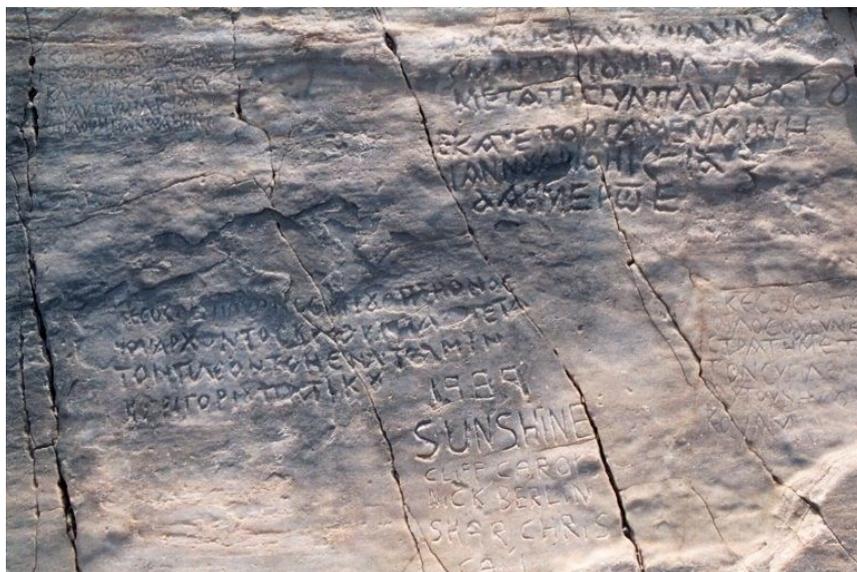


I WALK THE PATHS OF SYROS I DISCOVER MY SELF
EDUCATIONAL MATERIAL
FOR HEALTH PROMOTION



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TOUR OF MONOPATIA

On top of the side.

The part of the island is of particular interest to those who seek the experience of the unique. The area is characterised by the combination of morphological elements rarely found in the Aegean.

The mountainous mass that rises in Apano Meria gives the sense of the Alpine landscape and blends harmoniously with the Aegean wave that sometimes embraces them on virgin and blue beaches and sometimes ends in steep rocks. The extraction of goods from the poor island land for millennia has sealed the uniqueness of the place. The eleven scenic marked routes give a pleasant browsing experience.

- **1** We climb north of the chapel and overlooking Ermoupoli we reach **Rehopos** (time duration: 40 minutes).
- **2** Continuing for **Platy Vouni** we find the cave of the philosopher **Ferekydis** (time duration: 30 minutes).
- **3** The human intervention with the terraces, the dry stone walls and the traditional vineyards is felt around us as we head to the beautiful beach of **Glysoura** (time duration: 35 minutes).
- **4** We descend east of San Michalis, ending at the foot of **Kastrios**. At its peak the ancient settlement of the period of the Cycladic civilisation 3.200-2,000 BC (during 40 minutes).
- **5** With a panoramic view of the Aegean to the east and west, we **approach Diapori**. Cape with great variety and peculiarity. Partridges that you don't need to bother to approach them complete the unique picture. (time duration: 1:15 minutes).
- **1** The famous inscriptions on the rocks of the bay of **Grammata** were carved for centuries by passing seamen who found shelter here from bad weather. The beach exit of a small gorge overgrown with pine trees, tamarisks and palm trees. 1 hour)
- **2** The old quarry we see has been integrated into the landscape so harmoniously that it is an attraction of the area. The path we follow is the same as that of the carts carrying **the marble** for loading into the sea. Very beautiful beach with sandy beach. (time duration: 30 minutes)
- **3** Before we reach **the sandy** beach of Leia, we pass through the cave of Mentonis and the Aerolite (rare geological phenomenon). (time duration: 35 minutes)
- **4** The twin **gorge of Schizomena** whose existence is due to the subsidence of the soil as well as the cave of the lentin, make the route really interesting. (time duration: 45 minutes).
- **5** The path starts a few meters before the chapel of Agios Panteleimonas and leads us to the coves of **Aetos** and **Varvaroussa**. Impressive vegetation alternations culminating in the unique quiet beaches(1:15)
- **6** The ravine of the Evil River **connects** Chartiana with **Delfini** Don't miss the sunset from the beach. I'm sorry, sir. 35 minutes).

The Decalogue of the Path

1	The company conforms to the rhythms and strengths of its slowest member. The latter watches the rhythm of the tired and informs the first to make stops
2	The sooner you start, the less the sun will hit you. By noon, you'd better start returning. Predict the return, at least two hours before sunset. But you have a flashlight with you.
3	It is necessary to bring with you water and a small pharmacy with ointments for insect bites and sunscreen.
4	If you ask local distances and times, do not forget that he is familiar with the path. So multiply by two his answers, so that you can be in!
5	Don't let anyone get overloaded. Later, you may have to transfer them to him. From photography, take only the necessary ones. Distribute the supplies to everyone.
6	Keep clothes dry with you to change the sweaty. Wear a sun hat and long trousers for thorns. A lightweight waterproof or windproof can prove useful in mountains with volatile weather
7	The previous night eat lightly, do not drink alcohol and sleep early. Before you start, make sure everyone has enough water with them, unless you're absolutely sure you'll find springs.
8	As silly as it may seem, be careful to wear suitable shoes and thick cotton socks! In the summer some start with flip-flops or flip-flops!
9	If you find a river, wash your feet in the cold water and let them dry well in the sun. It is a unique sense of relief.
10	Have bags with you to collect your garbage, and the others that passed before you.

RULES OF SURFACE

- Meeting at the beginning of the path under the responsibility of the parents, at the specified time.
- We're not late.
- If we have said that we will come and something unexpected happens to us, we will notify either the teacher or another child of the group who will definitely come.
- In case of bad weather (rain) the walk is postponed. You will be notified by phone or message about this, when there is a risk of postponement, to have your mobiles activated from early Sunday morning for any notification.
- When we walk, we don't walk away from the whole.
- We don't run
- We follow the teacher's instructions.
- We don't forget: WE'RE A TEAM.

List of things

Clothing suitable for walking. In other words:

- Sports shoes. preferably boots
- T-shirt, sweatshirt, jacket (in this order)
- Skip to content
- Backpack with food, water
- Stationery (small atomic notebook, pen)
- Optional: camera, digital camera.

First walk

Starting point:

- Welcome to the team. We ask the kids for an emotion. We point out that we are a team and walking is done on team terms so that we can achieve the goals we set (what we want to learn from the paths)

The beginning of the path

- In front, one of the professors begins. The students follow and at the end the other teacher.
- We ask the children after the first 100 meters to try to walk silently...Let them try to hear as many sounds as they can, to distinguish them, to name them (in the atomic block)
- The course continues...
- We ask the children to look at how many different colors and shades they see in front of them, around them, to what they correspond to (trees, houses, rocks, etc.). Recording in the block.
- The course continues...
- We ask the children to collect three physical objects and take them with them...

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- In the middle of the path, the team stops at an opening.
- They are divided into pairs. They share what they saw and what they heard with each other. First, one student speaks. Then the other, after summarising what he heard from the first student (sounds, colors, objects)
- In a circle together. The tutor asks. How did you feel to hear each other? Where did you share the experience of the path? Do we do that often? Skip to content
- Composition of coordinator: The ability to listen and see that it surrounds us helps us to share it with others, as long as we consciously observe and the listener can listen to us. Do we always listen to others when they talk to us? Our friends, our parents, our teachers?
- Split into fours.
- When do we never hear, when we don't see? Logging...
- When do we listen and see? It's a recording...
- Plenary session in circle. Each small group says where they ended up...
- Composition of coordinator. When we hear and see really, we communicate better!
- The course continues.

The second walk

Starting point:

- A few words from each student and coordinator how it was the previous time. What impressed you? What did you think the next day?
- Everyone's talking. Others listen without interrupting.
- Co-ordinator's recommendation: It's important that people can listen to each other... This helps to build better relationships. In today's walk we will try to find out how they affect us – influenced by various people or events in our lives. Let us imagine that our life is a path we have taken and have been following since the day we were born. This is where we start today's walk is the day you were born. (imagine it.) So starting today we would like everyone to think, remember, as he walks (as if he lives his life again from the beginning) various events of his life at different ages (pleasant, unpleasant, successes, failures, the most exciting thing that happened to you)

The beginning of the path

- The team starts walking as silently as possible. Each student, as he walks, remembers, he writes in his individual block.
- After 10'-15 minutes you're standing up and asking the kids if they remembered and if they all wrote on the blocks...
- You are now asking them in the course to mark the people who have significantly influenced them in the various stages of their lives, who have taken care of them, helped them in difficult cases... (parents, teachers, grandparents, brothers, friends...)
- The walk continues. Each student writes in his individual block... (10 MINUTES TO 15 MINUTES)

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- In small groups, each student shares the events and the people that influenced him positively or negatively.
- What differences did you notice, what similarities... What makes you happy and unhappy?
- Write a common letter "on the path of your life" about what you have lived so far (beautiful and bad) and tell him your dreams, your expectations for continuity.
- The Plenary Assembly. Every small group reads their letter.
- Composition of coordinator. We hear what the children's letters say – reconfiguration. Through the personal history of each of us today we have come closer. We trusted our personal moments, our dreams... We are a team and we walk together...
- Continue walking and arrive at the end.

- The Plenary Assembly. How did you feel? What did you like? What thoughts did you have?
- Close

The third walk

Starting point:

- Stigma of the team. Does the coordinator ask how do students feel when they come to the third walk? If they like what they do. If something made them difficult. Students speak one by one (Let's learn to listen!)
- Link to the previous walk. The co-ordinator synthetically presents what the children said last time in their letters.
- Goals of today's walk. Find out what makes it difficult for us on the path, what we like (and in life). As we walk alone, he writes on his block what makes it difficult, what he likes. As on the path there are difficult spots or easy. In our lives, they are similar... Each one records what makes it difficult, what he likes in his life (school, lessons, friends, parents, exits...)

The beginning of the path

- The team begins to walk... Each student can record in his/her block...
- The coordinator encourages students to enter the process...

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- The moderator asks how it seemed to them, if they found out what makes it difficult for them and what they like about walking and life. He urges them to build small groups. In small groups, each student shares what he/she recorded.
- After discussing 10' the coordinator asks them to write a joint text describing the difficulties and beauty of their adolescence and age.
- When they finish we urge them to write a letter to their teachers and parents who tell them things important to them and who would like to hear them (parents and teachers!)
- The Plenary Assembly. Small groups read the texts about adolescence... Composition of the coordinator who "listens" the team... Connect to the next step. Students read letters to parents and teachers.
- Composition of coordinator...Connecting the difficulties and beautiful things of life with the difficulties and the beauty of the paths...
- Close

4th walk

THE PURPOSE OF

- The recognition of the values we seek in our friends and the values we have ourselves.
- Recognition of the influences that students receive.
- Explore how one can join a group without having to do what others do.

SKIP TO CONTENT

- Today we will work on friendship, what we want from our friends, how our friends influence what character of people predisposes us to trust something very personal, and who doesn't.

ALL GROUP

Discuss the basic characteristics of friendship.

- “What is a friend” We hear what the students say. With our friends we do things, we influence each other, and sometimes we push each other to do something we probably don't agree with.

SMALL GROUPS

- Students talk about “what is a friend.” Talk about the character elements you want your friends to have come up with the three most important features for you Explain why (recording).

ALL GROUP

- Presentation of small groups. Composition of coordinators linking friendship with the company and the pressure to comply with the rules of each participating in it. The dangers... Let's look at the scenarios of your daily experience.

SMALL GROUPS

- Each team to make a scenario that a child is pressured by their friends to do something they don't agree, which may be illegal, to present it to the plenary.
- E.g. “Girls pressure” (chuckle-theft in a shop-smoking)

ALL GROUP

It's a role-playing game. Presentation of each small group of their scripts.

Talk about how they affect each other, how they are pushing each other, and how they would face this pressure when we don't agree.

“RESISTANCE TO ADULT PRESSURE”

WE ARE CLOSED.

- A feeling — a word.

5^{The} Walk

The Man Who Planted Trees

Trees spread their roots deep into the warm soil. Beneath the trees sits their shadow, hosts birds and people, cuts the fury of the sun. Some mountains carry on their ridges whole forests, their green descends down the slopes like a waterfall.

Once fires come, great disasters take forests with them, people tend to cut them down to make objects, paper and everything else, and the mountains stay bare with stones and wild greens.

People then leave the mountains, go elsewhere to live. All of them? Not all of them!

When I was 15 years old I had climbed the mountains, to meet them, a small pilgrim starting from the village of Grandpa.

I walked and walked and all I could see were stones and dry weeds. The landscape was naked without vegetation. A few years ago it was on fire and the forest was swallowed by the fires, as my grandfather had told me.

A deserted village showed that people once lived there. They were all gone after the disaster. Except for a shepherd I met him calmly with his sheep. He had a bag of acorns with him and every now and then, he opened a hole and planted an acorn.

- It's been three years since I've been planting acorns, he said. That's 100,000 thousand so far. Of these 20,000,000 of these 20,000,000 sprouts, only 10,000 thousand will become trees. Their roots will bear the soil when it rains; the springs will reflow water, the passersby will find shade to rest.

I was speechless at this man's perseverance. We broke up with a warm one:

- Hey, hey, hey. . .

- Have a good way

It's been years. Wars broke out in the world, there were rumors of wars, unemployment, poverty, hardship. My life has flowed through the struggle to survive to succeed in my personal life, to find work, to be well with the people around me.

However, my thought often turned to that strange man on the mountain that planted trees.

Once I decided to go back to the mountains where I had met the shepherd many years ago. . .

Small groups

After 30 years the pilgrim went back to the mountain. . .create the continuity of the story. What he met, how he found the mountain, what I thought and how he felt. . .

6^{The} Walk

THE CELESTIAL TOXO

A group of small fish roam in the deep waters. All of them shine with a golden scale offered by the Rainbow, the little goldfish, as a sign of their friendship. One day a little fish, a stranger, approached them.

- They call me Different, he says. I lost my family and I don't know where to go. Can I stay with you?

- No, there's no room for you, Fovitsaris answers dry, one of the little fishes. The Rainbow, the goldfish, doesn't understand why the Different can't stay with them. He would like to help him, but he doesn't dare for fear of losing his new friends. So the company of small fish leaves, leaving the little stranger alone and sad in the middle of the ocean.

The Rainbow often thinks of the different. He remembers when he himself had no friends. But it was the most beautiful fish in the ocean with all its golden scales. But he was the only one because he didn't want to share his gold scales.

- The little fish, the different, should be sad now.

One day, a terrible shark, big and dangerous, began to turn them around. Suddenly he attacks them like lightning. Scared the fish run to hide in a cave. All except the Different who was somewhere near there alone.

Small groups

Share the feelings, thoughts that came to you through this endless story. Continue the story of the little fish in danger.