eTwinning project plan titled : “

(You are welcome to join and add your ideas. Don’t forget to choose another colour and write your name! Interogative mark is for accept participation :-))

Participants:

Maria Panou

Georgia Prevelianaki?

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| Name of the project: | **A museum at our school: Living our cultural heritage today we are working creating a better creative future** |
| Partners:  Complete your school’s name with your colours | **2nd Junior High School of Kalymnos, Dodecanese, Greece** |
| Details: | **Age of the pupils: 12-15**  **Used language: English**  **Duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School type: public Elementary and High School** |
| Short description: | **In this project students will investigate how each cultural heritage is of particular value to every people, as it is part of its culture and everyday life, and for this reason all of us should do our most to help preserve it. Maintaining the value, meaning and significance of the cultural sources of our past with a view to their use for the future of our people and the inspiration of the new generations (Zerrudo, 2008), cultural development can take place, as it stems directly from the people who built the foundations of the local culture and is the most important step in the development of local communities. However, the process of cultural retention is directly linked to the issue of awareness. It is not reasonable to expect local communities to do something to keep something they do not know. Therefore, through the need to preserve the cultural heritage, we can understand the importance of educating and educating the peoples and especially young people (children and adolescents) about the cultural heritage of their country** |
| Goals:    Resources: | **-Use English in a meaningful way, enrich them at our science, culture, and literature sections.**  **– Motivation to learn foreign languages  and to learn not only about world, but with the world as well**  **– Develop ICT, know environment and its worth, thingking actively, use artistic and communication skills, respect different opinions, love maths, sciences, humanistic values, understand how our world can give us wonderful ways to live happy and careful of it.**  **– Foster teamwork and collaboration among classmates and partners.**     * <http://eclass.sch.gr/courses/G792116/> * <http://www.livebinders.com/play/play?tab_layout=top&id=2441967> * <https://e-employ.gr/el/dia-viou-ekpaideusi/e-learning/seminaria-e-learning/item/1537-mouseiaki-agogi-elearning> * <https://padlet.com/maria_themelis/museums_education_at_schools_2018> * <http://resources.riches-project.eu/wp-content/uploads/2016/04/rch_thinkpapers_06.pdf> |
| ICT tools: | **Windows Movie Maker, padlet.com, issuu.com, artsteps.com, docs.google.com, kizoa, picovico, smilebox, Voki, piclits,**[**pearltrees**](http://www.pearltrees.com)**, fotobabble**[**http://tripwow.tripadvisor.com/ , voicethread,**](http://tripwow.tripadvisor.com/)**glogsters,photopeach, blubbr, mindmaps, simplesite.com for blogging our works at different subjects, computer games including at above links (activities).**  [**For the poll**](http://tripwow.tripadvisor.com/)[**http://www.polleverywhere.com/**](http://www.polleverywhere.com/)**,** [**www.tricider.com**](http://www.tricider.com)**,** [**www.stickymoose.com**](http://www.stickymoose.com)  [**www.toondoo.com/**](http://www.toondoo.com/)**,** [**www.pixton.com/**](http://www.pixton.com/) **for presentation their works in another active way.**  [**www.oureuropeanschooljournal.wordress.com**](http://www.oureuropeanschooljournal.wordress.com) **for publishing and announcing their projects to an e-journal the results of our project** |
| Pedagogical basis: | * **learning by doing and sharing** * **developing respect towards other cultures** * **developing research skills by creating** * **improving ICT skills, most notably web publishing** * **improving English language skills** * **encourage collaborative work** * **foster communicative language learning** * **creating their own stories showing their understanding of the world** * **create a sense of responsibility** * **welcome different approaches and cultures** * **improving the sense of observation** * **dreaming at learning different knowledges** * **Knowing better to respect environment, world’s creation, and how to live in our planet with cooperation with all mankind for caring it.** |
| Working methods:    Expected results:    Evaluation/self evaluation: | * **Collaborative Learning,** * **Multi intelligence learning,** * **Project based learning.** * **Discovery-Based Learning ,** * **Engaged Learning,** * **Problem-Based Learning.** * **Creative writing,** * **Effective thinking,** * **Produce fairytales about weather and its relationship with our live, culture, sciences,** * **give feedback,** * **Use Learning Designer tool for schedule of project.** * **prepare peer reviews for keeping knowledge active and earn its profits**     **Videos**   1. <https://www.youtube.com/watch?v=AtwOYFizHPk> 2. <https://www.youtube.com/watch?v=5GSRzwdu6j0> 3. <https://www.youtube.com/watch?v=b6B12YDz_fc> 4. <https://www.youtube.com/watch?v=lSUi_OB1OsQ> 5. <https://www.youtube.com/watch?v=k0-iV44ld4s>     **Please feel free making any suggestions, adding your thoughts about, propose other activities or subsubjects, if you know more**.  **Evaluation/self evaluation through exercises at every section as the following examples:**   1. **Describe a museum of your town. Identify the value of cultural heritage in education by studying the museum of your place. By what criteria can you evaluate the exhibits based on the study of the documents given to you in the section** 2. **What benefits are from the collaboration of school and museum? Write your own opinion on the benefits of a co-operation between educational staff and students in a school and the employees of a museum. What conclusions do you end up with? What benefits of this collaboration can you suggest?** 3. **What is cultural inheritage? Where is it useful for our lives and culture?** 4. **What way of teaching can offer us a museum? What is the meaning of the objects it has? What is the benefits for our life today?** 5. **Write your own opinion on the benefits of a co-operation between educational staff and students in a school. What conclusions do you end up with? What benefits of this collaboration can you suggest?** 6. **Create a program of six activities to make use of a museum collection of the museum of your choice. You can even create a museum with valuable objects in your family, pictures, objects, jewelery. What activities would you highlight and present to your friends or classmates? Get insights from the documents we provide below the section.** 7. **How can we value the museum collections of the museums of our country? We can showcase with a variety of activities a museum collection and present it to our classmates or to the wider local community of our city. Examples will be found from the documents posted under the section** 8. **Suggest every evaluation you prefer in addition or every precious idea for the project!** |

eTwinning project timetable

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| Time / period | Task description – tools to be used | Responsible person(s) |
| **1 month** | **1.Introduction of teams/ kizoa, picovico, smilebox, thinglink, glogs, photopeach**  **2.Presentation of our etwinning project with learning designer web tool**  [**www.learningdisigner.com**](http://www.learningdisigner.com) | **teams’ teachers** |
| **1 month** | **Focus on weather calendar and students feelings**  **1. Creating of a monthly calendar connecting the weather with the student feelings during the days of the month – Write an essay about how you think about people they always live in cold weather, or rainy or sunny, or foggy weather can be thinking, acting, working? Use your calendar thoughts.** | Students teams, teachers |
| **1 month** | **Focus on Literature**  **1.Compositions and poems related to weather written/recited and read by students and filmed or audio registered to be shared with project partners**  **2,Weather sayings from participating countries collected in an e-brochure**  **3. Creative writing : Make your own digital story-fairy tale about different conditions of weather you have now, describing how a different climate county man or woman can think, work, act in different weather situations.**  **Use titanpad, wikis,** [**www.toondoo.com**](http://www.toondoo.com)**,** [**www.pixton.com/comics**](http://www.pixton.com/comics) | Students’ teams, teachers |
| **1 month** | **Focus on Maths**  **Problems involving the wind speed, the quantity of snow, the temperature differences... proposed, exchanges and solved by partner schools** | **Help from maths, physic’s, chemistry teachers** |
| **1 month** | **Focus on Art and Music**  **Drawings and songs about seasons, weather, maybe a contest with open voting for the best drawing, posters about different weather drawings at different places of world using digital tools for presentation their works** | **Art teacher and students’ teams** |
| **1 month** | **Focus on Sciences : Geography, religion, sociology, astronomy – activities from Space Awareness program (see at links), Ocean sciences, studies of agriculture, fishing, fauna and flora at different climate places.**  **Separating of students’ teams to sciences’ teams and work on them, making maps, mindmaps, thinglinks etc. about our project.** | **Geography, sociology, religion teachers** |
| **1 month** | **1. Evaluation, play time!!!!**  **Quizzes, puzzles, games related to seasons and weather**  **2.Final questionnaire about the project development**  **3. Choosing a peer work of other school and evaluate it as peer review. Each team must evaluate two other teams. Steps:**  **a. Writing and presenting team’s work at learning designer schedule/tool. (Hand on task)**  **b. Each team must evaluate 2 peer teams of another school**  **c. Reading another school’s team evaluation for our team.**  **d. Present results of evaluations, questionnaire about results.** |  |
|  | **4. E-book or e-blog presentation of our project’s work**  **5. E-book with every science’s work of the student’s team and fairytales book** |  |
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