



CHRISTMAS TALK - THE TEACHING SCENARIO IN A NUTSHELL

WHAT	HOW	WHY	LEARNING GOALS
Community based learning	<ul style="list-style-type: none"> • Students visit a local Home for the Elderly and learn more about Christmas traditions, what was lost in the time, what can be done to keep more alive 	<ul style="list-style-type: none"> • Help Ss develop a critical understanding of the term “culture” and what it entails • Make Ss realise the value of keeping our national heritage and how this enriches the global treasure of human culture • Help Ss adopt new ways of investigating and finding resources of information 	<ul style="list-style-type: none"> • Knowledge: 1. to know more about the Christmas traditions, 2. to realise the contribution of past generations, 3. to collect critically information which is given and share it with others, 4. to take initiatives and search for information by contacting and questioning people • Emotional attitudes: 1. to appreciate the value of past experiences, 2. to understand the power of oral tradition, • Learning in the community: 1. to develop an interest in visiting places and contact people to learn from them.

Developing an interest in: collecting and saving old traditions, stories of the past.



Title: CHRISTMAS TALK

Created by: Nikolaos Kavvadias, Greek Language teacher

1. The learning scenario ID

School subjects involved: Greek Language, Project activities, ICT

Learners' profile: The topic of this scenario is suitable for all ages. This specific scenario has been realized in a more advanced form with pupils of the fourth grade (the 10-year-olds who appear in the video material accompanying this scenario). However, the activities described here are meant for pupils of the first and second year of Primary (6-7 year-olds).

Implementation conditions and background knowledge:

The following teaching scenario is part of a larger interdisciplinary work plan implemented at the 3rd Primary School of Zografou focusing on culture. As it is meant for very young children, no previous knowledge or expertise is necessary.

2. Expected learning outcomes per school subject area

Greek language: be able to report on their findings, create an account of facts and experiences so that they communicate their feelings and knowledge they gained.

Project activities and Skills Workshops: offer the opportunity for hands-on experience, enable them to relate the cultural heritage to everyday practices and realize how traditional habits and customs are an integral part of people's lives.

ICT: engage students and other members of the school community in the use of New Technologies, help students utilize digital media to disseminate the knowledge they gained to the school and broader community.



THE FIRST TWO SESSIONS DESCRIBED IN THIS SCENARIO TOOK PLACE INSIDE THE CLASSROOM AS A PREPARATORY STAGE FOR THE NEXT TWO OUTDOORS WHILE VISITING A HOME FOR THE ELDERLY IN THE NEIGHBOURHOOD



1st TEACHING SESSION Singing the Christmas carols in the past

Activity one

Duration: 15min

Activity type: class discussion on visual input

Class organisation: Individual and class work

Teacher's role: Co-ordinating and encouraging students to participate in the activity.

Teacher's actions: The teacher introduces a photo showing children singing Christmas carols (the photo is available at http://iscreta.gr/wp-content/uploads/2015/12/12391438_550922288393437_2489253186375727000_n1.jpg). He invites children to observe carefully and answer the following questions:

•What do you see? •What are the children holding in their hands? •What do you think is going on? •Why do you think so? •What is the time frame of the event? •Who can these little children be?

The teacher helps pupils express their answers to the class or collect them all in a padlet or an audio saving device (the latter is suggested for pupils who have not mastered writing yet).

Student's actions: Students observe the photo and express themselves in class. They either present their answers orally or add them to a padlet wall with the help of their teacher.

Educational material, tools, resources: Old photos showing Christmas traditions of the past.



Activity outcomes: The purpose of the activity is to trigger discussion about Christmas traditions which are still alive or have disappeared in time.



Activity two

Duration: 30min

Activity type: class discussion on visual input

Class organisation : Individual and class work

Teacher's role: Co-ordinating and encouraging students to participate in the activity.

Teacher's actions: The teacher introduces the painting by Nikiforos Lytras "The Carols". He invites children to observe carefully and answer the following questions:

•What do you see now? •What are the similarities and differences with the previous photo? •How do you think that the tradition was kept alive from one generation to the other? •What is the word we use to refer to everything that was passed down to us from our ancestors? •What are the elements of a people's culture? •Who are the culture carriers?

The teacher helps pupils express their answers to the class or collect them all in the padlet. Then, the teacher helps the students create a mind map for the term CULTURE (songs, carols, dances, music, instruments, costumes, stories, food, customs, habits, etc)

Student's actions: Students observe the painting and express themselves in class. They either present their answers orally or add them to the same padlet wall with the help of their teacher.

Educational material, tools, resources: A painting or any other culture related source which can motivate students and engage them in a discussion of the kind described above.

Activity outcomes: The purpose of the activity is to trigger discussion about what culture entails.



2nd TEACHING SESSION Travelling our country through carols



Activity one

Duration: 30min

Activity type: listening to carols from different regions of the country, recalling traditions, create a definition for carols

Class organisation : Group work

Teacher's role: Co-ordinating and organizing students' work

Teacher's : The teacher invites students to listen to carols from different areas of Greece and initiates a discussion by asking questions like: **do you sing the Christmas carols? When? Who taught you how to sing them? What do you think carols are? What is their origin? What parts**

constitute a carols song? Then, the teacher helps students add their answers to the padlet wall they had started in the previous session and allocates time for the groups to work on these questions: **What other Christmas traditions do you know of? If we want to find out more, who should we turn to? Why would our grandparents be a valuable source of information?**

Student's actions: Students take a tour around the country through listening to carols from different regions. They answer their teacher's questions and get involved in a discussion based on them.

Educational material, tools, resources: Carols from different areas, a country map, music, photos of Christmas traditions, books, relevant material of any kind.



Activity outcomes: students are expected to appreciate the value of their visit to the Home of the Elderly and get motivated so that they are actively involved in the next stage of preparing the interview questions.

Activity two

Duration: 15min

Activity type: preparing for an interview

Class organisation : Group work

Teacher's role: Co-ordinating and organizing the preparation of questions.

Teacher's actions: The teacher invites students to work collaboratively and prepare the questions for the interview in the Home for the Elderly based on these questions: **Who are they going to interview? Where is the interview taking place? How are they going to record their material?**

Student's actions: Students prepare the questions they will ask the people they meet in the Home for the Elderly.

Educational material, tools, resources: Samples of interviews may be shown to students.

Activity outcomes: a list of questions for an interview with the elderly.



3rd TEACHING SESSION Interviewing the people in the Home for the Elderly



Duration: 1hour

Activity type: interviewing people

Class organisation: Group work

Teacher's role: Co-ordinating and organizing the procedure

Teacher's actions: The teacher escorts the students to the Home for the Elderly and monitors the interview or assists when necessary.

Student's actions: Students make the questions they have prepared and note down the answers they get

Educational material, tools, resources: students may make use of recording devices or use notebooks and pens.



Activity outcomes: answers to the questions students had previously prepared, photos with the interviewees.



4th TEACHING SESSION Organising and disseminating evidence

Duration: 45min

Activity type: organizing the evidence collected

Class organisation : Group work

Teacher's role: Co-ordinating and organizing students' work

Teacher's : The teacher invites the groups to present their findings in class and initiates a discussion on the best option for spreading the news and sharing the new knowledge with the rest of the school community.

Student's actions: Students listen to and provide feedback on their peers' work and conclude to the way they will share their work.



Educational material, tools, resources: students may use digital tools to prepare posters, diaries, reports, create polls or questionnaires. The ICT teacher may collaborate with the class teacher or help the students decide on the matter.

Activity outcomes: students are expected to come up with the way they prefer for the presentation of the interviews material.

A video from the visit can be accessed through this link: <https://youtu.be/bPuUvAdDKpQ>

