

HERITAGE EDUCATION LEARNING PROGRAM (HELP) PROJECT DESCRIPTION

Exchange of Good Practices

Promote the knowledge of local and partners culture and patrimony. -Research and discover commonalities between their curriculum and their patrimony. -Encourage students and teachers to use culture and heritage as part of their personal and creative development; be protective of historical, natural, literary and scientific patrimony, innovative and proactive in its use, and capable of talking about it. -Solving educational problems through classes or activities in a local context. -Promote knowledge of local industries and technological centers. -Research and identify common points among the different curricula at their learning level and technology. -Understand the technological evolution of industries and relate it to the evolution of citizens' schooling. -Encourage students and teachers to use their cultural heritage, local industrial and technological fabric as a basis to their development. -Promote recognition of the importance of science and technology in the development of citizens' quality of life. -Understand the commercial relationships within the EU through the export of goods. -Check and discover common points between the literary curriculum and people's level of education and heritage. -Develop key competences: communication, data collection and selection, using digital skills. -Use technology as a teaching tool in order to reflect about the society in which we are inserted. -Provide students with the basis that allows them to know the scientific and technological innovations in their environment, question, investigate, and be involved in communications about science. -Produce educational content through technological platforms. - Develop key competences: communication, gathering and selecting information, identity, use of ICTs, European citizenship, team work for resolution of problems. We have set operational goals in the four areas in which we intend to work: historical patrimony, natural heritage, literary and intangible heritage and technological and scientific heritage. The objectives are directly linked to the priorities since they highlight knowledge and heritage and cultural appropriation in personal development. They foresee collaborative work among teachers to promote the training of students and the production and setting of results in the profitability and valuation of assets, at the curriculum level, its maintenance and dissemination, and consequently in the school success and the opportunity to know more about the values and common European identity. They involve the use of technologies in research, sharing, projection and innovation in association to heritage-curriculum-pedagogy in the classroom and outdoor methodologies, blended education and in the dissemination of activities. We hope that those involved will transfer knowledge to real life and share that knowledge with others. We have been working on this project as a team for several months. Please, find attached more detailed objectives and activities.

PROJECT OBJECTIVES-HELP

The activities were conceived in a common plan among the partners, attached, to be improved in the initial organizational meeting. We will use diverse methodologies such as outdoor education and blended learning. They aim to achieve goals with activities that privilege the context outside the classroom, leveraging common resources and the holistic offerings of the community and partners, promoting inclusiveness and equity. We highlight activities that lead to (a) social skills training; b) communication skills training; c) digital skills; - The student knows how to research about culture and heritage, planning and visiting museums and other spaces, being in public spaces, collecting, treating and recognizing examples of cultural and scientific heritage; - The student is able to welcome and accompany the partners and tourists who visit the city and inform them about their heritage and local culture; - The student collects, organizes, contextualizes and interprets with ease his cultural records, texts, images, rock paintings, songs, art; - The student interprets the iconic image of his patrimony and culture and his project partners; - The student recognizes the important historical and governmental figures that give name to its locality; - The student makes historical, contemporary and prospective research on culture and local heritage; - The student recognizes the important role of the European Union in the construction of knowledge and in the technological development of its region. - The student recognizes and uses the industrial and technological patrimony in its learning (in different subjects). - The student participates in itinerary walks, The student participates in sessions of experimental archeology and experimental classes; - The student selects the digital tools to use in the project; - The participant is able to create his own material and share it through digital platforms; - The participant knows multiple technological platforms for the collaborative work and constructs instruments to improve his academic, professional and social performance; -The participant uses their smartphone as a collaborative learning device through the implementation of "mobile learning" scenarios; - The student interviews local entities, grandparents, reference figures, journalists and others; - The student collaborates in the organization of commemorative activities; - The participant participates in local and national conferences with the academic community and testifies to their project experiences; - The participant performs products of dissemination in traditional and digital support using English; - The participant works in multinational and multilingual groups; - The participant motorize its work through instruments built with a team; - The participant develops the necessary actions to create internal, local and international partnerships; -The participant transfers knowledge to other people and to actions of their personal and professional life.

PROJECT ACTIVITIES-HELP

1. Content

National and Local Curriculum; Historical Heritage.

2. Methodology

- Activities of presentation, welcome and visit to the school and the city. Welcome session with local authorities.

-Working session for students in Portugal.

-Presentation of the Project to students and public.

-Meeting with coordinators, distribution of support material and tasks.

- Discussion about comparing each other: Check and discover common points between the curriculum of your level of education and the heritage: each school will promote the curriculum contents of Mother Language, English, History, Geography, Physics-Chemistry and historical and cultural heritage.

- Presentation/adapting/evaluating of the activities created and realise so far in the project.

- Preparation of the participation of the different groups in the activities, distribution of support material and registration, presentation to the students, teachers and monitors that will integrate the foreign participants in their activities and actions of icebreaker.

-Direct observation and participation in the dynamics of the "Marka your Identity" Project, an innovative example for articulating the national curriculum with the local curriculum, involving the participation of associations, clubs and various local entities in the construction of an identity curriculum within work groups among students of the different countries

- Cooperation between schools and the museum: peddy-papers in the city, live lessons in context in the interactive visit to the museum and workshops. Museu Bernardino Machado e 9th of April Square and Monument to the Soldiers of the First World War.

- Experimental archeology about Perrelos Archaeological Station and The castros of the Peninsular Northeast.

- Digital collection of information. Dissemination.

Expected results:

- Students: development of skills and motivation and empowerment for your school and personal progress.

- Teachers: knowledge of other educational systems, professional development through outdoor education, heritage education, digital and multicultural and multilingual education, mobilization of staff and students

THE BENEFITS OF THE PROJECT HELP:

- Training to compare cultural heritage from the partner' countries.
- Increased awareness of the preservation of Europe's cultural heritage.
- Greater identification with European history and culture.
- Training to project culture in the future, combining traditional culture with more

contemporary culture.

- Deepening the interpersonal relationship.
- Training to develop a language other than speech and writing, increasing the sociability of the AECCB students and teachers and the participants of the partner schools.
- Improvement of the quality of heritage education.
- Greater volume of cooperation between schools and stakeholders throughout Europe with our project activities, researches and seminars.
- Development of digital and multilingual education and preparation for life in an intercultural world.