



Erasmus+

"Traditional Arts and Crafts
to Keep away Early Drop - out"

PROJECT CODE 2018-1-EL01-KA201-047659

**"ΑΝΑΚΑΛΥΠΤΟΝΤΑΣ
ΞΑΝΑ ΤΙΣ ΠΑΡΑΔΟΣΙΑΚΕΣ
ΤΕΧΝΕΣ "**

**ΜΕΡΟΣ Β Εκπαιδευτικές Δραστηριότητες
για τις Παραδοσιακές Τέχνες**

Directorate of Secondary Education in the Dodecanese, Greece
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Αποποίηση ευθύνης

"Η υποστήριξη της Ευρωπαϊκής Επιτροπής για την παραγωγή του εντύπου δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντανακλά τις απόψεις μόνον των δημιουργών, και η Ευρωπαϊκή Επιτροπή δεν φέρει ουδεμία ευθύνη για οποιαδήποτε χρήση των πληροφοριών που εμπεριέχονται σε αυτό"



T.A.C.K.E.D.

“Traditional Arts and Crafts to Keep away Early Drop-out”.

Project code: 2018-1-EL01-KA201-047659

Το σχέδιο **“Traditional Arts and Crafts to Keep away Early Drop-out”** εξετάζει το φαινόμενο της πρόωρης εγκατάλειψης το σχολείου σε συνδυασμό με τον ρόλο των Παραδοσιακών Τεχνών.

Η ιστορία αναβίωσης κάθε παραδοσιακής τέχνης, υλικού, τεχνουργήματος ή εργαλείου, ξεκίνησε μέσα από το πάθος αφοσιωμένων ατόμων και κοινοτήτων. Για να συνεχιστεί η πολιτιστική κληρονομιά των παραδοσιακών τεχνών, είναι σημαντικό να διατηρηθούν τα ποιοτικά υλικά και εργαλεία που είναι απαραίτητα για την συνέχιση της παράδοσης αλλά και για την υποστήριξη της επόμενης γενιάς τεχνιτών.

Το σχέδιο στοχεύει να αξιοποιήσει τις παραδοσιακές τέχνες ως μία εναλλακτική επαγγελματική δραστηριότητα που θα περιορίσει την πρόωρη εγκατάλειψη του σχολείου.

Τα κύρια αποτελέσματα του έργου είναι:

1. Οδηγός «Rediscovering the Lost Crafts» (Ανακαλύπτοντας ξανά τις ξεχασμένες παραδοσιακές τέχνες) με εκπαιδευτικές προτάσεις για την καταπολέμηση της σχολικής αποτυχίας, της πρόωρης εγκατάλειψης του σχολείου και της μαθητικής διαρροής
2. Ένα σύντομο βίντεο για τις παραδοσιακές τέχνες

Ιστοσελίδα του σχεδίου <http://tackederasmus.eu>

Το έντυπο είναι το μέρος B του Οδηγού "Rediscovering the Lost Crafts" και παρουσιάζει μία εκπαιδευτική προσέγγιση στην Πολιτιστική Κληρονομιά, μαζί με εκπαιδευτικές δραστηριότητες και τις εργασίες των μαθητών



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1. Ευρώπη και πολιτιστική κληρονομιά



Η πολιτιστική κληρονομιά διαμορφώνει την καθημερινότητά μας. Μας περιβάλλει στις μικρές και τις μεγάλες πόλεις, στα φυσικά τοπία και τους αρχαιολογικούς χώρους. **Είναι η λογοτεχνία, η τέχνη και τα μνημεία, οι τέχνες που μάθαμε από τους προγόνους μας, οι ιστορίες που διηγούμαστε στα παιδιά μας, το φαγητό που μας αρέσει και οι ταινίες που βλέπουμε και στις οποίες αναγνωρίζουμε τον εαυτό μας.**

Οι εκφάνσεις της πολιτιστικής μας κληρονομιάς έχουν κοινωνική αξία, καθώς δημιουργούνται και αποκτούν νόημα από τους ανθρώπους. Η αξία για την κοινωνία μπορεί να είναι πολιτιστική, καλλιτεχνική, ιστορική, αρχαιολογική ή ανθρωπολογική.

Ωστόσο, καθετί παλιό δεν αποτελεί και μέρος της πολιτιστικής κληρονομιάς. Μόνο τα αποτελέσματα της ανθρώπινης δραστηριότητας που προστατεύονται, συντηρούνται ή αναβιώνουν σε διεθνές επίπεδο και δεν αφήνονται έρμαιο της φυσικής φθοράς, της λήθης ή των καταστροφών μπορούν να θεωρηθούν ότι ανήκουν στην πολιτιστική κληρονομιά.

2. Συμβούλιο της Ευρώπης για την πολιτιστική κληρονομιά

Η σύμβαση του Συμβουλίου της Ευρώπης για την αξία της πολιτιστικής κληρονομιάς για την κοινωνία (Faro, 2005) δίνει τον πιο περιεκτικό ορισμό της πολιτιστικής κληρονομιάς, αγκαλιάζοντας την υλική, άυλη και ψηφιακή της διάσταση με ολιστικό τρόπο:

Η πολιτιστική κληρονομιά σε όλη την πολυμορφία και τις εκφάνσεις της —υλικές και άυλες, ακίνητες και κινητές, ψηφιακές και ψηφιοποιημένες — αποτελεί από μόνη της αξία, μια κληρονομιά που μας έχει κληροδοτηθεί από το παρελθόν καθώς και στρατηγικό πόρο για το βιώσιμο μέλλον της Ευρώπης, συμβάλλοντας στην αντιμετώπιση κοινωνικών, οικονομικών και περιβαλλοντικών προκλήσεων σε διάφορα επίπεδα - από το τοπικό, το εθνικό και το περιφερειακό έως το ευρωπαϊκό και το παγκόσμιο.

Η πολιτιστική κληρονομιά της Ευρώπης είναι εκ φύσεως δυναμική και έχει εμπλουτιστεί περαιτέρω μέσω της διερεύνησης του κοινού παρελθόντος των ευρωπαϊκών λαών και εθνών και μέσω των διαρκώς εξελισσόμενων πρωτοβουλιών και προγραμμάτων. Η πολιτιστική κληρονομιά αποτελεί επίσης πηγή έμπνευσης για τις σύγχρονες τέχνες και τη δημιουργικότητα, που με τη σειρά τους μπορούν να μετεξελιχθούν στην πολιτιστική κληρονομιά του μέλλοντος.



3. Ευρωπαϊκό Πλαίσιο για την Πολιτιστική Κληρονομιά

Η ατζέντα για τον πολιτισμό στοχεύει στην ευαισθητοποίηση σχετικά με την κοινή, ποικιλόμορφη κληρονομιά της Ευρώπης. Σκοπός της είναι να χρησιμοποιηθεί το πλήρες δυναμικό του πολιτισμού στην οικοδόμηση μιας πιο δίκαιης και χωρίς αποκλεισμούς Ένωσης, υποστηρίζοντας την καινοτομία, τη δημιουργικότητα, τη δημιουργία βιώσιμης απασχόλησης και ανάπτυξης και την ενίσχυση των εξωτερικών σχέσεων της ΕΕ.

Το Πλαίσιο διαιρεί τις δράσεις σε πέντε θεματικούς τομείς.

1. Πολιτιστική κληρονομιά για μια Ευρώπη χωρίς αποκλεισμούς: συμμετοχή και πρόσβαση για όλους
2. Πολιτιστική κληρονομιά για μια βιώσιμη Ευρώπη: έξυπνες λύσεις για ένα συνεκτικό και βιώσιμο μέλλον
3. Πολιτιστική κληρονομιά για μια ανθεκτική Ευρώπη: διαφύλαξη της απειλούμενης πολιτιστικής κληρονομιάς
4. Πολιτιστική κληρονομιά για μια καινοτόμο Ευρώπη: κινητοποίηση της γνώσης και της έρευνας
5. Πολιτιστική κληρονομιά για ισχυρότερες παγκόσμιες εταιρικές σχέσεις: ενίσχυση της διεθνούς συνεργασίας



*Our right to enjoy the arts, and to participate in the cultural life of the community is included in the United Nation's 1948 *Universal Declaration of Human Rights**

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

4. Πολιτιστική κληρονομιά


Η πολιτιστική κληρονομιά, στις πολλές εκφάνσεις της, αποτελείται από:

Κτίρια, μνημεία, χειροποίητα αντικείμενα, αρχεία, ενδυμασίες, έργα τέχνης, βιβλία, μηχανήματα, ιστορικές πόλεις, αρχαιολογικοί χώροι κ.λπ. — **υλική κληρονομιά**

Πρακτικές, αναπαραστάσεις, εκφράσεις, γνώσεις, δεξιότητες, αντικείμενα και πολιτιστικοί χώροι που οι άνθρωποι τιμούν, όπως τα φεστιβάλ. Εκτός από τη γλώσσα και τις προφορικές παραδόσεις, τέχνες του θεάματος και παραδοσιακές τέχνες κ.λπ. — **άυλη κληρονομιά**

Τοπία και γεωγραφικές περιοχές όπου η φύση φέρει στοιχεία για τις πολιτιστικές πρακτικές και τις παραδόσεις, όπως οι κήποι





Πόροι που δημιουργήθηκαν σε ψηφιακή μορφή (για παράδειγμα ψηφιακή τέχνη και κινούμενα σχέδια) ή που έχουν ψηφιοποιηθεί με στόχο τη διατήρησή τους (συμπεριλαμβανομένων κειμένων, εικόνων, βίντεο και ηχογραφήσεων) — **ψηφιακή κληρονομιά**

**Παραδοσιακές τέχνες
και χειροτεχνίες:**

**Η πολιτιστική
κληρονομιά δεν
περιλαμβάνει μόνο
κτίρια, βιβλία, τραγούδια
και έργα τέχνης, αλλά
και το έργο των
ανθρώπων και τα έργα
που δημιούργησαν.**

5. Εκπαίδευση στον τομέα της Πολιτιστικής Κληρονομιάς

Η πολιτιστική κληρονομιά χρησιμοποιείται στο εκπαιδευτικό περιβάλλον, **για να υποστηρίξει τη σημασία της πολιτιστικής κληρονομιάς και να εμπλουτίσει τις μαθησιακές διαδικασίες.**

Η εκπαίδευση στον τομέα της πολιτιστικής κληρονομιάς είναι μια προσέγγιση που βασίζεται στην ιδέα ότι η κληρονομιά προσφέρει την ευκαιρία στους μαθητές να συμμετάσχουν σε εμπειρίες που τους κάνουν να ερμηνεύσουν και να μάθουν. Βιώνοντας, εξετάζοντας, αναλύοντας και αξιολογώντας την πολιτιστική κληρονομιά, όπως κτίρια, μνημεία, χώρους εργασίας, τοπία, τεχνουργήματα, τελετουργίες και παραδόσεις, οι μαθητές αποκτούν γνώσεις, δεξιότητες και ένα ευρύτερο φάσμα ικανοτήτων που ενισχύουν τις δυνατότητές τους για βελτίωση της κοινωνίας και των τρόπων ζωής.

Προσέγγιση μέσω της ερμηνείας της κληρονομιάς

Μία προσέγγιση μάθησης, κατάλληλη για eTwinning ή άλλα διακρατικά σχέδια. Η ερμηνεία της κληρονομιάς μετατρέπει τις εμπειρίες σε πηγές έμπνευσης και δημιουργικότητας, προκαλεί την περιέργεια των μαθητών, περιλαμβάνει ερμηνείες που μπορεί να είναι σχετικές με αυτούς και ενθαρρύνει τον προβληματισμό.

Σε σύγκριση με άλλες μαθησιακές προσεγγίσεις, το σημαντικότερο χαρακτηριστικό της προσέγγισης μέσω της ερμηνείας της πολιτιστικής κληρονομιάς είναι ότι **ενθαρρύνει ενεργά τους συμμετέχοντες να ερμηνεύουν οι ίδιοι την εμπειρία τους αναζητώντας το δικό τους ουσιαστικό πλαίσιο πίσω από τα γεγονότα.** Η προσέγγιση επιδιώκει να παράσχει:

- εμπειρία από πρώτο χέρι μέσω της ενασχόλησης με έργα κληρονομιάς (βιωματική μάθηση)
- αλληλεπίδραση με την πολιτιστική κληρονομιά σε ατομικό πλαίσιο
- ενεργό συμμετοχή και συνεργασία, δημιουργώντας προσωπικές εμπειρίες
- ενίσχυση της προστασίας της κληρονομιάς (και επίσης αξιοποίηση της κληρονομιάς ως πόρου για την προσωπική μάθηση)
- διεύρυνση της κατανόησης της πολιτιστικής κληρονομιάς δείχνοντάς στους μαθητές ότι περιλαμβάνει πολλά περισσότερα από μουσεία και παλιά κτίρια

6. Πολιτιστική κληρονομιά και έφηβοι

Οι έφηβοι έχουν την τάση να αμφισβητούν τα έθιμα, τις παραδόσεις, τις συνήθειες, τις πεποιθήσεις και τις συμπεριφορές που τους είχαν μεταβιβαστεί κατά τη διάρκεια της παιδικής τους ηλικίας, ενώ αναζητούν τη δική τους θέση στον κόσμο και τη δική τους ταυτότητα. Κατά τη διάρκεια αυτής της αναζήτησης για τη θέση κάποιου στον κόσμο και μεταξύ άλλων, η αξία της πολιτιστικής κληρονομιάς μπορεί να βοηθήσει τους νέους να αναδιαμορφώσουν το δικό τους σύστημα αξιών και τις ταυτότητες τους.

Ψηφιακή κληρονομιά:
Πόροι που έχουν ψηφιοποιηθεί (συμπεριλαμβανομένων κειμένων, εικόνων, βίντεο και αρχείων)

Συμβουλές

Για τη συμμετοχή των νέων σε δράσεις πολιτιστικής κληρονομιάς με δημιουργικό τρόπο, οι εκπαιδευτικές δραστηριότητες πρέπει να έχουν τα ακόλουθα χαρακτηριστικά:

- Έργα πολιτιστικής κληρονομιάς που συνδέονται με τις πεποιθήσεις και τις αξίες των νέων.
- Πλαίσιο και ιστορίες για την ενεργοποίηση του ενδιαφέροντος
- Ερμηνεία που περιλαμβάνει πολλαπλές προοπτικές
- Ερμηνεία που υποστηρίζει ανοιχτά ερωτήματα που προκαλούν αλληλεπίδραση, συζήτηση και κριτική σκέψη

7. Εκπαιδευτικές δραστηριότητες



Εκπαιδευτικοί και μαθητές δημιούργησαν νέες ιστορίες βασισμένες στις δικές τους ερμηνείες της πολιτιστικής κληρονομιάς.

Το πρώτο βήμα, μαθητές και εκπαιδευτικοί προσπάθησαν να καταλάβουν τις εικόνες που έχουν ο ένας για τον άλλον.

Δεύτερο βήμα, εργάστηκαν πάνω σε εικόνες παραδοσιακών τεχνών, τεχνουργημάτων και χειροτεχνίας.

Τρίτο βήμα, οι μαθητές έκαναν κάποια έρευνα σχετικά με τις παραδοσιακές τέχνες χρησιμοποιώντας

A) ψηφιακούς πόρους

B) συνεντεύξεις με παππούδες, γιαγιάδες και/ή ηλικιωμένους που μοιράστηκαν πολύτιμες πληροφορίες σχετικά με το πώς έχουν αλλάξει τα πράγματα με την πάροδο των ετών.

Τα τελικά προϊόντα του έργου των μαθητών (κολάζ, αφίσες, φωτογραφίες και άλλες ψηφιακές παρουσιάσεις) χρησιμοποιήθηκαν για διάδοση.

Δεξιότητες

Ψηφιακή δεξιότητα

- Υποστηρίξαμε τη δημιουργικότητά μας με ψηφιακά εργαλεία
- Χρησιμοποιήσαμε άδειες Creative Commons
 - Μοιραστήκαμε ψηφιακό περιεχόμενο
- Μάθαμε για θέματα πνευματικών δικαιωμάτων
- Ακολουθήσαμε σωστή ψηφιακή συμπεριφορά

Πολιτισμική ευαισθητοποίηση και έκφραση

- Μάθαμε για την ποικιλομορφία της πολιτισμικής έκφρασης
- Αποκτήσαμε γνώση τοπικών και εθνικών πολιτισμών, συμπεριλαμβανομένων των γλωσσών, της κληρονομιάς και των παραδόσεών τους, καθώς και των πολιτιστικών προϊόντων τους



8. Εκπαιδευτικές Δραστηριότητες



T.A.C.K.E.D.

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Activity 1 . The image of the other

Title: The image of Italy / Hungary

Topics: Culture, Heritage, Imagery

Summary: Students are asked to think about images and words related to Italy / Hungary and to make a poster

Resources: web, Pixabay, Google advanced search, Canva, Thinglink

Aims :

To learn about Italian / Hungarian culture and tradition

To choose representative images for a country and to combine them

To present their own image of a country

To be aware of copyright issues of images

To develop digital skills for posters

Outcome: digital posters

Activity 1

Teacher uses brainstorm on the topic of Italy / Hungary

Activity 2

Teacher explains copyright issues and guides students to search at a) Pixabay or b) Google for images with free copyright

Activity 3

Teacher guides students to use Canva, Thinglink or any other software (students' choice) for digital posters. Students work in groups and make a digital poster. They present it to the class



Outcomes of Activity 1

Italy



Rome pasta pizza



Colloiseum

cars

Armani

Pisa



fashion

espresso

Parmesan

Brands



Ferrari

Maserati

Venice masks

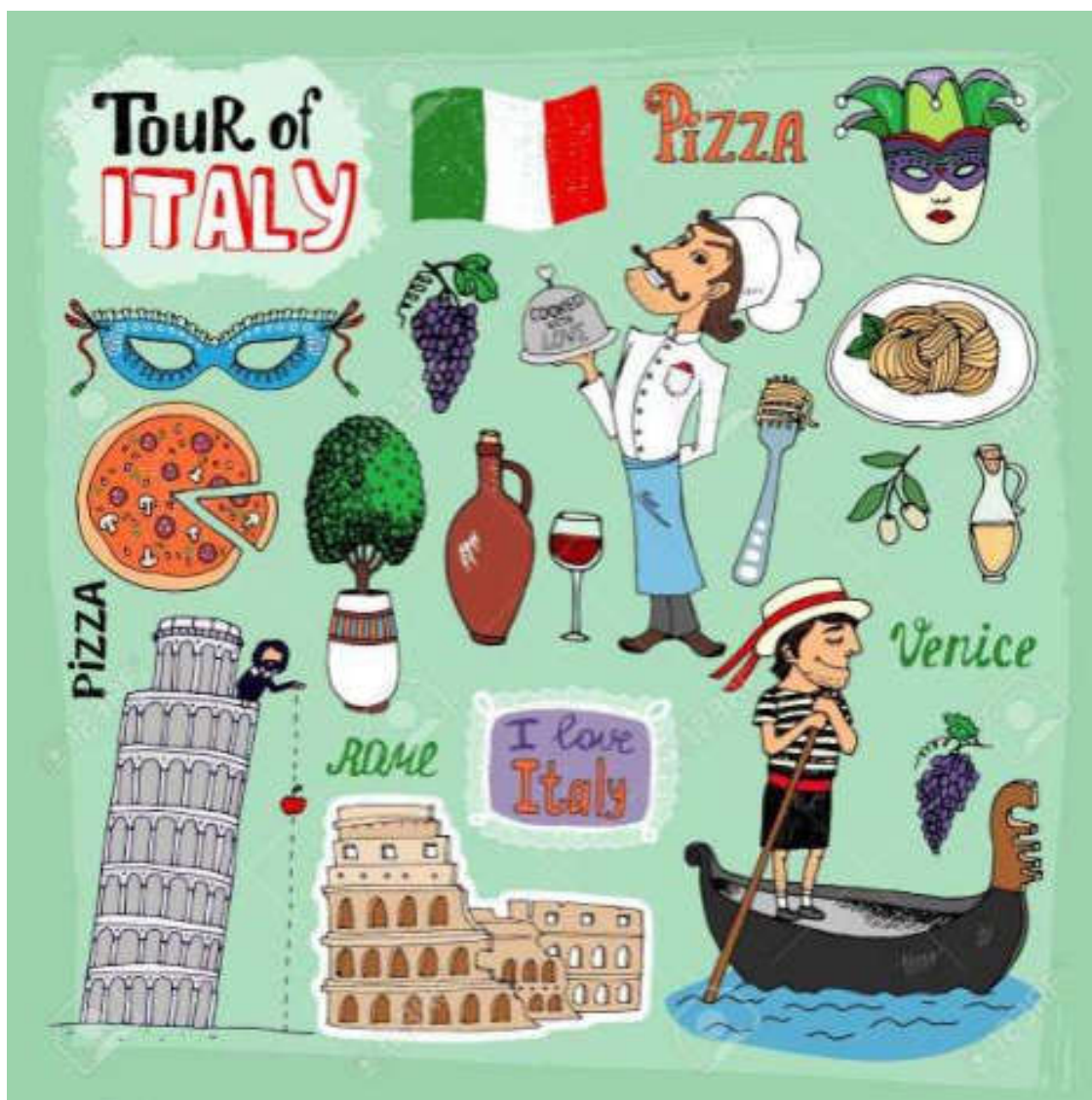
Lamborghini



Versace

Vatican

Fontina canals Italy opera saints center
 Venice grazie Pinocchio volcano Pompeii grapes
 Monte Bianco balsamic Renaissance Brunelleschi
 forum postcard blog medieval mountains cathedral paintings Rome
 cheese airplane tour guide fountains Valle D'Aosta churches schools
 pizza Pantheon snow Modena pasta Alps historic Pope Duomo sculpture monuments
 wine museums Trevi Doges wine
 Aosta bambini Coliseum statues observations children
 gondola Marano Sul Panaro palazzo glassblowing bridges
 Sienese Michelangelo Florence Mont Blanc art tour
 Siena Da Vinci piazza bell tower travel souvenirs



Italy



Armani
Versace
Ferrari
Maserati
Michelangelo
Leonardo Da Vinci
Marco Polo
Vittorio Emanuele
Cannavaro
Biaggio

Si. Yes.
No. No.
Per favore. Please.
Grazie. Thank you.
Prego. You're welcome.
Mi scusi. Excuse me.
Mi dispiace. I am sorry.
Buon giorno.
Good morning



Hungary

Hungary



L aoe
P est
D anube
B uda
music
L akes



Basic Hungarian



Szia Hello (and friendly goodbye) 'see-yaw'

Hogy vagy? How are you? 'haw-j vah-j' - 'j' for joke.

Minden ok Everything's ok 'min-den oh kay'

Mennyibe kerül? How much is it? Men-yee-beh ker-ool

Jó reggelt/ napot/ estét Good morning/ afternoon/ evening 'yoh reg-gelt/
nah-poht/ esh-tet'

Jó éjszakát Good night yoh ey-sa-kat

EGÉSZSÉGEDRE! CHEERS! 'Ag-esh-sheg-ad-reh'

Nem beszélek magyarul I don't speak Hungarian 'nem bass-ale-lack ma
-ja-rule'

Beszélsz angolul? Do you speak English? 'bass-ale-ss on-goh-lool'

A számlát kérem! The bill, please! aw sam-lat keh-rem

Köszönöm Thank you! keu-seu-neum

Igen/ nem Yes/ no

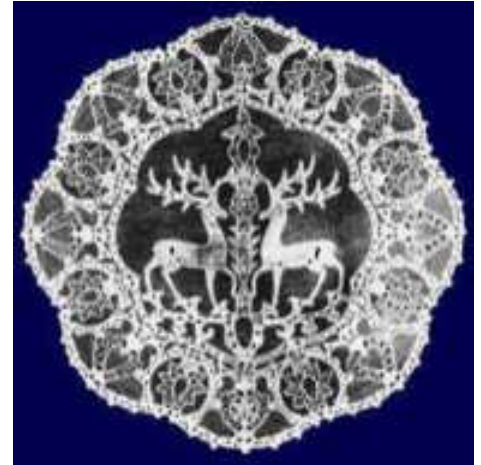


Hungarian Lace

It was in the beginning of the eighteenth century that the present style of Hungarian folk art took shape, incorporating both Renaissance and Baroque elements, depending on the area, as well as Persian Sassanide influences. Flowers and leaves, sometimes a bird or a spiral ornament, are the principal decorative themes. The most frequent ornament is a flower with a centerpiece resembling the eye of a peacock's feather.

Nearly all the manifestations of folk art practiced elsewhere in Europe also flourished among the Magyar peasantry at one time or another, their ceramics and textile being the most highly developed of all.

The Hungarian embroidery crafts (clothing, doilies, runners, tablecloths, pillowcases, laces and many more) have their old traditions and continue to develop in the present days.



Watch videos for Hungarian lace

<https://youtu.be/Sr4jioQv3bs>

<https://youtu.be/HIsFeGdJvFs>

Lace on cookies

<https://youtu.be/XRGvSRGuEsE>

Danube River



The Danube, known by various names in other languages is Europe's **second-longest river**, after the Volga. It is located in Central and Eastern Europe.

The Danube was once a long-standing frontier of the Roman Empire, and today flows through 10 countries. The river runs through the 2nd largest number of countries in the world with the Nile running through 11 countries. Originating in Germany, the Danube flows southeast for 2,850 km passing through or bordering Austria, Slovakia, Hungary, Croatia, Serbia, Romania, Bulgaria, Moldova and Ukraine before draining into the Black Sea. Its drainage basin extends into nine more countries.

Since ancient times, the Danube has become a traditional trade route in Europe. Today, 2,415 km of its total length are navigable. The river is also an important



The oldest bridge across the Danube, constructed by Apollodorus of Damascus between 103 and 105 CE, directed by Trajan, modern Serbia and Romania.

Video for Danube

https://youtu.be/WNN6nOM2_nk

Danube and Greece

The river was known to the ancient Greeks as the Istros (Ἰστρος) meaning 'strong, swift'.



Herodotus Histories



§ 4.48 The Ister, which is the greatest of all the rivers which we know, flows always with equal volume in summer and winter alike. It is the first towards the West of all the Scythian rivers, and it has become the greatest of all rivers because other rivers flow into it. And these are they which make it great: — five in number are those which flow through the Scythian land, namely that which the Scythians call Porata and the Hellenes Pyretos, and besides this, Tiarantos and Araros and Naparis and Ordessos. The first-mentioned of these is a great river lying towards the East, and there it joins waters with the Ister, the second Tiarantos is more to the West and smaller, and the Araros and Naparis and Ordessos flow into the Ister going between these two.

Ἰστρος μὲν, ἐὼν μέγιστος ποταμῶν πάντων τῶν ἡμεῖς ἴδμεν, ἴσος αἰεὶ αὐτὸς ἐωυτῷ ῥέει καὶ θέρεος καὶ χειμῶνος, πρῶτος δὲ τὸ ἀπ' ἐσπέρης τῶν ἐν τῇ Σκυθικῇ ῥέων κατὰ τοιόνδε μέγιστος γέγονε: ποταμῶν καὶ ἄλλων ἐς αὐτὸν ἐκδιδόντων εἰσὶ δὴ οἷδε οἱ μέγαν αὐτὸν ποιεῦντες, διὰ μὲν γε τῆς Σκυθικῆς χώρας πέντε μὲν οἱ ῥέοντες, τὸν τε Σκύθαι Πόρατα καλέουσι Ἕλληνες δὲ Πυρετόν, καὶ ἄλλος Τιάραντος καὶ Ἄραρος τε καὶ Νάπαρις καὶ Ὀρδησσός. ὁ μὲν πρῶτος λεχθεὶς τῶν ποταμῶν μέγας καὶ πρὸς ἡῶ ῥέων ἀνακοινοῦται τῷ Ἰστρῷ τὸ ὕδωρ, ὁ δὲ δεύτερος λεχθεὶς Τιάραντος πρὸς ἐσπέρης τε μᾶλλον καὶ ἐλάσσων, ὁ δὲ δὴ Ἄραρός τε καὶ ὁ Νάπαρις καὶ ὁ Ὀρδησσός καὶ μέσου τούτων ἰόντες ἐσβάλλουσι ἐς τὸν Ἰστρον.

Greece

Greece



Pebble mosaics

Greek mosaics were originally made for practical purposes, but beauty also played an important role. Mosaics were used as flooring, to decorate fountains and garden paths, and to decorate and reinforce columns, stairs and walls. Mosaics were also used in churches and other important buildings.

Pebble mosaics, characteristic of many of the Greek islands, are everywhere in the medieval town of Rhodes covering pavements, shop entrance ways, hotel foyers and cafe floors.

The creative vision of these mosaic pavings was brought to life with the gathering of red, black, and white pebbles from nearby beaches. These pebbles attest to the beauty of the nature that fills and surrounds Rodos island. After being collected, the pebbles were laid with speed and dexterity, one by one.





Activity 2. Tradition in my hometown

Title: Traditions in my hometown

Topics: Tradition, Arts and Crafts

Summary: Students are asked to present traditions from their hometown

Resources: Digital: web, museums sites. Interviews. Family background. Book / publications of local interest

Aims :

To research in family/ friends background

To approach traditions through oral and written resources

To understand the value of oral tradition

To develop digital skills for posters

Outcome: digital posters

Activity 1

Teacher uses brainstorm on the topic of tradition and culture. Emphasis on tangible and intangible cultural heritage

Activity 2

Teacher uses brainstorm on the topic of arts and crafts. Teacher emphasizes the importance of oral tradition and encourages students to search information in their family and friends background

Activity 3

Students present to the class



Outcomes of Activity 2

Rodos traditional crafts

Many villages outside the island's capital maintain traditional elements in their architecture but also in their dialect, clothing manners, customs and music, all of the features that have remained unchanged over the centuries.

Sweets



Oranges were collected and sold. It was a source of income

Women used to work at tapestries



My grandparents used ceramics to store olive oil or water



Ceramics were also used for decoration. We have a lot of vases and plates at our home. They are from local factories

Pebble mosaics was a way to decorate the church or the house yard. There are many shapes and symbols



Tradition in Rodos



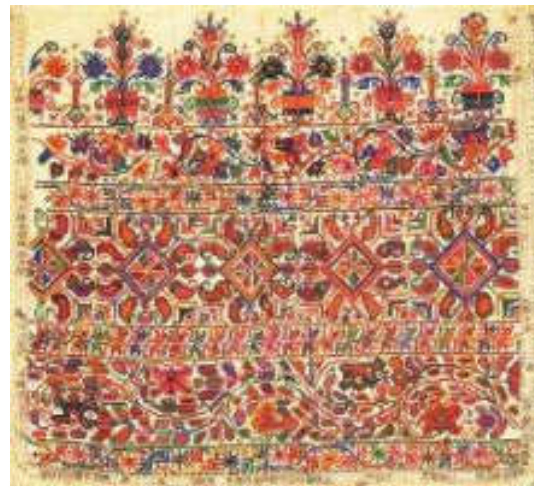
Colourful houses



Vases



Icons



Embroidery



Hunting

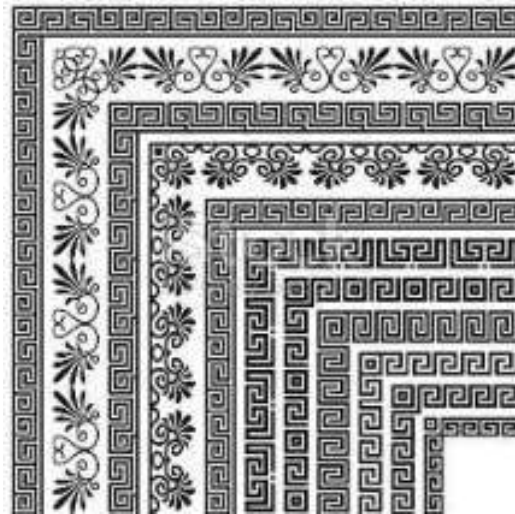


Ouzo

Traditional Arts and Crafts in Rodos



Typical Greek shapes



Every house has embroidery decoration, at least one piece



Greek people are proud to wear traditional costumes and dance



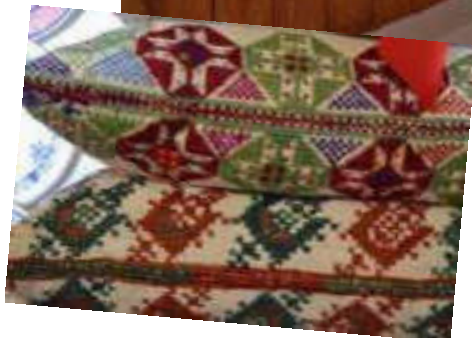
Home made bread

Traditional grandma



Traditional house

The typical decoration of a Rodian house; wooden divans and inner arches, vivid colours on the exterior walls, pebble mosaic floors in the courtyards and all sorts of potted plants in the gardens, reveal a unique folk sensitivity.



Credits: Folk Art museum of Archangelos
Video from the museum at
<https://youtu.be/ApIH8274Zio>



Activity 3 . Culture in my home

Title: Culture in my home

Topics: Tradition, Arts and Crafts

Summary: Students are asked to think of a traditional /cultural object in their home and to present it

Resources: Photos of everyday objects

Aims :

To recognise traditional / cultural objects and to interpret their value

To discover local traditions in everyday life

To develop digital skills for posters

Outcome: digital posters

Activity 1

Teacher uses brainstorm on the topic of tradition and everyday life. Students mention objects that are related to everyday life and traditions

Activity 2

Students make photos of traditional / cultural objects and present them at the class. The students emphasise on the connection of the object with tradition



Outcomes of Activity 3

Culture around us



Tradition in my home



Greek evil eye (mati)

Evil eye is believed to be a curse that is given by a glare that has negative intentions. Any negative emotion can cause the evil eye (mati) curse, such as anger or even jealousy. It is believed that the curse itself causes bad things to happen to the person who has received the curse, such as headaches *and even a string of “bad luck”*. Wearing a special evil eye charm, also called a mati, is said to help prevent the curse from even happening.



The iconic blue eye charm



It has become commonplace to dismiss the notion of the ‘mati’ as a superstition, but the tradition of the charm persists, for new babies, new businesses, housewarmings and even new cars – any occasion when a ‘good luck’ wish is called for. Most gift shops stock at least one version and they are often to be found in souvenir shops. Their striking coloring mirrors the distinctive **blue and white accents** of Aegean island architecture, and offers visitors a tangible reminder of the blue seas and skies of Greece that can be carried on a key-ring or hung on the wall back home.

Most people don’t realize that the ‘mati’ is a concept of great antiquity, and although it has become part of the Orthodox Christian tradition it transcends **religion**. It is shared by the Muslim, Jewish and even Hindu civilizations across Eurasia, where it is commonly *known as ‘nazar’*.

Greek Easter

Religious festivals with centuries-old traditions and customs take place throughout the year in Greece and **Orthodox Easter** is one of the greatest such celebrations. Greeks follow the Holy Week rites in commemoration of the Passion of Christ and celebrate His Resurrection on **Easter Sunday**. Let's find out about some of these age-old traditions.

During the **Holy Week**, the churches' chandeliers and icon screens are dressed in black and purple ribbons, enhancing in this way the atmosphere of mourning for the coming crucifixion and burial of Jesus Christ. On **Maundy Thursday**, Greek home ovens get very busy as traditional **tsoureki** (a type of fragrant Easter brioche) is baked, along with **lamprokouloura** (Easter cookies). Eggs are immersed in red dye – the red colour symbolising the joy for Nature's rebirth and the spiritual regeneration that comes with the Resurrection of Jesus.

On **Good Friday** in churches **Epitaphios** (a wooden canopied bier representing the tomb of Christ) is covered with flowers of various colours. At the end of the evening service a procession takes place headed by Epitaphios, the priests and acolytes. People follow along the streets of cities, towns and villages listening to psalms being chanted.

Before midnight, people gather in church holding white candles, which they light with the "*Holy Light*" offered by the priest. The Resurrection of Christ is celebrated at Midnight with drum beats and fireworks lighting the skies as the church bells peal out and the hymn '**Christos Anesti**' (Christ is Risen) is chanted by everybody. Then people return home to gather round the festive table; they each hold a red egg and crack it with the person next to them exclaiming at the same time Christos Anesti. The winner is the one whose egg has remained intact! On **Easter Sunday morning**, in many parts of the country lamb is skewered and cooked over charcoal. In other regions, the meat for the Easter table - lamb or kid - is roasted in the oven. The atmosphere is festive and people listen and dance to folk music!





Activity 4. A present from my country

Title: A present from my country

Topics: Tradition, Arts and Crafts

Summary: Students are asked to choose a present for their foreigner friend. The present should connect with Greek / Italian / Hungarian traditions

Resources: Students' own experiences / On line shops

Aims :

To connect souvenirs / local products or touristic items with tradition

To approach critically local touristic production life

To interpret tradition

Outcome: short presentations

Activity 1

Teacher asks students to think of a present for an Erasmus friend in another country. Students are free to choose an item and to write a short explanation for their friend.

Students' ideas are presented in class



Outcomes of Activity 4

A present for my Erasmus friend

My dear friend.

My present for you is a Greek mati (evil eye). It is blue and white like the Aegean sea and it will protect you from bad luck. It is a traditional good luck charm. The purpose of the 'mati', (schematic representation of an eye) is to ward off the envious gaze. According to the tradition, anyone offering effusive praise risks giving the recipient the 'evil eye', which can bring illness or misfortune, even if the giver's intentions are pure.



My dear friend.

My present for you is a Greek soap. It is made by traditional pure olive oil and it is the best friend for your health.

Ancient Greeks used olive oil in its most pure form for softer, shinier hair and to fight the early signs of ageing, as olive oil contains four major antioxidants including Vitamin A and E, which allow it to work as a natural protector, moisturiser and cleanser.

In fact, olive oil was widely used as a skin and beauty care product by the ancient Greeks, with Homer referring to it as "Liquid Gold". Olive oil soap cleanses the skin without depriving it of its natural oils, so it won't leave skin dry. Its natural texture also allows the pores to sweat, while also protecting the cells of the skin at the same time.



My dear friend

My present for you is Greek ouzo, but please do not forget to drink it with water. It's a sweet, strong alcoholic drink similar to a liqueur, which is made from the by-products of grapes after they've been used for wine-making (mainly the skins and stems). It's then distilled into a high-proof alcoholic beverage that's flavoured primarily with anise, which gives it a distinctive licorice taste. Drinking Ouzo in Greece is a cultural ritual that has its own special time and place, usually in late afternoon or early evening, and always accompanied by small plates of food.



The first to make ouzo were Greek monks in the fourteenth century, but it didn't become a commercial success and Greek staple until the nineteenth century.

My dear friend.

My present for you is a table cloth. It is hand made and it is typical of Greece. It will decorate your table and at the same time it will remind you of your Greek friend. Hand made embroidery is passed from generation to generation and it contains the love of the person that created it



My dear friend.

My present for you is a Greek Orthodox icon. Whether you're Orthodox or not, you can appreciate the beauty of Greek and Orthodox icons. In every Greek house, there are icons as part of our religion but also for our prayers. There is also a small candle with olive oil to honour the saints. Many icons are hand-painted by artisans who have studied the traditional painting methods that date back to Constantinople.



My dear friend.

My present for you is Rhodian ceramics. Ceramic art is inextricably linked with the Dodecanese island of Rhodes because the island played a central role in the trading of ceramics . Ancient Rhodian ceramics are outstanding in terms of quality, diversity of shape and the range of themes used to decorate them. In many parts of Rhodes there was a plentiful supply of clay suitable for pottery. The abundance and excellent quality of this clay enabled the Rhodian potters to experiment with it, to work with it and to learn its secrets. So, from the very earliest times, they created wonderful ceramics. Rhodian potters created a wide variety of shapes, which were mainly aimed at better serving the practical needs of everyday life. However, they never neglected the aesthetic aspects of their work. The island's potters have always combined utility and beauty in their ceramics.



My dear friend.

My present for you is olive oil. The olive oil produced in Rodos is a healthy product and you can use it in every dish or on your Greek salad. Olive Oil is the basis of the Mediterranean diet and it's among the world's healthiest foods.





Activity 5 . A new Greek product

Title: A new Greek product

Topics: Culture, Tradition, Arts and Crafts

Summary: Students think of a Greek souvenir that does not exist

Resources: Students’ own experiences / Museum on line shops

Aims :

To interpret tradition in their own perspective

To be inspired by tradition and to make suggestions

To connect tradition with entrepreneur

Outcome: short presentations

Activity 1

Teacher asks students to think of a Greek souvenir that does not exist. Students draw, create or describe their souvenir.

Students’ ideas are presented in class



Out comes of Activity 5

Palace of Grand Master in Rodos

A copy of the palace as a decoration. Its splendid architecture should be shown, especially the internal yard.

Statues and works of art from Rodos

Copies from the archaeological museum of Rodos

The knights of Saint John

I would like to have a figure of a knight, also their clothes, horses, guns, items they used. There are not souvenirs from medieval Rodos

Wood carving

I would love small hand made wood curving in traditional motifs like Hibiscus flower, Colossus, deer, butterfly, walls of the city etc

Flowers

Plants, bouquets or decorations from traditional plants of Rodos

Animals of Rodos

Replicas of deer, Gizani fish, pony and other special animals of Rodos as a way for their protection

Traditional houses

Replica of traditional house. The Rhodian

Ring or Holy Cross of Grand Master

Everyone would like to have a symbol of power

Games for children

Computer or board games for Rodos

Colossus

More items of Colossus. Inspiring for all generations



Activity 6. Arts and crafts as profession

Title: Arts and crafts as profession

Topics: Arts and Crafts, Entrepreneur

Summary: Students explore traditional arts and crafts in TACKED website (or any other website that presents arts and crafts). Students decide which arts and crafts could inspire them as a future profession

Resources: TACKED website

Arts and crafts as professions in modern times

<http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

<http://tackederasmus.eu/2020/06/09/762/>

<http://tackederasmus.eu/2020/02/29/handicrafts-the-collective-greek-soul/>

<http://tackederasmus.eu/2020/02/29/dimitra-colomvakou-keeping-a-4000-year-old-heritage-alive/>

Aims :

To be inspired by professionals that work on traditional arts and crafts on a modern way

To combine arts and crafts with professions

To connect tradition with entrepreneur

Outcome: short presentations

Activity 1

Students visit the suggested pages of TACKED website. They present a profession they would like to follow in the class



Outcomes of Activity 6

Pebble mosaics

I would like to work in pebble mosaics. It is a job almost lost in modern times. I think it is a creative and artistic job and on the island of Rodos there is not unemployment in this field. Hotels, churches, paths, gardens use pebble mosaics as decoration.

My inspiration comes from Dimitra Kolomvakou that combines pebble mosaic with a modern approach at TACKED <http://tackederasmus.eu/2020/02/29/dimitra-colomvakou-keeping-a-4000-year-old-heritage-alive/>

Needlework

I would like to work in embroidery and needlework to create crafty items. It is a tradition that is not alive anymore due to "fast fashion". I believe it is a job that can be creative in modern clothes and not only in traditional costumes as it is believed. It can also be applied at upcycling clothes projects where people reuse their clothes by adding new elements on them.

I had never thought of needlework as a job but I will think again now.

I was inspired by the post at TACKED on Handicrafts at <http://tackederasmus.eu/2020/02/29/handicrafts-the-collective-greek-soul/>

Scarves

I would like to work in scarves as presented in Mantility, scarves made with the techniques of the famed silk producers of Soufli. A scarf is a fashion item that is always trendy. Advertising both quality of material as well as design can be a creative and profitable job.

My inspiration comes from presentation of Mantility in TACKED <http://tackederasmus.eu/2020/06/09/762/>

Sponge trade

I think sponge trade is an interesting job for me because people turn to ecological products and natural sponges are the best for cosmetics, bath, treatments etc.

My inspiration comes from presentation in TACKED for traditional crafts still practiced today at <http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

Wood carving

Wood carving is an old tradition that can be updated with modern technology. I would like to follow this job because “wood sculpture” is like art for me. At the same time, with wood you can create both practical and decorative items.

I think traditional carpenters should adjust to more modern technologies to broaden their work. My inspiration comes from TACKED website about the Italian school students that worked for the restoration of the wooden parts of the church.

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-for-traditional-arys-and-crafts/>

Shoemaker

My idea is to work in the shoe industry and to create modern and fashionable shoes and bags. Shoe and bags are important parts of fashion style and I think it can be a profitable job.

I would like to work with famous designers and at a later time to launch my own brand. Who knows....

Inspiration from TACKED post at

<http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

Fashion designer

Fashion designer is a job never outdated. Since ancient times clothing was an important part of every day life. My aim is to create fashionable clothes inspired by Ancient Greece, continuing tradition from past to present.

The TACKED project encouraged me on my dream because I understood the importance of tradition. I liked very much the textile lab in the Italian school

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-textile-labs/>

I wish I could study there

Ceramics

I had never appreciated ceramics but the TACKED project was my inspiration. I was impressed by the fact that all countries had a ceramic tradition, common colours and shapes, common use and common customs.

I would like to become a ceramist and to work with clay and colour. I think it is a much needed job on the island of Rodos. I would like to visit the Ceramics lab of the Italian school, it looks very nice. You can have a look at

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-ceramics-labs/>

Ceramics

I plan to work in ceramic factory because my family have a tradition in ceramics. The school project gave me new ideas how to transform tradition in modern items. I don't know where I can study ceramics but I think learning from older generations is very important. I already know ceramic art techniques by watching my family on the job.

The Italian school has a very nice lab and I admired the students' work at

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-ceramics-labs/>

Traditional Souvenirs

The TACKED project gave me an idea to organize a shop with traditional souvenirs. I see that most souvenir shops have items that have nothing to do with tradition.

My souvenir shop will have only traditional items and it will support only local production. All the items will be certified as local and they will contribute to sustainable tourism development. I believe that tradition is the wealth of our country

Carpenter

I wish to work as a carpenter because I like wood and I like to work with my hands. I think a carpenter can have a broad scope of work and will not be unemployed. I also think that a carpenter should adjust to modern society needs and he/she has to adopt new ideas.

People don't usually like jobs that require hand work but I prefer it to office work. A carpenter should produce both traditional and modern items.

In Greece there is not a school for carpenters but I did like the Italian school carpenter lab and some of the creations I could see at

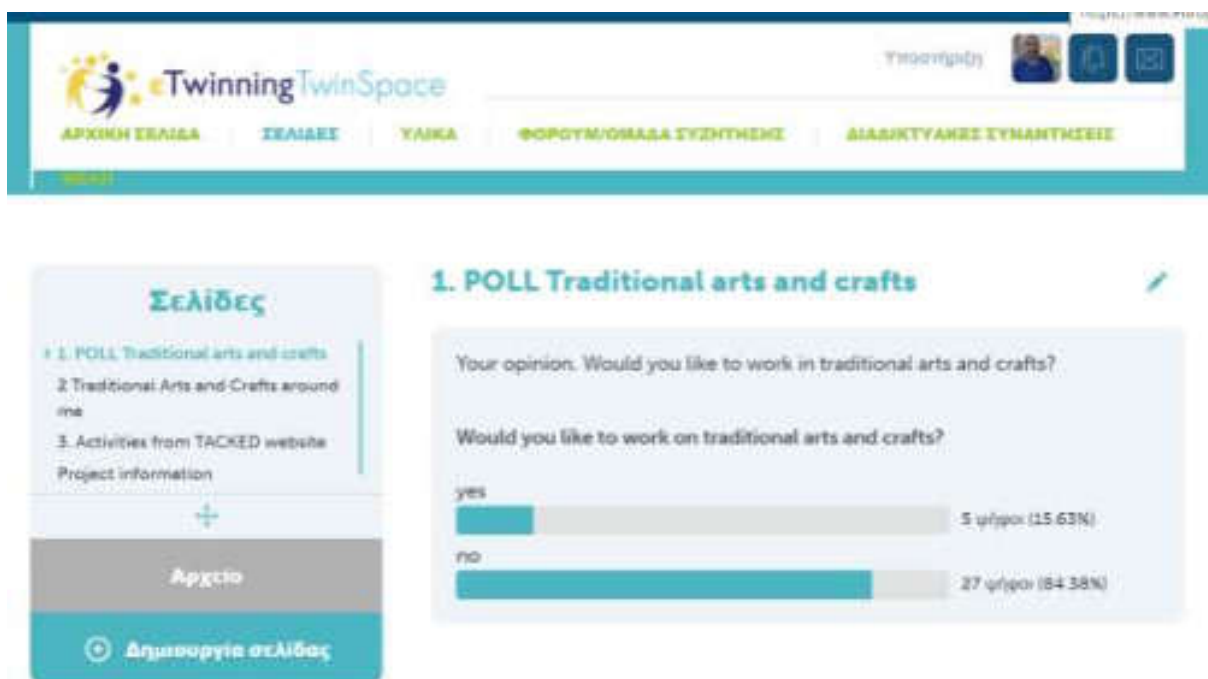
<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-labs-for-woodcraving/>



Activity 7 E twinning

Poll about traditional arts and crafts

<https://twinspace.etwinning.net/75962/pages/page/1018784>

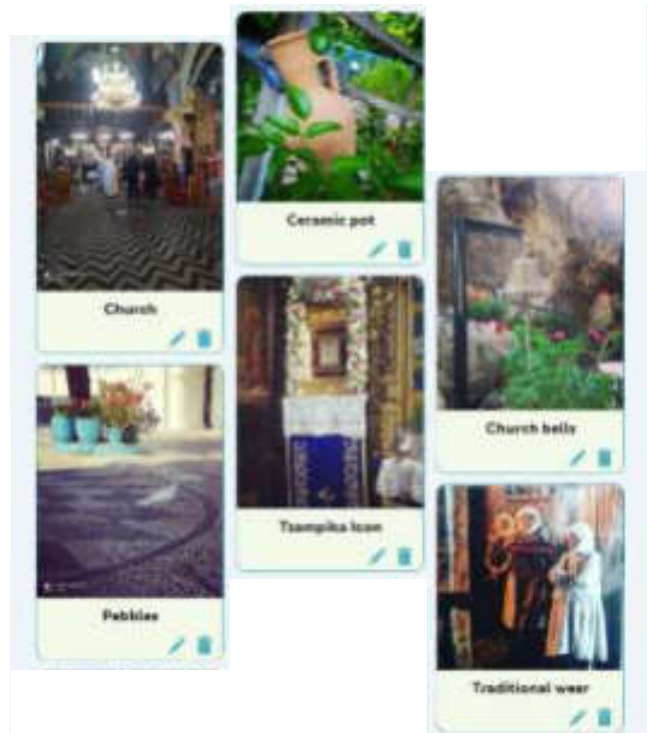


The screenshot shows the Twinning TwinSpace interface. On the left is a sidebar with a list of pages under the heading 'Σελίδες' (Pages). The main content area displays a poll titled '1. POLL Traditional arts and crafts'. The poll question is 'Your opinion. Would you like to work in traditional arts and crafts?'. Below the question, there are two response options: 'yes' and 'no', each with a horizontal bar chart showing the number of votes and the percentage.

Response	Number of Votes	Percentage
yes	5	15.63%
no	27	84.38%

Students present a traditional item / event from their experience

<https://twinspace.etwinning.net/75962/pages/page/1018795>




Students select information from the website of **TACKED project** <http://tackederasmus.eu/>

<https://twinspace.etwinning.net/75962/pages/page/1177204>


Educational material from TACKED website

Προσθήκη στο κείμενο




WHAT'S THE DIFFERENCE BETWEEN ART AND CRAFT?


Art or Craft
We had a guessing game about art or craft




Greek crafts from past to present
I think that we learnt a lot about long lasting traditions
[Σύνδεσμος](#)




Rhodian pebbles mosaics
A lesson about a tradition very close to us




Ancient Greek music
We compared musical instruments and rythms




Video for Rodos
We had a discussion about Rhodian tradition. Interesting, that we did not know much



Italian food



Scilla in Italy
We compared legends and true facts about the legend of Scilla
[Σύνδεσμος](#)



Vintage ceramics
We compared old and new traditions. I liked the modern version of ceramics
[Σύνδεσμος](#)



Activity 8. Event: MY traditional arts and crafts

Title: MY traditional arts and crafts, Event Day at school

Topics: Handcrafts, Dancing, Tradition, Arts and Crafts

Summary: Traditional Arts and Crafts Day at school. Artistic creations by students based on local arts and crafts.

Resources: Local products/ traditions as inspiration, local craftsmen, associations for heritage, students' own experiences

Aims :

To follow Heritage Interpretation approach, where students interpret tradition as to be meaningful for them

To emphasise how easy it is to connect tradition with modern world

To create new artifacts based on tradition

To apply experiential learning

To help weak students to be creative and self confident in extra curricular activities

To encourage students to take up hobbies related to tradition such as traditional dances, local events associations, NGOs for heritage etc

Outcome: free

Activity 1

An open day for Traditional arts and crafts at school. The event can be organized with the help of local actors such as craftsmen, local associations etc. The event should focus on artistic creations / interpretations by students

Ideas: ceramics, paintings on clay plates or vases, traditional dances, songs, costume design, traditional toys.



Πηγές

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Special Eurobarometer Report, Cultural Heritage, 2017. <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/WhatsNew/index>

“Rediscovering the Lost Crafts”

PART B: Educational activities for Traditional Arts and Crafts

1. Διεύθυνση Β/θμιας Εκπαίδευσης Δωδεκανήσου
2. Γυμνάσιο Γενναδίου Ρόδου
3. V.E.M. srls, Italy

