



# Guide Book

## Connected with the Environment

Module 1: History and Culture



# INTRODUCTION

The project “Connected with the Environment” is a 2-year project designed to develop and strengthen partnerships between 5 European Schools with different experiences and backgrounds. It aims at approaching different aspects of the theme of the environment via various topics and levels which all together should result in achieving high quality skills and competences in areas such as interpersonal relationships, cultivating national heritage or being more friendly to the environment. Moreover, all levels will include highly intense and efficient use of digital learning tools and exchanging good practices so as to meet the needs of teachers and learners in all partner schools to make the technology a part of the learning process. The activities will be supported by the teachers from many different domains such as science, history, ICT, languages and psychology. All the partners will eagerly promote all the skills and competences acquired during the project to enable next groups of students and teachers to benefit from the achievements of this project.

Module I – History and culture was aimed at discovering student’s personal stories, getting to know their teachers, schools as well as broaden their knowledge about the city and the region. Students chose various forms of presenting their achievements in forms of posters, videos with interviews, multimedia presentations and video montages. The culmination of the module was a LTT meeting in Lublin, held in Lublin between 19<sup>th</sup>-23<sup>rd</sup> March 2018, where the students got a chance to mix their local legends and create brand-new ones. It was a refreshing experience as their creativity and innovative approach surprised all of us!

The aim of this guidebook is to present and disseminate the results of our work. You will find here the description of the tasks as well as some of the students works. We hope some of the ideas will inspire other teachers and schools to run such a project, whether only partially or completely.

If you are interested in the latest news on the Project, please visit our blog:

[connectedwiththeenvironment.blogspot.com](http://connectedwiththeenvironment.blogspot.com)

and our eTwinning page:

[twinspace.etwinning.net/50939/home](http://twinspace.etwinning.net/50939/home)



## Local project logo competitions and transnational competition on eTwinning

As a start to the ERASMUS + Connected with the Environment 2017-19 project, the logo competition took place between all five schools in the cooperation. Each school ran their own internal logo competition. After the finalist from each school was determined, then voting “Eurovision style” took place. Each partner determined which logo would receive 10 points (top vote), 6 points, 4 points and 2 points. No school could vote for their own logo. The winner was the school with the most points after voting. Each partner school made a video of the voting and shared the video with all the schools. The winner was announced by the main coordinator and the results were given to students.

International School Carinthia produced a few different logos in groups of two and three within our Connected with the Environment group. From these logos, the team decided to take some of the best features of each and add them to the logo that they thought was the best. In the end, it was a combination of many ideas from each team and we were quite proud of our creation!

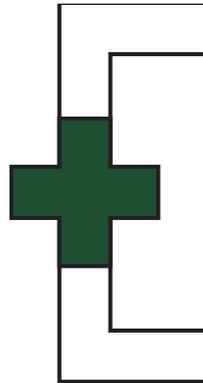
After all of the voting was complete, the winner of the contest was I.osnovna škola Varaždin school from Croatia! All members of the ERASMUS + partnership were quite happy to have this logo to represent our project. Congratulations again to Croatia!



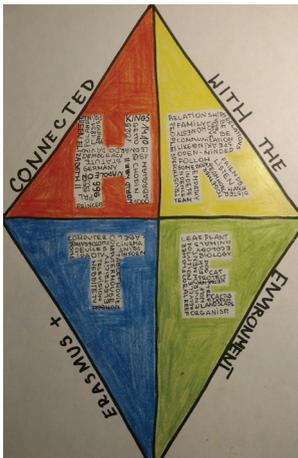
I.osnovna škola Varaždin (Croatia)



International School Carinthia (Austria)



CGS (Greece)



Paderewski (Poland)



OŠ Danile Kumar (Slovenia)  
Danila Kumar International School

# Analysis of how students have changed throughout the years

Before the students can dig into the stories of their regions and cities it is a good idea they could start with themselves. The main objectives of this task are to:

- allow students to analyse the changes in their lives
- get to know each other
- see whether the changes are the same or different

The original plan was to create posters with pictures or multimedia presentations. However, the idea of every project is to get the students creative and during the process some of them found different ways they would like to approach the subject. This way the work on the task was extremely creative and enabled the children to express in the most efficient way. Apart from posters with pictures we also had a blog entry, a video in the application 'Draw my life', timelines, posters with charts and mathematical analysis as well as a holistic approach to the student education throughout the years provided by students from CGS in Greece.

As in every project, students were monitored by their teachers and had to report on the progress made. It could be summarised in the following steps:

1. choice of the form (poster, video etc)
2. notes on the life and selection of pictures
3. a draft and a consultation with the teacher
4. work on a final version
5. presentation and evaluation

## EDUCATION OF CHILDREN

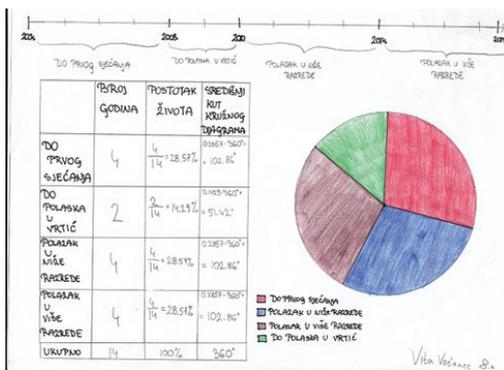
- Children learnt the most basically knowledge.
- Was from reading, writing, mathematics, architecture, music, painting, philosophy and medicine.
- No schools, teachers went to the houses of their students to teach them.
- Wealthy family boys had the ability to get a proper education.
- Girls prepared to be good mothers and housewives.



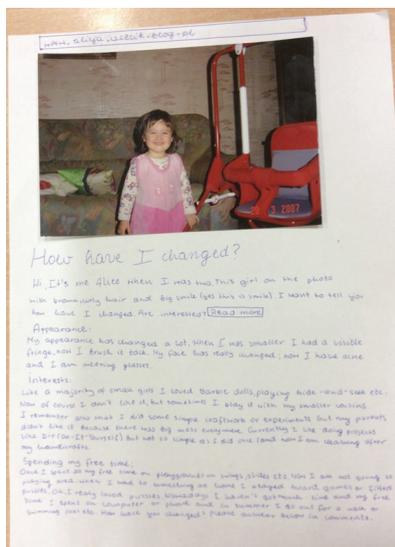
*A fragment of the presentation of students from CGS (Greece)*

This could be realised in the span of two or three meetings. The main point should be the presentation of the work so that all the students could get to know each other. As a result they can also notice the similarities and differences their peers undergo and in the next step, compare their experience with students from other schools. The evaluation performed in Międzynarodowa Szkoła Podstawowa Paderewski in Lublin showed that the students enjoyed the task, got to know themselves and others as well as have become more aware of the changes going on in their lives. They also appreciated the freedom in the choice of the form, which allowed them to present their lives in the best possible way.

During the realisation of the task it turned out that it can be also used as a way to measure the improvement of students' skills and achievements eg. on PE lessons, in relationships with other people, skills in particular subjects such as Maths, Science, languages etc. It has become visible to students that they are constantly changing and developing and even though those changes may seem insignificant at the time, they certainly influence their lives in the future.



Mathematical analysis of Vita from POS (Croatia)



A poster of Alicja from Paderewski (Poland)



Konrad from Paderewski (Poland)



A timeline of Tonka from POS (Croatia)

## Creating family trees and lap books with family stories

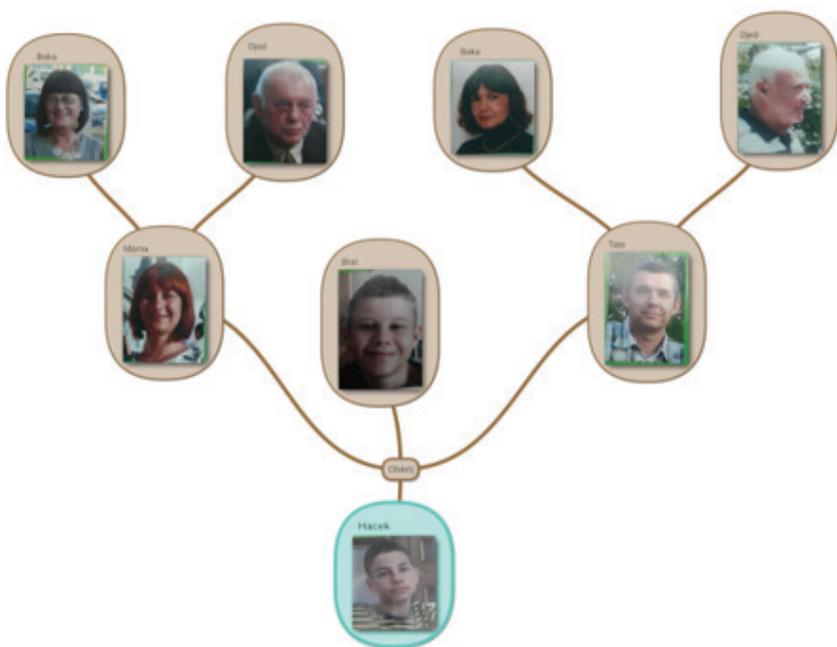
The starting point for this activity was the decision whose life will they investigate and what kind of information they would like to present.

As the focus of this module was history, the students were able to:

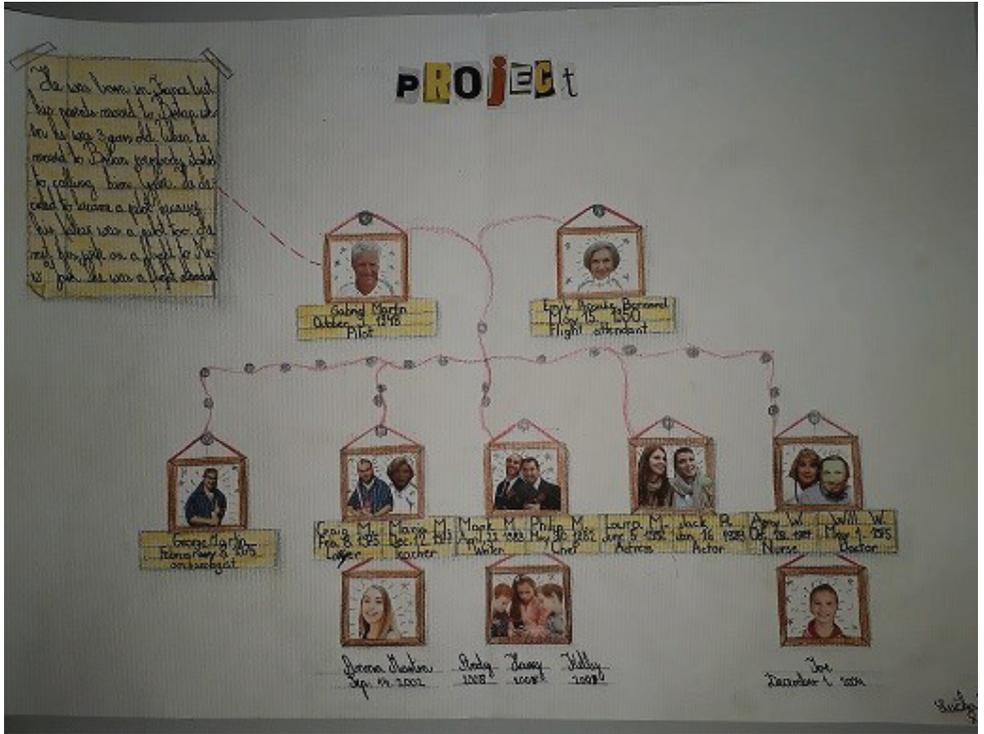
- investigate and explore it from different points of view
- to get to know their own and their families' history
- form of a family tree.

Some students choose to create a digital family tree thus using their computer skills and the tablets apps: miMind, while others used a more traditional approach and created a paper version which enabled them to utilize their drawing skills and show their artistic talent.

Below there are a few examples from different students:



*Family tree in a digital form (made by Croatian student)*



Family tree (made by Slovenian student)

This way they learned what a family tree is, how to gather information and what kind of information can be presented in this way.

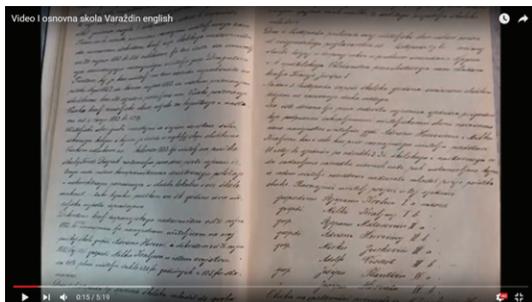
# Making video clips about school's history

Students spend a large part of their life in their school. The school constitutes the social context in which they grow up, they socialize and they develop their personalities. Each school has its own history and the administration, teachers and students are part of it. The aims of this activity was to:

- Explore the history of the school through school archives but also through interaction with the people of the school
- Prepare a short video to present the history of the school.

Students were enthusiastic about this idea and they worked really hard: They took up the role of a journalist, a screenplay writer, a director and a film editor. They arranged meetings with various members of the school community. They prepared questions and they interviewed the Head of the school, teachers and former students. They researched and discovered fascinating details about the history of the school. They shot videos and they edited their material in order to finalize their product. During the learning activity in Lublin-Poland, all videos were presented so that all participants had the opportunity to see the work of the students but also be informed about the history of the five schools.

Students from Croatia researched the school archives and went back to 1875 when the school started to run the chronicle for each year.



*Screenshot from Croatian video*

Here is a link where you can watch the full video:

[www.youtube.com/watch?v=gCkY-BU6fnCE](http://www.youtube.com/watch?v=gCkY-BU6fnCE)

Students from Greece decided to interview the Head of the school so they prepared a list of questions and arranged a meeting in his office.



*Screenshot from Greek video*

Here is a link where you can watch the full video:

[www.youtube.com/watch?v=mXs0B-KH2Z3o](http://www.youtube.com/watch?v=mXs0B-KH2Z3o)

Students from Slovenia explored how their school has changed through the years by interviewing a former student and current parent.

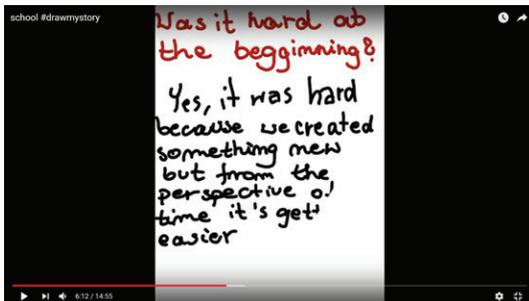


*Screenshot from Slovenian video*

Here is a link where you can watch the full video:

[www.youtube.com/watch?v=IU3mUX-QCr9k](http://www.youtube.com/watch?v=IU3mUX-QCr9k)

Students from Poland used technology to present the history of their school in a original way.



*Screenshot from Polish video*

Here is a link where you can watch the full video:

[www.youtube.com/watch?v=xLLXMU-VjJjs](http://www.youtube.com/watch?v=xLLXMU-VjJjs)

# Interviewing chosen teachers about their life stories

After our students have studied their development and their history (past), they had to do the same with their school. To get familiar with the life and work in school through the past, they decided to interview the teachers.

The aim was:

- to find out more how they used to teach and what teaching methods and teaching resources they used
- what kind of relationship was between a teacher and a student at some other time.

In order to realize their task, students had to choose the teachers first for an interview and discuss the questions.

Students from Croatia have made an interview with a retired teacher.

Here is the link you can watch the full video:

[www.youtube.com/watch?v=vGEBBt-MatZU&list=LLKhaPve2a8FZe5IsEgN-VLbA](http://www.youtube.com/watch?v=vGEBBt-MatZU&list=LLKhaPve2a8FZe5IsEgN-VLbA)



CRO

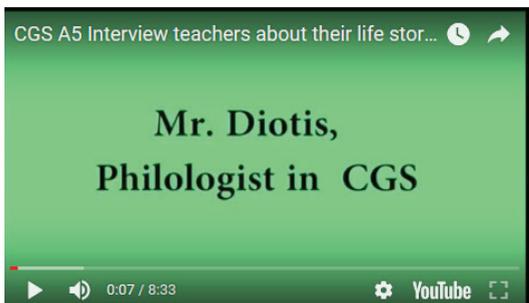
Interview with a retired teacher

Screenshot from Croatian video

Students from Greece have made interviews with teachers and their life stories.

Here is the link you can watch the full video:

[www.youtube.com/watch?v=wOtCKZ-KAAtc](http://www.youtube.com/watch?v=wOtCKZ-KAAtc)



GRE

Interview teachers about their life stories

Screenshot from Greek video



**POL**

Story of teacher spanish

*Screenshot from Polish video*

Students from Poland have made an interview with a Spanish teacher.

Here is the link you can watch the full video:

[www.youtube.com/watch?v=CMP-CEyCDN2A](http://www.youtube.com/watch?v=CMP-CEyCDN2A)



**SLO**

Once upon a time at OŠ Danile Kumar Slovenia

*Screenshot from Polish video*

Students from Slovenia have made an interview with an Art teacher.

Here is the link you can watch the full video:

[www.youtube.com/watch?v=IU3mUX-QCr9k](http://www.youtube.com/watch?v=IU3mUX-QCr9k)

There were few younger still working teachers but also few retired teachers and children easily compared and concluded similarities and differences between them.

All the interviews were recorded by students and the result are video clips. The students were excited and interested in teachers stories and they enjoyed video recording.

Analyzing and comparing interviews with project participants we can conclude that teachers' stories are quite similar. The most significant is the love for children and teaching that connects them.

## Gathering legends about cities/regions

After having discovered the stories of their families and schools, the students are prepared to enter the last part of the module. The objectives of this task are to:

- learn about the cultural heritage of the students' environment
- familiarize with the local legends and choose the most interesting ones
- present the legends in different forms

In this part the students had an opportunity to revise or to discover their local legends. Every school selected two most interesting and important ones to become a base of a project during the meeting of all the partners. What is more, the task can become a part of many types of classes, starting from history lessons or national language classes to art and foreign languages classes.

As a project it can be performed individually or in groups, depending on students' preferences. The steps outlined in the action plan for the task are the following:

1. doing research on the local legends and narrowing it down to one (per person/group)
2. choosing a form of a presentation
3. consulting a teacher about the form
4. presenting a legend in a form of a comic strip, a picture, a written story or a multimedia presentation
5. evaluation of the project

Through the work on the task it was stated by the students that every single place in the world has its legends and stories and it is our task to preserve it. They are easy to understand even for small children and certainly all of us remember some legends and stories during the bed-time even if we didn't realize what they were at that time. The legends chosen by the students were:

- Czarca Łapa (about a trial with the devil's appearance)
- Legend on how Lublin got its name
- The great fire of Varaždin
- Legend about bear's den and church
- Legend of lake Wörthersee
- Legend on how Klagenfurt got its name
- The birth of Athena (and other form the mythology of Athens)
- The legend of Water Man in Ljubljana
- The legend of Martin Krpan

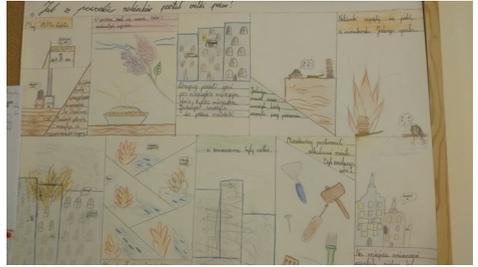
The diversity of the legends enabled students to create brand new legends and perform a short play. This ensured all the kids remember a piece of their friends' local legends as well as the teachers be amazed by their pupils innovative ideas and imagination.

## THE STORY

- ✗ Zeus was the father of Athena and her mother was Metis, which means wisdom. Metis was the wisest among the gods.
- ✗ Zeus came after Metis, and chased her. Metis tried to escape, going so far as to change her form many times; she became various creatures such as hawks, fish, and serpents. However, Zeus was both determined and equally proficient at his continued pursuit until she relented.
- ✗ An oracle of Gaia then prophesied that Metis' first child would be a girl and that her second child would be a boy; overthrow Zeus, similarly to what had happened to his father and grandfather.



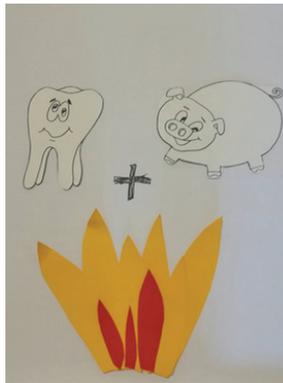
A fragment of presentation about Greek myths



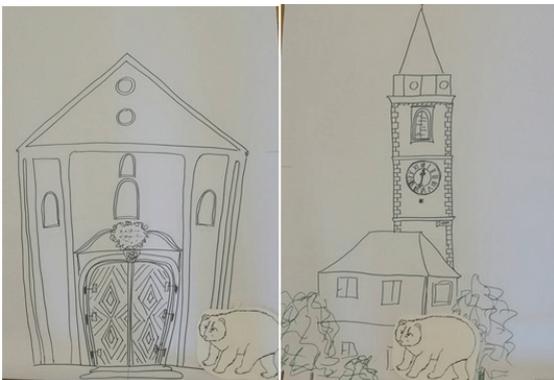
A story of a Great Fire of Lublin



Slovenian legend of Povodni mož in pictures



Croatian legend about great fire in Varaždin 1776



Croatian legend about bear's den and church

## Blogging about cultural events

Technology provides the freedom to share, virtually instantaneously, experiences and information from people to people and culture to culture. In order to utilize this technological freedom, the partner schools decided to develop a collective blog where each school will once a week share an event that has taken place in their community or update achievements in their pursuits of module and objective fulfillment. Giving all participant schools a chance to communicate regularly via an electronic platform on a regular basis in English was a valuable aspect that also proves to be challenging at times from a point of view of effective expression and relaying factual information and also risk-taking since the majority of participants do not have English as their native language.

The events described on the blog were as follows (by country):

### Croatia:

- The Varaždin Baroque Evenings [m.youtube.com/watch?v=-JKhw83cf-g8](https://www.youtube.com/watch?v=-JKhw83cf-g8)



- Špancirfest [www.youtube.com/watch?v=h5dQdIM6BGM](https://www.youtube.com/watch?v=h5dQdIM6BGM)



### Poland:

- Night of Culture [en.nockultury.pl/](http://en.nockultury.pl/)
- Carnival Sztukmistrzów in Lublin [en.sztukmistrze.eu/](http://en.sztukmistrze.eu/)
- Different sounds festival [en.innebrzmienia.eu/](http://en.innebrzmienia.eu/)
- Jarmar Jagielloński [en.jarmarkjagiellonski.pl/](http://en.jarmarkjagiellonski.pl/)



## Greece:

- The globally acclaimed “Van Gogh Alive – The Experience” ([www.vangoghalive.gr/indexen.html](http://www.vangoghalive.gr/indexen.html)), which stretches the definition of the word ‘exhibition’ as it stimulates the senses and opens the mind and
- The exhibition “Science Fiction: A Journey into the Unknown” ([www.sgt.gr/eng/SPG1974/](http://www.sgt.gr/eng/SPG1974/)), which explores science fiction’s long-standing influence on the full range of contemporary culture.



## Slovenia:

- Enci benci Katalenci performance [connectedwiththeenvironment.blogspot.com/2018/04/enci-benci-katalenci-performance.html](http://connectedwiththeenvironment.blogspot.com/2018/04/enci-benci-katalenci-performance.html)
- Opening of the art exhibition [connectedwiththeenvironment.blogspot.com/2018/04/opening-of-art-exhibition-portraits.html](http://connectedwiththeenvironment.blogspot.com/2018/04/opening-of-art-exhibition-portraits.html)

## Austria:

Velden and the surrounding area are mainly tourism focused and have been for a number of decades. Because of this, events mainly cater to the tourist crowd and this is what we chose to [blog](#) about. It is and has been a part of our cultural fabric.

# Analysing the cities' importance in a chosen historical period

By the end of this activity, students have gained a deeper understanding of:

- what everyday life was like in the chosen historical period
- what consequences did it have for the life we have today.

In order to achieve this goal there are various paths to take.

The students from Slovenia chose to write a story set in a historical period of the Romans, when the city of Ljubljana was still called Emona.

The students from Poland talked about Lublin during Industrial Age and their project called '2<sup>nd</sup> Chance - Waking up a Sleeping Giants'.

The students from Croatia presented the event of a great fire that happened in Varaždin in 1776. They chose that period because after the great fire Varaždin was not a capital city.

Here is the link you can watch the video which students were given from Museum of Varaždin: [www.youtube.com/watch?v=f\\_LzmIDCG-c](http://www.youtube.com/watch?v=f_LzmIDCG-c)

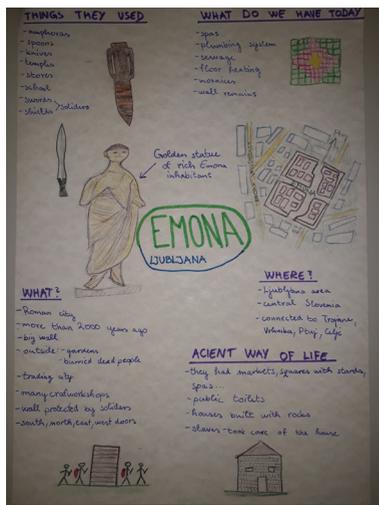


Screenshot from Croatian video

The students from Greece analyzed the importance of Athens during the 5th century BC, the so called Pericles' Golden Age and presented the Economic, political, philosophical and cultural evolution of the city. They discussed the development of direct democracy and presented the landmark monuments created during that period.

The students from Austria discovered that there was not a lot of information about the significance of Velden am Wörthersee so they expanded their research to the state of Carinthia in which Velden lies. They then chose to create a History blog about what they discovered.

This task encouraged students to investigate the significance and importance of the historical period – the time frame, the architecture, the customs, language and the culture itself.



pic1: Student's presentation of Emona.



Polish students working on Industrial sites wordsearch

## Learning/teaching/training activity in Lublin

All the activities performed throughout the module were to prepare the students for the final task. The representatives of schools in Greece, Croatia, Austria and Slovenia came to International Primary School Paderewski in Lublin, Poland, in March 2018. The aims of the meeting were the following:

- summarize the work from Module I History
- reenact the legends prepared by the students in all of the partners schools
- reinforce linguistic and social abilities of participants
- promote Polish cultural heritage

The first day consisted of integrating workshops as well as acting classes in order to break the ice with the stage and get familiar with the upcoming situation. Next, all the schools briefly summarized their participation in the project and shared their work with others. In the meantime, after some brainstorming the teachers have decided to change the activity with reenactments of legends. Instead of preparing the plays of existing legend, the teachers wanted the students to come up with an entirely new play containing the elements of legends from every country. The children were divided into groups with representatives of each school. They had to revise the legends, pick the most suitable elements and create a draft of the play. In order to help, the teachers provided them with a Story Mountain handout, which facilitated them to work on the plot. In the middle of the week, on Wednesday morning they had to present their ideas in order for the teachers to monitor the progress and for the other groups to give the feedback. It was a very significant moment for the teams to reflect upon their work and make some necessary adjustments. All in all, the plays staged on Friday were extraordinary! The teachers could not hide their pride and appreciation for the students creativity. It was impressive especially because the kids improvised with the gym equipment, brought some prompts from their host families and did not have access to a professional stage. All the groups supported each other and had a lot of fun watching the performances.

Apart from working on plays the guests visited the Old Town in Lublin and its Castle as well as went on a field trip to a picturesque palace in Kozłówka and a city of Kazimierz Dolny.

The visit was a great success for all the participants as it showed both the students and the teachers not to be afraid of improvisation and adjusting the plans.

The videos of the play are available on our eTwinning page:

[twinspace.etwinning.net/50939/home](https://twinspace.etwinning.net/50939/home)



