in common
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IN COMMON
At the beginning, I was going to my auntie's house and when we went in, we accidentally left the door open and the cat ran away. She wasn't going to come back. I was going to give this teddy to the cat but she ran away.

I like my teddy, she was my best toy when I was little and I had no other toy. It doesn't matter because now I am older.

Cute cat
Είναι ένας άνδρας που εκφράζεται σε κοινά έμοια δεν παίζετε. Πετάει ή θα εμπόδισε κατά κανέναν αυτό. Και ο ίδιος περίπλοκος.

Δεν θα κοιτάτε μετά από το έτος. Δεν το θα ακούσεις πολύ.

Λέγεται με αδιάλυτα με να τον βρέχει. Δεν μπορεί να πέφτει, τα εικόνες, δεν είναι ξυπνημένος. Είναι άλλη η ζωή.

Δεν προστατεύει Πουλιά. Είναι δύσκολο να καταλάβεις έναν τόπο. Είναι δύσκολο να καταλάβεις έναν τόπο, άντι θα πούλει. Μάλλον θα συμβεί ο κόσμος με τέτοια δύσκολες καταστάσεις.
I can see all the fishes and my cat, me in my school uniform and the bright light in the fish tank. It feels good because it looks nice.

My cat and my fish are important to me. I can stroke my cat and she purrs. The fish jump in the water, they go up and they jump in the water.
Διάδρασα αυτή τη φωτογραφία γιατί είναι το βίντεο-παιχνίδι μας. Και μου αρέσει. Και γιατί μπορώ να κάνω πολύ πράγματα με τον τύπο Και όχι γιατί πολύ καλός οτιδήποτε.
Look at this dinosaur!

This is my favourite dinosaur and it is the largest carnivorous dinosaur. It's called a spinosaurus. It's half lizard and half dinosaur. We went to the dinosaur park because my brother wanted to go there. My brother's favourite dinosaur is a triceratops. There are many more dinosaurs I got to ride on his back. I feel happy when I look at a dinosaur because I like science and history.
My Teacher is so nice. My Teacher is Red and My Teacher and like I give to my big sister. My Teacher can not give me with other. I am small sister. Teacher my teacher. Dear me why I don't do I like me too. My village friend is Kamergajalok Peete. In my village has so much. To DOTS, cat, house, much, garden, etc. I want to know why.
BEST FRIEND.

I went to picnic on that day. I took photos. I like to take photo because again I want to check on any School means. I cannot see them. I took photos as then I can see that photo. In this photo she is my best friend so I took only this girl’s photo. I went to picnic that Picnic name is Kailash. I took selfie photo. This photo was came real I clean we enjoyed so much there in swimming & play dances, common slides.

PHOTO-STORIES
Η αρχή της ιστορίας είναι ευθύνη του σκυλιού του Άρτεμη της Περισσοποτίτης. Η άσπρη σκυλίτσα παίζει στο πάρκο και η αρκετά τρομακτική άνοιξη της σκυλιάς θα έκρυψε με την καθημερινή της ζωή. Η άσπρη καταδεικνύει τον τρόπο να περάσει την ζωή σας και της καθημερινότητας. Να μεταφέρουν στην εργασία της καθημερινότητας και προσωπικές ιστορίες.
I went to another beach on holiday. I recall seeing the beach and I found some shells.
Είναι δύο γάτες που είναι ο Πίτς και ο Βαβίτς. Ο Πίτς είναι ένας κύριος που ζούει στην πόλη και ο Βαβίτς είναι ένας σκύλος με μια πολύ καλή

μάνα στα μάτια. Αυτός που λιγότερο στην κύριο έχει ενας τύπος που όμως με αρέσει.
Hey, look at me says baby.

We were in Germany when I took the photo, visiting my grandparents. And my grandma had lots of hair curlers and we decided to put one on my brother. And this is the result; and finally he's smiling.
Μια μέρα η ηλιάντης γιγάνη στην κλωνωμένη
περνά και είπε την: Πώς δέχεται και γίνεται
γεγονός. Κρατά τη μορφή της όπως είναι αυτή της.
Τις άλλες εργασίες, η γραφεία και το συντομόσωμα.
Οι άνθρωποι, ακόμη και οι γυναίκες μάγα
η άλλη γίνεται σε κάθε είδος έργο που ξεκινά.
Είναι οριοθετημένη η είδος χρώματος, το χειρότερο
και το μέγιστο τον οποίο, τον είχε.
ετοι.
This is the playground. It is really special to me because I used to go there all the time when I was young and it brings back memories. It makes me feel happy and free.
Η σκηνή κατακτά την εικονική ενοχή μας με την στοιχείωση των ανθρώπων, των ζώων και της φύσης. Η σκηνή παρουσιάζει μια συνεδρία τοιχογραφιών με την επιστροφή στην αρχαία Ελληνική μυθολογία. Στον παράδειγμα η σκηνή απεικονίζει τη συνεργασία των ζώων και των ανθρώπων με τη φύση. Το ζώω που έχει την ανθρώπινη μορφή συμβολίζει την εμπιστοσύνη και την εξέλιξη. Αυτό σας βοηθάει να κατανοήσετε την σκηνή και να γνωρίσετε την ιστορία τους.
I took a photo in Nalagonda.
I like this photo because the sun rises in the morning and evening.
It gives us heat and light.

I took a picture of the sun while coming back from Nalagonda.

ABOUT SUN
In my school, I learn education, knowledge & discipline. I have 6 sex teachers. I like Social studies because she teaches good and many things. I have two close friends. We have a big playground. Our P.T. teacher takes us to play games in the ground. Our school teachers teach other activities like Chess, handball & drawing. My favorite subjects are Maths & Social Studies. I like Social Studies, Hindi, Marathi & English.
This is my school background; there occurs peace. I love dance teaching because it's a part of my school and it's my favorite. My small teacher will not at all give up. If we don't come for dance or if we don't come for lessons, they don't come even dance. So we should always come to classes and call our teacher, my favorite teacher, and be patient and be kind.

My hobby is dancing and dancing. My code is Monday, Tuesday, Tuesday, and Sunday. My teacher is very kind and does not actually like that. It's my favorite because it's a part of my school and it's my favorite. I like dancing because it's my favorite.
Τον Απρίλιο πήγα στο Βασίλικο, στις Άρειοι.
Κάναμε πολλές δέκτες με την νοσηρό.
Φέραμε παράκτια. Αυτό μου πήρε παράκτια
μαγεία. Είναι δυσαυλοδομικά να διαλέγω παράκτια
όλα τα δεκτά διαδίδω με γρανίτα γραφικά.
Και τον πείτε ώστε η μέρα μου αλλάζει πριν
τελικές αυτοι τα μπροστά μου από
πολυ που είχε μας θάλα. Είχε και πάρα πολύ
πολλα δόρτα, μπισκότα, κονσέρβα και
πεταλούδες όλα. Η Άρειο έχει σαφήνες
γκάζιτ, η οποία είναι από τα από
πολύ στον Άρειο. Τα πολλα που είχε τον
πείτε, αυτοι τα μπροστά μου από
πολυ που είχε μας θάλα.
This is Amy Winehouse. She's my favourite singer. She always has good ideas. I feel joyful because she's done her best.
My favorite swimming pool

I am like swimming in Cox town from my favorite suburb. It was a great time with my friends. I want to go back in that one day. I took this photo because I wanted the family to go to other places like beach, shopping mall. The beach was nice with some trees. I want to go again.
μα μερα κι να μετα περι ο ιση σιρκα
τινα τιν το αυρα ανερθηκινα
κακνι την καταμε ιξιι μα λε μετα στο
καλουκτικα ονομα τοιη οι περι οι περι
τοιη αλλα οτα μαν σινα οιτιτινι ιοτι
απε το καλουκτικα και μετα ο αδηρο-
ομε την καταθε και τω των γατο-
γραφων και οταν τονεν εμπι γητη κων
This is important to me because I’ve had this for a really long time and I’ve learnt so many chords, melodies and songs to play and to enjoy.
ΑΠΟ ΚΟΙΝΟΥ

Το βιβλίο που κρατάτε στα χέρια σας είναι αποτέλεσμα τριετούς συνεργασίας μεταξύ ερευνητών από το πανεπιστήμιο του Sussex και 45 παιδιών, και των οικογενειών τους, που ζουν στην Αθήνα, στο Λονδίνο και στο Χαϊντεραμπάντ.

Η μελέτη που συνέδεσε τα παιδιά και τους ερευνητές είναι η μελέτη Connectors, η οποία αποσκοπεί να απαντήσει ερωτήματα για το πώς διαφορετικά παιδιά στην καθημερινή τους ζωή έρχονται σε επαφή, βιώνουν και εμπλέκονται με ζητήματα που συνιστούν κοινό μέλημα.

Αυτά που έχουν σημασία για εμάς και οι σχέσεις έγνοιας για τον κόσμο που αναπτύσσουμε είναι πράγματα που έχουμε από κοινού, ακόμη και εάν δεν γνωρίζουμε μεταξύ μας. Αυτές τις κοινές εμπειρίες μεταξύ αγνώστων διερεύνα η μελέτη. Τα κοινά μας μελήματα μπορεί να είναι προσωπικά και πολιτικά, ιδιωτικά και δημόσια. Το πρόγραμμα διερευνά πώς φαίνονται οι κοινές έγνοιες σε διαφορετικές, συνηθισμένες παιδικές ηλικίες και πώς σκέφτονται και νιώθουν τα παιδιά, και οι γονείς τους, για τα πράγματα που έχουν σημασία για αυτά.

Σε αυτή την τριετία πραγματοποιήθηκαν περισσότερες από 300 καταγεγραμμένες επισκέψεις σε όλα τα παιδιά που μετείχαν στη μελέτη. Κατά τη διάρκεια αυτών των επισκέψεων περάσαμε χρόνο κουβεντιάζοντας και παίζοντας με τα παιδιά και μιλώντας με τα αδέλφια, τους γονείς, τους παππούδες και τους φίλους τους. Σε κάποιες περιπτώσεις επισκεφτήκαμε τα παιδιά στο σχολείο τους και συμμετείχαμε σε σημαντικές γιορτές μαζί τους και με τις οικογένειές τους. Επιπλέον διώσαμε σε κάθε ένα από τα παιδιά της μελέτης μια μικρή φωτογραφική μηχανή και τους ζητήσαμε να φωτογραφήσουν πράγματα που είχαν σημασία για εκείνα. Στις δε επισκέψεις μας περάσαμε χρόνο εξετάζοντας και συζητώντας τις φωτογραφίες τους. Ζητήσαμε από τα παιδιά να μας εξηγήσουν στη γειτονιά τους και τα ζωγραφίζουν κάτι σημαντικό στη ζωή τους. Ξεκίνησαμε ακόμη να ζωγραφίζουν χάρτες σχέσεων, όποιοι εξελίχθηκαν ποιοι είναι οι σημαντικοί άνθρωποι στη ζωή τους.
ΕΡΕΥΝΗΤΙΚΌ ΕΡΏΤΗΜΆ
Πώς φαίνονται οι επαφές, οι εμπειρίες και η εμπλοκή με τη δημόσια ζωή σε διαφορετικές καθημερινές παιδικές ηλικίες, που διαμορφώνονται από διαφορετικούς εθνικούς πολιτισμούς;

Όλες οι επισκέψεις καταγράφηκαν με μεγάλη προσοχή και λεπτομέρεια στις «σημειώσεις πεδίου». Πήραμε δύο συνεντεύξεις από τα παιδιά με απόσταση ενός έτους μεταξύ τους και μία συνέντευξη από τους γονείς τους. Στις συνεντεύξεις αυτές ρωτήσαμε τα παιδιά και τους γονείς τους για το σπιτικό και την οικογενειακή τους ζωή, τους φίλους, το σχολείο και τη κοινότητα στην οποία ζούσαν, ποια πράγματα είχαν σημασία για αυτά, μιλήσαμε για το πώς είναι να μεγαλώνει, για το πώς είναι να γίνεσαι γονιός (με τους γονείς) και για το ποια εγχώρια ή διεθνή γεγονότα της τελευταίας χρονιάς τα είχαν αγγίξει. Στη δεύτερη συνέντευξη με τα παιδιά ‒που ήταν και η τελευταία επίσκεψή μας‒ ελέγξαμε μαζί τους και ορισμένα από τα αναδυόμενα ευρήματα και πρώτα συμπεράσματά μας.

Περισσότερα στοιχεία για το υπόβαθρο της μελέτης υπάρχουν στην τελευταία ενότητα αυτής της εισαγωγής.

Η ΔΗΜΙΌΡΓΙΑ ΤΏΝ ΦΏΤΌ-ΙΣΤΌΡΊΩΝ
Κατά τη φωτογραφική καταγραφή της καθημερινότητάς τους τα παιδιά και τους γονείς τους για το σπιτικό και την οικογενειακή τους ζωή, τους φίλους, το σχολείο και τη κοινότητα στην οποία ζούσαν, ποια πράγματα είχαν σημασία για αυτά, έπειτα συγκεντρώσαμε τα παιδιά κάθε πόλης σε ένα ημερήσιο εργαστήρι, όπου τους ζητήσαμε να διαλέξουν μία φωτογραφία τους και με τη βοήθεια των μελετητών και καλλιτεχνικών εμψυχωτών να φτιάξουν με αυτή μία φωτο-ιστορία. Το βιβλίο που κρατάτε στα χέρια σας είναι η συλλογή των 45 φωτο-ιστοριών.

Όι φωτο-ιστορίες καταγράφουν τις σχέσεις έγνοιας των παιδιών που πήραν μέρος στη μελέτη και το τι είναι σημαντικό για εκείνα. Πρόκειται για έναν ιδιαίτερα βαρύνοντα άξονα της ανάλυσης, που ακολουθούμε, καθώς αναπτύσσεται η κατανόησή μας για το πώς τα παιδιά συναντούν, πώς βιώνουν και πώς εμπλέκονται (ή όχι) στην καθημερινή τους ζωή με ζητήματα που αποτελούν κοινά μελήματα.

ΑΝΩΝΥΜΟΙ ΔΗΜΙΟΥΡΓΟΙ
Σε αυτό το βιβλίο θα βρείτε επίσης τα πορτρέτα των 45 δημιουργών των φωτο-ιστοριών: των παιδιών που πήραν μέρος στη μελέτη και το τι είναι σημαντικό για εκείνα. Πρόκειται για έναν ιδιαίτερα βαρύνοντα άξονα της ανάλυσης, που ακολουθούμε, καθώς αναπτύσσεται η κατανόησή μας για το πώς τα παιδιά συναντούν, πώς βιώνουν και πώς εμπλέκονται (ή όχι) στην καθημερινή τους ζωή με ζητήματα που αποτελούν κοινά μελήματα.

Οι φωτο-ιστορίες καλύπτουν μεγάλο εύρος θεμάτων. Πολλές αφορούν ζώα και φύση. Άλλες αναφέρονται σε στοιχεία της λαϊκής κουλτούρας και της πολιτισμικής έκφρασης και άλλες παρουσιάζουν δημόσιους χώρους, παιδικές χαρές και τόπους ψυχαγωγίας. Μερικές είναι φωτο-ιστορίες για μέλη της οικογένειας και σημαντικές φιλίες, ενώ κάποιες αφορούν θρησκευτικά θέματα.

Το ενδιαφέρον μας εστιάζεται στο να ακοπολούμε για κοινά μελήματα στην καθημερινότητα των παιδιών μέσα από αυτές τις φωτο-ιστορίες και τα υπόλοιπα δεδομένα μας.

Εν τω μεταξύ σας προσκαλούμε, εσάς τον αναγνώστη, να θεωρήσετε αυτές τις φωτο-ιστορίες ως την άρθρωση των παιδιών για το τι σημαίνει να έρχονται σε επαφή στην καθημερινή τους ζωή με ζητήματα που αποτελούν κοινά μελήματα.

ΑΝΩΝΥΜΟΙ ΔΗΜΙΟΥΡΓΟΙ
Σε αυτό το βιβλίο θα βρείτε επίσης τα πορτρέτα των 45 δημιουργών των φωτο-ιστοριών: των παιδιών που πήραν μέρος στην έρευνα.

Τα παιδιά και οι οικογένειες τους συμφώνησαν να συμμετάσχουν στην έρευνα με την προϋπόθεση να τηρηθεί η ανωνυμία τους. Παράλληλα όμως οι ιστορίες ήταν δικές τους και θέλαμε να τους
το αναγνωρίσουμε. Έτσι είχαμε την ιδέα του «ανώνυμου πορτρέτου». Κατά τη διάρκεια του εργαστηρίου ζητήσαμε από τα παιδιά να πάρουν μια πόζα, που να κρύβει μεν το πρόσωπο τους, αλλά να αποκαλύπτει κάτι για τα ίδια.

ΧΡΟΝΟΣ
Στο τέλος του βιβλίου θα βρείτε ένα αναδιπλούμενο χρονοδιάγραμμα που απεικονίζει το ημερήσιο εργαστήρι, στη διάρκεια του οποίου τα παιδιά δημιούργησαν τις φωτο-ιστορίες.

ΣΗΜΕΙΩΣΗ ΓΙΑ ΤΗ ΜΕΤΑΓΡΑΦΗ ΚΑΙ ΤΗ ΜΕΤΑΦΡΑΣΗ
Κάποια από τα παιδιά έγραψαν τα ίδια με το χέρι τις ιστορίες τους. Άλλα επέλεξαν να υπαγορεύσουν τα λόγια τους στους ερευνητές/καλλιτεχνικούς εμψυχωτές, που κατέγραψαν εκείνοι χειρόγραφα τις ιστορίες των παιδιών.

Σε όλες τις φωτο-ιστορίες προστέθηκαν λεζάντες, ώστε να γίνει το κείμενο κατανοητό για τον αναγνώστη. Αυτές οι λεζάντες υπάρχουν στο τέλος του βιβλίου, όπου θα βρείτε και τη μετάφραση του κειμένου των φωτο-ιστοριών στις τρεις γλώσσες της μελέτης (αγγλικά, ελληνικά, τελούγκου).

Me την εξαίρεση κάποιων από τις φωτο-ιστορίες από το Χαϊντεραμπάντ, επιλέξαμε να αφήσουμε τις πρωτότυπες λεζάντες, με την ορθογραφία και τις εκφράσεις που χρησιμοποίησαν οι συγγραφείς τους. Στο εργαστήρι που πραγματοποιήθηκε στο Χαϊντεραμπάντ μερικά από τα παιδιά εξήγησαν την ιστορία τους στον ερευνητή στη γλώσσα τελούγκου, όμως ήθελαν να γραφτεί αυτή στα αγγλικά. Εκείνες οι λεζάντες έχουν υποστεί μια ελαφριά επιμέλεια από τους ερευνητές, ώστε να προσεγγίζει κατά το δυνατόν αυτό που ήθελαν να πουν τα παιδιά μιλώντας τελούγκου.

ΤΟ ΔΙΚΑΙΩΜΑ ΝΑ ΑΚΟΥΓΕΣΑΙ
Το άρθρο 12 της Σύμβασης για τα Δικαιώματα του Παιδιού προβλέπει:

1. Τα Συμβαλλόμενα Κράτη εγγυώνται στο παιδί, που έχει ικανότητα διάκρισης, το δικάκιωμα ελεύθερης έκφρασης της γνώμης του σχετικά με οποιοδήποτε θέμα που το αφορά, λαμβάνοντας υπ’ όψιν τις απόψεις του παιδιού, ανάλογα με την ηλικία του και τον βαθμό ωριμότητάς του.

2. Για τον σκοπό αυτό θα πρέπει ιδίως να δίνεται στο παιδί η δυνατότητα να ακούγεται σε οποιαδήποτε διοικητική ή δικαστική διαδικασία που το αφορά, είτε άμεσα είτε μέσω ενός εκπροσώπου ή ενός αρμόδιου οργανισμού, κατά τρόπο συμβατό με τους εκπαιδευτικούς της σχολής του παιδιού.
Η συμμετοχή γίνεται αντιληπτή με όρους επικοινωνίας (να μιλάς και να ακούς), η οποία εκτυλίσεται σε θεσμικά καθορισμένες στιγμές (δηλαδή διαδικασίες περί μέριμνας, διαζύγιο, παροχή υγειονομικής φροντίδας). Η αντίληψη περί της παιδικής ηλικίας και της συμμετοχής, η οποία υποστηρίζεται σε τέσσερες έρευνες και την αντίστοιχη πρακτική, βασίζεται σε μεγάλο βαθμό σε μια αγγλοσαξονική και δυτικοευρωπαϊκή κατανόηση της παιδικής ηλικίας και της εμπλοκής. Όποτε η συμμετοχή των παιδιών εξετάστηκε και υποστηρίχθηκε σε πλαίσια εκτός θεσμικά καθορισμένων στιγμών, αφορούσε σε μεγάλο βαθμό νεαρά άτομα και νέους ενήλικες.

Στη μελέτη Connectors έχουμε την άποψη ότι ο λόγος περί ανθρωπίνων δικαιωμάτων είναι εξαιρετικά πολύτιμο νομικό πλαίσιο, ως τρόπος κατανόησης του τι έχει σημασία για τους ανθρώπους στην καθημερινή τους ζωή είναι κανονιστικό και κωδικοποιημένο.

Εάν θέλουμε να κατανοήσουμε τι έχει σημασία για τους ανθρώπους, για τα παιδιά, στην καθημερινή τους ζωή, πρέπει να αποστασιοποιηθούμε από θεσμικά καθορισμένες στιγμές και να χρησιμοποιήσουμε ένα διαφορετικό πρίσμα για την κατανόηση των καθημερινών μελημάτων των παιδιών.

Χρειαζόμαστε επίσης μια αντίληψη για τη συμμετοχή, η οποία περιλαμβάνει το πλήρες εύρος των αστικών και πολιτικών δικαιωμάτων της Σύμβασης για τα Δικαιώματα του Παιδιού (την ελευθερία του να συνεταιριζόμαστε και του να συνερχόμαστε με όποιον επιλέγουμε, την ελευθερία της σκέψης, της συνείδησης και της θρησκείας, το δικαίωμα στην ιδιωτικότητα και στην πρόσβαση σε πληροφορίες για ζητήματα που μας αφορούν), και η οποία όμως ταυτοχρόνως αφορά την εμπλοκή με αυτές τις εμπειρίες σε όλη την πορεία της ζωής και όχι απλώς κατά την περίοδο από την εφηβεία και εξής. Παράλληλα πρέπει να σκεφτούμε για το εύρος των διαφορετικών πολιτισμικών εμπειριών που έχουν να εισφέρουν διαφορετικά παιδιά σε αυτά τα ζητήματα.

Η μελέτη Connectors έχει ως στόχο να κατανοήσει τι έχει σημασία για τα παιδιά, όπως αυτό καθορίζεται από τα ίδια τα παιδιά και τις οικογένειές τους, με τους δικούς τους όρους, στην καθημερινότητα και εκτός των θεσμικά καθορισμένων στιγμών.

Η καθημερινή ζωή είναι όσα συμβαίνουν μεταξύ και μέσω των θεσμικών χώρων. Το «καθημερινό» αποτελείται από τις επαναλαμβανόμενες πράξεις μας, που συνυφαίνουν τους χρόνους και τους τόπους της από κοινού ζωής μας· είναι εκείνο που είναι το περιοσκευασμένο και αναγνωρίσιμο και ταυτοχρόνως παράξενο και περίεργο. Είναι εκεί όπου χάνουμε τον εαυτό μας στην επανάληψη και τον βρίσκουμε στην εκπλήξη από περιστασιακές διαταραχές. Στις πολιτισμικές θεωρίες το καθημερινό θεωρείται εδώ και πολύ καιρό πανάρχαια το αποθετήριο πανάρχαιας σοφίας, όπως και ο τόπος απ’ όπου πηγάζει η εφευρετικότητα.

Μέσα από το πρίσμα της καθημερινής ζωής «αυτό που έχει σημασία» θα μπορούσε να περιβάλει –χωρίς να περιορίζεται σε αυτό– εμπειρίες και αναμνήσεις, που έχουν να κάνουν με επικοινωνία και έκφραση, κοινωνία και μοναξιά, σκέψη και πεποιθήσεις (κοσμικές και θρησκευτικές), φαντασία και απόδοση νοήματος στα πράγματα που έχουν σημασία για εμάς.
Τοποθετώντας την έρευνα στην καθημερινή ζωή των παιδιών επιχειρούμε να συλλάβουμε τις βιωμένες εμπειρίες των εγνοιών τους και το τι έχει σημασία για εκείνα, καθώς και το πώς φτάνουν να συναντούν, να βιώνουν και να εμπλέκονται (ή μη) με τη δημόσια ζωή.

Η μελέτη έχει επίσης ως στόχο να κατανοήσει τι έχει σημασία για μικρότερα παιδιά, που έχουν διαφορετική καταγωγή και προέρχονται από διαφορετικές πολιτισμικές παραδόσεις. Οι δημόσιες αντιλήψεις για το τι σημαίνει να είσαι παιδί και να εμπλέκεσαι στη δημόσια ζωή είναι κατά πολύ επηρεασμένες από παραδόσεις στην ψυχολογική και την κοινωνιολογική έρευνα, που διεξάχθησαν κατά τη διάρκεια του προηγούμενου αιώνα στο πλαίσιο των δυτικών βιομηχανοποιημένων χωρών και η οποία προσεγγίζει το μεγάλωμα βάσει αναπτυξιακής ηλικίας και αντιστοίχων σταδίων.

Τέλος, το να μεγαλώνεις δεν είναι ίδιο σε κάθε εθνική κουλτούρα και οι εμπειρίες που διαμορφώνουν τις σχέσεις των παιδιών με τη δημόσια ζωή διαφέρουν μεταξύ τους. Οι σχέσεις των μικρότερων παιδιών με τη δημόσια ζωή και με κοινά μελήματα παραγνωρίζονται συχνά, επειδή τα μικρότερα παιδιά εξαρτώνται ακόμη από τις οικογένειές τους και συχνά θεωρούνται «ανώριμα» ως προς τη σκέψη τους.

Όμως βιογραφίες και αυτοβιογραφίες ανθρώπων που υπήρξαν δραστήριοι σε αστικά και πολιτικά ζητήματα, που είχαν αφιερωθεί στον δημόσιο κόσμο, υποδεικνύουν ότι η επαφή με τα δημόσια πράγματα μπορεί να συμβεί νωρίς στη ζωή του ανθρώπου. Γνωρίζουμε επίσης από μελέτες υιοθετεί μια διαχρονική εθνογραφική προσέγγιση, για να εμπλακεί με αυτό που έχει σημασία για τα παιδιά κατά την παιδική ηλικία σε μια μεγαλύτερη χρονική περίοδο. Η χρονική διάσταση της μελέτης μάς επιτρέπει να γνωρίσουμε κάθε παιδί και την οικογένειά του και επιπλέον να έχουμε κατανοήσει τις δικές τους σχέσεις έγνοιας για τον κόσμο με τους δικούς τους όρους.

Οι μελέτες κατά το παρελθόν που έχουν ρωτήσει παιδιά για τη σχέσή τους με τη δημόσια ζωή είναι λίγες και παρέχουν απλώς ένα «στιγμιότυπο» στον χρόνο· επιπροσθέτως είχαν την τάση να εστιάζουν στις διαδικασίες και στις σχέσεις των παιδιών και όχι στις εμπειρίες τους. Η μελέτη Connectors υιοθετεί μια διαχρονική εθνογραφική προσέγγιση, για να εμπλακεί με αυτό που έχει σημασία για τα παιδιά κατά την παιδική ηλικία σε μια μεγαλύτερη χρονική περίοδο. Η χρονική διάσταση της μελέτης μάς επιτρέπει να γνωρίσουμε κάθε παιδί και την οικογένειά του και επιπλέον να έχουμε κατανοήσεις για τον κόσμο με τους δικούς τους όρους.
ANONYMOUS PORTRAITS
The book you are holding in your hands is the outcome of a three-year collaboration between researchers at the University of Sussex and 45 children and their families, living in Athens, Hyderabad, and London.

The children and researchers were brought together by the Connectors Study, a project that set out to answer questions about how different children encounter, experience, and engage with issues of common concern in their everyday lives.

What matters to us, our cares and concerns in relation to the world we live in, are things we hold in common even when we might not know each other. It is these common concerns amongst strangers that the study explores. Common concerns can be personal and political, private and public. The project explores what common, everyday concerns in childhood look like in diverse childhoods and how children, and their parents, think and feel about the things that matter to them.

This book, and the Connectors Study as a whole, is a contribution towards creating a language for recognising, and engaging with, these fundamental and important human experiences as they are encountered in childhood.

**WALKING TOGETHER**

In late 2014 – early 2015, forty-five children and their families across three cities agreed to take part in the study and gave us permission to walk alongside them over a three-year period. The families we got to know brought different socio-economic, class, ethnic, race, religious, national, and political experiences to the study both within each city and across the three cities.

During the three years, a total of over 300 documented visits were made to all children in the study. During these visits, we spent time hanging out and playing with the children, as well as talking to their siblings, parents, grandparents, and friends. In some cases, we visited children in school and/or participated in significant celebrations with them and their families. We also gave each child in the study a small digital camera and asked them to take pictures of things that mattered to them. During our visits, we spent time reviewing and discussing children’s pictures. We asked children to take us on tours of their neighbourhoods and to draw us maps of their areas. We also asked children to draw relationship maps that showed important people in their lives.

All visits were carefully documented in detailed ‘fieldnotes’. Children were interviewed twice with a gap of one year between first and second interviews, and their parents were interviewed once. In these interviews, children and parents were asked about their homes, family life, friends, school, and community, what mattered to them, growing up, becoming a parent (parents), and what national or international events over the last year had resonated with them. In the second interview with children, and our final visit, we also checked some of our emerging findings and understandings with the children.

There is more on the study background in the last section of this introduction.
**RESEARCH QUESTION**

What do encounters, experiences, and engagements with public life look like in diverse everyday childhoods that are shaped by different national-cultures?

**CREATING THE PHOTO STORIES**

In documenting their everyday lives photographically, the children in the study built up a collective archive of over 6000 photographs.

Towards the end of the initial 18-month period of the research we asked each of the children to select 10 photos each from the ones they had taken, which represented the things that mattered to them the most. We then brought children in each city together in a one-day workshop where, with the support of researchers and arts facilitators, children were asked to select one of their images and create a photo story with it.

This book is the collection of those 45 photo stories. The photo stories document study children’s relationships of concern and what matters to them. This is an important line of analysis that we are pursuing in developing an understanding of how children encounter, experience, and engage (or not) with issues of common concern in their everyday lives.

The photo stories depict a range of subjects. Many are photo stories about animals and/or nature. Some are photo stories of popular culture and cultural expression, others are photo stories of public spaces, playgrounds and places of recreation. A few are photo stories about family members and important friendships, and a few more are about religion.

Our interest is in thinking about issues of common concern in children’s everyday lives through these photo stories and our other data.

In the meantime, we invite you, the reader, to consider these photo stories as children’s articulations of what it means to encounter issues of common concern in their everyday lives.

**ANONYMOUS AUTHORSHIP**

In this book, you will also find portraits of the 45 photo story authors, the children who participated in the study.

Children, and their families, agreed to be part of the study on the condition of their anonymity. At the same time, these are their photo stories and we wanted to acknowledge their authorship. To do this we devised the idea of ‘anonymous portraits’. During the workshop, we ask children to strike a pose that hid their face but revealed something about them.

**TIME**

At the end of the book you will find a fold out timeline illustrating the day long workshop during which the children created these photo stories.
A NOTE ON TRANSCRIPTION AND TRANSLATION

Some of the children handwrote their own stories. Other children chose to dictate their words to the researchers/art facilitators who handwrote the children’s stories for them.

All the photo stories have been captioned to make the text legible to the reader. These captions can be found at the end of the book. We have also provided a translation of the photo story text in each study language (English, Greek, Telugu).

With the exception of some of the photo stories from Hyderabad, we have chosen to leave captions with the original spelling and expressions used by the authors.

In Hyderabad, some of children at the workshop explained their photo stories to the researchers in Telugu but wanted their stories written in English. These photo story captions have been edited slightly by the researchers to render the English closer to children’s intended meaning as recounted in Telugu.

BACKGROUND TO THE CONNECTORS STUDY

The study emerged out of a concern for the narrow and universalised ways in which practice and social research with children approached the topic of how children think about, engage, communicate, and are heard on matters that affect them, also referred to as ‘children’s participation’.

Since the late 1980s the dominant way of thinking about children’s participation has been through the prism of children’s rights and Article 12 of the United Nations Convention of the Rights of the Child (UNCRC).

THE RIGHT TO BE HEARD

Article 12 of the Convention on the Rights of the Child provides:

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.
We also need an understanding of participation that encompasses the full range of civil and political rights within the UNCRC (the freedom to associate and congregate with whom we choose; the freedom of thought, conscience and religion; the right to privacy and to access information about matters that affect us), at the same time as engaging with these experiences across the life course not just in the period from adolescence onwards. At the same time, we need to be thinking about the range of different cultural experiences that different children bring to the issues at hand.

The Connectors Study aims to understand what matters to children as determined by children, and their families, in their own terms, outside of institutionally defined moments. Through the prism of everyday life, ‘what matters’ could embrace, but not be limited to, experiences and memories to do with communication and expression, communion and solitude, thought and belief (secular and religious), imagination, and making sense of things that matter to us.

By situating the study in children’s everyday lives we are attempting to capture the lived experiences of children’s concerns and what matters to them, and how they come to encounter, experience, and engage (or not) with public life.

The study also aims to understand what matters to younger children who come from different backgrounds and cultures.

Public understandings of what it means to be a child and to engage with public life are very much influenced by traditions in psychological and sociological research, which have been carried out in Western, industrialised country contexts and which approach growing up in terms of developmental ages and stages during the previous century.
Younger children’s relationships to public life and matters of common concern are often overlooked because younger children are still dependent on their families and are often considered to be ‘immature’ in their thinking. Yet biographies and autobiographies of people who have been civically and politically active, committed to publically engaging with issues of common concern during their life time, suggest that encounters with public life can happen early. We also know from cohort studies that follow very large groups of people over time that family is important in shaping engagement with public life now and in the future.

Finally, growing up in different national cultures is not the same, and historical periods differ and shape children’s relationships with public life. Growing up in Athens means something different to growing up in Hyderabad or London, and those differences in meaning also shape children’s everyday lived experiences and how they interpret the things that matter to them. Such differences in meanings and practices across the world have led some researchers, ourselves included, to think about childhood in the plural and to talk about ‘childhoods’ in order to better appreciate the diversity of experiences within our common humanity.

A few studies in the past have asked children about their relationship to public life but these studies only provide a ‘snap-shot’ in time and have tended to focus on children’s knowledge and understanding not their experiences. The Connectors Study takes a longitudinal ethnographic approach to engage with what matters to children in childhood over a longer period of time. The temporal aspect of the study allows us to get to know each child, and their family, and to hopefully come to recognise their relationships of concern to the world in their own terms.
అధికారి యొక్క ఎదారి వేదికలు

ముందు అది నిర్దేశాలానికి విస్తరించాలని పిల్లల మాదిరి లేదా మాది

మాదిరి ప్రత్యేకించిన విషయాలు చేసాం. మాదిరి వేదికలు వేదికలు అధికారి భూమి పై పనిచేస్తుంది. మాదిరి మాదిరిని సాధ్యం చేస్తుంది.

మాదిరి అధికారి యొక్క ఎదారి వేదికలు మాదిరి సమాధానాలు చేయుటకు ప్రత్యేకమైనవి. మాదిరి యొక్క ఎదారి వేదికలు పాలెనియా అధికారి యొక్క ఎదారి వేదికలు అనుకూలంగా ఉంటుంది.

మాదిరి అధికారి యొక్క ఎదారి వేదికలు మాదిరి సమాధానాలు చేయుటకు ప్రత్యేకమైనవి. మాదిరి అధికారి యొక్క ఎదారి వేదికలు పాలెనియా అధికారి యొక్క ఎదారి వేదికలు అనుకూలంగా ఉంటుంది.
పరిశోధన ప్రశ్న
భిన్నమైన పిల్లల రోజువారి జీవితంలో వారి ఆధారాలు, విభిన్న దేశాలు - సంస్కృతి వల్ల ఏర్పడిన వారి బాల్యాలు సామాజిక జీవితంలో కలిసే తీరు ఏంటి?

ఫోటోలను రూపొందించడానికే వారి దేశం గురించి ఫాస్ట్ ను డియంలు చేశారు, అధయాయంలో భాగంగా పిల్లలు 6000 ఫోటోలు (ఆర్కుకువ్) పోగుచేశారు.

18 నెలల అధయాయ అప్పుడు వారి వాదనలో మేకు పిల్లలు వారి తో నిర్ధారించిన ఫోటోల నుండి వారికి చాలా ముఖయాంశం కొనినటిని ఎంపిక చేసారు. ఆ తరావు ప్రతి నగరంలో అందరు పిల్లలతో కలిసి ఒక రోజు కారయాశాల నిర్వహించారు.

పరిశోధకులు, ఆర్ట్స్ నిరాంభంతో కలిసి పిల్లలని వారికి అతి ముఖయాంశం ఒక ఫోటో ఎంపిక చేసారు. మని చెపించి ద్నికి సంబంధించి క్షణాలు రూపొందించారు.

ఈ పుస్తకం ఆ 43 కాల సంకలనం.

పిల్లల సదృశ్యాంశం ప్రసాదం కలిగి పిల్లల క్రూర సంస్కృతి, విభిన్న ప్రకృతి, గురించి వయాక్తపరిచిన పిల్లల దేశాలు గురించి క్రమపదధితిలో విశ్లేషించారు.

పిల్లలకు సంబంధించి వారి దేశం గురించి ఈ ఫోటోలు మా వద్ద వున్న ఇతర సమాచారం ద్వారా తెలుస్కోవడం మాకు పాత త్రస్హానితన్న ఇసిపింది.

ఈ వయావధిలో, పిల్లలు ఈ ఫోటోల ద్వారా వారి దేశం గురించి ఈ అధయాయంలో పాలుపంచారు. అదే విధంగా ఇవి వారు రాసిన ఫోటోల రచయతలకు కృతజాతానికే తెలియారు. అందుకే మేము వారిని అజాఞాత సంస్కృతానికే ప్రసాదం చేసారు. 

అందుకే కారయాశాల అప్పుడు వారి మొహాలు కనపడకుండా, వారి ఆనవాలు కొద్దగా తెలిస్తూ ఫోటోలు తీసారు.

సంస్కృతం
పిల్లలని వారి దేశం, దేశం, రాష్ట్రాలు గురించి పిల్లల ఫోటోల ద్వారా ఇంకా మతము గురించి.
అనువాదము, ప్రతి లేఖనము (టాంక్రాప్ట్) గురించి
కొండరు పిల్లలు వారి కధలు వారే రాశారు. కొండరు పిల్లలు
పరిశోధకులకు, ఆర్ట నిరా్వహకులకు వారి కధలు చెపా్పరు, వారు
ఆయా కధలించారు.
కధలనింంటికీ శీరిషిక జోడించబడింది. పాఠకులు స్పష్టంగా
చదవగలే గటటు ల. వీటిని మీరు పుస్తకం చివరో ల చూడ వచుచు.
అలానే ఫోట్ కధన్లించారు (ఆంగ్లము, గీరకు, తెలుగు).
కొనిన కధలని మినహాయాము, హైదరాబాద్ పిల్లల ఫోట్
కధన్లు, వాటి శీరిషికలు రచయతల భావాలించిన దృష్టిపెట్టకుని
వాటిన అలానే వుంచుము.
హైదరాబాద్ లో కొండరు పిల్లలు కారయాశాలలో పరిశోధకులకు
తెలుగులో ఫోట్ కధలు చెపా్పరు, వాటి ఆంగ్లంలోకి తరు జామా
చెయయామన్లని పిల్లలు వయాక్తపరచినటుండట, తెలుగులో
వయాకీటపరుసా తగిన రావడ్నికి పరిశోధకులు ఆంగ్లంలో కొదిడగా
మారుపలు చేశారు.

కనెక్టర్స్ అధయాయన పూరా్వపరాలు
సూక్్మంగా, ప్రపంచ సాధియలోని నడవడిక, పిల్లలు వారిని
పోదలించే, సంబంధించిన అంశాలనించి ఏవిధంగా ఆలోచిసా తరుం,
అన్వయసాతరు, వయాక్తపరుసాతరు, 'పిల్లల భాగసా్వమయానినున్న', పిల్లలని అరధిము
 చేసుకునేందుకు సామాజిక
అధయాయనము అన్న ఉదే్దశయాంతో ఈ అధయాయనము
రూపుదిదుదకుంది.
1980 చివరి దాని పిల్లల భాగసా్వమానిన్న అరధిము
చేసుకుని వున్న ఐకయారాజయా సమితి ఆరింటికల్ 12 (యు.యన్.హచ్.ఆర్.సి).

వినిపించగలగటము అనే హక్కు
పిల్లల హక్కులకు సంబంధించిన కన్వెన్షన్ లోని
ఆర్టికల్ 12
1. రాజ్యాలు, సంబంధిత వారు, పిల్లలు (మగ. ఆడ)
 బాల్యాన్ని ప్రభావితం చేసే అంశాల పై, ఎవరైతే
స్వంత అభిప్రాయాలు ఏర్పరుచుకోగల్గుతారో వారు
వాటికి వారి స్వేచ్ఛగా వ్యక్తపర్చవచ్చు. వాటికి వారి
వయస్సు, వివేకం దృష్టియాత్మక ప్రాధాన్యత
కల్పించాలి.
2. పిల్లలకు వారి అభిప్రాయాలని వినేటట్టు తగిన
అవకాశం కల్పించాలి. అది చట్ట పరిధి, పరిపాలనా
కార్య కలాపాల ద్వారా వారికి స్వయంగా కాని, లేక
మరొకరి ద్వారా కాని, లేక తగిన వ్యవస్థ ద్వారా
కాని అవకాశం కల్పించాలి. ఇవి ఆయా దేశ చట్ట
నియమ నిబంధనలకు అనుగుణంగా వుండాలి.

IN COMMON
శాస్త్రం ఉపయోగమంటే, సాహిత్యం, సంస్కృతి, విధానం లాంటి అవి వయావసీథీకృత రూపంలో భాగసావమాయాని్న వయాకీ్తకరణం ద్్వరా (మాటా ్లడడం, వినడం) ఉండుకు భాగసా్వమయాయాయినవి ఎకుకువ శాతము వయాకూతకరణాయాయినవి ఉద్: చరచులు, విడ్కులు, ఆరోగయా, సంరక్ణ
భాగసా్వమయాలు వయావసధిల ఆవల/బయట పో్ర ద్లించే సంఘటనలి్న అరధిం చేసోకు వడము, బాలయాము, భాగసా్వమయాయించినవి ఎకుకువ శాతము యువకులు, యుక్తవయసుకులకి అరధించేసోకు వడం చూస్తన్నము.

పరిస్తీలు ఇవి ఎకుకువ శాతము పరిపూర్ంగా సామాజిక, రాజకీయ హకుకులి్న సృజన్త్మకతను తెలుపుతుంది.

దశలలో గత శత్బా ్దలలో పెరిగాయ. పారిశా ్రమిక దేశాలో కుల జరిగాయ. ఈ పదధితులు అభివృదిధి కాలంలో, మానసిక, సామాజిక సంప్రద్య అధయాయన్లు. ఇవి పాశాచుతయాలకు సంబంధించిన అంశాలి్న సజీవంగా పసిగట్్ట ప్రయత్నం పిల్లల దినచరయాతో ముడిపెటి్టన అధయాయనం ద్్వరా మేము ఉండదు.

దృషా ్ట యూ అరధిం చేసోకు వడము, దీనిని ఎకుకువగా ప్రభావితము చేస్ది పిల్లలు అంట్, వారు సామాజిక జీవనం అంట్ సామాజిక కూడ్ ఒక ఉదే్దశయాము.

పిల్లలు - వారికి సంబంధించినవి ఏవి అన్నది పరిశోధించడం అధయాయనం విభిన్న సంసకుృతి, పూరా్వపరాల నుండి వచిచున్న అనుభవాలు, సామాజిక జీవనంలో వారు ముడిపడే తీరుని చేసుండినవి. అదేవిధంగా వారు వాటితో సంబంధించిన ఎదురుకునే తీరు, వారి అరధిం కలి్పంచడము, తోడెైన జాఞా పకాలకు, పరిమితి అయి (లౌకిక, మతము) ఊహ, ఇంకా మనకు సంబంధించిన వాటికి భావాలకు, ఏకాంతం, సమే్మళన్నికి ఆలోచన, నమ్మకము ప్రతిరోజూ జీవితం దృషా ్ట యూ 'ఏది మనకు సoబంధించింది' అన్నది.
చిన్న పిల్లలు ఇంకా కుటుంబం పెంచివుంటారు, వారి ఆలోచనలలో పరిపక్వత లేదు అని కొట్టపారేందుకుంటారు. వారికి సంబంధించిన అంశాలు వారు సామాజిక జీవించిన సంబంధ్లతో చూసాంతము. కాని సామాజికంగా, రాజకీయంగా పరిణతి చెందింది. అందికింది పట్టంచుకుని సామాజికంగా కృషి చేసిన వారి జీవిత చరిత్రలను తిరగేందుంది సామాజిక జీవితము. తొలి దశలో అంకురిసుతూంది. వివిధ ప్రజలకు సంబంధించిన వరలుగల పెంచింది. జరిగిన సుదీర్ఘ కాల పరిశోధనల వల్ల మాకు తెలిసినది కుటుంబము అన్నది సామాజిక జీవనంలో కలిస్తుంది. ప్రసుతిగా సామాజిక జీవనంలో, భవిషయవారించిన దీని ప్రమేయము వుంంది. చివరిగా వివిధ దేశ సంస్కృతిలో ఎదగడం అన్నది ఒకే తీరులో వుండదు. చ్రితముగా కాలం వేరేగా వుంంది, పిల్లలు సామాజికంగా ఏర్పరుచుకునే సంబంధాన్ని రూపిసాంతము. ఏథెన్స్ లో ఎదగడము అంటే హైదరాబాద్, లండన్ లో ఎదిగింది. అవి పిల్లల దేశందిన జీవిత అనుభవాలను కలిపించాంతము, అంది చేసేందుకు చెబుతేందుకు పోసిచేందుకు అంటాంతము. ప్రపంచవైశాల్యంగా వున్న అంశాలు, కొందరు పరిశోధకులు, మనం లేని పిల్లలు అన్న బహువచన్ని ఇంకా 'బాలయాం', మనకున్న మానవీయ లోకంలోని విభిన్న అనుభవాలను చూసేందుకు పోసిచేందుకు కదిపాయ. 

ప్రారంభము విడింది కనుమించినప్పటికి బాలయాం దేశం జరిగినది నంతో గోహాం. అప్పటికి డాన్ లేతు ప్రారంభము ప్రారంభము, ప్రారంభము సామాజికంగా నంతో గోహాం. ప్రారంభము చాలా సామాన్యం ఎదగడం అన్నది అధయాయనము చేశాం. కాని అవి ఆ కాలంలో రేఖామాత్ర చిత్రలు గానే వున్్నయ, అవి వారి అనుభవాలను పరిగణన స్వీకరించింది అన్న అంశానిన్న దీర్ఘకాలంగా పరిశోధించింది. ఈ పదధితి అధయాయనము ప్రతి పిల్లవాళ్ళను తెలుసుకుంది, వారి కుటుంబానిన, ఇంకా వారి దృష్టియూ ప్రపంచంతో వారికి ఏర్పడిన సంబంధాన్ని గ్రహించిందినంతోనే ఆశ్సుతన్నము.
Almost there

When I was at the match, I tried to take a picture of me taking a picture of the pitch and one of the players!
About my dog

Born in 2016
From a poor family
Despite everything,
She is always happy.

She is always
Always

She is a star.
PHOTO-STORIES

This is my mother gift.
It is so beautiful.
It is looking good.
It is a flower frame.
It is so nice.
It is my anniversary.
Μία ημέρα η ευκαιρία πήγε αφού ένας ενηλίκος. Ο ενηλίκος ήθελε να ευχαριστήσει την ένα μέρα για δημόσια. Διπλαίσια της τίμησε να είναι οικεία στον οικισμό. Ολικά, ο ενηλίκος είχε ένα δικτυακό κέντρο που είχε αναπτύχθει να είναι τελείως αυτό και κατά κανέναν να κρύφει. Σε αυτός περιέβαλε την Ευρωπαϊκή Ένωση. Μία μέρα ο επιτυχές οικόπεδος οικογενειακό του πάνω από ένα κοίταζε τον οικολόγο. Αν ήταν εύκολο και ήταν εύκολο καθώς και την Ευρωπαϊκή Ένωση.
Μια μέρα έγινε σίγουρα μια ημέρα.

Για να μάθεις το μαϊμού!

Εκεί έγινε περίπου το παρκινγκ

δεν θα πες πως ο πάγος της είχε ημέρα μία ένα μαϊμού!

Το Εβδομέτερο ένα αυτό κιντιά και το πατήσει "Θεαρίζουνε".

"THE END
ΤΕΝΙΣ ΠΕΡΙΟΧΗ ΜΕ ΡΑΚΕΤΕΣ"
Πριν από τους χρόνους πολλά,
στο σπίτι με την αγία, η παπά του μας
παιδί μας.

Η παπά έδωσε μας
να παίζουμε και να
καθαρίζουμε τον κήπο,
και να έχουμε ψώνια.

Περπάτησαν μαζί με τον παπά,
και τα παιδιά του.

Ο παπά μας είχε παραδοθεί ένα
κτήμα με το σπίτι, όπου
κατάφεραν να
καθαρίζουν τον κήπο,
και να παίζουν.

Ο παπά μας πήρε έναν
νεαρό γάτο και τον
καθαρίστηκαν.

Ο παπά έδωσε μας έναν
πίνακα, ώστε να
καλύπτουμε τον κήπο,
και να παίζουμε.

Ο παπά μας είχε παραδοθεί
έναν
καταλύτη, ώστε να
καθαρίζουμε τον κήπο,
και να παίζουμε.

Ο παπά μας είχε παραδοθεί
ένα
κτήμα με το σπίτι,
και τα παιδιά του.
This is my bed and I sleep on it every evening and when I come from school I sleep on my bed. When it's evening I sleep on my bed. I feel comfortable in my bed.
This is the picture of mudras.
I go to Bharatanatyam Class on Tuesday and Saturday.
The meanings of these mudras are:

Adaka-Flag
Trinatataa- Triangular Flag
Avatha-Adaka-Half Flag
Karandi-Mahakala-Left
Mayura-Peacock
Avaha-Chandra-Half Moon
Arata-Mudra
Sur-Tan-Soop Daka-Peacock.
I like Dance because it is unexplainable.
Into the eye of a cat

Hurricane, in my perspective, the most beautiful cat in the world. I figured out why I was involuntarily drawn to this photo. My fascination was to shoot a picture that her face, but soon after thinking, I realized something picture-dramatic and special about the eye. So I zoomed in on it and quickly took the shot.
This is a Lizard. I found it because I accidentally hit it. It hit it because they wouldn't stay still. So I held on the rail where the Lizard was. I took this picture because I love animals!
Μία φορά η ταξιδεύτρια έφυγε στο Πάντωμ και έφυγη από την Χριστίνη. Κατά τη διάρκεια της ταξιδιωτικής περιπέτειας μεταξύ της και του Βασίλη, ο Βασίλης έκανε το ταξίδι στο Πάντωμ. Ο Βασίλης έκανε το ταξίδι χωρίς να μεταφέρει την παπαριγάδα της ταξιδιωτικής. Η Χριστίνη είναι μία μοναδική όταν έρχεται για να φέρει μεγάλες συλλογές από το Πάντωμ.
Best Friends

It has all of the important things in it - school, and my best friend. They're important to me because if we didn't have school we'd never have a best friend.
This photo has been taken in Madina. The Masjid is near my house. The Masjid has several rooms. My classes are during the day. I love to go to Madina because they teach well and discipline me when needed. I also feel safe when I read something. I feel like they teach about teaching. I like to go to Madina because they have many good things like books. I also like playing with my family. This photo has been taken in 2018. I like this very much. My family visits Madina in Ramada. I must go in Ramada. I don't go in my room with me. I want to go. I don't want to go back home. I don't want to go because of some pain. If I feel worse, she gives me medicine and asks me to go soon to Masjid.
Η ΠΟΛΗ ΜΑΣ!

Μερικά πράγματα μας σταματούν να σε θυμάταις

Οι αφράτες μηχανές, οι σπασμένες ζωές,

Το έντεκα έτος της Αλεξάνδρου

και της Μίνι που τρέμει να πάει στην οδό.

Αλληλεπιδράζουν με τουλάχιστον μια

καθημερινή, ρομαντική, αλλά και καθημερινή.

Τους νομισμάτικους της δύναμης

της γης, της φύσης, της ανθρώπινης

γνώμης.
Once upon a time there was a sword and it came alive. The sword came from a magical world.

I was fixing my car with my dad and I felt excited because my dad was there.
Σε έναν κήπο κοντά στην Αυρακάδα είχε
λουλούδια και δέντρα. Τα χρώματα φωτογραφία
χορεύονταν από τη φύση. Οι ζώοι τα είχαν
κάψει με τα πόδια. Λουλούδια, χρωματικά και δέντρα
ρωτάνε. Ειδικά, δεν αρέσαν η φύση γιατί κινούνταν σκότα.
I don't know if she drives, but then we came to 9PM and she hugged him, and then we went to bed.
iPad is an electronic device. It is used in different ways. We should not touch iPad with wet hands or dirty hands. If we did not keep for iPad, one covers it may get damaged. We should use iPad with Wi-Fi or Bluetooth. I will play a game on iPad. We can see iPad movies, listen to songs, play games etc.

I love my iPad very much.
I like Dena, because she is so cute and very kind. She likes to play with toys. She has black eyes. She has a special relationship with Mishu.

One of its eyes are green, the other is blue. Its fur is white. The mother is black and white.
I like this because me and my sister made it and when it was nearly finished Melissa came to my house. It makes me feel happy.
PHOTO-STORIES

I like this picture because it's very pretty and I was going to give my grandmother a kiss on my uncle's day.

I like this picture because my aunt's bead is real and I was going to give my uncle's day.

This is my favorite food in Jamaica and I really like it.

JAMAICA
**Cute Cat:** At the beginning, I was going to my Auntie’s house and when we went in, we accidentally left the door open and the cat ran away. She wasn’t going to come back. I was going to give this teddy to the cat but she ran away. I like my teddy, she was my best toy when I was little and I had no other toy. It doesn’t matter because now I am older.

**Χαριτωμένη γάτα:** Στην αρχή πήγαινα στο σπίτι της θείας μου και, όταν μπήκαμε, κατά λάθος αφήσαμε την πόρτα ανοικτή και η γάτα το έσκασε. Δεν θα γυρνούσε πίσω. Σκόπευα να δώσω αυτό το αρκουδάκι στη γάτα, αλλά εκείνη το ‘σκασε. Μου αρέσει το αρκουδάκι, ήταν το πιο καλό μου παιχνίδι όταν ήμουν μικρή και δεν είχα άλλο παιχνίδι. Δεν πειράζει, επειδή τώρα είμαι μεγαλύτερη.

**ముద్దొ చ్చే పిల్లి** – మొదట్్ల  నేను మా ఆంటీ ఇంటికి వెళ్్ళనపు్పడు లోపలికి వెళ్ళగానే, మేము అనుకోకుండ్ తలుపు మూయ లేదు, అది ఎంతకీ తిరిగి రాలేదు, నేను న్ ట్డిడ్ బేర్ బొ మ్మ ఇద్్ద మని చూసిన్ అది పారిపో యంది. న్కు ట్డిడ్ బేర్ బొ మ్మ అతి ముఖయా మని చూసిన్ అది పారిపో యంది. న్కు ట్డిడ్ బేర్ బొ మ్మ అమిన మని చూసిన్ అది పారిపో యంది. ఇపు్పడు ఫరా్వలేదు, ఎందుకంట్ నేను పెద్దద్ని అయపో యాను కద్!

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**PAGE 3**

This is an eagle who thinks that at some point he will fly. He believes that he will fly after this. And that he will be freed from there because he doesn’t like it much. A volunteer is holding him in order to see him. He cannot fly now because he is hit. He is in the Anima association for bird protection. It is important that at some point he will fly, he will not be in pain anymore. Probably some day I will do a similar job too.

Είναι ένας αετός που σκέφτεται ότι κάποια στιγμή θα πετάξει. Πιστεύει ότι θα πετάξει μετά αυτό. Και ότι θα ελευθερωθεί από εκεί, γιατί δεν του αρέσει πολύ. Τον κρατάει μια εθελόντρια για να τον δει. Δεν μπορεί να πετάξει τώρα, γιατί είναι χτυπημένος. Είναι στην εταιρία Anima για την προστάτευση πουλιών. Είναι σημαντικό ότι κάποια στιγμή θα πετάξει, ότι δεν θα πονάει. Μάλλον κι εγώ θα κάνω μια τέτοια δουλειά κάποια μέρα.

ఎపు్పడో ఒకపు్పడు ఎగరాలని ఒక గ్రద్ద అనుకుంటుంది.ద్ని నమ్మకం ఇపు్పడు కాక పో తే మరోసారెకన్ ఎగురుత్నని ! ఇంక తను వున్న పా నుండి వెళ్్ళపో వాలని, ఎందుకంట్ ఆ ప్రదేశం తనకి ఇష్టం లేదు. ఒక కారయాకర్త ద్నిని కనిపెటు టకుని వున్్నడు, ద్నికి గాయం అయయాంది కాబటి్ట అది ఎగరలేక పో తోంది. ప్రసు తతతం అది పక్షుల సంరక్ణ శాల లో వుంది. ఎపు్పడెైన్ అది ఎగరాలన్నది ముఖయాం, ద్నికి ఇక నొపి్ప లేదన్నపు్పడు. నేను బహుశాఏదో ఒక రోజు అదే పని చేసాంతను.
I chose this picture because it’s our video game. And I like it. And because I can do many things that I want to. And I feel good about it.

Διάλεξα αυτή τη φωτογραφία γιατί είναι το βίντεοπαιχνίδι μας. Και μου αρέσει. Και γιατί μπορώ να κάνω πολλά πράγματα που θέλω. Και νοιώθω καλά γι αυτό.

ఈ ఫోటోని ఎంపిక చేసుకోడ్నికి కారణం, ఇది ఒక వీడియో గేమ్. ఇది న్కు చ్ల ఇష్టం. న్కు కావాలిస్న వనీ్న,దీనితో నేను చేసోకు గలను. అందుకే ఇది న్కు బాగా అనిపిసు ్త ంది.

Look at this dinosaur!: This is my favourite dinosaur and it is the largest carnivorous dinosaur. It’s called a spinosaurous. It’s half lizard and half dinosaur. We went to the dinosaur park because my brother wanted to go there. My brother’s favourite dinosaur is a triceratops. There are many more dinosaurs. I got to ride on his back. I feel happy when I look at a dinosaur because I like science and history

Κοιτάξτε αυτόν τον δεινόσαυρο!: Αυτός είναι ο αγαπημένος μου δεινόσαυρος και είναι ο μεγαλύτερος σαρκοβόρος δεινόσαυρος. Όνομάζεται ακανθόσαυρος (σπινόσαυρος). Είναι μισός σαύρα και μισός δεινόσαυρος. Πήγαμε στο πάρκο των δεινοσαύρων, επειδή ο αδερφός μου ήθελε να πάει. Ο αγαπημένος δεινόσαυρος του αδερφού μου είναι ο τρικεράτωψ. Ύπαρχουν και πολλοί άλλοι δεινόσαυροι. Σκαρφάλωσα στην πλάτη του για μια βόλτα. Αισθάνομαι ευτυχισμένος όταν βλέπω έναν δεινόσαυρο, διότι μου αρέσουν οι επιστήμες και η ιστορία.

My Best Friend: I went to picnic on that day to Fort Grand. There, I took this photo of my best friend K. I wanted to take photo because if I go to hostel or any other school I can’t see her again. I took this one so that I can see her at least in photo. She is my best friend so I took only this girl’s photo. I took a selfie with her. This photo came neat and clean. We enjoyed so much there in swimming, rain dance and water slide.

Η καλύτερή μου φίλη: Πήγα για πικνίκ εκείνη την ημέρα. Εκεί τράβηξα αυτή την φωτογραφία της καλύτερης μου φίλης, Κ. Μ’ αρέσει να τραβάω φωτογραφίες γιατί αν πάω σε οικοτροφείο ή σε άλλο σχολείο δεν θα την δω ξανά. Τράβηξα τότε μια φωτογραφία για να μπορώ τουλάχιστον να την βλέπω στην φωτογραφία. Είναι η καλύτερη μου φίλη κι έτσι τράβηξα τη φωτογραφία μόνο αυτού του κοριτσιού. Τράβηξα φωτογραφία σέλφι μαζί της. Εκείνη η φωτογραφία βγήκε πολύ καθαρή. Διασκέδασαμε τόσο πολύ εκεί με το κολύμπι, τον χορό της βροχής, τη νεροτσουλήθρα.

నాకు ఇష్టమిన స్నేహితురాలు – ఆ రోజు నేను ఫో ర్ట గా్ర ండ్ లో పికి్నక్ కు వెళ్్లను. అకకుడ చల్లటి శంఖాలి్న చూసాను. మేము ఎపిసో డ్ 18, ‘అటా ్టక్ ది కో ్లన్స్’ చూసా తను. నేను అది టి.వి.లో చూస్టను. అది ఎందుకంట్ ముఖయాం నేను టి.వి. చూస్టనాను ఏదో ఆసకి్త చేయడ్ని వుంటుంది. ఇంకా నేను బాగుంటుంది. నేను ఈ షో ఇష్టం, ఎందుకంట్ అది న్ ఫ్వరేట్ కాబటి్ట.

In this picture we are watching an episode from Fanboy and cam cam. We are watching episode 18, ‘Attack of the Clones’. I watch it on TV. For me it’s important because when I watch TV my time passes quickly. It is important for me because when I watch TV I have something to do and I’m not bored. I feel good, I like this show because it’s one of my favorite.

Σε αυτή την εικόνα βλέπουμε ένα επεισόδιο Fanboy και cam cam. Βλέπουμε το επεισόδιο 18, «Η επίθεση των κλόνων». Το βλέπω στην τηλεόραση. Για εμένα είναι σημαντικό, γιατί όταν βλέπω τηλεόραση περνάει γρήγορα η ώρα μου. Μου είναι σημαντική, επειδή όταν βλέπω τηλεόραση έχω κάτι να κάνω και δεν βαριέμαι. Νοιώθω καλά, μ’ αρέσει αυτό το έργο γιατί είναι ένα στο τα αγαπημένα μου.

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I went to Camber Sands on holiday. I really like the beach and I found cool shells.

Πήγα στο Κάμπερ Σαντς για διακοπές. Μου αρέσει πολύ η παραλία και βρήκα μερικά πολύ κούλ σχίλια.

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Πήγα στο Κάμπερ Σαντς για διακοπές. Μου αρέσει πολύ η παραλία και βρήκα μερικά πολύ κούλ σχίλια.
These are two cats, Pipis and Vavilis. Pipis is a gentleman who was robbed and Vavilis is a superhero with a colorful fire on his back. The guy who robbed the gentleman is a guy who looks like a spider.

Είναι δύο γάτες που είναι ο Πίπης και ο Βαβίλης. Ο Πίπης είναι ένας κύριος που τον ληστέψανε και ο Βαβίλης ένας σουπερήρωας με μια πολύχρωμη φωτιά στην πλάτη. Αυτός που λήστεψε τον κύριο είναι ένας τύπος που μοιάζει με αράχνη.

Hey, Look at me says baby: We were in Germany when I took the photo, visiting my grandparents. And my Grandma had lots of hair curlers and we decided to put one on [Name], my brother. And this is the result, and finally he’s smiling.

Έι, κοίταξέ με, λέει το μωρό: Ήμασταν στη Γερμανία, όταν τράβηξα τη φωτογραφία, επίσκεψη στους παππούδες μου. Και η γιαγιά μου είχε πολλά ρόλεϋ για τα μαλλιά και αποφάσισαμε να βάλουμε ένα στον [όνομα], τον αδερφό μου. Και να το αποτέλεσμα και επιτέλους χαμογελάει.

ఇవి రెండు పిలు కల్లలు,పిపిస్,వావిలిస్. పిపిస్ ఒక మంచి వయాకి్త, దొంగతన్ని గురయాయాడు, వివిలిస్ ఒక సూపర్ హీరో అతని వీపు పెైన రంగుల అగి్నవుంది. మంచి వయాకి్తని దొంగతనం చేసిన వాడు ఒక సాలె పురుగులా ఉంటాడు.

Once upon a time it was a normal day and there was sun. But suddenly a moon came too. And so on one side it was night and on the other side day. Suddenly many voices were heard in the block of flats. Everybody was talking and shouting and suddenly it became night because it was dusk. But again, as in the daytime, the sun appeared and then suddenly the moon united with the sun and many plants appeared and the world appeared. The entire earth.

Μια φορά και ένα καιρό ήταν μια κανονική μέρα και είχε ήλιο. Όμως ήρθε και ένα φεγγάρι. Και απο τη μία πλευρά ήταν νύχτα και απο την άλλη μέρα. Σοφικά ακούγονταν φωνές απο την πολυκατοικία. Όλοι μίλαναν και φώναζαν και ξαφνικά έγινε νύχτα επειδή ήταν βράδυ. Άλλα πάλι, όπως τη μέρα, εμφανίστηκε ο ήλιος και ύστερα ξαφνικά ενώθηκε το φεγγάρι με τον ήλιο και εμφανίστηκαν πολλά φυτά και εμφανίστηκε ο κόσμος. Όλη η γη.

అనగనగా ఒక రోజు. అది మామూలు రోజు,సూరుయాడు వున్్నడు.అనుకోకుండి చందు వడిత్ రడు వచ్చుడు, అలా ఒక వెైపు రాతి్ర, ఇంకో వెైపు ఉదయం.ఉన్నటు ్ట ండి అపార్్ట మంట్్ల నుండి చ్ల మాటలు వినిపించ్య. అందరూ మాటా ఉప్్పడుతున్్నరు, అరుసు ఉతన్్నరు,ఒకకుసారిగా రాతి్ర అయయాంది, ఎందుకంట్ సాయంత్రం అయయాంది. మళ్్ళ ఉదయం సూరుయాడితో జత కలిసాడు. చ్ల మొకకులు కనిపించింది,ప్రపంచం కనిపించింది, మొత్తం భూమి కూడ్.
This is the playground. It is really special to me because I used to go there all the time when I was young and it brings back memories. It makes me feel happy and free.

Αυτή είναι η παιδική χαρά. Για μένα είναι ιδιαίτερη, διότι πήγαινα εκεί συχνά όταν ήμουν μικρή και μου φέρνει αναμνήσεις. Με κάνει να νιώθω ευτυχισμένη και ελεύθερη.

This planet which had no name collided with planet Jupiter and a huge sea was created on this planet. And then the creatures that lived there came out of the sea and with time some of them became huge. They came out of the sea and became dinosaurs. Afterwards, some of them, became monkeys. They started evolving into a new species that is called ‘human’ and by using sticks and stones as tools they became normal humans and a beach appeared.

Μια φορά ένας πλανήτης που δεν είχε όνομα συγκρούστηκε με τον πλανήτη Δία και υπήρξε μια τεράστια θάλασσα σε αυτόν τον πλανήτη. Και μετά τα πλάσματα που ζουσαν εκεί βγήκαν από τη θάλασσα κάποια και με τον καιρό και με τον καιρό άρχισαν να ίνονται τεράστια. Βγήκαν έξω και γίναν δεινόσαυροι. Μετά κάποια απο αυτά έγινα μαϊμούδες. Άρχισαν να εξελίσονται σε μία ουσία που λέγεται άνθρωπος και με τις πέτρες και τα ξύλα για εργαλεία έγιναν κανονικοί άνθρωποι και εμφανίστηκε μια παραλία.

I took this photo in Nalgonda. I took this photo in holidays. I like this photo because this is sun rise in the morning and evening; because this sunset gives us heat and light. I took this photo in the evening while coming to Hyderabad from Nalgonda.

Τράβηξα αυτή τη φωτογραφία στη Ναλγκόντα. Τράβηξα αυτή τη φωτογραφία σε διακοπές που έκανα στους παππούδες μου. Μου αρέσει η φωτογραφία γιατί αυτός ο ήλιος σηκώνεται το πρωί και (δύει) το βράδυ· επειδή αυτό το ηλιοβασίλεμα μας δίνει ξετή και φως. Τράβηξα αυτή τη φωτογραφία το απόγευμα, ενώ ερχόμουν στο Χαϊντεραμπάντ από τη Ναλγκόντα.
School: In my school I learn education, knowledge and discipline. I have six teachers. I like social teacher because she teaches good and she teaches many things. I have two close friends and their names are [name] and [name]. We have a big playground. Our PE (physical education) teacher takes us to play games in the ground. Our school teachers teach other activities too like chess, karate and dance. My school name is [name]. I like social studies, Hindi and Telugu.

Dance: This is my Kuchpudi dance prize. I got this prize in 2014. I have two dance teachers. They teach us mudras also. The big teacher is very strict and the small teacher is nice. This activity is my favourite activity. I love dancing. My classes are on Tuesday's and Sunday's. On Tuesday's 4.30 pm - 6.30 pm and on Sunday's 11.00 am - 1.00 pm. I felt very happy when I got this prize. My father, mother and sisters also came. My small teacher will not at all get angry when we do something wrong. First, when I joined my dance class it was boring but when I became junior I liked it. For us, if we don’t come two days we should call her, for seniors if they don’t come one day also they should call her.

In April I went to Thission, in Agora. We walked around a lot with my godmother. We ate ice-cream. My godmother had an ice cream in a cone. I couldn’t decide what ice cream to choose. But in the end I chose a Strawberry popsicle. And so my day ended, but before it did I went to Acropolis which had a great view. It had many rocks too, some of which were coloured and very slippery. Acropolis is important because it reminds me of Athens and of the old Acropolis. Ice cream is important because it’s super and children ask their mothers for ice-creams. These pictures make me feel nice.

In my school I learn education, knowledge and discipline. I have six teachers. I like social teacher because she teaches good and she teaches many things. I have two close friends and their names are [name] and [name]. We have a big playground. Our PE (physical education) teacher takes us to play games in the ground. Our school teachers teach other activities too like chess, karate and dance. My school name is [name]. I like social studies, Hindi and Telugu.

In my school I learn education, knowledge and discipline. I have six teachers. I like social teacher because she teaches good and she teaches many things. I have two close friends and their names are [name] and [name]. We have a big playground. Our PE (physical education) teacher takes us to play games in the ground. Our school teachers teach other activities too like chess, karate and dance. My school name is [name]. I like social studies, Hindi and Telugu.
This is Amy Winehouse. She’s my favourite singer she always has good ideas. I feel joyful because she’s done her best.

Αυτή είναι η Έιμι Γουαϊνχάουζ. Είναι η αγαπημένη μου τραγουδίστρια και έχει πάντοτε καλές ιδέες. Αισθάνομαι καταχαρούμενη, διότι έχει κάνει ό,τι κοιτάει μπορεί.

This is my favourite swimming pool in Goa: I liked this shadow. I was in the swimming pool in Goa. This is my favourite choice. I went there with my family during Diwali festival for the first time in train with my family (long journey). I went to Goa with my father, mother and brother and I swam in Goa beach. I took this photo with a sister I played because I liked swimming in Goa. I went to other places like park, beach, shopping (malls), temple. The journey was nice. I want to go again.

Η αγαπημένη μου πισίνα στην Γκόα: Μ'αρέσει αυτή η σκία. Ήμουνα στην πισίνα στη Γκόα. Είναι η αγαπημένη μου επιλογή. Πήγα εκεί με την οικογένειά μου στη διάρκεια της γιορτής Ντιβάλι για πρώτη φορά με τρένο με την οικογένειά μου (μεγάλο ταξίδι). Πήγα στη Γκόα με τον πατέρα, τη μητέρα και τον αδερφό μου και κολυμπάσαμε στην παραλία της Γκόα. Πήγα αυτή τη φωτογραφία με μια αδερφή που έπαιζα, επειδή έμενα να κολυμπάω στη Γκόα. Πήγα σε άλλα μέρη, όπως πάρκο, παραλία, εμπορικά (κέντρα), ναό. Το ταξίδι ήταν ωραίο. Θέλω να πάω ξανά.

ఇది మా నాకు ఇష్టమి ఈట కొలను – న్న్నపుడు ఈ నీడ ఇష్టం. నేను గోవా లో ఈట కొలంగ వెళ్ళును. నేను అకకుడికి మొదటి సారిగా దీపావళి అపు్పడు, చ్ల దూర ప్రయాణం, మాకు తము్మడితో కలిసి రెకల్ లో వెళ్్ళను. నేను గోవా బీచ్ లో ఈట కొటా టను. నేను ఈ ఫోత్ నేను ఆడుకున్న ఒక అకకు తో దిగాను, ఇంక నేను గోవాలో ఈట కొట్టడం అంట్ ఇష్టం. నేను ఇంకా వేరే చోట్లకి వెళ్్ళను, పార్కు,బీచ్,షాపింగ్ మాల్స్, గుడి, ఆ ప్రయాణం బాగుంది. మళ్్ళ న్కు వెళ్్ల లని వుంది.
This is important to me because I've had this for a really long time and I've learnt so many chords, melodies and songs to play and to enjoy.

Είναι σημαντικό για μένα, επειδή το έχω πάρα πολύ καιρό και έχω μάθει να παίξω και να ευχαριστώ εκείνα ανάμεσα στο χορδές και τις μελωδίες και τα τραγούδια.

About my dog: On the day of Jan 9th 2016, we (our family) were in Guntur in our relatives place. In the afternoon my father’s friend telephoned to my dad and said that she brought a puppy. She also informed my mum that the puppy was given in our relatives place at Hubsiguda. We brought the puppy to our house after we returned to Hyderabad. It eats mud.
This is the gift to my mother. It is so beautiful. It is looking good.

Once upon a time there was an inventor. The inventor wanted to discover the next generation. This means, tablets would be junk, televisions would be old things, cinema theaters would be abolished and knights would have new weapons. One day the inventor invented the new weapons of the knights. He invented the Lightsaber!!!!!! The lightsaber functions as follows: You make the outline, you insert the energy spring on the bottom. On the outline there will be a button. And inside you will insert some tubes. At the end of the tubes there will be a capital “L”. Over the spring you place the crystal and thus when you press the button the blade comes out.

One day I was reading while I was waiting for my tennis course* and it was time to go to my course. As I crossed the parking lot to go to my course I saw a cat. Who didn't see a car and the car hit her. Of course she died.

* Tennis is a game with rackets.

The End

Once upon a time there was an inventor. The inventor wanted to discover the next generation. This means, tablets would be junk, televisions would be old things, cinema theaters would be abolished and knights would have new weapons. One day the inventor invented the new weapons of the knights. He invented the Lightsaber!!!!!! The lightsaber functions as follows: You make the outline, you insert the energy spring on the bottom. On the outline there will be a button. And inside you will insert some tubes. At the end of the tubes there will be a capital “L”. Over the spring you place the crystal and thus when you press the button the blade comes out.

Mia μια φορά και έναν χαιρό ήταν ένας εφευρέτης. Ο εφευρέτης ήθελε να ανακαλύψει την επόμενη γενιά. Δηλαδή τα τάμπλετ να είναι για τα σκουπίδια, οι τηλεοράσεις να είναι παλιατζούρες και τα σινεμά να καταργηθούν και οι ιππότες να έχουν νέα όπλα. Μια μέρα ο εφευρέτης ανακάλυψε τα νέα όπλα των ιπποτών. Ανακάλυψε το Φωτόσπαθο!!!!!! Το φωτόσπαθο λειτουργεί με τον εξής τρόπο: Φτιάχνεις το περίγραμμα, τοποθετείς το ελατήριο ενέργειας κάτω- κάτω. Στο περίγραμμα θα υπάρχει ένα κουμπί. Και απο μέσα θα βάλεις κάτι σωληνάρια. Στο τέλος των σωληναρίων θα υπάρχει ένα κεφαλαίο λαμδα. Πανω απο το ελατήριο τοποθετείς τον κρύσταλο και έτσι όταν πατάς το κουμπί βγαίνει η λεπίδα.

Μια φορά και έναν χαιρό ήταν ένας εφευρέτης. Ο εφευρέτης ήθελε να ανακαλύψει την επόμενη γενιά. Δηλαδή τα τάμπλετ να είναι για τα σκουπίδια, οι τηλεοράσεις να είναι παλιατζούρες και τα σινεμά να καταργηθούν και οι ιππότες να έχουν νέα όπλα. Μια μέρα ο εφευρέτης ανακάλυψε τα νέα όπλα των ιπποτών. Ανακάλυψε το Φωτόσπαθο!!!!!! Το φωτόσπαθο λειτουργεί με τον εξής τρόπο: Φτιάχνεις το περίγραμμα, τοποθετείς το ελατήριο ενέργειας κάτω- κάτω. Στο περίγραμμα θα υπάρχει ένα κουμπί. Και απο μέσα θα βάλεις κάτι σωληνάρια. Στο τέλος των σωληναρίων θα υπάρχει ένα κεφαλαίο λαμδα. Πανω απο το ελατήριο τοποθετείς τον κρύσταλο και έτσι όταν πατάς το κουμπί βγαίνει η λεπίδα.
The playground!!: Three months ago they started making a playground next to our home. The old playground was very dangerous because some pieces of wood and some pieces of metal rusted and generally it was very dangerous and so they were making a new one. First they used the wood from the trees they cut in order to make a game and many more... I was taking pictures for a long long time and at some point I stopped. When they were done I liked it, but the municipality hadn’t yet approved whether it was ok for us to play there, but a lady took the responsibility and the keys and opens the playground each noon after school.

Η παιδική χαρά!!: Πριν από τρεις μήνες δίπλα στο σπίτι μας άρχισαν να φτιάχνουν μια παιδική χαρά. Η παλιά παιδική χαρά ήταν πολύ επικύνδια γιατί κάποια ξύλα και κάποια σίδερα σκουριάσει και γενικά ήταν πολύ επικίνδυνη και έφτιαχναν την καινούρια. Πρώτα έβαλαν τα ξύλα απο τα δέντρα που έκοπαν για να φτιάξουν ένα παιχνίδι και πολλά άλλα... Εγώ τραβούσα φωτογραφίες, για πολύ πολύ καιρό σε κάποια φάση σταμάτησα. Όταν την τελείωσαν μου άρεσε αλλα δεν είχε πεί ο Δήμος οτι είναι εντάξει για να παίξουμε αλλά μια κυρία πήρε την ευθήνη και τα κλειδιά και την ανοίγει κάθε μεσημέρι μετά το σχολείο.

ఆట స్ధలం – మూడు నెలల కిందట వాళ్్ళ మా ఇంటి పకకున కొత్త ఆట సధిలం నిరి్మసు ్తన్్నరు. పాతఆట సధిలం చ్ల ప్రమాదకరంగా అయయాంది.అకకుడ కొని్న కొమ్మలు, ఇనుప ముకకులు తుపు్ప పటి్ట వున్్నయ.అవి చ్ల ప్రమాదకరంగా మారాయ.అందుకే వాళ్్ళ కొత్తది ఏరా్పటు చేసు ్తన్్నరు.మొదట్్ల  చెట్్్ల కొమ్మలు నరికి, వాటి్న సక్రమంగా నరికి కొని్న ఆటలని చేసారు,ఇంకా కూడ్,,,.నేను చ్ల రోజులు గా ఫో ట్లు తీసాను.ఇంక ఆప్సాను.వాళ్్ళ ద్ని్న పూరి్తచేసిన తరా్వత న్కు నచిచుంది.కానీ మునిస్పాలిటి వారు అది మేము ఆడుకోడ్నికి సరిగా ్గ ఉంద్ లేద్ అని ఇంకా ఆమోదించలేదు.కానీ ఒకంట్ మునిస్పాలిటి నుండి త్ళ్లు తీసుకుని, మా సూకుల్ అయపో యన తరా్వత ప్రతి సాయంత్రం, ఆట సధిలం తలుపు తీస్ బాధయాత తీసుకుంది.

This is my bed and I sleep on it every evening and when I come from school I sleep on my bed. When it’s evening I sleep on my bed. I feel comfortable in my bed.

Αυτό είναι το κρεβάτι μου και κοιμάμαι σε αυτό κάθε βράδυ και, όταν γυρίζω από το σχολείο, κοιμάμαι στο κρεβάτι μου. Και το βράδυ κοιμάμαι στο κρεβάτι μου. Αισθάνομαι άνετα στο κρεβάτι μου.

ఇది న్ మంచం.నేను బడి నుంచి వచిచున తరా్వత ప్రతి సాయంత్రం న్
మంచం పెైన పడుకుంటాను. సాయంత్రం అపు్పడు న్ మంచం పెైన పడుకుంటాను, అది న్కు సుఖంగా ఉంటుoది.

Dance: This is the picture of the mudras. I go to Bharathanatyam class on Tuesdays and Saturdays. The meaning of the mudras are:

Pataka – Flag
Tripataka – Triangular Flag
Ardra-Pataka – Half Flag
Kartari-Mukha – Scissor
Mayura – Peacock
Aradh-Chandra – Half Moon
Arala – Mudra
Souk-Tun-Daka – Peacock

I like dance because it is interesting.

Χορός: Αυτή είναι η φωτογραφία των μούντρα. Πηγαίνω σε μάθημα Μπαρατανατυάμ τις Τρίτες και τα Σάββατα. Η σημασία των μούντρα είναι:

Γατά: Ψηλότετο
Γατάς Τριγώνο
Γατάς Σεμάν
Γατάς Ψτέμα (Σκελέτο)
Γατάς Λυκός
Γατάς Χούνα
Γατάς Αρχαία
Γατάς Σοκ-Τσουν-Σακά

Μου αρέσει ο χορός επειδή είναι ενδιαφέρων.
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Into the eye of a cat: Hurricane, in my perceptive is the most beautiful cat in the world. A figure of pure majesty, when I took this photo my intention was to shoot a picture of just her face but soon after this was taken I realised something particular dramatic and special about the eye so I zoomed in on it and picture you see now is the final result.

Στο μάτι μιας γάτας: Η Χιουρικέιν κατά τη γνώμη μου είναι η πιο όμορφη γάτα στον κόσμο. Μορφή καθαρού μεγαλείου, όταν τράβηξα αυτή τη φωτογραφία σκόπος μου ήταν να τραβήξω μόνο το πρόσωπό της, αλλά μόλις την τράβηξα αυτή συνειδητοποίησα κάτι ιδιαίτερο, δραματικό και ξεχωριστό για το μάτι, κι έτσι ζουμάρισα σε αυτό και η φωτογραφία που βλέπετε τώρα είναι το τελικό αποτέλεσμα.

పిల్లి కళ్ళలోలి – హరికేన్. న్దృషి్ట లో ప్రపంచంలో అందమీ పిలి్ల. హుంద్తనం కి ప్రతిరూపం.నేను ఈ ఫో ట్ తీసు ్తన్నపు్పడు న్కు అనిపించింది ద్ని మొహం ఒకకుట్ తియాయాలని. ఇది తీసిన తరా్వత న్కు తెలిస్ంది ద్ని కంట్్ల ని ప్రతేయాకత, నేషియంచ్ను.అందుకే ద్ని కంటిలోకి జూయా చేశాను. ఇపు్పడు మీరు చూస ఫో ట్ తీశాను, ఎందుకంట్ న్కు జంతువులంట్ ఇష్టం.

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Camouflaged lizard: This is a lizard. We found it because I accidentally hit it. I hit it because there was steep stairs. So I holded on the rails where the Lizard was! I took this picture because I love animals.

Καμουφλαρισμένη σαύρα: Αυτή είναι μια σαύρα. Τη βρήκαμε επειδή τη χτύπησα κατά λάθος. Τη χτύπησα επειδή η σκάλα ήταν απότομη. Κι έτσι πιάστηκα από την κουπαστή, όπου βρισκόταν η σαύρα! Τράβηξα αυτή τη φωτογραφία, επειδή αγαπώ τα ζώα.

వూసరవెల్లి – ఇది బలి్ల. దీనిని నేను అనుకోకుండ్ ద్నిని త్కినపు్పడు చూసాను. నేను ఎందుకు త్కానంట్, నేను ఎతెత్తన మ�టు ్ల ఎకుకుతూ రెకలింగ్ పటు ్టకునపు్పడు, అకకుడ ఈ బలి్ల వుంది. అపు్పడు ఈ ఫో ట్ తీశాను, ఎందుకంట్ న్కు జంతువులంట్ ఇష్టం.

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Once upon a time there was the Virgin Mary and she gave birth to Jesus. And Jesus after a few days grew up. Some evil people wanted to crucify him. They were shouting to crucify him. The King was thinking about it, and because they were shouting they crucified him. The Virgin Mary was very sad and she was crying because Jesus was her child and she was very sad.

Μια φορά κι έναν καιρό ήταν η Παναγία και είχε γεννήσει τον Χριστό. Και ο Χριστός μετά απο λίγες μέρες μεγάλωσε. Κάποιοι κακοί θέλαν να τον σταυρώσουν. Φώναζαν να τον σταυρώσουν. Ο Βασιλιάς σκεφτόταν και επειδή φώναζαν τον σταύρωσαν. Η Παναγία στεναχωρήθηκε και έκλαιγε επειδή ο Χριστός ήταν το παιδί της και στεναχωρήθηκε πολύ.

అనగనగా మేరి మాత వుండేది. ఆమ్ జీసస్ ప్రభుకి జన్మనిచిచుంది.కొని్న రోజులు తరా్వత జీసస్ పెద్ద వాడయాయాడు. కొందరి దురా్మరు ్గలు అతనికి శ్లువ వెయాయాలని అనుకున్్నరు. వాళ్్ళ అతనికి శ్లువ వేసారు. మేరి మాత చ్ల బాధ పడింది, ఎందుకంట్ జీసస్ ఆమ్ పుతు ్రడు,అందుకే ఆమ్కు బాధ.
**Best Friends:** It has all /...most of the important things in it – school, and my best friend. They're important to me because if we didn't have school we'd never have a best friend.

Καλύτεροι φίλοι: Περιλαμβάνει σχεδόν /... όλα τα σημαντικά πράγματα [η φωτογραφία] ‒ το σχολείο και τον καλύτερό μου φίλο μου φίλη. Είναι σημαντικά για μένα διότι, εάν δεν είχαμε σχολείο, δεν θα είχαμε ποτέ έναν καλύτερο φίλο.

**Kabah:** I took this photo (photo of a photo frame) in Mohboodiya masjid. This Masjid has madrasa classes. These classes are daily from 5 pm – 9 pm. I like to go to madrasa because they teach well and discipline us. When the teacher in madrasa hit, children feel bad. I got hit once when I read something wrong. I felt bad. They teach Arabic reading. I like to go to masjid because there are many good things like kaba sharif photos (photos of different mosques) and names of hujurs (respected people in the religion). Many people come there. I go to masjid with my sister. This photo has been taken in 2015. I like this very much. My family thinks madrasa is good. If I don't go, my mum hits me. Because, she believes if I didn't go I will not have a career. I don't want to go sometimes because of some pains. If I tell mum she gives me medicine and asks me to go soon to madrasa.
I was fixing my car with my dad and I felt excited because my dad was there. Once upon a time there was a sword and it came alive. The sword came from a magical world.

In a garden close to Acropolis there were flowers and trees. I made pictures of them because I like nature. I would like to have a garden with many colourful flowers and beautiful trees. Also I like nature because there are animals there.
My dad was in Afghanistan and then he came from Afghanistan and we hugged him and then we went home and then we went to sleep and then we came here.

Ο μπαμπάς μου ήταν στο Αφγανιστάν και ύστερα ήρθε από το Αφγανιστάν και τον αγκαλιάσαμε και μετά πήγαμε σπίτι και μετά πήγαμε για ύπνο και μετά ήρθαμε εδώ.

మా న్న్న ఆఫ ్గ నిసా ్తన్ లో వుండేవాడు. తరా్వత ఆఫ్గ నిసా ్తన్ నుండి వచేచుసాడు. మేమిద్దరం కౌగలించుకున్్నం.తరా్వత ఇంటికి వెళ్్ల ం. తరా్వత పడుకున్్నం. ఇంకా తరా్వత ఇకకుడికి వచ్చుం.

iPad is an electronic device. It is used in different countries. We should not touch iPad with wet hands or dirty hands. If we did not keep iPad with a cover it may get scratches. We can use iPad with wifi or Bluetooth. We can watch movies, listen to songs, play games etc. I love my iPad very much. I play games and watch movies daily. Pink is my favourite colour so I asked a pink colour cover for my iPad. I prefer iPad than TV because we can watch anything in this. I don’t allow anyone to touch this iPad.

Το iPad είναι μια ηλεκτρονική συσκευή. Χρησιμοποιείται σε διάφορες χώρες. Δεν πρέπει να αγγίζουμε το iPad με βρεγμένα χέρια ή με βρόμικα χέρια. Εάν δεν φυλάγαμε το iPad με ένα σκέπασμα, θα μπορούσε να γεμίσει χαρακιές. Μπορούμε να χρησιμοποιήσουμε το iPad με wifi ή με ένα Bluetooth. Μπορούμε να δούμε ταινίες, να ακούσουμε τραγούδια, να παίξουμε παιχνίδια κ.λπ. Το αγαπάω το iPad μου παρά πολύ. Το οποίο παίζω στο iPad μου παρά πολύ. Μπορούμε να ακούσουμε ταινίες, να παίξουμε παιχνίδια κ.λπ. Το αγαπάω το iPad μου. Το iPad είναι μια ηλεκτρονική συσκευή. Χρησιμοποιείται σε διάφορες χώρες. Δεν πρέπει να αγγίζουμε το iPad με βρεγμένα χέρια ή με βρόμικα χέρια. Εάν δεν φυλάγαμε το iPad με ένα σκέπασμα, θα μπορούσε να γεμίσει χαρακιές. Μπορούμε να χρησιμοποιήσουμε το iPad με wifi ή με ένα Bluetooth. Μπορούμε να δούμε ταινίες, να ακούσουμε τραγούδια, να παίξουμε παιχνίδια κ.λπ. Το αγαπάω το iPad μου παρά πολύ. Το ροζ είναι το αγαπημένο μου χρώμα γι'αυτό και ζήτησα ροζ θήκη για το iPad μου. Προτιμώ το iPad παρά την τηλεόραση γιατί στο iPad βλέπεις ό,τι θέλεις. Δεν αφήνω κανέναν ν'αγγίξει το iPad μου.

Donia (mum): I like Donia because she’s so cute and very kind as well. She never has scratched anyone before because she’s friendly. She has a good relationship with Mishu.

Mishu (son): One of its eyes are green the other is blue. Its father is white and the mother is black and white.

Donia (mum): Μου αρέσει η Donia, επειδή είναι γλυκιά κι ευγενική επίσης. Ποτέ δεν γρατζούσε κανέναν στο παρελθόν, επειδή είναι φιλική. Έχει καλές σχέσεις με τον Misou.

Misou (son): Ενα απ'τα μάτια του είναι πράσινο και το άλλο μπλε. Ο πατέρας του είναι άσπρος και η μητέρα του είναι ασπρόμαυρη.
I like this because me and my sister made it and when it was nearly finished Melissa came to my house. It makes me feel happy.

Μου αρέσει αυτό, επειδή το φτιάξαμε με την αδερφή μου και, όταν είχε σχεδόν τελειώσει, ήρθε η Μέλισσα σπίτι μου. Με κάνει να αισθάνομαι ευτυχισμένος.

ఇలులి  కట్టడం – నా భారతీయ ఆననా కట్టడం నా సాధనాంతరం కట్టడం చేశుకున్నది. వాటా ఉన్నాం అది నేటి నుండు అందరి కట్టడం చేశాం. ఆ సమయంలో మెలిసా మా ఇంటికి వచిచువారు. నేను సంతోషం కలిగింది.

TRANSLATIONS

I like this picture because my outfit looks very pretty and this day I was going to my godmother’s friend's house.

Μου αρέσει αυτή η φωτογραφία, γιατί τα ρούχα μου φαίνονται πολύ όμορφα και εκείνη την ημέρα πήγαινα στο σπίτι μιας φίλης της νονάς μου.

I like this picture because my outfit looks nice and I was going to see my uncle this day.

Μου αρέσει αυτή η φωτογραφία, επειδή τα ρούχα μου φαίνονται ωραία και εκείνη την ημέρα θα έβλεπα τον θείο μου.

This is my favourite food in Jamaica and I really like it.

Αυτό είναι το αγαπημένο μου φαγητό στη Τζαμάικα, που μου αρέσει πολύ.

I caught a tiny frog and put it in a bottle I came back from a house and found it dead.

Έπιασα ένα μικρό βατραχάκι και το έβαλα σε ένα μπουκάλι, γύρισα από ένα σπίτι και το βρήκα πεθαμένο.

Haarathi: When my uncle and aunt came to our house after their marriage, my mother offered haarathi to them with a plate of lamb, turmeric, kumkum and the red water to get rid of the evil eye. This plate is rotated around their head 3 times and then the red water is thrown out. All (newly married couple and also others) were offered with kumkum, haarathi and thumbs up (soft drink).

Χααράτι: Όταν ο θείος και η θεία μου ήρθαν σπίτι μας μετά το γάμο τους, η μαμά μου τους πρόσφερε χααράτι, μαζί με ένα πιάτο αρνί, με κουρκουμά, κουκουμ και κόκκινο νερό για να τους φυλάξει από το κακό μάτι. Αυτό το πιάτο το περιφέρουμε τρεις φορές πάνω από το κεφάλι τους και μετά πετάμε το κόκκινο νερό. Σε όλους, στους νιοπάντρους και στους άλλους, προσφέραμε κουρκουμά, χααράτι και αναψυκτικά.

(Κόκκινο νερό – όταν ανακατεύεται ο κουρκουμάς με τον ασβεστόλιθο το νερό γίνεται κόκκινο).
