

Lehrskript / Lesson's script

Thema/Subject

"Nature calls us. Are we listening to her?"

Unterrichtsfach, Klasse/ Teaching subject, Class

Literature (mother tongue) / 13 year old students (7th grade)

Autor/ Author

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<http://proteas.greek-language.gr/scenario.html?sid=3805>

Schlüsselwörter/ Keywords

Literature, natural environment, built, modern, environment/city, environmental problems, environmental consciousness

Kurze Beschreibung / Short description

The script is related to understanding the close relationship between the natural environment and humans. Students initially through activities distinguish the negligible presence of nature in the city environment and how much this absence affects people's lives. They also identify the forms of destruction of nature and the cause of environmental problems. The elements of nature that predominate in the literature texts become their guides in realizing the close relationship between nature and man and in developing reflection and attitude towards the nature. We hope that this approach will lead the students to develop environmental consciousness and to be activated to deal with the problematic relationship of modern man with nature.

Erworbene Kompetenzen/ Wissen/ Skills/knowledge acquired

Knowledge about the world, values, beliefs, standards, life attitudes

With this scenario, the students aim to:

- to understand the alienation of modern man from nature,
- to feel the feelings of euphoria and satisfaction created by nature, but also the disappointment in the face of its destruction and thus to reflect on their own activism.

Knowledge about literature

With this scenario, the students aim to:

- get to know the tools that writers use in their stories. In a virtual workshop for each writer, they record the particular literature ways of writing in which they create fairy-tale-like texts – first sentence/phrase, epimyth, repetitions, disjointed figure/schema – and to decode their role in the creation of the specific textual genre,
- identify the narrative techniques and their role, the narrator and his relationship with the story presented, elements of style – humor, prompts – in order to understand, on the one hand, that these choices contribute to the construction of a story with a specific style and on the other hand, that each writer uses a certain technique that differentiates him from the others.

Literacies

With this scenario, the students aim to:

- be engaged in creative writing activities as they proceeded to write the text, even using the literature modes they identified in some of the texts. Story writing is based on collaborative writing
- to be able to justify their choices in writing their stories in terms of literature means according to the style they wished to give to their text, in order to acquire metacognitive skills,
- to realize the complementary function of speech, sound, image in the creation of an illustrated story, since multimodal texts and hypertexts are the versions of textual genres that they often encounter in their everyday life,
- to realize that literature draws its material from real life and each literary work is the version of its creator (see the different reaction of Gatsos and Ganas towards the destruction of the environment),
- familiarize themselves with an electronic collaborative working and learning environment, in which they have the opportunity to express common concerns, exchange opinions and produce texts by working collaboratively,
- develop initiatives and get involved in situations that promote their active participation in processing of information and their communication with Public Services.

Schlüsselkompetenzen/ Key Competencies

empathy, social skills, decoding texts (literature), creating multimodal texts,

collaboration, co-creation in electronic collaborative documents

Dauer

11 Unterrichtseinheiten - jede 45 Minuten/ Lessons/ Teaching hours - 45 minutes each

Lernmethoden/ Learning methods /Teaching practices

Students work in groups on almost all activities in the scenario. The groups had been formed in previous activities based on the wishes of the students as well as their cognitive level, so that in each group there were students with a variety of abilities and skills.

To a large extent the script was based on blended learning, as many of the activities take place on a platform. Each team works alone on googledocs and complete their tasks there step by step, while commenting on their choices as well as those of the other teams (on the wall of the platform).

Technische Ausstattung/ Technical Equipment

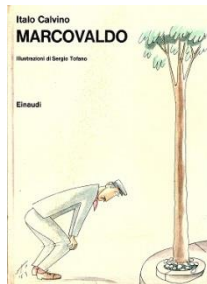
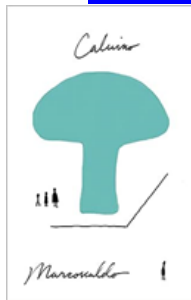
Computer, computer lab, internet, video projector or interactive whiteboard, googledocs, googleslides (digital collaborative docs), digital platform (eme), digital tools for comics, digital tool for "Word Cloud".

Was muss man vor den Unterrichtsstunden vorbereiten?

Video projector or interactive whiteboard,
Knowledge of digital online tools for comics, googledocs, digital platform (eme),

Texts (literature)

I. Italo Calvino's Mushrooms in the City



THE WIND, ENTERING A town from far away, brings unaccustomed gifts, of which only a few sensitive souls become aware, such as sufferers from hay fever, who sneeze because of the pollen of flowers growing in other regions.

One day a gust of wind dropped spores on a stretch of flowerbed alongside a city street and fungi sprouted. No-one noticed them but the labourer Marcovaldo, who took the tram from just that spot every morning.

This Marcovaldo had eyes that were not very well adapted to town Life: posters, traffic lights, shop windows, neon signs, public notices - although specially designed to attract attention - never caught his eyes, which seemed to be wandering over desert sands. On the other hand, a leaf turning yellow on a bough, a feather caught up on a tile, never escaped him; there was never a horsefly on the back of a horse, a worm-hole in a table, the peel of a fig squashed on the pavement, which Marcovaldo did not notice and did not reflect upon, observing the changes of the seasons, the longings of his soul and the wretchedness of his existence.

Thus one morning, while he was waiting for the tram that took him to the firm where he worked as an odd-job man, he noticed something unusual by the stop, in the strip of barren crusted soil that followed the line of trees flanking the street: here and there, by the roots of the trees, it seemed as though little protuberances were swelling up which in some places had burst through and allowed roundish objects to emerge from under the ground.

He bent down to tie his shoe and looked more closely. they were mushrooms, real mushrooms, that were sprouting in the very heart of the town It seemed to Marcovaldo that the grey and miserable world that surrounded him had suddenly become generous with hid den riches, and that he could still expect something from life be sides the hourly wage provided by his contract, the emergency fund, family allowances and the bread subsidy.

At work he was more absent-minded than usual. He thought to himself that while he was there unloading parcels and crates, in the darkness of the earth silent, slow mushrooms, known only to him, were maturing their porous pulp, absorbing subterranean juices, breaking the crust of the soil. "One night of rain would be

enough,” he said to himself, “and they would be ready to pick.” And he couldn’t wait to tell his wife and children about his discovery.

“Listen to me,” he said during the meagre midday meal. “Within the week we shall be eating mushrooms! Fried mushrooms! Take it from me!”

And to the smallest children, who didn’t know what mushrooms were, he ecstatically described the beauty of all the different kinds of edible fungi, the delicacy of their flavour and how they should be cooked; this drew his wife into the conversation, although up to then she hadn’t taken his story very seriously.

“Where are these mushrooms?” asked the children. “Tell us where they grow”

At this question Marcovaldo’s enthusiasm was reined in by a suspicious thought. “If I tell them the place, they’ll go and look for them with the usual gang of kids, word will get round and the mushrooms will end up in other people’s pots.” Thus the discovery which at first had filled his heart with universal love now imbued it with the mania of possession, enclosed it with a jealous, suspicious fear.

“I’m the only one who knows where the mushrooms are,” he told his children, “and mind you don’t let on about them.”

The following morning, as he approached the tram stop, he was full of apprehension. He bent down over the flowerbed and saw with relief that the mushrooms had grown a little but not much, they were still almost completely hidden by the earth.

He was bending down like this, when he became aware that there was someone just behind him. He straightened up quickly and tried to look unconcerned. It was a road sweeper who was watching him, leaning on his broom.

This road sweeper, within whose jurisdiction the mushrooms were growing, was a lanky youth wearing spectacles. His name was Amadigi and for a long time Marcovaldo hadn’t liked him, he didn’t know why himself. Perhaps he was irritated by those glasses that scrutinized the asphalt of the streets in order to eliminate all trace of natural objects.

It was Saturday; and Marcovaldo spent his free half-day wandering with a casual air round the vicinity of the flowerbed, keeping an eye from a distance on the road sweeper and the mushrooms and reckoning up how long it would take them to grow.

That night it rained. Just as peasants wake up and jump for joy at the sound of the first drops after months of drought, so Marcovaldo, alone in the whole town, sat up in bed and called out to his family:

“It’s raining, it’s raining.” He sniffed the smell of wet dust and fresh mould that came in from outside.

At dawn - it was Sunday - he ran quickly to the flowerbed with his children and a borrowed basket. There were the mushrooms, standing erect on their stalks with their heads held high above the still soaking-wet soil “Hurray” they shouted and started picking them as fast as they could.

“Daddy, look how many that man has taken,” said Michelino, and his father looked up and saw Amadigi standing beside them, also with a basket filled with mushrooms under his arm.

“Ah, you’re picking them too, are you?” said the road sweeper. “Then they really are good to eat? I’ve picked a few, but I wasn’t quite sure ... There are even bigger ones further along the street. Right, now I know, I’ll go and tell my relations who are along there arguing whether to pick them or leave them.” And he hurried off with long strides.

Marcovaldo was left speechless: even bigger mushrooms, which he hadn’t known about, an unexpected harvest that was being snatched from under his nose. He remained for a moment almost petrified with anger, with rage, then - as sometimes happens - the collapse of his private ambitions was transformed into a generous impulse. “Hey, you lot, do you want to fry yourselves some mushrooms this evening?” he shouted to the people gathered at the tram stop. “The mushrooms are growing here in the street! Come with me! There are enough for everyone!” And he went off on Amadigi’s heels, followed by a retinue of people with umbrellas over their arms, because the weather was still damp and uncertain.

They found enough mushrooms left for everyone, and in the absence of baskets they put them in their open umbrellas. Somebody said: “It would be nice to have dinner all together:” But everyone took his mushrooms and went back to his own home.

But they soon met again, that very same evening in fact, in the same hospital ward, after the stomach pump that had saved them all from being poisoned, though not very seriously, because the quantity of fungi eaten by each one was very small.

Marcovaldo and Amadigi were in adjoining beds and scowled at one another.

Translated by Michael Bullock

<https://www.nelliemuller.com/Italo-Calvino-Mushrooms-in-the-city.doc>

II. Argyris Chionis, The beauty that was born and died



Once upon a time, there was a little black poppy seed, who lived huddled together with his other siblings in his mother's belly.

One summer day, their mother, having lost her last red petal, died quietly, as quietly as she had lived all her life. Not much time passed and her belly, dried by the sun, burst, and the little black seeds shook out of her and fell to the ground. The soil, as you know, in the summer is dry and hard, and the seeds could not get into it and stay there, all together, in the place where they were born. So the first wind that passed through took them and scattered them, some in wheat fields, some in gardens, some in forest clearings and some on the hillsides.

One of them, the seed of this story, was smaller than the others, lighter, and so the wind carried it far, far away from the countryside, into the great gray state. But when he got there, he didn't know where to put it, because in the gray state the soil had already disappeared. Everywhere you saw nothing but cement and asphalt and iron, cement and asphalt and iron. In vain the wind sought to find a bit of soil to deposit the little seed, so that the unfortunate one too could take root one day and sprout. And because the time had come for him, the wind, to die and he didn't have time either to take the seed further or to bring it back, where he had taken it, he was desperately looking to find even a pot on a balcony or in window. But nothing. The state had no pots, only, as we said, cement and asphalt and iron, cement and asphalt and iron. Then, the wind, which could not stand it any longer, cooled down and let the seed fall on the pavement of a large avenue.

The pavement was paved, and the little seed was found at the junction of two large slabs, which, fortunately for him, were not well fastened together, so that he was able to slip into the crevice between them and hide himself. In there he suddenly felt a strange security and a warmth, as if something was embracing him, lulling him sweetly. And as strange as it may seem to you, that something was soil. Buried there, under the cold gray slabs, it was still alive, warm, and now it was rejoicing and celebrating that it once again had a seed in its arms, however small.

Summer ended, autumn ended, winter ended and spring came, and the little seed, which had been sleeping deeply for months and months now, suddenly woke up from an itch and a swelling and discovered with surprise and some horror that his little body was now bigger than when he fell asleep.

In the days that followed, the swelling continued, and his terror grew, for his skin began to tear, and where before he had only had a round belly, he now began to put forth something threadlike like little feet, which stuck into the soil, and a yellow-green, a pointed little thing like a little head, which was rising up and struggling to get out of the crack into the light.

But his terror did not last long, because he remembered some stories he had heard when he was still in his mother's womb, that this is how seeds become poppies. So it was left to grow, nourished by the hospitable soil, until one morning, I believe it was May, a scarlet poppy opened its petals there, on the paving stones of the great avenue. Imagine, really, such a flower, so red, so full of blood, so full of light, on the pavement slabs of the gray state, which is made of cement, asphalt and iron. Imagine a poppy on the sidewalk of Stadiou Street. Something like that. Surely, you would think that on that spring morning something like a revolution took place in the city; that the traffic stopped; that the gray buildings emptied and people ran by the thousands to gather around the poppy, with their mouths agape, with their eyes filled with joy at the miracle; how those behind, who could not see, shouted to those in front "over the edge, let us see too"; how the police had to intervene to restore order, which in the end was not restored, for even the helmeted men, when they came near, opened

their mouths a cubit, and their clubs fell from their hands and they took off their helmets, for they no longer bore their heads; as the women, not seeing the men turn home at noon, they left the food to cook and rushed to see what was happening and they also stayed there, forgetting that the food was burning on the fire...

None of this happened. The people of the state were also made of cement and asphalt and iron and in the heart part they had a plastic bag. So they passed by the poppy, as if nothing had happened, because, as crazy as it may seem, the people of the state looked, but did not see.

Strange thing though; while all of them were walking blindly, no one stepped on her, as if an invisible fence had been raised around her, to protect her from all those armies of soles that threatened to flatten her, so that beauty would continue to exist in the midst of the ascetic, even though she was invisible, since no one saw her, even if she was a consolation for no one, since no one sought her.

Thus guarded, she lived the days of her life, and when her time came, her petals fell, and later from her dry belly her black little children leapt upon the pavement, and an air, mingled with vapors cars, he came and swept them from there and sowed them on the asphalt, and with the first rain they all ended up in the sewers. All, except one, the smallest, the lightest, which the wind carried and left on the roof of a house, which they had forgotten to tear down and it still had tiles. There, on the tiles in between, in a corner that had collected a lot of dust and moss from the rain, he planted the seedling and, the next spring, it sprouted and produced a scarlet poppy, which also lived and died beautiful and ignored.

The story should end here, because where else could the next seed go? Well, it's not like that, the story doesn't end here (and maybe it never ends), because, the other spring, a poppy blossomed on a little bubble...

Epimyth I: If you don't look up to the sky now and then, you run the risk of missing miracles happening up there.

Epimyth II: If you walk looking up all the time, you run the risk of stepping on a poppy growing on your sidewalk.

<https://www.katioussa.gr/logotechnia/pezografia/to-diigima-tis-pemptis-i-omorfia-pou-genniotan-kai-pethaine-tou-argyri-chioni/>

III. N. Gatsos, The Nightmare of Persephone

There where pennyroyal and wild mint sprout up
and Earth grew its first cyclamen
now villagers bargain cement
and birds drop dead in the blast furnace.

Sleep Persephone
in Earth's hug
at world's balcony

never come out again.

There where the mystics unite their hands
deferentially before they enter the altar
now tourists dump their cigarette butts
and everything to see is the refinery.

Sleep Persephone
in Earth's hug
at world's balcony
never come out again.

There where sea becomes a blessing
and meadow's wish are bleats
now lorries carry to shipyards
empty bodies iron kids and blades.

Sleep Persephone
in Earth's hug
at world's balcony
never come out again.

<https://lyricstranslate.com>

http://ebooks.edu.gr/ebooks/v/html/8547/2168/Anthologio_G-D-Dimotikou_html-empl/index01_06.html

<http://georgakas.lit.auth.gr/simikta/index.php/component/chronoforms/?chronoform=searchBy&subject=39649>

<https://www.youtube.com/watch?v=llmBKj9KV0k&t=1s>

https://www.youtube.com/watch?v=Xs_XUoMiPxc&t=1s

IV. Michalis Ganas, "To the Burnt"

The lyrics of this song, which was quite popular in Greece, during the 1990s, refer to the devastating effects of fires. Although the sight of burnt trees causes sadness, the poet insists on making the Sunday excursion, urging his partner and every human being to get out of the isolation of their home and the virtual reality of television, restoring creative human communication.

Come on let's go to to the burnt
in Hymettos and Avlona,
birds and sylvan pines
of a burnt paradise
trees that were imagine

and in their shade rest.

Come and take me with you
on your Sunday outing,
take me out on your bare body
at the mouth of paradise.

Come on let's go to the burnt
the house doesn't fit us anymore,
difficult days are coming
smudged like Mondays,
**flames are coming from the forests
and a fire to judge us,**
in her fiery mire,
from the last to the first.

Let's get out of the house
again in streets and squares,
take the kids with you
here, on the edge of the abyss,
and left alone on the table
the TV playing,
to show pain in color
next to a tuna fillet,
to show murders and flames,
scumbags, politicians and rascals,
while we will have arrived
at the crossroads of sixties*
with our children on our shoulders,
to show us the way.

http://ebooks.edu.gr/ebooks/v/html/8547/2246/Keimena-Neoellinikis-Logotechnias_B-Gymnasiou_html-empl/indexL_8.htm

<https://www.youtube.com/watch?v=zlzse5HfMTE>

V. Video 'Man' of Steve Cutts

<https://www.youtube.com/watch?v=WfGMYdalCIU>

VI. Webpages

The Parnitha National Park, http://www.parnitha-np.gr/index_en.htm

The Museum of Eleusis,

<https://archaeologicalmuseums.gr/el/museum/5df34af3deca5e2d79e8c17>

<d/archaeological-museum-of-elefsina>

<https://el.wikipedia.org/wiki/%CE%91%CF%81%CF%87%CE%B1%CE%B9%C>

[E%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CF%8C %CE%9C%CE%BF
%CF%85%CF%83%CE%B5%CE%AF%CE%BF %CE%95%CE%BB%CE%B5%CF%8
5%CF%83%CE%AF%CE%BD%CE%B1%CF%82](http://www.ime.gr/chronos/05/gr/culture/4140eleusinia.html)

The Foundation of Greater Hellenism for the Eleusinian Mysteries

<http://www.ime.gr/chronos/05/gr/culture/4140eleusinia.html>

Unterrichtsverlauf/ Detailed description of the courses

Phase I, before reading (2 hours)

1st-2nd hour

The students are in their classroom (which has an interactive whiteboard). The teacher, on the occasion of an environmental program that had been "running" at the school since the beginning of the year for the beautification and reformation of the courtyard area, asks the students to think about a possible participation of their own in these actions through the paths of literature. He/she suggests that they could present their work from the literature class at the end-of-year celebration, which would showcase the work of the environmental group.

They are then briefed on the scenario we are going to implement and are guided through the Digital Platform (eme) that has been created specifically for it (the technical details of which they were familiar with from previous activities). On the "beehive/Cell" (kypseli) of eme Platform <https://auth.e-me.edu.gr/?eme=https://e-me.edu.gr/&cause=no-token&eat=019e790811497aedbc9a7f7745abb7af>, were all the script material is posted in each team's folders.

At the beginning, for a first investigation of the attitudes and opinions of the students on the subject and to attract their interest, a **video (MAN, see p.10)** related to the arrogant behavior of man towards nature and the possible consequences that arise is shown on the interactive board. **Worksheet 1(see p.15)** is then shared and they are asked to work with those sitting next to and behind them to complete it; this is a first attempt to move from individual to group work with those they feel most familiar with, their 'neighbors'.

The students have to brainstorm words or phrases related to phenomena of environmental disaster facing our planet and their consequences. It would help

them remember what had been discussed during the teaching of Calvino's short story, "Mushrooms in the City", which has been already taught.

Each group express their words and a member records them using the on interactive whiteboard Tagxedo (or other digital tool) to create a "word cloud" that captures these first views of the class. Even if the words are repeated, they are written again, since a characteristic of this digital tool is to present the repeated words in a larger font, so it would be interesting to see which problems concern the majority of our students. This process takes a long time, because all the words of all the groups has to be recorded. For home they are asked to recall Calvino's text and read Chioni's text, which it is posted on Platform.

Phase B, reading (6 hours)

3rd-4th hour

At the third hour, the students are in their classrooms. The text of Chionis is read by the teacher and any semantic difficulties are smoothed out. With a discussion in plenary, we also recall Calvino's text. The aim of the activities that would follow is to highlight the disharmonious relationship of the city dweller with the elements of nature and to highlight its imprint on literature. Afterwards, the teacher distributes to the groups the photocopy the **2nd Worksheet (see p. 15-17)**, in which there are three activities.

According to the first activity, the students have to create a comic in which the characters of the text read, the poppy and the mushrooms, would have a conversation. The purpose is, through the imaginary encounter, to perceive the "conversation" between the texts and their own "conversation" with the texts and the heroes. But before moving on to creating the comic, their team has to identify specific elements from the stories, comparing them with the help of questions and taking rough notes on a table.

The groups are then asked to prepare their comic on paper, before they go to the Computer Laboratory. In an effort to gain metacognitive skills about how we construct a story and how we create a dialogue between characters, students are asked to think about how many frames they would use, how they imagine their setting, what the development of the short story that would be narrated and which dialogues between the heroes.

The next hour the students go to the computer lab to create the comics. The comics are posted on eme platform (on special post of every team) so everyone has a chance to see and discuss the stories of all the teams, in the form of a comment express also their observations about the digital tool they use, whether they are satisfied with the tool's capabilities, whether it is sufficient for their needs, whether it limited their options. This is done in a first attempt for

the students to see the tools in a critical way and, despite its young age, to have a first reflection on the possibilities and limits of the medium.

As homework they are asked to look again at the two texts and be prepared for **the second activity of Worksheet 2.**

5th-6th hour

The students are in the Computer Lab to complete **the 2nd activity of the 2nd Worksheet.** At the beginning, they present to the plenary the comics and comment on them. Then, they are asked to try to get to know and understand the way in which the two authors write their stories, in order to later use some of them in the creation of their own story. So they are invited, making use of the features of the text editor (inserting a comment, coloring, highlighting, changing the font, etc.), to re-read the texts and highlight these special features: the beginning of the stories, repetitions, diminutives, humor, the epimyth, the narration, the description of the dialogues, the type of narrator. The conclusions are discussed in plenary and recorded by a student on the "Writer's Workshop" post/file.

Next, they proceed to **the third activity of the 2nd Worksheet**, namely to construct their own story in which they would narrate their unexpected encounter with some element of nature.. The stories are to be written on googledocs (collaborative digital files) so that they could be continued at home.

7th-8th hour

The students in the first hour are in their classroom with the interactive board where the stories of all the groups are shown and commented on in plenary. There is also a discussion about the literary ways each group chooses to construct their story. In some groups the humor was highlighted, in others the fantastic element and the unexpected, in others the epic and in others the dialogue.

The next hour the students go to the Computer Lab. They open **the 3rd Worksheet (p.18-19)**, common to all groups, to study the attitude of two poets, Gatsos and Ganas, towards the problem of environmental destruction. After the songs "Persephone's Nightmare" and "To the Burnt" are shown and heard, students are asked to record with the help of a table how nature is presented before and after the disaster.

Before that, however, a lot of discussion has to take place, about key elements for understanding the poems, such as the myth of Persephone and its relation to the Eleusinian mysteries. The students are called to present an illustrated story with presentation tool (googleslides) on Google Drive, using the words of the poets and images from suggested pages, or they could chose lines from the

poems that move them more and to re-illuminate them by framing them with images. They are also asked to explain, in the form of a comment on their post, why they chose the particular images.

Phase 3, after reading (3 hours)

9th-10th hour

The students are in the Computer Lab. At the beginning, the groups' work with the lyrics and pictures from the previous activity are shown and discussed. Then they open the **4th Worksheet (see p.19)** with which they are asked as a final activity to write a letter to the Ministry of the Environment, in which they would formulate their proposals and submit it to the relevant form on the Ministry's website. The children write the final text on googledocs and upload it on the platform.

The teacher promises that they would come back to the topic when the celebration at the end of the year takes place, to make posters, invitations, commercials/podcasts and anything else they deemed necessary to advertise their event.

11th hour

The students are in their classroom with the interactive whiteboard, where the students' work is shown to the plenary, commented on and evaluated by the members of all the groups. The evaluation is done in the form of a discussion and with specific criteria related to the content and form of the letter (completeness, originality, clarity, coherence, appropriate language, style, etc.).

In a final self-evaluation activity, the students are asked, in a discussion within their group, to evaluate themselves and the other members of their group (the contribution of each member to the achievement of the activities, the degree of cooperation shown, the responsibility and the consequence it had).

WORKSHEET/S

1st WORKSHEET

As part of the School Activities programs, the environmental team of our school has undertaken the beautification of the yard, with care and renewal of the flowers and trees in the flower beds, graffiti on the walls of the paddock, etc. The work is progressing at an intensive pace and our yard is changing. At the end of the year, there will be a celebration to present the team's work to the wider community (parents, neighbors, friends, etc.). Your class could participate in the day's events by presenting papers done in the literature class.

The texts (of literature) will give you an opportunity to understand the environment around you – both natural and of the city – and your relationship with it. Still, they will help you to present your concerns, but above all to formulate your proposals in order to live friendly to it.

Before we listen to the voice of the writers, let's see what you first have to say about the environmental problems, about what you live and what you hear about.

- Let's first watch a video ([Man](#)), which raises many of the issues concerning the natural environment and our relationship with it.
- Express yourself, then! Work in four, at two desks, as you sit, and discuss environmental problems.
- Make a list of words or phrases that you spontaneously think of that are related to environmental disaster phenomena that our planet is facing and all the negatives that have been caused.

Each group can record the words here:

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- Next, we will use all the groups' words to create a “word cloud” that will represent the class's point of view and will be the first post that we will make on the course platform about our work.
- For this let us think carefully about all the elements that make up our ecosystem and find words that convey our thought accurately.

2nd WORKSHEET

1st activity

Now is the turn of the writers ! Let's hear what they have to say. Get ready to start a conversation with them through their texts to see how they can help with your actions!

- Let's start from our closest environment, the city environment and trace the place of nature within it. Our assistants are Italo Calvino and Argyris Chionis who write stories about the unexpected presence of mushrooms and a poppy in the inhospitable environment of the city.
- The main protagonists in the texts are mushrooms and the poppy. If these two elements of nature could meet, what would they discuss about their

life in the city, the relationship of the inhabitants with the nature they represent? Present their meeting in comic form and upload it to the “Nature Speaks about the City” post on our platform . I think it will help if you first locate some of the materials of each story:

Auxiliary questions	Mushrooms	Poppy
How did they grow in the city?		
What is the image of the city – find and words or phrases of each text.		
How do people live in this city?		
What is the relationship between city people and nature?		

Before choosing the digital tool with which you will create your comic (from those recommended on our platform), you can first prepare it on paper: think about how many frames you need, which setting would best serve your story, the dialogues of the characters etc.

Then, choose one of the suggested tool or another one you know and create your story.

Finally, discuss with each other the features of the program you used. Did it meet your needs? Did it limit your options?

Don't forget to upload your comic on our platform!

2nd activity

- Since we are going to create our own story, let's enter our writers' workshop and observe how they work.
- So observe how they write their stories. Don't they look like a fairy tale? Can you find some distinguishing features? To do this, I would suggest that you download the texts in digital form .The texts we will study and with the tools of the text editor that you deem appropriate e.g. highlight text, color font, insert comment etc. locate them with the help of comments below:
- How do they begin – with what phrase – and how do they end their stories – especially Chionis with the two epimyth he writes?
- Who speaks in each story? Does he have a leading role in the development of the story? Does this seem like the right person to talk to?
- Where is there narration, description and dialogue and why each time?
- The humorous points in both stories about life in the city and people's reactions. Do you think this choice is successful to make us

readers think about the adventures of the protagonists from their funniest side?

- The diminutives that show the tender mood for the protagonists, the poppy and the mushrooms.
- The repetitions of Chionis to give intensity and emphasis – or are you thinking for some other reason as well?
- and of course the and of course the unrelated phrases (asyndeta/on).
- ✓ Save your texts and upload them back on the platform
 - You can post your comments on your group's post "*The Writer's Workshop*", to study them later and use them in writing your own story.

3rd activity

Your turn now! Create a story about an unexpected encounter/meeting with an element of nature in the city, such as a blooming orange tree on the main avenue, an owl on the roof of your house, and how it affected your life. I would suggest you to try to write it in the manner of Argiris Chionis or Italo Calvino's.

- Your story can be completely fictional - like a dream - or combine elements of fantasy and reality - like Chionis does - or happen in real life - like Calvino's. And don't forget to write your epimythos too!
- You can discuss the plot and its development, start it at school and continue your story by each writing their own piece on a googledoc. Agree on the order in which each team member will write, how many times they will write, and the time slots they will have. IMPORTANT!! Everyone should continue the story from where the previous one left off!
- You can also create a post yourself, which will be "your own literature workshop", in which you will briefly explain which modes of our authors you found suitable for the piece of history you are writing and why you decided to use them.
- In your text you can include photos, sketches, drawings, sounds, songs, videos and whatever else inspires you.

3rd WORKSHEET

Nikos Gatsos and Michalis Ganas in their poems give us the image of nature as it was before its destruction and the image of it after the destruction caused by human intervention. Let's take a closer look at nature. I think it will also help you to fill in the table below with words and phrases from the two poems:

Texts	Nature before the disaster	Nature after the disaster
"Persephone's Nightmare"		
"To the Burnt"		

- The words and phrases you found certainly bring certain images to mind.
- How would you like to present for each poem the image of nature before and after the disaster in a picture story with the poets' lyrics? It will be another way to talk about nature with the help of writers and enrich your action as a part of school events. You will create the storyboard in collaborative presentation software in Drive (googleslides)
- Each group works on its page and gathers its material there. Images can be found online or you can even use photos you have taken yourself. You upload several of the photos you find to create a gallery, from which you then select the ones you want for your presentation. You can number each image in the name you give it. I suggest you check out the websites:
 - of the Parnitha National Park, http://www.parnitha-np.gr/index_en.htm
 - the Museum of Eleusis, the electronic guide of the Museum of Eleusis, <https://archaeologicalmuseums.gr/el/museum/5df34af3deca5e2d79e8c17d/archaeological-museum-of-elefsina>
<https://el.wikipedia.org/wiki/%CE%91%CF%81%CF%87%CE%B1%CE%B9%CE%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CF%8C%CE%9C%CE%BF%CF%85%CF%83%CE%B5%CE%AF%CE%BF%CE%95%CE%BB%CE%B5%CF%85%CF%83%CE%AF%CE%BD%CE%B1%CF%82>

- the Foundation of Greater Hellenism for the Eleusinian Mysteries in which you can find photos

<http://www.ime.gr/chronos/05/gr/culture/4140eleusinia.html>

You can still search for images using the appropriate keywords.

- Select the images you want to use in your presentation and explain in the comments of your post field why you chose those particular ones and not others. This way, your classmates will also understand how you worked so they can evaluate the results of your assignments.

4th WORKSHEET

On the occasion of the discussion and reflection that we have developed around the texts we examined, let us try to summarize our final suggestions:

- Let's write a letter to the Ministry of Environment, which can be announced to our classmates during the presentation day of each department's activities. We will send our text to the relevant Department of the Ministry through their website.
- In this letter, let's propose actions that the school can take - such as e.g. reforestation, cleaning of the beach, recycling and everything else we can think of – to deal with environmental problems, with the help of environmental organizations, also mentioning websites about initiatives taken by these organizations or other bodies to protect the environment.
- Finally, we can also refer to changes that we are thinking of making in our lifestyle in order to live more environmentally friendly.

OTHER OPTIONS

The scenario could be the occasion for students to be engaged with other issues related to the relationship between man and the natural environment, such as his relationship with animals, the lack of vital natural resources (water, food), which we find in several texts of Greek and foreign literature. It could also focus on local environmental problems, with literary texts related to the area in which the students live and all of which

would be the subject of research for a wider project that would last the whole year, perhaps in the context of the School Activities programs.

Ende!/ The end!