

2nd Geniko Lykeio Aliveriou – 2nd General Lyceum of Aliveri
2^ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΛΙΒΕΡΙΟΥ
2019-20



Erasmus+

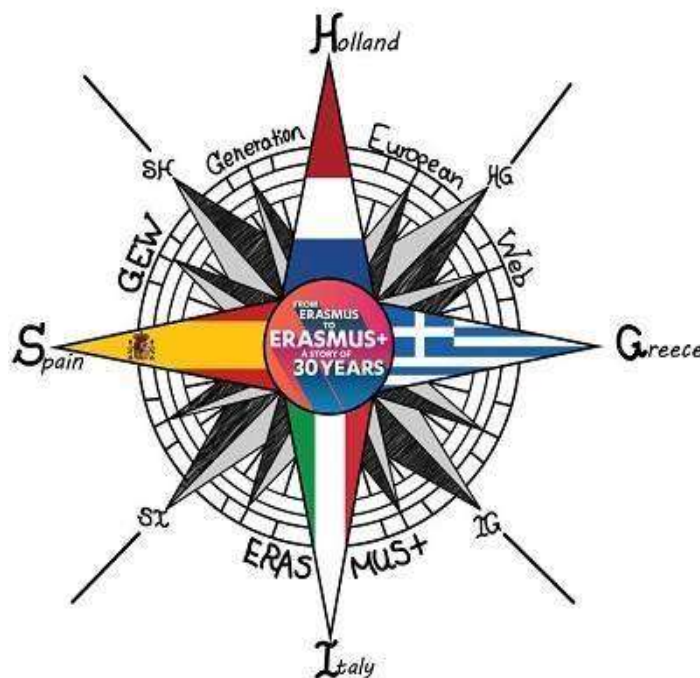
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Erasmus+ KA219 2017-20 project “Generazione Web Europeo”

Code number 2017-1-IT02-KA219-036828_3

Fourth Short-term exchange of groups of pupils in
Aliveri, Evia
Greece



October 14-20, 2019



Welcome to our school

Benvenuto nella nostra scuola

Bienvenido a nuestra escuela

Welkom op onze school



Erasmus+



Fourth Short-term exchange of groups of pupils in Aliveri, Evia, Greece

Erasmus+ KA219 2017-20 project "Generazione Web Europeo" code number 2017-1-IT02-KA219-036828_3



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας,
Έρευνας και Θρησκευμάτων



Aliveri, September 3, 2019

Αλιβέρι, 03.09.2019

Αρ. Πρωτ.

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π/ΒΑΘΜΙΑΣ &
Δ/ΒΑΘΜΙΑΣ ΕΚΠ/ΣΗΣ ΣΤΕΡΕΑΣ ΕΛΛΑΔΑΣ
Δ/ΝΣΗ ΕΚΠ/ΣΗΣ Ν. ΕΥΒΟΙΑΣ

2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΛΙΒΕΡΙΟΥ

Δ/νση : Πλάτωμα Αλιβερίου Τ.Κ. 34500

Τηλ/fax : 22230-22063 / 25201

E-mail : mail@2lyk-aliver.evv.sch.grWeb : <http://2lyk-aliver.evv.sch.gr>

Πληροφορίες: κα. Γότα Ελένη

To the Headmasters of:

Istituto Omnicomprensivo Orte, Italy

RSG Wolfsbos Hoogeveen, Netherlands

Euclides Enseñanza Andalusia, Seville, Spain

Erasmus+KA219 "Generazione Web Europeo" 2017-2020
Code number: 2017-1-IT02-KA219-036828_3

Fourth Short-term exchange of groups of pupils in Aliveri, Evia, Greece
October 14-20, 2019

Subject: Program of activities in Aliveri, Evia, Greece October 2019

- **Day 1 – October 14 – Monday – travel day**

Arrival of the partner students and teachers

Welcome from Greek teachers, students and parents

Delivery of students to the hosting families

- **Day 2 – October 15 – Tuesday – start project meeting**

08:30-10:00 Meeting at school - Welcome by the principal - Presentation of the activities and of the places to be visited by the students - Break the ice activities

10:00-10:15 Break

10:15-10:30 Creation of groups, assignment of tasks to each one of them

10:30-12:30 Workshops

12:30-14:00 Lunch

14:30-17:00 Visit to the Women's Agro tourism Cooperation AVALONA

17:30 Students return to the hosting families

- **Day 3 – October 16 – Wednesday – project meeting**

08:30-10:00 Educational trip to the Archaeological Museum of Eretria, the theatre and the mosaics

11:30-13:00 Steni, trekking activities in cooperation with the Mountaineering Club of Chalkida

13:00-15:00 Lunch at a restaurant in Steni

16:00-17:15 Visit to the Home of Knowledge and Science in Chalkida. Dr. Antoniou, PhD in Astrophysics, explains the "Tides and the Euripus phenomenon"

17:15 -18:00 Walk along the beach to the Euripus strait

19:00 Students return to the hosting families

- **Day 4 – October 17 – Thursday – project meeting**

08:30 Meeting at school

09:00-10:30 Students work at school

10:30-11:00 Break

11:00-12:00 Continuation of work - Presentation of the final product by each group

12:00-14:30 Visit to Zarganis Farm in Mandraki, Evia - free bio lunch

14:30 Departure for the Kymis dried figs packing factory of K. Karavassilis in Dirreymata, Kymi Evia

17:30 Students return to the hosting families

- **Day 5 – October 18 – Friday – Visit to Athens**

08:15 Departure for Athens

11:00-12:00 Educational program in the Acropolis museum of Athens

12:00-14:00 Guided tour to the Acropolis

14:00 -16:00 Free time for lunch

16:30 Departure for Aliveri

19:30 Students return to the hosting families

- **Day 6 – October 19 – Saturday – last project meeting**

09:00 Departure for the M&M horse club, Viglatouri, Oxyolithos

13:00 Students return to the hosting families. Lunch with the families

19:00-22:00 Farewell party with the families at Karavos

22:00 Students return to the hosting families

- **Day 7 – October 20 – Sunday – Family day / travel day**

09:00 Meeting at school - Final evaluation meeting with teachers

10:00 Farewell to host students and teachers

Departure for the various destinations



The headteacher

Gota Eleni

Places students are going to stay



Places we are going to visit

<https://www.thinking.com/scene/1203829493492350982>



1st day — 15th October, Tuesday

Welcome by the principal - Presentation of the program

Break the ice activities

Official website of the project

<http://www.gew-project.eu/>

Log in the eTwinning TwinSpace

<https://twinspace.etwinning.net/71732/home>

Introduce yourself to this padlet

<https://padlet.com/seagullitsa1/1led7bmob0ke>

What do you know about Greece?

Type the first word that crosses your mind and submit it to the

[Answergarden Web.02 tool](https://answergarden.ch/953028) <https://answergarden.ch/953028>

CREATIVITY CHALLENGE How entrepreneur are you?

The 30 Circle Challenge

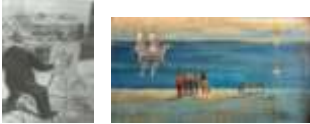







Important Euboean people

Make the Puzzle and find out which important Euboean person is hiding behind!

1. <https://www.jigsawplanet.com/?rc=play&pid=3bfc41c05cc8>
2. <https://www.jigsawplanet.com/?rc=play&pid=112b38c8f0da>
3. <https://www.jigsawplanet.com/?rc=play&pid=336fcc7e62f6>
4. <https://www.jigsawplanet.com/?rc=play&pid=2201a82ba772>
5. <https://www.jigsawplanet.com/?rc=play&pid=09166173d001>
6. <https://www.jigsawplanet.com/?rc=play&pid=152a79c32bf8>
7. <https://www.jigsawplanet.com/?rc=play&pid=0e2766ae9647>
8. <https://www.jigsawplanet.com/?rc=play&pid=12d3328251fd>

Important Euboean people

Match the elements of column A with the elements of column B

A		B	
1	PAPANICOLAOU GEORGE, DOCTOR MEDICAL RESEARCHER. DISCOVERER OF THE PAP SMEAR. He became a stamp 4 times.	a	
2	NIKOS SKALKOTAS, COMPOSER OF 20 th CENTURY CLASSICAL MUSIC. He became a stamp. The year 2020 is dedicated to him.	b	
3	ORESTIS MAKRIS, ACTOR. He also became a stamp.	c	
4	GIANNIS SKARIMPAS, WRITER, DRAMATIST, AND POET.	d	
5	DIMITRIS MYTARAS, ARTIST OF THE 20 th CENTURY.	e	
6	SPYROS VASILIOU, PAINTER, PRINTMAKER, ILLUSTRATOR, AND STAGE DESIGNER.	f	
7	DEMETRIOS GALANIS. EARLY 20 th CENTURY ARTIST.	g	
8	MANOS FALTAITS, LAWYER AND PAINTER, SUPPORTER OF TRADITIONAL HERITAGE.	h	

A	B
1	
2	
3	
4	
5	
6	
7	
8	

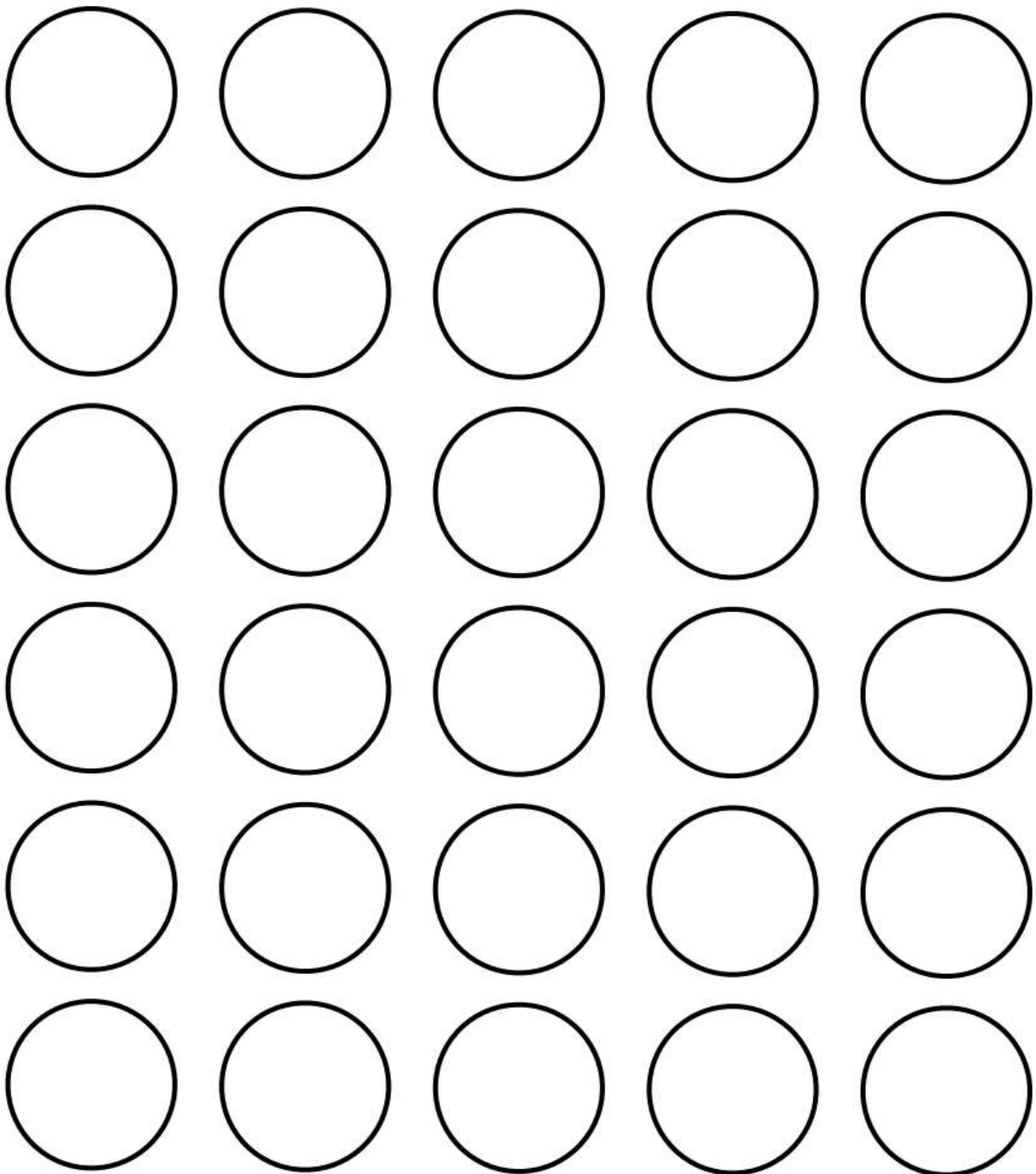
How entrepreneur are you? CREATIVITY CHALLENGE

The 30 Circle Challenge

Turn as many of the blank circles as possible into recognizable objects in **3 minutes**. Quantity is key, so don't think too much about the drawings, just sketch!

Name _____

Country _____



1st day — 15th October, Tuesday

Students are divided into 7 groups.

Create the name or logo of your team.

Group 1 (2b-3g)

1. RUZALINA
2. DEWI
3. MANUELA
4. NIKOS
5. EDOARDO

Group 2 (2b-3g)

1. FILLENIA
2. TESS
3. MARIADELE
4. DIMITRIS
5. DANIEL

Group 3 (2b-3g)

1. MARILENA
2. ALICE
3. MARTINA ACOSTA
4. JACOPO
5. JELLE

Group 4 (2b-3g)

1. ZACHAROULA
2. ILARIA
3. VICTORIA
4. JORAN
5. LUDOVICO

Group 5 (2b-4g)

1. MARIADA
2. HANNA
3. MARIA LUISA
4. ALEXIA
5. VASSILIS
6. GONZALO

Group 6 (3b-3g)

1. AGGELIKI
2. MAYA
3. MICHELA
4. ANTONIO
5. SIMONE

Group 7 (2b-4g)

1. MARGARITA
2. OSCAR
3. SABBAS
4. ANNA JULIA
5. NICOLO'
6. DANNY

1st day — 15th October, Tuesday

Culture based Tourism - Workshops (2 hours)

"From words to action" - "Turning Ideas into Action" - Set your on line business

Workshop No1



Knitting Make knitted key rings and handbags with the expert [Olga Porfyriadou](#)

<https://www.facebook.com/olga.porfyriadou?fref=jewel>

https://www.facebook.com/Magentaartyworkshop/?hc_ref=ARRNt3LTNGc8y6btJnzzMzquAMLbprxx00RMJhL0dSWfWbrh3ssnHWzyNhHqPRObOV8&fref=nf

<https://www.facebook.com/Magentaartyworkshop/videos/1427020010666361/>

<https://www.facebook.com/Magentaartyworkshop/videos/998663496835350/>

Workshop No2



Create your own jewelry with the expert [Eleni Seferli Eleni](#)

https://www.facebook.com/eleni.seferli.1?fref=pb&hc_location=friends_tab

<http://www.princessjewelry.gr/index.php?route=common/home>

Workshop No3



Make candles with the expert [Eleni Seferli](#)

Workshop No4



Radio broadcast production using Audacity for the European School Radio with the expert students Evelina, Natalia and Alexandra

Workshop No5



Make your own natural olive oil soap with the expert Rena Athanasiadou

Workshop No6

Photography workshop with the expert Dimitris Lamprou

Workshop No7



Learn Greek traditional dances with the expert students Ioanna Maria, Chrysaflia, Konstantina and the teacher of physical Education Mrs Iliana Papadopoulou

Make your own simple and natural Olive oil Soap with the cold method

Expert: Sophia Spyridi

Required materials

400 g Sodium hydroxide (also called lye, Caustic soda, or NaOH)

1200 Water (distilled if water is hard)

3 kg Olive oil or mixture of different oils

Because soda irritates the skin, we do not proceed without necessary precaution:

rubber gloves - glasses - mask - plastic kitchen apron

Required utensils

- Stainless steel pan
- Heat-proof plastic jug
- Kitchen Scale
- Plastic bowl for the water
- Plastic basin for the oil
- Plastic bowl for the soda
- Plastic spatula
- A wooden rod
- 1 box or silicone forms
- 1 plastic sheet
- 1 bottle of vinegar

We wear a long sleeve top and we start. We cover with thick paper or plastic the desktop. We accurately weigh the materials. Add soda to water (never the opposite) wearing gloves and glasses, holding a small distance, because it gets hot and blows out steam. Stir to dissolve and let it cool down.

In the basin that we have the oil, we pour slowly-slowly, while stirring, the water-soda solution (never the opposite). Be careful not to spit, because it is still hot. When the mixture gets the mayonnaise texture - it may take 10-20 minutes, we can add flavors or color or whatever else we want.

At this stage we pour the soap into the molds. If we do not have molds, wrap a box with a plastic sheet and pour it there. Cover the soap with a membrane, cover it and leave it for 24 hours in a warm place. At 24 hours, we uncover it and remove the membrane. Once stabilized, from 1-7 days, we will either cut it or remove it from the mold.

Allow to mature for 6-8 weeks in good ventilation but without light. This time is necessary to complete saponification reactions and mature not to irritate the skin.

Alternative forms of tourism we are going to experience this week

1st day — 15th October, Tuesday

Gastronomy

Lunch at PIATSA, Karavos to taste the traditional Greek fast food, souvlaki

Culture based Tourism

Visit to the Women's Agro tourism Cooperation "AVALONA"

2nd day – 16th October, Wednesday

Lunch at a Greek tavern in Steni

3rd day – 17th October, Thursday

Lunch at the [Zarganis Estate Bio farm](#)

Zarganis Estate is a family business in Evia, which was created in 1998. The estate is certified as "organic"..

2nd day – 16th October, Wednesday

Cultural and historic tourism

Educational trip to the Archaeological Museum of Eretria

Alternative tourism – Trekking

Trekking in Steni

Educational tourism

Visit to the Home of Knowledge and Science in Chalkida. Dr. Antoniou, PhD in Astrophysics, explains the "*Tides and the Euripus phenomenon*"

3rd day – 17th October, Thursday

Culinary tourism

Visit to the enterprise of Konstantinos Karavasilis "Dry figs of Kymi", Direymata

4th day – 18th October, Friday

Cultural and historic tourism

Trip to Athens - Educational program in the Acropolis museum of Athens

Guided tour to the Acropolis

5th day – 19th October, Saturday

Alternative tourism – Riding

M&M horse club, Viglatouri, Oxyliothos

Lunch with the families

3rd day - 17th October, Thursday

- **What "sustainable tourism" means to you? (5min)**

Type the first word that crosses your mind and submit it to the

[Answergarden](https://answergarden.ch/952981) <https://answergarden.ch/952981>

- **Match the signs with the correct interpretation (15min)**
- **Discover your element (10min)**

Team work

- **Create an engaging infographic with your group presenting the study case you have chosen (2 hours)**
- **Share your infographic to our [Facebook group](#), to this [Padlet](https://padlet.com/seagullitsa1/1led7bmob0ke) <https://padlet.com/seagullitsa1/1led7bmob0ke> or to [TwinSpace](#).**

Use one of the following web-apps to create the infographic

1. [Easel.ly](https://www.easel.ly/) (<https://www.easel.ly/>). Watch the [video](#) for further information <https://vimeo.com/37781587>
2. [Piktochart](https://piktochart.com/formats/infographics/) (<https://piktochart.com/formats/infographics/>).
3. [Canva infografic tool](https://www.canva.com/create/infographics/?utm_expnid=.HNGeQWZJS3OhKXnsNfLfwQ.0&utm_referrer=https%3A%2F%2Fwww.google.com%2F)
(https://www.canva.com/create/infographics/?utm_expnid=.HNGeQWZJS3OhKXnsNfLfwQ.0&utm_referrer=https%3A%2F%2Fwww.google.com%2F).

How to make beautiful Infographics

1. Drag a theme onto your canvas. Select a design that suits the message you're trying to get across.
2. Customize your infographic. Add your own images or one from the stock library. Change the colors and fonts to suit your needs.
3. Edit. Add your own message.
4. Save and share, download or print your finished infographic design!



Match the signs with the correct interpretation

	<hr/> <p>A voluntary eco-label award for the leading standard for excellence in the field of environmental responsibility and sustainable operation within the tourism industry. This prestigious eco-label represents a commitment by businesses that their premises adhere to the strict criteria set by the Foundation for Environmental Education. Stands for the promise to its guests that by opting to stay they are helping to make a difference on an environmental level. The high environmental standards expected of these establishments are maintained through rigorous documentation and frequent audits. Is eligible for hotels, hostels, small accommodations, campsites, holiday parks, conference centres, restaurants and attractions.</p>
	<hr/> <p>Combines tourist products or individual tourist services, different from mass tourism by means of supply, organization and the human resources involved. It is often referred to as "trendy," replacing other semantical terms such as "different" or "other tourism." Other examples of different terms include "intelligent" or "motivated tourism." In addition, "anti-tourism" or "participative tourism" are some others. The term tries to include the concepts of active tourism as well as explorer tourism.</p>
	<hr/> <p>A specific environmentally oriented rural sector of the tourism industry. A green approach of tourism involves a healthy tourism development through local participation and precise assessment of carrying capacity of the area and its locality. Travel is purposed to "getting back to nature".</p>
	<hr/> <p>A network of nature protection areas in the territory of the European Union. It is made up of Special Areas of Conservation and Special Protection Areas designated respectively under the Habitats Directive and Birds Directive. The network includes both terrestrial and Marine Protected Areas.</p>
	<hr/> <p>A form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas, intended as a low-impact and often small scale alternative to standard commercial mass tourism. It means responsible travel to natural areas, conserving the environment, and improving the well-being of the local people. Its purpose may be to educate the traveler, to provide funds for ecological conservation, to directly benefit the economic development and political empowerment of local communities, or to foster respect for different cultures and for human rights. Therefore, in addition to evaluating environmental and cultural factors, an integral part is the promotion of recycling, energy efficiency, water conservation, and creation of economic opportunities for local communities. For these reasons, often appeals to advocates of environmental and social responsibility.</p>



	<hr/> <p>An approach to sustainable marine tourism activities operating in South East Asia, Caribbean and the Indian Ocean that works with business operators, communities and governments. It helps to implement environmental standards for the diving and snorkeling industry through a code of conduct, The overall aim of the initiative is to mitigate damaging impacts to the marine environment from the marine tourism sector and improve sustainability.</p>
	<hr/> <p>The concept of visiting somewhere as a tourist and trying to make a positive impact on the environment, society, and economy. Tourism can involve primary transportation to the general location, local transportation, accommodations, entertainment, recreation, nourishment and shopping. It can be related to travel for leisure, business and what is called VFR (visiting friends and relatives). There is now broad consensus that tourism development should be sustainable; however, the question of how to achieve this remains an object of debate. Without travel there is no tourism, so is tightly linked to a concept of sustainable mobility. Two relevant considerations are tourism's reliance on fossil fuels and tourism's effect on climate change. 72% of tourism's CO2 emissions come from transportation, 24% from accommodations, and 4 percent from local activities. Aviation accounts for 55% of those transportation CO2 emissions (or 40% of tourism's total).</p>
	<hr/> <p>A certification by the Foundation for Environmental Education (FEE) that a beach, marina, or sustainable boating tourism operator meets its stringent standards. Is one of the world's most recognised voluntary eco-labels. FEE's criteria include standards for quality, safety, environmental education and information, the provision of services and general environmental management criteria. Certificates, which FEE refers to as awards, are issued on an annual basis to beaches and marinas of FEE member countries. The awards are announced yearly on 5 June for Europe, Canada, Morocco, Tunisia, and other countries in a similar geographic location, and on 1 November for the Caribbean, New Zealand, South Africa, and other countries in the southern hemisphere. In the European Union, the water quality standards are incorporated in the EC Water Framework Directive. Spain has held the 1st position for nearly three decades since the awards began in 1987.</p>
	<hr/> <p>Involves any agriculturally based operation or activity that brings visitors to a farm or ranch. Has different definitions in different parts of the world, and sometimes refers specifically to farm stays, as in Italy. Elsewhere includes a wide variety of activities, including buying produce direct from a farm stand, navigating a corn maze, slopping hogs, picking fruit, feeding animals, or staying at a bed and breakfast (B&B) on a farm.</p>
	<hr/> <p>A method of programming and implementing integrated local development strategies that involves partners at a local level such as the civil society and the local economic and social bodies in order to response to the economic, social, environmental and demographic challenges that rural areas face today.</p>

Match the signs with the correct interpretation

Group _____

Duration of completion: _____





PERSONAL AND SOCIAL DEVELOPMENT/ MY ELEMENT



MY ELEMENT

Suitable for: **TUTOR TIME, PSHE**

KEY WORDS: skills, career choice, talent, personal development, recognizing own interests

STUDENTS WILL BE ABLE TO:

- develop awareness of their skills and capabilities
- better identify their interests and values
- develop self-awareness
- define life goals and skills
- empower themselves and recognize the importance of empowering others.

WHAT YOU NEED: worksheets 'Discover your element' and 'Holland's hexagram'.

STEPS:

Start with lead-in discussion: *Today we are going to talk about your talents! Do you think all of you have some talents? Why? How did you figure out what you are good at and what interests you? Did you figure it out? It is perfectly normal to be still searching at your age. Is there somebody among you with an active interest outside school? Tell us more about it.*

Introduce your students to 'Discover your element' worksheet and ask them to complete the exercise in pairs.

DISCUSSION QUESTIONS:

- How easily did you find your element? Do you have more than one?
- What is your conclusion?
- If you had to choose between what you are good at and what you love, what would you pick?
- How many of you would choose a career only because of easier employment or better salary?
- Will you follow your parents' advice or your own interests and why?
- Which careers exist today that your parents haven't heard of?
- Where could your skills and talents lie? How would you group people's activities and careers?

After discussion, introduce your students to Holland's career typology (or a similar concept related to talents/professions) and talk to them about it. Complete the exercise 'Holland's hexagram' (in the appendix). Emphasize the fact that in most contemporary professions it is important to have skills in several areas. If you wish, tell them about your path, i.e. your story about how you chose your career or developed a skill you have.

How can we help young people find their 'spark' or calling in life?

By:

1. recognizing and appreciating their 'spark';
2. creating possibilities for trying out different activities;
3. listening carefully when they are talking about what interests them;
4. showing support;
5. acting as a role-model and sharing our interests and 'sparks' and
6. including these activities in the curriculum.

(William Damon: The Path to Purpose: Helping Our Children Find Their Calling in Life. 2008.)

DISCOVER YOUR ELEMENT!

The concept of 'element' is based on the book *The Element: How Finding Your Passion Changes Everything* by Sir Ken Robinson (2010). The element is the point at which natural talent meets personal passion. It is here that people feel most themselves, inspired and able to achieve at their highest levels.



I love +

I am good at +

I am keen on +

They help me with =
I have an
opportunity to =

Write a few things into each column (things you love, things you are good at, things you are keen on doing and things you have support for), and find out where they overlap. What appears in most columns might be your element!

3rd day - 17th October, Thursday

Students are divided into 8 groups.

Create the name or logo of your team.

Group 1 (1b-3g)

1. MARIADA
2. HANNA
3. MARIA LUISA
4. LUDOVICO

Group 5 (2b-2g)

1. VASSILIS
2. GONZALO
3. TESS
4. ALICE

Group 2 (2b-3g)

1. FILLENIA
2. ANNA JULIA
3. DIMITRIS
4. DANIEL
5. MARIADELE

Group 6 (2b-3g)

1. RUZALINA
2. DEWI
3. MANUELA
4. NIKOS
5. EDOARDO

Group 3 (2b-3g)

1. MARILENA
2. ALEXIA
3. MARTINA ACOSTA
4. JACOPO
5. JORAN

Group 7 (2b-3g)

1. AGGELIKI
2. MAYA
3. SABBAS
4. ANTONIO
5. SIMONE

Group 4 (2b-3g)

1. ZACHAROULA
2. ILARIA
3. DANNY
4. NICOLO'
5. OSCAR

Group 8 (2b-3g)

1. MARGARITA
2. VICTORIA
3. MICHELA
4. JELLE

Discover Evia - Study cases (2 hours)

1. Suppose it is summer and there is a full moon next Sunday. Organise some events for the night at an Euboean beach with respect to the local community and the environment. Decide which authority you represent (a sports club, a cultural association, a trade association, a hotel resort).
2. Organise a tempting package of a holiday week in Evia for an international group of students of Archaeology. Navigate the internet searching for interesting ideas to organise a one week holiday of alternative tourism in Evia. Take into consideration where to go (special locations), what to discover (sightseeing), where to sleep (accommodation), what to eat (traditional tastes).
3. You are a tour leader of 14 people. Make a program of a 4 days alternative tourism on Evia Island, with respect to the local community and the environment, choosing different kind of tourism every day according to the landscape. Create an infographic with the program.
4. You have all inherited 10km² coastal land from your grandfather on Evia Island. There is an olive grove, fig trees, a herb garden and there is a well. Discuss with your group how to develop this estate with respect to the local community and the environment. Find a name and a logo for your business.
5. You are given the opportunity by the local authorities to organise activities, sports by the sea, on the sea and in the sea with respect to the local community and the environment. You can be financed with 100,000 Euros. What would you do?
6. You are the chef of an Euboean alternative tourist establishment. The clients want to experience local products and cuisine. Make a menu with breakfast, lunch, dinner and snacks.
7. You are a bioclimatic architect office. A businessman wants to make an investment in our region (Evia Island) and he addresses himself to you to design a bioclimatic resort respecting sustainable development. Design the establishment. Take into consideration the management of water, heating, cooling of the rooms and waste management.
8. The Department authorities with the collaboration of a company want to build a waste processing plant in your region (Evia Island). The local authorities do not agree to have it near their town. How can this problem been solved with respect to the local community and the environment and with contributory benefits? Some of the inhabitants are worried about the degradation of the area. What are the pros and cons of this decision?

Team work - Create a virtual tourist business

Group	
Theme	
What is the problem;	
Suggest 3 ideas for a solution	
Who will be the customers? Target Audience;	
Who will work in the business?	
What makes the product / service unique?	
How will it cope with the competition?	
Where will he/she find the money? Financing	
Slogan	
Logo	

Team work

Introduce your business idea in 3min

Round one

Introduce your tourist business idea in 3minutes, record it and put your podcast to our [Facebook group](#) to this [Padlet](#) or to [TwinSpace](#).

For elevator pitch use [Vocaroo](#) or other tool you know.

Make agreement who is going to do it, as a presenter of a team. Of course, you should decide together, what to tell.

Using [Vocaroo](#) is very simple, just click to record, and speak. Stop when finished and then you can listen to your recording and retry as many times as you wish. When finished, click to save and post your link on [Facebook group](#) to this [Padlet](#) or to [TwinSpace](#).

Activity

eTwinning Group [Let's develop Entrepreneurial skills](#)

[Developing entrepreneurial skills](#)

A simple way to develop your creativity

THE CLOTHES HANGER TASK (the oldest creative exercise)

- Take a **clothes hanger** or any other simple everyday object at hand **shoelace, belt, comb**.
- Spend five minutes thinking of as many different uses for the object as possible.
- Present your products.

Who thought of the most?

Quantity is more important than quality in this exercise!

USEFUL VOCABULARY

English	Italian	Dutch	Spanish	Greek
Good morning	Buongiorno	Goedemorgen	Buenos días	Kalimera
Hello	Ciao	Hallo	Hola	Geia sas
Good evening	Buonasera	Goedenavond	Buenas tardes	Kalispera
Good night	Buona notte	Goede nacht	Buenas noches	Kalinychta
Thank you	Grazie	Dank je	Gracias	Efcharisto
You are welcome	Prego	Alstublieft	De nada	Parakalo
Please	per favore	alsjebliedt	Por favor	Sas parakalo
Excuse me	Scusami	Excuseer mij	Disculpe	Me sygxoreite
Water	acqua	Water	Agua	Nero
Bread	Pane	Brood	Pan de molde	Psomi
Milk	latte	Melk	Leche	Gala
Father	Padre	Vader	Padre	Pateras
Mother	Madre	Moeder	Madre	Mitera
Brother	Fratello	Broer	Hermano	Adelfos
Sister	Sorella	Zus	Hermana	Adelfi
Friend	amico	Vriend	Amigo	Filos
Friend	amica	Vriend	Amiga	Fili
Classmate	Compagno di scuola	Schoolmakker	Compañero de clase	Symmathitis
School	scuola	School	Colegio	Scholeio
Gym	Palestra	Fitnesscentrum	Gimnasio	Gymnastirio
Bus	Autobus	Bus	Autobús	Leoforeio
Bicycle	Bicicletta	Fiets	Bicicleta	Podilato
Car	Auto	Auto	Coche	Autokinito
Glass	Bicchiere	Glas	Vaso	Potiri
Fork	Forchetta	Vork	Tenedor	Pirouni
Spoon	Cucchiaio	Lepel	Cuchara	Koutali
Knife	Coltello	Mes	Cuchillo	Macheri
Napkin	Tovagliolo	Servet	Servilleta	Chartopetseta

Getting to know the Spanish students who will visit Greece

Watch the following short video presentations on our Facebook group page [ERASMUS + KA2 GENERATION EUROPE WEB](#) and answer the [Quiz](#) <https://forms.gle/tQDyNmKm5bcxiiA4A>

MARIA LUISA	ANTONIO
MANUELA	DANIEL
MARTINA ACOSTA	GONZALO
VICTORIA	OSCAR

Getting to know the Dutch students who will visit Greece

Answer the [Quiz](#) and get to know the Dutch students who will visit Greece! <https://forms.gle/KaU51eiR21TCdjGH7>

STUDENTS' MATCHING

1	RUZALINA 	DEWI 	
2	AGGELIKI 	MAYA 	OSCAR 
3	NIKOS 	DANIEL 	
4	PANAGIOTIS 	LUDOVICO 	
5	SABBAS 	ANTONIO 	
6	DIMITRIS 	EDOARDO 	
7	ANTONIS 	JACOPO 	
8	ANDREAS 	NICOLO' 	
9	MATTINA 	MARIADELE 	DANNY 
10	MARIALENA 	ALICE 	

11	SPYROS 	SIMONE 	
12	MARGARITA 	ALEXIA 	MARTINA ACOSTA 
13	MARIADA 	HANNA 	MARIA LUISA 
14	MEKELIANA 	ANNA 	
15	NIKOS 	JELLE 	
16	KONSTANTINA 	MICHELA 	MANUELA 
17	FYLLENIA 	TESS 	VICTORIA 
18	ZACHAROULA 	ILARIA 	JORAN 
19	VASILIS 	GONZALO 	

Evaluation of the meeting using Google Forms

<https://forms.gle/xXU6HwHh51bAA2dAA>

Students evaluate the 4th Short-term exchange of groups of pupils in Aliveri, Evia, Greece

2nd Geniko Lykeio Aliveriou, October 14-20, 2019

Where are you from? *

- Italy
 The Netherlands
 Spain

Gender *

- Male Female

Are you satisfied about the student you are matched with? *

- Very much Quit Enough Not at all

Are you pleased with your hosting family? *

- Very much Quit Enough Not at all

What do you think of the daily routine in your hosting family? *

Which differences did you notice compared to your family? *

What did you learn from your hosting family and their habits? *

About the project

What is the best thing you experienced on the 1st day (Monday) - travel day? *

What is the best thing you experienced on the 2nd day (Tuesday) - start project meeting/workshops/visit to AVALONA? *

What is the best thing you experienced on the 3rd day (Wednesday) - project meeting/visit to Eretria-Steni-Chalkida? *

What is the best thing you experienced on the 4th day (Thursday) - project meeting/visit to Zarathis Organic Farming Standards SA/visit to the local enterprise of dry figs? *

What is the best thing you experienced on the 5th day (Friday) - trip to Athens? *

What is the best thing you experienced on the 6th day (Saturday) - visit to the Horse Riding - Equestrian Centre - farewell party?

What is the best thing you experienced on the 7th day (Sunday) - family day/travel day?

Were the project and the corresponding activities clear? *

Very much Quit Enough Not at all

Did you like the activities proposed to you? *

Very much Quit Enough Not at all

Were you satisfied about your product? *

Very much Quit Enough Not at all

Were you satisfied about the group you worked with? *

Very much Quit Enough Not at all

About yourself

What did you learn this week? *

What did you learn about yourself this week? *

What did you like most? *

What didn't you like? *

What would you change? *

Please write a short report for the website.

Don't forget to follow the Rules of conduct for cultural exchanges

Enjoy your staying!

Did you know?

The Latin alphabet emerged from the Chalcidice alphabet



The Chalcidice alphabet is a variant of Hellenic. It was created in Chalkida, the capital of Evia Island. It was transferred to the colony of Kymi in Italy and from there with small variations in Etruscans, being essentially the ancestor of the most used alphabet world today, the Latin one.

The Latin alphabet - the evolution of Chalcidice - is currently used by 2.6 billion people.

Χαλκιδικό Αλφάβητο (775 π.χ. - 740 π.χ.) **Chalcidice alphabet**

Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ Ν Ξ Ο Π Ρ Σ Τ Υ Φ Ψ Ω Ω̅

Λατινικό Αλφάβητο (7ος αιώνας π.χ.) **Latin alphabet**

A B C/G D E F - H - I K L M N - O P - Q R S T V X - - - -



Constantine P. Cavafis – Ithaka

<https://lyricstranslate.com/el/ithaki-ithaki-ithaka.html-0>

Once you set out for Ithaka
hope your road to be long,
full of adventures, full of knowledge.

Don't be afraid of the Laistrygonians and the Cyclops,
the angry Poseidon
you'll never find them on your way
if you keep your thoughts high,
if rare excitement touches your spirit and your body.

You won't meet the Laistrygonians and the Cyclops,
the wild Poseidon
unless you bring them along inside your soul,
unless your soul puts them in front of you.

Hope your road to be long
may there be many summer mornings
when you'll enter with pleasure, with joy,
the harbors you've seen for the first time

Stop in Phoenician trading stations
and get the good wares
pearls and corals, ambers and ebony,
and sensual herbs of every kind
as many sensual herbs as you can
Go to many Egyptian cities
to study and learn from the educated ones
keep Ithaka always in your mind
your arrival there is your destiny

But don't rush the journey at all
it better lasts for many years,
and then when you're old to stay on the island,
wealthy with all you've gained on the way
without expecting Ithaka to make you rich.

**Ithaka gave you the beautiful journey.
without her you wouldn't have set out
there's nothing else to give you anymore**

**And if you find her poor, Ithaka hasn't fooled you.
now that you became wise with so much experience
you should have already understood what Ithakas mean.**

Keep Ithaka always in your mind!