ACHIEVE+

Around **C**ultural **H**eritage **I**nvestigate **E**uropean **V**alues with **E**rasmus+

Educational Material

A set of Educational materials to promote innovative and interactive teaching:

- Learning scenarios / lesson plans/ Worksheets
- Web 2.0 tools
- Educational IT Games

With the support of the Erasmus+ Programme of the European Union

ACHIEVE+

Around **C**ultural **H**eritage **I**nvestigate **E**uropean **V**alues with **E**rasmus**+**

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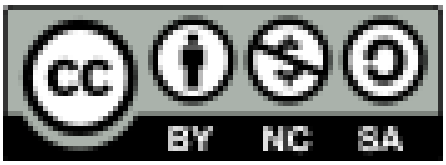

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Summary

Over the past two years, Achieve+ project teachers have been working together toward a common goal: encouraging the innovative integration of cultural heritage in education, by training teachers (in Short Join Staff Training Events, participating in some activities and attended a Maths and Art class where CLIL and Flexible Curriculum methodologies with learning scenarios using cultural heritage) on how to create learning scenarios using cultural heritage, testing them and integrating them in their classrooms.

The learning scenarios and the implementation composing this Educational Material booklet are the results of teachers' hard work, commitment, creativity and endless efforts in highlighting the importance of cultural heritage in their teaching.

This booklet has been created by teachers, whose area of specialization varies, coming from 6 partner countries of this Erasmus+ project.

The main goal is to promote and value the benefits that Europe offers through the development of skills in inter-multicultural relationships, namely through European collaborative work and the need to motivate students to learn, creating dynamics that reflect a positive change in practice. These strategies motivate and improve all involved participants (teachers and students), as well as contribute to the EU Education and Training Strategic Framework EF2020.

Once the focus of our project is Cultural Heritage Diversity in Europe. All schools have put together a set of learning scenarios, and Educational IT Games that promote the use of cultural heritage in learning environments, interdisciplinary cooperation, collaborative work, autonomy, transdisciplinarity and learning through project implementation (curricular integration). Besides, cross-curricular learning process was implemented in order to improve the learning process and consequently Educational Success, as well Social and educational value of European cultural heritage. Finally, promoting the acquisition of skills and competences and open education to innovative practices in a digital era was also aimed and achieved.

The aim is to explore and share innovative ways to reach a specific outcome, with focus on a wide variety of skills: i) logical thinking and problem solving; ii) critical and creative thinking; iii) information and communication¸ artistical and aesthetic sensitivity; iv) well-being and health; v) language and texts.

This is done to cater for all students whose abilities vary but also those whose learning methods differ. Through this, one hopes to ignite a passion for learning that will provide the students with the tools they

need to succeed. For this reason, one has ensured that we must innovate in ours classes by using web 2.0 tools.

Nowadays, technological devices are in the centre of teens' lives. So, we should bring them to classes. On the one hand, students will be more motivated and engaged, on the other hand, they are 21st century citizens and it's the teacher's duty to prepare students for the technological environment they will have to face when they leave school.

Composed of sixteen learning scenarios and forty-two educational IT Games this booklet has been designed for teachers and educational stakeholders as an example of the use of Cultural Heritage in our classrooms.

Educational Material

Portugal

Agrupamento de Escolas de Idães

Website: http://www.e-idaes.org

Telephone: **+351255330387, +351255330386**

Email: secretaria@e-idaes.org

Coordinator: Joana Faria, PE teacher, Sports Club Coordinator – joaninhaalicefaria@e-idaes.org

Team: Paula Cunha, Arts teacher; Susana Pereira, English teacher and Sónia Fernandes, Language teacher

Learning Scenario:

"Geometry in Art" – logo creation

Curricular integration:

- Subject: Arts / Maths- CLIL methodology (Math lessons) / English/History

General idea:

- Interdisciplinary and interactive lessons (Arts / Mats / English/ IT);

Through the development of this activity, several specific contents of the subjects involved were worked and explored by teachers and pupils, either explicitly or implicitly, favoring the curriculum integration, and cross-curricular learning process. This learning scenario also explores how mathematics is in Romanesque Architecture, with emphasis on the Route of the Romanesque, an historical route in Northern of Portugal. Students will be invited to learn more about, circle circumference, the irrational number Pi and get to know Romanesque Architecture, focusing on its rosettes. On the onter hand, it also approaches Cultural Heritage (monuments, religion; cultural and social environment; traditional arts and crafts; festivals; local cuisine; historical character) of the following European countries: Portugal, Greece, Czech Republic, Romania, Italy and Bulgaria. There also was cooperative work between the above project, Maths, IT and Arts teachers. The circular Achieve + Project logo was designed in the Arts Class.

All the above were involved collectively in implementing curriculum flexibility methodology.

Digital aspect (Web 2.0 – tools)

- Immersive and interactive learning (use/creation of videos, PowerPoints, Padlet, WordArt, QR codes, logo polling, eTwinning);
- Collective engagement and integrated and summative/ formative assessment (use of QR codes; online questionnaire).

Skill Level Intermediate:

- Ages 11-14

Time Needed:

- 3 Maths lessons (50m each), 12 Arts lessons (50m each), 2 IT lessons (50m each).
- International Conference (4 hours).

Learning objectives, skills and competencies:

- Increase knowledge about other countries and other cultures;
- Gather and choose relevant information about other countries and other cultures;
- Develop social skills by means of teamwork;
- Use IT to create and share information;
- Increase artistical and aesthetic sensitivity;
- Develop English writing and speaking skills;
- Use of technical drawing techniques - dividing the circumference into several equal parts;
- Apply coloured painting technique;
- Familiarise students with App QRreader and, WordArt
- Calculate the circumference of a circle

Methods and techniques:

- Individual work
- Teamwork
- Project work
- Craftworking

Results:

- Development of IT use to research and find information;
- Increased knowledge about other countries and other cultures;
- Use of acquired knowledge in approaching geometry content to choose the geometric figure for the base of their logo;
- Application of learnt techniques in letter drawing process;
- Development of colouring painting technique;
- Use of IT to create and share information;
- Increase of artistical and aesthetic sensitivity;
- Development of English writing and speaking skills;
- Use of technical drawing techniques - dividing the circumference into several equal parts;
- Acquaitance of students with App QR reader;
- Calculation the circumference of a circle;
- Promotion of Mathematics and Art from cultural and Historical point of view;

Material:

- Computers
- Internet
- Ruler
- Compass
- Graphite pencils H and B

- Colouring pencils
- Fine tip marker

Learning space:

- International Conference Achieve+
- School classroom;

Organization of the learning scenario

- The learning scenario was organized according to the implementation of 3 Maths lessons (50m each), 12 Arts lessons (50m each), 2 IT lessons (50m each) and International conference (4 hours).
- The lessons are introduced step by step accordingly below.

Introduction - International Achieve+ Conference

Pupils participate in an International Achieve+ conference about the description of the project Erasmus+ ACHIEVE+ Around Cultural Heritage Investigate European Values with Erasmus+.

This conference is an opportunity to share and improve participant´s knowledge and ideas about Cultural Heritage of the following European countries: Portugal, Greece, Czech Republic, Romania, Italy and Bulgaria. Several topics were covered: monuments, religion; cultural and social environment; traditional arts and crafts; festivals; local cuisine; historical characters.

Bulgarian presentation- http://bit.ly/ACHIEVEBULGARIA

Czech presentation: http://bit.ly/AchieveCzechRepublic

Italian presentation: http://bit.ly/AchieveItaly

Greek presentation: http://bit.ly/AchieveGreece

Romanian presentation: http://bit.ly/AchieveRomania

Romanesque Route/Portuguese presentation : http://bit.ly/AchieveRotadoRomânico

Evaluation:

All participants filled in a questionnaire.

http://bit.ly/ACHIEVEConferenceEvaluation

IT Class Lesson Procedure: Creating Qr codes, world clouds, PPT presentation.

Step1. In IT class, students get to know the QR code reader, how to prepare one and how to make it work. QR (Quick Response) Code

Step 2 – students:

- conduct research and select information about the culture of the project partner countries. Presented in International Conference Achieve+.

- Students are divided into 6 groups and created a QR code with the presentation that were present in the International Conference Achieve+.

Results:

Bulgarian presentation

Czech presentation:

Italian presentation

Greek presentation:

Romanian presentation

Romanesque Route/Portuguese presentation

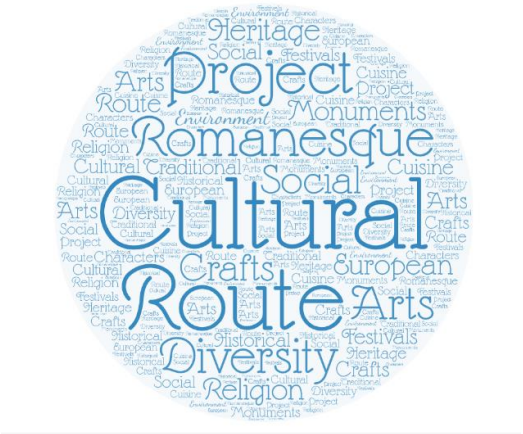
- get involved in a brainstorming and define the title “Around Cultural Heritage Investigate European Values with Erasmus+”.
    - write and give a short description of the project.
    - discuss their choices by giving example.
    - teacher analyzes the proposal with pupils.

Teacher's presentation of an app to create words clouds from a text (WordArt).

[WordArt.com - Word Cloud Art Creator]

- **Students are divided into 4 groups and created a WordArt where they must write a short description of the project and use geometrical figures.**

Students work results



Step 3- In IT class, students get to know how to create a PowerPoint presentation and Calámeo e-book creater, how to prepare on.

- **Students are divided into 4 groups and created a PowerPoint presentation where they must illustrate the logo creation process and then transform into an e-book using Calámeo app.**

Result: Lesson eBook with Logo creation process:

//v.calameo.com/?bkcode=005383570c66d3af52ada&AuthID=RyXJWIqQ6VSX

Closure/Evaluation:

Step 4 - Students answer an online quiz: Let's check your knowledge about other countries and other cultures

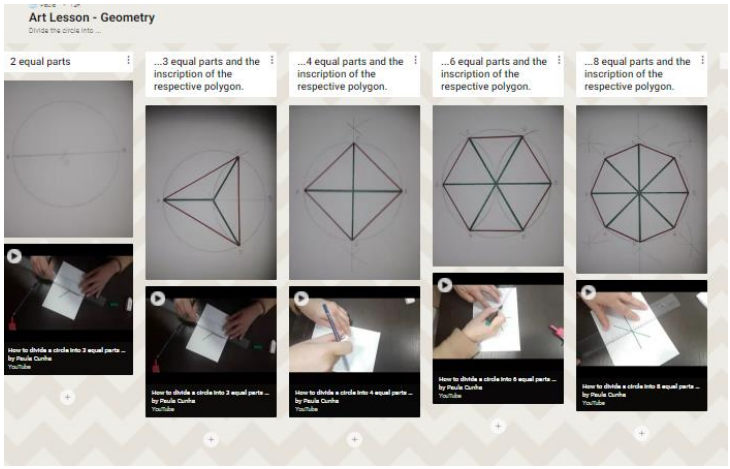
Link to: "**Let's check your knowledge about other countries and other cultures"**

http://bit.ly/LetsckeckyourKnowledgeaboutothercountriesandothercultures

Art Class Lesson Procedure: cross-curricular subject lesson (related to Math -Geometry)

Step 1 - The art/math teacher approaches the geometry content - division of the circumference in several equal parts and polygon inscription on the circumference with the presentation of a Padlet;

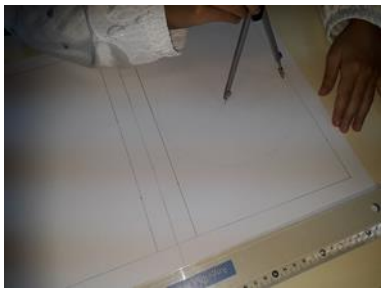
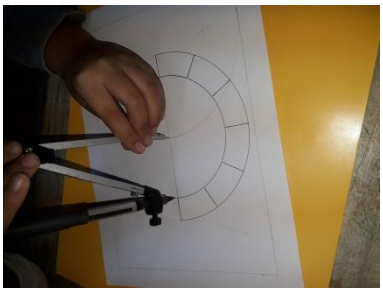
Link to the Padlet: **https://padlet.com/borges/sauqui29p2a9**



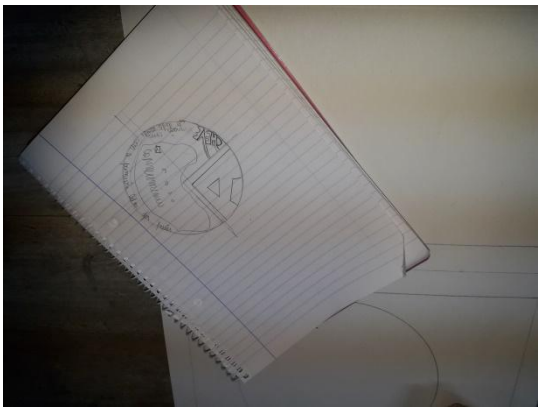
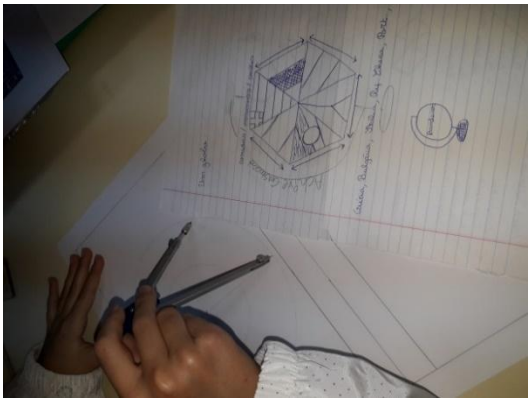
Step 2 - At art classes, the teacher presents a PowerPoint about Communication / Visual Signs.

Link to the PowerPoint:
https://drive.google.com/file/d/1it0RTElywLEHDzKBWhhkMhv1CA6d_v8s/view?usp=sharing

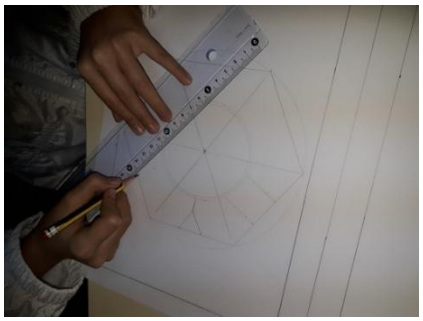
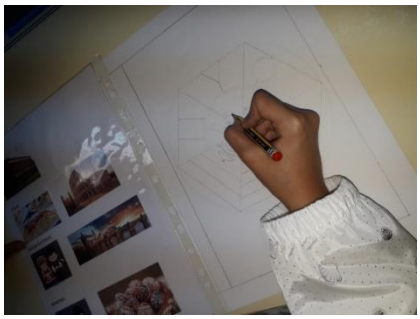
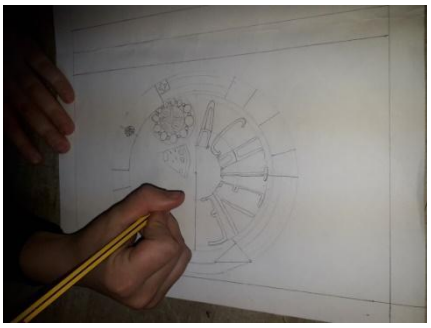
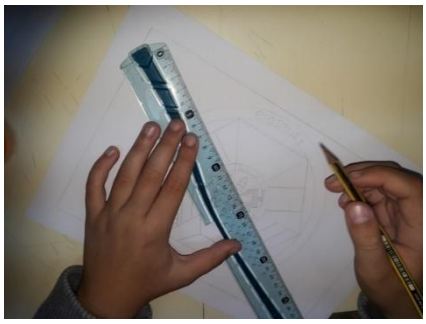
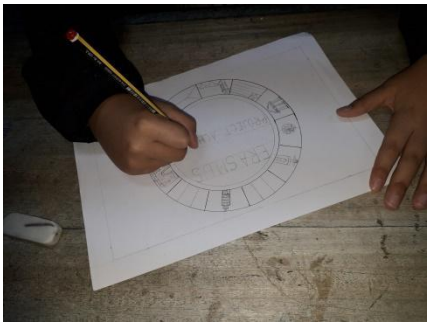
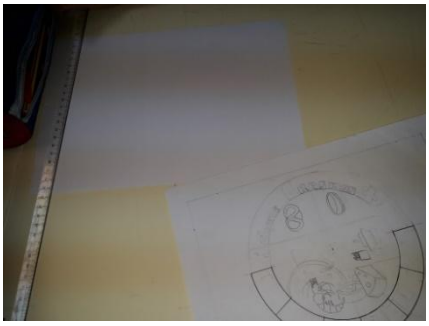
Step 3 - In Art classes students choose the basis for their logo considering the knowledge from math classes - polygon inscription on the circumference.

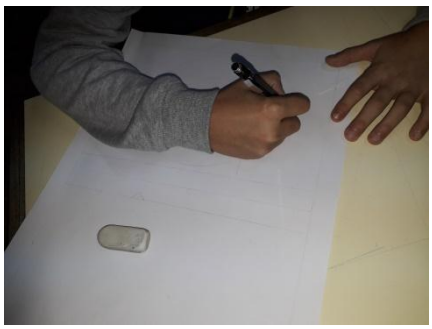
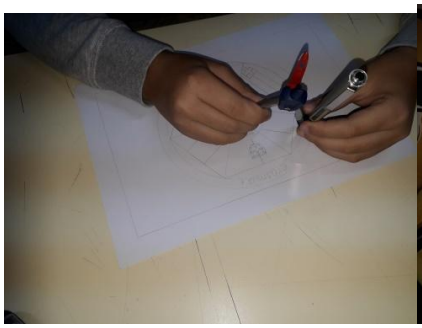
Step 4 - With the information gathered in IT classes, students make a draft of the final result where they conciliate the chosen geometrical figure and the information collected.

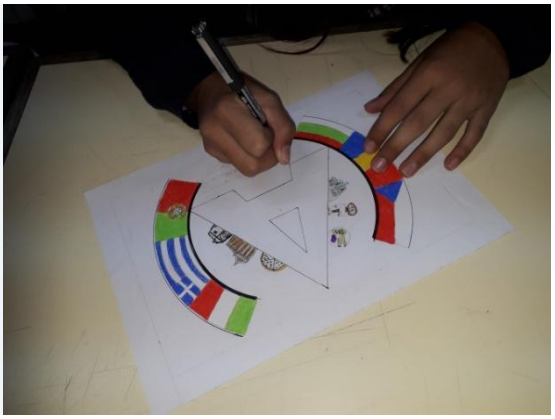
Step 5 - After concluding the draft, students go on completing tasks for the project.

Step 6 - Students using the black thin-tipped marker to draw the lines of the drawing

Step 7 – Students intuitively colour drawings by applying crayon/coloured pencils painting technique.



Step 8 - Students collect and select contest logos**.**

Step 9 - The chosen logos are displayed on the school library wall and all school students are invited to take part in the voting for the selection of the representative logo of Portugal.

Evaluation:

Class debate: each student presents their logo to the class.

Evaluation Criteria

Evaluation and Key Competence Tables:

- Autonomy
- Organizational ability
- Ability to synthesize
- Clarity and logic
- Intelligibility
- Originality
- The quality of public exposure and the ability to engage interlocutors

This evaluation criteria are defined by students before presentation.

CLIL Math Class Lesson Procedure: Circle circumference and Pi discoveries in Romanesque Architecture

The content of this CLIL Math Class (curriculum content: Circle circumference) with 6th grade, class C students, was planned in collaboration with the Achieve + Project Romanesque Architecture, focusing on its rosettes.

Step 1 - Show the video mapping The Route of the Romanesque to promote curiosity for that Portuguese route.

Vídeo mapping “Rota do Românico! https://youtu.be/8sa47lHSTlM

Step 2 - Teacher starts the lesson with a PowerPoint presentation - Teacher explores PowerPoint Parts of the circle and Pi:

Link: http://bit.ly/PartsofthecircleanPiCLILlesson

Step 3- Worksheet 1 – Finding Pi- Activity

Worksheet link: http://bit.ly/worksheetFindingPiActivity

Step 4 - Worksheet 2 **– Pi evaluation**

Worksheet Link: http://bit.ly/Worksheet2Pievaluation

Closure:

All the lessons related to this learning scenario took place during regular Art, English, IT lessons and during the International Conference Achieve+. The final product, the Portuguese project Logo was presented in the international logo polling. All of participants got to know more of Portugal Romanesque Architecture, the country's Cultural heritage.

- eTwinning- Students go to eTwinning project access the Logo polling and vote**.**

Each country has chosen their best logo. It's time for us now to choose the one we like the most. The winning logo was the logo of our project.

Link to http://bit.ly/logopoling

- **Students create a newsletter with the help of Portuguese and English teachers**

Link to http://bit.ly/NEWSLETTERprojectlogo

Follow-up:

- Presentation of products at: **1st "Achieve +" Project Exhibition (On our School's Day, several works and activities developed for the Achieve+ Project were displayed and organized for a common exhibition).**

- #ErasmusDays activities: Achieve+ project carried out a 2nd exhibition with several works done by students, as well as an exhibition on the prominent municipal personality Manuel de Faria e Sousa, together with the Romanesque Route Centre. In its official opening, this exhibition was attended by the Councillor for Culture and Education, Drª Ana Medeiros, and the Headmaster of the Idães Schools Consortium, Dr. Amândio Azevedo.

- **Exhibitions/ PowerPoint presentation of students' work / Poster Presentation of students' work "WordArt".**

- **The newsletter is published on eTwinning and on School web page**
- **Link** http://bit.ly/NEWSLETTERprojectlogo

Learning scenario:

"Let's create a monumental postcard" inspired by the Romanesque Route monuments

Curricular integration:

- Subject: Technology Education / Art/ English

General idea:

- Interdisciplinary (Technology Education / Arts / English) and interactive lesson;
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross-curricular learning and cultural heritage learning.
- Pupils learn how to recycle paper and create postcards inspired by The Romanesque architecture especially by the Romanesque Route monuments. These postcards are used to learn how to write Christmas greetings in English.

Skill Level Intermediate:

- Ages 11-14

Time Needed:

- 12 Technology Education (50m each), 2 Arts lessons (50m each) and 1 English lesson (50m each)

Learning objectives, skills and competencies:

Students should be able to:

- Increase knowledge about European architectural diversity- Portuguese monuments;
- Gather and choose relevant information about Romanesque Route monuments;
- Develop social skills by means of teamwork;
- Increase Artistic and aesthetic sensitivity;
- Develop work techniques;
- Develop English writing and speaking skills;
- Make paper;
- Relate language skills and the real world;
- Recognize monuments from the Romanesque route and their aesthetic value;

Methods and techniques:

- Individual / group work
- Project work
- Craftworking

Results:

- Students learnt about papermaking stages;
- They applied the knowledge acquired in the application of letter drawing technique;
- They applied marker drawing and painting technique;
- They applied cutting, gluing and folding techniques;
- They developed markers painting technique;
- They used IT to create and share information;
- They increased artistic and aesthetic sensitivity;
- They developed English writing and speaking skills;
- They learn how to recognize monuments from the Romanesque Route which are in school area;

- They learnt how to use language skills to communicate;

Material:

- Computers
- Internet
- old paper
- pan
- hand blender
- containers
- paper frames
- cloths
- scissors
- glue
- graphite pencil
- black fine-tipped marker
- cardboards
- parchment paper
- fabric ribbons
- lace

Learning space:

- **School classroom;**

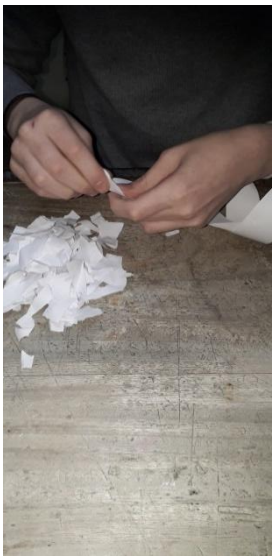
Organization of the learning scenario

- **The learning scenario is organized according to the implementation of 12 Technology Education (50m each), 2 Arts lessons (50m each) and 1 English lesson (50m each).**
- **The lessons are introduced step by step accordingly below.**

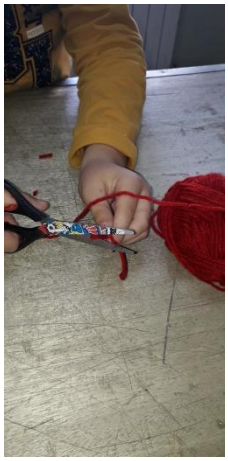
Technology Education Class Lesson Procedure: cross-curricular subject lesson (related to Art)

Step 1 - In the Technology Education class, the teacher starts by saying that today they would reuse the paper. Get the students together as follows:

- Cut paper that is no longer used;
- Put it in a container (pan);
- Add water;
- Crunch with hand blender

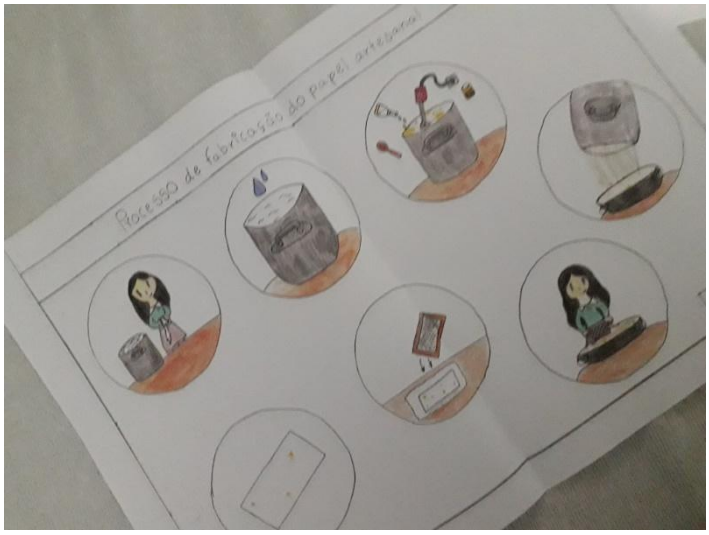


Step 2 – Then join color and brightness.



Step 3 – One by one, students dip sashes into the paper folder, lift it, remove water, and place the sheet of paper to dry over a cloth on the benches.

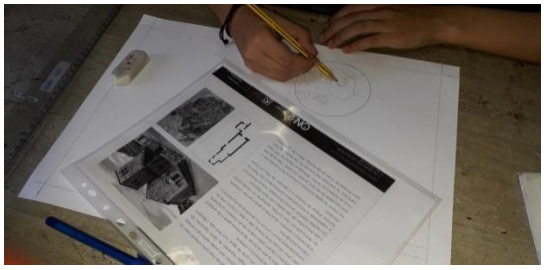
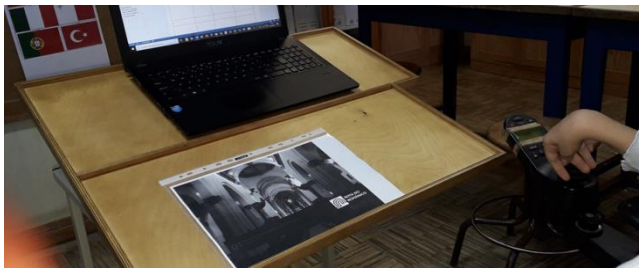
Step 4 - The teacher proposes the discretion of the steps for paper making through drawing.



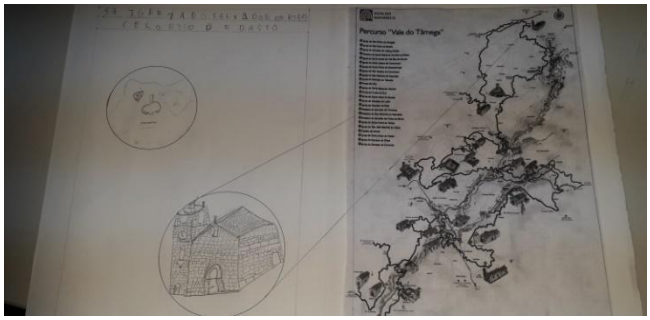
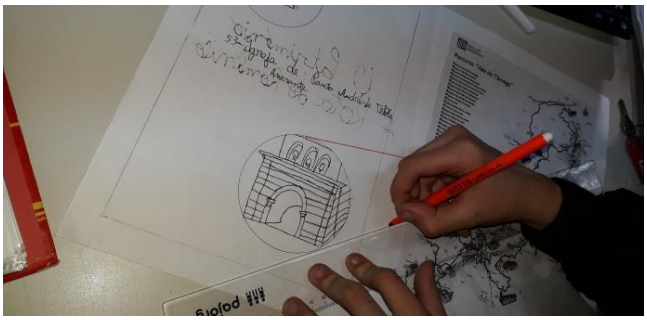
Step 5 – After drying, the paper is ready to be worked on in art classes.

Step 6 – In art class, students choose a monument from the Romanesque Route and conduct a research on the elements that characterize them.

Rota do Românico: https://www.rotadoromanico.com/en/

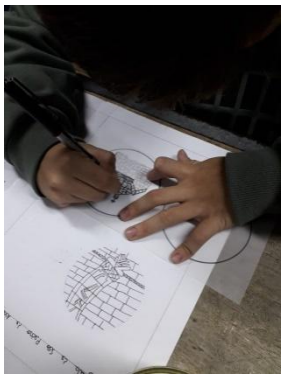



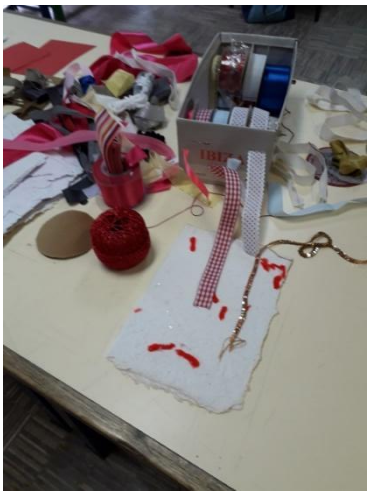
Step 7 – Students draw the chosen monument and a detail of it and locate it in the “Romanesque Route”.

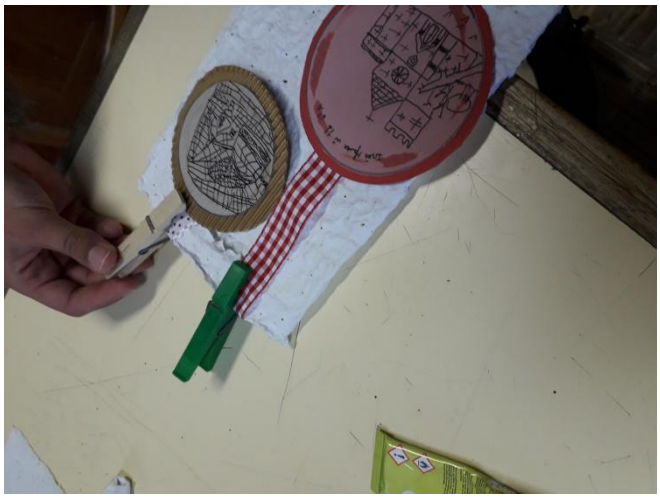



Step 8 – Students begin the process of preparing a Christmas Postcard:

- They draw the monument in a circle of tracing paper;
- They cut a circle of cardboard;
- They stick the tracing paper in the circle;
- They choose the tape;
- and finally stick it on recycled paper.

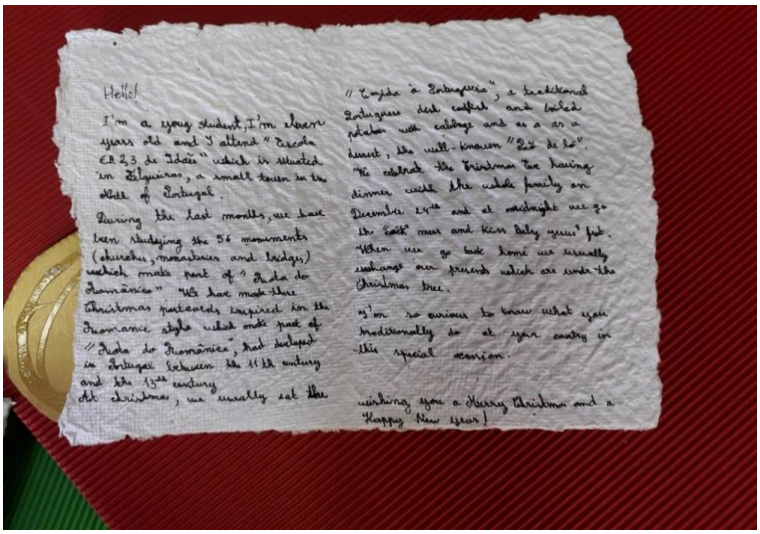






Step 9 – Concluded Christmas Postcards.

Step 10 – In English classes, students prepare a Happy Holidays text and write it on Christmas Postcards.



Step 11 – Students send Christmas Cards to schools in partner countries.

Step 12- Students are divided into 4 groups and created a PowerPoint presentation where they illustrate the Christmas cards creation process and then transform it into an e-book using Calameo app.

- **Lesson eBook with Christmas postcards creation process:** http://bit.ly/Christmascardscreation

Evaluation:

Class presentation: each student presents Christmas Cards to the class**.**

Evaluation Criteria:

Evaluation and Key Competence Tables:

- Autonomy
- Organizational ability
- Ability to synthesize
- Clarity and logic
- Intelligibility
- Originality
- The quality of public exposure and the ability to engage interlocutors

This evaluation criteria were defined by students before presentation.

By Paula Cunha

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English Class Lesson Procedure: cross-subject lesson (related to History)

Step 1 – Teacher shows examples of traditional Christmas Postcards.

Step 2 – Students read about traditional Postcards in the UK.

Step 3 – Students write Christmas messages in their notebooks.

Step 4 – Teacher checks spelling in messages.

Step 5 – Students write messages in Postcards created in Art class.

Evaluation:

All activity has a formative assessment by the teacher and immediate feedback is provided.

Evaluation and Key Competence Tables:

- Autonomy;
- Communicative Language skill.

By Susana Pereira

Closure:

All the lessons related to this learning scenario take place during regular Technology Education, English, IT lessons. The final products are the Christmas postcards and the e-book Christmas postcards creation process.

- eTwinning- Students go to eTwinning project to post their work.
- Students create a newsletter with the help of Portuguese and English teachers.

Link to http://bit.ly/newsletterchristmaspostcard

Learning scenario

"Mathematics (Geometry, Trigonometry) & Monuments"

Curricular integration:

- Subjects: Maths, History and English

General idea:

- To keep students aware of the importance of the relationship between Math and the real world
- Interdisciplinary approach (Maths / History/English)
- Promotion cultural heritage learning.

Skill Level Intermediate:

- Ages 12-14

Time Needed:

- 2 hours

Learning objectives, skills and competencies:

- To relate Math content and the real world;
- To recognize that monuments in their area can be used to solve Maths problems;
- To apply Geometry and trigonometry content to real world problems;
- To develop English skills.

Methods and techniques:

- Individual work;
- Group work.

Results:

With this activity students are able to:

- Recognise the importance of monuments from the Romanesque Route which are in school area;
- Use Maths knowledge to solve real world problems;
- Develop English skills;

Teacher gives instructions, provides assistance and feedback when needed.

Material:

- Worksheets
- Graphite Pencil
- Calculator

Learning space:

- School classroom;

Math Lesson Procedure: Worksheet resolution- Geometry, trigonometry & Monuments.

Step 1 – Teacher gives each student the worksheet "Maths heritage & geometry"

Step 2 – Students solved the whole worksheet. Geometry knowledges were used to solve it.

Link to the worksheet: http://bit.ly/Mathsheritagegeometry

Step 3 – Teacher gives each student the worksheet "Heritage & trigonometry"

Step 4 – Students solves the whole worksheet. Trigonometry knowledge is used to solve it.

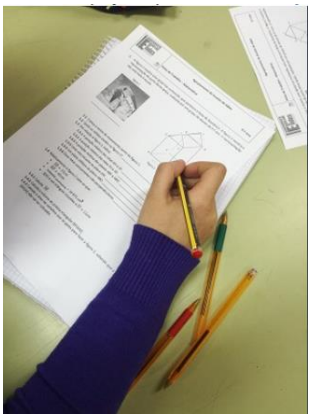
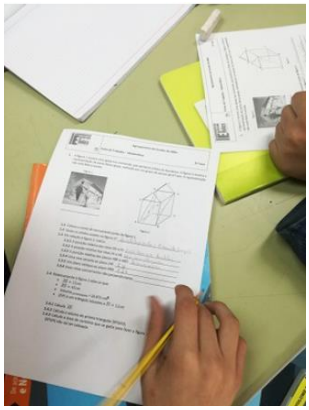
Link to the worksheet: http://bit.ly/heritagetrigonometry

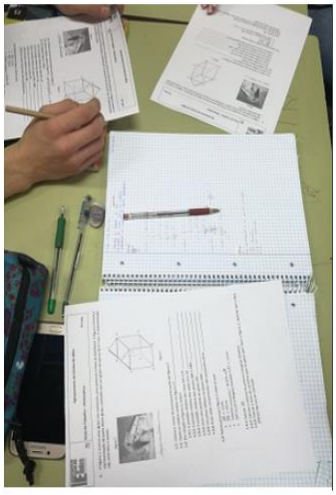
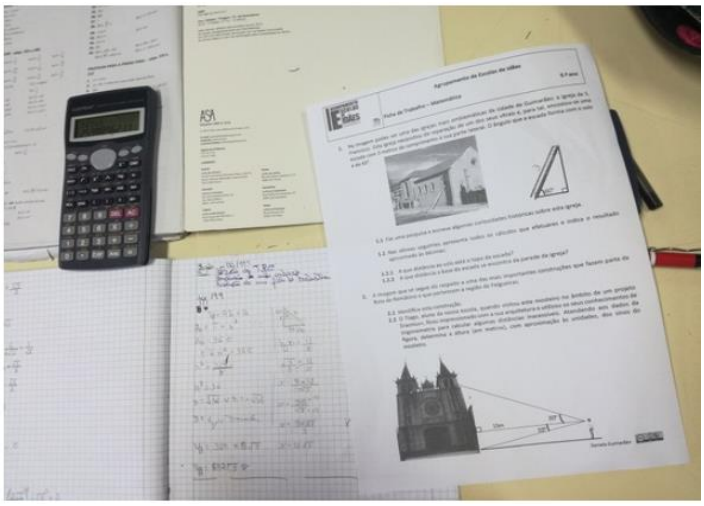
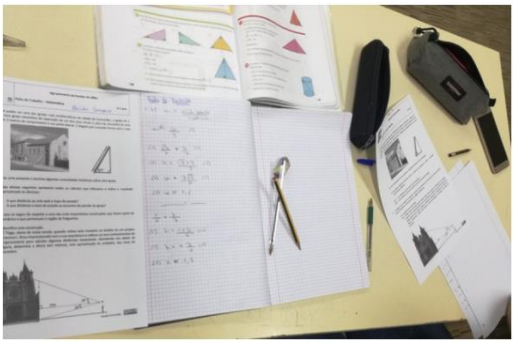
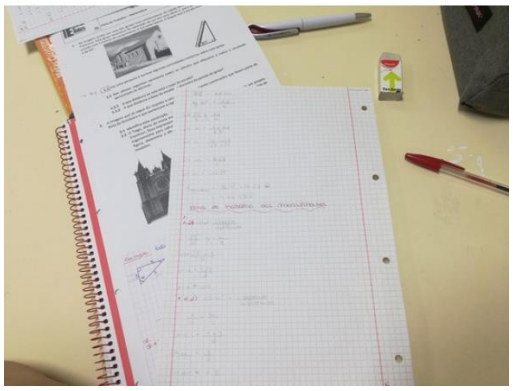
Evaluation:

All activity has a formative assessment by the teacher and immediate feedback is provided.

Evaluation and Key Competence Tables:

- Autonomy;
- Clarity and logic;
- Problem solving on Trigonometry topic.

By Daniela Guimarães

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Learning scenario

"My Mask has History"- Creation of Carnival Masks

Curricular integration:

- Subjects: Contemporary Artistic Education (Arts)/ History/ English/ IT/ & Achieve+ project

General idea:

- Interdisciplinary (Arts / History/English/ IT) and interactive lesson;
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration and cross curricular learning.
- Study trip to the Romanesque Route monuments in order to identify in loco the main characteristics of the Romanesque Architecture.

Digital aspect (Web 2.0 tools)

- Immersive and interactive learning (use/creation of PowerPoints, e- book, online glossaries, eTwinning);

Skill Level Intermediate:

- Ages 12-14

Time Needed:

- 12 Contemporary Artistic Education (Arts) lessons (50m each), English lesson (50m), IT lesson (50m) and Joint lesson (50m), Field trip (1 day)

Learning objectives, skills and competencies:

- Increasing knowledge about European architectural diversity- Portuguese monuments;
- Gathering and choosing relevant information about Romanesque Route monuments;
- Observation drawing in 2d, and in 3d;
- Applying cut and paste technique;
- Applying acrylic painting technique;
- Developing social skills by means of teamwork;

- Developing IT skills by research and find information, and PowerPoint presentation;
- Using IT to create and share information;
- Increasing Artistic and aesthetic sensitivity;

Methods and techniques:

- Individual work and group work
- Project work
- Arts and crafts
- Field trip

Results:

- Students practice using IT to research and find information;
- They increase their knowledge and learn new things about Portuguese architectural style -by gathering and choosing relevant information Romanesque monuments- and European architectural diversity.
- They develop creativity by designing their masks;
- They develop drawing in 2d, and in 3d;
- They develop cut and paste technique;
- They develop acrylic painting technique;
- They develop social skills by means of teamwork;
- They develop IT skills by researching and finding information, creating and sharing information using PowerPoint presentation;
- They increase their artistic and aesthetic sensitivity;

Material:

- Computers
- Internet
- Masks
- Projector
- Acrylic ink
- Graphite Pencil
- Brushes
- Glue
- EVA Paper

Learning space:

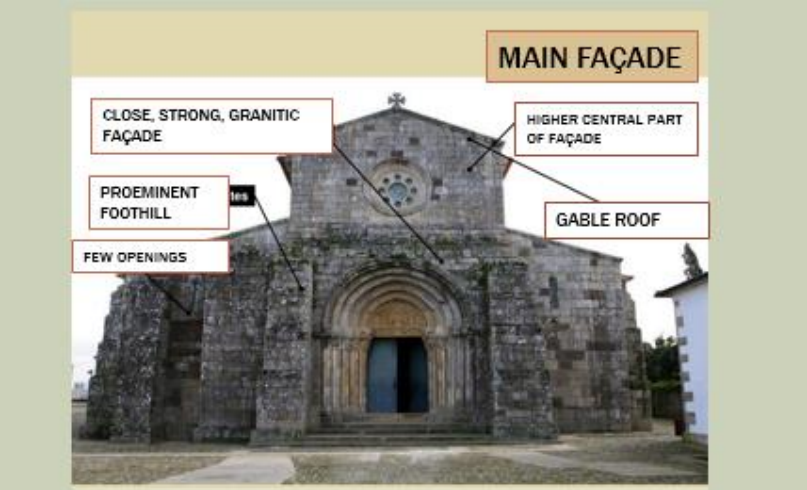
- School classroom;
- Romanesque Route monuments.

Organization of the learning scenario

- **The learning scenario is organized according to the implementation of** 12 Contemporary Artistic Education (50m each), 1 IT lessons (50m) and 1 English lesson (50m), Joint lesson (50m) and Field trip (1 day).
- **The lessons are introduced step by step accordingly below.**

Contemporary Artistic Education **Lesson Procedure: creating a carnival mask inspired by Romanesque Route monument**

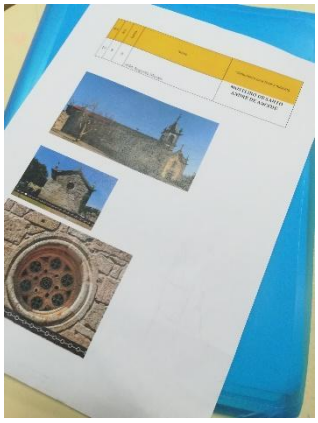
Step 1 - The teacher makes a brief statement about Romanesque Architectural style which is illustrated by photographs and a PowerPoint presentation.



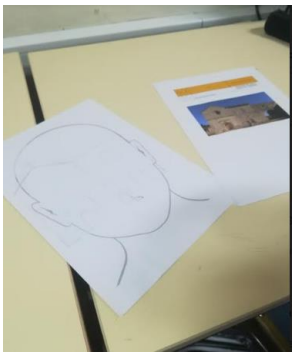
PowerPoint link: http://bit.ly/romanesquestyle

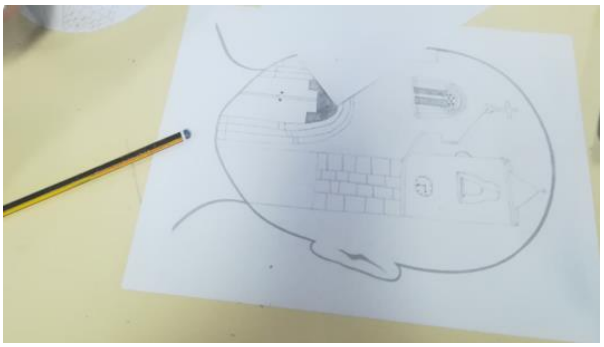
Step 2 – Students make some Internet research about Romanesque Route monuments and choose one from the pictures given by the teacher.

Step 3 – Study trip to the Romanesque Route monuments previously selected by the students, in order to identify *in loco* the main characteristics of the Romanesque, proceeding to its photographic record. Students are accompanied by Arts and History teachers so that they can highlight the contents of each subject.

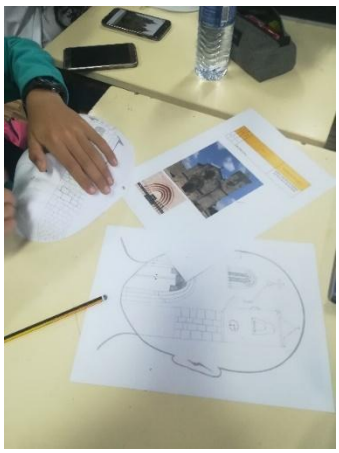


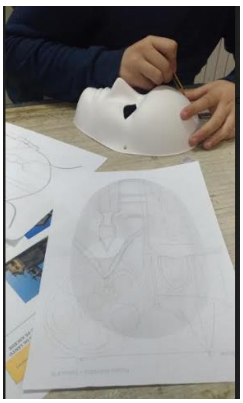
Step 4 – Students draw (using observation drawing) in 2d the monument on the sheet with human face proportions, in Arts subject**.**





Step 5– Students adapt (using observation drawing) the 2d draw of the monument in to a 3d mask in Arts subject.





Step 5 – In Arts lesson, students paint the mask using acrylic ink.

Step 6 – Students enhanced of architectural raised drawing lines with EVA and acrylic painting using a mixed technique.

English / IT lesson procedure - creative writing task and eBook creation

Step 7 – Teamwork assignment - creative writing task**:**

Students choose one monument and, in groups, create an English text about their monument / mask.

IT lesson procedure - DNA Encyclopedic Route of Romanesque monuments

Step 8- Students choose one monument and, in groups, they should create a PowerPoint/ ebook presentation to share with other students.

The presentation "DNA Encyclopedic Route of Romanesque Monuments" focus on: the name of the monument/ century in which it was built/ Architectural style it fits in / typology (church, monastery, ...)/ city or town where it is located/ characteristics (rosettes, bows…).

Joint lesson (all subjects involved) procedure: presentation of the final work

Step 8– In a joint lesson (Contemporary Artistic Education (Arts)/ History/ English and IT), students present the Masks and the PowerPoint/ ebook they have done before, explaining the task main criteria they also presented the DNA Encyclopedic.

Products:

- **Lesson eBook with creation process to create a monumental Carnival Mask:**

  http://bit.ly/monumentalcarnivalmask

- **DNA Encyclopedic presentation**

  DNA Encyclopedic Route of Romanesque Monuments

Evaluation:

Class debate: each group makes an evaluation of their own work as well as of the work of the rest of the group, focusing on the positive aspects and the ones they could improve.

Closure:

All the lessons related to this learning scenario take place during regular Contemporary Artistic Education (Art), English, IT lessons and during the study trip to the Romanesque Route monuments. The final products, the Masks and DNA Encyclopedia, are presented during the Czech Republic LTT and during the Italy LTT. All of the participants get to know more of Portugal Romanesque Architecture. All in all, it had not only the educative impact on the children but also there were two final products.

- eTwinning- Students go to eTwinning project post their work.
- Students create a newsletter with the help of Portuguese and English teachers.

Link: http://bit.ly/newslettercarnivalmask

By Adelina Araújo

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Educational Material

Czech Republic

Gymnazium, Ceske Budejovice, Jirovcova 8

Website: https://www.gymji.cz/

Telephone: +420 387 319 358, +420 389 603 632

Email: gymji@gymji.cz

Coordinator: **Mr. Pavel Kavrik (school principal): kavrik@jirovcovka.net**
Mr. Stepan Klucka: **klucka.st@seznam.cz**, **klucka@jirovcovka.net**

Team: **Mr. Pavel Kavřík (school principal, IT and PE teacher), Mr. Štěpán Klučka (Geography and English), Mr. Kamil Dřevikovský (History), Mrs. Jarmila Smiešková (Art and Czech language), Mrs. Jana Vančurová (Geography and English), Mrs. Ludmila Pospíšilová (Geography and PE)**

Learning scenario:

Creating a Game - get to know the monuments of the city "České Budějovice"

Curricular integration:

- History, Art, Geography and English & Heritage

General idea:

- Interdisciplinary approach (History/Art/Geography/IT/English);
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Digital aspect (Web 2.0 tools)

- Immersive and interactive learning (use/creation of PowerPoints, create and share information through QR, eTwinning);

Skill Level Intermediate:

- Ages 12-15

Time Needed:

- 5 hours (3 x 45 minutes, 1 x 90 minutes)

Learning objectives, skills and competencies:

- To engage students into organization of the program for our ERASMUS + guests
- To relate the history and art lesson with real terrain survey of the monuments
- To apply their theoretical historical and art knowledge into practice
- To develop English skills.
- Increasing knowledge about European architectural diversity- Czech monuments;
- Gathering and choosing relevant information about the monuments of České Budějovice;
- Observation drawing in 2d, and in 3d;
- Applying graphite pencil technique
- Developing social skills by means of teamwork;
- Developing IT skills by research and find information, and PowerPoint presentation;
- Using IT to create and share information through QR codes;

- Increasing Artistic and aesthetic sensitivity;
- Exploring the urban history of the settlement in the region of South Bohemia

Methods and techniques:

- Project work
- Group work
- Problem solving
- Research teaching

Results:

With this activity students were able to:

- Categorize the monuments according to the correct architectonic style
- Use History and Geography knowledge to prepare the "detective" story to our foreign guests
- Develop English and Art and IT skills;

Teacher provided required assistance if it was necessary and observing the students' team work.

Material:

- Worksheet
- Pencils
- The Encyclopedia of the town of České Budějovice
- Photographs of the appropriate town monuments
- Map of the town
- Other optional art supplies
- Internet
- Computers
- Historical atlas

Learning space:

- Art classroom, history classroom and the town center

Organization of the teaching plan

- **The teaching plan was organized in 3 separate lessons that systematically followed each other. All the teachers were given instructions to prepare an interactive game employing the key subjects such as history, Geography, Art, ITC and English. The final product was an educative game that was also focused on the English competence of the participants.**
- **The lessons are introduced step by step accordingly below.**

Procedure of the 1st lesson – GEOGRAPHY/HISTORY: Identifying architectural details in the historical center of the town

Step 1 – The class was originally divided into 9 groups and each group was responsible for one historical place in the town. They were given a few instructions where to find the place and what to look for.

Step 2 - The students were looking for specific architectonical details on the monuments they were determined to focus on for about 25 minutes. They found a specific sign, shape or part of a statue that they could later use as a clue for the interactive detective story for the Erasmus participants. They also had to find out and classify the architectonical style of the features.

Step 3 - After 25 minutes they gathered in the middle of the main square and the teachers checked the relevance of the details and their classification into categories.

Step 4 – POST ACTIVITY/FEEDBACK – the geography teacher later discussed the basics of the urban history of the town with emphasis on the selected development.

Evaluation:

The activity forced the students to collaborate in teams while examining the architectonical buildings and monuments in detail.

Evaluation and Key Competence Tables:

- Collaborative skills, teamwork
- Searching for the key features of specific architectonical styles
- Art competence
-

By Štěpán Klučka and Kamil Dřevikovs

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Procedure of the 2nd lesson – ART: Painting the monuments for the historical game

Step 1 – The students were divided into 9 groups according to the monument they chose.

Step 2 – Each group had to prepare a photograph of the monument in advance or they could find it on the internet at the lesson.

Step 3 – The students were given pencils of different hardness and they managed to do an illustration for the monument stops in the town.

Step 4 – Before the students started drawing the monument, they were completely instructed the graphite pencil drawing technique.

Step 5 – The teacher was observing and advising the students how to appropriately use the tools.

Step 6 – In the end, there was auto-evaluation of the students and formative assessment. The teacher assessed and marked the best artistically processed drawings.

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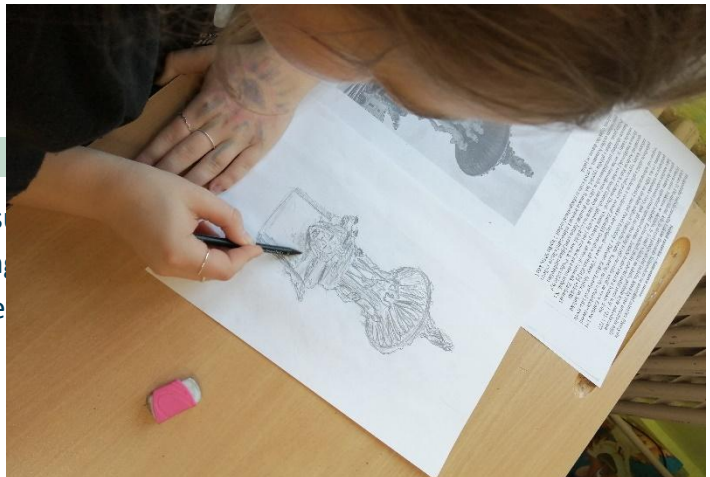

Evaluation and Key Competence Tables:

- Creativity
- Imaging the key features of specific architectonical styles
- Art competence

By Jarmila Smiešková

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Procedure of the 3rd lesson – HISTORY/IT: Creating a "detective story" with a historical background of the town's monuments

Step 1: The lesson was started by a brief teacher's introduction of an unfinished story of a real historical character, a chronicle writer of the town who lived in the 19th century. The base of the story was open and the students had to create its ending and a detective background for each monument as a stop of the participants in the town.

Step 2: In the previously determined teams the students cooperated in inventing a story based on real historical events. As source of information they had to use a historical encyclopedia of the town.

Step 3: after 20 minutes they had to present their part of the story in chronologic way to the class and the teacher provided the comments and corrected several misleading pieces of information. Then they were instructed to translate each text into English with help of the English teacher.

Step 4: In the following part of the lesson the students used tablets and created QR codes for each stop with a link for the right part of the story related to the monument.

Stop 5: At the end of the creative lesson they swapped the QR codes and checked the functionality of the link.

Evaluation and Key Competence Tables:

- Working with academic books as a source of valid information
- Inventing their own historical story plot (creativity)
- Working with modern IT devices (creating QR codes)

By Pavel Kavřík, Kamil Dřevikovský and Štěpán Klučka

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Closure:

All the lessons related to the game took place during regular English, Geography, History and Art lessons. The final product, the detective game, was introduced during the mobility in the Czech Republic. Most of the participants completed and visited all the stops and were able to discover all the hints that the students had previously selected for the game. All in all, it was really sufficiently spent time because it had not only the educative impact on the children but also there was a final product, the interactive game, that can be repeatedly used for other potential foreign visitors.

- eTwinning - Students go to eTwinning project post their work.
- Students create a newsletter with the help of Czech and English teachers.

Attachments: (Final worksheets)

http://bit.ly/Finalworksheets

Educational Material

Romania

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Email: scmihailsadoveanu@gmail.

Coordinator: Mihaela Constantin,English mihaela_v_constantin@yahoo.com

Gianina Bajenica b_gianina@yahoo.com

Team: Mihaela Constantin,English teacher, Simina Casanalta, French teacher; Florena Urse, Biology teacher; Gianina Bajenica, History teacher Violeta Ion, Literature teacher

Learning scenario:
"Brăila's Fairytale Historic Centre"

Curricular integration

- English, History, IT, Music & ACHIEVE +Project

General idea

- Interdisciplinary **(English, History, IT, Music)** and interactive lessons
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Skill Level Intermediate:

- Ages12-14

Time needed:

- 5 hours: History, IT and Music 1 hour (50 minutes), English 2 hours

Learning objectives, skills and competences

- Increasing knowledge about the European architectural
- Searching and finding out relevant information about Braila's most beautiful buildings and monuments & their architecture
- Developing social skills by means of teamwork
- Developing IT skills by research and find information and Power Point presentation
- Developing English skills
- Using IT to create and share information.
- Stimulating curiosity for knowledge of cultural heritage
- Developing creativity

Methods and techniques:

- Individual work and group work
- Project work
- Sightseeing trip

Results:

- Students used IT to research and find information.
- They increased their knowledge about the historic centre of Braila, the architectural style of the famous buildings and monuments situated there.
- They developed creativity
- Students developed IT skills by making/creating Power point presentations.
- They developed social skills by means of teamwork.
- They increased their artistic sensitivity

Materials:

- Computers, Internet, Worksheets

1st English Lesson procedure: popular buildings or attractions in the centre of your town

Step 1. A bit of English (1st English class) - The English teacher asks the students to think of the answers to the following questions:

- Choose the most representative or popular buildings or attractions in the centre of your town and take photos of them.
- What important events happened in the history of the town centre?
- Are these historical events connected with a certain building? Identify it.

Step 2.- Teamwork assignment:

After having chosen the most representative or popular buildings or attractions in the centre of your town:

1. Find information and photos of them and write a short description of each in English.
2. Think of people who may be able to help you. Tick the ones in the list below and then ask for their help:

    - Your history teacher
    - Your IT teacher (create a video)
    - The school librarian
    - Someone in your family

Step 3. A bit of history & a bit of architecture

The history teacher helps students gain a deep understanding of **the important events connected to the Historic Centre** of the town. They are asked to take photographs and create a PowerPoint presentation.

Braila, once a town of prosperous business and a free port, has always been a cosmopolite town where different ethnic groups, Greeks, Turks, Russians, Armenians, Italians, Jewish, Bulgarians and Serbians have lived in peace and harmony. They have added their traditions, customs and beliefs to the cultural and spiritual life of the town. **In its diversity the cultural heritage has brought them together.**

Step 4. A bit of IT –Research time

Student**s** do some **research on the Internet** and find out the names of the oldest and most beautiful and famous buildings and monuments in the centre of the town.

Step 5. A bit of Music

The worldwide famous opera singer Hariclea Darclee, born in Braila, and the famous Maria Filotti theatre.

Step 6. An enjoyable joint effort (2nd English Class) - Final Project

"Brăila has a fairy-tale Historic Centre" with priceless architectural jewels where tourists can feel its magic, legends and history meeting them everywhere.

The Traian Square, which was initially called **'The Saint Archangels Michael and Gabriel'** Square is "the very heart" of the Old Centre. The square dates back to 1833.

St. Archangels Michael and Gabriel's Church is the oldest medieval historical and art monument of the town, built in the 15th century by the Turks and it was originally a Moslem church, a mosque during the Ottoman domination. Still preserving the **Oriental elements**, the church is unique in Europe due to the fact that it does not have a cupola. It became an Orthodox church in1829.

One of the most representative buildings of the Traian Square is **the Public Clock,** made in 1909 by Carol Sakar of Prague. It is considered a rare urban furniture piece of work, since in that period the horologes of the churches' towers or of the public buildings were preferred. The clock is over 11.5 meters high and it is made of four quadrants supported by a metallic framework imitating an interior clock.
The Artesian Well of the Traian Square was designed in 1887 by engineer M. Mironescu and set in the square in 1892. It was a decorative, **Baroque-style** item, with a shape of a storey-cup with its margins to the outside.
The Traian Statuary was placed in the 'Saint Archangels Michael and Gabriel' Square and the monument was unveiled on November 8th, 1906, on the occasion of the celebration of 1800 years since Dacia was

conquered by Emperor Trajan. The bas-relief on the pedestal represents scenes of the Dacian-Roman wars.

Braila Museum**, the former Frances Hotel, bears the name of** King Carol I, **the founder of the settlement. It is a 100-year old building and has 22 halls with exhibits of great historical value.**

"Maria Filotti "Theatre **is an architectural monument included on the national** cultural heritage **list of buildings.** It is a baroque palace **that dates back to 1864.**

The building has been given various names over time, such as Rally Theatre and then the Royral Theatre after a show performed in honour of King Carol I in 1878.

It was here the world-famous soprano Hariclea Darclée**, of royal blood, a native of Braila, made her debut in 1881 and** Maria Filotti **in 1905.**

She was the first performer of Tosca by Puccini (1900). Floria Tosca!!!! Puccini created this role especially for her and **"The International Canto Competition Hariclea Darclée" has been organized in Braila since 1995 in honour of the first interpreter of Tosca by Puccini.**

"Music –a magic source of inspiration"-YouTube
Let's take a little time to discover the Romanian soprano Hariclea Darclee singing "Vai Mindruto". This is the only record of this legendary diva. Darclee recorded more than 10 arias but they were lost during the war.

Check your results!

Through this activity you have learned, and you will:

- practice giving your opinion on a topic
- work in a team
- think critically about details when preparing your project
- be creative
- develop your creativity by practicing oral and written skills
- create the project in the required format and present it to the class

Video audio created by students: https://youtu.be/fkSzYTLpd1s

By Mihaela Constantin

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Learning scenario:

"CHEMISTRY AND BIOLOGY IN THE KITCHEN''

Proposer:

- Teacher Urse Florena, School, Mihail Sadoveanu'', Braila, Romania

Curricular integration:

- Biology, Chemistry, English, IT

General idea:

- Development of the ability to observe, investigate and improve actions in their life to have a healthy lifestyle
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Interdisciplinary approach:

- Biology/ Chemistry

Skill Level intermediate:

- Ages 12-14

Time Needed:

- 1hour Biology , 1 hour English, and 1 hour join lesson

Learning space:

- Biology and Chemistry Laboratory

Learning objectives, skills and competences:

- To apply correctly concepts learned during the Biology and Chemistry classes about food principles
- To highlight diseases of the human body due to the wrong food combinations
- To build a list of correct food combinations
  - Make a healthy menu for a day
  - To develop practical skills
  - To communicate and to bring solutions for a healthy lifestyle
  - Ability to communicate the results
  - Developing curiosity to make experiments
  - To develop English skills
  - To develop IT skills

Didactic approach

Material resources:

- worksheets, computer, internet, sheets for presentation, markers

Procedural resources:

- explanation, conversation, learning through discovery, debate, investigation
- *Form of activity*: individual work, teamwork, presentation in front of the class, circle discussions

Methods and techniques**:**

- Project work, Gallery Tour

Results - *With this activity students were able to:*

- Use knowledge they have acquired during the Biology and Chemistry classes
- To pay a particular attention to the quality of life
- To anchor learning in real life contexts

- Work as a team
- Develop English and IT skills

Teacher gives instructions, offers assistance and feedback when needed.

Biology Lesson Procedure: Healthy mind in healthy body & traditional recipes

Catching the attention: Students watch an educational film **'Healthy mind in healthy body'**

https://www.youtube.com/watch?v=iZCxqwJaPLc

Step1: The teacher divides the class into teams

Step 2: The teacher gives work tasks. The Biology teacher explains every task.

Step 3: Biology teacher guides students to read and list information from a web page.

Step 4: Students fill in the worksheets

Task 1/ team 1 = Harmful food combinations and influence on the human body

Task 2/ team 2 = Healthy combinations

Task 3/ team 3 = Make a healthy menu for a day

Step 5: The Biology teacher checks the students' work

Step 6: The worksheets are translated into English under the guidance of the English teacher

Step 7: Gallery Tour – Students present their work in front of the class

Step 8. Homework: students divided in teams (Team 1-starter/ Team 2 main course/ team 3- desert) will do a PPT traditional Romania Cookbook presentation with the help of parents or grandparents cooking a traditional Romanian dish.

English Lesson Procedure: traditional recipes & vocabulary

Step 1- The teacher gives work tasks:

task to all teams - Students translate to English the traditional recipes presentation that they created for the Biology lesson homework.

Step 2- Homework: students divided in teams (Team 1-starter/ Team 2 main course/ team 3- desert) will do videos with the help of parents or grandparents cooking a traditional Romanian dish explaining the procedure in English and also write the subtitles in English.

In a join Lesson Procedure: Biology/ English and IT

Students present their work in front of the class

Final product Traditional Romania CookBook

Evaluation:

- By direct observation, each group underlines the positive aspects
- Test - Food Pyramid.

Closure:

All the lessons took place during regular English, Biology lessons. The final product, the Traditional Romanian CookBook, was presented during the mobility in Greece. All in all, it was really sufficiently spent time because it had not only the educative impact (healthy issues) on the children but also there was a final product.

Dissemination: eTwinning

- Students go to eTwinning project and post their work.
- Students create a newsletter with the help of the English teacher.

Attachments: worksheets

Task 1: Harmful food combinations and influence on the human body

http://bit.ly/Task1Harmfulfoodcombinationsandinfluenceonthehumanbody

Task 2 = Healthy combinations

http://bit.ly/Task2Healthycombinations

Task 3 = Make a healthy menu for a day

http://bit.ly/Task3Makeahealthymenuforaday

By Urse Florena Cornelia

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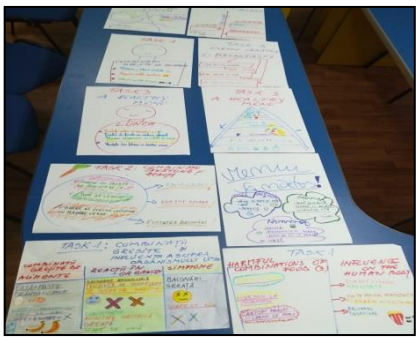
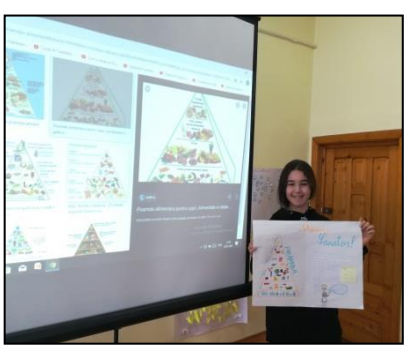
"CHEMISTRY AND BIOLOGY IN THE KITCHEN"





Learning scenario:

Narrative Story "Sobieski and the Romanians" by Costache Negruzzi

Curricular Integration:

- Literature, History and IT

General Idea:

- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.
- To keep pupils aware of the importance of History, one of the most important topics in Literature;
- Interdisciplinary approach (Literature, History and IT)

Skill Level Intermediate:

- Ages 11-12

Time needed:

- 50 minutes

Learning objectives, skills and competences:

- Increasing knowledge about Romanian monuments and historical personalities;
- Becoming aware of and being able to talk about the importance of Neamt Fortress;
- Using IT to find out and share information.
- Reading the short story "Sobieski and the Romanians" by Costache Narduzzi;
- Explaining unknown words.
- Summarising the story.

Methods and techniques:

- Conversation, reading, discovery
- Individual and group work

Materials:

- Books, computers, IT classroom

Literature Lesson procedure: Narrative Story "Sobieski and the Romanians" by Costache Negruzzi

Step 1.

Teacher shows the students two pictures of Cetatea Neamt (Neamt Fortress):

Students will say whether they recognize the monuments in the pictures. Using their former experiences (visits to the monument) they will name the castle/fortress in the picture and say what it represents. They will say which historical personality is related to the fortress. The teacher guides them to find out the name of the most important ruler in Moldavia: Stefan the Great.

Step 2.

Working in groups, students look for information using Google research about the castle. They will find out that the monument is a medieval castle in Moldovia built by Petru I at the end of the 14th century. They will also find out that the castle became a fortress during the reign of Stefan the Great, the ruler who, in our History, is known for his many victories against the Ottomans.

Step 3.

Teacher reads the short story “Sobieski and the Romanians” by Costache Negruzzi. Students notice that the action takes place at the famous fortress that they searched for on the internet. They write down the unknown words and explain them using Google research.

They also see that another great ruler of Moldovia appears in the story: Dimitrie Cantemir.

Step 4.

Students summarise the story. They identify the topic of this story: History, understanding its importance in Romanian Literature.

Step 5.

Homework: students will do a project on Neamt Fortress, using information they find out on the internet and find other stories that remind us of this monument and the ruler Stefan the Great.

Literature Teacher: Violeta Anca Ion

Learning scenario:

Cultural traditions - the churches of Brăila

Curricular integration:

- French, Arts, History, Drawing, I.T.

General Idea:

- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

- Lesson of acquiring new knowledge.

Skill Level Intermediate:

- Ages 14

Time needed:

- Time -2 hours

Learning objectives, skills and competences:

1. Increasing knowledge about the European architectural diversity. The churches of Braila
2. Searching and finding out relevant information about Braila's most beautiful buildings and monuments & their architecture
3. Developing social skills by means of teamwork;
4. Developing IT skills by research and find information and Power Point presentation
5. Developing French skills
6. Using IT to create and share information;
7. Stimulating curiosity for knowledge of cultural heritage
8. Developing creativity

Methods and techniques:

- Individual work and group work
- Project work
- Sightseeing trip

Results:

1.Students used IT to research and find information;
2.They increased their knowledge about the historic centre of Braila, the architectural style of the famous churches situated there.
3.They developed creativity.
4.Students developed IT skills by making/creating Power point presentations;
5.They developed social and communication skills and by means of teamwork.
6.They increased their artistic sensitivity.

Materials:

- computers,
- laptops,
- markers,
- video projector

The activity takes place in the French classroom.

French Lesson procedure: Cultural traditions - the churches of Brăila

1.Raising the students' curiosity: presentation of a ppt with the churches of Brăila.

2.The teacher explains the work tasks: "look for information and pictures with the churches of Brăila."

3.The teacher suggests that the students should fill into an individual worksheet according to the model.

The name of the church	The architectural style and its features	Religion
The Church „The Holy Saints Archangels Michael and Gabriel”	It is the oldest medieval historical and art monument of the town, built in the 15th century by the Turks and it was originally a Moslem church, a mosque during the Ottoman domination. It became an Orthodox church in1829	Now it is an Orthodox church

- The teacher monitors the activity of his students.
- Students draw according to the pictures.
- Students present their work to the class.
- With the help of the teacher, they make a ppt which will have the theme "Cultural traditions - the churches of Brăila"
- The students visit the city of Brăila and walk around the churches, notice the architectural style.

Evaluation:

The pupils express their opinions on the architectural style, the characteristics of these constructions. The teacher appreciates the work of his pupils.

Students' work will be published on eTwinning.

Link to the French version: http://bit.ly/LessonplaninFrench

Simina Casănaltă

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Learning scenario:

"Medieval Cities"

Curricular Integration:

Subjects: History, IT, Geography, and English

General Idea:

- To keep the students aware of the importance of the past, the importance of monuments with historical value
- Interdisciplinary approach (History IT, Geography and English)
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Skill Level Intermediate:

- Ages 13-14

Time needed:

- 50 minutes

Learning objectives, skills and competences:

- Increasing knowledge about Romanian monuments and historical personalities;
- Helping students to become aware and expressing their ideas about the importance of medieval fortresses;
- Using IT to create and share information;
- Recognizing former capital cities and the area where there are medieval fortresses;
- Developing English skills.

Methods and techniques:

- Conversation, method of comparison, discovery, Venn Diagram.
- Group work

Materials:

- worksheets, maps, IT classroom, specialized short films, textbook.

History Lesson procedure *Targoviste and Suceava, medieval fortresses*.

Step 1. Teacher asks the students to watch two short films about Targoviste and Suceava fortresses and gives them information from the textbook.

https://www.youtube.com/watch?v=1OAsCOB71Ug

https://www.youtube.com/watch?v=PiOtN9q1thQ

Then, students are required to establish similarities and differences between the two medieval fortresses. Annex 1

Step 2.

The teacher indicates on the map the two medieval fortresses and other cities that were capital, then ask students to consolidate the information, using Annex 2

Step 3.

The teacher reads the information from the textbook, explains it, and then gives each group a lesson outline. (Annex 3)

Students are working in teams, solving the Venn Diagram. (Annex 4)

Step 4.

Students summarise the lesson. They understand the aspects related to the architectural style, the plan of the fortress, the usefulness and the role of certain rooms and the way in which the inhabitants used the building to defeat the enemies.

Step 5.

Homework: students will create a PowerPoint presentation about a medieval fortress, their own choice, which they will present to their colleagues.

Attachments: worksheets

http://bit.ly/Annex1Gianina

http://bit.ly/Annex2Gianina

http://bit.ly/Annex3Gianina

http://bit.ly/Annex4gianina

Prof. Bajenica Gianina

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Educational Material

Italy

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Team: Giuseppe Ammaccapane, Tommaso Cimmino, Enza Priore, Paola Mansi, Sabrina Cancro, Anna Lopardo

Learning scenario:

"Baptistery of San Giovanni Scale Model"

Curricular integration:

- Maths, Art, English, ICT, History

Teacher involved:

- Math, Art, English

  (By Giuseppe Ammaccapane, Tommaso Cimmino, Sabrina Cancro)

General idea:

- To keep students aware of the importance of the relationship between Math and the real world
- Interdisciplinary approach (Maths / Art/English);
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.
- Before the assessment each teachers involved give lessons about the topics
- Students will work individually and in group. Students teams will be chosen by teachers.

Digital aspect:

- Immersive and interactive learning (use/creation of videos, PowerPoints, e-book, eTwinning);

Skill Level Intermediate:

- Ages 11-13

Time Needed: 6 hours

- 1 hour Art and history lesson about the monument
- 1 hour math lesson
- 1 hour test
- 3 hours for drawing and building monument

Learning objectives, skills and competencies:

- To relate Math content and the real world;
- To recognize that monuments can be used to solve Maths problems;
- To apply Geometry content to real world problems;
- To develop English skills.
- To develop Art skills
- Increasing knowledge about European architectural diversity-Italian monuments;
- Observation drawing in 2d, and in 3d;
- Applying cut and paste technique;
- Applying acrylic painting technique;
- Developing social skills by means of teamwork;
- Developing IT skills by research and find information, and PowerPoint presentation;
- Using IT to create and share information;
- Increasing Artistic and aesthetic sensitivity;

Methods and techniques:

- Individual work.
- Group work.

Results:

With this activity students were able to:

- Value monuments studied for the project which are in school area;
- Use Maths knowledge to solve real world problems;
- Develop English skills;
- Develop ICT skills
- Connect their learning in these areas together with arts practices.

Teacher gave instructions, provided assistance and feedback when needed.

Material:

- Computers
- Internet
- Masks
- Projector
- Acrylic ink
- Graphite Pencil

- Brushes
- Glue

Learning space:

- School classroom;
- Art lab;
- Computer lab.

Maths Lesson Procedure: Worksheet resolution about Art, History, Geometry.

Step 1 – Teacher gave lesson about

- measure;
- scale representation & reality;
- how to search information in internet about monuments and style;

Step 2 – Students use the knowledge acquired to answer the whole worksheet.

- Art and History knowledges were used to answer part of the questions.
- Geometry knowledges were used to solve it.

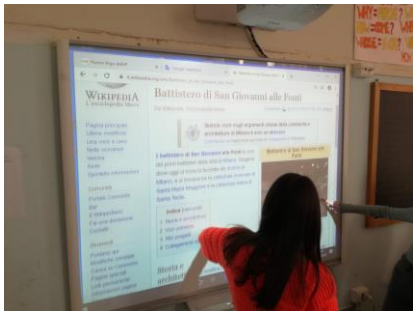
Link to the worksheet: Arts_English_Math

Evaluation:

All activity has had a formative assessment by the teacher and immediate feedback was provided.

Evaluation and Key Competence Tables:

- Autonomy;
- Clarity and logic;
- Problem solving on Geometry topics.



By Giuseppe Ammaccapane

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Art Lesson Procedure: Let's draw our monuments.

Step 1 – Teacher gave lesson about

- monument history;
- architectural style;
- materials;

Step 2 – Students

- students make some Internet research about early Christian style.
- students make some Internet research about monuments in early Christian style that can be found in our region.
- use the knowledge acquired to answer arts and history questions inside the worksheet.

Step 3 – Students

- choose one picture of the monument in order to draw it.
- Students draw (using observation drawing) in 2d the monument on the sheet.
- Students make a scale model of the monument.

Results:

- Students practice using IT to research and find information;
- They increased their knowledge and learned new things about Early Christian style.
- They developed creativity by designing the monument;
- They developed drawing in 2d, and in 3d;
- They developed cut and paste technique;
- They developed social skills by means of teamwork;
- They developed IT skills by researching and finding information, creating and sharing information using PowerPoint presentation;

Study trip to the **"Baptistery of San Giovanni Fonte" – creating a video audio.**

- **Step 1 –** Study trip to the Basptistery of San Gionanni Fonte in order to identify *in loco* the main characteristics of the monument, proceeding to its photographic record of a video/audio.
- Video audio link: https://youtu.be/Vg75X6s2afk

Evaluation:

Class debate: each group makes an evaluation of their own work as well as of the work of the rest of the group, focusing on the positive aspects and the ones they could improve.

Closure:

All the lessons took place during regular Maths and Art lessons and a field trip. The final product, the Baptistery of San Giovanni Scale Model, was presented during the mobility in Greece.

Results:

Baptistery of San Giovanni Scale Model.

Video audio link: https://youtu.be/Vg75X6s2afk

Educational Material

Greece

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Coordinator: Danai Pantelidou - dpantelid@gmail.com

Team: Marianna Sarti¸ Sofia Souvatzoglou, Ioanna Evangelidou and Despoina Kalogeraki

Learning scenario:

The ancient theatre in Maroneia as time goes by …

Curricular integration:

- Ancient Greek Literature - History - Local History - Theatre Education - English - IT -& Achieve+ project

General idea:

- To get to know an ancient Greek (later roman) theatre in our area and realize what it meant to present or watch ancient Greek drama (tragedy, comedy, satyrical drama) in such a place. Also, to realize how it was used in the roman period.
- Interdisciplinary approach (Ancient Greek Literature, History, Local History, Theatre Education, English, IT & Achieve+ project)

Digital aspect:

- use/creation of videos / Powerpoints

Skill Level Intermediate:

- Ages 14-15

Time Needed:

- 5 Ancient Greek Literature lessons (50m each), 1 English, 1 IT and a field trip (half a day)

Learning objectives, skills and competencies:

- Increasing knowledge about European architectural diversity - An ancient Greek /roman monument
- Gathering, choosing and presenting information about ancient Greek theatres
- Developing social skills by means of teamwork
- Developing IT skills by looking for information and preparing PowerPoint presentations
- Using IT to create and share information
- Increasing theatrical and aesthetic sensitivity. Becoming a more conscious viewer of theatrical plays, especially Greek drama. Realizing how it was presented in the past and how it is presented in our days
- Increasing empathy through acting

Methods and techniques:

- Individual work and pair/teamwork
- Dramatization / Acting
- Field trip
- Worksheet

Results:

- Students increased their knowledge about ancient Greek theatre and drama
- They developed social skills by means of teamwork
- They increased their theatrical and aesthetic sensitivity.
- They increased their ability to empathize
- They got to know a very important local monument (local history)
- They were motivated to visit it again and watch a play there or in another ancient theatre in Greece
- Students practiced using IT to look for information and prepare Power Point Presentations
- They practiced using English

Material:

- Computers
- Internet
- Projector
- (Video) Cameras

Learning space:

- School classroom
- Field trip to Maroneia

Greek Language Lesson Procedure: Ancient Greek Literature

Step 1 - The Greek Language teacher makes an introduction to a) the birth and the types of ancient Greek drama, b) the birth, the parts of the ancient Greek theatre and its evolution through time to the roman theatre. Pupils are asked if they have ever visited an ancient theatre or perhaps even watched a play. The following presentation is shown to them, (among others):

Power Point link: ***The theatre of Maroneia .pptx***

Teachers give a task: students create in groups a dramatized dialogue between the monument and a contemporary visitor.

Link to the final work created by students " Theatre of Maroneia through a dramatized dialogue between the monument and a contemporary visitor"

http://bit.ly/AncienttheaterofMaroniadramatizeddialogue

Study trip to the theatre of Maroneia - perform a scene from Aristophane's comedy, "The Birds",

Step 2 – Study trip to the theatre of Maroneia in order to identify *in loco* the main characteristics of the ancient theatre, proceeding to its photographic record. The pupils are accompanied by an archaeologist, who, after giving information about the history of the theatre, asks them to "act" a small scene from Aristophane's comedy, "The Birds", providing masks, costumes and brief instructions. Students respond with joy.

Link Summary of the play: http://bit.ly/BirdsbyAristophanesSummary

Link Scene that students performed:
- http://bit.ly/ScenefromanancientcomedyofAristophanescalledBirds

They also visit the village of Maroneia where they can see the contemporary Primary school, built with marbles taken from the theatre, Tavaniotis Mansion (nowadays a museum) and a mosaic on the floor of a building of the Hellenistic era.

English/ IT Lesson Procedure: creative writing task

Step 3 - Students are given the following worksheet to answer:

Link to the worksheet: https://drive.google.com/file/d/1gbXpbAIPYMeJXVJfv7s7ylY5QmtF7CIL/view?usp=sharing

Step 4 - Teamwork assignment - creative writing task**:**

Students choose one ancient Greek theatre and, in groups or pairs, create an English text about it. After that, they should create a PowerPoint presentation to share with other students. This activity is developed in the English and IT lessons. Alternatively, they can make a presentation of the visit to Maroneia.

Link to a presentation made by two students:

http://bit.ly/VisittothetheatreofMaroneia

Join Lesson Procedure: Ancient Greek Literature, English, IT

Step 5 - In a join lesson, students present their work - , the theatre of Maroneia was presented to the participants through a dramatized dialogue between the monument and a contemporary visitor who is full of questions: and the ppt presentation.

Evaluation:

Class debate: each group makes an evaluation of their own work as well as of the work of the rest of the groups, focusing on the positive aspects and the ones they could improve.

Closure:

1) In the Second Transnational Meeting, which took place in March 2019, in Czech Republic, the theatre of Maroneia was presented to the participants through a dramatized dialogue between the monument and a contemporary visitor who is full of questions:

By Greekteam

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Learning scenario:

Ancient Greek theater as an occasion for artistic creation and connection with Greek geographical area

Curricular integration:

- Geography, Artistic lesson, English

General idea:

- Ancient Greek theater as an occasion for artistic creation and connection with Greek geographical area.
- Interdisciplinary approach (History IT, Geography and English)
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Skill Level Intermediate:

- αges 12-14

Time Needed:

- 3 hours

Learning objectives, skills and competencies:

- Pupils develop their artistic skills exploring the ancient Greek theater.
- Find areas of our country on a map where ancient theaters were built.
- Understand the relationship between the natural environment and the shape of the soil with the construction of the ancient Greek theater.
- Learning using a compass.

Methods and techniques:

- Individual work,
- Group work.

Results:

With this activity students were able:

- To develop English skills
- To cooperate
- To meet the important cities of antiquity
- To use cardboard and make mock-ups

Teacher gave instructions, provided assistance and feedback when needed.

Material:

- Worksheet
- Graphite Pencil
- Compass
- Cardboard

Learning space:

- School classroom, ancient place of Maroneia

Join Lesson Procedure: In a join (3 hours lesson): Geography, Artistic lesson, English

Step 1 - During the first hour the students were given thick cardboardw, scissors, rulers, diabetes. In front of them there was the image of an ancient theater. They proceeded to construct the three parts of its— belly, orchestra, stage — using the appropriate materials.

Task 1- Make a mock-up of an ancient Greek theater using recyclable materials. (Art teacher)

Task 2- Place the most representative of the surviving ancient Greek theaters on the following map of Greek territory: (Geography Teacher)

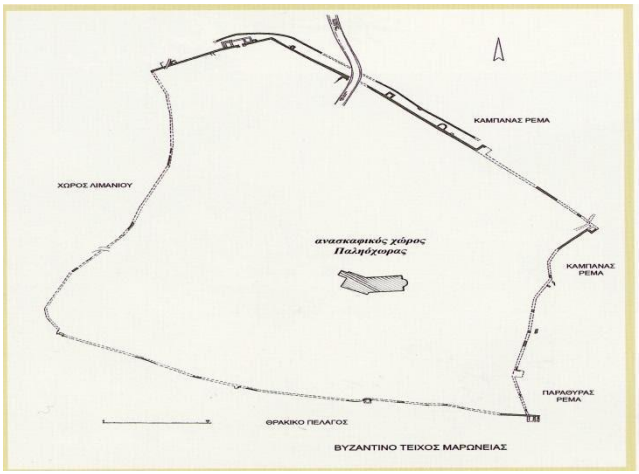
Theater of Thassos, Maroneia, Philip, Larissa, Epidaurus, Dodoni, Dios, Delphi, Dionysus, Eretria.

Task 3- Make the orchestra of the ancient theater by painting on it the cobblestone floor in your imagination – (Art teacher)

Task 4 - Build the spectators' stands by scissors or cutting the cardboard and positioning them to give the image of a circular staircase. (Art teacher)

Task 5 - Compare the ancient theater with the modern one and write your conclusions in one paragraph in English. (English teacher)

Task 6- Organize a visit to the region of Maroneia. Guided by the map below, of the archaeological site of Maroneia and with the help of a compass, orientate yourself in the theater. Write the results in English. (Geography and English teacher)



Step 3 Teachers gave each student these worksheets. Students solved the whole worksheet.

Worksheets link::

http://bit.ly/wokshetTheaterofMaronia

http://bit.ly/Let'sgettoknowAncientTheaterofMaronia

Evaluation

All activities have had a formative assessment by the teacher and immediate feedback was provided.

Evaluation and Key Competence Tables

Informative

Practical skills

- Knowledge of geography
- Improvement of English

Closure:

In the fourth Transnational Meeting, which took place in November 2019, in Greece. The mock-up of an ancient Greek theater was presented.

By Greek team

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Educational Material

Bulgaria

Primary School Naiden Gerova

Website: http://ou-ngerovbs.com/

Telephone: +359 56 852 233

Email: ou.ngerov@gmail.com

Coordinator: Mariana Moneva marianna_moneva@yahoo.com

Team: Ginka Dikova; Reni Stanilova; Dilyana Mihailova

Learning scenario:

Gothic art - fine arts - Stained glass

Curricular integration:

- Art, History and English

General idea:

- Interdisciplinary approach (History and English)

In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

- To understand the development of Gothic architecture and fine arts;
- to get to know the monuments of Gothic architecture.

Skill Level Intermediate:

- Ages 12-14

Time Needed:

- 1 hour

Learning objectives, skills and competencies:

- Knowledge and skills about the types of genres in the fine arts, during the Gothic era.

Methods and techniques:

- The teacher begins the lesson with a short talk: by introducing the students and visually showing the architecture, interior and exterior of Gothic art (use of multimedia).
- Students' attention is directed to the stained glass. Explains its appearance and a brief description. In the 12th century the "Stained Glass" appears (It is characterized by the fact that the plot-decorative or ornamental composition is made of colored glass, which are joined by soft metal - It is usually lead
- Teamwork / group work
- Individual work

Results:

- Knowledge and skills about the types of genres in the fine arts, during the Gothic era.

Material:

- cardboard format 35/50 cm.,
- tempera or acrylic paints,
- compass, line, black felt-tip pens or gold outline.

Learning space:

- School classroom;

Art Lesson Procedure: Creating a stained-glass

Step 1 - Students should draw a large circle with a compass in the center of the sheet.

Step 2- Then to specify the symmetry of the details and to alternate rhythmically each ornament.

Step 3 -Divide the background into geometric shapes.

Step 4– The next step is to color each ornament and detail in warm or cold colors.

Step 5 -To complete the decorative project, they must shape by outlining with a black felt-tip pen or gold outline.

Evaluation:

- A conference is held at the end of the class. The best stained-glass projects are evaluated.

By Bulgarian team

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Learning scenario

"On a Journey to Europe" for 7th grade conducted in the scope of ACHIEVE+ project.

Curricular integration:

- Geography, English & Economics

General idea:

- Interdisciplinary approach (History, Geography, Economics and English)
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.
- a description of the countries that will be considered in this lesson / Portugal, the Czech Republic, Italy, Greece, Romania and Bulgaria.

Skill Level Intermediate:

- Ages 12-14

Time Needed:

- 1 hour

Learning objectives, skills and competencies:

- to learn the geographical features of the European countries (Portugal, the Czech Republic, Italy, Greece, Romania, and Bulgaria)

Methods and techniques:

- teamwork/group work
- a geography game

Results:

- getting to know the features countries- Portugal, the Czech Republic, Italy, Greece, Romania and Bulgaria

Material:

- Preliminary contour map of Europe, without the names of the countries
- Templates of the countries Portugal, Czech Republic, Italy, Romania, Bulgaria, Greece
- Photos with landmarks of historical and architectural sites
- Cork board
- Political wall map of Europe
- Geography and Economics Textbook for Grade 7 by Bulwest 2000
- Presentations for 7th grade students
- The Internet

Learning space:

- School classroom;

Geography and Economics Lesson Procedure: Game "Discovering countries and monuments and placing them on a map"

Step 1 - The teacher begins with a description of the countries that will be discussed in this lesson / Portugal, the Czech Republic, Italy, Greece, Romania, and Bulgaria.

Identify the last characteristic of the government:

1. "The state is located on the Iberian Peninsula. It has a surface area of 92,345 sq.km. Population 10,309,000. Significant contribution of the country to the Great Geographical Discoveries. The republic is the world's leading producer of crust. In the capital there is River Tejo ending in the Atlantic Ocean.

Answer: Portugal.

The template for the state is placed on the contour of the map of Europe on the corresponding place.

2. The state is situated in Central Europe and is continental. It has a surface area of 78,866 km2 and a population of 10,578,000. The highest point of the state is Snezka (1062m) in the Sudetes. The capital of the country is called "Golden Prague". The country is famous for the production of crystal glass, moths and beers, and the proudest cities in the country are Brno, Pilsen and Ostrava.

Answer: Czech Republic.

The template for the government is placed on the contour of the map of Europe in the respective country.

3. The country is located in the Southern Europe, in the Apennine Peninsula, in a Mediterranean and Alpine country with a surface area of 301 338 sq. km and a population of 60 589 000. The capital city, Rome, is set majestically on the banks of the Tiber River. There are two independent countries on the territory of Italy, the smallest in the world: San Marino and Vatican City.

Answer: Italy.

The pattern of the government is placed on the outline of the map of Europe in the respective area.

4.A small part of the territory of the republic falls within the boundaries of the Balkan Peninsula. It has a surface area of 237 500 sq km and a population of 19 638 000 inhabitants. The Danube flows through the country, which is included in the UNESCO List of World Cultural and Natural Heritage; its capital is Bucaresti; and the main cities in the country are Cluj, Brasov, Craiova, Constanta, Galati, etc.

Answer: Romania

The template of the government is placed on the contour of the map of Europe of the respective country.

5. This Republic is the largest country in the world, spread over the Balkan Peninsula. Almost 1/3 of the country is island. Its area is 131,990 sq. km, and its population is 10,757,000. The highest point of the country is Mithikas (2917 m), secondary at the height of the Balkan Peninsula. The first Olympic Games were held in the country before 776. The country is one of the world's most important navies. The capital is the ancient city of Athens.

Answer: Greece.

The template for the government is placed on the contour of the map of Europe.

6. The country is the centre of the territory of the Balkan Peninsula, situated in its eastern part, The highest point on the Balkan Peninsula is the city of Musala (2925m) in the Rila Plan. The country has a coastline on the Black Sea, where the most important harbours are Varna and Burgas. The capital city of the country is Sofia.

Answer: Bulgaria.

The template for the government is placed on the outline map of Europe at the respective place.

Step 2- Students must identify which of the countries the monuments are in after reading a brief description of each of them and placing them on the map.

Link to the description of the monuments:
https://drive.google.com/file/d/1ah3SUFgUBLqileb4oEz1ZIoU349gby1i/view?usp=sharing

- The students will divide the selections as all the selections have a grid with the names of the countries (Portugal, Greece, Czech Republic, Italy, Romania, and Bulgaria) with pictures of the signers and the characteristics of all the signers in the respective country which are listed in the grid. The selectors have to find out which sign refers to the characteristics of the sign, to link them and to put them in the correct place in the country.

Evaluation:

- All activity has a formative assessment by the teacher and immediate feedback was provided.

Evaluation Criteria:

- Autonomy;
- Clarity and logic;
-
-

By Bulgarian team

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Learning scenario:

English / SIGHTSEENIG Holiday

Curricular integration:

- English, Geography

General idea:

- In this lesson, students practice talking about a sightseeing holiday and learn some common adjectives for describing a tourist destination.
- Interdisciplinary approach (Geography and English)
- In this activity, several specific contents of the subjects involved are worked and explored, either explicitly or implicitly, favoring the curriculum integration, cross- curricular learning and promoting cultural heritage learning.

Skill Level Intermediate:

- Ages 12-14

Time Needed:

- 1 hour

Learning objectives, skills and competencies:

- Developing language comprehension- vocabulary knowledge, background knowledge, knowledge of text and sentence structures
- Travel and Leisure, Types of Holidays, Vocabulary Lesson

Methods and techniques:

- **Individual work**

Results:

- practice talking about a sightseeing holiday and learn some common adjectives for describing a tourist destination.

Material:

- worksheets

Learning space:

- School classroom;

English Lesson Procedure: Sightseeing holiday

Step 1 – Teacher gives lesson about: practice talking about a sightseeing holiday and learn some common adjectives for describing a tourist destination.

Topics:

- Places of Interests
- Tourism phrases
- Describing Tourist Destination
- Talking Point

Step 5 – Students use the knowledge acquired to answer the whole worksheet.

Link for the worksheets:

https://drive.google.com/file/d/14TH0vLjcj4s3JBfZBHVxpWHpHQvv3VLl/view?usp=sharing

Evaluation:

All activity has had a formative assessment by the teacher and immediate feedback was provided.

Evaluation Criteria:

- Discussing
- Lexical improvement

By Mariana Moneva

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Educational IT Games

Digital tools used (web 2.0 tools) and Educational IT Games created

"Use of apps" - using such diverse applications (Digital tools), interesting/ motivating materials, and enhancers of meaningful learning for students can be easily developed.

The use of Games could be used in every lower secondary grade and in every subject. In the process of creating these games, students developed some fundamental aspects of computational thinking skills, IT skills and Europe cultural heritage.

Summary

The activities for the creation / presentation of these games / apps were developed during the project and structured in the IT classes of each country and in the LTT (Bulgaria and Romania) using Web2.0 tools. A methodology used favoured i) collaborative work; ii) critical spirit in the selection of digital tools; iii) creativity in the elaboration of contents, fostering in students an interest and autonomy in the educational process. The learning environment promoted in the development of these games and in the exploration of these apps is also noteworthy, based on a cooperative and operational approach, suggesting contextualized tasks and integration of the tools provided. This dynamic allowed the development of a strong component of experimentation and use of the presented applications.

Digital tool: Learning apps

LearningApps.org is a free a Web 2.0 tool, to support learning and teaching processes with small interactive modules. Those modules can be used directly in learning materials, but also for self-studying. Blocks (called Apps) include no specific framework or a specific learning scenario. The blocks are therefore not suitable as complete lessons or tasks, instead they must be embedded in an appropriate teaching scenario.

Tutorial

Watch our Tutorial How to create interactive apps

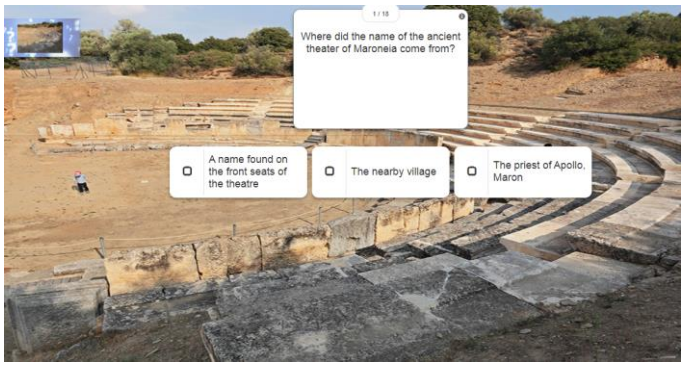
linK: http://bit.ly/TutorialHowtocreateLearningApps

Greek Learning app Games

The parts of the Ancient Theater - audio video with notices

Game link: https://learningapps.org/view9166908

Ancient theater of Maroneia - Quiz



Game link: https://learningapps.org/view9165274

Main parts of the theater

Game link: https://learningapps.org/watch?v=p4o9egnnc20

Romanian Learning app Games

Architecture – Find the pair

Game link: https://learningapps.org/display?v=p56v47shj20

About Romania – The Millionaire Game

Game link: https://learningapps.org/14571217

Italian Learning app Games

Italian historical personalities – The Millionaire Game

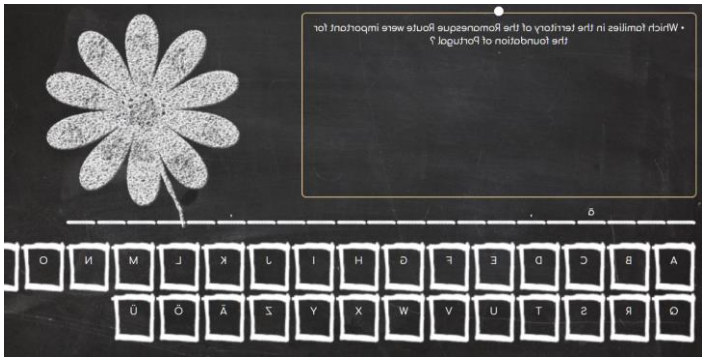
Game link: https://learningapps.org/watch?v=pdvsox3nv20

Portuguese Learning app Games

Portuguese Historical personalities - questions and answers game.

Game link: https://learningapps.org/view14002893

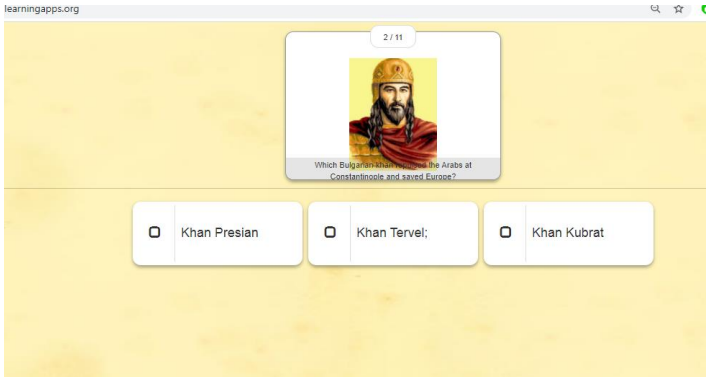
Portuguese Historical Personalities and events - Guess the word game.



Game link: https://learningapps.org/watch?v=p14woyjy320

Bulgaria Learning app Games

THE GREAT BULGARIANS – Multiple choice quiz



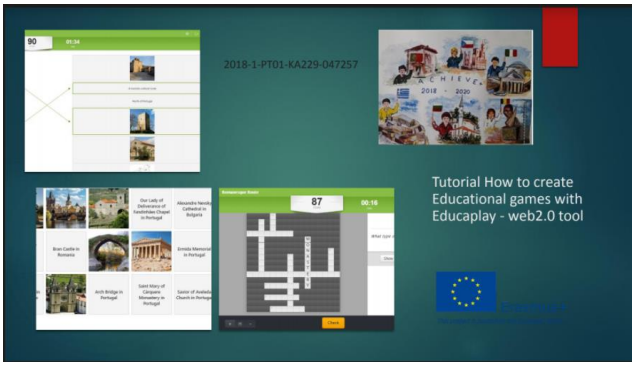
Game link: THE GREAT BULGARIANS

Digital tool: Educaplay

Educaplay.com is a free platform, that help educators inspire curiosity and students to discover and learn together. With this gamification tool you can create and find educational activities, manage groups, export your resources, and use it in any device. You can also link Educaplay activities with Google Classroom, so that students can access them with a single click. In addition, the scores are stored in both Google Classroom and Educaplay.

Tutorial

Watch our Tutorial How to create Educaplay games



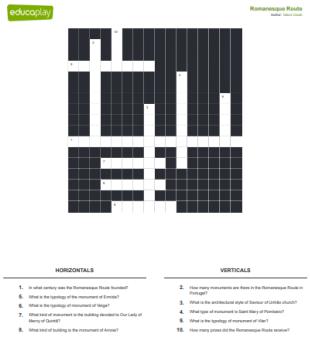
Tutorial link: **http://bit.ly/TutorialHowtocreateinEducaplyGames**

Portuguese Educaplay Games

European Monuments - Memory Game

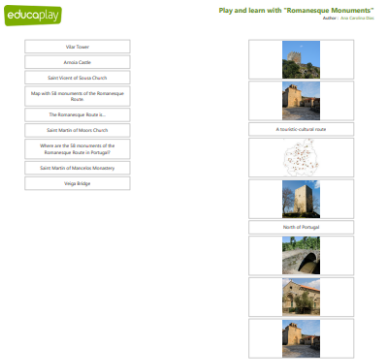
Game link: European Monuments - **Memory Game**

Romanesque Route - Crossword Puzzle Game



Game link: Romanesque Route **- Crossword Puzzle Game**

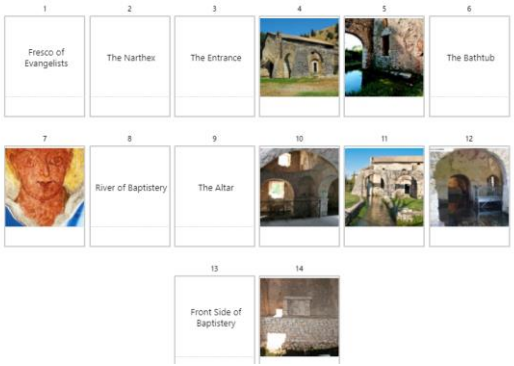
European monuments - Set Matching Columns Game



Game link: European monuments - **Set Matching Columns Game**

Italian Educaplay Games

Baptistery of San Giovanni in Fonte – Memory Game

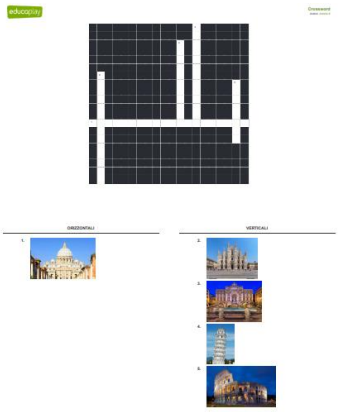


Game link: Baptistery of San Giovanni in Fonte – **Memory Game**

The Early Christian Baptistery Fonte - Word search Puzzle Game

Game link: [The Early Christian Baptistery Fonte - **Word search Puzzle Game**]

Italian monuments - Crossword Puzzle Game



Game link: [Crossword about Italian monuments **- Crossword Puzzle Game**]

Cultural Heritage of Europe - Quiz Game

Game link: [Cultural Heritage of Europe **- Quiz Game**]

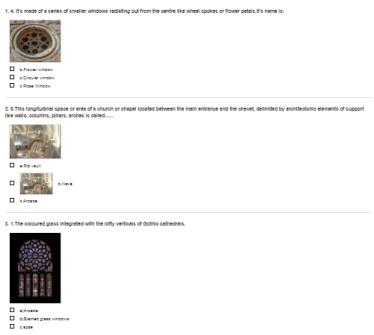
Bulgarian Educaplay Games

Cultural Heritage of Europe - Quiz Game

Game link: [Cultural Heritage of Europe - Quiz Game]

Romanian Educaplay IT Games

Monuments Project Achieve+ Erasmus+ - Quiz Game



Game link: [Monuments Project Achieve+ Erasmus+ - **Quiz Game**]

Founding Fathers of the United Romania- Set Matching Columns Game

Game link: [Founding Fathers of the United Romania]

Czech Educaplay Games

Czech Monuments - Memory Game

Game link: [The memory game about the most famous historical places of South Bohemia and Prague](#).

Czech Historical Personalities - Set Matching Columns Game

Game link: [Czech Historical Personalities](#)

Digital tool: Scratch.mit.edu

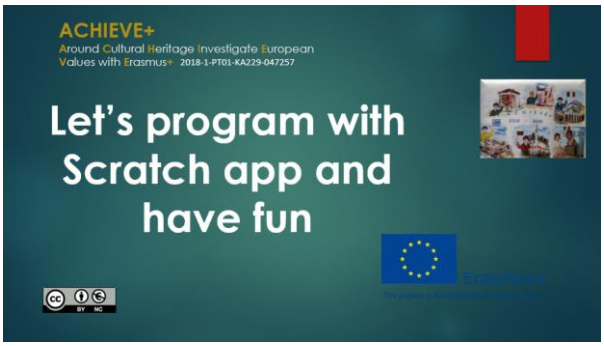
Scratch is a free programming language and online community where you can create your own interactive stories, *games*, and animations.

The work in the visual programming environment is based on the use of code blocks, which are combined by the standard drag-and-drop method.

Through the different method of grouping the blocks, students can achieve different effects, create variables, work with cycles, reproduce sounds and more.

Tutorial

Watch our Tutorial How to create Scratch Games



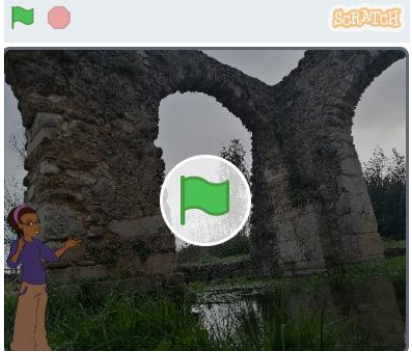
http://bit.ly/TutorialHowtocreateGamesWithScratch

Educational IT Games created with Scratch

Objectives: To build a collaborative Scratch Game

Greece team is responsible for the creation of the scratch game about: **Italian Baptistery of San Giovanni in Fonte** monument.

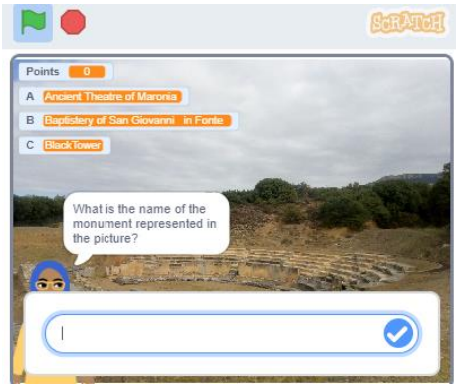
Italian monument "Baptistery of San Giovanni in Fonte"



Game Link: http://bit.ly/BaptisteryofSanGiovanniinFonte

Romania team is responsible for the creation of the scratch game about: Greek Ancient Theatre of the Maronia monument.

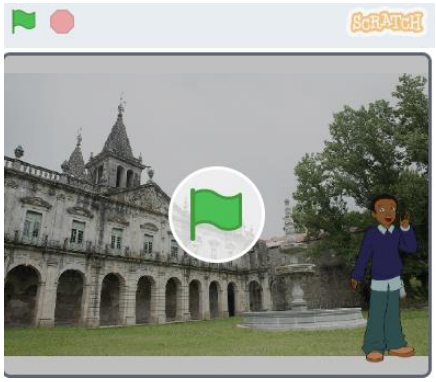
Greek monument "Ancient Theatre of the Maronia"



Game link: http://bit.ly/AncientTheatreoftheMaronia

Czech team was responsible for the creation of the scratch game with questions about the Portuguese **Monastery of Saint Mary of Pombeiro monument.**

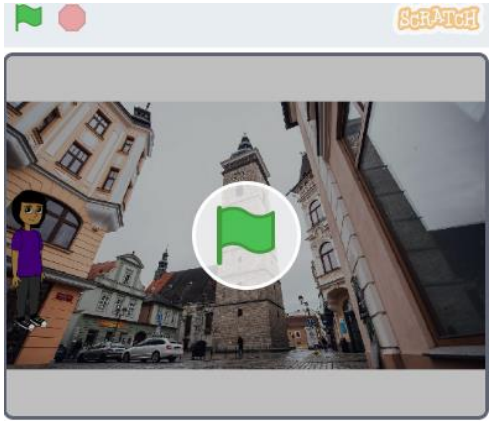
Portuguese monument "Monastery of Saint Mary of Pombeiro"



http://bit.ly/MonasteryofSaintMaryofPombeiro

Bulgarian team was responsible for the creation of the scratch game with questions about the Czech monument of The Black Tower.

Czech monument "The Black Tower"



Game link: http://bit.ly/TheBlackTower

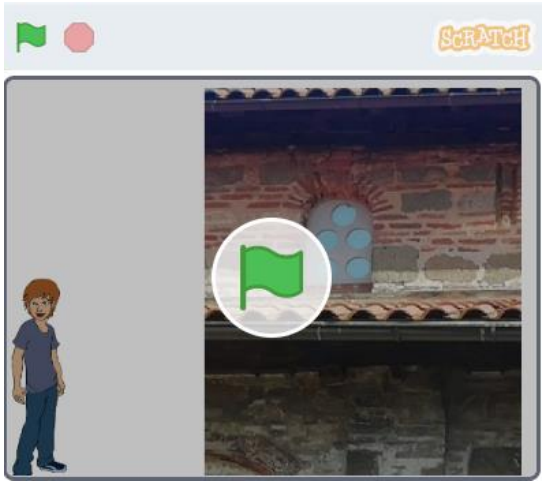
Portuguese team was responsible for the creation of the scratch game with questions about the Romanian monument Church of Holy Archangels Michael and Gabriel.

Romanian monument "Church of Holy Archangels Michael and Gabriel"

Game link: http://bit.ly/ChurchofHolyArchangelsMichaelandGabriel

Italian team was responsible for the creation of the scratch game with questions about the Bulgarian monument of The Church of St. Stephen.

Bulgarian monument "The Church of St. Stephen"



Game link: http://bit.ly/TheChurchofStStephen

See the results of our collaborative Scratch Game

European Monuments & architectural diversity! – scratch game

Click to play the Game: https://scratch.mit.edu/projects/440554837

Portuguese Game

Have fun discovering "Portuguese architectural diversity with Romanesque Route monuments" with this scratch game!

"Portuguese architectural diversity with Romanesque Route”

Game Link: http://bit.ly/PortuguesearchitecturaldiversitywithRomanesqueRoute

Digital tool: Quizlet.com/en-gb

Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes.

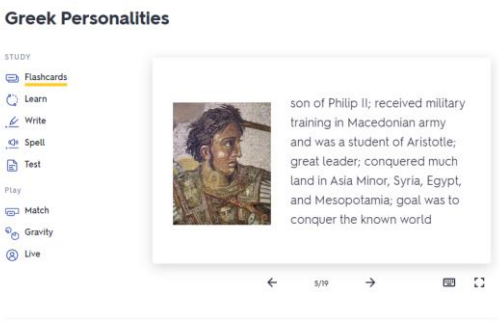
Tutorial

Watch our Tutorial How to create Quizlet

Link: Tutorial How to create Quizlet

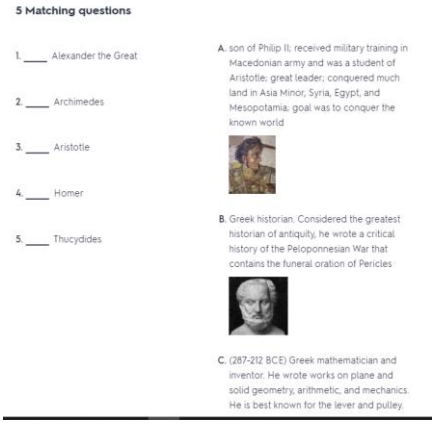
Greek Educational IT Games created with Quizlet

First learn about Great Ancient Greeks - Greek -personalities-flash-cards



[Greek-personalities-flash-cards]

Then play the matching game at:



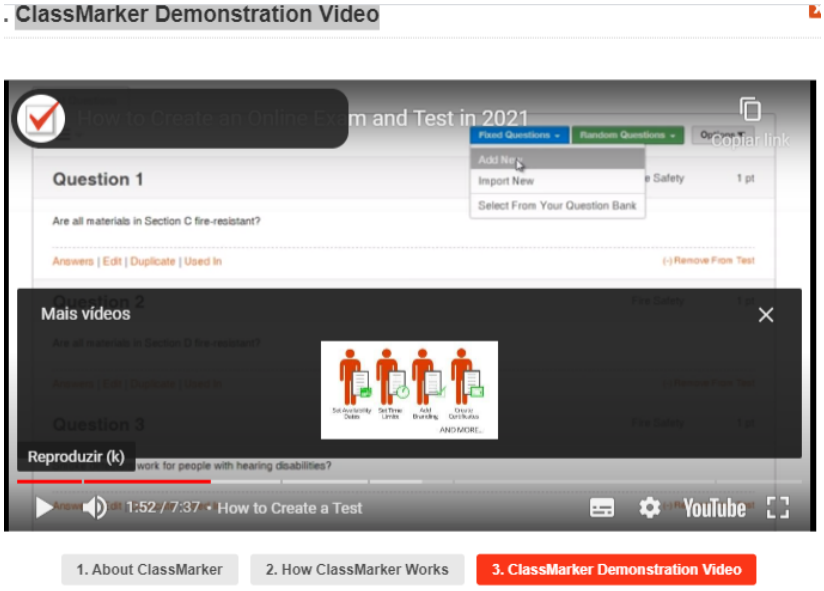
Game link: [Greek personalities Match game]

Digital tool: ClassMarker

ClassMarker **Is a free online tool that can** create Tests with set Questions or have questions selected at random from your question bank each time it's taken. Also provide individual question feedback and overall test feedback instantly in real time to students. Break down individual and Group performance by Test, Questions and Categories with Quiz maker tool.

Tutorial

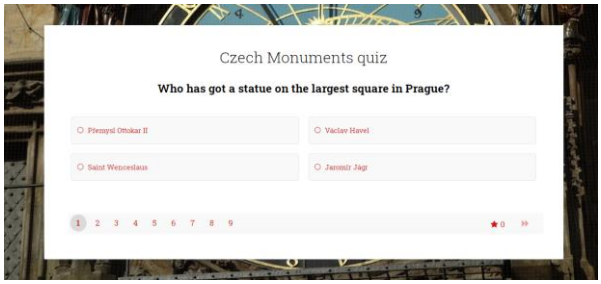
We used this tutorial ClassMarker Demonstration video to creaet our quiz mark online test



Tutorial link. https://youtu.be/qhWg8JEMZAc

Czech Educational IT Games created with ClassMarker

Czech Monuments quiz!



Game link: Czech Monuments quiz!

Digital tool: Kahoot!

Kahoot! is a free interactive online quiz tool that enhances student engagement. It is usually played in group settings. Players answer on any electronic device that has an internet connection. Games are displayed on shared screen to unite the lesson. Students see the whole activity as a funny game when they are, in fact, learning and finding strategies to assess their results.

Immediate feedback is given since reports about the progress level of the class can be downloaded in a spreadsheet. Since students can compare their results, they become more engaged with their own process of learning and their competitiveness increases.

Students can explore this app in other contexts. For example, they can build a questionnaire to check their classmates' knowledge after a school presentation.

https://www.techprevue.com/kahoot/

Tutorial

We used this "How to create a Kahoot – tutorial" to create ours Kahoot.

Link: How to create a kahoot

Education IT games created with Kahoot!

Objectives: To build a collaborative Kahoot! Game

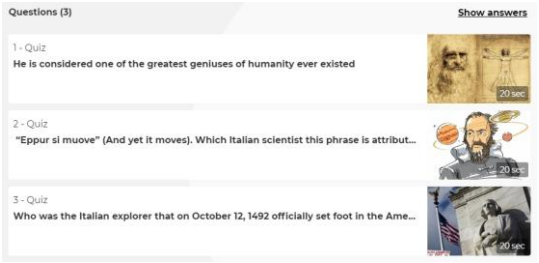
Greek team was responsible for the creation of the Kahoot! game about: *Portuguese Historical personalities.*

Kahoot!

Portugeuse game

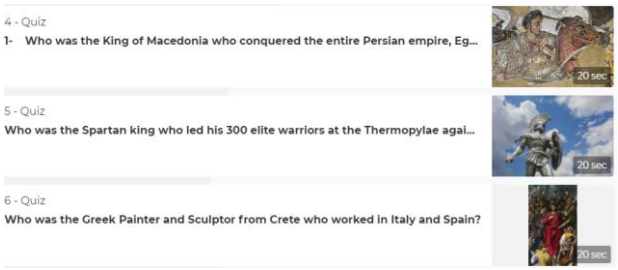
Click to play the Game: Portuguese Historical personalities

Romanian team is responsible for the creation of the Kahoot! game about: *Italian Historical personalities.*



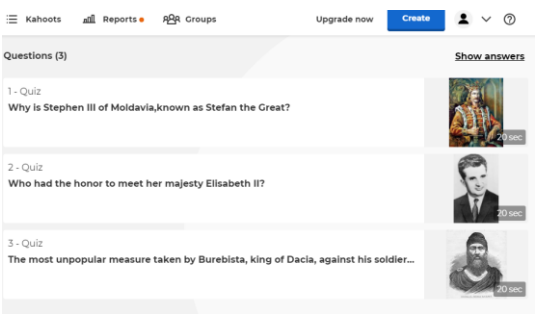
Click to play the Game: Italian Historical personalities

Bulgarian team is responsible for the creation of the Kahoot! game about: *Greek Historical personalities.*



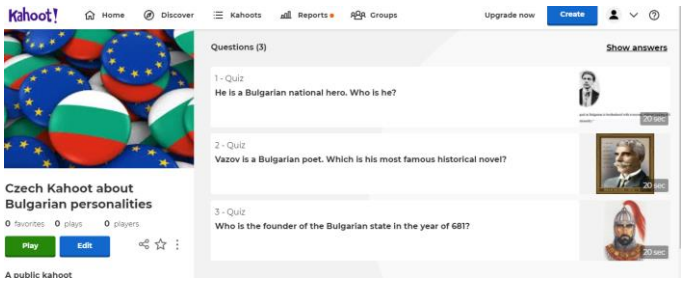
Click to play the Game: Greek Historical personalities

Italian team is responsible for the creation of the Kahoot! game about: *Romanian Historical personalities.*



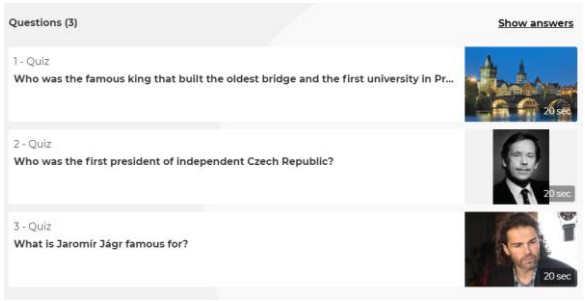
Click to play the Game: Romanian Historical personalities

Czech team is responsible for the creation of the Kahoot! game about: *Bulgarian Historical personalities.*



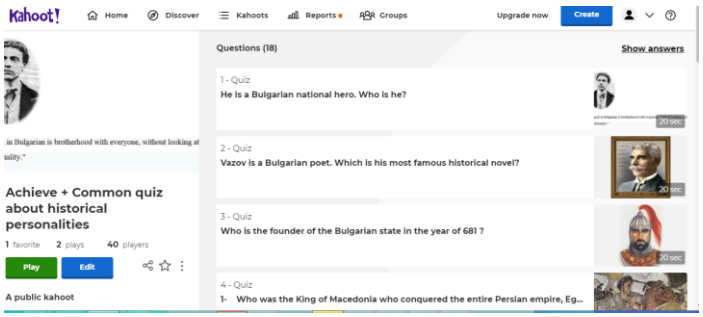
Click to play the Game: Bulgarian Historical Personalities

Portuguese team is responsible for the creation of the Kahoot! game about: *Czech Historical personalities.*



Click to play the Game: Czech Historical personalities

See the results of our collaborative Kahoot! Game



Click to play the Game: Achieve+ Historical Personalities

Digital tool: jigsawplanet.com

Jigsaw puzzle is a free online tiling puzzle that requires the assembly of often oddly shaped interlocking and mosaiced pieces. Typically, each individual piece has a portion of a picture; when assembled, the jigsaw puzzle produces a complete picture.

Tutorial

We used this **"How to create a kahoot – tutorial" to create our Kahoot**

Link: https://youtu.be/QpZ8_O7C7Mg

Italian jigsaw puzzle Games

Italian monuments

Have fun building the Colosseo with this puzzle!

Game link: https://www.jigsawplanet.com/?rc=play&pid=2351ba550025

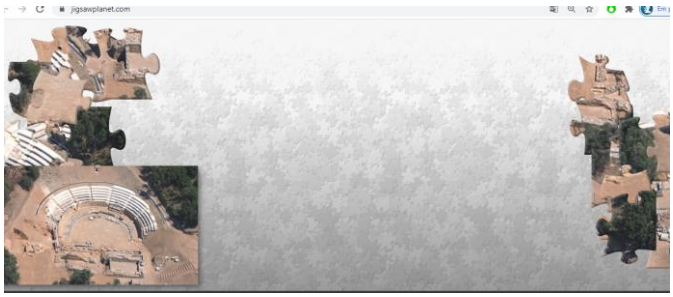
Greek jigsaw puzzle Games

Greek monuments

Have fun building the Imaret with this puzzle!

Game link: https://www.jigsawplanet.com/?rc=play&pid=3045cc464d72

Have fun building the Ancient Theater of Maronia with this puzzle!

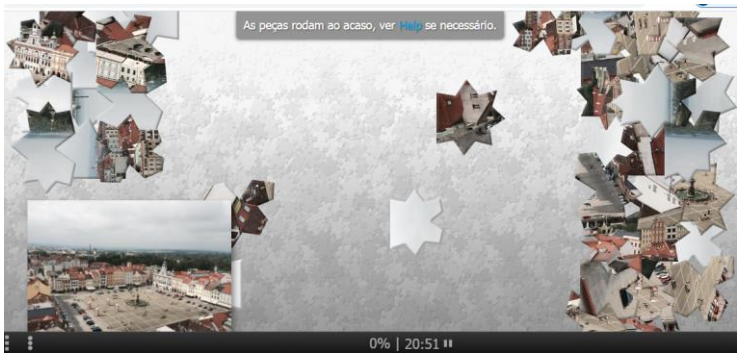


Game link: https://www.jigsawplanet.com/?rc=play&pid=28482acdfc1e

Czech jigsaw puzzle Games

Czech monuments

Have Fun building the Historical center of Ceske Budejovice with this puzzle memory game!!!



Game link: https://www.jigsawplanet.com/?rc=play&pid=1609b051f15f

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