



**COOPERATION FOR
INNOVATION AND
THE EXCHANGE OF
GOOD PRACTICES
KA229 - SCHOOL
EXCHANGE
PARTNERSHIPS**

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**INTERCULTURAL BRIDGES EXTENDING
TO EUROPEAN CITIZENSHIP**

PROJECT CODE: 2019-1-TR01-KA229-076762

PROJECT PARTNERS



TURKIYE



ITALY



GREECE



PORTUGAL



**NORTH
MACEDONIA**



ROMANIA



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PROJECT SUMMARY

In our observations in 6 European countries, including Türkiye, Greece, Romania, Italy, Portugal and North Macedonia, our opinion that our students have negative prejudices against differences overlapped. That's why, as a member of the European family, we aimed to bring different languages and cultures together in order to reduce the negative prejudices and stereotypes created against differences, and thus to gain a multicultural and multilingual understanding. For this reason, we started a project with our founding partner, Greece, on the e-Twinning platform, in order for our students to see different cultures from an early age, and for our teachers to share their culture, knowledge and experiences with international schools, and we came together with our other partners for the same purpose. Experienced schools and less experienced organizations supported each other in sharing experience.

Our project, which has partners from Türkiye, Greece, Romania, Italy, Portugal and North Macedonia, aged between 11 and 16; 57 students and 108 teachers directly benefited. Indirectly; 4122 students and 402 teachers benefited. Fair and equal conditions were provided for all participants. However, priority was given to students from families with low socio-economic status, low social intelligence, and students from different cultural backgrounds, and students with fewer opportunities were supported. Participation of students in activities and sharing the project with all parents; It increased the cooperation and support of parents towards the school. In order to promote intercultural approaches to cultural heritage and to reduce negative prejudices and stereotypes against differences by gaining intercultural awareness;

6 Learning - Teaching Trainings (LTT) activities were carried out.

C.1. February 2020-CLIL EDUCATION-Italy-Short-term joint teacher training

C.2. October 2021-OUR TRADITIONAL DISHES-Romania

C.3. November 2021 -TELL ME YOUR STORY-Greece

C.4. March 2022-COME DANCE WITH ME-Portugal

C.5. May 2022-Will you play with me?-North Macedonia

C.6. July 2022-OUR TRADITIONAL HANDICRAFTS AND UNESCO CULTURAL HERITAGE-Türkiye

Methods such as questionnaires, pre-test and post-test design, Statistical data analysis, observation and interview, CLIL methodology, practice-based learning, project-based learning, game-based learning, problem solving, case studies, analysis and reflection were applied.

While sharing cultural elements (language, traditional dishes, folk dances, dances, music, children's games, UNESCO cultural heritage) with our partners in our project; By enriching our activities with the CLIL (Content and Language Integrated Learning) methodology supported by the European Commission, we brought an innovative aspect to our project. With the CLIL methodology, we contributed to the development of language skills as well as to increase in cross-cultural awareness.



PROJECT SUMMARY

By recognizing the cultural values and UNESCO cultural heritage of each of the partner countries, positive developments were gained in multicultural understanding and acceptance of multicultural lives. According to the results of the post-test and focus group interviews applied to our participants; We found that more than 55 percent of respondents had the opportunity to learn more about other cultures.

As various student groups from participating schools get to know each other, they become closer and more sincere to each other; It was observed that there was a positive improvement of at least 30 points in the attitudes of the participants towards different cultures.

In terms of developing ICT and language skills through international activities, it was determined that 72% of our participants improved their Digital and language skills. While integrating CLIL methodology into course contents to promote a comprehensive approach to language teaching and learning; Improved early language learning awareness and multilingualism. Intercultural dialogue was developed by encouraging teachers and students to work together in multicultural environments.

Thanks to this project:

By increasing intercultural awareness; Negative prejudices and stereotypes against differences have decreased, Negative attitudes towards "others" by recognizing different cultures have been reduced.

The e-Twinning platform was actively used and the awareness of the Erasmus + program was spread. Language skills were improved with ICT skills.

The following activities were carried out to increase the impact of the project.

Project website, blog, facebook and instagram pages were created,

An E-BOOK containing cultural elements of partner countries was created using ICT skills,

e-lesson contents were created by teachers with CLIL and these contents were integrated into lesson plans,

Project achievements were shared on the Twinspace page,

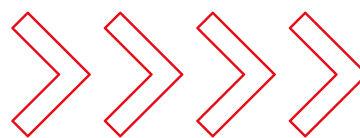
Digital story and e-map digital contents were created.

Students and teachers participating in the project shared the different methods used, their experiences and knowledge with other students and teachers. With these shares, it is thought that the projected effects of the project will increase exponentially and spread over the long term.

For national and international sustainable dissemination, the concrete results of the project, CLIL integrated e-course contents (e-books, videos, poster and brochure designs, digital storybook, digital music box) are collected by all partner schools and distributed to other local schools and educational and cultural institutions. the widespread impact of the project was increased.



ITALY



This training is on language teaching with the CLIL method, which is the basis of our project, and it is about integrating the subjects of different branches into the language teaching process. The teachers of other subjects can also use English to teach their own lessons.

The host school (Italy) planned this training in line with the aims of the project and the mobility. In addition, when there was any problem during educational and cultural events, they provided solutions by sticking to the program and they behaved with interest. This helped us to get the most out of the event. The activities prepared showed the participants how to use the CLIL method in the lessons and they provided good examples of practice allowing us to produce content easily in the practical step.

In the CLIL training, there were activities for teachers to use internet technologies in language teaching. In this way, teachers were introduced to programs, applications and platforms where they could produce the content they need more quickly, easily and reliably using technology (Edmodo, Google Classroom, Survey Monkey, etc.). The group work done regularly during the activities helped the teachers to communicate using the target language. This, in turn, increased the competence and self-confidence of teachers in communicating in a foreign language.

94% of the teachers who participated in this training stated that they gained practical skills related to their work and professional development. 92% of the teachers stated that their social, linguistic and cultural competencies have increased.

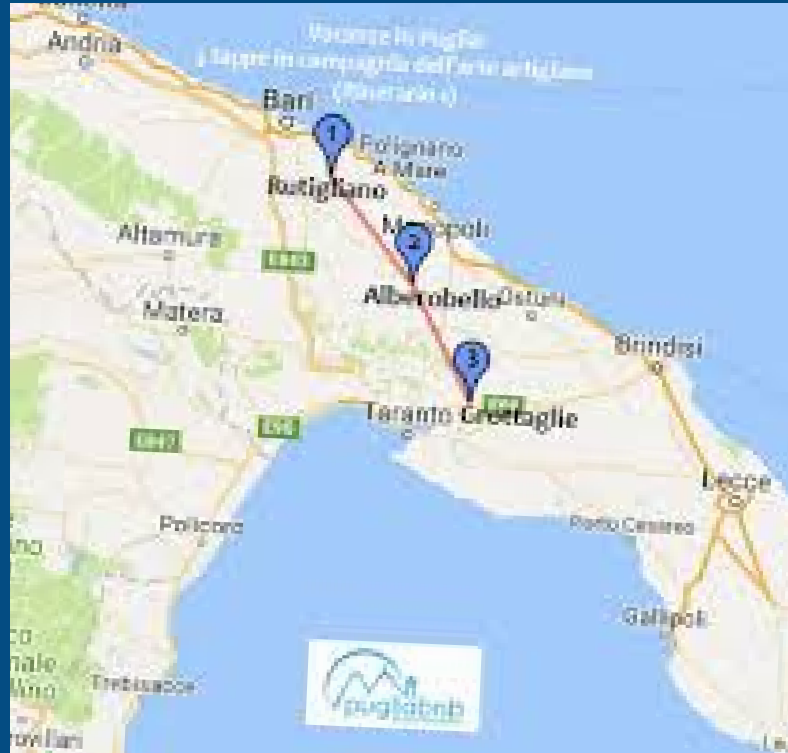
The information gained in the training was sufficient for the participants to prepare CLIL course contents. School trainings, which were planned in the continuation of this mobility and will be held in order to expand the education received, were postponed within the scope of the measures implemented in our country due to the COVID19 epidemic and were carried out in the following period.

ITALY



ITALY

Apulian Handikraft Products



A BRIEF PRESENTATION



PUGLIA IS A REGION WITH A GREAT TRADITION OF CRAFTSMANSHIP

ITALY



ITALY



ITALY



PUMO



MASCHERA - MASK



TRULLO

ITALY



.THE «PUMO»

When Voyaging throughout Puglia, you might start seeing colorful ceramic flower buds or pine cones displayed on balconies, lined up on staircases or in gardens. You will see them for sale in gift shops and ceramic shops in most towns you visit. But what are they? Do they have a spiritual meaning?

- They are called Pumi di Grottaglie, primarily made in the town of Grottaglie (a hub of ceramic production). They represent flower buds (or rose hips) with their pointed bud-shaped design with acanthus leaves surrounding the base. The form can also look more like pine cones, with many points surrounding its form. Pumi are made in all sorts of colorful glazes

- The term pumo comes from the Latin pomum (fruit) and is said to have its roots in honoring the pagan goddess Pomona, deity of fruit, olives and grapes. They represent life about to burst open and flourish--symbols of abundance of the land and of birth itself, but also of prosperity, chastity, immortality and resurrection. In common use, they are put on balconies and into homes to ward off evil and Il Malocchio, or the evil eye.

So, bring a Pumo back to keep your home safe!!!

ITALY



.THE «TRULLI

- These properties were originally created by locals for agricultural purposes to store food and now they have become in **high demand for tourists** not only as **Holiday Rentals** but also as **Buy to Let investments**.

- The traditional Trulli have a singular history; some scholars believe that they were as present as early as the 14th century, but it is in the 15th century that they have had their greatest expansion, coinciding with an edict of the Kingdom of Naples that imposed tributes to each new urban settlement. The ingenuity led the people to conceive of buildings that could be demolished with ease, in fact when the king's delegate was about to collect taxes, it was enough to remove the keystone and here the houses were transformed into piles of stones.

- The keystone is very important**, often closed by a decorative pinnacle with esoteric, spiritual or propitiatory motifs. **The building materials were poor**, in fact, in the trulli there is no trace of cement, but only mortar and local limestone.

ITALY



THE CARNIVAL MASK

The tradition of the mask started in the 13th century when Venetians would hold celebrations and parties from December 26th until the start of Lent and wear elaborate masks to conceal their identity. These parties were the only time when the lower and upper classes mingled together.

- This tradition spread throughout Italy. Nowadays, there are many carnival Festivals in Apulia
- The origins of Massafra Carnival date back to the eighteenth century. Documents of that time talk about the custom of celebrating the so-called "Carnevaletto", a rite of three days to repair the offenses brought to Jesus during the year.
- From 17th January on, celebrations were repeated in the past on Sundays and Thursdays, each with its own name and a peculiar meaning. So, there was a Thursday dedicated to monks, another one dedicated to priests or fools, than the party spread in the squares, in the streets and alleys, everywhere!
- Today Massafra Carnival is considered as one of the most important in our region because, unlike other carnivals, citizens and tourists can actively take part in the choreography and scenery of the floats and allegorical groups, which parade along the main street of the town.
- It takes approximately 4-5 months to make a float. At first you have to create the so-called "Pupo", a model made of clay then covered with paper Mache.
- Papier-mâché paste is the substance that holds the paper together. The traditional method of making papier-mâché paste is to use a mixture of water and flour or other starch, mixed to the consistency of heavy cream. While any adhesive can be used if thinned to a similar texture, such as polyvinyl acetate-based glues, the flour and water mixture is the most economical one.

ITALY

THE TARANTA MYTH



Once upon a time, long time ago, in a very far country, there was a beautiful and sunny girl. Her name was Carmela and she worked in her family fields, but she loved music and dance.

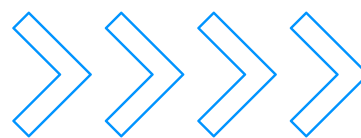
One day, Carmela was in a huge wheat field with her friend Maria and with many other women, harvesting corn. They bent down, took the corn on the cob and placed them in a large basket. The sun was really hot and pounded on their head. There was not a single shadow tree to rest. And they all work for hours and hours, from sunrise to sunset, singing to feel less tiredness.

The sun was beating hard on Carmela's head when, suddenly, she felt a strong burning, a bad bite on her right leg. She thought an insect had bitten her. He scratched her leg and continued to work, but the burning grew more and more and became unbearable. She kept working, after all sunset was coming and she would be home soon. So, she said nothing to anyone!

She staggered home, the burning was unbearable...she had a big headache, too and his legs were bent. Trying not to think about it, he washed and ate something with his parents, then went to bed. It was a hellish night ... the heart was beating fast, the hands were shaking, she was trembling like a leaf. Finally, he called her mother and told her what had happened. "My daughter!" - screamed the frightened mother - she was bitten by Taranta! It's the Taranta! The poisonous taranta! "

But what was the taranta, what IS the Taranta? The taranta is a very dangerous spider, which hides in the fields and bites young and beautiful women like Carmela, who falls to the ground and starts tossing and turning like crazy! The only remedy to heal is dancing to the tune of music, faster and faster, among the people, who dance around and clap their hands, until the girl falls with no strength, after hours and hoursso everybody...Carmela needs us: let's dance!

GREECE



TELL ME YOUR STORY



The participants of the mobility learned about the other partner countries' traditional stories. They worked in collaboration with their peers from different cultures, highlighting the creativity of the students. Students had the chance to cooperate and communicate with their peers from different countries. Thus, this increased their cultural awareness and sensitivity. Thanks to the communication they have established, the activities have contributed to the development of students' communication and language skills.

The fact that they portrayed stories in a different country in a drama workshop and did their presentations in a different language and in public contributed to the development of the students' self-confidence. Our students' use of web 2.0 tools with digital stories improved their ICT skills.

Their interaction with the students and the public in the host country developed their awareness of the multicultural structure of Europe. Learning the stories and languages of different cultures contributed a lot to overcome prejudices against foreigners and helped them to internalize European Citizenship.

The teachers of the partner schools, the teachers of the host school, the students and the local people discovered the similarities as well as the differences between our stories.

GREECE



GREECE

1. TEMPLE OF EPIKOURIOU APOLLONOS

The famous temple dedicated to the god of healing and the sun, was built in the middle of the 5th century in the steep mountains between Ilia, Arcadia and Messinia. The temple, with the oldest Corinthian capital ever found, combines the Archaic and Doric styles, with some bold architectural features.

2. ARCHAEOLOGICAL SITE OF ACROPOLIS

Depicting the cultures, myths and religions that flourished in Greece over a period of more than a thousand years, the Acropolis includes four of the greatest masterpieces of the classical Greek period, the Parthenon, the Propylaia, the Erechtheum and the Temple of Athena Nike. , which can be considered symbols of the idea of world heritage.

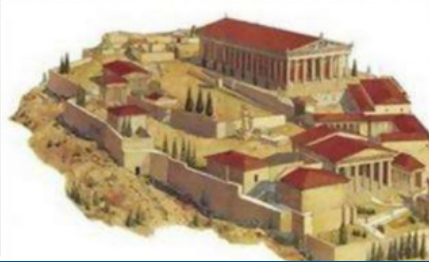
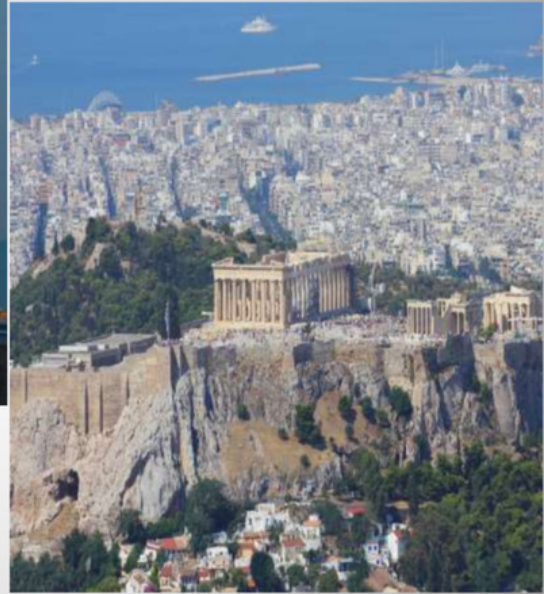
GREECE

3. ARCHAEOLOGICAL SITE OF DELPHI

The Panhellenic Sanctuary of Delphi, where the oracle of Apollo was given, was considered the "navel of the earth". Harmoniously adapted to the exquisite landscape and imbued with sacred significance, the archaeological site of Delphi was in the 6th BC. century religious center and the symbol of unity of the ancient world.



GREECE



GREECE



4. AGION OROS – ATHOS

An Orthodox spiritual center since 1054, Mount Athos has enjoyed a status of autonomy since the Byzantine period. The "Holy Mount", the entrance to which is forbidden to women, has also been recognized as a landscape of artistic value. On the holy mountain there are 20 monasteries (many hermitages and cells), and about 1400 monks live.

GREECE

5.METEOR

In an inaccessible region of Meteora, on the tops of steep rocks, monks installed "the pillars of the sky", as they called them, their holy monasteries from the 11th century until today.

During the revival of hermitism under extremely difficult conditions in the 15th century AD, 24 monasteries were built.

The murals of the monasteries, which date from the 16th century, are a point of reference for the development of Post-Byzantine painting.



GREECE

They are directly linked to important stages of human history and for this reason have outstanding universal value and form part of the common heritage of mankind. Since 1981, Greece has co-signed the UNESCO Convention for the Protection of World Heritage Sites and Monuments. UNESCO's goal is to protect it from all kinds of deterioration and destruction, in order to pass it on to future generations. Greece has inscribed 18 monuments and sites on the UNESCO World Heritage List.

Greek monuments of world cultural heritage

Monuments included in the World Heritage List are selected and approved on the basis of their value as the best examples of human creative ingenuity. They are evidence of an important exchange of human values and provide a unique or at least exceptional testimony of a cultural tradition or culture that is still alive or has disappeared.

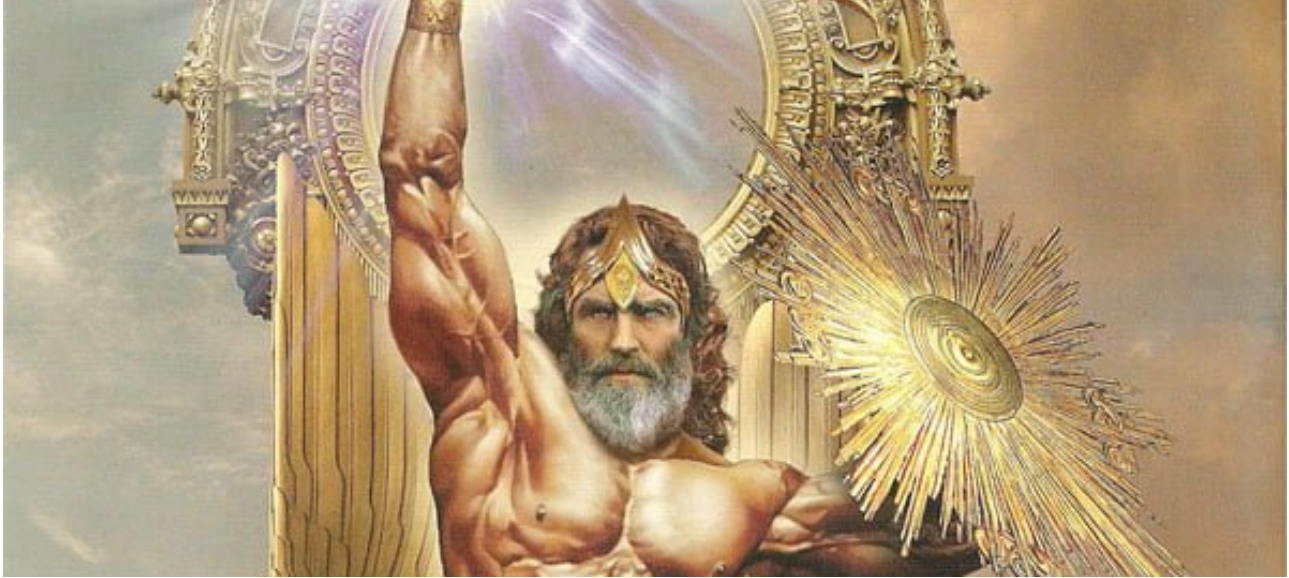
GREECE

DILOU

According to Greek mythology, Apollo was born on this small Cyclades island. The sanctuary of Apollo attracted pilgrims from all over Greece and Delos was a thriving commercial port. The island bears influences from the successive civilizations of the "Aegean" world, from the 3rd millennium BC. until the early Christian period. The archaeological site is extremely extensive and rich and gives the impression of a great cosmopolitan Mediterranean port.



GREECE



2 nd Primary School of Kolindros

(music: Thunderstruck - ACDC)

<https://youtu.be/v2AC4ldglnM>

"Ladies and gentlemen...

If he were a movie he would be :

The Godfather.

He is the sky and thunder God.

Please welcome to the stage, the one and only.... Zeeeeeeeeuuuuus!!!!"ZEUS: Thank you very much and welcome... In ancient times the Greeks had to offer hospitality because an unknown visitor could be a God disguised as a human.

And now the real question is... Who let the gods out... WHO LET THE GODS OUT!

(music: Who let the Gods out) <https://youtu.be/ojULkWEUsPs>

(while he approaches a lady, Hera shows up)

HERA: Zeeeuuus! Stop flirting with other women!

ZEUS: Hephaestus, it's getting hot in here.

HEPHAESTUS: We are on fire!

ZEUS: How is the metallurgy going?

HEPHAESTUS: Everything is excellent when it's Iron Maiden

ZEUS: Or Metallica...

ZEUS: Let's play! We asked 100 men, "Which greek goddess is the most beautiful?" (BAZZZZZZ)

ZEUS: Poseidon!

POSEIDON: Afrodite! (the others condemn him, Hera hits Poseidon)

GREECE

ZEUS: Poseidon my brother! Are you ok?

POSEIDON: I feel seasick... From a Poseid-on I became Poseid-off.

ZEUS: Athena, my smart and wise daughter. You had stuck in my head, you know...literally. ATHENA: Your head is like an egg, you know, literally!

ZEUS: Love you dear... Let's play! We asked 100 men, "which food the olympians like the most?" (BAZZZZZZ)

ZEUS: Afrodite!

AFRODITE: Ambrosia!

ZEUS: That is correct! My beautiful Afrodite!

2 nd Primary School of Kolindros

(muic: Thunderstruck - ACDC)

<https://youtu.be/v2AC4IdgInM>

"Ladies and gentlemen...

If he were a movie he would be :

The Godfather.

He is the sky and thunder God.

Please welcome to the stage, the one and only.... Zeeeeeeeeuuuuus!!!"

AFRODITE: I am taking selfies with my new iPhone to make a new post on Instagram.

(Afrodite to children) Like my selfie or you are grounded!

ZEUS: An iPhone? Demeter, now that I said iPhone... How is your daughter Persephone?

DEMETER: She doesn't care about family business, you know... agriculture.

ZEUS: Ares? Where have you been?

ARES: I stuck at home all day playing 'God of War'.

ZEUS: Will you join the game?

ARES: Yes of course.

ZEUS: Let's play! We asked 100 men, "which drink the olympians like the most?" (BAZZZZZZ)

ZEUS: Hermes!

HERMES: Nektar! But I prefer ouzo instead.

ZEUS: That is correct! But tell me, what do you sale these days?

HERMES: I am selling bags. My brand is Hermes #god of travel

ZEUS: I thought you owned Animawings. (nod to Romanians)

HERMES: I am afraid of airplanes. I prefer flying using my sandals.

ZEUS: My chicken son, A-Pollo! (nod to Italians) I didn't know you were here, I apollogize.

APOLLO: No problem. I am just sitting here playing my music.

ZEUS: Hestia! Home sweet home.

HESTIA: No place like home.

ZEUS: Hades! You have to go to the dentist. Your breath smells like death.

HADES: I don't have enough time with all these Walking Dead around me.

ZEUS: I know... Now let's play! You have to answer the next question. I am sure you can kill it. We asked 100 men, "Which mountain in Greece is the highest?" (BAZZZZZZ)

ZEUS: Artemis!

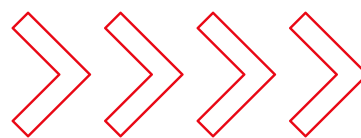
ARTEMIS: Olympus!

ZEUS: That is correct! Applause to the goddess of hunting please!

ARTEMIS: I don't hunt anymore, it is a barbarian hobbie. Save animals!

ZEUS: And with this answer the score is even! Ladies and gentlemen thank you so much, we hope you enjoyed it! Have a nice evening!

NORTH MACEDONIA



WILL YOU PLAY WITH ME

The students exchanged culture by introducing their traditional games and playing traditional games of other countries together.

It was ensured that the students worked in cooperation with their peers from different cultures. Their language skills were improved due to the fact that they could communicate in the target language during the games. Students met different cultures and different languages. They also learned many words and expressions from their foreign friends, they used these words during their daily communication which helped them to overcome prejudices against other cultures. It was ensured that the cultural awareness and sensitivity of teachers and students increased. Values such as respect for differences and tolerance developed.

Teachers and students experienced learning by doing. They had a chance to compare learning environments of different countries. With the inclusion of children with lower socio-economic levels and learning disabilities, this mobility contributed to the self-expression skills and self-confidence of these students. Students and teachers improved their language skills and intercultural competencies by communicating in different languages. During cultural tours, all the participants had the opportunity to learn about the culture and history of the host country. As the common language of the project was English, the tour guides did their presentation in english which helped the participants to do active listening during these activities.

The games learned by the teachers were integrated into the CLIL course content and the game-based learning approach was supported.

CLIL integrated game presentations, workshop reports , poster designs, Communication Skills Assessment Scale and Willingness to Communicate Scale showed that we have largely achieved our numerical data goals.

NORTH MACEDONIA



NORTH MACEDONIA



- ARCHAEOLOGICAL SITE OF AIGON (BERGINA)



NORTH MACEDONIA

Traditional Macedonian handicrafts and cultural heritage

Emilija Avramska

Macedonia is a country where tradition carries a lot of weight. The cultural expression, more or less, thrives by paying homage to traditional and ethnic elements. So it goes that Macedonian music, architecture, even food, stylistically till towards the past – being its mirror, teaching us volumes about Macedonian history and tradition. And if there is a single vertical where Macedonian history and culture express themselves together, that must be in **Macedonian handicrafts**.



NORTH MACEDONIA

The Ohrid Pearls

The Ohrid Pearls are one of the unique souvenirs you can get while visiting Ohrid, Macedonia's tourist hub. The pearls are coated with secret ingredients, and it takes at least eight layers of emulsion before they get their final form.



Macedonian traditional handicrafts are:

- Ohrid pearls
- Macedonian silver filigree
- Macedonian carpets
- Embroidery
- Traditional leather shoe
- Pottery
- Wood carving
- Wood-painted icons
- Music instruments
- Clothing and textile items

5

NORTH MACEDONIA



4

Traditional leather shoe

The leather and decorated footwear, the Macedonian traditional show throughout the country around beginning of the past century. Each pair is hand crafted, and by design shows the region from where it came. With decorative elements, made almost exclusively from leather, they are true piece of Macedonian handicraft treasure



8

NORTH MACEDONIA

Filigree jewelry

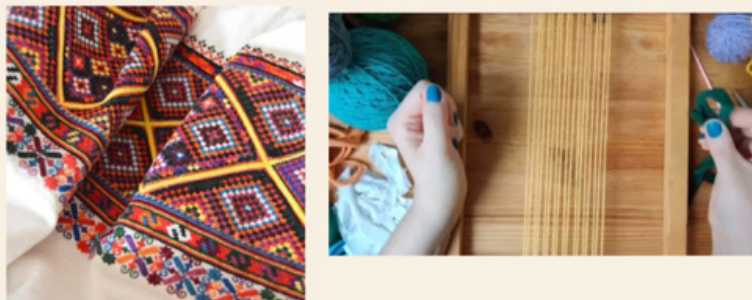
Filigree jewelry making has been present in Macedonia since the late 13th century. It's an art form that includes decorating metal jewelry with silver. Nowadays, many filigree jewelry is produced by machines, but you can still find rare handmade items in a few places around the country.



7

Macedonian carpets

Carpets play a big role in the interior of typical, Macedonian home. The traditional Macedonian carpets are a unique blend of a traditional Macedonian and Ottoman motifs.



NORTH MACEDONIA

Wood carving

The deep wood carving technique is one of the most impressive handicrafts that can still be found in Macedonia. The items cover a range of different motifs, such as historical events, religious themes, national landmarks and some even try to capture the nature of Macedonia.



9

- The Republic of North Macedonia is a veritable treasury of a cultural heritage with the traditions and customs of its people. It treasures a large number of cultural and historical monuments such as orthodox churches and monasteries rich with valuable icons, archeological sites, ancient books and other monuments.
- National folklore such as folk dance, traditional arts and handicrafts are still cherished. The finely embroidered

national costumes and the numerous old crafts shops have played an important part in preserving the tradition.



NORTH MACEDONIA



ST. MICHAEL

The Berovo Monastery, a female monastery (convent) and church dedicated to the Holy warrior, Archangel Michael is located in Southeastern Macedonia in the town of Berovo near the Maleševo (Малешево) Mountains. An inscription above the entrance reveals the church was built in 1818. The church has three naves, a large altar apse and as customary the entrance is on the western side of the church (covered by a porch). The legend behind the founding of this monastery begins with the priest, Peco (Пецо – Petso), from Berovo who campaigned and successfully obtained from the Turkish authorities permission to build the church. Peco was given three conditions regarding the building of the church. 1) He was to forfeit his daughter to the Sultan's harem, 2) The church had to be completed within 40 days and 3) The height of the church had to be below that of the road passing by the church. Peco and the hardworking devoted community successfully built the church in less than 40 days and the height of the church was below the ground level of the road leading to the springs of the Bregalnica (Брегалница) river. However, Peco refused to give up his daughter to the Sultan's harem and the Sultan had him imprisoned.¹ Another version of the legend states that the church was not below the ground level of the passing road and the Sultan had Peco and two of his clergy executed. The daughter is said to have fled to Bulgaria after her father's execution. In Hebrew, Michael (Михаил) translates to "Who is like God?", a rhetorical question that serves to remind us that none of us are "like God". Michael, the patron saint of chivalry, warriors and of healing, continues to watch over the Bregalnica valley

PORTUGAL



DANCE WITH ME

With the help of this activity, which was carried out with transnational cooperation, the students exchanged cultures by sharing their musical traditions with other European countries.

The students and teachers involved in the project learned about the traditional motifs, traditional dances and music of European partners by having fun and they experienced different learning environments during this event. Thanks to the workshops, the language skills of the students and teachers improved.

According to the Multicultural Experiences Survey, it was observed that the cultural awareness of our students who interacted one-on-one with their peers from different cultures and share their experiences has increased.

The guiding teacher of our school conducted a set of interview and a first test-last test. According to the findings, it was cleared that there was a significant change in the socialization of those who participated in the mobility activities abroad. According to the Pragmatic Language Skills Inventory, there was an increase by 65% in the level of Personal Interaction Skills, Classroom Interaction Skills, and Social Interaction Skills of the students who participated in the project and who were with lower Socio-economic level, learning disabilities, etc.

According to the pre and post test for the attitudes towards foreigners, we have observed that there was a significant difference in the attitudes of the participants after the mobilities. The participants has become people without prejudices against foreigners. They have a chance to meet foreigners in their own country and culture and they have found out that we have similarities as much as our differences. They have seen that we are a part of a whole. So they have experienced being a part of the European community and internalized European values.

PORTUGAL

PORTUGUESE TRADITIONAL HANDICRAFTS



PORTUGAL

Basketry

It is the art and craft of making interwoven objects, usually containers, from flexible vegetable fibres, such as twigs, grasses and osiers. The containers made by this method are called baskets.



PORTUGAL

Basketry in Cinfães

In Cinfães the traditional baskets are called “brezes” and they are made with straw and the wild plant that bears blackberries. Some baskets have a piece of oak tree as a wing.



PORTUGAL

Basketry in Cinfães

In the past, people used the baskets to keep bread, fruit, cereals or some traditional tools. They were also used as a measure of exchange. Up in the mountains there wasn't fruit, however there were many cereals, therefore people would take the baskets full of wheat or corn to places where there was a lot of fruit and exchanged these cereals for the same quantity of apples or grapes. Nowadays, they still serve their purpose but most people use them for decoration.



PORTUGAL

Basketry in Cinfães

Nowadays, there are few people making “brezes” and Cristina is one of those artisans who is still keeping this tradition alive



PORTUGAL

PORTUGUESE TRADITIONAL FOLK ARTS

BUREL

Sheep are one of our mountain's treasures. They give us milk and the wool we need to make clothes. In the past, winters were very cold, windy, rainy and snowy and sheperds still had to take the sheep to the rocky mountains so the animals could eat. In order to keep themselves warm, they wore a traditional piece of clothing called "Capucho".



PORTUGAL

Capucho is made with burel, a tissue that comes 100% from wool. It is warm and waterproof, therefore perfect for those who lived up in the mountains. In some villages of Cinfães, some people are still wearing it



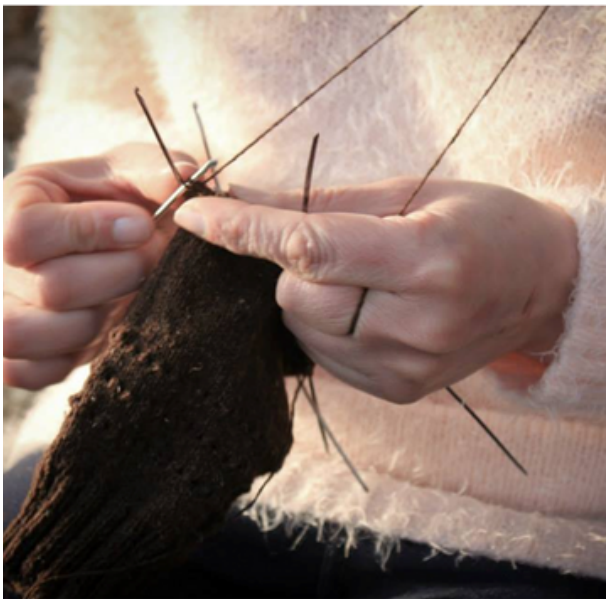
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PORTUGAL

PORTUGUESE TRADITIONAL FOLK ARTS

Besides burel, people also transform the wool in a woolen yarn and use it to knit traditional socks, bonnets, gloves, jumpers, coats, etc



PORTUGAL



PORTUGAL



The legend of the Miracle of Roses is one of the best known in Portuguese Popular Culture. The Miracle of the Roses is the most famous of many miracles credited to Queen Saint Elizabeth also known as Elizabeth of Aragon, as she was born in Aragon, Spain, in 1271. She was very enthusiastic about her faith and showed great compassion to the poor.

She became Elizabeth of Portugal after her marriage to King Denis of Portugal, when she was 17 and Denis was 26. In Portugal, she continued her religious practices and her mission to help the poor and sick. She established orphanages and provided shelter for the homeless. She also founded a convent in Coimbra.

Legend says that she would leave the palace disguised in order to take food to the poor. She was warned of the weight that this practice was having on the royal treasure and that those activities were not very decorous.

A King Denis: Elisabeth!

Elizabeth: Yes, my Lord!

King Denis: I've heard that you are carrying food and other supplies from the castle and giving them to the poor. Is that true?

Elizabeth: No, my dear husband! But it is a fact that we should help the poor! There are so many people starving!

King Denis: Mind your own business, Elizabeth! If they want to eat,

PORTUGAL

They must work and earn their own money!

Elizabeth: But I see hungry children in the streets!

King Denis: For God's sake, Elizabeth! You're a Queen! You shouldn't mingle with those people!

Elizabeth: They are human beings, just like us! They are suffering! We are rich, we can help them!

King Denis: Keep your nose out of it! That's not your problem!

Elizabeth: It's not fair!

King Denis: You're forbidden to take anything from this castle and give it to the poor! Are you listening to me? If you insist on this, I will lock you up in this palace! Do you understand, Elizabeth?

Elizabeth: Yes, my Lord.

But Elizabeth didn't give up. She kept on helping the poor leaving the palace behind the king's back.

Elizabeth: Good morning, lady. How are you today?

Poor woman: Hungry, my dear Queen. And my children, they have nothing to eat!

Elizabeth: I have some bread! Is this enough?

Poor woman: That will do, for today. But I don't have a job.

Elizabeth: And your husband?

Poor woman: He is dead, my Queen. He died from tuberculosis. I'm alone now. It's me and my five children. Our life is very difficult, we have nothing to eat except this loaf of bread.

Elizabeth: Ok, don't worry. I will help you as I can.

Poor woman: Will you come back tomorrow?

Elizabeth: I can't promise you that, but I will try.

Poor woman: Will you bring more food for my children?

Elizabeth: I will.

Poor woman: Thank so much. You're a saint, my dear Queen.

Elizabeth: I have to go now. Take care!

Poor woman: Goodbye!

PORTUGAL

The King was suspicious of Elizabeth and on a cold winter morning, Elizabeth, against the wishes of the King, left the palace again disguised, descended to the village, carrying bread hidden in her apron to give to the poor. However, the King saw her going out and decided to follow her. Halfway, Elizabeth, unexpectedly met her husband. After noticing that she was carrying something hidden in her lap, he asked:

Denis: Where are you going, Elizabeth?

Elizabeth: To the convent, my dear husband.

King Denis: And what are you carrying?

Elizabeth: Roses, my Lord.

King Denis: Roses? In January? In the middle of winter? How dare you lie to me?

Elizabeth: I'm not lying. It's true!

King Denis: Then show me! Open your apron!

Obediently, she unfolded the apron and to the amazement and buzz of everyone,

there were roses instead of bread. The bread was miraculously changed into roses.

King Denis: They are roses, in fact.

Elizabeth: Yes, yes, they are roses! What else?

King Denis: It's a miracle! There are no roses in January! It's impossible! It can

only be a miracle! God is with you, my dear Elizabeth! I'm so sorry I told you not to

help the poor! You're a saint!

Elizabeth: Does that mean I can help people in need?

King Denis: Yes, you can my Queen. Go! Go and help them!

Poor woman: Queen Elizabeth is a saint! She is a saint!

God save the queen!

God save the queen!

And that's how Elizabeth of Portugal became Queen Saint Elizabeth.

She was canonized in 1625 by Pope Urban VIII who chose the date of her death,

4th July, as her feast day.

ROMANIA



During the activities, our teachers always worked in collaboration. As a result of this, they developed cultural awareness, they got rid of stereotypes and negative prejudices towards different cultures. As they kept communication throughout the activities, they improved foreign language skills and experienced active learning. The participants also had a chance to observe and discuss the application of CLIL in different subjects. They also produced in collaboration which helped a lot to internalize the topic and create CLIL lesson plans which is an important part of this project.

After the mobility, our teachers shared their experiences related to the mobility and helped the other teachers to learn food culture of the partner countries. They also shared their knowledge with their students and talked about the similarities and differences of our food cultures.

ROMANIA



ROMANIA

A TRIP TO THE DANUBE DELTA



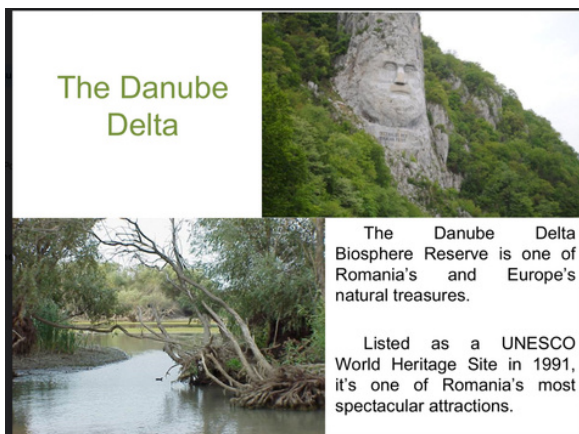
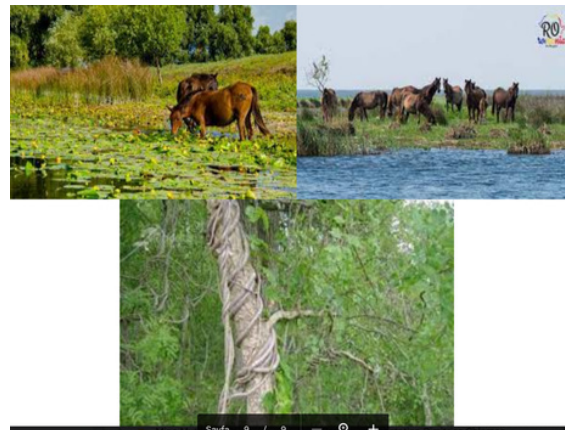
Danube river

- The Danube river is the second-longest river in Europe, after the Volga in Russia.
- It rises in the Black Forest mountains of western Germany and flows for some 2,850 km to its mouth on the Black Sea.
- Along its course it passes through 10 countries: Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Moldova, and Ukraine.



© Romanian Hand

ROMANIA



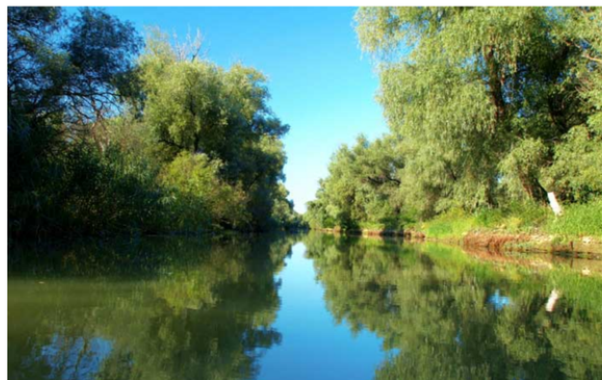
ROMANIA

LETEA FOREST

- This forest was the initial foundation of the Danube Delta Biosphere Reserve, which has been declared a World Heritage Site
- It was internationally recognized as a Biosphere Reserve under UNESCO's Man and the Biosphere Programme in 1992
- It has a subtropical aspect, due to the presence of the tropical creeper named *Periploca graeca*,
- types of liana and other climbing plants are woven on the branches of the trees, such as the wild vine, common hop and the ivy
- Letea Forest is formed mainly from trees like white poplar, black poplar, elm tree, English oak, silver lime, narrow-leaved ash and common alder.
- It is also home to a rich faunal assemblage, including the red-footed falcon, the white-tailed eagle, the roller, the hoopoe, the *Vipera ursinii* and the Danube Delta horse.



A TRIP TO THE DANUBE DELTA



ROMANIA

Romanian handicrafts



Romanian flag bracelet



Romanian book mark

ROMANIA

Romanian handicrafts



Romanian blouse

The basic structure of Romanian folk costume remained simple, which meant that the number of layers of garments worn was less than in the surrounding countries. This meant that the beauty of the costume was based on the finesse of the decoration of each garment.

ROMANIA

Romanian handicrafts



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ROMANIA

THE MYTH OF THE BIRTH OF THE ROMANIAN PEOPLE



Dochia - (symbolizes ancient Dacia), the daughter of King Decebalus, is turned into a rock by Zalmoxis, to escape the pursuit of Trajan

(Roman emperor), who was in love with her. The legend of Babei

Dochia, one of the important myths of the Romanian people, tells us

about her son, Dragobete. Baba Dochia appears to us presented here

as the evil kite or as a stepmother. She puts her daughter-in-law to

perform impossible tasks: to blacken the white wool in the river, then

to do it again. The girl received help from God and St. Peter.

ROMANIA

THE MYTH OF THE BIRTH OF THE ROMANIAN PEOPLE

Then, convinced that spring is coming, Baba Dochia climbed the mountain dressed in 9 skins (Baba's 9 days). Putting the skins down, it turned into a stone sheepfold. That is why it is said that choosing the right Baba during this period dictates what the weather will be like for the rest of the year. There is also the version of the legend "Trajan and Dochia", where Dochia is the daughter of the emperor Trajan with whom Decebalus fell in love. And it is transformed into a stone sheepfold. The legend of Trajan and Dochia is the myth of the ethnogenesis of the Romanian people. During this period there are many popular holidays such as Sântoader's Friday, San Toader's Horses, on March 1 and 10. We observe, in general, a habit and inclination of the Romanian peasants in guessing the weather and its whims according to certain local superstitions and legends

TURKIYE



As a result of the interaction between the partner countries, the project could develop intercultural awareness against stereotyping and prejudices. Our participants had the opportunity to work together with their European partners to internalize European values which is very important for becoming a part of European Union. The participants gained more knowledge on the European multicultural environment. It was realized that our differences are our richness.

In order to provide evidence for studies aimed at increasing the multicultural awareness of teachers, the stereotypes scale was applied and it was concluded that biases decreased by 80%. The scale of intercultural sensitivity was applied: The participants' ability to empathize with a different culture increased by 75%. the percentage of the item: "If I know more about various cultures, I know the difference between them better." increased by 68%. The number of people who stated "travelling abroad makes me feel uncomfortable" decreased by 60%. According to the results of European Union Identity Scale which was applied in Turkish and English, it was observed that the perception of European Union citizenship was higher in those who participated in the mobility than those who did not.

As the common language of the project was English, the language skills of the participants improved.



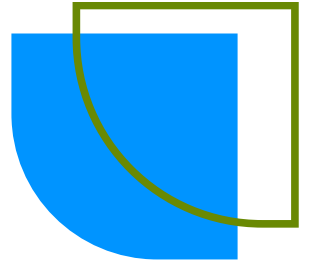
TURKIYE

OUR TRADITIONAL HANDICRAFTS AND UNESCO CULTURAL HERITAGE

KOZAN BİLİM VE SANAT MERKEZİ



TURKIYE



CROSS-STITCH

- As the most popular type of embroidery from past to present, cross-stitch, which continues to add color and style to our life, is made by embroidering on a special fabric called etamin.

NEEDLE LACE

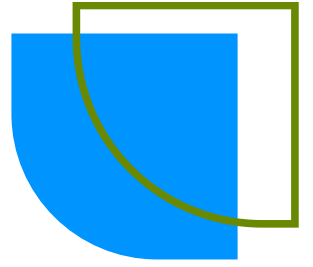
- Needle lace is a form of handicraft, which was born from the combination of artificial flowers and the art of knitting.
- It is used for decoration and also as a means of communication with the messages they carry.
- Needlework, which means ornament, has been known as an art made by Turkish women since ancient times..



Miniature

- In general, it is called a very detailed and small processed picture.
- It usually deals with the subjects of war, wedding, ceremony, epic, love and disaster. Those who practice this art are called Nakkaş and the miniature art is known as embroidery.

TURKIYE



Kündekari

Kündekari, which is a decorative joinery technique, is generally used for wood arts, which fall under the scope of fine carpentry.

- It has a technique that aims to obtain flat surfaces by simply inserting small pieces of wood cut into geometric shapes such as octagons, pentagons and stars, without the help of nails or glue .

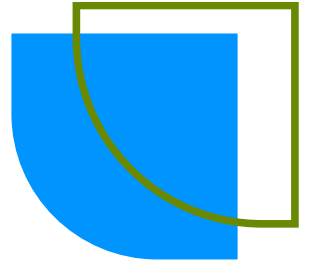
Pencil Handicraft

•Pencil handicrafts are decorations made on walls, domes, ceilings, materials such as wood, stone, cloth, using colored paints and gold leaf in architecture



Telkari

•“Filigree”, which briefly means the art of silver wire processing, is known as the bringing together of small motifs created by twisting the silver poured into thin wire. It is an art based entirely on handcraft



Hacivat Karagöz



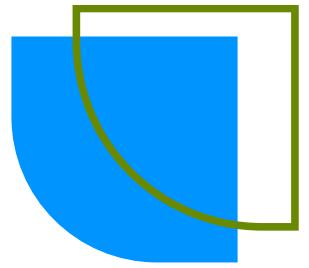
Karagöz (literally Blackeye in Turkish) and Hacivat (shortened in time from "Hacı İvaz" meaning "İvaz the Pilgrim", and also sometimes written as Hacivad) are the lead characters of the traditional Turkish shadow play, popularized during the Ottoman period and then spread to most nation states of the Ottoman Empire.

It is most prominent in Turkey, Greece, Bosnia and Herzegovina and

Adjara (autonomous republic of Georgia). In Greece, Karagöz is known by his local name Karagiozis; in Bosnia and Herzegovina, he

is known by his local name Karagoz.

TURKIYE



Hacivat and Karagöz



The central theme of the plays is the contrasting interaction between the two main characters. These are perfect foils of each other: in the Turkish version, Karagöz represents the illiterate but straightforward public, whereas Hacivat belongs to the educated class, speaking Ottoman Turkish and using a poetical and literary language. Although Karagöz is the more popular character with the Turkish peasantry, Hacivat is the one with a level head. Though Karagöz always outmatches Hacivat's superior education with his "native wit," he is also very impulsive and his never-ending deluge of get-rich-quick schemes always results in failure. Hacivat continually attempts to "domesticate" Karagöz, without much progress. According to the Turkish dramaturge Kırılı, Hacivat emphasizes the upper body with his refined manners and aloof disposition, while Karagöz is more representational of the lower body with eating, cursing, defecation and the phallus. Other characters in the plays are different ethnic characters living under Ottoman domain such as (in the Turkish version) Armenians, Albanians, Greeks, French, and Arabs, each with their unique, stereotypical traits.