

ESENLER KAZIM KARABEKİR İLKOKULU 1999

107 ОУ „ХАН КРУМ"

SCOALA GIMNAZIALA ZAHARIA STANCU

EBSPS
Escola Básica e Secundária da Ponta do Sol

Erasmus+

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LEARNING THROUGH CREATIVE DRAMA

HAND BOOK



Kazım Karabekir İlkokulu İSTANBUL/TURKEY (Coordinator)





Escola Básica e Secundária da Ponta do Sol/MADEIRA PORTUGAL(Partner School)





Scoala Gimnaziala"Zaharia Stancu" Rosiorii de Vede/ROMANIA (Partner School)





107 Primary school "Khan Krum"SOFIA/TURKEY(Partner School)





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ABOUT THE
LEARNING THROUGH CREATIVE DRAMA
PROJECT

Creative drama method is one of the innovative teaching methods in the world.Because creative drama practices involve active ways of learning and teaching such as learning by doing, playing, experiencing, discovering, socializing and learning through movement.

Using creative drama in education:
Develop their social sensitivity,their verbal skills.
Helps to recognize their own emotions.
Provides communication, interaction, and cooperation between the learners.
Development of imagination.

The aim of our project is dissemination of using creative drama in education and share best paractices to increase the number of activities of creative drama.Therefore we need to apply ‘’Creative Drama’’ method as a necessary approach in education.

The Project consortium is consisted of four schools from Turkey, Portugal, Bulgaria and Romania . There has been established a study group from 4 staff of 4 countries.

We plan to organize a total of 18 events, including local international mobility.14 of them are local (P)activities.4 of them are C activities in different countries.

5 students and 2 teachers participated in every activity from each country.Totally 20 students and 8 teachers will join each activities in different countries.

Each country will reach about 1000 teachers in their own regions.It is important to improve using creative drama methods as a lesson in schools.The project will reach more than target group at local,regional and EU level:
The project envisaged those impacts among the target group at local,regional and EU level:
Strong partnerships at all governance levels
Thinking abilities.
Providing an environment for the creation of new project ideas
Provides communication, interaction, and cooperation between the participants.

As a result of the project the expected impact for participants better point of view and understanding importance of using creative drama activities in education.
At the end of this project we had strong connections with our EU partnerships and have important experiences for our projects in the future.we include creative drama activities as a lesson in all classes.Accordingly, student-centered learning environments are provided.

Project Partner Schools

KAZIM KARABEKİR İLKOKULU ESENLER İSTANBUL/TURKEY

PROJECT COORDINATOR



Kazım Karabekir is primary school located in the İstanbul/Esenler.We started education in 1999-2000 teaching and education year. It is a public primary school of National education Ministry of Turkey. It has 1990 students and 70 teachers. Our students are between 5-9 years of age. There are, 1 chess exercise class, 1 drama exercise class, 1 game and physical activity class, 2 study rooms(One of these classrooms is organized as support education class) ,4 administrative rooms, 1 guiding room, 1 officer room and 1 teacher's room. Kazım Karabekir primary school is a school which has qualified teachers and administrative staff. İbrahim YAZGAN, a teacher who gives a course for 8 students in our school about creative drama, will lead the project. This friend who is an expert on creative drama has done a lot of work in our school about our "Learning Through Creative Drama" and has made some studies on his special occasions. İbrahim Yazgan, the coordinator of the project is an experienced teacher. He has good communication and organisation skills. During the project, Ibrahim YAZGAN will carry out communication and organization activities. The first time, we have played an effective role in the project "Around the Sea" in the Comenius project conducted between 2009-2010 and our school has sufficient language proficiency. This friend, who had previously worked in an EU project, will transfer all his experiences and knowledge to our project. Budget:The school principal will follow the coordination with the authorities in carrying out the budget and expenditures. Promotion and dissemination: The principal will take part in the presentation of our press release, promotional wallpapers, posters, posters and visualization of the project at local, regional and national level on the school webpage. Our legal representative and project team will be able to cope with the problems that may arise in this project. In the event that these persons leave the school in the future, our project team will undertake an extra role and complete the project.

Escola Básica e Secundária da Ponta do Sol

MADEIRA/PORTUGAL

(Partner School)



The Primary and Secondary School of Ponta do Sol has about 750 students from 5th to 12th year. Due to the increasing drop-out rate, the school offered some students an alternative curriculum where the contents are approached from a perspective of future inclusion of students in civil society, considering the practical aspects of each subject. We also teach education and training courses at various levels in the areas such as- Technical reception;Restaurant and Bar waiter;Event organization. There are specific projects created for students to be aware of: citizenship;awareness of their bodies/sexuality/lifestyles and attitudes;road safety;risk prevention. We also have curriculum enrichment activities, students have a range of activities to freely attend:sports, artistic, environmental and cultural. Historically Ponta do Sol's natural conditions contributed to the rapid settlement of people. Climate for the cultivation of sugar-cane, increased the entire sugar production and international trade projecting Madeira Island as a producer of the "white gold". Currently the village is quite populated despite being the municipality of smaller extension of Madeira Island with three parishes:Ponta do Sol, Canhas and Madalena do Mar. It remains characterized by harsh working conditions, where people are fighting for survival and livelihood of their families with the need for policies and structural adaptations of school to support the neediest allowing them access to education. Nowadays it's a touristic destination because of its beauty, gastronomy and ocean view. At school there are several clubs and projects to motivate and keep students interested in promoting a European conscience, awareness of other cultures and respecting diversity. We have a training offer to respond to students that don't recognize themselves in the regular curriculum. Qualified and experienced teachers develop curricular enrichment activities by streamlining and collaboration with all projects. Teachers needs and demands are taken in considerations establishing protocols with other training organizations to streamline activities, "workshops" and training in different areas. These entities are represented by teachers that belong to unions , multidisciplinary team and subject groups. They elaborate assessment tools and reflection setting activities, action strategies according to goals and objectives of the EEP (guiding document). Some teachers have participated in Comenius projects and Ka2 Erasmus+, those who will participate in this project are hardworking, dynamic, motivated and are specialized in education in different areas of knowledge-special needs/psychology/languages/science/maths/ict- and speak English fluently. Participating students are included in the rate of those in risk of drop-out, social and economic needs, have skills to communicate with others in English are thrilled with the opportunity of learning and interacting withothers.

Scoala Gimnaziala"Zaharia Stancu

ROSIORI DE VEDE /ROMANIA

(Partner School)



Situated at the town periphery, the Gymnasium School `Zaharia Stancu` in Rosiori de Vede receives daily, in order to offer them education, 757 pupils from the pre-school, primary and gymnasium levels. Out of these, 211 pupils come from three foster homes which function in our town but also from family foster homes. Another category of pupils, a majority one (132 pupils), have their parents gone abroad to work, and they are left with their grandparents, relatives or even alone, being supervised by neighbours. Our school experienced many and various extracurricular activities to bring parents closer to school. In what the experience about extracurricular activities regards we can say that our school has been involved in different projects. Involving as many pupils as possible from the vulnerable groups in the activities developed by our teachers during the 3 E-Twinning projects proves their capacity to implement an international partnership, or during the projects financed through the Erasmus+ programme, the K2 action of strategic partnerships, the project `Never give up`, implemented in our school or due to be implemented gave us the possibility to observe our pupils in other less formal contexts and for us, the teachers, to learn how to manage with projects of European finance, but also to take benefit of the teaching/learning/evaluating activities or the project meetings which made us wish more to change the way of conceiving and approaching the class teaching and running extracurricular activities. The school headmaster who initiated this project will be the project coordinator. Having experience in coordinating the projects with Erasmus+ finance, as a result of the coordination of others which are being implemented in our school, will be responsible with organizing the departures, supervising the implementation, introducing the dates in the Mobility Tools, will coordinate the selection team, will be responsible with the intermediate and final evaluation but also with writing the internal documents. A responsible with the development of the departures, informing, offering support in writing the teachers` mobility documents, realizing the internal activities, the national and international connections and the complementary ones according to a pre-established schedule with the entire project team. A member- our school accountant, responsible with making the financial documents, the payments, the bank transfers, an accountant with experience in managing the money coming from European funds by participating in the previous projects developed in our school. At the school level it will be emitted a decision of making the implementation team made of the 5 members which will comprise each member`s attributions. .The team members will be responsible with accomplishing all the activities, the final products being mentioned in the project appliance form and will take part in realizing the final report

107 Primary school "Khan Krum

SOFIA/BULGARIA



By taking part in this project, we will discover new models, techniques, methods and useful tools in the educational process, we will acknowledge the need for an exchange of good practices in order to compare the way a certain school subject can be differently and innovatively treated. Therefore, teachers and students will feel they belong to Europe, no matter which is their professional, cultural or traditional heritage. Our school will be more open to developing the European dimension of the education it offers. This will be our 1st Erasmus project, we havo no expirience in this area but we are willing to start! We participate in many local projects - Tvoya chas, Let’s clean Bulgaria for a day etc. Our school will contribute to the project with our experience in terms of practice in classrooms and extracurricular educational activities for educational process creative and innovative, to show the cultural values and traditional Bulgarian as an integral part of European culture. We can contribute to the project with a lot of work and ambition, we can be responsible for the web site, blog, fun page in different social medias....if these task are already taken we can do everything else, according to the project acctivities and schedule.

Creative Drama in the Classroom

Children love to pretend. Here is some background on creative drama with easy ideas and activities to get kids started with informal dramatic interpretation.

History of Creative Drama

Drama and dance have existed throughout human history. It may be that there is an innate impulse in people to mime and play. This may include playing out feelings, pretending to be someone or something else, and worshiping or expressing religious feelings. Drama became structured in Ancient Greece, beginning with the creative playing of religious themes. Contests were held during religious celebrations. As the art of drama improved, individual playwrights emerged from the troupes of players. During the Middle Ages, drama was used as a vehicle for teaching religion. Most of the players in medieval plays were amateurs, people of the local community.

Creative drama is valuable for teaching both skills and concepts to young children. Children play naturally, and much of their learning in the early stages of life comes from this active vicarious experience.

Reasons for Using Creative Drama in Education

1. Children are rewarded for good and original ideas. A positive atmosphere is maintained, free from destructive criticism. Students gain confidence in themselves and their ideas.
2. Social awareness is increased. By working with others and pretending to "be" others, a child can learn to understand himself and others and gain awareness of interactions between people and the effects of his actions upon others.
3. Children often work in groups toward a common goal. This provides an opportunity for children to learn cooperation as well as leadership, followership, and discussion skills.
4. Problem solving and resourcefulness are learned as children take what is available and use their imaginations to use what they have for a variety of purposes.
5. Communication skills are emphasized in creative drama as children express themselves using voice, hands, face and body.

Source: www.SusanCAnthony.com, ©Susan C. Anthony

CREATIVE DRAMA GAMES

During our project, we shared the following games every month. Thanks to these games, our students learned fun and creative drama games.

EMOTİONS

Sometimes the words are silent but our facial expressions tell a lot.You can understand people's emotions by looking at their face.Now we will give them different emotions and they will improvise.

MIRRORING

A simple activity to encourage observation, concentration and physical expression. Working in pairs, face to face, one child takes the lead (by agreement) and performs a series of simple movements which their partner replicates - as if in a mirror.

Changing Object

We are choosing an object. For example pen, we are using pen to write something, But we'll turn it into different objects using their creativity except for pen,we will guess that they turn it which object.

I am writing a story as an author

We are choosing an author. And than we are choosing the characters of this story.We should give a subject to our author to write its story.Ofcourse our pupils dont know subject yet.They will make imrovisation.when we are choosing the subject we are using creativity of each participants.

Slow motion,fast motion

We will give them an event in daily life. They will play as they are in this situation. And than we will take the remote . We will choose the slow motion and fast motion mode: They are improving their abilities on the other hand they use mind and body together.

DUBBING

Make your very own dubbing and create funny videos. Pick a video, or film , and record your own dubbing while playing the video.Re do the dialog of your videos or a film, recreate the whole atmosphere of your video by redoing all the dubbing and sound effects.

SENTENCE GAME

First of all we want everyone to write a sentence before the game. Players on the stage will not see these sentenses.We give these sentences to the students who will play the game. When they play an improvisational game about any subject, the person we say his name will open a sentence and read it and use that sentence in his own game.Sentences will not be related to their own games so they will continue to play using their creativity.

EMPATHY

We'll want the student to put himself in a person or different situation and live it.And than we'll ask them How will they feel in that situation ? When a person begins to build empathy, his though leaving aside, start to give interest to the other person.And than start to learn reality of the life.

Body Language

We give them a subject to play. But they don't speek.We call this game silence game.They will just use their body language.Actually we are using body language every day.Some times we stop to speaking but body language go on speeking.

Advertisements

We ask them to advertise an object.

Think that we are watching TV a few minutes later we will watch an advertise? We wiil see that advertisement will effect us?

Dance Through Drama

Getting the pupils to present a culturally relevant dance scene may be useful to their understanding of the play as well as being enjoyable for the audience.

Teaching dance in a way that is comfortable and worthwhile for the pupils (and the teacher) takes special skill and a passion for this specific art form.

If taught well, pupils can benefit from improved understanding of the emotions involved and even sometimes vocabulary items.

Teachers can also involve pupils in interesting dance such as monster dance, tribal dance, etc.

Unknown Language: Bla Bla Bla…

We are creating a language that is not used in the world and we start to speak.

First, each country starts playing in its own language. Each time we give a command, we speak in an unknown language, and then we continue in our own language.

Aim: explore another language using our creativity.



LEARNING TEACHING TRAINING ACTIVITIES

Erasmus+

C1 :TURKEY (12-16th NOVEMBER 2018)

HOSTING SCHOOL: Kazım Karabekir İlkokulu ESENLER/ İSTANBUL

First day (12.11.2018) MONDAY

Official program has started on 12th of november in Esenler Kazım Karabekir İlkokulu.We met in the school. After the opening speech by the headmaster of the school, the opening ceremony was held with the tradational Turkish folk dance show.And than all participants met by using creative drama activities.
School trip was led by the coordinator country..All participants are visited the portuguese,bulgarian and romanian classroom and they saw the cultural activitiesin the classroom.
Pre school was visited and all participants joined the activities with pupils.
School visit is finished in the teachers room.All participants are communicated with collegues and they had opportunity to compared their educational systems.
Coordinator country prepared lunch in the school including tradational Turkish foods.
Presentation about the content of the project.was made by the coordinator teacher İbrahim Yazgan.All participants get information about the project and creative drama activities.
Responsibilities of the project were explained to each participants. And the partnership agreement was signed.And all partners accepted their responsibilities.
Cultural visit was made for Taksim and Galata Tower.And tradational welcome dinner was organized by the host country in Taksim.














SECOND DAY (13.11 .2018) TUESDAY

Coordinator country Turkey made a presentation and gave short information about:
*What is creative drama?
*Why is it a good technique in education?
*How to use the drama in the classroom as a new method of teaching in Maths,Music,English lesson,Science.
Hosted country shared creative drama activities to each partners.Turkish drama club performed activities:

APPLİCATİON AREAS OF CREATİVE DRAMA

- **Warm-up and relaxation activities**
- **Games**
- **Improvisation**
- **Evaluation**

And all participants pupils and teachers joined the activities.

All participants visited drama workshop in Yeşilköy/İstanbul.And we joined the activities for two groups for pupils and teachers.
İn the drama workshop Our participants took active part in all the activities developed as well as in the exchange of knowledge and experiences.
At the same time, students had a chance to develop their own capacity to increase and strengthen their own constructive and critical thinking. Each participants received a certificate of participation at the and of the drama workshop activities.













Third day (14.11.2018) WEDNESDAY

Culturel Visit Historical Peninsula Region : Sultanahmet Mosque (Blue Mosque), Hagia Sofia,Topkapı Palace,Basılıca Cistern,Grand Bazaar.





Fourth Day (15.11.2018) THURSDAY

Hosted country continued to perform other creative drama activities to each partners .After the exhibited creative drama activities ,all participants joined "Printing with Hand Paint "Activitiy İn the school.

Culturel tours were continued dinner in ferry with Bosphorus Tour beetwen Asia and Europe continent.Crossing from the European side to Asia by Ferry, Visiting " Maiden's Tower.









Fifth Day(16.11.2018) FRIDAY

Evaluation Meeting was held explanations about report, Presantation about memories of one week was made by host country.

İdeas and Suggestions For Next Meeting in Portugal and Decide date of the next meeting .All participants discussed about next meeting dates.And we decided to date of second LTT in Portugal/Madeira between 25-29th March 2019.
Portuguese partners give some information about Madeira/Portugal ,transfers and accommodation.
And all participants agreed that students would stay in families.
Host partner presented the participation certificates.And finished the program in the school.
Turkish families prepared Lunch in school including kind of Traditional Turkish Foods.
Final dinner was held in Kumkapı with tradational Turkish musics.







C2 PORTUGAL (25-29th MARCH 2019)

HOSTING SCHOOL: Escola Básica e Secundária da Ponta do Sol-Madeira

First day (25.03.2019) MONDAY

Official program started on 25th of March, at Ponta do Sol. We met at school. After some welcoming words from the coordinator and from the headmaster's office, the guests were invited to a school show as an opening ceremony. There were traditional Cultural performances: Drama „Life is a Drama - Never Give Up"; Traditional Dance; Extra Curricular performances- Capoeira; Hip Hop; Rock band.
After the show, partners had a coffee break prepared by students of school professional course and then visited school facilities, the room where Drama and Erasmus activities happen and Erasmus+ corner.
Teachers and students had lunch organized by the school then all team went for a Guid visit through the centre of Ponta do Sol, some students from 11th grade explained all cultural and historical aspects of the village. We were all welcomed in the Mayor's office where the president Ms. Célia Pessegueiro and Mr Sidónio Pestana sayed some words about the importance of this projects and the impact of them in school life and education.
In the evening the host partner organized a welcome dinner at school, with collaboration of all the teachers and parents enrolled.












SECOND DAY (26.03.2019) TUESDAY

The host country prepared a cultural visit to:
Porto Moniz: “Ciência viva museum”; “Véu da noiva” water fall.
S. Vicente: Walk through the village; Lunch-teachers and students; Volcanic caves
All participants pupils and teachers joined the activities.





THIRD DAY (27.03.2019) WEDNESDAY

Meeting work, at school - presentation about the content of the project.
Project work activities -Coordinator of the project- Mr. Ibrahim Yazgan

- Presentation of use of Drama Techniques in classrom (vídeo)
- Evaluation of all activities developed until this date/ suggestion
- Workshop" DramaSun" – for teachers, by Drama Teacher Zé Abreu

Student`s: Portuguese language workshop
Art workshop- painting masks
After lunch, all team went for a cultural visit to Ribeira Brava – "Ethnographic" museum










FOURTH DAY (27.03.2019) THURSDAY

In the morning all participants visited drama workshop class and joined the Creative Drama activities with pupils and teachers.

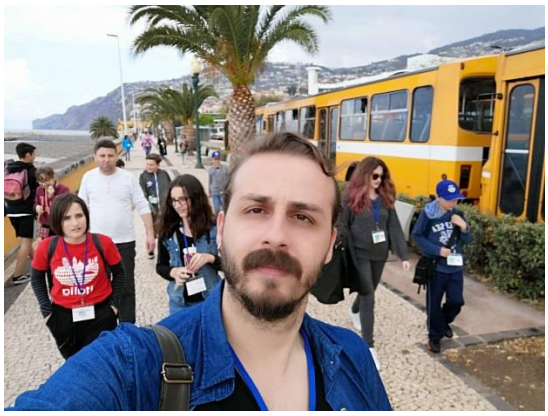
Al team went sightseeing in Funchal, learning historical and cultural aspect of the capital city of Madeira Island:

- Cabo Girão
- Tropical Garden of Monte Palace
- Basket car ride
- Walk through the city
- CR7 Museum









FIFTH DAY (28.03.2019) FRİDAY

Meeting at school for Project work activities – Coordinator of project, Ibrahim Yazgan, made a final presentation and gave short information to remember the importance about drama activities:

- What is creative drama?
- Why is it a good technique in education?
- How to use the drama in the classroom as a new method of teaching all subjects.

Students participated in some traditional games interacting with Portugues students.
In the afternoon all partners and students made a cultural visited to Calheta:

- Guid visite to Museum "Casa das Artes"
- Workshop " MudasTrama – with students and partners
- Delivery of certificates of LTT to students

In the evening the host country offered the final dinner with all teachers/ participants at "Calheta Beach" Hotel after socializing, changing ideas and knowledges, Adriana Oliveira, the coordinator of Portugal, gave each country the certificate of participation in the 2nd LTT and some traditional gifts to remember the experience everyone had with the Portuguese team in Madeira Island. For a great ending, the group went dancing salsa and singing karaoke.



C4 : BULGARIA (11-15th NOVEMBER 2019)

HOSTING SCHOOL: 107 Khan Krum Primary School SOFIA /BULGARIA

First day (11 .11. 2019) MONDAY

The official work on the project started on November 11 at 107 Khan Krum Primary School. All the guest teachers and students were welcomed in the old Bulgarian customwith bread and salt. The welcome ceremony included a special music and artistic program featuring Bulgarian folk dances and songs. The principal of the school Mr. Kalapish welcomed all the guests and the Bulgarian participants. A special greeting to all was the performance of the song, written especially for the project activities - the lyrics were written by the Romanian team, and the Bulgarian participants wrote the music and performed the song.

All participants looked around the school, attended classes and learned about our colleagues' way of working.

Both teachers and students had the opportunity to observe and actively engage in work in English classes in grades 3 and 7, where creative teaching techniques were demonstrated.

After lunch, teachers and students participated in a workshop to create drama materials - scenery of the Snow White tale. Second grade students, their parents and their teachers actively participated in the organization and implementation of this activity.

Coordinator İbrahim Yazgan held a team meeting. He reviewed the work during the first year of the project. He outlined the strengths and outlined the weaknesses that the partners encountered and made recommendations for future work.












SECOND DAY (12 .11 .2019) TUESDAY

The students participated in an art workshop and made beautiful objects to commemorate their participation in the meeting in Sofia. Then they participated in a thematic lesson on the application of drama techniques in teaching math training and in a workshop on emotions in communication. The teachers took an active part in a workshop organized by a psychologist about types of communication and emotional states. They talked about body language and the non-verbal information it gives. A team meeting of teachers took place. During the course, the partners got acquainted with some of the creative methods of work:

• I am writing a story as an AUTHOR

• Advertisements

• Dance Through Drama

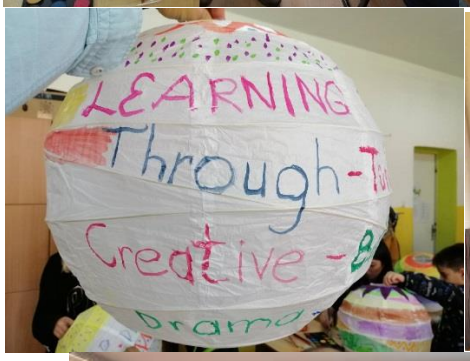
On this day, a year ago, work began on the project with its first meeting in Istanbul. Teachers accepted Coordinator İbrahim Yazgan's proposal to mark November 12 as a day of learning through creative drama. This will become a tradition after the completion of the project activities. Coordinator İbrahim Yazgan stated that it was the main duty of each country to work to promote the activities of the project. To produce and distribute advertising materials - posters, cups with logos, notebooks, pens and the like.

All participants agreed that the next meeting in Romania should be held on 27.04. - 1.05. 2020.

After lunch, all participants took part in an organized walk around Sofia and became acquainted with the history of the city and its most important sights - Ancient Serdica, the Largo Square, the Presidency, the Royal Palace, St. Alexander Nevsky Cathedral, the Parliament Building, the Russian Church, Sofia University.













Third day (13 .11. 2019) WEDNESDAY

We visited the city of Plovdiv, elected European Capital of Culture for 2019 - the architectural reserve Ancient Plovdiv, the Ancient City, the Amphitheater, the ancient stadium. The partners got acquainted with the history and present of one of the oldest cities in Europe and Bulgaria - second in population and economic development after Sofia.







Fourth day (14 .11. 2019) THURSDAY

The teachers had a meeting with coordinator İbrahim Yazgan. They participated in mastering the techniques:

- Slow motion, fast motion
- Dubbing
- Sentence game
- Unknown Language: Bla Bla Bla…

All students and teachers participated in the Drama Materials and Creativity workshop. Participants from each country were given the task of presenting a situation using body language and materials they encountered in their everyday life. They needed to use their creativity and to improvise.

A professional makeup artist from a film production studio demonstrated the incredible possibilities stage makeup has to offer. Everyone participated with great interest and enthusiasm in the makeover with the help of stage makeup and accessories.











Fifth day (15 .11. 2019) FRIDAY

On this day, all partners participated in a performance on the theme of "The City and the Theater as a Décor". We took a walk along the "theatrical" street of Sofia - Rakovski street. The participants got acquainted with the rich cultural life of Sofia through experience and personal participation. In front of each of the theaters, they performed a theatrical-creative task related to the peculiarities of each theater.

The adventure ended at the Bulgarian Army Theater. We were welcomed by the acting deputy director of the theater. He showed us the magic of theatrical art. We visited costume studios, make-up rooms, the different theater stages, and we saw how the sets on the big stage were being built. It took us a while to talk about the profession of the actor, the challenges of the stage characters, the work in the theater.

On the big stage the school principal Mr. Kalapish officially presented the certificates to the participants in the meeting in Sofia, Bulgaria in 2019.

The farewell dinner was at a restaurant with traditional Bulgarian music and dancing. We observed the extraordinary custom of fire walking "nestinarstvo".

The participation in the team meeting in Sofia, Bulgaria, brought many new experiences for the students. They communicated in English, participated in workshops, worked with their hands, learned to express their emotions and develop their creativity, became acquainted with the lifestyle and culture of our country. They participated in a cultural program organized by the host school. The host families took care to make the students happy. They created an atmosphere of trust and a pleasant environment for the children, and also showed them interesting places in Sofia.

The partner teachers got acquainted with the work of our school, exchanged experiences and ideas about working in the project activities, participated in the workshops and organized meetings, in the cultural program.











C3 : ROMANIA VIRTUAL MEETING

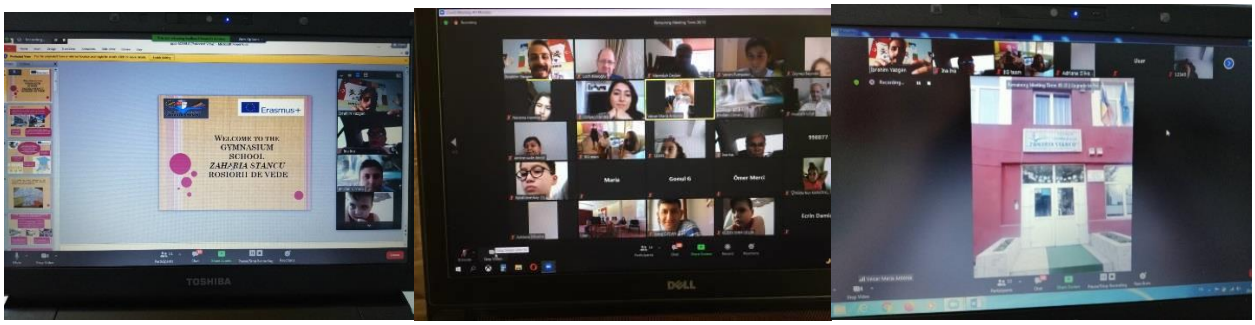
(28th June-1st July)

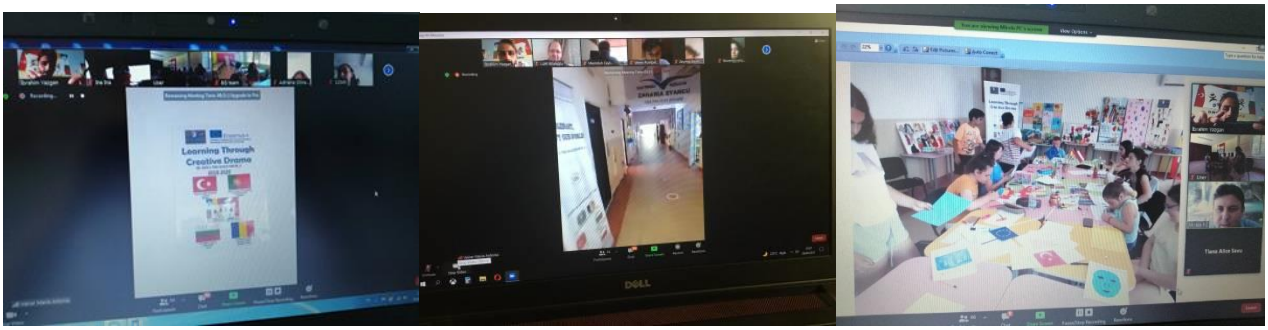
The final meeting of our project was to take place in Romania, but we could not do this activityphysical due to the coronavirus pandemic. We completed our Romania mobility with a virtual meeting.

HOSTING SCHOOL: Scoala Gimnaziala, Zaharia Stancu Rosiorii de Vede/Romania

FIRST DAY (28th JUNE 2021) MONDAY

Official welcoming ceremonywas held by the hosting school Scoala Gimnaziala, Zaharia Stancu Rosiorii de Vede/Romania.Headmaster's and coordinator's welcome speech was made.We visited the school virtually.Hosting school made presentation about the Scoala Gimnaziala, Zaharia Stancu.Hosting school shared with us summary of the All "Learning Through Creative Drama"project activities in Rosiorii de Vede/ROMANIA.We participate the Cultural visits for Rosiorii de Vede/Romania.



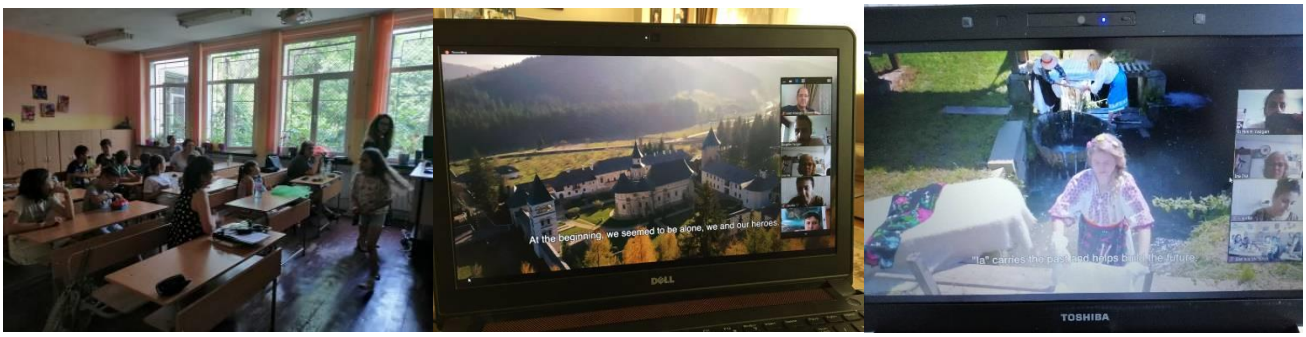


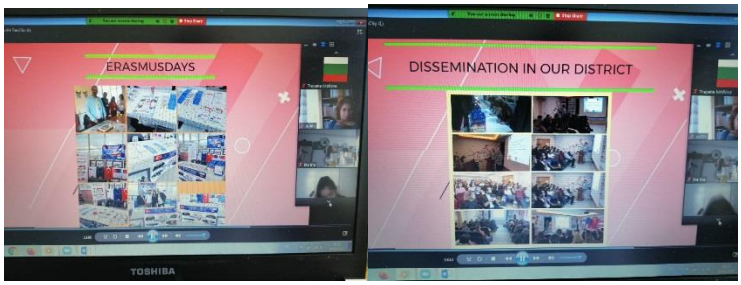


SECOND DAY (29th JUNE 2021) TUESDAY

Hosting school Scoala Gimnaziala, Zaharia Stancushared a presentation about the Creative Drama in Romanian Educational System(What kind of drama activities are using in your school and How).We got opportunity to see Drama Room and School Boards in Scoala Gimnaziala, Zaharia Stancu.All teachers and students participated Drama Workshop.We played different games in this drama workshop and all the students had fun.Kazım Karabekir İlkokulu shared with us their presentation about the project activities which have we done so far.We made a virtual cultural visits for important places in Romania.





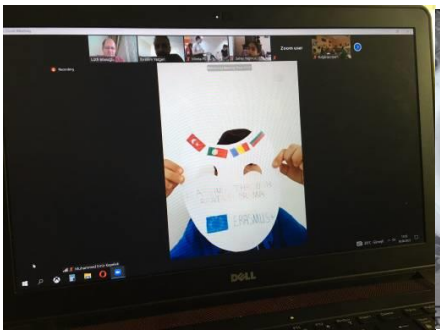


THIRD DAY (30th JUNE 2021) WEDNESDAY

We started the 3rd day activities with Workshop Designing MASKS.Our students designed their own masks including our project materials.107 Primary school "Khan Krum" shared with us their presentation about the project activities which have we done so far.All teachers and students participated Drama Workshop.We played different games in this drama workshop and all the students had fun.We made a virtual cultural visits for important places in Romania.Each partner schools shared Dissemination Activities of the Project.

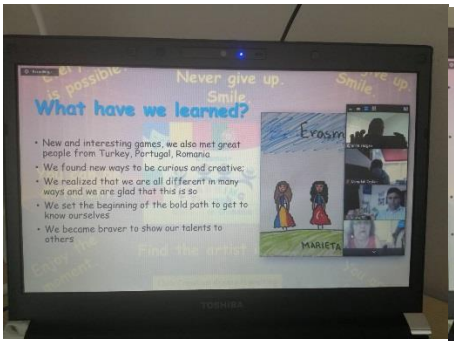


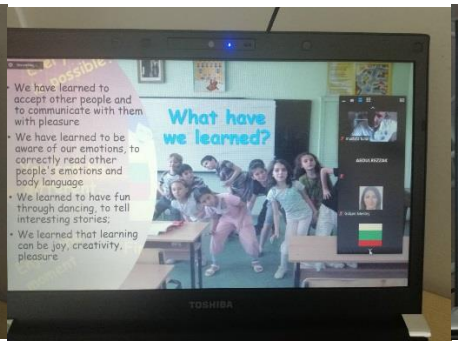


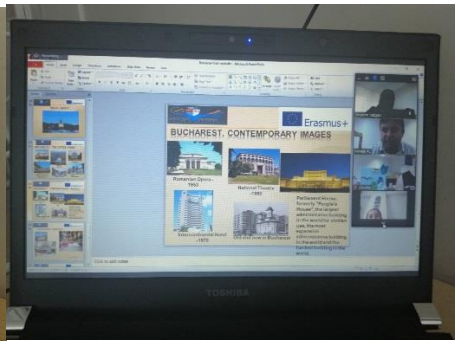


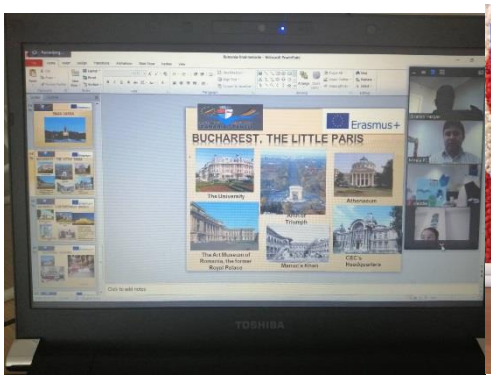










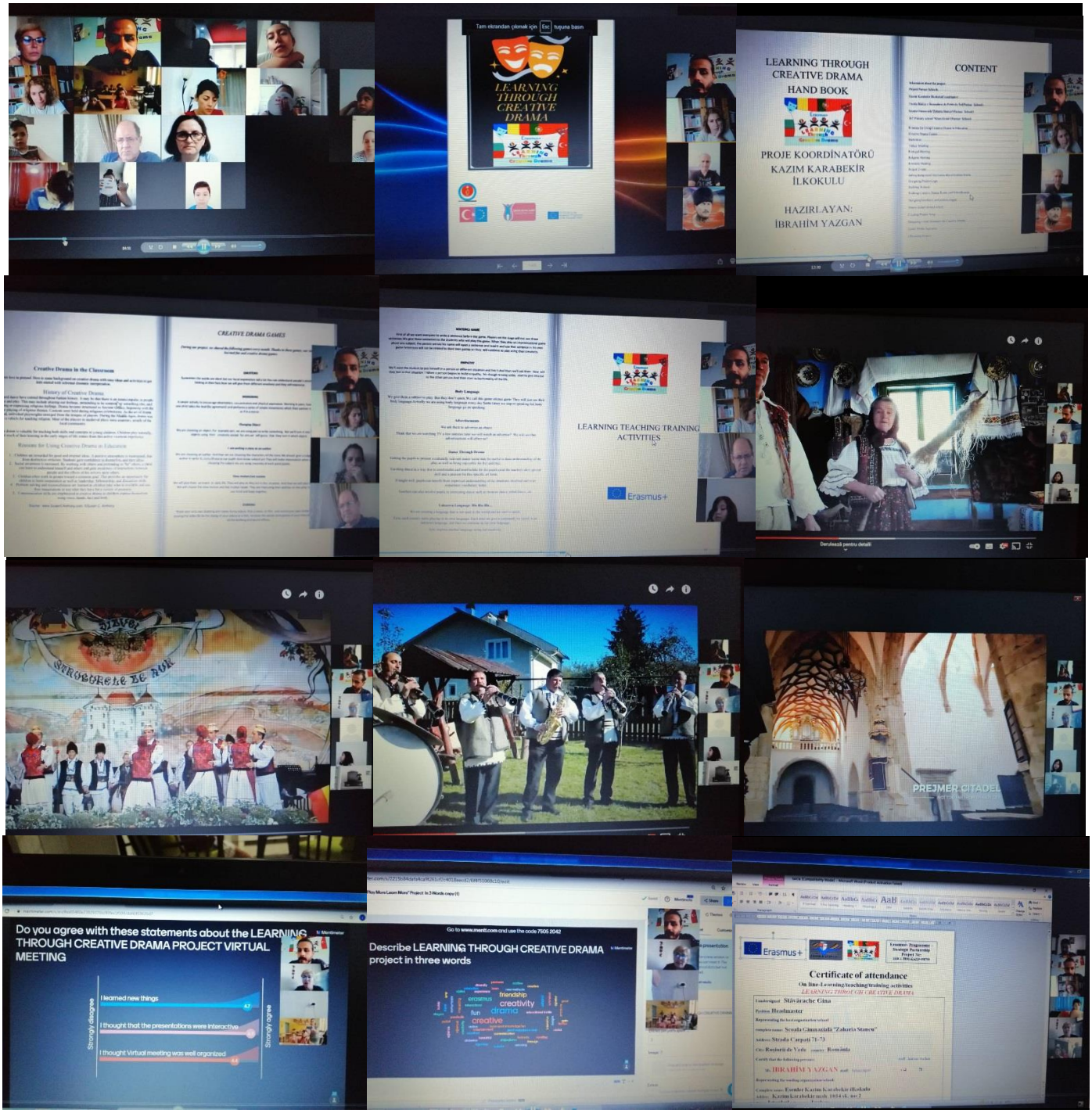






FOURTH DAY (1th JULY 2021) THURSDAY

Escola Básica e Secundária da Ponta do Sol shared with us their presentation about the project activities which have we done so far.Coordinator İbrahim Yazgan shared e book of the project.We made a virtual cultural visits for important places in Romania.We evaluated the virtual meeting and our project with online web 2 tools.We got opportunity to learn effect of the project and virtual meeting on teachers and students.At the end of the meeting certificate ceremony has been successfully completed by Hosting school Scoala Gimnaziala, Zaharia Stancu.





PROJECT ACTIVITIES

Erasmus+

P1 : SEPTEMBER 2018

Getting Background İnformation

About Creative Drama

Background researches done by all participants to learn examples of the using creative drama in education and the history of creative drama . Allpartners provideddata for their counties.
At the end of the all these reserches :
* Each partners had a broad vision about using creative drama methods in education
*They had information about background of creative drama.
*What kind of creative drama activities are there in their contry.







P2: OCTOBER 2018

Apply pre-test for teachers and pupils

We want to learn effect of our project on teachers and pupils.So we applied pre test to learn their knowdlage about creative drama and Eu projects. At the end of project we applied these test again (final-test) .We saw the effect of our project. We applied this test to all teachers and at least 100 students.
So it wasimportant to see effect of our project on teachers and students.

We applied the pre-tests for children and teachers and had some conclusions about their knowledge in creative drama activities. we started drama activities project based on these conclusions.







P3: DECEMBER 2018

Creating project Logo

All partners organized a logo contest in their schools which are designed by the students. And than all partners selected the best logo.The logo of our project to be selected among the best logo which are selected by each country.
All partners voted and the officiallogo of our project determined.
İt is very important that our logos appear in our dissemination activities.Weused this logo all activities.

Creative drama team worked on drama logo, individual and by team work. we realized some beautiful pictures and finally we selected the most beautiful of them to participate at the vote contest. we won the contest with our logo and we are very happy about it.











P4: JANUARY 2019

Building website

Bulgarian Partner school built the website of the project.
All partners shared files and photos with Bulgarian partner school to upload them our website.
Visibility of the project became easily accessible with the website.
We uploaded our all events to the website for the duration of the project and
after the project is completed.

https://ltcreativedrama.webnode.com/



Scan to access website.

P5:FEBRUARY 2019

Building Creative Drama Clubs and Drama Room and Schoolboard

All partners built creative drama clubs and drama room. The teachers who are responsible for these drama clubs selected and each student participated in the activities. All partners made the planning for the use of this drama club and activities time. The coordinator country determined the program.

The drama rooms were decorated by the objects about the drama.

A visible place of our school creative drama cornersdecorated where the activities related to our project .

We created some masks , pictures and we used them with photos taken in drama mobilities and activities , and other materials to decorate drama room and drama corner. the results were absolutely fabulous!











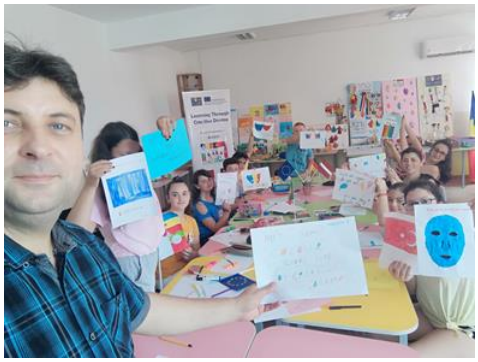
P6:APRIL2019

Designing Brochures,Posters and Slogan

Contest about designing brochures and posters arranged.All students supported this activity. We choosed the best brochures and posters

Each partners put posters and slogans on their drama rooms ,school boards and will put posters on the advertising panels and school boards

.









P7:MAY 2019

Inviting DramaTrainer

A creative drama trainer inveted our schools.Our goal wasto organizeseminars for school students and teachers.These seminars took at least2 weeks.All partners had more information about using methods.









P8: JUNE 2019

End of The First Year

This was the key activity of the project. All the data provided from the previousactivities were analyzed and reported.
Our website will be updated by the Bulgarian partner.
The responsibilities to be carried out during the 2019-2020 academic year communicated to the partners by the coordinating country.

P9:SEPTEMBER 2019

Creating our song

Creative Drama and Music Methods takes a process approach to the two arts, placing primary significance on the learner's growth and development. Each country designed a song and music for our project.
All participants
took support from other students and teachers in their schools.This
activity was also supported by music teachers.

SONG FROM TURKEY

SONG FROM ROMANIA

SONG FROM BULGARIA

SONG FROM PORTUGAL

Please scan the QR Codes to access the songs.

P10:OCTOBER 2019

Empathy

Hope, sadness, happiness, surprise, fear, anxiety issues will be processed by empathy..And we gave them a topic and than happiness, when we call happiness, sadness, when we call it sadness, they revived their feelings by creative drama.These activities developed the skills to solve the problems they may face in daily life. İn this way we learnt to put ourselves in someone else's place.

P11:DECEMBER 2019

Designing visual messages for Creative Drama

Designing visual messages for Creative Drama:Visual messages and slogans were prepared to fill in panels and walls.We prepared presentation including visual messages and slogans.
We planned to interview local journalists.Newspaperswere an important tool for the spreading activities of our Project.













P12:MAY 2021

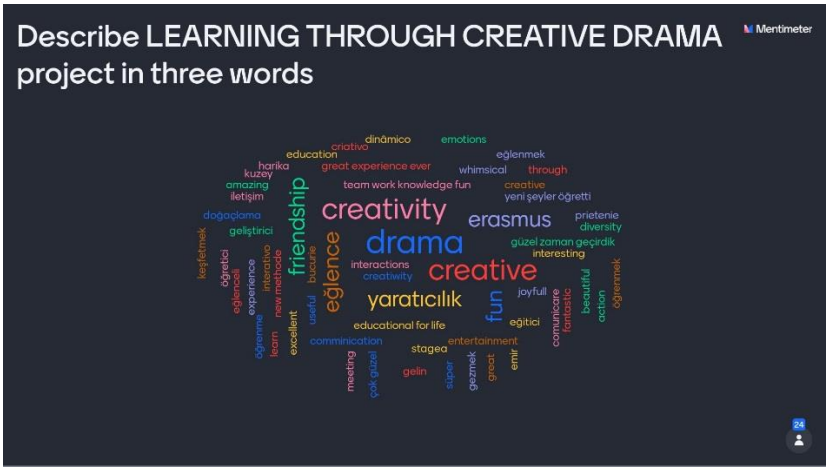
Suggestions

All partners got their views on the project. The motivation, effort, leadership of the Coordinator country, involvement of partner activities,experiences.
The impact of the our project on using creative drama methods.All suggestions and recommendations are taken into account by the coordinator country.All suggestions and recommendations lead us to the final report.

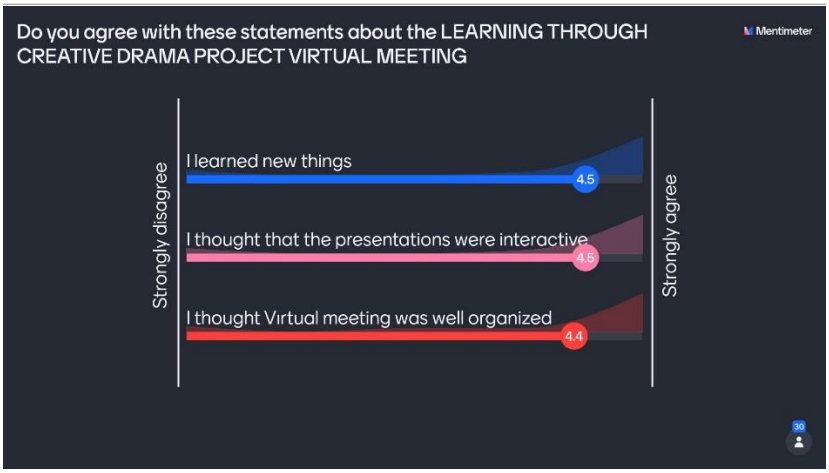
P14:JUNE 2021

Evaluation

We applied final test for teachers and students.We compared the pretest and final test results to see effect of the procet on teachers and students.We also used Mentimeter web2 tool to evaluate the project.







Dissemination

Each partner organized seminars to inform the school principals and teachers at the provincial level in the local area. We reached 1200 students and 800 teachers.Each country designed brochures,glasses,pens and notebooks and distributed them to the other schools and people in their region.We exhibited our project activities in Erasmusdays.This book is also designed for dissemination of our project. We determined to keep active our website and social media accounts after the peroject end.

For dissemination we also managed this project on eTwinning platform.eTwinning platform was the most important way to disseminate our project.10 partners from different schools and countries participated our projet.At the end of the project each partner got National quality label and European Quality Label.



Erasmus+ eTwinning

eTwinning project registration

This certifies that

İBRAHİM YAZGAN

Kazım Karabekir İlkokulu, Turkey

founded the project

LEARNING THROUGH CREATIVE DRAMA

20.05.2019

Teachers per country involved in the project:

BULGARIA (2), **LITHUANIA** (2),
PORTUGAL (1), **ROMANIA** (4),
SPAIN (1), **TURKEY** (5)

Mehmet Fatih Döğer
National Support Service
Turkey

Simona Velea
National Support Service
Romania

www.etwinning.net

SOCIAL MEDIA ACCOUNTS



https://ltcreativedrama.webnode.com/





https://www.instagram.com/ltcreativedrama/





https://www.facebook.com/LTCreativeDramaProject/



Our project was in Local news and National Press





Erasmus+

Co-funded by the
Erasmus+ Programme
of the European Union