Meeting in Ankara, Turkey; April 8th – 12th

We were welcomed at the school by the Turkish coordinnator, the headmaster and the teaching team commited to the project, as well as pupils in traditional clothing. One of them offered us rose water and another gave us Turkish delights. This way, we were plunged right away into another culture.

After, we visited the school. We had the opportunity to discover the Turkish educational system. We shared thoughts and tips on the different ways of teaching with teachers and pupils.

During the school visit we discovered the expo prepared for PiDay (March, 14) which was interestering because it is linked to our project on mathematics. We also attended reharsals for Child's day (April). We then attended a welcome ceremony prepared by the pupils. They presented traditional songs and dances. The Taikendo section had also prepared a small play. “Ice breaking” activities were organized to allow the pupils to get acquainted and put them at ease with their English.

In the afternoon, we worked. First of all, pupils took part in workshops (traditional dance, painting (Marble art), origami and music). Those workshops allowed our pupils to communicate with their classmates as well as to discover some aspects of the Turkish culture.

Then, we looked at videos that were prepared by all partners. For this mobility, the themes were : Mathematics and English and Mathematics and Mental Development. Coordinators then gathered to evaluate the work done and plan out the work to be done until the next mobility. We agreed on the dates for the trip to Italy and redefined the chosen periods for the following mobilities.

On that first day, teachers had the opportunity to attend to some lessons.

On the second day we discovered Safranbolu, a UNESCO world heritage village. We visited a mosque and the village itself. We saw Ottoman houses from the XVII century. Pupils tasted Turkish delights, “hava”, “salep” and rose jam, Turkish specialities.

In the afternoon we discovered anothe UNESCO world heritage village, Asmare, located on the Black Sea.

The third day led us to a third UNESCO world heritage site : Capadoccia. On the way there we stopped by the lake Tuz Gölü, 1650 KM2 of salted water in the centre of Turkey. Under the lake the Russians and the Turks built the biggest gas tank in the world.

In the afternoon, we followed the guide and discovered *Capadocie*, a town built in the rocks and fairies’ chimneys.

On Thursday we visited Altinköy, a district in Ankara which was rehabilitated and where we can visit traditional Turkish habitat, all in the same place. In the afternoon, we were in Ankara, where we visited the Museum of civilizations in Anatolia and Ankara Castle.

In the late afternoon, teachers met again. We talked once more about next year’s mobilities as well as Etwinning and Mobility Tool platforms, two core platforms in the Erasmus+ project.

On the last day, we met for a much calmer day around the lake Eymir where our pupils had the last opportunity to spend time with their partners

Methodology:

Exchange, groupwork, listening, active learning, social learning, workshop were the methods used during our week in Ankara.

Results

* Pupils discovered new ways of doing things, new education methods and a new school system. In the classroom they also saw different IT tools that are not used in our school.
* Pupils exchanged with their fellow partners, adults and families, and were able to exchange (understand and be understood) and are now more at ease when speaking and understanding English. They developped their communication skills.
* Pupils discovered a new country, a new way of life. They had to adapt to a new culture.
* They worked in groups, faced language barriers and different ways of working. They had to show respect and accept everyone’s cultural differences. They gained in confidence and improved their English.
* They learned and they experienced.

Who were the participants in the activity (including local participants)?

Teachers and pupils from the host school, teachers and pupils from the partners school participated in the activities. A guide also helped us during our visits.

How was this activity related to or integrated with the normal activities of the involved schools?

* We worked on maths therefore our subject was included in our program. During our stay, pupils attended some lessons.