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

2ND 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

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

Hungarian lesson scenarios

Lesson scenario Nr. 4

Subject: Arts/ Fine arts

Lesson aim: Designing a mandala / Expressing sensations, emotions, feelings, moods with colours and geometric shapes

Time: 90 minutes

Age group: 14-15 years old / grade 9

| Time | Learning goal | Activity (teacher) | Activity (students) | Material |
|------|----------------------------------|---|--|----------|
| 5 | Introduction - verbal discussion | 1. How can we express emotions, feelings, moods in our everyday life? How do colours affect our mood? | The students collect examples: 1. Mimicry, body language, words, colours...(they can also show these or act them out) | none |

| | | | | |
|----|--|---|--|---|
| | | 2. How are feelings and emotions expressed in arts? (e.g. music, literature, theatre, fine arts) Collect examples! | 2. They can say songs from their favourite music bands, lyrics, name films or mention famous movie scenes, list famous sculptures or paintings, etc. | |
| 5 | Analysing the effects of the colours | Show examples from the fine arts: rule of the colours | The students can speak about their feelings The psychology of colours | Van Gogh: Starry night, Franc Marc: Little oak Clode Monet: Sunset at Pourville Clode Monet: Venice Twilight Psychology of colours: https://www.vandelaydesign.com/the-psychology-of-color-in-web-design/ |
| 5 | Analysing the meaning of some geometric shapes | Can the abstract forms have a meaning? Show examples from different arts: high arts, folk arts, Hungarian folk art, oriental arts: Tibetan mandala | Discuss the meaning of the geometric shapes (quadrat, circle, triangle...) | Piet Mondrian: Composition en Rouge, Jaune Bleu et Noir Leonardo da Vinci: Vitruvian Man Michelangelo: Plan, St. Peter's (Rom) Easter eggs motifs: https://mek.oszk.hu/02700/02790/html/117.html Early Tibetan mandala: https://hu.pinterest.com/pin/56295064062356524/ |
| 5 | Define the term of mandala | T explains the meaning of mandala, if the students need it, the teacher can show more examples | They can ask and say their opinion | |
| 60 | Designing | The teacher helps the students with the planning | Design a mandala: They can choose the form: A circle (diameter should be about 10 centimetres) or a quadrat (with 10 centimetre long sides) | paper, compass, ruler, pencil, colour pencil, crayon, water-colour, tempera |

| | | | | |
|----|--------------|--|--|--|
| | | | The students draw a sketch and choose the colours, then they can paint their mandala with water-colour or tempera, or they can use colour pencils, crayons | |
| 10 | “Exhibition” | T to organize a short exhibition of the students’ works in the classroom | The students present their mandala, they can explain how they felt while working on the mandala and whether they could manage to express their feelings through it. Students also say their feelings and opinions about the works of the other students, e.g. what they feel when looking at it, what kind of emotion they felt is expressed in others’ mandalas. | |



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

Lesson scenario Nr. 5

Lesson subject: Growth mindset vs. fixed mindset

Lesson aim: The lesson introduces the ideas of these two mindsets to Students and helps them understand the difference between the two. The importance of a growth mindset in life will be emphasized. This can serve as a basis for further lessons on the topic.

Age group: 14-18

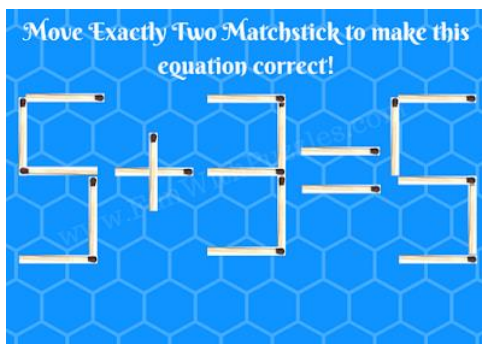
Time: 45-60 minutes

It can be a whole-class activity but works best with lower number of students.

Step 1

Students are shown a matchstick puzzle. Teacher should tell them that they have one minute to solve it. The Teacher should also tell them that it is a very easy task and a 6-year-old child can do it in half a minute and should keep on talking until the time is up. The aim is to create frustration in Students, make it difficult for them to concentrate and to unsettle them or create hesitation.

When the time is up, Teacher asks for the solution(s). Then asks for feedback from those who succeeded in doing it and from those who failed to do the task. How did they feel while trying to solve the puzzle and after it? How did being successful/unsuccessful make them feel? What did they say to themselves?



(source: <https://www.funwithpuzzles.com/2017/03/matchstick-math-brain-teasers-for-teens.html>)

Students will give account of good and bad feelings, and sentences typical of a fixed or growth mindset, e.g. „I felt stupid“, „I said to myself that I was worse than a six-year-old“, „I felt proud of myself“, etc.

Step 2

Pair or groupwork activity: Teacher asks Students to recall a situation in which they failed to do something. Students should try to remember what they thought and how they felt about themselves and their failure at the time. Students should share their thought with their partner(s).

Teacher asks for feedback. Many students would probably say things like „I thought I was so stupid“, „I was clumsy“, „I am the dumbest person on Earth“ and similar remarks.

Step 3

Teacher is to show the video „Famous Failures“ to Students:

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

Teacher stops the video every time before the famous person’s name is shown and encourages Students to guess who the person is. Students are usually amazed at the real story of those people.

Once the video is over, Teacher asks Students what they think a key to success was in each of the cases? Why and how did those people manage to achieve success after having failed many times?

Group discussion/pairwork. Feedback from the whole class.

Step 4

Teacher introduces the idea of growth mindset and fixed mindset. Points out that all those successful people had a growth mindset. Teacher gives examples from everyday life and typical sentences, remarks, thought patterns of the two mindsets. Teacher may bring in personal stories, examples.

To illustrate, Teacher gives an account of the famous experiment carried out by Carol Dweck among 5-grade students.

<https://www.businessinsider.com/carol-dweck-how-to-talk-kids-success-2014-11>

<https://www.youtube.com/watch?v=rxLMUw57Gis>

Step 5

Teacher invites Students to watch a video: https://www.youtube.com/watch?v=dg_HGGeb_EE

It explains in short areas in which the two mindsets encourage different behaviours. Students discuss what they have learnt from the video with their partners. Then class feedback and discussion should follow.

Step 6

A round-up of the lesson. Teacher asks Students to think back on the lesson and find the take-home/take-away of the activities (the most important point or lesson). What is the one part they should carry (home) with them to remember? Students are instructed to work in groups and share their ideas with one another.

Teacher asks some Students randomly to reflect on the lesson and share their take-homes with the whole class and give explanations.

Possible topics for follow-up lessons:

1. Learning to praise well

<https://childrenslibrarylady.com/growth-mindset-praise/>

<http://www.moray.gov.uk/downloads/file91294.pdf>

2. Watching the video: „The Power of yet”

<https://www.youtube.com/watch?v=J-swZaKN2Ic&t=576s>

3. How to change from a fixed midset to a growth mindset

<https://biglifejournal.com/blogs/blog/fixed-mindset-vs-growth-mindset-examples>

<https://www.youtube.com/watch?v=g7u6UwtmGyE>



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

Lesson scenario Nr. 6

Lesson subject: Well-being during lockdown

Lesson aim: Students increase awareness of 'well-being'

Well-being refers to eating and sleeping well, exercise, giving time to things/people that make you feel happy and healthy. But when there's a lot of time on our hands, like during a lockdown, it's easy to abandon these important daily routines. In this lesson, students read advice about planning their days more effectively and ensuring they maintain their well-being. They follow up with an interview in pairs to discover what they can improve and discuss which tips would serve them best.

Age group: 14-18

Time: 45-60 minutes

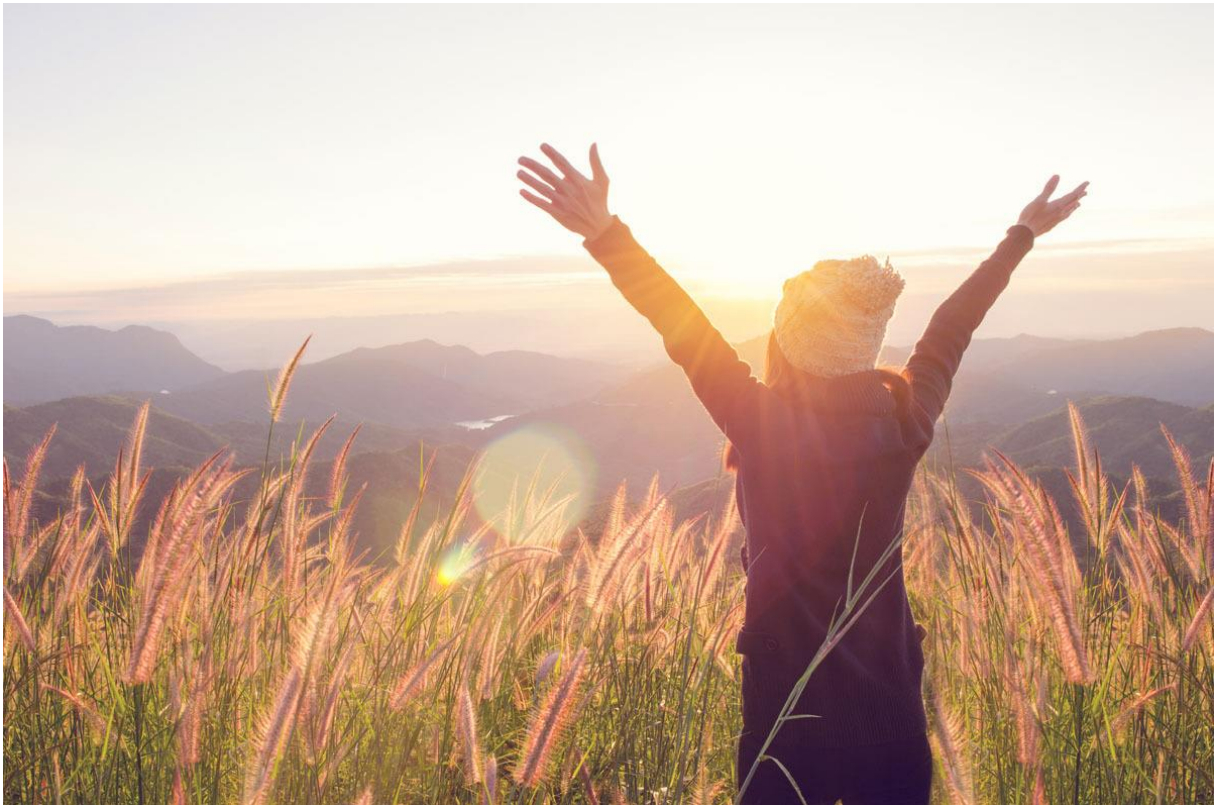
Step 1

Brainstorm activity

Write down the first words that you associate with the word well-being. What words do you associate with well-being? What makes you feel good about yourself? (Show the photo below to elicit ideas)

Students come up with list of ideas on their own or can work in small groups

Possible answers: exercise, sport, healthy food, sleep, rest, laughter, hygiene and cleanliness (clean body/teeth/clothes/hair/etc.), time spent with friends.



https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.wellbeingcollegebanes.co.uk%2F&psig=AOvVaw1iATEG_odDAbTqdo2k5Gof&ust=1653408726502000&source=images&cd=vfe&ved=0CAwQjRxqFwoTCLCMgtSB9vcCFQAAAAAdAAAAABAD

Step 2

Students are going to read a blog quickly. They choose which title is the most suitable:

- A. Feelings about the pandemic
- B. Tips for planning a long day
- C. Taking control of your well-being when there's no fixed routine

For many people, the pandemic meant many long days with nothing to do and all 'normal' activities suspended. Even school was disrupted. This made some

people feel bored, lonely or depressed. Many forgot about their well-being during this time.

It's tempting when we have no fixed schedule to just go with the flow. Maybe wake up, go online for a while and then go back to sleep for hours – or watch Netflix and eat unhealthy snacks all day. Lazy days are fun, but too many can lead to a bad diet, no exercise and poor well-being. We should avoid this.

Consider how you spent some days during the pandemic. Did you plan to do something (e.g. call a friend) and forgot because you ran out of time? Did you 'half-plan' something (e.g. you planned to make a cake but forgot to buy the ingredients in advance)? If so, you weren't alone!

There's a lot we can't control in life (like a pandemic!), but we can control some parts. Start with regular habits. We all have some fixed routines (e.g. get up, clean your teeth, eat breakfast and have a shower) and they're there for a good reason: your wellbeing! Are you carrying out these routines? Next, look at how your days are organised and think what else would be good for your well-being. Ask yourself: When are you at your best? If you're more alert in the morning, do schoolwork then and use the afternoon for relaxing. Don't forget, if you're planning to do something special later in the day, list what you need in the morning and use your phone alarm to remind you to do it. Finally, for healthy nights, consider: What helps you sleep well? What doesn't help? Which music relaxes you?

We often get distracted for hours by social media, so consider that too. When's the best time for social media? If you tend to get into online arguments, maybe the morning isn't a good idea because you'll start the day on the wrong foot! Should you do social media later instead? In fact, how many hours do you want to spend online? (Remember that time spent online is time spent away from something else!) If you want a break from calls and messages, you can always turn off your notifications.

The trick is to make time for exercise, food, fun and other aspects of well-being. And make those activities part of every day, like all regular routines. YOUR well-being matters!

Source: Rachael Robert

Answer: C

Step 3

They read the blog again and find the recommended tip for each of these problems.

1. When's the best time to do activities that require hard work and concentration?
2. How can you remind yourself to do things later in the day?
3. How can you stop looking at messages, posts, 'likes' and emails during the day?

Answers:

1. When you're at your best / In the morning (so that you don't forget to do it!)
2. Use the alarm clock on your phone.
3. Turn off the notifications.

Step 4

Students interview a partner, using the questions they have looked at. Try to add more questions, think of some tips that you can give your partner to help improve their well-being.

Did you plan to do something but forget?

Did you 'half-plan' something?

Are you carrying out these routines?

Should you do social media later?

When are you at your best?

When's the best time for social media?

What helps you sleep well?

What doesn't help you?

Which music relaxes you?

Step 5

Students share their thoughts about

- what they have learnt from the blog
- what advice they got from partner
- what changes they could make

Students make a pledge: What are three things you will focus on in future?

They could start a collaborative document and write their pledges directly there. In this way, students can revisit the document in future weeks to see if they are sticking to their pledges



Erasmus+ Project 2019-1-HU01-KA229-061009_2

Self Awareness: Embrace Yourself, Embrace the World

Lesson scenario Nr. 4

Subject of the lesson: discover your feelings with increased self-awareness

Purpose of the lesson: to teach the participants how to cope with the positive in the negative feelings and how to change them by increasing their self-awareness

This lesson may create a basis about self awareness for the further lessons ahead.

For ages between:14-18

Duration of time: 75 minutes

This lesson can include the whole class however it works best with a smaller number of students.

Acquirements

- 1-The importance of being here and now have been explained to the students.
- 2-Breathing exercises had been performed.
- 3-Noticing feelings and thoughts have been provided.
- 4-The research has been done to the students to avoid the thought that engaged with their minds and caused bad feelings.

Educational materials:

Papers, pencils, board, board markers

Process:

- 1-The participants were informed that if we can be aware of our breathe we will be having the best tools of living in the moment and if we choose to live in the moment instead of being trapped on a metal stasis we can increase the habit of being aware of our body by breathing
- 2-In order to start the breathing exercise, the participants were allowed to sit comfortably. Lean back on the sofa in a comfortable way. If you feel comfortable, close your eyes. We may get distracted while practicing, it's very normal. All we have to do is focus our attention on our body again. I want

you to breathe and just be aware of your feelings. Imprison yourself to live the moment by being aware of your breathing. Now you're ready to observe your body.

Start taking deep and slow breaths. Turn all your attention to your inhalation and exhalation. Try to feel the route that your breathe tracks. If you get distracted and start thinking about other things, notice it and focus on your breathing again. Now try to feel your whole body. Feel your posture and the heaviness of your body. Notice your legs and your arms position and how they are standing. Feel heaviness of them and try to notice the sensations of them. If you get distracted or thinking about other things, notice it and get back to focusing on your body. Now turn your attention back to your breathing and feel yourself by taking deep breaths. Now focus on your thoughts. Keep track of your thoughts, continuing to take slow breaths. Watch your thoughts without judgment. Do not get carried away with your thoughts. Imagine your thoughts as titles on TV. Imagine they flow away and notice none of them are permanent. If you feel like you are carried away by a thought, remember you are the one who is watching your thoughts. After watching your thoughts in this way for a while, turn your attention to the sounds you hear. Notice what sounds you are hearing. If you hear more than one sound, try to separate them. Try to notice where the sounds come from. Now turn your attention to your sense of touch, try to notice the sensations of touching that comes from your body. Try to notice where your hands, your foot and your back is touching. Now turn your attention back to your thoughts.

Take deep breaths and start watching the flow of your thoughts again.

Do not judge your thoughts and remind yourself that they are just thoughts.

Now open your eyes and realize what you are seeing while continuing to take deep breaths.

Notice where you are , in the room you are in.

Notice the positions of the items in the room.

Notice the color of the walls of the room and the colors of other items.

If your thoughts distract you, notice it and get back to focusing on your room. Now choose one object from that room and focus on it. Think about the color the shape and every other thing about that object. If you get distracted again get back to thinking about that object. Now try to feel all your body without closing your eyes. Keep doing this practice for a few more times by taking slow breaths and later on finish it.

As the second awareness activity, one raisin was given to the participants. Spend a few minutes by looking at the shape and the texture of the raisin. Then bring the raisins closer to your nose. Feel the difference of your arm when you bring the raisin closer to you. When breathing, pay attention to whether there is a smell of raisins, if any, what kind of smell it has. If it doesn't smell, observe how you feel. Take the raisins right to your ear. Gently turn it between your thumb and index finger and listen if it makes a sound. Bring the raisins closer to your mouth. See if the saliva in your mouth has increased. Take it in your mouth and start chewing slowly. Observe the taste and eating the phenomenon. Become aware of different things that are happening, such as a change in taste, a difference when the grape is cut into pieces or etc. Notice how you chew and start swallowing directly. After you finish eating the raisins, stay with this experience for a while. Notice the taste that remains in your mouth after eating the raisins.

3-Especially emotion management and managing stress responses such as war or escape are quite important. Avoidance behavior, which we give especially after a traumatic event, refers to the avoidance of thoughts, feelings, events and places related to the traumatic event. This condition can lead to a lack of interest in life-related activities, feeling distant from others, limiting emotions and a negative expectation of the future. An experience exchange is made in which participants give examples of their own stress reactions and the strategies they use especially when they are nervous.

4-an application called "our resources" has been made to the applicants. At this point, participants were asked to think about a person, a thing, or situation that gave them a feeling of love and trust. After doing this, they were asked what area of their body they felt when they imagined these sources of love and trust. Then they were asked to concentrate on the sensations there. In this part of the study, participants were asked to consider a situation that caused them a slight discomfort. Again, they were asked how they felt sensations in which area of their body. They were asked to observe what was happening when they brought their previous resources towards this troubled area.

Feedback: After the lesson, the participants are asked what kind of impressions they have awakened, what feelings, thoughts and sensations they have noticed.

To clarify: Participants were asked to make the "Resources" application applied in the session every day during the week and note their comments. As another exercise, they were asked to practice "Breathing exercise" and then note how they felt in their bodies, the thoughts, images, moods and sensations that accompanied the event. The forms they will use for these notes have been given to the participants.



Erasmus+ Project 2019-1-HU01-KA229-061009_1

Self Awareness: Embrace Yourself, Embrace the World

Lesson Scenario Nr. 5

Subject of the lesson: Discover your feelings with increased self-awareness

Purpose of the lesson: To teach the participants how to cope with the positive in the negative feelings and how to change them by increasing their self-awareness. This lesson may create a basis about self awareness for the future lessons ahead.

For ages between: 14-18

Duration of time: 75 minutes

This lesson can include the whole class however it works best with a smaller number of students.

Acquirements:

- 1- Breathing exercises were applied to the participants to recede from thoughts that occupied their minds and cause negative feelings.
- 2- Various exercises were done to recede from thoughts that cause negative feelings.
- 3- Exercises were done to distance from thoughts that cause negative feelings in the participants.

Educational materials: Papers, pens, board, board markers.

Process:

As the first awareness activity,

1-Main objective of the third session was negative feelings caused by negative thoughts, in short "scared of feelings". The group is asked what physical and emotional symptoms people experience during a panic attack. Among the answers given, there are answers such as sweating, heart throb, tremble, numbness. When the physical and emotional

symptoms of people riding the gondola at the amusement park are discussed, it is noted that these symptoms are similar to panic attack symptoms, and the group discusses that negative thoughts cause negative emotions.

2- The “ TV screen ” exercise is applied to the participants to distract them from their thoughts. Participants are asked to bring to mind something or a situation that has upset them recently. Then when they start to feel negative emotions the participants are asked to bring to mind a television screen. Press the button and think of you are watching the event you are currently living on TV and imagine it like you are watching a movie. The purpose of this exercise is to look at the events without prejudice since we are not included in the events we watch on TV. We put a distance between ourselves and our thoughts. If we live some events as if we are watching them on the TV screen during the day, we can avert the negative feelings caused by our thoughts.

3- Then, participants are applied another exercise called “ Don't think a single thing ” to avert negative feelings. First, they are ensured to take a few aware breaths. Again, they are asked to occupied their minds with anything that upsets them in the recent days. Then, they are asked to choose a nearby object and focus on that object. They are asked to occupied their minds with negative thoughts while trying to find answers for the questions below.

As the second awareness activity,

1- One of the participants shared that she/he could not get along with the principal working in the kindergarten where she/he did her/him internship and this situation upset her/him very much. She/he shared that she applied the “ TV screen ” exercise that she/he learned last lesson and she/he understand that this situation is not something that can upset her/him that much and that everyone has and may experience similar problems.

2- This session starts with participants are applied to breath exercises. In this session, information is given about that we couldn't live in the moment because our mind is busy with thoughts about the past and the future and we generally act in three ways to get rid of thoughts that come to our mind.

Pushing: It is try to ensure that the thoughts we do not want do not occupy our mind. The more we try not to think of a thought the more that thought comes to our mind.

Pulling: Here we start to think more about those thoughts. We try to find sensible answers to these. For example, a person who thinks of “What if there is a problem in my brain?” come to mind that thoughts likes “There is nothing in my brain right now, I was examined 6 months ago”. But the more that person starts to think about these, the more she/he gets into these thoughts.

Pressing: We act like there's not that thought we don't want.

3- In order to distance themselves from their thoughts, the participants were applied the exercise "Carry Your Thought With You". After the breathing exercises are applied to the participants, they are inculcated to think that you are with them without pushing, pulling or pressing their thoughts. If there are many they are asked to write them on a paper and carry them in their bags and it is given as homework.

Feedback: After the exercise, participants are asked questions like “How is the surface of this object?”, “Is it rough or smooth?”, “Is it shiny or matte?”, “Is it soft or hard?”. Participants are applied “Labelling” which is a new exercise to distance from their thoughts. Participants are asked to write three negative thoughts about themselves.

To clarify: When the exercise finished, participants are asked if they are occupied with negative thoughts which are in their minds. Participants are asked to note down the exercises applied during the session. At the end of the second activity, after labeling it as a thought in the first place, she/he states that her/him anxiety decreases when she/he labels the emotions caused by these thoughts as emotions.

Created by Sibel Toy



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Self Awareness: Embrace Yourself, Embrace the World

Lesson Scenario Nr. 6

Subject of the lesson: Discover your feelings with increased self-awareness

Purpose of the lesson: To teach the participants how to cope with the positive in the negative feelings and how to change them by increasing their self-awareness. This lesson may create a basis about self awareness for the future lessons ahead.

For ages between: 14-18

Duration of time: 75 minutes

This lesson can include the whole class however it works best with a smaller number of students.

Acquirements:

- 1- Exercises were made for group members to accept feelings which give pain to them.
- 2- Exercises were made for group members to accept their own traits that they judged.

Educational materials: Papers, pens, board, board markers, colorful pens.

Process:

1- Exercise was made for participants to increase self-acceptance and self-forgiveness by making awareness exercises of letting the painful feelings go without any conflict with themselves.

2- Blue, pink and yellow papers were given to the participants and asked them to write a trait that they judging in themselves on blue paper. After this step was finished, they were asked to write which traits they judged themselves that similar to their family members or their friends traits. In the discussion committed at the end of this exercise, it was shared by most of the participants that the traits they judged in themselves were also in the people they love and that they didn't see these traits like a problem in the people they love.

Feedback: After the exercise, participants are asked to what kind of impressions, feelings and thoughts they recognize.

To clarify: After this awareness , the participants are asked to write a letter on yellow paper about accepting themselves with all their feelings and thoughts and they forgiving themselves for they judged themselves before. The forms they will use for these notes have been distributed.

Created by Yasin Şahin



Lesson plan 4

The human soul

Title: The human soul

Target: 1st Class of Lyceum

Time: 2 hours in the subject of Literature

Brief Design: Reflecting and discussing the role of poetry through the individuals, the societies, the countries

Aims:

- To know poems from other countries.
- To express themselves.
- To speak about their emotions.
- To find the common meanings and structures in the art of poetry.
- To cultivate their cultural awareness.

Method: Division in 3 groups and exercises on each of the poems for each group.

Materials:

- ✓ An Italian, a Hungarian and a Greek poem in English translation (in parallel with the original language) in paper, one for each of the 3 groups.
- ✓ Pens and paper to write down their ideas.
- ✓ Record machine for recording or videotaping the recitation of the poems in the original language.
- ✓ A big paper to create a poster.

Introduction and organization of activities:

- ✓ I present the 3 poems to the students.
- ✓ I divide them in 3 groups and give each group one poem.
- ✓ I give them the following 3 questions about the poems: 1) What is the central theme - message of each poem? 2) What emotions does each poem evoke in you? 3) What similarities and differences do you find?
- ✓ They work for 1 hour on the poems and the questions.
- ✓ The 2nd hour the groups present the results of their work.
- ✓ Six students recite the poems, in the English language and the original one.
- ✓ We videotape the recitation.



Evaluation

- I ask them in the beginning of the lesson what they believe about the role of the poetry in Greece and around the world.
- They write down what they felt from all this work, division in groups and cooperation on the poems from different countries.
- They depict all their emotions evoked by the 3 poems on a big paper and create a poster with lyrics from the 3 poems.

Three Poems

Italian poem

A Key

I recognize you by your frizzy hair,
By the way you walk, the way you dress
by your eyes, wide open like those comic books you read
by how you think you have more flaws than qualities
by the invisible you wear every morning
by your front teeth with which you bite all your pencils
your shoulders hunched by the weight of expectations
as if you carried them in a shopping bag
and by your shyness that doesn't help you hide because the veil is too short
by how you blush and protect yourself from the embarrassment raining down on you
with a smile stretched like a broken umbrella
If I could break the screen of time
I'd give you the inconsistency of others' scorn
I know we're as present as we are distant
I know too well how you feel and I know how wrong you are, trust me
No, it's not true
that you can't do it, that there isn't a key
No, it's not true



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ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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that you can't do it, that there isn't a key

Looking down, you're looking for a reason to take another step

But there's captain hook behind you, and in front of you the white shark

and you isolate yourself when everyone else forms their packs

You feel free but you're dropping your anchor

All harnessed, the warlord's horses

Your sweaters are torn, tacky and too casual

You were born in the south but sadly all you see around you is snow and cold, like a Yeti

Life is a movie theatre so you don't speak

Your bottles don't have any message

Whoever says the world is beautiful hasn't seen what you've created for yourself to stay in it

You stay silent, no opinions

your ceiling, planets and stars

head-first in your state of uncertainty, caught up in your thoughts,

you keep going in your maze without walls

No, it's not true

that you can't do it, that there isn't a key

No, it's not true

that you can't do it, that there isn't a key

We're identical, we astral travel with our head in our hands

we have planetariums in our parietal bones

We're exactly the same, it's not like we're related

only calendars keep us apart

Go on, left heel in

Charon, straight towards hell

Long races, bitten nails, bad moods



A few nights vanished in a shaky sleep

Then the fire

If I could show myself to you as a ghost, I'd do it now

But I would scare you because I'd be the ghost of myself

And you would tell me: "Everything's fine

But from what I can see, for you it's the opposite

I survived the woods and defeated the orc

Leave me be, make an effort and take the cosmos

And don't be scared, because"

No, it's not true

that you can't do it, that there isn't a key

No, it's not true

that you can't do it, that there isn't a key

a key, a key, a key, a key

Italian lyrics

Una chiave

Ti riconosco dai capelli, crespi come cipressi

Da come cammini, come ti vesti

Dagli occhi spalancati come i libri di fumetti che leggi

Da come pensi che hai più difetti che pregi

Dall'invisibile che indossi tutte le mattine

Dagli incisivi con cui mordi tutte le matite

Le spalle curve per il peso delle aspettative

Come le portassi nelle buste della spesa all'iper

E dalla timidezza che non ti nasconde perché ha il velo corto

Da come diventi rosso e ti ripari dall'imbarazzo che sta piovendo addosso



3RD LYCEUM
ALEXANDROUPOLIS
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Con un sorriso che allarghi come un ombrello rotto

Potessi abbattere lo schermo degli anni

Ti donerei l'inconsistenza dello schermo, degli altri

So che siamo tanto presenti quanto distanti

So bene come ti senti e so quanto ti sbagli, credimi

No, non è vero

Che non sei capace, che non c'è una chiave

No, non è vero

Che non sei capace, che non c'è una chiave

Sguardo basso, cerchi il motivo per un altro passo

Ma dietro c'è l'uncino e davanti lo squalo bianco

E ti fai solitario quando tutti fanno branco

Ti senti libero ma intanto ti stai ancorando

Tutti bardati, cavalli da condottieri

I tuoi maglioni slabbrati, pacchiani, ben poco seri

Sei nato nel Mezzogiorno però purtroppo vedi

Solo neve e freddo tutt'intorno come un uomo Yeti

La vita è un cinema tanto che taci

Le tue bottiglie non hanno messaggi

Chi dice che il mondo è meraviglioso

Non ha visto quello che ti stai creando per restarci

Rimani zitto, niente pareri

Il tuo soffitto, stelle e pianeti

A capofitto nel tuo limbo, in preda ai pensieri

Procedi nel tuo labirinto senza pareti



No, non è vero

Che non sei capace, che non c'è una chiave

No, non è vero

Che non sei capace, che non c'è una chiave

Noi siamo tali e quali, facciamo viaggi astrali

Con i crani tra le mani

Abbiamo planetari tra le ossa parietali

Siamo la stessa cosa, mica siamo imparentati

Ci separano solo i calendari

Vai, tallone sinistro verso l'interno

Caronte, diritto verso l'inferno

Lunghe corse, unghie morse, lune storte

Qualche notte svanita in un sonno incerto

Poi l'incendio

Potessi apparirti come uno spettro lo farei adesso

Ma ti spaventerei perché sarei lo spettro di me stesso

E mi diresti: "Guarda, tutto apposto

Da quel che vedo, invece, tu l'opposto

Sono sopravvissuto al bosco ed ho battuto l'orco

Lasciami stare, fa uno sforzo, e prenditi il cosmo

E non aver paura che"

No, non è vero

Che non sei capace, che non c'è una chiave

No, non è vero

Che non sei capace, che non c'è una chiave

Una chiave, una chiave, una chiave, una chiave



Hungarian poem

Dániel VARRÓ:

Autumn Sonnet

The sun is rising, a wooden hare on the table.

Waiting for a spark to fly, a lamp to be lit,

but it's October, damp and dark,

and the Lord has slurped his golden beer.

The Lord has slurped his golden beer,

waiting for a spark to fly, a lamp to be lit,

but it is October, disgusting and wet,

a wooden hare on the table, the evening descends.

The evening descends, a letter on the table,

asking, I've been waiting, where have you gone?

Waiting for a spark to fly, a lamp to be lit,

a glass on the table, a letter, a hare.

It's October, no light, no barley juice,

the Lord has slurped his golden beer.

Varró Dániel: Őszi szonett

Fölkél a nap, az asztalon fanyúl.

Várnánk, hogy szikra pattan, lámpa gyúl,

de október van, nyirkos és sötét,

az Úr kihörpölé arany sörét.

Arany sörét kihörpölé az Úr,

várnánk, hogy szikra pattan, lámpa gyúl,

de október van, undok és vizes,



az asztalon fanyúl, leszáll az est.

Leszáll az est, az asztalon levél,

azt írja, vártalak, hova levél?

Várnánk, hogy szikra pattan, lámpa gyúl,

az asztalon pohár, levél, fanyúl.

Október van, se fény, se árpalé,

arany sörét az Úr kihörpölé.

Greek poem

Lorentzos Mavilis

Sunset

The breeze is blowing lightly
and the roses slowly shake;
in hearts and in creation reigns
pink dusk, fragrant hour,
golden hour of dreamy dreams,
that the soul foretells peace,
the eternal peace, and gazes
as for a sternal time every knowledge
unforgettable; blonde lilies
loves, blue reigned
eyes wide and kisses and shudders
and tears; shots of jealous gifts
of life, kj which fades and ends
like the dull yulk that is always melting.

Ηλιοβασίλεμα

Φυσάει τ' αεράκι μ' ανάλαφρη φόρα
και τες τριανταφυλλιές αργά σαλεύει·



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στες καρδιές και στην πλάση βασιλεύει
ρόδινο σούρουπο, ώρα μυροφόρα,

χρυσή θυμητικών ονείρων ώρα,
που η ψυχή τη γαλήνη προμαντεύει,
την αιώνια γαλήνη, και αγναντεύει
σα για στερνή φορά κάθε της γνώρα

αξέχαστη· ξανθές κρινοτραχήλες
αγάπες, γαλανά βασιλεμένα
μάτια υγρά και φιλιά και ανατριχίλες

και δάκρυα· πλάνα δώρα ζηλεμένα
της ζήσης, που αχνοσβιέται και τελειώνει
σαν το θαμπό γιουλί που ολοένα λιώνει.

Notes: As we applied this lesson plan, we present the videos of recitation.

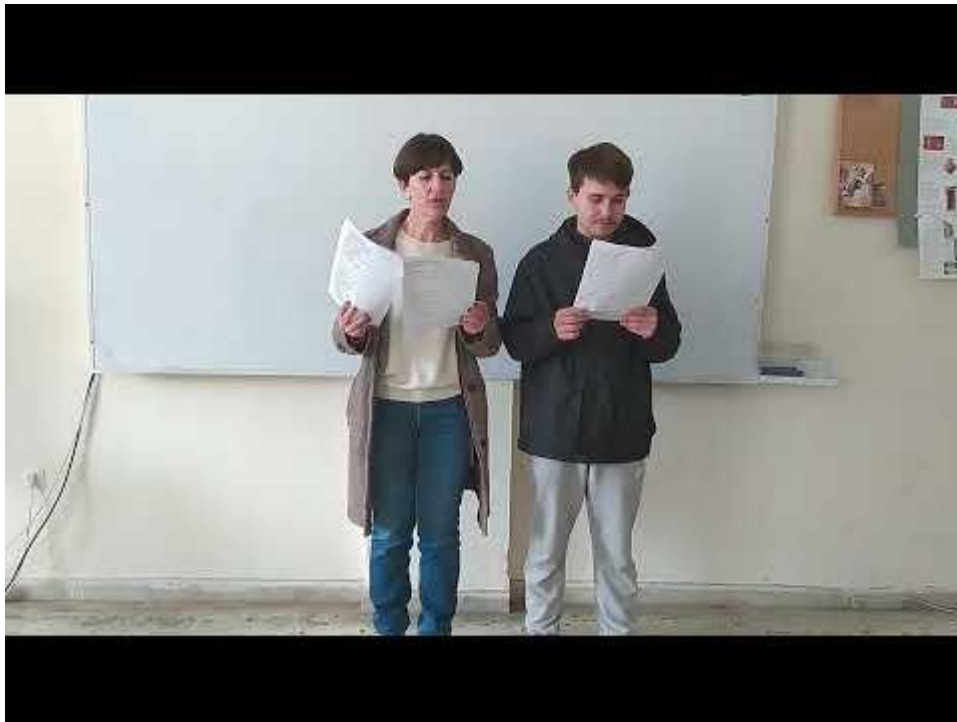
Recitation of the Greek poem:





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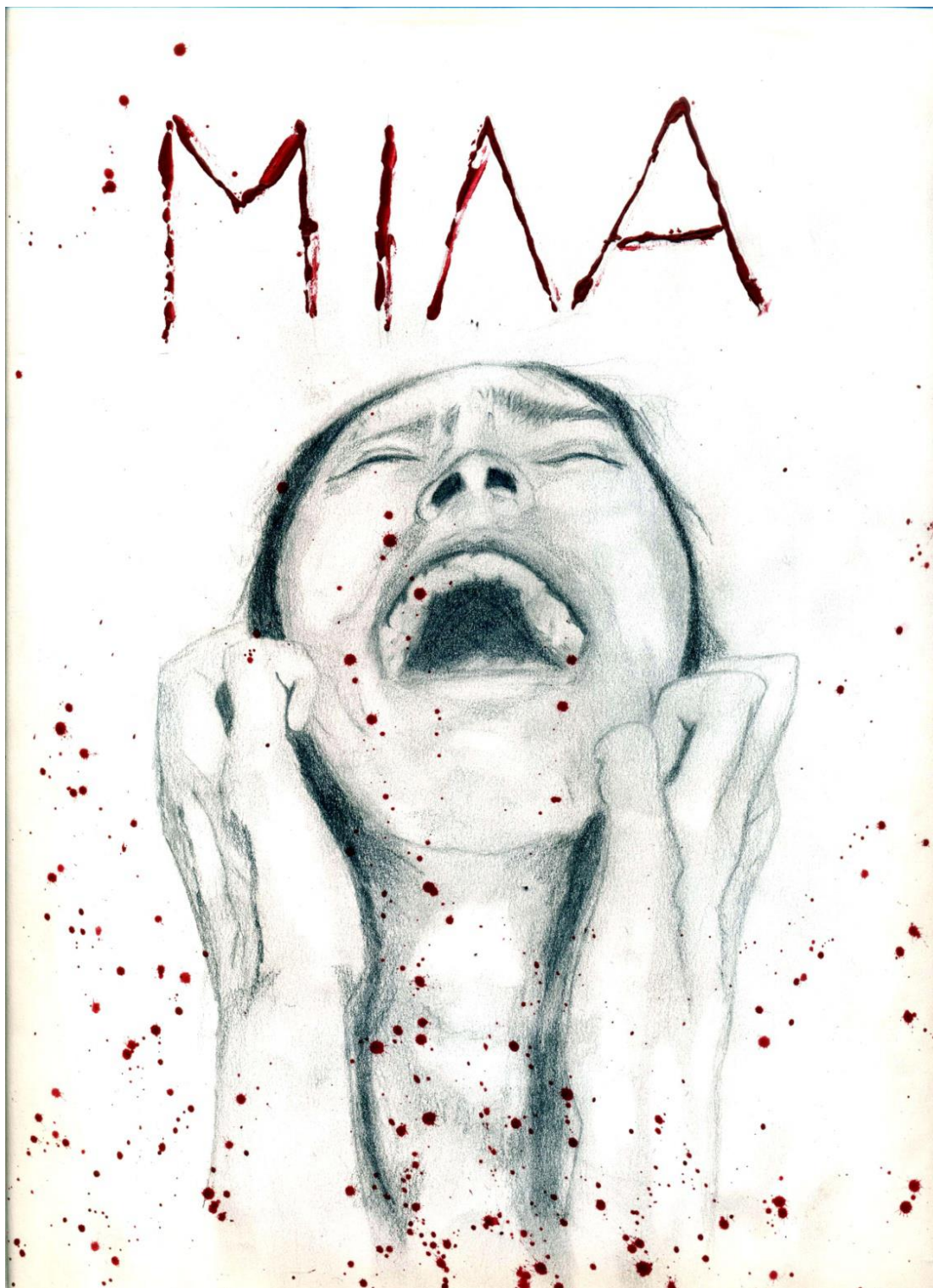
Recitation of the Hungarian poem



Recitation of the Italian poem



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Title: Shut up. . . don't talk

Target: 1st Class of Lyceum

Time: 6 hours in the subject of Literature and Greek Language



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Brief Design: An event- a human behaviour seen from a newspaper article and a poem written by Aziz Nesin from Turkey. How can we use the information to express it with our body and by making posters?

Aims:

- to approach different types of texts
- to recognise the dialect and figurative language
- to be able to express thoughts and feelings
- to perform art forms
- to understand the importance of self-esteem

Method: Reading the article/ hearing the news / reading the poem/ hearing the poem / group separation to perform scenes

Materials:

- Article/ news <https://www.in.gr/2021/12/10/greece/gynaikoktonia-stin-aleksandroupoli-ayti-einai-29xroni-tzevrie-pou-ksylokopithike-mexri-thanatou-apo-ton-syzygo-tis/>
- Poem/ <https://www.youtube.com/watch?v=9vFim5ep0iM>
- computer
- mobile phones with camera
- web
- programs to create posters

√ **Introduction and organization of activities:**

- I present the article to the students and the news .
- Everybody writes down their thoughts, feelings or only some words.
- Discussion : We already count three dead women since November 28. . Otherwise we have lost count. . Some cite 29-year-old Cevrie as the 16th femicide, others the 17th. why do you think domestic violence has increased?

how has the pandemic affected?

- The 2nd hour the groups present the results of their work.
- I present the poem to the students and we hear it
- questions 1) do we learn to express our emotions? 2) do we learn to tell the truth? 3) describe the language is used and the way of writing



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- body exercises hearing some lyrics from the poem**
- drawings**

Evaluation

- current events and everyday life through different texts and their perception by students**
- creativity and self-expression**
- teamwork and empathy**





Çok Konuşma!

1915 de doğdu. Evde ağlayamazdı. Hemen annesi,
-Sus! diye paylardı.
Gülemezdi, bağıramazdı. babası,
-Sus!... diye azarlardı.
Misafir gelince,
-Ayıptır!, sus! derlerdi.
Yabancı kimse yokken de evdekiler,
-Başımı dinleyeceğim, sus! derlerdi.
Yedi yaşma kadar bu, böylece sürdü.
İlkokula gitti. Derste bir şey soracak olsa, öğretmeni,
-Sus!... diye çıkışırdı.
Derse kalksa,
-Ne sorulursa onu söyle, çok konuşma!
derdi öğretmenleri.
On iki yaşma kadar da böylece sürdü.
Ortaokula gitti. Ağzını açacak olsa, büyükleri,
-Her lafa karışma! dediler.
-Söz gümüşse, sükut altındır! vecizesini öğretti.
Türkçe öğretmeni,
-İki dinle, bir söyle... bak, iki kulak, bir ağız var! dedi.
-Sesini kes!...
-Çok konuşma!...
On beş yaşına kadar böylece sürdü.
Liseye gidiyordu, burada öğrendiği en güzel şey
"Essiikütü hayrün mineddirdır" sözü oldu. Yani susmak, dırdırdan hayırlıdır.
-Çok konuşma!...
-Kes sesini!...
On dokuz yaşına kadar böylece sürdü.
Üniversiteye girdi. Evde,
-büyüklerin yanında konuşulmaz! diye öğretiyorlardı.
Annesi,



-Söz büyüğün, su küçüğün diyordu.

Profösör bir gün ona,

-Dilini tut!... demişti.

Yirmi üç yaşma kadar böylece sürdü.

Askere gitti. Onbaşı,

-Sus len!... diye bağırdı.

Çavuş,

-Dırlanma! diye azarladı.

-Pısss!... Sısss!... dedi.

Karakola çağırdılar. Polis,

-Çok konuşma! dedi.

Komiser,

-Sus bel... dedi

İşe girdi. Arkadaşları, işaret parmaklarını dudaklarına koyar,

-Şışşt!... derlerdi.

-Aman şışşt... Aman sus, aman başın derde girer. Aman haaaL.

büyükleri,

-Sen her şeye burnunu sokma!... derlerdi.

-Sen anlamazsın...

-Sana mı kaldı...

-Sen sus...

Evlendi: Karısı,

-Aman sus... Sen karışma!... derdi.

Sonra çocukları oldu, büyüdü çocukları,

-Sen sus baba!... Çakmazsın bu işlerden...

demeye başladılar.

Bu adam, biraz benim, biraz sizsiniz, biraz hepimiziz.

Eskiden kadınlar, kocalarına, kendilerine dırdır etmesinler,

çok konuşmasınlar diye eşek dili yedirirlerdi. O inanışa göre, eşek dili yiyenlerin sesi çıkmazdı.

Bize de sanki eşek dili yedirmişler. Arayın bakalım, ağzınızda diliniz var mı?

Dilimizi yutmuşuz.

Dilimizi içimize sokmuşuz. Ağzımız var, dilimiz yok.

Şimdi bu biraz bana, biraz size benzeyen adam söz hürriyeti istiyor. Konuşacak.

Ama ona,



-Sus,!... diyorlar.

İçimden,

-Konuş... Konuş!... Konuş be!... diye bağırmak geliyor.

Ama ne konuşacağız, nasıl konuşacağız? Dilimiz nerede?



Σώπα μη μιλάς

Σώπα, μη μιλάς, είναι ντροπή
κόψ' τη φωνή σου, σώπασε
κι επιτέλους
αν ο λόγος είναι άργυρος
η σιωπή είναι χρυσός.

Τα πρώτα λόγια, οι πρώτες λέξεις
που άκουσα από παιδί –
έκλαιγα, γέλαγα, έπαιζα
μού 'λεγαν: «σώπα».

Στο σχολείο μου 'κρυψαν την αλήθεια τη μισή
και μου 'λεγαν: «εσένα τι σε νοιάζει; σώπα!»

Με φιλούσε το πρώτο κορίτσι
που ερωτεύτηκα και μου 'λεγε:
«κοίτα, μην πεις τίποτα, και...σώπα!»

Κόψ' τη φωνή σου, μη μιλάς, σώπαινε.
Κι αυτό βάστηξε μέχρι τα είκοσί μου χρόνια.
Ο λόγος του μεγάλου, η σιωπή του μικρού.
Έβλεπα αίματα στα πεζοδρόμια –
«τι σε νοιάζει, μου 'λεγαν,
θα βρεις το μπελά σου – τσιμουδιά, σώπα».

Αργότερα φώναζαν οι προϊστάμενοι:
«μη χώνεις τη μύτη σου παντού,



κάνε πως δεν καταλαβαίνεις, και σώπα».

Παντρεύτηκα κι έκανα παιδιά και τα 'μαθα να σωπαίνουν.

Η γυναίκα μου ήταν τίμια κι εργατική

κι ήξερε να σωπαίνει.

Είχε μάνα συνετή που της έλεγε «σώπα».

Στα χρόνια τα δίσεχτα οι γείτονες με συμβούλευαν:

«μην ανακατεύεσαι, πες πως δεν είδες τίποτα και σώπα».

Μπορεί να μην είχαμε με δαύτους γνωριμία ζηλευτή –

μας ένωνε όμως το «σώπα».

Σώπα ο ένας, σώπα ο άλλος, σώπα οι επάνω, σώπα οι κάτω,

σώπα όλη η πολυκατοικία και όλο το τετράγωνο.

Σώπα οι δρόμοι οι κάθετοι κι οι δρόμοι οι παράλληλοι.

Κατάπιαμε τη γλώσσα μας.

Στόμα έχουμε και μιλιά δεν έχουμε.

Φτιάξαμε το σύλλογο του «σώπα»,

και μαζευτήκαμε πολλοί,

μια πολιτεία ολόκληρη, μια δύναμη μεγάλη

αλλά μουγκή!

Πετύχαμε πολλά και φτάσαμε ψηλά, μας δώσανε παράσημα

κι όλα πολύ εύκολα, μόνο με το «σώπα».

Μεγάλη τέχνη αυτή, το «σώπα».

Μάθε το στα παιδιά σου, στη γυναίκα σου, στην πεθερά σου

κι αν νιώθεις την ανάγκη να μιλήσεις, ξερίζωσε τη γλώσσα σου

και κάν' την να σωπάσει.

Κόψ'την σύρριζα.

Πέταχ 'την στα σκυλιά.

Το μόνο άχρηστο όργανο απ' τη στιγμή

που δεν το μεταχειρίζεσαι σωστά.

Δεν θα 'χεις έτσι εφιάλτες, τύψεις κι αμφιβολίες.

Δεν θα ντρέπεσαι τα παιδιά σου

και θα γλιτώσεις απ' το βραχνά

να μιλάς χωρίς να μιλάς



να λες «έχετε δίκιο, είμαι με ‘σας».

Αχ, πόσο θα ‘θελα να μιλήσω ο κερατάς –
και δεν θα μιλάς,
θα γίνεις φαφλατάς,
θα σαλιαρίζεις αντί να μιλάς.

Κόψε τη γλώσσα σου, κόψ’ την αμέσως.
Δεν έχεις περιθώρια. Γίνε μουγκός.
Αφού δε θα μιλήσεις, καλύτερα να το τολμήσεις

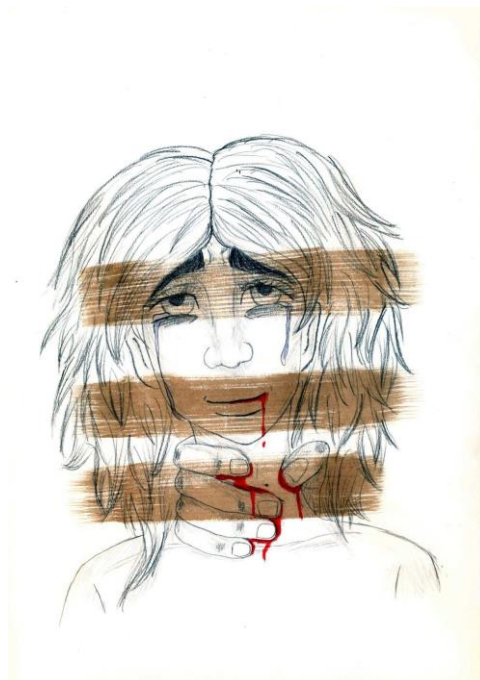
–

κόψε τη γλώσσα σου.

Για να ‘σαι τουλάχιστον σωστός –65
στα σχέδια και τα όνειρά μου
ανάμεσα σε λυγμούς και παροξυσμούς

κρατώ τη γλώσσα μου
γιατί νομίζω πως θα ‘ρθει η στιγμή
που δε θ’ αντέξω
και θα ξεσπάσω και δε θα φοβηθώ και θα ελπίζω
και κάθε στιγμή το λαρύγγι μου θα γεμίζω μ’ έναν φθόγγο
μ’ έναν ψίθυρο μ’ ένα τραύλισμα με μια κραυγή
που θα μου λέει

ΜΙΛΑ!





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





Lesson plan 6

Love in teenager's mind

Title: Love in teenager's mind

Target: 1st Class of Lyceum

Time: 2 hours in the subject of Greek Language

Brief Design: Reflecting and discussing the role of love in adolescence among the youngsters

Aims:

- To give the students the opportunity to express themselves.
- To speak about their emotions.
- To highlight the difficulties of emotional communication in relationships with the opposite sex.
- To highlight students' concerns and feelings about love affairs in adolescence.

Method: fantasy game, discussion in small groups, discussion in plenary

Materials:

- ✓ whiteboard and Markers
- ✓ Pens and paper to write down their ideas
- ✓ Computer and internet connection
- ✓ A big paper to create a poster

Organization of activities:

1st phase (20 minutes)

- ✓ I ask from students to feel free and relaxed to express their original thoughts on a fantasy game. I ask them "How do you imagine your perfect man or woman of their dreams in the future? You may think characteristics such as appearance, personality, profession, hobbies and everything else you can imagine".
- ✓ I write down on the whiteboard whatever they are saying without intervening and commenting.
- ✓ Next, I observe and comment on whether the team members are focused on external or social characteristics, personality or a combination of all of these.



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I point out whether they focused on the quality of the relationship and communication

2nd phase (15 minutes)

- ✓ I divide them into same-sex groups and let them discuss how children their age view love.

3rd phase (25 minutes)

- ✓ I ask the students to come to the plenary.
- ✓ I ask boys and girls to state their expectations for the opposite sex as discussed in small groups.
- ✓ If I find it difficult for students to express themselves in plenary, I facilitate the discussion with the following questions: “What prevents a teenager from starting a relationship? What is it that will frustrate you and lead you to break up a relationship? What is true love and when is a relationship good?”
- ✓ I summarize what was discussed by saying that a relationship is good when there is mutual sympathy and the people involved in it do not suffer, they can communicate without fear, dream and feel strong and creative in an atmosphere of love and tenderness.

Closure (20 minutes)

- ✓ I ask students to say if they were relieved to have discussed this topic or if something bothered them.
- ✓ I ask the students to find favorite love songs on youtube and we all listen to them together.
- ✓ They depict all their emotions evoked by the songs on a big paper and create a poster with lyrics and sketches.



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

4th SCENARIO

Title: “Le sue ali” - The solution is inside you

Target: 14-18 (secondary school students)

Introduction

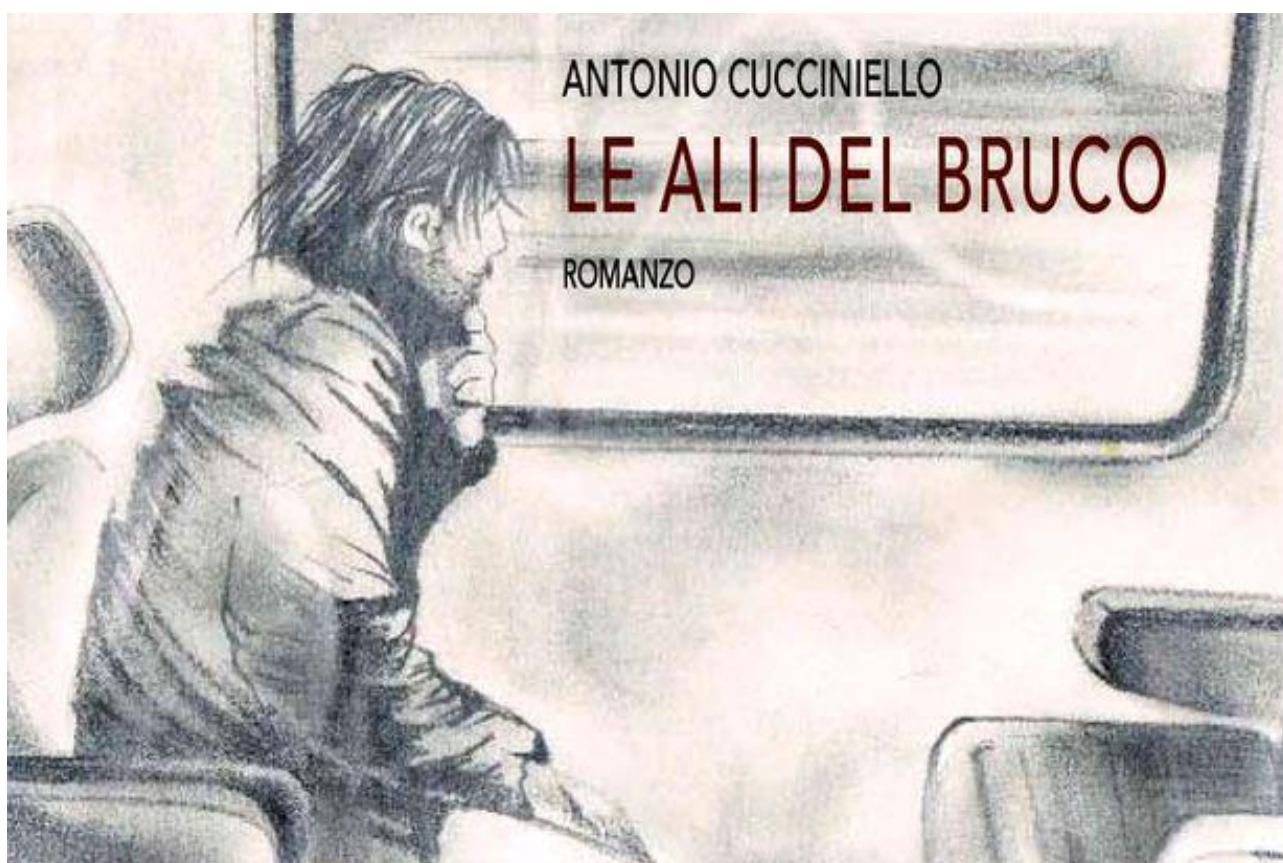
Adolescence is universally considered to be the most problematic period in the life of a person. Youngsters go from the carefree childhood to an age in which they begin to critically interface with world, responsibilities, with other people and, most of all, with themselves. This sudden change often makes the youngsters feel inadequate, unable to find answers to the new life's issues. All this leads them to withdraw into themselves and to refuse confrontation. How to get out of this impasse?

- learning to read inside oneself, to highlight own's strengths and use them as weapons to defeat weaknesses and break the “armor” that has been built to deny difficulties;
- realizing that the solution is always inside oneself: we just have to recognize it and pull it out.

It's necessary to acquire self-awareness.

TASK 1 – Reading

The teacher introduces the students the novel "Le ali del bruco" (Antonio Cucciniello, 2015, Pendragon), by reading the most important passages.



A young man has lost his job because his factory has delocalized production and has fired the employees. He falls into a deep state of depression and starts to drink a lot, disregarding his woman and their little child. He is so confused and careless about future. The woman has dumped him and has taken the son away, leaving him alone. Every morning, he uses to go to the station to catch the train in order to reach his previous work place without paying travel ticket. Therefore, he has to hide from inspectors. He knows that it has no sense, but he goes on doing it every day, because this routine recalls into his mind his old life, when everything was okay. In one of these illegal travels, he meets an old homeless, the "beggar poet". The tramp shows him some strange graphics and invites him to react. At first, the man does not understand his message: he is scared by the tramp and turns him away, asking what those drawings mean. Apparently, the homeless knows everything about his life. Why? Who is he? What is he looking for? One day, the tramp hits him. Many people approach to make sure he is okay. Among them, the man recognizes an old friend. The friend invites him to have a dinner with his family and asks about his troubles, offering to help him. This situation gives the man the opportunity to reflect about his attitude before life and he decides to do something to change things. He finds and adopts a stray dog that becomes a life mate. The man also finds a new

job, as dishwasher in a restaurant. He works hard, twelve hours a day, to earn money. This job is so tiring, but he has his family in his mind: he wants to reconquer them, to rejoin the trust of his woman and to come back to his beloved son. He starts to understand the strange words of the dump and his pictures: the “beggar poet” just wanted to warn him and to let him know that he had always had the key inside himself. This represents the answer to his crisis and so he can recover from his slump, having a happy life: the man obtains a better work place and his family comes back to him. He is eventually pleased with life and grateful with the dump for his teachings. The drawing which represented a “Caterpillar” has become a butterfly.

TASK 2 – Listening & Watching

The students are led by the teacher to listen to "Le sue ali": this song (written by Antongiulio Iorfida: lyrics –Vincenzo Maida: music) and then to see the videoclip – (set in Soverato by Raffo Aversa) which is based on the novel “Le ali del bruco” and represents his transposing in music and images.

➔ Official videoclip can be found on MAIDA’s Youtube channel:
https://www.youtube.com/watch?v=pLDvlgHYo_8



TASK 3 – Debate

The teacher guides the students to an oral discussion about the contents of the novel and the song. What hit them? Which teaching can be learned from analyzing the most impressive passages of the story? What are the common points between novel and song? How did the protagonist understand that the solution was within him? Is it possible to bring the narration back to the personal life experience of a teenager?

TASK 4 – Analysis

Relying on the conclusions drawn from the discussion, students must extrapolate the unfolding of events from the works and make it universal, schematizing it in this way:

- troubled starting position;
- issues;
- tools to deal with them;
- solution;
- happy ending & learnings.



TASK 5 – Conversation with the authors

The students, together with the teacher, meet the authors Antonio Cucciniello, Antongiulio Iorfida and Vincenzo Maida (at school or online) who will answer to all the questions; they will tell them how they built the works, testifying their professional experience and, above all, they will explain which role **art** has had, has and will have in their lives, in solving problems and in the acquisition of self-awareness.

TASK 6 – Become the Star

Students are now able to recognize a problem, identify the means to address it and imagine the solution. With the help of the teacher and the authors, in groups or individually, they use these elements to build (according to their inclinations and talents) a tale, a poem, a song, a videoclip or a small theatrical performance.



Eventually

They become protagonists and gain self-awareness using their creativity skills for showing how to solve a concrete trouble.



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Self-awareness: Embrace Yourself, Embrace the World

5th SCENARIO

Title: “The Sound of Silence”- Incommunicability

Target: 17-18 (secondary school students) English language class

Time: 2 hour classes

Introduction

Adolescence at Covid19 time implies several issues which affect not only young people but also families and teachers. There are several difficulties that they have to face such as the silence around them, their “addiction” to smartphones and the network, the anxiety about autonomy that is continuously advocated and at the same time the awareness they still need protection and defense.

We live in a hyper- technological world that is based on speed and immediacy. We are always in a hurry! There is no longer time and calm for listening.

Warm up

The teacher introduces the topic of the lesson talking about incommunicability. Sometimes silence might seem like a contradiction but it isn't. Through the song "The Sound of Silence" written by Simon & Garfunkel, silence expresses a powerful sound because it is the voice of our thoughts, feelings and emotions, through which we can communicate more incisively than with words. A song that more than a half a century later is still considered as ongoing. The sound of silence invites people to break the wall of indifference that keeps them far from each other and often alone in themselves. It represents a critique of contemporary man's apathy, being silent and passive before social networks.

The students are invited to listen to the song twice.

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

TASK 2 – Reading and Comprehension

The teacher gives the students the text of the song. Students start reading and translate it into Italian. They have to highlight the key words/sentences related to incommunicability and loneliness.

Hello darkness, my old friend
I've come to talk with you again
Because a vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains
Within the sound of silence

In restless dreams I walked alone
Narrow streets of cobblestone
'Neath the halo of a street lamp
I turned my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light

That split the night
And touched the sound of silence
And in the naked light I saw
Ten thousand people, maybe more
People talking without speaking
People hearing without listening
People writing songs that voices never share
And no one dared
Disturb the sound of silence

“Fools” said I, “You do not know
Silence like a cancer grows
Hear my words that I might teach you
Take my arms that I might reach you”
But my words like silent raindrops fell
And echoed
In the wells of silence

And the people bowed and prayed
To the neon god they made
And the sign flashed out its warning
In the words that it was forming
And the sign said: “The words of the prophets
Are written on the subway walls
And tenement halls”
And whisper’d in the sounds of silence

TASK 3 – Discussion

The teacher divides the students into groups and discuss on the prompts the teacher gives. What do you think about the meaning of the song? Do you agree or not on it? Is it still relevant in your everyday life? Do you identify yourself in these words? What are the negative/positive elements in using social media?

During the students' group work the teacher walks around the room so that the students can ask questions. Then they take notes and write them in the "Classroom App" so that all students share their opinion.

TASK 4 – Evaluation

The teacher asks the students to consider the last verse that ends with a significant affirmation: "No one dared to disturb the sound of silence", that is although many were talking, silence reigned undisturbed. The students ponder over lay out their thoughts on the social dynamics that feature our society in an essay. They will share it on Classroom and during the last class there will be a final discussion on it. Students become more emphatic and their interpersonal relations improve.

AIMS

Promoting critical thinking

Increasing student involvement and participation

Improve their English speaking fluently



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Self-awareness: Embrace Yourself, Embrace the World

6th Scenario

Title: Cyberbullying

AGE: 14-16 SECONDARY SCHOOL STUDENTS

LESSON AIM :

- Identify good habits to limit the damage of the mobile Phones and social media
- Acquire a conscious behavior for a responsible use of the mobile phone
- reflect on the use of the phones and social media to understand what advantages they offer and what dangers they hide

TIME: 55 MINUTES

TASK 1: WATCH THE VIDEO ON YOU TUBE

<https://youtu.be/JfAFQ7ascuM>

ACTIVITY 1

After watching the video, the students reflect on what they have just watched and give answers to a set of questions with a given score (0-5)

- 1) WHAT DO YOU HAVE IN COMMON WITH THE PROTAGONISTS OF THE VIDEO?
- 2) DO YOU USUALLY DO THE SAME IN SIMILAR SITUATIONS?
- 3) WHY DO YOU NEED TO POST PRIVATE LIFE MOMENTS?
- 4) DO YOU FEEL LOST WITHOUT A 24-HOUR CONNECTION?

ACTIVITY 2

The students compare their answers, sum up the points and discover the addiction level to phones and social media.

ACTIVITY 3

The students first analyse the results of the survey, then, in groups, prepare a chart containing the advantages and the dangers of social media

| | |
|---------------------------------|-----------------------------------|
| Advantages 1. 2. | Disadvantages 1. 2 |
|---------------------------------|-----------------------------------|

TASK 2

The teacher elicit students to think about the negative aspects of social media and in particular on cyber-bullying

ACTIVITY:

WATCH THE FOLLOWING VIDEO ON YOU TUBE

<https://vimeo.com/119144265>

In groups, write a brief rap song about cyber-bullying