

How do you feel?

BEST
SELLER
for Teens!
★

A JOURNEY
OF FEELINGS
FOR TEENAGERS
IN ESL CLASSES

STUDENT
WORKBOOK

“For you,
for your students,
for yourself.”



EXPLORE
YOUR EMOTIONS



UNDERSTAND
YOURSELF



EXPRESS
YOUR IDEAS



GROW
EVERY DAY



CONNECT
WITH OTHERS



Created with ♥ by Sofia Papadeli



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THE PHOTO THAT DIVIDED GREECE



Speaking • Critical Thinking • Debate



GOAL:

Students express opinions, listen to others, think critically and use English to communicate ideas that matter.

YOU WILL NEED:

- Projector / screen
- Space to move
- Board & markers



Sticky notes (optional)

Debate role cards (optional)

THIS LESSON TURNS
A PHOTO INTO A **POWERFUL**
CONVERSATION!



1 SILENT ENTRY (2 min)

The teacher enters the classroom without speaking.
The photo is already projected on the board.
No instructions. No explanation.
Only silence for about 15 seconds.

→ Students observe, react emotionally and become curious.



2 WHAT DO YOU SEE? (5 min)

T asks: "What do you see?"

Students describe the image freely.
T writes useful vocabulary on the board.

USEFUL VOCABULARY

- skyscraper
- ancient
- modern
- future
- history
- culture
- transformation
- identity
- progress



GOAL: Students begin using English naturally through observation.

3 HOW DOES IT MAKE YOU FEEL? (7 min)

T asks: "How does this image make you feel?"

Students move from description to emotion.

T asks: "Why?" "What makes you feel like that?"

USEFUL VOCABULARY

- proud
- uncomfortable
- emotional
- impressed
- worried
- excited
- nostalgic
- sad
- conflicted



GOAL: Students express emotions and give reasons.

4 MOVE TO THE SIDE (8 min)

One side of the classroom becomes: The other side becomes:



T reads statements aloud.

- "Athens should become more modern."
- "Old buildings are more important than new ones."
- "Cities need skyscrapers."
- "History is more important than business."

Students move to the side they agree with more.

Then they explain their choice in English.



GOAL: Movement + authentic speaking + opinion language.

8 FINAL REFLECTION (2 min)

T closes with: "What do YOU really see in this photo?"

FINAL QUESTION:

"Do you see a tower swallowing the Acropolis... or a skyscraper that already feels temporary beside it?"



Students leave the classroom still thinking.

5 CLASS DEBATE (10 min)

Students are divided into two groups.

TEAM A

The skyscraper is a symbol of progress.



TEAM B

The skyscraper damages the identity of Athens.



Students prepare arguments together and discuss.

USEFUL EXPRESSIONS

- In my opinion...
- I strongly believe...
- However...
- I disagree because...
- On the other hand...
- A good point is...



GOAL: Students use English to defend real opinions.

6 MEDIA LITERACY MOMENT (5 min)

T asks: "Do you think the tower is really so close to the Acropolis?"



Students discuss:

- camera angles
- zoom
- perspective
- emotional impact
- social media
- visual manipulation



KEY IDEA: Photos do not always tell the whole truth.

7 CREATIVE WRITING (10 min)

T asks: "Imagine the Acropolis could speak. What would it say to the Tower?"

Then: "What would the Tower answer?"

Students write short dialogues in pairs.
Then some pairs share with the class.

ACROPOLIS:

"I survived centuries. You may survive only one era."



TOWER:

"Maybe. But people still build when they dream."



GOAL: Creative, emotional and meaningful English production.

DEBATE - HELPFUL GUIDELINES

DO:

- ✓ Listen actively
- ✓ Respect different opinions
- ✓ Take turns speaking
- ✓ Use examples and reasons
- ✓ Stay on topic



DON'T:

- ✗ Interrupt
- ✗ Make it personal
- ✗ Use only "I agree / I disagree"
- ✗ Laugh at others
- ✗ Go off topic



GOOD DEBATE = GOOD THINKING + GOOD LISTENING



ACROPOLIS & TOWER

20 QUESTIONS

Look • Think • Choose

Think before you choose!

The photo is taken on purpose so that the tower looks big!



1 What can you see in the picture?

- a) A beach
- b) Buildings and a tower
- c) Animals

2 Is the picture taken during the day or at night?

- a) Day
- b) Night
- c) Morning

3 What colour is the sky?

- a) Blue
- b) Green
- c) Black

4 Can you see many buildings?

- a) Yes
- b) No
- c) Only one

5 Is the tower tall?

- a) Yes
- b) No
- c) Maybe

6 What famous place can you see?

- a) Eiffel Tower
- b) Acropolis
- c) Big Ben

7 Where is the Acropolis?

- a) Greece
- b) Italy
- c) France

8 Which looks bigger in the photo?

- a) The Acropolis
- b) The tower
- c) The cars

9 Is the tower really bigger than the Acropolis?

- a) Yes
- b) No
- c) We are not sure

10 How do you think the photographer feels about the tower?

- a) Interested
- b) Angry
- c) Bored

11 Why does the tower look so big?

- a) It is magic
- b) The photo angle changes the size
- c) The Acropolis is tiny

12 Did the photographer take the picture on purpose like this?

- a) Yes
- b) No
- c) Maybe by accident

13 What is closer to the camera?

- a) The tower
- b) The Acropolis
- c) The sky

14 What happens when something is closer to a camera?

- a) It looks bigger
- b) It disappears
- c) It becomes darker

15 Is everything in photos always true?

- a) Yes
- b) No
- c) Sometimes

16 Can photos change reality a little?

- a) Yes
- b) Never
- c) Only in movies

17 What is more important in this picture?

- a) Reality
- b) Perspective
- c) Weather

18 Why do people edit or choose special angles?

- a) To make photos interesting
- b) To hide the sky
- c) To confuse everyone

19 Which word matches this picture best?

- a) Perspective
- b) Homework
- c) Breakfast

20 Can social media photos sometimes fool us?

- a) Yes
- b) No
- c) Only old photos

Look carefully.
Think smart.
Choose your answer!

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There is always more than meets the eye!

ACROPOLIS & TOWER

20 MORE QUESTIONS

Think • Choose • Learn



INSTRUCTIONS

- The children stand up and move around.
- There are 4 "walls" in the classroom:
 - A Wall A
 - B Wall B
 - C Wall C
 - D Wall D
- The teacher reads a question. Children go to the wall with the correct answer and stand there.
- They can move and think!



21 How does the picture make you feel?

- a) Curious
- b) Sleepy
- c) Hungry



22 Would you like to visit this place?

- a) Yes
- b) No
- c) Maybe



23 Why do tourists take photos like this?

- a) To create interesting images
- b) To practise maths
- c) To sell food



24 Which is probably older?

- a) The tower
- b) The Acropolis
- c) The clouds



25 What does the Acropolis represent?

- a) Ancient history
- b) Football
- c) Shopping



26 What does the modern tower represent?

- a) Technology and modern life
- b) Ancient Greece
- c) Nature



27 What do we see together in this photo?

- a) Past and present
- b) Summer and winter
- c) School and cinema



28 Which sentence is probably true?

- a) Cities change over time
- b) Buildings never change
- c) Old places disappear immediately



29 Which place would tourists probably photograph more?

- a) The Acropolis
- b) A supermarket
- c) A bus stop



30 Why is the Acropolis important?

- a) It is part of history
- b) It is very new
- c) It is underground



31 Can a photo change the way we think?

- a) Yes
- b) No
- c) Only in movies



32 Why is perspective important?

- a) It changes what we notice
- b) It changes the weather
- c) It changes history



33 What is the photographer trying to show?

- a) A creative idea
- b) A school lesson
- c) A concert



34 Which sentence is BEST?

- a) Photos always show reality exactly
- b) Photos can guide our attention
- c) Cameras are dangerous



35 Why do influencers use special angles?

- a) To create stronger impressions
- b) To break cameras
- c) To make photos ugly



36 What can this photo teach us?

- a) We should think carefully about images
- b) Towers are dangerous
- c) Greece has no history



37 Which skill helps us understand photos better?

- a) Critical thinking
- b) Fast running
- c) Singing



38 If we only believe what we see online, what can happen?

- a) We may misunderstand reality
- b) Nothing
- c) We become taller



39 Is this photo more artistic or realistic?

- a) Artistic
- b) Realistic
- c) Scientific



40 What is the BIG idea behind this picture?

- a) Images can change how we see reality
- b) Towers are better than history
- c) Athens is small



Look carefully.
Think smart.
Choose your answer!



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Move • Think • Choose
Learn together!



ONE IMAGE...

HOW MANY TRUTHS?

The same image,
different eyes,
different stories.

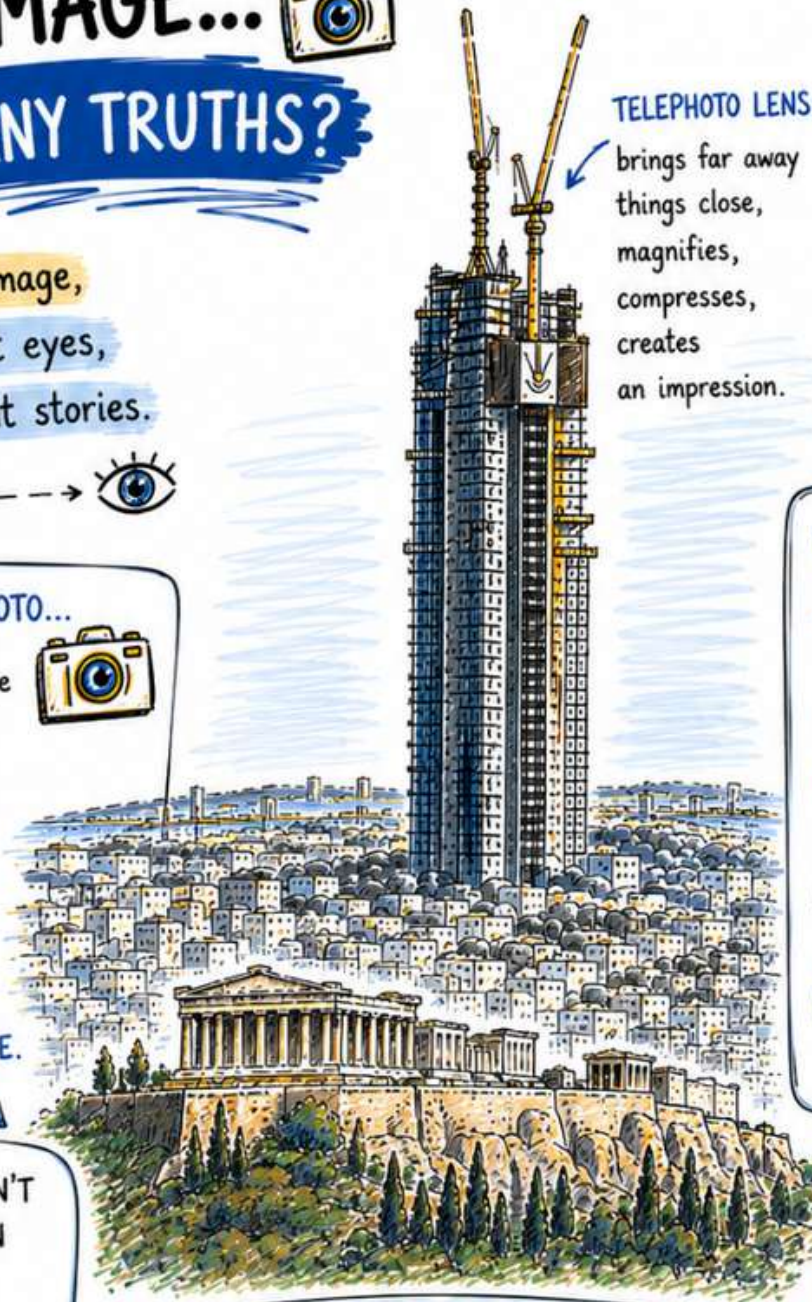


FROM ONE PHOTO...

- ✓ choice of angle
- ✓ zoom
- ✓ crop
- ✓ light
- ✓ timing



...CREATES A
SPECIFIC MESSAGE.



TELEPHOTO LENS
brings far away
things close,
magnifies,
compresses,
creates
an impression.

“
REALITY DOESN'T
CHANGE.
THE WAY WE SEE
IT DOES.
”



WHAT CAN AN IMAGE DO?

- ★ . to impress
- ⚠ . to mislead
- ♥ . to trigger emotion
- ⚡ . to divide
- ⚡ . to bring people together



AN IMAGE DOESN'T
SPEAK LOUD ON
ITS OWN.
WE GIVE IT
OUR VOICE.



ONE IMAGE CAN BECOME...



A STARTING
POINT FOR
DIALOGUE



A TOOL FOR
THINKING



A LESSON IN
CRITICAL
THINKING



A BRIDGE TO
UNDERSTANDING

OUR CRITICAL EYE
IS THE BEST LENS.



THINK. ASK. OBSERVE.

- ★ DON'T BELIEVE THE FIRST IMPRESSION.
- ★ LOOK FOR THE DEEPER TRUTH. ♥

A MISLEADING PHOTO CAN
IGNITE A NATIONAL “DIVISION”.



HOW TO RUN A DEBATE – STEP BY STEP

A COMPLETE GUIDE FOR TEACHERS

1



PREPARE (Before the lesson)

- Choose a clear, interesting topic.
- Prepare two sides (Team A & Team B).
- Prepare role cards (optional).
- Prepare useful expressions and argument prompts.
- Set the classroom (two sides facing each other if possible).

5
min

2



INTRODUCE THE DEBATE

- Present the topic and explain the goal:
"We share ideas, we listen, we respect."
- Introduce the two teams.
- Explain the format and the steps.
- Answer any questions.

3
min

3



EXPLAIN THE RULES

- Listen without interrupting.
- Respect all speakers.
- Speak one at a time.
- Give reasons and examples.
- You can disagree, but be polite.

2
min

4



ASSIGN ROLES (optional but helpful)

- Speaker 1: Opening
- Speaker 2: Main arguments
- Speaker 3: Rebuttal
- Speaker 4: Examples
- Timekeeper (reminds of time)
- Note taker (takes notes of arguments)
- You can rotate roles in the next debate.

If you have few students, make fewer roles. Everyone should speak!

3
min

5



PREPARATION TIME (in teams)

- Students go to their teams.
- They discuss and prepare their arguments.
- Encourage them to think of:
 - ✓ 3 strong arguments
 - ✓ 1 or 2 examples
 - ✓ Possible counter-arguments

8-10
min

6



THE DEBATE – OPENING STATEMENTS

- Each team's Speaker 1 gives an opening statement. (1-2 minutes per team)
- Introduce your side and main ideas.

4
min

7



ARGUMENTS

- Speakers 2 & 3 from each team present arguments.
- 3-4 minutes per team.
- Use reasons, examples and facts.

6-8
min

8



REBUTTAL

- Speakers respond to the other team.
- Challenge ideas politely.
- 2-3 minutes per team.

4-6
min

9



FINAL SUMMARY

- Final speakers summarize their team's position.
- Why is your side stronger?
- 1-2 minutes per team.

2-4
min

10



AFTER THE DEBATE

- Thank both teams.
- Class votes or shares: Which team was more convincing? Why?
- Discuss: What did we learn?
- Focus on language: What new words or expressions did we hear?

5-7
min

WHAT IF...? PRACTICAL SOLUTIONS

IF STUDENTS DON'T SPEAK...

- Give them time. Silence is normal.
- Ask easier, specific questions.
- Call on a student gently by name.

Say:

"What do you think, ...?"
"Can you give us one idea?"
"Do you agree or disagree?"
"Why do you think so?"

- Allow students to prepare in pairs first.
- Praise every attempt to speak.

IF STUDENTS DON'T FIND ARGUMENTS...

- Give them argument starters.
- Give them time to think.
- Help with guiding questions.
- Provide examples.
- Remind them of the topic from different angles.

Say:

"What is one reason?"
"Can you think of an example?"
"What about the other side?"
"How does this affect people?"

IF A TEAM DOMINATES...

- Thank them.
- Give more turn-taking to the other team.
- Use a timer strictly.
- Remind the rules: One at a time.

IF STUDENTS ATTACK, NOT IDEAS...

- Stop gently but firmly.

Say:

"We don't attack people.
We attack ideas."
"Let's be respectful."

- Model the language you want.

IF TIME IS A PROBLEM...

- Use a visible timer.
- Give shorter turns.
- Be strict but kind.
- Move to the next step.

USEFUL LANGUAGE FOR STUDENTS

AGREEING

- I agree with ... because...
- That's a good point and I think...
- I believe that...

DISAGREEING

- I disagree because...
- From another point of view...
- I see it differently because...

ADDING IDEAS

- I want to add that...
- Another reason is...
- Also, we should consider...

GIVING EXAMPLES

- For example...
- An example of this is...
- This happens when...

CONCLUDING

- In conclusion...
- To sum up...
- That's why our side is stronger.



REMEMBER

- The goal is not to "win", but to share ideas and learn from each other.
- Praise effort, respect and good arguments.
- Be a guide, not a judge.

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CLASSROOM DEBATE: THE TOWER NEAR THE ACROPOLIS

Step-by-step guide for teachers



DEBATE TOPIC: Should the skyscraper be built near the Acropolis?



TEAM A (PRO):

Yes, the skyscraper should be built.
It brings progress and opportunities.



TEAM B (CON):

No, the skyscraper should not be built.
It harms history and the identity of Athens.



GOAL

Students use English to share ideas, listen to others, and respect different opinions.

THE DEBATE – STEP BY STEP

⌚ Total time: 40-50 min

1 INTRODUCE THE TOPIC (3-5 min)

TEACHER'S ROLE – WHAT TO SAY & DO

- Show the photo of the tower and the Acropolis.
- Ask: "What do you see in this photo?"
- Ask: "What is this debate about?"
- Write the topic on the board.



HOW IT HELPS STUDENTS

Activates their thinking and connects the topic to their own feelings and ideas.



2 EXPLAIN THE DEBATE & RULES (3-5 min)

- Explain that there are two teams with different opinions.
- Explain the debate roles (see right side).
- Go through the rules (listen, respect, no interruptions, use polite language).



Students know what to expect and feel safe because the rules are clear.



3 DIVIDE INTO TEAMS (2-3 min)

- Split the class into two groups.
- **TEAM A (PRO):** The tower should be built.
- **TEAM B (CON):** The tower should not be built.
- Give each team time to sit together.



Students take sides and feel part of a team. It increases motivation.



4 PREPARE IN TEAMS (8-10 min)

- Give teams time to discuss and prepare arguments.
- Walk around, listen, and support.
- Ask guiding questions if they need help (see right side).
- Remind them to use reasons, examples and facts.



Students organize their ideas and build confidence before speaking in front of the class.



5 OPENING STATEMENTS (4-6 min)

- Ask **TEAM A** Speaker 1 to give the opening statement.
- Ask **TEAM B** Speaker 1 to give the opening statement.
- Each speaker: 1-2 minutes.
- Thank them.



Students start the debate clearly and focus the class on the main ideas.



6 ARGUMENTS (8-10 min)

- Let **TEAM A** present their arguments (Speaker 2, then 3).
- Let **TEAM B** present their arguments.
- Each speaker: 1-2 minutes.
- Encourage students to use expressions (see right side).



Students practice giving reasons and supporting their opinion with examples.



7 REBUTTAL (6-8 min)

- Now **TEAM B** responds to the arguments of **TEAM A**.
- Then **TEAM A** responds to **TEAM B**.
- Each speaker: 1-2 minutes.
- Remind them to be polite and address the ideas, not the person.



Students learn to listen carefully and respond to the other side's ideas.



8 CROSS-QUESTIONS (OPTIONAL) (5-7 min)

- Allow one team to ask a question to the other team.
- The other team answers briefly.
- Keep questions respectful and related to the topic.
- Teacher controls the time and order.



Students think on their feet and engage more deeply with the topic.



9 FINAL STATEMENTS (4-5 min)

- Each team gives a short final statement.
- Speaker 4 (or the same speaker) summarizes.
- 1 minute each.
- Thank them.



Students summarize their ideas and try to convince the class one last time.



10 CLASS REFLECTION & FEEDBACK (5-7 min)

- Ask the class: "Which team was more convincing? Why?"
- Ask: "What new ideas did you hear today?"
- Praise good arguments, good listening and respectful behaviour.
- Give a quick feedback.



Students reflect, evaluate ideas and feel that their voice matters.



DEBATE ROLES (You can assign or let students choose)



Speaker 1 (Opening)

– introduces the team and main idea.



Speaker 2 (Arguments)

– gives reasons and examples.



Speaker 3 (Rebuttal)

– responds to the other team.



Speaker 4 (Final Summary)

– summarizes and closes.



Timekeeper

– keeps track of time.



Note Taker

– writes down key ideas.

USEFUL EXPRESSIONS

Giving an opinion

- In my opinion...
- I believe that...
- I think that...



Giving reasons

- One reason is...
- Another reason is...
- This is important because...

Giving examples

- For example...
- For instance...
- A good example is...



Agreeing

- I agree with...
- That's a good point...

Disagreeing

- I disagree because...
- On the other hand...
- However...



GUIDING QUESTIONS

(Use when students need help)

- What are the good things about building the tower?
- What problems can it cause?
- How will it affect the city?
- Who will benefit? Who will lose?
- What is more important, progress or history? Why?
- What would you do if you were the mayor of Athens?



TEACHER TIPS

- ✓ Be the guide, not the speaker.
- ✓ Encourage, don't interrupt.
- ✓ Repeat or rephrase students' ideas.
- ✓ Keep the debate respectful and positive.
- ✓ Time is important! Use a timer.
- ✓ Praise effort, not perfection.



IF STUDENTS DON'T SPEAK...

1. Smile and be calm. Give them time.
2. Ask a simpler question: "What do you think?"
3. Call on a student gently: "What about you, Maria?"
4. Give a sentence starter: "I think that... because..."
5. Praise small attempts: "Thank you, that's a good start!"
6. Use gestures and encourage with eye contact.



IF STUDENTS DON'T HAVE ARGUMENTS...

1. Give them time to think.
2. Ask guiding questions (see right side).
3. Give them useful vocabulary or ideas.
4. Provide examples or facts.
5. Ask them to think about their own life or city.



Why do the Acropolis and the Tower look so close in the photo?



Great question, everyone!
Let's discover the secret together.
It's all about how cameras work
and how our eyes see! ♥



1 The Real Distance

The Acropolis and the Tower are actually far away from each other.

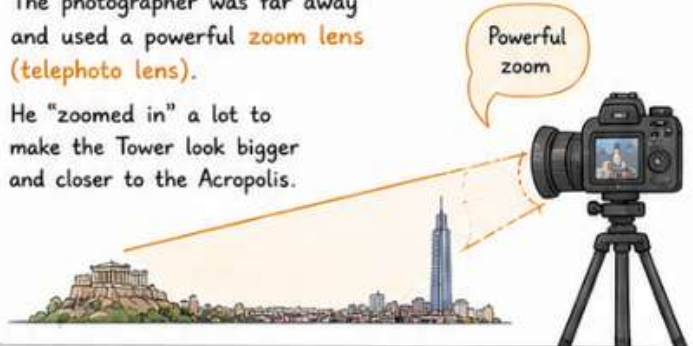
Distance in reality:
several kilometers!



2 How the Photo Was Taken

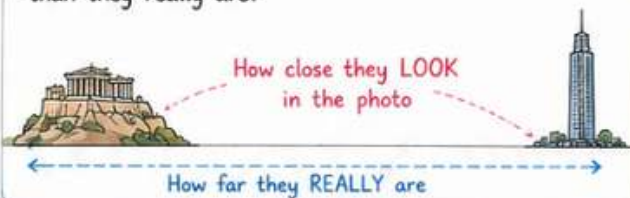
The photographer was far away and used a powerful **zoom lens (telephoto lens)**.

He "zoomed in" a lot to make the Tower look bigger and closer to the Acropolis.



3 What is Perspective Compression?

A telephoto lens "compresses" distances. It brings faraway objects **visually closer** together than they really are.



4 Another Easy Example

Sometimes the moon looks huge behind a building in photos. But the moon isn't close!

It's the lens that brings them together.



5 Why Does This Matter?

Our brains don't just "see" a photo. We **FEEL** it.

When the Tower appears so close and so huge behind the Acropolis, many people feel:

- pressure
- conflict
- threat
- contrast
- invasion
- fear for the past



6 What the Photo Tells Us

This photo doesn't just show two buildings. It creates a story and an emotion:



The History
(Our roots)

VS.



The Future
(Our dreams)

7 What Can We Learn?

- ✓ Photos are not always 100% reality.
- ✓ They can change how we feel.
- ✓ Cameras can "lie"... not to trick us, but because of how lenses work.
- ✓ Always ask: "What's behind this image?"



Be curious!
Look deeper!
Think bigger! ♥

DISCUSSION QUESTIONS

1. Do you think this photo shows the truth? ★
2. How does it make you feel?
3. What is more important: progress or history? ?
4. Can we have both?

♥ IN SUMMARY



The Acropolis and the Tower are not as close as they look. It's the camera's **zoom** that brings them together, but the real "**zoom**" we must use is **our mind!**

See the world
with open eyes
and an open mind!



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