

Teachers4Europe: "United in Diversity ("Unis dans la diversité") - Accepting diversity, living in harmony"

About the project

The main aim of this project is to promote awareness of EU's value of respect for its cultural and linguistic diversity and enhance their knowledge and understanding of EU's diversity and unity. The underlying theory that informs practice is that our European challenge relates to how students perceive and accept "other" Europeans and how they perceive themselves in a United Europe. This joint project is designed and developed in order to be implemented in three Greek primary schools, namely the **8th Primary School of Kifissia, the 5th Primary School of Agia Paraskevi (Helmeio) and the 2nd Primary School of Penteli** as well as a school in Cyprus, the **Episkopi Primary School in Limassol, a school in Ireland, the Aghamore National School in Ballyhaunis, a school in the UK, the Greek Primary School of London, a school in Malta**, the QSI International School of Malta and a school in Japan, the Ivy Prep International School Team, in Tokyo. The outcome of this project will be the promotion of EU values and the provision of all the participants with a better insight into the constructs of Unity and Diversity in order to enhance their critical thinking and creativity and improve their communication and collaboration skills.

AIMS

- To provide learners with the necessary information about how the European Union consists of diversity and unity, in that it aims to enrich itself through each country member's diverse cultures, traditions and languages.
- To foster awareness of EU'S value of respect for its rich cultural and linguistic diversity (Article 3, Treaty on the Functioning of the European Union).
- To enhance learners' competence to express themselves in regard to their European identity and diversity.
- to raise students' awareness and expand their knowledge about the issue of Diversity in their schools and society, in general.
- Students to cultivate creative thinking and autonomy for their own learning, while at the same time them to cooperate and interact with their peers.
- Students to consider the core values needed for all people to achieve harmonious living and move towards the cultivation and adoption of these values by themselves!



EXPECTED RESULTS

- Learners enhance their knowledge and understanding of EU's diversity and unity.
- Learners become aware and embrace the EU value of respect for diversity.
- Learners enhance their self-reflection, their critical thinking and become aware of their own prejudices.
- Understand the meaning and the importance of diversity
- Enhance knowledge about EU values and present it in alternative ways
- Learn to respect diversity
- Strengthen inquiry skills

- Enhance participation, critical thinking and creativity
- Enhance communication and collaboration with peers

United in Diversity Teachers 4 Europe search

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(Objectives: understanding the relationship between generalization and stereotypes, acceptance of diversity, empathy)

Ingredients: lemons, apples.

Procedure:

- The teacher asks the children to describe the characteristics of a lemon (yellow, round, bitter, sour, etc.). Writes the answers on the board.
- Divide the children into smaller groups and give each one a lemon. He asks them to get to know their lemon by examining it, observing all its special features. He tells them not to mark or distort their lemon in any way. They can give their lemon a name, create a story, start personifying it, as if it had a personality.
- A child from each group talks in plenary about the lemon in his group and tells them his story.
- The teacher puts all the lemons in the center of the circle and mixes them. He asks a child to come and recognize and get the lemon of his own team (it is expected that after the work done, it will be easy for him).
- The children put all the lemons in the center of the circle again. The teacher brings a red apple next to them. He asks the children if this new fruit fits in this world.


Topics for discussion

- Why was it so easy to recognize your lemon?
- Did you ever have ideas / opinions about a person that were no longer valid when you met him / her?
- Did anyone ever have ideas / opinions about you that they abandoned when they met you?
- Why are stereotypes dangerous?
- Have you ever had the other fruit in a lemon world? How did you handle it?

Posted 13th April by LONDONGREEKPRIMARYSCHOOL




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APR 13

create personalities, learn the dimensions, use the new 3D technologies

Teachers4Europe: "Climate change: O.FU -O.P(I)A. (Our future -Our Planet)"

11th Primary School of Nea Ionia, 5th Primary School of Iraklio Attikis-Greece, 5th Primary school of Agia Paraskevi - Helmeio-Greece, Astir Lindgren Private School No 105, Warsaw-Poland, "Reverend Benjamini Moshi School" Moshi/Kilimanjaro-Tanzania, **Greek Primary School of London-UK**

The role of an educator in the 21st century is two-fold: within the broader landscape of teaching young learners 21st century skills (communication, collaboration, critical thinking and creativity), it is of paramount importance teaching them such values as promoted by the European Union. This project aims to explore the EU values as seen and experienced through the eyes of young learners. According to this project, students learn about the importance of water in our everyday life, and how climate change affects it, but also they realize that EU has certain policies on the matter. They expand their geographical knowledge not only by tracing the countries in a political map of Europe worksheet, but also a map of Africa. They become aware of their own European identity.

AIMS

Aims:

1. Stimulating students on environmental problems through inquiry-based learning and collaborative approach
2. Enhancing students' four skills (reading, writing, listening and talking) in English as a foreign language
3. Creating, communicating, exchanging information and collaborating online using ICT
4. Fostering democratic values through debating, analyzing and voting
5. Creating a European identity by learning about other countries and cultures

EXPECTED RESULTS

Students are expected to:

- improve/ gain new knowledge regarding environmental problems and EU policies
- create crafts, posters
- improve foreign language skills and competences
- use English as a foreign language in order to communicate with students from other countries
- use interesting ICT tools, web 2.0 tools, smartphones, tablets, etc. in their lessons and make their learning fun

Teachers are expected to:

- develop professionally
- incorporate into their curriculum lessons in an interdisciplinary way
- motivate and raise awareness of fellow teachers on EU legislation regarding the environment and climate change
- learn how to use smartphones, tablets, etc. in their everyday teaching
- network with other teachers in the Regional Directorate for Primary Education and in Europe/Africa

- Presentations at school events.
- Work will be posted on school website.

Climate change: O.FU -O.P(I)A.
 11th Primary School of Naxos-Ionia, 5th Primary School of Iraklio Attiki-Greece, 5th Primary school of Agia Paraskevi - Helmeio-Greece, Astir Lindgren Private School No 105, Warsaw-Poland, "Reverend Benjamin Moshi School" Moshi/Kilimanjaro-Tanzania, Greek Primary School of London-UK

5th Primary School of Iraklio Attiki-Greece

Constantina Zampouli 2mo

Our poster: Save our planet!

Add comment

5th Primary school of Agia Paraskevi

wikiekal 4mo

THE DROP OF LIFE Project

Through this activity the students realized the value of water and the disastrous consequences of water lack!!

Add comment

Astir Lindgren Private School No 105, Warsaw-Poland

Anonymous 8mo

Our School

PPTX

Our School!

Add comment

"Reverend Benjamin Moshi School" Moshi/Kilimanjaro-Tanzania

Anonymous 8mo

The school-the city-the country

Welcome to Rev. Benjamin Moshi School

- Welcoming
- Introduction of Rev. Benjamin Moshi School
- Details about Tanzania
- Details about Kilimanjaro Region
- Impact of climate change on Mount Kilimanjaro
- Measures to control climatic change on Mount Kilimanjaro

PPTX

Tanzania school presentation

Add comment

Greek Primary School of London-UK

RAFAELA PASSA 8mo

Gardening at school

A mother of a student -who is agronomist- came to our school , told us about the plants and we planted some in our pots

Add comment

Constantina Zampouli 2mo

De Bono's 6 thinking hats in full practice!

Add comment

wikiekal 4mo

Students by 4th grade are working on "The Drop of Life" project....

Add comment

Anonymous 8mo

Warsaw

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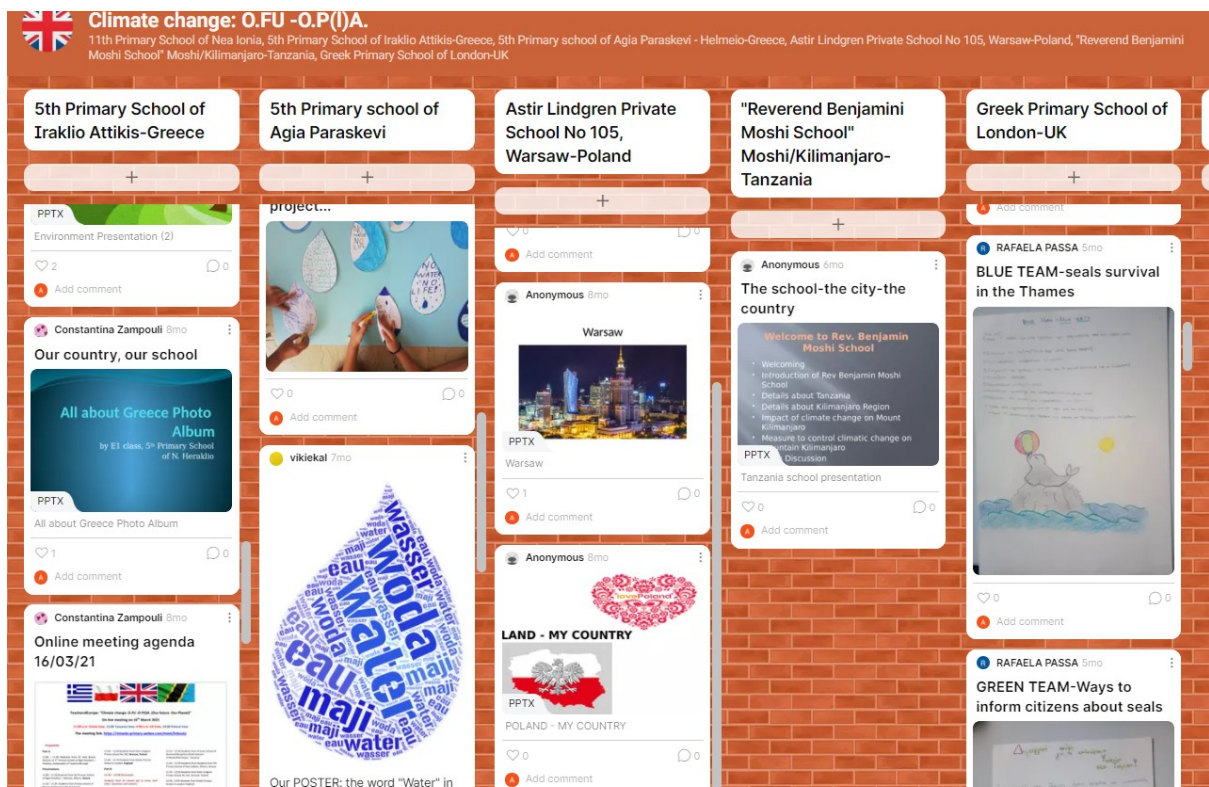
Warsaw

1

Add comment

Anonymous 8mo

Add comment



Teachers4Europe: "The wider world, connections and links"

Greece, Indian, Poland, England

About the project

In a world characterized by social change and conflict it is important for students to realize multicultural subjects, challenge stereotypes and become aware of their role as global citizens. Therefore the project will try to create opportunities for exploring global connections, views and values and for engaging positively with other countries and cultures.

AIMS

Provide learners with the necessary knowledge so that they can appreciate the value of different cultures, respect diversity and challenge stereotypes.

Provide learners with the background required to understand how to discover similarities and differences, links and connections between different countries in our globalised world.

Encourage students to look for representations of our multicultural world in various areas of the curriculum.

WORK PROCESS

Step 1

A. Learners will be presented with a large world map (reference will be made to unit 1 of their English book which presents three students from Europe and their education system. Reference will also be made to their Greek Language book and a text about two brothers exploring the globe and reading about different cultures). They will be divided in five groups of four and asked to choose one of the partner school countries of Malta, Cyprus, Germany, France and Romania and decide which country

they would prefer to live in. They should answer these questions: Why would you like to live there? Why is it suitable? Which are the similarities and differences with your country? Do you believe you might face problems settling there? How do you think they welcome new students?

B. They will be presented with photographs and videos of the partner school countries of Malta, Cyprus and Ghana and asked to vote their preferred country giving a reason. Then they could ask another class to vote too.

C. Debate. The class will be divided in two large groups. One group will speak about the advantages of living in Ghana and the other group will try to persuade them not to live there.

Step 2

Learners will be presented with the text about Stonehenge in unit 10 of their Greek Language book and they will be asked to compare the monument in UK with the Cyclops Walls in Greece. In groups they can find similarities and differences between the two monuments and discuss about civilizations. Alternatively they could roleplay and act as archaeologists.

EXPECTED RESULTS

The globe, photographs, videos, debating rules

Presentations at school events.

Work will be posted on school website.

The wider world, connections and links.
Greece, Indian, Poland, England

The screenshot displays a grid of digital content from partner schools:

- 5th Primary School of Agia Paraskevi - Helmeio:** Includes a Google Earth image and a PDF document.
- Primary School of Literacy India in Gurgaon, India:** Features a presentation titled 'An Introduction About Literacy India School' and an 'ACTIVITY 2' document.
- Primary School nr 37, ZSO nr 5, Zabrze, Poland:** Shows a video of 'Polish mountains in winter' and a 'Hello!' presentation.
- 14th Primary School of Neo Irakleio, Athens, Greece:** Contains a presentation titled 'Our school' and 'Some information about Athens and Greece'.
- Greek School in London, England:** Includes a video of the school building and a document with 'Questions for our partner schools'.



Support



- PEOPLE
- EVENTS
- PROJECTS**
- GROUPS
- PARTNER FORUMS
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