



Еразъм+



ЦЕНТЪР
ЗА РАЗВИТИЕ
НА ЧОВЕШКИТЕ
РЕСУРСИ

The migrant crisis in an educational perspective

Lesson plans



SUBJECT: Syrian refugees.

LESSON TOPIC:

Getting acquainted with the historical civilization and the geographical place, population, sightseeings, Damask, Palmyra, Aleppo
political situation,
war, immigration.

AIMS OF THE LESSON:

Students must learn

1. origin and place of refugees
2. the civilization and the economic situation of these people before the war
3. the particular features of their culture
4. the causes that led the country to war
5. ways of approaching refugees.

LANGUAGE:

mythical country, first civilization, culture of Phoenicians,
trade, great ancient palaces, conquerors,
Palmyra Hadriana= free city
,Damask
,Aleppo = steel , trade of spices
quiver=lamp with wheat,
tampuleh= grated wheat with parsley,
kunafa=baked bread with peanuts and syrop,
population, citizens,
Shiites, Sunnis, Kurds, Armenians, Kirkashians,
political parties ,the Intellectuals of Boath/ or the party of regeneration,
the Spring party with Basar al Assant,
war with Jihadists,
Homs , the ruined city.

MATERIALS:

. access to mass media,
wikipedia, newspapers,
USBs, tablets,

METHODS :

Work-groups

LESSON PLAN :

1. Students agreement to follow the agreed instructions.
2. Separation in the work-groups ,
3. distribution and guidance who and where would find information
4. contacting with philologs teachers of our school for more information about the history of the refugees' country and their tribe.
5. listening Syrian/ Arabic music for better awareness of refugees' culture

WARM UP :

1. Learning of all about Syrian history via internet
2. learning their class similarities and dissimilarities with Greek social classes
3. Students understand the political reasons that forced these refugees to leave their country.
4. Students realize that since they learn about the origin and the life of a foreigner, immediately stop feeling them like strangers and accept them.
5. Students increase sensitivity to human pain at all.

ACTIVITIES :

1. visiting and contacting with some refugees.
2. exchange of opinions and aspects of life with them
3. creating a music band with refugees and greek students
4. exchange of Facebook, twitter ect, sharing videos and posting moments of their previous happy life.
5. Students suggest ways of accession Syrian refugees in Greek society.
6. Proposed ways of helping minors- refugees .
7. A band of pupils tried to play some Syrian songs with the accompaniment of the Arabian musical instrument oud.

SUMMARY:

Students realized that a good way of acceptance somebody in their peer group, in their society, is firstly to know him well and after that you will easily accept him.

Greek students accepted Syrian refugees because they found many social and cultural similarities with Greek people.

They are sorrowed for the war and for the huge number of immigrants they respect them and try to help them in many ways at all.

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SOURCES:

Internet, tv. news, newspapers, wikipedia, you tube posts.

ΘΕΜΑ ΤΗΣ ΜΑΘΗΜΑΤΟΣ: ΣΥΡΙΟΙ ΠΡΟΣΦΥΓΕΣ

Να γνωρίσετε τον ιστορικό πολιτισμό και τον γεωγραφικό τόπο, τον πληθυσμό, τα αξιοθέατα, τη Δαμασκό, την Παλμύρα, το Αλέπο

πολιτική κατάσταση,

πόλεμος, μετανάστευση.

ΣΤΟΧΟΙ ΤΟΥ ΜΑΘΗΜΑΤΟΣ:

Οι μαθητές πρέπει να μάθουν

1. προέλευση και τόπος προσφύγων
2. τον πολιτισμό και την οικονομική κατάσταση αυτών των ανθρώπων πριν από τον πόλεμο
3. τα ιδιαίτερα χαρακτηριστικά του πολιτισμού τους
4. τα αίτια που οδήγησαν τη χώρα σε πόλεμο
5. τρόποι προσέγγισης των προσφύγων.

ΓΛΩΣΣΑ:

η μυθική χώρα, ο πρώτος πολιτισμός, ο πολιτισμός των Φοίνικων,

εμπόριο, μεγάλα αρχαία παλάτια, κατακτητές,

Palmira Hadriana = ελεύθερη πόλη

,Δαμασκός

, Aleppo = χάλυβας, εμπόριο μπαχαρικών

φαρέτρα = λάμπα με σιτάρι,

tapruleh = τριμμένο σιτάρι με μαϊντανό,

kunafa = ψημένο ψωμί με φιστίκια και σιρόπι,

τον πληθυσμό, τους πολίτες,

Σιίτες, Σουνίτες, Κούρδοι, Αρμένιοι, Καρκασίους,

τα πολιτικά κόμματα, τα διανοούμενα του Baath / ή το κόμμα της αναγέννησης,

το Κόμμα της Άνοιξης με τον Μπάσαρ αλ Άσαντ,
πόλεμος με τζιχάντ,
Homs, την ερειπωμένη πόλη.

ΥΛΙΚΑ:

. πρόσβαση στα μέσα μαζικής ενημέρωσης,
wikipedia, εφημερίδες,
USB, δισκία,

ΜΕΘΟΔΟΙ:

Ομάδες εργασίας

ΠΛΑΝΟ ΜΑΘΗΜΑΤΟΣ :

1. Συμφωνία των φοιτητών να ακολουθήσουν τις συμφωνηθείσες οδηγίες.
2. Διαχωρισμός στις ομάδες εργασίας,
3. διανομή και καθοδήγηση ποιος και πού θα βρει πληροφορίες
4. επικοινωνία με τους φιλόλογους καθηγητές του σχολείου μας για περισσότερες πληροφορίες σχετικά με την ιστορία της χώρας των προσφύγων και της φυλής τους.
5. Να ακούτε συριακή / αραβική μουσική για καλύτερη επίγνωση του πολιτισμού των προσφύγων

ΖΕΣΤΑΜΑ :

1. Μαθαίνοντας όλα σχετικά με την Ιστορία της Συρίας μέσω Διαδικτύου
2. αποδίδοντας τις ομαδικές τους ομοιότητες και ανομοιότητες με τις ελληνικές κοινωνικές τάξεις
3. Οι σπουδαστές κατανοούν τους πολιτικούς λόγους που ανάγκασαν τους πρόσφυγες να εγκαταλείψουν τη χώρα τους.
4. Οι μαθητές συνειδητοποιούν ότι από τη στιγμή που μαθαίνουν για την προέλευση και τη ζωή ενός αλλοδαπού, σταματούν αμέσως να τους αισθάνονται σαν τους ξένους και να τους αποδέχονται.
5. Οι μαθητές αυξάνουν την ευαισθησία τους στον ανθρώπινο πόνο.

ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ:

1. επίσκεψη και επικοινωνία με ορισμένους πρόσφυγες.
2. ανταλλαγή επιλογών και πτυχών της ζωής μαζί τους
3. Δημιουργία μουσικής μπάντας με πρόσφυγες και Έλληνες μαθητές
- 4.exchange του Facebook, twitter ect, κοινή χρήση βίντεο και απόσπαση στιγμών από την προηγούμενη ευτυχισμένη ζωή τους.
5. Οι μαθητές προτείνουν τρόπους ένταξης σύριων προσφύγων στην ελληνική κοινωνία.
6. Προτεινόμενοι τρόποι βοήθειας των ανηλίκων-προσφύγων.
7. Μια ομάδα μαθητών προσπάθησε να παίξει μερικά συριακά τραγούδια με την συνοδεία του αραβικού μουσικού instrument oud.

ΠΕΡΙΛΗΨΗ:

Οι μαθητές συνειδητοποίησαν ότι ένας καλός τρόπος αποδοχής σε κάποιον στην ομάδα των ομοτίμων τους, στην κοινωνία τους, είναι να τον γνωρίσουν πρώτα και μετά να τον δεχτείτε εύκολα.

Έλληνες μαθητές δέχτηκαν Συριακούς πρόσφυγες επειδή βρήκαν πολλές κοινωνικές και πολιτιστικές ομοιότητες με τον ελληνικό λαό.

Είναι θλιμμένοι για τον πόλεμο και για τον τεράστιο αριθμό των μεταναστών

τα σέβονται και προσπαθούν να τα βοηθήσουν με πολλούς τρόπους.

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ΠΗΓΕΣ:

Διαδίκτυο, τηλεόραση. ειδήσεις, εφημερίδες, wikipedia, μηνύματα

SUBJECT: REFUGEES



LESSON TOPIC: Greece

AIMS OF THE LESSON:

Students must know:

- what does 'refugee' mean.
- The reasons that forced these people to leave their country.
- The international treaties for protecting refugees.
- Their rights.
- The ways of accession in the society that hosts them.

LANGUAGE: Immigration, refugee, homeland, persecution, international organization, protection, rights, social inclusion, solidarity.

MATERIALS:

- Activity sheets for students
- Paper to produce poster
- Colouring pens, pencils
- Ruler
- Interviews and narratives of refugees
- Access to a library or the internet



METHODS: Group work

LESSON PLAN

Introduction :

- Students' agreement for the following rules.
- Separation in work-groups and delivery of the researching work to anyone separately.
- Visiting to the refugees' camping , interviews and personal update for the conditions of their living in it.
- Visiting the school they study in and the cooperation with them.

Warm up:

- Viewing video about refugees.
- Discussion among teacher and students and their reflexion about refugees.
- Sensitivity and enthusiasm to research this social problem

Activities:

- Presentation of the research by work-groups.
- The students understood the reasons that forced these people to leave their country.
- They viewed the international treaties that protect refugees.
- They're aware of the problems that refugees face in Greece, for the difficulties of Greek state to react to the needs of thousands of refugees living in our country.
- They tried to think how much difficult is for a child to abandon its place and to embody in a new school.
- They proposed ways of helping these people in schools at all..
- They suggested proposals for manipulating the problem of refugees in Greek society.

Summary:

- Greece accepts a big number of refugees since many European countries refuse to accept them.
- The problem is not just national issue but European at all.
- It is necessary to exist solidarity and cooperation among public authorities in order to face the problem and to embody refugees to the European countries.
- It's also necessary to give priority to the children -refugees, in the educational system of the European country.

SOURCES: newspapers, pamphlets, net, tv, historical books, narratives, refugees' interviews.

ΘΕΜΑ: ΠΡΟΣΦΥΓΕΣ



ΤΟΜΕΑΣ ΜΑΘΗΜΑΤΟΣ: Ελλάδα

ΣΤΟΧΟΙ ΤΟΥ ΜΑΘΗΜΑΤΟΣ:

Οι μαθητές πρέπει να γνωρίζουν:

- Τι σημαίνει "πρόσφυγας";
- Οι λόγοι που ανάγκασαν αυτούς τους ανθρώπους να εγκαταλείψουν τη χώρα τους.
- Οι διεθνείς συνθήκες για την προστασία των προσφύγων.
- Τα δικαιώματά τους.
- Τους τρόπους ένταξης στην κοινωνία που τους φιλοξενεί.

ΓΛΩΣΣΑ: Μετανάστευση, πρόσφυγας, πατρίδα, διωγμός, διεθνής οργανισμός, προστασία, δικαιώματα, κοινωνική ένταξη, αλληλεγγύη.

ΥΛΙΚΑ:

- Φύλλα δραστηριοτήτων για τους φοιτητές
- Χαρτί για την παραγωγή αφίσας
- Στυλό χρωμάτων, μολύβια
- Χάρακας
- Συνεντεύξεις και αφηγήσεις προσφύγων

- Πρόσβαση σε βιβλιοθήκη ή στο Διαδίκτυο

ΜΕΘΟΔΟΙ: Ομαδική εργασία



ΠΛΑΝΟ ΜΑΘΗΜΑΤΟΣ

Εισαγωγή:

- Συμφωνία των φοιτητών για τους ακόλουθους κανόνες.
- Διαχωρισμός σε ομάδες εργασίας και παράδοση της ερευνητικής εργασίας σε οποιονδήποτε ξεχωριστά.
- Η επίσκεψη στο κάμπινγκ των προσφύγων, συνεντεύξεις και προσωπική ενημέρωση για τις συνθήκες διαβίωσής τους.
- Επίσκεψη στο σχολείο στο οποίο σπουδάζουν και συνεργασία με αυτούς.

Ζέσταμα:

- Προβολή βίντεο για τους πρόσφυγες.
- Συζήτηση μεταξύ εκπαιδευτικών και φοιτητών και προβληματισμού τους σχετικά με τους πρόσφυγες.
- Ευαισθησία και ενθουσιασμό για την έρευνα αυτού του κοινωνικού προβλήματος

Δραστηριότητες:

- Παρουσίαση της έρευνας από ομάδες εργασίας.
- Οι μαθητές κατανοούσαν τους λόγους που ανάγκασαν αυτούς τους ανθρώπους να εγκαταλείψουν τη χώρα τους.

- Θεώρησαν τις διεθνείς συνθήκες που προστατεύουν τους πρόσφυγες.
- Έχουν επίγνωση των προβλημάτων που αντιμετωπίζουν οι πρόσφυγες στην Ελλάδα, για τις δυσκολίες του ελληνικού κράτους να αντιδράσει στις ανάγκες χιλιάδων προσφύγων που ζουν στη χώρα μας.
- Προσπάθησαν να σκεφτούν πόσο δύσκολο είναι για ένα παιδί να εγκαταλείψει τη θέση του και να ενσωματωθεί σε ένα νέο σχολείο.
- Πρότειναν τρόπους να βοηθήσουν αυτούς τους ανθρώπους στα σχολεία καθόλου.
- Πρότειναν προτάσεις για το χειρισμό του προβλήματος των προσφύγων στην ελληνική κοινωνία.

Περίληψη:

- Η Ελλάδα δέχεται μεγάλο αριθμό προσφύγων, επειδή πολλές ευρωπαϊκές χώρες αρνούνται να τις αποδεχθούν.
- Το πρόβλημα δεν είναι μόνο το εθνικό, αλλά και το ευρωπαϊκό.
- Είναι αναγκαία η αλληλεγγύη και η συνεργασία μεταξύ των δημόσιων αρχών για την αντιμετώπιση του προβλήματος και των προσφύγων σε ευρωπαϊκές χώρες.
- Είναι επίσης απαραίτητο να δοθεί προτεραιότητα στα παιδιά - πρόσφυγες, στο εκπαιδευτικό σύστημα της ευρωπαϊκής χώρας.

ΠΗΓΕΣ: εφημερίδες, μνήμες, καθαρό, τηλεόραση, ιστορικά βιβλία, αφηγήσεις, συνεντεύξεις προσφύγων.

SUBJECT: English

LESSON TOPIC: „KNOW THE DIFFERENCE TO ACCEPT IT”

OBJECTIVES : Students to get acquainted with the heavy destiny of some of the Asian peoples. To understand the reasons for the war in Middle East and the reason for the migrant flows.

AIMS OF THE LESSON:

- student to present to students peoples living in the horror of the war.
- to talk about cultural differences,
- to discuss about the situation of migrants in Bulgaria,
- to compare the differences and similarities between Bulgarian students and migrant students,
- to talk about likes and dislikes,
- to make presentations about Syria, Iraq, Afghanistan

LANGUAGE: English/ Bulgarian

MATERIALS:

Power Point Presentations for each country

METHODS: group work, individual work, SQ5R

LESSON PLAN

Before the lesson: The teacher divide the students in 3 groups and give every group a country to write for, give them criterias for the presentations and the main goal. In each group was included a leader with perfect commends in English and students with poor knowledge and difficult concentration.

WARM UP:

The teacher explains the political word Middle East.

Short conversation about the migrants- Do you know any migrants, are they here because of the war?

According the students answers have a short conversation about different kinds of migration.

ACTIVITIES:

Each group present the PPP about their nationality. (Syria, Iraq, Afghanistan)

Each presentation has to have:

geographical position

historical facts

history of the conflict

the way of migration

the destiny of the migrants

After each presentation the students ask and answer questions.

SUMMARY:

For the next lesson the teacher gives individual or group task to the students to create a map with the migrant flow in Europe. Second task is find and present children games from Middle East

SOURCES:

Internet, newspaper, TV

IN THE ANNUAL DISTRIBUTION OF THE ENGLISH LESSONS EVERY WEEK THE STUDENTS HAVE A LESSON CONNECTED WITH THE ERAZMUS+ PROGRAME.

ПРЕДМЕТ: Английски език 7 клас

ТЕМА НА УРОКА: „ЗАПОЗНАЙ СЕ РАЗЛИЧИЯТА ЗА ДА ГИ ПРИЕМЕШ”

ЦЕЛИ: Учениците да се запознаят с тежката съдба на някои от азиатските народи. Да разберат причините за войната в близкия изток и произтичащите от нея мигрантски вълни.

ЗАДАЧИ:

- Ученици да представят на съучениците си народи, които живеят в ужаса на войната;
- да се обсъдят културните различия;
- да се дискутира положението на мигрантите в България.
- да се намерят приликите и разликите между българските и учениците мигранти;
- да се споделят мисли за или против тях;
- да се направят презентации за Сирия, Ирак и Афганистан;

ЕЗИК: English/ **Bulgarian**

МАТЕРИАЛИ: Power Point презентации за всички страни

МЕТОДИ: групова работа , индивидуално работа, SQ5R

ПЛАН НА УРОКА

ПРЕДИ УРОКА: Учителят разделя учениците на три групи и дава на всяка от тях държава, за която да пишат. Дава изисквания за презентациите и поставя основната цел. Във всяка група са включени ученици добре владеещи английски и ученици по-слабо владеещи езика и трудности в концентрацията.

ВЪВЕЖДАНЕ И МОТИВАЦИЯ:

Учителя обяснява политическия термин „Близък изток“

Провежда кратък разговор за мигрантите – познават ли децата такива, защо те са тук.

Според отговорите на децата се провежда кратък разговор за различните видове мигранти.

ДЕЙНОСТИ:

Всяка група представя РР презентация за всяка една от националностите. (Сирия, Ирак, Афганистан)

Всяка презентация трябва да има :

Географско положение;

Исторически факти;

Кратка история на конфликта;

Пътя на мигрантите;;

Съдбата на мигрантите

След всяка презентация учениците задават и отговарят на въпроси.

ОБОБЩЕНИЕ:

За следващият урок учителя дава индивидуална или групово работа на учениците да създадат карта на мигрантските вълни. Втора задача е да намерят и да представят детски игри от Близкия изток

ИЗТОЧНИЦИ:

Интернет, вестници, списания, телевизия

**В ГОДИШНОТО РАЗПРЕДЕЛЕНИЕ НА ЧАСОВЕТЕ АНГЛИЙСКИ ЕЗИК – ИУЧ
СА СВЪРЗАНИ С ПРОГРАМАТА ЕРАЗЪМ +.**

SUBJECT: Geography

LESSON TOPIC: “MEET GUEST FROM ASIA”

Raise the awareness of tolerance and acceptance of the different life style and culture

AIMS OF THE LESSON:

Students must learn

1. Team working
2. Researching and systemizing the necessary data from a new text
3. Learning to make a PPP
4. Be creative, make your own cloths
5. Learn about other culture, lifestyle and religion.

LANGUAGE: Bulgarian, Greetings in native language from the presented countries

MATERIALS:

Access to mass media, Internet, newspapers, multimedia

METHODS :

Researching, put in a situation, IT methods, team working, role models, role games

LESSON PLAN :

Two weeks before the lesson:

1. Separation in the work-groups and each group receives the task
2. Distribution and guidance who and where would find information
3. Criteria for the presentations

WARM UP :

1. Welcoming the students
2. Presenting the teams- Arabs, Middle East, Russians, Indians, Japanese/Chinese
3. Each group presents the culture, music, cloths, cuisine, habits and traditions of their nationality.

The teacher gives acknowledgement for the students work during the class.

ACTIVITIES :

Every group presented :

1. Power Point Presentation about their nationality.
2. Every member of the team prepares and is dressed in a clothes of the same nationality.
3. One student of a group presents the culture, lifestyle and religion of every nationality.
4. During the presentation the students listen to the music of the presented country.
5. Every team prepares typical food from the region.
6. Some of the teams present typical dance.

SUMMARY:

Bulgarian students started been acquainted with other peoples, members of which they meet more and more on the streets, they started to accept them as humans very closed to them.

The teacher finishes the lesson by explaining the students that some of the presented nationalities has a very heavy destiny and during the English lesson they will understand more about it.
SOURCES: Internet, tv. , wikipedia, you tube posts.



ПРЕДМЕТ: География – 7 клас**ТЕМА НА УРОКА: “ДА ПОСРЕЩНЕМ ГОСТИ ОТ АЗИЯ”**

ЦЕЛ НА УРОКА: Да се повиши толерантността към различния начин на живот и култура

ЗАДАЧИ: Учениците трябва научат

1. Да работят в екип;
2. Да намерят и систематизират данни от нов текст;
3. Да доразвият умения за правене на РР презентации;
4. Да бъдат креативни и да си направят дрехи;
5. Да научат за други култури, начин на живот и религии.

ЕЗИК: English/ **Bulgarian**

МАТЕРИАЛИ:

Интернет, телевизия, весници,

МЕТОДИ :

Частично търсещ, поставяне в ситуация, ИКТ, екипна работа, ролева игра;

ПЛАН НА УРОКА

Две седмици преди урока:

1. разпределяне на работата и определяне на групи, които получават своя задача
2. разпределяне на задачите в екипите
3. обявяване на критерий за презентацията

ВЪВЕЖДАНЕ И МОТИВАЦИЯ:

1. поздрав към учениците
2. представяне на екипите – араби, близък изток, руснаци, индийци и японци.
3. всяка група представя културата, музиката, дрехите, кухнята, навиците и традициите на тяхната националност.

Учителят дава оценка на представянето.

ДЕЙНОСТИ :

Всяка група представя :

1. Power Point презентация за тяхната националност;
2. Всеки член на групата подготвя и облича дрехи на представяната националност;
3. Един ученик от групата представя културата, начина на живот и религията на тяхната националност;
4. По време на презентацията учениците слушат музика от представяната страна;
5. Всяка група подготвя типична храна от региона;
6. Някои от групите представят типичен танц;

ОБОБЩЕНИЕ:

Българските ученици започват да се запознават с други народи, членове на които те срещат все повече по улиците. Започват да ги приемат като хора много близки до тях. Учителя приключва урока като обяснява на учениците, че някои от тези националности имат много тежка съдба и че по време на час по английски език те ще научат повече за нея

РЕСУРСИ: Интернет, вестници, списания, телевизия, you tube.



SUBJECT: History

LESSON TOPIC: Barriers to migrants

AIMS OF THE LESSON:

- To describe and critically analyse some important cases of migrant-refugee crises of the past and recent decades.
- To compare different types of migrations, taking into account specific historical, political, social and ethnic aspects.
- To problematize and discuss the treatment and reception of migrants in transit and in receiving countries.
- To understand and study the situation of immigration in Poland/ Bulgaria vs the one in Greece/Italy.
- To teach democracy and openness to other cultures.
- To practise speaking skills, in the context of discussing immigration.

LANGUAGE: English/Italian

MATERIALS: Surveys, readings, ICT programmes and tools, personal experiences, PP presentations, newspapers

METHODS: pair work/ group work/ individual work/ SQ5R / traditional lessons

Lesson plan

Introduction: This lesson is based on the topic of “immigration”. When approaching a topic like “immigration” we take into account the backgrounds of our students and make sure nobody will be made to feel uncomfortable. This lesson is better suited to older teenagers and higher levels that have the linguistic resources and maturity to deal with the subject.

Before the lesson: Debate: firstly, we would like to know how the students approach the topic of international migration. The students will be asked about what they know of the present situation in Europe and in Italy and what is happening now in our nation with the new political scenario. We can read some newspaper articles connected to the problem (i.e. Salvini on the first page of the Time). Then they will answer to a questionnaire for testing their knowledge on the problem of immigration in Europe and their attitude towards different cultures.

Warm up (5 – 10 min.)

Europe map quiz

The students will be required to identify all countries on European continent.

World map quiz

Looking at a planisphere, we can ask the students if they know what are the countries mostly involved in the migrants' routs, what are the countries where civil wars are taking place.

Activities (20 – 30 min.)

Using a PP presentation, the lesson will focus on the present-day situation in Europe as a result of the war in Syria. It will examine the "push factors" of migration (such as war, discrimination, ethnic/religious violence), as well as "pull factors" (such as geographical proximity to the receiving country, perceptions of relative safety, a strong economy, generous refugee or welfare policies). It will also look at the routes and conditions of transit of migrants and refugees, issues of reception in transit and destination countries (including violence against refugees and migrants), and the long term impact of large-scale displacement of populations on the refugees themselves, on their former country and on the receiving country.

Summary (5 min.)

Follow up: There will be a discussion on the topic. In groups of 4/5 students , at the end of the lessons, they will write a research paper or produce a PP presentation on a topic related to the lesson.

Authors: M. G, De Maio, E. Spacciante

MATERIA: Storia

ARGOMENTO DELLA LEZIONE: “Barriere per i migranti”

OBIETTIVI DELLA LEZIONE:

- Descrivere ed analizzare criticamente alcuni importanti crisi migratorie accadute nel passato e/o nelle ultime decadi.
- Paragonare diversi tipi di migrazioni, prendendo in considerazione aspetti storici, politici, sociali ed etnici.
- Argomentare e discutere il problema dell'accoglienza dei migranti nei paesi in transito e in quelli che dovranno poi accoglierli definitivamente.
- Studiare e comprendere la situazione dell'immigrazione in Polonia e in Bulgaria confrontandola con quella della Grecia e dell'Italia.
- Insegnare la democrazia e l'apertura verso nuove culture.
- Esercitare le abilità di speaking, utilizzando il tema dell'immigrazione.

LINGUA: Inglese/Italiano

MATERIALI: sondaggi, letture, tecnologie informatiche, esperienze personali, presentazioni in power point, giornali.

METODOLOGIA: lavoro di coppia, lavoro di gruppo, lavoro individuale, metodo SQ5R, lezioni tradizionali.

Organizzazione della lezione

Introduzione: Questa lezione ha come argomento l'*immigrazione*. Nel trattare un argomento come questo, dobbiamo tener conto dell'ambiente di provenienza dei nostri studenti per far sì che nessuno si possa sentire a disagio. La lezione è adatta maggiormente per alunni della scuola secondaria di secondo grado che hanno un patrimonio linguistico ed una maturità tali da poter trattare l'argomento.

Prima della lezione: Discussione: inizialmente dovremmo testare come gli studenti si pongono di fronte al problema internazionale delle migrazioni. Chiederemo loro cosa conoscono riguardo la situazione attuale in Europa e in Italia e cosa sanno riguardo alla situazione italiana ora che lo scenario politico è cambiato. Potremmo leggere alcuni articoli di giornale riguardanti l'argomento. Successivamente risponderanno ad un questionario per testare la loro conoscenza del problema e il loro atteggiamento verso culture diverse.

Warm up: (5-10 min)

Quiz geografico sull'Europa: gli studenti dovranno riconoscere i paesi dell'Europa

Quiz geografico sul mondo: Guardando un planisfero, potremo chiedere agli allievi se sanno quali sono i paesi maggiormente coinvolti nelle rotte dei migranti, quali sono i paesi dove sono in corso conflitti civili.

Attività: (20-30 min)

Usando una presentazione in PP, la lezione si focalizzerà sulla situazione europea attuale come risultato della guerra in Siria. Essa esaminerà i fattori che spingono alla migrazione (guerra, discriminazione, violenza etnica e religiosa), così come i fattori di richiamo (vicinanza geografica al paese di accoglienza, percezione di sicurezza relativa, economia forte, politiche generose o di previdenza sociale). Si prenderanno in esame anche le rotte e le condizioni di transito dei migranti e dei rifugiati, i problemi di ricezione in transito e quelli nei paesi di destinazione (inclusa la violenza verso rifugiati e migranti), e l'impatto a lungo termine sugli stessi rifugiati, sul loro paese di origine e sul paese di accoglienza del loro trasferimento su larga scala.

Sintesi: (5 min)

Follow up: Ci sarà una discussione sull'argomento. In gruppi di 4/5 studenti, alla fine della lezione, faranno una ricerca o una presentazione in PP su uno degli aspetti affrontati durante la lezione.

A cura di: M.G. De Maio, E. Spaccante

SUBJECT: English

LESSON TOPIC: Immigration

AIMS OF THE LESSON: To practise speaking skills, in the context of discussing migration

- To practise writing skills, writing a poem about immigration and a postcard to a friend

LANGUAGE: English/ Italian

MATERIALS: Immigration lesson plan, student worksheet and discussion cards.

METHODS: pair work/ group work/ individual work/ SQ5R :)

Lesson plan

Introduction: This lesson is based on the topic of immigration. When approaching a topic like immigration we take into account the backgrounds of our students and make sure nobody will be made to feel uncomfortable. This lesson is better suited to older teenagers and higher levels that have the linguistic resources and maturity to deal with the subject.

Before the lesson: Firstly, students will solve a simple anagram to introduce the topic, which should be followed by some introductory questions. We can also show some newspaper images related to immigration, preferably from the country we are in. Task 1 asks students to discuss the reasons that people emigrate and rank them in order. Task 2 is a creative writing task and Task 3 asks students to empathise with immigrants to their own country and to write a postcard home telling their friends how they are settling in. There is a discussion activity.

Warm up (5 – 10 min.)

Write the word IMMIGRATION on the board in a jumbled order such as GOMITRAIMNI and to start the class ask students to unjumble the word. When they have guessed the topic, start by asking students some general questions about immigration. If possible, personalise to the country we are working in. If possible, we can use some newspaper articles about immigration and some photos of recent immigration stories where we are.

Activities (20 – 30 min.)

Task 1 – thinking about reasons for emigration: Ask your students, ‘Why do people decide to emigrate to other countries?’ They will probably come up with many ideas which you could write up on the board. At this stage you may need to help students with new vocabulary. Try to think about how you will explain the new vocabulary before you go into the class. Discuss their ideas as they appear depending on how much time you have. Then ask students to try to rank the ideas in order from the most to the least important. Encourage the groups to discuss amongst

themselves and do stress that it doesn't matter if the members of the group don't always agree with each other. Make it clear that students can also add their ideas to the list.

When they have finished, join groups together to compare their ideas.

Task 2 – Immigration Poem: This is a challenging task for even the highest levels as it asks students to express their thoughts on the topic of immigration by producing a poem using the stem word 'Immigration'. Give an example of your own on the board. The poem doesn't have to rhyme at all and let students be as creative as possible with how they decide to produce the piece of writing. When students have created their poem they could share them with the rest of the group.

I

Missing my country

M

Improving in a new language G

R

A

T

Feeling Invisible

O

New friends and places

Task 3 – Send a postcard home: This is a task which requires your students to empathise with immigrants to their country. If you are able to, ask your students in advance to bring in a postcard of their town/ city in order to really write a postcard home. You could decide with your group where 'home' was. Alternatively you could buy some postcards to give out to your students or use the postcard template provided. This task will need a lot of preparation so that the students can attempt to put themselves into the shoes of the immigrants in their country.

Summary (5 min.)

Discussion: Put your students into groups of three or four. Copy and cut up one copy of the discussion statements for each group. (See discussion cards). Ask students to take turns to choose a statement and read it out to the group. Set a time limit (depending on the level and interest of your students) and ask students to discuss the statements for the set time. You might want to review language for agreeing and disagreeing before students begin. During the discussions monitor carefully and be available to feed in new language when required. Follow up the group discussions by asking each group to summarise the main points discussed and to tell the whole class.

Authors: E. Spacciante, M. G. De Maio

MATERIA: Inglese

ARGOMENTO DELLA LEZIONE: L'immigrazione

OBIETTIVI DELLA LEZIONE:

- Esercitare le abilità di *speaking*, nel contesto della discussione sul problema della migrazione
- Esercitare le abilità di *writing*. Scrivere una poesia sul tema dell'immigrazione e una cartolina ad un amico.

LINGUA: Inglese/Italiano

MATERIALI: lezione sull'immigrazione, appunti dell'allievo, carte di discussione.

METODOLOGIA: lavoro di coppia, lavoro di gruppo, lavoro individuale, metodo SQ5R.

Organizzazione della lezione

Introduzione: Questa lezione ha come argomento l'immigrazione. Nel trattare un argomento come questo, dobbiamo tener conto dell'ambiente di provenienza dei nostri studenti per far sì che nessuno si possa sentire a disagio. La lezione è adatta maggiormente agli alunni della scuola secondaria di secondo grado che hanno un patrimonio linguistico ed una maturità tali da poter trattare l'argomento.

Prima della lezione: Innanzitutto gli allievi risolveranno un semplice anagramma per introdurre l'argomento, che dovrebbe essere seguito da alcune domande introduttive. Possiamo anche mostrare loro immagini di giornali legate al tema dell'immigrazione, preferibilmente del paese in cui ci troviamo.

Il 1° compito chiede agli studenti di discutere sui motivi per cui le persone emigrano e di classificarli secondo i paesi di origine. Il 2° compito è un compito di scrittura creativa e il 3° chiede agli studenti di empatizzare con gli immigrati e scrivere una cartolina da mandare alle famiglie rimaste nel loro paese natio per dire come si sono sistemati. Segue un'attività di discussione.

Warm up: (5-10 min)

Scrivi la parola IMMIGRATION alla lavagna con le lettere mischiate come ad es. GOMITRAIMNI e inizia la lezione chiedendo agli alunni di riordinarle. Quando hanno indovinato il tema, inizia ponendo loro alcune domande generali sull'immigrazione. Se possibile, riferiscile al paese con il quale stiamo lavorando. Inoltre, possiamo usare articoli di giornale che trattano il tema dell'immigrazione e alcune foto di storie recenti di immigrazione del posto in cui siamo.

Attività: (20-30 min)

1° compito - Riflessione sui motivi dell'emigrazione: Chiedi ai tuoi studenti "Perché le persone decidono di emigrare in altri paesi?" Probabilmente verranno fuori diverse idee che potresti scrivere alla lavagna. A questo punto potrai aver bisogno di aiutare gli alunni con il

nuovo vocabolario. Cerca di pensare come spiegherai i nuovi termini prima di andare in classe. Discuti sulle loro idee così come vengono presentate e in base al tempo che hai. Quindi chiedi agli alunni di classificare le idee dalla più importante alla meno importante. Incoraggia il gruppo a discuterne fra loro e ribadisci che non importa se i membri del gruppo non sono sempre d'accordo fra loro. Chiarisci che si possono aggiungere nuove idee alla lista. Quando hanno terminato, unisci i gruppi per confrontare le loro idee.

2° compito- Poesia sul tema dell'emigrazione: Si tratta di un compito laborioso anche per i livelli più alti visto che richiede agli alunni di esprimere i loro pensieri sulla tematica dell'immigrazione elaborando una poesia che usi la parola "Immigration". Fai un esempio alla lavagna. La poesia non deve avere rime ma deve lasciare spazio alla loro creatività. Quando hanno creato la loro poesia possono condividerla con gli altri.

I

Missing my country

M

Improving in a new language G

R

A

T

Feeling Invisible

O

New friends and places

3° compito – Invia una cartolina a casa: Si chiede agli alunni di empatizzare con gli immigrati e con il loro paese di origine. Se possibile, chiedi agli alunni di portare una cartolina della loro città per scriverla e inviarla veramente. Potresti decidere con il gruppo quale luogo si considera "casa". In alternativa potresti acquistare delle cartoline da distribuire agli alunni o usare un modello. Questo compito richiede molta preparazione per far sì che gli studenti cerchino di mettersi nei panni degli immigrati che sono nel loro paese.

Sintesi: (5 min)

Discussione: Forma gruppi di tre/quattro studenti. Copia e taglia una copia delle affermazioni di discussione per ogni gruppo. (vedi le carte di discussione). Chiedi loro di scegliere a turno una affermazione e leggerla al gruppo. Fissa un tempo limite (in base al livello e all'interesse dei tuoi studenti) e chiedigli di discutere le affermazioni per il tempo stabilito. Tu potresti voler revisionare il modo di esprimere accordo e disaccordo prima che essi inizino. Durante la discussione monitora attentamente e sii pronta a fornirgli nuovo vocabolario se richiesto. Continua le discussioni di gruppo chiedendo ad ogni gruppo di sintetizzare i principali punti discussi e presentandoli all'intera classe.

A cura di: M.G. De Maio, E. Spaccante

SUBJECT: History/ **English**/ Civics/ Literature

LESSON TOPIC: „Heal the world”

AIMS OF THE LESSON:

- to revise the vocabulary about: hobbies, sports, colors, food and animals,
- to talk about cultural differences,
- to discuss about the situation of migrants in Poland,
- to compare the differences and similarities between Polish students and migrant students,
- to talk about likes and dislikes,
- to make a poster of united Europe,
- to sing a Michael Jackson’s song „Heal the world”.

LANGUAGE: **English**/ Greek/ Italian/ Bulgarian/ Polish

MATERIALS:

- 13 drawings of hands of migrant students being made in migrant camp in Serres, 2018
- Michael Jackson’s song „Heal the world” on *YouTube* service
- copies of lyrics „Heal the world” with gaps
- a big poster with contours of Europe

METHODS: pair work/ group work/ individual work/ mind map/ SQ5R :)

Lesson plan

Introduction: The lesson is about cultural differences between children of European and Middle Eastern countries. Apart of linguistic aims, it affects also the topic of personal values, European identity and tolerance.

Before the lesson: T talks with students about Erasmus + programme, its goals and the initiative of European cooperation and good practise of students and schools.

Warm up (5 – 10 min.)

T (before writing and telling the topic of the lesson) asks SS about Michael Jackson: who was he? Why was he famous? Do they know his songs?

After short discussion T talks about the song called „Heal the world” and its clip on *YouTube*.

SS tell what does the title mean in Polish language and they receive the lyrics of the bridge and chorus of the song with gaps. Their goal is to listen to the song and fill the gaps:

„Heal the world” Michael Jackson lyrics

There are ways to get there
If you care enough for the living
..... little space
..... better place
Heal the world
..... a better place
For you and for me
And the entire
There people
If you care enough for the living
..... a better place
For you and for me

SS check the lyrics with T on the interactive board. T asks: what does MJ sing about? What is a „better place”?

With SS answers T makes a mind map* on the board:

world = a better place
no hunger no poverty no school :)

*T points that while making a mind map, there are no „bad” ideas; T puts all of them on the board.

Activities (20 – 30 min.)

T makes the general definition of the word *world* using SS ideas from the mind map (like: it is made of different people, of us; people are the world). T asks students to take a piece of paper, draw a contour of a hand and put there the informations:

- name and country on a palm and

- on every finger: my hobby; sport I like; food I like; my pet (or my favourite animal) and my favourite color.

SS have 10 min. to prepare it. When they are ready, they cut their hands out of the paper.

After making their hands SS stand up and they play the game: FIND SOMEONE WHO...

- likes the same sport as you do,
- likes the same pet as you do,
- likes the same hobby as you do.

T asks now to make groups:

- we like the same sport,
- we like the same pets,
- we like the same hobbies.

Now T gives every pair of students (or to every student - if it is a small group) one hand of a migrant student from Greece (made in the E+ project). T asks:

- do you like the same sports?
- do you have the same pets?

Discussion: SS point the differences and similarities between hands of Polish and migrant students. T tells them the definition of cultural difference and migrants.

T asks to make groups of ALL HANDS TOGETHER (SS can put the hands on the tables or on the floor):

- we like the same sports,
- we like the same pets,
- we like the same hobbies.

Summary (5 min.)

On the big poster with the contour of Europe SS put their hands and the project hands together and glue them on. T puts the poster on the wall. T discuss with SS about a world as a better place. SS sing together the song „Heal the world” using lyrics from the lesson.

Authors: Urszula Klimaszewska, Barbara Nowakowska

Sources:

1. YouTube service: „Heal the world” song.

2. The posters of hands made in “The migrant crisis in an educational perspective” Erasmus + project 2017 – 2018.

PRZEDMIOT: Historia/ **Język angielski**/ Wiedza o społeczeństwie/ Literatura

TEMAT LEKCJI: „Heal the world”

CELE LEKCJI:

- powtórzenie słownictwa z tematów: *hobby, sporty, kolory, jedzenie, zwierzęta*,
- dyskusja na temat różnic kulturowych,
- dyskusja na temat sytuacji i polityki wobec migrantów w Polsce,
- znalezienie różnic i podobieństw między ulubionymi rzeczami uczniów w Polsce a uczniów – migrantów,
- wypowiadanie się na temat rzeczy, które lubię i których nie lubię,
- stworzenie plakatu zjednoczonej Europy,
- zaśpiewanie piosenki „Heal the world” Michaela Jacksona.

JĘZYK: Angielski/ Grecki/ Włoski/ Bułgarski/ **Polski**

MATERIAŁY

- 13 rysunków dłoni uczniów – migrantów, powstałych podczas wizyty projektowej w obozie dla migrantów w Serres, Grecja, 2018
- piosenka Michaela Jacksona „Heal the world” dostępna w serwisie *YouTube*
- fragment tekstu piosenki „Heal the world” z lukami do uzupełnienia
- plakat przygotowany na brystolu z narysowanym konturem Europy

METODY PRACY: praca w parze/ praca w grupie/ praca indywidualna/ mapa mentalna/ metoda SQ5R

Scenariusz lekcji

Wstęp: Lekcja dotyczy tematu różnic kulturowych pomiędzy młodzieżą europejską a młodzieżą z Bliskiego Wschodu. Poza aspektem językowym dotyka również zagadnienia wartości osobistych, tożsamości europejskiej oraz tolerancji.

Przed lekcją: N rozmawia z uczniami na temat programu Erasmus Plus, jego celów oraz inicjatywy współpracy międzynarodowej między uczniami i nauczycielami z całej Europy.

Rozpoczęcie lekcji (5 – 10 min.)

N – przed podaniem tematu lekcji – pyta U o postać Michaela Jacksona: kim był? Kiedy zmarł? Czy znają tytuły jego najpopularniejszych utworów?

Po krótkiej dyskusji N odtwarza z serwisu *YouTube* piosenkę „Heal the world”, jednocześnie wręczając U wcześniej przygotowane kartki, zawierające tekst utworu z lukami do wypełnienia:

„Heal the world” Michael Jackson There are ways to get there If you care enough for the living little space better place Heal the world a better place For you and for me And the entire There people If you care enough for the living a better place For you and for me
--

U słuchają piosenki i uzupełniają luki, następnie N wyświetla pełen tekst na tablicy interaktywnej. N pyta:

o czym śpiewa Michael Jackson? Czym jest „lepszy świat”?

Z odpowiedzi uczniów N tworzy na tablicy mapę mentalną*:

	świat = lepszy świat	
brak głodu	nie ma nędzy	nie ma szkoły :)

* N przypomina U, że nie ma „złych” odpowiedzi – na tablicy zapisuje wszystkie wymienione.

Przebieg lekcji (20 – 30 min.)

N podsumowuje odpowiedzi uczniów. Następnie rozdaje im czyste kartki w formacie A4 i prosi o narysowanie na nich konturu swojej dłoni. Wewnątrz każdy uczeń zapisuje swoje imię i kraj, z

którego pochodzi, a w każdym *palcu*: moje hobby; mój ulubiony sport; ulubione jedzenie; ulubione zwierzę oraz kolor.

U otrzymują 10 min. na wykonanie zadania, po czym wycinają dłonie z papieru. N prosi ich teraz o wstanie i rozpoczyna się gra: ZNAJDŹ KOGOŚ, KTO...

- lubi ten sam sport, co ty,
- lubi to samo zwierzę, co ty,
- ma to samo hobby, co ty.

Po wykonaniu zadania i znalezieniu pary U tworzą grupy:

- lubimy ten sam sport,
- lubimy to samo zwierzę,
- mamy to samo hobby.

N daje teraz każdemu uczniowi lub parze uczniów (jeśli zajęcia odbywają się w dużej grupie) rysunek dłoni jednego ucznia – migranta, zrobiony w czasie zajęć w obozie dla migrantów w Serres, w Grecji. N pyta:

- lubicie te same sporty?
- macie takie same zwierzęta?

Dyskusja: U znajdują podobieństwa i różnice w tym, co lubią oni oraz uczniowie – migranci. N wyjaśnia również, kim jest migrant, czym jest obóz dla migrantów oraz podaje definicję różnicy kulturowej.

N prosi teraz U o stworzenie grup ze wszystkich rysunków dłoni (uczniowie mogą położyć rysunki na ławkach lub na podłodze):

- lubimy te same sporty,
- lubimy te same zwierzęta,
- mamy te same hobby.

Podsumowanie (5 min.)

N umieszcza duży plakat z konturem Europy na tablicy bądź ścianie i prosi uczniów, aby przykleili do niego wszystkie papierowe dłonie. N podsumowuje lekcję, przypominając o mapie mentalnej, którą stworzyli U oraz metaforze, użytej w tekście piosenki Michaela Jacksona: „lepszemu światu”. Chętni U śpiewają piosenkę „Heal the world” z użyciem swoich materiałów z lekcji.

Autorzy: Urszula Klimaszewska, Barbara Nowakowska

Źródła: piosenka Michaela Jacksona „Heal the world” dostępna w serwisie YouTube; 13 rysunków dłoni uczniów – migrantów, zrobionych podczas spotkania projektowego w Serres,

*Grecja podczas realizacji projektu "The migrant crisis in an educational perspective" Erasmus
+ 2017 – 2018.*

SUBJECT: History/ English/ Civics/ **Literature**

LESSON TOPIC: Am I aware of the fact that I am living in a country having no war now?

AIMS OF THE LESSON:

- to interpret Josif Brodski's poem „Bosnia tune”,
- to discuss about the life of civilians during the war time,
- to talk about the history of European wars in XX century,
- to talk about modern migrants,
- to sensitise students to the topic of migrants and refugees in current Europe.

LANGUAGE: **English**/ Greek/ Italian/ Bulgarian/ Polish

MATERIALS:

- copies of Josif Brodski's poem: one per each student.

METHODS: pair work/ **group work**/ **individual work**/ SQ5R :)

Lesson plan

Introduction: The lesson connects two topics: literature and [modern] history. A big goal of it is to sensitise the students to the war theme and to make them aware of the fact that wars and its victims are still around us.

Before the lesson: T should check the newest information about the wars in current world (Europe and other continents), about the history of Bosnia war being mentioned in the text of Brodski's poem and short biography of the poet (for example britannica.com).

Warm up (5 – 10 min.)

Before mentioning the topic of the lesson, T gives to the SS the text of the poem. SS point the title of the poem (tune/ song – elements of the song) and Bosnia, the country. If some SS know the country or have ever been there, for example on holidays, they can share their knowledge too. T tells the short story about this country and shows it on the map. Then T reads the poem out loud.

„Bosnia tune” by Josif Brodski

As you pour yourself a scotch,
crush a roach, or check your watch,
as your hand adjusts your tie,
people die.

In the towns with funny names,
hit by bullets, cought in flames,
by and large not knowing why,
people die.

In small places you don't know
of, yet big for having no
chance to scream or say good-bye,
people die.

People die as you elect
new apostles of neglect,
self-restraint, etc. - whereby
people die.

Too far off to practice love
for thy neighbor/brother Slav,
where your cherubds dread to fly,
people die.

While the statues disagree,
Cain's version, history

for its fuel tends to buy
those who die.

As you watch the athletes score,
check your latest statement, or
sing your child a lullaby,
people die.

Timee, whose sharp blood-thirsty quill
parts the killed from those who kill,
will pronounce the latter tribe
as your tribe.

Activities (20 – 30 min.)

T writes on the board a chart:

PEOPLE	YOU
.....	
	
	

SS have to put to the chart the information from the text about the activities of characters mentioned in the poem. T asks SS: are the activities of *you* special ones? How often do we do that? Do often people die then?

These questions are the beginning of discussion with SS:

1. Are we having wars now? SS give examples and T can broaden their knowledge about more detailed information.
2. Did we have wars in the history of Poland? SS and T share information.
3. Who are migrants today? T gives to the students the definition of the word *migrant* and *refugee*.

Now T tells to SS the topic of the lesson: **Am I aware of the fact that I am living in a country having no war now?**

Summary (5 min.)

SS sum up the points of the lesson by open discussion, *example*: we still have wars around us; people are fighting for their freedom at the moment in different countries; migrants want to find shelters and be safe etc.

T points the last part of the poem and makes another chart on the board:

TRIBES	
KILLED	WHO KILL
	X

T asks SS: why does the persona put us to the second group? What can we do to change the place?

T gives homework to the SS: using the sources of the Internet find the answer to the question: what can I personally do to make a change and help to migrants/ people living in the war times?

Author: Urszula Klimaszewska

Sources:

1. Josif Brodski's poem „Bosnia tune” (access: <http://www.croatianhistory.net/etf/brodsky.html> October 2018).
2. Josif Brodski's biography note (access: <https://www.britannica.com/biography/Joseph-Brodsky> October 2018).

PRZEDMIOT: Historia/ Język angielski/ Wiedza o społeczeństwie/ **Literatura**

TEMAT LEKCJI: Czy zdaję sobie sprawę z faktu, że żyję w bezpiecznym kraju?

CELE LEKCJI:

- interpretacja wiersza Josifa Brodskiego „Piosenka o Bośni”,
- dyskusja na temat życia ludzi w czasie wojny – współcześnie,
- dyskusja o wojnach w Europie w XX wieku,
- wypowiadanie się na temat migrantów i kryzysu migracyjnego we współczesnej Europie,
- uwrażliwienie uczniów na temat problemu uchodźstwa oraz migrantów.

JĘZYK: Angielski/ Grecki/ Włoski/ Bułgarski/ **Polski**

MATERIAŁY

- kopia wiersza „Piosenka o Bośni” w tłumaczeniu Stanisława Barańczaka dla każdego ucznia

METODY PRACY: praca w parze/ **praca w grupie/ praca indywidualna/** mapa mentalna/ metoda SQ5R

Scenariusz lekcji

Wstęp: Lekcja łączy w sobie zagadnienia z interpretacji wiersza oraz historii współczesnej. Jej celem jest uwrażliwienie uczniów na problemy związane z umieraniem ludzi na wojnie oraz pojęciem ofiar wojny w ujęciu współczesnym.

Przed lekcją: N przygotowuje się z tematu wojen toczonych współcześnie, krótkiej historii walki Bośni o niepodległość oraz biografii autora wiersza.

Rozpoczęcie lekcji (5 – 10 min.)

Przed podaniem tematu lekcji N rozdaje U kopie wiersza. U analizują sam tytuł: podają cechy piosenki oraz znaczenie refrenu. N pyta, czy znają kraj o nazwie Bośnia, czy kiedyś tam byli, np. na wakacjach. Wykorzystując odpowiedzi uczniów N pokazuje Bośnię na mapie Europy i streszcza historię walki mieszkańców Bośni o niepodległość. Następnie czyta wiersz na głos:

Josif Brodski „Piosenka o Bośni” (tłum. Stanisław Barańczak)

W chwili, gdy strzepujesz pyłek,
jesz posiłek, sadzasz tyłek
na kanapie, łykasz wino -
ludzie giną.

W miastach o dziwacznych nazwach
grad ołowiu, grzmot żelaza:
nieświadomi, co ich winą,
ludzie giną.

W wioskach, których nie wysłodzi
wzrok - bez krzyku, bez spowiedzi,
bez żegnania się z rodziną
ludzie giną.

Ludzie giną, gdy do urny
wrzucasz głos na nowych durni
z ich nie nową już doktryną:
„Nie tu giną”.

W stronach zbyt dalekich, by nas
przejąć mógł czyjś bólu grymas,
gdzie strach lecieć cherubinom -
ludzie giną.

Wbrew posągom i muzeom -
jako opał służy dziejom
przez stulecia po Kainie
ten, kto ginie.

W chwili, kiedy mecz oglądasz,
czytasz, co wykazał sondaż,
bawisz dziecko śmieszną miną -

ludzie giną.

Czas dzielący ludzkie byty
na zabójców i zabitych
zmieści cię w rubryce szerszej
tak, w tej pierwszej.

Przebieg lekcji (20 – 30 min.)

N rysuje na tablicy tabelę:

LUDZIE	TY
.....	

U wpisują do tabeli informacje z tekstu wiersza. N pyta: czy te czynności są niecodzienne? Czy wykonujemy je tylko w wyjątkowych okolicznościach? Czy w takim razie ludzie też codziennie giną?

Odpowiedzi U są przyczynkiem do rozwoju dyskusji:

1. Czy teraz na świecie toczą się gdzieś wojny? Uczniowie podają przykłady, które N rozwija.
2. Czy w Polsce toczyły się kiedyś wojny? U dzieli się swoją wiedzą z zakresu historii Polski.
3. Kim są dzisiejsi migranci? U tworzą z pomocą N definicje słów: *migrant* oraz *uchodźca*.

N podaje temat lekcji: **Czy zdaję sobie sprawę z faktu, że żyję w bezpiecznym kraju?**

Podsumowanie (5 min.)

N podsumowuje lekcję, podając najważniejsze konkluzje z dyskusji, na przykład: czas wojen się nie kończy; ludzie cały czas gdzieś walczą o wolność; migranci uciekają z terenów objętych wojną i szukają schronień.

N wskazuje ostatni element wiersza i rysuje na tablicy kolejną tabelę:

ZABÓJCY	ZABICI
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X	
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N pyta: dlaczego podmiot liryczny wiersza umieszcza nas w kategorii zabójców? Co to znaczy?
U dokonują interpretacji wiersza.

N zadaje zadanie domowe: posiłkując się źródłami internetowymi znajdź odpowiedź na pytanie:
co mogę zrobić, aby pomóc ludziom, uciekającym przed wojną?

Autor: Urszula Klimaszewska

*Źródła: wiersz Josifa Brodskiego „Piosenka o Bośni” w tłumaczeniu Stanisława Barańczaka:
<http://www.zaokladkiplotem.pl/2016/07/josif-brodski-piosenka-o-bosni.html> (dostęp: październik 2018)*

*Biografia Josifa Brodskiego: <https://encyklopedia.pwn.pl/haslo/Brodski-Iosif-A;3880825.html>
(dostęp: październik 2018)*