work towards becoming better peacekeepers in their own lives.

In this class, students will:

1. Learn and practice skills for responding constructively to conflict and engaging in difficult conversations.
2. Analyze a wide range of interpersonal conflicts, their contributing factors, and potential strategies and tactics for resolution.
3. Receive hands-on training in several essential tools in the "Peacemaker toolkit", including active listening, assertiveness, emotion management, empathy, non-violent communication, and more.

Through role-play, case studies (real and hypothetical), small- and large-group discussion and debate of key concepts and themes, students in the class will reflect on such questions as: Who am I, and what do I bring to this particular conflict? What is my range of options to begin a resolution process? What skills do I have to prevent, de-escalate, and resolve interpersonal conflicts? What skills do I need to develop?

Reflection is encouraged at both the individual and group level to further develop students' ability to handle conflict situations in their own lives, deepen their understanding of the underlying dynamics of interpersonal conflict management, and strengthen their skills as peacemakers.

26. Intersectional Studies: Genders, Sexes and Identities

Felicity Markdal

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

“and i said to my body. softly. ‘i want to be your friend.’ it took a long breath. and replied ‘i have been waiting my whole life for this”

Nayyirah Waheed

You’re a boy, she’s a girl, they’re queer, ze is disabled, ey is coloured, xie is an immigrant... we spend a large part of our life placing labels on people, putting ourselves and others in boxes, some of which feel comfortable and some which might feel incredibly uncomfortable, fit badly, or even cause harm.

Labels and boxes are a way for our brains to cope with the vast amounts of information that we absorb about the world and the people in it every day. Yet where do these boxes and labels come from, who decides the size, shape and criteria of each group? Do we agree with these criteria?

In these classes, we will look into the characteristics of these boxes and labels, such as boy, girl, trans*, heterosexual, homosexual, queer, disabled, feminist, immigrant, and so on. We will explore historically where they come from, globally how they might differ, how they might have changed over time, and the effect that putting people in boxes has.

We will explore not only the identity boxes by themselves, but acknowledge and explore that each of us is like a Matryoshka Doll with layered and intersecting identities, so we will explore what happens between and across the layers of our identities, for example Kimberlé Crenshaw talks about a car manufacturing firm that was sued by a group of woman of colour, the firm won the legal case, claiming that they were not discriminating against women; they had women working there, but they were all white; and not racist, as there were people of colour working there, but they were all men. So, you see the layers of these women’s identities, as with many other humans, meant that they were discriminated against and yet the person, system, organisation doing it, were not technically/legally doing anything “wrong”.

If you want to explore issues of equality and inequality, understand and deconstruct oppression and discrimination, know more about LGBTQIA+ issues, expand your knowledge of Intersectionalism and just challenge the status quo of the world we live in, then maybe this is the safe space for you!

Teaching Methodologies:

Discussion (lots of discussion, big groups and small groups)

PowerPoint Presentations

Creative Activities- photo projects, personal diaries, drawing/ painting

Research projects

Student presentations

Laughter and other emotions (☺)

Academic Fields linked to:

Gender Studies
Cultural Studies

27. IPC walks and Talks

Susan Nyatanga

Class Limit 20 Students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	All levels	No	Yes

Requirements: Comfortable shoes

: smartphone with step counting app, earphones.

Walk-Talk, a mindfulness-based body-oriented therapy is the safest and most natural activity for health and fitness. Lately there has been an introduction of intimidating gym machines and some acrobatic high-impact cardio and intense sports shown, which seem too perfect and can be discouraging and seen by some as unachievable.

This class creates a number of opportunities. It can be beneficial for students who wish to get fit but are not in the space and shape where they can jump straight into the gym or sometimes lacking the financial means to access such workout programs. It can also be perfect for those who would have spent the greater part of their day sitting and would find some bit of time out in nature and breathing fresh air rejuvenating. By walking around the local area, students also get to know more about the neighbourhood they are living in. Planned walks will mix different environments-in parks, forests, beach, downtown- all being routes that gives us a chance to hit a couple of birds with one stone, learning about the local area, exercising and exposure to fresh air.

What makes the class special is the fact that it makes exercising a social part of life by giving company during the walking. There is also an element of accountability to the group where we share our progress, growth and encourage each other. The class gives one a chance to dialogue with other students and all walks will include an activity. We will e.g., select a topic to discuss such as youth challenges, sometimes listening to thought provoking podcasts as we walk. We can also share some of our motivating songs by compiling playlist thus creating an opportunity to know each other better through music. In addition, attention will be paid to the local area which will give inspiration to group discussions based on observations made. An example- observing different accommodation types which could lead to discussions on social classes. The class will start with a short introduction explaining the day's activity and will end with a reflection of observations, discussions etc. Weather should and will not be a hindrance-we will walk come rain or thunder.

Some of the IPC Walks and Talks class aims:

-Building Stamina -Improved energy levels -Burn excess calories - promote weight loss -mental clarity -Bonding in a different environment	-reduce stress, -relieve body tension, -improve circulation, - decrease anxiety, -regulate mood, -enjoy more restful sleep
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28. Life & The City

Angel L. Vidal & ad-hoc collaboration of IPC Staff.

Limited to 15 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	No	Maybe

Learning objectives

To equip the students to be able to understand, analyze and discuss:

How cities work in different countries and contexts, which services they provide to citizens, enterprises & institutions and which function they have in social, economic, political and cultural life.

The on-going process of urbanization at international level and the impact of cities and towns in our daily life.

The importance of citizens' participation in the development and consolidation of sustainable and inclusive cities.

The importance of thinking global and acting locally

The importance of being able of becoming a good city "explorer" instead of a main-stream tourist

Content

We will discuss the evolution of cities in Europe and other continents as well as the increasing process of urbanization worldwide.

We will map, analyze and discuss the functions and services provided by cities to people in different continents, countries, cultures and political systems

We will analyze and discuss different approaches to citizens' participation in city life at different levels and fields.

We will analyze and discuss core issues related to local governance, sustainability of cities, multiculturalism and social inclusion.

We will learn to become a good city explorer analyzing concrete cities around the world (and our own city or town)

Learning methods

The learning methods will include some theoretical aspects but mainly analysis of real-life

situations (including local field trips), simulations, role-plays, games, discussions, research and project development.

29. Life Skills

Angel L. Vidal & Rod Lee

Class Limited to 20 students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	All	No	Yes

Rationale: After leaving IPC you may be facing the “real world” on your own for the first time. How can you manage your life better? How can you make your life easier? What tools do you need to face the challenges of the real world?

Objectives: To give students the necessary skills and tools to confidently navigate through life independently.

Content: We will cover basic life “survival” skills (see table below)

Method: We ‘ll use a combination of practical theory & hands on experimentation. You will work with Angel, Rod and IPC staff: practical, useful and fun!

Introduction (including personalized needs analysis)	Getting life better organized: tips and tricks
On computers and mobile devices and other technologies present in our lives	On food (tasty, healthy, not expensive)
How to find a place to live	Home Care
Travel Planning	On Education 4 Life (how to find your path)
About jobs & work life	Looking after yourself (health and more)
Home finances, budgeting	Learning to be independent

30. Me, Myself and the World

Kresten Lundsgaard-Leth

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

The Danish philosopher Søren Kierkegaard once noted that to »become human does not come that easily«. But what does it mean to be a human being – and how can we understand the *human world*?

From the point of view of existential philosophy, an *existing* human being cannot be understood as a being with a predetermined *essence*. Unlike the way in which an acorn must necessarily become an oak tree, thus, a human does not automatically turn into anything nearly as specific. Instead, human beings – at least in part – *become* who they *are* because of the way they *choose* to live.

Exclusively *human* phenomena such as anxiety, hope, consciousness, despair, irony, and humor ultimately hinges on this both terrifying and wondrous indeterminateness of human existence. And how about the world in which we – as Heidegger puts it – *always already* find ourselves? Is it a world of material *objects*, a world of useable *tools*, a world ordered by divine *reason* or – at least – by physical *laws*, a world made of thinkable *ideas* and moral *ideals*, a world of *culturally* formed identities and differences, a world of aggressive *beasts*, or simply a world of singular *individuals*?

In this class, we will consider the quarrels of becoming an individual in the world through the lenses of existentialist thinkers such as Sartre, Heidegger, Arendt, Augustine, Socrates, de Beauvoir and Nietzsche. We will also draw upon thinkers (such as Descartes, Wittgenstein, and Martha Nussbaum) that have different and even opposite ideas about the nature of the self as well as the world and see if we can get into a genuine *dialogue* about what it means to exist.

31. Mind The Heart

Nikolaj Sahlstrøm

Limited to 25 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
2- one 90-minute block	1	Yes	Yes

Rationale and methods

Here's a weird paradox: In this day and age we are wealthier, live longer lives, have more possessions and more fancy technology than ever before in human history. At the same time more and more people are suffering from depression, anxiety, loneliness, eating disorders, stress, suicidal tendencies, and other existential or psychosomatic pains. Sometimes the thought of finding peace and joy in our modern world can seem impossible. But is it really impossible, or are there some tools at our disposal which we can use to carry the weight of existence, maybe even with an occasional smile on our faces? (Hint: yes, there are some.)

Using tools from a variety of disciplines (such as yogic, buddhist, taoist, shamanistic, psychosomatic therapies) we will learn to work with our minds, hearts, and bodies in such a way that we can initiate constructive change processes within ourselves as well as in the way we relate to other living beings.

What we do and how we do it:

Our primary focus will be on various meditation techniques (both of spiritual and secular nature), but to prepare our minds and hearts for meditation we will first work with our bodies through yoga positions (Asanas), free movement / free dancing, Qi Gong, relaxation exercises, and more.

Another important part of the class will be “Dharma talks”, in which I’ll introduce you to some of the basic philosophies of the world’s major wisdoms traditions (in Buddhism, Yogic Philosophy, Sufism, Mystical Christianity, and more...)

It doesn't matter whether you have any experience with these practices. or not, as long as your are ready to try something new and step outside your normal 'comfort zone'.

32. Moviemaking

Ângelo González

Limited to 20 students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	1-2	Yes	Yes

Aims:

The objective of this course is to put passion and responsibility together, by experimenting the movie making process through the role of an actor, director or crew member. We aim to produce several short films to present at the end of the term and later share on the student's YouTube channel. The post-production is not part of this learning experience due to the extensive time it needs. But if you have a strong interest in movie editing and you have a powerful computer with the appropriate software, you can take such responsibilities.

Methods: The teacher will bring challenges to class with scripts and ideas, the students will divide and fill in the blanks. For each project, the crew will be composed by volunteers and each new crew will be prepared by the teacher for each function.

Areas to explore include: fiction, documentary, music videos, commercials, etc.

33. (100 Years of) Musical Revolutions

Nikolaj Sahlstrøm

Lessons per week	English Level	First 12 weeks	Last 12 weeks
2 - One 90-minute blocks	All levels	Yes	Yes

Rationale and methods

Few products of human creativity are as popular as music. In all cultures all around the world, music lifts us up and lets us forget our daily struggles. But moreover, few products of human creativity have the potential and capacity to influence or even revolutionise human behaviour the way music does.

In this class we'll be looking at the history of a number of music revolutions over the past 100 years, from 1920's American jazz to rhythm & blues, rock'n'roll, folk, protest songs, disco, reggae, psychedelic rock, punk, grunge, hip hop, electronic dance music, and more. We'll attempt to understand how they have influenced our societies and changed the way people dress, talk, think, act, and relate to each other. We'll analyse the music itself, the lyrics, music videos, the attitudes, values and ideologies of the artists and their followers, and the societal context that surrounded these music revolutions.

A class for all lovers of music as well as anyone who wants to understand how music has shaped human civilisations from antiquity up to now.

34. Peace Studies: Innovation and Activism

Felicity Markdal

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

In this class we will explore the three different phenomena of the title both individually and as an interwoven tool for change.

With regard to peace, we will attempt to journey from the peace ceremonies and philosophies of indigenous Americans, to the modern day academic world of Norwegian universities with the work of Johan Galtung. From the peace table in Colombia to the streets of the Philippines, analyzing and critiquing where peace "works" and where it might not. We will attempt in this journey to learn how to dig deeper into the structure of our own and other's cultures and societies to broaden our ability to understand and question why we behave the way we do from the cultural jokes we might have to our contributions and actions at the UN Security Council

Innovation is not only about the latest technology, it more generally refers to alternative, new or re-purposed ways of looking at something. In this section, we explore innovation by once again taking a diverse journey from the realm of physical product design for peace, such as ways to secure clean water and affordable housing, to innovations in leadership, governance and beyond, for example ideas such as e-democracy in Switzerland to the gross National happiness tool used in Bhutan.

Finally, when looking at activism we want to explore the weird and wonderful ideas, campaigns and protests of diverse groups from across the planet. We will look at different types of activism, such as artistic activism or curatorial activism, in addition to learning how to evaluate constructively critique and deconstruct the structure, meaning and effectiveness of different activist actions. Our intention is to attempt to understand how to make the most impactful actions in our future lives.

So, if you would like to understand some world history, explore a bit of design and creativity as well as become a more informed radical or citizen, this is a space for you.

Teaching methodologies

Teacher presentations

Group work- presentations, exhibitions, podcasts, movie making

Experiments and Roleplays

Discussions

Actions

Laughter and other emotions (☺)

Academic Fields Linked to:

Peace Studies

Conflict Resolution

Innovation and Entrepreneurship Studies

Cultural Studies

International Politics

35. People, Movement and Migration

Dr. Julie Shackelford

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

“E pur si muove.”

(“AND YET IT MOVES.”)

- PHRASE ATTRIBUTED TO THE ITALIAN MATHEMATICIAN, PHYSICIST AND PHILOSOPHER GALILEO GALILEI (1564–1642) AFTER BEING FORCED TO RECANT HIS CLAIM THAT THE EARTH MOVES AROUND THE SUN RATHER THAN THE OTHER WAY AROUND.

It is often said that international migration is one of the “signature phenomena” of the modern age. However, the reality is that people have always been on the move in one way or another. In fact, for 99% of human history, people have lived a *nomadic* lifestyle, moving seasonally in search of water and grazing land. Until about 10,000 years ago, there were few – if any – permanent homes or villages. Thus, just as the Church attempted (unsuccessfully) to deny Galileo’s claim that the Earth moves around the Sun (above), today’s politicians and border police try to prevent human mobility around the world. But – much like the Earth itself – the reality is: *people move*.

This course takes an interdisciplinary approach to exploring people “on the move” in a wide range of contexts. Drawing from diverse fields, such as anthropology, archaeology, prehistory, history, economics, and postcolonial theory, in this class, students will:

- Become familiar with the key themes and concepts within the field of Migration Studies, including push and pull factors; voluntary versus forced migration; global diasporas; immigrant stories; the material culture of migration, and more.
- Explore what migration *means*, what it *does*, and why it *matters* (or not) in the world today.
- Critically examine the events, actions, ideas, and assumptions that have shaped human migration since our infancy as a species and that continue to shape our perceptions and policies of it today.

Because people have been on the move in a variety of forms for at least the past 200,000 years, *People, Movement & Migration* is designed as a full-term course, divided into two halves. While the first half of the term focuses on people on the move in the pre-modern period (*circa* pre-1850), the second half centres on more recent trends. Although it is not required to take both halves, it is recommended.

Methodologically, the course will employ a variety of methods, including lectures, small- and large-group discussions, independent research, in-class films and other multi-media tools, and individual project work. In addition, students will also participate in a class project that employs their own family as a case study. Through this complex of complementary methods, students in the class will gain a broad understanding of how human migration has shaped the world as we know it, while also acquiring a more intimate and *personal* understanding of its implications.

36. Political Philosophy & Ethics

Kresten Lunsgaard-Leth

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

How *ought* we to act? When we try to answer this question, we are not describing what the world is actually like. Instead, we attempt to *think* about, how the world *ought* to be like, and what we can do in order to make it so.

To be more precise, we must distinguish between two kinds of ought-questions, namely *ethical* and *political* ones. Whereas ethics deals with how we should act towards each other *in general*, political philosophy tries to address the nature of a *just society*.

Philosophers have disagreed on whether ethics depends on a virtuous character (Aristotle), our universal duties and rights (Kant), or on bringing about the most happy-making consequences (Mill). When it comes to political philosophy, we have to get into considerations about the form of government (democracy or monarchy?), the role of the state (big or small?), the laws (favoring the collective or the individual?), the economy (capitalism or communism?), as well as into questions about the significance of phenomena such as gender, media, climate change, and technology.

In this class, we will have a look at classical texts (such as Plato, Hobbes, and Rousseau) as well as some modern theories (such as Foucault, Butler, Arendt, and Žižek). During the whole class, we will apply all the abstract theory to concrete cases from contemporary life, culture and society in the early 21st Century.

This class is not about doing theory for the sake of theory. Instead, we shall try to *understand* the world a little better in order to go on to *make* it a little better afterwards.

37. Storytelling for Change

Felicity Markdal

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute blocks	All levels	Yes	No

Let me start by explaining that I wanted to build a class not about the so called "mainstream" arts, like Hollywood Cinema, best-selling authors and famous painters, photographers, dancers and musicians, yet it feels so patronising to call the class alternative, indigenous or any of the power related language terms, so I settled on Storytelling for change, because I'd like to feel that

these artists and storytellers will allow us to change our perspective on the world and on ourselves.

Well, the intention of this class is to introduce ourselves to some amazing creators from all over the world. As well as to enjoy, share, understand and create arts of our own.

We will read and analyse stories from authors like (but not limited to) Octavia Butler or Nnedi Okafor who combine gender studies, systemic critique, colonisation issues and so many other themes in their alternative universes. These authors also help to understand how misinterpreted a whole genre of writing can be. There will also be room and time for you to share authors you love.

Clarissa Pinkola Estes a Mestiza Latina storyteller and psychoanalyst might be one of our guides for engaging in story archeology, allowing us to learn how to dig into the significance and role of stories in building cultures, values and morality. This section of the course will provide us with the skills to re-interpret some of our well-loved folktales.

Furthermore, we will share and enjoy examples of differently abled dancers and artists, for example the recently deceased David Toole (Dancer) or Chellaman (Artist and Activist). Not only will we look at and share our thoughts on these and other artist's work but we will also work on creating our own, using artists as inspiration to create our own pictures, clothing, films, photographs and more.

There is not space to cover everything in an intro to a subject, but other themes we might look in to are; fashion stories (Yamamba, Ankara Print etc); the art of branding (commercial storytelling) ; the doodle revolution and much more.

In summary the purpose of this course is to broaden our knowledge and love of different artists and storytellers, as well as our ability to understand and use different tools.

Teaching methodologies

- Teacher presentations
- Reading
- Creative activities- drawing, designing, writing, playing
- Group work
- Music listening, Art observing, Film/ TV watching
- Laughter and other emotions (□)

Academic Fields Linked to:

Literature Studies
Cultural Studies
Gender Studies

38. Sustainable Gardening (Theory & Applied)

Mette Skamris & Gertrud Tinning

Limited to 20 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	1	Theory	Applied

Theory

"Permaculture is a philosophy of working with, rather than against nature." (Bill Mollison)

Rationale and Objectives:

Understanding the permaculture principles, make your own design and get experience working with gardening.

Content and Methods:

Globally, biodiversity and ecosystems are under pressure and risks of collapses and extinctions of animal species are increasing. One of the main reasons for this development is industrial mono-culture farming systems, where only one kind of plant, crop or livestock is produced in large scale in an area, often relying heavily on inputs such as chemical fertilizer, energy, pesticides, water and seeds.

In this class you will learn how to develop sustainable designs for gardening and farming systems. You will get a good understanding of the dynamics of nature, nutrient cycles, biodiversity and the permaculture principles, which we will apply in our designs.

We will work with planning and preparing the next gardening season in the IPC Garden, and we will do practical work (outdoor and indoor), such as mushroom growing, compost management, and seed management.

This class will include a series of introduction to permaculture design, practical exercises such as mapping, making birds-food, and preparing the garden for the changing seasons.

Applied:

Do you like to get your hands in the soil and get friendly with the earthworms?

Rationale and Objectives:

To enjoy gardening, apply knowledge and get skills to grow food without harming the environment.

Content and Methods:

Sustainable food systems are essential for human survival, but many kinds of food are not being produced in a sustainable way and hence animals, ecosystems and fellow human beings suffer.

We will follow the changing seasons of the year and work accordingly with harvesting, preserving food and maintaining the garden. This work will include compost management, plant care, management of invasive species, and soil improvement.

We will work with permaculture principles and small construction projects, e.g. permaculture beds and walkways.

39. Tabletop Gaming

Ângelo González

Lessons per week	English Level	First 12 weeks	Last 12 weeks
2 – One 90-minute block	All levels	Yes	Yes

Aims:

Playing tabletop games not only reduces stress but it makes you more empathic towards others. Simply put, it makes you a better person. The main goal is to discover how board games, role-play games and strategy games, can improve your social skills, stimulate your brain and challenge the way you solve problems.

Content:

Tabletop games offer face-to-face time, with no devices in the way. This experience can be competitive or cooperative problem solving, but it is as much a social bond as it is personal development. To look at games from a more critical point of view, we will be analyzing and discussing the benefits of the games we test.

To boost our creativity, we approach board games as an ongoing project that we can improve upon, creating new versions, or new expansions. This means delving a bit into board game design.

40. Team Building Through Team Sports

Rod Lee

Class Limited to 20 students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	2	No	Maybe

Rationale: Many important life skills can be developed through playing team sports and games. We will explore these areas in an IPC context; that inclusiveness and a good social atmosphere is more important than the competitiveness aspect.

Furthermore, physical activity is important for everyone. Unfortunately, these days, more and more people live and work without physical challenges, causing health problems such as being overweight, feeling fatigue, as well as heart and blood circulation problems. It is a well-known fact that physical exercise has a positive effect on one's mental well-being.

Objectives: To focus on safety, sportsmanship, cooperation, and teamwork. We will develop important team building skills such as leadership, organizing, communication, creativity, etc.

Content: Students are expected to be active in the choosing the class content; they will be divided into smaller groups that will present their chosen sport/game to the rest of the class. Students will also be encouraged to share sports/games from their own culture. There will also be discussions on team building, different ways to organize teams and tournaments, sportsmanship, competitiveness, etc.

Method: To have fun, sweat and cooperate! There will also be plenty of opportunity to give each other feedback on the activities to ensure we can have the most fun possible!

41. Understanding Europe

Angel L. Vidal

Class Limited to 20 students

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	2	Yes	Maybe

Learning objectives

- To introduce students to key themes in European culture, history, politics and society from the 19th to the 21st century and to give a bird's-eye view of major trends in culture and arts (from visual arts to literature and including music, cinema, architecture and design, food, etc.) within the European historical and political context.
- To be able to appreciate and understand the fascinating diversity of Europe from the cultural, social, political and historical points of view.
- To understand and discuss the complexity of the European Union, its past, present and future

Content

The class will focus on an analysis and interpretation of selected trends and issues from European culture, history and politics since middle of the 19th century until today.

We will discuss and understand in which degree artworks and cultural trends influenced by history and politics and how Europe culture, history and politics have influenced and influence –in positive and negative- other cultures.

We will also discuss how other cultures have influenced and influence European cultural & political environment.

We will pay special attention to the countries that are members of the European Union and also to countries that have influenced and will influence European affairs such as Russia or Turkey.

Learning methods

The learning methods will include lectures, group work, class discussion based on audio-visual material, hand-outs, etc. We will also do research work, individually and in groups.

42. Unpacking "Asia"

Felicity Markdal & Yeyin de la Cruz

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	All levels	No	Yes

Asia is a continent, a space, an idea, or is it?

In this class we would like to explore what on earth "Asia" is, could be, has been perceived as, and so much more. We are not interested in providing answers and boxes to put "Asian" people, cultures, and countries in, but in exploring the rich diversity and possibilities that the idea of "Asian" can, and does, contain.

In short, we will keep asking ourselves, what is "Asia"?

We would like to make the space as collaborative as possible, inviting students current and past, as well as different organisations, individuals, and voices to contribute to the tapestry of "Asia" we will explore.

An idea of some themes that we may cover includes (but is not limited to):

- **The Image of "Asia"**- in these classes we will try to determine what "Asia" looks like on the map, discussing and exploring our different definitions of the geographical region, where is the line between an Asian and a European, an Asian and a middle eastern? We will look at the image of "Asia" in the media, releasing and hearing all the stereotypes, prejudices, and discrimination we are inundated with about Asia, and seeking to build a more diverse picture. This could include looking at "Asian" characters in films, images in museums, and critiquing how the "Asian" is portrayed, in addition to creating and designing our own media that is perhaps more reflective of reality.
- **The Conflicts**- in this section we might look at the war currently raging in the Philippines due to the policies of Duterte, the tensions still simmering between Korea and Japan over the abuse of Comfort Women, the situation between China and Tibet over the possibility of the case of the Tamil Tigers in Sri Lanka, how terrorism shows it's face in India and Japan, and Asian Hate Crimes under COVID times, to name but a few. Yet we will also look to how conflicts might be solved differently, using examples where conflict has been diffused or solved in interesting ways.
- **The Political**- here we might consider Bhutan's policy of Gross National Happiness and how it can teach us to run our countries in another way. We could explore corruption in the Philippines, or just in general how elections are run there, compared to other models. An exploration of Article 9 in Japanese Constitution, the platform of bands like BTS to change policy and more. We are interested in exploring the beautiful and the ugly in "Asian" Politics.
- **The Values**- we will explore some different value models coming out of the region, from Buddhism to Ikigai, Confucianism to K-Pop, what actually drives and motivates different people in Asia? In addition, we will look here at Orientalism and Fetishisation, i.e. how the white man/woman has perceived of the "Asian" and why?
- **The "Asian" body**- here we might consider colorism, the rise of plastic surgery, medical tourism and so much more. Finding out if the Asian body is subject to different rules, like whether it is true that tattoos indicate gang membership, small feet are considered more beautiful, or all Asians have black hair?
- **Food**- with so many tastes and smells, we will try cooking some food, but also exploring different cultures, festivals and traditions when it comes to food

- **Arts and Culture-** here we can explore all sorts of beautiful creations coming out of the region, from the novel Kim Jiyoung Born 1982 to artist and activist Ai Wei Wei, from Yayoi Kusama to Thich Nhat Hanh

A description cannot cover all, but here are some ideas.

We would add that we would like the course to be a combination of practical, creative activities and more traditional learning through discussing and listening. The idea is not to feed you with other people's words and ideas about asia, but to engage with, challenge and add our own voices to unpack and set free an idea of Asia.

43. Us and Them!

Susan Nyatanga

Limited to 25 students.

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	2	Yes	Yes

A divided world: Racism, Islamophobia, Anti-Semitism, Apartheid, Xenophobia, Homophobia, Rich-Poor divide, Caste system etc.

We talk about shrinking borders, a global world and melting pots. The language is fancy and catchy but in reality – what's on the ground? Borders are being erected, terror attacks seem to be growing by the day targeting those different from “us” and we are witnessing clear hatred and fear of “them”. Lately, George Floyd and Black Lives Matter became famous and they are synonymous with racial injustice. In this polarized world, who is US though, and who are THEM?

Given such divisions, discrimination and in some cases hostilities- are people afraid, hateful, violent or simply uninformed and limited in knowledge of who the others are?

Students will look back from Slave Trade Period, holocaust days, apartheid, terrorism, anti-migration, anti-gay discussions amongst others. The subject also seeks to find out our role as global citizens and as future leaders and being at a school that was founded on Peace Initiatives. What role can we play, and can we be the agents the world needs to create “WE”- ending these separating divisions based on color, religion, class, sexuality and nationality?

Teaching and learning about the above topics can be sensitive and painful for most people. Instead of avoiding talking about it, the course provides a safe environment where students can ask the sensitive and burning questions, air out their opinions and deepen their understanding without being judged.

Teaching Methods: Critical thinking, and knowledge synthesizing will be exercised regularly through readings, writings, films, documentaries and class discussions.

44. Wednesday Fellowship

Different teachers & lecturers

Lessons per week	English Level	First 12 weeks	Last 12 weeks
2 - One 90-minute block	All levels	Yes	Yes

Every Wednesday at 4 pm we will host this class which is mandatory for everybody. Different teachers and lecturers will present lectures, workshops and activities with a focus on issues with a very special relevance for IPC students. One focus is the school's strategy to create active global citizens and focus on 4 clear pillars of: Social Justice, Democracy, Peace and Sustainability. Another is to create a beautiful community, with activities that bring us together in different ways and groups.

45. World Cinema

Ângelo González

Lessons per week	English Level	First 12 weeks	Last 12 weeks
4 - Two 90-minute block	All levels	Yes	Yes

Aims:

Cinema is a passion and a way to learn about the world. This class is the opportunity to take a different look at movies, directors and cinema cultures. By understanding movie subtexts, you can also realize the influence that it has on audiences and on you. What can we learn from movies?

Contents:

- Mainstream/Author/Independent cinema.
- Storytelling voice and different story designs
- Contemporary movies analysis
- Study cases: Alfonso Cuarón, David Lynch, Hayao Miyazaki, Denis Villeneuve...)
- Trends: Time loop, Underground, Anti-plot, Dystopian future...)

Classes:

We will have opportunity to watch full movies or excerpts, to debate in groups and to analyse different narratives. Students' film choices will influence the direction of the class, all under a global perspective on how cinema cultures interact.

Time	Sunday	Monday 17/01	Tuesday 18/01	Wednesday 19/01	Thursday 20/01	Friday 21/01	Saturday 22/01
0730-0800		Breakfast in DH	Breakfast in DH (SL, GT)	Breakfast in DH (GT, MS)	Breakfast in DH (GT, AV)	Breakfast in DH	
0830-0900			Morning Fellowship- Intro to MF/SL > How to make your bed/AG	Morning Fellowship SN How to Clean your Unit/ AG Meet the staff SL	Morning Fellowship Introduction to Cleaning of the school /GT & BM 09.15 Intro to contact Groups SL +All Big Hall Cleaning of the School	Morning Fellowship COVID Testing Instructions + testing 0930-1015 Green Guide	BRUNCH
0930-10.30							
1015-1115			About Covid SL, AG, SN	10.45-12.30 Orienteering IPC tour GT + All Teachers	11.00-12.30 Class Fair (FM &STeachers) All + HPT	1045 Living in an International Community 101 (JS, AV, STeacher	
1145-1230			About Helsingør SL Name of the Game FM/JS				

TOD: SN

Introduction Days

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Spring term 2022

1100-1230							
1245-1315			Lunch (FM, AG)	Lunch (MS, JS)	Lunch (AV)	Lunch (AG)	
1400		Students arrive: 14.00: + Student T. (MS) 15.00: + Student T. (GT) 16.00: + Student T. (AV) 17.00: + Student T. (SN) LH	Walk &Talk in Helsingør GT, AV, AG, MS, JS	1400-1600 Workshops - Photos CR6-AG/GT 2- Speed friending Common Room FM, KL- Practical info CR2-AV/SN 4- Names & games Big Hall -YD/SL	1400-1530 Intro to how to choose classes/ SL Class selection Contact Group 1600: Presentation of STs & ESC	1400-1530 Contact Group Intro Meeting 1630 Class Swapping	
1800-1845	No Dinner in Dining ***	Dinner in Dining Hall (SN, MS)	Dinner in Dining Hall JS, AV	Dinner in Dining Hall (SN, KL)	Dinner in Dining Hall (AV)	Dinner in Dining Hall ()	Dinner in Dining Hall ()
1900-		19.30: Welcome & Introduction in Big Hall /SL Ice Breakers & Getting to Know one another in Big Hall / AG,FM +Student T. * Treats served by the kitchen in Common Room ???	Coffee Mix STs & Volunteers	1900: Information on English () Construction of Contact Groups (AV, MS STEACHERS)	Game Night AG-ST	Singing Club KL, SL	IPC Short Movies Big Hall AG/STeachers

Program for the 26th of January 2022

9.00 Plenary in Big Hall about things to see and experience in the local area – link will be sent to students in isolation.

10.30 Felicity runs an online activity, Mette takes a group of close contacts for a walk, Julie takes a group of negatives for a walk and Søren takes a group of negatives for a bike ride.

13.20 Staff and teachers meetings

16.00 Wednesday Fellowship about IPC core values and sexual harassment policy hosted by Felicity and Søren – link sent to students in isolation.

19.30 Film evening prepared by Angelo - link sent to students in isolation.

IPC Hybrid Community Days Programme I (STAFF VERSION)

Thursday, 27 January 2022 – Monday, 31 January 2022

Spring Term, 2022a

	Thursday (27-Jan)	Friday (28-Jan)	Saturday (29-Jan)	Sunday (30-Jan)	Monday (31 Jan)	Tuesday (01-Feb)				
T.O.D.	Søren				Mette & Julie					
Washing-Up Group	Susan (KL sub.)	Søren	Angel	Angelo	Felicity	Gertrud				
7:30-8:00	BREAKFAST		- BRUNCH - (10:00-12:00)		- BRUNCH - (10:00-12:00)		BREAKFAST			
8:30-9:05	Morning Fellowship in Big Hall (MANDATORY) song, attendance, announcements, program						Morning Fellowship in Big Hall (MANDATORY)			
	Program: Cleaning (5 negative groups + positives and close contacts)	Program: Clubs & Student-Led Activities (JS)					Program: Cleaning + Testing			
9:15-10:45	- Yoga in Big Hall for Negatives (JS, BH) - Online Yoga (FM, online) - Outdoor Games for All (3 separate groups) (MS, location TBD)	- Online yoga (FM) - Walk in the Park (MS) - Club leader meeting (JS)					Long Morning Activity (9:45-12:45) - Forest Workout Club (JS, Egebæksvang- *biking required*) - Photo Safari (KW, Gummistrand) - Hybrid Creative Activity (FM) - Guitar for Beginners (Gerard, limit 6)			
11:00-12:30	Hybrid Presentation (MANDATORY) held in person in Big Hall and virtually online						- TBD -			
	"What is a FHS?" (JS)	"Philosophy of Hope" (KL)								
12:45-13:15	LUNCH								LUNCH	
14:00-15:30	- Storytelling (FM; location TBD) - How to Stay Calm During a Crisis (Katja, online)	- Documentary & Discussions (Katja, BH-hybrid) - Make a play-list for Mom & Dad (AV) - Easy English Conversation Café (Merete, TBD)							Student-Led Activities (TBD, JS anchor) ***TM planning meeting to determine next timetable***	
	16:00-17:30	- Why does the E.U. Matter? (AV; BH-hybrid) - Accessing the world through writing (Katja, online)							- Acts of Kindness by those NOT in isolation for those who ARE (Katja, BH)	Student-Led Activities (TBD, Anchor: TBD)
18:00-19:00		DINNER							DINNER	
19:30- 21:00	- Amazing Songs Explained (AG, Big Hall)	- T.O.D. Social (SL, location TBD)	- Music sharing (SL, Big Hall) - Photography Lovers workshop (AG, location TBD)							

- TBD -

IPC Transition Days Programme (STAFF VERSION)

Monday, 28 March 2022 – Sunday, 03 April 2022

	Monday (28-Mar)	Tuesday (29-Mar)	Wednesday (30-Mar)	Thursday (31-Mar)	Friday (1-Apr)	Saturday (2-Apr)	Sunday (3-Apr)	Monday (4-Apr)	
T.O.D.s	Susan & Julie								Felicity & Søren
Washing-Up Group	Julie	Kresten	Mette	Søren	Susan	Angel	Angelo	Felicity	
CODE: <div><div></div> = MANDATORY FOR ALL * = MANDATORY for students in that class. ** = Activities that run for 2 class periods. *** = MANDATORY Activities for students in that class that run for 2 class periods.</div> <div><div></div> OPTIONAL ACTIVITIES. Must choose 4.</div> <div><div></div> OPTIONAL ACTIVITIES. Choice unlimited.</div>									
7:30-8:00	Breakfast	Breakfast		Breakfast	Breakfast			Breakfast	
8:30-9:05	Morning Fellowship Area Cleaning	Morning Fellowship What is Ramadan?	<div>-Yoga (FM; Big Hall)</div> <div>-Running Club (KL & Sunao; meet in Common Room)</div> <div>-Walking & Talking (SN; meet in Common Room)</div> <div>-Morning Dip (JS & Jacob; meet in Common Room)</div> <div>BRUNCH 10-12</div> <div>Welcome-Sign-Making Workshop in Big Hall (Buddies & Friends)</div>	Morning Fellowship Deep Clean of CG Areas	Morning Fellowship How to Choose Classes	*Ramadan begins at sundown*		Morning Fellowship Area Cleaning	
9:15-10:45	***Drama Rehearsal (SL, YD; Big Hall) ***Exhibition Set-Up for Sustainable Gardening, DIY, & Arts & Crafts (MS, KW; CR2 & CR6) -One Album Unfolded (KL; TBD)	***Drama Rehearsal (SL, YD; Big Hall) **Forest Bike trip (JS, S-Ts; TBD) -World Gastronomy (AV; TBD) -Stand-Up Comedy Explained (AG) -Clean Elsinore! (MS, GT; TBD) -Living Library (FM; TBD)			Class Presentations & English Classes Info (ALL, RL; Big Hall)	BRUNCH 10-12	BRUNCH 10-12	New Classes Begin 😊	
11:00-12:30	***Drama Rehearsal (cont.) ***Exhibition Set-Up (cont.) **One Album Unfolded (cont.) -Hand Animation Movie (AG; TBD)	***Drama Rehearsal (cont.) **Forest Bike Trip (cont.) -Death by PowerPoint (AG; TBD) -My IPC Project (FM; TBD) -Black & White Photo Hike (AV; meet in Common Room; pack lunch included)				Student Presentations of NGO work (GT; Big Hall)	12:15-13:15 Practical Info Meeting for New Students (AV; Manor House)		*Class Swapping* (if needed)
12:45-13:15	LUNCH	LUNCH (+ TERM PHOTO)	13:00-15:00 Contact Group Mid-Term Evaluations (Talk to your Contact Teacher!)	LUNCH	LUNCH (followed by TM for ALL TEACHERS)	14:00-???	Louisiana (bike or train; AV, SL; meet in Common Room)	LUNCH	
14:00-15:30	*Choir Rehearsal (KL; Big Hall) ***Band-Playing Rehearsal (FC; Music Room) -Pranking Theory (AG; TBD) -FOMO Book Club, Part I (SN; TBD) -Jubilee Exhibition Design & Build, Part I (JS; Lecture Hall)	LFA Presentations from students in Development Management (GT; Big Hall)		<div>New Students Arrive</div> <div>Community Work (ALL; meet in Big Hall)</div> <div>1.Firewood 2.E-trash 3.Gardening Work 4.Costume Room 5.Student Project Room 6.Tennis Courts 7.Archive Work 8.Painting staircase from CR to Party Room 9.Organize Peace Lib.?</div>	Contact Group Photo Challenge (RL, S-Ts, & Volunteers)	Forest Hike (GT, MS; meet in Common Room) Sports (RL & Sunao; meet in Big Hall)		Life Stories (II) (Talk to your Contact Teacher!)	
16:00-17:30	***Band-Playing Rehearsal (cont.) -Timeline Exhibition (SL; Lecture Hall) -Intention Setting Workshop (FM; TBD)	Exhibition Vernissage of student projects from Sustainable Gardening, DIY, & Arts & Crafts (MS, KW; CR2 & CR6)	<div>-Play in Learning: How I would change IPC classes (FM; TBD)</div> <div>-FOMO Book Club, Part II (SN; TBD)</div> <div>-Timeline Exhibition (SL; Lecture Hall)</div> <div>-Jubilee Exhibition Design & Build, Part II (JS, GT; Lecture Hall)</div>			Choosing of Classes in Contact Groups (Talk to your Contact Teacher!)			
18:00-19:00	DINNER								
19:30-21:00	Student-Led Cosy Night A special surprise for those leaving 😊 (TBD)	Performance Night + Certificates & Goodbye Ceremony (SL, KL, SN, JS; Big Hall)	-Theatre of the Oppressed workshop (JS & Yeyin + FHSS class)	Welcome Ceremony for New Students followed by Coffee Mix	Volunteer-Led Activity	Student-led Activity	Sunset Swim (Jacob; meet in Common Room)		



UN Hall

1

- 10:00 Seminar: *Peace in an Ever-Changing World*
- 14:00 Orla Frøsnapper - Teater med André Andersen (DK)
- 15:00 Fællessang Isam B. (Outlandish) + Søren Launbjerg
- 16:00 Ungdomsskolen Mestermændene (DK)
- 17:45 Koncert: Middle East Peace Ensemble

Verdensmålstelt

2

- 13:15 FN-Forbundet:
Peace and Sustainable Development
- 13:45 Assem Swaid: *Back to Syria?*
- 14:15 Fredsministeriet, Hasse Schneidermann:
Does Military Build-Up Make Us Safer?
- 14:45 Jens Jørgen Nielsen: *War in Ukraine - History & Perspectives*
- 15:25 Det Ukrainsk-Danske Ungdomshus: *The Culture, Identity and Dreams of Young Ukrainians - What Now?*
- 16:10 Dr. Samay Hamed, Leder af Afghansk PEN
- 16:40 Fribykunstnere, Murshida Zaman & Yasmine El Baramawy: *Human Rights and Freedom of Speech*

Big Hall

3

- 13:15 Afrikansk Drum'n Dance med Selassi Dewornu
- 14:00 Samtalecafé: Meet an IPC Student
- 14:30 Intercultural Communication
- 15:15 Elevfilm
- 15:45 IPC koret
- 16:15 Japansk danse-workshop
- 17:00 IPC Band

Debattelt

4

- 13:15 Mogens Lykketoft og Leila Stockmarr:
Frirumsdebat: *Ukraine - Military Support and Peace*
- 14:15 Irsk folkemusik, Adam Agee og Jon Sousa
- 14:45 Samtale med Jonas Poher Rasmussen
Instruktør af Flugt
- 15:25 Irsk folkemusik, Adam Agee og Jon Sousa
- 16:00 *Climate Crisis -How to Act? w/Extinction Rebellion*

Lecture Hall

5

- Udstilling: *100 Years of IPC in the World*
- Elevfortællinger plakater
- Peter Manniche interview fremvisning
- Elevhistorier: *My IPC Experience*

Common Room

6

- Hele dagen: Elevprojekter efter IPC - udstilling og film
- 14:15 Bogpræsentationer: *Meet the World in Elsinore* og *Peter Manniche* bog
- 15:25 Jamal Barass, tidligere IPC-elev fra Tanzania
- 17:00 Bogpræsentationer: *Meet the World in Elsinore* og *Peter Manniche* bog

Andre aktiviteter

7

- 14:15 Arkitektur-rundtur på IPC - Marietta Kolind
- 15:45 Kunst-rundtur på IPC - Katrine Wettstein
- 16:45 Arkitektur-rundtur på IPC - Marietta Kolind
- Kunstworkshop
- Lokale kunsthåndværkere - udstilling og salg

Internationalt Folkemøde Program 30. april 2022





10:00 Fredsseminar

How to Achieve Peace in an Ever-Changing World?

Seminaret finder sted inden de andre aktiviteter begynder. Det er gratis, men med begrænset plads. Tilmelding på event@ipc.dk

13:00 Velkommen

Forstander Søren Launbjerg byder velkommen til Det Internationale Folkemøde. Vi fejrer Den Internationale Højskoles 100 års jubilæum og glæder os til at dele denne festdag med dig.



Velgørenhedssalg

Vores elever sælger ud af deres kunsthåndværkprojekter. Salget går til støtteforeningen *Friends of IPC*, som uddeler stipendier til højskoleophold.



Elevoptrædere

I løbet af dagen vil vores elever optræde med forskellige aktiviteter. Der vil være små koncerter, traditionelle ceremonier og mulighed for at høre nogle spændende livsfortællinger fra hele verden.



Historisk udstilling

Den Internationale Højskoles historie udstilles med en visuel tidslinje med ankre til andre historiske begivenheder i Lecture Hall. Her kan du også se film med grundlægger Peter Manniche og tidligere elever.

Elevudstillinger

Mange af vores elever inspireres til at gøre en forskel med global aktivisme mens de er på højskolen. Nogle starter projekter i deres hjemland efterfølgende. Nogle har endda etableret højskoler efter den danske model rundt i verden. Se nogle af vores tidligere elevers projekter udstillet og præsenteret i Common Room.

Lokale kunsthåndværkere

En gruppe lokale kunstnere og kunsthåndværkere deltager med deres værker. Kom og kig og lad dig friste af deres fine ting og håndværk.



Middle East Peace Ensemble

Medlemmerne er blandt de førende på deres felt. De har alle viljen og lysten til at gå ind i hinandens musikalske kultur. Resultatet er en musikalsk smeltedigel af mellemøstlig musik, som bygger bro mellem kulturer og mennesker med fælles håb om fred.



Fællessang

Sanger Isam B. (*Outlandish*) er bl.a. medforfatter til højskolesangen *Ramadan i København*. Isam vil sammen med vores helt egen Søren Launbjerg lede fællessangen på Det Internationale Folkemøde i den nyindviiede FN-sal.



Maestro Spinaaach

Den fantastiske og meget berømte klovn Maestro Spinaaach besøger også Det Internationale Folkemøde. Her vil han underholde og sørge for perfekt vejvisning rundt på pladsen.



Friby



Fribykunstnere

En Friby er et tilflugtssted for forfulgte kunstnere fra hele verden. Mød Murshida Zaman, digter og filminstruktør fra Bangladesh og Yasmine El Baramawy, musiker og politisk aktivist fra Egypten. Mille Rode, Dansk PEN er moderator.

Højskolens nye bygning

Besøg Den Internationale Højskoles nyindviiede bygninger med den multifunktionelle FN-sal, som vil være central for mange af aktiviteterne til Det Internationale Folkemøde.



End-of Term Programme (SP22)

Name: _____

	Creative Days			Performance Weekend		Wrapping-Up		
	Wed. (15 Jun)	Thurs. (16 Jun)	Fri. (17 Jun)	Sat. (18 Jun)	Sun. (19 Jun)	Mon. (20 Jun)	Tues. (21 Jun)	Wed. (22 Jun)
T.O.D.s	Angelo & Søren					Angel & Susan		
Washing-Up Group	Felicity	Gertrud	Julie	Kresten	Mette	Søren/Rod	Susan	Angel
CODE:	* = MANDATORY for students in a class. ** = Activities that run for 2 class periods. *** = MANDATORY Activities for students in class that run for 2 class periods. <div></div> = MANDATORY FOR ALL <div></div> = OPTIONAL ACTIVITIES. At least 1 per day <div></div> OPTIONAL ACTIVITIES. Choice unlimited.							
7:30-8:00	BREAKFAST							
8:30-9:05	Unit Cleaning	Morning Fellowship Area Cleaning	Morning Fellowship Program: Combo Surprise! 😊				- Extended Breakfast - 8:00-9:00	Final Unit & Corridor Cleaning
9:15-10:45	***Drama (SL) ***Band-playing (FC) - Gardening (GT) - Make IPC fabulous (AG) - Consent workshop (I) (FM)	***Drama (SL) ***Band-playing (FC) **Bike Trip (GT) - Gardening (MS) - Yoga (FM) - Film Critics Magazine (AG)	***Drama (SL) ***Set-up for Arts & Crafts exhibition (KW) **OK Computer unfolded (KL) **Morning Dip (JS) **B&W Photography (with lunch packs) (AV)				Exit Interviews 9:00-15:00 (Talk to your Contact Teacher) <div></div>	Check-Out 9:00
11:00-12:30	***Drama (SL) ***Band-playing (FC) *Lecture: <i>Social Movements in the Middle East: The 'Arab Spring' & beyond</i> (JS; mandatory for AtME students, open to all) - Comedy Creative Writing (AG) - Evaluations (I) (STs)	***Drama (SL) ***Band-playing (FC) **Bike Trip (GT) - Letter Writing (FM) - Term Reflections (SN) - Textile Repair Workshop (MS)		BRUNCH 10-12	BRUNCH 10-12	BRUNCH 10-12		Final Morning Fellowship Extended Program: Deep Clean of CG Areas & Community Work <div></div>
12:45-13:15	LUNCH						LUNCH	
14:00-15:30	***Tutorial: <i>Stories & Cooking from the Middle East with Khaled & Hussam</i> (JS; mandatory for AtME students, open to all) - On work & work life (AV) - Evaluations (II) (STs)	14:00-17:30 Life Stories III (Talk to your Contact Teacher for more details!)	*Choir (KL) *Persepolis film screening (JS; mandatory for AtME students, open to all) - Evaluations (III) (STs) - Consent workshop (III) (MS)	IPC Summer Bake-off (SN)	12:30-17:00 Trip to Louisiana (AV; MS) <div></div>	- FREE -	- FREE -	Hugs, goodbyes & see-you- soons! <div></div>
16:00-17:30	***Stories & Cooking (JS) -Radical Compassion Workshop (FM) - Sports (RL) - Consent workshop (II) (SN)		Clothing Swap in Common Room (STs) Spa Afternoon with Wafa’a (location: TBD)	Performance Day (Drama-II)			A Portrait of Us (Big Hall)	
18:00-19:00	DINNER ¹					17:45-???	DINNER	
20:00-22:00	Fire-Mending followed by cozy evening (meet in Big Hall)	My African Playlist (SN)	Performance Night (Choir, Moviemaking, Drama-I, Band- Playing, B&W Photography, Arts & Crafts)	Band- Playing Concert	- FREE -	Term Photo followed by Farewell Dinner and Certificates Ceremony (meet in Common Room)	- FREE -	

¹ Wednesday Themed Dinner: Middle East cuisine prepared by students from *Stories & Cooking* tutorial (served in Big Hall)