

# HESTIA PROJECT ACTIVITIES

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# HESTIA PROJECT ACTIVITIES

YEAR 1: September 2017 – June 2018

## INTRODUCTORY ACTIVITIES

A1 (Intro)	
<b>TITLE: HESTIA's Twinspace</b>	
<b>WHO:</b> Greece, all coordinating teachers	<b>WHEN:</b> from Sept.2017
<b>REALIA:</b> Computer, internet	<b>OUTPUTS:</b> Twinspace public and private areas
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To create a space for collaboration and communication among the project partners</li><li>• To promote the project objectives and activities through the public view</li></ul>	
<b>DESCRIPTION:</b> <p>The project coordinator will open the project Twinspace and create the pages for the public view. The coordinating teachers in all countries will upload the activity reports and any relevant information concerning their countries throughout the project life. The project Twinspace will be used for the collaborative activities and the chat tool will be used for discussions among the partners or among the pupils.</p>	
<b>EVALUATION:</b> <p>A complete platform will include all relevant information about the project activities.</p>	

A2 (Diss.)	
<b>TITLE: HESTIA Facebook page</b>	
<b>WHO:</b> Italy, all coordinating teachers	<b>WHEN:</b> from Sept.2017
<b>REALIA:</b> computer and internet, project materials	<b>OUTPUTS:</b> Facebook page for the project
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To promote the project objectives and activities</li><li>• To disseminate the project in social media</li></ul>	
<b>DESCRIPTION:</b> <p>The use of social media is nowadays necessary for the diffusion of any project. The Facebook page will be created and updated by the Italian partner school, but the coordinating teachers from all partners will also have rights to post updates. The page will be open to everyone, therefore special conditions will apply for publishing pupils' photographs.</p>	
<b>EVALUATION:</b> <p>An up-to-date page covering all major events during the two project years will be the indicator of achievement for this activity. The number of followers of the page, the 'likes' and the interaction with the page will be the quantitative indicators.</p>	

**A3 (Diss.)****TITLE: HESTIA website****WHO:** Greece, all coordinating teachers**WHEN:** from Oct.2017**REALIA:** computer and internet, project materials**OUTPUTS:** Project website**OBJECTIVES:**

- To promote the project objectives and activities
- To disseminate the project online in order to reach all stakeholders
- To upload the project products
- To publish news about the project

**DESCRIPTION:**

The project website will be designed and created by the coordinating country, who will also be responsible for updating the published information. The coordinating teachers from the rest of the partners will provide any information or materials needed. The website will be the major dissemination tool for the project objectives and activities, and it will serve as the means to communicate the project work to parents, to the local community and all stakeholders.

**EVALUATION:**

A complete website covering the progress, the meetings, and all major events during the two project years will be the indicator of achievement for this activity. The number of visitors to the website will serve as a quantitative indicator.

**A4 (Intro)****TITLE: Erasmus+ corner****WHO:** all schools**WHEN:** from Oct.2017**REALIA:** Informative material about the project and the partners, activity products**OUTPUTS:** HESTIA exhibition area**OBJECTIVES:**

- To display basic information about the project and the partner schools
- To display products from the project activities implementation
- To disseminate the project progress

**DESCRIPTION:**

Each partner school will create a project corner to display information and products from the project activities, photographic material from the student exchanges and dissemination materials. It will be updated frequently in order to show the evolution of the project. This space will be set close to the school entrance, easily accessible by pupils, their families and the local community.

**EVALUATION:**

The Erasmus+ corner will achieve its purpose by becoming an info and exhibition point for the HESTIA project.

**A5 (Intro)****TITLE: Logo competition**

<b>WHO:</b> 4 <sup>th</sup> grade and above	<b>WHEN:</b> Oct.2017
<b>REALIA:</b> Stationary material	<b>OUTPUTS:</b> HESTIA logo & branding
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To create a distinctive logo for the HESTIA project</li> <li>• To make pupils collaborate with their classmates</li> <li>• To follow democratic procedures in selecting the logo</li> </ul>	
<b>DESCRIPTION:</b> Pupils will be involved in the project since its beginning by designing the project logo. Firstly, the project themes will be analytically explained in each school. Then, the pupils will use their imagination to create a logo that will better depict the project. They may use any drawing technique on paper or computer. Each school will choose 3 logos that will be uploaded on Twinspace. All partner schools will then vote for their favorite logo.	
<b>EVALUATION:</b> A civilized competition among the pupils and the compliance with democratic procedures will serve as indicators of achievement.	

<b>A6 (Intro)</b>	
<b>TITLE: Project manifesto</b>	
<b>WHO:</b> Pedagogical teams in all schools	<b>WHEN:</b> Oct.2017
<b>REALIA:</b>	<b>OUTPUTS:</b> HESTIA's proposals in a manifesto
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To discuss about inclusive educational methods in multicultural classrooms</li> <li>• To make suggestions about the migrants inclusion in our educational communities</li> <li>• To form and deliver the project manifesto to all stakeholders</li> </ul>	
<b>DESCRIPTION:</b> The project pedagogical teams in each school and the university partner will engage in discussions about documenting their proposals concerning human rights education and inclusive schooling methods for all children. The proposals will be finalized during the first project meeting to form the project manifest. This manifest will be delivered to the educational authorities and all stakeholders in the partner countries, and also to the European Commissioner for Migration, Home Affairs and Citizenship during the meeting in Brussels.	
<b>EVALUATION:</b> An indicator of achievement is the number of stakeholders to whom the manifesto will be delivered.	

<b>A7 (Intro)</b>	
<b>TITLE: Initial survey</b>	
<b>WHO:</b> all schools	<b>WHEN:</b> Oct.-Nov.2017
<b>REALIA:</b> Google Forms, Twinspace, research questionnaire	<b>OUTPUTS:</b> Survey results from each school
<b>OBJECTIVES:</b>	

- To measure attitudes of teachers, pupils and parents
- To gather the data of the initial evaluation in order to compare it with the final evaluation
- To research the change the project HESTIA will bring to its participants

**DESCRIPTION:**

In the beginning of the project HESTIA, an assessment will take place to measure the attitudes of teachers, pupils and parents. The questionnaires for assessing issues such as tolerance, xenophobia, inclusion etc. are provided by the University of Athens; they will be translated in English, converted to Google Forms and uploaded on Twinspace to be shared with all partners. Parents and school teachers will fill the online questionnaires, whereas the pupils will complete them in paper with the assistance of their teachers. The results from each school will be gathered and uploaded on Twinspace, together with a report on the data collected. The coordinator will publish on the project website a collective report with the results from the partnership. This survey will be repeated in the end of the project implementation, in order to measure any attitude changes in the participants. A similar survey will be uploaded on the project website and Facebook page in order to measure the public's attitudes during the course of the 2 project years.

**EVALUATION:**

The number of collected questionnaires will be an indicator of achievement for the survey.

**A8 (Diss.)**

**TITLE: HESTIA leaflet and poster**

**WHO:** Spain

**WHEN:** Oct.-Dec.2017

**REALIA:** computer and internet, project objectives

**OUTPUTS:** Informative leaflet and poster for the project

**OBJECTIVES:**

- To promote the project objectives and activities
- To disseminate the project in order to reach and inform all stakeholders

**DESCRIPTION:**

One of the most basic dissemination materials for the better and wider diffusion of the project and its objectives are an informative brochure and a poster. They will include basic information about the project such as partners, funding, participants and objectives, and present the project logo and a slogan. They will be designed by the Spanish partner and printed by all partners, in order to be distributed to all stakeholders. The posters will be hung in various parts of the partner schools and Maastricht University, so that people entering the building will be able to see them.

**EVALUATION:**

A wide acknowledgement of the project from the local community and the stakeholders will be an indicator of achievement for these dissemination materials.

## COLLABORATIVE ACTIVITY

A9 (Coll.)	
<b>TITLE:</b> How much do you know about my country?	
<b>WHO:</b> 3 <sup>rd</sup> grade and above	<b>WHEN:</b> Oct-Nov.2017
<b>REALIA:</b> Maps, photographs, fact books, computer and internet <a href="https://getkahoot.com">https://getkahoot.com</a> , <a href="http://www.quizizz.com">www.quizizz.com</a>	<b>OUTPUTS:</b> Online quiz for each country
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To construct a quiz with questions about their country</li> <li>• To collect information and form the questions</li> <li>• To develop their ICT skills while creating the quizzes</li> <li>• To know more about the partner countries</li> <li>• To meet with their peers in the partner schools</li> <li>• To develop their level of English through expressing in a foreign language</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. Pupils in each partner school collect known data for their country that can be used to form multiple choice questions addressed to their peers in the partner countries. They can use history books, maps, culture and art data. With the help of their teachers, they select the most suitable topics for the pupils and form the simple questions in English and 4 possible answers for each.</li> <li>2. When they have finalized the questions and answers, the pupils create the quiz in Kahoot or Quizizz using text, images, or videos. The IT teacher can assist during this process. The finished quiz is then uploaded and shared among the partner schools on the project Twinspace.</li> <li>3. Pupils in each country play the quizzes of the other schools and share their results on Twinspace. They can play the quizzes as many times as they want. The winner is the school or the class that achieves the highest score!</li> <li>4. After the pupils have played the quizzes of the other countries, they arrange Skype sessions to meet their peers and talk about the questions they couldn't answer or any other comments they wish to make. This way, they will get the idea that the project activities will take place in all the schools, at the same period of time.</li> </ol>	
<b>EVALUATION:</b> During the process, the pupils build knowledge about their own countries and about the others. The quiz score is a quantitative success indicator.	

## THEME 1A: HUMAN RIGHTS

### COLLABORATIVE ACTIVITY

A10 (Coll.)	
<b>TITLE:</b> Making a human rights dictionary	
<b>WHO:</b> 4 <sup>th</sup> grade and above	<b>WHEN:</b> Jan-Mar.2018
<b>REALIA:</b> Declaration of human rights, computer and internet, dictionary <a href="http://www.padlet.com">www.padlet.com</a>	<b>OUTPUTS:</b> Common dictionary with human rights terms
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To read and understand the articles of the declaration of human rights</li><li>• To correlate the articles between the English version and the one in the mother tongue</li><li>• To create a collaborative document/table with pupils in other countries adding the translations of the same words</li><li>• To learn the articles in the other European languages</li><li>• To locate common roots in the translations of the articles</li></ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"><li>1. Pupils create a collaborative dictionary with terms related to human rights. In each partner school, pupils read the universal declaration of human rights in their own language. They discuss in their classes about the 30 universal human rights, watch relevant videos, and make sure they understand their meaning.</li><li>2. With the assistance of the English teacher, pupils correlate the human rights articles between English and their mother tongue. A simplified version of the universal declaration in English can be used for all levels (<a href="http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html">http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html</a> , <a href="http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-16-30.html">http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-16-30.html</a> )</li><li>3. On a page created in Padlet, or a shared document in Google Docs, pupils from each partner school add the translation of each article in their language. When all schools have completed their translations, pupils try to learn the terms written in all the other languages.</li><li>4. During the process, the pupils may engage in discussions with their peers in the partner countries about common roots in the words used.</li></ol>	
<b>EVALUATION:</b> <p>The teacher may test the knowledge acquisition of the simplified articles of the declaration in the other European languages, according to the level of the pupils, in oral or written form.</p>	



## GRADES: 1 – 2

A11	
<b>TITLE: ABCs of Human Rights</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Nov.2017 (3 teaching hrs)
<b>REALIA:</b> Drawing paper, scissors, markers, glue	<b>OUTPUTS:</b> Drawings with human rights words
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To know, understand and learn their rights through cooperative activities</li><li>• To sensitize and familiarize pupils with concepts such as racism, exclusion, xenophobia, inequality etc.</li><li>• To foster pupils' creativity and imagination through various ways of expression (linguistic, aesthetic etc.)</li></ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"><li>1. Firstly, the pupils see and chant the ABC.</li><li>2. Pupils are split in groups, write a relative word about Human Rights and they draw it. Their drawings are put under the correct letter.</li><li>3. Lastly, pupils choose some of these words and mime them.</li></ol>	
<b>EVALUATION:</b> <p>Classroom discussion in order to investigate if the activity objectives have been met.</p>	

A12	
<b>TITLE: Children of the world</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Dec.2017 (3 teaching hrs)
<b>REALIA:</b> Drawing paper roll, Unicef poster on Human Rights, photos, pictures of children from different parts of the world <a href="https://www.unicef.org/rightsite/484_540.htm">https://www.unicef.org/rightsite/484_540.htm</a>	<b>OUTPUTS:</b> Drawing, letters
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To find similarities regardless of race, culture or ethnicity</li><li>• To identify the differences and understand the significance of diversity</li></ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"><li>1. Pupils collect pictures and photos. They group them based on gender, race, age, life-style etc.</li><li>2. Then, pupils are asked to spot 3 similarities and 3 differences, such as need of food, roof and education. They write down what they found emphasizing on the basic needs (love, food, education etc.).</li><li>3. They are urged to identify how different and beautiful our world is due to diversity and how boring it would be if everyone was identical.</li><li>4. A classroom discussion follows about the different country each student comes from. Pupils point out similarities and differences.</li></ol>	
<b>EVALUATION:</b> <p>As success indicators, the following may be used:</p>	

2<sup>nd</sup> Grade pupils write a letter to a student who is picking on a classmate with a different ethnicity. They aim to change his behaviour.  
1<sup>st</sup> Grade pupils draw a similar situation and express themselves.

<b>A13</b>	
<b>TITLE: Everyone different, everyone equal</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Jan.2018 (2-3 teaching hrs)
<b>REALIA:</b> Drawing paper, markers, chart, Unicef poster on human rights-child rights <a href="https://www.unicef.org/rightsite/484_540.htm">https://www.unicef.org/rightsite/484_540.htm</a>	<b>OUTPUTS:</b> Charts of needs for animals and children
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To learn about the Human Rights Declaration</li> <li>• To connect human needs to human rights</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. We ask pupils to imagine that they have to take care of a pet (e.g. dog). We give it a name. We ask them what it needs. We write down the pupils' responses in a chart.</li> <li>2. We ask them who is responsible for the little dog.</li> <li>3. We confirm what the dog needs to live (food, water, shelter). We pose the question: if the dog has these needs, has it got the right to them?</li> <li>4. We follow the same process and replace the dog with a child using the same chart we used before. We write down the pupils' responses (shelter, food, water, family, toys, education, love, medical care, attention, friendship).</li> <li>5. We ask questions such as: Who is responsible for children's needs? Children who need all the above, have they got rights to them? Who is responsible to make sure that children enjoy these rights? We show Unicef's Children Rights poster and compare the chart pupils made before with the official Declaration for Children Rights. We explain that the Declaration exists so as to protect and take care of children.</li> </ol> <p><i>Source: Little Compass, Compasito, Educational Manual for the Children's Rights (Adaptation)</i></p>	
<b>EVALUATION:</b> Evaluation for this activity will take the form of a short questionnaire that will be handed out to pupils and they have to choose the correct answer.	

<b>A14</b>	
<b>TITLE: We can make it all together</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Feb.2018 (2 teaching hrs)
<b>REALIA:</b> Drawing paper, scissors, markers, glue	<b>OUTPUTS:</b> Drawings of palms to create the tree of positive words
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To understand that everyone is equal regardless of any differences</li> <li>• To realize the importance of collaboration and helping each other</li> </ul>	
<b>DESCRIPTION:</b>	

1. Teacher presents a story. Five fingers of one hand are arguing: who is the best? The thumb explains that every single one is unique and important as the next one. Everyone is needed so as to complete a job.
2. Pupils sit in a circle touching each other's hand and explain how they feel.
3. Pupils draw the back of their palm, cut the drawing and make a face on each finger. They stick their drawing on a big cut-out tree and write words such as equality, collaboration, friendship etc.
4. A classroom discussion follows: how do pupils feel when they help somebody? How do they feel when they get help? How can they help somebody in need?

*Source: The Right start, Amnesty International, resource pack "Lift off".*

**EVALUATION:**

The evaluation will take the form of a matching game: pupils have to match images to phrases. The success rate of this game indicates how pupils have understood the activity.

**A15**

**TITLE: You and Me, We are**

**WHO:** 1<sup>st</sup> – 2<sup>nd</sup> grades

**WHEN:** Mar.2018 (4 teaching hrs)

**REALIA:** Drawing paper, markers, wax crayons

**OUTPUTS:** Drawings of the village houses

**OBJECTIVES:**

- To understand in a comprehensive way concepts, such as friendship, cooperation, security and wonder about the possibility of their absence.
- To raise pupils empathy regarding people who face extreme circumstances, such as war, violence and racism.

**DESCRIPTION:**

1. Initially, pupils stand in a circle and we give one by one the names "I" and "You". They are inhabitants of a remoted island which is inhabited by two tribes: the "I"s and the "You"s. They live in peace and have created a beautiful place.
2. We ask the "You"s and the "I"s to draw in the drawing paper red and green houses (red houses for the "I"s and green for the "You"s). The inhabitants are having fun together dancing and discussing. We ask pupils how they feel, eliciting concepts such as friendship, cooperation, peace, and security.
3. We continue the story... Suddenly, for some reason, the "I" leader persuades his tribe that they are superior and that the "You"s shouldn't live there. The "I"s are convinced and one night they destroy the "You"s homes. The "I" pupils then paint with a black marker the green houses. The "You"s run in panic and helplessly try to escape. We ask the "You"s pupils how they feel. We ask the same question to the "I"s.
4. A long time has passed and the two tribes are sad. The island is no longer beautiful and the inhabitants have lost their friends. The repentant "I" leader asks the "You"s to return. They decide to rename the tribes "We".
5. We ask the pupils in which case they felt happier and why.

**EVALUATION:**

The evaluation will be done through a matching exercise: images and concepts about the human rights.

## GRADES: 3 – 4

A16	
<b>TITLE: The masks</b>	
<b>WHO:</b> 3 <sup>rd</sup> – 4 <sup>th</sup> grades	<b>WHEN:</b> Nov.2017 (2 teaching hrs)
<b>REALIA:</b> Cardboard masks, indicating in their inner side a characteristic (e.g. shy, elderly grandmother, teenager, new kid in the neighbourhood, grumpy, teacher, etc.) and an emotion (e.g. joy, anger, sorrow, disappointment, excitement etc.)	<b>OUTPUTS:</b>
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To recognize the others' emotions</li><li>• To foster their empathy skill</li></ul>	
<b>DESCRIPTION:</b> <p>Pupils, divided into groups of four, randomly choose a mask, wear it and talk with each other for a few minutes behaving according to what their mask writes. Then, in plenary they discuss their impressions, how they felt playing the role of another person, how they would like others to treat them. Finally, pupils say if they managed to understand the role of the pupil sitting opposite them.</p> <p>Expansion: For the enhancement of the pupils 'empathy, they can read excerpts from "The Little Prince" (Antoine de Saint-Exupéry 1943).</p> <p><i>Source: Cyprus Pedagogical Institute, a health education program "Discovering the elephant", an adaptation of the activity "Wearing glasses".</i></p>	
<b>EVALUATION:</b> <p>Success Indicators: how many students acknowledged a characteristic of their co-participants.</p>	

A17	
<b>TITLE: The stereotypes</b>	
<b>WHO:</b> 3 <sup>rd</sup> – 4 <sup>th</sup> grades	<b>WHEN:</b> Dec.2017 (2 teaching hrs)
<b>REALIA:</b> 4 cards with one of the phrases "I agree/I disagree/I do not know/I still think about it" written, are placed on the four corners of the classroom.	<b>OUTPUTS:</b>
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To identify the existence of stereotypes in their social environment</li><li>• To recognize and judge certain common stereotypes</li><li>• To realize that they can be misled if judging human beings by their appearance.</li></ul>	
<b>DESCRIPTION:</b> <p>The teacher phrases sentences expressing stereotypes and students need to move towards any of the four corners of the classroom, where the card that expresses their response is located.</p> <p>The sentences will reflect stereotypes about gender, appearance, ethnicity, religion etc. The first proposal, which will serve as an example, may relate to an animal e.g. "Bears are dangerous".</p>	

Examples of sentences:

*Greeks are lazy.*

*The best athletes are black.*

*Blondes are never smart.*

*Muslims make wars.*

*English drink a lot.*

*Anyone sitting on a wheelchair is sick.*

*Anyone who wears glasses is nerd.*

*Women are not good airplane pilots.*

*People with disabilities need our charity.*

*Boys do not cry.*

(The above sentences serve as examples; the teacher can edit them and add others at will)

We discuss in class that the card "I still think about it" means that I need more information to decide. We explain to pupils that they should not hurry to make up their minds, but to seek for more information on each topic.

*Source: Compasito Manual on Human Rights Education for Children, an adaptation of the activity "Boys do not cry".*

**EVALUATION:**

The activity will have achieved its objectives if, during the class discussion, the fact that stereotypes create discriminations, emerges.

**A18**

**TITLE: The birds**

**WHO:** 3<sup>rd</sup> – 4<sup>th</sup> grades

**WHEN:** Jan.2018 (2 teaching hrs)

**REALIA:** Film "For the birds"

<https://www.youtube.com/watch?v=vZYAHGwS3mA>

Papers, coloured markers

**OUTPUTS:** A collective drawing, stories and illustrations inspired from the film

**OBJECTIVES:**

- To understand discrimination behaviours
- To find alternative behaviours in order to tackle discrimination
- To forest the their empathy skill

**DESCRIPTION:**

Pupils watch the animated short film "For the birds".

A classroom discussion follows based on the underneath themes:

- How did the birds react to the arrival of the big one?
- How did the big bird react to the behaviour of the small ones?
- Do you have any other examples of similar conduct?
- What kind of emotions did these birds feel throughout this history?
- What do you think of the heroes' actions?
- Could they have behaved in a different way?
- Can you think of another story development?

Pupils in groups compose a different development of the story and illustrate it. They collectively paint a state of birds, of many different species. They can also dramatize the movie or their own version.

*Source: Cyprus Pedagogical Institute, a health education program "Discovering the elephant", an adaptation of the activity "Birds"*

**EVALUATION:**

Success Indicators: How many students acknowledged behaviours discrimination in the film, which different behaviours did they think of in order to replace discrimination.

**A19**

**TITLE: Making an identity card**

**WHO:** 3<sup>rd</sup> – 4<sup>th</sup> grades

**WHEN:** Feb.2018 (2 teaching hrs)

**REALIA:** Cards, papers, colours

**OUTPUTS:** Pupils' identity cards, portraits collage

**OBJECTIVES:**

- To observe different and similar appearance features
- To get to know their classmates
- To be aware of the fact that categorizing people is not useful

**DESCRIPTION:**

Pupils are divided into groups of 4-5. Each pupil writes their name on a card and then exchange their cards. They have 1 minute at their disposal to draw a part of the pupil's portrait, the card of whom they hold in their hands. By the end of the 1 minute, they give the card to another group pupil until the portrait is completed. Finally, they observe all of their teams' portraits.

Then, pupils in plenary, agree on features which have to be included in an identity card (date of birth, hobbies, friends, favourite subject, favourite character, etc.). In pairs, they make up the identity of their peers and present them in class.

Then the cards are placed on the wall; pupils observe and try to find as many common features they have with their peers. They form groups with pupils who have one or two features in common, realizing that they can't create groups where everyone can fit. Upon completion of the activity, the portraits of all the pupils can be glued on cardboard in the form of a diverse collage.

*Source: Experiential learning activities on human rights and the rights of refugees (UNHCR), Students without Borders-Connecting Classrooms (British Council).*

**EVALUATION:**

Success Indicators: How many teams of common features were built by the pupils, which features were used. The activity will be successful if students come to the conclusion that the grouping of people based on some features not only isn't useful but also generates inequalities.

**A20**

**TITLE: Living in Flowerville**

**WHO:** 3<sup>rd</sup> – 4<sup>th</sup> grades

**WHEN:** Mar.2018 (2 teaching hrs)

**REALIA:** computer, paper and markers, drawing paper, the convention on the rights of the child in simple

**OUTPUTS:** Lists of the child rights, drawings of the rights, TV commercial

words. The fairy tale “Living in Flowerville” (see end of document), images/flashcards

**OBJECTIVES:**

- To learn about the convention on the rights of the child and relate how human rights are connected to their everyday life.
- To learn that they should fight for human rights, because they are of paramount importance.
- To demand their protection and safeguard them.

**DESCRIPTION:**

1. Pupils create groups of 3-4
2. We show them images related to the story so that we stimulate their imagination.
3. Groups read the fairy tale. They should find and list the rights that are mentioned in the text.
4. We ask the pupils to compare their list to the UN convention on the rights of the child ([https://www.unicef.org/rightsite/484\\_540.htm](https://www.unicef.org/rightsite/484_540.htm) ). They write down the rights that are missing from their list and they re-write them all together in a drawing paper.
5. Questions and discussion related to the text.
6. Pupils write and draw the rights that they feel the most important for them to develop and evolve.
7. Finally, they cooperate in groups in order to create a TV commercial (1-3 min in duration) about the Rights of the Child, what they mean, who is responsible for their protection (using a story, a song, a favourite hero).

Source: Fairy tale “Living in Flowerville” accessed in [http://taniamanesi-kourou.blogspot.gr/2015/11/blog-post\\_19.html](http://taniamanesi-kourou.blogspot.gr/2015/11/blog-post_19.html) (in Greek).

**EVALUATION:**

Success Indicators: how many pupils have answered correctly about the correlation between the human rights and their everyday life, how many have understood that all children have the same rights and they should exercise them.

## GRADES 5 – 6

A21	
<b>TITLE: My Right, Your Responsibility!</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> Nov.2017 (2 teaching hrs)
<b>REALIA:</b> Paper by Measure, Rights and Responsibilities Cards and Tags, The Universal Declaration of Human Rights (Summary), computers, internet, web2.0 tools	<b>OUTPUTS:</b> Maps of rights and responsibilities, conceptual maps of human rights, posters with obligations
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• to experience the Universal Declaration of Human Rights</li> <li>• to identify the difference between the Right and the Obligation</li> <li>• to work out the way of forming arguments and critical thinking</li> <li>• To develop their language skills in the English language and ICT</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. We prepare 12 Rights Cards and 12 Daily responsibilities Cards. We give pupils the cards and assign them to match the cards and then stick them on the paper, in order for the Map of Rights and Responsibilities to be created.</li> <li>2. Pupils discuss in groups and identify differences between Rights and Responsibilities, submit their arguments and define the meaning of the words Right and Responsibility.</li> <li>3. Students watch a video on human rights. We have prepared an envelope for each group with the Universal Declaration of Human Rights (in summary, <a href="http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html">http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html</a> ). A discussion on compliance and violation of Human Rights and how they affect people's lives, is going to follow.</li> <li>4. Pupils realize that their Rights stop where the Rights of others begin.</li> </ol> <p>Videos that may be used:</p> <p><b>INALIENABLE RIGHTS</b> - <a href="https://www.youtube.com/watch?v=EZpz9QYyTUI">https://www.youtube.com/watch?v=EZpz9QYyTUI</a></p> <p><b>ALL HAVE A RIGHT TO KNOW THEIR RIGHTS</b> - <a href="https://www.youtube.com/watch?v=QcP7-4tuZAY">https://www.youtube.com/watch?v=QcP7-4tuZAY</a></p> <p><b>ADRA ANIMATED SHORT HUMAN RIGHTS</b> - <a href="https://www.youtube.com/watch?v=BkDX8D2YUeE">https://www.youtube.com/watch?v=BkDX8D2YUeE</a></p> <p><i>Source: Amnesty International, Greek section.</i></p>	
<b>EVALUATION:</b> <p>The evaluation will take place at our ICT lab or on the interactive whiteboard. Success indicators for the pupils will be to construct a conceptual map (INSPIRATION software or similar) of the basic human rights, and a Poster with their Obligations with TAGXEDO.</p> <p>Expansion in a school area: On a paper we depict two childish figures (one for Rights and one for Responsibilities). We place it on a wall, at a prominent site of the school and pupils write a Right or a Responsibility next to each figure, respectively.</p>	

A22	
<b>TITLE: I learn my rights</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> Dec.2017 (2 teaching hrs)



<b>REALIA:</b> Presentation on the children rights and different life conditions Worksheets, interactive whiteboard, computer and internet	<b>OUTPUTS:</b> Concept maps on children rights
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To learn the basic rights of the children.</li> <li>• To recognize the root causes of the children's problems (war, poverty, lack of water, food, etc.)</li> <li>• To develop a positive attitude towards diversity.</li> <li>• To develop a sense of social solidarity.</li> <li>• To foster their critical thinking and knowledge of the English language.</li> <li>• To work in teams.</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. On the board, we write the phrase “Children rights” and give pupils the first worksheet (1). We ask each group to complete the concept map, using words that come to their mind.</li> <li>2. The groups present their work without correcting or complementing their worksheet.</li> <li>3. We present videos on children's rights and discuss, so that pupils can learn about their rights and at the same time realize that all children - although different - are equal and have the same rights.</li> <li>4. A presentation of the rights of the children and a discussion take place in order for our pupils to understand the different circumstances of children living in different parts of the world today, and also to identify what the problems are and become aware of what must be done in order them to be resolved.</li> <li>5. A second check of the conceptual map is taking place (pupils correct and supplement).</li> <li>6. Students complete the remaining tasks in the second worksheet (2-4) and present them.</li> </ol> <p>UNICEF videos that can be used:</p> <p><b>Right to Identity:</b> <a href="https://www.youtube.com/watch?v=idd4q_y1_6E">https://www.youtube.com/watch?v=idd4q_y1_6E</a></p> <p><b>Right of Family:</b> <a href="https://www.youtube.com/watch?v=IJWKMpB30nY">https://www.youtube.com/watch?v=IJWKMpB30nY</a></p> <p><b>Freedom from Discrimination:</b> <a href="https://www.youtube.com/watch?v=Y5W9H73Za-k">https://www.youtube.com/watch?v=Y5W9H73Za-k</a></p> <p><b>Education India:</b> <a href="https://www.youtube.com/watch?v=e5R4jAxKY-l">https://www.youtube.com/watch?v=e5R4jAxKY-l</a></p> <p><b>Right to freedom of thought:</b> <a href="https://www.youtube.com/watch?v=5n7X7QhfQ4o">https://www.youtube.com/watch?v=5n7X7QhfQ4o</a></p> <p><b>Protection from abuse:</b> <a href="https://www.youtube.com/watch?v=5sdFS2FtMo0">https://www.youtube.com/watch?v=5sdFS2FtMo0</a></p> <p><b>Right to an uninterrupted education:</b> <a href="https://www.youtube.com/watch?v=GW7NVWO7HcU">https://www.youtube.com/watch?v=GW7NVWO7HcU</a></p> <p>[For the worksheets mentioned, see the end of the document.]</p>	
<b>EVALUATION:</b> As evaluation, pupils make "the apple tree rights” during Art classes. They can paint on a roll paper or make an apple tree using cardboard. Afterwards, they make apples using cardboard and write one “right” on each apple. For the most important rights they make larger apples and stick them on the branches of the apple tree. The larger apples are attached to the higher branches of the tree while the smaller go to the lower ones. Finally, they place their piece of art on a conspicuous site, at school.	

<b>A23</b>	
<b>TITLE: Steps to diversity</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> Jan.2018 (2 teaching hrs)
<b>REALIA:</b> Role cards, Conditions list	<b>OUTPUTS:</b> Role-playing game

**OBJECTIVES:**

- To develop empathy towards those who are different.
- To learn about opportunities in society.
- To identify possible consequences of belonging to minority groups.
- To develop their critical thinking.
- To develop their skills in the English language.

**DESCRIPTION:**

1. We introduce the activity by asking children if they have ever imagined how it feels to be someone else. We ask children to set us examples. We explain that in this activity they should imagine that they play the role of someone else, a child, which is probably quite different from them.
2. We mention that everyone will get a piece of paper with their new IDENTITY. They should read their new IDENTITY silently and not disclose who they are, to anyone else.
3. Explain to children that even though they do not know much about the role they are to play, they need to use their imagination. We must help children get into their role and we also ask them to do some specific things in order them to fully personalize themselves, with this role. For example we give our pupils the following instruction:  
"Give yourself a name. Make a label with this name on it so as to remind you of your fictional self."
4. To further enrich the children's imagination we put on quiet music and ask the children to sit down, close their eyes and imagine in silence, while we set some questions like the following ones:
  - Where were you born;
  - How things were when you were young / little?
  - How was your family when you were young /little?
  - Is it different now?
  - How is your everyday life now?
  - Where do you live?
  - Where is that you attend a school?
  - What do you do in the morning? In the afternoon; In the evening;
  - What kind of games do you like to play?
  - Who do you play with?
  - What kind of work do your parents do?
  - How much money do they earn each month?
  - Do you have a good standard of living?
  - What do you do in your holidays?
  - Do you have a pet?
  - What is that makes you happy?
  - What are you afraid of?
5. We ask the children to remain in absolute silence as they stand one next to the other, as if they were in the starting line. Afterwards, we immediately explain that we will describe some situations which a child may experience. If our description corresponds to the person they imagine they embody, then they should take a step forward. Otherwise they should not be moved.
6. We read individual situations, one by one. Over each situation we pause so as to give children time to make the step forward. We ask them to look around them and see where others are.
7. At the end of the activity we invite all children to sit in their final position. We ask each child to describe in turn the role, they were assigned. Finally, since our pupils determine the identity of their role, we ask them to observe what progress they have made, after the completion of the activity.

8. Before we start with the evaluation questions, we complete the role playing. We ask pupils to close their eyes and return to their true selves. We explain that we will count up to three and then they will call their own name. In this way we will complete the activity and will make sure that children will not stay glued to their role.

**EVALUATION:**

The evaluation will take place with questions that will help to determine the success rate as well as the adequacy of the activity objectives.

The questions will be:

- What happened in this activity?
- How easy or difficult was it for you to play your role?
- How did you imagine the person you presented?
- Do you know someone who is like this person?
- How did you feel when you imagined yourself as if you were this person? Was this person anything like you? Do you know someone who is like this person?
- How did you feel when you stepped in front of / or when you did not?
- If you moved forward often, when is that you started noticing that the others are not moving as fast as you?
- Did the person you personalized move ahead or not? Why?
- Does the whole event and this activity resemble the real world? How?
- What is that gives some people in our community, more opportunities than others? What is that gives fewer opportunities to some people?

**A24**

**TITLE: Education improves people's life**

**WHO:** 5<sup>th</sup> – 6<sup>th</sup> grades

**WHEN:** Feb.2018 (2 teaching hrs)

**REALIA:** Educational level cards-Monthly output cards, fake banknotes, coloured envelopes for each group, Computers, internet, web2.0 tools

**OUTPUTS:** matching of education level cards with the monthly output cards

**OBJECTIVES:**

- To recognize that the right to education is essential and improves the standard of living as well as the social level of people.
- To work in groups and develop their critical thinking.
- To develop their language skills in the English language and the ICT subject.

**DESCRIPTION:**

1. We prepare four different coloured cards on which small educated stories are developed and show that education affects the social and living standards of people. The stories match the level of education (university, junior high school, senior high, elementary school or not school at all) with the correspondent salary that these people get while working.
2. We also prepare basic monthly output cards which refer to housing costs, food, health care and other immediate needs.
3. Students will need to match the basic monthly output cards with the education level cards in order to see how the level of education shapes people's lives.
4. Questions for discussion: Questions are formulated on the importance of education in the standard of living and the coverage of the daily basic needs and generally how education can improve human rights, especially the right to a decent life.

**Relevant videos:**

**Right to an uninterrupted education** – UNICEF cartoons for child rights

<https://www.youtube.com/watch?v=GW7NVWO7HcU>

**Education India** – UNICEF cartoons for child rights <https://www.youtube.com/watch?v=e5R4jAxKY-l>

*Source: Amnesty International – Greek section (adaptation).*

**EVALUATION:**

A matching exercise will be used as indicator of success for this activity.

**A25**

**TITLE: Water and food for everyone**

**WHO:** 5<sup>th</sup> – 6<sup>th</sup> grades

**WHEN:** Mar.2018 (2 teaching hrs)

**REALIA:** Video, Newspapers, Magazines, Roll Paper, Markers, Computer

**OUTPUTS:** Pupils posters about water and food, “Walk for Water” Day

**OBJECTIVES:**

- To understand the issue of inequality of the basic human rights, such as access to drinking water and lack of food (hunger).
- To work out data that proves and demonstrates the causes of the above mentioned shortcomings.
- To practice their critical thinking and dialogue using arguments.
- To practice the English language.
- To inform parents and be made to participate in action so as to highlight the basic human rights.

**DESCRIPTION:**

After watching the following videos:

1. **World Water day 2017** [https://www.youtube.com/watch?v=K\\_VcGFkiSbs](https://www.youtube.com/watch?v=K_VcGFkiSbs)

2. **World Water Day: Animated short** [https://www.youtube.com/watch?v=AxfEVXNm\\_-4](https://www.youtube.com/watch?v=AxfEVXNm_-4)

3. **World Hunger Unicef** [https://www.youtube.com/watch?v=IUer\\_ZA4sJs](https://www.youtube.com/watch?v=IUer_ZA4sJs)

4. **Stop World Hunger Unicef** [https://www.youtube.com/watch?v=iFb6QeMQI\\_4](https://www.youtube.com/watch?v=iFb6QeMQI_4) ,

pupils will discuss on the topics of the unequal access to water and nourishment throughout the world, so as to highlight the importance of the goods of the water and food. They will also highlight the impact that the lack of such rights in human development, health, the food status and children education, has. Pupils will work in groups in order to locate and record the international days of water and food, and create posters of a relevant content.

Finally, they will focus their attention on critical issues of the water and food, such as the fact that 6,000 children die every day of diseases associated with their lack of access to safe drinking water, inadequate sanitation and poor hygiene.

**EVALUATION:**

As success indicators for the activity, the following are suggested:

1. Pupils to inform parents about the basic human rights of the water and food and organize the «Walk for Water» Day, inviting everyone to participate in a route from school to the nearby region park, carrying small bottles of water
2. Students to paint a poster on a «Stop World Hunger» theme.

## THEME 1B: DEFINING MIGRATION

### COLLABORATIVE ACTIVITY

A26 (Coll.)	
<b>TITLE:</b> Listen to my story	
<b>WHO:</b> 1 <sup>st</sup> -6 <sup>th</sup> grades	<b>WHEN:</b> Apr-May 2018
<b>REALIA:</b> Papers, colours, computer and internet <a href="http://www.voicethread.com">www.voicethread.com</a>	<b>OUTPUTS:</b> Voicethread conversations, written stories about migration
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To express their personal experiences through written or oral stories, or pictures</li> <li>• To read stories of migrants and understand their current state</li> <li>• To differentiate between refugees and immigrants</li> <li>• To feel empathy and solidarity for people forced to migrate</li> <li>• To develop their level of English through expressing in a foreign language</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. Stories of migrants are read in class as motivation for the story that pupils will be asked to compose. This can be a personal story of a pupil or a parent about how they arrived to the country of residence, or about something they experienced during their journey, in the receiving country or in their country of origin. The story may be narrated, written or in video. Younger pupils may even draw their stories. (If there are no personal stories of pupils, the ones from the book “Monologues across the Aegean Sea” can be used: <a href="http://aegeanmonologues.theatroedu.gr/?lang=en">http://aegeanmonologues.theatroedu.gr/?lang=en</a> )</li> <li>2. Through discussion, each class selects one story. With the assistance of the English teacher and the IT teacher, the chosen story must be translated or subtitled in English so that it can be understood from pupils in the partner countries.</li> <li>3. Pupils upload their stories in Voicethread and send the links to the partner schools. They follow the links sent by the other schools and view the stories uploaded by the relevant classes.</li> <li>4. For each story viewed, pupils make comments, share thoughts and emotions, send wishes and drawings. Using Voicethread, the comments uploaded can be in written form, audio recordings, images or videos.</li> </ol>	
<b>EVALUATION:</b> The comments that pupils make on the stories can be used as success indicators in relation to empathy and foreign language acquisition. Also, the teacher will orchestrate class discussions to check whether the pupils distinguish the various conditions that drive people to leave their home.	

## GRADES 1 – 2

A27

**TITLE:** Carly, the story of a child refugee

**WHO:** 1<sup>st</sup> – 2<sup>nd</sup> grades

**WHEN:** Apr-May 2018 (6-7 teaching hrs)

**REALIA:** Computer and internet, projector, emotion flashcards, markers, paper

**OUTPUTS:** Drawings from the movie, drawings of fear factors, dramatizations

**OBJECTIVES:**

- To express the emotions they feel after watching the story
- To raise pupils empathy
- To identify and express their feelings and their fears
- To feel how exclusion, rejection and insecurity feels like to a refugee

**DESCRIPTION:**

1. Watch the movie “Carly, a refugee’s story” (<https://www.youtube.com/watch?v=oF1HGfg2bSo> ). Free expression of the pupils’ feelings and discussion. We watch the movie again focusing on Carly’s feelings.
2. Pupils draw whatever scene they find the most fascinating. We put their paintings in a timeline according to the movie. Pupils retell the story.
3. Pupils form groups of 5. We ask them to have different expressions depending on the emotion. We repeat the same with each group of 2 facing each other. Each pupils imitates the expression of his/her classmate. We watch the movie again, this time with no sound. The pupils should identify Carly’s feelings just from watching it. We make emotions flashcards and display them in class. Pupils put their names under the flashcard that best describes how they feel at that specific day. We discuss the possible reasons for Carly’s flee and her feelings, encouraging pupils to express their fears. They paint their fears and we group their paintings. We create a carton box decorated by the pupils, where they drop their “fear” drawings. We show them the image of Carly’s flee and we discuss her fears at that specific moment.
4. We read the script and we discuss about the rejection she felt. Pupils dramatize these scenes. We ask pupils about the experiences they had regarding rejection and they express their feelings.
5. We discuss the scene of Mr. Friendly and about covering Carly’s basic needs.

[For a transcript of the film dialogues, see the end of the document.]

*Source: Adaptation from UNHCR teaching material “Carly, A Refugee’s Story”.*

**EVALUATION:**

Pupils dramatize the hospitality scene in Mr. Friendly’s home recreating a joyous atmosphere. This action is considered a success indicator as the expression of feelings is evaluated and the positive attitude towards someone different and an asylum seeker.

<b>A28</b>	
<b>TITLE:</b> Carly, the story of a child refugee	
<b>WHO:</b> 3 <sup>rd</sup> – 4 <sup>th</sup> grades	<b>WHEN:</b> Apr.2018 (4 teaching hrs)
<b>REALIA:</b> Paper, markers, pencils, computer and internet, free use of materials for Dream Corners	<b>OUTPUTS:</b> Collage with scenes from the movie, Dream Corners in the classroom
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To identify and express emotions (their own and someone else’s).</li> <li>• To develop their empathy skills.</li> <li>• To understand the basic needs of a child, not to take them for granted.</li> <li>• To realise that many children are deprived of those needs due to war, poverty, migration.</li> <li>• To distinguish the difference between ‘need’ and ‘desire’.</li> <li>• To realise that when basic needs are met, the concept of ‘Home’ is created meaning security, intimacy, and shelter.</li> </ul>	
<p><b>DESCRIPTION:</b></p> <ol style="list-style-type: none"> <li>1. Pupils watch the 7-minute animation movie by UNHCR “Carly, a refugee’s story”, about a girl who is forced to leave her home (<a href="https://www.youtube.com/watch?v=oF1HGfg2bSo">https://www.youtube.com/watch?v=oF1HGfg2bSo</a> ). We discuss whether they misunderstood something. Then they watch the movie again focusing on Carly’s emotions and orally express them.</li> <li>2. The pupils should identify in depth Carly’s emotions and fears (e.g. fear of the darkness, of monsters, of lightning). We encourage pupils to express their own fears. As a fun exercise, we ask them to make different face expressions depending on the emotion (e.g. frown, open mouth, closed eyes, smile, raised eyebrows etc.).</li> <li>3. Pupils draw whatever scene they found the most fascinating. Every drawing should have the same size and the same materials should be used. All the drawings are then put together to form a big collage depicting Carly’s story.</li> <li>4. Afterwards, we refer to the scene in the first village and the pupils should be able to say which basic needs aren’t met for Carly (e.g. food, shelter, love, play). Class discussion follows regarding the necessity of these needs, what happens if they are not met, what is the difference between “need” and “desire”.</li> <li>5. Lastly, we refer to the scene with Mr. Friendly to indicate that all Carly’s needs are met there. We ask pupils whether they would accept Mr. Friendly’s hospitality, and to justify their answers.</li> <li>6. Pupils in groups discuss about creating their own ‘Dream Corner’ so that Carly feels safe. They are free to imagine and choose the materials. They can draw or construct the Dream Corners inside the classroom. Then all groups visit the Dream Corners and discuss their experiences and emotions during the visit.</li> </ol> <p>[For a transcript of the film dialogues, see the end of the document.]</p> <p><i>Source: Adaptation from UNHCR teaching material “Carly, A Refugee’s Story”.</i></p>	
<p><b>EVALUATION:</b></p> <p>During the class discussions, the teacher will evaluate whether pupils have realised that people’s basic needs are not met during flee from a hostile place. A success indicator would be how many pupils were able to identify Carly’s basic needs.</p>	

**TITLE: Why migrate?****WHO:** 3<sup>rd</sup> – 4<sup>th</sup> grades**WHEN:** May.2018 (4 teaching hrs)**REALIA:** Worksheets and videos from Red Cross (<http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images>)**OUTPUTS:** Mind maps of the terms 'refugee' and 'immigrant'**OBJECTIVES:**

- To distinguish between the terms 'immigrant-refugee-asylum seeker'
- To examine the reasons for migration
- To develop empathy, getting in the place of their fellowmen who are forced to abandon their homes

**DESCRIPTION:**

1. Firstly, a discussion takes place in the classroom about the meaning of the word 'migration' without distinguishing between refugees and immigrants. The teacher asks: "Why would someone leave his/her home?" Pupils in groups note down possible reasons.
2. Afterwards they watch the 1<sup>st</sup> video 'Why do people migrate?' (<https://www.youtube.com/watch?v=x3BQzAaU3LY>) and complete worksheet 1 with the reason for migration each person gives. The teacher discusses unknown terms with the pupils.
3. Pupils in groups complete worksheet 3 with the migration reason implied in each picture and discuss their choices with the whole class.
4. After watching the 2<sup>nd</sup> video 'Who are migrants?' ([https://www.youtube.com/watch?v=USpCGvpRn\\_8](https://www.youtube.com/watch?v=USpCGvpRn_8)), they are given the definitions of the terms 'refugee', 'asylum seeker', 'working immigrant'.
5. In the second phase of the activity, the teacher asks: "What would it take for you to leave your home and migrate to a foreign country?" After a short discussion in the class, pupils are divided in groups of 4-5 people, and each one takes a card (worksheet 4). The teacher reads the news bulletins (worksheet 5) with a pause between each part, and the pupils who decide to migrate after each news bulletin, move to a corner in the classroom set in advance to represent the foreign country.
6. In the end of the activity, pupils discuss whether it was easy to decide, what made them finally decide, and what they should consider about the journey they are about to take.

*Source: Red Cross "Positive Images" toolkit.*

**EVALUATION:**

Pupils construct mind maps with the terms 'refugee' and 'immigrant' (also tagxedo word clouds, if there is the technical capability in the classroom or in the PC lab) in order to evaluate whether they distinguish the difference between the terms.



A30	
<b>TITLE: Migration paths</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> Apr.2018 (2 teaching hrs)
<b>REALIA:</b> Computer and internet, interactive whiteboard, maps, cardboard, paper by the meter, markers	<b>OUTPUTS:</b> Maps showing the migration waves to and from each country
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To work in groups, develop a spirit of cooperation and foster empathy.</li> <li>• To work out the collection of material from various sources and processing.</li> <li>• To develop effective Internet search skills and selection of appropriate information.</li> <li>• To examine the issue of immigrant-refugee from historical, economic, political, sociological and psychological approach.</li> <li>• To be able to discover knowledge through discovery-exploration.</li> <li>• To identify countries that have large immigrant refugee concentration.</li> <li>• To discuss the causes of migration and refugees through the centuries.</li> <li>• To learn all migrations to and from Greece.</li> <li>• To draw migratory waves on charts of arrows in different colours and create their own migration maps.</li> </ul>	
<p><b>DESCRIPTION:</b></p> <p>Pupils will work on a global interactive map that shows the number of migrants that every country on Earth has received. They will observe what the most frequent destinations for immigrants and refugees are. With the help of another map on the internet will have a brainstorm on why these regions are selected. (The most frequent destinations for migrants are Russia, Germany, England, France, Spain, Italy, Ukraine, Switzerland, and Sweden.)</p> <p>They will also find out the percentages of immigrants in the European countries over the recent years. They will wonder about the causes of these migrations (economic, political, religious or other reasons). They will seek in their own country’s history for migratory waves from their country to other countries over the centuries.</p> <p><b>Online maps that can be used:</b></p> <p>-The World map of migration, according to UN figures  <a href="http://www.huffingtonpost.gr/2015/04/14/hartis-metanasteyshs_n_7060558.html">http://www.huffingtonpost.gr/2015/04/14/hartis-metanasteyshs_n_7060558.html</a></p> <p>-The Maps that try to explain immigration in Europe. Why hasn’t their Czech creator recorded the Aegean drama and refugee flows in Greece  <a href="http://www.mixanitouxronou.gr/i-chartes-pou-prospathoun-na-exigisoun-ti-metanastefsi-stin-evropi-giati-o-tsechos-dimiourgos-tous-den-kategrapse-to-drama-tou-egeou-ke-tis-prosfigikes-roes-stin-ellada/">http://www.mixanitouxronou.gr/i-chartes-pou-prospathoun-na-exigisoun-ti-metanastefsi-stin-evropi-giati-o-tsechos-dimiourgos-tous-den-kategrapse-to-drama-tou-egeou-ke-tis-prosfigikes-roes-stin-ellada/</a></p> <p>-Interactive Map shows all refugee flows  <a href="http://www.in2life.gr/features/notes/article/403860/diadrastikos-harths-deihnei-ola-ta-prosfygika-kymata.html">http://www.in2life.gr/features/notes/article/403860/diadrastikos-harths-deihnei-ola-ta-prosfygika-kymata.html</a></p> <p>-World Migration  <a href="http://www.iom.int/world-migration">http://www.iom.int/world-migration</a></p> <p>-The Global migration on a map. Where the Greeks go  <a href="http://news247.gr/eidiseis/psixagogia/humor/article3349025.ece/BINARY/original">http://news247.gr/eidiseis/psixagogia/humor/article3349025.ece/BINARY/original</a></p>	

<p>-Printed World Maps  <a href="http://www.yourchildlearns.com/megamaps/print-world-maps.html">http://www.yourchildlearns.com/megamaps/print-world-maps.html</a></p> <p>-Printed Detailed World Maps  <a href="http://www.yourchildlearns.com/megamaps/print-detailed-world-maps.html">http://www.yourchildlearns.com/megamaps/print-detailed-world-maps.html</a></p> <p>-Printed Maps of Europe  <a href="http://www.yourchildlearns.com/megamaps/print-europe-maps.html">http://www.yourchildlearns.com/megamaps/print-europe-maps.html</a></p>
<p><b>EVALUATION:</b>  Pupils in groups will design maps (or use ready-blank maps) and by drawing arrows in different colors, they will show the migrations to and from their country.</p>

<b>A31</b>	
<b>TITLE: Humanitarian organisations that help migrants</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> May.2018 (2 teaching hrs)
<b>REALIA:</b> Computer and internet, organizations printed brochures and info leaflets Paper by the meter, markers, notepads, cameras	<b>OUTPUTS:</b> Visit at an organisation, exhibition with information about the organisations
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To learn the role of organizations /agencies and understand their mission as well as the way they use the resources they collect.</li> <li>• To work in groups, come into contact with some organizations and gather data and material about their mission.</li> <li>• To take the initiative, select the agency and organize the visit.</li> <li>• To mobilize the school and the local community.</li> </ul>	
<p><b>DESCRIPTION:</b>  All over the world both national and international operating organizations and agencies, have the task of providing any kind of assistance, medical care, shelter and food to relief the victims of wars, natural disasters and other unpredictable causes.</p> <p><b>Organizations / Entities List (Indicative reference)</b>  -Refugees Commission(UNHCR) (<a href="http://www.unrefugees.org">www.unrefugees.org</a> )  -UNICEF <a href="https://www.unicef.gr">https://www.unicef.gr</a>  -The Greek Red Cross <a href="http://www.redcross.gr">www.redcross.gr</a>  -Doctors of the World <a href="http://mdmgreece.gr">http://mdmgreece.gr</a>  -Doctors Without Borders <a href="http://www.doctorswithoutborders.org">www.doctorswithoutborders.org</a>  -Save The Children <a href="http://www.savethechildren.org">www.savethechildren.org</a></p> <p>Students seek information about such organizations, their mission and role. They contact them and ask to be sent any printed informative material they have, in order to be informed and then perform their exhibits at the "information corner" so as to make them known throughout the school community.  The visit is organized by students in three stages:</p> <p><b>A. Preparation</b>  At this stage the students:  -Seek and find the addresses and telephone numbers of these organizations/ agencies  -Come in contact with a correspond employee to agree the date and time of the visit.  -Discuss on what they do and what to ask</p>	

**B. Visit**

During the visit pupils inform those who are responsible for implementing the program, seek for information about the issues they have prepared, record the answers, photograph and record video from places of the visit.

**C. Processing**

Students are divided into groups so as to process the information gathered during the visit.

Indicatively, pupils:

- Discuss their experiences
- See and comment everything recorded
- Paint or write their impressions and feelings, post the posters both at the school premises and in their classrooms
- Discuss and submit proposals concerning the organization of assistance they can offer to refugees and immigrants through organizations, for instance, to gather goods, drugs ..., making-by a poster-the whole event, known to the school and local community.

*Source: Adaptation from Voula Papagianni, Eva Kasiarou, "Intercultural Work Plan 2"/ "ACTION", University of Athens, Athens 2007.*

**EVALUATION:**

As success indicators, the following will be used:

- Pupils will exhibit the material gathered and inform the entire school community of the organizations and their role.
- They will notify what they have learned and experienced, writing an article published in the local newspaper.
- They will write a letter of thanks to the organization or the agency they have visited.

<b>A32 (Diss.)</b>	
<b>TITLE: 1<sup>st</sup> year newsletter</b>	
<b>WHO:</b> all coordinating teachers	<b>WHEN:</b> May-Jun.2018
<b>REALIA:</b> Activity reports, photographs, survey results	<b>OUTPUTS:</b> Online newsletter depicting the 1 <sup>st</sup> year's project implementation
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To promote the project objectives and activities</li> <li>• To disseminate the project online in order to reach all stakeholders</li> <li>• To display products from the project activities implementation</li> <li>• To show the project progression during the 1<sup>st</sup> year</li> </ul>	
<b>DESCRIPTION:</b> With the completion of the 1 <sup>st</sup> project year, the partnership will produce a newsletter, which will be freely available online but it can also be printed in some copies by each partner, according to their needs. It will include all activity reports already uploaded in the project Twinspace, thus showing the project progress during the 1 <sup>st</sup> year of implementation, and also the research results from the initial survey carried out within the project.	
<b>EVALUATION:</b> Success indicators: how many views the online newsletter will have, how many stakeholders will receive the newsletter.	

<b>A33 (Diss.)</b>	
<b>TITLE: 1<sup>st</sup> year school event</b>	
<b>WHO:</b> all schools	<b>WHEN:</b> May-Jun.2018
<b>REALIA:</b> Activity reports, videos and photographs from activities, artwork, theatrical play	<b>OUTPUTS:</b> Celebration events in schools
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To promote the project objectives and activities</li> <li>• To disseminate the 1<sup>st</sup> year's activities and results</li> </ul>	
<b>DESCRIPTION:</b> With the completion of the 1 <sup>st</sup> project year, each partner school will organise an event to disseminate both within and outside the school the project work so far. This celebration can include: artwork exhibitions in the Erasmus+ corners, theatrical plays inspired by the project, informative sessions for parents and other stakeholders, presentations from the transnational meetings etc. The pupils will take part in the organisation of the event, particularly those who participated in Learning Activities in other countries.	
<b>EVALUATION:</b> Success indicators for this activity will be the number of pupils organising the event, the number of participants in the event, their level of satisfaction, and the variety of the contents presented.	

**TITLE: Formative evaluation****WHO:** all coordinating teachers**WHEN:** May-Jun.2018**REALIA:** Online questionnaire, computers and internet**OUTPUTS:** Data collected from questionnaires**OBJECTIVES:**

- To assess the progress of the project
- To measure the satisfaction level of the participants
- To plan corrective actions, if needed, for the 2<sup>nd</sup> project year

**DESCRIPTION:**

With the completion of the 1<sup>st</sup> project year, the coordinating teachers will agree on a set of questions targeted to teachers and pupils, in order to measure their satisfaction level from the project activities, their smooth implementation, and the total collaboration within the partnership. The questionnaires will be composed in English, using Google Forms or a similar tool like Survey Monkey. Partners may translate them, if needed. The data collected will be processed by every coordinating teacher into a results report, which will be forwarded to the project coordinator. The collective assessment will trigger a discussion among the partners in case corrective actions are needed for the implementation of the 2<sup>nd</sup> project year.

**EVALUATION:**

The number of collected questionnaires and the complete analysis of the data will be the success indicators for this activity.

## YEAR 2: September 2018 – June 2019

### THEME 2A: MIGRATION STORIES

#### COLLABORATIVE ACTIVITY

A35 (Coll.)	
<b>TITLE:</b> Finding my roots	
<b>WHO:</b> 1 <sup>st</sup> -6 <sup>th</sup> grades	<b>WHEN:</b> Sept-Nov.2018
<b>REALIA:</b> Computer and internet <a href="http://www.thinglink.com">www.thinglink.com</a> , Google My Maps	<b>OUTPUTS:</b> Maps with pins for the countries of origin, countries presentations
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To discover the countries of origin of their classmates</li> <li>• To locate the countries of origin and destination on a map</li> <li>• To have an idea about the world map and their neighbouring countries</li> <li>• To depict the multinational character of our schools and modern societies</li> <li>• To develop their level of English through expressing in a foreign language</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. Pupils in each class discuss about their countries of origin. They ask their parents and grandparents about their countries of origin and specific cities, if different from their own. They note down all the places discussed and compare the variety of responses. The older pupils try to locate the places on a paper map. They make calculations about how many pupils in the class come from the same country, how many come from other countries, etc.</li> <li>2. With the assistance of the teacher or IT teacher, pupils add pins on a digital world map on their countries of origin. They may add a few words about the country, a photo or a flag. Google My Maps may be used or Thinkglink with a world map picture as background.</li> <li>3. When all schools have finished adding the pins with the countries of origin, discussions take place in the classrooms about the final image of the completed map. Pupils calculate the number of home countries for the total population of the partner schools.</li> <li>4. Pupils who come from other countries can make a presentation about their country, digital or in paper, that they will demonstrate in their class and upload it on Twinspace for the partner schools.</li> </ol>	
<b>EVALUATION:</b> Success indicators: the older pupils should be able to point all the mentioned countries on the map and talk about migration towards or from their country. The younger pupils should be able to locate their current country of residence on the map.	

## GRADES 1 – 2

A36	
<b>TITLE: Where did you live, grandpa?</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Sept.2018 (2-3 teaching hrs)
<b>REALIA:</b> Paper, markers, glue, world map	<b>OUTPUTS:</b> Family trees of the pupils
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To learn about their own and their classmates origin</li> <li>To realize the meaning of social diversity and that refugees and immigrants are a part of it</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>Pupils ask their parents and grandparents where they come from.</li> <li>Each student creates his family tree and puts the place of origin of each family member. He displays it in the classroom.</li> <li>Pupils show on the map where their forefathers came from and they mark their route to the city they now live.</li> </ol>	
<b>EVALUATION:</b> Guided class discussion about social diversity. Pupils should realize that learning each other's origin didn't change their opinion and their feelings about their classmates. This last action is also a success indicator.	

A37	
<b>TITLE: Interviewing grandfather</b>	
<b>WHO:</b> 1 <sup>st</sup> – 2 <sup>nd</sup> grades	<b>WHEN:</b> Oct.2018 (2 teaching hrs)
<b>REALIA:</b> A4 paper, markers	<b>OUTPUTS:</b> Drawings of the family stories of pupils
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To encounter people who have lived in a state of being an immigrant or a refugee or having an older relative who has similar experiences.</li> <li>To be sensitized</li> <li>To empathize</li> <li>To have a more positive attitude towards social diversity</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>Pupils are given a questionnaire. They are journalists and ask their parents or grandparents, if they had any experiences of being an immigrant or a refugee. Where did they come from? Why they had to leave their country? Where did they go? How do they feel in the new country?</li> <li>After the interview, pupils come back to class to narrate their family story.</li> </ol>	

3. Class discussion follows so that pupils realize that just like their class, society is a result of people moving around the world- whether they want it or not.

**EVALUATION:**

As evaluation of the activity, pupils draw their family story and they display it in class.

**A38**

**TITLE: Field trip to a Folk Art Museum**

**WHO:** 1<sup>st</sup> – 2<sup>nd</sup> grades

**WHEN:** Nov.2018 (3 teaching hrs)

**REALIA:** A4 paper, markers

**OUTPUTS:** Drawings of items from the museum

**OBJECTIVES:**

- To learn about the culture and civilization of refugees or immigrants
- To see, observe and notice relics and items of everyday use; how these items were used in the country of origin and how/if they are integrated in the new homeland

**DESCRIPTION:**

1. Pupils visit the local Folk Art Museum.
2. They observe the relics and the items of everyday use that were brought by the immigrants and the refugees from their country of origin. Pupils should examine how these items contribute to the collective memory of a lost land.

**EVALUATION:**

As evaluation of the activity, pupils draw a picture of an item that drew their attention. They narrate its story.



## GRADES 3 – 4

A39	
<b>TITLE: My country's migration timeline</b>	
<b>WHO:</b> 3 <sup>rd</sup> – 4 <sup>th</sup> grades	<b>WHEN:</b> Sept.2018 (4 teaching hrs)
<b>REALIA:</b> History books, computer and internet, encyclopaedias, cartons, web2.0 tools	<b>OUTPUTS:</b> Historical timelines for each partner country
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To search for information concerning migrations related to their country and distinguish their characteristics (populations, destinations, reasons, duration etc.).</li> <li>• To compare the recent migration waves with those of previous ages, finding their commonalities.</li> <li>• To adopt a tolerant and solidary attitude towards refugees and immigrants, once they realise that their country's history is perhaps full of migration examples.</li> </ul>	
<p><b>DESCRIPTION:</b></p> <p>Using their history books and other available history sources online, the pupils in groups of 4-5 elaborate on the data related to the settlements that took place in their country, in ancient and modern times. They study the migrations that took place with their country as place of origin, but also as destination. They compare the older migrations to the current immigration and refugee waves.</p> <p>[Specifically for Greece, pupils of the 4<sup>th</sup> grade recur to the 1<sup>st</sup> settlement (11<sup>th</sup> – 10<sup>th</sup> c. B.C.) and the 2<sup>nd</sup> settlement (8<sup>th</sup> – 6<sup>th</sup> c. B.C.). Pupils of the 6<sup>th</sup> grade recur to the Greeks at the Danubian Principates, Immigration during Ottoman era (15<sup>th</sup> – 16<sup>th</sup> c. refugees due to conflicts of war, 17<sup>th</sup> – 18<sup>th</sup> c. economical immigrants), and to the Asia Minor expedition and disaster (1922).]</p> <p>The pupils create historical timelines, one for the B.C. dates and another for the A.D. dates. They place all the settlements and the known migrations, adding dates, known facts, images and relevant sources. If there is a computer connected to the internet, the historical timeline can be created using a digital web 2.0 tool such as Timeline JS (<a href="https://timeline.knightlab.com/">https://timeline.knightlab.com/</a>), Timetoast (<a href="http://www.timetoast.com/">http://www.timetoast.com/</a>) or ReadWriteThink Timeline (<a href="http://www.readwritethink.org/files/resources/interactives/timeline_2/">http://www.readwritethink.org/files/resources/interactives/timeline_2/</a>).</p> <p>To conclude the activity, all groups present their creations to the class and express their conclusions in regards to the historical reasons for the migration phenomenon.</p>	
<p><b>EVALUATION:</b></p> <p>The historical timelines created by the pupils and the data they choose to include and present can be used as indicators of success for the cognitive objectives. Also, during the final discussion in the class, the teacher can assess the pupils' attitudes.</p>	

A40	
<b>TITLE: Interview with a migrant</b>	
<b>WHO:</b> 3 <sup>rd</sup> – 4 <sup>th</sup> grades	<b>WHEN:</b> Oct.2018 (4 teaching hrs)

<b>REALIA:</b> Computer, papers, camera, cartons, colours, scissors (for the card with the pupils' photo), desserts	<b>OUTPUTS:</b> The actual visit of a migrant in school, the interview taken by pupils
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To know the reasons people are forced to leave their countries and the consequences of migration.</li> <li>• To correlate the causes with the results of migration, since the old times up to modern times and from one part of the world to the other.</li> <li>• To become more receptive in learning about people, facts and situations, through observation and research.</li> <li>• To decode information.</li> <li>• To be more sensitized in regards to human relations, with the greater purpose to form a humanitarian conscience, to develop their self-respect and respect towards the others.</li> <li>• To develop team spirit, dexterity and movement coordination, through personal crafts.</li> </ul>	
<p><b>DESCRIPTION:</b> Interview with: My grandparent who was dislocated / A refugee who lives in our country for years</p> <p><b>Who are we going to call?</b> After discussing with their teacher, the pupils decide to call the grandfather of their classmate who lived the uprooting of the Greek people in Asia Minor and the mother of another classmate, a refugee who recently arrived in our country.</p> <p><b>Contacting our guests</b> Pupils contact them by phone or letter or email, inviting them to the school, setting the date and time of the visit.</p> <p><b>A. PREPARING THE VISIT</b> Pupils compose questionnaires with questions they wish to ask to their guests.</p> <p><b>Questions to a refugee living in our country for years</b></p> <ul style="list-style-type: none"> <li>• where are you from?</li> <li>• how many years have you lived here?</li> <li>• where is your family?</li> <li>• how did you arrive here?</li> <li>• how was life back home?</li> <li>• are you afraid here? Do you have friends?</li> <li>• do you feel nostalgia about your country?</li> <li>• did you travel to your country?</li> <li>• do you know what happened to your acquaintances?</li> </ul> <p><b>Questions to a grandparent who was dislocated</b></p> <ul style="list-style-type: none"> <li>• how old were you when you were uprooted?</li> <li>• how did you reach our country?</li> <li>• what do you remember from your home country?</li> <li>• do you keep a souvenir from there?</li> <li>• which part of Greece you were brought in?</li> <li>• what happened to your belongings?</li> <li>• did you visit these places again?</li> <li>• how often do you mention your story?</li> <li>• have you got any friends from the people who dislocated you?</li> <li>• how do you feel when listening to songs from your home country?</li> </ul> <p>Pupils prepare the school space, the desserts and the gifts they will offer.</p> <p><b>B. EXPERIENCING THE VISIT</b></p>	

Pupils experience the visit. They welcome their guest, converse with him/her, take photographs, offer the desserts they prepared, present their gifts.

**C. PROCESSING THE VISIT**

After the visit, pupils discuss about all the things that they heard. They express their emotions, they are concerned, they draw their impressions, they write an article for the school newspaper.

*Source: Adapted from Voula Papagianni, Eva Kasiarou, "Intercultural Work Plan 2: Refugees", University of Athens, Athens 2007.*

**EVALUATION:**

Success indicator: how many pupils will be able to express and interpret the emotions experienced through the stories of their guests, using oral expression or drawing.

**A41**

**TITLE: Odysseus on the island of Corfu**

**WHO:** 3<sup>rd</sup> – 4<sup>th</sup> grades

**WHEN:** Nov.2018 (2 teaching hrs)

**REALIA:** Measure paper, markers

**OUTPUTS:** Variations of Odysseus’ story

**OBJECTIVES:**

- To cultivate the skill of empathy, by putting themselves in the place of refugees/immigrants.
- To be aware of the universal value of solidarity and assistance to those in need
- To relate the story of Odysseus/Ulysses with the current stories of refugees.

**DESCRIPTION:**

The teacher briefly narrates Odysseus’ wandering from Homer's epic, and refers to this particular segment on the island of Corfu.

[Odysseus, storm tossed and shipwrecked, comes to the island of Corfu and being exhausted, falls asleep on the beach. Princess Nausicaa along with her royal sequence, finds him and wonders what to do. Princess Nausicaa pitied the stranger and led him to her father. King Alkinoos hosted him without knowing his identity. When he found out who his guest was, he ordered a boat to take Odysseus back to his homeland, Ithaca.] <http://www.poetryintranslation.com/PITBR/Greek/Odyssey6.htm>

Then the teacher asks the pupils:

-“How do you think Odysseus felt, when Princess Nausicaa found him?”

Pupils, using the measure paper, draw a body contour and in turns, write down on it the thoughts, feelings or any physical pain Odysseus might have been feeling, when Princess Nausicaa found him. They try to locate the specific part of the body where Odysseus would feel this pain/feeling, e.g. write ‘hunger’ on the stomach. Outside the body contour, they may write the thoughts and feelings of Nausicaa.

Theatrical act (‘corridor of conscience’):

We help Princess Nausicaa decide whether or not to help Odysseus, using arguments. A pupil who represents Princess Nausicaa slowly walks between two lines of pupils, while they speak as if they were voices in her mind. From one line she is listening to arguments for helping Odysseus while from the other she is listening to arguments against helping him. At the end of the lines, the voices are constantly repeated until she makes up her mind and takes Odysseus to her father.

A discussion in the class follows, in order to correlate the story of castaway Odysseus with the thousands of castaways in the Mediterranean Sea. The teacher may ask the following: How do we treat the castaways? How do they feel? What do you think about them? How do you feel about this situation? Alkinoos hosted Odysseus without knowing he's the King of Ithaca. We help save all castaways, without knowing them personally. The notions of humanism and solidarity must be discussed with the pupils.

Pupils, divided into groups of 4-5, change the course of the story. For example, Princess Nausicaa treats Odysseus in a hostile way, King Alkinoos locks him up etc. They record the original or their own version of the story and present it to class. They can depict or dramatize it, using the various techniques of the educational drama.

*Source: Adaptation of the activity scenario "The island of Corfu. Didactical approach of History through educational drama" by Thaleia Kallianta, MA Drama in Education.*

**EVALUATION:**

The plenary class discussion may serve as indicator of success, which will demonstrate whether pupils have developed their empathy skills.

A42	
<b>TITLE: Where soil, a motherland to be</b>	
<b>WHO:</b> 5 <sup>th</sup> – 6 <sup>th</sup> grades	<b>WHEN:</b> Sept.2018 (2 teaching hrs)
<b>REALIA:</b> Powerpoint, Inspiration, Computer and internet, worksheets, images, A4 paper, markers	<b>OUTPUTS:</b> Visual mind maps, tree sketches of the words “refugees-immigrants”
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To give definitions on the concepts “refugees and immigrants”.</li> <li>• To examine the reasons why someone becomes a refugee or immigrant.</li> <li>• To foster their empathy and critical thinking.</li> </ul>	
<b>DESCRIPTION:</b> <p>The slides for the activity can be found here: <a href="https://www.slideshare.net/secret/C2Y6W4Tyi9I2ZG">https://www.slideshare.net/secret/C2Y6W4Tyi9I2ZG</a> .</p> <ol style="list-style-type: none"> <li>1. Students watch the following film about Migrants-Refugees (song in Greek): <a href="https://www.youtube.com/watch?v=XR2xd3w-OWo">https://www.youtube.com/watch?v=XR2xd3w-OWo</a></li> <li>2. We introduce the question: ‘Why would someone abandon their house?’ (Power point slide 2). With their ideas through this brainstorming session, we create a visual map in Inspiration or a similar tool.</li> <li>3. Discussing the definition of the term “migrant” (Slide 3).</li> <li>4. Pupils watch the film: “Why do people migrate?” <a href="https://www.youtube.com/watch?v=x3BQzAaU3LY">https://www.youtube.com/watch?v=x3BQzAaU3LY</a> We present the question: ‘Why do the people on film, migrate?’ (Slide 4).</li> <li>5. Pupils fill in the worksheet (n.1), page 16 –Positive Images toolkit/British Red Cross <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images/Greek">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images/Greek</a></li> <li>6. We ask pupils questions (Slide 5).</li> <li>7. We present refugees images (Slides 6-9).</li> <li>8. We ask pupils questions (Slide 10).</li> <li>9. Discussing the definition of the term “refugee” (Slide 11).</li> </ol> <p><i>Source: Positive Images toolkit   British Red Cross version <a href="http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Teaching-packages/Positive-Images">http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Teaching-packages/Positive-Images</a></i></p>	
<b>EVALUATION:</b> <p>Worksheet (Slide 12): we give our pupils a tree, in the same form as the one of the slide. Pupils write the word “Immigrants” on the trunk of the tree, the “migration causes” on the roots of it and the “feelings” as well as the “problems” of the immigrants, on the branches of the tree. The same workshop is repeated on a second tree, on the trunk of which the word “Refugees” is written, on the roots the “refuge causes”, and the “feelings” as well as the “problems” of the refugees, on the branches.</p> <p>We will use these worksheets as success indicators of the activity and the adequacy of its objectives.</p>	

**TITLE: Packing and rushing****WHO:** 5<sup>th</sup> – 6<sup>th</sup> grades**WHEN:** Oct.2018 (2 teaching hrs)

**REALIA:** -personal belongings like clothing, blanket, IDs, medications, water, food, family photos, books, a hat, jewellery or photos of various objects  
 -a bag for each group  
 -papers, markers, computer and internet, articles

**OUTPUTS:** Lists of items that each team would pack, final artwork depicting the flight path of refugees

**OBJECTIVES:**

- To develop sympathy for the plight situation, experienced by refugees.
- To understand the cause of refugees status.
- To understand the difference between a refugee and an immigrant when it comes to the fact that the immigrants have planned their emigration.

**DESCRIPTION:**

With this activity, pupils will understand that the refugees are generally not able to predict and plan the course of their flight path, therefore they end up somewhere poorly prepared to face the extremely difficult situations.

A day before, we prepare the area that the activity will take place, arranging the personal items that our pupils have brought or we ask them to bring photos that illustrate these items or other objects.

1. A pupil is reading the following paragraph:

*"We walked for days, months, thousands of kilometres. We slept on the floor and even had to eat leaves to survive. They were shooting us. Many boys were killed. What happened to my parents? I do not know. But now we are here, in a new life. And it's the first time I see snow! "*

*From the words of one of the "Lost Boys of Sudan" who settled in the US. (SOURCE: [www.Unhcr.org](http://www.Unhcr.org) )*

2. The teacher asks pupils to be in the boy's shoes and think where this adventure began from. This action can cause a short discussion so that the cause of refugeeism is discussed again.
3. The teacher announces that they have two minutes at their disposal, in order to pack their stuff or what they regard more useful, because they are forcefully fleeing from their home and their community, without a return perspective. The members of each group will have to record in two minutes –using the brainstorming technique, what is that they would take with them.
4. A discussion on the groups' recorded lists and their content will follow.
5. After the activity, students study newspaper and magazine articles and discuss.

**Questions to ask the pupils:**

-What did you take with you and why?

-Why did you think that you may need these things?

-Did you get your identity, passport and other official documents? Why do you think you will need such documents?

-If not, how do you think that you can prove who you really are?

-What are the problems you may face when you have got a lot of things with you?

-Try to imagine how useful the things you got with you will be, under the circumstances the child from Sudan describes.

6. We repeat the activity by telling the groups that they must now imagine they are planning to leave to another country, as immigrants, in order to work and help their families.

Additional questions to ask:

-What is it that distinguishes the psychological conditions or the emotions between a migrant and a refugee?  
 -Now they both live in a foreign country. What is the difference in their lives? What is it that they may be lacking? How are they feeling?

Source: Adaptation from Amnesty International Greek Section <https://www.amnesty.gr/wp-content/uploads/2010/05/packandrune.pdf>

**EVALUATION:**

Students depict the flight path of a family or some people, the war situation and the scenes that take place, on a piece of artwork. It is good for them to capture faces and emotions. This artwork will be used as a success indicator to evaluate the activity.

**A44**

**TITLE: The journey of my life**

**WHO:** 5<sup>th</sup> – 6<sup>th</sup> grades

**WHEN:** Nov.2018 (2 teaching hrs)

**REALIA:** Materials useful for the dramatization (bunch of clothes, small everyday objects, textile, clothes, music) etc.  
 "Monologues across the Aegean Sea", Athens 2016.

**OUTPUTS:** Dramatization of selected scenes from refugee stories

**OBJECTIVES:**

- To develop empathy for the situation in which people find themselves when they are forced to leave their homes.
- To develop collective skills, skills of decision making and implementation of a group work.

**DESCRIPTION:**

Pupils are divided into groups of four.  
 The teacher gives a selected story from the book "Monologues across the Aegean Sea - The journey and dreams of unaccompanied refugee children" to each group along with instructions.  
 After reading the story of the protagonist, they will put themselves in his/her place and represent a scene from the route using one of the techniques of the educational drama.  
 Then they choose the materials they need and devise other characters of this story, if not already present in the text.

The educational drama techniques that can be used are:

- Narration
- Frozen images / Images come into life
- Dramatization
- Monologue
- Movement to music
- Interrogation chair
- The corridor of consciousness / thought

Source: "Monologues across the Aegean Sea", Athens 2016. National Network for Theatre in Education, High Commissioner for Refugees. Hellenic Theatre / Drama Education Network  
<http://www.theatroedu.gr/en-gb/home.aspx>

**EVALUATION:**

Pupils present the selected scene to class. At the end of each presentation a discussion follows. In this last phase we assess and review the whole activity, we record the impressions, the open discussions and everything else considered appropriate by the teacher that would contribute to the evaluation of the activity and the adequacy of its objectives.



## THEME 2B: INCLUSIVE EXCHANGES IN CULTURE & SPORTS

### COLLABORATIVE ACTIVITY

A45 (Coll.)	
<b>TITLE: All together in one story!</b>	
<b>WHO:</b> 4 <sup>st</sup> -6 <sup>th</sup> grades	<b>WHEN:</b> Jan-May 2019
<b>REALIA:</b> Computer and internet, tablets <a href="http://storybird.com">storybird.com</a> , <a href="http://toontastic.withgoogle.com">toontastic.withgoogle.com</a>	<b>OUTPUTS:</b> Prototype collaborative story, illustrated story on Storybird, 3D animation
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To collaborate with their peers in writing a prototype story</li> <li>• To illustrate their story</li> <li>• To develop their level of English through expressing in a foreign language</li> </ul>	
<b>DESCRIPTION:</b> <ol style="list-style-type: none"> <li>1. For the conclusion of their learning journey, pupils of all partner schools will create a story or fairy tale collaboratively. The main topic can be inspired from any of the themes worked during the 2 project years (cultural exchanges-sports, human rights, migration stories). The participating classes will use a tool for collaborative writing such as Storybird or even a simple Google Doc.</li> <li>2. Firstly, pupils will decide on the topic and the heroes. The first school will write the first part, then the second school will continue with the second part, the third with the third part and so on. The story must be written in English.</li> <li>3. If Storybird is used, pupils will choose a set of images to illustrate their story. Otherwise, they can draw their own illustrations and upload them.</li> <li>4. The older pupils can use Toontastic (easier with a tablet) to turn the story into a 3D animation movie. Each school can make one scene of the collaborative animation. In the end, the participating schools will have a prototype story in text or animation video as a final product of the HESTIA project.</li> </ol>	
<b>EVALUATION:</b> The final product will be an indicator of success for the objectives of the project as a whole; it will show how pupils can collaborate on a common project, how they perceived the basic ideas, what they acquired from the project activities.	

## ALL GRADES (Unless stated otherwise)

A46	
<b>TITLE: Customs are the mirror of every nation</b>	
<b>WHO:</b> all grades	<b>WHEN:</b> Dec.2018 (4 teaching hrs)
<b>REALIA:</b> Information on the Homeric hospitality, historical books and articles, computer and internet, cardboard, colours, short questionnaires made by children, maps, Hospitality on Wikipedia	<b>OUTPUTS:</b> lists of customs and traditions in each country, customs drawings, Powerpoint presentation of a celebration in each country, exhibition/school event
<p><b>OBJECTIVES:</b></p> <p><b>General objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn to collect information from different sources, both oral and written.</li> <li>• To work collectively and cooperatively.</li> <li>• To exercise all their five senses (smell, hearing, taste, touch, sight) through various activities.</li> <li>• To express creatively and gain appreciation and respect for themselves and the others.</li> <li>• To present their creations in various ways.</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the concepts ‘customs and traditions’.</li> <li>• To get to know customs and traditions of their country and file them in the celebration, they belong to.</li> <li>• To seek and record the hospitality customs/traditions of their origins.</li> <li>• To be aware of the universal value of hospitality.</li> <li>• To get to know customs and traditions of the country of their immigrant classmates.</li> <li>• To compare the customs of their country with those of other countries and find similarities.</li> <li>• To report customs maintained today since the old times.</li> <li>• To name, locate and recognize on map the countries of their immigrant classmates.</li> <li>• To realize the importance of preserving customs and traditions to the rescue of the tradition of their country and its dissemination to other cultures.</li> <li>• To feel how important they themselves are, as children, in maintaining traditions.</li> <li>• To get to know traditional sweets and dishes from different countries, of the particular celebration they chose.</li> </ul>	
<p><b>DESCRIPTION:</b></p> <p><b>Introduction</b></p> <p>Initially, a discussion takes place with the pupils to clarify the concepts of “mores, customs, traditions”. This discussion will raise questions on the need of people to create customs and traditions. Discussion on the values, relationships, behaviours of a social human being, which change over time, varying from place to place and reflect the current ethics of a society. Apart from these concerns, pupils at this stage will also narrate personal experiences about the norms and customs of their country and how these have shaped their personality, values and behaviour.</p> <p><b>Phase A: Hosting Customs</b></p> <p>Pupils, divided into groups of 4-5, search the internet and other various sources about information on the hospitality traditions of their origin place (this may also take place at the PC Lab). Particular reference is made to the Homeric hospitality and Xenios Zeus. <a href="https://prezi.com/jddb5mup7u6d/hospitality-in-the-odyssey/">https://prezi.com/jddb5mup7u6d/hospitality-in-the-odyssey/</a></p> <p>The groups separately note down the modern and ancient customs. Comparing them, they realize whether some of the ancient traditions have survived until today. Then, they choose some customs and</p>	

describe then on cartons, enriching them with pictures or paintings. Each group presents their cartons to their class (Pantomime can also be used).

<http://www.carmenablog.com/2016/02/23/xenia-laws-of-hospitality-in-different-cultures/>

### **Phase B: Customs of a Celebration**

1. Students choose a great celebration of their country and seek information on the customs and traditions associated with this celebration. They work in groups to prepare the questions they will address to parents and grandparents while gathering information.

The information will indicatively be about:

- Their own family traditions and their place of origin customs.
- The history of these traditions
- Their usefulness
- Their relationship with their religion
- Their attire during their celebration
- The music and songs
- The dishes and their recipes
- The role of the child during their celebration
- Their transmission and value over time
- Professions related to customs and traditions
- Old photographs in order to match them with time eras
- Pictures or paintings that highlight traditions and customs of that particular era
- Traditional events.

2. Students classify the data collected. They compare their information with those of their peers who come from different regions and countries. Depending on the joint celebrations they chose or the similarities of customs, they get divided into groups to draw conclusions. During this phase, they show on the map the counties of their immigrant classmates, create collages, put titles to images, put images and photos in order, make stories about the customs, paint and dramatize some of those customs. The final results of each group are evaluated inside the group and then presented in class.

3. Discussion and reflection follows. The pupils groups assess their work as well as the procedure followed.

### **Phase C: Presentation to the partners**

After pupils select one of the celebrations, the higher grades prepare a digital presentation in English for the partner schools. They translate the short texts with the English teacher's help, then they choose which images, music or video will integrate in their digital presentation. PowerPoint, or a tool like Padlet, will be used and the presentation will be uploaded on the project Twinspace. Pupils will also study the respective presentations of other countries and will discuss the common elements that they may observe. The common celebrations across countries will be combined in the same presentation.

### **Phase D: In-school dissemination**

On a school event, which every class will attend, an exhibition of the pupils' creations will be organized.

This activity is open and flexible and can be customized according to the needs and potential of pupils.

### **EVALUATION:**

The presentation of the customs in the classroom, as well as the presentation pupils will prepare in English will be the activity success indicators. There will be a collection of the pupils' impressions in order to evaluate the adequacy of the activity objectives.

**TITLE: Migration literature paths****WHO:** all grades**WHEN:** Jan.2019 (4 teaching hrs)**REALIA:** Literature books, colouring paper, markers, computer and internet**OUTPUTS:** Fairy tales and poems, drawings and crafts made by the pupils**OBJECTIVES:**

- To discuss, exchange ideas and opinions about different cultures and civilizations.
- To realize the connection between reality and literature.
- To empathize and have more positive attitude towards immigrants and refugees.

**DESCRIPTION:**

1. Different forms of literature, such as short stories, fairy tales, poems, are going to raise pupils' interest. Pupils are going to identify with a character: an immigrant or a refugee; they are going to agree or disagree with the character's choices, observe different cultures, customs, habits and the difficult circumstances that immigrants and refugees have to deal with.
2. Narration and class discussion with open-ended questions.
3. Pupils observe the title, the images and the hard cover of the book/poem/fairy tale.
4. They alter the story or the ending or the title.
5. They comment on the character's actions.
6. They narrate their own personal experiences.
7. They change the narrative into a dialogue.
8. They compose a fairy tale or a poem.
9. Meta-narrative activities follow, such as drawing, crafting, and dramatization that offer entertainment and creative expression.

**Suggested literature:***Four feet, Two sandals by Karen Lynn Williams**The Colour of Hope by Mary Hoffman**The Journey by Francesca Sanna**Stepping Stones: A Refugee Family's Journey by Margriet Ruurs (Arabic and English Edition)**Lost and Found Cat by Doug Kuntz and Amy Shrodes**Malala by Jeanette Winter**Immigrants by Bertolt Brecht**Home by Warsan Shire (Kenya)*

This activity is open and flexible and can be customized according to the needs and potential of pupils.

**EVALUATION:**

Registering of pupils' impressions will take place through class discussion, thus evaluating the success of the activity.

**TITLE: Depicting migration in art****WHO:** all grades**WHEN:** Feb.2019 (2 teaching hrs)**REALIA:** Computer and internet, sketch block, markers**OUTPUTS:** Texts and performances inspired by paintings and artwork

**OBJECTIVES:**

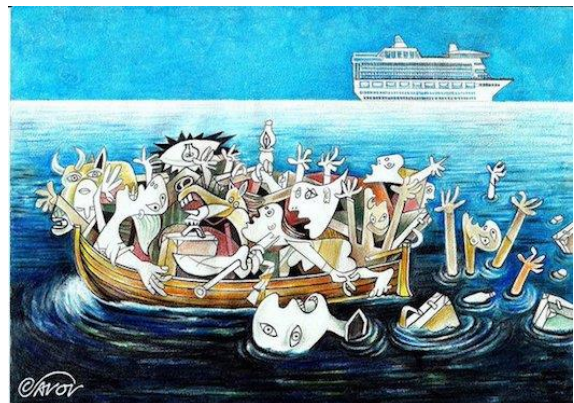
- To understand and appreciate the diversity that governs human actions, stories and cultures.
- To understand the impact of the migration issue in Art.
- To develop empathy and fair behaviour towards immigrants and refugees.
- To develop critical thinking, realize the wider European context and develop a European identity through the recognition of multiculturalism.
- To shape positive perceptions of the differences between cultures.

**DESCRIPTION:**

Teachers will adapt this activity based on the theory, which stresses the important influence of the historical and cultural context in student learning.

**Examples of paintings that can be used by the teacher in the planning of the activity:**

1. *Refugees in Parga*- Francesco Paolo Hayek-1831
2. *The last look at home*-Richard Redgrave-1858
3. *Family immigrants*-Giuseppe Pellizza da Volpedo-1906
4. *Refugee*-Abraham A. Manievich-circa 1936
5. *The refugee*-Felix Nussbaum-1939
6. *Female migrants*-Edward Charles Barnes
7. *Immigrants*- Adolfo Tommasi-1896
8. *From the migrants* William McTaggart, 1883-1889
9. *Ember*- Leon Underwood 1926
10. *Sinking of a migrant ship off the coast of New England*-William Bradford-1869
11. *Irish immigrants* - John Hoseph Baker-1847
12. *Ship emigrants*; John Charles Dollman-1884
13. *A German immigrant looking for a way*- Charles Felix Blauvelt-1885
14. *Reply to the letter of the migrant's* James Collinson-1850
15. *The migrants* Larsens Plads-Edvard Peterson-1890
16. *Aegean Guernica*-cartoon of Jovcho Savov. Savov created a contemporary version of Picasso's famous painting to capture the horror of the refugee drama in the watery grave of the Aegean Sea.

**Phase A: Stimulation**

Initially, some art works-paintings or drawings are displayed, for brainstorming. Pupils choose the most impressive one in order to start the process. They analyse whatever may lead to a more complete approach of their chosen artwork content, such as the expressions and movement of persons, the communication between the faces and the relation with things as they are depicted in this artwork. Undoubtedly the imprint of the persons' behaviour, the desperation and terror hide some meaning, since they attribute their emotional state. A reference to the choice of colours, which can't be random, as colours blend with the content forming a harmonious whole, plays a dominant role. The presence or absence of colour impose the feelings of both the creator and the persons depicted.

At this stage our goal is the emotional involvement and stimulation of the pupils, while approaching the artwork, in order to be mobilized for the discovery and synthesis of the migration facts.

**Phase B: Observation and inquiry**

This is the stage of expressing any queries, the first observations, the seeking of symbols and meanings, the decoding of emotions and movements through the visual performance techniques. At this stage the visual intelligence is activated, causing critical thinking by expressing cases and the emotional

involvement of the student is stimulated. Furthermore, it can in a long term contribute to the development of emotional preparedness, related to situations similar to those illustrated.

**Phase C: Artwork elaboration**

In the third phase we edit questions, draw conclusions using the recording of events. In essence this is the stage where we deeply analyse the events that led the artist to create the work.

**Phase D: Expression (writing, performing, etc.)**

In the fourth phase pupils produce a written text in an attempt to reconstruct the depicted event. The implementation of alternative methods, such as the performance of the event through drama, can be used. This way we have the full mobilization and expression of pupils, spiritually, emotionally, and in a kinesiology way, as they can artistically depict scenes they imagine of.

**Phase E: Reflection**

Finally, we evaluate and review the whole process, through the recording of impressions, the open discussion of pupils and whatever is considered appropriate by the teacher in order to contribute to the assessment of the activity success as well as the adequacy of the objectives.

This plan is indicative, open and flexible and can be customized according to the needs and the capacity of the pupils.

**EVALUATION:**

A recording of pupils' impressions and open discussion in class can be used to evaluate the activity.

**A49**

**TITLE: Music trips around migration**

**WHO:** all grades

**WHEN:** Mar.2019 (4 teaching hrs)

**REALIA:** Computer and internet, musical instruments, colouring papers, markers

**OUTPUTS:** Drawings, poems, songs

**OBJECTIVES:**

- To realize that music is an integral part of our lives.
- To observe and feel how powerful music is and to what extent it affects the way we feel and think.
- To develop cooperative skills through music activities.
- To realize that through musical and cultural identity come social acceptance and tolerance.

**DESCRIPTION:**

3. Pupils listen to songs about immigrants and/or refugees. If possible, they watch the videos of these songs.
4. Classroom discussion about the circumstances that led to these songs. 5<sup>th</sup>-6<sup>th</sup> grades may have a reading comprehension activity. Depending on their age group, pupils may express their feelings either by producing a written text or by drawing.
5. Pupils may learn to sing along 2-3 songs or even learn them in the school choir/ band.

Examples of songs they may listen to:

*I pity the poor immigrant (Bob Dylan Cover)*

*Falling Leaves (John Denver)*

*Fast Car (Tracy Chapman)*

*Imagine (John Lennon)*  
*We are the world (Michael Jackson)*

This plan is indicative, open and flexible and can be customized according to the needs and the capacity of the pupils.

**EVALUATION:**

As a final stage, an open discussion is organized, so that the teacher can see to what extent the objectives are met. Pupils compose a poem about immigrants and refugees. They may accompany it with music and sing it.

**A50**

**TITLE: A Frisbee as a vehicle promoting empathy**

**WHO:** 3<sup>rd</sup> – 6<sup>th</sup> grades

**WHEN:** Apr.2019 (1 teaching hr)

**REALIA:** One disc for 10 pupils

**OUTPUTS:**

**OBJECTIVES:**

- To have a perception of what empathy is
- To find similarities among them that students never looked for

**DESCRIPTION:**

This activity aims to bring together all the students of the classes around the sport. Sport itself is inclusive, but Ultimate Frisbee tends to bring players even closer. In this specific exercise, all the class students form a circle and throw the disc randomly. The student who receives the disc should say what they think of the colleague who has passed the disc (empathy).

**EVALUATION:**

(Before the exercise) Teachers ask the pupils just one question: “Do you empathize with whom in your class?”  
 (After the exercise): Repeat the same question.

**A51**

**TITLE: A Frisbee as a vehicle promoting gender equality**

**WHO:** 3<sup>rd</sup> – 6<sup>th</sup> grades

**WHEN:** Apr.2019 (1 teaching hr)

**REALIA:** One disc for 10 pupils

**OUTPUTS:**

**OBJECTIVES:**

- To start accepting people of different gender
- To develop gender equality through sport

**DESCRIPTION:**

This activity aims to bring together all the students of the classes around the sport. Sport itself is inclusive, but Ultimate Frisbee tends to bring players even closer. In this specific exercise, it is intended that through the game (mixed), the boys have to pass the Frisbee to the girls, because only they can score points.

**EVALUATION:**

(Before the exercise) Teachers ask the pupils just one question: "Do you prefer to play only with players with the same gender as yours? Yes or no and why?"

(After the exercise): Repeat the same question.

**A52****TITLE: Shall we swap roles?****WHO:** 3<sup>rd</sup> – 6<sup>th</sup> grades**WHEN:** Apr.2019 (1 teaching hr)**REALIA:** Face painting crayons**OUTPUTS:** Realisation of the game**OBJECTIVES:**

- To sensitize and emotionally intrigue pupils regarding social discrimination

**DESCRIPTION:**

1. Pupils are split in 3 groups. We put a colored dot on the forehead of each student depending on his/her team: red team, green and blue team.
2. **Phase 1**  
Round 1: the green team is in power, they sit comfortably. We may offer them even a glass of water or candies. They order the red team to stand still facing the class wall and touching it with their noses. They aren't allowed to look around or talk. The blue team is given another instruction: e.g. they must hop on one foot, do 10 push-ups, imitate an animal, or count back from 100 to 1. The blue team must follow every instruction the green team gives (be it reasonable).  
Round 2: after a few minutes the teams swap roles. The red team is now in power, the blue team faces the wall, and the green team obeys the red team's rules.  
Round 3: another role swap, so that every team is in power.
3. **Phase 2**  
The teacher gives every student the chance to speak about the game, what he/she felt in each round and how he/she wanted to react. The teacher should focus on students' feelings (neglected, angry, full of power etc.).
4. A class discussion follows about real life parallels. Is something similar happening in real life?

**EVALUATION:**

During the class discussion, the teacher will be able to evaluate the activity's success by the pupils' contributions. Were they able to mention real life situations where groups of people take advantage of other groups? Did they realize this while playing the game?

**A53****TITLE: The path to solidarity****WHO:** all grades**WHEN:** May-Jun.2019**REALIA:** Cardboards, markers, measure paper, computer and internet, projector, desserts, food**OUTPUTS:** Culture and food festival for the conclusion of the project**OBJECTIVES:**

- To know how to organize an event / festival.



- To know what kind of preparations need to be done, before the event.
- To practice themselves with the making of an official invitation and its content.
- To learn to collect information from different sources, both oral and written.
- To acquire incentives for taking action.
- To develop self-service capabilities by running food and sweets recipes.
- To get to know traditional sweets and dishes, songs and dances from different countries.
- To develop a spirit of teamwork, skill, accuracy, coordination of movement and naturalness, through personal creations, drama and visual expression.
- To be able to express themselves creatively and gain appreciation and respect for themselves and the others.
- To present their creations in various ways and feel happy out of that.

#### **DESCRIPTION:**

##### **1. The planning of the event**

Pupils must think about how to organize the event / festival:

- The place that the event will take place: in the school hall, in an open space, e.g. in the school yard.
- The time it will take place: morning, afternoon, evening.
- Who they will invite: children, refugees parents, (of the neighbourhood or of a nearby hosting facility), their own parents, Officials, the Mayor, pupils from other schools.
- What will this event include: food, dancing, speeches, songs, references to our school students and immigrant parents' origin countries customs.
- How much time they need to prepare it.
- Who will they ask for help and what kind of help.

##### **2. Making invitations**

Pupils discuss on:

- How they will make the invitation: the materials to use, its shape (it could e.g. have the shape of the immigrant classmate's country), its size etc.
- What to write on it and how they will help those who can't understand the content of the invitation.
- How to decorate in order to make it aesthetically beautiful.
- How to send the invitations to those invited: in person or by post.
- Where to find the addresses of those invited.
- They can also make online invitations and send them electronically.

##### **3. Learning songs and dances**

In order to make their immigrant classmates and guests feel nice, pupils along with the teacher

- are looking to find musical sounds of their homeland
- learn some of their own dances
- learn to sing one of their own songs
- choose local music, learn traditional, folk songs and dances.

##### **4. Preparing food and sweets**

Pupils ask their migrant classmates to bring recipes from the typical cuisine of their region of origin, or look for such recipes at various sources on the Internet.

- They choose which ones they could make
- They buy the ingredients
- They make this food/sweet with their mother
- They follow the same procedure for local dishes so that the dining event table to include both national and international dishes.

### 5. Presentations-Dramatizations

Pupils think of what else they could present at their festival, such as:

- various events
- traditional national and foreign games or the program material they have collected so far
- make gifts for their guests
- learn words and phrases such as: welcome/What would you like? In the language of the refugees.

### 6. Decorating the place

All together, they prepare the space: decorating it (using balloons, fabrics, posters with their pieces of artworks), placing chairs and tables, preparing the buffet, and after everything is ready, the celebration begins!

### 7. Experiencing the event

The hosts share with their guests: songs, dances, flavours, games, paintings, stories, views, thoughts, concerns, conclusions.

### 8. "The train of solidarity"

Pupils make "the train of solidarity" as follows:

- Cover a wall using measure paper.
- Draw a train.
- On each train wagon they ask their guests to write their origin and their name.
- They write a caption.

### EVALUATION:

Success indicators for this activity will be the number of participants in the festival, their level of satisfaction from the celebration, the variety of foods, dances, songs and events presented in the festival. This activity will take place as a closing celebration for the 2-year project, and it should involve all the participants.

A54 (Diss.)

**TITLE:** HESTIA Activity book

**WHO:** Greece, all coordinating teachers

**WHEN:** May-Jun.2019

**REALIA:** Activity reports, photographs, survey results

**OUTPUTS:** Activity book depicting the 2 years of project implementation (e-book and printed)

### OBJECTIVES:

- To promote the project objectives and activities to the public
- To disseminate the project online in order to reach all stakeholders
- To display products from the project activities implementation
- To show the project progression during the 2 years

### DESCRIPTION:

As a final product, the partnership will produce an e-book, which will be freely available online but it will also be printed in some copies for all the partners. It will include all activity reports already uploaded in the project Twinspace, thus showing the project progress during the 2 years of implementation, and also the research results from the surveys carried out within the project. It will serve as a major dissemination

material for the conclusion of the project, and it will be offered to the most important stakeholders who have collaborated with the partnership throughout the project.

**EVALUATION:**

Success indicators: how many recipients of the book the whole partnership will have, how many views the online e-book will have.

<b>A55</b>	
<b>TITLE: Final survey</b>	
<b>WHO:</b> all schools	<b>WHEN:</b> May-Jun.2019
<b>REALIA:</b> Google Forms, Twinspace, research questionnaire	<b>OUTPUTS:</b> Survey results from each school
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To measure attitudes of teachers, pupils and parents</li> <li>• To compare data from the final evaluation survey with the initial evaluation</li> <li>• To research the change the project HESTIA has brought to its participants' attitudes</li> </ul>	
<p><b>DESCRIPTION:</b></p> <p>As in the beginning of the project, an assessment will take place to measure the attitudes of teachers, pupils and parents in regards to issues such as tolerance, xenophobia, inclusion etc. The same questionnaires will be used as in the initial survey, provided by the University of Athens. Parents and school teachers will fill the online questionnaires, whereas the pupils will complete them in paper with the assistance of their teachers. The results from each school will be gathered and uploaded on Twinspace, together with a report on the data collected. The coordinator will publish on the project website a collective report with the results from the partnership, to present any attitude changes observed in the participants.</p> <p>A similar survey will be uploaded on the project website and Facebook page in order to measure the public's attitudes during the course of the 2 project years.</p>	
<p><b>EVALUATION:</b></p> <p>The number of collected questionnaires will be an indicator of achievement for the survey.</p>	

<b>A56</b>	
<b>TITLE: Summative evaluation</b>	
<b>WHO:</b> all coordinating teachers	<b>WHEN:</b> May-Jun.2019
<b>REALIA:</b> Online questionnaire, computers and internet	<b>OUTPUTS:</b> Data collected from questionnaires
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To assess the total progress of the project</li> <li>• To measure the satisfaction level of the participants</li> </ul>	
<p><b>DESCRIPTION:</b></p> <p>Towards the end of the project, the same questionnaires (or with small changes) as in the formative evaluation will be given to teachers and pupils, in order to measure their satisfaction level from the</p>	

project activities, their smooth implementation, and the total collaboration within the partnership. The questionnaires will be composed in English, using Google Forms or a similar tool like Survey Monkey. Partners may translate them, if needed. The data collected will be processed by every coordinating teacher into a results report, which will be forwarded to the project coordinator. The collective assessment will be published on the project website.

**EVALUATION:**

The number of collected questionnaires and the complete analysis of the data will be the success indicators for this activity.

# **Living in Flowerville: a fairy tale about the Rights of the Child**

The accompanying material is issued under the program "Schools Defenders of Children". The following tale has been illustrated and created by the students and teachers of 100th Elementary School of Thessaloniki.

## **Living in Flowerville**

Once upon a time there was a small village, called Flowerville. The inhabitants lived peacefully and in harmony with each other. Children would go to school every morning and their parents would go to work. Every afternoon, Irene, Joy, Lefteris, Happy and Love gathered in the square to play hide and seek, football, and tag. Sometimes they quarrelled, but they knew how to forgive one another. Most of the time they were happy and excited, because they had another beloved friend, called Unicef. Unicef was their guardian-angel because she protected their rights.

## **The AntiRight Witch steals away the rights**

One day a bad witch, the AntiRight Witch made a magic potion that transformed her into a beautiful woman. She went to the village and watched the children. When she saw how cheerful and happy the children were, she became so angry and envious that she decided to steal away their food, their clean water, their homes, their education, their healthcare. She locked them all inside a magic chest and wrote "Rights" with big letters. The witch flew back to her dark castle.

## **Misfortune looms over Flowerville**

The next day the children woke up feeling miserable, desperate, lonely and something like a big black cloud looming over them. The children felt weak, they no longer could go to school... they were unhappy, they couldn't have the courage to go to the doctor and so they were constantly sick. Then Irene, Joy, Lefteris, Happy and Love decided to do something. Their guardian-angel, Unicef, immediately realized what had happened and began a quest to find the witch and the chest with their rights.

## **An adventurous quest**

Unicef and her friends, following the witch's trails, found themselves in a very dark and spooky forest. The angry Witch with a single strike cut down the trees. The huge logs started falling down and the children ran fast to avoid them. They suddenly reached a path that split into two directions. Someone suggested they should split in two groups, but Unicef didn't like the idea. She said they should stay united. So they followed the second direction and they reached a big and spooky castle. They immediately realized that it was the witch's castle, where their rights were locked. They knew it was dangerous, but they decided to go inside regardless of the danger. They searched every single room, but they found the witch sleeping in the very last one. She was tired...

## **In the dark castle**

The bravest got inside the room: Unicef, Lefteris and Love. They quickly found the golden chest, but its key was hanging from the witch's neck. They snatched the scissors from the table and they carefully cut the keychain. They opened the chest and they found a bag containing all the rights. They carefully took it out and ran away from the castle.

**"Convention on the Rights of the Child "**

The children fled to grandpa’s Rosy hut. He had hidden a gold magic book. The book’s magic power was unique: anything that was written inside the book could not be erased or changed. The children wrote their rights in the golden book that was soon renamed into “Convention on the Rights of the Child”. For many years to come, even today, the rights to food, shelter, clean water supplies, healthcare, education, protection are written there. The golden book is carefully hidden in a secret place far away and only the guardian-angel Unicef only knows.

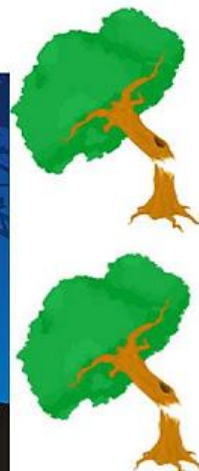
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**The 5 children, the Anti-Right Witch and her magic potion**



**The witch’s castle, the chest and the cut down trees.**



The witch sleeping, the dark forest, the key to the chest and the golden book.



Grandpa Rosy, the sad children and the Convention of the Child Rights





## Carly Transcript

Carly ran away because fire fell from the sky. She was hungry and no-one cared about a child who was alone and terrified.

Carly ran and ran and didn't stop until she came to a quiet, peaceful village. Two people sat on a bench in warm sunlight before a house and talked a little and seemed contented.

Carly was alone and hungry. She asked if she might live there in the village. And perhaps they also had a little piece of bread or something else she could eat.

"Well, this is not right!" said one of the villagers. "A child who wanders about and begs for food! Oh, someone must do something about this! She belongs in an orphanage!"

They called the police so they might catch Carly. But Carly ran away.

Carly came to a forest where she found a few little berries, that made her feel a little less hungry. And on some moss she made a soft warm bed. But she still needed more to eat and the night noises in the forest frightened her.

No, she couldn't live there forever, all alone. So Carly wandered again through the woods following her nose until she reached the other side.

There she entered the land of the Stone Eaters. They were very friendly and gave Carly a handful of stones to eat. But she couldn't eat stones.

So the Stone Eaters grew very angry. "Isn't this place good enough for you? If you won't eat what we have to give you, you may as well leave!"

Then Carly thought sadly: "Oh, they don't like me because I'm strange and different from them". And that was true. The Stone Eaters left her standing.

So Carly walked away. Again she walked through a huge, dark forest. Ahead laid the land of the Silk Tails.

"Welcome! Welcome!" they called and asked what she would like.

"Oh, just a small piece of bread and somewhere to sleep" said Carly.

"Oh, that you could have!" tweeted the Silk Tails.

But then one of them standing behind Carly said in a frightened voice:

"It doesn't have a tail!" Now they all wanted to see Carly from behind and when they saw that she really had no tail, they said worried: "No, you can't stay with us. After all, you don't have a silk tail".

"But that doesn't matter", Carly tried to comfort them. "I can hang one around me or attach one to me with a safety pin". "No, no, no, that won't do", cried the Silk Tails horrified. "Only Silk Tails are allowed to live in our country". Carly pleaded and begged but she had to leave again, even though it was nighttime, dark and cold. Carly thought sadly "They won't help me because I'm strange and different from them".



Once again she started out and at the edge of the forest she came into the land of the Smoky Crows.

Here Carly was greeted warmly. One Smoky Crow offered her a soft nest high up in a bare tree and a dead mouse to eat.

It already smelt a bit, which made it especially delicious for the Smoky Crows. But Carly didn't want to eat the mouse. It made her sick to the stomach. And she couldn't climb the tree, for it was very tall.

"You must fly up!" advised her the Smoky Crows. But Carly couldn't fly.

"Oh, there's nothing else here", the Smoky Crows said sadly.

So Carly thought: "They don't understand me because I'm strange and different from them".

There was nothing else to do but move on again. Where the forest ended, she entered the land of the Greedy Managers. They were rich and lived in large houses and always had enough to eat. Whatever food was left, they threw away. Even their pets enjoyed nothing but the best.

When people met in the street, they hugged and gave each other two kisses, one in each cheek.

But no one hugged Carly, though her hunger and loneliness was clear as the nose on her face. Shyly, she greeted two people and asked for something to eat and a warm place to sleep.

But that enraged them: "Beat it! We have nothing to spare!"

"Oh, rich people don't know how much hunger hurts", Carly thought. "I must look for poor people. They know how painful it is when no one helps you".

She walked to the edge of the city, behind the big factories and the garbage dump. There, poor people lived in small shacks.

"Go away!" they shouted when they saw this strange child. "We've no use for you here! We're too many poor people living here, oh, there isn't enough food or space to go round". "You have to understand".

So Carly understood that she could not stay there. But she didn't know where else to go. And to add to her troubles, it began to rain.

Carly walked out of the city and across the fields. Suddenly she saw a huge tree. In its branched someone had built a house out of junk. A man sat at the window looking out and eating a big cheese sandwich.

"Hello! Come over here and take a bite of the cheese sandwich" he called. "Ah, you look hungry and tired. Rest here where it's dry and warm".

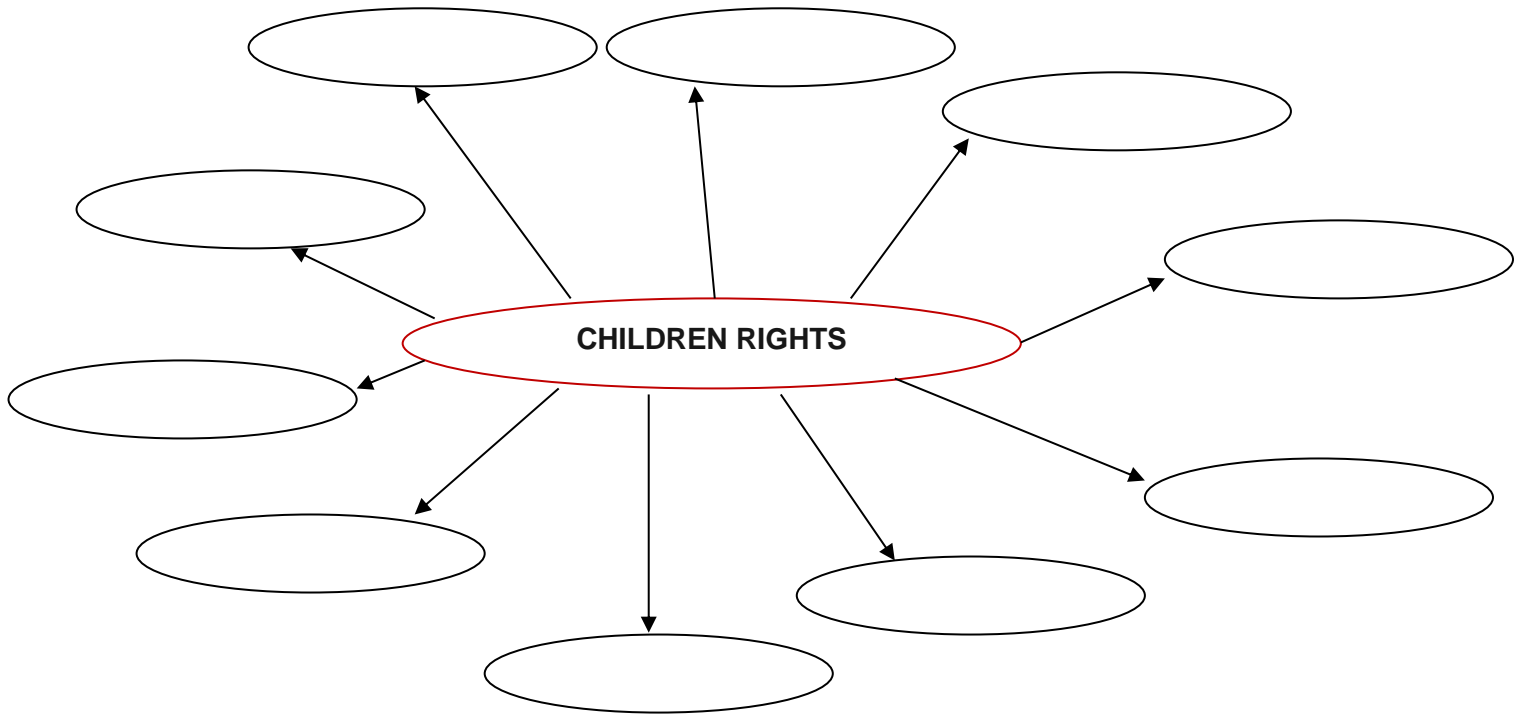
"Who are you?" asked Carly.

"Mr. Friendly" he said.

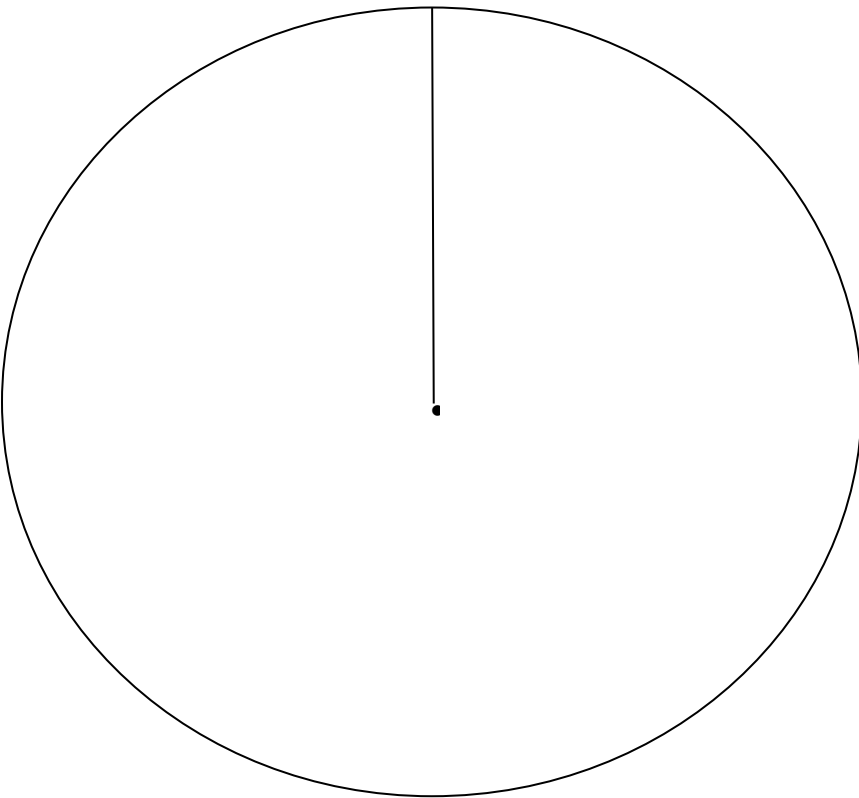
"Oh" said Carly, she'd never heard such a name. "Is that what people are called who are kind to others?" "I had been looking for you for a very long time. If you'd let me, I'd love to come and live here with you and your family".

So Carly was invited to stay in their house as long as she wanted.

1. **“Children Rights”**. Which ones do you think they are? Fill the bubbles with words that come to mind.



2. Divide the circle according to the rights you remember and give each one a colour. Make larger pieces to show the most important rights to you.



**LEGEND**

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3. Which one (or more) do you consider the most important rights and why?

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4. Do you believe that human rights are always respected? Give examples.

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