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# Active Citizenship

methods of promoting in adult education

Published by the “Active Citizenship” Grundtvig II Learning Partnership (2007-2009):  
Second Chance School of Corfu, Greece / Söderorts Swedish For Immigrants, Sweden  
Second Chance School of Larissa, Greece / Høje Tåstrup Languagecenter, Denmark

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ISBN: 978-960-99149-0-1

Printed in 50 copies by PrintUp, Patras, Greece



This project has been funded with support from the European Commission.

This publication reflects the views only of its authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Education and Culture DG  
Lifelong Learning Programme  
Grundtvig Programme



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# Preface

The “Active Citizenship” Grundtvig II Learning Partnership was formed, among two Second Chance Schools from Greece and two Language Centres for foreigners from Denmark and Sweden, under the revised EU Lifelong Learning Program umbrella in 2007, aiming to exchange experiences on methods for defining and promoting active citizenship constituents, such as cultural awareness and intercultural dialogue, environmental awareness, language and job training. Key component in this process is the strengthening of the learners’ communication skills, thus we seek to promote their ability to acquire information and actively take part in social and cultural life and public debate.

A number of outcomes emerged from this partnership. Through out the partnership the web page (<http://sde-kerkyr.ker.sch.gr/ACt>) was used for disseminating results from activities and meetings. Various leaflets were created in order to promote our activities, most notably in the area of environmental awareness. Our work in the field of cultural awareness was fruitful as theatrical performances were given, art exhibitions were organised and dvd was created. We think that all activities that were carried out during this partnership had a great impact on our learners, on our schools and especially on us, the teachers who were directly involved. Therefore we decided to write a book, which would present our methods and activities, so that more people can benefit from our experience.

The methods and activities presented in this book focused on active citizenship, but spanned across various curricula, like language training, informatics, environmental awareness, cultural and aesthetic education, social literacy, etc. The work presented was carried out in adult education institutions, but the methods that we propose can also be applied in other levels of education, like secondary education. Our overall goal is to present our accumulated knowledge on how students can be active citizens through the learning process on various lessons and we invite anyone who is interested in active citizenship to apply some of the proposed methods.

August 2009

Dimitrios Ringas & Eleni Christopoulou

# Acknowledgements

We would like to take this opportunity to thank (in no particular order) the numerous people who helped to make this learning partnership such an enjoyable job: all our learners who without their willingness and interest none of the following would have happened, the headmasters/headmistresses and the teachers of all institutions for their collaboration and efforts, the local authorities and society that supported our work both during the partnership and for printing this book.

Finally, many thanks must go to all teachers that actively participated in this partnership and contributed to this book not only for their work and cooperation but also for becoming friends.

August 2009

Dimitrios Ringas & Eleni Christopoulou

*“Be active citizen  
come join the fun  
move on and get yourself  
into the sun”*

Refrain of the songs composed by  
Erik Ludvigsen

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# **The Active Citizenship Grundtvig II Learning Partnership**

The “Active Citizenship” Grundtvig II Learning Partnership was first envisioned during the international Grundtvig Partner Finding Seminar entitled “Learning for intercultural awareness and inclusion in suburban areas” that was held in Høje-Taastrup (Denmark) on 2006. Representatives from all partners came up with the first draft of the proposal, which after hard work and close collaboration was successfully submitted in March 2007.

The main goal of “Active Citizenship - create methods for promoting active citizenship among marginalized groups” learning partnership, which lasted from October 2007 until July 2009, has been to exchange experiences on methods for defining and promoting active national citizenship and European awareness among exposed or marginalized groups.

The overall project aims have been:

- to develop new approaches and methods for activities with the purpose to counteract social exclusion and marginalization among educationally and in other respects disadvantaged learners
- to further intercultural awareness and dialogue among learners and educational staff
- to exchange experiences on approaches and methods between the staffs of the participating institutions
- to strengthen the communication skills of the target group in order to promote their ability to acquire information and actively take part in social and cultural life and public debate; this objective comprises promoting ICT skills in the target group
- to further an understanding of the conditions for adult education in the partner countries and foster European cooperation between adult educational institutions

The specific project objectives have been

- to stimulate active learner involvement in the process of defining active citizenship and understanding the implications of being an active citizen in a national and European perspective – thus furthering the insights and knowledge necessary for enabling intercultural dialogue and exchange of experiences between learners of the participating institutions
- to strengthen the communication skills of the target group by e.g. presentation technique training and training in the use of presentation aids

- to promote the ICT proficiency of our target groups (and staffs) by conducting learner dialogue and exchange of experiences by means of digitally produced and transferred material and by practising to use digital presentation aids
- to exchange experiences on approaches and methods between the staffs of the participating institutions by means of physical meetings, study visits and by means of ICT
- to integrate approaches and methods developed as a result of the partnership in the regular school work and curriculum of the participating institutions
- to disseminate the experiences and material resulting from the project to the benefit of other European adult education organisations by means of the Internet as well as leaflets

The partnership was formed among two Second Chance Schools from Greece, one from Corfu and one from Larissa, and two Language Centres for foreigners from Denmark and Sweden. The Second Chance Schools from Greece are schools for adult learners that have not finished compulsory education; the curriculum includes Greek and English language training, mathematics, science, sociology, environmental awareness, job orientation, ICT skills and cultural and aesthetic education. The Second Chance School of Corfu is situated in a suburban area of the town of Corfu and was established in 2005. The Second Chance School of Larissa was established in 2003 and is situated in one of the major mainland cities surrounded by large agricultural communities. The Hoje-Taastrup language centre provides Danish training for adult immigrants and refugees and is situated in Hoje-Taastrup municipality a suburban area 20 kilometres from the centre of Copenhagen. The Söderorts SFI provides Swedish training for adult immigrants and refugees in a suburban area of the municipality of Stockholm.

The collaboration and cooperation among all partners was fruitful and a number of outcomes emerged. Through out the partnership the web page (<http://sde-kerkyr.ker.sch.gr/ACT>) was used for disseminating results from activities and meetings. Various leaflets were created in order to promote our activities, most notably in the area of environmental awareness. Our work in the field of cultural awareness was fruitful as theatrical performances were given, art exhibitions were organised and dvd was created, and the intercultural dialogue was promoted through the exchange of created material and the exchange of visits.

Dimitrios Ringas  
Coordinator of the Partnership

## Few Words

The participation of the Second Chance School of Corfu in the Active Citizenship learning partnership has been a pleasant surprise for both teachers and learners. Through the activities we selected we tried to promote to teachers and learners, particularly from Denmark and Sweden, ancient, universal and always current values such as Peace, Hospitality, Cooperation and Respect for Diversity of people, nations and cultures. We also tried to sensitize teachers and learners to the environmental problem, the greatest problem of our planet, as our home becomes poorer in colours, scents and music. Therefore, it was not a coincidental choice the selection of *Lysistrata*, the theatrical play by Aristophanes, which was performed by our school as a sign that through dialogue and understanding there is always a way to achieve peace and that women should play an active role in society. The Trash Art exhibition organised by our school at a local art café excited students, who found it a wonderful opportunity to unleash their creativity and to realise the dimension of the environmental problem. Finally, we took particular care that our Greek, Danish and Swedish guests experienced the tradition, culture and beauties of Corfu with the assistance of both teachers and learners.

Aristotelis Kotinas, Headmaster of the Second Chance School of Corfu, Greece

The partnership has been three years of inspiring and exciting activities. It has also entailed a substantial amount of efforts on behalf of the staff involved. The reward, however, has been ample. We have been given the opportunity to acquire first hand knowledge about the conditions of adult education in our partner countries Denmark and Greece. Meeting colleagues from fellow European educational institutions with student target groups similar to our own has broadened our understanding as to what we have in common and what differs between us in a European perspective. We have had the opportunity to share and discuss various teaching methods and classroom activities with our partners. This has sometimes given us reason to reconsider aspects of our own ways, sometimes reassured us that we are on the right track. The impact of the Partnership on the personal level on the individuals involved most probably has been substantial though hard to measure. On the professional level the impact may be more concretely appreciated which is proved by the accounts made by the partners during the course of the project as to trials of methods and of teaching materials produced. At SFI Söderort one major concrete result of the partnership is our launch of a special Swedish course for unemployed immigrants with the theme “Working life”. The various activities and methods that will be used in this course are to a great extent

gathered from the collection of activities and teaching materials produced during the time of the partnership. The Active Citizenship partnership has, apart from the more professional gains, provided the participants with unforgettable experiences of joy and friendship. When the partnership now comes to a close let us hope that we will be able to maintain in the future the friendship and the professional network we all have had part in creating. Finally, a big thank you to the coordinating institution for a job very well done!

Björn Hjukström, Headmaster at Söderorts Language Centre, Sweden

Three years ago, we started searching for some kind of communication with other European schools for adults. Our aim was to come into contact with these schools and become acquainted with the way adults are trained in European countries. So, in 2007 I.K.Y. (Greek State Scholarships Foundation) gave us permission to participate in the Grundtvig program. The following two years gave the teachers of our school the chance to take part in several meetings with the teachers of the other three schools and to exchange ideas on teaching methods and practices, relevant to the common theme of 'Active Citizenship'. What is more, the teachers of our school went on study visits at the schools of Copenhagen and Stockholm and became familiar with the structure and the function of these schools. Both the meetings and the study visits helped the creation of friendly relationships between the partners that we hope that are going to exist in the future. The teachers of our school gained not only important experiences but other important things as well. They cooperated for the creation of cross-curricular activities and projects, they urged our students to become active citizens by using a variety of teaching methods and practices and finally they organized events and activities sensitizing the citizens of our city on the theme of 'Active Citizenship'. The records of these experiences will help us in our school so as to use them even further and take advantage of them in any possible way we can in the future.

Apostolos Mparlos, Headmaster of the Second Chance School of Larissa, Greece

The impact of the project at Høje-Taastrup Language Centre is difficult to measure. However, cooperating with schools from Greece and Sweden has certainly been an inspiring and dynamic process. The first ideas started out one late night at a contact seminar in Høje-Taastrup three years ago and since then the ideas have been developed and formed by concrete reality. The study visits and project meetings have given the opportunity to exchange ideas on different teaching methods and practices. It has also contributed with inspiration and insight into different European school systems as well as given us more perspective on the methods we are using ourselves. Within different topics, the teachers have developed methods that have initiated the learners to become active citizens in the

sense that the learners have achieved knowledge within certain topics which have given them the opportunity to reach an opinion on the specific theme in order to be able to react on it. Eg. the topic on environmental matters resulted in the fact that the learners wanted to react on an issue (too much garbage spread all over in their local area) and they wanted to communicate and disseminate information about what to do with the garbage and change the situation. The learners have furthermore exchanged their "results" to the learners in Sweden and Greece and with this achieved a broader insight - an insight in a European and intercultural context. Foremost, being part of this Grundtvig project has been a great experience for the people involved and created a network and friendships across borders which hopefully will continue to exist in the future.

Henrik Broe, Headmaster at Høje-Taastrup Language Centre, Denmark

Nikolai Frederik Severin Grundtvig (1783-1872) was a Danish clergyman and writer who founded the Scandinavian tradition of Lifelong Learning. His idea was that education should be accessible for life and aim to personal and cultural development as well as to a person's identity as an active citizen. It is true that educational exchanges focus on relationships and interpersonal communication and Grundtvig programmes finance actions for the promotion of the European co-operation, quality, innovation and the European dimension in all the different areas of Lifelong Learning and apply to all institutions and organisations of Adult Learning. Twenty-seven member states along with the countries of the European Economic Area (Iceland, Liechtenstein, Norway) and Turkey participate in this learning partnership. The benefits for co-ordinators and partners are that there is a challenge to spot one's identity in a multicultural society, gain feedback and learning experiences, there is constructive communication among learners/participants, creativity, development of ideas and practical implementation are enhanced, sensitization concerning the various aspects of the European social and economic policy is promoted and an understanding of important issues of mutual concern is built.

In this particular Grundtvig II Learning Partnership (Active Citizenship among marginalised groups) four adult education institutions (Second chance schools of Corfu and Larissa, Soderorts Swedish for Immigrants and Hoje Taastrup Languagecenter) participated for two years bringing together learners and teachers of three European countries (Greece, Denmark and Sweden) but most importantly disseminating practices, ideas and experiences on current issues such as environmental problems, elderly care, employment, human rights with emphasis on sex discrimination, as well as learning how to communicate and act effectively as active citizens. The methods and activities of the program are all explicitly

described in this book showing the hard work and efforts of all parties involved as well as the benefits of an intercultural dialogue and European co-operation in fostering active citizenship culture and practices.

Marianthi Alexandropoulou, School Advisor, Region of Ionian Islands, Greece

The environment is the natural place in which all life is developed. It is the fundamental requirement of survival and conservation of the human and all other species. Today its balance is brutally affected and disturbed, therefore it is necessary to underline and highlight both the global environmental problems, such as global warming and climate change, and the local ones, such as waste management, coast pollution and the degradation of areas of high ecological importance. It has become clear that the development model followed during the last 50-60 years, which has been based on the idea that natural resources are inexhaustible, has collapsed. Major international organizations have expressed the need for a shift towards a development model that respects the environment and that will be based on the principles of sustainable development. That will be a development model which will not compromise the future of our children and will not pass the the price of our greed on to the next generations.

Within the last few years very important steps have been made in Greece and Corfu in particular. The Greek government has announced its intent to found an autonomous Ministry of Environment and at the Prefecture of Corfu we intent to create an independent Environment Directorate. We considered this as necessary due to the enormous importance of the environment for the tourism economy and the overall improvement of quality of life. We aim to give this new directorate a new dimension and include the very important area of environmental awareness. Desire and duty of the Prefecture is to listen to citizens, to work with environmental organizations, to plan and develop a strategic plan for environmental awareness. We intend to work with educational authorities in order to initiate awareness programs at schools, especially on recycling and global environmental problems, as we believe that environmental problems should not be treated only at a technical and managerial level, but they should be handled primarily in their social dimension.

Finally, I would like to express my warm congratulations to the Second Chance School of Corfu and those who contributed to the implementation of this work which demonstrates their sensitivity towards environmental issues and arouses the environmental awareness of all of us.

Meropi Ydraiou, Substitute Prefect of Land Planning and Environment, Corfu, Greece

# Introduction

The Council of Europe has proclaimed the year 2005 European Year of Citizenship through Education, wishing to draw attention to how crucial education, both formal and non-formal, in a life-long learning perspective, is to the development of active citizenship and in fostering democratic culture. Citizenship implies that everyone needs to get involved in matters that concern life in society and to act throughout their lives as active and responsible citizens respectful of the rights of others. Education for democratic citizenship can help develop critical thinking and learning to live together. It favours mutual understanding, intercultural dialogue, solidarity, gender equality and harmonious relations within and among peoples. The European Year of Intercultural Dialogue 2008 recognises that Europe's great cultural diversity represents a unique advantage. Intercultural dialogue has an increasingly important role to play in fostering European identity and citizenship as it will encourage all those living in Europe to explore the benefits of our rich cultural heritage and opportunities to learn from different cultural traditions.

Learning for active citizenship means becoming aware of one's rights and responsibilities and developing the capability for participation in society as well as encouraging the willingness to participate. An early classification on how to teach citizenship identifies three forms; education about citizenship, which seeks to provide knowledge and understanding of history and structures of civil life, education through citizenship, which utilises active and participative experiences in the school and local community, and finally education for citizenship, which attempts to encompass the other two forms. Contemporary educational thinking stresses the need to enable the "education for citizenship" approach.

For the Council of Europe education for democratic citizenship should (i) equip people to play an active part in public life and to shape in a responsible way their own destiny and that of their society, (ii) aim to instill a culture of human rights which will ensure full respect for those rights and understanding of responsibilities that flow from them, and (iii) prepare people to live in a multicultural society and to deal with difference knowledgeably, sensibly, tolerantly and morally. In order to achieve the aforementioned goals, education for active citizenship has to be a form of literacy, in order to develop knowledge, understanding and critical thinking; has to imply action, in order to be able and willing to use acquired knowledge and skills; and has to be based on values, like human rights, respect for diversity, responsibility. Learning for citizenship, therefore, includes cognitive (knowledge), pragmatic (action), and affective (values) aspects.

Regarding the values and attitudes relevant to being an active citizen that we wanted our learners to develop, the approach that we followed was in line with various principles of adult education, reflecting the different approaches and targets of each partner institute. In the case of institutes focusing on language and cultural training of immigrants, the principles of social transformation were mainly followed. On the other hand at the second chance schools in Greece, where learners return on their choice to finish the compulsory education, the dominant theory was that of transformative learning.

The learning procedure that we all followed was dictated by the fact that our learners were adults, thus they wish to participate in the learning process and we should strive to structure it based on their experiences, perceptions and previous knowledge. We wished to develop a learning environment where we, as teachers, were not regarded as 'the fount of all knowledge', but instead knowledge and skills flourished through collaborative activities in a learning engagement among teachers and learners. Furthermore, we had to accept that there was a significant diversity in educational biographies and background of our learners, thus they should be encouraged to learn at their own pace, and possibly select the activities they would be involved more.

In this book we present some of the methods and activities that were carried out at our institutions during this partnership. The methods presented here have been evaluated as the most representative as well as the ones with the greatest impact. Altogether they focus on active citizenship, but span across various curricula, like language training, informatics, environmental awareness, cultural and aesthetic education, social literacy, etc. Applying these methods in a combined way achieves the promotion of active citizenship and favours intercultural dialogue. Still, one can apply each method separately with objectives out of the scope of active citizenship.

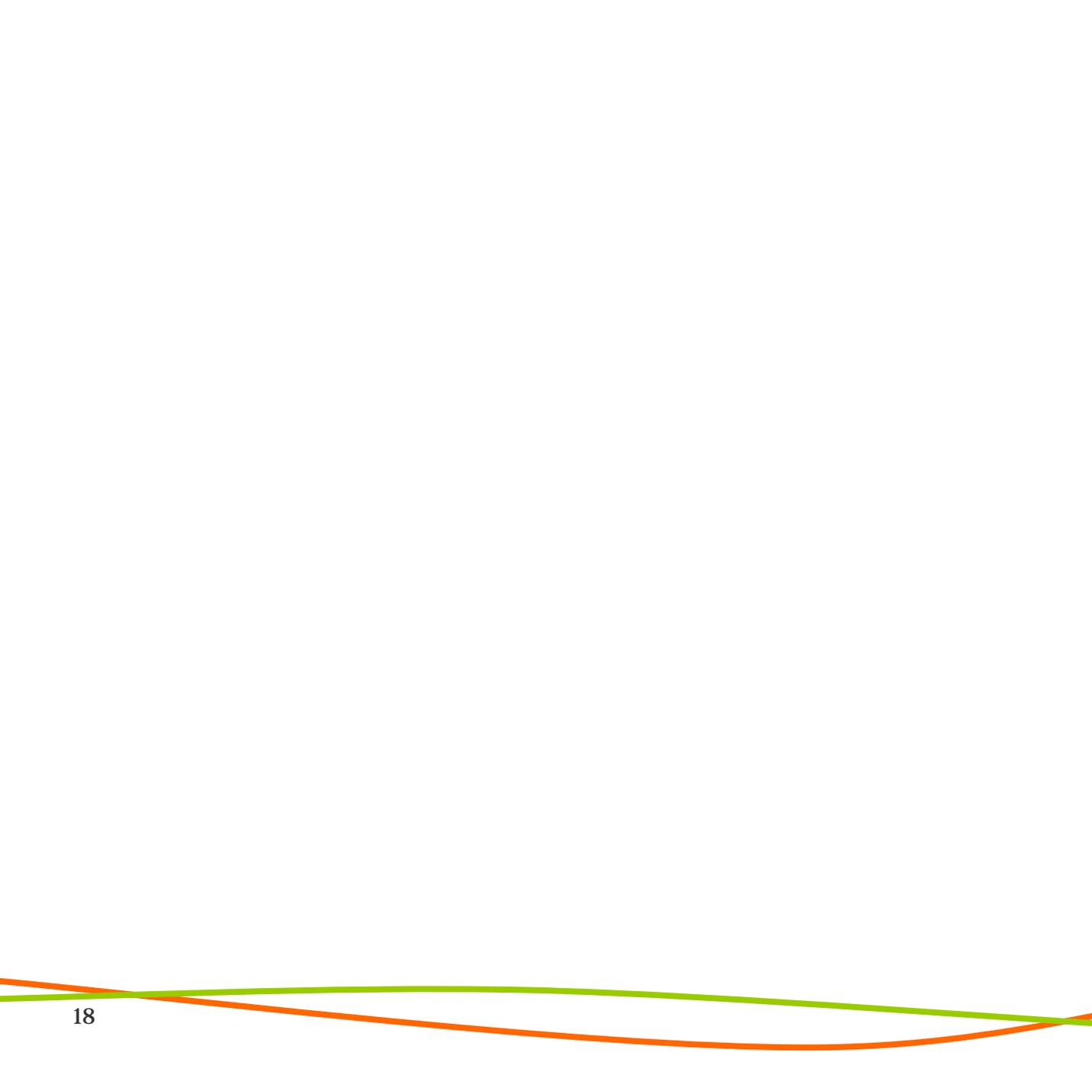
In our case all the activities were carried out by adult learners; the teaching methods that we exploited were mainly group techniques promoting the collaboration among students and student-centred like brainstorming, debate, discussion, role-playing, case study, etc. These teaching methods are appropriate for all levels of education; thus the activities in this book are described in a neutral way in order to be able to be adapted and applied in other levels of education, like secondary education.

In this book the presented activities are organised in four chapters. Based on our research learning for citizenship includes cognitive (knowledge), pragmatic (action), and affective (values) aspects, therefore our work evolved around four main topics. The first of our objectives was to promote cultural awareness; we wanted our learners to be able to

understand their culture, identify the similarities and differences with others and accept diversity. This led to activities that favoured intercultural dialogue; our learners had the opportunity to communicate and exchange similar materials that they created, works of art, etc. In our quest to promote the pragmatic aspect and motivate our learners to act for local and global issues, we undertook a number of actions related to the environmental awareness; a theme easily conceivable by our learners and of high impact on their communities. Finally, the theme of social rights is strongly related to the affective aspect of citizenship, as it promotes ethical and moral values of society like equality, democracy, freedom, etc. Most of the presented activities tried to satisfy objectives from all the aspects of citizenship, however the inclusion in a specific chapter indicates its main focus.

The overall goal of this book is to present our accumulated knowledge and experience on how students can be active citizens through the learning process on various lessons and how they can acquire various skills working on a broader topic. We invite anyone who is interested in active citizenship to apply a combination of the presented activities spanning across the four main topics of this book and mark the evolution of his/her students to active citizens. We also invite those that are willing to follow new practises to try our activities in various curricula and achieve his/her learning objectives. Finally, we hope that anyone that reads our book will seize the opportunity to follow a productive process and be able to propose new ideas. We would like to welcome anyone to provide us with feedback and join the dialogue via the webpage of this book hosted in <http://sde-kerkyr.ker.sch.gr/ACt/book>.

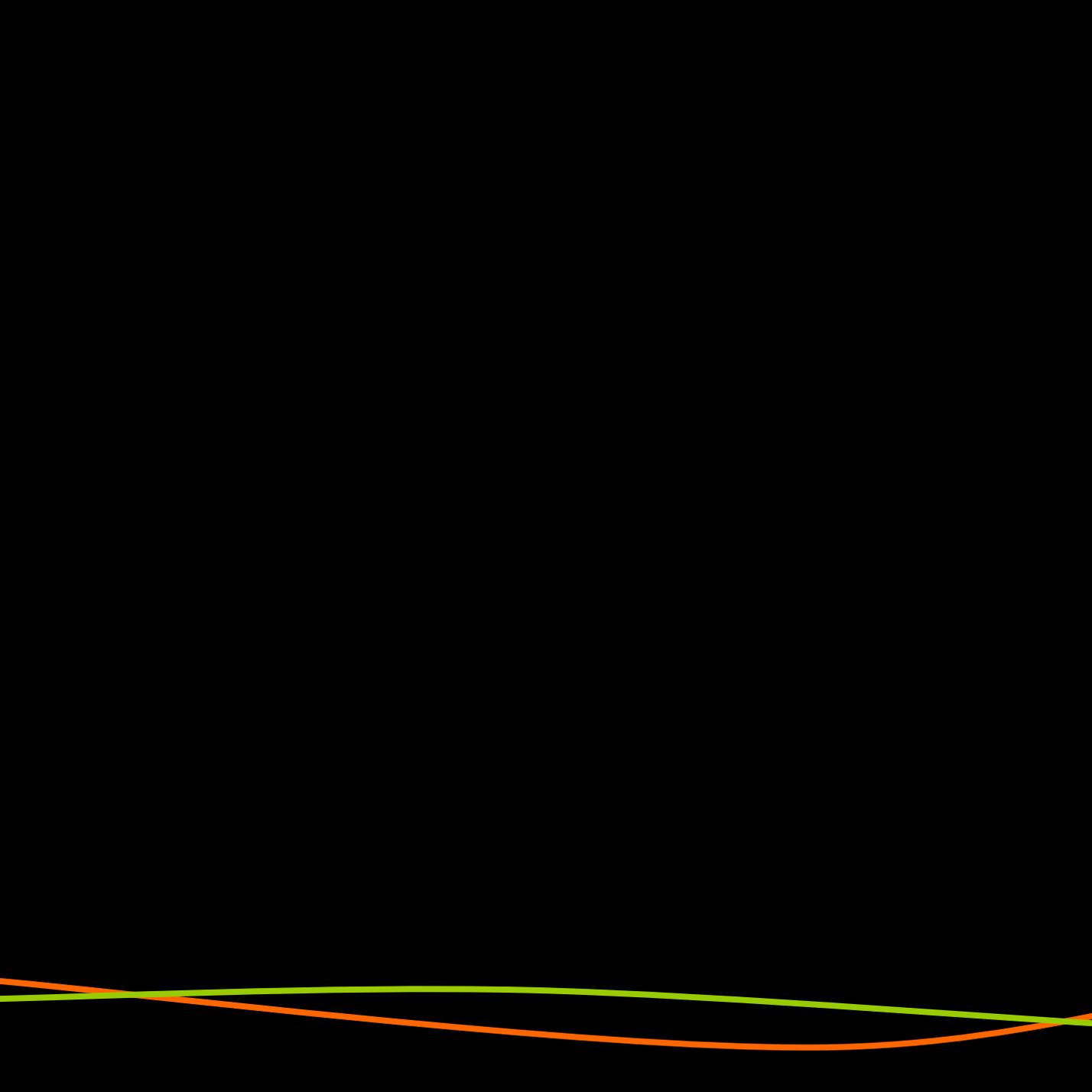
Dimitrios Ringas & Eleni Christopoulou  
Editors



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# Cultural Awareness





# Lysistrata, a theatrical play

Nikos Kokkalis

Second Chance School of Corfu, Greece

## Introduction

Our main goal in this project was to familiarise the students with Ancient Greek Theatre via the comedy of Aristophanes, Lysistrata, a classic-utopia on human need for peace and equality. We wanted to give them the opportunity to get acquainted with the notion of theatre and to experience its contracts and rules but foremost its magic.

## Key Questions

- Can a show teach learners and audience one of the most important forms of Art, a Total Art, Drama?
- Since many learners have an educational deficit on theatre, can this be amended by a theatrical performance?
- Is the participation in a theatrical performance able to redefine a person's character?
- Can collaboration among students redefine their relationships?
- Can students through the process of theatre create a new environment?

## Learning Objectives

- Acquaint with Theatre, one of the achievements of the Ancient Greek world
- Acquaint with Ancient Greek Education
- Acquaint with classic works such as Attic comedy
- Redefine the relationships between the two sexes, gender issues, through the concept of the play

## Learning Activities

### *Activity 1: Theatrical game*

The first month was devoted to the theatrical game, so that students become familiar with each other and acquainted with the theatrical convention.

### **ACTORS**

12 learners working in pairs assisted by a teacher, a director and a theatrical game play expert

### **TIME REQUIREMENTS**

3 hours per week for 9 months

### **RESOURCES**

Clothes  
Tents  
Masks – plaster  
Wood





### *Activity 2: Rehearsals*

The next month learners started studying the adapted version of the text. Later they began rehearsals with text and movement.

### *Activity 3: Costumes and scenery*

There were parallel sessions for the construction of costumes and scenery. Masks from plaster were built directly on the faces of the actors; we preferred half masks for more freedom on the stage. Then the masks were painted and decorated using paper ornaments. The scenery of our play was constructed with simple materials like wood, rope and fabric. The general idea was an upright loom (as used in ancient Greece, which refers to the daily occupations of women), which during the show transformed into fortified citadel. Finally, the costumes had contemporary elements and emphasis was given on folds, a characteristic of ancient Greek clothing. Black and white was used for men (intransigent, bellicose) and multicoloured for women; each woman had a different colour thus when they all meet they formed a rainbow.

### **Outcomes**

- Learners after three months managed to operate as a single team and support one another on stage and beyond.
- Gradually learners became able to understand and describe the structure of an ancient drama.
- Students were confident to expose themselves to the audience.
- In the end some of the most hesitant learners, managed to impress both teachers and audience with their performance in their role.
- Learners, apart from their role, had an active involvement in setting up the show as they took part in the construction of costumes and scenery.
- Many learners expressed the desire to attend more theatrical performances.

*Special thanks to Stefanos Cypriotis, our director, and Margarita Apergi for the theatrical play.*

# Producing a DVD for a Theatrical Play

Dimitrios Ringas & Eleni Christopoulou  
Second Chance School of Corfu, Greece

## Introduction

In cooperation with the arts teacher our learners produced a theatrical play; specifically they selected the ancient comedy “Lysistrata” of Aristophanes that embraces various virtues of active citizenship, such as requiring peace and standing up for women rights. From the ICT point of view our aim was to disseminate this play in the form of a DVD among all partnership institutions, providing a tool both for teaching values of active citizenship and for acquainting learners with the ancient drama.

## Key Questions

- Can learners create digital content that is suitable as teaching material?
- Can learners cope with the complexity of a demanding procedure like the creation of a DVD title?

## Learning Objectives

- To define multimedia applications
- To comprehend the advantages of digital content, especially its ability to transfer it among devices
- To acquaint with common audio and video processing tools and create multimedia applications

## Learning Activities

### *Activity 1: Recording the theatrical play*

Using common home video recording cameras a group of learners take up the task of recording the play. This is initially performed during the last stages of the rehearsals in order to offer the actors the ability to see their acting and improve their performances, as well as to acquaint the camera operators with the script and to identify key scenes which require special zoom effects, etc. On the day of the performance the equipment is set appropriately and the camera operators, assisted by the director, record the play.

### **ACTORS**

6-9 learners working in groups assisted by a teacher

### **TIME REQUIREMENTS**

Activity 1: 5 teaching hours plus the duration of the play  
Activity 2: 3 teaching hours per week for 3 months  
Activity 3: 2 teaching hours per week for 1 month

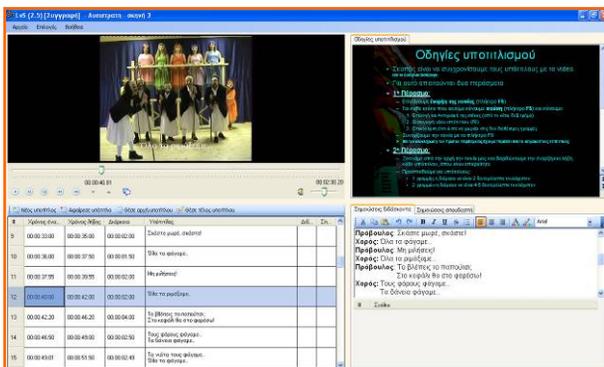
### **RESOURCES**

PCs, one per learners' group  
Digital video cameras  
Video & audio editing software  
Subtitling tool  
Online translation tools

## Activity 2: Editing the video

The recorded play is a raw video that needs to be edited; e.g. titles have to be inserted at the beginning and end, music has to be applied, minor errors might need to be covered up. In order to perform all these, the raw video is divided in shorter length fragments. Each learners group takes up one of the fragments and applies the various improvements using a standard pc and simple video editing software that is today installed on every home pc; if there is adequate time and the learners are eager to learn more, more advance audio and video editing tools can be introduced to the team. Once the fragments are finalised the same software can be used to put together the finalised version.

## Activity 3: Subtitling the video



*Subtitling the video*

Usually the main aim of creating a DVD for a theatrical play is to disseminate it; when dissemination to foreign countries is intended the content has to be subtitled and possibly translated to a number of languages. The first step is to apply subtitles to the video in its native language based on the script of the play; for this one can use the software developed by the Learning via Subtitling (LeViS) project. Next the subtitles files can be translated using various translation tools; still manual revisions are necessary.

## Outcomes

- The produced work promotes both cultural awareness and intercultural dialogue
- Learners are motivated to cooperate and coordinate as they seek to create digital content
- Such product-oriented activity with a tangible and conceivable goal although demanding can be well assessed, evaluated and performed by the learners
- Learners are encouraged to improve their language skills by translating the subtitles into a common project communication language, usually English
- Such an activity is highly demanding concerning technical skills; thus fewer learners feel initially confident to get involved; nevertheless collaboration overcomes difficulties.

# Our City, a cross-curricular approach

Mariella Korakaki, Vaso Gogou, Xenia Nasika, Ioanna Leivaditou, Konstantinos Panagoulis & Eleni Kondilopoulou  
Second Chance School of Larissa, Greece

## Introduction

The city of Larissa, where the trainees live, is a city with a rich historical background that is evident even today in its monuments (A' and B' ancient theatres, the wall of Ioustinianos, the monuments of the old Christianity period, Muslim monuments, neoclassical buildings etc.). Unfortunately, though, all these important monuments are surrounded by the uncontrollable Greek constructions that evolved after the burst of the buildings in the 1960's. This way of construction did not respect the historical centre of the city and as a result many and important buildings disappeared and their place was taken by cemented multi-storey buildings without planning and without any particular architectural character. This had also an impact on the planning of the town as well, since they did not take into account the analogies between the space and the height of the buildings. The neoclassical buildings and the image of the city as it was before its change into a busy suburban city can be viewed in Takis Tloupas' photo album. In 1990, there was a great effort to construct the two main squares of the city, Tahidromiou Square and the Central Square. A famous artist, N. Golanta, took over the responsibility for the construction. Her work of art managed to connect the centre of the city with the ancient theatre and the river. What is sad though, is the fact that it has been abandoned in the recent years because it is not maintained and it is surrounded by the passers-by' garbage.

## Key Questions

- What are the sights in my city and what is their place in its citizens' lives? Can we take advantage of the potentials of our city so as to make our lives better?
- Is the change that Larissa has undergone in the recent years positive or negative? Can we evolve criteria so as not to repeat the mistakes of the past and not to allow the destruction of the environment of the city?

### ACTORS

30-35 learners working in pairs or teams  
assisted by 6 teachers

### RESOURCES

Literary texts  
Pictures of the old and the new city  
Questionnaires for the evaluation of the whole project  
Maps of the city in Greek and English  
Photos of several works of art

### DURATION

Activities 1-7, 9: 2-3 hour units  
Activity 8: 9hour units

- Can we make cities viable? In what ways can we evolve an aesthetic culture, friendly to people and to their real needs?
- What problems can we see as we are walking in the streets of the city? Are we ready to propose things and to undertake personally and responsibly action and affect those taking decisions?

## **Learning Objectives**

a) The main objectives of the lesson of the Greek language were two:

- to give students the chance to practice in descriptive writing and in writing letters

b) The objectives of the Aesthetic and Cultural education were:

- to make students realize that every change in society is accompanied by an aesthetic change
- to discuss the similarities and the differences of the past and to compare and describe lines, shapes, analogies
- to become acquainted with the works of one of the artists of Larissa and to analyze her work and understand the function and the symbolism of the lines and forms that the artist selects
- to feel their role in this work of art
- to express their experience of the stroll in the city, using art
- to activate as citizens by assuming the responsibility of informing themselves, their families and their fellow citizens
- to become aware of the problems that the city has to deal with (lack of greenery, pollution, traffic, indifference and lack of conservation of the works of art that exist)
- to take actions (eg. A letter/memorandum to the mayor of the city) through which they will make the situation known and they will ask for its remedy.

c) The objectives of the English Language were:

- to find out ways to show students that they are already familiar with much of the vocabulary that is used
- to teach students new vocabulary
- to show them the purpose of learning a new language, which is to communicate with other people

## **Learning Activities**

*Activity 1: Discussion on a literary text (Greek Language)*

The students were given a text by Karagatsis that had to do with the pre-war city of Larissa,

which was followed by a discussion of its structure (paragraphs that included descriptions of several places in the city) and the severe tone of the writer's social comments of the inhabitants' habits. After that, the students were asked to write a small text about modern Larissa.

*Activity 2: Learning about the past of the city (Cultural and Aesthetic Education)*

The students became acquainted with the architectural past of the city through the works of the photographer T. Tloupas, through photos and maps of the city so as to bring back memories of the town during their childhood.

*Activity 3: Information (Cultural and Aesthetic Education)*

The students were informed and discussed about the land-art and the environmental-art and they found out about the works of the artist N. Golanta.

*Activity 4: The English in our town (English Language)*

The students were given maps in class with places of the city in English and they became familiar with the relevant vocabulary in the English Language. They were asked to practice this by some role-play, giving directions to foreigners to several places and providing them with the necessary information. They also practiced the new vocabulary in the following activity by looking at the information in English themselves.

*Activity 5: Visit to the city centre (Greek and English Language, Cultural and Aesthetic Education)*

Afterwards, the students went on a stroll around the city centre and took pictures of the places and things that had drawn their attention and they thought that they were worthy of comments. They analyzed and commented on the sculptures of the city and they had the chance to discover whether our city is friendly to foreigners or not.

*Activity 6: Spotting the main problems and finding possible solutions (Greek Language)*

When they returned to class, they discussed on the differences between the present and the past that they have noticed in town. They found out and wrote down the most important problems of the city and they discussed on ways to come into contact with the authorities so as to find a solution. They suggested sending a letter to the mayor, visit him themselves and at the same time they came up with ideas in order to inform or remind the citizens of these problems.

### *Activity 7: Production of works of art (Aesthetic and Cultural Education)*

The students created their own works of art.

### *Activity 8: Creation of leaflets and tourist guides (Greek Language, Cultural and Aesthetic Education, Social Education, Computers, English Language)*

They went through the text that they had been given in order to find captions that could be placed under the photos of modern Larissa and they also came up with their own ideas on the whole issue of 'change'. As a result, in the lesson of the Aesthetic and Cultural Education, they created a leaflet with information on the monuments and the other pieces of art that exist in town while in the lesson of the Social Education, they created an album with pictures of the city and captions that they had either found in Karagatsis' text or they had written themselves. Also, the students created a video about Larissa with the help of the teacher of the computers and they translated into English so as to show it to the students and the teachers of the other schools.

### *Activity 9: Visit to the Mayor (Greek Language)*

After that, they visited the mayor, they handed in to him a memorandum and discussed with him on the possibilities of citizens being entangled in the task of taking care of the city. They also showed him the information leaflet and the album that they had created.

## **Outcomes**

The project was due to complete in 3 weeks and this is one of the reasons why it was so lively. At the same time, the variety of the activities made it even more interesting.

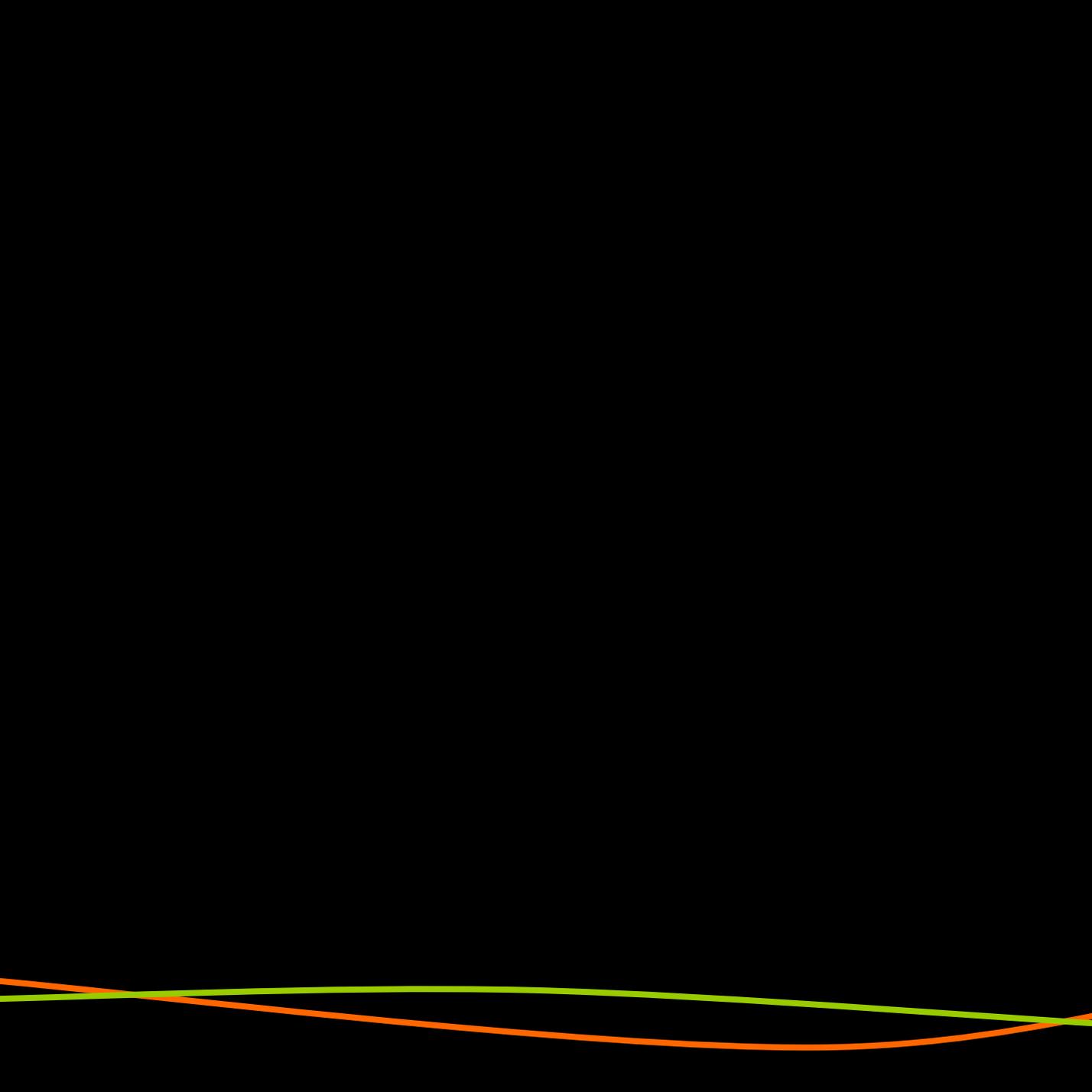
The visit to the Mayor and the proposals that the trainees made in their memorandum filled them with satisfaction since they realized that they can become active by adopting positive proposals and personal responsibility.

What they gained was that:

- they were informed about the monuments of the city for the first time and they realized how important it is for the citizens to live in a town that has memorable works of art
- they realized that these monuments are part of their lives, that they belong to them and this is why they have to be proud of them and protect them
- they realized that there are ways to communicate with foreigners
- they realized the problems of the city and the degree to which they can intervene

# **Intercultural Dialogue**





# Presentations of the Students / Portfolio

Erik Ludvigsen  
Høje Tåstrup Languagecenter, Denmark

## Introduction

As a way to start an intercultural dialogue between our learners and those of the schools in Sweden and Greece we decided to ask each learner to make a short presentation of her-/himself as to age, family, homeland, education etc., combined with a photo of each learner. Furthermore they were encouraged to reflect on their personal opinion of:

- the municipality of Høje Tåstrup,
- living in Denmark as such, and
- their view/thoughts on living in Greece and Sweden – what is life like there?

## Key Questions

- How would the learners describe themselves, their background and hopes for the future in Denmark?
- Which things do they find good/less good about living in Høje Tåstrup as well as in Denmark?
- What do they think about life in Sweden and Greece? And if they haven't been there: What do they imagine life is like there?

## Learning Objectives

- To increase their knowledge of the municipality and the country
- To seek information on the internet, in the town hall etc.
- To enable the learners – based on this information – to raise critical/wondering questions concerning various conditions in the municipality and the country
- To challenge their thoughts of people's lives in Sweden and Greece – what is reality, what is prejudice?

## Learning Activities

*Activity 1: Describe your municipality and present country*

The learners are divided into small groups (3-4 persons), who themselves seek out relevant material about the municipality. The learners decide for themselves what they consider relevant, the

### LEVEL OF LEARNERS

Danish Education 3  
(for people with more than 9 years of school background in their homeland)

Module 2 – 3 (out of 5)  
(having been in Denmark for 1 – 2 years)

### LEARNER'S NATIONAL BACKGROUND

Portugal, Viet Nam, Pakistan, The Netherlands and Nigeria

### TIME REQUIREMENTS

About 1 ½ months of 4 hours/week

teacher having more the role of a supervisor. This part of the work includes a field study, where the learners in cars drive around in the municipality photographing places, sights, old and modern buildings etc.

Equally the learners gather information (texts, statistics etc.) about Denmark that will enable them to draw a picture of the country in which they are living now.

As earlier mentioned the learners are asked to express their opinion on Høje Tåstrup and Denmark, each learner putting forward 3 good and 3 less good things in his/her opinion.

*Activity 2: Describe yourself, your background and your hopes*

The learners make a short presentation of themselves, including the above mentioned personal feelings towards the municipality and the country.

*Activity 3: Compile all texts and photos into a small report.*

All (this also includes activity 1) is being typed, printed, scanned and disseminated by the learners in the form of a report and an article for the learners' newspaper at our school. A CD is made and sent to the schools in Greece and Sweden.

## **Outcomes**

- The work has increased and challenged cultural awareness of the learners
- It has strengthened their ability to collaborate in groups and to find relevant information from various sources
- It has improved their ability to raise critical and relevant questions that they wanted to examine
- The study has been directed by the learners and has brought into focus an important teaching method in Denmark: Learning Is Your Own Responsibility – the weaker learners found this difficult and wanted more grammar.

# How to make a Café for Danish and Immigrant women

Anne Marie Svendsen

Høje Tåstrup Languagecenter, Denmark

## Introduction

A club of elderly Danish women wanted to get to know immigrants, who have come to Denmark. They had a meeting with the immigrant consultant of the municipality and they got a small amount of money for the project and a one day's course in cooperation. A meeting with the teachers in 'Hyttten' – a satellite of the Language Center of Høje Tåstrup, was arranged. From here things went fast! Now the Thursday Café is open every week from 12-14 o'clock. About 15-20 women meet and talk, laugh, sing, dance, bake, do knitting, play games and make trips together. The result is a café.

## Key Questions

- What brings people together? How do Danes and immigrants make friendship?
- How can Danes and immigrants communicate, when some of the immigrants have only been in Denmark a few months?
- How can the women use their different qualities?

## Learning Objectives

- To increase insight in customs from different cultures, identify similarities and differences
- To talk about daily life and things that matter to women
- To exchange ideas, attitudes, culture stuff, religious questions
- To be creative together, to be active together when doing gym and dancing and to laugh and have fun together

## Learning Activities

All the following activities give the opportunity for all participants to have a dialogue. The settings are nice and cosy, which initiates a good talk and exchanging of ideas.

### *Activity 1: Baking*

One of the Danish women is a perfect baker. She brings different recipes of bread, cakes or cookies often in connection with the

### **ACTORS**

15-20 immigrants  
6 Danish women  
2 teachers

### **TIME REQUIREMENTS**

Activity 1: 2 hours  
Activity 2: 3 hours  
Activity 3: 2 x 3 hours

### **RESOURCES**

Baking ingredients,  
kitchen, scissors, glue,  
cardboard, brochures,  
song books, cd-player

seasons and feasts of the year. She reads the recipes with the immigrants, and they do the practical work together. Lots of words and phrases are asked about and pronounced and mentioned again and again. While the pastry is in the oven, tea is made. And finally all the women enjoy eating cake and having a cup of tea!

### *Activity 2: Visiting a centre for elderly people*

One of the Danish women once worked at a centre for elderly people, and she arranged that the Thursday's Café could come and visit the centre.

Before going there, the immigrants made some questions for the staff and the old people. They were shown around in the whole centre and visited an old man's and a woman's room and talked to them. Afterwards they were served a cup of coffee, and they talked about the impressions, they had received.

### *Activity 3: Picture Lottery*

The women had collected lots of coloured brochures and pamphlets. While talking about these, the women were cutting out all kind of things, two of each thing. Then 6 different things were glued on a piece of cardboard, and the same things were glued one by one on a piece of cardboard. The plates were coated with plastic. The immigrant women might want to write down and practice the words of the things with the Danes. Then finally the picture lottery was played. One called out the different things e.g. 'Who has got a yellow flower?' Sometimes the women bring small presents for the winners.

## **Outcomes**

- New friendship appears between Danes and immigrants
- The immigrants learn and practice everyday language
- Having fun and enjoying time together
- Immigrants get help from the Danish women e.g. by writing application for education, finding a training place, learning to cycle.
- Prejudices disappear – the women are equal in the Thursday's Café, and every woman is respected for her qualities. Integration – goes both ways!



*Doing gym in the Café*



*Practicing words in Danish*

# Old in Denmark

Erik Ludvigsen  
Høje Tåstrup Languagecenter, Denmark

## Introduction

There are about 45.500 citizens in the municipality of Høje Tåstrup, 5.500 (12%) of these being older than 65 years, while the average figure for Denmark is 15%.

If we look at the group over 80 years more than 50% receive home help, and 20% receive nursing.



Høje Tåstrup Languagecenter  
spring 2008 class 340

For many years it has been the policy of various governments to keep the elderly people in their homes as long as possible, if necessary combined with home help and other kinds of aid from the municipality. But for elderly people who in spite of this aid can no longer stay in their own home there are 6 old-age homes with 206 residents and 2 training centres in Høje Tåstrup.

In spring 2008 class 340 at Høje Tåstrup Languagecenter worked with various aspects of the subject

„Old in Denmark“, using the municipality as an example. The subject was the learners' own decision.

Being immigrants themselves and (for some of them) middle-aged the learners wanted to examine the problems that older people of the first generation of immigrants are facing as to where and how they envisage their old age. Furthermore the learners wished to visit a residential home and talk to the residents. Being unemployed, they also wanted to look over the education that the employees at such a place of work must have.

Finally the learners were interested to learn about „Ældresagen“, a lobby-organization for the interests of elderly people in Denmark.

### LEVEL OF LEARNERS

Danish Education 3  
(for people with more than 9 years of school background from their homeland), module 3 – 4 (out of 5), having been in Denmark for 2 – 4 years

### LEARNER'S NATIONAL BACKGROUND

Portugal, Viet Nam, Pakistan, The Netherlands and Nigeria

### TIME REQUIREMENTS

About 11/2 months of 6 hours/week

## Key Questions

- Which thoughts do immigrants have concerning their old age in Denmark e.g. with regard to family, religion, food?
- Which conditions does the municipality offer the elderly people who cannot stay in their own home?
- What kind of education must you have to work with old people at a residential home?

## Learning Objectives

- To make the learners reflect on the situation of old immigrants in Denmark
- To increase their knowledge of the conditions the municipality offers her citizens - Danes as well as immigrants - living in an old-age home (cultural awareness)
- To seek information on the internet, in papers, books, etc, and to enable the learners to prepare questions and to carry out interviews in Danish (intercultural dialogue), and
- To seek and evaluate information about the education needed to work with old people at a residential home

## Learning Activities

*Activity 1: Find out how old immigrants look upon their old age in Denmark*

The learners were divided into small groups (2-3 persons), who themselves found written and digital materials, relevant to the subject. The learners, however, wanted to hear it directly from old immigrants and therefore prepared questions and carried out some interviews in Danish. All this information was gathered and discussed by the learners, after which they decided what to select for the final report.



*"But it IS a wonderful world"*

*Activity 2: A visit to Torstorp Plejecenter (a residential home) in Høje Tåstrup*

Hereafter the learners in small groups visited not only the homepage of the municipality, but the one of the residential home above in particular. They arranged for us to visit the residential home and drew up a list of questions for an interview of one of the residents - this they were promised by the principal of the residential home. The learners interviewed Karl Emil, a hale and hearty Danish man of 90 years, who told us about his life and what he

thinks of living at a residential home. Pictures were taken, and they also made an interview of one of the employees who took us all over the old-age home. It was a fine experience for the learners, who gave copies to the residential home and Karl Emil after the report was done.

*Activity 3: Find out about the educational requirement to work with elderly people*

Thus inspired the learners went on in new small groups to examine the qualifications needed to work with old people whether in their own home or at a residential home. This was done at the internet/by phone call to the municipality and the Ministry of Education.

The qualifications needed are met in an education for sosu – helpers (sosu stands for „social og sundhed“/social and health) that takes 14 months alternating between periods of theory and work experience. As an employee in the municipality you are guaranteed a job after your education.

A CD containing the report was made and sent to the schools in Greece and Sweden.



*Andy from Ghana and  
Karl Emil from Denmark*



*Sosu – helper Helle Andersen in the  
fitness room*

## **Outcomes**

- The study has increased the learners' cultural awareness of the old immigrants' situation in Denmark as well as of the conditions which the municipality offers its citizens living in an old-age home – a quotation from the report: „Now - after our visit to Torstorp Plejecenter - we can say: It is true that Denmark is taking care of her elder citizens.“

- The study has improved their ability to collaborate in groups, to find relevant information from various sources and to prepare and carry out interviews in Danish, thus strengthening learners' intercultural dialogue.
- Because one is guaranteed a job in the municipality after the education as a sosu – helper and because the education is short, it appealed to several of the learners claiming that having finished their Danish education at the language centre they would apply in a sosu – school.

# Elderly Care

Fani Sakellariou & Magda Syroglou  
Second Chance School of Larissa, Greece

## Introduction

During our meeting in Stockholm, last May, it was decided by the participants of the Danish, as well as the Greek school of Larissa, to work, in due time, on the common topic: “Elderly Care”. Last June, Mrs Syroglou Magdalini (social literacy) together with Mrs Sakellariou Theofano (language literacy) worked in co-teaching the above topic with 37 trainees of the second level of the school.

## Key Questions

- Sensitization towards individuals of the so called ‘third age’ is considered to be imperative since they belong to a very sensitive social group which calls for special care.
- In the present changing social conditions, people are forced to deal with issues such as the family, where attitudes as the one towards elderly care are facing dramatic changes because of the changes in the social relationships and roles in the modern society as well. So, can the trainees understand the changes and the conditions that force them and at the same time can they find ways to deal with dilemmas and propose solutions to problems of their everyday family life?

## Learning Objectives

- To investigate:  
perceptions, attitudes and behaviours of children regarding taking care of their parents  
emotions, attitudes and behaviour of aged people themselves  
perceptions of the general public and the impact they have on decision-making
- To sensitize trainees towards old people.
- To get them think of the issues that arise together with ageing and are related to the problematic area of health and insurance policy in Greece for individuals of third age.
- To help trainees realize that old people should be treated as equal as other age groups, and put an end in isolation and

### ACTORS

35-37 learners working in pairs or teams assisted by two teachers

### TEACHING METHODS

Educational drama, including group roles, the circle of conscience, dramatization, teacher playing a role  
Discussion

### TIME REQUIREMENTS

Activity 1-13: ½ hour unit

loneliness, feelings that old people experience continuously.

## **Learning Activities**

### *Activity 1: Creating a story*

In order to set the problem, the trainers following the method of educational drama, created a story adapting it to the reality of the Greek society.

The story starts with a typical aged couple living in a village somewhere in the Greek countryside. They have three married children, two sons and a daughter. Two of their children live in a nearby town whereas the third has moved far away to the capital. The old people are having a good life in the village; they are in good terms with their neighbours and the other villagers. In general, they are satisfied with the life they lead. One day, all of a sudden, the old man dies and his wife lives alone in the village. As the time passes by, her health gets worse and we can see on her the signs of giving up life: she does not cook anymore or does not tidy up as she used to ... The older son is visiting her, realizes the whole situation, gets worried about her and discusses with his brother and sister what they should do next. All of them report the situation to their partners.

Trainees are involved emotionally to a great extent through detailed information regarding the name of the people involved, ages, name and age of partners, the names of town and village etc.

The project is taking place in a school class in which the desks are put aside and the trainees sit, in the first place, in a circle.

The trainers enter the class pretending to be scientists/teachers of a University who together with their students carry out a survey on the third age. The trainees play the role of the students. The trainers narrate the story acting as characters of the story.

A plan with the characters is put on the board in order to make things easy for the trainees.

### *Activity 2: Recording (trainees playing a role)*

Trainees are divided in groups of 4-5 people. Each group plays the role of a character of the story but not the role of the old woman.

They are asked to write down their characters' thoughts trying to reach a decision/solution.

### *Activity 3: Announcement-Dialogue*

Their thoughts are reported. The members of the other groups, acting as the character they have chosen to play, provide answers to the thoughts of each group. What is actually going on is a dialogue among all participants playing a specific role.

*Activity 4: Without role-playing:*

The trainees discuss as one group itself what decisions they think will be made by the children of the old woman. They come up with the conclusion that it is highly possible that the old woman will move to the capital, Athens to live there with her youngest son. Her daughter undertakes the task to report their decision to the mother.

*Activity 5: Announcement of the children's decision*

Dialogue (the trainer playing a role)

The trainer undertakes the role of the daughter-the trainees play the role of the old lady. During their dialogue, the old woman is complaining that her children do not visit her very often, that she lives alone and she cannot manage, she even mentions that the other day she almost got burnt because she forgot to turn the cooker off...Yet, as soon as her daughter announces her children's decision about moving to Athens, she changes her attitude, claims that she can manage alright and she strongly insists on her living alone!

*Activity 6: The old lady's thoughts*

The circle of conscience (trainees playing a role)

A group of 6-7 people, playing the role of the old lady, forms an inner circle (holding hands with eyes closed) while the rest form a bigger outer circle.

The people from the outer circle have already decided what each one of them will say to the old lady and what they do is to move around, at first, one by one, and, then, all together saying repeatedly what their plans for the future are.

*Activity 7: The old lady announces her decision (group role)*

The members of the inner group, representing the old lady, discuss for a while and decide that she would stay alone in her house. The announcement of the decision is made to her daughter over the phone.

*Activity 8: Diary with her children's thoughts*

Division of participants in the groups they have formed beforehand (group roles)

Each child (each group) reports to a diary his/her thoughts after the announcement of the decision. The thoughts are reported to all participants.

*Activity 9: A year later (Dramatization)*

The trainees are divided into groups. Each one reflects on the old lady's life during the year that went by and presents a specific scene. Each scene involves definitely the role of the old

lady. The rest of the characters could be her children, her daughters in law or her son in law (if she still lives alone in the village, characters could be her neighbours as well). Each scene ends up as a frozen image.

*Activity 10: Presentation of the scenes (trainees playing a role)*

- 1st group: The old lady had a respiratory crisis as a result of the stress of being alone. Her children came right away. It is about time that she moves to Athens.
- 2nd group: The old lady gets dizzy and falls in the garden. The neighbours put the blame on her children, but to the old woman as well because she refused to move with one of them.
- 3rd group: The old lady seems to be having a good time. The lady who is taking care of her is reading her poetry. The neighbours speak highly of her children who are visiting regularly. Yet, the old lady does not seem to be happy.
- 4th group: The old lady got married!

As soon as the presentation ends, the participants express their thoughts and remarks, all of which are recorded by the trainers.

*Activity 11: Final discussion: Outcomes and suggestions for more appropriate solutions (Trainers and trainees in roles)*

Taking the part of the scientists/teachers as well that of the students, the participants discuss in order to reach a conclusion and to make suggestions to the old lady's children, as experts on the field.

*Activity 12: Discussion: Outcomes-Other solutions (The trainees playing the role of experts)*

Outcomes and Solutions are recorded on the board.

No other solutions -different in any way- are proposed, but ones very close to what her children have thought of.

## **Outcomes**

- Through this experience, the trainees have been led to the understanding that what is needed for the solution of those conflicts is cooperation and acceptance of the different views. Furthermore, the trainees participated in the organization of a discussion where they had the chance to create and support their points of view through unexpected changes and situations.
- What is more, they cooperated, they negotiated, they reached decisions and moved gradually towards the solution of the problem.

# Exchanging Christmas Recipes

Dimitrios Ringas & Eleni Christopoulou  
Second Chance School of Corfu, Greece

## Introduction

People in Greece, as well as in Europe, celebrate the Christmas period in unique ways, repeating through the years local customs, preparing local recipes, dining with family and friends. The particular celebration in each area reflects the local culture, but the existence of such traditions throughout Europe shows that this is an intercultural tradition. In order to help our learners identify the cultural similarities that exist throughout Europe we selected to involve them in an unofficial intercultural dialogue by asking them to prepare a small booklet of Christmas recipes.

## Key Questions

- What customs are related to our way of celebrating Christmas and are these common throughout Europe?
- Is Christmas dining a shared tradition through out Europe?
- How are Christmas recipes part of our culture and tradition?
- Can a shared celebration be used as a tool to reflect local culture and identify intercultural similarities or differences?

## Learning Objectives

- To be able to describe local traditions related to Christmas cooking and dining
- To be able to type, scan images and produce digital documents that contain both text and images from various sources
- To be able to collaborate on a common work
- To be able to compare customs from different cultures, identify similarities and differences
- To understand their culture, to join intercultural dialogue and be able to be members of multicultural societies

## ACTORS

10-15 learners working in pairs assisted by a teacher

## TIME REQUIREMENTS

Activity 1: ¼ hour units  
Activity 2: 2 hour units  
Activity 3: 2 hour units

## RESOURCES

PCs, one per learners' pair  
Digital cameras, or scanner, or Internet connection to download images  
Recipe books, or Internet connection to download recipes  
Online translation tools

## Learning Activities

### Activity 1: Select the recipes

The learners are divided into pairs and each pair selects the traditional recipe that it will present. Each recipe has to be related to the theme that all follow, i.e. the Christmas celebration. Also, all learners have to discuss and coordinate in order to produce a balanced result with all the required dishes, e.g. starters, main course and desserts.

### Activity 2: Collect the recipes and relevant images

The learners collect the recipes they have decided to present from a number of sources, i.e. recipe books, downloading from the Internet, asking elders, etc. Depending on the source of their text, then they either have to type the text, or simply format it. Also, they have to accompany their text with relevant images; these they can download from the Internet, scan from books, shoot with digital cameras or phone cameras, etc. Again, depending on the source of their images, the learners will have to transfer them into their recipe documents.

### Activity 3: Compile all the recipes into a leaflet

During this activity all learners need to collaborate with each other and with the teacher that is assisting. All the recipe documents that have been created so far have to be collected and organised into a leaflet that then can be printed and disseminated. A common style has to be decided and followed.



Sample pages of the leaflet: front cover, a recipe, back cover

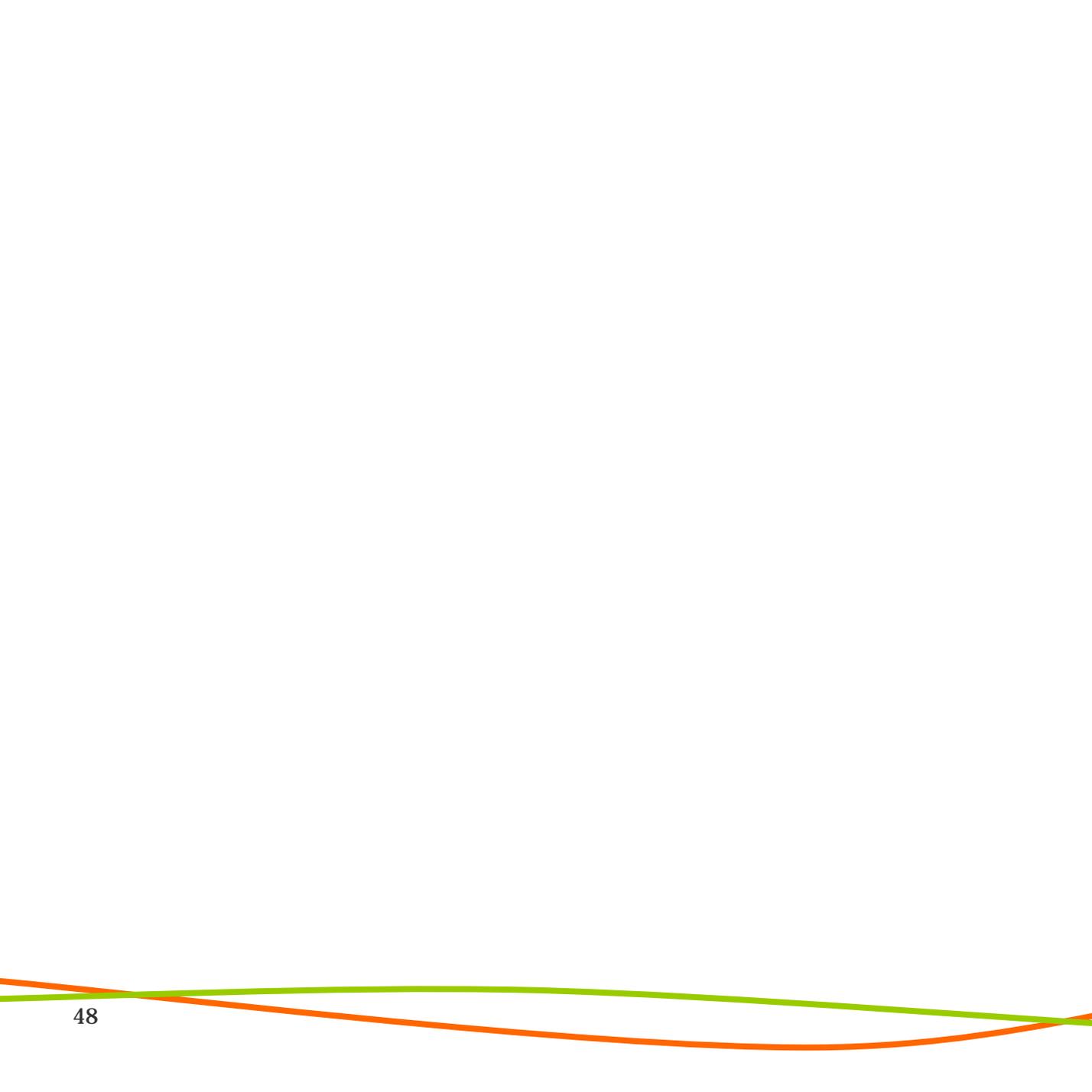
### Activity 4: Translate and disseminate the leaflet

Finally, in order to promote intercultural dialogue, the leaflet has to be translated, at least, to English to allow its dissemination to partner institutions. This can be achieved using free online translation tools, but -as often happens with domain specific text- the result needs to be refined. In order to achieve a high quality result assistance by a fluent language speaker is required; this promotes cooperation among learners as well as across teachers specialising

on different curricula and also demonstrates the value of fluently speaking foreign languages that enables one to communicate across borders.

### **Outcomes**

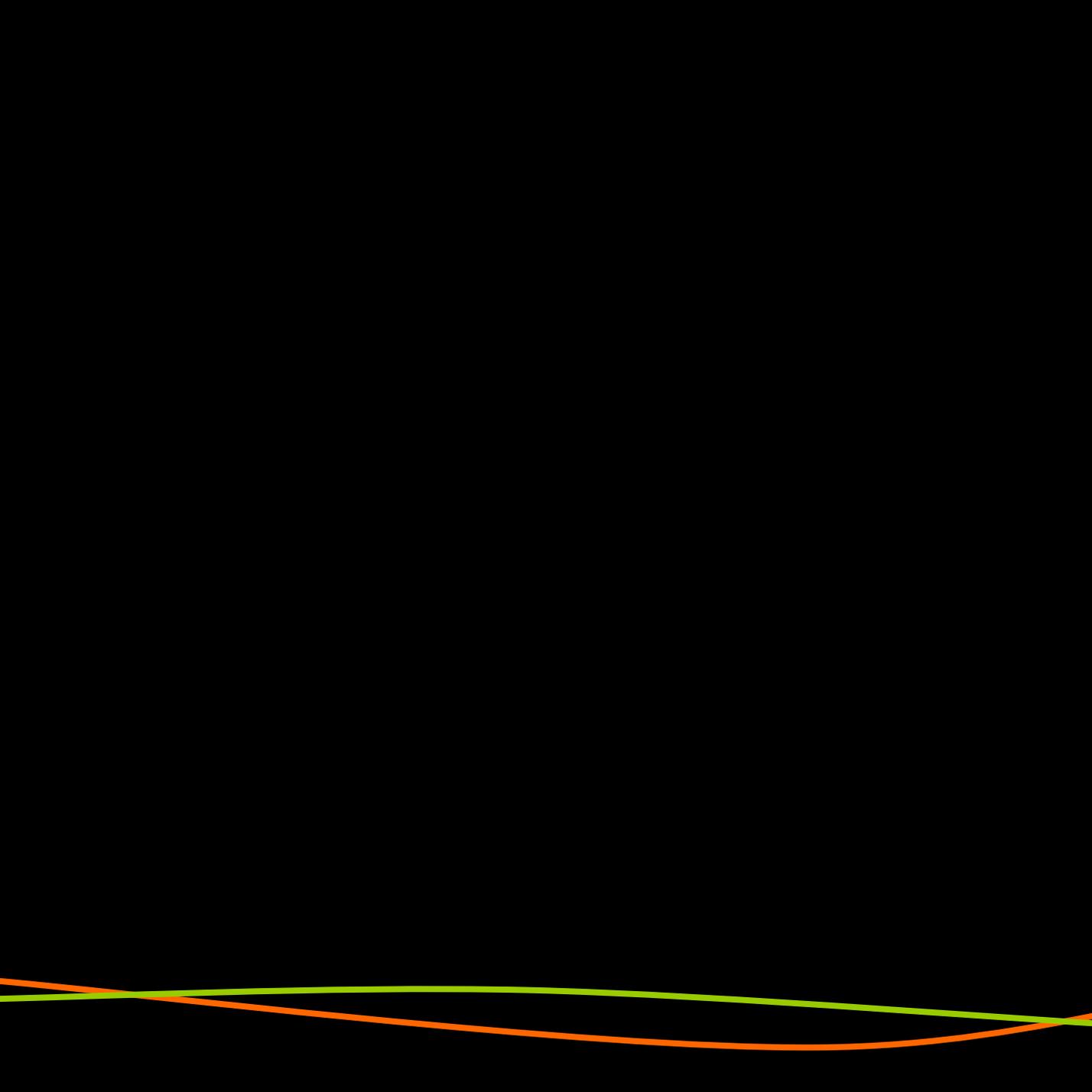
- The produced work promotes cultural awareness
- Learners are motivated to cooperate and coordinate as they seek to create tangible digital content
- Dissemination of the recipe leaflet and comparison with others works promotes intercultural dialogue
- The ICT skills of the learners are enhanced; all learners are encouraged to type short texts, collect images and transform them into digital format, follow a common format in their work
- Learners are encouraged to improve their language skills by translating the leaflet into a common project communication language, usually English



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# **Environmental Awareness**





# A Leaflet on Recycling

Eleni Christopoulou & Dimitrios Ringas  
Second Chance School of Corfu, Greece

## Introduction

In order to promote active citizenship it is common to select a burning issue of the local community to work on. Our target was to encourage learners to take up action on the issue of mismanagement of electronic waste; such an issue is important on the local community but at the same time has a greater significance that goes beyond the local perspective. In order to enable learners to take action we proposed to them to contact local authorities and request official responses.

## Key Questions

- Can a small group of people take actions that will lead to changes in their community?
- Can local authorities be motivated by citizens' actions?
- Can a successful campaign be organised by learners?

## Learning Objectives

- To contact local authorities using ICT and collect information
- To be able to type, to scan images and to produce electronically documents that contain both text and images from various sources
- To participate in a group and to work collaboratively
- To acquaint with common ICT tools; like word processor and image processing tools

## Learning Activities

### *Activity 1: Selecting a burning issue*

After discussion in order to select a burning issue of the local community, learners agreed on the mismanagement of wastes. In order to drive discussion further we presented a documentary on the mismanagement of electronic waste entitled "Digital Cemeteries". This led our learners to contact the local authorities and request information.

### **ACTORS**

10-15 learners working in pairs assisted by a teacher

### **TIME REQUIREMENTS**

Activity 1: ¼ hour units  
Activity 2: 2 hour units  
Activity 3: 2 hour units

### **RESOURCES**

PCs, one per learners' pair  
Digital cameras, or scanner, or Internet connection to download images  
Recipe books, or Internet connection to download recipes  
Online translation tools

### *Activity 2: Contacting the local authorities*

Initially, learners were divided in small groups and each group attempted to collect relevant information from local municipalities via personal contact. When this failed, mainly due to lack of knowledge concerning this issue from the municipalities, they collaborated in order to officially contact them via email and to demand information; the progress of this attempt was also published on the school website as a means to provoke reaction from the officials.

### *Activity 3: Creating a leaflet on recycling*

The issue of waste management and recycling was a burning issue for the municipality that hosted our school. As a result of the previous action, the mayor accepted our learners' proposal to support and fund the production of a leaflet on recycling. Learners used tools like the Web, word processor and image editing in order to design their leaflet. Particular effort was given to produce a professional looking result since this would be printed and handed out to citizens of the whole municipality; this was a strong motive to come up with an elegant result that would inspire citizens to follow this paradigm.



*Sample pages of the leaflet: front and back cover*

### *Activity 4: Campaign for recycling*

Learners proposed that a leaflet on recycling and reduction of waste should be handed out in a manner that it would not end up to be just garbage. For this they organised a campaign that they personally handed out the leaflets, encouraging recipients to study them, discuss on the issue and hand out more leaflets responsibly.

## **Outcomes**

- Learners realised that when they act as a united group they can achieve positive results and cannot be ignored; some municipalities even requested our learners assistance and cooperation in raising awareness on this issue among public
- Learners developed skills of participation and responsible action and also stimulated interest in engaging effectively in democratic processes of decision-making in their own communities

# A Leaflet about Waste and Garbage in Taastrupgård

Anne Marie Svendsen  
Høje Tåstrup Languagecenter, Denmark

## Introduction

A satellite of the Language Center of Høje Tåstrup is called 'Hyttten'. It is situated in the middle of lots of big blocks of flats named 'Taastrupgård' with about 2600 inhabitants, and about 50% of them are immigrants. The school consists of 5 clubrooms made into classrooms owned by the housing company. About 50 learners, only women, come to 'Hyttten' to get Danish lessons, and we work with subjects like: school, education, health, the municipality and environment.

In 'Taastrupgård' much money is spent on getting rid of the waste. The inhabitants have to sort in different kinds of waste e.g. paper, glass and housing waste, but many don't do it. Lots of garbage is being thrown everywhere. It's not nice to look at, and it costs lots and lots of working hours and money to make the area clean. One of the classes in 'Hyttten' therefore wanted to make a leaflet to distribute to all flats to try to change people's way of handling the waste.

## Key Questions

- What happened to the waste and garbage before, and what will happen to it in the future?
- How do we have to sort waste in Taastrupgård?
- Find out what happens to the waste and garbage, when we throw out things
- What describes a good leaflet, one that people can read and that can change attitudes?

## Learning Objectives

- To increase the learners' knowledge of the environment, especially how to sort and handle waste in Taastrupgård

### ACTORS

8 learners working all together and in 2 groups  
2 teachers, one at a time

### LEVEL OF LEARNERS

Danish Education 2  
(for people with less than 9 years of school background from their homeland), module 2, 3, 4, 5 (out of 5), having been in Denmark for 1 – 14 years

### LEARNER'S NATIONAL BACKGROUND

8 learners from Turkey, Pakistan, Somalia and Afghanistan

### TIME REQUIREMENTS

Activity 1: 2 x 3 hours  
Activity 2: 2 x 3 hours  
Activity 3: 5 x 3 hours

### DURATION

About 1 month of 15 hours a week.

- To find information on the internet, brochures, papers, books about the subject
- To enable the learners to get information at a visit on the incineration plant
- To make a leaflet: take photos and work on making texts

## Learning Activities



Visiting the incineration plant

### Activity 1: Select information about waste and garbage in Taastrupgård

The learners visited the office for the blocks of flats and asked them all the questions they found relevant about waste and garbage in Taastrupgård. Then they selected all written material handed out to the citizens and analysed their contents and way of communication.

### Activity 2: Examine the real life

The learners walked around all the blocks to examine the waste sites and see if it was obvious where to put the different sorts of waste. They took photos of the litter lying around on the grass.

### Activity 3: Making a leaflet about waste and garbage in Taastrupgård

Discussion on what is important and how to reach 'the neighbours, family, old and young'

Write the leaflet, select pictures and photos.

## Outcomes

- The work has increased environmental awareness of the learners
- The learners have started talking to their family and neighbours about waste and garbage and about how to get nice surroundings
- The learners are satisfied to be able to use the Danish language in actual situations e.g. in offices and on the incineration plant.

**AFFALD**

Taastrupgård har problemer med sortering af affald - og det er meget dyrt for os!

Vi skal sortere vores affald i containere til: pap, papir, glas, jern og husholdningsaffald. Det koster ekstra, når vi sorterer forkert. Papir kan genbruges 7-8 gange!

Vi vil gerne have det rent og pænt her i Taastrupgård!

Vi vil gerne spare penge!

Vi vil gerne passe på miljøet!

**VIL I ?**

Udenfor Hyten

Det koster også mange penge at fjerne affald, som nogle bare smider rundt omkring!

Lavet af hold 400 - Hytten/Sprogcenter Taastrupgårdsvej 75-77 juni 2009

The leaflet about waste and garbage

# Trash Art

Nikos Kokkalis

Second Chance School of Corfu, Greece

## Introduction

Our goal in this project was to create art pieces from trash. Initially we planned to display them within school; but then the idea of displaying them in a public space, a gallery where a larger audience would attend, came up. Finally, it was the learners' suggestion their works would be sold for a symbolic price of 20€ and the sales revenue would be given to a charity. An overwhelming majority chose to offer the money to "The Smile of the Child", department of Corfu, a voluntary, non-profit organization located in North West Corfu that currently hosts 19 children.

## Key Questions

- Can Art be produced from cheap materials and trash?
- Can the notion of Active Citizenship be taught through Art?
- Can Art sensitize learners and the visitors of an exhibition on environmental issues?
- Can Art sensitize learners on social issues?

## Learning Objectives

- To sensitise learners on environmental issues, especially recycling.
- To familiarise learners with contemporary artistic language and the new means that it uses.
- To acquaint learners with the process of organising an exhibition (setup-installation project, organising the opening, the sales process).
- To connect our school with the wider society.

## Learning Activities

### *Activity 1: The art laboratory*

In the art laboratory we started a "game", in which thrash and all sorts of useless objects, were converted into paintings and sculptures. Within shoe boxes we accumulated and performed

### **ACTORS**

15 learners working in groups of four during the first two months, then in pairs and finally independently

### **TIME REQUIREMENTS**

2 hours per week for 6 months

### **RESOURCES**

Shoe boxes, plastic, toys, glass, ceramic, metal, acrylic paint, silicone gun

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΠΡΟΤΕΡΑΙΟΤΗΤΑ 1  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΩΣΙΜΗΣ ΑΝΑΓΕΝΝΗΣΗΣ

ΣΧΟΛΕΙΟ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ ΚΕΡΚΥΡΑΣ

# Τέχνη από σκουπίδια

ΜΑΘΟΥΣΑ ΤΕΧΝΗΣ (ART CAFE)  
3 έως 14 Ιουνίου  
ώρας Επείγουσας: 10.00 - 14.00 & 19.00 - 21.30  
Επείγουσας: 10.00 - 14.00 & 19.00 - 21.30

Το έργο παρουσιάζει την συλλογή των έργων που δημιουργήθηκαν στο πλαίσιο του προγράμματος.








synthesis of materials such as plastic, metal, paper, ceramics, mirrors, glass, etc. The colour of materials played a particular role, and highlighted the objects creating a new reality.

### *Activity 2: The exhibition*

In cooperation with the manager of the Art Gallery of the Municipality of Corfu, we arranged an exhibition for ten days at the end of the school year. The artwork was sold for the symbolic price of €20 and the amount that was collected, about €880, were donated to the “The Smile of the Child”, department of Corfu, a voluntary, non-profit organization hosting abused children.

### **Outcomes**

- Learners learned how to compose objects in space and had the chance to approach Sculpture from a different perspective.
- Learners became familiar with new materials like plastic, glass or metal and techniques on how to use them.
- Learners took initiatives to organise an exhibition like installation of works, the organisation of the opening and the sales process.
- Learners became aware of environmental issues and took an active role in raising public awareness on social issues.

# Electromagnetic Radiation, Effects on our Body and Ways to Protect

Abraham Cohen  
Second Chance School of Larissa, Greece

## Introduction

The reason that the specific subject was selected was something that started from the students. They themselves reacted when they read an article about the antennas of the companies of mobile phones in the local newspaper. They were interested in finding out more about that and about the ways that they could protect themselves. They also wondered whether they could do something to react to that. This is how I was given the chance to make them activate by setting goals that had to do with the area of the electromagnetic radiation that affects our body.

## Key Questions

- What is electromagnetic radiation?
- How does it affect our bodies?
- What kind of technology is used?
- What can we do to protect ourselves?

## Learning Objectives

- To come to contact with several sources of knowledge so as to get information on what exactly electromagnetic radiation is, on the kinds of it and on finding out which ones of them are harmful and under what conditions.
- To be informed on the way that human body functions and the way that an outside radiation affects it.

## Learning Activities

*Activity 1: First contact with certain measuring appliances*

The students came into contact with some measuring appliances and boards relevant to the limits of the dangerous intensity of radiation and the safety limits. That is, they measured radiation among other things and they contrasted their findings with the

### ACTORS

30-35 learners working  
in pairs or teams  
assisted by a teacher

### TEACHING METHODS

Action research  
Discussion  
Survey  
Bibliography

### RESOURCES

Newspapers  
Books  
Special apparatuses  
that measure  
electromagnetic  
radiation  
Leaflets

### DURATION

Activities 1-4: 2hour  
units

ones on the boards.

#### *Activity 2: Actual study measurements*

Since some of them expressed the need to measure radiation at their houses, because they were living either near antennas of companies of mobile phones or near electricity lines of high voltage, we programmed some visits in such places where we measured radiation.

#### *Activity 3: Study of the relevant information*

Some of the students brought even more information material in class, while others even ordered books from the suggested bibliography. Through this, they had the chance to observe many differences between the characteristics of the antennas of companies of mobile phones in Greece and abroad. They suggested making a protest as a team to the mayor of Larissa about that.

#### *Activity 4: Discussion*

After that, there were some conversations on how we can protect ourselves from radiation.

#### *Future Activities*

The students are going to collect and classify relevant material. Afterwards, they are also going to select some of them and they are going to present them to the rest of the students, as a collection of photos or through texts where they will be describing their personal experience. This will help them in acquiring verbal and expression skills as well as give them the chance to decide on their own on the most important elements.

### **Outcomes**

- The students worked towards self-directed learning.
- Students worked out the theory based on their interests and needs.
- Students acted, experimented, took initiatives, cooperated and even obtained self-esteem.
- Students had some practice in cultivating subtractive, composing and critical ways of thinking and even meta-cognitive skills.

# Environmental Awareness

Torbjörn Hansen & Björn Hjukström  
Söderorts Swedish for Immigrants, Sweden

## Introduction

Deforestation, increasing levels of greenhouse gases, the accelerating rate of extinction of the earth's species are examples of issues that deeply concern people all over the world. Global problems demand global solutions. On the national and international level the responsibility to create these solutions lies with the political institutions. The main impetus for the political institutions to be motivated to act is of course the will of the people. Consequently, awareness among all citizens of the strains put on our environment is essential for our ability to influence our popularly elected decision makers. Environmental awareness is thus a theme with distinct points in common with the topic Democracy and the political system of the Cultural awareness theme.

Initial work with the Environmental awareness theme started in the autumn of 2008. Due to a pressed personnel situation the work on this theme had to be rather limited. A group of four teachers compiled useful teaching material and began to try it out in their classes during a limited number of lessons. Since one could assume that many of our students were not used to think in environmental terms, the task ahead felt a bit challenging.

## Key Questions

- How do we take care of waste and sewage water in Stockholm?
- From where do we get our clean drinking water?
- What happens with my waste?
- Where can we find information about waste disposal and the environment?
- Does our way of treating waste have effects to people in other parts of Sweden or in other countries?

## Learning Objectives

The group of teachers who set out to work with Environmental awareness agreed that the first step towards an insight and involvement in environmental issues in our students has to be taken at a concrete level. The approach decided upon was to incite

### ACTORS

40 students

### TEACHING METHODS

Group activity,  
discussion

### RESOURCES

PCs with Internet  
connection

### TIME REQUIREMENTS

3 lessons of 3 hours  
each

our student's learning about problems of the local environment and stimulate them to think about what we all personally can do to act responsibly from an environmental point of view. By beginning at the local level the aim was to lay the foundation to further learning about the global environmental situation. Objectives were also to train reading and social and communicative skills.

The aim was to start by compiling useful material that could provide necessary basic knowledge of environmental problems and to start working in the classes at a suitable language proficiency level.

### **Learning Activities**

First the teachers set out to compile useful material such as articles and pictures from newspapers, geographical magazines, brochures from Stockholm Water (the water works and sewage treatment works of Stockholm), Trafikkontoret (municipal body responsible for street cleaning and waste disposal), landlords etc. All the material was put in a binder together with references to web pages such as the homepage of the City of Stockholm, the Swedish Environmental Protection Agency etc. References to books with useful reading were also added.

Students and teachers worked during three sessions going through the material.

Much of the material was linguistically on a level that was somewhat above the language proficiency of our students. However, with a lot of assistance from the teachers and from more advanced classmates the essence of the content seems to have been understood by most students. Going through printed material or reading together from homepages in the computer room was rather time-consuming but the students kept a high level of interest nevertheless. Very often serious and engaged discussions ensued.

The discussions were not only about what can be done on the local level. Students often drew parallels to the global environmental situation. Much was said about the connections between the local, regional and global environmental issues. By learning and talking about the environmental situation locally in Stockholm, in various parts of Sweden, other European countries and the rest of the world they clearly seem to have observed how the environmental problems in different parts of the world are interconnected and interdependent.

An example of how eagerly the students engaged in discussions is what ensued after one class had watched a film produced by Stockholm Water. The film explains the way of the water from Lake Mälaren – Stockholm's main water supply - to all the buildings in

Stockholm and the way of the sewage water out into the Baltic Sea. The film is approximately twelve minutes long. The discussion that followed lasted for three hours. The topics were as much the message conveyed by the film as the meaning of new words and phrases. The access to clean water and the pollution of water sources is a pressing issue in many countries in the world. Our students are from all over the world and not surprisingly this discussion quickly adopted a global perspective.

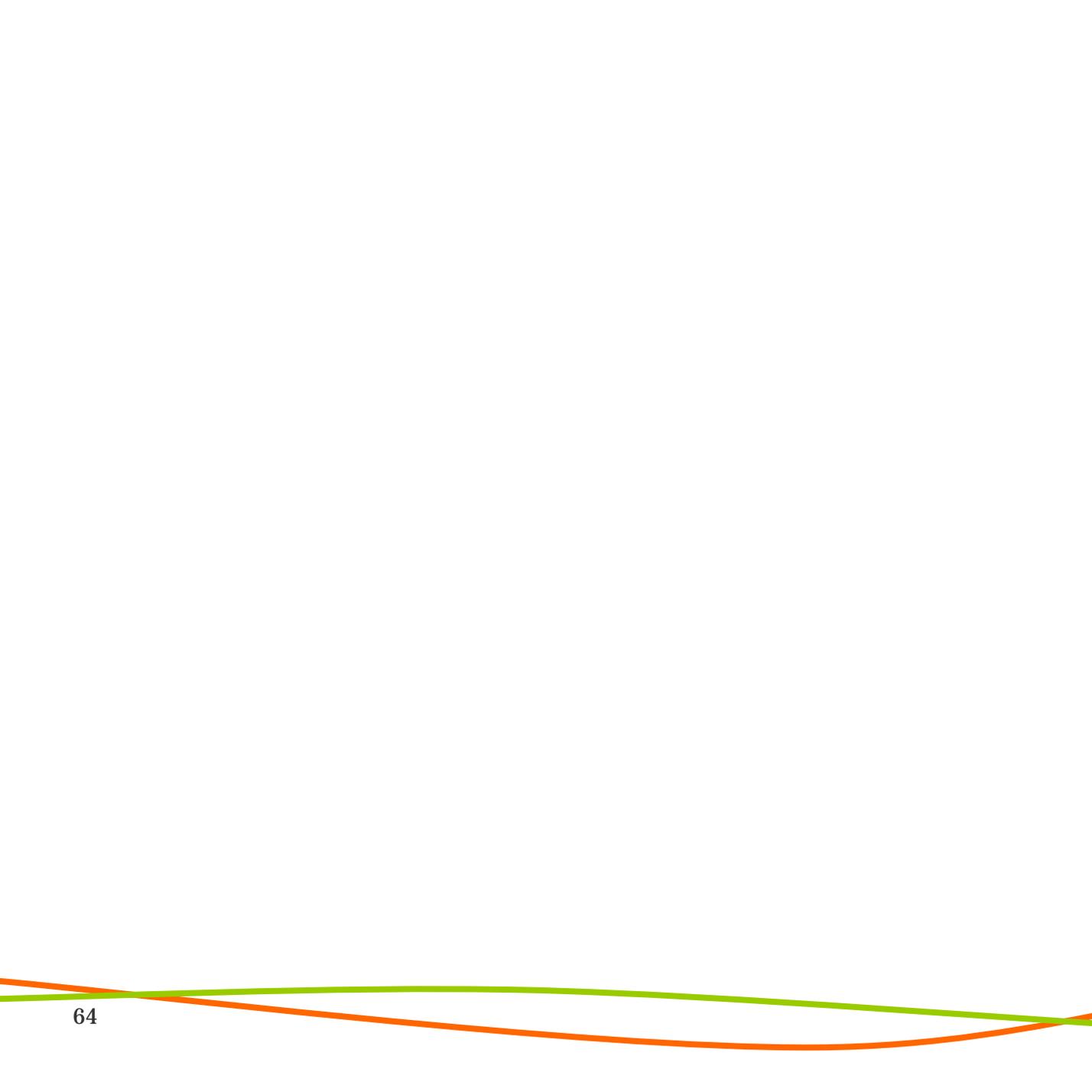
The teachers and the students put together an exhibition screen on the environment focused on water pollution. The screen has been watched by many other classes thus inspiring students and teachers in the whole school to work with environmental issues.

### **Outcomes**

On the whole it was interesting to observe the high degree of interest environmental matters arose in our students and also to realize that many of them already had a quite substantial knowledge of environmental matters. They get a lot of information from landlords, television, brochures from the City of Stockholm and The Swedish Government etc. Their children learn about the environment at school and tell their parents what to do or not to do.

The students clearly saw the connection between their own actions and their consequences to the environment. They could make an account for the way of the water from the source to the tap in their homes to the outlet of treated waste water in the Baltic. They could also mention some important sources of information about the environment.

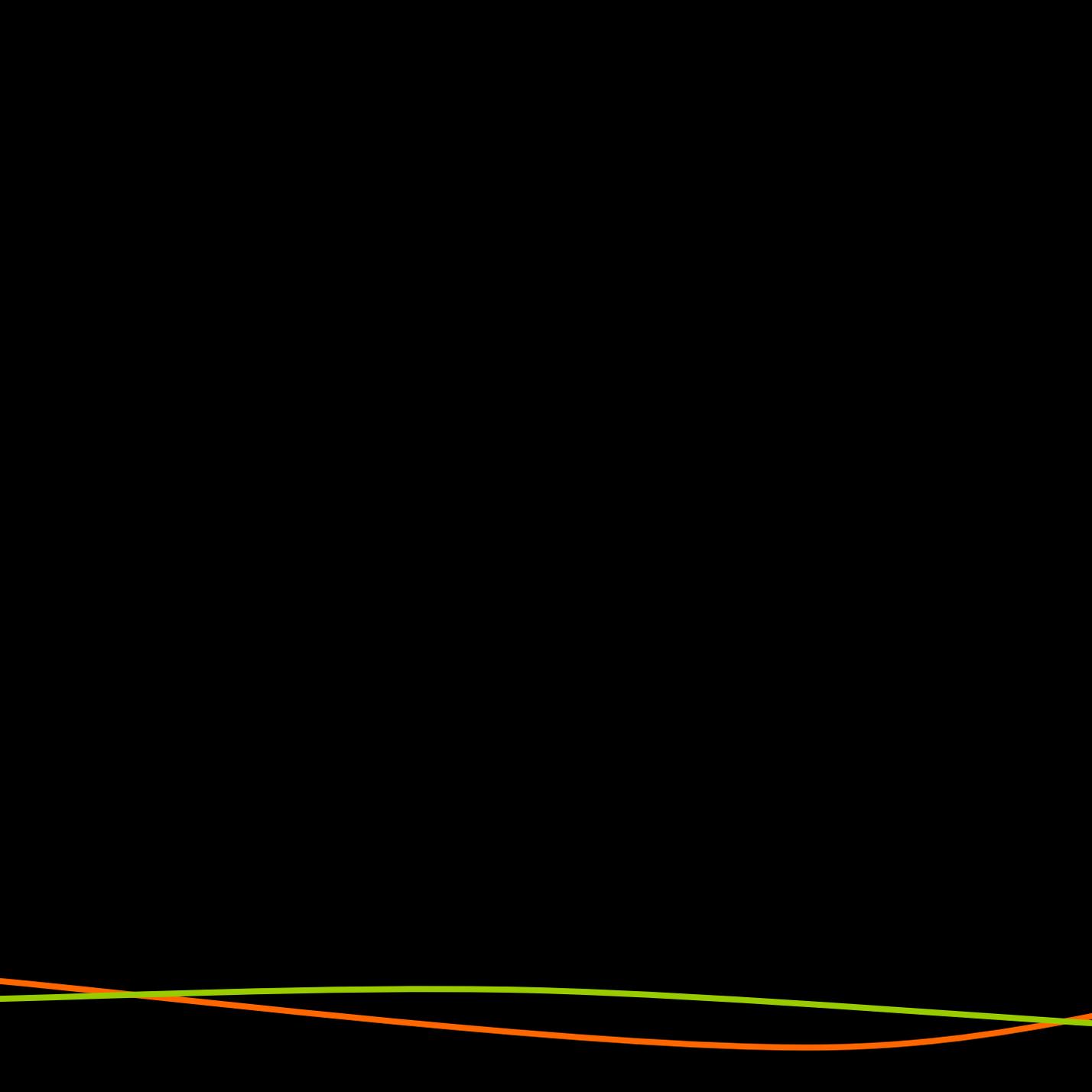
The feeling of Environmental Awareness as a somewhat challenging theme for our students to work with proved to be completely uncalled for. Considering the great interest in the subject and the high level of activity our students have shown working on the Environmental awareness theme they can undoubtedly be called Active Citizens in their own right.



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# **Social Rights**





# Human Rights

Kit Larsen Hughes

Söderorts Swedish for Immigrants, Sweden

## Introduction

Swedish society has undergone the biggest social transformation during our lifetime. We have given permanent residence permits to over 1 million immigrants since 1980 (the most per capita in the EU) and on top of that to 500 000 relatives. We have not discussed what we demand from immigrants as to the degree it is necessary for them to adopt the democratic and human values of Swedish society. Many of them are coming from undemocratic, religiously fundamental countries with no human rights and no women rights at all. Women are often denied equal access to education, social services and employment. While gender inequalities and differences exist everywhere, conflicts and wars tend to worsen them. During these conflicts, refugees and internally displaced people need to be given particular attention and protection. Women and children represent the majority of these groups.

In Sweden immigrants and refugees are entitled to free language education - Swedish for immigrants – abbreviated SFI. Swedish classes are a good setting in which to introduce human rights related subjects to immigrants with the dual purpose to provide useful material for language learning as well as promoting the students' understanding of the values on which Swedish society rests. Many teachers do bring up human rights related subjects in their classes from time to time. However, since the curriculum is very much focused on linguistic goals many teachers may find it too time consuming and distracting to prepare and carry out lessons with a content that involves human rights.

## Key Questions

- To what extent is it possible to discuss and handle social, cultural and existential issues that form core values among Swedish-learners?
- Will this prevent potential conflicts caused by differences in

### ACTORS

A class at the CEFR A2+ to B1 Swedish language proficiency level

### TIME REQUIREMENTS

6 x 3 hours within 3 months

### RESOURCES

Dedicated and well informed staff  
Printed information material in easy Swedish  
Overheads  
Websites such as [www.minheder.nu](http://www.minheder.nu) where you can find films and articles to discuss  
Computers with Internet access

cultural and religious practices? Will it diminish honour related violence?

- Can this also ensure better integration of third-country nationals in the societies as to values and ways of life?

### **Learning Objectives**

- To give information about human rights to the immigrants who have never had this information before. It can for example help to stop honour related violence
- To inform about our democratic values in Sweden and to inform them about what obligations and rights one has in Sweden
- The religious fundamentalist brainwashing all over the world and how that influences our society (inter-religious dialogue)
- To bring up the inequality between men and women in the world
- Create awareness of women's struggle in Sweden as well as elsewhere in the world to reach the present level of equality (even though not yet fulfilled)
- To help and give our new citizens in our country values to live a free life according to the human rights

### **Learning Activities**

- We used films from the university and publications on the internet – (“easy Swedish”) that brought up Human rights and discussed it afterwards.
- We collaborated with the Youth healthcare centre – they came to us twice (also for free) and they informed about sex and reproductive health.
- We visited different institutions such as Noah's Ark (an information centre where they gave information about HIV and AIDS) and they also came to the school to inform the students
- We used the internet to obtain information from sources like the UN, Red Cross etc. – collecting it in a folder
- We sent pupils out to collect information which they documented and reported to their classes. The information was collected at for instance the local community information office and at the library
- We brought up the issue of honour related violence in some classes and discussed what they heard afterwards.
- A group of students put together an exhibition about Human Rights, Women's Rights and Children's Rights with pictures found on the web and with some help the students wrote the texts in Swedish. The exhibition screen is placed in the cafeteria where all the students go

during their breaks. During lessons the teachers take their classes to the exhibition screens to read, learn and discuss.



*Exhibition screen on human rights*

During the course of the work a rather substantial amount of useful material has been compiled. The level of the language in the material from some sources is much too difficult for most students and there is a need to “translate” it to easy Swedish. We created a folder with information about Honour crimes in easy Swedish with overheads, pictures, films and suggestions on how to build up a lesson. The material is now available for all teachers to use.

*Activity: Getting around the problem of language difficulties*

We often found it difficult to incite and maintain discussions on a more advanced level due to the language difficulties. Often the scope of the topics proved too wide for the Swedish language skills of the students. To solve this problem we formed learners’ groups in which the learners shared the same native language; Arabian, Persian, Thai, etc. We limited the size of the groups to seven or eight persons – larger groups we felt would be impractical. The students participating in the exercise came from a number of various classes. It was

necessary to involve several classes in order to get enough students to be able to form groups with members speaking the same language.

The task of the groups was to discuss and try to answer – in their own language – a question presented to them (in Swedish). A typical question could be for instance: “*You hear from your neighbour that he has seen your daughter at a café sitting together with a Swedish boy. What is your reaction?*”. The groups were told to summarize their discussion and try to agree on a common answer all of which must be put down on paper in Swedish.

The group members represented various levels of Swedish knowledge but since the discussion – which was the main aim of the whole exercise – was held in their native language everybody could participate fully. The written account of the discussion was usually taken care of by the more skilled students. We noticed though that the ones with less language skills also took an active part in formulating the report. Every pupil gave the text to his or her teacher. The teacher brought it up in her/his class. That is a way of implementing the intercultural dialogue into the other groups and a dialogue with the Swedish teacher.

## **Outcomes**

The reaction from the students was very positive. Many women felt that they were seen as persons in their own right. They expressed their feelings by saying: This is very important, this makes me stronger, in my country women have not these rights, I am happy to know that here I may have a life of my own. This is why we think it is our responsibility to teach our new citizens about what behaviour is according to the Human Rights. Sweden has signed the women's convention; therefore, we hope The Human Rights will be number one on the agenda in the future.

We have to inform everyone that in the western societies we have liberty of thought, expression and religion and also have to let our new citizens know that they have come to a democratic, equal society where everybody are responsible of keeping it that way.

# The Gaza Attack

Vaso Gogou  
Second Chance School of Larissa

## Introduction

The specific subject was the result of the news at that time. Both the students and the teacher were deeply motivated and shocked by what was happening at that time in that area. Therefore, they decided to devote time on the specific matter by discussing and working on it.

## Key Questions

- Can we evolve critical thinking as far as the visual pieces of the mass media that convert us into consumers of visual information is concerned?
- Can we decode that visual information so as not to be visually illiterate?
- Can we deal with these visual means of expression by analyzing them consciously and critically so as to produce our own and through these to express ourselves so as to cultivate gradually the notion of the 'active citizen' that does not hesitate to become a producer of information than just being a consumer of information with the aim of claiming our rights through our own means of expression?
- Can we look at art as something that plays an active social role and as something that reveals the violence, the injustice and the irrationality of the war?

## Learning Objectives

Relating to the recent events:

- Sensitization of trainees towards the notion of war as being one of the most significant contradictions of modern civilization
- Realization of the tragic position that civil population is put (Empathy)
- Exploitation of and critical thinking on the audiovisual means of mass media

### ACTORS

10-15 learners working in pairs or teams assisted by a teacher

### TEACHING METHODS

Exhibition of visual material  
Open discussion  
Creation of fine art works  
Exhibition of works of art  
Action Research and Decision making process

### SUBJECTS INVOLVED

Cultural and Aesthetic Education  
Social Literacy

### TIME REQUIREMENTS

Activity 1-5: 1-2 hour units

- Appreciation of the social role of Art

## Learning Activities

### *Activity 1: Exhibition of photographs*

There is an exhibition of photographs, held in the classroom of the project group, exposing material taken from the daily press and magazines with the aim of helping the students become emotionally aware of the issues raised by the photos.

Pictures, either photographs or/and moving realistic depictions of reality or/and allegoric symbolical works of painting, reveal the meaningless massacre together with destructions and violations as result of war conflicts. The exhibition of photographs that are being distributed by international press agencies terrify and shock, arise questions and sensitize.

### *Activity 2: Information and discussion*

The students were informed and discussed about the historical-national and political causes of this war.

### *Activity 3: Picasso's Guernica- analysis and comment on this work of art*

The students conducted a detailed analysis on the work and they also provided comments on it as the ultimate symbol for the unfair massacre of civil population.

### *Activity 4: Creation and exhibition of works of art*



*The collage technique was selected to create works of art*

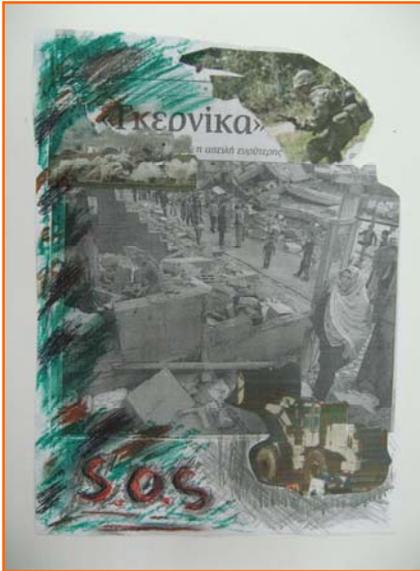
The students produced fine art works on the topic: «The 'why' of injustice is turned into anger and cry out against war». The technique of collage was selected, here. The works of the trainees are exhibited throughout the corridors of the school aiming at the multiplication of their impact to the members of the whole school community as well as the arising of further discussions.

### *Activity 5: Discussion*

The students discuss about the project, they evaluate it, they draw conclusions and they write down their comments.

## Outcomes

The exhibition of photographs from international news agencies urged the students' to emotionally participate in the issue and at the same time the photos scared, sensitized them and made them think more. The photos (whether they are real photos or scenes from the cinema or even allegorical symbolic paintings) capture the reality and reveal the incomprehensible massacre and the destructions and violent acts of the war conflicts. These are the same images that are being displayed by the mass media, yet they function differently in this new area. The images function as motives for discussion and comments both on the war and all the bad things that follow them and on the responsibilities of the international community but on the personal responsibilities as well.



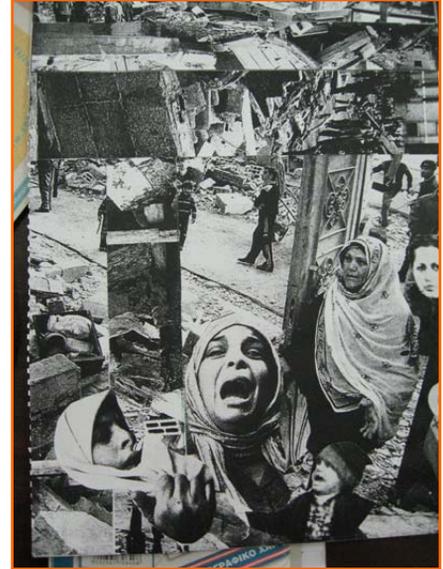
*Learners' works of art were exhibited on the school corridors*

The trainees evolve criteria as regards the reading of images and they become members of the worldwide heritage that through art promotes civilization and the peaceful coexistence of the peoples, fighting violence and war. At the same time, they move on further into producing their own pieces of art and as a result they promote their own messages. This way, they activate as citizens and members of a community, the community of the trainees and they take on their personal responsibility in promoting messages in favor of peace.

Topics that the trainees worked out:

- Whether this exhibition is necessary/important and why.
- Which are the alternative actions
- Why select this activity to another one
- What will the impact be to the small school society
- Whether they are able to go through the procedure successfully
- The way it has to be organized

By using this method, trainees are expected to make a decision consciously and develop a sense of responsibility for their decisions.



*Learners' works of art were exhibited on the school corridors*

# Working Life

Björn Hjukström & Ancha Lindhult  
Söderorts Swedish for Immigrants, Sweden

## Introduction

We worked on creating an alternative SFI-education (SFI= Swedish for immigrants) with the aim of enhancing the students' knowledge of working life in Sweden in general and providing training in vocational Swedish in particular branches of occupation. Thus the Working Life theme felt close at heart to the teachers of the school. The overall aim of the activities was to have the students make an inventory of their working life experiences, their skills and of their personal qualities and produce a simple but correct and usable CV. By achieving these aims we wanted to enhance the students' self-knowledge and self confidence in order to promote their chances in the job market.

## Key Questions

- What do immigrants know about working life in their new country?
- How do they feel about their chances of getting a job?
- What classroom activities would provide knowledge of the Swedish job market?
- What classroom activities would help enhance the students' self-knowledge and self-esteem as to the value of their skills and personal properties on the job market?

## Learning Objectives

- To learn the names of as many professions as possible and to start thinking of what jobs would suit one's personal qualities and interests.
- To become aware of what facts they could get from the Employment Agency as to in what professions the demand was the greatest.
- To identify one's personal qualities, skills and preferences as a starting point for putting together a description of oneself.
- To prepare the students for what an employer would want to know from a job applicant, from a CV or in a job interview.
- To create their own CV.

### ACTORS

Two classes at the  
CEFR A2+ to B1  
Swedish language  
proficiency level

### TIME REQUIREMENTS

10 x 3 hours within 3  
months

### TEACHING METHODS

Discussion  
Group activity

### RESOURCES

Paper  
PC with word processor

## Learning Activities

*Activity 1: What do you want to work with and why?*

The students were divided into groups of five. The task was to discuss the question “*What do you want to work with and why?*” and make an oral account to the whole class afterwards. Either the account was made by a chosen spokesperson of the group or by every group member individually. As the groups made their accounts the teachers made a list of all the names of the different professions that were mentioned. At the end the list of professions was substantial. After having had the list of professions completed the students’ professional dreams were compared to the Employment Agency’s Top 30 list. A discussion ensued on why there was a greater demand for manpower in some professions and less in others.



*Students finding out about jobs and professions in Sweden*

*Activity 2: How can I find a job?*

The groups were reshuffled and new group constellation formed. The new task was to discuss the following questions: *Where can you find jobs on offer? How do you apply for a job?* The groups one by one went to the white board wrote their replies and commented them. The replies were taken down by the teacher on paper and later distributed to the students.

*Activity 3: Describe yourself*

The students were divided into groups of five. During the first task, which was individual, students had to write down five things about themselves for each of the following topics: *I am good at this..., I like this..., My skills are..., My qualities are..., I can do this at work....*

After having worked individually the students were instructed to give an account of what they had written to their group mates. After that a couple of students in each group were asked to tell the whole class what they had come up with (to ask every student to do this would have become too time consuming and perhaps a bit tedious). The teacher wrote new or particularly interesting words on the white board as the students’ accounts went on. After having heard students from all groups the words on the white board were commented by the

teacher and discussed by the class. Finally the teacher handed out a list of some thirty “quality adjectives” useful to describe one’s personal qualities. The list was intended to be useful for the students at the upcoming lessons when they were to write their CVs. The class went through the list together and the students helped each other with explaining the meaning of the adjectives.

#### *Activity 4: Get prepared for an interview*

The students were divided into groups of five. The teacher and the class went through the list of “Eighteen typical questions from an employer” (<http://www.avstamp.nu>). Then the students worked in pairs asking each other the questions and answering them.

#### *Activity 5: Hiring an employee*

The students were divided into groups of five. The teachers had prepared brief descriptions on paper of three persons, their personal and professional backgrounds and a couple of short sentences describing their personal qualities. The descriptions were handed out to the groups. Each group was given the task to come to a joint decision on which of the described persons the group would consider hiring if it were a company looking for new staff and motivate its choice. Fifteen minutes were set off for the group discussions. Then each group reported their decisions to the whole class. A discussion involving the whole class followed about the groups’ choices.

A more elaborate variant of the activity follows. After having formed groups of five each group was appointed the executive body of a specific company. For instance one group was appointed the executive body of a hotel, another group that of a fast food restaurant, another that of a cleaning company and so on. Then each group (company executive body) was told to list as many different work tasks or professions there were represented in their company. Then the groups were told that their companies were expanding their businesses and therefore needed to hire one more person. They were instructed to choose one of the professions from the list they had just made and come up with specifications of requirements for the new person they would hire.



*"Executives" preparing to interview job applicants*

Then the groups were paired together in order to inform one another of what the job was for which they needed additional personnel and the groups sent one of their members as a job applicant to the other group where he or she was interviewed. This went on until all the members of the groups had had the opportunity to act as job applicants in the other group. The time allotted for these interviews was about ten minutes each. The interview exercise took almost an hour. It is not recommended that the interview exercise should take longer since it then may be perceived as a bit repetitive and consequently a group size of five probably is the maximum size. When the interview exercise had finished each group was instructed to make an account to the whole class for what position in their company they had wanted to employ a new staff member, who they eventually had hired and then motivate their choice.

### *Activity 6: Preparing a CV*

The students were given an example of a very simple CV and they went through it along with the teacher. A written assignment was given to them with specific questions aiming to prepare their own CV. They worked individually writing their first draft of CV by hand. Under way the teacher made corrections and suggestions as to the content with regards to the students' replies to the questions of the previous assignment. The handwritten drafts were collected by the teacher. The corrected and commented handwritten drafts were handed back to the students and their task was to write their CV on the computer using a standard layout. At the end of the lesson the final version of CVs were free of mistakes and were printed out.

### **Outcomes**

The Working life activities were very much appreciated by the students. Student activity was high and they did not loose interest in the tasks given to them. Various goals were achieved. The most tangible of them – the CV – can be of real use for the students when applying for a job. The activities gave ample opportunities for language practice. The students were eager to take an active part in working with their tasks – which might be explained by the realistic nature of their assignments. Classroom activities understandably tend to become imitations of reality. It is most certain that the students who took part in the Working Life activities quickly realized that what they did in the classroom had a direct bearing on them and their future possibilities in their new country. The energy with which the learners took on their assignments confirms the philosophy of our school – the content of the curriculum must mirror the reality in which the learners lead their daily lives and fulfill their needs of acquiring the language tools necessary to get a job and to be able to take part in social life.

# Working Rights

Magda Syroglou & Stella Sofaditou  
Second Chance School of Larissa, Greece

## Introduction

This subject was selected mainly by the students since it was something of great interest to them. The fact that most of them were working or were in search of a job at the time made it imperative for them to be informed about their working rights.

## Key Questions

- Can we cultivate the respect and the mutual understanding between people, which are relevant with the working rights and the human rights in general as well?
- Can we urge the trainees to boost their self-esteem so as to participate actively and to fight for their rights in their workplace and elsewhere?
- Can we become acquainted with and informed about our working rights?

## Learning Objectives

- To inform the trainees of their working issues and rights and to understand their necessity.
- To understand the importance of their organization into unions by getting informed of the relevant laws and articles of the country's constitution.
- To become conscious of the importance of the working rights as a presupposition necessary to the whole procedure of deepening into the notion of Democracy, which means that the notion of the free and active citizen is completed with the enforcement of the working and as a result the social rights as well.

## Learning Activities

### *Activity 1: Discussion and survey*

The students discussed in class about the human rights in general at first and then moved on to the working rights. In order to become better acquainted with them, they conducted a survey on

### **ACTORS**

13-15 learners working in pairs or teams assisted by two teachers

### **TEACHING METHODS**

Discussion  
Case study  
Organizing a questionnaire

### **RESOURCES**

Newspaper articles  
Constitution articles  
Violations of the working rights  
Film on the working rights by Norma Rey

### **DURATION**

Activity 1-4: 2hour units

them.

*Activity 2: Making a questionnaire*

The students worked towards preparing a questionnaire with certain things that they wanted to be informed about. The career's advisor of our school helped them in order to do that, with the aim of addressing the questions to the representative of the local union.

*Activity 3: Visit to our school*

A representative of the Working Centre came to visit our school after our invitation. The trainees had the chance to ask him questions from the questionnaire they had already prepared and they were also informed about working issues.

*Activity 4: Discussion*

A discussion followed the whole procedure as well. The trainees managed to come to certain conclusions in class and express their opinions on fighting for their rights.

**Outcomes**

The trainees realized the necessity to be informed on issues relevant to working rights and unions. They were also informed about ways to deal with problems that have to do with their work. They realized that there were many things that they ignored or had created a wrong impression about. Finally, they discussed about ways to defend their working rights, from strikes to denouncements, to inspectors or even to getting their cases to courts.

# The Wiki of the Active Citizen

Eleni Christopoulou & Dimitrios Ringas  
Second Chance School of Corfu, Greece

## Introduction

Citizens in order to be active need first to be informed; informed citizens are the ones who have both the ability to find knowledge and information and to critically review and understand it. Having experienced the creation of their own blogs, where learners can express themselves, comment on others' thoughts and participate to public debate and dialogue, we encouraged our learners to move on a more collaborative platform like a wiki. The wiki of the active citizen provides learners the ability to disseminate the knowledge that they have collaboratively accumulated through the involvement in this project.

## Key Questions

- Can learners use a wiki to develop a collective work, serving the documentation of their work and record their experience?
- Can learners add summaries of their thoughts on a wiki thus building collaborative knowledge?
- Can wikis be used to map key concepts, which are useful for reflection, facilitating the creation of a connected network of sources?

## Learning Objectives

- To meet and identify wikis and their open and collaborative character
- To understand and use the syntax and grammar of a wiki language and be able to contribute to a wiki
- To read and check content of a wiki for soundness
- To participate in an online community and contribute collaboratively

## Learning Activities

### *Activity 1: Meeting wikis*

Using discussion we reminded our learners that they have used wikis, most notably Wikipedia, and asked them to compare it with

### **ACTORS**

35 learners working in groups assisted by a teacher

### **TIME REQUIREMENTS**

Activity 1: 2 hour units  
Activity 2: 4 hour units  
Activity 3: ½ hour unit per week for 6 months

### **RESOURCES**

PCs, one per learners' group  
Web browser  
Access to a wiki server

search engines, like Google. Handing out a worksheet we urged them to identify wikis as a useful source of information, but also to understand that there are various user roles and to realise their open character.

### *Activity 2: Acquainting with the structure and syntax of wikis*

Having realised that they can contribute to enrich the content of a wiki, learners became acquainted with the wiki language, they started contributing their content, they took on the role of checking the content for soundness, and they organised their content using links among logical concepts. Through this process the collaborative nature of a wiki became more evident and learners started to assess and evaluate both their own and other learners progress.

### *Activity 3: Contributing to a wiki*

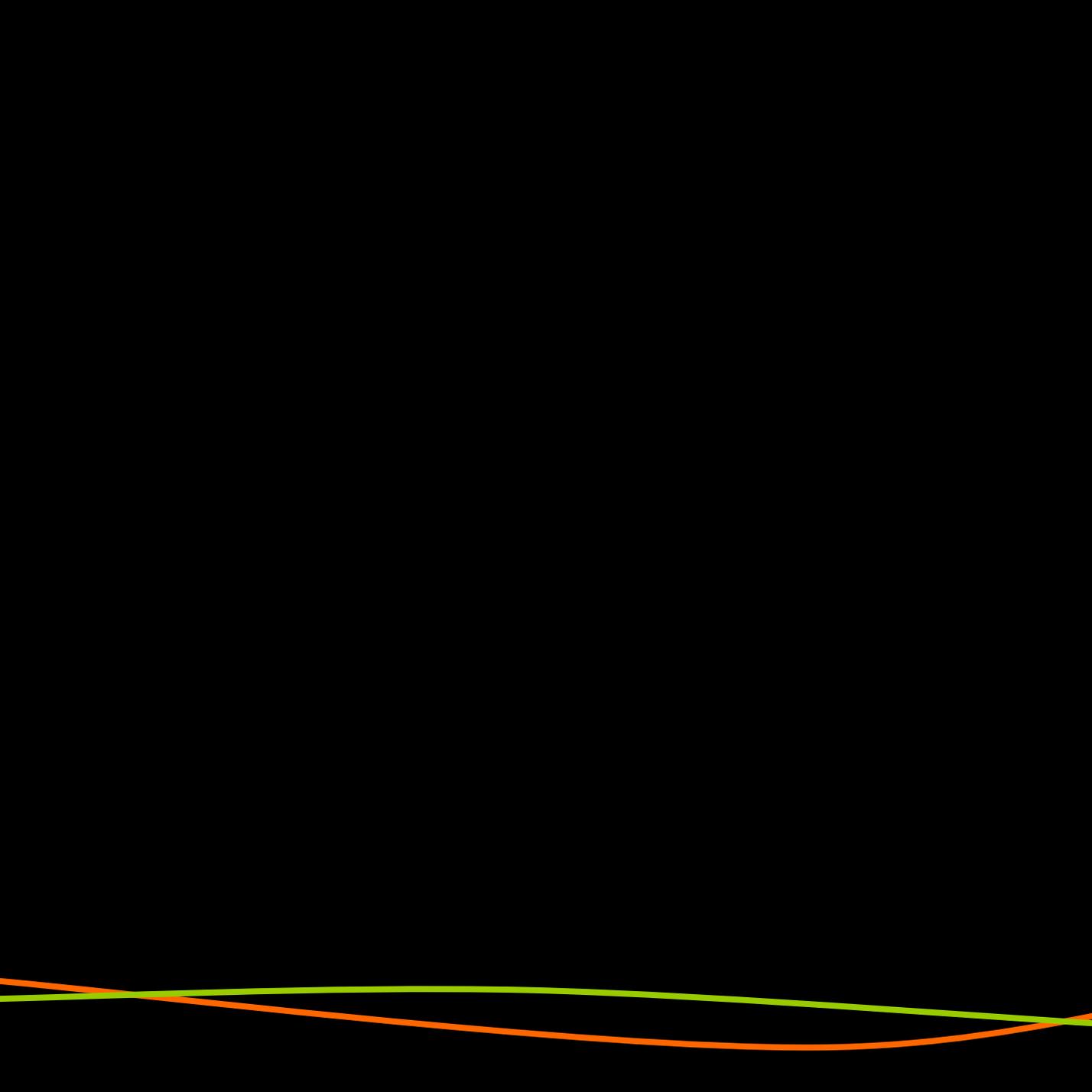
Learners already familiar with the use of a wiki platform they organised a special purpose wiki, a wiki for the active citizen, working collaboratively and actively participate to its online community. Finally learners became from “individual writers” to “co-authors” in an online community, which presents the topic of active citizen from various perspectives.

## **Outcomes**

- The produced wiki presents the aspects of active citizenship identified by the learners
- Learners feel more comfortable to publish their opinions and comment on them when they have already worked on a topic and are familiar with its various aspects
- Learners having solved their initial hesitation due to uncertainty on their writing skills, were willing to use wikis and an online community was formed
- Wikis are ideal tools for creating and cooperation groups of learners as they favour cooperation and provides a clear picture of the progress of the group

# **Our Experience**





## **Second Chance School of Corfu, Greece**

The Second Chance Schools in Greece target to establish places where knowledge is produced through the direct and active involvement of learners in the learning process. Particular emphasis is placed on acquiring basic knowledge and skills in new technologies, while fostering social skills, which combined contribute to form an attitude of being an active citizen. In the Second Chance School of Corfu we seek the involvement in various projects and partnerships in order to achieve the aforementioned objectives; following this policy our school was the coordinator partner of the “Active Citizenship” Grundtvig II Learning Partnership.

During this partnership we selected to work on strengthening learners’ communication skills and ICT competencies, promoting cultural awareness, enabling intercultural dialogue and raising environmental awareness targeting to promote the notion of active citizenship. Based on bibliography for us learning for citizenship includes cognitive (knowledge), pragmatic (action), and affective (values) aspects. Therefore we selected to evolve our work around the following three axes. Active citizens are informed as they seek knowledge and critical awareness. They are open-minded as they respect values, like human rights, diversity, and they understand their culture, join to intercultural dialogue and can be members of multicultural societies. And they are citizens that act locally while thinking globally, as they develop skills and competencies of communication, participation and responsible action.

During this partnership we had the chance to teach ICT through an alternative perception; we did not merely teach learners ICT skills, but we motivated them to embrace ICT as means to alter their daily attitude and to become active citizens. We assisted our learners to become informed citizens, through activities on search engines, blogs, wikis, etc; to open their minds by creating country portfolios, recipe booklets, a dvd for a theatrical play translated and subtitled, etc and communicating with other learners and exchanging similar material; to be active by contacting with the local authorities, organising a campaign in order to raise awareness, etc. Characteristics activities were also implemented during the lesson of cultural and aesthetic education, where an ancient comedy was performed and an art exhibition was organised by learners.

We believe that the objectives of the partnership were fulfilled at our school and the partnership had a great impact on us. Our learners acquired a broader and deeper perception of the term active citizenship and re-evaluated their everyday routines, developed team spirit through close collaboration in small groups, learned to appreciate and acknowledge each others differences, special needs and desires, were motivated towards

concrete and shared goals and developed useful skills for their lives, like communication, socialisation, negotiating, sharing and supporting views, etc. From our participation, both teachers and learners managed to acquire knowledge and skills through exchange of information and experiences and to raise awareness on maintaining an open attitude to the world respecting cultural diversity.

Our school highly benefit from this partnership via the qualitative communication and co-operation with its partners, the development and exchange of ideas, views, methods and procedures on adult education, the adoption of good practices and methods. The collaboration with the local authorities and their support in various activities benefit both sides; especially local authorities were informed for the priorities of adult learners on the concept of active citizenship, evaluated the educational needs, drew conclusions and took measures. The local community responded to our call by attending and joining all of our activities and encouraging us to keep up our work.

All of the above came to reality thanks to the collaboration and cooperation of our learners, the staff at our school, the local authorities and the local community. Without all of them our activities would not have the impact that we managed to achieve. Still catalyst for all these was the communication and collaboration among all partners of this partnership; we hope that we will find the opportunity to work together in another project.

August 2009

Dimitrios Ringas & Eleni Christopoulou

### **Söderort's Swedish for Immigrants, Sweden**

During its five year long existence SFI Söderort has been in the forefront of the development of alternative methods aiming at preparing adult immigrants for working life and for active participation in social and political life. Thus it was with great expectations and aspirations our teachers began working to achieve the aims set out by the partnership.

Adhering to the partnership objective to stimulate learner involvement our approach was very much student centred. Our aim was to reach as high a level of student collaboration in the learning process as possible. By presenting realistic and topical tasks to our students we wanted to promote an active attitude towards seeking information and sharing it with others. Judging from the energy by which the learners got to grips with their tasks and the quality of their performance we conclude that our aim was reached.

By writing this book we are bringing the Grundtvig II Learning Partnership Active Citizenship to an end. During the course of the project we have not only shared pedagogical experiences with our partners, but also moments of warmest friendship and joy. We have

been given the opportunity to learn about the adult educational system and the working conditions of colleagues in our European partner countries. We have seen what the differences are between us and what the similarities are. While the differences sometimes made us questioning our own ways and made us start thinking along new lines, the similarities infused confidence in ourselves and our work. It has truly been an enriching journey both from a professional and a personal point of view.

October 2009

Björn Hjukström, Principal

### **Second Chance School of Larissa, Greece**

Because of the limitations of this book, we have decided to present five of the activities that we carried out in our school during this program; we feel though necessary to refer to the fact that almost all teachers that have been working in our school contributed something in the way each one could. Altogether, we came up with 23 activities. Following we quote the ones that were not included in this book:

State-Citizen-Politics-Elections, by Magda Syroglou

Destructive fires, by Magda Syroglou, Iro Oikonimaki and Vaso Gogou

Social Seclusion and Environment, by Magda Syroglou and Iro Oikonimaki

People with special needs, by Magda Syroglou

Wishes, by Magda Syroglou, Xenia Nasika, Ioanna Leivaditou and Mariella Korakaki

Forms of government-social changes, by Magda Syroglou and Vaso Gogou

Cinema and society, by Magda Syroglou and Ioanna Leivaditou

The Lace hands, by Magda Syroglou

Active Citizen and Theatre, by Apostolis Mparlos and Mariella Korakaki

Can art function socially in the 21th century? An act of mutual support for Kouneva, by Vaso Gogou

Newspapers, by Fani Sakellariou

Food and additives, by Abraham Cohen

Creation of a relevant website, by Margaritis Ntoumos

Portofolio, by Ioanna Leivaditou and Iro Oikonomaki

Visits: Biological cleaning, Waste management, Public enterprises electricity

Market research, by Anastasia Mastorodimou and Xenia Nasika and Iro Oikonomaki

Elgin marbles - case study, by Xenia Nasika and Vaso Gogou

Christmas bazaar

The truth is that, as all things in life, not everything was easy. First of all, our cooperation had some technical difficulties because of the different kinds of students that we have. Secondly, we were not extremely familiar with the use of computers and as a result there was not immediate communication. Finally, the fact that almost all teachers participated with some activities in the program created difficulties as far as the dissemination of the activities is concerned both to the rest of the teachers in our school and to our partners as well.

On the other hand, we were given a unique intercultural opportunity to look into the ways that foreign teachers are working and we managed to acquire knowledge relevant to the cooperating institutions and countries. Furthermore, we had the chance to employ new methods of teaching and to make theoretical knowledge worthy. What is more, we gained more confidence as teachers and we managed to acquire productive and qualitative cooperation not only among the teachers in our school but also with our partners.

Finally, we feel obliged to thank the students that participated in the activities, the headmaster who agreed to undertake the program, the teachers and the local authorities and society for the cooperation that they provided us with.

August 2009

Ioanna Leivaditou, Xenia Nasika & Argyro Oikonomaki

### **Høje-Taastrup Language Centre, Denmark**

When teaching immigrants and refugees at Høje-Taastrup Language Centre, there is a tendency to focus on Denmark solely, but this project has initiated a broader insight into specific themes that includes Denmark in an European context. Not only an insight into differences between countries but also into similarities, and this has given the learners a more international perspective on their views on Denmark.

Since the target groups differ a lot from the Second Chance Schools and the language schools for immigrants and refugees, there has, understandably, been a different definition of being an active citizen. The methods used reflect this. The target group of Høje-Taastrup is immigrants/refugees that have been working with not only new themes but also in a "new" language - Danish as a second language. The main target of the learners is foremost to

strengthen and improve their Danish language skills and knowledge of the society that they take part of, in order to be active citizens.

To make sure that the learners would be involved and motivated in this Grundtvig project, it has from the beginning been crucial that the learners were involved and that they chose the topics that they wanted to know more about themselves. The methods that have been used have in addition had their starting point in the learners' own qualifications, perceptions and knowledge and used a simple language that has been developed as the project went along. The learners have through different teaching methods been challenged and they have made projects that actually have been used. Not only for their own sake but they have also had to think about the persons from Greece and Sweden that were going to read about their project, selecting themes that could be relevant for them as well. This has been very motivating. Exchanging their results to their learning partners in Greece and Sweden have therefore been a motivating factor itself but not always easy. Limited technical skills made it somewhat complicated to disseminate the results quickly, and the fact that the results had to be translated from Danish (as a second language= simple language) to English by the teachers because non of the learners were able to write in English destroyed the direct contact between the learners.

One of the purposes of this Grundtvig project was among others to develop methods that could strengthen marginalized groups to become active citizens. The teachers involved have tried out and developed several different methods that they will continue to develop in the future. Through this project we have been inspired by using different methods and achieved a better insight into the methods we are using ourselves. The last two years, we have therefore gained some very interesting experiences professionally as well as personally, and we truly hope that the network and friendship created during this project will continue to exist.

Finally, we want to thank all the learners and teachers who made an effort in this project and made it interesting to work with. We also want to thank our headmaster Henrik Broe, to whom we are very grateful that he made it possible for us to take part in this project. Last but not least, we want to thank our learning partners in Larissa, Corfu and Stockholm for a nice cooperation. It has been interesting and fun, and we hope to stay in touch in the future.

August 2009

Erik Ludvigsen, Anne Marie Svendsen & Lone Bøttiger

## Our Experience in Lyrics

Our experience and the friendship that developed among all the people involved can best be felt by the lyrics of the songs that Erik composed in each of our meetings. One can follow the songs with the rhythm of the “Fly On The Wings Of Love”, the song of the Olsen Brothers from Denmark who took victory at the 2000 Eurovision Song Contest at Stockholm, Sweden.

*Larissa, Greece 2007*

There’s a little land  
way above in North,  
Denmark is her name,  
three of us were picked  
to go abroad to Greece,  
Sweden did the same –  
to Larissa we were all sent,  
here is our conclusion in the  
end:

Be active citizen  
come join the fun,  
move on and get yourself  
into the sun.

We have seen the Mayor,  
been in monastery  
and appeared on TV,  
we have talked and talked  
and talked furthermore,  
teachers we are, you see –  
we just want to thank you  
once again:  
you are lovely women and  
men:

Be active citizen  
come join the fun,  
move on and get yourself  
into the sun.

*Stockholm, Sweden 2008*

In the month of May  
we were sent away  
to the land of Sweden –  
Stockholm was the place  
with her sunny face  
for our project meeting.  
Had we done our portefolio?  
Before drinking we said  
cheerio!

Be active citizen  
come join the fun  
move on and get yourself  
into the sun.

If you’re unemployed  
and your life’s destroyed  
go to Värberg Jobbtorg –  
if you want a view  
there are only few  
like the one at Ingrid’s.  
Stin iya mas, skál and  
bottom up!  
Do you want more wine? I’ll  
fill your cup.

Be active citizen  
come join the fun  
move on and get yourself  
into the sun.

*Corfu, Greece 2009*

Have you heard the news  
about what to choose?  
Marriage is the plan –  
after years and years  
and a flood of tears:  
Dimitri’s the Man!  
He and his Eleni will be wed,  
that is from the start just  
what we said

Be active citizen  
come join the fun  
move on and get yourself  
into the sun.

Now it’s pretty clear  
that the end is near  
for our final meeting –  
when we part from you  
we are sad, we too  
but this is our greeting:  
if you come to Denmark let  
us know  
we will meet you all - come  
rain or snow

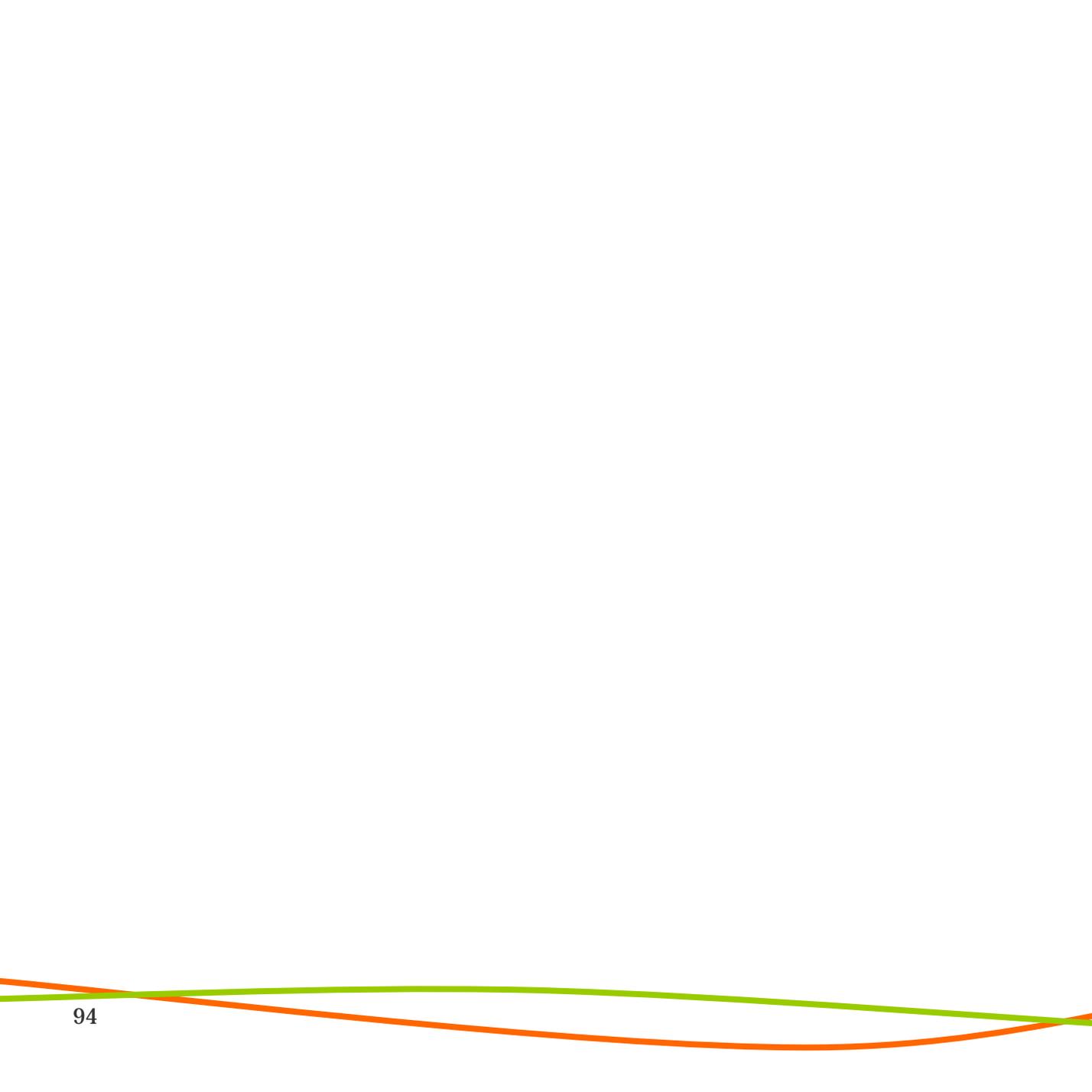
Be active citizen  
come join the fun  
move on and get yourself  
into the sun.

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