Values travel through 'Antigone'

VAST values across space & time

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Preface

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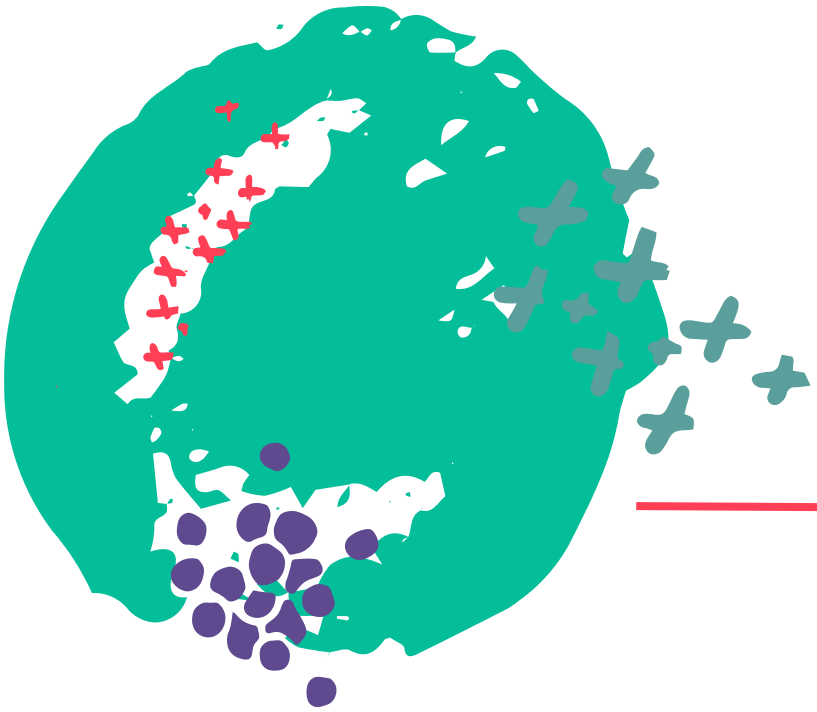


overview

The H2020 European research project VAST- Values Across Space & Time is a collaboration among the National Center for Scientific Research ‘Demokritos’ (Greece), National and Kapodistrian University of Athens (Greece), the Athens & Epidaurus Festival (Greece), Università degli Studi di Milano (Italy), Fairytale Museum (Cyprus), Museo Galileo (Italy), Universidade NOVA de Lisboa – NOVA (Portugal) and Semantika (Slovenia).

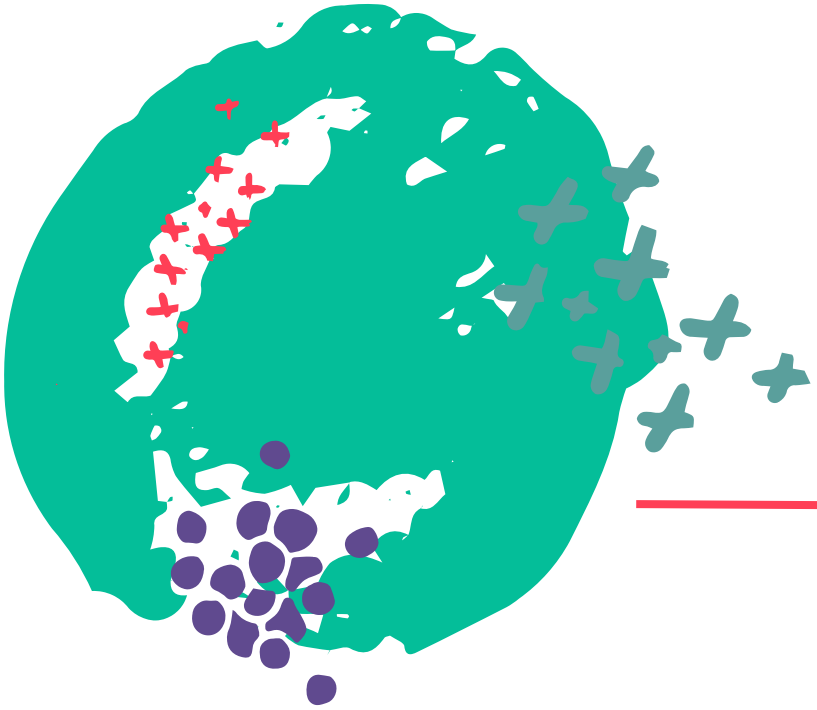
The project envisions to study the dissemination of the european values (such as freedom, democracy, equality, tolerance, dialogue, human dignity, the rule of law) in space and time through the use of digitised materials and intangible cultural artefacts as well as to explore the communication, reception and perception of these values in the modern era. For the purposes of this research, three pilots have been described concerning: 1. the theatre/ancient drama, 2. the scientific texts of the 17th century, 3. the fairy tales.

A digital platform has been developed, as part of the project, with open access to citizens. In this platform, values-related scientific and educational materials and research evidence/results will be posted, as well as various tools for scientific and research study.

Do not miss visiting!

The educational activity “Values travel through 'Antigone” has been designed as part of the VAST project framework and is aimed at young people. This activity has been designed based on the principles of experiential learning and a collaborative teaching approach, where the active participation of students is encouraged through dialogue and practice, and has been piloted in the context of our collaboration with schools and museums.

According to the Council of Europe and the principles of democratic citizenship and human rights education, the educational process must, beyond imparting knowledge, aim at highlighting values, as well as cultivating attitudes and skills aimed at raising awareness and to motivate young people for further thought and reflection.
This educational guide was designed to present and distribute recommended educational material to educators/museum curators who wish to work towards this direction.
Enjoy reading!



activity

Institution

National Centre of Scientific Research "Demokritos"

Audience

16 to 18 years old

Title

Values travel through 'Antigone'.

Description

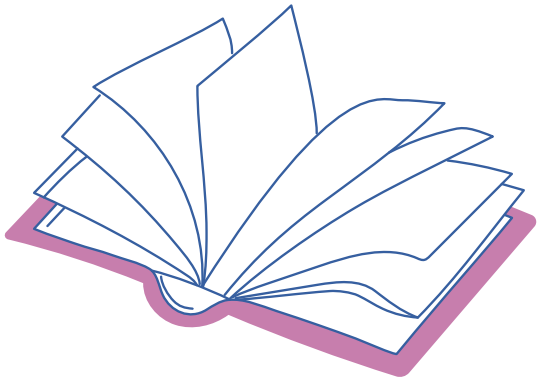
Sophocles' Antigone is one of the most important Greek tragedies, through which the relationship of the city and its citizens with power is strongly highlighted, and through which universal and timeless values are expressed, such as respect for the family bond and the informal law, gender equality through the role of women, obedience to the law and the concept of power, courage and freedom of expression and speech.

Taking an excerpt from the text of 'Antigone' as a stimulus , students are invited to reflect on and discuss the concept of moral values, the diversity in how each of us perceives and prioritizes them, and the role they play in their lives as active members of a society.

Educational Objectives

Through this educational activity, students are encouraged to:

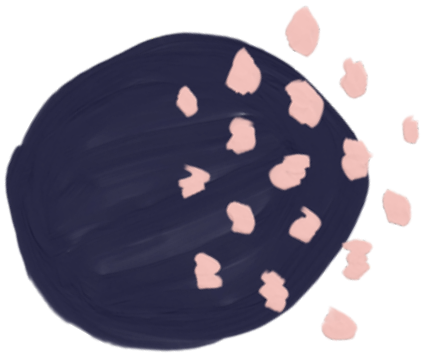
1. reflect on moral values and their role in our lives as active citizens
2. discuss how to cultivate and promote these values
3. to work together in groups and exchange thoughts and reflections



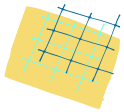
Expected outcomes

On completion of the activity, students will be able to:

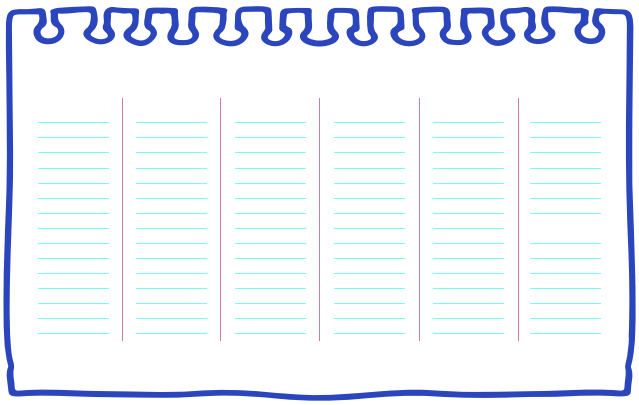
1. establish a common conceptual framework regarding the concept of moral values
2. understand the timelessness of values
3. understand the diversity of how they are perceived by each of us
4. understand the important role of values in their everyday life as active citizens



Structure



Duration	**90′ - 120′**
Educational materials/tools	• **Brainstorming** • **Discussion and reflection** • **Working in groups**
Educator/facilitator	**1 educator/facilitator for each group of 10-15 students**
Target group	**Youth 16-18 years old/adults**



Modules/sections (design)

Welcome	Duration:	15'
	Materials/tools:	Ice breaker activity
	Described in pages:	10-12
1st part of the activity	Duration:	20'
	Materials/tools:	Brainstorming / Discussion White board
	Described in pages:	13
2nd part of the activity	Duration:	20'
	Materials/tools:	Individual work/noting values in the text & creating a personal map of values
	Described in pages:	14-15
3rd part of the activity	Duration:	30'
	Materials/tools:	Work in groups
	Described in pages:	16-17
Farewell - Activity evaluation	Described in pages:	18

Welcome

A. Introduction (5')

Welcome of the participants & information about the activity.

B. Ice breaker activity (10')

Blob Tree

(https://medium.com/the-summit-life/which-blob-person-are-you-b66d36ee5723)

In this activity, students are encouraged to identify themselves with one of the little men on the tree and describe the value/feeling they feel. The Blob Tree is a self-reflection tool for students to express how they see themselves. On the basis of this educational tool, the educator/facilitator encourages the initiation of a discussion around concepts such as feelings and values. The worksheet could either be distributed individually to each student or printed out in a larger format and stuck in a place visible to all.

Questions:

1. *Which little man do you see yourself as? What does it mean to you?*
2. *Which little man do you not identify with at all? What does it mean to you?*

Describe yourself

The facilitator encourages the students to write on a piece of paper two (2) characteristics/values/emotions that they think describe themselves and one (1) that does not. They then walk freely around the room and when the educator/facilitator gives the signal, they should look for a pair and each person should mention the three (3) characteristics/values/emotions they wrote on the piece of paper and ask the other person to guess which one is 'lying'.

For me the most important thing is...

All the students are in a circle. Among them is the educator/facilitator, who holds the end of a tangle. On the basis of the phrase 'For me the most important thing is...', the facilitator encourages the pupils to express themselves freely by throwing the tangle to each of them and instructing each participant who speaks to hold one end and then throw it to the next. After all the participants have taken the floor, a cobweb has been created in the middle of the circle, somehow connecting all the members of the circle. The students are encouraged to return the tangle to its original form (reverse), mentioning what was said as the most important by the classmate who had given them the floor.

Values through Art

On the occasion of viewing a work(s) of art, students are invited to freely express their thoughts/feelings about the image(s). The educator/facilitator can freely choose any kind of art that expresses him/her, however, he/she is encouraged to choose different kinds of approaches/techniques in order to bring out a variety of thoughts and feelings.

Indicative suggested works: i. *Guernica, Pablo Picasso*
ii. The Kiss, Gustaf Klimt
iii. impression: The rising sun, Claude Monet

Note/Tip for the educator/facilitator: The facilitator/educator is encouraged to note on the whiteboard the values/feelings mentioned during the experiential activity in order to use these ideas as a trigger for the next activity.

1st part of the activity: *What is the concept of values?*

In this part, the facilitator/educator is asked to discuss with the students the concept of values, defining a common conceptual framework. Based on the previous activity and the thoughts/values/emotions heard, the facilitator encourages the pupils to reflect on and define values.

Discussion

Suggested questions:

1. *What was everything we shared before? (feelings, values, etc.)*
2. *What would qualify as a value? What other values do you know?*
3. *What does value mean? How is it cultivated?*
4. *Do values influence our lives? If so, in what way? (decision-making process, moral dilemmas, character formation, etc.)*

The aim is to form a common conceptual framework regarding the concept of value, as well as to create a set/list of values.

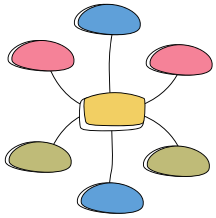
In order to make the conceptual framework of values clearer and for the students to reflect in practice on the role of values in decision-making and in shaping the character and behaviour of each individual, the animator invokes the story of Sophocles' Antigone as an example.

Tip: During the discussion, it is important to use an example from the students' everyday life in order for them to reflect practically on how our values influence the decisions we make. E.g. using a mobile phone in school, despite a regulation prohibiting it → obeying the law # freedom of choice/choice with potential costs

2nd part of the activity: *Values through 'Antigone'*

In this part, the facilitator/educator encourages the students to reflect on values through a concrete example, such as the story of 'Antigone'. The activity starts with a brief reference to the story of 'Antigone', briefly describing the following:

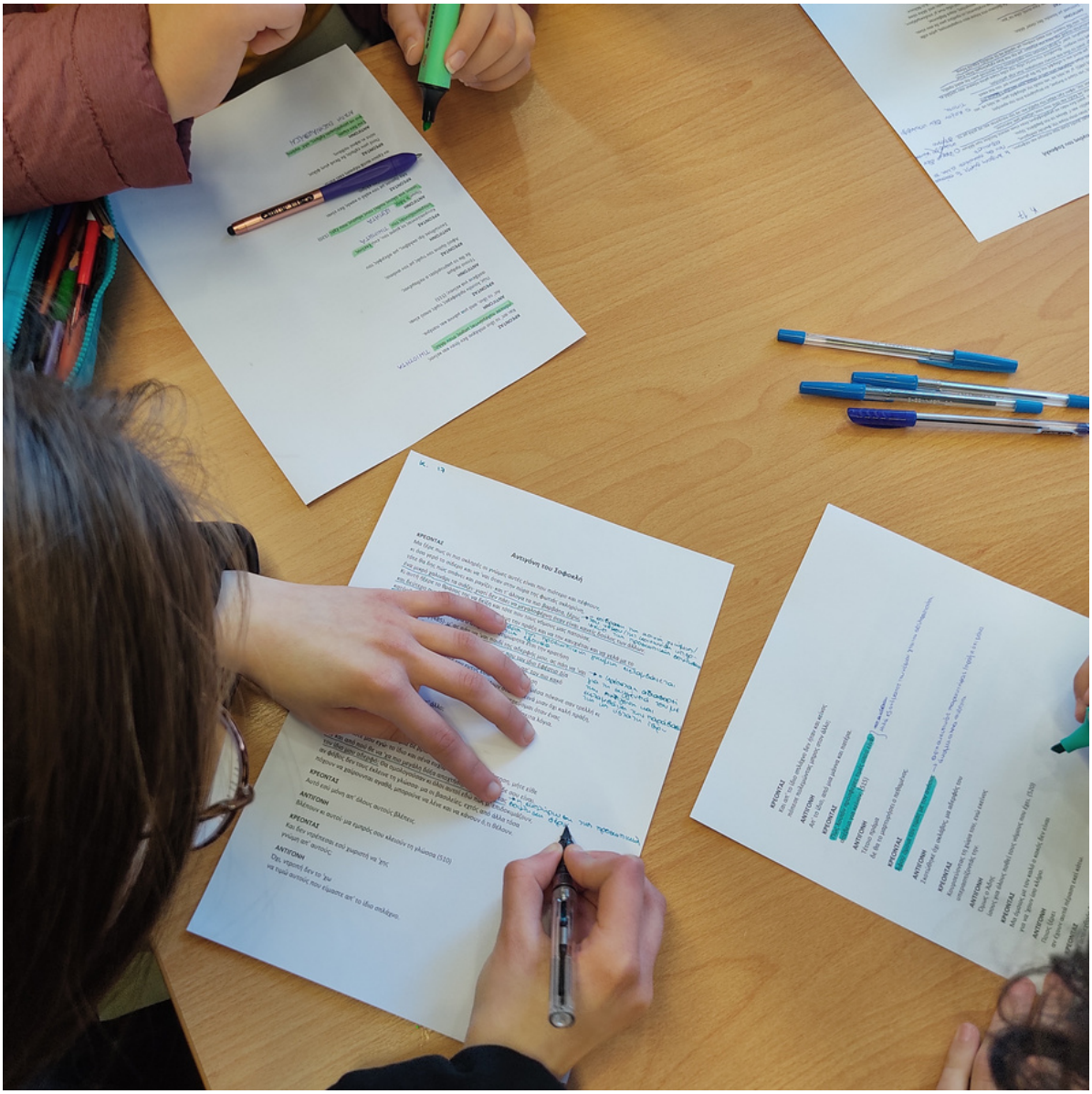
- narrative plot
- the main characters
- moral dilemma(s)



Personal mind map

The aim is for the activity to focus on a specific excerpt of the tragedy rather than the whole tragedy. The dialogue between Creon and Antigone is suggested as an example, because of the variety of values that are put forward and the conflict of values that is highlighted. The facilitator/educator is also encouraged to show a short excerpt from a theatrical performance of the tragedy in question, focusing on the passage that will become the group's working text, because of the educational value of using audiovisual media in the educational process.

Then, the facilitator/educator distributes a short printed extract from the text of the tragedy (up to 1 page) and in particular the passage that the group has chosen to work on, encouraging the students to read it and to note (underline/circle) the points (words/suggestions) where they think a value is highlighted. At the same time, the students should write down which value(s) is (are) highlighted at each point. In other words, they are asked to mark the values on the text and then create their own value map according to the values they have marked and as they perceive them today.

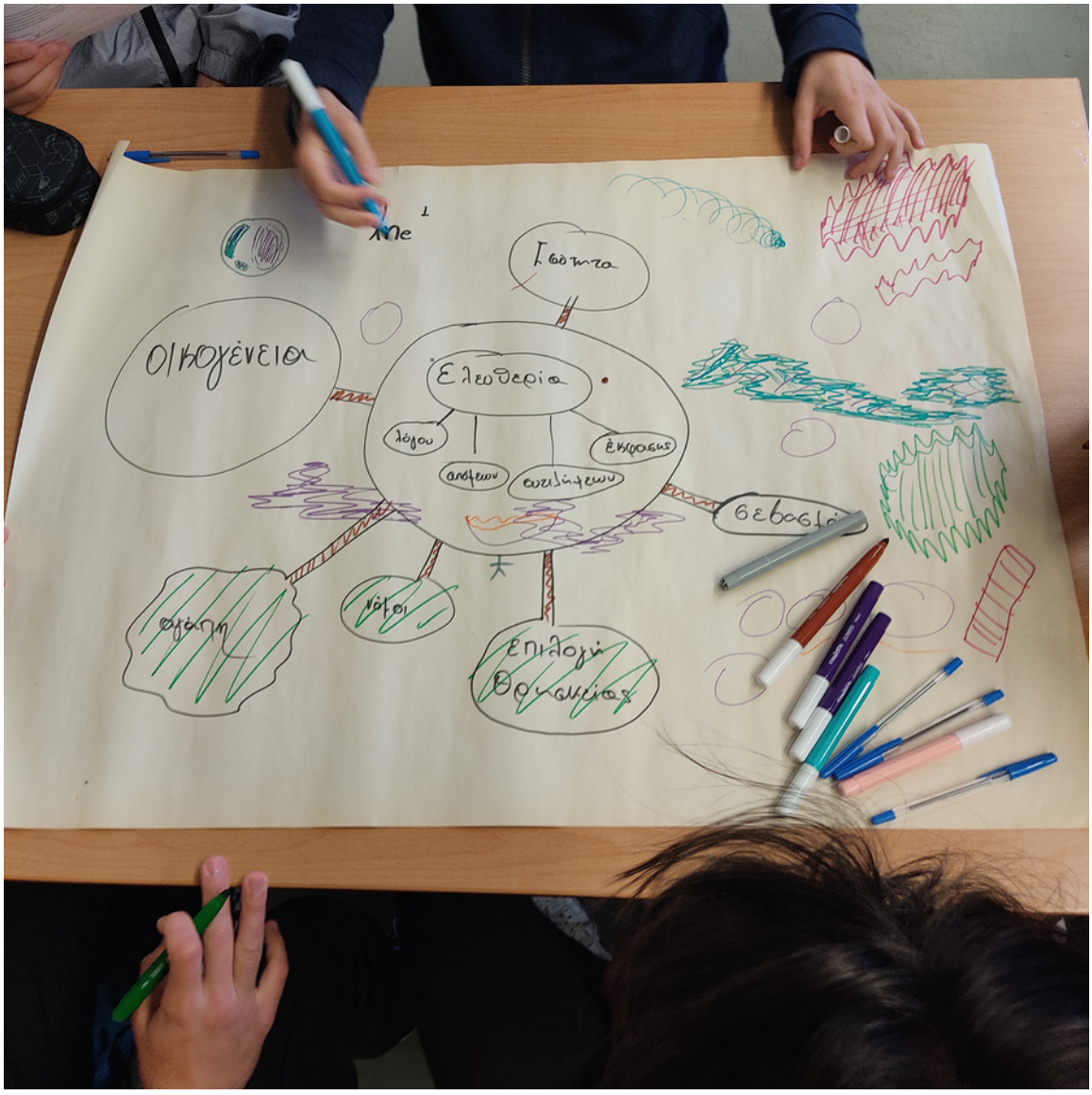


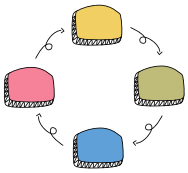
The facilitator/educator describes to the pupils how to draw the values mind map. In the middle (in a big circle) they will add the value that is most important to them. Around in smaller successive circles, the values that are less important will be added. Between the values that they think there is a relationship (interdependence), lines will be added connecting them. The value map could be drawn on the worksheet that has been distributed to them or a new worksheet could be distributed to them, where a draft value map (Appendix I) would be mapped beforehand.

Tip: As students usually express dissatisfaction in reading texts, it is important that the text distributed to them is short in length and sparsely written (large font & spacing), in order to make reading more enjoyable for them.

3rd part of the activity *Create a group mind map*

In this part, the facilitator/educator encourages the students to work in groups (5-6 persons/group) and create a common value mind map according to the values that each of them has marked. Students are encouraged to discuss the values that each of them has identified, how they perceive them and the importance they attach to each one (how important they are to them). They are then given white papers (A1/A0 size) and colorful markers and encouraged to work in groups and create a visual outcome, which they will then present to the plenary.





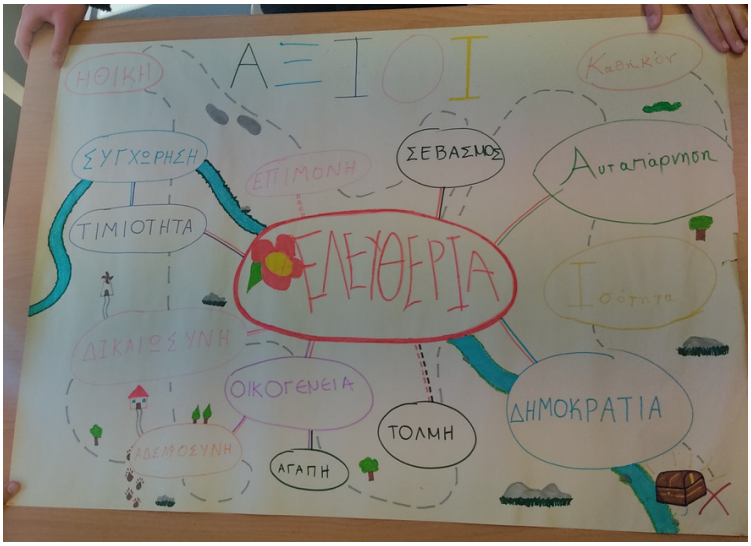
Common mind map

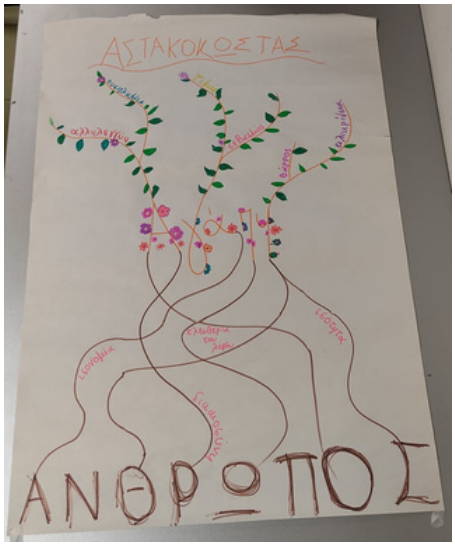
1st version

Students are asked to create a common mind map of values according to the values they have highlighted in the text, following their discussion and agreement.

2nd version

The students are asked to create a common mind map of values according to the values they have marked in the text and focusing on the main characters in the passage they have been assigned. For example, in the suggested excerpt describing the dialogue between Creon and Antigone, one group/s are encouraged to create a value map according to the values espoused by Creon and the other group/s a value map according to the values espoused by Antigone.





Once this work is completed, one representative of each group or the members of the group as a whole are invited to present their work to the plenary.

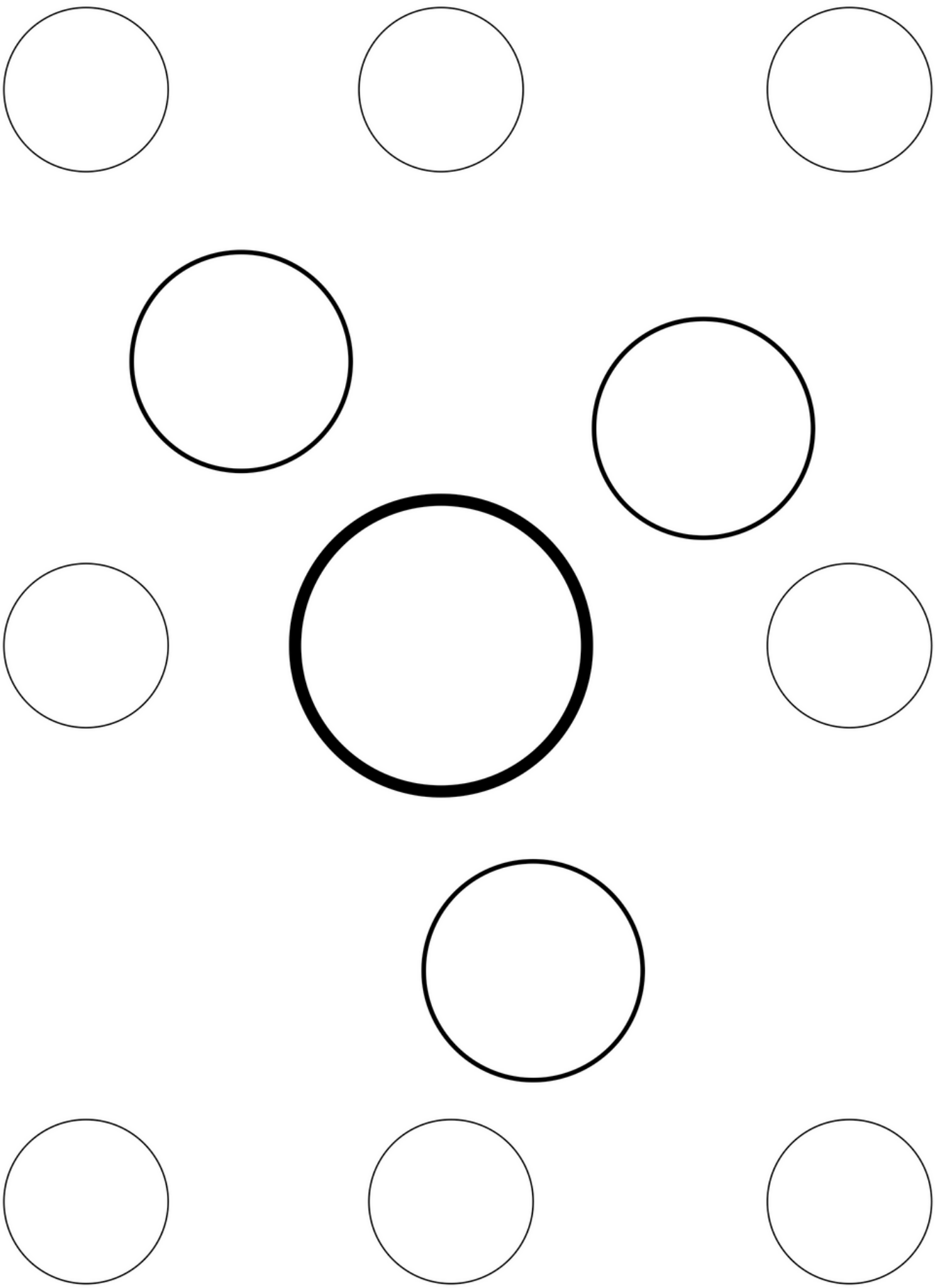
Tip: At the beginning of the task, the educator/facilitator encourages the groups to start by finding the name of their group, which will be printed at the top of the worksheet.

Farewell - Activity evaluation

At the end of the activity, the facilitator/educator is asked to summarize what has happened, focusing on some points that he/she considers most important. It is suggested that the facilitator/educator should focus on the conceptual framework of values, as formed during the discussion, as well as highlight the dimension of the diversity of values, as a result of the different way each person perceives and prioritizes them.

The facilitator/educator is then encouraged to distribute an evaluation questionnaire of the activity to the students (Appendix II).

APPENDIX - I



APPENDIX - II

Values travel through 'Antigone'

Evaluation Questionnaire

1. Gender *

- Male
- Female
- Other
- Prefer not to answer

2. Age *

- <13 years old
- 13-15 years old
- 15-18 years old
- >18 years old

3. Where do you live; *

- ○ Big City/Capital (>100.000 residents)
- ○ Big city suburb
- ○ Small city (<100.000 residents)
- ○ Province (<30.000 κάτοικοι)

4. What is your mother language? *

5. What motivated you to participate in this particular educational activity? *

- ☐ curiosity
- ☐ interest of the topic
- ☐ obligation, as it was in class time
- ☐ other

6. How would you evaluate the activity, in terms of? *

	I didn't like at all	I didn't like	I don't know	I liked	I liked a lot
the content					
the structure					

	I didn't like at all	I didn't like	I don't know	I liked	I liked a lot
the duration					

7. How would you evaluate the following parts/points of the activity? *

	I didn't like at all	I didn't like	I don't know	I liked	I liked a lot
interactive activity (brainstorming - what are values/feelings)					
which values are highlighted in the text of 'Antigone'? (individual work - note)					
δημουργία ενός κοινού 'Χάρτη Ιδεών΄ (εργασία σε ομάδα) creating a group 'Value Mind Map' (group work)					
presentation of each group					
Discussion - Reflection					

8. During your participation did you have the time to express your thoughts? *

- Yes

- [ ] No
- [ ] I don’t know

9. During your participation were you able to work with your classmates and exchange views? *

- [ ] Yes
- [ ] No
- [ ] I don’t know

10. Would you like to participate again in a similar activity? *

- [ ] Yes
- [ ] No
- [ ] I don’t know

11. How often would you like to participate in similar educational activities with the school?*

- [ ] 1 time per week
- [ ] 1-2 times per month
- [ ] >10 times during the school year
- [ ] <10 times during the school year φορές

12. What does 'value' mean to you? *

- [ ] personal rules
- [ ] way of thinking & behaviour
- [ ] ideally
- [ ] lifestyle
- [ ] ideology
- [ ] other

13. What values are projected through the text of Antigone? *

- [ ] love
- [ ] gender equality
- [ ] freedom (speech/thought)
- [ ] democracy
- [ ] friendship
- [ ] obedience to the law
- [ ] family
- [ ] honor

- [ ] respect
- [ ] justice
- [ ] courage
- [ ] religion
- [ ] other

14. What values does Antigone represent? *

- [ ] love
- [ ] freedom
- [ ] respect
- [ ] courage
- [ ] family
- [ ] obedience
- [ ] obedience to the unwritten laws
- [ ] justice
- [ ] equality

- [ ] other

15. What values does Kreon represent? *

- [ ] authority
- [ ] obedience to the laws of the State
- [ ] family
- [ ] freedom
- [ ] equality
- [ ] love of country
- [ ] other

16. What values do you think clash in the conflict between Creon and Antigone? *

- [ ] obedience to the Laws of the State // obedience to the unwritten laws
- [ ] obedience // disobedience
- [ ] freedom of speech/action // deprivation of freedom
- [ ] gender equality // powerful predominance
- [ ] family // state
- [ ] love // duty

- [ ] justice // injustice
- [ ] other

Is there anything you would like to share?

Thank you so much for your time!

values
across
space
& time

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