



## Anthology Transnational Volume



University of Crete



1st Gymnasio  
Avlona



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## About the BACKPACK ID

### What the BACKPACK ID project is

BACKPACK ID sets out to facilitate inclusion of refugee children at school in four countries (Greece, Italy, Germany, and Sweden), by laying emphasis on the personal and group identities of all children, both new-comers and majority-group members. It adopts a multidisciplinary approach based on expertise in psychology and educational theory and practice.

Drawing on theory and research on dual and multiple identities in social psychology (for a review see Verkuyten, 2018) and relevant theorizing in the educational context (Cummins, 1996), BACKPACK ID places emphasis on students' multiple group memberships, as well as the skills and assets stemming from them. All group memberships are relevant; for instance students may be boys or girls, originate from their place of residence or from another place or country, choose the same or different hobbies, sports and entertainment, and so on.



Multiple group memberships correspond to multiple identities and carry an extraordinary potential because they may make students think that what makes them different from some of their classmates also makes them similar to other ones, but also that those classmates they differ from in one occasion may not differ on another. For instance, new students from Syria in a Greek school may feel different from other new students from Afghanistan regarding their habits and preferences, but may be more similar to some children from Greece, in the same respect. In turn, some students from Greece may realize that their families also have an immigrant background, which they may share with new-comers. Conversely, students from Afghanistan may find that in some respects they are similar to Greek children in a village, whereas these latter Greek children may feel different from Greek children living in the city. Combinations and possibilities in this vein are endless and involve several criteria such as national and cultural (e.g. language, religion, etc.), demographics (urban vs. rural), gender, “taste” and allocation of free time, and much more.

Therefore, how students construct similarities and differences from their classmates (or other students) is a key aspect in this project. The educational interventions and artefacts developed in the course of BACKPACK ID aim to **encourage students to think of and process both their similarities and their differences from others across many categorization criteria**, including less obvious criteria which may challenge students' taken-for-granted ideas and convictions. That is, we do not want students to think, as the cliché goes, that everyone is different but differences do not really matter because we are all people with the same basic characteristics. Instead, the project emphasizes both students' need to take pride in the categories they belong, and students' ability to see things (including their own experiences) from others' points of view thanks to their shared group memberships. In other words, in this project group memberships and identities are seen neither as trivial, nor as obstacles leading to group animosity and tension.

The leading metaphor in BACKPACK ID (**Never leave your backpack behind**) refers to the trivial belongings of great emotional and symbolic value that refugees may carry in their backpacks, and serves as a common ground in the search for “pathways” and “bridges” across group- memberships and identities. The project relies on verbal and nonverbal techniques to assist students approach their past and present experiences, with a focus on daily life, school, and social relations. Students' families, communities and other background are their main resources in this process.

## Timeliness and objectives of BACKPACK ID

Focusing on students' multiple identities may offer multiple social and educational possibilities, as well as avoid several pitfalls in educational practice and interventions:

- Interventions often treat students as either individuals (often in the name of their shared humanity, or of a common European identity disregarding other group memberships), or members of different cultural/ethnic groups only; however there is evidence that both alternatives may result in more exclusion and discrimination.
- Interventions seeking to improve inter-personal relations by increasing cooperation, empathy, and awareness of others' cultures amongst individual students, often fail to foster any positive change in feelings and attitudes between students-as-different-group-members.
- Interventions may have backlash effects and increase exclusion when neglecting differences in status and social positions amongst students; research suggests important differences in the aspirations and views of majority and minority groups as regards what inclusion means and what form it should take.
- Focusing on the culture and otherness of ethnic minority students disregards the multiple identities and, indeed, aspects of otherness in majority students.

Instead, BACKPACK ID means to include all group memberships and identities, taking into account **how deeply they may affect students' relations, thoughts and feelings but, also, how conflictual those memberships may be**. Group memberships and identities may indeed encapsulate group tensions and violence, war experiences, animosity and hatred, as well as self-esteem and feelings of solidarity, affection and care for others. Thus working with group memberships and identities is a great challenge, but also an enormous potential with important social and educational implications as will be explained next.

This approach informs the ambitious **objectives** of BACKPACK ID:

- Empower all students by encouraging them to draw on their cultural, linguistic, and other identity resources; facilitate communication with- and feedback from students' families and/or immediate background.
- Promote students' ability to reflect on similarities and differences amongst them, and see their experiences in a broader comparative, transnational European context; let students reflect on the challenges of social inclusion from the angles and perspectives applying in other European communities.
- Map the variety and multiplicity of students' identity resources on a comparative transnational basis, and form a corpus of original data for research use.
- Produce a set of comprehensive, innovative educational materials for multi-media use by students and teachers.
- Assist teachers with understanding and handling identity dynamics in class.
- Involve key agents, pupils, teachers and other education practitioners, community agencies and stakeholders, in critically reflecting upon the challenges of social inclusion in a bottom-up European framework.

What is more, the approach adopted in BACKPACK ID anticipates important gains for students:

- Students' sense of visibility and self-esteem increases, as a function of systematic work with their identities, linguistic and other symbolic resources.
- Students develop awareness of the multiplicity of identities and reflect on the divisive and inclusive dynamics of identities.

- Students develop the ability to reflect on multiple similarities and differences between people at different levels (local, national, transnational); moreover, they reach a readiness to see their experiences in a comparative European context, and take the viewpoint of students who meet in their own ways the challenges of social inclusion in other European countries.
- Refugee students' literacy in the new language improves.



## Methodology and innovative aspects

The project is based on the affective and cognitive engagement of students in order to pinpoint the plurality of identities and reach inclusiveness and cultural sensitivity. It aims to create a nesting learning environment that (a) supports students to feel proud of their membership to certain groups, thus providing a frame for identity empowerment for all students, through multimodal narratives; and (b) promotes cultural diversity in order to give students reflections of otherness within themselves, by creating space for multiple situated identities and deep sense of belonging that support activities for literacy development.

This framework flexibly brings together the psychological dynamics of social inclusion with socio-linguistics and educational theory and practice. It takes advantage of the use of languages other than the official one and of belonging to another culture, in order to foster engagement and built trust between the school and the newcomers. To this end the project sets out to make a space that may support and facilitate official-language learning through multiple paths (rather than the traditional, commonly used and uncontextualised ways).

The leading metaphor **“Never leave your backpack behind”** flows from that framework and serves as an interlocutor for producing meanings, facilitate learning, bridging memories and languages, and letting identities emerge. It maintains a crucial link among social inclusion, harmonious intergroup relations in the school community and pupils' literacy advancement. The use of the 'Backpack' metaphor may be employed in the context of innovative



learning activities and multimedia resources combining verbal and nonverbal techniques that may assist pupils in approaching their past and present experiences with a focus on daily life, school, and social relations.

The project is based on a **bottom-up rationale** and approach to knowledge construction. The resources that students draw upon are **multimodal and include all sorts of narratives**, such as stories, memories, group or family autobiographical material, cultural myths of pride, and art, in order to capture emotional aspects of identity and promote verbal and non-verbal communication. Multimodality of resources may further capture the tensions and subtle aspects implicated in minority group memberships and stigmatized identities. Self- biographical narratives may be particularly fruitful in this respect and prove an engaging way of facilitating official-language learning, as long as students do not feel intimidated (which is a subtle and indeed challenging issue to achieve).

Last, the bottom-up approach is particularly tailored for an intervention addressing identity issues in adolescence; a time when “who am I” questions linger for students (albeit in very diverse ways).

## Collection of the material



The pupils turned to their families (or similar sources) to learn about their different identities. They searched for information and found out about their family background or about the history of other people from their community.

As a tool for the collection of the material by the students, the collaborating teachers used a variety of techniques: personal diaries and school journals that bring issues related to transition passages, change, migration memories and feelings, new homelands, facet of identities and

group belongings, group interviews of students and other people including family member focusing on the above themes and carried out by the students, construction of family trees, collection of narratives or dramatization productions (poems, video clips, drama, installations, etc.) focusing on critical "transitions" of their personal stories, construction of identity trees through multimodal material, etc. One of these techniques, central to the program, was the symbolic metaphor of the “backpack” which functioned as the program’s leading primer—as an originator and up keeper throughout. The students were asked which things they consider the most valuable and would choose to put in their backpack if they needed to leave in a hurry or abandon their home.

At this point, it should be noted that students were never provided with specific or "predetermined" stimuli to facilitate the collection of the material. That is, no relevant text or audio-visual material was ever used as a stimulus to raise the students’ awareness (e.g. on the suffering of immigrants).

Instead, the material is "bottom up", in the sense that it is the product of the students' own quests to discover the multiple ways in which we are different from and at the same time similar to each other – this is the direction that the program followed.

The collection of the material was not easy and some difficulties certainly had to be overcome. For example, students do not speak easily about experiences that are emotionally loaded for them, nor do they know how other students will view and treat them. Wherever possible, these difficulties were overtaken by the discreet insistence of the collaborating teachers, who had gained the students’ confidence. On the other hand, teachers too have to overcome some complications, which in a way stem from their institutional role and their involvement in the dominant culture, which by definition is presented as "welcoming".

## The anthology



This anthology is a single transnational volume, integrating the interpretative analyses conducted in class by both pupils and teachers upon the e-books and videos produced so far during the project. Particular emphasis was placed on the themes and analytical categories that participants employed in order to make sense of the diverse situations presented in the e-books and videos. The volume was meant to offer: (a) a detailed introduction in English, as an encompassing explanatory framework, followed by (b) a comprehensive selection of students' thoughts and commentaries upon the hot issues around identities, self and family narratives, and social/educational inclusion, as those issues emerged at each school setting, and (c) a series of illustrative representative narratives from each country, produced and edited by both teachers and pupils (including multimedia material).

This composite Anthology volume encapsulates the outcomes of teachers' training on diversity issues, identity empowerment, and pupils' reflection and literacy, in accordance with the "backpack" metaphor of this project. In this sense, it captures relevant advances at the level of each respective country and, furthermore, it allows for comparisons across countries in a transnational perspective.

This transnational volume may also give comparative ideas to teachers and pupils in other future classrooms about activities based on pupils' narratives and possible ways to analyze and make multimodal and reflective use of these narratives.

## Production process: a series of tasks in two phases

### Tasks of Phase One:

- a. Analysis of the narratives and other material presented in videos. Analysis was conducted by teachers and pupils, and required their active participation in line with the participatory method, in order to initiate in-depth discussions and critical interpretations of the media material; both empowerment of identities and development of literacy were the underlying aims.
- b. Reporting commentaries and hot emergent points, initiating reflective interpretations by the pupils, and recording the key-themes on the issues of identity, social inclusion, belonging and diversity that emerged from analyzing the videos and other relevant material.
- c. Collecting and co-creating (teachers and pupils) a bunch of the most "illustrative", "leading" or "evocative" narratives that could sustain diversity and identity empowerment, in order for each participating class to construct its own anthology book; these books have been edited as literary work and accompanied by commentaries on the key issues spotted by the pupils and teachers.

Tasks (a), (b) and (c) were carried out by participating and associated schools in each country, and the produced material was in the specific language of the country (participatory action method).

### Tasks of Phase Two:

- d. The materials from task (c), produced in each school, were collected and further analyzed and evaluated by the Project's partners in order to construct the Anthology as a single combined transnational volume that streamlines and integrates the refined interpretative analyses of the videos-narratives employed in

each class, at national level, with an emphasis on key emerged themes and comparative categories across countries.

- e. An introduction in English presenting a meta-analytic explanatory and reflective framework.
- f. A filtered and integrated combination of detailed commentaries on hot emerging points on identities, self and family narratives, and social/educational inclusion as emerged at each school setting.
- g. A series of "illustrative", "leading" or "evocative" narratives from each country as produced and edited by the collaboration of teachers and pupils in the form of literary work (including multimedia material) were collected in accordance with the initiative metaphor of this project. This filtering was designed to sustain bottom-up knowledge, diversity training, identity empowerment and literacy improvement; therefore tasks (f) and (g) retain the language spoken in the country where they were produced.

The materials produced or collected from tasks (d), (e), (f), and (g), carried out by the Project's partners, made up the elaborated Anthology Transnational Volume.

To this end and in accordance with the objectives of phase two of this outcome (O3), it is considered productive to offer some concluding remarks regarding an overall evaluation of the created "Anthology Transnational Volume in English", pointing to its strengths and potential benefits while also highlighting possible limitations that might bring some drawbacks in any prospect related endeavours. In fact the very utility of each country's Anthology book was to offer a detailed yet synoptic outline of each school's approach, its setting, the methodology applied by the teachers, the specific objectives of each educational activity in relation to the project, introducing also examples of the student's work, complemented by the teachers' and students' commentaries about the project. The latter was critical. Since each Anthology, besides functioning as an initiative for future activities and projects for the schools by themselves (since it is dedicated to each participating school), it mainly works as a reflective transcript that creates space for comparative and critical analysis and interpretation. This objective becomes pronounced in the elaborated Anthology Transnational Volume, which is the outcome O3 of the project.

Within this introductory text, then some concluding, emergent potent points will be highlighted accompanied by some reflective thoughts. The emphasis of the commentaries will be on (a), (b), and (c) tasks of phase one which established each school's material to become pinpointed, filtered and eventually integrated in the outcome transnational production (O3).

## Multidimensionality: divergent approaches and emergent plasticity across the outcome based on convergent points and leading metaphors

The Transnational Anthology Book gives a clear indication of the multidimensionality of the task on many aspects and levels that at first glance may appear divergent, such as:

- Different school settings, schools' contexts, dynamics, policies and curricula;
- different focal ages;
- differential percentages in the presence of emigrants at classrooms;
- different time patterns of stay and exposure in the majority cultural context, norms and values;
- different levels of attainment and engagement in the hosting or dominant culture that points to different emotion patterns of acculturation processes the co-existence of heritage and new culture emotional patterns wherein bicultural minorities' tend to switch between the two.
- In our participating schools there were classes merely consisting of just fresh "new-comers" that do not share a common language context as compared to mono-cultural classes participating in the majority

cultural context; or, to classes that encompass second-generation emigrants (bicultural) or children that belong to the dominant culture but hold a family background history on migration.

- Biculturals, who identify with at least two cultures, often adapt themselves to each of their cultural contexts depending on the setting/frame they participate each time and its privileged norms/values/ emotion patterns —a process called frame switching or emotion acculturation (Hong et al., 2000; De Leersnyder et al., 2011). Frame switching enables biculturals to fit in with both of their cultural groups, which can benefit them in many ways (i.e., LaFromboise et al., 1993), yet depending on congruency of the pivotal values of both cultures (West et al., 2018).
- As it appears throughout the presented activities, there is no single way biculturals negotiate their cultures, carrying also different background histories or trajectories of migration and possible trauma.
- Combinations and possibilities in this vein are endless relating several criteria such as national, cultural, socio-cultural, demographic, gender, preferences, taste, hobbies and more.

This diversity of facets and levels was made clear from the beginning of this project on social inclusion. Subsequently, a bottom up approach has been advanced by stressing however on convergent points, themes and metaphors in a nesting learning environment that could foster: (a) support to students to feel proud of their membership to certain groups, thus providing a frame for identity empowerment for all through multimodal narratives; and (b) provision for students to spell out cultural or group diversity that brings reflections or aspects of otherness within themselves (differences and similarities among others across multiple categorizations). The latter meant to create space for reflective thoughts that focus on the multiple identities enveloped within ourselves that may be beneficial by prompting frame-switching, cultural fit and empathic understanding; while sometimes they may entail conflicting aspects or negative feelings as well.

The framework of this project brought together the psychological dynamics of social inclusion with socio-linguistics and educational theory and practice. This is evident in the multimodal e-books created by the schools, where the leading metaphor “Never leave your backpack behind” and related convergent themes/metaphors (i.e., the passages) served as interlocutors for producing meanings, bridging memories and languages, and letting identities or shared feelings emerge.

In the same vein, the e-books of each school and country served as interlocutors for the construction of the Anthologies across schools and countries. Thus, despite the aforementioned divergences included in the Anthology (O3), the e-books provided an inspiring set up for the outcome O3, reflecting the multiplicity of points of views of the e-books that served as initiators for teachers and children to produce the multimodal material that it is included in the Anthology output. In some cases the e-book became a reservoir of authentic stories; therefore worthy of immersed and virtual "listening" that induced a sharing of feelings-experiences that activated imaginative reflective thoughts or creations, even for classes comprised of mono-cultural students.

## Comparative commentaries and Reflective thoughts

More specifically in respect to the above, the approaches introduced across all participating countries in the Anthology are multiple, depending on the specific school contexts as well as on the typology of children that participated in each class and the educational focus of the teachers, showing the suppleness of the project and the emerged plasticity which is anchored in the symbolic layering metaphors. The metaphors used throughout created convergent points-themes shared or imaginatively experienced by the children, such as:

““ Describe yourself through a metaphor, my multiple identities, transitions, transitions-identities, my life is a journey, the backpack, the traveling poem, the borders, transitions and paths, comparing identities and identifying otherness, I - You – We Next - Opposite – Together, sharing the similarities in the stories and writing down in style, discovering myself, parallel lives. ””

The “multiple identity” or multiple group membership layer standing as a key underlying objective for facilitating the challenges of social inclusion, became apparent in many of the proposed educational activities. Multiple group membership realization, by encouraging students to think of and reflect upon both their similarities and their differences from others across many social and personal categorization criteria is evident in many of the emergent students’ products across schools and countries.

For example, for Italy this is shown in Asia’s story that entailed reflective thoughts about her grandmother as they appear in the “I tell a story ...with style” activity & in the “borders” activity and could stand as an exemplary which activates reflective thoughts on socio-cultural differences. This is also evident at Melissa’s letter in the “journey in the Mediterranean” activity where socio-cultural information about migration is given, while personal categorization criteria are dominant (hobbies, taste, etc.).

Across the Greek part, at Avlona School the “multiple identities” frame is highly apparent in the “transitions-identities” theme where rather personal categorization criteria are dominant and most pronounced. The same is clear in the “I-YOU-WE NEXT-OPPOSITE-TOGETHER” activities, and especially in Maryam’s story where personal categorization criteria and socio-cultural ones are equally vigorous, while negative or conflicting feelings are not by-passed by comforting schemata but openly acknowledged (i.e.,... I wanted get out of the cage). For the Thrakomakedones School, the “multiple identities” frame is apparent in the “transitions-identities” activity but from another perspective that ‘brings in’ the Greek option of the family history of transitions, while at one of the Cretan schools, the focus is driven upon contemporary patterns of migration in Greece for Greeks (i.e., the brain drain problem). At the second Cretan school, through the activity of “discovering myself”, personal categorization criteria are proposed as a key to unlock inclusion (see the “foreigners’ song and “with what I look like”). In the “parallel lives” activities personal categorization criteria and socio-cultural ones are equally apparent situated into

a positive context which is rather descriptive, signaling acceptance than reflection on conflicting aspects of group membership identities.

The O3 outcome goes a step further from the e-books since it is enriched with commentaries and reflective thoughts of teachers and students regarding the school's context and setting, the setup of the project, its methodology and educational approach, the specific objectives of each endeavour, by providing also examples of the children's multimodal productions. Thus, the Anthology Transnational Volume in English (O3) beyond its multidimensional layering functions as a reflective outcome—a reflective, feedback evaluation regarding the project and the difficulties arisen within the exercised processes throughout. It is also meant to be kept at each school's library as a celebration of their endeavour in literal form.

In a comparative view, the Italian participating schools, set in a cultural context that holds only a few cases of participants-students that are second generation emigrants, stepped creatively on the multimodal material of the e-books and worked through a methodical approach that focused on language and literacy development in a very precise manner in order to produce their Anthology Book. They managed by means of the stories of other children that were incorporated in the e-books to initiate imaginative construction and sharing of relevant virtual experiences and feelings. This imaginative approach of vicarious empathic feelings and experiences resulted in a multimodal corpus of texts, poems, drawings that rise the issues of multiple identities as reflected in the symbols entailed in the children's drawings or texts.

The Greek sample focused more on understanding and reflecting back on concepts related to cultural diversity, stressing on the multiplicity of perspectives and identities in personal or family stories of migration. The majority of the participating Greek schools comprises of a robust percentage of second-generation emigrants as well as new-comers. Greek schools emphasized "multimodality" through creations based on themes and techniques that introduce a wide use of alternative modes besides intensive approaches on language development (images, music, charts, etc.), classifying acquired information in space (and not in time, as in purely linguistic texts).

Both approaches work complementary and suggest the plasticity of the proposed approach.

In both the Italian and the Greek samples the emphasis was put on the positive—motivating aspect of the transition passages, which is rather based on personal attributes or aspects than on shared group membership and belonging. This strategy uplifts possible conflicting issues interwoven deeply at the dynamics of multiple social identities; which possibly by being unexpressed minimizes undesirable emotions that arise when children's group memberships are perceived to be negative and result in discrimination. Such an approach on the one hand might be beneficial for social inclusion, yet it leaves less space for conscious reflection, consideration and awareness of the paybacks of belonging in negotiating inclusion of students-as different-group-members. Yet, by shifting the emphasis on personal distinction or on well settled, reassuring and take-for-granted schemata that are dominant in the mainstream cultures may fail to go beyond popular clichés and stereotypes.

Constructively, some teachers, especially those from Avlona School gave extended feedback commentaries on the difficulties arisen at this specific crisscrossing point. Indications of these aspects appear in the entailed material as well (i.e., at Avlona School—the "cage" feeling). Most of them are somehow overlooked, possibly as being less comforting and harder to approach. It might be interesting in the future to focus more on possible options and alternatives to approach these aspects. Biculturals use multiple strategies and vary in how much they employ different processes or switch frames (LaFromboise et al., 1993; West et al., 2018). Behaving consistently may be simple enough for children who mainly interact with relatively homogenous social groups but can prove problematic for those whose social- cultural groups are more distinct. Frame switching may indeed be an essential strategy for maintaining fit with multiple cultures, but bicultural children's constant switching might have consequences, particularly in cultural contexts that value consistency as relative to authenticity. The well



settled “comforting” schemata of diversity might be equally tough or result in an easy way out—which however does not improve engaged inter-personal relationships.

From another perspective, the Swedish participating schools set in a context that holds only cases of very fresh new-comers that most of them they do not know Swedish, stepped creatively on the multimodal material of the e-books and worked through a methodical approach that focused on communicative drawings that facilitated expression and sharing of feelings and meanings. Such an approach, very different from the Italian or the Greek, is very cooperative, revealing the role of the multimodal symbolic metaphors as communicative and expressive tools on poor conditions of communications (language difficulty) but also under harsh conditions and life circumstances. There is always some space for sharing through expressive multimodal metaphors and supportive settings.

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## Deutschland



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## Athene-Grundschule Berlin-Lichterfelde

Die Schule besteht aus zwei Teilen, dem Regelschulbereich und der Staatlichen Europa-Schule Berlin (SESB) deutsch-griechisch, in der bilingual gelernt wird. In beiden Schulteilten wird die Erziehung zu Toleranz unterstützt und das Bewusstsein europäischer Vielfalt und Mehrsprachigkeit gefördert.



## Lernszenario 1: Wer bin ich? / Wer bist du? – Gemeinsamkeiten und Unterschiede



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## Einführung

Dieses Lernszenario wurde im Rahmen eines Projekttagess mit einer 5.

### Klasse

Der Athene-Grundschule in Berlin eingesetzt. Die SuS sind zwischen 9 und 11 Jahre alt. Etwa die Hälfte von ihnen hat einen Migrationshintergrund, alle beherrschen die deutsche Sprache auf muttersprachlichem Niveau.

**Thema:** Die SuS gewinnen Erkenntnisse zu ihrer eigenen Identität in verschiedenen sozialen Kontexten und reflektieren diese im Vergleich mit anderen Mitgliedern ihrer Peergroup.

### Ziele:

#### Die SuS:

- Erarbeiten in verschiedenen Settings Merkmale ihrer Persönlichkeit.
- Machen sich mit der Entwicklung ihrer Identität vertraut.
- Schärfen ihr Bewusstsein für den Einfluss ihrer Herkunft und Umgebung auf ihre Entwicklung.
- Entwickeln erste Vorstellungen ihrer multiplen Identitäten, abhängig vom sozialen Kontext.
- Erkennen den Wert und die Bedeutung ihrer eigenen Identität.
- Nutzen vielfältige künstlerische Ausdrucksformen zur Darstellung ihrer Persönlichkeit.
- Üben ihre Fähigkeit, Gespräche zu führen, lernen sich noch besser kennen und stellen im Vergleich ihrer Ergebnisse Gemeinsamkeiten und Unterschiede fest.
- Gewinnen wichtige Erkenntnisse über die Bereicherung durch die Vielfalt der Identitäten in ihrer Peergroup.

### Material (e-book and videos)

- **Videos:** „Huey, Dewey and Louie“, „Me and you ... together“
- **Texte/ Geschichten aus dem e-book:** „Anna – changing a last name“, „Giacomo – my name“, „Lito, choosing names“, „Dionysis' ID card“, „Lito's Identity card“, „Lito, Different and Similar“, „Lito's and Dionysis' initials“, „Danae, I'd put in my backpack“

### Aktivitäten(dauer 8-10 Unterrichtsstunden)

- Gemeinsames Frühstück
- Bewegungsspiel
- Videos anschauen
- Ausgewählte Geschichten lesen (e-book)
- Diskussionen in Kleingruppen und im Plenum
- Erstellen eigener Texte
- Erstellen persönlicher Geschichten
- Erstellen von Bildern und Collagen

## Detaillierte Beschreibung der Durchführung:

### Phase A (4 Stunden)



#### **Einstieg:**

Die SuS haben für ein gemeinsames Frühstück ihr Lieblingsessen zum Teilen mitgebracht. Dieses kann einen Bezug zur Herkunft der Schülerin/des Schülers haben. Jeder stellt es vor dem Essen kurz in der Gruppe vor und erzählt davon, zu welchem Anlass es in der Familie gegessen wird.

#### **Bewegungsspiel:**

Die Spielleitung gibt den SuS verschiedene Anweisungen, sich zu sortieren. Zuerst sollen sich alle in einer Reihe der Größe nach aufstellen. Dabei darf nicht gesprochen werden.

Als nächstes stellen sich die Mitspieler dem Alter nach in eine Reihe. Ab dieser Runde dürfen sie miteinander reden.

In der dritten Runde sollen sich alle SuS in Gruppen zusammenfinden, die keine, ein, zwei oder drei und mehr Geschwisterkinder haben.

In der vierten Runde sortieren sich die Kinder in Gruppen, je nachdem, ob sie in Deutschland oder in einem anderen Land geboren wurden.

Schließlich sollen sich alle SuS in Gruppen zusammenfinden, bei denen zu Hause eine, zwei oder mehr Sprachen gesprochen werden.

Nach der dritten und vierten Runde gibt es eine kurze Auswertung mit der Nennung der Herkunftsländer, bzw. der Sprachen.

(Wenn sich die Lerngruppe noch nicht gut kennt, kann man das Spiel noch ausweiten, indem man die SuS nach ihren Hobbys, Haustieren o.ä. sortieren lässt.)

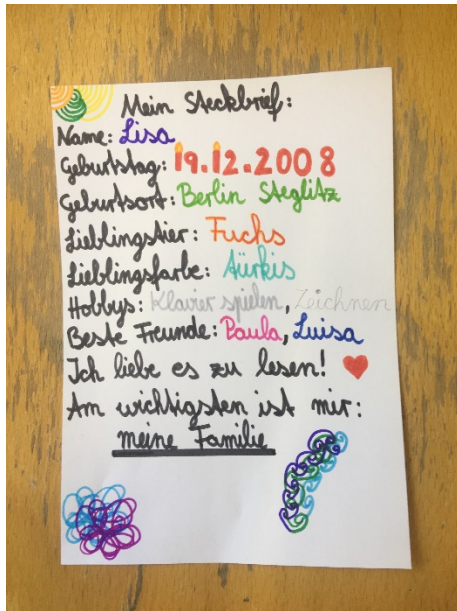
Nach dem Spiel kommt die Lerngruppe kurz im Plenum zusammen und reflektiert über die Erkenntnisse: Was hast du Neues über die anderen erfahren? Welche Gemeinsamkeiten oder Unterschiede waren dir bisher nicht bewusst?

Für die nachfolgenden kreativen Aufgaben erhält jede/r SuS eine Mappe zum Sammeln der Arbeiten.

#### **Mein Name – Herkunft und Bedeutung**

- Gestalte deine Mappe mit deinem Namen und deinen Initialen so, wie du dich selbst beschreiben würdest. Ergänze mit kleinen Zeichnungen, was dich ausmacht.
- Schreibe einen kurzen Text zur Herkunft und Bedeutung deines Namens.
- Erzähle in Kleingruppen mit je drei SuS die Geschichte deines Namens.
- Die SuS lesen in Gruppen Auszüge aus dem e-book mit Namensgeschichten. (Anna – changing a last name“, “Giacomo – my name“, “Lito, choosing names“)
- Wie wurden die Namen darin ausgewählt? Passt es dazu, wie ich meinen Namen erhalten habe?
- Im Plenum stellen einige SuS ihre Texte zu ihrem Namen vor. Im Gespräch werden die Hauptquellen der Namenswahl erarbeitet: Familientradition, Religion, persönliche Vorlieben.

## Phase B (2 Stunden)



### Ch allein und mit anderen – Erforschung multiple Identitäten

Die SuS lesen in Gruppen die Steckbriefe von Dionysis und Lito („Dionysis’ ID card“, „Lito’s Identity card“). Sie identifizieren die Kategorien in den beiden Texten und entscheiden, welche sie für ihren eigenen Steckbrief auswählen würden.

Gestalte deine eigene ID card mit passendem Text und Zeichnungen. (Einzelarbeit)

Einige SuS stellen ihre Ergebnisse im Plenum vor. Sie begründen die Auswahl ihrer Kategorien. Die Arbeiten werden im Portfolio gesammelt.

Die SuS schauen das Video „Me and you ... together“. Im Gruppengespräch besprechen sie die Wahrscheinlichkeit multipler Identitäten: Wie verhalte ich mich in verschiedenen sozialen Kontexten?

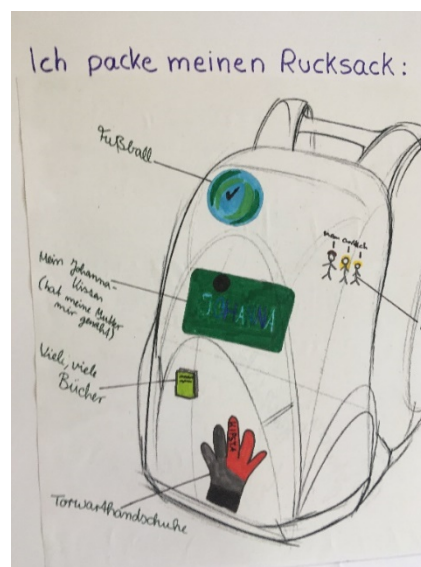
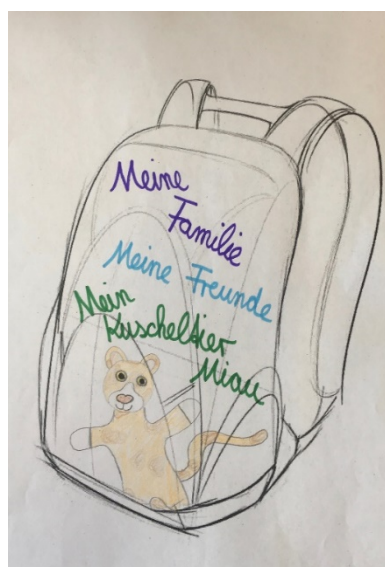
Jede/r SuS erhält einen Arbeitsbogen mit einem Ich-Kreis. Sie beschriften die Ringe von innen nach außen so: „Ich allein“, „Ich mit meiner Familie“, „Ich mit meinen Freunden“, „Ich in der Schule“.

Wie würdest du dich selbst in diesem Ich-Kreis mit Wörtern oder Wortgruppen beschreiben? Ergänze deine Arbeit durch passende Zeichnungen. (Einzelarbeit)

Die SuS lesen in Kleingruppen ausgewählte Geschichten aus dem e-book zum Thema „BACKPACK ID“: „Danae, I’d put in my backpack“, „Amir and his keys“, „Georgia prepares her suitcase with her favourite items“.

Anschließend besprechen sie im Plenum folgende Fragen: Welche Gegenstände sind für die Erzähler in den Geschichten wichtig? Werden nur Sachen genannt, die tatsächlich in einen Rucksack passen würden? Welche ideellen Dinge nehmen sie mit?

Jede/r SuS erhält einen Arbeitsbogen mit dem Umriss eines Rucksacks. Welche Dinge würdest du mitnehmen? Schreibe oder zeichne sie in den Rucksack. Erzähle in einem Text auf der Rückseite des Arbeitsblatts, welche Bedeutung jeder Gegenstand für dich hat. (Einzelarbeit)



## Phase C (2 Stunden)



Die SuS bilden Gruppen mit je 4 Personen: Stelle deine Arbeiten vor (Steckbrief, Ich-Kreis, Mein Rucksack). Konzentriere dich dabei auf die Fragen: Was macht dich aus? Worauf bist du stolz? Welche Sachen sind dir besonders wichtig? Nach ca. 5 Minuten wechseln sie und bilden neue Gruppen. Dieses wird noch 3-4 Mal wiederholt, bis möglichst jeder einen Eindruck von den Arbeiten der anderen erhalten hat.

Sie suchen sich dann einen Partner, mit dem sie eine oder mehrere Gemeinsamkeiten gefunden haben.

Besprich mit deinem Partner/deiner Partnerin, welche Gemeinsamkeiten ihr bei euch finden könnt. Versucht auch Dinge zu finden, die nicht offensichtlich sind (z.B. Musik, Sportverein, Lieblingsessen usw.)

Gestaltet zusammen eine Collage, in der ihr eure Gemeinsamkeiten und Unterschiede darstellt. Konzentriert euch dabei nicht nur auf Äußerlichkeiten, sondern sucht auch nach gemeinsamen Gedanken oder Einstellungen.

Zum Abschluss kommt die Gruppe im Plenum zusammen. Einige Paare stellen ihre Arbeiten vor.

Was habt ihr über den anderen erfahren, was ihr vorher noch nicht wusstet? Haben viele oder wenige Gemeinsamkeiten Auswirkungen auf eure

Freundschaft? Welche Gemeinsamkeiten sind für dich bei deinen Freunden wichtig?

**Fazit:** Die SuS konnten sich, geführt durch die Geschichten des e-books und der Fragen/ Aufgabenstellungen, sehr gut mit ihrer eigenen Identität befassen und haben im Ansatz das Konzept multipler Identitäten verstanden. Mit Hilfe der abwechslungsreichen Handlungen und unterschiedlichen Arbeitsformen haben sie sich auf vielfältige und kreative Art und Weise mit ihren Identitäten auseinandergesetzt. Sie haben dabei gelernt, ihre Verschiedenheit bei sich selbst und anderen als Bereicherung anzusehen.



## Lernszenario 2

### Woher kommst du? – Die Geschichte meiner Familie



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## Einführung

Dieses Lernszenario wurde im Rahmen eines Projekttagess mit einer 5.

### Klasse

Der Athene-Grundschule in Berlin eingesetzt. Die SuS sind zwischen 9 und 11 Jahre alt. Etwa die Hälfte der Klasse hat einen Migrationshintergrund, ihre Wurzeln sind in Vietnam, Südkorea, Italien, der Türkei, Russland, Griechenland, Marokko, Polen, dem Libanon und der Ukraine

**Thema:** Bewusstwerdung der eigenen Herkunft und Identität. Die SuS erfragen im Vorfeld in generationsübergreifenden Gesprächen ihre Familiengeschichte. Sie gewinnen wichtige Erkenntnisse zu ihrer eigenen Identität und entdecken, wie diese mit ihrer Herkunft zusammenhängt.

### Ziele

#### Die SuS:

- Erfragen im Vorfeld von ihren Eltern und anderen Verwandten ihre Familiengeschichte.
- Machen sich mit ihrer Herkunft vertraut.
- Erfahren wichtige Details über die Entwicklung und die Reise ihrer Familie zum gegenwärtigen Ziel.
- Erkennen Zusammenhänge zwischen der eigenen Identität und ihrer Herkunft.
- Nutzen vielfältige künstlerische Ausdrucksformen zur Darstellung ihrer Familiengeschichte.
- Erfragen in Interviews die Familiengeschichten ihrer Peers.
- Gewinnen wichtige Erkenntnisse über die Bedeutung ihrer Familie für ihre Entwicklung.

### Material (e-book and videos)

- **Videos:** „Games of origin“, „My grandfather, my everyday life and the change“, „A step by step story“
- **Texte/ Geschichten aus dem e-book:** „Dionysis, family journeys“, Lito, family journey“, „Anna – a door to my past“, „Despina, a Man Tree“, „Dionysis, family tree“, „Kira’s family tree“, „Kirandip’s family tree“.

### Aktivitäten (dauer 6 – 8 Stunden):

- Bewegungsspiel „Familie Meyer“
- Videos anschauen
- Ausgewählte Geschichten lesen (e-book)
- Diskussionen in Kleingruppen und im Plenum
- Erstellen eigener Texte
- Rollenspiel „Übersetzer“
- Interviews führen
- Erstellen von Bildern und Collagen

## Detaillierte Beschreibung der Durchführung

### Phase A (2 Stunden)

#### Einstieg:

Wir beginnen mit dem Bewegungsspiel „Familie Meyer“. Die SuS erhalten Zettel mit den Namen von Familienmitgliedern verschiedener Familien. Auf Kommando müssen sich die Mitglieder der einzelnen Familien zusammenfinden und nach einer Reihenfolge anordnen.

1. Entsprechend der Anzahl der Teilnehmerinnen und Teilnehmer werden kleine Kärtchen mit Familiennamen vorbereitet und gemischt. Jede Familie hat dieselbe Anzahl an Mitgliedern, (z.B. Vater Meier, Mutter Meier, Sohn Meier und Tochter Meier, Tante Meier, Opa Meier, Oma Meier... Entsprechend werden Karten mit anderen Namen vorbereitet, z.B. Geier, Reier, Dreier etc.). Die Namen sollten sich sehr ähneln.
2. Die Kärtchen werden an die Teilnehmerinnen und Teilnehmer verteilt. Es werden ebenso viele Stühle wie Familien bzw. Gruppen bereitgestellt.
3. Auf das Zeichen der Spielleitung setzen sich alle Teilnehmerinnen und Teilnehmer in Bewegung und gehen kreuz und quer im Kreis herum (Musik!).
4. Sie tauschen dabei mit anderen immer wieder ihre Kärtchen.
5. Gibt die Spielleitung ein Zeichen, so müssen sich alle "Familienangehörigen" zusammenfinden und gemeinsam auf einen Stuhl setzen. Ganz unten sitzt Vater Meier, darauf Mutter Meier, dann Sohn und Tochter Meier, dann Opa und Oma, evtl. Uropa und Uroma oder Onkel und Tante Meier - je nach Bedarf.
6. (Die Spielleitung muss die Reihenfolge vor Spielbeginn deutlich ansagen.)
7. Die schnellste Gruppe hat gewonnen.
8. Nun kann sich eine neue Runde anschließen, in der die Kärtchen erneut getauscht werden

*Die SuS setzen sich mit ihren „Familienangehörigen“ der letzten Spielrunde in Kleingruppen zusammen. Sie tauschen sich zum Thema Familie und Zusammengehörigkeit aus. Was ist eine Familie? Welche verschiedenen Formen gibt es? Was ist der Unterschied zwischen Verwandtschaft und Freundschaft? Was sind die Vorteile von Familie? Was sind die Vorteile von Freunden? Welche Bedeutung hat die Familie in deiner Kultur?*

*Im Plenum präsentieren die Gruppen die Ergebnisse ihrer Diskussion.*

*Die SuS schauen im Plenum die Videos „Games of origin“, „My grandfather, my everyday life and the change“, „A step by step story“ an.*

*Sie besprechen anschließend folgende Fragen: Welche Beziehung haben die Erzähler zu ihren Familienmitgliedern? Sind die Familiengeschichten geradlinig oder von Brüchen gekennzeichnet? Welche Auswirkungen haben Veränderungen auf die Familien? Welche Darstellungsformen der Familienverhältnisse wurden in den Videos gezeigt?*

*Die SuS schauen sich die ausgewählte Familienbäume aus dem e-book an: „Despina, a Man Tree“, „Dionysis, family tree“, „Kira’s family tree“.*

*Die SuS skizzieren auf einem Papier den Stammbaum ihrer Familie. Sie kennzeichnen ihre unmittelbare Familie und markieren Familienmitglieder, von denen sie bisher nur wenig wissen. Sie bekommen den Auftrag, bei ihren Eltern die fehlenden Informationen zu erfragen.*

## Phase B (2 Stunden)



W Die SuS lesen in Kleingruppen ausgewählte Geschichten zum Thema Familie aus dem e-book „Dionysis, family journeys“, „Lito, family journey“, „Anna – a door to my past“, „Despina, a Man Tree“, „Kirandip’s family tree“. Sie stellen sie anschließend im Plenum vor.

Die SuS schreiben eigene Texte über sich und ihre Beziehung zu einigen Familienmitgliedern. Wähle einen oder mehrere Menschen aus deiner Familie aus, die für dein Leben besonders wichtig sind. Warum bist du stolz auf sie? Was haben sie geschafft, das dich beeindruckt hat? Wie hat ihr Leben deine Entwicklung beeinflusst? **(Einzelarbeit)**

### Rollenspiel „Übersetzer“

Für dieses Spiel werden Kleingruppen mit je 3 Personen gebildet, die ein Interview zur Familie einer Person führen. Der Interviewte aber spricht eine Sprache, die nur er und eine weitere Person, nämlich sein Dolmetscher, verstehen. Die Sprache besteht einfach nur aus Lauten und ungewöhnlichen Lautkombinationen, die dem Interviewten gerade einfallen. Sie muss nichts mit einer wirklichen Sprache zu tun haben.

Er sollte seine Antworten durch entsprechende Gestik und Mimik verdeutlichen.

Der Interviewer stellt im souveränen Stil eines Nachrichtenmoderators klare Fragen, der Befragte antwortet darauf in seiner frei erfundenen Sprache. Der Dolmetscher übersetzt die Antworten klar und sicher, als ob er die Kunstsprache perfekt beherrschen würde. Die Antworten sollten interessant und humorvoll sein.

Wichtig ist, dass der Dolmetscher ernst bleibt und so tut, als würde er eine wörtliche Übersetzung liefern.

Die Kleingruppen haben 5 Minuten Zeit, um sich kurz auf ihre Rollen vorzubereiten. Anschließend zeigen einige von ihnen ihr Rollenspiel. Die anderen sollen auf Folgendes achten: Welche Strategien hat der Befragte verwendet, um seine Rolle zu verkörpern? Was hat den Befragten glaubhaft gemacht? Wie hat der Dolmetscher das „Übersetzte“ interessant gestaltet?

Das Spiel wird im Plenum ausgewertet.

Nach dem Zufallsprinzip werden Zweiergruppen gebildet. Auf der Grundlage der Familienstammbäume und selbst verfassten Texte bereiten die SuS Interviews vor, in denen sie sich gegenseitig zu ihren Familien befragen.

Befrage deinen Partner zu Familienmitgliedern oder anderen nahestehenden Personen, die sie auf Grund ihrer Lebensgeschichte beeindruckt haben, oder auf die sie besonders stolz sind. Stelle zunächst Fragen zum Verhältnis, das dein Partner zu diesem Menschen hat. Gehe dann auf dessen Geschichte ein und finde heraus, wie sie die Entwicklung deines Interviewpartners beeinflusst hat.

Das Interview sollte 3 – 5 Minuten dauern.

## Phase C (3 Stunden)



Einige Gruppen tragen ihre Interviews vor. Die anderen SuS hören zu und stellen anschließend Fragen.

Die SuS haben von zu Hause Fotos von sich und ihren Familien aus verschiedenen Lebensphasen mitgebracht. Sie sollen zu einer Collage der Familiengeschichte zusammengefügt werden. Gestaltet mit euren Fotos und Texten eine Collage, in der die Geschichte eurer Familie erzählt wird.

Es werden dafür Poster in verschiedenen Größen zur Verfügung gestellt. Einige SuS arbeiten allein, andere stellen ihre Geschichten auf einem Plakat nebeneinander dar.

Durch die individuelle Herangehensweise an diese kreative Aufgabe wurden nicht alle Arbeiten innerhalb der Unterrichtszeit abgeschlossen. Die SuS haben diese dann zu Hause beendet.

Wenn alle Poster fertiggestellt sind, wird eine Ausstellung der Arbeiten (Poster und Portfolio-Mappe) für die Eltern und andere Klassen vorbereitet.

### Fazit:

Die SuS waren sehr motiviert für die Bewältigung dieser Aufgaben, weil sie gern über sich selbst erzählen. Die Herausforderung bestand darin, sie auch für die Geschichten der anderen zu interessieren. Dieses ist durch die Vorbereitung und Durchführung der Interviews gut gelungen.

Durch vielseitige Arbeitsformen und den Einbau von Bewegungsspielen gelang es den SuS sehr gut, sich in den verschiedenen Arbeitsphasen immer wieder zu konzentrieren.

An dem Material (e-book und Videos) hat ihnen besonders gefallen, dass es echte (authentische) Geschichten von anderen SuS waren.



## Lernszenario 3

### Woher kommst du? – Die Geschichte meiner Familie



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**Thema:** Die SuS gewinnen Erkenntnisse zu ihrer eigenen Identität in verschiedenen sozialen Kontexten berichten von verschiedenen Übergängen in Ihrem Leben.

### Ziele

#### Die SuS:

- Erarbeiten in verschiedenen Settings Merkmale ihrer Persönlichkeit.
- Machen sich mit der Entwicklung ihrer Identität vertraut.
- Schärfen ihr Bewusstsein für den Einfluss ihrer Herkunft und Umgebung auf ihre Entwicklung.
- Erkennen den Wert und die Bedeutung ihrer eigenen Identität.
- Üben ihre Fähigkeit, Gespräche zu führen, lernen sich noch besser kennen und stellen im Vergleich ihrer Ergebnisse Gemeinsamkeiten und Unterschiede fest.
- Gewinnen wichtige Erkenntnisse über die Bereicherung durch die Vielfalt der Identitäten in ihrer Peergroup.
- Berichten von verschiedenen Übergängen in Ihrem Leben.

### Material (e-book and videos)

- **Videos:** A step by step story, everything I carry with me
- **Texte/ Geschichten aus dem e-book:** "Adams transition" "Amri's keys" Anna a door to my past.

### Aktivitäten (dauer 6 – 8 Unterrichtsstunden):

- Videos anschauen
- Ausgewählte Geschichten lesen (e-book)
- Diskussionen in Kleingruppen und im Plenum
- Erstellen eigener Texte
- Erstellen persönlicher Geschichten
- Erstellen von Bildern und Collagen

## Detaillierte Beschreibung der Durchführung

### Phase A (2 Stunden)

#### Einstieg:

Die SuS bringen einen Gegenstand, der einen Bezug zur Herkunft der Schülerin/des Schülers hat. Jeder stellt es kurz in der Gruppe vor und erzählt davon, welche Geschichte hinter diesem Gegenstand steht.

### Phase B (6 Stunden)

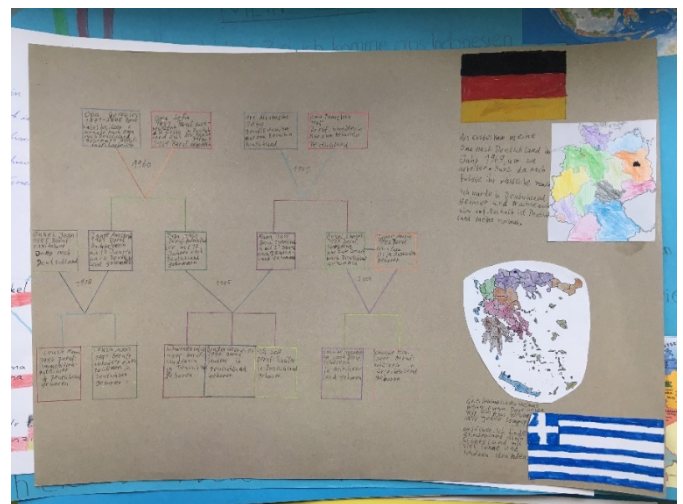


Die SuS lesen in Kleingruppen ausgewählte Geschichten zum Thema Familie aus dem e-book „Anna a door to my past“.

Die SuS schreiben eigene Texte über persönlichen Übergänge oder über Übergänge von Mitgliedern Ihrer Familie. „Hast du mal einen Übergang von einem Land zu einem anderen erlebt? Hast du mal einen Übergang von einer Stadt oder Bezirk in Deutschland zu einem anderen erlebt? Details über den Übergang erzählen, Persönliche Gefühle oder Gefühle von Familienmitgliedern ausdrücken.“

Die SuS machen ein Interview von Familienmitgliedern über einen Übergang in der Vergangenheit. Wann hast du dein Land verlassen müssen und warum? Welche Gefühle hast du dabei erlebt?

- Am kommenden Tag berichten die SuS von Ihren Interviews. Die anderen SuS hören zu und stellen anschließend Fragen.
- Die SuS haben von zu Hause Fotos von sich und ihren Familien aus verschiedenen Lebensphasen mitgebracht. Sie sollen zu einer Collage der Familiengeschichte zusammengefügt werden. Gestaltet mit euren Fotos und Texten eine Collage, in der die Geschichte eurer Familie erzählt wird.
- Sie suchen sich dann einen Partner, mit dem sie eine oder mehrere Gemeinsamkeiten gefunden haben.









## Lernszenario 4

### Woher kommst du? – Die Geschichte meiner Familie



University of Crete



Linköping  
Där läser blir verklig

1st Gymnasio  
Avlona



SERN



HELLENIC REPUBLIC  
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University of Athens



CARDET



VOVO



ATHENE - GRUNDSCHULE



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## Einführung

Dieses Lernszenario wurde im Rahmen eines Projekttagess mit einer 5.

### Klasse

Der Athene-Grundschule in Berlin eingesetzt. Die SuS sind zwischen 9 und 11 Jahre alt. Alle Kinder haben einen Migrationshintergrund, alle beherrschen die deutsche Sprache auf muttersprachlichem Niveau.

**Thema:** Die SuS gewinnen Erkenntnisse zu ihrer eigenen Identität in verschiedenen sozialen Kontexten berichten von verschiedenen Übergängen in Ihrem Leben.

### Ziele

#### Die SuS:

- Erarbeiten in verschiedenen Settings Merkmale ihrer Persönlichkeit.
- Machen sich mit der Entwicklung ihrer Identität vertraut.
- Schärfen ihr Bewusstsein für den Einfluss ihrer Herkunft und Umgebung auf ihre Entwicklung.
- Erkennen den Wert und die Bedeutung ihrer eigenen Identität.
- Üben ihre Fähigkeit, Gespräche zu führen, lernen sich noch besser kennen und stellen im Vergleich ihrer Ergebnisse Gemeinsamkeiten und Unterschiede fest.
- Gewinnen wichtige Erkenntnisse über die Bereicherung durch die Vielfalt der Identitäten in ihrer Peergroup.

### Material (e-book and videos)

- **Videos:** Look for the stranger
- **Texte/ Geschichten aus dem e-book:** "Pardip, Greek, Indian or Sich?"

### Aktivitäten (dauer 5-6 Unterrichtsstunden):

- Videos anschauen
- Ausgewählte Geschichten lesen (e-book)
- Diskussionen in Kleingruppen und im Plenum
- Erstellen eigener Texte
- Erstellen persönlicher Geschichten
- Erstellen von Bildern und Collagen

## Detaillierte Beschreibung der Durchführung

### Phase A (2 Stunden)

#### Einstieg:

Die SuS bringen Bilder, die einen Bezug zur Herkunft der Schülerin/des Schülers haben. Jeder stellt es kurz in der Gruppe vor und erzählt davon, welche Geschichte hinter diesen Bildern steht.

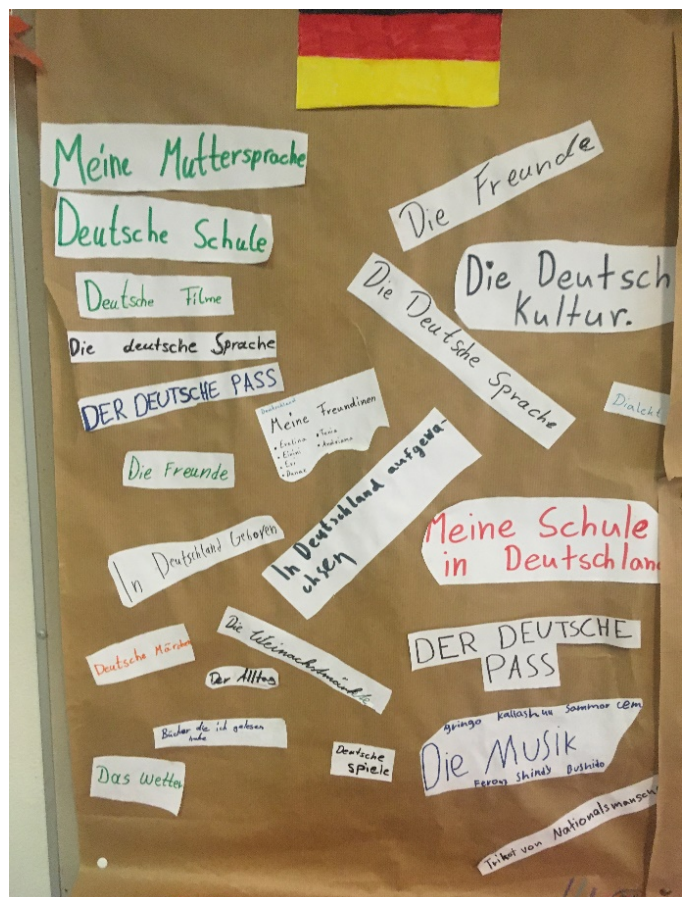
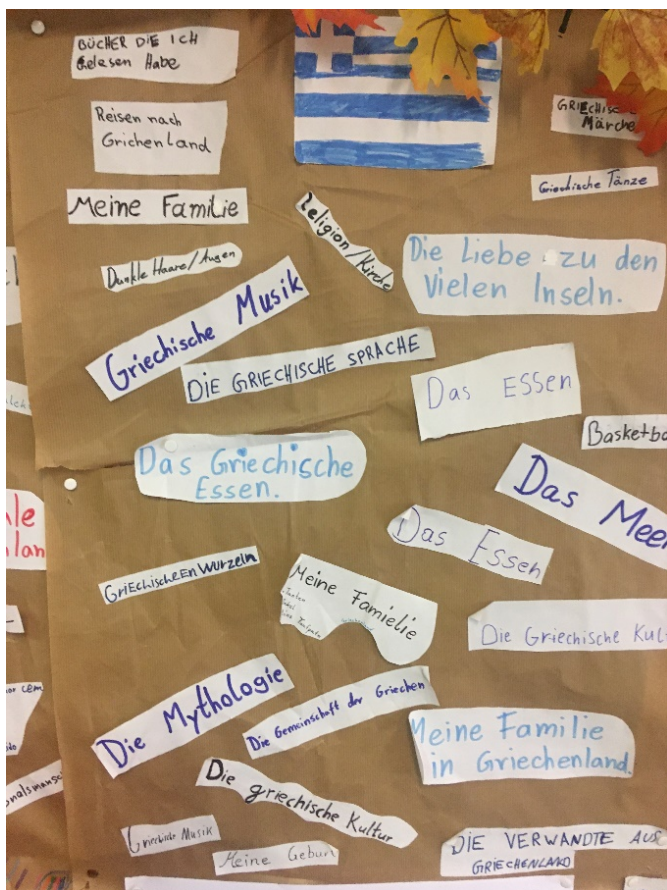
### Phase B (6 Stunden)

Die SuS lesen in Kleingruppen ausgewählte Geschichten zum Thema Familie aus dem e-book „Pardip, Greek, Indian or Sich.

Die SuS schreiben eigene Texte über persönlichen Identitäten. „ Hast du mal einen Ich fühle mich deutsch, weil...? Ich fühle mich Grieche, weil...? Details über die Herkunft erzählen, Persönliche Gefühle ausdrücken.

Die SuS schauen sich das video : Look for the stranger

- Die SuS machen ein Plakat, wo Bilder oder Zeichnungen über ihre verschiedenen Identitäten stehen.
- Die SuS machen ein gemeinsames Plakat, wo Bilder und Sätze auf die verschiedenen Identitäten hinweisen.
- Es folgt ein Rundengespräch wo die Identitäten erläutert werden.





## Bemerkungen

Mir hat es ganz viel Spaß gemacht, weil wir am ersten Tag alle zusammen gefrühstückt haben und das Cool daran war, dass fast alle aus unserer Klasse sein Lieblingsfrühstück aus ihrem Land mitgebracht haben.

Ich hatte auch komische Gedanken, weil ich mich so gefühlt habe, als ich das Rucksack gemacht habe, wenn ich irgendwie umziehen musste.

*Dahye, primary school „Athene-Grundschule“, Germany*

Ich habe mir viele Gedanken über mein Leben gemacht und habe mich an schöne und nicht so schöne Dinge erinnert. Aber gefühlt habe ich mich allgemein glücklich, fröhlich und neugierig.

*Lisa, primary school „Athene-Grundschule“, Germany*



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## Ελλάδα



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## Το πλαίσιο: 1ο Γυμνάσιο Αυλώνα

Το 1ο Γυμνάσιο Αυλώνα βρίσκεται στον Αυλώνα, μία κωμόπολη στον Δήμο Ωρωπού, πενήντα χιλιόμετρα βορειοανατολικά της Αθήνας. Πρόκειται για ένα σχολείο με 155 μαθητές/ήτριες που συστεγάζεται με το Γενικό Λύκειο. Οι περισσότεροι μαθητές είναι κάτοικοι Αυλώνα, αλλά αρκετοί έρχονται από τα γύρω χωριά. Η περιοχή έχει δεχτεί τις τελευταίες δεκαετίες μεγάλο αριθμό οικονομικών μεταναστών που εργάζονται στον αγροτικό και βιομηχανικό τομέα της ευρύτερης περιοχής, αρχικά από την Αλβανία και τα τελευταία χρόνια από χώρες όπως Ινδίες, Πακιστάν, Μπαγκλαντές. Την τελευταία τριετία, το σχολείο δέχεται επιπλέον μεγάλο αριθμό προσφύγων, κυρίως από το Αφγανιστάν που διαμένουν στο Κέντρο Φιλοξενίας στη Μαλακάσα. Η παρουσία αυτή των προσφύγων πυροδοτεί εντάσεις στην περιοχή και το σχολείο ειδικότερα, απαιτεί επαγρύπνηση για την αντιμετώπιση των κρίσεων που, κατά καιρούς, ξεσπούν, προϋποθέτει ευελιξία και προσαρμοστικότητα αλλά και την ανάληψη πρωτοβουλιών που μπορούν να βοηθήσουν στην αποδοχή και την ένταξη των προσφύγων μαθητών στη σχολική ζωή. Ταυτόχρονα, εγείρει προβληματισμούς και ενθαρρύνει αναζητήσεις που σχετίζονται με τα ανθρώπινα δικαιώματα, την ταυτότητα, την ετερότητα και τη διαχείριση της διαφορετικότητας. Όσον αφορά τους ντόπιους μαθητές, παρατηρείται μεγάλη διαφοροποίηση ως προς το οικονομικό, κοινωνικό και μορφωτικό τους επίπεδο, καθώς το σχολείο, όντας το μοναδικό στην περιοχή, συγκεντρώνει το σύνολο των μαθητών από όλα τα κοινωνικά στρώματα. Επιπλέον, οι μαθητές προέρχονται από διαφορετικές πληθυσμιακές ομάδες, με κυρίαρχους τους Αρβανίτες και τους Σαρακατσάνους, οι οποίοι μάλιστα καλλιεργούν την επαφή με την παράδοσή τους μέσα από τους συλλόγους τους. Ένα χαρακτηριστικό λοιπόν του σχολείου είναι η ανομοιογένεια ως προς μία πληθώρα παραμέτρων, όπως η εθνική προέλευση, η καταγωγή, το θρήσκευμα, η οικονομική κατάσταση της οικογένειας, το μορφωτικό επίπεδο. Η ανομοιογένεια αυτή και η πολυμορφία που τη συνοδεύει αποτελεί μία πρόκληση αλλά και μία πηγή πλούτου για το σχολείο, καθώς οι διαφορετικοί αυτοί μαθητές φέρουν και είναι δυνατόν να μεταφέρουν, εάν τους δοθεί η ευκαιρία, πολλές και διαφορετικές εμπειρίες και βιώματα, καθώς και μία ποικιλία επίσημων και ανεπίσημων γνώσεων και δεξιοτήτων.

Το σχολείο έχει δημιουργήσει στενή σχέση με τους γονείς, με τους οποίους αναπτύσσει συνεργασία σε πολλούς τομείς, καθώς και με την ευρύτερη τοπική κοινωνία. Ως ένα σχολείο επαρχιακό έχει τη δυνατότητα να παίζει έναν μορφωτικό και ευρύτερα πολιτιστικό ρόλο στην περιοχή του Αυλώνα, ρόλο στον οποίο προσπαθεί να αντεπεξέλθει με το να είναι ανοιχτό σε προτάσεις συνεργασίας και να αναλαμβάνει το ίδιο πρωτοβουλίες.

Αναφορικά με τους εκπαιδευτικούς, αξίζει να σημειωθεί ότι υπάρχει ένας σταθερός πυρήνας που έχει σταδιακά συγκροτήσει μία κοινότητα μάθησης με κοινές παιδαγωγικές αξίες σε μεγάλο βαθμό. Το προσωπικό του σχολείου είναι εφοδιασμένο με πολλά και διαφορετικά τυπικά και ουσιαστικά προσόντα, που προέρχονται από σπουδές, επιμορφώσεις, εμπειρία στην υλοποίηση προγραμμάτων και καινοτόμων δράσεων, αλλά και λειτουργία σε ποικίλες θέσεις στον χώρο της εκπαίδευσης. Στο σχολείο υλοποιούνται εθελοντικά από τους εκπαιδευτικούς, σχεδόν καθημερινά, προαιρετικά πολιτιστικά και περιβαλλοντικά προγράμματα για τους μαθητές, τα οποία εμπλουτίζουν τη σχολική καθημερινότητα. Παρά ταύτα, το μάθημα διατηρεί, σε γενικές γραμμές, ακαδημαϊκό προσανατολισμό και έχει δασκαλοκεντρικό χαρακτήρα.

Εξάιρεση αποτελεί η θεματική εβδομάδα που έχει εισαχθεί στα γυμνάσια τα τελευταία χρόνια από το Υπουργείο Παιδείας. Πρόκειται για μία εβδομάδα κατά την οποία δε διδάσκεται το αναλυτικό πρόγραμμα (ΑΠ) των επιμέρους μαθημάτων, αλλά διαμορφώνεται από κάθε σχολείο ένα διαφορετικό πρόγραμμα, με βάση συγκεκριμένες θεματικές που προσδιορίζονται από το υπουργείο. Επιπλέον, προτείνεται από το υπουργείο η υλοποίηση μιας ποικιλίας δράσεων, η συνεργασία με φορείς και το άνοιγμα του σχολείου στην τοπική κοινωνία. Το 1ο Γυμνάσιο Αυλώνα, αξιοποιώντας τις δυνατότητες που προσφέρει η θεματική εβδομάδα, οργανώνει βιωματικά μαθήματα – εργαστήρια, κατά τη διάρκειά της, στα οποία δοκιμάζονται νέες διδακτικές προσεγγίσεις και τεχνικές. Στην πράξη, δηλαδή, η θεματική εβδομάδα δίνει τη δυνατότητα πολλαπλής διαφοροποίησης της διδασκαλίας ως “απάντηση”



στην αυξανόμενη διαφορετικότητα της σχολικής τάξης. Στο σχολείο μας, που εκ των πραγμάτων καλούμαστε να λάβουμε σοβαρά υπόψη «τις διαφορές των μαθητών όχι μόνο όσον αφορά στην καταγωγή τους, αλλά και στα υλικά και συμβολικά χαρακτηριστικά τους, τα οποία διαμορφώνουν την προσωπικότητά τους με τρόπο τέτοιο ώστε να επηρεάζεται καθοριστικά και η συμμετοχή τους στη μαθησιακή διαδικασία» (Kalantzis and Cope), η συμμετοχή στο πρόγραμμα BACKPACK ID έδινε πολλές ευκαιρίες για τέτοιες “απαντήσεις”. Γι’ αυτό και μάς κίνησε το ενδιαφέρον ευθύς εξαρχής, αφού μας παρείχε την ευκαιρία 1) του σχεδιασμού “ενός μαθήματος” μαθητοκεντρικού προσανατολισμού, 2) της υλοποίησης μιας σειράς καινοτόμων δράσεων (και στο πλαίσιο της θεματικής εβδομάδας), 3) της παραγωγής υλικού που προέκυψε από τη συνεργασία εκπαιδευτικών και μαθητών του σχολείου μας και εν κατακλείδι 4) της διδακτικής προσέγγισης με την οποία οι εκπαιδευτικοί αυτονομούνται ως προς το Αναλυτικό Πρόγραμμα, τις μεθόδους διδασκαλίας, τις πηγές, τις μαθησιακές δραστηριότητες, με στόχο την ανταπόκριση στις διαφοροποιημένες ανάγκες του κάθε μαθητή ξεχωριστά ώστε να μεγιστοποιηθούν οι μαθησιακές ευκαιρίες για κάθε μαθητή μέσα στην τάξη.

Τα σενάρια που παρουσιάζονται στη συνέχεια σχεδιάστηκαν με τη συνεργασία 5 εκπαιδευτικών, εστίασαν στην προσαρμογή της διδακτικής διαδικασίας στη διαφορετικότητα των μαθητών, κυρίως ως προς τα μαθησιακά στυλ, τα ενδιαφέροντα, τις δεξιότητες και τις ανάγκες τους, και υλοποιήθηκαν στη θεματική εβδομάδα στο πλαίσιο των θεματικών: α) Ταυτότητα και β) Ανθρώπινα δικαιώματα. Κύριο μέλημα των εκπαιδευτικών ήταν να δοθεί ο λόγος στους μαθητές, στοχεύοντας στα βέλτιστα για τον κάθε μαθητή μαθησιακά αποτελέσματα.



1ο Διδακτικό σενάριο  
ΜΕΤΑΒΑΣΕΙΣ- ΤΑΥΤΟΤΗΤΕΣ  
«Η ζωή μου ένα ταξίδι»



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## Ταυτότητα του σεναρίου

Το διδακτικό μας σενάριο αξιοποιήθηκε στο πλαίσιο της θεματικής εβδομάδας στη Γ' Γυμνασίου. Στον σχεδιασμό του σεναρίου συνδυάσαμε, με κάθετες και οριζόντιες επιλογές, στοιχεία από διάφορες διδακτικές ενότητες του μαθήματος της Νεοελληνικής Γλώσσας, διαμορφώνοντας το δικό μας πρόγραμμα διδασκαλίας ανάλογα με τις ανάγκες της τάξης και τα ενδιαφέροντα των μαθητών μας, αξιοποιώντας στοιχεία τόσο της παραδοσιακής διδασκαλίας, όσο και στοιχεία σύγχρονων μαθητοκεντρικών προσεγγίσεων, καθώς και τη χρήση των ΤΠΕ. Θεωρούμε ότι ανάλογα με τους στόχους της διδασκαλίας τόσο οι δασκαλοκεντρικές προσεγγίσεις όσο και οι μαθητοκεντρικές ή ομαδοσυνεργατικές έχουν τον ρόλο τους. Η επιδίωξή μας είναι να καταδείξουμε διαφορετικές διδακτικές επιλογές, για να συνδέσουμε το σχολείο με τις καθημερινές ανάγκες και πρακτικές του σύγχρονου πολίτη.

## Στόχοι

### Οι μαθητές/ήτριες:

- Να κατανοήσουν την έννοια της μετάβασης.
- Να αναρωτηθούν και να συζητήσουν για περιπτώσεις μεταβάσεων που μπορούν να συμβούν στη ζωή ενός ανθρώπου γενικά.
- Να ευαισθητοποιηθούν από μεταβάσεις που σημάδεψαν Έλληνες και ξένους συνομηλίκους τους.
- Να σκεφτούν μια σημαντική μετάβαση στη δική τους ζωή, να προβληματιστούν και να συγκρίνουν με τις αντίστοιχες συνομηλίκων τους.
- Να εργαστούν ατομικά με ειλικρίνεια και ομαδικά με πνεύμα συνεργασίας και αλήθειας.
- Να επικοινωνήσουν και να εκφραστούν ελεύθερα, προφορικά και γραπτά μέσα από τη δημιουργία πολυτροπικού κειμένου.

### Όσον αφορά ειδικότερα στο μάθημα της Γλώσσας:

- Να γνωρίσουν χαρακτηριστικά του πολυτροπικού λόγου: ευρεία χρήση και άλλων τρόπων πέρα από τη γλώσσα (εικόνα, μουσική, διαγράμματα κ.ά.), οργάνωση των πληροφοριών στον χώρο (και όχι στον χρόνο, όπως συμβαίνει στα αμιγώς γλωσσικά κείμενα).
- Να διερευνήσουν τον ρόλο της πολυτροπικότητας στο νόημα ενός κειμένου (σύμβολα, τυπογραφικά στοιχεία, εικόνες, ήχο κ.λπ.).

## Δραστηριότητες (διάρκεια 10 ώρες):

- Παρακολούθηση βίντεο
- Ανάγνωση έντυπου υλικού
- Ακρόαση τραγουδιών
- Συζήτηση σε μικρές ομάδες και στην ολομέλεια
- Συμπλήρωση φύλλου εργασίας - Γραπτή αφήγηση προσωπικής ιστορίας
- Σύνθεση πολυτροπικού κειμένου - Εικαστική δημιουργία
- Κινητική δραστηριότητα

## Υλικό (ηλεκτρονικό βιβλίο και βίντεο)

**Βίντεο:** «Το ταξίδι», «Μακριά ... σ' έναν νέο τόπο», «Στο δρόμο προς μια νέα χώρα», «Η ιστορία του Σάσα»

Κείμενα / Ιστορίες από το e-book: «Η μουσική του Κέβιν» (ένα απόσπασμα), «Η προσωπική ιστορία του Μοχανάντ», «Η προσωπική ιστορία του Νίνος», «Διονύσης, οικογενειακές διαδρομές», «Γιάννης, Η μετάβαση της μαμάς μου για σπουδές», «Δέσποινα, Αγαπημένη μου γιαγιά...»

Τραγούδια που αναφέρονται στο ηλεκτρονικό βιβλίο, όπως π.χ. Bon Jovi "It's my life", Imagine Dragons "Next to me", καθώς και ο «Μέτοικος» του Ζ. Μουστακί στα ελληνικά, που δεν περιλαμβάνεται στο e - book.

## Διδακτική πορεία

### Φάση 1η: Εξοικείωση με το θέμα

- Οι μαθητές χωρίζονται σε μικρές ομάδες.
- Αφόρμηση: Προβολή βίντεο «Το ταξίδι» - Καταιγισμός ιδεών: «Με ποιο θέμα νομίζετε ότι θα απασχοληθούμε σήμερα;»
- Διαβάζονται δυνατά 3 ιστορίες από το ηλεκτρονικό βιβλίο του Erasmus. [«Η μουσική του Κέβιν» (ένα απόσπασμα), «Η προσωπική ιστορία του Μοχανάντ», «Η προσωπική ιστορία του Νίνος»]
- Ακολουθεί συζήτηση στην ολομέλεια εστιασμένη στα εξής ερωτήματα:
  - Διαβάσαμε κάποιες μεταβάσεις που έζησαν συνομήλικοί σας. Τι νομίζετε ότι σημαίνει «μετάβαση»;
  - Ποιες άλλες πιθανές μεταβάσεις μπορεί να συμβούν στη ζωή ενός ανθρώπου;

### Φάση 2η: Διερεύνηση του θέματος

- Σε κάθε ομάδα δίνεται από μία διαφορετική ιστορία για να την επεξεργαστεί με τη βοήθεια ενός φυλλαδίου. Κάθε ομάδα συζητά για την ιστορία, προβληματίζεται σχετικά και απαντά στα ερωτήματα του φυλλαδίου. [1<sup>ο</sup> Φύλλο εργασίας: «Μια ιστορία μετάβασης»]. Συγκεκριμένα, δίνονται φωτοτυπημένες από το e-book και προβάλλονται ως βίντεο οι εξής ιστορίες: Βίντεο: «Μακριά ... σ' έναν νέο τόπο», «Στο δρόμο προς μια νέα χώρα», «Η ιστορία του Σάσα» / E-book: «Διονύσης, οικογενειακές διαδρομές», «Γιάννης, Η μετάβαση της μαμάς μου για σπουδές», «Δέσποινα, Αγαπημένη μου γιαγιά...».

### Φάση 3η: Προσωπική δημιουργία (κείμενο) με αφητηρία το θέμα



- Κάθε μαθητής εργάζεται ατομικά και αναλογίζεται αν έχει υπάρξει και στη δική του ζωή κάποια μετάβαση, με βάση το σχετικό φυλλάδιο [2<sup>ο</sup> Φύλλο εργασίας: «Η δική μου μετάβαση ...»].
- Κάθε μαθητής διαβάζει στα υπόλοιπα μέλη της ομάδας τη δική του ιστορία μετάβασης.
- Στη συνέχεια συγκρίνουν τις δικές τους ιστορίες με την ιστορία μετάβασης του πρωταγωνιστή του βίντεο ή του κειμένου που επεξεργάστηκαν (ομοιότητες-διαφορές) και ανακοινώνουν τα συμπεράσματά τους στην ολομέλεια.

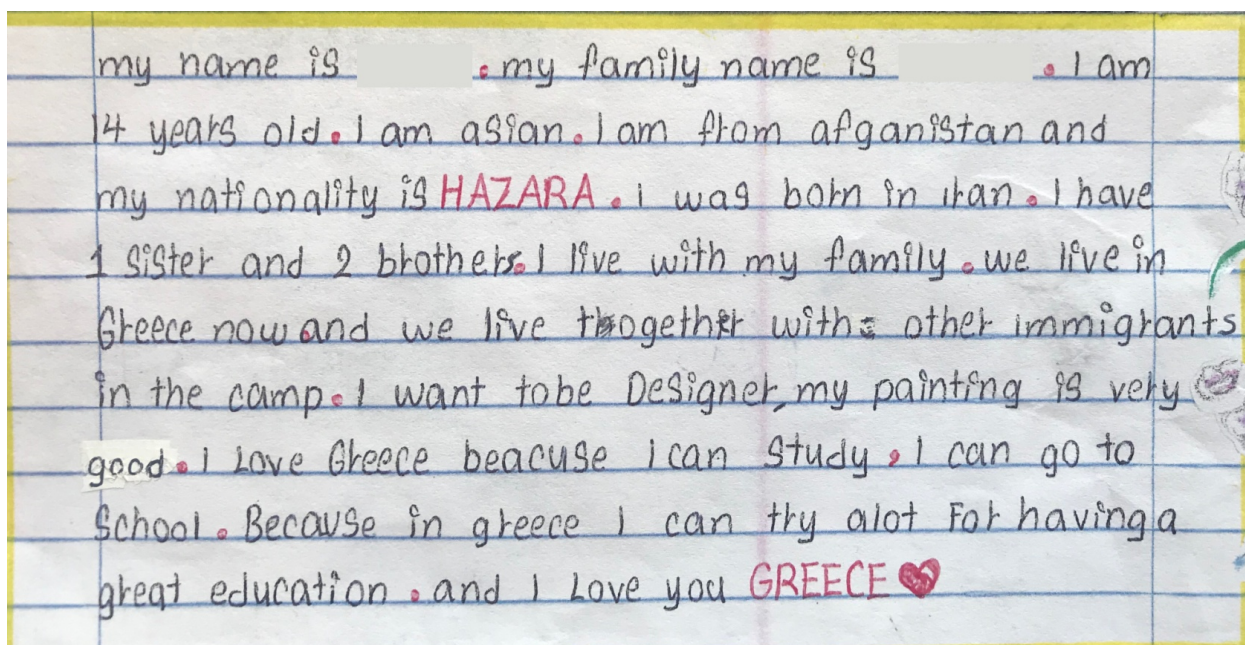
### Φάση 4η: Πολυτροπική δημιουργία με αφετηρία το θέμα

Κάθε μαθητής δημιουργεί σε χαρτόνι με μαρκαδόρους ένα σχέδιο που απεικονίζει την προσωπική του μετάβαση, συνοδεύοντας το σχέδιο με φράσεις που τον εκφράζουν.



## Φάση 5η: Ανίχνευση ταυτοτήτων

- Κάθε μαθητής δημιουργεί το δικό του Δελτίο Ταυτότητας, γράφοντας ελεύθερα ό,τι έχει σχέση με τον εαυτό του, π.χ. τα στοιχεία που τον χαρακτηρίζουν, τις δικές του μεταβάσεις, τα όνειρά του, τα θέλω του, τις υπερβάσεις του, τις μετακινήσεις του, ό,τι τον κάνει διαφορετικό και ό,τι θεωρεί πως τον ενώνει με τους συμμαθητές του.
- Μετά το τέλος της εργασίας αυτής, οι μαθητές ενώνονται σε τετράδες και διαβάζουν το κείμενό τους. Καταγράφουν ομοιότητες και διαφορές σε ένα άλλο φύλλο και τις παρουσιάζουν στην ολομέλεια. Ο συντονιστής/ καθηγητής τοποθετεί τα φύλλα στον πίνακα.
- Ο καθηγητής ζητά από τους μαθητές να σχηματίσουν όρθιοι ένα κύκλο. Καλεί όλους όσους έχουν μία από τις ομοιότητες ή τις διαφορές που καταγράφηκαν (π.χ. όσοι έχουν όνειρο να κάνουν πολλά ταξίδια), φεύγοντας από τον κύκλο, να μετακινηθούν σε μια γωνιά της αίθουσας και να κολλήσουν στο στήθος τους ένα χαρτάκι (post-it) όλοι του ίδιου χρώματος. Ο καθηγητής συνεχίζει με τον ίδιο τρόπο, αναφέροντας πολλές κατηγορίες με βάση τις ομοιότητες και διαφορές που προαναφέρθηκαν. Έτσι οι μαθητές μετακινούνται πολλές φορές δημιουργώντας διαφορετικές ομάδες και ταυτόχρονα ολοένα προσθέτουν στο στήθος τους χαρτάκια άλλου χρώματος που το καθένα παραπέμπει σε διαφορετική ομάδα. Μέσα από αυτή τη δραστηριότητα, αντιλαμβάνονται τις πολλαπλές τους ταυτότητες, καθώς και το γεγονός ότι υπάρχουν στοιχεία που, ενώ τους διαφοροποιούν από κάποιους, ταυτόχρονα τους ενώνουν με κάποιους άλλους.
- Στην ολομέλεια σε κύκλο οι μαθητές καταθέτουν τις διαπιστώσεις και τα συμπεράσματά τους.



## Φάση 6η: Ποιητική ανταπόκριση

- Μετά από σύντομη αναφορά στον Ζ. Μουστακί και συγκεκριμένα στην πολυπολιτισμική ταυτότητά του, ακούγεται το τραγούδι ο «Μέτοικος» στα ελληνικά. Σχολιάζονται στίχοι που κινούν το ενδιαφέρον των μαθητών (π.χ. « ... πήρα παιδί τους δρόμους / μ' ένα τραγούδι στην καρδιά και τη βροχή στους ώμους / κι ο έρωτας με πήγε εκεί - μα συντροφιά δεν είχα ...»). Μέσα από ελεύθερη συζήτηση, εκφράζονται σκέψεις και συναισθήματα, π.χ. για τον αγώνα της ζωής, τη μοναξιά, τις δυσκολίες, την απογοήτευση, την αισιοδοξία...
- Ο καθηγητής γράφει στον πίνακα τη φράση: «Η ζωή μας ένα ταξίδι. Ταξιδεύοντας θα συναντήσεις εμπόδια. Θα ... ». Ένας – ένας καλείται να συνεχίσει, συμπληρώνοντας τη φράση, καταλήγοντας στη δημιουργία ενός συλλογικού ποιήματος.)



## Επέκταση του σεναρίου – προτάσεις

Το σενάριο σε μια διευρυμένη εκδοχή του μπορεί να εξελιχτεί σε ένα project, στο πλαίσιο είτε του μαθήματος των Ερευνητικών Εργασιών είτε της Θεματικής εβδομάδας είτε μαθημάτων όπως τα Εικαστικά, η Μουσική, η Λογοτεχνία, η Κοινωνική & Πολιτική Αγωγή ή η Ν. Γλώσσα, σε χρόνο εξωδιδασκτικό ως πολιτιστικό πρόγραμμα. Στην περίπτωση αυτή, οι μαθητές ερευνούν συστηματικότερα, παίρνουν συνεντεύξεις, αντλούν προφορικό και γραπτό υλικό από διάφορες πηγές και ποικίλα κειμενικά είδη με σκοπό να το παρουσιάσουν σε εκδήλωση. Ο δάσκαλος παρακολουθεί τις εργασίες, συζητά για προβλήματα, καθοδηγεί και ενθαρρύνει.

Στην εκδοχή αυτή αξιοποιούνται πιο συστηματικά ΤΠΕ και το σχολείο συνδέεται στενότερα με καθημερινές πρακτικές των μαθητών σε ένα παγκοσμιοποιημένο περιβάλλον επικοινωνίας. Αξιοποιούνται πολυτροπικά κείμενα, προωθώντας την αντίληψη ότι η κατανόηση του κόσμου μας είναι πολυδιάστατη, καθώς περιλαμβάνει ένα σύμπαν κειμένων, γραπτών, οπτικών, ηχητικών. Κατανοώ, συνεπώς, σημαίνει συσχετίζω και ερμηνεύω διαφορετικούς τρόπους επικοινωνίας.



## Φύλλα εργασίας



University of Crete



1st Gymnasio  
Avlona



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens



ATHENE - GRUNDSCHULE



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# 1<sup>ο</sup> Φύλλο εργασίας

## «Μια ιστορία μετάβασης»

Τίτλος της ιστορίας: .....

Τι είδους μετάβαση συνέβη στη ζωή των πρωταγωνιστών;

.....  
.....  
.....

Ποιες δυσκολίες πιστεύετε ότι συνάντησαν κατά τη μετάβαση αυτή; Ποιοι φαντάζεστε ότι ήταν οι φόβοι τους;

.....  
.....  
.....

Τι νομίζετε ότι έχασαν από αυτή τη μετάβαση; Τι άφησαν πίσω τους;

.....  
.....  
.....

Τι θεωρείτε ότι κέρδισαν από αυτή την μετάβαση;

.....  
.....  
.....

Τι περιμένουν άραγε από το αύριο; Πώς φαντάζονται το μέλλον τους;

.....  
.....  
.....



## 2<sup>ο</sup> Φύλλο εργασίας

### «Η δική μου μετάβαση ... »

Σκέψου αν έχεις ζήσει κι εσύ μια μετάβαση (ένα γεγονός) που άλλαξε την καθημερινότητά σου / τη ζωή σου και σε επηρέασε αρκετά ...

Ποια ήταν αυτή η μετάβαση; Τι συνέβη;

.....

.....

.....

.....

Ποιες δυσκολίες συνάντησες; Τι σε φόβισε περισσότερο κατά τη μετάβαση αυτή;

.....

.....

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.....

Τι έχασες; Τι άφησες πίσω σου;

.....

.....

.....

.....

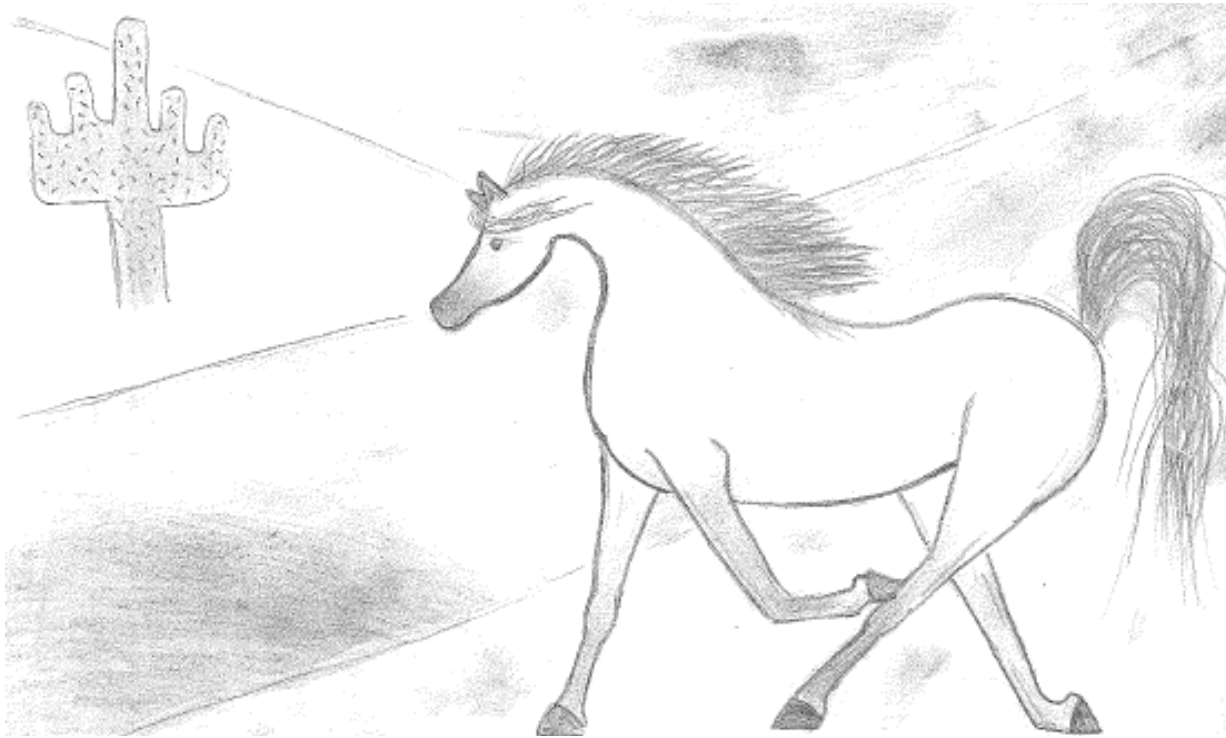
Τι κέρδισες από αυτό το γεγονός;

.....

.....

.....

.....



« Η δική μου μετάβαση...»

Σκέψου αν έχεις ζήσει κι εσύ μια μετάβαση ( ένα γεγονός) που άλλαξε την καθημερινότητά σου /τη ζωή σου και σε επηρέασε αρκετά...

Ποια ήταν αυτή η μετάβαση; Τι συνέβη;  
 ...Μια μετάβαση... που σιγά σιγά... τη ζωή μου... ήταν... η... απομάκρυνση  
 ...μου... από... την τρέλα... μου... την... αδυναμία... μου... το αθρόο... μου.

Ποιες δυσκολίες συνάντησες; Τι σε φόβισε περισσότερο κατά τη μετάβαση αυτή;  
 ...Ο... καιρός... που... ήμουν... μακριά... του... Περνάω... πάνω... αθρόο  
 ...και... βασανιστικά... κάθε... ώρα... και... κάθε στιγμή... τον...  
 σκεφτόμουν. Ήμουν απειλημένη χωρίς αυτόν. (αθρόο)

Τι έχασες; Τι άφησες πίσω σου;  
 ...τον... αφήσα... σε... έναν... όμιλο... και... δε... τον... Γιατί... είδα  
 ...από... τότε... Δεν... φέρω... τι... κάνει... αν... φεί;... αν... πεθαίνει;

Τι κέρδισες από αυτό το γεγονός;  
 ...Με... από... ένα... χρόνο... ο... πατέρας... μου... με... πήγε...  
 ...σε... έναν... άλλο... όμιλο... και... τον... αντικατέστησε... πάλι...  
 Θα... για... αρχίω... και... ιππεύω. (Είχα σταματήσει  
 επειδή... είχα... ένα... ατύχημα... εγώ... και... το... αθρόο... μου.)

Η... χαρά... και... ο... ενδιαφέρον... που... ένιωσα... εκείνη  
 την... στιγμή... δεν... μπορεί... να... περιγραφτεί... με... λόγια.

Από... τότε... δεν... έχω... σταματήσει... και... όσο... περνάει  
 ο... καιρός... η... τρέλα... μου... για... τα... αθρόο... μεγαλώνει.



## 2ο Διδακτικό σενάριο «Εγώ – Εσύ – Εμείς, Δίπλα – Απέναντι – Μαζί»



University of Crete



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## Ταυτότητα του σεναρίου

Το σενάριο αξιοποιήθηκε με μαθητές/ήτριες της Α΄ και Β΄ Γυμνασίου. Μέσα από μία βιωματική διαδικασία επιχειρείται η μύηση των μαθητών στις εικόνες της μετάβασης. Όλες οι δραστηριότητες εστιάζουν στον μαθητή. Αρχικά αξιοποιείται η βιωματική σχέση των παιδιών με τον τόπο και την ταυτότητα. Στη συνέχεια, τα παιδιά παρακολουθούν την εντύπωση που προκαλεί η πολυπλοκότητα της δικής τους ταυτότητας και της δικής τους καταγωγής, καταγράφουν τις εικόνες που προκαλούν στη φαντασία τους τα κείμενα αφετηρίας και προσπαθούν να ανιχνεύσουν τα συστατικά του εαυτού τους και των άλλων.

## Στόχοι

### Οι μαθητές/ήτριες:

- Να εξοικειωθούν με την έννοια των πολλαπλών καταγωγών και των πολλαπλών ταυτοτήτων.
- Να αναγνωρίσουν διάφορους τρόπους διαχείρισης των πολλαπλών ταυτοτήτων.
- Να συνειδητοποιήσουν ότι οι πολλαπλές ταυτότητες αποτελούν στοιχείο πλούτου και ψυχικής ενδυνάμωσης.
- Να συνειδητοποιήσουν την πολυπλοκότητα της δικής τους ταυτότητας και της δικής τους καταγωγής.
- Να καλλιεργήσουν την ακουστική και την οπτική τους κατανόηση.
- Να καλλιεργήσουν την ικανότητα παραγωγής λόγου και καλλιτεχνικής έκφρασης.
- Να επικοινωνήσουν, να γνωρίσουν ο ένας τον άλλο καλύτερα, να ανακαλύψουν νέες πτυχές του εαυτού τους και των άλλων.

### Δραστηριότητες (Διάρκεια: 10 ώρες):

- Παρακολούθηση βίντεο
- Ανάγνωση έντυπου υλικού
- Συζήτηση σε μικρές ομάδες και στην ολομέλεια
- Σύνθεση πολυτροπικών κειμένων
- Προσωπικές αφηγήσεις
- Εικαστική δημιουργία
- Κινητική δραστηριότητα

### Υλικό (ηλεκτρονικό βιβλίο και βίντεο)

- Βίντεο: «Παιχνιδίσματα», «Μια ιστορία βήμα - βήμα», «Εγώ κι εσύ ... μαζί», «Ο παππούς μου, η καθημερινή μου ζωή και η αλλαγή», «Ο Χιούι, ο Ντιούι και Λιούι»
- Κείμενα / Ιστορίες από το e-book: «Τζιάκομο - Το όνομά μου», «Η ιστορία του Τσεζάρε», «Λητώ, επιλέγοντας ονόματα», «Διονύσης, οικογενειακές διαδρομές», «Το οικογενειακό δένδρο του Διονύση», «Διονύσης, Δελτίο ταυτότητας», «Λητώ, Δελτίο ταυτότητας», «Παρουσιάζοντας τον εαυτό μου μέσα απ' τη μουσική (Ροζέλα)», «Είμαι ο Λεονάρντο»

## Διδακτική πορεία

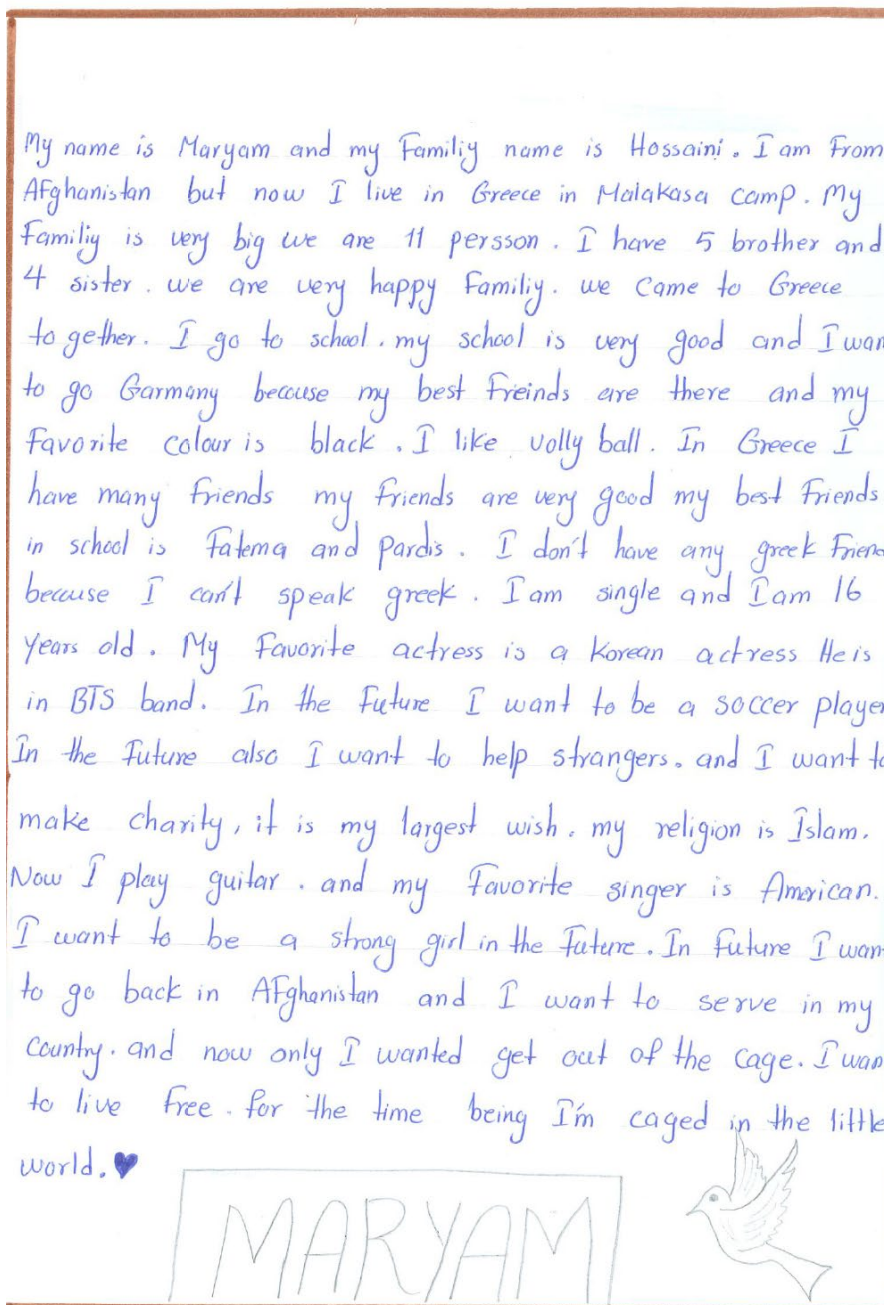
### Φάση 1η: Το όνομά μου και η προέλευσή του (2 ώρες)

- Γράψτε το όνομά σας με έναν τρόπο που σας εκφράζει σε ένα φύλλο Α4. Πώς πήρατε αυτό το όνομα; Σημειώστε στο πίσω μέρος του χαρτιού πώς έγινε η επιλογή.
- Σε τριάδες δείξτε το σχέδιό σας και μιλήστε για την ιστορία του ονόματός σας.

- Δίνουμε στις τριάδες αποσπάσματα από το e-book με ιστορίες ονομάτων. Πώς επιλέχτηκε το όνομα, σύμφωνα με αυτές τις ιστορίες; Ταιριάζει με τον τρόπο που πήρατε εσείς το όνομά σας; (Δίνονται αποσπάσματα από τις εξής ιστορίες: «Τζιάκομο - Το όνομά μου», «Η ιστορία του Τσεζάρε», «Λητώ, επιλέγοντας ονόματα», «Διονύσης, οικογενειακές διαδρομές», «Το οικογενειακό δέντρο του Διονύση».)
- Συζήτηση στην ολομέλεια μέσα από την οποία προσδιορίζονται οι βασικές πηγές ονοματοδοσίας: εθνική ιστορία, θρησκεία, οικογενειακή παράδοση, προτιμήσεις κ.α.


## Φάση 2η: Ταυτότητες - Εγώ και οι άλλοι (2 ώρες)

- Πώς θα παρουσιάζατε σύντομα τον εαυτό σας; Δημιουργήστε την 'ταυτότητά' σας, με λέξεις και σύντομες φράσεις, με ένα συνεχές κείμενο, με ζωγραφιές κ.α.(ατομική εργασία).



My name is Maryam and my Family name is Hossaini. I am From Afghanistan but now I live in Greece in Malakasa camp. My Family is very big we are 11 persson. I have 5 brother and 4 sister. we are very happy Family. we Came to Greece together. I go to school. my school is very good and I want to go Garmany because my best Freinds are there and my Favorite colour is black. I like volly ball. In Greece I have many friends my friends are very good my best Friends in school is Fatema and pardis. I don't have any greek Friens because I can't speak greek. I am single and I am 16 years old. My Favorite actress is a Korean actress He is in BTS band. In the Future I want to be a soccer player In the Future also I want to help strangers. and I want to make charity, it is my largest wish. my religion is Islam. Now I play guitar. and my Favorite singer is American. I want to be a strong girl in the Future. In future I want to go back in Afghanistan and I want to serve in my country. and now only I wanted get out of the cage. I want to live free. for the time being I'm caged in the little world.♥

MARYAM



- Μοιράζουμε από το e-book το κείμενο «Διονύση, Δελτίο ταυτότητας» και ζητάμε από τους μαθητές να βρουν τα κοινά τους σημεία και να τα κυκλώσουν στη δική τους παρουσίαση (ατομική εργασία).
- Αναφέρονται στην ολομέλεια τα κοινά σημεία, δημιουργούμε κατηγορίες και τις σημειώνουμε στον πίνακα. (Π.χ. 13χρονος έφηβος, αθλητής, φιλόμουσος, καλλιτέχνης, φίλαθλος, ευρωπαίος, πολίτης του κόσμου, μέλος μιας οικογένειας, φιλόζωος). Ο καθηγητής στερεώνει στον τοίχο χαρτιά στα οποία αναγράφονται οι παραπάνω κατηγορίες / ταυτότητες και όσες άλλες προκύψουν στη συνέχεια από την εργασία που θα ακολουθήσει.



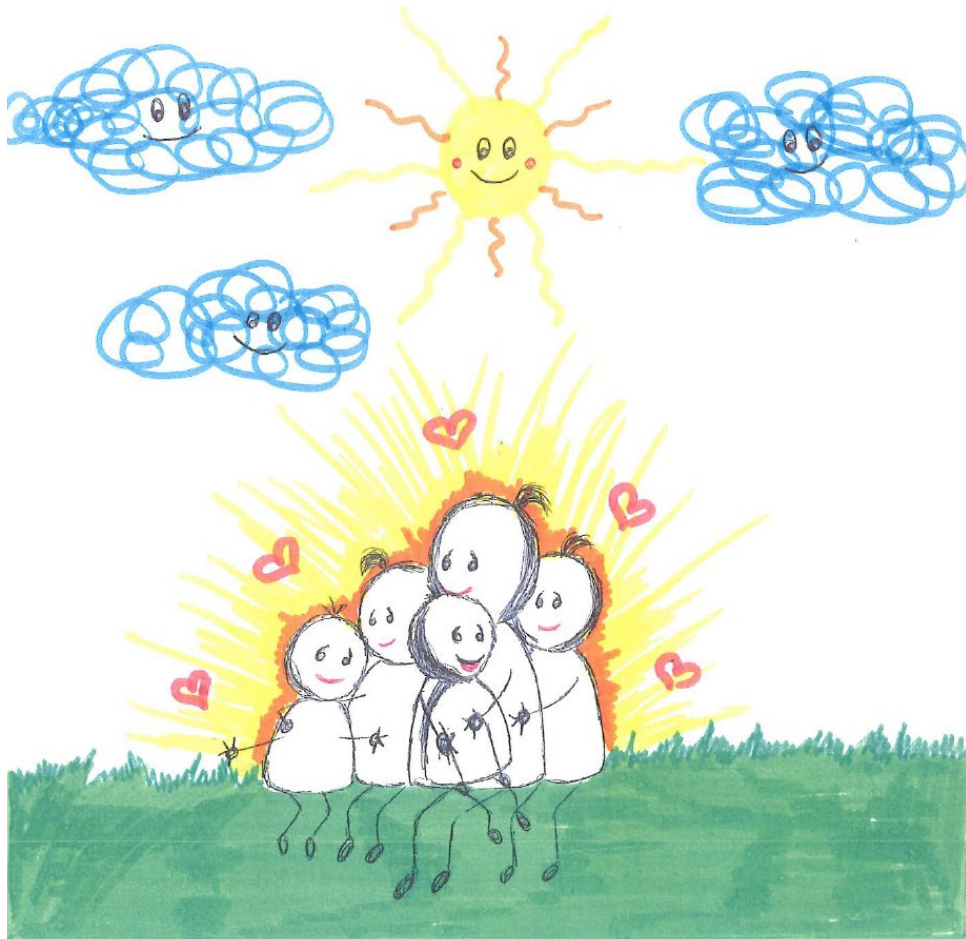
- Μοιράζουμε στις τριάδες φύλλα ταυτότητας και προσωπικές αφηγήσεις από το e-book. (Δίνονται τα εξής κείμενα: «Λητώ, Δελτίο ταυτότητας», «Παρουσιάζοντας τον εαυτό μου μέσα από τη μουσική (Ροζέλα)», «Είμαι ο Λεονάρντο».)
- Ζητάμε να σημειώσουν κοινά σημεία που εντοπίζουν ανάμεσα στον ήρωα της κάθε ιστορίας και στον εαυτό τους. Ακολουθεί συζήτηση στην ολομέλεια, κατά την οποία αναφέρονται κοινά στοιχεία και προσθέτονται νέες κατηγορίες / ταυτότητες στις προηγούμενες, π.χ. αθλητής, σινεφίλ. (Δίνονται τα εξής κείμενα: «Λητώ, Δελτίο ταυτότητας», «Παρουσιάζοντας τον εαυτό μου μέσα από τη μουσική (Ροζέλα)», «Είμαι ο Λεονάρντο».)
- Ζητάμε από τους μαθητές να τοποθετήσουν χαρτάκια post-it με το όνομά τους στον τοίχο κάτω από τις κατηγορίες / ταυτότητες που έχει ήδη αναγράψει ο καθηγητής, εντάσσοντας τον εαυτό τους σε όσες κατηγορίες επιθυμούν.
- Κινητικό παιχνίδι: Όλοι σε κύκλο. Κάθε παιδί στη σειρά λέει: «Θέλω να σηκωθούν όλοι όσοι είναι / έχουν...» Αναφέρει ένα χαρακτηριστικό / μία ιδιότητα που έχει ο ίδιος και καλεί όσους θεωρούν ότι μοιράζονται αυτό το χαρακτηριστικό να σηκώνονται και να πηγαίνουν στο κέντρο του κύκλου. Στην επόμενη φάση της δραστηριότητας, ο καθένας αναφέρει ένα χαρακτηριστικό του που θεωρεί σπάνιο, που πιστεύει ότι τον διαφοροποιεί από τους άλλους και καλεί να σηκωθούν όσους μοιράζονται αυτό το μοναδικό χαρακτηριστικό.

### Φάση 3η: Οι πολλαπλές μου ταυτότητες: Μία πρόκληση (2 ώρες)

- Προβολή του βίντεο «Παιχνιδίσματα».
- Συζήτηση: Τι κοινά σημεία έχουν οι τρεις έφηβοι ήρωες; Σε τι διαφέρουν; Για ποιον οι πολλαπλές του ταυτότητες είναι διευκόλυνση / κέρδος; Για ποιον είναι βάρος; Ποιος νιώθει υπερηφάνεια;

Σκεφτείτε τις δικές σας ταυτότητες ...

- Ποια /ποιες σας γεμίζει/ουν υπερηφάνεια;
- Ποια /ποιες σας δημιουργεί/ούν ελπίδες;
- Ποια /ποιες σας προκαλεί/ούν προβλήματα;
- Ποια /ποιες σας διευκολύνει/ουν;
- Προβολή του βίντεο «Μια ιστορία βήμα- βήμα». Οι μαθητές κρατάνε σημειώσεις σε σχέση με τα προηγούμενα ερωτήματα. Επιπλέον, προστίθεται το ερώτημα: Τι έβαλαν στο σακίδιό τους πατέρας και γιος;



my name is [redacted] . my last name is [redacted] . i am from afganistan and my nationality is HAZARA . i am 14 yeats old . i have 1 sister and 2 bloter . i live in GREECE now . and we live in the camp with other immigrant . i love Greece because i can studies i can go to school . i am happy because i am in here and this is a big chance for me . for my family . my favohite colour is black white and red . my favohite spoakt is gymnastics and dance . my favohite singer is BTS . my favohite food is noodle . my favohite hobby is painting . and i have a herofne . and she is my mam she is a very strong woman . and i want to be in future a strong ghil . similar my mam . she is a very good mathet she is a very good friend she is a very good guide



## Φάση 4η: Το δικό μου σακίδιο, το δικό σου σακίδιο, το δικό μας σακίδιο (2 ώρες)

- Κλείστε τα μάτια σας. Φανταστείτε το δικό σας σακίδιο. Είναι μεγάλο, μικρό, φθαρμένο, καινούριο, ποιο είναι το υλικό, τα χρώματα, τα σχέδια; Γεμίστε το με ό,τι δε θα θέλατε να αποχωριστείτε: μία φωτογραφία, ένα φαγητό, μία ανάμνηση, έναν άνθρωπο, ένα βιβλίο, μία μουσική, ένα χορό, μία ελπίδα, μία μυρωδιά, ένα συναίσθημα ...
- Σχηματίστε ομάδες των 5. Μοιραστείτε το περιεχόμενο του σακιδίου σας και προσπαθήστε να φτιάξετε ένα κοινό σακίδιο. Ποια 5 πράγματα θα βάζατε μέσα; Σε κανσόν του ίδιου χρώματος για την κάθε ομάδα γράψτε ή σχεδιάστε αυτά τα κοινά πράγματα.
- Τοποθετούμε στον τοίχο τις δημιουργίες των παιδιών, τους παροτρύνουμε να παρατηρήσουν τα σακίδια και οργανώνουμε την παρατήρηση με ερωτήσεις του τύπου: «Τι θα ήθελες να δανειστείς από τα άλλα σακίδια;»





## Φάση 5η: Ανακαλύπτοντας φίλους μέσα από το BACKPACK ID (2 ώρες)

- Δείχνουμε 3 βίντεο μαθητών από διάφορες χώρες. Προσπαθούμε να φανταστούμε πώς είναι και τι περιλαμβάνει το δικό τους σακίδιο. Χρησιμοποιούνται τα εξής βίντεο: «Εγώ κι εσύ ... μαζί», «Ο παππούς μου, η καθημερινή ζωή μου και η αλλαγή», «Ο Χιούι, ο Ντιούι κι ο Λιούι».
- Ζητάμε από κάθε μαθητή να διαλέξει ένα από τα παιδιά αυτά και να του γράψει ένα γράμμα με αίτημα φιλίας στο οποίο θα παρουσιάζει τον εαυτό του και τους λόγους για τους οποίους διάλεξε το συγκεκριμένο άτομο.

Αγαπητή Άννα

Γεια, είμαι η Αυτουέλλα-Μέλιδα και θα ήθελα πολύ να σε γνωρίσω. Ο λόγος που διάλεξα εσένα και όχι κάποιον άλλον είναι γιατί έχουμε κάποια κοινά στοιχεία για παράδειγμα το να κατοικούμεσε από την ίδια χώρα το επάγγελό μου ευτυχώς δεν το έχω αλλάξει και ούτε θέλω να το αλλάξω. Επίσης εσάς άλλος λόγος που θέλω να σε γνωρίσω είναι γιατί θέλω να σε βοηθήσω να φτιάξουμε μαζί τα ούματα των βυξενών σου τα οποία πρέπει να φτιάξεις γιατί αυτά τα ούματα είναι πολύτιμα για κάθε άνθρωπο στην ζωή σου. Πιστεύω να ευχαριστείσαι και εσύ να τα φάθεις. Θέλω πολύ να σε γνωρίσω!

Τώρα ήρθε η ώρα να σου παρουσιάσω τον εαυτό μου. Δοίτησα αρχικά αρχίζουμε να το ότι είμαι ένα κορίτσι το οποίο εκφύσει τα αισθήματά της με ένα χαμόγελο. Παρόλο αυτά είμαι υπερίσχυη ήρωα και μεταδίδω την χαρά στους άλλους. Αρρώει στο σπίτι μου όπως όλοι μας ναίμε. Δεν έχω αυτολεπισίθηση και δεν είμαι τόσο δυναμική όσο θέλω. Θέλω πολύ να σε βοηθήσω και να με βοηθήσεις.

Φιλιά Αυτουέλλα-Μέλιδα!

## Γνώσεις για τον κόσμο, αξίες, πεποιθήσεις, στάσεις ζωής

Η διδακτική μας πρόταση επιδιώκει να φανταστεί ο μαθητής την εικόνα της ταυτότητας και της μετάβασης, να αφουγκραστεί τους ήχους της· να «μυρίσει» το γεγονός. Αποφεύγοντας να δώσουμε έτοιμη γνώση στους μαθητές μπορούμε να ανοίξουμε τον δρόμο και για τον κόσμο της Λογοτεχνίας. Εν κατακλείδι, επιδιώκεται οι μαθητές και οι μαθήτριες να μάθουν ότι η θέαση του κάθε τόπου (αλλά και ολόκληρου του κόσμου) είναι υποκειμενική υπόθεση, διότι εξαρτάται από τα βιώματα και την προσωπικότητα του κάθε ανθρώπου.

## Αξιολόγηση

Αξιολογείται θετικά η συμμετοχή στις εργασίες, η έγκαιρη ολοκλήρωση των εργασιών και η ικανοποιητική ανταπόκριση στα ζητούμενα. Αξιολογείται επίσης θετικά η ικανοποιητική παρουσίαση των εργασιών και η ικανοποιητική ανάγνωση των κειμένων και των εργασιών. Οφείλουμε να λάβουμε υπόψη μας στην αξιολόγηση και τη συνεργασία των μελών στην κάθε ομάδα.

Επίσης, εφαρμόζουμε ετεροαξιολόγηση. Αξιολογεί η ολομέλεια προφορικά (για εξοικονόμηση χρόνου) κάθε εργασία. Δίνουμε χρόνο και στην ομάδα που παρουσιάζει να κάνει κάποια σχόλια για την εργασία, π.χ. για τις δυσκολίες που αντιμετώπισαν. Η κάθε ομάδα θα πρέπει να λαμβάνει υπόψη της τα σχόλια της ολομέλειας και να διορθώνει τις εργασίες.

## Απόψεις μαθητών

**Οι περισσότεροι μαθητές υποστήριξαν ότι το πρόγραμμα αποσκοπούσε στη διερεύνηση κοινών σημείων και διαφορών.**

*«Κατάλαβα ότι ο καθένας έχει διαφορετική θέση μέσα στην τάξη. Κανείς δεν είναι ίδιος, όλοι είμαστε διαφορετικοί, έχουμε τα δικά μας πιστεύω, δικές μας γνώμες και έχουμε όλοι προβλήματα.»*

*«Η ιδέα του project ήταν να βρούμε πράγματα που μας ενώνουν με τους άλλους και πράγματα που μας διαφοροποιούν.»*

*«Καταλάβαμε ότι πρέπει να αντιμετωπίζουμε το διαφορετικό όπως είναι, γιατί δεν είναι κακό και όλοι είμαστε τόσο διαφορετικοί και τόσο ίδιοι ταυτόχρονα.»*

**Ορισμένοι επισήμαναν ότι βοηθήθηκαν να αντιληφθούν ότι υπάρχουν εναλλακτικές στάσεις και ποικίλες δυνατότητες.**

*«Είδαμε διαφορετικούς τρόπους να αντιμετωπίζεις τα προβλήματά σου», « ... πώς μπορούμε να αντιμετωπίζουμε τις δύο μας καταγωγές», «διαφορετικούς τρόπους να λύνεις προβλήματα ... »*

*«Κατάλαβα ότι η ζωή έχει τα πάνω της και τα κάτω της. Σημασία έχει να ξεπερνάμε την κάθε δυσκολία χωρίς να τα παρατάμε.»*

**Πολλοί είναι οι μαθητές που υποστηρίζουν ότι το project τους βοήθησε να προβληματιστούν και να καταλάβουν τον εαυτό τους.**

*«Η ιδέα του project ήταν να ανακαλύψουμε τον εαυτό μας και να καταλάβουμε τι είναι αυτό που μας κάνει ξεχωριστούς.»*

«Οι δραστηριότητες με έκαναν να αναζητήσω πολλά κρυφά σημεία του εαυτού μου που δεν είχα ανακαλύψει ακόμα.»

«Το πρότζεκτ είχε σχέση με την ταυτότητα. Με έκανε να σκεφτώ ποια είμαι και τι θέλω να κάνω στο μέλλον. Με βοήθησε να ξεκαθαρίσω κάποιες θολές σκέψεις.»



**Κάποιοι δηλώνουν ότι επανεκτίμησαν πράγματα που θεωρούσαν ασήμαντα και αυτονομία.**

«Ένωσα αυτοπεποίθηση, αισιοδοξία, νοσταλγία και χαρά, γιατί κατάλαβα τη σημασία που έχουν τα πράγματα και οι άνθρωποι που έχουμε μαζί μας και μερικές φορές τα ξεχνάμε λόγω της καθημερινότητας.»

**Από πολλούς μαθητές τονίστηκαν επίσης οι ευκαιρίες που το project τους έδωσε να επικοινωνήσουν και να γνωριστούν περισσότερο μεταξύ τους.**

«Η κεντρική ιδέα του project ήταν να έρθουμε πιο κοντά, να ανοιχτούμε αρκετά στους καθηγητές και στους συμμαθητές μας.»

«Είδαμε ότι παρόλο που με μερικά άτομα δεν έχουμε μιλήσει ποτέ, έχουμε κοινά σημεία που θα μπορούσαν να μας κάνουν φίλους.»

**Τέλος, πολλοί μαθητές αναφέρονται στην ανάπτυξη ενσυναίσθησης.**

«Συνειδητοποίησα τις δυσκολίες που αντιμετωπίζουν άλλα παιδιά, πώς νιώθουν οι άνθρωποι που φεύγουν από τη χώρα τους και πόσο δύσκολο είναι οι αποχωρισμοί.»

«Το πρόγραμμα με συγκίνησε γιατί είδα πόσο δύσκολη είναι η προσαρμογή των νέων από άλλες χώρες σε ένα καινούριο περιβάλλον.»

**Τα συναισθήματα των παιδιών πολλά: χαρά, ενθουσιασμός, έκπληξη, αισιοδοξία, ανυπομονησία, ανακούφιση. Πηγή αυτών των συναισθημάτων ήταν η συνειδητοποίηση των κοινών τους σημείων, αυτών που τους ενώνουν.**

«Μου προκάλεσε χαρά και ανακούφιση το ότι πια ξέρω ότι δεν είμαι μόνος και έχω πολλά κοινά που μπορώ να μοιραστώ με άλλους.»

**Μια άλλη πηγή θετικών συναισθημάτων είναι η αυτογνωσία.** «Εντυπωσιάστηκα ανακαλύπτοντας πράγματα για τον εαυτό μου, τα οποία αγνοούσα.»

**Ορισμένοι ένωσαν αυτοπεποίθηση.** «Μπορούσαμε να εκφραστούμε χωρίς να μας κατακρίνει κανένας και αυτό μου δημιούργησε πολλή χαρά και αυτοπεποίθηση.»

**Κάποιοι τόνισαν ότι ένωσαν περήφανοι.** «Ένωσα περήφανη για τη διπλή μου καταγωγή και σκέφτηκα ότι αυτό μου δίνει πολλές δυνατότητες και ευκαιρίες.»

Η εφαρμογή του προγράμματος έδωσε στους μαθητές την ευκαιρία να εργαστούν ομαδικά, να ξεφύγουν από τη ρουτίνα του κανονικού μαθήματος, να γνωρίσουν καλύτερα τον εαυτό τους και τους άλλους. Η γενική εντύπωση των μαθητών συμπυκνώνεται σε τρεις λέξεις: Δημιουργικό, πρωτότυπο, μοναδικό.»

## Απόψεις εκπαιδευτικών

Οι πέντε εκπαιδευτικοί που υλοποίησαν τους δύο αυτούς σχεδιασμούς, υποστήριξαν ότι η αξιοποίηση του BACKPACK ID συνέβαλε στην αλλαγή του κλίματος της τάξης. Βοήθησε τους μαθητές να αναγνωρίσουν κοινά σημεία, να εκφραστούν και να επικοινωνήσουν. Ορισμένοι μάλιστα άρχισαν να αμφισβητούν τη στάση τους απέναντι στην καταγωγή τους. Επιπλέον, βοήθησε τους εκπαιδευτικούς να σχεδιάσουν διαδικασίες που επέτρεψαν να αξιοποιηθεί η διαφορετικότητα των μαθητών και τους ενδυνάμωσαν.



### Πιο συγκεκριμένα, οι εκπαιδευτικοί επισήμαναν τα εξής:

Το κλίμα στην τάξη άλλαξε εντελώς. Τα παιδιά μιλούσαν για τον εαυτό τους και για την καθημερινότητά τους, κάτι που πολύ σπάνια συμβαίνει στο σχολείο. Απολάμβαναν το γεγονός ότι είχαν το δικαίωμα να είναι, μέσα από τις προσωπικές αφηγήσεις τους, οι 'πρωταγωνιστές' σε αυτό το 'μάθημα'. Ταυτόχρονα άκουγαν τους άλλους με γνήσιο ενδιαφέρον, πράγμα που επίσης συμβαίνει σπάνια. Τα παιδιά διψάνε να μιλήσουν και να μοιραστούν. Διψάνε επίσης να ασχοληθούμε με ζητήματα της απλής καθημερινής ζωής. Το ακαδημαϊκού προσανατολισμού πρόγραμμά μας, όμως, με τον δασκαλοκεντρισμό και τον συγκεντρωτισμό του, δεν αφήνει πολλά περιθώρια. Από αυτή την άποψη, το πρόγραμμα μου φάνηκε πολύτιμο.» Νάντια Τσενέ, φιλόλογος

«Το υλικό του BACKPACK ID έχει κατά την άποψή μου πολύ μεγάλη αξία, καθώς δημιουργήθηκε από παιδιά για παιδιά. Η εμπλοκή μου από την αρχή του προγράμματος μου χάρισε πολλές συγκινήσεις. Στη φάση της παραγωγής του υλικού είχα την ευκαιρία να γνωρίσω τους μαθητές μου, αλλιώς. Πιο ουσιαστικά, πιο βαθιά. Αυτά τα συναισθήματα είχα μεγάλη ανησυχία αν θα τα ένοιωθα και στην εφαρμογή με μεγαλύτερο αριθμό παιδιών στην τάξη. Ευτυχώς όλα κύλησαν τέλεια. Οι μαθητές με ενθουσιασμό αγκάλιασαν τις δραστηριότητες. Έκαναν εύστοχους παραλληλισμούς, εντόπισαν ομοιότητες με τους συμμαθητές τους αλλά και με τους πρωταγωνιστές του υλικού που τους δόθηκε. Εντυπωσιάστηκαν, συγκινήθηκαν, βγήκαν μπροστά στην ολομέλεια της τάξης και ελεύθεροι εξέφρασαν τις σκέψεις τους. Κάτι που επίσης κάνει το υλικό πολύτιμο είναι η δυνατότητα χρήσης του σε 4 γλώσσες και κυρίως τα αγγλικά, που είναι και η πιο διαδεδομένη. Στην τάξη μου υπήρχαν 3 μαθητές Αφγανοί-πρόσφυγες με μηδενική γνώση της Ελληνικής γλώσσας. Η ανταπόκριση τους συγκινητική και η συνεργασία με τους συμμαθητές τους υπέροχη.» Άννυ Κέκη, καθηγήτρια γαλλικών

«Υπήρξαν αρκετές στιγμές που με αφορμή κάποια από τις δραστηριότητες, μαθητές προχωρούσαν σε αποκαλύψεις πιο προσωπικών σκέψεων ή βιωμάτων, που έγιναν κοινό κτήμα της ολομέλειας. Όπως προέκυψε από τη συζήτηση που ακολουθούσε, σε γενικές γραμμές οι μαθητές συνειδητοποίησαν ότι «Είμαστε ενικός και πληθυντικός μαζί!».» Γαρυφαλιά Κοτσίκου, φιλόλογος

«Τα παιδιά ικανοποιήθηκαν από το γεγονός ότι τους δόθηκε η ευκαιρία να μιλήσουν για το περιβάλλον τους, την οικογένειά τους και την καταγωγή τους. Επίσης, είδαν με ενδιαφέρον το γεγονός ότι οι πολλαπλές καταγωγές μπορεί να αποτελέσουν πηγή υπερηφάνειας. Κάποια ταυτίστηκαν με τα παιδιά των βίντεο, καθώς προέρχονται από πολυπολιτισμικές οικογένειες, ωστόσο ζουν σε κοινότητες με έναν κυρίαρχο πολιτισμό. Συνειδητοποίησαν τον πλούτο της κατάστασής τους και τις δυνατότητες που τους παρέχει αυτή η κατάσταση. Σε ορισμένες περιπτώσεις μάλιστα υπήρξε αλλαγή της στάσης τους απέναντι στην πολλαπλή τους καταγωγή. Ωστόσο η συνειδητοποίηση των πολλαπλών ταυτοτήτων και καταγωγών για κάποιο παιδί λειτούργησε απειλητικά.» Φωτεινή Παπαρήγα, καθηγήτρια γερμανικών

«Το υλικό με το οποίο δούλεψα (βίντεο και e-book) είναι πρωτότυπο και η διαφορετικότητά του ήταν μια πρόκληση μέσα στη ρουτίνα του εκπαιδευτικού συστήματος. Αυτό που κυρίως το διακρίνει είναι το ότι έχει δημιουργηθεί από έφηβους. Έχει λοιπόν φρεσκάδα, ειλικρίνεια, αυθορμητισμό και αμεσότητα. Εξάλλου, το γεγονός και μόνο ότι έχει παραχθεί από παιδιά και νέους το καθιστά πολύ ελκυστικό. Οι μαθητές μας σπάνια έχουν την ευκαιρία να δουλέψουν με αφετηρία έργα συνομήλικών τους. Φέρνοντας λοιπόν έφηβους και τις δημιουργίες

τους στο προσκήνιο, ενδυναμώνουμε τους δικούς μας έφηβους μαθητές. Ένα άλλο στοιχείο που αξιοποίησα είναι η πολυτροπικότητα του υλικού. Με βοήθησε να οργανώσω ένα μάθημα που είναι πλούσιο, ελκυστικό και ταυτόχρονα ανταποκρίνεται σε διαφορετικά μαθησιακά στυλ. Ακόμα, το ίδιο το υλικό με ώθησε να εμπλουτίσω το μάθημα με πολλές διδακτικές τεχνικές και να ενθαρρύνω τα παιδιά να εμπλακούν σε ποικίλες δραστηριότητες, ώστε να παραγάγουν και τα ίδια το δικό τους πολυτροπικό υλικό.» Νάντια Τσενέ, φιλόλογος.

«Θεωρούμε ότι με το BACKPACK ID υποβοηθήσαμε όχι μόνο τους μαθητές που συμμετείχαν στην παραγωγή υλικού αλλά και τελικά όλους τους μαθητές, τους οποίους εμπλέξαμε σ' αυτό, κατά τη διάρκεια της θεματικής εβδομάδας, να επιτύχουν τους μαθησιακούς στόχους, διαμέσου διαβαθμισμένων δραστηριοτήτων που ανταποκρίνονταν στη διαφορετικότητά τους και κάλυπταν τις ανάγκες τους. Κατ' αυτόν τον τρόπο, θεωρούμε ότι οι μαθητές οικοδόμησαν γνώση και προσωπική κατανόηση. Παράλληλα, θεωρούμε ότι κατάφεραν να μεγιστοποιήσουν τα κίνητρά τους για μάθηση και ενεργό δράση εντός της σχολικής τάξης, καθώς τα χαρακτηριστικά, οι ανάγκες και οι ικανότητές τους ήρθαν στο προσκήνιο και έπαιξαν πρωταρχικό ρόλο στη διδακτική διαδικασία.

Οπότε, και μας τους εκπαιδευτικούς του 1ου Γυμνασίου Αυλώνα, το ίδιο το πρόγραμμα μάς έκανε να συνειδητοποιήσουμε στην πράξη ότι οι διαφορές των μαθητών είναι «άρρητες, σύνθετες και βαθιές» (Kalantzis and Core: σελ.196) και να συνεκτιμήσουμε ότι όλοι οι μαθητές κατέχουν άτυπα κάποιες γνώσεις - εμπειρίες σχετικές με τις οικογενειακές και κοινωνικοοικονομικές προσλαμβάνουσές τους, δηλαδή τον βιόκοσμό τους. Οπότε ως εκπαιδευτική κοινότητα κληθήκαμε να αναγνωρίσουμε και να αξιοποιήσουμε κάθε τέτοια εμπειρία, όχι μόνο γιατί, κατά τη γνώμη μας, αποτελεί παράγοντα καθοριστικό για την επιτυχία ή την αποτυχία των μαθητών στην τυπική εκπαίδευση και τα οριζόμενα από το πρόγραμμα σπουδών, αλλά γιατί και οι ίδιοι οι μαθητές μας συναισθάνθηκαν έτσι ότι η «εικόνα» μιας τάξης, διαμορφώνεται από τα ιδιαίτερα χαρακτηριστικά που κάθε μαθητής φέρει ξεχωριστά ως ταυτότητά του.» Λουκία Στέφου, φιλόλογος

Οι δυσκολίες που επισήμαναν οι εκπαιδευτικοί συνδέονται κυρίως με τον απαιτούμενο χρόνο και με τη δημιουργία ενός ασφαλούς κλίματος που ενθαρρύνει την επικοινωνία. Χρειάζονται επίσης τεχνικές που ωθούν τους μαθητές να απομακρυνθούν από την εκφραστική τυποποίηση. Οι ασκήσεις ζεστάματος, η αξιοποίηση βιωματικών τεχνικών και οι δημιουργικές εργασίες βοηθούν σε αυτή την κατεύθυνση.

#### Πιο συγκεκριμένα:

«Ορισμένοι μαθητές δυσκολεύτηκαν, άλλοι λόγω του κλειστού τους χαρακτήρα και της εσωστρέφειάς τους, άλλοι επειδή δεν είχαν κατανοήσει απόλυτα έννοιες, όπως η μετάβαση ή η ταυτότητα. Είναι ανάγκη λοιπόν να δημιουργηθεί ένα κλίμα ασφάλειας στην τάξη. Για να βοηθήσω τους μαθητές που δυσκολεύονταν να ανοιχτούν, χρειάστηκε να έχω μια σύντομη προσωπική συζήτηση μαζί τους, να τους ενθαρρύνω, να τους λύσω απορίες. Εξάλλου κι εγώ χρειάστηκα κάποιο χρόνο για να εξοικειωθώ με το πνεύμα και τη φιλοσοφία του προγράμματος, δεδομένου ότι δεν είχα εμπλακεί από την αρχή σε αυτό. Γι' αυτό και είχα απορίες και μερικές δυσκολίες στην εκπόνηση των δραστηριοτήτων και στη σύνδεσή τους με τις απαιτήσεις της Θεματικής Εβδομάδας, οι οποίες αντιμετωπίστηκαν με τη βοήθεια-συνεργασία με συναδέλφους που είχαν εργαστεί εξαρχής στο πρόγραμμα. Με βοήθησε λοιπόν η γόνιμη ανταλλαγή απόψεων με τους συναδέλφους καθώς και το ίδιο το υλικό, η ποικιλία του





οποίου άφηνε το περιθώριο της επιλογής των στοιχείων που - κατά τη γνώμη μου - εξυπηρετούσαν προσφορότερα τους διδακτικούς στόχους.» Γαρυφαλιά Κοτσίκου, φιλόλογος

«Τα βασικά προβλήματα που αντιμετωπίσαμε ήταν πώς θα εξασφαλίσουμε τις απαραίτητες διδακτικές ώρες και πώς θα δημιουργήσουμε το κατάλληλο κλίμα έτσι ώστε οι μαθητές να εκφραστούν και να επικοινωνήσουν. Έτσι, αποφασίσαμε να χρησιμοποιήσουμε δύο ημέρες από τη θεματική εβδομάδα. Χρησιμοποιώντας τη θεματική εβδομάδα, μπορούσαμε να διαθέσουμε πολλές ώρες για την εφαρμογή του προγράμματος. Μπορούσαμε να αγνοούμε το 45λεπτο του κανονικού προγράμματος και να κάνουμε διαλείμματα, ανάλογα με τις ανάγκες της ομάδας. Εάν λοιπόν υπήρχε ένα συναισθηματικό κλίμα, δε σταματούσαμε τη διαδικασία με το χτύπημα του κουδουνιού. Έτσι ο καθένας από εμάς εξασφάλισε 2, 3 ή 4 ώρες μάθημα συνεχόμενες, χωρίς διακοπές.

Αυτό μας επέτρεψε επίσης να διευθετήσουμε και τον χώρο σύμφωνα με τις ανάγκες μας, απομακρύνοντας για παράδειγμα τα θρανία και σχηματίζοντας έναν κύκλο με τις καρέκλες. Μας διευκόλυνε επίσης να οργανώσουμε τα μέσα και το υλικό μας (προτζέκτορας, χαρτόνια, μαρκαδόροι κ.α.), μια που ο πλούτος του υλικού του BACKPACK ID μας ώθησε να σχεδιάσουμε μια ανάλογη διαδικασία.

Θεωρώ ότι εάν το μάθημα περιορίζεται στην παρακολούθηση βίντεο και στην ανάγνωση / ερμηνεία αποσπασμάτων από το e-book, οι δυνατότητες περιορίζονται κατά πολύ. Το υλικό διατηρεί μεν τη φρεσκάδα που το χαρακτηρίζει καθώς έχει δημιουργηθεί από έφηβους, η όλη όμως διαδικασία δεν ξεφεύγει από την παραδοσιακή διδασκαλία. Γι' αυτό χρειάζεται να αξιοποιούνται από τον εκπαιδευτικό πολλές τεχνικές με βιωματικό χαρακτήρα και να αναπτύσσονται δραστηριότητες που δίνουν ευκαιρίες στους μαθητές να δημιουργήσουν οι ίδιοι πολυτροπικό υλικό.» Άννη Κέκη, καθηγήτρια γαλλικών

«Είναι δύσκολο μέσα στον περιορισμένο χρόνο των διδακτικών ωρών να δημιουργηθεί το κατάλληλο κλίμα ασφάλειας και αυτοσυγκέντρωσης. Θα πρέπει λοιπόν να αφιερώνεται αρκετός χρόνος σε δραστηριότητες προθέρμανσης και συνοχής της ομάδας, έτσι ώστε να διευκολύνεται η αυτοσυγκέντρωση και να δημιουργείται το κατάλληλο κλίμα ασφάλειας για σκέψη και ενδοσκόπηση. Επίσης, χρειάζεται αρκετός χρόνος για την έξοδο από την εκφραστική τυποποίηση. Πριν από κάθε γραπτή δραστηριότητα, θα πρέπει να προηγείται συζήτηση, η οποία θα βοηθά τα παιδιά να οργανώσουν και να διευρύνουν τη σκέψη τους.» Φωτεινή Παπαρήγα.



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## 2ο Δημοτικό Σχολείο Θρακομακεδόνων



University of Crete



1st Gymnasio  
Avlona



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## Το πλαίσιο: Η ταυτότητα του 2ου Δημοτικού Σχολείου Θρακομακεδόνων

Το 2ο Δημοτικό Σχολείο Θρακομακεδόνων βρίσκεται στο δημοτικό διαμέρισμα των Θρακομακεδόνων που ανήκει στο μητροπολιτικό Δήμο των Αχαρνών (Μενίδι). Οι Θρακομακεδόνες βρίσκονται 22 χιλιόμετρα βόρεια του κέντρου της Αθήνας, στους πρόποδες του όρους Πάρνηθα. Πρόκειται για ένα νεοσύστατο, σχετικά, σχολείο καθώς λειτουργεί από το 2004. Τοποθετείται σε ένα μη αστικό περιβάλλον καθώς περικλείεται από δάσος και πυκνή βλάστηση.

Στο σχολείο φοιτούν 225 μαθητές οι οποίοι και κατοικούν στα γεωγραφικά όρια του σχολείου. Κάποιοι μαθητές ωστόσο, διαμένουν στο κέντρο των Αχαρνών. Το κοινωνικό-οικονομικό στάτους των περισσότερων οικογενειών είναι αρκετά υψηλό. Παρ' όλα αυτά, στο σχολείο φοιτούν και κάποιοι μαθητές των οποίων οι γονείς προέρχονται από άλλες χώρες, κυρίως των Βαλκανίων. Υπάρχουν αρκετοί μαθητές των οποίων οι χώρες καταγωγής είναι η Αλβανία, η Βουλγαρία και η Ρωσία. Οι ίδιοι οι μαθητές ωστόσο, γεννήθηκαν στην Ελλάδα.

Οι γονείς και ο σύλλογος γονέων ειδικότερα, είναι πολύ κοντά στο σχολείο. Προσπαθούν να κρατήσουν ένα καλό επίπεδο στο χώρο τόσο σε θέματα υλικοτεχνικής υποδομής όσο και σχετικά με την επικοινωνία με το προσωπικό. Με προσωπική εργασία και προσφορά, έχουν καταφέρει να φτιάξουν ένα σχολείο πρότυπο.

Οι εκπαιδευτικοί απ' την άλλη, είναι οι περισσότεροι μόνιμοι στη δημόσια εκπαίδευση και κατά πλειοψηφία, έχουν οργανική θέση στο σχολείο από την ίδρυσή του. Συνεργάζονται μεταξύ τους για εκπαιδευτικά θέματα που προκύπτουν και η σχέση τους με τη διευθύντρια είναι πολύ καλή αν και η τελευταία υπηρετεί στο σχολείο μόνο τα τελευταία 2 χρόνια. Το προσωπικό είναι καταρτισμένο με σύγχρονες γνώσεις που προέρχονται από επιμορφώσεις, μεταπτυχιακά προγράμματα αλλά και προσωπική μελέτη. Έχουν αναπτύξει μια φιλοσοφία προβληματισμού σχετικά με την εκπαίδευση εναρμονισμένη με τα σύγχρονα θέματα που ανακύπτουν και μέσω της συνεργασίας και της ανταλλαγής καλών πρακτικών, προσπαθούν να βρουν λύσεις. Προσωπικά, προσπαθώ μέσα από συζητήσεις με τους μαθητές μου και projects που οργανώνω να τους προβληματίσω σχετικά με σύγχρονα, κοινωνικά ζητήματα κάνοντάς τους κριτικούς πολίτες αλλά και να διερευνήσω τον τρόπο που σκέφτονται αναφορικά με τις ανθρώπινες αξίες και ιδανικά.

Σ' αυτό το πλαίσιο, βρήκα μια θαυμάσια ευκαιρία μέσω του BACKPACK ID να δώσω το λόγο στους μαθητές και να διερευνήσω τον τρόπο που ο καθένας στέκεται απέναντι στη διαφορετικότητα του άλλου (εν προκειμένω αναφορικά με την καταγωγή του). Στόχος μου ήταν μέσω μιας καινοτόμου δράσης να μπορέσω να κάνω τους ίδιους τους μαθητές κεντρικά πρόσωπα στη διαδικασία, έχοντας εμένα εκεί ως τον διαμεσολαβητή ενήλικά, αρωγό σε κάθε τους προσπάθεια. Απώτερος σκοπός ήταν το υλικό που παρήχθη να αποτελέσει σημείο αναφοράς και προβληματισμού για τις μελλοντικές μας συζητήσεις.

Δυστυχώς, ήρθα σε επαφή με το Backpack ID στα τέλη της σχολικής χρονιάς, γεγονός που δε μου επέτρεψε να κάνω πολλές δραστηριότητες και να το «εκμεταλλευτώ» όσο θα ήθελα. Τα μαθήματα που χάνονταν για τις πρόβες της τελικής γιορτής, οι εθνικές εκλογές και άλλες προγραμματισμένες δραστηριότητες με περιόρισαν να αφιερώσω στο Backpack ID μόνο 4 διδακτικές ώρες.



Διδακτικό σενάριο  
ΜΕΤΑΒΑΣΕΙΣ- ΤΑΥΤΟΤΗΤΕΣ  
«Ας γνωριστούμε καλύτερα»



University of Crete



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## Ταυτότητα του σεναρίου

Το διδακτικό μας σενάριο υλοποιήθηκε στο μάθημα της Ν. Γλώσσας, της Στ' δημοτικού, χρησιμοποιώντας για την εφαρμογή του δύο συνεχόμενα 2ωρα. Ως αφορμή της δραστηριότητας στηρίχτηκα στην τελευταία ενότητα του βιβλίου «Πόλεμος και ειρήνη». Για το σχεδιασμό του σεναρίου βασίστηκα στις δυνατότητες του τμήματος και το προσάρμοσα αναλόγως, εκμεταλλευόμενος τη χρήση των ΤΠΕ καθώς και στοιχεία της παραδοσιακής διδασκαλίας (στην αρχή της δραστηριότητας προκειμένου να εισάγω τους μαθητές σε αυτή) όσο και στοιχεία μαθητοκεντρικών προσεγγίσεων (κατά τη διάρκεια υλοποίησης του σεναρίου). Σκοπός μου ήταν να προσεγγίσω το θέμα μέσω ποικίλων δραστηριοτήτων που η υλοποίησή τους θα αναδύονταν μέσα από τις ανάγκες και τις προτιμήσεις των μαθητών μου.

## Στόχοι

### Οι μαθητές/ήτριες:

- Να κατανοήσουν τι σημαίνει μετάβαση
- Να έρθουν σε επαφή με τις ιστορίες ανθρώπων που βίωσαν την προσωπική τους μετάβαση
- Να προβληματιστούν σχετικά με μεταβάσεις που συνέβησαν τόσο στους ίδιους όσο και στις οικογένειές τους
- Να αναγνωρίσουν «κοινές» πορείες
- Να συναισθανθούν την ιστορία μετάβασης του καθενός
- Να συνειδητοποιήσουν τον πολλαπλό εαυτό τους ο καθένας ξεχωριστά
- Να έρθουν κοντά με την ιστορία τους και να εργαστούν ομαδικά επικοινωνώντας την στους συμμαθητές τους
- Να εκφραστούν μέσω της μορφής που θα επιλέξουν, σχετικά με όσα έχουν να μοιραστούν

### Δραστηριότητες (Διάρκεια 4 ώρες):

- Παρακολούθηση βίντεο
- Ανάγνωση έντυπου υλικού
- Συζήτηση σε μικρές ομάδες και στην ολομέλεια
- Σύνθεση κειμένου

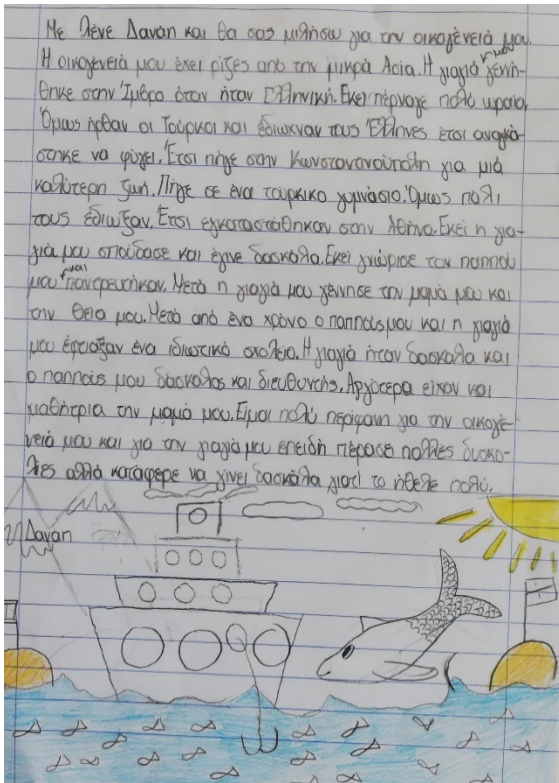
### Υλικό (ηλεκτρονικό βιβλίο και βίντεο)

**Κείμενα:** «Η ιστορία μετάβασης του Παρβίζ», «Γιάννης: η μετάβαση της μαμάς μου για σπουδές», «Διονύσης, οικογενειακές διαδρομές», «Η ιστορία μετάβασης της Αμνέ», «Κιράντιπ, ταξιδεύοντας στις Ινδίες», «Η μετάβαση της Γεωργίας από το χωριό στην πόλη».

**Βίντεο:** «Αφήνοντας την πατρίδα μου», «Η ιστορία μετάβασης της Μάριαμ», «Μακριά....σε έναν νέο τόπο», «Μακριά...σε έναν νέο τόπο», «Το ταξίδι. Στο δρόμο προς μια νέα χώρα».

## Διδακτική πορεία

### Φάση 1η: εξοικείωση με το θέμα



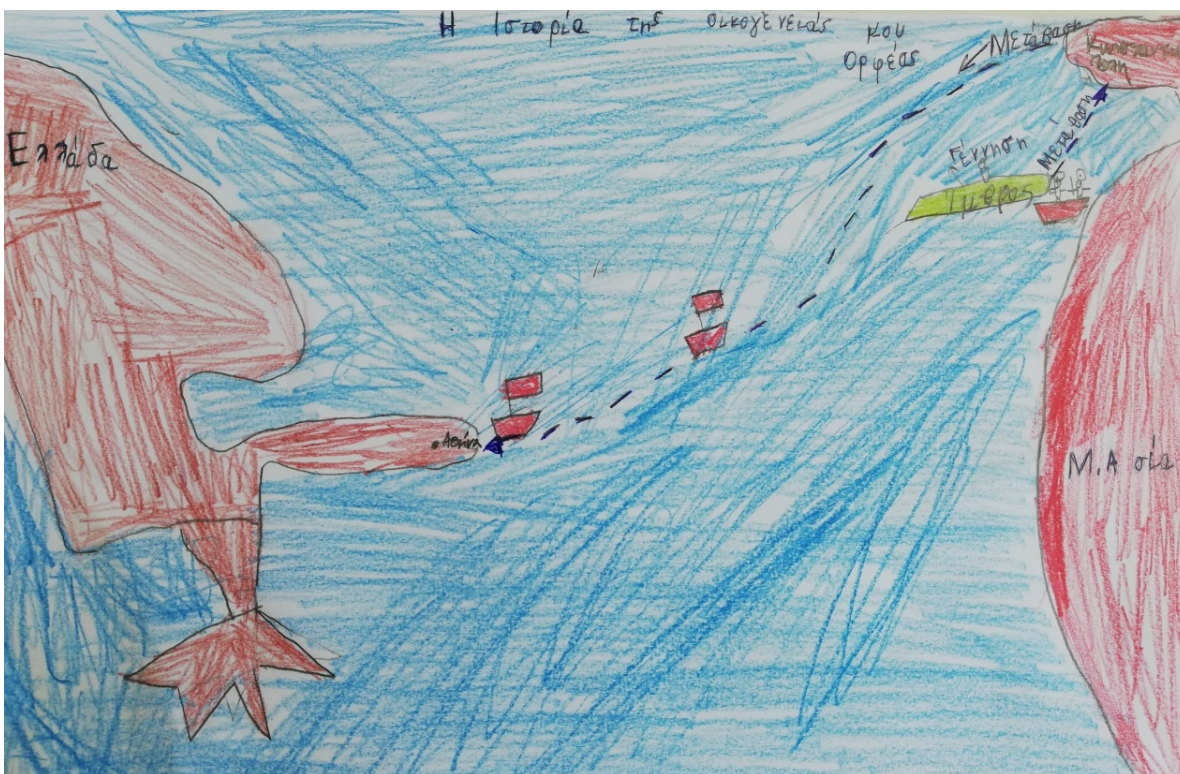
Οι μαθητές χωρίζονται σε ομάδες

Για αφόρμηση της δραστηριότητας χρησιμοποιείται το κείμενο από το βιβλίο της Ν. Γλώσσας της Στ δημοτικού «Σκέψεις ενός παιδιού για τον πόλεμο». Ποιο είναι το θέμα που πραγματεύεται το κείμενο; Τι πιστεύετε πως θα μας απασχολήσει σήμερα;

Προβολή βίντεο από τη συλλογή του BACKPACK ID ( οι τίτλοι έχουν αναφερθεί προηγουμένως).

Ανάγνωση των ιστοριών από το e-book , « Η ιστορία μετάβασης του Παρβίζ», «Η ιστορία μετάβασης της Αμνέ».

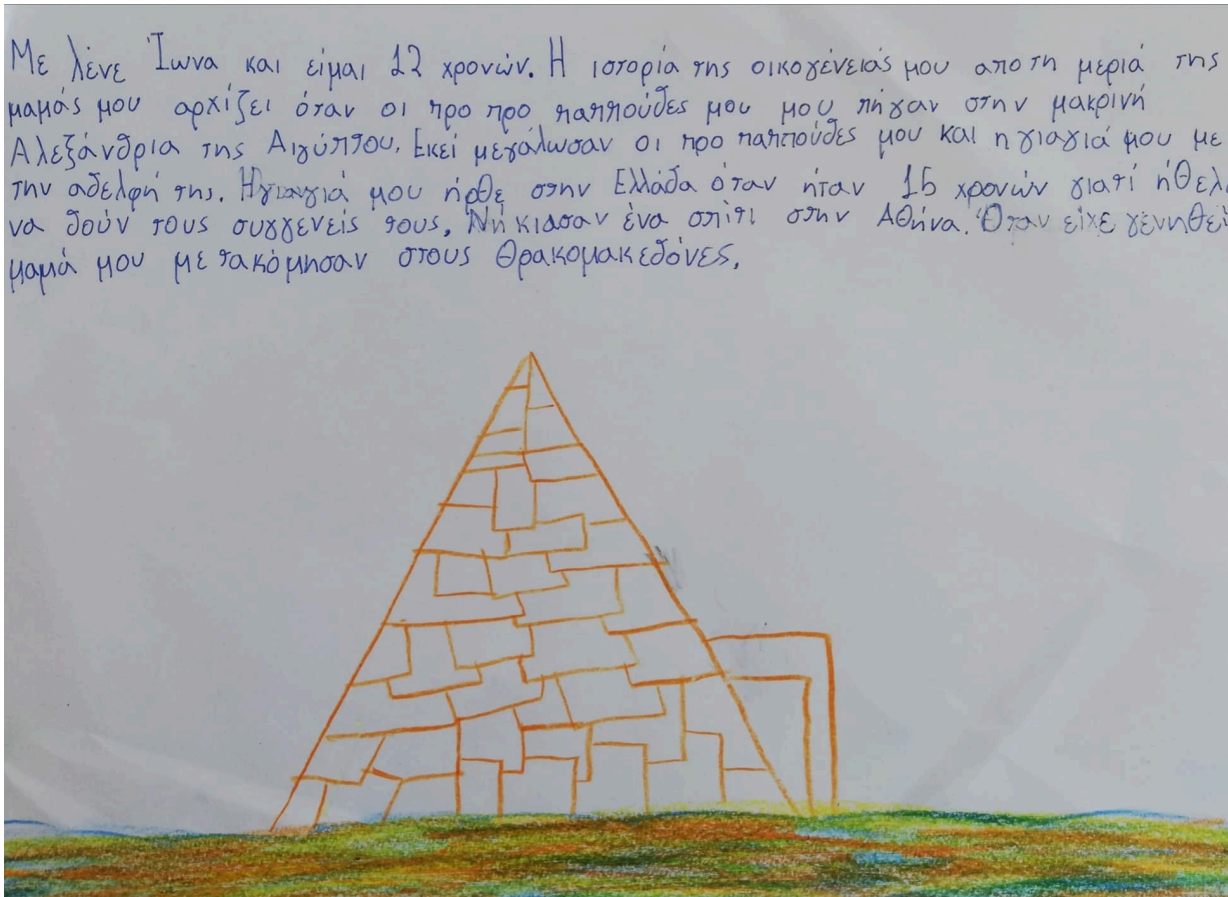
Ακολουθεί συζήτηση εστιασμένη πάνω σε θέματα ορισμού της μετάβασης.





## Φάση 2η: Διερεύνηση του θέματος

- Σε κάθε ομάδα δίνονται σε φωτοτυπία οι ιστορίες μετάβασης που έχουν επιλεγεί από το e- book.
- Αφού τις μελετήσει η κάθε ομάδα μαθητών, γίνεται συζήτηση ως προς τα διάφορα είδη μετάβασης. Ενθαρρύνονται οι μαθητές να σκεφτούν παρόμοιες τυχόν μεταβάσεις που έχουν συμβεί στη δική τους οικογένεια.

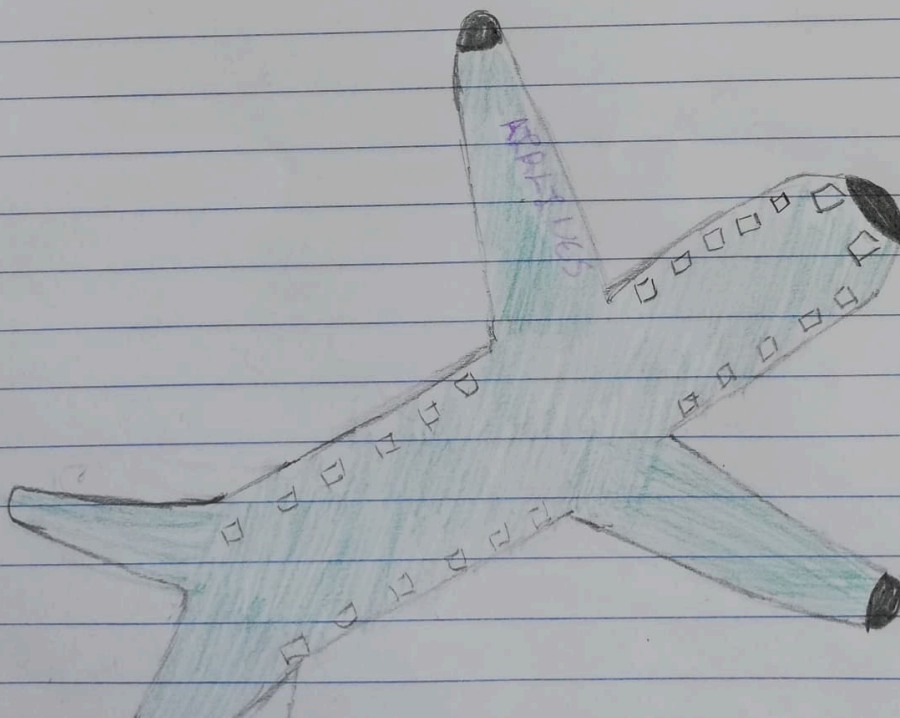


## Φάση 3η: Προσωπική δημιουργία

- Βάση των όσων σκέφτηκαν, καλούνται οι μαθητές να καταγράψουν αυτή τους την ιστορία. Η επιλογή του τρόπου είναι ελεύθερη. Τους προτρέπω να χρησιμοποιήσουν γραπτό λόγο, ζωγραφιές, κατασκευές ή όποιο άλλο τρόπο αυτοί επιθυμούν προκειμένω να αποδώσουν την ιστορία τους.
- Αφού ολοκληρώσουν την προσπάθειά τους, ο καθένας τους παρουσιάζει στην ομάδα του την προσωπική ιστορία μετάβασης με τον τρόπο που επέλεξε. Συζητούν εντός της ομάδας τυχόν ομοιότητες των ιστοριών τους.

« Η μετάβαση των παπουδιών μου στην Ελλάδα ».

Το όνομά μου είναι Λεγένηρα Βασιλοπούλου. Η μετάβαση του παπού και της γραμιάς μου ήταν από την Αυστραλία στην Ελλάδα. Αλλά την κερδίζετε δεν γεννήθηκε στην Αυστραλία. Παράλιο όμως να γεννηθεί στο αεροπλάνο. Ακούστε να δείτε τι έγινε. Ο μπαμπάς μου ήταν στην κοιλιά της γραμιάς μου. Δύο εβδομάδες πριν γεννηθεί ήταν στην Αυστραλία. Δύο πριν φτάσουν στην Ελλάδα έβγαλαν τα νερά της γραμιάς και ο μπαμπάς μου ευτυχώς γεννήθηκε στο μπροστίριο. Αυτή είναι η ιστορία μου λοιπόν, γιατί οι παπουδιές χύρισαν από την Αυστραλία και τώρα από το 76' μου στην Ελλάδα.



## Φάση 4η: Παρουσίαση των ιστοριών

- Από κάθε ομάδα διαβάζονται οι ιστορίες ή παρουσιάζονται οι κατασκευές στην ολομέλεια (οι περισσότεροι μαθητές επέλεξαν να δομήσουν ένα γραπτό κείμενο στο οποίο παρουσίαζαν τις ιστορίες τους).
- Ο δάσκαλος σημειώνει στον πίνακα σε κατηγορίες ομοιότητες και διαφορές που έχουν οι ιστορίες. Προτρέπει εν συνεχεία τους μαθητές, να σηκωθούν και να σταθούν μπροστά στην κατηγορία που θεωρούν ότι τους εκφράζει κάθε φορά. Κατά την ανάγνωση των ιστοριών οι μαθητές αλλάζουν συνεχώς θέσεις ανάλογα με το τι τους εκφράζει ως ομοιότητα τη δεδομένη στιγμή που ακούγεται.
- Ακολουθεί συζήτηση στην τάξη σχετικά με την ταυτότητα του καθενός και τους πολλαπλούς εαυτούς που τυχόν μπορεί να έχει κάποιος.

## Επέκταση του σεναρίου – προτάσεις

Το σενάριο που πραγματοποιήθηκε θα μπορούσε να επεκταθεί σε διάφορα μαθήματα του αναλυτικού προγράμματος και να τροποποιηθεί καταλλήλως. Θα ήταν επίσης, πολύ ενδιαφέρον ένα κάλεσμα των γονέων των μαθητών για να εξιστορήσουν τις δικές τους, προσωπικές ιστορίες μετάβασης. Θα μπορούσαν να αξιοποιηθούν ως «ομιλούντα βιβλία». Σ αυτή την περίπτωση οι ιστορίες θα ζωντάνευαν με διαφορετικό τρόπο και θα μπορούσε να επιτευχθεί άλλου είδους διάδραση όχι μόνο μεταξύ των μαθητών αλλά και των γονέων ως ευρύτερα μέλη της σχολικής κοινότητας.

## Αξιολόγηση

Η εκπόνηση του σεναρίου αξιολογείται θετικά. Οι μαθητές με προθυμία συνεργάστηκαν και δεδομένου του λίγου χρόνου που είχαμε στη διάθεσή μας, ενεπλάκησαν με ενθουσιασμό στις δραστηριότητες. Ωστόσο, θεωρώ πως αν είχαμε περισσότερο χρόνο στη διάθεσή μας θα μπορούσε να επιτευχθεί μεγαλύτερη και σε πιο βάθος σύνδεση των προσωπικών τους ιστοριών μετάβασης με αυτές που παρακολουθήσαμε και διαβάσαμε από το e-book. Προσωπικά, η δραστηριότητα με προβλημάτισε καθώς αναδύθηκαν μέσα μου θέματα που έχουν να κάνουν με τον επαγγελματικό μου ρόλο στην τάξη, το αναλυτικό πρόγραμμα και την ελευθερία που δίνει στον εκπαιδευτικό να εκπονεί τέτοιου είδους δραστηριότητες και το ποιος τελικά είναι ο καλύτερος τρόπος να μάθης. Όσον αφορά τους μαθητές μου, ένιωσα πως ήρθα πιο κοντά τους και τους έμαθα καλύτερα μέσα από το άκουσμα των ιστοριών τους. Συνειδητοποίησα πως έχουμε πολλά κοινά καθώς και ο δικός μου παππούς είχε μια ιστορία μετάβασης παρόμοια με κάποιων παιδιών. Αυτό μας έφερε πιο κοντά και η ενσυναίσθησή μου απέναντί τους έγινε πιο έντονη.



## Απόψεις μαθητών

Οι μαθητές υποδέχτηκαν τη δραστηριότητα με χαρά και ενθουσιασμό που φάνηκε να τον νιώθουν μέχρι το τέλος. Αν και μικροί σε ηλικία, έδειξαν ωριμότητα και πνεύμα συνεργασίας. Ανέφεραν κάποιοι πως τους εντυπωσίασε η εναλλαγή τρόπων μέσω των οποίων μπορεί κάποιος να διηγηθεί μια ιστορία. Ωστόσο, καθώς τους είναι ο πιο προσφιλή, επέλεξαν να αποδώσουν τις δικές τους ιστορίες μέσω γραπτών κειμένων.

Το να ανακαλύψουν πως έχουν τόσα κοινά σημεία μεταξύ τους, τους γέμισε χαρά κι ενθουσιασμό. Συγκεκριμένα ανέφεραν πολλοί μαθητές πως ένιωσαν μια ομάδα με πολλές ωστόσο διαφορές και ομοιότητες. Με έκπληξη επίσης συνειδητοποίησαν πως οι συμμαθητές τους που κατάγονται από άλλες χώρες δεν είναι οι μόνοι δεύτερης γενιάς μετανάστες. Σε κάποιες περιπτώσεις και των ίδιων οι παππούδες ήρθαν από τη Μικρά Ασία και τον Πόντο ως μετανάστες ή πρόσφυγες. Κάτι που επίσης τους προβλημάτισε αφορά τη συζήτηση που ακολούθησε για τους πολλαπλούς εαυτούς. Συνειδητοποίησαν πως δεν είμαστε ένα πράγμα αλλά εν δυνάμει πολλά και διαφορετικά που υπάρχουν μέσα μας και αν και δε τα έχουμε διερευνήσει, θα μπορούσαν να είναι κοινά με συμμαθητές μας που δεν έχουμε φανταστεί.



## Πειραματικό Γυμνάσιο Πανεπιστημίου Κρήτης, Ρέθυμνο



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## Συγκρίνοντας ταυτότητες και αναγνωρίζοντας ο ένας τον άλλον

Ένα πρώτο στοιχείο που χρειάζεται να γνωρίζει ο αναγνώστης είναι πως οι μαθητές και οι μαθήτριες επιλέγονται με κλήρωση ύστερα από αίτημά τους. Το σχολείο επιλέγουν μαθητές και μαθήτριες από τον νομό Ρεθύμνου και έτσι ο μαθητικός πληθυσμός του παρουσιάζει ποικίλα και πολλές φορές αντιφατικά χαρακτηριστικά.

Υπάρχουν γονείς που ασχολούνται με τη γεωργία και την κτηνοτροφία, ενώ κατά τους καλοκαιρινούς μήνες ενδέχεται να δουλεύουν σε τουριστικές επιχειρήσεις. Υπάρχουν ιδιωτικοί και δημόσιοι υπάλληλοι και αρκετοί επιχειρηματίες μικρού και μεσαίου μεγέθους, όπως και επιστήμονες. Οι μαθητές προέρχονται επομένως από ποικίλα κοινωνικοοικονομικά στρώματα και παρουσιάζουν μεγάλη ετερογένεια. Υπάρχει μεγάλος αριθμός ντόπιων, αλλά υπάρχουν και αρκετοί μαθητές οι οποίοι είναι μετανάστες δεύτερης γενιάς κυρίως Αλβανοί και Ινδοί Σιχ. Ελάχιστοι είναι οι αλλοδαποί μαθητές.

Γενικά θα λέγαμε ότι η εκπαίδευση είναι σημαντική για τους γονείς και τους μαθητές του συγκεκριμένου σχολείου.

Το σχολείο, ως Πειραματικό, προωθεί εναλλακτικές πρακτικές, θεσμοθετημένες και μη. Θεσμοθετημένες είναι οι όμιλοι που διεξάγονται μετά το ωρολόγιο πρόγραμμα και έχουν ποικίλες θεματικές (Γνωριμία με την Ευρώπη και τον πολιτισμό της, μαθητές-ερευνητές, όμιλος θεάτρου, ραδιοφώνου κτλ.), μαθήματα σεξουαλικής αγωγής που έχουν ενταχθεί στο επίσημο πρόγραμμα του σχολείου, κ.ά

Το διδακτικό σενάριο που ακολουθεί υλοποιήθηκε σε τάξη της Α γυμνασίου (μαθητές 12 χρόνων), η οποία ανταποκρίθηκε πρόθυμα. Η αποφυγή του σχολικού βιβλίου και η χρήση διαδικτυακού υλικού αποτελούν πρακτικές με τις οποίες οι μαθητές είναι εξοικειωμένοι, λόγω της φύσης του συγκεκριμένου σχολείου (πειραματικό).

### Σκοποί

- Να αναγνωρίζουν οι μαθητές το όρο μετάβαση (από το χωριό στην πόλη, από τη μία χώρα στην άλλη, από τη συμβίωση στον έγγαμο βίο κτλ.)
- Να μάθουν να συλλέγουν προσωπικές και οικογενειακές ιστορίες
- Να συγκρίνουν τις ιστορίες τους με άλλες ιστορίες
- Να αναγνωρίζουν ομοιότητες ανάμεσα σε ανθρώπους και τις ιστορίες τους
- Να ανακαλύπτουν τον «άλλον»

### Διδακτικό υλικό που αξιοποιήθηκε

- Ιστορία μετάβασης του Παρβίζ
- Η μετάβαση Παρβίζ ( βίντεο)
- Ιστορία μετάβασης της Ραχί
- Ιστορία μετάβασης της Σάρα
- Μετάβαση Σάρα (Βίντεο)
- Ιστορία μετάβασης του Μουσταφά
- Λητώ, Οικογενειακές διαδρομές
- Παρντίπ, Έλληνας Ινδός ή Σιχ
- Η ιστορία του Ραχίμ Ραζί
- Η ιστορία της Ρεβέκκας
- Η ιστορία μετάβασης του Μουσταφά (video)
- Η ζωή του Κώστα (video)
- Αφήνοντας τον τόπο μου (video)

## Διδακτικές δραστηριότητες που υλοποιήθηκαν

- Η αναγνώριση του όρου μετάβαση μέσα από ποικίλα έργα τέχνης
- Φύλλα εργασίας σε ομάδες μαθητών
- Απάντηση ερωτήσεων σε ομάδες: Τι είναι η μετάβαση για σένα; Ποιες ομοιότητες αναγνωρίζεις και γιατί; Ποιες διαφοροποιήσεις αναγνωρίζεις και γιατί; Έχεις βιώσεις κάτι αντίστοιχο;
- Σχεδιασμός προσωπικών έργων τέχνης ή Κατασκευή κόμικ
- Έκφραση απόψεων σε άρθρα

## Σχόλια εκπαιδευτικού και μαθητών

- «Ήταν μια συγκλονιστική εμπειρία, διότι οι μαθητές αναγνώρισαν τους εαυτούς τους και συνέδεσαν τις δικές τους προσωπικές και οικογενειακές ιστορίες με τις ιστορίες του υλικού» (Εκπαιδευτικός)
- «Σε κάποιες χώρες πολλοί άνθρωποι αναγκάζονται να αφήσουν τα σπίτια τους. Λυπάμαι πολύ και δεν θα ήθελα να ζήσω κάτι παρόμοιο. Ξέρω πολλούς ανθρώπους που αναγκάστηκαν να φύγουν και λυπάμαι» (Μαθήτρια)
- «Αντιλαμβάνομαι ότι πολλοί μαθητές σε άλλες χώρες έρχονται αντιμέτωποι με πολλά προβλήματα και αναγκάζονται με τη βία να μετακινηθούν» (Μαθητής).

## Έργα μαθητών

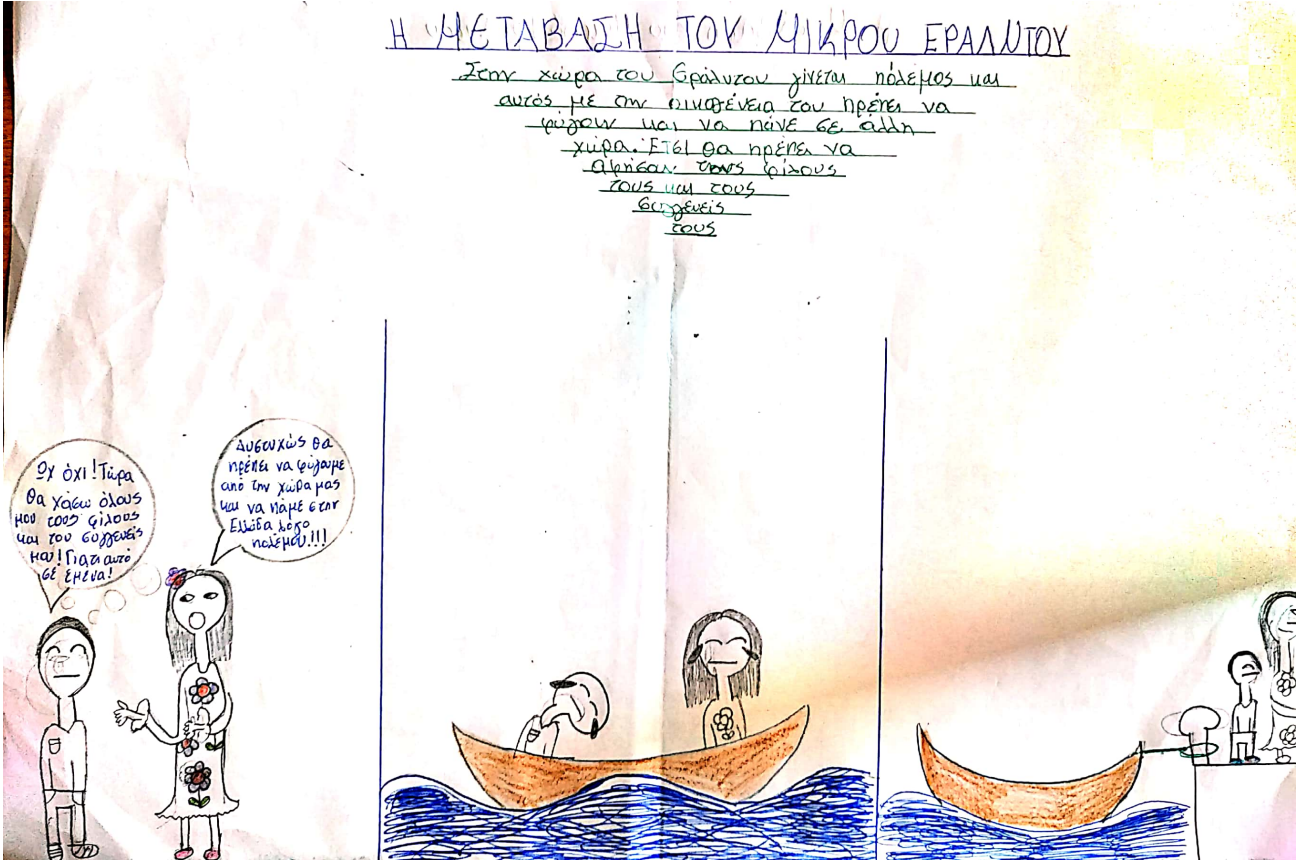
### Το σακίδιο



## Ιστορία του Erland

### Η ΜΕΤΑΒΑΣΗ ΤΟΥ ΜΙΚΡΟΥ ΕΡΑΛΜΟΥ

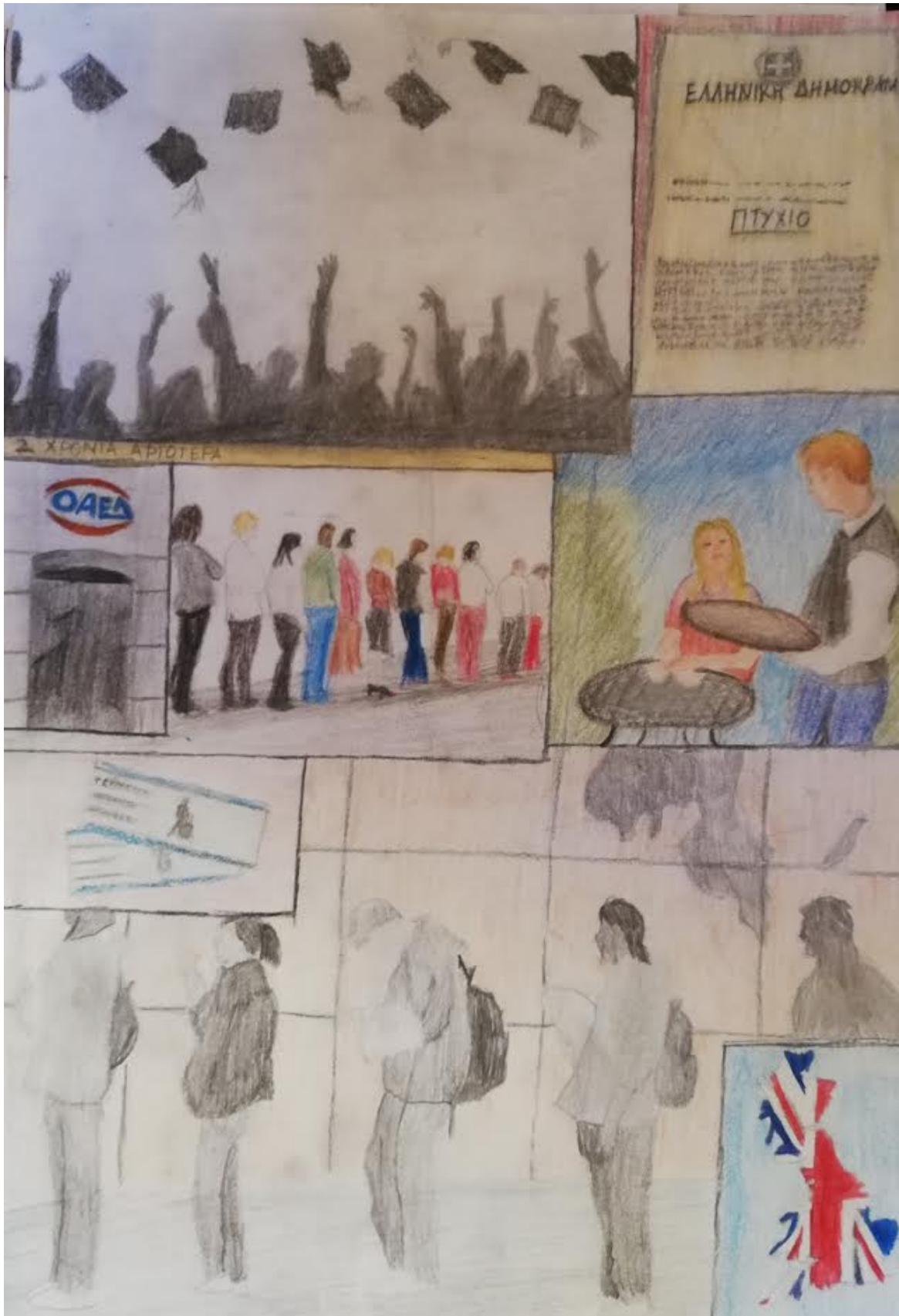
Στην χώρα του Γρίλινζου γίνεται πόλεμος και  
 αυτός με την οικογένειά του πρέπει να  
 φύγουν και να πάνε σε άλλη  
 χώρα. Έτσι θα πρέπει να  
 αφήσουν τους φίλους  
 τους και τους  
 συγγενείς  
 τους



### Ο παλιός και ο καινούριος κόσμος



## Brain drain





## Γυμνάσιο Περάματος Μυλοποτάμου, Ρεθύμνου



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## Κοινωνικό και εκπαιδευτικό πλαίσιο

Η περιοχή του πεδινού Μυλοποτάμου όπου βρίσκεται το σχολείο συνδυάζει γνωρίσματα αγροτο-κτηνοτροφικής περιοχής με αυξανόμενο ενδιαφέρον για τον τουρισμό. Οι κάτοικοι δηλαδή ασχολούνται παραδοσιακά με αγροτικές και κτηνοτροφικές εργασίες και πρόσφατα και με τον τουρισμό ως ξενοδοχοϋπάλληλοι κυρίως ή και ως μικροϊδιοκτήτες τουριστικών καταλυμάτων. Υπάρχουν και ελάχιστοι μεγαλοϊδιοκτήτες, αλλά όχι στην τάξη όπου υλοποιήθηκε το διδακτικό σενάριο που ακολουθεί. Γενικά, αποτελεί περιοχή που επηρεάζεται τόσο από το αστικό περιβάλλον του Ρεθύμνου, όσο και από χαρακτηριστικά του ορεινού Μυλοποτάμου.

Οι μαθητές του σχολείου κατοικούν στο Πέραμα αλλά και στα γύρω χωριά. Οι γονείς τους ασχολούνται με την κτηνοτροφία, την παραγωγή τυροκομικών προϊόντων και την καλλιέργεια της ελιάς. Κάποιοι άλλοι, όπως είπαμε και πιο πάνω, με τον τουρισμό. Μερικοί γονείς δεν έχουν τελειώσει την υποχρεωτική δευτεροβάθμια εκπαίδευση, κυρίως άντρες, ενώ οι μητέρες έχουν τελειώσει συνήθως το Γενικό Λύκειο της περιοχής, κι όχι το ΕΠΑΛ, διότι το Λύκειο είναι στο Πέραμα, ενώ τα ΕΠΑΛ στο Ρέθυμνο ή στο Γαράζο και δεν υπάρχει το περιθώριο ελέγχου από τους γονείς προς τα νεαρά κορίτσια. Ελάχιστοι γονείς έχουν πτυχίο τριτοβάθμιας εκπαίδευσης.

Η παροχή βοήθειας από τους μαθητές προς τους γονείς με τη μορφή εργασίας είναι αποδεκτή και διαχωρίζεται με βάση το φύλο και την κοινωνική ταυτότητα. Τα παιδιά των οποίων οι γονείς έχουν υψηλά ακαδημαϊκά προσόντα δεν βοηθούν στο σπίτι ή στη δουλειά του πατέρα. Αντίθετα, τα παιδιά από πιο ορεινές περιοχές αναμένεται να παρέχουν βοήθεια ανάλογα με το φύλο. Έτσι, κορίτσια ηλικίας 11-15 ετών βοηθούν στις οικιακές εργασίες και στην ανατροφή των παιδιών της οικογένειας (αδελφών – ξαδέλφων). Ενδεικτικά αναφέρουμε την περίπτωση μαθήτριας της Α΄ γυμνασίου η οποία συχνά αδυνατούσε να παρακολουθήσει το μάθημα, διότι προσέφερε βοήθεια στη λεχώνα μητέρα της και τάιζε την μικρότερη αδερφή της. Τα αγόρια αντίστοιχης ηλικίας οδηγούν αμάξια και ακολουθούν τους πατεράδες τους στις αγροτικές και κτηνοτροφικές δουλειές. Γενικά, ο οικογενειακός θεσμός και το αγροτοκτηνοτροφικό περιβάλλον επηρεάζουν κατά βάση την συμπεριφορά των μαθητών/τριών οι οποίοι πολύ συχνά αναπαράγουν συγκεκριμένες νόρμες και συμπεριφορές.

Ως προς τους αλλοεθνείς κατοίκους, αξίζει να αναφέρουμε πως στην περιοχή ζούνε αρκετοί Ινδοί Σιχ και ελάχιστοι από την Ρουμανία. Οι άνδρες βοηθούν στις αγροτοκτηνοτροφικές εργασίες ως μισθωτοί και οι γυναίκες εργάζονται στην φροντίδα ντόπιων ηλικιωμένων.



**Διδακτικό σενάριο**  
**Ανακαλύπτοντας τους εαυτούς μας**



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## Η προώθηση της κατανόησης μέσα από το αλληλομοίρασμα ιστοριών

### Σκοποί

- Να παράγουν οι μαθητές πολυτροπικά κείμενα
- Να μάθουν να παίρνουν συνεντεύξεις
- Να κατασκευάζουν ερωτηματολόγια
- Να ευαισθητοποιηθούν πάνω σε ζητήματα κοινωνικής αποξένωσης
- Να συνειδητοποιήσουν τις ομοιότητες ανάμεσα σε ανθρώπους με διαφορετική καταγωγή και τις διαφοροποιήσεις τους ως στοιχείο ταυτότητας
- Να αντιλαμβάνονται τη σημασία του ανήκειν σε μια κοινότητα

### Διδακτικό υλικό που χρησιμοποιήθηκε

- Άννα, η αλλαγή ενός επιθέτου
- Άννα, μια πόρτα στο παρελθόν
- Άννα, ψαρεύοντας
- Γεωργία, το χωριό μου στην ορεινή Κρήτη
- Γιάννης, η μετάβαση της μαμάς μου για σπουδές
- Δανάη, το σακίδιό μου
- Δανάη, θα έπαιρνα μαζί μου
- Δανάη: Η διαδρομή ενός αστεριού
- Η Γεωργία προετοιμάζει τη βάλιτσα με τα πράγματά της
- Η ζωή της Μαρίας στην Κρήτη
- Η Καλλιόπη από τα Ανώγεια
- Η μετάβαση της Γεωργίας από το χωριό στην πόλη
- Διονύσης, Οικογενειακές διαδρομές
- Ό,τι κουβαλώ μαζί μου (video)
- Αφήνοντας την πατρίδα μου (video)
- Μακριά.... σε έναν νέο τόπο!

### Διδακτικές δραστηριότητες που υλοποιήθηκαν

- Δημιουργία οικογενειακών δέντρων
- Δημιουργική γραφή με θέμα: Αν ήμουν κάτι άλλο (π.χ. αντικείμενο) τι θα ήμουν;
- Παραγωγή πολυτροπικών κειμένων
- Παραγωγή ποιημάτων με θέμα «Ο τόπος μου»

## Σχόλια εκπαιδευτικού και μαθητών

«Τους άρεσε πολύ να προτείνουν οι ίδιοι δραστηριότητες και να ξεφεύγουν από το σχολικό εγχειρίδιο» (Εκπαιδευτικός)

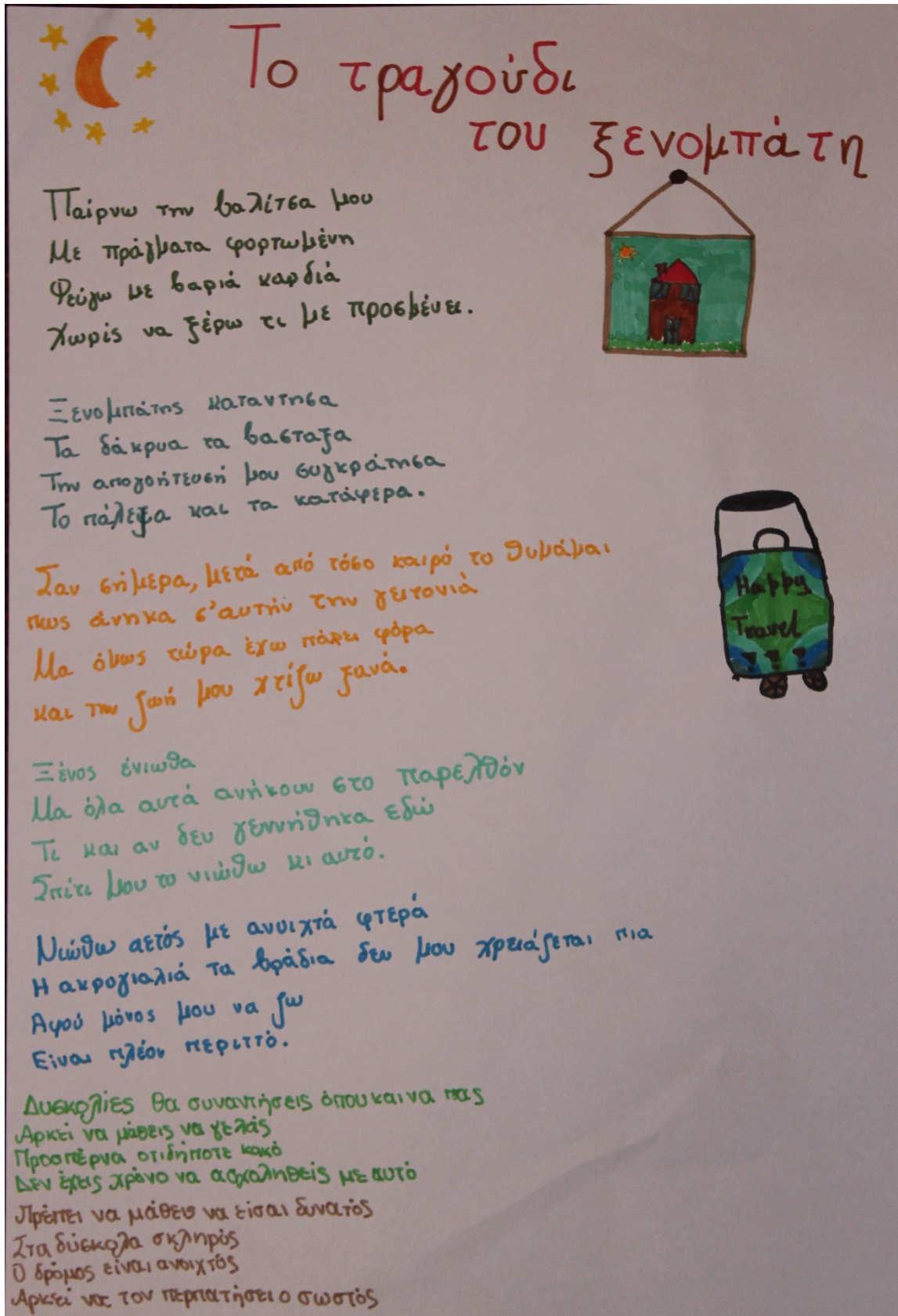
«Προσωπικά, μου άρεσε, γιατί έμαθα πώς σκέφτονται άλλα παιδιά και γιατί οι ιστορίες διέφεραν τόσο πολύ μεταξύ τους» (Μαθητής)


«Οι δραστηριότητες μου θύμισαν ότι υπάρχουν προβλήματα από τη μετανάστευση στις μέρες μας» (Μαθήτρια)




## Δημιουργίες μαθητών

Το τραγούδι του ξενομπάτη





Το τραγούδι  
του ξενομπάτη

Πάιρνω την βαλίτσα μου  
 Με πράγματα φορτωμένη  
 Φεύγω με βαριά καρδιά  
 Χωρίς να ξέρω τι με προβλέπει.




Ξενομπάτης καταντήσα  
 Τα δάκρυα τα βασταξα  
 Την απογοήτευσή μου συγκράτησα  
 Το πάλεψα και τα κατάφερα.



Ξαν σήμερα, μετά από τόσο καιρό το θυμάμαι  
 πως άνηκα ε'αυτήν την γειτονιά  
 Μα όπως τώρα έχω πάρα φόρα  
 και την ζωή μου χτίζω ξανά.

Ξένος ένωθα  
 Μα όλα αυτά ανήκουν στο παρελθόν  
 Τι και αν δεν γεννήθηκα εδώ  
 Σπίτι μου το νιώθω κι αυτό.

Νιώθω αετός με ανοιχτά φτερά  
 Η ακρογιαλιά τα βράδια δεν μου χρειάζεται πια  
 Αφού μόνος μου να ζω  
 Είναι πλέον περιττό.



Δυσκολίες θα συναντήσεις όπου και να πας  
 Αρκεί να μάθεις να γελάς  
 Προσέβρινα οτιδήποτε κακό  
 Δεν έχεις χρόνο να ασχοληθείς με αυτό  
 Πρέπει να μάθεις να είσαι δυνατός  
 Στα δύσκολα σκληρός  
 Ο δρόμος είναι ανοιχτός  
 Αρκεί να τον περπατήσει ο σωστός

Με τι μοιάζω

Με τι Παρομοιάζω τον  
Εαυτό Μου!

Τον Εαυτό μου τον παρομοιάζω με  
ένα φυτό. Μαι όχι οποιαδήποτε φυτό!  
Ένα κλάδο, γιατί; Γιατί τον κλάδο  
μπορείς και τον μεσοκινείς όπου θέλεις.  
Έτσι είμαι κι εγώ όπου θέλω μπορώ να  
μεσοκινώ. Επίσης όπου και να το  
βάλεις προσαρμόζεται, σερβίει να τον  
φροντίζεις, περιμένει, έτσι είμαι κι εγώ  
Πάντα περιμένω τη φροντίδα και προσφέρω  
τη αγάπη μου.

Παράλληλες Ζωές

<p>Ναντια</p> <p>Γεωργία ← Γεννήθηκα →</p> <p>Περαμα ← Έφυγα για →</p> <p>Μόνι-Ξένη γιατί</p> <p>α) Άφησα τον τόπο μου β) Άφησα τους φίλους μου Άφησα τους συγγενείς μου</p> <p>Ανασφάλεια Προσαρμοστικά</p>	<p>← Σήμερα →</p>	<p>Μαρία</p> <p>Δοξαρό</p> <p>Πέραμα</p> <p>Μόνι-Ξένη γιατί</p> <p>α) Άφησα τον τόπο μου β) Άφησα τους φίλους μου Άφησα τους συγγενείς μου</p> <p>Ανασφάλεια Προσαρμοστικά</p>
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Τους αποθεστήρα μου και μου αποθεστήρα. Έχουμε δύο τόπους.  
Δεν είμαστε πια "Ξένοι".

Παράλληλες Ζωές





## Italia



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## Descriviamoci con una metafora

Insegnanti coinvolti: Tania Bussi (insegnante di lettere); Lorenza Morgante (insegnante di sostegno).

### Contesto

#### Scuola secondaria di primo grado di Collecchio (PR)

La scuola si trova in un contesto di relativo benessere, in un paese a pochi chilometri dalla città di Parma, con qualche caso di svantaggio socioeconomico spesso concomitante con la condizione di recente immigrazione delle famiglie (circa il 12% della popolazione scolastica attuale), molto ben accolte dall'amministrazione comunale e dalle tante associazioni che operano sul territorio. L'istituto raccoglie con sensibilità le opportunità formative e le progettualità proposte dagli enti che operano in questo settore, cercando di sopperire alle maggiori difficoltà che sorgono dal punto di vista culturale: l'incompetenza linguistica; la scarsa integrazione nel tessuto sociale. Ogni anno viene svolto a Collecchio un festival multiculturale, divenuto nel tempo un'attrazione per tutto il territorio di Parma e provincia.

### Classe

La classe in cui è stata svolta l'attività didattica che presenteremo di seguito, è una prima della scuola secondaria di primo grado. Si attesta su un livello medio-alto dal punto di vista delle competenze e della scolarizzazione. E' composta da 23 alunni, di cui un alunno neo-arrivato dal Marocco a metà anno scolastico, in fase di prima alfabetizzazione. Nel gruppo classe sono inoltre presenti 5 alunni con bisogni educativi speciali, certificati dal sistema sanitario locale. L'attività è stata svolta nella seconda metà dell'anno scolastico, introducendo l'argomento 'Descrizione' nel programma di lettere. Gli studenti conoscevano già cos'è un testo poetico.

### Obiettivi

- Acquisire competenze sulla descrizione oggettiva e metaforica di se stessi;
- Esprimersi attraverso un testo ideativo;
- Collaborare ricoprendo un ruolo attivo in un gruppo;
- Attivare curiosità verso la dimensione internazionale della cittadinanza;
- Ricercare informazioni su traccia data.

## Metodologia

Lavoro in gruppo con divisione di consegne con alternanza di consegne individuali; metodo induttivo (dall'esempio alla generalizzazione); attivazione di ipotesi e condivisione di idee in brainstorming sul materiale autentico usato; personalizzazione delle consegne per alunni con B.E.S. (bisogni educativi speciali) sia nel lavoro di ricerca (aiuto tramite parole chiave a fianco delle griglie da riempire, affiancamento dell'insegnante di sostegno) sia in quello di produzione (schema semplificato per lo sviluppo della metafora).

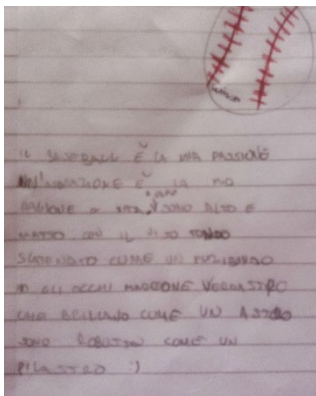
## Materiali Usati

- Testi con disegni tratti dall'ebook consultato online.
- Esempi di testi analizzati: - Anna, pesca
- Danae, il viaggio di una stella

## Attività (su 6 ore di lezione)

- Introduzione all'antologia e richiesta di navigazione all'interno dell'ebook in gruppi, con la consegna di trovare testi coerenti con il concetto di 'descrizione'; 1 ora
- Scelta del testo e riempimento (in gruppi) di una griglia di informazioni generali sulla produzione (chi l'ha scritto, dove, perché su cosa); 1ora
- Raccolta dei testi e commento in plenum da parte degli insegnanti. Introduzione alla metafora con schema fatto su un oggetto. Consegna (individuale): descrivere un oggetto nelle sue varie parti (anche seguendo lo schema assegnato) e associazione di ogni parte dell'oggetto ad una parte di se stessi (materiale o immateriale); 2 ore
- Trascrizione poetica (individuale) nelle forme poetiche studiate, dell'oggetto analizzato (es. associazione del sostantivo dell'oggetto al verbo della parte di se stessi che si sta descrivendo o spiegazione della metafora). Disegno dell'oggetto in stile libero (realistico, stilizzato, a fumetto ecc.). 2 ore

## Prodotti degli studenti



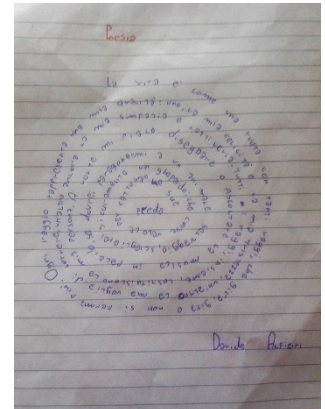
**Sebastiano**

Si descrive come una palla da baseball, un campo da baseball, un campione di baseball. una metafora larga sulla propria passione.



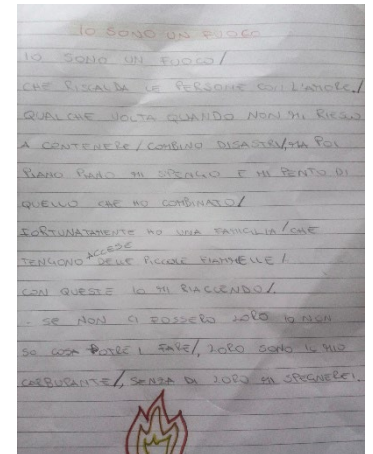
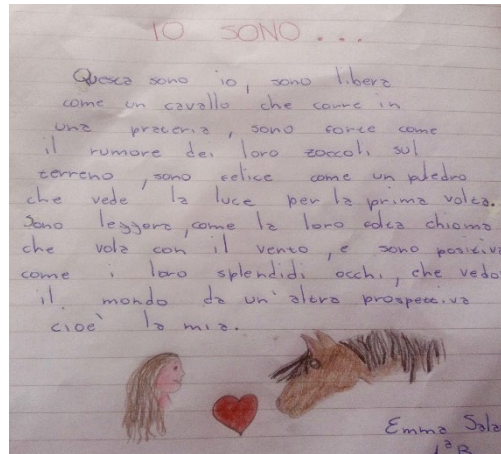
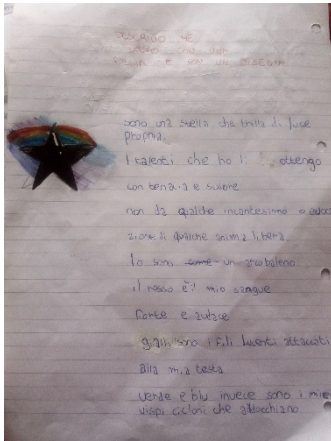
**Emma**

Alunna con B.E.S., si descrive come una casa, in cui ciascuna stanza è una parte di sé.



**Davide**

Si descrive come una ruota, e usa la metafora della vita come viaggio.



### Syria

Si descrive come una stella perché brilla di luce propria. Attribuisce valori simbolici ai colori: rosso del suo sangue; nero della sua personalità; giallo dei suoi capelli.

### Emma S.

Si descrive come un piccolo cavallo che vede la luce appena nato. L'equitazione è una delle sue passioni.

### Giada

Si descrive come un fuoco, perché si infiamma facilmente. Il carburante che le dà la vita è la sua famiglia.

## Commenti degli insegnanti

### Lorenza Morgante

Ho riscontrato un certo entusiasmo nell'uso di materiale prodotto da altri studenti di altra provenienza. Inoltre gli studenti hanno evidenziato curiosità riguardo alla vita 'quotidiana' e alle passioni degli studenti di cui si sono analizzati i testi, in una inconsapevole ricerca di somiglianze nello stile di vita, poggiata su un'idea di uguaglianza non ancora multi-sfaccettata. Il lavoro sui testi, a volte anche testimonianze di migrazioni e transizioni, ha costituito a mio avviso un primo passo verso la formazione di un'identità multiculturale.

### Tania Bussi

Ho notato una grande curiosità per i materiali prodotti da altri studenti e una solida motivazione in fase di produzione. Sebbene talvolta i materiali fossero molto semplici, il loro uso ha consentito di operare comunque un confronto tra stili di vita e storie di coetanei di altri Paesi.

## Commenti degli student

Mi è piaciuto lavorare su testi prodotti da studenti come me e ho pensato che anch'io avrei voluto scrivere qualcosa da far leggere ad altri studenti. I disegni sono la cosa che ho amato di più.

Il tema mi ha incuriosito. Ho notato che i contenuti dei testi, anche di quelli che raccontavano la loro vita, a volte tanto diversa dalla nostra nei fatti, avevano degli aspetti simili a noi. Anche se non ci piacciono gli stessi cantanti, ci piace lo stesso genere musicale, ad esempio. Ho trovato un po' di difficoltà a scrivere la poesia. Mi piacerebbe comunque poter lavorare insieme a studenti di altri paesi, per un progetto scientifico, ad esempio.





## Poesie in viaggio



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## Contesto

1 classe di 17 classi (7 sezioni) all'interno di un IC con otto plessi; Collecchio è un paese mediamente benestante, di 14000 abitanti circa.

## Classe

La classe ha 23 studenti, di cui 8 stranieri (7 di seconda generazione), 2 ex L.104, 2 DSA.

## Obiettivi

- incrementare empatia e comprensione "emotiva" delle storie;
- utilizzare i sentimenti per realizzare composizioni;
- impratichirsi con tecniche di produzione poetica;
- lavorare in gruppo, discutere, collaborare;
- usare la tecnologia (organizzare, produrre, condividere informazioni).

## Metodologia

Lavoro in gruppo e uso del computer con divisione di consegne (personalizzate per alunni con bisogni educativi speciali) per ricerca, discussione e produzione. Prima della fase di produzione il docente usa "mentor text" e visualizza procedure per la realizzazione di haiku.

## Materiali usati

- Testi con disegni tratti dall'ebook consultato online.
- Esempio di testo analizzato: - Danae, il viaggio di una stella

## Attività

- Il docente presenta gli obiettivi dell'attività e mostra in plenaria il sito di BACKPACK ID.
- I ragazzi usano il sito individualmente (a casa) per leggere e scegliere il testo di riferimento.
- Il docente invita a spiegare le ragioni della scelta, i ragazzi discutono a gruppi delle scelte; si soffermano sulle situazioni vissute dagli autori, sulle emozioni interpretate e percepite.
- Il docente mostra mentor text e procedure su haiku (Regole per scrivere un haiku).

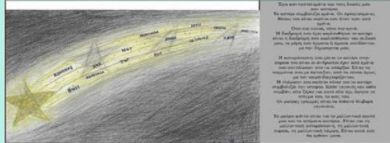
## Prodotti degli student

### Storie degli studenti

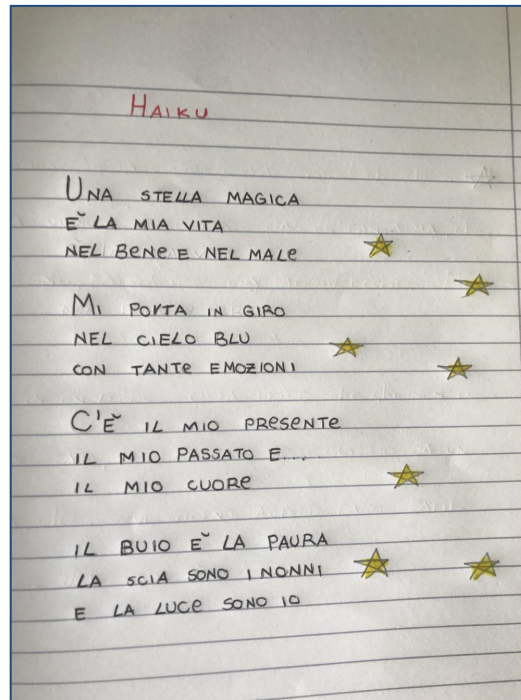
#### Danae, il viaggio di una stella

La stella rappresenta me stessa. Le sue precedenti posizioni corrispondono a quelli che sono stati la stella prima di me. Più antiche sono, più sbiadiscono. Il percorso della stella è il percorso della mia gente, i luoghi che direttamente o indirettamente sono in relazione con la mia nascita. La polvere di stelle attorno al percorso della stella rappresenta le persone che ci sono state prima di me e che hanno permesso la mia esistenza. Queste sono le componenti che mi hanno formato, ma con il tempo mi sono separata da loro. La coda luminosa della stella rappresenta la storia: ogni fatto ed evento, a me conosciuto o meno, ha lasciato la sua traccia, la sua storia. Le linee nere sono possibili eventi negativi.

Lo sfondo nero rappresenta la me del futuro e le prossime stelle. È il futuro infinito, il futuro percorso e la futura coda luminosa. È ciò che verrà dopo di me.

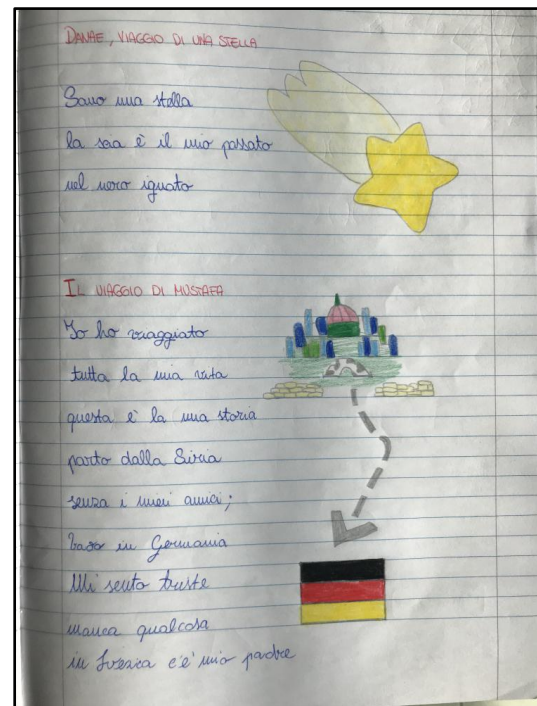
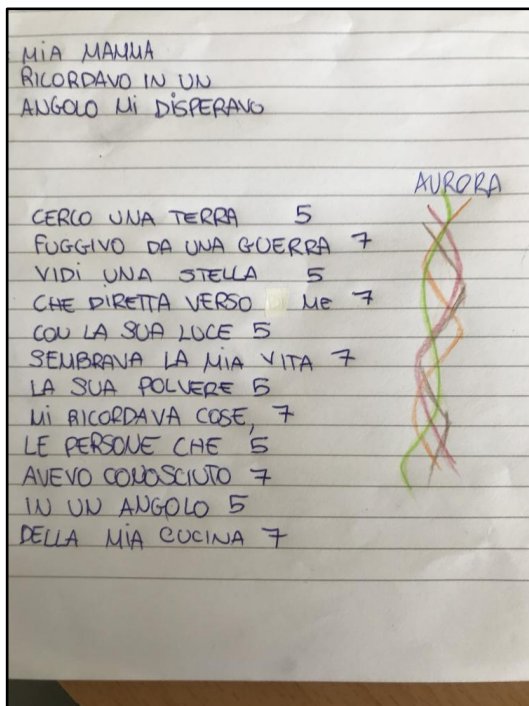


Journey / Family / Who am I - Personal Story



Ispirandosi al testo "Danae, il viaggio di una stella"

Edoardo B. (11 anni) realizza una specie di sonetto (quadruplo haiku)



Ispirate ad altre storie di guerra, come "Il viaggio di Mustafà".

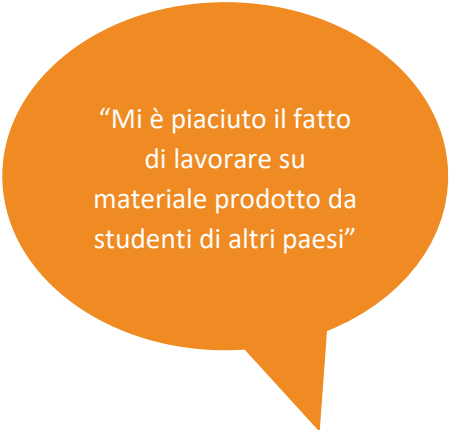
Ecco le produzioni di Aurora U. e Lorenzo B. (11 anni).



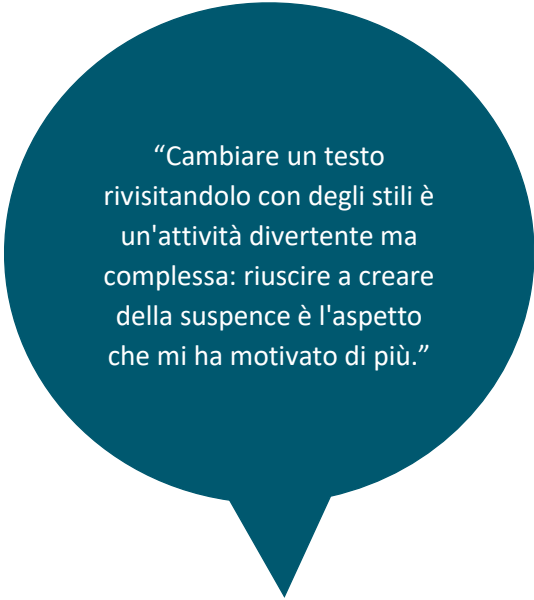
## Commenti degli insegnanti

“Ho apprezzato il fatto di poter disporre di materiali riguardanti il tema delle migrazioni. Quanto ai ragazzi, ho notato un incremento della sensibilità rispetto al tema inclusivo: i testi svolti denotano empatia con situazioni molto “distanti” (es. guerra), vissute da persone della stessa età.”

## Commenti degli student



“Mi è piaciuto il fatto di lavorare su materiale prodotto da studenti di altri paesi”



“Cambiare un testo rivisitandolo con degli stili è un'attività divertente ma complessa: riuscire a creare della suspense è l'aspetto che mi ha motivato di più.”





**Racconto una storia...con stile!**



1st Gymnasio  
Avlona



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## Contesto

Insegnanti coinvolti: Lorenza Morgante (insegnante di sostegno).

Scuola secondaria di primo grado di Collecchio (PR)

## Classe

La classe 2A è composta da 21 alunni di cui 5 con bisogni educativi speciali. La seconda è la classe intermedia della scuola secondaria di primo grado italiana. La normativa italiana prevede, quando sono presenti in classe alunni con bisogni educativi speciali - a seconda della gravità del bisogno, valutata e certificata dalle istituzioni sanitarie - la presenza di un insegnante di sostegno che supporti la classe nel processo di inclusione, intervenendo a livello didattico attraverso la personalizzazione dei compiti e dei programmi; a livello educativo, favorendo la partecipazione unanime degli studenti alla vita scolastica. L'intervento dell'insegnante di sostegno si attua in compresenza con gli insegnanti delle varie discipline all'interno dell'aula o, talvolta, fuori dall'aula con piccoli gruppi di studenti. La classe 2A è un gruppo accogliente ed eterogeneo. Gli alunni con bisogni educativi speciali partecipano alla vita scolastica e intervengono nelle dinamiche di classe in modo sereno, senza il timore di manifestare la propria personalità. Il gruppo con cui questo lavoro è stato svolto comprende tre alunni per cui vengono messi a punto programmi e metodologie personalizzate. La classe ha già avuto esperienza di progetti europei, avendo partecipato con entusiasmo ad un progetto eTwinning con partners greci e slovacchi. L'attività si inserisce nel curriculum di lingua italiana, come introduzione al testo narrativo. La durata è stata di 2 ore e le consegne sono state appositamente predisposte per venire incontro alle attitudini dei singoli alunni coinvolti. L'attività è stata poi oggetto di presentazione ai compagni di classe.

## Obiettivi

- Acquisire abilità di raccontare (oralmente, per iscritto, attraverso il disegno) un episodio in modo logico, ricco di particolari e comprensibile;
- Comprendere un testo e riscriverlo modificandolo;
- Rappresentare graficamente una sequenza narrata o descritta;
- Acquisire nuovo lessico e idee narrative.

## Metodologia

Lavoro in piccolo gruppo con consegne individuali; metodo induttivo (dall'esempio alla generalizzazione); attivazione di ipotesi e condivisione di idee in brainstorming sul materiale autentico usato; personalizzazione delle consegne in fase di produzione del testo e del disegno (schema semplificato per lo sviluppo dello 'stile').

## Materiali usati

- **Testo:** <http://backpackid.eu/it/e-book/for-students/students-stories/742-despina-dear-gramma>

## Attività (2 ore)

- Introduzione al testo: brainstorming su analogie/differenze con gli autori dell'ebook; navigazione nell'e-book. (prima ora)
- Lettura del testo scelto dal docente (Despina, mia cara nonna). (prima ora)

- Rilevazione analogie/differenze con la propria situazione (orale, in plenum). Domanda guida: Com'è la mia relazione con i miei nonni? (prima ora)
- Analisi con griglia di domande specifiche sui nodi del testo (comprensione guidata); (prima ora)

La nonna di Despina è viva?	
Cosa fa Despina ogni giorno?	
Cosa faceva prima Despina ogni giorno?	
Cosa ha detto la nonna di importante e quando?	
Cosa ha capito Despina alla fine?	

- Riscrittura del testo scegliendo uno stile a piacere ('stile' nel senso attribuito alla parola da Raymond Queneau nel testo 'Esercizi di stile') tra tre proposti con espressioni-guida e ciascuno congeniale a ognuno di loro: stile 'sogno'; stile 'sorpresa'; stile 'dialogo'. (seconda ora)
- **Racconto della storia di Despina come se fosse un sogno usando le espressioni:**
  - a) forse...
  - b) mi sembra di aver visto...
  - c) e nella nebbia è comparso/a..
  - d) poi lei si è trasformata in....

#### DISEGNA IL SOGNO IN UN'UNICA SCENA E COLORALO A MATITA

- **Racconto della storia di Despina come se fosse una sorpresa usando le espressioni:**
  - a) ma guarda un po' chi si vede:...
  - b) e pensa cosa ha fatto!
  - c) Accidenti! Ha proprio esagerato!
  - d) Ma senti che sorpresa...

#### DISEGNA IL TESTO IN SEQUENZE

- **Racconto della storia di Despina come se fosse un dialogo usando i personaggi:**
  - a) Despina; Nonna; Mamma.

#### RAPPRESENTA IL TESTO CON VIGNETTE E FUMETTI

- **Rappresentazione grafica del proprio testo (seconda ora)**

A seguire, resoconto in classe.

## Prodotti degli studenti



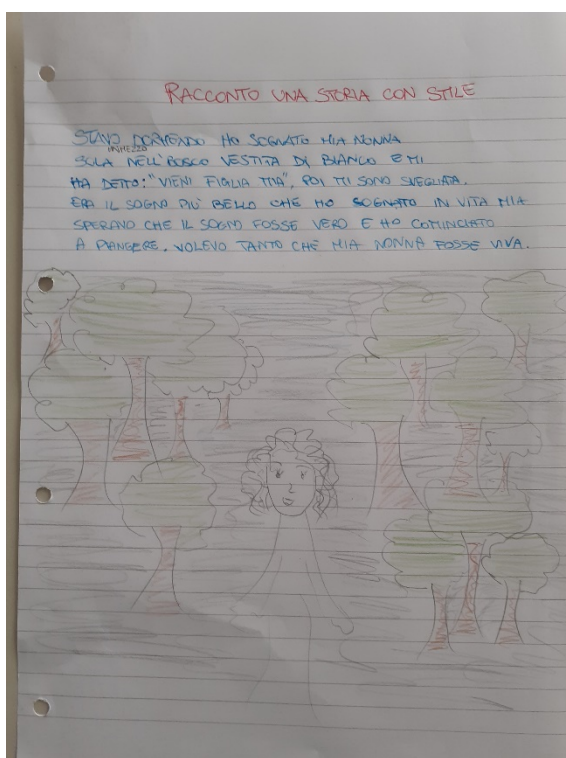
### Daniele

Ha scelto lo stile 'dialogo' perché per lui, appassionato di fumetti, qualsiasi storia diventa una sequenza di vignette.



### Maria Luisa

La sua natura è esuberante e la sua curiosità la porta a meravigliarsi di tutto. Ha scelto lo stile 'sorpresa'.



### Asila

Romantica e riflessiva, la sua storia non ha seguito lo schema dato ma è diventato uno struggente sogno su una nonna morta e ritrovata.

## Commenti degli insegnanti

Lorenza Morgante

Ho notato grande entusiasmo nella riscrittura della storia, motivato dal fatto di lavorare con materiale prodotto da coetanei di un altro paese.

## Commenti degli student

Anch'io ho una nonna  
che è morta e mi  
sarebbe piaciuto che  
fosse ancora viva.

Credo che gli altri ragazzi  
siano proprio uguali a  
noi, anche se vengono da  
altri paesi...





## Frontiere



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## Contesto

Scuola secondaria di primo grado di Collecchio (PR)

La scuola si trova in un contesto di relativo benessere, in un paese a pochi chilometri dalla città di Parma, con qualche caso di svantaggio socioeconomico spesso concomitante con la condizione di recente immigrazione delle famiglie (circa il 12% della popolazione scolastica attuale), molto ben accolte dall'amministrazione comunale e dalle tante associazioni che operano sul territorio. L'istituto raccoglie con sensibilità le opportunità formative e le progettualità proposte dagli enti che operano in questo settore, cercando di sopperire alle maggiori difficoltà che sorgono dal punto di vista culturale: l'incompetenza linguistica; la scarsa integrazione nel tessuto sociale. Ogni anno viene svolto a Collecchio un festival multiculturale, divenuto nel tempo un'attrazione per tutto il territorio di Parma e provincia.

## Classe

Classe terza: Il livello della classe è medio-alto : sono attenti, pronti durante le attività svolte in classe partecipando alla lezione in modo costruttivo .Nel 2018 si è inserito nel gruppo classe un ragazzo neo arrivato dal Nepal.

## Obiettivi

- Gestire i conflitti e negoziare i diversi punti di vista;
- Rispettare gli altri e le diversità;
- Agire in modo autonomo e responsabile;
- Partecipare all'attività di gruppo confrontandosi con gli altri , assumendo e portando a termine ruoli e compiti;
- Agire in contesti formali e informali, rispettando le regole della convivenza civile, le differenze sociali, di genere, di provenienza.

## Metodologia

Per incentivare o creare motivazione, si struttureranno le varie attività dando spazio ad interessi e curiosità, favorendo il dialogo e, con esso, lo scambio di idee e conoscenze. Si attueranno metodologie diverse: lezione frontale; lettura guidata dei testi e selezione delle informazioni fondamentali; riconoscimento e uso dei termini specifici; sintesi, esercitazioni individuali orali e scritte; visione di filmati e/o immagini; attività individuali e/o di gruppo.

## Materiali Usati

Per la realizzazione delle diverse attività, a seconda delle esigenze, potranno essere usati tutti i materiali e gli strumenti a disposizione della scuola: testi scolastici (che rappresenteranno il punto di partenza per la costruzione del quadro d'insieme) ed extrascolastici, lavagna L.I.M., biblioteca scolastica, sussidi didattici vari e materiale di facile consumo.

Testi tratti dall'e-book.

## Attività

### La docente

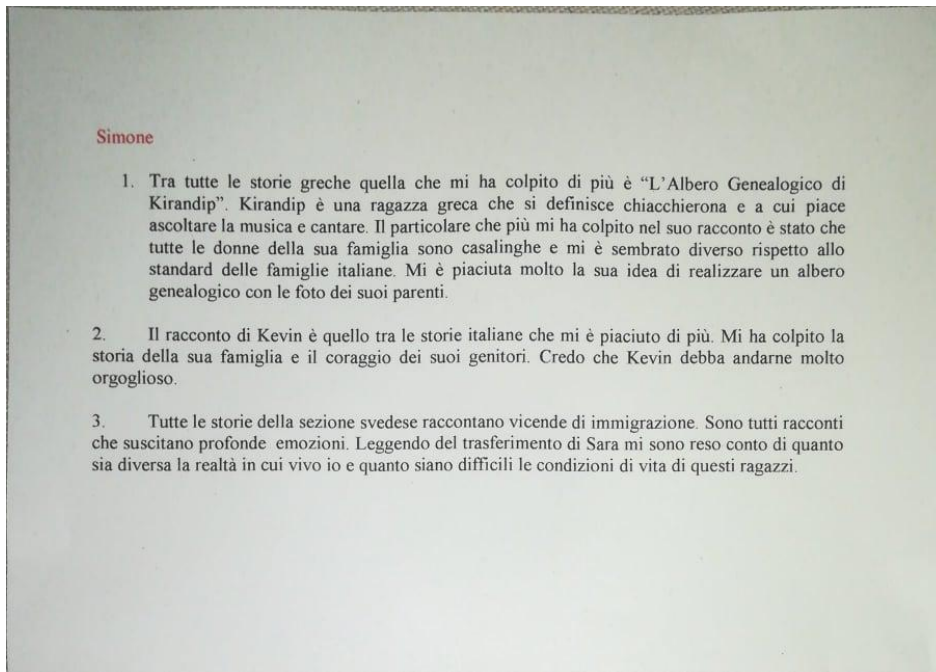


analizzerà la trasformazione socio-economica e culturale avvenuta in Europa negli ultimi venti anni per capire come e perché L'Europa oggi sia un meta di migrazioni;

proporrà le domande relative alla migrazione e alla frontiera stimolando la riflessione sul fenomeno emigrazione attuale, in un contesto spaziale locale e globale, attraverso una analisi anche terminologica di nuovi concetti quali: globalizzazione, transnazionale, multiethnicità, multiculturalismo, integrazione, razzismo.


**Gli alunni**, in gruppo, sceglieranno dall'ebook tre storie relative ai processi migratori e confronteranno la propria vita con quelle raccontate dai coetanei greci, svedesi.

## Prodotti degli studenti



Simone

**ELEONORA**



**DESPINA- a man TREE**

"Ho disegnato un essere umano che rappresenta me stessa..."

In questo breve post Despina parla dell'originalissimo albero genealogico che ha realizzato, rappresentando il passato della sua famiglia all'interno di un cuore. Intorno a se stessa ha disegnato alcuni rami con parole chiave che cristallizzano la nostra famiglia, testi e foto che raccontano le difficoltà di sopravvivere, l'amore e la passione, anni difficili o perdite.

Io sono d'accordo perché credo che qualsiasi storia familiare debba essere ricordata e condivisa con gli altri, anche solamente per ricordare i nostri cari.




**GEORGIA- il paesino nei monti di Creta**

"Il mio paese è piccolo: ha poche case e pochissimi abitanti..."

Ecco come Georgia ci presenta il suo piccolo villaggio sui monti cretesi, tra aranci e cipressi. Racconta che questo paesino in passato era più grande ma molte persone si sono trasferite o sono morte; comunque questo luogo si ripopola durante l'estate, quando le persone ritornano nel loro luogo d'origine. La scuola era una scuola elementare molto vecchia, dove hanno imparato i suoi nonni.

Credo che questa sia una descrizione molto interessante, perché ci mostra alcuni aspetti che non siamo abituati a osservare, come quello di un paesino sperduto che purtroppo non dota di tutti i comfort a cui noi siamo abituati vivendo in città



**KIRADIP- diverso e simile**

"...Cioè che mi rende diverso dai miei compagni di classe è che vengo da un paese straniero..."

In questa piccola descrizione Kiradip, un ragazzo emigrato in Grecia ci parla delle sue similarità e delle sue diversità con i compagni di classe: racconta di come anche a lei piaccia festeggiare i compleanni dei compagni, di come le piaccia inventare scuse da dire ai professori per così dire "farla franca"; ci presenta però anche un altro lato della scuola, ovvero le situazioni in cui si sente diverso dai compagni: si sente diverso quando scrive, perché fa molti errori; oppure si sente in difficoltà nel parlare o ancora nella religione che professa.

Capisco perfettamente la situazione di Kiradip, insomma quando si arriva in un altro paese deve essere difficile ambientarsi, sentirsi davvero "a casa". La scuola poi è il luogo dove ogni ragazzino del mondo conosce amici e vuole sentirsi tale e quale a loro, senza differenze in base alla sua provenienza o religione.

Eleonora

**ROSSELLA**

**Grecia: Trasferimento di Georgia da un paesino alla città**

Georgia si è trasferita 2 anni fa da un paesino di campagna ad una città. Retimo, dove si poteva muovere molto più facilmente. Inizialmente aveva molta paura e la prendevano in giro per il suo accento provinciale, e anche se si è trovata in una situazione difficile, ha cambiato il suo accento e le sue tradizioni sono rimaste le stesse.

**Svezia: Storia del trasferimento di Sara**

Sara abitava a Kudistan, in Iran, in una casa piccola. Ad 8 anni lei e la sua famiglia sono emigrati dal loro Paese d'origine facendo un lungo viaggio: inizialmente hanno navigato su una piccola barca attraversando un grande oceano; dopo essere sbarcati, hanno attraversato molti Paesi all'interno di un bagagliaio di una macchina; dopodiché hanno camminato su dei binari con molte altre persone, e lei e sua mamma sono state calpestate sulla testa e su una gamba. Quindi, la polizia ha indicato loro una strada più semplice per i bambini e dopo un lungo viaggio sono stati accolti in un centro accogliente a Linköping, per poi essere ospitati da un loro parente.

**Italia: Haitam Mimi**

Haitam ha 15 anni e vive a Collecchio da due anni ormai. Si è trasferito dal Marocco, da Casablanca, con la sua "Kadija", sua sorella Jasmine e suo fratello. Vede poco suo padre perché è ancora in Marocco, e gli manca molto perché è molto legato a lui, ma anche sua madre perché la vede solamente in estate, in quanto stanno cercando un lavoro in Italia. Ogni estate Haitam, con la sua famiglia, va in Marocco per 3 mesi. È un ragazzo felice, allegro e ama la musica.

**Conclusioni**

Tra queste tre storie, che trattano lo stesso tema, ovvero un trasferimento, ho capito che noi ragazzi, da ogni parte del mondo, proviamo le stesse emozioni. Ovviamente non si può paragonare lo spostamento di Georgia a quello di Sara, ma entrambe hanno affrontato le stesse difficoltà. Inoltre, con questo progetto, abbiamo avuto l'occasione e la possibilità di conoscere altri ragazzi come noi, ma con lingue, culture, religioni e abitudini differenti.

Rossella

## Commenti degli insegnanti

Antonella Napolitano

Il gruppo classe ha mostrato curiosità fin dalle prime fasi del progetto, entusiasmo nella realizzazione dei testi, nella visione dei video e soddisfazione per aver contribuito alla realizzazione di un prodotto didattico multimediale (e-book).

## Commenti degli student

Come prima, cosa abbiamo scritto un testo individualmente riguardante la musica nella nostra vita . Successivamente ci siamo suddivisi in gruppi e abbiamo.....alcuni testi scritti in precedenza. Con tutta la nostra fantasia abbiamo trasformato gli scritti in video. Dopo alcuni mesi abbiamo visto i nostri lavori inclusi nell'e book e abbiamo visionato tutti i lavori svolti dai ragazzi greci e svedesi.

Ultima fase, abbiamo scelto un testo di ogni nazione partecipante al progetto e abbiamo scritto i nostri pensieri. confrontato le nostre storie con quelle dei nostri nuovi amici. Non ho trovato molte somiglianze perché la maggior dei testi parlavano di trasferimenti e a me purtroppo o forse per fortuna non è mai capitato di trasferirmi in altre nazioni o continenti.





## Viaggio Nel Mediterraneo



University of Crete



**Linköping**

Där idéer blir verklighet

1st Gymnasio  
Avlona



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens



ATHENE - GRUNDSCHULE



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## Contesto

Attività interdisciplinare di impostazione ed organizzazione partecipata Italia-Grecia di un viaggio nel Mediterraneo a partire dalle storie dei compagni greci e dall'elaborazione del materiale biografico raccolto nella sezione di Backpack relativa.

Scuola Secondaria I grado, Collecchio (PR)

## Classe

Prima, 21 alunni, livello delle potenzialità e degli apprendimenti medio-alto, buon livello di partecipazione e cooperazione in tutti gli ambiti disciplinari.

Buon livello di controllo dei prerequisiti: conoscenze geografiche base e capacità di orientamento sul territorio e nell'ambito dei macro-percorsi di viaggio nel Mediterraneo.

Conoscenza degli aspetti culturali e di costume e folklore più comuni e condivisi dai paesi che si affacciano sul Mediterraneo.

## Obiettivi

### Formativo-Educativi:

#### Acquisizione di:

- **COMPETENZE SOCIALI E CIVICHE:** sviluppo di attenzione e partecipazione a manifestazioni culturali ed espressive che coinvolgano coetanei provenienti da diversi paesi europei.
- **CONSAPEVOLEZZA DEL VALORE DELLA CONDIVISIONE DI ESPRESSIONI CULTURALI,** letterarie ed espressive.
- **POTENZIAMENTO DELLA CAPACITA' DI ELABORARE UN SISTEMA DI COMUNICAZIONE** con i coetanei dei vari paesi europei attraverso la produzione creative.

## Obiettivi didattici

- Conoscere e applicare le procedure di ideazione, pianificazione, stesura e revisione del testo a partire dall'analisi del compito di scrittura: servirsi di strumenti per l'organizzazione delle idee (ad es. mappe, scalette); utilizzare strumenti per la revisione del testo in vista della stesura definitiva; rispettare le convenzioni grafiche.
- Scrivere sintesi, anche sotto forma di schemi, di testi ascoltati o letti in vista di scopi specifici.
- Utilizzare la videoscrittura per i propri testi, curandone l'impaginazione; scrivere testi digitali (ad es. e-mail, post di blog, presentazioni), anche come supporto all'esposizione orale.
- Realizzare forme diverse di scrittura creativa, in prosa e in versi (ad es. giochi linguistici, riscritture di testi narrativi con cambiamento del punto di vista).

## Metodologia

Definizione delle potenzialità di utilizzo del materiale condiviso in Backpack e presentazione delle possibili elaborazioni. Lezioni stimolo e brain storming sulle possibili modalità e forme di contatto con i compagni coetanei greci.

Suddivisione in gruppi eterogenei in relazione alle competenze negli ambiti disciplinari interessati.



Analisi, selezione e sintesi del materiale biografico reperibile in Backpack che consenta di ricostruire il profilo dei compagni di viaggi greci.

Lavoro di gruppo per la produzione di testi autobiografici di autopresentazione e di testi informativi di proposte di viaggio.

## Materiali Usati

E-book Backpack sezione Grecia, Lim, supporti digitali, devices personali

## Attività

Realizzare forme diverse di scrittura creativa, in prosa e in versi (ad es. giochi linguistici, riscritture di testi narrativi con cambiamento del punto di vista); scrivere o inventare testi teatrali, per un'eventuale messa in scena.

## Prodotti degli student

Brevi epistolari in digitale strutturati in modalità mista testi, immagini, video di autopresentazione e corredati da schede e mappe guida di percorsi di navigazione nel Mediterraneo.

Destinatari: Utenti di Backpack, coetanei, compagni di viaggio "virtuale", docenti.

## PROPOSTA DI VIAGGIO DI MELISSA

Caro Dionysis,

ti abbiamo conosciuto leggendo il tuo E-BOOK e ci è apparso molto interessante, anche perché possediamo alcuni elementi in comune. Siamo Alessia, Melissa e Aurora tre ragazze di dodici anni, viviamo a Collecchio, un piccolo paesino in provincia di Parma. Andiamo tutte nella stessa scuola e siamo in prima media.

Della tua storia ci ha colpito soprattutto le tue origini e la cultura del tuo paese.

### IL BACKPACK DI MELISSA...

Sono nata a Borgotaro, in provincia di Parma, ma l'origine di entrambi i miei genitori è albanese. Si sono conosciuti ad una festa grazie all'aiuto del nipote di mio padre. Mio papà è un proprietario di un'azienda, invece mia mamma è anche lei una proprietaria ma di un negozio di estetica. Mio papà è arrivato dall'Albania in Italia con un gommone a vent'anni con i suoi fratelli. Mentre mia mamma è arrivata semplicemente con l'aereo. Ho un fratello più grande di tre anni di nome Kevin. Il mio rapporto con egli non è sempre regolare ma a volte ci cerchiamo a vicenda.

Il mio interesse più grande è la danza classica, il mio gruppo si chiama FlexPoint. Quando ballo riesco a trasmettere le mie emozioni, mi sento libera e riesco a sfogarmi, non la mollerò mai per niente al mondo. Durante il tempo libero esco con le mie amiche, vado a fare shopping e faccio passeggiate con la mia famiglia. I miei cibi preferiti sono la pizza e i cappelletti. Mi piace molto la musica, la mia canzone preferita è di Ariana Grande e si intitola "Thank you next".



## PROPOSTA DI VIAGGIO DI ALESSIA

### IL BACKPACK DI ALESSIA...



Sono nata a Fidenza, in provincia di Parma. L'origine dei miei genitori è italiana.

Si sono conosciuti perché all'epoca lavoravano in due negozi vicini tra loro, dopo un po' di anni di convivenza si sono sposati e il ventitré Ottobre duemilasette mia mamma mise al mondo me e mio fratello-gemello Riccardo. La mia famiglia è molto unita...Ci sosteniamo a vicenda e parliamo di ogni cosa per aiutarci l'un l'altro. Mio papà guida gli autobus, la ditta per la quale lavora si chiama "Tep S.P.A." mia mamma invece lavora come cuoca nella mensa della scuola dove andiamo io e mio fratello. Il rapporto che ho con lui è amore-odio... Un po' come tutti, ma alla fine ci vogliamo un bene immenso. La mia più grande passione è la danza, pratico hip-hop da sei anni e sono all'interno di un gruppo che si chiama B-NICE. Quando ballo mi sento libera.

L'hip-hop è la mia vita e non lo lascerò mai. Appena ho un po' di tempo per me, mi piace fare passeggiate all'aria aperta e uscire con gli amici. Il mio cibo preferito è la pizza. La mia canzone preferita è "Calipso" di Sfera Ebbasta e Charlie Charles.

ABBIAMO SCOPERTO CHE CI UNISCE UN "FIL ROUGE"...

Leggendo il tuo E-BOOK abbiamo capito che ci uniscono vari elementi tra cui:

- la tua cultura perchè è simile alla nostra.
  - i tuoi viaggi.
  - il tuo carattere perchè ci sembri molto simpatico e socievole con gli altri.
- ci colpisce come sei legato e affezionato alla tua patria e alla tua famiglia.

Ma abbiamo anche elementi differenti come la lingua, le tradizioni e l'età.

### VIAGGIO NEL MEDITERRANEO...



Noi avremmo una proposta per te...

Partire per il Mediterraneo e raggiungere Malta un'isola della sicilia completamente in nave così avremo più tempo per creare una forte amicizia tra di noi. Abbiamo scelto questa città perchè ci incuriosisce e pensiamo che ci sia tanto da visitare, anche perchè visto dalle foto sembra un vero paradiso!!!



## Proposta Di Viaggio Di Giulia E Virginia

### GIULIA E VIRGINIA

#### DIVENTIAMO AMICI?

Cara Lito, abbiamo letto il tuo e-book, ci è piaciuto molto!

Abbiamo quindi deciso di scriverne una anche noi. Iniziano col dirti che nonostante la differenza d'età, ci sembri molto simpatica e divertente. Ci è sembrato molto interessante il paragrafo "LA SCELTA DEI NOMI" in cui spiegavi il perchè del tuo nome. Ad esempio noi non sappiamo perchè i nostri genitori ci abbiano chiamate così. Ti abbiamo scelta perchè sei molto simile a noi, insomma sei una ragazza normale e fai molte attività simili alle nostre.

#### LE NOSTRE ORIGINI

Noi siamo due amiche, i nostri cognomi sono Venturini (Virginia) e Vacca (Giulia).

Abbiamo 12 anni, siamo in prima media. La nostra amicizia è iniziata per caso in prima elementare, eravamo in classe insieme e da subito capimmo che tra noi poteva nascere una grande storia.



Avanzando negli anni ci ritrovavamo in giro per l'Italia, una volta io, Virginia, mi trovavo al mare e Giulia, facendomi uno scherzo, è sbucata fuori da dietro un albero spaventandomi. Ci sono altre storie divertenti ma te le racconteremo conoscendoci.

Parlando di hobby, Giulia ama la danza, quando balla è come se un grande vortice la avvolgesse e la trasportasse in un mondo nuovo, diverso e stupefacente. Si sente libera e ciò che non riesce a esprimere attraverso le parole lo esprima attraverso la danza.

Virginia, invece si diverte giocando a pallavolo, mentre lancia la palla dall'altra parte della rete esprime gioia se è felice, rabbia se è triste e si rilassa se è nervosa.

Virginia ha un cane di nome Lucky e una sorella gemella che si chiama Veronica, Giulia invece è figlia unica ma desidera molto un animale.

Abitiamo in Italia, a Collecchio che è una frazione di Parma.

Tra noi e te, ci sono elementi di somiglianza e differenze.

Come somiglianza la danza con Giulia e con Virginia la passione per gli sport. Non dimentichiamo che siamo anche studentesse.





Come diversità abbiamo l'età e i luoghi dove viviamo.

## VIAGGIO NEL MEDITERRANEO

Per conoscerti meglio, vorremo farti una sorpresa, noi sogniamo da anni di andare a fare una crociera, insieme divertirci.

Senza pensare ai problemi e ad essere libere. Noi avevamo pensato di andarci e di portare qualcuno con noi. **ABBIAMO SCELTO TE!**

Momentaneamente come luoghi pensavamo: la Francia, le coste della Spagna, le isole e i territori dell'Italia.



ITALIA, ROMA



FRANCIA, PARIGI



SPAGNA

Però se tu hai altre preferenze possiamo aggiungere altri luoghi.

**SPERIAMO DI VEDERTI PRESTO, ALLA PROSSIMA LITO!**

## Commenti degli insegnanti

Prof. F. Canali, (literature professor)

L'intero gruppo classe è motivato da interesse e curiosità costanti ed è spinto dall'esigenza di proporre ed organizzare un viaggio "virtuale". La prima fase del lavoro ha visto come assoluti protagonisti i "compagni greci", le loro storie ed esperienze ed è stata caratterizzata da una costante tendenza al confronto di aspetti culturali e sociali oltre che esperienziali con i coetanei. L'E-book è diventato immediatamente un serbatoio di storie che hanno assunto la legittimità di storie vere e non letterarie, per questo degne di totale considerazione ed "ascolto" virtuale da parte dei ragazzi. In questa attività, più che in altre simili nell'impostazione e nella realizzazione, il mezzo digitale- multimediale ha annullato le distanze con gli interlocutori ed ha creato una dimensione spazio-tempo totalmente nuova.

## Commenti degli student

Mi è piaciuto conoscere studenti nuovi attraverso un e-Book.

Mi è piaciuto confrontare alcuni aspetti delle nostre personalità e trovare analogie.

Ho trovato molte somiglianze nello sport e nel tempo libero e delle differenze nel modo di vivere. Vorrei rifarlo ancora perchè secondo me è una possibilità di conoscere non solo persone ma anche culture e modi di vivere simili ai nostri.

Ho letto la storia del personaggio sul quale ho poi lavorato, ho fatto una scaletta riguardante il mio testo e poi ho iniziato a scriverlo mettendo delle parti di me. Ho raccontato la mia cultura, le mie abitudini, i miei gusti ecc... ho concluso con una proposta di viaggio nel Mar Mediterraneo.

Mi è piaciuto molto lavorare su materiali prodotti da studenti di un





## Sveriges



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## Bakgrund (kontext)

Mottagningsenheten Adjunkten ligger i de centrala delarna av Linköping. Hit kommer alla nyanlända barn och ungdomar i åldern 7-15 år. Alla elever stannar hos oss mellan 4-8 veckor för att bli kartlagda. Vi kartlägger elevernas tidigare språk och erfarenheter av skolan, litteracitet samt numeracitet så att skolorna i kommunen vet vilka kunskaper eleverna har med sig sedan tidigare när de börjar på sin ordinarie skola.

Några av de elever som kommer till oss kan kommunicera på engelska eller lite svenska men de allra flesta eleverna pratar andra språk och det tar tid för dem innan de kan kommunicera på svenska. Efter 8 veckor på mottagningsenheten kan de flesta eleverna göra kortare presentationer av dem själva, säga några vanligt förekommande ord och fraser på svenska.

Uppgifterna gjordes av en grupp elever i åldern 12-15 år. Eleverna talade olika modersmål och hade varit i Sverige olika lång tid de flesta 4-6 veckor. Språken som läraren använde var svenska och engelska men det fanns språkstöd till och från i arabiska och somaliska.

## Mål

- Träna på att beskriva sig själv utifrån namn, ålder, ursprungsland, intressen mm
- Göra en kort personbeskrivning

## Lektionsplanering

### Material:

- Texter från E-boken: Dionissis ID-kort och Litos ID-kort
- Papper att skriva på
- iPad

Eleverna ska skriva och berätta om sig själv eller en fiktiv person liknande ett "självpporträtt"/ "ID-kort". Detta ska innehålla namn, ålder, ursprungsland, språk och intressen. Eleverna får skriva på sitt modersmål om de vill och om det finns tid över kan de översätta till svenska med hjälp av Google translate.

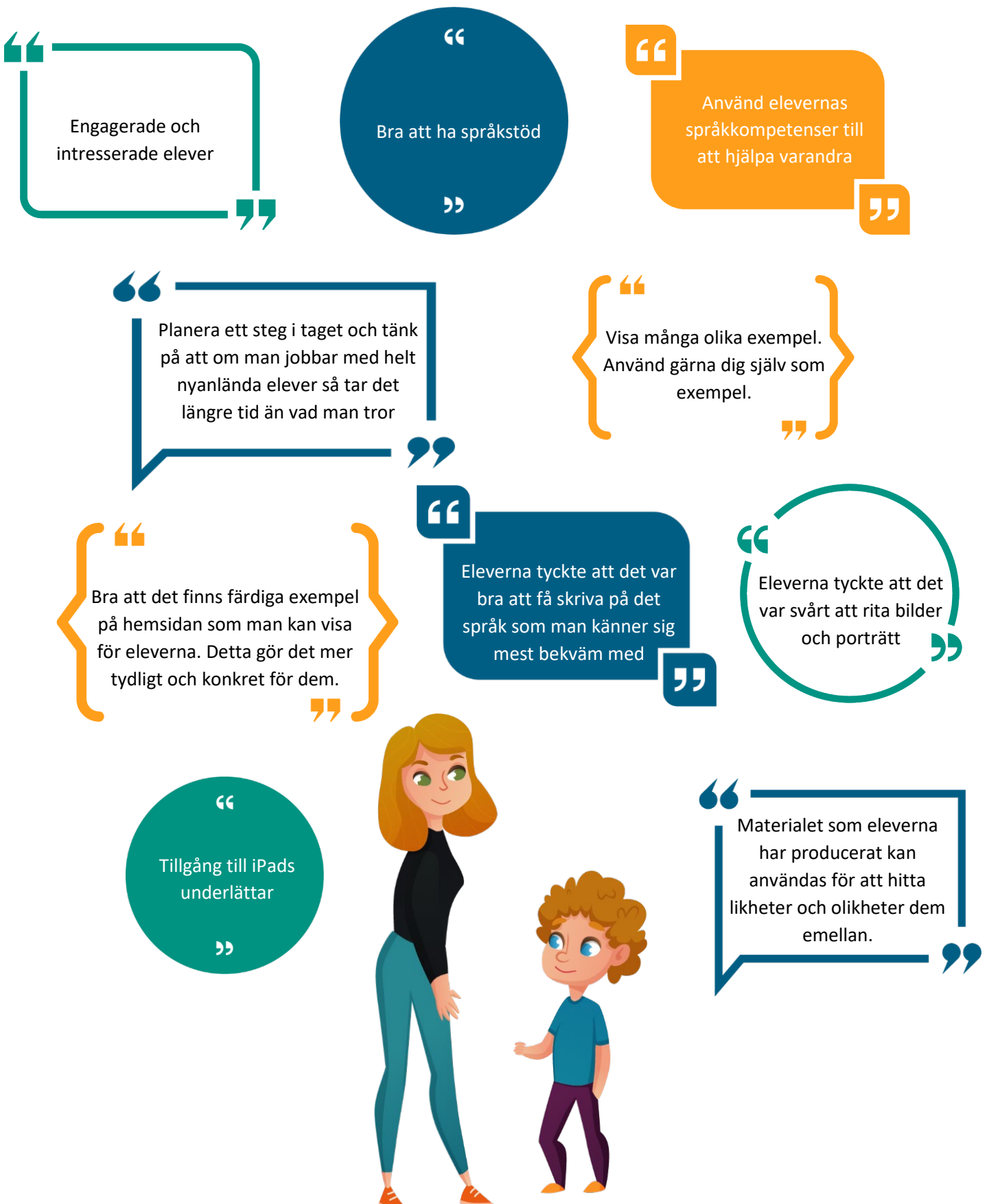
Temat introduceras genom att förklara vad eleverna ska göra och att ID-korten är en del i att beskriva sig själv tillsammans med att de i nästa steg ska berätta om sin resa till Sverige. Till sin hjälp är det bra om det finns språkstöd i de språk som eleverna talar som modersmål så att alla elever kan förstå uppgiften dessutom kan man använda elever till att översätta om möjligheten till språkstöd inte finns.

För att visa eleverna vad det är som förväntas så kan läraren göra ett eget ID-kort och visa eleverna ett exempel på hur det kan se ut och vilken information som kan finnas med. Titta dessutom på texterna "Dionissos ID-kort" och "Litos ID-kort" tagna från E-boken på [www.backpackid.eu](http://www.backpackid.eu) för att eleverna ska få ytterligare exempel och inspiration.





## Respons från lärare och elever





## Resan



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## Kontext

Mottagningsenheten Adjunkten ligger i de centrala delarna av Linköping. Alla nyanlända barn och ungdomar i åldern 7-15 år måste vara hos oss i ca 4-8 veckor. Under tiden kartlägger vi deras kunskaper och erfarenheter enligt Skolverkets kartläggningsmaterial för nyanlända steg 1, språk och erfarenheter, och steg 2, literacitet och numeracitet, så att mottagande skolor i kommunen vet vilka kunskaper och förmågor eleverna har när de börjar på skolan.

Några av eleverna som kommer till oss pratar lite svenska eller engelska men de flesta pratar andra språk och det tar tid att innan de kommunicerar på svenska. Efter 8 veckor på mottagningsenheten kan de flesta elever göra kortare presentationer om dem själva samt saga några vanligt förekommande ord och fraser på svenska.

Arbetsområdet implementerades i en grupp elever i åldern 12-15 år som pratade olika modersmål. Eleverna kom från Somalia, Syrien, Brasilien, Albanien och Kurdistan och deras modersmål var somaliska, arabiska, portugisiska, albanska och kurdiska. Skolbakgrunden hos eleverna varierade från ingen tidigare skolgång till att ha gått i skolan i 8 år. De flesta av eleverna hade varit på mottagningsenheten i 4-6 veckor.

Arbetsområdet lärdes ut av en lärare vars modersmål är svenska. Läraren har en bakgrund av att ha undervisat elever med multikulturell bakgrund i 15 år innan hon började på mottagningsenheten. Nu för tiden undervisar läraren vanligtvis 2 tillfällen i veckan. Språken som läraren använde var svenska och engelska men ibland hade hon språkstöd i somaliska och arabiska.

## Mål

- Skriv en berättande text
- Lära sig hur man kan använda digitala verktyg
- Skapa framtidstro

## Lektionsplanering

### Material

- Texter från E-boken: "Danae – Min ryggsäck", "Sofias resa"
- Filmer från hemsidan: "På väg till ett nytt land", "Mustafas resa"
- Papper, iPad

Låt eleverna skriva en berättande text om sin resa till Sverige. Om de inte vill skriva om sin egen resa så kan de skriva en fiktiv berättelse om hur det kan vara att vara tvungen att lämna sitt hemland för att resa till ett nytt land. Titta på filmerna och läs berättelserna som handlar om att resa och som finns på hemsidan: [www.backpackid.eu](http://www.backpackid.eu) för att inspirera eleverna. För att vidga vyerna hos eleverna om hur man kan skriva så visa dem olika exempel på texter som är skrivna multimodalt.

Ge eleverna exempel på vad texten ska innehålla: Varifrån reste du (ursprungsland)? Hur reste du/ vilka olika transportsätt använde du? Vart reste du? Hur kändes det? Vad packade du i din ryggsäck? Vad har du fått med dig i form av erfarenheter under resans gång? Hur ser ditt liv ut om 10 år?

Låt eleverna skriva en kladd för hand först för att sedan skriva på iPad om de vill. Om eleverna vill skapa en film – låt dem göra det. Eleverna börjar med att skriva på sitt modersmål för att sedan översätta till svenska. När eleverna jobbar med att översätta kan man samtidigt titta på hur olika de grammatiska strukturerna ser ut i olika språk och göra eleverna medvetna om dessa.

Genom att låta eleverna använda digitala verktyg till exempel iPad så får de möjlighet att lära sig använda de digitala verktygen i skolsammanhang och även kunskap om hur man kan skriva multimodala texter.

Se till att vara tillgänglig för eleverna när de skriver sina berättelser. Om du har möjlighet använd dig av språkstöd i form av tolk eller elever som kan förklara uppgiften på elevernas modersmål så att alla förstår. Även om du inte har så många elever i klassen kan de behöva mycket stöd och hjälp med att förstå och klara av uppgiften.

Låt det ta tid för eleverna att skriva sin berättelse. Gör din lektionsplanering steg för steg och en dag i taget.

Ge de elever som inte kan skriva möjligheten att använda bilder så att de också kan berätta om sin resa. Var dock uppmärksam på hur de söker efter bilder på internet och att detta kan vara ett bra tillfälle att prata om hur man söker efter information och hur man vet att det är en säker källa.

Det är viktigt att försöka få eleverna att förstå att de har fått erfarenheter och kunskaper under sin resa till sitt nya land och att detta är något som de har lagt i sin "ryggsäck". saker som de har lärt sig under sin resa och som de kan ha nytta av senare i livet så som tålamod, uthållighet, mod mm.

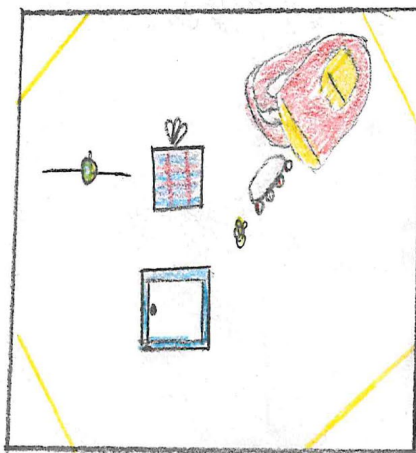
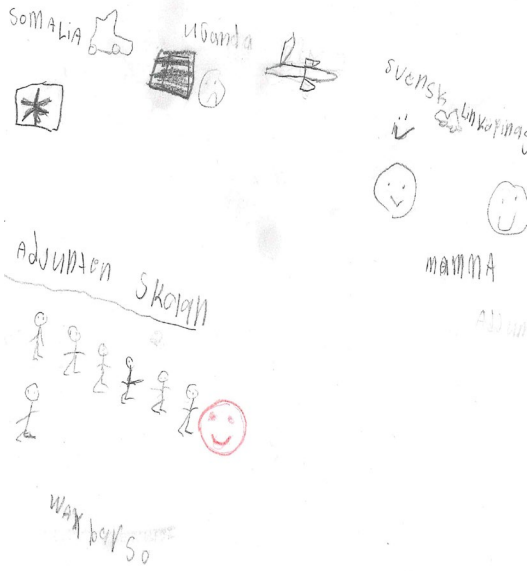
## Elevarbeten



Min film.mp4



Min film 1.mp4



## Respons från lärare och elever

“  
Materialet på hemsidan visar på olika sätt att skriva en berättande text  
”

“  
Materialet på hemsidan, som användes som exempel, gör uppgiften mer konkret och tydlig för eleverna  
”

“  
Det var svårt att få eleverna att förstå att de inte bara hade fått med sig konkreta saker i sin ryggsäck utan även erfarenheter.  
”

“  
Eleverna tyckte att det var bra att de fick skriva på det språk som de kände sig mest bekväma med.  
”

“  
Eleverna tyckte att det var bra att de fick tänka igenom deras upplevelser som de har varit med om.  
”

“  
Eleverna tyckte också att det var bra att få se olika exempel på hur man kan skriva.  
”

“  
Eleverna var intresserade och hängivna  
”

“  
Det underlättade med språkstöd  
”

“  
Det är en fördel att ha tillgång till digitala verktyg t ex iPad  
”





## Min familj



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## Kontext

Mottagningsenheten Adjunkten ligger i de centrala delarna av Linköping. Alla nyanlända barn och ungdomar i åldern 7-15 år måste vara hos oss i ca 4-8 veckor. Under tiden kartlägger vi deras kunskaper och erfarenheter enligt Skolverkets kartläggningmaterial för nyanlända steg 1, språk och erfarenheter, och steg 2, litteracitet och numeracitet, så att mottagande skolor i kommunen vet vilka kunskaper och förmågor eleverna har när de börjar på skolan.

Några av eleverna som kommer till oss pratar lite svenska eller engelska men de flesta pratar andra språk och det tar tid att innan de kommunicerar på svenska. Efter 8 veckor på mottagningsenheten kan de flesta elever göra kortare presentationer om dem själva samt saga några vanligt förekommande ord och fraser på svenska.

Arbetsområdet implementerades i en grupp elever i åldern 9-12 år som pratade olika modersmål. Eleverna kom från Somalia, Syrien, Filippinerna, Thailand, Kina, Indien, Island och Kurdistan och deras modersmål var somaliska, arabiska, visaya, thailändska, kinesiska, hindi, isländska och kurdiska. Skolbakgrunden hos eleverna varierade från ingen tidigare skolgång till att ha gått i skolan i 5 år. De flesta av eleverna hade varit på mottagningsenheten i 4-6 veckor.

Arbetsområdet lärdes ut av en lärare vars modersmål är svenska. Läraren har en bakgrund av att ha undervisat elever med multikulturell bakgrund i 15 år innan hon började på mottagningsenheten. Nu för tiden undervisar läraren vanligtvis 2 tillfällen i veckan. Språken som läraren använde var svenska och engelska.

## Mål

- Skriva en enklare text om sin familj
- Lära sig ord och begrepp inom området familj

## Lektionsplanering

### Material

- Bilder på olika familjekonstellationer
- Texter från the E-boken: "Cesares berättelse", "Kirandips familjetråd"
- Filmer från hemsidan: "Mustafas resa", "Sofias resa"
- Papper
- iPad
- Familjeträdsmall

Börja med att visa bilder på olika familjekonstellationer och prata om vad som är en familj och vilka som tillhör en familj. Berätta sedan för eleverna att de ska rita ett familjetråd. För att eleverna ska veta vad ett familjetråd är så rita upp ditt eget på tavlan. För att förtydliga ytterligare och för att eleverna ska få lite inspiration gå in på hemsidan: [www.backpackid.eu](http://www.backpackid.eu) och visa "Cesares berättelse" och "Kirandips familjetråd" från E-boken samt filmerna "Mustafas resa" och "Sofias resa". Eleverna får sedan, fritt eller med hjälp av mallen, rita sitt familjetråd.

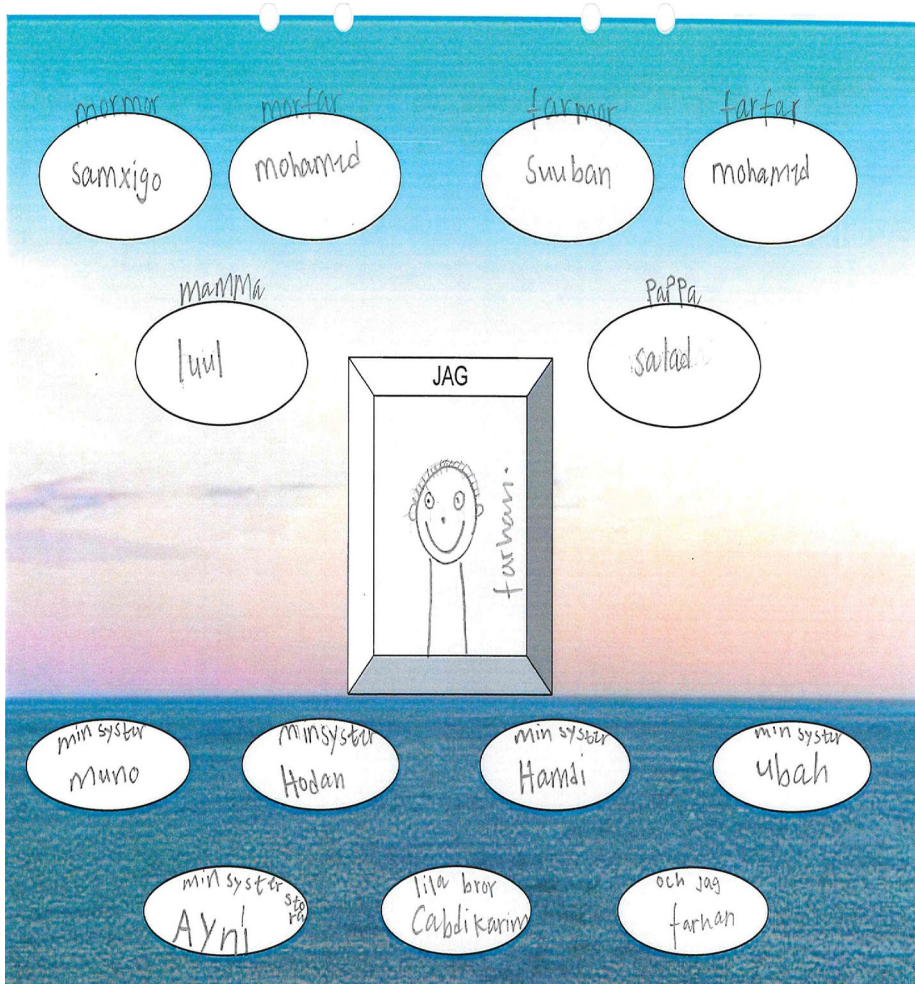
När eleverna är klara med sitt familjetråd låt dem rita sin familj och skriva en kort berättelse, på sitt modersmål, om sin familj med stöd av frågor t.ex. Vilka finns i din familj? Vad tycker de om att göra? Hur bodde ni förut/ hur bor ni nu? När de är klara kan de översätta texten till svenska.



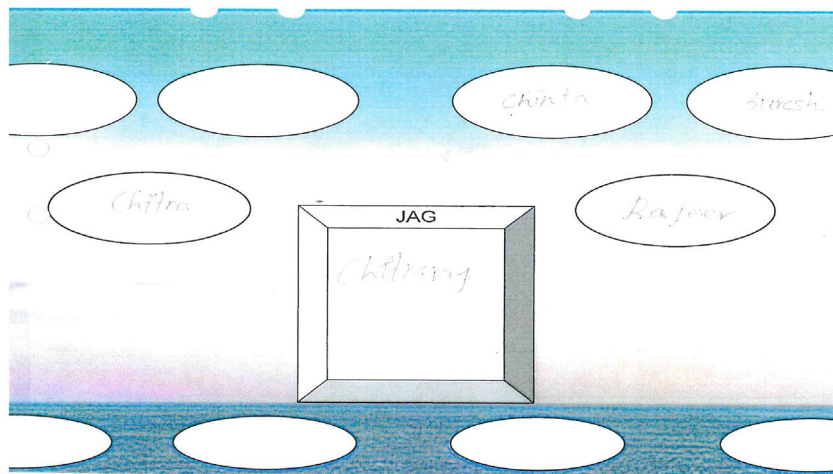
Elever som har kommit längre i sin utveckling i det svenska språket kan skriva texten direkt på svenska och mer beskrivande.

I slutet av arbetsområdet presenterar eleverna sin familj och därifrån kan man prata om vilka likheter eleverna har med varandra även om de inte kommer från samma land eller är i Sverige av samma anledning. Man kan också prata om vilka olikheter man har med varandra och att man är lik några men olik andra.

## Elevarbeten



Mitt namn är Chittoraj. Jag är 11 år. Jag är född i Indien.  
 Mitt pappa namn är Rajeev. Min pappa är en affärsman. Min  
 pappa 44 år. Mitt mamma namn är chitra. min mamma  
 är hemmafru. Min mamma 39 år. Jag har ingen bror och  
 syster. Jag är från Indien. Jag kom till Sverige på grund  
 arbete. I Indien bodde jag tidigare i en lägenhet. Min favori  
 sak att göra var att feka med mina vänner.



## Min familj

Jag heter Mucaad och jag gillar att läsa böcker. Min mamma heter Maryam och min syster heter Faadumo. Mina tre kusiner heter abdi rahman/Ali, Nimco och Mohamed. Min mamma hjälper mig att få idéer och hon hjälper mig med att slappna av.

Min syster jobbar på Linköpings kommun. Hon ger mig överrasknings presenter och jag gillar det. Min kusin som heter abdirahman/Ali har diabetes och ibland blir arg på hans syster som är min kusin. Min andra kusin som heter Mohamed. Han är rolig fast ibland jobbig. Vi gillar samma spel. Min tredje kusin som bor i samma hus. Hon heter Nimco gillar att shoppa. Hon gillar att sova också. Alla mina kusiner gillar att sova super länge. Min syster är världens bästa syster.

## Respons från lärare och elever

“ Eleverna var väldigt engagerade vilket jag tror beror på att de skulle skriva om sin familj. ”

“ Eleverna skulle ha velat rita mer ”

“ Eleverna tyckte att det var roligt och att det kändes bra att få skriva om sin familj ”

“ Några av eleverna kunde inte skriva sitt eget namn vilket gjorde uppgiften svårare än vad jag trodde att den skulle vara. Det är viktigt att vara väl förberedd och kunna anpassa nivån till alla elever. ”

“ Skriva och rita på whiteboarden, använda Google translate, visa på egna exempel samt använda exempel från hemsidan underlättar och förtydligar för eleverna. ”

“ Några av eleverna uppgav att de blev inspirerade av att titta på filmerna men elever som inte förstod svenska eller engelska tyckte inte att filmerna var så inspirerande eftersom de inte förstod dem. ”

“ Brist på kunskaper i engelska och/ eller svenska gör att det är svårt att få eleverna att förstå vad de ska göra därför är det extra viktigt att använda bilder och exempel för att konkretisera och tydliggöra. ”



## Min resa till Sverige



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## Kontext

Rosendalsskolan ligger i stadsdelen Skäggetorp, en förort till Linköping, ungefär 3 km från centrum. I området bor det mestadels invånare med en annan kulturell bakgrund än svenska, några av dem är nyanlända. Området klassificeras som ett av de mest utsatta områdena i Sverige när det gäller kriminalitet och arbetslöshet.

Eleverna som har deltagit i arbetet går i en förberedelseklass. En klass där man som nyanländ kan gå i upp till 2 år och lära sig svenska och de andra ämnena som finns i läroplanen. Undervisningen är mycket inriktad på att eleverna ska lära sig ord och begrepp som är vanliga inom den svenska skolan innan de deltar på heltid i sin ordinarie klass. Elevernas ålder är blandad från 8-11 år. Eleverna kommer ursprungligen från Syrien, Somalia, Albanien, Serbien och Nigeria och deras modersmål är arabiska, somaliska, kurdiska, serbiska och hausa. De flesta av eleverna har varit i Sverige kortare tid än 1 år.

I klassen undervisar två lärare utbildade i svenska som andraspråk. Den ena har arbetat i många år på skolan med nyanlända elever den andra läraren är relativt ny på skolan.

## Mål

- Öka elevernas kunskaper om varför människor flyr eller flyttar
- Bidra till förståelse för varandras situation
- Öka integrationen mellan eleverna i klassen

## Lektionsplanering

### Material:

- Arbetshäfte
- Atlas
- iPad
- Muntlig redovisning
- SO boken PULS, sidan 45

Diskutera varför man flyttar. Om du har flyttat till Sverige, eller till något annat land, berätta om din resa för eleverna. Skriv även om din berättelse på tavlan som utgångspunkt för elevernas egna skrivande. Använd SO-boken sidan 45 som underlag till diskussionen. Där finns även korta berättelser där barn berättar om sin flytt.

Titta på världskartan för att eleverna ska få en uppfattning om var de olika länderna ligger i förhållande till Sverige och till varandra.

Diskutera i helgrupp om varför elevernas familjer har flyttat till Sverige och om hur deras resa gick till. Eleverna kan få i läxa att prata om det hemma.

### Arbeta sedan i arbetshäftet:

- Markera ditt hemland och Sverige och dra sedan ett streck mellan de båda länderna.
- Skriv sedan om hur din resa gick till, vilka som var med och när.
- Måla din flagga och Sveriges flagga.
- Berätta mer om din resa till Sverige, till exempel om varför ni flyttade, minnen, hur ni har det nu och om du saknar något från ditt hemland. Skriv på ditt modersmål.

- Översätt din text till svenska med hjälp av studiehandlare/ översättnings app.
- När eleverna är klara med sitt häfte håller de en muntlig redovisning om sin resa inför klassen.

## Elevarbeten



video.mov Min resa till Sverige.mov

## Respons från lärare och elever

“ Eleverna var intresserade och visade ett stort intresse för arbetet ”

“ Lektionerna fångade alla elevers uppmärksamhet och alla deltog i samtalen. ”

“ Det blev fina och lärorika diskussioner eftersom eleverna kunde relatera till varandras berättelser och ställs frågor. ”

“ Vi valde att börja med att skriva på modersmålet för att det är lättare att uttrycka sig på modersmål både muntligt och skriftligt. ”

“ För att göra projektet lite större så kan varje elev göra en film om sin berättelse. Skriva på ipaden direkt är ett annat alternativ. Eleverna skulle kunna skriva egna frågor och intervjua varandra och även spela in intervjuerna. ”



“  
Filmerna som fanns på  
hemsidan fungerade  
som inspiration för  
eleverna.  
”

“  
Studiehandledning  
var en viktig och stor  
del av arbetet.  
”

“  
Under arbetets gång visade och  
uttryckte eleverna stort intresse  
och respekt för varandra. Vilket  
skapade en god sammanhållning  
i gruppen.  
”



## Germany



University of Crete



1st Gymnasio  
Avlona



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## Athene Primary School in Berlin Lichterfelde

Our school consists of two parts – the normal German stream, teaching the German children usually living in our intake area, and secondly a German-Greek stream belonging to the State-Europe-School-Berlin, (Staatliche Europa-Schule Berlin – SESB) where children are taught bilingually. In both sections of our school the most important educational aims are teaching the children tolerance and making them aware of European diversity and multilingualism.



## Teaching scenario 1

### Who am I? / Who are you? - Similarities and differences



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## Context

This learning scenario was used as part of a project day with a 5th grade of the Athene elementary school in Berlin.

### Class group

The pupils are between 9 and 11 years old. Around half of them have a migrant background, and all of them speak German at mother tongue level.

**Aim:** The pupils gain insights into their own identity in various social contexts and reflect upon it together with other members of their peer group.

### Objectives

#### The pupils will:

- work out characteristics of their personality in various settings.
- familiarize themselves with the evolution of their identity.
- raise their awareness of the influence of their origin and environment on their identity.
- develop first ideas of their multiple identities, depending on the social context.
- recognize the value and importance of their own identity.
- use diverse forms of artistic expression to express their personality.
- practice their ability to hold conversations, they get to know each other better and find similarities and differences when comparing their results.
- learn important lessons about the fact that diverse identities enrich their peer group.

### Material (e-book and videos)

- **Videos:** "Huey, Dewey and Louie", "Me and you... together"
- **Texts / stories taken from the e-book:** "Anna - changing a last name", "Giacomo - my name", "Lito, choosing names", "Dionysis' ID card ", " Lito's Identity card ", "Lito, Different and Similar", "Lito's and Dionysis' initials ", " Danae, I'd put in my backpack ".

### Activities (duration: 8 - 10 lessons)

- Breakfast together
- Play a movement game
- Watch videos
- Read selected stories (e-book)
- Discuss in small groups and in the plenum
- Create their own texts
- Create personal stories
- Create pictures and collages

## Methodology

### Phase A (4 hours)



#### Introduction:

The pupils brought their favourite food for a shared breakfast. This can be inspired by the student's origin. Before eating everyone briefly introduces their food to the group and tells them on what occasion it is normally eaten in the family.

#### Movement game:

The game master gives the pupils various instructions to position themselves. First, everyone should line up in a row. It is not allowed to speak.

Next, the players line up according to their age. From this round on they can talk to each other.

In the third round, all pupils should come together in groups that have no, one, two or three or more siblings.

In the fourth round, the children sort themselves into groups depending on whether they were born in Germany or in another country.

Finally, all pupils should come together in groups in which one, two or more languages are spoken at home.

After the third and fourth round there is a short evaluation which gives an overview on the countries of origin or the languages spoken.

(If the learning group does not know each other well yet, you can expand the game by grouping the pupils according to their hobbies, pets, etc.)

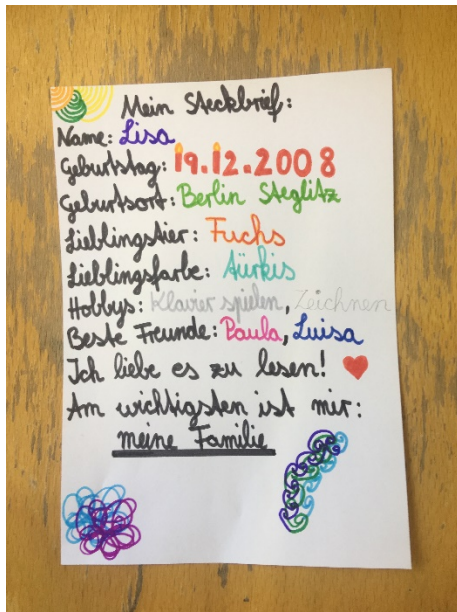
After the game, the learning group briefly meets and reflects on the results: What did you learn about the others? What similarities or differences were you not aware of so far?

For the following creative tasks, each pupil receives a folder to collect the work.

#### My name - origin and meaning

- Design your portfolio with your name and initials the way you would wish to describe yourself. Complete with small drawings what makes you special.
- Write a short text about the origin and the meaning of your name.
- Tell the story of your name in small groups of three pupils each.
- The pupils read excerpts from the e-book with name stories in groups. (Anna - changing a last name ", "Giacomo - my name", "Lito, choosing names")
- How were the names chosen in it? Does it match how I got my name?
- Some pupils present their texts on their names in the plenary. The main sources of name selection are worked out in conversation: family tradition, religion, personal preferences.

## Phase B (2 hours)



### I, alone and with others - exploring multiple identities

The pupils read the profiles of Dionysis and Lito in groups (“Dionysis’ ID card”, “Lito’s Identity card”). They identify the categories in the two texts and decide which ones they would choose for their own profile.

Design your own ID card with the appropriate text and drawings. (Individual work)

Some pupils present their results in class. They justify the selection of their categories. The work is collected in the portfolio.

The pupils watch the video “Me and you... together”. In a group discussion, they discuss how likely it is, to be in a context with people having multiple identities: So how do I behave in different social contexts?

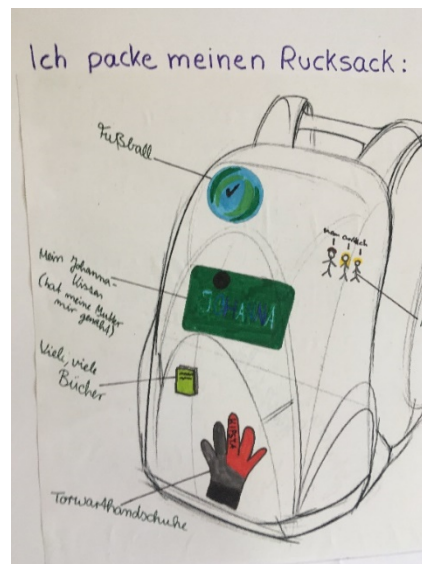
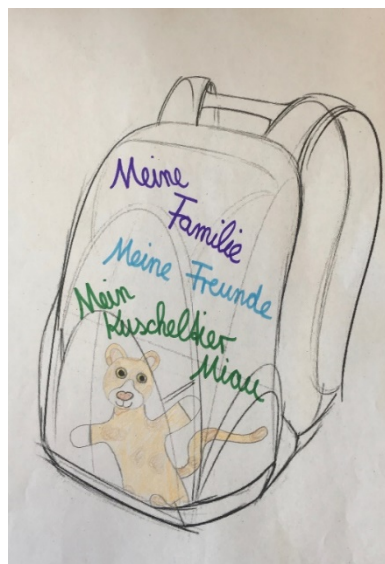
Each pupil receives a worksheet with an “I-circle”. They label the circles from the inside out: “I/Me - alone”, “I/Me- with my family”, “I/Me with my friends”, “I/Me at school”.

How would you describe yourself in this “I-circle” with words or groups of words? Complete your work with suitable drawings. (Individual work)

The pupils read selected stories from the e-book on the subject of “BACKPACK ID” in small groups: “Danae, I’d put in my backpack”, “Amir and his keys”, “Georgia prepares her suitcase with her favorite items”.

Then they discuss the following questions in class: Which objects are important for the storytellers? Are only things mentioned that would actually fit in a backpack? What ideal things do you take with you?

Each pupil receives a worksheet with the outline of a backpack. What things would you take with you? Write or draw them in the backpack. In a text on the back of the worksheet, tell us what each item means to you. (Individual work).



## Phase C (2 hours)



The pupils form groups of 4 people each: present your work (profile, I-circle, my backpack). Focus on the following questions: What makes you special? What are you proud of? What things are particularly important to you? After about 5 minutes they form new groups. This is repeated 3-4 times until everyone has an impression of the work of the others.

They then look for a partner with whom they have found one or more similarities.

Discuss with your partner what you can find in common. Also try to find things that are not so easily noticeable (e.g. music, sports club, favourite food, etc.)



Make a collage together, in which you present your similarities and differences. Do not only concentrate on appearances, but also look for common thoughts or attitudes.

Finally, the whole group meets together. Some couples present their work.

What did you learn about each other that you didn't know before? What role does it play for your friendship, if you have few things or many things in common? What similarities are important to you among your friends?

### Conclusion

The pupils, guided by the stories of the e-book and the questions / tasks, were able to deal very well with their own identity and understood the concept of multiple identities. With the help of the varied actions and different forms of work, they have dealt with their identities in a variety of creative ways. They have learned to view their diversity in themselves and others as an enrichment.



## Teaching Scenario 2

### Where do you come from? – My family's history



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## Context

This learning scenario had been applied to a 5th grade class as part of one of the project days at Athene-Grundschule in Berlin.

## Class Group

The students are between 9 and 11 years old. About half of the class has a migrant background, the countries of origin being Vietnam, South Korea, Italy, Turkey, Russia, Greece, Morocco, Poland, Lebanon and Ukraine.

**Aim:** Becoming aware of one's origin and identity. The students learn beforehand about their family history in cross-generational discussions with their family members. They gain important insights into their own identity and discover how it relates to their origin.

## Objectives

### The pupils will:

- Ask their parents and other relatives about their family history.
- Familiarize themselves with their origin.
- Learn important details about their family's development and their family's journey to their current destination.
- Recognize connections between one's own identity and one's origin.
- Use diverse forms of artistic expression to portray their family history.
- Find out about the family stories of their peers by interviewing them.
- Understand the significance of their family for their development.

## Material (e-book and videos)

- **Videos:** „Games of origin“, „My grandfather, my everyday life and the change“, „A step by step story“
- **Texts/stories taken from the e-book:** „Dionysis, family journeys“, Lito, family journey“, „Anna – a door to my past“, „Despina, a Man Tree“, „Dionysis, family tree“, „Kira's family tree“, „Kirandip's family tree“.

## Activities (duration: 6 - 8 hours)

- Play movement game "Family Meyer"
- Watch videos
- Read selected stories (e-book)
- Discuss in small groups and in class
- Create their own texts
- Play role play "Translator"
- Conduct interviews
- Create images and collages



## Methodology

### Phase A (2 hours)

#### Introduction:

We start with the movement game "Family Meyer". The pupils receive slips of paper with the names of family members of different families. They must thus identify with the family member on the slip. On command, these family members of the individual families have to get together and arrange themselves in order.

1. According to the number of participants, small cards with family names are prepared and mixed. Each family has the same number of members, (e.g. father Meyer, mother Meyer, son Meyer and daughter Meyer, Aunt Meyer, Grandpa Meyer and Grandma Meyer. Cards with other names are prepared accordingly, e.g. Geier, Reier, Dreier etc.). The names should rhyme or be very similar.
2. The cards are distributed to the participants. There have to be provided as many chairs as families or groups.
3. When the teacher gives the signal all participants start moving and go around in circles (music!).
4. They exchange their cards with others over and over again.
5. When the game leader gives a signal, all "family members" must gather together and sit on a chair together. Father Meyer sits at the bottom, then mother Meyer, then son and daughter Meyer, then grandpa and grandma, possibly great-grandpa and great-grandmother or Uncle and Aunt Meyer - depending on your needs.
6. (The game master must explain the correct order before the game starts).
7. The fastest group has won.
8. Now a new round can follow, in which the cards are being exchanged again.

The pupils gather together in small groups with their "family members" of the last round of the game. They exchange ideas on the topic of family and togetherness/belonging. *What is a family? What different forms are there? What is the difference between family and friends? What are the advantages of family? What are the advantages of friends? What is the importance of family in your culture?*

The groups present the results of their discussion.

All pupils watch the videos "Games of origin", "My grandfather, my everyday life and the change", "A step by step story".

They then discuss the following questions: What is the relationship between the storytellers and their family members? Are the family stories straightforward or marked by breaks? What effects do changes have on families? What forms of representation of family relationships were shown in the videos?

The pupils look at the selected family trees from the e-book: "Despina, a Man Tree", "Dionysis, family tree", "Kira's family tree".

The pupils sketch the family tree of their family on a sheet of paper. They identify their immediate family and mark family members of whom they know little. The pupils are then assigned the task of asking their parents for the missing information.

## Phase B (2 hours)



Working in small groups, the pupils read selected stories on the topic of family from the e-book "Dionysis, family journeys", Lito, family journey", "Anna - a door to my past", "Despina, a Man Tree", "Kirandip's family tree". They will then present them in class.

The pupils write their own texts about themselves and their relationship with some family members. Choose one or more people from your family who are especially important for your life. Why are you proud of them? What have they achieved that impressed you? How has their life influenced your development?  
**(individual work)**

### Role play "Translator"

For this game, small groups of 3 people are formed to conduct an interview about a person's family. The interviewee, however, speaks a language that only he and one other person, namely his interpreter, understand. The language simply consists of sounds and unusual combinations of sounds that spontaneously come to the mind of the interviewee. It doesn't have to do anything with a real language. He should reinforce his answers by using appropriate gestures and facial expressions.

The interviewer asks clear questions in the confident style of a news presenter, the interviewee answers them in his or her freely invented language. The interpreter translates the answers clearly and confidently as if he or she had a perfect command of the artificial language. The answers should be interesting and humorous. It is important that the interpreter remains serious and pretends to deliver a literal translation.

The small groups have 5 minutes to prepare briefly for their roles. Then some of them present their role play. The others should pay attention to the following: What strategies did the interviewee use to embody his role? What made the interviewee credible? How did the interpreter succeed to make the translation interesting? The game will be evaluated in class.

Groups of two are formed at random. On the basis of the family trees and self-written texts, the pupils prepare interviews in which they ask each other about their families. *Ask your partner about family members or other close persons who have either impressed them based on their life story or of whom they are particularly proud. First ask questions about the relationship between your partner and this particular person. Then go into their history and find out how it has influenced the development of your interview partner.* The interview should last 3 - 5 minutes.

## Phase C (3 hours)



Some of the groups present their interviews. The others listen and ask questions afterwards.

The participants have brought photos of themselves and their families from different phases of life. The task is for the pupils to assemble them into a collage of the family history. Use your photos and texts to create a collage in which the story of your family is told.

Posters of various sizes will be provided for this purpose. Some pupils work alone, others (two or more pupils together) present their stories side by side on a poster.

Due to the individual approach to this creative task, not all posters were completed within class time. The pupils then finished them at home.

When all posters are finished, an exhibition of the work (poster and portfolio folder) is prepared for parents and other classes.

### Conclusion

The pupils were very motivated to complete these tasks because they like to talk about themselves. The challenge was to get them interested in the stories of others as well. This was well achieved by preparing and conducting the interviews.

Through versatile working methods and the use of movement games the pupils succeeded in remaining concentrated during the various phases of work.

What they particularly liked about the material (e-book and videos) was that they were real (authentic) stories from other pupils.



## Teaching Scenario 3 Transitions



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## Context

This learning scenario was used as part of a project day with a 5th grade of the Athene elementary school in Berlin.

### Class Group

The pupils are between 9 and 11 years old. Around half of them have a migrant background, and all of them speak German at mother tongue level.

**Aim:** The pupils gain insights into their own identity in various social contexts and talk about transitions in their Lives.

### Objectives

#### The pupils will:

- Work out characteristics of their personality in various settings.
- Familiarize themselves with the evolution of their identity.
- Raise their awareness of the influence of their origin and environment on their identity.
- Recognize the value and importance of their own identity.
- Use diverse forms of artistic expression to express their personality.
- Practice their ability to hold conversations, they get to know each other better and find similarities and differences when comparing their results.
- Learn important lessons about the fact that diverse identities enrich their peer group
- Talk about transitions in their Lives.

### Material (e-book and Videos)

- **Videos:** A step by step story, everything I carry with me
- **Text/ stories from e-book:** “Adams transition” “Amri’s keys” Anna a door to my past”

### Activities (duration: 6 - 8 lessons)

- Watch videos
- Read selected stories (e-book)
- Discuss in small groups and in the plenum
- Create their own texts
- Create personal stories
- Create pictures and collages

## Detailed description of the implementation

### Phase A (2 hours)

#### Introduction:

The pupils bring an object that has a connection to the student's origin. Everyone briefly introduces it to the group and tells the story behind the object.

### Phase B (6 hours)

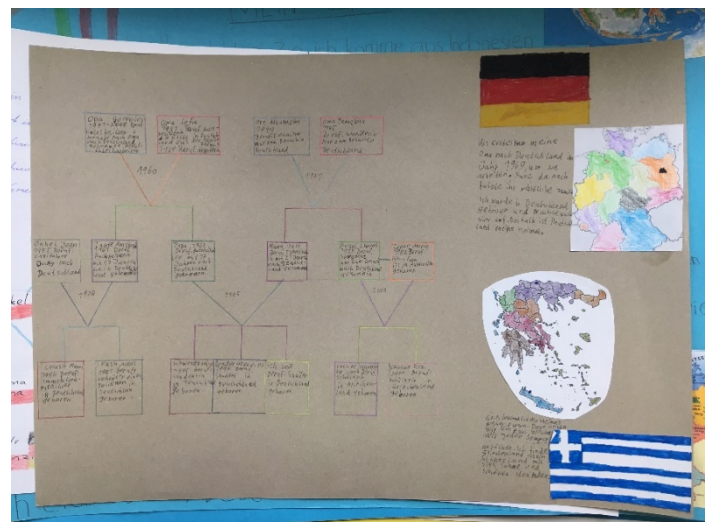


In small groups, the pupils read selected stories on the topic of family from the e-book "Anna a door to my past".

The pupils write their own texts about personal transitions or about transitions of members of your family. "Have you ever experienced a transition from one country to another? Have you ever experienced a transition from one city or district in Germany to another? Tell details about the transition, express personal feelings or feelings of family members.

The pupils make an interview of family members about a transition in the past. When did you have to leave your country and why? What feelings did you experience?

- The next day the pupils will report on their interviews. The other pupils listen and then ask questions.
- The pupils have brought photos of themselves and their families from different phases of life from home. They are to be put together into a collage of the family history. Use your photos and texts to create a collage in which the story of your family is told.
- They will then look for a partner with whom they have found one or more similarities.







## Teaching Scenario 4

### What makes me German/Greek



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## Context

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## Class Group

The pupils are between 9 and 11 years old. Around half of them have a migrant background, and all of them speak German at mother tongue level.

**Aim:** The pupils gain insights into their own identity in various social contexts and reflect upon it together with other members of their peer group.

## Objectives

### The pupils will:

- Work out characteristics of their personality in various settings.
- Familiarize themselves with the evolution of their identity.
- Raise their awareness of the influence of their origin and environment on their identity.
- Develop first ideas of their multiple identities, depending on the social context.
- Recognize the value and importance of their own identity.
- Practice their ability to hold conversations, they get to know each other better and find similarities and differences when comparing their results.
- Learn important lessons about the fact that diverse identities enrich their peer group.

## Material (e-book and Videos)

- Videos: Look for the stranger
- Text/ Stories aus dem e-book: "Pardip, Greek, Indian or Sich?"

## Activities (duration 5- 6 lessons)

- Watch videos
- Read selected stories (e-book)
- Discuss in small groups and in the plenum
- Create their own texts
- Create personal stories
- Create pictures and collages

## Methodology

### Phase A (2 lessons)

#### Introduction:

The SuS bring pictures that have a connection to the origin of the pupil. Everyone briefly introduces it to the group and tells the story behind these pictures.

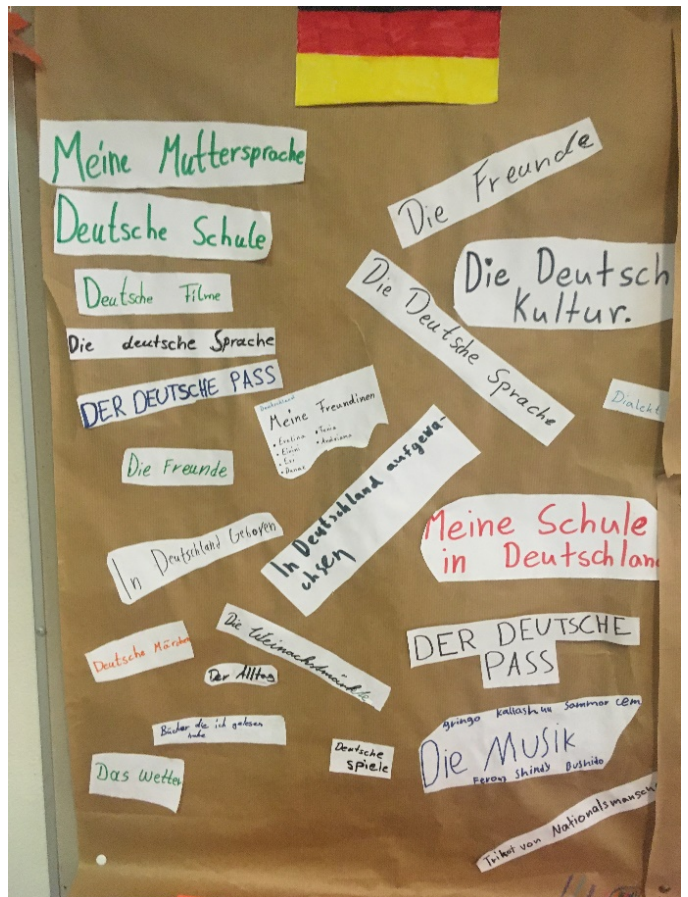
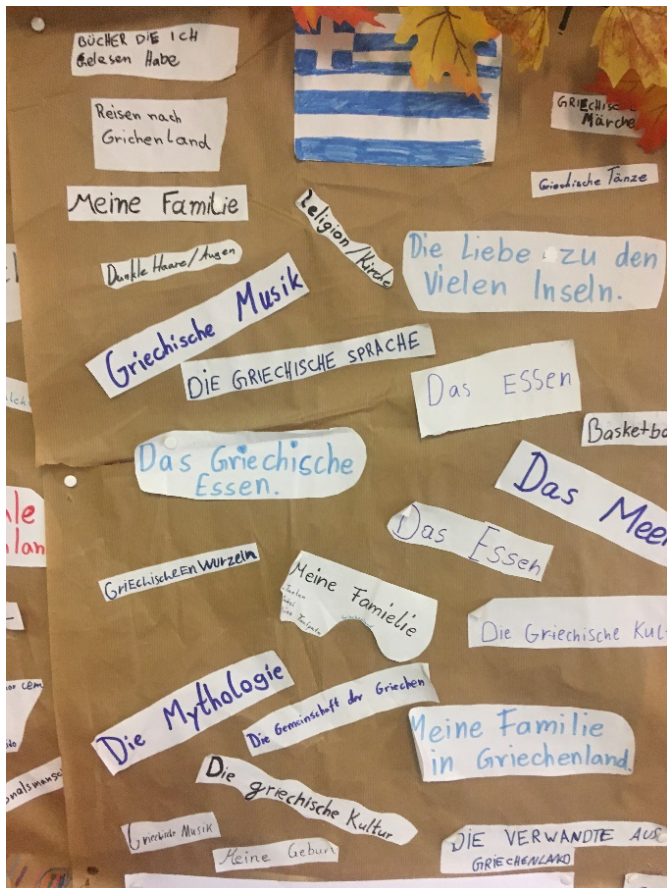
### Phase B (6 lessons)

In small groups, SuS read selected stories on the topic of family from the e-book "Pardip, Greek, Indian or Sich.

The students write their own texts about personal identities. Have you ever heard "I feel German because...? I feel Greek because...? Telling details about origins, expressing personal feelings.

#### The pupils watch the video: Look for the stranger

- The pupils make a poster, where pictures or drawings are about their different identities.
- The pupils make a common poster, where pictures and sentences refer to the different identities.
- This is followed by a round table discussion where the identities are explained.





## Comments

I had a lot of fun because we all had breakfast together on the first day and the cool thing was that almost everyone in our class brought their favorite breakfast from their country. I also had funny thoughts because I felt like this when I made the backpack if I had to move somehow.

*Dahye, primary school „Athene-Grundschule“, Germany*

I thought a lot about my life and remembered beautiful and not so beautiful things. But in general I felt happy, cheerful and curious.

*Lisa, primary school „Athene-Grundschule“, Germany*



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## Greece



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## Context: the identity of the 1st High School of Avlonas

The 1st High School of Avlonas is located in Avlonas, a town in the municipality of Oropos, 50 kilometers northeast of Athens. The school, which shares infrastructures with the Lyceum, consists of 155 students. Most of them are residents of Avlonas, though many come from nearby villages. During the last decades, this region has accepted many economic migrants, who are working in the farming and industrial sector of the wider area, initially from Albania and during the last years from countries like India, Pakistan and Bangladesh. Since 2016, the school also accepts a great number of refugees, mainly from Afghanistan, who live in the Refugees' camp in Malakasa. The presence of refugees triggers conflicts in the area and especially in the school, which requires alertness to deal with outbreaks, requires as well flexibility and adaptability, but also taking initiatives that may help in accepting and integrating refugee students in the school life. At the same time, it raises questions and it encourages searches that have to do with human rights, identity, heterogeneity and the management of diversity. Concerning the local students, there is a huge differentiation in their financial, social and educational level, as the school, being the only school in the area, gathers the majority of students from different social backgrounds. Furthermore, the students come from different population groups. Most of them are Arvanites and Sarakatsani who keep contact with their tradition through their clubs. So, a characteristic of the school is heterogeneity in many aspects like nationality, origin, religion, financial and educational status of each family. This heterogeneity and diversity are both a challenge but also a source of «wealth» for the school, as these different students carry different experiences, formal and informal skills and knowledge and, given the chance, they may pass those experiences to others.

The school has established a great relationship with the parents and the local community, collaborating with them in many areas. As a provincial school it has the ability to play a major educational and cultural role in Avlonas, by being open to collaboration and taking initiatives.

Regarding the teachers, it is worth mentioning that there is a standard working team that has gradually formed a learning community with common educational values to a large extent. The school staff is equipped with numerous and diverse formal and substantive qualifications, that come from studies, seminars, experience in implementation of programs and innovative actions and also from serving in many positions in the area of education. Almost daily, optional cultural and environmental programs that enrich the school's everyday life, are organised voluntarily by the teachers. Nevertheless, generally, teaching maintains academic orientation and has a teacher-centered character, except for the «Thematic Week» that has been introduced in every high school by the Ministry of Education. During this week, each school configures a different program, in the place of the curriculum, based on specific themes by the Ministry. Furthermore, the Ministry proposes the implementation of a variety of activities, the collaboration with authorities and the opening of the school to the local community. The 1st High School of Avlonas, seizing the opportunities created by the «Thematic Week», is organizing experiential lessons and workshops in which new teaching approaches and techniques are applied. In practice, the «Thematic Week» gives the opportunity of differentiation of teaching as an answer to the increasing diversity of the classroom. In our school, where in fact we have to consider seriously «the differences between students, not only regarding their origin but also their material and symbolic characteristics, which form their personality in a way that their participation in the learning procedure is greatly affected too. (Kalantzis and Cope)», participating in the program BACKPACK ID, was offering many opportunities for «answers» like that. Therefore we were interested in it from the beginning, as it gave us the chance to: 1) Design a «student-centered lesson», 2) Introduce a series of innovations, 3) Create material that comes from the collaboration of teachers and students of our school and finally 4) Implement teaching approaches that enable the teacher to become independent from the curriculum, the teaching methods, the sources, the learning activities, with the aim to fulfill the differentiated needs of each individual student, so as to maximize their learning opportunities.



The scenarios presented below, designed with the collaboration of five teachers, focused on the diversity of the students, mainly concerning their learning styles, their interests, and needs. These scenarios were implemented during the «Thematic Week» in the context of the following themes: 1) Identity and 2) Human Rights. The greater concern of the teachers was to let the students express themselves freely, in order to achieve the best individual learning results.





## 1st Teaching Scenario TRANSITIONS – IDENTITIES



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**Linköping**  
Där idéer blir verklighet

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# “My life is a journey”

## Identity of the scenario

Our teaching scenario was used as part of the thematic week in the 2nd and the 3rd grade. In the scenario design we combined, with vertical and horizontal choices, elements of various Modern Greek language lessons, tailoring our curriculum to the needs of the class and our pupils’ interests, using elements of traditional teaching along with elements of modern pupil-centered approaches and ICT. We believe that, depending on the occasional teaching goals, both teacher-centered and pupil-centered or group-based approaches play their role. Our aim is to demonstrate a variety of teaching options aiming at connecting the school with the everyday needs and practices of the modern citizen.

## Objectives

### Pupils are expected to:

- Understand the concept of transition.
- Perceive and discuss cases of transition that can occur in a person’s life.
- Be aware of transitions observed among their Greek and foreign peers.
- Think about a significant transition in their lives, reflect on and compare with equivalent transitions among their peers.
- Work individually guided by honesty and collectively by a spirit of cooperation and truth.
- Communicate and express themselves freely, orally and in writing through the creation of multimodal texts.
- As far as the language course is concerned they are expected to:
- Get to know the characteristics of multimodal speech: wide use of alternative modes besides language (images, music, charts, etc.), classifying acquired information in space (and not in time, as in purely linguistic texts).
- Explore the role of multimodality in the meaning of a text (symbols, typography, images, sound, etc.).

## Activities (duration 10 hours)

- Watching videos
- Reading printed material
- Listening to songs
- Discussing in small groups and in plenary
- Filling in worksheets – Telling a personal story in writing
- Composing multimodal text - Artistic creation
- Movement activity

## Material (e-book and video)

- **Video:** “The Journey”, “Away ... to a New Place”, “On the Road to a New Country”, “The Story of Sasha”
- **Texts / Stories from the e-book:** “Kevin’s Music” (an excerpt), “Mohanad’s Personal Story”, “Nino’s Personal Story”, “Dionysus, Family Trips”, “John, The Transition of my mom for studies”, “Despina, my beloved grandmother...”
- **Songs mentioned in the e-book:** Bon Jovi’s “It’s My Life”, Imagine Dragons’ “Next to Me”, and G. Moustaki’s “Mètèque”, not included in the e-book.



## Phase 1: Familiarization with the subject

- The pupils are divided into small groups.
- Kick-off: Watching the “Journey” video - Brainstorming: “What do you think we’ll talk about today?”
- 3 stories are read aloud from the Erasmus e-book.
- [“Kevin’s Music” (an excerpt), “Mohanad’s Personal Story”, “Nino’s Personal Story”]
- Discussion in plenary on the following questions:
  - a. We’ve read some transitions your peers have lived through. What do you think “transition” means?
  - b. What other possible transitions can occur in a person’s life?

## Phase 2: Investigating the issue

- Each group is given a different story to discuss with the help of a worksheet. Each group discusses the story, reflects on it and answers the questions in the worksheet. [1st Worksheet: “A Transition Story”].
- [The following videos and e-book stories are read: “Away ... to a new place”, “On the way to a new country”, “The story of Sasa” (video) / “Dionysis, family trips”, “Yannis, My mom’s going to study”, “Despina, my beloved grandmother ...” (e-book).]

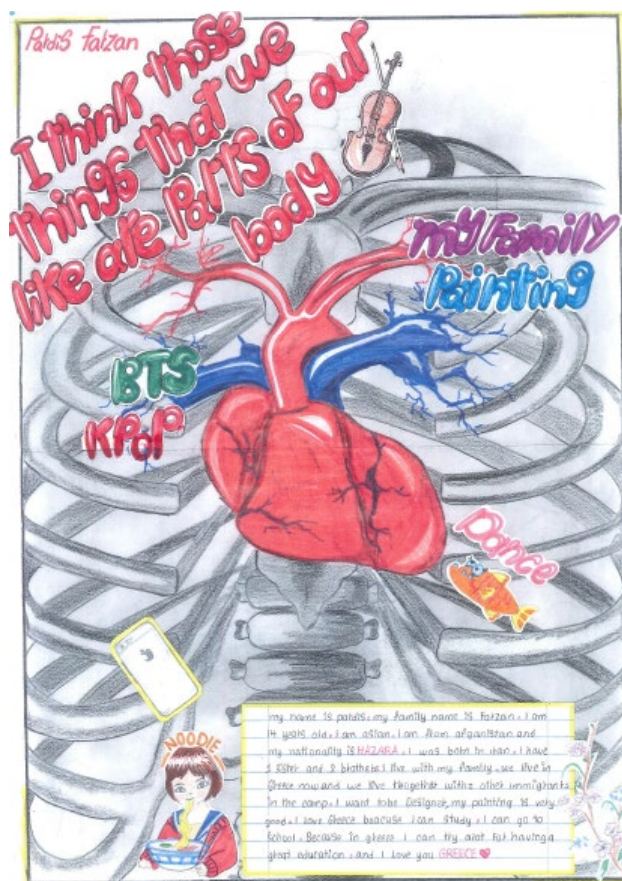
## Phase 3: Personal creation based on the theme (text)

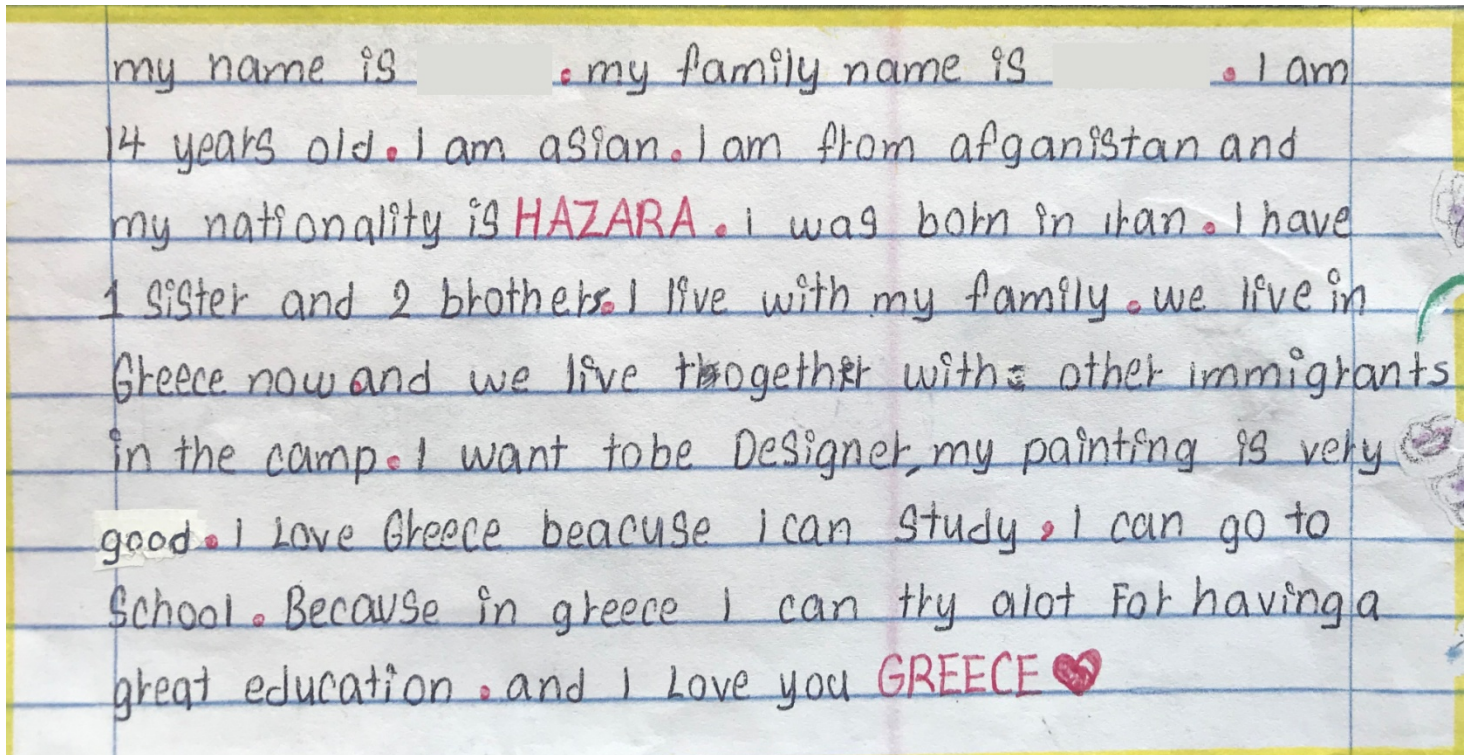
- Each pupil works individually and tries to work out if there has been a transition in his or her own life, based on the relevant worksheet [2nd Worksheet: “My own transition ...”].
- Each pupil reads his / her own transition story to the other team members.
- They compare their own stories with the protagonist’s transition story (similarities-differences) and announce their conclusions in plenary.



#### Phase 4: Multimodal creation based on the theme

- The pupils draw on a cardboard an image illustrating their personal transition, accompanying the drawing with phrases that express them.





### Phase 5: Discovery of identities

- The pupils create their individual Identity Cards by writing whatever they consider relevant to themselves, e.g. the elements that characterize each one of them (transitions, dreams, desires, and movements), what makes them different and what in their opinion unites him with their classmates.
- At the end of this assignment the pupils are divided into groups of four and read their text. They record similarities and differences on an additional sheet and present them in plenary. The coordinating teacher collects the sheets and attaches them to the board.
- The teacher asks the pupils to stand up and form a circle urging all those who have one of the similarities or differences recorded (e.g. those who dream of traveling a lot) to leave the circle, move to a corner of the room and pin on their chests a post-it of the same color. The teacher continues in the same way citing many similarities and differences. So the pupils move around several times creating different groups and adding to their chests a different post-it each time. Through this activity, they perceive their multiple identities, as well as the fact that there are elements that, while differentiating them from some, simultaneously unite them with others.
- The pupils discuss about their findings and conclusions.

## Phase 6: Poetic reflections

- After a brief reference to G. Moustaki and in particular to his multicultural identity, the song “Le Métèque” is heard. Comments are made on verses drawing the pupils’ interest. Through free discussion, thoughts and feelings are expressed, e.g. about the struggle of life, about loneliness, about difficulties, about frustration and about optimism.
- The teacher writes on the board the phrase: “Our life is a journey. I will encounter obstacles when traveling. I will ...” The pupils are required to continue, completing the phrase. (This activity may result in the creation of a collective poem.)



## Scenario extension - suggestions

This scenario could cover, in an expanded version, a project that will be organized systematically either in the context of the Research Thesis course or in the Thematic Week or in courses such as Art, Music, Literature, Social & Political Education or Greek Language, outside the teaching program, as a cultural event. In this case, the pupils are more systematic in their research, carrying out interviews and collecting oral and written material of different textual sorts from various sources in order to present it at a school event. The teacher monitors the tasks, discusses with his pupils any problems they encounter, guides and encourages them.

This version uses ICT more systematically and the school is more closely linked to pupils’ everyday practices in a globalized communication environment. Increasingly, multimodal texts are used that combine written discourse with image, promoting the notion that our understanding of the world is multidimensional, as it encompasses a universe of texts: written, visual, and audible. Understanding, therefore, means correlating and interpreting different modes of communication.



# 1st Worksheet

CLUB ...

Members:

## “A transition story”

Title of the story:.....

1. What kind of transition happened in the lives of the protagonists?

.....  
.....  
.....  
.....

2. What difficulties do you think they encountered during this transition? What do you think were mostly afraid of?

.....  
.....  
.....  
.....

3. What do you think they lost during this transition? What did they leave behind?

.....  
.....  
.....  
.....

4. What do you think they gained from this transition?

.....  
.....  
.....  
.....

5. What do they expect their tomorrow to be like? How do they imagine their future?

.....  
.....  
.....  
.....

## 2nd Worksheet

Name:

### “My transition ...”

Consider whether you too have experienced a transition (event) that changed your daily routine / your life and influenced you substantially...

1. What was this transition? What happened?

.....

2. What difficulties did you encounter? What scared you the most during this transition?

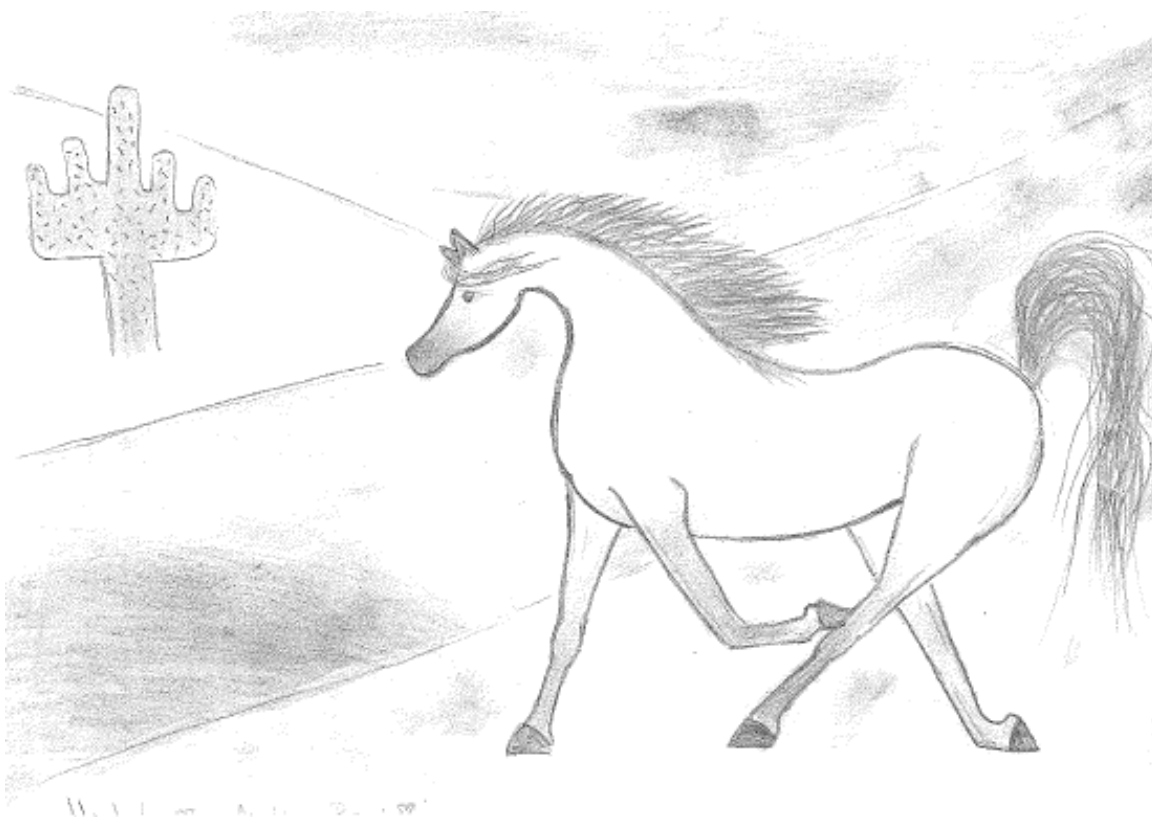
.....

3. What did you lose? What did you leave behind?

.....

4. What did you gain from this event?

.....





- Think about if you've also experienced a transition that changed your day-to-day life and affected you a lot.
  - What was this transition? What happened?
  - A transition that stigmatize my life was the separation from my crazy love, my dear horse. The time, I was away from him passed very slowly and tormentally. I thought of him every hour and moment. I was desperate without him.
  - What difficulties did you encounter? What scared you the most during this transition?
  - I left him in a horse club and I never saw him again. I don't know how he is, I don't know if he lives or has died.
  - What have you gained from this experience?
  - Two years later, my father told me that I could join another horse club and I could go horse riding again. (I had stopped horse riding because of an accident while riding my beloved horse).
- The happiness and enthusiasm I felt at that moment it can't be described in words.
- Since then I haven't stopped horse riding and, as the time passes by, my craziness for horses is getting bigger.



## 2nd Teaching Scenario

### “I - You – We Next - Opposite – Together”



University of Crete



1st Gymnasio  
Avlona



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Erasmus+ Programme  
of the European Union

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## Identity of the scenario

The scenario was used as part of the thematic week in the 1st and the 2nd grade. All activities focus on the student. Initially the pupils' experiential relationship with place and identity is exploited. The pupils then follow the impression created by the complexity of their own identity and their own origins, record the images that trigger their imagination in the source texts, and try through playful ways to trace the components of themselves and others.

## Objectives

### Pupils are expected to:

- Become familiar with the concept of multiple backgrounds and multiple identities.
- Recognize different ways of managing multiple identities.
- Realize that multiple identities are an element of wealth and empowerment.
- Realize the complexity of their identity and their own origin.
- Cultivate their acoustic and visual understanding.
- Cultivate the ability to produce speech and to express artistically.
- Communicate, get to know each other better, discover new aspects of themselves and others.

## Activities (duration 10 hours)

- Watching video
- Reading printed material
- Discussion in small groups and in plenary
- Multimodal text composition
- Personal narratives
- Artistic creation
- Movement activity

## Material (e-book and video)

- **Video:** "Games of origin", "A Step-by-Step Story", "Me and You ... Together", "My Grandfather, My Daily Life and Change", "Huey, Dewey and Louie"
- **Texts / Stories from the e-book:** "Giacomo - My Name", "The Story of Cesare", "Leto, Choosing Names", "Dionysis, Family Routes", "The Family Tree of Dionysis", "Dionysis, Identity card", "Leto, Identity Card", "Introducing myself through music (Rosella)", "I'm Leonardo"

## Phase 1: My name and its origin (2 hours)

- Write your name in a way that expresses you on an A4 sheet. How did you get that name? Note on the back of the paper how the selection was made.
- Show your plans in groups of three and tell the story of your name.
- We give each group excerpts from the e-book with name stories and we discuss.
  - How was the name chosen according to these stories?
  - Does it fit the way you got your name?
- (Excerpts from the following e-book stories are used: "Giacomo - My Name", "The Story of Cesare", "Leto, Choosing Names", "Dionysis, Family Routes", "The Family Tree of Dionysis".)
- Plenary discussion identifying the main sources of naming: national history, religion, family tradition, preferences etc.

## Phase 2: Identities - Me and the others (2 hours)

- How would you introduce yourself? Create your identity card using words and short phrases, a coherent text, drawings etc. (individual work).

My name is Maryam and my Family name is Hossaini. I am From Afghanistan but now I live in Greece in Malakasa camp. My Family is very big we are 11 persson. I have 5 brother and 4 sister. we are very happy Family. we came to Greece together. I go to school. my school is very good and I want to go Germany because my best friends are there and my favorite colour is black. I like volly ball. In Greece I have many friends my friends are very good my best friends in school is Fatema and pardis. I don't have any greek friends because I can't speak greek. I am single and I am 16 years old. My favorite actress is a Korean actress He is in BTS band. In the future I want to be a soccer player. In the future also I want to help strangers. and I want to make charity, it is my largest wish. my religion is Islam. Now I play guitar. and my favorite singer is American. I want to be a strong girl in the future. In future I want to go back in Afghanistan and I want to serve in my country. and now only I wanted get out of the cage. I want to live free. for the time being I'm caged in the little world. ♥

MARYAM



- We hand out the e-book text “Dionysis, Identity Card” and ask the pupils to find their common points and to circle them in their own presentation (individual work).
- We list the common points in the plenary, create categories and mark them on the board, e.g. 13 year old teenager, athlete, philosopher, artist, sportsman, European, citizen of the world, animal lover). The teacher attaches to the wall papers showing the above categories / identities and any others that may come up from the work that will follow.



We hand out personal narratives from the e-book. We ask everyone to work individually and to find any common ground between the hero of each story and himself. There follows a debate, in which common elements are reported and new identities are recorded. (The texts are as follows: “Leto, ID card”, “Introducing myself through music - Rosella”, “I’m Leonardo”).

We ask the students, based on the common points they have identified, to place post-it papers with their name on the wall under the categories / identities they think they belong to.

**Movement game:** Everyone in a circle. One after the other the students say: “I want everyone who is / has ... to stand up” and mentions an attribute / a property that he/she has and those who think they share this attribute get up and go to the center of the circle. In the next phase of the activity, everyone mentions a trait he/she has and considers rare thinking that it differentiates him/her from the others and invites those who share this unique trait to stand up.



### Phase 3: My Multiple Identities: A Challenge (2 hours)

- Watch the video “Games of origin”, and debate it in plenary. What do the three teenage heroes have in common? Where do they differ? Who profits by the multiple identities? Who considers them a burden? Who is proud of them?
- Think of your own identities...
  - Which ones fill you with pride?
  - Which ones fill you with hope?
  - Which ones cause you problems?
  - Which ones make things easier for you?

my name is [redacted]. my last name is [redacted]. i am from afghanistan and my nationality is HAZARA. i am 14 years old. i have 1 sister and 2 brother. i live in GREECE now. and we live in the camp with other immigrant. i love Greece because i can studies i can go to school. i am happy because i am in here and this is a big chance for me. for my family. my favorite colour is black white and red. my favorite sport is gymnastics and dance. my favorite singer is BTS. my favorite food is noodle. my favorite hobby is painting. and i have a heroine. and she is my mam she is a very strong woman. and i want to be in future a strong girl. similar my mam. she is a very good mathet she is a very good friend she is a very good guide



Watch the video “A Step-by-Step Story”. Pupils take notes on previous questions. In addition, they are asked: What did the father and the son put in their backpack?

## Phase 4: My backpack, your backpack, our backpack (2 hours)

- Close your eyes. Imagine your own backpack. Is it big, small, worn out, new, what material is it made of, what are its colors, its designs? Fill it with what you wouldn't want to do without: a photo, a dish, a memory, a person, a book, a piece of music, a dance, a hope, a smell, a feeling...
- Form groups of 5. Share the contents of your backpack and try to make a shared backpack. What 5 things would you put in? Write or draw these common things on a piece of cardboard of the same color for each group.
- We place the pupils' creations on the wall, encourage them to observe the backpacks, and pose questions such as: "What would you like to borrow from the other backpacks?"





## Phase 5: Discovering friends through the BACKPACK ID (2 hours)

- We show 3 videos of pupils from different countries. We try to imagine what their backpack is and what it is like. (The videos are: “You and Me ... Together”, “My Grandfather, My Daily Life and Change”, “Huey, Dewey and Louie”).
- We ask the pupils to pick one of these children and write them a letter requesting friendship in which they will present themselves and the reasons why they made this particular choice.

Dear Anna,

I am Antonella-Nella and I would like to meet you.

The reason I chose you and not someone else is because we have things in common; for example we come from the same country. Fortunately, I haven't changed my surname nor do I want to change it. Also another reason I want to get to know you is because I want to help you find the names of your relatives that you need to know. These names are valuable to every person. I believe you will be interested in learning them too. I really want to meet you.

Now, it's time to introduce myself... Well, I'm a girl who hides her feelings with a smile. Even though I'm shy, I can share my joy with others. I love my life as we all do. I'm not confident and I'm not as dynamic as I would like to be. I really want to help each other.

Greetings,

Antonella-Nella

## Knowledge of the world, values, beliefs, attitudes

Our teaching proposal aims at getting the pupils to conceive the notion of identity and transition, to hear its sounds; to get a “whiff” of it. By avoiding ready-made knowledge for our pupils, we try to open the way to the world of detection and awareness, the world of self-energy. In conclusion, the core of our effort is to teach the pupil that viewing each place (and the world as a whole) is in fact subjective as it hinges on the experiences and personality of the individual.

## Evaluation

*Participation, timely completion of work and satisfactory response to requests are welcomed. Satisfactory presentation of papers and good reading of texts and papers are also positively evaluated. We have to take into account the evaluation and cooperation of the members in each group. We also apply mutual evaluation. The plenary evaluates each job orally (to save time). We also give the team some time to comment on their own work, e.g. on the difficulties they faced. Each group should consider the comments of the whole group and correct the assignments.*



## Students' reflections

Most students argued that the program aimed at exploring common points and differences. "I understood that everyone has a different position in the classroom. No one is the same, we are all different, we have our own beliefs, our own opinions and we all have problems." / "The idea of the project was to find things that unite us with others and things that differentiate us." / "We understood that we have to treat the different as it is because it is not bad and we are all so different and so similar at the same time."

Some students pointed out that they realized how many alternative attitudes and possibilities exist. "We saw different ways to deal with problems." / "... how we can deal with our two origins..." / "... different ways to solve problems." / "I realize that life has ups and downs. It is very important to overcome the difficulties without giving up."

There are many students who argue that the project has helped them to reflect and understand themselves. "The idea of the project was to discover ourselves and understand what makes us special." / "The activities helped me to find out lots of secret corners of myself I hadn't discover yet." / "The project had to do with identities. It made me think who I am and what I want to become in the future. It helped me to make clear some blur thoughts."

Some say they reassessed things they considered insignificant and self-evident. "I felt self confidence, optimism, nostalgia and joy because I understood the importance of the things and the persons we have with us and sometimes forget them because of everyday life."

Many students also highlighted the opportunities that the project gave them to communicate and get to know each other more. "The central idea of the project was to come closer ... open enough to our teachers and classmates." / "We have seen that although we have never spoken to some people, we have common points that could make friends."

Finally, many students reported empathy. "I realized the difficulties other children are experiencing, how people leaving their country feel and how difficult separations are." / "The program moved me because I found out how difficult it is for young foreigners to adjust to a new environment."





*The students' emotions were many: joy, enthusiasm, surprise, optimism, impatience and relief. All of them stem from realizing how many things they have in common. One says: "I'm happy and relieved because I now know that I'm not alone and I have many things in common to share with others."*

*Another source of the above positive emotions is the self-knowledge. A student says: "I'm impressed by discovering my unknown parts I ignored their existence."*

*Some felt self-confident being able to express themselves. A student said: "I could express myself without having the fear of being criticized by others, which made me feel happiness and self-confidence."*

*Others pointed out that they felt proud. "I felt proud for my double origin and I thought that this gives me many opportunities."*

*The implementation of the project gave to the students a chance for team work, a get-away of the routine, ways to know better themselves and the others. The general impression is declared in 3 words: Creative, original, unique.*

## Teachers' reflections

Five teachers that implemented those plans stated that, applying the program of BACKPACK ID, contributed to the change of the classroom climate. It helped the students to identify common points, to express themselves and to communicate. Some of them even started to revise their attitude towards their origin and the differences among them. Furthermore, it assisted the teachers to design processes that empowered their students.

More specifically, the teachers stated that: "The classroom climate totally changed, the students were talking about themselves and their everyday lives, something that happens rarely in school. They enjoyed the fact, that they had the right to be the "stars" of the teaching procedure in this lesson, through their own narration. At the same time, they were paying attention to the others with genuine interest, something that also happens rarely. The kids are eager to talk and share. They are also eager to deal with everyday life issues. Nevertheless, our academically oriented program, with its teacher-centered character, does not leave much room for it. From this point of view, I found this program to be of great value." Nantia Tsene, Greek teacher.

"The material of BACKPACK ID is, in my opinion, extremely valuable, as it was designed by children for children. My involvement from the beginning of the program, gave me many emotions. At the stage of material production, I had the opportunity to get to know my students deeper. I was very concerned if I would feel these emotions during the implementation of the program too. Luckily everything turned out well. The students embraced the activities with excitement. They made remarkable parallelisms; they found similarities among them, their classmates and the protagonists of the material that was given to them. They got excited, they got emotional, and they stepped in front of the class and expressed their opinions freely. Something that also makes this material valuable is the possibility of its utilization in four languages, especially in English, which is the most widespread. In my classroom there were three refugees from Afghanistan with zero knowledge of the Greek language. Their reaction was heartwarming and their collaboration with their classmates exceptional." Annie Keki, French teacher

"There were many moments that students made revelations of more intimate thoughts and experiences. As it emerged from the discussion that followed, generally the students realized that "We are both singular and plural number". Garyfallia Kotsikou, Greek teacher

"The children were satisfied from the fact that they were given the opportunity to talk about their surroundings, their family and their origins. Furthermore, they faced with great interest the fact that the plurality of origins can become a source of pride. Many identified with the children on the videos, as they come from multicultural families, yet they live in communities with a dominant culture. They realized the "wealth" of their condition and the possibilities that said condition offers. In many cases there was a shift on their attitude towards their multiple origins. Nevertheless, the realization of multiple identities and origins turned out threatening for one child." Foteini Papariga, Teacher of German

"The material (video, e-book) is original and its diversity is a challenge within the routine of the educational system. The fact that distinguishes it, is that it was designed by teenagers. So, it is fresh, sincere, spontaneous and immediate. Moreover, the fact that it has been produced by children and young people makes it more appealing. Our students seldom have the opportunity to work having as a start point works of students their age. So, bringing into the spotlight adolescents and their works, we empower our own adolescent students. The multimodality of the material was another element that I made use of. It helped me organize a lesson that is rich, appealing and at the same time capable of adapting at different styles of learning. Still, the material helped me enrich the lesson with many teaching techniques and encourage the children to engage in many activities so as to produce their own multimodal material too." Nantia Tsene, Greek teacher



“We think that by using BACKPACK ID, we helped all of the students that we got involved in this during the “Thematic Week”, to achieve their learning goals, through graded activities that lived up to their diversity and fulfilled their needs. In this way, we believe that the students accumulated knowledge and personal understanding. At the same time, we think that they succeeded at maximizing their motives for learning and participating directly in the classroom, as their characteristics, their needs and their abilities came into the spotlight and played a major role in the teaching process.

So, the same program, made us, the teachers of the 1st High School of Avlonas, realize in practice, that the differences between the students are “unstated, complex and deep” (Kalantzis and Pope p.196) and to consider that every student possesses informally knowledge and experiences, related to their family and their socioeconomic condition. So, as an educational community, we had to recognize and take advantage of every single opportunity like this, not only because, in our opinion, it is a deciding factor for the success or the failure of students in conventional education, but also because our own students felt that the “image” of the class is composed by the special characteristics each student carries independently as his identity”. Loukia Stefou, Greek teacher.

The difficulties that were reported by the teachers were mainly connected to the time requirements and to the creation of a safe space that encourages communication. Furthermore, techniques that push students to move away from expressive standardization are required. Warm-up exercises, the utilization of experiential techniques and creative activities can help greatly.

“Many students found it hard, some because of their introversion, others because they hadn’t totally understood concepts like transition or identity. So, we have to establish a safe space in the classroom. To help the students, I had to engage in a brief personal conversation, to encourage them, to answer their questions. Nevertheless, I needed some time too, to get used to the spirit and the philosophy of the program, as I wasn’t involved from the beginning. I had some questions and difficulties in the planning of activities and their connection to the requirements of the “Thematic Week”, which were solved by the assistance and collaboration of colleagues that were working on the program since it started. So, I was assisted both by the exchange of opinions between me and my colleagues and by the material itself, the variety of which left us a margin to choose specific elements that, in my view, served the teaching goals more conveniently.” Garyfallia Kotsikou, Greek teacher

«The main problems we faced were how to provide the necessary hours in the regular traditional procedure of the school program and how to create the appropriate emotional environment which would facilitate the participants to express themselves and communicate. So, we decided to use two days of the thematic week for our BACKPACK ID project. Using the thematic week provided many hours for implementation without being interrupted by other subjects in between. Each one of us ignored the 45’ minutes of the regular classes and made breaks according to the needs of the team. So, if there was a sentimental climax, we didn’t stop the procedure by the ringing of the bell. Each one of us could have a 2 or 3, 4 hours lessons with no interruption.

In addition, this allowed us to adjust the school space according to our needs, moving away, for example, the desks and forming a circle with our chairs. It also helped us to organize our digital media and resources (projector, cardboards, markers), as the variety of materials of BACKPACK ID enabled us to design a corresponding process.

In my opinion, if the lesson is limited to viewing videos and to reading/interpreting extracts from an e-book, the possibilities are greatly reduced. The material keeps its freshness, as it has been created by teenagers, but the whole process doesn’t diverge from conventional teaching. Therefore, the teacher has to use many experiential techniques and develop activities that offer to the students the chance to create their own multimodal material”. Annie Keki, French teacher

“It is difficult to create an appropriate safe space and an environment of self-concentration, during the limited time of the standard teaching schedule. So, we should dedicate much time at warm-up and cohesion activities of the team, to facilitate self-concentration and to create this appropriate safe space for thought and introspection. Furthermore, time is also needed to move away from expressive standardization. A conversation has to take place before each writing activity, to help the children organize and develop their thought.” Foteini Papariga, German teacher





## 2nd Primary School of Thrakomakedones



University of Crete



**Linköping**  
Där idéer blir verklighet

1st Gymnasio  
Avlona



HELENIC REPUBLIC  
National and Kapodistrian  
University of Athens



ATHENE - GRUNDSCHULE



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## The Context

The 2nd Primary School of Thrakomakedones is located in the municipal district of Thrakomakedones, which belongs to the metropolitan municipality of Acharnes (Menidi). The area of Thrakomakedones is located 22 kilometers north of the center of Athens, at the foot of Mount Parnitha. It is a relatively new school, as it has been operating since 2004. It is situated in a non-urban setting, surrounded by forest and dense vegetation.

The school is attended by 225 pupils, who live within the geographical boundaries of the school, though some of the pupils reside in the center of Acharnes. The socio-economic status of most families is quite high. However, the school is also attended by some pupils whose parents immigrated from other countries, mostly in the Balkans. There are several pupils whose families originated in Albania, Bulgaria and Russia; however, the pupils themselves were born in Greece.

On the one hand, the parents, particularly the parents association, are close to school. They strive to maintain a good level at the school, in terms of both infrastructure and communication with the school personnel. Through their personal work and dedication, they have managed to create a model school.

On the other hand, most of the teachers are civil servants with teacher tenure. The majority of the teachers has been working at the school since it started to operate. They cooperate with each other on educational issues that arise. Their relationship with the principal is very good even though she has only been the principal for the last 2 years. The school staff is highly qualified, with up-to-date knowledge from training, postgraduate programs and personal study. They have developed a philosophy of reflection on education regarding contemporary issues that arise and they seek to find solutions through collaboration and exchange of good practices. Personally, through discussions with my pupils and various projects that I organize, I try to make them reflect on contemporary social issues so that they can become critical citizens, as well as to explore how they think, in terms of human values and ideals.

In this context, BACKPACK ID provided me with a wonderful opportunity to give the floor to the pupils, exploring how each of them stands towards others who are different (in this case, in terms of origin). My goal was to utilize innovative action in order to put the pupils in the center of the process, while I was there as an adult facilitator, to assist them in all their endeavors. The ultimate goal was to produce material that would serve as a point of reference and reflection for our future discussions.

Unfortunately, as I came across BACKPACK ID at the end of the school year, I was not able to organize as many activities as I would like to utilize it properly. Class time was lost because of the rehearsals for the end of the school year celebration, national elections, and other scheduled activities, so I had to limit the time allocated to BACKPACK ID to only 4 teaching hours.

## Teaching scenario: TRANSITIONS – IDENTITIES

### "Let's get to know each other better"

General Information about the scenario

Our teaching scenario was implemented in the Modern Greek Language class for the last grade of elementary school. Its implementation took two sessions, each lasting two hours. To kick off the activity, I drew on the last unit of the schoolbook, namely "War and Peace". I designed the scenario according to the abilities of the children in the class, adjusting it accordingly. I took advantage of the use of ICT, also utilizing elements of traditional teaching (in order to introduce my pupils to the activity at the beginning), as well as elements of student-centered approaches (during the scenario implementation). My aim was to approach the subject through a variety of activities to be implemented, depending on my pupils' needs and preferences.

### Objectives

For the pupils to:

- Understand what transition means
- Come in contact with stories of people who experienced a personal transition
- Reflect on the transitions that occurred either to themselves or to their families
- Identify "common" paths
- Empathize with everyone's transition story
- Come to a personal realization of their multiple selves
- Approach their own story and work in a group, communicating their story to their classmates
- Express themselves in the form they choose, about what they have to share

### Activities (duration 4 hours)

- Watching audiovisual material
- Reading printed material
- Discussing in small groups and in plenary sessions
- Composing texts

### Material (e-book and videos)

- **Texts from the e-book:** "Parviz's transition story of", "John: My mother leaves for studies", "Dionysis, family journeys", "Amne's transition story", "Kirandip, travelling to India", "Georgia's transition from village to town".
- **Videos:** "Leaving my homeland", "Maryam's transition story", "Far away... in a new place", "On the way to a new country".



## Methodology

### Phase 1: Getting familiar with the subject

- Pupils are divided into groups
- To kick off the activity, we use a text from the Modern Greek Language textbook for the 6th grade of elementary school, namely “A child’s thoughts on war”. What is the text about? What do you think that we are going to talk about today?
- Viewing videos from the BACKPACK ID collection (titles mentioned above).
- Reading stories from the e-book: “The transition story of Parviz”, “The transition story of Amne”.
- This is followed by a discussion, focusing on transition definition issues.

### Phase 2: Investigating the issue

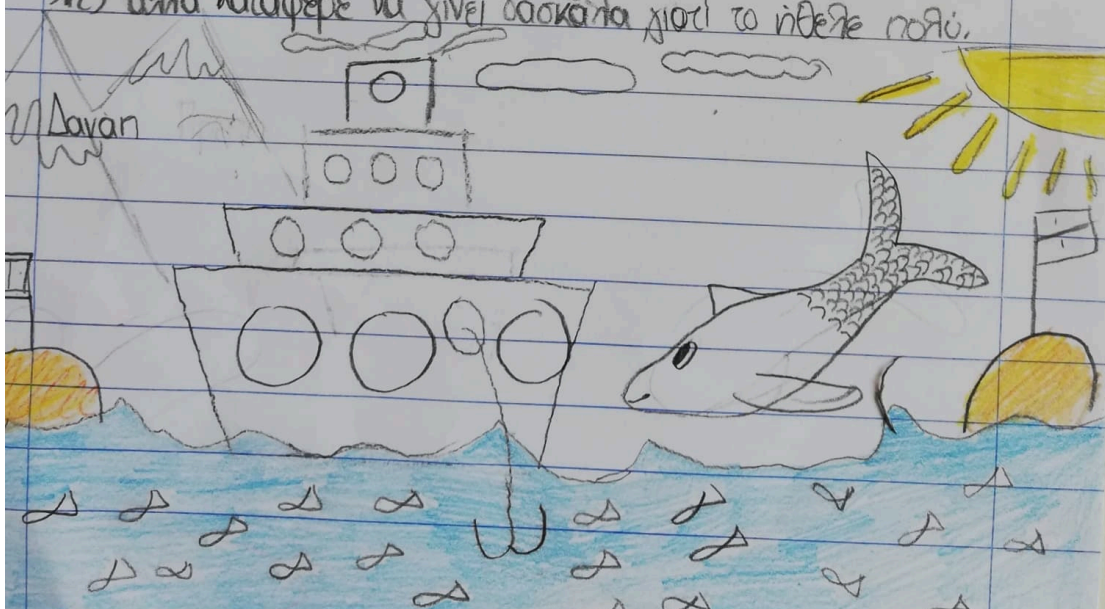
- Each group is given a photocopy of the transition stories selected from the e-book.
- After each group of pupils has studied the stories, the different types of transition are discussed. Pupils are encouraged to think of similar transitions that their own family may have experienced.

### Phase 3: Personal creation

- The pupils are asked to record this story, based on what they thought. They are free to choose how to do this. I urge them to use written discourse, drawings, crafts, or any other way they prefer, so that they can express their story.
- After completing their work, each pupil presents a personal transition story to the group, in the way each pupil chose. They then discuss on any similarities in their stories within the group.

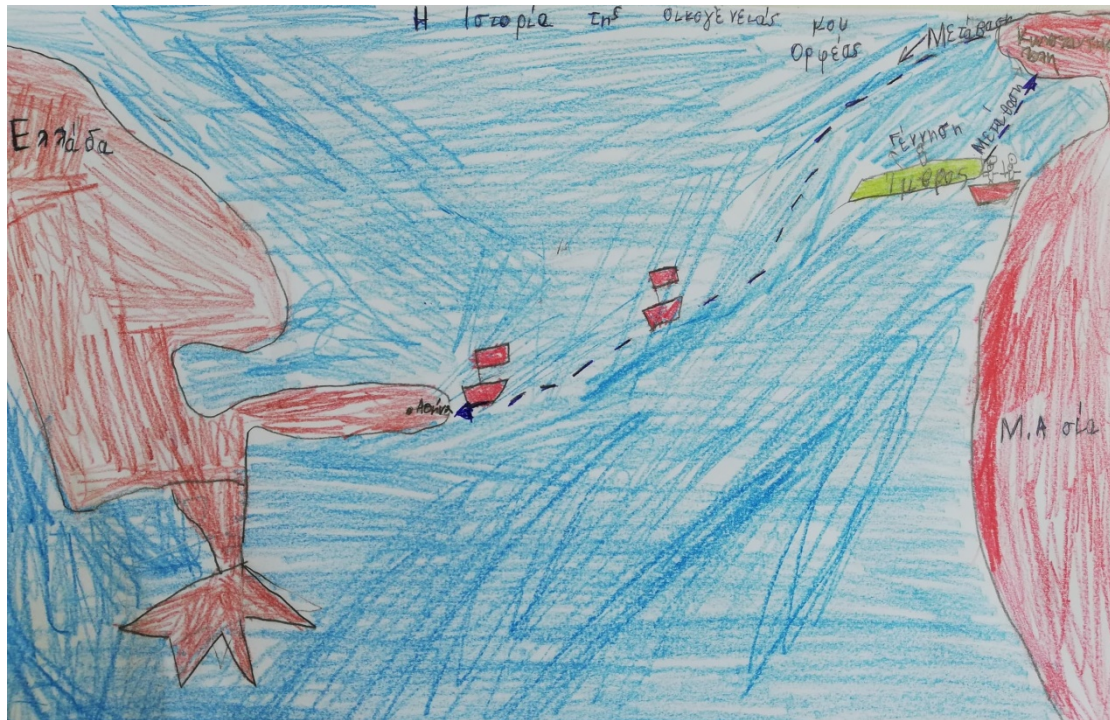
*My name is Danae and I am going to tell you about my family. My family originally comes from Asia Minor. My grandmother was born in Imbros, when it was still Greek. She had a great time there. But then the Turks came, and they expelled the Greeks, so she had to leave. So she went to Constantinople, for a better life. She went to a Turkish high school. But again they were forced to leave. So they settled in Athens. This is where my grandmother studied and became a teacher. This is where she met my grandfather and they got married. Then my grandmother gave birth to my mom and my aunt. After a year, my grandfather and grandmother set up a private school. My grandmother was a teacher and my grandfather a teacher and the principal. Later, my mom went to school there too. I am very proud of my family and my grandmother, because she went through a lot of difficulties, but she was able to become a teacher, because she really wanted to. Danae.*

Με Δένε Λανάν και θα σας μιλήσω για την οικογένειά μου.  
 Η οικογένειά μου έχει ρίζες από την μικρά Ασία. Η γιαγιά <sup>και</sup> γεννή-  
 θηκε στην Ίμβρο όταν ήταν Ελληνική. Εκεί πέρασε πολύ καιρό.  
 Όμως ήρθαν οι Τούρκοι και έδιωξαν τους Έλληνες έτσι αναγκά-  
 στηκε να φύγει. Έτσι πήγε στην Κωνσταντινούπολη για μία  
 καλύτερη ζωή. Πήγε σε ένα τουρκικό γυμνάσιο. Όμως παλι-  
 τους έδιωξαν. Έτσι εγκαταστάθηκαν στην Αθήνα. Εκεί η για-  
 γιά μου σπούδασε και έγινε δασκάλα. Εκεί γνώρισε τον παππού  
 μου <sup>και</sup> παντρεύτηκαν. Μετά η γιαγιά μου γεννήσε την μαμά μου και  
 την θεία μου. Μετά από ένα χρόνο ο παππούς μου και η γιαγιά  
 μου έφτιαξαν ένα ιδιωτικό σχολείο. Η γιαγιά ήταν δασκάλα και  
 ο παππούς μου δάσκαλος και διευθυντής. Αρχότερα είχαν και  
 μαθήτριά την μαμά μου. Είμαι πολύ περήφανη για την οικογέ-  
 νειά μου και για την γιαγιά μου επειδή πέρασε πολλές δυσκο-  
 λίες αλλά κατάφερε να γίνει δασκάλα γιατί το ήθελε πολύ.

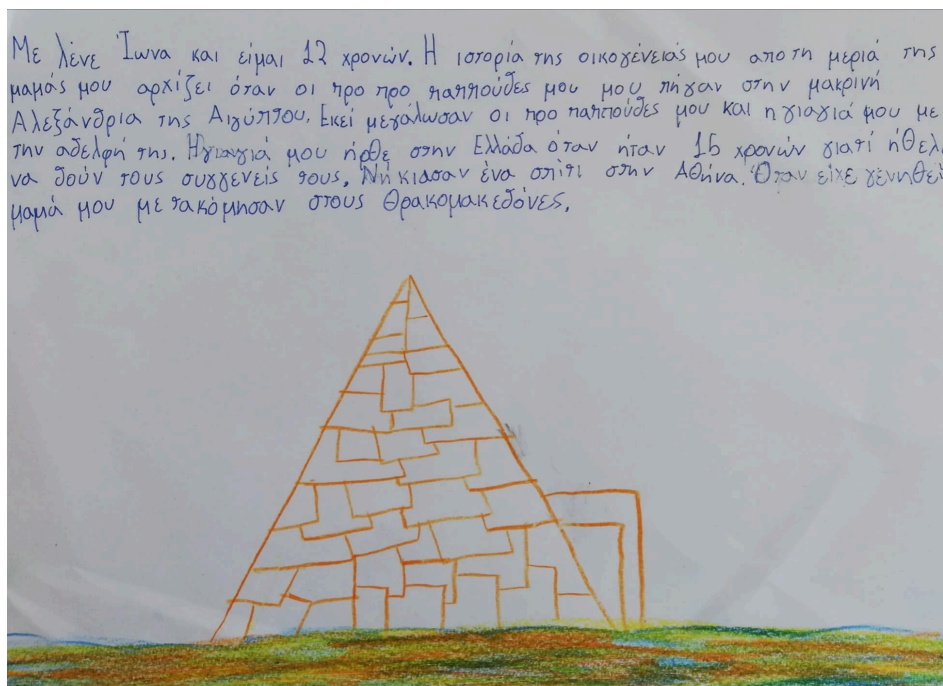


## The Story of my family. Orfeas

Asia Minor. Birth. Imbros → Transition → Istanbul → Transition → Athens. Hellas

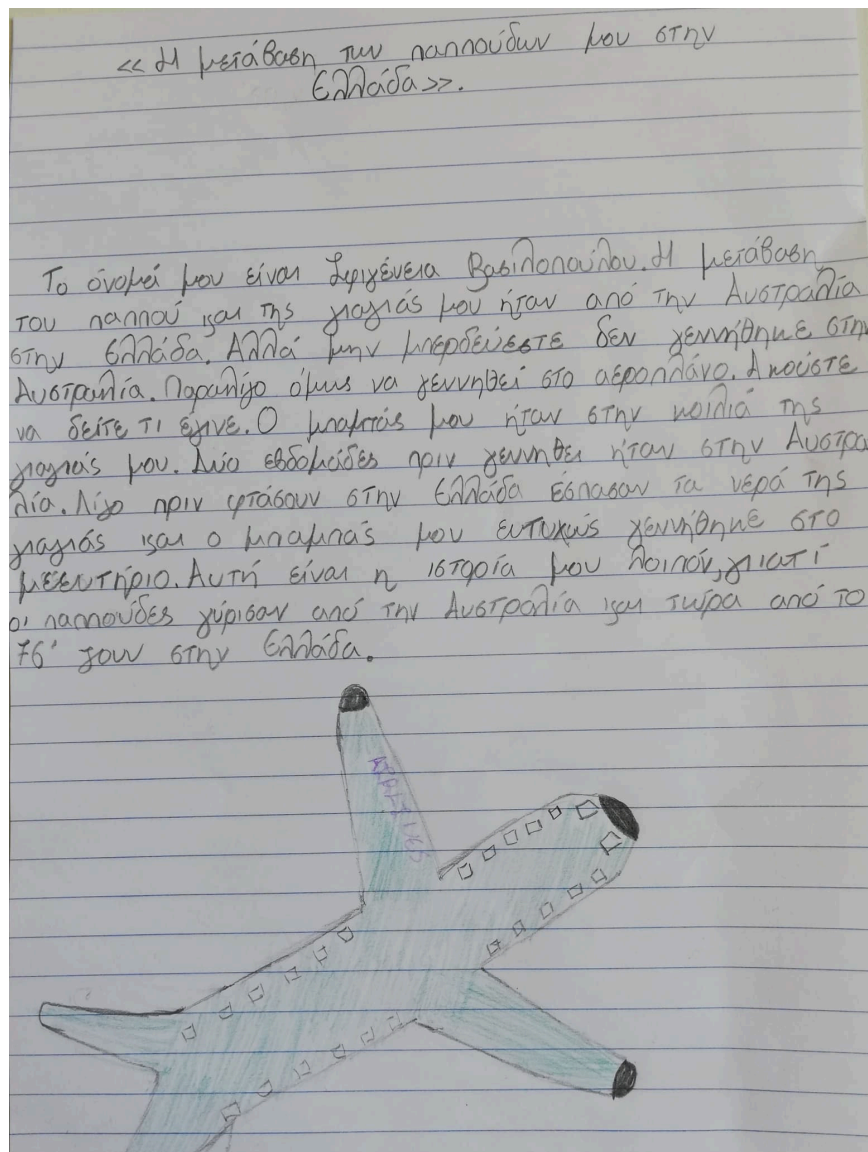


My name is Ionas and I am 12 years old. My family story on my mom's side begins when my great great grandparents went to faraway Alexandria, Egypt. This is where my grandparents grew up, as well as my grandmother with her sister. My grandmother came to Greece when she was 15 years old, because they wanted to visit their relatives. They rented a house in Athens. When my mom was born, they moved to Thrakomakedones.



“My grandparents’ transition to Greece”.

My name is Iphigenia Vassilopoulou. The transition of my grandfather and grandmother was from Australia to Greece. But don't get confused, he wasn't born in Australia. Yet he was almost born on the plane. Here's what happened. My dad was still in my grandmother's belly. Two weeks before he was born, they were in Australia. Just before they arrived in Greece, my grandmother's water broke and fortunately my dad was born at the maternity hospital. So this is my story, because my grandparents came back from Australia and now they have been living in Greece since 1976.



## Phase 4: Presenting the stories

- Each group reads stories or presents their crafts in a plenary session (most of the pupils chose to present their stories by preparing a written text).
- On the board, the teacher categorizes the similarities and differences of the stories. The teacher then urges the pupils to get up and stand in front of the category they feel that represents them each time. As the stories are being read, the pupils constantly change positions, depending on what they perceive as a similarity as they are listening to the story.
- This is followed by a class discussion on each person's identity and the multiple selves a person may have.

## Scenario extension - suggestions

The implemented scenario could be extended to various courses of the curriculum, provided it is modified accordingly. It would also be very interesting to invite the pupils' parents to tell their own personal transition stories. They could be utilized as "talking books". In this case, the stories would come to life in a different way, enabling a different kind of interaction, not only among pupils, but also between pupils and their parents, as members of the wider school community.

## Evaluation

The implementation of the scenario is positively evaluated. The pupils were eager to cooperate. Given the little time that we had available, they were quite enthusiastic about the activities. However, I think that if we had had more time available, we could have achieved a greater, deeper connection of their personal transition stories with those the stories we watched or read in the e-book. Personally, this activity made me ruminate on issues that emerged, regarding my professional role in the classroom, the curriculum and whether it allows teachers the necessary freedom to implement such activities, as well as what is ultimately the best way to learn. As for my pupils, I felt that, by listening to their stories, I came closer to them and I had the opportunity to know them better. I realized we had a lot in common, as the transition story of my own grandfather was similar to that of some children. This brought us closer, increasing my empathy towards them.

## The pupils' views

The pupils welcomed the activity with joy and excitement, which they seemed to sustain until the end of the activity. Although they were young, they displayed maturity and a spirit of cooperation. Some pupils mentioned that they were intrigued by the different ways in which one can tell a story. However, they chose to record their own stories through written texts, as this way is the most popular.

Realizing that they have so many things in common filled them with joy and excitement. In particular, many pupils reported feeling that they are part of a group, though one with many differences and similarities. Surprisingly, they also realized that their classmates from other countries were not the only second-generation immigrants. In some cases, their own grandparents had come from Asia Minor or Pontus as immigrants or refugees. They were also troubled by the discussion that followed, on multiple selves. They realized that we are more than just one thing, that potentially many different things exist within us, even if we have not explored them, and that we could have some things in common with classmates that we had not thought possible.



## Experimental Junior High-School of University of Crete, Rethymno



University of Crete



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## Transitions and Paths

### Comparing identities and identifying otherness

#### Objectives

- to identify the term transition (from one country to another, from town to village, from single to married life, etc.)
- to collect family and personal transition stories
- to compare their stories with other stories
- to identify similarities and differences between people and stories
- to discover the element of otherness

#### Material

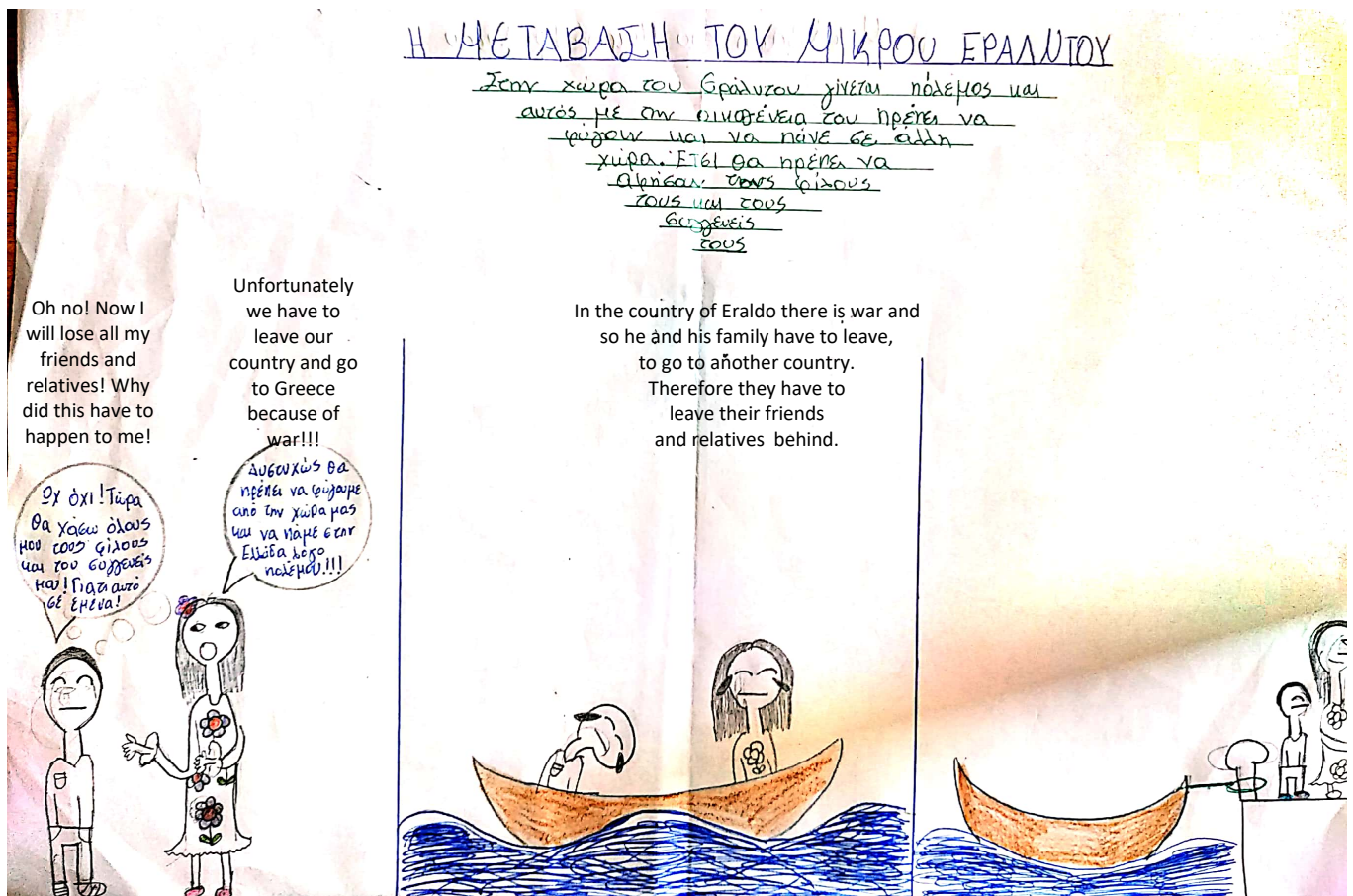
- Parviz's transition story
- Parviz transition story (video)
- Rahi's personal story
- Sarah's transition story
- Sarah's transition story (video)
- Mustafa's transition story
- Lito, family journeys
- Pardip, Greek, Indian or Sich?
- Brahim Razi
- Rebecca
- Mustafa's transition story (video)
- Kostas, The grandfather moved to Libya
- Leaving my homeland (video)

#### Activities

- Identifying the term transition in art
- Working in groups
- Answering questions such as: what is transition for you? Which similarities do you identify and why? What differences do you identify? Have you experience something similar?
- Designing their own art products (especially drawings)
- Expressing opinions through essay writing

## Teacher and students' comments

### Backpack





## Old and new world



## Brain drain





## Junior High-School of Perama Mylopotamou, Rethymnou



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## Teaching Scenario: Discovering myself

### Promoting understanding through story sharing

#### Objectives

- To produce multimodal texts
- To select and being familiar with taking interviews
- To construct questionnaires
- To become sensitive on issues of alienation
- To realize the commonalities between people with different origins and the differentiations as element of one's identity
- To realize the significance of being member in one community

#### Material

- Anna, changing a last name
- Anna, a door to my past
- Anna, fishing
- Georgia, my village in Cretan mountains
- John, my mother leaves for studies
- Danae, my backpack
- Danae, I'd put in my backpack
- Danae, a star journey
- Georgia prepares her suitcase with her favorite items
- Maria's life in Crete
- Kalliopi from Anogeia
- Georgia's transition from village to town
- Dionysis's family tree
- Everything I carry with me (video)
- Leaving my homeland (video)
- Far away in a new place! (video)

#### Activities

- Create family trees
- Writing fictional narratives (what would you be like?)
- Take interviews
- Producing multimodal texts
- Producing poems on the theme "My land"

## Teacher and students' comments

“ They really liked suggesting activities and working away from the school book.”

“ Personally, I liked it, because I learn how other children think and because the stories are so different ”

“ These activities remind us that there are immigrations problems nowadays ”

### The foreigners' song

I take my suitcase  
Loaded with things  
I'm leaving with a heavy heart  
Without knowing what awaits me.

I ended up a foreigner  
I held my tears  
I handled my disappointment  
I struggled and I made it.

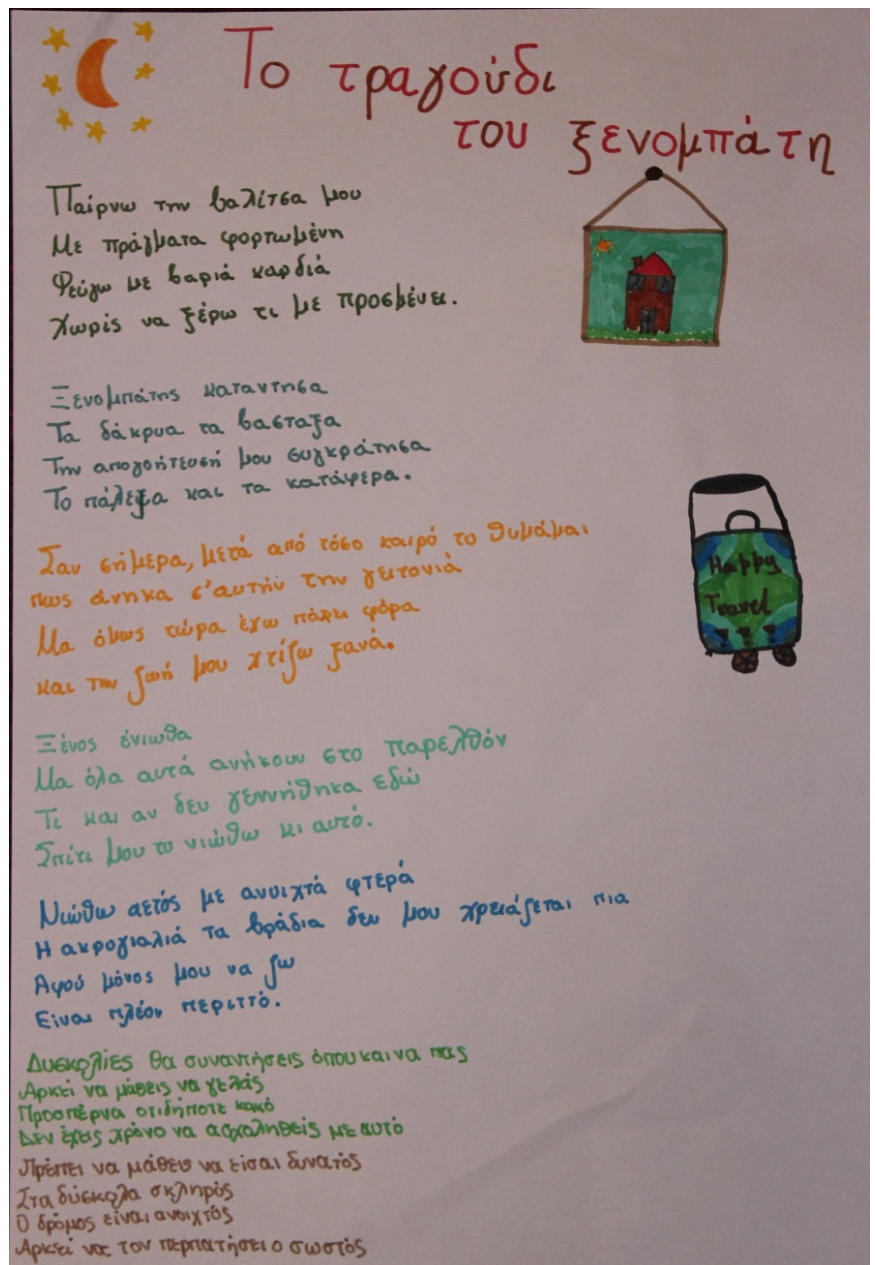
I remember it as if it was yesterday  
how I belonged to this neighborhood  
But now I have gained momentum  
and I am rebuilding my life.

I felt like a stranger  
But all this belongs to the past  
So what if I wasn't born here  
I feel this is my home too.

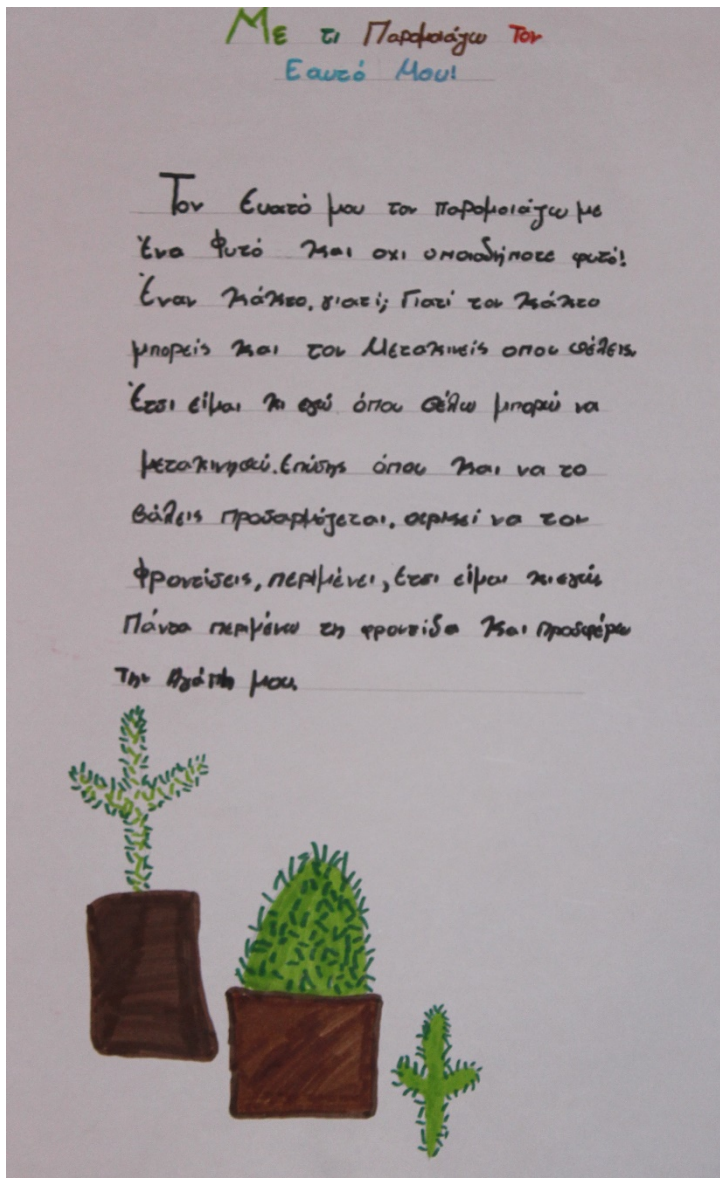
I feel like an eagle with open wings  
I no longer need the beach in the evening  
Since I live alone  
It is no longer necessary.

You will encounter difficulties wherever you go  
You just have to learn how to laugh  
Anything bad, just pass it by  
You have no time to waste on it

You have to learn to be strong  
Be tough in the face of adversity  
The road is open



As long as you walk right



**With what do I look like!**

I liken myself to a plant

And not just any plant!

But a cactus. Why? Because you can move the cactus wherever you want.

I am like this too. I can move wherever I want to. Also, no matter where you put the cactus, it will adjust, as long as you take care of it, it can wait, and I am like this too.

I always wait for my care and I offer my Love.

Parallel lives

**Παράλληλες Ζωές**

**Nadia**  
Nαντια

**Maria**  
Μαρια

Georgia <- I was born in -> Δοξάρο  
Perama <- I left for -> Πέραμα

Alone – Foreign because  
Μόνι-Ξένη  
γιατί

α) Αφησα τον τόπο μου I left my homeland  
β) Αφησα τους φίλους μου I left my friends  
Αφησα τους συγγενείς μου I left my relatives

Insecurity Ανασφάλεια  
Προσαρμοστικά I have adjusted

Συναίσθημα

α) Αφησα τον τόπο μου I left my homeland  
β) Αφησα τους φίλους μου I left my friends  
Αφησα τους συγγενείς μου I left my relatives  
Insecurity  
Ανασφάλεια  
Προσαρμοστικά I have adjusted

<- Today ->  
← Σήμερα →

Τους αποδεχθήκαμε και μας αποδέχτηκαν. Έχουμε δύο τόπους.  
Δεν είμαστε πια "Ξένοι"

We accepted them and they accepted us. We have two homelands.

We are no longer "foreigners".



## ITALY



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## Let's describe ourselves by using a metaphor

Teachers involved: Tania Bussi (Literature Teacher); Lorenza Morgante (Special Needs Teachers)

### Context

#### Lower Secondary school of Collecchio (PR)

The school is located in a wealthy context, in a town few kilometres away from the city of Parma. It presents few cases of economic disadvantage that are often combined with recent migration status of students' families (around the 12% of the students). The abovementioned families have been warmly welcomed by the administration and NGOs, active at local level. The lower secondary school of Collecchio receives positively the training opportunities and the project proposals elaborated by local associations. It tries also to fill the arisen cultural gaps like lower language skills, and poor integration of the foreign students into the local context. The multicultural festival occurs each year in Collecchio and it turned to be a popular attraction among people living Parma and its surrounding districts.

#### Class group

The class group identified to test the teaching activity we will describe thereafter it's the first-year group of the lower secondary school. According to competences and schooling level, the identified class group stands at medium range. The group is composed of 23 pupils: among them, one arrived from Morocco who joined the group during the last year and 5 pupils who have educational special needs, clearly certified by the local health authorities. The activity has been carried out during the second half of the school year, by introducing the topic on "Description" during the Literature class programme. The pupils already knew how the poetical text is composed of.

#### Objectives

- To acquire new competences on concrete and metaphorical description of themselves;
- To express themselves by using the ideational text;
- To cooperate and play an active role in the group;
- To stimulate curiosity towards the international dimension of the citizenship;
- To search for information on data tracker.

### Methodology

Teamwork activity where the tasks have been divided among group members and individual tasks were assigned; inductive methods (from a specific to broader context); hypothesis activation and brainstorming session where ideas related to used material were shared; personalised tasks assigned to pupils requiring E.S.N. (Educational special needs) both during the research session (they were helped by putting key words near to fill in charts and by receiving special needs teacher's support) and the production session (simplified outline to metaphor development).



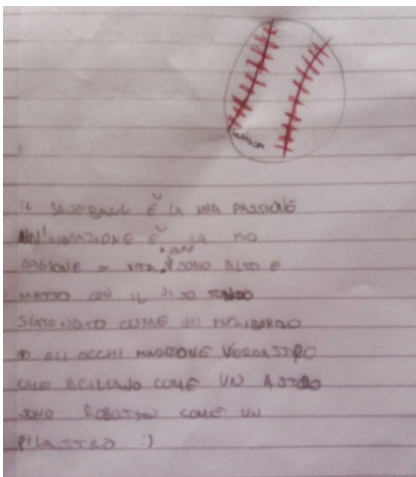
## Materials Used

- Texts with drawings extracted by the e-book.
- Examples of analysed texts: - Anna, fishing
- Danae, a star journey

## Activities (during a 6-hour class)

- Introduction to anthology and e-book surfing request for students who were divided into groups. Task: to find texts in line with the topic "Description". ( 1 hour)
- Text selection and filling in of the chart (in groups) where production related information were reported (Who wrote it? Where it has been written? Why? About what?). (1 hour)
- Texts collection and teachers' comments: Introduction to the metaphor by using object outline. Task (individual): to describe the object and its features (also following the assigned outline) and to associate each object features to one part of themselves (concrete or abstract). (2 hours)
- Object poetical transcription (individual task) in the analyzed poetic figures (ex: association between object noun to the verb of the part of themselves that they are describing or metaphor explanation). Free style object drawing (realistic drawing, stylized drawing, comic drawing...). (2 hours)

## Students' products



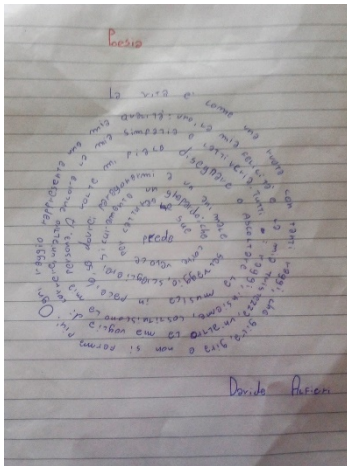
### Sebastiano

He draws himself like a baseball ball, a baseball field, a baseball champion. The metaphor that turns his passion out.



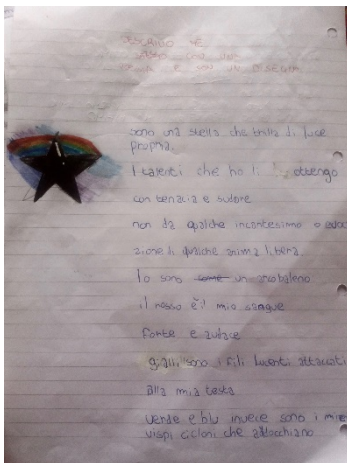
### Emma

Pupil requiring educational special needs (E.S.N), she depicts herself like a home where each room represents a part of herself.



**Davide**

He depicts himself like a wheel and he identifies the idea of travel with life.



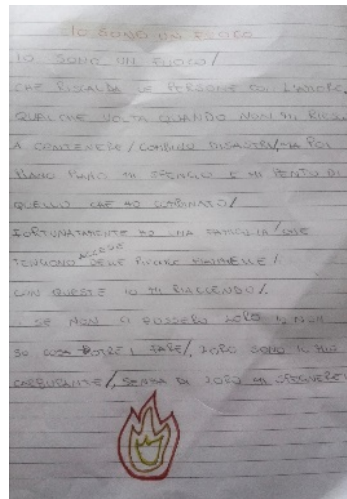
**Syria**

She identifies herself like a star that shines on its own. She assigned symbolic values to colours: red from her blood, black from her dark personality, yellow from her hairs.



**Emma S.**

She defines herself like a just born pony who sees light. Horse-riding is among her passions.



**Giada**

She describes herself like a fire that easily burns out. The fuel that lights her fire is metaphorically represented by her family.



## Teachers' Comments

### Lorenza Morgante

I noted that pupils were enthusiastic about the materials produced by foreign students. Moreover, students turned to be curious about the ordinary life and passions of the students who wrote the analysed texts. Indeed, they tried to find similarities with their own lives, based upon a non-multifaceted idea of equality. Working on texts and elements proving transition and migration phenomena, represented an initial step towards the building of a multicultural identity.

### Tania Bussi

I observed students' curiosity towards the materials produced by other students and a strong motivation during production session. Even if materials adopted were simple, the using of them allowed a comparison between lifestyle and life stories of their peers coming from outer countries.

## Students' Comments

### Student 1

This topic stimulated my curiosity. I noted that texts apparently differ in contents, but they still similar to certain aspects of our lives. For example, even if we don't like same singer, we appreciate the same musical genre. I found difficult writing about poetry. Anyway, I would like to cooperate with students coming from other countries, to build up a scientific project, for example.

### Student 2

I loved working with texts produced by students like me and I realized that I also would have had like, to write something other students could have had read. The drawings were the features I loved the most.



## Travelling poem



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## Context

One class out of 17 classes (7 sections) within a comprehensive school with eight complexes; Collecchio is a wealthy city of about 14,000 inhabitants.

## Class group

The class has 23 students, of which 8 foreign (7 second generation), 2 ex L.104, 2 SLD students

## Objectives

- increase empathy and "emotional" understanding of the stories;
- use feelings to make compositions;
- become familiar with poetic production techniques;
- work in groups, discuss, collaborate;
- use technology (organizing, producing, sharing information).

## Methodology

Working group and use of the computer with division of deliveries (customized for pupils with SLD) for research, discussion and production. Before the production phase the teacher uses "mentor text" and visualizes procedures for making haiku.

## Materials Used

- Texts with drawings taken from the e-book consulted online.
- Example of analyzed text: - Danae, the journey of a star

## Activities

- The teacher presents the objectives of the activity and shows in plenary the BACKPACK ID website.
- Students use the site individually (at home) to read and choose the reference text.
- The teacher invites to explain the reasons for the choice, the children discuss the choices in groups; they dwell on the situations experienced by the authors, on the interpreted and perceived emotions.
- The teacher shows mentor text and procedures on haiku (Rules for writing a haiku).
- The students create the haikus in pairs and individually, possibly accompanying them with drawings-covers-one pagers.
- Students digitalize their work and share it.

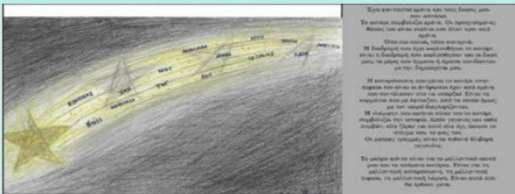
## Students' products

### Storie degli studenti

## Danae, il viaggio di una stella

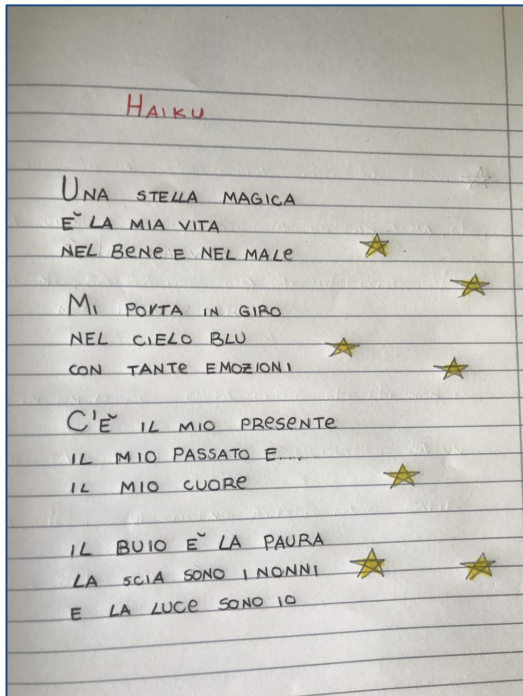
La stella rappresenta me stessa. Le sue precedenti posizioni corrispondono a quelli che sono stati la stella prima di me. Più antiche sono, più sbiadiscono. Il percorso della stella è il percorso della mia gente, i luoghi che direttamente o indirettamente sono in relazione con la mia nascita. La polvere di stelle attorno al percorso della stessa rappresenta le persone che ci sono state prima di me e che hanno permesso la mia esistenza. Queste sono le componenti che mi hanno formato, ma con il tempo mi sono separata da loro. La coda luminosa della stella rappresenta la storia: ogni fatto ed evento, a me conosciuto o meno, ha lasciato la sua traccia, la sua storia. Le linee nere sono possibili eventi negativi.

Lo sfondo nero rappresenta la me del futuro e le prossime stelle. È il futuro infinito, il futuro percorso e la futura coda luminosa. È ciò che verrà dopo di me.

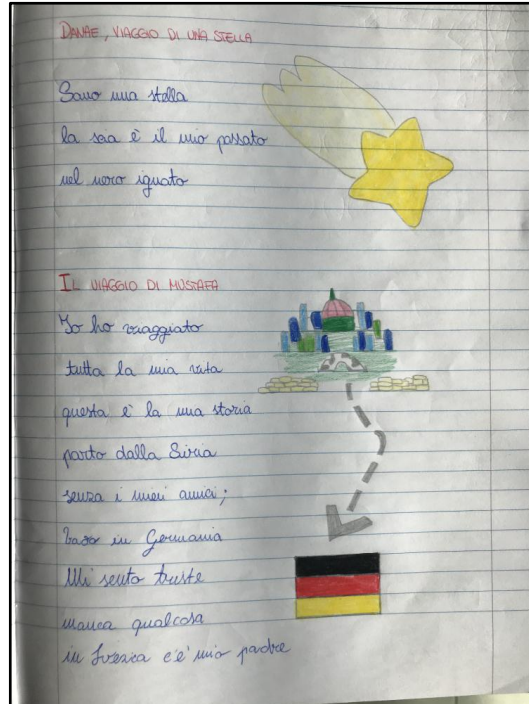
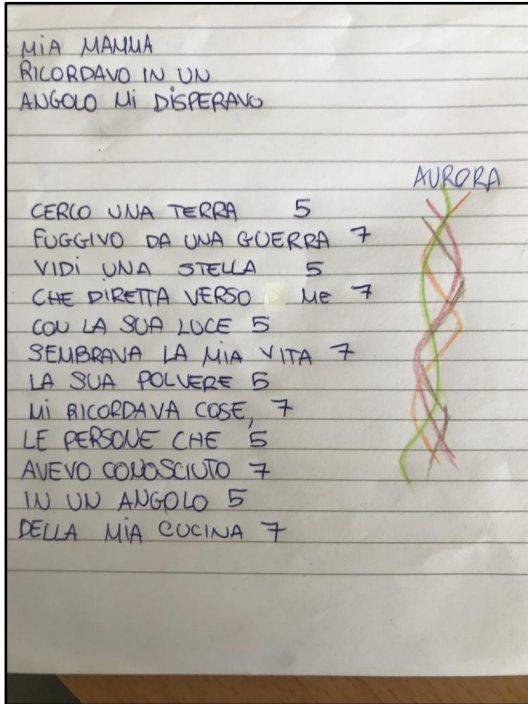


Journey / Family / Who am I - Personal Story

Inspired by the text "Danae, the journey of a star".



Edward B. (11 years old) makes a sort of sonnet (quadruple haiku).



Inspired by other war stories, such as "Il viaggio di Mustafà".

Aurora U. and Lorenzo B. (11 years old) artifacts.

## Teachers' Comments



"I appreciated the fact that I could use materials regarding the subject of migration. As for the students, I noticed an increase in sensitivity with respect to the inclusive theme: the texts performed denote empathy with very "distant" situations (e.g. war), experienced by people of the same age. "

## Students' Comments

### Student 1

"I liked the fact of working on material produced by students from other countries".

### Student 2

"Changing a text by revisiting it with styles is a fun but complex activity: being able to create suspense is the aspect that motivated me the most.



I tell a story ... with style!



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HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens



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## Context

Teachers involved: Lorenza Morgante (teacher supporting students with disabilities).

Lower secondary school in Collecchio (PR)

### Class group

Class 2A has 21 students, 5 of which have special educational needs. The second is the intermediate class of Italian secondary school. The Italian legislation provides, when pupils with special educational needs are present in the classroom - depending on the severity of the need, assessed and certified by the health institutions - the presence of a support teacher who supports the class in the inclusion process, intervening at didactic level through the personalization of tasks and programs; at an educational level, favoring the unanimous participation of students in school life. The support teacher intervention takes place in co-presence with the teachers of the various disciplines inside the classroom or, sometimes, outside the classroom with small groups of students. Class 2A is a welcoming and heterogeneous group. Pupils with special educational needs participate in school life and intervene in class dynamics in a serene way, without the fear of expressing their own personality. The group with which this work was carried out includes three students for whom customized programs and methodologies are developed. The class has already had experience of European projects, having participated enthusiastically in an eTwinning project with Greek and Slovak partners. The activity is part of the Italian language curriculum, as an introduction to the narrative text. The duration was 2 hours and deliveries were specially prepared to meet the attitudes of the individual pupils involved. The activity was then presented to classmates.

### Objectives

- To acquire the ability to tell (orally, in writing, through drawing) an episode in a logical way, rich in details and understandable;
- To understand a text and rewrite it by modifying it;
- To graphically represent a narrated or described sequence;
- To acquire new vocabulary and narrative ideas.

## Methodology

Work in small group with individual deliveries; inductive method (from example to generalization); activation of hypotheses and brainstorming ideas on the authentic material used; customization of deliveries during text and design production (simplified scheme for the development of the "style").

### Materials Used

- Text: <http://backpackid.eu/it/e-book/for-students/students-stories/742-despina-dear-granma>

### Activities (2 hours)

- Introduction to the text: brainstorming on similarities / differences with the authors of the e-book; navigation in the e-book. (1st hour)
- Reading of the text chosen by the teacher (Despina, my dear grandmother). (1st hour)



- Detection of analogies / differences with one's own situation (oral, in plenum). Guiding Question: How is my relationship with my grandparents? (1st hour)
- Analysis with grid of specific questions on text nodes (guided comprehension). (1st hour)

Is Despina's grandmother alive?	
What is Despina doing every day?	
What was Despina doing before every day?	
What did grandma say was important and when?	
What did Despina understand at the end?	

- Rewriting of the text by choosing a style ('style' in the sense attributed to the word by Raymond Queneau in the text 'Style exercises') between three proposed with guide expressions and each congenial to each of them: 'dream' style; 'surprise' style; 'dialogue' style. (2nd hour)

**Despina's story as if it were a dream using expressions:**

- a) maybe ...
- b) I seem to have seen ...
- c) and in the fog appeared ..
- d) then she turned into ...

**DRAW THE DREAM IN A SINGLE SCENE AND PENCIL COLOR**

**Despina's story as if it were a surprise using expressions:**

- a) but look a bit 'who can be seen: ...
- b) and think what he did!
- c) Damn! He really exaggerated!
- d) But feel that surprise...

**DRAW THE TEXT IN SEQUENCES**

Despina's story as if it were a dialogue using the characters:

- a) Despina; Grandmother; Mum.

**REPRESENTS THE TEXT WITH VINEYARDS AND COMICS**

Graphic representation of your text (2<sup>nd</sup> hour)

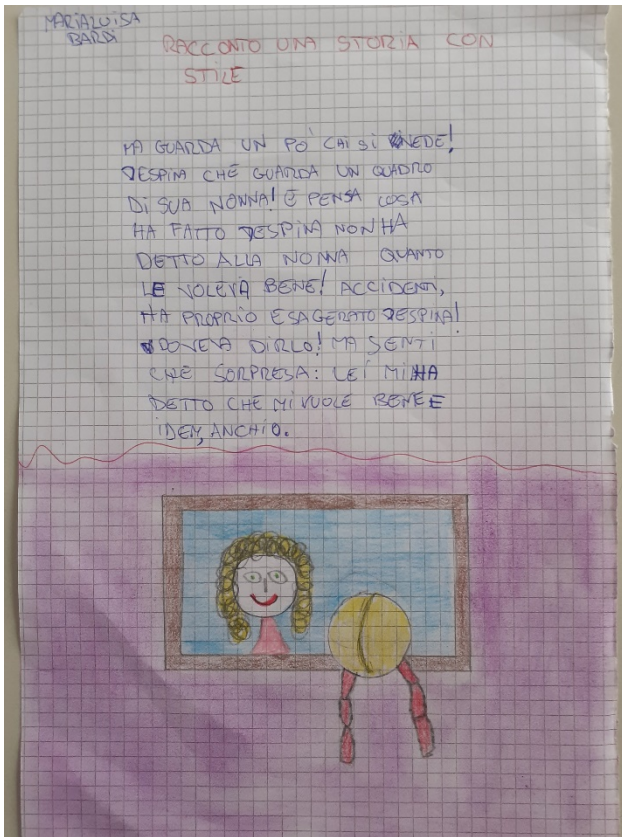
Following, quick report in class.

## Students' products

### Daniele

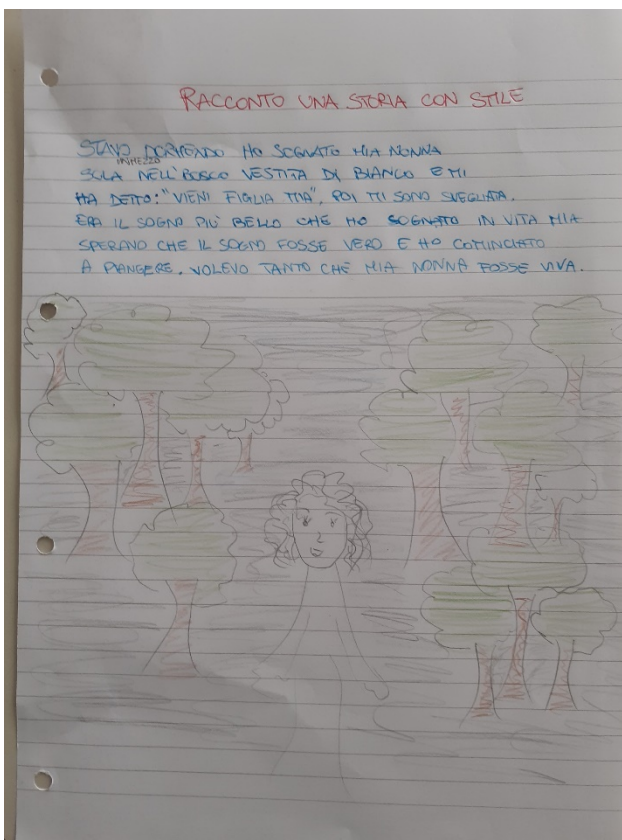
He chose the 'dialogue' style because for him, a comic book fan, any story becomes a sequence of cartoons





### Maria Luisa

Its nature is exuberant and its curiosity leads it to marvel at everything. He chose the "surprise" style



### Asia

Romantic and reflective, her story did not follow the given outline but became a poignant dream about a dead and found grandmother.

## Teachers' Comments

### Lorenza Morgante

I noticed great enthusiasm in rewriting history, motivated by working with material produced by peers from another country.

## Students' Comments

### Student 1

I also have a grandmother who died and I wish she was still alive.

### Student 2

I think the other guys are just like us, even if they come from other countries...





## Borders



University of Crete



1st Gymnasio  
Avlona



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens



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## Context

Collecchio secondary school (PR)

The school is located in a context of relative well-being, in a city a few Kilometers from Parma, with some cases of socio-economic disadvantage often concomitant with the recent immigration condition of families (about 12% of the current school population), very well received by the municipal administration and by the many associations that operate in the area. The institute sensitively collects the training opportunities and projects proposed by the bodies operating in this sector, trying to overcome the major difficulties that arise from the cultural point of view: linguistic incompetence; poor integration into the social fabric. Every year a multicultural festival is held in Collecchio, which over time has become an attraction for the whole territory of Parma and its province.

## Class group

Third class: The level of the class is medium-high: they are attentive, ready during the activities carried out in the class by participating in the lesson in a constructive manner. In 2018, a newly arrived boy from Nepal joined the class group.

## Objectives

- Manage conflicts and negotiate different points of view.
- Respect others and diversity.
- Act autonomously and responsibly.
- Participate in group activities by comparing with others, taking on and completing roles and tasks
- Act in formal and informal contexts, respecting the rules of civil coexistence, social, gender, and source differences.

## Methodology

To stimulate or create motivation, the various activities will be structured giving space to interests and curiosities, favoring dialogue and, with it, the exchange of ideas and knowledge. Different methods will be implemented: frontal lessons; guided reading of texts and selection of fundamental information; recognition and use of specific terms; summary, individual oral and written exercises; watching videos and / or images; individual and / or group activities.

## Materials Used

For the realization of the various activities, depending on the needs, all the materials and tools available to the school can be used: school texts (which will represent the starting point for the construction of the overall picture) and out of school, LIM board, school library, various teaching aids and easy-to-use material

The texts were taken from the e-book.

## Activities

**The teacher** will analyze the socio-economic and cultural transformation that has taken place in Europe over the last twenty years to understand how and why Europe today is a destination for immigrants; will propose

questions relating to migration and the border, stimulating reflection on the current emigration phenomenon, in a local and global spatial context, through an analysis of new concepts such as: globalization, transnationality, multi-ethnicity, multiculturalism, integration, racism.

**The students**, in groups, will choose from the e-book three stories related to migratory processes and will compare their lives with those told by their Greek and Swedish peers.

## Students' products

Simone

Simone

1. Tra tutte le storie greche quella che mi ha colpito di più è "L'Albero Genealogico di Kirandip". Kirandip è una ragazza greca che si definisce chiacchierona e a cui piace ascoltare la musica e cantare. Il particolare che più mi ha colpito nel suo racconto è stato che tutte le donne della sua famiglia sono casalinghe e mi è sembrato diverso rispetto allo standard delle famiglie italiane. Mi è piaciuta molto la sua idea di realizzare un albero genealogico con le foto dei suoi parenti.
2. Il racconto di Kevin è quello tra le storie italiane che mi è piaciuto di più. Mi ha colpito la storia della sua famiglia e il coraggio dei suoi genitori. Credo che Kevin debba andarne molto orgoglioso.
3. Tutte le storie della sezione svedese raccontano vicende di immigrazione. Sono tutti racconti che suscitano profonde emozioni. Leggendo del trasferimento di Sara mi sono reso conto di quanto sia diversa la realtà in cui vivo io e quanto siano difficili le condizioni di vita di questi ragazzi.

ELEONORA

DESPINA: a man TREE

"Ho disegnato un essere umano che rappresenta me stessa..."

In questo breve post Despina parla dell'originalissimo albero genealogico che ha realizzato, rappresentando il passato della sua famiglia all'interno di un cuore. Intorno a se stessa ha disegnato alcuni rami con parole chiave che cristallizzano la nostra famiglia, testi e foto che raccontano le difficoltà di sopravvivere, l'amore e la passione, anni difficili o perdite.

Io sono d'accordo perché credo che qualsiasi storia familiare debba essere ricordata e condivisa con gli altri, anche solamente per ricordare i nostri cari.



GEORGIA: il paesino nei monti di Creta

"Il mio paese è piccolo: ha poche case e pochissimi abitanti..."

Ecco come Georgia ci presenta il suo piccolo villaggio sui monti cretesi, tra aranceti e cipressi. Racconta che questo paesino in passato era più grande ma molte persone si sono trasferite o sono morte; comunque questo luogo si ripopola durante l'estate, quando le persone ritornano nel loro luogo d'origine. La scuola era una scuola elementare molto vecchia, dove hanno imparato i suoi nonni.

Credo che questa sia una descrizione molto interessante, perché ci mostra alcuni aspetti che non siamo abituati a osservare, come quello di un paesino sperduto che purtroppo non dota di tutti i comfort a cui noi siamo abituati vivendo in città.



KIRADIP: diverso e simile

"...Ciò che mi rende diverso dai miei compagni di classe è che vengo da un paese straniero..."

In questa piccola descrizione Kiradip, un ragazzo emigrato in Grecia ci parla delle sue similarità e delle sue diversità con i compagni di classe: racconta di come anche a lei piaccia festeggiare i compleanni dei compagni; di come le piaccia inventare scuse da dire ai professori per così dire "farla franca"; ci presenta però anche un altro lato della scuola, ovvero le situazioni in cui si sente diverso dai compagni: si sente diverso quando scrive, perché fa molti errori, oppure si sente in difficoltà nel parlare o ancora nella religione che professa.

Capisco perfettamente la situazione di Kiradip, insomma quando si arriva in un altro paese deve essere difficile ambientarsi, sentirsi davvero "a casa". La scuola poi è il luogo dove ogni ragazzino del mondo conosce amici e vuole sentirsi tale e quale a loro, senza differenze in base alla sua provenienza o religione.



ROSSELLA

Grecia: Trasferimento di Georgia da un paesino alla città

Georgia si è trasferita 2 anni fa da un paesino di campagna ad una città. Retimo, dove si poteva muovere molto più facilmente. Inizialmente aveva molta paura e la prendevano in giro per il suo accento provinciale, e anche se si è trovata in una situazione difficile, ha cambiato il suo accento e le sue tradizioni sono rimaste le stesse.

Svezia: Storia del trasferimento di Sara

Sara abitava a Kudistan, in Iran, in una casa piccola. Ad 8 anni lei e la sua famiglia sono emigrati dal loro Paese d'origine facendo un lungo viaggio: inizialmente hanno navigato su una piccola barca attraversando un grande oceano dopo essere sbarcati, hanno attraversato molti Paesi all'interno di un bagagliaio di una macchina, dopodiché hanno camminato su dei binari con molte altre persone, e lei e sua mamma sono state calpestate sulla testa e su una gamba. Quindi, la polizia ha indicato loro una strada più semplice per i bambini e dopo un lungo viaggio sono stati accolti in un centro accoglienza a Linköping, per poi essere ospitati da un loro parente.

Italia: Haitam Mimi

Haitam ha 15 anni e vive a Collecchio da due anni ormai. Si è trasferito dal Marocco, da Casablanca, con la sua "Kadija", sua sorella Jasmine e suo fratello. Vede poco suo padre perché è ancora in Marocco, e gli manca molto perché è molto legato a lui, ma anche sua madre perché la vede solamente in estate, in quanto stanno cercando un lavoro in Italia. Ogni estate Haitam, con la sua famiglia, va in Marocco per 3 mesi. È un ragazzo felice, allegro e ama la musica.

Conclusioni

Tra queste tre storie, che trattano lo stesso tema, ovvero un trasferimento, ho capito che noi ragazzi, da ogni parte del mondo, proviamo le stesse emozioni. Ovviamente non si può paragonare lo spostamento di Georgia a quello di Sara, ma entrambe hanno affrontato le stesse difficoltà. Inoltre, con questo progetto, abbiamo avuto l'occasione e la possibilità di conoscere altri ragazzi come noi, ma con lingue, culture, religioni e abitudini differenti.

Eleonora

Rossella





## Teachers' Comments

### Antonella Napolitano

The class group showed curiosity since the early stages of the project, enthusiasm in the realization of the texts and watching the videos and satisfaction for having contributed to the realization of a multimedia educational product (e-book).

## Students' Comments

### Student 1

First of all, we wrote a text individually concerning music in our life. Subsequently, we were divided into groups and we read some texts written previously. With all our imagination we had to transform the writings into a video. After few months, we saw our work included in the e-book and we looked at all the work done by the Greek and Swedish students.

At the end, we chose a text from each nation participating in the project and we wrote our thoughts. I compared our stories with those of our new friends. I didn't find many similarities because most of the texts spoke of transfers and, unfortunately, or perhaps fortunately, it never happened to me to move to other countries or continents.



## Journey in the Mediterranean



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Interdisciplinary activity of setting up and jointly organized Italy-Greece of a journey in the Mediterranean starting from the stories of the Greek students and from the elaboration of the biographical material collected in the relative Backpack section.

## Context

Secondary School, Collecchio (PR)

### Class group

First, 21 pupils, medium-high potential and learning level, good level of participation and cooperation in all disciplinary fields.

Good level of control of the prerequisites: basic geographical knowledge and orientation skills in the area and in the context of macro-journeys in the Mediterranean.

Knowledge of the most common cultural and customs and folklore aspects shared by the countries bordering the Mediterranean.

### Objectives

*Educational-training*

#### Acquisition of:

- SOCIAL AND CIVIC SKILLS: development of attention and participation in cultural and expressive events involving peers from different European countries.
- AWARENESS OF THE VALUE OF SHARING CULTURAL EXPRESSIONS, LITERARY AND EXPRESSIVE.
- ENHANCEMENT OF THE ABILITY TO PROCESS A COMMUNICATION SYSTEM with peers from various European countries through creative production.

*Educational objectives:*

- Know and apply the procedures for conception, planning, drafting and revision of the text starting from the analysis of the writing task: using tools for organizing ideas (e.g. maps, ladders); use tools for text revision in view of the final draft; respect graphic conventions.
- Write summaries, also in the form of diagrams, of texts heard or read in view of specific purposes.
- Use word processing for your texts, taking care of their layout; write digital texts (e.g. e-mail, blog posts, presentations), also as a support to the oral exhibition.
- Create different forms of creative writing, in prose and verse (e.g. language games, rewriting of narrative texts with changing point of view).

## Methodology

Definition of the use of the shared material in the Backpack project and presentation of the possible processing. Lessons stimulating brain storming lessons on the possible ways and forms of contact with fellow Greek peers.



Subdivision into heterogeneous groups in relation to the competences in the subject areas concerned...

Analysis, selection and summary of the biographical material available in the Backpack that allows to reconstruct the profile of the Greek travel companions.

Working in group for the production of autobiographical texts of self-presentation and informative texts of travel proposals.

## Materials Used

E-book Backpack section Greece, Lim, digital media, personal devices

## Activities

Realize different forms of creative writing, in prose and verse (e.g. language games, rewriting of narrative texts with changing point of view); write or invent theatrical texts, for a possible staging.

## Students' products

Short digital letters structured in mixed text with images, videos of self-presentation and accompanied by cards and maps of navigation paths in the Mediterranean

The recipients of these products are the Backpack users, peers, "virtual" traveler, and teachers.

## MELISSA

Dear Dionysis,

we met you by reading your E-BOOK and it seemed very interesting to us, also because we have some elements in common. We are Alessia, Melissa and Aurora, three twelve-year-old girls, we live in Collecchio, a small town in the province of Parma. We all go to the same school and we are in first grade.

Your history and culture of your country have particularly struck us.

## MELISSA'S BACKPACK...

I was born in Borgotaro, in the province of Parma, but the origin of both my parents is Albanian. They met at a party with the help of my father's nephew. My dad is an owner of a company, but my mom is also an owner but an aesthetic store. My dad came from Albania to Italy with a dinghy in his twenties with his brothers. While my mom just came by plane. I have an older brother of three years named Kevin. My relationship with him is not always regular but sometimes we seek each other out.

My biggest interest is classical dance, my group is called FlexPoint. When I dance I can convey my emotions, I feel free and I can let myself go, I will never give it up for anything in the world. During my free time I go out with my friends, go shopping and take walks with my family. My favourite foods are pizza and cappelletti. I really like music, my favourite song is Ariana Grande and it's called "Thank you next".

## ALESSIA

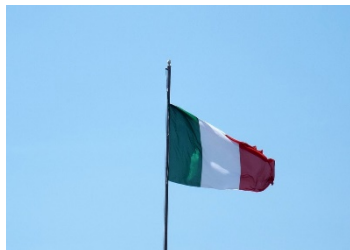
### ALESSIA'S BACKPACK...

I was born in Fidenza, in the province of Parma. The origin of my parents is Italian.

They met because at the time they worked in two nearby shops, after a few years of living together they got married and on the twenty-third of October two thousand and seven my mother gave birth to me and my brother-twin Riccardo. My family is very close ... We support each other and talk about everything to help each other. My dad drives the buses, the company he works for is called "Tep S.P.A." my mom instead works as a cook in the school cafeteria where my brother and I go. The relationship I have with him is love-hate ... A bit like everyone, but in the end we love each other. My biggest passion is dancing, I've been practicing hip-hop for six years and I'm in a group called B-NICE. When I dance I feel free.



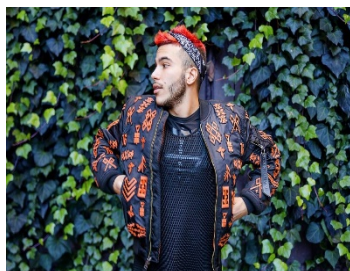
Hip-hop is my life and I will never leave it. As soon as I have some time for me, I like going for walks in the open air and hanging out with friends. My favourite food is pizza. My favourite song is "Calipso" by Sfera Ebbasta and Charlie Charles.



### WE HAVE DISCOVERED THAT A "FIL ROUGE" COMBINES US ...

Reading your E-BOOK we understood that we are joined by various elements including:

- your culture because it is similar to ours.
- your travels.
- your character because you look very nice and sociable with others.
- it affects us as you are bound and fond of your homeland and your family.
- But we also have different elements such as language, traditions and age.



### JOURNEY IN THE MEDITERRANEAN ...

We would have a proposal for you ...

Leaving for the Mediterranean and reaching Malta an island of Sicily completely by ship so we will have more time to create a strong friendship between us. We chose this city because it intrigues us and we think there is so much to visit, also because seen from the photos it looks like a real paradise

## GIULIA E VIRGINIA



## BECOMIING FRIENDS?



Dear Lito, we read your e-book, we loved it!

We therefore decided to write one ourselves. We by telling you that despite the age difference, you seem very nice and funny. The paragraph "THE CHOICE OF NAMES" in which you explained the reason for your name seemed very interesting. For example, we don't know why our parents called us with our names. We have chosen you because you are very similar to us, in short you are a normal girl and do many activities similar to ours.



### OUR ORIGINS

We are two friends, our surnames are Venturini (Virginia) and Vacca (Giulia).

We are 12 years old, we are in first grade. Our friendship started by chance in first grade, we were in class together and immediately we realized that between us a great story could be born.

As we advanced over the years we found ourselves traveling around Italy, once I, Virginia, found myself at the seaside and Giulia, playing a joke on me, popped out from behind a tree and scared me. There are other funny stories but we'll tell you about them knowing us.

Speaking of hobbies, Giulia loves dance, when she dances it is like a big vortex enveloping her and transporting her to a new, different and amazing world. He feels free and what he cannot express through words expresses it through dance.

Virginia, instead, enjoys playing volleyball, while throwing the ball on the other side of the net expresses joy if she is happy, anger if she is sad and relaxes if she is nervous.



Virginia has a dog named Lucky and a twin sister named Veronica, Giulia instead is an only child but desires an animal very much.

We live in Italy, in Collecchio which is a fraction of Parma.

Between us and you, there are elements of similarity and differences.

As a similarity the passion for sports. Let us not forget that we are also students.

As diversity we have the age and places where we live

## GIULIA E VIRGINIA A JOURNEY IN THE MEDITERRANEAN



To get to know you better, we'd like to surprise you, we've been dreaming of going on a cruise for years, having fun together.

Without thinking about problems and being free. We had thought of going there and bringing someone with us. WE CHOSE YOU!

Momentarily as places we thought: France, the coasts of Spain, the islands and the territories of Italy.



ITALY, ROME



FRANCE, PARIS



SPAIN

But if you have other preferences we can add other places.

WE HOPE TO SEE YOU SOON, AT THE NEXT VIEW

## Teachers' Comments

Prof. F. Canali, (literature professor)

The entire class group is motivated by constant interest and curiosity and is driven by the need to propose and organize a "virtual" journey. The first phase of the work saw the "Greek comrades" as their absolute protagonists, their stories and experiences and was characterized by a constant tendency to compare cultural and social aspects as well as experiential aspects with peers.

The e-book immediately became a reservoir of stories that took on the legitimacy of true and non-literary stories, therefore worthy of total consideration and virtual "listening" by the boys.

In this activity, more than in other similar settings and implementation, the digital media has canceled the distances with the interlocutors and has created a totally new space-time dimension.



## Students' Comments

I liked to compare some aspects of our personalities and find analogies.

I liked meeting new students through an e-Book.

I read the story of the character I worked on, I made a lineup regarding my text and then I started writing it with parts of myself. I told my culture, my habits, my tastes etc... I concluded with a travel proposal in the Mediterranean

I found many similarities in sport and leisure and differences in the way of living. I would like to do it again because I think it is a chance to know not only people but also cultures and ways of life similar to ours.





## Sweden



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## Context

The Reception unit Adjunkten is located in the center of Linköping. All newly arrived students in the age of 7-15 years needs to stay at our place for 4-8 weeks. We are doing the mapping in language and school experiences, literacy and numeracy so that the schools in the municipality knows what skills the pupils got when they start at their school.

Some of the pupils that comes to us speak a little Swedish or English but mostly the pupils speak other languages and it takes time before they communicate in Swedish. After 8 weeks at the reception unit most of the pupils can do shorter presentations of themselves, say some common used words and phrases in Swedish.

The scenarios were implemented in a group with pupils in the age 12-15 years old with different mother tongues. The pupils came from Somalia, Syria, Brazil, Albania and Kurdistan and their mother tongues were Somali, Arabic, Portuguese, Albanian and Kurdish. Most of the pupils had been at the Reception unit for 4-6 weeks.

The scenario were taught by one teacher whose mother tongue is Swedish. The teacher has been teaching children with multicultural background for about 15 years before she started at the reception unit. Nowadays the teacher teaches in class usually 2 times a week. The language the teacher used were Swedish and English but sometimes there were also interpreters in Somalian and Arabic language.

## Objectives

- Work on describing yourself based on name, age, origin, interests etcetera
- Make a short person description of yourself

## Lesson plan

### Material Used

- Texts from the E-book: Dionissis ID-card and Litos ID-card
- Paper
- iPad

### Activities

The pupils should write and tell a little about themselves, or a fictive person, like a self-portrait or an ID-card it should contain their name, age, origin, spoken languages and interests. The pupils are allowed to write in their mother tongue if they like and if there is time left they could translate in to Swedish using Google translate.

Introduce the scenario through an explanation about what the purpose is and what is expected from the pupils. The pupils should also know that the ID-card is a part of describing themselves and that the next step is telling their story about their journey to Sweden. To help the pupils to understand the assignment, if you do not speak the language the pupils do, take help from an interpreter. If that's not possible you can use other pupils to help with the translation.

Do your own ID-card to show the pupils what is expected from them as an example and what kind of information they can write in the ID-card. Show them also the texts "Dionissos ID-card" and "Litos ID-card" from the E-book at the website [www.backpackid.eu](http://www.backpackid.eu) so that the pupils gets more examples and inspiration.

- Use the pupils language skills so that they can help each other

- Plan one step at a time. It takes longer time for newly arrived pupils to complete the scenarios than you may be thinking.
- Show the pupils many different examples to concretize the assignments, please use yourself as an example.
- The artifacts that the pupils have produced can be used to discuss similarities and differences between them

## Students' products



Födelsedag: 12/03/2005  
 Ålder: fjortan (14)  
 Favoritfärg: blå  
 Spåk: Portugisiska och engelska  
 mitt favoritfotbollslag: São Paulo FC  
 ringa syskon i familjen  
 Djur: Zebra  
 Mi favorit sport: football  
 Namn: Charles

namn: traã Pedro

اسم: سانطوم

اسم سارة آدم  
 كاري 2 اسمه  
 واناسج  
 اصه: الالوان

اصه الالوان  
 اصفر - اجبر - ايضا  
 الة الوان صلا الالوان  
 والوان خفة

بلاده السودان  
 اصه بلاد اصلا  
 وهواية الالوان

اصه الالوان  
 اصه الالوان  
 والظية التراكيب  
 والكرة الالوان  
 الالوان

اصه الالوان  
 اصه الالوان  
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 والكرة الالوان  
 الالوان

## Comments from teacher and pupils

The pupils were interested and dedicated

It was helpful to have language support

It helps if you have access to digital tools for example iPads

The material, used as examples, at the website makes the assignments more concrete and clear for the pupils.

The pupils thought that it was positive that they were allowed to write in the language that they felt most familiar with.

The pupils thought that it was hard to draw pictures and a self-portrait.





## THE JOURNEY

### My way to Sweden



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Some of the pupils that comes to us speak a little Swedish or English but mostly the pupils speak other languages and it takes time before they communicate in Swedish. After 8 weeks at the reception unit most of the pupils can do shorter presentations of themselves, say some common used words and phrases in Swedish.

The scenarios were implemented in a group with pupils in the age 12-15 years old with different mother tongues. The pupils came from Somalia, Syria, Brazil, Albania and Kurdistan and their mother tongues were Somali, Arabic, Portuguese, Albanian and Kurdish. The pupil's school background varies from none to 8 years in their origin country. Most of the pupils had been at the Reception unit for 4-6 weeks.

The scenario were taught by one teacher whose mother tongue is Swedish. The teacher has been teaching children with multicultural background for about 15 years before she started at the reception unit. Nowadays the teacher teaches in class usually 2 times a week. The language the teacher used were Swedish and English but sometimes there were also interpreters in Somalian and Arabic language.

## Objectives

- Write a narrative
- Learn how to use digital tools
- Create a belief in the future

## Materials Used

- Texts from the E-book: "Danae – My backpack", "Sofias transition story"
- Films from the website: "On the way to a new country", "Mustafas transition story"
- Paper
- iPad

## Activities

Let the pupils write a narrative about their journey to Sweden. If they don't want to write about their own journey they can write a fictive narrative about a journey from one country to another. To be inspired you can look at films and narratives at the website: [www.backpackid.eu](http://www.backpackid.eu) that are about transitions or journeys. Show the pupils the multimodal texts so that they can widen their news about different ways of writing narratives.

Instruct the pupils about what the text should contain for example; Where did you travel from (origin country)? How did you travel? Where to? How did you feel? What did you put in your backpack? How is your life within 10 years?

Let the pupils write their story in handwriting at first and then write it at the iPad if they like. If they like to do a film let them create one. Let the pupils write in their mother tongue at first and then translate it into Swedish. Then you can use that to look at the different structure in grammar between different languages.

By letting the pupils use digital tools when they write they get the opportunity to learn how to use digital tools in school and how they can write multimodal texts.

Be available to the pupils during the time when they work with their narratives. If possible use interpreters or use the language skills the pupils got to explain the assignment in their mother tongue. Even if there aren't so many pupils they might need a lot of help to understand and write the narrative.

Let the writing take time. Plan your lessons step by step one day at a time.

Give the pupils who can't write the opportunity to use pictures so that they also can tell us about their journey. Just be aware of how they search for pictures at the internet and it could be a good opportunity to talk about source critical thinking.

It's important to try to get the pupils to understand that they've got experiences and skills during their journey to their new country that they've put in their backpack. Things that they've learned during the journey like; patience, strength, courage...

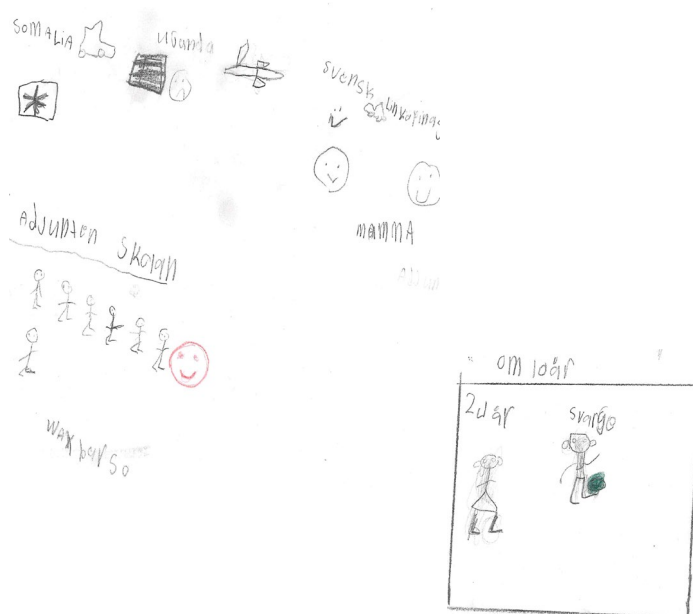
## Students' products



Min film.mp4



Min film1.mp4







## Comments from teacher and pupils

- The pupils were interested and dedicated.
- It was helpful to have language support.
- It helps if you have access to digital tools for example iPads.
- The material, used as examples, at the website makes the assignments more concrete and clear for the pupils.
- The material shows different ways of describing and write a narrative.
- It was difficult to get the pupils to understand that they've put experiences in their backpack as well as concrete things.
- The pupils thought that it was positive that they were allowed to write in the language that they felt most familiar with.
- The pupils thought that it was good to think through their experiences they've gone through.
- The pupils also thought that it was useful to see examples.





## My family



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## Context

The Reception unit Adjunkten is located in the center of Linköping. All newly arrived students in the age of 7-15 years needs to stay at our place for 4-8 weeks. We are doing the mapping in language and school experiences, literacy and numeracy so that the schools in the municipality knows what skills the pupils got when they start at their school.

Some of the pupils that comes to us speak a little Swedish or English but mostly the pupils speak other languages and it takes time before they communicate in Swedish. After 8 weeks at the reception unit most of the pupils can do shorter presentations of themselves, say some common used words and phrases in Swedish.

The scenarios were implemented in a group with pupils in the age 9-12 years old with different mother tongues. The pupils came from Somalia, Syria, Philippines, Thailand, China, Iceland and Kurdistan and their mother tongues were Somali, Arabic, Visaya, Thai, Chinese, Hindi, Icelandic and Kurdish. The pupil's school background varies from none to 5 years in their origin country. Most of the pupils had been at the Reception unit for 4-6 weeks.

The scenario were taught by one teacher whose mother tongue is Swedish. The teacher has been teaching children with multicultural background for about 15 years before she started at the reception unit. Nowadays the teacher teaches in class usually 2 times a week. The language the teacher used were Swedish and English.

## Objectives

- Write a shorter text about their family
- Learn words and concepts in the field of family

## Lesson plan

### Materials Used

- Pictures that shows various family constellations
- Texts from the E-book: "Cesares story", "Kirandips family tree"
- Films from the website: "Mustafas transition story", "Sofias transition story"
- Paper
- iPad
- Template of a family tree

### Activities

Start the scenario by talking about what a family is, what is the difference between family members and relatives? Use pictures of various family constellations to concretize and make it clear for the pupils. After the introduction the pupils should draw their own family tree. To make the pupils understand how they could do show them your own family tree. To make it even clearer and to get them inspired show them "Cesar's story" and "Kirandip's family tree" from the E-book and the films "Mustafas transition story" and "Sofias transition story" from the web site: [www.backpackid.eu](http://www.backpackid.eu). Then you let the pupils draw their own family tree in their own way or with help of the template.

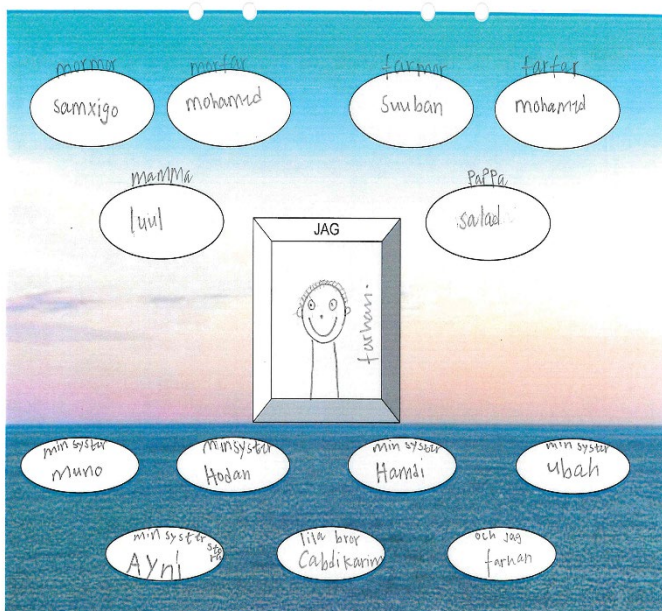
When the pupils has finished their family tree let them write, on their mother tongue if they like, a short story about their family with support of questions for example: Which are in your family? What do they like to do? How did

your old house/ apartment look like? How does your current apartment look like? When they are finished they can translate the story into Swedish.

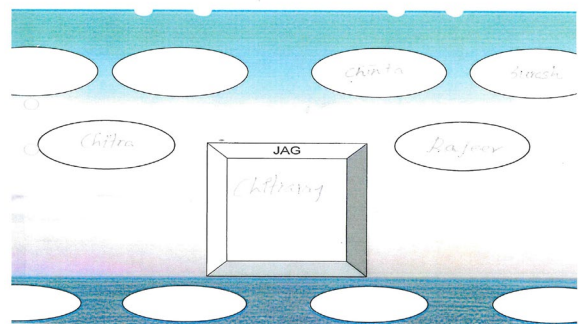
The pupils who can write some Swedish can write their story directly in Swedish and also produce a longer text.

In the end of the work with the scenario let the pupils present their family for each other and by using that information you can go on by discussing similarities and differences between the pupils and others.

## Students' products



Mitt mamma är Chitra. Jag är 11 år. Jag är född i Indien.  
Mitt pappa namn är Sajeev. Min pappa är en affärsman. Min  
pappa 44 år. Mitt mamma namn är Chitra. min pappa  
är hemmafru. Min mamma 39 år. Jag har ingen bror och 7  
syster. Jag är från Indien. Jag kom till Sverige på grund  
av arbete. I Indien hade jag tidigare i en lägenhet. Min favorit  
sak att göra var att leka med mina vänner.



### Min familj

Jag heter Mucaad och jag gillar att läsa böcker. Min mamma heter Maryam och min syster heter Faadumo. Mina tre kusiner heter abdi rahman/Ali, Nimco och Mohamed. Min mamma hjälper mig att få idéer och hon hjälper mig med att slappna av.

Min syster jobbar på Linköpings kommun. Hon ger mig överrasknings presenter och jag gillar det. Min kusin som heter abdirahman/ Ali har diabetes och ibland blir arg på hans syster som är min kusin. Min andra kusin som heter Mohamed. Han är rolig fast ibland jobbig. Vi gillar samma spel. Min tredje kusin som bor i samma hus. Hon heter Nimco gillar att shoppa. Hon gillar att sova också. Alla mina kusiner gillar att sova super länge. Min syster är världens bästa syster.

## Comments from teachers and pupils

The pupils would have wanted to make more drawings.

The lack of language skills in English and/ or Swedish makes it more difficult to reach put to the pupils and get them to understand what they are supposed to do. That's way the use of concrete material such as pictures and examples are so important.

The pupils were very dedicated and I think that was due to the theme of writing about their family.

Show the pupils examples of your own to help them and to make it clearer. For example use the whiteboard to write and draw pictures at and use Google translate.

The pupils thought that it was fun and that it felt good to write about their family.

The work with the scenario became more difficult than I thought though some of the pupils not even could spell their own name. It is important to be well prepared and be able to meet every pupil on their level so they also could produce a text.

Some of the pupils thought that they got inspired by looking at the films but the pupils that didn't understood Swedish or English didn't thought that because they didn't understand them.



## My Journey to Sweden



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## Context

Rosendalsskolan is located in a suburban to Linköping, about 3 km from the city center. This area is populated to a majority by citizens with a foreign background, some of them newly arrived, and the area classifies as one of the most exposed area according to crime and high unemployment in Sweden.

The material was used in a preparatory class, a class with newly arrived pupils. A class where you as a newly arrived pupil can go for up to a maximum of 2 years to learn Swedish and get an introduction to the other subjects in the curriculum. The education in the preparatory class focuses on teaching common used words and concepts in the Swedish school subjects before the pupils starts in their ordinary class. The age of the pupils were between 8-11 years and most of the students had been in Sweden shorter time than a year. The pupil's origin country was Syria, Somalia, Albania, Serbia and Nigeria and their mother tongue were Arabic, Somalian, Kurdish, Serbian and Hausa.

The class teaches by two teachers specialized in teaching Swedish as a second language. One of the teachers has been working at the school for several years and the other has been working at the school for almost a year.'

## Objectives

- Increase the pupils knowledge about why people are escaping or moving
- Contribute to understanding each other's situation
- Increase the integration between the pupils in the class

## Lesson Plan

### Material Used

- Workbook
- Atlas
- iPad
- Oral presentation
- The SO book, PULS, page 45

Discuss why people are moving. If you, as a teacher, have moved to Sweden or any other country, tell the pupils about your journey. As a starting point for the pupils writing also write your story at the whiteboard. Use page 45 in the SO book to support the discussions. In that page there are short stories where children tell their stories about their journey.

To get students an idea about where the countries are placed relative to Sweden and each other look at a map over the world.

Make a class discussion about why the pupil's families have moved to Sweden and how their journey went. Give the pupils a homework where they can discuss this at home.

### Workbook:

- Mark your origin country at the map and then you draw a line between your origin country and Sweden.
- Write about how your journey went, who were with you and when did you go
- Paint the flag of your origin country and Sweden
- Tell us more about your journey, for example: "Why did you move?", memories, "How are you now?", "What do you miss from your origin country?". Write in your mother tongue.

- Translate your story in to Swedish using an interpreter or a translate app.
- When the pupils are done with their workbook let them do an oral presentation in front of the class.

## Students' products



video.mov Min resa till Sverige.mov

## Comments from teachers and pupils

The students were interested and showed a great interest in the work.

Everybody participated in the discussions and caught the attention from all pupils.

The pupils could relay to each other's stories and ask questions. The discussions became nice and educational.

We chose to start with writing in the mother tongue because it is easier for the pupils to express themselves in their mother tongue both orally and in writing.

To make the project a little bigger, every student can make a movie about their story. Writing on the iPad directly is another option. The students could write their own questions and interview each other and also record the interviews.

To make the project a little bigger,





“  
To have access to an interpreter was an important part of the work.  
”

“  
The films at the website was used as inspiration for the pupils as well as for the teachers.  
”

“  
As all the students have left their homeland, it became the common denominator for the group. It created cohesion and the feeling of belonging to a group.  
”



The End



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