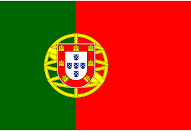
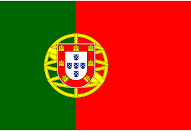
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| Smart School for Smart Age  Religion Lesson plan - Erasmus + |
| **Subject:** Religion |
| **Number of lessons:** 10 |
| **Teachers:** Manuel Meira |
| **Topic:** Religious influence on traditions and monuments in Esposende |
| **Key words:** QRCode - WIX - Religion - Art - Traditions |
| **Lessons objectives:**  - Recognize aspects of the influence of religion in architecture, painting and sculpture from the artistic heritage of the municipality of Esposende - Portugal;  - Understand the importance of art as an expression of human spirituality;  - Know the main religious monuments or religious evocation of the municipality of Esposende;  - Understand the diversity of expressions of religion in different popular traditions;  - Know the experience of the sacred and its manifestation in traditions and art. |
| **Resources**   * Computers with internet access; * Multimedia projects; * Tablets with internet access; * Mobile Phones with internet access. |
| **Lessons sequence/activity**  - Creation of group work proposals (1 lesson)  - Research of religious traditions and monuments or religious evocation in the municipality of Esposende (3 lessons)  - Construction of a website (Wix) with information on traditions and religious monuments or religious evocation in the municipality of Esposende (3 lessons)  - Elaboration of a challenge through an interactive form in the QR Code tool to conduct a small guided tour through three monuments in the city of Esposende (3 lessons) |
| **Web Tools**  [**https://pt.wix.com/**](https://pt.wix.com/)  [**https://play.kahoot.it/**](https://play.kahoot.it/)  [**https://www.the-qrcode-generator.com/**](https://www.the-qrcode-generator.com/) |



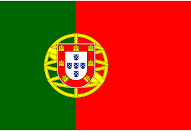




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**Lesson 1** – **Generic presentation of the theme. Creation of group work proposals.**

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|  | **KWL Chart**  The teacher distribute a blank sheet of paper and ask students to create their own chart.  Column 1 - "What do you **Know** about this topic?"  Students do this in small groups.  Column 2 - "What do you **Want** to know about this topic?"  Some students may not know where to begin if they don't have much background knowledge on the topic. The students’ responses and questions are used to direct the course of the work. As students share what they want to learn, this step provides an opportunity to present what if hope students will learn with the task.  Column 3 - "What did you **Learn**?"  The students add to their answers at the end of the tasks.  After learning about students' interests, the teacher will try to create projects and tasks that students will enjoy. |



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**Lessons 2, 3, 4** – **Research of religious traditions and monuments or religious evocation in the municipality of Esposende**

**Straight lines and Slope**

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|  | Students will carry out different types of research in the school library (Internet and bibliographic research). The research aims to search for images, documents, news and research works that show and describe different religious traditions and monuments or with religious evocation in the municipality of Esposende. They will also resort to field research, seeking to better understand the environment or situation where the facts occur or the monuments are found, as well as the collection of testimonies from people with privileged knowledge of the facts, monuments, sculptures or other forms of expression of the religious in art and traditions in the municipality of Esposende.  Each group delimits the search according to their areas or places of interest. The goal is to produce a knowledge base of the topic under analysis sufficient to build digital tools from it that can guide its users in the search for easy and accessible knowledge on the topic.  At the end of the research, students will perform a summary of the information collected to include in the digital WIX tool to be built in lesson number 5. |

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| Smart School for Smart Age  **Lessons 5, 6, 7** – **Construction of a website (Wix) with information on traditions and religious monuments or religious evocation in the municipality of Esposende and a challenge through a game on the Kahoot! Quiz tool.** |  |

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|  | In these lessons, students are grouped according to their interests.  Some discover, under the guidance of the teacher, the digital tool WIX and include in it the information collected in an organized way on different pages; a page will contain information on the main monuments and religious-inspired sculptures in the municipality of Esposende; the other will include the best known festivals and religious traditions in the municipality of Esposende. On each page a challenge is proposed for those who visit the site.  Other students begin to design a brief questionnaire in the “Parties and religious traditions of the municipality of Esposende” separator through a game on the Kahoot! Quiz tool, accompanied by images that help to choose the correct option. In this game, users should consult the information in de website and access a web link containing information on the topic. |

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| Smart School for Smart Age  **Lessons 8, 9, 10** – **Elaboration of a challenge through an interactive form in the QR Code tool to conduct a small guided tour through three monuments in the city of Esposende** |  |

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|  | In these lessons, students will prepare a challenge on the separator “Architecture and Religious Sculpture of Esposende” through the realization of an interactive form using the QR Code tool. The challenge is to create a small itinerary for three monuments and sculptures in the city of Esposende.  This challenge is designed to be realized by a group of students different from those who conceived it. Students who want to know the monuments and sculptures and obtain information about them will have to travel to them to be able to access the codes (previously placed in the places with the proper authorization).  Participants must download the QR Code tool application to their mobile phone. Through the application of the QR Code they obtain the necessary information to answer a questionnaire on paper previously provided. To meet this challenge, participants will have to travel to the locations to resolve the questionnaire.  In the design and construction of these digital resources, in addition to the concern with the rigor of the content, the option for the autonomy of the students was always present and the expectation that the learning process would be fun, while contributing to the formation of students with a critical, informed and updated spirit. |