

*Hey my name is NN and im 14 years old and I live in Sweden.*

*I want to join this camp beacuse, I want to meet peoples from other part of the world. I think this should be an good experience for me. that not have left Sweden. One other thing, my dad thinks that I is outside to little.*

*I have a suggest for some activities that we coul'de do at the camp. We coul'de play football outdoors, I think that should be interesting to learn how children from other part of the world play football. An indoor activite shoulde be learning other laugese I think that should be interesting and meaningful. If I for example went to France it should be good that I have learned some Franch. At the day time I think we should be outdoors a lot beacus it is good with sun shing. At the night we should learn some history from other part of the world that would be lerning, interesting, and meaningful.*

*And I think we should discuss war beatwen some countris, that is an large issue in the whole world. I think we should discuss that exampel. whay they are fighting, if some countri win what will happen after that, those questions wold I want to have ansers for. An other question I want to have anser for is whay, are allomost every countri speaking different laugish. That would be a great discussen I think.*

*I think this camp would be very inportent in the future, beacus at this camp do you learn something from other countris. And this could lead to world peas if the kids at the campe talk to the peoples in the countrie, and explen whay the other counti is fighting.*

*I think this campe should be very very inportent in the furture.*

*Sow this is my letter for you I hope that I meet you at campe connect if I get in.*

Den här texten är skriven av en elev som engagerar sig i uppgiften att skriva ett svarsbrev till organisatörerna för det tänkta ungdomslägre. Eleven följer uppmaningarna, besvarar frågorna i brevet och kommunicerar på ett **enkelt** och **begripligt** sätt. Med enkla förklaringar och exempel uttrycks många tankar och personliga idéer kring lägre i en text som i **någon mån** är **anpassad** till syfte, mottagare och situation. Textens innehåll och det språk som används bidrar till att skapa en **relativt sammanhängande** text. Texten visar att eleven använder strategier som i **viss utsträckning** underlättar och förbättrar interaktionen.

*Nedan följer mer detaljerade kommentarer relaterade till värdeorden i de kriterier som berör skriftlig produktion och interaktion för betygsnivån E i engelska för årskurs 9.*

### Språkets omfång och bredd

Eleven använder ett grundläggande förråd av ord och fraser och utnyttjar dessutom uttryck från uppgiften. Hen förklarar på ett **enkelt** sätt sin önskan att delta i ungdomsläggret (*an good experience for me. that not have left Sweden; I is outside to little*). Eleven har olika förslag till aktiviteter (*play football; learning other laugese; learn some history; discuss war*) och förklarar sina idéer och tankar kring dem (*learn how children from other part of the world play football; and this could lead to world peas*). Meningsstrukturen är enkel och ganska likartad, och ofta inleds meningarna med *I want, I think* eller *I have*.

### Språkets precision

Eleven uttrycker sig **begripligt**. Det finns visserligen en del osäkerhet och felaktigheter vad gäller ord, uttryck, grammatik och stavning som kan verka störande för begripligheten (*im/Iis; peoples/people; coul'de; whay för why; would/wold*), men de förstör inte mottagarens möjlighet att förstå. Verbbehandlingen är på en grundläggande nivå, men det finns också exempel som visar att eleven till viss del behärskar mer avancerade konstruktioner (*If I for example went to France it should be good that I have learned some Franch*). Överensstämmelse mellan subjekt och predikat, dvs. kongruens, fungerar oftast (*my dad thinks; it is good; they are fighting*). Ett visst inflytande från elevens förstaspråk märks till exempel i sammanblandningen av *should* och *would* (*that should be interesting*), men detta är förmodligen inte förstörande för mottagarens möjlighet att förstå vad eleven vill uttrycka.

### Textbindning

Texten är strukturerad utifrån punkterna och formuleringarna i uppgiften. Eleven knyter an till dessa med förslag och förklaringar och skapar på så sätt en **relativt sammanhängande** text (*If I for example ... it should be good...; At the day time I think we should ... At the night we should ...; And this could lead to world peas if the kids at the camp talk to...*). Användningen av *beacuse/beacus* och uttryck som *one other thing* och *An other question* bidrar till att skapa sammanhang och binda ihop texten. Dock kan den osäkra användningen av komma och punkt verka störande för läsningen.

### Anpassning

Brevet har en inledande, talspråklig hälsningsfras (*Hey my name is*). Det finns en tydlig avslutning (*Sow this is my letter for you*), medan en avslutande hälsningsfras som passar i brevsituationen saknas. Eleven har dock tydligt visat sitt intresse för ungdomsläggret, använt sig av punkterna i uppgiften samt besvarat frågorna och kan sammantaget sägas **i någon mån ha anpassat** sin text till syfte, mottagare och situation.

### Strategier

Eleven verkar ha som strategi att tänja sitt språk och inte låta osäkerhet hindra användningen av vissa ord och uttryck som till exempel *laugese/laugish* för *language*, vilket blir begripligt ihop med *speak*. Strategin att följa uppgiftens uppläggning bidrar till sammanhang och verkar ge eleven gott stöd för att skapa en text med ett visst innehåll. Att eleven utnyttjar uppgiftens ord och uttryck bidrar till interaktionen och till en fungerande kommunikation, och eleven kan sammantaget sägas visa förmåga att använda strategier som **i viss utsträckning** underlättar och förbättrar interaktionen.

*Hi!*

*My name is N. I am fifteen years old. I am a very happy girl and I like to meet other people very much! I live in X, a very small place there not so much happen. But I like to live here beacuse it feel safe here. I live whit my mother and youngsister in a house. I have four sisters more but two of them live in Y so I dont meet them so much. My other two sisters live here in X. I meet them more often. I like to have only sisters, I can talk whit them about everything, it feels good. Why I think I will join the camp is beacuse I like to meet other people and it would be fun to have more friends! Activities could be that all the teenangers sit in small groups and talking shortly about there life so everyone get to now eachother a little bit. I would be a great start on the camp I think. And then we can look at movies and just spend some time whit eachother. Out doors activities can be that we play football and maybe we can have a barbiecue! It would be nice. And we can have som teater or something. Mabye a show there everyone can sing and dance if they want to. This camp is great for teenangers that like to get some more friends and just love to meet other new people! And I think that it is so much to discuss when you join a camp like this.*

*Bye!*

*My name is XX. I am 15 years old. I live in a small town in Sweden. My hobbies is my friends and to ride with my skateboard.*

*I want to join the International Youth camp beacuse I like to meet new friends and things I dont see regulary. Then It's good to learn from other people and places. And It would be very great to join this camp so I can meet new friends for life.*

*There is a lot of things we could do at the camp. Like theme sports so we can learn to know the other people on the camp. Like Football and sports there are teams so you have to coperate. Then it would be great to vote for things we can do. Because all can do anything you like. And all don't have to do all of the things.*

*On the camp we could descuss aboute people that not have so good. Like children that lives on the streets. I think It is a very important thing to descuss. And then we could talk how it is in the places and lands we are from. How we live and things like that. That would be fun.*

*In the future it would bring people togeter and may be you can go more times than one and met more friends. That is the greatest. To see more of the world and met people. Then you learn other cultures from the whole world. Maybe you meet more friends for life. This camp is very good to people that want to learn aboute allsorts of things. Like other languides. I realy want to go on this camp so i can get some experience from other countries. This was all from me.*

*/ X X*

*A letter to CONNECT*

*Hello, my name is N N and I am 15 years old. I'm from X, Sweden. My schools name is Y-skolan. I go my last year there. I like to go to school because I like to learn new things and because I have most of my friends there. I live with my parents, my sister and my dog in a red house. In my spear time I'm in the stable with my horse.*

*I would like to go on this camp because I like to meet new people and do new things. I think it's good because you can learn about other countries, how the school works and talk to the people from other contries about their interests and hobbies.*

*I think a good activity would be to do some activities to get to know eachother better, to do interviews and ask questions about where diffrent peoples come from*

*One thing that I really want to discuss is the problem with world hunger. I think it's unfair that some people are poor, some very very rich. Some people are fighting for their lifes to find food for one day. I just wonder how the world can be so mean. How can people live that way. Everyone in Sweden can get food and water everyday. And if we take Africa for example, everyday many people die there because they can't get food or water. I want to discuss that because maybe we can make a diffrens.*

*I think this camp is going to make people think more about the world, to be more careful what they say and do to eachother.*

*I think it's going to be a great camp and make people think twice.*

*Best wishes from N N.*

Eleven som har skrivit det här brevet följer instruktionen att kortfattat berätta om sig själv. Eleven förklarar varför hen önskar att delta i det tänkta ungdomsläret och beskriver en fråga som speciellt angelägen. Med hjälp av olika jämförelser fördjupas denna fråga något, medan eleven behandlar uppgiftens övriga förslag till innehåll mera kortfattat. Sammantaget visar eleven förmåga att formulera sig **med viss variation, relativt tydligt** och **relativt sammanhängande**. Eleven uttrycker sig även **med visst flyt** och **i någon mån anpassat** till syfte, mottagare och situation, samt använder strategier som bidrar till att underlätta och förbättra interaktionen.

*Nedan följer mer detaljerade kommentarer relaterade till värdeorden i de kriterier som berör skriftlig produktion och interaktion för betygsnivån C i engelska för årskurs 9.*

## Språkets omfång och bredd

Framför allt i den del av texten där eleven fördjupar sig i *world hunger* finns det visst omfång och bredd i förrådet av ord (*unfair; mean; careful*) och fraser (*fighting for their lifes; find food for one day; live that way; make people think*). Elevens sätt att använda sig av kontraster (*poor / very rich*) samt indirekta och direkta frågor (*I just wonder how...; How can people live that way*) visar också att eleven kan uttrycka ett innehåll med en viss variation. Vissa delar av texten innehåller dock ord och fraser som används upprepade gånger utan att preciseras eller nyanseras nämnvärt, vilket t.ex. syns i stycket där eleven förklarar sin önskan att delta i lägret (*meet new people and do new things; learn about other countries – talk to the people from other contries; a good activity would be to do some activities*). Vad gäller verbanvändning är variationen inte heller så stor, t.ex. används *I like to* och *I think* upprepade gånger. Sammantaget kan eleven dock sägas visa förmåga att formulera sig **med viss variation** kring ett innehåll.

## Språkets precision

På ett sätt kan texten sägas vara mycket tydlig, eftersom det endast förekommer få språkliga misstag. Stavningen är god, och t.ex. när det gäller kongruens, d.v.s. överensstämmelse mellan subjekt och predikat, fungerar verbbehandlingen (*the school works; some people are; many people die; this camp is going to*). Textens innehåll ligger på ett ganska allmänt plan (*make a diffrens; be more careful*) utan att fördjupas eller preciseras i någon större utsträckning. Tillsammans med det som beskrivits ovan gör detta att texten framstår som något försiktig och sammantaget bedöms den som **relativt tydlig**.

## Textbindning

Innehållet knyts till punkterna i uppgiften (*I think a good activity would be ...; One thing that I really want to discuss ...; I think this camp is going to ...*) vilket bidrar till att skapa en röd tråd, även om det inte finns egentliga övergångar mellan textens olika stycken. Vissa förklaringar, som tydliggörs med bindeordet *because* (*I would like to go ... because ...; I think it's good because ...; discuss that because ...*), bidrar till att innehållet utvecklas något, och det samlade intrycket blir att eleven har förmåga att skapa en **relativt sammanhängande** text.

## Flöde

Eleven beskriver, berättar och uttrycker en del tankar relativt obehindrat kring ett visst innehåll, men flödet i kommunikationen påverkas samtidigt något av att delar av innehållet egentligen inte fördjupas. Tydligare användning av styckeindelning samt förbättrad meningsbyggnad eller interpunktion i vissa meningar hade också kunnat bidra till bättre flöde i texten (*...you can learn about other countries, how the school works and talk to the people about ...; ...think more about the world, to be more careful what they say ...*). Sammantaget kan dock eleven sägas uttrycka sig med **visst flyt**.

## Anpassning

Eleven är medveten om uppgiften och det innehåll som efterfrågas. Eleven visar också medvetenhet om, och anpassning till, brevformen och mottagaren genom att använda sig av hälsningsfraser. Den inledande hälsningen är här något talspråklig medan avslutningen passar väl i ett skriftspråkligt sammanhang. Detta, tillsammans med elevens sätt att använda sig av vissa av punkterna i uppgiften och att ställa frågor till läsaren, visar sammantaget på **någon mån av anpassning** till syfte, mottagare och situation.

## Strategier

Som framgått präglas texten av en viss försiktighet och av att innehållet är något begränsat. Några punkter behandlas endast kortfattat eller undviks helt. Strategin att följa punkterna och använda orden i den givna uppgiften samt upprepa egna formuleringar och ge relativt enkla exempel (*Everyone in Sweden can get food and water / take Africa for example ... they can't get food or water; I think this camp is going to make people think ... / I think it's going to be a great camp and make people think twice*) bidrar dock till att innehållet utvecklas i viss utsträckning. Att vända sig till läsaren genom hälsningsfraser och frågor kan också ses som en strategi som underlättar och förbättrar interaktionen.

*Dear miss Parks and mr Azizi*

*My name is N. I'm 15 years old. I live in X, Sweden. I have a mother, a father and a sister. We live in a house. On my freetime i like to play computergames, make homesites and play football. And of course be with my friends. I have no pets or any animals at all. I have a moped, a Yamaha DT50mx.*

*I'd like to join this camp. Becourse i think it would be a lifetime experiens. And i like meting new and intresting people.*

*I think it would be fun to go canoting or fishing, maybe play som football and just hang out. I am not so good at canoting or fishing. But i could help set up a football game. This cind of things are good at the start to get to know eatchother. Or hiking is good to band up with eatchother. Then when we know eatchother better i would like to discuss the rase cuestion. Why pepole beat up and kill people that they dont know becourse they look deferent or has another color of their skin or have a handikap, I think it is wrong to judge people from how they look. If one white person steels a DVD doesent it mean that all white people are robbers. I think that it is wery sad that people dont just get allong with eatchother, be course of a stupid person who have said that someting is wrong about that another guy has another color of his/her skin. And that collektive punishment are used in our sosiety, I think that the Natzism and the Rasism should be extinshed.*

*I think this camp can be a great experiens. I think that people will get more aware of how difrent other people in other countres are. But we have a lot encoment to I belive.*

*Thank you for starting up this camp I think that it will only do good to the people that comes. Thank you for reding this letter. And i wish you a merry Christmas.*

*/N*

*To: intcamp@connect.ch*

*From: N\_N@hotmail.com*

*My name is N N. I was born in May 1991 in X, Sweden. My greatest interests are tennis and being with my friends. I can't live without my friends, what would I be without them? I've got my best friends, but it would be a pleasure to meet some new friends.*

*I do really want to join this camp, most because that I want to meet other young people. We could talk about how they celebrate Christmas for example. Typical things in their own countries, learn to accept every single person for the one that he/she is. I think that would be a good experience.*

*If I could join the camp, would I try to make those three weeks fun! Something that I could tell about when I come home again. Some activities could be: watch a movie, eat some snacks and have a great time. Maby we could test some sports, that are popular in other countries. Or, the first week we could have a tema: Europe. Do some stufs that are typical and popular in Europe. The next week could the tema be America. And the next week: Asia. That would be a great thing to do, and we'll learn a lot about each other. Every single person could help out in that activity, tell the other peoples how they are used to do in their own country.*

*I would really like to learn more about the thing that I've allredy written about. It would be exciting to compare how we celebrate Christmas in Sweden and China for example. I think it would be a great knowledge, maby I could take a little something from the Chinese traditions in to Sweden? If I'd join this camp, I wouldn't take it just like a normal camp. It would be memories for life, maby friends for life. And not just "normal" friends. Friends from other countries. A very important thing with this camp is that you wouldn't only learn things about other people, you would learn things about yourself too. I think if there would be lots and lots of these type of camp, racism wouldn't be as big as it is now. People would learn to accept people from other countries in a young age. Then they'll learn their children to accept everybody, then they'll learn their children and so on.*

*I think that camps like this is a very good thing for the future. You'll learn so much about other people and the most important thing: you'll accept them, even if they're black, white or yellow! The colour or country doesn't tell a thing about the person that you actually are. Many people would learn from this, and I would! Because racism aint a good thing. And we should do everything to get an end of it.*

*I'm looking forward to join your camp, and I hope that I will.*

*N N*



*Dear Amanda and Josef*

*My name is NN and I am 15-years old. I come from a small town named X. X lies in the middle of Sweden and is a very nice town. My interests are sports, music, art and of course meeting new people. I want to participate in The International Youth Camp because I want to learn more about other countries and cultures, most of all I want to meet new people and represent Sweden. I think that it would be a great experience because i don't know how it is to live outside Sweden and I think that I would grow as a person.*

*Something I want to do is celebrate new traditions and learn more about different cultures. that's why I think that it would be a great idea that everyone gets to decide what we will do one day and show something from their country. When it's my turn I think that I would celebrate what we in Sweden call "Midsommar". We would dance "Little frogs" and eat typical Swedish food. One thing I want to discuss is why many kids in my age dont know anything about other cultures and how we can change that. I know that we need to make people aware of that there are many more cultures and way of life then in Sweden. I think that it is very important to unite more countries with eachother so that we can start making the world a better place togheter. I think that The International Youth Camp is a great idea and I believe that when I come home I am gonna be more open to other cultures and my friends will notice that, and they will do the same. I would keep in touch with my new friends and we could learn more about eachother over the internet or by letters. It wont change the world right away but if a few people goes to "IntCamp" every year we could change the way of living and then our children would have more respect from the start and their children even more. Of course we can change the world today but only if we get more people to understand and that is difficult. The best way I can think of is International Camps and thats why I want to a part of it.*

*I look forward to meeting you*

*N*

Eleven som har skrivit denna text utgår på ett självständigt sätt från uppgiften. Hen skriver ett personligt, resonerande och engagerat brev riktat till organisatörerna för det tänkta lägret. Innehållet är fylligt och oftast väl förklarat. Till exempel beskriver eleven förhållandevis exakt vad ungdomslägret skulle kunna leda till i framtiden. Med tillgång till ett gott och brett förråd av ord, fraser och språkliga strukturer formulerar eleven sig **med viss variation, tydligt, sammanhängande** och **med flyt**. Brevets innehåll och hälsningsfraserna, som inleder och avslutar, samt stilnivån i stort visar förmåga till **viss anpassning till syfte, mottagare och situation**. Texten visar att eleven använder strategier för att underlätta och förbättra interaktionen och **föra den framåt på ett konstruktivt sätt**.

*Nedan följer mer detaljerade kommentarer relaterade till värdeorden i de kriterier som berör skriftlig produktion och interaktion för betygsnivån A i engelska för årskurs 9.*

## Språkets omfång och bredd

Eleven formulerar sig självständigt i förhållande till uppgiften och verkar ha tillgång till ett relativt brett och varierat förråd av ord (*represent; celebrate; unite; notice*) och fraser (*make people aware of; keep in touch with; the way of living; even more*). En del verbuttryck upprepas (*I want to; I think; I know*) men eleven använder t.ex. också *I believe*. Elevens sätt att använda sig av andra synonymer (*participate* för *join; great* för *good*) eller egna uttryck (*Something I want to do* för *activities*) visar också att eleven formulerar sig **med viss variation**.

## Språkets precision

Eleven behärskar genomgående olika verbformer väl, vilket bidrar till tydlighet för läsaren. Detta gäller t.ex. i satser som handlar om framtiden (*it would be a great idea; We would dance; we could learn more*) och sådana verbuttryck som kräver ing-form (*we can start making; look forward to meeting you*). Det gäller också när eleven uttrycker tankar om ett framtida resultat av läget (*I would keep in touch ... and we could learn more*). Några exempel på god användning av prepositioner stärker intrycket att eleven kan uttrycka sig precist och idiomatiskt (*kids in my age; over the internet or by letters*). I något fall uppstår det otydlighet (*we could change the way of living and then our children would have more respect from the start*), men det sammantagna intrycket är att eleven genomgående formulerar sig **tydligt**.

## Textbindning

Eleven förklarar åsikter och samband (*because; that's why*), fogar ihop sina tankar på ett logiskt och strukturerat sätt i förhållande till uppgiften (*Something I want to do is...; When it's my turn; One thing I want to discuss is...; but if a few people ... we could ... and then our children would*) och skapar därmed en röd tråd i innehållet och en **sammanhängande** text även om förtydligande styckeindelning saknas.

## Flöde

Det finns ett flöde i texten som gör att läsaren lätt kan följa den. Detta skapas bl.a. med hjälp av god textbindning och tack vare att eleven har tillgång till ett omfångsrikt förråd av ord och fraser. Även den goda verbbehandlingen bidrar till läsbarheten, och helhetsintrycket blir att eleven tämligen obehindrat kan uttrycka ett innehåll **med flyt**.

## Anpassning

Eleven visar god förmåga att anpassa sig till syfte och situation när hen i enlighet med uppgiften skriver ett brev som tar upp många av de föreslagna punkterna. Eleven visar viss medvetenhet om mottagaren i avsnittet om midsommar (*what we in Sweden call*), men ytterligare förklaringar av "Midsommar" och "Little frogs" skulle gjort innehållet tydligare för en mottagare som inte kan förväntas vara insatt i förhållanden som rör kultur och traditioner i Sverige. Brevets inledande och avslutande hälsningsfraser passar väl i sammanhanget, medan uttrycket *I am gonna* är något talspråkligt. Sammantaget kan eleven sägas visa förmåga att formulera sig och uttrycka ett innehåll **med viss anpassning** till mottagare, syfte och situation.

## Strategier

Eleven använder sig på ett säkert och självständigt sätt av de möjligheter och den inspiration som finns i den givna uppgiften. Resonemangen rör sig konsekvent mellan ett generellt och ett personligt plan (*Something I want to do is celebrate / When it's my turn ... I would; The International Youth Camp is a great idea / when I come home I am gonna*), och många exempel bidrar till konkretisering och fördjupning av innehållet. Även om elevens strategi för att förmedla innebörden i svenska midsommar-traditioner kunde varit tydligare, är den sammantagna bedömningen att hen visar förmåga att använda strategier som underlättar och förbättrar interaktionen **och för den framåt på ett konstruktivt sätt**.

*Hello Amanda and Josef!*

*My name is N. I live on an island in Sweden, called X. I turned fifteen in April. Since I'm a "springkid", I love to spend much time outdoors, but I don't complain to activities indoors. I'm very interested in different countries and it's different cultures. To go to this extraordinary international camp would be a great, and very amusing, opportunity for me to get to know more "real" things than I can read in books etc. I do believe you get a more far picture of things if you discuss it with involved people, instead of reading loads of texts. During the camp weeks, I would like to see "friendship" as a main-theme. The first step to a better world is better relationships among the people who lives in it. In the evenings, according to the weather, we could have barbecue-evenings, have tournaments in games like chess, watch movies and perhaps even make our own. We could take night baths and tell each other stories from or about our countries. These things will bring us together as a group. As friends. In daytime we could for example have like juniors' congress. Sitting around, bring up important and/or interesting questions. Then we all represent different countries and tell the others how this question matters to and in that country. What we think, what we would like to change and why. In that way I think we'll learn to see the "bigger picture" and become more understanding, which is a must in the future. What I could do to help out? I'm very into movies so I could arrange our own producing. I could also come up with questions for the congress and organize it. Probably we'll all make new friends, so in daytime we could also have "freetime" when you can take baths, play games outdoors or just hang out, listen to music indoors.*

*The violence is a big issue that I would like to discuss. Since it's a growing issue all over the world, I don't think we can "waste" any time. The more we discuss and find out about violence and it's different types, the more convincing is it that we'll actually make it less and even solve some of it totally. This IS a very important question, because if we don't solve it, the world will become a "living hell" where nothing or no one can "grow" and develop.*

*A camp like this is a splendid idea! If we, the future adults, become friends and look into our own and our country's situations, the future surely won't have as much wars and complications as it has today. So it's not only that we kids have a great time and make new friends for today, our countries make friends. With each other and with a communicated, safe future. If that isn't splendid, great, amazing and particularly FUN, then what is it?!*

*Thank you for a great opportunity!*

*I hope I'll see you this summer, 'cause I'd love to spend three weeks at The International Youth Camp CONNECT.*

*Thank you!*

*Love*

*NN*

*Sweden*

*Hello!*

*My name is N and I am 15 years old. My hobbies include playing basketball, volley ball, reading and spending time with my friends. I have 2 siblings, they are both older than me and a cute dog. I live about 2 km from school and near a sportcenter.*

*I would like to join your camp because I want to meet new people from around the world and learn the ways of new cultures (kulturer). By learning to interact with cultures at a young age you can stop the discrimination that roams freely across the world. Getting back to the subject I'd like to join your camp, it seems that you see things from the same angle as I do. If I am to join your camp I would like to give you some advice about your activities. We should have a lot of exercise activities, sport is the right word in this case. Basketball, soccer, beach volley, tennis stuff like that, and if it's raining we could play ping pong, floorball and "clean your room". We could also read, cook, wrestle if the weather is bad. I would have a lot to contribute to these things I've told you, since I am the academic type and the sporting type I've been lucky in my life. I missed something there we should have debates, and talk about interesting subjects, like death penalties and so forth. If you have this debate you will be able to see how your comrades, or scratch that I mean friends behave in a multi culture environment. So you know who you can be friends with.*

*Continue with this and most of the discrimination will be gone, we must make the world a better place to ensure that the future will be nonviolent for our children. No man is more superior than a woman or the other way around. We are all the same. We must rise like a wave and crush the hate and warmongering beneath our boot heel or wave.*

*The End.*