



Erasmus+



**MANUAL AND TEACHERS' GUIDE SAMPLES  
OF EDUCATIONAL ACTIVITIES  
PROMOTING STUDENTS' METACOGNITIVE SKILLS**



**European  
University Cyprus**

**Editor: Prof. Eleonora Papaleontiou-Louca**



**MANUAL AND TEACHERS' GUIDE**  
**A COLLECTIVE BOOKLET OF EDUCATIONAL ACTIVITIES**  
**PROPOSED BY RESEARCHERS AND TEACHERS**  
**PROMOTING METACOGNITIVE SKILLS**

**(Metacognitive Strategies, Epistemic Beliefs, Theory-of-Mind Skills)**

**PART OF THE DELIVERABLES OF THE**  
**Pro-Me-ToM Erasmus+ Project**  
**“PROMOTING METACOGNITIVE**  
**and THEORY-OF-MIND SKILLS”**

**Research Office**  
European University Cyprus



## Introduction

The idea of learning how to learn is quite old and can be traced back to the Socratic method of questioning; over the past four-five decades, though, this idea has been incorporated under the scientific term 'Metacognition'. This conceptualization is credited to the developmental psychologist John H. Flavell, the "father of the field," and it has become one of the major foci of psychological research.

Although Metacognition has become a fashionable term and a hot research area with promising teaching strategies, giving a definition of the term has proved to be a complex task. Traditionally, though, Metacognition has been described as "thinking about thinking" or "monitoring and regulation of thinking". Flavell (2000) referred to it as knowledge that takes as its object, or that regulates, any aspect of any cognitive procedures.

Today, Metacognition is involved in various disciplines, and it is studied in different ways: These include Developmental Psychology (e.g., Theory- of-Mind), Experimental and Cognitive Psychology (e.g., metamemory, epistemic beliefs), Educational Psychology (e.g., self-regulated learning), Neuropsychology (e.g., executive functions and prefrontal brain areas), Social Psychology /Cognition (e.g., human interactions), clinical psychology (e.g., reflection on thoughts and actions), as well as with coregulation and other regulation of behavior and cognition (Efklides, 2008, p.523; Papaleontiou-Louca, 2014).

The great interest in Metacognition stems from the widespread belief that students ought to be lifelong learners, equipped with the skills necessary both to solve problems in school and to extrapolate these skills into life through understanding their own thinking, learning, and strategic approaches to problem solving.

One of the main goals of education is to facilitate students gain the thinking skills and strategies which they will use throughout their lives, rather than storing information. Therefore, a good education should be able to help students to learn how to learn, how to remember, how to motivate themselves and how to control their own learning, so that they can have an autonomous learning through life (Fatih Aydin, 2011).

There is extensive evidence that learners' metacognition can directly affect their learning (Boekaerts, Pintrich, & Zeidner, 2000; Winne, 1995). Moreover, the ability to effectively manage one's own learning seems to lead to success in and beyond school and accuracy in self-evaluation was found to be related to school performance in adolescence (Demetriou & Kazi, 2001, p.525).

Teaching students thinking strategies and metacognitive skills will lead them to pursue their own learning throughout their life-long education and development. Students and teachers, especially

nowadays, need to seriously engage in active practice on metacognition. Doing so, they become independent learners and gain control over their own learning (Papaleontiou-Louca, 2014, p.8).

**Pro-Me-ToM** (Promoting Metacognitive and Theory-of-Mind Skills) is an Erasmus+ collaborative project funded by IDEP (Foundation of European Programs for Lifelong Learning) and has been conducted by researchers from five countries (i.e., Cyprus, Greece, Hungary, Portugal, and Romania), aiming to both investigating and to promoting teachers' and students' metacognitive skills. Within this project a well-designed educational intervention has been developed, translated and applied in five countries.

Specifically, this research and educational project aimed to enhance such skills as metacognitive skills, epistemic beliefs and theory-of-mind skills of both teachers and students. These critical skills are examples of higher-order thinking, and are expected not only to help students to "learn how to learn" throughout their lives, but also to enable them to interpret human behavior in order to coexist functionally with others.

The educational intervention of this program was developed, translated and conducted through "Action Research" in five languages and implemented in the five participating countries (for more details see Papaleontiou-Louca, 2024).

This booklet is composed by educational activities proposed by teachers (of both elementary and higher schools) with the assistance of the research group in order to facilitate educators in the implementation of metacognitive skills and the promotion of independent learning through life. We thank both of them for their valuable contribution!

We hope it will give some useful insight and ideas facilitating students' learning journey for a meaningful life!

**The Booklet's editor,  
Prof. Eleonora Papaleontiou - Louca**

**COUNTRIES COOPERATED IN THE PROJECT:**

<b>CYPRUS</b>
<b>GREECE</b>
<b>HUNGARY</b>
<b>PORTUGAL</b>
<b>ROMANIA</b>

**HIGHER EDUCATION INSTITUTIONS INVOLVED:**

<b>EUROPEAN UNIVERSITY CYPRUS, Cyprus</b>
<b>ARISTOTLE UNIVERSITY OF THESSALONIKI, Greece</b>
<b>UNIVERSITY OF IOANNINA, Greece</b>
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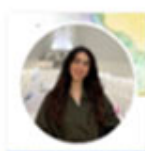
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**"MANUAL AND TEACHERS' GUIDE**  
**A COLLECTIVE BOOKLET OF EDUCATIONAL ACTIVITIES PROPOSED BY TEACHERS**  
**FOR THE PROMOTION OF METACOGNITIVE SKILLS".**

**CONTENTS:**

- ACTIVITY 1:** 'THE ROLE OF HEALTHY FOOD IN OUR LIVES' - By Rebecca Panagi
- ACTIVITY 2 :** 'ACID AND BASE REACTIONS' - By Natasha Savvas
- ACTIVITY 3:** 'ENVIRONMENTAL BUSINESS' - By Panagiota Kourea
- ACTIVITY 4:** 'I DON'T FORGET (MY OCCUPIED COUNTRY)' - By Panagiota Kourea
- ACTIVITY 5:** ' DIET (ADVERTISING)' - By Panagiota Kourea
- ACTIVITY 6:** 'THE REACTIONS OF THE MEMBERS OF A GREEK FAMILY TO THE HEARING OF THE WAR' -  
By Diamanto Papadaki - Papageorgiou
- ACTIVITY 7:** 'EXAMINATION OF THE TEXTS "PROSCARTERIA" AND "THE TWO FISHERMEN" ' - By  
Diamanto Papadaki - Papageorgiou
- ACTIVITY 8:** 'WRITING A SYNOPSIS' - By Despina Lyvera
- ACTIVITY 9:** ' GRAPHIC PERFORMANCE - RAVIDOGRAPHY (CREATION AND CONSTRUCTION)' - By Stella  
Savva - Pattidourou
- ACTIVITY 10:** 'TAKING THE ROLE OF THE PROSPECTOR/MENTAURANT/AUTHORIZER OF THE PENS' -  
By Chrysanthi Nicodimou
- ACTIVITY 11:** 'DAYLIGHT SAVING TIME (METACOGNITIVE MONITORING ACTIVITY )' - By Zsuzsanna  
Várnai
- ACTIVITY 12:** 'HOW THE EARTH MOVES (MISTAKES' IDENTIFICATION)' - By Zsuzsanna Várnai
- ACTIVITY 13:** 'CHANGES IN STATES OF MATTER OF WATER' - By Zsuzsanna Várnai
- ACTIVITY 14:** 'COURTROOM TRIAL (EPISTEMIC AWARENESS)' - By Ákos Sipos
- ACTIVITY 15:** 'ERROR HUNTING (METACOGNITION, EPISTEMIC AWARENESS)' - By Mónok Zsuzsanna
- ACTIVITY 16:** 'CAN YOU SPOT THE CONTRADICTIONS? ACTIVITIES AIMED AT DEVELOPING  
METACOGNITION' - By Edit Szöllősi
- ACTIVITY 17:** 'MIND MAP'- By Otilia Doina Filep
- ACTIVITY 18:** 'BRAINSTORMING AT PHYSICS CLASS' - By Otilia Doina Filep
- ACTIVITY 19:** 'IDENTIFYING EMOTIONS AND UNDERSTANDING THE DIFFERENT POINT OF VIEW OF  
TWO PEOPLE' - By Chitziou Efrosyni
- ACTIVITY 20:** 'ROLE PLAY: RECOGNITION AND EXPRESSION OF EMOTIONS' - By Sotiraki Nectaria
- ACTIVITY 21:** 'A METACOGNITIVE-TYPE TEACHING OF ORGANIZATION STRATEGIES IN HISTORY".  
'THESSALONIKI FLOURISHES' - By Papisotiriou Christina
- ACTIVITY 22:** ' SELF-EVALUATION OF PERFORMANCE IN SCHOOL TASKS ' -By Stavrou Chrysanthi

**ACTIVITY 23:** 'OVERALL EVALUATION OF "ILIADA"' - By Boutbara Stefania

**ACTIVITY 24:** TEACHING SUMMARY' - By Delidou Despoina

**ACTIVITY 25:** 'MEASUREMENT OF BODY TEMPERATURE' - By Sanida Demetra

**ACTIVITY 26:** 'TEACHING THE 3RD LAW OF NEWTON' - By Nikolaidou Alexandra

**ACTIVITY 27:** 'KNOWING MYSELF AND OTHERS' - By Eleni Sachoulidou

**ACTIVITY 28 :** 'ASTRADENI'S NEW SCHOOL' - By Malissovas Leonidas

**ACTIVITY 29 :** 'THE END OF PAUSANIAS' - By Romania Ioanni

**ACTIVITY 30:** 'MARINE CONSTRUCTION' - By Apostolou Elena

**ACTIVITY 31 :** 'PROTEINS - By Malissovas Leonidas

**ACTIVITY 32 :** 'MS KATERINA'S BLOUSE – By Apostolou Elena

**ACTIVITY 33:** 'CHRISTMAS CAROLS' - By Malissovas Leonidas

**ACTIVITY 34:** 'ROMAN EXPANSION AS SEEN BY THE ROMANS AND AS SEEN BY THE LEADER OF A CONQUERED PEOPLE.' - By Elvira Moreira dos Santos

**ACTIVITY 35:** THEORY OF MIND - ACTIVITY 1 - By Gregory

**ACTIVITY 36:** THEORY OF MIND - ACTIVITY 2 - By Gregory

**ACTIVITY 37:** 'MONITORING COMPREHENSION – MATHEMATIC - ALGEBRAIC PROCEDURES' - By Margarida Fonseca

**ACTIVITY 38:** 'MONITORING COMPREHENSION – HISTORY - ATHENIAN DEMOCRACY IN THE 5TH CENTURY BC' - By Elvira Moreira dos Santos

**ACTIVITY 39:** ' MONITORING COMPREHENSION – HISTORY - TOTALITARIAN IDEOLOGIES' - By Sandra Margarida Santos

**ACTIVITY 40:** 'MONITORING COMPREHENSION – PHYSICAL EDUCATION - YOUR SCHEME ' - By Bárbara Baião

**ACTIVITY 41:** 'HOW DO I LEARN BETTER? - By Beatriz Cartaxo, Inês Henriques, Joana Almeida, Matilde Vicente

**ACTIVITY 42:** ' LEARNING MAPPING WITH A KWL CHART GRAPHIC ORGANIZER' - By Piedade Vaz Rebelo & Graça Bidarra

**ACTIVITY 43:** 'DO YOU SEE WHAT I SEE? SOCIAL INFLUENCE ON OBJECT PERCEPTION' - By Piedade Vaz Rebelo & Graça Bidarra

**ACTIVITY 44:** ' DICING ' -By Eva Porsche

**ACTIVITY 45:** THE 'REI' METHOD - By Eva Porsche

**ACTIVITY 46:** 'WORD SEARCH - CHORDOPHONES, AEROPHONES AND IDIOPHONES IN PORTUGAL AND THE WORLD' - By Ana Maria Ferreira Pina

**ACTIVITY 47:** 'NETWORK SERVICES' - By Alberto Carreira

**ACTIVITY 48:** 'THE IMPORTANCE OF THE COMPOUND OPTICAL MICROSCOPE' - By Rosa Correia



**ACTIVITY 49:** 'IDENTIFYING AND INTERPRETING FOOD CHAINS AND FOOD WEBS' - By Isabela Rego

**ACTIVITY 50:** 'THE ROMAN ECONOMY' - By Vera Martinho

**ACTIVITY 51:** 'CHALLENGES IN IDENTIFYING ERRORS AND INCONSISTENCIES' - By Edite Castro

**ACTIVITY 52:** 'THE INNOCENT KILLER: IT WAS NOBODY!' - By Carlos João da Cunha Silva

**ACTIVITY 53:** 'METACOGNITION ACTIVITY - PORTUGUESE, 11TH GRADE' - By Paula Oliveira

**ACTIVITY 54:** 'IDENTITY AND DEMOCRACY' - By Sandra Pinto

**ACTIVITY 55:** 'READING COMPREHENSION - MONASTERY CULTURE' - By Adélia Queijo

**ACTIVITY 56:** 'REGULATION AND MONITORING SHEETS - HISTORY' - By Catarina Figueiredo

**ACTIVITY 57:** 'IDENTIFYING ERRORS AND INCONSISTENCIES IN TEXT COMPREHENSION - THE ORIANA FAIRY' - By Catarina Reis

**ACTIVITY 58:** 'FIND THE ERROR!' - By Margarida Fonseca

**ACTIVITY 59:** 'UNDERSTANDING THE TOPIC: ELECTROMAGNETIC INDUCTION' - By Marta Manaia

**ACTIVITY 60:** 'ON THE TRAIL OF THE CRIMINAL' - By Bernardete Francisco

**ACTIVITY 61:** 'IMAGINE THAT ...' - By Rui Simões

**ACTIVITY 62:** 'IDENTIFYING INCONSISTENCIES IN UNDERSTANDING A TEXT - BIOGRAPHICAL TEXT' - By Rosa Vigarinho

**ACTIVITY 63:** 'IDENTIFYING INCONSISTENCIES IN UNDERSTANDING A TEXT - REPRODUCTION' - By Luciana Frade

**ACTIVITY 64:** 'DIALOGIC LITERARY TERTULIA' - By Dulce Gonçalves

**ACTIVITY 65:** 'METACOGNITIVE ACTIVITY – HISTORY' - By Paula Charneco Martins



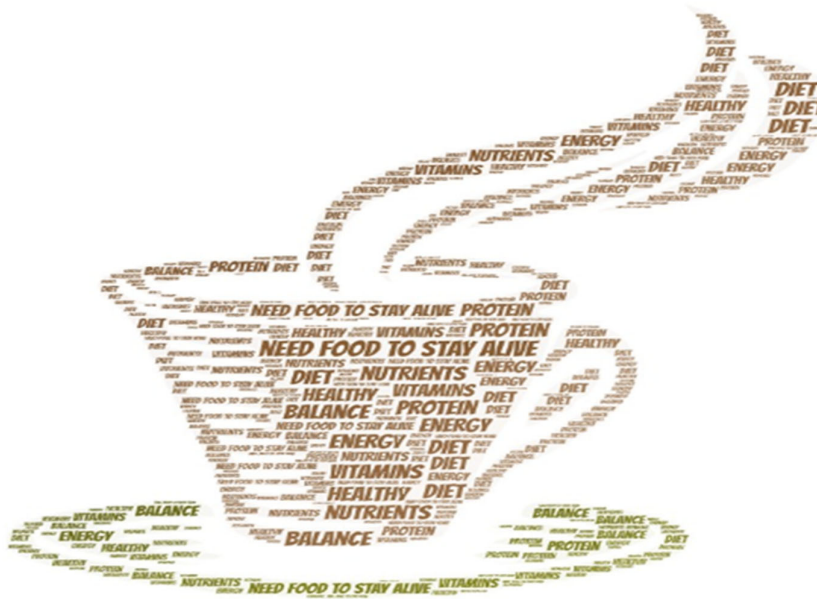


IMAGE 2

In a learning/research community, (our community has been called Interactive Pens) where learning is built on social interaction, collaboration and communication, metacognitive processes are fuelled through collaborative activities, communication between members, sharing and knowledge building. Metacognitive processes are internal processes that lead to the supervision and control of cognitive processes.

Through the teacher's supervision, the above processes are established by observing students working with their peers, actively helping through discussion with each other and reaching conclusions. It has also been observed the direct support of their classmates who may have been possessed by a feeling of technophobia that at the same time prevented them from completing the activity.

### Exercise Two

The introduction of the Pixton tool encourages children to express the thought process graphically while also cultivating their writing skills in terms of negotiating contemporary issues. Here the students, after remaining in their groups, created a digital comic expressing their thought process graphically in terms of the importance of healthy eating in our lives and how the role of healthy eating in our daily lives can be enhanced (images 1,2).



IMAGE 1

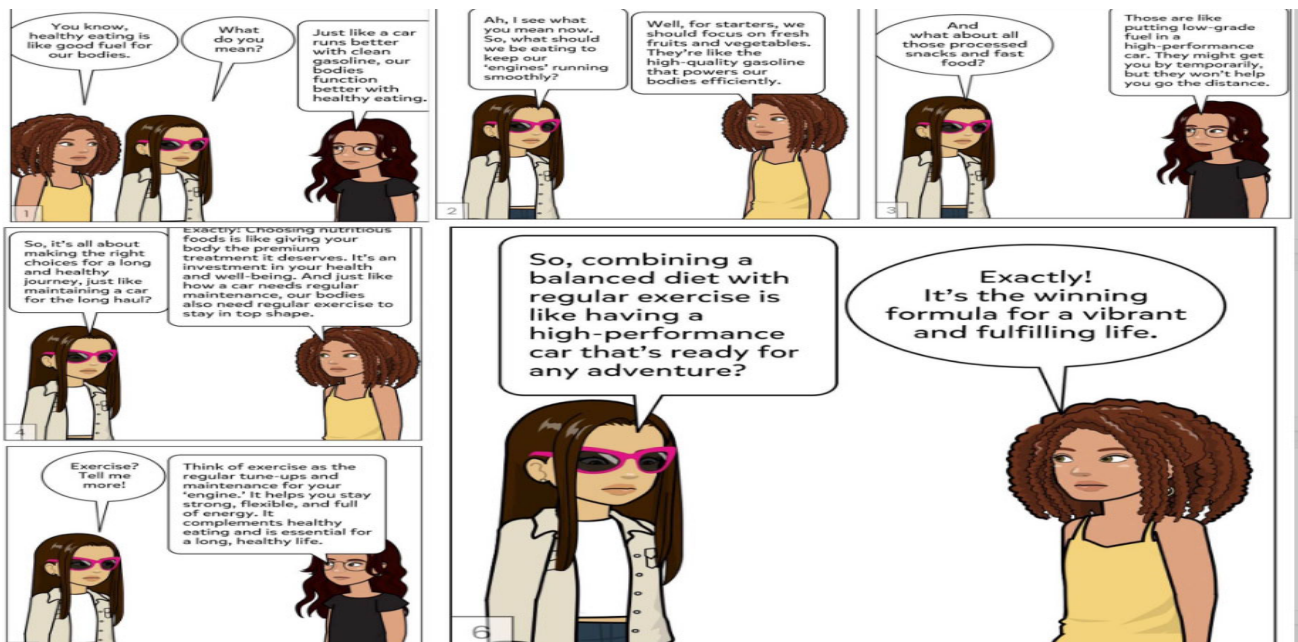


IMAGE 2

The role here of the teacher-facilitator was particularly important because he or she had to engage students in activities that required higher skills, which enhance critical thinking, metacognitive reflection and the construction of new knowledge that students could transfer to new contexts (in this case the representation of knowledge in the form of a leaflet). The teacher has observed the students' enthusiasm for this activity as well as the sharing of knowledge within the community.

## **ACTIVITY 2: 'ACID AND BASE REACTIONS'**

**- Natasha Savvas -**

### **Description of the Activity:**

#### **Introduction (10 minutes):**

Begin with a brief review of the basic principles of acids and bases. Make a focused narrative dialogue about the importance of PH and the different substances that affect it.

#### **Experimental Activity (20 minutes):**

Distribute materials to students and ask them to conduct a series of experiments involving acid and base reactions. Observe the reactions, measure the pH values and record the results. Students can make predictions about the results of the experiments and then self-evaluate their hypotheses based on the final findings.

### **Analysis and Discussion (15 minutes):**

Engage students in a discussion about the observed results. Guide them to relate their observations to the concepts of acids and bases. Ask questions that encourage thinking and analysis.

### **Application (15 minutes):**

Give students a worksheet with questions and exercises involving acid and base reactions. Ask them to solve the exercises individually or in groups.

### **Assessment (10 minutes):**

Evaluate the answers

**ACTIVITY 3: 'ENVIRONMENTAL BUSINESS'**

**- Panagiota Kourea -**

**Description of the Activity:**

Through a series of 5 lessons (X80 minutes) of the Mind Reset program of Junior Achievement Cyprus we tried to become entrepreneurs and build a product that we could use or sell, making a profit and protecting the environment.

Identification of the problem situation - Marketing Research -Writing down the Ideas -Construction – Trial - Control - Evaluation - Costing - Production -Advertisement- Communication - Presentation  
Developing critical thinking  
Use of knowledge from Mathematics, Technology, Science  
Creativity-Collaboration

**Activity Objective:**

To create and promote a product or service aimed at reducing the use of plastic or reusing it.  
Estimated duration of the activity: 5 x 80 minutes

**Recommended courses to be applied:**

Health or Environmental Education

**Recommended Age of Students:** 10-12 yr-olds

**Name of the Instructor proposing the activity:**

Panagiota Kourea

**Instructor's Speciality:** Primary School Teacher

**Instructor's School:** Paphos Primary School

**Instructor's email:** pkourea@yahoo.com

**Instructor's Tel. :** 00357-99846015

**ACTIVITY 4: 'I DON'T FORGET (MY OCCUPIED COUNTRY)'**

**-Panagiota Kourea-**

**Description of the Activity:**

Analysis of literary texts (prose and poems)  
Search for the communicative context  
Examination of texts common points and differences  
Emotions of the heroes of the texts "If I were the narrator".  
Other similar situations in the world  
Generalization of the suffering of war  
Change of context

**Activity Objectives:**

To understand the consequences of the Turkish invasion.  
To look for the expressive means in texts that make a text emotionally powerful.

**Estimated duration of the activity:** 5 x 80 minutes

**Suggested lesson:** Greek Language

## **ACTIVITY 5: ' DIET (ADVERTISING)'**

**- Panagiota Kourea -**

### **Description of Activity:**

#### **A. WRITTEN AND SPOKEN COMPREHENSION**

1.1.1.1 Identify and formulate direct, indirect and implicit information in written and spoken texts (advertising)

1.2. relate their own and others' written texts to a specific communicative context

1.1.1/1.1.2 Identify linguistic and other information in multimodal texts (advertising)

1.1.6 Selecting and positioning information on the basis of specific criteria (emphasis, order of information, emotional load, subjective-objective information, presentation and juxtaposition of information, repetition of information)

1.2.2 Conclusion on who is the sender, the purpose and the recipient of the text

#### **B. PRODUCTION OF WRITTEN AND SPOKEN LANGUAGE**

2.2 Identify and define the type, genre and expressive elements of the text

2.4.3.1 / 2.4.3.2 Understand the function of linguistic and non-linguistic elements in multimodal texts, in particular advertising

2.2.3./2.2.4./2.2.5 Text type: description, narrative, arguments, instructions □H advertising as a mixed text: description in arguments, etc., Text type: advertising

2.4.1.1 Identification and functional use of linguistic and non-linguistic elements e.g. metaphor or exaggeration to convey impressions and feelings about what is described (e.g. 'you are left with your mouth hanging open', 'it takes your breath away')

2.4.3.1.1./2.4.3.1.2 Collective use of linguistic and non-linguistic elements as ways of structuring arguments in advertising (e.g., slogans, list of arguments, evaluative (or even superlative) adjectives, metaphorical phrases, punctuation, capitalization, capital letters, color, reading, fonts...)

#### **C. ASSESSMENT OF WRITTEN LANGUAGE**

3.1 Evaluate the effectiveness of texts by justifying choices in structure and content

3.1.1 Evaluation on the basis of criteria: -linguistic elements (depending on type and genre)/polytropic elements (picture, tables, diagrams)/formal structure of text types

**Estimated Duration:** 80 minutes

#### **Teaching Procedure:**

1. A print, television and radio advertisement is presented to the whole class. Students are asked to categorise them and identify common features and differences. They complete a corresponding diagram in the worksheet. A definition of advertising is expected (e.g. showing the features of a product in order to sell it).

2. Use of the book p. 53. Students are asked to read the first objective of the lesson "What we'll deal with? We will deal with how advertising informs and tries to convince the consumer of the product being advertised.



3. Students are asked to identify features of the advertisement that are used to get the consumer's attention: a vivid picture, the name of the product, a catchphrase and a short text. The features are written on the board.

4. The type and type of text are identified at the same time: Non-literary text, mixed type (includes arguments in description), textual genre: advertisement. Expressive elements (e.g. hyperbole, metaphorical phrases) and non-linguistic elements (e.g. image, size and colour of letters, bold and italics, etc.) are also identified. Reference is made to the term 'multimodal' to characterise the combination of image and text.

1. A worksheet is given:

- In task 1 they will give their own name to the product. They will describe the picture and write the slogan.

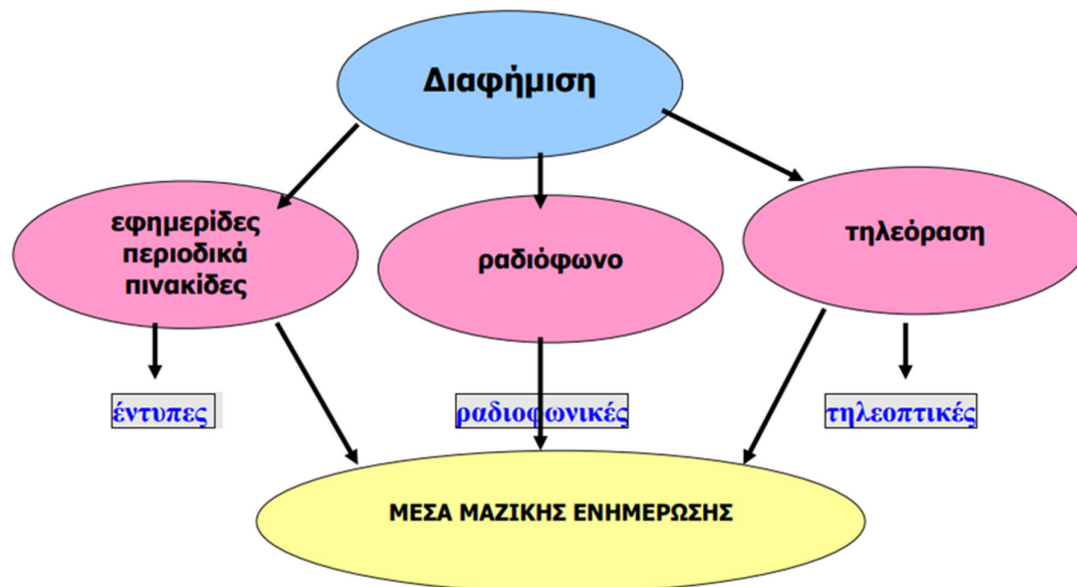
- In task 2 they are expected not to identify any disadvantages so they will mention the fact that in advertisements only the positive aspects of a product are presented.

- In task 3 students will create their own advertisement. (individual homework)

2. The question is asked about other forms of advertising, other than print, that exist. It is expected that radio and television will be mentioned. They watch 2 television advertisements on the projector and try to identify the characteristics identified in the print advertisements. Report differences.

3. Carry out Task 1, page 31 of the Workbook. Students are asked to complete an advertisement, in which there is only a picture, with a slogan, text and product name

4. Evaluation: It is conjoint and is derived through the extent and quality of students' participation in the lesson, participation in groups and through the tasks they perform.





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### **ACTIVITY 6:**

#### **'THE REACTIONS OF THE MEMBERS OF A GREEK FAMILY TO THE HEARING OF THE WAR'**

**-Diamanto Papadaki – Papageorgiou -**

#### **Description of the Activity:**

In the 1st issue of the book "Pomegranate and Rose" of the 5th grade in "Section 3: 28th October 1940" there is the text "The Italians declared war on us (And we went to the basement)". At first the children speculate about the text type and the theme of the text. Then they read the text silently, trying to refute or confirm their predictions. As they read, they make marks on the text according to their bookmark (question mark if they have a question, star if something reminds them of something, exclamation mark if something made an impression and circle the 3 'P's if it is a narrative). Some children announce and all together record in their notebooks the identity of the text (where the events take place, when, who is involved, what is the theme) This is followed by a reading aloud by the teacher in an attempt to convey the feelings of the heroes of the text. As the teacher reads the text, the children are asked to identify and underline the reactions of the members of a Greek family to the declaration of war by the Italians, which is the subject of the text. This is followed by deepening/comprehension/critical thinking questions such as: "Who could Dorothea be? Why did Akis, after not drinking his milk for so long, suddenly drink it all at once? How would you react in Akis' position? Comment on the phrase Akis, from today you will become a man. What is the central idea of the text? What does the author want to tell us?"

The children are then asked to place Akis (the central character of the story) in the hot seat (Theatre Convention) and question him about his reactions and thoughts highlighted in the text. Akis is played by either a child or the teacher. The children are then asked to judge these reactions in writing, giving reasons for their opinion. They are asked to choose which tools they will use from the tools they have laminated at their disposal and/or posted on the classroom walls. (Here they are expected to use the vocabulary in the argumentation burger with connecting words and causal links).

Later, the teacher divides the children into groups where some children play the role of family members in the morning, from the time they wake up to the time the father leaves for work, trying to show their feelings and reactions, while other children play the role of family members after the father returns home. After the children present the dramatization, the teacher reflects on the children as to the reason why their feelings and reactions changed and the reasons why this reason caused a change.

Finally, children are asked to write a page from a child's diary on the evening of July 20, 1974, showing his thoughts, reactions and feelings on hearing of the Turkish invasion of Cyprus. Children can consult the list of feelings at the back of their notebook as a mental aid and choose the appropriate ones. Five minutes before the lesson ends, children are asked to use the 3-2-1 strategy to write down on a piece of paper as an exit slip 3 things from the lesson that made them feel positive emotions, 2 things that made an impression and 1 thing that caused them negative emotions.

**Goal of the Activity:**

Children to understand the thoughts and feelings of family members through their reactions to the declaration of war in their country.

**Estimated Duration of the Activity:**

80 minutes

**Proposed Course:**

Language (Greek)

**Recommended Age of Students:**

10-11 years old Grade 5

**Name of the Instructor proposing the activity:**

Diamanto Papadaki-Papageorgiou

**Instructor's Specialization:**

Elementary School Teacher

**Teacher's School:**

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**Instructor's email:**

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**Instructor's Tel.:**

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### **ACTIVITY 7:**

#### **'EXAMINATION OF THE TEXTS "PROSCARTERIA" AND "THE TWO FISHERMEN" '**

**- Diamanto Papadaki – Papageorgiou -**

#### **Description of the Activity:**

In the Cypriot Anthology E & ST (5<sup>th</sup> & 6<sup>th</sup> grade) there are two texts, a prose "Proscarteria" and a poem "The Two Fishermen". The teaching begins with the prose text. First the teacher asks the children to make possible connections between the title of the text "Proscarteria" and the question of the section "I know, I do not forget, I claim". The question has been generated using the 3-2-1 strategy where children at the beginning of the unit were asked to list 3 things they know, 2 things they don't know and 1 thing they want to know about the topic. The resulting question was: "How did the Turkish invasion of Cyprus affect Cypriots?" The teacher then reads the text to the students to link the text to the question. This is followed by comprehension questions on the text with multiple choice questions, correct error, deeper understanding questions. Then, the children are asked to divide a page in their notebook into two parts and to record in one column the actions and feelings of the protagonists of the text after the invasion of the Turks in their village and in the other column the actions and feelings of the protagonists before the invasion. Where there is no evidence, children can make logical assumptions by filling in the blanks. Then the teacher asks judgement questions such as: "Why did the Turkish Cypriot shepherd help the old man? What might the old man have been thinking/feeling as he walked with his flock towards Dali, following the other shepherd's instructions?"

In the 1st issue of the book "Pomegranate and Rose" of the 5th grade in "Section 3: 28th October 1940" there is the text "The Italians declared war on us (And we went to the basement)". At first the children speculate about the text type and the theme of the text. Then they read the text silently, trying to refute or confirm their predictions. As they read, they make marks on the text according to their bookmark (question mark if they have a question, star if something reminds them of something, exclamation mark if something made an impression and circle the 3 'P's if it is a narrative). Some children announce and all together record in their notebooks the identity of the text (where the events take place, when, who is involved, what is the theme) This is followed by a reading aloud by the teacher in an attempt to convey the feelings of the heroes of the text. As the teacher reads the text, the children are asked to identify and underline the reactions of the members of a Greek family to the declaration of war by the Italians, which is the subject of the text. This is followed by deepening/comprehension/critical thinking questions such as: "Who could Dorothea be? Why did Akis, after not drinking his milk for so long, suddenly drink it all at once? How would you react in Akis' position? Comment on the phrase Akis, from today you will become a man. What is the central idea of the text? What does he want us to do?"

The children are then asked to place Akis (the main character of the story) in the hot chair (theatre convention) and question him about his reactions and thoughts highlighted in the text. Akis is played by either a child or the teacher. The children are then asked to judge these reactions in writing, giving reasons for their opinion. They are asked to choose which tools they will use from the tools they have laminated at their disposal and/or posted on the classroom walls. (Here they are expected to use the vocabulary in the argumentation burger with connecting words and causal links).

Later, the teacher divides the children into groups where some children play the role of family members in the morning, from the time they wake up to the time the father leaves for work, trying to show their feelings and reactions, while other children play the role of family members after the father returns home. After the children present the dramatization, the teacher reflects on the children as to the reason why their feelings and reactions changed and the reasons why this reason caused a change.

Then they write down the old man's monologue in their notebook. Some children read in plenary. The other children evaluate the result according to the logic of the thoughts and feelings.

After the above activity is completed, the teacher reads the second text 'The Two Fishermen' to the children. As she reads it, the children have to identify and draw a little heart at the point where the heart beats in the text (What is the most emotional moment in the poem). They are expected to put it at the point where the poet wonders whether the two fishermen can be enemies, since they have even shared bread up to that moment. In addition, the children put the markers on their bookmark (a star if something reminded them of something, an exclamation mark if something surprised them and a question mark if they have a question mark). It is expected that this activity will help them make the most appropriate choice in the next activity, where children are asked to choose which of the three tools on the board is best suited to make the two texts converse. The first tool shows two circles with no common point, the second tool shows the Venn diagram and the third shows two concentric circles. Children are expected to justify their choice (based on the similarities and differences between the two texts). They first complete their chosen tool they chose with their pair and then share ideas with their group. Then, they present to the plenary and complete what is announced that they have not already recorded. At the end, the children fill in the unit question with their conclusions from the co-examination of the two texts.

**Goal of the Activity:**

The aim of the activity is that children understand the thoughts and feelings of family members through their reactions to the declaration of war in their country.

**Estimated Duration of the Activity:** 80 minutes

**Recommended Age of Students:** 10-11 years old - Grade 5

**Suggested Lesson to be Implemented:** (Greek) Language Lesson

**Name of the Instructor proposing the activity:** Diamanto Papadaki-Papageorgiou

**Instructor's Specialization:**

Primary School Teacher

**Instructor's School:**

Analionta Elementary School

**Instructor's email:**

diamando@live.co.uk

**Instructor's Tel.:**

0035799675784

**ACTIVITY 8: 'WRITING A SYNOPSIS'**

**- Despoina Lyvera -**



**Description of the Activity:**

In the first part of the activity there was a discussion about what a summary is and what we aim to achieve with the summary. A text given to the class was read. Students were asked to write the summary without any specific instructions. Summarizing with placeholders is a good basis for summarizing and it is a metacognitive skill to apply it to new summaries without teacher guidance. A very good metacognitive exercise is the ability to apply criteria - if possible- set by the students themselves - for evaluating the summary.

**Activity title 'Role play'**

In the second part of the exercise, summaries were exchanged between students and students evaluated their classmates' summaries by rating them as: very good, good or average and gave reasons for their rating by pointing out the strengths and weaknesses of the summaries. Based on the students' comments, the class together with the teacher came up with the basic principles that a successful summary should have and noted them on the board along with the writing process. The summaries were then returned and the students had to write a placeholder for each paragraph. The placeholders were read, assessed and the class came up with the correct placeholder writing process. Then, they wrote the summary based on the placeholders. After the writing was completed, each student compared their original summary to the final summary and pointed out the points that were improved. The final summaries at the end were given to the teacher for feedback purposes.

**Activity Objectives:**

1. The aim of the activity was for students to practice writing summaries by evaluating the components of the text and keeping only the essential ones.
2. The aim was also to help students to identify the main points of the text.

**ANSWER:**

Students were responsive and excited when they got other classmates' summaries to evaluate. Thus, they were able to evaluate an abstract using specific criteria so that they themselves could achieve the best possible result in terms of writing their own abstract.

**Estimated Duration of Activity:** 90 min.

**Proposed Course:** Modern Greek (Expression - Essay), A' Lyceum

**Recommended Age of students:** 15-16 (first year of upper secondary school)

**Name of the Instructor proposing the activity:** Despina Lyvera

**Instructor's Specialization:**

Teacher of Literature

**Instructor's School Name:**

Lyceum Vergina, Larnaca, CY

**Instructor's email:**

[deboraliv1979@yahoo.gr](mailto:deboraliv1979@yahoo.gr)

**Instructor's tel.:**

00357- 99798983

**ACTIVITY 9:**

**' GRAPHIC PERFORMANCE - RAVIDOGRAPHY (CREATION AND CONSTRUCTION)'**

**-Stella Savva – Pattidourou-**

On the occasion of the anniversary of the condemnation of the illegal declaration of the Pseudo-state, bi-weekly activities are held in the school regarding the objective: "Know, Don't Forget, Claim". Thus, our department undertook a research on the origin of the children of our school. First of all, white doves were distributed to all sections of the school, on which the children filled in the place of origin of their mother and father. Then, the children in our department collected them and recorded the numerical data in a relevant summary table. During the recording, each pair of children was assigned to study a particular section and all the results were compiled in a table.

**Classroom organization:**

The class includes 24 students of mixed ability. For differentiation purposes, children with high learning readiness are defined as student 2, while children with lower learning readiness are defined as students 1 and 3 (with higher learning readiness than 1). This way of organisation allows for differentiation during group activities (individual tasks that contribute to a group task) and more generally during the assignment of tasks and assessment activities.

**Media - Materials:**

- projector
- electronic presentation (prepared by the teacher) - Mathematics book (p. 96-97)
- individual worksheets (exploration, formative assessment and final assessment).
- \*The assessment sheets are of differentiated difficulty
- individual whiteboard, marker and sponge
- school statistics table (prepared on the basis of the data collected by the children)

**Success indicator:**

(SP3.1) Students will be able to read and construct bar graphs, pictograms, pie charts, circular and line graphs with or without the use of technology.

**Proficiency Index:**

(CP3.1.1) Students will be able to interpret and construct bar graphs with or without the use of a sub-memory

**Prerequisite knowledge:**

Students will be able to:

- read graphs without going into depth on the components of the graph and the value of each part
- read and complete tables with numerical data

**Estimated time: 2 x 40 minutes**

**Name of teacher:** Stella Savva-Pattidou


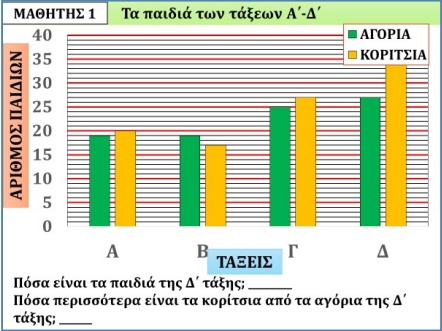
**School/Department:** Primary School Geri B' / Class: E'2

See below the Course Description and the analytic activities described.

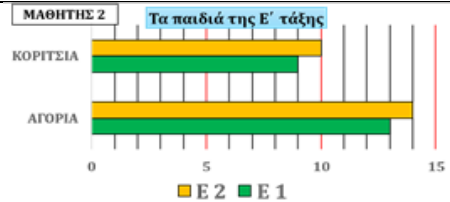
**COURSE DESCRIPTION**

<b>Teaching objectives: Children should be able to:</b>	<b>Course of work - activities: (duration /minutes)</b>	<b>Children's organisation/materials:</b>
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	<p>title, b) vertical axis numbering, c) axis name, d) rod name and e) footnote. It is expected that children will recognize the elements of a complete bar chart and their necessity for correct interpretation, also answering the initial reflection. They are also puzzled about the name of the graph, since we have bars. This completes the objective of the lesson.</p>	<p>Plenary</p>
<p>interpret graph – bar graph</p>	<p><b>Formative assessment activity (5 minutes)</b> Based on the graph completed so far, the children answer various questions of graded difficulty. by writing on the individual whiteboard. E.g., Which class has the fewest girls? Which class has the most boys? Which class has the most children? How many more children are there in class B than in class A? How many children are there in classes A to C in total?</p>	
<p>interpret a graph and construct (partially) a bar graph</p>	<p><b>Formative assessment activity - differentiation (15 minutes)</b> The previous graph shows the students in grades A to C of the Geri B Primary School. Then, the children undertake a second task, where they are asked to find the students of classes D - F of our Primary School. First, each student works individually and then the results of the individual work are presented to the whole class. These are linked to achieve the mission of the department. The children are also asked to compare the different graphs with each other. Each student's worksheets include a bar graph, differentiated in difficulty. This assesses whether a student can interpret a graph. Student 1 → 4th grade students: Reading a simple bar graph with supporting lines (as Activity 1), Student 2 → Grade 5 students: bar graph with a memo, where addition of the two parts is needed to calculate it.</p>	<p>Individually</p>  <p>Πόσα είναι τα παιδιά της Δ' τάξης; _____ Πόσα περισσότερα είναι τα κορίτσια από τα αγόρια της Δ' τάξης; _____</p>

Student 3 → 6th grade students:  
 Bar graph without the presence of a footnote and information to locate the elements of the other section.  
 Then the three graphic representations are shown and the children are asked to compare them in addition to the interpretation. Emphasis is expected to be placed on the use of the memo and when it is necessary. They are also expected to notice the different axis numbering.  
 Finally, after the table is completed with the number of children in all classes, the children construct, on the original group worksheet, the bars of the three remaining classes. construct a bar chart – with or without a legend complete.



ΤΜΗΜΑ	ΑΓΟΡΙΑ	ΚΟΡΙΤΣΙΑ	ΣΥΝΟΛΟ
Ε΄ 1			
Ε΄ 2			
ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ Ε΄ ΤΑΞΗΣ			



1. Τα αγόρια του Στ΄ 2 είναι όσα και τα αγόρια του Στ΄ 1.
2. Τα κορίτσια του Στ΄ 2 είναι 4 περισσότερα από τα αγόρια του Στ΄ 2.

ΤΜΗΜΑ	ΑΓΟΡΙΑ	ΚΟΡΙΤΣΙΑ	ΣΥΝΟΛΟ
Στ΄ 1			
Στ΄ 2			
ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ Στ΄ ΤΑΞΗΣ			

Ολομέλεια

Plenary

construct a bar chart with - or without – a legend complete

Bar graph construction activity differentiation of final result (**30 minutes**) final assessment  
 The objectives of the course and the initial reflection are presented again. The children are expected to propose the construction of bar graphs. The table of data collected from the survey on the origin of the children of our school is shown again. A new reflection is raised: "What elements must the graphic representation that we will construct have in order to be complete?". Based on what has gone before, the children are expected to report the data, giving the option of using mnemonics and different numbering.

Individual - Self-assessment based on what based on what emerged from the initial investigation

Thus, a worksheet is given - **differentiated** difficulty, where each child undertakes to prepare a different bar graph, evaluating his/her work progress based on the criteria that emerged from the initial exploration.

The **differentiation** is multiple. In more detail, in children with high learning readiness the axes require different numbering, since they will make graphs with a total number of students, using a memo. In children with low learning readiness, the axes are supportive in design (squared paper) and proceed 1-1, since they will be working with smaller numbers. Students of moderate learning readiness are tasked with creating a bar graph using a memo, where simple supporting lines are marked on the axes.

The children's graphs will be posted on a sign at the entrance to our school.

**Completion activity (5 minutes)**

After constructing the graphs, children are encouraged to comment on the advantages of visually representing numerical data by constructing a graph compared to recording it on a table.

Recall the key points of the lesson through a related integration slide with a title: "What did we learn today?".

Explaining the activities in the Maths book.

**LEVELS OF DIFFICULTY**

The image shows four differentiated bar graph worksheets. Each worksheet includes a grid, a legend for 'ΣΜΑΝΩΝΑ' (with checkboxes), and a data table below the grid. The data tables are as follows:

- Top-left graph:**

ΕΠΙΘΥΜΕΣ	ΜΗ ΕΠΙΘΥΜΕΣ	ΕΞΙΤΕΡΩΚΟ
ΒΑΤΕΡΑ	ΜΗΤΕΡΑ	ΒΑΤΕΡΑ
1	1	1
- Top-right graph:**

ΕΠΙΘΥΜΕΣ	ΜΗ ΕΠΙΘΥΜΕΣ	ΕΞΙΤΕΡΩΚΟ
ΒΑΤΕΡΑ	ΜΗΤΕΡΑ	ΒΑΤΕΡΑ
1	2	1
- Bottom-left graph:**

ΕΠΙΘΥΜΕΣ	ΜΗ ΕΠΙΘΥΜΕΣ	ΕΞΙΤΕΡΩΚΟ
ΒΑΤΕΡΑ	ΜΗΤΕΡΑ	ΒΑΤΕΡΑ
1	1	1
- Bottom-right graph:**

ΕΠΙΘΥΜΕΣ	ΜΗ ΕΠΙΘΥΜΕΣ	ΕΞΙΤΕΡΩΚΟ
ΒΑΤΕΡΑ	ΜΗΤΕΡΑ	ΒΑΤΕΡΑ
1	2	1

Plenary

\* Extension of the course:

Transfer of knowledge gained from this course. Each student in the group is given a different type of graph (pictogram, pie chart, pie chart, line graph, bar chart). They are asked to interpret it by completing a data table. They then compare them, identifying similarities and differences between the different types of graphs.



## Sample of students'

### work:

Scenario: You are one of the refugees/displaced people in the photos/videos covered during class or other refugee (a local refugee -family member, relative or friend) Imagine your life experience of living home for a safer place/better life and/or your life in the new place.

The International website on 'Refugees around the world: Tell us your story.'

Write a post in response to the question (about 150 words)

My name is Theognosia Petrou. I feel very lucky that I was able to escape the Turkish invasion in Cyprus in 1974. That year I was 3 years old and I had one elder brother and one younger sister. When the invasion started, my family and I had to leave everything behind and leave our house leaving us with nothing but a little hope that we will make it out alive. We were lucky was by our side that day as my uncle had a truck and took drove us out of there. We never stayed at a refugee camp because we had family in other places of Cyprus that took us in. Although we moved places all the time until we found a place of our own. It was tough at the begining but we made it. Being able to have a roof over our heads was a blessing.

My name is [redacted] I am a refugee of Palestine. Me and my family left home because it was very dangerous to keep living there due to the war. The israelians kept attacking us with bombs. They even hit a hospital where me and my family found a safe space to be during the bombing. Now we are in Cyprus. We are trying to get used to the place. Everything is calm here very different from the situation we live in in Palestine. The people are quite friendly, although there were some israeli people that kept looking at us like we were trash. My mom found a job as a house cleaner and my dad as trash collector, so that we have money for food. I miss my old life without any of these problems. I lost all my friends. Some died and with the ones that are alive I can't be in touch with them. I hope that everything will get better for me, my family and all the Palestinians.



**ACTIVITY 11: DAYLIGHT SAVING TIME ( METACOGNITIVE MONITORING ACTIVITY )**

**-Zsuzsanna Várnai -**

**Description of the Activity:**

Before the dominance of clocks, people's daily rhythms were regulated by the Sun. It was first suggested in the 18th century to adjust measured time to the alternation of day and night. The goal back then would have been to save on candles.

From the mid-20th century, most countries in the world have made the switching between winter and summer time permanent.

In line with this, on the last Sunday of March, we move the clocks forward from two to three in the morning, and on the last Sunday of October, we do the opposite.

So, this year, Daylight Saving Time starts on Sunday, October 29.

(Source: internet, 24.hu)

Answer the following questions (1,2,3) using the bellow options (A,B,C) as your answers.

1. Did the idea of daylight-saving time originally arise from a desire to save on lighting?

2. Is it true that daylight saving time starts in October?

3. Is it true that some countries in Europe wanted to abolish daylight saving time?

A) True according to the text

B) Not true according to the text

C) Cannot be determined from the text.

**Goals of activity:**

After reading the text, students should identify the contradictions and inconsistencies it contains. They should be aware of why the text is flawed.

**Estimated Duration of the Activity:** 15 min

**Recommended Course to be Applied:**

Environmental Science

**Recommended Age of students:** 10 yr-olds

**Name of the instructor proposing the activity:**

Tímea Andrea Schönfeld-Lakatos

Primary school teacher, Developmental Educator

Vajda Péter Ének-zenei Általános és Sportiskola, Budapest, Hungary

**Instructor's E-mail:** schonfeldandrea@icloud.com

**Instructor's Tel.:** +36-70-398-74-05

**ACTIVITY 12: 'HOW THE EARTH MOVES' (MISTAKES' IDENTIFICATION)**

**- Zsuzsanna Várnai -**

**Teacher's Guidelines:**

Read the sentences carefully! Try to find the mistake! Underline the mistake! Correct it! Write down how the sentence should be correct:

1. The Earth rotates around its axis once every 20 hours.

.....  
(Corrected: The Earth rotates around its axis once every 24 hours.)

2. The consequence of the Earth's location is the alternation of days and nights.

.....  
(Corrected: The consequence of the Earth's rotation is the alternation of days and nights.)

3. The earth orbits the sun in 365 days).

.....  
(Corrected: The Earth orbits the sun in 365 days.

4. The consequence of the Earth's orbit is the alternation of seasons.

.....  
(Corrected: The consequence of the Earth's orbit is the alternation of seasons.)

5. The Sun is the closest planet to Earth.

.....  
(Corrected: The Sun is the closest star to Earth.)

How confident are you in your own solution? Circle!

1 = not confident at all 10 = completely confident that I'm right, my solution is correct

1      2      3      4      5      6      7      8      9      10

**Goals of activity:**

Practice of reading, developing reading comprehension.

Developing attention, reasoning, focusing and error detection abilities.

Metacognitive Monitoring: Mistakes' Identification

**Estimated Duration:** 10 min

**Recommended Course to be Applied** - Education Science

**Recommended Age of students:** 8 - 9 years

**Name of the instructor proposing the activity:** Zsuzsanna Várnai

**Instructor's Specialization:** Teacher of Mathematics and Geography

**Instructor's School Name and Location:** Tereskei Általános Iskola, Tereske, Hungary

**Instructor's email:**

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**Instructor's Tel:**

+36 - 20 - 918 76 8

**ACTIVITY 13: 'CHANGES IN STATES OF MATTER OF WATER'**  
**- Zsuzsanna Várnai -**

**Description of the Activity:**

Read the texts highlighted in green on pages 18, 19, and 20 of the textbook\*, as well as the section "Remember well!" on page 20, then answer the questions, circling the correct answers!

1. What is the water of the seas and oceans like?

sweet      salty      bitter      sour      tasty

2. What can the water of the seas be used for?

drinking      cooking      washing      irrigation      "none of them"

3. What are the characteristics of pure water?

colored      colorless      odorless      fragrant      flavored      tasteless

4. What does water turn into when cooled?

water      vapor      steam      ice      freezing

5. What is produced when water boils?

water      vapor      steam      ice      freezing

6. On what surface does hot steam condense?

cold      warm      hot      lukewarm      melting

7. What is produced when liquid water freezes?

water      vapor      steam      ice      freezing

8. What is produced when ice melts?

water      vapor      steam      ice      freezing

9. What does liquid water become during evaporation?

water      vapor      steam      ice      lemon juice

10. At what temperature does water start to freeze?

20 °C      80 °C      100 °C      0 °C      50 °C

11. At what temperature does water start to boil?

20 °C      80 °C      100 °C      0 °C      50 °C

12. What state of matter can water be?

liquid      water      solid      ice      gaseous

**METACOGNITIVE QUESTIONS:**

**(1:00 the least 10:00 the most)**

- How confident are you that you provided correct answers to the questions asked?  
1 2 3 4 5 6 7 8 9 10
- How difficult do you think the above questions were for you to answer?  
1 2 3 4 5 6 7 8 9 10
- How many questions do you think you answered incorrectly?  
1 2 3 4 5 6 7 8 9 10
- Why you think you some of these questions had created a special difficulty to you?  
Open Question

\*Reference:

Environmental Studies Textbook 3., pages 18 - 20

Editor: Annamária Vitéz

Budapest, Education Office, 2024

<https://www.tankonyvkatalogus.hu/site/kiadvany/OH-KOR03TA>

**Goals of activity:**

Increasing students' metacognitive awareness of their own degree of difficulty in answering the specific questions and try to explain the reasons of these difficulties; Deepening and consolidating the key points of the lesson "Changes in States of Matter of Water"; practicing reading skills; expanding knowledge and vocabulary; developing comprehension, critical thinking, attention, and concentration; highlighting key information; fostering the ability for effective learning.

**Estimated Duration of the Activity** - 45 min.

**Recommended Course to be Applied:**

Environmental Science

**Recommended Age of students:** 8 - 9 Years

**Name of the instructor proposing the activity:**

Zsuzsanna Várnai

**Instructor's Specialization:** Teacher of Mathematics and Geography

**Instructor's School Name and Location:**

Tereskei Általános Iskola, Tereske, Hungary

**Instructor's email:**

[varnai.zsuzsanna.vzs@gmail.com](mailto:varnai.zsuzsanna.vzs@gmail.com)

**Instructor's Tel.:**

+36 06-20-9187680

**ACTIVITY 14: 'COURTROOM TRIAL'**

**(Epistemic Awareness)**

**- Ákos Sipos -**

**Description of the Activity:**

Creative Exploration of Debate Topics as Courtroom Proceedings. 9+1 participants. 9 students + 1 teacher acting as the "clerk." We draw 1 judge and 2 lawyers by lot. Each lawyer selects 3 witnesses for their team. The lawyers' task is to persuade the court of their argument using their witnesses. Small cards are placed next to the judge, which must be incorporated into the speakers' statements as challenges (with possible connections to various school subjects).

During the trial, each lawyer can request 1-2 minutes breaks, during which they can confer with their team to strategize.

Additional rules: The judge orchestrates the proceedings, granting the floor to the lawyers, who can then call their witnesses. Witnesses must always swear to "speak only the truth." Only one person can speak at a time. The judge floor to anyone who wishes to comment on the proceedings. The opposing lawyer can request challenge cards from the judge to distract the currently speaking witness.

Scoring for the teams can be done creatively, rewarding good arguments and insights. Points are awarded for well-integrated challenge concepts. The judge shares their opinion on how they would rule, but the final say lies with the "clerk" (teacher). Corrections can be made here if needed, as in this game, there's no clear winner; everyone wins.

**Goals of activity:**

Improvement of Epistemic awareness, Motivation, Recognizing Cause-and-Effect Relationships, Reading Comprehension, Learning Skills, Communication, Problem Solving, Differentiation, Reinforcement, Inference, Organization, Vocabulary Development, Text Composition Enhancement, Peer Learning.

**Estimated Duration of the Activity:** 25-30 min

**Recommend Course to be Applied:**

History, Language, Foreign language

**Recommended Age of students:** 14 yr-olds

**Name of the Instructor proposing the activity:**

Ákos Sipos

**Instructor's Specialization:**

Language and History

**Instructor's School Name and Location :**

Prinz Gyula Általános Iskola  
Püspökmolnári, Hungary

**Teacher's E-mail:**

[tevehaj2@gmail.com](mailto:tevehaj2@gmail.com)

**ACTIVITY 15: 'ERROR HUNTING'**  
**(Metacognition, Epistemic Awareness)**

**-Mónok Zsuzsanna –**

**Description of the Activity:**

As part of a group activity, the children were tasked with writing true and false statements about the concepts I provided. They read these statements to their peers outside the group, and the audience had to decide which statements were false, and then provide reasons for their choices.

**Goals of activity:**

Improvement of Metacognition and Epistemic awareness, Development of Independent Text Composition, Noticing Errors, Enhancement of Argumentation Supporting Personal Opinion, Assessment of Learned Material.

**Estimated Duration of the Activity:** 15 min

**Recommended Courses to be applied:**

Science, Language, Mathematics

**Recommended Age of students:** 8-14 yr-olds

**Name of the Instructor proposing the activity:**

Mónok Zsuzsanna

**Instructor's Specialization:**

Primary School Teacher

**Instructor's School Name:**

Zalaegerszegi Liszt Ferenc Általános Iskola

**Instructor's School Location:**

Zalaegerszeg, Hungary

**Instructor's E-mail:** [mzsobf@gmail.com](mailto:mzsobf@gmail.com)

**ACTIVITY 16: ' CAN YOU SPOT THE CONTRADICTIONS? '**

**( Activities aimed at developing Metacognition)**

**-Edit Szöllősi -**

**Description of the Activity:**

A) Can you spot the contradictions?

The Great Plain is the largest area and, due to plenty of sunshine, has the coldest climate among the major regions. Its surface has been shaped into a flat, plain landscape by rivers and wind. The Great Plain was once a varied landscape with forests, shallow waters, dense vegetation, and marshes with soft, sinking soil. With the spread of agriculture, people cleared the forests and converted them into arable land.

(Contradiction to be found: despite plenty of sunshine it has the coldest climate)

Several rivers flow through the Great Plain. The three largest rivers, the Danube and the Tisza, divide the region into three parts. These areas are the Mezőföld, the Danube-Tisza Interfluve, and the Tiszántúl. In the northern part of the Great Plain is Hungary's largest artificial lake, Lake Tisza. This lake was not created by nature but by humans. Around it, beaches, spas, hotels, campsites, and various leisure activities provide opportunities for relaxation.

(Contradiction to be found: there are not 3 but only 2 rivers)

B) Multiple choice test

1. What did you learn about the size of the Great Plain?

- a. it is the smallest plain
- b. occupies half of the country
- c. it is the largest plain

2. Why is it the warmest major region?

- a. has longer days
- b. due to plenty of sunshine
- c. because the entire area is flat

3. Due to agriculture...

- a. many forests were cut down.
- b. fishing has been started
- c. the area of the Great Plain increased.

4. Currently, the area of the Great Plain is...

- a. covered with arable land.
- b. interspersed with marshy areas.
- c. typically covered with forests.

5. Which rivers divide the Great Plain into three large parts?

- a. Maros, Kőrös
- b. Danube and the Tisza
- c. it is not clear from the text

6. Is it true that artificial lakes are shallower than other lakes?
- true according to the text
  - not clear from the text
  - not true according to the text
7. In which part of the country is Lake Tisza located?
- southern, according to the text
  - not clear from the text
  - northern, according to the text
8. Is it true that Lake Tisza is very popular from a tourist perspective?
- true, according to the text
  - not clear from the text
  - not true, according to the text
9. What leisure activities are available in the area?
- concerts, according to the text
  - not clear from the text
  - there are no such opportunities according to the text
10. According to the text, is it possible to camp around the lake?
- yes, according to the text
  - not clear from the text
  - no, according to the text

**Goals of activity:**

Attention development, reading skills improvement, supporting learning.

**Estimated Duration of the Activity:** 30 min

**Recommended Course to be Applied:**

Environmental Science

**Recommended Age of students:** 9-10 years

**Name of the instructor proposing the activity:** Edit Szöllősi

**Instructor's Specialization:**

(Primary) Teacher, specialized at the field of Man and Society

**Instructor's School Name:**

Földesi Karácsony Sándor Általános  
Hungary

**Location**

Iskola és Alapfokú Művészeti Iskola, Földes,

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**Instructor's Tel.:**

+36 302651787



**ACTIVITY 17: 'MIND MAP'**

**-Otilia Doina Filep -**

**Description of the Activity:**

Materials necessary: large paper, markers, list of concepts of physics

Teams of 2-4 people

Each team receives a list of concepts learned in class

Each team selects a concept from the list and creates a mind map on the paper. The chosen concept should be in the center of the mind map.

After the specified time (5-10 minutes), each team presents their mind map to the class; they explain the depicted relationships, conclusions – the thought process required to create the map.

The team with the most creative and comprehensive mind map wins.

**Estimated Duration of the Activity:** 15- 45 min

**Recommended Courses to be applied:**

Physics, but it can be adapted to any subjects

**Recommended Age of students:** 12- 18 yr-olds

**Name of the instructor proposing the activity:**

Otilia Doina Filep

**Instructor's Specialization:**

Teacher of Physics, Chemistry and Computer Science

**Instructor's School Name and Location:**

Megyaszói Mészáros Lőrinc Közzeti Általános Iskola, Megyaszó, Hungary

**Instructor's email:** [filepotika@gmail.com](mailto:filepotika@gmail.com)

**Instructor's Tel.:** +36 20 5695581

**ACTIVITY 18: 'BRAINSTORMING AT PHYSICS CLASS'**

**-Otilia Doina Filep -**

**Description of the Activity:**

:

Create teams of 2-4 people.

Each team receives a list of keywords and concepts related to physics (e.g., force, friction, Newton's laws, equilibrium, etc.)

Time frame: 5 minutes

Based on the given keywords, teams must gather and write down as many related physics concepts, theories, or formulas as possible on the paper provided at the station.

After 5 minutes, each team presents the written concepts to the other teams.

Scoring: based on the number of correct concepts and formulas.

**Goal of activity:**

Motivation, review of physics concepts and various theories, mapping of prior knowledge.

**Estimated Duration of the Activity:** 15- 45 min

**Recommended Age of students:** 12- 18 yr-olds

**Recommended Courses to be applied:**

Physics, but it can be adapted to any subjects

**Name of the instructor proposing the activity:**

Otilia Doina Filep

**Instructor's Specialization:**

Teacher of Physics, Chemistry and Computer Science

**Instructor's School Name and Location:**

Megyaszói Mészáros Lőrinc Közveti Általános Iskola, Megyaszó, Hungary

**Instructor's email:** filepotika@gmail.com

**Instructor's Tel.:** +36 20 5695581

**ACTIVITY 19 :**

**'IDENTIFYING EMOTIONS AND UNDERSTANDING THE DIFFERENT POINT OF VIEW OF TWO PEOPLE'**

**- Chitziou Efrosyni -**

**Description of the Activity:**

Based on the text "Grandfather and grandchild" (a Greek Literature text, which is included in the thematic section "Family relationships" at 7th grade textbook), we can start a class discussion about the coexistence of elderly parents with their child's family and the behavior of the younger generation towards them. The aim is to understand the different views of two people on the same situation through the discussion on the needs of older people.

**Goals of the Activity:**

- (a) Improvement of students' Theory of Mind skills.
- (b) Development of empathy towards elderly as well as an active attitude towards defending the rights of older people.

**Estimated Duration:**

Approximately 90 -100 minutes

**Suggested Course to be Applied:**

Greek Literature

**Recommended Age of students:**

Secondary school children (7th graders, 12 years old)

**Name of the instructor proposing the activity:** Chitziou Efrosyni

**Instructor's Specialization:**

Secondary School Teacher of Greek Language and Literature

**Instructor's Email:** efichitziou@gmail.com

**ACTIVITY 20 :**

**'ROLE PLAY: RECOGNITION AND EXPRESSION OF EMOTIONS '**

**- Sotiraki Nectaria -**

**Description of the Activity:**

In the 26th section of the Odyssey and after reading the passage from Raps x (v 350-447), we ask our students to dramatise what they have read, by assigning 5 of the children the 5 roles of the section (Odysseus, Telemachus, Medon, Phemios and Euryclyia). We explain that a good performance of their role requires not only speech but also body language. After the first dramatization, we discuss in class how we can show/express more vividly our emotions (e.g., fear, surprise, satisfaction, etc). The students think about what they could improve in their dramatisation. This is followed by a second attempt at dramatisation based on the class observations/suggestions.

**Goals of the Activity:**

- (a) To help our students to "put themselves in the Other's shoes", to understand how he/she is likely to feel and to "capture" his/her psychology in their movements, facial expressions, gestures and tone of voice. Encourage them to express themselves freely, to convey as faithfully as possible the emotions of the heroes.
- (b) To recognize the existence of different emotions and strategies for regulating the expression of emotions and to practice by applying them in a dramatic situation.

**Estimated Duration:**

Approximately 45 minutes

**Recommended Course to be Applied:**

Ancient Greek Literature (or any other course in Language and History)

**Recommended Age of Children**

Secondary school children (7th graders, 12 years old)

**Name of the Instructor Proposing the Activity:**

Sotiraki Nectaria

**Instructor's Specialization:**

Secondary School Teacher of Greek Language and Literature

**Instructor's Email:** nsotiraki1@gmail.com

**ACTIVITY 21:**

**' A METACOGNITIVE-TYPE TEACHING OF ORGANIZATION STRATEGIES IN HISTORY.**

**THESSALONIKI FLOURISHES'**

**- Papatiriu Christina -**

**Description of the Activity:**

The teacher provides declarative, procedural and contextual metacognitive knowledge regarding various organization strategies. In particular, the teacher provides various criteria for organizing the content of a text and information on why it is important to organize information and how to look for key information and recognize it in a text. Exercises are then given to find out how to organize the information in a text (e.g., title, topic sentences, key words). Diagram is introduced as a way of organizing key information in the text finding key points. At the same time, they practice Theory of Mind skills through exercises of adopting roles of historical figures. They attempt to put themselves in the shoes of these characters and reflect on their intentions, motives and beliefs. Finally, there is a discussion about how historical knowledge is produced through dialogue and support for different positions on a historical issue, such as the 'Zealot Movement'.

**Goals of the Activity:**

(a) To promote children's awareness of the existence of strategies for organizing information in a text and to recognize their importance (compared to surface memory strategies) for understanding the content and retaining the most important information in the history lesson. Further, to gain declarative (what kind of organization strategies I have), procedural (how to apply them), and contextual (when and why to choose each strategy) metacognitive knowledge. (b) To practice ToM skills ("I put myself in the other person's shoes" and identify intentions, motives, feelings, beliefs). (c) To become familiar with the way historical knowledge is produced through dialog and contrasting opposite views.

**Estimation Duration:**

Approximately 90 minutes

**Recommended Course to be Applied:**

Primary School History Course

**Recommended Age of students:**

Primary school children (5th graders, 10-11 years old)

**Name of the Instructor proposing the activity:** Papatiriu Christina

**Instructor's Specialization:** Primary School Teacher

**Email:** [cpapatiriu@yahoo.com](mailto:cpapatiriu@yahoo.com)

**ACTIVITY 22 :**  
**' SELF-EVALUATION OF PERFORMANCE IN SCHOOL TASKS '**  
**- Stavrou Chrysanthi -**

**Description of the Activity:**

The teacher informs students of how important it is for self-regulation of their learning to be able to accurately monitor, control and evaluate the level of their understanding and performance in school assignments, exams and tests. In order to practice these skills after being taught a unit, they are assigned an assignment or write a test to assess their level of understanding of the unit taught. Immediately after completing the task or test and before correcting it, the teacher gives a self-evaluation worksheet to be completed in two phases. In the first phase they complete the first part of the worksheet before receiving the correct answers by the teacher. In the second phase, they complete the second part of the worksheet, after the teacher has corrected and made his/her comments on the test/or the assignment. There is a class discussion, and they learn to reflect on the way they work and learn and how they can improve their learning process and performance. The comprehension questions relating to the assignment/test and the Assessment (Self-evaluation) Worksheet are given in the APPENDIX.

**Goals of the Activity:**

To promote metacognitive skills to monitor, control and evaluate their level of understanding and performance in school-type tasks and tests. More specifically, the activity aims to promote accurate self-evaluation of performance and the selection of appropriate strategies for monitoring and self-correcting cognitive processing and learning.

**Estimated Duration**

Approximately 45 minutes

**Recommended Courses to be Applied:**

Secondary School, Ancient Greek Language (Odyssey) but it can also be applied to any course related to Language and Literature

**Recommended Age of Students:**

Secondary School Children (7th graders, 12-13 years old) but also in all grades of high school.

**Name of the Instructor proposing the activity:** Stavrou Chrysanthi

**Instructor's Specialization:** Secondary School Teacher of Greek Language and Literature

Email: [chrysastavrou79@gmail.com](mailto:chrysastavrou79@gmail.com)

**APPENDIX OF ACTIVITY 22**

**WORKSHEET WITH COMPREHENSION QUESTION**

After studying the verses. 93-108 from textbook of Homer's Odyssey, answer the multiple-choice questions given to you, choosing the correct one.

(The verses are given to the students and below the verses there are 7 multiple choice comprehension questions)

**Part A: WRITTEN TEST EVALUATION SHEET**

**(BEFORE THE CORRECTION OF THE WRITTEN TEST BY THE TEACHER)**

1. The grade I think I got on the test: /20

2. How difficult did you find it to answer the questions?

1----- 2 ----- 3 ----- 4-----5 -----6 -----7 -----8 -----9 -----10

Not at all

Very much

3. Which question(s) do I think I did well on?.....

4. Which question(s) do I think I did not do well? .....

5. How confident are you that you answered them correctly?

1----- 2 ----- 3 ----- 4-----5 -----6 -----7 -----8 -----9 -----10

Not at all

Very much

6. If I told you that you could improve your score by crossing out a question that you are not at all sure you answered correctly, would you cross out any?

If so, which one? .....

**Part B: WRITTEN TEST EVALUATION SHEET**

**(AFTER THE CORRECTION OF THE WRITTEN TEST BY THE TEACHER)**

1. To what extent did you understand the errors in your answers?

1----- 2 ----- 3 ----- 4-----5 -----6 -----7 -----8 -----9 -----10

Not at all

Very much

2. I find it difficult/not difficult to answer the comprehension questions because.....

3. I find it difficult/not difficult to answer questions about literary figures (e.g. simile) because.....

4. I find it difficult/not difficult to answer questions about the character of heroes because.....

5. On the next writing test (test, exam) what do you think will help you to give correct answers?.....

**ACTIVITY 23: 'OVERALL EVALUATION OF "ILIADA" '**

**- Boutbara Stefania -**

**Description of the Activity:**

The activity was designed to develop metacognitive monitoring and regulation, but also to evaluate the course instruction during the school year (i.e. whether and what kind of impact - cognitive, emotional, moral - the course might have had on children). In this overall reflection on "Iliada", two kinds of assessment questions could be used, namely students' knowledge and personal attitudes/viewpoints (questions 1-4) and "self-observation" questions (questions 5-10). The questions are given in the Appendix at the end.

**Goals of the Activity**

- (a) To promote students' awareness about the kind and the amount of information they remember and about the kind of value imprint this course has left on them.
- (b) To promote monitoring and self-regulation of their learning through reflection questions (questions 5-10). The aim of these questions is to train them to accurately monitor their level of understanding and to activate regulation strategies in case they wish to improve their learning outcomes.

**Estimated Duration of the Activity:**

Approximately 90 minutes

**Suggested Course to be Applied:**

Secondary School, Ancient Greek Literature

**Recommended Age of students:**

Secondary School Children (8th graders, 14 years old)

**Name of the Instructor proposing the activity:**

Boutbara Stefania

**Instructor's Specialization:**

Secondary School Teacher of Greek Language and Literature

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## APPENDIX of Activity 23

### OVERALL EVALUATION TEST

#### Instruction

Read questions 1 to 4 and before answering them, mark on the scale below how difficult you find it to answer them.

1----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

Not at all difficult

Very much

#### QUESTIONS

1.A) The text you were taught this year (**Iliada**) is an **epic poem**. Think of three (3) pieces of information/evidence that prove it is an epic poem.

B) Do you remember where the Iliada got its name?

2.Last year you were also taught an epic poem (the **Odyssey**) by the same poet. Think/remember two (2) **similarities** and two (2) **differences** between them in either form or content.

SIMILARITIES	DIFFERENCES
•	•
•	•

3.As we have said, the main axis of the play is **the anger (minis) of Achilles!**

A) Do you remember what caused this anger?

B) **How justified** do you think or remember this anger is, **given the standards and values of that time?**

C) **What else** do you think Achilles could have done **instead of getting angry?**

D) **To what extent do you personally** think you would have been angry **for the same or similar reason?**

Choose a number from the scale given below:

1----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

Not at all

Very much

4.Students in Ancient Greece studied the Homeric epics systematically and even memorized them, so that through this process they could learn the values of that era and shape their character.

A) **To what extent** do you think that this poem has influenced you, even if only slightly, in your **perceptions** and **values** of **modern life**? Circle the number that represents you on the scale below:

1----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10  
Not at all Very much

B) If you answered the previous questions with a number 2 or more, then what **value(s)** do you think the Iliada conveyed to you - at least a little -?

5. Now that you have finished all the above, how **difficult** were the questions for you?

1----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10  
Not at all Very much

6. Which of these do you think you answered correctly? (e.g., 1b, 3a, etc.)

7.A) How confident are you that you answered them correctly?

1----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10  
Not at all Very much

B) **Why/How** are you sure?

8.A) If I told you that you **could improve your score** by crossing out the questions that you are not very or not at all sure you answered correctly, would you **cross out some of them**?

Yes No

B) If yes, which ones?

9. The ones you chose to erase what kind of questions you think is:

- knowledge/memory questions**
- thought/critical thinking questions**
- questions of opinion**
- questions containing abstract concepts** (e.g., "values")

10. If you are not very confident about some answers to knowledge or thinking questions you gave, what do you think will help you **to give correct answers in similar exercises in the future**?

## ACTIVITY 24: 'TEACHING SUMMARY'

- Delidou Despoina -

### Description of the Activity:

The teacher teaches summary writing techniques. The students are given a worksheet and asked to recall from memory key concepts and guidelines taught by the teacher that are good to apply when writing summaries. This is followed by a text (age-appropriate for the students) and they are asked to write a summary (about 100 words).

*Key concepts recall worksheet and guidelines for writing summaries:*

1. What does the term summary mean and what is its usual length?
2. What does the summary of a text offer us?
3. List 6 steps we take before writing the summary of a text.
4. What is the structure of a summary? How many paragraphs do we usually choose to have?
5. Is it appropriate to include comments or our opinion in the summary?
6. To which person do we write the summary?
7. Is the correct use of connecting words considered a weakness or a positive element of a summary?
8. Is copying words and phrases from the original text considered a weakness or a positive element of a summary?
9. After we have completed writing the summary, do we check whether we have met the prescribed word limit?

### Goals of the Activity:

- (a) the acquisition of summary writing techniques/strategies
- (b) promoting the conscious application of these techniques through reflection on the writing process and evaluation of the outcome. The goal is the automated application of these techniques in the future.

### Estimated Duration:

Approximately 90 minutes

### Recommended Courses to be Applied:

Secondary School, Greek Language and/or Literature

### Recommended Age of students:

Secondary School Children (7th or 8th graders, 13-14 years old)

**Name of the Instructor proposing the activity:** Delidou Despoina

**Instructor's Specialization:** Secondary School Teacher of Greek Language and Literature

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