CONNECTING LANGUAGE, CULTURE, AND LIFE

A Magazine for Curious High School Minds

YOUNG & WISE

HAPPY 29 OCTOBER REPUBLIC DAY

WAYS TO STUDY EFFICIENTLY

WHAT IS A GEOGRAPHIC INFORMATION SYSTEM **CBS**

FLY WITH **MEBİ GAME**

VEGA ROBOTICS TEAM'S **CHAMPIONSHIP VICTORY IN ITALY**

WHERE TRADITION MEETS THE FUTURE **Seoul**

ANKARA *THE VERY HEART OF ANATOLIA*

YOUR GATEWAY TO THE WORLD: **ERASMUS+**

BEHIND THE SCENES OF LIFE: WHAT DOES SCIENCE TELL US?

WHERE DREAMS MEET TECHNOLOGY

OUR REPUBLIC AND EDUCATION • MULTIPLE INTELLIGENCES AND LEARNING PREFERENCES • HOW TO WRITE AN ESSAY • EVERYDAY ENGLISH • RIDDLES • SCUBA DIVING A JOURNEY INTO ANOTHER WORLD • YOUR VOICE

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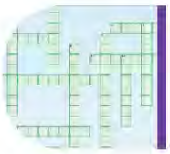
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Dear Students, Esteemed Teachers, and Respected Parents,



Cengiz METE
Directorate General for Secondary Education

The main aim of education is to help students use language correctly and confidently. It also supports them in understanding what they read and expressing their ideas clearly, accurately, and in a well-organised way. As the General Directorate of Secondary Education, we consider it a top priority not only to support academic achievement but also to strengthen our students' language skills, foster a robust culture of reading, and make foreign language learning an integral part of lifelong learning.

A reading habit does more than help individuals reach information; it strengthens their ability to understand, interpret, and question what they read. In the same way, learning a foreign language allows students to explore different cultures, follow global developments, and express themselves in wider contexts. From this point of view, language learning is not only about vocabulary and grammar; it also helps individuals communicate effectively and see the world from different perspectives.

Each material created with this idea aims to support students' reading, writing, listening, and speaking skills equally. It helps them use English in real-life situations. Meeting different text types and learning language through culture and art makes learning last longer and feel more meaningful.

Digital platforms like OGM Material and MEBİ Individual Learning Platform are key to this process. These platforms support individual learning and let students study in their own way.

The 'Young and Wise' magazine is prepared with this approach in mind. Our magazine offers original content for learning English, texts that support reading habits, and activities that help students think, question, and create. By bringing together academic content, culture, art, and daily life, it shows the student-centred vision of the General Directorate of Secondary Education.

Thank you to everyone who helped make this magazine. I hope it inspires students, supports teachers, and adds value to education.

Respectfully,

The Power Within You:
Learning Never Ends

Education is a lifelong journey that starts the moment we are born and continues until the end of our lives. It shapes who we are today and who we will become tomorrow.

Every individual builds on the knowledge and culture of the past. Our history, traditions, and family values are like the roots of a tree. A tree needs strong roots to stand tall, but it also needs branches that reach towards the sky to grow. Education is the bridge that connects our roots to our future. It allows us to carry the best values of our heritage into a modern and changing world. Through education, we learn how to live together, respect different ideas, and strengthen our bonds with society.

Why is education so important for us? Because true education does more than just give us information. It develops our minds, characters, and values. A good education teaches us to be responsible, kind, and confident. It encourages us to ask questions and search for the truth. It helps us become productive individuals who contribute to our families and country.

Furthermore, education builds moral character and wisdom. It shows us the difference between right and wrong. It gives us the courage and willpower to face difficult times without giving up. Moreover, it reminds us to protect our physical and mental health. Most importantly, education teaches us to care about other people and help our community.

Education empowers young people to find their own voices. Through education, students discover their unique talents, express their opinions, and follow their dreams. It broadens their horizons and opens their minds to new possibilities.

Finally, education prepares us for a world that never stops changing. Every day, we see new artificial intelligence tools, new ways of communication, and new global challenges. Education helps us adapt to these changes. It enables us to learn a new digital skill, understand a different language, or solve a fresh problem. Learning is not always easy; it takes time, patience, and effort. However, facing these challenges makes us stronger and gives us the confidence to build a successful future.

Therefore, never view education as a simple duty that finishes with an exam. See it as your most valuable companion for life. Read, question, discover, and grow every single day, because real education never ends.



LIFELONG LEARNING

When we hear the word education, we often think of schools, desks, and exams. But does education only happen in a classroom ?

Our daily lives give us a different answer. We learn when we use a new app, try a recipe, or practise a language. While some lessons are planned, other learning experiences come when life changes, especially when technology changes. Lifelong learning helps us deal with them. It keeps our knowledge fresh and reminds us that there is always something new to discover. In Türkiye, the General Directorate of Lifelong Learning turns this idea into real learning opportunities.

Learning Opportunities for Every Age

In Türkiye, public education centres operate under the Ministry of National Education's General Directorate of Lifelong Learning. Their courses are open to people of all ages and from all educational, professional, and cultural backgrounds. Participants can learn languages, improve their art and technology skills, learn skills for a job, enjoy new hobbies, and join activities that support creativity, communication, and an active social life. Based on the idea of lifelong learning, these centres offer learning opportunities for everyone.

Courses for Daily Life and Work

The Directorate supports many kinds of courses at public education centres. Sewing courses can help people make clothes, enjoy a creative hobby, or earn money. Computer courses teach basic computer literacy, office software, and Internet skills. Some centres also offer courses in digital design and the basics of artificial intelligence. First-aid courses show people how to act in an emergency. These skills can even save a life. The courses offered may differ from one centre to another.

The General Directorate of Lifelong Learning offers many ways for high school students to use their free time well. Through public education centres and platforms like HEMBA, young people can join art, sports, IT, and vocational courses to discover new talents and develop their interests. Thanks to these courses, students can improve their digital skills beyond the school curriculum, support their personal growth, and prepare the grounds for their future careers. Another important opportunity for students is the physical and technological support needed in the modern world. Public education centres and digital networks provide modern study areas like computers, fast Internet access, libraries, and study rooms. These opportunities helps young people do their research easily, prepare their homework, and experience learning inside the digital world.

Courses offered to high school students at public education centers serve as an important bridge, helping students acquire practical skills in addition to those gained through formal education. Thanks to these vocational courses in areas like IT, digital design, foreign languages, accounting, and handicrafts, students use their free time well and take concrete steps early for their future careers. These trainings help young people increase their personal skills and develop themselves by getting the tools expected by the job market.

> ***"We do not know what the future will bring. But we can prepare for it by staying curious. Graduation is not the end of education. It is the start of a lifelong learning journey."***

Happy 29 OCTOBER



From a Nation's Struggle to a Republic of Hope

Every nation has moments that change its future forever. For Türkiye, one of those moments was on **29 October 1923**. It is the day when the Republic of Türkiye was founded. However, this important day was the result of years of struggle, determination, and hope. After the First World War , much of the country was occupied by foreign forces. The future of the Turkish nation was uncertain, and many people were worried about losing their independence. On 19 May 1919, Mustafa Kemal Atatürk arrived in Samsun and began leading the Turkish National Struggle. With great courage and the strong support of the Turkish people, this movement grew across the country.
During the following years, the nation fought many difficult battles to protect its homeland. One of the greatest victories came with the Great Offensive in 1922, which played a key role in ending the occupation.

Finally, on **29 October 1923,** the Grand National Assembly of Türkiye officially declared the Republic. Mustafa Kemal Atatürk became the first president of the Republic of Türkiye. This was not only a political change but also the beginning of a new chapter built on freedom, independence, and the will of the people.

Why Was the Republic a Turning Point?

The Republic brought important changes to Türkiye. Under the leadership of Mustafa Kemal Atatürk, many reforms were introduced to build a modern, strong, and independent country. These reforms changed many areas of life, from education and law to social life and the economy.

Education was one of the most important areas of change. New schools were opened, education became more modern, and the new Turkish alphabet was introduced in 1928.

These changes made reading and writing easier for more people. Women also gained important rights in social and political life. They gained the right to vote and to be elected, which helped them take a more active role in society.

Another important goal of the Republic was to build a society based on reason, knowledge, and responsibility. Citizens were encouraged to think about the future, work hard, and contribute to their communities. These values helped create a stronger and more confident nation.

Today, the Republic continues to unite millions of people around the same ideals. It reminds us that freedom, independence, and national sovereignty should always be protected. At the same time, it encourages every generation to take responsibility for the future of the country.

REPUBLIC DAY



Education: The Strongest Legacy of the Republic

Education has always been one of the most important values of the Republic. Mustafa Kemal Atatürk believed that a strong nation could only be built by educated people. For this reason, education became one of the main priorities after the Republic was founded.

Many important reforms were introduced to improve education. Schools became more organised, and efforts were made to provide equal learning opportunities for children across the country. The Law on the Unification of Education helped create a national education system, while the adoption of the new Turkish alphabet made reading and writing easier for millions of people. As literacy increased, more citizens gained access to knowledge and became active participants in society.

The Republic also promoted education based on science, critical thinking, and continuous learning. Students were encouraged not only to memorise information but also to ask questions, solve problems, and develop new ideas. This approach continues to guide education in Türkiye today.

Students benefit greatly from these achievements. Every classroom they learn in, every book they read, and every opportunity they have to develop their skills reflects the vision that began with the Republic. By studying hard, respecting knowledge, thinking freely, and working for a better future, students continue to keep the values of the Republic alive.

As we celebrate the 103rd anniversary of our Republic, we remember that its future is in the hands of young people. Mustafa Kemal Atatürk believed that the youth would protect the Republic and carry it forward. Today, every student has an important role in this journey. By learning, asking questions, and working hard, young people help build a stronger, more successful, and more peaceful Türkiye.





OUR REPUBLIC AND EDUCATION

Dear Young People,

This year, we are celebrating the 103rd anniversary of our Republic Day. In 1924, under the leadership of Mustafa Kemal Atatürk, the Turkish Grand National Assembly passed the law to celebrate Republic Day on 29 October. This decision was made by the members of parliament who represented our people and our nation. Since 1925, we have celebrated this special day with great joy across our country. For more than a century, we have kept the memory of the foundation of our Republic alive and strengthened our national unity and togetherness through these celebrations.

Now, let us briefly look at what the word 'Republic' means. The word 'Cumhur' means 'the people', and a republic is a form of government in which people govern themselves. As mentioned above, the law to celebrate the day when our Republic was declared was passed by the Turkish Grand National Assembly. The members of parliament made this decision as representatives of the people.

This example helps us understand an important feature of a republic. People can share their opinions, ideas, and choices either directly or through their representatives. Based on equal citizenship, citizens can vote directly to choose both the members of the Turkish Grand National Assembly and the President. People can also take part in decisions on important issues through public votes, also known as referendums.

We have also mentioned the idea of equality. It is important to understand how valuable equality is in a republic. Every person's opinion has equal value. At the ballot box, each vote counts as only one vote.

In this form of government, people have the right to take part in decisions both at the local and national level. They can do this equally and with their own free will, without pressure, exclusion, or being ignored.

A republic, together with democracy and its principles, helps a country develop, strengthens unity, and improves people's lives. Education is one of the main keys to development in a democratic society and it plays an important role in keeping Atatürk's Republic strong for future generations. Through education, we can raise well-informed and responsible citizens who love their country, nation, flag, and homeland. The principle of equality also requires that every citizen should have the chance to receive a good education.



Since the foundation of the Republic, education has opened doors for many people in Türkiye. People from different cities, towns, and villages have had the chance to reach important positions in the country, regardless of their backgrounds, beliefs, or financial situation. In this way, the Republic has aimed to prevent discrimination and exclusion through equal educational opportunities.

Prof. Dr. Aziz Sancar is a good example. He was born in Mardin and entered university through exams under equal conditions. He studied medicine in Istanbul and later had the opportunity to carry out research in the United States. Today, as a Nobel Prize winner, he is a source of pride for our nation and a role model who gives hope and courage to many young people. He often expresses his gratitude for the educational opportunities that the Republic of Türkiye provided him.

There is a strong connection between education and the values of the Republic, such as equal citizenship, freedom of thought, and the right to vote and be elected. Quality education helps strengthen these important values. At the same time, the future of our democratic Republic depends on responsible and well-informed citizens and the teachers who educate them.

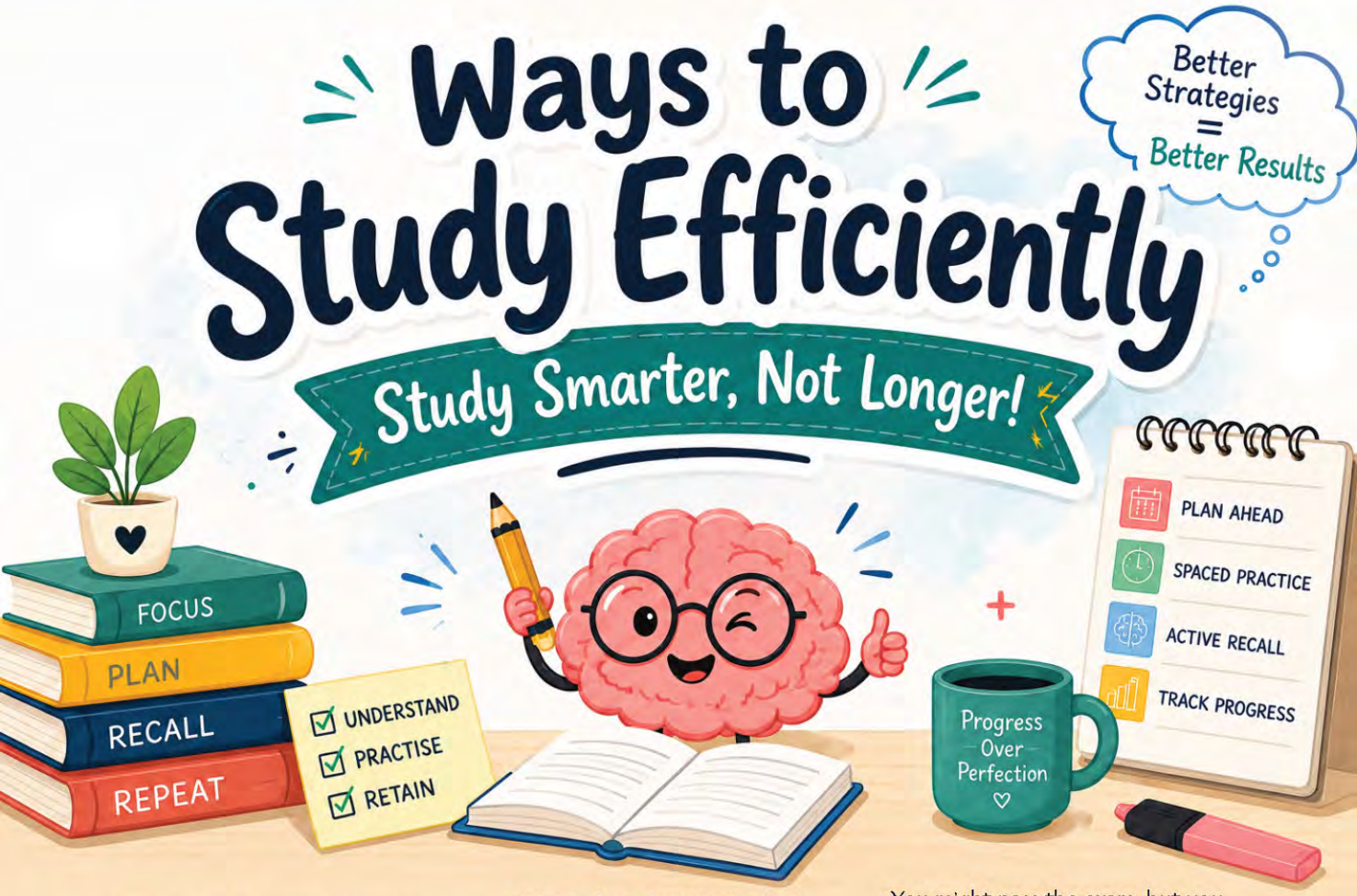
Finally, let us go back to the struggle that led to the foundation of the Republic. From 10 July 1921, the Greek army continued to move forward with the aim of taking Ankara. After the Battles of Kütahya and Eskişehir were lost, the Turkish Army moved to the east of the Sakarya River on Atatürk's orders.

At that time, the fighting in Kütahya and Eskişehir was very intense. Ankara and the Grand National Assembly, which represented the will of the nation, were under threat. Even under these difficult conditions, Atatürk believed that speaking to teachers and sharing his ideas with them was an important duty. On 16 July 1921, as planned, he opened the Education Congress in Ankara. Atatürk described this meeting as the congress of female and male teachers who would build the 'National Education of National Türkiye'. At the congress, attended by both female and male teachers, Mustafa Kemal Atatürk shared a message that still guides us today:

"I advise the children of our nation, who are preparing for the future, to work patiently and never give up when they face difficulties. I also ask parents to make every effort to help their children complete their education. History has shown how determined nations can be when they face great dangers.Our nation must fight not only with weapons but also with the power of the mind. I have no doubt that our people will show the same strength in this struggle. Our nation has great natural abilities. However, we need educated citizens who can bring out these abilities in the right way. This important duty belongs to you, our teachers."

Ways to Study Efficiently

Study Smarter, Not Longer!

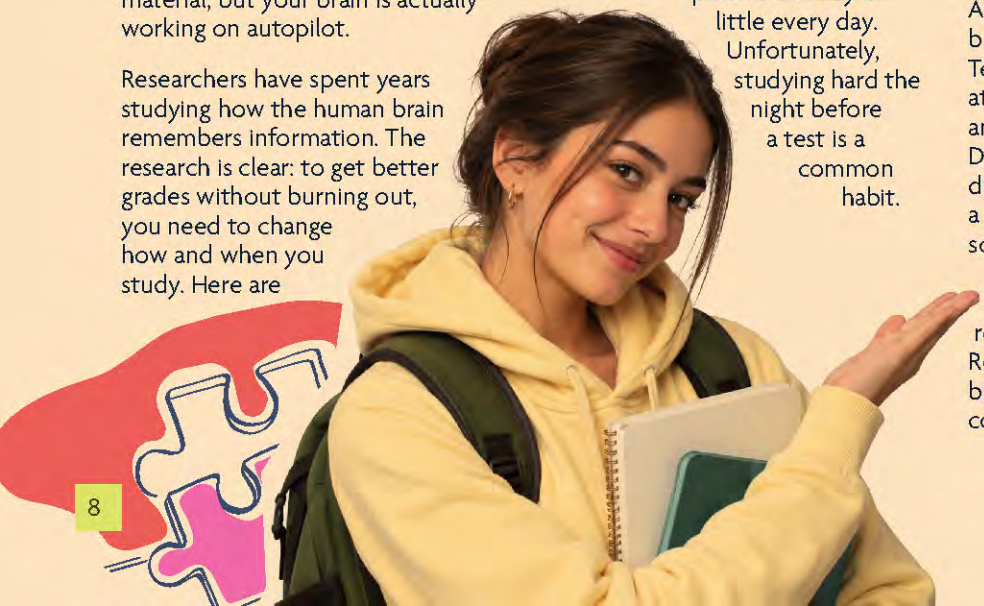


Many students spend hours re-reading their notes and highlighting textbooks before an exam. They believe that studying for long hours is the best way to succeed. They work very hard, but they are sometimes disappointed with their test results. Why does this happen? The answer is simple: reading your notes again and again gives you an 'illusion of learning'. You feel like you know the material, but your brain is actually working on autopilot.

Researchers have spent years studying how the human brain remembers information. The research is clear: to get better grades without burning out, you need to change how and when you study. Here are evidence-based strategies that can help you remember more, understand better, and feel less stressed before exams:

1. BUILD YOUR LEARNING PUZZLE

First, make a realistic study plan. Divide your work into small parts and study a little every day. Unfortunately, studying hard the night before a test is a common habit.



You might pass the exam, but you may forget what you studied soon afterwards. According to a study, 'spaced practice' is one of the most powerful learning methods.

Instead of studying for six hours in one evening, split that time over a week. For example, study that subject for one hour each day. This method is much more effective than studying everything the night before an exam.
Also, do not forget to take short breaks. You can use the Pomodoro Technique. Study with full attention for about 25 minutes and then take a five-minute break. During the break, stand up, stretch, drink some water, or walk for a few minutes. Avoid checking social media because it can make it difficult to focus again. This break gives your brain time to rest and process the information. Returning to a topic after a short break strengthens your memory connections.

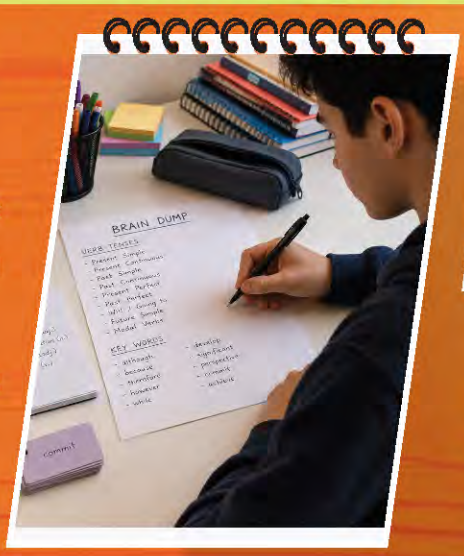
2. CHALLENGE YOUR BRAIN

When you prepare for an exam, do not just open your notebook and read. Instead, test yourself! This technique is called 'retrieval practice' or 'active recall'.

As highlighted by the team at *The Learning Scientists*, bringing information out of your mind makes your memory stronger.

- Put away your book and write down everything you remember about a topic.
- Answer practice questions without looking at your notes.
- Use flashcards to check your vocabulary or formulas.

It feels harder than passive reading, but that mental effort may be proof that your brain is building long-lasting knowledge.





PLAN ✓

WRITE ✓

REVISE ✓

3. EXPLAIN CONCEPTS OUT LOUD

To make sure you truly understand a difficult topic, try these two verbal and visual strategies:

Elaboration: Ask yourself 'How?' and 'Why?' questions while you study. Explain a concept in your own words as if you were teaching it to a classmate or a younger friend.

Dual Coding: Combine words with visual aids. Draw diagrams, create mind maps, or look at charts while reviewing your text. When you connect visual ideas with verbal information, you give your memory two paths to recall the material during an exam.

4. MIX IT UP

Many students study one subject or topic for hours before moving to the next one. Educational experts from the Cornell University Learning Strategies Center suggest a different approach called 'interleaving'.

Instead of doing twenty algebra problems of the same type, mix different types of maths problems together. If you are studying languages, alternate between grammar, vocabulary, and reading comprehension. Interleaving helps your brain spot differences between concepts and choose the right problem-solving strategy during a test.



5. PLAN YOUR EXAM PREPARATION STEP-BY-STEP

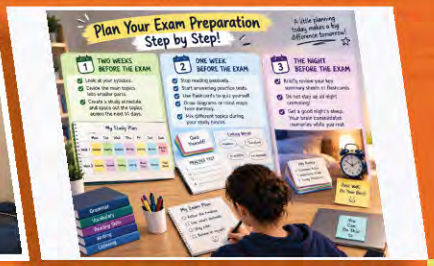
To combine these methods into a practical routine for your upcoming exams, follow this simple timeline:

Two Weeks Before the Exam: Look at your syllabus and divide the main topics into smaller parts. Create a study schedule that spaces out these topics across the next fourteen days.

One Week Before the Exam: Stop reading passively. Start taking practice tests, quizzing yourself with flashcards, and drawing diagrams from memory. Mix topics together during your study blocks.

The Night Before the Exam: Briefly review your key summary sheets or flashcards. Do not stay up all night studying hard! Do not forget the importance of sleep. Staying awake all night may seem productive, but it often reduces your attention and memory. A good night's sleep helps your brain organise and store what you have learned.

Effective studying is not about working longer hours; it is about working smarter. By combining spaced practice with active retrieval, you can build true confidence and reach your full academic potential on test day!



INDIVIDUAL LEARNING

MEBİ was developed by the Department of Educational Materials and Content Development under the General Directorate of Secondary Education, within the Ministry of National Education. It is an innovative digital platform designed for middle and high school students, as well as candidates preparing for national exams like LGS and YKS. Students who have graduated from high school and are preparing for YKS can use the platform. MEBİ is regularly updated with new content prepared by expert teachers. It provides free, high-quality, and interactive educational content for everyone.

Main Benefits of MEBİ

Open Access to Learning Resources:

MEBİ offers free, unrestricted online access to a wide range of high-quality educational materials for all students. They can easily access comprehensive lesson videos, practice questions, subject tests, and interactive learning tools anytime, allowing them to study independently and at their own pace.

Provides Flexible Learning

Learning is not limited to school hours. Students can access MEBİ anytime and anywhere with an Internet connection. They can pause, repeat, and review content according to their individual needs.



Offers Rich Learning Materials

MEBİ includes lesson videos, thousands of original practice questions with video solutions, topic summaries, tests, and study plans. Video solutions show students how to solve questions step by step, while short summaries support quick revision before exams. Study plans also help students manage their time and develop regular study habits.

Supports Individualised Learning

Students have different learning needs and study at different speeds. MEBİ allows them to choose the topics they need, study at their own pace, and repeat lessons whenever necessary. This encourages independence and personal responsibility.

Supports Healthy Study Habits

MEBİ also includes the *Zinde Kal* module, which encourages students to take healthy breaks while studying. It offers short exercise videos, relaxing music, and nature and city videos. It also reminds students to take a break after studying for a long time.

Supports Exam Preparation

MEBİ is an important resource for YKS and LGS preparation. Students can practise with exam-style questions, identify their strengths and weaknesses, and focus on the areas they need to improve. This helps them develop more effective study routines.

Supports Teachers and Classroom Learning

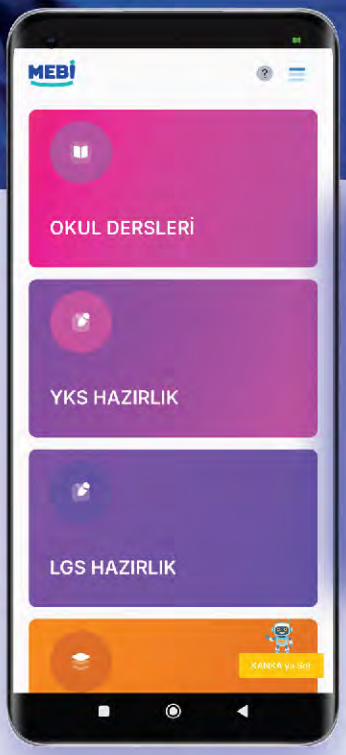
Teachers can use MEBİ's videos, practice questions, and interactive materials in their lessons. They can also monitor student progress and identify difficult topics, allowing them to provide more targeted support.

Guidance for Academic and Student Development

The Guidance module supports students' academic, social-emotional, and career development. It provides videos and resources on study skills, exam strategies, personal development, and career planning.

PLATFORM

MEBİ







Meet KANKA–MEBİ's Digital Learning Assistant

KANKA is MEBİ's AI-powered digital assistant. It helps students quickly find the content they need and supports personalised learning through feedback. It also helps students identify the topics they need to improve.

Access MEBİ Anywhere

MEBİ is available on the web and as a mobile app. Scan the QR code to download the app and continue learning wherever you are. MEBİ provides a comprehensive, flexible, and student-centred learning environment. By making high-quality educational resources freely accessible, it supports students' academic development and contributes to success in LGS and YKS across Türkiye.

How do Students Learn?

Check Knowledge: Students begin with "Am I Ready for This Topic?" to test their prior knowledge.

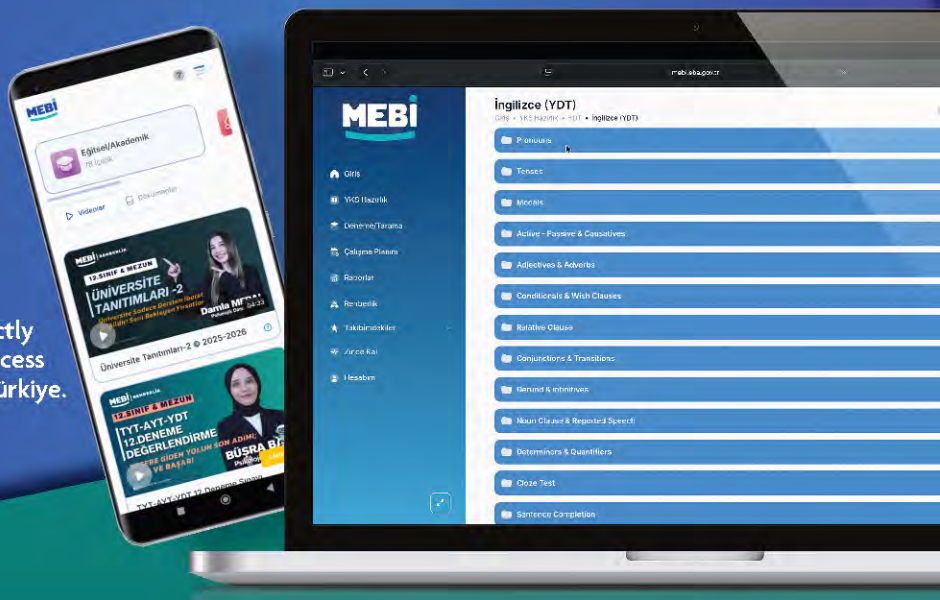
Watch and Practise: They watch lesson videos and complete exercises in 'Learn Through Activities'.

Context-based Questions: They solve context-based questions organised according to different language skills to deepen their understanding.

Learn by Playing: They play interactive educational games to practise and improve their language skills in an enjoyable way.

Assessment & Video Solutions: They complete a 'Topic Assessment' test to evaluate their progress and check their answers with detailed video solutions for every question.

MEBİ brings flexibility, interactive technology, and expert guidance directly to students, helping them achieve success in school and national exams across Türkiye.



Foreign Language Test 'YDT'

The YDT Module is specially designed for 11th and 12th grade students preparing for the YDT section of the YKS exam.

It focuses on three main areas: Grammar, YDT Question Types, and Vocabulary.

Key Features for YDT Candidates:

Self-Evaluation: Students check their knowledge using "Am I Ready for This Topic?".

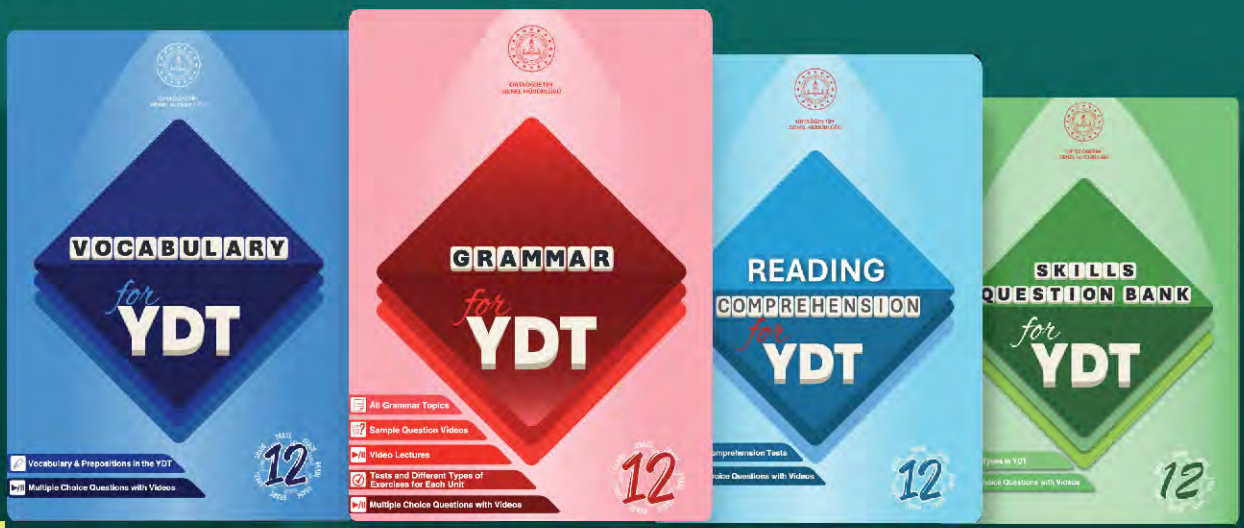
Flexible Resources: Candidates can watch lesson videos, read PDF summaries, or listen to podcasts in 'Audio Summaries'.

Practice & Tests: Students solve topic-specific questions and take 'Assessment Tests' to measure their progress.

YDT Books

In addition to online modules, MEBİ offers a wide range of specialised digital and printed resources prepared by expert teachers for YDT preparation:

- Diagnostic Test Book
- Past YKS Exam Question Book
- Topic Summary Book
- YKS Mock Exam Book
- 3-Steps Mock Exam Book
- 3 Steps Question Bank Book
- YDT Books for Grades 11-12 (Grammar for YDT, Vocabulary for YDT, and Reading for YDT Books, Skills Question Banks)



From a Global Crisis to Türkiye's Education Vision:

Beyond PISA 2025 and Towards New Horizons

The **Programme for International Student Assessment (PISA)** is an international study carried out by the **Organisation for Economic Co-operation and Development (OECD)** every three years. Its main aim is to measure how well 15-year-old students can use their knowledge and skills in real-life situations. Instead of focusing only on what students learn at school, PISA also measures their skills in analysing, understanding information, solving problems, thinking critically, and making decisions. The assessment covers three main areas: science, reading, and mathematics. PISA started in 2000, and Türkiye has taken part regularly since 2003. Türkiye also joined PISA 2025, which included 91 countries and economies. The OECD announced the first results of PISA 2025 on 8 September 2026.

The PISA 2025 results show that student performance continues to fall in many education systems. Many countries, especially in Europe, have seen important drops in performance. So, what does this picture mean for Türkiye? Türkiye stands out as one of the few countries that improved its performance in all three areas. Between 2022 and 2025, Türkiye increased its scores in science, mathematics, and reading. This positive trend can also be seen in Türkiye's long-term performance. Over the last ten years, Türkiye has shown strong progress in all three areas. This is different from many other education systems, where performance has remained at the same level or fallen. This steady progress shows a positive long-term trend in student performance in Türkiye. PISA results alone cannot show the effects of specific education policies. However, the results may be linked to continued efforts to improve school facilities, support teachers, and create better learning environments.

Around the world, education systems are still dealing with the effects of the COVID-19 pandemic and the challenges of digital technology. In this situation, Türkiye's continued progress is important. These results give positive signs about students' progress in mathematics, reading, and science. They also provide a strong starting point for the next stage of development in education. However, this progress should not be seen as the final goal. Instead, it should be seen as a strong base for further development in Türkiye's education system. At this point, the **Türkiye Century Education Model (TYMM)** and its skills-based approach become especially important. The model places higher-level thinking skills and learning in real-life contexts at the centre of classroom learning. It also brings knowledge, skills, values, and assessment together. The success of this model largely depends on teachers because they put it into practice in the classroom. Assessment methods should also follow the main aims and ideas of the model. A strong connection between teaching and assessment can help Türkiye go beyond improving its results in international assessments. It can also help build an education system that develops higher-level thinking, problem-solving, and skills that students can use in different situations.

In conclusion, sustainable progress in education is not only about protecting past achievements. It is also about turning these achievements into lasting improvements in teaching, learning, assessment, and student development. The positive trend in PISA provides an important base, while TYMM offers a framework to continue and strengthen this progress.

> **"Türkiye's continuous improvement over the last ten years has created an important opportunity for the future. With the effective and consistent use of the Türkiye Century Education Model, this success can become a lasting change in education that will have a positive effect on future generations."**



PISA



What Is a Geographic Information System?

We can find or create a map to study the mountains, plains, and rivers of a region. We can also find or create a map to show the population characteristics of the same region. But what if you could show many different features, such as population data, fault lines, and landforms, on a single map? A Geographic Information System (CBS) is a technology that collects data from different fields, stores it in layers, and analyses and displays it. Similarly, **OGM Materyal CBS** is a platform created to help teachers and students use this technology



more easily and effectively. To learn more about this technology, which is widely used in daily life, and to create your own maps, you should definitely explore the OGM Materyal CBS Platform in detail. With OGM Materyal CBS, you can improve map literacy, data literacy, spatial thinking, and problem-solving skills highlighted in the Century of Türkiye Education Model. As you discover what you can do on the platform, you will both learn and have fun.

To use the OGM Materyal CBS Platform, simply visit OGM Materyal website. The training videos on the platform will show you, step by step, what you can do. You can explore the platform and create your own maps.

Get to Know the OGM Materyal CBS Platform

The OGM Materyal CBS Platform, developed by the Department of Instructional Materials and Content Development under the General Directorate of Secondary Education, is a web-based CBS platform that is compatible with the Century of Türkiye Education Model (CTEM). It has been created to help teachers and students use CBS technology through an internet browser. The platform allows users to work on maps of Türkiye and the world without installing any software.

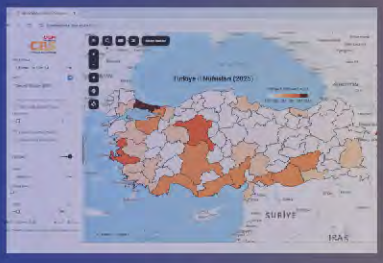


One of its most important features is its user-friendly, modern, flexible, and easy-to-learn design.

The platform has three main sections. The management panel is on the left, the map is in the centre, and the analysis area is on the right. This clear layout makes the platform easy and comfortable to use. The platform includes several basic features, such as map controls, switching between different base maps, searching for a place name or coordinates, measuring the distance and area between two points, and viewing your current location instantly.

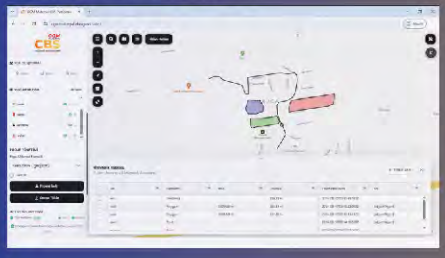
One of the platform's most impressive features is the ability to create your own maps. Using your own digital data, you can create thematic maps with OGM Materyal CBS.

In the Data Creation section, you can create your own data. You can add a name, a description, or numerical information to each feature you draw, and you can



organise all your records in the attribute table.

Using the data you create, you can carry out advanced analyses from the CBS Tools menu. For example, you can use the accessibility analysis to see how easy it is to reach an area around a school.

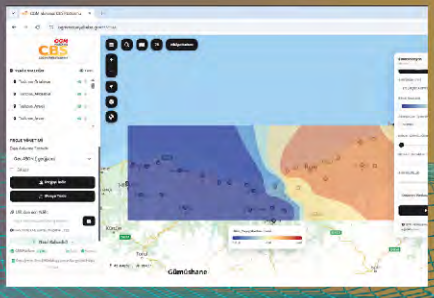


When you add an elevation profile to your work in hilly areas, you may notice why a route that looks short on the map can be difficult to walk.

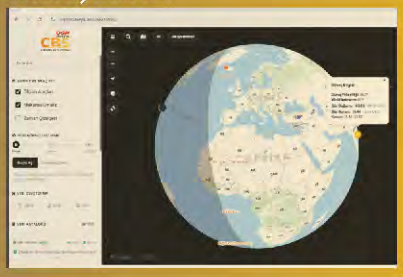


You can also create climate and weather-related content with OGM Materyal CBS. To do this, you simply need to find the rainfall or temperature data for a district and perform an interpolation analysis. Interacting with maps and carrying out analyses on the OGM Materyal CBS Platform is as simple as that. If you are interested in the sky and space, the platform also offers astronomy features. With the Astronomy Module, you can view the day and night areas of the Earth in real time. You can also use the simulation mode to better understand the Earth's axial tilt and simulate day and night.

Using the rich templates in the Story Map module, you can create new stories based on routes, trips, timelines, or geographical events. You can start your own story journey and share it with others. Through all these activities, you can relate the Spatial Information Technologies topics in your geography lessons to daily life.



While working with point, line, and area data, you learn about the vector data structure. When creating population or rainfall maps, you learn how to prepare thematic maps. By comparing the results of different analyses, you also develop your spatial thinking skills. The concepts, information, data, and content you learn in class become easier to understand when you present them through maps you create yourself.



We have introduced just a few of the features of the OGM Materyal



CBS Platform here. To discover more and create your own content, we invite you to explore the OGM Materyal CBS Platform. Simply visit:

MULTIPLE INTELLIGENCES AND LEARNING PREFERENCES

DIFFERENT MINDS, DIFFERENT PATHS



Imagine that your class is preparing a school festival. One student writes the announcement, another designs the poster, and someone else chooses the music. A classmate organises the team, while another builds a model. They are working on the event using different strengths. So, who is the most intelligent?

A better question is: *How many forms can intelligence take?*

MULTIPLE INTELLIGENCES: Different Kinds of Strengths

The theory of multiple intelligences describes eight areas:

Musical intelligence is connected with rhythm and sound.

Visual-spatial intelligence helps us understand images and space.

Logical-mathematical intelligence involves reasoning, numbers, and patterns.



Linguistic intelligence is skill with words.

Bodily-kinaesthetic intelligence involves movement and physical control.

Interpersonal intelligence helps us understand others.

Intrapersonal intelligence means recognising feelings, goals, and thoughts.

Naturalistic intelligence involves noticing and classifying features of nature.

These areas are not fixed boxes. You may have several strengths, and they can develop through experience.

LEARNING PREFERENCES: Different Ways to Learn

Learning preferences describe the ways you may prefer to receive, organise, or express information. One familiar model is VARK: Visual for diagrams and symbols, Aural for spoken information, Read/Write for written language, and Kinaesthetic for experience and practice. Many people are multimodal, which means they use more than one preference. Their choices may change depending on the subject, task, and situation

What Does Research Say?

Current research does not support teaching students only through one preferred mode. Learning preferences are more useful for self-awareness than as permanent labels. They can help you notice what feels useful in a situation, but they should not limit the ways you learn. Similarly, strengths in different intelligence areas can open new possibilities rather than define what you can or cannot do.

The Century of Türkiye Education Model

In the Century of Türkiye Education Model, your interests, strengths, and ways of learning are also part of the educational process. Therefore, you do not have to limit yourself to a single way of learning. In one lesson, you may benefit from visuals; in another, through discussion, reading, or practical activities. The model gives you opportunities to discover your interests and strengths, try different methods, and choose learning paths that suit you. As you become more familiar with your learning profile, you can recognise which method works well in each situation. You can then take a more active role in learning, take responsibility for your choices, and develop new skills. This awareness can help you in your lessons and in communication, collaboration, problem-solving, and everyday life. It can also build your self-confidence.

In the End...

There is no single way to be intelligent or to learn. Your strengths may appear in the way you use words, solve problems, understand people, work with images, respond to music, or learn through experience. Your learning preferences may change depending on the task and situation. The important thing is to recognise these differences without turning them into fixed labels. Knowing yourself can help you explore new ways of learning, develop different skills, and take an active role in your growth. What you discover today can support you at school and in the choices, challenges, and opportunities you meet in everyday life.



KINAESTHETIC LEARNING



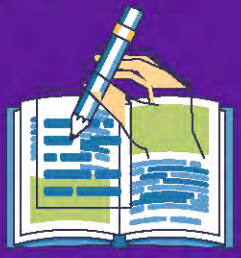
AUDITORY LEARNING



VISUAL LEARNING



MULTIMODAL LEARNING



READING/WRITING LEARNING





ARTIFICIAL INTELLIGENCE AND LOGIC

When we give an artificial intelligence system the command, "Write me a story," it can create a text for us. When we ask it a question, it can give us an answer, and it can suggest solutions to problems. But how does it do all these things? Does artificial intelligence really think and reason? The answers to these questions lead us to logic.

How AI Learnt to Reason

In fact, the relationship between artificial intelligence and logic is not new. When artificial intelligence first appeared, researchers tried to make computers reason like humans. They believed that the rules people use when thinking could be transferred to computers. In this way, if a person can use information to reach a conclusion, a computer can use the same information and rules to reach the same conclusion.
For example:
"All humans are mortal."
"Socrates is human."
"Therefore, Socrates is mortal."
Based on the statements above, a person combines the two pieces of information and reaches a conclusion. Logic shows us how this conclusion is reached. In early AI studies, researchers tried to make computers reach new conclusions from given information in a similar way. They gave computers rules about how different pieces of information were connected, and computers used these rules to reach conclusions.

From Rules to Learning

Over time, this approach became known as symbolic artificial intelligence. The main idea is simple: human knowledge can be turned into symbols and rules, and computers can use them to solve problems. For example, imagine that a computer is given the rule, "If it is raining, take an umbrella." When the system receives the information, "It is raining today," the computer can use the rule to reach the conclusion, "An umbrella should be taken." Here, the computer uses the rule and the given information to reach a logical conclusion. However, real life is more complex than these clear rules. In daily life, we cannot always give answers in terms of 'true' or 'false. 'For example, the weather may be a little cool but not very cold. For this reason, systems that depend only on rules have some limitations.

Following this, the machine learning approach became more important in artificial intelligence. This time, instead of teaching the computer everything as separate rules, the aim was to help it learn patterns from large amounts of data. For example, if we wanted a computer to recognise pictures of birds, in the earlier approach, we would try to define the features of a bird one by one. However, with machine learning, we can show the computer many pictures of birds and other things and help it learn the patterns that distinguish them.

Why Logic Still Matters

Many artificial intelligence systems we use today, especially Large Language Models (LLMs), are advanced examples of this data-based approach. When we ask a system like ChatGPT a question, it does not create an answer simply by following a few rules prepared in advance. Instead, it learns patterns from large amounts of text and uses these patterns to predict and produce an answer. For this reason, when we think of artificial intelligence today, machine learning and large amounts of data often come to mind rather than logical rules. This raises an important question: If artificial intelligence today learns mainly from data, do we still need logic? Of course, the answer is yes. Because it is not enough for artificial intelligence simply to produce an answer. Its

answer also needs to be consistent, reliable, and as clear as possible. An AI system may give us an answer that seems very good. However, we should still ask questions such as: "Is this answer correct?", "What is the reason behind it?" and "Could the system give a different answer to another question that conflicts with this one?"

For example, when we ask an AI system, "What is the highest mountain in the world?" it may answer 'Mount Everest.' However, artificial intelligence may sometimes produce information about a book, an article, or a person that does not actually exist. This is called a hallucination. In other words, the fact that an AI system gives an answer with confidence does not always mean that the answer is correct. This shows us that an answer may sound convincing, but it may not be correct or based on good reasons. This is where logic becomes important. Logic teaches us how an idea should be formed, how to check whether the relationship between premises and conclusions is consistent, and how to question the reasons behind a conclusion.

In fact, this is important not only for artificial intelligence but also for people. When we see information on the Internet, instead of believing it immediately, we should ask questions such as "What evidence is this information based on?", "Does this conclusion really follow from the given information?", and "Is there a contradiction here?" Therefore, logic is not only a technical tool used by computers. It is also an important thinking tool that helps people evaluate information produced by artificial intelligence.

Bringing Logic and Learning Together

However, the importance of logic in artificial intelligence goes beyond this. Researchers have tried to combine logical thinking with learning processes to make the results produced by AI systems more reliable, consistent, and easier to explain. One approach developed for this purpose is neuro-symbolic artificial intelligence. This approach aims to combine the power of machine learning to learn from data with the power of symbolic artificial intelligence to use logical thinking and provide explanations. In other words, the aim is to develop systems that not only learn from large amounts of data but also evaluate what they learn through rules and reasons.

In this way, we can say that the story of logic in the development of artificial intelligence has not ended. Instead, the role of logic has changed. In the early days of AI, logic was used to decide how computers could reason. Today, it plays an important role in evaluating how consistent, reliable, and explainable the results produced by artificial intelligence are. In addition, new approaches that combine logical thinking and learning show that logic can once again be used in the way AI systems work.

For this reason, if we describe the relationship between artificial intelligence and logic in one sentence, we can say: AI can learn, make predictions, and give answers, while logic helps us ask whether these answers make sense, are consistent, and are based on reliable information. Perhaps that is why logic has not become less important in the age of artificial intelligence. On the contrary, it has gained a new meaning. In the future, the main question will not only be "How much does artificial intelligence know?"

We will also need to ask, "Can we trust the answers that artificial intelligence gives us?"





Artificial Intelligence Can Provide Answers, But Can It Teach Us to Think?

AI can make us faster. Education should foster creative thinking and support the development of wisdom.

Imagine a teacher poses a challenging question. A student enters a brief prompt into an Artificial intelligence (AI) tool and quickly receives a well-structured, impressive response. The task is complete.

However, a more important question remains: Has genuine learning taken place?
This issue may become one of the most critical considerations for education in the age of artificial intelligence.

Generative AI helps explain difficult ideas, summarise information, suggest new ideas, solve problems, and provide quick feedback. Research shows that generative AI tools can improve students' academic performance and support the development of advanced thinking skills. Still, experts warn that better grades do not always mean better learning.

Learning is about more than just getting the right answers. It means connecting ideas, trying out new thoughts, dealing with uncertainty, spotting mistakes, and building real understanding.
Studies show that students learn best when they create, explain, discuss, and get involved with what they are learning, instead of just listening.

At this point, AI offers both significant opportunities and notable risks.

People have always used tools to make thinking easier. Taking notes or using a calculator are examples of this. These habits are not bad, since they let us focus on harder problems. The problem starts when we stop just offloading tasks and begin letting tools do our thinking for us.

This distinction is especially important for creativity. Creativity involves more than producing new products; it requires making unconventional connections, considering problems from different perspectives, generating alternatives, and reimagining existing knowledge. If artificial intelligence always provides the first idea or solution, individuals may miss opportunities to explore alternatives and develop original thinking.
However, when used thoughtfully, artificial intelligence can enhance creative thinking. For example, if students use AI to generate multiple solutions, challenge assumptions, identify new connections, or suggest alternatives to their own ideas, AI serves as a catalyst for creativity. Ultimately, the key is not what AI produces, but how individuals question, adapt, and build on its output.

Recent evidence highlights this concern. Research on AI-assisted learning shows that students may sometimes rely on AI rather than learn from it. A 2025 study of knowledge workers found that greater confidence in generative AI was linked to reduced critical-thinking effort during AI-assisted tasks. Because learners are not always accurate judges of their understanding, a fluent AI-generated explanation can create an illusion of learning: "I understand this because the answer makes sense when I read it".

Should students therefore discontinue using AI?
This is not advisable. Instead, we should develop more effective ways to use AI.



AI's true educational potential emerges when we view it not only as an answer generator but also as a cognitive partner.

Effective learners manage their own learning by setting goals, choosing strategies, checking their understanding, and making changes when needed. In AI-rich environments, these metacognitive skills become even more important. Research shows that metacognitive support can strengthen self-regulated learning when using generative AI.

Research with secondary-school students supports this idea. A 2026 study of 371 students in Grades 7 to 9 found that AI support alone did not automatically improve their knowledge or learning strategies. What mattered most was how actively and meaningfully students used AI in the learning process. This observation provides an important insight.

Before asking AI, ask yourself: What do I already think about this problem?

While using AI, ask:

What evidence supports this answer? What might be wrong, incomplete, or biased?

Then engage creative thinking:

"What alternative solutions exist?

What perspectives might emerge if this problem is viewed from a different angle?

What ideas could be contributed beyond those generated by artificial intelligence?"

And after using AI, ask:

Can I explain this idea in my own words, without looking at the AI response?

Can I apply it to solve a new problem?

These questions transform AI use from passive consumption to active engagement in thinking. They also help develop an increasingly important skill: AI literacy. This means not only using AI tools, but also understanding, questioning, evaluating, and using them responsibly.

The future of education should not be viewed as a competition between human and artificial intelligence. Instead, the central question is how these forms of intelligence can collaborate while preserving the qualities that make learning fundamentally human: curiosity, judgment, creativity, reflection, and the ability to ask insightful questions.
AI can make us faster. Education should help learners develop their creative thinking skills.

WHAT IF ONE PROBLEM COULD LEAD TO MANY SOLUTIONS?

Discover Learning with the Harezmi Education Model



A PROBLEM IS WHERE LEARNING BEGINS

Have you ever noticed a problem at your school and thought, "There must be a better way"? Perhaps too much food is wasted in the cafeteria, students use too many plastic bottles, or a shared space at school does not meet everyone's needs. Or perhaps the problem you care about reaches far beyond your school. You may be concerned about plastic waste filling the oceans, the loss of forests and wildlife, unequal access to clean water, the effects of climate change or the growing amount of debris in space. Whether it is close to home or happening on the other side of the world, any problem that catches your attention and makes you want to take action can become the beginning of a learning journey with the Harezmi Education Model.

In everyday life, problems do not usually belong to just one school subject. Understanding food waste, for example, may require mathematics, science, technology, communication skills and an awareness of human behaviour. More importantly, real-life problems rarely have one simple or perfect answer. This is where the Harezmi Education Model begins: with a problem that matters to you.

WHAT IS THE HAREZMİ EDUCATION MODEL?

The Harezmi Education Model is an interdisciplinary learning model that brings different subjects together around real-life problems. It invites you to observe the world around you, ask meaningful questions, conduct research and work with your team to develop possible solutions.

In this learning environment, you go beyond listening to information and memorising facts. You take an active role in your own learning by discussing ideas, collecting information, making connections, developing solutions, testing your ideas and improving them.

Teachers from different subject areas work alongside you and your team throughout this journey. They guide you as you explore the problem, ask better questions, examine it from different perspectives and make connections between your discoveries. Through this shared process, you begin to find your own path towards possible solutions.

WHAT HAPPENS IN THIS LEARNING ENVIRONMENT?

Your journey with the Harezmi Education Model starts with identifying a problem worth exploring. You may focus on something you observe at your school, home, neighbourhood or community, or turn your attention to a wider issue affecting your country, the natural world or the planet as a whole. Whether the problem is local or global, you choose a situation that you care about and would like to understand or improve.

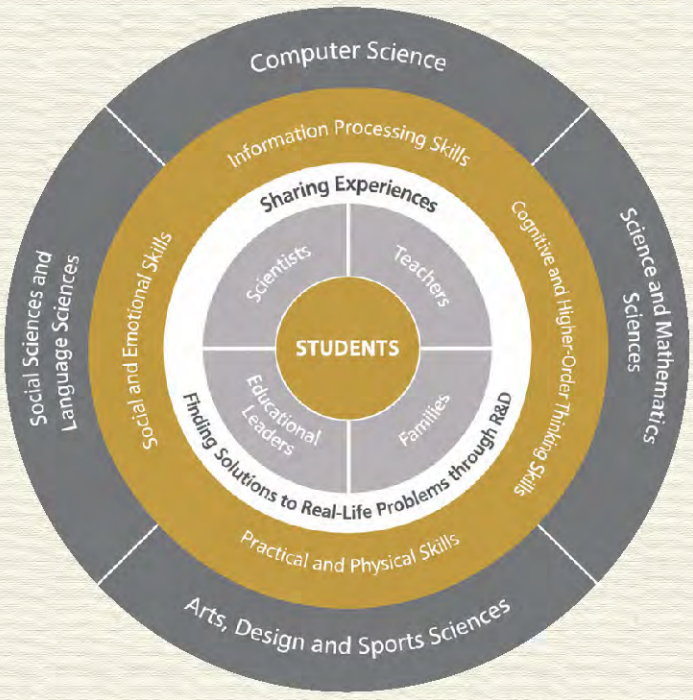
The first step is not to rush towards a solution. Together with your team, you explore the problem and try to see the whole picture. You ask questions such as:

- Why does this problem happen?
- Who or what is affected by it?
- Which factors are connected?
- What information do we need?
- What might happen if we change one part of the system?

You then conduct research, listen to different opinions and examine the relationships between the causes and effects of the problem. This helps you understand that changing

Harezmi
Education Model

Think, Design, Produce Together for People



one part of a system can sometimes affect many others.

Once you understand the problem better, you share ideas with your team and begin developing possible solutions. You may create a model, design a product, prepare a campaign, develop a digital tool or suggest a new way of doing something. You test your ideas, receive feedback and make improvements.

In the Harezmi Education Model, an idea does not have to work perfectly on the first try. An unsuccessful attempt is not simply a failure; it provides new information. You learn to review your decisions, make changes and try again.

DIFFERENT SUBJECTS, ONE SHARED PROBLEM

Imagine that your team wants to reduce food waste at school. You might use mathematics to collect and analyse data, science to explore the environmental effects of waste and social sciences to understand people's habits. You could use technology to develop a digital solution, art to design an effective campaign and language skills to interview people and present your ideas.

Each subject helps you see a different part of the same problem. When these perspectives come together, your team can develop a more creative, realistic and effective solution.

This does not mean that every project carried out as part of the Harezmi Education Model must produce a technological device. Sometimes the best solution may be a new school practice, a social initiative or even a change in everyday behaviour. What matters is understanding the problem deeply and developing a solution based on evidence.

MORE THAN FINDING AN ANSWER

While working on a real-life problem, you also discover your own strengths. You may be good at analysing information, while another member of your team may enjoy designing, organising, communicating or presenting. Each of you can contribute to the process in a different way.

Through the Harezmi Education Model, you learn how to listen to different ideas, express your thoughts clearly, use information responsibly and make decisions with others. Along the way, you develop critical and creative thinking, communication, collaboration and problem-solving skills. You also learn to take responsibility and keep working when your first idea does not succeed.

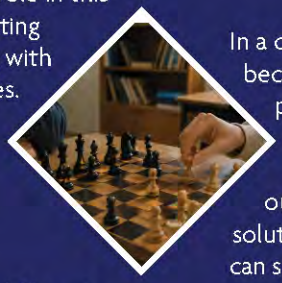
The Harezmi Education Model does not ask you only to learn about the world as it is. It invites you to question it, understand it and imagine how it could be better. Now, look around your school and community—or think about the wider world.

What is one problem you would like to solve?



SCHOOL CLUBS: WHERE LEARNING COMES ALIVE

Today, the idea of student success is changing. Alongside academic achievements, people now pay more attention to social and personal growth. Education helps students understand themselves, develop essential life skills, and prepare for the future. School clubs play an important role in this process by connecting classroom learning with real-life experiences.



Finding Your Path

Every student has different interests and strengths. School clubs offer a friendly space to explore them. A student who enjoys building things or working with technology may feel comfortable in a robotics club, while another may prefer a drama or sports club. Others may enjoy art, music, or writing. Students can choose a club that fits their interests best, or teachers can guide them when needed.

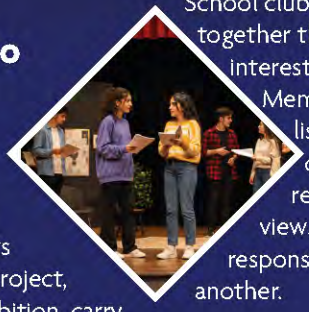
Through club activities, students can recognise their strengths and become more confident. They may also discover an interest they have never considered before. Sometimes, a favourite hobby or even a future goal begins with a single club project.



From Theory to Real Life

In a club, learning becomes active and practical. Members may prepare a project, organise an exhibition, carry out an experiment, or find a solution to a real problem. They can see how an idea grows into something real.

Club activities also teach useful skills such as planning, time management, decision-making, and responsibility. Finishing a project or presenting it to others can be very rewarding, and it motivates them to do even better. Of course, things do not always go as planned. A project may not work at first, or a team may lose a competition. These experiences teach students to deal with wins and losses, see mistakes as a chance to learn, and try again.



Learning and Growing Together

School clubs bring students together through common interests and shared goals. Members exchange ideas, listen to different opinions, and learn to respect other points of view. They collaborate, share responsibilities, and support one another.

Over time, these experiences help students build strong bonds and develop a sense of belonging. Some clubs also take part in volunteer projects, help people in need, or work to protect the environment. In this way, cooperation, kindness, and responsibility become part of school life.



More Than an Extra Activity

Today, education focuses on students' growth in many areas. In this view, school clubs are more than optional activities outside lessons. They bring learning and experience together. In this way, they support students' overall development.

Türkiye's Innovative Classrooms

Türkiye's Innovative Classroom Project (*Yenilikçi Sınıf Projesi*) aims to make lessons more active, practical, and connected to real life. The project is carried out by the Ministry of National Education's General Directorate of Innovation and Educational Technologies (YEĞİTEK). Inspired by European Schoolnet's Future Classroom Lab (FCL) model, the project combines flexible classroom design, digital tools, and modern teaching methods. However, having new technology and flexible furniture does not make a classroom innovative on its own. What matters is how these tools and spaces are used for learning.



Six Learning Zones

The model includes six learning zones: Investigate, Create, Present, Interact, Exchange, and Develop. Students search for information, create a product, share their work, discuss ideas, complete group tasks, and think about their own progress. The furniture is modular, with wheeled seats and folding tables, so the shape of the room can change in minutes. This makes the classroom suitable for different lessons and learning needs.

The model also supports the goals of the Century of Türkiye Education Model, which gives importance to skill-based and student-centred learning. The Ministry's activity pool for innovative classrooms focuses on active learning and the effective use of digital technologies.



Active Students

Real-life tasks are an important part of the project. The classrooms include tools such as interactive boards, computers, robotic coding sets, and 3D printers. These tools support learning, but their use should always have a clear lesson goal. Students can work on a problem, compare different solutions, or make a digital presentation. In an English lesson, for example, a group can design a small object with a 3D printer and then present it to the class in English, explaining how it works and why they designed it that way.

Students have a more active role in this setting. They ask questions, investigate topics, solve problems, and produce their own work. The teacher plans the lesson, gives support, and guides the class. Students take more responsibility for what they learn. These activities can help them improve key 21st-century skills such as communication, collaboration, creativity, critical thinking, problem-solving, and digital skills.



A Nationwide Project

The project has reached schools across Türkiye with 526 innovative classrooms in 81 provinces. Nearly 12,500 teachers from different subject areas attended the local training programmes on active learning. This suggests that the project can be used across a wide range of subjects, including languages, science, and mathematics.

Could Your School Be Next?

New classrooms are still being opened, and 500 more are planned for 2026. To apply, a school must be at middle or high school level, have an Information Technologies or ICT teacher, have a computer laboratory, and offer a suitable room of 65–90 square metres. Applications are submitted through the YEĞİTEK units at the provincial directorates of national education. You can find more information at: fclturkiye.eba.gov.tr.



Behind the Scenes of Life: What Does Science Tell Us?

Behind-the-scenes footage from films and television series tends to capture our attention. Perhaps this is because it allows us to see actors as they really are, away from the roles they play. Sometimes, we discover a completely different side to an actor who portrays a cold, stern, or even ruthless character. At other times, the behind-the-scenes footage makes us laugh more than the comedy scenes in the film itself. But what if we thought of everyday life as what happens 'in front of the camera'?

Talking about science is, in many ways, like stepping behind the scenes of the events we experience. Science makes visible the causes, relationships, and mechanisms underlying phenomena that we either observe directly or cannot observe at all. In everyday life, when someone questions an event we encounter frequently, we may simply respond, "That is just the way it is." Yet behind almost every event lies a scientific story waiting to be explored.

Talking about science is not simply about answering the question, "What is happening?" It also means being able to ask, "Why is it happening?", "How does it happen?", and "What other phenomena might it be connected to?" When we begin to think in this way, science ceases to be a collection of facts to memorise and instead becomes a way of thinking that accompanies us as we solve problems, interpret situations, and make decisions.

Imagine for a moment that we are on an aeroplane. The pilot makes an announcement saying that we may soon experience some turbulence. We know that this means the aircraft may begin to shake. But why does it shake?

We may have learnt about the properties of gases and the concept of pressure in science and chemistry lessons, yet we may still find it difficult to explain turbulence. Turbulence is associated with irregular changes in the speed and direction of air currents in the atmosphere. Sudden changes in airflow around the aircraft's wings cause brief variations in the lift generated by the wings. We experience these changes as the aircraft rising, dropping, or shaking. In other words, behind the phenomenon we call turbulence are invisible but constantly moving air molecules.

Once we begin exploring the science behind turbulence, we can also explain why a plastic water bottle sometimes collapses inwards during a flight. Imagine that we close the bottle at a high altitude, when the cabin pressure is relatively low. As the aircraft descends, the air pressure inside the cabin increases. The pressure inside the sealed bottle, however, cannot increase at the same rate. As a result, the air pressure outside the bottle becomes greater than the pressure inside it. Because the plastic bottle is flexible, it collapses inwards under this pressure difference.
This is precisely what talking about science means: starting with one event and becoming able to see the science behind another. Questioning the background to everyday events does more than simply increase our curiosity; it also develops our problem-solving skills.

Suppose, for example, that we need some ice but discover that there is none left at home. We can turn to science to find ways of cooling water more quickly. Using a metal container that conducts heat effectively is one possible solution. Another fascinating phenomenon is that, under certain conditions, water that starts off hotter may freeze before water that starts off colder. Stronger convection currents in hot water, rapid evaporation leading to a reduction in the amount of water, and a decrease in dissolved gases—in other words, impurities—may all contribute to hot water freezing more quickly than the same quantity of colder water.



Likewise, if we have put a great deal of effort into building a snowman and want to stop it from melting too quickly, scientific thinking can once again help us. At first, putting a scarf, hat, or even a coat on a snowman may seem as though it would make it melt faster. Yet clothing does not produce heat by itself; instead, it can slow the transfer of heat between the surroundings and the snowman. Under suitable conditions, therefore, dressing the snowman may actually slow down the rate at which it melts.

Science sometimes tells us the opposite of what our intuition suggests.

We make decisions almost constantly in our daily lives. From what we eat to which products we buy, from which news stories we believe to the choices we make about our health, we are continually making judgements. Understanding the scientific background to the events we encounter can also strengthen our decision-making skills.

Imagine that we are choosing a toothpaste at the supermarket. If our decision is based only on habit, brand, packaging, or price, we may overlook other important criteria. During the night, our teeth remain exposed to the acidic environment that develops in the mouth. For this reason, the basic, or alkaline, properties of toothpaste can be important. If we possess relevant scientific knowledge, we can include alkalinity among the criteria we use when choosing a toothpaste. If we have several different toothpastes available, choosing the more alkaline one before going to bed may appear to be the more scientifically informed decision.

During our primary-school years, many of us may have been told that we should not wet our toothbrush before brushing, without ever being told why. Nevertheless, we may continue to wet it because brushing feels more comfortable that way. Yet wetting a toothbrush may reduce the alkaline characteristics of the toothpaste and decrease its cleaning effectiveness. If we continue exploring the science behind this, one possible explanation involves the auto-ionisation of water. The presence of water can shift the pH of the toothpaste towards 7, thereby reducing its ability to neutralise an acidic environment.

Deciding when to use mouthwash, another common oral-care product, also depends on understanding the science behind it. If we use mouthwash after brushing simply because it smells pleasant or because that is what the product packaging seems to suggest, we may unintentionally expose our teeth to conditions that could be unfavourable. Many mouthwashes are acidic and may help remove certain residues or deposits in the mouth. For this reason, using mouthwash before brushing may be a better option. If it is used immediately after brushing, the mouth and teeth may remain exposed to an acidic environment, which can contribute to mineral loss from tooth enamel. An acidic oral environment may also affect mineral ions present in saliva, including calcium, phosphate, bicarbonate, sodium, potassium, chloride, and magnesium. Calcium and phosphate ions in saliva can contribute to the remineralisation of tooth enamel, while bicarbonate ions help neutralise acids in the mouth and restore the pH balance.

All these examples point to the same idea: science is not confined to experiments performed in laboratories or information printed in textbooks.

Science is a way of seeing what is happening behind the scenes of life.



When an aeroplane shakes, when a bottle collapses inwards, when we wonder why ice forms quickly or slowly, when we read the label before buying a product, or when we question whether one of our everyday habits is actually sensible, we are engaging in scientific thinking.

Science does not merely give us answers; it teaches us how to ask better questions.

As a way of thinking, science increases our awareness of the world around us, develops our problem-solving abilities, and enables us to justify the decisions we make. Science is already part of our everyday lives. The real challenge is to notice it, to look beyond what is immediately visible, and to ask the right questions.

So, to begin stepping behind the scenes of life, let us start with a few questions:

Do energy drinks really give us energy, or does the caffeine they contain simply suppress the brain's signals of tiredness for a while?

Why might buying desserts stored in aluminium containers not always be a good decision?

When we experience heartburn, is drinking mineral water really a good choice?

Are the sweeteners used instead of sugar in zero-sugar drinks genuinely less harmful to our health than sugar itself?

And perhaps most importantly:
What ordinary event have we encountered today whose scientific story behind the scenes we have yet to notice

WHERE DREAMS MEET TECHNOLOGY



TEKNOFEST came to Şanlıurfa! But what turns a technology festival into an experience that attracts millions of people?

Imagine walking into an airport and seeing much more than planes. A group of students is presenting a robot they have built together. Nearby, young engineers are testing their latest ideas, while aircraft are performing in the sky. In another area, visitors are trying simulations, joining workshops and discovering new technologies.

*Welcome to **TEKNOFEST**,*
Türkiye's aerospace and technology festival.

How did the journey begin?

TEKNOFEST was first held at İstanbul Airport in 2018. It started with 14 competition categories, more than 20,000 competition applications and around 550,000 visitors. Since then, it has grown into an international event bringing together young people, universities, technology companies and public institutions. It is organised under the leadership of the Turkish Technology Team Foundation (T3 Foundation) and the Ministry of Industry and Technology.
The idea behind the festival is simple but ambitious: young people should not only use technology; they should also have opportunities to understand, develop and produce it. TEKNOFEST therefore aims to increase interest in science and technology and encourage a new generation of innovators.

More than watching

What makes TEKNOFEST different from an ordinary exhibition is participation.

Technology competitions are at the heart of the festival. Participants develop projects in fields ranging from aerospace, artificial intelligence and robotics to energy, agriculture, health and environmental technologies. They identify problems, work in teams, test their ideas and present their solutions. And winning is not the only valuable result.

Think about a team whose robot does not work as planned. They have two choices: give up or find out what went wrong. That process teaches skills which cannot always be learnt from a textbook—teamwork, problem-solving, patience and the courage to try again.

Visitors can also experience technology rather than simply read about it. Previous festivals have included air shows, workshops, exhibitions, simulation areas, science activities and interactive experiences.

Why does it matter for young people?

For some students, science and technology may seem distant when they only meet them in books or on screens. Seeing another teenager standing beside a project they have actually designed can make a difference.

Suddenly, the question changes from "**How did they make that?**" to "**Could I make something like that too?**"

The numbers give an idea of how widely this message has travelled. TEKNOFEST reports more than 11.5 million visitors and over 6 million competition applications since the festival began.

History meets the future in Şanlıurfa

This year, TEKNOFEST headed to a city famous for its ancient past. TEKNOFEST Southeast took place at Şanlıurfa GAP Airport from 30 September to 4 October 2026. Attendance was free, although visitors needed to register before entering the festival area.

There is something fascinating about that meeting. Şanlıurfa takes us thousands of years back into human history, while TEKNOFEST asks us to look in the opposite direction—towards the future. Perhaps that is also a useful message for young people. Innovation does not begin with having all the answers. It often begins with being curious enough to ask a new question.

And who knows?
The next question that changes the future might be yours.

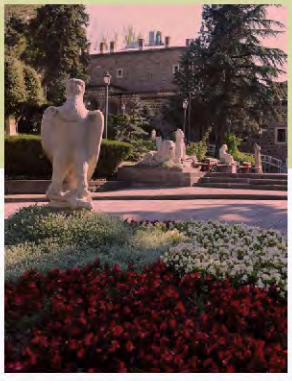
ANKARA

THE VERY HEART OF ANATOLIA



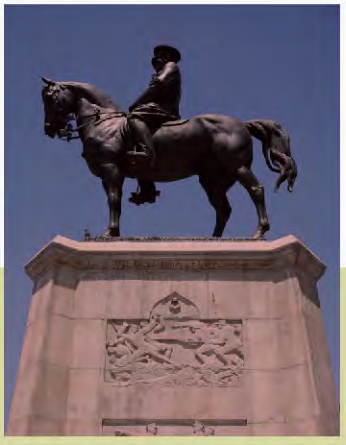


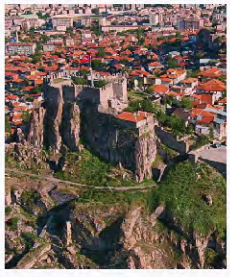


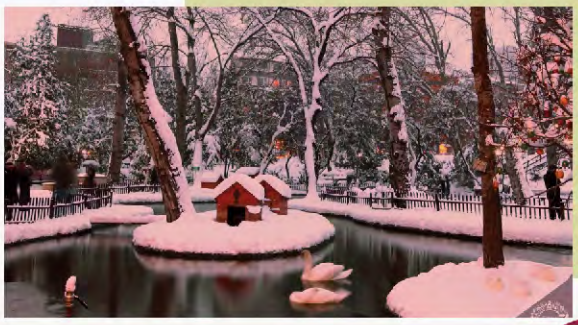












Ankara has many stories to tell, from its ancient past with Roman buildings to the Republic, green areas and modern city life. Being the centre of Türkiye, Ankara brings the past and the present together. Many people see Ankara as a grey and serious city, but there is so much to discover. Historical places, museums, parks, local food and cultural activities give the city its own character.





Where a Republic Found Its Home

Ankara became especially important during the Turkish War of Independence. The Grand National Assembly opened in Ankara on 23 April 1920, and the city became the centre of the National Movement. Many important decisions were made there, including the decision to make Ankara the capital and the declaration of the Republic. Today, this building is the War of Independence Museum.



Atatürk's Lasting Legacy

Another important and special place in Ankara is Anıtkabir. It is the mausoleum of Mustafa Kemal Atatürk, the founder of the Republic of Türkiye. As you walk along the Lion Road and enter the wide ceremony area, the building slowly rises in front of you. Inside the museum, there are Atatürk's personal belongings, clothes and medals that help visitors feel closer to his life. Completed in 1953, Anıtkabir still stands as one of the strongest symbols of Atatürk, the Republic and modern Türkiye.

Walking Through Old Ankara

Around Ankara Castle, narrow streets, stone walls and traditional houses create a strong sense of the past. From the Ankara castle, visitors can look over the red roofs, old streets and modern buildings of Ankara.

As it was the heart of old Ankara, Ulus square is home to the famous Atatürk Monument and the First Parliament Building stands nearby. These places keep the story of Ankara's early Republic years alive.



Hacı Bayram Veli Mosque

Located in the historic Ulus district right next to the ancient Temple of Augustus, the Hacı Bayram Veli Mosque is one of Ankara's most sacred landmarks. Built in 1427–1428 for the famous Sufi poet and scholar Hacı Bayram Veli, it is a wonderful example of late Seljuk and Ottoman architecture. Inside, visitors can admire carved wooden ceilings, beautiful Kütahya tiles, and colourful floral decorations.



Beyond the Grey

Ankara is often known as a grey city; however its parks and green areas show a very different side. Lake Eymir is one of the most peaceful places in the capital. Surrounded by trees and peaceful paths, the lake is a popular place for walking, cycling and spending time in nature.

Swan Park is a public park located in the most popular district called Tunalı and became a symbol of Ankara. Its trees, little pond and famous swans make it a popular place to relax.



The Cultural Beat of The Capital

Ankara is not just a city for government and politics; it is also a lively place for art and culture. Near the Ankara castle, the Rahmi M. Koç Museum presents an interesting history of industry and technology, and it is Ankara's first industrial museum. It is inside the two historic Ottoman caravanserais (Çengelhan and Safrahan). It is home to thousands of objects that show the history of transportation, industry and daily life. Across the historic stone rooms, you can also explore classic cars, vintage bicycles, old train models, maritime equipment and early printing machines.

A Taste of Ankara

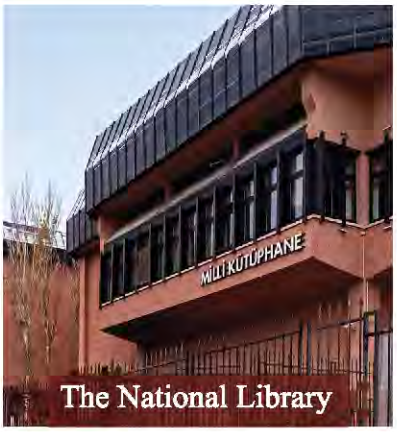
Ankara offers a rich and delicious food culture. You can start your day with an extra crunchy Ankara simit, baked with thick grape molasses and sesame seeds. For lunch, you can try the famous Ankara *döner*, made with oak-grilled meat or Ankara *tava*, a delicious baked lamb dish served over rice.

From nearby towns, Çubuk pickles give crunchy flavour to every meal. If you visit historic Beypazarı, you shouldn't miss *Beypazarı kurusu* which is a famous buttery biscuit. Simple, yet full of flavour!









The National Library

Doors to Knowledge: A Journey Through Türkiye's Libraries

For many people, the word 'library' brings a single picture to mind: a silent room, long rows of shelves, and readers who do not speak. Libraries in Türkiye today are far more than this. Some of them serve their readers 24 hours a day, every day of the week.

Schools give students a strong foundation: lessons, teachers, and a clear programme. Libraries help students build on that foundation. They offer the opportunity to go further in the direction you choose, at your own speed. They are also places where different generations share the same space. A university student, a retired teacher, and a primary school pupil may sit at neighbouring desks, each following a separate interest. In this article, we will explore several doors to knowledge across Türkiye. All of them are open to everyone, and all of them are free.

The Nation's Library

Our journey begins in Ankara, in the library with the largest collection in our country. The Nation's Library is the final building to complete the Presidential Complex. It opened its doors in February 2020. From the very beginning, it was planned as a modern research centre as much as a reading hall.

This giant library is made up of different sections, including Cihannüma Saloon, Nadir Eserler Kütüphanesi (Rare Artefacts Library), Nasreddin Hoca Children's Library, Research Library, Reading Room and Youth Library.

More than 4 million books are available in the library. Readers can also access a wide range of digital resources: online databases, electronic books, and academic theses from many countries. Since 2020, the digital collection of the Directorate of State Archives has been available here as well, which makes the library an important centre for serious historical research.

Technology is part of daily life in the building. The Nation's Library uses an integrated book transportation system, the first of its kind in Türkiye, and its readers can reach electronic library services at any hour through mobile applications. Its visitors range from students preparing for examinations to readers who simply want a quiet place and a good book. It is currently Türkiye's biggest library, and it aims to become one of the top libraries in the world with its services and collection.

The National Library: The Memory of Our Country

A few kilometres away stands a much older institution with a much quieter kind of importance. Every country needs a memory, and in Türkiye that memory is the National Library.

Its story began in 1946 with a small preparation office. Adnan Ötüken, who had studied librarianship in Europe, was given the task of building a national library for the young Republic. The collection grew quickly, and in August 1948 the library opened its doors to the public. Its foundation law was passed two years later, and in 1983 the library moved into the building where it serves today.

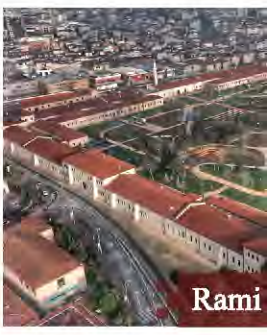
When a book, a newspaper, or a magazine is printed in this country, a copy must be sent to the National Library. This system is called 'legal deposit'. In addition to printed works, the library also protects manuscripts, maps, posters, musical scores, and sound recordings. It shares its records with national and international catalogues so that researchers abroad can access them too. The National Library serves as a promise to future generations.

Rami Library


The Nation's

Our next stop is İstanbul, in a building that once belonged to the army. Today it belongs to readers.

The Rami Barracks were built in the early 19th century and served military purposes for a long period. After a careful restoration, the historic building reopened in January 2023; this time as Rami Library, the largest library campus in the country.


Rami

It is not a single room but a whole complex of buildings. It has special sections for children and young people, reading halls for adults, and specialist collections, including a library devoted to Atatürk and to the history of our Republic. The campus also has a workshop where damaged manuscripts are repaired. Visitors find exhibition areas, a theatre hall, workshop rooms, and cafés, and the

courtyard in the middle has been arranged as a public garden where people can walk and rest. Rami Library serves its readers 24 hours a day.

Beyazıt State Library

We remain in İstanbul, but move to a much earlier period. In June 1884, a new library opened next to Beyazıt Mosque. Its name was *Kütübhâne-i Umûmî-i Osmânî*.

This was the first library in our country to be founded by the state, and its history is known in full detail. It opened in the restored imaret—the old soup kitchen—of the Beyazıt Complex, a building from the beginning of the 16th century. In 1961, it received the name we use today: Beyazıt State Library.

As the collection and the number of readers increased, the library needed more space. The neighbouring building of the former dental school was given to the library and opened to readers in 1988 after restoration. Many practices in Turkish librarianship were applied here for the first time: the first bookbinding workshop and the first printing press of our libraries were both established in this institution.





School Libraries: The Closest Door

The nearest library door is probably the one in your own school building. The Ministry of National Education gives school libraries an important place in the education system. The aim is clear: a school library should not be a storeroom for old books; it should be a living centre. Collections are chosen and renewed with care, and libraries are supported with regular activities. The Directorate General for Secondary Education has prepared the project "Libraries: The Heart of the School". Its aim is to help students build a richer vocabulary and see the link between language and culture. Through educational and cultural activities in school libraries, the project helps students develop reading and research habits. All schools have carried out the project since the 2024-2025 school year, but students take part on a voluntary basis.

Why Should Students Visit Libraries?

In a library, you choose the subject, and you set the pace. You follow your own curiosity, and curiosity is the beginning of every real discovery. Learning to find a source, to compare it with another one and to decide what is reliable is a skill that grows with practice. The library is the best place to practise all this. This is where a student gradually becomes a researcher.



How to Become a Member

Membership of public libraries is free. You can register via e-Devlet or in person at the library's information desk and borrow books with your membership.

SEOUL



Seoul is the capital city of South Korea and one of the largest cities in Asia. It is modern and busy, but it also keeps its old traditions. In the same street, you can find a six-hundred-year-old gate and a shop full of the newest phones. This mix is what makes Seoul special. Every year the city welcomes millions of visitors, and thousands of them are young people who come to study.



Palaces, Markets, and River Parks

Seoul is a wonderful city for visitors. Old royal palaces stand in the middle of the modern city centre. At Gyeongbokgung Palace, guards in traditional uniforms take part in a changing-of-the-guard ceremony twice a day, and many visitors wear a hanbok, a traditional Korean national dress, to take photographs. Not far away, the narrow streets of Bukchon are full of old wooden houses with curved roofs.

For a view of the whole city, people climb Namsan Hill or take the cable car to the tower at the top. In the evening, families walk and cycle beside the Han River, and friends meet in the shopping streets of Myeongdong and Insadong.

Street Food and Family Meals

Food is an important part of daily life in Seoul. A Korean meal is always shared: each person has a bowl of rice, and many small side dishes stand in the middle of the table. The most famous of these is 'kimchi', a spicy vegetable dish that families still prepare together every autumn.

Students love the street markets. There, people eat 'tteokbokki'—soft rice cakes in a red sauce—fried vegetables, and sweet hot pancakes on a cold day. Other popular dishes are bibimbap, a bowl of rice with vegetables and egg, and bulgogi, thin slices of grilled beef. In Seoul, eating is never a quiet activity; it is something people do together.

Welcome to Seoul

WHERE TRADITION MEETS THE FUTURE



A City That Runs on Technology

Seoul is one of the most connected cities in the world. Free wireless internet is available in parks, on buses, and on underground trains, so people can read the news or study almost anywhere. Passengers pay for buses and trains with a single travel card or simply with their phone. Screens at bus stops show exactly when the next bus will arrive, and in some cafés small robots carry food to the tables.

Technology is also part of every school day. Teachers write on interactive whiteboards, and students read digital books on their tablets. In science and computer labs, they learn basic coding, build small robots, and carry out experiments. Science and technology are part of everyday life here, and visitors notice this as soon as they arrive.

School Life in Seoul

Education is highly valued by many families in Seoul, and many children learn to respect their teachers from a very young age. Classrooms are clean and safe, and students are encouraged to listen carefully and to help their classmates with homework. They work hard together to achieve their goals.

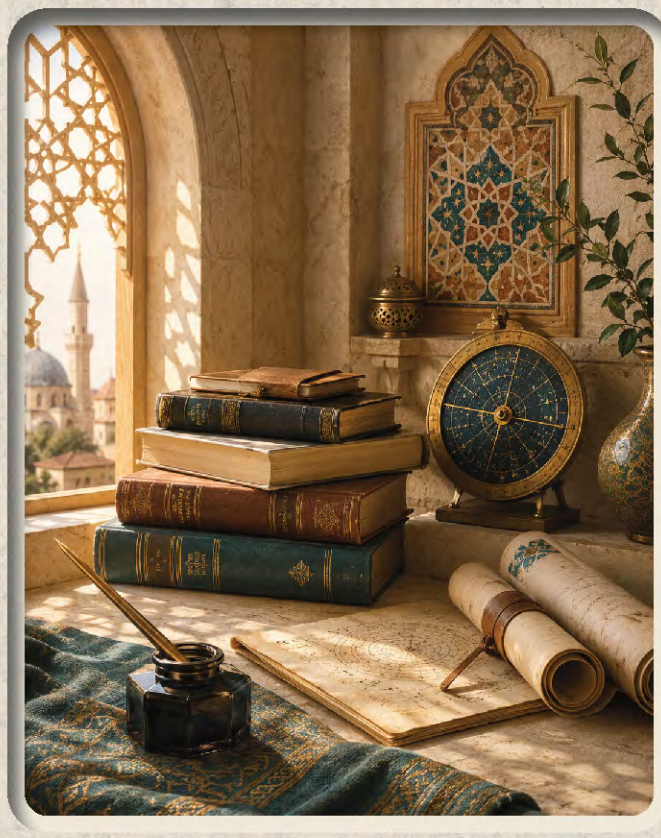


Student life does not stop after the last lesson. Seoul is a safe city, and teenagers travel by bus and metro to almost every part of it. Many students go to a private after-school academy, while others study in public libraries or in quiet study rooms. These places are good for homework, reading or group projects, and students can work there in peace before going home.

A Home for Students from Other Countries

Every year, young people from many countries come to Seoul on exchange programmes. They learn Korean, discover the country's history, and make new friends. Life in Seoul is busy, but it also helps them become more independent. They go home with good memories, new skills, and new ideas about their future.





Great Minds, Timeless Lessons

Can ideas from a thousand years ago still improve a modern classroom?

Do all students learn in the same way?

Long before AI, smart boards, online lessons, and digital tools, thinkers asked questions that teachers still ask today: What is the real purpose of education?

How can knowledge help us become better people?

These questions have been explored by many great minds throughout history, and each offered a different view of education. Among them, four remarkable figures stand out for their ideas on character, individual abilities, clear communication, and meaningful learning. Their thoughts still provide valuable lessons for both students and teachers today. Let's take a closer look at these four remarkable minds and the lessons they left behind.

Al-Farabi (Fârâbî): Education for a Better Society

Did you know that Al-Farabi is known as the 'Second Teacher' after Aristotle? Born around 870 in Farab, in Central Asia, Al-Farabi developed deep knowledge in many fields, from philosophy and logic to politics and music. Because of his major contributions, he became known as the 'Second Teacher' (*Muallim al-Thani*). However, what truly made Al-Farabi unique in the history of education lies in the way he understood learning. He believed that learning was more than simply gaining knowledge. From this idea, he raised a question that is still relevant today: "Is education only about what we know or also about the person we become?"





Al-Farabi's answer was clear and timeless: true education should enrich the mind with knowledge while also developing character. This is because he believed that building a better society requires not only knowledgeable people, but also virtuous individuals.

Ibn Sina (İbn Sînâ): Every Learner Is Different

Today, we all know that students learn in different ways, but Ibn Sina emphasised this idea nearly a thousand years ago. Known in the West as Avicenna, Ibn Sina was born near Bukhara in 980 and became a successful doctor at a young age. His famous book, *The Canon of Medicine*, was used for centuries. He believed that every student was different, so teachers should not expect everyone to learn in the same way. He also valued physical activity, practical skills, and learning with others. His message is still important today: good education helps learners discover and develop their talents.

Ahmad Yasawi (Ahmed Yesevî): Teaching in a Clear Language

How can students learn best when a subject feels hard to understand? In the 12th century, the great scholar and spiritual teacher Ahmad Yasawi focused on this educational challenge. Although nearly all of the scholarly works of his time were written in traditional literary languages, Yasawi chose to reach the public by using clear, accessible Turkish. Through his wise poems, collected in his most famous work *Dīwān-i Hikmat*, he taught universal values such as honesty, patience, and kindness. By making knowledge accessible to everyone, Yasawi demonstrated an essential rule of modern education: effective learning begins with clear and meaningful communication.

Yusuf Has Hacib (Yusuf Has Hâcip): Learning for a Wise Life

Learning should do more than simply give us information; it should help us live better lives. In the 11th century, the scholar and poet Yusuf Has Hacib explored this idea in his famous work, *Kutadgu Bilig* (Wisdom Which Brings Happiness). He believed that real knowledge should not remain only in books or classrooms. Instead, people should use what they learn to make better decisions, develop good character, and contribute to society. For him, a well-educated person is not simply someone who knows many facts. Instead, he is someone who uses knowledge wisely in everyday life.

Although these four figures lived many centuries ago, their ideas still speak to modern education. They remind us that learning is not only about facts or exams. It is also about character, individual talents, clear communication, and using knowledge in daily life. Their timeless lessons show that good education helps people understand themselves, improve their abilities, and make a positive difference in society.

Are You Confused by These Study Words

Don't worry. Many learners mix up these school and study words; they seem similar, but their meanings are different. Here, you will learn how to use each one correctly.



Teach

To help someone gain knowledge or develop a skill

*"The teacher **teaches** English to Grade 9 students."*

QUICK TIP

A teacher **teaches** a subject, but students **learn** from the teacher!



Learn

To gain knowledge or a skill through study or practice

*"Students **learn** new vocabulary every week."*



Grade

A mark that shows how well a student has done during a school year

"She got a high grade on her English exam."

QUICK TIP

You get a **grade** for one test, but a **degree** after graduation!



Degree

An official qualification given by a university

"He is studying for a degree in engineering."



Study

To spend time learning about a subject

"I study for two hours every evening."

QUICK TIP

You **study** to learn about a subject, but you **research** to investigate it systematically.



Research

To investigate a topic carefully and in detail

*"Scientists **research** new ways to protect the environment."*



Revise

To study material again before an exam

*"Students **revise** their notes before the final exam."*



QUICK TIP

You **revise** to prepare for a test, but you **review** to check for mistakes!



Review

To look at and analyse something carefully

*"The teacher **reviews** the essays before giving feedback."*



Scholarship

Money given to a student to pay for their education

*"Julie received a **scholarship** for her excellent grades."*



QUICK TIP

You get a **scholarship** to pay for your education, but you get a **grant** to pay for a project!



Grant

Money given to support a project or a specific need

*"The school received a **grant** to buy new computers."*



Skim

To read quickly to understand the general idea

*"I **skimmed** the article to see what it was about."*



QUICK TIP

You **skim** a text for the main idea, but you **scan** it to find one exact detail!



Scan

To read quickly to find specific information

*"She **scanned** the page for the date of the exam."*



Submit

To give or send a document to a person in authority to make a decision about it

*"Remember to **submit** your assignment by Friday."*



QUICK TIP

You **submit** your work to be checked, but you **present** it to share and explain it to an audience!



Present

To show or explain your work to an audience

*"Each group will **present** their project to the class."*



Major

Your main subject of study at university

*"Jenny's **major** is psychology."*



QUICK TIP

Think of your **major** as your main course and your **minor** as a side dish on your degree menu!



Minor

A secondary subject you study at university alongside your major

*'Mark chose economics as his **minor**." *(mainly used in the US university system)*



Circle The Correct Word!

1. Mike worked so hard this term that he got the highest **(grade / degree)** in the class.
2. Before the final exam, I always **(revise / review)** my notes to prepare for the test.
3. The school received a large **(scholarship / grant)** from the city council to build a new science lab.
4. I was in a hurry, so I just **(skimmed / scanned)** the article to get the general idea.
5. Don't forget to **(submit / present)** your homework before the deadline on Friday.
6. Biology is her **(major / minor)**. It is her main subject, and she takes many more classes in it than in any other subject.

ANSWER KEY: 1. grade 2. revise 3. grant 4. skimmed 5. submit 6. major

EVERYDAY ENGLISH

Take your English to the next level! In this section, we dive into phrases that native speakers use all the time in daily life. Read through the conversations carefully and see if you can work out their 'hidden' meanings!

1 Catching up on Revision

Liam: Have you started revising for the history exam on Friday?

Sophie: Not yet! I spent the whole weekend doing my maths assignment. I really need to catch up on my history notes tonight.

Liam: Me too. Let's study together in the library after the last lesson.



A To do work that you have not had time to do before

B To give your notes to another student to check

2 Handing in an Assignment

Oliver: Did you finish the biology essay for Mr Smith?

Emma: Yes, I spent hours on it yesterday. I'm going to hand it in before lunch.

Oliver: Lucky you! I still need to write the conclusion, so I'll submit mine right after registration.



A To collect homework sheets from the teacher

B To give completed work to a person in authority

3 Dropping out of an Extra Class

Charlotte: Are you still going to the advanced physics club on Tuesdays?

Jack: Actually, no. I decided to drop out of it because I want to focus more on my main coursework this term.

Charlotte: That makes sense. It's better to focus on your main courses anyway.



A To leave a course or activity before finishing it

B To join a new school club at the beginning of term

4 Picking up New Skills

Harry: How are you finding the French conversation class?

Meryem: It was quite difficult at first, but I'm starting to pick up new vocabulary much faster now.

Harry: That's great! Practice really makes a difference.



A To learn or acquire something gradually through practice or experience

B To look up new words in a dictionary

5 Falling Behind in Studies

Arif: Are you feeling better after being off sick last week?

Chloe: Much better, thanks! But I missed three chemistry lessons, so I've fallen behind the rest of the class.

Arif: Don't worry, you can borrow my notebook to copy the notes.



A To fail an exam completely

B To make less progress than others in a group

ANSWER KEY: 1. A 2. B 3. A 4. A 5. B

12 IDIOMS

to Power Up Your Learning



01

As easy as ABC

Very easy to understand or do

"The vocabulary quiz was as easy as ABC after a week of revision."



02

Read between the lines

To understand a meaning that is implied but not directly stated

"Good readers can read between the lines and understand the writer's message."



03

Burn the midnight oil

To work or study late into the night

"The university student had to burn the midnight oil to finish her project on time."

04

Know something inside out

To know something extremely well

"The young technician knew computer hardware inside out, so he found the problem immediately."



05

Put your thinking cap on

To think carefully about something, especially in order to solve a problem

"Put your thinking cap on and try to solve this tricky puzzle."



06

Be on the right track

To do something in a way that will bring success

"The completed first chapter showed the young writer was on the right track."



"Every new idiom is another step towards speaking English more naturally."

07

Pass with flying colours

To pass an exam or complete something very successfully

"The well-prepared candidate passed the entrance exam with flying colours."



08

Ring a bell

To sound familiar, although you cannot remember it clearly

"The song's melody rings a bell, but I cannot remember where I heard it."





09

Pick someone's brain

To ask someone for information or advice

"I decided to pick an expert's brain before starting my research project."



10

Join the dots

To combine different pieces of information to understand something

"Students joined the dots and discovered the cause of the problem."

11

Food for thought

An idea or piece of information that is worth thinking about carefully

"The teacher's question gave us plenty of food for thought."



12

Make the grade

To reach the required standard or succeed

"Set clear goals, work hard, and stay focused until you make the grade!"



"Idioms turn language learning into an enjoyable journey of discovery."



Your Gateway to the World:

Erasmus+

Shape Your Future with Erasmus+ and eTwinning

Today, being successful is not just about getting good marks in school. Learning about different cultures, improving your foreign language, building digital skills, and working with international teams are just as essential as academic success. As the European Union's largest programme in education, youth, and sports, Erasmus+ and the digital school community eTwinning open these doors for both students and teachers.

What is Erasmus+?

Erasmus+ is an EU programme that helps individuals develop their knowledge, skills, and competencies. It aims to increase job opportunities, strengthen participation in democratic life, and promote European values.

Who Can Benefit?

Middle and high school students, vocational education students, university students, young people aged 13–30, youth workers, teachers, trainers, and non-governmental organisations (NGOs).

How is the Erasmus+ Programme Structured?

The Erasmus+ Programme is managed jointly by the European Commission, National Agencies, and the European ExecutiveAgency (EACEA). It consists of 3 Key Actions and 2 Specific Actions:

- Key Action 1 (KA1): Learning Mobility of Individuals
- Key Action 2 (KA2): Cooperation for Innovation and Good Practices
- Key Action 3 (KA3): Support for Policy Reform
- Specific Actions: Jean Monnet Actions and Sport Actions

How Do Applications Work?

In our country, the programme is coordinated by the **Turkish National Agency**. Depending on where you send your project application, activities are grouped into two categories:

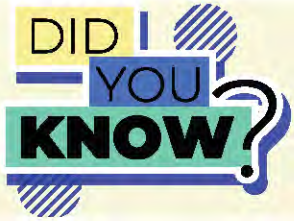
National Projects: Applications are made directly to the Turkish National Agency.

Centralised Projects: Applications are made directly to the **European Commission (EACEA)** in Brussels.

Eurodesk: Your Information Network

Eurodesk is the official European youth network operating across 36 countries. It **provides free, reliable, and up-to-date** guidance on European opportunities, application steps, and travel options.

While Eurodesk does not give direct money or grants, it helps you find the right project for free! In Türkiye, you can get free advice from **Eurodesk Contact Points** at universities, youth centres, municipalities, and NGOs.



You can explore Europe by train for free when you turn 18 through DiscoverEU!
You don't need to travel abroad to gain international experience; with eTwinning, you can collaborate with European peers directly from your classroom!

Erasmus+ Opportunities for Youth

1. Youth Exchanges:

Short-term international projects where young people from different countries meet and work together on topics like climate change, AI, culture, sports, and art. Learning happens outside the classroom through fun workshops, games, and teamwork!

2. Youth Participation Activities:

Projects that help young people take an active role in decision-making, local policies, social responsibility, and environmental actions.

3. DiscoverEU:

An exciting initiative that gives 18-year-olds the chance to explore Europe by train, building independence, communication, and intercultural skills.

4. European Solidarity Corps (ESC):

Volunteering projects for young people aged 18–30 (up to 35 for emergency help) that support society in areas like the environment, health, and culture. Travel, a place to stay, food, pocket money, and insurance are fully funded by the EU!

Key Priorities of the 2026 Programme

Inclusion & Diversity: Ensuring equal access for all young people
Digital Transformation & AI: Developing future-ready digital competencies
Environmental Sustainability: Promoting green practices and climate awareness
Democratic Participation: Strengthening youth engagement in civic life

Need Guidance? Ask Eurodesk!

- Informs about Erasmus+ and ESC opportunities
- Announces youth exchanges, training courses, and volunteering projects
- Promotes European internships and learning mobility
- Offers 100% free guidance on application processes
- Raises awareness on international mobility and active citizenship

eTwinning: International Projects in Your Classroom

You don't need to travel abroad to gain international experience! eTwinning is Europe's largest digital school network inside the European School Education Platform. It allows teachers and students to collaborate safely right from their desks.

- **Collaborative Projects:** Schools across Europe run joint projects on AI, robotics, STEM, environmental awareness, sustainable development, cultural heritage, media literacy, and eSafety.
- **Classroom Experience:** Students hold online meetings, build shared digital products, and work with European peers without leaving their school.
- **Skills:** Improves English proficiency, digital tool usage, critical thinking, and project management skills during normal school routines.



Build key real-life skills that boost your future education and career:

English Fluency · AI & Digital Tools · Problem Solving · Teamwork & Leadership . Global Friends · Active Citizenship · Career Advantage

Useful links

Ebru ÜLER Oğuz Nami ÜLER

HOW TO WRITE AN ESSAY



Almost every student has heard this sentence before: "Write an essay about this topic." As soon as we receive a writing task, many of us start writing immediately. It seems like the fastest way to finish the task, but it is often a mistake. A successful essay does not begin with writing. It begins with careful planning. Before you write your first sentence, there are several simple steps that can make your essay much clearer and stronger.

From Ideas to a Great Essay

A good essay is not written in one step. It is a process. Good writers first organise their ideas, write a draft, revise it, edit and proofread it, and then produce the final version. Spending time reviewing and improving your work usually makes an essay much better.



Organise ideas | Write drafts | Revise | Final version

Before you start writing, ask yourself these important questions:

Who will read it?

What is my topic?

Why am I writing this essay?

Your answers to these questions often help you choose the right ideas and the right language.

QUICK TIP

Always read the writing task carefully. The writing task helps you identify the purpose and the appropriate type of essay. Choosing the correct essay type is the first step towards writing a successful essay.

Writing a Successful Essay

Writing is easier when you follow a simple plan.

Step 1: Plan

Spend a few minutes thinking before you write. Write down your ideas and choose the best ones. Make a simple outline so that you know what each paragraph will include.

Step 2: Write the First Draft

Do not worry about making every sentence perfect. Focus on explaining your ideas clearly. Keep your paragraphs connected to your main idea.

Step 3: Revise

Focus on your ideas and organisation. Try to use conjunctions (e.g. although, because, if) or transition words (e.g. however, therefore, in addition) to connect your ideas smoothly.

- Does every paragraph support my main idea?
- Are my ideas in the best order?
- Are my examples clear and relevant?
- Is any important information missing?

Step 4: Edit

Improve your sentences and word choice.

- Can I make any sentences clearer?
- Have I used the right words?
- Can I combine or shorten any sentences?
- Are my ideas expressed clearly?

Step 5: Proofread

Check your language and accuracy.

- Are there any grammar mistakes?
- Are the words spelled correctly?
- Is the punctuation correct?
- Have I used capital letters correctly?
- Are there any missing or unnecessary words?

Build Your Essay Step by Step

A well-organised essay usually has three main parts. Each paragraph in an essay develops one main idea. A well-organised paragraph usually includes a topic sentence, supporting sentences, and sometimes a concluding sentence. The topic sentence introduces the main idea, the supporting sentences develop it with reasons, explanations or examples, and the concluding sentence brings the paragraph to a close. In this sense, a paragraph can be thought of as a mini-essay because it develops one main idea in an organised way. However, each paragraph also has a specific role in the essay as a whole.

1. Introduction

The introduction tells the reader what the essay is about. A good introduction usually begins with a hook, an interesting opening that catches the reader's attention and relates to the topic. The introduction should also include a thesis statement. A thesis statement clearly states the main point or focus of the essay and may show the main ideas that will be discussed. After reading the introduction, the reader should understand what the writer will discuss.

2. Body Paragraphs

The body is the longest part of the essay. Every body paragraph should start with a topic sentence that introduces the main idea of that paragraph. The rest of the paragraph must focus on this single idea and clearly support the overall thesis statement.

3. Conclusion

The conclusion finishes the essay. It reminds the reader of the main idea without introducing new information. A good conclusion leaves the reader with a clear final thought.



Different Types of Essays

Not every essay is the same. Before you start writing, you should understand what kind of essay you are going to write. Each type has a different purpose and organisation. Here are some common types of essays:

Opinion Essay

In an opinion essay, you must take a clear position right from the start. You express your own ideas about a topic, explain what you think, and support your view with clear reasons and examples. You should also organise your ideas logically, with each paragraph focusing on one main point, and finish with a conclusion that summarises your main points and restates your opinion.

Cause-and-Effect Essay

A cause-and-effect essay explains the reasons for an event or situation and the results that follow. It may focus on the causes, the effects, or both. There are two common ways to organise a cause-and-effect essay: block organisation and chain organisation. In block organisation, you discuss all the causes first and then the effects. In chain organisation, you explain each cause together with its effect, showing how one event can lead to another.

Compare and Contrast Essay

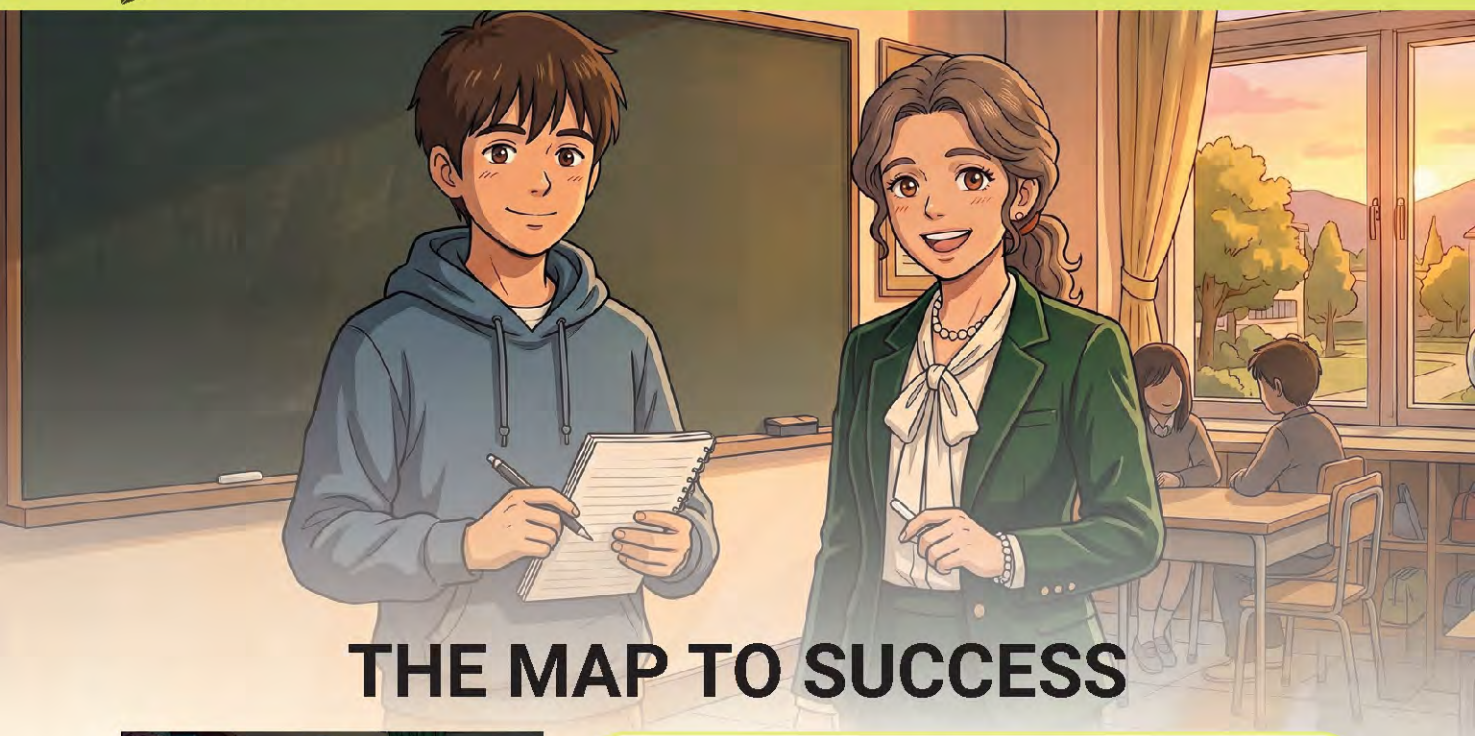
In this essay, you explain the similarities and differences between two people, places, ideas or objects. Your essay may focus on similarities, differences or both. You can organise your essay using either a point-by-point or a block arrangement.

For and Against Essay

A for and against essay presents both sides of an issue objectively. Unlike an opinion essay, you do not take a side at the beginning. Instead, you examine arguments for and against an issue or proposal. The body paragraphs present arguments supporting each side of the issue fairly. You usually save your own personal opinion for the conclusion, only after evaluating both sides carefully.

Problem and Solution Essay

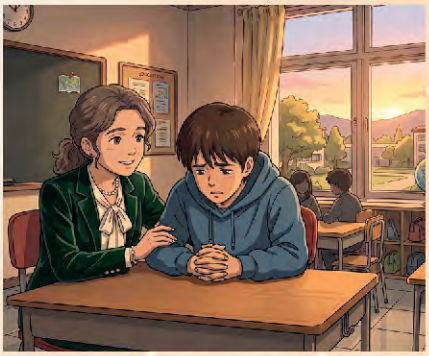
A problem and solution essay clearly defines a specific issue and proposes realistic, practical solutions. It first describes a problem, then suggests one or more possible solutions and explains why they could work.



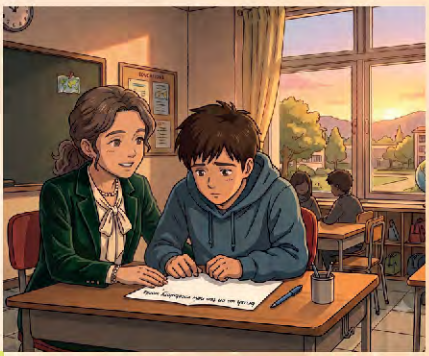
THE MAP TO SUCCESS



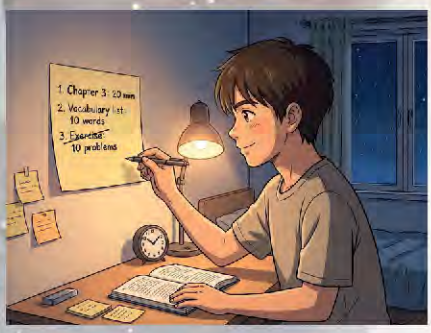
Mehmet sat at his desk, staring at a mountain of textbooks. The mid-term exams were only two weeks away, and he felt completely lost. Every term, he promised himself that he would study regularly, but he always **put off** his work until the last minute. As a result, it was becoming hard to **keep up with** his classmates. Moreover, his grades began to **fall behind**. He often struggled to **hand in** his homework on time, which made him feel stressed and discouraged.



One afternoon, his English teacher, Ms Çiçek, noticed Mehmet looking anxious after class. She invited him to sit down and asked what was troubling him. "I have so much to study, but I don't know where to start," Mehmet said, looking worried. "I try, but I just can't seem to get good results." Ms Çiçek smiled kindly. "Mehmet, studying without clear goals is like going on a journey without a map. You get tired because you don't know which direction you are heading. You need to figure out what you want to achieve step by step."



She handed him a blank sheet of paper. "Let's **work out** a plan together, " she said. "Instead of saying 'I will study English,' set a specific goal: 'I will **brush up on** ten words every evening.' Instead of worrying about the whole exam, set a target to **look over** one chapter every two days."



Mehmet decided to give it a try. That night, he wrote down three small, realistic goals for the week on a sticky note and stuck it to his wall. Every time he completed a target, he crossed it off. To his surprise, breaking his big workload into small, daily goals made a huge difference. He no longer felt overwhelmed by the mountain of work ahead of him.



Within a few weeks, Mehmet managed to **catch up with** his lessons. When exam week arrived, he felt prepared, calm, and confident. He realised that success did not happen by luck or overnight effort. It came from planning his route and taking small steps forward every day. Big achievements are not built in a single day. When you set clear, manageable goals, you transform a confusing path into a clear map that leads straight to success.

PHRASAL VERB DEFINITIONS

Let's check the meanings of the phrasal verbs written in bold in the story.

- **Brush up on:** To improve or refresh your knowledge of something you learnt in the past but have partly forgotten
- **Catch up with:** To reach the same stage, level, or quality as someone who was ahead of you
- **Fall behind:** To fail to make as much progress as others or to fail to do something on time
- **Hand in:** To give a piece of assigned work (like homework or a report) to a teacher or person in authority
- **Keep up with:** To stay at the same level or pace as someone or something else
- **Look over:** To examine or check something quickly to see if it is correct or to get a general idea
- **Put off:** To delay doing something until a later time or date; to postpone
- **Work out:** To find a solution to a problem or to plan something carefully through thinking

PRACTICE EXERCISES

1. Mehmet used to _____ his studies until the very last night before an exam.
a) hand in b) put off c) look over d) work out

2. As he always procrastinated, it became very hard for Mehmet to _____ his classmates' progress.
a) hand in b) keep up with c) fall behind d) put off

3. Since he didn't study regularly, Mehmet started to _____ in his classes compared to his classmates.
a) fall behind b) brush up on c) catch up with d) keep up with

4. Ms Çiçek helped Mehmet to _____ a practical study plan so that he could manage his time better.
a) put off b) hand in c) work out d) fall behind

5. In the past, Mehmet often struggled to _____ his homework on time, which made him feel discouraged.
a) hand in b) brush up on c) look over d) work out

6. Before the exam, Ms Çiçek advised him to _____ ten words every single evening.
a) hand in b) brush up on c) fall behind d) put off

7. Instead of reading the entire textbook at once, Mehmet decided to _____ one chapter every two days.
a) look over b) put off c) keep up with d) hand in

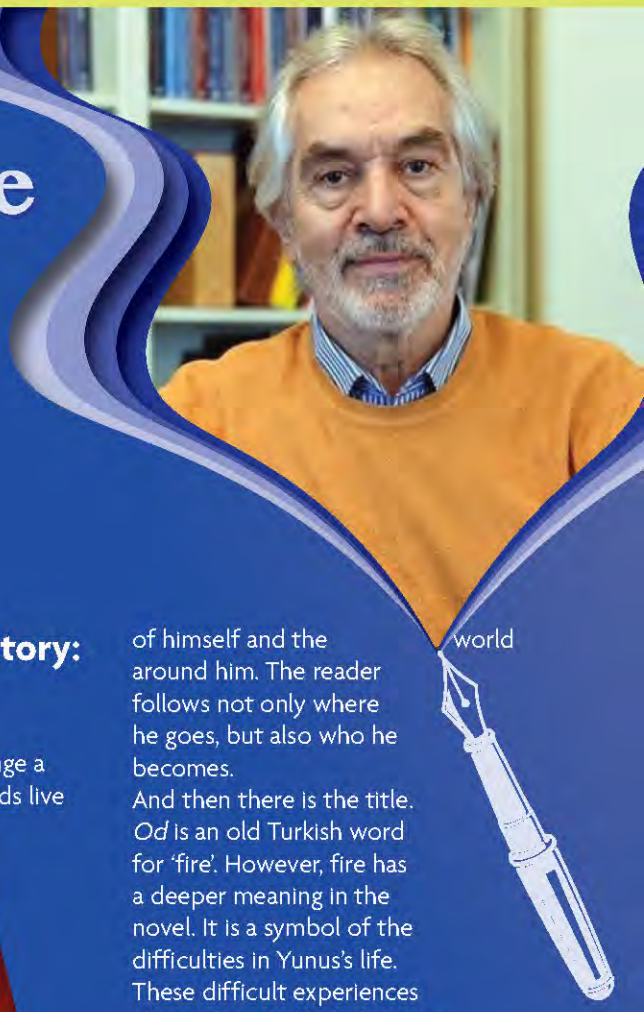
8. After following his plan for a few weeks, Mehmet was finally able to _____ the rest of the class.
a) fall behind b) work out c) put off d) catch up with

ANSWER KEY 1.B 2.B 3.A 4.C 5.A 6.B 7.A 8.D

Turkish Literature Selection:

When the Past Speaks

Od – Bir Yunus Romanı



Meet the Writer: İskender Pala

Can a writer take you hundreds of years into the past and make you feel as if you were walking beside people who once lived in that period? This is something İskender Pala often does in his novels.

İskender Pala was born in *Uşak* in 1958. He studied Turkish Language and Literature at İstanbul University and graduated in 1979. He later continued his academic career in classical Turkish literature and became a professor in 1998. He is especially known for his studies of Divan literature, the classical literary tradition of the Ottoman period.

For Pala, however, classical literature is not something that belongs only on the dusty pages of old books. He has spent many years making its poems, symbols, stories, and ideas easier for modern readers to understand. This deep knowledge of literature also shapes his novels. In books such as *Babil'de Ölüm İstanbul'da Aşk*, *Katre-i Matem*, *Şah & Sultan*, *Efsane*, and *Od*, Pala brings together history and fiction. Historical figures and places become part of stories about people, choices, emotions, and values. One example of this style is *Od*, his novel about Yunus Emre.

One Word, One Story: Od

What experiences can change a person and make their words live for centuries?



Od – Bir Yunus Romanı, first published in 2011, tells the story of Yunus Emre. Pala takes the reader back to 13th-century Anatolia, a time of conflict, migration, and many social problems. However, *Od* is not only a novel about a difficult time in history. It is also the story of a man who tries to understand life and find meaning.

Yunus experiences events that change the direction of his life. His search eventually takes him to Tapduk Emre, who becomes an important figure in his spiritual development. Through this experience, Yunus gradually discovers patience, faith, divine love, and a deeper understanding of himself and the world around him. The reader follows not only where he goes, but also who he becomes.

And then there is the title. *Od* is an old Turkish word for 'fire'. However, fire has a deeper meaning in the novel. It is a symbol of the difficulties in Yunus's life. These difficult experiences change him and help him see himself and the world in a new way.

This is what makes *Od* more than a story about the past. It is also a story of change: from experience to understanding, from searching to discovering, and from knowledge to wisdom.

The Man Behind the Famous Name

You may already know the name Yunus Emre from your literature lessons. But how often do we stop and think about the person behind that name?

This is one of the most interesting sides of *Od*. The novel presents a fictional interpretation of Yunus Emre's life rather than a complete historical account. Pala does not present Yunus only as a famous poet from the past.



Through fiction, readers see him as a person who searches, questions, learns, struggles, and changes.

Yunus Emre holds a unique place in Turkish literature. His poems are deeply connected with the Sufi tradition and often explore divine love, faith, patience, and the human search for spiritual wisdom. His language was simple, sincere, and easy for ordinary people to understand.



For Yunus Emre, love was more than a feeling between people. Divine love was very important in his life. His love and respect for all people were closely connected to his love for God. This is one reason why people still read and enjoy his poems today.

Centuries have passed, but his voice has not disappeared. His poems are still read, his words are still remembered, and his ideas can still make us think. Perhaps that is the real power of literature: a voice from centuries ago can still speak to someone today.

More Than a History Lesson

So, why read Od? You do not need to be an expert in history or classical literature to enter its world. If you enjoy discovering the stories behind famous names, *Od* offers a different way to meet Yunus Emre. Instead of simply giving you facts about his life, the novel invites you into a story.

Along the way, you also discover the atmosphere of 13th-century Anatolia and encounter a part of Türkiye's rich literary heritage. The main questions in the novel are not only about the 13th century. How do experiences change us? What can we learn from difficult times? What does it mean to truly know ourselves and understand others? These are questions that every generation can ask.

Od reminds us that literature is not only about writers, dates, and literary periods. Sometimes, opening an old story is also a way of discovering something new about ourselves.

WORD BOX

Sufi tradition (n): a tradition in Islam that focuses on becoming closer to God through love and spiritual understanding
divine love (n): deep spiritual love for God



Can Music Streaming Platforms Really Read Your Mind?

Have you ever listened to a personalised playlist, heard a song that perfectly matched your mood, and wondered, "How did the app know I'd like this?" It may feel like the platform knows you personally. Music recommendations are usually based on listening data rather than phone conversations. Behind those recommendations are statistics, data science, and a lot of mathematics.

When many people hear the word 'statistics', they think of formulas, exams, or long tables of numbers. In reality, statistics is about finding patterns in data. Those patterns appear almost everywhere—including in the music we listen to every day.

So how does a music streaming platform figure out what you might enjoy next?

1-Finding Similar Songs

Computers do not experience or feel music the way humans do, but they can estimate features related to mood. Instead, they measure characteristics of the music, such as its tempo (beats per minute), how danceable it is, how acoustic it sounds, and its mood, which is an estimate of how positive or cheerful a song feels.

Now imagine millions of songs on a giant map. Each song is represented by a tiny dot. Songs with similar characteristics end up close together, while very different songs are farther apart. If you enjoy one song, you may also like the songs nearby.

One way of creating these groups is through clustering algorithms, which organise similar pieces of data. The exact methods used by different platforms may vary, but the basic idea is the same: songs with similar features are more likely to appeal to the same listeners.

2-Learning from Other Listeners

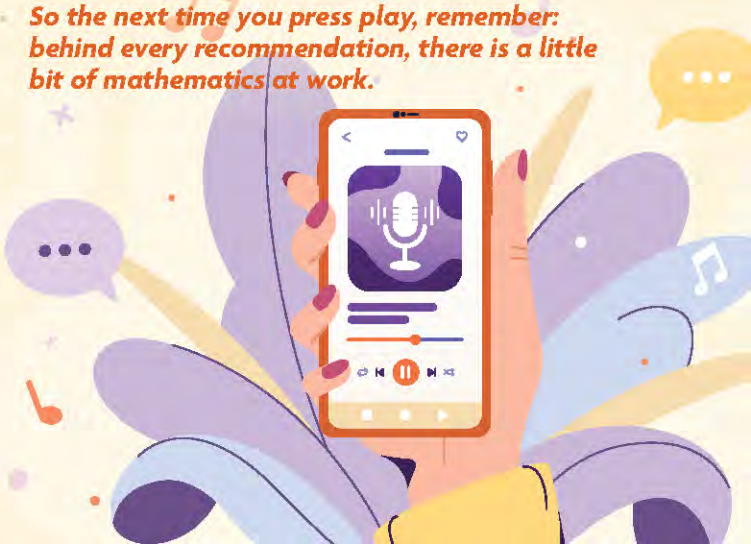
Your own listening history is only part of the story. Recommendation systems also learn from the behaviour of millions of other users. Imagine that you and someone living on the other side of the world both enjoy Songs A, B, and C. That person also listens to Song D all the time, but you have never heard it before. Since your music tastes are similar, the system may recommend Song D to you.

This idea is called 'collaborative filtering'. Rather than making random suggestions, the system looks for patterns in what people with similar listening habits enjoy. The more data it has, the better its predictions usually become.

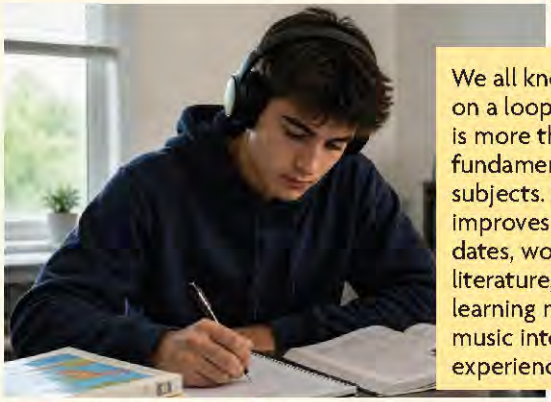
The next time a music platform introduces you to a song you end up loving, remember that it is not reading your mind. It is recognising patterns in enormous amounts of data.

Statistics is not just something learnt for mathematics exams. It helps scientists make predictions, engineers build smarter technologies, and companies create services that millions of people use every day. Music recommendations are just one example of how statistical thinking quietly shapes our daily lives.

So the next time you press play, remember: behind every recommendation, there is a little bit of mathematics at work.



More Than Just a Melody:
How Music Helps Us Learn



We all know how a catchy song gets stuck in our heads for days, playing on a loop in the background of our thoughts. But this catchy nature is more than just an earworm; it is a powerful cognitive tool that can fundamentally transform how we approach our studies across all subjects. Music actively engages our brains, sharpens our focus, and improves our memory retention. Whether you are memorising historical dates, working through complex scientific formulas, or analysing literature, integrating rhythm and melody into your routine can make learning much more effective and engaging. Let's explore how weaving music into our daily study habits can reshape the entire learning experience.

Transforming the Learning Experience

Music touches almost every aspect of the educational journey, offering unique benefits for concentration, comprehension, and long-term retention:

▶ **Concepts and terminology become unforgettable:** Instead of studying boring lists of words or facts, using a rhythm or tune helps you remember information more easily. When you need to recall a specific concept during an exam or discussion, your brain can simply access that mental melody to retrieve the details effortlessly.

▶ **Complex patterns feel natural:** Structured patterns, rhythms, and repetitions found in songs mirror the underlying logical structures found in various academic disciplines, helping learners recognise patterns and rules more intuitively.

▶ **Communication and expression get a major boost:** Engaging with lyrical content and vocal delivery enhances verbal flow, auditory processing, and articulation skills that stretch far beyond language classrooms.

▶ **Motivation stays incredibly high:** Traditional studying can easily lead to fatigue and burnout. Introducing musical elements transforms routine assignments into engaging challenges, turning complex problem-solving into a rewarding puzzle rather than a chore.

To make this approach truly effective, the key lies in active engagement. Rather than letting music fade into a passive background noise, students can analyse lyrics, explore thematic connections, and deliberately use soundscapes to support deep intellectual focus.

Simple Steps to Start Using Music Today

You do not need to change your entire study routine overnight to benefit from music. Here are a few simple, everyday ways to bring melodies into your learning process:

1. **Create a background instrumental playlist:** Choose songs without lyrics, such as classical music or soft lo-fi beats, when you read textbooks or solve math problems. This helps block out outside noise and keeps your mind calm.

2. **Turn important facts into a simple rhythm:** If you have trouble remembering key dates, scientific terms, or formulas, try repeating them to a slow, steady beat. You will be surprised how quickly your memory responds.

3. **Take musical brain breaks:** When you finish a difficult study task, reward yourself by listening to your favourite energetic song for three minutes. It refreshes your mood and gives you extra energy for the next task.

10 Benefits of Music in Education

- Improving listening and auditory processing skills
- Fostering a stronger, more agile brain
- Developing deeper and more sustained concentration
- Encouraging creative and flexible problem-solving
- Improving cognitive coordination and rhythm
- Remembering information more easily and accurately
- Promoting a relaxed and positive emotional state
- Helping students express their thoughts and feelings effectively
- Cultivating patience and discipline through practice
- Significantly reducing academic stress and anxiety



Into the Woods:

Why Scouting Is the Ultimate Adventure!



Let's be honest—between homework, exams and social media, life can get pretty stressful. If you ever feel like hitting the 'reset' button, scouting might be exactly what you need.

Scouting is much more than uniforms and knots. It is an organised youth activity based on **education, values, teamwork, responsibility and practical skills**, all guided by trained Scout leaders.

What Is Scouting?

There are three main branches of scouting:

Land Scouts focus on hiking, camping, navigation and bushcraft.

Sea Scouts take part in water-based activities such as rowing, sailing and water safety.

Air Scouts explore aviation, communication techniques, meteorology, and model aircraft building.

In Türkiye, Land Scouting is the most common.

Scouting in Türkiye is divided into different age sections.

Senior Scouts & Age Group: Under the Scouting and Guiding Federation of Türkiye (TİF), youth aged 15–18 are officially called Senior Scouts. (For reference: ages 7–11 are Cub Scouts (Yavrukurt), 11–15 are Boy/Girl Scout, and 18–25 are Rovers).

Team & Team Leader: Senior Scouts organise into small units called team, led by a team leader..

Venturer Unit: Multiple teams come together to form a larger unit known as a Venturer Unit/Company, which operates under the guidance of trained adult Scout leaders.

Another interesting tradition is that Scouts **salute with their right hand and shake hands with their left** as a symbol of friendship and trust.

Three Reasons to Try Scouting

1. A Real Break from Your Screen

Leaving Wi-Fi behind for a while means more time for campfires, stars, fresh air and real conversations.

2. Skills You Can Actually Use

Scouting teaches practical skills such as navigation, first aid, campcraft, bushcraft and problem-solving.

3. Real Friends, No Filters

Scouts work as a team. They share responsibilities, solve problems together and build strong friendships through shared experiences.

Safety always comes first. To join safely, find a registered Scout group and take part in activities with trained leaders. Official camps are organised with adult supervision, safety procedures, first-aid support and the necessary permissions.

What's a Camp Day Like?

A typical camp day might include hiking, navigation, team challenges, first aid, outdoor skills, and nature activities.

And one of the best parts? **Campfire nights**—sitting around the fire with friends, drinking tea, singing songs and sharing stories.



Some of the Best Scouting Spots in Türkiye



Location	Best For
Kazdağları, Balıkesir / Çanakkale	Trekking and navigation
Doğupark, 19 Mayıs / Samsun	Woodcraft, tracking and hiking
Ballıkayalar Canyon, Kocaeli	Mountain trails and outdoor skills
Refahiye-Dumanlı, Erzincan	Coastal and Sea Scout activities
Yenice Forests, Karabük	Scout training and organised camps
Borçka, Artvin	Camping and activities for Senior Scouts



These are only a few examples. Scout activities and programmes may vary.

Ready to Step Outside?

You do not need to be an outdoor expert to become a Scout. You just need curiosity, a willingness to learn and a sense of adventure.

Scouting can help you build **confidence, practical skills, friendships and responsibility**.

So, put down your phone, lace up your walking shoes and get ready to explore.

For more information about scouting activities in Türkiye, visit the official website of the **Scouting and Guiding Federation of Türkiye** (TİF): tif.org.tr

WELCOME TO THE WORLD OF SCUBA DIVING.

SCUBA DIVING

A JOURNEY INTO ANOTHER WORLD

Imagine floating in clear blue water. There are colourful fish around you, sunlight is coming through the surface, and one of the main sounds you hear is your own breathing. You are not watching a nature documentary. You are actually there!

What Is Scuba Diving?

Scuba diving is an underwater activity that allows people to stay below the surface and explore the sea. The word 'SCUBA' originally comes from Self-Contained Underwater Breathing Apparatus. In simple words, divers carry the air they need with them.

Divers use special equipment, including a mask, fins, an air tank, and a regulator that helps them breathe underwater. They also wear equipment that helps them control their position in the water.

However, scuba diving is not simply about putting on equipment and jumping into the sea. Divers need training before they begin. They learn important skills such as breathing calmly, communicating underwater, and using their equipment correctly. Most importantly, they learn to dive safely with a buddy.

Why Do People Love It?

For many divers, going underwater feels like entering another world. On land, we walk. Underwater, we can move in almost every direction. We can swim above rocks, move slowly next to a reef, or simply stop and watch a tiny sea creature. Every dive can also be different. One day, you may see a sea turtle swimming past you. On another dive, you may discover a shipwreck or watch a school of colourful fish moving together.

Scuba diving is also a sport that requires both physical and mental skills. Divers need to stay calm, pay attention to their surroundings, and communicate with their buddies. Underwater communication is especially interesting because divers cannot normally talk to each other. Instead, they use a system of hand signals. A simple hand movement can mean "Are you OK?", "Go up", "Go down," or "Look over there!"

BASIC EQUIPMENT


SNORKEL


MASK


WETSUIT


FINS


BCD


SCUBA TANK



SCUBA LANGUAGE

OK 

GO UP 

GO DOWN 

Diving Around the World

Scuba diving has become an international activity. To dive safely, people usually receive training and earn a diving certification.

There are some well-known international organisations and training systems in the diving world.

Their certifications allow trained divers to show their diving level and experience at dive centres in many countries. Some destinations have become especially famous among divers because of their clear water and rich marine life. Australia's Great Barrier Reef is famous for its enormous coral reef system. The Red Sea, Indonesia, and Thailand are other favourite destinations because of their rich underwater life. The Maldives, the Galápagos Islands, and the Caribbean also offer



unforgettable diving experiences. But you do not always need tropical water to find something extraordinary. Divers also explore cold-water environments, underwater caves, and historical shipwrecks in different parts of the world.

Türkiye Under the Surface

With long coastlines along the Mediterranean, Aegean, Marmara, and Black Seas, Türkiye also has an active diving community. Some coastal areas have become well known for recreational diving. Kaş, on the Mediterranean coast, is one of the best-known examples. Divers visit the area for its clear water, underwater landscapes, marine life, and wrecks. Other popular diving areas can be found around Bodrum, Fethiye, Marmaris, Karaburun, Çeşme, and Ayvalık.


Fethiye


Marmaris


Bodrum

DID YOU KNOW?

COLOURS CHANGE AS YOU GO DEEPER.

Red is one of the first colours to become less visible underwater. As you go deeper, the underwater world starts to look more blue and green.

EVERYTHING LOOKS BIGGER UNDERWATER!

Because you are looking through your diving mask, objects can appear about 25% larger and may seem closer than they really are. That fish may not be as huge as you think!

FINDING WHERE A SOUND COMES FROM IS DIFFICULT.

Sound travels much faster through water than through air. Because of this, divers may hear a boat or another diver but find it difficult to tell exactly where the sound is coming from.

YOU CAN FEEL ALMOST WEIGHTLESS.

With good buoyancy control (the ability to stay at the same depth underwater), divers can float underwater without sinking or rising. It is probably one of the closest feelings to being an astronaut in space!

FISH MAY BE CURIOUS ABOUT YOU, TOO.

Divers are not always the only ones watching. Some fish may swim closer to investigate their strange underwater visitors.

A TINY CREATURE CAN BE THE STAR OF A DIVE.

Big animals are exciting, but experienced divers often search for tiny creatures such as colourful nudibranchs, seahorses, and small octopuses.

COULD SCUBA DIVING BE YOUR NEXT ADVENTURE?

Scuba diving combines sport, exploration, science, and nature in one activity. It can take you to places that most people only see on a screen.

You do not have to be an underwater expert on your first day. Beginner programmes introduce new divers to the underwater world under professional supervision. The important thing is to receive proper training and follow safety rules.

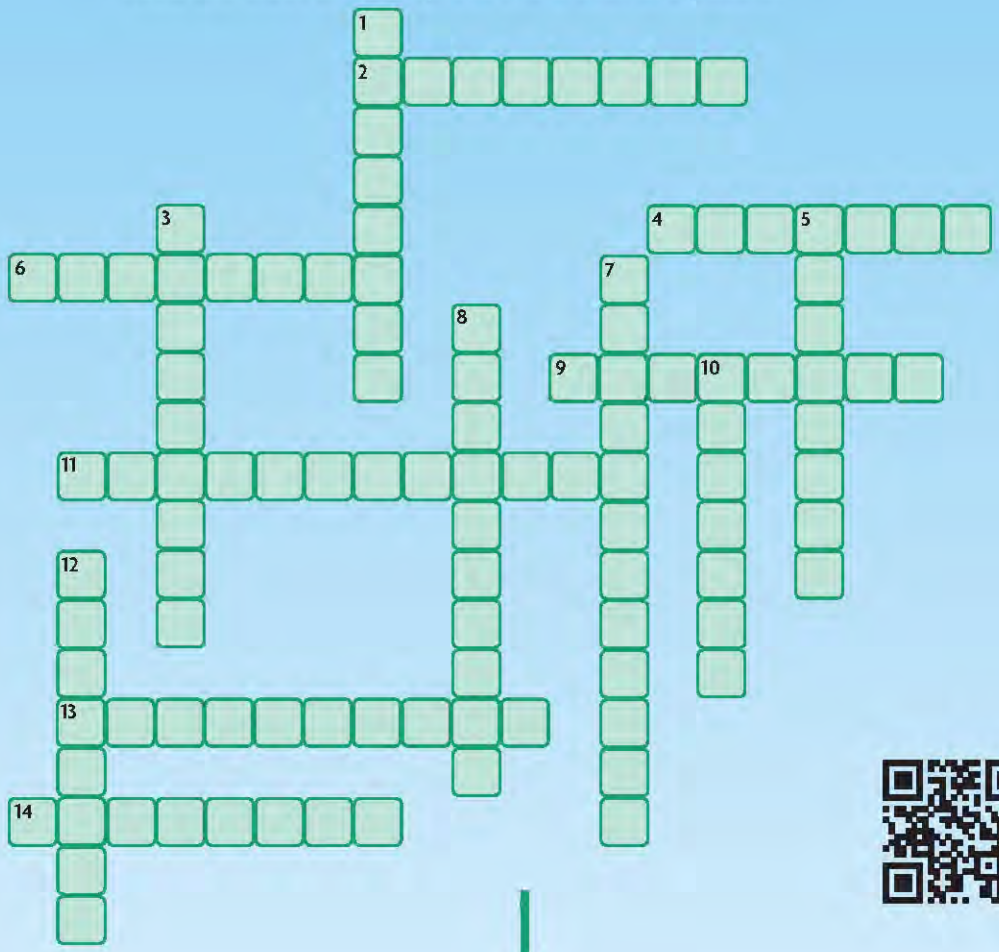


The ocean covers most of our planet, yet its underwater world can still feel mysterious to us. So, the next time you look at the sea, remember: There is another world waiting below the surface.

CROSSWORD PUZZLE

EDUCATION

Read the clues and complete the crossword puzzle.



ACROSS

2. The field of designing, building, and operating robots

4. A place where books and other sources of information are kept for people to use or borrow

6. To complete a course of study and receive a qualification

9. The latest time or date for completing a piece of work

11. The ability to learn, understand, and think about things

13. A scientific test carried out to discover or show something

14. Schoolwork that students are required to do at home

DOWN

1. Improvement in a student's knowledge or skills over time

3. The process of teaching, learning, and gaining knowledge and skills

5. The act of studying something again, especially before an examination

7. A prepared talk given to explain a subject or share information

8. The process of evaluating a student's knowledge, skills, or progress

10. An official document showing that someone has completed a course of study

12. A book with blank or lined pages used for writing notes

Answer Key:
ACROSS: 2. Robotics 4. Library 6. Graduate 9. Deadline 11. Intelligence 13. Experiment 14. Homework
DOWN: 1. Progress 3. Education 5. Revision 7. Presentation 8. Assessment 10. Diploma 12. Notebook

FLY WITH MEBİ GAME

Overview

This is an educational and fun word/question matching game where the player takes control of an aeroplane to match questions with the correct answers.

Gameplay Mechanics

Flight Control: The player navigates their aeroplane to fly through correct clouds while avoiding wrong ones.

Correct Answers: Hitting a cloud with the correct answer grants points. The base reward for a correct answer is 100 points.

Wrong Answers & Health System: Hitting a cloud with a wrong answer or a storm cloud causes the player to lose 1 chance. The player starts with up to 3 chances. The game ends when all chances are lost (Game Over).

Scoring and Levelling System

Streaks and Multipliers: Consecutive correct answers build up a streak. Reaching a streak of 3 grants a 2x score multiplier, while a streak of 5 or more grants a 3x multiplier.

Level Up: The player progresses to the next level after every 4 questions. With each new level, the flight speed increases, making the game more challenging.

Power-ups

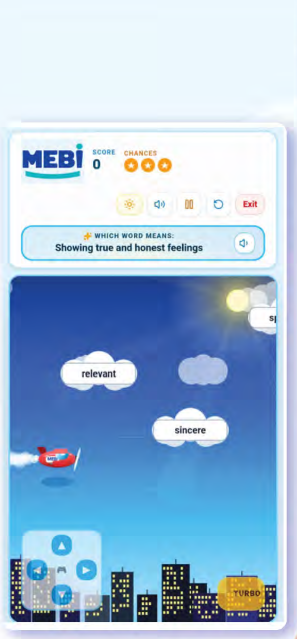
Chance: Restores +1 chance when collected (cannot exceed the maximum of 3 chances).

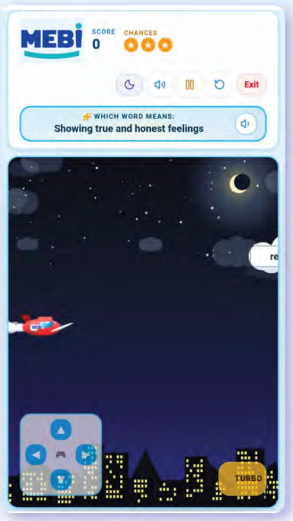
Star: Grants an instant bonus of 500 points when collected.

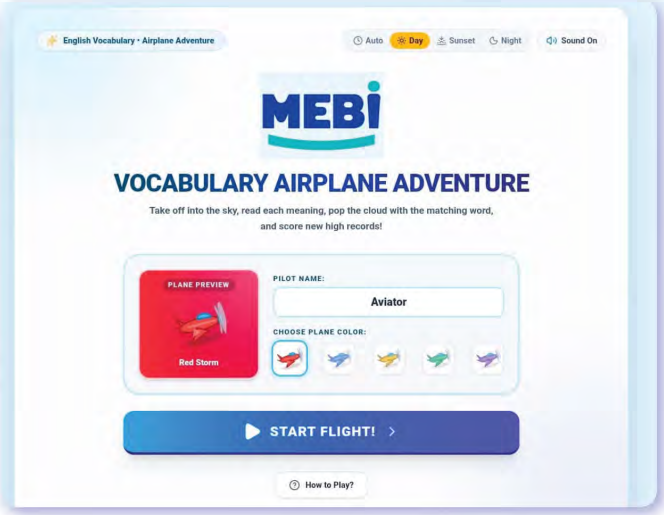
Additional Features

Themes: The game includes dynamic time-of-day visual themes (Day, Sunset, Night), which can be set automatically or manually by the player.

Audio: Features engine sounds and background music, which can be muted if desired.







Do You Know These Facts About Education?

Today's word for the place we get an education comes from a Greek word meaning 'free time'. Do you know what it is?

a) a canteen

b) a school

c) a classroom

d) a building

01

In ancient Athens, parents would teach their children the alphabet, and the letters were made from different materials. What were these materials?

a) wood and tusks

b) rocks and stones

c) reed pen and ink

d) paper and brushes

02

In ancient Athens, students were taught mathematics and arithmetic using either a simple chart with moving pebbles in the sand or beads. Can you guess what these tools were used for?



a) writing

b) calculating

c) reading

d) farming

03

In ancient Egypt, people used pictures and symbols to write instead of letters. What was this writing system called?



a) Greek alphabet

b) Pictography

c) Hieroglyphics

d) Phoenician alphabet

04

The Cuneiform writing system started in Mesopotamia. It used symbols instead of letters. People wrote these symbols on clay and dried it in the sun. What was this object?



a) glossy papers

b) lead pencils

c) stones

d) clay tablets

05

There are more than 60,000 students and 4,500 staff members at the world's largest school. Do you know where this school is?

a) In Brazil

b) In China

c) In Azerbaijan

d) In India

06

Because of floods, 'boat schools' help many children access learning. There is more than 100 boats. 26 of these are schools and the others serve as libraries and clinics. Each boat school has a library, solar power and computers. Which country are these schools in?



a) In Bangladesh

b) In Somalia

c) In France

d) In Algeria

07

The Library of Congress is the largest in the world, with millions of books, videos and films, photographs, audio recordings, and newspapers. Where is this library?

a) In Lausanne

b) In Cairo

c) In Washington D.C.

d) In Athens

08

The discovery of which number led to the advancement of mathematics and other sciences?

a) five

b) two

c) nine

d) zero

09

A university in Italy has provided education for nearly a thousand years. Can you guess which city it is in?

a) Rome

b) Bologna

c) Florence

d) Milan

10

ANSWER KEY

1-B 2-A 3-B 4-C 5-D 6-D 7-A 8-C 9-D 10-B

WORD WHEEL CHALLENGE

Can you guess the twelve 9-letter words related to education, learning, and school life? Unscramble the letters in each wheel to discover the hidden word!



















Answer Key

1. Knowledge 2. Institute 3. Principal 4. Mentoring 5. Professor 6. Academics 7. Geography 8. Reasoning 9. Timetable

Alphabet Riddles

1. What letter sounds like an insect?
2. What letter sounds like a body of water?
3. What letter sounds like a part of the head?
4. What letter can you say to show surprise?
5. What letter sounds like a vegetable?
6. What letter sounds like a drink?

LADDERS PUZZLE!

Connect the letters in the ladder on the left with the correct ones in the ladder on the right with the 'FI' segment in the middle as the link between both ladders. We have solved one to start you off: IN-FI-NITE





Tongue Twisters

Listen and try to say the sentences below as fast as you can!

1. The tricky test tricked twelve tired test-takers twice.
2. The teacher taught ten tired teens tricky tests.
3. Fred's fresh French fries are fried, free, and Friday-only.
4. Big black backpacks bring back bad backaches.
5. Three free-thinking teachers taught three thrilled third-graders.

Alphabet Riddles Answers
1. B (bee) 2. C (sea) 3. I (eye) 4. O (oh!) 5. P (pea) 6. T (tea)

Ladders Puzzle Answer Key: Refine, Affirm, Office, Selfish

MEBİ
Millî Eğitim Bakanlığı
Bireysel Öğrenme Platformu

Vocabisland
9TH & 10TH GRADE ENGLISH
Learning vocabulary became an island adventure.
English vocabulary, one island at a time.

Vocabisland
ISLAND MAP
Explore 16 islands, each with its own theme.
8 islands per grade, each one a vocabulary theme.
Discovery
Curiosity
Harmony
Unity
+ 4 more islands

These are literal (word-for-word) translations of some Turkish proverbs. Can you match each one to its Turkish equivalent and what it really means?



1- Not knowing isn't shameful; not learning is.



2- Drop by drop, a lake is formed.



3- Listen a thousand times, speak once.



4- A visible village needs no guide.



5- What can one hand do, but two hands make noise.



6- A neighbour needs even their neighbour's ashes.

Turkish equivalents and their real meanings

a- *Görünen köy kılavuz istemez.*

Real meaning: Some things are so obvious they don't need explaining—like knowing an exam is coming when the teacher's been reminding you for weeks.

b- *Bilmemek ayıp değil, öğrenmemek ayıp.*

Real meaning: It's okay to not know something—but refusing to learn it is the real mistake. (The perfect motto for the first day of school!)

c- *Komşu komşunun külüne muhtaçtır.*

Real meaning: Even the smallest, most trivial thing you own might be needed by someone else one day—so be a good neighbour (and classmate!).

d- *Bin dinle, bir söyle.*

Real meaning: Listen carefully and think before you speak—great advice before answering a teacher's question.

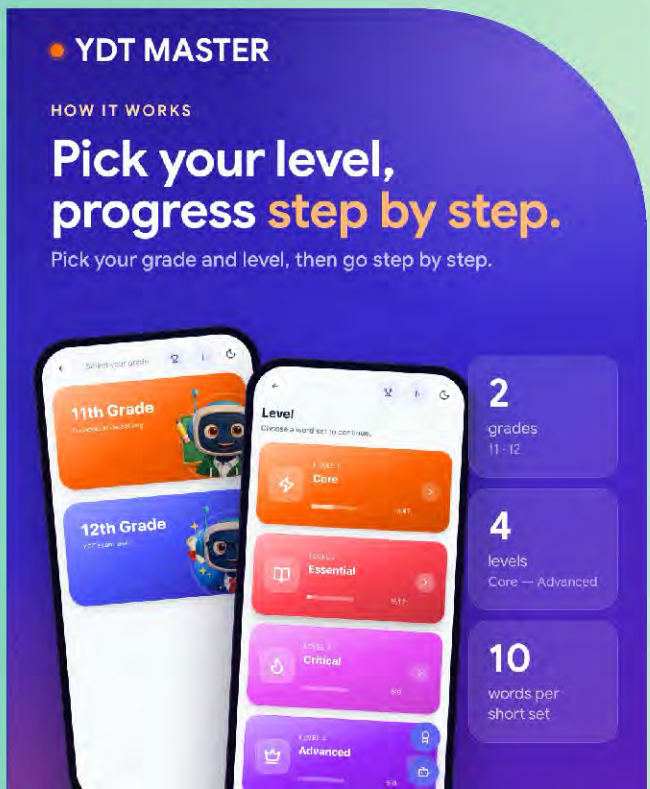
e- *Bir elin nesi var, iki elin sesi var.*

Real meaning: Teamwork makes things possible—great for group projects (when they actually work).

f- *Damlaya damlaya göl olur.*

Real meaning: Small consistent effort adds up—the actual secret to passing exams instead of cramming.

Answer Key
1-b 2-f 3-d 4-a 5-e 6-c





FROM A SCHOOL PROJECT TO THE WORLD STAGE

VEGA Robotics Team's Championship Victory in Italy

Ilgın Ticaret Borsası Science High School, Konya

From regional success to the world stage, the VEGA Robotics Team of Ilgın Ticaret Borsası Science High School completed an extraordinary journey by becoming world champion in Rome, Italy, in 2025. The team won the championship with its AI-Powered Agricultural Unmanned Ground Vehicle Project. Using artificial intelligence, the vehicle detects diseased grain crops and sprays them. In this way, it helps prevent crop loss.

Their journey began in İzmir at the Fibonacci International Robot Competition, where more than 100 schools competed in 26 categories. The team became the Aegean Regional Champion with the project. The next stop was Antalya, where schools from 17 countries took part in the Fibonacci EuroAsia Robot Olympiad on 19 April. The VEGA team finished the competition in first place and became the EuroAsia Champion. The final stage took place from 21 to 24 November at the International Fibonacci Robot Competition World Championship in Rome, Italy. Finalist teams from many countries competed in the event. The team outperformed all its rivals and became world champion.



Team members Beytullah D., Ömer Faruk K., and Elizan K. worked hard and showed great dedication at every stage of the competition.

Their project showed how artificial intelligence can be used to solve a real-life problem in agriculture.

The journey ended with a world title, but this success means much more. It is a powerful example of what young minds can achieve when talent, education, and teamwork come together. Supporting student projects in science and technology creates valuable learning opportunities beyond the classroom. Through robotics activities, students can test their ideas, solve real problems, and see the results of their work. These experiences can build confidence and encourage students to produce new solutions. Giving more students the chance to take part in these activities may lead to many new achievements in the future. An idea that begins in a school workshop can one day reach the world stage.



The Champions of Robotics: *Bursa's Pride*



The Bursa Boys' High School Robot Team is becoming better known in robotics and engineering. After becoming the second-best team in the world in Czechia, these successful high school students continued to win in Türkiye. In their last competition, they even defeated university teams.



A Huge Victory in Antalya

From May 1 to 3, the BEL Robot Team joined the Maestrobot Türkiye–Robotex International competition in Antalya. They entered the difficult 'Fast Line Follower' category with three different robots. Although they competed against older university teams, the high school students were faster and better. They won first, second, and third place at the same time, making the city of Bursa very proud.

Representing Türkiye in South Korea

After finishing as the national champions, the team earned the chance to represent Türkiye in South Korea. They will travel to the Robotex International event on November 28–29, 2026.

The students are working hard every day because their main goal is to win the world championship trophy and bring it home.





The Secret to Their Success: Education and Teamwork

This great success comes from good education, discipline, and friendship. IT teacher Murat Ş. and assistant headteacher Necmettin Mahmut K. lead the team, while Fatih T. and İsrafil K. support them as mentors. The student members—Ömer Kaan Ç., Halil İbrahim T., and Muhammed Eymen A.—believe that working together makes them stronger. As future engineers, they make us all proud. Good luck to the BEL Robot Team in South Korea!



A HAREZMI JOURNEY FOR IMPROVING EMPATHY AND SELF-CONFIDENCE UNDER ACADEMIC PRESSURE

At Süleyman Demirel Anatolian High School, a Harezmi Education Model project was carried out by teachers Büşra Eser Kısaer (English), Filiz Kocaadam (Biology), Hatice Vadi (Religious Culture and Ethics), and Handan Ayaz (Music) together with their students.

The main problem of the project was identified as:"How Can Empathy and Self-Confidence Be Strengthened Under Academic Pressure?"

The project aimed to support students not only in their academic success but also in their emotional awareness, empathy skills, social responsibility, and self-confidence.



Four main sub-problems were studied during the project:

- Water and environmental awareness and recycling activities
- Ethical and moral values
- Animal rights and responsibility towards living things
- Social awareness about leukaemia and similar diseases

Within the water and environmental awareness activities, the school cooperated with the Water Ambassadors Federation. The President of the Federation, Özgür Aydıncak, was invited to the school as an expert for World Water Day, a Water Literacy Symposium was organised with the participation of District Governor Levent Kılıç, Mayor Murat Ercan, and District Director of National Education Alican Kılıç. Students actively took part in a quiz, debate, public speaking activities, and an orchestra performance. A Water Footprint Calculation Stand was set up at the entrance of the school. Students also presented information about the drought map of Türkiye. Recycled flower pots made by students were displayed at the stand. A water awareness walk was also organised with the slogan "Water is the Homeland." Students collected plastic waste while walking to the Sincan Municipality Fair and Congress Centre. A municipal garbage collection truck joined the walk, and the event attracted public attention. Harezmi students and Water Ambassadors also joined the "Water is the Homeland: Visit to Atatürk" activity. They visited Anıtkabir and took part in a wreath-laying ceremony.



To develop empathy and social responsibility, students prepared food packages for people in need during Ramadan. Students took responsibility for planning the packages, shopping for the necessary items, and preparing the boxes. Within the social responsibility project "Set a Table for Someone Too," a donation campaign was organised. In cooperation with the Cansuyu Association, an *iftar* meal was provided in Gaza on behalf of the school. Students watched and discussed a video from the event. They had the opportunity to think about the difficult lives of people living in different parts of the world and understand the importance of solidarity.

Within the activities about animal rights, students planned to make cat houses and bird feeders from recycled materials. They also prepared feeding containers and awareness boards.



Through this Harezmi project, students were encouraged to understand that success is not only about grades. They learnt that they can contribute to society, take responsibility, and make positive changes. The project supported the development of students' empathy, self-confidence, problem-solving, cooperation, responsibility, and social awareness skills.

Through the Harezmi Education Model, our students experienced that learning is not limited to the classroom. They became individuals who think, feel, question, and contribute to society.

E-CITIZENSHIP–BUILDING THE FUTURE LEARNING TO BE A DIGITAL CITIZEN

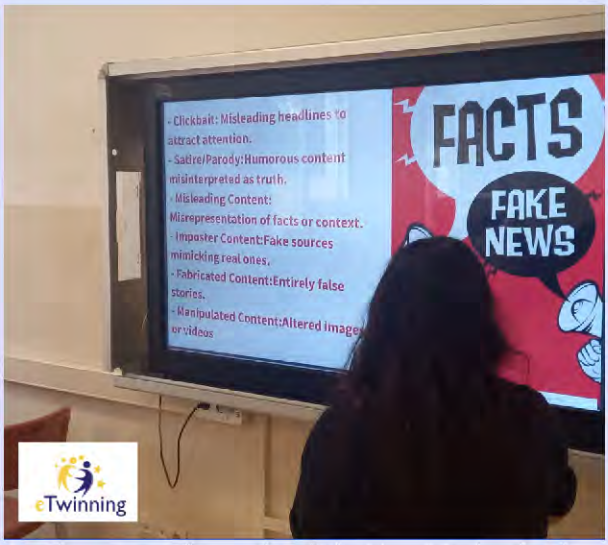
Ataşehir 100. Yıl Cumhuriyet Anatolian High School has been actively participating in eTwinning projects since 2023. During the 2025–2026 academic year, the school carried out the eTwinning project 'e-Citizenship – Building the Future' with partner schools from different countries. Five 10th-grade students from the school took part in the project.

The project was led by Sercan Solak, a German teacher at the school, and the student team consisted of Rüya D., Gülçin İlayda A., Duru K., Hayrunnisa D., and Doğa Beren Ç. The project included a total of 13 partner schools: nine from Türkiye, two from Romania, one from Georgia, and one from Serbia.



The primary objective of the project was to provide high school students with information about the basic principles and practices of digital citizenship, develop their digital literacy skills, and encourage their active participation in the digital world. Another objective was to improve students' collaboration, leadership, and teamwork skills through group work and projects.

During the project, students took part in various activities. These included a Safer Internet Day webinar, discussion forums where students shared their experiences, and an online trivia contest for students and teachers from different schools. The contest also assessed students' knowledge of Internet safety.



Another activity focused on 'Fake News'. Each school conducted its own research and presented its findings in their own schools. In another collaborative activity, students from different schools worked in mixed groups under the guidance of a teacher. They turned a real-life historical event related to fake news into a digital story and created a poster.

As a result of the project, the school received the National Quality Label, the European Quality Label, the School Quality Label, and the School European Label. Considering all its active eTwinning projects, the school also qualified for the eTwinning School Label.









AYFER ZEHRA O.

Ertuğrul Gazi Anatolian High School / ANTALYA

EDUCATION: MORE THAN JUST GRADES

Education is an important part of our lives, but what does it really mean to be educated? Is it simply about getting high marks, passing exams, and memorising information? As a ninth-grade student, I believe education means much more than that. It helps us discover our abilities, develop our own opinions, and understand the world from different perspectives. Since I started high school, I have realised that learning is not always about finding the correct answer. Sometimes, asking the right question can be just as valuable. Through different subjects, discussions, and experiences, we gradually learn how to think critically, solve problems, and express ourselves with confidence. These skills are not only useful at school but also in our everyday lives.

However, the pressure to achieve good grades can sometimes make it difficult to enjoy the process of learning and discovering new things. In my opinion, education should give us more opportunities to explore our interests, be creative, and learn from our mistakes. We all have different strengths, and success should not be measured by exam results alone. Schools should be places where we feel encouraged to share our ideas, challenge ourselves, and discover what we are capable of achieving. As students, we are still trying to understand who we are and what we want to become. The true value of education lies not in deciding our future for us but in preparing us to make our own decisions and find our own way in life.





YİĞİT Y.

Kilis Anatolian High School / KİLİS

BEYOND BOOKS : WHY HANDS-ON LEARNING MATTERS?

Education is often seen as sitting a desk, memorising facts, and preparing for traditional exams. However, real learning happens when students actively connect theory with practice through real-world experience. When we engage in group projects, dynamic experiments, or community-based initiatives, information turns into actual understanding. Interactive methods not only make complex concepts far easier to grasp, but they also build essential life skills like critical thinking, teamwork, and creative problem-solving that textbooks alone can simply never teach us.

Furthermore, hands-on learning keeps students genuinely curious and motivated throughout their academic journey. Sitting through long lectures can easily feel monotonous, but taking part in interactive workshops or practical tasks keeps our minds active and energized. When we see the direct impact of what we are learning, education stops feeling like a daily chore and becomes an exciting journey of discovery. Ultimately, modern education should focus not just on memorising answers for test day, but on preparing students to navigate and adapt to the real world confidently.

NİDA Y.

Mehmet Kologlu Anatolian High School / ELAZIĞ

A NEW ERA IN EDUCATION

We have all noticed how technology has slowly but surely entered our lives. Some people think technology should be separate from education. But I think otherwise because technology doesn't just help improve what we have now; it also helps shape the future. Also, leaving education out of technology's improvements would definitely not be fair to us students who are pretty used to having it as a natural part of our lives. Education is something that we all should be looking forward to for better opportunities both for learning new things and for our future. I think what would make education more interesting and fun is something that feels casual for us. I love the fact that I can have so many resources on the internet to help me learn about so many subjects. And I believe this new internet era's improvements are something that all my friends and I are looking forward to!

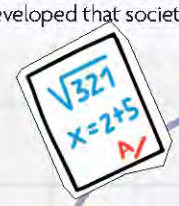


GİZEM K.

Dilovası Yahya Kaptan Anatolian High School / KOCAELİ

EDUCATION

Education is a dynamic process that develops an individual's innate potential and equips them with the skills, knowledge, and values necessary for life. Education positively influences an individual's life. It fosters creativity, self-confidence, and critical thinking. It transmits societal culture to new generations and establishes a shared set of values. By equipping individuals with vocational skills, education contributes to the national economy. As educational levels rise, individual incomes increase, leading to greater prosperity. It helps modernise society by supporting social development. Through education, a society's cultural heritage and values are passed on to new generations. According to data from USCA Academy, education strengthens an individual's self-belief and self-confidence. Data from 21K School indicates that it provides economic independence and stability. In short, education imparts a wealth of knowledge, all of which benefits the individual. The more educated individuals a society has, the more developed that society becomes.





MELEK AYSEL Ş.

Türk Telekom Social Sciences High School / ANKARA

SHOULD GENERATIVE AI BE AN ESSENTIAL PART OF EDUCATION?

It can be said that AI is commonly used in various aspects of people's lives despite its disadvantages. Generative AI is a type of technology that can create new content based on the user's prompt, such as texts, images, videos and more. Yet, making generative AI essential for education presents significant concerns due to its tendency to create impractical content.

AI needs to keep users engaged on its platform to keep running. It is proven that short form and flashy content is one of the best ways to do that. For instance, "AI brainrot" has been an internet slang since 2023. It describes the AI content that has no intellectual value, even if it looks like it does. It relies on scripts and clips made entirely by AI for viewer engagement. The impact it leaves on viewers may cause issues such as cognitive fatigue, emotional desensitization, and a negative self-concept. This raises a risk, as it can never be proven that AI will not create such content for the sake of user engagement in school settings.



DURU BİLGE A.

Güzelbahçe 60. Yıl Anatolian High School / İZMİR

IMPORTANCE OF EDUCATION

Education is an extremely valuable and important key that unlocks many opportunities for both the people and their countries. It helps us understand how the world works, our past, and how we can be better in the future. It is a guiding light that drives us away from ignorance and shows us multiple points of view, which earns us a new perspective. Countries which have a good education system are known to have lesser crime rates, more knowledgeable people, and overall a more peaceful environment. In conclusion, education is a helpful tool which creates better people.

ELİF VERA K.

Tırnaklı Science High School / İZMİR

MODERN EDUCATION FOR A NEW GENERATION

The new generation comes with new needs. Nowadays, children's attention spans are getting shorter because of social media. Many young people have grown up using their phones as a part of their daily lives, so it may be difficult to completely change this habit. For this reason, education should adapt to the needs of this generation.

In my opinion, lessons should be more engaging and should include new teaching techniques. For example, teachers can use up-to-date topics to attract students' attention and connect lessons with their daily lives. Students should also take part in interactive and enjoyable activities instead of sitting still for long periods. In this way, they can become more active in the learning process and stay interested in lessons. As a result, education can better meet the needs of the new generation and become a more enjoyable experience for everyone.

EBRU R.

Kilis Anatolian High School / KİLİS

THE KEY TO SAFE EDUCATION: DISCIPLINE

Discipline is the ground of an orderly education system. It contributes to classroom order and an effective learning process. Thanks to discipline, students develop a sense of responsibility and respect. Even such basic rules as doing homework regularly and arriving at school on time provide wonderful benefits to students in their future life. Through discipline, students improve their academic performance and become successful in their social life.

Discipline is not only punishing wrong behaviors but also showing students what is right. If the rules are applied to everyone equally, bullying and injustice can be prevented. Properly applied discipline helps not only students but also teachers and even administrators to feel safe. Thanks to discipline, a safe educational environment is created.

ZEYNEP SU A.

Yahya Kemal Beyatlı Anatolian High School / ELAZIĞ

THE EDUCATION OF TOMORROW: BEYOND THE CLASSROOM

For me, education is not about remembering stuff for tests or trying to get high scores. It's really a journey that helps us discover who we are. School definitely gives us a starting point, but real learning happens when we read a good book, learn a new language, or try to understand a painting.

Looking ahead, I think education will be more open and creative. Learning will not just be limited to textbook lessons. Instead, students will get more space to focus on what they are actually passionate about, like art, literature, or science. Teachers will be there to guide us in thinking and speaking our minds freely. In the end tomorrow's education should not just be about getting us ready for a job; it should also help us become empathetic and open-minded people who can make a real difference in the world.

YAĞMUR U.

Tire Öğretmen Melahat Aksoy Social Sciences High School / İZMİR

TECHNOLOGY AND AI IN EDUCATION

Technology plays an important role in education today. Students can watch online lessons, use learning apps and ask AI questions at any time. This makes learning easier and more fun. For example, AI can explain a topic again in a simple way. As a result, students can keep up with their lessons.

However, students should be careful about the usage of it. They shouldn't depend on AI to do their homework because they stop thinking and have difficulty focusing on a topic. Instead, they must use it to check their answers and learn from their mistakes. Real education is about understanding and analyzing information, not just finding quick answers. Teachers and schools still help us think, ask questions and grow.

If you would like to have your articles published in the next issue on CULTURE and HERITAGE, you can send them to this email address:
ogm.ogretimmateryalleri@meb.gov.tr

GLOSSARY

Word or phrase	Type	Definition
accessible	*adj*	easy for people to understand or use
advancement	*n*	progress or success in a job or an area of activity
agenda	*n*	a plan or list of subjects to be discussed or worked on
aim	*v*	to plan or intend to achieve something
air tank	*n*	a container that holds air for a diver
alphabet	*n*	a set of letters arranged in a fixed order, used to represent the basic sounds of a language in written form
ancient	*adj*	of or from a long time ago
apparatus	*n*	a set of equipment used for a purpose
artificial intelligence	*n*	technology that can learn, solve problems, and make decisions
aural	*adj*	related to hearing and listening
awareness	*n*	knowledge and understanding of something
basic	*adj*	simple and most important; not advanced
bead	*n*	a small, coloured piece of plastic, wood, or glass with a hole through it
believe	*v*	to accept something as true; to feel sure of the truth of something
benefit	*n*	a helpful or good effect, or something intended to help
bodily-kinaesthetic intelligence	*n*	the ability to use movement and control the body well
buddy	*n*	a partner who dives with you
buoyancy	*n*	the ability to float in water
calculating	*n*	judging the amount or value of something by using numbers
candidate	*n*	a person who is taking an exam or applying for a job or position
capacity	*n*	the ability of a person or organisation to do something
certification	*n*	an official document showing a qualification
chapter	*n*	one of the sections of a book or another written text, usually marked by a number or title
citizen	*n*	a person who legally belongs to a particular country
classical	*adj*	traditional and belonging to an earlier period
classify	*v*	to arrange things into groups according to their features
coastline	*n*	the land along the edge of the sea
collaboration	*n*	the act of working together with other people
communication	*n*	the act of sharing information, ideas, or feelings with other people
community	*n*	a group of people who share the same interests or activities
compete	*v*	to try to be more successful than someone else in a race or competition
concentrate	*v*	to direct your attention or your efforts towards a particular activity
confidence	*n*	a feeling of belief in yourself and your abilities
conflict	*n*	a serious disagreement or fight between people or groups
connected	*adj*	joined to the internet and to other places, so that people and information can move easily
contribute to	*phr v*	to help to cause or improve something
contribution	*n*	something that helps to achieve or improve something
creativity	*n*	the ability to produce new and original ideas
cultural	*adj*	connected with the ideas, customs, and arts of a society
cuneiform	*n*	an ancient writing system composed of wedge-shaped characters, especially in Mesopotamia

Word or phrase	Type	Definition
curious	*adj*	wanting to learn or know more about something
deal with	*phr v*	to take action to manage or solve a problem
dedicated	*adj*	giving a lot of time and effort to do something important
definitely	*adv*	without doubt; certainly
delicate	*adj*	easily damaged or harmed
determination	*n*	the strong desire to keep trying until you achieve something
develop	*v*	to grow or change, or to make something grow or change, over time
differ	*v*	to be different from something else
digital marketing	*n*	the activity of promoting products using digital tools and the Internet
directorate	*n*	a department responsible for a particular area of work
distance education	*n*	education where learners study online
distant	*adj*	far away in place or time
distract	*v*	to make someone stop giving their attention to something
disturb	*v*	to interrupt or cause problems for something
divine	*adj*	connected with God
draft	*n*	a rough written version of something that is not yet in its final form
ecosystem	*n*	living things and their environment together
emerge	*v*	to come out of something or out from behind something
emergency	*n*	a sudden dangerous situation that needs quick action
empower	*v*	to give someone official authority or the freedom to do something
enable	*v*	to make someone able to do something, or to make something possible
encounter	*v*	to meet or experience something, often unexpectedly
encourage	*v*	to make someone more likely to do something
enrich	*v*	to improve the quality or value of something
equipment	*n*	things needed for a particular activity
extraordinary	*adj*	very unusual, special, or impressive
face-to-face	*adj*	happening with people together in the same place
fiction	*n*	stories about people and events that are not real
fins	*n*	flat objects worn on the feet for swimming
first aid	*n*	simple medical help given immediately to an injured or ill person
float	*v*	to stay on or move through water without sinking
giant	*adj*	extremely large or important
glossy paper	*n*	a smooth, shiny, flat material often used for writing
gradually	*adv*	slowly over a period of time
graduation	*n*	the act of completing a course of study
grain	*n*	the small, hard seeds of plants such as wheat or rice
guide	*v*	to show someone the right way to do something; to lead or direct
hand signal	*n*	a hand movement used to communicate
heritage	*n*	the traditions, culture, and history passed down from the past
hieroglyphics	*n*	a writing system of ancient Egypt that uses pictures or symbols to represent words, sounds or ideas
historical	*adj*	connected with history or the past
horizon	*n*	the line at the farthest place that you can see, where the sky seems to touch the land or sea
humanity	*n*	all people as a group
improve	*v*	to make or become better

Word or phrase	Type	Definition
improvement	*n*	the process of improving something, or a change that makes something better
income	*n*	money that a person receives from work
independence	*n*	the freedom of a country or person to make their own decisions
independent	*adj*	able to do things alone, without help from other people
innovative	*adj*	introducing or using new ideas or methods
instrumental	*adj*	involving musical instruments rather than singing
intelligence	*n*	the ability to learn, understand, and use knowledge
interpersonal intelligence	*n*	the ability to understand other people's feelings and communicate well with them
investigate	*v*	to examine something to learn more about it
kinaesthetic	*adj*	related to learning through movement and physical activity
lead pencil	*n*	a writing or drawing tool with a thin stick of graphite inside
letter	*n*	a symbol or character in an alphabet used to represent one or more sounds in a language
lifelong	*adj*	lasting for the whole of a person's life
lifelong learning	*n*	the process of continuing to learn throughout your life
linguistic intelligence	*n*	the ability to use and understand words effectively
logical-mathematical intelligence	*n*	the ability to use reasoning, numbers, and patterns
marine life	*n*	plants and animals that live in the sea
midnight	*n*	twelve o'clock at night (12 a.m.)
migration	*n*	the movement of people from one place to another
ministry	*n*	a government department responsible for a particular area
multimodal	*adj*	using more than one way or method
musical intelligence	*n*	the ability to understand and respond to rhythm and sound
mysterious	*adj*	difficult to understand or explain
naturalistic intelligence	*n*	the ability to notice and classify features of nature
nudibranch	*n*	a small, colourful sea animal without a shell
occupy	*v*	to enter and take control of a place
opportunities	*n*	situations that make it possible to do something
otherwise	*adv*	if not; in a different way
outperform	*v*	to do better or be more successful than someone or something else
pace	*n*	the speed at which something happens or develops
pebble	*n*	a small smooth round stone
pictography	*n*	a form of writing that uses pictures or symbols to represent words, ideas, or concepts
preference	*n*	something that you like or choose more than another thing
pride	*n*	a feeling of deep pleasure or satisfaction from your own or others' achievements
propose	*v*	to suggest a plan, an idea, etc. for people to think about and decide on
province	*n*	a large administrative area of a country
public education centre	*n*	a local centre that offers courses and learning opportunities to the public
reasoning	*n*	the process of thinking carefully about information to reach a conclusion
recall	*v*	to bring the memory of a past event or information into your mind
recognise	*v*	to identify or understand something
recreational	*adj*	done for fun or enjoyment
reed pen	*n*	a writing instrument made from a hollow reed plant stem, cut and shaped for writing or drawing
reef	*n*	a line of rock or coral under the sea

Word or phrase	Type	Definition
relevant	*adj*	closely connected with what is being discussed
remarkable	*adj*	unusual or special in a way that attracts attention
remind	*v*	to make someone remember something
represent	*v*	to act or speak officially for a person, group, or country
resources	*n*	a stock or supply of money, materials, staff, and other assets that can be used effectively
rhythm	*n*	a regular, repeated pattern of sounds or movements
self-awareness	*n*	understanding your own feelings, strengths, and behaviour
self-confidence	*n*	belief in yourself and your abilities
session	*n*	a period of time or meeting arranged for a particular activity
sewing	*n*	repairing clothes with a needle and thread
shape	*v*	to give a particular form to something
shipwreck	*n*	a ship that has sunk or been destroyed
sincere	*adj*	showing true and honest feelings
sink	*v*	to move down below the surface of water
software	*n*	computer programs
spiritual	*adj*	connected with a person's inner life, beliefs, or spirit
stand out	*phr v*	to be clearly noticeable or different from others
strength	*n*	an ability or quality that you are good at
suitable	*adj*	right or appropriate for a particular person, purpose or situation
supervision	*n*	watching someone to make sure they are safe
surroundings	*n*	everything around a person or place
symbol	*n*	a sign, shape or object that is used to represent something else
talented	*adj*	having a natural ability or skill to do something well
teamwork	*n*	the activity of working together in a group with other people
thesis	*n*	a statement or an opinion that is discussed in a logical way and presented with evidence in order to prove that it is true
tradition	*n*	a custom or a way of doing something that a group of people has followed for a very long time
transform	*v*	to change something completely
tricky	*adj*	difficult to understand, solve, or deal with
trophy	*n*	a prize, such as a large silver cup, given for winning a competition
tusk	*n*	one of the long, pointed teeth of some animals, such as elephants
uncertainty	*n*	a situation in which you are not sure what will happen
unique	*adj*	special and different from everything else
unmanned	*adj*	not having a person on board to control or operate it
upbeat	*adj*	full of energy, happiness, and good feelings; fast-paced
value	*v*	to think that something or someone is very important
victory	*n*	success in defeating an opponent or winning a competition
virtuous	*adj*	having good moral qualities
visual-spatial intelligence	*n*	the ability to understand images, shapes, and space
weightless	*adj*	feeling as if you have no weight
wisdom	*n*	the ability to understand life and make good decisions
wisely	*adv*	in a sensible and intelligent way



MEBİ

ÖGM MATERYAL

Karamağara/Yayladağı/ HATAY