

Lesson Plan 7

Theme: Being a Refugee- overcoming stereotypes and developing positive attitude.

Class	D, E, F class
Age	10-13 year olds
Time	4 hours
Subjects	ICT, Intercultural Education, Environmental studies
Equipment	Interactive Whiteboard, Pcs (10)

Abstract

The purpose of this teaching proposal is to detect stereotypes and develop positive attitudes towards refugees through the use of Information and Communication Technologies (ICT).

The structure of the teaching proposal is through activities, designed with software Flash CS26 and PowerPoint. The proposal is aimed at 9-10years-old students, C and D class of Primary School and may be part of a larger program about intercultural education. It is proposed that activities to be gradually presented so the students can gradually process the stimuli.

More specifically, the program includes a series of social-physiological activities and computer games, so that by means of digital games and tales the students, the teachers and the whole school to benefit both in terms of knowledge and well-being, harmonious cooperation and happiness of children.

Through the activities, we strive to raise awareness of issues of

diversity, acceptance, cooperation, empathy, offer and human rights as well as issues of the time we live in, such as refugees, immigration, war and poverty.

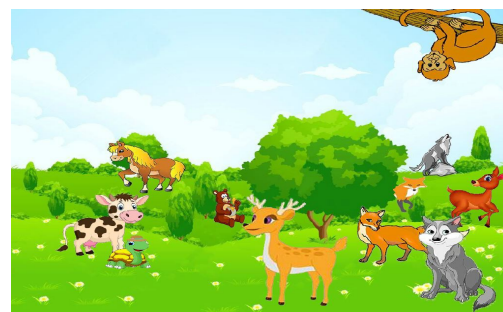
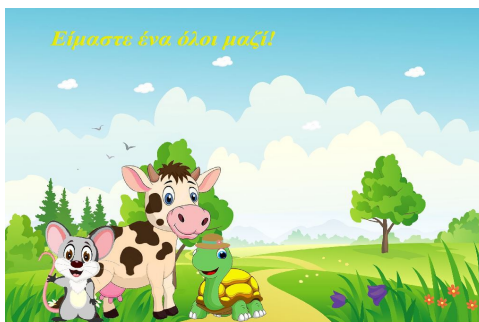
Activity 1: "We are all one"

Objectives

Students should:

- Express their feelings about how the story ends.
- Recognize similarities and differences among groups of animals.
- Ponder upon the reasons why the characters of the story excluded other characters.

Students watch a story about a cow and a turtle. As they wander around the forest they come across mammals and reptiles. In both cases the two friends to abandon each other. At this point the students are asked to choose how the story will end- either the two friends part or they stay together.





After that students are asked to discuss their feelings and their attitude towards the development of the story. We also ask them to find similarities and differences among all animals in the story, as well as their characteristics and talents. Finally we wonder if there are ways to reveal that all animals belong in the same family, the animal kingdom.

Activity 2: "The Journey"

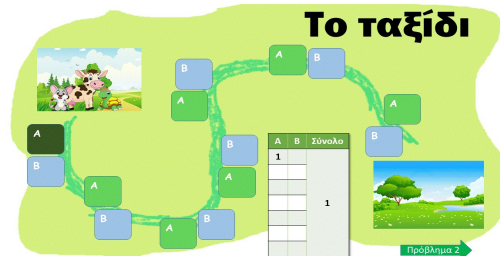
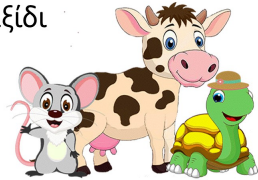
Adapted activity. *Source: Amnesty International (1996). First Steps. A manual for starting Human Rights Education.*

Objectives

- Develop decision making skills.
- Practice working and cooperating in groups.
- Familiarize with Individual and Human Rights and when they are violated.
- Realize that even when they are not sure about Human Rights they now what is right and wrong.

Students work in groups of 4 and they play a game on the PCs. All teams are faced with a dilemma and should choose either option A or option B. Option A scores 1 point and option B scores 2 points.

Το ταξίδι



These are some of the dilemmas the students are asked to answer:

Problem 1

Some of the people in your team get injured during your trip to the Alps. What do you do?

A. Provide First Aid, risking you will be delayed or never reach your destination.

B. Leave them behind and continue your journey.

Problem 2

Some of the animals lost their warm clothes during the journey.

A. The animals don't share their clothes.

B. The animals must share their clothes

After each team has completed the game we discuss their decision making strategy. We also ask them how easy it was for them to make a decision and if the decision was unanimous.

We talk about Individual or Human Rights based on the dilemmas they faced. The students are asked to mention some of the Human Rights they know and we mention that although Human Rights on a daily bases, it can be stopped by civilians.

Activity 3: "Tell my story"

Adapted Activity. Source: Doctors Without Borders (<https://msf.gr/tributes/pes-tin-istoria-moy>).


Objectives

- Learn about real refugee stories
- Identify fellow people's emotions

In this activity the students listen to the real stories of two refugees by the code name Nasrin and Mitra and their hard journey from their home country to Greece.

Η Νασρίν είναι 23 χρονών, από τη Συρία.
Δεν μπορεί να πει την ιστορία της.
Για αυτό τη λέμε εμείς.


Πάτα στο χάρτη για να δεις το ταξίδι της Νασρίν.



Ιστορία του Μίτρα

Ο Μίτρα είναι 16 χρονών, από το Αφγανιστάν.
Δεν μπορεί να πει την ιστορία του.
Για αυτό τη λέμε εμείς.

Πάτα στο χάρτη για να δεις το ταξίδι του Μίτρα.



Ιστορία της Νασρίν

At the end of each story the students can watch a map which depicts each refugee's journey. The students can follow their journey on an interactive map on the website. There they can see pictures and find detailed information about the journey as well as the route each refugee had to follow to reach their final destination, Greece.

Finally, the students are asked to discuss the following questions:

- Are there any similarities- differences between the two stories?
- Would you like to say something to these refugees?
- How did you feel we you listened to the stories?
- What could be done to improve their lives?

Activity 4: Solve the puzzle

Objectives

- Familiarize with picture refugee children incorporated in one of our schools.
- Develop their observatory skills.

The students are asked to observe the picture for 10 seconds before all of each pieces scatter. Then they are asked to solve the puzzle on the interactive whiteboard.



Bibliography

Γιατροί Χωρίς Σύννορα, <https://msf.gr/tributes/pes-tin-istoria-moy>

Γκόβαρης, Χ., 2001, *Εισαγωγή στη Διαπολιτισμική Εκπαίδευση*, Αθήνα, Ατραπός, σελ. 89

Derman-Sparks L., (1992). «*Anti-Bias, Multicultural Curriculum: What is Developmentally Appropriate?*» In S. Bredekamp and T. Rosegrant,

Eds. Reaching Potentials: Appropriate Curriculum and Assessment for Young Children. Washington, DC: NAEYC

Gorski, P., (1999). The multiculturalism of the world wide web. *Multicultural Perspectives*, 1(3), 44-46. doi: 10.1080/15210969909539915

Μαυρομάτη, Μ. (2011). *Νέες Τεχνολογίες και Διαπολιτισμική Εκπαίδευση*. (Αδημοσίευτη Διδακτορική Διατριβή) . Πανεπιστήμιο Μακεδονίας. Θεσσαλονίκη

Νικολάου, Γ. (2011). *Διαπολιτισμικότητα - Διαπολιτισμική Εκπαίδευση*, Πανεπιστήμιο Ιωαννίνων, Ιωάννινα
<http://repository.edulll.gr/edulll/bitstream/10795/260/2/260.pdf>

Πανέτσος, Σ. (2001). *Οι Υπολογιστές στην Εκπαίδευση*. Αθήνα, Εκδόσεις ΙΩΝ

[The Right Start](#), σελ. 52