



STAND UP, EUROPE!

LECHENA, GREECE

“Stand up, Greece!”
February 2nd – 7th 2020

Logbook of



ERASMUS+ 2019-2021

Information

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It's not all Greek to me!

During your visit in Greece you will get the opportunity to interact with the Greek culture, learn about new customs and traditions, as well as some Greek words.

Ask your host or other Greek fellow students to help you fill in the table.

The small mark “ ` ” on the vowels (à è ì ò ù) is the intonation of the word.

Good Luck!

English	Greek
Hello! Good morning	Jià sou! Ka-li-mè-ra
How are you?	Tí kànis?
Thank you	Ef-ha-ri-stò

Saturday, February 1st 2020



Athens

Athens is the capital and largest city of Greece. Athens dominates the Attica region and is one of the world's oldest cities, with its recorded history spanning over 3,400 years and its earliest human presence starting somewhere between the 11th and 7th millennium BC.

Classical Athens was a powerful city-state that emerged in conjunction with the seagoing development of the port of Piraeus, which had been a distinct city prior to its 5th century BC incorporation with Athens. A center for the arts, learning and philosophy, home of Plato's Academy and Aristotle's Lyceum, it is widely referred to as the cradle of Western civilization and the birthplace of democracy, largely because of its cultural and political impact on the European continent, and in particular the Romans. In modern times, Athens is a large cosmopolitan metropolis and central to economic, financial, industrial, maritime, political and cultural life in Greece. In 2012, Athens was ranked the world's 39th richest city by purchasing power and the 67th most expensive in a UBS study.



Athens is a global city and one of the biggest economic centres in southeastern Europe. It has a large financial sector, and its port Piraeus is both the largest passenger port in Europe, and the second largest in the world. While at the same time being the sixth busiest passenger port in Europe. The Municipality of Athens (also City of Athens) had a population of 664,046 (in 2011) within its administrative limits, and a land area of 38.96 km² (15.04 sq mi). The urban area of Athens (Greater Athens and Greater Piraeus) extends beyond its administrative municipal city limits, with a population of 3,090,508 (in 2011) over an area of 412 km² (159 sq mi). According to Eurostat

in 2011, the functional urban area (FUA) of Athens was the 9th most populous FUA in the European Union (the 6th most populous capital city of the EU), with a population of 3.8 million people. Athens is also the southernmost capital on the European mainland.

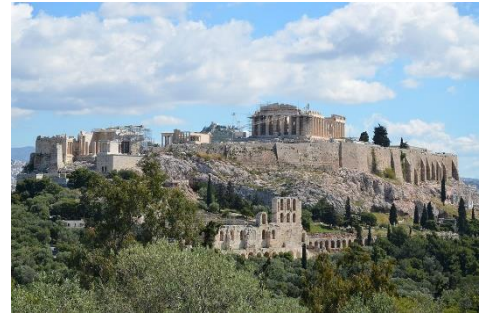
The heritage of the classical era is still evident in the city, represented by ancient monuments and works of art, the most famous of all being the Parthenon, considered a key landmark of early Western civilization. The city also retains Roman and Byzantine monuments, as well as a smaller number of Ottoman monuments. Athens is home to two UNESCO World Heritage Sites, the Acropolis of Athens and the medieval Daphni Monastery. Landmarks of the modern era, dating back to the establishment of Athens as the capital of the independent Greek state in 1834, include the Hellenic Parliament and

the so-called "architectural trilogy of Athens", consisting of the National Library of Greece, the National and Kapodistrian University of Athens and the Academy of Athens. Athens is also home to several museums and cultural institutions, such as the National Archeological Museum, featuring the world's largest collection of ancient Greek antiquities, the Acropolis Museum, the Museum of Cycladic Art, the Benaki Museum and the Byzantine and Christian Museum. Athens was the host city of the first modern-day Olympic Games in 1896, and 108 years later it welcomed home the 2004 Summer Olympics, making it one of only a handful of cities to have hosted the Olympics more than once.

Sunday, February 2nd 2020

Acropolis of Athens

The Acropolis of Athens is an ancient citadel located on a rocky outcrop above the city of Athens and contains the remains of several ancient buildings of great architectural and historic significance, the most famous being the Parthenon. The word acropolis is from the Greek words ἄκρον (akron, "highest point, extremity") and πόλις (polis, "city"). Although the term acropolis is generic and there are many other acropoleis in Greece, the significance of the Acropolis of Athens is such that it is commonly known as "The Acropolis" without qualification. During ancient times it was known also more properly as Cecropia, after the legendary serpent-man, Cecrops, the first Athenian king.



While there is evidence that the hill was inhabited as far back as the fourth millennium BC, it was Pericles (c. 495 – 429 BC) in the fifth century BC who coordinated the construction of the site's most important present remains including the Parthenon, the Propylaea, the Erechtheion and the Temple of Athena Nike. The Parthenon and the other buildings were damaged seriously during the 1687 siege by the Venetians during the Morean War when gunpowder being stored in the Parthenon was hit by a cannonball and exploded.

Acropolis Museum

The Acropolis Museum (Greek: Μουσείο Ακρόπολης, Mouseio Akropolis) is an archaeological museum focused on the findings of the archaeological site of the Acropolis of Athens. The museum was built to house every artifact found on the rock and on the surrounding slopes, from the Greek Bronze Age to Roman and Byzantine Greece. It also lies over the ruins of a part of Roman and early Byzantine Athens.

The museum was founded in 2003, while the Organization of the Museum was established in 2008. It opened to the public on 20 June 2009.[1] Nearly 4,000 objects are exhibited over an area of 14,000 square metres. The Organization for the Construction of the new museum is chaired by Aristotle University of Thessaloniki Professor Emeritus of Archaeology, Dimitrios Pandermalis.

Awards

- On 13 May 2010, it was awarded the International Association of Lighting Designers (IALD) Award of Excellence and Sustainability.
- On 8 November 2010, the Museum won the British Guild of Travel Writers' (BGTW) award in Globe category for the Best Worldwide Tourism Project for 2010.
- The Museum received 2011 AIA (The American Institute of Architects) Institute Honor Award for Architecture.
- It was among the six finalists competing for the 2011 European Union Prize for Contemporary Architecture – the Mies van der Rohe Award.
- On Friday 14 September 2012 the Acropolis Museum was awarded for its innovative program of the conservation and the restoration of the Caryatids by the International Institute for Conservation (IIC) in Vienna, with the Keck Award 2012.
- On 2017, Acropolis museum ranked 8th in the TripAdvisor's Travellers Choice Awards of the 25 Best Museums in the world for 2017.

Photo Safari in Athens

Date:	Sunday, 2 nd February 2020
Activity:	Discover the diversity in Athens, Greece.
Time:	30-60 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

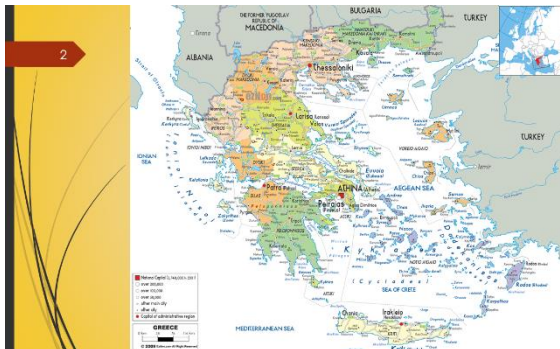
PREFACE	
<p>Diversity is all around us although sometimes we don't realize it, so you have to look closer and observe. It could be different from what you are accustomed to, like, a different behaviour, a way of thinking or a process of doing things. It could be any sort of local architecture, fashion, customs and traditions, objects and people.</p> <p>You arrived in a new country...</p> <ul style="list-style-type: none"> • What is different or new to you? • What catches your eye? 	
TASK	DONE?
<ol style="list-style-type: none"> 1. Stay in your local groups, take out your camera and capture "diversity" as you stroll around in Athens. 2. Choose 10 of your best shots. 3. Present them the next day (Monday, 3rd February) in the plenum. 4. Make a short comment <i>where you took the photo</i> and <i>why it is interesting to you</i>. 	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Monday, February 3rd 2020

GREECE



History

- Democracy
- Cradle of Western Civilization
- Philosophy
- Medicine
- Literature
- Mathematics & Sciences
- Drama
- Olympic Games

PREFECTURE ELIS



Ancient Olympia

- Sanctuary of Zeus
- named after Mt. Olympus
- 776 BC
- Every 4 years

Andravida

- Early history
- 1205 conquest by the Crusaders
- Residence of Principality of Achaea
- 1420 conquest by Despotate of Morea
- 1460 conquest by Ottoman Empire
- 1686-1715 Venetian
- until Greek Independence

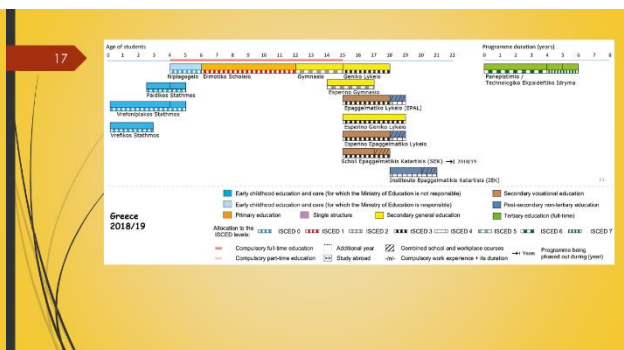
Lechena

- Municipality of Andravida-Kyllini
- Population 2,641 (census 2011)
- 1835. Myrfontouia
- 1866. Andreas Karkavitsas

EDUCATIONAL SYSTEM

Structure

- Ministry of Education, Research and Religious Affairs
- Regional Education Directorates (*Periféria*)
- Directorates of Primary and Secondary Education
- Schools



VOCATIONAL LYCEUM OF LECHENA

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History

- **1991** Technological Lyceum (*TEL*)
- **1997** moved to its current location
- **1998** Technical Vocational School (*TEE*)
- **2007** Vocational Lyceum (*EPAL*)

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Key Facts 2019/2020

- **1 of 6** Vocational Lyceums
- **North** of the city of Lechena
- Area of **4000 m²**
- **2** main buildings
- **160** students
- **32** teachers (**16** regular)
- **4** professional divisions



Masters of Interculture-Craft

Masters of Interculture-Craft – 9 challenges –

- 1 Get started!
- 2 Be colourful
- 3 Talk like strangers do
- 4 Walk on unknown ground (city race)
- 5 More than words can say
- 6 Make yourself comfortable
- 7 Enjoy the taste of the world
- 8 Typical?!
- 9 Jump!

Masters of Interculture-Craft / challenge 1

Challenge 1: Get started!



Activity

Assess and judge your team partners in turns.

How to do it:

- One team partner stays silent and keeps a poker face (=it's not allowed to show any reactions).
- The others speak, assess and judge him/her on the questions:

a) Which kind of music does he/she like, prefer, favour?

..... because

.....

.....

b) What does he/she like to do in his/her free time?

..... because

.....

.....

c) If he/she were an animal, what would it be?

..... because

.....

.....

- After 3 minutes, it's the next partner's turn to be judged.
- When all partners are assessed, discuss the results: are they correct?



Masters of the Interculture-Craft / challenge 1

Reflection on your experiences (all groups together):

- Where your partners' judgements correct?
- How did you feel when judging the others? Comfortable / uncomfortable / weird / it was fun ...
- How did you feel when being judged? Comfortable / uncomfortable / weird / it was fun ...

Message of challenge 1 "Get started!"

- Being judged may feel strange, weird, uncomfortable.
- Not being allowed to react makes it worse.
- Spontaneous judgements are not always correct.
- We may be misled by other people's outer appearance.
- Spontaneous assessment may be influenced by prejudice and stereotypes.

Insight

Take your time and some closer look before judging others! Don't let prejudice and stereotypes influence your interaction!

Congratulations - you mastered challenge 1!

Masters of the Interculture-Craft / challenge 2

Challenge 2: Be colourful

Every single person is different and unique.

You may have different external characteristics, like, hair and skin colour, or a different age and ethnic origins, a disability or different sexual orientation. Your religious beliefs or political opinions could vary from others. You may support different sport teams or favour other artists; like, to taste different food or visit distant places. The list is endless.

The more we talk about our own differences and others', the more "normal" they become, and the less undesirable they feel.

Activity

Picture different personal characteristics.

How to do it:

- Each one gets a puzzle piece of foam.
- Use the coloured pens to draw diverse aspects about yourself.
- An example is shown on the next page.
- Comment shortly on *what you like most about yourself*.

Example



What I like most about myself is...

...helping people and being optimistic

Congratulations - you mastered challenge 2!

Masters of the Interculture-Craft / challenge 3

Challenge 3: Talk like strangers do

Activity

Introduce yourself in different languages

How to do it:

Step 1:

- Students form groups of five (hosts and visitors combined)

Step 2:

- Each member in each group gets a set of card signs with phrases of introductions
- Visitors' card signs include phrases in English and in Greek.
- Hosts' card signs include phrases in their own visitors' native language.

Step 3:

- Groups have 10' to teach each other how to introduce themselves in each other's mother tongue (use the cards)

Step 4:

- Stand up and introduce yourself in **Greek/French/German/Czech!**

Congratulations - you mastered challenge 3!

Masters of the Interculture-Craft / challenge 4

Challenge 4: Walk on unknown ground (city race)

Activity

Discover the town of Lechena.

How to do it:

- Stay in your teams of guests and hosts (5 persons).
- **The aim** is to visit some places in the town of Lechena and collect keywords/key phrases.
- Each team is given a set of **3 cards** and a **pen** to write down the key-words/-phrases.
- The Greek hosts will guide and facilitate you.
- Follow the instructions on the app **Actionbound**.

[BEFORE]

- **Greek students only:** Run the application *Actionbound* on your smartphones.
Scan the *Team ID* from the PC of the Greek coordinator.
- Start your journey and have fun!

[DURING]

- A keyword/key phrase is displayed once a set of assigned tasks is completed.
- Write it down on your card.
- At the end you shall have 3 keywords.

[AFTER]

- After returning to school stick your keywords on the prepared Flip-Chart.
- What is the message?

Congratulations - you mastered challenge 4!

Masters of the Interculture-Craft / challenge 5

Challenge 5: More than words can say

Did you know that you can learn a language in only 10 minutes – universally understood and useable?

Let us give you an example of how easy communication in this language is. You only have to pay attention and watch.



Activity

Your turn to communicate in “mo-th-wo-ca-say”!

- Take 10 minutes in your team to prepare a little simple sketch of your own (ordinary, everyday life things: school/home/sports/hanging out etc.).
- No words are allowed in the sketch. You may use noises and sounds.
- Present your sketches to the audience.

Reflection

- How/why did you understand the sketches without words?
- Have a guess: how much of our ordinary communication relies on non-verbal elements

Masters of the Interculture-Craft / challenge 5

Message of challenge 4 “More than words can say”

- Even without knowing foreign languages we are able to communicate and understand each other.
- Even without speaking and without consciously doing so, we always send and receive messages and signs
- Communication depends on more than words can say. We all make use of nonverbal, paraverbal, extraverbal elements, often unconsciously:
- Nonverbal: mimics, gestures, looks, posture etc.
- Paraverbal: the way we speak, for example intonation, volume of speaking, pitch and speed of speaking.
- Extraverbal: general settings of communication such as place and time, relationships, outer appearance etc.

Conclusion of challenge 5 “More than words can say”

- Nonverbal, paraverbal and extraverbal communication plays a large role in our communication (with a share of 70-90%).
- These forms of communication include important elements for understanding people we talk to.
- We need to observe and be aware of these non-verbal elements.

Insight

You cannot *not* communicate, and communication is much more than words. All you need is awareness and openness to understand and use the universal form of communicating non-verbally.

Congratulations - you mastered challenge 5!

Masters of Interculture-Craft / challenge 6

Challenge 6: Make yourself comfortable

Activity 1

- Make yourself comfortable and relax.
- Prepare for a dream journey: close your eyes, listen to the music, follow the instructions and let your imagination take over for a while.



Discussion

- Let the others know about your mental journey: where did the journey take you? (Places, things and persons you saw etc.)
- What did you like? What was not all too enjoyable?

Activities 2 and 3

- Now you need to get physically active and leave your comfort zone for some little practice:
Listen and follow the instructions for
(a) the “beam experiment” and
(b) the “blanket experiment”.

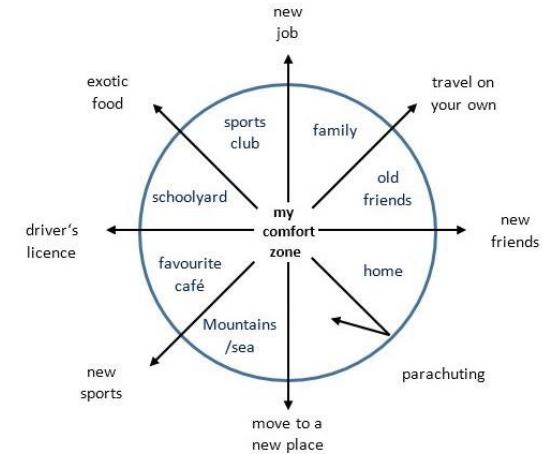
Discussion

- How did you feel during the experiments?
- What was it that made the experiments successful or made them fail?
- Compare your thoughts with the following model:

Masters of Interculture-Craft / challenge 6

Message of challenge 6 “Make yourself comfortable”

Model of staying in and leaving the comfort zone



Conclusion of challenge 6 “Make yourself comfortable”

- Widening your mindset can be disagreeable at first.
- Having the courage to walk new ways means development.
- Widening our comfort zone consciously is always worth the effort.

Insight

Leaving your mental comfort zone might be challenging but it helps you unfold your wings and it may be a lot of fun!

Congratulations - you mastered challenge 6!

Challenge 7: Enjoy the taste of the world

Do you remember the model of the comfort zone?
We learnt that new things enrich our everyday
life and after a while we cannot do without them.



Activity

- Write down the names of the fruits in the photo in your own languages and in English. Compare the words.
- Guess the fruits' countries of origin and write them on a card.
- Find the countries on the map and stick the post-its with the fruits in the correct place.
- Enjoy the fruits!

Fruit	Country of origin
<input type="radio"/> pineapple	Greece
<input type="radio"/> orange	Brazil
<input type="radio"/> pomegranate	China
<input type="radio"/> grapes	Italy
<input type="radio"/> tangerine	Ecuador
<input type="radio"/> kiwano	Spain
<input type="radio"/> kumquat	Malaysia
<input type="radio"/> apple	Namibia
<input type="radio"/> pear	Turkey
<input type="radio"/> pomelo	Columbia
<input type="radio"/> mango	Israel
<input type="radio"/> banana	France
<input type="radio"/> starfruit	Costa Rica



Message of challenge 7 “enjoy the taste of the world”

- We usually don't realise that foreign things are already part of our life.
- Foreign, strange, new things can be integrated and turned into something familiar, simply by enjoy them.

Insight

Be positive and curious!
Try and enjoy what is new to you – it enriches your life!

Congratulations – you mastered challenge 7

Masters of Interculture-Craft / challenge 8

Challenge 8: Typical?!



Bild 1



Bild 2



Bild 3



Bild 4



Bild 5



Bild 6



Bild 7



Bild 8

Masters of Interculture-Craft / challenge 8

Activity

- Make notes: Which countries are these ladies from? How can you tell?
- Compare and discuss the results in your group.

Information

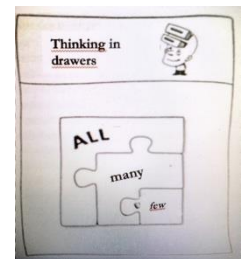
- The 8 photos are part of an experiment (17 photos). They all show the same woman but each time in different outfit.
- The pictures are thought to be humoristic and ironical. They are part of an exhibition "Photo safari across Europe and its prejudice." They show German views in particular.
- There aren't such stereotypes for all European countries.

Message of challenge 8 "Typical?!"

- Each dress-up triggers certain stereotypical ideas.
- So-called 'national stereotypes' have developed for a number of European countries – but not for all.
- Prejudices and stereotypes originate in selective perception. They neither match individual persons nor the whole population of a country.

Insight

**Stereotypes and prejudices may convey wrong images and views.
You shouldn't put people into "drawers".**



Congratulations - you mastered challenge 8!

Masters of Interculture-Craft / challenge 9

Challenge 9: Jump!



Activity 1

- Look at the pictures/sections of pictures.
- Make a guess: what is shown?

Message of activity 1

- We judge too quickly because/when we only realise bits of information.
- This is called “**selective perception**”.
- Selective perception easily leads to prejudice and stereotypes.

Activity 2

- Take a puzzle from the drawers and put it together in your group (use the side with the big letters).
- Read the sentence. How do you call such phrases?
- Turn the puzzle and read the texts on the other side.
- How do the two sides correlate?
Which message do you get from the puzzles?

Masters of interculture-Craft/ challenge 9

Message of activity 2

- Prejudice can be detected when you take a closer look.
- More details may come along with surprising insights.
- Prejudice and stereotypes hinder objectivity and block our perception of complex things.
- **Thinking in drawers** may still help to sort new impressions and handle complexity.
- But we should always keep the drawers open in order to differentiate generalisations as time passes.
- Background knowledge may help in realising and explaining prejudices and their development.

Insight

**Take a closer look because appearances are deceptive.
If you think in drawers, leave them open to widen
or change your views.
Try not to judge before you really know people, cultures and things.**

Congratulations - you mastered challenge 9!

Masters of Interculture-Craft /reflection

Now that you managed the challenges and have become true masters of interculture-craft, let's recollect the insights of all challenges.

- 1 Take your time and some closer look before assessing and judging others!
Don't let prejudice and stereotypes influence your interaction!
- 2 We are all colourfully different.
Life would be boring if we all were the same.
Therefore: Discover diversity and enjoy it!
- 3 Communication isn't always easy.
But if we try, we will understand each others!
- 4 The world is full of strange, new things.
Be courageous and discover them – you might love them.
- 5 You cannot *not* communicate,
and communication is much more than words.
All you need is awareness and openness to understand and use the
universal form of communicating non-verbally.
- 6 Leaving your mental comfort zone might be challenging
but it helps you unfold your wings and it may be a lot of fun!
- 7 Be positive and curious!
Try and enjoy what is new to you – it enriches your life!
- 8 Stereotypes and prejudices convey wrong images and views.
You shouldn't put people into "drawers".
- 9 Take a closer look because appearances are deceptive.
If you think in drawers, leave them open to widen or change your views.
Try not to judge before you really know people, cultures and things.

General insight

Be a little courageous
and open our minds.

Discover new things -
They offer experience
and enrich our lives.

Take the challenge -
you can only win!

Never forget -
it doesn't take much
to be courageous
and **stand up for diversity!**

**Congratulations –
you are masters
of Interculture-Craft!**

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Tuesday, February 4th 2020

Testimonies of the past

Date:	Tuesday, 4 th February 2020
Activity:	Analyse pictures from the World War II.
Time:	45 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

PREFACE	
"A picture is worth a thousand words". A single image can convey multiple meanings and ideas more effectively than a verbal description. Pictures are testimonies of a moment in the past.	
TASK	DONE?
<ol style="list-style-type: none">1. Choose 3 photos as a team.2. Describe <i>what is pictured, the persons or the situation.</i> <i>What might they be thinking?</i> <i>Try to imagine the circumstances.</i>3. Discuss your observations in class.	

Historical Exploration 1939-1945

Date:	Tuesday, 4 th February 2020
Activity:	Creating the timeline for the historical events during 1939-1945 with focus on Greece.
Time:	90 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

PREFACE	
Historical facts of the period 1939-1945 are divided in 4 areas: a) National Socialism and World War II: How it all came about? b) World War II: What happened where and when? c) World War II and Greece: How Greek involvement came about? d) National Socialist Occupation of Greece: What it meant.	
TASK	DONE?
<ul style="list-style-type: none">• Stay in 4 assigned teams of 6-7 students.• Each team gets one area of interest • Study the facts and discuss them within the group • Write keywords/key phrases on moderation or post-it cards. • Create the timeline with your cards by retelling the events.• Discussion.	

DIVERSITY DESTROYED I

NATIONAL SOCIALISM AND WORLD WAR II (1939 – 1945): HOW IT ALL CAME ABOUT

Trying to understand *how* National Socialism and the rise of Hitler came about is difficult because of the many different causes involved. But even uncovering these causes ultimately doesn't give a satisfying answer to the question *why* Hitler could manipulate the whole German population, using them as instruments for his atrocities, and mislead almost all other European governments.

Some roots of the rise of National Socialism lie in the consequences of **World War I (1914-1918)**: (1) As all Europe lay severely demolished and demoured millions of victims, the *Versailles Treaty* of **1919** blamed Germany with all responsibility and put enormous loads of reparation payments on it. (2) At the end of the war **in 1918**, there had been a severe political crisis in Germany and a revolution which led to the abdication of the Emperor, the abolishment of the monarchy and installation of a democracy, the *Weimar Republic*. (3) Economic crises, mass unemployment, fear of a spread of communism, the people's uneasiness about the new democratic form of government, and a multitude of political parties left most Germans disoriented and socially as well as politically disappointed and unsatisfied, wishing for a new strong leader.

Differing from the other European fascism (Spain, Italy), the rise of national socialism in Germany is closely connected with these special socio-political tensions, showing in a refusal of parliamentary democracy and in favouring radical, anti-democratic movements.

When in **autumn 1923** hyper-inflation made money almost worthless and radical right-wing organisations became ever more attractive, Hitler, the leader of the small NSDAP in Munich, Bavaria, saw his time come. On **November 8, 1923**, he gathered the men of the

Sturmabteilung ("storm department") and armed Bavarians for a march on Berlin to fight what he called the "Jewish-Marxist breed" and to seize power. As this coup attempt was not at all organised the aggressors were arrested and the NSDAP was banned in all Germany. In **February 1924** Hitler was sentenced to 5 years of prison, but due to "good conduct" was released after 9 months. In prison Hitler had written "Mein Kampf", a book in which he put down his goals of extinguishing all Jewish people, fighting communism and installing dictatorship over Europe.

When in **February 1925** the NSDAP was restored, Hitler reinforced his leadership claim as the only "Führer" to put into effect the National Socialist ideas. As the rigid organisation of the party, its antidemocratic ideas and the so-called "Führer principle" seemed attractive to many people, the party won supporters in all Germany, though still remaining without much influence.

By 1924 however, the Weimar Republic seemed to have established and to do well, international relations improved and economy and society experienced good times (the so-called *Golden 20s*) until **1929** when the great stock exchange crash (*Black Tuesday*) in the US caused a worldwide economic depression. Germany again faced mass unemployment, and a series of political crises radicalised many people which meant an enormous gain of influence and power for National Socialism. In **July 1930**, the parliament was dissolved and the new elections on **September 14, 1930**, made the NSDAP the second strongest party in parliament.

While the crisis continued without the new government – of which the NSDAP was part – being able to cope with ever new negative developments,

Hitler constantly stabilised his power, successfully strengthened his organisation and managed to ever more infiltrate ordinary people's minds with his radical anti-democratic, racist ideas.

On January 1933, trying to install a working parliament, President Paul von Hindenburg appointed Hitler as Chancellor, hoping that the conservative forces in parliament would and could control Hitler and keep him within the limits of democratic politics. But Hitler wouldn't have himself controlled and instead set out to radically destroy democracy and establish dictatorship almost immediately after the day he called "seizure of power" (*Machtergreifung*).

Due to shortcomings in the constitution of the *Weimar Republic* the chancellor was given extensive powers which Hitler misused to establish his dictatorship: During the **year of 1933** the oppositional parties were prohibited, communists, social democrats and members of the trade unions persecuted and imprisoned. And Hitler right away began putting into practice his inhumane racist ideas: Jews, Sinti and Roma along with all other people that did not fit with his notion of the "Arian race" were persecuted, imprisoned and sentenced to forced labour.

By the **end of 1933**, all parties, except for the NSDAP, were prohibited, Hitler held all power, and – relying on the brutality his helpers in the National Socialist organisations – went on to consolidate his dictatorship as *Führer*. His aims of making Germany great, rich and influential again and of establishing National Socialist rule over all Europe were consequently put into action both within Germany

and internationally, largely without other European statesmen opposing.

Breaking with the Versailles Treaty, Hitler introduced compulsory military service **in 1935**, shortly after the province of French controlled Saarland was "reintegrated" into Germany. In **March 1936** the demilitarised zone of the Rhineland, also under French control, was conquered. Relations with the other two fascist dictators grew stronger, and **in 1936** Hitler Germany side by side with Italian forces under Mussolini supported Dictator Franco in the Spanish civil war.

In autumn 1937, Austria where large parts of the population favoured National Socialism became part of the German Reich, and in **1938** Czechoslovakia was annexed in two steps, so that Hitler's "Reich" reached almost the size Germany had had before WW I.

All this happened while the Nazis continued and enforced their atrocities of persecuting, imprisoning and deporting Jews whom Hitler blamed for all economic and political problems, and took all necessary measures for a war on the Soviet Union in order to gain living space in the east and subdue all the people that Nazis called "subhuman". Before Hitler could attack Russia, however, he had to focus on Poland and therefore, concealing his plans, he and Stalin, the Russian dictator, agreed on a treaty (the so-called "Hitler-Stalin Treaty") of mutual non-aggression in case of attacks by France or Britain and included a secret passage that divided Poland between Germany and Russia. It was this secret passage that Hitler had needed to start the war when on **September 1, 1939** German troops occupied the western parts of Poland.

(Doris Lax)

DIVERSITY DESTROYED II

WORLD WAR II (1939 – 1945): WHAT HAPPENED WHERE AND WHEN

The **six years of the Second World War** – which only later was to become a world war – started with the vicious attack of the German *Wehrmacht* (army) on Poland on **September 1, 1939**, under the false pretence of Polish aggression against Germany.

On **September 27, 1939**, Poland surrendered, while the Soviet army (in accordance with the *German-Soviet Nonaggression Pact*) had attacked eastern Poland beginning with September 17. It took only 5 weeks to subdue western Poland under the Nazi regime. Even though Great Britain and France, as partners of Poland (followed by Australia, New Zealand, Canada and South Africa – all [former] British colonies), had declared war on Germany already on September 3, 1939, both countries remained in the defensive, trying to secure their own borders.

Without declaring war, Hitler's army then conquered the neutral countries of Denmark and Norway (only a few days before the British had wanted to land in Norway) in a *Blitzkrieg* in **April 1940** in order to gain a good position for war against Britain and to easily get a hold of the Swedish ore (necessary for steel production).

Without waiting for the fights in the north, Hitler gave order to attack the western countries on **May 10, 1940**. In another *Blitzkrieg* the Nazis overran Luxemburg, occupied Belgium and the Netherlands, and then entered France which was not prepared for attacks from its northern borders. Pushing both the French and the British army (stationed in France to assist France) back to Calais (from where more than 300.000 soldiers were rescued by the British), the Nazis conquered two thirds of France within a few weeks. The French government surrendered on **June 17, 1940**, leaving the northern and western parts of France under Nazi rulership, and being allowed to

govern the southern part itself with close German observation.

Warfare against Britain, starting in **August 1940**, however, was unsuccessful despite heavy air raid attacks on British ground and many British victims, also because the USA – not yet directly involved in the war – helped Britain in many respects.

In **September 1940**, the *Tripartite Pact* between Germany, Italy and Japan was signed to form the so called *Axis powers*. Italy's army, however, was weak, and Japan was too far away to become a close partner.

Despite the *Non-aggression Pact*, Hitler's main goal was the war against the Soviet Union, because he wanted to gain living space for so-called Arians, destroy Bolshevism and subdue the humans that he called *Untermenschen* ("subhuman beings"), and extinguish Jews. Stalin, on the other hand, wanted to gain new territory himself in Finland and Hungary, Yugoslavia, Romania as well as Bulgaria. Talks between Russia and Germany for a "peaceful" solution were without success. As lot of these countries were afraid of Stalin and Bolshevism, Hitler first seemed to them the better solution.

Before Hitler could send his troops to Russia he had to assist his ally Italy: By the **end of 1940**, Mussolini's troops were under attack in northern Africa (by the British) and in Albania (which then belonged to Italy), after Greece had called Britain for help. Italy then attacked Yugoslavia and Greece, but suffered heavy losses so that Hitler, starting in **April 1941**, invaded the Balkans and Greece in order to secure the southern parts of Europe from a British invasion. Yugoslavia surrendered on April 17, Greece on **April 21, 1941**.

Then on **June 22, 1941**, 3 million German soldiers opened war against Russia, Hitler thinking that it would be another *Blitzkrieg*. During the first 6 months of the war, the Germans made big gains of territory, but as they were not prepared for the Russian winter, it was the weather that stopped them from taking Moscow. The Russian army could finally strike back and there were massive losses in the German army. But Hitler didn't want to back down and withdraw but propagated "total war".

When Japan, Germany's ally, attacked the US fleet in Pearl harbour on **December 7, 1941**, the USA finally entered the war and Hitler declared war on America on **December 11, 1941**.

In **summer 1942**, the Nazis won a few more battles, but in **winter 1942/43** the Russian army succeeded in surrounding the German troops near Stalingrad; 200.000 German soldiers died or were taken prisoners of war. From then on German troops lost almost everywhere.

In **early summer 1943** German and Italian troops had to surrender to the British in northern Africa, allowing British troops to land on Sicily and slowly push to the north to liberate Italy.

After **June 6, 1944** – so-called "D-Day" – when American troops supported by British and French soldiers and French partisans landed in northern France, the "Allies" (USA, Great Britain, France and Russia, having formed an "Anti-Hitler pact") ever more pushed back the Germans, liberating France.

By **August 1944** the Soviet troops had pushed the Germans back to the area from where they had started the war in 1941, and then moved forward into the German mainlands.

By the **end of 1944**, finally the German occupants were also driven out of mainland Greece, though Crete and some small parts of the country only were liberated in 1945.

In autumn and **winter 1944/45** allied troops pushed forward from all sides, defeating the German troops and liberating all European countries from the Nazi regime until in spring 1945, finally – after 12 years of Nazi terror – over all Europe, Germany itself was liberated. Hitler committed suicide on April 30, 1945; and the rest of the political leadership signed the papers of complete surrender in **May 1945**.

(Doris Lax)

DIVERSITY DESTROYED III

WORLD WAR II (1939 – 1945) AND GREECE: HOW GREEK INVOLVEMENT CAME ABOUT

As Hitler greatly loved and admired the arts of Greek Antiquity, he first considered the Greek people being of so-called “related blood” (that is as a sort of relatives to “Arians”) and did not want to involve Greece in his warfare of subduing the Slavic countries and peoples that he thought to be “subhuman beings” (*Untermenschen*). But his mind changed in 1940.

In the beginning, *Hitler had not wanted to involve the southern European countries* of Yugoslavia, Romania, Bulgaria and Greece in a war because Russia had always been his main interest of warfare, and because Hitler needed the resources of the southern European countries.

When, in **June 1940**, Stalin (the Russian dictator) annexed parts of Romania, and when rest-Romania, Hungary and Bulgaria, more or less pushed by fears of being overrun by Bolshevik Russia, decided to join the “Axis Powers” (Germany, Italy, and Japan), the whole *situation changed dramatically* because of Italy.

Mussolini, the Italian dictator, himself had similar ideas as Hitler as to extend his power beyond Italy. Therefore Italian troops occupied Albania **in 1939** and, in August 1940, first wanted to start war on Yugoslavia, something which Hitler didn’t want. Disregarding Hitler’s wish to keep peace on the Balkans to avoid having a second front line in the south when starting war on Russia, Italy attacked Greece on **October 28, 1940**. As a reaction on this attack, British troops were stationed on the island of Crete. On **November 4, 1940**, Mussolini’s troops were defeated by the Greek army, and had to withdraw to Albania.

While the Greek government, having had traditionally good political and economic relations with Germany, tried to avoid war, saying that the British troops would

not attack the Germans but only Italians, Britain wanted to reinforce their troops on the Aegean islands.

Shortly after Bulgaria had extended its territory and joined the “Tripartite Pact” on **March 1, 1941**, massive German troops were stationed in Bulgaria, to allow an easier warfare on Greece. The Yugoslavian government, whose position had been rather pro-Hitler but had not had a treaty with Nazi-Germany, officially joined the Tripartite Pact/Axis powers on **March 25, 1941**, disregarding internal fights for power in Yugoslavia.

On **April 6, 1941**, without having declared war large German troops attacked both Yugoslavia and Greece. Hungarian and Italian troops joined in shortly afterwards.

Yugoslavia as a whole was subdued and occupied by **April 17, 1941**, and the country was divided up between Italy, Hungary, Bulgaria and Germany, while in the end the Nazis kept the final say.

Other than the rather quick defeat of Yugoslavia, the Greek army, assisted by British troops, resisted longer. But in the end, because the Greek troops were not mobile enough, had nothing to resist the heavy bombardment by the invaders, and after a surprise attack from southern Yugoslavia, the city of Thessaloniki fell on **April 9, 1941**. 60.000 Greek soldiers had to surrender.

Moving very quickly southward, the German Wehrmacht and Italian troops occupied the rest of the Greek mainland and most of the islands until **April 30, 1941**. While most of the British soldiers that had assisted the Greek army saw a last minute evacuation to Crete and Egypt, 12.000 British and some 223.000

Greek soldiers were taken prisoners of war. But the Greek soldiers were set free again soon after.

In order to make sure that there would be no landing point left for the allied forces, mainly British troops, to attack Hitler's soldiers, the Nazi regime launched "Operation Mercury" on **May 20, 1941** to finally bring Crete under its control. Despite heavy German losses, the Nazis brought Crete under their control, and by **June 1, 1941**, the whole of Greece was occupied by Nazi Germany.

Due to this so-called "Balkans Expedition" Hitler had to postpone his war on the Soviet Union for several weeks which may have contributed to the fact that the hard Russian winter stopped the German troops from taking Moscow and advancing further into Russia – something that ultimately led to the change of war luck and helped the "Allies" (Russia, Great Britain, France, USA) to win territory and finally defeat Germany.

The consequences of the subdual of Yugoslavia and Greece were heavy and *long partisan fights* against the German aggressors, as well as the fact that the Nazis took advantage of their position and deported and killed almost 90% of the Greek Jews. Moreover, as Greek partisans did not give up fight, the German Wehrmacht recklessly killed thousands of Greek civilians in so-called "*measures of atonement*" („*Sühnemaßnahmen*“) – which were nothing but cruel murders of people who wanted nothing else but live their lives in liberty and freedom. Numbers of victims, civilians and partisans, are most likely to be close to 80.000, set aside the prisoners of war that were brought to Germany for *forced labour* („*Zwangsarbeit*“) and the more than 60.000 Jews deported to concentration camps and killed by the Nazis.

The occupation of Greece by the Germans ended in **1944**, when most of the German troops had to withdraw due to the advancement of the Allied troops, but Crete and some Aegean islands remained occupied until **May 1945**.

(Doris Lax)

DIVERSITY DESTROYED IV

NATIONAL SOCIALIST OCCUPATION OF GREECE (1941-1944): WHAT IT MEANT

Relations between Greece and Germany had been good in the 1920s as economic cooperation resulted in political approaches and helped both countries. While big German firms (Siemens, AEG etc.) founded Greek dependencies, Greece exported agricultural goods and ore (such as chromium) to Germany. Traditional German high esteem for Greek culture and the people was reflected in many Greek people studying at Germany universities. One of them was Ioannis Metaxas, Greek Prime Minister in the 1920s, who was not only German-friendly but also liked National Socialist ideas. Hitler, on the other hand, admired Greek Antique arts and for political and economic reasons had initially wanted to keep Greece untouched by the war, relying on their allegiance.

The change came with the first days of the war as Greece increasingly feared **Italian invasion** and therefore asked both Germany and Britain for protection. As Hitler was not willing to intervene with his Italian ally, Greek-German relations deteriorated, the more so as Hitler feared British presence in Greece that would hinder warfare on Russia. Then, when Italy finally tried to occupy Greece but was defeated, Hitler hardly had any other option than to intervene and try to settle affairs on the Balkans and in Greece.

After having **occupied the Greek mainland in May 1941** and invaded Crete in June 1941, Hitler finally focused on the war against the Soviet Union. As he did not want to leave strong troops in Greece and felt that he had successfully chased the British back to Egypt, control of occupied Greece was largely given to Italy and Bulgaria, while Hitler agreed to have a German-friendly, collaborating Greek government and left only 75.000 soldiers stationed in the

strategically important areas of northern Greece, around Athens and on Crete.

With **Italy's defeat and surrender in 1943**, however, almost all Greece came under full German control, which meant 275.000 German soldiers, supported by 55.000 Bulgarians.

Despite the **seemingly settled situation in 1941/42** and as their living conditions were miserable, the **Greek people's attitude** over against the Germans had dramatically changed for different reasons: (1) Partly due to the battles, the Greek economy had almost broken down, causing a high rate of **unemployment** along with hyper-inflation. (2) Regardless of this, Germany rigorously **exploited all Greek resources**, be it technological and agricultural products or fuels and ore. (3) Exploitation of Greek raw materials demanded many workers, so that the Germans urged the Greek to do **"forced labour"** (*Zwangsarbeit*) – meaning hard work for extremely little payment or only a little food (not enough to sustain living). As the war went on, many Greek people were voluntarily and involuntarily deported to the *Reich* (mainly Bavaria and Austria) to do forced labour there. (4) Greece was made to pay **"occupation money"** (*Besatzungsgeld*) to support troops in battle as well as the occupants. (5) From the very beginning, German soldiers recklessly **plundered the Greek population**, stealing and forcing everything from them that was of worth, be it silver and gold or food. (6) Thus left with almost nothing, the Greek population had to face the hard winter of 1941/42 in which more than 250.000 people died from **starvation and diseases**. The situation only changed slightly in spring and summer 1942 after Britain had loosened its sea blockade and then asked neutral

Sweden to coordinate food supply, mainly from Canada.

Yet, Greece remained under the threat of starvation as exploitation wouldn't stop, while naturally the Greek population – apart from a few still pro-National Socialist groups – had turned against the German violators, and partisan fighters organised attacks on the cruel occupants, Italians and Germans alike. The two most important **groups of resistance** were the EAM/ELAS and the EDES which occasionally cooperated, assisted by secretly operating British soldiers, but generally tended to fight each other, thus unwillingly or voluntarily helping the occupants.

As the occupation went on and German troops in Greece were more than tripled (in autumn 1943), each partisan action was answered with **increasing brutality**, not only against the partisan groups in the Greek mountains but also against the civilians: (1) By **intimidating** the population in the small villages, the Nazi soldiers tried to cut off supplies for the partisans in the mountains. (2) Following orders from Berlin, they took **civil hostages** who they shot in official places. (3) They conducted so-called **"atonement measures"** (*Sühnemaßnahmen*), unbelievably inhumane, utterly brutal actions, during which the men of the German *Wehrmacht*, as revenge for attacks by partisan groups, took away everything they could get hold of (animals, tools, clothes, furniture), burnt down whole villages, and killed the civilians.

Apart from these atrocities, the Nazis, in accordance with their efforts to extinguish the Jews, deported more than 60.000 Greek Jews to the concentration camps in Eastern Europe where most of them were murdered.

By the end of the occupation, the **Germans had destroyed hundreds of villages and small towns and killed some 30.000 people** conducting there well-planned and utmost inhumane atrocities, one of which took place in the town of **Kalavryta**, 24 surrounding villages and three cloisters.

After partisans had taken hostage 78 German soldiers in **October 1943** and negotiations for an exchange with imprisoned Greek partisans had been unsuccessful, the partisans shot the Germans (3 Germans escaped). On **December 5**, German troops surrounded the town of Kalavryta, searched the whole area for partisans, and as they couldn't find any suspects burnt a few houses, declaring their operation was finished and the population had nothing to fear. However, on **December 13, 1943**, following the order of General Karl von Le Suire, German soldiers again surrounded the town.

Women, children under 14, and elderly people were separated from the men. While the men were forced to gather on a little hill above the town, constantly threatened by armed soldiers, the women, children and old people – without knowing what happened to the men – were locked in the town school. All town houses, except for the school, were set on fire, and after the men had been urged to watch their houses burn down and the fire approaching the building in which their families were locked, the Germans shot all men. As the barbarian Germans left the town, the women, children and old managed a last minute escape from their trap, only to find their town in ashes, their husbands, fathers, brothers and sons killed and their own lives destroyed.

(Doris Lax)

Holocaust of Kalavryta

Date:	Tuesday, 3 rd February 2020
Activity:	Retell the events of the Kalavryta Holocaust.
Time:	90 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

TASK	DONE?
<ol style="list-style-type: none">1. Stay in your assigned teams.2. Each team studies one of the following texts<ul style="list-style-type: none">○ General aspects○ "Before the massacre"○ "The day of the massacre – Inside the school"○ "The day of the massacre – On the hill"○ "After the massacre"3. Make a list of the events that took place.4. Write keywords/key phrases on the moderation cards.5. Re-tell the events in class.6. Pin the moderation cards on the board.7. Discussion & Interviews of survivors.	

DIVERSITY AND COMMUNITY DESTROYED: FOCUS ON THE KALAVRYTA MASSACRE

GENERAL ASPECTS:

ITALIAN AND GERMAN OCCUPATION OF THE PELOPONNESE AREA

After the **Italian attack on Greece in 1941**, followed by the invasion by German troops and the surrender of the Greek army, Hitler Germany **first left control** of the southern parts of Greece **with the Italians**. Therefore Italian troops occupied the Peloponnese peninsula by May 1941, making the small town of **Kalavryta** in the mountains their **headquarters**.

The Italians confiscated several houses for the soldiers and turned the **school** building into their prison/**concentration camp** for the Greek partisans that were very active to regain freedom from occupation. Conditions for the imprisoned 500 Greek partisan fighters were very bad, they were beaten, tortured, suffered from diseases and famine under Italian brutality. Greek partisans kept on fighting the occupant, several times beating the occupants, but also suffering losses.

After the **Italian surrender** to the allied forces in **summer 1943**, it was no longer a part of the axis-powers, so **Nazi troops** disarmed the Italians on **September 9, 1943** and **took over control** of all Greece. From July to early December 1943 the Greek people had to withstand air raids as well as destruction of villages, as the Nazis thought that the centre of Greek resistance against the occupation was the town of Kalavryta and its surrounding villages and the mountains.

In order to wipe out resistance against the occupation and because they thought that British troops planned a landing on the south coast of the Peloponnese peninsula, the Nazis planned "**Operation Kalavryta**": a huge military operation by Wehrmacht troops from different occupied towns heading for Kalavryta.

(Doris Lax)

I BEFORE THE MASSACRE

Fighting the German troops at the town of Kerpini on October 16-18, 1943, the Greek partisans got hold of 83 German soldiers, 3 of them wounded, and imprisoned them in the school of Kalavryta. Negotiations for an exchange of the German soldiers with Greek partisans were without success but led to another German air raid on Greek villages that resulted in heavy destruction and the death of 13 civilians.

The German plans for “**Operation Kalavryta**” were worked out right away and put into action after the Greek partisans had killed their 83 German prisoners in the mountains on December 7, 1943.

On **December 9, 1943**, at 9 am, Wehrmacht troops arrived in town and all Kalavrytan men had to **gather on the central place** of the town. In a speech the German commander told the people that the Wehrmacht only tried to get hold of the partisans, find and free the German prisoners, and chase the partisans away, and therefore the civilians were safe and should not be afraid.

Still pretending that they wouldn't do anything to the people, the occupants asked for food as well as for livestock (sheep, goats, pigs, cattle) to **supply the troops**, and searched several houses in town in **search of partisans**. As no partisan could be found, order was given to burn down their houses after having taken out everything of worth. The town **hotel “Hermos” was also burned** down as the Germans said they had found hand granates there.

Although the German occupants stayed in town, the people of **Kalavryta remained calm** – hoping that nothing would happen to them if they didn't offend the Germans, even when on **Friday, December 10**, several important Kalavrytan **civilians were questioned**, people were not allowed to leave their houses after 4 pm, and German soldiers looted several houses and took everything that seemed of good use for them.

On **Saturday, December 11**, the local doctors had to conduct post-mortem examinations on three of the killed German prisoners (that had been found in a well close to Kalavryta), then the Germans got a funeral at Kalavryta cemetery. Although everything still seemed calm, the Nazis allowed more civilians from the surrounding villages into town but **let nobody leave** – meaning that the town of Kalavryta had become a sort of prison.

On **Sunday, December 12**, all live stock were gathered on a field, then killed and put on trucks that were sent to Patras. In the afternoon the German commander expressed his thanks for the food supply and told the mayor that **the troops would leave the next day**.

Actually, some German troops left Kalavryta in the morning of December 13. But something that the people of Kalavryta didn't know was that already on Friday, December 10, order had been given to shoot all male Kalavrytans aged 13 to 80.

(Doris Lax)

II THE DAY OF THE MASSACRE – INSIDE THE SCHOOL

Instead of leaving Kalavryta in the morning of December 13, the occupants were divided into four groups each of which was given a different task in the horrors that were to come. The first group of armed German soldiers **forced all people in town to gather** in the town's central place and guarded them. The second group led the **male population to a hill**, threatened them with weapons and secured the surrounding area. The third group looted the houses and **set the town on fire**, while the fourth group made sure that the **women and children were set captive** in the town school and could not escape.

In the **early morning of December 13**, the Germans rang the church bells to make the people gather in town. When the people arrived, frightened, packed with blankets and some food, the first group of heavily armed German soldiers **forced them all to enter the school building**, while another group observed the surrounding area for partisans.

Upon entering the building, all men and boys over 13 were forced into two classrooms (on the right) while the **younger children and their mothers** along with the old people were pushed into two rooms on the left side and **locked in there**. As the people were horrified, panicking in fear over what would happen, mothers tried to hold back their elder sons, while fathers – already suspecting the worst – told their younger boys to take care of the families.

As the two rooms crowded with horrified women and crying children were not big enough to imprison all of them, the men were forced outside again through the backdoors onto the school yard.

The remaining women and children were then also pushed into the building – guarded by Germans armed with pistols, machine guns and hand grenades. **Taking the families hostage** this way was done to keep the men from putting up resistance, fighting or trying to escape.

The women and children, **crowded for hours inside the classrooms**, panicked as they didn't know what happened to their husbands, fathers and sons and feared that the German guards would shoot at any time. So they at least tried to **look out of the windows** to see what was going on. As they couldn't see what happened to the men, but heard trains whistling, they thought the men were taken away to some concentration camp. What they saw, however, were German **soldiers looting their homes**, taking everything of worth and value, and then **setting fire** to all the houses.

When the fire raged and destroyed the town under the terrible noise of bursting and collapsing houses, the soldiers guarding the school withdrew, leaving the doors unlocked. Realizing that the fire came ever closer to the school, with **smoke and heat creeping into the building**, the locked-in **people tried to escape** at any prize. But as the doors opened to the inside and there were so many people in the building, some women **smashed the windows and threw out their children** to give them a chance to survive. Only after some time they **managed to open the doors and escape** just in time, pushing each other in panic to get out as the flames had already reached the building and thick, hot smoke filled the rooms.

The Germans, still in town to watch the scene, didn't do anything to help but laughed at the horrors and panic of the people.

(Doris Lax)

III THE DAY OF THE MASSACRE – ON THE HILL

Instead of leaving Kalavryta in the morning of December 13, the occupants were divided into four groups each of which was given a different task in the horrors that were to come. The first group of armed German soldiers **forced all people in town to gather** in the town's central place and guarded them. The second group led the **male population to a hill**, threatened them with weapons and secured the surrounding area. The third group looted the houses and **set the town on fire**, while the fourth group made sure that the **women and children were set captive** in the town school and could not escape.

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As the two rooms crowded with horrified women and crying children were not big enough to imprison all of them, the **men were forced outside** again through

the backdoors onto the school yard. They had to align two by two and, guarded by heavily armed Germans, forcing them on to a narrow path leading up to a hill above the town. As the long rows of men were pushed forward, fearing for the captive families, they obeyed the German orders, though no longer believing in the German commander's promise that nobody would be executed.

When all the men had reached the hill, chosen by the occupants because of its position which made it virtually **impossible to escape unseen**, they realized a group of Germans positioned at **large machine guns** and observing the surrounding mountains for partisan activities.

The men – pushed together, some sitting, some standing – got ever more **nervous and fearful** as they asked themselves why they had been separated from their families, **what would happen to their families** and why they themselves had been forced up the hill and were **threatened with machine guns**. Then there was the noise of shots in downtown Kalavryta, quickly followed by thick clouds of smoke as the **shots had set fire to all the buildings**, except for the school. Seeing this, the men quickly, yet silently agreed to **try to escape to rescue their families**. But before they could even fully react a green signal rocket was fired upon which the **Germans turned their machine guns towards the crowd of men**. When a second red signal rocket went up, the German soldiers **fired endless bursts to kill all the men** gathered on the hill.

Whoever could, tried to escape or hide among the dead bodies. But when the machine guns stopped, the **Germans kept on firing** at all the men who were still moving or breathing to fulfil the order of killing all

Kalavrytan men. Only **13 of the more than 700 men survived** because they were able to hide underneath dead bodies and dared not to move for a long time even after the murderers had withdrawn.

(Doris Lax)

IV AFTER THE MASSACRE

While the Germans still were in town but no longer blocked the school doors, the women and children managed to **break out into the open**, only to see their town burning. Desperately trying to save their own and their children's lives, they **fled in all directions**, seeking shelter from the raging fire and the threat of being shot by the Germans. As some of the women and children **escaped to the fields or managed to hide** in the few houses that were not burning, the desperate overall outcry was: "**What happened to our men? Where are the men?**" Only a few women headed for the hill on which the Germans had committed the massacre.

Before retreating from the hill, the Germans had not only shot the Kalavrytan men with endless bursts of machine gun fire, but afterwards had also looked for and **killed those who had survived the machine gun shots**. Only **a few men survived** because they could hide somewhere. For a long time after the murderers had left, none of the wounded survivors dared to move, paralysed, struck with fear, beside their minds.

Scenes beyond expression took place when first a few, then ever more women came up the hill to discover **heaps of the dead bodies** of their beloved ones while the sun, covered in the black smoke from the burning houses settled. Still, some women, after desperately having looked for survivors began to pull out the men's bodies from the heaps, and – finding them dead – slowly began **pulling and carrying them on their shoulders down to the cemetery**,

where they stayed, themselves more dead than alive, together with the few wounded surviving men for the night.

The next morning, ever more women and children who had fled to the fields returned to the burnt down town, found their way up the hill to experience the same horrible shock of finding their beloved fathers, brothers, husbands and sons murdered.

Without any of the town's doctors alive to help the wounded, without the town's priest to hold a ceremony, without any spades or other tools for digging the graves, the women and small children were left in **utter desperation, mourning, without hope** and almost without anything to keep their children and themselves alive. They **dug graves with their bare hands**, some up on the hill, most of them on the cemetery, and **stayed with the dead**.

Unable to think of anything, mourning the dead and left with nothing, the Kalavrytan women had to somehow **keep their surviving children alive**. Somehow they managed to turn to **organising the days**: They collected blankets and other daily things that had withstood the fire, found and repaired houses and sheds that could still be used to give them shelter. And as people from neighbouring villages brought food and tools, the **Kalavrytan women formed a committee** to organise life, distribute food and goods and thus **slowly began to rebuild their town**.

(Doris Lax)

Stand up for Human Rights!

Date:	Tuesday, 4 th February 2020
Activity:	Create art about diversity worth standing up for.
Time:	60 min.

PREFACE

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to *life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education*, and many more. Everyone is entitled to these rights, without discrimination.

The EU is founded on the values of respect for **human dignity, freedom, democracy, equality, the rule of law** and respect for **human rights**, including the rights of persons belonging to minorities.

STEPS

1. Introduction and brainstorming about *human rights*.
2. Video <https://www.humanrights.com/what-are-human-rights/brief-history/>
3. Activity 1:
 - Get your wax crayons and your sheets of Human Rights (following pages).
 - Each team is presented with **6** out of total 30 Human Rights: Part 1 to Part 5 (Source: <https://www.youthforhumanrights.org>)
 - Choose either **1 or 2 Human Rights**.
What images come to your mind? Why do you think your choice is important?
How would you express it in a drawing?
 - **Colour the flip-chart** paper with your drawings.
 - Present your drawings to the other team members.
4. Activity 2 "Scrabble":
 - Each team has a coloured cube with letters.
 - Cooperate with the other teams and build words with the cubes.
5. Make photos of the whole team holding the cubes.

1. **We Are All Born Free & Equal.** **We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. **Don't Discriminate.** **These rights belong to everybody, whatever our differences.** Everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
3. **The Right to Life.** **We all have the right to life, and to live in freedom and safety.** Everyone has the right to life, liberty and security of person.
4. **No Slavery.** **Nobody has any right to make us a slave. We cannot make anyone our slave.** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
5. **No Torture.** **Nobody has any right to hurt us or to torture us.** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. **You Have Rights No Matter Where You Go.** **I am a person just like you!** Everyone has the right to recognition everywhere as a person before the law.

7. **We're All Equal Before the Law.** **The law is the same for everyone. It must treat us all fairly.** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
8. **Your Human Rights Are Protected by Law.** **We can all ask for the law to help us when we are not treated fairly.** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
9. **No Unfair Detainment.** **Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.** No one shall be subjected to arbitrary arrest, detention or exile.
10. **The Right to Trial.** **If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.** Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
11. **We're Always Innocent Till Proven Guilty.** **Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.** A) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. B) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.
12. **The Right to Privacy.** **Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

13. **Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish. A) Everyone has the right to freedom of movement and residence within the borders of each State. B) Everyone has the right to leave any country, including his own, and to return to his country.
14. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
15. **Right to a Nationality.** We all have the right to belong to a country. A) Everyone has the right to a nationality. B) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated. A) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. B) Marriage shall be entered into only with the free and full consent of the intending spouses. C) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason. A) Everyone has the right to own property alone as well as in association with others. B) No one shall be arbitrarily deprived of his property.
18. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

19. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to. A) Everyone has the right to freedom of peaceful assembly and association. B) No one may be compelled to belong to an association.
21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders. Everyone has the right A) to take part in the government of his country, directly or through freely chosen representatives, B) to equal access to public service in his country. C) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by equivalent free voting procedures.
22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old. Everyone, as a member of society, has the right to social security and is entitled to realization of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
23. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union. Everyone has the right A) to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment, B) to equal pay for equal work, C) to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
24. **The Right to Play.** We all have the right to rest from work and to relax. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

- 25. Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- 26. The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. It shall promote understanding, tolerance, friendship and peace among all nations, racial or religious groups.
- 27. Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- 28. A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
- 29. Responsibility.** We have a duty to other people, and we should protect their rights and freedoms. Everyone has duties to the community in which alone the free and full development of his personality is possible.
- 30. No One Can Take Away Your Human Rights.** Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Wednesday, February 5th 2020

Kalavryta

Kalavryta (Greek: Καλάβρυτα) is a town and a municipality in the mountainous east-central part of the regional unit of Achaea, Greece. The town is located on the right bank of the river Vouraikos, 24 kilometres (15 miles) south of Aigio, 40 km (25 miles) southeast of Patras and 62 km (39 miles) northwest of Tripoli. Notable mountains in the municipality are Mount Erymanthos in the west and Aroania or Chelmos in the southeast. Kalavryta is the southern terminus of the Diakopto-Kalavryta rack railway, built by Italian engineers between 1885 and 1895.

Kalavryta is built near the ancient city of Cynaetha.

During the late Middle Ages, the town was the centre of the Barony of Kalavryta within the Frankish Principality of Achaea, until it was

reconquered by the Byzantines in the 1270s. After that it remained under Byzantine control until the fall of the Despotate of the Morea to the Ottoman Turks in 1460. With the exception of a 30-year interlude of Venetian control, the town remained under Turkish rule until the outbreak of the Greek War of Independence in 1821, in whose early stages Kalavryta figures prominently: it was here that on 21 March 1821 the flag of the revolt was raised at the monastery of Agia Lavra by bishop Germanos III of Old Patras.



(Source: <https://en.wikipedia.org/wiki/Kalavryta>)

Kalavryta today

Date:	Wednesday, 5 th February 2020
Activity:	Discover the city of present Kalavryta.
Time:	-

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

PREFACE	
<p>The city of Kalavryta has gone through a series of changes after its total destruction on 13th December 1943. Some buildings have remained the same, other reconstructed or build from scratch; new roads, squares and shops have been built. The former Primary school in the city centre has been turned into a museum as a reminder of the victims of the Holocaust. Nowadays the city has become a popular touristic attraction mainly because of the nearby ski-resort and its mountainous landscape.</p>	
TASK	DONE?
<ol style="list-style-type: none">1. Team up in groups and take out your camera.2. Try to discover the contemporary Kalavryta and how it has changed since 1943.3. Take up to 5 photos and present them the next day in school.	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Thursday, February 6th 2020

Biographies of Greek Resistance fighters

Date:	Thursday, 6 th February 2020
Activity:	Students empathize and write a fictional story inspired by the biographies of Greek Resistance fighters.
Time:	90 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

TASK	DONE?
<ol style="list-style-type: none">Discussion<ul style="list-style-type: none">○ <i>What is Resistance? How do you define it?</i>○ <i>Have you ever witnessed resistance in your home town/country?</i>○ Brainstorm your ideas on Flip-Chart.Cluster and complement your ideas in relevant <i>forms of resistance</i>.Short description of the biographies of Greek Resistance fighters.Study in teams the story of one Greek Resistance fighter.Think of a <i>fictional story</i> based on the facts of the biography. This could, for example, be a narration in first person, as if you were the fighter, a dialogue, a diary entry, an interview, or even a short theatrical play.	

LELA KARAGIANNI

National resistance hero that was executed by the Germans on September 8th 1944.

Lela Minopoulou, as was her maiden name, was born in 1898 in Limni Evoias. In 1916 she married pharmacist Nikolaos Karagiannis and together had 7 children.

Although her husband owned a pharmacy in the centre of Athens and a two-storey house where their family dwelled, Lela's middle-class comfort did not mean she was not concerned with the plight that hit her country once the Italians and the Germans finally occupied Greece in 1941.

On the contrary, from the very onset of Axis occupation in Athens, **she organized, funded and lead an urban-based underground resistance network** that initially consisted of her own husband and seven children but eventually numbered more than 100 active resistance members.



Lela Karagianni used her middle- and upper-class connections with Greek civil servants and officials posted in various services and ministries of the Axis-related Greek government **to extract valuable intelligence and information** that she would later forward to her British connections in North Africa, mostly Egypt.

Moreover, she **used her own house as a safe house and hideout for resistance fighters** on the run from the Germans or **British intelligence officers** that would pass through Athens in secrecy on their way to the Allies Headquarters in North Africa.

In 1941 she was arrested for the first time by the Italians but was released due to lack of evidence. Her son George and daughters Ioanna and Electra were also arrested, but she continued with her underground operations. She managed to set them free and help them flee to Egypt.

However, she was again arrested on July 11th 1944, this time by the Germans, along with five of her children. Her husband and two of her children had managed to escape. They were all taken to prison

and tortured. She was beaten, burnt, left with no water and threatened that her children would be executed if she did not give up the other members of her resistance network. She never succumbed and even stated that 'threatening her with the life of her children is pointless since their lives belong to Greece and their blood would eventually drown out the Huns'.

Karagianni was finally executed on September 8th 1944 by a firing squad along with 27 other Greek prisoners.

Post-war her contribution has been acknowledged as that of a national hero, her bronze bust is featured in the National Greek War Museum and a statue is erected next to her residence which can still be found in the centre of Athens next to the National Archaeological Museum and bears a plaque in her memory. Also, the Athens Academy has awarded her with the Virtue and Self-Sacrifice Award.



Sources:

- <https://www.sansimera.gr/biographies/1463>
- https://www.alfavita.gr/koinonia/297830_san-simera-h-iroida-tis-ethnikis-antistasis-leka-karagianni-ekteleitai-apo-toys
- https://el.wikipedia.org/wiki/Λελα_Καραγιαννη

(Georgia Tsoulou)

MAYOR LOUKAS CARRER & METROPOLITAN CHRYSOSTOMOS



When the Second World War broke out, there were about 275 Jews living on the Greek island of Zakynthos in the Ionian Sea. Until 1943 the island was under Italian control and the Jews remained unharmed, however, after Mussolini's fall, the Germans occupied the Italian territories and on September 9, 1943 a German force landed on the island.



The German commander ordered all Jews to be assembled so that they could be deported to the mainland and from there to the camps in Poland. To prepare for the deportation, the German officer summoned the Greek mayor, Loukas Carrer, and ordered him to prepare a list of all the Jews on the island. The mayor went to the local church leader, Metropolitan Chrysostomos for assistance. **Chrysostomos volunteered to negotiate with the Germans** and told Carrer to burn the list of Jewish names. He then approached the German commander and **implored him not to deport the Jews**. The Jews were Greek citizens, he said. They had done no harm to their neighbors and did not deserve to be punished by deportation. When the German would not listen and insisted on receiving the list of all local Jews, **Chrysostomos took a piece of paper, wrote the mayor's and his own name on it and handed it over**. "Here is the list of Jews your required", he said.

The German authorities were resolved to continue with their plans. Realizing their attempt to stop the deportation failed, the Metropolitan and the mayor warned the Jews on the island, told them to leave their homes and go into hiding in the mountains. Chrysostomos promised that the Greek islanders would provide them with food and shelter. Two thirds of the Jews followed the instructions and stayed in hiding until the island was liberated. In August-September 1944 three small German boats came to deport the Jews. However the small German force was unable to round up all the Jews, and the community was left relatively unharmed.

On March 14, 1978, Yad Vashem recognized Loukas Georgios Karrer and Metropolitan Dimitrios Chrysostomos as Righteous Among the Nations. Their courageous act is included in school curricula in Israel and is taught to Israeli students.

Sources:

- <https://www.yadvashem.org/righteous/stories/chrysostomos-karreri.html>
- <https://www.mixanitouxronou.gr/ean-apofasisete-na-apelasete-tous-evreous-tha-parete-ki-emenai-iroiki-apantisi-tou-mitropolitou-zakynthou-stous-germanous-pou-esose-272-simplites-tou-apo-veveo-thanato/>

(Georgia Tsoulou)

CAPTAIN NIKIFOROS (DIMITRIS DIMITRIOU)



Dimitris Dimitriou, born 1921, was a Greek military officer who served in World War II against the Italian Forces as a lieutenant of the Greek Cavalry Force and later in a Heavy Artillery battalion during the fight against the German Army in Northern Greece.

After the surrender of the Greek army, he was **one of the first Military Academy-trained soldiers to enter armed guerrilla resistance** as part of the National Liberation Army (ELAS), where he changed his name to Captain Nikiforos ('he who bears victory').

Nikiforos was well-known for his armed resistance against the Axis forces in occupied Greece and for his **involvement in the explosion of the Gorgopotamos Bridge**, known as Operation Harling.

Operation Harling, known as the Battle of Gorgopotamos in Greece, was a World War II mission by the British Special Operations Executive (SOE), in cooperation with the Greek Resistance groups EDES and ELAS, which destroyed the heavily guarded Gorgopotamos viaduct in Central Greece on 25 November 1942. This was one of the first major sabotage acts in Axis-occupied Europe.

The force available for the operation numbered 150 men: the twelve-strong British team, which would form the demolition party, 86 ELAS men and 52 EDES men, who would provide cover and neutralize the garrison. Nikiforos was part of the ELAS Group that was commissioned to take out the north outpost garrison.

According to the plan, the attack was to take place on 23:00 on 25 November. The attack on the garrison outposts on the two ends of the bridge began as scheduled, but went on far longer than the time originally allotted. It was with the courageous military leadership of Nikiforos that the outposts were finally destroyed and the Operation could proceed to become successful and a major setback to German supplies of Northern Africa Axis forces.

After the end of World War II, Nikiforos was imprisoned as a result of the Greek Civil War that followed directly after the Great War and was released in 1952. He went on to become an active

political voice and a prolific author. He died in 2000 recognised by both friends and foes for his contribution to the Greek Resistance.

Sources:

- <https://ethniki-antistasi-dse.gr/kapetan-nikiforos.html>
- [https://el.wikipedia.org/wiki/Δημήτρης_Δημητρίου_\(Νικηφόρος\)](https://el.wikipedia.org/wiki/Δημήτρης_Δημητρίου_(Νικηφόρος))

(Georgia Tsoulou)

MANOLIS GLEZOS & APOSTOLOS SANTAS

One of the most humiliating moments not only for Greece but for all humanity was when in April 27, 1941 the swastika was hoisted on Acropolis Hill, on the very cradle of democracy and Western Civilization. It was the day when the German troops entered Athens to take control of the surrendered city. The moment the Nazi flag flew in the sky of Attica marked the beginning of three and a half years of pain, hunger and death.



Yet, two young men, barely 18, made a heroic move which later proved to be the beginning of the great Greek resistance to the Nazis.



On 30 May 1941 Manolis Glezos and Apostolos Santas **climbed on the Acropolis and tore down the swastika**, which had been there since 27 April 1941, when the Nazi forces had entered Athens. It inspired not only the Greeks, but all subjected people, to resist the occupation, and established them both as two international anti-Nazi heroes. The Nazi regime

responded by sentencing the perpetrators to death *in absentia*, but they did not learn who they were until much later.

Manolis Glezos, born 9 September 1922, is a Greek left-wing politician and guerilla, best known for his participation in the World War II resistance.

Born in Naxos, Glezos moved to Athens in 1935 together with his family, where he finished high school. During his high school years in Athens he also



worked as a pharmacy employee. He was admitted to the Higher School of Economic and Commercial Studies (known today as the Athens University of Economics and Business) in 1940. In 1939, still a

high school student, Glezos participated in the creation of an anti-fascist youth group against the Italian occupation.

At the onset of World War II he asked to join the Greek army in the Albanian front against Italy, but was rejected because he was underage. Instead, he worked as a volunteer for the Hellenic Ministry of Economics. During the Axis occupation of Greece, he worked for the Hellenic Red Cross and the municipality of Athens. Glezos was **arrested by the German occupation forces on 24 March 1942 and was subjected to imprisonment and torture**. As a result of his treatment, he was affected by tuberculosis. He was arrested on 21 April 1943 by the Italian occupation forces and spent three months in jail.

After the war he had a really active political career that spanned decades which ended with him being elected as **a member of the European Parliament in 2014, aged 92**.

Apostolos Santas (22 February 1922 – 30 April 2011), commonly known as Lakis, was a Greek veteran of the Resistance against the Axis Occupation of Greece during World War II.

Apostolos Santas was born in 1922 in Patras. His family moved to Athens in 1934. He completed his secondary education in Athens and was accepted to the Law School of the University of Athens, completing his law studies after the liberation of the country from Nazi occupation in 1944. In 1942, he joined the fledgling National Liberation Front (EAM), and a year later the guerrilla force ELAS, with which he **participated in several battles with the Axis troops throughout Central Greece**.



After the Occupation, because of his leftist beliefs, he was sent into internal exile to Ikaria in 1946 and then to the Makronisos island in 1948. He managed to escape to Italy, from where he went to Canada where he was granted political asylum. He lived in Canada until 1962, when he returned to Greece, where he spent the rest of his life. On 30 April 2011 he died in Athens, aged 89. Santas received numerous awards from various institutions in Greece and other Allied countries.

Sources:

- https://en.wikipedia.org/wiki/Manolis_Glezos
- https://en.wikipedia.org/wiki/Apostolos_Santas
- <https://greece.greekreporter.com/2019/05/30/the-day-two-teenage-greeks-took-down-the-nazi-flag-from-the-acropolis/>

(Georgia Tsoulou)

THE BAREFOOT BATTALION



The Barefoot Battalion refers to a group of approximately 160 children who resisted the German rule in the city of Thessaloniki during the Second World War and Nazi occupation in Greece.

The German army took over the city of Thessaloniki in Northern Greece, the second largest Greek city, on April 8th 1941. One of the first actions of the occupants was to seize all government buildings to be used to house their administration services and

detention premises. In this light, all the orphanages in the area were cleared of their children and suddenly hundreds of children were found homeless with no family, housing, clothes or food.

Therefore, in an effort to survive, **the orphans organised themselves in a resistance group of their own, whose main purpose was to steal food and supplies from Germans and their black market associates** and which became known as the Barefoot Battalion due to its members' lack of shoes and clothing.

The Barefoot Battalion had a strict hierarchy and organisation and missions were carefully planned and executed. Their main method of stealing supplies was for one group to follow trucks and vehicles that carried food and another causing a distraction so as to slow them down. Then, the first group of children would climb onto the moving trucks and unload as many supplies as possible before the vehicle would pick up speed again.

Supplies were not only shared among the orphans of the group but **were also shared with many Thessaloniki citizens that would suffer from hunger and hardship.**

These young 'Robin Hoods' also stole weapons to give to the guerrilla fighters of the area and sometimes hid resistance fighters on the run.



Once their activities had become increasingly detrimental to the local occupation forces, many orphans lost their lives during their missions, since **German soldiers had received orders to shoot on sight.**

However, the Barefoot Battalion continued its resistance activities until the end of Nazi occupation in Greece in 1944.



Sources:

- <https://www.mixanitouxronou.gr/to-ksypolito-tagma-ta-orfana-pou-petaksan-sto-dromo-oi-germanoi-kai-kataferan-na-epivosoun-i-tainia-gia-ti-zoi-tous-stin-opoia-protagonistisan-metapolemika/>
- <https://www.newsbeast.gr/weekend/arthro/4098151/i-iroiki-istoria-toy-thrylikoy-xypolytoy-tagmatos>

(Georgia Tsoulou)

Documentary film

Date:	Thursday, 6 th February 2020
Activity:	Watch a documentary about the Greek Resistance.
Time:	90 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

TASK	DONE?
<ol style="list-style-type: none">1. Watch the documentary.2. Discuss the facts and comment.	

The 11th Day: Crete 1941

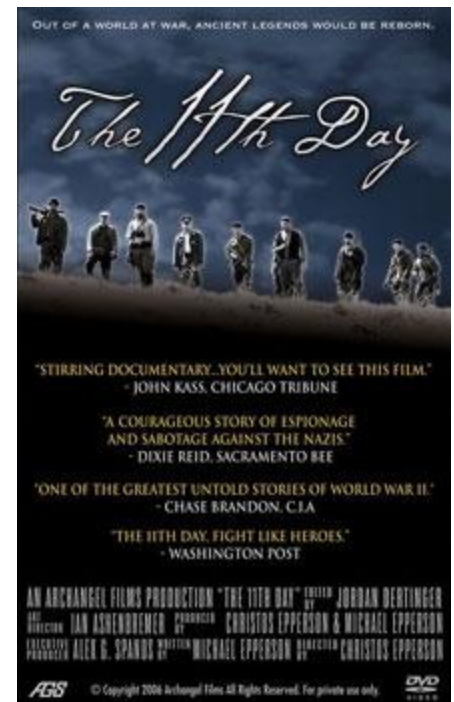
The 11th Day: Crete 1941 is a 2005 documentary film featuring eyewitness accounts from survivors of the Battle for Crete during World War II. The film was created by producer-director Christos Epperson and writer-producer Michael Epperson, and funded by Alex Spanos. Among the eyewitnesses are British SOE operative and famous travel writer Patrick Leigh Fermor, along with George Doundoulakis, and Cretan Resistance hero George Tzitzikas. The non-veterans giving historical commentary include Chase Brandon of the CIA and Professor Andre Gerolymatos of Simon Fraser University.

Plot

On **May 20, 1941**, an invasion begun with elite German paratroopers, the *Fallschirmjäger*, invading the island. It was to be the beginning of one of the largest paratrooper assaults in modern history, ultimately involving 22,040 German soldiers. It was also to be the first time German troops faced a unified resistance from a civilian populace. The Battle of Crete would become the largest German airborne operation of World War II, known as "**Operation Mercury**" (German: "*Luftlandeschlacht um Kreta*", also „*Unternehmen Merkur*", Greek: Μάχη της Κρήτης).

The Germans had expected to control the island within a few days; after all, in less than 7 weeks they had defeated France and occupied Paris for eight days before an armistice was signed. What the Germans had not accounted for was the opposition from men, women, and children of Crete, who would fight alongside British and Allied forces.

The Cretan resistance, alongside British and British Commonwealth soldiers who had been evacuated to Crete from mainland Greece, handed Nazi Germany one of their most costly campaigns of the war. Collaborating with a handful of British Special Operations Executive commandos, like, John Pendlebury, they put up a resistance like no other encountered by Nazi Germany. Although the Battle of Crete ended after ten days with the withdrawal of British forces from the island, it would, nonetheless, go down in history as a **Pyrrhic victory for the Germans** — as the "11th Day" would belong to the Cretans.



(Source: https://en.wikipedia.org/wiki/The_11th_Day:_Crete_1941)

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Friday, February 7th 2020

Europe matters: A question of values

Date:	Friday, 7 th February 2020
Activity:	Interactive game about European values.
Time:	45 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

PREFACE

The **Council of Europe** is a large organisation in Strasbourg. It was founded in 1949, after the Second World War, to bring reconciliation between countries and ensure long-term peace on the continent. Today, 47 countries are members of the Council of Europe.

The **European flag** is a blue flag with a circle of 12 gold stars, which represents perfection or the 12 months of the year or the 12 labours of Hercules. The circle represents the unity of the countries and peoples of Europe. It's also used by the European Union, which must not be confused with the Council of Europe.

The **European anthem** is an excerpt from the prelude to the Ode to Joy from Beethoven's 9th Symphony.

The Council of Europe works **to protect the values** of the 835 million Europeans.

TASK

DONE?

1. Short introduction to *Council of Europe* ([presentation](#)).
2. Discussion: *What are values? What are your values?*
3. Explaining the rules of the game.
4. Team up with your fellow partners and get ready to play!
5. What did you think of the game?

Looking back...

Date:	Friday, 7 th February 2020
Activity:	Fun Quiz game.
Time:	45 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

TASK	DONE?
<ol style="list-style-type: none">1. Stay in your teams.2. [Greek students only] Start the application Kahoot! on your smartphone and type in the <i>game ID</i>.3. After the rules of the game are explained click START.4. Have fun!	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Reflection on the week



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