



Erasmus+

***LEARNING FROM THE PAST
REDUCING INEQUALITY***

Transnational Meeting
Greece Spain

***KAVALA
24th – 28th October 2022
programme designed by
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Monday
24/10/2022

1st Activity: **What do you know about Greece and Greeks?**

Watch this short presentation and share with us what impressed you the most.

2nd Activity: **Knowing each other activities.**

Bingo

You are a star!

3rd Activity: **Selfie Scavenger Hunt** (You can take the selfies, during the whole week in Kavala)

4th Activity: **At present: Meeting the viceMayor:** We are going to meet the viceMayor of Kavala.

Would you like to pose him any questions regarding inequalities?

1.

2.

Take notes. Write them in the first column of the **Padlet**.

Feel free to contribute your ideas.

5th Activity: **Back to the Ottoman Past of the town:** How Ottomans were addressing inequalities: A visit to Imaret, a public soup kitchen established to feed the poor during the early 1800's.

Try to think why by providing grants in aid or support of the vulnerable, the governments just maintain inequalities. Please write your answers in the **Padlet**

Tuesday
25/10/2022

1st Activity: Towards a future of prosperity and equality: introduction to the 17 Sustainable Development Goals.

Watch the short video, read the instructions of the board game and Play the game **GoGoals**.

How to play the game:

There are **63 spaces** on the board game. Players **advance the number of spaces determined by rolling a single dice**.

1. Each player places their token on the Start field Players take turns to roll the dice and move their tokens forward the number of spaces as shown on the dice.
2. If a player lands **at the bottom of a ladder**, they can immediately climb to the top.
3. If a player lands **at the top of a waterslide**, they immediately move to the bottom of the slide.
4. If a player lands on a **Sustainable Development Goal field (1-17)**, they can **draw a card corresponding to the goal number**. Another player should read the card question. **A correct answer** from the card drawer will allow the player to **roll the dice once again**.
5. The first player to arrive on the field '2030' is the winner!
6. If a player throws the required number, they must step forward into field '2030' and then move backwards the surplus number of spaces

HOW TO CONTRIBUTE TO THE SDGs

**Change begins with us. We need to make sure
we are well informed about the causes and
possible solutions to the world's issues.**

**Only then can we make small positive actions in our
everyday lives: from talking constructively with
our families, friends and communities, to organising
ourselves and urging governments to listen to
the voices of their citizens.**

2nd Activity: Football 3 incorporates important life lessons into every match and is named after its "three halves": the pre-match discussion, the match and the post-match discussion. Both genders participate in the game, and the players collectively decide the rules before the game begins. When it's over, they reflect on their own and their opponents' behavior, and earn points for both goal scoring and fair play. As FOOTBALL3 is played without a referee, players eventually learn how to resolve their own disputes through dialogue and compromise.

Rules: There are no fixed rules at FOOTBALL3.

In this particular case, we propose that the following rules apply in this particular match (the rules could be made by students):

Goal scoring: a girl scores 3 points and a boy scores 1 point

Cooperation: scoring a goal after 4 passes means 2 extra points for the team and after 6 passes 4 extra points.

Fair play: The team with impeccable behavior (no swearing) gets 3 extra points, no fouls means 3 extra points, 1 foul 2 points and 2 fouls 1 point.

Bickering: if the players of the team do not bicker with each other, their team wins 4 points and if they bicker with players of the opposing team, neither team wins a point.

At the end of each match, points are counted by the mediator(s).

Based on the rules above even the team that scored less goals can win.

3rd Activity: Facing the past through paintings. How much have we learnt from the past? Why are there so many wars and so many refugees today? View and study these paintings. Create a collaborative presentation to express your thoughts and feelings.

4th Activity: Back to the past: Playing Traditional games to cooperate and have fun.

Wednesday
26/10/2022

1st Activity: **Back to the Roman Past of our region:** We are going to visit the ancient theater of Filippii.

Try to find out in which ways the Ancient Theater was a place of equality, freedom and democracy.

Please write down two ideas.

1.

2.

2nd Activity: **Back to the early Christian Past of our region:** We are going to visit the Baptistery of Lydia.

Please write down two ways, in which **Lydia** broke down the stereotypes about women in her time.

1.

2.

3rd Activity: **Back to Mythology:** We are going to visit the cave of Aggitis. Caves in Mythology were places where Gods were born and Nymphes lived.

If you had the Super Power of an ancient god or goddess what would you change in the modern world? Please write your answers in the **Padlet**

Can you stand in the middle of the Cave and give your Order?

Thursday
27/10/2022

1st Activity: **Back to the mid-20th century: The Occupation of Greece by the Nazis:** We are going to attend the school celebration of "Ohi Day" The Ohi day commemorates the rejection by Greek prime minister, Ioannis Metaxas of the ultimatum made by Italian dictator Benito Mussolini on 28 October 1940 and the subsequent Hellenic counterattack against the invading Italian forces at the mountains of Pindus during the Greco-Italian War and Greek Resistance during the Axis occupation.

Although Greeks resisted, in April 1941, a swift and devastating counter attack was launched, not from the defeated Italians but by the better trained, better equipped and battle-hardened German army, Operation Marita. The result was the invasion of Greece and a **brutal occupation** that would last three and a half years.

The Greek National Anthem, "Hymn to Liberty" is always played at the end of the parade. All stand as a show of respect, remembering the many thousands of soldiers, sailors and airmen who died in the defense of Greece 80 years ago, and the hundreds of thousands of civilians who perished during the three and a half years of the Occupation.

Here are some photos of the period 1941-1944 in Greece.

Can you tell what kind of inequalities a war bring to societies? Please write your answers in the Padlet



2nd Activity: Back to the early 1900's: We are going to visit the **Tobacco Museum** of Kavala. The uniqueness of the Museum lies in the fact that not only does it contain an exhibition on the processing of Oriental tobaccos (which are not found in any other museum in the world), but also in the fact that it is a museum that showcases economic and social history as well as the history of technology in Kavala and Eastern Macedonia and Thrace.

You are going to learn about the social inequalities, linked to the tobacco trade, and the tobacco workers' strikes.

Think:

1. How women workers were treated?

2. Which professional classes were there?

3. In which ways did the workers try to tackle injustice and inequalities?

Friday
28/10/2022

1st Activity: Can you notice **signs of inequalities**, when strolling around in a big city, like Thessaloniki?

If you want to take some ideas of inequalities in big cities read the infographics.

Take photos.

Upload your photos in this collaborative **padlet**.

2nd Activity: **Back to the Byzantine Past of Thessaloniki.**

The Zealot Movement

During the years of the decline of the Byzantine Empire (13th-14th century), **Thessaloniki**, unlike other cities, **maintained and increased its intellectual and commercial activity** and for this reason it was given the privilege of being self-governed. It was home to lower and middle schools, as well as to higher schools of Mathematics, Law, Philosophy and Rhetoric. The salaries of their teachers were paid by the city authorities.

During the same period, the Zealot movement developed here, which was unprecedented for the empire and the time. The **Zealots were a kind of political party, defending the interests of the lower classes** (small farmers, small craftsmen, workers and sailors) **against the rich, the superior and the powerful**. The latter held trade, wealth and privileges and exploited the economically weak. The confrontation between them in the middle of the 14th century led to **bloody clashes** and a revolution, from which the Zealots emerged victorious.

The Zealots forcibly removed the nobles from the city, looted and confiscated their property and took over its administration. Their 'democratic government', as they called it, ruled Thessaloniki for seven years (1342-1349). During this time, however, the allied nobles, with the help of the Emperor of Constantinople, organised themselves and managed to regain control of the city from the Zealots. These events, however, despite some exaggerations that accompanied them, went down in the history of the time as an example of the struggle to free the weak from the yoke and the exploitation of the strong.

1. Which monuments testify to the prosperity of Roman and Byzantine Thessaloniki?

2. Did all the residents enjoy this prosperity?

3. How did the Zealots react to the inequalities?

4. How do modern societies react to inequalities and injustices?

3rd Activity: Imagine you are taking part in a protest. Which Blob would you like to be? Which Blob is the most effective? Which Blob is the most negative? Which Blob could be the policeman?



ANNEXES

BINGO RULES

Stand up

Mingle with your mates

and learn more about each other.

You have to complete the bingo with a

DIFFERENT name at each box:

you cannot use the same players' name

twice on the card.

You can only mark a player's name in

the square if you have talked to that

person.

The winner is the one who first

complete all the boxes.!

BINGO

Likes very spicy food	Is a lefty (left handed)	Tried bungee jumping
Loves being in the woods	Has milked a cow	Played in a band
Reads for pleasure	Wears socks to bed	Refuses to play board games
Never walks under ladders	Is not afraid of heights	Is willing to dye their hair pink
Loves pets	Has planted a tree	Can tell you what they dreamed last night
Likes breakfast for dinner	Secretly loves maths	Doesn't like chocolate

YOU ARE A STAR

Tell us why you are a Star



SELFIE SCAVENGER HUNT

You are an explorer. Find the things on your card in Kavala and take a selfie in front of them.

A sculpture in the shape of 8

A sail boat

A palm tree

Church of St. John

A bust of Kolokotronis, a hero of the Greek revolution 1821-1830

A demolished building

Mosaic monument of the landing of the Apostle Paul

A seagull

The bust of Kriton Konsoulidis, a hero of the war of 1940 against the Nazis

SURVIVAL GREEK

Try to learn some greek!

Από πού είσαι;
Apo rou ise?
Where are you from?

Είμαι από την...
Ime apo tin.....
I am from....

Πώς ονομάζεσαι;
Pos onomazese?
What's your name?

Το όνομά μου είναι....
To onomamu ine
My name is...

Πού μένεις;
Pu menis?
Where do you live?

Μένω
Meno
I live in

Μιλάω
Milao
I speak

BEST-SELLERS

<i>Καλημέρα/ Good morning</i>	.....
<i>Καλησπέρα/ Good evening</i>	.....
<i>Καληνύχτα/ Good night</i>	.....
<i>Γειά σου/ Hallo/ See you</i>	.....
<i>Ευχαριστώ/ Thank you</i>	.....
<i>Παρακαλώ/ You are welcome</i>	.....
<i>Ναι/ Yes</i>	.....
<i>Όχι/ No</i>	.....
<i>Ένα ποτήρι γάλα/ a glass of milk</i>	.....
<i>Ένα φλυτζάνι καφέ/ a cup of coffee</i>	.....
<i>Ένα μπουκάλι νερό/ A bottle of water</i>	.....
<i>ένα/ one</i>	.....
<i>δύο/ two</i>	.....
<i>τρία/ three</i>	.....
<i>τέσσερα/ four</i>	.....
<i>πέντε/ five</i>	.....
<i>δέκα/ ten</i>	.....