



European Mobility ERASMUS+ KA2

LECHENA, GREECE

*“Fun And Curriculum-oriented Exercises
with Information Technology”*

of



GREECE

Project Description

Our everyday experience shows that students' literacy and basic competences, such as, writing or calculating are decreasing dramatically. On the one hand, a great number of students are not motivated when they have to study for school. On the other hand, they are highly motivated when using their Smartphone for downloading applications, playing games or socializing with their friends/followers.

- *How could New Technologies help bridge the gap between school and students?*
- *What Smartphone applications do students prefer?*
- *Is it possible to integrate school knowledge into Smartphone devices?*
- *Could students be motivated through playing games into learning?*

There is a need to spark students' interest.

By observing the overall difficulties students face in literacy skills, communicating and socializing in an intercultural environment, the need to tackle this problem arose by using students' enthusiasm for computers and mobile phones. Thus, the current project includes the creation of a Smartphone application for Android devices with an international quiz of knowledge derived from the partner-schools' curricula. For this purpose the name "F.A.C.E. I.T." was chosen, i.e. **F**un **A**nd **C**urriculum-oriented **E**xercises with **I**nformation **T**echnology.

The participating schools are located in **Germany** (Staatliche Wirtschaftsschule Dinkelsbühl), **Greece** (Vocational Lyceum of Lechena), **Poland** (Zespół Szkół Ogólnokształcących im. A. Mickiewicza, Kluczbork), and **Spain** (Instituto de Educación Secundaria Colonial, Fuente Palmera).

Students are engaged in creating questions with four possible answers, as well as creating the application itself in the MIT AppInventor platform through teachers' support. Up until now, over 220 questions in the categories of English, General, Geography, History, and Mathematics have been translated in all the participants' languages, as well as in English. The quiz will be available for download in Google Play by the end of the project. Furthermore, this App should serve as a template for future App projects, which could be customized to meet every teacher's needs.

Apart from the App Development, students participate in curricula-oriented workshops, teamed up in intercultural mixed groups, organize quiz events, film short documentaries, write articles for the school magazine, and take part in Peer-to-Peer teaching. Teachers, on the other hand, are responsible for organizing the visits and all events included, analyzing the curricula, attending workshops during visits, creating and updating the schools' homepage and blog, and disseminating acquired knowledge and the project results.

The international character of the project is important, as the pupils learn cultural competences, tolerance & awareness for the history at home as well as abroad. This widens their horizon and boosts their chances on the international job market later in life. Furthermore, their own initiative, self-confidence & motivation is being stimulated. The prospect of taking part in the project serves as an invaluable incentive.

The European idea and the implementation of the European unification process should be felt by the people involved. The schools should profit from the project as their publicity & attractiveness for (future) pupils & staff should rise.

Participants

GUESTS

	Teachers	Students
Poland Zespół Szkół Ogólnokształcących im. A. Mickiewicza, Kluczbork	1. Murzyńska Agata 2. Stefaniuk Ewa	1. Kowalczyk Alicja 2. Rzepka Katarzyna 3. Król Magdalena 4. Szczygieł Martyna 5. Pazek Estera
Spain IES COLONIAL FUENTE PALMERA (CÓRDOBA)	1. Guadix Montero Inmaculada 2. Ángeles Castilla Álvarez 3. Vicente Marques García	1. Palma Rodríguez Ismael 2. Baena Herruzo Iluminada 3. García Gómez Francisco J. 4. Rivero Martín Eva 5. Rodríguez Borrueco Ismael
Germany Staatliche Wirtschaftsschule Dinkelsbühl	1. Chytiris Konstantin 2. Wedler Andreas	1. Probst Lea 2. Wetsch Marie 3. Wassersteiner Lara 4. Gatterer Stefanie 5. Fetzer Ferdinand 6. Müller Lukas

HOSTS

Greece Vocational Lyceum of Lechena	1. George Delibeys 2. Georgia Tsoulou 3. Dimitra Drakopoulou 4. Theo Chadjiannis	1. Vasilis Dimitrakopoulos 2. Panagiotis Tembelis 3. Panagiotis Christopoulos 4. Frederikos Christopoulos 5. George Paloukos 6. Ledi Serjanaj 7. Christos Tsaloufis 8. George Chadjoannidis 9. Stamatina Kavvada 10. George Tsanakaliotis 11. Viktor Drakopoulos 12. Dimitra Lysandropoulou 13. Vasiliki Monogyiou 14. Marios Rusnatsiuc 15. Orestis Mucobega 16. Roberto Bana
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Educational Programme

Saturday, 6th April 2019 (Athens)

- Arrival of Spanish, Polish and German group in Athens.
- Accommodation in Hotel Syngrou-Fix, Athens.

Sunday, 7th April 2019 (Athens)

- 10:30 am **Sightseeing in Athens**: Guided tour for Acropolis hill and museum.
- **Workshop** "Exploring ancient Acropolis".
- 1:30 pm Lunch and free time.
- 5:30 pm Departure by private bus to Lechena.
- 9:30 pm Arrival in Lechena. Host families.
- 9:45 pm Accommodation of teachers in Hotel Glarentza, Kyllini

Monday, 8th April 2019 (Lechena)

- 9:00 am Welcoming at Vocational Lyceum of Lechena.
- **Presentation** of partners, followed by Greek students presenting Greece, local region, education system and school. **Cultural programme.**
- 9:30 am **Presenting** FACE IT Programme, results of past trips, social media
- 10:15 am Break
- 10:30 am **Workshop** "It's all Greek to me!" (G. Tsoulou) + Greek culture
- 11:30 am Break
- 11:45 am **Activity** "Expectations of the week"
- 12:15 am Break
- 1:15 pm **Photo shooting**
- 1:30 pm Lunch
- 2:40 pm **Presentation** "App Development Phases".
- **Workshop** "Documenting FACE IT App".
- 3:45 pm Break (5 minutes)
- 3:50 pm **Workshop** "Testing the FACE IT App".
- 4:15 pm Reflection of the day.
- 4:30 pm Free time with families.
- 4:30 pm **Internationalization strategy** (K. Chytiris)

Tuesday, 9th April 2019 (Patras)

- 7:15 am Meeting at Lechena square
- 7:30 am Departure to Patras Science Center
- 9:00 am **Interactive exercises** for students in Physics/Maths/Informatics
- Quick reflection at site
- 2:00 pm Departure to Patras
- 2:30 pm Lunch and free time in Patras
- 5:30 pm Departure to Lechena
- 7:00 pm Arrival in Lechena. Host families

Wednesday, 10th April 2019 (Ancient Olympia)

- 7:45 am Meeting at Lechena square
- 8:00 am Departure to Ancient Olympia
- 9:30 am **Guided Tour** in Archaeological museum and site.
- **Workshop** "Exploring ancient Olympia"
- Quick reflection at site
- 12:30 pm Lunch and free time
- 3:30 pm Departure to Lechena
- 4:30 pm Arrival. Hosting families.
- (eventually coordinators' meeting at hotel)

Thursday, 11th April 2019 (Zakynthos island)

- 07:00 am Meeting at Kyllini port
- 07:30 am Departure with ferry-boat to Zakynthos
- 09:00 am Arrival. **Guided tour** through the city: main attractions of St. Dionysos Church, Jewish Synagogue Memorial, D. Solomos square.
- 11:00 am Free time & **Workshop** "Photo Safari"
- 5:30 pm Meeting at central square D. Solomos
- 6:30 pm Departure of ferry-boat to Kyllini
- Reflection of the day
- 8:00 pm Arrival in Kyllini. Hosting families.

Friday, 12th April 2019 (Lechena)

- 9:00 am Students **present** their “Photo Safari”
- 10:00 am Break
- 10:10 am **Presenting** Google Play and steps to launch an App.
- 10:20 am **Official Launching** of FACE IT App on Google Play.
- 10:30 am **Quiz Event** “FACE IT”.
- 11:00 am Break
- 11:20 am **Quiz Game** “Anamnisi” (Kahoot)
- 11:40 am **Reflection** of the week
- 12:15 pm Break
- 12:30 pm **Certificates** of participation
- 1:30 pm **Lunch with parents. Farewell party.**
- 2:30 pm Free time with host families.

Saturday, 13th April 2019

- Departure from Hotel Glarentza, Kyllini:
 - **1:30 am** Meeting at hotel lobby. **2:00 am** Spanish and Polish group (50-seats bus).
Arrival at 6:00 am at Athens airport.
 - **7:45 am** Meeting at hotel lobby. **8:15 am** German group (20-seats bus).
Arrival at 12:15 pm at Athens airport.
- **Flights times:**
 - **8:25 am** to Krakow, Ryanair FR2610 (Polish group)
 - **9:10 am** to Madrid, Aegean Airlines A3700 (Spanish group)
 - **3:35 pm** to Munich, Lufthansa LH1757 (German group)

It's not all Greek to me!

During your visit in Greece you will get the opportunity to interact with the Greek culture, learn about new customs and traditions, as well as some Greek words.

Ask your host or any other Greek fellow students to help you fill the table.

The small mark “ ` ” on the vowels (à è ì ò ù) is the intonation of the word.

Good Luck!

English	Greek
Hello! Good morning	Jià sou! Ka-li-mè-ra
How are you?	Tí kànis?
Thank you	Ef-ha-ri-stò

Saturday, 6th April 2019



Athens

Athens is the capital and largest city of Greece. Athens dominates the Attica region and is one of the world's oldest cities, with its recorded history spanning over 3,400 years and its earliest human presence starting somewhere between the 11th and 7th millennium BC.

Classical Athens was a powerful city-state that emerged in conjunction with the seagoing development of the port of Piraeus, which had been a distinct city prior to its 5th century BC incorporation with Athens. A center for the arts, learning and philosophy, home of Plato's Academy and Aristotle's Lyceum, it is widely referred to as the cradle of Western civilization and the birthplace of democracy, largely because of its cultural and political impact on the European continent, and in particular the Romans. In modern times, Athens is a large cosmopolitan metropolis and central to economic, financial, industrial, maritime, political and cultural life in Greece. In 2012, Athens was ranked the world's 39th richest city by purchasing power and the 67th most expensive in a UBS study.

Athens is a global city and one of the biggest economic centres in southeastern Europe. It has a large financial sector, and its port Piraeus is both the largest passenger port in Europe, and the second largest in the world. While at the same time being the sixth busiest passenger port in Europe. The Municipality of Athens (also City of Athens) had a population of 664,046 (in 2011) within its administrative limits, and a land area of 38.96 km² (15.04 sq mi). The urban area of Athens (Greater Athens and Greater Piraeus) extends beyond its administrative municipal city limits, with a population of 3,090,508 (in 2011) over an area of 412 km² (159 sq mi). According to Eurostat

in 2011, the functional urban area (FUA) of Athens was the 9th most populous FUA in the European Union (the 6th most populous capital city of the EU), with a population of 3.8 million people. Athens is also the southernmost capital on the European mainland.

The heritage of the classical era is still evident in the city, represented by ancient monuments and works of art, the most famous of all being the Parthenon, considered a key landmark of early Western civilization. The city also retains Roman and Byzantine monuments, as well as a smaller number of Ottoman monuments.

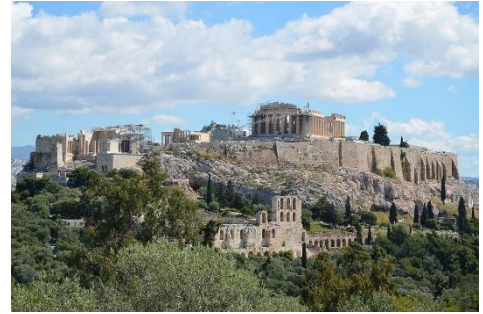
Athens is home to two UNESCO World Heritage Sites, the Acropolis of Athens and the medieval Daphni Monastery. Landmarks of the modern era, dating back to the establishment of Athens as the capital of the independent Greek state in 1834, include the Hellenic Parliament and the so-called "architectural trilogy of Athens", consisting of the National Library of Greece, the National and Kapodistrian University of Athens and the Academy of Athens. Athens is also home to several museums and cultural institutions, such as the National Archeological Museum, featuring the world's largest collection of ancient Greek antiquities, the Acropolis Museum, the Museum of Cycladic Art, the Benaki Museum and the Byzantine and Christian Museum. Athens was the host city of the first modern-day Olympic Games in 1896, and 108 years later it welcomed home the 2004 Summer Olympics, making it one of only a handful of cities to have hosted the Olympics more than once.



Sunday, 7th April 2019

Acropolis of Athens

The Acropolis of Athens is an ancient citadel located on a rocky outcrop above the city of Athens and contains the remains of several ancient buildings of great architectural and historic significance, the most famous being the Parthenon. The word acropolis is from the Greek words ἄκρον (akron, "highest point, extremity") and πόλις (polis, "city"). Although the term acropolis is generic and there are many other acropoleis in Greece, the significance of the Acropolis of Athens is such that it is commonly known as "The Acropolis" without qualification. During ancient times it was known also more properly as Cecropia, after the legendary serpent-man, Cecrops, the first Athenian king.



While there is evidence that the hill was inhabited as far back as the fourth millennium BC, it was Pericles (c. 495 – 429 BC) in the fifth century BC who coordinated the construction of the site's most important present remains including the Parthenon, the Propylaea, the Erechtheion and the Temple of Athena Nike. The Parthenon and the other buildings were damaged seriously during the 1687 siege by the Venetians during the Morean War when gunpowder being stored in the Parthenon was hit by a cannonball and exploded.

Acropolis Museum

The Acropolis Museum (Greek: Μουσείο Ακρόπολης, Mouseio Akropolis) is an archaeological museum focused on the findings of the archaeological site of the Acropolis of Athens. The museum was built to house every artifact found on the rock and on the surrounding slopes, from the Greek Bronze Age to Roman and Byzantine Greece. It also lies over the ruins of a part of Roman and early Byzantine Athens.

The museum was founded in 2003, while the Organization of the Museum was established in 2008. It opened to the public on 20 June 2009.[1] Nearly 4,000 objects are exhibited over an area of 14,000 square metres. The Organization for the Construction of the new museum is chaired by Aristotle University of Thessaloniki Professor Emeritus of Archaeology, Dimitrios Pandermalis.

Awards

- On 13 May 2010, it was awarded the International Association of Lighting Designers (IALD) Award of Excellence and Sustainability.
- On 8 November 2010, the Museum won the British Guild of Travel Writers' (BGTW) award in Globe category for the Best Worldwide Tourism Project for 2010.
- The Museum received 2011 AIA (The American Institute of Architects) Institute Honor Award for Architecture.
- It was among the six finalists competing for the 2011 European Union Prize for Contemporary Architecture – the Mies van der Rohe Award.
- On Friday 14 September 2012 the Acropolis Museum was awarded for its innovative program of the conservation and the restoration of the Caryatids by the International Institute for Conservation (IIC) in Vienna, with the Keck Award 2012.
- On 2017, Acropolis museum ranked 8th in the TripAdvisor's Travellers Choice Awards of the 25 Best Museums in the world for 2017.

Workshop “Acropolis Museum”

Date:	Sunday, 7 April 2019
Activity:	Exploring the Museum of Acropolis
Time:	20 minutes

Complete the tasks below (put a mark when completed).

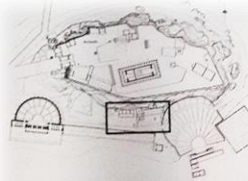
Don't hesitate to ask the teacher if there is something you are not sure of.

INTRODUCTION	
<p>You are about to start the Acropolis Museum's Tour where you'll get the chance to learn the history of the Parthenon and the Acropolis.</p> <p>Your mission: <i>discover exhibitions – live the history.</i></p> <p>Your goal: <i>create questions.</i></p>	
TASKS	
<ol style="list-style-type: none"> 1. Get together in pairs. 2. Take your worksheet and pencil. 3. Find the right exhibition by following the instructions. 4. Read the explanation text. 	DONE?
<ol style="list-style-type: none"> 1. Answer the first Question Q1. 2. Create a second Question Q2 with the correct answer already provided. 3. Create a third Question Q3 by yourself. 	

EXAMPLE

0 FLOOR

THE SANCTUARY OF ASCLEPIOS



The sanctuary of Asclepius

Asclepius was the god of medicine and health and his symbols were the snake and the staff. His sanctuaries also played the role of healing centres.

The founding of the Asclepieion on the southern slopes of the Acropolis was an initiative taken by the Athenian citizen Telemachos. In 420/19 BC he brought over a statue of the god from the great sanctuary of Epidaurus.

The Athenian sanctuary consisted of a temple, a fountain with sacred water and porticoes (stoa). In the Doric stoa patients waited to be healed miraculously by means of the appearance of the god in their dreams. The importance of the Athenian sanctuary is attested to by the multitude of dedications, depicting worshippers attending the Asclepieion or parts of the human body that had been healed by the god. In the 6th cent. AD the basilica of Agiol Anargyroi (the 'healing saints') was built on the site of the Asclepieion.

QUESTION 1: Write the correct answer.

Who was Asclepius?			
A	God of Medicine and Health	C	God of Forests
B	God of Seas	D	Ancient Physician

QUESTION 2: Write the correct question.

Which were the symbols of Asclepius?			
A	snake and flute	C	staff and laurel
B	snake and staff	D	fire and stone

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

The Athenian sanctuary of Asclepius consisted of a temple and a fountain with...			
A	olive oil	C	sea water
B	chocolate	D	sacred water

TEAM 1

Name 1	
Name 2	

1 ST FLOOR	THE GODDESS ATHENA AND THE FIRST GREAT TEMPLE OF THE ACROPOLIS
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QUESTION 1: Write the correct answer.

How many were the gods of Mt. Olympos?			
A	8	C	
B	10	D	14

QUESTION 2: Write the correct question.

A	Athena	C	Poseidon
B	Zeus	D	Hermes

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 2

Name 1	
Name 2	

1 ST FLOOR	THE CARYATIDS
-----------------------	---------------

QUESTION 1: Write the correct answer.

The Caryatids are sculpted women who are the columns of the...			
A	Hekatompedos	C	Propylaia
B	Parthenon	D	

QUESTION 2: Write the correct question.

A	4 statues	C	6 statues
B	5 statues	D	7 statues

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 3

Name 1	
Name 2	

1ST FLOOR	THE ERECHTHEION
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QUESTION 1: Write the correct answer.

The Erechtheion replaced the Old Temple of the goddess...			
A		C	Athena Hygieia
B	Athena Nike	D	Athena Ergane

QUESTION 2: Write the correct question.

A	unknown	C	after the Peloponnesian War
B	before the Peloponnesian War	D	during pauses in the Peloponnesian War

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 4

Name 1	
Name 2	

1 ST FLOOR	"THE MOSCHOPHOROS" AND "THE PEPLOS KORE"
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QUESTION 1: Write the correct answer.

The Greek word "Moschophoros" means...			
A	Sheep-Bearer	C	Horse-Bearer
B		D	Goat-Bearer

QUESTION 2: Write the correct question. **TIP:** Go to the exhibit "The Peplos Kore"

A	Silk garment	C	Woolen garment
B	Linen garment	D	Cotton garment

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 5

Name 1	
Name 2	

3 RD FLOOR	THE SCULPTURES OF THE PARTHENON
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QUESTION 1: Write the correct answer.

From which mountain was the marble of the sculptures of the Parthenon?			
A	Mt. Olympos	C	Mt. Hymettos
B		D	Mt. Erymanthos

QUESTION 2: Write the correct question.

A	the frieze and the pediments	C	the columns and the basement
B	the frieze and the basement	D	the walls and the ceiling

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 6

Name 1	
Name 2	

3 RD FLOOR	THE PARTHENON
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QUESTION 1: Write the correct answer.

When was the Parthenon constructed?			
A	477 BC	C	457 BC
B	467 BC	D	

QUESTION 2: Write the correct question.

A	Pheidias	C	Hippodamus of Miletus
B	Icarus and Daedalus	D	Iktinos and Kallikrates

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 7

Name 1	
Name 2	

3 RD FLOOR	“THE PANATHENAIC ATHENA” AND “ATHENA, GODDESS OF THE PARTHENON”
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QUESTION 1: Write the correct answer.

What was celebrated during the <i>Panathenaia</i> ?			
A		C	Start of spring
B	Birthday of Poseidon	D	New Year's Eve

QUESTION 2: Write the correct question.

A	Philippos	C	Philius
B	Pheidias	D	Phaedon

QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 8

Name 1	
Name 2	

3 RD FLOOR	“THE BIRTH OF ATHENA” AND “ATHENA AND POSEIDON”
-----------------------	--

QUESTION 1: Write the correct answer.

Who were the parents of the Goddess Athena?			
A	Zeus and Hera	C	Hephaistos and Aphrodite
B		D	Demeter and Apollo

QUESTION 2: Write the correct question.

A	Salty water	C	Orange tree
B	Olive tree	D	Olive oil

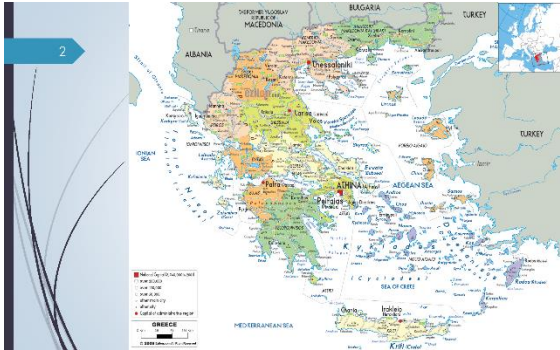
QUESTION 3: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

GREECE



4

Hellenic Republic *Elliniki Dimokratia*



- Population **10,78 millions** (2016 census)
- Official language is **Greek**
- Parliamentary Republic**
- President **Prokopis Pavlopoulos**
- Prime Minister **Alexis Tsipras**
- Independence declared on **25 March 1821**
- Debt crisis** (2010-2018)
- Agriculture, Maritime industry, and Tourism**

Foundation: Neoclassicism, Technological Future

PREFECTURE ELIS



3

Ancient Olympia



- Sanctuary of Zeus
- named after Mt. Olympus
- 776 BC
- Every 4 years



5

Andravida



- Early history
- 1205 conquest by the Crusaders
- Residence of Principality of Achaia
- 1420 conquest by Despotate of Morea
- 1460 conquest by Ottoman Empire
- 1686-1715 Venetian
- until Greek Independence

Foundation: Neoclassicism, Technological Future

6

Kastro – Kyllini

- Crusaders' fortress of Chlemoussi
- Medieval town of Glarentza
- Monastery of Vlacheria
- Thermal springs of Kyllini
- Popular beaches



EDUCATIONAL SYSTEM

2

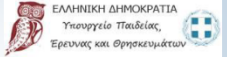
Key features

- Free education
- Centralized
- Ministry of Education, Research and Religious Affairs
 - Curricula content
 - Staff recruitment
 - Funding

Foundation: Neoclassicism, Technological Future

3

Structure



- central** • Ministry of Education, Research and Religious Affairs
- regional** • Regional Education Directorates (*Periféria*)
- local** • Directorates of Primary and Secondary Education
- unit** • Schools

Foundation: Neoclassicism, Technological Future

VOCATIONAL LYCEUM OF LECHENA


2 History

- 1991 Technological Lyceum (TEL)
- 1997 moved to its current location
- 1998 Technical Vocational School (TEE)
- 2007 Vocational Lyceum (EPAL)

Foundation: Nicosia, 2007. Photo: D. F. F. F.

3 Key Facts 2018/2019

- 1 of 6 Vocational Lyceums
- North of the city of Lechena
- Area of 4000 m²
- 2 main buildings
- 160 students
- 33 teachers (16 regular)
- 3 professional orientations
 - Economics
 - Informatics
 - Mechanical Engineers



Foundation: Nicosia, 2007. Photo: D. F. F. F.

4 Structure

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    graph TD
      Principal[Mr. Vasis] --> VP[Mr. Chatzigiannis]
      VP --> Div1[Division Managers]
      VP --> Div2[Mechanics]
      VP --> Div3[ICT & Economics]
      Div1 --> Lab1[Physics]
      Div1 --> Lab2[Mechanical Installations]
      Div1 --> Lab3[Refrigeration]
      Div1 --> Lab4[Aircraft Engines]
      Div1 --> Lab5[Economics]
      Div1 --> Lab6[Computer Lab 1]
      Div1 --> Lab7[Computer Lab 2]
    
```

Foundation: Nicosia, 2007. Photo: D. F. F. F.


5 Furthermore...

- Apprenticeship (Mathilia)
 - Mechanics
 - Informatics
- Institute for Vocational training of Lechena (IEK)
 - Greenhouse and crop technician
 - Aesthetics and Makeup Technician
 - Hotel and Tourist Trade
 - Engineer of Agricultural Machinery
- Center of Informatics and New Technologies (KEPLINET)

Foundation: Nicosia, 2007. Photo: D. F. F. F.

6 Facilities


- Language room
- Physics Lab
- 3 Computer Laboratories
- Laboratory of Mechanical Installations and Constructions
- Refrigeration Laboratory
- Laboratory for Aircraft Technicians (under construction)



Foundation: Nicosia, 2007. Photo: D. F. F. F.

9 European Mobilities

- Since 2011
- 160 students
- 65 teachers
- 10 countries



Foundation: Nicosia, 2007. Photo: D. F. F. F.

Worksheet “It’s not all Greek to me!”

Date:	Monday, 8 th April 2019
Activity:	Getting to know each other.
Time:	40 min.

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

STEPS	DONE?
<ol style="list-style-type: none">1. Students are seated in groups of four (2 Greek students and 2 visiting students) (3')2. Visiting students are each given a set of five two-sided card signs with phrases of introductions in both English and Greek (2')3. Visiting students will use the card signs and will be assisted by the Greek students so as to be able to introduce themselves in Greek (15')4. Students use their newly-acquired knowledge of Greek to introduce themselves to the whole group (20'). <p style="text-align: center;">Let us get to know you!</p>	

Worksheet “Software Documentation”

Activity: Students study in detail and document the different parts of the Quiz Application.

Time: 30 Minutes

DESCRIPTION



“What is software documentation?”

Software documentation is written text or illustration that accompanies computer software or is embedded in the source code. It either explains how it operates or how to use it.

(Wikipedia)

Documentation is often divided into the following categories:

- Installation: describes how to install a programme or device
- Reference: detailed descriptions of particular items presented in alphabetical order.
- Tutorial: teaches a user how to use the product.

(www.webopedia.com)

PREPARATION

Building working groups

- Students get in 8 intercultural mixed groups.
- Each group gets a designated letter from A to H (i.e. 8 groups are formed).
- Once you are in your group choose a catchy name, e.g. *App Rangers*, *Lions*, etc.
- Each group gets a specific task of the Quiz documentation (see next page).

Connecting to AppInventor (Greek students only)

- Open a browser, e.g. Chrome, Firefox.
- In the address bar of your browser type the URL <http://ai2.appinventor.mit.edu> .
- Sign in with your Google Account.
- After this you’re presented with the AppInventor environment.

Load the Quiz file

- A final version of the Quiz file has been sent to the Greek students’ e-mail accounts.
- Import this file into your AppInventor account.
- You are now ready to study the components.

Circle your Group Letter

GROUP A – B – C – D – E – F – G – H

Group Name: _____

Students: _____

TASK	DONE?
<p>Documenting</p> <ul style="list-style-type: none">• Read your group assignment carefully.• Each group gets a small part of the entire Quiz application in form of screenshots.• In order to understand your assignment you may load the app on your smartphone, experiment with it, and browse through the different screens in Blocks or Designer View.• Write your comments around the screenshot as shown in the example.• After completion you are invited to present your results in the plenary session.	

SCREEN 1

	<pre> when LanguageListPicker - AfterPicking do set LanguageListPicker - Text to LanguageListPicker - Selection if LanguageListPicker - Selection = english then set LanguageImage - Picture to uk.png if LanguageListPicker - Selection = german then set LanguageImage - Picture to germany.png if LanguageListPicker - Selection = greek then set LanguageImage - Picture to greece.png if LanguageListPicker - Selection = polish then set LanguageImage - Picture to poland.png if LanguageListPicker - Selection = spanish then set LanguageImage - Picture to spain.png </pre>	<pre> when PlayButton - Click do call MyTinyDB - StoreValue tag categoryID valueToStore CategoryListPicker - Selection call MyTinyDB - StoreValue tag languageID valueToStore LanguageListPicker - Selection open another screen screenName Screen2 </pre>
<pre> initialize global category to make a list English General Geography History Maths </pre>	<pre> initialize global languages to make a list english german greek polish spanish </pre>	<pre> when FacebookButton - Click do set WebPageOpenActivityStarters - DataURI to https://www.facebook.com/FunAndCurriculumErasmus+ call WebPageOpenActivityStarters - StartActivity when PadletButton - Click do set WebPageOpenActivityStarters - DataURI to https://padlet.com/mathtegristeachers/k4ob5t call WebPageOpenActivityStarters - StartActivity when YouTubeButton - Click do set WebPageOpenActivityStarters - DataURI to https://www.youtube.com/channel/UCd1Nc4VWwS2G0 call WebPageOpenActivityStarters - StartActivity when eTrainingButton - Click do set WebPageOpenActivityStarters - DataURI to https://einspace.elearning.net/44721/home call WebPageOpenActivityStarters - StartActivity when Edgobutton - Click do set WebPageOpenActivityStarters - DataURI to https://edgoblog call WebPageOpenActivityStarters - StartActivity when WebButton - Click do set WebPageOpenActivityStarters - DataURI to https://gdamozynska.wwole.com/faceit call WebPageOpenActivityStarters - StartActivity </pre>
<pre> when CategoryListPicker - AfterPicking do set CategoryListPicker - Text to CategoryListPicker - Selection </pre>	<pre> when HelpButton - Click do open another screen screenName HelpScreen </pre>	<pre> when Screen1 - Initialize do set CategoryListPicker - Elements to get global category set LanguageListPicker - Elements to get global languages </pre>

HELPSCREEN

	<pre> when HomeButton - Click do open another screen screenName Screen1 when GermanSchoolButton - Click do set ActivityStarters1 - DataURI to https://www.wirtschaftsschule-dinkelsbuehl.de/ call ActivityStarters1 - StartActivity when GreekSchoolButton - Click do set ActivityStarters1 - DataURI to https://www.facebook.com/lepal.lechaina/ call ActivityStarters1 - StartActivity when PolishSchoolButton - Click do set ActivityStarters1 - DataURI to http://zskokuzbork.pl/ call ActivityStarters1 - StartActivity when SpanishSchoolButton - Click do set ActivityStarters1 - DataURI to http://iescolonial.es/ call ActivityStarters1 - StartActivity </pre>
--	--


```

to initializeQA
do
  set NextButton - Visible to false
  set ScoreLabel - Text to join "Score"
  set IndexLabel - Text to join "get global score"
  set QuestionLabel - Text to select list item list select list item list get global chosenList
  set AnswerButton1 - Text to select list item list select list item list get global chosenList
  set AnswerButton2 - Text to select list item list select list item list get global chosenList
  set AnswerButton3 - Text to select list item list select list item list get global chosenList
  set AnswerButton4 - Text to select list item list select list item list get global chosenList
  set global correctAnswer to select list item list select list item list get global chosenList

```

```

when NextButton - Click
do
  set global ListIndex to get global ListIndex + 1
  if get global ListIndex < length of list list get global chosenList
  then
    call activateButtons
    call whiteButtons
    call initializeQA
  else
    call showFinalScore

```

```

to showFinalScore
do
  call hideComponents
  set ScoreLabel - FontSize to 20
  set ScoreLabel - Text to join "You scored"
  length of list list get global chosenList
  "out of"
  "questions!"

```

```

to updateScore
do
  if get global userAnswer = get global correctAnswer
  then
    set global score to get global score + 1
    call highlightCorrectAnswer
    set ScoreLabel - Text to join "Score"
    call myTinyDB - StoreValue
    tag "userScore"
    valueToStore get global score
    set NextButton - Visible to true

```

```

to whiteButtons
do
  set AnswerButton1 - BackgroundColor to white
  set AnswerButton2 - BackgroundColor to white
  set AnswerButton3 - BackgroundColor to white
  set AnswerButton4 - BackgroundColor to white

```

```

when HomeButton - Click
do
  open another screen screenName "Screen1"

when HelpButton - Click
do
  open another screen screenName "HelpScreen"

```

```

when AnswerButton1 - Click
do
  set global userAnswer to 1
  call deactivateButtons
  call updateScore

```

```

when AnswerButton2 - Click
do
  set global userAnswer to 2
  call deactivateButtons
  call updateScore

```

```

when AnswerButton3 - Click
do
  set global userAnswer to 3
  call deactivateButtons
  call updateScore

```

```

when AnswerButton4 - Click
do
  set global userAnswer to 4
  call deactivateButtons
  call updateScore

```

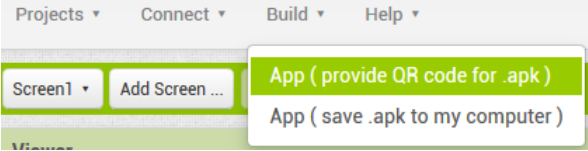
Worksheet “Testing the Quiz App”

Activity: Students test the Quiz App and comment on positive attributes as well as weaknesses.

Time: 15 Minutes

Follow your facilitator and complete the tasks below (put a mark if completed).

Don't hesitate to ask if there is something you are not sure of.

PREPARATION
<p>Building working groups</p> <ul style="list-style-type: none"> You stay in the same group you worked previously.
<p>Download on smartphone/tablet</p> <ul style="list-style-type: none"> Download the Android Package Kit (.apk file) to your smartphone or tablet as it's shown below 

TASK	DONE?
<p>Why do we need testing?</p> <ul style="list-style-type: none"> Brainstorm your ideas in the group. Present it to the plenary session. 	
<p>What should be tested?</p> <ul style="list-style-type: none"> Discuss in the plenary session. 	
<p>Strong/Weak attributes</p> <ul style="list-style-type: none"> Discuss in your group: <ul style="list-style-type: none"> How does the Quiz App behave? What are its strong attributes? Are there any weaknesses? What do you like most? What is missing or at fault? Write down your observations in the respective columns of the following table: 	

STRONG

WEAK

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Patras Science Center (PSC)

- **9:00 STUDENTS' ARRIVAL**
Welcome by PSC's Educational Coordinator. Presentation of the activities of the day.
- **9:30 -10:40 PHASE A: "OBSERVE"**
Interaction with the exhibits and noting down their observations- Discovering the exhibits.
The students interact with the exhibits and write down their observations. They formulate questions, with the help of PSC's animators, regarding their previous observations. The school's educators take active part to this procedure.
- **10:40 -11:00 BREAK (20 minutes)**
The students can discuss and exchange experiences from the observing phase in the Science Café. They can also discover the exhibits of the lobby.
- **11:00 -12:45 PHASE B: "COMPREHEND"**
Understanding of the phenomena through dialogue
PSC's educators encourage students to form work groups in the fields of Informatics, Mathematics and Physics. Each group chooses a topic to discuss among the ones they have already observed.
Each group uses a dialogue room for their discussion having as goal the in depth comprehension of the chosen topic. The group is supported scientifically by one member of PCS's educational team. By the end of the discussion, the group will already have chosen two persons who will coordinate the presentation of the group's conclusions.
- **12:45 -14:00 PHASE C: "ACT"**
The students present their conclusions
Each one of the groups presents to the others the conclusions reached, in PCS's auditorium. The audience can form and ask questions, and again dialogue is the desired result. The educators will interrupt if there is the need for directing the discussion.
- **14:00 STUDENTS' DEPARTURE**

ΣΕΠΤΑ ΟΡΕΣΤΡΑΚΗΟΥ ΠΑΤΡΑΣ
10014, Πατράκι, Πάτρα, 26500, 2019

ΕΥΡΩΠΑΪΚΟ ΚΕΝΤΡΟ ΤΡΟΦΙΜΩΝ
ΠΑΤΡΑΣ SCIENCE CENTRE

ΠΑΤΡΑΣ SCIENCE CENTRE
40, Πατράκι, 26500, Πάτρα, 2019



«In the spirit of Informatics»

1. From Aristotle's Logic...
2. ...to logical Mathematics
3. ...to the logic of Informatics
4. The transition to technology
5. Algorithms and programming
6. Algorithms and complexity
7. Discrete and continuous
8. Man and machine
9. Looking ahead

«The world of Mathematics»

1. From axioms to theorems
2. The birth of numbers
3. Seeking the limit
4. Graphs and coordinates
5. Calculus and infinitesimals
6. Patterns and structures in nature
7. Geometry of curves
8. Planning a strategy
9. Chance and probability

«Searching for the Laws of Nature»

1. Space, time, motion
2. The logic of the force
3. Interactions and energy
4. Dynamics and geometry
5. The principle of least action
6. Waves and particles
7. The structure of matter
8. Thermodynamics
9. Towards the speed of light

Τηλεφωνικό Κέντρο: 2710 2222222 | 2710 2222222

www.patras-science.com

Patras

Patras (Greek: Πάτρα Greek: ['patra]) is Greece's third-largest city and the regional capital of Western Greece, in the northern Peloponnese, 215 km (134 mi) west of Athens. The city is built at the foothills of Mount Panachaikon, overlooking the Gulf of Patras.

Patras has a population of 213,984 (in 2011). The core settlement has a history spanning for four millennia; in the Roman period it had become a cosmopolitan center of the eastern Mediterranean whilst, according to the Christian tradition, it was also the place of Saint Andrew's martyrdom. According to the results of 2011 census, the metropolitan area has a population of 260,308 and extends over an area of 738.87 km² (285.28 sq mi).

Dubbed as Greece's Gate to the West, Patras is a commercial hub, while its busy port is a nodal point for trade and communication with Italy and the rest of Western Europe. The city has two public universities and one Technological Institute,

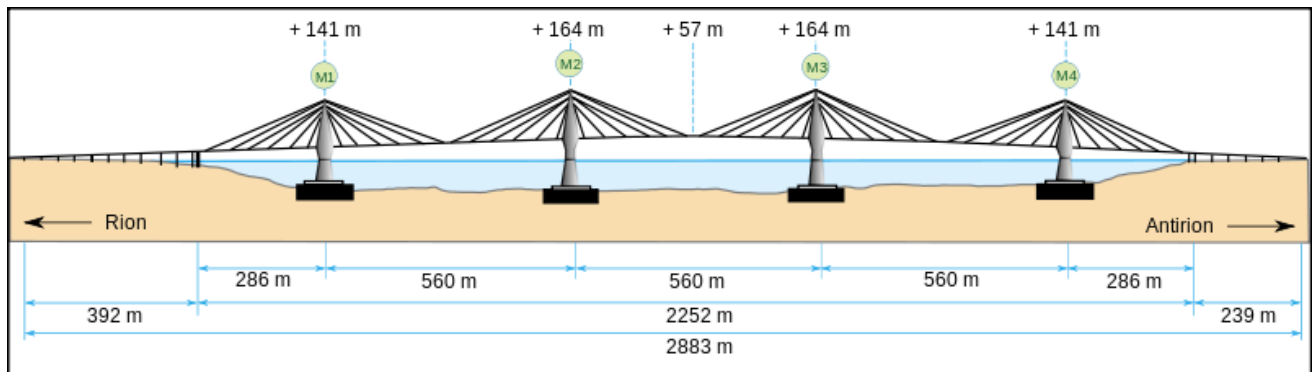
hosting a large student population and rendering Patras an important scientific centre[citation needed] with a field



of excellence in technological education. The Rio-Antirio bridge connects Patras' easternmost suburb of Rio to the town of Antirrio, connecting the Peloponnese peninsula with mainland Greece.

Every year, in February, the city hosts one of Europe's largest carnivals: notable features of the Patras Carnival include its mammoth satirical floats and balls and parades, enjoyed by hundreds of thousands of visitors in a Mediterranean climate. Patras is also famous for supporting an indigenous cultural scene active mainly in the performing arts and modern urban literature. It was European Capital of Culture in 2006.

Rio–Antirrio Bridge



The Rio–Antirrio Bridge (Greek: Γέφυρα Πίου-Αντιρρίου), officially the Charilaos Trikoupis Bridge, is one of the world's moistest multi-span cable-stayed bridges and longest of the fully suspended type. It crosses the Gulf of Corinth near Patras, linking the town of Rio on the Peloponnese peninsula to Antirrio on mainland Greece by road. It opened in August 2004.

The 2,380-metre-long (7,808 ft) bridge (approximately 1.8 miles) dramatically improves access to and from the Peloponnese, which could previously be reached only by ferry or via the

Isthmus of Corinth in the east. Its width is 28 m (92 ft) — it has two vehicle lanes per direction, an emergency lane and a pedestrian walkway. Its five-span four-pylon cable-stayed portion of length 2,252 m (7,388 ft) is the world's third longest cable-stayed deck; only the decks of the Jiaying-Shaoxing Sea Bridge in Shaoxing, China and the Millau Viaduct in southern France are longer at 2,680 m (8,793 ft) and 2,460 m (8,071 ft), respectively. However, as the latter is also supported by bearings at the pylons apart from cable stays, the Rio–Antirrio Bridge deck might be considered the longest cable-stayed "suspended" deck.

This bridge is widely considered to be an engineering masterpiece, owing to several solutions applied to span the difficult site. These difficulties include deep water, insecure materials for foundations, seismic activity, the probability of tsunamis, and the expansion of the Gulf of Corinth due to plate tectonics.

Engineering feats

Due to the peculiar conditions of the straits, several unique engineering problems needed to be considered and overcome. The water depth reaches 65 m, the seabed is mostly of loose sediment, the seismic activity and possibility of tectonic movement is significant, and the Gulf of Corinth is expanding at a rate of about 30 mm a year. In addition, the hills on either side create a wind tunnel where 70 mph winds are common.

For these reasons, special design and construction techniques were applied. Beneath each pier the seabed was first reinforced and stabilized by driving 200 hollow steel pipes vertically into the ground. The pier footings were not buried into the seabed, but rather rest on a bed of gravel meticulously leveled to an even surface (a difficult endeavor at this depth). During an earthquake, the piers can move laterally on the sea floor with the gravel bed absorbing the energy. The bridge decking is connected to the pylons using jacks and dampers to absorb movement; too rigid a connection would cause the bridge structure to fail in the event of an earthquake and too much lateral leeway would damage the piers. There is also provision for the gradual widening of the strait over the lifetime of the bridge. Protection from the effect of high winds on the decking is provided by the use of aerodynamic spoiler-like fairing and on the cables by the use of spiral Scruton strakes.

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Archaeological Museum of Olympia - Overview

Within minutes' walk from the archaeological site lie the three museums of Olympia that unfold the history of the sanctuary of Zeus and its celebrated games: the Archaeological Museum, the Museum of the Ancient Olympic Games and the Museum of the History of the Excavations at Olympia.

The oldest of the three, the Archaeological Museum was founded in the 19th century to house the finds that the excavations in Olympia constantly brought to light. However, as a growing wealth of artifacts kept accumulating, even after a century-long archaeological research, and due to the high seismicity of the area, it became apparent that the elegant 19th-century building would not suffice. The new museum of Olympia was built in the decade 1966-1975 and since then it underwent a major reorganization of its exhibition areas in 2004, in view of the Olympic Games held in Athens.

Today, the museum's permanent collections cross 12 halls and over 3,500 years of history, from around the 3rd millennium BC when humans first settled in Olympia to the twilight of Zeus' sanctuary in the 7th century AD. Renowned for its sculptures and for its collection of ancient Greek bronzes, which is the richest in the world, it goes without saying that the Archaeological Museum of Olympia ranks among the most important museums in Greece.

The collection of bronzes

More than 14,000 bronze artifacts were preserved buried in the soil of Olympia, by far the largest number ever found in a region of the ancient Hellenic world. Human and animal **figurines** constitute a popular category of those metal works, dating back as early as in the 9th century BC. They often depict **warriors**, **charioteers** and, of course, **athletes** such as the mid-6th century BC **statuette of a discus thrower** or the early-5th century **statuette of a runner**.

An impressive group of the museum exhibits comprise the large **bronze cauldrons**, often decorated with **griffins** or **sirens**, imaginary and daemonic beings inspired by the Orient. Those were luxury offerings to the sanctuary manifesting the prosperity and artistic level that Archaic Greece had reached by the 7th and 6th centuries BC.

Apart from pilgrims and Olympic winners, warriors returning victorious from battlefields expressed their gratitude to Zeus by donating their weapons. Thus, Olympia turned out to be a repository of **ancient Greek weaponry** with a long series of helmets, shields, cuirasses, spears and other parts of armor recovered from the site and now on display in the museum. Of immense historical significance is the **helmet of the Athenian General Miltiades**, the winner of the battle of Marathon against the Persians (490 BC). A unique example of ancient war instrument is a **battering ram** of the 5th century BC.

The collection of sculptures

The Museum of Olympia houses masterpieces of classical art such as the **sculptures of Zeus' temple** and two celebrated works of Graeco-Roman antiquity, the statues of **Nike by Paeonios** and **Hermes by Praxiteles**.

The temple of Zeus dominated the sanctuary not only due to its size but also due to its magnificently decorated pediments and metopes. The *centauromachy* scene with the emblematic **figure of Apollo** and the *Labours of Hercules* are considered the finest sculptures of the so-called *Austere Style* of the 5th century BC. No later than 420 BC, Paeonios created his **winged goddess Nike**, the statue that became synonymous with the iconographic allegory of Victory and has shaped its representations in western art ever since: the statue of Nike is the one featured on the Olympic medals from 1896 to date.

Around 330 BC, the great master Praxiteles sculpted **Hermes carrying the infant god Dionysus**. This is one of the few superb original statues of the 4th century that survived, as the most celebrated

works of this period are known to us solely through their Roman copies.

Pheidias and his workshop

When the priests of Olympia decided that the temple of Zeus needed a new cult statue, Pheidias was the very man to be sought for. The artist whose sculptures upon the Acropolis had left Athenians open mouthed settled in his purpose-built workshop in Olympia and by 430 BC he delivered the colossal gold-and-ivory statue of Zeus, which would be listed among the Seven Wonders of the ancient world. Both the chryselephantine Zeus and its counterpart statue of Athena in the Parthenon vanished in the Middle Ages, however Pheidias' workshop was discovered during the excavations at Olympia and its contents are on display in a special hall of the Archaeological Museum. Raw material residues, tools, jewels and casts offer a behind-the-scenes glimpse into the sanctum of a leading ancient Greek sculptor who took the trouble to sign his personal cup, inscribing upon the base "I belong to Pheidias"; another unique exhibit at the Museum of Olympia.

Archaeological Site of Olympia - Overview

Olympia, the sanctuary of Zeus and birthplace of the Olympic Games, lies in a verdant valley of the western Peloponnese at the confluence of the rivers Alpheios and Kladeos. A landscape of great natural beauty, the whole valley was in ancient times thickly wooded and full of wild olive trees, from the leaves of which were made the wreaths that crowned the Olympian champions; hence the site was named *Altis*, meaning grove. It was also named *Olympia* after Mt Olympus, the abode of Zeus.

The beginnings of the sanctuary and its games are hazed in myths: Zeus prevailed in Olympia after dethroning his own father Cronus, who was worshiped upon the namesake hill to the north of the sanctuary. As to who was the founder of the games, several heroes claim the title; among them Hercules and Pelops, ancestor of the Homeric Agamemnon and mythical king of the Peloponnese (the very name of the peninsula meaning the *island*

of Pelops). We reach the realm of history in 776 BC, the year of the first recorded athletic event that humanity nowadays celebrates as the *Olympic Games*. Their ancient name was *Olympia* and they were held every four years in honour of Zeus. The *Olympiad*, the four-year period between two successive celebrations, became the standard chronological system of the ancient Greek world. The Olympics were the panhellenic top sporting event that embodied the ideal of fair competition among free and equal men, as conveyed in the words *let the best win*. There could be no greater honour for a youth of the time than to be crowned with the *kotinos*, the champion's olive wreath, nor greater glory bestowed on the athlete's birthplace: when back home, part of the city walls were pulled down for the champion to enter. Before the opening of the Games, the **Sacred Truce** was proclaimed, the treaty that imposed the suspension of wars and the cessation of all kinds of hostilities during the games. As an ideal of peace and reconciliation, the sacred truce lies at the heart of the Olympic values and is the most important legacy left by the ancient games to their modern successors.

The last Olympics of antiquity were held in AD 393, shortly before the emperor Theodosius I banned paganism and closed down the ancient sanctuaries. Then came successive earthquakes and river floods to bury the ancient ruins for centuries until the archaeological excavations brought them back to light in 1875. Twenty years later, in 1896, revived the first, and now international, Olympic Games of the modern era, held in the Panathenaic Stadium in Athens.

The archaeological site of Olympia, one of the largest in Greece, yielded a singularly rich concentration of monuments and works of art, such as the famous statues of **Hermes by Praxiteles** and **Nike by Paeonius**. Throughout antiquity, each century added its own structures, which gradually formed the complex topography of the sanctuary: the sacred precinct of Zeus, namely the temenos of Altis, enclosed the temples, votive offerings, and structures related to the religious activities. Outside the enclosure lay the athletic venues, the officials' quarters, the guesthouses and baths for athletes and visitors alike.

Workshop “Ancient Olympia”

Date:	Wednesday, 10 April 2019
Activity:	Exploring the Museum of Ancient Olympia
Time:	20 minutes

Complete the tasks below (put a mark when completed).

Don't hesitate to ask the teacher if there is something you are not sure of.

INTRODUCTION	
<p>You are about to start the Tour of the Archaeological Museum of Ancient Olympia which presents the history of the most celebrated sanctuary of antiquity, the sanctuary of Zeus, father of both gods and men, where the Olympic Games were born.</p> <p>Your mission: <i>explore the past – enjoy the journey.</i></p> <p>Your goal: <i>create interesting questions.</i></p>	
TASKS	DONE?
<ul style="list-style-type: none"> • Get together in pairs. • Take your worksheet and pencil. • Find the right exhibition by following the instructions. • Read the explanation text. 	
<ul style="list-style-type: none"> • Answer the first Question Q1 and fill in the missing false answers. • Create a second Question Q2 with answers by yourself. 	

TEAM 1

Name 1	
Name 2	

THE SCULPTURED ORNAMENTS FROM THE TEMPLE OF ZEUS

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

How many figures were decorating the pediments of the temple of Zeus?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 2

Name 1	
Name 2	

THE SCULPTURED ORNAMENTS FROM THE TEMPLE OF ZEUS

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

How many were the metopes of the temple of Zeus?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 3

Name 1	
Name 2	

HERMES OF PRAXITELES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

Who was the sculptor of the statue of Hermes?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 4

Name 1	
Name 2	

HERMES OF PRAXITELES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

Hermes is carrying the infant...			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 5

Name 1	
Name 2	

NIKE OF PAIONIOS

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

What does 'Nike' mean in Greek?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 6

Name 1	
Name 2	

NIKE OF PAIONIOS

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

Who is the sculptor of Nike?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 7

Name 1	
Name 2	

ZEUS AND GANYMEDES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

Who is carried off by Zeus?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 8

Name 1	
Name 2	

ZEUS AND GANYMEDES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

The statuette is made from...			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 9

Name 1	
Name 2	

BRONZE BREAST-PLATE WITH ZEUS AND APOLLO

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

What does the Greek word 'kithara' stand for?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 10

Name 1	
Name 2	

BRONZE BREAST-PLATE WITH ZEUS AND APOLLO

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

Who is depicted on the breast-plate with Zeus?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 11

Name 1	
Name 2	

THE HELMET OF MILTIADES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

By whom was the helmet dedicated to Zeus?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 12

Name 1	
Name 2	

THE HELMET OF MILTIADES

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

In which famous battle did Miltiades wear the helmet?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 13

Name 1	
Name 2	

BRONZE BATTERING-RAM

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

The battering-ram is made of...			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 14

Name 1	
Name 2	

BRONZE BATTERING-RAM

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

For what was the battering ram used for?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 15

Name 1	
Name 2	

ARCHAEOLOGICAL MUSEUM

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

For what is the Archaeological Museum of Olympia renowned for?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

TEAM 16

Name 1	
Name 2	

ARCHAEOLOGICAL MUSEUM

QUESTION 1: Write the correct answer in the shaded field. Fill in the rest with false answers.

When was the Archaeological Museum of Olympia built?			
A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Zakynthos

Zakynthos (Greek: Ζάκυνθος, translit. Zákynthos [ˈzakɪnθos] (About this soundlisten); Italian: Zacinto [dzaˈtʃinto]) or Zante (/ˈzɑːnti, -teɪ, ˈzæn-/; Italian: [ˈdzante]; Greek: Τζάντε, translit. Tzánte [ˈdzandɛ], or [ˈdzadɛ]; from the Venetian form), is a Greek island in the Ionian Sea. It is the third largest of the Ionian Islands. Zakynthos is a separate regional unit of the Ionian Islands region, and its only municipality. It covers an area of 405.55 km² (156.6 sq mi) and its coastline is roughly 123 km (76 mi) in length. The name, like all similar names ending in -nthos, is pre-Mycenaean or Pelasgian in origin. In Greek mythology the island was said to be named after Zakynthos, the son of a legendary Arcadian chief Dardanus.

Zakynthos is a tourist destination, with an international airport served by charter flights from northern Europe. The island's nickname is "the Flower of the Levant", bestowed upon it by the Venetians who were in possession of Zakynthos from 1484–1797.

St Dionysios Church is the most important on the island as it is dedicated to Saint Dionysios the patron saint of Zakynthos and his body is held in the Church in a silver casket. Founded in 1708, it was updated 50 years later and also renovated in the year 2000. It has a Venetian appearance and the bell tower is a direct copy of St Marco's in Venice.

The Church has a lovely location looking over the waterfront and is instantly recognizable when approaching the capital by boat. At night the lights that frame the bell tower create pretty reflections on the water in the harbour. A big festival is held in Zante town for three days, starting on St Dionysios's name day - the 24th of August and the Saint's body is paraded through the town centre



followed by marching bands - it is a time of celebration and is popular with locals and tourists. Next to the church stands the monastery of St Dionysios and a museum explaining the history of the Church and the Saint.

Dionysios Solomos (/ˈsɒləməs/; Greek: Διονύσιος Σολωμός [ði.oniˈsios soloˈmos]; 8 April 1798 – 9 February 1857) was a Greek poet from Zakynthos, but his grandfather was from Candia (Heraklion) and moved to Zakynthos after the conquest by the Othomans in 1669. He is best known for writing the Hymn to Liberty (Greek: Ὕμνος εἰς τὴν Ἐλευθερίαν, Ὕμνος εἰς τὴν Eleutherían), of which the first two stanzas, set to music by Nikolaos Mantzaros, became the Greek and Cypriot national anthem in 1865. He was the central figure of the Heptanese School of poetry, and is considered the national poet of Greece—not only because he wrote the national anthem, but also because he contributed to the preservation of earlier poetic tradition and highlighted its usefulness to modern literature. Other notable poems include Ὁ Κρητικός (The Cretan), Ἐλεύθεροι Πολιορκημένοι (The Free Besieged) and others. A characteristic of his work is that no poem except the Hymn to Liberty was completed, and almost nothing was published during his lifetime.

Worksheet “Photo Safari”

Activity: Capture typical Greek culture on camera.

Time: 30 Minutes

TASK	DONE?
<p>Cultural aspects may be observed around you while you visit a foreign country; as you walk, as you enjoy your leisure time or as you interact with locals. For this reason, try to capture on camera what you believe is typical Greek culture. It could be an object, a custom, a behavior or something else that sparks your interest.</p> <p>Observe, Act, Capture</p> <ul style="list-style-type: none">• Observe your environment.• Take action or interact with locals.• Capture the moment on camera. <p>Selecting photos</p> <ul style="list-style-type: none">• Select max 10 photos to present.	
<p>Presenting</p> <ul style="list-style-type: none">• (next day) Present your findings in the plenary session• Where did you take the photo?• What do we see on the photo?• Why did you capture it?• What were you thinking?• How do you feel about?	

Worksheet "Q-A"

Activity: Create Questions and possible Answers.

Time: 10 Minutes

TASK	DONE?
<ul style="list-style-type: none">• After the "Photo Safari" try to come up with 2 Questions and four possible Answers regarding the island of Zakynthos.• (next day) Ask them in the plenary session to your fellow students.	

QUESTION 1: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

QUESTION 2: Write your own question with four possible answers. Mark the correct one.

A		C	
B		D	

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Friday, 12th April 2019

Google Play

Google Play (previously **Android Market**) is a digital distribution service operated and developed by Google LLC. It serves as the official app store for the Android operating system, allowing users to browse and download applications developed with the



Google Play

Android software development kit (SDK) and published through Google. Google Play also serves as a digital media store, offering music, books, movies, and television programs. It previously offered Google hardware devices for purchase until the introduction of a separate online hardware retailer, Google Store, on March 11, 2015, and it also offered news publications and magazines before the revamp of Google News in May 15, 2018.

Applications are available through Google Play either free of charge or at a cost. They can be downloaded directly on an Android device through the Play Store mobile app or by deploying the application to a device from the Google Play website. Applications exploiting hardware capabilities of a device can be targeted to users of devices with specific hardware components, such as a motion sensor (for motion-dependent games) or a front-facing camera (for online video calling). The Google Play store had over 82 billion app downloads in 2016 and has reached over 3.5 million apps published in 2017. It has been the subject of multiple issues concerning security, in which malicious software has been approved and uploaded to the store and downloaded by users, with varying degrees of severity.

Google Play was launched on March 6, 2012, bringing together the Android Market, Google Music, and the Google eBookstore under one brand, marking a shift in Google's digital distribution strategy. The services included in the Google Play are Google Play Books, Google Play Games, Google Play Movies & TV, Google Play Music. Following their re-branding, Google has gradually expanded the geographical support for each of the services.

Quiz Event “FACE IT”

- Preparation: Download the FACE IT App from Google Play.
- Team up in Groups of 4.
- Try to score as many correct answers as possible.

Quiz Game “Anamnisi”

- Preparation: Download the Kahoot! App from Google Play.
- Team up in Groups of 4.
- Start Kahoot!
- Type in the PIN Number your teacher gave.
- Try to score as many correct answers as possible.

HAVE FUN! 😊

REFLECTING ON THE DAY

At the end of the day write down your thoughts, comment on how you spent the day, what you liked or disliked, what you learned, how you felt, etc.

Reflection of the visit



Social Media



Blog

<https://faceit.blog/>



eTwinning

<https://twinspace.etwinning.net/44721/home>



Facebook

<https://www.facebook.com/FunandCurriculumorientedExercisesforIT/>



padlet Padlet

<https://padlet.com/inmathenglishteacher/x4kolh0tck4>



Webpage

<https://agatamurzynska.wixsite.com/faceit>



YouTube

<https://www.youtube.com/channel/UCeLNcsVy0woSQGURjZPQabw>

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