

# **Title "What do I want to be when I grow up?"**

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**Participants: Class A of Primary Minority School of Dokos, Greece**

## **INTRODUCTION**

My name is Vassiliki Psaridou and I am a teacher in a Minority school in northern Greece and a SCIENTIX Ambassador. The male and female students of a Minority school are Greek citizens (they themselves and many generations back were born and raised in Greece), but they have a different mother tongue (they speak Turkish) and a different religion from the official one (they are Muslims).

The Muslim minority has no common characteristics. The further they live from the capital of the Prefecture, Komotini, the less the children come into contact with the Greek language. My school is 30 kilometers away from Komotini and my students come into contact with Greek language only at school.

The difficulty of my project lies in the fact that the activities we will do with the students should be such as to attract their interest and make them want to use the Greek language without fear or shame. At the same time, however, every school year is different and every class consists of students who want or not, can or not, take one or more steps to learn the Greek language. Parents of students are an important element that can give impetus or break the processes and activities that will take place both inside and outside the classroom. After all, many times the teacher has created his/her lesson plan, but circumstances and requirements may make him/her change his/her teaching course.

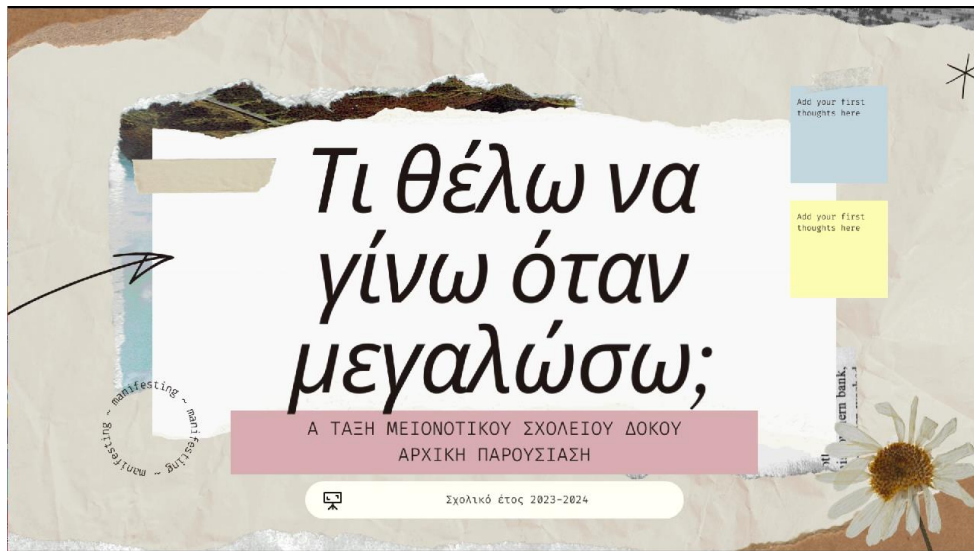
## **DESIGN AND IMPLEMENTATION**

This year I am teaching in the first grade. My students are 13 and I think it's one of the best classes I've taught in, with students willing and able to take more steps than we usually do and with parents who have stood by me in whatever I've asked for.

Teaching the letters of the Greek language, as some may already know, has several difficulties. There are letters that are not found in the Turkish language and that make it difficult for my students. One of them is the letter Θθ (theta). This letter makes it very difficult for students to pronounce, but it is used in one of the most frequent verbs in the Greek language, the verb "thelo - I want".

The students had a lot of difficulty, they confused it with another letter and often resented seeing it in words. To attract their interest, I thought of giving them the opportunity to express themselves through drawing. The title of their drawing was "What I would like to be when I grow up". Each student drew a picture of the profession they would like to pursue in the future. I collected the drawings and made them into an e-book. I used the online tool CANVA. CANVA is a great digital graphics tool. It is highly popular worldwide and is preferred

by at least 30 million users due to its ease of use and free access. The possibilities it provides to users are endless. One of the features it provides is the creation of an e-book. I presented this particular e-book to the class as an mp4 video (one of the features of downloading an e-book from the CANVA tool) and then shared it with my students' parents. You can see it [here](#).



Observing their drawings, however, I saw that most professions followed the norms of their gender, e.g. boys wanted to be policemen or farmers and girls hairdressers or teachers. The school has a board game about the professions, which I was sad to find out that followed the same pattern. On the internet also when I wanted to print children's pictures on the subject of professions, in most cases the same was followed.

So, I prepared a project, on the topic of introducing my students to professions, giving them the opportunity to see beyond what they knew and above all to give the boys, but especially the girls, the opportunity to understand that there are no male or female professions. My assistant in the whole process was technology.

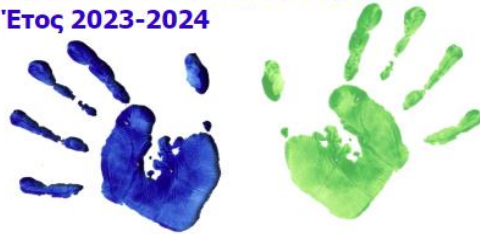
My purpose was to see what the knowledge and perceptions the students had about the professions, i.e. whether they classify them as purely male or female. I then wanted to see if the new presentations would be disruptive to their future career choices, since after talking to several parents who watched the video, they did not expect their children to choose these careers. In addition, students would be given the opportunity to practice the letter Θθ (theta) through technology.

First, I prepared a presentation so that my students would know that there are no men's or women's professions. You can see the presentation [here](#)



## Επαγγέλματα – Παρουσίαση 2

ΜΕΙΟΝΟΤΙΚΟ ΣΧΟΛΕΙΟ ΔΟΚΟΥ- Βασιλική Ψαριδου  
Σχ. Έτος 2023-2024



There followed a long discussion and many arguments mainly from the boys in the class. There were two of my students who couldn't accept that there are women who play professional football or who are police officers and mostly they had an issue with the pilot and the dancer male professions. As you can see in the presentation, in the Greek language the article is what determines many times whether the noun is masculine or feminine. We processed linguistically as well as factually each slide, opinions were heard, questions and concerns were resolved.

After that I wanted to give them the opportunity to re-evaluate their career choices. That's why I gave them the opportunity to redraw what they want to be when they grow up. The new drawings were very interesting. More than half of the students changed career choices, and especially some girls chose a completely different, more STEAM-oriented career.

Without mentioning who chose each profession, after collecting the drawings I created a presentation of the specific professions with the names of each profession both in Greek and Turkish, so that my students have comprehensive information and knowledge of their choices in both languages. You can see the presentation [here](#).



A new discussion through a game ensued. I asked them not to reveal their choices but to let their classmates find out who wants to follow each profession. My aim was initially to see if their choices were again based on racial patterns but also to give them the opportunity to use the third person singular verb θέλει (wants) with the correct noun and article:

*Ο ή Η ..... (το όνομα του συμμαθητή τους) θέλει να γίνει ..... (το επάγγελμα).*  
..... (their classmate's name) wants to become ..... (the profession).

Each student was asked individually and I recorded their answers. It was a kind of "competition" to see who could find the most correct choices.

The students had so much fun that I wanted to take this lesson approach one step further, making use of technology and especially Artificial Intelligence.

First, each student with my help created their avatar. PIXTON tool was used. Pixton is an online comic creation tool that allows users to create their own stories, with their own protagonists and Avatars, which can be saved to the computer as an image format, extremely easily and quickly.

Then we used the ChatterPix Kids application. ChatterPix Kids is a free mobile app for kids to create speech animations. I took a picture of each student's avatar, drew a line through their mouth, and for each individual child I recorded their voice saying their name and what profession they would like to pursue. The recordings were stored on my mobile and then transferred to my Google Drive, from where I saved them to my computer as an mp4 file.

This time the children's drawings did not become a simple presentation. Using the Animated Drawings AI tool, which brings characters from children's drawings to life, the characters in their chosen professions came to life.

Finally, to consolidate all of the above I created a video using the LUMEN 5 tool. Lumen5 is an AI-powered video creation platform that allows anyone with no training or experience to easily create compelling video content in minutes. You can see the result [here](#).

Τι θέλω να  
γίνω όταν  
μεγαλώσω;



## RESULTS

I believe that the goals set were met to a large extent.

- The students got to know professions that they either didn't know about, or considered that they didn't "fit" their gender.
- After getting to know other professions, several of the students changed their choices to more STEAM ones.
- The girls made the most changes and were given the opportunity to broaden their horizons.
- They drew their dreams and the profession they would like to pursue in the future.
- They used the letter Θθ correctly and most of them no longer make a mistake in its pronunciation.
- Technology was the means to give movement, voice and image to simple paintings
- All the students had a lot of fun and were so proud of their choices and drawings that they presented themselves to each class individually and received a standing ovation from their classmates.
- The produced material was shared with parents and on the school website. It will be uploaded to the Women Science Teachers website and Facebook
- Now, after the request of the students of the other classes I "must" give the opportunity to students of higher classes to feel the same joy by creating their own animated characters and their own creative videos.

## TECHNOLOGY RESOURCES

- CANVA: [https://www.canva.com/design/DAGDNUmEKP0/wGXfagDP0V9UmOsFwNZCUw/view?utm\\_content=DAGDNUmEKP0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDNUmEKP0/wGXfagDP0V9UmOsFwNZCUw/view?utm_content=DAGDNUmEKP0&utm_campaign=designshare&utm_medium=link&utm_source=editor)
- Power Point in Google Drive: <https://docs.google.com/presentation/d/17ZPWkL7U11B8vj-hkVC0Th8veEpRhUm/edit#slide=id.p1>
- Power Point in Google Drive 2: <https://docs.google.com/presentation/d/1-OyA3Kqe-ILWyMdOxBuhFBNwZy2mwRWC/edit#slide=id.p1>
- Pixton :



- ChatterPix Kids
- Lumex 5 : <https://lumen5.com/user/vasiliki-psaridou/-19imf/>