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In the Consortium with:

Olga Milosevic Primary School, Serbia
Esenkoy Adnan Kaptan Middle School, Turkey
Demenika Primary School, Greece
St Margaret College, Zabbar Primary B, Malta

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DARE TO BE DIFFERENT

COLLECTION OF PLAYS FOR ENHANCING DIVERSITY,
CULTURAL AWARENESS AND SOCIAL RESPONSIBILITY IN
THEATRE WORK WITH SCHOOLCHILDREN

The Collection is the result of the Erasmus+ project
Dare to Be Different – Creative Drama in Education

BELGRADE 2020



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	Jasmina Milićević	

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Foreword

DARE TO BE DIFFERENT – CREATIVE DRAMA IN EDUCATION A Cultural Journey

Jasmina Milićević, Project Coordinator
Olga Milošević Primary School

How It All Started

The project Dare to Be Different emerged from a modern teacher's search for a space to address the ethical education as an aspect of her education work. In modern society in which even some parents neglect their educational responsibility, a teacher feels a moral and professional obligation to dedicate a part of her time to this task.

Teaching English provides an opportunity for a teacher to address many issues that are relevant to students, as well as to experiment and use different teaching methods and techniques.

What has marked my work in the last five years is the introduction of the creative drama process i.e. the process drama in regular classes and extracurricular work. After an accredited seminar led by the Artists' Association BAZAART in Serbia, as well as the training within the Erasmus + program in Cluj-Napoca (Romania), I dared to apply drama techniques in empowering students to deal with the problem of peer violence. The first part of the 'trilogy' Dare to Be Different – "Say Stop to Bullying at Schools", had then been created.

When Serbia became eligible to participate in the Erasmus + program, we set about designing a Strategic Innovation Partnership (KA201) project that would advance the ethical education work through process drama creativity.

On the eTwinning portal which is European teachers' network and in Erasmus+ groups, I soon found very experienced, dedicated and competent partner schools from Turkey, Greece and Malta. We also invited the association BAZAART which is specialized in educational drama and intercultural learning, to be our partner and mentor.

About the Partners

The Consortium members are:

1. Olga Milosevic Primary School, Smederevska Palanka, Serbia
2. Esenkoy Adnan Kaptan Middle School, Yalova, Turkey
3. Demenika Primary School, Patras, Greece
4. St Margaret College, Zabbar Primary B, Zabbar, Malta
5. Artists' Association BAZAART, Belgrade, Serbia



What was the connection between the partners – the schools between themselves and with an artists' association? We all recognized in each other a great potential to learn and develop together. And we were all dedicated to promote intercultural understanding, interaction and creativity in education. As a Consortium, we set a goal to bring closer to the students, and also the teachers, the interculturalism and the acceptance of ethnic, social, religious and cultural diversity through drama play and creativity.

And thus our journey had begun.

About the Project

In the perspective of the 21st century students' needs and labour market, the educational paradigm has to change a lot. Education is challenged to foster and build new competences of teachers and students. Among the seven EU key competences Creative Drama caters for the majority of them i.e. literacy and languages; personal, social and learning competences; civic competences, cultural awareness and expression; as well as the digital competence.

The objectives of our project are to develop students' creative and critical thinking, to raise their level of motivation and satisfaction with the learning process, to enable students to tackle different issues in a constructive and creative way, and to foster respect for diversity. It must be said that the adults have benefited from the project in quite a similar way.

Altogether, approximately 1600 teachers, student and drama pedagogues of five partner organisations were directly involved in different implementation and dissemination project activities.

Project Activities

The project commenced with the four-day seminar delivered by the BAZAART, where 23 teachers from four partner schools were empowered to lead creative drama in their teaching and extracurricular work. The topics of the seminar were Intercultural learning, creative drama techniques used in teaching and process drama as an approach in developing a school theatre production.

The main activities during the period of 22 months were linked to the implantation of creative drama method with students in curricular and extracurricular learning. In regular classes, drama techniques were used for teaching and learning of different subjects such as mother tongue and English language, biology, history, science, maths, social studies, etc. In drama clubs as extra-curricular activities, the students were led through process drama in order to deal creatively and critically with different issues that tackle their lives: peer violence in school, accepting of diversity, healthy lifestyle, Internet safety, environmental problems, inclusion, interculturality and other topics of interest for partner schools.

There were also several intercultural exchanges during the process. In April 2019, a Students' learning activity took place in Turkey, when 9 students and 2 teachers from Serbian school performed the play "The Tokens of Friendship" on the occasion of the International Children's Day in the hometown of the Turkish partner school. Two transnational meetings took place in person (onsite) – the kick-off meeting in Serbia in October 2018, and the final meeting in Turkey, in October 2020. Several online partner meetings took place, with the Transnational meeting in October 2019, as central.

Project Results

The intangible results have a paramount importance in this project. The level of intercultural awareness of students and teachers of the partner school has been significantly raised. Inclusiveness in schools was advanced through participation of students and teachers in creative activities. The students' motivation for curricular learning was also noticeably raised by the application of drama in education, as students themselves expressed satisfaction with the classes delivered according to the principles of creative drama process.

A very important outcome of this project is that the schools involved got national and international recognition and credits during their dissemination activities such as the participation and presentation in the INGED – International conference of teacher of English in Ankara, and the International Drama in Education Conference in Belgrade where our teachers delivered workshops and presentations sharing their experience on implementation of creative drama.

The long-term impact is the integration of the innovative methodology in the curricula of the partner schools on regular basis. The creative drama will hopefully lead to educating and bringing-up creative, responsible and culturally sensitive citizens of Europe.

The project also has important tangible results. During the project, two intellectual outputs were created:

- 1) Collection of lesson descriptions with the title "Bunch of Colourful Activities" designed and delivered according to the principles of creative drama process, and
- 2) Collection of plays resulting from the creative processes in partner schools, titled "Dare To Be Different".

The collection of lesson plans comprises more than 40 les-

son scenarios created in the period of 26 months of the project implementation. Each partner school delivered at least 10 open classes of various subject such as Maths, Physics, PE, Mother tongue, Biology, Science. The lesson plans have been presented in English, but also in the original languages. Titled "The Bunch of Colourful Activities", the collection will be uploaded onto the Erasmus + Project Result Platform and the project website so it can be used as a resource to the teachers worldwide.

About this Collection

The collection of plays emerged from the creative drama processes the four partner schools led during the two years of project implementation. The results of this work are eight original scripts most of which were created by students through facilitation of their teachers.

The topic of the plays which were developed in the first project year was cultural diversity, since the global goal of the project is to raise the level of tolerance in the cultural and religious respect.

The second year topic was chosen by each school in accordance to its needs, such as environmental awareness, technology addiction, peer bullying, acceptance of diversity, etc.

Most texts were written in mother tongues of teachers and students and then translated into English. The plays are hence also published bilingually: in the original language of creation, and in English translation.

And in accord with the project objective of promoting diversity, the plays published in this collection are also very diverse: some of them address very young audiences, others are intended for older schoolchildren; some are 5-minute, other 30-40-minute scripts; some make im-



portant use of music, some are rhymed in original version (e.g. "The Nature Will Say Thank-You"), some are in a form of skits... But what is common to most plays is that they are educational, witty, humorous and adaptable to different national and cultural contexts, with segments that can be changed according to the needs of a school or teacher that wishes to work on them.

All the plays were staged and performed in the schools' premises for peer audiences, and were also attended online by the students and the teachers from partner schools. The productions have thus served their main purpose – to support educational objectives, by motivating students to examine the issues tackled by the plays and question certain attitudes existing in their communities.

Some performances, however, had great outreach. E. g., the production "The Tokens of Friendship" was performed during the students' mobility in Turkey for the huge audience of several hundreds of citizens, with teachers of the partner schools, the students and their parents attending it. This play also took part in the regional children's drama festival MADEs so that children, teachers and wider audience from our area had the opportunity to have an insight into our project results.

Conclusion

Developing the project was challenging and demanding, but imbued with great emotions, creativity, learning, research, and making new friends. During the project journey we learned a lot about other cultures, religions, habits and languages. We raised the level of tolerance and acceptance of differences. We also developed our language competences. Collaborating with partner schools, we made new friends, saw amazing places and lived unforgettable moments.



PLAYS >>



GREECE



GREECE



Demenika Primary School, Patras

IT'S COOL TO BE DIFFERENT

Short Creative Drama Play

Script-Lyrics were originally created in English by Students of Classes C2 and C1
School Year 2018-2019

The topic of this short play was chosen based on the topics of diversity, inclusion and cooperation, in accordance with the overall themes of our Erasmus+ project. It was also in accordance with the English course curriculum of the 3rd grade.

Students of two classes of 3rd grade were actively involved in this short act which also had a hip hop dance character.

The English teacher of class C2 (Alexandra M.) was leading the process along with the English teacher of class C1 (Adamantia A.) followed and helped greatly by the primary teacher of class C1 (Rena A.) and of course our Drama teacher (Nicole Ch.), whose creative drama insight was really enlightening.

This short creative act was devised on the basis of an English lesson with a relevant topic: *Animal school, where animals help each other by keeping their uniqueness as well*. Young students were encouraged to create their own slogans in English with regard to diversity, inclusion and cooperation. Upon collecting all slogans and by working in teams, they combined them together and ended up with the final script. Next, music was added. Finally, they cooperatively came up with all the movements that enriched their creative expres-

sion, always under the guidance of the leading teachers involved.

For the dramatisation of the play, all students of both classes were involved, each one rehearsing their own version. They were also involved in the process of prop creation (big signs with the slogans) and also provided their own “costumes” under the guidance of the teachers.

The short hip hop dance drama play was performed by students of both 3rd grade classes to different kind of audiences, which included students of other grades separately, as well as a larger audience (parents, local authorities) at the end of the school year, as part of the celebration for the graduation of 6th grade of our school.

The reaction by everyone was really enthusiastic especially since the short act had been created by really young learners and it was also done in English (foreign language here in Greece). Moreover, during the next school year the play was also adapted by students of 5th grade, who really enjoyed the hip hop dance character of it and wanted to give their own creative expression.

As far as the great experiences of this



whole process are concerned, we have to mention that all this opened new doors of cooperation, interactivity and creativity, not only between students of the same class, but also among students of other classes and different grades as well. There was also great interdisciplinary collaboration among teachers of various specialties who all came together in order to achieve a common, creative goal. Moreover, it was observed that the entire creative process had a really positive effect especially on “weaker” and “more indifferent” students and pushed them towards creative ways of participating and expressing themselves. The hip hop dance theme proved to be really popular with all students who then wanted to create their own unique movement expression.

Finally, regarding the whole school community, everybody learned more things about creatively expressing themselves, collaborating, communicating and exchanging ideas while having a common goal as a focus.

Concluding this small intro, we must point out that due to the simplicity, familiarity and popularity of its specific topic, this creative drama act is highly recommended to fellow teachers and students. The theme itself offers great room for adaptation in order to involve different grades and teachers of various school subjects and the messages that come across are pretty strong and relatable to everyone. And through the particular and creative process of their own, everyone involved will be led to a unique and satisfying outcome.

Link with the video recording of the creative short play:

<https://d2bed.wordpress.com/2019/05/25/its-cool-to-be-different-short-creative-drama-play/>

IT'S COOL TO BE DIFFERENT

It's cool to be different, everybody is unique.

<----->

**Different is nice and nobody is weak!
Everybody is different, everybody is nice.**

**What a pity, what a shame,
how boring to be the same! [2]**

<----->

**Respect my likes, respect my rights,
and the world will be so bright!
I can help you, you can help me,
everything will be alright!**

<----->

**Everybody can do something
but together we can do everything!**

Δημοτικό Σχολείο Δεμενίκων, Πάτρα

ΕΙΝΑΙ ‘ΚΟΥΛ’ ΝΑ ΕΙΣΑΙ ΔΙΑΦΟΡΕΤΙΚΟΣ

Σύντομη Θεατρική Πράξη (Δημιουργικό Θέατρο στην Εκπαίδευση)

Τα Σενάριο-Στίχοι μεταφράστηκαν στα Ελληνικά από τους μαθητές των τάξεων Γ2 και Γ1 βάσει του Αγγλικού πρωτότυπου που δημιουργήθηκε από τους ίδιους στα πλαίσια του προγράμματος Erasmus+ με τίτλο «Τόλμησε να είσαι διαφορετικός»

Σχολικό Έτος 2018-2019

Το θέμα αυτού το σύντομου θεατρικού δρώμενου επιλέχθηκε με βάση τα θέματα της διαφορετικότητας, της συμπεριήληψης και της συνεργασίας, ακολουθώντας το γενικότερο θέμα του προγράμματος Erasmus+ που υλοποιήσαμε. Επίσης συμβάδιζε πλήρως και με το αναλυτικό πρόγραμμα του μαθήματος των Αγγλικών της τρίτης τάξης.

Οι μαθητές δύο τμημάτων της τρίτης τάξης ενεπλάκησαν ενεργά σε αυτό το σκετς, το οποίο είχε επίσης κι έναν έξτρα hip-hop χαρακτήρα.

Η εκπαιδευτικός Αγγλικής Γλώσσας του τμήματος Γ2 (Αλεξάνδρα Μ.) ανέλαβε την διοργάνωση του εγχειρήματος, με την πολύτιμη βοήθεια της εκπαιδευτικού Αγγλικής Γλώσσας του τμήματος Γ1 (Αδαμαντίας Α.), της δασκάλας του ίδιου τμήματος (Ρένας Α.) καθώς και της εκπαιδευτικού Θεατρικής Αγωγής του σχολείου (Νικόλ Χ.), της οποίας οι δημιουργικές δραματικές παρεμβάσεις ήταν πραγματικά διαφωτιστικές.

Αυτή η σύντομη θεατρική πράξη δημιουργήθηκε στα πλαίσια ενός μαθήματος Αγγλικών που είχε σχετικό θέμα:

Το Σχολείο των Ζώων, όπου τα ζώα βιοθούν το ένα το άλλο διατηρώντας όμως και τη μοναδικότητά τους. Οι μικροί μαθητές ενθαρρύνθηκαν να δημιουργήσουν τα δικά τους σλόγκαν στα Αγγλικά σχετικά με τη δημιουργικότητα, τη συμπεριήληψη και τη συνεργασία. Αφού συγκεντρώθηκαν όλα τα σλόγκαν και δουλεύοντας σε ομάδες, οι μαθητές τα συνδύασαν όλα μαζί και κατέληξαν στο τελικό κείμενο-σενάριο. Στη συνέχεια προστέθηκε η μουσική. Τέλος, δουλεύοντας συνεργατικά σκέφτηκαν και όλες τις κινήσεις που εμπλούτισαν τη δημιουργική τους έκφραση, πάντα υπό την καθοδήγηση των εκπαιδευτικών που οργάνωσαν την όλη δράση.

Όσον αφορά στη δραματοποίηση του σκετς, ενεπλάκησαν όλοι οι μαθητές και των δύο τμημάτων, το καθένα κάνοντας πρόβα τη δική του εκδοχή. Οι μαθητές επίσης ενεπλάκησαν ενεργά στη δημιουργία των σκηνικών (μεγάλες πινακίδες με τα σλόγκαν) κι επίσης παρείχε ο καθένας το δικό του «κοστούμι» με τη βοήθεια των εκπαιδευτικών.

Το θεατρικό σκετς παρουσιάστηκε από τους μαθητές και των δύο τμημάτων της



τρίτης σε διαφορετικά ακροατήρια, τα οποία συμπεριέλαμβαναν μαθητές άλλων τάξεων ξεχωριστά, καθώς και μεγαλύτερο κοινό (γονείς, τοπικές αρχές) στο τέλος της σχολικής χρονιάς, ως μέρος του εορτασμού της αποφοίτησης των μαθητών της έκτης τάξης του σχολείου μας.

Η αντίδραση όλων ήταν πραγματικά ενθουσιώδης μιας και το σύντομο θεατρικό δρώμενο είχε δημιουργηθεί από πολύ μικρούς μαθητές και μάλιστα στα Αγγλικά (Ξένη Γλώσσα εδώ στην Ελλάδα). Επιπλέον, κατά τη διάρκεια της επόμενης σχολικής χρονιάς το σκετς υιοθετήθηκε και διαμορφώθηκε από μαθητές της πέμπτης τάξης, οι οποίοι πραγματικά απόλαυσαν τον hip –hop χαρακτήρα του και ήθελαν να δώσουν τη δική τους δημιουργική έκφραση-εκδοχή.

Σχετικά με την συνολική εμπειρία που αποκομίστηκε από την όλη διαδικασία, πρέπει να αναφερθεί ότι, ανοίχθηκαν νέες πόρτες συνεργασίας, διάδρασης και δημιουργικότητας μεταξύ των μαθητών, όχι μόνο της ίδιας τάξης αλλά και διαφορετικών τάξεων.

Υπήρξε επίσης διαθεματική προσέγγιση και συνεργασία μεταξύ των εκπαιδευτικών διαφορετικών ειδικοτήτων που όλοι μαζί εστίασαν σε έναν κοινό δημιουργικό στόχο.

Επιπλέον, παρατηρήθηκε ότι η όλη αυτή δημιουργική διαδικασία είχε πραγματικά θετική επιρροή κυρίως στους πιο «αδύναμους» και «αδιάφορους» μαθητές και τους ώθησε σε πιο δημιουργικούς τρόπους συμμετοχής και έκφρασης. Αυτό το όλο χορευτικό θέμα με τη hip-hop μουσική, αποδείχθηκε πολύ δημοφιλές με όλους τους μαθητές που ήθελαν να δώσουν τη δική τους μοναδική και δημιουργική έκφραση κινήσεων.

Τέλος, αναφορικά με την όλη σχολική κοινότητα, όλοι έμαθαν περισσότερα πράγματα σχετικά με το πως μπορούν να εκφράζονται δημιουργικά, να συνεργάζονται,

να επικοινωνούν και να ανταλλάσσουν ιδέες εστιάζοντας σε έναν κοινό στόχο.

Συμπερασματικά, πρέπει να τονίσουμε ότι λόγω της απλότητας, οικειότητας και δημοφιλίας του συγκεκριμένου θέματος του θεατρικού δρώμενου, συστήνεται ιδιαίτερα και σε άλλους εκπαιδευτικούς και μαθητές. Μπορεί να χρησιμοποιηθεί και να διαμορφωθεί έτσι ώστε, να εμπλέξει μαθητές διαφόρων τάξεων και εκπαιδευτικούς διαφόρων ειδικοτήτων και να περάσει δυνατά μηνύματα που απευθύνονται και αγγίζουν όλους. Και μέσω της ξεχωριστής δημιουργικής διεργασίας του κάθε συμμετέχοντα, όλοι μπορούν να οδηγηθούν σε ιδιαίτερα και μοναδικά αποτελέσματα.

Σύνδεσμος με τη μαγνητοσκόπηση του σύντομου θεατρικού δρώμενου:

<https://d2bed.wordpress.com/2019/05/25/its-cool-to-be-different-short-creative-drama-play/>

EINAI 'ΚΟΥΛ' ΝΑ ΕΙΣΑΙ ΔΙΑΦΟΡΕΤΙΚΟΣ

Είναι 'κουλ' να είσαι διαφορετικός, όλοι είναι μιοναδικοί.

<----->

Το να είσαι διαφορετικός είναι καλό και κανείς δεν είναι αδύναμος!

Όλοι είναι διαφορετικοί, όλοι είναι καλοί.

Τι κρίμα πραγματικά,

Τι βαρετό, να είσαι ίδιος με τους άλλους! [2]

<----->

Σεβάσου τις προτιμήσεις μου, σεβάσου τα δικαιώματά μου,

και ο κόσμος θα γίνει τόσο φωτεινός!

Μπορώ να σε βοηθήσω, μπορείς να με βοηθήσεις όλα θα πάνε καλά!

<----->

Ο καθένας μπορεί να κάνει κάτι αλλά όλοι μαζί μπορούμε να κάνουμε τα πάντα!



GREECE



Demenika Primary School, Patras

REBELLION ON THE CHESSBOARD

Creative Drama Play

Script translated into English by Students of Classes ST2 and ST3,
from the Greek original play written for this Erasmus+ project, titled «Ανταρσία στην Σκακιέρα»
School Year 2019-2020

This drama play was inspired on the basis of the themes of diversity and cooperation, as these were promoted through our Erasmus+ project.

Furthermore, students were encouraged to give their own ideas based on their particular likes and preferences.

Chess was a popular theme liked by everyone, since students of our school have taken part in various school chess competitions over the years, and this was something familiar to them. Moreover, the idea of “making moves” was further enhanced by the whole creative drama expression and all these tied together pretty amazingly.

The students that took part in the whole process of this play were students of all three classes the 6th grade, one class of 4th grade and a class of 2nd grade.

The teacher of 4th grade (Rena A.) was leading the process along with one of the English teachers of our school (Alexandra M.) followed and helped greatly by our drama teacher (Constantina A.), our second English teacher (Adamantia A.) and the teacher of 2nd grade (Mary M.).

The play was developed through creative participation of both students and teachers. After the inception of the general idea, there was brainstorming, slogan and line producing (both orally and in writing) by the students, leading to the creation of the main plot. After that a writing team was formed, mostly by 6th grade students, and with the constant encouragement and guidance of the leading participating teachers and through many drafts, we reached the final outcome (play script) in Greek. Then, for the subtitling in English students of 6th grade again resumed the role of mediating meaning in English with the help of both the English teachers of the school.

For the staging of the play, students of 4th grade undertook most of the roles-dialogue, assisted by students of class B2, who focused mostly on the creative acting part, of making particular chess moves. And for the two main roles (that of the Black Queen and the Black King) two greatly talented students of 6th grade were recruited after auditions. In order to make the big chessboard students of 6th grade were recruited both to paint the big tiles black and white and also help with the actual staging of the chessboard, by carrying and putting it together a number of times. Students of the



6th and 4th grade were also involved in the creation of the chess headbands needed for each chess pawn. Sound effects and music were collectively chosen with the valuable help and guidance of the leading teachers.

While we were in the process of the final rehearsals and just before our final performance, the Covid-19 outbreak and finally general lockdown happened in our country. So after we came back, in the beginning of June 2020, things were pretty difficult since we had to keep distances, avoid touching, etc. A performance to large audiences was not allowed, however we managed through great effort and cooperation and stubbornness of everyone involved to perform it for a few students of our school and to have a pretty good recording of various parts, which after an intensive editing, led to a pretty great outcome. The recorded version was uploaded to our school website and various educational platforms; there were screenings that took place to various classes of our school, as well as to parents and local authorities, always following the limitations of distance and low number of participants. The reaction by everyone was really enthusiastic and it was more highlighted by the fact that we had all managed to overcome the great challenges the Covid-19 pandemic had imposed on us.

The overall experience of this particular creative drama process is summarized in the following key points:

- New paths of cooperation and creativity were opened, among students of various classes as well as different grades.
- Teachers of various specialties worked closely together to achieve a greater common educational goal, thus further interdisciplinary collaboration was fostered.
- “Weaker” and more “indifferent” students were empowered to push themselves towards more creative ways of participating and expressing themselves.

- The wider school community was highly benefited, since everybody explored new creative ways of expression, collaboration and exchange of ideas.

Finally, it is important to highlight that this drama play is highly recommended to be ‘adopted’ and adapted from other teachers and their students, since its topic is familiar, simple and particularly popular and educational.

Moreover, it offers space for further exploitation and adaptation to everyone’s specific educational needs and it conveys pretty strong and relatable messages, which if dealt with creativity will lead to unique and fulfilling outcomes.

Link with the actual video recording:

<https://d2bed.wordpress.com/2020/06/29/rebellion-on-the-chessboard/>

Cast:

32 chess pieces – 16 black and 16 white

Scenery:

1st scene: Chess picture on the projector/scenery
→ Giant chessboard

2nd scene: Giant chessboard in the school yard

Costumes:

White clothes, black clothes

Chess props: Chess head bands for the various chess pieces: 2 kings, 2 queens, 4 knights, 4 bishops, 4 rooks, 16 pawns

Sound effects: Background music and various sound effects (*clapping, booring, applause, etc...*)

REBELLION ON THE CHESSBOARD

ACT ONE

Queen (Black): ...If they can't follow rules I'll kick them out of my kingdom!!!

Bill??? Billy dearest??? Where on earth are you???

(She shouts.) He's a king, what did I expect??? Slow-moving... One step at a time... He couldn't care less... I'm the one who runs, swerves, twists and turns in any way I want, in order to save us...

King (Black): Will you tell me why you're screaming? They can hear you all over the territory!

Queen (Black): There he is!!! Better late than never... It's a matter of great importance... The stability of the Royal family is at stake... The outcome of the game... The "match" itself...

King (Black): What are you talking about?

Queen (Black): I keep telling you, but you don't listen... I'm going crazy... I stayed up all night because the pawns rose up against us... a real rebellion... They say that they will only take part in the friendly game with the "whites" under one condition...

King (Black): Which is...?

Queen (Black): Freedom of moves... Can you believe it??? Freedom...

They said, "Who do you think you are to move as you wish, while we are "tied up" and have to do the same thing again and again? We'll start a revolution and we'll face the opponents in another way. We are all going to do what you do".

No matter how many times I tried to explain that the game

can't be played this way, they wouldn't understand.

I'm tired of telling them about the characteristics that make everyone special and unique, features that make them able to complete each other.

And that what really counts is to be able to cooperate through our different moves... that everyone plays their own special and significant role... that this uniqueness of ours is what is important...

We have to accept ourselves as we are... with our mistakes and imperfections, as well as our unique abilities... and take every chance to achieve our goal, which is not only to win, but to also enjoy the game...

Accepting the fact that you're different and trying to achieve a common goal is one thing, while just rebelling and doing whatever you like is another...

No matter how each one moves, all of us together can win the game... and as the saying goes... "When the game is over, both king and pawns are put in the same box..."

...but nothing I said really made any difference... it just doesn't make any sense, I'm out of my mind... really disappointed...

King (Black): And where did all this end up?

Queen (Black): It came to nothing... they said they will keep to their own line... I'm afraid we're skating on thin ice...

King (Black): Don't you worry, dear... Let's go and we'll see what we can do...



ACT TWO

Queen (White): We all gathered here to play a friendly game... I don't think we need to repeat the rules... Everybody knows them... Let's begin...

(The white pawns go first... The black ones do not follow the rules and there's huge dissatisfaction... The King and Queen keep running to correct them... Booring is heard from the tier... The white pawns are indignant... They quit and sit at their squares... The black pawns are talking to each other now...)

Knight 1 (Black): Well, that was not a game...

Knight 2 (Black): It's the first time we are not having fun...

Bishops 1 &2 (Black): We told you the Queen was right... when she was screaming...

Rook 1 (Black): We wanted freedom, didn't we?

Rook 2 (Black): We were sick of the same old thing... We wanted a change...

Pawns (all together): We all got into trouble because of you... Which freedom are you talking about? We didn't see any freedom... We all felt the same... No one was special... We didn't have any grace at all...

Knight 1 (Black): We all did the same thing, nothing special. Personally, I liked what I was doing before best. 1... 2... hop! (He makes the knight's chess move.)

Bishops 1 &2 (Black): We liked what we used to be, too. Why the heck should everyone do whatever they want, whenever they want to? (At the same time they make their chess moves.)

Rook 1 (Black): We must correct our mistakes... (He makes his move, too.)

Knight 2 (Black): I think we should repeat the game with our White friends... (He also makes his chess move.)

Rook 2 (Black): But this time we will follow the rules and make our moves as we know... (At the same time he makes his chess moves.)

(Big applause...)

Black Pawns: Right!!! We're special... all unique and useful... Each one of us completes and helps the other...

White Pawns: Each one with their own abilities and talents... "And this diversity is the spice of life, it makes it worth..." as the poet says...

Black Pawns: We all have a role to play... just one is not enough... we must be together...

Everybody: Because the game of life becomes more beautiful this way... We will make this game unforgettable... Come on then, let's play...

(They shake hands with their opponents, they ask them to stand up, and the scene ends with the pawns at their squares ready to play.)

The play ends while everybody sings the following Greek song by a music group called "Oute Sponta".

Song Lyrics (translation)

THE CHESS

*Life is a game of chess and you are the little soldier
The weak pawn that usually pays for it
You are always the first victim and you move with one step only
You can't go back, you have to understand
You fight and you have the compassion of another fifteen pawns
Like you seven doubles, rooks, knights and bishops
The couple is sitting in the back, the leader can wait no longer
The queen rushes and the game begins.
But if you take a moment and search, why all this is happening
Everything happens for the sake of the "honour" of the king
But you have now entered the gutter and keep imagining enemies
And your only obsession is how you will eat the little soldier.
In the opposing barracks, you can find yourself in a different colour
Like him, seven doubles, rooks, knights and bishops
Everyone ready for battle waiting in line
Their leader looks at them and the war begins.
The bishop eats the pawn and the knight kills it*

*The rook eats the little knight before the little soldier eats it
The queen weighs in and the chessboard thins out
The tyrants look at them and from their throne smile mischievously.
But if you take a moment and search, why all this is happening
Everything happens for the sake of the "honour" of the king
But you have now entered the gutter and keep imagining enemies
And your only obsession is how you will eat the little soldier.
But if the pawns broke the rules for once
They would turn to their own side to eat their king
And so instead of fighting each other, they would go With flags and placards to achieve the checkmate.
But if you take a moment and search, why all this is happening
Everything happens for the sake of the "honour" of the king
But you have now entered the gutter and keep imagining enemies
And your only obsession is how you will eat the little soldier.*

ACT THREE

After Act 2 pupils could play an actual game of chess on the big chessboard or show a couple of moves. Two teach-

ers or two students from the audience choose which student-pawn will play.



GREECE



Δημοτικό Σχολείο Δεμενικων, Πάτρα

ΑΝΤΑΡΣΙΑ ΣΤΗΝ ΣΚΑΚΙΕΡΑ

Πρωτότυπο Θεατρικό Έργο (Δημιουργικό Θέατρο στην Εκπαίδευση)

Το παρακάτω θεατρικό έργο βασίζεται σε μια πρωτότυπη ιδέα της εκπ/κού Ειρήνης Αλβανού και υλοποιήθηκε με την πολύτιμη συμβολή και βοήθεια των μαθητών των τμημάτων Δ1 και ΣΤ2 του Δημοτικού Σχολείου Δεμενίκων, καθώς και της εκπ/κού Αλεξάνδρας Μαυράκη, κατά το σχολικό έτος 2019-2020, στα πλαίσια του προγράμματος Erasmus+: “Dare to be Different: Creative Drama in Education”

Το παρόν θεατρικό είναι εμπνευσμένο από τα θέματα της διαφορετικότητας και της συνεργασίας, όπως αυτά αναπτύχθηκαν μέσω του προγράμματος Erasmus+ που υλοποιήσαμε.

Επιπλέον οι μαθητές ενθαρρύνθηκαν να εκφράσουν τις δικές τους ιδέες ανάλογα με τις προσωπικές τους εκτιμήσεις και τα ενδιαφέροντά τους.

Το σκάκι ήταν ένα δημοφιλές θέμα, αρεστό από όλους, μιας και οι μαθητές του σχολείου μας έχουν ήδη συμμετάσχει σε διαγωνισμούς σκακιού τα προηγούμενα χρόνια και ήταν κάτι γνώριμο και οικείο σε αυτούς. Ακόμη, η ιδέα του «κάνω κινήσεις» εμπλουτίστηκε περαιτέρω από τη θεατρική δημιουργική έκφραση και όλα αυτά έδεσαν απόλυτα αρμονικά.

Οι μαθητές που συμμετείχαν στην όλη διαδικασία ήταν μαθητές από τα τρία τμήματα της έκτης τάξης, ένα τμήμα της τετάρτης κι ένα τμήμα της δευτέρας.

Η δασκάλα της τετάρτης (Ρένα Α.) ανέλαβε διοργανω-

τικό ρόλο σε συνεργασία με μια από τις εκπαιδευτικούς Αγγλικών του σχολείου μας (Αλεξάνδρα Μ.) υποβοηθούμενες σε σημαντικό βαθμό από την εκπαιδευτικό Θεατρικής Αγωγής (Κωνσταντίνα Α.), τη δεύτερη εκπαιδευτικό Αγγλικών (Αδαμαντία Α.) και τη δασκάλα της δευτέρας τάξης (Μαρία Μ.)

Το θεατρικό αναπτύχθηκε μέσω της δημιουργικής συμμετοχής και των εκπαιδευτικών και των μαθητών. Μετά τη σύλληψη της γενικής ιδέας, ακολούθησε καταιγισμός ιδεών, και συγγραφή σλόγκαν και φράσεων (προφορικά και γραπτά) από τους μαθητές, τα οποία κατέληξαν στον σχηματισμό της βασικής πλοκής. Στη συνέχεια σχηματίστηκε μια ομάδα συγγραφής, αποτελούμενη κυρίως από μαθητές της έκτης τάξης, με τη συνεχή ενθάρρυνση και καθοδήγηση των εκπαιδευτικών που είχαν οργανωτικό ρόλο, και μέσω από μια σειρά προσχεδίων, καταλήξαμε στο τελικό αποτέλεσμα (σενάριο) στα Ελληνικά. Έπειτα, μαθητές της έκτης τάξης πάλι, ανέλαβαν την απόδοση στα Αγγλικά με Αγγλικούς υπότιτλους, με τη βοήθεια των εκπαιδευτικών Αγγλικής Γλώσσας του σχολείου.



Στη διανομή των ρόλων, οι μαθητές της τετάρτης ανέλαβαν τους περισσότερους από αυτούς, βοηθούμενοι από μαθητές του τμήματος Β2, οι οποίοι εστίασαν περισσότερο στο κομμάτι της δημιουργικής θεατρικής έκφρασης μέσω των κινήσεων του σκακιού. Και τους δύο βασικούς ρόλους (της Μαύρης Βασίλισσας και του Μαύρου Βασιλιά) ανέλαβαν δυο πολύ ταλαντούχοι μαθητές της έκτης τάξης, μετά από αρκετές οντισιόν. Για να κατασκευαστεί η μεγάλη σκακιέρα, μαθητές της έκτης τάξης έβαψαν τα μεγάλα πλακάκια άσπρα και μαύρα κι επίσης ανέλαβαν να τα «στήνουν» και να τα «μάζεύουν» ανάλογα με το πότε γίνονταν οι πρόβες, πράγμα που συνέβη αρκετές φορές. Μαθητές της έκτης και της τετάρτης ασχολήθηκαν επίσης με την κατασκευή των «καπέλων-σκακιού» που χρειαζόταν να φορέσει το αντίστοιχο πιόνι της σκακιέρας. Τα ηχητικά εφέ και η μουσική επένδυση επιλέχθηκαν συλλογικά επίσης, με την πολύτιμη βοήθεια και καθοδήγηση των εκπαιδευτικών-οργανωτών.

Ενώ βρισκόμασταν στη φάση των τελικών προβών, λίγο πριν την τελική μας παράσταση, ξέσπασε η πανδημία του Covid-19 και επεβλήθη γενικός περιορισμός στη χώρα μας. Έτσι, όταν επιστρέψαμε, στις αρχές του Ιουνίου 2020, τα πράγματα ήταν αρκετά δύσκολα, μιας και έπρεπε να διατηρούμε συγκεκριμένες αποστάσεις, να αποφεύγουμε την επαφή, κτλ. Δεν επιτρεπόταν να δώσουμε παράσταση σε μεγάλο κοινό, παρόλα αυτά από μεγάλη προσπάθεια, συνεργασία κι επιμονή όλων των εμπλεκομένων πλευρών κατορθώσαμε να παρουσιάσουμε το έργο σε μικρές ομάδες μαθητών του σχολείου μας και να μαγνητοσκοπήσουμε κάποια μέρη ανεξάρτητα, τα οποία κατόπιν εντατικού editing οδήγησαν σε ένα εξαιρετικό αποτέλεσμα. Το αποτέλεσμα αυτό ανέβηκε στον δικτυακό τόπο του σχολείου μας και σε διάφορες εκπαιδευτικές πλατφόρμες, και έγιναν προβολές σε διάφορα τμήματα του σχολείου μας καθώς και σε γονείς και τοπικές αρχές, λαμβάνοντας πάντοτε υπόψη τους περιορισμούς της απόστασης και του μικρού αριθμού συμμετεχόντων. Η

αντίδραση όλων ήταν ενθουσιώδης και είχε ιδιαίτερη σημασία γιατί κατορθώσαμε να ξεπεράσουμε τις μεγάλες δυσκολίες που μας επέβαλε η πανδημία του Covid-19.

Η όλη μας εμπειρία σχετικά με τη συγκεκριμένη δημιουργική θεατρική διαδικασία συνοψίζεται στα παρακάτω βασικά σημεία:

- Ανοίχθηκαν νέοι δρόμοι συνεργασίας και δημιουργικότητας μεταξύ μαθητών διαφόρων τμημάτων αλλά και διαφορετικών τάξεων.
- Δάσκαλοι διαφόρων ειδικοτήτων δούλεψαν στενά ώστε να πετύχουν έναν κοινό εκπαιδευτικό σκοπό, ενισχύοντας έτσι περαιτέρω τη διαθεματική συνεργασία.
- Οι πιο «αδύναμοι» και «αδιάφοροι» μαθητές ενδυναμώθηκαν ώστε να εκφραστούν μέσω πιο δημιουργικών οδών ώστε να συμμετέχουν και να εκφράζονται περισσότερο.
- Η όλη σχολική κοινότητα ωφελήθηκε σε σημαντικό βαθμό, μιας και όλοι εξερεύνησαν νέους δημιουργικούς τρόπους έκφρασης, συνεργασίας και ανταλλαγής ιδεών

Τέλος, είναι σημαντικό να τονίσουμε ότι το συγκεκριμένο θεατρικό συστήνεται ιδιαίτερα, είτε για να «νιοθετηθεί» αυτούσιο, είτε για να διαμορφωθεί από εκπαιδευτικούς και τους μαθητές τους, μιας και το θέμα του είναι οικείο, απλό, και ιδιαίτερα δημοφιλές και δημιουργικό.

Επιπλέον, προσφέρεται για περαιτέρω αξιοποίηση και προσαρμογή στις ιδιαίτερες εκπαιδευτικές ανάγκες του καθενός και μεταφέρει αρκετά δυνατά μηνύματα, τα οποία αν επεξεργαστούν δημιουργικά θα οδηγήσουν σε μοναδικά και ιδιαίτερως ικανοποιητικά αποτελέσματα.

Σύνδεσμος με την μαγνητοσκόπηση του έργου:

<https://d2bed.wordpress.com/2020/06/29/rebellion-on-the-chessboard/>

Ηθοποιοί:

32 πιόνια (16 λευκά + 16 μαύρα)

Σκηνικό:

1η σκηνή: προτζέκτορας με εικόνα σκάκι /σκηνικό
→ Γιγάντια σκακιέρα

2η σκηνή: Γιγάντια σκακιέρα στο προαύλιο

Κοστούμια: Λευκά ρούχα, μαύρα ρούχα,

Διακριτικά (χειροποίητα στέμματα με τα διάφορα είδη πιονιών στο σκάκι): 2 βασιλιάδες, 2 βασίλισσες, 16 στρατιωτάκια/πιόνια, 4 πύργοι, 4 ίπποι, 4 αξιωματικοί

Χρητικά: Μουσική (υπόβαθρο) την ώρα του παιχνιδιού, διάφοροι ήχοι: (γιουχαϊσματα, επιφωνήματα, χειροκροτήματα...κτλ)

ΑΝΤΑΡΣΙΑ ΣΤΗΝ ΣΚΑΚΙΕΡΑ

ΣΚΗΝΗ ΠΡΩΤΗ

Βασιλισσα (Μαυρη): ...Αν δεν μπορούν να ακολουθήσουν κανόνες θα τους διώξω από το βασίλειό μου....
Βασίλη;;;; Βασιλάκο;;;; Πού στο καλό βρίσκεσαι.....;;;;;

(Φωνάζει)... Βασιλιάς παιδί μου, αργοκίνητος και αέρα πατέρα... ένα βήμα τη φορά..... και εγώ να τρέχω, να λοξοδρομώ, να ελίσσομαι, όπως μπορώ, για να μιας σώσω....

Βασιλιας (Μαυρος): Θα μου πεις γιατί ουρλιάζεις και ακούγεσαι σε όλη την επικράτεια;;;;

Βασιλισσα (Μαυρη): Καλώς τόνε κι ας άργησε... Υπάρχει θέμα υψίστης σημασίας... Διακυβεύεται η ισορροπία της Βασιλικής οικογένειας... Η έκβαση του παιχνιδιού... Ή παρτίδα ολόκληρη...

Βασιλιας (Μαυρος): Τι μου λες;;;;

Βασιλισσα (Μαυρη): Σου λέω και σου ξαναλέω... Τρελαί-νο-μαι....

Όλο το βράδυ έμεινα άγρυπνη, γιατί τα πιόνια σήκωσαν μπαϊράκι... Ανταρσία κανονική... Δε θέλουν λέει να κατέβουν σε φιλικό αγώνα με τους... Ασπρομούρηδες.... αν δεν ικανοποιήσω έναν βασικό όρο τους...

Βασιλιας (Μαυρος): Ο οποίος είναι;;;;

Βασιλισσα (Μαυρη): Ελευθερία κινήσεων. Ακούς;;;; Ελευθερία... «Ποια είσαι εσύ», μου είπαν, «που μπορείς να κινείσαι όπως θέλεις, και εμάς μας έχεις δεμένα τα χέρια να κάνουμε όλο τα ίδια και τα ίδια»... «Θα κάνουμε επανάσταση», είπαν, «και θα αντιμετωπίσουμε τους



αντιπάλους με άλλο σύστημα... Θα κάνουμε όλοι ό,τι κι εσύ...»

Όσες φορές και αν τους εξήγησα ότι δεν θα μπορέσει να γίνει παιχνίδι έτσι, εκείνοι δεν εννοούσαν να καταλάβουν... Μάλλιασε η γλώσσα μου να τους μιλάω για τα χαρακτηριστικά γνωρίσματα του καθενός, που τον κάνουν να ξεχωρίζει, να είναι μοναδικός, και ικανός να συμπληρώνει τον άλλο...

Κι ότι αυτό που μετράει είναι να μπορέσουμε να συνεργαστούμε όλοι μαζί... Μέσα από τις διαφορετικές μας κινήσεις... Ότι κάθε ένας έχει τον ξεχωριστό, σημαντικό του ρόλο... Ότι αυτή η διαφορετικότητά μας είναι που έχει αξία...

Ότι πρέπει να αποδεχτούμε τον εαυτό μας όπως είμαστε... Με τα λάθη και τις ατέλειες μας... Άλλα και με τις μοναδικές μας ικανότητες... και να εκμεταλλευτούμε την κάθε ευκαιρία που θα μας δοθεί για να πετύχουμε τον στόχο μας... Που είναι όχι μόνο να κερδίσουμε την παρτίδα, αλλά και να ευχαριστηθούμε το παιχνίδι...

Ότι άλλο είναι αποδέχομαι τη διαφορετικότητά μου και δρω προς έναν κοινό στόχο, κι άλλο απλά επαναστατώ και κάνω ότι μου αρέσει...

Ότι ανεξάρτητα με το πως κινείται ο καθένας, η παρτίδα κερδίζεται από όλους μαζί... Κι ότι όπως λέει κι η παρομία “Μετά το παιχνίδι, ο βασιλιάς και το πιόνι πάνε στο ίδιο κουτί...”

...Αλλά ότι κι αν είπα, έπεσε στο κενό...άσε σου λέω, δε βγάζω άκρη, έχω σκάσει...

Βασιλιας (Μαυρος): Και τελικά πού καταλήξατε;;;

Βασιλισσα (Μαυρη): Δεν καταλήξαμε... Είπαν ότι θα

κάνουν του κεφαλιού τους... Φοβάμαι ότι θα εκτεθούμε ανεπανόρθωτα...

Βασιλιας (Μαυρος): Πάμε και μη μου αγχώνεσαι...θα δούμε πώς θα τα βολέψουμε...

ΣΚΗΝΗ ΔΕΥΤΕΡΗ

Βασιλισσα (Λευκη): Μαζευτήκαμε σε αυτό το χώρο για να δώσουμε έναν αγώνα φίλικό... Δε χρειάζεται να επαναλάβουμε τους κανόνες που όλοι γνωρίζουμε χρόνια τώρα... Ας ξεκινήσουμε...

(Τα λευκά πιόνια ξεκινούν πρώτα...Τα μαύρα πιόνια δεν ακολουθούν τους κανόνες και δημιουργείται μεγάλη δυσφορία...Η βασίλισσα και ο βασιλιάς τρέχουν συνεχώς να τους διορθώσουν... Ακούγεται ήχος από γιουχαΐσματα στην κερκίδα...Τα λευκά πιόνια αγανακτούν, παραιτούνται και κάθονται κάτω στα τετράγωνά τους... Τα μαύρα πιόνια συζητούν μεταξύ τους...)

Ιππος 1 (Μαυρος): Καλά αυτός δεν ήταν αγώνας...

Ιππος 2 (Μαυρος): Πρώτη φορά που δεν περνάμε καλά...

Αξιωματικοι 1 & 2 (Μαυροι): Εμείς σας το είπαμε ότι η βασίλισσα είχε δίκιο που φώναζε...

Πυργος 1 (Μαυρος): Θέλαμε ελευθερία και καλά...

Πυργος 2 (Μαυρος): Κουραστήκαμε πια όλο τα ίδια και τα ίδια και θέλαμε μία αλλαγή...

Στρατιωτακια (Ολα Μαζι): Μας πήρατε όλους στο λαιμό σας... Για ποια ελευθερία μιλάτε;;; Εμείς όλοι ίδιοι νιώσαμε... Κανένας δεν είχε χάρη...





Ιππος 1 (Μαυρος): Κάναμε τα ίδια... Δεν ξεχωρίσαμε σε τίποτα... Εμένα μου άρεσε όπως ήμουν παλιά 1.....2..... οπ... (Κάνει την κίνηση του ίπου.)

Αξιωματικοι 1 & 2 (Μαυροι): Και εμάς μας άρεσε όπως ήμασταν παλιότερα... Γιατί σώνει και καλά θα έπρεπε να κάνει ο καθένας ότι θέλει, όποτε θέλει;;; (Κάνουν παράλληλα τις κινήσεις τους.)

Πυργος 1 (Μαυρος): Πρέπει να διορθώσουμε τα λάθη μας... (Κάνει παράλληλα τις κινήσεις του.)

Ιππος 2 (Μαυρος): Να επαναλάβουμε τον αγώνα με τους φίλους- χιονάτους... (Κάνει παράλληλα τις κινήσεις του.)

Πυργος 2 (Μαυρος): Άλλα αυτή τη φορά με τις κινήσεις του καθενός και τους κανόνες, όπως ξέραμε (Κάνει παράλληλα τις κινήσεις του.)

(Θερμά χειροκροτήματα...)

Μαυρα Πιονια: Σωστά!!! Είμαστε ξεχωριστοί... Όλοι μοναδικοί και όλοι χρήσιμοι... Ο ένας συμπληρώνει και βοηθάει τον άλλον...

Λευκα Πιονια: Ο καθένας με τις δικές του ικανότητες και τα ταλέντα του... “Κι αυτή η ποικιλία είναι το μπαχαρικό της ζωής, της δίνει όλη τη νοστιμάδα...” που λέει κι ο ποιητής...

Μαυρα Πιονια: Όλοι έχουμε το ρόλο μας... Άλλα δε φτάνει μόνο ο ένας, πρέπει να είμαστε όλοι μαζί ...

Ολοι Μαζι: Γιατί έτσι γίνεται πιο όμορφο το παιχνίδι της ζωής... Θα κάνουμε έναν αγώνα που θα μας μείνει αξέχαστος... Ελάτε να παίξουμε λοιπόν...

(Δίνουν τα χέρια στους αντιπάλους, τους σηκώνουν από κάτω και η σκηνή κλείνει με τα πιόνια να είναι στις θέσεις τους έτοιμα για παιχνίδι.)

Το έργο τελειώνει με όλους να τραγουδούν το παρακάτω τραγούδι από το συγκρότημα «Ούτε Σπόντα».

ΣΚΗΝΗ ΤΡΙΤΗ

Μετά τη Δεύτερη Σκηνή, οι μαθητές θα μπορούσαν ως τελευταία σκηνή να παίξουν ένα πραγματικό παιχνίδι σκάκι ή να δείξουν 5-6 κινήσεις.

Το παράγγελμα για το ποιο πιόνι-μαθητής θα παίξει, το δίνουν δύο εκπαιδευτικοί ή δύο μαθητές από το κοινό.

To Σκακι

(Μουσική-Στίχοι-Ερμηνεία: Γιάννης Παπαγεωργίου)

Η ζωή είναι ένα σκάκι και εσύ είσαι το στρατιωτάκι
 Το αδύναμο το πιόνι που συνήθως την πληρώνει
 Πάντα είσαι το πρώτο θύμα και κινείσαι μ' ένα βήμα
 Πίσω δεν μπορείς να κάνεις πρέπει να το καταλάβεις
 Πολεμάς και έχεις συμπόνια άλλα δεκαπέντε πιόνια
 Σαν και εσένα εφτά σωσίες, πύργους, ίππους και λοχίες
 Πίσω κάθεται το ζεύγος, ο αρχηγός αδημονεί
 Η βασίλισσα ορμάει κι η παρτίδα ξεκινάει.
 Μα αν καθίσεις και το ψάξεις γιατί γίνονται όλα
 αυτά
 Όλα γίνονται για χάρη της τιμής του βασιλιά
 Μα εσύ έχεις μπει στο λούκι και φαντάζεσαι εχθρούς
 Και το μόνο σου μεράκι πώς θα φας το στρατιωτάκι.
 Στην αντίπαλη στρατώνα ο εαυτός σου σ' άλλο
 χρώμα
 Σαν και αυτόν εφτά σωσίες, πύργοι, ίπποι και λοχίες
 Έτοιμοι όλοι για τη μάχη περιμένουν στη γραμμή
 Ο αφέντης τους κοιτάζει και τον πόλεμο προστάζει.
 Ο λοχίας τρώει το πιόνι και ο ίππος το σκοτώνει
 Τρώει ο πύργος το αλογάκι πριν το φάει το στρατιωτάκι

Η βασίλισσα ζυγώνει κι η σκακιέρα αραιώνει
 Οι δυνάστες τα κοιτάζουν κι απ' το θρόνο τους μειδιάζουν.

Μα αν καθίσεις και το ψάξεις γιατί γίνονται όλα
 αυτά

Όλα γίνονται για χάρη της τιμής του βασιλιά
 Μα εσύ έχεις μπει στο λούκι και φαντάζεσαι εχθρούς
 Και το μόνο σου μεράκι πώς θα φας το στρατιωτάκι.

Μα αν τα πιόνια μια φορά παράκουν τους κανονισμούς

Θα γυρνούσαν στη μεριά τους για να φαν το βασιλιά τους

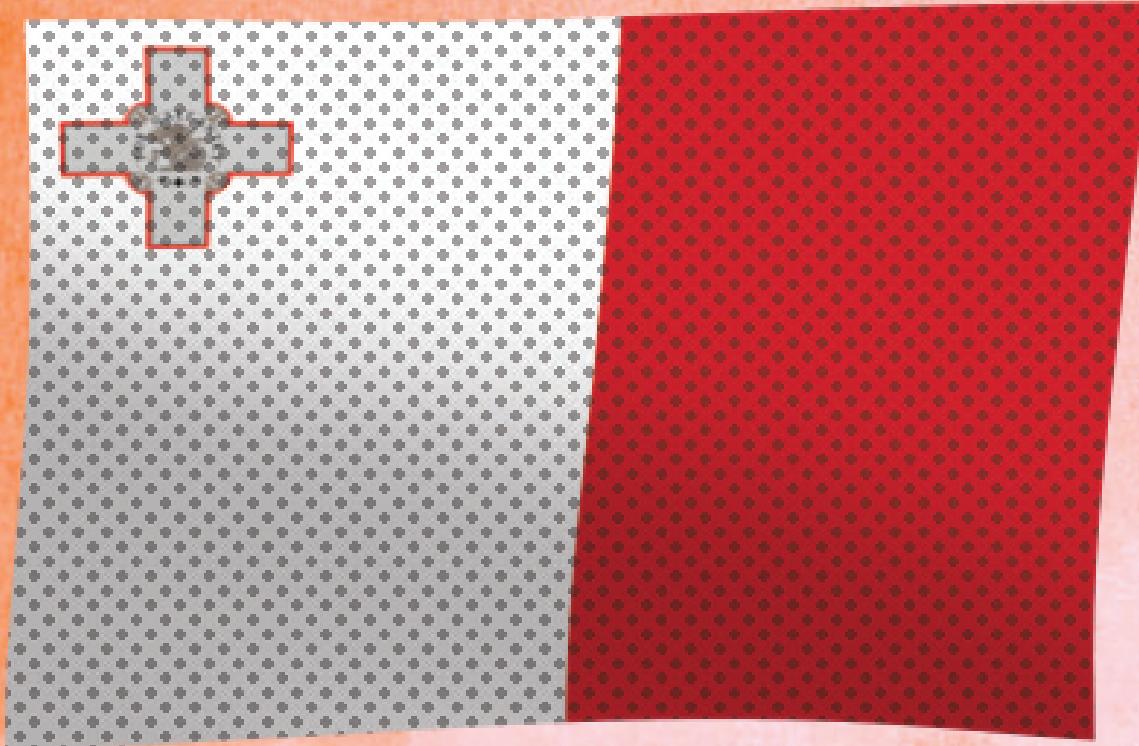
Και έτσι αντί να πολεμάνε μεταξύ τους, θα πηγαίνουν

Με σημαίες και πλακάτ να πετύχουν το ματ.

Μα αν καθίσεις και το ψάξεις γιατί γίνονται όλα
 αυτά

Όλα γίνονται για χάρη της τιμής του βασιλιά
 Μα εσύ έχεις μπει στο λούκι και φαντάζεσαι εχθρούς

Και το μόνο σου μεράκι πώς θα φας το στρατιωτάκι.



MALTA



MALTA



St. Margaret College, Zabbar Primary B, Zabbar

THE JOURNEY OF THE FIRST PEOPLE TO THE MALTESE ISLANDS

Prehistoric To Modern Times

Devised by
Noel Paris and Emma Loftus

Malta's prehistory is perhaps one of the most fascinating periods in our history, boasting structures that are possibly older than the Pyramids in Egypt and Stonehenge in the UK.

While we may never be sure, it is generally believed that the "first" people to settle on the islands came from Sicily. This topic is part of the Social Studies syllabus in Year 6.

A group of students decided they would try to recreate this through drama, writing the two scripts and actually staging the performances. The teacher involved was Mr Noel Paris, but for the most part, it was the students who drove the entire process from writing to staging.

The students were then challenged to reflect on the parallelism with modern day migration issues. Students went back to the scripts and gave the original versions a modern twist, raising some extremely important questions vis-à-vis the general stance towards immigrants which is, unfortunately, not always positive. They worked with Ms Emma Loftus, a drama teacher and specialist, to polish their plays.

The pieces were originally performed for other students

in the same year group, with plans to eventually stage the plays in front of the whole school. Unfortunately, COVID-19 interrupted this process and the scripts were finalised in a remote classroom setting.

The greatest challenge, but also an opportunity that this topic provided was that of making our students critically reflect on issues related to nationalism, ethnicity and culture, ultimately coming to the conclusion that perhaps it is about time that we started thinking in terms of "we are all human beings" as against "we are Maltese" or "Greeks" or "Serbs" or "Turks"... and to appreciate our culture heritage as part of humanity rather than as something superior to other cultures.

The discussions that the plays generated were perhaps the most positive aspect to emerge from this exercise. While the text may need some adaptation for different countries, the ideas are definitely worth exploring with students in any country.

For teachers who wish to try out this model with their students, we are including some working material following the end of the play.



THE JOURNEY OF THE FIRST PEOPLE TO THE MALTESE ISLANDS – PREHISTORIC TO MODERN TIMES –

Cast:

1st part
(prehistoric times)

Nedyr
Ucal
Yahal
Nazdil
Angileh
Nnelg

2nd part (modern times)

Toni, Maltese
Gużeppi, Maltese
Francesca, Italian
Mauro, Italian
Samba, African
Afia, African
Nathan, British
Otto, British
Noah, British

FIRST PART: PREHISTORIC TIMES

Narrator: In this play, we are going to meet a family in the pre-historic times. This family left Sicily to come and live in Malta. We will meet a loving and caring mother who is willing to do anything to protect her family.

SCENE 1

Nedyr: Mum, what are you seeing?

Ucal: Yes, what are you seeing?

Yahal: Start packing, we are going to live somewhere else!
(Ucal leaves to start packing)...

Yahal (grabs Nedyr's arm) : Nedyr, please go and tell your grandparents that we're leaving Sicily!

Nedyr: Grandma Angileh, grandpa Nazdil, mum told us that we are leaving Sicily!

Nazdil: So, we need to pack all our things?

Nedyr: That's what mum said.

Angileh: Why? What are we going to do with all these citrus trees? I NEED MY CITRUS TREES!!!!

Nedyr: There's nothing we can do. Mum's orders.

SCENE 2

Ucal: Mum, why do we have to leave? And where are we going?

Yahal: We are going to that island over there.

(Yahal points towards the horizon and a blurred vision of the island was seen)

Yahal: We are going to leave because Mount Etna is getting dangerous as it is emitting smoke and ashes. I do not want any of you getting hurt.

Ucal: Thank you. If father was still with us, may he rest in peace, he would thank you from the bottom of his heart.

SCENE 3

Yahal: Wake up, Nnelg. Wake up!!!!

Nnelg: Good morning, Mother.

Yahal: Good morning, Nnelg. Are all your things prepared for the journey?

Nnelg: Can I bring my friends with me as well? (Wraps arms around the animals)

Yahal: Of course, you can.

SCENE 4

Nedry: Where do you think we are going?

Ucal: According to mum, we are going on another island.

Nedry: Do you want to leave Sicily? Because, I do.

Ucal: Me too, but grandma and grandpa - didn't look very happy with mum's decision.

Nedry: Grandma said that she didn't want to leave her citrus trees behind. (rolls eyes)

SCENE 5

Yahal: Come here!

Ucal: Here we are, mum.

Angileh: I am coming, dear.

Nnelg: I can help you, grandma.

Yahal: I am going to get the animals. Who is going to steer the raft?

Ucal: Nedyr and I will, Mum.

SCENE 6

Nazdil: May I ask you something?

Yahal: Of course, you can, Dad.

Nazdil: Where are we going?

Yahal: I don't know the name of the island, but it is not very far from Sicily.

Angileh: And do you think that this new island is better than our homeland??

Yahal: Could be, because there are no volcanoes! So, it must be better, for sure.

Angileh: (sigh)

Nedry: Grandma Angileh, grandpa Nazdil, don't worry, mum knows what she's doing.

SCENE 7

Nnelg: Are we there yet?

Yahal: Yes.



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Nazdil: This island looks a lot like Sicily.

Yahal: Nedyr was right, wasn't he Mum?

Angileh: It looks better than I thought, but still, it is not Sicily!

Ucal: Ugh Nan! We haven't even left this raft and you are already complaining about this island.

Nazdil: Come on, let's get off this raft.

Yahal: I think it's time to eat because suddenly, my stomach is grumbling!

Nedyr: Ucal, did you bring the pottery vases?

Ucal: Yes, I did. Let me go and get them.

SCENE 8

Ucal: Here they are!!

Yahal: For today's lunch, we have fresh vegetables that I planted myself.

Everyone (except Yahal): Thank you!

Yahal: You are all welcome.

Nedyr: The food is very delicious, Mum.

Ucal: I agree with Nedyr.

(After eating lunch)

Yahal: Are you ready to start building our new home?

Ucal & Nedyr (in union): Yes, I am!

Nazdil: Yahal, did you feed the animals?

Yahal: Yes, Dad. Everything is ready.

SCENE 9

Ucal: Nedyr, can you please pass me some rocks?

Nedyr: Of course, here you go, Ucal.

SCENE 10

Nnelg: Grandpa Nazdil.

Nazdil: Tell me, Nnelg.

Nnelg: Do you miss Sicily?

Nazdil: A little bit, but as Grandma Angileh said, you can never replace your home.

Nnelg: I miss Sicily, but this island is not very different. Don't you agree?

Nazdil: I do agree, but all the work we did over the years has gone to waste.

Nnelg: Say, I was wondering if in the future, life would be different.

Nazdil: Hmm, probably. Everyone has a different level of intelligence, so, if we don't discover something, someone else probably will. Don't you agree?

Nnelg: (nods)

SCENE 11

Yahal: Dear mother!

Angileh: Give me a second, dear. I am not as fast as I was twenty years ago.

Yahal: What do you think about this island? It's nice, isn't it?

Angileh: Not at all!

Yahal: Why?

Angileh: Sicily is the best place to be.

Yahal: But you must get used to it now, this is going to be our new home.

Angileh: If I want to, I could go back to Sicily on my own right now. Or I have better idea, I could take your father with me, someone has to do all the heavy lifting, right?

Yahal: Don't be silly!

Angileh: Want to bet?

SCENE 12

Yahal: It's time to start building our temples again.

Nedry: That will take too much time, Mother.

Ucal: If we put our minds to it, we will finish in no time and be satisfied with what we have accomplished.

Yahal: Exactly. Let's begin our new life here.

END OF FIRST PART

PART TWO: MODERN TIMES

Approximately 7000 years later: From then to now

Narrator: Now, that you have seen how people in the Pre-historic times lived, it's time to fast forward back to today's reality. In this play, you are going to see how Malta changed over time. During this story, you will meet two Maltese people that are finding it difficult to accept a group of foreigners that are trying to befriend them. With us today, we have Toni and Ģużeppi who are Maltese, Francesca and Mauro who are two Italian siblings, Samba and Afia who are African and lastly, Nathan, Otto and Noah who are British.

SCENE 1

Francesca: Good morning, my name is Francesca. What is yours?

Ġużeppi: My name is Gużeppi and this is my brother Toni. Where are you from?

Francesca: I am from Italy.

Toni: From Italy? Leave right now!

Francesca: Why? Can't we still be friends?

Ġużeppi: Of course not. Malta is for Maltese people only!

(Everyone except Francesca and the Narrator leave the stage.)

SCENE 2

(Mauro enters the stage.)

Narrator: Francesca felt sad when Gużeppi and Toni did not accept her. She went home to her brother.

Mauro: What's wrong, my dear sister?



MALTA

Francesca: I tried talking to two Maltese people, but they did not want to talk to me because I'm Italian.

Mauro: Are you out of your mind? Why did you try talking to strangers?

Francesca: I wanted to make new friends!

Mauro: Fine, let's go for a walk!

(Francesca and Mauro exit.)

SCENE 3

(Ġużeppi and Toni enter the stage, they lie down.)

Narrator: The Maltese siblings went to bed because it was getting dark.

(Rooster crowing sound effect.)

Narrator: In the morning, the Maltese siblings woke up immediately.

Toni: I'm going to work.

Ġużeppi: I'm not working today so I'll play a game or two on my tablet.

Narrator: Toni went to work hoping he has a nice day.

(Ġużeppi leaves the stage.)

SCENE 4

(Otto, Nathan and Noah enter the stage)

Toni: Come buy fresh fish!!!!!!

Nathan: Hmm, they are so fresh that they still smell like the sea.

Toni: Thank you!

Nathan: You're welcome!

Toni: Where are you from?

Otto: We are from England.

Toni: Then leave this instant!

Noah: Why? We were going to be friends.

Toni: You are foreigners, now leave!

(Everyone leaves the stage except Toni and the Narrator.)

SCENE 5

(Ġużeppi enters the stage)

Toni: This is the worst day of my life!

Ġużeppi: Why, Toni?

Toni: Because some British people came to visit my fish shop!

Ġużeppi: They should be ashamed of themselves!

SCENE 6

Narrator: The Maltese brothers are now going to the beach to eat a nice cold ice-cream.

(Samba and Afia enter the stage)

Samba: Hello.

Ġużeppi: You are different than me. Let's leave this place, Toni.

Afia: Wait! We want to be your friends.

Toni: We don't need any more friends.

Afia: Friendship has no limits.

SCENE 7

Narrator: The African siblings were sad and wanted the Maltese brothers to start accepting foreigners and immigrants. So, they gathered all the foreigners that weren't happy with Guzeppi and Toni. They grabbed signs and started yelling.

Everyone (except Guzeppi and Toni): Friendship, Friendship, Friendship!

Narrator: If you have ever been to Malta you would know that a lot of noise at noon disturbs the locals and both men went outside to see what was happening.

Guzeppi: Quiet!!! Will you please stop!!

Francesca: We all want friendship!

Toni: We cannot be friends with people who are different than us.

Otto: You are very wrong.

(Closing Song — All for One)



WORKING MATERIAL FOR TEACHERS:

1. Re-live the past again

Imagine that you and your family live in Sicily in prehistoric times, and you have decided to come to live in Malta. Tomorrow you will start the voyage. Write a dialogue.

Characters	Students
Elder – Adam *	
Elder's wife – Anna	
Villager - Ożberg	
Villager - Gożwe	
Villager - Maia	
Villager - Laura	
Villager - Lela	
Villager - Sandra	
Villager - Aldo	
Villager – Narrator	

* If teachers in other countries are using this material, they should change the toponyms and invent with their students the characters' names.

2. Questions for Discussion

- How would you have felt if you were one of the children leaving Sicily?
- How would you have felt on arriving to the new land?
- When did we stop being Sicilians and became Maltese?
- What would have happened had there already been people living there?
- Why do you think migrants/refugees leave their country? Where did you get this information from? Have you checked the facts?
- How do we treat people who come to our country? Why?
- Would we have liked being treated like this when we first arrived in Malta?
- How can we make a difference?

St. Margaret College, Zabbar Primary B, Zabbar

DIFFERENT BUT ALL THE SAME

Written by
David Hirst

Colours can mean a lot of things. Written by David Hirst, a drama teacher affiliated with our school, this play explores diversity through colour. In Malta colour is often associated with a political movement or band club and can often give rise to contentions.

To explore the issues with students, David Hirst worked with Charlot Cassar, the Head of School, and Deborah Bartolo, one of the teachers directly involved in the project. Deborah Bartolo was responsible for staging the play during school assembly and then in different classes Year 5, allowing for interactive discussions to take place. The play is simple yet sends a very powerful message which students can immediately assimilate.

Apart from the fun element involved, and the immediate moral value of the theme, staging the play reinforced the notion of co-operative learning. It also sent a clear message to teachers. You do not need to be a drama expert to stage a play. You do not need tons of props. You do not need expensive costumes. What you need is the willingness to try and the ability to elicit a discussion afterwards.

The text is recommended for its topical importance across geographic borders and specific contexts. The colours in the play can be easily adapted to make it more meaningful in the specific context in which it is being staged. The play is short and sweet, easy to stage, yet powerful in its message.



DIFFERENT BUT ALL THE SAME

This play is a physical theatre play. Actors are dressed in coloured T-shirts and have a broomstick (or similar) which is used in a variety of ways: as props and in the making of the set. Bodies and voices have to be used to the maximum in this play.

Cast:

- 1 Pink
- 1 Blue
- 3 Yellow
- 1 Red
- 1 Green
- 1 Black

Each actor can take up one of the above characters and more can be added for effect.

INTRO SCENE 1

Actors arrive from backstage pulsing their sticks on the floor, forming a circle around one single actor, beating to a rhythm and saying 'Yellow, Yellow, Yellow, Yellow' continually in proud deep voices. After a while, the PINK shouts 'Pink' after every fourth 'Yellow'. The other actors start to look and react in disgust every time 'Pink' is said and their tone becomes angrier. Eventually, they throw the 'Pink' out and shout 'Out'. Pink collapses in a heap on the floor in front.

SCENE 1: COLOUR DISCRIMINATION

Pink (upset): I have a nose, eyes and ears just like you. I have a heart that pumps the same colour blood through my veins.

(All Yellows point their sticks at PINK)

Yellow (1): All those things don't matter – you're PINK!

All Yellows (Chanting in a train rhythm):

It's all wrong, you don't belong

It's all wrong, you don't belong

It's all wrong, you don't belong

(Pink collapses to the ground covering their head... the chant continues until Yellow 2 shouts)

Yellow 2: HALT!

(They all freeze)

INTRO SCENE 2

MUSIC: national anthem recording of the country the play is being performed in! E.g. in Malta: *l-innu Malti*.

SCENE 2: NATIONAL DISCRIMINATION

All Yellow actors and the Pink start to march all over the stage proudly waving their sticks as banners/flags of their country, humming the tune.

Enter Blue, Red, Green and Black also waving their sticks as flag poles.

After 1 minute of setting up this scene, all actors start to sneer at one another and show some aggression. Then they take up their position in a circle that is formed, they turn their backs to one another to symbolise their contempt for one another, with their stick at their side.

FREEZE – music stops.

Blue (turning and stepping into the circle): I'm-a Maria from-a Italy and we make-a the best-a pasta. (She uses the stick to stir a large pot. Returns to the position in the circle, faced in.)

Yellow 1 (turning and stepping into the circle): My name is Henry Ramsbottom and I'm from England – the home of roast beef, Yorkshire pudding and English tea. (He demonstrates polite tea-drinking with the pinkie in the air and a loud slurp. Returns to the position in the circle, faced in.)

Red (turning and stepping into the circle): I'm Pierre from Paris, France – the city of love, good food and

frog legs! (Group turns and moves towards the Green with sticks to create the Eiffel Tower.) And of course the greatest landmark in the world, the Eiffel Tower. (Group returns to position, Green faces in.)

Yellow 2 (turning and stepping into the circle): Namaste! My name is Om, and I come from Mumbai, India – the mystical land of curry and the Ganges River. (Returns to the position in the circle, faced in.)

Green (turning and stepping into the circle): Bongu! Jiena Toni, from Malta – the land of Pastizzi and Kinnie. We may be a small nation but we have the richest history in the world. (Returns to the position in the circle, faced in.)

Yellow 3 (turning and stepping into the circle): Howdy, my name is Howard and I'm from the US of A! We eat hot dogs and hamburgers. Supersize me! (Returns to the position in the circle, faced in.)

Black (turning and stepping into the circle): Salem – my name is Yassir from Syria. I live in the ruined streets of a war torn village and beg for scraps. My people are dying. (Returns to the position in the circle, faced in.)

They all then start arguing with each other about how their country is the best, in a big ad-lib section. The idea is that they are building to a World War. Some start tapping each other's sticks showing aggression while still ad-libbing about why their country is the best.

Pink (upset): STOP!! (They all freeze.) I have a nose, eyes and ears just like you. I have a heart that pumps the same colour blood through my veins.

The problem is ... you don't respect each other because you are afraid of things that are different from you!



MALTA

But don't you see? We are all the same, we live, we die, we eat and breath, we have families, cultures that make us who we are.... Look around you!

MUSIC: Atmospheric Instrumental

They all start to slowly put down their sticks one by one and look intently at one another. They form a circle to represent the EARTH and step inside the circle of sticks shaking hands, hugging and talking ad-lib.

Pink is in the middle of the circle as she started out originally, now they begin to chant and smile: PINK, PINK, PINK, PINK!

All freeze after chanting twice: PINK, PINK, PINK, PINK.





TURKEY



TURKEY



Esenkoy Adnan Kaptan Middle School, Yalova

FOREIGN GUESTS

Written by
Ramazan Özdemir

The Turkish people and the people of Serbia have had a cultural interaction in the course of history. In this interaction, many Turkish words have started to be used in the Serbian language. This theatrical text was written to recognize some Turkish words that have settled in the Serbian language.

Even though many words originating from Turkish are used in Serbia, it is not known by everyone that they come from the Turkish language. Likewise, it is not known in Turkey that many Turkish words are used in Serbian language.

During our training in Serbia with the “Dare to Be Different” project, I discovered some of these words that passed from Turkish to Serbian. After returning to Turkey, I did some more research on this topic. Then I decided to write a play that emphasizes these words.

First of all, I wrote the text of this play. Then I started working with my students. In the play, there are 7 characters, played by 5 Turkish and 2 Serbian students. Turkish students would memorize the written text. Serbian students would improvise their text. But the space for improvisation was not too wide: the limits were protected by Turkish students

adhering to the text, incorporating the humorous dialogues improvised in Serbian into the main frame of the text. Thus, the story would not come out of the general lines.

The play was performed by a mixed group of Turkish and Serbian students, on the occasion of the Serbian partner school's visit to our school in Esenköy. In the rehearsals for the preparation of the performance, I informed the Serbian students about the general lines of the text, so they could improvise easily. I explained the direction in which the created dialogues should go, but I did not get involved in the content of the dialogues.

The performance was held in Esenköy City Square, on April 23rd 2019, in the celebration of the National Sovereignty and Children's Day. A small stage was set up in the square and scenography elements were brought in. Wireless microphones and high-decibel speakers were used for sound.

This play has been a novelty for students, teachers and parents living in Esenköy. There has never been any joint work with people of different nationalities in any live event we did



in a school or even a city before. Turkish students and Serbian students played on the same theatre stage. They communicated using the same words from time to time in the play. It was a great surprise for the inhabitants of the city of Esenköy that the Serbs used Turkish words in their own language. In this way, Esenköy residents realized the cultural bond between the two nations. This awareness positively affected the feelings of the people of Esenköy towards Serbs and brought the two nations closer to each other.

Since “Foreign Guest” is a text played between Turks and Serbs, it does not appeal to everyone in its current form. But it can be inspiring for, or adjusted by other nations close to each other.

FOREIGN GUESTS

Characters:

Muhittin

Cevriye

Serbian boy

Serbian girl

Recep

Şadiye

Kamil

Wedding musicians

Muhittin: (off-stage, sings while milking cows.)

Cevriye: (off-stage, sings while doing housework.)

Serbian boy: Oh!

Serbian girl: Why did we stop?

Serbian boy: I don't know, there is a problem with car. Let me check.

Serbian girl: Is the car out of gas?

Serbian boy: No, there's fuel.

(The boy opens the hood of the car.)

Serbian boy: Oooo, the engine's pretty messed up.

Serbian boy: What are we going to do now?

Serbian boy: There's a house, let's go there, maybe we can find someone who can help us.

Serbian boy: Let's go.

(The girl and the boy arrive at the house door.)

Serbian boy: Knock-knock-knock...

Muhittin: Someone is knocking on the door ... I'm milking cows, can you take care of it, darling wife?

Cevriye: Yes, dear, I will. (She opens the door.) Hello!

Serbian girl and boy:

Cevriye: I don't understand what you're saying.

Serbian girl and boy:

Cevriye: What? I don't know, I don't understand. Dear husband!

Muhittin: Yes, darling?

Cevriye: Come here! The boy and the girl, they're waving, I don't understand what they want. Come on, run.

Muhittin: Coming... (To the guests) Who are you, what do you want?

Serbian girl and boy:

Cevriye: Are these foreigners?

Muhittin: Foreigners, yes.

Serbian girl and boy:

Muhittin: So your car broke down.

Cevriye: Muhittin, how do you know that their car is broken, do you know a foreign language?

Muhittin: Of course not, but don't you see they are trying to show a car with their body movements.

Cevriye: Haaaa...

Muhittin: Oh, wait, we'll go to a car and see what happened.

(He describes to the foreigners to take him to the car. When they arrive there, he examines the car.)

Serbian girl and boy:

Muhittin: This engine is broken.... I will call the repairman.

Serbian girl and boy:

Muhittin: You must come to our home as guests. I will call the mechanic and you can stay with us until he arrives.

Serbian girl and boy:

Muhittin (making a mobile phone call): Hello, Recep Usta! There's a car here with a broken engine. Will you take care of it?

Recep Usta (off stage): Of course I will, Muhittin Abi, I'll be right there.

Muhittin: Okay, see you later.

Serbian girl and boy:

(They go home with foreigners.)



Muhittin: Cevriye, Cevriye, here we are! The car is completely broken. Our guests will remain until the car is repaired.

Cevriye: Welcome, please, come in...

Muhittin: Let's go in and sit down....

Serbian girl and boy:

Muhittin: Welcome to our home. Let's introduce ourselves. My name is Muhittin. Mu-hit-tin.

Serbian girl and boy:

Muhittin: Not like that ... Mu-hit-tin... Mu-hit-tin... Can you pronounce it?.... Mu-hit-tin...

Serbian girl and boy:

Muhittin: Hah, now that is right... Well done, you.

Cevriye: My name is Cevriye. Cev-ri-ye.

Serbian girl and boy:

Cevriye: No.... CEV-ri-ye....

Serbian girl and boy:

Muhittin: Hah, okay, now you have said it correctly! And what is your name?

Serbian girl and boy:

Muhittin (with gestures): Look, my name is Muhittin, and this is my wife Cevriye. Now you tell me, what are your names?

Serbian girl and boy:

Muhittin: Your name, what's your name?

Serbian girl and boy:

(Muhittin and Cevriye learn their names)

Muhittin: We are pleased... And where do you come from?

Serbian girl and boy:

Muhittin: Where, where? Do you come from Germany, France, America, Antarctica...?

Serbian girl and boy: Serbia!

Muhittin: Serbia... Ha, you are from Serbia... Welcome to Turkey, we are very fond of guests in Turkey...

Cevriye: Haaaa, you travelled to Turkey, your car got broken, you wanted help, and now you are our guests.

Muhittin: Wife, you have learned a foreign language in two minutes, ha!

Cevriye: Yes, I have learned, it seems easy...

Muhittin: Tell me, Guests, are you hungry?

Serbian girl and boy:

Cevriye: Are you hungry? You were on the road, you should be hungry. Let's eat.

Muhittin: Yes, Cevriye, let's have dinner together.

Cevriye: I made börek today and I'll make salata with it...

Serbian girl and boy: börek salata

Muhittin: You know the börek?

Serbian girl and boy: börek börek

Muhittin: Ahhh, I see börek is same in your language. Are there any other Turkish words in Serbian language? Any other words like börek?

Serbian girl and boy: kaşık cezve biber tepsı sofra..... zaman..... kayısı yorgan kilim çarşaf sokak çarşı kapı köprü

Muhittin: Vayyyyyyyyyy, there is so many Turkush words in Serbian language!

Cevriye: Wow, it is nice.... So we can understand each other easily. Böreks are ready... Do you want to sit on the kilim or by the sofra? Here... I will just put the çarşaf on the sofra... I bring the tepsı... Take your kaşık to eat salata... Do you want biber...?

Serbian girl and boy:

Cevriye: Enjoy the börek!

(They all eat.)

(Recep Usta calls Muhittin from off-stage.)

Muhittin (to guests): Here is the mechanic. I will go with him to the car and look at the car. (He exits, greets Recep Usta).

Muhittin (to the mechanic as they leave): Recep Usta, do you know that we have the same words with Serbians...? They are also saying börek like us... And also salata, biber, kaşık...

Cevriye: How is the börek?

Serbian girl and boy:

(Muhittin returns).

Muhittin: Recep Usta says he can fix the car by 22.00 in the evening. Let's continue eating now...

(Food is eaten together.)

Cevriye: If everyone's full, I'll clear the table.

(The hosts and the guests collect the tableware. There are a lot of words and movements suggesting what the customs are of hospitality and guests' politeness. Everyone exists the stage.)

(Şadiye and Kamil, all dressed up, enter and see the car in the garden.)

Şadiye: Oh, Kamil, look! The car with foreign number plates!

Kamil: Maybe...

Şadiye: I wonder whose it is... Could it be relatives of Muhittin or Cevriye?

Kamil: Maybe...

Şadiye: I think Muhittin has distant relatives in Kocadere... Could it be them?

Kamil: Maybe...

Şadiye: I'm so curious. Let's ask them.



Kamil: Şadiye, maybe...

Şadiye: Maybe, maybe! Come on!

Kamil: Okay, okay, I'm coming.

(Şadiye and Kamil approach the house door.)

Şadiye: Knock-knock-knock...

Muhittin (off-stage, stops singing): Darling wife, could you answer the door?

Cevriye (off-stage, singing): The door, dear husband?

Muhittin: Yes, the door! Are you deaf or...

Cevriye: How can I hear you if I'm deaf...

Muhittin: Can't you hear that? Someone will break the door...

Şadiye: Cevruyeeee, kız Cevruyeeeeeee...!

(Cevriye opens the door.)

Cevriye: Aaa, Şadiye Abla, welcome! Welcome, Kamil.

Şadiye: We are honored... Cevriye... There's a car with foreign plates in front of your house. Who are they...?

Cevriye: Oh, Şadiye Abla, it's the foreigners...

Şadiye: Foreigners?

Cevriye: They have come from Serbia to Turkey for a visit...

Şadiye: A visit...?

Cevriye: Their car was broken in front of our house.

Şadiye: Your house...?

Cevriye: They came to the door... They asked us for help...

Şadiye: You mean they came to the house of the poor like you? We are modern and rich; I wish they came to our house.

Cevriye: Oh, Şadiye Abla, we may be poor, but our heart is rich.

Şadiye: Their hearts are rich... Huh...

Cevriye: Of course, they knew which house they would come to...

Şadiye: Why is their car broken?

Cevriye: I don't know, Şadiye Abla, Muhittin looked, said we need the mechanic. We will host guests until the car is repaired.

Şadiye: How do you deal with foreign people? Do you know a foreign language?

Cevriye: Muhittin knows a little bit, I also learned... I'm talking a little...

Şadiye: Yaaa...

Cevriye: Yes, yaaa...

Şadiye: I think you are showing off.

Cevriye: No, really, it is easy... if you want to learn. For example, we say tepsı, they say tepsı. Spoon is spoon...

Şadiye: Then these guests are Turkish?

Cevriye: No, Şadiye Abla, they are not, but some words are the same in our and their language...

Şadiye: Well, let's see. Bring your guests to the wedding tonight.

Cevriye: Whose wedding is it?

Şadiye: The snotty Ismail...

Cevriye: Snotty Ismail?

Şadiye: The Snotty, you know, son of Musa...

Cevriye: Aaa, Ismail!

Şadiye: The Snotty has a wedding evening, in the village square... At 8 o'clock....

Cevriye: Uh, I forgot about the wedding when the guests suddenly came.

Şadiye: Now, don't forget again! Bring your guests and we'll dance with them...

Cevriye: Okay, let's ask the guests if they want to come.

Şadiye: Of course they do. See you at the wedding. Don't forget to bring the guests!

Cevriye: See you, Şadiye , bye, Kamil.

Şadiye: See you. And the guests...!

(Şadiye and Kamil leave. Muhittin enters.)

Cevriye: Şadiye Abla and Kamil Abi came by.

Muhittin: What did they want?

Cevriye: When they saw the foreign plates, Şadiye Abla wondered...

Muhittin: Eee...

Cevriye: I told them the car broke down, the guests came and they'll be staying tonight.

Muhittin: This Şadiye Abla is a very curious about the foreign plates.

Cevriye: Şadiye Abla, she is always curious... Meanwhile, Muhittin, we have a wedding to attend tonight...

Muhittin: What wedding?

Cevriye (imitating Şadiye): The wedding of 'snotty' Ismail.

Muhittin: Haaaa, Ismail. I had forgotten.

Cevriye: I had also forgotten... It starts at 8 p.m.

Muhittin: It is already 7.30 now, we should hurry.

Cevriye: And what about the guests...? Will they come to the wedding?

Muhittin: I don't know; let's ask them if they wish to come.

Cevriye: Your foreign language is better. You go and ask. I have to get ready.

Muhittin (flattered): Well, if you think I can speak better...



(Cevriye leaves. Muhittin calls their guests' names. The Serbian girl and boy enter.)

Muhittin: Do you wish to come to our Ismail's wedding...?

Serbian girl and boy:

Muhittin: Marriage...? Wedding...? Dance...? You don't understand?

Serbian girl and boy:

(Cevriye comes back with her muslin changed)

Cevriye: Aşk...? Sevda ...?

Serbian girl and boy:

Muhittin: Haa! You understand aşk and sevda! And you love weddings....! Well, let's go then to the wedding. (To Cevriye) Are you ready now?

Cevriye: Yes, I'm ready. Let's go and dance!

Muhittin: Let's go...

(They all leave.)

(The wedding scene: everyone is in the square.)

Musician: Now we invite the groom and bride to the stage.

(Muhittin and Cevriye dance with foreign guests, Şadiye and Kamil join them. Recep Usta brings the car, Serbian girl and boy thank their hosts, say goodbye to all and leave. Everyone waves to them, dancing.)

THE END

Esenköy Adnan Kaptan Ortaokulu, Yalova

YABANCI MİSAFİR

Tarafından yazılmıştır
Ramazan Özdemir

Türk halkı ile Sırbistan halkı tarihin akışı içerisinde kültürel etkileşim içinde bulunmuşlardır. Bu kültürel etkileşim içerisinde birçok Türkçe kelime Sırp dilinde kullanılmaya başlanmıştır. Bu tiyatro metni Sırp diline yerleşmiş bazı Türkçe kelimelerin farkına varılması için yazılmıştır.

Sırbistan dili içerisinde birçok Türkçe kelime vardır. Sırbistan'da Türkçeden gelen kelimeler kullanılıyor olsa bile bunların Türk dilinden geldiği herkes tarafından bilinmemektedir. Aynı şekilde Türkiye'de de birçok kelimenin Sırp dilinde kullanıldığı bilinmemektedir. "Dare To Be Different" projesi ile Sırbistan'da eğitim aldığımız süre içerisinde Türkçeden Sırıçaya geçen bu kelimelerin bazlarını öğrendim. Türkiye'ye döndükten sonra bu konuda biraz daha araştırma yaptım. Sonrasında bu kelimelerin vurgulandığı bir oyun yazmaya karar verdim.

Öncelikle bu oyuncunun metnini yazdım. Daha sonra öğrencilerimle ile çalışmaya başladım. Oyunda ana karakterlerde 5 Türk oyuncu 2 Sırp oyuncu olacaktı. Türk oyuncular yazılı metin üzerinde ezber yapacaklardı. Sırp oyuncular ise doğaçlama bir şekilde oyunda yer alacaklardı. Fakat bu doğaçlama sınırı çok geniş değildi. Bu sınır, metnin genel hatlarından bağılı kalınarak Türk oyuncalar tarafından korunacaktı.

Doğaçlama diyaloglar, Türk öğrenciler tarafından metnin ana iskeletindeki kurguya mutlaka bağlanmak zorundaydı. Böylece Sırıçadan Türkçeye geçmiş kelimeler komik diyaloglar içinde doğaçlama bir şekilde vurgulanırken oyun genel hatlarından çıkmayacaktı.

Oyun, ortaklarımızdan olan Sırp okulun Esenköy'deki okulumuzu ziyareti vesilesiyle, Türk ve Sırp öğrencilerinden oluşan karışık bir grup halinde sahnelendi. Gösterinin hazırlanması için yapılan provalarda, Sırp öğrencilerin doğaçlamayı kolayca yapabilmeleri için onlara metnin genel hatlarından bahsettim. Oluşturacıkları diyalogların ne yöne doğru gitmesi gerektiğini belirttim fakat diyalogların içeriğine karışmadım.

Tiyatro, Esenköy Şehir Meydanında 2019 yılı 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarının olduğu zamanda gerçekleştirildi. Meydanda ufak bir sahne kuru碌du, eşyalar getirildi. Ses için kablosuz mikrofonlar ve yüksek desibelli hoparlörler kullanıldı.

Bu oyun, Esenköy'de yaşayan öğrenciler, öğretmenler ve veliler tarafından bir ilk olmuştur. Daha önce okulca, hatta şehirce yaptı-



ğımız hiçbir canlı etkinlikte farklı milletten insanlarla ortak bir çalışma yapılmamıştı. Bu tiyatroda Türk öğrenciler ve Sırp öğrenciler aynı sahnede rol aldılar. Oyunda zaman zaman aynı kelimeleri kullanarak anlaştılar. Sırpların kendi dillerindeki Türkçe kelimeleri tiyatroda kullanmaları Esenköy şehri sakinleri açısından çok büyük sürpriz olmuştur. Esenköylüler bu sayede iki millet arasındaki kültürel bağın farkına vardılar. Bu farkındalık Esenköy halkının Sırplara karşı olan duygularını olumlu yönde etkilemiş, iki milleti birbirine yakınlaştırmıştır.

Yabancı Misafir, Türkler ile Sırplar arasında oynanan bir metin olduğu için mevcut haliyle herkese hitap etmemektedir. Fakat ilham alınarak birbirine yakın milletler tarafından uyarlanabilir.

YABANCI MİSAFİR

Oynayanlar:

Muhittin
Cevriye
Sırp çocuk
Sırp kız
Recep
Şadiye
Kamil
Düğün müzisyenleri

Boy: (Şarkı söyleyerek inek sağar.)

Boy: Aha, aha yine tekliyor..

Girl: Ne oldu, neden durduk?

Boy: Bilmiyorum, araba bozuldu galiba. Bir inip arabaya bakıyorum.

Girl: Yakıt mı bitti acaba?

Boy: Hayır, yakıt var.

(Arabanın kaputunu açar.)

Boy: Oooo, motor çok fena bozulmuş.

Girl: Ne yapacağımız şimdi?

Boy: Şurda bir ev var hadi gidelim, belki bize yardım edecek birileri vardır.

Girl: Hadi gidelim.

(Yukarıdaki konuşmalar oyunda Sırpça olarak geçecektir.
Fakat bu konuşmalar doğaçlama olacakır.)

Boy: Tak tak tak tak...

Muhittin: Gari... Kapı çalışıyor kapı... Ben inekleri sağıyorum, sen kapiya baksana!

Cevriye: Tamam herif, bakıyorum. Buyrun, siz kimsiniz?

Boy and Girl:

Cevriye: Ne diyorsunuz, anlamıyorum.

.....

Cevriye: Ha ney

Kulaklarım iyi duymuyor diyorum, anlamıyorum... Anlamıyorum...

.....

Herif, herif...

Muhittin: Efendüm karı...

Cevriye: Koş gel... Burada bir adamla bi karı var.

Adamla Karı mu var, ne istiyorlar?

El kol salıyorlar, ne istiyorlar anlamadım. Koş gelsene.

(Muhittin inek sağmayı bırakır ve gelir.)

Hele geldim... Buyrun kimsiniz, ne istiyorsunuz?

.....

Muhittin: Karıçım bunlar yabancı, ondan sen anlamıyor sun.

Cevriye: Anam bunlar yabancı mı?

Muhittin: Yabancı, evet.

.....

(Yabancılar arabalarının bozulduğunu el kol hareketleri ve konuşmalarla anlatmaya çalışırlar.)

Demek sizin arabanız bozuldu.

Cevriye: Muhittin, nerden anladın sen arabalarının bozulduğunu, yoksa sen yabancıca mı biliyorsun?

Muhittin: Ne yabancıca bilmesi be karı! Görmüyor musun el kol hareketlerinden arabayı anlatıyorlar.

Cevriye: Haaaa!

Muhittin: Haa ya! Sen bekle. Biz bir arabaya gidip bakalım.

Araba nerde araba? Hadi götürün arabaya gidelim. (Arabayı tarif ederek götürmelerini ister sonra arabaya bakar ve arabanın altına girer, etrafına bakar.)

.....

Muhittin: Bu araba bozulmuştur. Burda tamirci de yoktur.

.....



Muhittin: Siz var bizim eve misafir gelmek, ben tamirci çağırırmak, tamirci gelene kadar siz bizde misafir kalmak....

.....

Muhittin: Şimdi arıyorum tamirciyi. Aloo... Recep Usta, merhaba... Recep Usta burada bir araba var. Bozulmuş. Bir gelip bakabilir misin?

Recep Usta: Tabii ki bakarım Muhittin Abi. Hemen geliyorum.

Muhittin: Tamam, görüşürüz.

.....
Hah, şimdi oldu... Aferin size.

Cevriye: Benim adım da Cevriye, Cev-ri-ye...

.....

Cevriye: Hayır öyle değil.... Cev-ri-ye....

.....

Muhittin: Hah, tamam şimdi doğru söylediniz... Peki sizin adınız nedir?

.....

Muhittin: Bakın, benim adım Muhittin, bu karının adı da Cevriye. Şimdi de siz söyleyin bakalım adlarınız nedir?

.....

Cevriye: Hoş geldiniz, buyrun buyrun, girin içeri hadi...

Muhittin: Hadi geçin oturun....

.....

(İçeri otururlar)

Benim adım Cevriye....

Muhittin: Evet, evimize tekrardan hoş geldiniz. Şimdi tanışalım. Benim adım Muhittin: Mu-hit-tin

(Burda Muhittin ve Cevriye onların isimlerini öğrenirler ve kendi isimlerini de iyice öğretirler.)

.....

.....

Hayır öyle değil... Mu-hit-tin, Mu-hit-tin

Memnun olduk... ***** memnun olduk *****

Sen söyle bakım.... Mu-hit-tin... Mu-hit-tin..

Muhittin: Siz gelmek Almanya, Fransa, Amerika, Antartika... Nerden gelmek?

.....
Neresi, neresi?

.....
Serbia

Serbia... Ha siz gelmek Sırbistan... Serbia.... Tamam hoş gelmek Türkiye, biz Türkiye misafir çok sevmek...

Cevriye: Haaaa, siz gezmek Türkiye, bozulmak araba, istemek yardım, kalmak misafir.....

Muhittin: Karı, sen de iki dakkada yabancılca öğrendin ha....

Cevriye: He ya öğrendim, kolaymış meğer...

Muhittin: Söyleyin bakalım misafirler, karnınız aç mıdır?

.....

Muhittin: Karnınız diyorum aç mıdır? Siz yoldan gelmek çok acıkmak. Yemek şimdi beraber... (Burda Muhittin el kol hareketleri ile anlatarak konuşur.)

Muhittin: Cevrieee, misafirler acıkmiş, sofrayı kur da yemek yiylim hadi.

Cevriye: Tamam bugün börek yapmıştım, yanına da bir salata yapayım...

Muhittin: Siz biliyor börek?

.....

Muhittin: Ahhh, siz börek biliyor demek. Haa sizin dilinizde de börek aynı demek... Başka Türkçe kelime var mı peki sizin dilinizde?

.....

Muhittin: Başka diyorum. Börek gibi başka Türkçe kelime var mı?

.....

Yabancılar: kaşık, yorgan, biber, köprü, zaman, tepsı, cezve, kilim, çarşaf, sokak, kapı, kayısı, karşılı....

Muhittin: Vayyyyyyyyyy! Ya bu Sırpça'da da amma çok Türkçe kelime varmış böyle...

.....

Cevriye: Haydi bakalım... Börekler geldi. Kaşıklarınızı da alın, salata yersiniz. Acı yiyeceğiniz biber de var acı.

Muhittin: Cevriye... Biliyor musun bu Sırplarda da börek, salata, biber, kaşık kelimeleri aynımış. Onlar da bizim gibi böreğe börek diyorlarmış.

Cevriye: Vay... Ne güzel ne güzel.... Sizinle rahat anlaşacağız? Börek nasıl olmuş börek, beğendiniz mi bakalım?

.....

Cevriye: Afiyet olsun....

(Recep Usta gelir ve Muhittin Abiyi



çağıırır. Muhittin ile Recep Usta arabaya gider ve arabaya bakarlar. Recep Usta arabayı akşam 10'a kadar tamir edeceğini söyler. Muhittin geri eve döner.)

(Muittin eve dönünce Şadiye ile Kamil bahçede arabayı görürler.)

Şadiye: Ooo! Herif... Baksana... Yabancı plaka gelmiş buların evinin önüne.

Kamil: Kim gelmiş acaba?

Şadiye: Gel bakalım

Kamil: Hadi bakalım.

Şadiye: Uuuuuu! Bunlar da kimdir? Akrabaları mı acaba?

Kamil: Bunların en uzak akrabaları Kocaderedendur da..

Şadiye: Doğru söylersin... Çok merak ettim. Hadi yanlarına varalım...

Kamil: Tamam

Şadiye: Gidelim Cevruye'ye soralım... Yoksa çatlarım me raktan...Çat, diye çatlarım valla

Kamil: Tamam, hadi.

(tak tak tak tak)

Şadiye: Cevruyeeee, kız Cevruyeeeeee!

Muhittin: Gari, kapıya bak ya...

Cevriye: Kapı mı çalışıyor?

Muhittin: Sağır misin nesin ya... Allahım yarabbim ya...

Cevriye: Sağır olsam seni nasıl duyacam be...

Muhittin: Kız hadisene! Kapı kırılacak ya...

Cevriye: Aaa, kapı çalışıyor...

Muhittin: Heee! Ben de onu diyorum işte, kapı çalışıyor.

Cevriye: Geldim geldim...

(Cevriye kapıya bakar.)

Cevriye: Aa! Şadiye abla, Kamil abi... Hoş geldiniz... Buyrun.

Şadiye: Hoşbulduk... Kız Cevriye, sizin evin önünde yabancı plaka vardır... Bunlar da kimdir ?

Cevriye: Şadiye abla... Bilyon mu, yabancılar geldi bize.

Şadiye: Yabancılar mı?

Cevriye: Hee, Sırbistan'dan Türkiye'ye gezmeye gelmişler.

Şadiye: Eee!

Cevriye: Arabaları bozulmuş.Tam da bizim evin önünde.

Şadiye: Aaa! Deme...

Cevriye: Dedim bile daa... Kapıya geldiler, bizden yardım istediler.

Şadiye: Yani... Gele gele sizin gibi fakirlerin evine mi gelmişler. Biz modern ve zenginiz, keşke bizim eve gelselermiş.

Cevriye: Of Şadiye abla... Hem bir kere biz fakir olabiliriz ama gönlümüz zengindir.

Şadiye: Gönülleri zenginmiş... Hih..

Cevriye: Tabii, onlar hangi eve geleceklerini iyi biliyorlar mış...

Şadiye: Kız... Arabaları niye bozulmuş öyle. Bakımlarını mı yaptırmamışlar yoksa ?

Cevriye: Ne bileyim Şadiye Abla. Muhittin baktı, tamirci gerek dedi. Araba yapıvana kadar bizde misafir kalacaklar.

Şadiye Abla: Bak hele... Siz yabancı dil bilir misiniz bakım? Nasıl anlaşınız elin yabancı erkekleriyle, karılarıyla...

Cevriye: Muhittin yabancıca biliyormuş biraz, ben de çat pat öğrendim işte... Artık azıcık konuşuyorum...

Şadiye: Yaaa!

Cevriye: Heee yaaa!

Şadiye: Havalara bak havalara, azıcık öğrenmişmiş...

Cevriye: Evet, kolaydır daaa... Sen de öğrenirsın istersen... Mesela tepsı, onlarda da tepsı.

Şadiye: Haaa... Bizde tepsı, onlarda da tepsı.

Cevriye: He yaa... Kaşık, onlarda da kaşık.

Şadiye: Anam! Bunlar Türk olmasın sakin kız...

Cevriye: Yok Şadiye abla yok... Hepsi değil, bazı kelimeler aynılmış.

Şadiye: Neyse bakalım... Cevriye, akşamda düğün var. Unutmayun gelmeyi.

Cevriye: Ne düğünü...

Şadiye: Bizim Musa'nın oğlu sümüklü İsmail var ya...

Cevriye: Sümüklü İsmail mi...

Şadiye: Hee... Sümüklünün düğünü var akşamda. Köy meydanında. Saat 8'de....

Cevriye: Aaa! Sümüklü İsmail'in düğünüvardı. Doğru ya... Misafirler bir anda gelince unutmuşum ben düğünü.

Şadiye: Unutmazsun artık. Misafirlerinizi de getirin, orda iki göbek atarız onlarla.

Cevriye: Tamam bakalım... Sorarız misafirlere. Gelmekisterlerse getiririz.

Şadiye: Pekala... Hadi düğünde görüşürüz.

Cevriye: Tamam görüşürüz Şadiye abla, görüşürüz Kamil abi... Bay bay...

Şadiye: Bay bay...

Muhittin: Cevruye kim gelmiş?

Cevriye: Şadiye abla ile Kamil abi gelmiş.

Muhittin: Ne diyorlar?

Cevriye: Yabancı plaka arabayı görünce, Şadiye abla merak etmiş..

Muhittin: Ee...



Cevriye: Ben de anlattım işte: Araba bozuldu, misafir geldiler, dedim... Bu akşam bizde kalacaklar, yarın gidecekler dedim...

.....

Muhittin: Bu Şadiye abla da çok meraklı bir kari. Hemen gelmiş yabancı plakayı görünce.

Yabancılar: Oynamak...

.....

Cevriye: Şadiye abla işte... Ne yapacaksın... O hep meraklıdır böyle.

Göbek atmak

.....

Cevriye: Muhittin, herif... Bu arada akşamda düğün var...

Muhittin: Haa tamam siz düğün sevmek. Pekala... O zaman saat 8'de düğüne gitmek... Şimdi yemeğe devam etmek... Hadi yiyn yiyn... Doyurun karnınızı... Göbek atacağınız daha göbek...

Muhittin: Ne düğünü?

(Hep beraber yemek yenir ve sofra toplanır.)

Cevriye: Sümüklü İsmail'in düğünü daa..

Cevriye: Afiyet olsun... Herkes doyduysa ben sofrayı kaldırıyorum.

Muhittin: Haaaa! Sümüklü İsmail... He ya... Unuttum ben onu.

Muhittin: Cevruye, saat 7 buçuk oldu. Hadi sen sofrayı kaldırır da hemen çıkalım. Anca gideriz.

Cevriye: Ben de unuttuydum... Akşam 8'de başlıyormuş...

Cevriye: Bir saniye bir saniye... Benim hazırlanmam lazım.

Muhittin: Tamam gideriz...

Muhittin: Tamam, bekliyoruz... Hadi hazırlan.

Cevriye: Herif... Misafirler ne olacak? Gelecekler mi düğünde?

(Cevriye, sadece başındaki tülbenti değiştirir ve gelir.)

Muhittin: Bilmem, sor bakalım gelecekler mi?

Muhittin: Hazır musun şimdii?

Cevriye: Ben nasıl sorayım. Senin yabancıcın daha iyi. Sen sor hadi...

Cevriye: Evet, hazurum...

Muhittin: Peku sorayım... Siz var bizim Sümüklü İsmail'in düğüne gelmek... evlenmek... düğün yapmak...

Cevriye: Evet, gidiyoruz...

(Düğüne giderler ve düğün sahnesi başlar. Tüm köy düşüğe gelmiştir. Burada konuk oyuncular da gelir.)

.....

Yabancılar: Evlenmek....

Müzisyen: Şimdi damat ve gelini sahneye davet ediyoruz.

(Balıkesir çiftetelli başlar.)

Müzisyen: Kaynanaların isteği üzerine, Adana çiftetellisi Ayşe Fatma Hayriye'yi çalışıyoruz.. Haydi kaynanalar sahneye...

(Kaynanalar dans eder.)

Müzisyen: Şimdi damadın babasından Kibariye, “İlle de Roman Olsun” parçası... Evet, herkes sahneye...

(Yabancılar da oyuna girer ve oynarlar.)

Müzisyen: Evet, şimdi gelinin dayısından Horon havası...
Tüm uşaklar sahneye daa...

(Oynanmaya devam edilir.)

Müzisyen: Gelinin babasından “Erik Dali”. Haydi sahneye...

(Kaşık olan kaşıkları ile oynar.)

Müzisyen: Efendim, düğünümüzü “Delilo” ile bitiriyoruz...
Herkes halaya, oynamayan kalmasın.

(DÜĞÜN BİTER VE RECEP USTA ARABAYI GETİRİR, YABANCI MISAFİRLER UĞURLANIR.)

SON



TURKEY



Esenkoy Adnan Kaptan Middle School, Yalova

PHONE ADDICTION

Written by
Ramazan Özdemir

It would not be wrong to say that mobile phones have entered the centre of our lives as a result of technology advancing at an incredible speed. With a smart mobile phone we can now do things that in the past we could only do with a computer. We can play games with high graphic features. We use phones for many transactions such as banking, school enrolment, bus tickets reservation and purchase, even attending online classes.

But do we sometimes fail to balance when using phones to do all of our work? Are we overestimating the use of the phone? Do we linger on the phone even after we are done with necessary activities? Or are we sometimes hypnotized without knowing how time passes in social apps on the phone?

Living dependent on phones is a big problem especially nowadays. A person should spend only necessary time on a phone. Because man is a social being. He should maintain this sociability not only in the virtual, but also in the real environment. Especially when students spend a lot of time on the phones in their developmental years, it will affect them more than us.

Time is important in life. We must live a planned life in order to use time effectively. We should spend more time doing different activities in real life than we spend on the phone. In this way, the development process of human beings will not only match the age we live in, but also include their cultural background.

This text titled “Phone Addiction” was written to assist solving this problem in our times.

There are 4 characters in this play: mother, father and two children. The parents make a treaty with their children: children will do the activities that their family wants for the same amount of time they spend on the phone in one day. In the later days of this treaty, children become aware of their mistakes and get rid of addiction.

We performed this play on the theatre stage of our school for the audience of school students, teachers and parents. We got a positive feedback from the audience. Students began to question themselves about phone usage. They started thinking in a way they wouldn't usually think. They became conscious of using time effectively and said they would



pay more attention to themselves. Likewise, parents and teachers questioned themselves. They recognized the danger that lurks both them and their children and got an idea how to find solutions to these.

I can recommend our fellow teachers to perform this text as it is written or by improving it further. If students are to be successful, it must not be forgotten that time should be used effectively. This play can be a good start in this regard.

PHONE ADDICTION

Cast:

Father

Mother

Ayşe

Kemal

(Parents are preparing the breakfast table.)

Father: Dear, is the tea ready?

Mother: Yes, dear, some 15 minutes ago!

Father: Well then, I will pour it. (Calls upstairs.) Come on, kids. Breakfast is ready.

(The parents start having their breakfast but there is no sign of the children.)

Mother: It is good that we started the holiday by going to Çanakkale this year.

Father: Yes, Çanakkale is a beautiful place. I really regret not going there before.

Mother: The beach of Çanakkale was really something! Ah... People sitting in cafes, singing in the roads, young people playing basketball, children eating ice cream, crowds sipping their tea ... Then that ancient city of Troy ... It still stands in all its glory. Can you just imagine living there when Troy was still a mighty city?

Father: Yes, everything was very nice. I especially liked the Trojan Horse on the beach. Brad Pitt's role in the film Troy, shot on the beaches of Çanakkale, was really great. (Father calls the children again) Come on kids, your tea is getting cold...

Mother: Their tea got cold! Come on kids....

Father: They are probably too busy on their phones to hear us.

Mother: You are right. They did not leave their phones when they were in Çanakkale. I don't know about these phones! Sometimes I wonder if they are actually stuck in their hands. We have to find a solution to this, dear.

Father: Our children are obviously phone addicted. Yes, they are young. Of course, every child can spend a lot of time on the phone at this age, but our kids have gone too far. Especially after going on holiday, they spend almost all their time on the phone, except when they are sleeping.

Mother: I bought them books so they could read them on holidays. They didn't even look at them. I think life was much more interesting before their phones. They would read, play sports, go to the movies. Yes, we need to find a solution.

Father: I have an idea.

Mother: What idea?

Father: I will make an agreement with them on the time they can spend on their phone in a day.

(Children come to the breakfast table in the meantime.)

Ayşe: Good morning Mom, good morning Dad.

Kemal: Good morning Mom, Dad...

Mother: Good morning.

Father: Good Morning and should I say "Welcome"? What kept you so long?

(The children still have their phone in their hands. At the same time they are having their breakfast.)

Ayşe: Aa, this tea is ice cold.

Mother: Well dear, do you realise how many times we called you to table? Of course, the tea got cold. I guess you didn't hear us calling you, did you?

Kemal: I did hear you, but I was playing a game on my phone. I was at the end of the level. Had I not finished the level, I would have lost all the medals I won in the game so far. So, you see, that is why I was a little late.

Ayşe: I heard you and I was just about coming down for breakfast. But my friend shared some new photos and I started looking at them and chatting with him. And then I just forgot all about breakfast. I didn't notice the time. I'm sorry...

Father: Well kids, do you realize how much time you spend on those phones every day? When we went to Çanakkale and then coming back home, you have not been able to separate from your phones. You are spending most of your time on the phone.

Kemal: Are we really spending that much time?

Father: Yes, but you don't notice it.

Mother: Did you read any of the books I bought you at the beginning of the holiday?



Ayşe: Hmm ... I did start reading one of them but I haven't finished it yet.

Kemal: I will start reading one of the books as soon as I finish this game. I can't start reading before I finish all the levels anyway.

Father: What do you mean you cannot start reading a book before finishing all the levels? Look kids. Time is precious! It is possibly the most valuable thing in life. If we spend most of our time doing one thing, then there is no time for other things. In order to improve ourselves and become better persons, it is necessary to read books, do sports, paint, play or listen to music, travel, socialize... There are so many things! But if you focus on only one of those things and don't spend time on others, you will be missing out.

Mother: Your father is right, kids, you use your phones way too much. You need to make better use of your time. As we see it, you have become "phone addicts".

Ayşe: I think you are right, dad.

Father: Let's try to get rid of this addiction, shall we? Let's make a deal...

Ayşe: What kind of a deal, dad?

Father: This is the deal: You will be able to use your phones as much as you want every day. I will never interfere with you. But first I will install an application on your phones. This app will send information to my phone. So I will find out how many hours a day you spend being busy with your phones.

Kemal: And then what happens, dad?

Father: The following day you will spend the same amount of time doing what I say.

Ayşe: Hmmm.... So if I am on the phone for 5 hours, I will have to do what you say for 5 hours? And I guess, we will not be able to use the phone during those hours, right? Is it something like that?

Father: Exactly, Ayşe... In this way, you will understand how valuable the time you spend on the phone is.

Kemal: So what will you have us do, dad?

Father: Well... For example, you can take care of the garden, hang the washing, wash the car, read books, do the shopping, play the piano, write letters...

Mother: Oh this is really interesting! I am kind of excited to see what will happen.

Ayşe: I accept.

Kemal: I agree too.

Father: Well then, there is nothing to it. Hand over your phones now. (Children give their father their phones.) After installing this application, I will get by email exact information how much time you spend on your phone. Every morning at breakfast I will tell you that, you will hand over your phones and do what I say. Deal?

Children: We got it, dad.

(All finish breakfast and everyone goes on his way. The children spend time on their phones but also do other things. They go to sleep. This is what happens the next day.)

Mother: Kids, come on! Breakfast is ready. I poured your tea. (Parents start having breakfast. The children come to breakfast some time later, with their phone.)

Children: Good morning.

Mother and Father: Good morning.

Mother (to the father): So? How much time did the kids spend on the phone yesterday?

Father: Ayşe ‘only’ spent 7 hours on her phone and Kemal spent 8 hours.

Mother: What? I can’t believe it. They spent one third of their day on their phones!

Ayşe: Really? It cannot be! I hardly used the phone yesterday!

Kemal: Oh, come on, seriously? 8 hours dad? I think you are making this up!

Father: Well, look for yourselves. (Father shows the children his phone with details from the app.)

Ayşe: Oh my... Really, I was not aware!

Kemal: I thought it was only an hour or so....

Father: Right, that’s it! Your phones, please. We have a deal, remember? You do as I say and then you will get your phones back.

(Ayşe and Kemal hand over their phones. Dad puts the phones in the drawer.)

Father: Right! Your first task is to clear the weeds in the garden after breakfast. I will be in the garden with you.

Children: Ok, dad.

Mother: Don’t forget to put on your hats. It’s hot today.

Children: Ok, mom.

(The children spend time in the garden with their dad. They are obviously enjoying themselves. They come back home.)

Ayşe: Phew, I’m so tired.

Kemal: I’m so tired I’m done.

Mother: Welcome.

Father: Well done to you kids, you cleared the entire garden from weeds. That was 4 hours of work. You did a great job.

Ayşe: What are we going to do now, dad?

Father: Let’s play some music now. Ayşe, you go to the piano, Kemal, you take the guitar. I will accompany you with the violin. Let’s start by playing the song “Dönence” from Barış Manço. If your mother wishes, she can accompany us by singing.

(Father and children make music for 2 hours, and the mother accompanies them from time to time. Again, they have fun, lots of laughter and good time.)

Father: Ok, kids, enough music. It’s been exactly 2 hours. Good for you. You never forgot the pieces. You played very well. Now you can spend the rest of your time reading. Ayşe, you have 1 hour left, then your time is up. Kemal, you need to read for 2 hours. After that, you will get your phones from me.

Children: Ok, dad.



(Ayşe and Kemal read their books and get their phones back. They spend some time on their phones... but go to sleep earlier than usual. The next day...)

Mother: Kids, breakfast is ready, come on. I poured your tea.

(Children come to breakfast on time. They have their phones with them, but they are not interested in the phone.)

Father: Good morning, kids.

Children: Good morning.

Mother: I am really pleased with all the work you managed to do yesterday, kids. You did a great job!

Children: Thanks, Mom.

Father: I am also very pleased with your work. Well done. You are both a really good sport. Yesterday, you both spent 3 hours on your phones, so after breakfast, you will again give me your phones and 3 hours of your time.

Ayşe: Ok, dad.

Kemal: Ok, dad.

Father: Your task today is to write a letter to your grandparents! Yeah, I know what you are going to say, that it would be so much easier if you just called them. But... A call is as long as it lasts. A letter they can read over and over again. And you know how they enjoy receiving a letter. You can tell them all about our holiday and maybe also tell them about our deal! Then we will wash the car. Now, your phones please!

Ayşe: Take it, dad.

Kemal: Here, take it.

(Breakfast ends and the children spend some time writing letters.)

Father: All right, kids. That took you just over an hour. Now let's get to washing the car...

Children: Ok, dad.

Mother: The hose is also under the stairs in the shed! And don't come in the house dripping wet!

Ayşe: Okay, mum!

(The father and children go out to wash the car. You can hear a lot of laughing and horsing around. They hose the car down but also each other so that they are all wet when they get back to the house. Their mother is waiting for them with some towels).

Mother (laughing): Now don't dare step into the house like that. (She hands all of them towels. They are all smiling).

Kids: Thanks, mum.

Father: Thanks, love. That was a lot of fun.

Ayşe: When are we going to wash the car again, dad?

Father: Hahahaha! You enjoyed that, didn't you! Well done, kids. You really did a good job and I think you have earned your phones back today.

(The children pick up the phones and go to their rooms. The next day.)

Mother: Kids, breakfast is ready.

(Children come to breakfast just in time and they don't have a phone.)

Children: Good morning.

Mother and Father: Good morning, kids.

Father: Kids, I'm looking at my phone right now, and after you went to your rooms yesterday, you only spent 1 hour on your phones.

Ayşe: Yes, dad... After I got to my room, I looked at some photos that my friends shared and I chatted a bit with them. Then I put my phone aside and continued reading my book. I also had an unfinished picture from school, and I completed it.

Kemal: I also read my book after playing some games, dad. The book was very exciting. After reading the book, I went to my friends to play basketball outside. I had not played ball for a long time and I missed it. I'm going to play basketball again today.

Ayşe: We were really spending a lot of time on the phone, dad. I realised my mistake now. I realised how many other things I can actually do in the time I was spending on the phone. I understand that now.

Kemal: I will no longer be a phone addict. I will try not to spend more than 1 hour on the phone during the day. I can do so many other interesting things, both useful and enjoyable.

Mother: Ooo, finally! I have my kids back! They won't spend so much time on their phone anymore. Good for you!

Father: Congratulations, kids. I really wanted you to realise this situation. I will not need to take your phones anymore.

Now you can schedule the time for yourselves, but I will still be watching over you and will remind you if I notice that you are spending more time on the phone then you should.

Mother: The most valuable thing in life is time. The person who plans his time succeeds in everything.

Children: You're right, Mum. You're saying the right thing.

Father: So... Is there any tea left?

(The family continues to have breakfast. The children are not using their phones, but interacting happily with their parents).

THE END



TURKEY



Esenköy Adnan Kaptan Ortaokulu, Yalova

TELEFON BAĞIMLİLİĞİ

Tarafından yazılmıştır
Ramazan Özdemir

İnanılmaz bir hızla ilerleyen teknoloji neticesinde cep telefonları hayatımıza girdi desek yanlış olmaz. Eskiden sadece bilgisayar ile yapabileceğimiz işleri artık akıllı bir cep telefonu ile yapabiliyoruz. Hatta telefonların ekranlarının büyümesi ve özelliklerinin güçlenmesi sayesinde telefonlarda grafik özellikleri yüksek oyuncular bile oynayabiliyoruz. Bankacılık işlemleri, okul kayıt işlemleri, otobüs bilet alma, online derslere katılma gibi birçok işlem için telefonları kullanıyoruz.

Peki her işimizi yapmak için telefonları kullanırken bazen dengeyi ayarlayamadığımız oluyor mu? Telefon kullanımını abartıyor muyuz? Telefonla işimiz bittikten sonra bile telefonda oyalanıyor muyuz? Ya da bazen telefondaki sosyal uygulamalarda zamanın nasıl geçtiğini bilmeden hypnotize mi oluyoruz?

Telefonlara bağımlı olarak yaşamak özellikle günümüzde büyük bir sorun. Her insan ihtiyacı kadar telefonlar vakit geçirmelidir. Çünkü insan sosyal bir varlıktır. Bu sosyallığını sadece sanal ortamda değil gerçek ortamda da sürdürmelidir. Özellikle de öğrencilerin gelişim çağlarında telefonlarda fazlaca vakit geçirmeleri onları bizlerden daha fazla etkileyecektir.

Hayatta zaman önemlidir. Zamanı etkili kullanmak için planlı bir hayat yaşamalıyız. Telefonda harcadığımız vakitten daha fazlasını gerçek hayatı farklı aktiviteler yaparak geçirmeliyiz. Bu sayede insanın gelişim süreci hem yaşadığımız çağ'a uyacak hem de geçmiş kültürel birikimini devam ettirecektir.

“Telefon Bağımlılığı” adlı bu metinümüzdeki bu soruna çözüm üretmek amaçlı yazılmıştır.

Bu oyunda anne, baba, 2 de çocuk olmak üzere 4 karakter bulunmaktadır. Anne ve baba, çocuklarıyla bir antlaşma yapmaktadır. Bu antlaşma ile çocuklar, bir gün içinde telefonla ne kadar süre geçirdilerse ertesi aynı süre kadar ailesinin istediği aktiviteleri yapacaklardır. Bu antlaşmanın ilerleyen günlerinde çocuklar yaptıkları hatanın farkına varmaktadır ve bağımlılıktan kurtulmaktadır.

Bu oyunu okulumuzun tiyatro sahnesinde gerçekleştirildik. Seyirciler; okul öğrencileri, öğretmenler ve velilerdi. Seyircilerden olumlu bir dönüt aldık. Öğrenciler, telefon kullanımını ile ilgili kendilerini sorgulamaya başladilar. Normalde düşünmedikleri şeyle ri düşünmeye başladilar. Kendilerine



daha fazla dikkat edeceklerini söylediler. Zamanı etkili kullanmada bilinçlendiler. Aynı şekilde veliler ve öğretmenler de kendilerini sorguladılar. Hem kendilerini hem de çocukların bekleyen tehlikenin farkına vardılar. Bunlara nasıl çözüm bulacaklarını fark ettiler.

Öğretmen arkadaşımıza bu metni aynen ya da daha da geliştirmek oynamalarını tavsiye edebilirim. Öğrencilerin başarılı olunması isteniyorsa unutulmamalıdır ki zaman etkili bir şekilde kullanılmalıdır. Bu metin bu konuda iyi bir başlangıç olabilir.

TELEFON BAĞIMLILIĞI

Oynayanlar:

Baba

Anne

Ayşe

Kemal

(Baba ve anne kahvaltı masasını hazırlamaktadırlar.)

Baba: Çay demlendi mi karıçım?

Anne: Demlenmiştir canım, 15 dakika oldu.

Baba: Peki o zaman, çayları dolduruyorum. (Yukarı kata doğru seslenir.) Haydi çocuklar kahvaltı hazır.

(Anne ve baba kahvaltıya başlarlar, çocuklar hâlâ gelmemiştir.)

Anne: Bu sene iyi ki de tatile Çanakkale'ye giderek başlamışız.

Baba: Evet, Çanakkale çok güzel bir yermış. Daha önce gitmediğime pişman oldum gerçekten.

Anne: Çanakkale'nin sahili ne kadar güzeldi di mi? Kafeerde oturanlar, yollarda şarkı söyleyenler, basketbol oynayan gençler, dondurma yiyenler, çaylarını yudumlayanlar... Sonra o Troy antik şehri... Tüm ihtişamıyla hâlâ ayakta duruyor. Kim bilir kimler orada yaşadı?

(Baba tekrar çocuklara seslenir)

Baba: Haydi çocuklar çaylarınız soğuyor... Evet, her şey çok güzeldi. Ben özellikle sahildeki Truva Atı'ni çok beğendim. Brad Pitt'in oynadığı filmdeki Truva Atını Çanakkale sahilinde sergiliyor olmaları çok isabetli olmuş.

Anne: Bizimkiler çaylarını iyice soğuttular. Haydi çocukların...

Baba: Büyük ihtimal şu an 3'ü de telefonla uğraşmaktan bizi duymuyorlardır.

Anne: Haklısin. Çanakkale'deyken de elliinden telefonları düşürmediler. Ne olacak bu çocukların hali? Sanki telefonlar elliine yapışık. Buna bir çözüm bulmalyız canım.

Baba: Haklısin canım. Bizim çocuklar çok açık bir şekilde, telefon bağımlısı olmuşlar. Evet, yaşıları genç. Bu yaşlarda tabii ki her çocuk telefonla çokça vakit geçirebilir ama bizimkiler işi biraz abarttı. Hele de tatil girdikten sonra neredeyse uyku dışındaki tüm vakitlerini telefonda geçirir oldular.

Anne: Tatilde okusunlar diye onlara kitap alımıştım. Kitaplara başlamadılar bile. Telefonları olmadan önce ne güzel kitap okur, spor yapar, sinemaya giderlerdi. Ahh ahh bir çözüm bulmamız lazım.

Baba: Benim aklımdan bir şeyler geçiyor.

Anne: Ne gibi?

Baba: Onlarla bir anlaşma yapacağım. Eğer anlaşmaya uy-mazlarsa telefonlarını almak zorunda kalacağımı söyleyeceğim.

(Çocuklar bu arada kahvaltı masasına gelirler.)

Ayşe: Günaydın annecim, günaydın babacım.

Kemal: Günaydın anne, baba...

Anne: Günaydın

Baba: Günaydın, hoş geldiniz. Nerde kaldınız böyle?

(Çocukların elliinde hala telefon vardır. Bir yandan kahvaltlarını yapmaktadır, bir yandan da telefonları ile uğraşmaktadır.)

Ayşe: Aa, bu çay buz gibi olmuş.

Anne: Kızım, size seslendik kaç defadır. Soğudu tabii ki çaylar. Ama siz duymadınız sanırım.

Kemal: Ben duydum ama telefondan oyun oynuyordum, tam bölüm sonuna gelmiştim. Eğer o bölüm geçmezsem oyunda kazandığım tüm madalyalar iptal olacaktı. Onun için biraz geciktim.

Ayşe: Ben de duydum tam gelecektim. Ama arkadaşım yeni fotoğraflar paylaşmıştı. O fotoğraflara bakıyorum derken dalmışım. Ne kadar zaman geçtiğini anlayamadım. Yoksa sizi duymuştum. Kusura bakmayın annecim, babacım.

Baba: Çocuklar telefonda ne kadar fazla vakit geçirdiğiniz farkında misiniz? Çanakkale'ye gittiğimizde de, geri eve döndüğümüzde de, son zamanlarda neredeyse tüm yerde telefonlarınızdan koparıyorsunuz. Tüm vaktiniz telefonla geçiriyor.

Kemal: O kadar çok telefonla vakit geçiriyor muyuz gerçekten?

Baba: Geçriyorsunuz ama fark etmiyorsunuz.

Anne: Tatil başında size aldığım kitapları okuyabildiniz mi?



Ayşe: Hım.. Ben başladım ama daha bitmedi.

Kemal: Ben bu oyunu bitirdikten sonra başlayacaktım. Ama oyun da bitmeyince bir türlü başlayamadım.

Baba: Bakın çocuklar. Bu hayatı en değerli şey zamandır. Eğer zamanımızın çoğunu tek bir şeye ayırsak başka şeylelere vakit ayıramayız. Kendimizi geliştirmek için kitap okumak, spor yapmak, resim yapmak, müzikle, sanatla uğraşmak, gezmek, sosyalleşmek gibi birçok aktivite yapmalıyız. Fakat siz bunlardan sadece bir tanesine odaklanır ve diğerlerine vakit ayırmazsanız gelişiminiz eksik olacaktır.

Anne: Babanız haklı çocuklar, çok fazla telefonla uğraşıyorsunuz. Zamanınızı iyi değerlendirmeniz gerekiyor. Şu anki durumda siz birer “telefon bağımlısı”sınız.

Baba: Bu bağımlılıktan kurtulmak için sizinle bir antlaşma yapalım. Ne dersiniz?

Ayşe: Ne gibi bir antlaşma baba?

Baba: Antlaşma söyle: Her gün istediğiniz kadar telefonlarınızı kullanabileceksiniz. Size hiç karışmayacağım. Fakat öncesinde telefonlarınıza bir uygulama yükleyeceğim. Bu uygulama sayesinde sizin bir günde kaç saatınızı telefonlarınıza bakarak geçirdiğinizi öğreneceğim.

Kemal: Bu süreyi öğrendikten sonra ne yapacaksın baba-cım.

Baba: Her gün telefonla ne kadar süre geçiriyorsanız, ertesi gün aynı süre kadar benim söylediğim şeyleri yapacaksınız.

Ayşe: Yani örneğin telefonla günde 5 saat uğraşmışsam, bir 5 saat de senin söylediğinizi yapacağım babacığım. Ve tabii yanınızda da o sürelerde telefon olmayacağı.

Baba: Aynen öyle Ayşe... Bu sayede telefonla uğraşarak geçirdiğiniz vaktin ne kadar kıymetli olduğunu anlayacaksınız. Pazartesi 5 saat telefonla vakit geçirdiyseniz, Salı günü 5 saat benim dediklerimi uygulayacaksınız.

Kemal: Peki ne gibi şeyle yapacağız babacığım?

Baba: Ne gibi şeyle... himm... Mesela bahçedeki yabani otları temizlemek, çamaşırı asmak, arabayı yıkamak, kitap okumak, alışverişe gitmek, piyano çalmak, mektup yazmak gibi...

Anne: İlginçmiş ne olacak merak ettim gerçekten.

Ayşe: Ben kabul ediyorum.

Kemal: Ben de kabul ediyorum.

Baba: Pekala şimdi telefonlarınızı verin bakanıma. (Çocuklar babalarına telefonlarını verirler.) Bu uygulamayı yükledikten sonra kaç saat telefonla ilgilendiğiniz benim telefonuma veri olarak gelecek. Ben de size her sabah kahvaltıda söyleyeceğim ve telefonları bırakıp dediklerimi yapacaksınız. Anlaştık mı?

Çocuklar: Anlaştık baba.

(Kahvaltı biter ve herkes dağılır. Çocuklar telefonları ile vakit geçirirler ve başka şeyle yaparlar. Sonra uyurlar ve ertesi gün olur.)

Anne: Çocuklar, haydi! Kahvaltı hazır. Çaylarınızı koydum. (Anne ve baba kahvaltıya başlarlar. (Çocuklar yine kahvaltıya gecikerek gelirler ve ellerinde yine telefon vardır.)

Çocuklar: Günaydın.

Anne ve Baba: Günaydın

Anne: Çocuklar dün ne kadar telefonla uğraşmışlar belli oldu mu?

Baba: Evet, belli oldu.

Anne: Ne kadar vakit geçirmişler telefonlarla?

Baba: Ayşe 7 saat Kemal ise tam 8 saat vakit geçirmiş.

Anne: İnanamıyorum. Günün 3'te birini telefonla uğraşarak geçirmişler.

Ayşe: O kadar olmuş mu? Hiç farkında değilim.

Kemal: Ben de hiç farkında degildim.

Baba: Haydi bakalım telefonlarınızı rica edeyim. Bugün dediklerimi yaptıktan sonra telefonlarınızı geri vereceğim.

(Ayşe ve Kemal telefonlarını verirler. Baba telefonları çekmeceye koyar.)

Baba: İlk göreviniz kahvaltıdan sonra bahçedeki yabani otları temizleyeceksiniz. Ben de sizinle beraber bahçe de ola çağım.

Çocuklar: Peki baba.

Anne: Çocuklar şapkalarınızı almayı unutmayın. Güneş sizi çarpmasın.

Çocuklar: Peki anneciğim.

(Çocuklar bahçe de otları temizlerler ve geri eve gelirler.)

Ayşe: Offf, çok yoruldum.

Kemal: Ben de çok yoruldum, bittim.

Anne: Hoş geldiniz.

Baba: Çocuklar aferin size, tüm bahçeyi 4 saatte yabani otlardan temizlediniz.

Ayşe: Şimdi ne yapacağız baba?

Baba: Şimdi biraz müzik yapalım. Ayşe sen piyanoya, Kemal sen de gitarın başına geç. Ben de size keman ile eşlik edeceğim. Barış Manço'dan "Dönence" parçasını çalarak başlayalım. Anneniz de isterse parçayı seslendirerek bize eşlik edebilir.

(Baba ve çocuklar 2 saat boyunca müzik yaparlar, anne de zaman zaman onlara eşlik eder.)

Baba: Evet çocuklar, bu kadar müzik yeter. Tam 2 saat olmuş. Aferin size. Parçaları hiç unutmamışınız. Gayet güzel çaldınız. Şimdi Ayşe 1 saat kitap okuyor, Kemal sen de 2 saat kitap okuyorsun. Ondan sonra telefonlarınızı benden alabilirsiniz.

Çocuklar: Peki babaciğim.

(Ayşe ve Kemal kitaplarını okur ve telefonlarını geri alırlar. Sonra telefonlar ile ilgilenirler ve ertesi gün olur.)

Anne: Çocuklar kahvaltı hazır, haydi gelin. Çaylarınızı koydum.

(Çocuklar kahvaltıya zamanında gelirler. Yanlarında yine telefonları vardır ama telefonla ilgilenmiyorlardır.)

Baba: Günaydın çocuklar:

Çocuklar: Günaydın.

Baba: Ayşe, sen dün 3 saat telefon ile



ilgilenmişsin. Kemal, sen de 3 saat ilgilenmişsin. Şimdi kahvaltıdan sonra sizden yine telefonlarınızı isteyeceğim.

Ayşe: Peki baba.

Kemal: Tamam baba.

Anne: Çocuklar dün vaktinizin çoğunu bahçe işleri yaparak, müzikle uğraşarak ve kitap okuyarak geçirdiniz. Sizi tekrar tebrik ediyorum.

Çocuklar: Teşekkürler anne.

Baba: Ben de sizi tebrik ediyorum. Bugünkü göreviniz de uzaktaki akrabalarınıza mektup yazmak olacak. Yakında bayram var biliyorsunuz. Sonra da arabayı yıkayacağız. Şimdi telefonlarınız alayım.

Ayşe: Buyur baba.

Kemal: Al baba.

(Kahvaltı biter ve çocuklar uzaktaki akrabalarına ve arkadaşlarına yaklaşan bayram için mektup yazarlar.)

Baba: Evet çocuklar. Mektupları yazmamız 1 buçuk saat sürdü. Ben bu mektupları postaneye vereceğim. Şimdi aramızı yıkayalım hadi.

Çocuklar: Peki baba.

Anne: Çocuklar bahçedeki yeni firçayı kullanabilirsiniz. Hortum da merdivenlerin altında.

Ayşe: Peki anne. Ben onları alıp geliyorum.

(Araba yakanır ve çocuklar odaya dönerler.)

Baba: Aferin çocukların arabayı da çok güzel temizlediniz ve bugün telefonlarınızı hak ettiniz. Telefonlarınızı alın bakalım.

(Çocuklar telefonları alırlar ve odalarına çekilirler, ertesi gün olur.)

Anne: Çocuklar, haydi kahvaltı hazır.

(Çocuklar kahvaltıya tam zamanında gelirler ve ellerinde telefonları yoktur.)

Çocuklar: Günaydın herkese.

Anne ve Baba: Günaydın çocuklar.

Baba: Çocuklar şu an telefonuma bakıyorum ve dün telefonla sadece 1 saat vakit geçirmiştiniz.

Ayşe: Evet, babacığım. Ben odama geldikten sonra biraz arkadaşlarımın paylaştığı fotoğraflara baktım ve onlarla biraz sohbet ettim. Sonra da telefonumu bir kenara koyarak kitabı okumaya devam ettim. Bir de okul zamanı yarı kalan bir resmim vardı, onu tamamladım.

Kemal: Ben de biraz oyun oynadıktan sonra kitabı okudum baba. Kitap çok heyecanlıydı. Kitap okuduktan sonra da arkadaşımıza dışında basket oynamaya gittim. Uzun zamandır top oynamıyordum. Bugün de basket oynamaya gideceğim.

Ayşe: Biz aslında telefonla çok fazla vakit geçirmeymiş baba, artık hatamın farkına vardım. Telefona harcadığım süre içerisinde aslında ne kadar çok şey yapabilmişim. Bunu şimdi fark ediyorum.

Kemal: Ben artık telefon bağımlısı değilim. Bundan sonra telefona günde 1 saat fazla vakit ayırmayacağım. Bunun yerine başka şeyler yapmak hem faydalı hem de zevkli.

Anne: Ooo, demek benim çocuklarım artık telefonlarla fazla vakit geçirmeyecekler demek. Aferin sizlere.

Baba: Tebrik ederim çocuklar. Benim de isteğim sizin bu durumu fark etmenizdi. Artık telefonlarınızı almamama gerek yok. Artık siz zamanı kendiniz planlayabilirsiniz.

Anne: Unutmayın çocuklar, hayatı en değerli şey vakittir. Vaktini planlayan insan her işte başarılı olur.

Çocuklar: Haklısun anne. Çok doğru söylüyorsun.

Baba: Öyleyse, çayı biten var mı?

(Kahvaltı devam eder ve çocuklar artık telefon bağımlısı degillerdir. Hayatlarının geri kalanında telefonla uğraşmak yerine kendilerine yararlı olan şeylerle ilgilenirler.)

SON



SERBIA



SERBIA



Olga Milosevic Primary School, Smederevska Palanka

THE TOKENS OF FRIENDSHIP

Winner of the European Language Label for 2019

Devised by
Jasmina Milićević

September 2018 to June 2019

At the very beginning of the project, in the seminar delivered by the BAZAART, a creative process was depicted as a journey. Indeed, creating this play was an exciting journey into new and unexplored lands.

A team of two teachers – my colleague Mirjana Janjic, teacher of Serbian language, I as a teacher of English language and nine students grade 5 to grade 7, set off to a not so well-trodden path of creative drama. We learned, created and grew together. In the initial phase, we applied the techniques and exercises as prepared by the BAZAART. And then we dared to swim alone. We first wandered looking for a goal, a light at the end of the tunnel, seeking a path to follow; and then we explored the ways how to weave our love for other cultures into it, how to enjoy the creation process and how to convey it to the audiences.

And the ideas started appearing. Following the journey metaphor, we decided to design our play as a cultural voyage of a group of school kids through a game-like world where they meet children from other countries.

We imagined a journey on which a teacher sends her students who failed to accept a new friend. On that voyage, they will seek a virtue that all the children in the world need to grow up with, and that is FRIENDSHIP – friendship with peers from different countries, who speak different languages, of different skin colour, religion, tradition...

On this journey, children will look for answers to questions set by the teacher. They will receive one token for each answer. In that, they will be helped by children and teachers from other countries – which they will travel through and learn about. They will visit important places in these countries, watch their peers perform their traditional dances, listen to new languages, try their food and experience great hospitality everywhere.

And they will be greatly helped by a girl they refused to accept and whose value they will understand during the search.

At the end of the journey, they return to their country and present to their new friend



the beauties and customs of Easter. Then the teacher gives them the last token and says that they have found the treasure – the great treasure of accepting diversity and being able to be friends with all children, regardless of differences.

Along the journey of creating *The Tokens of Friendship*, we also learned a lot. We learned languages – Greek, Turkish, Maltese, and of course, mostly English. We learned to dance Turkish, Greek, Maltese and Serbian dances. We saw in reality the most beautiful places in Istanbul. And the students and teachers from the school “Olga Milošević” attended classes where they learned to speak Turkish, with the help of the “Yunus Emre Institute” from Belgrade, which sent teacher Maja every week to present the basics of this wonderful language.

Finally, we visited friends in Turkey. The play *The Tokens of Friendship* was prepared already from the start knowing that it will be performed in public on the occasion of 23rd of April – a national holiday in Turkey, when the whole country celebrates the International Children’s Day and the Independence Day. As a part of the celebration event, we performed in the square of the town Esenkoy (district of Yalova) in front of about a thousand of Esenkoy inhabitants.

As the play was written and performed in English, it was rather difficult for the local people to understand the text. So we created one part dealing with Turkish culture in Turkish language and concentrated more on visual expression, sound and movement in order to transmit the message to our audience – the teachers and the students of our partner school, as well as the guests from the district education office from Cinarcik and representatives of Esenkoy local authorities.

Although it was difficult for them to understand what we spoke, they understood us completely. Like a breeze from

the Sea of Marmara near which we performed the play, our message of love and friendship was transmitted from our lips and faces to everyone around us.

We were very happy and excited. They understood us. They felt what we carried in our hearts.

How was this possible? We believe that this was because we have woven a part of us into this play. Every word, every movement, every idea – it all came about on the wings of a learning path that we walked together. Because our work was not ordinary classes, plain learning of the text, the usual repetition of words and phrases in English, not grammar exercises or tests; it was much more than that.

What was it? Look for answers here:

<https://www.youtube.com/watch?v=alz3cTPY0Vc&feature=youtu.be&fbclid=IwAR1RbH7DuWWkYf5vj3Q6gTn-B8lizWVjtQcRnTs-WtzxRt5F5nA72MEZyFOE>

https://www.youtube.com/watch?v=XQ3Bwq_aL34&feature=youtu.be&fbclid=IwAR0nAHmoMcsoodSoBN-jEM-l2SyEgmfgnvGFsof1kQ8S_U2-Nove87sZVbW8

https://www.youtube.com/watch?v=7oVD8GTPmGo&feature=youtu.be&fbclid=IwAR08xl_tGfB4XotonR8dT5_ncEnxCdeCr1h9xfM5NM0I4UjxQ8J29oUV3NA

THE TOKENS OF FRIENDSHIP

Cast:

Emma, new girl in class, from migrant family
Sara, Serbian student
Tina, Serbian student
Marica, Serbian student
Mihajlo, Serbian student
Dimitrije, Serbian student
Teacher in Serbian school
Greek man in the street
Greek seller
Alexandra, Greek student
Children in Greek school
Teacher in Greek school
Wise man in Malta
Wise man's apprentice
Charlot, Maltese student
Children in Maltese school
Teacher in Maltese school
Woman from the village in Turkey
Gül, Turkish student
Sabih, Turkish student
Fatih, Turkish student
Children in Turkish school
Teacher in Turkish school
People and nuns in Serbian monastery
Children dancers of traditional Greek, Maltese, Turkish and Serbian dances

SCENE 1: SHE IS DIFFERENT

CLASSROOM

Teacher: Good morning, to all of you. How are you feeling today?

All: Fine, thank you. How are you?

Teacher: I am very well, thanks. I have some very good of news for you. This is a new student. She came to our school from far, far away. She travelled through different countries with her family in the hope of finding her new home. Her old home was destroyed in war.

I'm trusting you all to help her get used to our school and become your friend!

All: Yes, teacher.

Sara: Of course, we will.

Tina: Oh, teacher, do you have any doubts about that? We always do!

Teacher (to Emma): Would you like to tell them something about yourself?

Emma: Hello everybody, my name is Emma, It's nice to meet you and i hope we will become good friends!

Teacher: Alright Emma, please, take a seat, anywhere

(Emma walks to a seat next to Mihajlo.)



Mihajlo: Oh, sorry, Philip sits here, I think he will get mad if you sit there!

(Philip quickly sits next to Mihajlo.)

Emma: Oh... Okay... (Emma moves next to Sara.)

Sara: Hey! You can't sit with me! Only Marica can sit with me!

Emma: All right! I'll sit somewhere else!

Dimitrije: Just ignore them Emma, you can sit with me if you want.

Teacher: Have you settled down yet? Good. Let's start with the lesson. We'll do Maths now. Let me see, who can solve this Maths problem. Mihajlo, can you come out, please?

Mihajlo: Do I have to, Miss. I am not feeling very well right now.

Teacher: Mihajlooooo, come on, come on. A bit of Maths will make your headache disappear in no time. Right, guys?!

Mihajlo: Ok, ok... So, let me seeeee.... Square 6 - square 5 equals... Hey, Hey Sarah.... how much is it?

(Sara puts up five fingers in the air.)

(Mihajlo puts his hand on the board and starts drawing around it.)

Teacher: Mihajlo! Are you kidding me? What is that?

Mihajlo: I'm sorry teacher! But I can only count on my fingers!

Teacher: That's enough! Go to your seat! Can anyone solve this? Oh! Emma, you know? Please come out and solve these.

(Emma does the equations correctly.)

Teacher: Good job Emma! That's correct!

Marica: Pfft, nerd...

(The sound of the bell.)

SCENE 2: THE VIRTUE ALL THE KIDS OF THE WORLD SHOULD HAVE

SCHOOLYARD

Sara: Hey, Emma, where do you come from?

Marica: Wow, how black is you skin, did you have a lot of sunbathing back there?

Tina: What nice curly hair you have!

Sara: You know, I don't think we can be such good friends, you can't speak our language and you are so different.

Marica: You are a nerd as well.

Dimitrije: Hey, guys. Leave her alone. You are really being such pests. Why do you have to bother everybody who is not like you? Are you ever going to grow up?

Tina: Dimitrije, will you please shut up or else...

Sara: And you, Emma, just go. Just leave. You don't belong here. Just stay out of our way. Did you understand?

Dimitrije: Oh you foolish kids... Maybe one day you will see...

(The bell is ringing for the beginning of another class. The teacher is entering the classroom.)

Mihajlo: The teacher is coming. She looks really annoyed. Now you will get your lesson!

Teacher: Well, well. What was that down in the school-yard? PE teacher heard some noise and saw Emma crying. Did you do something to her? Sara, Mihajlo, Valentina... answer to me. Was it you?

Sara: No, teacher. We did not do anything. Just having a friendly chat with Emma. Asked her this and that. And then she left crying!

Dimitrije: That's not true. Don't tell lies.

Sara (mocking): Yes, *Tina! Stop telling lies!*

Tina: I'm telling only the truth, unlike YOU!

Sara: Well you started it all! I only did it because YOU were doing it!

Tina: NO! That's not true! Now you're telling lies!

Sara: So you admit that you were lying before?

Tina: That's not what I said! Just shut up you little...

Sara: Now you'll get what you deserve!

(They start going towards each other, with the intention to fight. The teacher separates them.)

Teacher: Now I've had enough of it. You will be punished. From now on you will not do anything, absolutely anything that will hurt your friends. And every day you will get extra homework! More than anyone else! Understood!? (Quiet acceptance. Teacher louder) UNDERSTOOD?

All: Yeeeees...

Teacher: Now, English lesson. Today we will do a very exciting lesson. Irregular verbs in the English language. So, as you know there are lots of them. I will just pop out and fetch a big poster with verbs so you can have them in front of you until you learn them all by heart. Coming in a second. Just be quiet.

(Teacher exits.)

Sara: You, you, you.... Did you see what you had done? Did you understand at all? We have been punished because of you. You silly foreigner. Why did you come here anyway? You snitch!!

Emma: But I....I...I didn't say anything!

Sara: Yes, you did.

Tina: No, she didn't! You always want to have it your way! Everyone who doesn't agree, you always bully!

Sara: Shut up, now, you too. Do you know that when my parents learn about this, I will not get a new phone. This little girl will see what will happen to her. When the teacher comes in now, you will tell her that you made a mistake. You will say that I did nothing to you. That you misunderstood. Clear? Understood?

Emma: N-No I will not. I will not lie. You hurt me and still you want me to tell lies. No! No! No!



Sara: Now, you will see. Go! Go to the teacher and tell you were wrong!

Emma: No, no, I won't.

(Sara pulls Emma towards the door and pushes her wanting her to get out. Emma stumbles and falls down hitting herself. She starts crying, rises in pain and goes out of the classroom. She does not go to the teacher but sits in the corridor crying. She starts an inner monologue.)

Emma: Why, why are they treating me this way? What did I do wrong? I don't understand you people. Why? Because my skin is dark? Because I speak a different language? Why. Am I that bad, worse than them... I wished only to find a new home here. Mine does not exist, ruined, destroyed by war. I wished to find new friends; mine are who knows in which part of this world. I only wished the same things as all of them – to learn, to play, to smile, to grow up – to grow up here, with them. I lost my country. Why can't they understand that I am not different...Why... Why?

(The teacher is coming in the classroom.)

Teacher: I'm back. Let's start the lesson now. (Putting the poster on the flip chart.) ...Emma, can you help me with this? (Turns around looking for her.) Emma? Where is Emma? Sara! Where is Emma?

Sara: Uhhh... She ran away, she cut the class? Just ran away from the classroom for no reason.

Dimitrije: I am sick of you. Just stop telling lies! Teacher, they bullied her, they threatened her. Literally threw her out of the classroom. Emma fell down and hit herself. Can I go and find her? She must be in a horrible state.

Teacher: Yes, go please. Tell her to come... And you... Sarah You Mary.... You Tina...

(Teacher is silent for some time staring at the students as if thinking how to deal with the situation. Emma and Dimitrije enter the classroom.)

Teacher: Emma! Thank God you are ok. Please, don't cry. Everything will be fine.

(Teacher goes around the classroom stopping at the bullies, calling their names. They stand up when they hear their names.)

Teacher: I don't understand one thing. I've been your teacher for five years. How many times we talked about people being different. How the world is beautiful because it resembles the meadow full of flowers of different colours. Didn't we learn about different cultures, different habits, didn't we do projects with kids from other countries?

(Silence.)

Teacher: What did I do wrong? No, I did not do anything wrong. It was just not enough. Punishing you will not help. You have to understand, you have to feel, you have to live it. To go, to experience, to learn, to fill your heart with love. You have to.... I need to think...

(Teacher sits, thinks and writes something down.)

Sara (whispering): Oh no, guys! What's going to happen now? Is she going to call our parents?

Marica (whispering): Maybe she'll get us expelled!

Tina (whispering): Or maybe she'll give us life-time detention!

Dimitrije (whispering): Well, whatever she decides to do, you probably deserve it!

Teacher: I have decided. I will send you on a journey, the learning journey, the journey which will help you learn things about other cultures, about different people, religions. You will search for a special treasure – the virtue which all the kids of the world should have.

On the way you will have to solve these tasks. (She hands some papers to children). Each question solved correctly, you will be awarded with a token. The token will have a letter of the word you will be looking for. Don't come back until you have found this virtue! This is my lesson to you. I hope you will show you have it in your heart. I do hope....

Sara: We better start packing!

SCENE 3: GREECE – THE COUNTRY OF PEOPLE WITH WARM HEARTS

Sara: Now, let's get going. The teacher gave us the map. But I don't understand anything!

Dimitrije: Of course you don't. If you had studied geography a biiiiit more, you would have been able to find your way. Give it to me! I will show you, you dump-head.

Sara: Well, first of all, I am the A student, and second of all, you're holding it upside down.

Dimitrije: Yeah, I know! I was just, uh, testing you!!

Sara: Ok, come all of you.

Dimitrije: Look, we are here.

Sara: But I can't read this. It is all Greek to me...

Emma: Hey, I can read Greek.

Marica: Really, wow. How many languages can you speak?

Emma: You know that my family changed several countries. We spend some time in a Greek island with other people that ran away from our country. Let me see. (She reads the map.) We have to go to Patras, it is a big town in Greece. We should be heading this way. There we will find our tokens.

Dimitrije: Yes, but we will have to answer these questions, the teacher gave to us. You see.

Sara: Hm, difficult. Even I don't know the answers.

Dimitrije: We will ask somebody. Let's go!

Marica: Can you see anybody around?

All: Hello? Hello? (They stop when they notice a man.) Excuse me! Can you help us?

A Greek man: Signomi, den katalaveno tipota. Dena milao Anglika. (Sorry, I don't understand anything. I don't speak English.)

Dimitrije: Uuuuh. Let's ask the seller at the food stall.

Tina: Excuse me, can you help us.

The seller: Ella, ella parte yiro, poli nostimo, poli ftino. O kaliteros giros tis Patras. Ela, ela. (Come on, come on, take gyros. It's very tasty, very cheap. The best gyros in Patras. Come on, come on!)

Dimitrije: Excuse me, can you tell us



where we can find the virtue all the kids of the world should have?

The seller: No English, only Greek, don't understand. Ela kathiste, parte girous, sigoura pinate. (Come on, sit down, help yourself, you must be hungry.)

Marica: What is he saying?

Emma: He wants to treat us with food! He says we must be hungry.

The seller: Apo pu iste pedia? (Where are you from, kids?)

Emma: Apo tin Servia. (From Serbia.)

(The seller gives the group gyros.)

Tina: Oh, this is delicious!

Marica: This is the best gyros I've had in years!

Dimitrije: Thank you! Your gyros is so good! We hope we see you again!

All: Goodbye!

The seller: Sto kalo, pedia. Kalo taksidi. (Goodbye children, happy journey.)

Dimitrije: All right guys, let's move, we've spoken to two people so far, and the only thing we've got is gyro!

Marica: Yeah, you're right, let's search around a bit.

Dimitrije: Hey guys! I Think I see someone!

Tina: Yes! You're right! There's a girl over there.

Sara: We should ask her!

Emma: Hello, do you speak English?

Alexandra: Yes I do! Do you need any help?

Dimitrije: We do! Do you know where we can find the virtue that all the kids of the world should have.

Alexandra: I don't know exactly. But you can come with me to my school. Our school is full of smiles, love and good people. Maybe our teacher can help you find what you are looking for.

All: OK! Let's go!

(They arrive at school.)

Alexandra: Here we are. The kids over there are performing our traditional dance.

(The group of students performs the traditional Greek dance.)

Alexandra: Teacher! Teacher! I met some boys and girls from Serbia. They are looking for the virtue all the kids should have. In order to find it, they have to solve some tasks about our country.

Teacher: Of course. My students and I will do all to help you. Read your questions to us.

(Serbian students read questions and Greek students answer them with the help of their teacher.)

1. WHAT ARE 'APOKRIES' IN GREECE?

Most of the Greeks are Orthodox Christians whose most important holidays are Christmas and Easter.

'Apokries' is the Greek Carnival season on the weekend before "Clean Monday". The name 'Apokries' means abstention from meat, because after this celebration, the period of Easter Lent begins.

The town of Patras has the biggest and the most famous carnival in Greece with lots of masquerades.

2. WHAT ARE THE OLYMPIC GAMES?

People from many countries get together every four years to celebrate friendship, unity sport. There are Summer Olympic Games and Winter Olympic Games. Each Olympic Games take place in a different country. The first Games were held in Greece in 776 BC in the honour of the God Zeus.

3. WHAT ARE THE GEMS OF GREEK CULTURES?

High on top of a hill overlooking Athens stands the proud remnants of four of the most well-known ruins preserved from the ancient world, one of them being Parthenon, the temple of the goddess Athena Nike.

Mycenae with the world famous Lions' Gate is one of the most important sites of ancient Greece. It was the home of Agamemnon, the king who united the Greek city states and led the army to conquer the city of Troy.

Epidaurus is a world famous antique theatre, a masterpiece of acoustics which is still used for performances and live music concerts during the summer.

... and thousands of breath-taking islands and beaches... and many other beautiful places.

Teacher: Well done, friends. Your Greek mission is accomplished. You are awarded with the first three tokens. (She

hands out the tokens.) This is the first step in finding the virtue that all the kids of the world should have.

Good luck and don't forget: learn, make friends, and accept everybody.

All: Goodbye, Greek friends! We will be back again one day.

(They move away from the school.)

Dimitrije: Oh guys, these tokens are so heavy! I need to rest!

Tina: Yeah, me too!!

Marica: I'm exhausted.

Sara: Let's rest a bit then!

(They lie down and fall asleep. A mysterious fog falls upon them.)

SCENE 4: MALTA – SMALL COUNTRY WITH A BIG HEART

(The mysterious fog rises. When the fog clears, the wise man and his apprentice walk around the kids, waking up one of them.)

Dimitrije: Hey, guys, wake up!

Sara: Don't shout, Dimitrije!

Dimitrije: No, Sara! You don't get it! We're no longer in Greece!



Sara: When I get up I'm going to...! Woah... Where are we?

Dimitrije: I don't know! Let's look at the map. Well, good news! This is the place where we're supposed to find the virtue!

Sara: Yes, but what kind of a place is it?

Marica: Let's ask somebody.

Sara: Can you see anybody around?

Everybody: Helloooo, helooo! Is there anybody here? Helooo...

Dimitrije: Hey, I think I see a silhouette of some man in the distance.

Sara: Excuse me, excuse me!

The wise man: Mmmhhh, yeah, yeah... What's that?

All: It's us, we are HEEEERE!

The wise man: Right, and what are you doing here?

Dimitrije: We are searching for the virtue that all the kids in the world should have.

The wise man: Hmm... A difficult question. It's been long since I was a kid. Some century or, is it two? (Turning to his apprentice).

Apprentice: You are not that old, not even one century. Just 88 years old.

The wise man: Oh, so good, so good, I am YOUEUUUUNG. I am young. I am young!

Apprentice: Stop, stop! Let's try to help these kids.

The wise man: Ok, ok! You know, kids, I saw yesterday on Facebook that there is a school near here. They said it is a very special school. Teachers are very friendly, kids have smiles on their faces, and everybody is welcomed. You might find the answers to your questions there.

Sara: Perfect! Please, show us the way to that school.

The wise man: Of course, don't worry. But first let's take a selfie for FB. It's so rare that I meet kids from different countries up here.

(A group of Maltese children enters.)

Kids (playing a game): Rock, paper, scissors, shoot!

Charlot: Listen, some kids are coming. They often come here with their teachers to learn about our history.

(Kids meet.)

Sara: Hey, Emma. You said you can speak some Maltese, didn't you? Go ahead! Greet them.

Emma: Bon ju. Kif int? (Good morning, how are you?)

Charlot: Jiin tai jeb, graci. (I am fine, thank you.)

Emma: Ahna mis-Serbja. Tista 'tghinna? (We are from Serbia. You can help us?)

Charlot: No problema. Tit-kell-em blin-gleez? (No problem. Can you speak English?)

Emma: Iva. (Yes.)

Nina: That's fine. Tell us how we can help you!

Sara: Well, our teacher sent us to explore other cultures, to meet different children and find out what is the virtue that all the kids in the world should have. We have to solve these tasks on our way. Perhaps you know the answers.

Charlot: Of course we can help you. Let's go to our school. It is an amazing place where many nationalities live together, where teachers are very friendly. I am sure we will find the answers.

All: Yes! let's go! Graci!

(They arrive at school.)

Marica: Wow, your school is so lovely.

Sara: Hey look, they are wearing uniforms.

Dimitrije: And look at the walls! Lots of interesting messages!

Tina: Look! They're dancing!

(The group of students performs the Maltese dance.)

Emma: I think they are celebrating something.

Charlot: This is our teacher. Teacher, we met some kids from Serbia. They are looking for the virtue all the kids of the world should have. And they have to solve these tasks about our country.

Teacher: Great, kids. Nice to meet you. We will do all we can to help. Let me see. ... (Teacher reads the task questions.) Well, this is easy. Your new friends will tell you the answers. So, the question number one.

1. WHAT KIND OF A COUNTRY IS MALTA?

It is an archipelago consisting of seven tiny islets, two largest being Malta and Gozo. In total it is 316 km² big and about 400 000 people live there.

2. WHAT IS 'HAGAR QIM'?

Hagar Qim is a prehistoric temple. People are not really sure as to why it was built or who the people that built it were. Haqar Qim is just one of several such temples of the Maltese islands.

3. WHAT RELIGION DO MALTESE PEOPLE PRACTISE AND HOW MANY CHURCHES ARE THERE IN MALTA?

Most of the Maltese people are Roman-Catholic. The most famous cathedral is in Valetta, the capital city of Malta.

There are 365 churches and chapels scattered throughout the Maltese Islands... One for every day of the year! So every day there's somewhere else to pray.

The wise man: Well, kids. Maltese mission accomplished. You will be awarded with three more tokens. Here you are. (He hands out the tokens.) Now, go on, my friends. I will tell you just one more thing. You are already on the good way of finding the virtue you are searching for. Just open your eyes widely, listen, learn and accept everybody. Farewell and good luck.

All: Thank you, wise man! Goodbye, Maltase friends! We will be back one day!

(The Serbian children set on the road again.)



Dimitrije: Oh, with these three more tokens it's even heavier! I'm so exhausted!

Sara: Guys! Break time! Now!

(The mysterious fog appears once more.)

SCENE 5: TURKEY – THE PLACE WHERE A HAND OF HOSPITALITY IS ALWAYS THERE FOR YOU

(The kids wake up to the sound of the mosque calling for prayer. They slowly get up wondering what that sound is. They are looking around trying to make out where the sound is coming from.)

Sara: Guys! Guys! Wake up! Where are we now? What's that sound?

Marica: I think we are in Turkey.

Dimitrije: (Searching in the map) Hmm... Oh Yes! You are right; we're in Turkey, but, still, what about the sound?

Emma: That is the voice of *Imam*, Islamic priest, you know. He is calling the believers for *Ezan* – the prayer. They go to the *Cami* to pray.

Tina: *Cami*, what is *Cami*?

Emma: Come over here, I will show you. Can you see that building in the distance, with two big towers?

All: Yes, yes. It looks nice. What is it?

Emma: That is a *Cami*, in Serbia I heard you call it 'džamija' (*jamiya*). It is a mosque where people pray, just like churches in Orthodox religion.

Marica: Hey! That's one of the questions the teacher gave us. Hurray! Let's tick it! (Marica is the girl with the list, she puts a tick to the question number 7.)

Dimitrije: So one down, two more to go!

Tina: Look, guys! There is a women coming out of the mosque. We can ask her about the other questions.

Sara: Emma, come on. You know Turkish, don't you? Talk to her, please.

Woman: Günaydın çocuklar, hoşgeldiniz. (Good morning guys, welcome.)

Emma: Günaydın, hoşbulduk. (Good morning, we're [I'm] glad to be here.)

Woman: Siz Türk degilsiniz? Nereden geldiniz? (You are not Turkish? Where did you come from?)

Emma: Biz Sırbistandan geldik. (We came from Serbia.)

Woman: oh gerçekten mi? Uzun zaman önce oraya gittim. Çok güzel bir ülke, insanları çok tatlı. Eee çocuklar bu gün ramazan. Sizin için bir seylerim var. (Oh really? I went there a long time ago. It's a beautiful country, the people are so sweet. Well, kids, this day is Ramadhan. I have something for you.)

(She takes lots of sweets and presents and gives to the children.)

Woman: Buyur bu sizin için. (Here is this for you.)

Tina: Why is she giving us presents?

Emma: It is *Ramazan*, Islamic holiday. People usually give sweets to children, give money to poor, and help all people.

Woman: Çocuklar ben sizin niçin burada olduğunuzu biliyorum. (Guys, I know why you are here.)

Emma: Gerçekten mi? Öğretmenimiz bizi buraya dün-yadaki bütün çocukların sahip olması gereken erdem ilkelerini araştırmak için gönderdi. Ve biz sizin ülkeniz hakkındaki soruları cevaplamak zorundayız. (Really? Our teacher sent us here to study the principles of virtue that all children in the world should have. And we have to answer questions about your country.)

Woman: Ben cevapları biliyorum. Fakat siz cevapları bulmak için sizin gibi size yardım edecek çocukların bulmalısınız. Orada, tepede bir okul var. Adnan kaptan ortaokulu. Onlar sizi bekliyor. Orada bütün cevapları bulacaksınız. Endişelenmeyin. Allaha emanet olun. Güle güle küçük arkadaşlar. (I know the answers. But to find the answers, you have to find kids like you to help you. There is a school on the hill there. Adnan Captain Secondary School. They are waiting for you. You will find all the answers there. Do not worry. May God be with you. Goodbye, little friends.)

(The students of the school are performing a traditional dance. It is the international Children's day and the school is having a celebration. When they see the Serbian kids, the music stops and they call them to join. The Serbian kids sit on the floor and watch the performance. At the end, two kids – Gül and Sabih – come to them and start conversation.)

Gül: Merhaba. Hosgeldiniz. (Hello there. Welcome.)

Tina: Merhaba. Hosbulduk. (Hello there. We're [I'm] glad to be here.)

Sabih: Where do you come from?

Dimitrije: We are from Serbia. Can we ask you for help? We need some answers about your country.

Gül: Of course, let's find my teacher. She is so so smart. She knows everything. She will help you with the answers. (Teacher is coming)

Teacher: Merhaba. Hosgeldiniz. (Hello there. Welcome.)

All: Merhaba. Hosbulduk. (Hello there. We're [I'm] glad to be here.)

Sabih: Teacher, these are kids from Serbia. They need some help.

Teacher: Welcome to Turkey. How can we help you?

Sara: Our teacher sent us on this journey to find the virtue all the kids in the world should have. In order to this we have to find answers to those questions.

Dimitrije: The woman from the village told us that you can help.

Teacher: Don't worry, we will do it together. Let me see... Aha, you already solved the first one. Let's see the task number two. The task is: TO LEARN SOMETHING ABOUT THE TURKISH RELIGION.

Fatih: Our religion is Islam.

Gül: Yes. We have two most important holidays: Ram-adan and Kurban Bayram.

Sabih: We pray five times a day, and during the month of Ramadan we fast.



SERBIA

Fatih: It means that we don't eat from dawn until evening.

Gül: And the charity is very important in our religion, to give to people who are poor.

Teacher: Just as your religion, it also sends messages of love, kindness, honesty and humbleness.

Marica: Thanks so much. There is the last question.

Sara: Go ahead, read that one.

Dimitrije: WHAT ARE THE MOST IMPORTANT PIECES OF CULTURAL HERITAGE OF TURKEY?

Teacher: Oh, it is quite difficult to say it in short. Turkey is a big country, with long history. Different civilizations existed here.

Gül: There is historical Troy, the centre of ancient civilization...

Sabih: ... and beautiful Pamukkale spa... and so many natural gems.

Fatih: There is also an amazing city, Istanbul.

Teacher: Kids, what are the most beautiful places in Istanbul?

Sabih: Aya Sofya Museum...

Gül: Suleymaniye Camii...

Fatih: Top Kapi Saray...

Gül: Galata Kulesi...

Sabih: Bosporus ride...

Fatih: You can eat Balik ekmek (fish and bread) near the Marmaray Sea.

Teacher: Enjoy the music of the sea, sea gulls, ships' sirens and warm whole-hearted people inviting you be the part of that pleasant noise.

All: Wooooah! (Looking amazed, excited.) Amazing! One day I will go there.

(The Woman from the village enters. She is carrying 3 tokens which she hands to the children.)

Woman: Tebriklerçocuklar. Türkiye göreviniz tamamladınız. 3 jeton daha kazandınız. Ayrıca, burada yenj arkadaşlarla tanışınız. Umarım bir gün hepinizle tekrar burada görüşürüz. (Congratulations, kids. You have completed your mission in Turkey. You won 3 more tokens. Also, you have met new friends here. I hope to see you all here again someday.)

All: Thank you! Goodbye everyone! We hope we see you again.

Other kids: Hosçakal! (Bye!)

Woman: Allaha emanet ol. Kendinize iyi bakın. Güle güle! (May God be with you. Take care. Good bye!)

SCENE 6: SERBIA, OUR HOMELAND

Dimitrije: Ohh! We're finally back in Serbia!

Sara: It's nice to be home.

Marica: But we don't have all the tokens. One is missing. We can't go back to school without finishing the task. We have done so much until now.

Sara: Let's have a look at the map. Look! There is another place we should go to before going to school.

Tina: You are right. This must be the place where we should search for the last token. But we don't have any more questions.

Dimitrije: There must be something there at that place. Let's better go. We don't have much time. Easter is tomorrow. We should be at our homes until then.

Marica: Ok, move, move guys.

(The children are arriving at a monastery. The people and the nun are colouring the eggs.)

Emma: Dimitrije, what are they doing? Why are they painting the eggs?

Sara: Well, you see, the day before Easter is Big Friday...

Tina: Everybody paints boiled eggs.

Dimitrije: And then on the Easter Sunday we hit the eggs.

Sara: And when one's egg cracks, he or she loses the egg.

Tina: This is our tradition for Easter.

Dimitrije: The eggs symbolise the birth of a new life.

Sara: The first egg is painted in red colour which is a symbol of Christ's blood.

Tina: You don't eat it, you save it until the next Easter.

Dimitrije: People believe that it protects your house from the evil.

Emma: That is such an interesting custom. I like it. Can I try it?

Sara: Of course you can, here you are.

(While Emma and the others are painting the eggs, a group of children perform a Serbian folk dance.)

(The teacher and other kids enter.)

Teacher: Welcome to Serbia. Congratulations for the successful journey!

It's the time I give you your last token and tell you the last task. It was to teach Emma some things about our Easter, our religion, our culture.

Now, the last token bares the first letter of the word for the virtue you were supposed to have found on your journey. Other letters of this word are on the tokens which you brought from your journey. Now, put them all down and tell me what this virtue is.

(They are putting the letters on the floor, for some time trying to work out what the word is. A little bit later, Emma seems to have guessed the word.)

Emma: Guys, guys, I think I know the word!

Dimitrije: Me too.

Sara: Yeah, I think I know...



SERBIA

Tina: I know it as well.

Marica: I think I do too!

Teacher: Tell me, what is the virtue that all the kids of the world should have?

All: F R I E N D S H I P .

(The children take one token each; put them up at the same time. They show it to the audience and together repeat FREINDSHIP. Then they turn the letters to the other side. The audience sees the word ARKADASLUK /Turkish for Friendship/. They all say it in Turkish together. Other kids partaking in the play enter with letter-plates forming the word ΦΙΛΙΑ /Greek for friendship/ and say it loud and finally they show and say HBIBERIJA /Maltese for friendship/. All kids together loudly speak all the words.)

THE END

OŠ „Olga Milošević“, Smederevska Palanka

ZNAMENI PRIJATELJSTVA

Pobednik konkursa „Evropska jezička oznaka“ za 2019. godinu

Razvoj teksta:
Jasmina Milićević

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Na samom početku projekta, na seminaru koji je održao BAZAART, kreativni proces prikazan je kao putovanje. Stvaranje ove predstave zaista je bilo uzbudljivo putovanje u nove i neistražene krajeve.

Tim koji su činila dva nastavnika – koleginica Mirjana Jajnjić, učiteljica srpskog jezika, ja, kao nastavnik engleskog jezika – i devet učenika od 5. do 7. razreda, krenuli smo neutabanim putem kreativne drame. Zajedno smo učili, stvarali i rasli. U početnoj fazi primenjivali smo tehnike i vežbe koje je pripremio BAZAART. A onda smo se usudili da plivamo sami. Prvo smo lutali tražeći cilj, svetlost na kraju tunela, stazu koju treba slediti; a zatim smo istraživali načine kako u to utkati našu ljubav prema drugim kulturama, kako uživati u procesu stvaranja i kako to preneti publici.

I ideje su počele da se rađaju. Sledeći metaforu putovanja, odlučili smo da svoju predstavu osmislimo kao kulturno putovanje grupe školske dece kroz svet sličan igri gde upoznaju decu iz drugih zemalja.

Zamislili smo putovanje na koje nastavnica šalje svoje učenike koji nisu prihvatali novu drugaricu. Na tom putovanju

oni će tražiti vrlinu uz koju treba da odrastaju sva deca na svetu, a to je PRIJATELJSTVO – prijateljstvo sa vršnjacima iz različitih zemalja, koji govore različite jezike, različite boje kože, religije, tradicije ...

Na ovom putovanju deca će tražiti odgovore na pitanja koja je postavio nastavnik. Za svaki odgovor dobiće po jedan znamen. U tome će im pomoći deca i nastavnici iz zemalja kroz koje će putovati i o kojima će učiti. Posetiće važna mesta u ovim zemljama, gledati vršnjake kako izvode svoje tradicionalne plesove, slušati nove jezike, probati hranu i svuda doživeti veliko gostoprimstvo.

A u velikoj meri će im pomoći drugarica koju su odbili da prihvate i čiju će vrednost razumeti tokom potrage.

Na kraju putovanja, vraćaju se u svoju zemlju i svojoj novoj drugarici predstavljaju lepote i običaje Uskrsa. Tada im nastavnica daje poslednji znamen i kaže da su pronašli blago – veliko bogatstvo prihvatanja različitosti i mogućnosti da budu prijatelji sa svom decom, bez obzira na razlike.



Na našem putovanju tokom stvaranja „Znamena prijateljstva“, takođe smo mnogo naučili. Učili smo jezike – grčki, turski, malteški i, naravno, u velikoj meri engleski. Naučili smo da plešemo turske, grčke, malteške i srpske plesove. Videli smo u stvarnosti najlepša mesta u Istanbulu. A učenici i nastavnici iz škole „Olga Milošević“ pohađali su časove na kojima su naučili da govore turski jezik, uz podršku „Instituta Junus Emre“ iz Beograda, koji je svake nedelje slao učiteljicu Maju da predstavi osnove ovog divnog jezika.

Napokon smo posetili prijatelje u Turskoj. Predstava „Znameni prijateljstva“ već je od samog početka pripremana sa znanjem da će biti javno izvedena u Turskoj povodom 23. aprila – državnog praznika kada cela zemlja slavi Međunarodni dan dece i Dan nezavisnosti. Kao deo proslave, nastupili smo na trgu pred oko hiljadu stanovnika grada Esenkoj (okrug Jalova).

Kako je predstava napisana i izvedena na engleskom jeziku, stanovnicima Esenkoja bilo je prilično teško da razumeju tekst. Tako smo osmislimi jedan deo na turskom jeziku, koji se bavi turskom kulturom, i više se koncentrisali na vizuelni izraz, zvuk i pokret kako bismo preneli poruku našoj publići – nastavnicima i učenicima naše partnerske škole, kao i gostima iz Kancelarija za obrazovanje okruga Cinarcik i predstavnicima lokalnih vlasti Esenkoja.

Iako im je bilo teško da razumeju šta smo govorili, razumeli su nas u potpunosti. Kao povetarac sa Mramornog mora kraj kojeg smo izveli predstavu, naša poruka ljubavi i prijateljstva prenela se sa naših usana i lica svima oko nas.

Bili smo veoma srećni i uzbuđeni. Razumeli su nas. Osećali su šta smo nosili u srcu.

Kako je to bilo moguće? Verujemo da je to bilo zato što smo u ovu predstavu utkali deo sebe. Svaka reč, svaki pokret, svaka ideja – sve je nastalo na krilima puta učenja kojim

smo koračali zajedno. Zato što naš rad nije bio obična nastava, prostо učenje teksta, uobičajeno ponavljanje reči i fraza na engleskom jeziku, niti gramatičke vežbe ili testovi; bilo je mnogo više od toga.

A šta je to bilo? Odgovore potražite ovde:

https://www.youtube.com/watch?v=alz3cTPY0Vc&feature=youtu.be&fbclid=IwAR1RbH7DuWWkYf5vj3Q6gTnB8li_zWVjtQcRnTs-WtzxRt5F5nA72MEZyFOE

https://www.youtube.com/watch?v=XQ3Bwq_aL34&feature=youtu.be&fbclid=IwAR0nAHmoMcsoodSoBNjEM-l2SyEgmfgnvGFsof1k08S_U2-Nove87sZVbW8

https://www.youtube.com/watch?v=7oVD8GTPmGo&feature=youtu.be&fbclid=IwAR08x1_tGfB4XOtonR8dT5_ncEnxCdeCr1h9xfM5NM0l4UjxQ8J29oUV3NA

ZNAMENI PRIJATELJSTVA

Uloge:

Ema, nova devojčica u razredu, iz migrantske porodice
Sara, učenica u srpskoj školi
Tina, učenica u srpskoj školi
Marica, učenica u srpskoj školi
Mihajlo, učenik u srpskoj školi
Dimitrije, učenik u srpskoj školi
Nastavnik/-ca u srpskoj školi
Grk prolaznik
Prodavac u Grčkoj
Aleksandra, učenica u grčkoj školi
Deca u grčkoj školi
Nastavnik/-ca u grčkoj školi
Mudri starac na Malti
Mudračev učenik
Šarlo, učenik u malteškoj školi
Deca u malteškoj školi
Nastavnik/-ca u malteškoj školi
Žena iz sela u Turskoj
Gil, učenica u turskoj školi
Sabih, učenik u turskoj školi
Deca u turskoj školi
Nastavnik/-ca u turskoj školi
Ljudi i monahinje u srpskom manastiru
Deca plesači tradicionalnih grčkih, malteških, turskih i srpskih plesova

SCENA 1: ONA JESTE DRUGAČIJA!

UČIONICA

Nastavnica: Dobro jutro svima, kako ste?

Svi: Dobro smo, hvala. Kako ste vi?

Nastavnica: i ja sam dobro, hvala. Imam sjajne vesti za vas! Ovo je nova učenica. Došla je u našu škole iz daleke, daleke zemlje. Proputovala je kroz mnoge zemlje sa svojom porodicom, tražeći novi dom. Njena kuća je uništena u ratu. Uzdam se u sve vas da ćeete joj pomoći da se navikne na našu školu i da vam postane prijatelj.

Svi: Da, nastavnice!

Sara: Naravno da hoćemo!

Tina: Nastavnice, zar sumnjate u nas?

Nastavnica (Emi): Da li bi htela da im kažeš nešto o sebi?

Ema: Zdravo svima! Ja sam Ema, draga mi je što se upoznajemo i nadam se da ćemo se lepo družiti!

Nastavnica: U redu Ema, sedi gde želiš!

(Ema ide do Mihajla i želi da sedne do njega.)

Mihajlo: Jao, izvini! Tu sedi Filip, mislim da će da se naljuti ako sedneš na njegovo mesto!

(Filip brzo sedne pored Mihajla.)



Ema: U redu onda... (Ema dođe do Sare)

Sara: Hej! Ne možeš da sediš sa mnom! Samo Marica sedi sa mnom!

Ema: Sešću negde drugde!

Dimitrije: Samo ih ignoriši, Ema, možeš da sedneš pored mene ako hoćeš.

Nastavnica: Da li ste se smirili? Dobro. Hajde da počnemo čas. Radićemo matematiku. Da vidim, ko može da uradi ovaj zadatak? Mihajlo, da li možeš da izađeš na tablu?

Mihajlo: Je l' moram, nastavnice? Nije mi dobro....

Nastavnica: Mihajlooooo, hajde, hajde! Glavobolja će ti ne stati od malo matematike! Zar ne, deco?!

Mihajlo: Znači... Šest na kvadrat minus pet na kvadrat, jedanko... Hej, Sara! Koje je rešenje?

(Sara podigne ruku sa ispruženih 5 prstiju. Mihajlo stavi svoju ruku na tablu i počne da crta oko prstiju.)

Nastavnica: Mihajlo, da li se šališ sa mnom? Šta je to?

Mihajlo: Izvinite nastavnice, ali znam samo da brojim na prste!

Nastavnica: Dosta! Vrati se na svoje mesto! Da li neko može da reši ovaj zadatak? Ema! Znaš? Molim te izadi i uradi zadatak.

(Ema tačno uradi zadatak.)

Nastavnica: Bravo, Ema! To je tačno!

Marica: Haha! Štreber!

(Zvoni.)

SCENA 2: VRLINA KOJU SVA DECA TREBA DA IMAJU

ŠKOLSKO DVORIŠTE

Sara: Hej Ema, odakle ti dolazi?

Marica: Vidi kako ti je crna koža! Mnogo si se sunčala tamo, zar ne?

Tina: Kako su ti lepe te lokne!

Sara: Znaš, mislim da ne možemo da budemo dobri prijatelji! Tako si drugačija! Ne umeš ni da pričaš naš jezik!

Marica: I štreberka si...

Dimitrije: Ljudi, prestanite! Stvarno se ponašate kao prave napasti! Zašto morate da maltretirate svakoga ko nije kao vi? Da li ćete ikad da odrastete?

Tina: Dimitrije! Začepi pre nego što ti se nešto desi!

Sara: A ti Ema, samo idi! Ne pripadaš ovde! Tako si drugačija! Zašto si uopšte došla?

Dimitrije: Možda ćete jednog dana shvatiti...

(Zvono. Početak narednog časa. Nastavnica ulazi.)

Mihajlo: Nastavnica dolazi! Izgleda baš ljuto! Sada ćete dobiti ono što zaslužujete!

Nastavnica: Vidi, vidi! Šta se to desilo u dvorištu? Nastavnica fizičkog je vidjelo da Ema plače! Da li ste joj nešto uradili? Sara! Mihajlo! Valentina! Odgovorite mi!

Sara: Ne, nastavanice! Ništa nismo uradili! Samo smo pričali sa Emom! Pitali je neke stvari i ona je o đednom počela da plače!

Dimitrije: To nije istina. Nemoj da lažeš.

Sara (ruga se): *Da Tina! Nemoj da lažeš!*

Tina: Samo govorim istinu, za razliku od tebe!

Sara: Pa ti si sve počela! Ja sam to radila samo zato što si i ti!

Tina: NE! Sad ti lažeš!

Sara: Priznaješ da si malopre lagala?

Tina: Nisam to rekla! Ućuti ti mala...

Sara: E, sad ćeš da dobiješ šta zaslužuješ!

Nastavnica: Sada mi je dosta! Bićete kažnjeni! Od sada nećete raditi ništa – apsolutno ništa – što će povrediti vaše drugeve! I svaki dan ćete dobijati dodatni domaći! Jasno? (Tišina) (Nastavnica glasnije) JASNO?

Svi: Daaaaa....

Nastavnica: Sada engleski. Danas ćemo raditi veoma zanimljivu lekciju. Nepravilni glagoli u engleskom jeziku. Kao što znate, ima ih dosta! Tako da ću da donesem poster da ih vidite i da možete da ih naučite napamet. Vraćam se za sekund. Samo, molim vas, budite tih!

(Nastavnica izlazi.)

Sara (Emi): Ti! Ti... Da li vidiš šta si uradila? Da li uopšte razumeš? Kažnjeni smo zbog tebe! Ti... izbeglice! Zašto si uopšte došla ovde?! Tužibabo!

Ema: Ali ja... ja... nisam ništa rekla!

Sara: Da, jes!

Tina: Ne, nije! (Sari) Uvek želiš da sve bude po tvome! Maltretiraš svakog ko se ne slaže!

Sara: Sad i ti čuti! Da li znaš da kada moji roditelji saznaju za ovo, neću dobiti novi telefon! Ova mala će da vidi što će da joj se desi. Kada nastavnica uđe reći ćeš joj da si pogrešila, da nisi razumela! Jasno?

Ema: N-ne, neću. Neću da lažem. Povredila si me i još želiš da lažem! Ne, ne, ne!

Sara: Sad ćeš da vidiš! Idi! Idi i reci nastavnici da si pogrešila!

Ema: Ne! Neću!

(Sara povuće Emmu prema vratima i gurne je da izade. Emma se spotakne, padne i udari se. Ema počne da plače od bola, ustaje i izlazi iz učionice. Ne ide kod nastavnice, već sedi u hodniku plačući. Ema započinje unutrašnji monolog.)

Ema: Zašto?! Zašto me ovako tretiraju?! Šta sam zgrešila? Ne razumem vas, ljudi. Zašto? Zato što mi je koža tamna? Zato što govorim drugi jezik? Da li sam toliko loša? Gora od njih? Želela sam samo da nađem novi dom, moj ne postoji, uništen je u ratu. Želela sam da nađem nove prijatelje,



moji su u ko zna kom delu sveta! Želela sam isto što i oni – da učim, da se igram, da se smejem, da odrastam ovde, sa njima! Izgubila sam moju zemlju... Zašto ne mogu da razumeju da nisam drugačija?! Zašto... Zašto?!?

(Nastavnica ulazi u učionicu.)

Teacher: Vratila sam se. Hajde da počnemo sa lekcijom. (Kači poster.) ...Ema, da li možeš da mi pomogneš oko ovo-ga? Ema? Gde je Ema? Sara! Gde je Ema?

Sara: Otišla je! Pobegla sa časa! Samo je otisla bez razloga!

Dimitrije: Stvarno si bezobrazna! Samo prestani da lažeš! Nastavnice, maltretirali su je, pretili su joj. Bukvalno su je izbacili iz učionice! Ema je pala i udarila se! Da li smem da odem do nje? Mora da je u strašnom stanju!

Nastavnica: Da, molim te! Reci joj da dođe! ... A ti, Sara! Ti, Marice! Ti, Tina...

(Nastavnica čuti neko vreme i gleda učenike, kao da razmišlja kako da se izbori sa situacijom. Ema i Dimitrije ulaze u učionicu.)

Nastavnica: Ema! Hvala Bogu da si uredi! Molim te, ne placi. Sve će biti uredi

(Nastavnica obilazi učionicu i staje kod učenika koji se nasilno ponašaju, prozivajući njihova imena. Oni ustaju kada nastavnica izgovori njihovo ime.)

Nastavnica: Nešto ne razumem. Predajem vam pet godina. Koliko puta smo pričali o tome da su ljudi drugačiji? Da je svet predivna livada puna cveća različitih boja! Zar nismo učili o različitim kulturnama, različitim običajima? Zar nismo radili projekte sa decom iz drugih zemalja?

(Tišina.)

Teacher: Gde sam pogrešila? Ne, ja nisam pogrešila. Jednostavno nije bilo dovoljno. Ako vas kaznim, to neće pomoći. Potrebno je da razumete, da osetite, treba to da doživite! Da idete, da učite... Treba..... Moram da razmislim...

(Nastavnica sedne, razmišlja i nešto zapisuje.)

Sara (šapuće): Ljudi! Šta će sada da se desi? Da li će da nam zove roditelje?

Marica (šapuće): Možda će da nas izbací iz škole!

Tina (šapuće): Ili će možda doživotno da nas kazni!

Dimitrije (šapuće): Siguran sam da šta god odluči, to i za-služujete!

Nastavnica: Odlučila sam. Poslaću vas na putovanje. Idete na put koji će vam pomoći da steknete znanje o drugim kul-turama, o drugačijim ljudima, o drugim religijama. I idete u potragu za naročitim blagom. Tražite vrlinu koju sva deca treba da imaju.

Na putu ćete morati da uradite ove zadatke. (Pruža učeni-cima papire.) Za svako pitanje na koje tačno odgovorite, bićete nagrađeni jednim znamenom. Svaki znamen će nositi po jedno slovo te vrline. Ne vraćajte se dok ne pronađete ovu vrlinu! Ovo je moja lekcija za vas. Nadam se da ćete pokazati da imate tu vrlinu. Stvarno se nadam...

Sara: Bolje da počnemo da se pakujemo!

SCENA 3: GRČKA – ZEMLJA LJUDI TOPLOG SRCA

Sara: Hajde da krenemo! Nastavnica nam je dala mapu. Ali ja ne razumem ništa!

Dimitrije: Naravno da ne razumeš. Da si učila geografiju maaaalkice više, mogla bi da pronađeš put! Daj meni mapu! Ja ћu ti pokazati, praznoglava!

Sara: Pod jedan, Ja sam ovde odlikaš! A drugo, držiš mapu naopačke!

Dimitrije: Da! Znam! Samo sam te ... testirao!

Sara: Dobro, hajde.

Dimitrije: Vidi, mi smo ovde...

Sara: Ali ne mogu ovo da pročitam. Sve mi je to "grčki".

Ema: Hej, ja umem da čitam grčki!

Marica: Stvarno? Koliko jezika znaš?

Ema: Znate da se moja porodica dosta selila. Neko vreme smo svi koji smo pobegli iz naše zemlje bili na jednom grčkom ostrvu. Daj mi da vidim. (Čita mapu.) Treba da idemo u Patras, to je veliki grad u Grčkoj. Trebalo bi da idemo ovuda! Tamo ћemo naći naše znamene!

Dimitrije: Da, ali još uvek treba da odgovorimo na ova pitanja, vidite?

Sara: Hm, to je teško! Čak ni ja ne znam odgovor!

Dimitrije: Pitaćemo nekoga! Hajdemo!

Marica: Da li vidiš nekoga?

Svi: Heeeeeej, heeeeej! Da li vidite nekoga? (Stanu kada primete čoveka koji se približava.) Izvinite! Da li možete da nam pomognete?

Grk prolaznik: Signomi, den katalaveno tipota. Dena milao Anglika. (Izvinite, ne razumem ništa. Ne govorim engleski.)

Dimitrije: Hajdemo da pitamo onog čoveka koji prodaje hrani!

Tina: Izvinite, da li možete da nam pomognete?

Prodavac: Ella, ella parte yiro, poli nostimos, poli ftinos. O kaliteros giros tis Patras. Ela ela! (Hajde, hajde, uzmite giros. Veoma je ukusan, veoma jeftin. Najbolji giros u Patri. Hajde, hajde!)

Dimitrije: Izvinite, da li možete da nam kažete gde možemo da nađemo vrlinu koju sva deca sveta treba da imaju?

Prodavac: Nema srpski, samo grčki, ne razumeti. Ela kat-histe, parte girous, sigoura pinate. (Hajde sedate, poslužite se, sigurno ste gladni.)

Sara: Šta uopšte priča?

Ema: Hoće da na časti girosom! Kaže, mora da smo gladni.

Prodavac: Apo pu iste pedia? (Odakle ste, deco?)

Ema: Apo tin Servia. (Iz Srbije.)

(Prodavac deci daje giros.)

Tina: Ovo je preukusno!



Marica: Najbolji giros koji sam jela!

Dimitrije: Hvala vam! Giros je sjajan! Nadamo se da ćemo vas videti ponovo!

Svi: Zbogom!

Prodavac: Sto kalo, pedia. Kalo taksidi. (Zbogom deco, srećan put.)

Dimitrije: U redu ljudi, Hajde da krenemo, pričali smo sa dvoje ljudi i jedino što smo dobili je giros!

Marica: Da, hajde da potražimo malo.

Dimitrije: Hej, ljudi! Mislim da vidim nekoga!

Tina: Da! Upravu si! Jedna devojčica je tamo.

Sara: Trebalo bi da je pitamo!

Ema: Zdravo, da li razumeš ovaj jezik?

Aleksandra: Da! Da li vam treba pomoći?

Dimitrije: Treba nam! Da li znaš gde možemo naći vrlinu koju sva deca treba da imaju.

Aleksandra: Ne znam tačno. Ali možete da dođete sa mnom u moju školu. Naša škola je puna osmeha, ljubavi i dobrih ljudi! Možda naša nastavnica može da vam pomogne.

Svi: Hajdemo!

(Deca stižu pred školu. U dvorištu, grupa dece pleše grčki ples.)

Aleksandra: Evo nas! Deca tamo plešu naš narodni ples. (Vidi

nastavnici.) Nastavnice! Nastavnice! Upoznala sam decu iz Srbije. Traže vrlinu koju sva deca treba da imaju. Kako bi je našli, treba da odgovore na neka pitanja o našoj zemlji.

Nastavnica: Naravno! Moji učenici i ja ćemo uraditi sve kako bismo vam pomogli! Pročitajte vaša pitanja.

(Deca iz Srbije čitaju pitanja, a deca iz Grčke, uz pomoć nastavnice, daju odgovore na njih.)

1. ŠTA SU “APOKRIES” U GRČKOJ?

Većina Grka su pravoslavci i najvažniji praznici su Uskrs i Božić. “Apokries” je grčka sezona karnevala na vikend pre “čistog ponedeljka”. Reč “Apokries” znači uzdržavanje od mesa zato što posle ove proslave počinje period Uskršnjeg posta. Grad Patra ima najveći karneval sa maskenbalom.

2. ŠTA SU OLIMPIJSKE IGRE?

Skake četiri godine, ljudi iz mnogih zemalja sveta sakupljaju se da bi slavili prijateljsvo i jedinstvo i takmičili se u sportu. Postoje letnje i zimske Olimpijske igre i održavaju se u različitim zemljama sveta. Olimpijske Igre potekle su iz Grčke. Prve Igre održane su 776. godine p. n. e. u čast boga Zevsa.

3. KOJI SU DRAGULJI GRČKE CIVILIZACIJE?

Visoko na brdu koje gleda na Atinu ponosno stoji jedan od najčuvenijih svedoka antičkog sveta, hram Partenon posvećen boginji Atini Nikil

Mikena sa u svetu čuvenim Lavljim vratima jedno je od najvažnijih grčkih antičkih dela. To je bio dom Agamenona, kralja koji je ujedinio grčke polise i krenuo u pohod na Troju.

Epidaurus je poznato antičko pozorište, remek delo akustike. Tamo se i danas tokom leta održavaju koncerti i predstave.

...i hiljade i hiljade ostrva čija lepota oduzima dah... i mnoga druga predivna mesta.

Nastavnica: Odlično, drugari. Vaša misija u Grčkoj je završena. Kao nagradu dobijate vaša tri prva znamena. Ovo je prvi korak u pronalaženju vrline koje sva deca sveta treba da poseduju.

Svi: Zbogom, grčki prijatelji. Vratićemo se opet jednog dana!

(Napuštaju školu.)

Dimitrije: Uh, drugari, ovi znameni su tako teški. Moram da zastanem. Baš sam umoran.

Tina: Daaa, i ja, i ja !

Marica: Ja sam baš iscrpljena.

Sara: Pa hajde da se malo odmorimo!

(Spuste se na zemlju, i ubrzo zaspu. Tajanstvena magla spušta se na njih.)

SCENA 4: MALTA – MALA DRŽAVA VELIKOG SRCA

(Misteriozna magla se podiže. Kada se magla razide, mudri starac i njegov učenik idu oko dece i probude jedno.)

Dimitrije: Hej, ljudi! Budite se!

Sara: Ućuti, Dimitrije!

Dimitrije: Ne, Sara! Ne kapiraš! Nismo više u Grčkoj!

Sara: Kada ustanem, ima da te...! Čekaj... Gde smo mi?

Dimitrije: Nemam pojma! Hajde da pogledamo mapu. Pa, dobre vesti! Ovo je mesto gde treba da nađemo vrlinu!

Sara: Da, ali kakvo je ovo mesto?

Dimitrije: To već ne znam.

Marica: Hajde da pitamo nekoga!

Sara: Vidite li bilo koga ovde?

Svi: Heeeeeeej, heeeeeej!! Ima li bilo koga?? Heeeeej??

Dimitrije: Mislim da vidim nekoga!

Sara: Izvinite! Izvinite!

Mudrac: Mmmh... Mmhh... Šta je to?

Svi: To smo miiiii!!! Ovde smo!!!

Mudrac: Da, i šta ovde radite?

Dimitrije: Tražimo vrlinu koju bi sva deca sveta trebalo da imaju.

Mudrac: Hmm, teško pitanje! Prošlo je duugo od kad sam ja bio dete! Neki vek, ili, možda dva? (Okreće se svom učeniku).

Učenik: Nisi toliko star. Čak ni jedan ceo vek!
Samo 88 godina!



Mudrac: Oooo, to je dobro, to je dobro! Ja sam mlad! Mlad sam! Mlaaaaa...

Učenik: Stani! Stani! Hajde da pokušamo da pomognemo ovoj deci.

Mudrac: U redu! U redu! Znate, deco, juče sam na Fejsbuku video da ima jedna škola ovde u blizini i da je to veoma posebna škola. Deca su jako prijateljski nastrojena, nastavnici su sjajni i svi su prihvaćeni! Odgovore na vaša pitanja naći ćete tamo!

Sara: Savršeno! Molim Vas, pokažite nam put do škole!

Mudrac: Naravno, nemoj da se brineš. Ali prvo, hajde da se slikamo za instagram! Retko viđam decu iz drugih krajeva ovde.

(Ulazi grupa malteške dece.)

Deca (igraju se): Papir, kamen, makaze!

Šarlo: Slušajte! Evo ih neka deca. Često dolaze ovde da uče o našoj istoriji.

(Deca se sreću.)

Sara: Hej, Ema. Rekla si da umeš da govorиш malteški, zare? Hajde, idi da pričaš sa njima!

Ema: Bon ju. Kif int? (Dobro jutro, kako ste?)

Šarlo: Jiin tai jeb, gratci. (Dobro sam, hvala.)

Ema: Aħna mis-Serbia. Tista ‘tghinna? (Mi smo iz Srbije. Možete li nam pomoći?)

Šarlo: No problema. Tit-kell-em blin-gleez. (Nema proble-

ma. Da li govorite engleski?)

Ema: Iva. (Da.)

Šarlo: Odlično! Recite nam kako možemo da pomognemo!

Sara: Pa, naša nastavnica nas je poslala na putovanje da upoznamo nove kulture i različitu decu i da saznamo koja je to vrlina koju sva deca treba da imaju. Na našem putu treba da odgovorimo na ova pitanja. Možda vi znate odgovore?

Šarlo: Naravno da možemo da vam pomognemo! Haj'mo u školu. To je divno mesto gde deca mnogih nacionalnosti uče zajedno, a nastavnici su vrlo prijateljski raspoloženi. Siguran sam da ćemo tamo naći odgovore na ta pitanja!

Svi: Da! Hajde da krenemo! Graci!

(Stižu u školu.)

Marica: Vaša škola je tako lepa!

Sara: Vidi, nose uniforme!

Dimitrije: I pogledaj zidove! Toliko zanimljivih poruka!

Nina: Ovo je naša nastavnica. Nastavnice! Sreli smo decu iz Srbije i oni traže vrlinu koju sva deca sveta treba da imaju. Imaju neke zadatke o našoj zemlji koje treba da reše!

Nastavnica: Sjajno, deco! Drago mi je što smo se upoznali. Ja i moji učenici uradićemo sve da vam pomognemo. Pročitajte nam pitanja.

(Deca iz Srbije čitaju pitanja, a deca sa Malte, uz pomoć nastavnice, daju odgovore na njih.)

1. KAKVA VRSTA DRŽAVE JE MALTA?

Malta je arhipelag koji se sastoji od sedam malih ostrva. Dva najveća su Malta i Gozo. Malta ima 516 km² i otprilike 400 000 stanovnika.

2. ŠTA JE HADŽAR KIM?

Hadžar Kim je praistorijski hram. Niko ne zna ko ga je napravio i zašto. Hadžar Kim je jedan od nekoliko takvih hramova na Malteškim ostrvima.

3. KOJE VEROISPOVESTI SU MALTEŽANI I KOLIKO IMA CRKAVA NA MALTEŠKIM OSTRVIMA?

Većina maltežana je rimokatoličke vere. Najpoznatija katedrala je u Valeti, glavnom gradu Malte. Na malteškim ostrvima ima 365 crkava, jedna za svaki dan u godini. Svakog dana se možeš moliti negde drugde.

Mudrac: Pa, deco, vaša malteška misija je završena! Biće te nagrađeni sa još tri znamena (preda deci znamene). A sada, prijatelji, nastavite svoju avanturu! Ali moram vam reći samo još jednu stvar: na dobrom ste putu da pronađete vrlinu koju tražite. Samo otvorite oči širom, slušajte, učite i prihvatajte svakoga! Zbogom i srećno!

Svi: Hvala, mudri starče! Zbogom, malteški prijatelji, vraćemo se jednog dana!

(Deca iz Srbije ponovo kreću na put.)

Dimitrije: Jao, ljudi, sa ova tri nova znamena još je teže! Iscrpljen sam!

Sara: Ljudi! Pauza! Sad!

(Tajanstvena magla se još jednom spušta.)

SCENA 5: TURSKA – ZEMLJA GDE TI JE RUKA GOSTOPRIMSTVA UVEK PRUŽENA

(Deca se bude uz zvuk molitve iz džamije, sporo ustaju i pitaju se šta je taj zvuk. Obaziru se nastojeći da shvate odakle zvuk dolazi.)

Sara: Ljudi! Ljudi! Budite se! Gde smo sada?

Marica: Mislim da smo u Turskoj.

Dimitrije (gleda u mapu): O da! U pravu si! U Turskoj smo! Ali i dalje, šta je taj zvuk?

Ema: To je glas Imama. On zove vernike na Ezan, molitvu. Oni se mole u džami!

Tina: Džami? Šta je džami?

Ema: Dođi ovde, pokazaću ti. Možeš li da vidiš onu zgradu u daljinu, sa dva velika tornja?

Svi: Da, da! Izgleda lepo! Šta je to?

Ema: To je džami! Čula sam da je u Srbiji zovete džamija! To je mesto gde se ljudi mole. Baš kao crkve u pravoslavnoj religiji.

Marica: Hej! To je bilo jedno od pitanja koja nam je nastavnica dala! Ura!!! Hajde da ga štrikliramo!

Dimitrije: Završili smo jedno! Još samo dva!

Tina: Vidite ljudi! Jedna žena izlazi iz džamije! Možemo da je pitamo za ostala pitanja.

Sara: Ema, hajde. Ti znaš turski, zar ne? Razgovoraj sa njom, molim te.



Žena: Günaydın çocuklar, hoşgeldiniz. (Dobro jutro, deco. Dobro došli!)

Ema: Günaydın, hoşbulduk. (Dobro jutro, bolje vas našli.)

Žena: Siz türk değilsiniz? Nereden geldiniz? (Vi niste iz Turske? Odakle dolazite?)

Ema: Biz Sırbistan'dan geldik. (Mi smo iz Srbije.)

Žena: Oh, gerçekten mi? Uzun zaman önce oraya gittim. Çok güzel bir ülke, insanları çok tatlı. Eee çocukların bu gün ramazan. Sizin için bir seylerim var. (O, stvarno. Jednom sam bila tamo. Veoma lepa zemlja, ljudi su jako fini. E, deco, danas je Ramazan. Imam nešto za vas.)

(Uzima mnogo slatkiša i poklona i daje deci.)

Žena: Buyur bu sizin için. (Izvolite, ovo je za vas.)

Tina: Zašto nam daje poklone?

Ema: Ramazan je! Islamski praznik. Ljudi obično daju slatkiše deci, daju novac za siromašne i pomažu drugim ljudima.

Žena: Çocuklar ben sizin niçin burada olduğunuzu biliyorum. (Deco, znam zašto ste ovde.)

Ema: Gerçekten mi. Öğretmenimiz bizi buraya dünyadaki bütün çocukların sahip olması gereken erdem ilkelerini araştırmak için gönderdi. Ve biz sizin ülkeniz hakkındaki soruları cevaplamak zorundayız. (Stvarno? Naşa nastavnica nas je poslala da nađemo vrlinu koju sva deca sveta treba da poseduju. A moramo i da odgovorimo na neka pitanja o vašoj zemlji.)

Žena: Ben cevapları biliyorum. Fakat siz cevapları bulmak için sizin gibi size yardım edecek çocukların bulmalısınız. Orada, tepede bir okul var. Adnan kaptan ortaokulu. Onlar siz bekliyor. Orada bütün cevapları bulacaksınız. Endişelenmeyin. Allaha emanet olun. Güle güle küçük arkadaşlar. (Ja znam odgovore, ali vi treba da nađete decu kao što ste vi, koja će vam pomoći. Tamo gore na brdu je škola Adnan Kaptan. Oni vas čekaju. Tamo ćete pronaći odgovore. Ne brinite. Ostajte s Bogom. Doviđenja, mali prijatelji.)

(Učenici škole Adnan Kaptan stoje malo dalje. Počinje muzika i oni plešu tradicionalnu igru. Svetski dan dece je i škola proslavlja ovaj praznik. Kad ugledaju srpsku decu, oni ih pozivaju da se priduže. Deca sedaju na zemlju i gledaju ples. Potom dva deteta pridu i otpočnu razgovor.)

Gil: Merhaba. Hosgeldiniz. (Zdravo. Dobro došli.)

Tina: Merhaba. Hosbulduk. (Zdravo. Bolje vas našli.)

Sabih: Odakle ste?

Dimitrije: Mi smo iz Srbije. Možemo li vas zamoliti za pomoći? Trebaju nam odgovori o vašoj zemlji.

Sabih: Naravno, hajde da nađemo nastavnici. Ona je tako pametna, ona sve zna. Sigurno zna i odgovore na vaša pitanja. (Nastavnica dolazi.)

Nastavnica: Merhaba. Hosgeldiniz.

Svi: Merhaba. Hosbulduk.

Gil: Nastavnice, ovo su deca iz Srbije. Potrebna im je pomoći.

Nastavnica: Dobro došli u Tursku. Kako možemo da vam pomognemo?

Sara: Naša nastavnica nas je poslala na ovo putovanje kako bismo pronašli vrlinu koju sva deca na svetu treba da imaju. Zbog toga moramo da nađemo odgovore na ova pitanja.

Dimitrije: Žena iz sela nam je rekla da možete da pomognete.

Nastavnica: Ne brinite, zajedno ćemo to uraditi. Dajte da vidim... Aha, već ste rešili prvi zadatak. Da vidimo drugi. Zadatak je **da naučite nešto o turskoj religiji**.

Fatih: Naša vera je Islam.

Gil: Da, imamo dva najvažnija praznika: Ramazan i Kurban bajram.

Sabih: Molimo se pet puta dnevno, a tokom meseca Rama- zana postimo.

Fatih: To znači da ne jedemo od jutra do večeri.

Gil: A milosrđe je veoma važno u našoj religiji, da dajemo ljudima koji su siromašni.

Nastavnica: Kao što i vaša religija šalje poruke ljubavi, dobrote, poštjenja i skromnosti.

Marica: Hvala puno. Evo ga poslednje pitanje.

Sara: Samo napred, pročitaj ga.

Dimitrije: **Koji su najvažniji delovi kulturnog nasleđa Turske?**

Nastavnica: Oh, to je veoma teško reći ukratko. Turska je velika zemlja, sa dugom istorijom. Ovde su postojale različite civilizacije.

Gil: Tu je istorijska Troja, centar drevne civilizacije...

Sabih: ... prelepa banja Pamukale... toliko prirodnih dragulja.

Fatih: Tu je i neverovatan grad Istanbul.

Teacher: Deco, koja su najlepša mesta u Istanbulu?

Sabih: Muzej Aja Sofija...

Gil: Sulejmanova džamija...

Fatih: Palata Top Kapi...

Gil: Galata kula...

Sabih: Vožnja Bosforom...

Fatih: Možete jesti Balik ekmek blizu Mramornog mora.

Nastavnica: Uživajte u muzici mora, galebova, sirena brodova i toplih svesrdnih ljudi koji vas pozivaju da budete deo te prijatne buke.

Svi: Vauuu! (Izgledaju oduševljeno, uzbudjeno.) Neverovatno! Jednog dana ću otići tamo.

(Ulazi Žena iz sela. Ona nosi 3 znamena koja daje deci.)

Žena: Tebrikler çocuklar. Türkiye görevinizi tamamladınız. 3 jeton daha kazandınız. Ayrıca, burada yenj arkadaşlarla tanıştiniz. Umarım bir gün hepinizle tekrar burada görüşürüz. Allaha emanet ol. Kendinize iyibakin. Gülegüle. (Čestitam, deco. Vaša misija u Turskoj je završena. Dobili ste još tri znamena. Još više od toga, sreli ste nove prijatelje. Mi se svi nadamo da ćemo vas opet ovde videti jednoga dana.)



Svi: Hvala vam! Zbogom svima, dragi prijatelji! Nadamo se da ćemo se opet videti.

Ostala deca: Hoscakal!

Žena: Neka vas bog čuva. Pazite se. Zbogom.

(Deca napuštaju školu.)

Sara: U redu, ljudi, hajde da pogledamo mapu da vidimo gde idemo dalje. Ljudi... Otišli smo na sva mesta! Znate šta to znači!

Svi: Vraćamo se nazad u Srbiju!!!

Sara: Idemo!!!

SCENA 6: SRBIJA, NAŠA DOMOVINA

Dimitrije: Ljudi! Konačno smo se vratili u Srbiju!

Sara: Lepo je biti kod kuće!

Marica: Ali, nemamo sve znamene. Jedan nedostaje. Ne možemo da se vratimo u školu bez završenog zadatka. Toli-ko smo toga uradili do sada.

Sara: Hajde da pogledamo mapu. Pogledajte! Postoji još jedno mesto gde bi trebalo da idemo pre odlaska u školu.

Tina: U pravu si, ovo mora da je mesto gde treba tražiti poslednji znamen. Ali, nemamo više pitanja!

Dimitrije: Mora da postoji nešto tamo na tom mestu. Bolje da krenemo. Nemamo mnogo vremena. Uskrs je prekosutra. Trebalo bi da smo do tada kod kuće.

Marica: U redu, ljudi, pokret!

(Deca stižu u manastir gde narod i jedna monahinja boje uskršnja jaja.).

Ema: Dimitrije, šta ovi ljudi rade? Zašto farbaju jaja?

Sara: Pa, vidiš, dan pre Uskrsa je Veliki petak...

Tina: Na taj dan, svi boje kuvana jaja.

Dimitrije: A na Uskršnju nedelju se kucamo farbanim jajima.

Sara: I kada nečije jaje pukne, on ili ona izgubi to jaje.

Tina: Ovo je naša tradicija za Uskrs.

Dimitrije: Jaja simoblišu rađanje novog života.

Sara: Prvo jaje se boji crvenom bojom koja predstavlja simbol Hristove krvi.

Tina: Ono se ne jede, već se čuva do sledećeg Uskrsa.

Dimitrije: Ljudi veruju da ono štiti kuću od zla.

Ema: To je tako zanimljiv običaj. Sviđa mi se. Mogu li da probam?

Sara: Naravno da možeš, izvoli.

(Dok Ema i druga deca boje jaja, grupa dece izvodi srpski tradicionalni ples.)

(Nastavnica i druga deca ulaze.)

Nastavnica: Dobrodošli u Srbiju. Čestitam vam na uspešnom putovanju!

Vreme je da vam dam poslednji znamen i otkrijem poslednji zadatak. On je bio da naučite Emu neke stvari o našem Uskrsu, veri i kulturi.

KRAJ

Sad pazite: na ovom, poslednjem znamenu nalazi se prvo slovo reči za vrlinu koju ste tražili – i pronašli – na vašem putovanju. Ostala slova su na znamenima koje ste doneli s putovanja. Sada ih sve spustite i recite mi koja je to vrlina.

(Deca spuštaju znamene na pod i neko vreme pokušavaju da shvate koja je to reč. Malo kasnije, izgleda da je Ema pogodila reč).

Ema: Ljudi, ljudi, mislim da znam koja je ovo reč!

Dimitrije: I ja!

Sara: Da, i ja mislim da znam...

Tina: Ja takođe znam!

Marica: i ja mislim da je znam!

Nastavnica: Recite mi, koju vrlinu bi sva deca sveta trebalo da imaju.

Svi: P R I J A T E L J S T V O .

(Deca uzimaju po jedan znamen; podižu ih istovremeno. Pokazuju ih publici i zajedno ponavljaju reč PRIJATELJSTVO. Zatim okreću slova na drugu stranu. Publika vidi reč ARKADASLUK /turska reč za prijateljstvo/ i zajedno izgovaraju ovu reč. Ostala deca koja učestvuju u predstavi ulaze s pločicama-slovima koja prave reč PHILIA /grčka reč za prijateljstvo/ i izgovaraju je glasno, i na kraju pokazuju i izgovore HIBERIJA /malteška reč za prijateljstvo/. Sva deca zajedno glasno izgovaraju sve reči.)



SERBIA



Olga Milosevic Primary School, Smederevska Palanka

NATURE WILL SAY THANK YOU

Devised and written by
teacher Sladjana Vukosavljevic and the students of the 6-b class

Translated by Dimitrije Novaković (Year 7)

In the second project year, the topics of our plays were to be chosen by the partner schools individually. Each school was to deal with an issue which is relevant and important for them.

As the school Olga Milosevic was given the title of an Eco-school, our project team had decided to apply the new method of creative drama process on raising the environmental awareness of our students, teachers, partners and even local authorities. Thus we engaged our Eco-team consisting of 5 teachers and 10 students to take part in this activity. The roles of each team member had been assigned. The creative drama process itself was led by the lower primary teacher Sladjana Vukosavljevic. Other three teachers led ecological workshops with the students. They have created different objects from recyclable material. Some of these objects were intended to be used as props and costumes for the play. One of the teachers was engaged to give presentation on recycling and environmental protection. The student who has been educated according to the individual education plan for talented children, translated the play into English. Thus we could perform the play for our partner schools from Malta, Turkey and Greece.

The first performance of the play was scheduled for the end of April in the school "Blage Zadre" in Croatia, but the plan has been cancelled for the next year due to the Covid-19 pandemic. Thus the first performance was held in October 2020 on the occasion of the Children's Week. Our partner school attended the performance online via Zoom application.

It was really a great motivation for the actors to perform in front of their foreign peers. They were so proud with the result of their effort, especially when the whole of the audience stood up and sang about recycling and danced along with them. Their and their teacher Sladjana's engagement in the eTwinning project "Dare to be different" and "3R" with this play was awarded with two National Quality Labels.

By creating this play, the students acquired knowledge of the importance of recycling, developed their creativity, gained self-confidence by working on peer education and realized how fruitful and satisfactory it is to collaborate with peers in the framework of international projects.



NATURE WILL SAY THANK YOU

Cast:

Boy 1

Boy 2

Girl 1

Girl 2

Father

Daughter

Son

Fish

SCENE ONE

(A meadow next to a river. There are flowers over it, but also trash. In the water, with the fish, there are plastic bottles and cups... A group of children are there for a picnic. They should be enjoying the nature and their company. They leave additional trash behind them.)

Boy 1: Who got such a stupid idea? Who but an ant can enjoy the green grass? And this silence, the blueness of the sky, rivers, smell of the flowers, that's true joy for someone? Nonsense.

Girl 1: Don't get angry so soon! The moment you get off your game and step into reality, you turn into a real grump and you hate every one of our ideas!

Girl 2: We're here for a field trip to hang out, share secrets with each other, to enjoy life, to have fun...

Boy 2: Ha, ha, ha... Breath in the air, feel the surge of energy in your veins.

Girl 2: Look at the wind in my hair, let's run through the field barefoot and free! Listen to what the ripples of the river are telling you. Open your heart to the sound of nature!

Boy 1: Games, drinks, snacks and all of that lovely food. Is there a day better spent?! Why do I care for the birds, fish, river, some forest? Everyone should take care of themselves. Why should I think for the wellbeing of nature? I'm too busy with the news from the internet, not even an army could move me!

Boy 2: And what are we doing here? If it was warmer we could cool our feet in the river. If I wasn't so lazy, I would make myself happy with a goal.

Girl 1: I see that you don't like this idea. You should've said that before we set off. Our afternoon is ruined now; we didn't enjoy it a bit!

Girl 2: Let's go. It's time to go home. We even have to bring your trash with us!

Boy 1: No way! Am I a garbage collector? I'm leaving the trash to the nature. (He's addressing the audience) I'm a human! So I'm an emperor! (He leaves the stage with the other boy.)

Girl 1: Wait for us!

Girl 2: It's stupid that escaping is your saviour... (They go off stage too.)

SCENE TWO

(A father with his daughter and son come fishing. They come across more trash.)

Father: What is this garbage? Does everyone turn their backs to nature? How long is this river going to be left waiting for the mercy of a man?

Daughter: Don't bother, Dad. I and my brother will pick up the trash. I know it's not the first time but relax at least today, don't be angry.

Son: Why is there so much trash next to the river? Doesn't that ever bother people?

Father: Unfortunately, son, these days rarely anyone clears up after themselves, let alone someone else.

Daughter (Addresses the audience): I can't tell Dad, but I think I know who's responsible. My friends spent their day here yesterday. I'm really furious and sad because such a sight stayed after they left. And in school, everybody cares about saving the planet. I wonder if it's possible to lie that much...

Son: Dad! Are we going to bring the catch home or are we going to put it back in the river, for a second chance?

Father: We'll see, son, don't let it bother you. Enjoy yourself and play with your sister.

(While the children are playing the father is fishing. He catches a fish that begins to complain.)

Fish: A long time ago I was happy, and then because of humans not caring I lost everything.
When I see a pile of garbage in my home, I become sadder and sadder.

I lost all my hope that this river will be the clearest in the town.

I don't know why this surprises me so much, when we all know how humans are.

They always do things to please themselves; they wouldn't do anything for some other being.

Isn't a meadow full of flowers better than a pile of trash? Do they more enjoy swimming in the blueness of the water or being a slave to the passing fashion? The sickness is squeezing me and the pesticides, chemicals, unhealthy food.

For me, you catching me is saving me, believe me. Why should I live there alone, when I lost my mom, dad and my dear aunt?

Father: Dear fish, don't be sad. I'll make sure that the sad past stays behind you. I'll do everything to make sure this river becomes clean. That life in it is fit for everyone, an idea that I just came up will assure our success!

Daughter: I'll give my best to make sure that what's used isn't thrown away just like that. My school doesn't tolerate when someone ignores recycling!

Fish: It seems unrealistic that that's going to happen, that humans would make my wish come true. I'm just left to hope and believe, even that's better than falling into depression.

(They let the fish off the hook.)

Father: (Addressing the fish): Swim! Enjoy the freedom! (Addressing the kids) Let' go, kids, there's a ton of things in front of us. We'll fight for the nature when it can't do it alone!

(They leave the scene.)



SCENE THREE

(The composition „The Blue Danube“. There is a presentation or a video showing a series of activities of students and their teachers cleaning up wild landfills along the river as well as other activities at school dealing with recycling.)

SCENE FOUR

(By the end of the presentation, while the composition is still on, all the actors get onto the stage and start cleaning up. They play with the toys they made by recycling. They show the products of their work. They advise the audience to try recycling and picking up garbage behind them.)

Boy 1: I've never enjoyed myself more. I wasn't even dreaming that I'll be cleaning nature. I made new friends. I apologise for everything I said.

Girl 1: I knew that I could count on good people. My dad and my friend's dads did their best to see this river beautiful and clear again, to be proud of human kindness.

Girl 2: My school – an institution, what great ideas it gave us! I didn't even know what talents lie in us. Everyone can make something, and barely lift a finger!

Boy 2: We're having fun with our new toys and games. We don't worry our moms. We're living healthy, along with nature, and we hope that only good things will happen. You try as well! It doesn't cost anything, and the math isn't anything hard. You save nature from the unnecessary trash and harmful materials, and it will surely say THANK YOU!

Fish: Thank you! I wanted to run away from people, but I'm blessed that I met you.

Daughter (addressing the audience): We gave you our advice; think about it, you're not little.

Girl 1: For you and nature, we give a farewell gift, a song! It's not shameful when you reuse different packaging; it's RECYCLING!

(The song „Recycling“ by Katarina Bogićević, while the students perform choreography. They call the children to perform it with them.)

Word of the author

Creative drama about this theme only has an apparent end. It had at least two ends and two continuations. My students, fifth-graders, were there to add another idea on the paper. So relax, dance with us for the glory of nature, and make your own drama.

WORKING MATERIAL FOR TEACHERS:



Did you like the play?

.....

What did you like most in the play?

.....

What message did the actors send?

.....

What you do to protect the environment?



SERBIA



OŠ „Olga Milošević“, Smederevska Palanka

PRIRODA ĆE REĆI HVALA

Tekst razvili i napisali
nastavnica Sladjana Vukosavljević i učenici odeljenja 6/2

U drugoj projektnoj godini, partnerske škole su samostalno birale teme za predstave. Svaka škola trebalo je da se bavi pitanjem koje je za nju relevantno i važno.

Kako je škola „Olga Milošević“ dobila titulu eko-škole, naš projektni tim je odlučio da novu metodu kreativnog dramskog procesa primeni u podizanju ekološke svesti naših učenika, nastavnika, partnera, pa i lokalnih vlasti. Stoga smo angažovali naš eko-tim koji se sastojao od 5 nastavnika i 10 učenika, da učestvuju u ovoj aktivnosti. Svakom članu tima dodeljene su uloge. Kreativni dramski proces vodila je nastavnica nižih razreda, Sladjana Vukosavljević. Tri nastavnika su sa učenicima vodila ekološke radionice. Od reciklirajućeg materijala napravili su različite predmete. Neki od ovih predmeta bili su namenjeni za korišćenje kao rekviziti i kostimi za predstavu. Jedan od nastavnika bio je angažovan da održi prezentaciju o reciklaži i zaštiti životne sredine. Učenik koji se školovao prema individualnom obrazovnom planu za talentovanu decu, preveo je predstavu na engleski jezik. Tako smo predstavu mogli da izvedemo za naše partnerske škole iz Grčke, Turske i sa Malte.

Prvo izvođenje predstave bilo je zakazano za kraj aprila 2020. godine, u školi „Blage Zadre“ u Hrvatskoj, ali je plan pomeren za sledeću godinu zbog pandemije Covid-19. Tako je prvo izvođenje održano u oktobru 2020., povodom Decije nedelje. Naša partnerska škola pratila je predstavu na internetu putem aplikacije Zoom.

Nastup pred inostranim vršnjacima bio je zaista sjajan motiv za mlade glumce. Bili su veoma ponosni na rezultat svog truda, posebno kada je cela publika ustala i pevala o reciklaži i plesala zajedno sa njima. Njihov i angažman njihove učiteljice Sladjane na ovoj predstavi su u eTwinning projekta „Usudimo se da budemo drugačiji“ i „3R“ nagrađeni sa dve nacionalne oznake kvaliteta.

Stvarajući ovu predstavu, učenici su stekli znanje o značaju reciklaže, razvili svoju kreativnost, stekli samopouzdanje radom na edukaciji vršnjaka i shvatili koliko rezultata i zadovoljstva donosi saradnja s vršnjacima u okviru međunarodnih projekata.



PRIRODA ĆE REĆI HVALA

Uloge:

Dečak 1

Dečak 2

Devojčica 1

Devojčica 2

Otac

Ćerka

Sin

Ribica

PRVA SCENA

(Livada pored reke. Po livadi ima cveća, ali negde-negde i smeća. U vodi društvo ribama prave plastične flaše, čaše... Grupa dece je došla na izlet. Trebalо bi da uživaju u prirodi i druženju. Za sobom ostavljaju još smeća.)

Dečak 1: Koga je takva glupost klepila po glavi? Ko još, sem mrava, može da uživa u zelenoj travi? I ova tišina, planetilo neba, reke, miris cveća, to je za nekog prava sreća? Svašta.

Devojčica 1: Nemoj odmah da se ljutiš. Čim sa igrice u stvarnost nogom stupiš, postaješ baba žvaka i mrska ti je ideja svaka!

Devojčica 2: Došli smo na izlet da se družimo, jedni sa drugima tajne da delimo, životu, lepotama da se veselimo...

Dečak 2: Ha, ha, ha... U dahni punim plućima, oseti strujanje energije u venama.

Devojčica 2: Pogledaj vetar u mojoj kosi, potrčimo po livadi slobodni i bosi! Saslušaj šta ti žuborom reka govori, za zvuke prirode srce otvor!

Dečak 1: Igrice, sokovi, grickalice i sva ta divna hrana. Imali lepše provedenog dana?! Šta me briga za ptice, ribe, reku, tamo šumu neku? Neka se svako za sebe brine, zašto da mislim na dobrobit okoline? Previše sam zauzet vestima sa neta, ne bi me mogla pomaći ni vojnika četa!

Dečak 2: I šta ovde radimo? Možemo u vodi, da je topliji dan, noge da hladimo. Da me ne mrzi da jurim za fudbalom, možda bih se usrećio nekim golom.

Devojčica 1: Vidim da vam se ideja ne dopada. Trebalо je da kažete dok nismo krenuli iz grada. Ovako nam je popodne propalo, uživali nismo ni malo!

Devojčica 2: Hajdemo, vreme je za povratak kući. Još i vaše smeće moramo nazad vući!

Dečak 1: Ne dolazi u obzir! Jesam li ja đubretar? Smeće ostavljam prirodi na dar. (Obraćа se publici.) Čovek sam, dakle – car! (Odlazi sa scene, a za njim i drugi Dečak.)

Devojčica 1: Čekajte i nas!

Devojčica 2: Glupo je da vam beg bude spas... (Odlaze i devojčice za njima.)

DRUGA SCENA

(Na pecanje dolazi otac sa sinom i čerkom. Nailaze na po-bacano smeće.)

Otac: Kakvo je ovo smeće? Zar prirodi leđa svako okreće? Dokle će ova divna reka da bude prepustena na milost i nemilost čoveka?

Čerka: Ne sekiraj se, tata. Pokupićemo smeće ja i bata. Znam da to nije prvi put, ali opusti se bar danas, ne буди ljut.

Sin: Zašto je pored reke uvek puno đubreta, zar ljudima to nikada ne smeta?

Otac: Nažalost, sine, danas retko ko brine o čistoći svoje, a kamoli tuđe okoline.

Čerka (obraća se publici): Ne smem tati da priznam, a mislim da znam. Juče su moji drugari ovde proveli dan. Zaista sam besna i tužna što je za njima ostala ovakva slika ružna. A u školi se za očuvanje prirode svi zalažu. Pitam se da li je moguće da toliko lažu...

Sin: Tata! Hoćemo li danas ulov poneti kući ili ćemo ga vratiti u reku, za sledeću priliku neku?

Otac: Videćemo, sine, neka te to preterano ne brine. Uživaj i sa sestrom se igraj.

(Dok se deca igraju, tata peca. Upeca ribicu koja počinje da mu se jada.)

Ribica: Nekada davno srećna sam bila, a onda sam zbog ljudske nebrige sve izgubila.

Kad vidim u svom domu gomilu smeća, moja tuga je sve veća i veća.

Izgubila sam svaku nadu da će ova reka ikada biti najčistija u gradu.

Ne znam zašto me sve ovo toliko čudi, kada svi mi znamo kakvi su ljudi.

Uvek rade da ugode sebi, za druga bića to nikad radili ne bi. Zar nije lepša livada prepuna cveća od tamo neke gomile smeća?

Da li više uživaju u kupanju u čistoj plavetnoj vodi ili u robovanju prolaznoj modi?

Bolest me pritisla sa svih strana, pesticidi, hemikalije, nezdrava hrana.

Za mene je, verujte, možda spas što sam uhvaćena danas od vas.

Šta će mi da živim sama na svetu, kad sam izgubila mamu, tatu i moju milu tetu?

Otac: Ribice draga, ne буди tužna. Pobrinuću se da iza tebe ostane prošlost ružna. Obećavam ti da će učiniti sve da ova reka opet čista bude. Da život u njoj svima godi, omogućiće ideja koja se upravo sada u mojoj glavi rodi!

Čerka: I ja će dati sve od sebe da se korišćeno ne bacă bez potrebe. Moja škola je škola dugog staža po pitanju reciklaža!

Ribica: Nestvarno mi deluje da će tako biti, da bi ljudi meni želju mogli ispuniti. Ostaje mi da verujem i da se nadam, a i to je bolje nego u očaj da padam.

(Otac i čerka oslobođaju ribicu udice.)

Otac (obraća se ribici): Zaplivaj, u slobodi uživaj! (Obraća se deci.) Idemo deco, puno posla je pred nama. Borćemo se za prirodu kad ona to ne može sama!

(Odlaze sa scene.)



TREĆA SCENA:

(Pušta se kompozicija „Na lepom plavom Dunavu“. Kroz prezentaciju ili video zapis predstaviti niz aktivnosti o čišćenju divljih deponija na rekama, u okolini reka. Predstaviti i aktivnosti kojima smo se bavili izrađujući reciklažom kostime, scenu i rekvizite za predstavu.)

ČETVRTA SCENA

(Po završetku prezentacije, dok još traje kompozicija, izlaze svi glumci i čiste livadu i reku na sceni. Igraju se igračkama koje su pravili reciklirajući određene materijale. Pokazuju proekte rada. Savetuju publiku da proba i ukazuju na dobrobiti bavljenja time.)

Dečak 1: Nikada nisam više uživao. Da će čistiti prirodu nisam ni sanjao. Prijatelje nove sam stekao, izvinjavam se za sve ružno što sam rekao.

Devojčica 1: Znala sam da mogu da računam na dobre ljudi. Moj tata i čika Rade, tata mog drugara Vlade, dali su sve od sebe da gledamo ovu divnu, bistru reku, da se divimo dobroti u čoveku.

Devojčica 2: Moja škola – institucija, kakve sve ideje je dala nama! Nisam ni znala koliko talenata u nama čući. Svako nešto može da napravi, a da se ne pomuči!

Dečak 2: Naprotiv, uživamo u novim igračkama i igramama. Ne zadajemo brige našim mamama. Živimo zdravo, u skladu sa prirodom, i nadamo se samo dobrom. Pokušajte i vi, ništa vas ne košta, a matematika je vrlo prosta. Prirodu spaseš nepotrebnog otpada i štetnih materijala, a ona će ti sigurno reći HVALA!

Ribica: Hvala vam! Od ljudi ja da bežim sam htela, ali imam sreće što sam vas srela.

Čerka: Savete smo vam dali, a vi razmislite, niste mali.

Devojčica 1: Prirodi i vama darujemo pesmu za kraj. Nije blamaža kada se ponovo koristi različita ambalaža, već je to... RECIKLAŽA!

(Sledi pesma „Reciklaža“ Katarine Bogićević, uz koju učenici izvode koreografiju. Pozivaju decu iz publike da im se pridruže u izvođenju pesme.)

Reč autora

Kreativna drama nastala na ovu temu samo prividno ima kraj. Imala je bar dva završetka i dva produžetka. Moji daci, petaci, bili su tu da se još po neka misao na papir baci. Zato, opusti se, u slavu prirode sa nama zaigraj, i svoju dramu kreiraj.

RADNI MATERIJAL ZA NASTAVNIKE:



Da li vam se dopala predstava?

.....

Šta vam se najviše dopalo u predstavi?

Koje su poruke poslali likovi?

Na koji način vi brinite o životnoj okolini?



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