



CULTURAL ROUTES AROUND THE CITY - THE TEACHING SCENARIO IN A NUTSHELL

| WHAT | HOW | WHY | LEARNING GOALS |
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| <p>Learning outdoors and in the community – Getting to know our city</p> | <ul style="list-style-type: none"> Following the cultural routes around our city and visiting places of historical and cultural interest, meeting with locals and learning the history of our area through their personal narrations and experiences, taking part in a digital treasure hunt, presenting the results of surveys and project work to the school community members | <ul style="list-style-type: none"> Help Ss develop cognitive and social skills as well as responsible active citizenship values (learn from the older generations, keeping traditions, learn about the place they live in and grow) Make Ss realise the value of knowledge and expertise coming from the people's experiences and events which took place in their place of residence Help Ss connect the past of the city to the present and envisage the future while seeing themselves as active members of a changing | <ul style="list-style-type: none"> Knowledge: 1. to know the history of buildings and people in the area, 2. to get acquainted with the change and the development of an area while focusing on its positive and negative aspects, 3. to use critically information that are given by the locals, 4. to produce presentations on the topic, 5. to prepare for interviews with locals and authorities, 6. to utilize new technology in order to promote the past and present of the area Practice: 1. to search the web and select the appropriate material for their topic, 2. to apply the stages of an interview (preparation of questions, recording / recording, indexing and production of text /article and recode the outcome to another form (presentation, visuals, audio files), 3. to use digital tools and applications suitable for the work they have undertaken Emotional attitudes: 1. to appreciate the value of human contribution to the |



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| | | world | <p>development of a place, 2. to recognize seniors as carriers of knowledge and tradition, 3. to appreciate the place they live in</p> <ul style="list-style-type: none"> • Learning in the community: 1. to connect with the wider school and local community, 2. to give joy to seniors and the feeling that they still offer as carriers of knowledge and culture, 3. to rejoice themselves through their creations. |
| <p>Developing an interest in: local history, seeing the school as an integral part of the local community and establishing strong bonds among members of the school community, New Technologies as a means of gaining new knowledge while having fun.</p> | | | |

Title: CULTURAL ROUTES AROUND THE CITY

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1. The learning scenario ID

School subjects involved: Greek language, Project activities and Skills Workshops, ICT, Culture and local History

Learners' profile: The topic of this scenario is suitable for all ages. The meetings have been mainly planned on a 45-minute duration and they are meant to be delivered at a time out of the school working schedule or within the school working time after proper arrangements.

Duration: teaching sessions of 45 minutes or according to time available

Implementation conditions and background knowledge:

The following teaching scenario is part of a larger interdisciplinary work plan implemented at the 3rd Primary School of Zografou. The topic of the script is addressed to fourth-sixth grade students and will be explored through a variety of different subjects. This scenario is related Environmental and Cultural Education projects and the newly introduced subject of Skills Workshops which address the development of children's soft skills. Following the cultural routes around our city and visiting places of historical and cultural interest, meeting with locals and learning the history of our area through their personal narrations and experiences, taking part in a treasure hunt with the use of a mobile application, creating art in local museums, presenting the results of surveys and project work to the school community members, students acquire new knowledge on the area they live in which is self-discovered and self-experienced.

2. Expected learning outcomes per school subject area

Greek language: be in a position to understand how authentic sources are more reliable, learn to appreciate people's personal experiences and contribution to local history.



Project activities and Skills Workshops: offer the opportunity for hands-on experience, enable them to relate the cultural heritage to everyday practices and realize how intergeneration dialogue and collaboration can reinforce the discovery of new knowledge, the preservation of significant traditions and aims to transfer values from one generation to the other.

ICT: engage students and other members of the school community in the use of New Technologies, help students utilize digital media so that they promote tradition and collaboration outcomes, suggest the use of NT as a way to bring the elderly closer to the younger generation.

Culture and local History: gain new and consolidate previous knowledge on the nutritional value of bread and its place in the food pyramid.

1ST TEACHING SESSION

Reading a comic and getting in touch with the history of our city

Duration: 45min

Activity type: Discussion and reading

Class organisation : Group and individual work

Teacher's role: Co-ordinating and supporting the students first contact with the city history.

Teacher's actions: The teacher and students are visiting a place with a view to the city they live in or a place where they can sit and enjoy the reading of material which can initiate the investigation of the topic in question. For the purpose of this kick-off meeting, we chose the library of the University Campus which is close to our school and offers a view to our area. The teacher invites the students to note down any words or ideas that come to their mind when they think of their city. Students are invited to read a comic which presents the history of their area. Alternatively, they could be invited to go through local press or photo albums with old and new photos of the city, articles or flyers or any other reading material available. The teacher invites the students to spot the common themes between the comic they read and the product of the brain storming activity



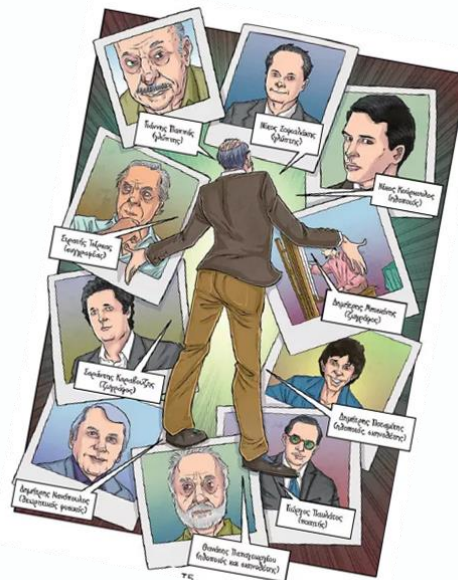
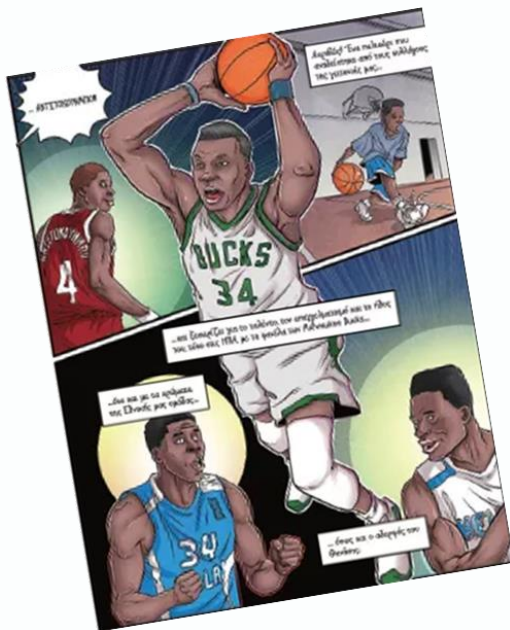
at the beginning of the meeting. Then, they discuss and decide on the points they would like to focus on and investigate through the cultural walks around the city.

Student's actions: Students read the comic which is available through the link below (the comic can be replaced with any material which tells the story of the city the students live in). They exchange ideas on the material, recall knowledge and experiences of people and places mentioned in the comic. Then, they take time to work together on a map of the city and highlight the places they would like to visit. At the end of the activity they must have created three or more itineraries they will follow during their outings.

Educational material, tools, resources: The comic used for the purposes of this scenario can be found [here](#).

Activity outcomes: The routes for a walk or walks through the city, exchange of information.





2nd – 3rd TEACHING SESSIONS

Walking my city: discovering places of interest

Duration: 90 min

Activity type: Physical activity of walk around the city

Class organisation: Group work

Teacher's role: Co-ordinating and supporting the students in their organizational role.



Teacher's actions: Teacher provides students with all necessary material and helps them organise the steps.

Student's actions: The students are divided into three groups (the same number with the itineraries on the city map) and they set off their walk around the city. Their goal is to meet with the other groups at school and present their findings. For each group a worksheet like the one attached [here](#) will be used so that students note down their findings and get ready for the presentations activity. Students meet at school after their walk around the city and present their experiences. An overhead projector may be used to display the google map of the city so that everybody can follow the route.

Educational material, tools, resources: Google maps, paper maps, worksheets.

Activity outcomes: Students are expected to come up with new information related to the topic under investigation.





4th – 5th TEACHING SESSIONS

The history of my city through the citizens' stories

Duration: 90 min

Activity type: Group work

Class organisation : Students invite locals to school

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Teacher's role: Co-ordinating and supporting the participants, T caters for seats for all participants and co-ordinates the activity, T allocates time for the discussion and helps with organisation.

Teacher's actions: T helps students organise an Open Day to the City Event at school.

Student's actions: Students work together and discuss the possibility to invite important locals to school for interviews and discussion tables. They work together to prepare invitations and a poster to advertise the Open Day to the City Event. The goal of this activity is the transfer of knowledge from one generation to the other through the use of technology as a means which can bridge two generations and consecutive thirty-minute meetings with locals who will visit the school and share their personal stories with the school community. The Event may take place on a regular school day devoted to the city past and its protagonists (local businessmen, people who have a story to tell, artists, athletes, members of local folklore groups, musicians, authorities representatives, etc.)

Educational material, tools, resources: computers and any other necessary software to create posters

Activity outcomes: Photos, drawings, audio or video files, interview minutes, diary pages, reports, anything that can be put on display during the next stage.





Cultural routes around the city

Interview a person in the neighbourhood

MEET WITH HISTORY

Spot a person who is available and willing to help you. Be polite, inform them about your task and the procedure and the time limits.

- Start with general questions and then be more specific.
- Listen to the person carefully and do not interrupt.

REMEMBER

DO use respectful language.

DON'T make too personal questions.



MAKE YOUR STORY COME TO LIFE

Use your camera **ONLY** if you have the interviewee's consent. Could you have a photo with them?

- Ask them what their favourite or least favourite part of the neighbourhood is and take a picture of it if possible.
- Are there any places in the area which are connected to their story? Can you have a photo of them?

UPON YOUR RETURN TO SCHOOL

Check with resources you find in the school library, family or the web for the following:

- Did you note down the names of landmarks, important events, or anything interesting you would like to study in more detail?
- Are there any connections to stories you have heard in your family? If yes, could you search for more details and confirm with your relatives? If no, inform your family members about the new things you learnt.



UTOPIA

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Activity 2: Locals teach history through a digital scavenger hunt

Duration: 30 min

Activity type: Playing a digital game

Class organisation: group work, students work with the locals

Teacher's role: monitoring and encouraging participation

Teacher's actions: T has helped Ss prepare for the scavenger hunt and the use of the mobile application Actionbound <https://en.actionbound.com/>

Students' actions: Ss form mixed groups (students and invited locals), scan the QR code in their mobile device and play the scavenger hunt. The game has previously been created by them in the class and a number of bounds (missions) must be completed. Through these bounds, students and locals participate in order to solve puzzles, answer quizzes, take photos, spot places with the help of digital maps, create audio or video files based on information about the area they live in.

Educational material, tools, resources: Each group shapes, posts and presents the results of their work in any way they consider more appropriate.

6th TEACHING SESSION

Activity 1: A photo exhibition at school: my city in photos

Duration: according to time available

Activity type: presentation, exhibition

Class organisation: group work

Teacher's role: T acts as a co-ordinator, facilitator, encourager.



Teacher's actions: T provides Ss with the necessary material to organise an exhibition, supports them with organizational matters, facilitates their work.

Students' actions: Students prepare a photo exhibition at school. They gather evidence from their work and walk around the city and put it on display. The day of the exhibition can coincide with an important event, e.g. the end of the school year or a mid-term holiday start so that people of the local community can visit it as well.

Educational material, tools, resources: samples of exhibitions at schools, photos, partner schools with a previous relevant experience may act as advisors and critical friends

Activity outcomes: Ss are expected to organise an exhibition with all the results of their work and share their experience with the other members of the school community.

