

**PR1 - TRAINING COURSE**  
**TOOLKIT DEVELOPMENT**  
**PR2 - POLICY BRIEF**  
**RECOMMENDATION**

Δημήτρης Λαδόπουλος

A. I. D. - Ελλάδα





## Partners

L.A.G.-Κότσани – (Β. Μακεδονία)

C.E.S.G. – Πάζαρτζικ (Βουλγαρία)

A.I.D. – Λάρισα (Ελλάδα)

# Ανάπτυξη Εργαλείων Μαθημάτων Κατάρτισης

## Παραγόμενο 1

Βασικές Πληροφορίες

90 σελίδες κείμενο

4 γλώσσες

Δωρεάν έντυπα και ηλεκτρονικά



# Περιεχόμενα

Εισαγωγή

Ενότητα 1: Θεωρία (ορισμοί, ανάλυση των φαινομένων)

Ενότητα 2: Η μουσική ως εργαλείο εκπαίδευσης

Ενότητα 3: Παραδείγματα και Πρακτικές

Ενότητα 4: Δημιούργησε μόνος σου

Συμπεράσματα

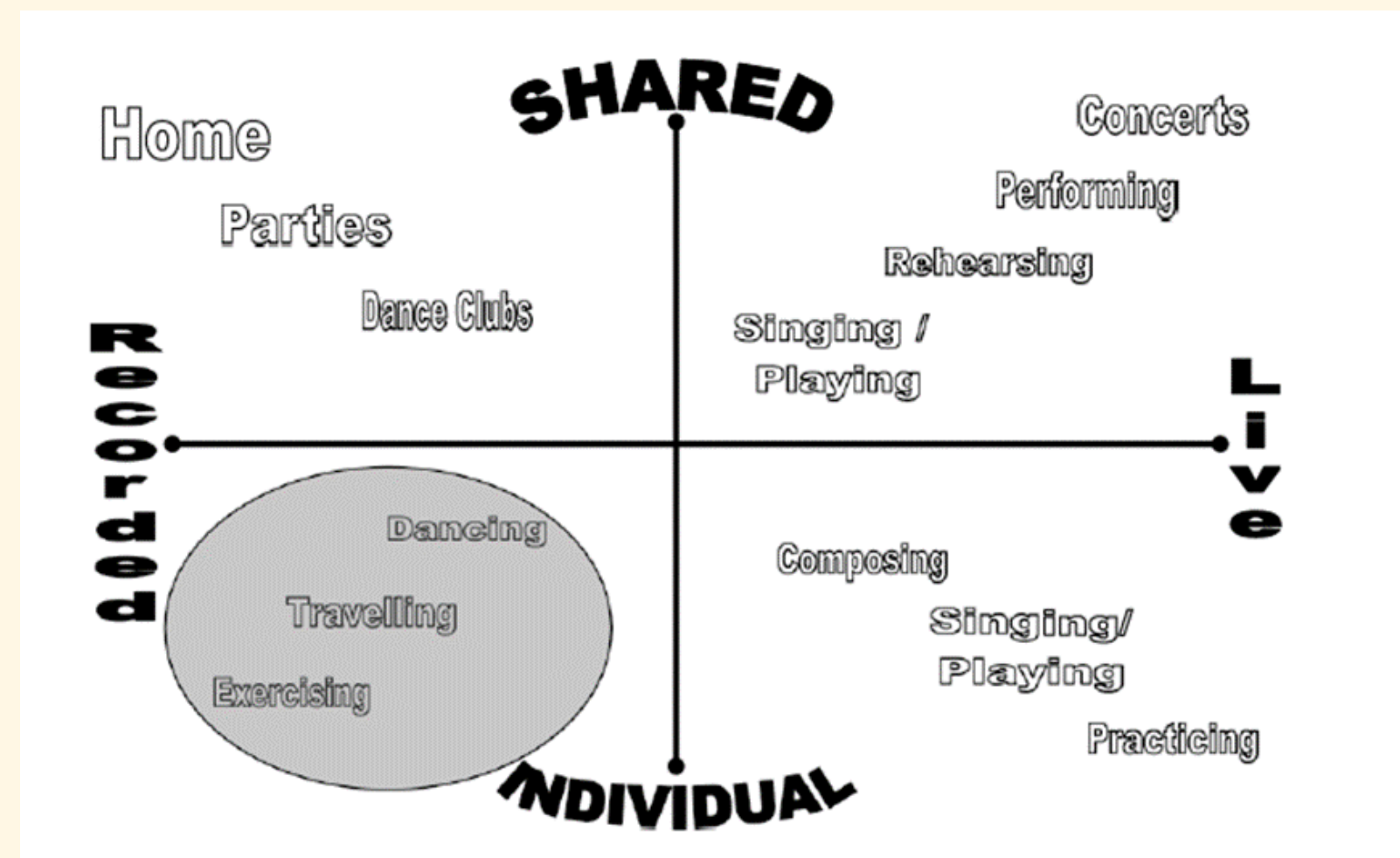
# Ενότητα 1

- Ρατσισμός και προσεγγίσεις στην έννοια
- Τύποι
- Αιτίες
- Ριζοσπαστικοποίηση, Εξτρεμισμός και Νέοι
- Ευρωπαϊκή Ταυτότητα, Ανθρώπινα Δικαιώματα και Ειρήνη

- Show identity search behavior
- Building relationships with other people
- Reaction to discrimination
- Expression of extreme views on the state and institutions
- Use of expressions "we and others"
- Small-scale offending behaviour
- Changes in appearance and behaviour in the context of integration into a group identity.
- Sudden adoption of different clothing with clothes with specific brands, colours, prints, slogans or associated with a religious tradition.
- Name change and use of aliases
- Tattoo
- Possession and use of equipment and accessories (e.g. military clothing)
- Change of haircut (partial or total head shave)
- Excessive involvement in violent/combatative martial arts
- Change in the way we have fun
- Isolation from family, friends, groups of friends
- Sudden interruption of school/studies/activities
- Socialising only with people in a particular group
- Participation in closed meetings/events of a religious/ideological nature
- Extensive use of the internet and visiting radical content and social media sites
- Adoption of violent and extreme discourse
- Use of radical/extremist terminology/violence
- Possession of extremist material (leaflets, books, CDs, DVDs)

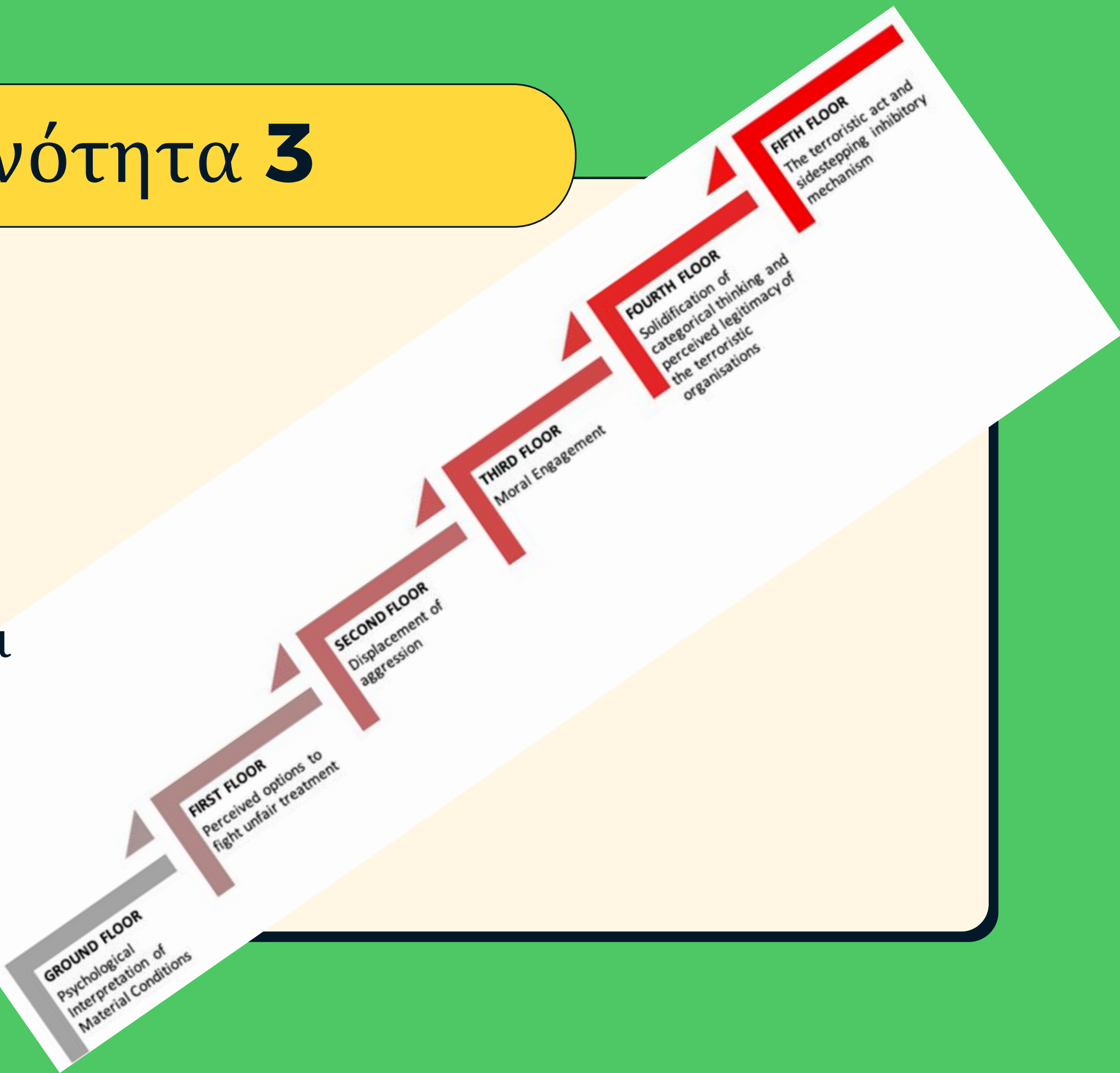
## Ενότητα 2

- Adolescence and Music
- Music as an educational tool
- Music education in schools
- Teaching approaches with music



# Ενότητα 3

- Ριζοσπαστικοποίηση-Ρατσισμός και Μουσική
- Ανθρώπινα Δικαιώματα - Ειρήνη και Μουσική
- Ευρωπαϊκή Ταυτότητα και Μουσική



## Development of the teaching plan

### 1<sup>o</sup> Teaching plan

Title: Playing for change

Full name of teacher:

Age/class: 12-15 years old

Subject: Music

Teaching duration: 2 teaching hours

Required acquired knowledge: -

Teaching objectives - Expected results:

1st objective: To inform students about the Playing for change movement

2nd objective: Students will understand how music can serve as a link and a common means of expression and communication between people from all parts of the world.

3rd objective: Students will think about and report the feelings that music makes them feel and then complete the worksheet to express what they felt watching and listening to the song from Stand By Me - Playing For Change.

4th objective: To read the lyrics of the piece and have a dialogue between teacher and students about them.

5th objective: Students will learn to sing the song Stand by me.

Teaching methods and strategies: Active listening, experiential learning, intercultural teaching, singing, use of Information and Communication Technologies (ICT),

Means and materials: Audiovisual material on the playing for change movement, worksheet, guitar.

### Worksheet

Name:

Order:

Date:

Positive feelings when I listen to music:

Negative feelings when I listen to music:

What I felt when I heard the song Stant by me:

# Ενότητα 4

1st activity:

At the beginning of the lesson the teacher tells the students that they will watch a music video and listen to a song that they may be familiar with, but the performance is a little different from the others. Encouraging them to listen and look carefully at all the musicians involved, she displays the video <https://www.youtube.com/watch?v=Us-TVg40ExM> on the board and asks the students what their general impressions are.

He then reads them the story of Playing For Change which was created to inspire and connect people through music. She says that the idea for this project came from a shared belief that music has the power to break down barriers and overcome the distances between people.

### The story of Playing for change

Born in 2002 as a shared vision between co-founders Mark Johnson and Whitney Kroenke, we took to the streets of America with a mobile recording studio and cameras in search of inspiration and the heartbeat of the people. This musical journey resulted in the award-winning documentary "A Cinematic Discovery of Street Music".

In 2005, Mark was walking in Santa Monica, California, when he heard Roger Ridley's voice singing "Stand By Me". Roger had so much soul and conviction in his voice that Mark approached him to perform "Stand By Me" as "Song Around The World". Roger agreed, and when Mark returned with recording equipment and cameras he asked Roger, "With a voice like yours, why are you singing in the streets?" Roger replied, "Man, I'm in the joy business, I'm out there to be with the people." Since that day the Playing For Change crew has traveled the world recording and videotaping musicians creating Songs Around The World and building a global family.

According to its creators, "The creation of "Songs Around The World" inspired us to bring together many of the greatest musicians we met during our journey and form the Playing For Change Band. These musicians come from many different countries and cultures, but through music they speak the same language. The band is now touring the world, spreading the message of love and hope to audiences everywhere. It has been an exciting 20-year journey that has produced new musical collaborations, created a foundation of music and art schools for children, and united the world through music wherever you come from. And we're just getting started."

The teacher also says that the aim of the movement is simple: to inspire and connect people through music as music has the power to break down borders and overcome the differences that divide us. The movement funds, records and films musicians who perform in their natural environment and in doing so, the musicians are able to combine their talents and cultural power through a variety of videos. To date, more than 400 videos have been produced, over 1,200 musicians have been recorded in more than 60 countries and the movement has an audience of over 2 billion viewers through our music videos

Gender of work

Name:

Date:

Instructions: Match the country with the track I am listening to



1.

Ghana



2.

Greece



3.

U.S.A.



4.

Mexico



5.

Italy



6.

France



7.

India



8.

Spain

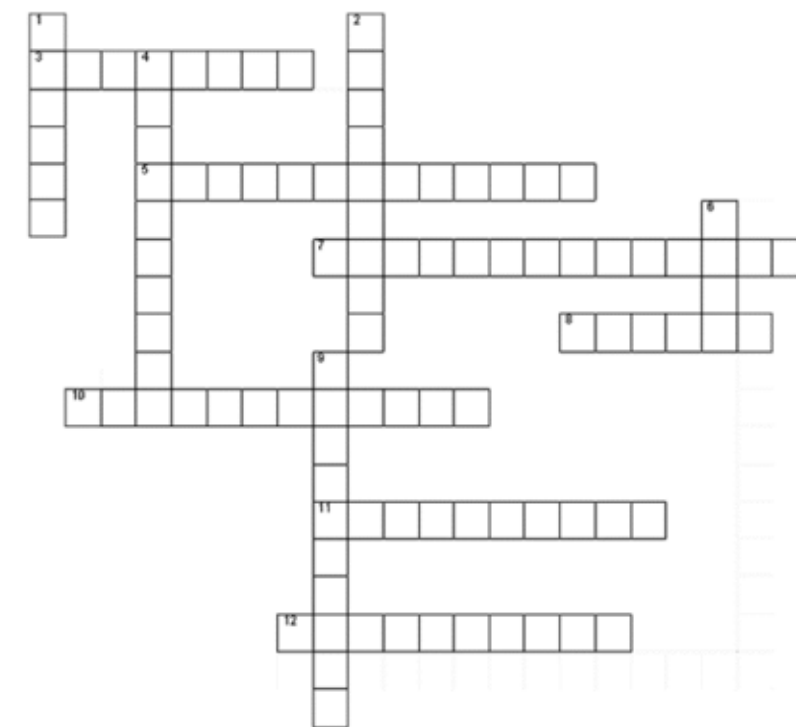


9.

Israel

| Piece I hear           | Country |
|------------------------|---------|
| Hava Nagila            |         |
| Cielito Lindo          |         |
| Kye Kye Kule           |         |
| Sur Le pond D' Avignon |         |
| Sirtaki                |         |
| Oh Sussana             |         |
| Santa Lucia            |         |

Instructions: Solving the crossword of racism



"Stand By Me"

When the night has come

And the land is dark

And the moon is the only light we'll see

No, I won't be afraid

Oh, I won't be afraid

Just as long as you stand

Stand by me

So darlin', darlin'

Stand by me, oh, stand by me

Oh, stand, stand by me

Stand by me

If the sky that we look upon

Should tumble and fall

Or the mountain should crumble to the sea

I won't cry, I won't cry

No, I won't shed a tear

Just as long as you stand

Stand by me

And darlin', darlin'

Stand by me, oh, stand by me

Oh, stand now, stand by me

Stand by me



**1**

Playing for change (διαπολιτισμική διδασκαλία, τραγούδι, χρήση ΤΠΕ)

**2**

Give peace a chance (ανάλυση στίχων, βιωματική μάθηση, χρήση ΤΠΕ)

**3**

The music of other countries (συνεργατική μάθηση, διαπολιτισμική εκπ., ενεργή ακρόαση)

**4**

Haydn: "Farewell" Symphony 45, IV. Finale (συνεργατική ομαδική μάθηση, ICT χρήση ΤΠΕ)

**5**

Kye Kye Kule (κρούση σώματος, επανάληψη, αναδημιουργία, διεπιστημονικότητα)

6

Story telling (ομαδική συνεργατική εκπαίδευση, αυτοσχεδιασμός)

7

Strange Fruit (καταιγισμός ιδεών, διεπιστημονικότητα, ανάλυση τραγουδιού)

8

Waka Waka (ομαδική διδασκαλία, ερώτηση και απάντηση, βιωματική μάθηση)

9

The Rain of the Natives (γραφική οργάνωση, μίμηση, κρούση σώματος, επανάληψη)

# ΣΥΣΤΑΣΗ ΠΟΛΙΤΙΚΗΣ ΓΙΑ ΤΟΥΣ ΕΝΔΙΑΦΕΡΟΜΕΝΟΥΣ

## Παραγόμενο 2

1. Εισαγωγή
2. Βασικά χαρακτηριστικά των εκπαιδευτικών συστημάτων
3. Καλές πρακτικές
4. Προκλήσεις και ευκαιρίες στα εκπαιδευτικά συστήματα
5. Σχέδιο δράσης
6. Τρόποι χρηματοδότησης

**ΣΑΣ ΕΥΧΑΡΙΣΤΩ**

**Website : <https://music.cesg.eu>**