

CyELT Journal

Pancyprian Association of Teachers of English
O.E.L.M.E.K

Year 4

Issue 6

December 2011

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YOU & US MEANS WE

fighting stereotypes

EUROSKOLA

POVERTY & VOLUNTEERING

CONNECTING CLASSROOMS

DRAMA IN TEACHING

TEACHER DEDICATION

INSTATI SCHOOLS

TECHNICAL SCHOOL

ROLLER COASTER

<http://metaatem.net/words/>

Bringing Teachers of English Together



CyELT Journal

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Thank You For Being A Teacher by Teacher.org

THANK YOU for being such wonderful teachers, exemplary role models, and caring people.

THANK YOU for knowing your subjects and sharing your knowledge.

THANK YOU for not being afraid to treat students like real people.

THANK YOU for showing acceptance, approval, and appreciation. These are all gifts that are so important to a student's development and that your students will always remember, just as they will also remember you. Words of encouragement, a little respect, simple gestures of kindness from a teacher promote the perfect climate for students to study, learn and grow.

YOUR attitude translates into a spirit of friendliness and good will towards others in an atmosphere of creative freedom, joy and ease, and you foster this feeling in your classroom.

I salute the good work YOU've done. I appreciate the people you are, and I thank you for your positive influence. You have passed on invaluable instruction and wisdom and created pleasurable moments associated with learning that will always be sweet memories.

THANK YOU for answering the call to be teachers.

THANK YOU for the enduring impression you've made in the lives you have touched.

Every community needs people like YOU.

YOUR contributions are immeasurable.

YOUR lessons are permanent.

YOU improve our world.

YOU are so Important!

created by BusyTeacher.org

Address by the Chair

Dear colleagues,

It is with great pleasure that I welcome you once more to this electronic version of our CyELT journal!

Many thanks to everyone who contributed to this sixth issue with her/his ideas. Many of the included articles present certain European programmes and their significance to students and teachers. They also highlight the reoccurring theme of Active European Citizenship being a major idea of the upcoming Cyprus Presidency of the Council of the European Union! We hope that the Cyprus Presidency will be a successful one and that in spite of any difficulties, Cyprus will ensure that the profile of the European Union will be promoted internationally.

But this is not all! Read and learn about international issues, teaching techniques and the rollercoaster of a Technical School!

My warmest thanks to a very dedicated team that is Elena Paraskeva, Eudhokia Anastassiou, Maria Lyssioutou, Maria Iakovidou, Christos Christou, and Panagiota Roussou who continuously strive to make our stated aims and objectives an everyday reality for all Public School EFL teachers in Cyprus.

Once again, the team invites you to visit our site regularly and send us your work whether an article, an interesting lesson plan, a report on a school activity or your suggestions and ideas. We look forward to your support and feedback.

Last but not least a special reminder to all for the P.A.E.T. Elections in March 2012! Be there!

Wishing you all personal happiness and a very happy new year.

See you soon online!

Chloe Paikou, B.A., M.A. (Lifelong Learning, Dist.)

Chair of the Pancyprian Association of English Teachers (O.E.L.M.E.K.)

Addresses by the new Inspectors

I am honoured to be greeting you as an inspectress of English and would like to thank the Pancyprian Association of teachers of English for providing me with this opportunity.

Great teams have a shared vision and it is my feeling that we are a great team doing the best we can to achieve the same goal. To this end, the CyELT Journal can serve as a platform from where teachers can get their voices heard and could, in fact, help us move closer to our goal.

It takes time and effort, not magic, for teacher empowerment to happen. Congratulations to the Chair and all the members of the Editorial Committee!

Maria Papayianni

.....

I am pleased to endorse this issue of CyELT Journal, which once again brings together people who are willing to exchange their views on important issues in the world of language teaching.

The task of teaching is a serious and always changing matter. Teaching is not a static activity; on the contrary, it is exposed to the same laws of change as any other living

organism in this world. It is therefore imperative that all teachers should constantly adjust and upgrade their teaching methods. They should adapt to rapid changes and find ways to communicate with their colleagues who face common challenges. I strongly believe that this Journal will give teachers of English a unique opportunity to actively participate in the process of teaching and strive toward the ultimate goal: learning.

I would like to congratulate all those who have contributed to the publication of this issue. I wish all of you a productive school-year.

Themis Alexandrou

E-Twinning Comenius Programme: YOU and Us means WE- Fighting Stereotypes

*Andri Demetriou
Archangellos Lyceum 'Apostolos Marcos'*

You and Us means We: Fighting Stereotypes is a project which aims at bringing students and teachers from different European countries together. It also enables our students to share, discuss, compare stereotypes in the countries participating in the project and try to fight them.



The project started last year and will finish this year. Eight countries take part in this project and our target is to make our students work together collaboratively, emphasize the multicultural aspects of the European identity and make them realize that they share many values and interests. In addition, we get to know each other, share, discuss and compare the stereotypes so that they understand and fight them. Therefore, they can respect each other's cultures and traditions.

The Twin space is the workspace area which has been created for both students and teachers who take part in this multilateral Comenius project. We have

created a website in order to share articles, newsletters and so on. This is the public face of the project.

Teaching and learning has become more enjoyable. Sharing ideas on the stereotypes has been a great value. Furthermore, the idea of being part of the same project has been really motivating. Students have experienced the benefits of team work and they have realized how important good communication is. They have also understood that the English language is a real means of communication beyond the English class.



In this project everyone has had a role to play. As a start, pupils wrote acrostics with their names adding photos and drawings of their favourite activities. Therefore they were motivated to read their partners' acrostics and get to know them better. In addition, through the **forum** students exchanged ideas on the stereotypes concerning the physical appearance, asked and answered questions about the different countries participating in the project in order to get to know each other.

By communicating through the **Wiki** they exchanged ideas about food. They created a language dictionary with adjectives to describe behaviours of the different nationalities involved in the project. They also shared quizzes, videos, photos and had on line discussion chats. Teachers were administrators of the project

activities.

Concluding, the project combines a creative activity based on a European frame and team work. Moreover, it develops imagination, communication, collaboration, socializing, ICT skills and of course the English language.

The Impact of Ayios Neophytos Lyceum of Paphos in Euroskola

Eleni Gavrielides-Kouta

Ayios Neophytos Lyceum-Paphos

Dreams come true indeed! It all started out like a dream that not only did we live it but also invested in indelible memories for the years to come. Our Lyceum was formally invited to Strasbourg - France on March 10th - 13th to participate in the European Parliament along with 26 country members of the European Union. The invitation was due to the first prize award that the Lyceum obtained in the European Language Label 2010 (lifelong learning programme) with the creation of a unique newspaper on-line

<http://friendshiperadicatesinequality.moonfruit.com>

which is constantly updated. This innovative project was effective because it was composed with the Information and Communications Technologies (ICT) that are valuable resources in our contemporary classrooms. Their implementation in our lessons has opened up new horizons in teaching and learning and undoubtedly promoted students' autonomy learning and creativity. The newspaper involves an array of topics which are all interrelated to stress the need - **to fight social exclusion** and to draw awareness to perceive, relate and value one another as a special individual whose mental and moral qualities are appreciated and emulated for better functioning of the society.



Our trip to Strasbourg was successful in many aspects. Firstly, the students felt proud to be given the opportunity to represent Cyprus in the European Parliament and thus actively participated in the hemisphere with their fellow European citizens. On that day Christina Joseph was voted to be the President of the House while Giorgos Xenofontos from Lyceum of Polemi, was sitting in the frontrow of the secretarial team of the Parliament who launched the discussion of the relevant issues. Additionally, Paraskevi Christoforou made an impressive introductory speech about Cyprus while our team's pictures and famous landmarks of Cyprus were alternating on the big monitor screens as the legendary music of 'sirtaki' was raising spirits. The entire interaction boosted our team's confidence disregarded bashfulness and made them grasp the opportunity to participate in the place they once only dreamt of. And so they enthusiastically expressed

perspectives, imposed questions and justified their stances like professionals. Speaking both in English and in French they tackled issues concerning economic growth in Europe; viewed how to create and promote job opportunities; touched on the Environment and renewable energies; pinpointed on the contribution that young people can make through volunteerism and finally, stressed on the violated reports of Human Rights and indicated that such acts are in contradiction to the European Ethos of 2011 which embraces the diversity of cultures.



Secondly, this trip gave students the opportunity to work cooperatively in teamwork with other students from 26 countries. They found this highly beneficial since they exchanged ideas, learnt about other cultures and their way of living. Moreover, they learnt to listen to what others have to say, they perceived things from a different angle and learnt how to escape stereotype thinking and behaviours and indeed felt content being young citizens of Europe. Last but not least, this amalgamation of cultures under one roof made them realize how imperative learning languages is. Speaking two more languages besides your mother tongue is a great advantage nowadays and this is not only for better job prospects but for getting a better insight of cultural values which will enhance one's living conditions and will accredit him/her with respect and credibility in his/her daily interactions.

Thirdly, teachers and students appreciated the city's landmarks and outstanding archeological monuments and statues, art galleries, botanical gardens and etc. On that Sunday morning we got a glimpse of the serene way of life that was

extremely noticeable since the hustle and bustle abstained and the only sound that prevailed was the incessant church bells. The light drizzle falling on the cobblestone streets and the aroma of freshly ground coffee composed a welcoming atmosphere as we toured the relatively small city. We saw the magnificent Cathedral 'Notre Dame' and appreciated the exquisite Gothic architecture of 142 metres tall building which is in fact the sixth tallest church in the world. The Cathedral is decorated with thousands of figures that are linearly carved on the stone of the building making it exceptionally beautiful. We also saw little bridges lifting sidewise electronically, as to allow the little boats to pass through the canals. It was an awesome site.

Concluding, I feel the aim of the Euroskola event was accomplished successfully since it managed to bring together so many young people from so many countries who spoke so many



different languages. It was a mesmerizing event that made students practise their language skills while making friends. Both students and teachers also experienced from firsthand how the Parliament functions and how it is like being a Member of the European Parliament (MEP). In a smaller chamber of 107 teachers queries were raised and appreciation was acclaimed. As a teacher I acknowledge that my role is multifaceted from which students can benefit. As the coordinator of the Cyprus' team in Euroskola I guided and supported implicitly and explicitly the participants' efforts and was pleased with their outstanding performances.

Ayios Neophytos Lyceum's students who participated in Euroskola were:

Tereza Nicolaou
Filio Leandrou

Theodora Constantinou
Georgia Mavrokordatou
Paraskevi Christoforou

Rafaela Christodoulou
Helene Desiree Mitsis
Christina Joseph

Voluntary Organisations & the Problem of Poverty

Maria Savva Sofroniou
Apostolos Markos Lyceum

Some students of my intensive course decided at the beginning of the year to do some work on poverty and voluntarism which are among the goals of the last academic year. I supervised and coordinated the whole attempt. First of all, the class was divided into four main groups and each group was given an appropriate theme to deal with. After that the members of the groups searched and found relevant information on the Internet or other sources. We also visited the branches of voluntary organizations in Cyprus and collected information. In the end, we used this information and produced a very interesting project the outcome of which was presented on a notice-board on the day of the school conference.

The four groups that participated dealt with the following voluntary organizations and topics:

The Red Cross, UNICEF, Doctors of the World (Medecins du Monde)

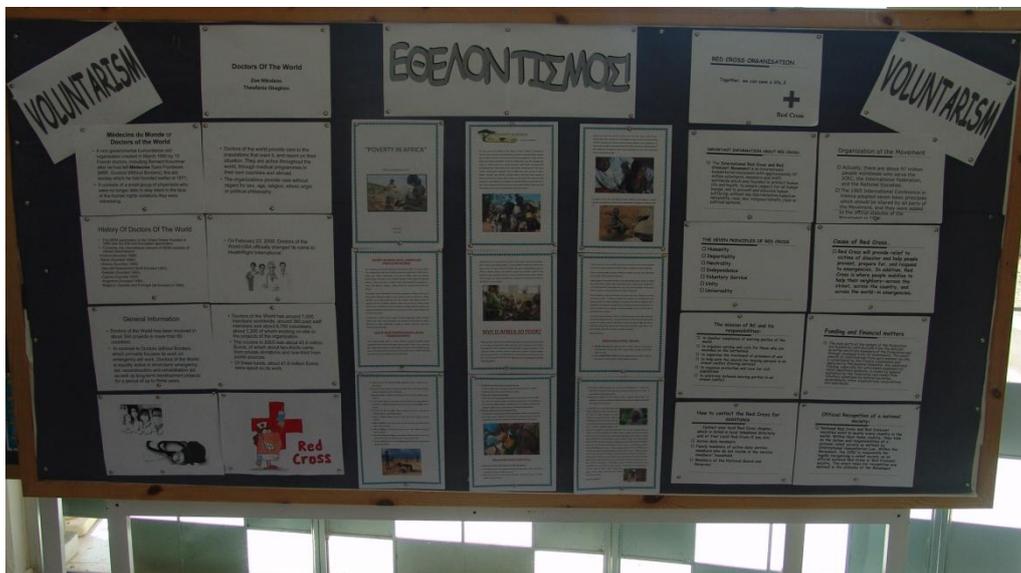
The problem of poverty in Africa including the causes and effects.

As far as the voluntary organizations are

concerned, the students found a lot of fascinating information concerning the establishment of these organizations and the great help they offer to the less fortunate citizens of the world. In addition, they searched and found the rationale as well as the doctrines of each of them. Regarding the last topic, the problem of poverty in Africa, the students were greatly surprised to find the huge number of people suffering from it. They also realized that each of us can contribute a lot to voluntary organizations and help to alleviate the problem of poverty in their country or in the third world.

Eventually, the students participating in this project became volunteers themselves and took part in many voluntary activities of voluntary organizations or of the community in general. The participants themselves say about their experiences:

'This assignment has first of all given us the opportunity to cooperate with our classmates, secondly to gain lifelong knowledge and finally understand the importance of voluntarism in our everyday life. Voluntarism is not a job or a hobby: it is **A WAY OF LIFE!**



Connecting Classrooms~ A Global British Council Programme supported by the Ministry of Education and Culture The Participation of Livadia Lyceum, Larnaca

Eudhokia Anastassiou

As from 2010 our school, Livadhia Lyceum is participating in "Connecting Classrooms" Our school was selected along with other four Lycea of Cyprus: Ethnomartyras Kyprianos in Nicosia, Laniteio and Apostles Paul and Peter in Limassol and Ayios Neophytos in Paphos.



WHAT IS CONNECTING CLASSROOMS?

Connecting Classrooms is a global programme that creates partnerships between clusters of schools in the UK and others around the world. These partnerships bring an international dimension to young people's learning, to improve their knowledge and understanding of other cultures and prepare them for life and work as global citizens. Above all it aims at giving the young people of these countries the freedom of having a voice and of expressing their thoughts.

There is no joining fee, and participating schools and coordinating bodies can receive grants to support activities that sustain their links during their involvement in the programme

2010-11 EVENTS

1st December 2010:

The launching of the programme took place at the Ministry of Education and Civilization There our students had the opportunity to meet with the rest of the students and teachers of the other schools

OUR CLUSTER

<p>WALES</p> <p>Bedwas High School</p> <p>Blackwood Comprehensive School</p> <p>Tonypandy Community College</p> <p>Mountain Ash Comprehensive School</p>		<p>UKRAINE</p> <p>Vinnitsia School-Gymnasia No. 30</p> <p>Luhansk Specialist School-Collegium No. 36</p> <p>Melitopol Secondary School No. 16</p> <p>Simferopol Gymnasia No. 9</p> <p>Smila Science & Mathematics Specialist High School</p>
<p>MALTA</p> <p>Kullegg San Benedittu, Boys' Secondary</p> <p>St. Clare's College, Boys' Secondary</p> <p>St. Ignatius College, Girls' Secondary</p> <p>Stella Maris College</p> <p>St. Edward's College</p>		<p>CYPRUS</p> <p>Apostles Peter and Paul Lyceum, Limassol</p> <p>Lanitio B'Lyceum, Limassol</p> <p>Ethnomartyras Kyprianou Lyceum, Nicosia</p> <p>Livadia Lyceum, Larnaca</p> <p>Agios Neophytos Lyceum, Paphos</p>

in Cyprus and get a taste of the aims of the programme. They were also addressed by the Minister of Education, Mr Andreas Demetriou and the English Inspectress responsible for the programme, Mrs Stella Theocharous both of who outlined the benefits of taking part in such a programme.



In addition, students had to vote in order to decide on the topics of the projects of each school for the current year. The topics were suggested by the students themselves before hand.

27-28 January 2011:



That was a two-day training on Young Leaders which took place at Poseidonia Hotel in Limassol. The meeting was addressed by the Director of the British Council, Mrs Heather Forbes and the Mayor of Limassol, Mr Christou.



Students from the participating schools presented their school's profiles and were also engaged in a variety of group activities aiming at building closer communication and co-operation between the students of all schools, and developing



critical thinking, and team-building spirit among

them.

They explored the issue of leadership and took part in workshops discussing current social issues such as Inclusion, Diversity, Acceptance and Tolerance.



They prepared presentations either in their school groups or in mixed groups on these issues.

The two-day event came to a close at night when students from the schools entertained the participants with their talents.



3 and 4 March 2011:



An International Coordinator Course for the teachers involved in the programme from all clusters took place at the Buffer Zone in Nicosia.

That was a meeting for all teachers and coordinators of the British Council participating in the cluster. There were sessions for discussing the progress of the project and planning of the coming year.

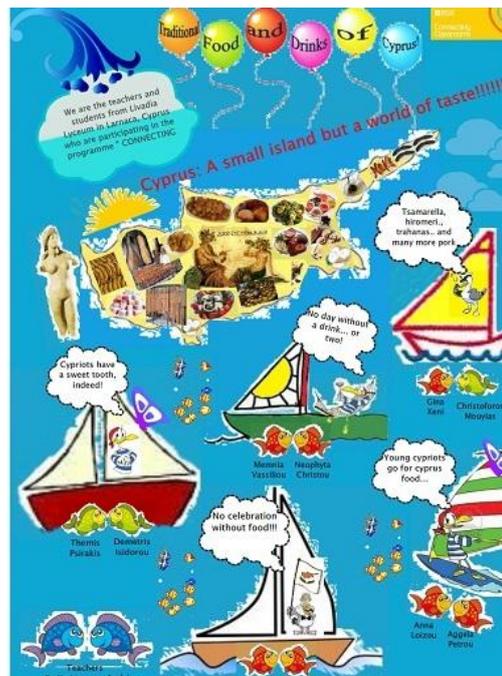


Above all, this course gave participants the opportunity to meet, get to know each other, spend time together, exchange ideas and set the ground for the future progression of the programme.

2010-11 ACTIVITIES

Our students worked on the topic “**Local Food and Drinks**”. They worked in pairs and prepared projects on five sub-topics: **Local Products, Traditional Food for Celebrations, Traditional Sweets, Traditional Drinks, Young People’s Attitude Towards Local Food and Drinks**. The final product is an online poster created in **edu.glogster** and it is published in <http://efhrista.edu.glogster.com/lykeio-livadhion/>

This work is uploaded in e-twinning webpage – <http://www.etwinning.net> where the work of all schools is published.



They also prepared a notice-board on “Connecting Classrooms” for all the teachers, students and visitors to read and learn about the programme.

Another activity that we have prepared is the “**Community Mapping**” where we present the school and its relation to the neighbouring communities where students come from.



For this, the participating students interviewed representatives of the local authorities, wrote reports and took pictures of important buildings and areas in their communities. The map is displayed at the entrance hall of the main building of the school.



7 October 2011

The National Meeting of Connecting Classrooms took place at the C Technical School in Limassol.

The event was attended by Mrs Zena Poulli, Mrs Stella Theocharous, the teachers and students who are involved in the programme and teachers from the three schools which will be included in the programme this year.

Here, students presented the activities they delivered during year 1 of the programme. They were also divided in groups and discussed the results of the mapping exercise in order to identify the

areas of concern and suggest activities which could help solve the problems that arise.

SCHOOL PARTICIPANTS

Teachers of English: Eudhokia Anastassiou and Andri Poullidou

Students: Gina Xenii, Christoforos Mouyias, Emily Ioannou, Evaggelia Ioannou, Demetris Isidorou, Themis Psirakis, Aggela Petrou, Anna Loizou, Memnia Vassiliou and Neophyta Christou.



Drama Techniques for the English Classroom

Dr Maria Papapetrou Miller

Unified lyceums Kykkos A` and Palouriotissa

Drama Techniques for the English Classroom is the title of the In Service training activity which I had the pleasure to attend to last summer, from the 18th to the 29th of July. I had chosen it out of a great number of activities proposed in the Comenius-Grundtvig Training Database and financed by the European Union. Classified as a type of "Training activity aimed at participants receiving", it took place in Exeter, capital of Devon, more precisely at the International Projects Centre.



One of the places where the activities were carried out at Exeter Centre, by the quay, where the swans swim away undisturbed!

Why did I choose this precise activity?

I chose Drama techniques for the English classroom due to my love of the theatre, my enjoying acting and my desire to search for new ways of motivating my students and rendering my lessons more creative. I admit that the course was beyond my expectations, as I didn't know what precisely to expect. The organization was absolutely excellent, our teacher, Richard Clark, an actor and a teacher was a very skilled, pleasant person with a great sense of humour who managed a rather large group of students beautifully and introduced us from one activity to the other in a way that inspired passion and made time pass in the most interesting, creative and educational way possible, leaving us all, I believe, totally content.

The major aims of the course were:

Exploring the uses of drama as a classroom tool; demonstrating the various

skills learned through drama; motivating and building confidence in students; increasing the participant's fluency and confidence in spoken English; meeting teachers from different European countries and establishing links between them.

As announced, it proved to be - methodologically speaking- a practical, experiential course with emphasis on active participation, despite the fact that the group was composed of 22 teachers from eleven different countries: Greece, Austria, the Czech Republic, Italy, Romania, Turkey, Finland, Spain, Germany Poland and, of course, Cyprus. Our instructor kept us all preoccupied and ensured that each one of us got actively involved in each of the activities carried out, were they drama activities aiming at opening the imagination and developing spontaneity, or practical techniques such as storytelling, role play, simulation, pantomime, creative movement and improvisation, or even leading to the creation of a piece of theatre which had more than one target: motivating the students, offering them the opportunity to practice the English language, exploring social problems through drama, etc.

A very contenting program indeed! Hard work from 9 in the morning until 4 in the afternoon alternated with guided excursions to beautiful historical places in the surrounding areas every Wednesdays and Saturdays. Away from the classes, our stay in Exeter acquired a festive character allowing us participants, at the same time, to better get acquainted with one another during our peregrinations not only inside the city of Exeter and around its cathedral, but also in Dartmoor National Park, Bath (Jane Austen's hometown), Dartmouth and Tintagel castle, King Arthur's castle and other places of historical interest.



A view from Tintagel castle, King Arthur's alleged birthplace. No Cypriot participant in the Exeter Centre activities could ever feel lonesome...

Why use drama games or theatre games in your teaching?

Theatre games, according to Richard Clark, are a simple, cost-effective way of accomplishing a wide variety of educational goals, not just in theatre class... The games are easy to integrate with content from other school subjects or content areas... The drama game or theatre game is a versatile teaching tool that reaches multiple learning styles, content areas, age groups, and levels of language and experience....

Drama education is a powerful teaching and learning tool with profound positive effects on a student's cognitive, social, emotional, and physical development. The benefits of regular theatre arts instruction spill over into all school subjects and everyday life. Creative drama is sound pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the material that improve comprehension and retention.

Drama games and theatre games transform the traditional teacher-student relationship from one of authority-recipient to one of shared experience of discovery and creative exploration. It is easy to use drama as a teaching tool in any school subject. It provides a practical, effective, and empowering approach to teaching that transforms the learning environment (...). Each sense that is engaged provides an opportunity to remember the information and the experience. Memory can be

triggered from what the students saw, smelled, heard, touched, or tasted during the game – even if it was pretend or simulated. Each sensory input provides another opportunity to learn and retain the information (...). The emotional involvement in drama activities promotes a deepening of understanding and improved retention of the information (...). The emotional and energetic nature of drama provides a personal connection to the material –one that embeds it more firmly in the mind.

Our program in Exeter comprised drama techniques which could be classified as follows:

*Energising,
Concentration,
Improvisation/Storytelling,
Group Awareness and Sensitivity,
Problem Solving,
Observation,
Building Theatre/Drama/Directing,
Songs / Action Games¹.*

An “**Energising**” activity for the younger classes is meant to be a fast game to get a class up and in action. It has to be taught in sections and goes as follows:

- >Demonstrate a round of wizz and practise before going on to:
- >Demonstrate a Hey and practise wizz and hey before going on to:
- >Demonstrate a ping and practise a round of pinging before going on to:
- >Play a round of wizz, Hey, Ping, and then explain the rules:
 1. You cannot ping anyone on either side of you – that is a wizz
 2. You cannot ping a ping – that is a hey
 3. You are out if you go wrong, or hesitate but you cannot leave or sit down

¹ I have borrowed a very small collection of techniques with the kind permission of Richard Clark, whom I thank.



Play it as fast as you dare!

It is called: “Wizz Hey!” ([click here to view](#))

From the “**Improvisation/Storytelling**” package I’ve chosen the following to inaugurate my newly acquired knowledge in my classes:

It is entitled “**Presents**” and is carried out in pairs. A. mimes giving a present to B. It can be as large or as small as they like. B **MUST** tell A what the present is - this seems the wrong way round but it's not! The game is the more interesting if the present isn't straightforward. Maybe B. doesn't want it, or accuses A. of having stolen it, or maybe thinks A. has a personal grudge against them or whatever. What the game usually proves is that you don't have to think about what to say - the dialogue writes itself.

Another story telling exercise is “**The Good News and the Bad News**”. Each person in the circle contributes one line of a story – but alternately each starts person should start with *either* The good News is...or The Bad news is... – The idea is NOT to cancel out what the person before you has just said – but rather to continue the story a little- not always as easy as it sounds.

“**Making up a scenario from a Photo**” (photos taken from a source such as *Fotosearch web-site*) is stimulating due to the power of the photos. The success of the activity obviously depends on the choice of the photo. This is how it goes:

The class are all given the same picture – ours was of a group of children on a bus – they imagine they are one of the children in the picture and to decide - as a group - what the children are watching. Then ask them to take on that person’s emotions and feelings reflecting what they can see

from the window – we arranged the chairs into the shape of seats on the bus and placed the ‘actors’. Ask the students for vocabulary words to describe what they are watching - e.g. *disgusting – amazing – horrible etc.* Then ask them to each say a short speech to us as that person explaining their thoughts.

The activity I named “The Boat” ([click here to view](#)) constitutes the unique scene (out of a large number of scenes teachers and their students may give life to) from a magnificent production of ours, which I have chosen to share with you. Let’s retrace the steps which have led to it:



The starting point is a poem entitled “**Where the Wild Things are**”, by *Maurice Sendak*.

*The night Max wore his wolf suit and
made mischief
of one kind and another
his mother called him “WILD THING”
and Max said “I’ll eat you up”
so he was sent to bed without eating
anything.*

*That very night in Max’s room a forest
grew and grew and grew
until his ceiling hung with vines
and the walls became the world all round
and an ocean tumbled by with a private
boat for Max
and he sailed off through night and day
and in and out of weeks
and almost over a year
to where the wild things are.
And when he came to the place where
the wild things are
they roared their terrible roars*

*and gnashed their terrible teeth
 and rolled their terrible eyes
 and showed their terrible claws
 until Max said "Be still"
 and tamed them with the magic trick
 of staring into all their yellow eyes without
 blinking once
 and they were frightened
 and called him the most wild thing of all
 and made him King of all wild things.
 "And now", cried Max, "Let the wild
 rumpus start."
 "Now stop." Max said and sent the wild
 things off to bed
 without their supper.
 And Max the king of all wild things was
 lonely
 and wanted to go where someone loved
 him best of all.
 Then all around from far away across the
 world
 he smelled good things to eat
 so he gave up being king of where the
 wild things are.
 But the wild things cried, "Oh please don't
 go;
 we'll eat you up we love you so."
 And Max said, "NO.'
 The wild things roared their terrible roars
 and gnashed their terrible teeth
 and rolled their terrible eyes
 and showed their terrible claws
 but Max stepped into his private boat and
 waved goodbye
 and sailed back over a year
 and in and out of weeks and through a
 day
 and into the night of his very own room
 where he found his supper waiting for
 him
 and it was still hot.*

Read the story (or ANY other story of your choice) to your students - and if you have the book maybe show them the pictures. Explain that you are going to put the story into action. The students are going to act

out everything, the trees in the forest – the boat the sea etc. etc. Ask your students to make the different locations first, – then do some short improvisations (in two's) e.g.: improvise an argument between Max and his mother – where Max gets sent to bed without any tea.

Our summer group started out, quite successfully, with this scene, whereby the mother tells Max off. Richard's instructions are as follows:

Create Bedroom and the Forest – build the pictures student by student. First the bedroom – make all the furniture with their bodies - then slowly transform Max's room to a forest of trees. Start as high or low positions like things in a bedroom, then grow and freeze like a forest (divide class in half and take turns watching) Ask a student to walk through the forest as Max.... Next **create the ocean and a boat** that sails across the ocean with Max in it with their bodies. The students may make ocean sounds when the boat passes by them and then they must be silent in their movement.

Create the Wild Things – What do they look like? Find a space in the room and starting still and low slowly 'grow' into a Wild Thing – then walk round the room as your character – **The Wild Rumpus**. Everyone frozen in a beginning rumpus shape, Max yells "let the wild rumpus begin!" and the music and rumpus begins. When Max yells "stop!" the rumpus ends, music stops, and all freeze. And maybe the 'monsters' should roll their eyes, gnash their terrible teeth, growl, and maybe say something to Max

Max is Made King. The students create a frozen picture of Max as king of the wild things.

Role-playing: Max sends the wild things off to bed. All wild things go off to bed following his command. Max smells good things and decides he misses home. As Max walks by the wild things they try to make him stay but he says, "No!" Max sails back home where his dinner is waiting and still hot.

In the end, Re-read the poem and get the students to act out the story.

How to make a Silent Movie [melodrama] turned out to be a quite resourceful and enjoyable experience, to which our European group of teachers devoted an entire afternoon.

First create the CHARACTERS – i.e. stereotypes

The HERO, Captain Forsyth, Our brave Hero: Dashing, handsome, brave, sincere.

The HEROINE, Gwendolyn Derby: A maiden in distress, sweet, innocent, attractive, noble and virtuous.

A GOOD OLD PERSON: Lady Derby, Gwendolyn's aunt, elderly, dignified slightly eccentric, but very caring.

THE VILLAIN, Sir Jasper: A cruel landowner, unscrupulous, big moustaches etc., the traditional villain with top hat and cloak.

THE SERVANT / HORSE, Fangs: Sir J's servant Evil, loathsome and deformed in body & mind, looks after Sir J's every need!

In two's make still pictures of scenes from the play:

Fangs spies on Gwendolyn as she washing her "smalls" in the river.

Gwendolyn meets and falls in love with the handsome Captain Forsyth.

BUT – he is to go to sea to seek his fortune. And so says farewell to Gwendolyn

Fangs informs Sir Jasper that the beautiful Gwendolyn is staying with her aunt nearby.

Lady Derby comforts the distraught and love sick Gwendolyn and offers her diamond necklace. But, as they open the safe to get the necklace, Sir Jasper rushes in [on his horse!], kidnaps Gwendolyn and steals the necklace. Lady Derby has a heart attack!

Sir Jasper rides off, with Gwendolyn screaming, on his horse and with the necklace in his pocket.

Capt. Forsyth hears Gwendolyn's screams and with forces Sir J. and his horse to stop.

A fight ensues between Forsyth and Sir

J. Forsyth wins, leaving Sir Jasper lying on the ground.

The happy couple are reunited; they mount the horse and go back to Lady Derby to celebrate their engagement.

Fangs finds Sir Jasper and helps him up and off!



Now, working in groups of FIVE, act the whole play out [silently] but make some CARDS to hold up to supply the key lines for each scene! – Remember to use large dramatic gestures.

Two versions of the melodrama, version 1 ([click here to view](#)) and version 2 ([click here to view](#)) will persuade any colleague that it is an activity worth giving a try!

Finally, a pleasant note from the Group Awareness and Sensitivity pack:

Building Structures

In TEAMS make **Letters**, **Numbers**, **Objects** or **Buildings** (e.g.: Church, Fountain, Cuckoo Clock, Motor-bike, Helicopter)– you MUST USE everyone in the group don't be afraid to use different levels, lift people, stand on chairs, lie on the floor etc.



We made a clock ([click here to view](#))

My trip to Turkey, 22nd-27th November

*Yiota Christodoulidou
Apostles Peter & Paul, Limassol*

Tea in transparent, elegantly curved glasses, heaped pomegranates waiting to be squeezed into fresh juice, rows upon rows of colourful Turkish delights, sweets dripping with syrup, an abundance of leather goods, Mosques, sunny sandy beaches, Atatürk and Turkish flags: unique images of Turkey indelibly carved in my memory.

The occasion of my visit there was a Conference in Antalya, from the 22nd-27th November 2011, which had been organized by Wide Minds: The Human Face of Digital Learning, entitled "Promoting Language Awareness and Multilingualism through eLearning and International Projects".

Both the title and the content of the Conference were so stimulating that I decided to apply for a grant at the Foundation for the Management of European Lifelong Learning Programmes in order to be able to attend. Admittedly, being a Cypriot refugee and due to the political situation that exists between Cyprus and Turkey, namely that one third of the Island has been under Turkish occupation since 1974, the latter was never a country that I would choose to visit as a holiday destination. Yet, part of me was intensely curious to visit this country and to become acquainted with its people and culture.

After taking an extremely long journey- my colleague, Andri Sonnet and I had first flown to Beirut from Larnaca Airport, then it was on to Constantinople and finally on to Antalya- we arrived safely but gritty and thoroughly exhausted.

Our hotel was situated on the coast of Antalya and our rooms had a wonderful view of the Mediterranean Sea. The resort was constructed of various buildings and the gardens were sumptuous with vegetation and plants, including an

enormous number of banana trees, with their dangling fruit, green but enticing, nevertheless. On arrival, Andri and I walked to the beach and it was as if we had descended from another planet. We were wearing dark and heavy winter coats, while the beach was strewn with sun beds whose occupants were wearing colourful swimming costumes. The holiday makers, who were enjoying the sun, were mostly from Germany. I was tempted to take a photograph to immortalize the incongruous scene!

On the night of our arrival, we gathered in the hotel reception and we registered for the Conference. We donned our badges, met and socialized with the other participants. It was endearing to see some of the participants that I had already communicated with through Moodle. I also met a colleague who immediately recognized the traces of my Australian accent as he was a fellow Aussie, who is now living in Sweden with his family. When my parents and I became refugees and fled Famagusta, we found a home and haven in Sydney, Australia. It was moving to meet someone at the Conference who reminded me of my childhood in the country which was instrumental in the shaping of that childhood.



The following day, the hard work started. Some of the highlights of the Conference included a mini lesson in Turkish by some primary school children, who taught us the language by mimicking the words and phrases. The English teacher of these children, who was Turkish, had something in common with me! She had also lived in Australia with her parents and returned to her homeland when she was fifteen years old. It was an uncanny coincidence that the faraway land of Down Under featured so heavily in a European Conference! It indicates how tiny the world actually is.

The schedule of the Conference was intense, as we had a few days in which to accomplish a great deal of work. There were many different types of activities, such as, lectures, presentations, workshops, discussions, finding partners for a Comenius project, the structuring of projects and filling in the application form. These kept the participants' interest and made the event informative and rewarding. The two key words were "multilingualism" and "ICT". Moodle, as part of ICT, is an important teaching and learning tool and students or "digital natives" (quoted from Dieter Langgner) respond more favourably to technology and they see learning, not as a tedious chore, but as a fun activity. Furthermore, multilingualism is the way forward as we are citizens of Europe, a continent occupied by more than 500 million people, speaking 23 different official languages. Therefore, it is important for our students to be able to speak a variety of languages, which will give them the freedom to work and live in a European country of their choice. In addition, it will open a window into another person's culture and attitudes, not to mention the fact that it is also a way of demolishing the barriers that exist between people and bringing them closer together.

Despite the rigorous work schedule that we followed, the thoughtful organizers incorporated recreational and cultural activities into the Programme. International Marketplace was simply unforgettable! My colleagues Andri and Eleni Constantinidou (also a WiMi crew) and I hauled our miscellaneous items and used all our

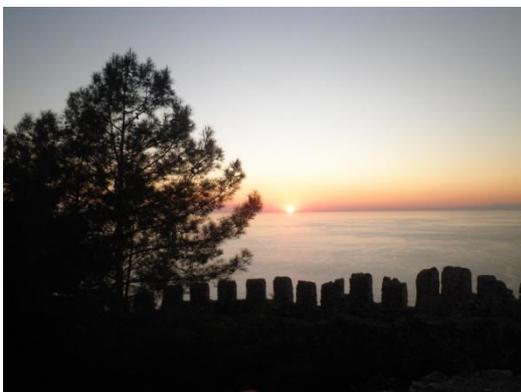
talent to decorate our stall in a tasteful way and to cram together as many different items as possible that were representative of Cyprus. There was a statue of the Goddess of Love and Beauty, Aphrodite, whose connection to Cyprus is well - known, a bar of soap made from pure olive oil, an evil eye, a little blue boat, a donkey, a number of postcards and pamphlets created by my students and a traditional Cypriot costume worn by women, which Andri had borrowed from her school, Lanitio B'. The rest of the table surface was covered chock-a-block with Cypriot culinary delights: koulouri (sour bread), hiromeri and lountza (types of ham), "mosphilo" jam, pastichia (Cypriot macaroons), Christmas sweets, such as, "melomakarona" and "kourapiedes", Zivania (pure alcohol) and the renowned Commandaria (dessert wine). I had also brought green olives in my suitcase and, fearing my clothes would adopt a garlicky smell if they had been prepared beforehand, I decided to rely upon the hospitality of our hosts and to add the finishing touches in Turkey. I sprinkled the olives with crushed coriander, chopped up garlic and little pieces of lemon. I was pleasantly surprised to be presented with a mortar and pestle with which to crush the coriander seeds!



Before savouring the various dishes, it was valuable to listen to the informal impromptu presentations done by the participants. The feeling of interest was almost palpable, as we all followed the different presentations round the room quietly and dutifully. When the presentations were over, that was when the merging of tastes started! Sweet tastes followed savoury in quick succession and vice versa. At one stage, I was tasting

chestnut liqueur from France, Bailey's Irish Cream and pate de foie all at the same time! Besides eating and still trying to find partners, other activities were taking place as well. Our Turkish hosts initiated the merriment by playing traditional music, singing and dancing traditional dances. Andri and I enthusiastically led the kalamatiano to the sound of "Ela korou na doume", a classic song in the Cypriot dialect. The Spaniards contributed to the happy atmosphere with lively dancing to the well-known songs, "Besame Mucho" and "Eviva Espana". There were even some rock and roll moves!

Our free time was filled with excursions and sightseeing. As we left the hotel and travelled to various places, we witnessed the great contrast in the Turkish landscape: there were snowed up mountain peaks inland and sandy beaches on the coast. We visited Alanya Fortress, which presided over the area, unfurling splendid panoramic views of what lay below. I was able to capture the sunset from there and it was an absolutely amazing moment, with the warm golden sun shimmering with a mellow bronze hue on the sea.



Another visit was to Dalmatas Cave, which had a remarkable ensemble of stalactites and stalagmites that were strategically lit to enhance their form and beauty. We walked down wooden steps to the depth below, where the humidity was 98% and breathing was like inhaling water. Despite the dense air, the visit was memorable.

The excursions included a stop at Manavgat waterfall. Besides listening to the forceful rushing of the water, we felt the spray in the atmosphere which fell

upon us with a pleasant tingle. This spectacle, together with the many dams I could see from the aeroplane scattered in the landscape, made obvious the fact that Turkey is a country blessed with a plentiful supply of water.



The organizers also took the participants to a Mosque, which had been opened up in 2005. We took off our shoes and placed them in the shelves that were there for that purpose. Before going in, it was imperative for the ladies to cover their hair with scarves. Having forgotten to bring mine, I had to improvise and so I wore the hood of my coat. The worshippers on the ground floor of the Mosque were men. They sat on their haunches in haphazard positions, facing the Imam, who was leading the prayers. The women were occupying the gallery. Muhammad's words were written on the outside of the Mosque:

*"You will not enter Paradise
Until you believe
You will not believe
Until you love one another"*

An important visit was to the ruins of the Ancient Greek city of Side. We walked amongst the ruins, which occupied a big area, and we saw an amphitheatre, erect Corinthian columns forming a corridor at the stadium, the Nymphaeum (a grotto with water dedicated to the nymphs), mosaic tile flooring and the magnificent temple of Apollo. Eleni, Andri and I took a photograph there, as we felt a great affinity towards the scene, made even more special with the colours of sunset reigning superbly. What made a great impression was the Ancient Greek writing that held

deep in the marble and was thoroughly legible. Another aspect that awakened feelings of awe was the tenacious beauty of the various carvings that withstood change and the natural elements and looked remarkably like what they must



have done a long time ago.

Our visit to a school was of special value! The school was a lyceum called Nimet Alaettinoglu Lisesi, established in 2003. It was named after its benefactress, a rich but childless lady, who donated her money for the building of educational institutions for the benefit of society. The participants were welcomed by the Headmaster and the teachers in the staffroom, where we were offered Turkish coffee, platters of fruit and a little gift to remember our visit. While sipping our coffee, we were shown a power point presentation of the history and ideology of the school. After this brief interval, we were taken on a tour of the

school: we walked into an English lesson and spoke to the teacher and students and we went into an Art and a Geography classroom. Even though it was a Friday afternoon, I was struck by the immaculately clean premises and spotless desks. There was not even the faintest trace of graffiti, which plagues Cypriot schools. Finally, we stood outside on the steps with the Headmaster, while the students and teachers congregated below. We were informed that the students were preparing to sing the national anthem before going home for the weekend. When the music started playing over the loudspeakers, the students stood to attention and began singing in loud and well rehearsed voices. Then, after being dismissed, they could go home and start their hard earned weekend.

The account of my trip to Turkey was not intended to be so long but I had so many things to share! I am grateful for the opportunity that led to this visit, which taught me so much, both about Wide Minds and the work they support and encourage and about Turkey and its people. Throughout my time there I strongly felt that I wanted to experience as much as possible and not miss out on a single thing. Luckily, my hopes were answered and I came away much enriched by the experience.

Teacher Dedication in State Schools

Zoe Peponidou
Larnaca technical School

At my very first state school, apart from experimenting and revising teaching methods, I dedicated free periods to boost student awareness of the environment through various recycling activities. In two years, the collection of plastic and paper grew from ten bags a month to over 20 large bin bags a week with a growing number of student volunteers.

Blowing my own trumpet

No, but I do wish to sound some kind of horn. A horn of

sorrow, disdain, frustration – and why, you may ask...

On 1st September, I signed into 'my' school, reunited with familiar faces with a gentle tow back into school routine as we discussed timetable matters and student reviews. Shock horror, a fax message arrived towards the end of the day listing my name and that of another colleague for changes in school allocation. Yes, it was true: my name had been dropped next to a school that was not a gymnasium.

I thought of two years' preparation. I thought of my young reporters expecting to continue environmental research in class B. I thought of the power point and student video clips I had prepared over the summer to promote recycling on National Tree Day. I thought of all the colleagues I had just greeted – and now I was expected to leave – to say goodbye - in an hour - to pack up and just go!

'Never mind,' says the head teacher. She has only been there a year and neither of us bats an eyelid when she tells me she had been warned in mid-August that a Greek army officer's wife had priority. So why hadn't I been warned? My established English colleagues, what could they do but sigh with relief it wasn't their name on the list just as I would have done in their shoes. My predicament was mine to keep so I took it with me, not having the energy or inclination to protest.

No choice, no warning, no say!

I am reminded that I do have a say and that I can object. I feel like a refugee, unsure where to go, where to stay. Yet staying is not an option. My insecurity makes me decide to go with the flow and accept the new position with albeit a little grace.

Who am I?

Even though I am permanent, I still feel very much a *learner* in the state school system, I find myself wondering about the

words *educational reform*. What do these words mean and how do they affect me? How are we connected?

What is my role in this grand cycle of *reform*? I really don't know when today I feel I am simply a name on a list when I am so coldly informed that I am no longer required to work at a school where I have spent two replenishing years.

I must remember this is only my third year in the government sector. I know that I am an intrinsic part in an intricate mechanism called *reform*. I don't know what it means yet. I don't know what being *established* means. I don't know what *loyalty* to a state school means.....YET.

I wonder if it is worth volunteering my eco services at the new school. Such projects need time and dedication to evolve. I painfully watch as a wad of paper is thrown into the refuse bin, no recycling sign in sight. Who am I to intervene when I

have just walked through the door? I don't know if I have the strength of heart to invest in what feels to be so *temporary*. I feel a superficial involvement – that I am here for a while till the next fax message comes along that might surprise me again.

In the meantime

My new colleagues are friendly and forthcoming and I am ready to start afresh. I shall persevere and you never know, one day I might have a clearer idea of what *educational reform* means and how loyalty and dedication to a school fit into the puzzle.

Fasten your seatbelts for a Technical School Roller Coaster

Zoe Peponidou
Larnaca Technical School



Heeeeeeeelp!

My inauguration to the Technical School was spotted with feverish sleepless nights, hot flushes and dizzy spells. I visited a pathologist, my gynaecologist, underwent a full blood analysis only to be told there

was nothing wrong with me, that my symptoms were invariably the signs of stress.

Escape while you can !!!

Despite warnings from well-meaning colleagues imploring me to apply for a transfer, their last minute text messages informing me of a full timetable at a nearby gymnasium and that I should 'go for it' – a little bird inside was chirruping, telling me to look at the sea and the proximity of my new location - only 5 minutes away from my son's school - *stay and give it a go*. And so, I did, recalling the other voices, 'You'll be pulling your hair, the kids are unreachable. You'll be wasting your time, it will make you feel ill...' and it did for a whole month.

I'd try to go to sleep as unsettling images of black clad teenagers with metal studs sharpening their brows and chins would map my brain, not letting me drift into violet relaxation zones.



I have always enjoyed teaching year 1 students yet, some of the first year students

proved to be the most disturbing, coming to school without pens or exercise books, using their empty canvas bags as cushions on which they lay their heads to sleep or use as sand bags to hide behind when they try to text messages, check the time or play video games - whenever they think I'm not looking. I have never seen so many empty bags! I wonder why they bother to bring them. A friend had told me some time ago that his son had attended this school for three years without books and I found it impossible to believe at the time.

FIRST MONTH

I hear anonymous shouting '*ra batiha*' – a slight link to my surname or perhaps my extra curves; a lit cigarette, racist jibes, a fight - I find myself writing reports and seeing parents, leaving school in tearful frustration. All those years of experience and I am at a loss, learning and unlearning, doing and undoing, trying to think of ways to reach these young people who have an allergy to pen and paper, text books and English teachers.

'Remember that third year gymnasium student who couldn't bear to be in a classroom?' a colleague points out. 'Well, all those kids from all the surrounding schools have come here. That's the kind of kid you're dealing with.' He is trying to help me understand.



I play number games like counting yellow cars or guessing the time to keep a

clear head. I think of strategies to help me calm down and not focus on the bulldozer vocabulary disturbing the morning air. I apply colour therapy - an orange ribbon to gather a bunch of keys to all my teaching rooms so that I won't get flustered unlocking and locking doors. I devise a little handbook with all the class lists, sponsors and year heads, emergency contact numbers and bright little labels colour coding my timetable along with a set of matching files to separate lesson plans and handouts according to the needs of each class. My pencil case is full of updated stationery so that I won't have to run around searching for scissors, glue or correction fluid. I place 3 marker pens and a board rubber in a box with my name on it. I decide what I am going to wear before I go to sleep and make sure I wake up in time to avoid rushing.

THREE MONTHS LATER

Despite revising from teaching manuals and adopting a prim preparation policy, I

am still losing sleep as some students are still making aeroplanes out of my handouts and arrive without the necessary equipment. They still flaunt mobiles, refuse to stop talking and hang out windows flirting with passing females. They arrive late and ask to go to the toilet knowing the toilets are locked during lesson time. They enter with sandwiches and drinks and make sure they kick over the dustbin on the way to their chair which they scrape noisily before they eventually sit down.

They openly talk about genitals, flatulence and frequently refer to each other's mothers.



Colleagues

Teachers in technical schools are renowned for being easy going, friendly and supportive. It is certainly the case in this school. These practical-minded people are firmly established and most of them enjoy a strong rapport with their students, particularly the staff who present workshop based lessons. If they can handle it, so can I – I try to convince myself.



The beginning was a shambles yet again! Late comers brought in an extra student stranger who

set camp at the back of the room. I was told he was a new student. It took 15 minutes to persuade him to leave. In the meantime, my dear students were scraping chairs and desks till they screeched unbearably, calling out across the room, play fighting, clicking their fingers dancing *tsifteteli* – doing whatever they could to destroy my feeble attempts to gain the rein.

I sent for the *voitho* who could not be found because he was in an urgent meeting with the management. I asked a student to turn off a fan which was blowing away my papers. They turned it on 3 more times! I resorted to shouting – they laughed in my face. I had no choice but to

collapse in my chair and hide my soul in my hands. They thought I was crying but I was basically composing myself taking deep breaths to calm down, relishing my internal silence.

A GOOD SIGN

I could hear them telling

each other to behave, apparently concerned for my welfare. I rose calmly, quite dry eyed and without a word, I strategically began to distribute extra copies of text books I'd brought along knowing most of them would need one – along with simplified handouts I'd prepared especially for them. Then I told them to match the words with the tools, having little time or inclination to go over the introduction / warm up that I had initially planned. I then walked round guiding students individually after informing them that I would be collecting their work at the end of the lesson.

Without warning, there was a sudden scramble as most of them fled from their chairs, immaculately timing their exit 30 seconds before the final bell. I was almost impressed by their agility. I noticed half the handouts had been started and some almost finished. Maybe I should have felt encouraged. Half of the class had responded and achieved some production. Was I actually succeeding with some of these guys?



My plumbers, mechanics, builders and graphic artists are now in the midst of exams. They come to school in their makeshift uniforms, each holding the requisite blue pen and ID card. All of them smile and greet me warmly. Some of

them ask how I am. Rarely do they accept my offer of a drink or something to eat. Many of them are shy in that way and usually prefer to treat me to a snippet from the canteen.



I can tell you why big Paris always fell asleep on Tuesday mornings. He gets up at five every day to help tend his family's 500 cattle.

Even before his 3 hour Greek exam, it was his turn to do the milking. After school, he works till 8 in the evening - every day. A family with five children who all help out on the farm because they have to and because they want to! Surprisingly, he was the only student who willingly helped scrub the desks clean before Christmas because it was a job that had to be done before I could release the class. Upon setting the example, other students began to follow suit, knowing how hard Paris works beyond school, they probably felt ashamed not contributing.

I can also tell you about petite framed Eva who has to sit her exams in September because of too many absences. She is hyperactive, feels claustrophobic in a classroom, won't be told what to do – she is her own mistress in that sense. She claimed she knew no English at the beginning of the year, broke down when a close friend died, needed regular trips to the loo where she could release tears, tobacco smoke and calm down. Then she'd return bleary eyed to her seat and immediately copy down the notes she'd missed. In the second semester she was much happier but still needed to leave the room when she wasn't changing sanitary towels so I'd send her on errands to fetch marker pens, sometimes insisting she simply go and splash some water on her face. Always she'd ensure her worksheet was finished before the bell rang. She was one of the few students who raised her hand and tried to contribute to the lesson. Most of the time, she was spot on. If there were a prize for a student with the greatest improvement in English, Eva would win it for me.

Then there's the loud mouth bully builder, Yiotis, who would bang his hand against the prefabricated wall of the dowdiest classroom I have ever taught in, especially reserved for the more unruly classes. He would only enter once he'd caused a

seismic vibration in the room and then he would glare at me, hoping to scare me and then he'd smile mischievously as if to say, I'm only joking, miss. He was the brightest student in the class, always finished the work in a matter of minutes while the others were still trying to locate something to write with. In the end, he was bored with the handouts, bored with everything and lay his head on his bag. Like so many others, he'd be going to work straight after school and not finish till late.



The stories are endless, the memories vivid, the feelings emotional. I can't believe how I have ended this turbulent year. I can't believe how I have come to appreciate these experiences, how much I have learnt from these students. For many, life is not easy. For many, life is damned hard and demanding.

'If I don't work, who's going to pay for my contact lenses? I need the money to fix my motorbike. I want to help my parents. My father's unemployed...handicapped...a bastard....'

The fatherless ones suffer more than most. And there are those who keep quiet while others shout and violate - and you know there is so much that remains unsaid - your heart goes out to all of them.



The carousel was always my favourite ride at the fair. I loved the easy way the horses would go up and down, round and round. Roller coasters were too harsh, too unpredictable. They unnerved me. Now I understand that a roller coaster is symbolically energizing – its dips and curves and summits surprisingly relevant on some days.

I have also come to realise that loyalty and dedication to a school is not the primary issue – the primary concern is the student. Loyalty and dedication are qualities that I can carry around in my pockets and share them wherever I am. At the moment, I happen to be at this technical school and that's fine by me!

I'M SO MUCH MORE THAN JUST A... **TEACHER**

I am a **counselor and psychologist** to a problem-filled child,
I am a **police officer** that controls a child gone wild.
I am a **travel agent** scheduling our trips for the year,
I am a **confidante** that wipes a crying child's tear.
I am a **banker** collecting money for a ton of different things,
I am a **librarian** showing adventures that a storybook brings.
I am a **custodian** that has to clean certain little messes,
I am a **psychic** that learns to know all that everybody only
guesses.

I am a **photographer** keeping pictures of a child's yearly
growth,

When **mother and father** are gone for the day, I become both.

I am a **doctor** that detects when a child is feeling sick,
I am a **politician** that must know the laws and recognize a
trick.

I am a **party planner** for holidays to celebrate with all,

I am a **decorator** of a room, filling every wall.

I am a **news reporter** updating on our nation's current events,

I am a **detective** solving small mysteries and ending all sus-
pense.

I am a **clown and comedian** that makes the children laugh,

I am a **dietitian** assuring they have lunch or from mine I give
them half.

When we seem to stray from values, I become a **preacher**,

But I'm proud to have to be these people because ...

I'm proud to say, "I am a teacher."

~by Stacy Bonino

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