 

**ERASMUS + ENHANCING CULTURAL LITERACY THROUGH INNOVATIVE PRACTISE AND SKILLS IN EUROPE**

**E.C.L.I.P.S.E PROJECT**

**THE INTER-CULTURAL LEARNING CURRICULUM FOR ERASMUS CREATIVITY CLUB**

**The activities of the annual plan to be created from Intellectual Outputs of ECLIPSE Project and inspired from the book ‘Cultural Literacy' by E. Donald Hirsch and ''Developing Inter-cultural Competence in Practice by Michael Bram, Adam Nichols, David Stevens.**

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| **Activity and Description** | **Aims** | **Output** | | **Evidence** |
| **1)PENPALS**  Students in each partner school write letters to each other to introduce themselves; they visit archaeological museums in their region and exchange information with other students in partner schools. | -explore a particular cultural focus in depth using both home and foreign cultures.  -to improve their understanding of other cultures and learn from others. | -improve cultural understanding  -increased values of other cultures in Europe.  -develop communication solutions and interpersonal skills.  -improved linguistic skills | | -Letters  -Pictures  -Video shots  -Photos of archaeological museums |
| **2)PROJECT LOGO,POSTER and**  **T-SHIRTS**  All partner schools to design logos and organise a logo competition. The winning logo from each partner school is sent to Italy to combine all elements of partner school logo and produce Project logo and poster. Each partner to print it on which t-shirt and add the Erasmus plus logos. Samples of t-shirts can be given as a present to neighbouring partner schools to spread the mission statement of Project. | -to create a visual sense of cohesion between partner schools.  -to involve several teams in partner schools to work collaboratively.  -to promote creative thinking, work as a team; leadership skills | -collaborative work  -promote objectives of the Project and to enhance the opportunities for cooperation between countries. | | -Poster  -Logos  -Photos  -T-shirts |
| **Activity and Description** | **Aims** | **Output** | | **Evidence** |
| 3)**CULTURAL LITERACY E-BOOK**  **1)Knowing Yourself in Art**  Each partner will take ECC students to art galleries; they choose their favourite painting and write a story book about this painting. | -to encourage student active participation in mobility workshops and collaborative work between teachers, schools and communities | -students will explore their feelings by the help of art.  -students can improve speaking basic and transferable skills, their research, presentational and ICT skills. | Students’ Knowing Yourself in Art presentations in Italy, Knowing Yourself in Art CL E-book | |
| **2)Calendar of the architectural section of the Cultural Literacy e-book**  Before the mobilises each school conduct a research about the architectural structure, monument or public art in partner schools region, the host school organise a short trip to those structures and present those works to partners. During the mobility each partner will be organise a short trip and give short explanation about those public art or architectural works. At the end of the project all those cultural elements will be collected by Italy as a calendar in Cultural Literacy E-BOOK. | **-**create a passion to discover each others’ cultural heritage | -explored architectural structure, monument, public art in six different region in Europe | **-**Calendar of Architecture in Europe  -Link in Project website to Calendar of the architectural section of the Cultural Literacy e-book | |
| **3) Photograph exhibition of cultural icons and photo-story album of a well known history icons.**  Before the mobility of Spain, each partner will choose a history icon and prepare a presentation like a short musical show or a play for their history icon and collect his/her photos for the exhibition, and create a photo story album and shared with each other Spain will prepare this section of Cultural Literacy e-book. | Create a tie between the past and future of generations | Knowledge and understanding of the history through history icon of each situated in Europe | Power point presentation, drama or play about history icon and photograph exhibition | |
| **4 ) Photograph Exhibition of Cultural Events**  Each partner school has to take photos of the cultural events (festivals, celebrations, Eids, Christmas) in their region which reflects its culture. All those photos are collected by Norway and she will organise an exhibition of those photographs A link will be created in website and each partner put all their photos into this link and will be shared all visitors in every month. | -To equip students with a rich cultural core knowledge.  -To improve students research, ,presentational, public speaking and ICT skills) | Discovered each others’ cultural events and heritage.  -make the participants enjoy the similarities and differences amongst cultures in a more active way. | Photograph exhibition of Cultural Events  Link in Project Cultural Events website to section of the Cultural Literacy e-book | |
| **5)SEN Song**  Slovenia will compose music on MP3 | - To help bring their levels to the levels of their high- attainder peers. | - to help all students regardless of their abilities or social/ethnic background achieve their true academic potential and integrate fully at home and in Europe. | A short video clip will be created from these seven partners video shot. | |
| **6)** **Hands on Science and Maths**  Students reproduce the tools, or the scientific experiment in the same way as it was in the past, and they have to connect these to present day machines. | -To discover where present day machines and tools come from, how they were invented and how they impact on our everyday life. | -Recreated the same tools can help them develop their skills and understand better why, in our schools, students learn things which will be useful for them in the future. | Hands on Science and Maths films and power point presentations | |

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| **Activity and Description** | **Aims** | **Output** | **Evidence** |
| **4)Cultural Literacy Survey**  Itfocuses on basic literacy developing students’ skills basic literacy skills as well as develops a core knowledge sequence combined with cross –curricular rich content.  Each partner will prepare a survey about cultural literacy to students, teachers, and parents. They will send to the researcher. After evaluating the results, it will share on website. A seminar in Spain will be organised as a multiplier event in Spain and a workshop will be organised in England. | -to produce comparisons between students' perception in partner countries of cultural, historical and artistic obstacles encountered to facilitate understanding of text and reading materials.  - To understand the relationship between culture and literacy.  - To inform and influence future planning and curriculum design to enable students to have access to innovative teaching methods and creative materials**.** | -Measurement the relationship between basic literacy levels and the importance of having a well-rounded cultural knowledge and effects on improving students' academic results and success. | -Evaluation of CL Survey  -Data Analysis  -Report  -After the seminar and workshop organised in Spain and England, a criteria in cultural literacy will be formed and an article will be written about this research**.** |
| **5)Job shadowing**  The contact teacher from each partner from six schools will visit other schools in partnership and write a report about his/her observations at school about the education system, students' behaviour, their success level in lessons,etc. | -to encourage innovation in the field of education.  -To improve their methodological skills of teaching inter-cultural communication.  - to evaluate and share ideas on how to improve their approach on inter-cultural learning while discussing specific obstacles or success the encounter in managing inter-cultural learning classes. | -To empower teachers with European Teaching Professionalism learn and improve their skills of Inter-cultural Learning Education, set relationship with European schools for the future, widen their knowledge on cultural differences in communication styles. | Evaluation reports of job shadowing from six partners in project |

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| **Activity and Description** | **Aims** | **Output** | **Evidence** |
| **6)Project forum** | -To facilitate communication between all stakeholders in partner countries and to Exchange ideas. | -Evaluated the projects activities and their impact on partner schools’ curriculum and programmes of study.  - Improved students’ and all stakeholders’ linguistic skills. | A close facebook group For ECC group  A whatsup group For ECC group  Drop box Project website  DVD about each mobility |
| **7)Project blog** | To facilitate communication between all stakeholders in partner countries and to Exchange ideas | -To bridge cultural differences, support the Project  intercultural curriculum aim and objectives  -Eradicated prejudice and an opportunity for students teachers and the communities in  In partner countries to discuss intellectual social and artistic issues. | A close facebook group For ECC group  A whatsup group For ECC group  Drop box Project website  DVD about each mobility |
| **8)Project leaflet brochures magazine newsletters** | -To disseminate the Project outcomes and as a means of publicity to share the aims and outcomes of the project disseminate the Project outcomes of the project | Good advocate gaining support from the school and community we serve for the standards. | Online newsletters  Diaries of the students after TPM in Spain and Italy |
| **9)Evaluation Plan Sheets**  Create online evaluation questionnaires section which will be completed after each TPM by teachers, students and parents on project website. | To evaluate Project activities and success | Evaluated Project activities and success | Evaluation plan sheets |
| **10)Activities taken and inspired from ‘Developing Intercultural Competence in Practice ‘ book** | -To provide studies of culture acquisition in pedagogical surroundings and to show how language teaching and learning can be structured and their methods developed. | Developed intercultural competence in practice | Reports of activities taken and inspired from ‘Developing Intercultural Competence in Practice ‘ book for Eclipse Creativity Curriculum |

As ECLIPSE partners, we chose ‘Developing Intercultural Competence in Practice ‘book written by Michael Byram, Adam Nichols and David Stevens to create ECLIPSE CREATIVITY CLUB (ECC) CURRICULUM not only discover whose new worlds of possibility that Languages and Intercultural Communication in practice is opening up worldwide but also to be privileged to share in the first discoveries that these brave, even rash explores have made in this book. The motivation of demotivated learners through technology, the excitement of virtual dialogue, the understanding of other geographies, the reading of literature, Christmas cards and visual media in new ways all open up possibilities for the learning and teaching of languages and intercultural communicative approaches. As ECLIPSE partners, we inspired and applied the activities in ECC taken in this book.

According to the Report- Second Meeting in Italy – 28th March- 3rd March 2016, due to time constraints and other project activities, it was agreed that all partners need to choose a chapter (total: 13 chapters) from ILC PDF to carry out activities as part of the activities undertaken in the Erasmus Creativity Club (ECC) in each partner school.

**Chapter 1**

**THE INTERNATIONAL PARTNERSHIP PROJECT**

The project which is described in this chapter where students exchanged self-made materials takes a rather different perspective in focusing on the process and experience of decoding a culture. The two main aims of the project which we trialled were:

• To explore a particular cultural focus in depth, using both home and foreign cultures: in other words to provide an ethnographic experience;

• To mirror the interactive or dialogic experience of learning: to learn with and from others.

In ECLIPSE Project, we have pen pals activity that students in each partner schools write letters to each other to introduce themselves first. Then each partner school will visit archaeological museums in their region and they will give information about it to each other in their letters. They can take pictures, make a videoshot, prepare a puzzle about the Works in the museum and send to each other via letters.

The key features of the project which emerged were as follows:

• The students had to explore their own cultural context;

• They then had to share their cultural information with each other from different culture and country that would be accessible in the receiving classroom;

• Each set of students both sent and received letters focused on the same topic.

In evaluation part there is a questionnaire which the students can answer the questions about archaeological museum.

• Did you enjoy our project?

• Which was your favourite work in the archaeology museum?

• What did you learn about the history of your correspondence partner?

• What is the most interesting work according to you? Why?

**Chapter 2**

**TEACHING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH LITERATURE**

Students in a secondary school read a story which introduced them to an unfamiliar experience and they were asked through a range of techniques to respond to the story from different perspectives and to identify and understand aspects of a foreign culture in the story. The assessment of their understanding was carried out against specific criteria. The chapter shows how a literary text can be used to develop an understanding of otherness.

The short story ‘The Circuit’, by Francisco Jimenez, was used in the book. It is a story about a large family of Mexican migrant workers who are illegally moving from one harvest site in the American South to the next one. All their belongings fit into a ramshackle car, the huge pot in which all family meals are cooked being strapped on top of it. In evaluation part, there is a table which the students in ECC can answer the questions about the book which can be chosen by partners at their school.

**OBJECTIVES AND OBSERVED BEHAVIOUR**

**Objects: The learners Observed behaviour: The learners**

|  |  |
| --- | --- |
| 1. Can identify and recognise elements from foreign cultures in the literary text | Name these elements and relate them to various cultures; they also discuss their decisions. |
| 2. Can identify a conflict/misunderstanding/dichotomy between cultures in the literary text | Name and explain the conflict/ misunderstanding/dichotomy and its (culturally determined) causes |
| 3. Understand the fictional characters in the literary text | Talk about the fictional characters, their living conditions, their situation, and their problems, taking into consideration their different cultural origin, if necessary. |
| 4. Express their own feelings about the fictional characters. | •Identify their own feelings towards the fictional characters in the text  •Reflect upon their own feelings towards these characters or their understanding or lack of understanding of the characters and their actions and decisions.  •Reflect upon their own empathy with the fictional characters |
| 5. Identify national stereotypes, culturally based prejudice overgeneralisations in the text | Name these stereotypes, culturally and based prejudices and overgeneralisations |
| 6. Compare their own culturally determined opinions and attitudes towards the text and its fictional characters with that of other learners in their class; if the learners are of different cultural origins, they take this fact into consideration seems absolutely normal. But . . .’); | Compare their differing opinions and attitudes about the text and the characters, looking for culturally determined reasons (‘You as an English have a problem with the behaviour of this girl, while for me her behaviour they discuss their differing attitudes |

**Chapter 3**

**‘UP THE HILLS OF IDENTITY’**

In the lessons described here, students are invited to think about aspects of their own cultural inheritance, the stories they have read in childhood, the myths which are part of the national heritage. The authors suggest how this approach in the foreign language classroom helps students to gain a deeper awareness of what they have taken for granted in their own world. We as ECLIPSE partners would like to suggest an approach to culture and language learning which explores the origins of cultural values rooted in one’s native culture.

The lesson is based on a set of pictures from well-known children’s stories. We choose several illustrations, combining in varying degrees metaphorical and realistic elements.

The overall aim of the lesson is to enable learners to look for and discover cultural messages in images that have become so deeply embedded in the process of socialisation that they are not easily recognisable as tools for shaping values and beliefs.

The teacher introduces a common topic from a well known children stories. The teacher splits the class into groups of four or five and asks them to produce a mind map of what the topic

Means for them. Short presentations from the groups are prepared.

In their groups the pupils consider the illustrations to the stories. Each group has a different Picture. Firstly the pupils answer a set of descriptive questions.

• What and who can you see in the pictures?

• What is the setting?

• What are the characters doing?

• What is happening?

• What is the position of the characters in the picture? Are they in the foreground or in the background?

• What can you say about the colours in the picture?

In evaluation part, the teachers in partner schools will write the feedback which is rooted in the students’ answers to the question: ‘What do you think you learned from this lesson?’

Re-visiting childhood is a good opportunity to discover the roots of identity and reflect from a different perspective.

**Chapter 4**

**VISUAL CODES AND MODES OF PRESENTATION OF TELEVISION NEWS BROADCASTS**

Cultural studies are often associated with media studies and this chapter describes how learners were introduced to modes of analysing the media, in particular new broadcasts. The analysis was not focused only on one country, but by comparative study of news broadcasts in your own country and another partner country in project, learners acquired a critical understanding of both.

**Plan for Beginners’ Lesson on Television News Broadcasts**

Aim: To raise students’ awareness of cultural differences through television news bulletins

Rationale: To teach the students ‘to read’ some visual messages

Level: Beginners

Timing: 45 minutes

Materials: Pre-recorded videotape of news (British and national); Video-recorder; questionnaire on board or flip-chart

Stage One: Warming-up in the form of a questionnaire. (10 minutes)

1. *How often do you watch television*?

\_ Every day

\_ Every other day

\_ Twice a week

\_ More

2. *How many hours a day do you watch television*?

\_ One – two hours

\_ Three – four hours

\_ More

3. *Which is your favourite channel?*

4*. Which is your favourite programme?*

5*. Which is your parents’ favourite programme?*

6*. Would you like to watch the television news? If YES, why?*

*If NO, tick the following:*

\_ Time not convenient \_ do not like politics

\_ Do not understand politics \_ Not interested at all

Stage Two: 1. The teacher asks the question:

*How can you recognize the news is on television?*

Suggestions: specific time; music; symbols; familiar faces and voices

2. In pairs or small groups the students put down questions they would like to ask about the British news. They read them and the best ones are written down on the board. For example:

*What time? How long? How often? Are sports news and weather forecasts included?* Etc.

3. In their groups the students answer the list of questions having in mind the national news.

(15 minutes)

Stage Three: The students work in groups of 4 – 5. The teacher asks the questions:

*Which are the main participants in the news*?

*How do you know?*

*What information are you given?*

1. The students watch an excerpt from the national news and then one from the British news. While watching they have to answer the above questions. The students take down notes, and then discuss them in their groups and report back*.*

2. The students are asked to compare the two pieces of news.

(15 minutes)

FOLLOW-UP: As a homework assignment the students are given the task to follow the news on two different national channels or at different times and note if there are any differences between them.

**Chapter 5 AN APPROACH TO IMPLEMENTING A CULTURAL STUDIES SYLLABUS**

‘ Given the chance to pick from one to three items to be put in a time capsule to be opened in a thousand years, what would you choose to represent the way of life on the Earth in the last decade of twentieth century? Give reasons. ‘That is the question that will be answered by students and their parents. The lessons aimed at developing the four cultural studies skills (critical reading, comparing and contrasting, ethnography and research as defined in the syllabus) in an integrated way with the main focus on comparing and contrasting.

**Lesson plan**

**No Stage and timing Purpose Classroom (objectives) management Comments**

1. Prediction 1 To raise Individually, Top three items

Predict the five awareness in pairs; easy to guess;

Most common of existing voting – results items 3 and 4

Objects chosen by stereotypes on blackboard expected to

students. Give about own provoke

Reasons.

(5 minutes)

2. Prediction To reveal Pairs, groups the prediction is

Teacher dictates stereotypes of four, report meant to provoke

List of items. About own to the class. Discussion which

Students put them culture and may bring to

Into the following other culture. The surface

Categories – items assumptions and

Chosen by: beliefs about

• Students own and other culture.

• Parents

• Both

• Neither

(10 minutes)

3. Students are given to question Pair work,

Two lists of ranked stereotypes. Feedback by

Items – students’ show of hands.

Ranking and

Parents’ ranking.

They guess which

Is which and give

reasons. Teacher provides the answers, students check their predictions.

(5 minutes)

4. Interpreting the to develop Whole class Students also have

meaning of some skills for teacher-led the opportunity to

of the items from decoding discussion. practise communicative

both lists. images. functions: expressing

(20 minutes) opinions, probability, possibility,

(dis)agreement, etc

**Chapter 6**

**‘FAMILY LIFE’ AND ‘REGIONAL IDENTITY’: COMPARATIVE STUDIES WHILE LEARNING ENGLISH AND FOREIGN LANGUAGES**

The pupils as to be a visitor host to a native speaker during TPM in three countries, Italy, Spain and Norway. In teaching intercultural competencies we aimed to encourage attitudes of curiosity and openness towards the host countries. We hoped that a better understanding of the socialisation experienced by pupils would encourage feelings of empathy. However these attitudes involved in understanding of ‘othernesses which which would be based on knowledge. After TPM in Italy, Spain and Norway, the pupils will write their observation in host families about

-Parent-child / girl-boy relationship

-marriage

-daily routine in everyday life

-family life

-meals in breakfast, lunch and dinner

-school life

-What are the common words that you hear frequently in daily life?

-What are the responsibilities of each member in the family at house?

**Chapter 7**

**CULTURAL AWARENESS: ‘IT MUST BE CULTURAL BECAUSE I DON’T DO IT’**

Teachers who will introduce their students to new cultural values and beliefs as part of the development of intercultural competences need to experience and reflect on what this means in practice. This chapter contains ideas which teachers can use as well as suggesting approaches to teacher training.

1) Word Association

Teacher says 4 words ‘breakfast, sport, animal, Sunday’. The first activity is a ‘make your own definition of culture’ Students can write words about these four words according to their culture. For example An Italian students can write milk with cornflakes or English writes classic English breakfast according to their breakfast habits in their culture.

The quote in the title of this paper ‘It must be cultural because I don’t do it’ came from a feedback session for this activity.

2) Meeting of Cultures, Role Play

This activity will be done in three TPM during the Project. Students can come together from 6 different school partners in each class. Students are divided into two groups .One is representative of his/her culture and the other is researcher.

Researcher. You are researching cultures from different from your own and are about to meet a group of people from a different culture. You can ask questions to find differences in your and your friends’ culture from other partner schools.

In the next ten minutes, try to speak to two or three representatives of the culture to find out as much as you can about communication in their culture. You should be friendly and welcoming in order to make them feel relaxed and comfortable.

**Representative of a different culture:**

You want to help the researchers who are interested in your culture but:

• You can only say yes or no to a person of the opposite sex but you can speak normally to someone of the same sex;

• You can have no physical contact with them;

• You have to stay about half a metre away from them;

**Evaluative Adjectives**

Read the following descriptions of behaviour. Does one of the adjectives or evaluative phrases under each description correspond to your evaluation? If so, circle it. If not, use the blank space provided to insert your evaluation.

While you are evaluating the behaviour, discuss the following questions:

• Is your opinion influenced by cultural norms?

• Can you think of another culture where perceptions might be?

Different from yours?

• How might the behaviour be perceived and what is the culture?

(1) People are queuing at a bus stop

Proof of discipline military ………..

(2) Maria asks her friend Gaby to go and pick up theatre tickets for tonight. Gaby says she can’t go because she is very busy.

Direct unkind ………..

(3) Several people eating together in a restaurant all pay separately

Right, proper petty-minded ………..

(4) You are invited to dinner at 8 o’clock. You arrive at 8.20.

On time too late ………..

(5) A mother drives her child to school. She drops him/her off right in front of the school door. The other cars wait until the child has gathered together all her/his things. A little further on there is a waiting area.

Spontaneous lacking consideration careful ………..

6) In a built-up area you’re only allowed to drive at 30km/h. At the moment there are no people in the street. A car is driving at 30 km/h.

Silly responsible ………..

(7) A second car comes from behind, hoots briefly and overtakes the first car at 60 km/h.

Irresponsible smooth driving …………

(8) At a party a man drinks only fruit juice because he is driving.

Unsociable intelligent impolite …………

(9) In a museum the signs are in the national language only.

Nationalistic provincial narrow-minded …………

(10) Someone asks another person s/he has just met how much s/he earns.

Indiscreet impolite practical ………….

**In chapter 8 and 9** the writers give information about the programme learning foreign language for Japanese elementary school students and the effects on attitude and understanding of another culture.

**Chapter 10-11**

**WORKING AND WRITING IN TANDEM**

Students have their own e-mail address; they sent email to each other. They developed language skills and acquired more cultural awareness whilst the teacher ensured that limited curriculum time was used to best affect.

The information they gathered from the e-mails served to help the students with their current topics, to increase cultural and language awareness and to improve their reading, writing and language-learning skills. They were also given the opportunity to write about a topic of their choice, so there was a degree of learner autonomy as well. Differentiation of the tasks for the students was by outcome. The more able students wrote more accurately, although not always more fully in terms of content. There were some mismatches between the partners in terms of ability but this was not very striking or evident as much of the work was ‘controlled’ in a classroom context.

**Chapter 12**

**TANDEM LEARNING AS AN INTERCULTURAL ACTIVITY**

During TPM, students will write their memories in their diaries. They can write about their daily activities, eating habits, the new places that they explore in partner countries, host school. The purpose of this chapter is to show how learners can benefit from reciprocal arrangements to develop their intercultural competence in the context of tandem learning.

**Chapter 13**

**WORKING OUTSIDE THE CLASSROOM WITH ADULT SECOND LANGUAGE LEARNERS**

Developing intercultural communicative competence is a process which requires an awareness of how we perceive others and how they perceive us. There are students in six partner schools who migrate from their own country to different parts of the world, many different cultures, and many different walks of life. Those students select one topic from their own culture; prepare power point presentation about the culture in their own country. Those ppp can include;

- Old stories (Those students ask their grandparents old stories belongs to their own country.)

- Christmas celebrations, food and drink, traditions.

- Song (they can teach song to his/her friends at school)

- Photos belongs to his/her life in that country

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**ERASMUS + ENHANCING CULTURAL LITERACY THROUGH INNOVATIVE PRACTISE AND SKILLS IN EUROPE**

**E.C.L.I. P.S.E PROJECT**

**THE INTER-CULTURAL LEARNING CURRICULUM FOR ERASMUS CREATIVITY CLUB**

**The activities of the annual plan to be created from Intellectual Outputs of ECLIPSE Project and inspired from the book ‘Cultural Literacy' by E. Donald Hirsch and ''Developing Inter-cultural Competence in Practice by Michael Byram, Adam Nichols, David Stevens.**

**REPORTS OF ECLIPSE CREATIVITY CURRICULUM FROM MUSTAFA ASIM CULA SECONDARY SCHOOL**

**The activities of the annual plan are taken from the book ‘Cultural Literacy’ by E.Donald Hirsch and ‘Developing Intercultural Competence in Practice in English’ by Michael Byram, Adam Nichols, and David Stevens.**

**1) THE INTERNATIONAL PARTNERSHIP PROJECT**

According to the Minutes and Report- Meeting in Antalya – Turkey 25th -30th October 2015 which Coordinators and representatives from all partner schools were present, students to send an introduction letter each other by **30th November 2015**.Partners to use the same students for pen pals. Letters to be collected in one envelop and posted to the partner country.

Pairing partner countries- (countries on left hand side to send letters first)

1. England – Italy
2. Norway – Slovenia
3. Turkey – Spain

* Partner schools can choose a class/ students from ECC- Min- 15 students, Max- 30 students to take part in the pen pals scheme.
* Partner schools to swap partners every six weeks.
* Teachers in partner schools to agree on topics to be discussed in letters.

According to the second Report- Meeting in Italy – 28th March- 3rd March 2016 which Coordinators and representatives from all partner schools were present, the pen pal scheme was successful. Students in the first cohort were able to write letters to each other between motilities sharing their own thoughts on their visits to archaeological museums as well as discussing cultural matters, hobbies and interests. The new rota for the pen pals second cohort will be as follows

Pairing partner countries- (countries on left hand side to send letters first)

1. England – Slovenia
2. Norway – Turkey
3. Italy – Spain

* Partner schools to swap partners every six weeks leading up to the TPM in Spain.
* Teachers in partner schools to agree on topics to be discussed in letters.
* Students must not include personal details: address, phone number, FB page, snapshot etc.

In this chapter, students from six partner schools wrote letters to partner classes in another country about their visit to archaeological museum. They were asked to focus on the topic of archaeology, history of their culture and country. The explanations and discussions during pen pals revealed and developed intercultural awareness and reflection on their own cultural world as well as learning about others. The pen pal activity where students exchanged letters took a rather different perspective in focusing on the process and experienced of decoding culture and history...By the help of pen pals, Students explored a particular cultural and historical focus in depth using both home and foreign cultures: in other words to provide an ethnographic experience and to mirror the interactive or dialogic experience of learning: in other words to learn with and from others. They had to explore their own cultural and historical contexts, they presented this cultural and historical information in letters format, each set of students both sent and received letters focusing on archaeological area or museum. There was q questionnaire which was done about their perspective on pen pals.

1. Did you enjoy our Project? (Some answers from Turkish students’ questionnaire).Generally they enjoyed the pen pals activity and Project.

Özkan Yıldırım (wrote to Anorea Torrijos and Bruno Rodııgrez): He enjoyed the activity, he especially enjoyed the photos taken from Archaeology Museum of Catalonia, he had chance to learn more about social Networks, museum and see the photos of the objects in the museum.

İpek Küçük (wrote to Aina Martin): She enjoyed the activity, she loves history and she is interested in Spanish culture and history. She thought this activity made her new friends from Spain, helped her improve her English, helped in identifying other countries and added a lot of things and she had so much fun during penpals.She hopes to see her friends one day in Spain or Turkey.

Şeyma Şen (wrote to Lilia Sanchez):’ I grew up in a high tech era when it's difficult to do real life interaction with people, like writing letters to someone with your own handwriting. I have never had pen pals before 2 years ago. I wish I did it sooner. Having pen pals means those receiving things, sometimes things that you cherish the most. Something that, 20 years from now you will still remember and call it as your treasure. I took the pictures from Antalya Archaeology museum printed on a pillow and sent to my friend. She also sent me nice presents with postcards. ’

Eylül Sak:’ Receiving many postcards and letters from people who live in the other side of the world makes me feel that we are all citizens of the world. Too many times I spent adoring their culture, there's no space for judgement and prejudice.’

İpek Erbaş:’ You cannot ask a stranger that you meet on a street about what he does for living, his favourite musicians, whether he has pets or not, but when you write to your pen pals, these topics are the basic starters of conversation.’

2) Which was favourite work in Antalya Archaeology Museum?

Zeynep Özen:’ Turkey is on a mission to reclaim its artefacts from museums elsewhere in the world. Antalya Museum is now proudly displaying the whole statue of Heracles under the banner ‘Heracles Yurda Döndü – Heracles Comes Home.’ The top half of Heracles was in the Boston Museum of Fine Arts in Massachusetts and then archaeologists found his bottom half at the Perge site. The two halves are now reunited and on display on a separate stage – with lights so bright, my photo of Heracles is really not worthy of appearing on this blog. Just know Antalya Museum is proud to have Heracles back.’

Emir Erdoğan:’ We took loads of photos inside the museum – photography is permitted as long as you don’t use a flash – but you can go along and see for yourself. There are also displays from Antalya in Ottoman times, carpets, wooden ceiling details and yörük (nomadic) scenes.’

Gül Peker’ in a hall there is a children section, specially prepared for the youngest visitors there are miniature models of the most important historical monuments in Turkey. Children can see the ruins of ancient cities of Perge, Aspendos and Patara, take a look into Karain Cave or a household from Çatalhöyük as well as the fortifications of Alacahöyük or admire the Lucian rock tombs of Myra.’

3) What did you learn from your pen pals about Archaeological Site?

Anorea Torrijos: He wrote about Archaeology Museum of Catalonia, it has very nice collection of old stuff from the early days of Spain through Greek-Roman periods, & up to modern times, selection of artefacts laid out in orders from Stone Age through Iberian Neolithic settlers, through to Greek & Romans. You got a picture of life in Catalonia from Neolithic times to the Middle Ages ‘It was built in 1990 by the government and it was built for International Barcelona Exhibition...

Şeyma learned archaeological history of Spain by making research about it after pen pals. It was strange to her ’those who fought with lions for fun became dead in the hands of others without any explanation’ after seeing the pictures in the museum.

**2) UP THE HILLS OF IDENTITY**

In the lessons described here, students were invited to think about aspects of their own cultural inheritance, the stories they have read in childhood, the myths which are part of the national heritage. We focused on one story; one tale

1) The book of DEDE KORKUT is the most famous among the epic stories of the Oguz Turks. The stories carry morals and values significant to the social lifestyle of the Nomadic Turkish people and their pre-Islamic beliefs.



2)Keloglan which means "bald boy" in English is a well known Turkish folk tale character. He stands for an Anatolian boy who has big dreams but he is honoured, helpful and romantic. He is fatherless and lives with his old mother. He is a sympathetic, stupid, naive peasant boy but he always wins at the end and succeeds by ruses or cunning.  
There are lots of children stories about Keloglan in Turkey. Keloglan makes intelligent jokes and makes children laugh. Keloglan lives with his mother in a small hut in the forest. They are so poor and Kilogram always wants to be rich and noble one day. But his mother does not like that kind of ideas and tells him to do his work and that he should not dream.  
In one of his stories, his mother sends him to buy salt but he runs away to find the sultan (meaning king in ottoman empire) so as to marry his daughter. Lots of funny stuff happens to him. In the end of the tale his mother says something like "that is my son! I send him to buy salt, but he gets the daughter of the sultan”.  
At the beginning he seems clumsy and lazy but the events he experienced shows that he is brave, talented and cunning and then he becomes happy. He is also known for his standing against the cruel, unfair people with his cunning and intelligent behaviours in most of his tales he becomes powerful and wealthy person and lives happily with his mother. This characteristic of Keloglan and his tales represents people’s wish to get rid of poorness, to become wealthy and to get revenge of the cruelty or unfairness.



3) Nasreddin Hoca was a philosopher, wise, witty man with a good sense of humour. His stories have been told almost everywhere in the world, spread among the tribes of Turkic World and into Persian, Arabian, African and along the [Silk Road](http://www.allaboutturkey.com/silkroad.htm) to China and India cultures, later also to Europe. Of course, all these stories currently attributed to the Hoca for about 700 years haven't originated from him. Most of them are the product of collective Humour of not only [Turks](http://www.allaboutturkey.com/origin.htm) but also other folks in the World.



Riding the donkey backwards

One day Nasreddin Hodja got on his donkey the wrong way, facing towards the back.   
- Hodja the people said, you are sitting on your donkey backwards!   
- No, he replied. It's not that I am sitting on the donkey backwards, the donkeys facing the wrong way.

After brainstorming and reminding the stories, tales and myths, the students focused on pictures, they answered a set of descriptive questions;

What and who can you see in the pictures?

What is the setting?

What are the characters doing?

What is happening?

**Feedbacks from Students in ECC ‘’ Up the Hills of Identity’’:**

The lesson had strong impaction the students ‘thinking.

Dilara Deniz:’I learned some new stories. It made me think. I liked the idea of mind-map and brain storming-a new learning experience for me.’’

Helin Çavuş:’I had the opportunity to go back to my childhood and to think about the things that were around us when I was forming my view of the world and the things that have influenced my values.’’

Karya Kınay:’’I learned a lot of things about human relations, about the influence of nature over people, how people struggled **from with nature** to live in better condition’’

Ece Tüzün:’Old fairy tales are gorgeous way to learn about old people, their living condition, humanity values. It taught me how life was difficult without technology. We have everything now and I think we consume them very rapidly.’’

Arda Hasan Kılınç:’’I learned how difficult it is to write stories for children’’

Ebru Nisa Öztürk:’’What I learned is that there is different perception about things when was a kid, I saw miracles and unknown creatures. But now I have already known what exists and what not’’

Ayşe Ceren Alar:’I learned from this lesson that each one in my class has a small world. We all saw things in a different way and everyone found something beautiful for herself in struggles for freedom at a time conditions when the Oghuz were herding people who lived in tents. We saw how magnificent and ordinary things can be.’

Cemre su Savun:’I learned the stories which carried morals and values significant to the social life of the Nomadic Turkish people and their pre-Islamic beliefs in first Dede Korkut stories.

**3) FAMILY LIFE and REGIONAL IDENTITY**

This chapter has done during transnational Project meeting in Italy, Spain and Norway. The students wrote diaries about their daily life impressions while they were staying in host families.

Zeynep Özen’s Diary from Italy TPM

28.02.2016

It was at 04.00 a.m, this was my first flight experience from Antalya to Istanbul in my life. I was very happy but I was a bit afraid at first. Fortunately we landed from Ataturk Airport without any problem. We ate something at the plane and we had the next flight from Istanbul to Pisa/Italy. I was still little nervous and probably because of that I had a stomach problem. After landing in Pisa I went through passport control.

We met with Italian Family at the exit: Francesca (mother), Marco (father), and Matilde (daughter). We went with them to watch Matilde’s swimming competition. We went home at 5.00 p.m. We ate pizza there and after that I was playing computer game with Matilde. In the meantime Matilde’s mother prepared dinner for us: Lasagne, chicken, French fries and salad.

Before the meal I gave them presents from Turkey which they enjoyed very much. Later on I called my family and went to the room to write diary, read a book and listened the music.

I hope my next days in Italy would be unforgettable.

29.02.2016

Next morning we ate breakfast together with Francesca, Matilde, Viola. There was not enough food for all of us, I was still hungry. The breakfast was so sweet; it was not like the same in Turkey. We went to school and visited a class there. I saw my classmates Ece and Eylül. The school was small but nice. I liked the teachers. After then we ate tiramisu and a different kind of bread. We went to sport hall to take part in a meeting. In this big hall there were many groups of young people from different countries. For the name of each group, teachers were talking about style of life and habit an everyday life of students at schools. In the end, Italian teacher gave everybody their presents. We did the same. After that we went to a class to listen songs. It was surprise for us but we liked it. In the afternoon we walked to Livorno. We went to the theatre the biggest one in Italy. Somebody gave information about this theatre. We didn’t understand. Our teacher Nasiye explained to us. Next point of a day was boat trips through the canals of Pisa but it started to rain and the trip was cancelled instead of that we walked a long by canals shore. Eylül gave me a cookie. I gave her some nuts. I took them from my home. It was not enough, I promised to take more for the next day. We took a lot of pictures. We went to the centre to the restaurants. Francesca prepared lasagne for me but I wanted to eat pizza so I gave lasagne to teacher of my group Serhat and Bülent.I order pizza for myself but they put a lot of tomato sauce and I did not like it. After lunch, the rain finally stopped and they organised boat trip through the canals. After the trip we went home. I took shower. I played table tennis in kitchen with Matilde. We played all together jenga latter. We had a soup, nugget and potatoes at the dinner. As a dessert we ate fruits and chocolate. Francesco prepared herself Turkish coffee. During the evening, I read a book and played telephone. I said everybody ‘’Buono Notte’’ and went to my bed. I was thinking about travelling next day to Florence.

02.02.2016

This morning we ate cake and milk. We went to the train station. We came to the Pisa Tower. I was very excited. I was wonder about Pisa Tower. Firstly, we saw a large wall. The wall was covered with graffiti. I like it so much. It was about a man’s life. It was colourful. We walked toward the Pisa Tower. We finally arrived. It was a great and wonderful tower. We spent a few time in the tower. We bought gifts for our families from small shops. We had taken many photos. Other structures were beautiful. After, we went to the park. We sat and chatted. We had lunch. After a long time we went to the train station. We were very tired. We returned home. We played tennis before dinner. The dinner was very nice. We ate spaghetti and mushroom. I played video games with Viola. I sat for a while and went to the bed. I was very excited because I will make my presentation tomorrow at school.

03.03.2016

Today was presentation day. I got up and we had breakfast. I wore my skirt. We went to school.Mr. Marco left us to school. We sat in a classroom. Then we went to the art room. We met with the artist Massimiliano. He was a funny man. We painted our pictures with different techniques. Chalk, egg, spinach, powder. For the first time I did it. I liked it a lot. We spent time with Ece. And then we left the school. We went to a nearby picnic area. The entire group disbanded. Everyone did different activities. Us a big sapling planted. We rode the rides. We ate something. We're back in school after spending time there for the presentation. We went to the lounge while we were waiting to go to class. We listened to the presentations of other countries. It was our turn. As Turkey, our presentation went very well. Everyone presented their presentation. We memorized our presentation from the rehearsal in my school. Our stories were beautiful. When the presentation is over, it was time to leave. We went to the shopping mall with Miss Francisco. I bought gifts. I bought Slippers to my dad for his birthday. In the evening we returned home together. I had a shower. For dinner I ate mashed potatoes and pasta. After dinner, I packed my suitcase. We would leave from Italy the next day. I loved this place so much. I remembered that I had the gifts they gave me.

E bru Nisa Öztürk (Spain)

29.05.2016 the day I went to Spain

It was a different day I was so excited to fly to Spain. First we flew to Istanbul. It was Nisa’s first flight experience. She was so excited. After Istanbul we flew to Spain. Then we got on the bus that was waiting for us and then we arrived to the hotel. When I got off from the bus I saw my host and her family. Her name was Carmen. Before we came to Spain I chatted whit her in wattsapp. She was a beautiful girl but she was a short girl. Then I went to meet her. Her family was very cute and sweet. She has one sister. Her father was working in a paper factory and her mother was a babysitter. Their house was beautiful and cute. There were 3 floors in their house. Then they let me to drop my bags and luggage. After then I went to meet with the other students and Carmen’s friend with Carmen. Their name‘s are Christian, Marina, Bruno, Pradip, Niko,Vid . Marina is Nisa’s host, Christian is Niko’s host and he was my pen friend in Turkey. Bruno is Vid’s host and Pradip is Marina ‘s friend. Niko and Vid is from Slovenia. We met in the park and then we walked to the hill and we played and threw the grass to each other. It was funny and amazing. Then I went back to home with Carmen. Then her family called me to come to the dinner. There was potato omelette, bread and cheese for dinner. It was different and delicious. After the dinner İ went to take a shower and I went to bed and slept. I was very tired….

30/05/2016 First day in Spain.

In the morning Carmen woke me up at 6:30. I am still tired. Then I went to the living room with Carmen. Then I sat on the chair. There were Serials, chocolate bread, chocolate milk, juice and cookie for breakfast. After we changed our clothes we went to the bus stop. I sat with Nisa in the bus. We gossiped with each other and we met with new guys. Then we went to school. The school was very small but it’s cute. It’s like a little box and it’s colourful. Then we met with the other Erasmus students from other country. There were three English girls their names were Madeeha, Minora and Madeeha. And there were three Slovenian students they were Niko, Lana and Vid. And there were four Norwegian girls and they were Thea, Frida, Aina and I couldn’t remember the name of the other one. Then we went to the town hall of the village and we visited the Mayor of the village. And we had some cakes with chocolate milk. And we walked to the playground and we played football, basketball and volleyball with the other students together. And we went back to school again. And then we went to home again for lunch. There were chicken and yellow rice with tomato for lunch. Then we went to the swimming pool party. I didn’t swim but I sat and chit chats with Slovenian and English students who didn’t swim. After the party we went back to home and we had dinner. There was Tuna Pizza for dinner. After dinner we went to meet with Carmen friends and Erasmus students again. We had a good and funny time with each other. Then we went to home again. It was amazing and awesome day I had to go to sleep again. Bye!

31.05.2016 a new day in Spain… BARCELONAAAAAAA

I wake and I had my breakfast again then we arrived to school. And we went to Barcelona buy bus. I was solo excited but I was still tired. Barcelona was very beautiful and crowded. First we went to Casa Ballot. It was a beautiful house. It was a popular building in Barcelona and it’s very crowded too. Casa Batllo was one of Gaudi’s masterpieces, invited you to discover what, more than just a building, it is a legend of art. After then we went to Casa de l’ Ardiaca it was beautiful too. Then we went to have a lunch in a fast-food restaurant. And I walked and bought some souvenirs with Nisa. After the lunch we went to Sagrada Familia. It is a large Roman Catholic Church in Barcelona, designed by Gaudi. After then we went back to school again. Then we came home and had dinner. There was a fried squid for dinner. After dinner we met again with Christian, Niko, Marina, Nisa, and Mark. Mark was Carmen’s friend too. Then we went to eat ice cream. They were so Funny and Crazy. We laughed at them. After then we came back home again. It was amazing and beautiful day I was so happy but I was still tired why? I don’t know too. OK byee goodnight….

01.06.2016 A NEW DAY AGAINN… Igualadaaaa

I woke up and bla bla bla… then we went to Igualada by bus. It’s very beautiful. We went to a historic house but I couldn’t remember the name of the house. There was a piano in the house and the English girls played the piano for us. Then we went to the square and we walked and took photos. After then we played GPS game it was a good game. We were a group with some students and the teacher gave us a tablet. We watched the arrow on the tablet and we went to the place that arrow showed us. When the arrow stopped the tablet asked a question about the place that we arrived or the questions about the Erasmus student’s countries. After we finished the game, we walked to the fast food restaurant together with the other students. When we finished our meals, we walked to REC festival. It’s like a bazaar but it’s very crowded and we were so tired. So I sat with Lana and Minora and we talked with each other about around three hours. Then we came back home again then we met with our friends again. And we went to Christian‘s house. We danced or sang song in his house. It was very funny and good. I sang song more than dancing. Some guys were very funny such as Niko and Bruno they were very funny and crazy. We had a good time I was very happy but I missed my family too. And I got tired everyday then I should sleep…zzzzz……

02/06/2016 the last day in Spain and presentation… I will cry

I wake up (again!) blab ………… we arrived to school and we went to the old place in the village but there were different things in there I didn’t like it so I will not tell or write…. When we left that place we ate sandwiches and we talked with our teachers. Then we went to school again and then we went to the town hall again first we presented our school to the other students and teachers. Then we practiced the presentation of Ataturk for farewell event with the other students. Then we came back to home again to have lunch. There was pasta with cheese for lunch. After lunch we went to meet with our guys again in the library of the village. Then we sat and talked with each other and prepared the music for presentation. Then we arrived to the town hall again. I and Nisa presented first. After us, the other students from other countries in Erasmus club presented their icons too. After everybody presented their icons, we ate some food that families prepare for us. Then we sang song and danced together with our friends .Then we took a lot of photos with each other. Then we walked to the park near the town hall. We talked and hug each other. After then we went back to home. And I saw Carmen’s uncles. And then I went to sleep.

03/06/2016 BYE SPAIN…HI TURKEY!

I wake up again. But I wake up earlier then the other days. And I had my last breakfast in Spain. Then I prepared my luggage and Carmen’s family gave me a lot of present for me and my family. They were so kind and cute. I love them… I will miss them all … then we came to hotel. Before getting on the bus we hug to each other and gave a good luck with kisses to each other. Then we said bye to each other…OH someone‘s crying!!! Please don’t cry my friend. We will meet at soon again I hope. And we got on the bus. Then we arrived to the airport. And we went to check in. Then we got on the plane. Good bye everyone, good bye SPAIN! I will miss you… (4 hours ago) Hi Turkey, Hi my family my friends and my school…

**4) AN APPROACH TO IMPLEMENTING A CULTURAL STUDIES SYLLABUS**

**‘**Given the chance to pick from one to three items to be put in a time capsule to be opened in a thousand years, what would you choose to represent the way of life on the Earth in the last decade of twentieth century. Give reasons’

The lesson aimed at developing the four cultural studies skills (critical reading, comparing, contrasting, ethnography and research) in an integrated way with the main focus on comparing and contrasting. The students conducted a kind of survey. They also interviewed their parents with the same question.

**Survey Data**

Students’ List

USB (give clues about the life on Earth to generations in the future) 14

Computer (Make people understand how primitive we were) 12

Photograph machine 10

Diary belongs to the daily events (Make people understand the way of life on the Earth) 10

Animal –panda-dog-cat (at will be extinct in the future, to save them) 8

Water (for global warming) 8

Voice record (give clues about the life on Earth to generations in the future) 5

Soil (To send pure soil because it probably will changed genetically in the future) 4

Book (Ataturk’s Speech, Kuran) 4

Happy family album (I can’t find my family living together after thousand years later) 4

Money 3

Cigarettes (To make people understand how dangerous it was) 3

Parents List

Photographs (To make them aware of the events in the world and compare the Earth today and after thousand years) 16

Computer 15

Money 14

USB (give clues about the life on Earth to generations in the future) 12

Telephone 10

Postcard 10

Letters for the future 10

Seed of plants (There will be no plants, trees, vegetables) 10

Book 8

My own self (I want to see the future after thousand years) \*\*\* 5

Recipes 3

Air 3

Gold 3

We looked at the items in three groups. After the questionnaires results, the following questions in order to elicit interpretations and steer the discussion:

What surprised you?

What is the message that this object is meant to carry?

What are feelings that an item awoke you?

As a home assignment, the students wrote an article based on the findings of the survey.

**EVALUATION:**

**I** and students had raise awareness of certain assumptions and stereotypes about their generation and their parents ‘generation. The first fact that students were so surprised was their parents answers were generally the same like theirs. Generation gap is not as deep as they thought so they have common ground to share. Memories are important in both generation, parents feel responsibility for their children, although Money was on the top of the list for parents but for students it was the least important one for students. Environment was an and communities and as they did so, began to think of themselves as citizens of the world. People learned about problem for both generations according to the survey.

**5) WORKING AND WRITING IN TANDEM**

Students have their own e-mail addresses and they sent e-mail to each other. After Tpm in Italy and Spain, the attending students have created their own what sup groups.This chapter shows how they developed language skills and acquired more cultural awareness while the teacher ensured that limited curriculum’s time was used to best effect through the study of foreign language, pupils understood and appreciated different countries, cultures, people and communities and as they did so, began to think of themselves as citizens of the world. People learned about the basic structures of partners own language except English. They explore the similarities and differences between the foreign language they are learning or English or another language. Their listening, reading and memory skills improved, their speaking and writing become more accurate.

The students had prejudices about each others ‘cultures.(They don’t eat the same things as us; they eat pork, frogs, snails), experiencing the cultural differences, working with their partner, the students explored differences and similarities, definitely actively involved in their work. They liked to find out things about their partner to other students, they broke down barriers and false perceptions. They definitely enjoyed using computers and it did mean that they were in fact interested in what they were doing.