

Your name:	Aikaterini Sideri
Your context:	<p>The activity is going to be implemented in a senior class of a Primary School in regional Greece. It is a school with 12 classes this year, 2 for each grade, in a town of approximately 30,000 people. The school fosters special inclusion actions towards vulnerable pupils groups like Roma children, immigrants, and war refugees. Notice that the school holds a certain history in the town, being built almost 100 years ago to harbour the Greek refugee pupils arriving at the town after the Greek-Turkish war in Asia Minor in 1922. The activity is going to take place in a class of 15 twelve years old 6th graders. They come from a mixed background ranging from gifted and motivated pupils with a good knowledge of English as a foreign language to underprivileged Roma, immigrants, and war refugee children with a poor language repertoire.</p>
Title of activity	Not so far away, not so long ago: Sasha, a boy from Ukraine, a child like me and you!
Learning objectives	<p><i>This activity can help foster:</i></p> <ul style="list-style-type: none"> • <i>P1. Self-regulation, since it makes learners enhance their awareness of personal feelings, reflections and values by associating their experience to the different kinds of texts they have dealt with; they also do so exercising the imagery and time- managing strategies described in phase 2 of the Zimmerman's model,</i> • <i>S1. Empathy, since invites learners to recognize other people's emotions, way of thinking, values and reactions by establishing connections among their experience and the intentions of the author or of the people on the videos they have watched,</i> • <i>L3 Managing learning, since it helps learners to:</i> <ol style="list-style-type: none"> 1. <i>Adopt a learning strategy that will allow them to deepen their comprehension of a text, or/and an enriched text, or a video. (i.e, underlining key-words/phrases, mindmapping the text-imagery technique)</i> 2. <i>Identify relationships among different kinds of "texts" , gaining a better understanding of the subject through the use of multimodality in literacy.</i> 3. <i>Using the time control technique (i.e expanding the time of the separate parts of the activity without exceeding the set time for finishing the assignment)</i> <p><i>This activity helps learners boost their learning, fostering strategic reading and adopting the strategy to connect the meaning they find in any kind texts with their own experiences and beliefs, with events which are taking place now or took place in the world in the past and relate with what they know from other contexts and kinds of "texts", like audiovisual ones or texts enriched with multimedia material.</i></p> <p><i>We deal with phase 2 of the Zimmerman's model, describing the performance control stage in the SRL model, that is the learning activity phase.</i></p>
Overview	<p><i>The educator gives each learner a copy of a text and some comprehension questions relating to the text. The learners answer them and then they watch 2 short videos about refugee Ukrainian children in Poland now and Syrian refugee children arriving in</i></p>

	<p><i>Greece in 2019. Finally the assembly read on the interactive whiteboard the homepage of the school's website, the presentation of the school's history as the school of Greek refugee children built in 1922. The educator gives each learner a copy of questions that can help them establish connections among what they have read and watched and their experience. Learners answer the questions individually and share their thoughts with their peers at the end of the activity.</i></p>
<p>Targeted age range</p>	<p><i>6th graders of a primary school (12 years old)</i></p>
<p>Time Learning environment</p>	<p><i>45 min (a school session).</i> <i>The classroom, equipped with an interactive whiteboard and an internet connection.</i></p>
<p>Before the activity</p>	<p><i>The educator using the explicit direct process:</i></p> <ul style="list-style-type: none"> <i>• Gives a copy of the description of the process they are going to follow to self regulate their own work</i> <ol style="list-style-type: none"> <i>1. to find and use their own task strategy (i. e, underline key words)</i> <i>2. to use internal or loud self instructions (i. e, voice the task, splitting it in smaller parts)</i> <i>3. to visualize their work or the product of their work (i. e, make a mindmap)</i> <i>4. to make good use of the time appointed for the task</i> <i>5. to avoid distractions (i. e, choose their partner according to task needs, not their affiliations)</i> <i>6. to ask for help</i> <i>7. to encourage themselves with self-directing messages</i> <i>8. to reward themselves for their effort (it's their accomplishment), understanding, doing, connecting knowledge to their own universe</i> <ul style="list-style-type: none"> <i>• Gives a copy of the description of the activity, both in English (the target language) and in Greek (for those learners struggling with the language) to each learner;(the learners have to study the new vocabulary as a homework and be ready to answer some questions relating to the associated text, 2 short videos and the text presenting their school on the homepage of their school's website.</i> <i>• Gives a copy of the new vocabulary to be studied in order for the text to be processed and the text to each learner; (the text is presented in their coursebook and in an interactive digital form)</i> <i>• Creates a list of personal connections related to the text for which they will model this strategy; (this activity means something to you, your family history, your daily routine; you connect to Sasha, the boy of the text because you are just a human, an immigrant, a refugee, a descendant of a refugee family, a child</i>

	<p><i>watching the news about the war on TV, other)</i></p> <ul style="list-style-type: none"> • <i>Explains that learners are going to practice a comprehension strategy finding connections so that they can personally relate to a text they need to read;</i> • <i>Demonstrates how to make connections to the text sharing their own and their family's experiences;</i> • <i>Presents examples on how to use deep connections (i.e. "My grandparents came to this country as refugees and my parents migrated to Germany to find work; this text and this videos have a lot to say to me. How do they relate to you?"</i>
<p>During the activity</p>	<p><i>The educator using the implicit direct process presents the text from the coursebook, the text on the homepage of the school's website to be dealt with on the interactive whiteboard, along with the set of comprehension questions:</i></p> <p><i>Learners have up to 15 minutes</i></p> <ul style="list-style-type: none"> • <i>to read the text,</i> • <i>find and</i> • <i>write down the answers to the questions</i> <p><i>Learners have up to 6 minutes in total</i></p> <ul style="list-style-type: none"> • <i>to watch a short video about Ukrainian children try to forget about war as they settle into new schools in Poland</i> • <i>to watch a short video about young Syrian refugee school children from the LM village camp in western Greece.</i> <p><i>and 15 minutes</i></p> <ul style="list-style-type: none"> • <i>to write down the connections they made relating the information from the text, the short videos and their own experiences on a mindmap they can draw (imagery technique)</i> <p><i>The assigned time of each part can change depending on the difficulty the learners might face, but they are strongly advised not to exceed the time limit.</i></p>
<p>After the activity</p>	<p><i>The educator using the indirect process assigns a follow up activity as a homework, to make a wordcloud using the most powerful words they met during the activity, using the digital tool wordclouds.com individually, to make a wordcloud collaboratively using the digital tool mentimeter or to make a digital mindmap connecting pieces of information gathered during the activity, using the digital tool coggle.</i></p>

Tips & tools	<ul style="list-style-type: none">• <i>In a mixed ability class, some learners might feel overwhelmed by the task. Team work or pair work might relieve them from stress, give them a feeling of accomplishment while facing their anxiety.</i>• <i>Learners are advised to observe themselves and their peers and adjust their strategy to better themselves in skills</i>• <i>Educators are there to encourage and offer help when it seems to be needed, even when the learners hesitate to ask for some.</i> <p>Resources:</p> <ul style="list-style-type: none">• <u>Meet the newcomers: Sasha from Ukraine, 2nd page</u> (the text on the interactive digital coursebook)• <u>Ukraine, new vocabulary</u>• <u>Ukraine, a reading comprehension activity worksheet</u>• Notice: not all the resources are inserted in this paper.

Shaping Lifelong Learning through Self-Regulated Learning

Learning Activity Template

ENGLISH IS FUN!

F class

UNIT 1, lesson 1 (page 2)

Name:

Date:

Class:

I come from Ukraine, the second largest country in Europe. It is between Poland and Moldavia in the west and Russia in the east. I don't come from the capital Kiev. My hometown is Odessa, on the coast of the Black Sea. Ukraine has got large plains but also high mountains, such as the Carpathians. The River Dnipro flows across the country splitting it in two parts. In winter the weather gets very cold. Summers are warm across the greater part of the country and cool along the Black Sea, so we spend much more time outdoors.

A nuclear power plant accident in Chernobyl, in 1986, is still causing serious environmental problems which worry Ukrainian people. Today we don't have enough drinking water supplies because of that accident.

Despite these problems, I believe Ukraine is a beautiful country with outgoing and brave people. I love it very much.

Sasha

A. Comprehension questions:

1. What is the name of the boy from Ukraine?

2. Ukraine is the ... country in Europe.

3. It is between Poland, Germany and Moldavia in the west and Russia in the east. True / False

4. Sasha's hometown is _____.

5. Odessa is on the coast of the _____.

6. Ukraine has got high mountains, such as the _____.

7. Which river flows across the country splitting it in two parts?

8. In winter the weather is very _____, but the summers are _____ across the greater part of the country and _____ along the Black Sea.

9. When and where was the nuclear power plant accident?

10. Even today in Ukraine they don't have enough _____

11. Ukraine is a _____ country.

12. Ukrainian people are _____ and _____.

_____ / 15

B. Look at the map.

Can you find your country? _____

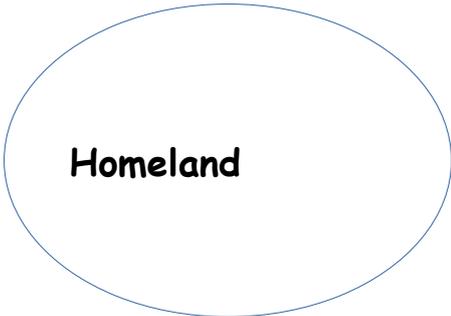
Do you live in your homeland? _____

Sasha is an immigrant in Greece. Sasha's cousins left Ukraine for Poland a



month ago. Due to war in Ukraine, what do you think? They left as tourists, immigrants or refugees?

C. Draw a mindmap connecting the words of the activity that mean the most to you



D. A screenshot from the homepage of your school presenting the history of your school and the translation of this piece in English. Underline the words that mean something special for you or for your family history.

3rd Primary School of Thiva, Greece

3^ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΘΗΒΑΣ

Το σχολείο

ΠΑΛΑΙΟ ΔΙΔΑΚΤΗΡΙΟ
ΝΕΑ ΔΙΔΑΚΤΗΡΙΑ
ΑΙΘΟΥΣΕΣ ΔΙΔΑΣΚΑΛΙΑΣ
ΑΙΘΟΥΣΑ ΟΛΟΗΜΕΡΟΥ
ΑΙΘΟΥΣΑ ΥΠΟΛΟΓΙΣΤΩΝ
ΑΥΛΕΙΟΣ ΧΩΡΟΣ
ΟΙ ΕΚΠΑΙΔΕΥΤΙΚΟΙ

Το 3ο Δημοτικό Σχολείο είναι άρρηκτα συνδεδεμένο με τον ελληνισμό της Μικράς Ασίας. Η ιστορία του ξεκινά με την εγκατάσταση των Ελλήνων προσφύγων από τη Μικρά Ασία στη Θήβα, μετά από τη Μικρασιατική καταστροφή και τον ξεριζωμό του 1922. Ανάμεσα στις πολλές χιλιάδες προσφύγων που εγκαταστάθηκαν στην Ελλάδα, υπήρξαν κι αυτοί που τοποθετήθηκαν στη Θήβα και σε παρακείμενα χωριά. Στη Θήβα εγκαταστάθηκαν αρχικά περίπου 800 πρόσφυγες και μέσα στην επόμενη δετία έφτασαν στον αριθμό των 2.500 περίπου. Η περιοχή στην οποία εγκαταστάθηκαν είναι γνωστή ως Παλιός και Νέος Συνοικισμός και βρισκόταν τότε στα όρια της πόλης. Αφού επιλύθηκε πρώτα το ζήτημα των βασικών αναγκών στέγασης και διατροφής, οι πρόσφυγες φρόντισαν να αποκτήσουν τη δική τους εκκλησία και το σχολείο τους (Κτίριο Παλαιού Διδασκηρίου) για να ικανοποιήσουν τις ανάγκες τους για μόρφωση και προσευχή. Στη συνέχεια, αφού βοήθησαν δραστικά στην ανάπτυξη της θηβαϊκής οικονομίας χάρη στις ικανότητές τους ως τεχνίτες, γεωργοί (ανέπτυξαν την καπνοκαλλιέργεια) και στο εμπόριο, αρκετοί από αυτούς, με το πέρασμα των χρόνων μεταγκαταστάθηκαν. Παρόσο η περιοχή δεν ερήμωσε, καθώς η μοίρα της είναι να αποτελεί χώρο υποδοχής για τους νέους κατοίκους της πόλης. Σταδιακά εγκαταστάθηκε σ'αυτή σημαντικός αριθμός μεταναστών, δίνοντας στην όμορφη συνοικία πολιτιστικό χαρακτήρα. Σχετικά με το σχολείο, πρέπει να ειπωθεί πως λόγω της αύξησης του μαθητικού πληθυσμού, χτίστηκαν στη συνέχεια δύο επιπλέον κτίρια και νηπιαγωγείο για να υποδεχθούν τους μικρούς μαθητές. Το σχολικό έτος 2017-18 το 3ο Δημοτικό Σχολείο Θήβας φιλοξενεί περίπου 150 μαθητές και λειτουργεί ως 10/θέσιο.

The 3rd Primary School is inextricably linked to the Hellenism of Asia Minor. Its history begins with the settlement of Greek refugees from Asia Minor in Thebes, after the Asia Minor catastrophe and the uprooting of 1922. Among the many thousands of refugees who settled in Greece, there were those who settled in Thebes and nearby villages. About 800 refugees initially settled in Thebes and within the next 5 years they reached the number of about 2,500. The area in which they settled is known as Old and New Settlement and was then located on the city limits.

After first resolving the issue of basic housing and food needs, the refugees made sure to have their own church and school (Old School Building) to meet their needs for education and prayer. Then, after contributing significantly to the development of the Theban economy thanks to their skills as craftsmen, farmers (they developed tobacco growing) and trade, many of them relocated over the years. However, the area was not deserted, as its fate is to be a place of reception for the

young inhabitants of the city. A significant number of immigrants gradually settled in it, giving the beautiful district a multicultural character. Regarding the school, it must be said that due to the increase in the student population, two additional buildings and a kindergarten were subsequently built to accommodate the young students. In the school year 2017-18, the 3rd Primary School of Thebes hosts about 150 students and operates as a 10 classes school.

Shaping Lifelong Learners through Self-Regulated Learning

Learning Activity Rubric

Please go through each of the assessment areas and identify to what extent your design corresponds to this. Use this rubric also when reviewing your peers' designs. Make sure that you include constructive feedback that allows authors to improve their work.

Area	Descriptors Meeting expectations	Approaching expectations	Not meeting expectations
Alignment to learning objectives	The activity is well aligned with all of its learning objectives	The activity is partially aligned with its learning objectives	The activity is not at all aligned with its learning objectives
Description	The activity is clearly described , it allows the reader to understand the general dynamic and purpose of the activity.	The activity is described , it mostly allows the reader to understand the general dynamic and purpose of the activity but lacks detail or clarity.	The activity is not clearly described , it doesn't allow the reader to understand the general dynamic and purpose of the activity.
Self-Regulated Learning (SRL)	Evidence is available showing that the activity effectively develops students' SRL with a clear explanation of which phase of SRL is targeted and how SRL is supported.	Some evidence is available showing that the activity develops students' SRL with some explanation of which phase of SRL is targeted and how SRL is supported.	There is no or very limited evidence available showing that the activity is focused on developing students' SRL.
Implementation	It is clearly described how to prepare and implement the activity so that the reader can understand and use it without any difficulties.	It is described how to prepare and implement the activity so that the reader can mostly understand and use it, albeit with some steps being a bit unclear.	It is not clearly described how to prepare and implement the strategy; the reader cannot fully understand and use it.

TeacherAcademy

CERTIFICATE OF COMPLETION

TEACHER ACADEMY COURSE

Teaching Life Competences 1 – Shaping Lifelong Learners through Self-Regulated Learning

4 April - 11 May 2022

This is to certify that

AIKATERINI SIDERI

has successfully completed the
"Teaching Life Competences 1 – Shaping Lifelong Learners
through Self-Regulated Learning" online course

Brussels

Wednesday, 18 May 2022

Course details

Workload: 15 hours

Description: <https://academy.europa.eu/courses/teaching-life-competences-1-shaping-lifelong-learners-through-self-regulated-learning>

Organiser: School Education Gateway, Directorate General for Education and Culture of the European Commission

To contact the organisers, please visit: <http://www.schooleducationgateway.eu/en/pub/about.htm>

TeacherAcademy

Learning Objectives & Activities

Module 1: What is Self-Regulated Learning?

The learning objectives of this module are:

1. to introduce participants to the LifeComp Framework;
2. to explore the Learning to Learn area and more specifically Managing Learning;
3. to learn more about the three cyclical SRL phases.

Module 2: Developing Self-Regulated Learning Skills – 1

The learning objectives of this module are:

1. to reflect on the SRL strategies teachers currently use in their classroom;
2. to learn more about SRL teaching strategies;
3. to reflect on the pros and cons of each SRL teaching strategy.

Module 3: Developing Self-Regulated Learning Skills – 2

The learning objectives of this module are:

1. to reflect on how to recognize and assess SRL;
2. to identify the criteria of choosing how to assess SRL;
3. to identify the challenges of SRL and reflect on ways to overcome them.

Module 4: Peer Review

The learning objectives of this module are:

1. to learn about the importance of peer assessment and how to give constructive feedback;
2. to finalize a SRL learning activity;
3. to provide 3 peers with constructive feedback;
4. to receive and reflect on feedback from peers.