



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Project 2019-1-HU01-KA229-06100 Self-awareness: Embrace Yourself, Embrace the World

1ST YEAR LESSON SCENARIOS

**(METHODS IMPLEMENTED IN THE CLASSROOM. ART, RELAXATION
TECHNIQUES, SOCIOMETRIC TESTS AND FINDINGS, TEAM
BUILDING, EXPERIENTIAL EDUCATION)**

Érdi Szakképzési Centrum Százhalombattai Széchenyi István
Szakgimnáziuma és Gimnáziuma
Hungary



Gaziantep Vehbi Dincerler Fen Lisesi Turkey



Italy



Greece

3RD LYCEUM
ALEXANDROUPOLIS
ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π.&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ
Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



Erasmus+ Project 2019-1-HU01-KA229-061009_1
Self-awareness: Embrace Yourself, Embrace the World

Lesson scenario Nr. 1

Age: 14-18, secondary school students

Time: 45 minutes

What colour are you?

Our personalities can be divided into colours. Each colour has particular traits, and it is important for you to understand these traits. Not only will it help you to psychologically understand the person better, but it will aid how you interact with them. If you know how to get the best out of a person, you will see great results, and better still if you recognise what colour YOU are, you are able to advise people how to get the best out of you, your likes and dislikes, your strengths and your weaknesses.

Task 1

How do you describe your personality?

Teacher elicit students enumerate adjectives describing their personality.

Task 2

4 colour test – individual work

Students do test then state their colour.

Which colour is your personality?

Circle one word or phrase per line that best describes you

1	self-confident	structured	sensitive	trusting
2	spontaneous	checks with others	dreamer	analytical
3	likes involvement	likes organization	likes being straightforward	likes to explore
4	stubborn	dictatorial	rebellious	easily offended
5	demanding	nurturing	persistent	quiet
6	joiner	likes to brainstorm	resists change	takes charge
7	cautious	overgenerous	harmonious	energetic
8	caring/helpful	outspoken	steadfast behaviour	mild mannered
9	believable	forceful	disciplined	possessive
10	daring	idealist	dutiful	playful
11	logical	contented	friendly	bold/audacious
12	"eager beaver"	imaginative	accurate/precise	well liked
13	reserved	inventive	charismatic	optimistic
14	authoritative	team worker	independent	traditional
15	talkative	restless	conscientious	modest/unassuming
16	leader	counsellor	designer	controller
17	meticulous	workaholic	supportive	self-directed
18	industrious	attentive to details	mental imager	positive thinker
19	task-oriented	people-oriented	idea-oriented	result-oriented
20	emotional	flexible/adaptable	likes recognition	particular
21	irritable	rigid	easily slighted	easily threatened
22	indirect	frank/candid	careful	strict
23	goal-oriented	capable	volunteers	schedule-oriented
24	excels in crisis	likes compliments	dry humour	avoids causing attention
25	likes watching people	strong-willed	enthusiastic	sets very high standards
26	very self-confident	cautious in friends	thorough	dresses in trendy ways
27	neat and tidy	looks good on outside	avoids conflicts	usually right

Tally sheet

1	red	green	blue	yellow
2	red	yellow	blue	green
3	yellow	green	red	blue
4	green	red	yellow	blue
5	red	yellow	green	blue
6	yellow	blue	green	red
7	green	blue	yellow	red
8	yellow	red	green	blue
9	yellow	red	green	blue
10	red	blue	green	yellow
11	green	blue	yellow	red
12	red	blue	green	yellow
13	green	blue	red	yellow
14	red	yellow	blue	green
15	yellow	red	green	blue
16	red	yellow	blue	green
17	green	red	yellow	blue
18	red	green	blue	yellow
19	green	yellow	blue	red
20	blue	yellow	red	green
21	red	green	blue	yellow
22	yellow	red	blue	green
23	red	blue	yellow	green
24	red	yellow	blue	green
25	blue	red	yellow	green
26	red	blue	green	yellow
27	green	yellow	blue	red

Totals: RED _____ YELLOW _____ BLUE _____ GREEN _____

Task 3

Students make groups by their colour, same colour to same group.

In groups students make notes writing them on big sheets of paper making posters.

My positive traits, My negative traits, Do this to me, Don't do this to me

Task 4

Each group presents its work putting poster on board.

After each presentation teacher shows what is known about each group.

Groups discuss how true this is to them.

<https://www.skillsforcare.org.uk/Documents/Leadership-and-management/well-led/Day-1-17/1.4.1-Colour-Personality-Test-FULL.pdf>

Finally...

Now you have a synopsis of all the colours, they can be useful if you can work out who in your team is a particular colour, you will now know how to get the best out of them and what to do not to get their backs up. We all have a mix of these colours in us, but one particular colour may stand out more than most, this is known as your dominant colour and is more your true personality.



Erasmus+ Project 2019-1-HU01-KA229-061009_1 Self-awareness: Embrace Yourself, Embrace the World

Lesson scenario Nr. 2

Subject areas: language lessons, homeroom class, moral philosophy lesson, etc.

Time: 45 minutes

Number of students: any number but a group of 16-18 is ideal

Lesson aim: The aim of the lesson is to make students reflect on themselves and on others, to get to know themselves and their classmates better. These are questions that they do not usually think of in their everyday lives but encourage them to think of themselves at a deeper level and help understand themselves better.

Classroom seating arrangement: desks are arranged in a way so that students can form groups of four or five.

Warmer:

Teacher places picture cards on the desk for each group of students. They could be different sets or the same set (e.g. Dixit prompt cards, newspaper cuttings, coaching picture cards, etc.). There should be a lot more cards than students so that students should have a wide choice. Students are asked to pick a card from the selection that best reflects their personality. They are asked to show it to the others and tell them why they have chosen that particular card and explain what it tells about them.

Main activity:

Students are each given a set of questions that they should reflect on. They can take notes if they want. Some questions might need explanation because of the vocabulary in a language class. Teacher might want to give ideas to get them thinking (e.g. my most treasured heirloom is the necklace that belonged to my grandmother but now I am wearing it, etc.).

When students have thought of an answer to each question, they should listen to one another in their groups of four. They should listen attentively.

1. What sound makes you instantly happy?
2. What was the strangest belief you held as a child?
3. How many days could you last in solitary confinement?
4. What are the top three qualities that draw you to someone new?
5. In what situations are you most likely to procrastinate?
6. What is the best comfort food for you?
7. Which of the five senses do you treasure most? Why?
8. How do you react to injustice?
9. What's your most treasured heirloom?
10. Are you holding on to something that you need to let go of (e.g. an object, a bad habit)?
- 10+1 What do you like to think about when you have some quiet time for yourself?

When they have finished listening to one another, teacher should ask students to reflect on these questions in groups:

1. What similarities and differences did you notice between your answers and those of the other students?
2. What did you learn about yourself in this activity?
3. Was there anything that surprised you, either in thinking about yourself or when learning about the others?
4. What was valuable or interesting about this activity?
5. How might completing this activity help you later?

Closure activity:

Teacher distributes sticky notes to students and asks them to write down what they are taking home from the lesson (ideas, feelings, questions, etc.) and stick on a poster placed on the wall. Students are encouraged to read them before they leave the classroom.



Erasmus+ Project 2019-1-HU01-KA229-061009_1
Self-awareness: Embrace Yourself, Embrace the World

Hungarian lesson scenarios

Lesson scenario Nr. 3

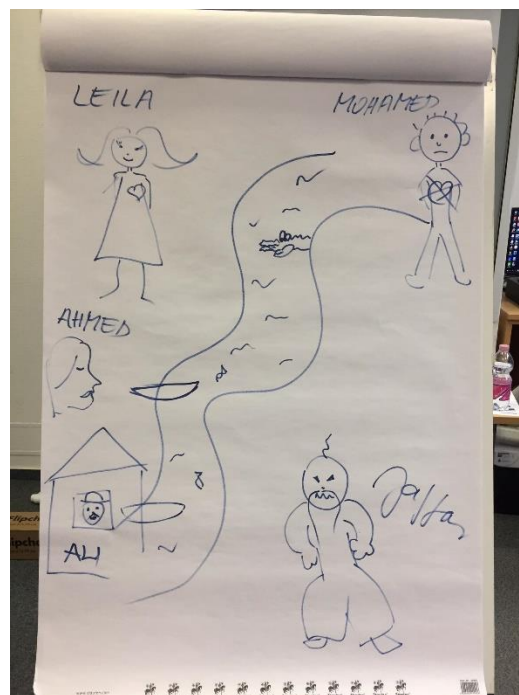
Theme: Stereotypes

Subject areas: language lessons, homeroom class, moral philosophy lesson, etc.

Time: 45 minutes

Age group: 14-18, secondary school students

Lesson aim: to make students realize that information gaps are very often filled with prejudices, misconceptions, stereotypes. It is important to understand that before making judgements a lot of questions need to be asked to learn as much about the truth as possible. Stereotypes are present everywhere but should not be our only guides in forming opinions and making decisions.



Lesson Plan

Task 1

Students form groups of 3-5. Teacher tells them a story, and can also draw on board to illustrate.

The story:

*Leila is a 17 – year-old girl being in love with **Mohamed**. Mohamed lives on the other side of a river, which is full of dangerous crocodiles, there is no bridge nearby. Leila desperately wants to go to Mohamed to the other side of the river. Leila asks for **Ahmed**'s help who has a boat, but he refuses. **Ali** also has a boat and agrees to take the girl next morning only if she spends the night together with*

him. Leila agrees and gets to Mohamed. She tells him what happened how she was able to come to him. But Mohamed sends her away. She leaves in despair and meets **Jaffar**. Leila tells Jaffar her story whereas Jaffar goes to Mohamed and beats him up.

Task 2

Groups put the five characters (Leila, Mohamed, Ahmed, Ali, Jaffar) in order of how much they like them and agree with their deeds.

Task 3

Groups present their order, give reason for their choices.

Task 4

Teacher shares background information about the characters:

Leila is a secondary school student. Mohamed is her teacher who lives happily with his wife and kids. Ahmed is Mohamed's colleague. Ali is Leila's grandfather who wants to have a good talk with her granddaughter during that night. Jaffar is a serial killer.

Task 5

Groups rearrange their order and share it with the class.

Teacher makes students realize and reflect on why their order is different.

Follow up questions to students: How does prejudice influence our opinion? How do stereotypes fill in the information gaps? How can our judgement be dangerous? How often do you have prejudices? How often have your first impressions proved wrong?

Task 6

Students make a discussion about their findings and experiences in their groups and finally as a whole class.



Erasmus+ Project 2019-1-HU-KA229-061009-1 Self awareness: embrace yourself embrace the world

Lesson scenario Nr.1

Time: 30 minutes

Age: 14-18, high school students

Purpose: helping students to express themselves and get to know each other

What makes you feel that?

Feelings have a big role in our lives. It's important to understand and express them.

Warmer

Preparing cards. Telling students to argue about feelings they feel most. Telling them to write their feelings on the card, using examples like sad, happy, anger, loving, loved, anxious, upset, suspicious, lonely, worried, terrified, stressful, satisfied, brave, confident, sure, hopeful, curious, excited, cheerful, free, thankful, humiliated, hated, guilty, lost, nervous, clever, disappointed, shy, panic, unhappy.

Step 1

Teacher makes groups. (4-6 students for each group)

Step 2

A student from group 1 stands up and chooses a card. Try to explain the feeling on the card by a memory or what makes him/her feel that. (For example for happy card student can tell when I got a kitten I feel like this/that. Or she/he can tell a happy memory)

Step 3

Each group tries to guess what feeling is it in turns. If first group guesses right they get 1 point. If they can't, second group makes the guess.

Step 4

It's another student's turn from other groups. Every student has one chance. Every time another group starts guessing.

Step 5

When the game over, the group with the highest score wins.



Erasmus+ Project 2019-1-HU01-KA229-061009_1
Self-awareness: Embrace Yourself, Embrace the World

Lesson scenario 2

Age: 14-18, secondary school students

Time: 45 minutes

Aim: self-awareness acquiring, perceiving own good and bad qualities, realizing everyone is different and understand being different is normal

WARM-UP

The teacher comes to the class with colourful cards. The teacher wants students to choose one card and describe the reason of colour choice. The teacher asks: “What does this colour mean to you”.

The students state the meaning of these colours for themselves.

PRE-ACTIVITY

There is a box which is full of different pencils. The teacher wants students to choose one pencil for themselves.

The students come to the board and choose one pencil from the box. The teacher wants students to define these pencils in details. The students define these pencils according to their features (colour, shape etc.).

For instance, “My pencil is red. It is made of wooden. I think it isn’t smooth. It is sharp.”

They realize that all the pencils have different features.

WHILE-ACTIVITY

The teacher wants students to decide on five positive and five negative personal qualities and write them on their colourful cards. The students reflect on themselves. The students think their values, beliefs and their experiences. They choose five positive and five negative personal qualities. The students decide and write down their personal qualities on their cards.

POST-ACTIVITY

The teacher wants students to put their cards in the box. The teacher mixes up the cards and wants students to come to the board one by one. The teacher wants students to take one card and guess the owner from their classmates. The students come to the board one by one. They choose one card and guess the owners according to the personal qualities. If the guesser predicts the owner correctly, he/she has high awareness level.

As pencils with different qualities, the students have different qualities. The students begin to think of themselves. They have different values, beliefs and backgrounds. With the help of this

activity, they will be aware of themselves and they can see themselves through the eyes of others.



Erasmus+ Project 2019-1-HU01-KA229-061009_1
Self-awareness: Embrace Yourself, Embrace the World

Lesson scenario Nr. 3

Age: 8-12 elementary school students

Time: 40 minutes

What is your favourite thing?

As a human, we are interested in different things. That thing can be changeable for each person. Especially in childhood, person can be interested in many things. If children can be aware of their favourite activities, they can find themselves more easily. This is so important for their future life. With this information they can improve their talents and they can make what they want to do. This is important for spending their childhood happily. Also with this activity children will see that while he/she has many things in common with others, there is no one who is exactly like him/her.

Aims:

- **Creating awareness about activities**
- **Seeing and understanding different**

Task 1

What do you like doing most ?

Teacher elicit students enumerate verbs describing their enjoyment.

Task 2

Children speak each other about their favourite activities.

Task 3

Children make groups by their favourite activities, same or similar activity to same group.

After making groups, they should speak about even they like similar activities however they are different each other.

Finally

After these activities children know their favourite activities more and they know that every person is important and special. So this idea will provide them with their self-awareness.



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

SCENARIO I

Title: TRAVELING INSIDE ONESELF

Target: Class III Secondary High School

Type of activity: producing the itinerary of a virtual journey in the form of a logbook.

Time: 2 hour classes

Brief Design: organizing a trip in an Italian region to discover its cultural, artistic and naturalistic heritage and then create a diary in digital format that, through words and images, documents the stages and allows the acquisition of a greater awareness of own's abilities and own's National Heritage .

Aims:

- ✓ Reconfiguring the disciplinary contents;
- ✓ Promoting critical thinking;
- ✓ Increasing student involvement and participation;
- ✓ Developing organizational skills;
- ✓ Acquiring autonomy in the performance of the task and in the choice of tools and information;
- ✓ Acquiring awareness of the experience lived with regard to the organization and operating procedures;
- ✓ Using ICT to communicate, learn and evaluate

Prerequisites: students look for information through texts, images, documentaries and videos, guided by the criteria identified in the work groups.

Method:

- ✓ Frontal lessons
- ✓ Group work
- ✓ Laboratory activities
- ✓ Individual and group research

Materials:

- Computer
- Books
- Magazines



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

PRODUCT DESIGN

Introduction and organization of activities:

- Greetings and welcome of students
- Presentation of the topic;
- Projection of geographical maps;
- Brief discussion with the students to verify their knowledge of the nation's artistic and cultural heritage;
- Debate on the importance of travel as a recreational and knowledge tool;
- Description of the final outcome: logbook about a five-day in an Italian region

Lesson Development (Teacher acts as a facilitator)

- Group work organization
- Selection of useful information
- Multimedia programs use to build travel itinerary

Delivery and evaluation

- Presentation of the outcomes
- Submission of an evaluation questionnaire



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

SCENARIO II

Title: ACQUIRING SELF-AWARENESS BY FIGURING OWN'S NEEDS OUT

Target: teachers to be reiterated with last grade students

Type of activity: adopting a smart productivity system

Time: 1 hour

Brief Design: Using Eisenhower Matrix will bring targeted people closer to achieving goals, whether these are professional or personal. Urgent tasks demand immediate attention because the impending consequences of not dealing with them.

Aims:

- ✓ Overcoming the illusion of productivity caused by natural tendency to focus on unimportant and urgent activities
- ✓ Promoting critical thinking;
- ✓ Developing organizational skills;
- ✓ Acquiring awareness of the experience lived with regard to the organization and operating procedures;
- ✓ Clearing enough time to do what is actually essential to achieve own's goals
- ✓ allowing the acquisition of a greater awareness of own's abilities

Prerequisites: filling in a matrix framework

Method:

- ✓ Frontal lessons
- ✓ Individual inner research

Materials:

- Computer
- leaflets

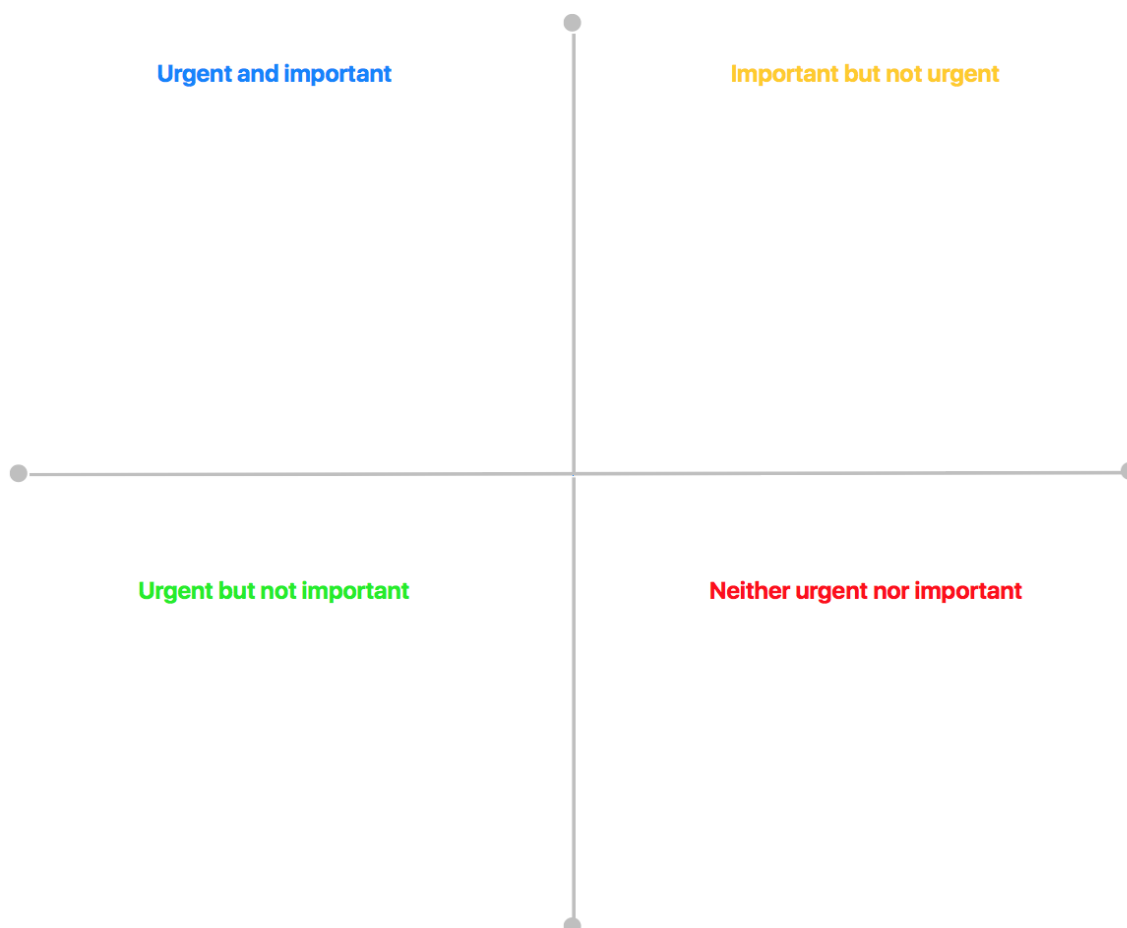


PRODUCT DESIGN

Introduction and organization of activities:

- Greetings and welcome of targeted people
- Presentation of the topic;
- Brief discussion to verify the importance of acquiring consciousness about one's scheduled and free time
- Distribution of a white paper and of the first leaflet:

Eisenhower Matrix



- Explanation of the framework:
 - make a list of everything you want to do. Then, categorise them based on the following criteria.
 - Urgent and important
 - Important but not urgent
 - Urgent but not important
 - Neither urgent nor important



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

Lesson Development (Tutor acts as a facilitator)

- Tutor guides to select useful information by providing the audience with an example:

	Urgent	Not Urgent
Important	Quadrant 1 Emergencies/crisis Tasks delayed from Q2 Last minutes requests Deadline driven projects	Quadrant 2 Review and planning Self-care / Health care Working toward goals Tending to relationships Recreation
Not Important	Quadrant 3 Phone calls, Emails Busywork Interruptions Some meetings	Quadrant 4 FB, other social media Excessive TV Too much planning Searching for the perfect tool Other procrastinating activities

- Individual compiling

Delivery and Evaluation

- Tutor translates the results and gives the suggestions:
 - The urgent and important tasks must be performed immediately.
 - The important but not urgent ones can be scheduled to be done later.
 - The urgent but not important activities should be delegated to someone else.
 - Finally, if a task is neither urgent nor important, it should be deleted from list.

	Urgent	Not urgent
Important	Urgent/Important DO <i>Do it now</i> - Website down - Car tax expires today	Not urgent/Important DECIDE <i>Schedule it to be done</i> - Exercise - Learn Python
Not important	Urgent/Not important DELEGATE <i>Who can do it for you?</i> - Post a letter - Set up a conference call	Not urgent/Not important DELETE <i>Eliminate it</i> - Watch Neighbours - Create animated gifs

- Presentation of the results through debate
- Submission of an evaluation questionnaire



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

SCENARIO III

Title: FINDING ONESELF

Target: project's students

Type of activity: a virtual journey to acquire self-awareness

Time: 2 hour classes before the mobility to Italy

4 hour during the mobility to Italy

Brief Design: approaching a psychological book content through reading it/some meaningful passages of it, listening to the song inspired by it, watching its video and meeting the author allow the acquisition of a greater awareness of own's needs and priorities .

Aims:

- ✓ Promoting critical thinking;
- ✓ Increasing student involvement and participation;
- ✓ Acquiring autonomy in the choice of information;
- ✓ Acquiring awareness of the effects all the canals have on minds.

Prerequisites: students look for information through texts, images, guided by their teachers.

Method:

- ✓ Frontal lessons
- ✓ Group work
- ✓ Laboratory activities
- ✓ Individual and group research

Materials:

- Computer
- Magazines



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

PRODUCT DESIGN

Introduction and organization of activities:

- Greetings and welcome of students
- Presentation of the topic; Contextualisation
- Skimming activities (students will visualize a power point presentation laid out by Italian coordinator one month before the mobility which contain an abstract of the book and some significant passages)
- Brief discussion with the students to verify their degree of interest
- Insight (The students work through cooperative learning and problem solving to analyze the text)
- Multicultural widening in Italy (each partner country will select two questions to subdue to the author to increase comprehension)
- Expansion (listening to the book's song and video)

Lesson Development (Teacher acts as a facilitator)

- Group work organization
- Selection of useful information
- Metatext approach

Delivery and evaluation

- Students will write a brief report
- Submission of an evaluation questionnaire

Enclosure: power point presentation containing the abstract, passages and youtube link



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Project 2019-1-HU01-KA229-061009

Self-awareness: Embrace Yourself, Embrace the World

Scenario 1

Title: Personal meaning of life

Target: 2nd Class of Lyceum

Time: 2 hours

Brief Design: Discussing about what consists our personal meaning of life and preparing a kind of mind map with the person in the centre and the most important things in the branches.

Aims:

- To deepen in their feelings and thoughts
- To figure out what is the most important for them
- To reflect on their relationships with the others

Prerequisites: nothing special, only some thinking about what they have done and what they want to have in the future.

Method:

- Critical thinking
- Reflection on the feelings
- Imagination of the future

Materials:

- ✓ Some crayons
 - ✓ Hard paper
- So that they can draw their tree/mind map with the most meaningful things in their life



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Co-funded by the
Erasmus+ Programme
of the European Union



Product design

Introduction and organization of activities:

- Greetings and welcome of students
- Presentation of the topic
- Asking to write a list of the 7 most important things that come into their mind, relationships, hobbies, ways to do things, qualities, values and to give a lot of thought so that stays what is really important to them
- Verifying to put things in order from the most to the least important, and to look again in their list and remove one
- Asking them to do that until they come to a list with the most important persons and things for them

Delivery and evaluation

- Presentation of the outcomes
- Designing the tree/mind map and sticking them on the wall of the class
- Discussing about the common things in reflecting on the personal meaning of life



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Project 2019-1-HU01-KA229-061009

Self-awareness: Embrace Yourself, Embrace the World

Scenario 2

Title: Trying to be in the other's shoes- Education on the human rights

Target: 2nd Class of Lyceum

Time: 2 hours- part of the educative material of the lesson Greek Language and of the section Racismus: social and ethnic

Brief Design: Reflecting on the new global movements of people who are forced to live their houses immediately

Aims:

- To understand that there are people who do not want to leave their country but they have to
- To combat the stereotypes
- To realise the possibility of being in the same position

Prerequisites: reading some articles given from the teacher about the xenophobia in the newspapers and some texts in the school book

Method:

- Brainstorming
- Simulation of a situation
- Role playing
- Group cooperation
- Critical thinking

Materials:

- ✓ A watch with an alarm clock
- ✓ Post-it
- ✓ Pencils



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Co-funded by the
Erasmus+ Programme
of the European Union



Introduction and organization of activities:

- ✓ To get into the atmosphere we have the following situation in the classroom.
- ✓ I ask them to close their eyes and I tell them that the police are coming and they are yelling at them and they are asking them to leave their house immediately.
- ✓ They have 2 minutes to put in a small bag what they are thinking that they would need. To make it more real, I am making an intense noise and I am trying to stress them and after 2 minutes the alarm clock rings.
- ✓ They write down their answers on the post-its and they put them on the wall.
- ✓ After this time, they cooperate in a group of 4 persons so that they find out which things are the most common.
- ✓ We discuss about how they feel and we then proceed to the articles and the texts to see what people think of the persons who move into an another country and also to discover the difficulties the evicted person deal with when they come into a new state.

Delivery and evaluation

- I give a questionnaire with a few questions in the beginning of the activity about their beliefs and feelings as far as immigrants and refugees are concerned.
- I deliver the same questionnaire at the end of the activity.



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Project 2019-1-HU01-KA229-061009

Self-awareness: Embrace Yourself, Embrace the World

Scenario 3

Title: Acquiring self-awareness

Time: (4 HOURS)

Lesson: Language – Literature 1st Lyceum

Unit: Adolescence- Poems by Constantine P. Cavafy “The windows”

Class A 1: 26 students

1

Pedagogical goals

Student will be able:

- To perceive poetical language as a way of expression and wording
- To realize that life can be inspiration for art
- To maintain and develop his desire and ability to learn Greek
- To improve his ability to read literature in Greek with good understanding and reflect over texts from different perspectives

Psychological goals

- To raise awareness of humans’ problems-issues and physiological existence
- To express orally or in writing his feelings, thoughts and his concern



- To compare his own life with the content of the readings in order to know himself better

Methodology

- Expression's exercise
- Students will be in a circle in order to discuss

Presentation equipment

- Use of computers and computer network
- Poetry will be set to music

<https://www.youtube.com/watch?v=MbOzDpv49uE>

2

EXERCISE 1

Discussion in a circle: Everyone introduces himself and tells a positive personality's trait about himself

- ✓ Question 1: Which is the meaning of the word *self-awareness*?
Everyone answers.
- ✓ Question 2: At your age can you realize that you have changed? Which are these changes?
- ✓ Question 3: Are there problems that you cannot face them? Does anybody want to share with us a problem?



WE READ THE POEM

The Windows Constantine P. Cavafy

In these darkened rooms, where I spend
oppressive days, I pace to and fro
to find the windows. -- When a window
opens, it will be a consolation. --
But the windows cannot be found, or I cannot
find them. And maybe it is best that I do not find them.
Maybe the light will be a new tyranny.
Who knows what new things it will reveal

QUESTIONS

- √ Who is talking and what is he saying?
- √ What does he mean with the word window?
- √ Do you find similarities with your age?
- √ Do you feel that there is something painful in his story?
- √ How can yourself "reveal" the insight of yourself?
- √ Do you feel that the voice who is talking I alone and weak? Justify your answer.
- √ Is this a poem for self awareness? Justify your answer.



3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Co-funded by the
Erasmus+ Programme
of the European Union



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π&Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ



4





3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Co-funded by the
Erasmus+ Programme
of the European Union



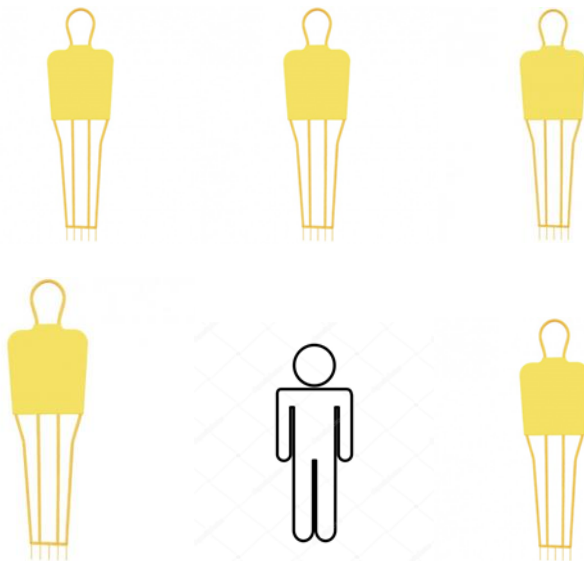
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π.Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

EXERCISE 2

The student who wants to talk, sits backwards in the center of the circle. He shares with his classmates his problem. Everyone listens carefully. When he concludes, we ask students to talk to him with *positive, negative and neutral voice*. We ask from the student to express his feelings about the voices: Which voice is closer to your conscience? What do you feel?





3RD LYCEUM
ALEXANDROUPOLIS

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Co-funded by the
Erasmus+ Programme
of the European Union



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π.Δ.ΕΚΠ/ΣΗΣ ΑΝΑΤΟΛΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ & ΘΡΑΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Ν.ΕΒΡΟΥ – 3ο ΓΕΛ ΑΛΕΞ/ΠΟΛΗΣ

Final discussion in the circle

It is found out that our conscience and ourselves autonomist, autonomous, independent as it is like we are in a discussion with another "us". Children feel it like an internal difficulty/obstacle, which is the reason why they can not deal with their problems. They feel that adolescence pressures and disorganize them. It is like they do not recognize themselves.

