

# BUILDING BRIDGES THROUGH ARTS

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With this article, we aim to enhance dissemination and visibility of our project “Building Bridges through Arts” and to facilitate access for future collaborations.

“Building Bridges through Arts” is an Erasmus+ project-that is funded by the European Union- that aimed to promote green skills combining intercultural learning with artistic points of view. From the same token, the project was implemented between 03.01.2022 and 02.07.2023 by Liceul de Arte “Corneliu Baba” Bistrița (Romania), as coordinator, Manisa Güzel Sanatlar Lisesi (Türkiye) and Liceum Plastyczne im.Constantina Brancusiego (Poland), as partners.

In terms of school education, Erasmus+ Programme calls for stronger cooperation at European level to learn from the COVID-19 crisis and to make education and training systems innovative and resilient, intending for innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations; greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity as well as diverse abilities; more positive attitude towards the European project and the EU values; developing eco-friendly and environmental attitudes; promoting cross-curricular collaboration, using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching (European Commission, 2023 p. 101-220). Therefore, with the leadership of the coordinator Liceul de Arte “Corneliu Baba”(Romania), we identified the problems in our schools such as anxiety, fear to express emotions, reduced social skills, bullying low capacity to focus, reduced levels of creativity and performance in the field of Arts following the period after COVID-19 pandemic, to work on the objectives of “developing new teaching methods that link ARTS to the Environment and General Knowledge among 18 teachers during 18 months”; “developing eco-friendly attitudes both in class and outside school among 72 students within 18 project months”; “reducing the negative effects of COVID-19 pandemic at emotional level of our students” and “developing key competences of the 72 students”. In order to obtain these objectives, we implemented three mobility activities each of which focused on different methodologies combining art and eco-friendly attitudes. During the first mobility in Bistrita/ Romania (June, 2022), the students and teachers took their first steps out of the pandemic, with the opportunity to meet and do a variety of activities face to face after online meetings. They ornamented the shops of beautiful Bistrita with eco-friendly materials.



They presented their cultures and played environmental-awareness games such as “bingo with environmental vocabulary” and joined “Kahoot competition on global environmental problems”. Our students worked together to bring about creative solution proposals to the given problems, blossoming hopes for the future of the earth.



Also, the participants enjoyed drawing and singing in green nature of Bistrita with a sense of togetherness, knowing each other better, travelling away from the anxiety of pandemic towards an eco-friendly, collaborative future.

The second mobility in Szczecin/ Poland(October, 2022) provided the participant students and teachers the opportunity to discover nature and appreciate it near Baltic Sea. Together, they scoped the tree types during an environmental visit, they drew pictures of animals in danger of extinction and worked in groups to get to know stone types on the seaside.



With the integrative power of arts, they performed their creativity in printing techniques, Japanese ink painting and ceramics to make a final exposition in Liceum Plastyczne im.Constantina Brancusiego.



“Considering my plans for the future, how lucky we were to visit a music academy in Poland” reported one of the music students from Manisa Guzel Sanatlar Lisesi/ Turkiye. From its nature, art is an integrated concept, as visual arts and music enrich each other mutually. During the second mobility in Szczecin/Poland, the students and teachers were quite pleased to visit and perform music in the music hall with a very high echo quality. Also, they expressed their feelings with a drawing (below, on the right).



“The problem of consuming too many plastic all over the world” was the initial concern of the third mobility activity in Manisa/ Turkiye (March, 2023). Therefore, the students and teachers worked together to upcycle the plastic material for a huge plastic flute and paint brush, in order to raise awareness about this matter surrounding our planet. They also played actionbound game to test their knowledge on environmental facts and enhance collaboration in teams.



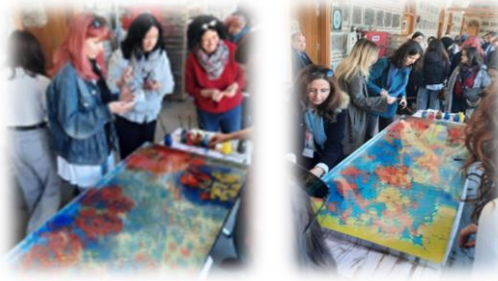
Unfortunately, the problems of our world were not limited to environmental pollution, pandemic or social isolation. On February 2023, the earthquake shook all the humanity’s heart from deep inside. The sensitive students and teachers from Poland and Romania met the earthquake victim families and their children and presented the gifts they brought with them to give moral support for them. This sense of togetherness made a



great impression all over the country through Dogan News Agency (DHA)<sup>1</sup> and created a highly positive impact<sup>2</sup> for international collaboration.



Supporting each other, solution-based thinking, learning from each other and team work were the competences and the key stones for building bridges through arts. Therefore, during the third mobility, the students and teachers continued to learn from each other and feed each other's creativity. They experienced through Turkish traditional art of Marbling or ebru in the historical Kurshunlu Han and created nice souvenirs and unforgettable memories to take home.



Also, visiting mosques of Manisa and antique cities of Ephesus and the House of Virgin Mary, the participants both learned about different beliefs and explored the architecture and cultural heritage from history.



Moreover, the green songs (annex 1 that were covered in English and rearranged were performed to sustain the bridges built through arts and collaboration in this project.

<sup>1</sup> <https://www.dha.com.tr/amp/yerel-haberler/manisa/romanya-ve-polonyali-ogrenciler-depremzede-coc-2222504>

<sup>2</sup> <https://m.haberturk.com/manisa-haberleri-amp/101919166-romanya-ve-polonyali-ogrenciler-depremzede-cocuklara-ulkelerinden-pelus-oyuncak-getirdi>

As for the qualitative evaluation of project outcomes, the open-ended questions for interviews and questionnaire for the participants (n=28) were prepared in accordance with CEDEFOP Framework of knowledge, skill and competence (Hart et al., 2020). For the lifetime of project, the active learning strategies were applied in groups. As active learning strategies in groups included the process that direct the teams towards possible solutions (Hart et al., 1997; Ün-Açıkgöz, 2004; Kardaş& Uca, 2016), the responses were grouped as “solution-based” or “not solution-based”. The analysis of the open-ended responses were made in terms of numbers and percentages:

Table 1 The analysis of responses on the basis of being solution based or not

	Çözüm ve iş b. odaklı yanıtlar (n)	Çözüm ve iş b. odaklı yanıtlar (%)	Diğer/ilgisiz yanıtlar(n)	Diğer/ilgisiz yanıtlar(%)
What do you think can you do to respond to the environmental requirements and tasks, after the activities?)	28	100	0	0
How can you manage your self-development process more actively?	25	89.3	3	10.7
How could you support the other team members during the activities?	27	96.4	1	3.6
How did you exchange information on environmental matters with other team members?	27	96.4	1	3.6
What did you do during productions in your group?	28	100	0	0
How did you support each other during group works?	28	100	0	0
Did you have any difficulty during collaboration? If yes, how did you solve?	28	100	0	0
How did you help each other's learning during collaboration?	28	100	0	0
What did you do to strengthen communication?	24	85.7	4	14.3
How can you collaborate with other team members in the future?	26	96.3	2	7.4
How do you think you can act in accordance with environmental values afterwards?	25	92.9	3	7.1

According to Table 1, the responses to the questions related to environmental needs and tasks are solution based related to collaboration (n=28, % 100). Moreover, the responses include the key terms such as “reusing”, “reducing the wastes”, “raising motivation for environmental awareness”. No difficulty was observed during collaborative activities; however as a response for “Did you have any difficulty during collaboration? If yes, how did you solve? “, the responses related to body language and using technology (n=24, %85.7) were given. As for supporting team members, the responses such as “giving tips”, “brain storming”, mind mapping” are worth attention. Regarding future collaborations, it was seen that the responses were inclined to a solution-based (n=26, %96.3) and the participants tended to sustain collaboration through technology, social media and online conferences (n=25, %92.9).

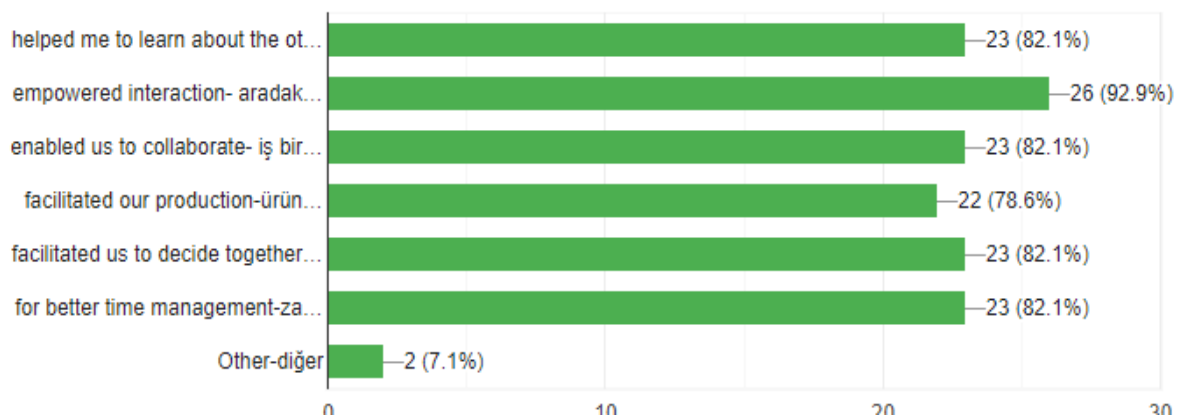


Figure 1. Multiple choice evaluation

When we scoped the responses to multiple-choice questions, it was detected that the activities helped the participants learn about different cultures (%82.1); strengthen interpersonal relations (%92.9); encourage for collaboration (%82.1); create outcomes together (%76.8), make a decision together (%82.1); time management(%82.1). Also, the comments made under “other” included “having a good time”, “improving foreign language skills” (%7.1).

On the other hand, a relatively more comfortable method than questionnaire and interviews, such as writing an acrostic poem on a given key word helped the researchers to have clues about the outcomes:

**E**uropean Commission, here we thank you,

**R**educing the wastes must be taught by one to another,

**A**ctivities in other countries are helping us to learn more,

**S**o we learn from each other,

**M**any things in this world are worth attention,

**U**sing our present knowledge is necessary to learn better,

**S**ustainability is the key world for our common future.

When the words were scoped in detailed, in this group work of writing an acrostic poems, the students exposed the sensivity towards “reusing”, “reducing the wastes”, “protecting nature” and raised awareness on importance of collaboration to improve their social and linguistic skills.

Within the data obtained from the participants, it was seen that the project activities were effective on raising awareness on environmental issues; improving team building skills and learning from each other and promoted creative strategies based on arts. Regarding the responses to different ways of learning, it was observed that the activities facilitated their learning about different cultures, improving their communication and collaboration skills, also empowering time management.

In line with the given results, it should be considered that transferring intercultural skills to intrapsychological continuous attitudes is an outcome of some cultural transformations (Vygotsky, 1978 s. 57). Therefore, it is important to design and implement activities designed for different types of learners (Bellanca,1997); providing students to set up analogical relations between different areas of knowledge (Yıldız-Demirtaş ve Çubukçu, 2019) such as environmental issues and learning arts and lastly enhancing active participation of students enabling them to become their own learning mentors (Ün-Açıkgöz, 2004) is considered essential for the future collaborations on related subjects.



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**Annex 1: Green Songs****SONG 1: A Poem for 40 th Year by BARISH MANCHO****English Lyrics by:** Burcu Meral Tezeren(gigi bmt)**Music and composition by:** BARISH MANCHO**Arrangement by :** Süleyman Akçit, Mesut Barış, Arif Alakuş, Osman Palabıyık, Ayşe Palabıyık**YOUTUBE LINK FOR THE SONG:** <https://www.youtube.com/watch?v=A2JfFrCgCSs>**THE FOLLOWING IS A POEM FOR “BUILDING BRIDGES THROUGH ARTS”****Nothing to waste** (harcanacak bir şey yok)**No time no trash** (zaman da atık da)**Use them wisely** (onları akıllıca kullan)**Be eco-friendly** (çevre dostu ol)**Climate is changing** (iklim değişiyor)**Forests are burning** (ormanlar yanıyor)**Livings are dying** (canlılar ölüyor)**Let's do something** (Bir şeyler yapalım)**Nothing to waste** (harcanacak bir şey yok)**No time no trash** (zaman da atık da)**Use them wisely** (onları akıllıca kullan)**Be eco-friendly** (çevre dostu ol)**We are humans** (biz insanlarız)**Very wise beings** (akıllı varlıklarız)**Stop consuming** (tüketmeyi bırakın)**Start reusing** (yeniden kullanmaya başlayın)**Nothing to waste** (harcanacak bir şey yok)**No time no trash** (zaman da atık da)**Use them wisely** (onları akıllıca kullan)**Be eco-friendly** (çevre dostu ol)

**SONG 2: Nick the Chopper****Lyrics and composition by:** BARIS MANCHO**YOUTUBE LINK FOR THE SONG:** <https://www.youtube.com/watch?v=Zj6JJW0KHJA>

Down in the forest near a village  
Lived the man called Nick the Chopper  
Chopping woods his game and gather money  
Caring no for trees he blindly chops on  
Never to be married he never washes  
He never went to school Nick The Chopper  
Chopping woods his game and getting money  
Doesn't care for life of even for a friend now

**CHORUS (X2):**

**He is a dirty old man**  
**Nick the Chopper**  
**He is a dirty old man**  
**Nick the Chopper**  
**We're gonna get you**  
**Nick the Chopper**  
**Strangle you with branches**  
**Nick the Chopper**

Now a very old man he had decided  
To make his fortune Nick the Chopper  
Chopping woods his game he couldn't stop it  
He wants to cut down all the forest  
The trees they hated him they made a promise  
Give him a lesson Nick the Chopper  
Chopping woods his game he couldn't stop it  
But as the story goes he's beaten at his game

**CHORUS(X3)****SONG 3: MRS LENTISK AND MR PINE****ORIGINAL SONG:** SAKIZ HANIMLA MAHUR BEY**Lyrics and composition by:** BARISH MANCHO**Translation by:** Burcu Meral Tezeren(gigi bmt)**Arrangement by :** Süleyman Akçit, Mesut Barış, Arif alakuş, Osman Palabıyık, Ayşe Palabıyık**YOUTUBE LINK FOR THE SONG:** <https://www.youtube.com/watch?v=1ksZHFzYSuQ>**In the greenest garden of my childhood**

Çocukluğumun geçtiği o eski mahallede

**Lived in love two joyful trees:**

Aş1 boyalı, ahşap, eski bir evde oturlardı

**Mrs Lentisk and Mr Pine Tree**

Sakız Hanımla Mahur Bey

**Evergreen was Mrs Lentisk with her sweet drupes**

Bembeyaz tenli, bembeyaz saçlıydı Sakız Hanım

**That's why she was called Mrs Lentisk**

Zaten onun için Sakız Hanım derdik kendisine

**She played kemancha with her compound leaves**

Pamuk gibi elleriyle kemençe çalardı

**Her husband Mr Pine Tree, releasing oxygen**

Eşi Mahur Bey önce biraz nazlanır

**Enchanted Mrs Pine Tree with his qanun**

Sonra o da kanunuyla eşlik ederdi Sakız Hanıma

**CHORUS 1 :****In the short summer nights**

Yaz akşamlarında

**Coolest winds blowing there**

Açılırdı perdeler

**From the fresh branches**

Yorgun ellerinden

**Came out GREEN melodies:**

Dökülürdü nağmeler

**SONG 4: 2023 and the Child of the Rocks by BARIS MANCHO**

2023 ve Kayaların Oğlu- Barış Manço

**YOUTUBE LINK FOR THE SONG:** <https://www.youtube.com/watch?v=9brBIOPiIY0>**Translation by:** Burcu Meral Tezeren(gigi bmt)**Arrangement by :** Süleyman Akçit, Mesut Barış, Arif alakuş, Osman Palabıyık, Ayşe Palabıyık**In a warm october morning**

2023'ün ılık bir ekim sabahında

**I was born in a land of sand and rock**

Kayaların toprağa saplandığı yerde doğdum

**I'm the child of Mother Sand**

Toprak anayla kaya babanın oğluyum ben

**Mother Sand is full of love**

Toprak anam sevgi dolu

**Mother Sand is fertile**



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Toprak anam bereketli

**Mother Sand is Anatolia**

Toprak anam Anadolu

**And my father is unpredictable**

Babamsa sağı solu belli olmaz

**When he thunders, the land strikes**

Bir gürledi mi yer yerinden oynar

**And its chest cracks**

Göğsünde çatlamlar olurmuş

**That's why there are scumbles on the sand**

Onun için irili ufaklı sayısız kaya parçaları vardır bu topraklarda

**And you, my child**

Ve sen benim oğlum

**And you the child of the rocks**

Ve sen kayaların oğlu

**You are to keep the sand and stones together**

Bu taşı toprağı bir arada tutacaksın

**It is not easy to be a child of rock**

**It is not easy to be a child of sand**

.Kolay değil kayaların oğlu olmak(x2)

### SONG 5: Leilim Ley

**Lyrics:** Sabahattin Ali

**Composition by:** Zulfu Livaneli

**English Translation:** Burcu Meral Tezeren (gigibmt)

**Arrangement by :** Süleyman Akçit, Mesut Barış, Arif alakuş, Osman Palabıyık, Ayşe Palabıyık

**YOUTUBE LINK FOR THE SONG:** <https://www.youtube.com/watch?v=-NRZme8v4H0>

**I turned into a yellow leaf that fell from tree**

Döndüm daldan kopan kuru yaprağa

LEYLİM LEY

**The morning wind, come, scatter me tidy me**

Seher yeli dağıt beni kır beni

LEYLİM LEY

**Take with dust of my poor body far from here**

Götür tozlarımı burdan uzağa

LEYLİM LEY

**Make me a part of my dear mother nature**



Erasmus+





Yarın çıplak ayağına sür beni  
LEYLİM LEY

Leylim ley  
Leylim ley  
Leylim ley  
Leylim ley

**The moonlight reflects upon my poor baglama**

Ayın şavkı vurur sazım üstüne

**LEYLİM LEY**

**No wealth is more important than the human health**

Söz söyleyen yoktur sözüm üstüne

LEYLİM LEY

**All disasters go away also the corona**

Gel ey hilal kaşım dizim üstüne

LEYLİM LEY

**Moon from one side, life from my side- embrace us**

Ay bir yandan sen bir yandan sar beni

Leylim ley  
Leylim ley  
Leylim ley  
Leylim ley  
Leylim ley