## Museum Walks: integrating local history in your classroom

Ioanna Ravani, MSc Informatics,   
Deputy Head of the Environmental Education Center, Coordinator of cultural heritage education projects

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| **Classroom** | |
| A. Ice braking activities (30’) | 1. My name or yours (stickers, pens) 2. Find your soulmate (worksheet /person, pens) |
| B. Introductive activities – Team building | 1. Similarities/Differences (A4 per person) 2. 7 answers in 7 minutes (1 worksheet for all) 3. Team name and logo (paper, markers) |
| C. Activities about culture | 1. Observation game (1 drawing, papers, markers) 2. Notes: “Think like an archaeologist” 3. Notes: Activities to do in and out of the class |
| D. IT activities | 1. Presentation “ICT tools” |

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| **Archaeological Museum of Kalamata** | |
| 1. Visit |  |
| 1. Activities at the museum | worksheet /group, Bibliographic notes, pens |
| 1. Create a museum activity | worksheet /group |
| **Walk around the city** | |
| 1. Reporters of the city | (Worksheets, papers, map, pens) Reporters’ missions:   * What can someone do in Kalamata during the day * What does Kalamata has that my city doesn’t * Similarities with my city * Culture activities in the city * Effects of local product (olives-oil) |
| 1. Action Bound treasure hunt | Action Bound app - smartphones |
| **Kalamata castle** | |
| 1. Visit |  |
| 1. Theatre: Poem/Quotes activity | worksheet: poem or philosophical quotes |

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| **Archaeological site of ancient Messene** | |
| 1. Activity entering in the ancient city | Message |
| 1. Be the guide |  |
| 1. Orientation | worksheet /group |
| 1. Theatre – acting | Poem |
| 1. Asklepion: Voting activity | Votes |

**Study of an archaeological site**

When studying a finding of great archaeological importance (e.g. Archaeological site/Monument/Period/…), the teacher may organize a bunch of activities in order the pupils to search, criticize, live, experiment, evaluate, feedback and conquer knowledge.

For better organization, a calendar of activities is proposed:

**Calendar of activities**

1. Teacher preparation
   1. Educational goals
   2. Activities’ calendar
2. Preparing the students
   1. Indoor or out-of-class activities
3. Visit
4. After visit activities
5. Evaluation – Feedback
6. Indoor or out-of-class activities
7. Repeat Visit (different point of view/scanning

**Tips**

* Ice braking activities 🡪 forming the teamwork
  + <https://drive.google.com/open?id=0B-vnUpJz_NYzbE11SGRGcXlrSTg>
* Team/Group activities
* ****Name the team (“archaeoschoolians”)
* Project corner in the classroom   
  ( Visible - Permanent? – Renewable)
  + Calendar of activities
  + Photos
  + Constructions
  + To do list
  + ...

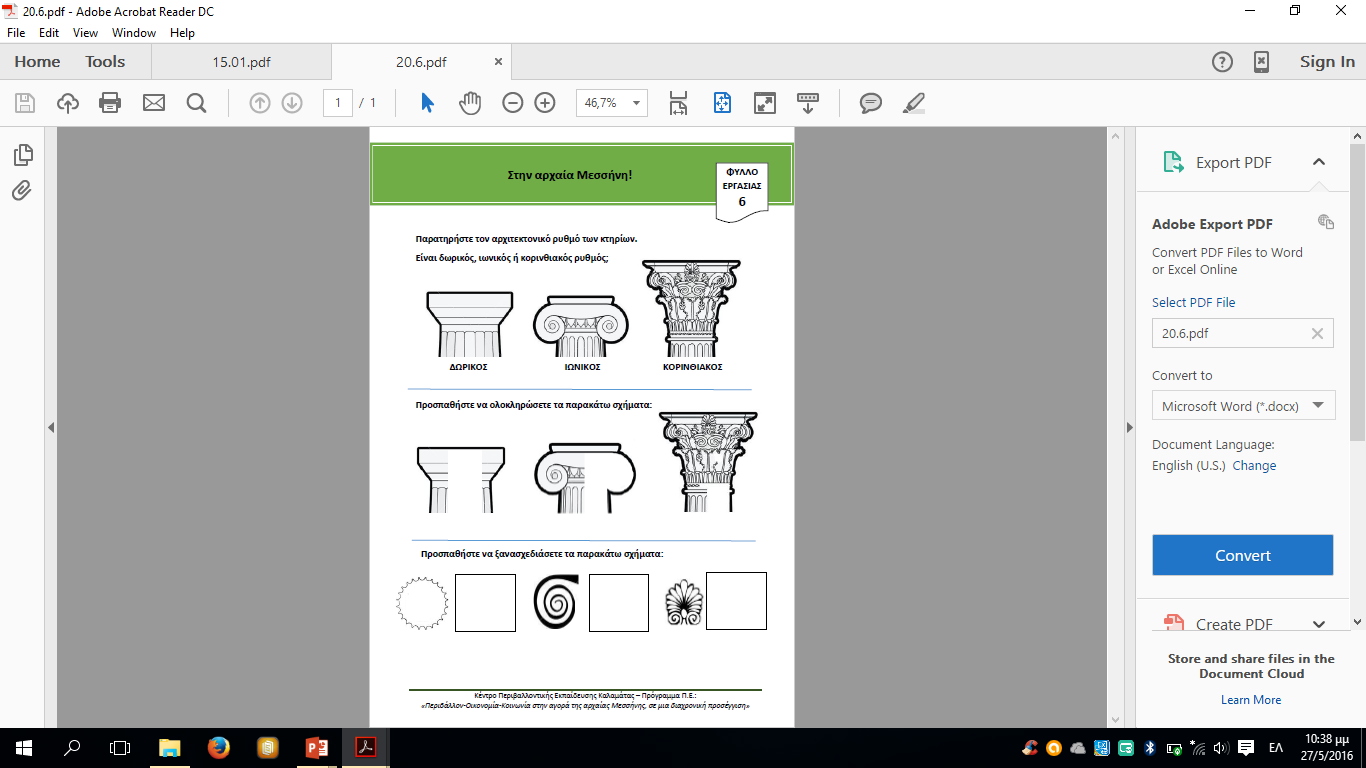
**Teaching approach**

1. Space
   1. Geography - Define the border line / map - planification
   2. Why at this place?
   3. Human factor – activities (now)
2. Time
   1. Era (ancient, Byzantine or modern times)
   2. Human factor – activities (at the time)
   3. Story not only history

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**Activities in the class (introduction)**

* Historical timeline
  + (rope – photos – dates – clogs)
* Story telling
  + Lecture
  + Research on the net (specific questions)
  + Worksheets
  + Theatrical play

**Visit (site/monument)**

* Orientation – weathering
* Use the space for experiential activities   
  (Touch, feel, “understand the space”)
  + Reproduce the story
  + Moving images
  + Live painting
* Photographing/Sketching/Measurement
  + plants, building materials, architectural elements, motifs, epigraphs
* Collection of today's use (brochures, advertising, posters)
* Day life (then/now)
* Conservation, restoration, modern use (debate)
* Professions
* Rhetorical games, drama, theatrical play, role play



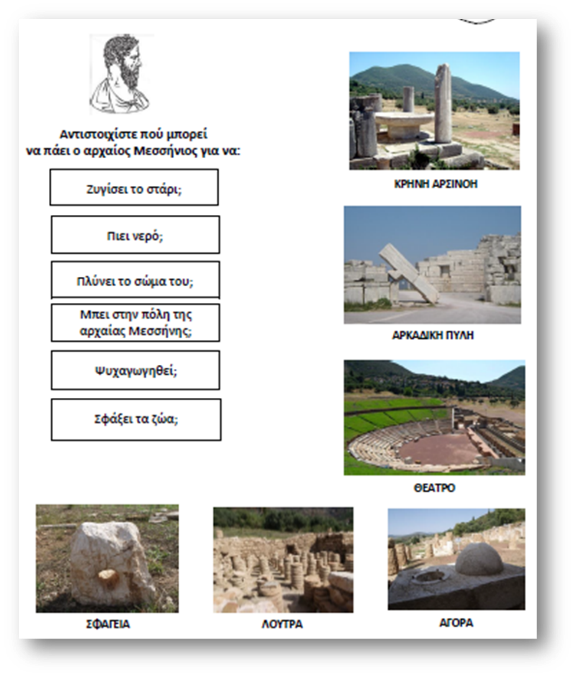
**Visit (museum)**

* Observe – compare with modern times   
  (materials, forms, clothes, jewelry)
* Treasure hunt
  + Find info for a specific object / route in the museum
  + Give the part of an object and find it
* Similarities/differences between the two statues/objects
* Use of objects – compare modern times
* Represent a statue
* What was the sculptor thinking   
  (or the client that ordered the statue)

**Virtual museums**

* Activity paradigm: Please, make presentation of your local museums or significant cultural heritage monuments/archaeological sites.
* <https://artsandculture.google.com/theme/igKSKBBnEBSGKg>
* <https://www.virtualiteach.com/single-post/2017/08/20/10-amazing-virtual-museum-tours>
* <https://vr.google.com/tourcreator/>

**Back in class**

* Create
  + Design an object of the museum (a pot…)
  + Clay crafting
  + Time capsule
  + Poster, team painting
  + Comic
  + Song
  + Story
* Recall
  + Worksheet with questions
  + Remember 3 things
  + Show photos from the visit and re-observe
  + New questions



**Information analysis**

* Survival/Daylife:
  + Food
  + Housing
  + Clothing
  + Water management
  + Trash
* Society
  + Organization
  + Education
  + Values
  + Customs – traditions

  
**Extensions**

* Myths / legends
* Experiments (e.g. Rock weathering)
* Virtual enterprise
* …..

**Proposed resources:**

<http://www.socalstudio.org/downloads/LAHA_LPS.pdf>

<http://archaeoschoolforthefuture.blogspot.com/p/blog-page.html>

<https://drive.google.com/open?id=0B-vnUpJz_NYzRThoX1V6Nzg5YlE>

**Design an activity that will take place in your class.** *Take in mind all the constraints (team work or not, easy to find materials, duration…).*

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| Title | EXAMPLE |  |
| **Skills** | (Critical thinking  Observation  Solution solving in maths…) |  |
| **Objectives** | (To learn about the materials used in Byzantine era  To cooperate…) |  |
| **Activity type/Method** | (brainstorming, role play, discussion, observation, treasure hunt…) |  |
| **Duration** | (min/hour/teaching hour) |  |
| **Materials** | (papers, scissors, markers…) |  |
| **Implementation** | (steps) | **🡪** |
| **Reflection** | (feedback, reflections, evaluation of their knowledge : discussion, questions, survey, questionnaire…) |  |
| **References** | (resources) |  |



**STEPS:**