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Anastasia Gkioka & Lygeri-Maria Vasilopoulou

No war… no refugees. The refugee footprint in the arts. A Teachers4Europe program in Primary Education

Summary

The Teachers4Europe (T4E) program seeks to raise students' awareness of current problems in Europe and the world. To delve deeply into the refugee issue, and cultivate intercultural understanding by breaking down stereotypes. In addition, to understand art in its cultural and historical context and to express themselves creatively in an effort to reverse the negative climate in relation to the European Union (EU). The actions were implemented interdisciplinary involving almost all the cognitive areas of APS / DEPPS. The participants worked in groups and, they gained significant benefits in terms of knowledge, skills, attitudes and values. The end result is the production of visual and poetic works on European symbols and the refugee issue. All participants through this meeting showing the world that the arts and literature can bring love and peace to people.

Keywords: *EU, arts, refugee issue, war, peace*

Όχι πόλεμος... όχι πρόσφυγες. Το αποτύπωμα των προσφύγων στις τέχνες. Ένα πρόγραμμα Teachers4Europe στην Πρωτοβάθμια Εκπαίδευση

Περίληψη

Το πρόγραμμα Teachers4Europe (T4E) αποσκοπεί στην ευαισθητοποίηση των μαθητών για τα τρέχοντα προβλήματα στην Ευρώπη και τον κόσμο. Να εμβαθύνει στο προσφυγικό ζήτημα και να καλλιεργήσει τη διαπολιτισμική κατανόηση καταρρίπτοντας τα στερεότυπα. Επιπλέον, να κατανοήσουν την τέχνη στο πολιτιστικό και ιστορικό της πλαίσιο και να εκφραστούν δημιουργικά σε μια προσπάθεια να αντιστραφεί το αρνητικό κλίμα σε σχέση με την Ευρωπαϊκή Ένωση (ΕΕ). Οι δράσεις υλοποιήθηκαν διεπιστημονικά με τη συμμετοχή σχεδόν όλων των γνωστικών πεδίων του ΑΠΣ/ΔΕΠΠΣ. Οι συμμετέχοντες εργάστηκαν σε ομάδες και, αποκόμισαν σημαντικά οφέλη σε επίπεδο γνώσεων, δεξιοτήτων, στάσεων και αξιών. Το τελικό αποτέλεσμα είναι η παραγωγή εικαστικών και ποιητικών έργων σχετικά με τα ευρωπαϊκά σύμβολα και το προσφυγικό ζήτημα. Όλοι οι συμμετέχοντες μέσα από αυτή τη συνάντηση δείχνουν στον κόσμο ότι οι τέχνες και η λογοτεχνία μπορούν να φέρουν την αγάπη και την ειρήνη στους ανθρώπους.

Λέξεις-κλειδιά: ΕΕ, τέχνες, προσφυγικό ζήτημα, πόλεμος, ειρήνη

Introduction

Nowadays, due to the times, we need to bring our students and tomorrow's citizens closer to the European reality. We believe that this opportunity is offered through the T4E action, since its purpose is to contribute to the better information of the trainees on the developments of European issues and to support them to improve their skills, applying in the education innovative teaching methods, which in turn contribute to addressing educational challenges by utilizing information and communication technologies (ICT). In the action entitled No war… no refugees. The refugee footprint in the arts. A Teachers4Europe program in Primary Education was attended by the twelve (12) students of the 6th grade of a 7 / th All-Day Primary School in a province of the prefecture of Corinth. The specific work plan (project) includes the cognitive areas of Geography (The identity of Europe), Social & Political Education (The individual and the European Union), Visual arts (The history of Art), Religious (universal values), History (founding of the EU), Music (Anthem of Europe), Foreign

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Languages (translation of Greek words into all languages of the EU member states), Gymnastics (choreography of the Anthem of Europe), Informatics (Painting program, Internet, Learning Objects, Photo Tree, Little Reader), Language (poetry, literature).The work plan is therefore fully compatible with the DEPPS / APS (2003, p.3736) and was carried out from January to April of the current school year 2015-2016 (approximately four months).

Through theoretical approaches and experiential actions, the participants become part of the European idea, enrich the knowledge and experiences on improving their participation as active citizens in the European environment, and on a collective level, understand that they are members of the pan-European community.

The Teachers for Europe (T4E) program is aimed at creating a cross-border, sustainable, and long-term teacher network that will promote students' social and political abilities and support democratic values, fundamental rights, intercultural understanding, and the acquisition of relevant knowledge.

In the present work we have dealt with the refugee issue, as it has arisen in the current circumstances as a result of the war in Syria, knowing that people have always been uprooted from their homes and homelands intentionally or unintentionally. The refugee issue touches on key issues of humanity, solidarity, and social justice. Collective effort is required at the national and international level to effectively address challenges and protect people who are forced to be uprooted from their homes. Refugees are people who were forced to leave their country because of persecution, war, or violence. Immigrants are people moving to another country for reasons of improving their lives or searching for better opportunities, while asylum seekers are people who have applied for recognition of the refugee regime. Greece is a first-reception country for a large number of refugees and migrants. It operates hosting structures and reception centers in various parts of the country. Integration programs are implemented for the smooth integration of refugees into Greek society. The refugee issue is an intense object of public dialogue and political confrontation. It is a complex and constantly evolving reality, with a multitude of extensions at the humanitarian, political, social, and economic levels.

(https://www.alfavita.gr/arthron/didaktiko-yliko-me-thema-polemos-prosfygia-metanasteysi)[1]

The participants decided to capture this issue through art and poetry (artistic currents, literature) standing critical of the European Union's attitude towards refugees and expressing their own hopes and expectations. At the same time, the APS / DEPPS utilized the topics related to knowledge about the identity of Europe (Geography) the individual and the EU (Social & Political Education), the History of Art (Visual) and an extensive reference was made to European symbols. The consequences of the war, the need for peace, the universal values were emphasized.

The final result of the project was the production of visual and poetic works on European symbols and the refugee issue through various artistic currents, expressionist masks, Guernica in puzzles, the dramatization of the EU Anthem, the creation of our own Guernica peace (painting), the Evaluation Questionnaire of the Program by students and parents. The actions developed contributed greatly to the realization of the set goals, the choreography of the EU Anthem was photographed and videotaped, which describes the course and purpose of the founding of the EU. constructive communication throughout the action.

Research profile

In the action entitled No war… no refugees. The refugee footprint in the arts. A Teachers4Europe program in Primary Education was attended by the twelve (12) students of the 6th grade of a 7 / th All-Day Primary School in a province of the prefecture of Corinth. The specific work plan (project) includes the cognitive areas of Geography (The identity of Europe), Social & Political Education (The individual and the European Union), Visual arts (The history of Art), Religious (universal values), History (founding of the EU), Music (Anthem of Europe), Foreign Languages (translation of Greek words into all languages of the EU member states), Gymnastics (choreography of the Anthem of Europe), Informatics (Painting program,

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[1] War, Refuge, Immigration. Retrieved March 30, 2016 from https://www.alfavita.gr/arthron/didaktiko-yliko-me-thema-polemos-prosfygia-metanasteysi

Παραπομπή: Gkioka, A. & L. M. Vasilopoulou (2024), No war… no refugees. The refugee footprint in the arts. A Teachers4Europe program in Primary Education. p.p. 9-22. At: http://e-journal.inpatra.gr/

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Internet, Learning Objects, Photo Tree, Little Reader), Language (poetry, literature).The work plan is therefore fully compatible with the DEPPS / APS (2003, p.3736) and was carried out from January to April of the current school year 2015-2016 (approximately four months).

Purpose of the action

The purpose of this program was to raise awareness and deepen the students' understanding of the refugee issue through the arts (painting, music, and dance) (https://www.youtube.com/watch?v=X3vG7yy00js) The individual goals were to cultivate intercultural understanding and their creative expression through art. Finally, the acquisition of the ability to free and creative expression, as well as the awareness of entertainment, the students acted on their own by contributing to the construction of knowledge. They were practiced in the collection, organization, analysis, and translation skills. They acquired knowledge, skills, attitudes, and values on Europe and the institution of the European Union; became aware of current issues in Europe and the world, and in particular refugees; understood the position of human rights in the EU; proposed solutions; developed communication, thoughtfulness, and critical skills; understood art in its cultural and historical context; cultivated intercultural understanding; dismissed stereotypes; and were interested in the visual arts. Finally, they enjoyed all stages of the implementation of the program (https://www.youtube.com/watch?v=X3vG7yy00js[2]).

Connection with the European Union

Through all the activities, the students understood their role as European citizens (an attempt to reverse the negative environment that has recently prevailed in relation to the EU), felt equal members of the Pan-European Community, in order to promote and encourage future EU-related

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[2] Children paint for refugees. Retrieved March 7, 2016 from https://www.youtube.com/watch?v=X3vG7yy00js

initiatives by feeling safety and security which is what is required. Finally, to be able to participate effortlessly in active networks for the exchange of views and practices within the EU. *The ideal of democracy*is closely linked to the concept of *participation* and it is important that we work together in our diversity within our wider "neighborhood", enriching European identity, without losing our own cultural identity.

Individual goals

Cognitive goals

✓To introduce students to the EU through the APS / DEPPS (European identity, member-state relations, Greece in the EU, connection with the current reality-the refugee issue) .

✓Get to know the main painting currents developed in Europe (realism, impressionism, expressionism, abstraction, cubism) .

✓To acquire visual and other literacy (literacy in social skills, electronic, critic, etc.)

✓To propose, to improvise, to record the refugee issue (poetry, choreography, exhibition of personal works of art).

Skills goals

✓To develop a research attitude and critical thinking (oral and written documentation and argumentation of their views).

✓To communicate and collaborate, in order to carry out and present in the best way what they set as their initial goal.

✓To express themselves artistically

✓ To practice using the computer

✓To practice in Cognition, metamorphosis, reflection and adaptation to new environments.

Value goals

✓To experience empathy, through experiential learning.

✓ To respect and cultivate tolerance for "diversity".

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✓To develop a spirit of mutual understanding and cooperation and to understand the value of everyone's contribution to the whole.

✓To embrace universal values (freedom, democratic thought, solidarity, peace, etc.).

✓To feel safe and secure as members of the EU, taking on rights and obligations as European citizens.

Methodology-Teaching approaches

Modern pedagogical teaching methods were used for the implementation of the above educational program, such as exploratory learning, collaborative method, construction, social construction, project method, interdisciplinary approach to knowledge, experiential learning, suggestions, through the new technologies.

The contribution of pedagogical use of ICT in school is particularly important. Utilizing them in the educational process helped the student-centered model of exploratory learning (Bosniadou, 2006[3]). The use of the computer is a dynamic tool for the teacher, because it enables the student to process knowledge in various ways, to approach it holistically and to learn in an attractive learning environment (Babiniotis, 2000[4]). The discovery method was applied by the students to explore knowledge that helped achieve each goal. They were encouraged in the search for information and in the personal discovery of knowledge. Bruner's basic position is that on the one hand knowledge arises from the action of the student (Piaget), but it is at the base of the social (Vygotsky) and is always closely interdependent with his motives (Maslow). Bruner considers man as an "information processor" and learning "as a process of acquiring

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[3] Bosniadou, S. (2006). *Children, Schools and Computers Perspectives, Problems and Suggestions for the Most Effective Use of Technologies in Education*. Athens: Publications: Gutenberg.

[4] Babiniotis, G. (2000). New Technologies and quality Education. ef. THE STEP, 03/12/2000

general knowledge subject to processing, transformation and application in new situations" (Tsakiri & Kapetanidou, 2007[5]).

The collaborative method was used through which there was an interaction of the students both with the mentioned sources and with each other as well as their strong self-action in the course of the program. There have been many 5reports on the advantages of this method. Kossivaki (2006[6]) states that school stress levels are reduced, Anagnostopoulou (2001) [7]that the work of the teacher in the classroom is facilitated by giving the classroom administration to the students.Collaborative learning in combination with ICT offers several didactic advantages under appropriate conditions (Chaith, Shaaban, Harkous, 2007 [8]). The project method embodies modern learning theories. Learning becomes more attractive, more substantial, time-resistant and effective in its transfer to new environments (Michailidis, 2003[9]). The diffusion in all the activities and the cognitive objects led the students to apply their knowledge in other areas of everyday life, enabling them to judge and decide the most appropriate solution for what arises (interdisciplinary approach).

Experiential learning also made students more familiar with people and situations they had ignored until now, as it helped them to look not only at EU issues from a different perspective, but also the whole world (empathy). Through it, students developed psychomotor skills and became involved in enjoyable in-school situations. Guided research and web exploration have encouraged students to become actively involved with computers and to research by making proper use of metadata. In the socio-cultural approach, the basic assumption is that when an individual participates in a social system, the culture of that system and the tools used

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[5] Tsakiri, D. & Kapetanidou, M. (2007). Learning theories and critical-creative thinking. In "*Modern didactic approaches for the development of critical-creative thinking".* Ed. Koulaidis, North Athens. ΟΕΠΕΚ.

[6] Kossivaki, F. (2006). *Alternative Didactics: Suggestions for the transition from the Didactics of the Object to the Didactics of the Active Subject.* Athens: Publications: Gutenberg.

[7] Anagnostopoulou, M. (2001). *Group Teaching in education. A theoretical and empirical approach.* Kyriakidis: Thessaloniki.

[8] Ghaith, G., Shaaban, K., Harkous, S. (2007). *An investigation of the relationship between forms of positive interdependence, social support and selected aspects of classroom climate.*System: 35, 229-240

[9] Michailidis, M. (2003*). Group Environmental activities, Work plans and collaboration, help for young people and group counselors.*ΓΓΝΓ. ΕΚΚΕ: Αθήνα.

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for communication (mainly language) shape his cognitive structure and constitute a source of learning and development (Vygotsky 1978[10]).The theories of Vygotsky and Piaget are the cornerstone on which the current Greek educational system is based. The teacher, acting as an animator and helper in the efforts of the students, takes care to create the appropriate atmosphere, coordinates and helps in the organization of the activities.

The *added value* focuses on the adoption and promotion of a lifelong learning process in which the individual acquires values, behavioral attitudes, skills and knowledge through daily experiences and the influences of the environment. The students became aware of the need for more systematic information on European issues-problems by the media and especially on the refugee issue. In particular, the provision of information about history, identity, institutions, functions, understanding of universal values, acceptance of diversity, all of which, especially in the current circumstances, prepare the young student to be able to embrace the obligations and exercise his rights. correspond. By presenting the project to the students' parents on Europe Day, we are convinced that we have acted as ambassadors of the European idea.

Class organization-Logistic infrastructure-Cooperation with institutions

For the implementation of the program in the classroom, the students were divided into groups according to the type of action they had to perform and appropriate modifications were made in the room. With the brainstorming session, members decided which one or the other was appropriate for achieving the goal. The results were presented in plenary, followed by a critical evaluation and reflection of the action by the groups with additional ideas.

They were used to carry out the program.
- ✓ paints, canvases, painting blocks, brushes, palettes, masks
- ✓ computer (Computer and Laptop Lab), maps

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[10] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge: Harvard University Press.

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- ✓ software (painting program, Photo Tree-Learning Objects) - internet - dvd - audio media)
- ✓ camera
- ✓ video recorder (digital camera)
- ✓ final evaluation questionnaire of the program

We believe that the collaboration of all those involved was crowned with success thanks to the continuous and constructive communication throughout the project with the responsible ambassador, the School Counselor, the painter, the Head of the Corinth Gallery, the Head trainer of school that we exchanged artistic concerns, with the person in charge of video playback. The parents of the students unanimously accepted the participation of their children in it, because as they characteristically stated, the students will gain pedagogical, social and cultural *benefits.* The new reality, moreover, requires the broadening of horizons, the connection with current events, the formation of critical consciousnesses. Finally, together with the parents, we celebrated Europe Day, introduced them to the whole program and asked them to write their own impressions.

Presentation of the program-Activities

The topic was chosen after a discussion that arose in the classroom on the immigration-refugee issue that plagues our country and beyond. Also, the implementation of the UNICEF program "Schools for the Protection of Children" in the school unit further sensitized the students, in order to deal more extensively, to look for causes of human rights violations and to suggest ways of intervention on their part. We focused on the ways in which what is sought through art is reflected, in the studio of European Painters, we used the relevant International Days, we became painters and poets.

Activity 1: We first assessed pre-existing knowledge about the EU. The students wrote down their views on the role and purpose of the EU and then visualized the EU. of the media (they were assigned to collect forms on the refugee issue).

Activity 2: The students with the help of the painter created their first works. They used paints and brushes and became small artists

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capturing peaceful landscapes, such as a clear blue sky with white clouds and seascapes.

Activity 3 – 6: The students got to know the EU symbols and each processed them differently. They painted the flag writing peace messages. They listened to the EU Anthem, put their own words and gave the purpose and the course of the establishment of the EU with choreography. They painted euro banknotes and built their own bridges of communication between peoples, rainbows and trees with roots, wanting to show the stability they desire, read the EU slogan "United in diversity" in all languages and captured it visually.

Activity 7: The students created their own collective work capturing the refugee problem, wrote poems, celebrated Europe Day, watched the Peace adventure on youtube: "Peace: the story of a refugee child" and listened to "We are all born free »By Eugenios Trivizas, from Mikros Anagnostis, to get in touch with the digital book and to observe the illustration.
(http://www.mikrosanagnostis.gr/library/pageflip8/Default.html[11])

Activity 8: The students wrote down their views on the refugee issue and suggested solutions. At this point it is worth mentioning the change of attitude of many students. We also celebrated International Day for the Elimination of Racism by writing our own poems.

Activity 9: They expressed with their own poems the refugee issue that plagues the world, but also our country and created their own format in the shape of the Peace sign expressing the YES of Peace and the NO of war.

In the next *activities (10th-14th)* we dealt with the artistic currents (realism, impressionism, expressionism, abstraction, cubism) and the way war and peace are portrayed through art. We learned the main representatives, stood on the main features and played puzzle games with works of the main representatives of each style in the Photo Tree. The students created their own works which they titled.

Activity 15-16: We met local painters and visited the gallery of our city.

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[11] We are all born free. Retrieved February 24, 2016 from
http://www.mikrosanagnostis.gr/library/pageflip8/Default.html

Activity 17-18: The students became "little Montrian" and created their own works with the help of technology in the IT laboratory (Painting program). In their works they depict the sufferings of war, while the students proposed through their creations the union of peoples.

Activity 19: Then we analyzed Picasso's Guernica, got to know its symbolism and created our own puzzle. The students put their own colors and put together the puzzle, which exists and adorns our school. We met the Syrian artist Nizar Ali Bander (from Syria) who depicts the drama of his homeland with pebbles and the young artist Stelios Faitakis who depicts the refugee drama in his painting "The New Wave and the souls drowned in it". We talked about the Greek refugees in Aleppo in an effort to cultivate empathy among students.

Activity 20: The students with the help of the painter created the Guernica of Peace, a collective work full of symbolism for the ideals of the EU.

Activity 21: Finally, the students evaluated the program by writing their impressions about it. They discussed and expressed themselves more comprehensively on the refugee issue and the eternal problem of war (final assessment). They created their own invitations to parents to celebrate Europe Day together. The parents attended the exhibition of the children's works and they in turn expressed their own views in writing, evaluating the whole program.

Conclusions-Discussion-Extension

The evaluation of the program was done by completing a questionnaire, where students recorded their views on open-ended questions. To the question "What new did you learn from this program?" The students reported that their knowledge base was enriched, they developed skills and acquired skills and a critical spirit in issues that concern the European and Greek community. From the program they liked everything more that they collaborated and presented collective works. Feelings of joy, excitement and a little anxiety were what they felt during the program.

They did not encounter any particular difficulties and if that happened, they solved them with the help of their classmates. When asked "if they

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would change something from the program or if they would complete something" they typically stated that not only would they not change anything, but that they would like it to have started from the beginning of the year and expressed the wish to have time for more activities. They would also like to visit the refugees. Finally, they stated that they would be happy to participate in similar programs.

On the part of the parents, when asked to share their impressions of the program at the meeting we had, they wrote: "*The program we saw was very nice and it would be good to make such programs that help us understand that we should all live together peacefully. I would like all the EU countries to have the cooperation that I felt the students had one day. Children's views can help adults see problems more clearly and find solutions. The children received many messages about their lives. Congratulations to the children and teachers who participated in the program. I was impressed and moved. With love and cooperation the world will change for the better. The result is impressive. Very good cooperation. The choreography was with deep meaning and impressive"*.

Our personal evaluation is positive on a personal and collective level. We acted as ambassadors for the students and the parents and the other classes, after we presented the program at the school graduation party. The implementation of a T4E action plan was a challenge for us, because, among other things, it led us to further improve "train" and "train". The experiential, interdisciplinary, collaborative approach with the passion and fun of all and with the substantial contribution of ICT brought us closer to the European orientation while promoting critical thinking. The whole process acquires special value and we feel that we can participate with a critical view as active citizens now in the European grand scheme of things, making our life fairer and better.

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