A good pratice guide on educational activities



I2 Identity & Innovation

Erasmus+ project "Identity and Innovation" (I²)
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Co-funded by the Erasmus+ Programme of the European Union

Educational Activities

Cultural Speed Dating Event



Activity's Overview

Students and teachers in the class will be divided into groups according to the country they come from. Each group will have as many members as possible from different countries. A specific discussion topic will be given to each group, and the group have a timed conversation on that topic.

In the following, you can see some real cases explaining the details of this educational activity.

Case 1

Persons present:

- Supervisor
- 21 Belgian students – from the study program ‘languages’ who are trained in Dutch, French, English and German
- 6 French students
- 6 American students
- 2 teachers from France
- 2 teachers from Spain
- 2 teachers from Germany
- 1 teacher from UK

Total: 40 people



Format:

Split the group over 2 classrooms. In each classroom there are:

- 3 French students, 3 American students, 1 teacher from France, 1 teacher from Spain and 1 teacher from Germany – each at a separate table – so 5 tables with foreign partners.
- 10 or 11 Belgian students – split up in pairs – 1 pair at each table in front of a 'foreign partner'
- Supervision by 2 teachers

Each pair of Belgian students **has a specific topic** and they talk about it for **6-7 minutes** with their '**foreign partner**'. After that, they **rotate and go to the next partner**. The supervisors watch the timing.

Talks are as much as possible **in the native language of the foreign partner**, so the students should speak French with the French students and teacher, German with the German teacher and English with the American students and Spanish teacher. The idea is to have lots of informal talks with native speakers.



Topics can be:

• **Group 1**: explain the concept of the danger of the single story and talk about stereotypes that Belgians have about the country of the 'foreign partner'.

• **Group 2**: talk to the foreign partner about what he or she experiences differently in Belgium compared to her/his home country.

• **Group 3**: ask about a famous local story/legend/… in the foreign country.

• **Group 4**: discuss with the foreign partner differences between the educational systems of both countries.

• **Group 5**: discuss with the foreign partner the added value of international activities and projects at school

Result:

The Belgian students exercise their oral skills, take notes and make a short report of their talks.





Case 2

10 expert speakers on diversity are invited to school. The experts are all people who have different social and cultural backgrounds.
Students are then put in mixed groups if possible and prepare a number of questions for the experts .

The experts sit at separate tables and each group of students can talk to an expert for **about 10 minutes**. They ask their questions and after 10 minutes **rotate on to the next expert table.** Students take notes during the discussions

During the last 10-minute session, they reflect on their discussions and impressions.





Educational Activities

How to Set Up Heritage Exhibition



Heritage Game

Objective:

Youth/ Student participation: Heritage researcher -- curator -- public liaison

Selecting 10 favorite heritage objects as a basis for a school exhibition

Young People as Heritage Researchers and Curators

Selecting = making choices

What substantive choices do students make?

What objects and what stories do we include in our exhibition?

Through a series of activities such as answering quizzes, doing research and puzzles, and actually becoming curators, students can better understand the historical context behind objects and learn how to create connections between objects and tell stories with specific themes.



Session 1: Voting

· **20 points** to be distributed among **30 heritage objects**
An object can receive either **0, 1 or 2** points
· So either you are very charmed by the object and give **2 points ;**
· either show some interest and give **1 point ;**
· either give the message: I don't necessarily need to see you again and give **0 points.**
· There are **10 objects** to which you give **1 point**
· **5 objects** to which you may give **2 points**
· **15 objects** thus receive **zero point**
· The curtain falls on the heritage with the lowest score (e.g., no 4 points achieved)
·During this session, the students won't be introduced to the objects' history and students would only select them base on their preference



Session 2: Quiz and Food Pyramid

In this session, the teacher will provide some quizzes to help students learn more about the history of these objects. Students will receive **10 extra points** after answering the quiz and they would vote again on the objects that received **5-6 points** in the first session.

Also, students who draw a **food Pyramid** will get **2 extra** points for this session's voting.

Example of the Quiz

Lactodensimeter

1

This is a thermometer to measure the temperature of the milk in the big fridges so it would not turn sour.



2

A meter to detect adulteration of milk, farmers already dared to add water to adulterate milk.

1 The Message Chapel is the stunning result of an artistic collaboration. In 1930, the Annunciation Sisters of Heverlee commissioned architect Flor van Reeth to design a school building with a chapel. Together with glazier Eugeen Yoors and the young forging artist Rie Haan, he turned it into a masterpiece. Eugeen Yoors designed 450m² of stained glass windows in exceptional colorite and expressive power.

2 The Message Chapel is the stunning result of an artistic collaboration. In 1930, the Annunciation Sisters of Heverlee commissioned architect Flor van Reeth to design a school building with a chapel. Together with glazier Rie Haan, he turned it into a masterpiece. Rie Haan designed 450m² of stained glass windows in exceptional colorite and expressive power.



Session 3: Puzzling

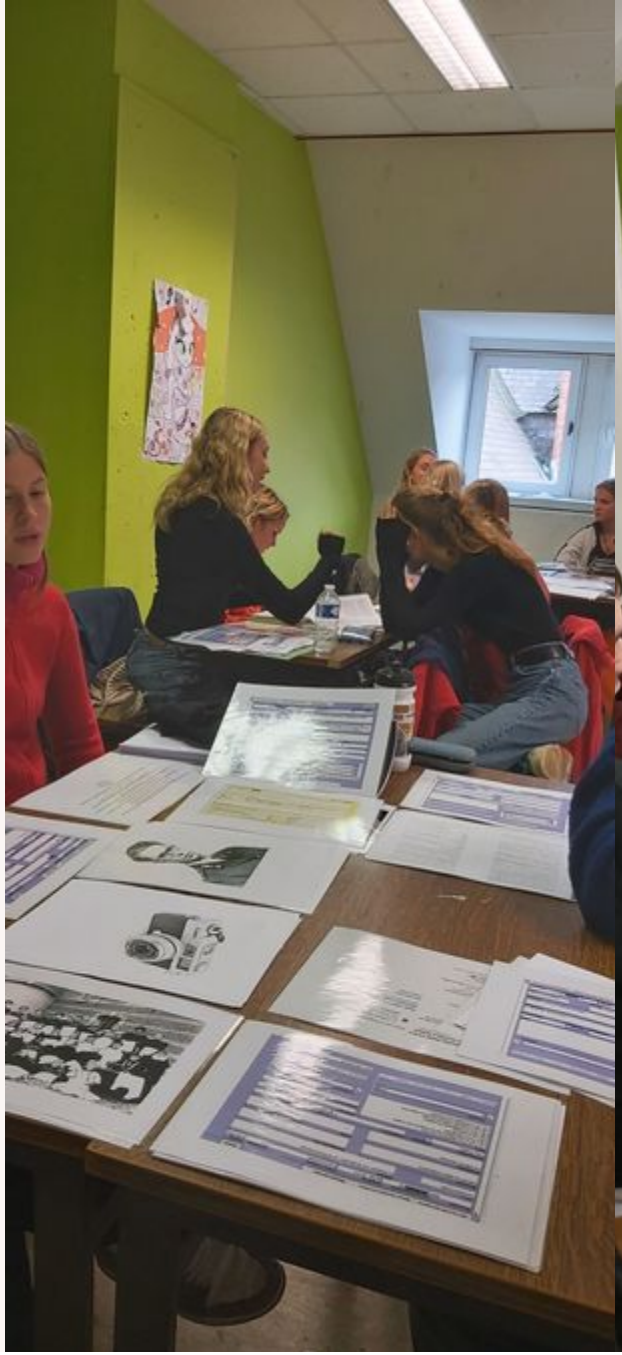
In this section, the teacher will provide various materials about the objects in the collection (such as documentaries, heritage records, research reports, etc.), and students will need to actively investigate and study these objects on their own while trying to find connections between the objects.

· **Content depth:** Discovering heritage and context

· For this part, the students will work on the context and the content of the objects. They will try to make combinations with different objects in order to present some specific story/theme.

They will have another round of voting and select a minimum of 8 objects from the whole collection. This time, they will get 20 original points to spend based on session 1's rule, and 10 extra points to spend as







Session 4: Curator

First, the teacher will provide videos on how to create connections between objects for an exhibition and how to bring **storytelling** by combining the objects.

After this, the students will be asked to select a minimum of 3 objects that were not being selected and to combine them with one another in order to present some specific story.

To finalize this session, the students will make the final selection, choosing 10 of the 30 objects, but this time students will choose with more understanding of the background of every object, and the 10 objects they choose will later become the objects they exhibit.

Some Questions that may lead the students to finish the selection

- **Does the object encourage looking?**
- **Does the object prompt thought?**
- **Relationship present- past/ old- new?**
- **Accessibility of the story to a wide audience (former- student- family- staff...)**
- **Is the perception of the story correct?**
- **Come up with a title- theme**



Session 5: Exhibit to the Public

Finally, it is time to present the results!

Students will learn the relationship between the exhibition and the audience.

What information needs to be provided to the public? What information are they worth knowing? Why were these objects chosen for display? How important is the meaning they represent to the audience?

At the same time, the concept of public participation will be introduced, allowing students to really understand what factors need to be considered as curators and how a particular story should be presented to the audience.

Students will also produce **brochures** and learn how to be **a tour guide** and learn the way to speak to the audience and introduce the exhibition.



An Interesting thought exercise...

· How and why does an object attract attention?
· Why does one object appeal more than another?
· What criteria are used in the selection process?
· Votes a team mainly on personal favorites ;
or are they more likely to choose "a common thread or theme"?
· What do you learn from looking at heritage *together*?



Educational Activities

An Actionbound quest:
a digital heritage walk
through the Holy Heart Institute



Activity's Overview

Students of the Heilig Hartinstituut Heverlee (HHH) made an actionbound search on the heritage of their own campus as an educational activity for incoming international students. HHH's student Emma created a digital walk with assignments, texts and picutres for an interactive walk through HHH. The walk is conducted through the app **Actionbound** (Click here for the Website)**.**

·We provide to the students:

- the locations of the walk
- books with historical information about the school
- examples of similar interactive walks in Actionbound
- instructional film on how Actionbound works

· Assignment in detail:

- students select historic information for the different stops on the walk and write short text to describe how it was in the past and how it is now.
- At each stop, they also design a quiz question or activity task.
- They make voice recordings of the English texts (audiofiles)
- They take pictures of the different stops and collect the coordinates of the locations.
- They then enter all the information into the Actionbound platform.

Introduction of the Actionbound

Take people on real-world treasure hunts and guided walks

Actionbound is an app for playing digitally interactive scavenger hunts to lead the learner on a path of discovery. We call these multimedia-based hunts 'Bounds'.

The program quite literally augments our reality by **enhancing peoples' real-life interaction** whilst using their smartphones and tablets. Create your app-based DIY escape game, a digital timeline of events or places of interest tour, with the use of GPS coordinates and pre-placed codes and mysteries.

Excellent for **ice-breaking exercises, historical or archaeological sites**, or more simply presenting a vision for the future. Take full advantage of the huge potential of gamification with the Bound Creator's extensive game elements and tools like GPS locations, directions, maps, compass, pictures, videos, quizzes, missions, tournaments, QR codes and much more to create fun and exciting mobile app-based adventures.



3/ Example of info at one Actionbound stop

Before: Up until the 1960s, all the students of HHH stayed here all year round. Back then, the girls stayed in large dormitories and each had a separate space with their bed that was closed off with a curtain.

Now: Even now, we still have a boarding school. Lucky for the students, they each have their own room with a bed, desk and washbasin nowadays. This new boarding school was opened in 2018 and has renovated rooms and is located much closer to the farm than the old one. About 50 girls sleep here and the school recently started welcoming boys as well.



QR code for this activity in Actionbound



Bound: **Discovering Leuven**

A similar actionbound in Leuven (served as inspiration for the HHH actionbound)



Bound: **Discovering HHH - Past & Present**

The Actionbound of the HHH's Activity

Find More Information on the Actionbound Page



Educational Activities

Garden of Eden



Activity's Overview

What?

· Project GARDEN OF EDEN

· A project in which our school works together with a school in the UK

· Aim: to develop a vision and a plan for redesigning playgrounds of secondary schools

Who?

· Cooperation with Heilig Hartinstituut Heverlee

· A secondary school located near Leuven in Belgium

HHH Flashmob's Link: [HHH - Don’t Stop Me Now on Vimeo]



The Past & Present Playground of HHH

Schedule:

· January-June 2019: **Online eTwinning cooperation**

· 29/1-1/2/2019: **Exchange week 1**

  ◦ 30 Belgian students visit the UK

· 23-26/4/2019: **Exchange week 2**

  ◦ 25 UK students visit Belgium

· May 20th: **show and tell moment**



Details of the Garden of Eden

1/ eTwinning

· Getting to know each other/each other's schools and cities

· Sharing information on the school playground

· After Exchange Week 1: sharing visions and reactions from the rest of the school

· After Exchange Week 2: sharing plans and develop materials for show and tell event

· **Aim**: to compose a portfolio

eTwinning

2/ Exchange Week 1

· Belgium to UK
· Central theme: **What should the ideal play ground look like?**
· From reality to the dream

3/ Exchange Week 2

· UK to Belgium
· Central theme: **How could we turn our playground into an ideal playground?**
· The dream translated into reality



Reason for this Project

· International experience
· Getting to know students from a different country
· Working together across borders
· Visiting the UK/Belgium
· Personal growth



Educational Activities

Living Angels



Activity's Overview

1. Observe the stained-glass windows in the Message Chapel and answer questions.

- ➔ Which colors predominate?
- ➔ Are these subdued colors or explosive warm colors?
- ➔ Facial expression of the angels?
- ➔ What feeling does this give?
- ➔ Describe the atmosphere in this chapel?
- ➔ What if the sun is shining? Where is east, west, south?
- ➔ So when does the sun shine in?
- ➔ Try to identify what makes the angels so powerful.
- ➔ What is the link between the name "Message Chapel" and the angels?





2. Pupils are given a certain material, which has a link to the school:

➔ withered leaves from the lime trees in the playground,
➔ cloths for washing dishes,
➔ newspapers from the staff room,
➔ post-its from the secretarial office,
➔ toilet paper
➔ colored copy paper
➔ disinfectant wads from the first aid room
➔ feathers





3. Students figure out what message they can tell with these materials and how to shape this message into the wings of an angel.

4. Pupils make life-size angels using their own bodies as living angels and the wings from the materials they have been given.

5. Students look at each other's work and try to extract the message.







6. They comment on each other's work (assess) and try to explain their own message angel as best they can.

➔ What message do we want to convey?

➔ How is this visible in the material?

7. Lesson on "The angel" in Christianity, Islam and Judaism.

➔ Functions of an angel (messengers, worshippers/warriors of God, guardians of heaven and hell, servants of men,...)

➔ Appearance of an angel in different religions (seraphim with six wings, creatures with four wings, sometimes just a visitor/human)

➔ Films/books where angels are featured: *Discovery of Heaven* (H. Mulish), *Just Different* (Luc Descamps), *The Fall of an Angel* (Katie Velghe), *The Angel Who Couldn't Fly* (Mario Gommeren)





Educational Activities

Lino Cutting & Printing of Architectural Elements of School Buildings



Activity's Overview

1. Students are given pictures of basreliefs, tiles, portals, and windows that are in our school buildings.

→ They will search the buildings where those elements are located (all in the building by architect Joris Helleputte).

→ They take good pictures that they can use to make linocuts from.

→ **Students edit their photos in Word** to get fine-line drawings. (Experiment with line thickness, artistic effects, transparency, and color until they get the desired result). They are shown linocuts to know what their drawing should look like.

→ **Students mirror the drawing** to print it.

→ **Students make the transfer** from the printed and mirrored drawing to the lino easy cut. They do this by dipping a cotton pad soaked in disolvant.





→ **Print on lino is further touched up** with dark pencil.

→ **Gouging is explained by teacher.** The different gouges are shown and what effect they have. The depth of cut is also explained.

→ **Students gouge out** drawings.

→ Once done with gouging: a**pply block paint, and roll out prints**.

→ Students try out different colours, but also mix colours, experiment with effects of continuous paint, lots and little paint,...

→ **Linos are hung up to dry**.

2. Students view and assess each other's work/lino

Conversation:

What works well as color?

What was difficult about preparing the prints?

Are all drawings mirrored correctly?













Educational Activities

Cooking Pancakes according to Old Recipes



Activity's Overview

1. Pupils enter the kitchen and see old cookbooks and different recipes for pancakes.

➔ In groups, pupils study the recipes and then tell what strikes them:

➔ Language is different: "Old" Dutch vs "New" Dutch.

➔ Discussion on why and how language evolves

➔ Measures of content and weight no longer used: pound, half a pound, ...

➔ Ingredients: talk about how we know pancakes now: sweet as a snack/breakfast. American pancakes and poffertjes are from "NOW".

➔ Lots of unheard-of ingredients in these recipes: smalt, buttermilk, baking powder, gastric/stomach salt ...

2. Students divide into groups and choose a recipe. They go to the shop and look for ingredients.

➔ Then they get to work and make the pancakes according to the recipe

➔ Ingredients they couldn't find in the shop, they replace with other ingredients or make their own (e.g. lard)

➔ Students make their own lard by congealing the fat of the bacon.

➔ Students make their own buttermilk by shaking/churning whole fresh milk





3. Pupils each bake the pancakes from their recipe and then taste each other's pancakes.

➔ Pupils note that recipes of NOW are sweeter than those of the past.

➔ Children from Muslim backgrounds note that they still use a lot of buttermilk in recipes.

➔ Pupils note that nothing used to go to waste: what is thrown away now (fat, buttermilk, old bread,...) people used to use back in other recipes.

➔ Students note that there are a lot of ready-made products now (self-rising flour, vanilla extract,...) In the past, all products were used separately.

4. Lesson on "The history of food"

The Flemish diet is more complex than ever. Ingredients come from all over the world, while we adopt recipes from cookbooks, magazines and from Instagram. At the same time, we far from always cook for ourselves. How did we get to this point?





A Brief Food History

Flanders before 1900

Indeed, when America and Eurasia came into contact at the end of the 15th century, Europe learned about potatoes, tomatoes, cocoa and chilies, among other things. America got apples, pigs, chickens, and rice, among others, in return. However, most Europeans do not enjoy the tastiest and most exciting products. The vast majority of the population in north-western Europe was so poor that their meals consist of peas, flour porridge, or - later so - potatoes. In Flanders, meat is pricey: many people are of necessity vegetarians. The elites do eat a bit more varied and internationally. In these circles, before the twentieth century, culinary tricks were mainly copied from the French.

Incomes rise in the second half of the nineteenth century. Food now slowly becomes for the entire population more than just fuel for survival; it can be used to give meaning to life. Now the food habits of all Dutch people become interesting to study.

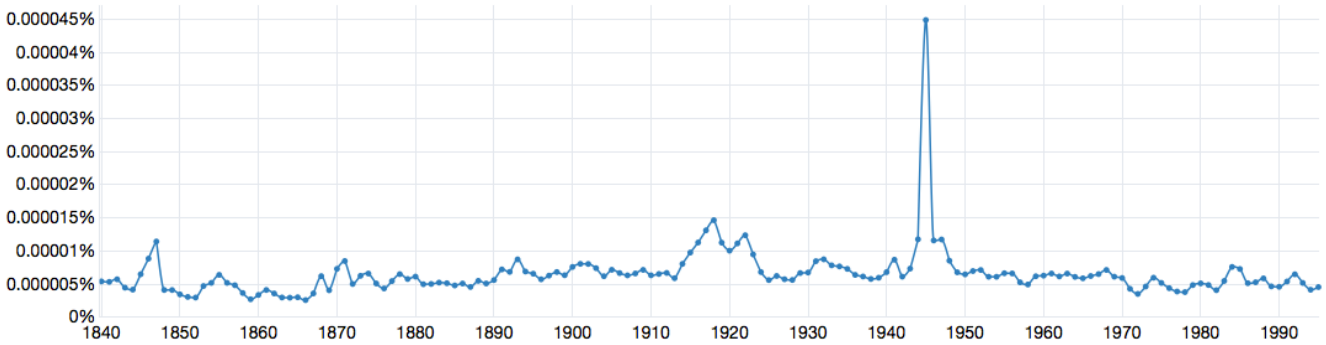


1900-1945: Rising living standards and decline

Nevertheless, for the worker, things start out simple: some tea, a bit of butter or lard or smalt, or a bit of meat. Moreover, WWI constitutes a setback: especially in the last winter, as everyone has to live more frugally.

After World War I, a turning point takes place in food history. Even the economic crisis of the 1930s cannot prevent a rapid rise in the living standards of the lower classes. Processed food becomes more popular among all sections of the population: stock cubes, condensed milk, and biscuits. Canned food in particular is the pride of the grocer, as this invention (c. 1800) releases vegetables and fruits from their seasonality. Consumption of meat, eggs, sugar and dairy also increases in the interwar period. From now on, the diet leans much less heavily on basic carbohydrate sources like bread and potatoes.

The impact of World War II is significant. In terms of nutrition, the hunger winter is the culmination of years of shortages. If one searches on the word 'hunger' in Delpher (a large dataset of Dutch magazines and newspapers), one can guess the difference in the impact between the



1945-1980: old and new food trends

Shortages (sugar, coffee) continued for a long time after the war. During the 1950s, however, changes can be seen in the European food landscape. Through a combination of rising prosperity, technological developments and economies of scale, the first supermarkets opened and the number of new products increases enormously. Producers let their imaginations run wild, not only in the Netherlands but also in Belgium.

The most fascinating period in food history dawns from the 1960s onwards. Three themes can be identified as decisive for food choices in the more than six decades after World War II: health, convenience, and exoticism. None of these trends arise spontaneously in 1945, by the way. Health, for example, has been important for much longer, which explains why producers like to associate their products with it over the years. Be it a biscuit, chocolate milk or beer.



Health

What exactly is healthy often remains unclear to many people - perhaps not entirely surprisingly - as well as being fashionable. Food hypes have existed since the early 20th century, fuelled by wild stories in the newspapers. Even in the 1970s, newspaper reports like, "Do like a Bulgarian ... Drink yogurt and live to be a hundred!" still appear. Besides food that pretty much promised eternal youth, there was, of course, food to 'sin' too. And even if one was warned, the temptation could sometimes be irresistible. The food triangle warns against fatty foods early on.

Convenience

But the popularity of unhealthy eating is not isolated; there is a strong connection with the need for more convenience. Before and after the war, there is still a convenience taboo: a housewife who just threw together a meal with some cans, sachets and jars, did she have enough left over for her family? Although most Belgian women worked indoors in the 1950s, their numbers were dwindling, and their enormous sacrifice for their families was slowly becoming less obvious. Convenience food is both a stimulus and a consequence of the emancipation struggle. Companies have their finger on the pulse of Belgian society, sometimes responding playfully.





'Foreign' food

Here we can immediately see that post-war processed food and 'exotic' products go together extremely well. Belgians eat out more often. In the Netherlands, there are already 44 Chinese-Indian restaurants in Amsterdam in 1960. But experiments are also taking place here in Flanders. Incidentally, the first steps into foreign cuisines are cautious, and not always 'authentic' by today's standards. Too much novelty too soon would again be intimidating. That is why, for instance, the book *De Hollandse Rijsttafel voor de Hollandse Huisvrouw and the Indische Rijsttafel* (1959) made some compromises: why not use cow's milk instead of coconut milk, mustard instead of ginger, and tomato puree instead of chili? In Rijk der Vrouw in 1950, bouillabaisse was still simply made with herring, and Libelle in 1970 also did fusion cooking by flambéing babi pangang with cognac. All for a bit more variety and excitement in the kitchen.



Voor liefhebbers van vis een echt tafeltje dek je.....

WEER EEN R IN DE MAAND

Vis op tafel

WAT ZEGT U: is vis eten een straf voor U? Maar dat méént u toch zeker niet, want, afgezien nog van zijn grote voedzaamheid, kan een visgerecht, ook wat de smaak betreft, glansrijk de proef met een of ander vleesgerecht doorstaan. Van de Franse keuken, die enig in zijn soort is, kunnen wij huisvrouwen, van de „lage landen bij de zee" nog véél leren, en dat wel in het bijzonder wat de visbereiding aangaat.

Hier denken we, om maar iets te noemen, aan de zo beroemde bouillabaisse, een Marseillaanse vissoep, waarvan wij, naast enige andere, onderstaand het recept geven.

Bouillabaisse

(4 personen)

Plm. 500 gram verschillende soorten vis, die de tijd van het jaar oplevert, b.v. verse haring, spiering, wijting, schelvis, tong (voor de echte bouillabaisse worden Middellandse Zee-vissen gebruikt), 4 knoflookpitjes, 2 à 3 sjalotjes of 1 ui, 1 struikje bleekselderij, een paar bladen wittekool, 1 prei, 2 tomaten, een klein bos peterselie, wat thijm, wat saffraan, 1 laurierblad, plm. 40 gram boter, water, zout.

Maak de vis en de groenten schoon en sn... deze laatste, zo nodig, in niet te kleine stuk... ken. Smoor de groenten en de kruiden pl... 10 minuten in de boter, voeg de versch... lende soorten vis toe en daarna zoveel wat... met wat zout, tot ze juist onderstaan. Br... de soep aan de kook, laat ze plm. 10 minut... doorkoken, schep de vissen met een schuim... spaan voorzichtig uit het vocht en zeef d... laatste. Dien de visbouillon bij voorkeur i... grote koppen en geef er de verschillend... soorten vis afzonderlijk bij. Geef er teven... brood (bij voorkeur het zgn. stokbrood) bi...

Vers gebakken haring

(4 personen

8 haringen, boter, zout en peper, bloem.

Maak de haringen schoon, vouw ze open e... wrijf ze in met zout en peper. Laat er d... gedurende plm. 10 minuten in trekken, wen... tel ze daarna door bloem en laat intuss... boter, margarine of olie in de koekepan go... heet worden. Bak de vissen aan weerszijd...

Er komt heel wat in de bouillabaisse.

30

Our current diet

Throughout the 20th century, food consumption is increasingly determined by mentalities. In today's society, 'superfoods', the ready-made meal, and that one authentic restaurant not yet known to the general public are all expressions of the same mentalities. During the last hundred years, among the general public, the need for adventure or the hope of eternal life could suddenly be a decisive factor in consumption patterns. And while economic and technological developments have never become less important, these cultural factors are still essential in understanding our current eating patterns.

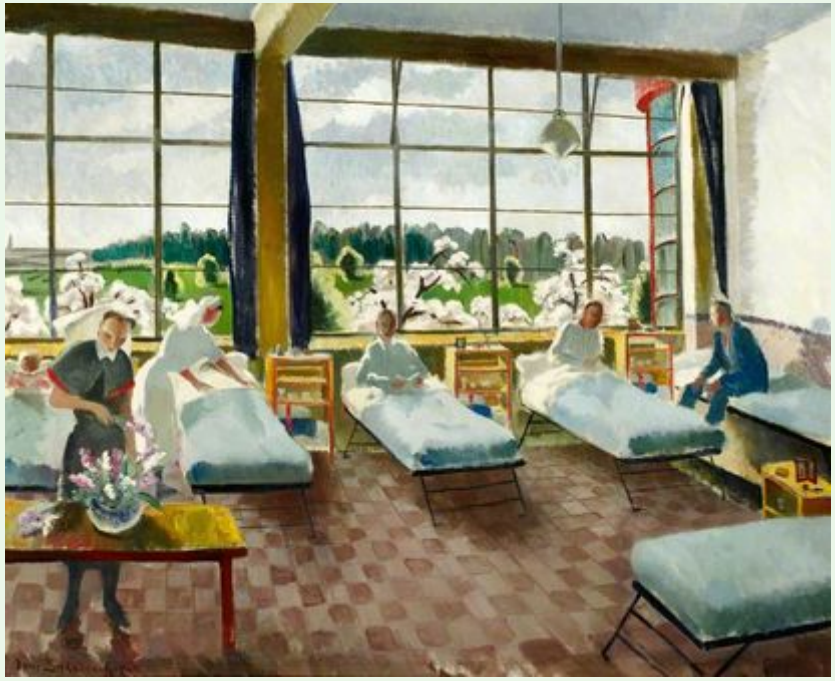


Check Our Activity's Video



Educational Activities

Creating Podcast about Historical Stories of Our School



Activity's Overview


A king takes a joke

LOUVAIN, Thursday.

THE four limousines which glided to a halt in front of the Heverlee Convent School were black and shining.

The Mother Superior stepped forward to greet the Belgian monarch, whose visit had been announced by phone only an hour before.

And 1,500 girl pupils lined up outside the building, called "Long live the King!"

Then the equerry, then the young familiar figure, then two aides, de camp . . and finally a rather pompous fellow from the Education Ministry.

Pink, now

They inspected the swimming pool. There was a brief service in the chapel. Then to the main hall.

There the school chaplain noticed that the King, whom he had last seen in Brussels, had lost his tanned complexion and was now quite pink.

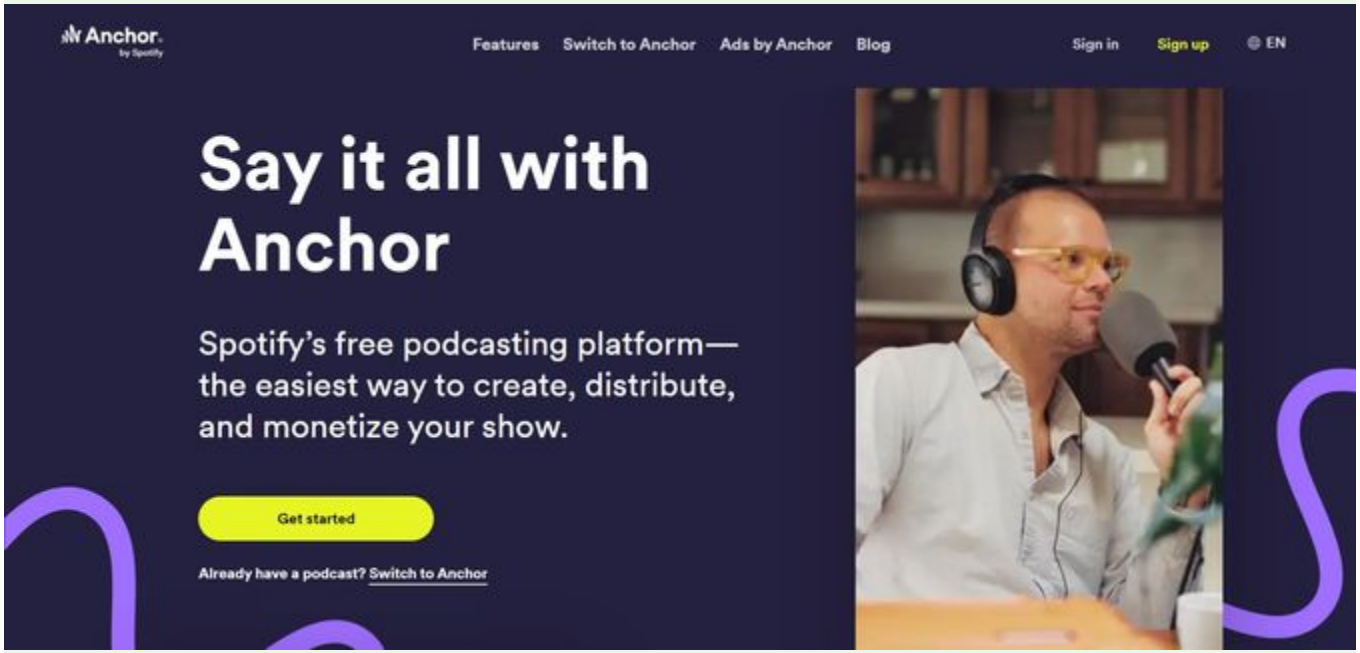
He became suspicious . . . telephoned the police. . . .

And tonight Baudouin himself, the 20-year-old King of the Belgians, intervened to stop the prosecution of the 18 Louvain university students who had carried out the prank. —Reuter.

1. **Students get topics for their podcast.**
   → "The false king comes to visit",
   → "The Congolese girls win the medaille d' or at the World's Fair" ,
   → "The American soldier who returns to school after years and only back home finds a card with a picture of the chapel".
2. **Students listen to podcasts and describe what they hear: interview, story**
   with jingles, background/atmosphere sounds, an intro ...
3. **Make your own podcast about the given story**
   → Students are given texts and internet sites that deal with these topics. They turn these into smooth, coherent and enjoyable texts in English.
   → Students show some good and nice podcasts with intro music, jingles, and background sounds,...
   → Students use the app "Anchor" to record their oral stories. They also provide music to match the story, jingles and sound.



4. **Students listen to each other's stories**
   → What was good?
   → Exciting?
   → What could have been better?
   → Did the jingle fit the story?
   → Did the background sounds fit the story?
   → Was there clear articulation?
   → Was there a clear and logical storyline in the podcast?
5. **Lesson using [Anchor]() and making podcasts**



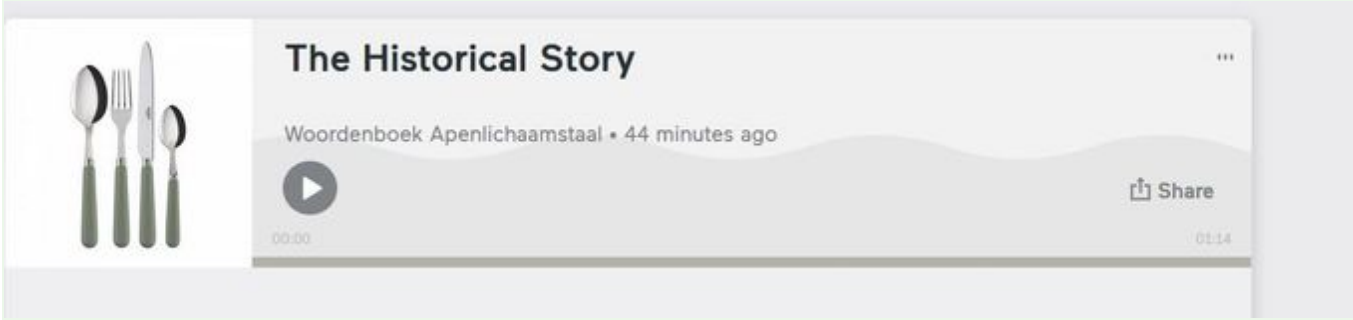
Our Productions of the Podcast



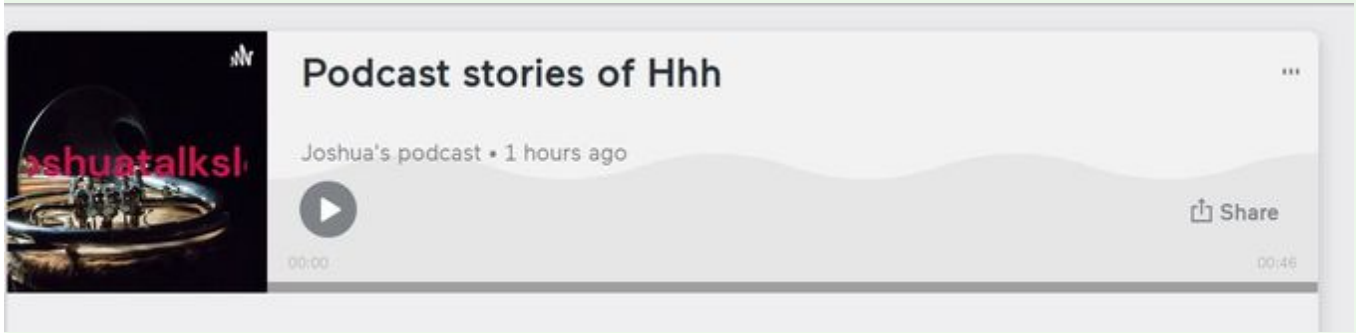
[Check here to listen!]



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Educational Activities

Merge Photos from Archive of School Building with New Photo

Turn them into Blueprint

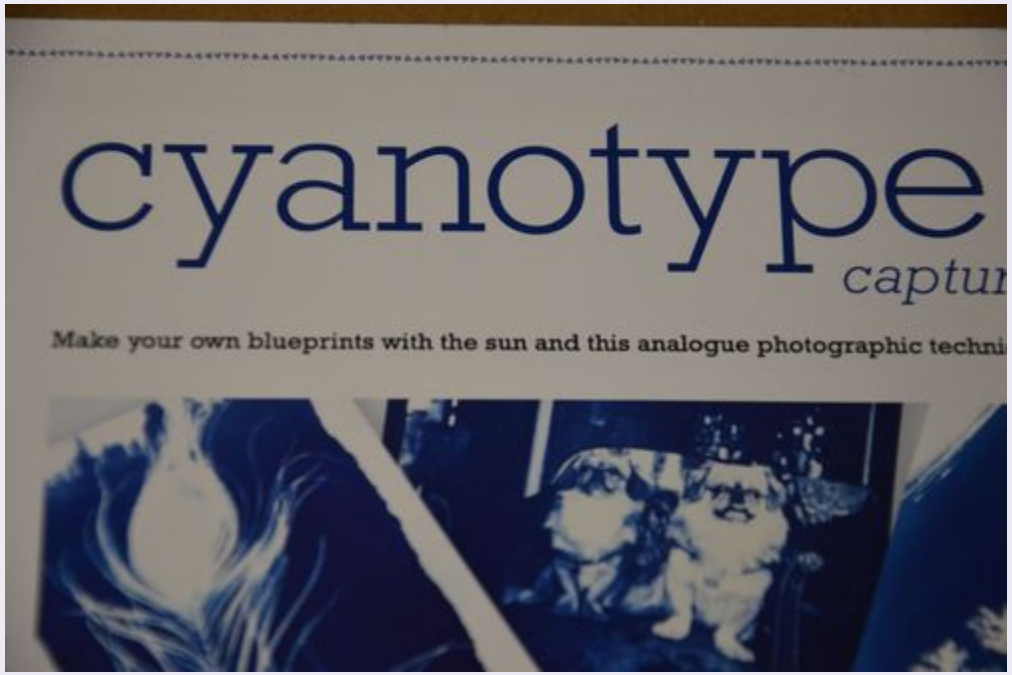


Activity's Overview

In Language and Culture lessons, we work with pupils to make meaning of the world around us. Culture is the way people shape and give meaning to their reality using objects, the body, language and symbols. It is experiencing and interpreting the world, imagining and knowing it.

Reflecting on our own culture and that of others is cultural awareness.

During the lessons, we always try to use the four skills of the didactics of "Culture in the mirror": **perceiving, imagining, conceptualizing and analyzing**, always from concrete to abstract. In doing so, we try to use four types of media: **the body (the senses), objects, language and graphic symbols**.



What are the Didactics of "Culture in the Mirror"

1. **Perceiving similarities and differences**

We gather new information. In fact, we do this all the time, with all our senses. We look, feel, smell, hear, taste, ... and we experience what we perceive in a certain way.

2. **Imagining possibilities**

We not only perceive, we also do something with what we perceive. Man is a creator, he manipulates and changes his environment. The skill of imagination is nothing but the ability to make something new.

3. **Categorising concepts (conceptualizing)**

Conceptualizing is a difficult word for naming (including interpreting) and interpreting (e.g. Commenting and appreciating). In essence, it is about forming concepts.

4. **Analysing structures**

People look for necessary connections in reality: systems, structures and patterns. That is analyzing. Checking or testing data against other information is also part of analyzing.



1/ Perceiving

1. **Study old photos of classrooms in the school buildings from the archive**

→ get photos of places in the school from the old days (photos from the archive): an old classroom, a class photo at the cave in the playground, a photo of the Third refectory and the self-service area full of pupils at tables, photos of the Elisabeth refectory.

→ The pupils search independently for the locations where these photos were taken.

→ Students look for differences between then and now: form, decoration, function, ...





2/ Imagining

2. **Pupils take their own blended photo: merging past and present in one location**

→ take a photo from the same perspective of how it looks now and place themselves in the photo.

→ print new photos and try to put them together correctly by hand: taking into account the perspective, they put the new and the old photo together.



→ copy their assemblage on transparency.

→ mix ammonium iron citrate and potassium hexacyanoferrate in the correct proportions.

→ coat their A4 drawing paper with this mixture to make it light-sensitive.

→ In a dark classroom, students place the transparencies of their assemblies on light-sensitive paper.

→ Students go outside and place the drawing sheets with transparencies in full sunlight for about 15 minutes without moving.

→ Students rinse the drawing sheets with running water.

→ The blueprint drawing appears.

3/ Conceptualizing

3. **Students view and assess each other's blended picture/blueprint**
Conversation:

→ What went well?

→ What was difficult when taking the photos?

→ Are the proportions always correct in the blended photo? Why yes/no?

→ Because the drawings were not rinsed enough, after half an hour of exposure to ordinary light, they all turned completely blue and the drawing disappeared.

→ We did this a second time a week later and rinsed the papers better, rinsed longer ... better results.



4/ Analyzing

4. **Lesson on school plans, architect, history of school building**

→ Students search books on the internet for information about the building, the place they have just photographed.

→ Pupils make an information sheet about their location.

→ Teacher explains what blueprints are

→ Shows plans of the architect's drawing of the school buildings (chapel playground) in the blueprint.

Discussion:

→ Why would a blueprint be used?

→ Meaning of word blueprint now.

→ Old way of having multiple copies of 1 design, a form of copying.

→ Also explain stencils and carbon paper



Educational Activities

School at War



Activity's Overview

•Pilot case in a European project
•4 universities and 5 heritage services were involved
https://issuu.com/ingridgb/docs/aqueduct-manual_en

Age group	**12-year-old pupils** in the first year of the secondary school
Used types of heritage	Authentic documents, Newspapers Oral sources: eyewitnesses Built heritage: hospital lift, cemetery Films and novels Objects
Key competence	Learning to learn Entrepreneurship Social and civic competences Cultural awareness and expression
Phases of the Activity	1: Confrontation and questioning 2: Input 3: Goal and action setting 4: Problem-solving 5: Demonstration and evaluation

AIMS

Maximizing the participation of the learner

- Focus on personal experiences and interests.
- Learner sets out his own learning goals.
- Learner defines the degree of cooperation.
- Learner chooses his own activity or route.

Open tasks: diverse results

- Diverse materials and sources (heritage).
- Reflection is essential.



The Interesting Period in the History of the School

Grabbing these important elements in the school's history into the project

· Soberness and fear
· Jewish girls
· No communication
· Bombing
· Supply problems
· Buildings were used as a large **hospital** by the allies



https://www.youtube.com/watch?v=nN9gjhdtimw

5 Phases of the Project

Phase 1: Confrontation

Re-enactment scene
- Ambulance arrives
- School as a military hospital during WWII

Dividing Groups
- Pupils choose input route
- Asking questions

Phase 2: Input

4 possible input routes
- Military cemetery: life and dead of soldiers
- Archive: school life during the war
- Reconstruction of the military hospital
- Film hid Jewish children









Phase 3: From goal to action



Possible tasks:

Philosophy and art about war and peace.
Cooking a typical war menu
Creating a drama play
Build out an interactive exhibition

Phase 4: Problem Solving

Teachers will explain the problems that come up during the activities and also encourage students to solve them through discussion

Phase 5: Demonstration & Evaluation

Students will demonstrate their work and the outcomes of the activity and being evaluated with the their peers and teachers







Cooperated Partners

The Dept. of Teacher Training department of University College Leuven

The Heritage and Archival dept. of the congregation and the school
www.cultureelerfgoedannuntiatenheverlee.be

A re-enactment group
www.leuvencentraal.com

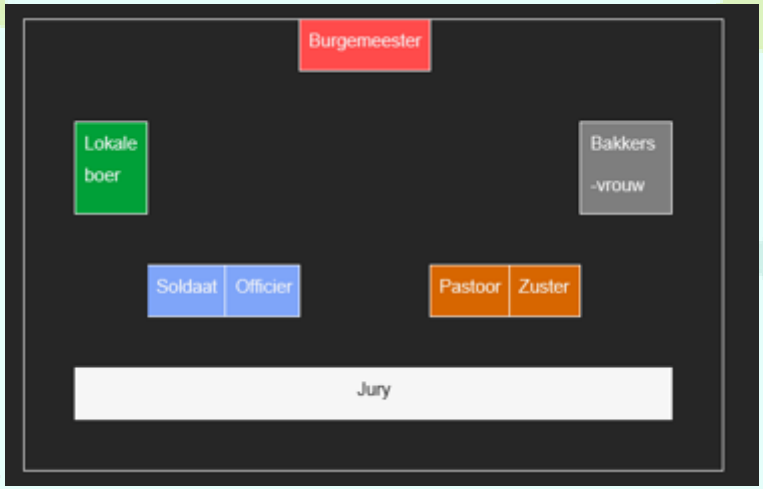
The first degree of the secondary school Heilig Hartinstituut
www.hhh.be



Educational Activities

Project 'Convent Becomes School'

Set u a Roleplay



Roleplay game about the times of Turmoil

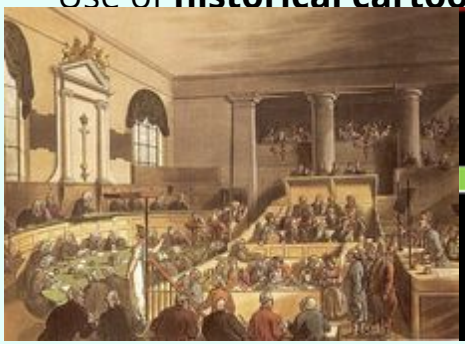
Goals



• Children learn about the period when **religious education and church schools** were under severe pressure.
• The students are able to **identify and empathize with historical characters**.

How do we plan to achieve these goals

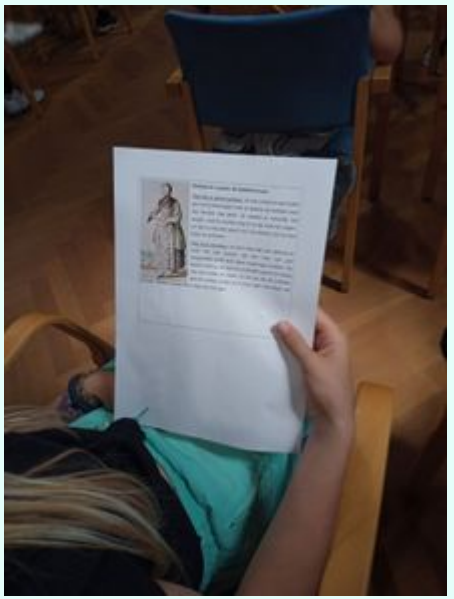
•We first will give the children **an introduction** to the period
•Use of **a simple timeline** on which events they are familiar are marked
•Use of **historical cartoons**





The Roleplay

•Children simulate **a fictional court case**
•Soldiers of the defeated French army are trialed for **the theft/confiscation** of church property
•The priest and the sisters are the **accusers**
•Students **get role charts** with information on their character and motivations











Setup of the Classroom



Rechter

Judge



Local Farmer

Lokale boer

Baker's Wife



Bakkers -vrouw



Soldaat | Officier

Soldier & Officer



Pastor Sister

Pastoor | Zuster



Jury

Jury



End of the Simulation

•The jury and the judge will have to **decide if the soldiers are guilty** and if so, which punishment they deserve.

•After the roleplaying game **the story of the convent at Veltem will be told**. The children will hopefully after this game empathizes with all parties involved.





This educational activity was developed in 2021-2022 in the Project 'Convent Becomes School'. It was supported by the regional authorities.







Educational Activities

Convent becomes school

Create a Scholastic Role



Basic Information



· **Source**: **intangible heritage---**the **spirituality** of the convent

· **Age group**: **11-12yrs**

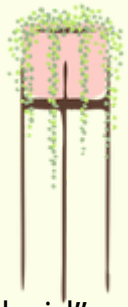
· **Duration: ½ schoolday**

The pupils start with exploring the old monastic rule of the convent (18th c)

They learn to distinguish what is **practical** in it (for instance getting up at 6 o'clock in the morning every day); what is **spiritual** (for instance the prayers at several moments)

· **Actuality** of the topic: well being and mental health of the youth (World Health Organisation mentioned the importance during the covid period)

History Background of the Project



Pastor Petrus Jacobus De Clerck (1742-1831)

•Moved from the Western part of Flanders to study in Leuven

•Becomes a pastor in 1770 in Veltem

•Buys a house in 1785 and founds the first "school van barmhartigheid" (school of mercy).

•During the French Revolution (starts in 1789) and Brabant Revolution (1790), Pastor De Clerck continues his work and becomes an archpriest in 1798

•Imprisoned in 1799 in Cambrai (France)

•Being released in 1800 and continues to establish schools for children in need until his death

What was Pastor De Clerck's vision?

Free education for the poor kids of the parish, teaching them how to write, read, weave, sew, knit, draw and flay hemp and flax.

He believed in the importance of teaching them the ways of Christianity, personal hygiene and to love working hard.

He provided soup every school day for 40 of the poorest kids in his parish.

And...how to turn his vision in the 21st century?

The convent is not only the property itself, but it is also our bond with History, and it is full of Values, Identity and Traditions.

It is important for students to be aware of our heritage and our connection to the past, and also, understand cultural diversity and develop mutual respect.

The best possible way to keep Pastor De Clerck's vision alive is by inspiring young minds to be a little bit like Pastor De Clerck.



What is the rule of Father De Clerck ?

Pastor De Clerck made a rule for daily living in the convent. The rule included such as when to wake up and what time they should do pray.



Pupils explore the monastic rule in a digital escape room

Links:https://forms.gle/QqP2aG1KKNsU2z2P8

Question is for instance:

The sisters had to wake up one hour earlier from March to November, why should this be? Compare this with something nowadays: (summer and winter time)



Pupils visit the convent and learn about the repurposing plans. Where the sisters lived, will be their new class rooms in the future. It makes them curious about how the sisters lived their.



Pupil-led Interviews

https://spiritualiteitzusters.weebly.com/

A group of students will be interviewing Sisters to get to know more about their spirituality.

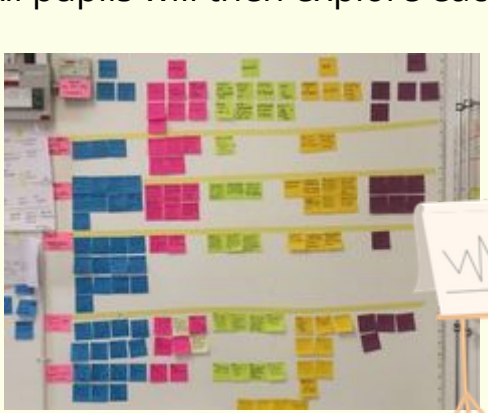
These interview questions will be prepared by the teacher, and by the pupils that have finished the Escape Room quicker than others and by pupils that would like to ask a question (anonymously) to the Sisters. **The interview will be prepared, directed and recorded by pupils.**





Creating A 'Scholastic Rule'

- In groups of **five**, pupils will design their own scholastic rule. **Five post-it colours will represent Five different themes.** (Example: Yellow is Respecting Others, Red is Order of the Day, etc.)
- For each theme, pupils will **write down a rule they would like everyone to follow**.Once everyone has submitted their post-its to a thoughts board, the group will **vote on keeping 2 rules** for each theme.
- All groups will end up with **a 10-part scholastic rule**.
- All pupils will then explore each-other scholastic rules.





OPTION 1

In a final round of voting, the pupils will vote for the Scholastic Rule they would choose to live under.

OPTION 2

Pupils will fill in a digitalized voting form in which they can vote on all rules. The two rules, per theme, will end up on The (final) Scholastic Rule.

This educational activity was developed in 2021-2022 in the Project 'Convent Becomes School'. It was supported by the regional authorities.







Educational Activities

Convent becomes school

Creating an Educational Boardgame



Educational Boardgame

• A boardgame inspired by **Game of the Goose**
• Meant to **simulate** the life of a student i**n the 1800s**
• Focus on **teaching methods** and the **inequity** of the school system
• Age group for the activity: **11-12 years old**
• Duration: **½ schoolday**



Setup of the Game

•The students divide into groups of **3 or 4 players**
•Each group **picks a role chart** out of a covered pile of role charts
•The students read the role chart and based on the information provided **determine their abilities and starting position**



The Role Chart

•**1)** Background info
•**2)** Location on the board
•**3)** Social score
•**4)** Possible special rule tied to the character's background

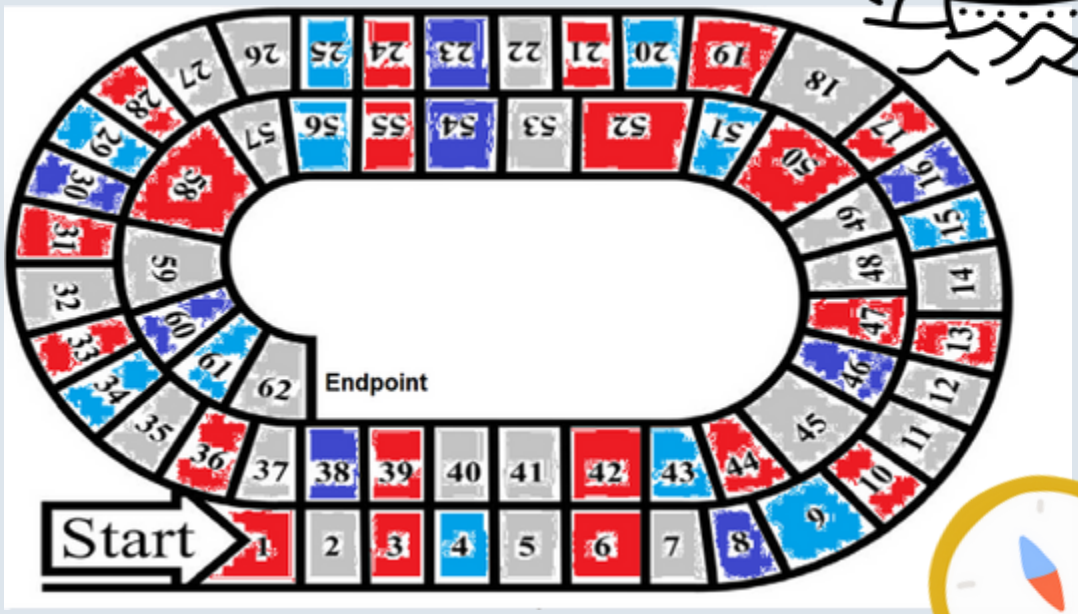


Role chart prototype



The Board









- **Grey:** Nothing happens
- **Red:** Task
- **Light blue:** Individual event
- **Dark blue:** General event

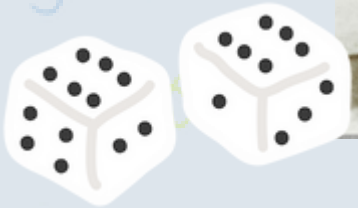


Events

•General and individual events will **affect players of different social statuses differently**.
•Players who draw a higher social status will advance through the game faster.
•Events can **lead to the elimination** of players with a lower social status.







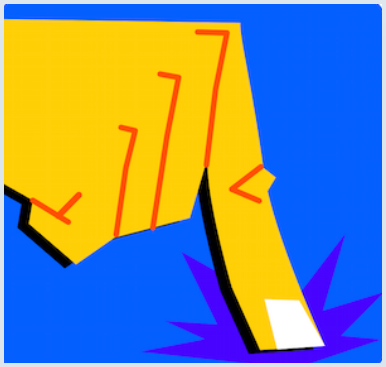
End of the Game

•**First player to reach the end wins**.
•Or, in case all players are eliminated before the end of the game, **the person who advanced the furthest** on the board.



PURPOSE OF THE GAME

- Simulating the **educational methods of the 1800s**
- Simulating the **profound social injustice present** in the 1800's education system



LINK WITH "CREATING THE IDEAL SCHOOL"




DRAAG
PBM's
1
PLAATS
EEN
LEUNING
4

This educational activity was developed in 2021-2022 in the Project 'Convent Becomes School'. It was supported by the regional authorities.

VLAAMS-BRABANT

Cultureel Erfgoed Annuntiaten Heverlee

UCLL UNIVERSITY OF APPLIED SCIENCES

Educational Activities

School Oral History



Activity's Overview

This project mainly concentrates on the reminiscence activity, which is carried out by previous schoolfellows to increase their self-esteem, developing students' connection with school history and culture.

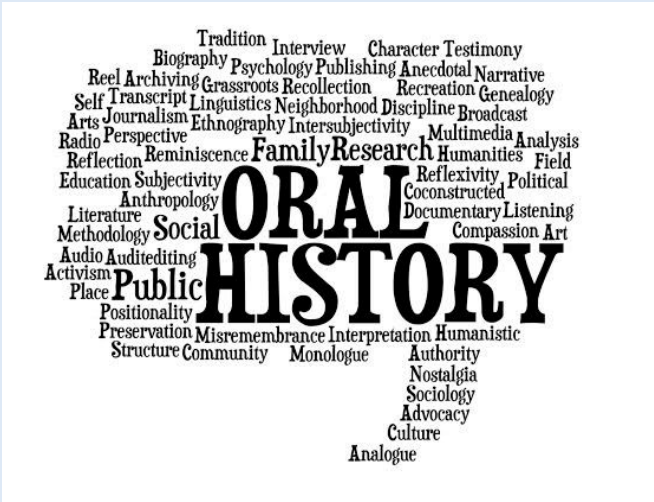
Age group	**10-15** and/or **15-18**
Duration	**2 weeks**
Key competences	Digital skills in mastering tools and software for video recording/editing
Materials/Resources for teachers	working protocols, Alumni associations, former teachers, students' grandparents
Materials/Resources for students	camera, phones, computer, Alumni introduction by teachers

AIMS

1/ Offers a great chance to connect pupils with elder schoolfellows of various social fields.
2/ Develops their sense of belonging and recognition for the school's conviction, history and culture and raise awareness of future life planning.

LEARNING OUTCOMES

1/ Connects students with the school's previous history via the memory of alumni, former teachers, students' families, as well as private citizens.
2/ Completes the school history record via these precious oral resources.



DETAILS ABOUT THE ACTIVITY

Interview Activity

Focus on the "Oral" part by conducting interviews

1) Interviewer and interviewee selection
-**for interviewers**: they will be selected on the account of pupils' motivation and knowledge of the school's history and alumni;
-**for interviewees**: the school faculty will contact them via phone or mail to have a general understanding of their occupation and physical condition beforehand, and will finally choose 5 alumni aged around 25, 35, 45, 55, and 65 years old working in different fields based on their consent.

2) Two ways of interview
- Introductions of each interviewee and they address the questions from class pupils
-students are encouraged to use the school library or meeting room to perform an individual interview with the alumni



3) Practical tips on conducting interviews

Practice with some trial interviews; become familiar with digital recording devices and video editing and processing software (e.g. transcribing, subtitling or timestamping videos); bring some objects a/o photos that can evoke the past and work as memory triggers (photo-elicitation); be prepared for the issues raised by the interviewee and write down the personal impressions after the interview.



Ricordi di scuola - intervista a Enrica Triulzi



Summary and conclusion

With the “Paolo and Ornella Ricca” Museum of school History of the University of Macerata involved in the collection, protection, and study of different sources for the history of school and education, we developed a working protocol (sample interviews, transcript template) to collect oral school memories via interviews in audio, video and written format between school students and alumni.

The alumni interview activity offers a great chance to connect pupils with elder schoolfellows from different social backgrounds. By having a face-to-face interview, students’ connection with school history and culture is expected to grow, while raising their awareness of future life planning on the one hand. On the other hand, being involved in oral-history projects makes elders feel valued, with positive effects on self-esteem and wellbeing.

Collecting oral sources allows not only to retrace the history of school practices, traditions, and facts, but also to investigate the relationship between individual and collective memories, and the way in which the collective school experience has been shaped across generations.



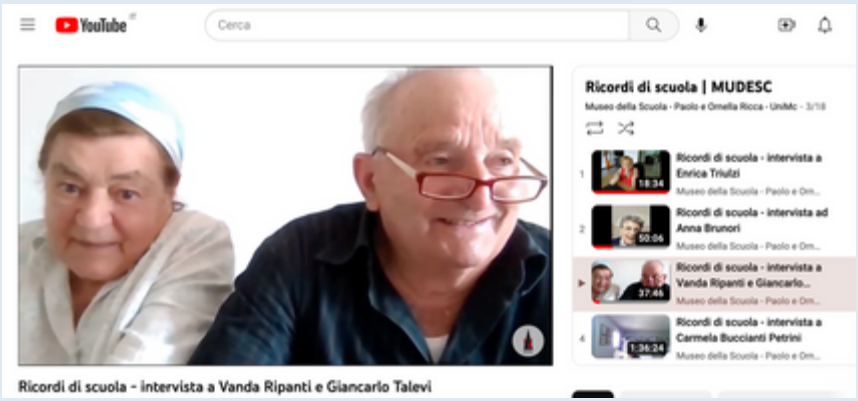
Supplementary Resources

The school memories on the Museum's youtube channel
http://www.youtube.com/channel/UCZzFM3B353Uz9olwPWaDc-A

Link to the presentation video:
https://www.youtube.com/watch?v=0mVM2XlrJHw&list=PLjgaAqE8LwAHufe3pc2t1i5AgTZb_uh58&index=4

Database of School Oral Histories (in Italian):
https://www.memoriascolastica.it/memoria-individuale/video-testimonianze

Database of former teachers' interviews (in Italian)
https://memoriediscuola.it/



Educational Activities

Remember Me:
Bring Memory to the Present

--a Photo-mash-ups Workshop



Activity's Overview

This activity mainly involves the establishment of visual literacy, selection of historical photographs, realization of the hand-made superimposing, which proved to be quite provoking and truly inspired students' reflection on the historical meaning of places/items.



Age group	**15-18**
Duration	last for **weeks** or even run for **a semester**
Subject links	Photoshop, ICT, Architecture, Art, History
Key competences	Team-working ability Photographic skills Learn our connection to the past Photo-editing skills
Materials/Resources for teachers	Digital teaching tools, school building heritage
Materials/Resources for students	Freeware/apps for editing and overlaying photos

AIMS

1/ Make the historical memory live again and forever via images as the media, using a photo-mash-ups technique to combine past and present
2/ Inspire pupils' reflection on the historical meaning of places/items

LEARNING OUTCOMES

1/ Establish their own school heritage and broaden their cultural and historical horizon in an interesting and diverse way
2/ Learn how to cooperate with other members of a team, and how to use their creative minds by brainstorming



Description of the Activity

Made for senior high school students

To work independently and collaboratively, and gain sufficient knowledge about their school heritage & memory.

Make activity more Dynamic!

Two options to proceed with:
1/ Choose a place/ object to make comparisons.
2/ Based on the real historical events that happened in school and re-experience it from the POV of the people at that time.

Making the mash-up photo!

Students can also add some words to explain the image in the case that sometimes it will be ambiguous by only presenting the image.

Skills to be learned

How to choose adequate historical photos;
How to find the same locations where to shoot proper modern photos :
How to use proper computer techniques to do the photo mash-up;
How to do the digital restoration of old photos and the photo-editing job;
How to shoot proper modern photos.

Summary & Conclusion

"**The real death is that no one in the world remembers you**." This is a line from the film, *Coco*. Historical items sometimes are seen as "died": they have once existed but can not last "living" dynamically. School photographs have always been recognized as an inspirational way, to allow students to make comparisons between the school culture of the past and the present.

The workshop aims to increase students' competence in managing historical iconographic sources to create new digital photo mashups. The process of juxtaposing a/o overlaying historical images with modern equivalents implies exploring the historical sources (photo collections and archives) of their own school, analysing places and objects, and re-interpreting historic facts and data by adding students' own contribution of creativity and imagination.



This activity offers an opportunity to create a glimpse into the school's past by creatively merging photography, history, and technology. The photo-mashup project allows both to give new life to historical images, and to offer an innovative way to see the school's history and life through a past and present viewpoint, which can be shared – e.g. through a virtual exhibition – with a larger community of families, alumni, neighbors and citizens.



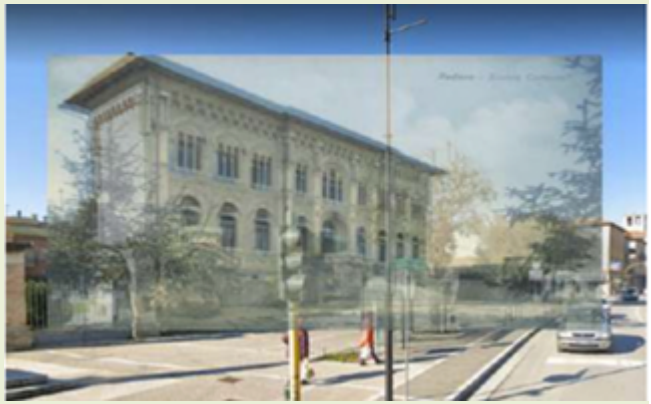


Supplementary Resources

Link to the presentation video:
https://www.youtube.com/watch?v=WFNqQvYl3hM&list=PLjgaAqE8LwAHufe3pc2t1i5AgTZb_uh58&index=1

Free software, online tools or apps for juxtaposing a/o overlaying photos:
Photoscape = http://www.photoscape.org
Overlay image online = https://overlay.imageonline.co/
InstaRestoration online = https://www.instarestoration.com/slider
Photolayers-Superimpose-Eraser for Android
Adobe Photoshop Mix for iPhone e Android









Educational Activities

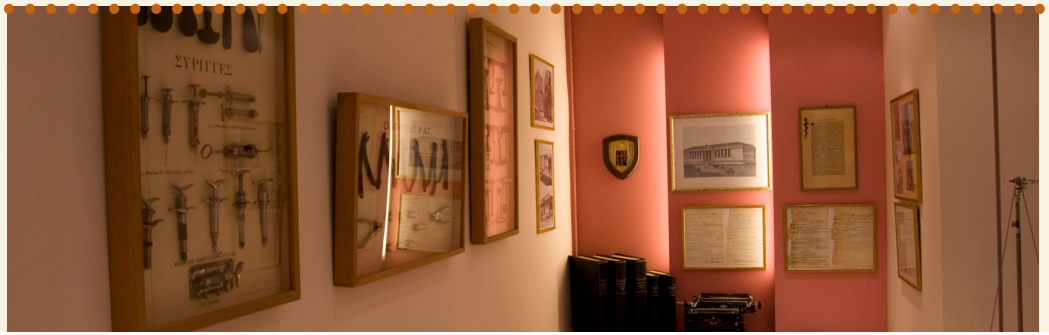
Pupils as Curators of their own School Museum



Activity's Overview

Students are encouraged to build their own school museum and make themselves in the role of the curator in order to better involve pupils and teachers in the creation and reflection on the meaning and characteristics of school museums.

Age Group	**15-18**
Duration	Around **12** months
Subject Links to	History, Geography, Cultural Studies, Music, Drama, Architecture
Key Competences	Digital Competence Creativity and innovation Learn our connection to the past Cultural awareness and expression
Materials/Resources for Teachers	School archives, materials, buildings
Materials/Resources for Students	Pictures of school buildings



AIMS

1/ Encourage pupils to play an active role in the function of their own school museum.

2/ Help both students and teachers to reflect upon the evolutional role of school museums.

3/ Raise awareness of the school heritage and the identity of the school community

LEARNING OUTCOMES

1/ Allow pupils to **develop digital competence** when performing as curators of the school museum.

2/ **Raise students' awareness of heritage** and of its connection to the past, developing a sense of cultural diversity.



Summary of the project

In 2011, after the completion of the Comenius Project “PATHS: L’école est notre patrimoine” (2009-2011), the Italian Municipality of Turin-Heritage Education Sector initiated – with the scientific support of the National Institute for Documentation, Innovation and Educational Research (INDIRE) – the project “Would you like to create your own museum?”. The project intended stimulate schools to preserve and exhibit school materials as an educational activity integrated in daily teaching.



A similar practice also can be seen in the recent establishment of Veltem-Besiem, where a cloister, as cultural heritage, will be refurnished as a new school. In this activity, pupils and teachers are supported by museum professionals in the
reflection on the meaning and characteristics of school heritage, and in the creation of their own school museum, making themselves in the role of curators.

The project not only focuses on the property itself, but on the values, identity, tradition, and our bond with history. Students
are expected to raise their awareness about heritage and our connection to the past, understanding cultural diversity and developing mutual respect, and find themselves stimulations at a young age.”



“Supplementary Resources

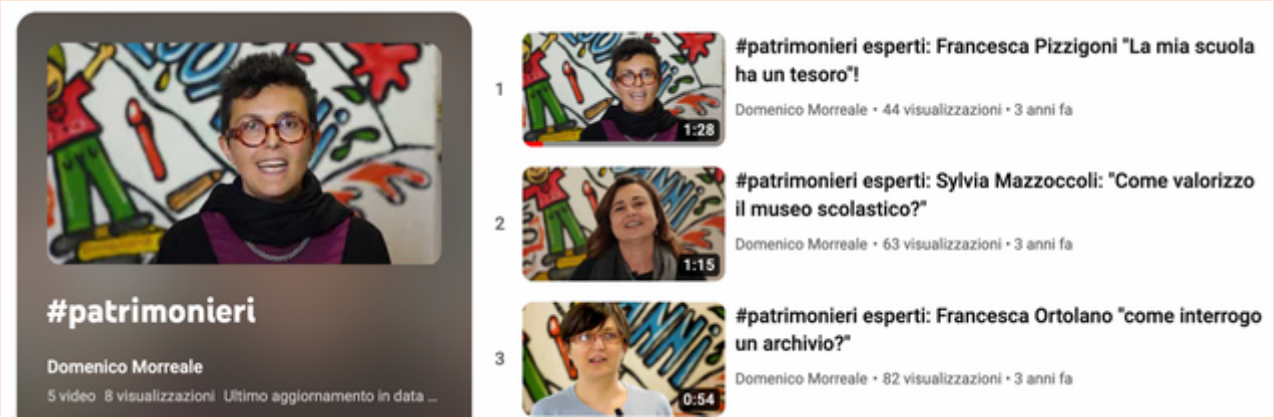
F.D. Pizzigoni, “Il metodo del ‘Patrimoinere’:
il patrimonio scolastico per rafforzare l’identità e superare l’isolamento”. I Quaderni delle Piccole Scuole, 9(1), 2022:
https://piccolescuole.indire.it/wp-content/uploads/2022/06/9_1_2022_QUADERNO_STRUMENTI.pdf (in Italian)

European project between Lyon and Turin: PATHS-L’école est notre patrimoine (Comenius programme):
http://www.jardin-botanique-lyon.com/static/archives/contenu/Offre_culturelle/livret_PATHS.pdf (in French)

Website of the project Museiscuola:
http://www.comune.torino.it/museiscuola/ (in Italian)

Gallery of pictures from the museums realized in Turinese schools:
https://www.flickr.com/photos/102271435@N04/albums/with/72157673259063163

Youtube Channel of the project “We are heritage” – Playlist #Patrimonieri (pupils curators):
https://www.youtube.com/playlist?list=PLkycD1Hlhvo2wLvN-U9sgA2hidElLQNzC



Educational Activities

Make School Heritage Flow on Wikipedia



Activity's Overview

The activity aims at exploiting the Wikipedia platform as a useful environment where to build up educational experiences.
Teachers and students set up labs on Wikipedia, which helps to involve and engage students in sharing and promoting their own school heritage in Web 3.0.

Age group	15-18
Duration	1-3 weeks
Subject links	Computer, ICT, Language
Key competences	Team working ability
	Creativity and innovation
	Internet technology
	Logic thinking
Materials/Resources for teachers	School digital teaching tools
Materials/Resources for students	Computers

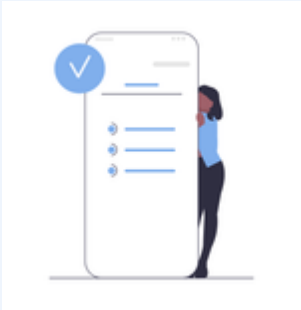
Material/Resources for students:
Freeware/apps for editing and overlaying photos

Aims

1/ ·Encourage students to make advantage of the use of potential internet sources.

2/·Engage students in promoting their own school heritage by building a Wikipedia page with guided help from class
teaching".

3/ Raise awareness of the school heritage and the identity of the school community.



Learning

Outcomes

1/ Develop the skills to play and divide the team roles reasonably, make sufficient communication, and respect the deadline.

2/ Master disciplinary skills, soft skills, media and information literacy and activation of hands-on collaborative labs".

Description of the Activity

Simple & Fast

Activity will be simple and may last for 3 to 4 weeks. It consists of the teaching/learning part (by teachers and students) and the productive part (by students).

Aimed for senior high school students

They have required the ability to work both independently and collaboratively in groups and use necessary computer techniques.

Pick up YOUR Heritage

Students pick cultural heritage in their school as the Wikipedia object.

Group Work!

1. Do research on the school heritage by reading and collecting academic information
2. They learn to manipulate on the Wikipedia website to add their item.

Do some WRITING

Students are required to write a well-structure informative article on the Wikipedia page.



WIKIPEDIA

Possible topics for a Wikipedia article on school heritage:

Many new Wikipedia articles can be created on school heritage, with special regard to the following:

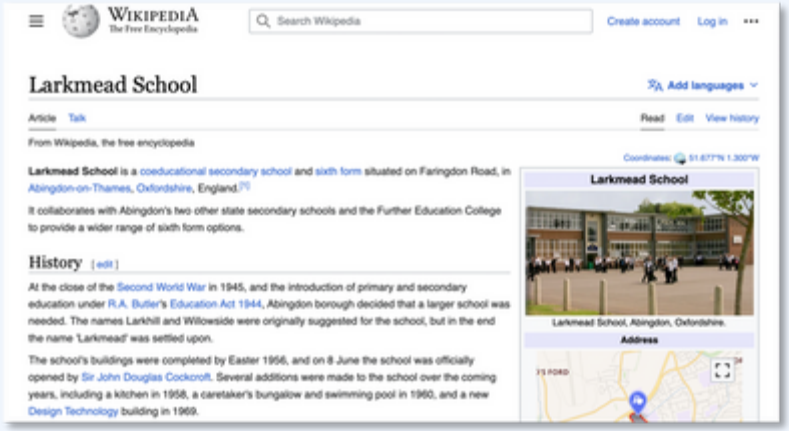
- The historical school as an institution: foundation, history and development of the teaching institution;

- The historical school building: construction, transformation, and expansion of the building, plans, and architecture style(s);

- The historical school collections: historical teaching collections, furniture, archival or library funds;

- The people linked to the school such as educators, pedagogists, patrons,alumni or other personalities to whom the school and its places, statues or epigraphs have been dedicated;

The surroundings (district, city, parks, notable monuments);





Summary and conclusions

The activity aims at increasing students' competence in managing historical, multimedia sources and digital tools with the aim to create and share accurate and reliable information on the Wikipedia platform.
Through this activity schools
can promote Media and Information Literacy (MIL), which UNESCO supports to enable people's ability to think critically and click wisely, and guarantees to every citizen the right to access, understand and use digital information.



Supplementary Resources
Link to the presentation video:
https://www.youtube.com/watch?v=A1YCEPRMLx0&list=PLjgaAqE8LwAHufe3pc2t1i5AgTZb_uh58&index=6

Resources and tutorials:
Editor's Index to Wikipedia:
https://en.wikipedia.org/wiki/Wikipedia:Editor%27s_index_to_Wikipedia

The Wikipedia Community Portal:
https://en.wikipedia.org/wiki/Wikipedia:Community_portal

Wikimedia in Education:
https://www.youtube.com/watch?v=WxCjD5Yu308&list=PLVx9pX-VnGViiRftTk84fvO9XTVQ_oZ9w

Examples of Wikipedia articles about historical schools:
Hutton Grammar School, Preston:
https://en.wikipedia.org/wiki/Hutton_Grammar_School
Chung Cheng High School (Singapore):
https://en.wikipedia.org/wiki/Chung_Cheng_High_School_(Main)
Local School Councilsof Chicago:
https://en.wikipedia.org/wiki/Local_School_Councils

