

Offline Day: Real Connections in a Digital World eTwinning Project E-Book

ABOUT THE PROJECT



Offline Day: Real Connections in a Digital World is an international eTwinning project designed to raise students' awareness about balanced technology use and the importance of real-life communication. In today's digital age, children spend a significant amount of time in front of screens. This project aims to help students rediscover offline activities, social interaction, creativity, and emotional well-being.

Throughout the project, students will reflect on their own digital habits, design and present individual offline activity posters, explain their ideas through videos, and share their experiences with partner schools. They will also participate in an international online meeting and take part in an Offline Day at home, where they practice their chosen activity without using digital devices.

The project is student-centered and focuses on improving English communication skills, critical thinking, creativity, and self-expression. By collaborating with peers from different countries, students will develop intercultural awareness and learn that meaningful connections can exist beyond screens.

At the end of the project, students will create a collaborative e-book, reflection materials, and visual displays, while schools will strengthen their European cooperation culture through shared educational practices.

PROJECT PLAN

Offline Day: Real Connections in a Digital World

The project was implemented over a 4-month period starting in January. Activities were designed to promote balanced technology use, creativity, collaboration, communication, teamwork, and intercultural learning through both individual and group work.

January – Getting Started & Digital Awareness

- Project Introduction & Ice-Breaking Activities

Teachers and students introduced themselves and their schools through collaborative activities. The project goals, timeline, and expected outcomes were presented to all partner schools.

- School Introduction Photo Activity

Students took one photo of their school from outside and prepared a short introduction text including:
-School name
-Location
-General features of the school
-Information about students and school life
These introductions were shared on TwinSpace to help partner schools get to know each other better.

Technology-Free and Technology-Based Areas in Our School

Students worked in small groups to explore and compare technology-free and technology-based areas in their schools.
Each group:

- Took photos of technology-free areas such as playgrounds, reading corners, gardens, and social spaces
- Took photos of technology-based areas such as smart classrooms, computer labs, smart boards, tablets, and projectors
- Discussed the advantages and disadvantages of both environments
- Prepared a short group writing activity about their observations and opinions

This activity helped students:

- Improve collaboration and teamwork skills
- Raise awareness about balanced technology use
- Develop observation, discussion, and writing skills
- Increase digital and social awareness

February – Offline Slogans & Collaborative Poster Design

Students discussed the positive effects of spending time offline, such as:

- Spending quality time with family and friends
- Improving creativity and imagination
- Developing communication skills
- Protecting physical and mental health

Slogan Creation

Students created original slogans promoting offline life. Some examples included:

- “Look Up, Not Down”
- “Offline Moments Are Real Moments”
- “Disconnect to Reconnect”

Collaborative Poster Design

Students designed posters based on their slogans using drawings, handcrafts, and digital tools such as Canva.
The posters were uploaded to TwinSpace and displayed in schools.
International Online Meeting

An international Zoom meeting was organized where students:

- Presented their slogans and posters
- Explained the meaning behind their work
- Shared ideas with partner schools

This stage supported creativity, public speaking, teamwork, and intercultural communication.

March – Offline Challenge Jar

Students prepared an “Offline Challenge Jar” activity in their classrooms.
Each class created small challenge cards focusing on offline, creative, and interactive activities.
Examples of challenge cards included:

- Read a book for 30 minutes
- Draw your favourite flower
- Play a traditional playground game
- Write a short letter to a friend
- Spend 20 minutes talking with your family without screens

Every day, one student selected a challenge card and the whole class completed the activity together.
Sharing Stage

Photos and short video recordings were taken during the activities and uploaded to TwinSpace and Padlet.
This activity encouraged:

- Active participation
- Creativity
- Communication
- Teamwork
- Awareness of screen-free social interaction

April – Cultural Street Games Around the World

Students explored traditional street games from partner countries and learned about different cultures through games.

Research Task

Each class researched traditional street games from their partner country.
Students learned about:

- The name of the game
- How it is played
- The rules
- What makes the game special

Poster Task (8 April – 24 April)

Each student group:

- Chose one traditional game
- Prepared a poster including: Game name , Short explanation in English ,Rules ,Drawings and visuals

International Online Meeting (27 April – 1 May)

An international Zoom meeting was organized with partner classes.
During the meeting, students:

- Presented their posters
- Explained what they learned about the games
- Shared ideas and asked questions

Pairings

- Türkiye – Spain
- Türkiye – Italy

This stage promoted:

- Cultural awareness
- Collaboration
- Creativity
- Communication skills
- Respect for different traditions

Final Stage – Project Completion & Reflection

At the end of the project, students completed reflection and evaluation activities.

Reflection Activities

Students:

- Compared their technology habits before and after the project
- Shared their experiences and thoughts
- Participated in classroom reflection discussions
- Contributed to a school reflection wall

Final Collaborative Products

Partner schools collaboratively prepared:

- A digital e-book
- Final Project Poster
- Posters and visual materials
- Reflection activities
- Videos and dissemination products
- Student certificates

Project Evaluation & Dissemination

Students and teachers completed evaluation surveys using SurveyMars.
Final project results and activities were shared through:

- TwinSpace
- Padlet
- School social media accounts
- School exhibitions and dissemination activities

The project helped students develop healthier digital habits while improving creativity, collaboration, intercultural understanding, and real-life social connections.

Cross Curricular Integration

Science

Learning Outcome:
Observes and compares technology-free and technology-based environments; understands the importance of outdoor activities and their impact on daily life.
Activity:
Students explored different areas of their school (e.g., playgrounds, gardens, and classrooms), identified their characteristics, and discussed the role of outdoor environments. Within the street games task, students recognized the importance of playing in natural settings and reflected on environmentally friendly play.

Mathematics

Learning Outcome:
Applies basic mathematical reasoning and sequencing skills in real-life contexts.
Activity:
During the street games task, students identified the number of players, organized rules logically (first, then, next), and followed step-by-step structures while presenting game procedures. Additionally, in the Offline Challenge Jar activity, students followed daily sequential instructions.

Social Studies

Learning Outcome:
Recognizes cultural diversity, compares traditions from different countries, and develops intercultural awareness.
Activity:
Students engaged in an international online meeting where they presented Italian street games to their partner school and listened to presentations about Turkish games. This reciprocal exchange enabled students to compare cultural elements and reflect on similarities and differences between countries.

Art

Learning Outcome:
Expresses ideas and cultural understanding through visual representations using various techniques and symbols.
Activity:
Students designed and created visual materials including drawings and symbolic elements to support their ideas. They incorporated cultural visuals such as national flags and used illustrations to represent traditional street games.

English

Learning Outcome:
Uses English effectively for communication, presentation, and interaction in meaningful contexts.
Activity:
Students presented their ideas in English during the online meeting, explained game rules, and interacted with international peers by asking and answering questions. This provided authentic practice in speaking and listening skills.

ICT (Information and Communication Technology)

Learning Outcome:
Uses digital tools responsibly for communication, collaboration, and content sharing.
Activity:
Students participated in online meetings (Zoom), shared their work on TwinSpace and Padlet, and followed digital communication rules while collaborating with international partners.

Web 2.0 & Digital Tools Used in the Project

During our eTwinning project "Offline Day: Real Connections in a Digital World", we used various Web 2.0 and digital tools to support collaboration, creativity, communication, and sharing between partner schools.

- **Canva — creating posters, collaborative final products, presentations, certificates, and visual designs**
- **Padlet — sharing student works, videos, posters, and project activities**
- **TwinSpace — project communication, activity sharing, announcements, and documentation**
- **Zoom — international online meetings and student presentations with partner schools**
- **Google Forms — student surveys and feedback collection**
- **Google Drive — storing and sharing project files, visuals, and documents**
- **YouTube — sharing and watching project-related videos and school introduction videos**
- **Microsoft PowerPoint — presentations and student information brochures**
- **QR Code Generator — creating QR codes for easy access to project links and materials**
- **SurveyMars — creating and analyzing student feedback surveys and collecting project evaluation results**
- **CapCut — editing project and activity videos**
- **Google Meet — teacher communication and online coordination meetings**

These digital tools helped students improve their creativity, collaboration, communication, and digital literacy skills throughout the project process.

PROJECT TEACHERS

BÜŞRA DÖRTOK TURHANOĞLU- DORUK COLLEGE PRIMARY SCHOOL

Hello everyone,
My name is Büşra Dörtok Turhanoğlu. I am the Head of the English Department and a CELTA-certified English teacher at Doruk College Primary School in Manisa, Türkiye. I have been working as an English teacher for 10 years and I am currently teaching 4th grade students aged 9–10.
I strongly believe in communicative, student-centered language teaching and in creating meaningful learning experiences beyond the classroom. Through my classroom observations, I have noticed that increased screen time often limits face-to-face communication, creativity, and social interaction among children. This awareness inspired me to design this project with the aim of encouraging students to slow down, reconnect with others, and experience real-life interaction without screens.
As a department head, I value teamwork, continuous professional development, and sharing good practices with colleagues. I see international projects as powerful opportunities to support both student development and teacher growth while promoting balanced technology use and real connections in a digital world.
I am very happy to be part of this project and look forward to working collaboratively with all partners.
Best wishes,
Büşra Dörtok Turhanoğlu
Head of English Department | CELTA-Certified English Teacher
Doruk College Primary School

SARA BERLANGA -

Hello everyone,

My name is Sara, and I am a primary English teacher at a school in Argentona, a small town near Barcelona, Spain. I mainly work with middle and upper primary students.
This year, I will be participating in the eTwinning project with my 5th-grade students. They are very excited to be part of an international project and to collaborate with pupils from other countries.
I am delighted to be involved in this project because it will help my students improve their English skills, learn about other cultures, and work together using digital tools. I believe this project will be a motivating and enriching experience for both my students and myself.
Furthermore, I am really looking forward to collaborating with all of you.



Best regards,

Sara.
ESL primary school teacher.

PROJECT TEACHERS

BETÜL IŞIK - DORUK COLLEGE PRIMARY SCHOOL



Hello everyone,
My name is Betül, and I am an English teacher currently working at Doruk College in Türkiye. I teach primary-level students and have extensive experience in designing engaging, student-centred learning environments that support both language development and global awareness.
This academic year, I am pleased to be participating in this eTwinning project together with my students. They are highly motivated to take part in an international collaboration and eager to communicate with peers from different cultural and educational backgrounds.
I strongly believe that projects like this play a vital role in enhancing students' English proficiency, fostering intercultural understanding, and developing essential 21st-century skills such as digital literacy, collaboration, and critical thinking. Through meaningful tasks and cooperative activities, my students are given the opportunity to use English in authentic contexts beyond the classroom.
I am confident that this project will be a stimulating and rewarding experience for both my students and myself, and I look forward to collaborating, exchanging ideas, and learning together throughout this journey.
Best regards,
Betül IŞIK
Doruk College Primary School

VERONICA TONELLO

Hello everyone,
My name is Veronica Tonello and I am a primary school teacher living in Ferrara, a small Renaissance city in Northern Italy. I have been teaching since 1998 and throughout my career I have developed solid experience in teaching methodologies, CLIL, and digital competences.
I strongly believe in innovative, student-centered teaching approaches and in the importance of helping pupils develop both learning and social skills. Working on international projects has always been a valuable opportunity for me to reflect on my teaching practice, explore new educational perspectives, and enrich my professional growth.
I really enjoy collaborating with teachers from other European countries because sharing ideas and experiences allows us to better understand different educational contexts and improve the quality of our work together.
I am very happy to be part of this eTwinning project "Offline Day: Real Connections in a Digital World" and I hope to be helpful and supportive in the implementation of the various activities. I look forward to working collaboratively with all the partners.
Best wishes,
Veronica Tonello
Primary School Teacher



PARTNER SCHOOLS

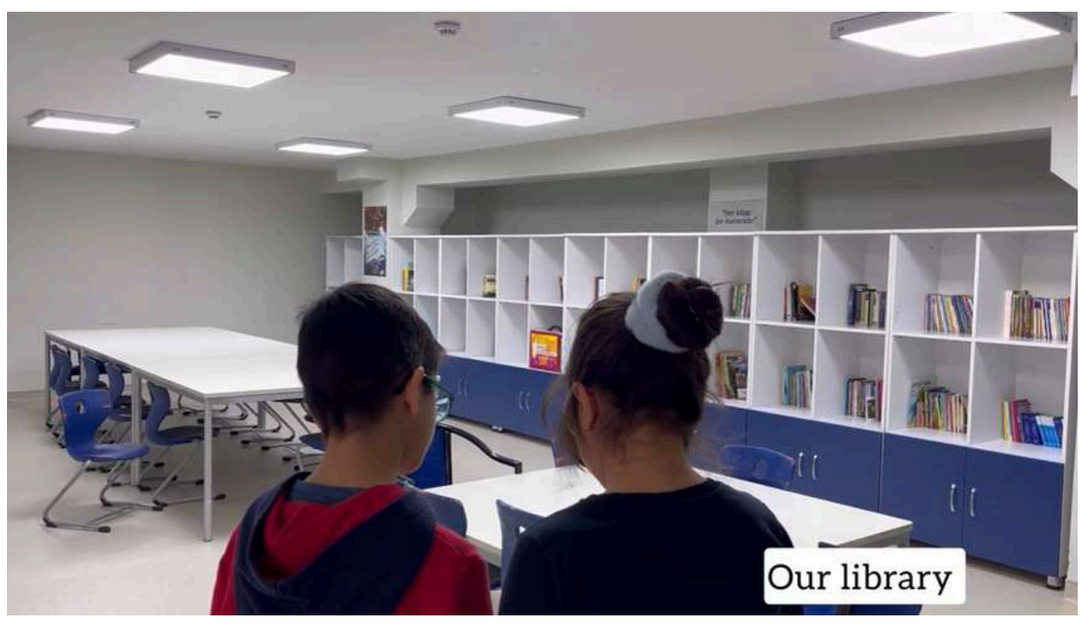
TURKIYE





At the beginning of our eTwinning project, we introduced our schools to our international partners with the active participation of our students. Throughout this activity, students explored different parts of the school, took photographs, and shared information about their daily school life.





They proudly presented areas such as the school entrance, computer room, music room, library, playground, and sports centre. In this way, students became an important part of the project while improving their communication, collaboration, and presentation skills. This activity also helped them feel excited about sharing their own school culture with friends from different countries.





You can reach our school introduction videos from the links below.

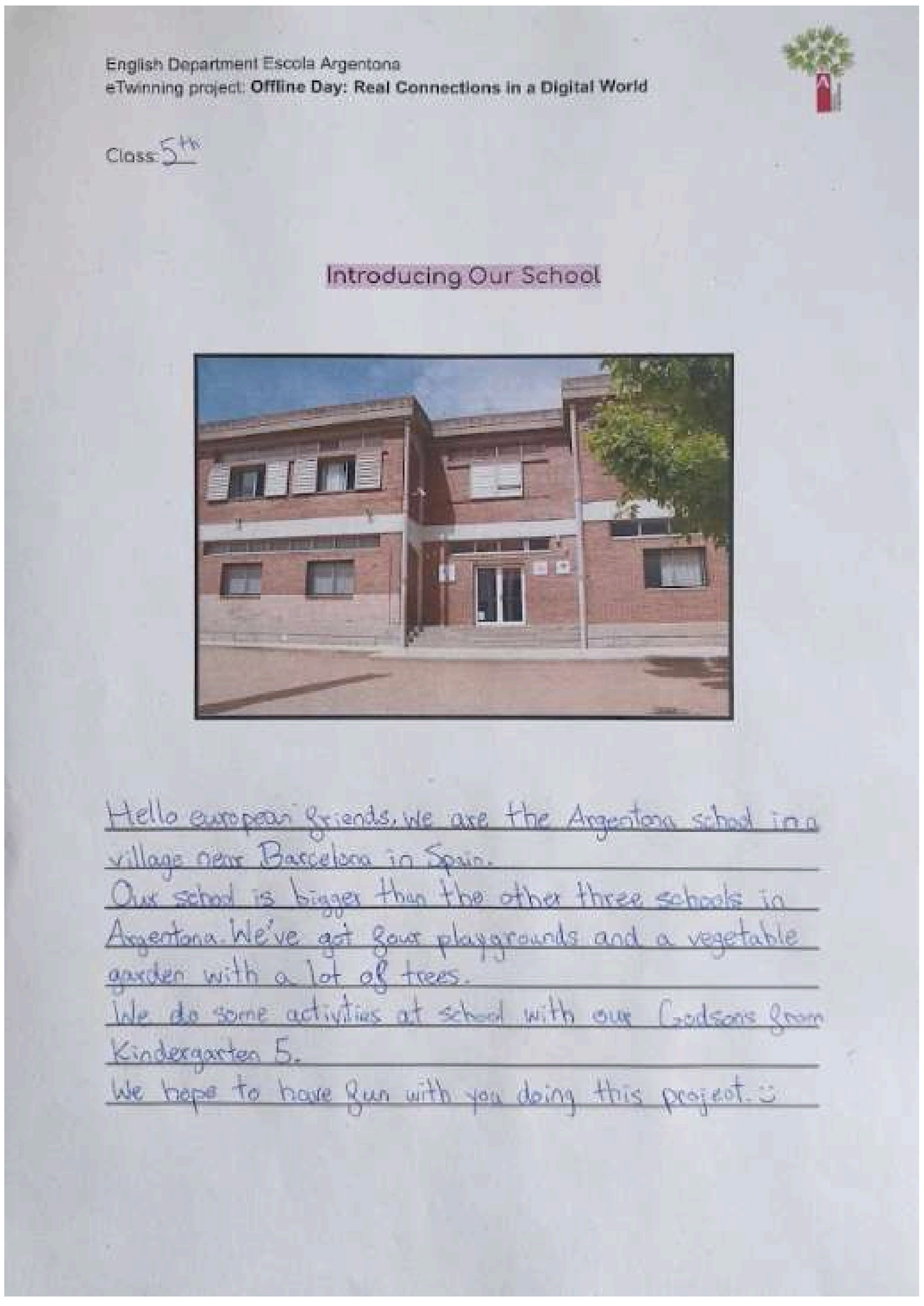
- https://drive.google.com/drive/folders/1LXikUBBY4f4yMJLkrA_8jKGSTmidh6IC?usp=drive_link - **Class 4/B**
- https://drive.google.com/drive/folders/1h-iiTv-0X_XxOJdYe5QSy8E-20BApbVH?usp=drive_link - **Class 4/C**
- https://drive.google.com/file/d/1CdAvMOGRf-T1-MizXGl7jQ9OWRiKmG5E/view?usp=drivesdk - **Class** 4/A
- https://drive.google.com/file/d/1eAdOPQbyT-Ar6si5q24zCbW13j9M7miK/view?usp=drivesdk - **Class** 4/D

Büşra Dörtok Turhanoğlu
Primary School Teacher

Betül Işık
Primary School Teacher

PARTNER SCHOOLS

SPAIN



English Department Escola Argentona
eTwinning project: **Offline Day: Real Connections in a Digital World**

Class: 5th

Introducing Our School

Hello european friends, we are the Argentona school in a village near Barcelona in Spain.
Our school is bigger than the other three schools in Argentona. We've got four playgrounds and a vegetable garden with a lot of trees.
We do some activities at school with our Godsons from Kindergarten 5.
We hope to have fun with you doing this project. :)

Students from Spain introduced their school as part of our eTwinning project and shared important details about their daily school life with their international friends. They presented their school building, playgrounds, and vegetable garden, while also explaining some of the activities they do at school together with younger students from Kindergarten 5. Through this introduction activity, students had the opportunity to proudly share their culture, school environment, and experiences while building new international friendships and improving their communication skills.

Sara BERLANGA
Primary School Teacher

PARTNER SCHOOLS

ITALY





Students from Italy introduced their school by presenting different areas of their daily learning environment as part of our eTwinning project. Through their photos and explanations, they shared their classrooms, digital boards, canteen, and library with their international partners





They explained how they learn, read stories, eat lunch together, and use technology during lessons. This activity allowed students to actively participate in the project while improving their communication and collaboration skills. It also helped them proudly share their school culture and everyday experiences with friends from different countries.



You can reach the school introduction videos from the link below;

https://www.youtube.com/watchv=0MacC2EV86A

Veronica Tonello
Primary School Tecaher

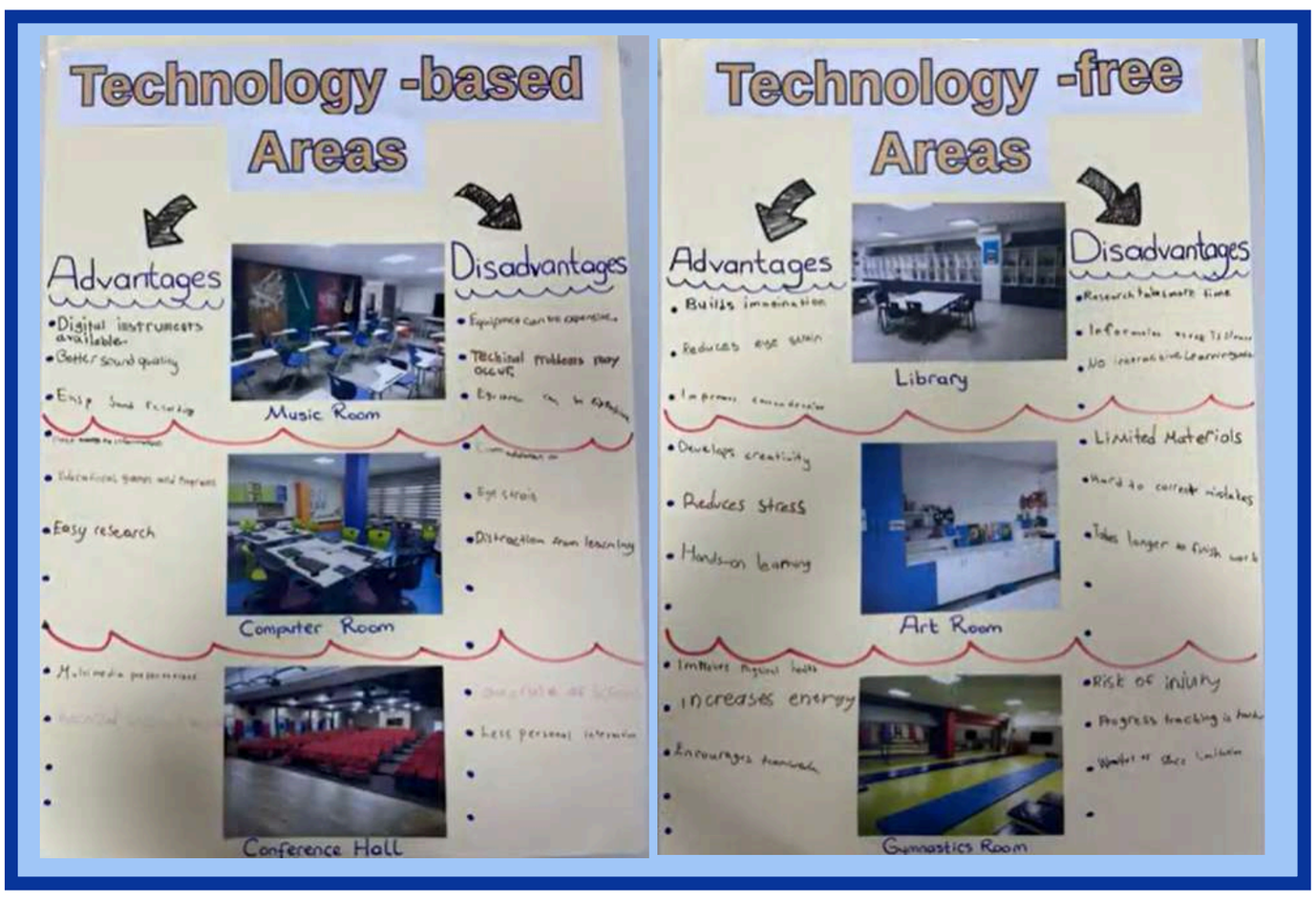
JANUARY

TURKIYE

Technology-based and Technology-free Areas Disscussion

In this activity, students discussed the differences between technology-based and technology-free areas in their school environment. Working collaboratively, they examined places such as the computer room, conference hall, library, art room, and gymnasium, and shared the advantages and disadvantages of each area.





Students exchanged ideas, compared learning environments, and reflected on how technology affects their daily lives and education. Through this discussion activity, they improved their critical thinking, communication, and teamwork skills while becoming more aware of the balance between digital and non-digital spaces in school life.

You can reach videos from the links below.

- https://drive.google.com/file/d/1SZmtreTEUGUaht2SZ6WSm8r84RbzS1QM/view?usp=drive_link
- https://drive.google.com/file/d/1SZmtreTEUGUaht2SZ6WSm8r84RbzS1QM/view?usp=drive_link

Büşra Dörtok Turhanoğlu
Primary School Teacher

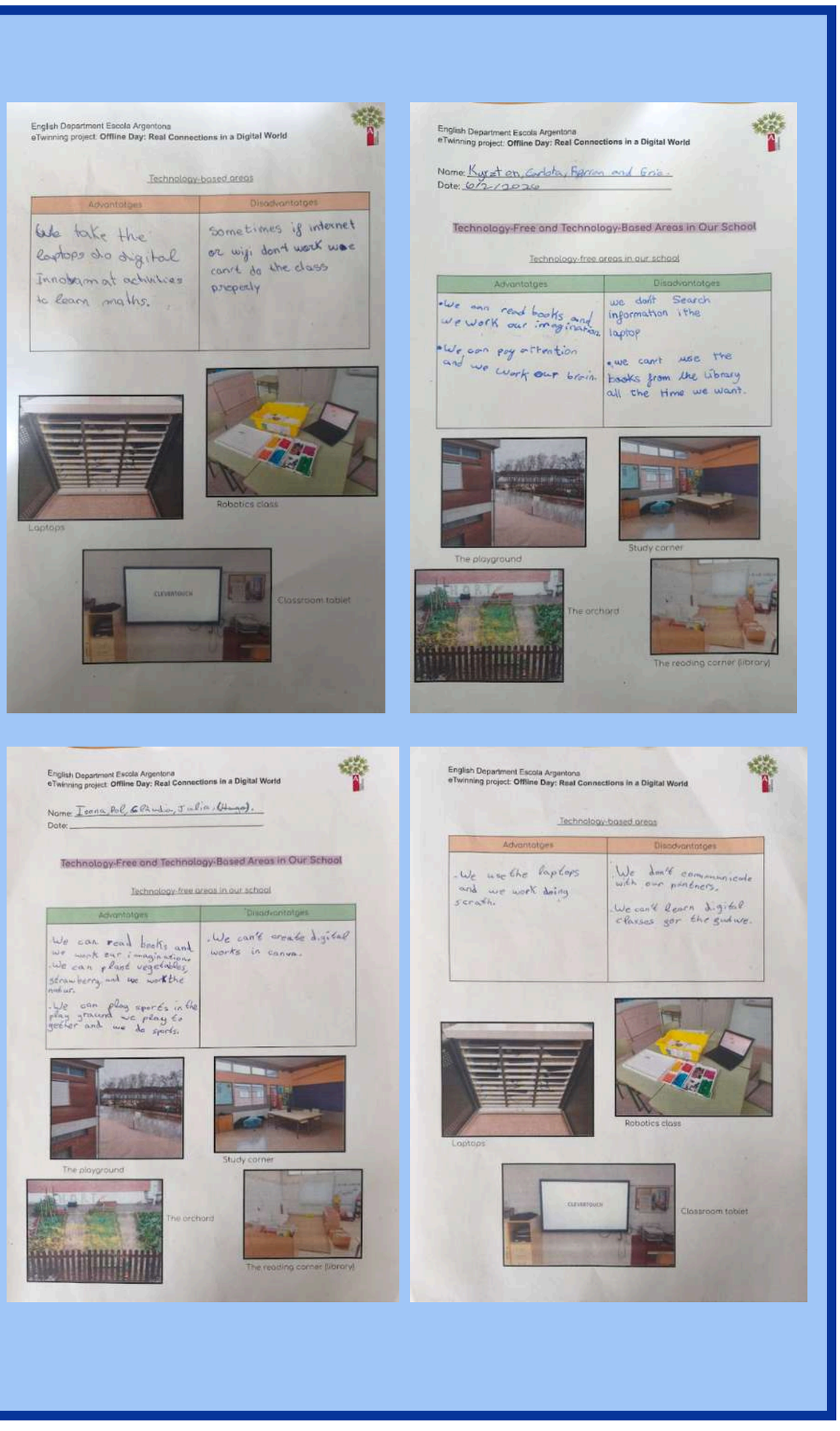
- https://drive.google.com/file/d/1pRPKHbg8jhXCJ4RfxorJ3oiBAJYN3wwc/view?usp=drivesdk
- https://drive.google.com/file/d/1K6OeZhrFOQyIjLC4U50WOQMe4bsRtFD8/view?usp=drivesdk

Betül Işık
Primary School Teacher

JANUARY

SPAIN

Technology-based and Technology-free Areas Disscussion



Students from Spain participated in a discussion activity about technology-based and technology-free areas in their school. They worked in groups to analyze different environments such as classrooms, playgrounds, libraries, and digital learning areas.
During the activity, students shared their ideas about the advantages and disadvantages of using technology in daily school life and compared these spaces according to learning, communication, and social interaction. This collaborative task helped students improve their critical thinking, speaking, and teamwork skills while encouraging them to reflect on the importance of balancing technology use in education and everyday life.

You can reach the student papers from the link below.

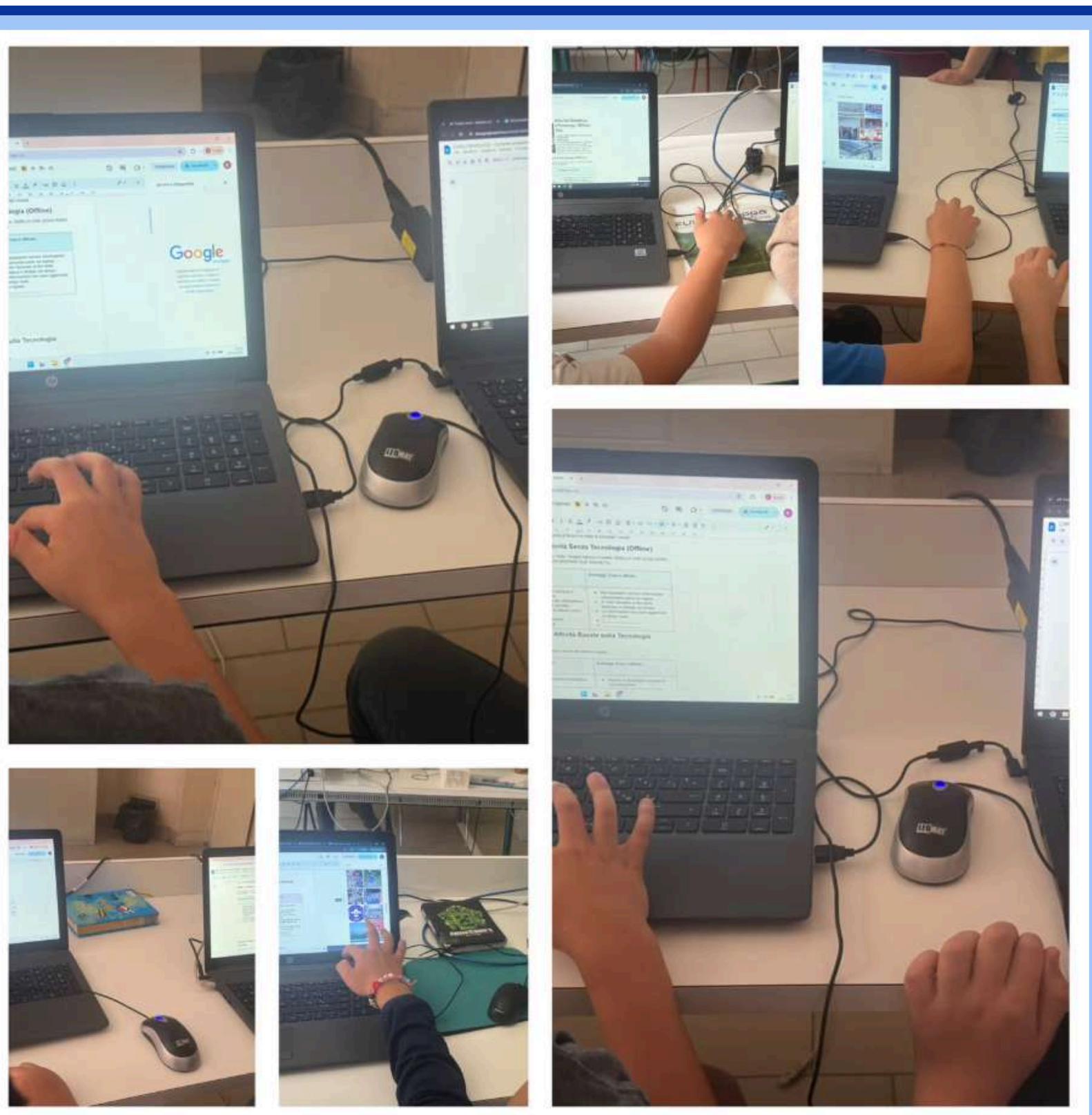
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Sara BERLANGA
Primary School Teacher

JANUARY

ITALY

Technology-based and Technology-free Areas Disscussion



The students of class 3B of Alda Costa Primary School in Ferrara, Italy, took part in the eTwinning activity “Offline Day”, reflecting on the advantages and disadvantages of activities with and without technology. In small groups, they wrote short sentences in Italian and English, comparing offline and online activities and adding representative pictures of their ideas.

You can reach the student papers from the links below.

- https://drive.google.com/drive/folders/1UrmxwDX_rAsZQH7L1rjp0y5Vvmrg_iXPcYooPNDYU_4GBtv7YTFAlOxpPJrfdC-HzpOQi0UG?usp=drive_link

- https://drive.google.com/drive/folders/1rgcYXNqqJ7hcESDqc4uRMoRNoGGcNbp-0HGznLBu9jev1wtwTS4buaC1QwcXfq90pU9n8Jp6?usp=sharing

Primary School Teacher
Veronica Tonello

FEBRUARY

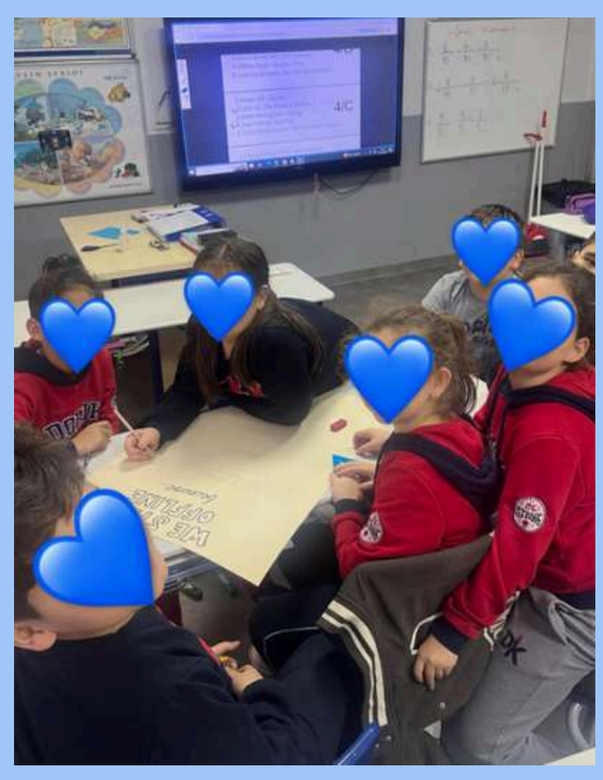
TURKIYE

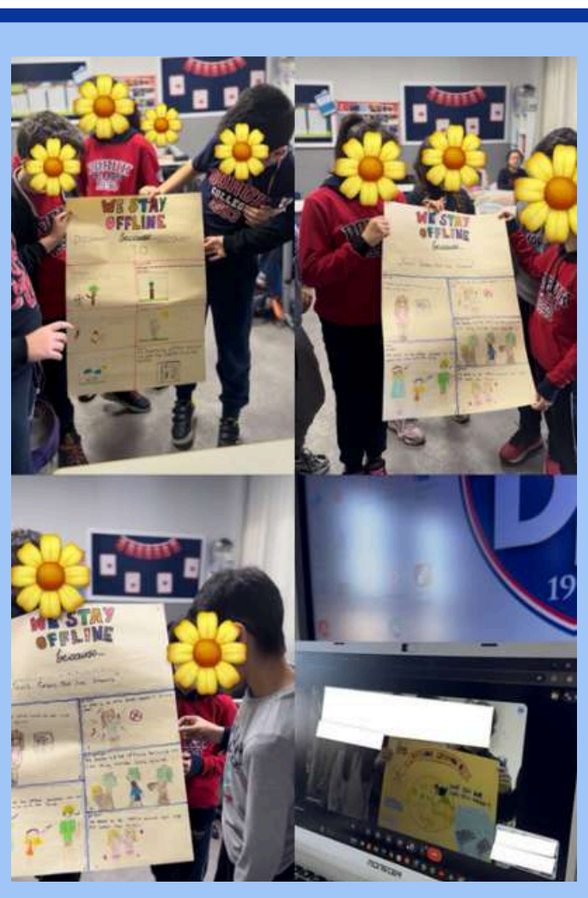
Slogan & Poster Design

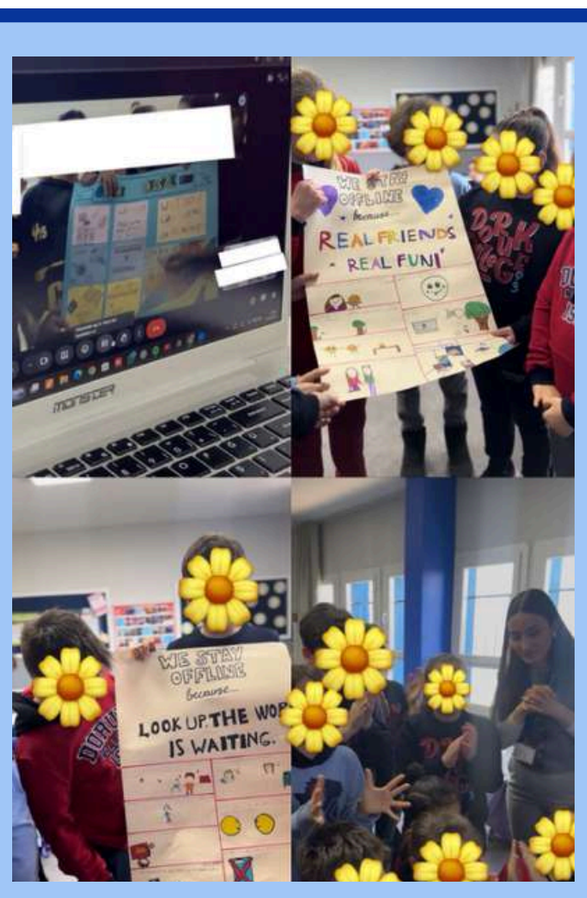
International Meeting For Poster Presentation

In this activity, students first worked together to create meaningful slogans about technology use and communication in daily life. After brainstorming and sharing ideas, they designed creative posters based on their chosen slogans using drawings, colors, and digital elements.









Students then joined an international online meeting where they proudly presented their posters and explained the messages behind their work to their project partners. This activity encouraged creativity, collaboration, communication, and cultural exchange while helping students actively participate in an international learning experience.

You can reach videos from the links below.

- https://drive.google.com/drive/u/1/folders/1UHGRtreGERi_rzJtvuIGM23ngWfwivZ4
- https://drive.google.com/drive/u/1/folders/1r4kIjU2ic4z3cvpyP3yaUNt0xkY6BpSF

Büşra Dörtok Turhanoğlu
Primary School Teacher

- https://drive.google.com/drive/folders/1mwXP7uNAQ3JxE0Qoabkt1iPvtj1lTYw4
- https://drive.google.com/drive/folders/1mwXP7uNAQ3JxE0Qoabkt1iPvtj1lTYw4

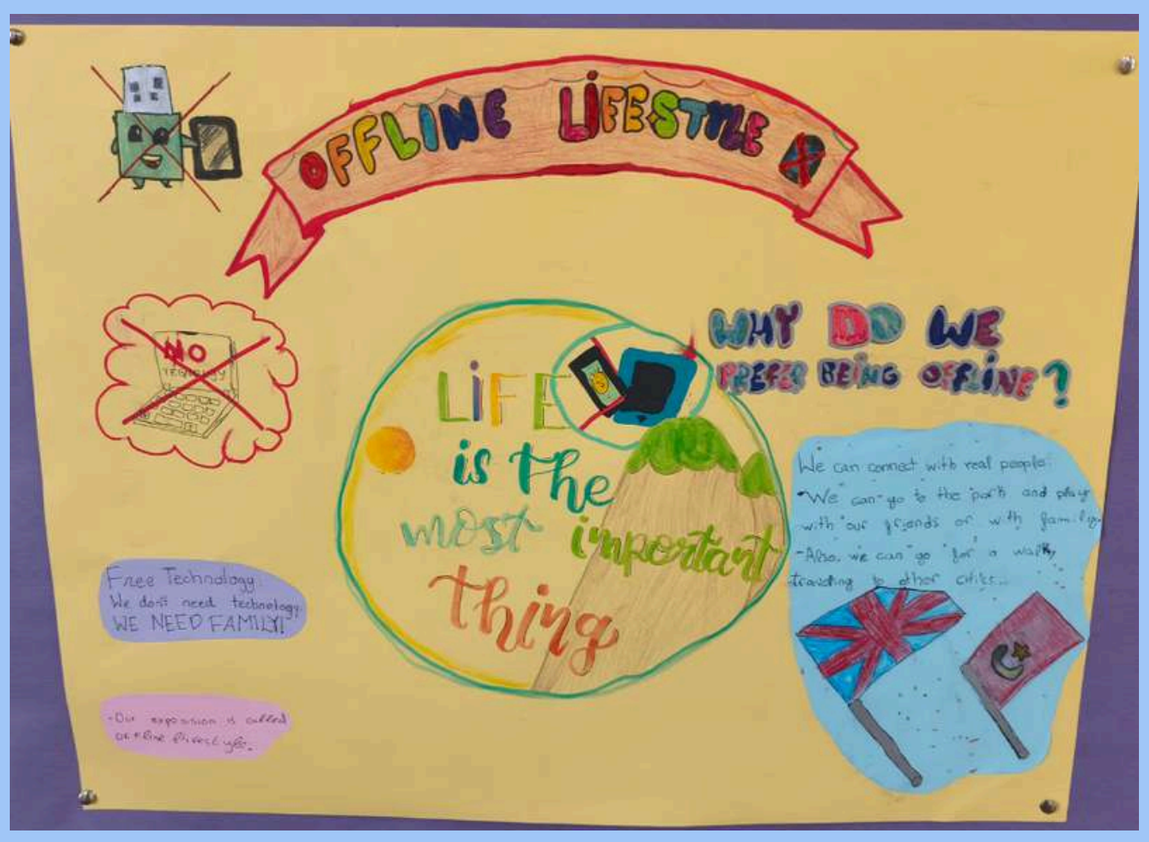
Betül Işık
Primary School Teacher

FEBRUARY

SPAIN

Slogan & Poster Design

International Meeting For Poster Presentation







During this activity, we learned to work in groups, make decisions, collaborate, respect our classmates, give our opinions, etc. about what being disconnected from technology means to us. We were able to make different posters with our ideas and improve our creativity. It was a rewarding experience.

We were delighted to hold an online meeting with our colleagues from Turkey. It was a new and very wonderful experience for us. We enjoyed it and are left wanting more. We were able to listen to your presentations and see the magnificent work you have done. For our part, we were able to present our work and show it to you with great enthusiasm.

Sara BERLANGA
Primary School Teacher

FEBRUARY

ITALY

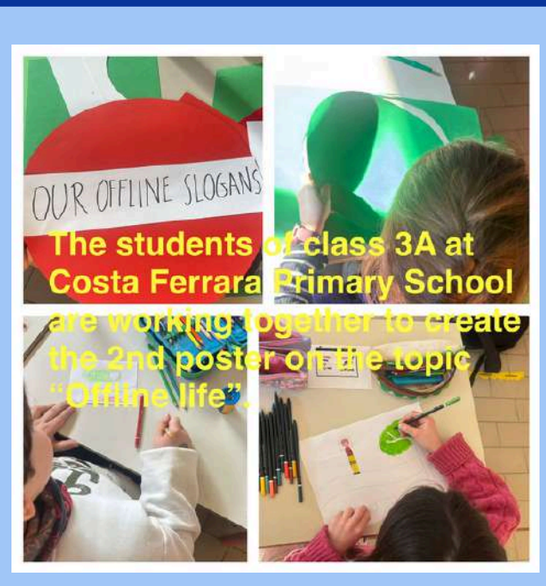
Slogan & Poster Design

International Meeting For Poster Presentation

















We were very happy to take part in an online meeting with our peers and our colleague Betul Isik from Doruk College in Türkiye. The students of classes 3A and 3B of Alda Costa Primary School in Ferrara, Italy, had the opportunity to present their posters and slogans created for the eTwinning project "Offline Day: Real Connections in a Digital World".

It was a wonderful and exciting experience for all of us. We enjoyed listening to the presentations of our European friends, discovering their creative ideas and learning about their work on the project. At the same time, we proudly shared our own activities and posters with enthusiasm and participation.

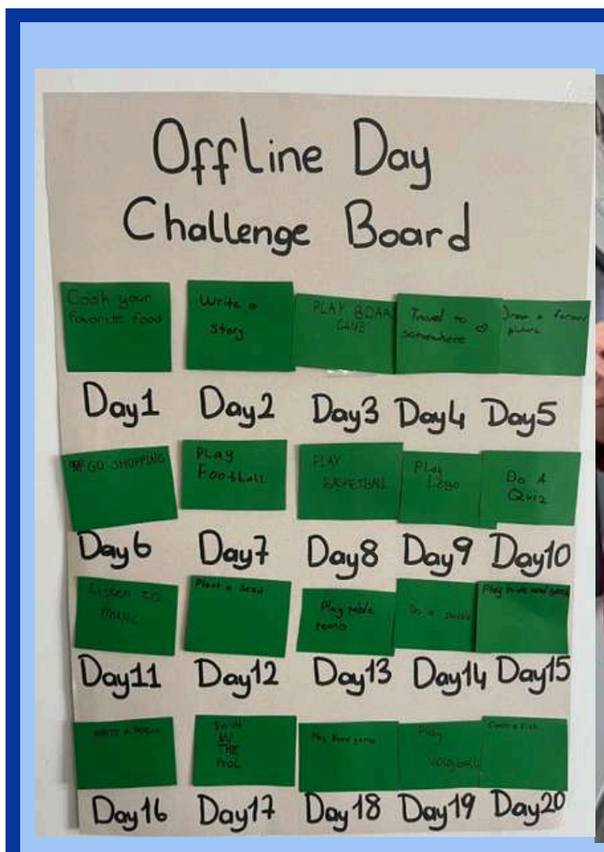
Veronica Tonello

Primary School Teacher

MARCH

TURKIYE

Bringing Offline Life into Daily Routines with a Challenge Jar



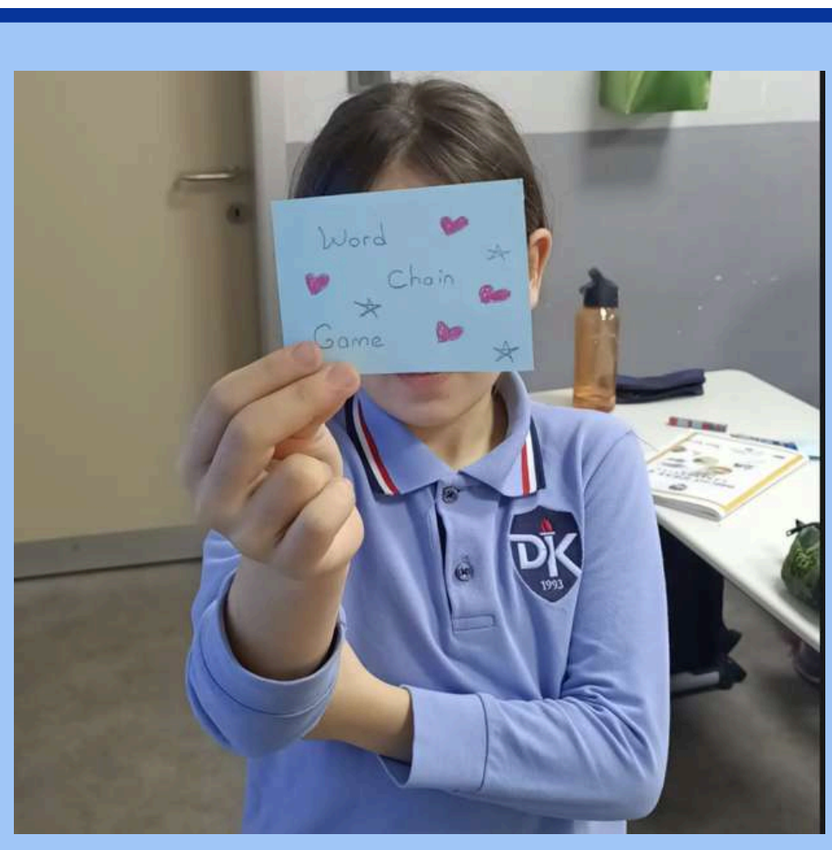




In March, we prepared our “Offline Challenge Jar” and created fun challenge cards together. Each day, we picked a card and completed the activity at home.

Through this activity, we focused on being offline while enjoying creative, interactive, and meaningful moments.This process helped us improve our creativity, teamwork, and communication skills while spending quality time together.





You can reach photos from the links below.

- https://drive.google.com/drive/folders/1HMSd6ay5voIw-n7sYGSVoSAPH-L7jtTX?usp=sharing
- https://drive.google.com/drive/folders/1lqAFDUVUzEojdAKO5hDIngmxwbDuegUo?usp=drive_link
- https://drive.google.com/drive/folders/1cMvUGGRK7niBi19WTdWyFt5UDAKowY1f
- https://drive.google.com/drive/folders/10heHiZYjtNx5N05QPRJjQXLZ_Aw-lcmv

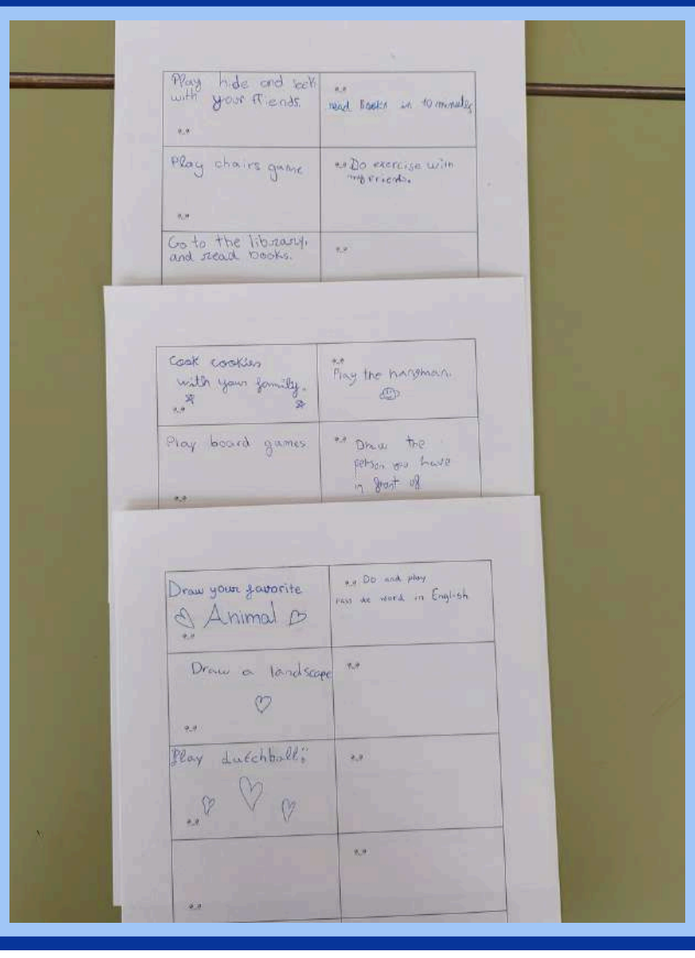
Büşra Dörtok Turhanoğlu
Primary School Teacher

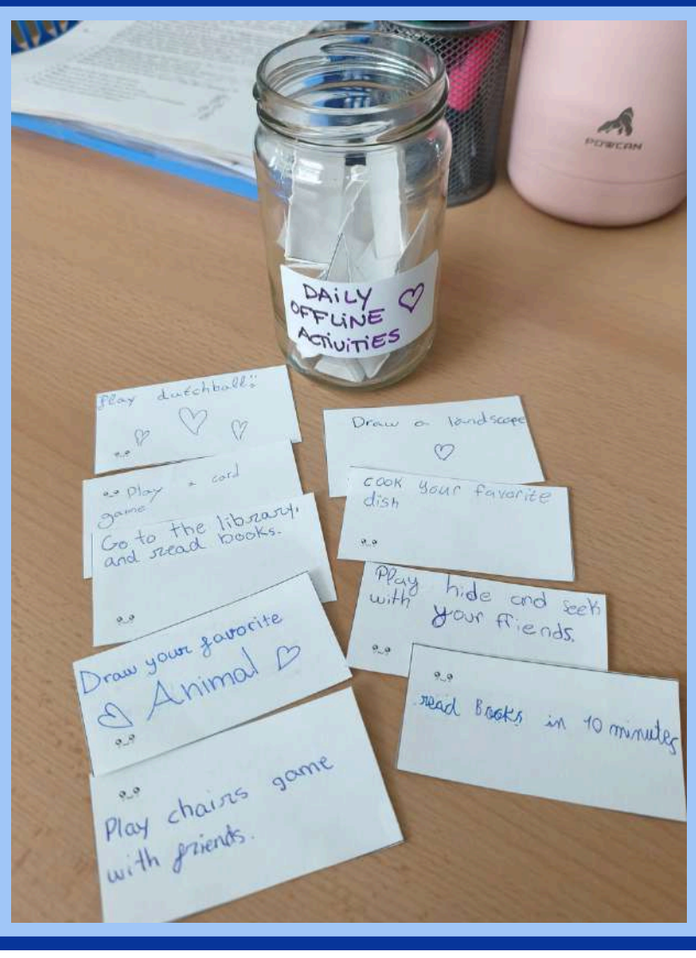
Betül Işık
Primary School Teacher

MARCH

SPAIN

Bringing Offline Life into Daily Routines with a Challenge Jar







We carried out the activity “Challenge Jar: Daily Offline Activities,” which was a wonderful experience for everyone involved. The children themselves chose the activities, which kept them highly motivated and excited throughout the project.

Each day, we picked a new activity from a glass jar, creating a sense of surprise and anticipation that made every moment special. Some activities were done in the classroom, others in the school playground, and a few at home.

It has been a fun, engaging, and meaningful way to learn, connect, and create memorable moments as a group.

You can reach the video from the link below.

March Challenge Jar

Sara BERLANGA
Primary School Teacher

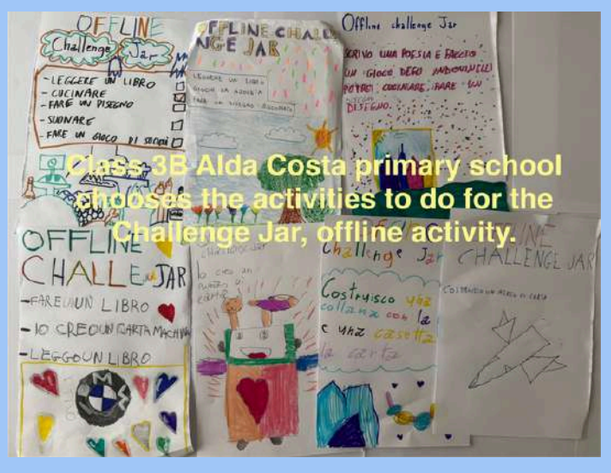
MARCH

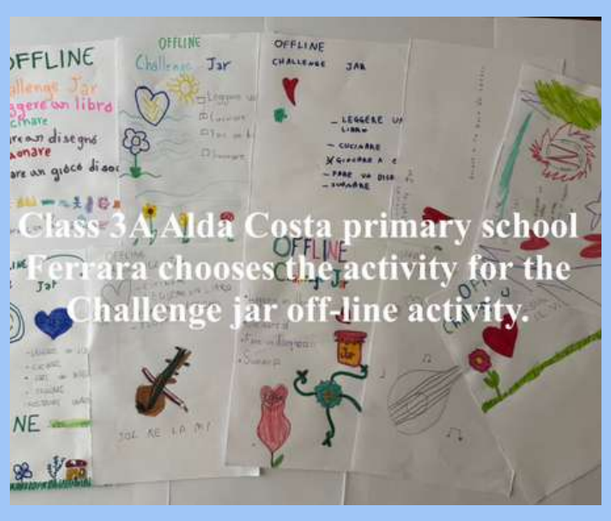
ITALY

Bringing Offline Life into Daily Routines with a Challenge Jar











During the month of March, the students of Classes 3A and 3B of Alda Costa Primary School in Ferrara, Italy, took part in the project “Offline Challenge Jar – Spring Family Edition.” The activities encouraged children and families to spend quality time together away from screens.

Together, the students created fun challenge cards and completed different offline activities at home, such as cooking with their families, going for nature walks, playing outdoor games, drawing, creating crafts, and sharing music and creativity.

This project helped strengthen family bonds, improve teamwork and communication skills, and create meaningful real-life experiences. The students participated with enthusiasm and enjoyed sharing their special moments with classmates and teachers.

Check out our offline activities.

You can reach the video from the link below.

- https://www.youtube.com/watch?v=gd_fUG08T6I
- https://youtu.be/Oyj_Fn7axlk?si=v2uNn81muY1l-qfN

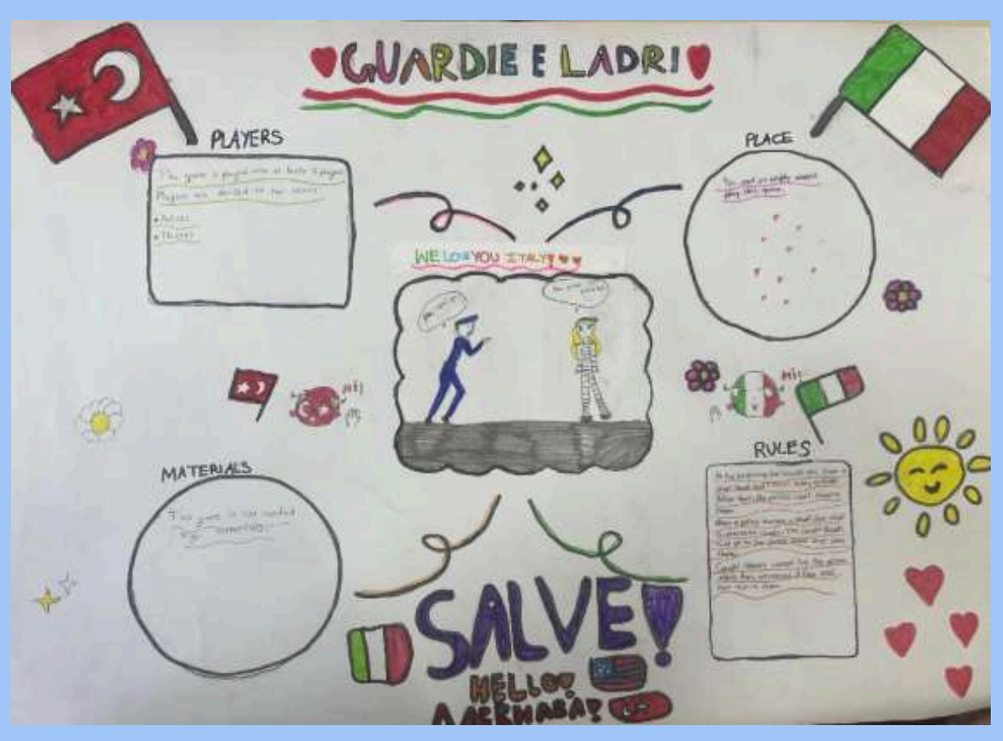
Veronica Tonello
Primary School Teacher

APRIL

TURKIYE

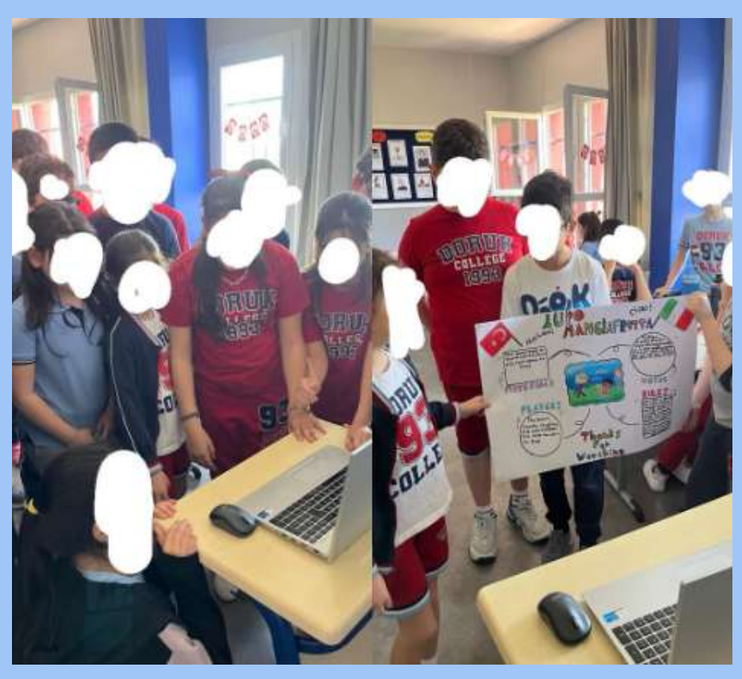
Exploring Street Games Around the World - International Meeting For Poster Presentation

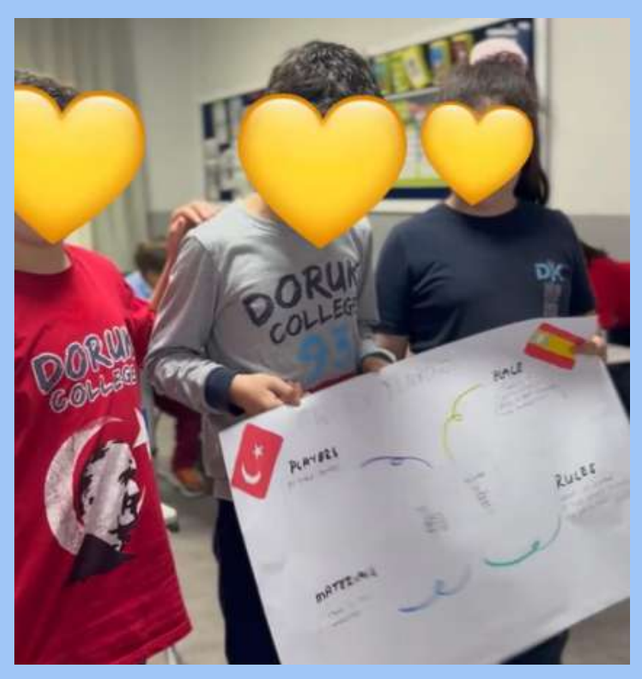




In April, our students researched Italian street games and learned about different traditional games played by children in Italy. After their research, students created colorful posters. They illustrated the games, wrote detailed information, and decorated their work with the flags of Italy , Spain and Türkiye. Through this activity, our students improved their research skills, creativity, and presentation abilities while learning about a different culture.







Our students introduced Italian / Spanish street games to their peers, while the students in Italy shared the Turkish street games they had researched with us. This meaningful exchange gave our students the opportunity to communicate in a real international setting, improving their speaking skills, confidence, and intercultural awareness.

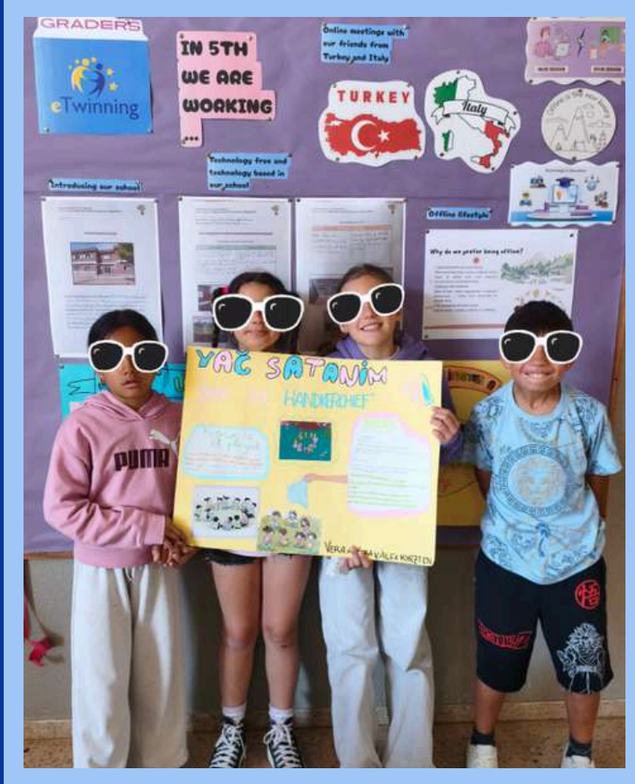
Büşra Dörtok Turhanoğlu
Primary School Teacher

Betül Işık
Primary School Teacher

APRIL

SPAIN

Exploring Street Games Around the World - International Meeting For Poster Presentation







In our school, we've been doing a research about different traditional street games in Turkey, and in different groups we've chosen some of them. We created some posters about each game with all the information: How it is played, the rules of the game... And also, we included some pictures and drawings about it. The students have enjoyed creating and searching for information, and they discovered that some of these games they play them too here in Spain, so there's almost no difference between our countries when we talk about playing games.

We've enjoyed sharing an online meeting with our friends from Turkey, improving our English speaking skills through exposure to our posters about Turkish traditional street games. We learned some words in Turkish, and that was a totally new experience for us. The students had fun connecting with the Turkish partners, and this exchange has been so meaningful for all of us.

Sara BERLANGA
Primary School Teacher

APRIL

ITALY

Exploring Street Games Around the World - International Meeting For Poster Presentation

In April, the students of Classes 3A and 3B researched two traditional Turkish street games: “BEŞ TAŞ: The Five Stones Game” and “Uzun Eşek” (The Long Donkey). The children worked together to learn the rules of the games, the number of players, and the materials needed, creating colourful posters with drawings and information about their research.

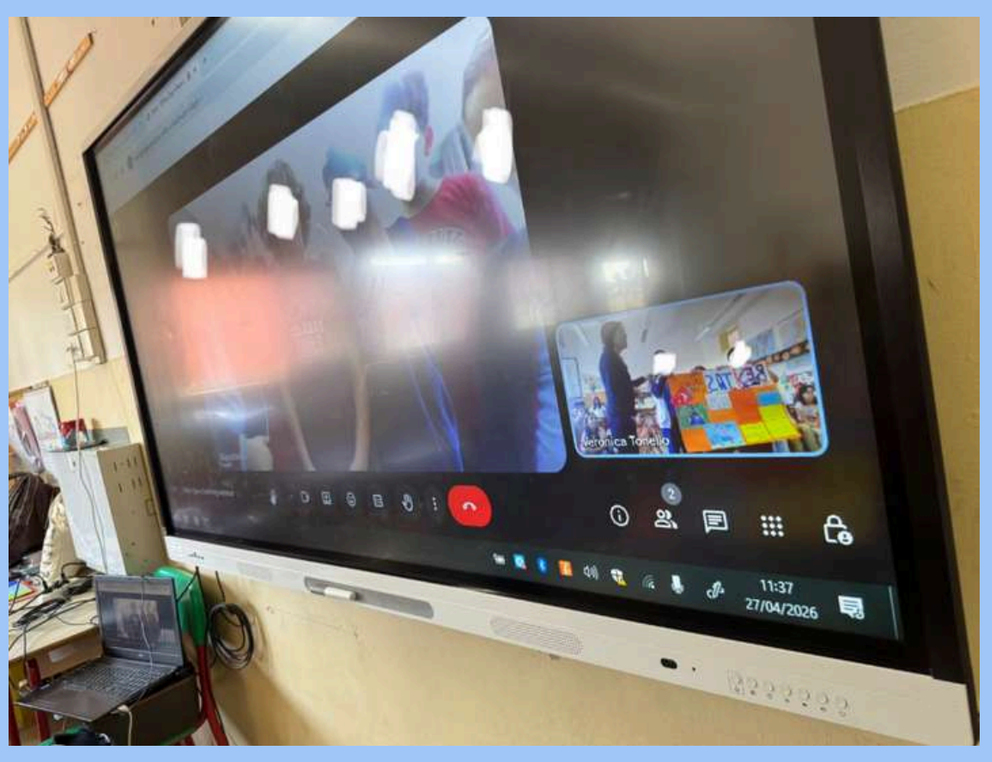


The photos document the preparation of the posters about Turkish street games and highlight the importance of understanding how play can unite people, encourage friendship, and create meaningful connections between cultures.



The students of Classes 3A and 3B researched two traditional Turkish street games: “BEŞ TAŞ: The Five Stones Game” and “Uzun Eşek” (The Long Donkey). The children worked together to discover how the games are played, the rules, the number of players, and the materials needed. They also created colourful posters with drawings and information about their research.

During a special online meeting, the students had the opportunity to present their work to their Turkish friends and to discover the activities prepared by the other students. They were very happy and excited to hear their Turkish friends pronounce the names of Italian street games and to see how traditional games can connect children from different countries and cultures.



Veronica Tonello
Primary School Teacher

Project Evaluation & Feedback

The feedback survey results answered by the students participating in our project “Offline Day: Real Connections in a Digital World” from the partner schools in Türkiye, Spain, and Italy are presented below.

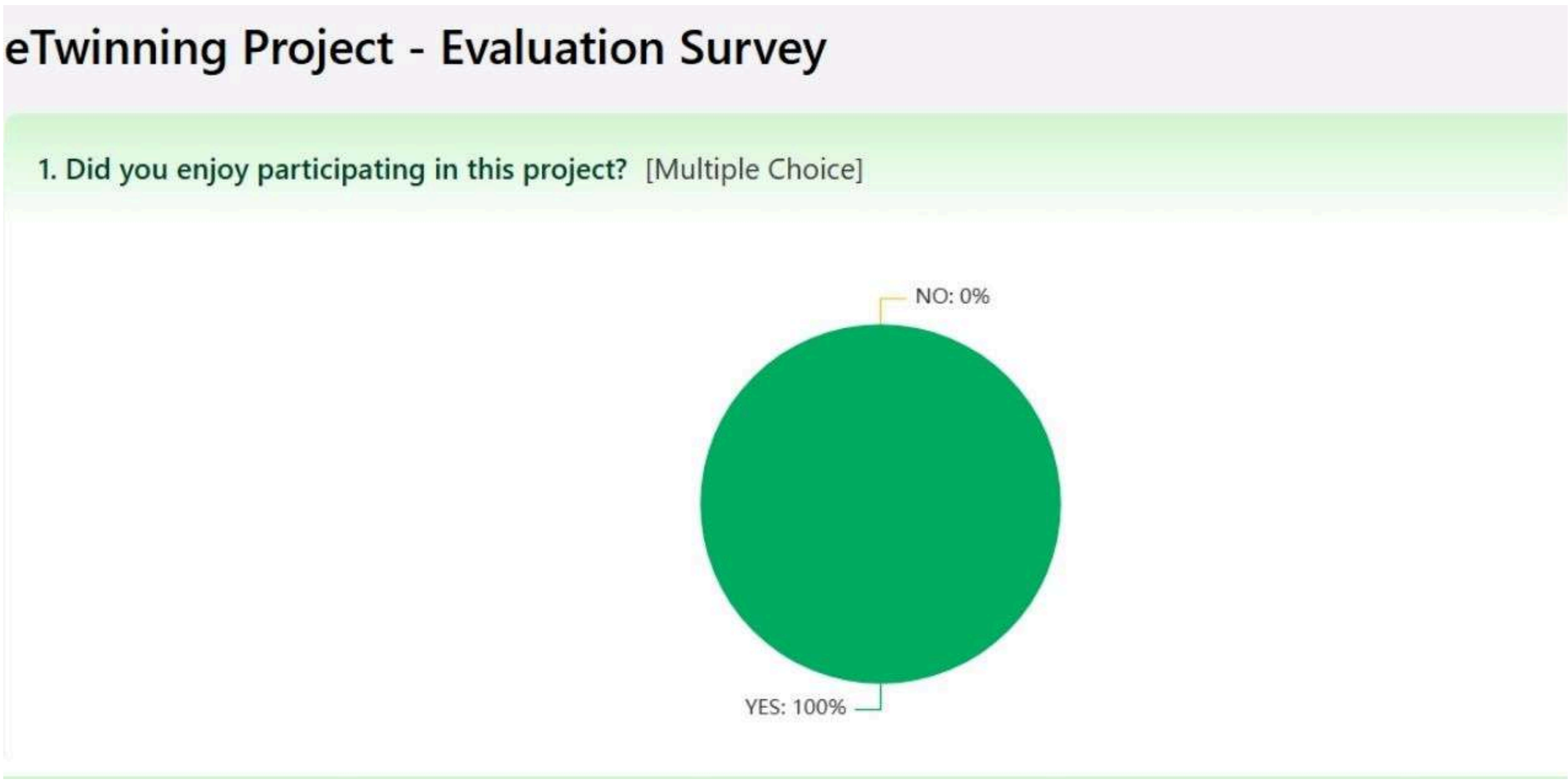
The surveys were conducted on a class basis. The preparation, management, and reporting process of the survey were carried out by the project founder, Büşra Dörtok Turhanoğlu.

• Türkiye – The survey implementation with the students of Doruk Koleji Primary School was conducted on a class basis by the teachers Büşra Dörtok Turhanoğlu and Betül Işık.

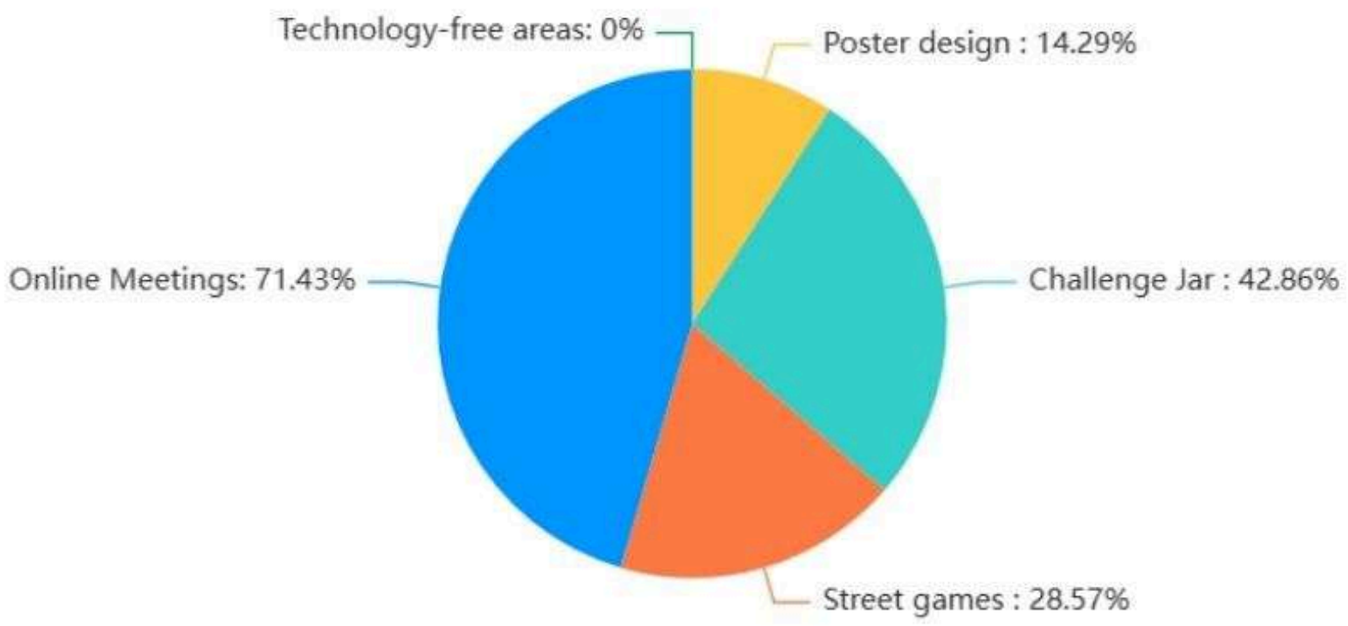
• Italy – The survey implementation with the students of Scuola Primaria Alda Costa was conducted on a class basis by the teacher Veronica Tonello.

• Spain – The survey implementation with the students of Argentona School was conducted on a class basis by the teacher Sara Berlanga.
The website link used for the survey implementation is provided below.

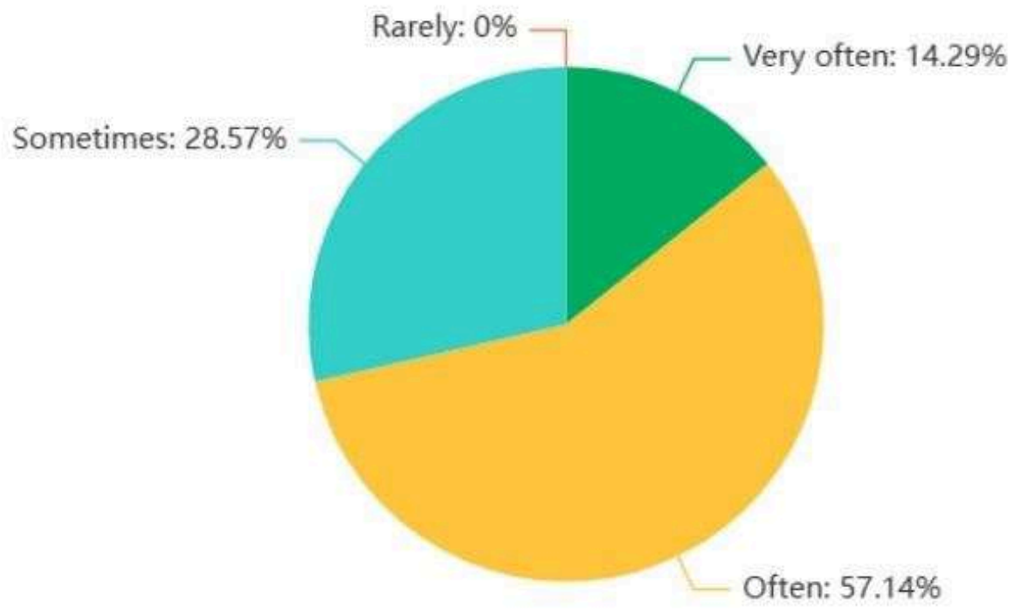
https://surveymars.com/app/survey/list



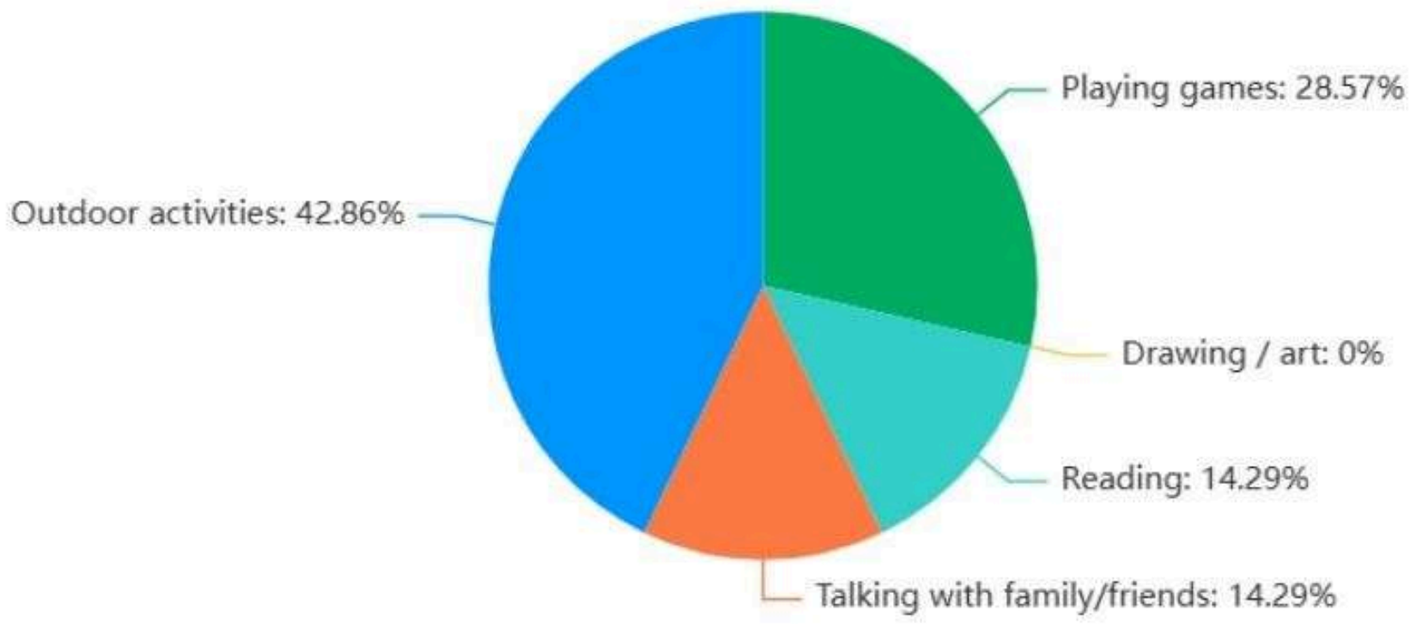
2. Which activity did you like the most? [Checkboxes]



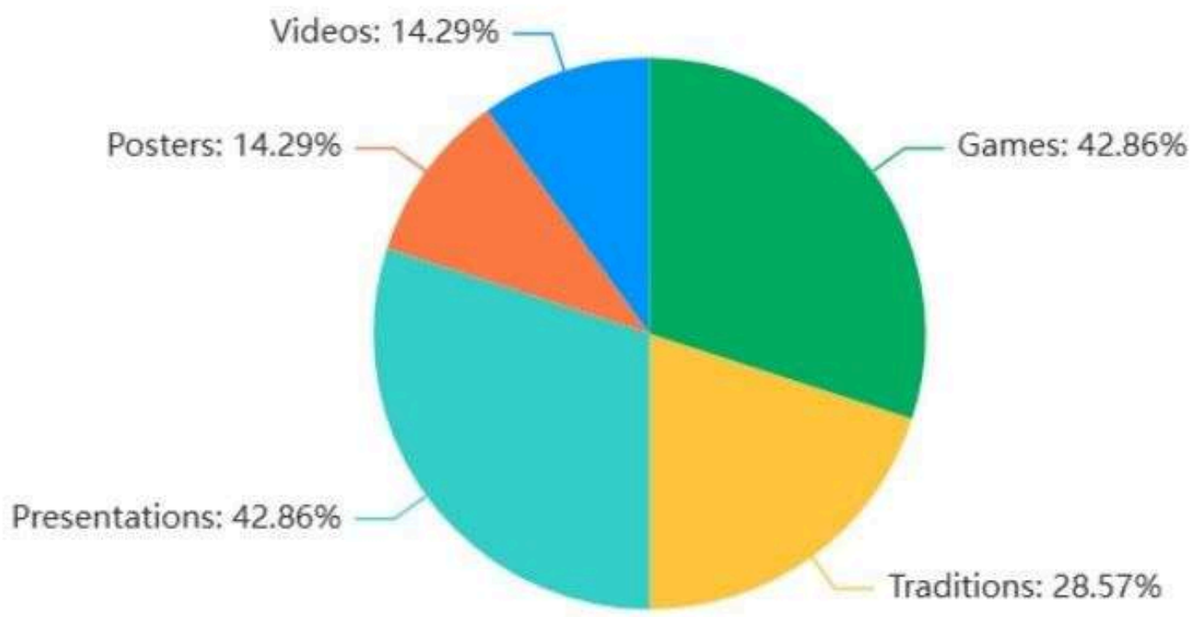
3. How often do you spend time offline after this project? [Multiple Choice]



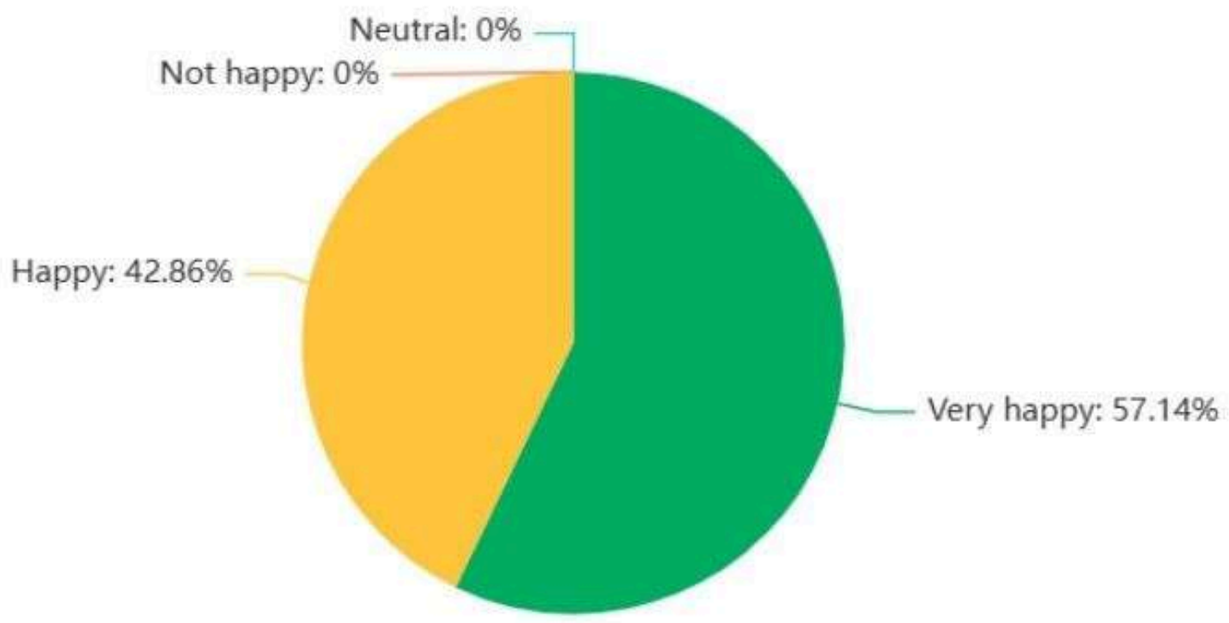
4. Which offline activity do you prefer? [Multiple Choice]



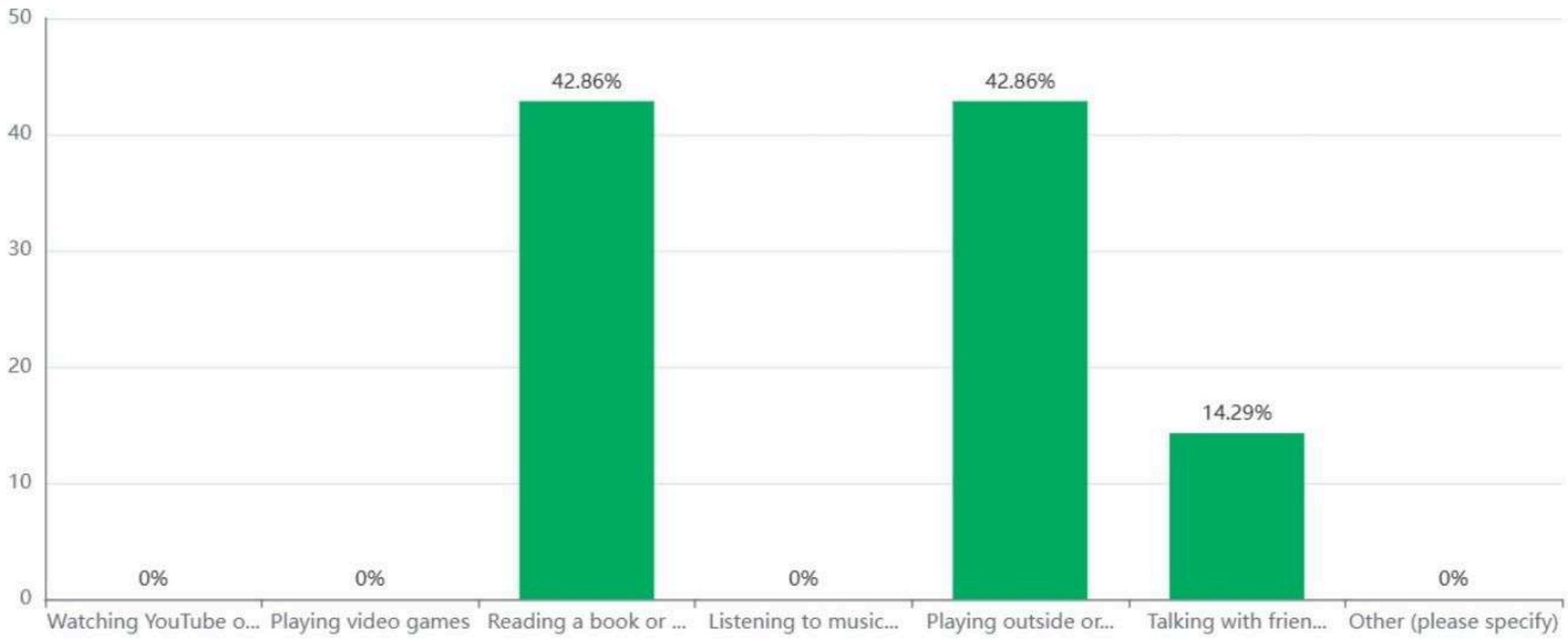
5. What did you enjoy most about learning other cultures? [Checkboxes]



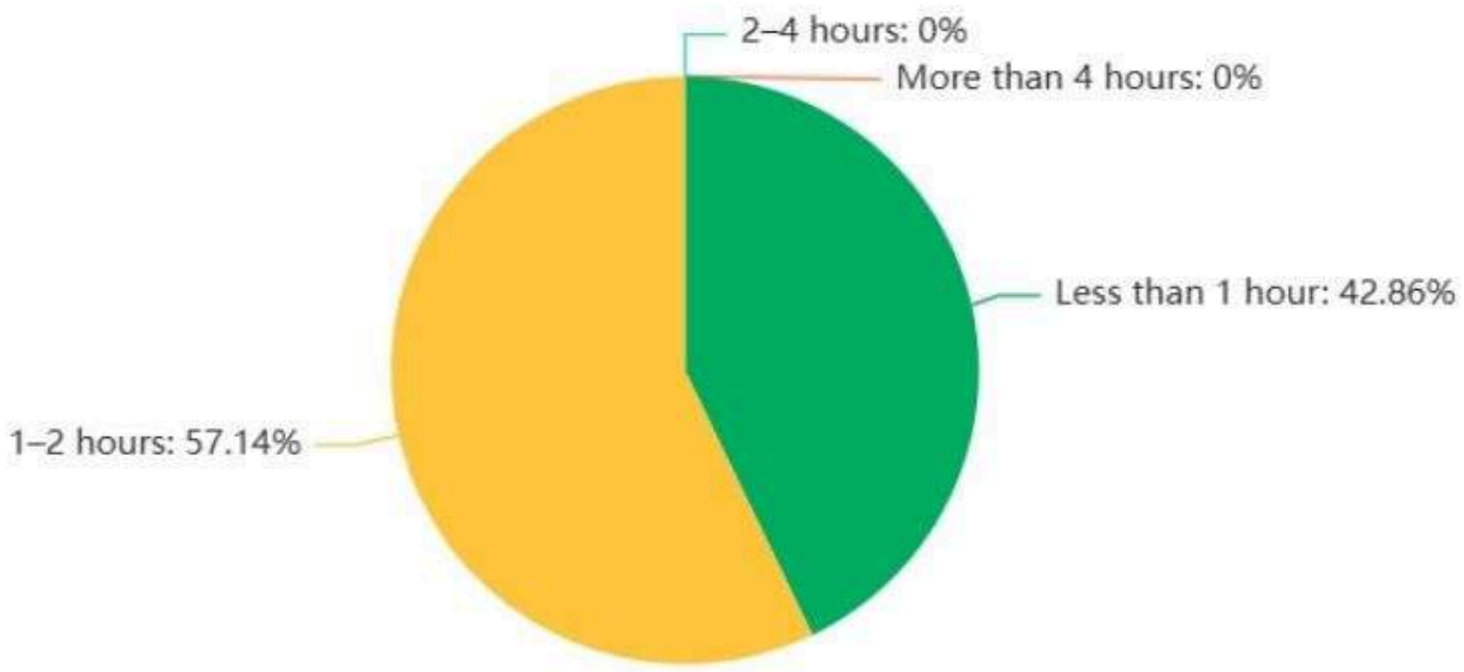
How did you feel working in a group? [Multiple Choice]



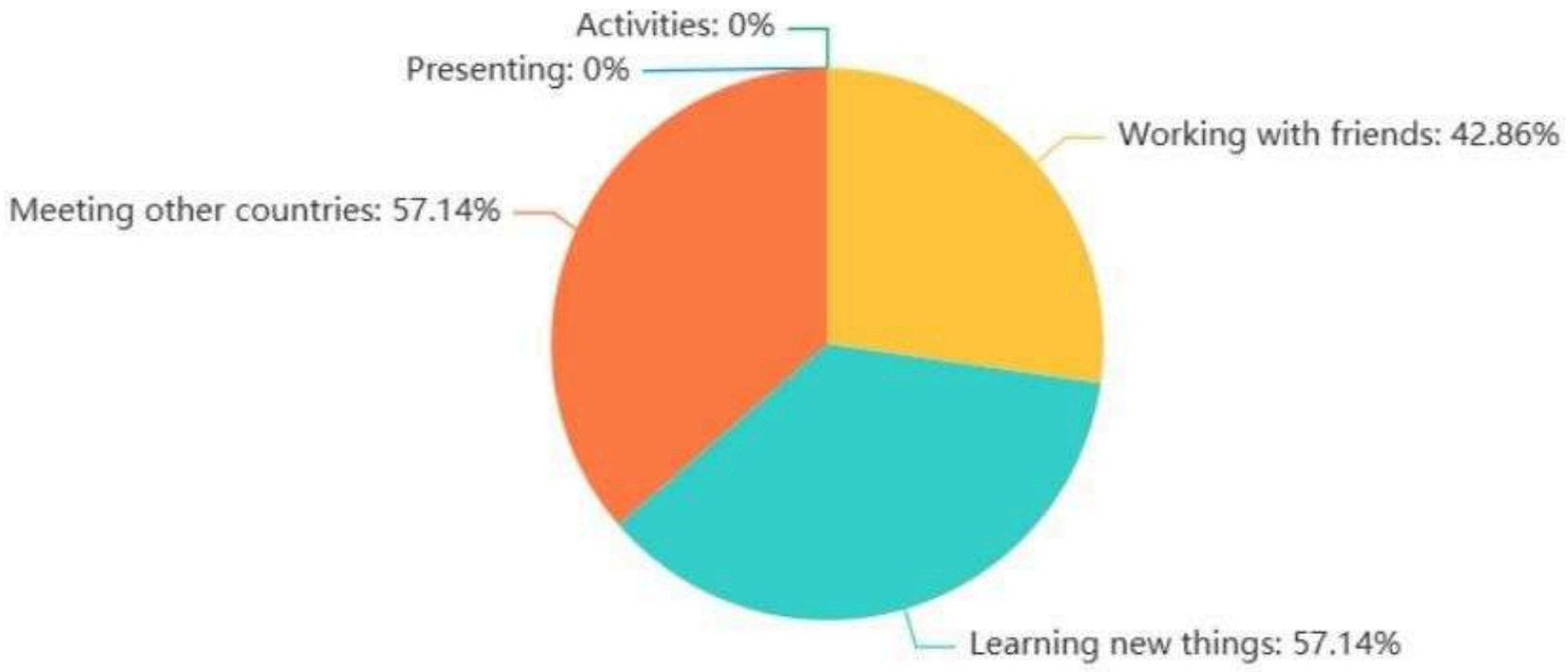
7. What is your favorite way to relax after a long school day? [Multiple Choice]



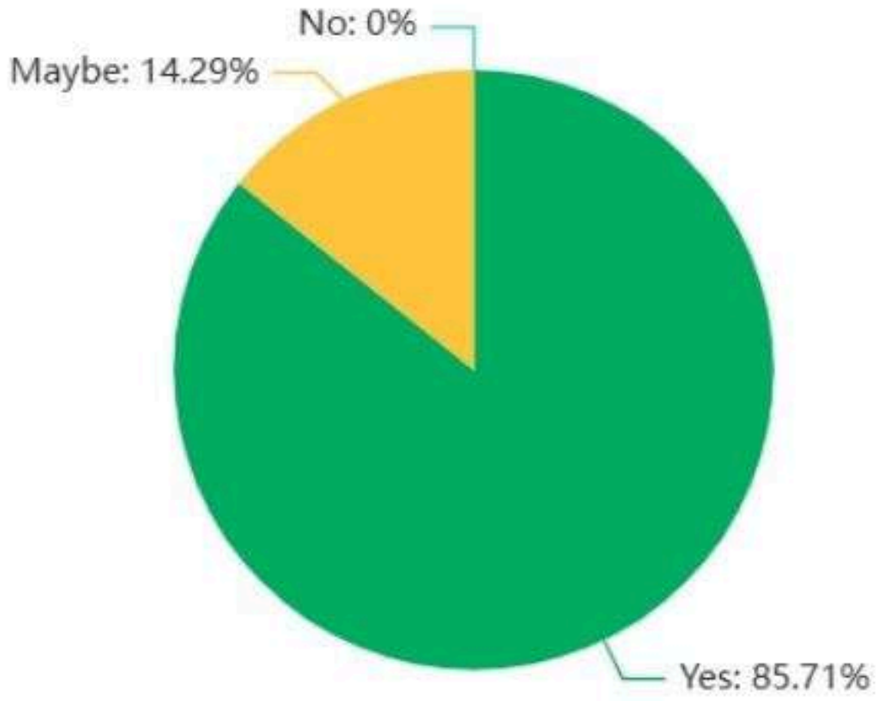
8. How much time do you spend on screens (phone, tablet, computer, TV) for fun each day (not including schoolwork)? [Multiple Choice]



9.What was your favorite part of the project? [Checkboxes]



10.Would you like to join a similar project again? [Checkboxes]



Project Poster



Project Impact

Through this project, our students explored the importance of balancing technology with real-life communication. They improved their creativity, collaboration, and intercultural awareness while participating in meaningful offline activities and sharing experiences with their international friends.

Final Message

Across cultures, we built real connections beyond screens. Together, we learned, shared, created, and discovered that the strongest bonds are made through communication, friendship, and unforgettable experiences.

Certificates of Participation



Certificates of Participation

At the end of our eTwinning project "Offline Day: Real Connections in a Digital World", participation certificates were prepared for all students to celebrate their effort, creativity, collaboration, and active involvement throughout the project process.

These certificates symbolize the meaningful experiences students gained while exploring cultural exchange, teamwork, offline communication, and international friendship with their project partners from different countries. Through various collaborative activities, students developed both their social and digital awareness skills while building real connections beyond screens.