

Activity 3: STEM education for social justice_Conclusions on the role of interculturalism in Monuments of Cultural Heritage - 60 m. – LO 3

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
3.	60'	<ol style="list-style-type: none"> 1. - The teacher begins the lesson by showing students pictures of different museums through power point, asking them if they know what they are viewing. The teacher points out that the next lessons will be dedicated to the "Museums" section. 2. The teacher informs the students that they will soon make a visit (conventional or digital) to a Fairy Tale Museum in their area or elsewhere (e.g. at the Fairytale Museum in Old Nicosia). 3. Before the lesson progresses, the teacher says a few words about this Museum, emphasizing that it is a special Museum that takes you to a magical world like that of " Alice in Wonderland ". Its 	<ul style="list-style-type: none"> - After viewing the video, students discuss what they wrote or thought as they watched the video along with the teacher and reach some conclusions on the role of interculturalism in Monuments of Cultural Heritage. - The one the team is called to create a presentation (power point) on "Museums" and to incorporate the most important information. The second group is called to make an information brochure (flyer - brochure) (Word or Publisher) to launch a fantastic new museum. The third group will paint through the program paint on how they imagine a museum. <p>* Note: Students will work on computers throughout the activity.</p>	3.

		<p>main goal is to spread and save the cultural heritage of fairy tales, legends, myths and traditions from around the world.</p> <p>4. The teacher starts a dialogue with the students, based on the photos they have seen before and the information they learned about the museum they will visit. Questions are asked such as:</p> <p>a) What is a museum?</p> <p>b) Why do people visit museums?</p> <p>c) Are there different types of museums? Name a few.</p> <p>d) What do you expect to see or hear in a museum?</p> <p>5. After the dialogue, the teacher selects from you tube some videos with museums that belong in the list of Cultural Heritage of UNESCO. Specifically, it seeks the following "Troodos Villages - UNESCO Churches - Museums". From this</p>	<p>At the end of the lesson, the three groups come together and make a poster about interculturalism and Museums, which will be decorated in the class.</p> <p>At the end of their work, the three groups will present their work to the other students, but also to the person in charge of the Fairy Tale Museum who will visit. The presentation with the head of the Museum will be done online using the tools available to the teacher.</p>	
--	--	--	---	--



		<p>list, he/she chooses 2 museums to show to the children. The teacher emphasizes to the children that while the videos are being played, they should keep notes on how interculturalism can contribute to the Cultural Heritage and especially to the "Museums" section.</p> <p>- After the discussion, the teacher divides the students into groups of 4-5 children.</p>		
Preparatory tasks for Students (if they needed):	N/A			
Teacher's preparatory actions:	PC			
Notes:	<p>Students can exchange ideas and opinions from previous visits to museums to help their classmates.</p> <p>The teacher can intervene/help in the process of creating the presentation of his students, but he does not interfere in their decisions.</p>			

