



BREZEL-NEWS

Thirteenth Edition, March 2017

Newsletter of the German Saturday Schools Islington and Hackney Wick

Dear Saturday School families in Islington and Hackney Wick,

This is the first edition of our Brezel-News since the EU referendum last year. Naturally, most of our families with a German-speaking/British background are EU supporters and we had hoped for a different result. Then again there are sure to be EU sceptics in our ranks as well, which is why we had been reluctant to take a stand so far. Now Article 50 is about to be triggered in the next few days and we are looking at how our Saturday School community is coping with this new outlook.

Meanwhile, we had another busy and successful year at Saturday School – together we watched the European Football Championship at the Drayton Park Pub, followed by our summer fair, our summer school and the summer holidays. In September, about 25 new families started in Hackney and Islington and we took on ten new teachers and assistants. Singing circles, Saturday School routine, lantern walk. German broadcaster ZDF visited our school in Islington and we appeared on German television, we celebrated Christmas and had our parent consultation days in the New Year. Altogether, our teachers attended five workshops and seminars, two of which – on the topics of LÜK boxes, Saturday School games and motivation – we organised ourselves, and

Frauke Ehmke from Hackney won the first German Saturday School Teacher Award. More than 30 Saturday School students are preparing for GCSE and A level exams at the Islington School, we celebrated carnival, this Saturday is our termly book stall in Islington and we are getting ready for our annual Easter egg hunt next week.

Fortunately, Martina Köpcke reminded us in January that a new edition of our Brezel-News was well overdue. Our newsletter is important for communication and cohesion between our two schools. The Brezel-News is a mouthpiece for our families, and as school management we can pass on relevant information and stories to you – and when readers from other Saturday Schools and from outside of our Saturday School world follow us, it is an added bonus.

Other topics in this edition: The students from our advanced adult course in Islington looked into life's big questions. Furthermore, we reflect the importance and purpose of singing and carnival at Saturday School, with much input by our long standing Saturday School teacher and musician Martina Schwarz from Cologne.

Happy reading, we are glad to have you on board!
All the best - Cathrin

Cathrin Cordes, Managing Director
German Saturday Schools Islington & Hackney Wick



German Summer School July 2016

Contents

In favour of Carnival	Page 2
Singing at Saturday School	Page 3-4
Brexit impressions from Saturday School	Page 5-7
Life's big questions	Page 8

Combating Deadly Seriousness

Martina's plea in favour of our Saturday School Carnival

"I am a Cologne native, but that doesn't mean that I am a born carnival fool and reveller. There have been times when all things carnival were abhorrent to me. That's why I can understand some Saturday School parents' dislike if they are for example asked to take part in "schunkeln" (swaying to and fro). But this is a) a great misconception regarding the significance of this tradition and b) a question of attitude, because carnival should not be about forced jollity.

The carnival tradition can be associated with religious themes such as morality and sin, or with its pagan origins as the banishing of winter. Also, you could draw comparisons between German, Italian, Swiss and Brazilian carnival traditions. Students could research this in class and that alone would be a good reason for covering the topic of "carnival" at German Saturday School. Older students and grown-ups could join in the celebrations. They could contribute by perhaps not exactly holding a proper carnival speech, but by telling jokes, which I would love to seal with a musical flourish.



Kim, Becket, Frederick & Amalie joined in the street carnival in Cologne this year

I grew up with these traditions as Cologne is one of the strongholds of carnival. Along with most other children I used to love getting dressed up for the great street carnival. I went as a Dutch girl, a princess (of course), Little Red Riding Hood, a cat and many other characters. When we grew out of these costumes, we continued celebrating the crazy days as teenagers. My friends and I threw carnival parties and we had lots of fun.

My short anti-carnival phase later on was an act of defiance against anything conventional, such as the very square carnival revues ("Prunksitzung") our parents used to go to. But I was thrilled to join in when some of my cabaret artist friends had the idea to stage an anti-(conventional) carnival programme. Nowadays, the "Stunksitzung" is THE

cult event in Cologne. German and world politics are made fun of in the most brilliant way, with lots of tam-tam and great music. The (alternative) audience sits in costume at long beer tables, sways to the music, sings and applauds the artists who maintain the tradition in their very own way.

While telling my life story in the light of carnival I want to make the connection with German Saturday School. Obviously I was delighted when my two sons were swept up by the carnival fever in Cologne. Which child would not be happy if it was suddenly raining sweets (except if hit in the eye!). The booty, or what was left of it, was emptied onto the table back home in London, in front of my husband's disbelieving eyes. A few years ago, he finally braved Cologne carnival himself. As we arrived at Cologne station he could not believe his eyes and ears; the city sings, rings, drums and dances, culture shock! He felt like an outsider as he wasn't in costume, but let himself be convinced and came as a Bobby the following year.

Back to Saturday School: You have to simply jump over your own shadow and participate (or maybe stay away), otherwise you run the risk of spoiling the fun for those (especially the children) who make the effort to dress up and who are looking forward to joining in. If there's carnival, you might as well do it properly. Not just the little ones get dressed up, but adults too. Instead of watching the crazy ongoing with scepticism, embarrassment or a long face, join in, help out and enjoy the fun. Those who are not in costume should be the ones who should feel out of place, and not the other way round!"

Martina has convinced me, too. For a number of years now I have been wearing my fascinator and join in. However, this year carnival was tough in Islington – perhaps the date was wrong, after a three-week break everyone had a lot to talk about, especially the parents. We also didn't have the opportunity to get the children in the mood on the previous Saturday. But then again – in Hackney it went well, many parents also wore costume, and our new teacher Beate commented in surprise: "There's a real carnival spirit here!"

Be that as may – there are those who think we should completely give up on carnival. But if we do not manage to convey this kind of tradition to our children in a positive way, we might as well give up on our claim of conveying any German culture. Helau & Alaaf, and see you next year!

By Martina Schwarz (& Cathrin Cordes)

Hey Hey Hallo, die Schule fängt an

Learning German through singing at Saturday School

After visiting the Saturday School for the very first time in June 1999, Calvin enthusiastically talked about the "Fiderallala children". He had taken a real shine to the singing circle at the beginning of Saturday School. Then as now we start Saturday mornings at both of our schools in Islington and Hackney Wick with a 10-15-minute singing circle and are happy when as many children and parents join in.

For more than ten years, former Saturday School teacher and musician Martina Schwarz led the singing circle in Islington and accompanied the songs on her accordion. She also created our school song, "Hey hey hallo, die Schule fängt an", which she started with the children at Saturday School about 15 years ago. "Songs can help to structure lessons. They create rituals. A song at the beginning of a lesson puts you in a good mood, focuses attention on the following activities and strengthens a sense of community," explains Martina.

Jana Gugelot, who has led the singing circle in Hackney Wick since 2012, adds: "The German songs indicate that we are now at Saturday School and they remind us to switch over to German now". Our teachers clearly notice if the children have tuned in during the singing circle or if they have turned up for lesson at the very last minute. They are more alert and ready to participate.



Martina conveying the joy of singing at our annual summer school

We sing a mixture of traditional and modern children's songs, and many songs can be accompanied by physical activities. Songs help children with pronunciation and repetitive texts support the learning of new words. Furthermore, singing often reduces the children's fear of speaking German. Obviously, we don't just sing in our singing circle but also in classes. Individual classes can have their own "class song", or children take it in turns to ask for a particular song. When there is a repertoire, a piece of paper with a song title on it can be drawn from a hat. Such

rituals connect and are important.

Songs are a wonderful way of passing through the seasons. Simultaneously, they teach the children about German customs. Thus we can celebrate carnival, St. Martin's day, Easter and of course Christmas with lots of singing, play and movement, creating positive group dynamics. According to age groups we can choose specific topics which open up lessons and make them more varied.

It is generally important that the children really like the songs. Often these are songs which our teachers enjoy as well, and the children pick up on our enjoyment of the song, especially when the song's lyrics are a little difficult. Repetition, which contributes hugely to language learning, is found in all songs. And the coupling of text and melody implants itself whether we want it to or not. In English, it is called a "catchy" tune, a melody that "catches" us, so to speak. This process is most splendidly described by the German word "Ohrwurm" (in English this would be "earworm").

Songs that were specifically written for children learning German have the advantage that they are especially tailored to the curriculum. Simple and contemporary vocabulary is being used, in contrast to the outdated, old-fashioned language of traditional folk songs, which also often neglect the correct syntax in favour of rhymes. Songs for language learning are especially suitable for the learning of new vocabulary and simple sentence structures.

As a teacher at the German Saturday School in Islington, Martina started to create suitable songs for our pupils. In cooperation with the Goethe Institute London, she then went on to produce two song books and CDs with special songs for learning German, "Learn German with songs" and "Learn more German with songs".

You don't necessarily have to be a songwriter by profession to create song material that is appropriate for lessons. Martina invites you to take her songs as incentives and to adapt them for your own purposes or to write additional verses and invent corresponding new actions/movements. Many of Martina's songs are actually "vocabulary songs". They can act as a pattern for a new topic and lyrics can easily be adapted, which might be a suitable activity for older students as well. Last Saturday for example, the 9-10-year-old children in Christine's class chose to write a rap song for the old fairy tale of "The Wishing-Table", after being offered three different activities.

New lyrics can also be made up for well-known tunes. Teacher and students can be as inventive here. Most suitable are tunes which students and

teachers know well, for example children's and folk songs/Christmas songs, or well-known pop songs or tunes from film and television. Good topics are greetings & farewells, animals, colours, countries, family, food & drink, weather, seasons, months and days of the week.

Musical games are another successful recipe for language teaching. Singing games with many actions, such as "Häschen in der Grube" or "Wer will lustige Handwerker sehen" are particularly suitable for younger children. Action songs can be adapted by leaving out words, a well-known example for this is "Mein Hut der hat drei Ecken", but it works with other short songs. This is also a good trick for restoring attention and tranquillity in the classroom.



Jana at singing circle in Hackney Wick

Another great idea for language teaching is to assign different parts of the songs to the children. Ideally, the children sit in a circle and initially everyone sings a familiar song together, such as "Brother Jacob". Then the text is split amongst the children. They take it in turns to sing different passages, without losing the flow of the melody. This needs a lot of concentration and can be a lot of fun. Or one child hums or whistles a tune (or claps the rhythm), and the others guess the song. Or we read a story and see if there are words that make us think of a song.

We have been very lucky with our singing Saturday School teachers. After Martina, our choir leader Hildegard Maier took over the singing circle and for the past year teacher Christine Müller has been singing with the children in Islington. Jana Gugelot speaks about her personal experiences as the conductor of Hackney Wick's singing circle: "I never played an instrument myself and I can't read music. That's why I was quite nervous when I took over the singing circle. But I have overcome my fear of singing in front of a group of people, and our school in Hackney has grown a lot. More and more families take part in the singing circle. Now I am much calmer than I was at the beginning, four years ago."

Jana introduced folders with song texts in Hackney: "I find it quite difficult to sing when I don't know the texts and I don't expect the families at Saturday School to do so. I hoped that more parents would join in if they had the texts in hand, maybe even those who don't speak German but want to learn it." Jana has chosen about 25 songs, again a mixture of modern songs and more traditional ones such as "Backe backe Kuchen" or "Hänschen klein". Jana also likes to sing German versions of English songs such as "Twinkle twinkle little star" or "Heads, shoulders, knees and toes" because the familiar tunes encourage everyone to join in with the singing.

Jana generally gets good feedback. Florian, teacher of our adult courses in Hackney, also uses Jana's song texts, and some parents copy the texts in order to be able to sing the songs at home. Often the children in Jana's class like to carry on singing once they have moved on to their classroom, and Jana has noticed that singing encourages the quieter children to join in.

Christine in Islington also believes in the virtues of singing: "For me, singing is an access route to reading. I thus encourage parents in English toddler groups to bring their children to singing circles, especially when the little ones do not like to join in straight away. This is exactly what happens when we sing with our children in German: Where else do you get the chance to see a word written out and then hear its pronunciation and repeat it over and over again?"

Naturally, Jana also starts the singing circle in Hackney with "Hey hey hallo", and

By Martina Schwarz, Jana Gugelot and Cathrin Cordes

Music resources for German teaching

ZZZebra for a variety of creative media for use in teaching

<http://www.labbe.de/zzzebra/index.asp>

Liederbaum at ZZZebra with great children's songs for all occasions

<http://www.labbe.de/liederbaum/index.asp>

Hans Hase songs for younger children

<http://www.goethe.de/ins/eg/kai/lhr/mat/kgt/deindex.htm>

www.kulturumsonst.com Songs by Detlev Cordes (free downloads)

and www.blinde-kuh.de

Other songwriters: Rolf Zuchowski, Dieter Süverkrüp, Frederik Vahle (Martin's Favorit), Günther Kretschmar, Uwe Kind and Detlev Jöcker

Songs by Martina Schwarz:

www.learnlanguagewithsongs.co.uk

Don't Brexit Our Hearts

Current atmosphere in the Saturday School community

Almost nine months have passed since Great Britain voted for Brexit, and in the next few days the government will trigger Article 50 to officially leave the EU. Most of our predominantly German-British families had hoped for the UK to remain in the EU. Have we got used to the idea by now? What are the consequences of Brexit for us and our families? In conversation with Saturday School parents it is evident that many of us have not yet recovered from our shock and disappointment about the referendum result.

Cathrin, our school director, still believes in the European Union as a positive historical development: "Individually, the relatively small European countries have little weight in today's globalised world, and together we have achieved much and overcome many animosities. For me it is sad that Great Britain does not want to be part of the EU anymore, and that so much time will be spent on the complicated Brexit negotiations now. Also, I would wish for more respect towards all of those who continue to believe in Europe. During the 40 years in which Great Britain was a member of the EU, the EU's opponents never fell silent. We accept that 52 % voted for Brexit, but this does not imply that everybody else can now be forced to change their minds, and also the other EU countries and their citizens are allowed to be disappointed. I am upset when other European countries are now being blamed because Great Britain will lose advantages due to exiting the EU. After all, the British are requesting to leave the EU. The Germans for example made it more than clear how much they would have preferred to keep the British on board."

"The Remain campaign should have concentrated more on the advantages of the EU", agrees Wendy. "The press focused on the negatives for many years, and they invented stories. The people were duped and the reality might not be what they hoped for. And EU citizens as bargaining chips – this isn't going to come to anything. It just creates a lot of faffing and administration."

"When I think back to June, it was a moment of not recognising my country", says Becket. "I hadn't realised how many people were so unhappy. For me the referendum was about "Are you happy or unhappy with your lives?" Look at a map of the referendum results and you can see that the wealthier parts of the country overwhelmingly voted Remain. I was shocked but not surprised. I could see how the campaign had unfolded."

"I am what Theresa May and the Daily Mail so disparagingly call a "citizen of the world", the Austrian Eva explains. "Since the Brexit decision I

no longer feel welcome in Great Britain. I don't feel threatened because I know I have rights, although that is now often presented differently in the media. Suddenly I have to justify why exactly I am here. And it is impossible to have a rational discussion."

Caroline, too, is saddened by the lack of rational discussion before, during and after the referendum. "We were so annoyed with the campaign and the fears that were fuelled. We created these badges, "I love EU", and once when I was out and about with my EU badge a man said to me: "If you don't like it here, why don't you just leave!"



Caroline Hobkinson's EU badge

Not all of us consider Brexit as predominantly negative, and some are quite surprised by the reaction. "I was quite shocked by some of the opinions and the scaremongering after the referendum", reflects Stefanie. "I continue to be and feel happy in London after Brexit, and have only had positive experiences with British people." Sylvie agrees: "I was surprised by the negative atmosphere at Saturday School. People were talking about whether they should move back to Germany or not." But Sylvie admits that there may be some negative consequences for her as an academic. Firstly, fewer international students are enrolling at universities now. Secondly, British scientists are already excluded from some projects because nobody wants to run the risk of losing EU funding. Nina, a doctor, has also noticed that fewer medical professionals from other EU countries are applying to work at her hospital.

It is not clear how many EU citizens have left the country following the referendum. "I have acquaintances and colleagues who have already left the country", says Jenny. "For them, the situation in the country was too uncertain and they were alarmed by the new atmosphere in the country. Most of the people in my circle of friends

are waiting. In the beginning many were furious, but now they have calmed down a bit. But they intend to leave if things should change radically.”

Patrick is a scientist and academic who is deliberating whether he and his family should leave the country. “I feel welcome in London, but not in the rest of the country. The referendum has formalised this feeling. My wife and I are considering whether this is still the right environment for us and our family, and whether I want to support this kind of policy with my taxes.” Patrick, too, talks about colleagues who have already left or are considering leaving the country. That could become a problem in a country where 30 % of all academics are not British.

Simultaneously, jobs are being shifted abroad, as some of the dads in Boris’ adult class confirm: “One immediate consequence is that we have shifted staff away from London”, says Jason. “Half the team will go eventually, mainly to Poland and India.” “No one knows the exact plans for Brexit”, says Sean. “So we can’t make any decisions and have to wait. At my work, we have also transferred jobs to Poland.” Regarding the country’s economic future, Sean is quietly optimistic. “There will be solutions regarding access to the European market. But there will also be additional costs.”

Most of those questioned perceive the feeling of insecurity as the most important negative consequence of the referendum. What difficulties still await us – especially those of us without a British passport - is hard to gauge. Is it a good idea to secure your legal status and apply for a permanent residence card or a British passport? What rights will EU citizens without a British passport or a permanent residence card have in future? Will they still be able to vote in local or mayoral elections? Will their children, if they choose to study in Great Britain, pay tuition fees of £15 000 rather than £9 000?

“After the referendum I considered getting a British passport for myself”, Saturday School teacher Melanie tells us. “But that would cost me about £1300. Nope, why should I put money in the pockets of a state that doesn’t want us.” As a German teacher, Melanie might be in a better position than many others as she has a job that a British person would not necessarily be able to do. “What could happen to me?” Melanie asks herself. “Me, who is married to a British man, has lived here for 15 years and supports the state to educate its children. That is scaremongering!”

To safeguard their legal status and that of their children, many EU citizens are struggling with the

bureaucratic challenges of the Home Office. The application form for the permanent residence card is 86 pages long and it costs £65. Approximately one third of all applications are being turned down, most of them because of minor formalities. Also, any applicant who took time out from work – for example as a full time parent – may be rejected if he/she did not take out additional comprehensive healthcare insurance. As a general rule, you can apply for British citizenship 12 months after permanent residency has been granted.



Foto: ZDF

Cathrin being interviewed by German broadcaster ZDF in November 2016

Many Saturday School parents have started this process and some have already been granted the much wanted permanent residency, others have decided to wait and see. It is complicated to gather all the necessary documentation to prove that we have continuously lived in GB for many years, and to correctly date all the times you have left the country in the past five years. And what happens if you are rejected?

Cathrin is one who has made this experience: “After the Brexit vote we were predominantly concerned about the legal status of our sons. We called the Home Office and described our situation. We are a German-Spanish couple, our children are 18 and 20 years old, born in Germany, but both moved to London just after they were born and grew up here. London is their home town. We were advised to make a family application which works for children up to 21. We put in the application in August. Almost six months later, we received the decision last month. The other three were accepted – but I fell through the net and was refused on the grounds that I am an unmarried mother.”

“It was a slap in the face to be excluded from my family in such a way, and it feels very discriminating in more than one way. Under the EU rule of free movement, it was my right to settle down in Great Britain and bring up my children here. We proved that we have lived together as a family in London for the past 20 years, including the boys’ birth

certificates, paid our taxes and contributed to the community, and suddenly I as the mother get an official notification of sorts that I am not part of the family. And although we sent in our children's and my German passports, the relationship with their Spanish father is then accepted? This is irrational. Also, I don't understand why the civil servant processing our forms did not simply contact us to let us know that the family application was not working for me like that, and that I – other than a married spouse – needed to enclose proof of employment for myself. We had sent it my tax returns as part of my proof of residence, so the knew I am working. I could have quickly sent in the additional paperwork, but now I have to appeal and pay another £140, and the laborious bureaucracy continues, also for the authorities. It does seem like a consciously restrictive approach is being followed and that there is an element of discouragement."

"Maybe we were a little naïve", reflects Nina. "We always took our status as EU citizens for granted. If you build your life in another country, perhaps you should ultimately take that country's citizenship. It is a way of taking responsibility, and at least we would have been eligible to vote." Cathrin also sums up: "With hindsight, I'm annoyed that I didn't become a British citizen years ago. I followed a misguided German sense of probity and figured that as a German I would never feel properly British and therefore couldn't righteously apply for a British passport. But what harm is a second passport on your shelf. Just days before the referendum, a young Polish builder was in our house – he of course had applied for a British passport as soon as the statutory five years had passed. As Germans, we probably felt particularly safe."

Artist and teacher MartinaS therefore sees Brexit as an opportunity for a new perspective: "I find it interesting to see how divided the opinions are in this country. Some of the multi-ethnic population of London also voted „Leave”. That led me to understand how privileged we are as Germans and white people. Brexit and real fear is an overreaction in my view, as we are not refugees from a crisis region and could theoretically always return to Germany. Perhaps we are just „afraid” of losing our privileged status and the feeling that we

belong to Great Britain and its society. I think it is important to understand how immigrants from other backgrounds have long felt or have always felt. You learn to better understand realities and to have more empathy with the issues of class divisions."



Pro-EU demonstration last summer: The 48 % Remain-voter feel barely represented these days

In the end John thinks it will not be all that bad. "Naturally, my wife is a bit unnerved by Brexit. But I don't believe that she and the many other Germans will be sent back to Germany." "The question after the referendum was "Should we move?", says Becket. "So we spent a week in Frankfurt and worked there, just to see. But we decided to stay. We like it here."

"I don't want to go back to Germany", concludes Melanie. "It's not at all on the agenda. That for me would be a capitulation. Why should I uproot my children and take them to Berlin?" Instead of a personal exit from Great Britain, Caroline continues to look for a qualified discussion "In my culinary salon we are going to discuss the topic of „Smart Brexit. Unfortunately, Brexit is inevitable now, but we need the best deal and have to confront all aspects of the complicated process." This also includes how we deal with each other in the future. It's how you say it that matters. Ultimately, most of us would like to stay in London after Brexit and hope that our city's multicultural and open character will survive.

By Martina Köpcke

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The Questionnaire

A snapshot of life's big questions

We see each other every Saturday, every year, some of us for more than ten years already, but do we really know one another? So, Klaus-Dieter's adult students have been asking some questions from the members of our Saturday School community.

On 8th October 2016, 15 people in total – nine men and six women - were interviewed. We asked them the following questions. A selection of answers is given for each question.

What is your idea of happiness? – No appointments, my wife, my daughter, good food in good company, time to do what I want, Mozart, when the family is happy, being at home, skiing with the family, reading a good book.

What is your greatest fear? – Mice, Alsations, big spiders, nationalism, racism, having no time, illness, not having enough money, the future, Manchester City (the football club), losing loved ones, Brexit, xenophobia, narrow-mindedness, war.

What do you most dislike about your appearance? – My teeth, my feet are ugly, my bottom, my tummy, too fat, dry skin, that I'm getting old, grey hair, that I have to wear glasses, my long nose.

If you could bring back something extinct, what would it be? – The shops staying closed on Sundays, my childhood, Dolomiti ice cream, record players, the Brexit referendum, dinosaurs (especially T-Rex), Franz Schubert and Vincenzo Bellini, a time without mobile phones, German TV show "Wetten, das...", my parents and grandparents.

Who would play you in the film about your life? – Kevin Costner or Gary Lineker, Jeff Bridges, Gene Hackman, Keira Knightly, Michael Caine, Steve McQueen, Tilda Swinton, Kate Winslet, Peer Steinbrück, Anne Hathaway, Heinz Erhardt.

Which person do you most admire? – Arsene Wenger, Willi Brandt, Mary Robinson, my mother,



Klaus-Dieter's adult class

the Dalai Lama, Mother Theresa, Sokrates, Alban Berg, Angus Young, Dietrich Bonhoeffer.

What is your guiltiest pleasure? – Cake and "Nussecken" by the baker, pork crackling, eating sweets while reading, my sewing machine, the series "Hunted" and "Tatort", chocolate, music by Rod Stewart, wasting time in front of the telly.



James & John interviewing long-standing Saturday School dads

What is the most important lesson life has taught you? – Humility regarding fate, to always learn something new, to be more humble, to see things from another's perspective, to find joy in the many smaller things in life, human encounters.

Which city would you most like to be in now? – Rome, London (3x), Berlin (4x), Lisbon, Bamberg, Wengen (Schweiz), Athens.

Some more observations: 93 % of the respondents were German and 7 % British. Family appears to be very important to all interviewees. Amongst the fears mentioned, many quoted political-ideological fears, e.g. the political situation in Great Britain. One fifth of the respondents (20 %) were very happy in London, it is where they most wanted to be at the time of being asked. Nearly two thirds (60 %) wanted to be in a city in another EU country and one person (8 %) in Switzerland. Two adults could not really think of a place they would really like to be, so London is probably okay for them. The interviewees often pointed to the importance on the many unassuming little things in life.

How would you have answered these questions? Perhaps you would like to ask them within your families? Perhaps you'll get to know one another better, too?

By Andrew, Alan, Chris, Gerry, James, John and Thomas in Klaus-Dieter's adult class