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UNIT 1

Once upon a time...

Section A - Historical Framework of Fairy Tales



In order to understand the **appeal** and importance of fairy tales in general, and how they have shaped and continue to shape, how we see ourselves in the world, one must understand the historical and societal context that **informed** them.

The history of the fairy tale begins with the spoken word. People began telling stories to explain frightening and **overwhelming** events and to sooth fears about the power and **unpredictability** of nature. Folk tales developed from myths and were part of oral traditions passed along from generation to generation, intended to foster a sense of belonging in a group and give hope that magical miracles could occur to bring better times to the tribe or

community. Tied closely to specific **rituals**, customs and beliefs, folk tales were told by adults and for adults to instruct, amuse, warn and teach. Not surprisingly, they changed continually according to the wants and needs of both the teller and the listeners providing confidence in the future. Often focusing on competition for power between social classes (**peasantry** and the aristocracy) they illustrate that “might makes right.” They reflected social realities which, although cruel and brutal are as acute today as they were then: **child abandonment**, rape, starvation, and exploitation were often parts of the tales. (Hunt, 1994)

Fairy tales evolved from these early folk tales during the 15th and 16th century keeping the tradition of the wondrous element of magic and the possibility of miracles alive. According to Jack Zipes, (1994) beginning in the 15th and up until the 17th century the **literary** fairy tale evolved in Italy, England, Germany and France. Over time, fairy tales became more complex and developed their own set of **conventions** and characters. With the invention of the printing press, oral storytelling underwent an **immense** revolution. The oral tale was now gradually adapted by a particular social class, first the aristocracy and then the middle-class, and the “*form, themes, production, and reception of the tales were transformed*” (Tatar, 1999).

During the end of the 16th century, the literary fairy tale began **to take shape**. Folk tales were the first literary **versions** of fairy tales and were meant for adults based upon oral traditions using adult themes such as rape and **famine**. Unlike the oral tales, literary fairy tales were very **exclusionary**; they were written specifically for the upper classes since this was the only literate and educated group during this time. Many scribes began to record local folk tales for new books so in the beginning there were no rules for writers to follow. As the literary tales rose, oral traditions did not cease but rather continued to feed the writers material for the literary fairy tales. Gradually, fairy tales began to follow narrative patterns.¹

France being one of the most civilized societies of its time, led the way in establishing a fairy tale tradition. The people craved for stories to read. Beginning in 17th century France, fairy tales began to go through a series of transformations. Actually, the French named this new genre, *contes de fées*, “fairy tales.” And it was “groups of writers, particularly aristocratic women, who gathered in literary salons during the seventeenth century and created the conditions for the rise of the fairy tale” (Zipes, 1994). These women were set on creating a code of *civilite*,² primarily for educated adult **audiences** and later on for children. Zipes goes on to say that “literary fairy tales are socially symbolical acts and **narrative** strategies formed to take part in civilized **discourses** about morality and behaviour in particular societies and cultures. They are constantly

¹ Most included a protagonist who faced a prohibition but in some way violated it. The story then continues as the protagonist assumes a task, encounters a villain, gets assistance from a magical helper, passes at least one test, conquers evil, and ends the journey in bliss with either marriage, money, or both.

² In those meetings they played literary games. The game was to practice a telling or a retelling of a fairy tale to show off their ability of intellect and language. It was so successful that many were written down and published. These women were unable to attend universities, so they tried to improve their education, which they hoped would cause them to be treated more seriously as intellectuals. The fairy tales were **cultivated** to assure that young people would be properly **groomed** for their social functions.

rearranged and transformed to suit changes in tastes and values” (Zipes, 1994). It is important to state that, as the social needs were changing accordingly the tales were changing. In this environment they gathered to entertain each other and competed for the best stories through playing games.

By the 1690s, the authors of these salon fairy tales were writing them down in order to publish them. The most notable writer from this time is Charles Perrault; he visited many of these salons and listened to the stories. As a member of the court of Louis XIV, he introduced these tales to the court for the purpose of amusement and entertainment. (Hallett & Karaske, 1998). His works laid a major foundation for the literary fairy tale (*Folk & Fairy Tales*, Hallett & Karaske, 1998).

Charles Perrault’s tales were edited versions of folk tales, so they wouldn’t offend the aristocracy. Many of the first recorded fairy tales came from the peasants across France who shared their oral traditions with writers. Other storytellers were nurses or servants who tended to the children of the aristocracy and shared tales to amuse the children. Many of these children remembered the stories and retold them as adults. Writers like Perrault were not interested in citing their sources but were trying to record the story.

The Enlightenment was a time of new thinking and ways of viewing literature. Gradually, the stories began to change their purpose and meaning. Instead of writing exclusively for adults, some writers began to change the stories to suit children. Fairy tales were **adopted** to **instruct** children of the ruling class of proper **etiquette**. Society dictated which norm and values were important through more refined mores including sex, manners and dress. The original folk tale elements began to drastically change. Other stories began to criticize existing society and social injustices of the time. Some of these topics included the treatment of children and women. The folk tales did not die out during this period, but were enjoyed by the lower classes that could not read or afford the books.

However, France was not the only country to have an interest in fairy tales. German scholars began collecting fairy tales from various countries. (including France.) Once again, most of the sources came from women of various social backgrounds. The Grimm Brothers, Jacob and Wilhelm, are perhaps the most famous for making fairy tales popular in Germany. Germany was very different from France because the people were **fragmented** and the country didn’t unite until the 19th century. The Grimms believed that they were performing a national service by preserving the Germanic culture. The purpose of recording folk tales was more than to just entertain the **privileged** classes. With their story collection, the brothers wanted to create a national identity for their country. There has been much **debate** over which stories are truly authentic German ones. The brothers were deeply interested in the cultural and historical aspects of the folk tales. They hoped to **unite** a divided country through literature.

Initially, the stories were edited and meant for the upper to middle classes. The brothers edited the tales, **eliminating** “undesirable” elements, such as mothers **banishing** their own children from their homes that made the stories more palatable to a middle-class audience. (Zipes, 1991) As in France, fairy tales became very popular not only with adults, but children as well. The Grimm Brothers intended their first collection of fairy tales for adults but their second edition was tamed down and revised with the child audience in mind. They now changed into material meant to instruct young children about middle-class values. In Catherine Kawan’s essay on fairy tales and feminism³, she claims that children’s literature is a powerful instrument of **indoctrination**. Evidently, the Brothers Grimm took part in that “indoctrination” process. Grimm fairy tale books are some of the most famous today.

By the mid-1800’s, children’s literature was systematically used for instruction. It was not until the late 1800’s that fairy tales were written **explicitly** for children. In fact, the idea that fairy tales were meant exclusively for children is a Victorian notion. Fairy tales, which were starting to be regarded as too simple for educated, **sophisticated** adults, developed into a separate category (Shavit, 1999). Adults could still enjoy the tales by reading them to children, but fairy tales became increasingly an important part of children’s education.

With so many immigrants from Europe arriving in America, many of them travelled with their fairy tale books. Eventually, an American fairy tale tradition began. This tradition started late and borrowed from the

³ Fairy tales have changed tremendously over time from oral folk tales to commentary on feminism.

various previous time periods. Many consider *The Wizard of Oz* by Frank Baum the first American fairy tale. Others might look to Lewis Carroll's *Alice in Wonderland* as the starting point of the American versions. Later, Walt Disney took this genre and forever changed the fairy tale. In the early 20th century, artists began to emphasize the fairy tale through images. **Elaborate** pictures began to accompany the stories. Eventually, new inventions once again shaped the form of the fairy tale. Movie houses began to open nationwide. The purpose of the early-animated fairy tales was to make audiences awestruck at the use of technology (Tatar, 1999). Jack Zipes believes that Disney was a radical filmmaker who changed our way of viewing fairy tales, and that his revolutionary technical means capitalized on American innocence to reinforce the social and political status quo (Tatar, 1999). These tales were specifically made with American children and consumers in mind and the content once again went through revisions. There was more pressure than ever to edit material to suit the audience because of economics, the need to make a profit. Watch groups view the material and can cause controversy if the material is not politically correct. Fairy tales have become part of the American way of life.

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Comprehension

1a. Answer the following questions

1. What are folk tales?
2. How did folk tales evolve into fairy tales?
3. What did folk and fairy tales deal with? And what did they reflect upon?
4. What were the key facts that played a critical role in the history of fairy tales according to the text?

1b. Decide whether the following statements are true or false, and if false explain why.

- a. Folk tales were tied closely to specific mores. True ☐ False ☐
- b. Inexplicable and mystifying elements were still persistent during the creation of fairy tales and later. True ☐ False ☐
- c. Men were opted out from the 17th c. writer literary discussions that took place in France. True ☐ False ☐
- d. It was not until 17th c. that children's literature was specifically intended for children. True ☐ False ☐
- e. Travels played an imperative role in the dissemination of fairy tales in the States. True ☐ False ☐
- f. Fairy tales have always been structured to meet the needs of their audiences and not those of the writers. True ☐ False ☐

2a. Vocabulary- Fill in the gaps in the following text with one of the words given.

These new fairy tales were not written or for children since children were not..... as different from adults. They were seen as small adults without specialor desires. Children's literature is a recent and unknown until the 18th century when children became objects of..... and..... within the family. The Industrial Revolution, the increase in life and the Enlightenment period all..... to developing a notion of children as different from adults. They were as creatures that must be and..... in particular ways to conform to society.

regarded, exclusively, needs, diversion, predominantly, development, entertainment, contributed, expectancy, protected, instructed.(one word needs to be used twice)

2b.Vocabulary

Please choose the answer you think it suits the best so that the sentence makes sense.

1. The idea of connecting a number of disconnected stories, as we find in Arabian Nights, The Canterbury Tales, and the Decameron, is traced to the idea of making Buddha the central_____ (figure/body) in the folk-literature of India.
2. _____ Fairy tales_____ (owe/value) their origin to the identity of early fancy.
3. The travels of a tale through oral tradition are to be _____ (connected/attempted) with great difficulty and by only the most careful scholarship.
4. The stories in Arabian Nights are Indian, Egyptian, Arabian, and Persian. Scenes are _____ (said/laid) principally in Bagdad and Cairo.
5. The stories must have been _____ (popular/similar) in Egypt as they were mentioned by an historian, 1400-70.

2c. Vocabulary

Fill in the gaps in the following text with one of the words given. You may have to change the form of the words. Some words must be used more than once.

Domesticate, tame, discipline, cultivate, subjugate

1. The use of _____ animals in zoo education can meet several goals of the zoo educator. The history of _____ is a fascinating subject in itself, and a zoo educator has the ability to make living comparisons between domestic species and their wild relatives and ancestors.
2. Whatever the age of your child, it's important to be consistent when it comes to _____. If you don't stick to the rules and consequences that you set up, your child isn't likely to either.
3. Learn how to raise cooperative, responsible, and self- _____ children without being either a dictator or a doormat.
4. Our happiness depends on the habit of mind we _____. So practice happy thinking every day. _____ the merry heart, develop the happiness habit, and life will become a continual feast. *Norman Vincent Peale*
5. To _____ an English accent is already a departure away from what you are. *Sean Connery*

6. By _____ the beautiful we scatter the seeds of heavenly flowers, as by doing good we cultivate those that belong to humanity. *Robert A. Heinlein*

7. What we must understand is that the industries, processes, and inventions created by modern science can be used either to _____ or liberate. The choice is up to us.
Henry A. Wallace

8. The _____ you learn and character you build from setting and achieving a goal can be more valuable than the achievement of the goal itself.
Bo Bennett

2d. Vocabulary

Find words in the text that match the definitions given below.

1. So strong as to be irresistible, very intense.
2. One or more ceremonies or customary acts which are often repeated in the same form.
3. Severe, strong, deep.
4. Very large in size or degree.
5. A person employed before the invention of printing to make copies of documents.
6. To have a strong desire for something.
7. A story or a description of a series of events.
8. A person who works on the land especially one who owns and lives on a small piece of land.
9. Filled with awe.
10. A style of discourse that involves a particular set of characteristics.

Section B

Social and Emotional Aspects of Fairy Tales

“...deeper meaning lies in the fairy tales of my childhood than in the truth that life teaches.”—Schiller

Discussion points

Why teach fairy tales?

What is there about fairy tales that makes them beloved by children?

Hohr in his paper ‘*Dynamic Aspects of fairy Tales: social and emotional competence through fairy tales*’ states that fairy tales address various socio-emotional challenges with which children are confronted during the course of their socialisation. This is shown on different levels of meaning, the artistic, the mythical and the ludic, each having specific cognitive and emotional functions.

"It is not surprising that psycho-analysis confirms our recognition of the important place which folk fairy tales have acquired in the mental life of our children" (Freud, 1913, p. 281).

‘In their timelessness, lack of ambiguity, vivid imagery, symbolism, and endorsement of magic, fairy tales are compatible with the primary process thought of early life. In *The Uses of Enchantment*, the first comprehensive psychoanalytic interpretation of fairy tales, Bruno Bettelheim (1976) illuminates the congruence between structural aspects of fairy tales and the child's psyche. He vigorously argues that this form of literature, above all others, facilitates the growth of the ego and has therapeutic value for each child.’ (Shapiro, R.B. and Constance L. Katz, C.L.)

Children are experiencing anxieties that, according to Bettelheim, can be worked through (even if subconsciously) by brief exposure to fairy tales that address those anxieties in some way or other. The most common one, seen in kindergarten students, is separation anxiety. It is by fairy tales that those anxieties are addressed in a positive manner and foster a sense of belonging and community in students.

Bettelheim, distinguishing the fairy tale from myths, fables, and realistic stories, explains that only fairy tales speak of everyday characters that confront crucial existential problems and emerge unscathed and joyful.

However, unlike other stories, fairy tales give children an opportunity to seek their own solutions to inner conflicts through contemplating what the story seems to imply about themselves and their own inner conflicts at this moment in their life (Bettelheim, 1976). The fairy tale is suspended in time and place. It starts out with “once upon a time” and ends with the real beginning. “Once upon a time” and “in a place far away” mean that it happened once, somewhere, and it could happen again, now or in the future (Zipes, 1991). This circular structure gives children a window into another world, outside of their reality, yet inside of themselves. “In a Fairy tale, internal processes are externalized and become comprehensible, as represented by the figures of the story and its events” (Bettelheim, 1976).

Fairy tales not only delight and entertain children, but also enlighten them and their development. Jack Zipes in his book, *Don't Bet on the Prince*, argues that fairy tales help children discover their place in the world and test hypotheses about the world. Bruno Bettelheim believes that fairy tales are very meaningful to children in that they help them cope with the psychological problems of growing up and integrating their personalities. Zipes criticizes Bettelheim though, on that, by saying that "Any psychological approach to the folk tales would first have to investigate the socialisation processes of primitive societies in a given historical era in order to provide an appropriate interpretation." (Zipes, 1991).

Bettelheim argued that fairy tales are an important tool for children learning to navigate reality and survive in a world ruled by adults. The family conflicts and moral education of the protagonists could provide models of coping. “Fairy tales are loved by the child...because—despite all the angry, anxious thoughts in his mind to which the fairy tale gives body and specific context—these stories always result in a happy outcome, which the child cannot imagine on his/her own.”

Others have disputed aspects of this interpretation. The German cultural critic and philosopher Walter Benjamin notes that the morality of fairy tales is very complicated, with protagonists known to lie, cheat, steal and torture villains. But there remains something empowering and psychologically insightful in these stories that, fairy tale scholar Maria Tatar writes, demonstrate the “triumph of small and weak over tall and powerful.”

Children need fairy tales, according to Bruno Bettelheim, to let them know that things will turn out happily for them, that they need not fear monsters, not even the monster they see in themselves (Bettelheim, 1976). In the end, things turn out fine for the heroes of the tales: Hänsel and Gretel, Cinderella, Red Riding Hood, the Brave Little Tailor, Snow White, the seven little goats, Fundevogel, the miller's daughter, and many other fairy-tale figures reach a happy ending. Happy endings, which are typical for fairy tales provide a positive backdrop for overcoming a dangerous or adverse situation.

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Task

B1. Read the following text and find all the parallel structures.

Look at the Appendix II.

Approaching Children's Literature

It is probable that many people who would consider themselves extremely sophisticated and 'advanced' are actually carrying through life an imaginative background which they acquired in childhood. (George Orwell)

Children's literature is a remarkable area of writing: it is one of the roots of western culture, it is enjoyed passionately by adults as well as by children, and it has exercised huge talents over hundreds of years. It involves and integrates words and pictures, it overlaps into other modes –video, oral story-telling and other artforms. For both adults and children it serves the purpose that 'literature' is frequently claimed to serve: it absorbs, it possesses, and it is possessed; its demands are very immediate, involving and powerful.

Its characters—Cinderella, Pooh bear, the Wizard of Oz, Mowgli, Biggles, the Famous Five, Peter Rabbit—are part of most people's psyche, and they link us not simply to childhood and story telling, but to basic myths and archetypes. Children's books are more important educationally, socially, and commercially. And yet talking about them—even defining their borders—is a much more complex business than might be supposed.

From 'An introduction to Children's literature' (1994) by Peter Hunt, OUP

UNIT 2

The Social Reflection of Gender in Fairy Tales

Section A

The social reflection of gender in Perrault's fairy tales.

'Setting Standards for Civilization through Fairy tales: Charles Perrault'

A text adapted from *Fairy tales and the Art of Subversion. the classical genre and the process of civilization.*
Jack Zipes

Published in 1697, Charles Perrault's *Histoires ou contes du temps passé* appeared at a time when there was a major shift in social forms and manners. Thus, it is not by chance that Perrault directed his energies in writing his fairy tales for the most part to civilize children and to prepare them for roles which he idealistically believed they should play in society.

Since Perrault's fairy tales were created at the point in history when more and more European writers began composing explicitly for children as separate entities and when standards were first being set for the development of modern children's literature, his works must be viewed as part of a larger social phenomenon.... If we regard the seven prose fairy tales in *Histoires ou contes du temps passé* as providing behavioral patterns and models for children, then they can be divided into two distinct groups based on gender. **Sleeping beauty, Little Red Riding Hood, Blue beard, the Fairies, and Cinderella** are aimed at females; **Puss in Boots, Ricky of the Tuft, and Little Tom Thumb** address males. By focusing on the exemplary qualities, which distinguish the heroines from the heroes, we shall see how carefully Perrault wove notions of *civilité* into the fabric of his tales....

Perrault's fairy tales which 'elevate' heroines reveal that he had a distinctly limited view of women. His ideal '*femme civilisée*' of upper-class society, the composite female, is beautiful, polite, graceful, industrious, properly groomed, and knows how to control herself at all times. If she fails the obedience test, she is punished, as in Red Riding Hood's case, but this girl's fate is exceptional and belongs to a particular genre of warning tales... The task confronted by Perrault's model female is to show reserve and patience, that is, she must be passive until the right man comes along to recognize her virtues and marry her. She lives only through the male and for marriage. The male acts, the female waits. She must cloak her institutional drives in polite speech, correct manners, and elegant clothes. If she is allowed to reveal anything, it is to demonstrate how submissive she can be.

In commenting on how Perrault portrays women in his tales, Lilyane Mourey has explained that 'the concept of "morality" assumes here a very particular value mixed with irony and satire. Perrault argues for the total submission of the woman to her husband. Feminine coquetry (which is only the privilege of the dominant class) disturbs and upsets him: it could be the sign of female independence. It opens the way for the amorous conquest which endangers one of the fundamental values of society- the couple, the family. As we have seen, the heroines of the tales are very pretty, loyal, dedicated to their household chores, modest and docile and sometimes a little stupid insofar as it is true that stupidity is almost a quality in women for Perrault. Intelligence could be dangerous. In his mind as in that of many men (and women) beauty is an attribute of woman, just as intelligence is an attribute of man.'

Of course Perrault's disposition was totally different in his fairy tales which focused on male protagonists. ...The composite male hero of Perrault's tale is strikingly different from the composite female. None of the heroes is particularly good looking, but they all have remarkable minds, courage, and deft manners. Moreover

they are all ambitious and work their way up the social ladder: the cat, becomes a *grand seigneur*; the prince acquires a beautiful princess to increase his social prestige; Tom Thumb becomes a rich and respected courtier. Unlike the fairy tales dealing with women where the primary goal is marriage, these tales demonstrate that social success and achievement are more important than winning a wife. In other words, women are incidental to the fates of the male characters whereas males endow the lives of females with purpose. The heroes are active, pursue their goals by using their minds and exhibit a high degree of civility. If anything their virtues reflect upon the courtly bourgeoisie during King Louis XIV's reign, if not upon Perrault's very own character.

By examining the major features and behaviour of Perrault's male and female protagonists, it becomes crystal clear that he sought to portray ideal types to reinforce the standards of the civilizing process set by upper-class French society. Not only did Perrault inform his plots with normative patterns of behaviour to describe an exemplary social constellation, but he also employed a distinct bourgeois- aristocratic manner of speech which was purposely contrived to demonstrate the proper way to converse with eloquence and civility. Polite conventions, eloquent phrases and rationalities were employed to distinguish the characters as having high social rank and proper breeding.

Source: Zipes, J. Fairy tales and the Art of Subversion, 1991, Routledge.

1a. Comprehension

Answer the following questions:

1. What were those traits in Perrault's historical context that were unique for his era?
2. How did Perrault perceive male socialization?
3. How did Perrault perceive female socialization?
4. Are female qualities in Perrault's tales evident and persistent in today's children's literature?
5. What did Perrault wish to accomplish by his fairy tales?

1b. Decide which statements are True or False and, if false explain why.

- | | | |
|---|-------------|--------------|
| 1. Perrault wrote fairy tales in order to educate and socialize children. | True | False |
| 2. Perrault's fairy tales are separated in categories according to gender. | True | False |
| 3. Perrault excluded notions of civility in his fairy tales. | True | False |
| 4. Perrault's fairy tales elevate women. | True | False |
| 5. The task confronted by Perrault's model female is to show timidity and patience. | True | False |
| 6. The female acts, the male waits. | True | False |
| 7. Perrault's ideal woman is independent. | True | False |
| 8. In Perrault's fairy tales, women are mainly characterised by their intelligence and men by their good looks. | True | False |
| 9. Perrault's male heroes have good manners and seek social success. | True | False |
| 10. Social rank and proper breeding are easily discerned in Perrault's characters. | True | False |

Vocabulary 2a. Find words in the text that mean the same as the words or expressions below.

1. Personal ways of acting or behaving towards other people.
2. Goodness, nobleness and worth of character as shown in right behaviour.
3. A person remembered for bravery, strength or goodness, esp. when admired for an act of courage under difficult conditions.
4. To make (the mind soul etc.) better, higher, or more educated.
5. To educate; to bring up.
6. Suitable to be copied as an example.
7. Skilful use of language to persuade or to appeal to the feelings.
8. (lit.) A group, collection or gathering of usually related people, qualities or things.
9. Generally accepted practice esp. with regard to social behaviour.
10. To plan usually with skill.

Vocabulary

2b. Fill in the gaps with the right form of the word given.

1. Children's literature is enjoyed _____ by adults as well as by children. **(passion)**
2. Children's writers are in a position of singular responsibility in _____ cultural values. **(transmit)**
3. Children's books are an important tool in _____. **(read)**
4. Ideological _____ occurs as psychodynamic process by which adult culture is produced and reproduced. **(acquire)**
5. No one has put it _____ than Tolkien when he wrote that "the association of children and fairy stories is an incident of our domestic history." **(good)**
6. Wonder tales involve marvellous elements and _____, though not necessarily about fairies. **(occur)**
7. When a baby is born, is almost totally _____ but it gradually becomes more independent. **(help)**
8. The history of children's literature _____, more or less, with that of the novel. **(coincidence)**
9. Kingsley's literary and personal progress is _____ interesting for scholars and psychologists. **(doubt)**
10. The books were unquestionably _____ for critics. **(fruit)**

Vocabulary

2c. Fill in the blanks using one word only.

Determinants of Gender Roles

Disney Studio's *The Little Mermaid* was the most 1. _____ animated film since *Sleeping Beauty*. It reflects both the youth and 2. _____ of the 1980's - that was the era that it debuted. The 3. _____ of Disney's version used anti-feminist thinking when deciding how much feminism was 4. _____ for the movie to be a success because the producers believed that feminist ideals were not as important as during the previous decade. Even though the Disney 5. _____ incorporates equality, the producers decided that the 80's was a 6. _____ that neglected feminism hence it being termed anti-feminism. In each of the *Snow White* 7. _____, the determining 8. _____ for Snow White's portrayal is the image of society's ideal woman. As society's image changes, Snow White's image changes. If women were seen as subservient housewives, Snow White was portrayed as a subservient housewife. But if women were seen as strong individuals, Snow White was portrayed as a strong character that not only stood up for 9. _____ but stood up to others. Also, the portrayal of men also changes according to 10. _____ views of men. If men were seen as the powerful dominant members of society they were portrayed as such. Basically, the portrayal of any character depends upon their position in society.

Vocabulary

2d. Match the phrases in the two columns to make meaningful sentences.

- | | |
|---|---|
| 1. Gender is portrayed | a. is saved is by her prince. |
| 2. In so many stories you have the beautiful maiden | b. being weak and unable to help themselves. |
| 3. She must endure mistreatment, | c. be considered offensive. |
| 4. However, usually the only way the princess | d. in many stereotypical ways in fairy tales. |
| 5. This could be interpreted as females | e. due to her Wicked Stepmother and two Wicked Step-sisters. |
| 6. This type of scenario is found in "Cinderella", | f. these heroines are suffering due to another female. |
| 7. But notice that | g. who is in distress. |
| 8. Cinderella suffers | h. "weak", and the unattractive cruel female is powerful. |
| 9. Sleeping Beauty suffers | i. "Sleeping Beauty", and "Snow White". |
| 10. So females are portrayed | j. sometimes even cheat death, to be happy. |
| 11. Usually the beautiful and kind female is | k. due to an angered fairy, and Snow White suffers because of the Wicked Queen. |
| 12. This can easily | l. as both weak and powerful. |

Section B

Male –Female Socialization

B1a.Vocabulary

Insert the following words in the text below:

Conquer, concept, obstacles, rewards, accomplish, treated, compassion, play, rising up, trait, social status, protagonists, maturation, development, odds, free-moving, taught, counterpart.

Male Socialization

Throughout history boys have always been 1. _____ differently than girls. This same 2. _____ also exists in fairy tales. In the classic fairy tales most of the 3. _____ are female, males play a minor role. But when a male does 4. _____ the lead character, he is expected to do different things from his female 5. _____. Males are to be curious and explore the world, usually alone. The fairy tale hero is a 6. _____ wanderer without much concern (Hallett 1998). They are 7. _____ to question authority and not to fear anything or anyone. Male protagonists are usually young and naive but can 8. _____ any task, sometimes with the help of a

magical friend. They are rarely harmed as they try to 9. _____ the 10. _____ before them. One 11. _____, almost all the heroes have in common, is compassion. This can be demonstrated by kindness to animals or trying to save a princess. By demonstrating 12. _____ the protagonist will usually get what he wants in the end. *The Brave Little Taylor* is a good example of a boy going out into the world to prove himself; the underdog can overcome great 13. _____. The stories about boys show them that they can earn respect or riches on their own. Economic class or 14. _____ is not important to achieving a goal. The lowest peasant has the capability of 15. _____ to one day be king. Fairy tales show the process of 16. _____ and 17. _____ in males. Many times the hero never returns home but stays in a new land to enjoy his 18. _____ such as a new wife or kingdom. In most stories males have positive role models.

Female socialisation

B1b. Match the sentences in the two columns to make sense.

- | | |
|---|---|
| 1. Females have usually carried a main.. | a...because they were believed to be witches. |
| 2. In many tales men are absent from the story... | b... beautiful creatures but had no power. |
| 3. Stories tell young girls how to... | c....role in classic fairy tales. |
| 4. Girls were told not to become too powerful or have... | d....and females are the primary characters. |
| 5. For many years women with knowledge were feared and several were killed... | e....behave in various situations. |
| 6. In classic fairy tales the female is to blame for anything.... | f....prearranged marriages, usually with much older men. |
| 7. Girls and women were told that being curious is a | g....negative that happens in the story. |
| 8. In the classic fairy tales women were usually characterized as.... | h. too much knowledge because of negative consequences. |
| 9. Young girls are expected to... | i....become wives and mothers. |
| 10. In real life girls were forced into | j....downfall and that any exploring should be left up to men. In <i>Bluebeard</i> women are severely punished for being curious. |

B1c. Essay writing

The Frog Prince by the Grimm Brothers and *Beauty and the Beast* in Madame de Beaumont's version are two European fairy tales.

Read either of them. Describe and identify the characters, the setting and the plot.

Vocabulary Exercises

V.1. Please choose the appropriate suffix to form new words in the following gaps.

-ment, -ness, -fully, -ation, -sion, -ary, -ly,

1. Persuasive writing can be traced back as far as the Greek philosophers Socrates, Aristotle and Plato. Using the short story as a _____ (**persuade**) tool reaches back even further---to the ancient Egyptians in 1300 BC. They are credited with being the first to use fairy tales to make a point.
2. Fairy-tale _____ (**adapt**) are ubiquitous in modern popular culture, but readers and scholars alike may take for granted the many voices and traditions folded into today's tales. Cristina Bacchilega
3. A *fairy tale* has a beginning phrase such as "Once upon a time" or "Once there was" that indicates the distant past in a faraway or _____ (**imagine**) land.
4. *Wolves and Witches: A Fairy Tale Collection* is a a. _____ (**wonder**) darkcollection that eschews the frilly Princess fairy tales. [Amanda C. Davis](#) and [Megan Engelhardt](#) have put together a book of b. _____ (**appropriate**) whimsical and sorrowful fairy tales.
5. **Fairytales Therapy** is a a. _____ (**treat**) method that uses the form for personality integration, integration of creative abilities, expansion of b. _____ (**conscious**) and perfection of the interaction with the surrounding world. Fairy tales were referred to in the works of many psychologists: E. Fromm, E. Bern, E. Gardner and others.
6. Fairy tale heroes are typically forced into their adventure by a. _____ (**desperate**). They come under attack by other worldly forces as in Little Red Riding Hood, Cinderella, Jack and the Beanstalk, Little Tom Thumb and other.

V.2. Below are some quotes by popular writers. Some verbs and adjectives have been extracted. Please choose the right word from the following list to fill in the gaps. You may have to change the form of the word given.

wonderful, guard, exist, reward, immerse, discover

1. [Happiness is like those palaces in fairy tales whose gates are a. _____ by dragons: we must fight in order to conquer it. **Alexandre Dumas**](#)
2. Life itself is the most b. _____ fairytale of all. **Hans Christian Andersen**
3. For those who c. _____ themselves in what the fairy tale has to communicate, it becomes a deep, quiet pool which at first seems to reflect only our own image; but behind it we soon d. _____ the inner turmoils of our soul - its depth, and ways to gain peace within ourselves and with the world, which is the e. _____ of our struggles. [Bruno Bettelheim](#)--**The Uses of Enchantment**
4. Fairy tales do not tell children the dragons exist. Children already know that dragons f. _____. Fairy tales tell children the dragons can be killed. [G. K. Chesterton](#)

V.3. 20 vocabulary words from the Character Education puzzles.

- 1. _____ discipline
- 2. _____ cooperative
- 3. _____ caring
- 4. _____ fairness
- 5. _____ integrity
- 6. _____ education
- 7. _____ courage
- 8. _____ respect
- 9. _____ character
- 10. _____ responsibility

Match the 20 definitions below to the vocabulary words on the left.

- a. Demonstrating a willingness to work or act together for a common purpose
- b. Process of developing knowledge by formal schooling or study
- c. Behaviour in accord with rules of conduct; prescribed habit
- d. Moral strength; essential quality
- e. Freedom from bias, dishonesty or injustice; marked by even conditions
- f. To care or show consideration for
- g. Taking serious attention to; devoting; protecting; having concern for
- h. Uncompromising adherence to right moral and ethical conduct or principles; honesty
- i. State or instance of being accountable (something within someone's power)
- j. Bravery; quality of mind that enables a person to face difficulty or pain without fear

V.4. Fill in the blanks with one of the following words: taught, like, teach, parables, company, misfortune, worth, attempt, learned.

Teaching Aesop's fables

For over a thousand years children and adults have 1)...and shared Aesop's Fables in the hopes of teaching basic morals and creating a better society.

What morals do these ancient fables 2)...and why do they continue to be important? To answer this simply look at some of the ideas that are 3)...by reading Aesop's Fables.

- Like attracts 4)... ..
- Happy is the person who learns from the 5)...of others.
- A person is known by the 6)...she/he keeps.
- Self-help is the best help.
- Fair weather friends are not 7)...much.
- Do not 8)...too much at once.

Aesop's fables have been a guideline for fables for ages. These short 9)...about the trouble of animals, gods and various people teach us practical lessons for our lives

Essay Writing

Write an essay on the importance of fairy tales for children's lives. Are fairy tales essential to childhood? Use the following notes to structure and write your essay.

Fairy Tales Show Kids How to Handle Problems

Fairy tales help us because they teach children how connect to their own lives, dreams, anxieties, and consider what we would do in their shoes. Fairy tales help children learn how to navigate life. (Bettelheim, B. *Uses of Enchantment: The Meaning and Importance of Fairy Tales*.)

-Fairy Tales Build Emotional Resiliency

Fairy tales help children build emotional skills and muscles and discover- in a safe environment- that bad things happen to everyone. So we need to build capacity in our children, since no one is immune to challenges in life. This way we can help them hang on during tough times.

Fairy Tales Give Us a Common Language (Cultural Literacy & Canon)

Neil Gaiman writes, "*We encounter fairytales as kids, in retellings or panto. We breathe them. We know how they go*".

Fairy Tales Cross Cultural Boundaries

Many cultures often share common fairy tales with their own cultural flavor. What is common amongst different cultures is the fact that we share the need to make sense of life with story, and the hope for good to triumph over evil.

Fairy Tales Teach Story Structure

Fairy tales share certain basic features inside a story — setting, characters, and plot. There is rising action, climax, and resolution. Children learn how these work as well as the differences between fiction and non-fiction. Children gradually build an ability to make predictions and comprehend tales.

Fairy Tales Develop a Child's Imagination

"When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than any talent for abstract, positive thinking." — Albert Einstein

Fairy Tales Give Parents Opportunities to Teach Critical Thinking Skills

Parents may find opportunities to discuss ethical concepts related to a story, while reading with their children. Were the acts of the hero appropriate? What else could he have done? What would you have done if you were in his shoes? Children eventually build their critical thinking skills.

Fairy Tales Teach Lessons

Fairy tales and fables can be used to teach morals and lessons. What can you learn from Three Little Pigs? How about Cinderella or Jack and the Beanstalk?

Source: Adapted from <http://imaginationsoup.net/2012/02/fairy-tales-are-essential-to-childhood/>

Section A: Education Systems

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16.

ISCED 4: Post-secondary non-tertiary education

Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. Programmes at ISCED level 4, or post-secondary non-tertiary education, are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications required for progression to tertiary education or for employment when their ISCED level 3 qualifications do not grant such access. The completion of an ISCED level 3 programme is required to enter ISCED level 4 programmes.

ISCED 5: Short-cycle tertiary education

Programmes at this level are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education.

ISCED 6: Bachelors' or equivalent level

Programmes at this level are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Entry into these programmes normally requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations. Entry or transfer into ISCED level 6 is also sometimes possible after the successful completion of ISCED level 5.

ISCED 7: Master's or equivalent level

Programmes at this level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions. Entry into ISCED level 7 programmes preparing for a second or further degree normally requires the successful completion of an ISCED level 6 or 7 programme. In the case of long programmes that prepare for a first degree equivalent to a Master's degree, entry requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry into such programmes may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations.

Source: European Commission/EACEA/Eurydice, 2021. *The Structure of the European Education Systems 2021/22: Schematic Diagrams. Eurydice Facts and Figures*. Luxembourg: Publications Office of the European Union.

1.1. Please, state your level of education, according to the International Standard Classification of Education (ISCED):

.....

1.2. Study the text and answer the following questions.

- There are _____ levels of education in the last version of (ISCED 2011).
- Programmes that provide basic education in literacy and numeracy belong to _____.
a. Early childhood education b. Primary education c. Lower secondary education
- 12-year-old students normally attend _____.
a. Primary education b. Lower secondary education c. Upper secondary education
- _____ prepare(s) students for university.
a. Upper secondary education b. Post-secondary non-tertiary education c. Both a and b
- _____ has a vocational orientation with practical and hands-on approaches.
a. Upper secondary education b. Short-cycle tertiary education c. Bachelors' or equivalent level
- _____ focuses on academic knowledge as well as occupational skills and competences and leads to first level degree.
a. Short-cycle tertiary education b. Bachelors' level c. Masters' level

The British education system

The education system in the UK is divided into four main parts, primary education, secondary education, further education and higher education. Children in the UK have to legally attend primary and secondary education which runs from about 5 years old until the student is 16 years old. The education system in the UK is also split into "key stages": **Key Stage 1:** 5 to 7 years old **Key Stage 2:** 7 to 11 years old **Key Stage 3:** 11 to 14 years old **Key Stage 4:** 14 to 16 years old.

A.

Primary school education begins in the UK at age 5 and continues until age 11, comprising key stages one and two under the UK educational system. Some primary schools are split up into Infant and Junior levels. These are usually separate schools on the same site. The infant age range (Key Stage 1) is from age 5 to 7. The Junior age range (Key Stage 2) is from age 7 to 11. At the end of Key Stage 1 (year 2) and Key Stage 2 (year 6), pupils take compulsory SATs (Standard Assessment Tests).

B.

Years 7 and 8 are the first two years of secondary school education in the UK. In some independent schools they are included in the Junior School, in others, they are part of the Senior School. Under the UK school system, all students study English, Maths, Sciences, a Humanity and a Modern Language. Besides these subjects, each school has a list with optional subjects (Art, Music, Drama, Latin, Sport Science, Design Technology, Computer Science), and students may choose a few subjects that interest them. In some schools, students sit Common Entrance Exam in year 7. The transition from Junior to Senior School (from year 8 to year 9) may be conditioned by the Common Entrance Exam results in those schools. Year 9 is a very important year in the British school system, as most of the students make the transition from Junior School to Senior School. It is also a very good foundation for the GCSE programme and it is an entry point to all schools. Students study English, Maths, Sciences, Humanity and Languages. In addition, students choose a few subjects from the optional subject list offered by each school. In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for GCSE exams that are taken after two years (General Certificate of Secondary Education). In the UK school system, during the GCSE programme, students study between 9 and 12 subjects. Some of them are compulsory (English, Math, 2/3 Sciences, History/Geography, a Modern Language etc.), some are chosen by each student according to their abilities and preferences. At the end of the 2 year GCSE programme, following the examinations on each studied subject, students receive their GCSE Certificates. The chosen subjects and the GCSE results are very important for their Further Studies (A-Level or IB) and for their University admission.

C.

Some schools offer a 1 Year GCSE programme in Year 11 for international students seeking a school education in the UK. These intensive, one year courses, are available for students aged 15 plus, with the appropriate academic level from their own country. Fewer subjects are studied (maximum 6). The IGCSE programme (**International** General Certificate of Secondary Education) prepare international students for A-Level and/or IB. Students study between 5 and 7 subjects, English, Maths and Science being included. Each school has a list of available subjects for IGCSE students. At the end of Year 11, students take exams in each studied subject and receive IGCSE Certificates.

D.

In the UK school system, once a student reaches the age of 16, they can start a 2 year programme which leads to A (Advanced) level examinations. Students specialise in 3 or 4 subjects, that are usually relevant to the degree subject they wish to follow at university. A levels are state examinations and are recognised by all UK universities and by institutions worldwide. At the end of Year 13, following the examinations in each subject, the students receive A level Certificates. Those who would like to study more than 3-4 subjects, may continue their studies in a broader number of subjects with the International Baccalaureate Diploma Programme, offered by some independent schools. During

the IB, students study 6 subjects, 3 at higher level (HL) and 3 at standard level (SL). Each school offers different subjects at different study levels (HL/SL). The IB programme also includes a compulsory Core programme consisting of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS). Students take written examinations on each subject at the end of their courses.

E.

Undergraduate courses are the most common type of university-level course in the UK. These courses typically last for 3 to 4 years and lead to a Bachelor's degree. Postgraduate courses are designed for students who have already completed an undergraduate degree. These courses can range from 1 year (for a Master's degree) to 3 years (for a PhD).

F.

State schools are government-funded and provide free education to pupils in the UK. In the UK 93% of the children in England and Wales go to "state schools". Secondary education schools are divided in Comprehensive and Grammar schools. Nearly 88% of secondary school pupils in England go to comprehensive schools. Grammar Schools are selective, they offer academically oriented general education. Entrance is based on a test of ability, usually at 11. Grammar schools are single sexed schools i.e. children either go to a Boys Grammar School or a Girls Grammar School. Independent Schools, known as private/public schools, are part of the British education system. 7% of the children in England go to independent schools. Parents pay for their children to attend these schools. Boarding schools offer facilities for pupils to have a home, often with superb facilities and a multitude of extracurricular activities.

A. Put the text subtitles in the text:

GCSE for international students	School types
Higher education	Primary education
Further education	Secondary education

B. Find the acronym definitions:

GCSE: IB:

IGCSE: SAT:

C. List the types of school mentioned in the text:

.....

D. On a blank piece of paper, create a diagram that illustrates the UK education system.

Website sources:

<https://www.brightworldguardianships.com/en/guardianship/british-education-system> <https://ukguardianship.com/uk-education-system-state-public-schools/> <https://jaybridge.cy/uk-education-system/>

<https://unibritannica.com/british-education-system-and-equivalency/>

Section B: School Curriculum

B.1. The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the **learning standards** or **learning objectives** they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, **assessments**, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Source: The Glossary of Education Reform, <https://www.edglossary.org/curriculum/>

B.2. Greece: National Curriculum revision



B.2.1. Please fill in the gaps with words from the following list.

(social, motivated, developments, citizens, qualitative, well-being, discrimination)

*The main objective of the national curriculum revision in Greece is the reorientation of school education to meet recent policy _____ in education and emerging _____ **social** needs ahead of 2022. The revision lays the building block for _____ education and _____ students, without _____. The aim is to put in force curricula where the **focus is on students and their** _____; **curricula that are functional and open to social challenge, so that students grow into creative human beings and active** _____.*

B2.2. Please find the correct term in each case. Then, look up the words in bold in the following text and write down their definitions

(community-engaged learning, Inclusive education, experiential learning, differentiated instruction, digital skills, e-citizenship, Interdisciplinarity, sustainability)

Basic principles and proposals of the National Curricula

- _____. To raise perspective, in a way suitable adapted for every student individually.
- _____. Coherence within cognitive objects and between different cognitive fields.
- _____. Learning that encourages connecting with the community, that fosters acceptance and collective being.

- _____ with respect for diversity to ensure recognition; making good use of different identities, languages, special needs, skills and attitudes.
- Basic principles in teaching methodology that promote active participation and cooperation of all students by creating environments for guided learning, self–motivation, synergies and cooperation in problem-solving; an environment open to exploring and _____ supporting communication and transformation.
- Taking into consideration **meta-gnostic/cognitive skills**.
- A looking-forward perspective, through exploring thematic areas like **environmental _____**, **citizenship** and the challenges arising from the rapid expansion of new technologies and constant **social change**.
- Fundamental _____ and competent use of digital tools for research, creativity, communication and education in the context of the subjects of the curricula and daily school life.
- _____. Social skills, so that students as digital natives develop the social attitude and skills of contemporary digital culture and digital identity.

Inclusive education:

metacognitive skills:

environmental sustainability:

citizenship:

social change:

digital skills:

e-citizenship:

Source: <https://eurydice.eacea.ec.europa.eu/news/greece-national-curriculum-revision>

B.3. Shanghai: The World's Best School System

by Heather Singmaster

China has a long tradition of respect for education. In fact, there is much societal and family pressure to do well academically. This has fostered education reform throughout history at many levels. While the entire country has made strides in education, Shanghai is at the forefront as it has been given special authority to experiment with reform before the rest of the country. With its recent rankings at the top of the PISA 2009 exam, all eyes will be on how these reforms were made.

Beginning in 1985, in an attempt to move away from the high-pressure exam system and increase the quality of education, Shanghai began to allow students to take elective courses, which led to new textbooks and materials. Implemented in 2008, a renewed effort to encourage student learning rather than accumulation of knowledge, led to eight curricular “learning domains”: language and literature, mathematics, natural science, social sciences, technology, arts, physical education, practicum.

Schools were then encouraged to create their own curriculum and outside groups such as museums became partners in education. Part of **the new curriculum includes an emphasis on inquiry-based education**. Students independently explore research topics of interest to themselves in order to promote social wellbeing, creative and critical thinking, and again, learning to learn.

To support the new education changes, certification processes for teachers were implemented. Teacher professional development requirements also increased – teachers in Shanghai must now complete 240 hours of professional development in five years. An online database provides help with design and implementation of curriculum, research papers, and best practice examples. Teachers are now encouraged to allow time for student activities in classrooms rather relying solely on presentations.

In both Shanghai and Hong Kong, there is a clear awareness that education needs to transform to keep pace with the rate of change in society – and not just current change, but a conscious effort has been made to take into account the future of society, the economy, and education.

B.3.1. Please explain the term inquiry-based education:

.....

.....

B.3.2. Please take ideas from the Shanghai’s education system that YOU believe would improve education in Greece

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Section C: Local History - Minority Education

A. Treaty of Lausanne (1923)

ARTICLE 40

Turkish nationals belonging to non-Moslem minorities shall enjoy the same treatment and security in law and in fact as other Turkish nationals. In particular, they shall have an equal right to establish, manage and control at their own expense, any charitable, religious and social institutions, any schools and other establishments for instruction and education, with the right to use their own language and to exercise their own religion freely therein.

ARTICLE 41

As regards public instruction, the Turkish Government will grant in those towns and districts, where a considerable proportion of non-Moslem nationals are resident, adequate facilities for ensuring that in the primary schools the instruction shall be given to the children of such Turkish nationals through the medium of their own language. This provision will not prevent the Turkish Government from making the teaching of the Turkish language obligatory in the said schools.

In towns and districts where there is a considerable proportion of Turkish nationals belonging to non-Moslem minorities, these minorities shall be assured an equitable share in the enjoyment and application of the sums which may be provided out of public funds under the State, municipal or other budgets for educational, religious, or charitable purposes. The sums in question shall be paid to the qualified representatives of the establishments and institutions concerned.

ARTICLE 45

The rights conferred by the provisions of the present Section on the non-Moslem minorities of Turkey will be similarly conferred by Greece on the Moslem minority in her territory.

Source: Υπουργείο Εξωτερικών, Διεθνείς Συμβάσεις. Treaty of Lausanne. <https://www.mfa.gr/to-ypourgeio/diethneis-symvaseis/semantikes-diethneis-sunthekes-pou-aphoroun-ten-ellada.html>

A.1. Whom do Articles 40-41 of the Treaty concern?

.....

A.2. What freedoms do minorities enjoy according to the Treaty?

.....
.....

B. Muslim population of Western Thrace and Education of Minority

The Muslim population of Western Thrace is the only legally recognized minority in Greece (Hüseyinoğlu, 2013; Tsitselikis, 2007). It is homogeneous in terms of religion, but heterogeneous in terms of language. According to Borou (2009) and Faas and Palaiologou (2012), the Thracian minority consists of Muslims of Turkish origin (60,000), Pomaks (Slavicspeaking Muslims) (42,000) and Roma (18,000). The main language of the minority is Turkish (Paraskevopoulou, 2002).

The Education of Minority Populations

Education is an issue of major importance for the members of the Muslim minority in Western Thrace (Dragona & Frangoudaki, 2006). [...] Articles 40 and 41 of the Treaty of Lausanne (Greek Government Official Gazette, 1923) are the relevant legislation which regulates aspects of the management of

educational institutions and upholds children's right to be taught in their native language (Chousein, 2006). The minority population has the right to establish, manage and supervise schools and other educational institutions (Mantouvalou, 2009), in other words to establish private educational institutions (Achlis, 2013).

It should be noted that the children of the Muslim minority of Western Thrace (hereinafter MMT) have the legal right to attend a Greek public school or a special school for them, which is called a "minority school". Minority schools (hereinafter MS) can be attended by all children of the Muslim community, regardless of the language they speak (native language). [...]

According to data provided by the Directorates of Primary Education of the Departments of Rodopi and Xanthi, there are currently one hundred forty-four (144) minority schools of primary education (ages 6 to 12) in the region of Western Thrace. In particular, there are 49 minority primary schools in Xanthi and 83 in Komotini (Greek Ministry of Education, Research and Religious Affairs, Regional Directorate of Primary and Secondary Education, Macedonia-Thrace, 2019).

As far as the curriculum of minority schools is concerned, lessons are conducted in two languages: Greek and Turkish. More specifically, the Greek language is to be used in courses on geography, history, civic education and environmental studies, while religious education, physics, mathematics, art, music and physical education are to be taught in the Turkish language (Dragona & Frangoudaki, 2006).

These two parallel syllabuses are not based on a central plan resulting from the collaboration of academic groups with active teachers from both countries. In other words, neither of the programme courses follow any particular scholarly or educational logic and the curriculum does not have a specific philosophy (Dragona, 2013). Rather, it is the product of a political balancing act between Greece and Turkey. [...] The educational attainment of the children of the Muslim minority was very limited and the dropout rates, even as early as the years of compulsory education, particularly high (Zachos & Nteli, 2015).

Regarding the school textbooks used, for the part of the curriculum conducted in the Turkish language, the current books, in use since 2000, are written and printed in Turkey. These books' structure and content are identical to those books used in Turkey, but without that country's national symbols (Dragona & Frangoudaki, 2006). Until 1999, the textbooks for the Greek-language part of the curriculum were in more or less the same state. In other words, these textbooks were the same as those sent to all schools in Greece. Since 2000, however, according to their authors, new textbooks for the Greek part of the curriculum have been written on the basis of the specific needs of the children of MMT (Askouni, n.d.). These textbooks resulted from the project "Education of Children of the Muslim minority in Thrace", which began in the 1990s and continues to this day. More specifically, 55 new textbooks were distributed to the minority students, which adopted the methodology of teaching Greek as a foreign or second language (Chouseinoglou, 2010) and focused on shaping the cultural and linguistic identity of the Muslim students (Mantouvalou, 2009).

As regards pre-school education, there is no legal obligation to establish minority kindergartens (Baltiotis & Tsitselikis, 2001). Thus, there are no special bilingual kindergartens for students of MMT, who of course can still enrol in the existing Greek ones.

Language is a key issue for the education of MMT children, since they speak one language at home and another at school. More specifically, primary school students (6-12 years old) — as we have already noted — are taught most of their lessons in two languages, but they must also learn Arabic letters to read the Koran. In addition, they have English lessons. This situation poses obstacles to the efforts of the students, especially those who live in isolated villages of the region.

Source: Zachos, D. (2020). Minority Education in Greece: Thrace Muslim Teachers' Approaches and Views. *Προσχολική & Σχολική Εκπαίδευση*, 8(2), 144-157. doi: <https://doi.org/10.12681/ppej.21897>

C.1. The Muslim minority of Western Thrace consists of _____, _____ and _____.

C.2. Decide whether the following statements are True or False

1. The Muslim population of Western Thrace is homogeneous in terms of religion and language.
True False
2. The Treaty of Lausanne protects minority children's right to be taught in their mother tongue.
True False
3. Children of the Muslim minority of Western Thrace are not allowed to attend Greek public schools; they have to attend minority schools.
True False
4. Curriculum subjects in minority schools are taught only in Turkish.
True False
5. The parallel syllabuses of minority schools are based on specific pedagogical principles.
True False
6. Minority schools have low attainment and high dropout rates.
True False
7. The new textbooks of Greek as a foreign language for minority schools are tailored to the pupils' needs.
True False

C.3. Fill in the tables below:

Province/region	Number of primary education minority schools
Western Thrace	
Xanthi	
Komotini (Rodopi)	

Languages taught in minority schools	Subjects taught in each language

UNIT 4

Section A

Early childhood socialisation

1a. Discussion

1. Please define the term 'socialisation'.
2. Is socialisation a process that takes place only within the family?
3. Would you consider it as a lifelong process? Why?
4. Can you give any guidelines to parents for their children's socialisation?
5. Can you mention any examples of a child's socialising process?
6. Does socialisation differ according to gender?
- 7.



Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept human beings. "The process by which individuals learn the culture of their society is known as socialisation". Primary socialisation, probably the most important aspect of the socialisation process, takes place during infancy, usually within the

family. By responding to the approval and disapproval of its parents and copying their example, the child learns the language and many of the basic behaviour patterns of its society. In Western society, other important agencies of socialisation include the educational system, the occupational group and the 'peer-group' (a group whose members share similar circumstances and are often of a similar age). Within its peer group, the young child, by interacting with others and playing childhood games, learns to conform to the accepted ways of a social group and to appreciate the fact that social life is based on rules. Socialisation, is not, however, confined to childhood. It is a lifelong process." (Sociology, M. Haralambos and M. Holborn, 1990)

It is during early childhood that we acquire language and learn the fundamentals of our culture. It is also when much of our personality takes shape. During socialisation, we learn the language of the **culture** we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society has in store for them. We also learn and usually adopt our culture's norms, through the socialization process. **Norms** are the conceptions of appropriate and expected behaviour that are held by most members of the society. While socialisation refers to the general process of acquiring culture, anthropologists use the term **enculturation** for the process of being socialized to a particular culture. You were enculturated to your specific culture by your parents and the other people who raised you.

It is important, though, not to see the socialisation process simply as a situation in which an agent of socialisation, such as a parent, simply teaches behaviour that is then copied without question by the child. Although part of a child's socialisation does involve copying the behaviour they see around them (children frequently copy adult roles through their play - "Mothers and Fathers", "Doctors and Nurses" and so forth), the child is also actively involved in the socialisation process.

This is a relatively simple, but nonetheless important point to make since the ability of children to socialise their parent(s) is something that's often overlooked when thinking about the socialisation process. For example, children do not always obey their parents and even at an early age, conflicts occur (the wishes of parents, relatives and friends do not always coincide, for example). Thus, it needs to be remembered that, even while the child is learning how to adapt to their environment, they are changing the way people around them behave, in a variety of different ways.

A final aspect to the general concept of socialisation is the fact as we get older we start to make decisions for ourselves, based upon our experience in the world. In short, we consciously and actively try to manipulate our world and the people in it. In this respect, we start to learn how to deal with other people by understanding the type of behaviour that others expect of us. An interesting part of the socialisation process is the fact that people do not simply have to be told how to behave - their experience (prior learning) guides them towards the correct (in the sense of socially-acceptable) behaviour.

Thus, many of the things we learn through our primary socialisation stay with us for life. This is because, as human beings, we learn the basic principles involved with "being human", rather than simply a set of things we must or must not do. This is important to us, because it means that we can apply these principles to new and different situations.

For example, we don't just learn how to relate to adults, we learn how to distinguish between different types of adult on the basis of their status and their relationship to us. We don't, for example, behave towards our parent in the same way that we behave towards an adult who is not familiar to us.

Socialisation is also important in the process of personality formation. While much of human personality is the result of our genes, the socialisation process can mould it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences. This, very likely, accounts for much of the difference between the common personality types in one society in comparison to another. For instance, the Semai tribesmen of the central Malay Peninsula of Malaysia typically are gentle people who do not like violent, aggressive individuals. In fact, they avoid them whenever possible. In contrast, the Yanomamö Indians on the border area between Venezuela and Brazil usually train their boys to be tough and aggressive. The ideal Yanomamö man does not shrink from violence and strong emotions. In fact, he seeks them out.

Successful socialisation can result in uniformity within a society. If all children receive the same socialisation, it is likely that they will share the same beliefs and expectations. This fact has been a strong motivation for national governments around

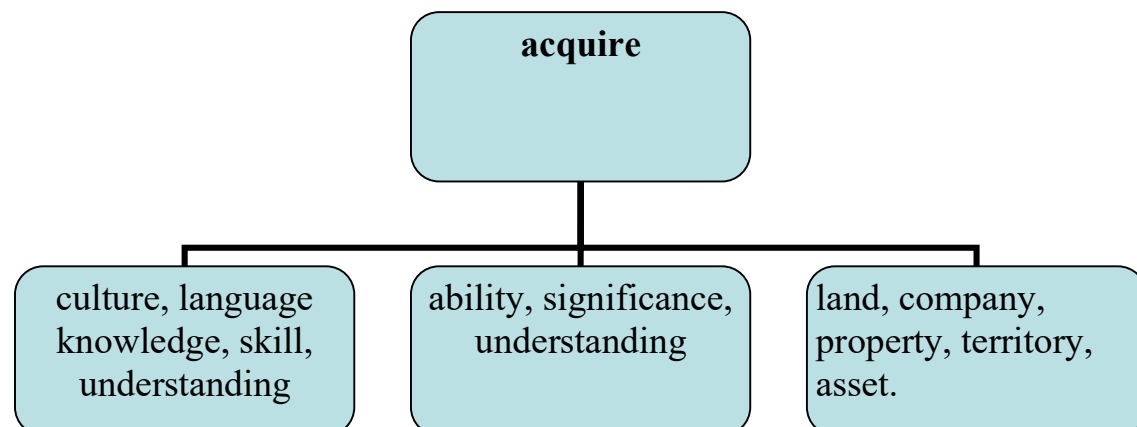
the world to standardize education and make it compulsory for all children. Deciding what things will be taught and how they are taught is a powerful political tool for controlling people. Those who internalize the norms of society are less likely to break the law or to want radical social changes. In all societies, however, there are individuals who do not conform to culturally defined standards of normalcy because they were "abnormally" socialized, which is to say that they have not internalised the norms of society. These people are usually labelled by their society as deviant or even mentally ill.

Sources

1. Haralambos M. and Holborn M. 1990. Sociology: Themes and perspectives. 3rd edn. Unwin Human Limited.
2. http://anthro.palomar.edu/social/soc_1.htm by Dennis O'Neil. (accessed on 13/09/06)
3. <http://www.sociology.org.uk/tece1tl.htm>

Reading Comprehension

1. The process by which individuals learn the norms of their culture is called socialisation.
True False
2. Social norms are the perceived informal, mostly unwritten, rules that define acceptable and appropriate actions.
True False
3. Enculturation is called the conscious process by which individuals learn aspects of their own culture.
True False
4. A part of the learning process of socialization is based on a copy-paste approach/paradigm.
True False
5. Children always obey their parents without question during the socialization process.
True False
6. Successful socialization always results in complete conformity within a society.
True False



Vocabulary

2a. Match up the words on the left with the definitions on the right.

- | | |
|--------------------------------|---|
| 1. Interact | a. Movement, usually of the hands, to express a certain meaning. |
| 2. Resemblance; | b. Social institutions which form part of the process of passing on to people the norms and values of their society. It is from agencies of socialisation that we learn how to act in the way that others expect of us. |
| 3. Gesture | c. The process of learning how to behave in a way that is appropriate for your culture. |
| 4. Instruction; | d. To have an effect on each other or on something else |
| 5. Curriculum; | e. continuing for a long time |
| 6. Prolonged; | f. The normal and expected way to behave in a culture. |
| 7. Culture; | g. likeness |
| 8. Norms | i. A course of study offered in a school, college, etc. |
| 9. Socialisation | j. The way of life, knowledge, beliefs and ideas of a group of people |
| 10. Agencies of socialisation; | k. The act of teaching or giving orders and directions. |

Vocabulary

2b. Fill in the blanks in the following text using one of the words given.

Segmentation, beliefs, maintain, respective, exposure, cultural, perceive, equipped, instrument, niche.

Caring for Babies in other Cultures

According to evolutionary theories, languages are often ordered to 1. _____ and regulate relationships in larger groups. Language is a social 2. _____ that forms a cultural part of the developmental 3. _____ in which children grow up. Mothers and other caregivers all over the world talk to children from birth on and even before. Infants are 4. _____ with language acquisition devices at birth. These are general abilities at first so that infants are able to 5. _____ segmentation of any language. But with only a few months of 6. _____ to particular language environment this general capability disappears and turns into a specific ability to understand the 7. _____ of a particular language. So the language is involved as a social necessity. However language also represents a 8. _____ code that expresses values and 9. _____ of the 10. _____ social environment, especially the content of language and the structure of language. The questions 'What' and 'How' are saturated with cultural meaning. With this assumption of cultural specificity different contents and structures can be expected in different cultural environments.

Source:

Bettina Lamm (<http://www.wien.gv.at/english/magelf/daphne/pdf/careforbabies.pdf>.)

2c. Complete the following sentences:

1. It is not unusual for parents who are concerned about their children's social skills to turn to _____
2. Not having friends or playmates can be _____
3. Young children's peer relationships are important for their _____
4. Preschool-aged children who have positive peer relationships are likely to _____
5. Children who have a hard time getting along with age-mates in the preschool years are more likely to _____
6. Without the skills to play constructively and develop friendships with age-mates, children become _____

Section B

The effects of non-socialisation.

‘Socialisation is a crucial concept for sociology, since it directs attention to a key element in the process by which the individual becomes social and acquires those qualities usually referred to as “human”. In fact the proof of this can be seen by examining some of the available evidence concerning human beings who have failed to be “made social” via socialisation. Such people manifestly lack those human characteristics a society both produces in its members and relies on for its continued existence’ (Bilton et al,1989)

‘Without socialisation, an individual would bear little resemblance to any human being defined as normal by the standards of his or her society. The following examples, though they lack the reliability demanded by today’s standards of reporting, nevertheless provide some indication of the importance of socialisation.

It is reported that Akbar, who was an Emperor in India from 1542 to 1602 ordered that a group of children be brought up without any instruction in language, to test the belief that they would eventually speak Hebrew, the language of God. The children were raised by deaf mutes. They developed no spoken language and communicated solely by gestures. There is also an extensive, though somewhat unreliable, literature on children raised by animals. One of the best documented cases concerns the so-called “wolf- children of Midnapore”. Two females, aged two and eight, were reportedly found in a wolf den in Bengal in 1920. They walked on all fours, preferred a diet of raw meat, they howled like wolves and lacked any form of speech. Whether these children had been raised by wolves or simply abandoned and left to their own devices in the forest is unclear.’ (M.Haralambos and M.Holborn, 1990)

Consider also how Shamdev first behaved when rescued from the forest at the age of five:

‘At first Shamdev cowered from people and would only play with dogs. He hated the sun and used to curl up in shadowy places. After dark he grew restless and they had to tie him up to stop him following the jackals which howled around the village at night. If anyone cut themselves he could smell the scent of blood and scamper towards it. He caught chickens and ate them alive including the entrails. Later, when he had evolved a sign language of his own he would cross his thumbs and flap his hands: This meant “chicken or food”.’ (The Observer, 30 August 1978).

Although, such behaviour corresponds closely to the descriptions of other feral children, it is impossible to know whether these children might have developed similar patterns of behaviour in greater contact with people, and it has been suggested that feral children might have been abandoned by their parents because of their behavioural problems.’

From these examples it is clear that the acquisition of fundamental human characteristics does not occur instinctively; indeed such behaviour is predominantly shaped by an individual’s immediate social environment.

According to Haralambos and Holborn (1990) such examples indicate that socialisation involving prolonged interaction with adults is essential not only for fitting new members into society but also to the process of actually becoming human.

Sources

1. Bilton, T. et al. (1989) Introductory sociology. MacMillan.
2. Haralambos M. and Holborn M. 1990. Sociology: Themes and perspectives. 3rd edn. Unwin Human Limited.

Vocabulary

B1a. Fill in the blanks in the text below.

Norms and values

A social role is rather similar to a 1. _____ played by an actor: People occupying certain positions or statuses in 2. _____ are expected to behave in certain predictable 3. _____, as if “scripts” had been 4. _____ for them. For example, if we go to a doctor, we expect him/ her to behave in a particular way, to ask questions about our 5. _____ and symptoms, possibly to examine us, to make a diagnosis and perhaps write a 6. _____. Any other behaviour, such as suggesting a game of cards, would 7. _____ and confuse us, as it would not conform to our notion of the appropriate role that someone occupying the 8. _____ of doctor should perform.

Social roles, 9. _____, are not just a matter of the way people can be observed to behave (in the usual run of things, but concern the way it is thought that people ought to behave.) Ideas about what people should do, about what 10. _____ is “proper” or “fitting”, we call norms and values.

Essay writing

B1b. How can we encourage social skills in young children?

Give some advice to parents and teachers. (200-250 words)

Unit 5 The Importance of play

Section A: Types of Play

Play isn't about your preschooler having fun. It's an important part of early childhood development that often sets the tone for how your child learns and socializes in the future.

Anthony Bradshaw



Parten's Classification of Play

In 1932 Mildred B. Parten developed a system for classifying participation in play. This organization is still considered one of the best descriptions of how play develops in children (Gander, Mary and Harry W. Gardiner, 1981).

Play is more beneficial than anything for a child's development. Lev Vygotsky noted that play is the leading source of development in the pre-school years. Play has a significant part of a child's life to nurture happiness, development, education, and parent-child bonding. Also, many basic social skills are learned and practiced through play. It is during this play process that children develop a sense of self, learn to interact with other children, how to make new friends, how to lie and how to role play.

When a child engages in play, whether it's rolling a ball back and forth with a sibling or putting on a costume and imagining she's an astronaut -- she's developing important social skills like learning to take turns, how to cooperate and getting along with others as well as honing her creativity and imagination.

The classic study of how play develops in children was carried out by Mildred Parten in the late 1920's. She closely observed children between the ages of 2 and 5 years old and categorized their play into six types depending on the age, mood and social setting. (Parten, 1933) They are:

- **Unoccupied play**
This is a type of play that refers mostly mainly to newborns and infants. The term unoccupied play refers to activity when a child is relatively stationary. The child engages in random movements with no apparent purpose or objective. A relatively infrequent type of play that despite appearances, is definitely play and sets the stage for future play exploration.
- **Solitary (independent) play** When a child is utterly engrossed in playing. Such a child is uninterested in or is unaware of what others are doing. A child may build a tower with blocks, yet be oblivious to other nearby children. It is performed by children between the of 2 and 3 years old. The importance of this type of play lies in the fact that it teaches a child how to keep himself entertained, eventually setting the path for being self sufficient. Solitary play is performed by children at that age because they are still pretty self-centered. A lack of good communication skills also plays a role.
- **Onlooker play**
When the child watches others at play but does not engage in it. This type of play is seen as a transitory stage from a socially immature solitary and onlooker type of play, to a more socially mature associative and cooperative type of play. The child may engage in forms of social interaction, such as conversation about the play, without

actually joining in the activity. This type of activity is also more common in younger children, who are still working on developing vocabulary.

- **Parallel play**

This stage is also known as *adjacent play* or *social coaction*. When the child plays separately from others, but close to them and mimic their actions. Despite having little social contact with her playmate, children who parallel play actually learn quite a bit from one another like taking turns and other social niceties. This type of play is seen as a transitory stage from a socially immature solitary and onlooker type of play, to a more socially mature associative and cooperative type of play.

- **Associative play** When the child is interested in the people playing but not in the activity they are doing, or when there is no organized activity at all. This is the first category that involves substantial amount of social interaction between children while they play. Activities are not coordinated. Example: children making a city with blocks. As they build their individual buildings, they are talking to one another, and engaging each other. This is an important stage of play because it helps children develop a whole new set of skills -- socialization and problem solving, cooperation and language development. Through associative play children begin to make real friendships.

- **Cooperative play** When a child is interested both in the people playing and in the activity they are doing. In cooperative play, the activity is organized, and participants have assigned roles. There is also increased self-identification with a group, and a group identity may emerge. Relatively uncommon in the preschool years because it requires the most social maturity and more advanced organization skills. Examples would be a game of freeze tag, building a puzzle together, playing a board game, "house" or an outdoor game with a group. Cooperative play really sets the stage for future interactions as children mature into adults.

“Another way to consider play is to think about the type of experience the child has doing different activities. Developmental psychologist Sara Smilansky (1968) identified four types of play: functional play, constructive play, dramatic play, and games with rules...”(Casper, 2010).

An Adapted text.

Sources:

1. Early childhood news

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=620

2. Early Childhood Education: Learning Together, 1st Edition Virginia Casper, BANK STREET COLLEGE OF EDUC Rachel Theilheimer, BOROUGH OF MANHATTAN CMTY CLG http://highered.mcgraw-hill.com/sites/dl/free/0073378488/791932/cas78488_Ch04pp95_125_R.pdf

Reading Comprehension

Circle **True** or **False**

1. The above text is mainly concerned with the importance of play. **True** **False**
2. In Unoccupied play, the child is merely looking around to see whether something interesting is happening. **True** **False**
3. Solitary play is a type of play where a child plays on his own without attempting to make any contact with other children. **True** **False**
4. Involvement in other children's play is not a necessary feature in Onlooker play. **True** **False**
5. Onlooker type of play is viewed as an important bridge to the later stages of play. **True** **False**
6. Cooperative type is a manipulative play that teaches problem solving skills. **True** **False**

Vocabulary Exercises

1. Please choose the correct word in the following definition of Play.

Play has been defined as “voluntary activity pursued without ulterior 1. _____ and, on the whole, with enjoyment or expectation of enjoyment” (English & English, 1958). Maturation and 2. _____ develop during all stages of childhood through the use of play. Parten’s play theory (1932) and English & English (1958) continue as some of the 3. _____ from which present educators measure their standards. Historical artifacts and 4. _____ prove that children have been playing since earliest times. Toys have been found in the ruins of ancient China, Egypt, Babylon and other 5. _____. Once thought to be sinful and a waste of time, children’s play today is considered an important, if not critical, aspect of social and personality 6. _____. Bruner (1975) stated that “Play is...the principal business of childhood.”

Source: Early childhood news

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=620

- | | | |
|---------------------|------------------|------------------|
| 1. a. purpose | b. socialization | c. justifying |
| 2. a. enculturation | b. acculturation | c. socialization |
| 3. a. guideposts | b. guidelines | c. rules |
| 4. a. records | b. research | c. documents |
| 5. a. civilizations | b. societies | c. groups |
| 6. a. evolution | b. development | c. speculation |

2. There are ten words missing. Can you find them?

Choose from: sense, control, brain, literacy, cultural, flexible, thoughts, solve, consider, roles.

Functions of Play

Research has demonstrated that play enables children to:

- make _____ of their world
- expand social and _____ understandings
- express personal _____ and feelings
- practice _____ and divergent thinking
- encounter and _____ real problems
- learn to _____ other people’s perspectives
- negotiate play _____ and plans
- develop self _____
- extend language and _____ skills
- enhance _____ and motor development

3. Physical play. Find the missing word. You may have to change the form of a word.

Choose from: sequence, aware, obese, assess, overwhelm, accomplish



Source: Childhood101.com June 11, 2010

Given the problem of a. _____ is prevalent in today's society, I believe physical play is one of the most important types of play we should encourage children (of all ages) to engage in.

That being said, physical play is not only good for physical health but also for stress reduction and as an outlet for the relief of b. _____ emotions, those which often children don't know how to otherwise express. Learning to master a new physical skill, such as climbing up a tree, provides children with c. _____ of their bodies and develops physical abilities, their own strength, and also the ability to d. _____ risk. Conquering physical skills provides children with feelings of e. _____, positive self esteem and a sense of power and freedom. All of these are important skills for life and health.

Children generally follow a standard f. _____ when it comes to developing physical skills. This is most obvious with babies as we watch them learn to roll before they crawl, or stand and balance holding onto the furniture before they take their first steps towards walking independently.

4. Sentences have been split in half. Please connect the column 1-6 with column a-g to make meaningful sentences.

What sorts of physical skills can we assist our children to develop?

Here are a few ideas to get your started;

- | | |
|-------------------------------------|---|
| 1. Balloons are great for chasing, | a. the sandpit or garden, rake up leaves or sweep up sand. |
| 2. Provide opportunities to crawl | b. hitting and kicking. |
| 3. Draw chalk lines on the | c. bricks or concrete to move along (crawl, walk, balance heel to toe, skip) and jump over. |
| 4. Encouraging children to dig in | d. and dance |
| 5. Pop on some music | e. through, climb up or over, balance on and hang from. |
| 6. Chase seagulls | f. fashioned outdoor games like hopscotch, elastics and how to jump rope. |
| 7. For preschoolers, teach them old | g. along the beach |

Section B

The Developmental Importance of Play

Children's play represents the single best way in which the above developmental requirements can be met. Play *is* a dynamic, ever-changing process that is **multisensory**, interactive, creative, and imaginative. When children play, they have their *whole* brain **stimulated**, not just specific areas related to formal academic skills. Russian psychologist Lev Vygotsky (1929) wrote: "It seems to me that from the point of view of development, play is not the predominant form of activity, but is, in a certain sense, the leading source of development in preschool years" (p. 415). Play **facilitates** a child's physical and **sensorimotor** development as she runs, jumps, digs, acts, paints, draws, and in other ways has direct contact with the living earth and the culture around her. It promotes social learning as she plays with other kids, creating roles based on what she sees in the social world around her, adjusting her own play behavior to the needs and demands of her peers. It supports emotional growth as the child is able to project her own fears, joys, jealousies, angers, and ambitions onto toys, puppets, and other playthings, and work out her feelings about a wide range of concerns in constructive ways. It supports cognitive development as the child works symbolically with art materials, dramatic **improvisation**, and other modes of representation, constructing patterns of meaning from interactions with things and people (see Singer & Singer, 1990).

But great as the above benefits seem, they are nothing compared with what is most extraordinary about play: play serves as a mediator between what is *possible* and what is *actual*. As developmental psychiatrist David Winnicott (1982) put it:

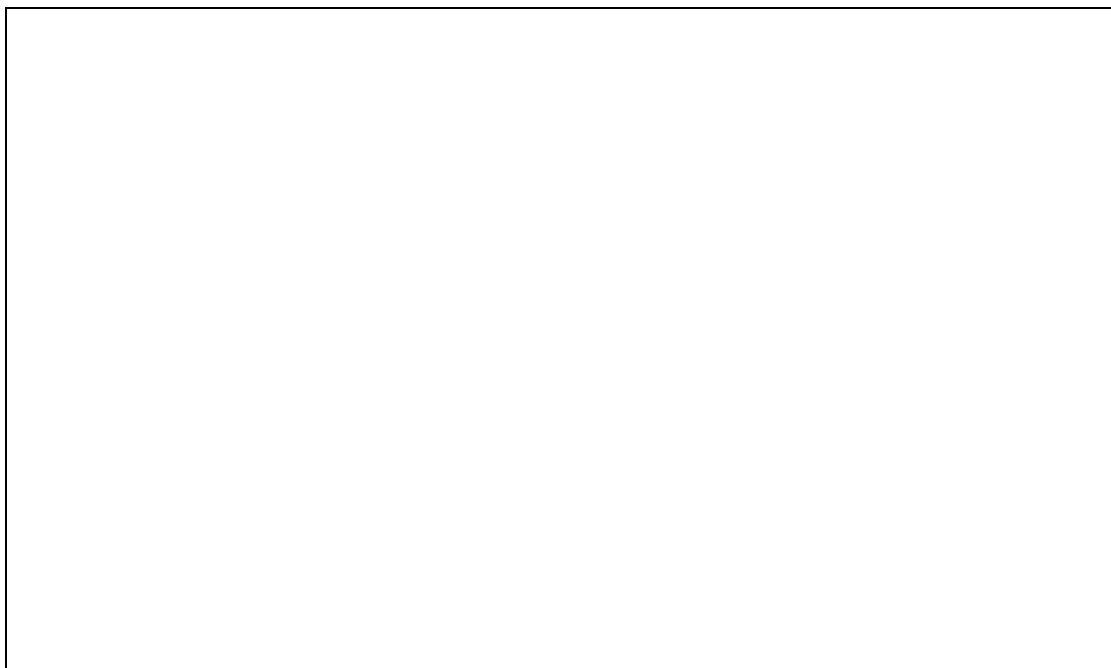
This area of playing is not inner psychic reality. It is outside the individual, but it is not the external world. Into this play area the child gathers objects or phenomena from external reality and uses these in the service of some sample derived from inner or personal reality. Without hallucinating the child puts out a sample of dream potential and lives with this sample in a chosen setting of fragments from external reality. (p. 14)

When children play in this way, they mix the contents of their imaginations (things that are **merely possible**) with the contents of the real world (blocks, toys, costumes, lofts), and through their own creative acts they bring into the world something spontaneous, novel, and unique. An empty refrigerator box becomes a spaceship. A piece of cloth becomes the shawl of an Arabian princess. A group of blocks becomes a horde of prehistoric animals in a jungle. This process of play may be the single most important thing that humans do. Some scientists have suggested that it was by playing that human beings developed their **frontal lobes** (Furlow, 2001). The Dutch historian Johan Huizinga (1986) in his classic work on play, *Homo Ludens* (Man at Play), suggested that play "as a **social impulse** [is] older than culture itself.... Ritual grew up in sacred play; poetry was born in play and nourished on play; music and dancing were pure play.... We have to conclude that civilization is, in its earliest phases, played" (p. 173).

We can see the importance of play to the development of civilization by listening to the great thinkers of the world describe their own **accomplishments** in terms of play. Isaac Newton once wrote: "I do not know what I may appear to the world; but to myself I seem to have been only like a boy playing on the sea shore and diverting himself and

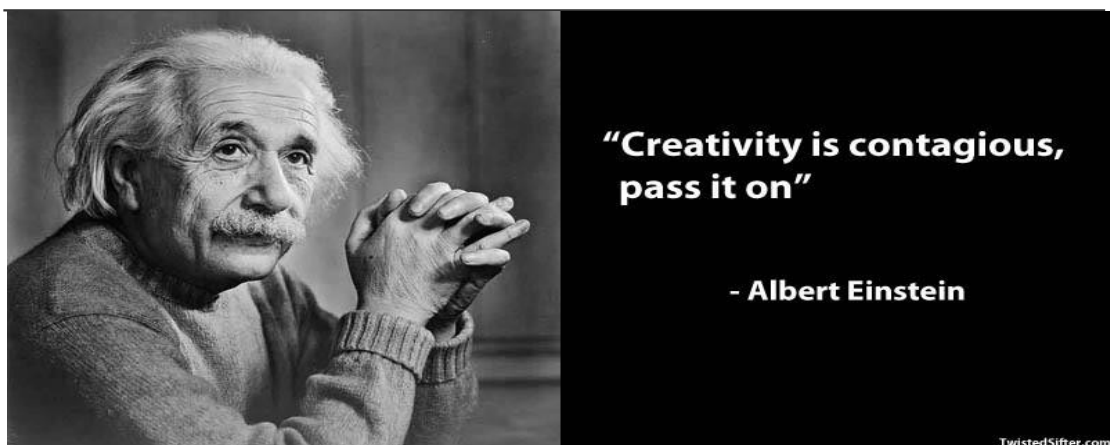
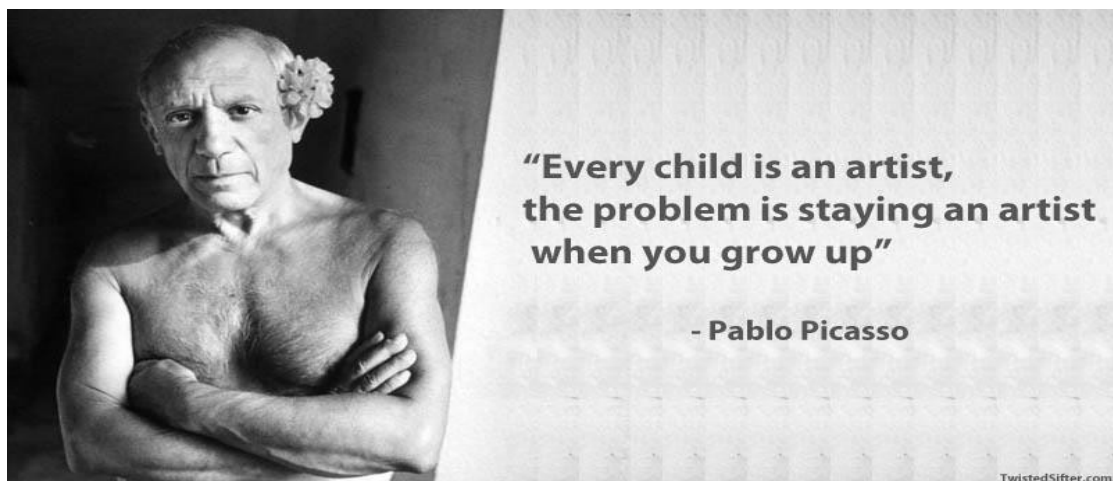
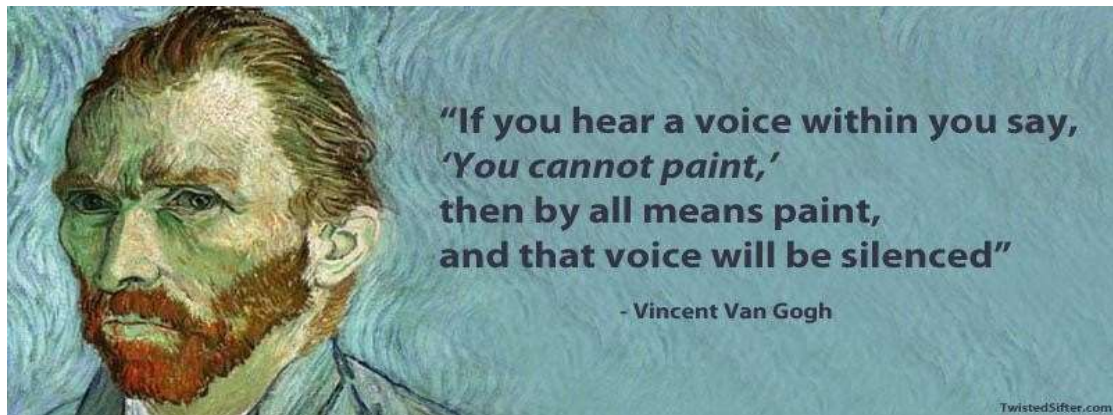
then finding a smoother pebble or a prettier shell than ordinary while the greater ocean of truth lay all undiscovered before me” (cited in Brewster, 2005, p. 407). Nuclear physicist and father of the atomic bomb, J. Robert Oppenheimer once said, “There are children playing on the streets who could solve some of my top physics problems, because they have modes of perception I lost long ago” (cited in McLuhan & Fiore, 1967, p. 93). Frank Lloyd Wright traced his own beginnings as an architect back to his first experiences with simple wooden blocks in a Froebel kindergarten (see Rubin, 1989). Alexander Fleming, the Scottish scientist who discovered penicillin, said: “I play with microbes. It is very pleasant to break rules” (cited in Cole, 1988, p. C16). It may be that virtually every significant contribution to culture originally **stemmed from** a playful act that had its seeds in childhood. This extraordinary feature of play, coupled with its social, emotional, physical, and cognitive benefits, makes play the central developmental activity around which all other early childhood education activities must revolve. chnm.gmu.edu/cyh/primary-sources/332

Read the text and underline the points or phrases that relate to the key facts that show why play promote development in children and human beings. Then, create a mind map below with your ideas.

A large, empty rectangular box with a thin black border, intended for the student to create a mind map based on the text above.

Unit 6 Concepts of Creativity

6.1. Read the following quotes on creativity and try to paraphrase them.

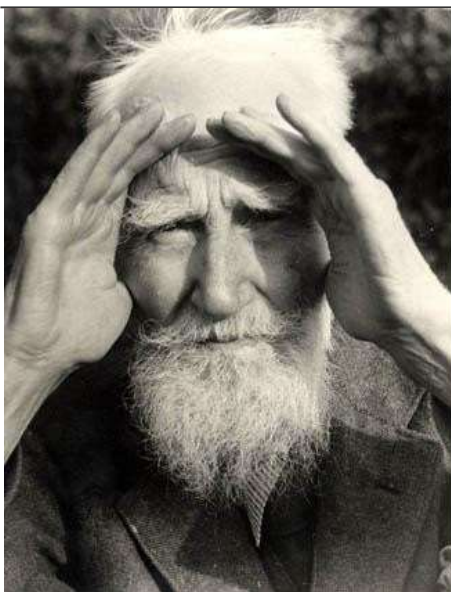




"Curiosity about life in all of its aspects, I think, is still the secret of great creative people"

- Leo Burnett

TwistedSifter.com



"Imagination is the beginning of creation.

**You imagine what you desire,
you will what you imagine,
and at last,
you create what you will"**

- George Bernard Shaw

TwistedSifter.com



**"Have no fear of perfection,
you'll never reach it"**

- Salvador Dali

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6.2. Check your understanding on concepts of creativity and education.

Match up the following words and definitions

1. Artistic expression
2. Divergent thinking
3. Innovation
4. Convergent thinking
5. Creativity
6. Self-expression
7. Competence
8. Direction
9. Persistence
10. Brainstorming
11. Assessment

- a. The mental processes that result in original workable ideas. /The ability to seek a goal and work toward it.
- b. The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria.
- c. The process of making changes to something established by introducing something new.
- d. The ability to do something in a satisfactory or effective way a person's range of skills or knowledge.
- e. It is through dogged determination that highly creative persons take their energies and translate their dreams into realities.
- f. It is seen as an individual person's drive to act creatively
- g. The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power
- h. It usually includes the ability to elaborate, and think of diverse and original ideas with fluency and speed. Ideating and brainstorming are premiere examples of this type of thinking.
- i. It is defined as the ability to use logical and evaluative thinking to critique and narrow ideas to ones best suited for given situations, or set criteria.
- j. Instructions or guidelines given to someone intended to show a line of action.
- k. A group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group.

Fertile minds need feeding

Are schools stifling creativity? Ken Robinson tells Jessica Shepherd why learning should be good for the soul



'Now Sats have gone, what do they expect us to teach?" a teacher asked in an internet chatroom the day the national tests for 14-year-olds were scrapped. She was not alone. While staffrooms across the country cracked open the bubbly on 14 October last year, several teachers confessed that they were lost for what to do with their year 9s - short of going through practice exam papers.

Sir Ken Robinson isn't surprised. A government-commissioned inquiry he chaired in 1998 found that a prescriptive education system was stifling the creativity of teachers and their pupils.

Eleven years on and things have only got worse, the former professor of arts education at the University of Warwick argues in his new book, *The Element*. Our approaches to education are "stifling some of the most important capacities that young people now need to make their way in the increasingly demanding world of the 21st century - the powers of creative thinking", he says.

"All children start their school careers with sparkling imaginations, fertile minds, and a willingness to take risks with what they think," he says. "Most students never get to explore the full range of their abilities and interests ... Education is the system that's supposed to develop our natural abilities and enable us to make our way in the world. Instead, it is stifling the individual talents and abilities of too many students and killing their motivation to learn."

Robinson, who now earns his living as a speaker on creativity, does not blame the teachers. "It's the system - it's too linear," he says. Schools are obsessed with rigid timetables, for starters. "If you live in a world where every lesson is 40 minutes, you immediately interrupt the flow of creativity," he says. "We need to eliminate the existing hierarchy of subjects. Elevating some disciplines over others only reinforces outmoded assumptions of industrialism and offends the principle of diversity. The arts, sciences, humanities, physical education, languages and maths all have equal and central contributions to make to a student's education."

Dynamic curriculum

In fact, the entire notion of "subjects" needs to be questioned, he says. "The idea of separate subjects that have nothing in common offends the principle of dynamism. School systems should base their curriculum not on the idea of separate subjects, but on the much more fertile idea of disciplines ... which makes possible a fluid and dynamic curriculum that is interdisciplinary."

In December, the Rose review, the biggest inquiry into primary schooling in a generation, also recommended moving away from the idea of subjects. Sir Jim Rose said a "bloated" curriculum was leaving children with shallow knowledge and understanding. The review proposed half a dozen cross-curricular themes instead: understanding English, communication and languages; mathematical understanding; science and technological understanding; human, social and environmental understanding; understanding physical education and wellbeing; and understanding the arts and design.

Robinson believes the curriculum should be much more personalised. "Learning happens in the minds and souls, not in the databases of multiple-choice tests." And why are we so fixated by age groups, he asks. Let a 10-year-old learn with their younger and older peers.

We put too high a premium on knowing the "single right answer", Robinson claims. But he says he is not in principle opposed to standardised tests, such as Sats. Used in the right way, they can provide essential data to support and improve education. The problem comes when these tests become more than simply a tool of education and turn into the focus of it, he argues.

All of this prevents the next generation finding its "element". This is "the place where the things you love to do and the things you are good at come together". The "element" is essential to our wellbeing, our ultimate success and the effectiveness of our education system, he says.

He suggests the education system needs to be not just reformed, but transformed - and urgently. In times of economic crisis, we need to think more creatively than ever, he says. "Just about everywhere, the problems are getting worse."...

Comprehension

1. A government-commissioned inquiry that Sir Robinson chaired in 1998 found that a prescriptive education system was elevating chances for creativity of teachers and their pupils. **True False**
2. Rigidity of the standard length in lessons disrupts the flow of creativity according to Robinson. **True False**
3. Different subjects should always be treated as separate, according to the principle of dynamism. **True False**
4. The Rose review proposed a diminishing of the so far "bloated" curriculum. **True False**
5. Robinson proposes a curriculum that is tailored to students' individual needs. **True False**
6. Robinson argues that standardized tests are harmful to our childrens' education only when they are overemphasized. **True False**
7. According to Sir Ken Robinson full length reconstruction of the educational system is necessary for the effectiveness of our educational system. **True False**

Here are the **Ofsted** criteria for an ideal outstanding lesson.
Read the following statements and complete the gaps from the multiple choice below.

Learning and Progress.

- The quality of learning is exceptional. Students demonstrate **excellent** 1. _____ and are **rarely off task** even for extended periods without adult direction.
- They have developed a 2. _____ when tackling challenging activities
- Their keenness and 3. _____ **to succeed** in all aspects of school life and ability to grasp opportunities to **extend and improve their learning are exceptional**.
- **Progress** is at least good for different groups of students and 4. _____ for some students.

Teaching and assessment .

- Teaching is at least good and often outstanding as students are making 5. _____ **progress**.
- Students are 6. _____ which ensures they learn really well.
- **Excellent subject knowledge** is applied to 7. _____ and inspire students.
- Resources, including **new technology** make a 8. _____ contribution to learning as does the targeted support from **other adults**.
- Teachers are aware of **students' 9. _____ and their prior learning** and understanding and plan effectively to build on these.
- **Marking and dialogue** between teachers and other adults and students are of 10. _____ consistently high quality.

1. a. attentiveness b. strength c. concentration d. cooperation
2. a. flexibility b. pliancy c. elasticity d. resilience
3. a. commitment b. obligation c. assurance d. responsibility
4. a. meritorious b. praiseworthy c. representative d. exemplary
5. a. exceptional b. mediocre c. conventional d. regular
6. a. devoted b. pleased c. enthused d. spirited
7. a. confront b. challenge c. provoke d. proclaim
8. a. marked b. ambiguous c. vague d. obscure
9. a. facility b. proficiency c. qualifications d. capabilities
10. a. frequently b. persistently c. consistently d. customarily

Now try to summarize key points of A. Learning progress and B. Teaching and assessment.

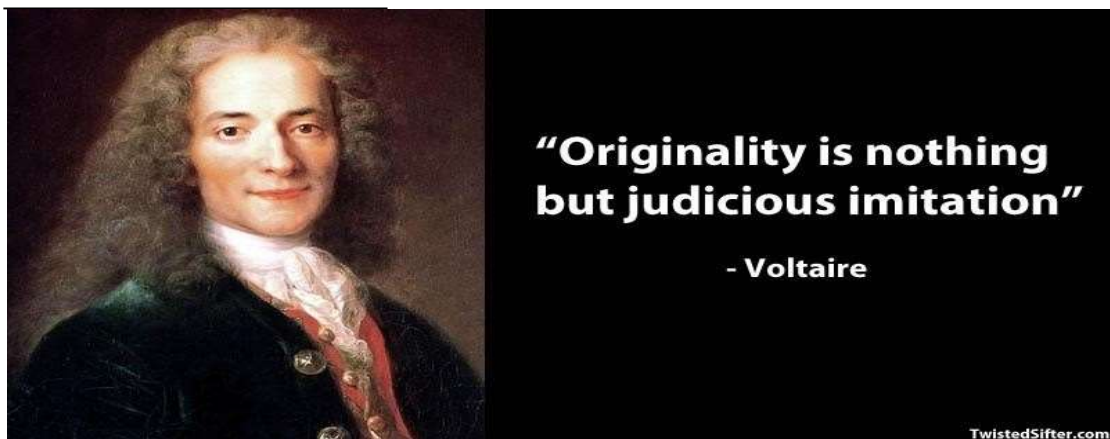
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Discussion

Discuss the following two quotes of Voltaire (François-Marie Arouet 21 November 1694 – 30 May 1778) and Jack London (January 12, 1876 – November 22, 1916) You may use the following vocabulary to assist you.



Notes



Notes

Listening

Listen to Ken Robinson's lecture on students' creativity and answer the following questions. http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

1. Ken Robinson stresses the fact that everybody is interested in education because education is one of _____
2. What is the point Ken Robinson makes about creativity and mistakes.
 - a. being wrong is the same thing as being creative
 - b. if you're not prepared to be wrong you will never come up with anything original
 - c. mistakes are the worst thing you can make
3. Educational systems all over the world share the same hierarchy of subjects placing mathematics and languages at the top, then humanities and at the bottom the arts.
True False
4. According to Robinson Maths is as important as Dancing.
True False
5. The reason Arts are not given importance in the schools' curriculum is because Art subjects do not meet the needs of industrialism.
True False
6. The whole system of public education around the world is a protracted process of university entrance.
True False
7. Many highly talented, brilliant people think they're not because the thing they were good at, at school wasn't valued or was actually stigmatized.
True False
8. Ken Robinson tells a story about Gillian Lin, a student with a learning disorder. Can you retell it in your own words?

What True Education Should Do --Sydney J. Harris.

(1994 In Feldstadt, M. C. (Ed.) *The thoughtful reader* (pp. 2-3). New York: Harcourt.)

When most people think of the word education, they think of a pupil as a sort of animate sausage casing. Into this empty casing, the teachers are supposed to stuff education.

But genuine education, as Socrates knew more than two thousand years ago, is not inserting the stuffings of information into a person, but rather eliciting knowledge from him; it is the drawing out of what is in the mind.

“The most important part of education,” once wrote William Ernest Hocking, the distinguished Harvard philosopher, “is this instruction of man in what he has inside of him.”

And, as Edith Hamilton has reminded us, Socrates never said, “I know, learn from me.” He said, rather, “Look into your own selves and find the spark of truth that God has put into every heart and that only you can kindle to a flame.”

In the dialogue called the “Meno,” Socrates takes an ignorant slave boy, without a day of schooling, and proves to the amazed observers that the boy really “knows” geometry—because the principles and axioms of geometry are already in his mind, waiting to be called out.

So many of the discussions and controversies about the content of education are futile and inconclusive because they are concerned with what should “go into” the student rather than with what should be taken out, and how this can best be done.

The college student who once said to me, after a lecture, “I spend so much time studying that I don't have a chance to learn anything” was succinctly expressing his dissatisfaction with the sausage-casing view of education.

He was being so stuffed with miscellaneous facts, with such an indigestible mass of material, that he had no time (and was given no encouragement) to draw on his own resources, to use his own mind for analyzing and synthesizing and evaluation this material.

Education, to have any meaning beyond the purpose of creating well-informed dunces, must elicit from the pupil what is latent in every human being the rules of reason, the inner knowledge of what is proper for men to be and do, the ability to sift evidence and come to conclusions that can generally be agreed to by all open minds and warm hearts.

Pupils are more like oysters than sausages. The job of teaching is not to stuff them and then seal them up, but to help them open and reveal the riches within. There are pearls in each of us, if only we knew how to cultivate them with ardor and persistence.

What is Education? Answers from 5th Century BC to the 21st Century

1. *The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.* -- Jean Piaget, 1896-1980, Swiss developmental psychologist, philosopher
2. *An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't.*-- Anatole France, 1844-1924, French poet, novelist
3. *Education is the most powerful weapon which you can use to change the world.* -- Nelson Mandela, 1918-2013, South African President, philanthropist
4. *The object of education is to teach us to love beauty.* -- Plato, 424 – 348 BC, philosopher mathematician
5. *The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education* -- Martin Luther King, Jr., 1929-1968, pastor, activist, humanitarian
6. *Education is what remains after one has forgotten what one has learned in school.* Albert Einstein, 1879-1955, physicist
7. *It is the mark of an educated mind to be able to entertain a thought without accepting it.* -- Aristotle, 384-322 BC, Greek philosopher, scientist
8. *Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life.* -- Brigham Young, 1801-1877, religious leader
9. *Real education should educate us out of self into something far finer – into a selflessness which links us with all humanity.* -- Nancy Astor, 1879-1964, American-born English politician and socialite
10. *Education is not the filling of a pail, but the lighting of a fire.* -- William Butler Yeats, 1865-1939, Irish poet
11. *Education is freedom.* – Paulo Freire, 1921-1997, Brazilian educator, philosopher
12. *Education is not preparation for life; education is life itself.* -- John Dewey, 1859-1952, philosopher, psychologist, education reformer
13. *Education is the key to unlock the golden door of freedom.*-- George Washington Carver, 1864-1943, scientist, botanist, educator
14. *Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.* – Oscar Wilde, 1854-1900, Irish writer, poet
15. *The whole purpose of education is to turn mirrors into windows.* -- Sydney J. Harris, 1917-1986, journalist
16. *Education's purpose is to replace an empty mind with an open one.* -- Malcolm Forbes, 1919-1990, publisher, politician
17. *No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.* – Emma Goldman, 1869 – 1940, political activist, writer
18. *Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.* -- John W. Gardner, 1912-2002, Secretary of Health, Education, and Welfare under President Lyndon Johnson
19. *Education is simply the soul of a society as it passes from one generation to another.*-- Gilbert K. Chesterton, 1874-1936, English writer, theologian, poet, philosopher
20. *Education is the movement from darkness to light.* -- Allan Bloom, 1930-1992, philosopher, classicist, and academician
21. *Education is learning what you didn't even know you didn't know.* -- Daniel J. Boorstin, 1914-2004, historian, professor, attorney
22. *The aim of education is the knowledge, not of facts, but of values.* -- William S. Burroughs, 1914-1997, novelist, essayist, painter

23. *The object of education is to prepare the young to educate themselves throughout their lives.* -- Robert M. Hutchins, 1899-1977, educational philosopher
24. *Education is all a matter of building bridges.* -- Ralph Ellison, 1914-1994, novelist, literary critic, scholar
25. *What sculpture is to a block of marble, education is to the soul.* -- Joseph Addison, 1672-1719, English essayist, poet, playwright, politician
26. *Education is the passport to the future, for tomorrow belongs to those who prepare for it today.* -- Malcolm X, 1925-1965, minister and human rights activist
27. *Education is the key to success in life, and teachers make a lasting impact in the lives of their students.* - - Solomon Ortiz, 1937-, former U.S. Representative-TX
28. *The very spring and root of honesty and virtue lie in good education.* -- Plutarch, 46-120AD, Greek historian, biographer, essayist
29. *Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.* Bob Beauprez, 1948-, former member of U.S. House of Representatives-CO
30. *The most influential of all educational factors is the conversation in a child's home.* -- William Temple, 1881-1944, English bishop, teacher
31. *Education is the leading of human souls to what is best, and making what is best out of them.* -- John Ruskin, 1819-1900, English writer, art critic, philanthropist
32. *Education levels the playing field, allowing everyone to compete.* -- Joyce Meyer, 1943-, Christian author and speaker
33. *Education is what survives when what has been learned has been forgotten.* -- B.F. Skinner, 1904-1990, psychologist, behaviorist, social philosopher
34. *The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others.* -- Tyron Edwards, 1809-1894, theologian
35. *Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation.* -- John F. Kennedy, 1917-1963, 35th President of the United States
36. *Education is like a lantern which lights your way in a dark alley.* -- Zayed bin Sultan Al Nahyan, 1918-2004, President of the United Arab Emirates for 33 years
37. *When educating the minds of our youth, we must not forget to educate their hearts.* -- Dalai Lama, spiritual head of Tibetan Buddhism
38. *Education is the ability to listen to almost anything without losing your temper or self-confidence.* -- Robert Frost, 1874-1963, poet
39. *The secret in education lies in respecting the student.* -- Ralph Waldo Emerson, 1803-1882, essayist, lecturer, and poet
40. *My mother said I must always be intolerant of ignorance, but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.* -- Maya Angelou, 1928-, author, poet