

Cooperative Learning in Multicultural Groups (CLIM)*Name of organisation:***Centre for Diversity & Learning (Steunpunt Diversiteit & Leren), Ghent University**

Celebrate together?

Contents

A Information on the theme

1	Comments on the theme.....	4
2	Objectives	
	<i>General</i>	5
	<i>A few final attainment levels</i>	5
3	Didactic hints.....	7
4	Overview of the additional material	8

B Information on the activities

Introduction.....	10
Do you want to party?	12
Shall we dance?	14
Who's the partygoer?	16
Spread your colours.....	18
What an idea!	20
Synthesis.....	22

C Background information and literature

1	Hints on literature.....	24
2	Consulted literature.....	24
3	Consulted internet-site.....	25

A Information on the theme

1 Comments on the theme

Subject : Celebration.

Concept : You always celebrate together. You do it on special occasions: a change in your life or in nature, an event.
In the organization of a great variety of celebrations you can find common materials. The pupils will look for these materials.

Key question : What do all celebrations have in common?

Title : Celebrate together?

Summary : The package 'Celebrate together?' is focused on the organization of a class party. During various activities the pupils will look for the similarities between celebrations. During the rotations gradually they set up a class party. In the summary the pupils work out a complete party script.

The teacher treats the key question as a particular point of interest and focuses on it during feedback moments during the introduction, rotations and summary.

2 Objectives

General

- The pupils discover common characteristics of different celebrations.
- The pupils gain experience and an insight into organizing a party.

A few final attainment levels

Physical education

The pupils are able to use their basic motor skills in various situations in an appropriate and relaxed way (basic motor skills in various situations / 1.26).

The pupils are able to remember a dance combination (a number of consecutive movement patterns) and perform without instructions (rhythmic and expressive movements / 1.22).

The pupils can carry out movements on a set rhythm (rhythmic and expressive movements / 1.21).

Art education

The pupils find pleasure and satisfaction in plastic design and enjoy what is designed plastically (plastic / 1.4).

The pupils are able to recognize, understand, interpret and adopt a critical attitude towards plastic information (plastic / 1.3).

The pupils are able to use body language: exercise, apply, carry out and discuss it in a critical way (movement / 4.6).

Mother tongue

The pupils can report to the teacher a subject discussed at school (speak / 2.3).

The pupils can assess information in various letters or invitations addressed to them (read / 3.6).

The pupils develop following attitudes:

- speaking, listening, reading and writing skills;
- pleasure in listening, speaking, reading and writing;
- willingness to follow listening, speaking, reading and writing conventions;
- competence (writing / 4.8).

World orientation

The pupils are able to compare aspects of everyday life in a country of a different culture with their own life (environmental disposition & definition / 6.9).

The pupils are able on their level to consult various sources of information (use of sources / 7).

The pupils are able to recognize and talk about various ways of dealing with each other in concrete situations (me and the other one / 3.4).

Mathematics

The pupils are able to indicate concrete examples from their environment what the role and practical use of mathematics is in society (strategies and problem solving skills / 4.3).

Learning how to learn

The pupils are able to link up:

- new information and information they already possess;
- pictures and the corresponding text (3).

The pupils are able to solve simple problems in a systematic and perceptible way (4).

The pupils are able to compare various problem solving methods and choose the most appropriate method (5).

The pupils are able to learn on their level with sufficient self-confidence (attitudes and convictions / 6).

Social skills

The pupils are able to have respect and appreciation for each other (relationships / 1.2).

The pupils are able to show their appreciation, encourage somebody else, give a compliment (relationships / 1.2).

The pupils are able to remind the others of the meaning of cooperation (cooperation / 3).

The pupils are able to observe agreements made within the group (cooperation / 3).

The pupils are able to contribute to a successful group process (cooperation / 3).

3 Didactic hints

During the entire teaching package the class works on the organization of a class party. The five rotations, the introduction and the summary contain preparatory tasks as material for the grand finale: the party itself.

During the rotation 'Do you want to party?' and during the summary the groups make party scripts. We advise during each orientation to point out to the groups that the script must be practicable.

Presumed knowledge

It is important for the smooth proceeding of the rotations that the pupils understand the meaning of the concept 'script'. Discuss it with the pupils during the introduction or whenever the occasion arises. Let them discover the meaning of the word themselves. The terms 'discuss' and 'consider' may be new for the pupils. Use these words regularly outside the CLIM-activities so that the class gets accustomed to them. It is not the intention to acquire these words. If you use new terms frequently in different contexts and in combination with their synonyms, the pupils learn to deal with them in a spontaneous way.

Roles

In this theme: *Facilitator*, *Material master*, *Harmonizer*, *Reporter* and *Checker* there are fixed roles with each A- and B-activity.

The *Resource* contributes to every activity more or less according to the group's prior knowledge or the need for research.

Encourage the pupils regularly to complete the information on the resource cards with own ideas, knowledge or experiences. The pupils dispose of a great variety of information and experiences with celebrations. By informing each other they themselves bring in a spontaneous way more diversity and interaction in the class.

It is interesting to start the school year with this party unit. The cooperation for a class party can contribute to the group building.

This theme provides many possible links to other lessons. You can fit the creation of a multicultural calendar within a lesson of art education or world orientation. Celebrations of relatives or friends may be included.

It is possible that a number of activities are not completed within the set time limits. The unfinished activities may be given a chance within the provided time of the school timetable.

Overview of the additional material

Introduction

- depending on the lesson development

Do you want to party? *(+pictogram for this rotation : see pupil's package)*

- scrap paper, writing materials, felt-tips or coloured pencils
- big sheets of (drawing-) paper

Shall we dance? *(+pictogram for this rotation : see pupil's package)*

- a cassette recorder and CD player
- music the pupils bring with them
- spare cassette tapes and CD's with all kinds of party music

Who's the partygoer? *(+pictogram for this rotation : see pupil's package)*

- material to make up: e.g. facial cream mixed with coloured chalk
- solid cardboard , scissors, glue, stapler, coloured pencils, paint, string
- other handicraft material to make masks

Spread your colours *(+pictogram for this rotation : see pupil's package)*

- as much handicraft material as possible: the pupils choose what they need to
- make decorations
- sheets of paper and writing materials
- camera with film: provide at least one picture for each pupil

What an Idea! *(+pictogram for this rotation : see pupil's package)*

- all sorts of handicraft material, felt-tips, paint, scissors, drawing-paper ...
- if desired: musical forms of invitations on cassette or video
- if desired: illustrations of written invitations
- big sheets of paper and writing materials

Synthesis

- scrap paper and writing materials

B Information on the activities

Introduction**1 Materials**

- resource cards 1, 2, 3, 4, 5, 6, 7 and 8 : multicultural texts about celebrations
- answer card / for each discussion group

2 Copy advise

- answer card x number of discussion groups yellow A4-format

3 Additional material

- depending on the lesson development

4 Applied skills

- read texts about celebrations and discuss them with the pupils
- recognize common elements in various texts
- relate in group and in class about personal party experiences
- brainstorm about the contents and the organization of a party as an event

5 Didactic hints**5.1 Kind of activity**

The pupils study texts and start with the preparation of a class party.

5.2 Lesson development

The introduction consists of three parts:

- a) Discover the concept : you celebrate together.

The teacher divides up the class into a few discussion groups and appoints a reporter for each group. Each group reads one or two texts about celebrations all over the world. The reporter fills in an answer card for each celebration. Then each group reports to the class what the pupils of that group have learned about celebrations.

After this group task discuss the following final questions with the entire class :

- ❖ What is different and what do all these celebrations have in common?
- ❖ What elements do you find in all these celebrations?

As much as possible use the experiences and stories of the pupils emerging from the discussion and add your own experiences.

The completed and collected answer cards make up a sort of pocket celebration-encyclopedia. Compile them and fill them in with the pupils throughout the year.

a) What and why does your class celebrate?

The organization of the class party concerning content is prepared during the rotations and elaborated practically in the summary. In the introduction the class already chooses an occasion (Why celebrate?) and a theme (What do we celebrate?) for the party. The products that the groups develop during the rotations have to be in accordance with the chosen theme.

b) What do you have to do when you want to organise a party?

Here the pupils can develop their personal qualities as a resource. They themselves possess a mine of information on how celebrations are organized. The teacher takes advantage of this and asks the pupils to think about it. After a short brainstorm in small groups a priority list is put on the blackboard or on a flysheet. Elements from the five rotations are emphasized:

- ❖ Script: arrangement of the party room, welcome of the guests, timing, menu, program
- ❖ Party music and dance
- ❖ Party masks and make-up
- ❖ Decoration of the 'party room'
- ❖ Party invitations

5.3 Practical hint

It is fun to illustrate the items from the party encyclopedia with personal anecdotes, party dates and party traditions. In the basic agenda, e.g., you can find a lot about this (the basic agenda is an intercultural school agenda for the last two years of the basic and the special education. Pupils and teachers get acquainted with a changing society : attention is drawn as to what happens next door or far from home. Moreover, pupils learn how they can plan their homework and note down their appointments. There is a separate teacher and a pupil edition of the basic agenda. Ref. "Background information and literature"). Or why wouldn't you haul up the video of your own wedding party? Maybe some pupils have video recordings themselves? You can also use a world map to indicate all celebrations.

Do you want to party? (+ add pictogram that matches with this rotation: ref Pupil's package)

1 Materials

- activity card A
- activity card B
- resource cards 1, 2 and 3
- answer card / for every rotation
- individual report/ for every pupil

2 Copy advise

- | | | | |
|---------------------|----------|--------|-----------|
| → answer card | x 5 | yellow | A3-format |
| → individual report | x pupils | white | A4-format |

3 Additional material

- scrap paper, writing materials, felt-tips or coloured pencils
- big sheets of drawing-paper

4 Applied skills

- make a written reconstruction of visual information
- put priorities with the organization of a class party
- plan everything that happens during a party and in what order
- make up a script which shows clearly the structure of the party

5 Didactic hints

5.1 Kind of activity

Each group makes up a script for the class party. They have to take into consideration at least : the room, the welcome, the program, the time arrangement and the party menu.

5.2 Lesson development

. In the A-activity the pupils study resource cards with pieces of information. They note down their answers on the answer card.

Each group makes in the B-activity a script for the class party.
The groups realise a few aspects from their script:

The room : make an arrangement for the classroom.

The welcome : provide for a hospitable reception.

The program : make up events and games for the party.

The time arrangement : plan the timing of the program.

The party menu : put a menu together that will please all guests.

5.3 Practical hint

The B-activity requires a good organization. If you notice during the first rotation that something goes wrong with the organization in the group, then resume this issue in the feedback or in the next orientation.

The scripts of former rotations are added as resource cards.

This way the pupils can, if desired, build on what former groups have achieved and try to improve.

6 Evaluation criteria

6.1 Proces evaluation.

The process evaluation particularly takes place during the **feedback** of the rotations, the presentation and the orientation of the next rotation. For more information we refer to the "General manual".

6.2 Product evaluation (evaluation criteria for the teacher).

- Contents :
Are all elements incorporated clearly in the script?
- Concept :
Does the script take into account that there are guests at the party and that they are welcomed in a hospitable way?
- Skills :
Is the script well-organized?

Shall we dance?*(+ add pictogram that matches with this rotation: ref Pupil's package)***1 Materials**

- activity card A
- activity card B
- individual report / for each pupil

2 Copy advise

→ individual report x pupils white A4-format

3 Additional material

- a cassette recorder and CD-player
- music the pupils bring with them
- spare cassette tapes and CD's with all kinds of party music

4 Applied skills

- compare and combine various music styles
- carry out a simple choreography and present it to an audience
- use rhythmic body movements expressively

5 Didactic hints**5.1 Kind of activity**

Each group demonstrates its dance. The pupils compare the dance music they have brought with them and make up a dance-choreography for the class party.

5.2 Lesson development

In the A-activity the pupils compare the dance music they have chosen and show each other how they dance to it.

In the B-activity the group puts a dance-choreography together for the class party. Each group demonstrates its dance during the class presentation.

5.3 Practical hints

The pupils bring their favourite dance music with them in the class. The teacher informs the material master of each group one week in advance. So, the first group is already informed at the introduction. The material master collects the CD's or cassettes and keeps them. In any case provide sufficient copies of the answer card for each group.

Stimulate a great diversity of dance styles and possibly keep a few cassettes or CD's to fall back on. It's up to the groups to use them or not.

In some groups the cooperation can be difficult. If you notice that some pupils are dominant or that some pupils don't participate in the dancing, then don't interfere directly. Rather stimulate the 'harmonizer' to improve his role as 'encourager'.

The pupils can get inspiration from the dance(s) of other groups. See to it that they don't perform a sheer imitation or reproduction. This is not the purpose at all. The pupils can show each other the dances for the class party. They can also do this outside the CLIM-activities or lessons.

6 Evaluation criteria

6.1 Process evaluation

Ref rotation "Do you want to party?" and "General manual".

6.2 Product evaluation (evaluation criteria for the teacher)

- Contents and concept :
Is this dance suitable for the class party? Can everybody join in?
- Skills :
Do the dance movements fit in with the music?

Remark : it is very difficult to find objective criteria for this rotation because this matter leads to very subjective judgments of the pupils.

Who's the partygoer? (+ add pictogram that matches with this rotation : ref Pupil's package)

1 Materials

- activity card A
- activity card B
- resource cards 1, 2, 3, 4 and 5
- answer card / for each rotation
- individual report / for each pupil

2 Copy advise

- answer card x 5 yellow A4-format
- individual report x pupils white A4-format

3 Additional material

- material to make up: e.g. facial cream mixed with coloured chalk
- solid cardboard, scissors, glue, stapler, coloured pencils, paint, string
- other handicraft material to make masks

4 Applied skills

- discover and associate the functions of masks in various times and cultural contexts by means of visual and textual information
- give a face a festive expression by making it up as a mask
- reflect in group on the meanings of masks and define these

5 Didactic hints
5.1 Kind of activity

Each group tries to find out the meaning and the use of masks by means of illustrations. The group members make up each other for the class party.

5.2 Lesson development

In the A-activity the groups work with pieces of information. The resource cards display masks of various cultures and periods. The pupils try to find the meanings and functions of masks. They note down their conclusions on the answer card.

In the B-activity they make up each other's face as a mask, visualizing the theme of the class party. The groups draw ideas from the resource cards, their own inspiration or from creations of former groups.

5.3 Practical hint

An alternative for the make up is a tinkered party mask for each group member. A disadvantage is that this will cost a lot of time.

6 Evaluation criteria

6.1 Process evaluation

Ref. rotation "Do you want to party?" and "General manual".

6.2 Product evaluation

- Contents and concept

Does the mask match with the party theme?

- Skills

To what extent are the materials used in a creative way for the design of the mask?

Spread your colours*(+ add pictogram that matches with this rotation: ref Pupil's package)***1 Materials**

- activity card A
- activity card B
- resource cards 1, 2, 3, 4 and 5
- answer card / for each rotation
- individual report / for each pupil

2 Copy advise

- | | | | |
|---------------------|----------|--------|-----------|
| → answer card | x 5 | yellow | A3-format |
| → individual report | x pupils | white | A4-format |

3 Additional material

- as much tinker material as possible: the pupils choose what they need to make the decorations
- sheets of paper and writing materials
- camera with film: provide at least one picture of each pupil

4 Applied skills

- decorate a room step by step with self-selected material
- announce the theme of a class party by means of the design of the party decoration

5 Didactic hints**5.1 Kind of activity**

The pupils reflect on party decorations.
Each group decorates the classroom a bit more for the party.

5.2 Lesson development

In the A-activity the pupils look at pictures and illustrations of party decorations.
Each group discusses this issue by means of the questions on the resource cards.

During the B-activity the groups decorate the classroom for the class party.
Each group decorates one wall. The fifth group decorates the ceiling.

Also the hall, the outside wall and the windows can be subject of your decorative activity. This way the class party is announced to the outside world step by step.

5.3 Practical hints

Actually, the answer card for the A-activity is optional and meant as a support. So you can choose to let the group itself make a report.

The second until the fifth group take care that their decorations together with the pieces of work of the former groups look beautiful as a whole. During the feedback you can come back to this. It is also possible that pupils, after the activity, bring suitable decoration with them from home.

You can suggest to the groups to give a guide tour with comments together with their presentation to the class.

For the individual report the pupils of this rotation group have to make a picture at home of their room after they have decorated it. The teacher (or the material master) keeps the camera. Also keep a numbered list with all pictures and have the film developed when everybody has taken turns.

It can happen that some pupils aren't too keen on boasting with a picture of their room for whatever reason (not an own room, or too small, too big, too shabby, too luxurious... in their opinion). Try to catch the signals that pupils emit when they don't dare say much. It is necessary that you have an emotional touch and show enough discretion.

6 Evaluation criteria

6.1 Process evaluation

Ref rotation "Do you want to party?" and "General manual".

6.2 Product evaluation

- Contents

Was the chosen material suitable as class decoration?

- Concept

Does the party decoration fit the theme of the class party and is it inviting?

- Skills

Is the party decoration tuned to the existing space and does it contain already realized designs?

What an idea!*(+ add pictogram that matches with this rotation: ref Pupil's package)***1 Materials**

- activity card A
- activity card B
- resource cards 1, 2, 3, 4 and 5
- individual report / for each pupil

1 Copy advise

→ individual report x pupils white A4-format

3 Additional material

- all kinds of tinker material, felt-tips, paint, scissors, drawing-paper ...
- if desired: musical forms of invitations on cassette or video
- if desired: illustrations of written invitations
- big sheets of paper and writing materials

4 Applied skills

- compare various forms of communication critically in relation to the given context: what is the best way to invite your guests to a class party?
- formulate a message and put it across to a group of people
- gear message, target group and design of an invitation to each other and reach a consensus on this matter

5 Didactic hints**5.1 Kind of activity**

Each group makes one or more invitations for the class party.
The pupils get inspiration from the added resources.

5.2 Lesson development

during the A-activity the group disposes of five resource cards with pieces of information on invitations (and if desired the other resources). The pupils first read and look at their own resource cards. They explain to each other the contents of their resource card. They solve the questions on the answer card together.

In the B-activity the group makes a selective use of the resources in order to make up an invitation themselves. The pupils first have to reach a consensus and define clearly form and contents of the message (the target group together with the theme

of the class party is already defined during the introduction). Then they get going practically and make a representation or design of their invitation.

5.3 Practical hints

'Musical' forms of invitations are e.g. tom-tom, megaphone or town crier. You can find a lot of sound or video recordings in many public libraries or educational institutions. Written invitations you simply find in your letterbox!

It is really important to reach a consensus about the form and the message of the invitation. If you notice that a group skips this step to start directly with the handicraft, then check whether the pupils have quite understood the task. If not, it may occur that all group members design a random invitation different from each other. If you would rather not disturb the group process, you can wait with this feedback until after the presentation (although this is much more confronting).

The 'checker and the 'facilitator' particularly see to it that the items and steps of the activities are completed in time and in a systematic way. If necessary, repeat their tasks together with the group/class.

6 Evaluation criteria

6.1 Process evaluation

Ref rotation "Do you want to party?" and "General manual".

6.2 Product evaluation

- Contents
Does the invitation contain all necessary information?
- Concept
Does the invitation make sufficiently clear that you are invited to the party?
- Skills
Is the invitation clear, inviting, attractive...?

Synthesis**1 Materials**

- the collected material from the introduction and the rotations
- structure: basic and expert groups

1 Additional material

- Scrap paper and writing materials

1 Applied skills

- collect, select and combine ideas to a coherent entity
- make a planning for the organization of a party
- make a realistic division of tasks
- make concrete arrangements

1 Didactic hints**4.1 Kind of activity**

In the summary the class puts the final touches to the class party and works out a party script.

4.2 Lesson development

The structure of the lesson consists of two parts :

- a) An interaction between basic and expert groups

In the summary we use the methodology of the 'jigsaw puzzle' (ref "General manual").

The basic groups continue to work with the products of the five rotations. The five fields (script, music and dance, party masks, decoration and invitations) again pass under review. The resources are one's own experiences, the 'party encyclopedia', arrangements from the introduction and the results of the presentations. With these pieces of information a party script in each basic group is put together.

The basic groups can be identical to the rotation groups and work on all fields (if another composition of the groups is chosen there is a good chance of a greater diversity of ideas). Each basic group appoints an expert for each field and collects ideas and information.

The process is as follows:

- 1 Basic groups: discussion and collection of ideas for all fields
- 2 Expert groups: construction of scripts for each field
- 3 Basic groups: consideration and selection of useful ideas

4 Presentation: the scripts for each field are presented in the class and are tuned to one party script.

b) The practical preparation. The class makes the necessary agreements.

The class fixes a day for the party and fixes the budget (and the partition of it). A cost estimate is made and a way of financing or finding a sponsor is considered.

Further arrangements are made and tasks are divided.

Here you have a list of a few tasks. You can choose some as a point of interest or furnish each basic group with this list.

- See to a nice welcome.
- See to a host or a master of ceremony
- See to it that the (lady) principal is invited.
- See to a time arrangement.
- See to the material: what do you need, what does it cost, where do you get it?
- See to it that the material masters are present at the party.
- See to a script at the party.
- See to the food and beverages: what, how much and budget.
- See to music and dance: something to suit all tastes.
- See to party dresses, make-up, masks.
- See to decoration and illumination.
- See to entertainment and games.
- See to a funny speech.
- See to a task- and timeplanner.
- See to a floor plan of the classroom.
- See to the arrangement of desks and chairs.
- See to it that the invitations reach the guests in time.
- See to it that a harmonizer is present to avoid quarrels.

At the end of the summary once more the class together with the teacher runs through the list. Have we thought of everything? Haven't we overlooked something? Are all arrangements clear? Then the party can begin! Have fun!

4.3 Practical hints

You can extend or alter the working fields according to the theme and the pupil's interests. If desired, the field 'party masks' can be replaced by 'party dress'. Of course the field 'decoration' can also include the decoration of the room or party hall.

The script for the structure of the party can be a useful tool for other occasions, such as the organisation of a New Year's party or sugar party, a school party or parents party or a party to celebrate the end of the school year (ref also Resource cards in "Introduction").

Working in rotations and in expert and basic groups offers the pupils a structure to work more independently on the preparation and the organization of a big party event. Test this method sometime at other occasions.

C Background information and literature

1 Hints on literature for pupils and teachers

De Sterck, M. en K. Verplancke, *Alle dagen feest. Godsdiensten van de wereld*. Lannoo, Tielt, 1997.

Kindersley, B. en A. Kindersley, *Feest! Festiviteiten, carnaval en feestdagen uit de hele wereld*. Bosch & Keuning, De Bilt, 1998.

Janssens, R. en I. Quix, *KifKif: Wie leest die feest*. Bakermat, Mechelen, 1994.

Lindgren, A. en H. Wikland, *Lotta is best een vrolijk kind*. Ploegsma, Amsterdam, 1991.

Volksverhalen uit kleurrijk Nederland: Feesten. Lemniscaat, Rotterdam, 1990.

2 Consulted literature

De basisagenda 1998-1999, Stichting Werkgroep Onderwijs Anderstaligen Nijmegen (WOAN), BMH LaVerbe, Nijmegen.

De kijkdoos, feest. De Ruiter, Gorinchem, 1989.

Fabre, D., *Carnaval ou la fête a l'envers*. Gallimard, s.l., 1992.

Kindersley, B. en A. Kindersley, *Feest! Festiviteiten, carnaval en feestdagen uit de hele wereld*. Bosch & Keuning, De Bilt, 1998.

Lin, C., *Traditionele Chinese feestdagen*. Garant, Leuven, 1993.

Pesseireron, S., *Feesten over de hele wereld*. Seram Press, Utrecht, s.d.

Revelard, M., *Museum voor het Carnaval en het masker. Binche*. Lannoo, Tielt, 1991.

Roeck, A., J. Theuwissen en J. Van Haver, *Culturele geschiedenis van Vlaanderen. Deel 1, Vlaamse volkscultuur. Het traditionele volksleven*. Baart, Deurne, 1982.

Van Genechten, G., *Kermis: het spiegelpaleis van het volk.*, KRITAK, Leuven, 1986.

van Hest, J. en S. van der Valk, *Verjaardagsverhalen*. Gottmer, Haarlem, 1998.

Verswijfer, G., *Kaiapo. Amazonie. De kunst van de lichaamsornamentiek*. Koninklijk Museum voor Midden-Afrika, Tervuren, 1992.

Westerman, W., *Met feest naar school. Aandacht voor feesten in de bovenbouw*. Zwijzen, Tilburg, 1994.

Willemse, C., *Feestvieren: junior informatie*. Educatieve partners Nederland, Houten, 1994.

Zimmerman, G. en G. Zimmerman, *Verjaardagspartijtjes worden zo een feest*. Unieboek, Houten, 1987.

3 Consulted internet site

Vanharte: site over feesten: http://www.vanharte.nl/feestelijke_feiten.htm