

“My classroom plays sustainably”
SAME WORLD European Contest for Good Practices
in Environmental Sustainability Education

Migration over the Aegean Sea Humanity Endangered

Teacher & Grade
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SCHOOL
1st High School of Metamorfosis

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1. Topic(s)

- Climate change
- Environmental justice
- Environmental migration

2. Abstract

Please, give an outline of the educational practice, specifying main topics, activities, objectives and methodologies:

The environmental program *Migration over the Aegean Sea-Humanity Endangered* has approached the issue of migratory / refugee flow in time and space. We focused on the Greek area, with an emphasis on the sea as a means of moving-approaching-removing. We started with the Greek immigrants, especially the refugees of the Asia Minor. We referred to the population displacements in the Greek civil war and the movements of children inside and outside Greece. In particular, we have dealt with the modern population flows in our country. In this context, we have addressed the issue of environmental migration due to climate change, natural disasters and unequal distribution of food and natural resources. Our main goals were to highlight the environmental dimension of population movements, even when the obvious reason is war. Also the cultivation of empathy and the idea of volunteering and the active citizen. We examined causes, consequences and practices to address the problems arising from the mass movement of populations. We thought about the proportions between the present and the past. We used the experiential method, starting point (documentary, film and performance), brainstorming, discussion, role play, improvisation, comic books, new technologies (electronic platforms, training packages), field trip. We collaborated with entities and representatives, organized actions and events at school to spread the results of our work.

3. Educational Practice Description

3.1 Teacher(s) – Group of students

Please, write the names of the participating teacher (s) and the number of participating students:

Anna Trigkatzi-Stavroula Vlachou, Styliani Keramida-Alexandra Ilia
90 students

3.2 Educational Context

Please, describe the educational context in which the educational practice has been implemented:

- In-class activities on certain subject matters (i.e. lasting a few teaching hours)
- Interdisciplinary extra-curricular school projects (lasting a few weeks or months)
- Other: Curricular school projects (lasting a few weeks or months)

3.3 Learning Activities & Learning outcomes

Please, describe the learning activities and outcomes of your educational practice:

Learning activities

- Starting point: images of refugees, borders, sea, birds and animals in order to find the name of the program
- Selection of the sea coral as a tree of expectations with the birds - emblem of emigration on its "branches"
- Playing game to get acquainted through a puzzle made of post-it, with the names and characteristics of the members of the group as its finished product
- Dividing into groups through a game ("Smyrna-N. Ionia" - for refugees from Asia Minor, "Syria-Lesvos" - for modern refugees, "Glaciers-Tsunami" for environmental refugees)
- Drawing up of a contract for each team and composing a common contract
- Brainstorming and conversation with a "talking stick" as a democratic practice. Starting point: a song and a documentary about Greek immigrants and the Asia Minor disaster, respectively, video clips from the Caravan-Saray Theater of Ariana Moushkin for modern refugees and pp on Climate Change and Environmental Immigrants
- Action at the School for the World Immigrant Day (December 18th) with hidden paper boats-carriers of humanitarian messages for foreigners and the value of hospitality, made by the members of our team-"Refugees crossing art project"), which were identified by the school students and hung on the "tree of wishes", while the "lucky" boat had a prize for the finder. Mobilization and participation of the school community
- Workshops (making cards and the group's calendar, decoupage, Christmas ornaments, sweets) aiming at the Christmas bazaar. The participation of the team members was huge and enthusiastic, and the response from students and teachers of the school was great
- Conceptual map (foreigner, migrant, refugee, asylum seeker) and role play on "request for political asylum"
- Theatropedagogical improvisation inspired by a workshop titled "My little bird...: Representations of refugees in our lives" which took place in the framework of the seminar "Yesterday us ... today others: The Refugee Issue in Education for the Environment and Sustainability" organized by the Centers for Environmental Education of Drapetsona, Lavrio and Elefsina in cooperation with the Heads of Environmental Education of the Attica Region. We used: 1) excerpts of literary texts on disasters, dangerous journeys and storms in the sea that gradually composed the profile of the refugee-hero and its history; 2) gloves and hats worn by the actors of each chapter of the story; 3) chairs in a circle for the Participants and a desk-tent-ship, 4) a toublerleki (Greek traditional drum) that created the atmosphere of the feast and gave the slogan and rhythm for the sequence of scenes
- The "Against all Odds" online game of the UN High Commissioner for Refugees
- Role card game with material from the guide of the British Red Cross "Positive Images" on immigration
- Construction of "World Map" with collages from the stories of environmental migrants (see seminar "Yesterday us...today others")
- Approach to environmental injustice with the help of eJatlas electronic platform (see seminar "Yesterday us... today others", S.A.M.E World Sustainability workshop)
- Preparing for a trip which did not take place (Lesvos-Aivali) through the comparative reading of Soloup's graphic novel "Aivali" with the novels on which it was based

- Organization of a meeting with Soloup at school, poster making with extracts from the graphic novel "Aivali" with an ethnic buffet from the members of the environmental team. The team members and their classmates watched with interest until the end and asked Soloup to make a sketch on the wall of the event hall: a ship full of refugees
- A still image of refugees with banners on "open borders" in the courtyard of the school as a solidarity action for refugees under the sound of traditional Syrian song. The action brought together students and teachers around us in the courtyard watching silently.
- Simulation Game ("Symposium of hunger", see seminar "Yesterday us... today others") on nutritional adequacy and the unequal distribution of Earth's resources. Role cards were used and a set of three different focus areas were set up according to the social class of each group. The placing of students in the social class was random. The members of the group assumed their roles, the privileged ones enjoyed their privileges, the socially disadvantaged ones felt degraded and either accepted or protested, while the middle-class compromised
- Visit to the CEE of Argyroupoli within the "Water-The Sea" network and connection of the sea as passage with the refugee issue, through painting posters. In the field of Alimos beach, the accidental encounter with Syrian refugees from the refugee camp of Elliniko provided the first interview with a refugee in the group (translated from Arabic by one of our pupils of Palestine origin). The second interview was with a resident of Metamorfofi of refugee origin taken from the Oral History Group of Nea Ionia, which includes members from our pedagogical team
- Participation in the action "A Backpack for the road" for young refugees
- Collection of clothes, food and other refugee essentials coordinated by D' Association of educators of secondary schools
- Preparing for the three-day trip to Kastoria-Grammos by screening "Two times Alien", a documentary about the refugees from Asia Minor in Macedonia and extracts from "Deep Soul", a film of P. Voulgaris on the civil war
- Briefing on climate change with the material of the CEE of Kastoria
- Three-day trip: Visit to the CEE of Kastoria and the Park of National Reconciliation in Grammos (presentation of the history of the civil war in the region, the ecosystem of the mountain, trekking in sites marked by the Greek civil war), meeting with the founder of the association of the Apollonian refugees of Kastoria
- Conducting a talent contest within the three-day trip with the pedagogical team as the jury
- Participation and co-organization of the "let's do it Greece" volunteer day at our school (cleaning, tree-planting, landscaping, painting, repairs)
- Teleconference with the Experimental Lyceum of Mytilene and discussion of the refugee issue in Lesvos with a mutual presentation of our relevant environmental programs
- Presentation of the program in the school community with representations and theatrical stand that highlighted all aspects of the refugee issue we examined. Our excited audience consisted of students, members of the teachers' board, parents and the Head of Secondary Education of Athens B, Varvara Petridou
- Participation of the environmental team at a special event of the Ministry of Education for the schools of Attica which were awarded for dealing with the refugee issue
- Environmental Awareness Praise from the municipal partnership of 21 local authorities

- Hiking and two-day stay at the Bafi Refuge in Parnitha, hiking to the fire station of Skipiza and briefing by Forest Fire Protection Volunteers of Attica (E.DAS.A.) on its activities and the value of the voluntary forest protection after the end of the program

4. Rethinking the Educational Practice (Reflection)

Please, reflect on your educational practice, learning process and outcomes. It would be useful if in your reflection you could answer some critical questions, such as:

This is a good educational practice because:

- It connects in an innovative way the natural environment of the sea with the migration / refugee issue (see tree of expectations, sea as a passage, field work at sea). The interaction between the natural and social environment and the need for a single response is demonstrated
- It connects today with yesterday, here and elsewhere (e.g. team names "Smyrna-N. Ionia", "Syria-Lesvos")
- It uses the experiential method (acquaintance game, role play, improvisation, collage, action activities, preparation and participation in events and excursion trips), which ensures the emotional commitment of the members to the events that are reinforced with the help of the new technologies (see online games and educational packages, electronic platforms, maps)
- It promotes an understanding, empathy and acceptance through role playing/ simulation games, while cultivating social awareness and the identity of the active citizen who cares about what is happening around him through actions (activist, voluntary, humanitarian)
- It makes extensive use of good practices that have been proposed in environmental education seminars (see Symposium of hunger, eAtlas, world map, theater improvisation), but also by other entities and organizations (see UN High Commissioner for refugees, British Red Cross, "Refugees crossing art project")
- It implements original ideas / practices (talking stick, activist action / still image of refugees, comics / literature on the historical approach to the refugee issue and organizing an event with the internationally renowned comics creator, Soloup, teleconferencing with the Experimental Lyceum of Mytilene as a compensation for an excursion which did not take place, connecting Greek refugee / migratory / civil war history with modern migratory / refugee flows and environmental refugees, association between sea with refugees)
- A key point is the holistic approach to the concept of the environment, not in the narrow sense of the natural environment

The members of the pedagogical team beyond the environmental issue have particular interest in the Greek refugee past and present as well as for the history as it results from the narratives of ordinary people (oral history) and the historical nature of the environmental approach

The success of the program lies in the commitment of the students to the content and objectives of the program from the beginning to its completion or even afterwards (see the Parnitha excursion in early July) and the use of the acquired knowledge in other ventures (e.g. video making within the House of Teenagers by a student of the program)

- The program could be limited to environmental refugees and the modern immigration issue, and the historical dimension could be omitted
- The program has been highly estimated by our team members, our school community and our collaborators (Officer of the Secondary Education of Athens B, CEE of Argypoli, Officer of the Ministry of Education)