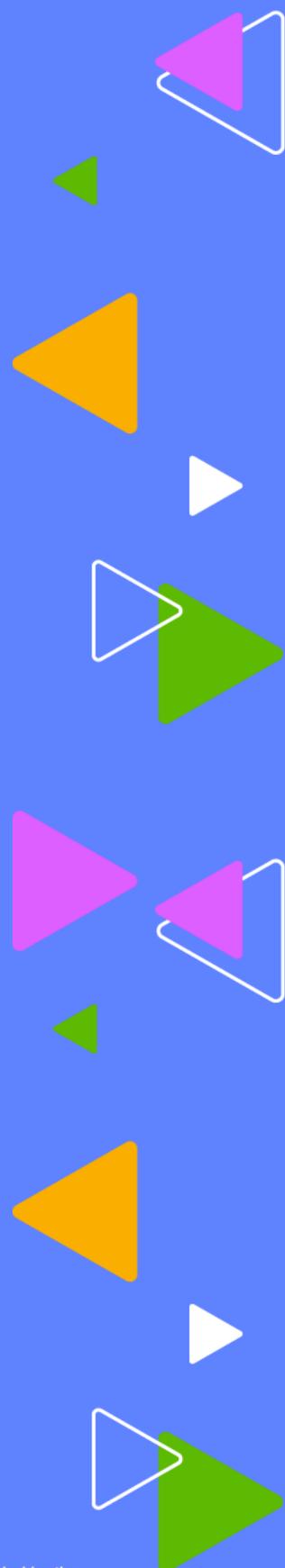


Citizen-cultural heritage week: programme and
resources for schools
(WP2 - O2.3A2)



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CITIZEN-CULTURAL HERITAGE

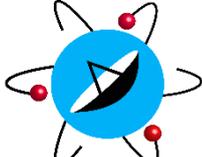


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Citizen-cultural heritage week (CCCHW): programme and resources for schools (O2.3A2)

WHAT IS IT?

The foundations of this resource, targeted to school leaders, will be the “Database with relevant references” and “Citizen-cultural heritage” Strategy, meaning that not only existing knowledge and assets will be capitalized and used as backbone of the innovative ouRoute educational resources, but also the stakeholders’ interests and views will be at the basis of the programme and resources for schools. As it was the case of the toolkit for teachers, this output will also inspire a new concept of “Citizen-cultural heritage” (as referring to young citizen participation in and understanding of cultural heritage), encouraging young students to act as “cultural ambassadors” and promote inclusion through a better understanding about common values, shared history and immaterial heritage.

This resource will be comprised by:

- A programme of activities (representing a pre-defined and common approach for the promotion of the “week”, based on a whole school approach and engaging the members of the community).
- Edutainment resources (that support an array of pre-established activities).
- Guidelines (corresponding to strategies, tools and methods that school leaders can put into practice to promote the “weeks”).

The CCHW will have two core features: robustness (based on the state-of-play and results of previous activities) and flexibility (allowing adjustments to the model according to context specificities and, thus, reinforcing expected impact of the programme inside and around schools). This output will be built-on a flexible model to the “Citizen-heritage weeks”. As such, while the robustness of the guidelines will allow partners’ decisions to be based in a common approach with similarities between the weeks to be piloted in each country; the plasticity of the model proposed will allow an adjustment of the programme and resources to the idiosyncratic needs and priorities of the school community and to the local/regional and national contexts. Although following **the guidelines and having flexibility to adjust the activities to their local realities, partners will implement/test a fixed set of activities.**

Also, due to the sanitary restrictions caused by the Covid-19, the activities planned can be designed to be **face to face, virtual or blended learning.**

The flexibility is related to the time, too. The CCHW activities can be carried out all during the same week as planned or run over a longer period (one month, one trimester) with one or two days a week of different activities.

UM proposes the following ideas to organize the CCHW, but these suggestions must be discussed with every partnership. The final proposal will be a general framework which will be adapted to his context by every school.



TYPES OF ACTIVITIES

We present different proposals for face-to-face and virtual activities so that each partner can decide and adapt the most accurate solution for their context and needs. Here you have the list of suggestions about different activities to organize:

- **Cultural-heritage days** (with games/group dynamics, workshops, exhibitions of the students' videos on common values, cultural routes and old & new arts and crafts)
- **Round-tables** (face-to-face discussions with key actors from the local community or around the videos produced by the students themselves)
- **Inverse seminars** (where experts seat on the audience and students guide the event's rhythm and topics)
- **“On my and on your shoes” study visits** (linked to students exchanges – see below - and to the Cultural Routes of the Council of Europe addressed during the piloting of the teachers' toolkit)
- **Debates** (devoted to sharing of perspectives about the study visits between students of different countries).
- **Cine-forum or Video-presentations:** students can introduce the videos to their peers or we can use other audiovisual productions related to cultural heritage
- **Workshops, theatre, games,...** or any other activity to promote the participation of students

TOPICS TO WORK ON

Every day of work in the activities about CCHW could be organised around a main topic related with the cultural heritage.

- Economy and main activities developed in the city.
 Round table with the principals of different economic sectors in the city (rancher, farmer, fisherman) and politics.
 Poster exposition to show the main economy activities.
 Exhibitions of some activities.
 City hall visit.
- Popular and traditional plays.
 Workshop: Speed Plays. Set different points with popular plays to explain it to the audience in 7 minutes. Audience will rotate every 7 minutes between points in order to have a general idea about it.
 Games and toys exhibitions.
- Music and arts. Museums. Monuments of the city.
 Concerts.
 Guided tour for the main monuments and museums.
- Regional customs.
 Customs exhibition.
 Workshop: Make your own regional custom.
 Custom parade.
- Parties and traditions.
 Round table with the principals of different people related with cultural associations and politics.
 Poster exposition to show the main traditions.

- Exhibitions of some activities.
- Gastronomy.
 - Workshop: MasterChef. Developed of traditional dishes.
 - Food and drink (without alcohol) degustation.
 - Food route. Bars and restaurants with special menus and rates.
- Sports.
 - Sports exhibitions.
 - Sports tournaments.
 - Round table with sportsman and sportswoman.

IDEAS FOR VIRTUAL ACTIVITIES

Below we present ideas and suggestions for online activities. This model is highly adaptable to the different themes proposed in the CCHW. A mix between these activities and face-to-face activities may be a suitable solution. In this way participants can benefit from the advantages of both the face-to-face and the online model.

- Conversations and debates by videoconference with the principals of different sectors in the city (rancher, farmer, fisherman, musicians, artists, politics). With the assistance of a translator, this activity is very suitable for collaboration between secondary schools through the participation of professionals from different countries. It can be recorded to be an output of the project.
- Virtual expositions about different topics (customs, music, food, traditions, sports...) through Instagram or Pinterest using the project hashtag #OuRoute.
- Students can record videos doing different activities: cooking popular recipes, playing traditional games... These videos can be shared with classmates from other countries and also with their families. A game show can be held, and a prize can be awarded to the best videos (peer to peer assessment).
- Students can search for online resources (video, audio, posters, websites, photos) to explain different aspects of their city's culture. They can use a digital wall entitled "My city" (e.g. with Padlet) on which they can include all the selected digital resources. These digital walls can be shared with their families and with partners from other countries.
- Students' conversations by videoconference to explain the main characteristics of their city to their classmates from other countries.
- Visiting city guide tour among students from different countries through "direct live" on Instagram or Facebook.

RESOURCES OR PRODUCTS BEFORE THE CCHW

Some resources must be developed **before** cultural weeks, for instance:

- Posters.
 - Posters must be developed visually attractive. QR code can be included. Logo and project data must be included.
 - If in your context (city hall, associations, companies) there are posters related with the topic, it can be use.
- Collection of photographs.



The students involved in the organization can take photos during the events and make a collection to be published on line or in the corridors of the secondary school.

- Toys and games.
Students must search for toys and games in their houses/context.
- Video, audio, multimedia resource.
Students must search for music, video, audio in their context and on Internet.

EDUCATIVE GUIDELINES

- The citizen cultural heritage week will be developed by students with the teachers and community support.
- Family participation must be encouraged. The design of every CCHW must try to include families in any part of the proposal. Telematic tools can facilitate their participation.
- Every activity must be related to the cultural heritage.
- An opening event of CCHW by the mayor or city council officials can be an effective way of disseminating the activities. This can be done in person, by videoconference or through a video recorded and broadcast on YouTube.
- It is possible to promote the collaboration of any local/regional stakeholder.

WHO?

Developed by LOCAL AUTHORITIES will be the leaders with very close collaboration of SCHOOL PARTNERS (teachers and students). Plus, the SCIENTIFIC PARTNERS can give them support.

Table 1: CCHW participants expected

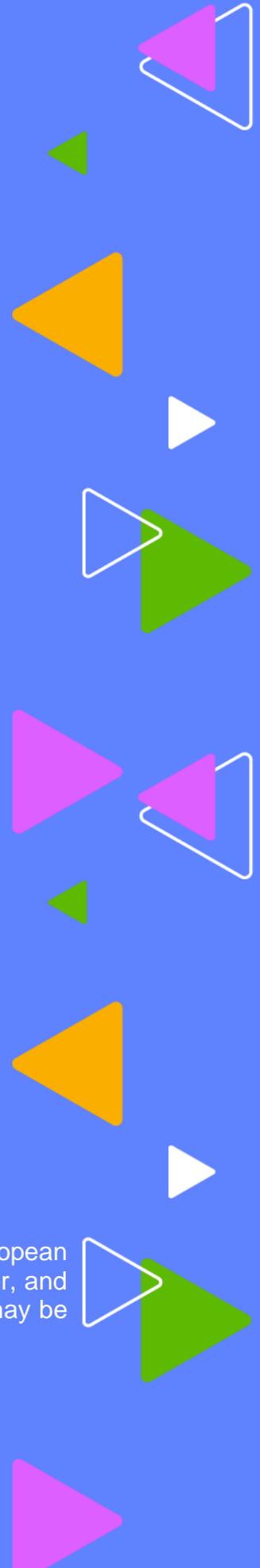
	Number per partner school	Total
End-users involved	2 school leaders 8 teachers 125 students 10 parents 15 individuals/organisations youth association and from the creative and cultural sectors	160*3 = 480 participants

THE PROCESS (updated 26/10/2021)

- UM will send (**March 2021**) an open questionnaire for all partners (especially teachers and local authorities) to leave ideas of activities that can be carried out during CCHW, in face to face or remotely and taking into account the pandemic situation.
- UM will design a new version program of CCHW (**May 2021**) and Scientific Partners will review this new version (**May 2021**).
- UM will send the final general program to local authorities and school partners (**November 2021**) to create a program per school.
- Local authorities with collaboration of school partners will send UM <jl.serranosanchez@um.es> each program per school (**January 2021**).
- Implementation (**February 2022**). By students, Local authorities, and school partners.
- Evaluation (**March 2022**). By Increase.
- Translation final version (**April 2022**). By scientific partners.



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