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Editorial

Competence-oriented teaching and learning

One of the main objectives pursued by the Erasmus+ Programme in the field of education and training is to improve the level of key competences and skills, with particular regard to their contribution to a cohesive society, especially through increased opportunities for learning mobility. The Key Action 2 Erasmus+ project *YES – Young European Scribes* (2014-2016) is a good practical example of competence-oriented teaching and learning as a strategy for attaining this goal.

Competence-oriented teaching and competence-oriented learning are based on the idea that learners learn by experience and discovery. This concept has an impact on how learners can be educated. The idea is that learners need to be actively involved in the learning situation - they learn best in meaningful contexts and in cooperation and interaction with others and with their environment. Thus they enable themselves to acquire information, construct knowledge, and check and cross-check their newly constructed ideas with those of others. This emphasises the necessity of educating in a highly responsive and student-centered way, without overlooking the requirement of showing students new horizons, perspectives and enthusiasm for things they may have never heard of yet.

In competence-oriented teaching and learning the importance of powerful/rich learning environments is stressed. This enables pupils to engage in meaningful learning processes. The most distinctive features of this approach may be summarized as follows:

Meaningful contexts

Meaningful contexts, in which students will experience the relevance and the meaning of the competences to be acquired in a natural way, are created or looked for.

Holistic approach

Competences are holistic and, as a consequence, the educative approach is integrative and holistic as well.

Constructive learning

The philosophy of competence-oriented teaching and learning has its roots in social constructivism. Learning is conceived as a process of constructing your own knowledge in interaction with your environment, not as a process of absorbing the knowledge others try to transfer to you.

Cooperative, interactive learning (with parents, peers, teachers etc.)

The basic idea behind competence-oriented teaching and learning is to help students to develop and construct their own knowledge. Co-operation and interaction are both domains of learning as well as vehicles of learning in other domains. Learning is, to some extent, self-initiated, self-regulated, and aimed at developing personal competences. This educative approach allows for diversity in needs and is related to that in goals and objectives. This requires an open approach in which education includes dialogues between students and educators about expectations, needs, goals, choices etc.

Discovery teaching and learning

Open-learning processes require learning that may be characterized as active discovery as opposed to receptive learning. The way of acquiring this knowledge or these competences is embedded in a discovery-based approach.



Reflective learning

Competence-oriented teaching and learning requires an emphasis on the learning processes as such. By reflecting on their needs, motivation, strategies, progress, results, students develop learning competences/strategies that may be considered meta-competences.

Personal learning

Information, knowledge, strategies only become meaningful for a pupil if they grow to be an integral part of their personal knowledge and competences. Pupils identify with the contexts, the people, the situations and interests that are included in the learning domains involved.

The Key Action 2 Erasmus+ project *YES – Young European Scribes* (2014-2016) has already brought positive effects on the participants. They have improved their learning performance, increased their self-esteem, developed their foreign language competences, and enhanced their intercultural awareness. I wish you good luck in the next months of the project! I am confident you all now have a better understanding of the EU values and an increased motivation for taking part again in such projects in the future.



Cristina Nicolăiță
Romanian eTwinning Ambassador

CULTURE AND SOCIETY AROUND US

NAPOLEON FESTIVAL



Why Napoleon?

Between Napoleon and Sarzana there is a link, in fact some people of his family lived in Sarzana till 1561 when they sold all their possessions and moved to Corse.

Napoleon Festival is an important event celebrated in Sarzana, generally a weekend, every year. During these days the town is invaded by French troops which camp at the



Firmafede fortress and fight in the streets; there are also parades with bands, stalls selling French products and of course the restaurants in the area cook typical dishes of that period. It is great fun!



ANY BRILLIANT IDEAS?



Come to Sarzana at the **Mind Festival** (Festival della Mente)!

It has taken place since 2004 in the heart of the town during a weekend at the end of August or the beginning of September. It consists of meetings, workshops for adults and children, shows, labs, performances during which Italian and foreign artists such as writers, journalists, teachers, psychologists debate on many subjects connected to our contemporary society.

SOME HISTORICAL MONUMENTS IN SARZANA

In Sarzana there are two ancient fortresses: Fortezza Firmafede and Fortezza di Sarzanello.

The first one is in the historical part of the town, the other one is situated on a hill near Sarzana. The Fortezza Firmafede was built in 1249, it was destroyed in 1487, during the Serrazzana War, then rebuilt and completed in 1494. Last century it was used as a jail, and many people took refuge inside it throughout the Second World War. Nowadays many cultural events and exhibitions take place there.

We know the Fortezza di Sarzanello is a very old building because it is mentioned in the documents while Ottone II was reigning. It

became very important at the end of the X century when a bishop came and lived there. In 1421 and in the following years it was modified; in 1494 it was incomplete yet; it was finally completed in 1502. Today we can often find exhibitions and shows there.





DRACULA'S CASTLE



This castle is situated near Brasov, not far away from Sibiu. It is also called Bran Castle.

It was built in 1212, but it was destroyed in 1242 by the Mongols. Now it is fully restored.

It has four floors. It is set in the middle of a superb garden. It has a huge tower and two smaller towers.

The castle is decorated on the inside with antique furniture. There are many paintings on the walls and beautiful costumes that people used to wear long time ago. From the fourth floor you have a gorgeous view of the hill.



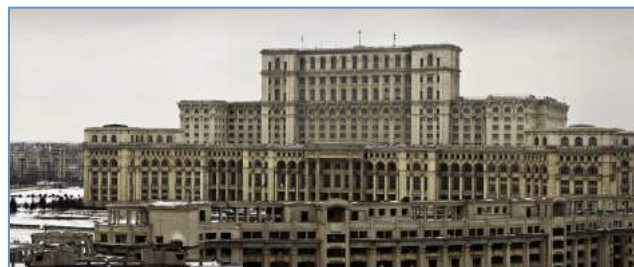
Dracula's Castle is one of the most spectacular and visited castles in our country. If you have the opportunity to go there, don't miss it.

Roxana Domnariu

PARLIAMENT PALACE

Parliament Palace is located in Bucharest, the capital of Romania. According to the World Records Academy, it is the largest, most expensive and heaviest civilian administrative building in the world.

Parliament Palace measures 270 metres by 240 metres, it is 86 metres high and it has 92 metres below ground. It has 9 levels on the surface and 9 other underground. Its



construction started on June 25th 1984 and was completed in 1997.

In exterior it has a big car park, gardens with flowers and a bus stop in front of it.

Parliament Palace is a colossal building known for its ornate interior. It houses the Senate and the Chamber of Deputies, three museums and an international conference centre.

To sum up, Parliament Palace is one of the most fascinating buildings in Romania and it surely deserves a visit.

Teodora Bratu

A DAY AT MY SCHOOL

THE CARNIVAL BALL IN OLKOWICE



Every year at the end of January the students, parents and teachers of the Public Primary School in Olkowice have fun together at the Carnival Ball called "Choinka".

This year the Carnival Ball took place in Olkowice on the 29th of January. For a few years we have celebrated this day with the music band we like very much, "Kazuar". The meeting at the Carnival Party is always an opportunity to play, dance, talk, laugh and have fun together.

In the middle of the Carnival Ball, Santa Claus, called in Poland "Święty Mikołaj", arrives. He gives presents to the children. In big presents children can find sweets, chocolate, biscuits and orange juice. The children love them.



After exciting moments with Santa Claus we dance again. To make the Carnival Ball more interesting we organise some contests and games. The game we like the most is a game with chairs. To play this game you need 4, 5 people and 5, 6 chairs. The people are dancing around the chairs and when the music stops they have to find their own chair. The student who hasn't got a chair is dropped out of the game.

Another game we like very much is the game with ringos. We presented the rules of the game in the first issue of our magazine.



The students' parents organise a cafe where they sell cakes, juice, tea, coffee and toasts to gather money for the school.

Sometimes the carnival party is a fancy dress party, and sometimes we also paint our faces or one of the parents dresses up as a bear or clown.



The carnival party lasts until late at night and ends when the students are tired.

After that fun and entertaining party, the winter holiday starts, so we have time to rest.



*Ewelina Wasiak,
Andżelika Andziak
and Zofia Makulska*

**MY DAY, MY SCHOOL**

A day at my school starts with me waking up at 7 o'clock in the morning. I first brush my teeth and then continue with my morning routine.

I leave home at 7.40 and I usually arrive at school at 7.55. My classes start at 8 o'clock and we have breaks every 50 minutes.

At 11 we have the longest break, which lasts for 20 minutes, as the ordinary ones are only 10 minutes long.

At 2 pm I finish school and then get back home by bus. At 2.30 I eat my lunch and usually at 4 o'clock I start doing my homework.

At 6 o'clock I watch TV until 7. Then I go to a Zumba class with my mother. We love spending time together and we like doing sports too.



We come back home at 8 and I take a shower. Then I watch some YouTube or chat with my friends.

I go to bed at 10.30 and then I wake up in the morning and do all these things all over again.

Miruna Oprean

WORKSHOPS IN YEAR 5 AND 6

On Tuesday afternoon, students from the 5th and 6th Grades of the Primary Stage participate in workshops together. This activity consists of mixing pupils from different classes, in order to focus on different competences in a funny way. To do it, classes are divided in four groups and four areas. The activities are: 'We are writers', 'Let's speak', 'Funny Maths' and 'TIC'. We love workshops because they give us the opportunity to work with friends from other classes. Each Tuesday we do a different activity with a different teacher.

Isabel, who teaches year 5A, organizes the workshop 'We are writers'. In this area we have done a new story and two poems.



Vanesa from year 5B, prepares activities for 'Funny Maths'. Here we did problems, we played chess and we also practised decimals and fractions.





Rosalia teaches year 6B and prepares activities for 'let's speak' area. In this workshop, we took advantage of what we did in 'we are writers' so we create our TV news programme, we did a discussion about football and we said the poems created with Isabel.

Finally, we do TIC activities with Marian, who teaches year 6A. Here we wrote our news and we did a drawing with the computer.

We love school on Tuesday because activities in the afternoon are quite funny.

*WRITTEN BY: MARTA RAGA ZARZO AND ALEJANDRO BAVIERA LÓPEZ.
TRANSLATED BY: ANDRIÁN PARDO SÁNCHEZ, SORAYA BURGNET PARDO, MARTA ALACREU PAVO, MARTA RAGA ZARZO, ALEJANDRO BAVIERA LÓPEZ, NOEMI VILA GORDILLO, MARIO GONZÁLEZ MARTÍNEZ AND HUGO MIQUEL VALLÉS.*

EXTRACURRICULAR ACTIVITIES AT MY SCHOOL

12D CINEMA



Last week, 12D cinema came to our school. Everyone wanted to go and watch it. It was a small place in a trailer. There were 8 seats and a big screen in it.



They gave us 12 D glasses. Tickets were 3£. They put a small screen outside and on this TV we could watch inside. Obviously, it was very funny.

There were lots of films about adventure, horror, action, science fiction. I watched "Subway". It was a horror film. First I got on the subway when it began to go - a lot of monsters, vampires, skeletons emerged. I felt frightened and excited. For a while I forgot where I was. One of my friends screamed. There were lots of water drippings. At the end, the door opened suddenly and we went out. I thanked God that it was just a film and I was still breathing and living.



7th grade students

SPORT AND TRADITIONAL GAMES

GAMES IN ITALY



Pata (The Pat)

Who will run faster?

You can play this old traditional game outside. Players are 10 or more. Children make a circle hands in hands and one, the "it", stays outside the circle. At a given signal, the "it" runs around the circle three times, then he/she pats a friend on the back and keeps on running around while the girl/boy who has been patted starts running around the circle in the opposite direction. The first to reach the empty place is the winner. The loser becomes the "it" and starts again with the same procedure.





Statuine (Little Statues)

This old traditional game can be done in a large open space or outside.

Players are at least 5 or more. The “it” may be a boy - a wizard - or a girl - the witch - and has a magic power: when it touches a child, it turns her/him into a stone statue.

At a given signal children start moving or running around from one side to the other of the ring passing near the wizard or the witch.

If they are touched they freeze until the end of the game when only two players remain untouched.



The game is most fun when played in front of other children watching the scene!

4th Class Capoluogo Sarzana, ISA 13 SARZANA



The Wizard, wearing a Union Jack hat, tries to touch the players

The Bear Game

The Bear spotting a prey

This is a funny game that works best indoor. Players may be any number.

The “it” pretends to be a hungry bear who wants to spot a prey. The players are the preys who pretend to be stones and lay still on the floor.

At a given signal the bear starts touching and making faces at the preys until they cannot resist anymore and start moving and laughing. The winner is the one who can resist still and becomes the new bear.

TURKISH JEREED(CİRİT)



Jereed is a traditional sport for Turkish people. This traditional game is a team game. It is played with two teams of horsemen. They throw wooden javeline(jereed) at each other to score points. There are two opponent teams in a Jereed game, they are formed by 6 or 8 or 12 players.



For Turks, the horse was both sacred and indispensable. During the Ottoman period, it became a popular war game. It shows the bravery of their participants.



Yet to this day, almost everywhere around the country, young men in villages continue to play jereed on the occasions of weddings and holidays. This sport, along with wrestling, continues to be a contest of bravery in all corners of Turkey.



The tradition of jereed is still alive in Iran, Afghanistan, Turkmenistan and other Asian countries inhabited by people of Turkish origin. Today in Turkey, the game is still played on the second Sunday in September in Söğüt at the Ertuğrul Gazi (veterans') ceremonies and in Erzurum, Kars and Bayburt to mark various other occasions.



Jereed is also played in Uşak, and every year horseback jereed contests are held and people go there to watch the competitions.

7th grade students

GAMES IN THE PLAYGROUND



Our school organizes a schedule in order to hang out materials to play to different games in the playground.



The main goal is to help kids to play different games nicely without bothering each other. In other words, it is a good way to avoid problems in the playground time.

To do this, each classroom has boys and girls in charge.

Their roles are:

- Mediators: They try to solve any problem that happens during the playground time and they also request the materials once the break time has finished.
- Material keepers: Here we can differentiate among the material keepers, who take and organize balls, ropes and so on... and the ones who write offences and incidents.



Each level of the Primary Stage play two different games and to this aim the playground is divided in areas to play. The games are: handball, basketball, badminton, etc. we also have a trunk with books that children can read in the playground time.



Finally, each day pupils in charge are changed to foster the development of responsibility, initiative sense and enterprising spirit. It is very funny.

*WRITTEN BY: MARIO GÓMEZ GARCÍA AND
JUANJO GARCÍA TOLEDO
TRANSLATED BY: NEREA GASSÓ LEAL,
ALEJANDRO MERENCIANO LÓPEZ AND
CHRISTIAN BELLÓN BARBA.*

THE SPINNING TOP



MATERIAL

A wooden or plastic made spinning top;



and a long rope to surround the spinning top.



HOW TO PLAY?

First, take the spinning top with your left hand and the rope with your right hand.

The rope has a plastic ring to put it on the spinning top.

Second, surround the spinning top with the rope until the rope finishes.



Finally, take the spinning top with the rope around and throw it strongly without letting the rope escape from your hands.

Now, pull the rope with energy. This way, the spinning top and the rope will separate and the spinning top will start spinning on the floor.



WRITTEN BY: *Lucía Espert and Yaiza Segovia.*
Primary 6th B.

TRANSLATED BY: *Guillermo Ferrer, Alejandro Tena and Sergio García.*



OPINION ARTICLE

WHY MUSIC?



Jesús Sánchez Sánchez is a teacher of French Horn and Carmina Morellá Giménez is a teacher of violin. Jesus works at "Palau de les Arts Reina Sofía" Valencia Orchestra and Carmina works at Valencia Orchestra. They are Carlos and Adriana's parents. Our students Carlos and Adriana are very lucky to be raised in a musical family. Do you want to learn about its benefits? Jesús and Carmina explain them to us in this article.

We all know that there are plenty of studies about how beneficial music is for children. The aim of this article is to let you know music in a different way, from the inside.



Music is the only language capable of going across all borders in the world. Classical music is the "mother" of all those languages. Music is the only language understood by all the people anywhere in the world.

Music is so important that it is present in our daily lives at any situation (at the cinema, on the street) and we have different types of music for every situation (classical, rock, jazz, soul, rock, tango).

Have you ever seen a film without music? However, there exist the silent films where music has such an importance that it gives meaning to each of the images.

It seems that when you are born in a "musical family" learning music is easier and more intuitive.

The approach that these children have towards music is more direct because, normally, they have music at home all the time.

At home they usually listen to a lot of classical music, which attracts their interest and curiosity without even realizing. But it is when they perform an instrument that they really enjoy music.

Thanks to music, parts of our body are developed. They would not be developed in any other way.

A lot of discipline and perseverance is needed in order to have a good level when performing the instrument, otherwise, all the practice becomes useless.

This greatly influences the child's personality, because it forces them to be perfectionists. Music also teaches children how to channel their frustrations and disappointments as they do not get everything right the first time. However, the satisfaction they feel after is enormous.

Music also helps children to relate with each other. Since we are young we like dancing and singing. Dance and music are part of the party in every culture. From the Indians, Africans, Russians, Chinese... all of them have music and dance as a means of expression. It is therefore very important that music is available to all children, whether it is classical or modern.

They should be introduced to music since they are very young, because of all the benefits it has that are proven by countless researches.





INTERVIEW 1



SAN LAZZARO PRIMARY SCHOOL – 5th class –
ISA 13 SARZANA

Interview to Dr. Simonetta Leto – Biologist
For our Erasmus+ project YES! and NATURE
DETECTIVES.



Dr. Simonetta Leto, Biologist, with 5th class' students: Alvarez Antonino, Bianchini Simone, Brizzi Nicolo', Franceschini Iacopo, Manaf Zakaria, Moccfighe Leonardo, Muratovich Vanessa, Vangone Giuseppe, Vasoli Diego, Venturini Filippo, Vergassola Daniela, Vivian Cristal.

What does alien or allochthonous species mean?

It's every species (animals, plants or mushrooms) casually or willingly put in an environment different from the original one.

Why does the introduction of alien species have so serious consequences?

Putting alien species, animals or plants, in natural ecosystems has very serious consequences because an alien species that adapts itself to a new habitat alters its equilibrium; it could be in competition with one or more autochthonous species in order to obtain food, the best better haunts, the place or the time more suitable to reproduce.

Sometimes the allochthonous species prevails over one or more original species and these last ones could even die out.

One of the most common advantages of alien species is that there aren't any predators and parasites that could stop the increase of these animal populations.

How does the introduction of these alien species happen?

The flora and the fauna of the planet have evolved during a billion years; oceans, seas, mountains, deserts and wide rivers have caused real barriers towards the moving of the species: a great biodiversity on the planet occurs so animal and vegetable communities of particular regions or resorts develop. Those natural barriers that had limited the development of flora and fauna in certain regions have fallen after human intervention; different species are coming, accidentally or deliberately, into many places that are very far from their original and natural habitat, even thousands of kilometres.

The introducing ways can be.

casual, the most widespread reason of the distribution of invasive plants "escaping" from gardens or aquari (ie. the false acacia, the alilanthus) and also for many animal species "escaping" from "captive", i.e. from aquaculture systems or from breedings (the nutria and the crawfish from Louisiana). Because of the climates changes the temperature of the sea has risen and many esotic marine species find a suitable habitat in waters that were unsuited to them earlier. Then there are the introductions made on purpose to get aloctone species, the fauna species introduced for hunting aim or for fishing (the common pheasant, the iridal trout) belong to this kind.

Then we have the release of alloctone species considered domestic in the environment (tortoise with red bands).

How many alien species are there in Italy?

In Italy there are more than 2200 alien, animal and vegetable species, in marine and land environment; in continental Italy there are 1516 alloctone species, 253 in Sicily and 302 in Sardinia. 120 are marine, 97 are in fresh water, 902 are land ones. The



Mediterranean Sea is the European basin with the highest number of alloctone species causing negative ecological and economic effects.



AMERICAN TORTOISE WITH RED BANDS

- The American tortoise with the red bands (*trachemys scripta elegans*) is a very widespread pet.
- It is a predator of invertebrates, their larvae in addition to amphibious and fish.
- Its release in nature, threatens seriously the native water tortoise (*Emys orbicularis*).

It is a little tortoise coming from Florida and you can often find it in a pet shop. It is often freed and left in natural state because it is difficult to manage it in a domestic environment.

NUTRIA COYPU

- It is a big semiacquatic rodent coming from South America which at the end of the XIX had been also bred in North America and in Europe (in Italy too) as a fur animal.

- With the fur trade declining, many animals were freed and they became invasive.



- Outside their habitat nutriae are a calamity for the water flora and digging tunnels along the banks of streams makes them collapse.



THE RED CRAWFISH OR KILLER CRAWFISH

- Coming from North America and precisely from Louisiana, it was imported in Tuscany by a firm in Massarosa, near Massaciuccoli Lake, trying to trade it. It widespread after escaping the control of the breedings.
- Particularly enduring to the environmental changes, with a strong constitution this species is putting into danger the survival of the Italian crawfish, that is why it is called "killer crawfish".



INTERVIEW 2



Interview with Mrs Ewelina Poziomecka, the professional instructor of Zumba classes



We love Zumba. Last year we had Zumba classes in our school with Mrs Ewelina Poziomecka, a professional instructor of Zumba. Today we are talking with Ewelina about her passion.

Hello! At the beginning could you tell us about yourself? What is your name? How old are you? Have you got a family?

My name is Ewelina Poziomecka. I am 26 years old. I have a wonderful family – husband and small child.

Please tell us when you started to dance.

I always liked to dance. As a small girl I was often dancing in front of the TV set with music.

Did you belong to any dancing groups later?

Yes, in high school I belonged to the dancing group “Misz-masz”. We mostly danced folk dances.



Did you participate with Misz-masz in dancing contests?

Of course, many times!

When did you start to think about being a professional instructor?

At the beginning I thought about being a trainer because I liked running very much. I have 3 cups and 14 medals for running in the competitions. Later my dream was being a policewoman. Then I started to take up dancing and Zumba and I decided to stay a professional instructor.

Do you have any dreams?

Yes, I would like to have my own dancing school in the future.



Now you have Zumba classes in our school with children and adults. What is more difficult – working with children or adults?



Good and difficult question. I like to work with both. The classes with children and adults are totally different. To work with kids you need to be more patient and the children are tired very quickly. Adults are more demanding and the classes with them are more "peaceful".

How should children dress to dance Zumba?

Above all – comfortably. You can wear shorts, leggings, sneakers. I like colourful clothes... but the most important thing is to feel good.

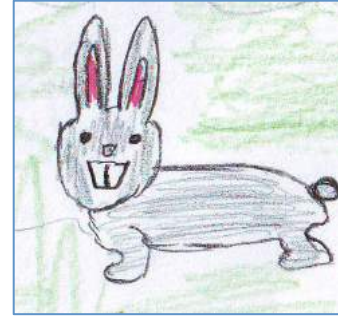
Last question. Is it difficult to combine housework duties and dancing?

I think that, if we really want to do something, we can do it. If you want to do something, everything is possible.

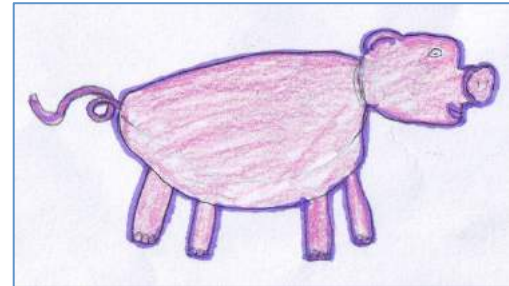
Thank you very much for this interview. It was very nice to talk to you.

It was a pleasure for me too.

Maja Pachniak, Natalia Barańska, Magda Błaszowska, Oliwia Wasilewska



IEPURE



PORC



MY LANGUAGE – Our Pets

ROMANIAN:



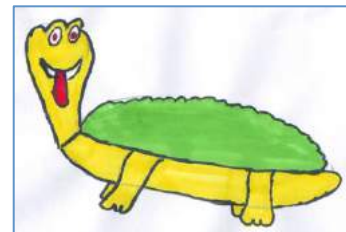
CÂINE



PISICĂ









PEȘTE



BROASCĂ ȚESTOASĂ



SPANISH:

Animals	Valencian	Spanish	English
	gos	perro	dog
	gat	gato	cat
	pardal	pájaro	bird
	conill	conejo	rabbit
	ovella	ovcja	sheep
	porc	cerdo	pig



TURKISH:



TAVŞAN



KÖPEK



KEDİ



PAPAĞAN



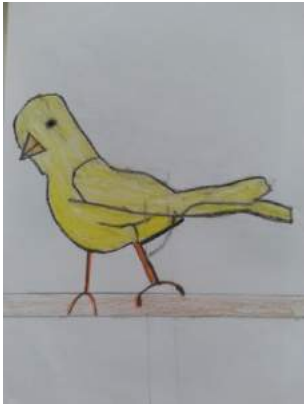
BALIK



KANARYA



ITALIAN:



UCCELLO



CAMALEONTE



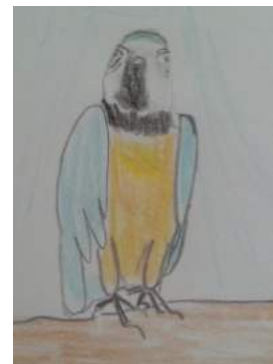
GATTO



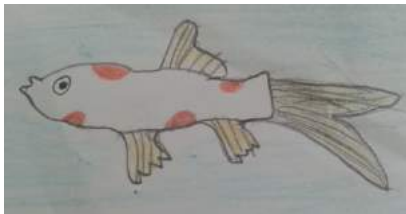
CANE



CONIGLIO



PAPPAGALLO



PESCE



PORCELLINO D'INDIA



CRICETO



POLISH:

We love animals



To jest mój pies.
This is my dog.



To jest mój pies.
This is my dog.



My mamy jeża i psa.
We have got a hedgehog and a dog.



My lubimy zwierzęta.
We like animals.

To jest mój kot i hipopotam.
This is my cat and my hippo.



Tygrys.
Tiger



To jest mój niedźwiedź.
This is my bear.



Nasze zwierzęta są przyjacielskie.
Our animals are friendly.

Kisses and hugs from Poland !!!



To jest mój wąż i jeż.
This is my snake and a hedgehog.



LATEST NEWS

THE MEETING WITH TURKEY

By Karolina and Julia:

Between the 19th and 23rd of October a group of Polish students and teachers, Karolina Duch, Julia Barańska, Klaudia Tulo and Kinga Jaskólska, Dorota Krzemińska and Joanna Wałach took part in an international meeting in Usak in Turkey. The flight to Turkey was very long. First we landed in Istanbul and then we caught a plane to Izmir. Then we travelled 2 hours by bus. Late at night we reached the hotel "Ramada" in Usak. The hotel was very nice, modern and beautiful.

On the first day we met with the headmaster, students and teachers of Mehmet Akif Ersoy Ortaokulu in Usak. In the school we participated in an official welcome ceremony. All students and teachers welcomed us very warmly so soon we felt at home. The school is very nice and there are many students' works on the walls. We liked the school of our Turkish friends very much.

During the next days we visited many interesting places: Pammukale, Ulubey Canyon, the Gold Mine and the City Museum in Usak.





We can simply say that our meeting with Turkey was amazing. Turkey is a beautiful country and people here are wonderful – warm and hospitable.

We think that taking part in Erasmus+ projects is a fantastic opportunity to practise English, meet new countries and cultures.

Thank you, dear Turkish friends, for our wonderful time in Turkey!



By Klaudia:

In October we were in Usak in Turkey. When we landed in Turkey we felt very happy. We went to the hotel. Here we ate our first breakfast in Turkey. Turkish food is a little bit different than Polish but also tasty and delicious.

The school in Usak is very big. The students of the Turkish school are very talented and everywhere we saw students' works. The students were very nice to us and they helped us all the time. Unfortunately after one wonderful week in Turkey we came back to Poland, but we miss our friends very much.



By Kinga:

During our stay in Turkey we saw a lot of interesting places.

We have seen the places which are very famous in the world – Pamukkale. Pamukkale is a beautiful and enchanting place made of limestone rocks. Pamukkale is located in the Valley of Curuksu and it is sometimes called “Cotton Castle”. The same day we also visited Hierapolis – ancient ruins and we saw Kleopatra’s pool. We were very happy to see this incredible place.

In Turkey we met also a lot of new friends. Our new friends from Usak were helping us all the time in Turkey. We took many photos with our new friends from Turkey and other countries.



Now at home we are looking at them and we miss this time and our Turkish, Spanish, Romanian, Italian friends very much.

Julia Barańska, Filip Dudek, Karolina Duch, Kinga Jaskólska, Klaudia Tulo



THE INTERESTING VISIT TO THE ARCHEOLOGICAL MUSEUM IN UŞAK

On Tuesday the 20th of October of 2015 four students from La Balaguera school in Albal, Valencia (Spain): Alba, Juanjo, David, Yaiza and two teachers: Julia, the English teacher and Rosalia, the Primary 6th teacher, went to Uşak in Turkey and visited the Archeological Museum.



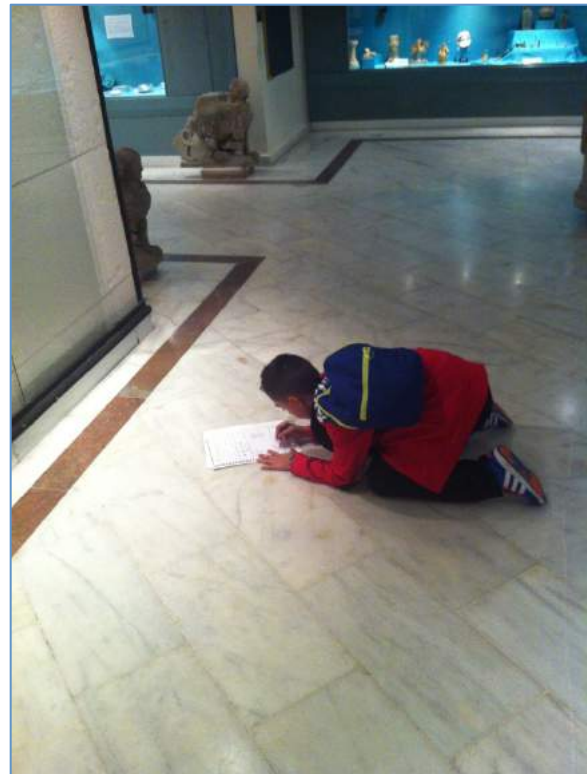
The museum was far from the hotel and the school so we went by bus. We started the visit at four o'clock in the afternoon. We visited this place because our Turkish friends planned the visit to the Archeological Museum of their city and for learning the Turkish culture and their past.

We saw ancient objects: tombstones, ceramic bowls from the Hellenistic and Roman period, idols from Bronze Age, ornamental material, Tumuli of Teptepe vi.C.B.C., brooch with pendants, statue of woman I.C.A.D.B. Laundos, coins, necklaces shaped as sun disk, pottery, etc.





We took a lot of notes using our journalists folders.



Interesting facts about the museum were that the most important object was the brooch with pendants because it was very old and it belonged to a princess and the oldest object, which was the Kline from Aktepe Tumulus.



The visit was amazing and very interesting.
We want to go there again.

Yaiza Segovia, Juanjo Toledo, David Roca and Alba Femenia. Primary 6th A and B.



4TH INTERNATIONAL MEETING IN UŞAK, TURKEY

Last October 19th-23rd, our school was so excited and pleased to host the participants of the programme Erasmus+ Yes! Young European Scribes - European School Project from five countries: Spain, Romania, Italy and Poland.



On Monday, we had a Welcome Ceremony at school. All the students and teachers were very excited to see them in our school.





In the afternoon, we went to Atatürk Culture Center by bus to watch the show the students prepared for our guests. It was a very nice day for all of us.



On Tuesday, we visited the Governor, Education Director and the Mayor of the city as Local Authorities. We had lunch in Ezogelin Restaurant, they tasted the Turkish food and drinks there. In the afternoon, we visited museums and collected information. We also visited a Mosque.





On Wednesday, we went to Pamukkale, meaning 'cotton castle' in Turkish. Pamukkale contains hot springs and travertines, terraces of carbonate minerals left by flowing water. It was a wonderful day for us with our guide. We had a great time there.



On Thursday, we visited Ulubey canyons, the second biggest canyons in the world. It was exciting to watch the ground from that height. After Canyons, we went to Gold Mine and had information about how gold is obtained. We had lunch there with the workers.





On Friday, students tried to learn our traditional folk dance 'İslamoğlu' and they danced all together. They also learnt how to do 'Ebru Art'. It was time to say good-bye and we were really very sad.



See you in Spain, dear friends!

Many thanks to all authors!

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More information on **Erasmus+** is available on the Internet:

[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)

More information on **eTwinning, the EU Programme for schools** is available on the Internet: [www.etwinning.net](http://www.etwinning.net)

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