**REPORT**

2nd transnational virtual mobility in Irakleio, Attica, Greece

22-26 November 2021

Since it was impossible to carry out the mobility physically -according to the agenda of the project and our prior planning- due to the pandemic and the related Covid-19 restrictions, the respective mobility was realized virtually.

The week from 22 to 26 November 2022, 9 Dimotiko Scholeio (Irakleio, Attica, Greece) realized a virtual mobility hosting teachers and students from Spain, Romania, Lithuania and Italy within the framework of the Erasmus+KA229 project for the exchange of good practices under the title PEARLS (Performing Arts for Leader Students).

Despite the pandemic restrictions and the fact that the mobility had to be done virtually, this was an important moment for the school and wider community as well, because after months of work and organization, it was time to present and share methodologies, tools, good practices and didactic and pedagogical approaches and share our views on the importance of performing arts and especially drama in the teaching/learning process and as a bullying prevention mechanism.

The entire teacher and student body of the host school were actively involved in the preparation, organization and implementation of the online activities. Likewise, a great number of students and teachers from the partner schools participated in the aforementioned virtual mobility.

**DAY 1, Monday, 22 November 2022**

The meeting began with a welcome ceremony led by the students of 5th and 6th grade. They sang traditional Greek songs and they also danced traditional Greek dances, under the guidance of their Music teacher (Ms Dia) and the P.E. teacher (Mrs Vasiliki). There was also a speech by the Greek coordinator (Ms Angeliki) and the Headteacher of the school (Mr Dinos). Then the students continued with an online icebreaker with the title “**Two truths and a lie**” according to the agenda of the project. After a short break teachers and students played a kahoot with the title “**It’s ALL Greek to me**”, which was about Greek language, culture, geography and landmarks and the next online activity with the title “**Do you speak Greek**?” involved teaching the participants from the partner schools some basic words and phrases in Greek. Additionally, the guest teachers and students were able to catch a glimpse of the facilities of the Greek school and some classrooms as well as the Erasmus corner of the project. A PowerPoint presentation came up next under the title “**Drama as a school subject in the Greek curriculum**” by the Drama teacher of the host school (Mrs Nancy). What is more, the participants had the opportunity to see a recorded performance by the 2nd grade students of the host school (“**The Happy Meadow**”) and the online meeting ended with the presentation of another recorded performance in English about bullying with the title “**My story….Your story**” by the 6th grade students of the host school and an open class by the drama teacher.

**Day 2, Tuesday 23 November 2022**

On the second day, the online session started with various icebreakers and energizers to foster team building and lower stress levels. Then, the participants watched a PowerPoint presentation that the students of class E2 of the host school had prepared under the title *“****My country-My school****”.* The students introduced themselves as well as their school, they talked about the school subjects they are taught, as well as their neighbourhood and country. They shared pictures, listened to useful information and highlighted the differences and similarities of different European countries and education systems. After a short break, the participants played “**Simon Says**” and then they watched a recorded dance performance by the students of grade 6. The dance teacher of the host school talked about the importance of performing arts and especially dance, perceived as an expressive storytelling sequence of movement which carries loads of cultural values. Last but not least, she provided a “Syrtaki” step by step tutorial.

**Day 3, Wednesday 24 November 2022**

During the third day teachers and students went on virtual tours in the historic centre of Athens.

They visited the Acropolis Museum as well as the sacred rock of the Acropolis via videos. They strolled around Dionisiou Areopagitou street and Thiseio. They also visited the open-air market of Monastiraki and were amazed by the various craftsmen who were selling handmade souvenirs and jewellery. The participants learnt a lot about the rich history, culture and architecture of Athens and were also introduced to some traditional Greek dishes. After watching the videos, the students were encouraged to contribute to the following collaborative online wall: [2nd Transnational meeting in Athens (padlet.com)](https://el.padlet.com/Angelitaki/9f7d4nrz7aecbqeh) by posting their comments and drawings using Padlet.

Furthermore, the participants used the platform of Twinspace to exchange personal messages, chat, talk about their habits and their relation to performing arts.

**Day 4, Thursday 25 November 2022**

On the fourth day, the participants watched “**Charlie**” a digital presentation by the [English theatre Club](https://englishtheatreclub.com/) and Mrs Tessa Clark who we had the opportunity to host at 9Dimotiko Scholeio during the zoom meeting.

Additionally, the Art teacher of the host school talked about the use and value of masks in ancient Greek theatre. Then the participants took part in a mask workshop where they were encouraged to use various materials to make their own masks.

**Day 5, Friday 26 November 2022**

On the fifth and last day of the virtual mobility the participants were involved in some online evaluation tasks (orally) and they were also encouraged to complete the online questionnaires (<https://forms.gle/kSGsGH2KfMRtNtRu9> - <https://forms.gle/97AfzbCyTKqEwDb87>) that the host school had prepared in order to assess the overall experience of both teachers and students during the virtual mobility in Greece. Additionally, the participants organized and planned the upcoming meeting in Spain and Romania, they clarified details in relation to the respective eTwinning project and the Twinspace platform and discussed about dissemination practices using press releases, social media and so on. There was also a digital certificate ceremony and the meeting ended with an online farewell party during which the students were encouraged to dance, sing, improvise and have fun with their peers.

**Methodology**

During the online sessions we focused on practical, drama oriented and skills-based interactive learning methodologies, immediate feedbacks, hands-on activities and we also had inspiring discussions on best practices. The participants therefore managed to understand the psychological effects of difference and diversity in various ways. An interactive communicative approach was implemented, which facilitated experiential learning via the use of New Technologies. The workshops that the host school designed involved brainstorming, ice-breaking activities, online energizers, online quizzes, artistic and problem-solving tasks as well as presentations among other things. The participants were actively involved in the sessions thus maximizing their experiential learning in digital environments.

**Follow up:**  
The virtual meeting ended with an online evaluation session, where teachers and students were asked to reflect upon the value of the knowledge and skills that they gained.

**Aims/Objectives/Benefits of the activities**

During the virtual meeting in Athens the participants -among other things- touched upon the following issues:  
  
· Understanding the term of bullying in schools   
  
. Creating empathy-based digital stories (using the technique of “the theatre of the oppressed”)  
  
. Getting benefits of using drama to prevent bullying  
  
· Recognizing bullying behaviour  
  
· Defining the role and the importance of drama in education  
  
· Working on models for dramatic action  
  
· Clarifying the advantages of using drama and the performing arts as an educational tool  
  
· Developing a school policy plan on preventing bullying at schools through drama  
  
· Introducing pedagogical approaches via Art to deal with the victims of bullying as well as the victimizers  
  
· Developing positive attitudes towards diversity