

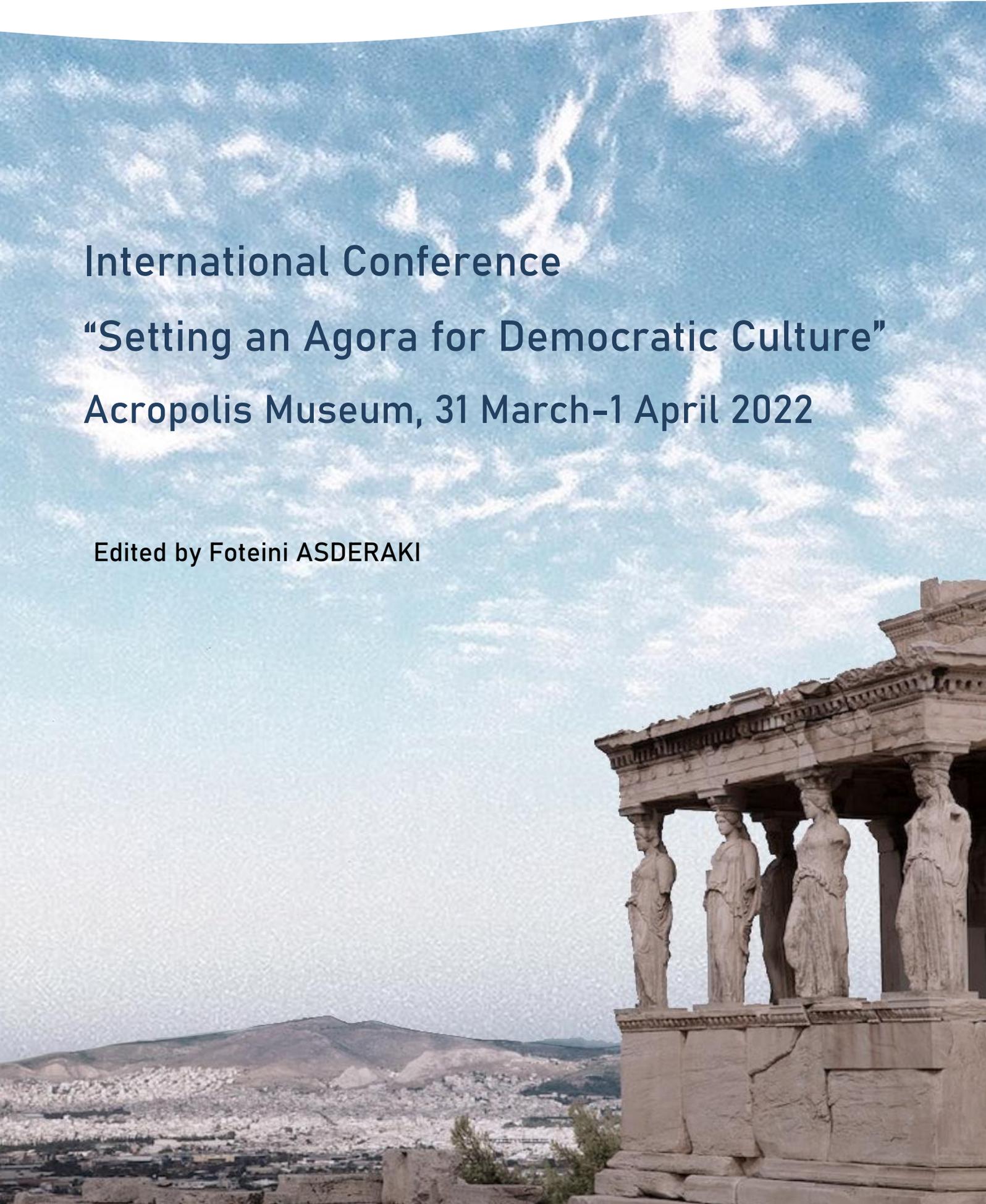


International Conference

“Setting an Agora for Democratic Culture”

Acropolis Museum, 31 March–1 April 2022

Edited by Foteini ASDERAKI



Proceedings edited by

Foteini Asderaki

Associate Professor

Academic Coordinator-Erasmus+ KA3 2018 – 2021 / “Teachers4Europe: setting an Agora for Democratic Culture” (2018-2022)

Jean Monnet Chair on European Union’s Education, Training, Research and Innovation Policies
Chair of the European Security and Defence College Doctoral School on CSDP (2019-2023)

Director of the Laboratory on Education Policy, Research, Development and Interuniversity Cooperation

Department of International and European Studies

Faculty of Economics, Business and International Studies

University of Piraeus

asderaki@unipi.gr

Scientific Committee

Aggelos Kotios, Professor, University of Piraeus

Aristotle Tziampiris, Professor, University of Piraeus

Liakouras Petros, Professor, University of Piraeus

Foteini Asderaki, Associate Professor, University of Piraeus

Panagiotis Grigoriou, University of Aegean

Ioannis Manolis, UNESCO-Hellas

Cover page design:

Achilles Tsirgis, undergraduate student, Department of International and European Studies,
University of Piraeus

Publication date: 10.11.2022

University of Piraeus Publications

ISBN: 978- 960-6897-14-6

The Conference was organized by UNESCO-HELLAS

Disclaimer: The European Commission support for the production of this handbook does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Περιεχόμενα

Welcome speech by the Academic Coordinator	4
Opening speech by Mrs Ekaterini Papachristopoulou-Tzitzikosta	5
Opening speech by Mrs Zetta Makri, Deputy Minister of Education, Religious Affairs	7
All nations in one class, Artemis Anagnostopoulou	11
Jewish Greeks and the Holocaust, Aikaterini Markidou and Aikaterini Gerogiani	21
Philosophizing... A tour through moral values, Nectaria Scouteli, Fotios Danaskos and Paraskevi Partheni	28
European Values - Traveling with a suitcase full of European Union values - Democracy, Justice, Rights, Ioannis Karagkiozis and Sofia Tselepi	38
Looking for a New Home! Effrosyni Chatoglou	50
Students' Contract for European Active Democratic Citizens: Commitment – Action – Networking, Georgaki Evangelia, Taouzi Vasiliki, Tsiaprazi Maria and Anastopoulos Vasileios	59
Marine ecosystems and shipwrecks in the Aegean Sea: Presentation of a Teachers4Europe project , Athina Oikonomou.....	74
Capable leaders in a united diverse Europe, Nikolia Nifora, Dimitris Kalabalikis, and Eleni Karkani	83
Students in Action for Europe, Eleni Alexandraki and Lemonia Golikidou	90
Traumatic post-war memories of Europe and their management through art, Dr. Panagiota Fragoulidou and Sergi Evangelia.....	94
Learn To Change within T4E, Foteini Veneti	103
Dreaming and building our future in a Europe with less poverty, hunger and inequality, Maria Volika.....	117

Welcome speech by the Academic Coordinator

I would like to thank UNESO-Hellas and especially Mrs Aikaterini Tzitzikosta for the organization of this event and all the partners and participants for their presence and valuable contribution, organised at the Acropolis Museum, one of the most important museums in the world. We are also grateful to the Minister of Education and Religious Affairs for its active support and participation to this programme.

«The fate of nations relies on the education we provide on young generations». This well-known adage of Aristotle is inextricably conflated with the active role that education must assume in the very heart of the European Union, so as to re-inculcate the future inheritors of the European ideals and values with the constructive responsibility of solidifying these high ideals. In this day and age, we have to reflect on what is the purpose of education, in the first place. Is it to pass on important values and ideas? Or is it oriented only towards economy and development?

On the eve of unprecedented global alterations, the Erasmus+ European Programme "Teachers4Europe: setting an Agora for Democratic Culture" (2018-2022) consists a guiding light to all these questions regarding each school's ethos and teaching on the dissemination of European principles, serving society. The crucial role of education and teachers around the European Union is providing quality education, offering opportunities, cultivating important skills in the younger generations, and promoting the building of a culture of peace and democratic political behavior. Teachers4Europe act as social and cultural actors, spreading European values to the school community, young people and society. As war and despotism, has returned to Europe, we must revisit and reintroduce a Democratic and a Peace Culture within schools' curricula and activities.

T4E project created a cross-border, sustainable and, I hope, a long-term network of teachers, which promotes students' social and civic competences and support democratic values, fundamental rights, intercultural understanding and the acquisition of relevant knowledge.

I would like to thank each and every one of you who have stepped up and put extra effort for making this community of values so active. Keep going!!!

Foteini Asderaki, Associate Professor, Jean Monnet Chair, University of Piraeus



Opening speech by Mrs Ekaterini Papachristopoulou-Tzitzikosta

Dear Partners,

Dear Teachers,

Dear Students,

The COVID-19 pandemic has demonstrated how much we live in an interconnected world. It reminds us that in a world in which people are so interdependent, solidarity is not only a method, or a conviction, it is a necessity. It is by truly creating a common world that we will overcome any crisis, and that we will build a fairer society for all, based on our common objectives.

This solidarity is necessary to ensure for example that, for 1.57 billion children and youth in over 190 countries, school closures do not affect their fundamental right to education. This is why UNESCO launched the Global Education Coalition.

Solidarity is necessary to lay new foundations for our societies, so they are fairer, more inclusive, and more respectful of the environment.

In these efforts, education plays a crucial role. It ensures that our young people feel that they belong to one world, and encourages them to take action to build a common future. This is the purpose of global citizenship education, which was designed as a response to the complexities of an increasingly interconnected world, where challenges have a greater, more global scope.

Global citizenship education focuses on empathy and critical thinking, shedding light on the close connections between local and global issues – between what happens here and now, and what happens elsewhere later on. It aims to train global citizens, who are aware of their rights and the rights of others.



We need to work together in order to make our efforts successful, especially when we consider that this crisis, which has revealed the relevance of global citizenship education, is a warning. Global citizenship education has constantly adapted to face new challenges, from the protection of human rights, to the new phenomenon of violent extremism, and hate speech. Because education can play a central role in preventing hate speech from escalating into more dangerous forms, including discrimination, hostility and violence. Global citizenship education has the immense power to build resilience, solidarity and inclusion.

This is why I'm very proud of the Teachers for Europe Project that we participate in and delighted that we are here together to share ideas and Best Practices.

I would like to warmly thank Professor Foteini Asderaki for leading this initiative, as well as our distinguished Partners in this Project and of course the Deputy Minister of Foreign Affairs, Mr. Andreas Katsaniotis for his ongoing support to the work of the Hellenic National Commission for UNESCO, as well as the Deputy Minister of Education & Religious Affairs Mrs. Zetta Makri who has embraced this effort with great enthusiasm.

In challenging and difficult times we need to think how to live together. For this, there is no more powerful force than education.

Thank you.



Opening speech by Mrs Zetta Makri, Deputy Minister of Education, Religious Affairs

Dear participants of "Teachers4Europe: setting an Agora for Democratic Culture Conference", on behalf of the Greek Ministry of Education and Religious Affairs, I warmly welcome you all, Teachers4Europe from Cyprus, France, Germany, Malta, Romania and Attica region of Greece to this two-day gathering which takes place here, under the Acropolis, the eternal symbol of democracy.

I would also like to congratulate the organizers of this conference for their initiative to offer young future European citizens and their teachers the chance to exchange ideas, experiences and best practices on Global Citizenship Education and continue a tradition which serves the purpose of democratic dialogue and peace.

It is widely accepted that education is the cornerstone of personal development, it lays the foundations of informed, tolerant societies and ensures the future of the Active Democratic Citizen, who, according to Aristoteles, is the active citizen who participates in the decision-making of their city, the free mind who creates the individual and collective works of merit and acts with responsibility so as to ensure prosperity, education and peace.

The fact is that our era, characterized by a crisis of ethics, sets the imperative need to bring back to the foreground the concern of the ancient Greek intellectuals that consists the foundations of modern European culture. The need for education – the great equalizer – seems to be more urgent than ever.

The modern teacher realizes that we are at a crossroads for the young and tries to communicate to their students this need for bringing together the political and social life and connect them with the moral values of solidarity, peaceful coexistence and the protection of the basic human rights, thus forging the future European Active Democratic Citizens.

Under this spectrum, the educational community of the "Teachers4Europe: setting an Agora for Democratic Culture" has the unconditional support of the Ministry of Education which hopes that through these inspired actions and initiatives education will take a positive leap towards the Future.



Only through experiencing democracy one can really feel in depth the real essence of being a democratic citizen.

So, it is crucial to have democratic procedures in our schools: talking in circles, so that every child has the right to express themselves openly and without fear, solving communication and everyday problems in a peaceful and effective way, and, above all, participating in decision making procedures connected to school life. School is a miniature of society. Children and teenagers will learn, appreciate and stand up for their rights when they grow up, if they get the respect they deserve when they are young. So, it is up to us, the older generations, to show them, as parents and as teachers, that their ideas, their feelings, their suggestions really matter! And that they are worth being heard and taken seriously under consideration.

But as we all know, as adults, it is not always easy to lose control. That is why, we should try to give space to the younger ones, allow them to share and then discuss with them abandoning any feeling of superiority.

Through our “Skill Labs”, introduced for the first time in Greek Schools this year, we try to promote the role of teachers as facilitators. To make them conscious of the need of children to participate, to feel, to develop as personalities. In the school year 2021-22, thousands of teachers studied and discussed in an on-line training programme various ways of promoting experiential education. We strongly believe that the atmosphere is changing in Greek Schools. And it depends on all of us to keep promoting and cultivating democratic education in creative ways.

Our vision of education is also transformative. One of its key elements is global citizenship. Global citizenship is of fundamental importance, it is a framework developed to equip learners with critical and active engagement towards the challenges and opportunities of life in a fast-changing and interdependent world.

Challenging stereotypes and encouraging independent thinking, helps students critically explore and learn through a global justice lens, allows students to explore the knowledge, skills, attitudes and values necessary to become global citizens, cultivate the soft skills and encourages them to act for a more just and sustainable world. It equips students of today and active citizens of tomorrow with the means to undertake complex challenges that transcend national borders.

Skills and values of Global citizenship education must be an integral part of our



national curriculum and school ethos and they are included and presented in Eurydice publications. A multitude of participatory teaching and learning methodologies, including discussion and debate, role play, ranking exercises, cause and consequence activities, and communities of enquiry have been embedded into school's every day practice among others through "Skills Labs" and European and International programs, too. They help students build up knowledge, shape values, develop communication, intellectual and action skills in order to bring about positive change in our global society.

They offer them the ability to participate in group decision- making and effectively engage in democratic action to try to influence and change social situations. They promote cooperation and conflict resolution, action and event planning that mobilizes people towards meaningful action or changed behavior, taking responsibility, and making decisions. They establish democratic working relationships, sustainable dialogue with people in power and within and across cultures. They build up the capacity for the development of satisfying and interactive human relations in different cultural and power contexts. They show:

- ✓ how to research and evaluate information and ideas
- ✓ how to interpret the media and identify bias and prejudice
- ✓ how to recognize stereotypes and discrimination
- ✓ how to organize information, using concepts and ideas
- ✓ how to apply reasoning skills to problems and issues

They sharpen the communicative competence across a range of media and uses of language and the ability to perceive the consequences of taking or not taking specific actions in a particular context and to manage complexity and uncertainty. They foster empathy not sympathy, solidarity not charity and a sense of social responsibility and commitment to learning. In a nutshell, I would like to accentuate on one thing: Believe that you can make a difference. We can make change happen! There will be times when you and your students may not think that you are having any impact. Yet don't lose heart and don't let your teaching and learning slide into apathy.

Finally, I would like to express the State's and Ministry's gratitude to every single one of the initiators: the President of the Hellenic National Commission for UNESCO, Ms Aikaterini Tzitzikosta, the Academic Coordinator of the T4E Pr. Foteini Asderaki, the National



Coordinator of the T4E on behalf of the Ministry of Education, Ms Tonia Papatriantafyllou, the organizers and participants of this gathering, and our most sincere wishes for a fruitful outcome. Knowing how much energy and effort is hidden behind all these, I congratulate you all for your hard work and I wish you all a successful and productive meeting.

Thank you!



All nations in one class, Artemis Anagnostopoulou¹

Summary

Population movements, primarily from Asian and African countries towards Europe, have formed a multicultural social landscape in Greece which in turn is reflected within the school system. Under the thesis that peaceful coexistence of populations of different backgrounds, languages, religions, and cultural origins can only be achieved via education, in this study we present a didactic effort which starts from the presentation of the new reality of the multinational classes in schools, discusses democratic values and human rights, and tries to develop students' empathy towards the "foreigner", ultimately fostering students' active embodiment of European values.

Keywords

Multinational classes, human rights, education

Introduction

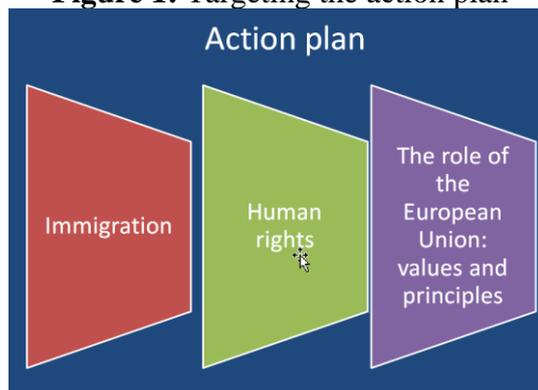
Since 1990, Greece has been the destination and host country for a large number of immigrants and refugees among whom there are many children (REACH report, 2017). Most of these children attend, have attended or have graduated from Greek schools influencing the composition of the student population and creating multinational classes (Kesidou, 2008, p. 23; Papadopoulou, 2008, p. 53). Greece's stance, providing free education to these children, is consistent with its cultural heritage and values, and also with its status as a member of the European Union in which human rights are guaranteed by various treaties, which are also part of national laws (see Dagtoglou, 1998; Nikolaou, 2008).

This new school reality, mirroring the new multicultural reality of the modern social structure, requires a redefinition of learning objectives by focusing on intercultural approaches within a social learning, promoting the development of students' ability to collaborate with their foreign classmates, and eliminating prejudice and racist views (Paleologos & Evangelos, 2003; Matsagouras, 2000, p.14).

School textbooks have little, if any, references to the new status quo that has been established in the school system, and do not adequately cover the importance of providing education to all children, without exception, and especially to immigrants and refugees. That said, the thematic of the textbook chapters of the *Modern Greek Language* course of the 3rd class of Junior High School has the potential to provide options for such intercultural didactic approach (Alexopoulou, 2000 pp. 91-94). Therefore, the action plan that we put forward during this course aims to cultivate tolerance and respect for diversity, to promote empathy and understanding of Greek students towards their immigrant classmates, to provide them with basic knowledge about the European Union principles and values, the ways in which its democratic values affect the lives of all of its members --especially the European youth--, and to inform them about the European educational policy towards immigrants and refugees (Figure 1).

¹ Teacher4Europe, Philologist at the 6th Junior High School of Galatsi-Greece, artemisanag@gmail.com



Figure 1: Targeting the action plan

Two of the nine sections of the textbook of the *Modern Greek Language* of the 3rd grade of Junior High School discuss the two core topics of this module, namely the topic of European Union and that of racism. This action plan provides a means to combine the two sections, without deviating from the textbook teaching guidelines. The action plan was realized using synchronous and asynchronous distance education methodologies during a time when the schools were closed due to the SARS-CoV-2 pandemic² (ΥΠΕΘ, 2020). A total of twenty one student participated (Figure 2).

Figure 2: The participants

Below are the actions developed under the action plan.

Objectives

- To provide students with the background needed to understand how the principles and values of the European Union (EU) affect the lives of children, and in particular of underage refugees and migrants, especially in matters of educational opportunities.
- To help students recognize the importance of multinational classes in the equal treatment and equal participation of migrant / refugee students in the cognitive field and their smooth integration into European society.
- To help students recognize that respect for diversity is a key democratic principle of the European Union, contributing to the cohesion of modern multicultural society.

² Y.A 55339/B'3780/25-11-2020.

Learning Outcomes-Attitudes / Perceptions

- Development of verbal and written speech.
- Development of the capacity for cooperation.
- Development of empathy.
- Development of respect towards diversity.
- Acquisition of basic knowledge about the EU and how it affects the lives of children.
- Discussion on, and active embodiment of, the values of being a European citizen
- Cultivation of skills as provided by the course syllabi³.

1st action

1.1. Textbook Analysis

The first step of the action was based on the elaboration of a text excerpt entitled "Multinational classes in school" from the textbook of the *Modern Greek Language* of the 3rd grade of Junior High School.

Figure 3: Text excerpt entitled “Multinational classes in school”



The above passage reflects the reality of the multinational classes in Greek schools. It presents the inconveniences and the opportunities they create, both to the teachers and to the students. Teachers find it challenging to handle their students' different ethnicities, and the students themselves find it difficult to collaborate with classmates from different cultural, socio-economic and learning environments (see in this regard the Papers published in the Collective Volume Proceedings of the International Conference, Athens, 1997: *Immigrants, Racism and Xenophobia. and European Experiences of Discrimination* . Foreword by Nikos Fraggakis. Athens, 1998).

For the analysis of the text the students used a worksheet, provided by the teacher. They filled in the worksheet collaboratively, divided by the teacher into four groups. The aim of the activities was to help the students understand the modern multicultural reality in the classrooms, to discuss the occurring difficulties and the opportunities and to clarify the concepts of “immigrant” and “refugee” exploring the website “The portal for the Greek language”⁴. In parallel, the digital search for the exact meaning and semantic relationship between the above terms enabled students to utilize digital technologies in the development of their vocabulary through valid electronic dictionaries (Y.A, 58760/2021, p. 73631).

³ <http://ebooks.edu.gr/ebooks/v2/ps.jsp> ; Y.A, 58760 /B'5768/ 2021

⁴ <https://www.greek-language.gr/greekLang/index.html>.

1.2. Debate Preparation

The teacher divided the students into two groups which subsequently debated on the subject of the positive contribution of the multinational classes. This is an issue of interest to both the Greek and wider European society (Kesidou, 2008, p. 26). The groups studied the topic and, following the instructions given to them, were asked to prepare their arguments during the course of a single lesson (total duration: one teaching hour). The instructions for this activity followed a variation of the more classical problem-solving debate template (Englezou, 2013, p. 116).

Debates are a form of experiential learning which provide active accumulation of knowledge via the quest for arguments and through the process of interaction with others, and ultimately help students become independent and self-sufficient in their learning process (Englezou, 2013, p. 116). It is an activity of production of pre-planned oral speech within a specific communication context, as foreseen by the curriculum of the course⁵. The choice of this activity also helps students to realize the existence of different perspectives around an issue and to accept pluralism as a fundamental value of democracy (Englezou, 2013). At the same time, they practice the fundamental principles of the dialogue⁶.

1.3. Debate

The debate was held online and was viewed by fellow students from another class, who then voted for the winning team through the polling tool provided by the WebEx platform⁷. A discussion followed, in which the voting students justified their choice. The process of evaluating the debate contestants, required the active listening on the evaluators' side and cultivated the necessary skills of processing complex ideas expressed verbally⁸. On the other hand, it also functioned as a means for self-reflection and evaluation of the effectiveness of the verbally presented arguments from the side of the contestants⁹.

1.4. Writing skills

In the fourth activity of this series, students were asked to develop their ideas on the topic: "Your school's classrooms have students with diverse backgrounds, languages, religious beliefs and social values. Write an article for your school newspaper, outlining the pros and cons of multicultural classrooms."

It is an activity of producing written text within a specific communication context, which was carried out individually by the students on a topic that was prepared with the previous activities. It aimed at cultivating writing production skills through conscious stylistic choices required by the specific textual genre as well as formulating strong arguments¹⁰.

Indeed, the evaluation of the students' written texts by the teacher showed that the students understood the subject in depth and developed it with rich and clear arguments. Students' vocabulary and stylistic choices were in line with the type of text they had to produce.

⁵ Y.A 58760//B'5768/ 2021, p. 73622.

⁶ Ibid., p. 73626.

⁷ <https://www.webex.com>

⁸ Y.A 58760//B'5768/ 2021, pp. 73622, 73632.

⁹ Ibid., 58760/2021, p. 73634.

¹⁰ Ibid., 58760/2021, p. 73622.

2nd Action

In all the activities of this series the students were divided into four groups

2.1. Discussion

In this activity we had an organized discussion with all the students about what they think it is like to leave home permanently. After that, we asked all the groups what the refugees and immigrants left behind in their homeland. They wrote their ideas on a jamboard (Figure 4)

Figure 4 : Snapshot of Group C's answers of students on the jamboard



With this activity all groups of students were asked to take the place of expatriate children and thus implicitly develop empathy for them: The answers they gave, some of which are presented in Figure 4, highlighted what they themselves consider important in human life and whose loss would constitute a painful radical change. Through the discussion that followed and commenting on the answers, the students understood that these losses are extremely important for all people regardless of nationality or other origin. In this way, the students' empathy was developed, as provided by the intercultural educational approach (Kesidou, 2008, p. 27).

2.2. Role play

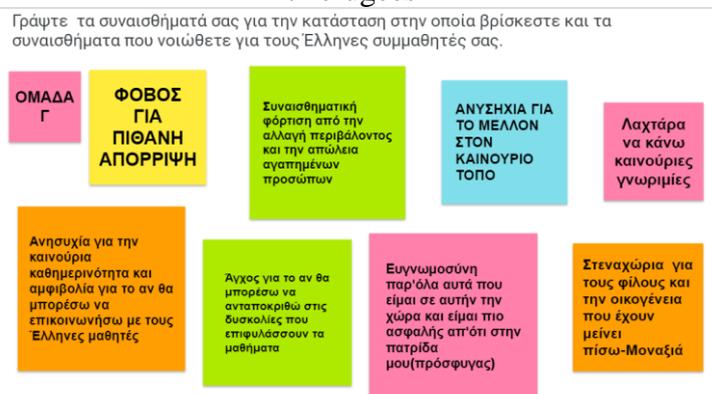
During this activity, two of the previous groups represented the refugee / immigrant students and the other two groups represented the Greek students.

We suggested that each group write on a jamboard their feelings for the other, as well as the situation they experience as part of their collaboration within the school. This activity contributes to mutual understanding, mutual respect and tolerance (Kesidou, 2008, p. 27).

Picture 5: Snapshot from the answers of a group of students impersonating the Greeks



Figure 6: Snapshot of the responses of a group of students posing as immigrants / refugees



Indigenous students' feelings for their foreign classmates (see illustrated Figure 5) were feelings of compassion, understanding, respect and solidarity, while allogeneic students' feelings (see illustrated Figure 6) reflected anxiety and worry about the new everyday life away from home and their loved ones, but also the fear of possible rejection and marginalization by their classmates. The result is indicative of the successful outcome of previous activity, which contributed to the substantial understanding of the radical change in the lives of minor immigrants / refugees.

2.3. Writing skills

Students impersonating Greeks were invited to develop the following topic in writing: *"Write a letter to your immigrant / refugee classmates, expressing your understanding of the hardships they are experiencing away from home and your support. (Outline specific ways you can help them integrate into the school environment) "*

Students posing as immigrants / refugees were invited to develop the following written topic: *"Write a letter to your Greek classmates, where you will describe the difficulties you face, as well as your feelings away from your homeland. How could they help you get into school?"*

From the writings of local students, the expression of public apology for the often unjust or racist behavior towards their allogeneic classmates was typical. It was a sample of self-criticism and recognition of the unpleasant situations and difficulties faced by underage immigrants / refugees at school.

The letters of the immigrant / refugee students revealed the anxiety for the creation of good relations with their classmates and the call for compassion, understanding and patience in the process of adapting them to the peculiarities of the Greek school and social reality.

3rd Action

3.1. Brainstorming

A brainstorm followed. The use of this technique enhanced the element of experientiality in teaching. The question arised: *"How do you think Greece can ask for help in its efforts to deal with the wave of immigration and refugees?"*

Students typed their answers in the WebEx chat. The activity aimed at the spontaneous capture of ideas and solutions, without prioritizing the search for the correct answer (Dimitriadou, Efstathiou, 2008, p. 77). Answers were expected to have references to the European Union. If not, the teacher would have mentioned it, presenting very briefly the features of the institutional framework in the field of education.

3.2. Discussion

The next activity was a discussion with the students about what the European Union is, what reasons led to its creation and which countries belong to it. We then referred them to the official website of the European Union, to check their answers. Students practiced in locating specific information from a digital text¹¹.

3.3. Game: Find the country

This activity was chosen because using the game in the learning process enhances students' interest for the lesson by actively involving them, helps their socialization and strengthens motivation for learning (Zirawaga S. et al. 2017)

Sketches of EU countries were shared with each group of students and they wrote which countries they were. When this process was completed, the teams checked the answers using the internet. After checking the answers, the winning team was announced.

This was a cross-curricular feedback activity, as students were asked to recall both information gathered during the previous activity and knowledge of geography.

4th Action

4.1. Brainstorming

We presented the students with the following question *"Why do migrants and refugees choose EU countries as their destination?"* All answers were written on the WebEx board.

4.2. Understanding digital text and searching for information

Students studied the *"Charter of Fundamental Rights"* on the official website of the European Union and compared it with the answers they gave to the previous question. They then highlighted which of the articles were about children's rights.

¹¹ Ibid., 58760/ 2021, p. 73632.

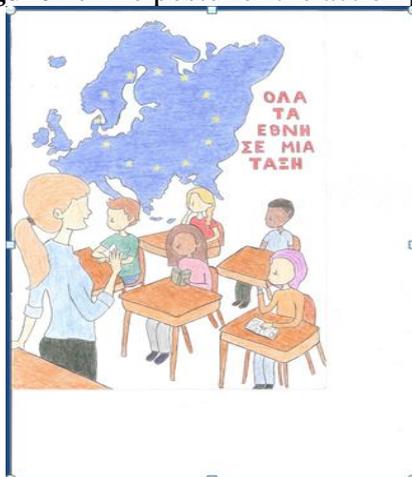
4.3 Comprehension of written text

Students were provided with the text “*Education in emergencies*” from the European Commission website translated and adapted by the teacher (European Commission, 2019). Based on the text, they were asked to write a paragraph on the reasons why the EU considers it important to provide education for the children of migrants and refugees and what measures it is taking to this end.

4.4 Creating a poster

The students were divided into four groups. To complete the action, groups were asked to retrieve information they had gathered about the EU and its policies for the education of underage migrants and refugees, and to design a poster for the EU as an ideal place to live a child. From the posters created, the poster shown in Figure 7 was voted by their classmates from the other classes, as the official poster of the action plan.

Figure 7: The poster of the action plan



Conclusions

Based on students’ feedback this plan was deemed successful. All the objectives set by the teacher were achieved, as well as the educational objectives outlined by the curriculum. At the same time, the students practiced fostering cooperation through collaborative processes. Through the debate, they contemplated on the existence of many perspectives on an issue and learned to converse while respecting the opposite point of view. Role play has helped them realize the often unfavorable situation of their immigrant / refugee classmates and to realize their own role in shaping a climate of respect and acceptance within the school. Based on student testimonies, they understood and felt proud, because they are the future citizens of a Union of countries, which protects human rights and acts actively for the protection and education of minor immigrants / refugees, defending the democratic principles and values, which are the cornerstone of its creation.

The activities, although carried out in a period of social isolation due to the SARS-CoV-2 pandemic highlighted the possibilities of distance learning, which enabled students’ close engagement with the educational subject at hand, as well as the broader teaching process, and enabled cultivating interpersonal relationship amongst the students and the educator despite their physical distance (for the subject see indicative Lionarakis, 1998).

Bibliography

- Δαγτόγλου, Π (1998), *Οι νέες Ευρωπαϊκές Συνθήκες*, Αθήνα: Σάκκουλας.
- Δημητριάδου, Κ. & Ευσταθίου, Μ., (2008), Διδακτικές προσεγγίσεις σε μικτές τάξεις, Παπαναούμ Ζ. (επιμ.), *Διαπολιτισμική Εκπαίδευση και αγωγή: Οδηγός επιμόρφωσης* (σσ. 53-65), Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
- Εγκύκλιος ΥΠΑΙΘ, 2020, *Χρήσιμα εργαλεία και οδηγίες για την ασύγχρονη εξ Αποστάσεως εκπαίδευση κατά το σχολικό έτος 2020-2021*, (αρ. πρωτ. 154816 /ΓΔ4/ 12 – 11-2020). Αθήνα
- Κεσίδου, Α., (2008), Πολιτισμικός πλουραλισμός και σχολείο, στο Παπαναούμ Ζ. (επιμ.), *Διαπολιτισμική Εκπαίδευση και αγωγή: Οδηγός επιμόρφωσης* (σσ. 21-36), Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
- Lionarakis A. (1998), *Polymorphic Education: A Pedagogical framework for open and distance learning*, στο: A. Szucs & A. Wagner. (eds) *Universities in a Digital Era: Transformation, Innovation and Tradition - Roles and Perspectives of Open and Distance Learning*, Italy: University of Bologna, Volume 2 , σσ. 499 – 504.
- Νικολάου, Γ., (2008), Εκπαιδευτικές πολιτικές διαχείρισης της πολιτισμικής ετερότητας στην Ελλάδα και την Ευρώπη, στο Παπαναούμ Ζ. (επιμ.), *Διαπολιτισμική Εκπαίδευση και αγωγή: Οδηγός επιμόρφωσης* (σσ. 37-51), Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
- Παλαιολόγου & Ο. Ευαγγέλου (2003), *Διαπολιτισμική Παιδαγωγική: Εκπαιδευτικές, Διδακτικές και Ψυχολογικές Προσεγγίσεις*, Αθήνα, Ατραπός, σσ. 45 κ.ε. 143 κ.ε
- Παπαδοπούλου, Β. (2008), Διαπολιτισμική επικοινωνία στο σχολείο και τη σχολική τάξη, στο Παπαναούμ Ζ. (επιμ.), *Διαπολιτισμική Εκπαίδευση και αγωγή: Οδηγός επιμόρφωσης* (σσ. 67-85), Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης.
- Υ.Α. 55339/2020 «Λειτουργία των εκπαιδευτικών μονάδων Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης, Ειδικής Αγωγής και Εκπαίδευσης, εργαστηριακών κέντρων και σχολικών εργαστηρίων, Σχολείων Δεύτερης Ευκαιρίας, Ινστιτούτων Επαγγελματικής Κατάρτισης, Μεταλκειακού έτους - τάξης Μαθητείας ΕΠΑΛ, Κολλεγίων, Κέντρα Διά Βίου Μάθησης, δομών Ε.Ε.Κ. & Δ.Β.Μ. της Σιβιτανιδείου Δημόσιας Σχολής Τεχνών και Επαγγελμάτων, φροντιστηρίων, κέντρων ξένων γλωσσών, φορέων παροχής εκπαίδευσης και πιστοποίησης δεξιοτήτων, ξενόγλωσσων ινστιτούτων εκπαίδευσης και πάσης φύσεως συναφών δομών, δημοσίων και ιδιωτικών, Δημοσίων Βιβλιοθηκών, της Εθνικής Βιβλιοθήκης της Ελλάδος και των Γενικών Αρχείων του Κράτους κατά την έναρξη του σχολικού έτους 2020 - 2021 και μέτρα για την αποφυγή διάδοσης του κορωνοϊού COVID-19 κατά τη λειτουργία τους». *Εφημερίδα της Κυβέρνησης* (ΦΕΚ 55339/Β' /8-11-2020).
- Υ.Α. 58760/2021 «Πρόγραμμα Σπουδών του μαθήματος της Νεοελληνικής Γλώσσας των Α', Β' και Γ' τάξεων Γυμνασίου». *Εφημερίδα της Κυβέρνησης*. (ΦΕΚ 5768 /Β' /10.12.2021).
- Φραγκάκης Ν. (1998), *Πρόλογος*, Πρακτικά Διεθνούς Συνεδρίου 1997, *Μετανάστες, Ρατσισμός και Ξενοφοβία: Ελληνικές και Ευρωπαϊκές Εμπειρίες Διακρίσεων: Πρακτικά Διεθνούς Συνεδρίου 1997*, Κιστάκης Γ(επιμ.), Αθήνα: Σάκκουλας

Histography

- Αλεξοπούλου Μ. (2008), *Νεοελληνική Γλώσσα Γ' Γυμνασίου*, στο *Μεθοδολογικός Οδηγός για τη χρήση σχολικών βιβλίων του Γυμνασίου. Η διαπολιτισμική διάσταση στη διδασκαλία*, Επιστημονική εποπτεία Ξωχέλλης Π.,



Θεσσαλονίκη: ΥΠ.Ε.Π.Θ., Διαθέσιμο στο:

http://diapolis.auth.gr/diapolis_files/drasi9/yopdrasi9.2b/2vathmia/eppas/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82%20%CF%87%CF%81%CE%AE%CF%83%CE%B7%CF%82%20%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%B2%CE%B9%CE%B2%CE%BB%CE%AF%CF%89%CE%BD.pdf. Προσπελάστηκε στις 10-9-2020.

Εγγλέζου Φ. (2013), Αγώνες αντιλογίας (debate) και επιχειρηματολογία στη διδακτική προσέγγιση του γνωστικού αντικείμενου της γλώσσας, *Σύγχρονες Διδακτικές προσεγγίσεις*, 1^ο τόμος, Κόρινθος, 23-24 Νοεμβρίου 2013, Αθήνα: Πανελλήνια Ένωση Σχολικών Συμβούλων, σ. 114-120. Διαθέσιμο στο: <https://www.pess.gr/images/praktika/synedrio1/Praktika-PESS-T%201%20Korinthos%20-%202013.pdf>. Προσπελάστηκε στις 20-3-2021.

European Commission, (2019), “Education in Emergencies in EU-funded Humanitarian Aid Operations”, Retrieved from https://eu.europa.eu/echo/what/humanitarian-aid/education-emergencies_en

<https://ebooks.edu.gr/ebooks/v2/ps.jsp>

<https://www.greek-language.gr/greekLang/index.html>

Ματσαγούρας, Η. (2000), Η ομαδοσυνεργατική διδασκαλία: «Γιατί», «Πώς», «Πότε» και «για Ποιους». Διήμερο Επιστημονικό Συμπόσιο *Η Εφαρμογή της Ομαδοσυνεργατικής Διδασκαλίας: Τάσεις και Εμπειρίες*, σ.σ 8-21. Θεσσαλονίκη, 8-9 Δεκεμβρίου 2000. Διαθέσιμο: <http://users.sch.gr/kliapis/matsF.pdf>. Προσπελάστηκε στις 22/10/2020.

REACH, 2017, “Children on the move in Italy and Greece” Available: <https://www.unicef.org/eca/media/921/file/REACH%20report%202017.pdf>. Accessed on 10-9-2020.

Χάρτης των Θεμελιωδών Δικαιωμάτων της Ευρωπαϊκής Ένωσης EUR-Lex-12012P/TXT - EN - EUR-Lex (europa.eu). Προσπελάστηκε στις 9-4-2021.

Zirawaga, Samuel & Olusanya, Adeleye & Maduku, Tinovimbanashe. (2017).

Gaming in Education: Using Games as a Support Tool to Teach History.

Available at: https://www.researchgate.net/publication/321376822_Gaming_in_Education_Using_Games_as_a_Support_Tool_to_Teach_History, Accessed on 5-5-2022.

Jewish Greeks and the Holocaust, Aikaterini Markidou¹² and Aikaterini Gerogiani¹³

6th Senior High School of Glyfada Greece

Summary

It has been almost seventy-seven years since the liberation of the Nazi's concentration camp in

Auschwitz which, as we all know was the most notorious of the concentration camps. Our program's aim is to familiarize our students with the Holocaust. The necessity for learning the events of World War II is the evident in the time and era.

To prevent anything similar from happening again, western scholars like as need to educate the future members of our society about the damages of exclusionary institutional structures and genocidal social policies. For this reason, schools throughout Europe and beyond, teach about the Holocaust and the associated moral and ethical concerns. Besides, as Primo Levi (USC University of Southern California) said "Monsters exist, but they are too few in number to be truly dangerous. More dangerous are common men, the functionaries ready to believe and act without asking questions". Our goal is to make them ask questions.

Young people nowadays are growing up at a time when support for right –wing politics is on the rise across Europe. With social and political issues increasing every day, right –wings organizations suggest an alternative way for young people to perceive the world. It is therefore timely and vital that young people continue to develop a moral compass. We believe that the greatest way to raise awareness is through education. Talking to students about the past, giving them the chance to collect information and judge whether or not the source is reliable will equip them with the essential knowledge.

Keywords

human rights, genocide, holocaust, war

Aims

Cognitive:

To read up on the history of the Holocaust

To look for the consequences of the persecution, especially regarding the Second World War

Skills:

1. Students are encouraged to take up active learning, while they build a concrete base of knowledge of the topic
2. They become researchers
3. They adopt critical thinking while using a variety of sources
4. They become writers, directors, producers of videos
5. They learn to co-operate
6. They practice their artistic and IT skills

¹² Teacher of Economics – guidance counsellor of the T4E programme. email: kmarkidou@hotmail.com

¹³ T4E Ambassador



Attitude:

Students need to develop awareness, understanding, sensitivity, towards people who belong in minority groups and eliminate the prejudices and the stereotypes of society

Develop a new network of partnerships

3rd Senior School of Glyfada, Music School of Alimos, 2nd Senior School of Gerakas

Educational methods to approach the Holocaust

Three important institutions, Yad Vashem, pioneer Holocaust Museum, located, in Jerusalem, Israel, the U.S. Holocaust Memorial Museum (USHMM) and the Task Force for International Cooperation on Holocaust Education, Remembrance and Research, have written approaches and guidelines for teaching the Holocaust. These organizations have conducted extensive pedagogical research into creating educational methods to approach the Holocaust. Some of them are listed below.

1. Define the term "Holocaust".
2. Create an environment that promotes learning, using active pedagogical tools and a student-centered approach.
3. Personalize the Holocaust by translating the statistics into individual stories.
4. Avoid teaching or implying that the Holocaust was inevitable.
5. Use witness accounts to directly engage the students with history.
6. Place the Holocaust in its historical context.
7. Emphasize to the students that the perpetrators of the Holocaust are also the ones who left the most historical evidence for it.

Visit to the Jewish Museum of Greece

Our school's students visited the Jewish Museum of Greece and they were given a tour from historical experts learning about everyday life, culture and customs of Greek Jews and also about life before, during and after the Holocaust. Students had access to valuable sources and material offered by the museum which they used in their assignments. It is important to mention that the part of the museum dedicated to the Holocaust with its invaluable exhibits is of exceptional importance for the students.

Visit to Restion

Our students visited the center called Restion, which houses elderly survivors of the Holocaust, and Jews who in order to survive in these times were hiding under false identities. The participants had the chance to meet them, listen to their stories which vividly illustrated the horrors they went through, and finally have a conversation with them.





The competition of Greek Ministry of Education "Greek Jews and the Holocaust"

The Greek Ministry of Education organizes an annual competition in collaboration with the Jewish Museum of Greece in which teams of students produces six-minute videos about "The Holocaust and the Greek Jews". Our school has participated with numerous teams from 2016, many of which have won and had the opportunity to visit Auschwitz-Birkenau Memorial and Museum.

A video of our students who participated in the competition in previous years can be found in Youtube (Youtube, Βίντεο για το Ολοκαύτωμα 1)

Interview with a hidden child of the occupation

Benjamin Alpala was a hidden child during World War II, and it is a great honor that he shared with us his personal story. This year's video, made by our students for the competition of the Ministry of Education called "Greek Jews and the Holocaust" was based on this interview in Πανελλήνιο Σχολικό Δίκτυο (Panhellenic School Network).



The Holocaust on Film

Another way to approach the issue of the Holocaust is through movie screening.

- The Diary of Anne Frank (1959), (2016) Age group 8+
- Schindler's List (1993) Age group 14+
- Son of Saul (2015) Age group 14+
- The Boy in the Striped Pyjamas (2008) Age group 11+
- The Book Thief (2013) Age group 11+
- Life is Beautiful (1997) Age group 11+

Crocus Project

Students are planting flowers in honor and remembrance of all the children who died in the Holocaust. The Crocus Project is an Irish initiative whereby HETI provides yellow Crocus bulbs for young people and school pupils aged ten years and over to plant in memory of the 1.5 million Jewish children who perished in the Holocaust and thousands of other children who were victims of Nazi atrocities. The yellow flowers recall the yellow Stars of David that Jews were forced to wear under Nazi rule. The Crocus blooms around the end of January, about the time of international Holocaust Memorial Day (January 27th). When people admire the flowers, the pupils explain what they represent and recall the children who perished in the Holocaust.

Participating in The Crocus Project is a tangible way to introduce young people to the subject of the Holocaust and to raise awareness about the dangers of racism and discrimination. Participation in The Crocus Project is free!



The Butterfly Project

ONE BUTTERFLY PAINTED FOR EVERY CHILD LOST IN THE HOLOCAUST
 The Butterfly Project is a call to action through education, the arts and memorial making. We teach social justice through lessons of the Holocaust, educating participants about the dangers of hatred and bigotry to cultivate empathy and social responsibility. By painting ceramic butterflies, which are displayed as symbols of resilience and hope, participants remember the 1.5 million children killed during the Holocaust. In this work, The Butterfly Project honors our commitment to the Survivors to Never Forget.



International Holocaust Remembrance Day (27th of January)

Projection of the Yad Vashem film “May Your Memory Be Love”. The film is part of the “Witnesses and Testimony” series provided by the Yad Vashem World Holocaust



Remembrance Center. In this film Ovadia Baruch, a Greek Jew born in Thessaloniki tells his own story on location where the events occurred. He recounts happy childhood memories in Thessaloniki the deportation of the Greek Jewry to Auschwitz, the dehumanization process in Auschwitz, daily life in the camps and finally, his survival and return to Israel.

Collaboration with organizations or agencies

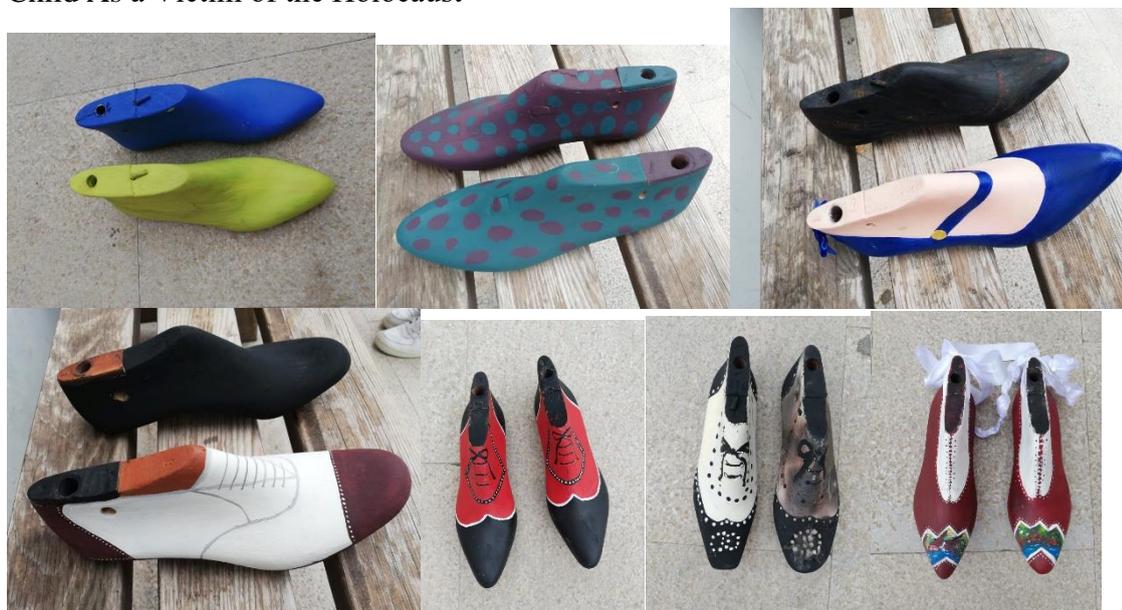
For a second time we have applied for a grant from "The Olga Lengyel Institute for Holocaust Studies and Human Rights" (T.O.L.I) - a public charitable institution based in New York that provides professional development seminars to inspire and sustain educators teaching about the Holocaust, other genocides and human rights in the United States and in Europe. This grant follows our participation in the Holocaust Education and Social Justice seminar in Athens: Learning from the Past, Acting for the Future. Moreover, this grant encourages schools to develop projects that are innovative, participatory and respect the core principles of Holocaust education. The projects should also take into account present days realities and use the lessons of the Holocaust to motivate students to act against stereotypes prejudices and discrimination in their own environment.

Participation in the 3rd TOLI Holocaust student Art Exhibit

TOLI invites all graduates of domestic and international seminars to submit photographs of their students' artwork to reflect what they have learned about Holocaust.

Inspired by the memorial of shoes on the Danube Bank and the hundreds of thousands of shoes found at the Auschwitz concentration camp which once belonged to the captives that were later executed, our students decided to work on a creative project with lasts to honor the victims.

Finally, we prepared a viewing of this student-produced film which centers around "The Child As a Victim of the Holocaust"



BIBLIOGRAPHY

Holocaust Education Trust Ireland. *Learning from the Past – Lessons for Today*. Available at:
<https://hetireland.org>

Holocaust Education Trust Ireland. *The Crocus Project*. Available at:
<https://hetireland.org/programmes/crocus-project/>

TOLI The Olga Lengyel Institute for Holocaust Studies and Human Rights. *TOLI Art Projects*. Available at:
https://www.toli.us/art-projects/?fwp_art_projects_location=37940d1e677eca9359ad31d05c835b63

TOLI The Olga Lengyel Institute for Holocaust Studies and Human Rights. *Teaching the Holocaust and Human Rights in 2022*. Available at:
<https://www.toli.us/>

The Butterfly Project. Available at:
<https://thebutterflyprojectnow.org>

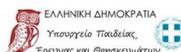
The United States Holocaust Memorial Museum. *Guidelines for Teaching about the Holocaust*. Available at:
<https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust?fbclid=IwAR2tyiaLITyOui3ju3MHOXJ7Xoy8iQJ7-gvtW8IfzZ9ifW0nzHIt7CIE3nk>

USC University of Southern California. *The International Holocaust Remembrance Day*. Available at:
<https://www.marshall.usc.edu/blog/international-holocaust-remembrance-day>

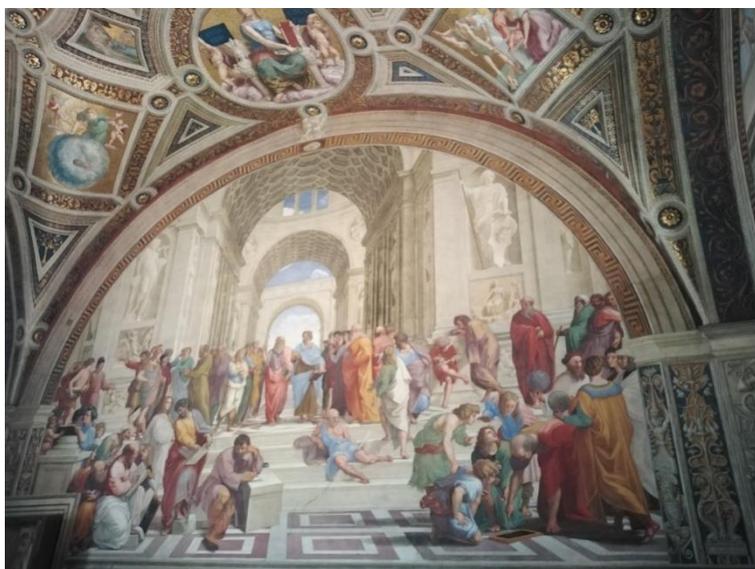
Yad Vashem The World Holocaust Remembrance Day. “*May Your Memory Be Love*”. Available at:
<https://www.yadvashem.org/education/testimony-films/ovadia-baruch.html>

Youtube *Βίντεο για το Ολοκαύτωμα Ι*. Available at:
<https://www.youtube.com/watch?v=3JTWEG685AA>

Πανελλήνιο Σχολικό Δίκτυο. *Βενιαμίν Αλμπάλα Κρυμμένο Παιδί της Κατοχής* Available at:
<https://video.sch.gr/asset/detail/12UOvXdVnXrmZdrPaLHAMqIL/>



Philosophizing... A tour through moral values, Nectaria Scouteli,¹⁴ Fotios Danaskos¹⁵ and Paraskevi Partheni¹⁶



1 "The Academy of Plato" a photo taken by F.Danaskos at Vatican Museum

Summary:

In an age of problematic and general rearrangements, the modern human seeks for suggestions and means to overcome the impasse. The ancient Greek ideal offers moral values and intellectual armor so that modern humans can face every problem that is created, on a proper basis. Our program aims, through the interdisciplinary nature of school subjects, to teach the values of Greek philosophical thought and European intellectual elite, adapted to the new educational conditions.

Our program refers to the connection of the archeological sites with the most basic ideas of well-known ancient Greek philosophers. Modern digital technology also contributes to this approach.

The place, where the program unfolds, is the ancient Agora of Athens, as it was formed during the Classical Times of the 5th century BC and was established as the political and social center of the city. The archaeological site of the Ancient Agora of Athens representing the ideal of democracy can become the perfect setting to marry the ancient Greek intellect (with) to the ideal modern man.

Daring a mental experiment, we have chosen some buildings of the ancient Agora, put in front of each monument an important intellectual-philosopher, older or younger than the classical

¹⁴Coordinator , Teacher of Modern and Ancient Greek language & literature , MA [niskouteli@gmail.com](mailto:nskouteli@gmail.com)

¹⁵Geology specialist, Teacher of Geography and Geology, MED, fdanas@yahoo.gr
Evangelia Manologlou, Digital specialist, Teacher of Modern and Ancient Greek language & literature, Msc, evmanol@gmail.com

¹⁶ English proofreading, Teacher of English Literature, vivparthenis@gmail.com
8th Junior-Senior High School in Chalandri HELLAS

Era of the city of Athens and from this important point the spread of important ideas and moral values for life will begin.

A group of students at our school has undertaken the completion of the program along with the guidance and support of the coordinator teachers of the program. They have selected the most important Greek philosophers and recorded the most characteristic points of their work, and then chose to place them in front of important monuments in the ancient Agora. This scenario will be implemented through a location based digital game.

Involved educational subjects: Philosophy, History-Archeology, Geography, Geology, Informatics

3-5 keywords: Philosophy, Moral values, Ancient quotes, Ancient Agora, location-based gaming

Philosophy: a teaching tool for moral values

Our program aims, through the interdisciplinary nature of school subjects, Philosophy, Ancient Greek Language, Ancient Greek texts from translation, the history of geology and informatics and adapted to the new educational conditions, to teach the values of Greek philosophical thought, which are the basis of modern European intellectual elite and culture.

The rationale of the program was the study of the ancient Greek philosophers, whose writings are milestones for the Greek and the world intellect. It is generally accepted that European culture, as well as the entire modern philosophy, has its foundations in the ideas and values of the ancient Greek philosophers. Values such as democracy, freedom, education, justice, friendship, respect, were presented first in the works of the ancient Greek philosophers. Their quotes, presented through their works, are tools for teaching moral values to students and traffic lights in their lives. In today's era, where modern man seeks proposals and means to overcome the impasse of general upheavals on a social, economic and spiritual level, the ancient Greek ideal offers moral values and spiritual armor so that modern people can place any problem created on a proper basis.



2 Quotes of different philosophers and their English translation

The school lessons give fragmentary or little information about the life and work of the ancient Greek philosophers, while the students are of great interest in their teaching. Inspired by the literary courses and with the help of technology, we created the right conditions to cultivate interest in the ancient Greek philosophers. The students studied their lives and teachings in a

targeted manner through a specific bibliography and gained significant benefits for their spiritual development and improvement. They studied texts from the works of Plato and through him they got to know Socrates, they also studied texts of Aristotle, Epicurus, Democritus, Parmenides, as well as several other philosophers and gleaned the most important points of their teaching. Then, they made a small text with the basic points of each philosopher's teaching. The purpose of this research and study was the dissemination of the ideas and values of Archaeo-Greek thought and culture to other Greek and foreign students.

Alongside ancient Greek philosophical thought, the students got to know important buildings of the ancient agora of Athens, which had been constructed in the city of Athens in the 5th century BC. At that time, known as the Golden Age of Pericles, the ancient agora was upgraded, new public buildings were built and everyday philosophers, orators, scientists and intellectuals, as well as students, gathered there, discussing many interesting topics. The city of Athens became the spiritual center and pole of attraction of eminent people from all over the then known world.

The students refer to the bibliography given to them and study specific buildings of the ancient agora, learning their role and function and, in parallel with the knowledge they acquire, they understand the significant progress of Democratic Athens, through the evolution of its moral-spiritual and logistical culture. This results in the appreciation and respect of the students to the ancient Greek monuments and, by extension, the appreciation of our ancient Greek cultural heritage.



3. Philosophers quotes in ancient Greek.

Building the storyboard

The entire teaching of the program of both the Ancient Greek philosophers and the important buildings of the ancient agora was done in a pleasant and comprehensible way for the students. Initially, important Ancient Greek philosophers were chosen by the teacher, pre-Socratic, of the time of Socrates, but also later, who are known for the influence they exerted on the thought of spiritual people through the centuries. Then, the appropriate scientific bibliography was selected, as well as short films suitable for children, in order for the students to be able to follow in an easily understandable way, the admittedly difficult thoughts and ideas of the philosophers. Then, after identifying the map of the ancient agora of Athens of the 5th century BC, buildings that played an important role in the political life of the Athenians were selected. Subsequently, the appropriate bibliography was chosen, in order for the students to get acquainted with the

use of these buildings from reputable sources. At the same time, the students were also highlighted through the history lesson, the importance of the ancient agora, which was located at the foot of the sacred rock of the Acropolis. In the ancient agora, frequented not only by the most important Athenian intellectuals, but also scientists, philosophers, orators, politicians from every part of the then known world in order for them to present their ideas and converse with each other. Among them there were many students who followed their teachers, as well as Athenian citizens who conversed and listened to the new original ideas of these important persons. Specifically, the following buildings and philosophers was selected:

BUILDINGS	PHILOSOPHERS
1. Basileios Stoa	1. Homerus
2. Stoa of Zeus Eleutherius	2. Heraclitus
3. Temple of Hephaestus	3. Democritus
4. New Bouleuterion	4. Socrates
5. Old Bouleuterion	5. Plato
6. Tholos	6. Aristotle
7. Eponymous Heroes monument	7. Diogenes
8. Aiakeion	8. Epicurus
9. South Stoa I	
10. Southeast fountain house	

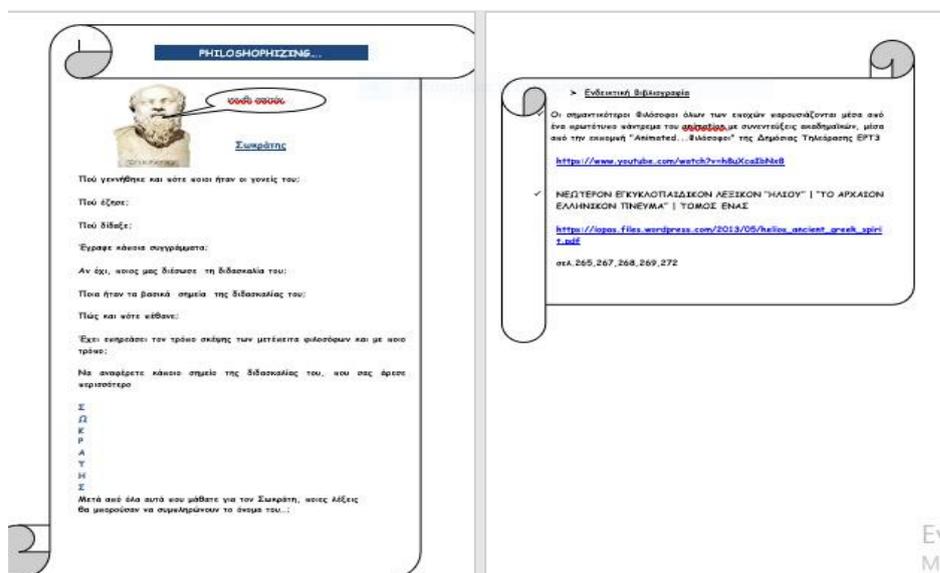
Ancient Agora of Athens and Greek philosophers

- **1. Basileios Stoa** **Homerus**
- **2. Stoa of Zeus Eleutherius** **Heraclitus**
- **3. Temple of Hephaestus** **Democritus**
- **4. New Bouleuterion** **Socrates**
- **5. Old Bouleuterion** **Plato**
- **6. Tholos** **Aristotle**
- **7. Eponymous Heroes monument** **Diogenes**
- **8. Aiakeion** **Epicurus**
- **9. South Stoa I** **Plotinus**
- **10. Southeast fountain house** **Proklos**

4 In front of each monument of Ancient Agora stands a philosopher.

Twenty-seven (27) students of the second grade of Gymnasium, fourteen years old, participated in the program and were divided into seven (7) groups. Each group consisted of four (4) members and one of three (3). The groups were formed on the basis of the wishes and friendships of the students. Each group had to fill in, collaboratively, a worksheet referring to a philosopher and a building of the Ancient Agora of Athens. After giving the required time for the processing and recording of the requested persons, the team presented to the plenary of the class, the worksheet. Alongside the bibliography, electronic and printed, given to the students, a small video was also provided, mainly for the philosophers, where the basic ideas of the philosophers that the students were working on were presented in an intelligible way. This is "Animated... Philosophers" of public television ERT3 (produced by ERT 2012-2013).

Through the show, the most important Philosophers of all time are presented through an original marriage of animation and interviews with academics. The worksheets processed by the students were as follows. Indicatively, the following are presented:



5 Sample of the Work Sheets

These worksheets have an electronic bibliography, because the program began during the health crisis, when the courses were done with distance learning. Later, when face-to-face teaching was restored, the students were also given printed bibliography, in order to process as best as possible the teaching of the philosophers.

Then, a scenario was conceived in order for the specific program to be presented in an intelligible way and finally an electronic game to be implemented, which will combine fun and teaching in a tempting way. The flow of the program is as follows:

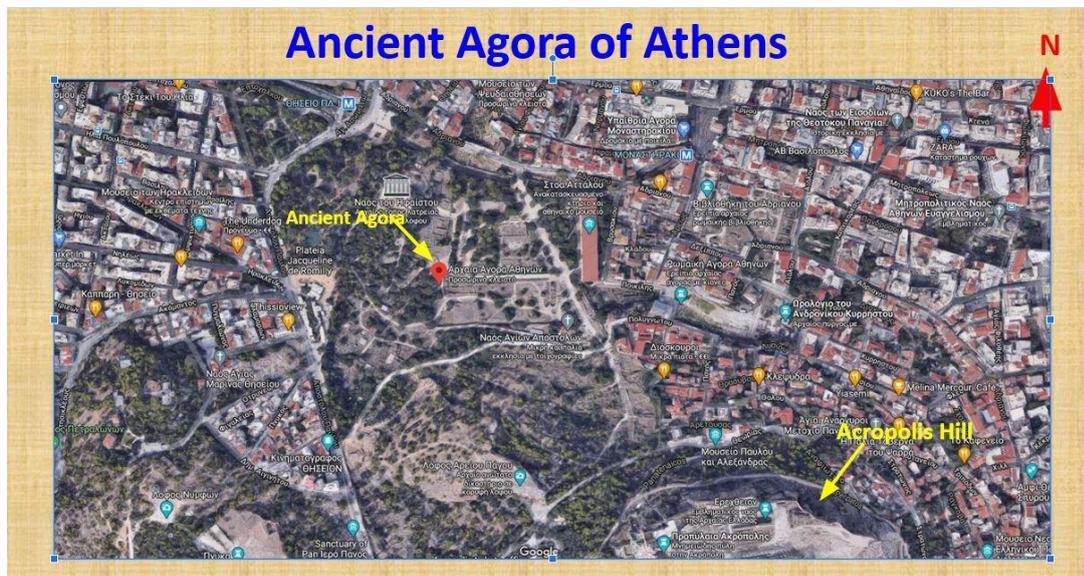
The storyboard

We are transported to the ancient agora of the 5th century BC. A teenager decides to take a walk in the ancient Agora of Athens, however, he does not know which buildings are and asks for information from the people who are there. Good Luck brings him in front of ancient Greek philosophers of various scientific fields, most willing to reveal to him, important moral values for his life, which come from the positions of their own intellects, while at the same time, they give him information about each building in front of him, for example, Socrates is placed in front of the New Bouleuterion, Aristotle in front of the Tholos, Epicurus in front of the Aiakeion and so on.

Geographical positioning of Ancient Agora and its importance

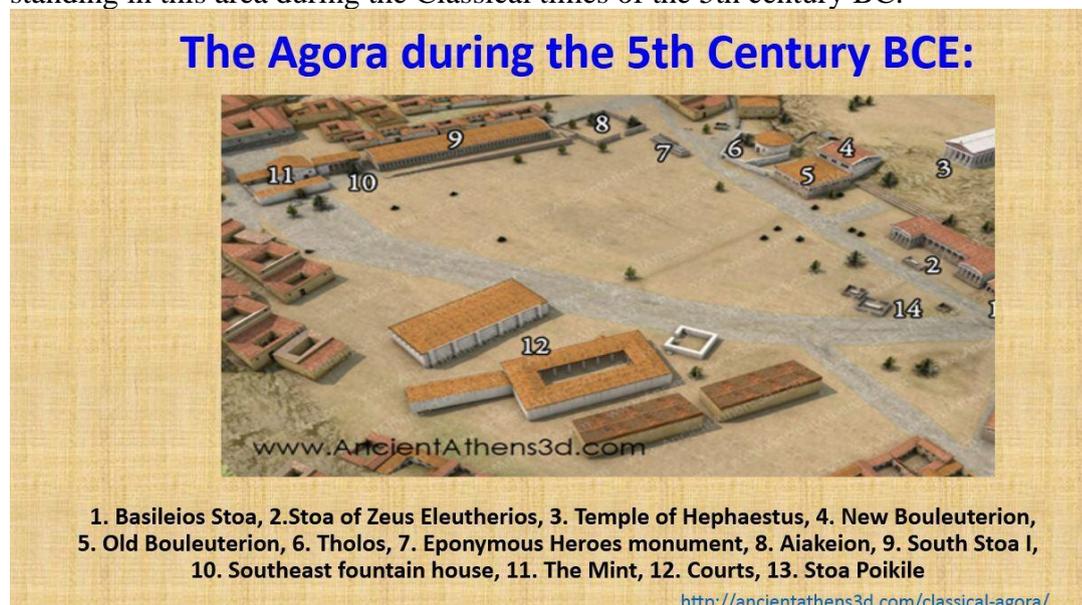
Our program refers to the connection of the archeological sites with the most basic ideas of well-known ancient Greek philosophers and involves High School students (12-16 years old) and us as the responsible teachers

The area we are



6 Google map. Positioning the Ancient Agora of Athens

working on is located in the center of Athens between the Hill of Acropolis, the National Observatory of Athens in Thisio and the Monastiraki square. Basically the archaeological center of Athens, geographically plotted through the geographical coordinates as: 37,9758253, 23,7224959 and using the Plus Code address : XPGC+8XQ Αθήνα. Google maps We are using a digital model where we can see the virtual restoration of the buildings that were standing in this area during the Classical times of the 5th century BC.



7 <http://ancientathens3d.com/classical-agora/>

This area was established as the political and social center of the city. Consequently, our students will work and try to discover the most important ideas and cultural aspects of ancient Greek Philosophers, while they are taking a guided tour on site.

Playful learning -Location based games

The post-covid era defined the need that had already been emerging even earlier for a more modern, digitally updated, more interesting and more challenging education. Therefore our intention is not to give another course of philosophy, history or Geography, but to put our students in a position to experience the knowledge, to have fun and be happy to learn!

How will we manage effective and, at the same time, amusing learning? Through “gaming”. We are living in an era of digitalization, like it or not, where gaming is a trend. So, why not use this trend into our classrooms? We are talking then about playful learning, which is an educational approach in which a state of being is facilitated that is creative, explorative, experimental, active, and immersive. It stimulates intrinsic motivations and the flow state of the learner. The learning activities are focused on constructing knowledge or skills in a fun and experimental manner.¹⁷

Using the game as a learning technique, we aim to activate the students' interest and create a virtual environment that will help and guide them in the search of knowledge in an experiential and funny way. So, this is Gamification, that is the creation, with the involvement of our students, of a digital game, where through the collection of points and the search for goals we set incentives for the search of our goals, i.e. the collection of philosophical sayings from specific archaeological sites. Since we have a map (ancient agora), a plot/storyboard (wander and meet philosophers in front of important monuments), we were planning to set up a Location Based Game (LPG). This is a game based on a map - dynamic via GPS or preloaded one which evolves and progresses via players' location each time. Something like the well known game “Pokémon go”. These games can be played on mobile devices (mobile phones, tablets), while the players are moving in an actual place, in our situation the Ancient Agora.

It could be either a simple digital tour around ancient Agora where the player will meet the Philosophers or a more ambitious “hunting treasure” game, where each monument will be a station and the philosophers will give the players clues in order to find the next one.

Our player, “the student” will be the protagonist of our LPG. Through the game, he tours Ancient Athens Agora and when he is in front of the selected monument, and then an ancient philosopher will pop up in his electronic device (cell phone/palm computer). The player will be questioned and will also be asked to answer questions of a corresponding learning and cognitive level and in this way he will gain points in the tour and will receive instructions for the search of the next monument/goal.

In our game we aim to connect the world of the ancient agora and the world of digital technology. We hope that the students will be tempted to get to know and explore history. Through the use of virtual reality, the student-traveler will get to know the story in a very original and modern educational way.

There are several free software to use. Some of them are developed by well known universities as, for example, “Taleblaser” by MIT STEP LAB product¹⁸, or the “Pluggy”, an EU project¹⁹. We believe that playful learning is a trend that helps the active participation of students who react to a learning environment that challenges them to browse and search for data, to

¹⁷ Center of innovation, Leiden university

<https://www.centre4innovation.org/stories/defining-playful-learning/>

¹⁸ <http://taleblazer.org/>

¹⁹ <https://www.pluggy-project.eu/>



experiment, to take risks, to fail and to try again and so through this process to build the necessary knowledge and skills revealed by this program.

Dissemination of the program

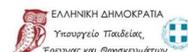
The program started with the idea of getting in touch with foreign schools and studying the perceptions and philosophical tendencies of the students between Germany, France and Greece. We are in contact with two schools, in Germany/Schule Eins and in France/EREA Alain-Fournier and because of this cooperation, we have first achieved the diffusion of the philosophical questions posed by the students and teachers along with their position and views on issues and questions about democracy and philosophy.

We have created a modern benevolent project on modern philosophical quests of our students and teachers and all our effort is blocked in an eTwinning project called: ""Democracy and Moral values in Ancient Greek Philosophical speech"".

Recently the school from France, Alain-Fournier, has visited Greece. The Greek students of the program, wearing T-shirts printed with the logo of the program and the names of the ancient Greek philosophers, guided the French students and their accompanying teachers, in the ancient Agora of Athens and presented the basic positions of the philosophers that they had been studying during the year with the program entitled: "Philosophizing ... A tour through moral values".



8 &9 Photos from the ancient Agora of Athens with the students and teachers of our school and our foreign partners.





10 Greek and French students in front of the Acropolis museum

References and bibliography:

Δημόκριτος, 2004. Η ζωή και το έργο του. Τα θεμέλια της ατομικής θεωρίας μετάφραση Σ. Γκιργκένης. Εκδόσεις Ζήτρος

Επίκουρος 2012. Ανθολογία. μετάφραση Αβραμίδης Γ. Αθήνα. Εκδόσεις Θύραθεν

Καλογεράκος Γ. 2015. Παιδεία και πολιτειακή αριστεία. Ο δρόμος προς την αρετή στο αριστοτελικό ιδανικό κράτος. Αθήνα. Εκδόσεις Gutenberg

Μαραγγιανού –Δερμούση Ε. 2016 .Αρχαίοι Έλληνες Φιλόσοφοι, Από τον Θαλή ως τον Αριστοτέλη. Αθήνα. Εκδόσεις Da Vinci

Πλωτίνος 2001. Εννεάδες. μετάφραση φιλολογική ομάδα κάκτου. Αθήνα. Εκδόσεις Κάκτος

Συλλογικό έργο. 2002. Ο Σωκράτης και η φιλοσοφία του. Αθήνα. Εταιρεία Λευκαδικών Μελετών.

Bormann K. 2013 Πλάτων. μεταφραση Γ. Καλογεράκος. Αθήνα. Εκδόσεις Καρδαμίτσα

Edwards W. M. 2001. Όμηρος ο ποιητής της Ιλιάδας. μετάφραση Β. Λιαπής, Ν.Μπεζεντάκος. Αθήνα. Εκδόσεις Καρδαμίτσα

Digital bibliography

Νεότερον εγκυκλοπαιδικόν λεξικόν Ηλίου Το Αρχαίον Ελληνικόν Πνεύμα Τόμος πρώτος

https://iopas.files.wordpress.com/2013/05/helios_ancient_greek_spirit.pdf

Daniek Bosch and Tanja de Bie “Defining Playful Learning”, Center of innovation, Define playful learning,

<https://www.centre4innovation.org/stories/defining-playful-learning/>

The Classical Agora of Athens 479-323 B.C.



- <http://ancientathens3d.com/classical-agera/>
- The power of playful learning, Harvard Graduate school of education
<https://www.gse.harvard.edu/news/19/10/power-playful-learning>

Tv series

Animated Φιλόσοφοι

<https://www.youtube.com/watch?v=ECNmgvayE-0>

<https://www.youtube.com/watch?v=l8jv5INBcns>

<https://www.youtube.com/watch?v=DwJm-HrRE10>

<https://www.youtube.com/watch?v=lXuoaV-Iaio>

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

<https://www.youtube.com/watch?v=Fw9F4qynZ2w>

<https://www.youtube.com/watch?v=WhzmRt9RMEQ>

European Values - Traveling with a suitcase full of European Union values - Democracy, Justice, Rights, Ioannis Karagiozis²⁰ and Sofia Tselepi²¹

Summary

This paper aims to present the training program entitled "Traveling with a suitcase full of the values of the European Union - Democracy, Justice, Rights", implemented in the framework of Erasmus + KA3 "Teachers4Europe": Organizing a Market for Democratic Culture. The program was implemented by students of the 1st and 2nd grade of the Experimental Primary School of Serres. The students got in touch with the European Union, the purpose of its establishment and operation, the countries that make it up, their place on the European map, their flags and their various characteristics. In addition, by utilizing printed and electronic material from the EU Learning Corner, students came in contact with learning and information resources, books, fairy tales and games. This was followed by actions related to concepts such as the values of the EU, the ideals it stands for, respect for humanity and the environment, human rights, equal opportunities, freedom of speech, expression, press, freedom on the move, democracy. The students dealt with a variety of materials and implemented a joint action plan proposed in collaboration with our partners, L2C and Psimolofos Primary School of Cyprus in the framework of our collaborative action plan. Overall, during the implementation of the program, a wide range of teaching models was utilized with various learning strategies, experiential, exploratory and authentic learning and with an amount of educational techniques, which led to learning, knowledge, understanding, application, development of students' creativity and formation of democratic attitudes and values.

Keywords: European Union, democracy, justice, rights, creativity, values

1. Introduction

The European Union takes care of the education of its citizens by treating students as citizens of tomorrow who should be equipped with skills and form life attitudes harmonized with the values and ideals of the EU for a sustainable development. As stated in Articles 2 and 3 of the Lisbon Treaty (2007), the European Union is based on the values of respect for human dignity, freedom, democracy, equality, the rule of law and human rights, is characterized by pluralism, prohibition tolerance, justice, solidarity and equality between women and men, promotes peace, prosperity of its peoples, provides its citizens with an area of freedom, security and justice, respects the richness of its cultural and linguistic diversity; and takes care of the protection and development of Europe's cultural heritage. These common values are also enshrined in the Charter of Fundamental Rights of the European Union (2012). Among other things, it is said that the peoples of Europe have decided to share a peaceful future based on indivisible and universal values of human dignity, freedom, equality and solidarity, and on the principles of democracy and the rule of law. The Union places humans at the heart of its action and creates an area of freedom, security and justice. Following the European elections in May 2019, the European Union has set a few priorities for the formulation of its political agenda and policies until 2024, priorities which serve to address the key challenges facing the EU and its citizens. One of these six priorities is to give a new impetus to European democracy. The democratic ideals supported by the EU is a matter of immediate priority. The EU also supports

²⁰ Teachers4Europe Ambassador Primary Education Serres Greece. E-mail: ioankaragk@gmail.com

²¹ Teacher4Europe Serres Greece. E-mail:sofiatslp@gmail.com

through the Digital Education Action Plan (2021-2027) a sustainable and effective adaptation of the education and training systems of the EU Member States as they move towards the digital age.

2. Innovation

Taking into account the modern goals of education as well as the ideals advocated by the European Union and UNESCO, we have created appropriate learning and authentic learning environments, also through the support of ICT, so that students can engage in creative engagement, acquire knowledge, develop skills and abilities, and shape attitudes in line with democratic ideals and European values, elements necessary for their lives as adults, future citizens of the European Union in tomorrow's society.

3. Matching with the T4E project

Both education and teachers are important factors in promoting an understanding of the European Union and building a European identity. The European Union as a community of values is based on democracy and human rights. Oftentimes, however, teaching practices and curricula did not necessarily include teaching the values of the European Union as described in Article 2 of the Lisbon Treaty and the Charter of Fundamental Rights of the European Union. The 2018 Council Recommendation on Common Values, Inclusive Education and the European Dimension of Teaching encouraged Member States to promote EU values and active democratic citizenship from an early age at all levels and types of education and training (Asderaki & Sideri, 2020). The European Program Erasmus + KA3 "Teachers4Europe: setting an Agora for Democratic Culture" (2018-2021) aims to address several challenges, through education that will promote the principles, values and democratic culture of the EU, By considering the EU as an entity that works On behalf of all people. Teacher members of Teachers4Europe (T4E) will act as social and cultural actors, spreading European values to the school community, to colleagues, to young people and to society. In addition, they will promote a dialogue between stakeholders at social and political level and contribute to synergies and improve the quality of education and training, through Spreading knowledge of Europe and its values, with an emphasis on Democratic Culture through collaboration and exchange of ideas and practices with other members. During this program, the students of the 1st and 2nd grade of the Experimental Primary School of Serres, apart from individual actions aimed at getting to know and contacting the EU, also worked on a joint, collaborative action plan with our team, Teachers4Europe Primary Education of Serres Greece (Karagkiozis Ioannis, T4E Ambassador) and other two partners, Learn to Change Change to Learn, L2C (Foteini Veneti, L2C - T4E Ambassador) and Psimolofos Primary School of Cyprus (Elena Perikleous, Headmistress).

4. Teaching EU values - Theoretical framework - Teaching models

Traditional education is considered inadequate and ineffective and must adapt to the changes of society to serve its new goals. In this context, a shift to authentic learning is required, which based on modern approaches to education, such as constructivism and established learning bridges theory with practice and connects knowledge with the real world (Cardet, 2012, pp. 9-10). Authentic learning refers to authentic learning environments, authentic activities and authentic assessment (Cardet, 2012, pp. 9-10). Authentic learning is a student-centered process, cultivating collaboration, the development of interpersonal relationships, experiential learning and research learning in an authentic context. It connects theory with practice, as students are actively involved in solving real-world problems. The use of ICT in the context of authentic learning comes to give access to sources of information information is mentioned twice but also to bring students in contact with the life of Europe and the world. In the context of authentic



learning, students are called upon to make decisions, solve problems, collaborate, evaluate information, or in short, develop a variety of skills, life skills, digital skills and In addition to social and learning skills. In the context of authentic learning, students will develop more motivation, a positive attitude towards the science of education and will be engaged in their learning (Sadler, 2009). Students actively participate in the learning situation within meaningful contexts in collaboration and interaction with others and their environment. Through such appropriate and modern learning environments, it is possible to cultivate all those democratic values and democratic ideals of the EU.

5. Teaching EU values, educational methods and approaches

For the purpose of teaching EU values, a variety of teaching methods and approaches were used in the classroom. More specifically, Some of the interactive and experiential methods used were simulations and role-playing games, the brainstorming and concept maps, the question-and-answer method and the obstetric method, the case study, art and visual arts, the creation of visual works and models, various works and models, presentations and screenings, videos, play material from the European Union Learning Angle and the internet, Fairy tales, etc.. a further analysis of the methods and approaches applied is also worth elaborating on.

Simulation is the representation of the operation of a real process or system. According to Tompson, Simonson & Hargrave (1996), simulation is defined as the representation or model of an event, an object, or a phenomenon. It was developed to support learning in a way that relates to the real world, enabling experiential learning (Misteldt, 2015). Using simulations, students learn to act in different situations of their lives, to follow a series of actions to implement a process or a task. Using simulations in the educational process, the motivations for learning, the attention and the involvement of the students increase, as well as the transmission of knowledge (Lunce, 2007). Educational simulations enhance and support students' active participation. Students learn empirically and the knowledge that is built is knowledge that can be applied in real life. Role-playing games are also a type of simulation according to Hale Feinstein, Mann, Corsun (2002) which, when applied, create suitable conditions for fun and experiential learning.

The case study is a research method Associated with social sciences that allows the exploration and understanding of complex issues, especially when in-depth investigation is required (Zainal, 2007) and helps to explain the process and outcome of the phenomenon through a complete observation, reconstruction and analysis (Tellis & Winston, 1997). It is based on an individual case or situation that the researcher observes and explores carefully. It is a technique that deals with the study of a real situation or an incident that is in progress. It enables students to outline "what it is like to be in a situation", to produce a general description of the experiences, thoughts and feelings of the people and situations they are studying and to think of ways and solutions for how they could to predict or eliminate some unpleasant phenomena. Through case study, students can understand the concepts more clearly and vividly, instead of simply presenting abstract principles and theories.

The concept map, otherwise known as a mind map, is a schematic representation of connection and interconnection of concepts based on categorization rules (Salvaras and Salvara, 2011, p. 107). The construction of a concept map begins with the recording of students' ideas on the subject (brainstorming). Then the ideas / concepts are organized in groups and placed on the map where with arrows or auxiliary words we create their connections. A concept map can serve as a teaching tool, So that one can commence with a general concept under which the

most specific ones will be linked. It is argued that this process, the general concepts to be presented first, at the top of the concept map and followed by more specific ones, is a pleasant activity for students, which enables semantic learning (Hatzigeorgiou, 2004, p. 517). Lastly, the final step of the process is to check and evaluate the map. Using the concept map favors a full understanding of the content of the concepts and Transforms learning into an active process. Students are encouraged to understand the structure and processes of knowledge construction, "learn how to learn" and develop their critical thinking.

"Teaching through Art" or "Artful Thinking Program" or "Artful Thinking Program-ATP" is a program developed by Harvard Project Zero with the aim of integrating art into teaching. As mentioned (Project Zero, 2006) the purpose of the "Artistic Reasoning" Program is to help teachers use the visual arts in ways that enhance thinking and learning. ATP is designed to help teachers use the dynamics of art to develop students' thinking. It is based on a metaphor and utilization of the painter's palette in the didactic practice.

6. Description of actions and sub-objectives

6.1 Action: EU countries - I paint and play

Aim: The aims of this activity are to make a first contact of the students with the EU, to inform the students about the European Union, its creation, about the countries that constitute it, to locate these countries on the map, to acquire knowledge and information about the characteristics of these countries, about their peculiarities, to talk about European values.

Methodological approach: Use of a fairy tale, utilization of reading techniques, discussion, questions and answers, utilization of new technologies, creation of works of art, painting, paper cutting, collage, interactive games.

Procedure Implementation of the action: Due to the young age of the students (seven-year-old primary school students), the beginning was made with the use of a fairy tale. The fairy tale "The Stars of Europe" by Papaioannou and Varvarousi was chosen, material proposed by the learning angle of the European Union. The fairy tale is about a girl, little Europe, who travels the world, gathering her stars. Only with the name of Europe is the first connection with Europe achieved, which is not only the name of the girl in the fairy tale but an entire continent. There is a discussion and the previous knowledge of the students in relation to Europe is extracted. What follows is an observation of Europe on the map. The story is then edited, using images and texts, followed by a discussion on the deeper meanings of the story, such as respect for man, human dignity, respect for nature and the environment, respect for diversity, the right in peace, the right to create, solidarity and supply, all the "stars" with the European values that



little Europe has gathered. The stars of Little Europe are the occasion to present the flag of the European Union with the 12 yellow stars. An experiential activity follows in which students cut out stars and write on them their own messages / values for a better world. They then create the flag of the European Union as a group artwork. The activity that follows is for students to get to know the countries of the European Union through the printed material "I draw and play" of the European Commission. With the use of this book, children get to know each country individually and its special features, such as the Manneken Pis, a trademark of Belgium, paint a

Figure 1. EU activities and material for the implementation of the action "EU countries" - I paint and play "

picture from the fairy tale Hansel and Gretel of the Grimm brothers as a trademark of Germany, using the technique of collage compose monsters of Greek mythology as a special feature of Greece, create a pizza as a feature of Italy and croissants with imaginative shapes as a trademark of France and other such activities. At the same time, the material of the European Union "Europe and you" is used, material with which the students draw and cut the flags of the countries of the European Union. Finally, interactive Digital Games from the Learning Angle are utilized. Thus, through a variety of teaching techniques, activities and materials, students approached concepts such as European Union and European values in a playful and creative way (Figure 1).

6.2 Action: The 4Ds (Democracy – Justice – Right – Creation)

Different activities were implemented for this action.

6.2.1 Activity: What are 4Ds?

Aim: The aims of this activity are for the students to deal in depth with the values of Democracy, Justice, Human Rights and Last but not least to express themselves in various ways for these concepts, developing their Creativity.

Methodological approach: The method used is the method of authentic learning in which students are asked to work in a collaborative framework with other partners and knowledge building is based on the constructivist theory according to which students build new knowledge Based on their previous experiences, through social interaction with others and their cultural environment. Other teaching techniques used were the is unnecessary brainstorming, the concept map, the use of painting, the discussion, the oblique and the productive thinking.

Procedure Implementation of the activity: The main question we dealt with is: What are the four Deltas? What does democracy mean? How will democracy be expressed? What symbolizes democracy in our daily lives and shows that we live by democratic principles? What is justice? How do we know something is right? What happens if justice and the law are not obeyed? Who administers justice? Do we act justly in all aspects of our lives? What do rights mean? What are the basic rights that all people in the world have? What would our lives be like if we did not have rights? So, once these questions were asked, the students began to express their ideas by answering them. They were then asked to take the general concept, 4D, and compile a concept map by moving on to more specific concepts and rendering them in a variety of creative ways (Figure 2). Indeed, the students responded effectively to this and offered plenty of ideas for each concept. Thus, for the concept of democracy, they argued that democracy means elections,

Figure 2. The 4 D (Democracy - Justice - Right - Creation) - concept map



it means that you can express yourself freely, read newspapers and write articles in the print and electronic press. To freely express one's opinion, to respect others and the rights of others. For justice they replied that it is awarded to the courts. They first associated the concept of justice with the court and the sentencing of those who do not obey the law and after feedback discussions concluded that justice can exist in our daily lives when we associate with others. As for what is creativity and creation, the students answered that creativity is music, sculpture, painting and in general all the arts. For human rights, they argued that all people have the right to food, shelter, food, equal opportunities in education, and medicine. And finally, they



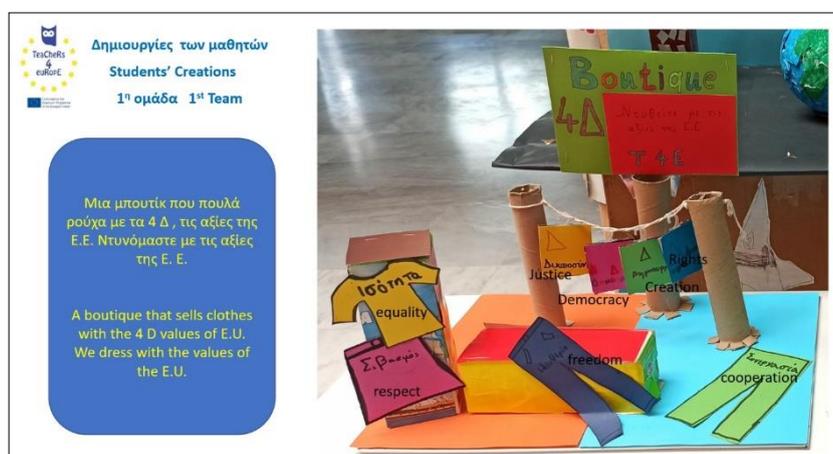
expressed their views with very beautiful paintings imprinted on their concept maps.

6.2.2 Activity: Creativity and 4D

Aim: The aims of this activity are for students to perform 4D, Democracy, Law, Justice, Creation, in an imaginative and creative way.

Methodological approach: The didactic methodology again concerns the authentic and experiential learning with the use of techniques and materials for the creation of works of art. It is learning about the process of creating works and in addition concerns the metaphorical and allegorical use of created models / works. Finally, it has an authentic purpose as the models / projects that the students will create will be exhibited in the school area in public view.

Procedure Implementation of the activity: Initially the students were divided into two large groups and each group had to think of a creative and imaginative way to render the 4Ds and how important they are to all of humanity. Various ideas were heard from the students and some students even made some blueprints and blueprints that showed exactly how their project would be constructed. Eventually, through democratic processes, each group came up with a



final plan, which was created with different materials. One group chose to create the 4D boutique, a boutique where the clothes symbolize the values of the EU. and the motto is "Dress in 4D" (Figure 3). The second group ended up creating the earth in the universe as a construction process with a huge crane on top of it. This crane builds it with 4D. The motto of the team is "We build the earth with 4D"(Figure 4). The students used a variety of materials, old newspapers used to give the earth volume, other materials such as milk cans, food packaging, string, and various other things would be thrown in the trash, but the students reused them in their constructions. The students' creations were exceptional.

Figure 3. The 4D boutique



Figure 4. The earth is built with 4D

6.2.3 Activity: 4D in agriculture and products with quality labels

Aim: The aim of this activity is to expand the values of the EU. and 4D in other areas of life.

Methodological approach: For this activity the students encountered EU learning resources. Painting and collage techniques were also used.

Procedure Implementation of the activity: The students used the material from the EU Corner. entitled "Europe + Together, We Live Together" and were informed about the agricultural sector and the ability of farmers to produce products with quality labels. By discussing and connecting the knowledge with the previous ones, they managed to make many connections with the concepts of 4D (figure 5). Right: All people have the right to quality agricultural products. Democracy: All Europeans have equal opportunities to produce quality products. Justice: No one can get the name and identity of another product. Creation: Everyone can create quality products and promote their products in creative ways.



Figure 5. Products with quality labels

6.3 Action: Election Simulation

Aim: The aim of this activity is for the students to get acquainted with the electoral process at all stages, preparation of ballots, setting up the ballot box, screen, conducting elections, counting of votes, repeat elections.

Methodological approach: For this activity the method of simulation through role-playing games, experiential learning and authentic learning based on authentic situations was used. Students have to solve an authentic problem. They need to choose a logo / image for the newspaper that their class is preparing to publish. The solution to the problem is to vote.

Procedure Implementation of the activity: The class must deal with a problem. What image / logo will they put on their newspaper? After hearing various opinions, they conclude that the fairest way to decide what image they will put as the newspaper logo is to vote. But it is an unknown process for them. First, we discuss what the elections are like and what are the steps to follow. All the suggested images / logos painted by the students are placed on the class board and a serial number is defined for each one. The students are then divided into groups and each group undertakes to carry out a specific project. A team undertakes to prepare the ballots. Another group prepares the ballot box using a shoe box that is renewed and reused instead of thrown away. With this action the students show their respect for the environment. A third group assumes the role of the electoral commission that counts the votes. Then students have to solve an additional problem, how to set up the classroom screen since elections are a secret process. Various ingenious ideas are heard and finally it is decided to use a tripod / easel which they cover with a blue cloth. Everything is ready and the election process is ready to begin. Each student enters the screen, votes and then leaves the ballot box. Once the process is completed, the team selected as the election commission opens the ballot box and counts the ballots. The counting ends in a tie of the first two preferences, in which case the repeat elections are held between the two candidate images that were tied. They repeat the process and finally with democratic procedures it was decided what the logo of the class newspaper will be (figure 6). All students are satisfied, they understand that the choice of image was done in a fair way and democratic procedures were applied.



Figure 6. Election Simulation

6.4 Action: The cards for Democracy

Aim: The aim of this activity is to introduce children to democratic ways and procedures while respecting the freedoms and rights of others.

Methodological approach: For this purpose, the material from L2C be used, the cards of democracy, which describe behaviors and actions based on democratic ideals and democratic



principles. The technique of case study, discussion and dialogue between students, painting, and collage were used.

Procedure Implementation of the activity: Afterwards we introduced the L2C to our students and talked about this organization and its purpose. We explained that it is the team partner and that it provides us with the democracy cards that we can use and play with. Because the students were young (8 years old, in the second class of elementary school), it became a more simplified variation of its meanings so that children can easily understand their meanings. With these new simplified democracy cards, which were laminated, we played a team game to edit their content. The cards were turned upside down and the children were divided into groups. Each team received three cards. Then each team presented the other cards to the other teams. This was the first stage of the process. After that the students were cognitively ready to work on two case studies. The students, divided into two groups, also undertook a case study. Each case study was also an everyday story from the world of children. The first is entitled "On the road to the square" and the second "The work of John" (Figure 7). Each group read a portion of the case study aloud to the class, and students tried to explain, judge, and evaluate whether the story hero's behavior was compatible with democratic values and ideals, and then select the specific One is unnecessary card of democracy that matched that behavior. Indeed, the students were able to correctly identify which card of democracy with specific democratic manipulations and behaviors matched the behaviors of the hero of the story. The parallels made by the students between the Republic cards and the behaviors of the heroes of the two stories in the case studies were effective. The activity was expanded and the students created their own cards (Figure 8).

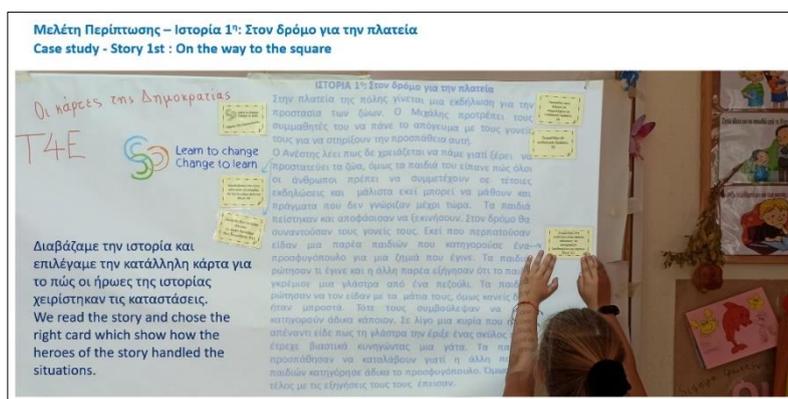


Figure 7. The Cards for Democracy by L2C - Case Study

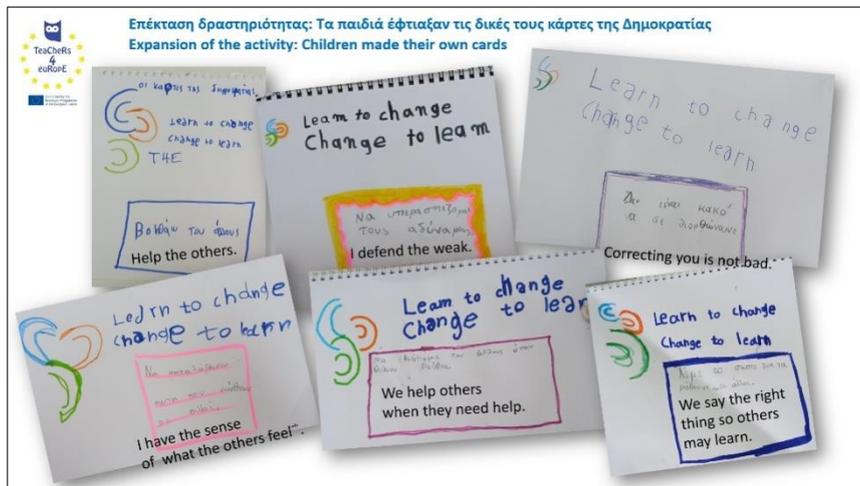


Figure 8. The cards for Democracy – Students’ creation

6.5 Action: Google and L2C digital museums

Aim: The aim of this activity is for students to produce a speech about the democratic ideals and values of the EU. through art.

Methodological approach: The digital museums of Google Arts and Culture, the Artful Thinking technique and observation and speech production techniques were used for this purpose.

Procedure Implementation of the activity: The students toured the digital museums. The students observed paintings by well-known painters, painted them and wrote their parallels with the cards of democracy and the 4D (picture 9). Indicative tables used: Franz Mark's enchanted mill, Claude Monet's June 30 celebration, Van Gong's Blossoming Almond Trees. The students mentioned Van Gogh 's blossoming almond trees on the board: "It shows respect for nature", "It shows Creation and imagination". For the painting the celebration of the 30th of June of Claude Monet stated "People and animals have the right to live in nature", "We all have the right to live together, people and animals". For the painting The Enchanted Mill by Franz Mark stated “Democracy. "People are celebrating."

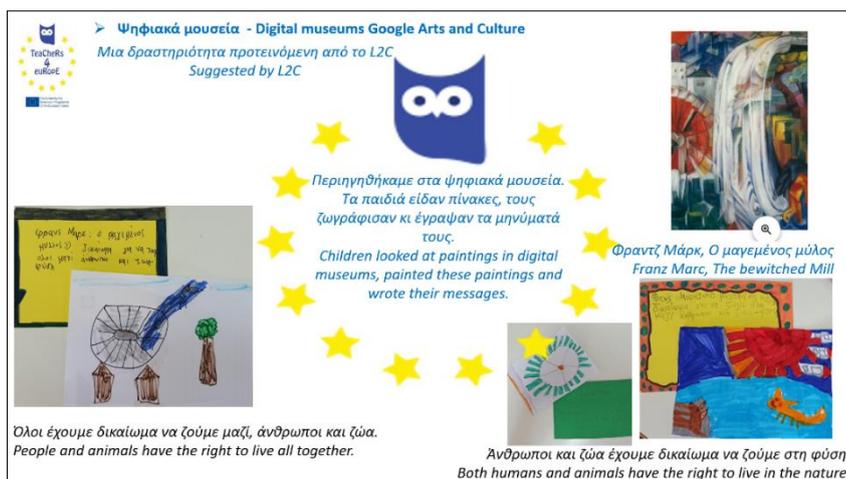


Figure 9. Digital museums Google Arts and Culture

7. Conclusions

This innovative collaborative program was implemented as a partnership between our partners with the planning, encouragement, coordination, mentoring and contemplative of Mr. Karagkiozis Ioannis, Teachers4Europe Ambassador Primary Education of Serres.

Upon completion of the program, as found during its self-evaluation, the program achieved its goals. The students responded extremely well. They participated actively with joy and mood and enjoyed the whole process. They gained knowledge and experiences through experiential activities, demonstrated excellent communication, cooperation, observation skills. They formed attitudes and values harmonized with the values of the EU. And gained respect for democracy. They encountered EU values. and developed their creativity by creating their own works. They dealt with rich digital and printed material and utilized a variety of learning resources. Most of all, however, they gained the experience of a collaborative way of working with partners and showed a sense of responsibility and consistency in their cooperation. They acted as conscientious citizens of Europe and the world with care and interest for the world around them, for the whole planet.

Bibliography

Asderaki, F. και Sideri, O. (2020) ‘Teaching EU Values in Schools through European programs during COVID-19 pandemic. The “Teachers4Europe: setting an Agora for Democratic Culture” Program’, *HAPSc Policy Briefs Series*, 1(1), pp. 259–270. Available at: <https://doi.org/10.12681/hapscpbs.24977> [Accessed 20 April 2022]

Cardet. (2012) *Ανάπτυξη Αυθεντικών Περιβαλλόντων Μάθησης μέσω της Συνεργασίας Σχολείων και Επιχειρήσεων*. Λευκωσία.

European Union. (2012) Charter of Fundamental Rights of the European Union, OJ C 326, 26.10.2012. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=cs> [Πρόσβαση 30 Απριλίου 2022]

European Commission, Directorate-General for Communication, Leyen, U. (2020) *Political guidelines for the next European Commission 2019-2024; Opening statement in the European Parliament plenary session 16 July 2019 ; Speech in the European Parliament plenary session 27 November 2019*. Publications Office. Available at: <https://data.europa.eu/doi/10.2775/101756> [Accessed 30 April 2022]

European Commission, Representation in Greece, Παπαϊωάννου, Θ. (2018) *Τα αστέρια της Ευρώπης*. Publications Office. Available at: <https://data.europa.eu/doi/10.2775/891359> [Πρόσβαση 30 Απριλίου 2022]

European Union (2022) Learning corner Available at: https://learning-corner.learning.europa.eu/learning-corner_el [Accessed 20 April 2022]

Feinstein, A.H., Mann, S. & Corsun, D.L. (2002) Charting the Experiential Territory: Clarifying Definitions and Uses of Computer Simulation, Games, and Role Play. *Journal of Management Development*, 21(10), 732. Available at: <http://dx.doi.org/10.1108/02621710210448011> [Πρόσβαση 30 Απριλίου 2022]

Learn to Change Change to Learn Available at: <https://www.learntochange.eu/>



Lunce, L. M. (2007) *An investigation of the use of instructional simulations in the classroom as a methodology for promoting transfer, engagement and motivation*. Ph.D. Dissertation, Denton, Texas. UNT Digital Library. Available at: <http://digital.library.unt.edu/ark:/67531/metadc3943/> [Accessed 2 May 2022]

Misfeldt, M. (2015) Scenario Based Education as a Framework for Understanding Students Engagement and Learning in a Project Management Simulation Game. *Electronic Journal of E-learning*, 13(3), 181-191. Available at: <https://www.academic-publishing.org/index.php/ejel/article/view/1725> [Accessed 20 April 2022]

Project Zero (2006) Project Zero Harvard Graduate School of Education. Available at: <http://www.pz.harvard.edu/resources/final-report-artful-thinking> [Accessed 2 May 2022]

Sadler, T. D. (2009) Situated Learning in Science Education: Socio-Scientific Issues as Contexts for Practice. *Studies in Science Education*, 45(1), 1–42. Available at: <https://doi.org/10.1080/03057260802681839> [Accessed 20 April 2022]

Tellis, Winston, (1997) Introduction to Case Study. The Qualitative Report, Volume 3, Number 2, July. Available at: <http://www.nova.edu/ssss/QR/QR3-2/tellis1.html> [Accessed 2 May 2022]

Thompson, A., Simonson, M., & Hargrave, C. (1996) Educational technology: A review of the research, 2nd ed. Washington, DC: *Association for Educational Communications and Technology*. Available at: <https://dr.lib.iastate.edu/handle/20.500.12876/22782> [Accessed 20 April 2022]

Union, I. (2018) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. *A new skills agenda for Europe*. Brussels. Available at: https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en [Accessed 25 April 2022]

Zeidler, D. (1997) The central role of fallacious thinking in science education. *Science Education*, 81(4), 483–496. Available at: [http://dx.doi.org/10.1002/\(SICI\)1098-237X\(199707\)81:4%3C483::AID-SCE7%3E3.0.CO;2-8](http://dx.doi.org/10.1002/(SICI)1098-237X(199707)81:4%3C483::AID-SCE7%3E3.0.CO;2-8) [Accessed 28 April 2022]

Zainal, Z. (2007) Case study as a research method. *Jurnal kemanusiaan*, (9), 1-6. Available at: <https://www.aiub.edu/Files/Uploads/fba-old/case-study/OPM110044.pdf> [Accessed 22 April 2022]

Salvaras, G. and Salvara, M. (2011) *Teaching models and strategies*. Athens: Interaction.

Hatzigeorgiou, G. (2004) *I know the curriculum*. Athens: Atrapos.

Looking for a New Home! Effrosyni Chatoglou²²

Introduction

The project was about the refugee problem, focused on our city, Rafina. It is a big problem for Europe and an historical fact for Greece. It has to do with human rights and especially, kid's rights. Students live with this social and political problem and need to know about it. And because kids think better when they have examples from Nature, the issue was connected with Migratory birds, and so cultivate an environmental sensitivity together with the social one.

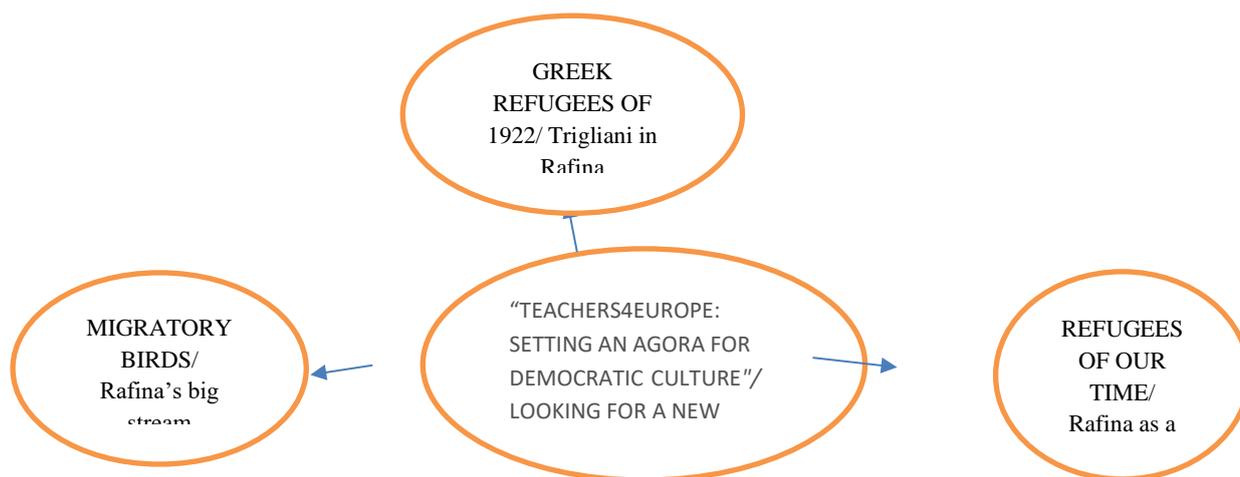
At the center of the project, we put our own city, Rafina. A city that was built by refugees and never stop to accept new ones. To know the local history, the roots of their own family is so important for kids. A democratic person is he who joins with "demo- (δήμο-)", the city and its citizens, who knows and cares of his own community.

All activities aim to follow and cultivate democratic ethics, as critical thinking, dialog skills, cooperation and team work.

The project lasted from March 2020 to March 2022. It was a time of lockdowns and many prohibitions because of covid virus. That gave us difficulties and challenges as well. All 24 students of our class took part, together with their parents and grandparents, who follow the digital lessons, and share with us their memories. There was a chance for us to have new experience in modern technological tools and learn to be flexible in difficult conditions.

The project was developed in three dimensions:

1. Migratory birds, like those that find shelter in Rafina's Big Stream
2. The Greek refugees of 1922, who were expelled from Asia Minor, especially those from Trigliani, who found refuge in Rafina.
3. Refugees of our time, coming in Europe and our city



²² Teacher and Principal of Rafina's 4th Kindergarten

Most of the project's activities were published on the local digital newspaper: <https://www.irafina.gr/>, so the project had an important impact to the community.

On 2021 our team participated in the Quality label awarded etwinning program: "TEACHERS4EUROPE: SETTING AN AGORA FOR DEMOCRATIC CULTURE/LIVING, LEARNING, LOVING", focused on the city's identity. That gave us the opportunity to enrich our main project with collaborative products.

PEDAGOGICAL GOALS

Our actions were aimed at helping students:

- to understand the democratic values associated with the refugee problem: human rights, children's rights, peace, solidarity.
- to see a global problem under the microscope of our own city.
- to have an intimate relationship with the issue, as "Learning depends on an internal personal motivation and not on external motivations" (Watson,1975)
- to realize that refugees deserve our respect but not our pity, and that they may enrich a democratic civilization. As the poet says: "After the Asia Minor catastrophe/ I began to confuse church saints/ with refugees. We were destroyed/ and instead of losing myself, I became a citizen of the world" (Krokos,1996)
- to get to know the local history and environment
- to experience on practice the basic principles of a democratic citizen: critical thinking, participation and cooperation, as it is accepted that: "The successful transition of any person from childhood to adolescence is based, among other things, on the positive experiences he has gained in the areas of academic life and social relationships" (Kakouros & Maniadaki,2004)

PEDAGOGICAL METHODS

Various method was used, based on activities that were implement in and out of classroom, as far as that was possible due to covid conditions. Democratic ethics were the target and the way to achieve it, in any case.

- In the very beginning of every action, we put the dialog, trying to cultivate thinking skills by brainstorm, putting questions, looking for answers. "We don't want "answer's hunters", we need to "encourage thinking""(John, Holt.1995)
- Thinking skills are connected with speaking skills. For preschoolers, language is not the only way. There are nonverbal ways to express feelings and thoughts creatively, such as drawing, music and role play.
- Refugee problem is complicated and tragic, so we used fantastic stories and symbols to help children to understand it by an appropriate way with books, videos and puppets. "Sometimes a symbol is the only way to communicate with a child" (Rondari, G,1985)
- Use technology for information, communication and creativity.
- Team work within our class and with other schools and students. As a result of this method was – among others – the two ebooks based on "open stories" (Rondari, G.1985). Students from 6 schools cooperated during the etwinning program and create two fairy tales.



- Collaborate with local people and institutions, with parents and families, as we believe that: “Education relies on the relationship between partners who already have some of the keys which give access to memories stored in and by the community. It relies on the critical intent of all those who use memories creatively” (Illits,1976).
- Visit relevant places of our city with excursions and learn from local people.

ACTIVITIES - DIMENSION 1: MIGRATORY BIRDS

In front of our school is Rafina's Big Stream, important for the city and for the various plants and animals and especially the migratory birds. Like these birds, the Greek refugees of 1922 used the Stream in their daily lives, until they settle in houses.

- We learned about Water Circle, walking and birdwatching on the Stream. (photo 1).
- We learned about migratory birds from videos, photos, books.
- We made crafts, masks, drawings and math/language worksheets.
- We work on Hellenic Ornithological Society’s worksheets: “*Winged travelers*” (photo 2), that gave us the stimulus to think, discuss and draw about the difficulties that migratory birds confront.
- We sang traditional songs about the river and the Swallows.
- We watch videos with the ancient Greek myths about Swallow and Alkyoni.
- We read the books: “*Love like a Sea*”(Chatoglou,2017), “*Happy Prince*”(Wild,O., 2004)
- We made nests from clay for swallows and put them on our balconies.
- Scientists, members of the *Movement for Rafina’s Big Stream Protection*, mr Lazaris and mr Scaleas, present their unique photos from animals and plants of the Stream, during our digital lessons (photo 3)
- The whole work gave, as a result, a little project, awarded from BRAVO SCHOOLS (2021). <https://padlet.com/valitsa2/zbi5j3fpvlywsp28>
- We played games from *Hellenic’s Ornithological Society* material: 1)Role game: In some eggs there are sheets. Open an egg and see what you, as a bird, confront in your travel: hunting, hunger, days and days over the ocean, fatigue, thirst...(photo 4) , 2) Table- game with dice: drive the bird to the nest 3) Table- game with dice: follow Eagle Spizaetos – species in danger - to his difficult travel.
- The 6 school- partners of the etwinning project collaborated and made a 3lingual ebook: “*The adventures of a Swallow*”. One school start the story and made the pictures and then gave it to the other, and the other... and that’s how came a lovely book which all of us shared.

<https://read.bookcreator.com/yZRekS82JzdzGkrtDly8G0G6sW13/dn1JF11WSRaS9HnAMXa76w>



1. Birdwaching on Stream



2. "Winged travelers"- worksheets



3. Scientists' presentations and drawings



4. Let's fly!

ACTIVITIES- DIMENTION 2: GREEK REFUGEES OF 1922

Just 200 years before, 2.000.000 of Greeks were expelled from Minor Asia in tragical conditions. Hundreds of them came from Triglia to Rafina, saved from a compatriot, who transferred them with his own ships. This is the story of our grandparents.

- Parents and grandparents narrate their memories during digital lessons.
- We visit Rafina's Trigliani's Museum (photo 5). A traditional house with lots of old objects of everyday life. Kids were treated with traditional "Loukoumia".

- We play a puppet theater with granny Klara, who narrates her childhood, from Triglia to Rafina (photo 6)
- We visit the first little church the Trigliani build when they came in Rafina.
- We visit their first school- now little church “Panagitsa”. This is located at the opposite side of the Stream- then without bridge- and the kids had to pass the river in any weather. There is today the statue of their benefactor Filippos Kavounidis.
- At the playground of the city, we analyze the symbol of Minor Asia’s Greeks: the eagle with two heads, which is also the symbol of the local football team (photo 7)
- We read the book: *“The statue that was cold”* (Boulotis, Ch. 1999), that gave us the occasion to think and draw about the Minor Asia tragedy.
- Observe in our classroom the metamorphosis of silkworm! Trigliani people, were employed with silkworms (photo 8)



5. Visiting Trigliani’s Museum



6. Granny Klara narrates her childhood



7. Symbol of Football Team “Triglia”



8. The amazing metamorphosis of silkworms

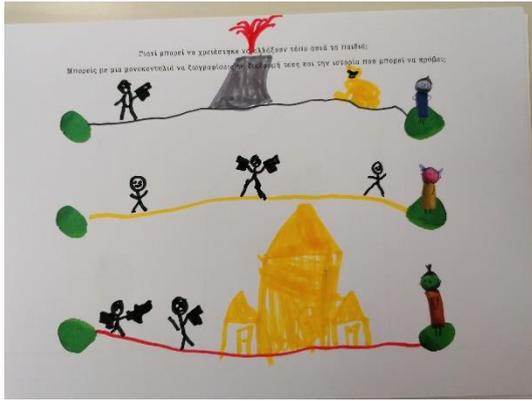
ACTIVITIES – DIMENTION 3: REFUGEES OF TODAY

The refugee problem is never missing from Rafina. All families have something to say about.

- We watch UNICEF’s videos (*“unfairy tales”*) to understand about the big problem that happened and still does, focus on kids refugees.
- During digital lessons parents and grandparents told us about refugees from Yugoslavia’s war, who they accommodated, about 20 years before.
- The recent war in Ukraine gave us a sad opportunity to see the problem happening in front of us. Refugees accommodated in Rafina. Our school gave them things they need and we accepted a kid in our school as a student.
- We had a collaboration with the *“NETWORK FOR CHILDREN’S RIGHTS”*. We exchanged drawings, photos and gifts with the *“Cultural Workshop”* which employs creatively little migrants. We participated in the competition *“We sing our rights”*, with our poem: *“Little refuge”*.
- We had a collaboration with the newspaper team *“Migratory Birds”*- produced by refugees. They send us many of their issues, which we put in our library and the kids were excited with the different languages that are written.
- Citizen’s Advocate send us a copy of *“Kids on moving”* for each student. This book gave us the stimulus to think, discuss and draw: Why do these children leave their home? Which are the dangers that they may confront? Imagine if you were in his place. What could you take with you if you had to leave your country? What do these kids dream? Who and how can help them? (photo 9,10)
- We played a UNHCR table- game with dice: You follow the adventures of two refugee children and by the end of the journey you know the difficulties and dangers they face.
- In a WEBEX meeting the etwinning partners- schools watched the puppet theatre *“Little Black Pig”*: Poor Pig had to leave his home, travel with a boat and look for a new one (photo 11). After the meeting, kids of each school gave their drawings and their own end to the story and so we made another one cooperative ebook. <https://read.bookcreator.com/dDWsYg0wXePZaO4TgmfUGXQ5rj93/9pHi7t9DT665LSN4MHtc7A>
- We read the books: *“The travel”*(Sanna,F. 2016) (photo 13) and *“ Good morning Peace”*(Chatoglou,F. 1979), that gave us the occasion to talk and draw about War and Peace.
- We made a panel that put outside of our school: *“Please stop the war”* (photo 12)



9.Kid’s work- Refugees on moving



10. Page from the book “ kids on moving”



partners watching” Little black Pig”



12.Kids deserve Peace!

11.School



13. The last page of the book “The travel”, where the little refugee says: “I wish, one day, that we will find a new Home, like the birds, and live there without fear, so we can start from the beginning”. This gives the meaning of our project!

For more details and photos of the whole project in this presentation:
<https://sway.office.com/gbWsmT0mwTS9bsVe?ref=Link>

SUMMARY

Refugee problem is a political and social problem, global and European as well. Greek history is full of relevant memories, and Rafina, the city of our school, has been built on this base. Our project: “TEACHERS4EUROPE: SETTING AN AGORA FOR DEMOCRATIC CULTURE”/“LOOKING FOR A NEW HOME!”, aims to help the students to understand all



the aspects of the refugee phenomenon, through practical activities in classroom and outside, at local places. We used various pedagogical methods inside school, as books, videos, crafts, table games, role games, technology, worksheets, puppets etc, and at the same time out of school actions as excursions, visiting museums, birdwatching etc. Following democratic ethics, as dialog, brainstorm and critical thinking, the project aims to educate citizens of tomorrow who to think and act radically and positively. Democracy means collaboration, so the project gave the opportunity for team working with local people and institutions, with parents and families and with other schools. The second year of the project our team participated with other 5 schools (Greeks and one Turk) on a relevant project with the title “TEACHERS4EUROPE: SETTING AN AGORA FOR DEMOCRATIC CULTURE/ LIVING, LEARNING, LOVING”, which focused on the city’s identity. That was a good opportunity to extent our experience and collaborate with schools from different cities from Greece and Turkey and produce some excellent products all together. The project lasted almost three school years, 2020-2022, and took place during lots of lockdowns and prohibitions, because of covid virus. That gave negative and positive conditions as well. Digital lessons help us to practice on new technology, evolved parents in our activities, and teach us to be flexible on difficulties.

KEY WORDS

Democracy, Refugee, Local interest

BIBLIOGRAPHY

- BOULOTIS, CH. (1999). *The statue that was cold*, Patakis, Athens.
- CHATOGLOU, F. (2017). *Love like a Sea*, Portokali, Athens.
- CHATOGLOU, F. (1979). *Good morning Peace*, Syghroni Epoxi, Athens.
- HOLT, J. (1995). *Why kids failure*,(p.33-34). Kastaniotis, Athens.
- KAKOYROS, E. & MANIADAKI, K. (2004). *Psychopathology of Kids and Teenagers*,(p.110). Tybothito Dardanos, Athens.
- KROKOS, G. (1996). *Chamomiles that talk (Flowers Kindergarten)*, (p.12).Chios’s Cultural Center, Chios.
- MIGRATORY BIRDS, monthly newspaper of Network for Children’s Rights.
- ILLITS, I. (1976). *Deschooling Society*, (p.32). Nefeli, Athens.
- PAPATHEODOULOU, A. (2019). *Kids on moving*, UNICEF & Citizens Avocate, Athens.
- RONDARI, G. (1985). *Grammar of Fantasy*, (p.141 and p.187). Tekmirio, Athens.
- SANNA, F. (2016). *The travel*, Patakis, Athens.
- WATSON, G. (cooperative book) (1975). *Summerhill: For and Against* (p.169). Mpoykoymanis, Athens.
- WILD, O. (2004). *Happy Prince*, Erevnites, Athens.

ELECTRONIC SOURCES OF INFORMATION AND EDUCATIONAL MATERIAL

HELLENIC ORNITHOLOGICAL SOCIETY: <https://www.ornithologiki.gr/en/>

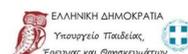


LIKION ELLINIDON RAFINAS: <https://lykeionellinidon.com/parartima/rafina/>

TRIGLIANI : <https://www.triglianoi.gr>

NOTE:

The ebooks: “*The adventures of a Swallow*”, and “*Little Black Pig*” were made in the context of the etwinning program: “TEACHERS4EUROPE:SETTING AN AGORA FOR DEMOCRATIC CULTURE/ LIVING, LEARNING, LOVING” (2021) , in cooperation with the School partners and head teachers: Rakalidou K. (1st Kallitheas), Triandafillou, E. (2nd Peanias), Xatzipanagiotou F.(1st Panoramatos), Taralaiskou,E. (8th Neapolis) and Akar G. (Konya Ereğli Musa Karabaş Anaokulu).



Students' Contract for European Active Democratic Citizens: Commitment – Action – Networking, Georgaki Evangelia,²³ Taouzi Vasiliki²⁴, Tsiaprazi Maria²⁵ and Anastopoulos Vasileios²⁶

Abstract

This paper presents our contribution to the 3-year European project “Teachers4 Europe: Setting an Agora for Democratic Citizens”. It consists of three parts: 1) the presentation of the workshops that were designed and conducted with our students within these three years, 2) the organization of an open dissemination event with collaboration with the Directorate of Secondary Education of Eastern Attica and 3) a survey among our students on Fake News and its impact.

We have designed and implemented 4 workshops under the topics:

WORKSHOP 1: “Mastering the Media: developing critical thinking skills”

WORKSHOP 2: “STEREOTYPES: Change your mind-set before changing the world”

WORKSHOP 3: “Disinformation: Developing ... antibodies to disinformation”

WORKSHOP 4: “FAKE NEWS: severely harmful to Democracy”

Key-words Media Literacy, Disinformation, Stereotypes, Fake News, Critical thinking, civic Competence

Introduction

Democracy, one of the founding values of the European Union, should not be taken for granted. It must be learnt, understood and most importantly practiced by many citizens.

The young should be empowered and equipped with the competences and the mind-set they need to engage in society. The acquisition of critical thinking and insight of local, national and international issues is a core value of being a global citizen (UNESCO 2014, UNESCO 2015).

The role of school is to prepare youngsters for adulthood and real life. As Teachers 4 Europe we acknowledge the Media Literacy as an important skill for our students and set it as our top priority in our process of teaching them how to be responsible active democratic citizens. Thus, we decided to focus on media literacy and set up a whole project under the title: “Media Literacy: Do we control the Media or the Media control us?”

The outbreak of the pandemic brought about the rise of the use of social media and consequently, the issue of disinformation came to the fore in a forceful way that made its tackle even more

²³ Ambassador Teachers4Europe, Principal of 2nd Gerakas Senior High School egeorgaki@sch.gr

²⁴ Teacher4Europe, English teacher at 2nd Gerakas Senior High School, vataou@hotmail.gr

²⁵ Teacher4Europe, teacher of Political Sciences at 2nd Gerakas Senior High School mtsiaprazi@yahoo.com

²⁶ IT teacher at 2nd Gerakas Senior High School banasto@sch.gr

imperative. From 2020 to 2022 we designed and implemented four (4) workshops for our students of 10th and 11th grades and carried out several relevant activities.

Objectives

To help everybody act as a responsible democratic citizen, able to participate fully in civic and social life, based on an understanding of social, economic, legal and political concepts.

To engage young people, our students in this case, to be active in our societies, to contribute as citizens to democracy.

To promote critical thinking skills with regard to stereotypes and prejudices.

To develop skills of media literacy.

To acquire the capacity to examine local, national, global and intercultural issues.

To understand and appreciate the perspectives and world views of others.

To foster personal development.

To inspire, engage and motivate as many students as possible

Methodology

A variety of methods were used:

Teachers as facilitators of learning:

Developing critical thinking begins with educators not wanting to give students their own answers to complex questions. The students need to discover for themselves why people have different opinions and feelings while teachers need to draw from their students' own experience of the world.

Brainstorming, Drawing from personal experience, Scaffolding

Reflection

It is important for the students to reflect on their own place in society, the choices they make and the effects their choices have on others.

Interdisciplinary approach

History and Language teachers, Human Rights educators, English, Civic Education

Use of ICT

Online research, Kahoot, Padlet

Gamification

The Bad News Game, the Broken Phone Game

Practical learning/creativity

The students are exposed to real news in real time and are expected to comment on it.

Team work

Activities – Workshops



We based our project on designing and carrying out 2-hour workshops with our students. We managed to launch the project just before the school closures due to the COVID-19 pandemic, we tried to keep our students engaged and motivated throughout the pandemic and resumed our onsite activities after the re-opening of schools, in the school year 2021- 2022.

WORKSHOP 1: “Mastering the Media: developing critical thinking skills”

We carried out two 2-hour sessions on the topic: the first on 9 March 2020 and the second on 17 May 2020. The teacher leads the students through a series of activities:

1st step: The “Mastering the Media” sessions start by asking students to reflect on their own use of media. We draw on students’ own experience and exposure to the news by inviting them to participate in the discussion:

How important is it for you to be / stay informed about current affairs?

Which media do you prefer to get informed by: internet sites, social media, radio, TV news, newspapers, magazines?

Then, we ask them to reflect on their own media-consumption: what choices they make every day about the media they “listen to”, which influence the Media have on them, how they perceive the world around them.

2nd step: We use our school website portal to the media of the day:

<http://2lyk-gerak.att.sch.gr/anakoinoseis-newspaper.htm> .They are asked to monitor the media’s coverage of the current affairs in the Greek newspapers. The students are exposed to real -life material in real time. That means that the students see all the front pages of the daily corpus of the Greek newspapers, both established and tabloids. The students are asked to comment on each layout and then to reflect on it.

3rd step: Students are asked to assess the credibility of their information sources and they are often unexpectedly critical. Students are asked to detect conveyed ideas beyond the highlighted topics and the way they are presented and to discuss if there have been certain policies served by each choice.

On the second session we followed the same procedure of reflection and critical assessment of the media (steps 1-3). This time we used 5 Sunday newspapers (Sunday, 17 May 2020). After that, students were divided into 3 groups. Due to COVID-19 they took all the precautionary measures: they put on their masks and gloves, they kept distance. They were asked to think and act as newspaper editors: They had to choose which topics they would select for their front page and to decide on the layout. The final product was to create their own newspaper, give it a name and present it to class.



Fig.1: Students created their own frontpage using the daily news

Activity

Padlet: During quarantine students were asked to contribute their views and experiences on COVID-19 quarantine to a padlet: https://padlet.com/evangeorgaki/kovid19_guarantine

WORKSHOP 2: “STEREOTYPES: Change your mind-set before changing the world”

We set the topic “STEREOTYPES: Change your mindset before changing the world”. In this workshop, learners have the opportunity to analyse media sources (advertisements, TV commercials, posters, traditional jokes, a newspaper article) that have drawn public attention and are relevant to popular stereotypes. Our objective is to engage as many students as possible in it. We carried out the workshop with two classes: 1) on Monday 19 April 2021 with 1st grade Senior High School students and 2) on Wednesday, 21 April 2021 with 2nd grade Senior High School students.



Fig.2: Workshop “Stereotypes: Change your mindset before changing the world”

The teacher leads the students through a series of activities:



1st step: The session starts by asking students to reflect on their own use of media. We draw on students' own experience and exposure to the news by following the procedure and questions of the 1st workshop.

Outcome: The discussion reveals the fact that young people rely mainly on the Internet (websites, social media) for their information. Then TV channels and radio come up in the discussion and newspapers rally last.

2nd step: Prompt questions are provided as examples to trigger learners' interest and reactions and to guide discussions around stereotypes.

- What stereotype lies behind this picture?
- Why are they controversial to your eyes?
- What was the public reaction to these?
- What was the main message?
- Were they countering stereotypes or perpetuating them?

The students are exposed to real -life material. That means that the students are shown and asked to comment on: advertisements, TV commercials, posters (recent or of the past). They are also presented with traditional jokes that refer to the people of the European Union.



Fig.3: A postcard by John N. Hughes-Wilson in WPI Whiteway Publications Ltd.

J.N.Hughes-Wilson W262 (Available at: <https://riihele.wordpress.com/2007/01/11/the-perfect-european-should-be/>)

3rd step: reading a newspaper article

The students were given a recent newspaper article on the Suez accident and how fake news was spread accusing a young female captain as the main culprit of the accident that caused so much although she was not even in the region.

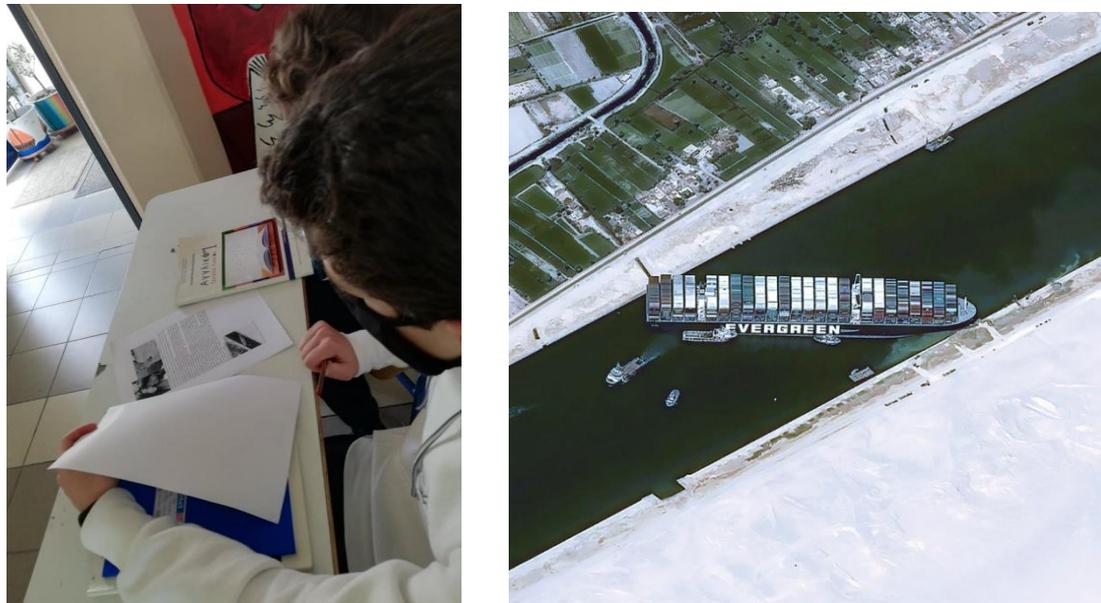


Fig.4: Evaluation of an article <https://www.kathimerini.gr/world/561326203/i-ploiarchos-poy-katigorithike-adika-gia-to-ever-green/>

4th step: reflection

Students are asked to assess the messages in media and then to reflect on them. They are asked to detect conveyed ideas beyond the highlighted topics and the way they are presented and to discuss if there have been certain stereotypes served, if hate speech was encouraged, or if they promote certain ideas.

WORKSHOP 3: “Disinformation: Developing ... antibodies to disinformation”

In this activity we set our students the objectives to learn the meaning of fake news and its features, to understand their negative impact on shaping public opinion and prejudices, to understand the dangers of the phenomenon of disinformation, to be able to assess the information they encounter on the internet and discern if it is reliable or not, to develop critical thinking so that they become responsible citizens both in the digital and in the real world. Finally, they practice in teamwork, collaboration, individual research and hands-on-learning. We use teaching material from the Learning Corner EU (Available at: https://learning-corner.learning.europa.eu/learning-corner/learning-materials/spot-and-fight-disinformation_en)

1st step: FAKE NEWS- Comprehension of disinformation. Students are asked to tell the difference between disinformation and other forms of false information such as

misinformation, to discern the opinion from the facts, to understand how on-line disinformation is created.



Fig.5: Identifying disinformation

Activity: “The broken telephone game”

The students by playing the traditional “broken telephone game” realize how small changes in a piece of news – deliberate or not- can turn a truth into a lie, to change the meaning, to create disinformation which can also easily be attributed to one particular person.

2nd step: Why does fake news exist? What reasons lie behind each piece of fake news: commercial (the promotion of a product, the creation of “traffic” or “click baiting” to a particular site?), political (shaping or leading the public?)

3rd step: The students searched for articles which were proven to be fake and their purpose was to propagate a story. Then they presented them to their classmates. The objective was to understand what propaganda is and how it works: The systematic dissemination of ideas, notions or opinions in religious, political, racial issues or ideologies aiming at influencing the public opinion and shaping it through biased, wrong or deficient broadcasting of information.

4th step: How can you detect non-reliable publications? Set the 5 Key- Questions:

Who publishes it?

Are they experts on the particular subject?

Where is it published? Is the source reliable?

When is it published? When is the last time the website was updated?

Why is it published: to inform, to convince or to promote a product?

How is it disseminated? On reliable sites or mainly through Social Media?

Activity: “Time for thought”

Articles are presented on which the students are asked to apply the 5 Key-questions so that they can adopt a critical approach to the news and be able to evaluate its reliability. Tips to watch out for: high-sounding “grand” headings, no mention of the source, no date, vague and grand language, urge to “share” the information.

Activity: Create your own poster to fight Fake News

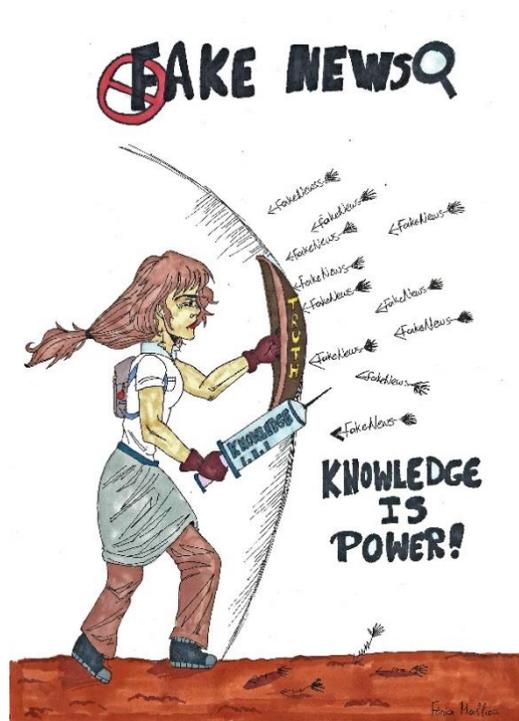


Fig.6: “Fake News- Knowledge is power”by Malliou Fenia (2nd grade Senior High School Student)

WORKSHOP 4: “FAKE NEWS: severely harmful to Democracy”

1st step: Our objective is to make our students realise how the spread of fake news is closely related to democracy

Activity: The Bad News Game

The students are assigned the role of the bad guy: they have to create their own fake news aiming at intriguing, obscuring the truth, manipulating the public, spreading uncertainty, causing confusion or provoking chaos and to get as many “likes” as they can (getbadnews.com) <https://www.getbadnews.com/#intro>

DISSEMINATION EVENT: Students’ Contract for European Active Democratic Citizens: Commitment – Action – Networking

On 9 May 2021 we organized a dissemination event with collaboration of the Directorate of Secondary Education of Eastern Attica. The purpose of this event was threefold: 1) to commemorate the Day of Europe, 2) to celebrate the winning of "JAN AMOS COMENIUS Award 2020" by our school for its high-quality education of European values and way of life and 3) to present our project "T4E- Media Literacy: Do we control the Media or the Media control us?" to the community of T4E and to teachers of Eastern Attica and Greece generally who were invited.

It was a joint project that was organized with the collaboration with the following organizations and agencies:

European Commission, Directorate-General for Education, Youth, Sport and Culture, University of Piraeus, Ministry of Education, Directorate of Secondary Education of Eastern Attica, ELIAMEP

The programme of the day included the following speakers:

Themis Christofidou, Director-General for Education, Youth, Sport and Culture, European Commission, who spoke about the European values, way of life and policy and the significance of the JAN AMOS COMENIUS AWARD set by the European Commission.

Foteini Asderaki, PhD, Assistant Professor of the International and European Studies, University of Piraeus, who presented the European Education Area

Zeta Makri, Deputy Minister of Education and Religious Affairs, Hellenic Republic, who sent her "Message to Europe"

Vasiliki Makri, General Director of International, European Matters Ministry of Education
Andreas Alexandris, Director of Directorate of Secondary Education of Eastern Attica
Athanasios Zoutsos, Mayor of Pallini Municipality

Georgaki Evangelia, Ambassador T4E and Principal of 2nd Gerakas Senior High School, who talked about "European Identity of Schools: Collaborations and Networking" and Ms Tonia Papatriantafyllou, National Coordinator of T4E, who talked about the importance of networks for schools.

The teachers of 2nd Gerakas Senior High School and Teachers4 Europe Taouzi Vasiliki and Tsiaprazi Maria who presented the workshops and activities that were conducted at our school in the frame of our participation in the project T4E.

Mr Anastopoulos Vasileios, ICT teacher, who presented the "JAN AMOS COMENIUS Award 2020" and the equipment of the Computer Lab of our school with new computers.

Overall evaluation of the educational activity:

The event was attended by over 200 people, namely Teacher Counselors, many teachers of Secondary Education and Teachers4Europe who were invited. It was also attended by the Mayor of Pallini and many members of the local authorities. It was broadcast on YouTube through live-streaming (<https://www.youtube.com/watch?v=QyQDOUblpMs&t=1963>) and it was later presented on the school website with many views (<http://2lyk-gerak.att.sch.gr/2020-21/ekdiloseis2020-21-ACT.htm>). It had a great impact on both the educational and local community and added value to our school's reputation as an open school that promotes democratic and European values. The speeches were presented to students of the school on the following days.



With the Ministry of Education we co-organised another week of Active Citizenship and invited schools which are like-minded and open to partnerships. The event was also broadcast on youTUbe through life-streaming

<https://www.youtube.com/watch?v=LSA0LWnJILs&t=4116s> School Website: <http://2lyk-gerak.att.sch.gr/2020-21/ekdiloseis2020-21-ACT.htm>

SCHOOL SURVEY: A school Community Questionnaire on Fake News and Public Awareness

Our school wanted to measure the impact of our project on our students and see the levels of their awareness of fake news and their general attitude towards this issue. We conducted a survey from April 2022 till 6 May 2022 which used the questionnaire in a survey requested by the European Commission, Directorate-General for Communications, Networks, Content & Technology (Flash Eurobarometer 464 Report, 2018). This survey was conducted in February 2018 in the 28 member states of the European Union and explored the European citizens' awareness and their general attitude towards fake news. So, we proceeded with the translation in Greek and the adaptation of the questionnaire to our school needs and offered it to our student body and our school community by uploading it on the school website: (https://docs.google.com/forms/d/e/1FAIpQLSdWmTRD4YmbOrwI-FtAwkfc_Wz6w8FP7qplWN4id4l8eeCPzA/viewform)

The survey is still on but so far 78 have responded to it, which means one sixth of our school community. The vast majority of the respondents are students 82% and 18% are teachers. As it was expected, the 86% of the respondents use social media and the internet every day or almost every day.

According to our findings (see ANNEX 1):

- 1) Almost half of the respondents (46,2%) say that they encounter fake news every day and another 23.1% say that they come across news that misrepresent reality at least once a week totally amounting to 69,3%, which compared to the percentage of the Europeans in the 2018 survey (Flash Eurobarometer 464 report) is similar (68%).
- 2) As for our respondents' confidence about identifying fake news, our findings show that 29.5% of them feel very confident and half of them (50%) somewhat confident. In other words, a remarkable 89,5% of the respondents feel totally or to some extent confident when they come across fake news that they can identify it. This percentage is higher than the findings in the European survey where about 15% feel very confident and 56% somewhat confident (71%) but when we compare the percentage among the young Europeans and our respondents we realise that it more likely the younger a respondent is the more confident to feel. Another interest comparison is that Greek people felt less confident about their ability to identify fake news that the average European in the 2018 European survey (64%) which seems to have changed among the members of our school community.
- 3) According to our findings, an astonishing percentage of our respondents acknowledges that fake news is a definite problem for our country (95%). In particular, 76,92% say

that it is a serious problem and 19,2% a problem to a certain extent. They also believe that fake news is a problem for democracy: 71,80% and 19,2% respectively (90%). These findings are a bit higher than in the rest of Europe, where Europeans think that the existence of fake news consists a problem for their country (85%) and for democracy (83%) but they are the same with the findings of the 2018 survey in Greece, where Greek people showed their concern about the impact of fake news on their country (90%) and on democracy (87%).

- 4) Finally, as for who is considered to be responsible to tackle the issue and control the spread of fake news, there is a variety of answers and our respondents seem to expect various institutions and media actors to act, indirectly acknowledging that it is a multifaceted issue that calls upon coordinated and systematic approach. Our respondents tend to think that the citizens themselves should be held responsible (35.9% of them, compared to 32% in the European survey) mainly because of their young age. Approximately one third of them (29,5%) replied that “all of them” should be held responsible which might show that they have not figured out the mechanism of how disinformation works and how it can be stopped. Another interest point is that our respondents showed equal trust to EU institutions and the national authorities (25,6%). Compared with what the Greek people had answered in the 2018 survey, there is a shift of the percentage of people who thought that national authorities can solve the problem: from 34% in 2018 to 25,6% now. The higher percentages are given to transnational institutions and media actors such as press and broadcasting management (33.3%), online social networks (32,1%) and journalists (32,1%).

To sum up, in this survey we explore our students’ awareness of the media, their confidence to use them and their understanding of the implications of fake news and disinformation. The findings of the European survey are used as a benchmark to compare and contrast our own. Obviously, they show that the vast majority of our respondents relies on the Internet and use social media every or almost every day but they are aware of the existence of news which is far from being true. Fortunately, most of them, despite their young age, also realise how serious fake news can be not only for their country but for the democratic institutions. As far as who is responsible to take action and tackle the issue, they show an indecisive attitude as to which of the institutions to hold accountable.

Conclusions

Over 300 students attended the workshops or took part in the related activities. They were given the opportunity to work with real news, to evaluate it and develop their critical thinking. Our students appreciate being at a school that promotes democratic and European values and are getting more and more willing to participate in projects like this.

The workshops are ready-to-use and each one of them can be repeated at any time with updated material so that the students are always exposed to real-life, real-time material, giving them the



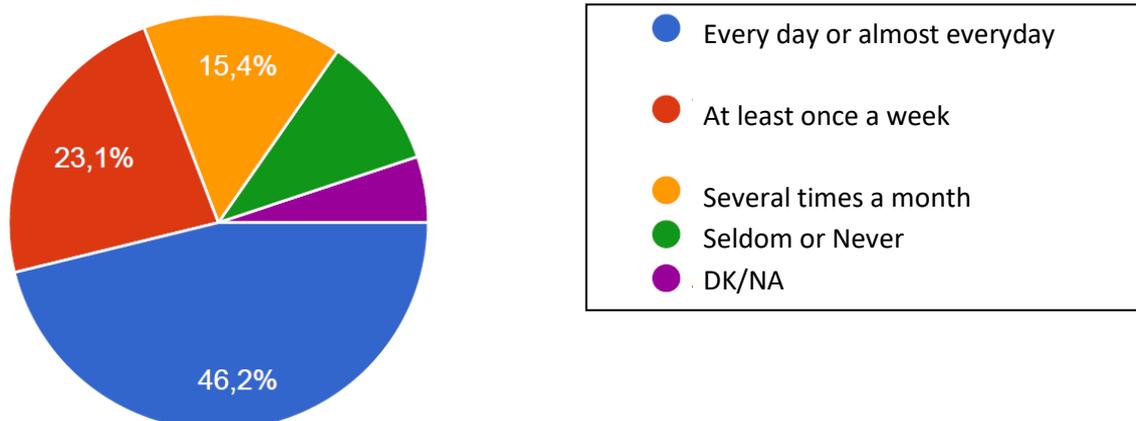
satisfaction that they participate in the current events, they shape an opinion on them and their opinion matters and is being taken into consideration.

The event reached a wide audience. It was attended by Officials of the Ministry of Education, many teachers of Secondary Education, Teachers 4 Europe, Teacher Counselors, by the Mayor and many members of the local authorities and representatives of the Parents' Association. The event was broadcast on YouTube through life-streaming and on our School Website <http://2lyk-gerak.att.sch.gr/2020-21/ekdiloseis2020-21-europe-day-imerida.htm> with many views. It had a great impact on both the educational and local community and added value to our school's reputation as an open school that promotes democratic and European values.

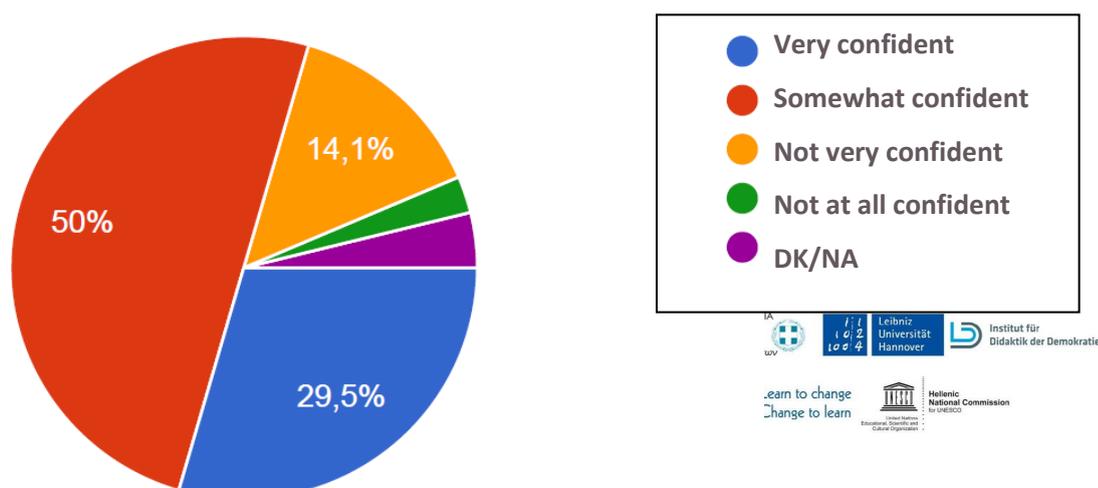
Our school values partnerships and through its participation in the T4E project it enhanced its ability of networking. The school is now participating in several networks and the strengthening of bonds with the other schools can be proved by its current collaboration in many national networks (SHMA. A.E.P), European ones (E-Twinning projects, ERASMUS Projects etc.) or even international networks (ASPnet UNESCO schools).

ANNEX 1

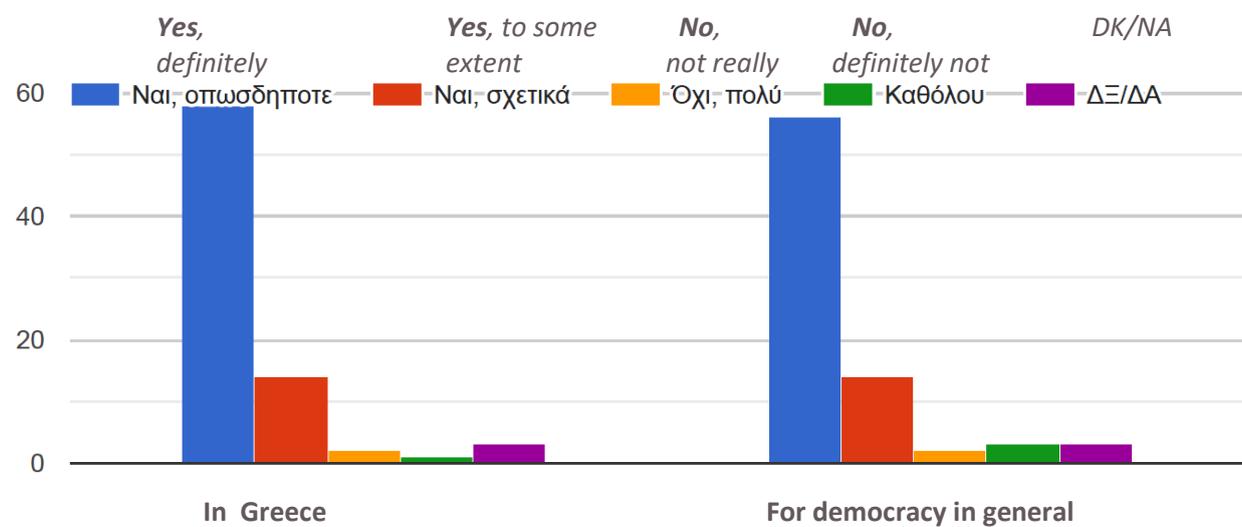
Q2 How often do you come across news or information that you believe misrepresent reality or is even false?



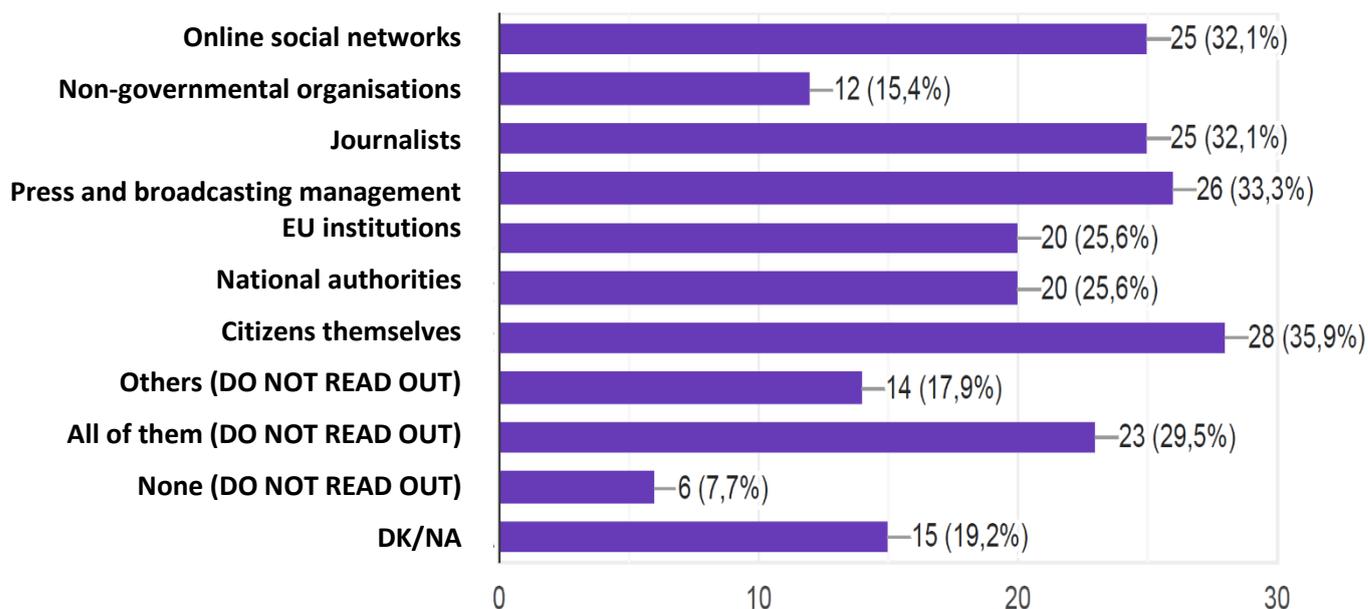
Q3 How confident or not are you that you are able to identify news or information that misrepresent reality or is even false?



Q4 In your opinion, is the existence of news or information that misrepresent reality or is even false a problem ...



Q5 News or information that misrepresent reality or that are even false are called “fake news”. Which of the following institutions and media actors should act to stop the spread of “fake news”?



Bibliography

Bad News (no date) Available at: <https://www.getbadnews.com> (Accessed at: 30 April 2022).

European Commission (2021) Disinformation: A threat to Democracy – Brochure (31 March 2021) (Available at: <https://digital-strategy.ec.europa.eu/en/library/disinformation-threat-democracy-brochure>)

European Commission (2018) *Flash Eurobarometer 464 Report: Fake News and Disinformation Online* Available at: <http://ec.europa.eu/commfrontoffice/publicopinion> (Accessed: 30 April 2022)

(Adapted questionnaire Available at 2nd Gerakas Senior High school website: https://docs.google.com/forms/d/e/1FAIpQLSdWmTRD4YmbOrwI-FtAwkfc_Wz6w8FP7qplWN4id4l8eeCPzA/viewform)

European Union (no date) Learning Corner EU: Spot and Fight Disinformation Available at: https://learning-corner.learning.europa.eu/learning-corner/learning-materials/spot-and-fight-disinformation_en (Accessed: 1 May 2022)

Κακαουνάκη, Μ (2021) «Η πλοίαρχος που κατηγορήθηκε άδικα για το «Ever Given», Kathimerini, 11 April 2021. Available at: <https://www.kathimerini.gr/world/561326203/i-plotiarchos-poy-katigorithike-adika-gia-to-ever-given/>

UNESCO (2014) Global Citizenship Education: Topics and Learning objectives. Paris, UNESCO



UNESCO (2015) Global Citizenship Education: Preparing learners for challenges of the 21st century. Paris, UNESCO



Marine ecosystems and shipwrecks in the Aegean Sea: Presentation of a Teachers4Europe project , Athina Oikonomou²⁷

Abstract

Protecting the marine environment and ocean is one of European Union's priorities. Students across the continent, as future EU citizens should be actively involved in marine environmental issues through innovative learning programs. Within the framework of Erasmus + KA3 2018-2021 "Teachers4Europe: Setting up an Agora for Democratic Culture (T4E)", a project entitled "Marine ecosystems and shipwrecks in the Aegean Sea" was conducted in the 1st Junior High School of Metamorphosis in Greece. The purpose of the project was to realize that marine environment is a basic component of the European identity. Cooperation for sustainable development of marine environment will empower the relationship among EU and citizens. In this article, the methodology, the scenario and the implementation steps are presented in detail. The project uses Chemistry and Biology as disciplines for the scenario, learner-centered approach pedagogical methods applied and due to the COVID-19 pandemic, students mostly worked distantly, using online platforms. The main core of the project consists of three activities including brainstorming, web research, evaluation and during the whole project students discussed, expressing their ideas and promoting communication and critical thinking. The main difficulty in the implementation of the project was the pandemic and the constraint of students. The evaluation of the project showed that the main purpose of the project achieved. Students understood the EU policies and strategies for clean environment. Their participation cultivated their EU active citizenship and European identity. Evaluation from the participating students showed that programs like T4E should be integrated into general education in Greece.

Keywords: Teachers4Europe, European identity, Active citizenship, Digital literacy

1. Introduction

Marine ecosystems contribute to human health and social well-being. The European Union (EU) sets the protection and sustainability of marine ecosystems as one of its main priorities (European Commission, 2019b, 2021). The United Nations has proclaimed a **Decade of Ocean Science for Sustainable Development** to support efforts to reverse the cycle of decline in ocean health and the formulation of strategies and policies to protect the oceans (IOC, 2018).

Research carried out to investigate the perceptions of European citizens about the anthropogenic origin of the degradation of the marine environment. It highlighted citizens concern about the protection of marine ecosystems but also showed that European citizens are not aware of all the factors that cause the degradation of the marine environment (Gelcich et al, 2014, p.15042; Potts et al, 2016 p. 59). In addition, Lotze et al (2018) review showed that there is lack of awareness of citizens about the degradation level of marine ecosystems today (EPA, 2015; Korpinen, S. et al, 2019, p.26). According to Roberts et al. (2021) research, European citizens recognize the interaction between the factors that cause degradation in the marine environment, the protection of the environment and human health, and seek for intervention through European policies.

²⁷ Teacher4Europe, 1st Junior High School of Metamorphosis, Chemist. Email: atheconomou@yahoo.gr

It is therefore necessary for students as tomorrow's citizens to be involved in environmental policy issues and get to know the policies and strategies followed by the EU on environmental protection issues. The cultivation of a European identity is a main objective of the European Union (European Commission, 2013). Due to the ongoing crises, the idea of the European Union is being attacked (Nuhanović, Pašić, 2019, p.57). Education is an important factor in the strengthening of democratic culture, promoting democratic values and the active involvement of tomorrow's citizens in policies formulation (Council of Europe, 2021).

Therefore, the Council of Europe developed a Reference Framework of Competences for Democratic Culture, to be adapted for use in education systems throughout Europe as well as national curricula and teaching programs. It includes four groups of competences: values, attitudes, skills and knowledge and critical understanding (Council of Europe, 2016) while digital skills are also part of the basic skills, in the Recommendation on Key Competences for Lifelong learning” (European Commission, 2018) making digital literacy necessary to strengthen political capacities.

In the above context, Erasmus + KA3 2018-2021 "Teachers4Europe: Setting up an Agora for Democratic Culture (T4E)" aims to contribute in the integration of democratic values in education. The main objective of the T4E program is to redefine at European level, European values for democracy, as well as the sense of the "market" as an area for free dialogue and active participation and decision-making on an equal basing.

Our program entitled “Marine ecosystems and shipwrecks in the Aegean Sea” took place in 1st Junior High School of Metamorphosis from January to June 2021. The aim of this project was to provide learners with the required background to understand the importance of European marine environment and promote EU values, cooperation and participation in European policy making. It also aimed to stimulate students' critical thinking, to interact and act on the basis of democratic values. Through this program students could acquire knowledge on EU policies and strategies, value democratic culture and be future European citizens. In this paper, we present the concept of this project and its preliminary results.

The research questions were:

- Is engagement with the environmental protection through the T4E program a way to foster students' knowledge of the EU?
- Could digital literacy promote civil education?

Similar projects in the T4E framework showed a significant and positive change in students perceptions on EU (Bampasidis, 2021). Bampasidis (2021) used also Science and especially Geography as an educational platform to apply his T4E project as well as the inquiry-based learning method.

2. Methodology

2.1 Project identity

Fifteen 14-year-old students (12 girls and 3 boys) participated in the project, from the 1st junior High School of Metamorphosis. The duration of the project was six months (January – June 2021). The students worked in teams of three. The school disciplines of the curriculum involved is Chemistry and Biology. In those disciplines, students studied about the chemical compounds that cause marine pollution and affect the organisms that live in marine ecosystems.



A severe limitation of the project was the school closure for 3 months due to the COVID-19 pandemic during the project time. The project started in the classroom and continued through online platforms during the closure period. The project continued and finished after school opening up to the end of the school year. The students participated voluntarily and showed consistency and enthusiasm for their participation in the program.

2.2 Methodology, educational materials and resources

Learner-centered approach pedagogical methods such as cooperative learning were selected to be applied. Both synchronous and asynchronous distant learning platforms were used, the Cisco WebEx Meeting platform and respectively, an “eclass” platform. Additionally, several digital tools were used during the project such as websites, email applications and Microsoft Word, Power point, Padlet, word cloud and digital posters.

2.3 The project’s plan

The disciplines of Chemistry and Biology gave the opportunity to make a curriculum-related introduction to our project. Learning about water and organisms raised questions about the pollution causes in endangered marine ecosystems, and how the role of human activities contributes to the extinction of marine ecosystems.

The activities’ kick off has been preceded by discussing student perceptions of the European Union. For exploring previous knowledge of the European Union, students were asked about:

- the meaning of the European Union
- the domains the EU countries cooperate
- the common policies
- their knowledge on the European cooperation towards the protection of the environment

The main core of the project consists of three activities:

1. brainstorming,
2. discussion - Webquest
3. evaluation.

Activity 1. Brainstorming

In the 1st activity, started by a face-to-face mode in the classroom before the pandemic closure, the students were asked to mention words of what they think about marine ecosystems. The activity took place in a classroom with an interactive whiteboard, where the digital application for the creation of the word cloud was open. Students wrote the words in the digital application, the word cloud was created and then they choose the colors and the design.

Activity 2. Discussion and Webquest

Students discuss the concept of the marine ecosystem, what it includes and what factors affect its existence. The aim of this activity is to make a connection with the curriculum subjects and recall previous knowledge about marine environments. In this way, the subject of the project is introduced and the students are mobilized and prepared for their active involvement in the subject.

The activity includes web search, where the teacher gives instructions for safe digital search. Students were separated in teams of three. They were asked to choose to investigate one of the



following questions:

- Which are the endangered marine ecosystems in Aegean Sea?
- What causes pollution of marine ecosystems in Aegean Sea?
- Which are the European/Greek organizations that work in protecting marine ecosystems?

Student teams presented the results of their webquest. Presentation of the webquest results is followed by a discussion on the policies and strategies followed by the EU to protect ecosystems and how citizens can participate in their development.

The second part of the activity was a web research. The students were asked questions such as:

- In what ways do you think a shipwreck can cause pollution in marine ecosystems?
- Are you aware of any shipwrecks that took place in the Aegean?
- In which area were they made?
- What pollution did they cause?

The teams searched the web for shipwrecks in the Aegean region that caused severe pollution issues in the past. Each team wrote a small text about the shipwrecks they spotted, select a photo of the wreck and discuss on how this particular shipwreck caused pollution.

Activity 3. Project Evaluation

Student evaluated the project in the classroom, when the schools re-opened in May and June 2021. Students were asked about their impressions of the program.

2.4 Results

Students' responses revealed that they do not have an accurate picture of EU policies and strategies followed to protect the environment. They also do not know in which areas countries of the EU cooperate and which are the organizations that promote the protection of marine ecosystems. Finally, it was found that they are not aware of the ways in which they can participate in the formulation of European policies and strategies.

The first activity resulted the word cloud is shown in Picture 1.



Picture 1. Word cloud about marine ecosystems.

The second activity unveiled ecosystems in the Aegean such as the Posidonia seagrass



meadows, the Alonissos National Marine Park of Northern Sporades, etc. The teams found that pollution is caused από oil, sewage, chemical, textile colors and shipwrecks. And also teams found Greek/European Organizations that work for the protection of marine ecosystems, which are European Environmental Agency, Eionet, Wise Marine, Hellenic Center for Marine Research.

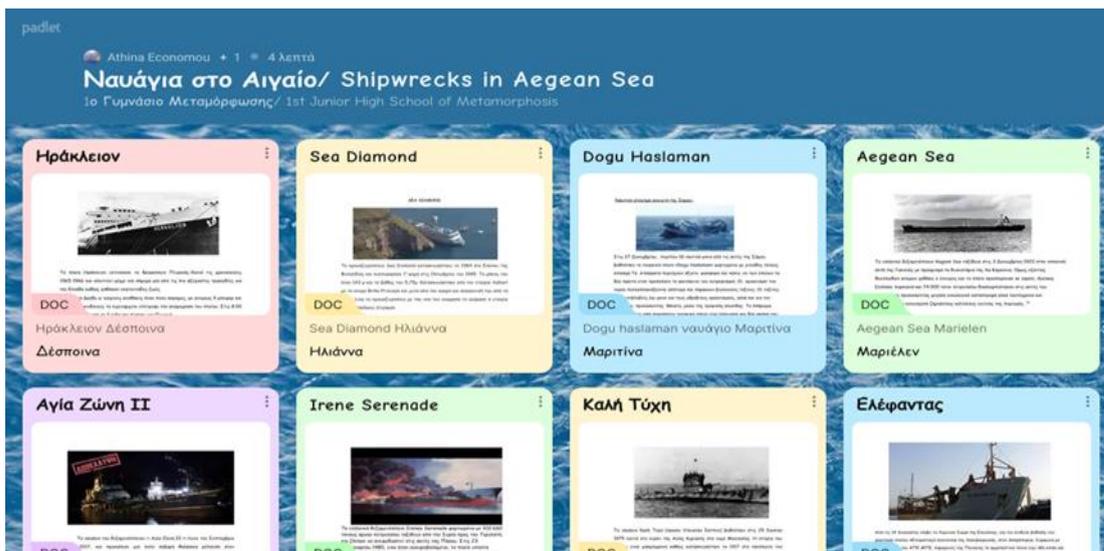
Then, students discussed and used a digital application to create a poster of their results. Poster is shown in Picture 2.



Picture 2. Poster of marine ecosystems, pollution and Greek/European organizations.

Then students discussed the seas surrounding Europe. A map is opened showing that the continent is surrounded by sea and students are encouraged to study the seas areas surrounding Europe. Reference is made to the common element that unites the peoples of Europe, what access to seas offers to the people trade, economy, communication, interaction.

The topic of discussion focuses on the ecosystems that are at risk, such as in the Aegean region. Students are asked if they know from their experience, which are the organizations that work for the protection of the environment in Greece or in European and if there are European policies for the protection of the environment. Based on the results from the previous activity, the students showed more interest in one of the factors that causes pollution in the Aegean, the shipwrecks. The students presented their results and posted them on a Padlet in order to produce a digital book. Padlet is shown in picture 3.



Picture 3. Padlet of shipwrecks in Aegean Sea.

As far as the evaluation part it concerns, it was done in person. Students replied that they were excited about their participation in the program and that they would like to participate next year. The theme of the project was understandable for them, interesting and connected to the daily life. They also mentioned the difficulties of the remote participation and express their preference to face-to-face activities. However, the use of digital tools excited the students, as it was a new way of communicating.

Regarding the topic of the project, students made suggestions on citizens' contribution to the protection of the European marine environment. They argued that the protection of these ecosystems should be in cooperation among all European countries. They also emphasized the importance of education, the informing of the general public, the realization of European policies through active participation.

3. Discussion

The purpose of this project was to make students realize the importance of the marine environment for the people of Europe and that communication, cooperation among EU citizens can contribute to the protection of the environment and the quality of life. Participation in a T4E program gave students the opportunity, to learn about Greek and European organizations that work for the protection of the marine environment. The project aspired to motivate students to express their ideas, seek solutions to environmental problems and actively participate in the protection of the environment. Participating in the project was a way for students to get in touch with their classmates, especially in the era of the pandemic, on a different topic from the curriculum, which stimulated their imagination and creativity.

During the implementation of the project, learner-centered pedagogical methods such as cooperative learning were used, enabling students to develop social and collaborative skills. In addition, the inquiry-based learning was used, where students were given research questions and were asked to search for information, analyze and synthesize their findings and present their results in various ways. Creativity, investigative ability and critical thinking are also developed.

As far as innovation is concerned, the project makes it possible to combine face-to-face and distance learning teaching. Students came into contact even in the pandemic closure period, got to know each other, discuss and then communicated online, using digital media and applications and learn to express themselves in a digital way. T4E program promotes digital literacy and civic education. In addition, it was important that contact and communication were maintained in a difficult and stressful period for the students.

4. Future recommendations

The project can be applied at any level of education with adaptation to the interests and learning level of students. Starting from the lessons of the curriculum and exploring the interests of the students, it can be enriched and addressed to each age category of students. It can be linked to other subjects of the curriculum such as History, Literature, Geography and lead to an interdisciplinary approach and collaboration between educators. It could also be combined with school activities or extracurricular visits. Furthermore, the project can provide the opportunity for cooperation between schools from different EU countries where students investigate marine ecosystems in their country and through digital platforms. Students of different countries cooperate, communicate and contribute with their findings as protecting the marine environment is a common concern among the European countries.

The program took place with combined face-to-face and distance learning, based on team work teaching and also includes digital activities. It is a student-centered teaching approach to the cultivation of active citizenship and democratic values within Europe and provoked the mobilization and commitment of students to the protection of the environment.

5. Conclusions

T4E promotes the development of a democratic culture in the EU through education. The main objective of the proposed project is to understand the procedures of Europe and to enable pupils to integrate and cultivate a democratic consciousness within the EU. The project responded to the objectives of T4E program as it promoted the development of active citizens and therefore participation in the formulation of policies and strategies at European level, developing a democratic culture, European values and citizens' rights.

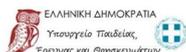
Having protection of the marine environment as a common point of reference, this project seeks to create active citizens and strengthen the concept of European identity.

Acknowledgements

AO would like to thank all students of the 1st Junior High School of Metamorphosis, Attica for their participation.

References

Bampasidis, G., (2021). Teaching European Union fundamental values through Natural and Environmental disasters in the Teachers4Europe program framework, Promoting European values in the time of social distancing, (Ed. Asderaki, F. & Katsigianni M.) International e-Conference Proceedings, 6-7 June 2020, University of Piraeus Publications, ISBN: 978-960-6897-12-2.



Council of Europe (2016) Competences for Democratic Culture: living together as equals in culturally diverse democratic societies. Strasbourg: Council of Europe. Available: www.coe.int/en/web/education/competences-for-democratic-culture.

Council of Europe (2021) Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) 2021/C 66/01.

EPA (2015), State of Europe s seas, EEA Report No 2/2015, European Environment Agency (Accessed: 10/01/2021).

European Commission (2013) *Declaration on European Identity (Copenhagen, 14 December 1973)* Copenhagen: European Union.

European Commission (2018) Council Recommendation on key competences for lifelong learning (Text with EEA relevance.). OJ C 189, 4.6.2018, p. 1–13.

European Commission (2019b) The European Green Deal. Eur.Comm.53,24. ST/9009/2018/INIT.

European Commission (2021) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. 17.5.2021 COM(2021) 240 final.

Gelcich S., Buckley P., Pinnegar J.K., Chilvers J., Lorenzoni I., Terry G., Guerrero M., Castilla J.C., Valdebenito A., Duarte C.M., (2014). Public awareness, concerns, and priorities about anthropogenic impacts on marine environments, Proc. Natl. Acad. Sci.U.S.A., 111 (42), pp. 15042-15047.

IOC (Intergovernmental Oceanographic Commission) (2018) The United Nations Decade of Ocean Science for Sustainable Development, 2021-2030. Available at <https://unesdoc.unesco.org/>

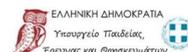
Korpinen, S. et al., (2019). Multiple pressures and their combined effects in Europe’s seas. ETC/ICM Technical Report 4/2019: European Topic Centre on Inland, Coastal and Marine waters, 164.

Lotze, H.K., Guest, H., O’Leary, J., Tuda, A., Wallace, D., (2018). Public perceptions of marine threats and protection from around the world, Ocean Coast. Manag. 152, 14–22. <https://doi.org/10.1016/j.ocecoaman.2017.11.004>

Nuhanović, A., Pašić, J. (2019). International Business Research 12(8):53 The Crisis of Idea of European Union Conditions and Possibilities to overcome in. <https://www.researchgate.net/publication/334547484>

Roberts B.R., .White M.P, Davison S.M.C., McMeel O., Eatock C., Kellett P., Calewaert J.-B., Fleming L.E., (2021). Public preferences for policy intervention to protect public health from maritime activities: A 14 European country study. *Global Environmental Change*, Vol. 71, 102397.

Potts T., Pita C., O’Higgins T., Mee L., (2016). Who cares? European attitudes towards marine and coastal environments, *Mar.Policy*, 72, pp. 59-66, 10.1016/j.marpol.2016.06.012.



Capable leaders in a united diverse Europe, Nikolia Nifora,²⁸ Dimitris Kalabalikis²⁹, and Eleni Karkani³⁰

Abstract

The European Union was founded on the timeless principles of classic antiquity as evidenced in the Age of Pericles. This connection is so prevalent we could describe the European Union as a continuator of that Golden Age. Our question is: are there people in modern society who possess the qualities of the leaders of Ancient Greece? If so, how can we discover them? We aim to help our students develop their critical ability to identify capable leaders' characteristics and be more active citizens. Our target group is 19 students in the 6th grade of the 29th Primary School of Acharnes, Greece. In this paper, we start by examining the qualities found in leaders of Ancient Greece, the most famous example of which is Pericles. Based on these findings, we focus on examining these qualities such as freedom, democracy, respect for human dignity, human rights and the rule of law, solidarity, and protection for all, as they are expressed through the founding of the European Union. Then, we describe the process we followed in our classroom to discover if students of such qualities exist among us.

Keywords: Leadership, Democracy, Europe, Ancient Greece, Teachers4Europe

Introduction

The students of today exist in a world that is connected locally, nationally, and globally. In the future, these children will serve as the leaders of tomorrow, in politics, business, and society. The need for good leaders who will use their vision, their character, and their skills to bring about progress is always increasing. Choices that people make as adults are rooted in the experiences of their childhoods and adolescence. Because of this, their leadership development should concern us in the present dynamic, multicultural and competitive environment. These students are called upon to progress in spite of the challenges they face, to adapt to different cultures and communicate with individuals with different mindsets, function in different environments, and acquire new knowledge so they can be content persons, effective workers, and active citizens. This demands a new way of thinking, proper guidance, and essential experiences. (Bourantas & Protopapa, 2019).

According to the principles and values, on which the founding of the European Union was based, the promotion of peace and security and the respect for fundamental rights and freedoms are just some of the goals that should be set by anyone interested or engaged in leadership (european-union.europa.eu., 2022).

The term “leadership” has different meanings among scholars. Approaches can differ in terms of their emphasis on personality characteristics, relational influence, cognitive and/or emotional abilities, character in relation to group orientation, and appeal to themselves versus collective interests. Definitions also vary in whether they are primarily descriptive or normative

²⁸ Teacher4Europe, Primary Teacher, Med, 29th Primary School of Acharnes, niforaniol@ovs.gr

²⁹ Teacher4Europe, Primary Teacher, Med, 29th Primary School of Acharnes, kalabalikisd@ovs.gr

³⁰ Teacher4Europe, Primary Teacher, Med, 29th Primary School of Acharnes, ekarkani@ovs.gr

as well as in their relative emphasis on behavioral styles (Den Hartog & Koopmann, 2001). Leadership is regarded in many cases as a complex, multi-component advanced competency rather than a fixed personality trait. Within this definition, leadership is considered a dynamic procedure, which can be developed by means of appropriate interventions (Sisk, 1993). However, our academic discourses about leadership and leadership behaviors are informed by and skewed towards the adult experience of leadership (Karagianni & Montgomery, 2017).

Children of all ages can assume leadership roles. However, research concerning leadership development has focused almost exclusively on adult leadership and there is a gap in the literature with regard to how we should develop young leaders. Historically, organizations such as the Scouts/Girl Guide movement and sports clubs have provided restricted opportunities for young adults to experience themselves in a leadership role. Young people experience their first formal organization at school and models of leadership are developed from this critical period (Karagianni & Montgomery, 2017). As noted by Montgomery and Kehoe (2015), school is our primary organizational experience in childhood and adolescence and it is communicated to children as being their most important organizational experience throughout childhood.

It is useful to examine leadership during childhood and adolescence, as what occurs during the developmental years can have an impact on the leadership behaviors exhibited later in the workplace as an adult. Thus, studying adolescent displays of leadership should further our understanding of adult leaders (Schneider, Paul, White, & Holcombe, 1999). Cooper, Healy, and Simpson (1994) reported that students who possess leadership positions in student organizations achieve more than non-leaders on scales such as educational participation, career development, involvement in cultural and standard of living planning (Karagianni & Montgomery, 2017).

Methodology

We start off by describing our educational approaches in regard to our implementation.

Collaborative Teaching

The basic mission of every school activity and action is the mental and social development of the student. In this light, the knowledge offered should be aimed at providing skills, not only scientifically but also socially useful, supplies valuable for everyday life. Modern approaches to teaching want the student to play an active role, in which interest and questioning nature must be aroused so that he can ponder, wonder, search, collaborate, research, and discover knowledge (Nifora, 2015).

There is a growing tendency to realize that knowledge-making processes are influenced, according to Gijlers & De Jong (2009), by the social environment in which they take place. Collaboration is widely used and recognized as a way of enhancing learning (Lou et al., 2001). The positive effects of collaboration can be explained by the fact that engaging in a collaborative learning task provides students with the opportunity to talk about their own perceptions and ideas and thus interact.



Inquiry-Based Learning

Knowledge building is based on the use of real problems, self-organization, monitoring and correction, teamwork, dialogue, and exploration (Nifora, 2015). The investigation comes from a state of doubt, imbalance, or reflection. This creates the need to resolve this doubt and strike a balance. Exploratory learning is "the acquisition of new knowledge, skills, and attitudes through the investigation of questions, concerns, and issues for which there is not just one answer" (Lee, 2004).

Brainstorming Technique

The word "brainstorming" was originally introduced by Alex F. Osborn in 1953 in his book "Applied Imagination: Principles and Procedures of Creative Thinking". Since 1953, "brainstorming" as a word has spread around the globe with definitions that vary between people. Meriam Webster's dictionary defines brainstorming as "a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group; the mulling over of ideas by one or more individuals in an attempt to devise or find a solution to a problem" (Webster 2015). Though this definition lacks the expression of complicated and varied intricacies of the brainstorming process as it has been theorized and practiced, it is symbolic of the popular use of the word "brainstorming." In broader culture, brainstorming basically has come to be synonymous with the creative idea-generating process and became a tool for creative problem-solving in this general way. (Hanisha Besant, 2016)

Critical Thinking

The cultivation of critical thinking in students seems to be necessary as it contributes to their comprehensive development at both school and social levels. For the development and cultivation of critical thinking in students, well-designed practices, techniques, and actions are needed that are adapted to the needs of students (Tsikrikoni, 2021). A great effort was made for the present action to be such a good practice to promote and cultivate the critical thinking of the students.

Identity of the project

Our target group was 19 students in 6th grade of the 29th Primary School of Acharnes in Attica, Greece. They all come from low-class beginnings, and belong to working-class families. Some of them are immigrants from Russia. The school subjects involved are Greek language, History, Social and Political Education, Geography and ICT.

Materials & Resources

The materials that were used were a laptop, a projector, an internet connection, school textbooks of History, Geography, and Social and Political Education, a whiteboard, tablets, and a map of Europe. The resources were the EU official website, Wikipedia, and some articles from newspapers.

Implementation



The action presented was carried out during the school year 2021 - 2022 and lasted about two months. We had started learning about the European Union last year, but due to covid, we did not have time to complete the actions we had planned. So, this year we started our research again from what the European Union is and we asked some questions, which the students in groups, through research on the EU website, would answer.

The questions we asked were:

- What is the difference between Europe and the European Union?
- Why was the European Union created and what are its goals and principles?
- Who created it and what was their vision?
- Why is it so important for nations to have democracy and peace?
- Which great leaders do we know and why were they great?

First, students were divided into mixed-ability groups. They searched the internet to find basic information about Europe and famous country leaders. Each group presented the most important information they had collected to the whole class. Their findings were related to the foundation of the European Union and that it is an economic and political union of twenty-seven European countries. Some visionary leaders inspired the creation of the European Union we live in today. Without their actions and motivation, we would not be living in the sphere of peace and stability that we take for granted. The EU pioneers were a diverse group of people who held the same ideals: a peaceful, united, and prosperous Europe. Many of them worked to end the horrors of two world wars and to promote peace and solidarity. They were champions of the fundamental values upon which the EU is founded:

- freedom, democracy, and equality
- respect for human dignity, human rights, and the rule of law
- solidarity and protection for all

The next step was to identify the characteristics of a capable leader using the brainstorming technique. To name just a few, students mentioned democracy, equality, avoidance of discrimination, honesty, obeying the laws, justice, peaceful intention, etc. The teacher wrote down all the students' numerous ideas which were important and factually true. The students developed their already great critical ability by identifying the characteristics of a capable leader.

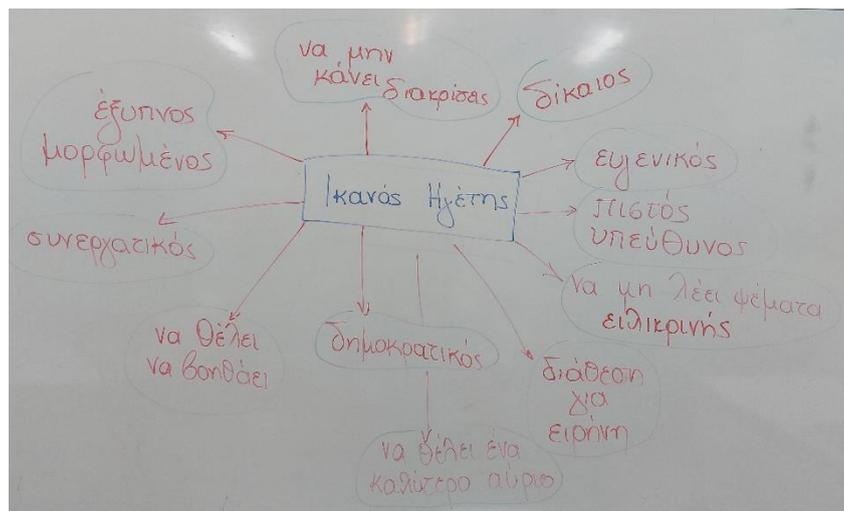


Figure 9: The characteristics of a capable leader

Subsequently, they were asked to decide which three classmates of theirs meet most of the requirements for a capable leader. It was difficult to decide so the teacher asked the following question:

“If you had to choose 3 classmates of yours to make a very important decision for your life, instead of you, who they would be?”

The students thought about it carefully. They realized that it was a very serious and important issue. They discussed it.

Subsequently, they wrote on a piece of paper the names of three of their classmates, who they believed possessed most of the qualities of a capable leader, and then listed their answers. Many useful conclusions were drawn. Many students who did not believe that they had the necessary skills to take the lead, were judged by their classmates as potential good leaders. While other students who wanted to be leaders and believed they were capable, it turned out that their other classmates judged them not so capable.

So, the most surprising finding was that there are people who possess several qualities of leadership without themselves being aware of that, thus, not interested in leadership. On the other hand, some people believe they can be capable leaders but do not possess the necessary qualities.

The last action was an excursion. They visited the Acropolis rock accompanied by a tour guide. There, the students discussed the birth of democracy, how direct democracy operated in Ancient Greece as well as the great leader, Pericles. They also compared the workings of democracy between Ancient Greece and the European Union and asked the tour guide for their experienced input.

In addition, the students organized an online event to present their actions to the parents as well as the other students in our school. Our actions were published on our school website. They generated a healthy discussion among other students throughout the entire school.

The students cooperated and exchanged ideas and views. They used arguments and presented their views. They approached the concepts of leadership, democracy, and peace. They drew useful conclusions about the criteria upon which a leader is considered effective in a united and diverse Europe. They developed critical thinking skills attempting to judge which of their classmates have the qualities of a capable leader. Also, they learned about the democratic form of government, its birthplace, and a capable leader. This new knowledge will enable them not only to become better possible leaders, but also more responsible voters and more active, engaged citizens.

Evaluation of the educational activity by the students

The students enjoyed the collaboration. They comprehended the criteria upon which a capable leader is defined and, therefore, they now feel able to judge a person claiming to represent them as citizens of a united, democratic, and peaceful Europe. Furthermore, they liked the visit to the Acropolis rock and learned lots of useful information about the democratic form of governing and its birth.

Students also gave their feedback regarding possible ways to further develop this educational initiative or its continuation after the completion of the program. The students now believe our actions should be focused now more than ever on ways of maintaining peace, as well as mitigating the negative consequences of a war in Europe, which is a timely topic.

References

- Bourantas, D. & Protopapa, S., (2019). *Leadership for children*. Athens: Psychogios.
- Cooper, D. L., Healy, M. A., & Simpson, J. (1994). *Student development through involvement: Specific changes over time*. *Journal of College Student Development*, 35, 98–102. [Web of Science ®], [Google Scholar]
- Den Hartog, D., & Koopamn, P. (2001). *Leadership in organizations*. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of Industrial, Work & Organizational Psychology* (Vol. 2, pp. 166–187). London: Sage. [Crossref], [Google Scholar]
- Gijlers, H. & Ton de Jong, (2013). *Using Concept Maps to Facilitate Collaborative Simulation – Based Inquiry Learning*. *The journal of the Learning Science*. 22:340-374, 2013.
- Karagianni, D. & Motgomery, A. J., (2017). *Developing leadership skills among adolescents and young adults: a review of leadership programmes*. Thessaloniki. [Google Scholar]
- Lee, S. V. (2004). *Teaching and Learning through Inquiry*. Sterling, Va, : Stylus.
- Lou, Y., Abrami, P. C. & d' Apollonia, S. (2001). *Small group and individual learning with technology: A meta – analysis*. *Review of Educational Research*, 71, 449-521.

Montgomery, A., & Kehoe, I. (Eds.). (2015). *Reimagining the purpose of schools and educational organizations: Developing critical thinking, agency, beliefs in schools and educational organizations*. Cham, Switzerland: Springer. [Google Scholar]

Nifora, N., (2015). *ICT-based inquiry learning activities*. Med thesis. University of Peloponnese. Retrieved from:

<https://amitos.library.uop.gr/xmlui/handle/123456789/2985?locale-attribute=en>

Schneider, B., Paul, M. C., White, S. S., & Holcombe, K. M. (1999). *Understanding high school student leaders, i: Predicting teacher ratings of leader behavior*. *The Leadership Quarterly*, 10, 609–636. doi:10.1016/S1048-9843(99)00038-7 [Crossref], [Web of Science ®], [Google Scholar]

Sisk, D. A. (1993). *Leadership education for the gifted*. In K. A. Heller, F. J. Monks, & A. H. Passow (Eds.), *International handbook of research and development of giftedness and talent* (pp. 491–505). New York, NY: Pergamon. [Google Scholar]

Tsikrikoni, E. (2021). *Cultivating critical thinking in primary school*. Med thesis. Democritus University Repository. Retrieved from <https://repo.lib.duth.gr/jspui/handle/123456789/12028>

Websites

Hanisha Besant, (2016). *The Journey of Brainstorming*. [<https://www.regent.edu/journal/journal-of-transformative-innovation/the-history-of-brainstorming-alex-osborn/>]

Official website of the European Union. [Online]

Available at: https://european-union.europa.eu/index_el



Students in Action for Europe, Eleni Alexandraki³¹ and LEMONIA Golikidou³²

Abstract

Public opinion data show that an important consequence of the eurozone crisis has been a rise in Euroscepticism in Greece which undermines the political representation of the citizens. This project aimed at reversing this effect by inspiring students promoting the principles and values comprising the EU democratic culture as well as pupils' social and civic competences by involving students in an active dialogue aiming at rethinking European democracy through the use of formal and informal participatory learning methods.

The activities included interdisciplinary tasks drawing on differentiated learning methodology. Exploring various concepts and aspects of the E.U., namely its institutions, the role of the European Parliament and the European Parties in citizens' everyday life and reality, students of the first class of Lyceum (Higher Secondary Education) were primarily involved in the project which was basically an extended simulation of European Elections in school environment assisted by students of the third class.

The dissemination involved a presentation in the school community, as well as the school website.

The impact of the project "Students in Action for Europe" on the school community was evident in a number of ways, not least of all in the participation of two students in the works of the 43rd European Youth Parliament Conference held in Athens (15-18 April 2022). Students were not only informed but also enthusiastic and eager to further explore EU issues and concepts and participate actively in the dynamic reshaping of European Democracy and the process of redefining citizenship and individual initiative through bottom up assemblies. Student participation was exceptionally high as the project was entirely student run.

Keywords: *European Parliament Elections, Higher Secondary Education,*

Introduction

Public opinion data from the Eurobarometer³³ surveys show that show that the majority of Greek respondents have little if any knowledge on the European Union, its policies and its institutions. Hence their distrust in European Institutions, followed by reluctance to participate in European Elections. Evidently, the crisis has given rise to scepticism towards the EU and the integration process.

The project was mainly aimed at instilling excitement and enthusiasm for active participation in a truly democratic Europe in students of higher secondary school, aged between 15-18 years old. Taking into account their proximity to voting age there seemed to be a pressing need to familiarize them with the concepts of citizenship, their rights, obligations and opportunities,

³¹ English teacher, elenalexandraki@yahoo.com

³² Ambassador T4E, Teacher of Informatics, lgolikidou@gmail.com

³³ <https://europa.eu/eurobarometer/surveys/browse/all/series/49674>



their potential for active participation in redefining E.U. Institutions, values, and priorities as well as the current E.U. agenda.

The Project lasted five months and the final products were presented to the school community using live presentations, through the social media and school's website.

Designing

The Project was implemented in the 1st Lyceum of Pefki, a suburb in the north of Athens. The main idea was to involve students in all stages of the process of conducting a European election at school:

- Formation of new student European parties
- Launching an election campaign
- Conducting elections
- Reflecting upon the results

Implementation

The Project “Students in Action for Europe” lasted 5 months and it was integrated into the school curriculum. The methodology for the implementation of this Project was based on formal & non-formal learning, such as interdisciplinary activities and participatory methods of learning, such as the Circle technique, World café, PBL, brain storming, team building, problem solving, Gamification, Outdoor learning, ICT.

1. The first step was to familiarize students with various aspects of the European Democratic Culture. Through research in a hands-on experiential manner they explored, played, fulfilled a web quest and found out about the European Parliament and the parties that are represented in it. They visited their websites and evaluated their agendas, priorities and policies. They were also informed in the course of the subject of Civic Education in collaboration with the teachers of Politics and civic education as well as modern Greek and History.
2. Through an opinion poll -mock election held in their class, they were asked to vote openly for the existing parties they felt closer to and formed teams based on their preferences.
3. The newly formed teams had to create their own new European youth party in order to promote their own ground breaking proposals for a democratic Europe. They had to
 - come up with a name and a logo,
 - choose a spokesperson to represent their party,
 - prepare speeches and points for debates,
 - design a poster with their top priorities and motto
 - organize their campaign in order to persuade the electoral body (students of the third class, that is, in the final year most of whom are at voting age)
4. The elections were held and roles were assigned for the practicalities
 - Polling stations
 - Election assistants
 - Vote count-Ballot
5. Reflection
 - Analyzing voting results and voting experience



- Decision making-alliance potentials



Outdoor team building activity



Brainstorming and E.U student parties formation



Creating the posters for the campaign.



Speeches-debates-presentations to the electoral body. Vote count



References

Nuhanović, A., Pašić, J. .2019. International Business Research 12(8):53
The Crisis of Idea of European Union Conditions and Possibilities to overcome in
<https://www.researchgate.net/publication/334547484> [accessed Aug 25 2020].

Tomlison A., Moon T., Differentiated Instruction: The Differentiated Classroom.
Assessment and Student Success in a Differentiated Classroom.

Cooper-Murphy, 2016, , Hacking Project Based Learning: 10 Easy Steps to PBL and
Inquiry in the Classroom

DN Karagiorgas, S Niemann - Journal of Educational ..., 2017 - journals.sagepub.com

https://learning-corner.learning.europa.eu/learning-corner_en

<https://europa.eu/eurobarometer/screen/home>



<https://europa.eu/eurobarometer/surveys/browse/all/series/49674>
<https://citizenstakeover.eu/blog/the-european-citizens-assembly-a-new-institution-for-the-future-of-europe/#:~:text=In%20December%202020%2C%20the%20transnational,scale%20up%20the%20citizens'%20assemblies>

ELIAMEP - Hellemic Foundation For European and Foreign Policy

https://knowledge4policy.ec.europa.eu/organisation/eliamep-hellemic-foundation-european-foreign-policy_en

<https://blogs.lse.ac.uk/euoppblog/2013/03/02/greece-euroscepticism/>

<https://teachers4europe.eu/simulation/>

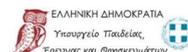
https://www.europarl.europa.eu/estonia/resource/static/files/epsimjuhend_2017-2018_inglise-keeles.pdf

Teachers4Europe: setting an Agora for Democratic Culture European Parliament Simulation's Study Guide

<https://teachers4europe.eu/simulation/wp-content/uploads/2020/10/HAPSc-Study-Guide-EP-Simulation-excersise-withlogos-5-1.pdf>

https://learning-corner.learning.europa.eu/learning-corner_en

https://apis.mail.yahoo.com/ws/v3/mailboxes/@.id==VjN-guiPc-xWJu-tsCPO6NRZ3TtCVp5IutE4GBKJzCIBz1Vkt0UvH84gI0gKuztSo_d9bgFkUk4I-45hspD3S8EF2w/messages/@.id==ABCwggw8p6WI3Ymh5MwnH6BSgeJQ/content/parts/@.i



Traumatic post-war memories of Europe and their management through art, Dr. Panagiota Fragoulidou³⁴ and Sergi Evangelia³⁵

Abstract

In recent years, it seems that democratic education is a priority both of the European Union and schools with the aim of educating socially and politically active students. In this context, the school, through the knowledge provided but mainly its actions, seeks to enable students to reflect on the concept of human rights through appropriate educational methods and teaching techniques. The genocide of the Jews, a vital issue of European and world culture, but also the genocide of the Pontians were investigated by the students of the 3rd Senior High School of Glyfada under the T4E Program during the years 2020-2021 & 2021-2022, through a project on the Pontian and Jewish genocides, how they relate to human rights abuse and whether art can alleviate post-war trauma and promote humanitarian values. In Greece there is a general lack of research on the Holocaust and a silence on the issue of the extermination of the Pontians and Greek Jews. The students of our school, in order to approach such controversial issues, looked for the causes, the perpetrators, the victims and the ways to avoid these phenomena. The school today shapes students' values, attitudes and behaviours, so it is essential to give the opportunity to explore different views of history, to recognize all views, as long as they respect the "other", to encourage children to express freely their point of view and learn, above all, to investigate historical facts. An important role in exploring the past can be played by art, through which humanitarian values are cultivated, something that our students also found out through the experience they had by participating in the T4E program.

1. Introduction

In recent years it seems that democratic education has become a priority both for the European Union and for schools, because it plays an essential role in promoting basic values such as democracy, human rights and the state of justice. Education for democracy enables pupils to become co-determinants of political choices, to contribute through their participation to mitigating the democratic deficit and to reducing violence discrimination an intolerance. Findings of the Council of Europe Report for the period 2012-2017 show significant progress, especially in terms of increasing recognition of education as a necessary response to current challenges to democracy and Human Rights in Europe (Mishira, 2018). In this context, school, through the knowledge it provides but mainly through its actions and the climate it creates, attempts to give students the opportunity to reflect on the concept of human rights, when and for what reasons they are violated, what the consequences of their violation are, and how society can manage the trauma of loss. In such a discussion, the focus is not on the cognitive contents of learning but mainly on the formulation of the most appropriate educational methods and teaching techniques aimed at active learning. The Holocaust was and still is a vital issue for European and world culture because of its enormous moral weight, but also because it was the predominant traumatic memory in post-war Europe. The complex and complicated

³⁴ Guidance counselor of the program TE4, teacher at the 3rd Senior High School of Glyfada, gifra7@gmail.com

³⁵ Guidance counselor of the program TE4, teacher at the 3rd Senior High School of Glyfada, litsasergil@gmail.com

relationship between trauma and memory that accompanies it was explored by the students of the 3rd High School of Glyfada through the organization and implementation of a project that was implemented in the context of the T4E Programme during the school years 2020-2021 & 2021-2022. The project was about the effects of World War II on human rights and whether art can alleviate post-war trauma and promote humanitarian values. The purpose of this article is to present the actions implemented under the T4E programme that highlight the role of art as a means of elimination of trauma and aestheticization, as well as our small contribution to historical justice.

Keywords: education, global citizenship, human rights, Holocaust, art.

2. Theoretical framework

In Greece, the (non-) lack of organization of memorial studies, as well as the partial detection of the memorial traces that the sites of memory inscribe on (them), goes hand in hand with the general lack of research on the Holocaust. Historians document a gap between public memory and historical research, especially with regard to the lack of interrelation between the history of the Jews of Greece and the Greek history of the 1940s. The persecution of Greek Jews was only barely and only recently integrated into the official historical narrative of the Occupation. The commemoration of the genocide of the Jews, like that of the Pontians, was for many years exclusively an internal affair of the few survivors and their communities. The extermination of the Greek Jews has obviously been downplayed in public memory.

Cultural memory, as Asman states, is a process that occurs in the present through the constant renegotiations of the past and includes "texts, rituals, customs, images, monuments, which are channels of transmission of collective memories and collective identity" (Fogu and Kansteiner, 2006, p. 300). When we approach issues such as, for example, the Holocaust, a major issue is that of traumatic memory and its processing so that the present can become viable.

But is there one or many collective memories? Are there as many as social groups, members of memorial communities that maintain a living relationship with their past? Do these groups reconstruct the past in terms of the present? Do, ultimately, memories, individual and social, selectively reconstruct and appropriate only aspects of the past that meet the needs of the present? These questions by Wood (1999) were put at the heart of our school team's approach. The teaching of the Holocaust of the Jews in secondary education was first introduced in 2007 in the textbooks of the third grade (and the third year) of High and Senior High School and since then it has been established. Since 2018, also in the context of the Holocaust Remembrance Day, which is commemorated on 27 January, (the) school is required to devote two teaching hours to events and educational activities.

The students of our school investigated the genocide of the Jews and the Pontians, to a certain extent, through the T4E Programme, and dealt with the following questions:

- What actually happened that caused such an experience of pain?
- Who were the perpetrators of this injury and who were the victims?
- What kind of narratives have emerged from the experience of such trauma?
- What kinds of emotions still emerge from their memories?
- What do they see as a process of healing and justice?
- What can be done to overcome cultural trauma or at least to prevent its recurrence?

3. Methodology



Themes addressed: Human rights at a time of war.

Project title: Asia Minor Catastrophe the Second World War and the consequences.

Aims: Students will be able to:

I. Cognitive: To explore the past.

II. Skills:

- To record the consequences of war.
- To seek which human rights have been trampled.
- To work harmoniously as a team for the completion of the project.
- To undertake initiatives and support their colleagues in the search of truth.
- To take decisions.

III. Attitude: To decrease the negativism towards people who belong to minority groups.

Project implementation planning (step by step):

Step 1: At first the team was constructed and roles were assigned.

Step 2: We searched for and recorded reliable resources.

Step 3: We searched for testimonies of descendants of the wars.

Step 4: We recorded the consequences of the wars.

Step 5: We processed and elaborated our material.

Step 6: All activities have been uploaded on the site of our school³⁶ and part of them is presented in this paper.

Educational tools and training methods: We used tools in digital and printed form (books, videos), software, group work, brainstorm, case study, narration and role play.

Collaborations with organizations or agencies: We cooperated with artists and ICT specialists.

Develop a new network of partnerships: 6th Senior High School of Glyfada, Music School of Alimos and 2nd Senior High School of Geraka.

4. The actions being implemented

The actions implemented are detailed below in the order in which they were organised.

- A group of students produced one video for the Genocide of the (Pontus.) Pontians.
- The student Melina Papakonstantinou created a video on the holocaust.
- The student Melina-Kristina Brouzou played the work of Brenton Brecht “The Jewish Wife” (video).
- The student Errika Petropoulou played musical pieces on the piano taken from composers who were in the Teresin concentration camp (1941-1945) (video).
- Initially, the student Andrine Hanikian wrote a short story (2000 words) on the theme of war and received the 2nd Award in the Greek National Literature Competition 2021-22.
- In addition, under the programme T4E, the students Melina-Kristina Brouzou, Melina Papakonstantinou and Errika Petropoulou took part in the Virtual Simulation of the European Parliament on Friday 18th and Saturday 19th December 2020. The first received the title of the 2nd best rhetoric.

Finally, by the end of the current school year we shall all together produce an artwork on the Holocaust and exhibit it in our school. We shall participate in our own broadcast in the European School Radio and we will talk about the tragic consequences of the war.

In more detail:

The genocide of the Pontians

³⁶ <http://3lyk-glyfad.att.sch.gr/site/>

The Pontic genocide is very important for us, the Greeks but also in general, because the genocides refer to the violent crimes committed against a group aiming at their natural annihilation.

The Pontic genocide has been defined and recognized by the International Association of Genocide Scholars (IAGS), while it has been recognized by several international organizations and bodies. What's more, the US Senate resolutions refer to the genocide against the Greeks. When students learn about genocide, they acquire a historical knowledge that prepares them to envision a better future that must be based on the principles of international law and respect for each other.

Melina Papakonstantinou created a video on the Holocaust

She studied the genocide of the Jews from 1933 to 1945 and she referred to that period³⁷.

The Holocaust was a deliberate, meticulously planned attempt to completely exterminate the Jewish people, first in Europe and ultimately everywhere in the world. It was based on their racist, antisemitic ideology which saw them as an absolute evil.

The Holocaust was justified on the ground that the victims were inferior objects. Especially the Jews were thought to be a potential threat to the supremacy and sovereignty of the Aryan race. The activities of Pletz and the words of Biding and Hoche were the predecessors of Hitler's "final solution" thus the Jews were exterminated through massive shooting, gas chambers, concentration camps and experiments. The number of victims of the Jewish population is estimated to six million. It is worth noting that all that time there was no public outcry against the Nazi policy neither by the German citizens nor by the church leaders or foreign powers.



1. Racist, antisemitic ideology

³⁷ <https://drive.google.com/file/d/1y4Ayjdzxicjf09w23sbOojplzCkm51FW/view>



2. Auschwitz concentration camp

Bertolt Brecht “The Jewish Wife”

Last year Melina-Kristina Brouzou had the opportunity to participate in the program, therefore she had the chance to study in depth the Jewish holocaust. In this context she read Brecht's masterpiece, "The Jewish Wife" for the first time.

Reading the book, however, was not enough to comprehend the heroine's feelings as much as she would like. In order to sympathize with her drama, she decided to embody the role of any woman or man who was forced to give up everything they ever knew³⁸.

The protagonist's mental state is characterized by the conflict between reason and love for her husband and the fear for her life that is directly threatened, due to her origin. The climax comes with her outburst towards her husband who has now become, in her eyes, the enemy, and this reason brings her face to face with her uprooting.

Judith is forced to leave, and give up everything she knows fearing that she will never be able to return, and she will not be able to live as she had dreamt because someone else had taken decisions on her behalf.

Melina-Kristina said: «*This feeling has unfortunately revived at present. On a daily basis on the tv screens at home we watch thousands of people abandoning their country and their lives, but they have no choice. The Ukrainians, for example, are fleeing their country to save themselves from the ones who used to be their brothers in the past. We, the younger generation, study history and believe in the power of peace and dialogue and wish to prepare a world with no wars.*».

³⁸ <https://drive.google.com/file/d/1VLLyBaT6UK1NuuXtXo-m-P2n5NFN5IBB/view>



3. Melina-Kristina Brouzou played the work of Bertolt Brecht “The Jewish Wife”



4. Melina-Kristina Brouzou played the work of Bertolt Brecht “The Jewish Wife”

Musical Movement of Terezin

Terezin, a city in the modern day Czech Republic, was occupied by the Nazis in November 1941. It was turned into a Ghetto, initially housing 342 young Jewish men. Within a few weeks, continual missions with captured people raised the population in the Ghetto, making the living conditions extremely difficult. Among the people imprisoned in Terezin were a few musicians who had succeeded in hiding their instruments and music scores in the few personal belongings they were allowed to take with them. These people managed, without the consent of the Nazis, to organize their first concert in room number 5 of the “Sudetes” building, on December 6th, 1941. This act was the beginning of the Musical Movement of Terezin. When it was discovered by the Nazis at Christmas time in 1941, it was used in their propaganda, aiming at concealing the atrocities happening in this concentration camp. Out of the 139.654 prisoners, only 17.320 lived to be freed.

Erica Petropoulou played musical pieces on the piano (Terezin, Richard Kingsmore & Mustafa’s Dead-The Lion King, Hans Zimmer) taken from composers who were in the Teresin concentration camp (1941-1945).

Erica Petropoulou said: *Being a musician myself, I wish to honour the victims of the Holocaust by playing musical pieces dedicated to their memory*³⁹.

³⁹<https://drive.google.com/file/d/1kUWA80w-rLMCKyAx5S6-wDjzYOxpw9BD/view>



5. Ghetto Swingers, Martin Roman (23 April 1910-12 May 1996). A German jazz pianist

Short story

Andrine Hanikian wrote a short story “Light in the darkness”. We will present a chapter of this story.

War: Life at the Village

“War; nobody knows the bare bone of this word unless he has walked on the rugged alley towards the exit of peace. My name is Ismini. I live in a mountainous village near Pindos with my family. The days would go by calmly until one day the sun forgot to rise. What had happened? I wondered, would I see the light that brimmed and ruthlessly covered the hidden beauty and the narrow alleys of the village again? I heard my parents talk of a war having broken out. The Italians had invaded our country. That was it... I would never see the sunlight again. Now there is a wild ash-black colour beating the low-leveled doors of the homes and overshadowed the stone-built houses.

The life in the village is a bit better than the one in the town. The inhabitants are connected here. We all know and care for each other. The life here would run smoothly, without encountering a problem. What could go wrong?

Every morning there was something weighing heavily in the atmosphere. We visited the little chapel of our village daily. There father Nikolas taught some strange Greek, so that we would not forget. Nothing fascinating happened.

It was the crack of dawn on a Sunday. It seemed that a normal day was going to start... but the village bells tolled. I was confused. I could not remember what the celebration was on this day! My mom grabbed me by the hand and started to run. Along with my dad, she got the grandpas and my brothers to the other side of the village. I was wondering what had been going on. My mom got us into a ruined shelter. She locked the doors and the windows. My brothers and I shared a small room with two beds while my grandpas slept in the attic and my parents in the living room. The days would go by with difficulty. Many times we had nothing to eat.

The winter is rough this time. It doesn't seem to want to help us. One night I overheard my mom talking to my dad. She was crying... At some point she mentioned the war. I needed no explanations anymore, I knew.

A Wednesday morning was about to rise. Our shelter was not safe anymore. The Italians had invaded the North Epirus. Mother says that we should take refuge in the town”.

5. Epilogue

Citizenship is increasingly becoming a key objective of society and school. The democratic education of the citizen(ship) should be a primary objective of curricula, school textbooks and educational practices, in order to ensure as far as possible the conditions for democratic coexistence in society.

(The) school, with the policies it imposes, shapes the values, attitudes and behaviour of its pupils, so it is essential that they are given the opportunity to discuss controversial issues such as genocide, to explore different views of history and, ultimately, for all to be able to express their views. How can we (better) understand the past better? Perhaps as “an alien experience that through its re-enactment becomes familiar with our own experience” (Liakos, 2004, p. 14). An important role in exploring the past can be played by art, through which humanistic values are cultivated and students can perceive reality in a different way. In approaching controversial issues, a major theme is that of traumatic memory and how to deal with it, so that the present can be viable. According to the experience that our students have had by participating in the T4E project in our school, art seems to be the best medium.

Bibliography

- Brecht, B. (1977). Ο δάσκαλος-Η Εβραία. Δωδώνη
- Fogu, C. and Kansteiner, W. (2006). The Politics of Memory and the Poetics of History, in Richard Ned Lebow, Wulf Kansteiner & Claudio Fogu (ed), *The Politics of Memory in Postwar Europe*, Durham, Duke University.
- Liakos, A. (2004). Τ' αγάλματα δεν είναι πια συντρίμια. Τ' αγάλματα είναι στο Μουσείο. *Τετράδια Μουσειολογίας*, τ.1, pp. 14-18.
- Missira, B. (2018). *Εκπαιδεύοντας Δημοκρατικούς Πολίτες. Ο ρόλος και η συμβολή της Ευρωπαϊκής Ένωσης και του Συμβουλίου της Ευρώπης*. Αθήνα: Επίκεντρο.
- Sliomis, Th. (2016). *Η τέχνη απέναντι στον ναζισμό, Το μουσικό κίνημα της Τερεζίν 1941-1945*. Εκδόσεις Πατάκη.
- Wood, N. (1999). *Victors of Memory. Legacies of trauma in postwar Europe*, Berg, Oxford/New York.

Learn To Change within T4E, Foteini Veneti⁴⁰

Abstract

“Knowledge is of no value unless you put it into practice”

Anton Chekhov, Russian playwright

Learn To Change (L2C) is a non-governmental international organization that provides learning opportunities for educators’ personal and professional development. L2C is involved with the design and implementation of their own projects and is linked with the use of action research as a tool for participants’ development. In addition, L2C integrates new models of competences, to support the design of training sessions and activities and enrich educators’ everyday practices and work contexts. To be more specific, L2C organizes actions that support good work in the field of education, of Human rights and Democratic culture, also in partnership with other organizations. It is indeed an organization open to new challenges and collaborations and aims at disseminating its practices to various partners.

Within the framework of T4E project, (coordinated by the Jean Monnet Chair on European Union’s Education, Training, Research and Innovation Policies of the University of Piraeus) which uses education as the vehicle for the promotion of principles and values comprising the EU democratic culture to contribute towards better appreciation of the EU, L2C collaborates with the aforementioned T4E network on an Erasmus+ KA3 project under the title “Setting an Agora for Democratic Culture”. More specifically, L2C has created a handbook for Teachers and the pack of Cards for Democracy, both tremendously useful tools for participants.

The handbook is designed to give participating teachers a compact knowledge of the origins, functions, policies and strategies of the European Union on the one hand. On the other hand, the methods provided are designed to enhance students’ knowledge about the EU and support an understanding of and a connection with basic European values. Proper student-centered pedagogies are used for upholding a democratic culture in classrooms and schools. In other words, this manual is developed to provide accompanying material with resources for teaching about the European Union and European values.

Additionally, Cards for Democracy is a set of 60 cards intended for all individuals, on their own and in groups which can improve *attitudes, skills, knowledge and understanding* to better contribute to creating democratic spaces. They follow a competence-based approach to co-constructing a more just and happy society and are translated in 31 languages.

⁴⁰ L2C- T4E Ambassador , English Lecturer ffveneti@gmail.com

Within this KA3 project and inspired by their democratic and innovative spirit, a Greek team called G.E.N.E.S.I.S is created with the writer holding the role of an instigator and coordinator at the same time. It consists of 5 teachers, ranging from Primary to Junior High School and from Lyceum to Museum Education and it is comprised of the following teachers in alphabetical order: Foteini Veneti, Primary Education, Goula Marina, Experimental Lyceum, Drakaki Maria, Museum education, Drakotou Anna, General Lyceum and Sofia Kitsou, Experimental Junior High. A series of activities are piloted and implemented via specific teaching approaches and these 5 teachers' feedback and assessment may form a pot of resources for future reference, good practices and hopefully "a push" towards the reformation of Educational systems and teaching approaches for Democratic Culture.

Team spirit, hard work, great ethos, collaborative work and Greek teachers' "Filotimo" make G.E.N.E.S.I.S not only a pioneering team but a vivid promise that this team will work further and disseminate democratic values even after the end of the project.

"There is no way a teacher does not transmit values"

Pascale Mompoin Gaillard, L2C founder, EU

Key words: Democratic values & culture, T4E, L2C, G.E.N.E.S.I.S team

Acknowledgements to: Mrs. Foteini Asderaki, Pascale Mompoin Gaillard, T4E, L2C, GENESIS TEAM, Greek students, Greek school units and Petros Katsireas for his editing



Pic. 1. L2C Logo



Part I: Why the G.E.N.E.S.I.S approach is innovative

Innovation is crucial in all aspects of life, even more so for educators, since it serves as a counterpoint to stagnation, which undermines both learning outcomes, as well as the overall attractiveness of the learning process, as far as students are concerned. Although innovation most assuredly cannot be touted as the end-all be-all goalpost for educators, G.E.N.E.S.I.S is innovative not only due to its unusual origins as the brainchild of the Pestalozzi program, in association with the Council of Europe, but also due to the unusual circumstances that led to its creation.

First and foremost, G.E.N.E.S.I.S weaves together a highly varied spectrum of educational levels, ranging from primary education all the way to the latest points in secondary education, under the common focal point of identity, an individual characteristic that begins taking form since early childhood, yet is also a process that can last even longer than the transition to adulthood. Therein lays the strength of utilizing identity as a tool capable of bridging the vast disparity between the otherwise insurmountable knowledge gap between primary school and secondary school students.

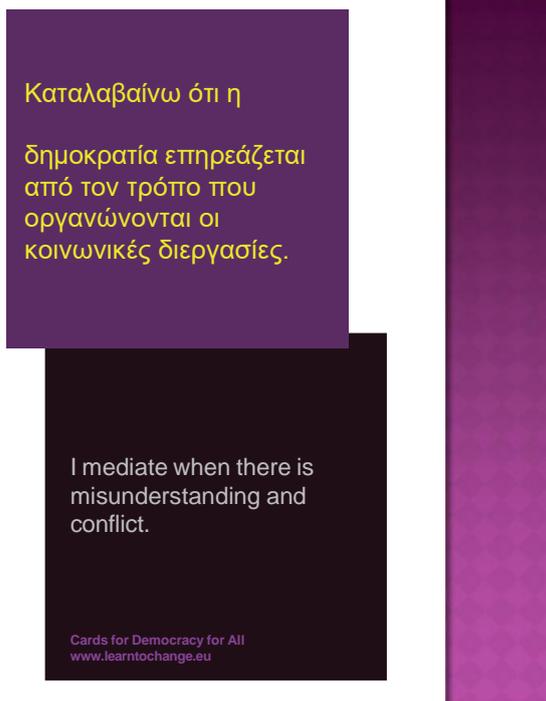
To crown it all, G.E.N.E.S.I.S stands for: Gaining Experience in Nurturing European Students' Identity Skills and is closely related to the identity of their students which will accompany them up throughout the process of their growth, ensuring that the whole team works hard. T4E Handbook and Cards for Democracy are innovative and helpful tools in the hands of G.E.N.E.S.I.S and are used in every teaching aspect, not to mention during a Pandemic.

I challenge the idea that the way we act is mostly determined by our origins, gender, nationality, ethnicity or traditions.

Cards for Democracy for All www.learn2change.eu

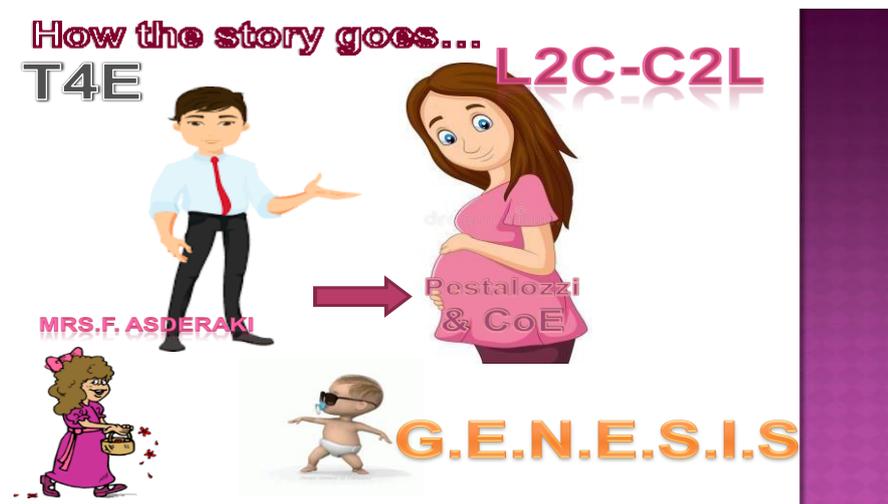
I can explain terms related to diversity: culture, identity, equality, equity, empathy, prejudice, stereotype, discrimination, racism.

Cards for Democracy for All www.learn2change.eu



Pic. 2. Samples of Cards for Democracy

Part II: How G.E.N.E.S.I.S enriches the T4E project



Pic. 3. T4E-L2C Bonds



G.E.N.E.S.I.S team respectfully follows L2C philosophy which relies on the principle that all significant learning happens within a congruent relationship, that learning is a social activity which can be supported in local and online learning webs and communities, that democratic processes are necessary for learners to be able to take full responsibility of their learning and apply their action to influence and transform their environment and society (Dewey, 1937).

Moreover, the G.E.N.E.S.I.S team urges for the promotion of learners' autonomy in a democratic and safe learning environment, within which trusting relationships are a core feature. Simultaneously, T4E project aims to pass on recommendations to policy-makers and to discuss how to ensure long-term sustainability of European values in European schools and society and is aimed at teachers and pupils who, in addition to their formal knowledge of the functioning, history and formal processes of the European Union, should also develop and/or build upon an understanding of European values.

Chosen Activities	Name of Teacher	Period to be implemented	Context	Boxes/ pillars/chests
7.1.1 Europe means for me... 7.1.2 Imagine Europe 7.2.5 Speed dating for Democracy	Foteini Veneti ffveneti@gmail.com	2020-2021	Primaries (11-12 yrs old) Adults (University Students)	Human Rights European identity Democracy Ανθρώπινα Δικαιώματα Ευρωπαϊκή Ταυτότητα Δημοκρατία
7.1.1 Europe means for me... 7.1.2 Imagine Europe 7.2.1 Valuing values 7.2.5 Speed dating for Democracy	Maria Drakaki mdrakaki65@gmail.com	2020- 2021	Adults (within Erasmus KA1) Museum education	European identity Democracy Diversity Ευρωπαϊκή Ταυτότητα Δημοκρατία Διαφορετικότητα
7.2.3 Neighbourhood yard 7.2.1 Valuing values	Marina Goula marinagoula@gmail.com	2020-2021	1st Experimental Lyceum of Athens-Gennadeios	Diversity Life Long Learning Διαφορετικότητα Δια βίου Μάθηση

7.2.1 Valuing values 7.2.4 Investigating Fake news	Sophia Kitsou sophiakitsou@yahoo.gr skitsou@hotmail.com	2020-2021	Zanneio Experimental School's Club Junior High School	Diversity Life Long Learning Human Rights Global Citizenship Διαφορετικότητα Δια βίου Μάθηση Ανθρώπινα Δικαιώματα Παγκόσμια Πολιτειότητα
7.1.3 Silent Impulse 7.2.2 Don't trust everything 7.2.5 Speed	Anna Drakotou a_drakotou@yahoo.com	2020-2021	3 rd Lyceum of Ilioupolis	European Identity Human Rights Global Citizenship Ευρωπαϊκή Ταυτότητα Ανθρώπινα Δικαιώματα Παγκόσμια Πολιτειότητα

For the purpose of building a common understanding of European values, teachers in particular have the ability to act as social multipliers and mediators and as a result, yet both teachers and students may contribute to shaping the future co-existence in the EU through democratic values and attitudes as well as through the cross-border exchange of young people.

Among the project's objectives, anyone can notice the effort undertaken for the expansion and further development of T4E network at a European level, set back in 2011 in Greece. Thus, the creation of the T4E handbook, accompanied by the set of Cards of Democracy underpins the strong bond between the relevant partners, T4E and L2C.

Another common link between G.E.N.E.S.I.S and T4E is the vision about Democracy. G.E.N.E.S.I.S members promote democracy in their school contexts because they strongly believe that Democracy is much broader than a special political form, a method of conducting government, of making laws and carrying on governmental administration. It is a way of life that affects factors both social and individual, not to mention that the most important democratic sign, according to them, is the way they engage students in actual learning.

Apart from the implementation of various activities (see Table 1) according to G.E.N.E.S.I.S school contexts and needs, we have also included an in- service training on Museum Education and a joint collaborative project called I4D with the Experimental Primary School of Serres (T4E member Mr. Ioannis Karagkiozis) and the Primary School of Psimolofos in Cyprus(Ms. Elena Perikleous).

Table 1: Implemented Activities (either face-to-face or virtually)



dating for Democracy 7.2.4 Investigating Fake News				

Crowing it all, the G.E.N.E.S.I.S team believes in the Power of Education for Social Change. In this context and within the T4E framework G.E.N.E.S.I.S represents:

- Teachers' voice so that they can apply "Real Education" about Human Rights and Democracy
- The sharing of the same Human Values and Democratic Ethos
- The production of Educational Materials
- The instigators of Joint Collaborative Projects within T4E framework
- The interweavers of Art with Democracy in Education
- The conductors of in-service trainings
- The organizers of International Teachers' Conferences & Trainings
- The trainers and trainees at the same time



Pic. 4 Pestalozzi in- service training, CoE, 2017, Creta, Greece

Part III: Pedagogical methods G.E.N.E.S.I.S makes use of.

The L2C approach is based upon key principles drawn from a combination of the experience of working with hundreds of teachers, and the knowledge of research into effective forms of training and education (Huber & Mompoin-Gaillard, 2011). As a result, the G.E.N.E.S.I.S vision is derived from the L2C vision and philosophy which are indubitably complex and change-oriented. This is due to the fact that changes require people to examine their attitudes, beliefs, values and actions. Failure to consider these elements can easily lead to resistance to change (Harris & Lazàr, 2011).

In this context, a variety of methods were used, including Experiential Learning, Collaborative Learning, Debriefing, Round-Robin Brainstorming, Gallery walks/ Socratic walks, Debating and the Starfish Model to name but a few.



Experiential Learning gives students and teachers the opportunity to reflect on crucial issues, make decisions, get engaged emotionally, socially or physically, gain knowledge on concepts and facts, reflect and analyse (Kolb, 1984) and become responsible citizens, “develop skills and clarify values” (Association for Experiential Education, para.2).

On the other hand, Cooperative learning –group work, that is- gives students the opportunity to work with one another even if they have different tasks. It exposes students to the positive effects of interdependence while it underlines the potential of personal responsibility. Soft skills are fostered through students’ experience of working socially.

Another quite beneficial delivery method is debriefing. Debriefing refers to the process of facilitated or guided reflection in the cycle of experiential learning, while simultaneously being an experience that enables participants to connect activities and lessons they learned in an activity, experience, or program, to the outside world.

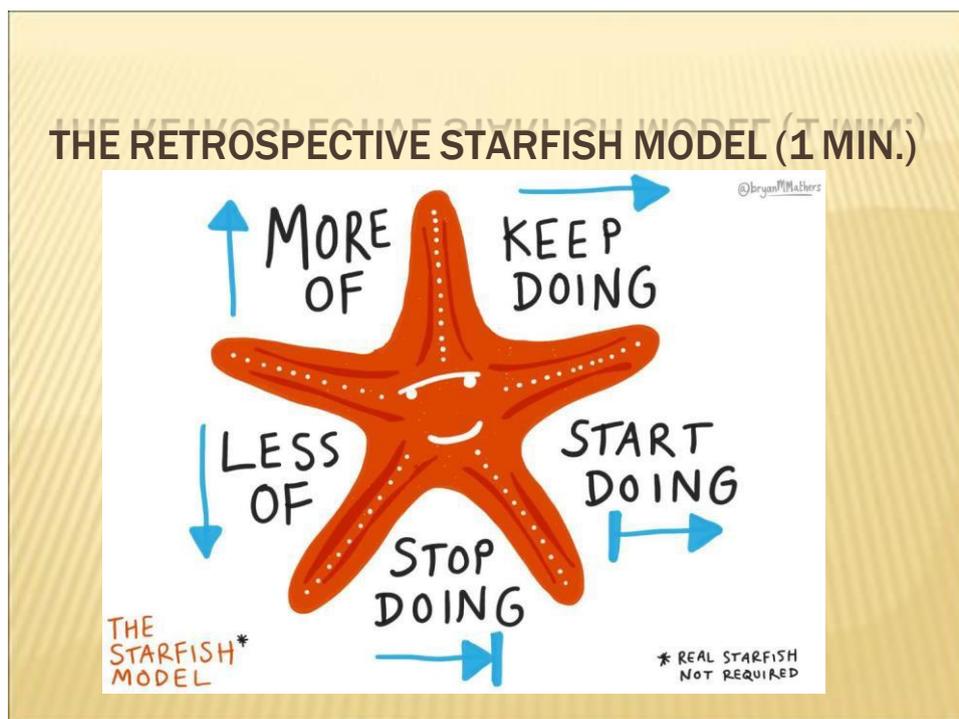
On the other hand, as an instructional method, Debating involves students in expressing their opinions from two competing perspectives with the goal of contradicting each other's arguments (Chang & Cho, 2010). A reasoned debate allows students to explore and gain understanding of alternative viewpoints and, for the participants, develops communication, critical thinking and argumentation skills. The skills that it helps develop are widely applicable and a gaining experience for participating students.

Moreover, Gallery walks (akin to Socratic walks) is a classical technique which leads students to recognize contradictions between values they avow and the choices they make— and shows them that they have the power to choose. Derived from the Socratic *Dialogues* of Plato, this method encourages students try to defend a “truth”, while this teaching tactic drives students to experience a shared dialogue and expose their own values and beliefs.

Additionally, the visual depictions of students’ drawings contribute to the development of a safe learning environment and allows for the students’ multiple intelligences to emerge (Gardner, H. 1993).

Round Robin Brainstorming is another commonly used group-based teaching approach, a variation of the classic brainstorming. It begins with a central topic, question or issue or visual prompt and provides a more structured format for creative sessions. In fact, it lets creative lateral ideas to surface and stimulates in creative solutions. Traditional Brainstorming is also used to boost openness and freedom.

The Starfish Model (Patrick Kua, 2013) is a technique that aids students in reflecting on varying degrees of actions and activities and asks students to be more specific and to foster thinking about practices that are generating value. It helps each group members understand how each other person perceives the values of certain perspectives. Its sections contain the “keep doing”, “less of”, “more of”, “stop doing” and “start doing” parts and by maintaining this order, spirits are kept “high” and things remain “dynamic and fun”.



Pic. 5 The Retrospective Starfish Model

Part IV: G.E.N.E.S.I.S impact on everyday school life

It is indisputable that GENESIS affects students and teachers alike in a positive manner. This is also reflected by the feedback after the implementation of several related activities taken out of T4E handbook thanks to the immense help from Cards For Democracy. G.E.N.E.S.I.S teachers' short feedback on some of their characteristic implemented activities is rather telling.

Neighbourhood yard

A very interesting and inspiring conversation was triggered regarding discrimination and bias and about whether being different at their school is accepted. They discussed that people who are 'different' often get bullied. Some students claimed to be defenders of the victims, at least when they become witnesses of such phenomena, but also noted that many people choose not to be involved. Overall, students seemed to have enjoyed the activity, especially since it made them get off their chair and move around, but also because it created a discussion about an issue they face in their everyday life. (Marina Goula, Experimental Luceum)

Don't trust everything/ Values in Democracy

An activity on the freedom of speech, expression & its risks. The activity aimed to raise awareness-understanding of propaganda and exercise students' questioning of information, on videos and images in times of Democracy which sharpen critical thinking.

Result: In Democracy we support and adopt certain attitudes.

A11. *I support freedom of speech as long as human rights are respected./Υποστηρίζω την ελευθερία του λόγου, εφόσον τα ανθρωπίνια δικαιώματα γίνονται σεβαστά. (Anna Drakotou, State Lyceum)*



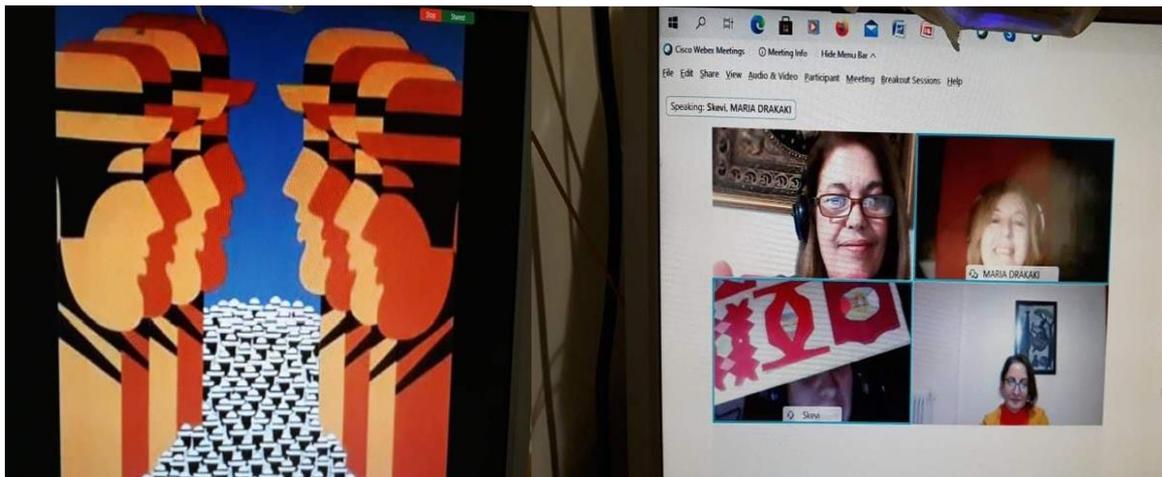
Pic.6 Activity's visual stimulus

1. Investigating Fake news

I think that the material is indeed addressed to older students. However, introducing issues such as democracy, citizenship and rights are undoubtedly a first seed. Students were introduced to this activity as part of a Unit on Internet use, after talking about cyber threats to security. This is an activity carried online due to the current sanitary crisis. (Sofia Kitsou, Experimental Junior High School)

2. Visual Declarations of Democracy in European Art Centres and Museums

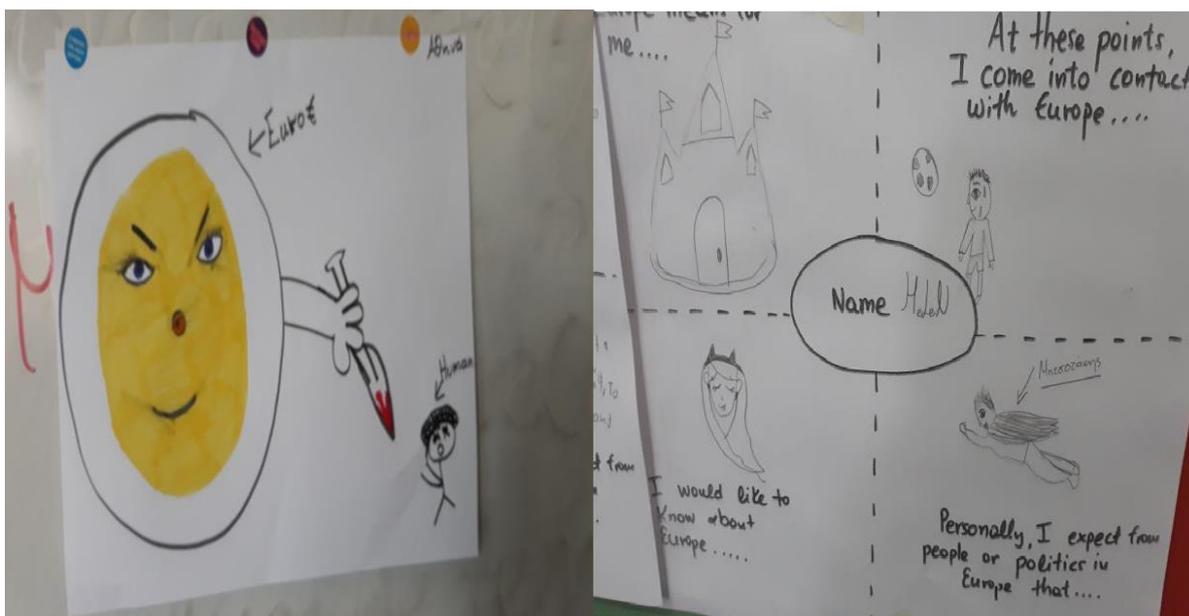
Inspired by the L2C Cards for Democracy, we searched for Visual declarations of Democracy in European Art Centers and Museums, following Perkins Model. We looked for the necessity of equal access to Cultural goods without any discrimination. Digital tools and resources helped us a lot...The training was virtually implemented and it was experiential and interactive. (Maria Drakaki, Museum Education)



Pics. 7& 8 Shots during in-service training

What Europe means to me

Students felt free to depict their own attitudes while on picture equals a thousand words while at the same time they were asked to draw about their expectations and knowledge about Europe. It was a challenging and informative activity. Brainstorming, debriefing and assessing, Gallery walks and Socratic walks were new to them (Foteini Veneti, Primary Education)



Pics.9 & 10. Children's drawings (Negative and Positive Aspects)

Part V: Conclusions

The G.E.N.E.S.I.S team would like to stress the importance of education for preparing our youth and adults for a life as democratic citizens in diverse democratic societies, for their future in a global workforce and for the development of their personality. Much like L2C, we envisage a world in which Education is the foundation of a just, inclusive and thriving society. Through this collaboration, it is more than apparent that students and teachers do respond extremely well. They actively participate and enjoy every activity to its fullest. All the experiential activities offer them knowledge and new challenges. They form attitudes and values well-related to the values of EU with respect to Democracy. Additionally, they are exposed to new experiences and a series of learning resources. They get acquainted with new methodologies and teaching practices, thus creating a more sustainable and safe learning environment. Learning can also be a blow to one's self-esteem, that's why they "learn to change and change to learn". They learn about Democratic values and how they can change the society they live in.

They learn not only to recognize the world around them and act like European citizens but also to accept diversity and show tolerance despite the differences between their context and other contexts across European classrooms and learning spaces. They experience EU principles and orientations in addition to a shared vision of what **education for democratic values** means. The right combination of Democratic Culture expertise materials and inspired educators, the so-called "filotimo" of Greek Teachers for Europe, as well as open schools and open minded educational leaders can definitely contribute to the reformation of National Curricula and the insertion of Democratic competences and values in any syllabus.

We reinvent the way we learn to change the society we live in.

L2C

References

Bäckman, E., & Trafford, B. (2007). Democratic Governance of Schools. Strasbourg: Council of Europe.

Beijaard, D., Meijer, P. C., Morine-Dershimer, G., & Tillema, H. (Eds.). (2005). Teacher Professional Development in Changing Conditions. Dordrecht: Springer Netherlands.

Biesta, G. (2009). What Kind of Citizenship for European Higher Education ? Beyond the Competent Active Citizen, 8(2), 146–158.

Boghossian, Peter, "Socratic Pedagogy, Critical Thinking, Moral Reasoning and Inmate Education: An Exploratory Study" (2004). Dissertations and Theses. Paper 3668.



- Chang, K., & Cho, M. H. (2010). Strategy of selecting topics for debate teaching in engineering education. *Religion*, 30, 50.
- Council of Europe. (2014). Education for Change. Change for Education. Teacher Manifesto for the 21st century. Strasbourg: Council of Europe. <http://www.coe.int/en/web/pestalozzi/-/conference-2014>
- Council of Europe. (2018). Reference Framework of Competences for Democratic Culture. Strasbourg: Council of Europe. <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>
- Dewey, J. (1916). *Democracy and education*. New York: Harper and Row.
- Dewey, J. in "Democracy and Educational Administration," *School and Society* 45 (April 3, 1937); 457-67 <https://wolfweb.unr.edu/homepage/lafer/dewey%20dewey.htm>
- European Commission. (2017) *EntreComp*. Brussels: European Commission. [jrc109128_entrecomp_into_action_-_final.pdf](https://ec.europa.eu/education/entrecomp/)
- European Commission. (2017). *DigComp 2.0*. Brussels: European Commission. *DigComp 2.0 European Commission. (to be publ.)*. *LifeComp*. Brussels: European Commission.
- ETUCE, (2005), Report: Europe Needs Teachers: Hearing on Teacher Education, Brussels.
- Fullan, M., (2001) *The New Meaning of Educational Change*, Teachers College Press Columbia University, New York and London.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Huber, J. (2014). Teachers' Manifesto. <https://www.learn2change.eu/2016/11/03/teachers-manifesto/> Intercultural Competence for All. (2012). Pestalozzi Series No2
- Harris, R. & Lazar, I. (2011) *Teacher Education for Change*. Pestalozzi Series No1. Council of Europe Publishing.
- Huber, J. & Mompoin-Gaillard, P. (2011). *Teacher Education for Change*. Pestalozzi Series No1. Council of Europe Publishing.
- Kennedy, A. (2005). Models of Continuing Professional Development: A framework for analysis. *Journal of In- service Education*, 31(2), 235-250.
- Kolb, D. A. (1984). *Experiential Learning Experience as the Source of Learning and Development*. Englewood Cliffs, NJ Prentice Hall.
- Kua, P. (2013). *The Retrospective Handbook. A Guide for agile teams*.
- Μείζον Πρόγραμμα Επιμόρφωσης, Βασικό Επιμορφωτικό Υλικό, Τόμος Γ'. Η αξιοποίηση των τεχνών στην εκπαίδευση.

<http://www.epimorfosi.edu.gr/images/stories/ebook-epimorfotes/texnes/9.TEXTNES.pdf>

Mockler, N. (2011). Beyond “what works”: Understanding teacher identity as a practical and political tool. *Teachers and Teaching: Theory and Practice*, 17(5), 517–528.

OECD-PISA. (2018). Global Competence Framework. <https://www.oecd.org/pisa/pisa-2018-global-competence.htm>

Perkins, D.N. (1986) *Knowledge as design*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Perkins, D.N. (1992). *Smart schools: From training memories to educating minds*: New York: The Free Press. Perkins, D.N., and Salomon, G. (1988). Teaching for transfer. *Educational Leadership*, 46(1), 22-32

Perrone, V. (1991a). *A letter to teachers: Reflections on schooling and the art of teaching*. San Francisco: Jossey-Bass

Pestalozzi Series No3,(2014) CoE, *Developing Intercultural Competence through Education* Spring, J. (2009). *Globalization of Education: An introduction*. New York: Routledge.

T4E Handbook (2019). *Learn to Change*

UN–UNESCO. (2015). *Sustainable Development Goals (data, activities, lesson* Vlastos, G. (1995). *Socratic Studies*, Cambridge,: Cambridge University Press



Dreaming and building our future in a Europe with less poverty, hunger and inequality, Maria Volika⁴¹

Abstract

Poverty, inequalities and social exclusion in the EU are significant factors that determine the future of the young generation's dream. It is important for the young people to know the present situation and the EU's goals, policies and strategies so as to fight the problem and think of innovative anti-poverty solutions for a better future. A team of 15 students of the 14. Gymnasium Athens implemented a project in frame of T4E project, entitled **“Dreaming and building our future in a Europe with less poverty, hunger and inequality”**, becoming Ambassadors of the global goals for sustainable development focusing on “no poverty” and “zero hunger”, goals within the frame of human rights and reducing inequalities, being volunteers in many anti-poverty/ hunger actions and realizing the importance and necessity of the EU in which they live. All participants collaborated successfully and everyone enjoyed the entire teamwork. The outcomes, in questionnaires, photos, videos, artworks, hearing podcasts, writing texts, online discussions and interviews from scientists (“Boroume”, G. Leon, S. Levine, N. Chrysogelos) are indicators that the aims were achieved. Students are optimistic believing that education, organization, collaboration, proper planning, targeted actions are factors in building a better world with less poverty, hunger and inequalities within the frame of human rights.

Key words: Poverty, hunger, inequality



EU Challenge

In spite of the overall wealth in Europe, **poverty** in the EU is at a relatively high level with about 24,8 % of the population. Figures are higher for some groups such as children and the elderly.

Compared to countries in Africa, Asia and South America, where many people are starving, the level of poverty is lower in the EU, but global poverty also affects poverty and social exclusion in Europe. The crisis has generated more poverty and it is expected that the poverty

⁴¹ Teacher of Science, MSc Oceanography Email: mvolika@sch.gr

14. Gymnasium of Athens (T4E Ambassador: Maria Fouseka)

rate will rise more in the future as a result of the recent global health situation. The reality is, that poverty in the EU is a problem which brings misery to the lives of many people, curtails their fundamental rights, limits the opportunities they have to achieve their full potential, brings high costs to society and hampers sustainable growth.

Poverty, inequalities and social exclusion in the EU is a significant factor that determines the future the young people dream of. It is important for the young people to know the present situation and the EU's goals, policies and strategies to fight the problem and think of innovative anti-poverty solutions for their better future.

Issue(s) addressed

Fostering and enhancing knowledge about

- absolute and relative poverty, hunger, inequalities and social exclusion
- causes and impact of poverty and hunger as inequalities and social exclusion
- targets, policies, strategies, actions of EU to combat and eliminate the poverty in frame of human rights

Understanding the strong link and relation between poverty, hunger and human rights

Target group: secondary level, 15 students, 12-15 years old

Duration: 1 month/ 2 teaching hours every week (2020) 3 weeks, some hours every day (2021)

School subjects involved: Language, English, Geography, History, ICT, Projects



Aims

- The information, awareness and participation of the school community in fundamental issues concerning their future and the future of European citizens
- Creating a network of knowledge and understanding between young people and teachers and exchanging ideas
- Expanding students' horizons from a local and national perspective to an European one
- Becoming Ambassadors of the global goals for sustainable development focusing on “no poverty” and “zero hunger”, goals within the frame of human rights and reducing inequalities
- Realizing the importance and necessity of the EU in which they live

Learning outcomes



- The acquisition of knowledge about the issues they had to study and to suggest ways for better living conditions
- The acquisition of social, organizational, collaboration, ICT, communication and presentation skills
- Enhancing of reading, writing and speaking skills
- Encouraging the learning and cultivation of foreign languages, mainly English, through hands-on practice (e.g. questionnaire and interview with Mr. Simon Levine)
- The development of creating a work skills, like texts, questionnaires, poetry, paintings etc
- Learning metacognitive, social, affective strategies, like critical thinking, encouraging and helping people in need and finally trying to suggest effective solutions
- Informing the plans and actions of the leaders and members of Organizations, Institutions, Governments, EU Parliament, etc for those basic issues

Components of competences developed

Changing behavior on issues of inequality and human rights but also a way of life to become active citizens

Creating policy and expanding their participation in actions and effective initiatives

The search and investigation of the relevant future professions, or helping through their profession or by being volunteers in many anti-poverty/ hunger actions

Dialogue, interaction and reflection on topics and career guidance

Learning to respect their fellow human beings regardless of their situation and fight for human rights and elimination of inequalities at all the levels

Instructions (Step by step)



Before the start of the program, every school student was informed about the idea of implementation and the goals of the project. The next step was the creation of the student's group and the corresponding lesson in the digital classroom (eclass) by creating the users group for the purpose of posting and using material as well as for the communication of the participants.

Step 1





Theoretical approach of all 17 global goals of sustainable development and selection of the 2 goals: no poverty and zero hunger.

Every student has taken a notebook, in which the title of the project was written, the names of the participants and every day, as a diary, each activity that will be done. The teacher explained the plan, the aims, the conditions and divided the team into 4 mixed groups. A short presentation of themselves getting to know each other better followed.

Step 2



Motivation

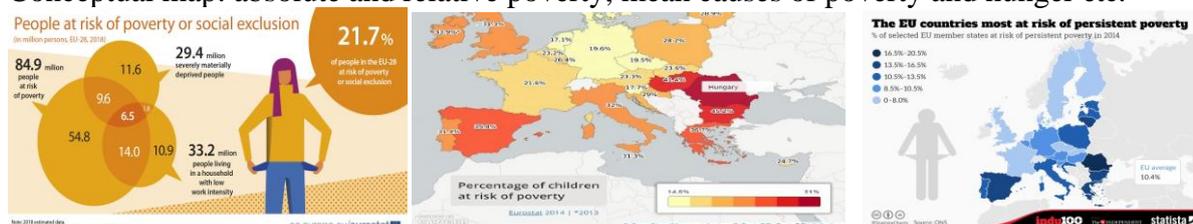
Watching photos, images and paintings and a video asking to describe what they see, what their feelings are, what poverty means, hunger, inequality, social exclusion, the rate of poverty in EU, the reasons, the results, the effects they think about. The followed questions were a continuation of their previous answers. Each student has written questions about the terms. At the end a **questionnaire** handed out.

Step 3

Theoretical approach

Defining and explaining the terms of poverty, hunger, inequality, social exclusion by a presentation (Power Point).

Conceptual map: absolute and relative poverty, mean causes of poverty and hunger etc.



Step 4

The students were standing in a circle and in the middle the globe was placed. Continental cards and cards with rates of poverty were given. The students had to think and suppose which rate of poverty is corresponding to each continent. The same activity was done with rate-population card. The following steps implemented the time the schools were closed (March 2021).





Step 5

Each student has written questions about the subject and afterwards a final questionnaire was handed out. This **questionnaire** was answered by an age group of 35 people aged 40 – 65 years and from some of the students.

14ο Γυμνάσιο Αθηνών
Εκπαιδευτικό Πρόγραμμα



«Γινόμαστε πρεσβευτές του παγκόσμιου στόχου Μηδενική πείνα»



Ερωτηματολόγιο

1. Γνωρίζετε για την Αντζέντα 2030 των Ηνωμένων Εθνών και τους 17 παγκόσμιους στόχους;
 - ▶ Ναι
 - ▶ Όχι

2. Ο στόχος 2 των παγκόσμιων στόχων έχει τίτλο ΜΗΔΕΝΙΚΗ ΠΕΙΝΑ. Ποιό είναι το ποσοστό των ανθρώπων που πιστεύετε ότι υποφέρουν καθημερινά από την πείνα παγκοσμίως σύμφωνα με τις τελευταίες έρευνες;
- ▶ Ένας στους εννέα
 - ▶ Ένας στους είκοσι
 - ▶ Δεν γνωρίζω
3. Σε ποιά Ήπειρο πιστεύετε ότι παρατηρούνται τα μεγαλύτερα ποσοστά πείνας;
- ▶ Ασία
 - ▶ Αφρική
 - ▶ Βόρεια Αμερική
 - ▶ Νότια Αμερική
 - ▶ Ανταρκτική
 - ▶ Ευρώπη
 - ▶ Ωκεανία
4. Σε ποιές χώρες εμφανίζονται τα μεγαλύτερα ποσοστά της πείνας;
- ▶ Σε ανεπτυγμένες χώρες.....
 - ▶ Σε αναπτυσσόμενες χώρες.....
 - ▶ Σε όλες
5. Γνωρίζετε ότι, στις αναπτυσσόμενες χώρες, 66 εκατομμύρια παιδιά που φοιτούν στο Δημοτικό σχολείο, παρακολουθούν τα μαθήματά τους πεινασμένα με 23 εκατομμύρια από αυτά να βρίσκονται στην Αφρική;
- ▶ Ναι
 - ▶ Όχι
6. Πού πιστεύετε ότι οφείλεται το φαινόμενο της πείνας;
- ▶ Φτώχεια
 - ▶ Ανθρώπινο παράγοντα (π.χ. αδιαφορία)
 - ▶ Ανεργία
 - ▶ Φυσικές καταστροφές-πόλεμος
 - ▶ Έλλειψη τροφίμων
 - ▶ Όλα τα παραπάνω
7. Πιστεύετε ότι οι κρατικοί φορείς ανά τον κόσμο βοηθούν στην επίλυση αυτού του προβλήματος;
- ▶ Ναι
 - ▶ Όχι
8. Παρέχει υπηρεσίες ο Δήμος σας για την ανακούφιση των ανθρώπων που πεινούν;
- ▶ Ναι
 - ▶ Όχι
 - ▶ Δεν γνωρίζω
9. Γνωρίζετε στην περιοχή σας κάποιο άτομο ή κάποια οικογένεια που πεινάει;
- ▶ Ναι
 - ▶ Όχι

10. Πού καταλήγουν οι μερίδες φαγητού που σάς περισσεύουν;

- ▶ Φύλαξη
- ▶ Πέταγμα
- ▶ Δωρεά
- ▶ Κομποστοποίηση

11. Πιστεύετε ότι η παρούσα παγκόσμια υγειονομική κρίση επιδείνωσε το πρόβλημα;

- ▶ Ναι
- ▶ Όχι

12. Συμμετέχετε ως εθελοντής/ εθελόντρια σε φορέα, σύλλογο ή δράση για την παροχή βοήθειας σε άστεγους ή πεινασμένους ανθρώπους;

- ▶ Ναι
- ▶ Όχι

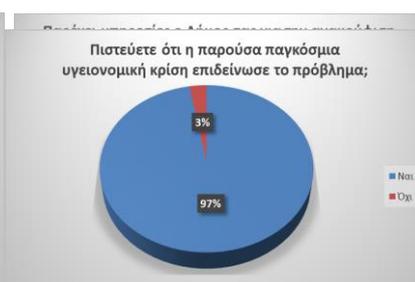
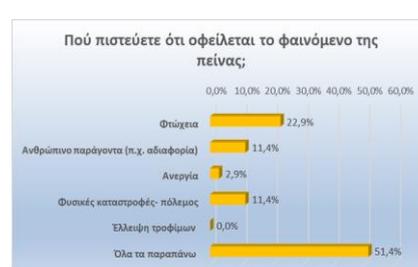
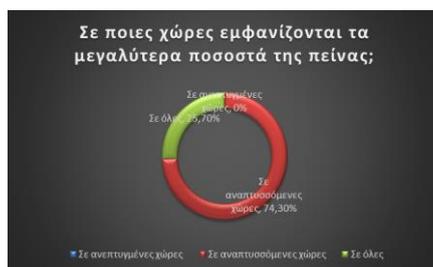
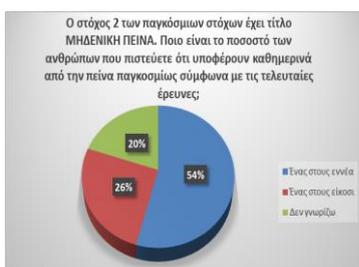
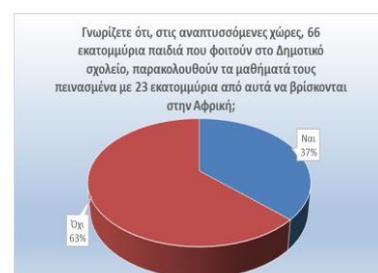
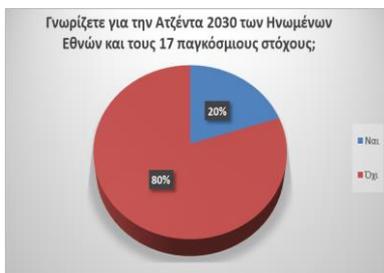
Ηλικία:

Επάγγελμα:

Σας ευχαριστούμε για τη συμπλήρωση του ερωτηματολογίου



Statistics results of the questionnaire (from 35 people, aged 40 – 65)



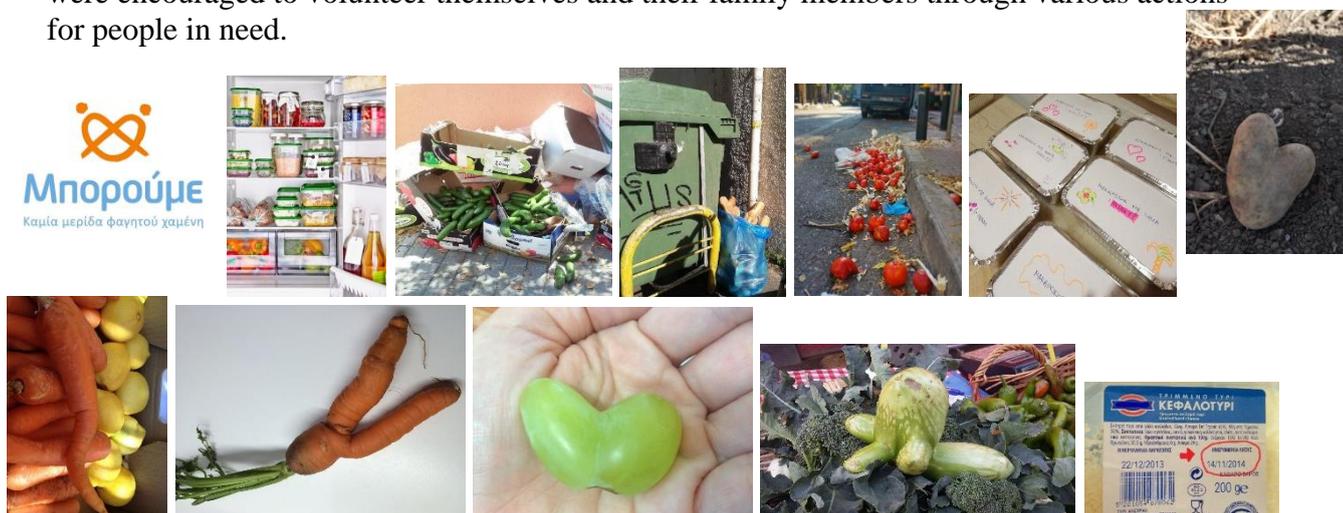
Step 6

The students worked searching for thematic material from internet and other sources. Material according to the themes was posted on the eclass platform. Some of them heard a podcast about the 17 goals of sustainable development and have written a summary about the goals.



Step 7

One-hour online educational program “Μπορούμε στο σχολείο” by the voluntary organization “Μπορούμε” (“We can”) with Ms. M. Dandoulaki as a speaker, where students enriched their knowledge on food waste, ways to combat malnutrition, rescue and food supply in order to reduce food insecurity and environmental burden in Greece and were encouraged to volunteer themselves and their family members through various actions for people in need.



Step 8

Online discussions and interviews

Online discussion and interview of the team with Mr. **Grigoris Leon**, Medical Examiner, President of the Greek Forensic Medicine Society, Municipal Councilor of the Municipality



of Athens & President of the Reception Center & Solidarity (KYADA).

The discussion on the action plan for the homeless was excellent and the students, by asking very appropriate questions, gained a complete, clear and thorough knowledge of the situation as well as the ways to become volunteers by offering.

<http://14gym-athin.att.sch.gr/wp-content/uploads/2021/04/%CE%95%CE%A1%CE%A9%CE%A4%CE%97%CE%A3%CE%95%CE%99%CE%A3-%CE%BC%CE%B1%CE%B8%CE%B7%CF%84%CF%89%CC%81%CE%BD-%CF%80%CF%81%CE%BF%CF%82-%CF%84%CE%BF%CE%BD-%CE%BA-%CE%9B%CE%95%CE%A9%CE%9D.pdf>

Online discussion and interview of the team with the humanitarian researcher policy Mr. **Simon Levine**, Research Fellow at the Humanitarian Policy group at ODI, Overseas Development Institute, London.

The speaker gave comprehensible and worthwhile answers and shared his experiences that aroused the interest of the participants for two hours, and he was impressed as the students were focused by actively participating in the dialogue that did not take place in their mother language.

<http://14gym-athin.att.sch.gr/wp-content/uploads/2021/04/%CE%95%CF%81%CF%89%CF%84%CE%B7%CC%81%CF%83%CE%B5%CE%B9%CF%82-%CF%83%CF%85%CE%BD%CE%B5%CC%81%CE%BD%CF%84%CE%B5%CF%85%CE%BE%CE%B7%CF%82-Simon-Levine.pdf>

Online discussion and interview of the group with Mr. **N. Chrysogelos**, Chemist-Environmentalist, Social Cooperative Enterprise "Wind of Renewal".

The speaker also linked the problems of hunger and poverty to environmental problems, such as natural disasters and climate change. The discussion-interview was very worthwhile and constructive, meeting our expectations and strengthening the motivation of volunteering.

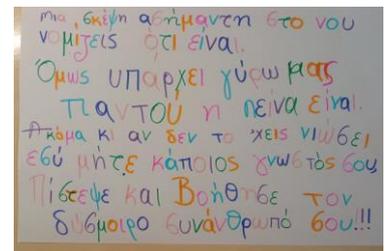
<http://14gym-athin.att.sch.gr/wp-content/uploads/2021/04/%CE%95%CE%A1%CE%A9%CE%A4%CE%97%CE%A3%CE%95%CE%99%CE%A3-%CE%9C%CE%91%CE%98%CE%97%CE%A4%CE%A9%CE%9D-%CE%A0%CE%A1%CE%9F%CE%A3-%CE%A4%CE%9F%CE%9D->

Step 9

Submission of ideas for the implementation of artworks and dissemination of the project Individual - due to circumstances - **photos** and **videos** of students with **slogans** promoting the goals of Zero Hunger and Poverty. The slogans were written on paper plates used as masks (symbolism: mouth and nose-taste and smell / food) and holding a fork & knife).

Individual photos with slogans







Individual videos <https://www.youtube.com/shorts/WC7Rvxtx21c>
<https://www.youtube.com/shorts/hSmFi2QT2kQ>
<https://www.youtube.com/shorts/oCvnp3nhwFE>
<https://www.youtube.com/shorts/BHk4HcESSXY>
<https://www.youtube.com/shorts/WVhAT7LsPN4> <https://youtu.be/o3WJOeiZu8s>
<https://www.youtube.com/shorts/aM3v1No8nrU>
<https://www.youtube.com/shorts/Z1UCc2zq004>
<https://www.youtube.com/watch?v=qiXyNmvZUOc>

Step 10

Submission of ideas for the implementation of artworks and dissemination of the project. Meeting outside the Herodeion Theatre.
 Implementation of artistic works. The students wrote and painted slogans on masks, plastic gloves, cartons, paper plates.



Photographing and videotaping the students who spoke through their creations promoting the goal of zero hunger and no poverty. Some parents were present and supporters, such as Mr. Doulis Nikolaos (video).



The central slogan “**Becoming Ambassadors of the global goal Zero Hunger**” shouted all the students at the end together.

<https://www.youtube.com/watch?v=S5Tk-kf4dRk>



Participating students of 14
Gymnasium of Athens Creations:

Γιοβανάκη Παναγιώτα, Δαλαβήρα Ευφροσύνη, Δουλή Θεοδώρα, Κασιμιώτη Παρασκευή, Κατσαντάς Γεώργιος, Κορού Στέλλα, Μουχασίρης Ευάγγελος, Σαββατή Γεωργία-Παγώνα, Σιουπούλη Θεοφάνια, Τσόλη Μελίνα, Φιλιππότη Σοφία, Χριστοδουλοπούλου Κωνσταντίνα, Βόκολου Κωνσταντίνα

Idea-conception, Direction:

Volika Maria Music: Politiki

Kuzina, Evanthia Reboutsika

Video: Doulis Nikolaos, Montage: Albakri Martina

Step 11

Writing texts about the topic - definition, causes, data, results but also suggestions for solving
- by each student - writing a final text.

Step 12

Interview of the teacher in charge, M. Volika, at the Radio Station Athens 9.84.

Step 13

Power Point implementation for the overall project

Evaluation for the implementation of the project

Many online meetings were held as well as daily communication mainly through the eclass platform

Debriefing

At the end of the project by an online meeting the students discussed what they learned, expressed their feelings, and all the experience to implement a project via online meetings and in their home. The aims were achieved, the students and the teacher collaborated successfully and everyone enjoyed very much the entire teamwork.

- Students are optimistic believing that education, organization, collaboration,

proper planning, targeted actions are some factors in building a better world with less poverty, hunger, inequalities within the frame of human rights.

- They had the opportunity to have interesting dialogues with scientists. That was something very special and extremely interesting.

Dissemination of results

Presentation at the end of the school year to the entire school community (students, teachers, parents), coordinators from the Directorate, cooperating people

Presentation to other teachers of Science and our coordinators at the Day of good practices, organized each year by our coordinators of Science

Posting the project on the school website and other platforms (eclass, ekfe omonoiias, Bravo Schools)

Videos on youtube

The project was submitted to the Competition Bravo Schools 2021 which concerns the 17 Global Sustainable Development Goals and in which the students' proposals for a better world are recorded. It received a distinction as well as a distinction regarding the total of 208 votes in the open public voting process, thus achieving the very important activation of the community.

Resources

<https://www.eapn.eu/education.actionaid.gr/>

- hellenicplatform.org/oi-17-stoxoi/ planet 2030 - The 17 aims of sustainable development
- <https://www.youtube.com/watch?v=edoHjcKV7IU>
- <https://www.coe.int/en/web/compass/poverty>
- https://ec.europa.eu/eurostat/statistics-explained/index.php/People_at_risk_of_poverty_or_social_exclusion<https://www.wfp.org/zero-hunger>
- <https://sdgs.un.org/topics/food-security-and-nutrition-and-sustainable-agriculture>
- www.boroume.gr
- <https://www.youtube.com/watch?v=U5qig9HIJ7k> (what poverty is)
- https://www.youtube.com/watch?v=ORO67LjN_ks
- <https://gsdrc.org/document-library/social-exclusion-and-social-solidarity-three-paradigms/>
- <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20201016-2>

Program coordination: Volika Maria, Physicist - MSc in Oceanography

Participating students: Giovanaki Panagiota, Dalavira Efrosini, Douli Theodora, Kasimioti Paraskevi, Katsantas Georgios, Korou Stella, Mouhasiris Evangelos, Savvati Georgia-Pagona, Tsoli Melina, Filippoti Sofia, Christodouloupoulou Konstantina, Vokolou





Konstantina, (A' & B' classes Gymnasium) Collaborations:

Parents

Voluntary organization: "We can"

Dr. Grigoris Leon, Medical Examiner, KYADA / Municipality of

Athens Simon Levine, ODI, Overseas Development Institute,

London

Nikos Chrysogelos, Chemist-Environmentalist, Social Cooperative Enterprise: Wind of Renewal