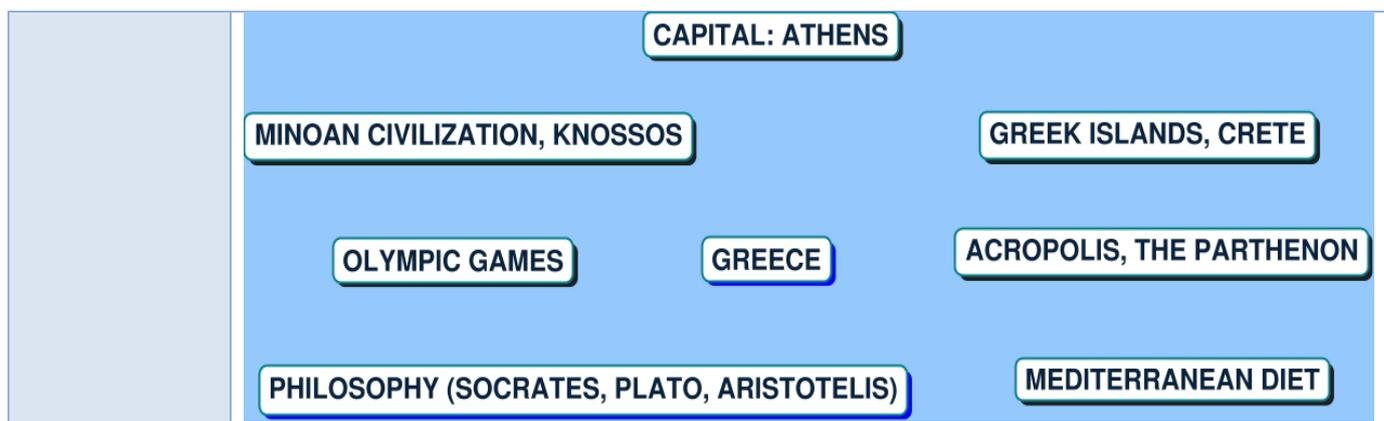


<b>Social Media by Lykogiannaki Styliani</b>	
<b>Topic:</b>	<b>Let's get to know a country via Social Media and Networks. Title: "A glimpse into the city of Heraklion in Crete".</b>
<b>Age:</b>	Students from 13 to 15 years old.
<b>Time:</b>	50 minutes.
<b>Competences:</b>	English level: B1-C1. Basic digital skills.
<b>Aim of this lesson:</b>	To introduce the country and culture of Greece with the use of social media and networks, Internet and Information technology. By the end of the lesson students will: Use Information technology and digital tools to present and promote cultural aspects of the city of Heraklion. Develop critical and creative thinking. Enhance cultural awareness. Understand the cultural and historical background of the city of Heraklion. Realize the cultural aspects and ongoing importance of myths.
<b>Introduction:</b>	This lesson can be addressed to pupils from other European countries as a stimulus to motivate them to be acquainted with historical sites of Crete and explore elements of Greek culture using mythology as a starting point of their exploration. Alternatively, the lesson can be used for Greek students to revise the knowledge they have on mythology, to extend ancient Greek myths in a fun way and to trigger further research work on important historical monuments and cultural sights in the region of Crete.
<b>Tools:</b>	Computer lab with projector and screen or classroom with wifi, interactive whiteboard and laptops. Wireless Internet access. Smartboards, smartphones, PowerPoint, word processor, youtube videos, google forms, kahoot, mindomo, canva, wordart.
<b>Process</b>	
<b>Step 1</b>	<b>Watching "Ariadni's thread" video on youtube and answering expansion questions (15 minutes).</b>
	Students watch "Ariadni's thread" video on youtube: <a href="https://www.youtube.com/watch?time_continue=3&amp;v=8KmyvNO6SOQ">https://www.youtube.com/watch?time_continue=3&amp;v=8KmyvNO6SOQ</a> in order to do the following activities individually or in pairs. We stop the video and freeze the image at the moment of the first accidental meeting of the two protagonists and ask the students to imagine who these two people could be, where they are and what are they going to do next. The students predict what will happen next in the video.

	<p>Then, the students watch the rest of the video, but we freeze the image at the last scene right before they meet each other again and ask them to guess the outcome of this encounter. The students work in pairs to write a brief script for the ending of the film, to think of a conversation between the two protagonists and write a dialogue between them and predict how the story will finish.</p>
<b>Teachers notes (if needed)</b>	...
	<p><b>Step 2</b>    <b>Quiz in google form: “A GLIMPSE INTO THE CITY OF HERAKLION”</b> (5 minutes).</p> <p>Students follow the link <a href="https://goo.gl/forms/LUdNrjuv1zaU7H5x2">https://goo.gl/forms/LUdNrjuv1zaU7H5x2</a> and carry out a quiz in google form about sights, landmarks, monuments and exhibits of the archaeological museum in the city of Heraklion.</p> <p>Alternatively we can give to students different photos in digital or printed form that depict all the important sights, landmarks, monuments and exhibits of the archaeological museum of the city of Heraklion that were shown in the previous video. We also give them captions with the names of the sights at random order and ask them to work in pairs to match the names with the photos.</p>
<b>Teachers notes (if needed)</b>	...
	<p><b>Step 3</b>    <b>Narrate the myth of Ariadni’s thread</b> (10 minutes).</p> <p>After the students watch the ending of the film we initiate a discussion about the role of the red thread in this film and ask the students to make inferences about the symbolism of the thread.</p> <p>Then we give them the following clue: the thread is associated with the ancient Greek myth of the labyrinth. We ask the students if they have heard of the myth of Ariadni’s thread before. In case they are not familiar with the myth we ask them to google for more information about it. We give them some key words that will help them in their research, such as labyrinth, Ariadni, Minotaur, Theseus, Knossos palace, Minoan civilization. A group of students can narrate the myth to the rest of the class.</p> <p>As an expansion, we can give to the students the myth in random segments and ask them to put the sentences in the correct order to narrate the complete myth by answering a google form: <a href="https://goo.gl/forms/ldaamMMLsgEkWdag2">https://goo.gl/forms/ldaamMMLsgEkWdag2</a></p> <p>Guidelines and questions to ask the students during this activity: Can you guess what does the red thread in the previous video symbolize? What is the name of the ancient Greek myth associated with the thread?</p>

	Google for more information about the myth. Use the following key words to help you in your research: labyrinth, Ariadni, Minotaur, Theseus, Knossos palace, Minoan civilization.
<b>Teachers notes (if needed)</b>	...
	<p><b>Step 4 Knowledge quiz about mythology in Kahoot (10 minutes).</b></p> <p>Students individually answer a kahoot quiz to find out more information about ancient Greek myths (10 questions). The quiz has been created with kahoot application by the teacher. (<a href="https://kahoot.it/">https://kahoot.it/</a>) (<a href="https://play.kahoot.it/#/k/f4c68af8-9c47-4f21-8ba4-b3a1dee6b02e">https://play.kahoot.it/#/k/f4c68af8-9c47-4f21-8ba4-b3a1dee6b02e</a>)</p> <p>We give the following instructions to the students to start answering the mythology quiz:</p> <ul style="list-style-type: none"> <li>• Go to <a href="https://kahoot.it/">https://kahoot.it/</a></li> <li>• Write the game pin, which is provided on the video projector or smartboard, on your computer.</li> <li>• Press enter.</li> <li>• Write your nickname.</li> <li>• Press OK go.</li> <li>• Read each question on the video projector or smartboard and choose the symbol that corresponds to the correct answer on your computer.</li> </ul>
<b>Teachers notes (if needed)</b>	...
	<p><b>Step 5 Colour connotations associated with Greece and Crete (5 minutes).</b></p> <p>Colour connotations: Students work in pairs to associate the following colours: <b>BLUE</b>, <b>GREEN</b>, <b>AMBER (gold and yellow)</b>, <b>LIGHT BLUE</b> with different aspects of Greece and Crete in particular.</p> <p>Then, they follow the link to watch a brief relevant video:  <a href="https://www.youtube.com/watch?v=LLMKDY5PYJM">https://www.youtube.com/watch?v=LLMKDY5PYJM</a></p>
<b>Teachers notes (if needed)</b>	...
	<p><b>Step 6 Create a concept map about Greece (5 minutes)</b></p> <p>Follow up activity: Students work in pairs to create a concept map about Greece. They can expand the concept map below or create a new concept map.</p> <p>A sample concept map is available below as well as at the following link:  <a href="https://cmapscloud.ihmc.us:443/rid=1S724WF0G-Y5PNT2-8DLWBB">https://cmapscloud.ihmc.us:443/rid=1S724WF0G-Y5PNT2-8DLWBB</a></p> <p>Alternatively, they can use <a href="https://www.mindomo.com/">https://www.mindomo.com/</a> to create their maps online.</p>



Teachers notes (if needed)

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**Step 7 Optional project work for further expansion assigned as homework.**

**PROJECT A:**

*“Every building, every place has its story”*

Create the profile of a building or place. (Story or poster competition).

Choose a famous landmark, monument, historical site of Crete or Greece and write its story.

Then, make a poster with its photo and information about it and present it to the rest of the class in the next lesson.

Students work in groups to create the profile of a historical building or place. Every group chooses a famous landmark, monument, a different historical site of Heraklion and they do research online in order to write its story using word processor or they present its story on Powerpoint. Then, they make a digital poster with a photo they have taken and facts about it on [www.canva.com](http://www.canva.com).

They can include the following information and facts in their projects:

- What is the name of the building or place?
- Where exactly is the building or place?
- How old is it? How long ago was it created?
- Who made it?
- For what purpose? What was/is its use?
- What does it look like?
- What is the story behind it?
- Why are people interested in visiting it?

**PROJECT B:**

*“All you need to know of Heraklion in one day! Historical sites and cultural attractions you can visit in 1 day!”*

Create a tourist leaflet about the attractions of Heraklion city in digital form.

You can use a suitable template available in word processor.

Work in groups to produce a leaflet about the city of Heraklion.

You can focus on the following parameters:

- Which historical sites should a tourist visit if he had to spend only one day in Heraklion?
- Suggest the most important landmarks and cultural attractions of Heraklion for visiting in a single day.
- Give information about their history and cultural value.

Then, you need to go to <https://wordart.com/> to create a digital word cloud about the major sights of the city of Heraklion.

**Teachers notes (if needed)**

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