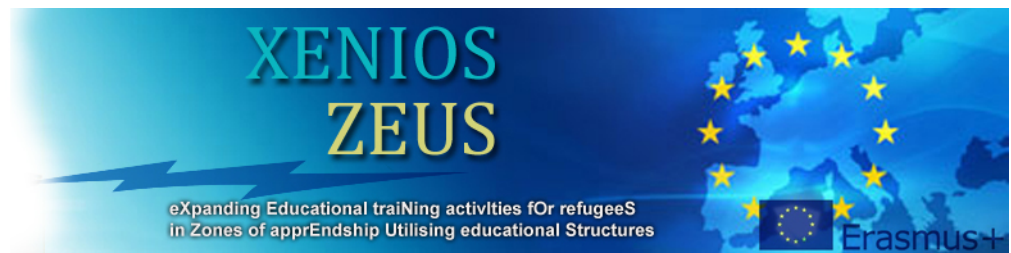




Erasmus+



**ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΠΟΣΤΗΡΙΚΤΙΚΟ
ΥΛΙΚΟ Α.Π.Θ. ΠΑΙΔΑΓΩΓΙΚΗ
ΣΧΟΛΗ**

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Educational Material for Refugee Children

TEACHER'S HANDBOOK



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Educational Material for Refugee Children

Introduction

The Educational Material for Refugee Children has been created so that it can be implemented to familiarize refugee children with the Greek culture and language in an informal and intercultural education framework.

In accordance with the *Welcome Guide*, the Educational Material is based on the principles of literacy development in a second or foreign language. In addition to the written form, texts are supplemented by visual and sound sources to facilitate children in identifying the link between signifier and signified. An attempt has been made, wherever possible, to link the children's culture (the case here is Syrian) with the Greek culture.

The material is structured around a set of themes which have an increased likelihood to appeal to the children's interests and experiences and to develop and expand according to the student population they are addressed to. This makes the material dynamic, compelling and flexible, offering itself to multiple and diverse applications according to the children's interests and ideas.

The Educational Material aims at:

- familiarizing children with the language and culture of the host country
- offering opportunities for interaction between the host and the origin culture
- inspiring the children's interest in the host country
- encouraging the expression of emotions
- stimulating psychokinetic development

The Educational Material includes the *Teachers' Handbook* and the *Activity Sheets*, which again include two sets of activities, one addressed to younger children (6-9 years old) and one addressed to older children (10-15 years old). When activities are addressed specifically to older children they are coloured **green**, the rest of the activities are considered appropriate for all ages. The age distinction is only tentative, in the sense that teachers can decide which activities are fit for which group of children according to their knowledge of the children and their good judgement. Linear implementation of the activities is not necessary.

The Teachers' Handbook contains thematic units that draw from the three axes of the *Welcome Guide*. Thus, children -guided by their teachers- can learn language and gain knowledge by: a) visiting the city and its historical landmarks; b) familiarizing themselves with everyday convenience buildings; c) sneaking inside a school. The Teachers' Handbook offers suggestions to teachers for tentative implementation either at the "hot spots" or at other support classes created at public schools. Teachers may use the material as suggested or as a paradigm in order to mould and shape their own material according to the children they are addressed to. As mentioned above, the suggested activities are based on the dynamic cooperation of language, sound and picture, thus yielding many linguistic and cognitive benefits for the children as well as accomplishing their familiarization with their new place of residence.

The Teachers' Handbook is not a traditional teaching textbook in that it does not contain a specific syllabus that teachers are requested to cover in a linear mode of implementation. The teacher can move within the suggested thematic unit but maintain the privilege and the readiness to reconstruct its content in response to the children's explicit or implicit suggestions and the dynamics of the group. Moreover, the character of the material annuls the meaning of the specific time frame required for the completion of each unit. In a nutshell, the Educational Material liberates the teacher from arbitrary limitations and boundaries posing, at the same time, demands for deep knowledge of the children and their learning patterns, for sensitivity and alertness to their needs and for

ingenuity and creativity so that the learning process is fruitful and interesting for all.

Special care has been taken to include a variety of semiotic sources from which children draw information and develop interests. There are suggestions that require the use of children's books written in Greek, English or Arabic. Several of these books are available electronically; some are only available in written form. Moreover, there are suggestions that develop around a video or film. There is also a large range of pictures available and printable in the appendices at the end of each unit. There are numerous links in all thematic units allowing access to rich electronic material. This makes the electronic version of the Teachers' Handbook more functional than the PDF printout, despite the inevitable use of electronic appliances it requires. In any case, electronic literacy is among the goals of the Xenios Zeus programme.

The Educational Material is informed by holistic practices that lead naturally and spontaneously to the acquisition of language and knowledge of many cognitive fields, i.e. geography, history, physics, and the acquisition of psychokinetic skills. Moreover, there has been a conscious effort to expose children to various forms of art, so that their aesthetic and creative development is enhanced.

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The Educational Material evolves in eight thematic units:

***Thematic unit 1:* THE RIGHT TO HAVE A NAME, SURNAME & NATIONALITY**

International Convention on the Rights of the Child, Article 7

This unit presents the two heroes of the Welcome Guide, Nura and Faruk, and offers opportunities for activities that relate to each child's identity (first and second name, birthplace, etc.) as well as cross-cultural associations. The activities suggested in the Activity Sheets for the unit develop similarly.

Thematic unit 2: TWO MERMAIDS, TWO STORIES

Drawing from the mermaid Thessaloniki that appears in the *Welcome Guide*, relevant activities are proposed, which open up to extensions to geography lessons and the use of digital tools. There are also opportunities for cross-cultural associations through the appearance of the mermaid Syria and mermaids from other parts of the world.

Activities for younger children focus on the drawing or construction of mermaids, while for older children the focus is on geography lessons.

Thematic unit 3: SHALL WE GO FOR A WALK TO MUSEUMS, CASTLES AND MONUMENTS?

Drawing from the first axis of the *Welcome Guide*, this thematic unit suggests activities that develop around monuments and landmarks of the city of Thessaloniki. Activities contribute to the children's familiarization with the host culture, while at the same time they lend themselves to geometry lessons that deal with shapes and solids. Activity Sheets focus on the same topics with age appropriate differentiations.

Thematic unit 4: RENDEZVOUS AT THE WHITE TOWER

The development of this unit is inspired by the second axis of the *Welcome Guide* that refers to, among other buildings and services of everyday life in the host country, public transportation and the relevant depots (i.e. port, airport, bus terminal and bus station, taxis). Accordingly use is being made of relevant pictures from the children's home countries. Moreover, both the Educational Material and the Activity Sheets include extensions to rules and signs of road traffic.

Thematic unit 5: HOW SIMILAR INDEED PEOPLES FOODS ARE!

This unit develops around the references in the *Welcome Guide* to foods and markets. Furthermore, it is stretched to include nutrition and health, e.g. dental health, hand washing, etc. with corresponding activities in the Activity Sheets.

Thematic unit 6: CULTURAL BRIDGES

This unit involves intercultural events with special emphasis to music and musical instruments, as well as theatre and dance. Activity Sheets

introduce younger children to musical instruments and older children to diverse and multimodal texts such as posters.

Thematic unit 7: I PLAY, YOU PLAY, HE PLAYS, WE PLAY...

This unit focuses on play in all its forms (playgrounds, street games, table games, sports) and suggests the construction of toys based on simple, everyday material. Here also the activities originate from the Welcome Guide. Cross-cultural references prompted by measurement in the various games are attempted here as well, while math activities are offered in the Activity Sheets.

Thematic unit 8: SCHOOL FOR ALL CHILDREN

The focus of the third axis of the Welcome Guide offers opportunities for the development of this unit. The school is presented as the meeting place of cultures and peoples, promoting the cultivation of respect and acceptance of everyone. Activities in this unit aim at building cross-cultural bridges through the use of multimodal and multicultural texts.

The title "έλα" [=come] of the Educational Material stands for the role it is called and hoped to play: to invite children of every origin to be involved in cross-cultural exchanges and to help build bridges of communication through its **hundreds** of **words** of **mutual understanding**.



Dear Teachers,

REMEMBER a supportive and welcoming learning environment invites children to join you in the explorations you are asking them to share with you. Make sure that you:

- constantly observe the children to assess their current linguistic (especially in Greek) and cognitive level. Thus you may determine and monitor the degree and depth of complexity and difficulty of the suggested activities,
- establish communication. To achieve communication, draw from all available sources, linguistic (mother tongue, Greek, English, other) and paralinguistic/nonverbal (gestures, pantomime, pictures, concrete objects, maps, etc.),
- scaffold the children's performance anyway you can, e.g. a. provide many and various cues for understanding, b. model, c. simplify language (structures and vocabulary), d. write aloud, repeat and recycle key/new words, give simple and clear instructions, e. encourage peer tutoring,
- be flexible and alert to children's needs and be ready to change your planned course of action if needed.

RIGHT TO HAVE A LEGALLY REGISTERED NAME AND NATIONALITY

International Convention on the Right of the Child, Article 7

The International Convention on the Right of the Child, 1989, was signed by 193 countries and became a Greek Law (N.2101/92).

- We play the game "What's your name?". The teacher asks a child "What's your name?", the child answers "my name is Sam". Accordingly Sam chooses a child and makes the same question. The game goes on till all children ask and say their names.
- We (teachers) say our name in Greek and Arabic and, at the same time, write our name on a piece of paper or on the board. We then write our name on a stick-on and stick it on our chest as a name tag.
- We hand out stick-on papers to the children and ask them to write their names in Greek and any other language they wish, and "wear" it too. We make sure they use capital for the initial letter. Then, we say and write at the same time the names on a piece of paper or on the board.
- We can use plastic bottle caps (milk bottles have bigger caps) to write one letter of our name on each, so that we can form our name. We ask children to do the same. They can use more caps to write their surnames, as well. We place all names on the floor, with an ascending order of number of letters.
- We may also ask children to count the number of letters in their names, write it on another cap and place it next to their names. This can lead to comparisons, language and math activities, (e.g. my name has 3 more/less letters than yours, additions/subtractions, etc.)
- With the teachers' support children can create, working in pairs or in teams, words with the combination of letters in their names. Depending on their level, they may use these words to write a story they can share in written or oral form.

- We present Nura, one of the main characters in the Welcome Guide. We write her name and explain (with the help of paralinguistic means, as well), that her name means light. We write Foteini, the Greek equivalent for the name as its pair. We create more such pairs, if the children can offer interpretations of their names.
- Arabic names are usually associated with words such as peace, beautiful, night, etc. After we make sure that the children understand the concept, we ask them to share the significance of their names. Alternatively we may go to the link [page with arabic names](#) and show the children more examples before we ask them to tell us the significance of their names.
- We create double faced cards with the children's names and their significance in Greek, if there is any.
- We present Alexandra Mitsiali's book *Με λένε Νιλουφέρ* (*I am called Nilufer*).



Μητσιάλη Α. (2010). *Με λένε Νιλουφέρ*. Εικ. Ciacchi R. Αθήνα: Πατάκης

The book provides the opportunity to talk about the significance of the name for every person's identity and also how names can build bridges of communication and friendship between people. Moreover, the book introduces the Muslim minority in Thrace, Greece, through the story of a teacher who was placed at a school in one of the Pomakohoria (villages of the Pomaks in Thrace).

- Following the title of the book, we say our names in order to enhance speaking skills (for example: my name is Nura).
- We read the name of the writer on the front book cover and explain that it is the female for Alexander (Iskander in Arabic).

- We also explain that in Greek many names have both male and female versions.
- We read the book and discuss the names of the teacher and the children. We make a list of the names we find in the book on a large canson paper, highlighting the first capital letter of each name.
- We discuss the name of the girl in the book; in Greek, it means water lily. Noufar is the name in Arabic and it sounds almost the same with the Greek word for it. We explain that the Greek word is a loan from Arabic and provide more such words, e.g. zari (dice), gaidaros (donkey), algebra, siropi (syrup).
- We create the Greek-Arabic pairs of the names of characters in the book (η Μελέκ - η Αγγελική/ Melek- Aggeliki).
- Additionally, we can write the children's names at a computer (using word art), print them and create our own golden book that unites people, like the one mentioned in the story.
- Following, we work with the children's surnames and their country of origin.
- We show them again the writer's name on the front book cover and explain that we use capital for the initial letter of both name and surname.
- We practice speaking skills using our full names. We write for example our own full name and afterwards we write with the children on paper or at a computer each one's full name. We choose an object, animal etc. Starting with the same initial letter like our name and paint it (e.g. Alexandra- Apple)
- We create cards of names, surnames and countries of origin and the children choose accordingly in order to make sentences in written or oral form (I am Nura Osman from Syria).
- We create word clouds using [tagxedo](https://www.tagxedo.com/). We can combine our full name with the country of origin or/and our full name with words that characterize us (e.g. Nura Osman, clever, happy).

EXTENSIONS

Religion

Building on the book's reference to Ramadan, we may talk about significant celebrations/holidays in various religions.

- We talk about the 40-day Great Fast of Christianity before Easter. We show pictures related to traditions (appendix) and relevant videos from [Easter in Corfu](#).
- We watch the [video](#) about Eid al-Fitr, the 3-day festivities related to the end of Ramadan, that lasts 30 days ([information about the Ramadan](#)).
- We show pictures of Suhoor meal (appendix), the combination of foods Muslims eat before dawn every day to help them keep their energy till night, and the sweets kahk they eat during Eid. We discuss with children about Ramadan.
- We show a [video](#) about the Hindu celebration of Holi, also known as the celebration of colours, associated with the beginning of spring.

Art

- We watch a [video](#) of how a water lily opens.
- We show pictures (appendix) of Monet's creations with water- lilies. We invite children to observe the paintings in an attempt to correspond them to the seasons they were created (talk/activities about seasons).
- We show the [video](#) with Monet's paintings (Orangerie Museum, Paris) and a [B/W video](#) that shows the artist painting the famous water- lilies in his garden at Giverny, France.
- We read Mike Venezia's book *Claude Monet* (1998, μετ. Τατιάνα Γαλατούλα, Αθήνα: εκδ. Modern Times) which introduces us quite simply to the work and life of the artist.
- We paint our own water lilies.
- We create paper water lilies (appendix)

VISUAL MATERIAL

RELIGION



Painted Easter eggs



Easter brioche



Suhoor, daily meal consumed early in the morning by Muslims, before fasting



Kahk sweets, consumed during «Eid al-Fitr», the feast at the end of Ramadan

ART



Claude Monet, *Water-Lilies (Nymphéas)*, 1897-1926,
Musée Marmottan-Monet, Paris

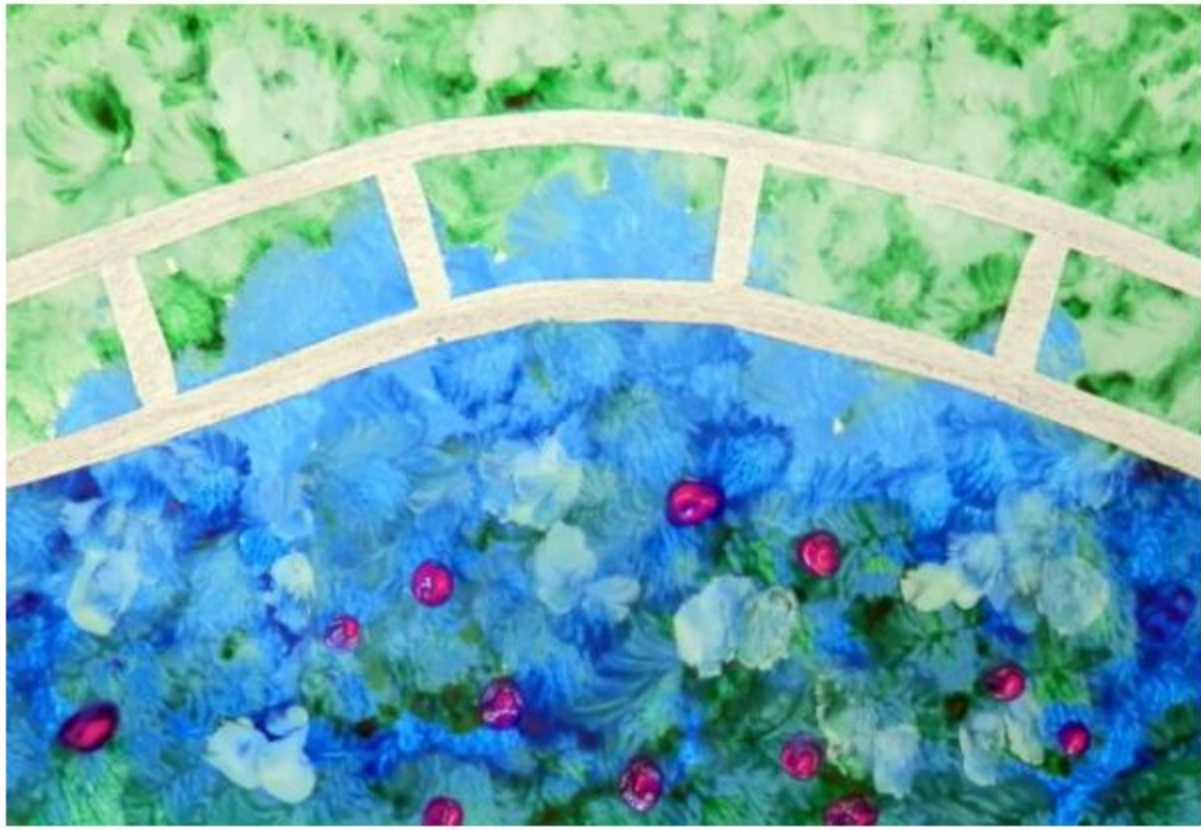




Claude Monet, *The Water-Lily Pond*, 1899, National Gallery London (The *water-lily* pond with the small Japanese bridge is at Monet's home in Giverny, north-west of Paris, France)



Claude Monet's *Water-Lilies* in the Orangerie Museum, Paris



Paper water-lilies _ painted and crafted

TWO MERMAIDS ~ TWO STORIES

The mermaid Thessaloniki from Thessaloniki and the [mermaid Syria](#) from Syria are very good friends. People say that the [myth](#) of the mermaid Thessaloniki may be associated with the Goddess Syria, who is often described as a mermaid.

- We show children the pictures of the two mermaids (appendix) and the corresponding countries. We say the names of the mermaids and the countries and we write them on the relevant worksheet.

Oral language practice (mermaid-mermaids)

- We show the video on the [myth](#) of mermaid Thessaloniki and we explain it in simpler language. We may also dramatize the myth.
- We may play with expressions and emotions or draw faces with various expressions or give children print-outs of faces to colour.

Oral language development "I am happy-I am sad".

- We discuss the characteristics of the mermaid (woman, fish, tail) and encourage children to make sentences using the word mermaid (e.g. the mermaid lives in the water or the mermaids have a long tail).
- We read Andersen's story "The little mermaid", if we believe the children can follow it. Alternatively, we may show the pictures and tell the story in simple language. We discuss the story and we view the Disney film [The little mermaid](#).



Άντερσεν Κ. (2008). *Η μικρή γοργόνα*. Μετ. Ρένα Ρώσση-Ζαίρη. Αθήνα: Μεταίχμιο

- We play the mermaids. Children walk according to the music cues. The minute they hear the drum, they join their feet and with their hands they swim like mermaids.
- Children paint and create mermaids with paper or clothespins.

- We create digital puzzles ([programme jigsaw](#)) using the saved photos of the mermaids in our computer. We choose the shapes and numbers of puzzle pieces, according to the children's age. We can repeat the game by choosing new images.

EXTENSIONS

- We show pictures of mermaids in different countries (appendix) such as:
 - The little mermaid in Copenhagen, Denmark
 - The mermaid in Holland,
 - The mermaid in Trafalgar square in London,
 - The mermaid in Warsaw, Poland
 - The mermaid and merman in Costalegre, Mexico
 - The golden mermaid in Songkhla, Thailand
- Using the application Google Earth, we locate the places where these mermaids live, creating opportunities for geography lessons (countries, continents). Children may complete worksheets of double correspondence (picture-continent-country).
- We may also see or/and make the flags of the corresponding countries where the mermaids live. The children may also make the flags of their countries.
- Our work on the countries of the mermaids may lead to the game of greetings "Every country greets": we write cards with the word "hi" in different languages. We show the cards and repeat the words many times. The children take a card each and move in the space. When we clap our hands once, every child says to his pair the word on his/her card. When we clap our hands three times they all say the names on their cards simultaneously.

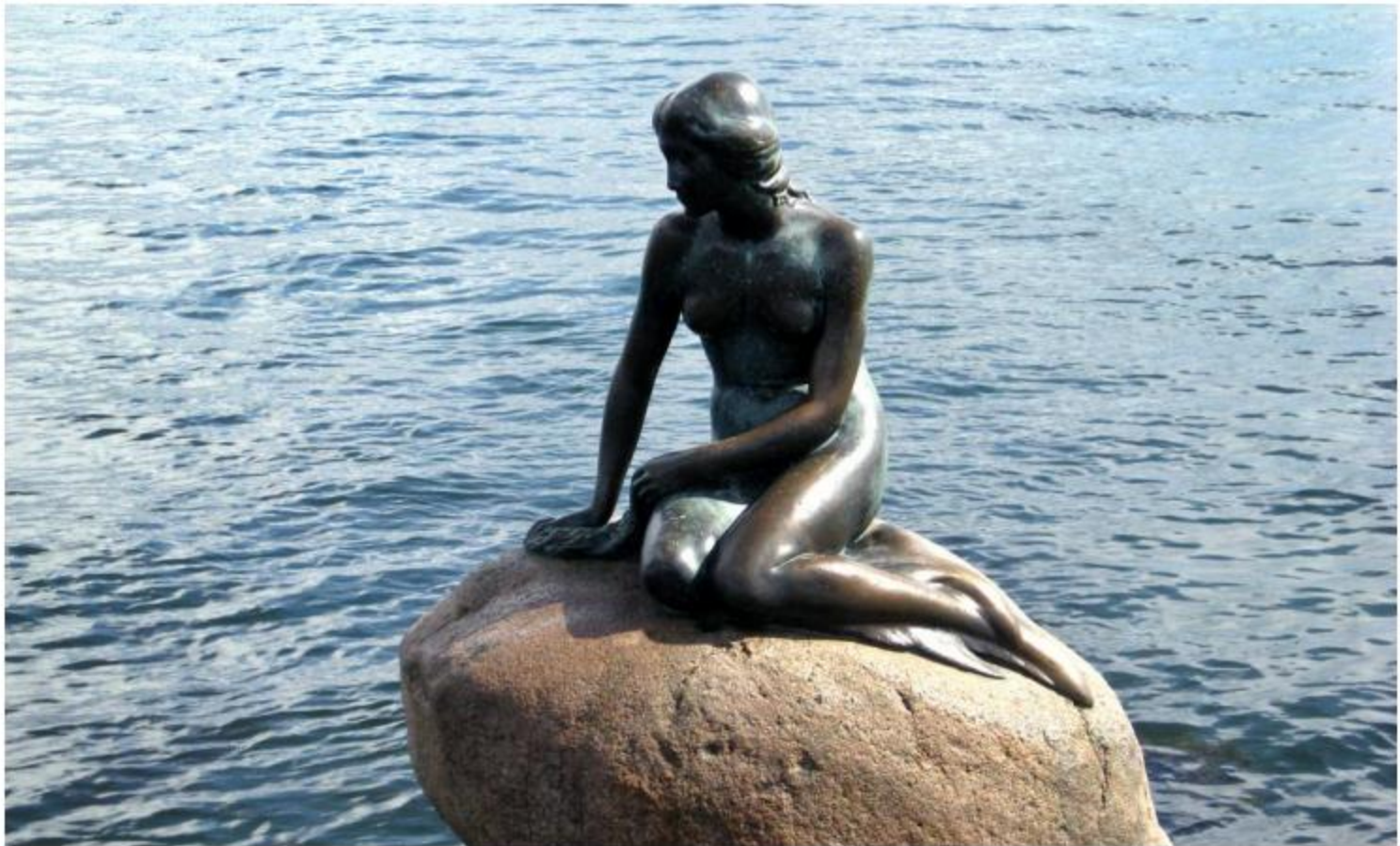
VISUAL MATERIAL



The mermaid Thessaloniki



The mermaid Syria



The little mermaid in Copenhagen, Denmark



The mermaid in Noordwijk-Binnen, Holland



The mermaid in Trafalgar square, London



The statue of mermaid in Warsaw, Poland



Merman and Mermaid statue in Costalegre, Mexico

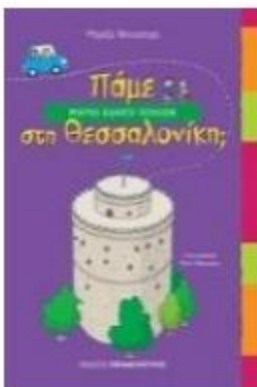


The golden mermaid in Songkhla, Thailand

SHALL WE GO FOR A WALK TO MUSEUMS, CASTLES AND MONUMENTS?

WHITE TOWER

We show the book "*Shall we go to Thessaloniki?*". The book, in very few words, "guides us" in the city giving basic information on monuments and historical eras.



Ντεκάστρο Μ. (2010). *Πάμε στη Θεσσαλονίκη*; Εικ. Weinstein Μ. Αθήνα: Παπαδόπουλος

Using the cover of the book, we have the opportunity to discuss the symbol of Thessaloniki, the White Tower, and shed light on unknown aspects on the appearance and use of the monument.

- We show photos (appendix) and we display a two-minute [video](#) about the last 150 years of the White Tower.
- We focus on the image showing the White Tower painted. We explain that during the [German occupation](#) (1941-1944) the White Tower was camouflaged with paintings to protect it from the bombing.
- We paint a White Tower and create, using [utellstory](#), a digital "story" with the children's paintings. We can edit our own soundtrack to the story and add small texts or captions.
- We inform the children about an unknown use of the White Tower, showing the corresponding images (appendix). During the First World War (1915-1918), the British Navy soldiers, holding the tower, planted vegetables and raised chickens.

- We explain that today it is a museum in which the history of Thessaloniki (appendix) is presented with digital media. If possible, we visit the White Tower.
- Undoubtedly, no matter how many years go by, the view from the balcony of the White Tower is unique. We can show [video](#) depicting the Tower and the surrounding area as it is today and [video](#) showing the view over the past 100 years.

The depictions of the Tower over the years and the photographic material are an opportunity to talk about, among other things, the multicultural character and the historical path of the city.

Castles and City Walls

We open a [map](#) regarding the walls of Thessaloniki and, with the help of the legend, we can get to know the city, find out the old walls and fortresses and locate the monuments that are in the center of Thessaloniki.

- We present the map and on the basis of the planned framework we "organize" a virtual-web walk through the city. We show how the old city was and explain that the engraved frame shows the walls around Thessaloniki.
- At the same time, we show pictures from the old city of Thessaloniki and we discuss the differences that exist with regard to the current city in terms of size, type of housing, number of inhabitants.
- We try with the help of the legend to locate the walls and monuments that have been saved and that we can visit today.
- We select a monument and find it in the legend. Once it is selected, it appears on the map.

- We play the game "Where will we go today?". Every child says where he wants to go; for example, "today I want to go to the castles" and chooses the castles. If the activity can be done in a computer room, then all children can follow the walk, or the walk can be done by projection.
- As long as we have the opportunity of projection, we can start the walk from the White Tower, "visit" all the points of interest mentioned and then play the game.
- We organize a real walk in Thessaloniki with guided buses.
- We display a [video](#) for the Citadel of Aleppo and we ask the children to describe it, if they have visited it. To help children express themselves, we can create a list of relevant keywords to talk about the castle with simple words and / or pantomime and / or in their language, translating with the help of an online translator. In other words, we try to constantly support their speech in linguistic and paralanguage terms.
- We can "visit" [castles](#) all over Greece through the bilingual guide, in Greek and in English. For each castle there is photography, satellite imagery, floor plan, map, mock-up and 3D presentation.

After visiting castles in Greece and Syria we can build a castle with simple materials (appendix). We collect plastic bottles of water, milk cartons, carton boxes etc. and we 'build' a big castle or the children in groups make their own castle.

ROTUNDA

The Rotunda and its use as a Christian church, mosque and museum is another example of the historic line of Thessaloniki.

- We show pictures (appendix) from the Rotunda as it used to be, and as it is today. The children observe the pictures and talk about the mosque, the mosaics and the picture where you can see the Kamara (Galerius Arch).

- After the children have been "guided" in Thessaloniki, we read the book "*Shall we go to Thessaloniki?*", or just show the pictures making a small reference.
- We display a [video](#) of the Rotunda mosaics and we invite the children to see how a mosaic is made. In addition, we display images of mosaics in both the Rotunda and Syria.
- We give the children printed sketches or we ask them to sketch their own, cut tiles of glazed paper or create dots from corrugated paper of various colours and fill the designs in a mosaic form.
- We give pictures of the monuments for them to paint and write captions.

EXTENSIONS

Acoustics

On the occasional use of the Rotunda as a concert venue nowadays, we take the opportunity to talk about the acoustics of the monument.

- We show [video](#) clips of the concert held in the Rotunda and talk about the acoustics of the inner space.
- We can show closed venues, such as the Thessaloniki Concert Hall, and explain how good acoustics are achieved in the area with the use of velvet and wooden surfaces. Moreover, we can talk about the [theatre of Epidaurus](#), known for its excellent acoustics and the [ancient theatre of Palmyra](#).

A natural phenomenon associated with the reflection of sound is echo.

- We read the story of *The Little Beaver and Echo*.



MacDonald A. (1990). *Ο Μικρός Κάστορας και η Ηχώ*. Εικ. Amy MacDonald. Αθήνα: Ε. Ρώσση

- We hear [the narration of the fairytale in English](#), and then we play a game about echo. In pairs, one child says a word and on the last syllable the other child begins to repeat it as the echo of the first.
- We can dramatize the fairytale by giving roles with simple words to the children, and by choosing its main animal characters.

Geometry

The shape of the Rotunda, the White Tower and of other monuments gives us the opportunity to engage in geometric shapes and solids.

- We display a [video](#) with the basic geometric shapes (circle, triangle, square, rectangle, various polygons) and we show shape charts (appendix). We say and/or write their names and we present everyday objects with that particular shape (for example circle - clock).
- We give children a worksheet with shapes, on which they can write the name of the shape from the list of related words and draw an object that has this shape. This exercise can also be done through a painting programme.
- We show [video](#) and images of geometric solids (cylinder, cone, sphere, cube, cuboid) and try to identify the relationship of certain flat shapes with solids.
- We show the image of the Rotunda and the children try to find with which geometric solid it fits. We do the same with the White Tower. We show a cylindrical object of everyday life, for example the interior of a kitchen roll. We cut it vertically and explain how we create the cylinder.
- We give children rectangular cardboards to form a roller, paint it and put any ceiling they want in order to build their own Rotunda.

- [An online educational portal](#), where children can choose between three levels of knowledge, play with geometric shapes and solids, and match them with objects. At the same time there is voice guidance.
- Children can play online games in English, after choosing the classroom. A voice option is also available. Indicatively, for a first acquaintance with [geometric shapes](#) and [geometric solids](#).

Art

Many painters use geometric shapes to compose their paintings.

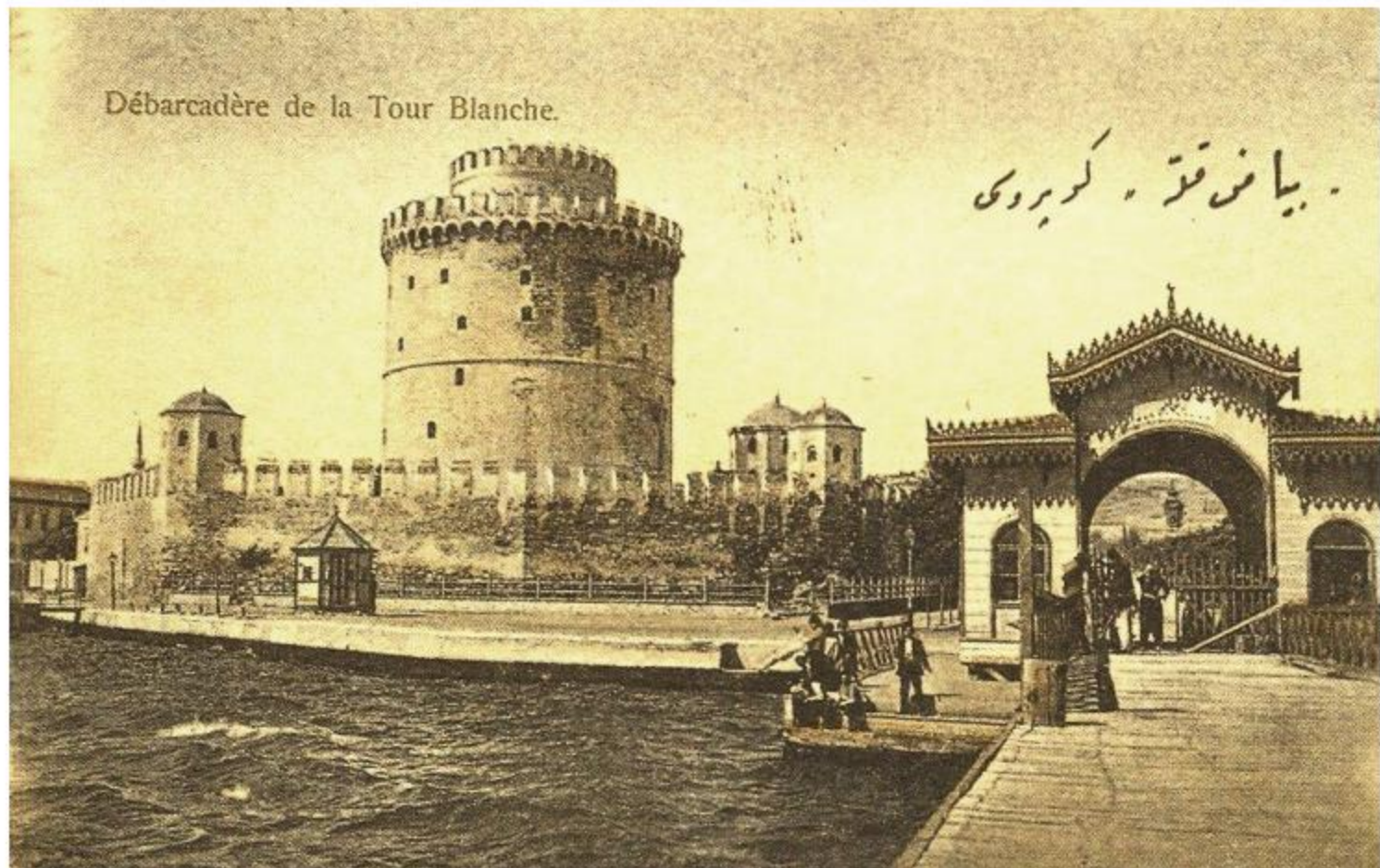
- We show the painting by Paul Klee, *Castle and Sun*, 1928.



- We show a [video](#) that explains how the painting was drawn.
- We create a collage painting by using glazed paper or by painting the houses with watercolours (we watch a similar [video](#)).

VISUAL MATERIAL

THE WHITE TOWER



The walls around the White Tower were demolished in 1911



English sailors during the First World War (1915-1918) cultivate vegetables and raise hens



The painted White Tower during *German Occupation* (1941-1944)



The White Tower nowadays



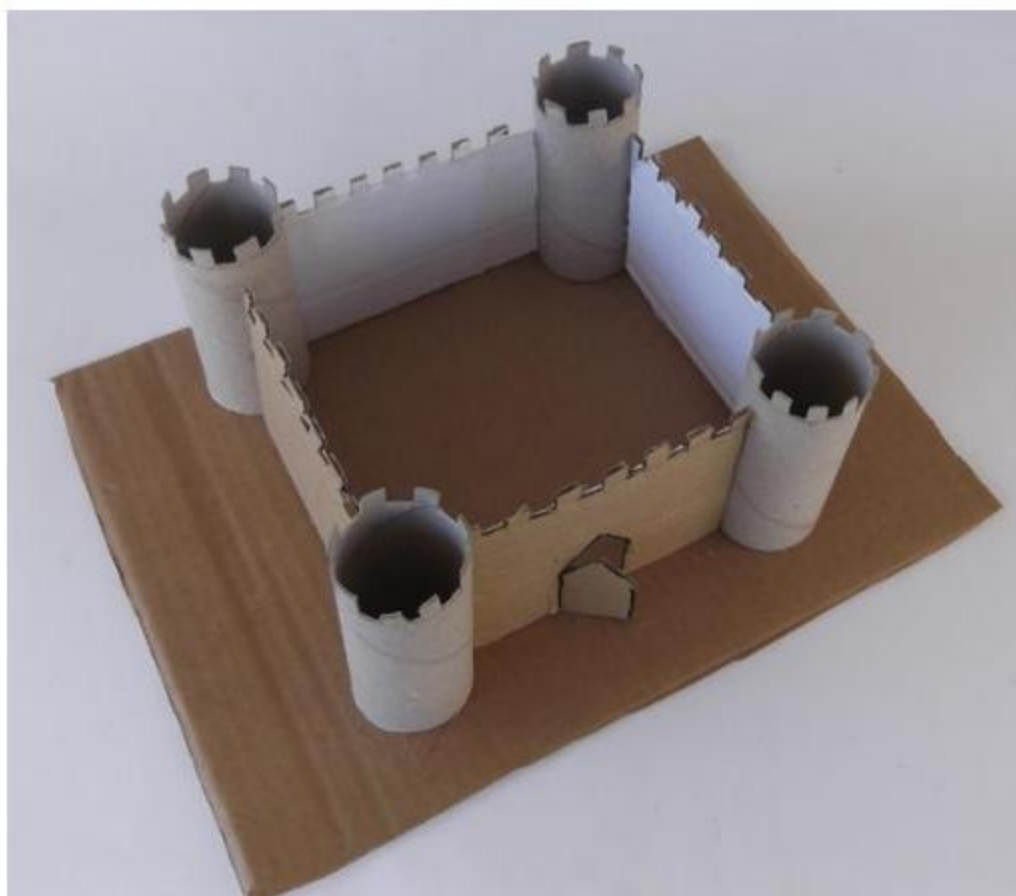


The White Tower operates also as a museum and houses an exhibition on the history of Thessaloniki

Castles with simple materials



Castle made of water bottle and a milk carton covered with canson coloured papers. Walls made of cardboard opened and cut properly.

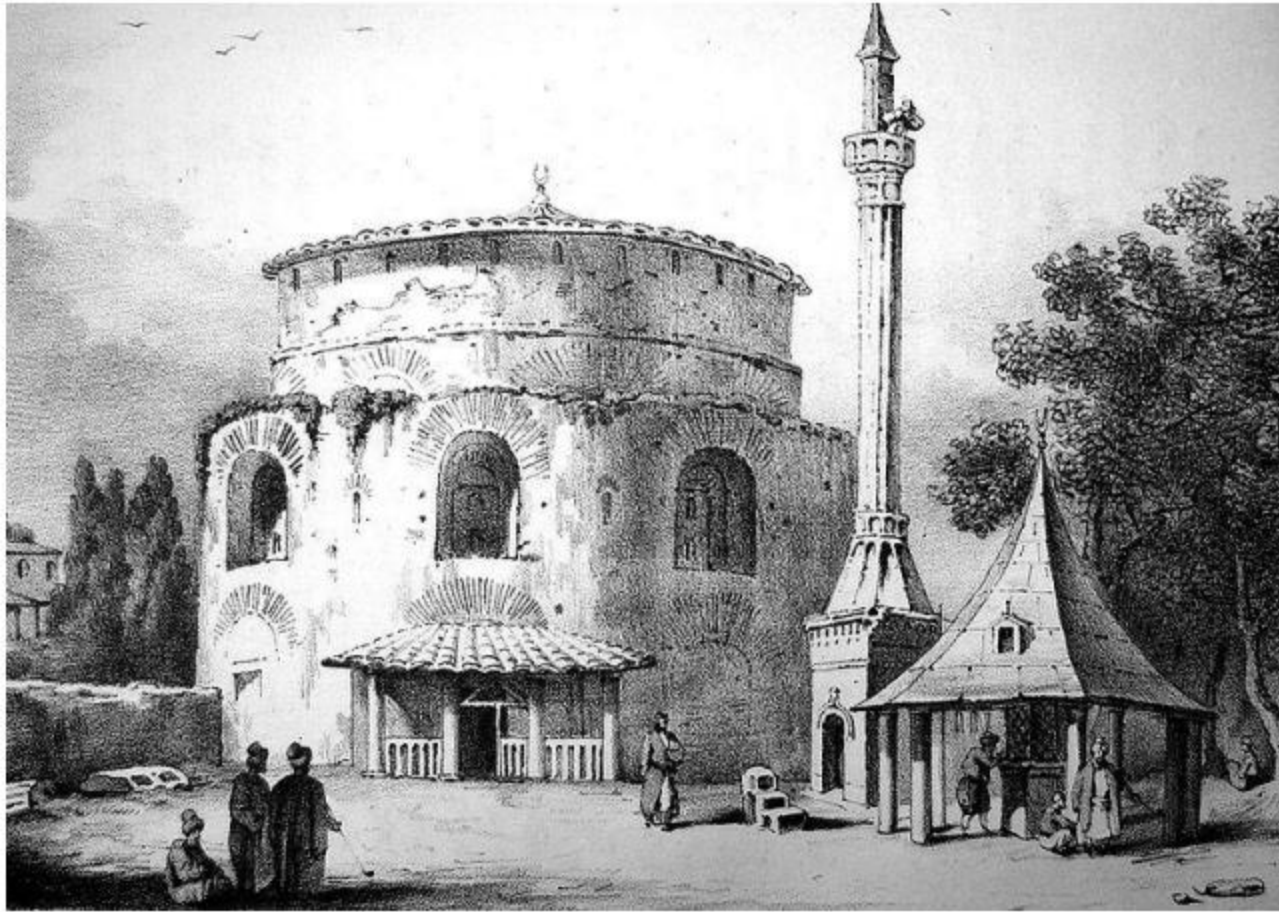


Castle made of kitchen roll and pieces of hard cardboard



A painted castle

The Rotunda



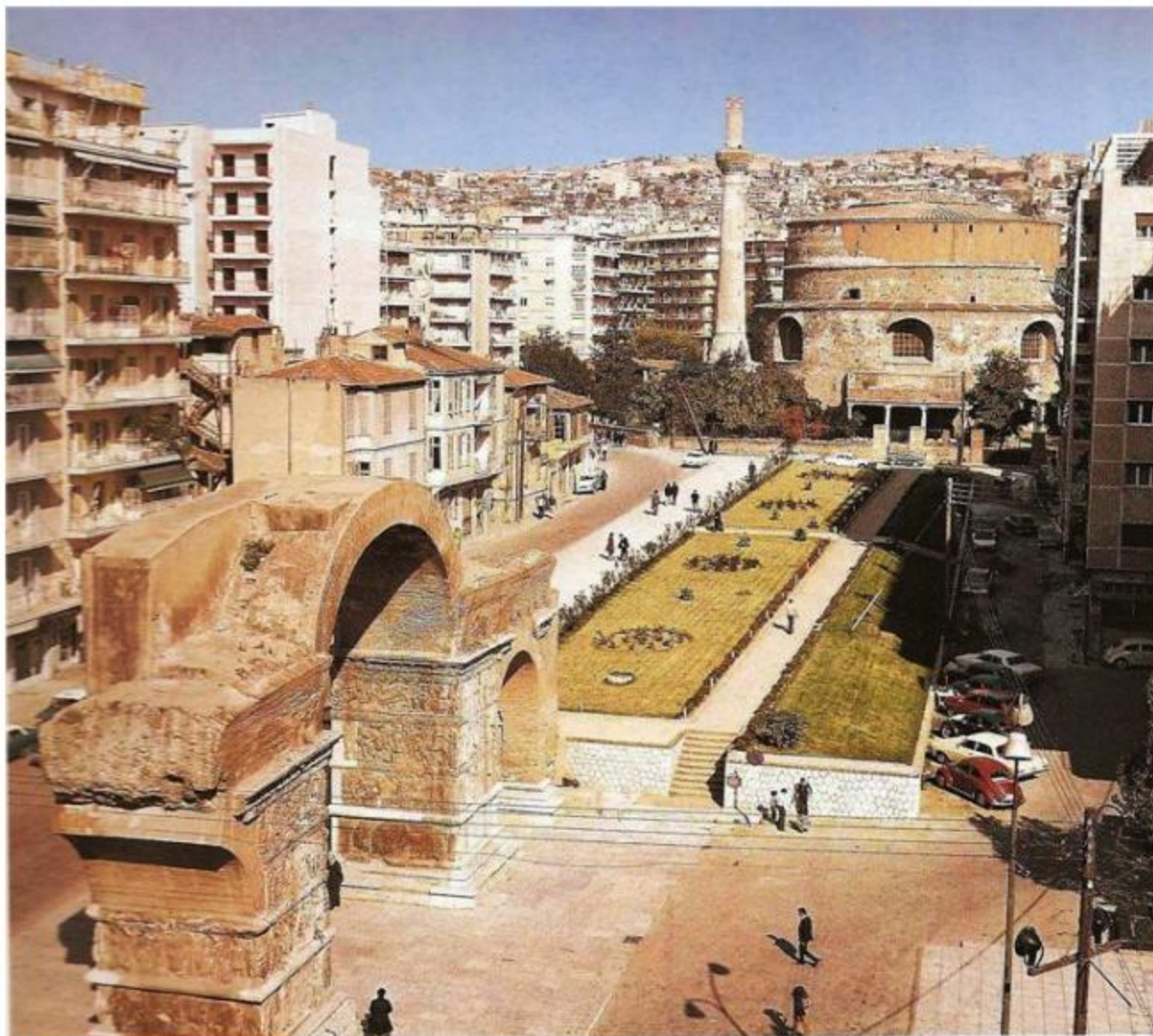
The Rotunda in a lithograph by Langlumé back in the early 19thc (c.1830)



The Rotunda as a Christian church



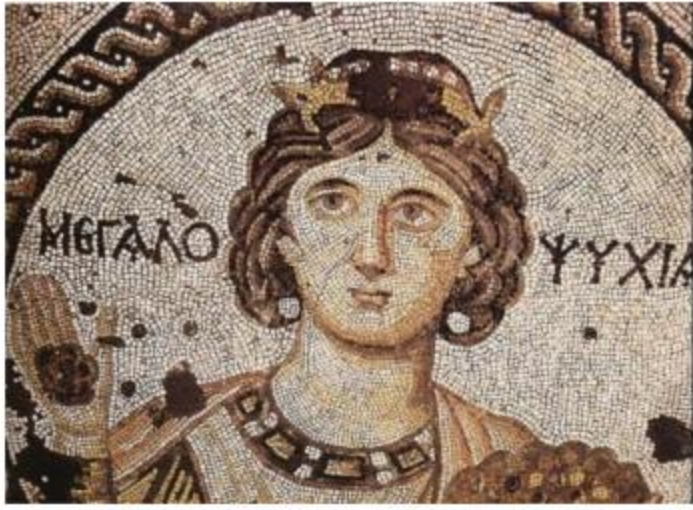
The Rotunda with the added minaret



The complex of Rotunda and Kamara (Galerius Arch)



Mosaics in the Rotunda of Galerius



Floor mosaics from house Yaqto in Antioch (Ancient Syria)



Mosaic in Umayyad Mosque, Damascus, Syria



Conservation of mosaics in Syria



The Mosaic of the Female Musicians from Mariamin, Hama Museum

THEATRES



Thessaloniki Concert Hall

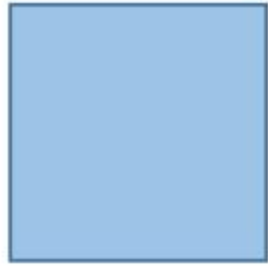


The ancient theatre of Epidaurus



The Roman theatre in Palmyra, Syria

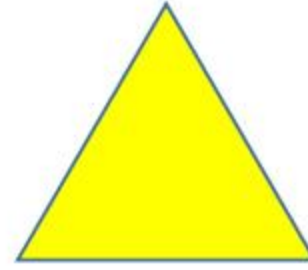
GEOMETRIC SHAPES & SOLIDS



square



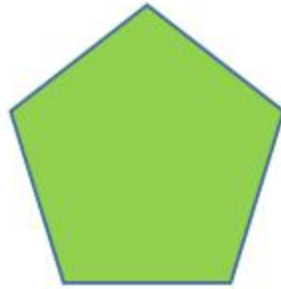
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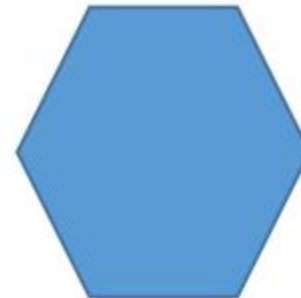
triangle



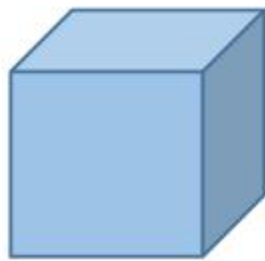
rectangle



pentagon



hexagon



cube



rectangular prism



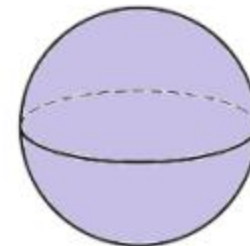
cylinder



pyramid



cone



sphere

RENDEZVOUS AT THE WHITE TOWER

By opening the second level of the *Welcome Guide*, we find images of places that deal with everyday life in the city. There are photos from the harbour, the train station, the airport, the bus station [Joints Bus Receipts Fund (KTEL)], the buses of OUTT (Organization of Urban Transportation of Thessaloniki) and the taxis. On the basis of the above, we can develop a thematic section with activities for transport and transportation means to familiarize children with the ways of traveling in the city and the corresponding vocabulary.

- We give children pictures of means of transport (appendix) and corresponding captions with their names. The teacher, pointing to a vehicle, shows the corresponding caption of the name and then writes it on the chart with a loud voice (he says and writes what he says). Then the children choose an image, say the name of the vehicle and match it to the corresponding caption.
- We then categorize the means of transport depending on where they travel: air, land, sea. For example, when that vehicle moves in the air we raise it upwards, in the sea we place it on a blue cardboard and on land on the floor. In addition for land we could have train lines and a road. Accordingly, children choose where to place the vehicles.
- Children choose a means of transport, they say its name and when they hear for example the instruction "air", those that have vehicles that travel in the air get up moving their vehicles in the air etc. producing the sound of every vehicle.
- We can show a [video](#) of means of transport and the corresponding sounds (especially for young children).
- For their familiarization with the "parking" of the means of transport we play the game YES - NO (we have pictures from the harbour, the airport, KTEL, OSE and tabs YES - NO).

- Where will the train go? Will it go to the harbour?
 - NO
 - It will go to the airport etc.
- We show photos of the means of transport and break them down according to the country we find them in (Greece - Syria). We can also use the flags of the two countries and create a worksheet.
 - We show pictures from the subway that Thessaloniki will have in a few years and a [video](#) showing a station when the project is over.
 - We can also talk about the [tram](#) that had been in use for years in Thessaloniki and show the video about [the history of transport in Thessaloniki](#).
 - We also present images of means of transport that can be found in Athens (trolleybuses, trams) and taxis that are yellow in Athens, as in Damascus.
 - With the software kidspiration or [Cmaps](#) (it's free) we create conceptual maps with transport images and/or the corresponding words.

EXTENSIONS

Using the Google Earth application, map activities can be deployed, such as locating Greece and Thessaloniki, as well as the area where they live (Diavata, Kilkis). In addition, we can plan the route for the city of Thessaloniki.

- The children can choose the means of transport they will use to reach the White Tower or to explore the city's attractions.
- The children can choose the means of transport to use from Thessaloniki to Athens and Crete.

This could also be extended to road traffic rules

- We talk about road signs we encounter in cities or when we travel. For example, pedestrian crossing is in town, while the speed limit is 100 kilometers when we move out of town.
- We show pictures (appendix) from traffic signs and we play games. For example, we are all standing up and walking straight as we show the right turn sign and say right turn, turn right and continue our course as soon as we say and show the stop sign we stop. In this way we learn words like right, left, turn, stop, etc.
- We download the application [Go around safely](#) and children play the game with the traffic rules.

VISUAL MATERIAL

MEANS of TRANSPORT







Latakia, Syria









Taxi in Damascus, Syria



Tuk Tuk











Tartus, Syria




















































































Aleppo, Syria



TRAFFIC SIGNS

 Attention Bumps	 Attention Right bend	 Turning to the left	 Double bend	 Level crossing without gates	 Pedestrian crossing	 Restricted Area	 Attention double direction area	 No entry for exceeding meters	 Aid station
 Road works	 Direction to be followed	 Dangerous hill	 cyclist road	 Overtaking prohibited	 No through road	 Children	 Do not turn to the left	 No Entry for exceeding height	 Turning to the right
 Prohibited for cyclist	 Prohibited crossing	 End of Highway	 Attention left bend	 Maximum speed 80 km per hour	 Prohibited use of horns	 Roundabouts	 Restricted area	 No Entry for exceeding weight	 Carriageway narrows
 No Entry	 Direction can be left and can be right	 Other danger	 Intersection	 Attention Bad road	 level crossing with gates	 Road for people & cyclist only	 Overtaking prohibited to truck	 Closed to all motor vehicles	 Highway

Service signs

 First-Aid post	 Clinic	 Police	 Pharmacy	 Emergency shelter	 Emergency telephone or radio	 Fire extinguisher	 Tourist information	 Information office
 Public telephone	 Public lavatory	 Thunderbox toilet	 Waste tank discharge	 Town centre	 Industrial area	 Place of interest	 Starting point for walks	 Lay-by
 Viewpoint	 Viewpoint with information dial	 Rubbish bin	 Rubbish container	 Radio Rás 1 93.5	 Petrol station	 Car repair garage	 Tyre repairs	 Car hire
 Cafeteria	 Restaurant	 Refreshments in private home	 Hotel	 Sleeping-bag accommodation	 Youth hostel	 Holiday cottage for hire	 Refuge hut	 Camping site
 Caravan park	 Cooking facilities	 Shower	 Hot-pot	 Washing machine	 Meeting facilities	 Swimming pool	 Sports centre	 Sports field
 Horse hire	 Angling permits	 Sea angling	 Whale-watching	 Ski-lift	 Chair ski-lift	 Cross-country skiing area	 Snowcat trips	 Golf course
 Snow-scooters for hire	 Water-scooters for hire	 Bicycles for hire	 Boats for hire	 Water skiing	 River rafting	 Church	 Graveyard	 Bank
 Automatic teller machine	 Post office	 Tourist shop	 Supermarket	 Bakery	 Sales kiosk	 Handicrafts	 Greenhouse	 Art gallery
 Library	 Aquarium	 Domestic animal park	 Dog hotel	 Veterinary surgeon	 Car ferry	 Boat trips	 Airport	 Airstrip

Πινακίδες Ρυθμιστικές (Ρ)

<p>P-1</p>  <p>Υποχρεωτική παραχώρηση προτεραιότητας</p>	<p>P-2</p>  <p>Υποχρεωτική διακοπή πορείας</p>	<p>P-11</p>  <p>Απαγορεύεται η είσοδος στα ποδήλατα</p>	<h3>Πινακίδες Ρυθμιστικές (Ρ)</h3>		
<p>P-7</p>  <p>Απαγορεύεται η είσοδος σε όλα τα οχήματα</p>	<p>P-8</p>  <p>Κλειστή οδός για όλα τα οχήματα και προς όλες τις κατευθύνσεις</p>	<p>P-12</p>  <p>Απαγορεύεται η είσοδος στα μοτοποδήλατα</p>	<p>P-15</p>  <p>Απαγορεύεται η είσοδος σε πεζούς</p>	<p>P-28</p>  <p>Απαγορεύεται η δεξιά στροφή</p>	<p>P-40</p>  <p>Απαγορεύεται η στάση και η στάθμευση</p>
			<p>P-48</p>  <p>Υποχρεωτική κατεύθυνση πορείας προς τα δεξιά</p>	<p>P-51δ</p>  <p>Υποχρεωτική κατεύθυνση πορείας εμπρός ή δεξιά</p>	<p>P-29</p>  <p>Απαγορεύεται η αναστροφή (στροφή κατά 180°)</p>

Πινακίδες αναγγελίας κινδύνου (Κ)

<p>Κ-16</p>  <p>Επικίνδυνη στροφή δεξιά</p>	<p>Κ-15</p>  <p>Κίνδυνος λόγω διάβασης πεζών</p>	<p>Κ-24</p>  <p>Προαναγγελία διπλής κυκλοφορίας</p>
<p>Κ-6α</p>  <p>Επικίνδυνη αριστερή στένωση οδοστρώματος</p>	<p>Κ-16</p>  <p>Κίνδυνος, λόγω συχνής κίνησης παιδιών</p>	<p>Κ-17</p>  <p>Κίνδυνος, λόγω συχνής διάβασης ποδηλατιστών</p>

ΠΙΝΑΚΙΔΕΣ ΠΛΗΡΟΦΟΡΙΑΚΕΣ (Π)

HOW SIMILAR INDEED PEOPLE FOODS ARE!

FIRST I TAKE BREAKFAST...

We watch [videos](#) of morning meals from different parts of the world, in which the words of different foods appear in English.

- We stop the video and say and / or write the corresponding words in Greek.
- We urge the children to tell us if they eat for breakfast something they see in the video (for example, I drink milk and I eat an egg).
- We discuss the countries listed in the video and show them on the map or find them on Google Earth.
- We say the names of the countries in Greek and write them on cards. We create sentences (for example, in Greece they eat bread, in Syria they eat pita).
- We watch a fun [video](#), where kids try different breakfasts.
- We ask children to tell us what they do not like to eat and what they like very much, using the words "I like" "I do not like it".
- We list children's preferences, visit a nearby supermarket, buy the products the children selected and organize a breakfast the next day.
- We are given the opportunity to talk about the prices listed on products.
- We play with the concepts of "more expensive" "cheaper". We show two products in an image (for example milk and honey) and their prices and we ask children to use the phrases cheaper and more expensive (honey is more expensive than milk).
- We discuss about the expiration date of the products and show corresponding pictures (appendix). We explain its usefulness and that all products have expiration date. Then we look for it in packages. Using the date we get the opportunity to talk about the months and the days of the week.
- We create imagery (appendix) with products and their values.
- Special reference to the Thessaloniki bun. We show children pictures of buns (appendix) and we explain that this particular

product is sold in Thessaloniki in bakeries, supermarkets and on the street by street vendors. It is a food that is eaten at all times of the day and is known all over Greece as the "bun of Thessaloniki".

IT'S TIME FOR A SALAD...

Cucumber and tomato in an Arabic salad! (makes a rhyme in Greek)

Cucumber and tomato are essential ingredients for both Greek cucumber tomato salad as well as the Arabic salad. The difference is that the ingredients in the Arabic salad are finely chopped and that it has lemon.

- We show the images (appendix) of the ingredients we use to make each salad and say their names.
- Using the [padlet](#) program (digital bulletin board), we encourage children to choose the materials from images stored on the computer in order to make whatever salad they want.
- Children can write in a padlet the list of ingredients needed as well as the directions of the recipe.
- Using the recipe, we get the chance to talk about the bread usually accompanying salad in Greece and the Arabic pita that is respectively eaten in Syria.
- We show in the Welcome Wizard the stores from which we will buy the salad materials and the stores we buy bread and pita from (we show pictures from similar stores in Syria).
- The activity is offered for the preparation of the recipe and the organization of a simple meal.

EXTENSION

Following on from this, we could mention various products we buy from stores (grocery store, bakery, supermarket, etc.) and make a breakdown based on what we eat in the morning, at noon and in the evening (link to their eating habits).

- Activity: We have three baskets or boxes with a caption morning - noon - evening and food images with captions. The kids choose a product, say its name and put it in the right basket. A whole sentence can be made, for example: I drink tea in the morning and I eat a honey pie. We explain that some products can be consumed at all times of the day (for example, bread or pies).
- Then children choose their favourite item and draw it by writing a caption (for example: I want chocolate because it's sweet / I like it).

I DON'T FORGET DESSERT!

Most children love chocolate, sweets and ice cream with chocolate, chocolate drink and cocoa milk. We show pictures (appendix) and, if possible, we could offer children pralines before we start the segment.

- We display a video of [the chocolate song](#) that features many kinds of chocolate sweets and chocolate beverages. We are given the opportunity to talk about the sweets presented; the children say which they know, which they like and which they would like to try.
- We show children [video](#) about the history of chocolate or even a children's [cartoon](#) version and discuss the stages of production, the main ingredients of chocolate.
- We can arrange a visit to a chocolate factory or make a chocolate drink (cold or hot) or cocoa milk.

- We locate the places where cocoa trees are cultivated on Google Earth or on the map; we discuss the climate and the means of transport with which we could go there.
- As an extension, we can also refer to sweets they eat with some variation in many countries around the world, such as [donuts](#). The photos that are shown are offered for discussion about the similarities and differences of sweets in each place.
- In Greece, the big donut with sugar is the favourite sweet of children, who eat it on the beach during the summer. We are given the opportunity to talk about the seasons, to paint the "summer" donut and write a caption, or paint an imaginary donut or sweet and mention the materials we used. Also, children can find the materials in pictures on the computer or paint their sweet in a painting programme.

EXTENSIONS

Hygiene Issues

**I WASH MY HANDS
I BRUSH MY TEETH**

The segment is offered to deal with hygiene issues that are mainly related to hand washing before eating and oral hygiene, brushing teeth.

- We show a [video](#) for hand washing with an English song and we discuss the importance of washing our hands.
- We show the [HCDCP](#) poster on the right way to wash hands.
- We show a [poster](#) in English, we explain what it shows and imitate the moves: we count to 20 and we pretend that we are washing our hands. We can all go together to the tap, put wet soap on ours and on children's hands and wash our hands counting to 20.
- We show a short [video](#) about tooth brushing and a [video](#) for the correct brushing of teeth.
- We show a toothbrush and toothpaste and talk to the kids about whether they brush their teeth and if they have gone to a dentist.

- We make an experiment: we take an egg, smear half of it with toothpaste and put it in a transparent glass with white vinegar for 24 hours. We notice the alterations in the part of the egg that has not been smeared with toothpaste. We explain to children that the egg shell has enamel like our teeth. When we wash our teeth, the toothpaste protects them as it did with the part of the egg covered with toothpaste.
- On [the website of the Dental Greek Federation](#) we can find videos, games, songs about protection and the promotion of oral health.

VISUAL MATERIAL

FIRST I TAKE BREAKFAST...



TIME FOR A SALAD



I DON'T FORGET DESSERT



I WASH MY HANDS
I BRUSH MY TEETH



CULTURAL BRIDGES

With regard to cultural venues, such as the Thessaloniki Concert Hall and the Theatre, we deal with various arts such as theatre, dance, and music building cultural bridges.

- We show pictures of traditional dances in Greece and Syria and we discuss the costumes, identifying similarities and differences.
- We display a [video](#) from the Al-samah dance and a [video](#) from Antikristos (Greek folk dance). After observing the dances of the two countries, we talk about the male and female dancers creating simple sentences (for example, in al-samah women dance, in Antikristos men dance, women and children).
- We display a [video](#) of the dance of whirling Dervishes in Syria and we discuss the characteristics of dance (costumes, music, and movement).
- We show pictures (Appendix) from musical theatre and dance performances. We identify the characteristics of each performance and its participants (for example, in a musical concert there is the orchestra with the musicians, the conductor, the sound engineers, the light technicians, etc.).
- Following the presentation of photos of a symphonic orchestra (Appendix), we watch a [cartoon](#) presenting musical instruments in a symphonic orchestra. We have a discussion all together and children are asked to say/ write the names of any instruments they know.
- Then we play a [video game](#) about musical instruments selecting the degree of difficulty each time.
- We display videos of [Arabian](#) and [Greek](#) musical instruments, listen to their sounds and talk about the construction material (wood, copper) or the category they belong to (percussion, wind instruments, strings).

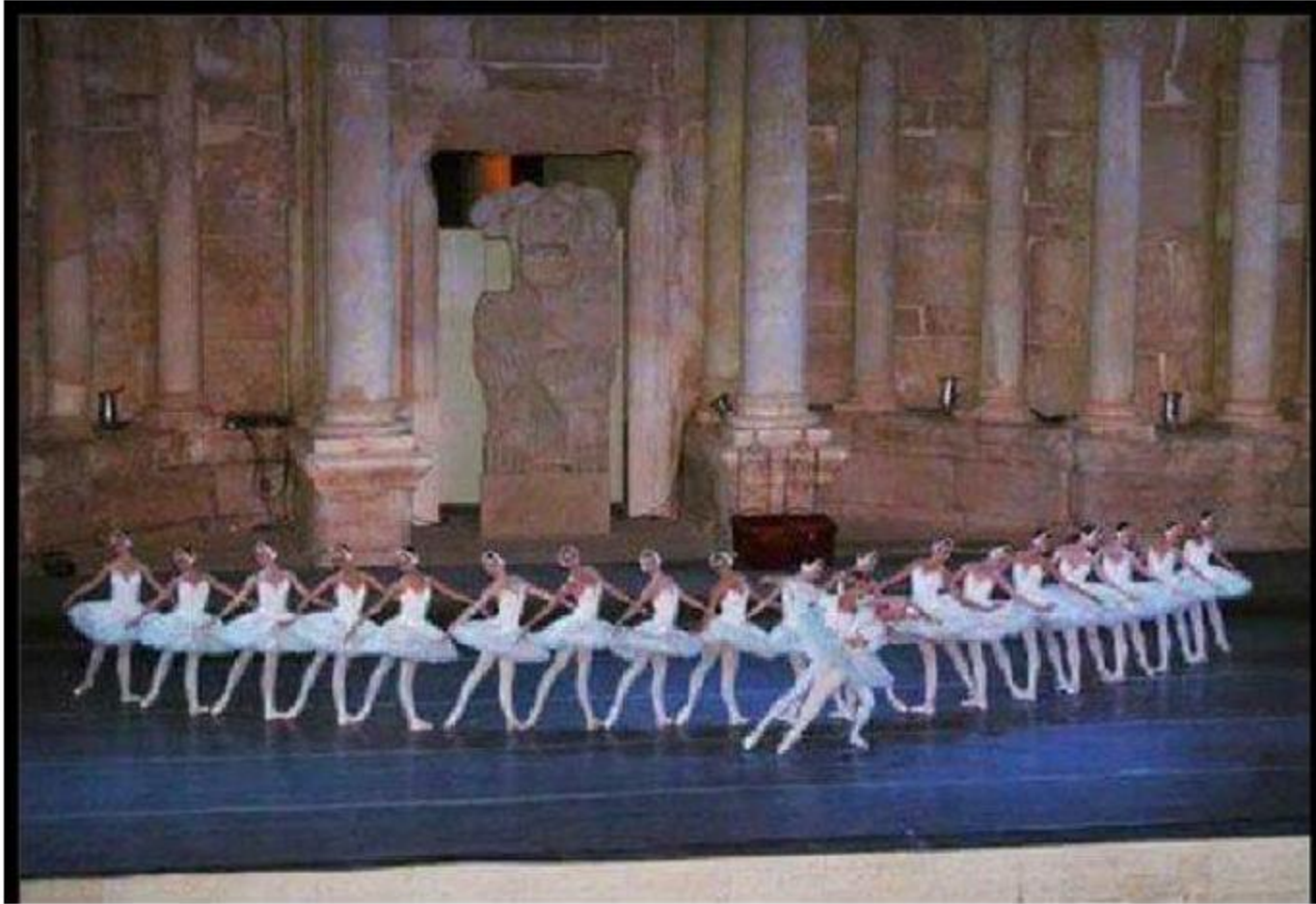
- We display the orchestra in the small village of Cateura, Paraguay, which uses recycled rubbish to build musical instruments ([orchestra creation](#) & [concert](#)).
 - We watch a [video](#) with the construction of musical instruments with simple materials and we create percussion instruments from simple materials in order to form an orchestra.
 - We play as an orchestra with the instruments we made: a child is the conductor conducting the orchestra and the rest follow his instructions. For example, when the conductor has his hands held high, the music is loud; when they are at the height of his waist, the music is low and when he closes them in a fist, the music stops. As a variation, the conductor may run a chorus and the children sing in accordance with the conductor's instructions.
 - We can prepare a worksheet matching instruments with their names or their country of origin after we have first written lists with the appropriate words.
 - We talk about ancient theatres, which are still used for performances, such as the Odeon of Herodes Atticus in Greece and the Roman Theatre in Palmyra (Syria), showing pictures (Appendix).
 - We watch the [video](#) of the concert given in Palmyra on 5-5-2016, titled "A Prayer for Palmyra".
 - We listen to two well-known singers, Fayrouz from Libya and Umm Kulthum from Egypt, singing and watch the corresponding videos. We explain to the children that the same songs were sung and continue to be sung to date in Greece with Greek lyrics.
 - [Umm Kulthum](#) "Enta Omri"
 - [M. Aggelopoloulos](#) "kisses like fire" & [M. Kana](#)
 - [Fayrouz](#) "Wa habibi"
 - [H. Alexiou](#) "Wa habibi"
 - [Suzanna and Eleni Vougioukli](#) "Mother, my mother" (Greek adaptation Christodoulos Halaris in lyrics by Nikos Gatsos)
- In addition, Fayrouz has inspired a Greek composer, writing an equivalent song.
- "[Fayrouz](#)" Music & Lyrics by Thanassis Papakonstantinou
- We let the children enjoy the songs, sing along, dance, paint and dream in their own language with their music.

VISUAL MATERIAL





The concert that was given on 5-5-16 in Palmyra to celebrate its recapture.



Ballet performance in the Roman theatre in Palmyra, Syria





The folk dance Al-samah, Syria



Whirling Dervish (Aleppo - Syria)



Lebanon



The Odeon of Herodes Atticus



Palmyra

I PLAY, YOU PLAY, HE/SHE PLAYS, WE PLAY...

This unit is instigated by the picture of the playground in the everyday activity axis and also the school in the corresponding unit of the Welcome Guide.

- Starting from the playground, we show pictures of playgrounds (appendix), we name its equipment and games (slides, seesaws, swingsets, etc.) in both Greek and the children's languages. The children may talk about the preferences and experiences.
- Using pictures in the appendix, we may create a collage of a playground on a green cardboard. We label each item underneath it.

Toy constructions

- We show children pictures of various toys that can be easily constructed with everyday material (appendix). We explain the steps of construction for some of them and give children the material to make them. We say the steps orally while the children are making them.
- We may choose a different material (plastic, metal, wood, etc.) each time and focus on the vocabulary of materials. Constructions can be used in other units as well (for example in the unit for the means of transportation).
- The children's creations may constitute items in an exhibition of the children's work. Children will cooperate with their teachers to organize the exhibition, make labels for each item etc.
- Moreover, children may make invitations and posters to advertise their exhibition.

Group games

- We show pictures (appendix) of common games played in both Greece and Syria and probably other countries (hide-and-seek - Tmamh, hopscotch - Hajla, Tower or Nine marbles - Saba Hajar).

- We explain the rules of the games and play one of them repeating the rules as often as necessary.
- We create our book of games using the pictures or children's drawings. Children add captions and with the teacher's support, they can create their book (electronic, handwritten or printed) of games that may or may not be common with the games in the children's home countries.
- We show the video [Games from our countries](#) a film created by 132nd school in Athens. If children recognize games of their own countries, they may say their names and we can play them.
- We may organize a day of play where the children's parents can be invited. We watch the video [Games from our countries with our parents](#) and invite parents to show us games from their home countries.

Board games

- We show pictures (appendix) from a variety of board games and children are encouraged to say their names in their language if they recognize them. We expand on the vocabulary about board games (numbers, measurements, dice, pawn, etc.).
- We play with children board games we can find and bring easily.
- We collaborate with children to make a board game.

EXTENSIONS

We can talk about sports games such as soccer, basketball, volleyball etc.

Sports

- We show pictures from the basic athletic games (appendix) and ask children to name them in their language. We repeat their words and say them in Greek and English as well.
- We show selections of a recent soccer game in Aleppo [soccer game](#) and discuss -with the help of non-linguistic cues and simple language- the basic rules of the game. We also ask children to name their favorite team in their language and draw its logo.

- We present the three basic team of Thessaloniki (PAOK, ARIS, and IRAKLIS) and show their logos (appendix). We may refer to the refugee background of [PAOK](#), but also make references to the Greek mythology where the names of the other two teams come from ([Hercules myth](#) and [The 12 Greek Gods](#)).
- We may explore virtually on the computer the field of PAOK ([PAOK field](#)), the field of ARIS [field of ARIS](#) and [Kaftanzoglio stadium](#) where IRAKLIS plays. The exploration offers many opportunities for vocabulary development.
- We can support children to compare the three sports games (soccer, basketball and volleyball) and to refer to the rules of every game (e.g., how many players in each game, how long each game is, etc.). Also reference can be made to famous athletes of each game.
- We show the video from the Olympic Games in Rio featuring the [Olympic team of refugees](#) and ask children to respond to it. We may also discuss the Olympic Games and their history and watch the video [An ancient Olympic event](#).
- We may also involve children in a discussion of other sports in the Olympic Games, such as track and field events. We show pictures of these games and ask children to name them in their language and in Greek if they know them. Alternatively we provide the Greek names. The activity may close with the organization of track games by the children and among the children (sprint, hurdles, long jump, etc.). The organization of such an event offers opportunities for measurements (time, length, height) and vocabulary development.

VIRTUAL MATERIAL

PLAYGROUNDS







RECREATIONAL EQUIPMENT AND FACILITIES IN PLAYGROUNDS



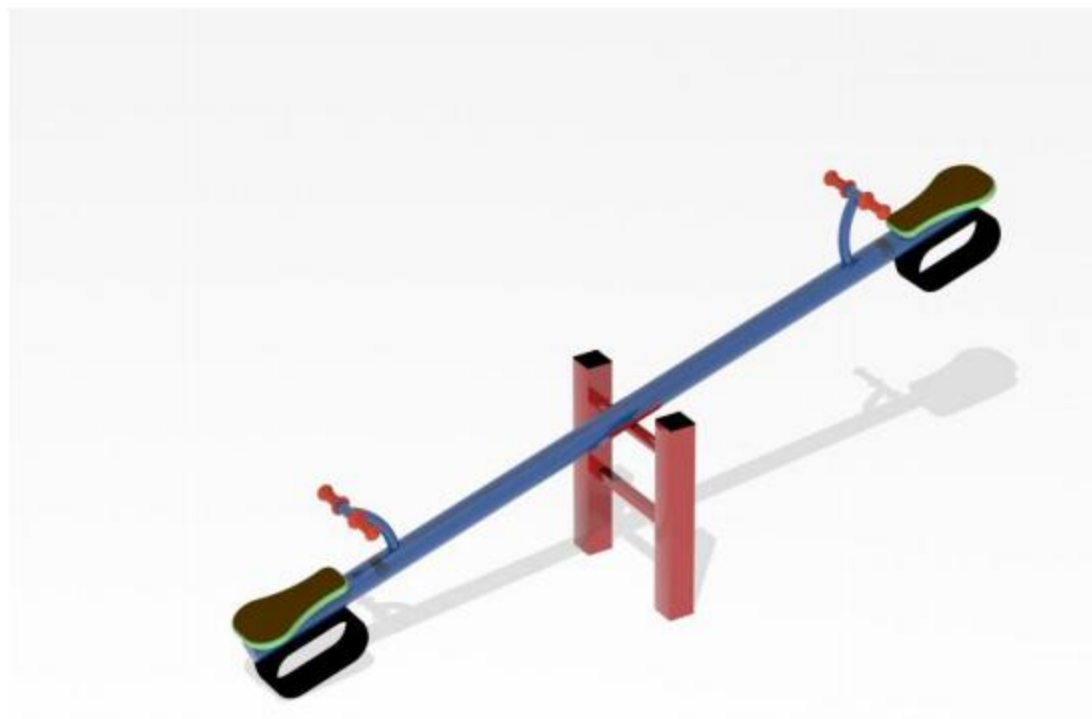




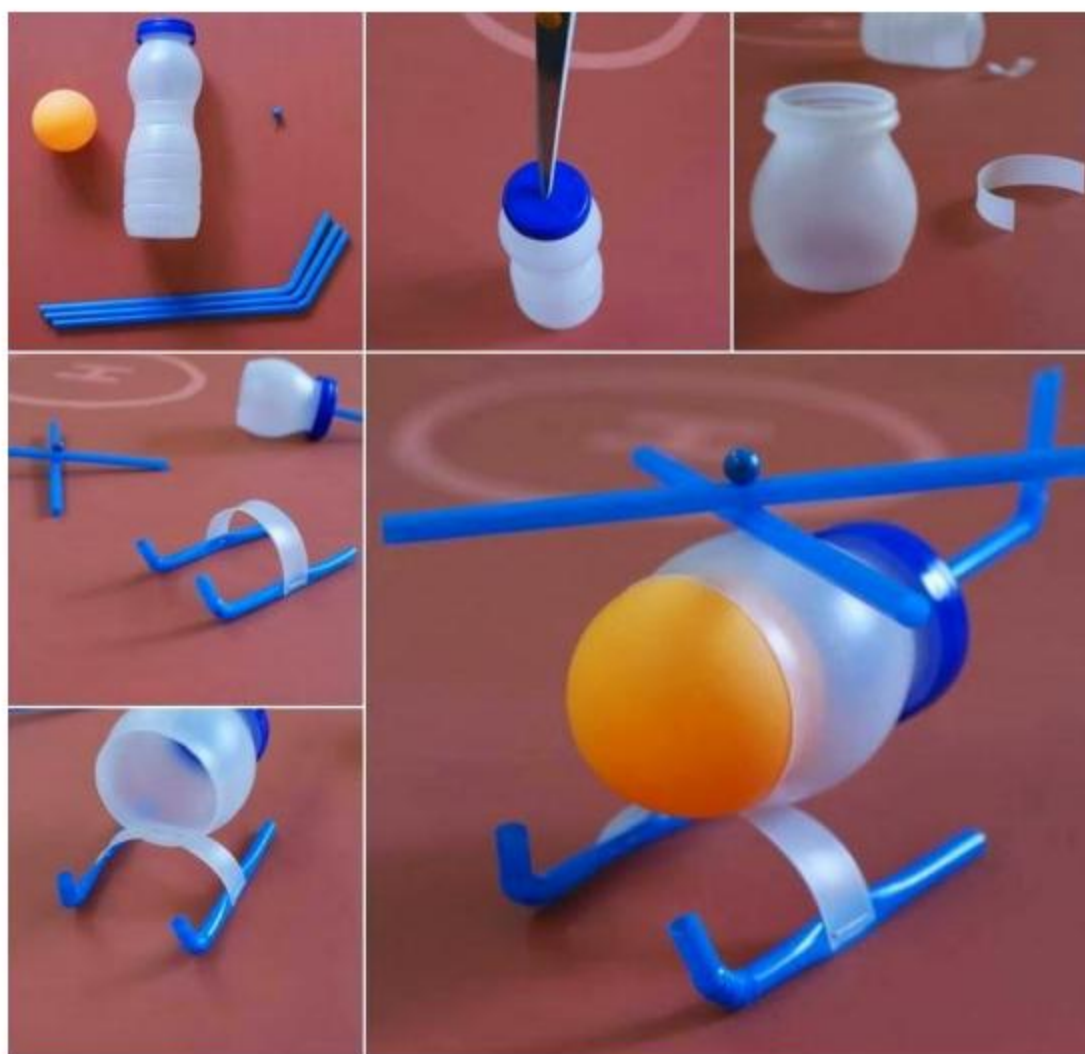








TOY CONSTRUCTIONS



Small helicopter



Windmill

Cars



Houses and dollhouse



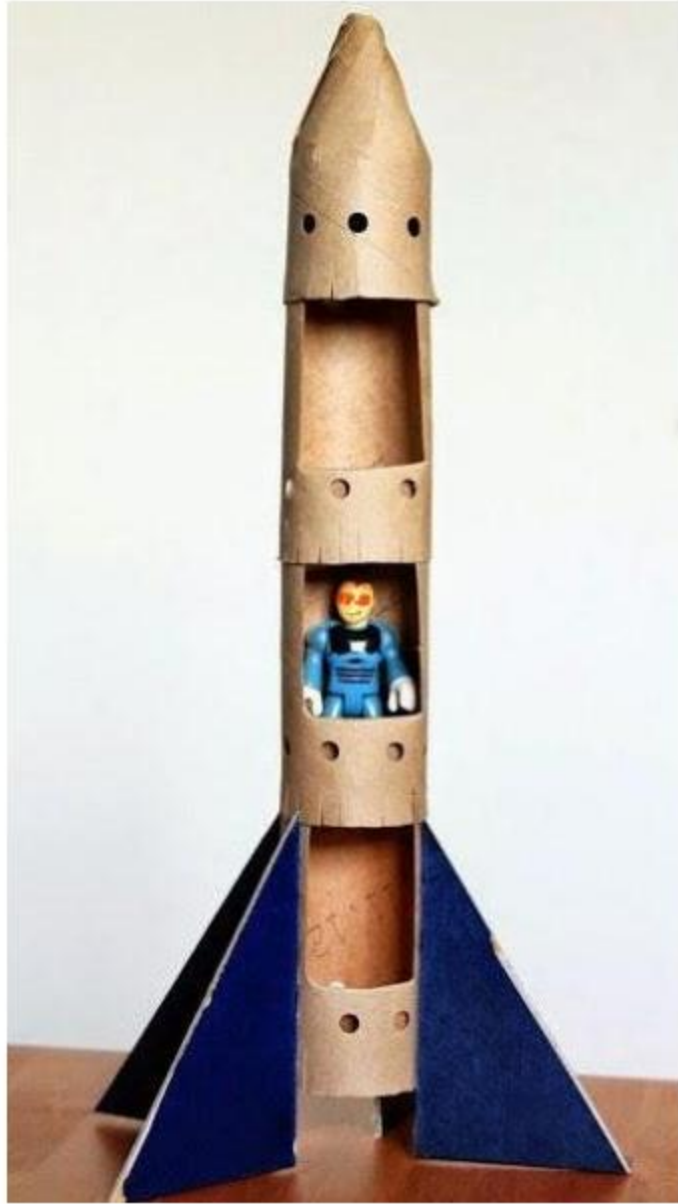


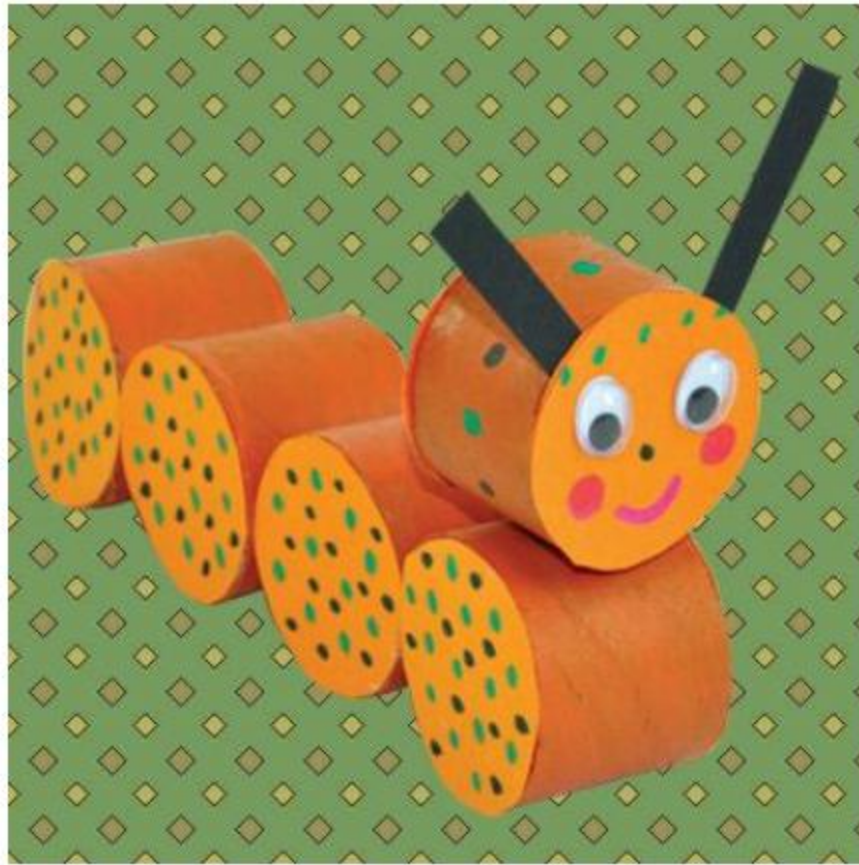
VARIOUS CREATIONS











More ideas [here](#), [here](#), [here](#) and [there](#).

GROUP GAMES



Hide and seek- Tmamh



Hopscotch- Hajla

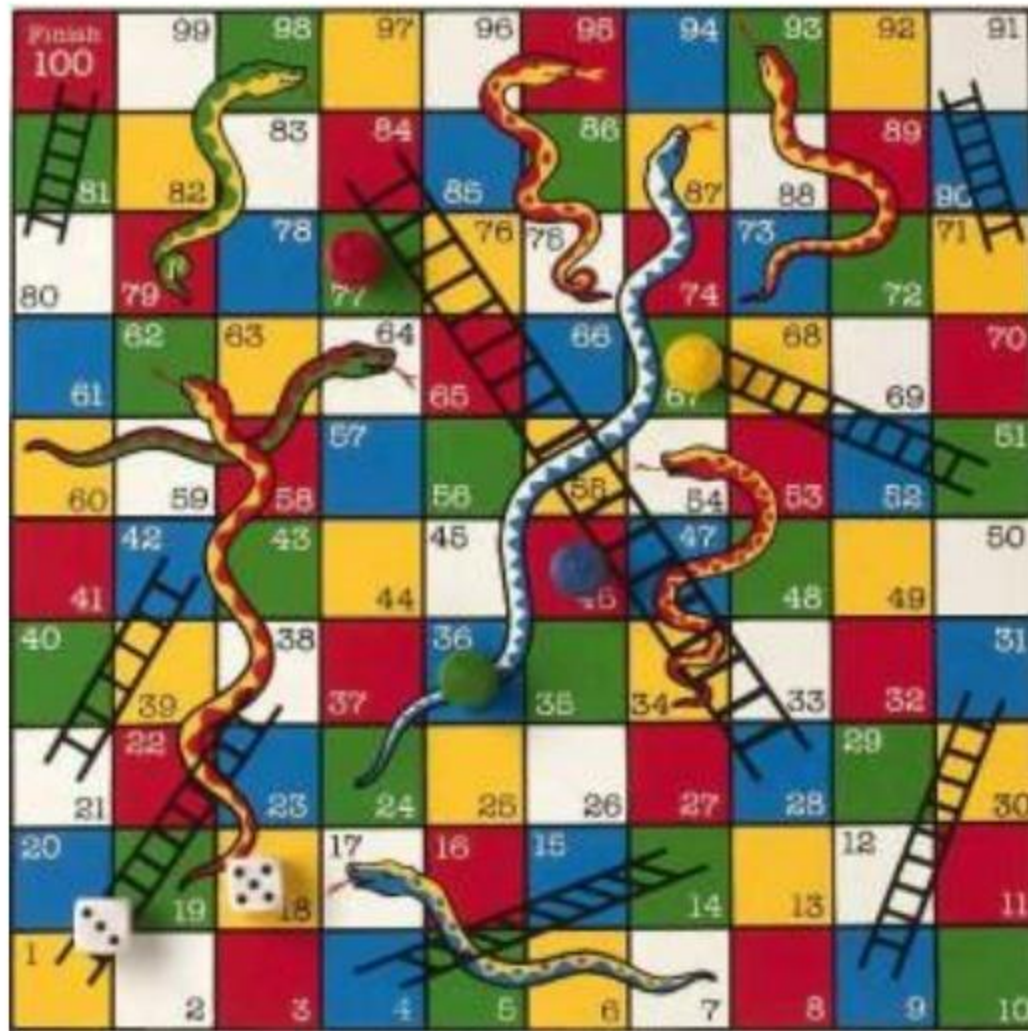


"Mosque"- Saba Hajar



The Handkerchief- Taq Taq Taqiah

BOARD GAMES



Snails and Ladders



Ludo



Draughts



Chess

SPORTS GAMES



FOOTBALL

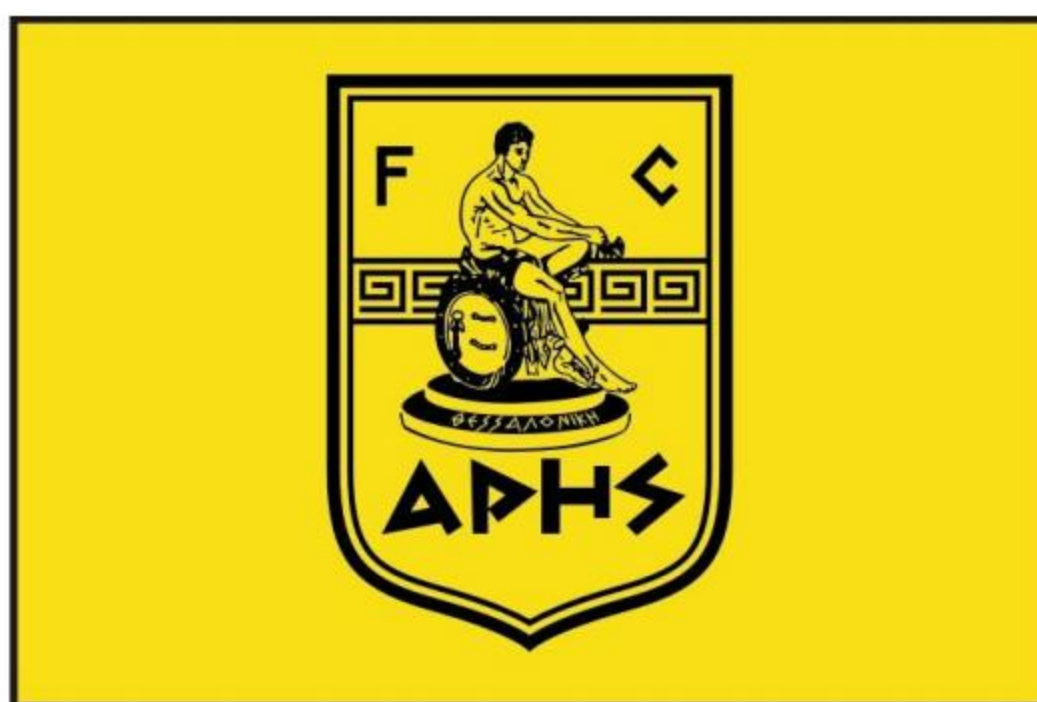


BASKETBALL



VOLLEYBALL

SPORTS TEAMS LOGOS



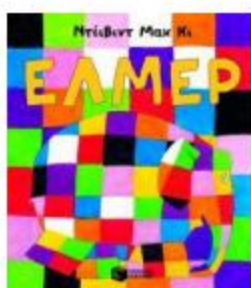


The Olympic Refugees team in the Olympic Games of Rio, 2016

A SCHOOL FOR ALL CHILDREN

The school as a meeting place of cultures and languages plays a vital role in nurturing intercultural ties, appreciation of pluralism and respect for every person for who he/she is. The development of educational material meant to build cultural bridges invites the use of audiovisual means and multimodal texts and books

- We present the book *Elmer*, we read it or/and watch the video with [subtitles](#), with [narration](#) or in [English](#). We may also hear the writer [David Mackee](#) talk about the creation of the book.



Μακ Κι Ντ. (2010). *Ελμερ*. Μετ. Ανδρουτσοπούλου. Αθηνά: Πατάκης

The book lends itself to lessons on people's differences (young/old, short/tall, etc.).

- Children can draw Elmer on a piece of paper with whatever colours they want or create a mosaic with colour papers or draw and colour Elmer on the basis of colour and number codes (familiarization with the names of colors).
- Also children can draw and make an Elmer mask and dramatize the story wearing it.
- We play elephant and little elephant (practice of the Greek ending *-ακι* for diminutives). We divide children into elephants and little elephants. We instruct children who are elephants, for example, to drink water by lifting their hand pretending it is a trunk and children who are little elephants to keep their trunks (hands) down and look at their mothers in the eye. We play for a while with instructions practicing the words up/down, left/right.
- We then show pictures with animals and their babies (appendix) and give children roles of such pairs (cat/kitten, dog/puppy, etc.). As soon as children hear the animal name they were attributed

they have to find the corresponding picture and say who they are using the auxiliary verb "I am" (e.g., I am a cat). They can also give their animal name, draw it and write a caption about it.

With Elmer as a starting point, we may talk about the right to be different as a basic human right.

- We give children a sheet of paper to draw themselves and write their name, their home country and a personal characteristic they want to share (e.g., I am Sam, I am from Syria and I have black hair). Teachers model and post the verbs "I am" and "I have" (and other key words) on a sheet of paper or a poster to facilitate children.
- After the children have presented themselves, we create a collage with the children's portraits on a cardboard sheet and hang it on the wall if possible.

We turn to the [international digital library](#) to access the [bilingual book](#) *Black Ear... Blonde Ear* in English and Arabic. The international digital library carries books in many languages and can be used by refugees, adults and children alike. Our personal experiences with refugee families showed that they usually have smart phones and tablets and children are familiar with their use.

The book stresses the importance of communication as a means of resolving differences.



Haled Jum'a, (2002). *Black Ear...Blonde Ear*. Ill. Fotin Dedvaz. Palestine: Tamer Institute for Community Education

- After we read the book or narrate it in simpler language in English, we ask an adult or a child who knows how to read in Arabic to read it for us.

- We discuss with the children what problem the cats had and how they solved it. We supply lists of key/relevant words/phrases to facilitate the children in the discussion.
- We may prepare bilingual cards with phrases/words from the book and help children use them to retell the story. Children contribute to the creation of the cards.
- Together with the children we prepare cat ear pairs. The children paint them black, yellow and grey and are grouped according to their ear colors.
- We improvise to play the story. The children are in groups (black cats, yellow/blond cats) according to the color of their ears. They all speak at the same time; they do not listen to each other. They quarrel. Then the grey cat is born, he is friends with all cats. The cats make him their leader but they still quarrel. The grey cat exchanges the black with the blond ears and the cats can finally hear each other and they live happily ever after.
- The children draw any color of ears they prefer and present themselves (e.g., I am the red cat or I am a smart/strong/small red cat, etc.).

EXTENSIONS

The implementation of the two books opens up a lot of possibilities for extensions to many cognitive fields.

Science

- The colours of the cat ears may lead, for instance, to a discussion about the rainbow. We show a [video](#) where the natural phenomenon is simply explained.
- After we talk about the colours of the rainbow, the children may draw their own.
- We may relate the rainbow with the phenomenon of the rain and the cycle of water (see [video](#)).

Math

The children may:

- count how many elephants were grey, how many little, how many cats, how many more or less of this or that kind, etc.
- formulate simple problems: how many pairs of ears did the grey cat pick from the 12 black cats? If the black cats were 12 and the blond 14, how many pairs of ears did they have in all?
- measure themselves and objects and learn the concepts tall-short, taller shorter.
- Familiarize themselves with bar charts (make and read them). We model with an example of the children's ages. We may use [an Excel sheet](#), that yields results fast and it is impressive.

Human body

- We show children pictures (appendix) of the human body and the senses. Children may say and write/copy the names or point to the parts of body they hear.
- We watch the [video](#) with the Hoki Poki song and invite children to sing it and dance to it.
- We listen to the [song](#) with the parts of the body and we sing it and dance to it.

THE RIGHTS OF THE CHILD

- We show a short [video](#) and the [leaflet "I have, you have, we all have rights"](#) on the rights of the child from the Ombudsman for Children's Rights site. We show and hear relevant material in English (the [UNICEF video](#) and a [song](#)).
- While listening/viewing/reading the material, we may stop and discuss the rights mentioned.
- We write the children's rights in simple words (e.g., play, food, doctor, school). The children copy them and may use them to write simple sentences (e.g., I want to play, I go to school).

- We listen to the English song and invite children to sing along, or clap to the rhythm or/and dance to it.
- We draw the rights on pieces of paper or on the computer.
- We create clouds with words related to children's rights on the programme [tagxedo](#).

Childhood is closely related with the Right to Play and the Right to Education.

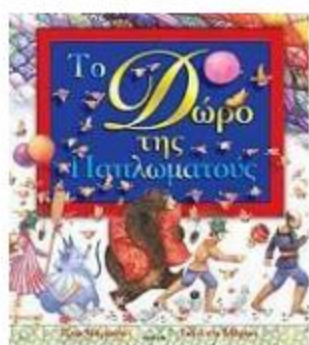
- We show the [spot](#) related to the Right to Play and [spot](#) related to the Right to Education.
- We ask them what their favourite game/toy is and ask them to draw it and say its name.
- We show pictures (appendix) and talk about what children do at school. We support children to make simple sentences in oral or written form (e.g., I play at school; I write and read at school).
- We show pictures of the contents of a schoolbag (appendix). We make a list of the school supplies, write it on the board or a chart and hang it on the wall. We encourage children to make simple sentences (e.g., I have a pencil and a pen in my bag, etc.).
- To endorse bilingualism, we show and read the [digital book](#) (Roula Tsokalidou, My first book on bilingualism) a trilingual book (Greek, Arabic and English) that children may easily follow.

- We encourage children to find their countries on the map and talk about them, describe their school if they went, draw their favourite food and whatever else they wish to share.
- We organize activities based on [guide Mousefir](#), a short Greek-Arabic dictionary with useful everyday words and expressions. We say words in Greek and with the children's assistance find them in Arabic or vice versa.

With the Greek-Arabic dictionary we exchange words in our respective languages, thus creating a climate of respect and acceptance as well as many laughs.

SOLIDARITY & HUMANITY

We present the book the *Gift of the Quilt Maker* (Jeff Brumbeau, in Greek)



Μπριμπό Τζεφ (2002). *Το Δώρο της Παπλωματούς*. Εικ. Γκέιλ ντε Μάρκεν. Μετ. Κώστια Κοντολέων. Αθήνα: Άγκυρα.

- The book has long texts so we show the pictures and narrate it in simple words. We say and write in a list the key words of the book (rich, poor, money, cloth, gift, love, generosity, warmth).
- We suggest to children to make our own quilt and ask where we can buy the cloth.
- We show pictures of the traditional closed markets Souk al Hamidiye in Damascus and Bezesteni in Thessaloniki (appendix). We talk about the towns they are in and the things we can buy there.
- We organize an activity of buying and selling cloth in the two markets. We may have prepared a small replica of the two markets with signs of their names and colourful pieces of paper for cloth or we may simply write the names of the two markets in columns and ask children to "buy" things from them and write them down.

- We create a patchwork quilt on large chart paper with colourful papers or drawings. We write on each piece of paper (in Greek or Arabic) words that unite people.

We create

The quilt that offers warmth and comfort to all children

The quilt that embraces children in settlements, in the streets, in homes...



VIRTUAL MATERIAL
ANIMALS AND THEIR BABIES



Cat and Kitten



Elephant and little calf



Brown bear and cub bears



Polar bear and its cub



Fox and little fox kit



Tiger and tiger cubs



Deer and its fawn



Dolphin and calf



Dog and puppie

PARTS OF THE HUMAN BODY- SENSES

BODY PARTS



The Five Senses



WHAT I DO AT SCHOOL



παιζω

Play



διαβάζω

read



ζωγραφίζω

paint



τραγουδάω

sing



γράφω

write



γελάω

laugh

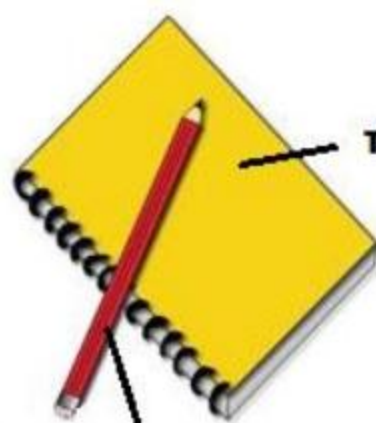
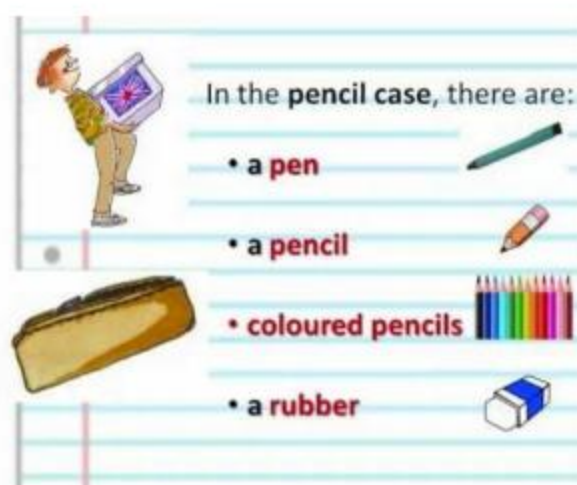
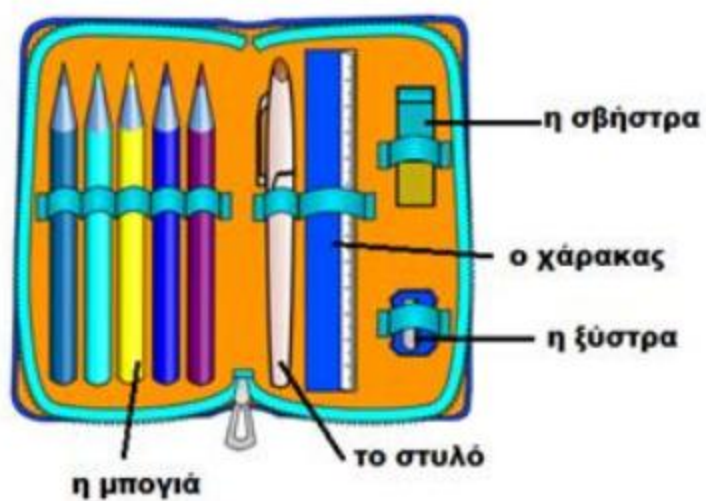
I HAVE A SCHOOLBAG AND A PENCILCASE



η τσάντα

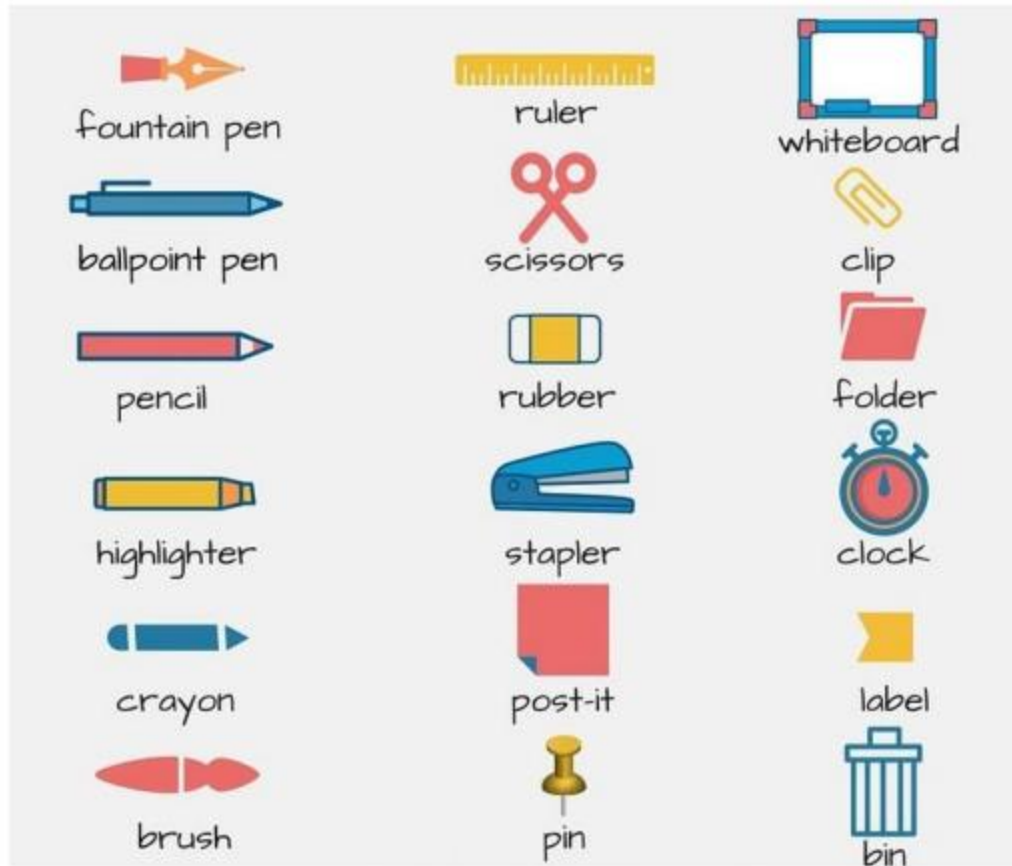
Schoolbag

η κασετίνα

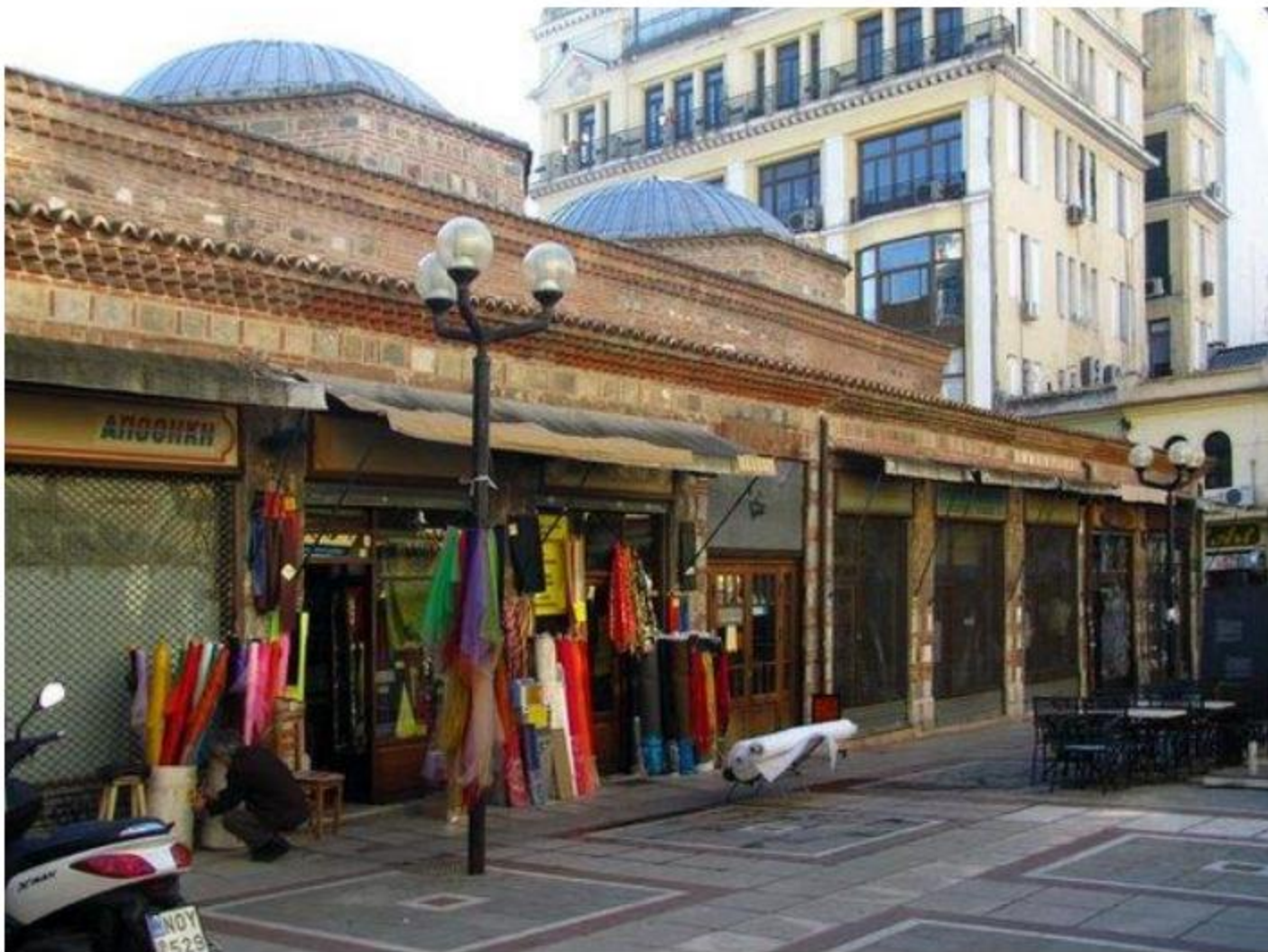


το τετράδιο

το μολύβι



AL-HAMIDIYAH SOUQ & BEZESTENI





Εκατοντάδες λέξεις αλληλοκατανόησης

