



DIVERGENT THINKING

TRAINING MATERIAL ERASMUS ROMANIA

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PART I - FOUR EDUCATIONAL GAMES

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GAME 1: The PO Project (The Provocative Operation)

Time: 30–40 minutes

Target Audience: Primary / Lower Secondary Students (Ages 9–12)

Setup: Teams of 3–5 students

Materials: Digital wheel or prompt cards, timer, paper or mini-whiteboards

Pedagogical Purpose & Educational Context

Developed by Edward de Bono, the **Provocation Technique (PO)** is a core tool of lateral thinking. It uses intentionally absurd or impossible statements to help students break out of predictable thinking patterns.

When faced with a traditional problem, children usually look for the single "right" answer based on what they already know. By introducing a provocative statement—marked by the special word "**PO**" to pause judgment—students learn to move away from asking "*Is this true?*" and instead ask "*Where can this idea take us?*" This activity targets key creative learning goals:

Suspending Judgment: Learning to hold back immediate criticism ("*That won't work!*") and explore unusual ideas instead.

Flexible Thinking: Turning silly or impossible rules into practical, creative solutions.

Persuasive Communication: Practicing how to explain and pitch a unique idea clearly to classmates.

Phase 1: Setup & Ground Rules

1. **Team Setup:** Divide the class into small groups of 3–5 students. Give each team paper or a mini-whiteboard and a marker.

2. **The "PO" Signal:** Introduce the magic word: **PO** (which stands for *Provocative Operation*).

Rule 1: When a provocative statement appears, no one is allowed to say *"That's impossible"* or *"That makes no sense."*

Rule 2: Everyone must say *"PO!"* together. This signals that standard rules are paused and creative problem-solving has begun.

Phase 2: Gameplay Structure (The 4-Step Round)

Run 2–3 rounds using this step-by-step cycle:

1. **The Spin:** Reveal a provocative prompt on the screen or card.
Example: "PO: School should only happen at night."
2. **The 3-Minute Idea Huddle:** Teams collaborate quickly under a timer to answer two questions:
What cool or useful things could happen because of this rule?
How could we turn this into a real, fun, or useful project?
3. **The 45-Second Pitch:** One spokesperson from each team presents their group's best idea to the class.
4. **Peer Voting:** Classmates vote on their favorite ideas using the awards below.

Phase 3: Voting & Peer Recognition

Instead of voting for just one "winner," have students vote across three creative categories:

The Logic Flip: The team that made an absurd rule sound completely sensible.

The Super-Creative Award: The most imaginative or futuristic idea.

The Real-World Solution: The idea that could actually be put into practice today.

Phase 4: Teacher Facilitation & Guidance (Ages 9–12)

If a team gets stuck or says *"We can't think of anything,"* ask guiding questions based on things 9-to-12-year-olds care about (animals, bedtime, snacks, or games) to spark their thinking:

Example Prompt: "PO: School should only happen at night."

The Night-Explorers Angle:

Ask: "What cool science stuff can you see in the dark that you can't see during the day?"

Student Idea: A night-vision school where students study astronomy, track owls, and catch glowing bugs.

The Parent Swap Angle:

Ask: "If kids are at school at night, what happens to the building during the day?"

Student Idea: Adults go to school during the day to learn new hobbies or take a nap, and kids take over the building at night.

The Pajama Academy Angle:

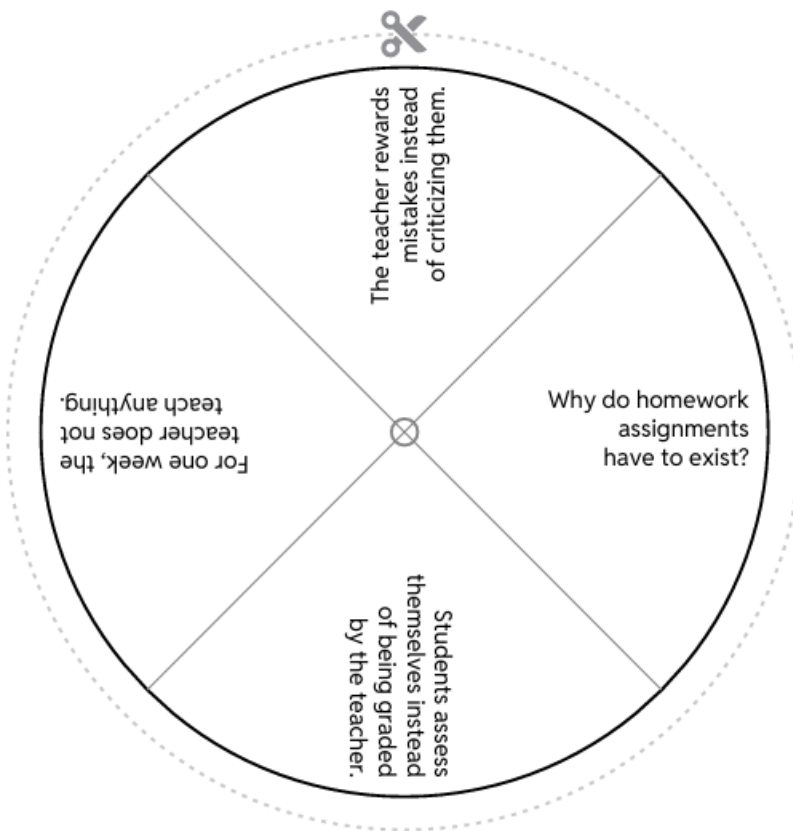
Ask: "If you are at school when you're usually sleepy, how does that change the classroom?"

Student Idea: You wear pajamas to class, study inside blanket forts, eat breakfast for dinner, and bedtime counts as recess!

PROVOCATION TECHNIQUE

Date: _____

Name: _____



Source Link: <https://wordwall.net/resource/112520591>

GAME 2: The Mind-Spark Chain Reaction (free association)

Time: 30–40 minutes

Target Audience: Primary / Lower Secondary Students (Ages 9–12)

Setup: Teams of 4–5 students

Materials: Wordwall/projector display, one stack of paper per team, colored markers

Pedagogical Purpose & Educational Context:

In traditional academic settings, students are predominantly trained in **convergent thinking**—the process of finding the single, correct answer to a structured problem. While essential, convergent thinking alone does not fully prepare learners for complex, real-world problem-solving.

This activity is designed to cultivate **divergent thinking**, which is the ability to generate creative ideas by exploring many possible solutions. Grounded in Guilford's Structure of Intellect theory, the activity directly targets four core dimensions of creative cognition:

Ideational Fluency: Developing the ability to produce a rapid stream of ideas without cognitive friction or hesitation.

Cognitive Flexibility: Encouraging students to easily shift between different categories of thought (e.g., moving fluidly from a concrete object to an abstract emotion or sensory description).

Originality & Remote Association: Training the brain to bypass predictable, conventional responses in favor of novel, unexpected conceptual connections.

Suspension of Judgment: Removing the fear of peer evaluation, allowing learners to bypass their internal self-editor—a critical prerequisite for innovative problem-solving and risk-taking.

Phase 1: Setup & Ground Rules

1. **Team Organization:** Divide the class into small working groups of 4–5 students. Position teams in circles or rows to facilitate a passing relay.
2. **Establishing the "Safe-To-Fail" Environment:** Introduce the rules of creative exploration:

Rule 1: There are no incorrect responses. Every association is a valid contribution to the chain.

Rule 2: Eliminate editing. Students must record their initial, unrefined cognitive response rather than searching for an "ideal" answer.

Phase 2: Gameplay Structure

The activity operates as an idea-generation relay where each student responds to the *previous teammate's input*, creating an evolving chain of concepts.

1. **The Seed Prompt:** The facilitator presents an initial stimulus on the main display (a word, abstract image, or concept).
2. **Link 1 (Player 1 – 10 Seconds):** Records the immediate word, sketch, or association triggered by the Seed.
3. **Link 2 (Player 2 – 10 Seconds):** Looks exclusively at Player 1's entry and records the immediate association triggered by *that specific response*.
4. **The Chain Reaction:** The paper is passed sequentially. Each participant reacts directly to the preceding entry, systematically moving the team further from the starting point.

Phase 3: Divergent Prompt Framework

Utilize diverse prompt categories to exercise different modes of associative thinking:

Prompt Category	Cognitive Objective	Facilitation Instructions
Free Word Association	<i>Ideational Fluency</i>	Present a target term (e.g., <i>Community, Blue, Mobility</i>). Students record the absolute first associated word that comes to mind.
Object Re-Functioning	<i>Functional Flexibility</i>	Display an image of a standard object (e.g., a paperclip or brick). Each participant must record an alternative, non-traditional utility for it.

Abstract-to-Concrete Metaphor	<i>Conceptual Translation</i>	Present an abstract concept (e.g., <i>Confusion</i> or <i>Energy</i>). Students represent the concept as a physical shape, color, or sensory attribute.
Visual Transformation	<i>Spatial & Perceptual Imagination</i>	Project an abstract line or shape for 5 seconds. Participants rapidly doodle an addition to transform the shape into a recognizable form.

Phase 4: Assessment & Metacognitive Reflection

To align with modern pedagogical standards, this activity avoids traditional correctness-based scoring. Evaluation is centered on the qualitative features of creative output:

The Remote Association Award: Granted to the team whose final conceptual link demonstrates the most sophisticated or unexpected cognitive leap from the initial Seed Prompt.

The Category-Shift Award: Granted to the group that demonstrated the highest degree of cognitive flexibility by transitioning across multiple distinct domains (e.g., moving from a physical object $\rightarrow$ an emotion $\rightarrow$ a geographical location $\rightarrow$ an abstract value).

Metacognitive Debriefing Questions

Conclude the session with guided reflective inquiry to help students build awareness of their cognitive processes:

1. *At what point in the chain did your team's ideas shift from obvious connections to surprising ones?*
2. *How did it feel to write down an idea instantly without worrying about whether it was 'right' or 'wrong'?*
3. *How can allowing ourselves to explore unusual initial ideas help us solve complex problems in other subjects or team projects?*

Prompt Type	How to Play It in Class
Word Prompts (1, 9, 10, 12)	"First Word!" Students write the absolute first random word in their head. No context allowed.
Object Prompt (11)	"Eye Spy!" Write the name of the first physical object they picture.
Emotion Prompt (8)	"Current Mood!" Write a single emotion word (e.g., nervous, hyped, tired).
Target Words (4, 5, 6)	"Word Associations!" For ROMANIA, BLUE, or INTEGRATION, they write the immediate gut-reaction word it triggers.
Shape/Image Prompts (2, 3)	"Flash Image!" Project a random abstract shape or photo on the board for 5 seconds. Students scribble what it looks like (e.g., a cloud, a pizza).
Drawing Prompt (7)	"Scribble Symbol!" For EDUCATION, the student has 15 seconds to draw a rapid symbol (e.g., an apple, a graduation cap, an open book).

Free association

Date: _____

Name: _____

1. Write the first word you have in your mind.



2. Look at this image. Write anything connected to its shape.



3. Look at this image. Write everything that comes to your mind.



4. Listen the word: ROMANIA. And write the first word that comes to your mind.

5. When I say - blue - you think at ...

6. What is the first word on your mind when you hear the word : INTEGRATION.

7. Draw something that symbolise the word „ EDUCATION"

8. Write your first emotion.



9. Write the first word that comes in your mind.

10. Write the first word that comes in your mind.

11. What is the first object that you have on your mind.



12. Write the first word that you have on your mind.



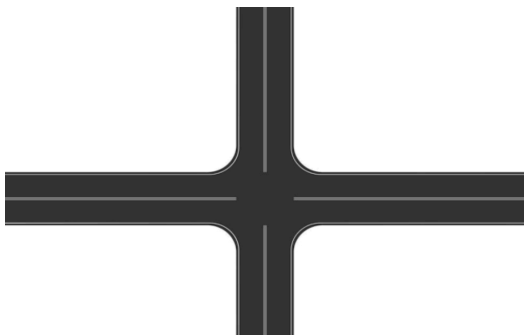
Free association images ideas:



Free association images ideas:



Free association images ideas:



GAME 3: Digital Game – WordArt Activity

Classroom Adaptation: The Word Cloud of Us

Time: 30–40 minutes

Target Audience: Primary / Lower Secondary Students (Ages 9–12)

Setup: Individual work followed by whole-class digital collaboration

Materials: Digital devices (tablets/laptops) or interactive whiteboard, access to a free word-cloud generator (e.g., WordArt.com, Mentimeter, or Wordclouds.com), paper and markers (for offline setup)

Pedagogical Purpose & Educational Objectives

This activity adapts a post-mobility reflection task into a dynamic, classroom-based digital synthesis exercise. It helps students distill complex personal feelings into a shared visual outcome while building digital fluency and empathy:

Social Inclusion & Group Identity: Demonstrates how individual feelings and diverse backgrounds unite to form a single, shared classroom story.

Divergent Thinking & Concept Distillation: Challenges students to evaluate their entire experience and select the single most meaningful word to capture it, expanding vocabulary and self-reflection.

Digital Literacy & Creative Expression: Teaches learners how to use accessible digital tools to visualize qualitative data, select visual themes/shapes, and understand basic digital design principles.

Phase 1: Guided Reflection & Word Selection (10 Minutes)

1. Set the Context: Ask students to reflect on a shared class milestone (e.g., *a recent group project, a school trip, an international exchange day, or the start of the school year*).
2. The "One-Word Challenge": Ask each student to choose one single word that best describes their personal experience, feelings, or what they learned during the event.
3. Drafting & Synonyms (Offline Warm-up):

Students write their chosen word on a slip of paper.

Facilitator Tip: Encourage students to think beyond obvious choices like "Fun" or "Good." Challenge them to use expressive words (e.g., *Connected, Inspired, Curious, Energetic, Welcomed*).

○

Phase 2: Digital Creation & Collaboration (15 Minutes)

Option A (Interactive Live Mode - Mentimeter/Slido):

Project a live word cloud link on the board. Students type their word into their devices. As words are submitted, the cloud updates in real time on the main screen, growing larger when multiple students select the same term.

Option B (Creative Design Mode - WordArt.com):

Students access WordArt.com (or a similar platform).

Inputting Data: The class pools their words into a shared list (or the teacher pastes all student submissions into one master list).

Customizing the Shape: Students select a visual template/symbol that matches the topic (e.g., a heart for inclusion, a globe for international projects, a lightbulb for creative ideas).

Visual Styling: Students experiment with font styles, color palettes, and word angles to learn basic digital design controls.

Phase 3: Display & Debriefing (10 Minutes)

Project the final collective WordArt image on the classroom board and facilitate a brief group discussion:

1. Visual Analysis: *"Which words appear largest on our screen? Why do you think so many of us felt that way?"*
2. Celebrating Diversity: *"Look at the smaller, unique words around the edges. What unique story or perspective does each one add to our class image?"*
3. Inclusion Check: *"How does seeing all our words together in one shape show that we are a team, even if we all experienced the activity differently?"*

Key Takeaways for Teachers (Erasmus Training Material)

Low Barrier to Entry: Requires minimal digital preparation and works across all subjects and language levels.

Multilingual Friendly: In multicultural or Erasmus settings, students can submit their word in their native language or in English, creating a rich multilingual art piece that highlights cultural diversity.

Tangible Product: The exported image file can be printed as a classroom poster, saved in digital student portfolios, or uploaded to your school's eTwinning / Erasmus project gallery.

During Romania mobility, on the **WordArt** platform, participants were asked to select a visual template and express, through a single word, their personal experience, impressions, and the meaning that the mobility in Romania and the interaction with participants from the other countries had for them.

All the words selected by the participants were subsequently brought together and transformed into a visual representation using WordArt. The resulting image incorporated the participants' impressions, emotions, and individual perspectives regarding their mobility experience. In this way, a common visual representation was created, reflecting the diversity of experiences within the same mobility programme.

The main objective of the activity was to **promote social inclusion** by creating an overall picture of the experiences shared by all mobility participants. The activity demonstrated how a common experience can contribute to integration, collaboration, mutual understanding, and the inclusion of people from different cultural and national backgrounds.

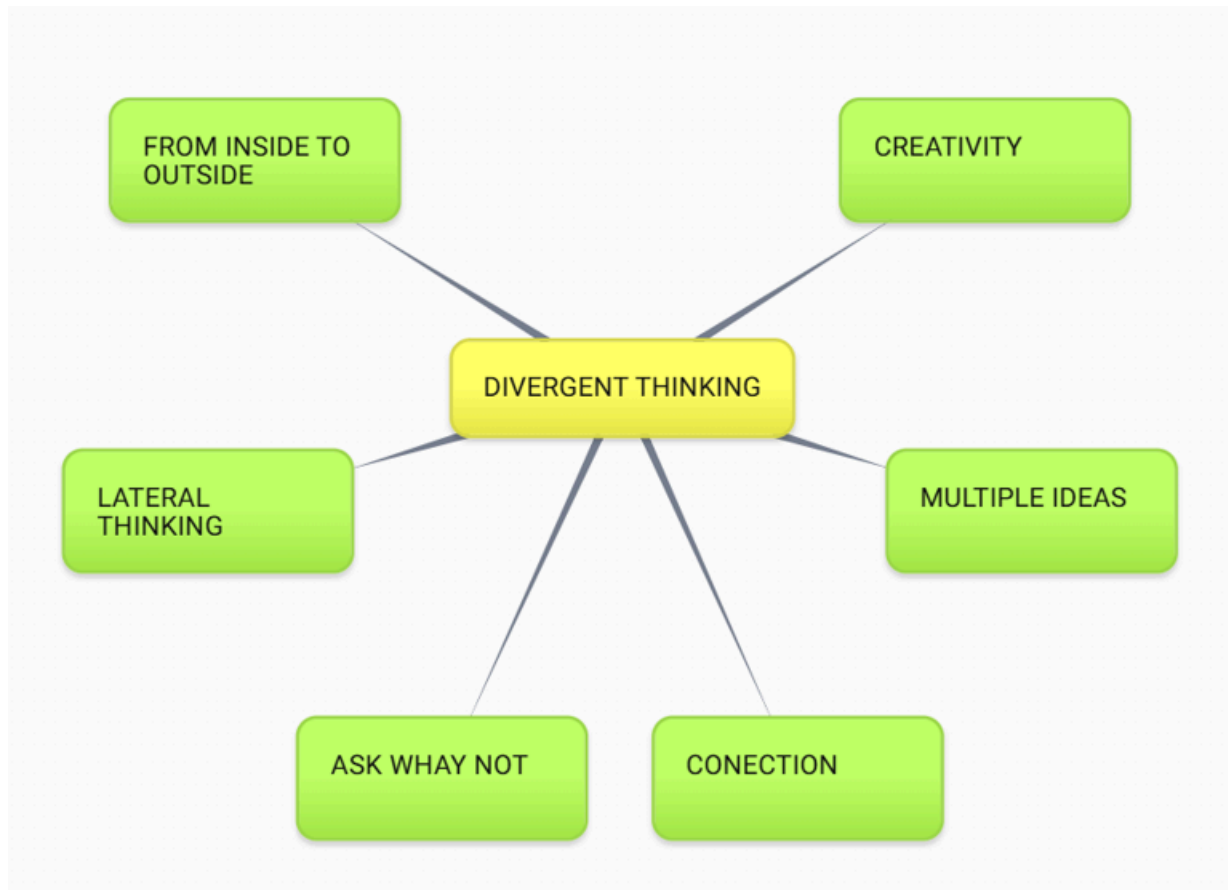
A second objective was to **develop divergent thinking** by encouraging participants to identify a single word that best represented their personal experience and then transform these individual ideas into a collective visual representation. The different words and perspectives contributed to a diverse and creative image of the mobility experience.

The third objective was to develop participants' **digital skills through digital games and creative digital tools**. This objective was achieved through the use of the WordArt platform, which enabled participants to learn how to express and represent information, impressions, and creative ideas through a digital and interactive medium.

The final outcome was a **collective WordArt image** containing the words chosen by all participants. The image represents the diversity of individual perspectives while simultaneously highlighting the common experience that brought the participants together, illustrating how digital tools can support creativity, communication, collaboration, and social inclusion.







Source: bubbl.us

GAME 4: The Mystery Classmate (icebreaker, group builder)

Time: 30–40 minutes

Setup: Teams of 3–5 students

Objective: Figure out who wrote the mystery clue sheet by asking around the room. It's a low-pressure way to spot surprising common ground, share a bit about your background, and learn something new about the people you sit next to every day.

Step 1: Fill Out Your Card (5 mins)

Pass out the clue sheets. Have everyone fill theirs out secretly—**don't put your name on it!**

- **Favorite color:** (*Bonus: Does it mean anything special in your culture or family?*)
- **A favorite hobby:** (*A sport, an instrument, a game you play at home, etc.*)
- **Something you love:** (*A favorite home-cooked dish, a family tradition, or a core value*)
- **A memorable trip or spot:** (*A cool place you visited, or a favorite hangout in your home country*)
- **A funny guilty pleasure:** (*A goofy habit, a cheesy song, a favorite cartoon, a snack you eat secretly*)

Step 2: Swap Them Up (2 mins)

1. Collect all the finished sheets.
2. Give them a quick shuffle.
3. Hand one random sheet back to each student.
(*If anyone gets their own card back, just swap it for another one right away.*)

Step 3: Find Your Mystery Person (15 mins)

Everyone gets up and moves around the room. You're trying to hunt down the person whose card you're holding.

The Catch: You can't just ask, "*Is this yours?*" You have to ask about the clues on the card. For example: "*Do you play soccer on weekends?*" or "*Did you go to Spain over the summer?*" If they say no to a clue, move on and ask someone else. Once you match all the clues and find the right person, have them sign the sheet!

Step 4: Wrap-Up Circle (10 mins)

Gather everyone back together in a circle to chat about what turned up:

- Did anyone discover a random or funny thing they have in common with someone else?
- What was the most interesting story or cultural detail you learned while hunting for clues?
- Did anyone discover a shared guilty pleasure or hobby they didn't expect?



Favorite colour:

Your hobby:

What I love:
.....

Memorable holiday:

Guilty pleasure:
.....
.....



PART II - CULTURAL HERITAGE APPLICATIONS

Cultural Mind Mapping - Heritage Bridges

Duration: 30–40 minutes

Players: Teams of 3–5 students

Objective: Teams use an online mind map to discover or invent creative, divergent links between specific cultural elements from all four countries.

How to Play:

- 1. The Setup:** Divide students into international or local teams. Give each group a shared mind-mapping canvas (like Miro, MindMeister, Mindmup or Bubbl.us).
- 2. The Prompt:** Assign each team a core "cultural mashup pack." Each pack must contain one specific element from each country.
- 3. The Challenge:** Students place the four elements at the outer corners of their map. They must use divergent thinking to build branching nodes toward the center, creating a "bridge" concept that unites all four.

Example Mashup Pack:

- * **Romania:** The mythical Dracula/Vlad Tepes or Mărțișor (spring amulets).
- * **Lithuania:** Užgavėnės (winter-chasing festival with scary masks) or Cepelinai (potato dumplings).
- * **Turkey:** Karagöz (traditional shadow puppetry) or Nazar (evil eye amulet).
- * **Spain:** Flamenco dance or La Tomatina (tomato-throwing festival).

Divergent Connections Students Might Make:

- * **The "Superstition & Protection" Bridge:** Connecting Romania's Mărțișor (talisman for spring) to Turkey's Nazar (talisman against evil), leading to Lithuania's Užgavėnės masks (scaring away winter evil), meeting Spain's Flamenco (expressive storytelling used to ward off sorrow).

* **The "Theatrical Shadows" Bridge:** Connecting the spooky vibe of Romania's Dracula with Lithuania's Užgavėnės monsters, linking them to Turkey's Karagöz shadow puppets, and staging the final "puppet show" during Spain's La Tomatina chaos.

How to Score It:

* **The "Most Divergent" Award:** For the team that connects the most wildly different items using the most surprising logic.

* **The "Deepest Detail" Award:** For the team that uncovers a real, obscure historical connection between these cultures.



Credits: ChatGpt

Multicultural Brochure

Participants create a virtual **Cultural Heritage Brochure** focused on promoting participants' own cultures and fostering social inclusion using the Canva digital tool.

The activity consists in representing the culture specific to each participant's country through elements related to their school of origin, as well as through cultural elements representative of their country.

During the Romanian Mobility which took place between 5 and 9 May at Scoala Gimnaziala #2 Fundeni-Dobroesti, each participant had the opportunity to present their own school and their school's vision through images and words, while also highlighting cultural elements specific to their country, such as traditional food, an iconic building or a flower representative of their national culture.

Furthermore, each mobility participant presented a traditional recipe from their country and contributed to promoting social inclusion by introducing the other participants to their own world and culture through images, words, and personal perspectives. In this way, the activity created an opportunity for participants to share aspects of their identity and cultural background while discovering and appreciating the diversity of the other countries represented within the mobility.

The final outcome of the activity was the **Cultural Heritage Brochure**, which brings together the identified cultural elements and presents them through images and concise information. The brochure represents a synthesis of the course objectives, combining cultural exploration, social inclusion, creativity, divergent thinking, and digital skills in an interactive and collaborative format.

Objectives:

The exercise fostered **social inclusion, cultural awareness, creativity, digital competence and divergent thinking**. Divergent thinking was stimulated through the different ways in which participants chose to represent their own culture and school, allowing each person to provide a clear, coherent, and personal perspective on their cultural identity and educational environment. At the same time, the participants used digital tools to create and organize the content, thereby developing their digital skills while exploring Romanian cultural heritage.

The activity therefore contributed to a better understanding and appreciation of cultural diversity, encouraging participants to communicate, share experiences, and discover similarities and differences between their educational and cultural backgrounds.



CULTURAL HERITAGE BROCHURE



RO - Mobility - May 2026

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LITHUANIA



Cornflower.



Gediminas Castle Tower



Lithuanian šaltibarškis

INGREDIENTS:

- 200 g (7 oz) boiled & cooled lean pork (about 2 medium boeris)
 - 100 g (3.5 oz) cucumber (about 1 large pickling cucumber, either fresh or pickled - see note above)
 - 6 spring onions or 10 green onion leaves
 - 2 hard-boiled eggs
 - 1.8 litres (3 pints 6 fl oz or 800 ml) 1 pint thick natural yoghurt and 1 litre (2 pints) buttermilk
 - bunch fresh dill
 - Juice of ½ a lemon (optional)
 - salt to taste
 - For the side dish:
 - 200 g (7 oz) potatoes
- METHOD:
1. Peel the potatoes and chop into bite-sized pieces. Place in a saucepan of boiling water, add a good pinch of salt and boil until a knife can easily pierce the flesh.
 2. While the potatoes are boiling, assemble the soup.
 3. Slice the cucumber & grate into fine julienne.
 4. Chop the eggs into small dice.
 5. Chop the spring onions or onion leaves into 1 cm (½ inch) pieces.
 6. Finely chop the dill.
 7. Pour the yoghurt into a large bowl or saucepan and add the chopped ingredients and half of the lemon juice, holding back some of the dill for garnish.
 8. Taste and season salt and additional lemon juice as required.
 9. Ladle the soup into bowls and sprinkle with the remaining dill.
 10. Serve the potatoes on a side plate so that they do not heat the soup.



UKMERGĖS UŽUPIO PAGRINDINĖ MOKYKLA



Our school mission:

An educational institution that provides primary and secondary education in accordance with national standards, introduces the basics of personal career planning, meets the needs of students, and fosters the development of individuals capable of integrating into new environments.



SPAIN

La Alhambra



Spanish Red
Carnations
o claveles rojos



The Alhambra is a stunning 14th-century Moorish palace and fortress in Granada, Spain. For any travelers, it is a bucket-list destination requiring advance planning. It features the intricate Nazarí Palaces, the Generalife gardens, and the Renaissance-era Palace of Charles VI.



Flamenco
guitar

- Combine tomatoes, pepper, cucumber, onion and garlic in a blender. Blend at high speed until very smooth, at least 2 minutes; with the motor running, add the vinegar and 2 teaspoons salt. Slowly drizzle in the olive oil.
- Strain the mixture through a strainer or a food mill, pushing all the liquid through with a spatula or the back of a ladle. Discard the solids. Transfer to a large pitcher (preferably glass) and chill until very cold, at least 6 hours or overnight. Before serving, adjust the seasonings with salt and vinegar.

Gazpacho



CEIP JOSÉ CALDERÓN



Our school motto...

Our school prioritizes the teaching of democratic, civic, and ethical values –as well as cultural diversity, sustainability, a culture of peace, gender equality, Andalusian culture, and healthy lifestyle and consumption habits –through both curricular and extracurricular planning. Every member of the educational community plays an active and central role in this process. We foster attitudes that promote camaraderie, respect, and helpfulness toward others, as well as orderliness, the use of dialogue to resolve conflicts, and a firm rejection of violence and aggression. We aim to instill a lifestyle grounded in the acceptance of the values society needs to function properly and flourish.



TÜRKİYE



The tulip, a bulbous and herbaceous plant, is believed to originate from Central Asia and to have been brought to Anatolia by the Turks. Used as a decorative motif in handicrafts in Anatolia from the 12th century onwards, the first poet to incorporate the tulip into his poetry was Mevlana Celaleddin Rumi. His *divan* and *rubai* poems contain many verses about tulips.

The tulip experienced its most glorious period in the Ottoman Empire between the 16th and 18th centuries. Its use as an ornamental plant and decorative motif...

Hagia Sophia Mosque is one of the most important historical structures in Istanbul. It was originally built as a church in 537 by Emperor Justinian I of the Byzantine Empire. For approximately 900 years, it served as one of the most important centers of worship for the Christian world.

Following the conquest of Istanbul in 1453, it was converted into a mosque by Sultan Mehmet the Conqueror, and minarets, a mihrab (prayer niche), and calligraphic decorations were added during the Ottoman period.

Hagia Sophia, which began serving as a museum in 1935, regained its status as a mosque in 2020. Today, it is both a place of worship and a significant historical and cultural heritage site visited by millions of tourists.



The Nazar Boncuğu (Evil Eye Bead) is a traditional Turkish symbol believed to protect people from bad energy and jealousy. It is usually blue and shaped like an eye. In Türkiye, people often hang it in homes, cars, or wear it as jewelry for good luck and protection.



The Nazar Boncuğu
(Evil Eye Bead)

KUYMAK

Kuyumak (Evil Eye Bead) is a traditional Turkish symbol believed to protect people from bad energy and jealousy. It is usually blue and shaped like an eye. In Türkiye, people often hang it in homes, cars, or wear it as jewelry for good luck and protection.

Ingredients:

2 1/2 cups water

2 1/2 cups flour

1 cup water (with salt)

200-300 grams dry yeast (active)

1/2 cup oil (for frying)

1/2 cup oil (for frying)

1/2 cup oil (for frying)

1/2 cup oil (for frying)

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Bener Cordan Ortaokulu



Our school mission:

In line with Atatürk's principles and reforms, we exist to inform and educate our students and the community, to ensure they become useful individuals for themselves and our country, by implementing an education system at the level of contemporary countries. We exist to provide our students with a modern education. We exist to provide education starting from preschool. We exist to raise individuals who value the values and morals of Turkish society. We exist to educate our community as well. We exist to create a school environment where students feel welcome. We exist to cultivate the most qualified individuals for our future.



ROMANIA



PEONY FLOWER



THE PARLIAMENT HOUSE

Romanian Grilled Minced Meat Rolls (Mici) with Mustard

Ingredients: (Serves 4)

500 g ground beef
250 g ground pork
3 garlic cloves, crushed
1 teaspoon baking soda
1 teaspoon salt
1 teaspoon black pepper
1 teaspoon sweet paprika
½ teaspoon dried thyme
150 ml beef stock (cold)
2 tablespoons vegetable oil
Mustard, for serving



MICI

Instructions

In a large bowl, combine the ground beef and ground pork.

Add the crushed garlic, baking soda, salt, black pepper, paprika, and thyme.

Gradually pour in the cold beef stock while mixing until the mixture becomes smooth and sticky.

Cover and refrigerate for at least 8 hours, preferably overnight.

Wet your hands and shape the mixture into rolls about 8-10 cm (3-4 inches) long.

Grill the mici over medium-high heat for 10-12 minutes, turning them frequently until browned on all sides and cooked through.

Serve hot with mustard and fresh bread.



Școala Gimnazială nr. 2 Fundeni-Dobroești



Our school mission:

Our school's mission is to create a welcoming and stimulating learning environment where every child feels valued, respected, and supported in achieving their full potential.

Our School's Vision

OUR STUDENTS TODAY, THE SUCCESSFUL LEADERS OF TOMORROW!

ROMANIA MOBILITY

LITHUANIA

SPAIN



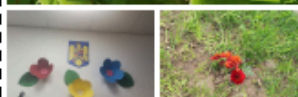
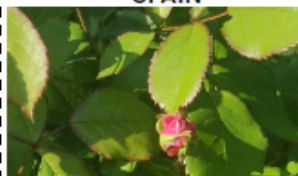
TURKIYE

ROMANIA



Ro mobility - Herbs & flowers

SPAIN



LITHUANIA



TÜRKİYE





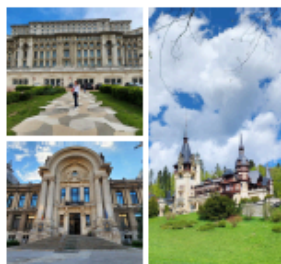
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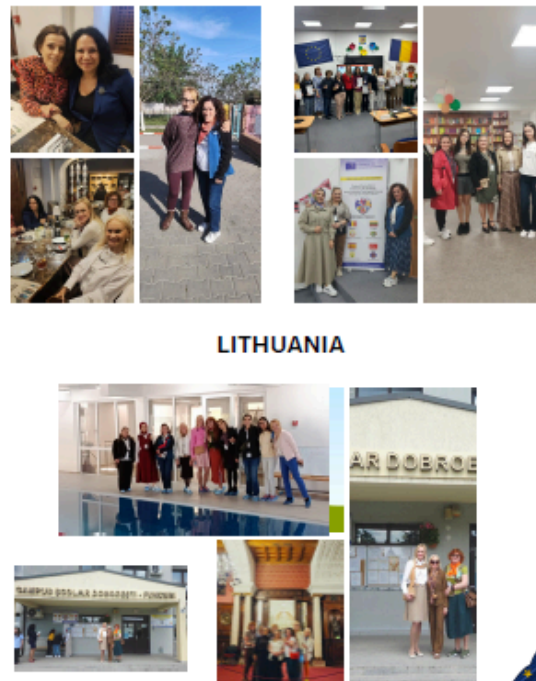
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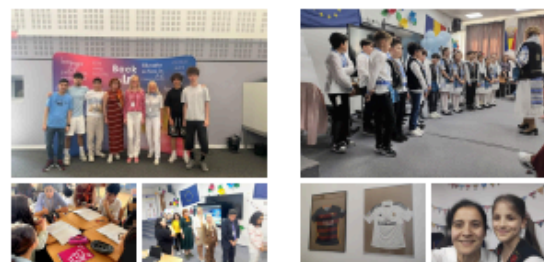


LITHUANIA

SPAIN

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SPAIN



TURKIYE



Our message for the organisers

Many thanks to the Romanian team for their wonderful hospitality. You successfully managed the week-long training and collaboration and made things very easy for us.

We were also very happy to meet again with the Lithuanian and Spanish teams in a transnational meeting. We left Romania with beautiful memories and useful information. We hope to be together again in another mobility program.

The Turkish Team

A tremendous thank you, especially ROMANIANS, from the bottom of our Lithuanian hearts, Miglė's, Virgilija's and Rusne's 🥰🥰🥰 for the unforgettable mobility time in Bucharest and all the wonderful places we have visited together 🚗🏠📚📺🍲🌸!

Your hospitality, inspiring activities, collaboration, and the true connection between teachers' and pupils' hearts ❤️❤️❤️ made this experience incredibly special 😊. We feel that through Erasmus+ we have become one big family, full of friendship, laughter, and beautiful memories 🧠

Lithuanian Team

The Spanish delegation runs out of words to express our gratitude and perennial appreciation for the Romanian Erasmus team and their impressive planning in this Erasmus cultural exchange program. From the moment we stepped off the plane in Bucharest at a very Spanish/late arrival, we were greeted at the airport by Alina and Violeta, with the warmest and most beautiful smiles: making us feel at home (en casa) right away while playing Romanian music to make our entry much more pleasant.

The entire Romanian Erasmus team poured their hearts out and shared their cultural heritage with so much enthusiasm, elegance, professionalism, and pride that it made you feel the Romanian "dragoste" throughout the classrooms, the staff rooms, the hall, the meeting rooms, the hallways, playgrounds... The excellence and brilliance of all the folklore and traditional dances, the extremely motivating and innovative math lessons, the very entertaining and engaging ESL activities that made us all participants, the masterfully conducted workshops - all made this experience unforgettable and priceless.

The bar has been set very high; we can only strive to meet some of the elevated standards and do so with lots of EU hearts and "mucho corazón". We will be waiting for the Romanian, Lithuanian and Turkish delegations in Malaga with arms open wide and even bigger hearts.

Spanish Team

PART III - TEACHING SKILLS

TEACHING WITH LIVRESQ - DEMO LESSON

Using Livresq makes lessons interactive and helps teachers build modern digital skills. Instead of just reading a textbook or listening to a lecture, students learn by doing.

Here is how Livresq improves classroom learning:

- * **Boosts Digital Literacy:** Teachers learn to create rich digital content, while students build essential computer skills by interacting with videos, audio, and online activities instead of passive screens.

- * **Uses Game Elements to Keep Students Motivated:** Lessons work like a game. Students complete challenges, drag and drop answers, unlock new sections, and receive badges or diplomas at the end. This makes learning fun and keeps students focused.

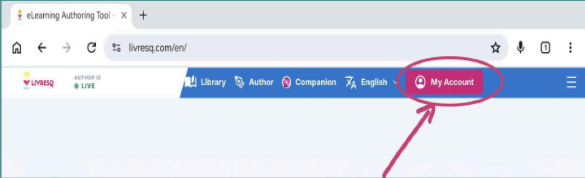
- * **Encourages Creative Thinking:** Teachers can create flexible lessons where students choose their own path. For example, in a science or ethics topic, a student can explore different solutions to a problem rather than just memorizing one correct answer.

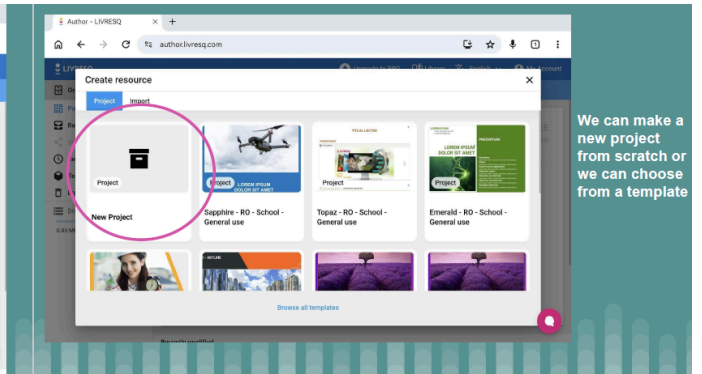
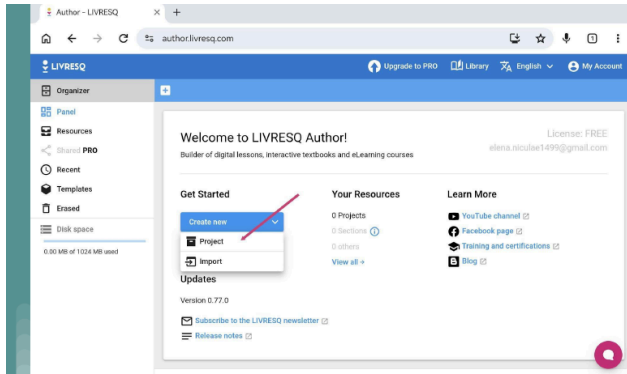
- * **Supports Every Type of Learner:** Fast learners can jump ahead to explore extra materials, while students who need more time can replay videos or retry quizzes at their own pace without feeling left behind.

**Digital resources:
Creating
educational
materials on the
LIVRESQ platform**

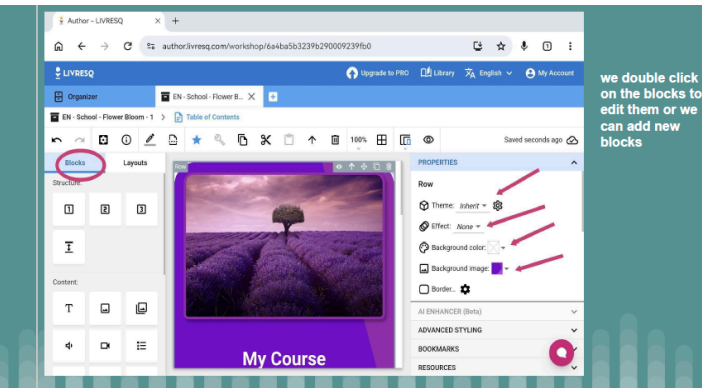
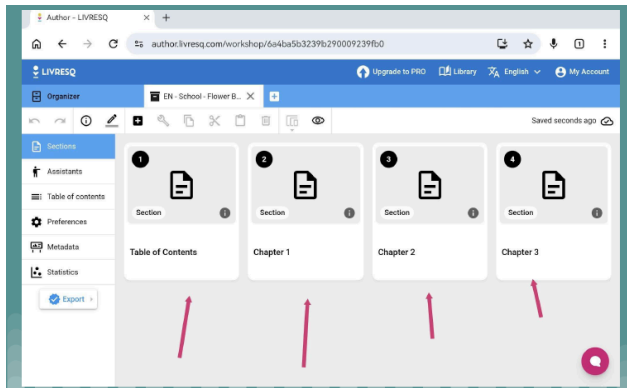
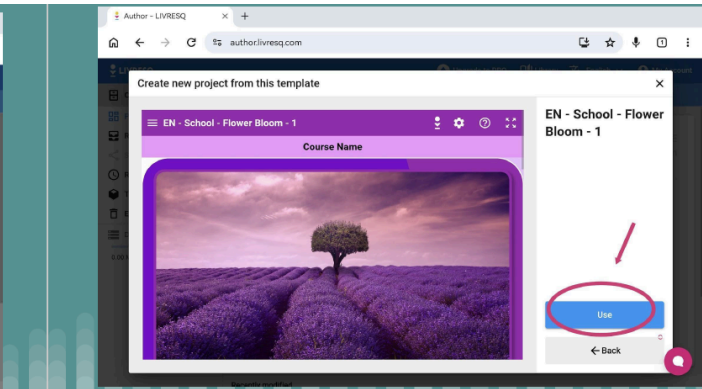
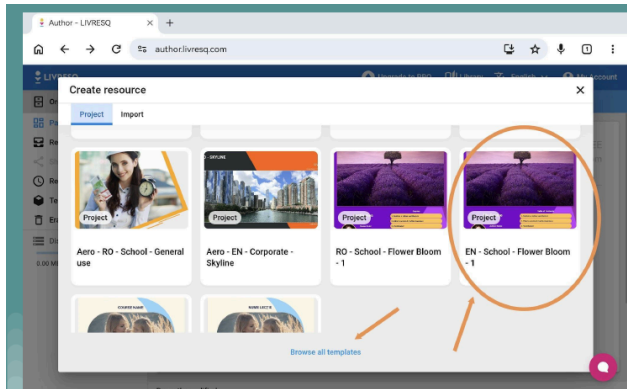
Școala Gimnazială nr. 2 Fundeni-Dobroești
Niculae Elena

First search <https://livresq.com> and then we click on my account

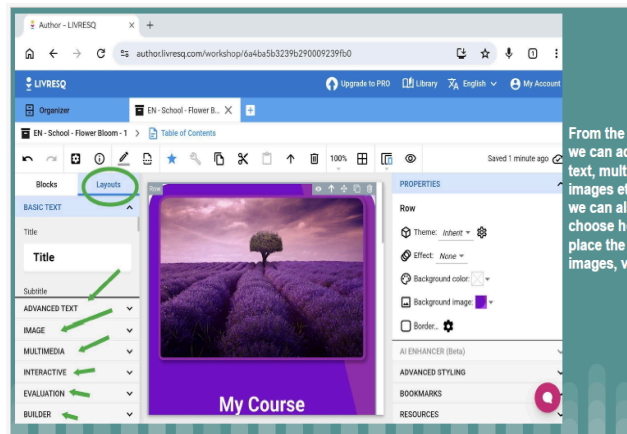




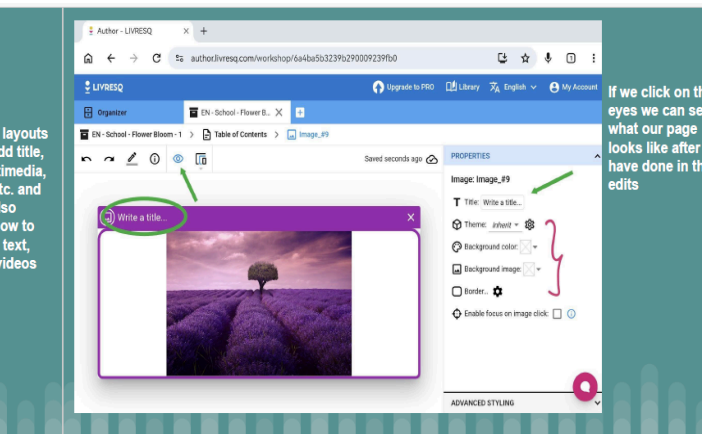
We can make a new project from scratch or we can choose from a template



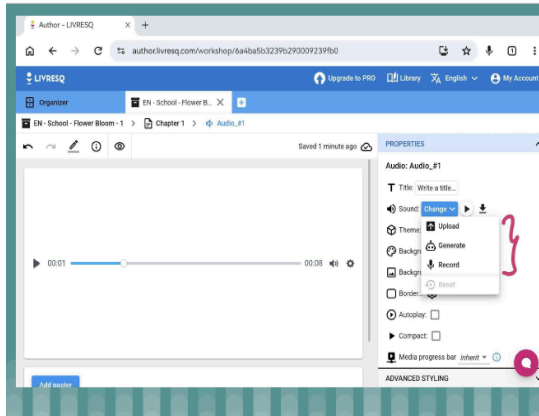
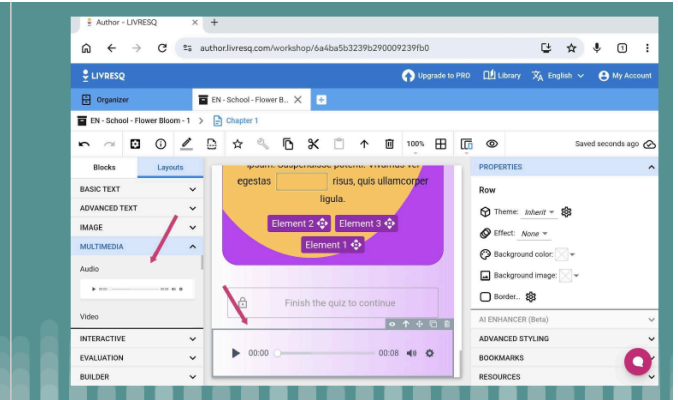
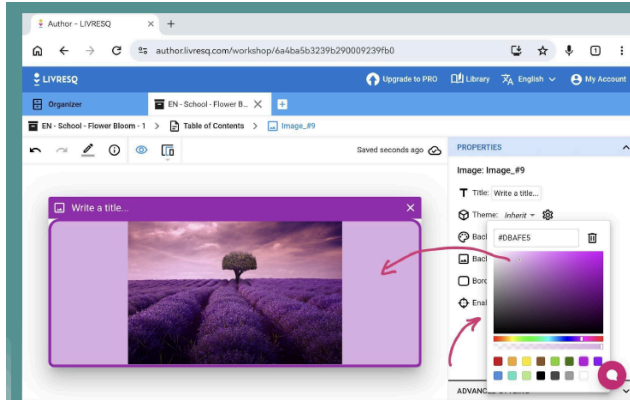
we double click on the blocks to edit them or we can add new blocks



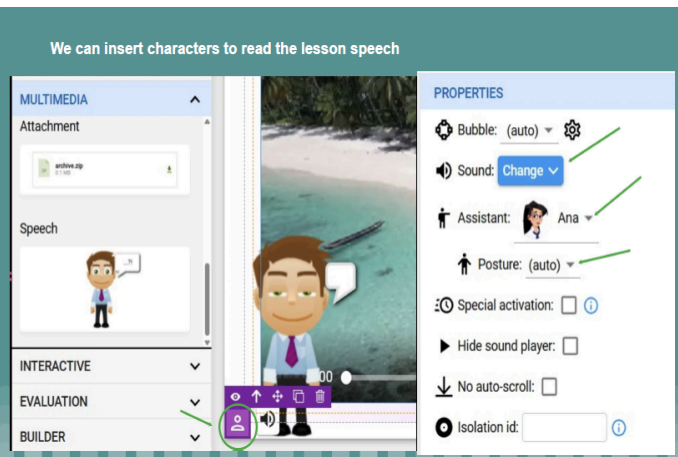
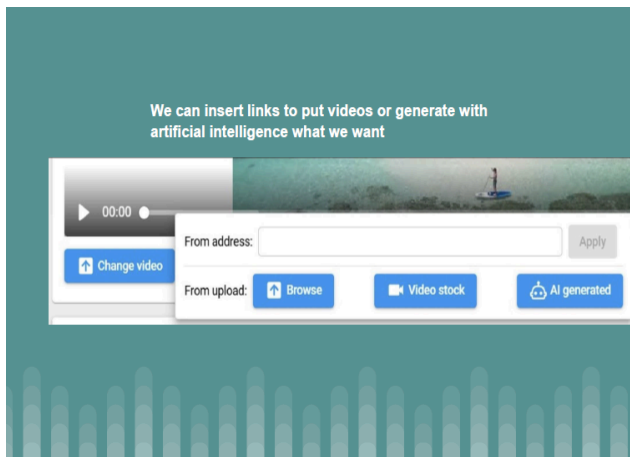
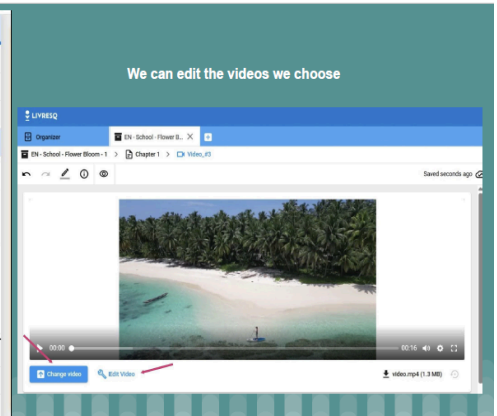
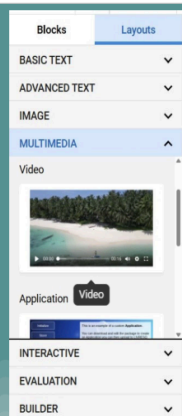
From the layouts we can add title, text, multimedia, images etc. and we can also choose how to place the text, images, videos

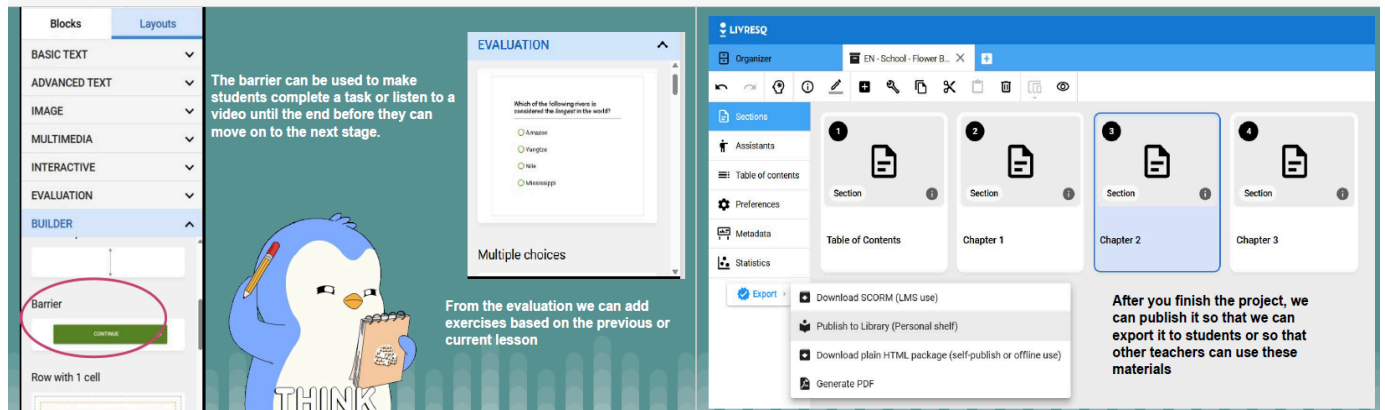


If we click on the eyes we can see what our page looks like after we have done in the edits



We can add existing sounds, record ourselves or we can generate with artificial intelligence by choosing the voice and the text read

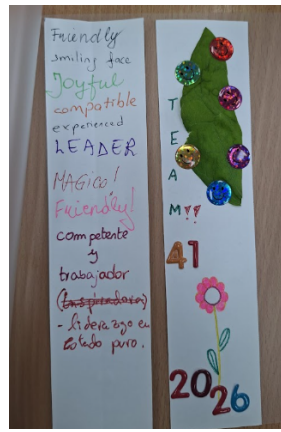
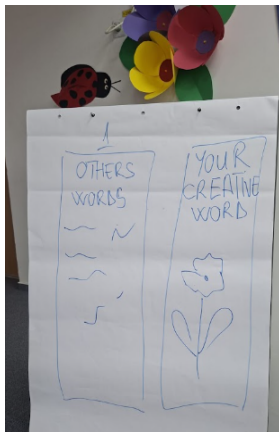




Here is an example Math lesson for 5th grade students on addition and subtraction to try out on their own: <https://library.livresq.com/details/6a5653e3a1d8a900090d4e07>



BOOKMARKS ACTIVITY



Another activity consisted of creating **bookmarks**, an activity that started on the first day of the mobility. Through an instruction sheet, participants were asked to choose a plant from their practical experiences during the mobility, specifically a plant that they had encountered or observed in the places they visited. They were asked to press the plant and bring it to the subsequent creative activity.

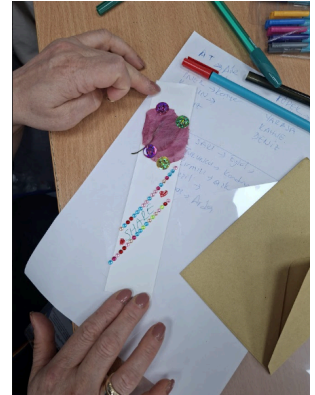
During the activity, participants used the **SCAMPER technique**, which is associated with divergent thinking, to transform the collected natural element into a personalised bookmark. The technique involves taking an existing element, such as an element from nature, and transforming it through different processes, such as substituting, combining, adapting, modifying, putting it to another use, eliminating, or rearranging it.

Based on this approach, the mobility participants created their own bookmarks using the plant they had collected throughout the mobility, together with other materials and elements provided during the creative activity. Each participant was encouraged to approach the task in an individual and creative way, transforming the natural element into a meaningful and functional object.





The activity also had an important **social inclusion** component. Each bookmark included a personal message written by the participant on the back. In this way, the bookmarks became not only creative objects, but also a means of communication and personal connection between the mobility participants, allowing them to share thoughts, feedback, and personal messages.



The main objective of the activity was to **develop divergent thinking through the use of the SCAMPER technique**. Other

objectives included promoting social inclusion by strengthening connections between mobility participants, encouraging the exchange of feedback, developing

creativity by starting from concrete elements and transforming them into new and meaningful forms.



The final outcome of the activity was a **personalised bookmark**, created by each participant and taken home as a tangible memory of the mobility experience. The bookmark also served as a reminder of the creative activities undertaken during the mobility and as a source of inspiration for future creative activities.

PRACTICAL CLASS APPLICATION

The bookmarks can be the final result of a social inclusion, creative and divergent thinking activity based on the Johari Window technique. Kids come up with positive traits about each other after a step by step process.

The Johari Window is a cognitive psychology model designed to help individuals understand their interpersonal relationships and level of self-awareness. It divides an individual's personal attributes into four distinct quadrants based on whether the information is known or unknown to themselves and their peers.

- **Open Area (The Arena):** Known to self and known to others (e.g., public strengths, visible behaviors).
- **Blind Spot:** Unknown to self, but recognized by others (e.g., subtle leadership traits, unrecognized anxieties).
- **Hidden Area (The Facade/Secret Drawer):** Known to self, but concealed from others (e.g., hidden passions, private fears).
- **Unknown Area:** Unknown to self and unknown to others (e.g., undiscovered talents, future potential).

Core Pedagogical Goal: To expand the Open Area. This is achieved by increasing **self-disclosure** (reducing the Hidden Area) and gathering **constructive feedback** (reducing the Blind Spot).

Age-Appropriate Adaptation — "The House of Superpowers"

For students aged 9 to 12, theoretical psychological terminology must be translated into child-friendly metaphors. Rather than using abstract terms like "Facade" or "Blind Spot," use the visual metaphor of a four-room house drawn on the board.

Technical Quadrant	Child-Friendly Metaphor	Educational Focus
Open Area	The Bright Room <i>(What We All See)</i>	Visible skills, shared interests, open traits.
Blind Spot	The Secret Glasses Room <i>(What Others See in You)</i>	Hidden strengths and positive traits noticed only by peers.
Hidden Area	The Room of Secrets <i>(What Only I Know)</i>	Private feelings, personal worries, or hidden hobbies.
Unknown Area	The Hidden Treasure Room <i>(What We Will Discover)</i>	Unexplored talents, potential skills, future growth.

Practical Classroom Implementation

Lesson Plan 1: "Superpower Detectives" (50 Minutes)

Objective: Build self-confidence and peer trust through structured, positive feedback.



Prep Work: Prepare a visible list of 12–15 positive, concrete traits on the board (e.g., *Good Listener, Creative Thinker, Supportive Friend, Brave, Reliable, Calm, Organized, Funny, Ambitious, Patient*).

Step 1: Superhero Self-Assessment (10 min)

- Each student receives a worksheet divided into four quadrants (representing the four rooms).
- Students select 3 traits from the board that best describe themselves and write them down privately.

Step 2: Quality Post-Office (15 min)

- Students attach an A4 paper to their back or leave it open on their desk.
- Peers circulate in small groups (4–5 students) and write 1–2 positive traits from the list that they observe in that classmate, along with a brief encouraging note.
- *Strict Rule:* Only positive, supportive terms from the approved list may be used to guarantee emotional safety and prevent bullying.



Step 3: Assembling the Window (15 min)

- Students collect their notes and sort the traits into their 4-room worksheet:
 1. Traits selected by both the student and peers go into **The Bright Room**.
 2. Traits selected *only* by peers go into **The Secret Glasses Room** (*key moment for self-esteem revelation*).
 3. Traits selected *only* by the student remain in **The Room of Secrets**.
 4. **The Hidden Treasure Room** remains open for future goals.

● Step 4: Structured Debriefing (10 min)

- Prompt students with reflective questions:
 1. Which word in "The Secret Glasses Room" surprised you the most?
 2. How does it feel to realize your peers notice these positive qualities in you?

3. *What is one new activity you want to try this month to unlock "The Hidden Treasure Room"?*



Lesson Plan 2: "Time Capsule – Unlocking the Past" (40 Minutes)

Objective: Transform the Hidden Area from a zone of vulnerability into a zone of personal growth using retroactive reflection.

Pedagogical Note: Asking 9- to 12-year-olds to disclose current insecurities can cause anxiety. Reflecting retroactively on past vulnerabilities allows students to discuss past challenges from a position of safety and progress.

Step 1: Guided Retroactive Reflection (10 min)

- Ask students to reflect on the previous school year:
- *Prompt:* "What was one thing you kept in your 'Secret Drawer' last year (a fear, shyness, doubt) that you managed to step past and share this year?"
- *Teacher Examples:* Being afraid to speak in front of the class, being hesitant to share an artistic passion, or worrying about fitting in.

Step 2: Identifying Positive Drivers (15 min)

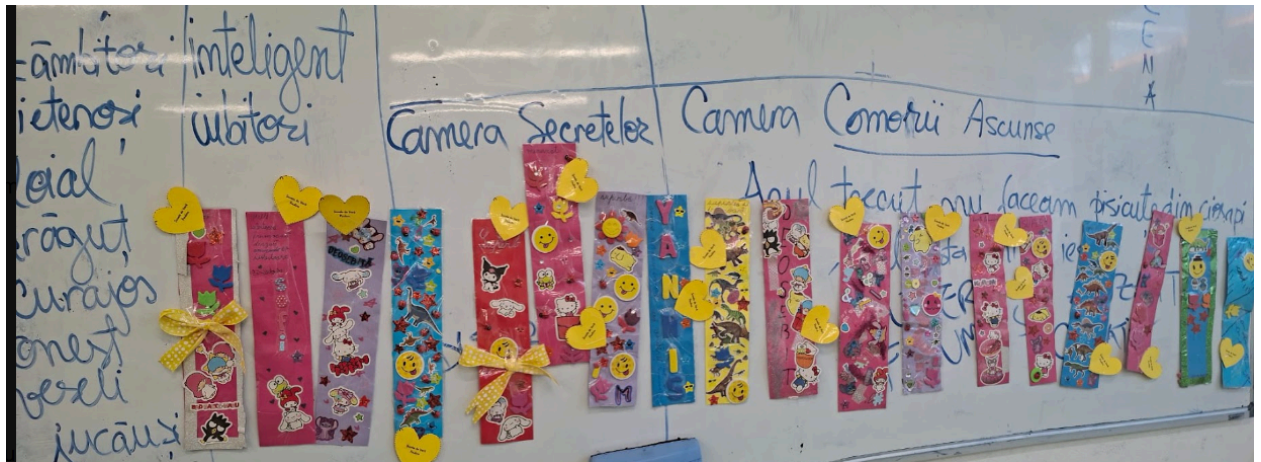
- Guide students to analyze *why* they built the courage to overcome that fear. Write a list of "Positive Drivers" on the board:
 - *Group Safety:* "My classmates don't judge me, so I feel safe."
 - *External Encouragement:* "A friend, teacher, or parent believed in me."
 - *Practice & Exposure:* "I tried it once and realized nothing bad happened."
 - *Internal Drive:* "I wanted to accomplish it more than I feared it."

Step 3: The Equation of Growth (15 min)

- Students summarize their personal development formula on their worksheet using this structure: **Past Insecurity + Positive Driver = Current Confidence**

Classroom Facilitation & Safety Guidelines

- **Maintain Exclusively Positive Framing:** Restrict peer feedback to constructive, positive attributes. Avoid negative descriptors entirely to prevent social friction or hurt feelings.
- **Ensure Voluntary Disclosure:** Never force a student to read their "Room of Secrets" aloud. Privacy choices must be respected.
- **Promote a Growth Mindset:** Reframe the Unknown Area as untapped potential. Emphasize that taking risks and trying new subjects naturally expands a student's self-awareness and capabilities.



DISCLAIMER

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