



Co-funded by the
Erasmus+ Programme
of the European Union



“EDUCATIONAL VALUE OF ADVERTISING IN THE CLASSROOM: GETTING TO KNOW OUR EUROPEAN CULTURAL HERITAGE”

Erasmus+ KA2 Project “Ad-dicted to Education!”



Participant schools:

COORDINATOR: CEIP El Santo, Alcázar de San Juan, España

PARTNERS.

- ICS "Centro 1" OF Brescia, Italy
- Școala Gimnazială Ecaterina Teodoroiu, Braila, Romania
- Osnovna skola Zmijavci, Croatia
- 7th Escuela de Primaria de Pyrgos, Greece
- Szkoła Podstawowa z Oddziałami Integracyjnym im. gen Władysława Sikorskiego nr 9, Sopot, Poland

0.INTRODUCTION

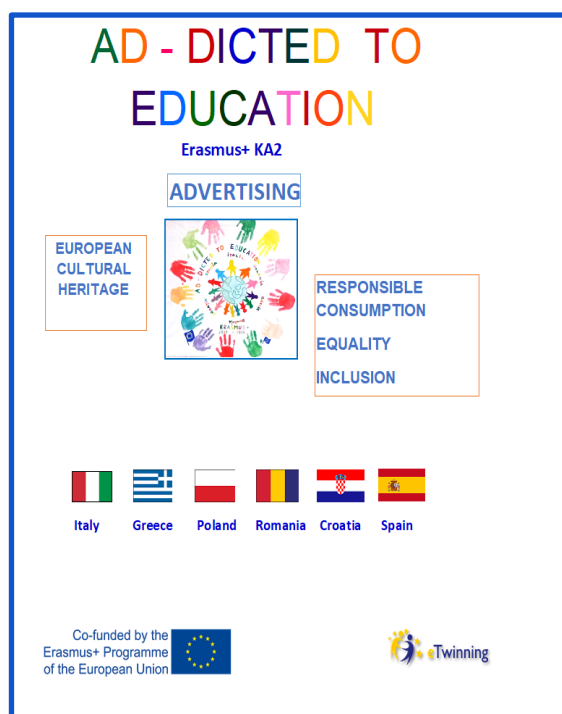
As we pointed out in the first part of this guide, “Educational Value of Classroom Advertising: Developing Critical Thinking and Promoting Positive Values”, advertising has a great influence on children because it tries to influence their attitudes and behaviours and to sell, in addition to the product, lifestyles, attitudes and values that are often not the most appropriate ones. Advertising is part of their life and entertainment. For this reason, it is necessary to develop critical capacity for the messages they receive from different media so that they are aware of the implications of consuming commercial content.

Furthermore, the Council of Europe points out that cultural heritage is of great value to European society from a cultural, environmental, social and economic point of view. Sustainable management is therefore a strategic choice for the twenty-first century. It also stresses the importance of promoting exchanges and appreciation of Europe's cultural heritage, raising awareness of shared history and values and strengthening the feeling of belonging to a common European area. To achieve these objectives, 2018 was declared the “European Year of Cultural Heritage”.

Cultural heritage is of great value to European society from a cultural, environmental, social and economic point of view. Sustainable management is therefore a strategic choice for the twenty-first century.

This Erasmus+ KA2 project “AD-DICTED TO EDUCATION!” which we developed together with 5 other centres in Poland, Greece, Croatia, Romania and Italy, focuses on how

we can promote intercultural competences, social inclusion, non-discrimination, the development of critical thinking and values such as tolerance and gender equality, all with advertising as a motivating axis. During this second year, it also focuses on the educational value of the European Heritage, the commitment to multilingualism and the development of digital skills.



The project is developed over two school years through different activities: workshops, reflections, oral presentations, information search, viewing advertisements, visits between the partner centres, training courses, use of digital tools... which during this second year have had

to be adapted to the new situation created by the pandemic and have now been carried out virtually.

This second part of the guide “Educational value of advertising in the classroom: getting to know Europe's cultural heritage” includes activities carried out during the second year, mainly with pupils aged between 11 and 13. It explains how awareness, appreciation and conservation of the cultural heritage of the partner countries has been promoted, using different tools, most notably advertising.



PUBLICITY AND CULTURAL HERITAGE	1st term	Monuments and Christmas traditions
	2nd term	Festivities and traditions
	3rd term	Gastronomy

1. OUR MONUMENTS

We began the second year of our project focusing on getting to know and value the monuments of the partner countries as well as promoting their conservation through different tools such as advertising. To this end, we carry out the following activities:



Our project corner in one of our buildings, where some of the monuments worked appear.

Activities

- **Monuments in advertising:**

Objectives:

- Get to know the monuments of the countries of the project.
- Valuing advertising as a tool for publicizing cultural heritage.
- Know the elements that make up an advertisement.
- Evaluate the reactions that advertising produces in us.

Development:

- Each country selects ads with monuments from their country that are uploaded to the project's Twinspace (eTwinning platform) and can be viewed by the other partners.
- We address the following questions:
 - What is being announced?
 - What is your goal?
 - What advertising media do you use (television, radio, press, Internet, traditional and electronic mail, fairs, events, brochures, posters...)?
 - What elements are involved in advertisements? Strategies he uses: colours, music, familiar characters, slogan, atmosphere he presents.
 - Reactions that cause: sorrow, joy, need, anger, etc...
 - The target audience.

[Ads selected by the different countries](#)

- **Virtual puzzles about monuments**

Objectives:

- Get to know the monuments of the countries of the project.
- Developing e-skills
- Encouraging teamwork

Development:

Work in a group to select the monuments on which the puzzles are going to be made.



Once selected, work is done on them: where they are, age, state of conservation, how they are currently used, what could be done to improve their conservation, etc.

The Jigsaw Planet app is then used to create digital puzzles with the selected monuments and shared with partners via eTwinning. Therefore, each country should make you learn things about them.



Italy's puzzle monument



Children making puzzles about the monuments

Puzzles elaborated by the countries

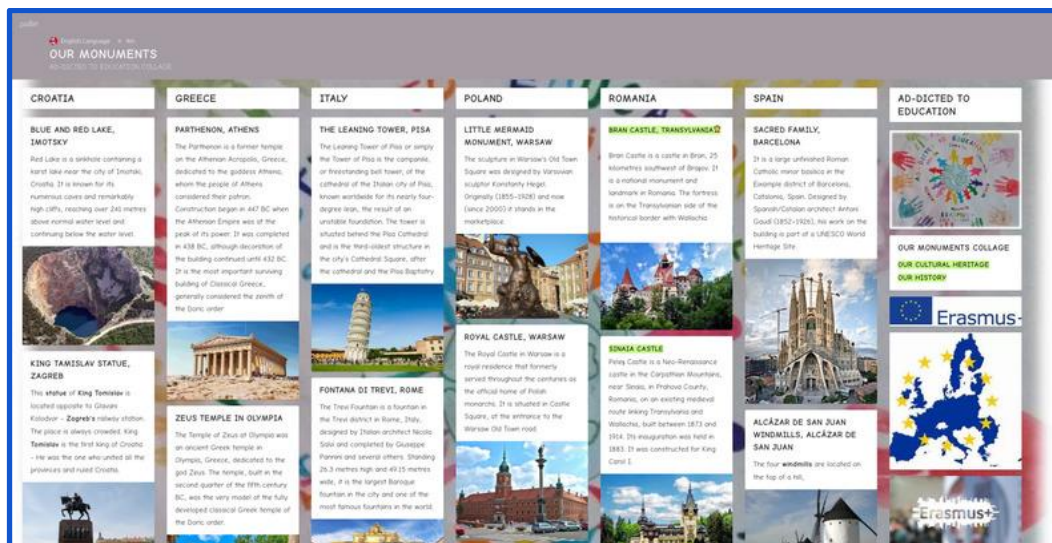
- **Collage** in each of the centers **with all the monuments worked.**

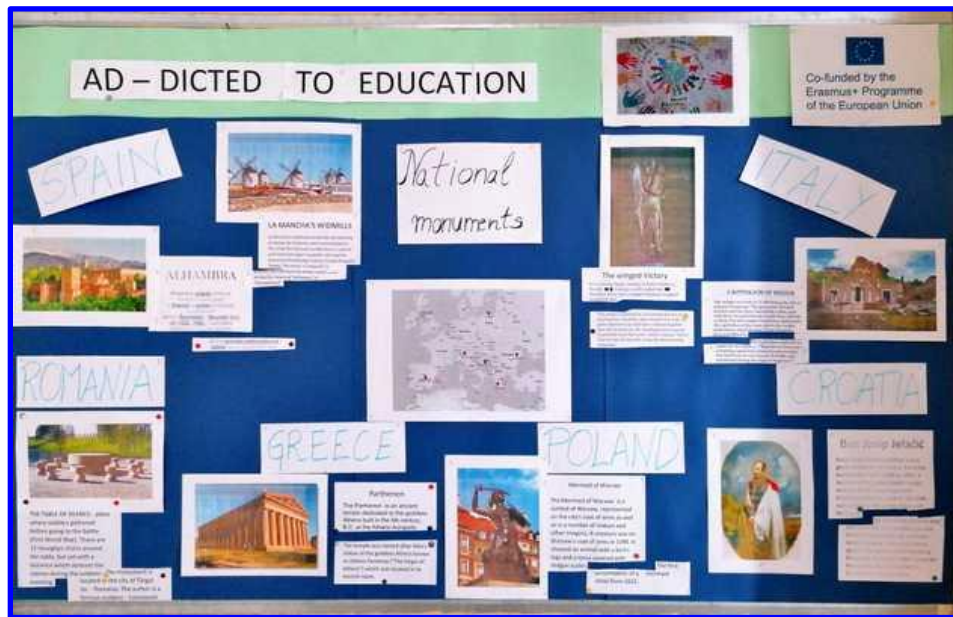
Objectives:

- Improve the use of ICT tools.
- Get to know the monuments of the countries of the project.

Development:

Previously they will have done the puzzles of all the countries of the project and will have learned things about them. Now it's about exposing them on a mural that can be physical or digital using the [Padlet app](#).





Murals elaborated by two centers of our project

- **Exposition of monuments**

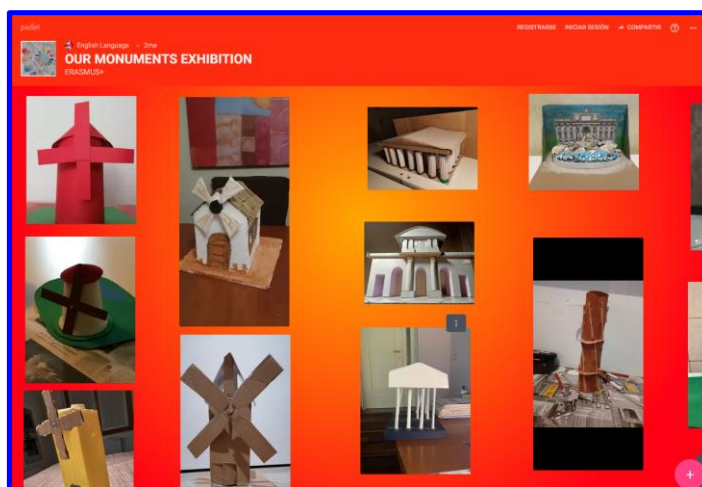
Objectives:

- Get to know the monuments of the countries of the project.
- Creativity development.
- Encouraging the involvement of the education community.

Development:

Students and their families are asked to make models of the monuments worked and exhibitions are organised at the project centres, which may also be physical or virtual.





Italy's exposition online.

ITALIA

Columna lui Traian este un monument antic din Roma construit din ordinul împăratului Traian, pentru comemorarea victoriei sale în Dacia, care s-a păstrat până în zilele noastre. Monumentul la Roma. Columna are o înălțime de aproximativ 40 de metri.

Trajan's Column is an ancient monument in Rome built by order of Emperor Trajan, to commemorate his victory in Dacia, which has been preserved to this day. The monument is in Rome. The column is about 40 meters high.

Romania's exposition online

[Video Exposition Croacia](#)

Spanish centre video:

[Infant Education](#)

[Primary Education](#)

The ideals, principles and values rooted in Europe's cultural heritage constitute a common source of memory, understanding, identity, dialogue, cohesion and creativity for Europe (Council of Europe).

2. CHRISTMAS TRADITIONS

Next, we focus on getting to know the Christmas traditions of the countries of the project because they are also an important part of their cultural heritage and are very motivating for the students as they take an active part in them.

Activities

- **Advertisements** about Christmas traditions.

Objectives:

- Get to know the Christmas traditions of the countries of the project.
- Valuing advertising as a tool for publicizing cultural heritage.
- Know the elements that make up an advertisement.
- Evaluate the reactions that advertising produces in us.

Development:

- Each country selects ads with Christmas traditions from their country that are uploaded to the project's Twinspace (eTwinning Platform) where they can be viewed by the other partners.
- We address the following questions:
 - What is being announced?
 - What is your goal?
 - What advertising media do you use? (TV, radio, press, Internet, traditional and electronic mail, fairs, events, brochures, posters...)
 - What elements are involved in advertisements? Strategies he uses: colors, music, familiar characters, slogan, atmosphere he presents.
 - Reactions that cause: sorrow, joy, need, anger, etc...
 - The target audience.
 - How they help to publicize the traditions of each country.

[Advertisements selected by countries](#)

- **Video about Christmas traditions**

Objectives:

- Get to know the Christmas traditions of the project countries.
- Working on the English language proficiency.

Development:

Videos are made in which students tell about some of the Christmas traditions of their countries. Afterwards, they are uploaded to the Etwinning platform so that they can be viewed by the rest of the countries. Here we can see the e-book created by the Italian centre about their traditions.

[Christmas traditions in Italy](#)

- **Advent calendars**

Objectives:

- Get to know and participate in the Christmas traditions of the project countries.
- Promoting the use of ICTs

Development:

Advent calendars related to the monuments and traditions worked are drawn up and sent to the rest of the countries as a Christmas greeting.

[Advent calendars created by countries](#)

- **We know the traditions of other countries**

Objectives: To get to know the Christmas traditions of the project countries.

Development:

Through Twinspace, we get to know the traditions of other countries and do various activities around them: murals, drawings, costumes, etc...



Befana of the Italian tradition that brings presents to children



Corner with the Christmas traditions of the project countries

3. TRADITIONS AND FESTIVITIES

During the second and third term of the course, we focused on working on the traditions and festivities of the partner countries, since it is a topic that students experience closely, what motivates them and helps them to shape that cultural identity that makes them feel part of a group. Furthermore, as the Commission emphasises in its Communication of 22 July 2014 entitled “Towards an integrated approach to European cultural heritage”, cultural heritage must be seen as a shared resource and a common good to be bequeathed to future generations. It is therefore also the responsibility of the school to make it known to the pupils.

As highlighted by the Commission in its Communication of 22 July 2014 entitled “Towards an integrated approach to European cultural heritage”, cultural heritage must be seen as a shared resource and a common good to be bequeathed to future generations.

Activities

- **Advertisements** about traditions and festivities.

Objectives:

- Get to know the traditions and festivities of the countries of the project.
- Valuing advertising as a tool for publicizing cultural heritage.
- Know the elements that make up an advertisement.
- Evaluate the reactions that advertising produces in us.

Development:

- Each country selects ads where traditions and festivities of their country appear and are uploaded to the project's Twinspace (eTwinning platform) where they can be viewed by the other partners.
- We address the following questions:
 - What is being announced?
 - What is the goal?
 - What advertising media do you use? (TV, radio, press, Internet, traditional and electronic mail, fairs, events, brochures, posters...)
 - What elements are involved in advertisements? Strategies he uses: colors, music, familiar characters, slogan , atmosphere he presents.
 - Reactions that cause: sorrow, joy, need, anger, etc...
 - The target audience.
 - How they contribute to publicizing the traditions and festivities of each country.

Announcements on traditions selected by countries

- **We know our festivities**

Objectives:

- Get to know the traditions and festivities of the countries of the project.
- Evaluate the participation in the festivities as members of the group to which we belong.

Development: We know the traditions of our locality and work on them with writing, drawing, murals, advertising, posters, etc...







Afterwards, through Twinspace, we know the festivities of the different countries and we work on them.

Erasmus+ eTwinning

AD-DICTED TO EDUCATION

TRADITIONS AND FESTIVITIES

1) Watch the videos and complete the chart

POLAND
<https://uk.kirana.pl/festival-pierogow-na-malym-cyplak>

CROATIA
https://www.youtube.com/watch?v=6t_u3u0F8d

ROMANIA
<https://youtu.be/90PMSCa7GI>

NATION	POLAND	CROATIA	ROMANIA
NAME OF FESTIVITY	Festival Pierogow	Srpska alkal	Dragobete
WHEN	AUGUST	Every first Sunday of august since 1715	On 14 of February
WHERE	KRAKOW	In the city of zag	In all the reaseu
DESCRIPTION OF FESTIVITY	It's a festival of the typical Polish dish "pierogi"	Srpska alkal is a competition that commemorates a Croatian-Venetian victory over Ottomans. It is an equestrian competition in which various horsemen riding at full gallop aim their lances at a hanging metal ring (alka).	Dragobete was the son of Baba Dochka, which stands for the main character in the myth related to spring arrival and the end of the harsh winter. The day is particularly known as "the day when the birds are hatched". On this day, considered locally the first day of spring, boys and girls gather around flowers and sing together.
ARE THERE ANY SIMILAR FESTIVITIES IN ITALY? IF YES PLEASE WRITE THE NAME, WHERE AND WHEN	Yes, there are. In Barchinon, a small town near Brescia, there is the festival of CASONCELLI (similar to pierogi)	There are many riding horse competition, but nothing similar this.	Yes there is, a typical festival in Italy is San Valentino, "the festival of the lover". It is on the 14th of February as all the Italy.
YOUR COMMENT	I really like it	I really like it	I really like it



LAS FALLAS



Una fiesta de la cultura Valenciana!

Del 15 al 19 marzo

Para celebrar la llegada de la Primavera y el final del Invierno.

Los Ninots están listos para ser quemados!

Con una banda de música, con miles de fuegos artificiales y otras atracciones interesantes

VEN, TE ASPERAMOS!



El 6 e 12 julio

San Fermín se celebra en la ciudad de Pamplona



LOS SANFERMINES



Cómo empezó la fiesta

Los Sanfermines que se hace a Pamplona y su origen es muy antiguo.

Desde el siglo XVII se unió a otra fiesta y así nacieron los Sanfermines.



El Chupinazo

Es un cohete que da inicio a los Sanfermines, el 6 de julio a las 12 del mediodía.

Es un momento muy importante y posiblemente, el cohete más famoso del mundo!



Curiosidad

Gora san fermin
Viva san fermin

ROMANELLI ALESSANDRO
CLASSE 3E



- **Interview about our traditions**

Objectives:

- Get to know the traditions and festivities of the project countries.
- Working on oral expression in English.

Development: Students conduct an interview through which they have to explain local traditions. Then, via eTwinning, we will listen to the interviews of the other countries.

[Interview conducted by the Italian centre](#)

- **Chat in French**

Objectives:

- Increase pupil's motivation to participate in the project.
- Working on oral expression in French.

Development: students studying French as a subject in their schools made a video call to introduce themselves, talk about their hobbies, tastes, etc...



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LET'S INTRODUCE OURSELVES IN FRENCH
SPAIN AND ITALY



WHEN ?

Next Thursday, 18th February, 2021 at 10.00



4. ACTIVITIES DURING VIRTUAL MOBILITY WITH PUPILS. ITALY

In order to adapt to the new situation resulting from the pandemic, the mobility with students that we had planned to carry out to Italy had to be organised virtually. Activities related to the issues we have been working on during this second year of the project are carried out. The aim was to enable pupils from all countries to get to know each other, communicate and work together collaboratively around Europe's cultural heritage.

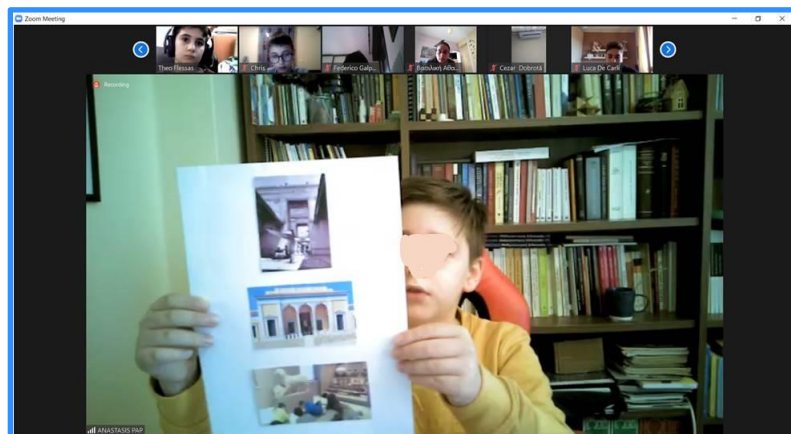
Activities

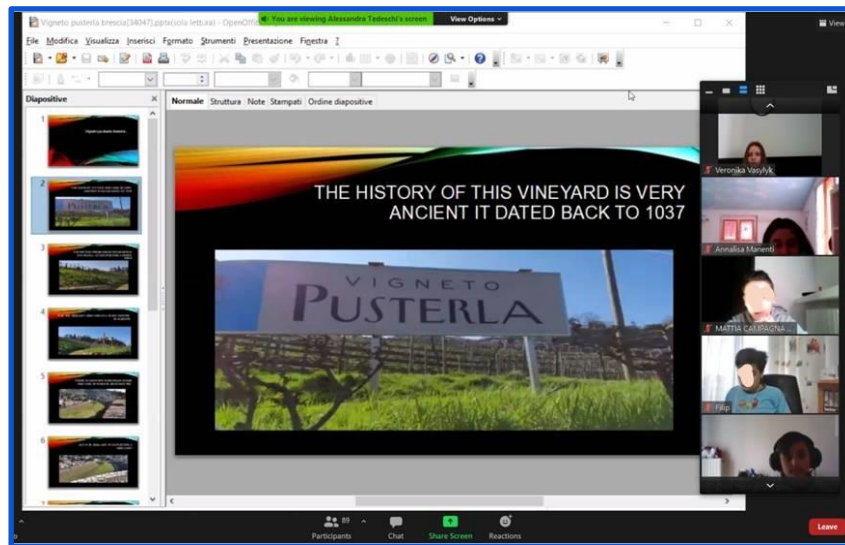
- **Oral presentation on local monuments and their conservation.**

Objectives:

- Get to know the local monuments of the partner centres.
- Working on the English language proficiency.

Development: students from each school select some monuments from their locality to photograph. Then, they prepare an oral presentation about them. During the virtual mobility, each country has 10 minutes to present its presentation to the other partners.



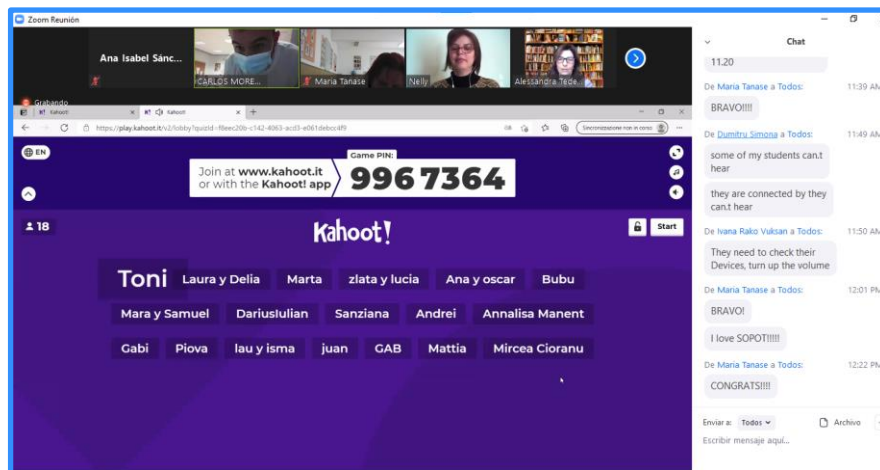
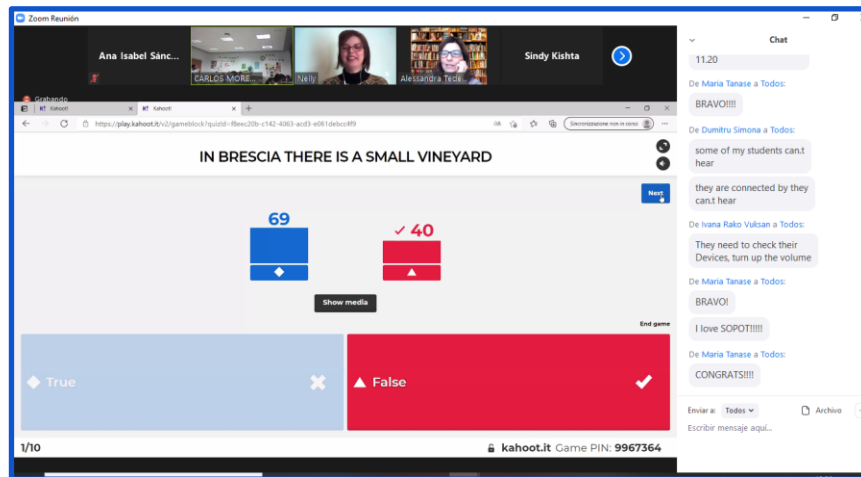


- **Kahoot on monuments**

Objectives:

- Get to know the local monuments of the partner centres.
- Promoting English Language Competence.
- Promoting the use of ICTs

Development: the students of each school draw up a questionnaire with the Kahoot app with questions about the presentation they have developed in the previous activity. During virtual mobility, all centres carry out the questionnaires drawn up by the rest of the countries in a synchronous manner.



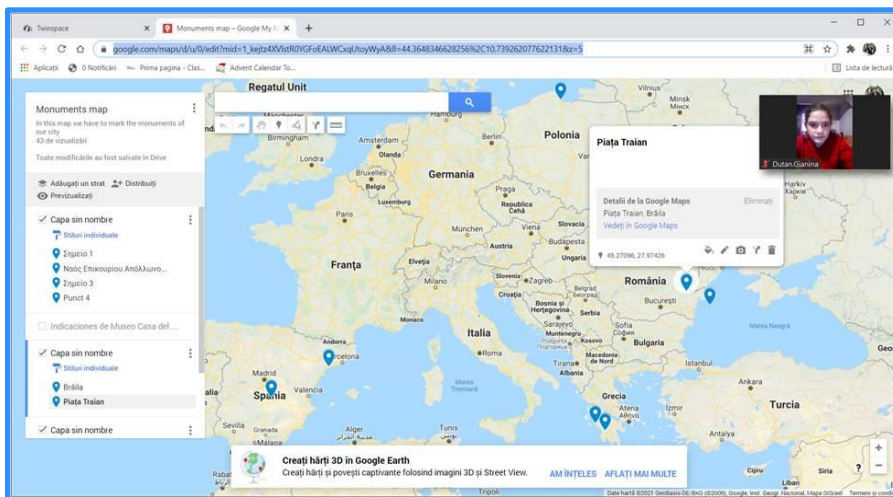
- **Digital map of monuments:**

Objectives:

- Get to know the local monuments of the partner centres.
- Promoting the use of ICTs.

Development: All countries mark the selected monuments on a virtual app using the Google my maps app. In the end everyone will be able to consult on the map the monuments of all countries.

[Link to the virtual map](#)



● Workshop “Our books”

Objectives:

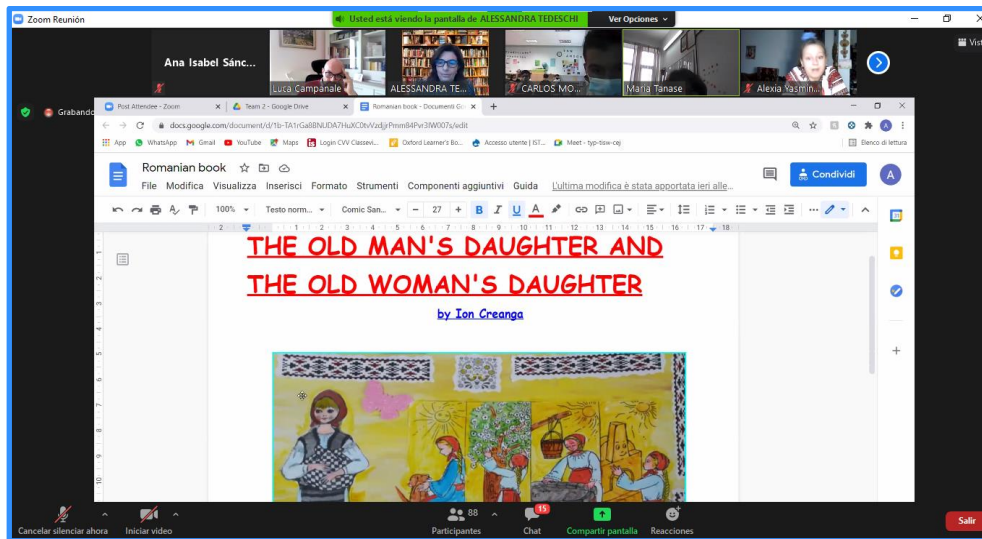
- Getting to know elements of the cultural heritage of the countries of the project: books.
- Promoting the use of ICTs.
- Encouraging the habit of reading.
- Fostering collaborative work.
- Working on English language proficiency.
- Knowing the elements used in advertising.

Development: All countries propose and read a book that is part of their cultural heritage. During the virtual mobility, students work in teams from 2 countries to create advertising posters that encourage the public to read the selected books. To work with, we use the tool Zoom (to present the book summaries and decide what to put on each poster) and Drive (to make the poster).

[Abstracts prepared by the Romanian center to explain your book](#)



Students telling their books to the rest of partners



Collaborative work by one of the Teams in Drive

Money isn't everything



Follow this course and your dreams will come true

Do you want to get into a fantastic land?



In your dreams all can be possible!

Posters elaborated by some centres

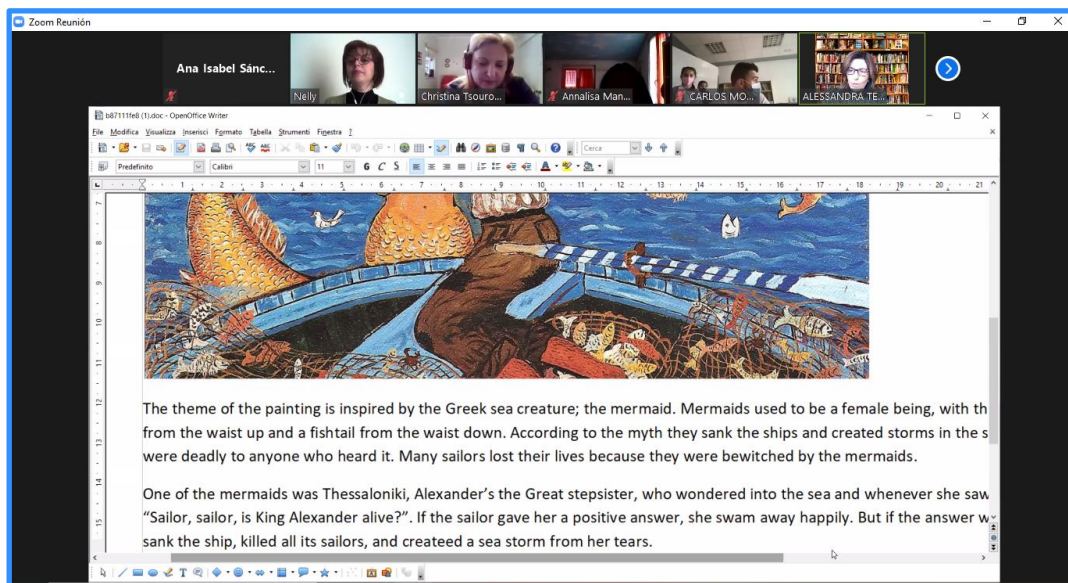
[e Book with the posters elaborated by the countries](#)

- **Workshop “Our paintings”**

Objectives:

- Getting to know elements of the cultural heritage of the project countries: paintings.
- Promoting the use of ICTs.
- Fostering collaborative work.
- Working on English language proficiency.

Development: All countries propose a framework that is part of their cultural heritage. During virtual mobility, students work in teams from 3 countries to invent which stories can be hidden behind selected pictures. Zoom and Drive tools are used to work synchronously.

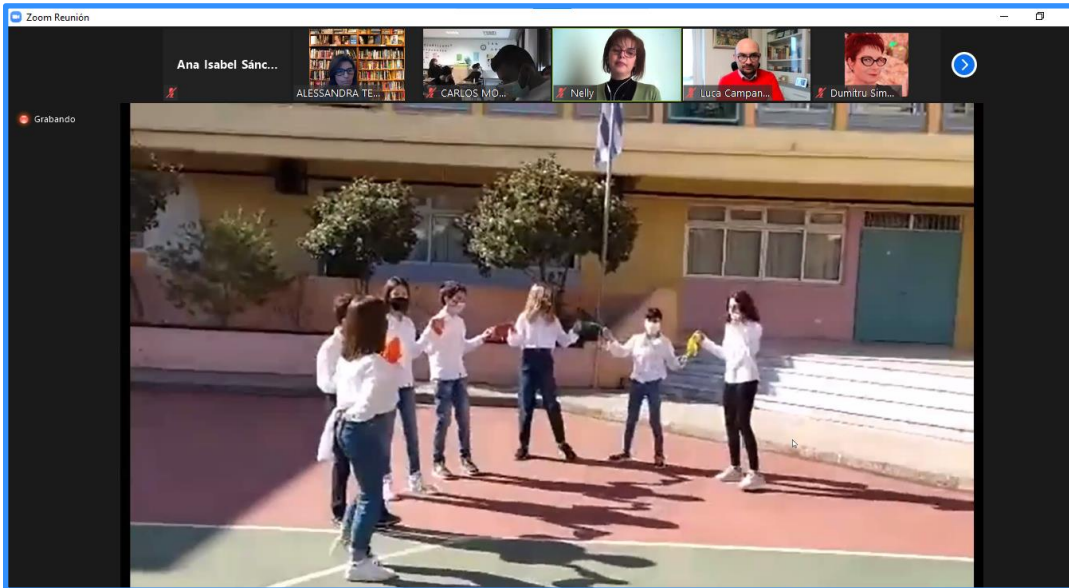


- **Workshop “Dance”**

Objectives:

- Get to know elements of the cultural heritage of the countries of the project: music
- Promoting the use of ICTs
- Encouraging pupils’ motivation

Development: All countries propose a song that is part of their cultural heritage. During virtual mobility, students record a video dancing to this song and then show the result to the rest of the countries.



[Dancing by Poland school](#)

5. OUR GASTRONOMY

The last block of content worked on in our project has been focused on gastronomy. Today, gastronomy plays a role as an integral part of a sense of collective identity, which makes an individual feel part of a community and generates a set of shared cultural values. The gastronomy of a country is considered as an intangible cultural heritage that must be documented, experienced and safeguarded, hence the importance of including it as a content in schools. Such is its importance within the Cultural Heritage that Unesco includes every year traditions and gastronomic preparations in the Representative List of the Intangible Cultural Heritage of Humanity.

The gastronomy of a country is considered as an intangible cultural heritage that must be documented, experienced and safeguarded, hence the importance of including it as a content in schools.

Activities

- **Advertisements** about gastronomy.

Objectives:

- Get to know the traditions and gastronomy of the countries of the project.
- Valuing advertising as a tool for publicizing cultural heritage.
- Know the elements that make up an advertisement.
- Evaluate the reactions that advertising produces in us.

Development:

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- Each country selects ads with gastronomic elements from their country that are uploaded to the project's Twinspace (eTwinning platform) where they can be viewed by the other partners.

We address the following questions:

- What is being announced?
- What is the goal?
- What advertising media do you use? (TV, radio, press, Internet, traditional and electronic mail, fairs, events, brochures, posters...)
- What elements are involved in advertisements? Strategies he uses: colors, music, familiar characters, slogan , atmosphere he presents.
- Reactions that cause: sorrow, joy, need, anger, etc...
- The target audience.
- How they contribute to publicizing the gastronomy of each country.

Gastronomy advertisements selected by countries

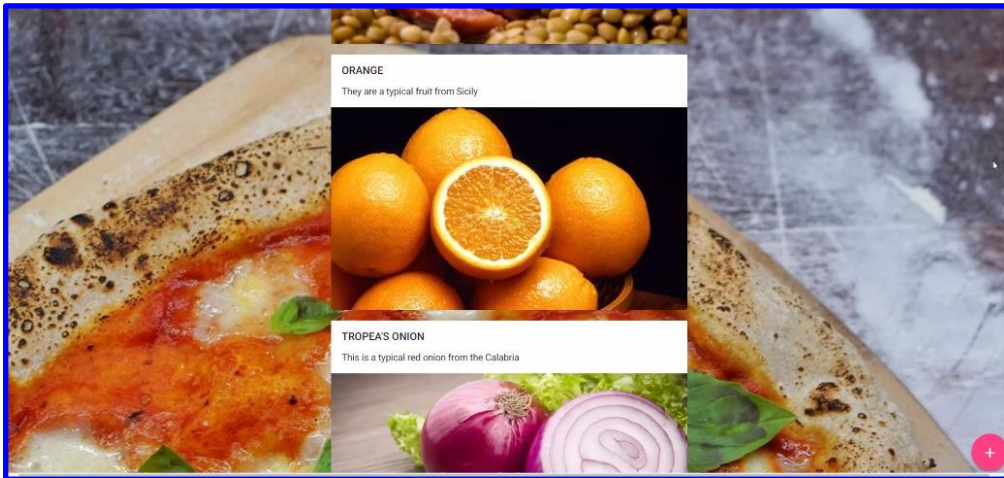
- **Presentations on typical products of the country.**

Objectives:

- Get to know the gastronomy of the countries of the project.
- Working on the English language proficiency
- favouring the use of ICTs.
- Assessing the importance of gastronomy within the Cultural Heritage of a country.

Development: pupils select typical products of the country and prepare a presentations to be exhibited during the virtual mobility.

Presentations of products from the Italian centre



- **Virtual map of typical products**

Objectives:

- Get to know the gastronomy of the countries of the project.
- Working on the English language proficiency.

-
- Favouring the use of ICT.
 - Working collaboratively.
 - Assessing the importance of gastronomy within the Cultural Heritage of a country.

Development: Students will include the products of their presentations on a virtual map created with Google my maps, so that the map will show the products of all the countries of the project.

- **Exchange of recipes.**


Objectives:

- Get to know the gastronomy of the project countries.
- Working on the English language proficiency.
- Favouring the use of ICTs
- Working collaboratively.
- Assessing the importance of gastronomy within the Cultural Heritage of a country.

Development:

- Each centre selects a recipe typical of its country and uploads it to Twinspace. Students from another country must prepare the proposed recipe and record a video of the preparation. Work will be done in teams from 2 countries, so that each center will have to propose a recipe from its country and prepare the recipe proposed to another.
- The videos produced will be screened during the next mobility to students.

Croatian fritters



INGREDIENTS


- 1 egg
- 180 ml of liquid yogurt
- 2 tablespoons of sugar
- 1 vanilla sugar
- 1 teaspoon of rum
- a pinch of salt
- 200 g of smooth flour
- half of a baking powder sachet
- lemon zest or some cinnamon

Preparation

1. Whisk the egg, add yogurt, sugar, rum and salt. Add flour and baking powder. Mix everything together. The dough should be thick.
2. Heat up the oil in a deeper pot. There should be enough oil that the fritters can swim in it. Once you have heated up the oil, reduce the heat to low. If you fry the fritters with high heat, they will not swell.
3. Take some dough with a spoon and put it in the oil.
4. Once they are fried enough on one side, they usually turn over on the other side, if not, just touch them with a fork and they will turn.
5. Fry them over medium heat for a few minutes until they take on a golden-brown color. Finally, sprinkle them with sugar or topping as desired.



PIZZA



Ingredients

- 5 gr fresh yeast or 10gr sachet dried
- ½ tsp sugar
- 500 gr Italian '00 flour, plus extra for dusting
- 1 tbsp olive oil, plus extra for greasing
- 3 x 125g balls mozzarella, torn
- fresh basil, to serve

For the tomato sauce

- 3 tbsp olive oil
- 2 x 400g cans good-quality Italian chopped tomatoes

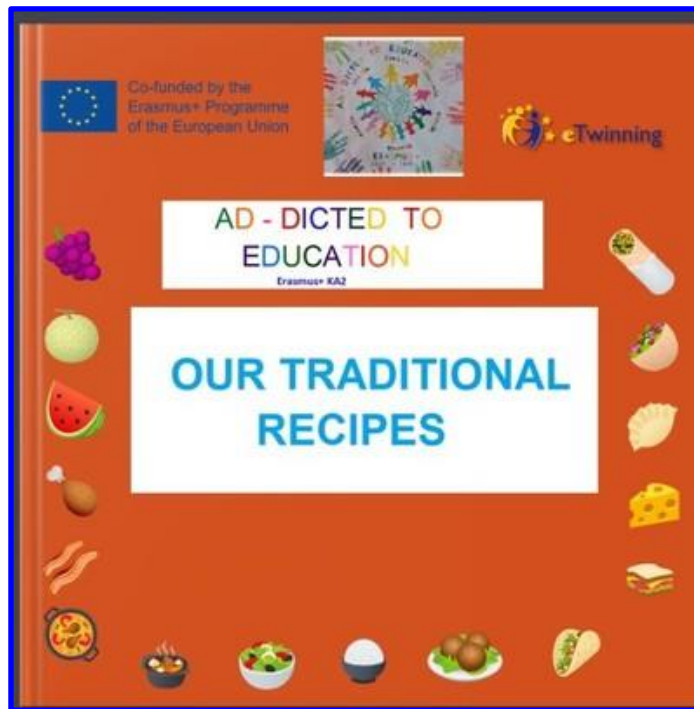
Method

STEP 1
Mix together the yeast and sugar with 250ml warm water and leave to sit for 10 mins. Place the flour in a big bowl, pour in the yeast mixture and mix, then knead with oiled hands in the bowl for 5-10 mins.

- **STEP 2**
Put in a well-oiled bowl, cover with a cloth and place somewhere warm to double in size – about 2½ hrs.
- **STEP 3**
Once your dough has doubled in size, slap it down on a lightly floured surface and knead for 4 mins until soft but not too elastic. Divide into 4 pieces, roll into balls and leave to rest for 10 mins. Heat oven to the highest temperature possible (230C fan).
- **STEP 4**
With a well-floured rolling pin, roll out each ball. Oil or dust with flour the oven sheet, then carefully transfer the dough base onto it. Spread over some of the tomato sauce and any toppings you desire.
- **STEP 5**
Cook for between 5-10 mins depending on your oven temp, then add until the mozzarella cheese. Cook for other 10 minutes. Scatter with basil.

We elaborate a digital book with the traditional recipes of all the countries.

[Our traditional recipes](#)



- **Why visit my country?**

Objectives:

- Knowing the characteristics of the project countries.
- Working on the English Language Proficiency.
- Favouring the use of ICTs.
- Working collaboratively.
- Assessing the importance of advertising to raise awareness within the Cultural Heritage of a country.

Development: Students prepare a presentation listing the reasons why students from other schools should visit their country.

During the mobility, each country will exhibit its presentation and, by teams from two countries, they will have to draw up advertising posters that encourage visitors to visit them together, as if it were a tourist tour.

The image shows a screenshot of a presentation software window. The main slide is titled "Delphi" and features a map of Greece with a blue dot indicating the location of Delphi. Below the map is a photograph of the Delphi archaeological site, showing the circular theater and surrounding ruins. To the right of the photograph is a bulleted list of information:

- Thought to be the centre of the earth.
- The site was sacred to the ancients, who came here to worship Apollo (god of light, prophecy, music, and healing) and to ask advice from the mythical Oracle.
- There you can see ruins of numerous temples, a theater, and stadium, dating from between the 8th century BC and the 2nd century AD.

The presentation software interface includes a slide navigation pane on the left with thumbnails for slides 3 through 8, and a status bar at the bottom with the text "Κάντε κλικ για να προσθέσετε σημειώσεις" and "Διαφάνεια 5 από 10".



6. BOOK'S DAY

- **Elaboration of Booktrailers.**

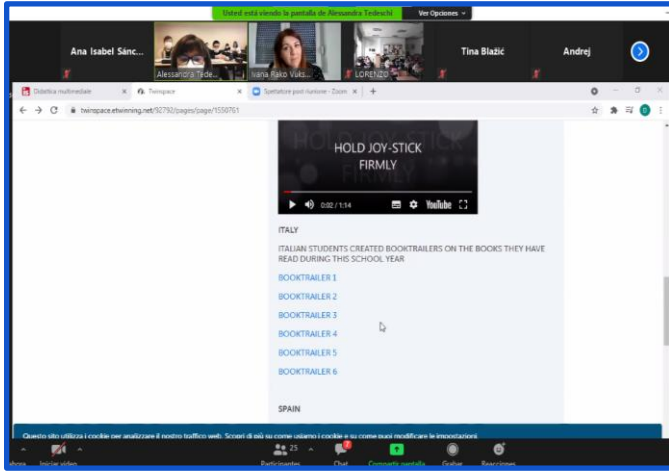
Objectives:

- Working on the English Language Proficiency.
- Fostering the use of ICT.
- Encouraging the reading of books by national authors.
- Encourage the development of new learning methodologies.

Development:

On the occasion of Book Day, which is celebrated on 23rd April, each country selected a book by a national author for the pupils to read. Subsequently, they developed a book trailer, based on the methodology developed during the virtual training event that revolved around the New teaching Methodologies, in which teachers from all partner centres participated during the month of November.

Once produced, it was shown simultaneously in all countries via a videoconference.



Erasmus+

BOOKTRAILERS PREMIERE

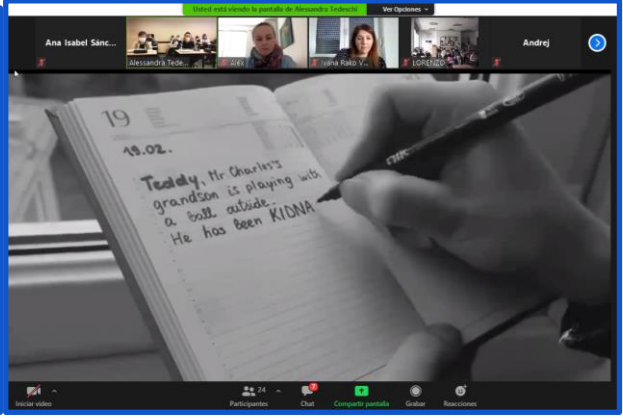
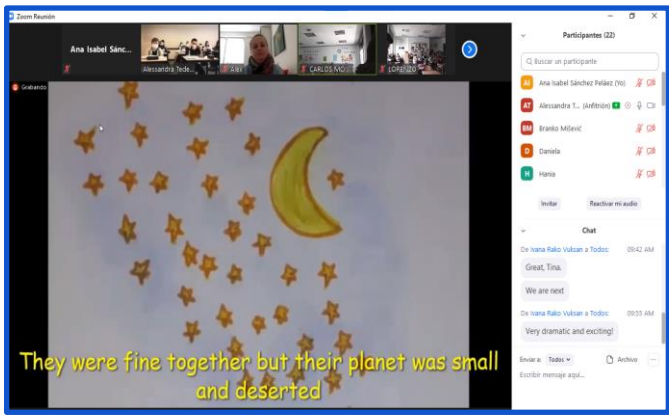
Do you want to get into a fantastic land?

PINOCCHIO

HOLD THE JOY-STICK FIRMLY

THE OLD MAN & THE SEA

Thursday 29th, April 2021 at 09.30



7. ACTIVITIES DURING VIRTUAL MOBILITY WITH PUPILS. SPAIN.

This second and final mobility with students has also taken place virtually. As with previous mobilities, the aim of the activities carried out is for pupils to work collaboratively around Europe's cultural heritage.

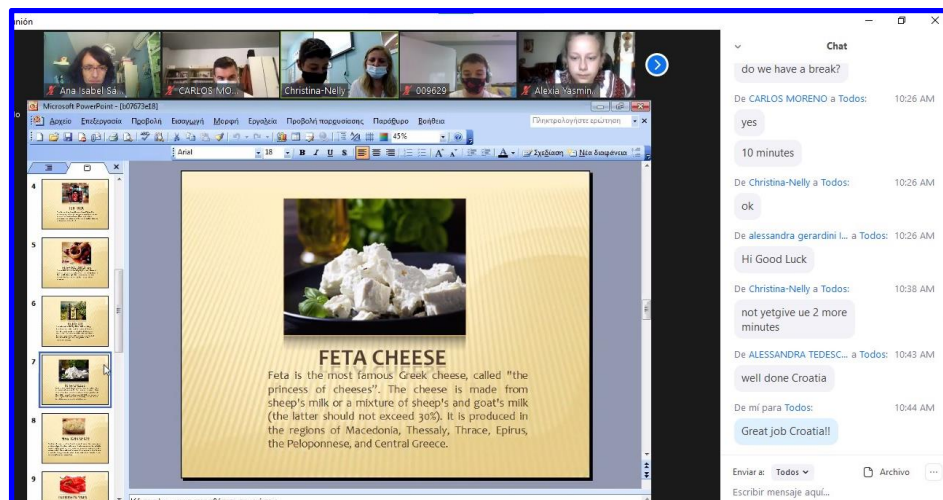
Activities

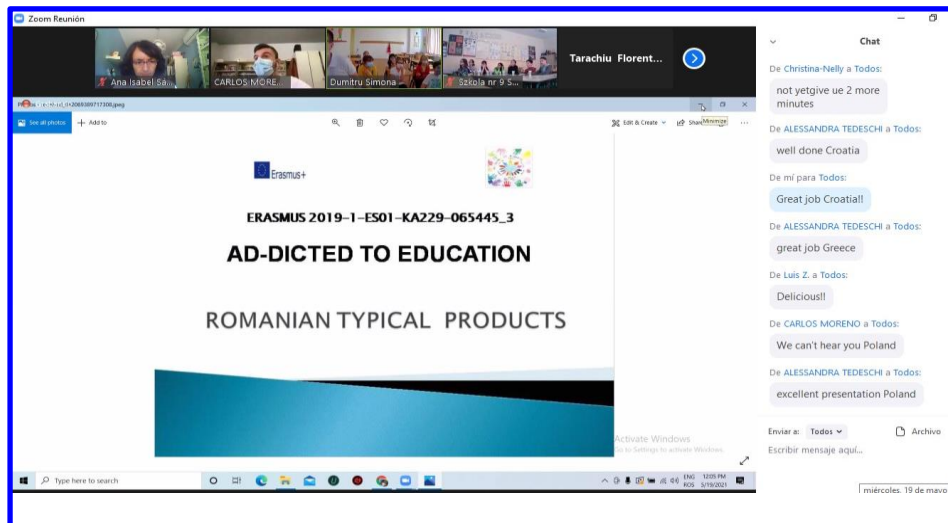
- **Oral presentation on gastronomic products from each country**

Objectives:

- Get to know the gastronomic products of the partner centers.
- Working on the English Language proficiency.

Development: students from each school select some typical products from their country and prepare an oral/video presentation on the products they exhibit during the virtual mobility.





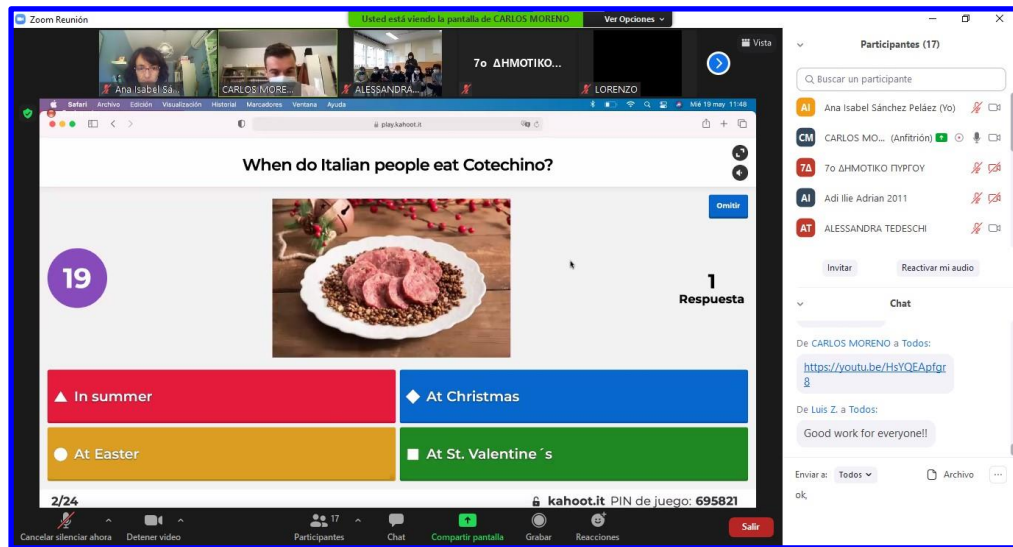
- **Kahoot on typical products**

Objectives:

- Get to know the gastronomy of the partner countries.
- Promoting English Language Competence.
- Promoting the use of ICTs
- Fostering cooperative work.

Development: Among all the students of the different schools, they draw up a questionnaire with the Kahoot app with questions about the presentations they have made in the previous activity. During the virtual mobility, all centres conduct the questionnaire synchronously.

[Kahoot on typical products](#)



- **Digital map of typical products**

Objectives:

- Get to know the gastronomy of the partner countries.
- Promoting the use of ICTs.

Development: All countries mark the selected products on a virtual map using the Google my maps app. In the end everyone will be able to consult on the map the products of all countries.

[Digital map of typical products.](#)

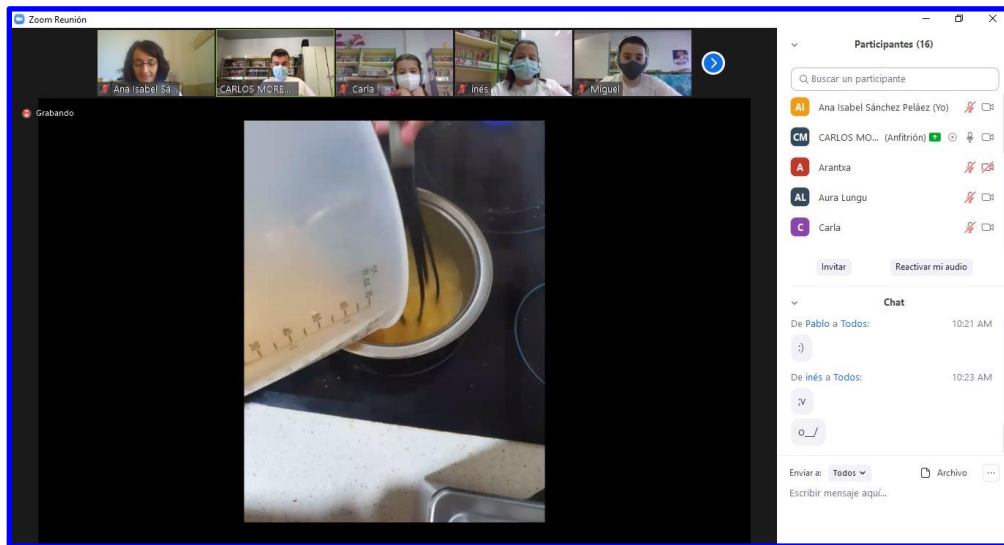
- **Workshop “Our recipes”**

Objectives:

- Knowing elements of the cultural heritage of the countries of the project: recipes.
- Fostering collaborative work.
- Working on English language proficiency.

Development: each centre will have previously recorded a video making a recipe from another country. During the virtual mobility, students work in teams from 2 countries to show the videos and then comment on the difficulties they have encountered in making them. The Zoom tool is used to work synchronously.





- **Workshop “Development of advertising posters”**

Objectives:

- Get to know elements of the cultural heritage of the countries of the project.
- Promoting the use of the ICTs.
- Fostering collaborative work.
- Working on English Language proficiency.
- Knowing the elements of advertising.

Development: All countries have prepared a presentation explaining why we should visit their country. During the virtual mobility, students work in teams from 2 countries to show their presentation and collaboratively develop an advertising poster that will encourage them to take a tour of the 2 countries that make up the team.

Once the poster is finished, each team will present it to the rest and a vote will be taken through Mentimeter to see which tour is the most popular. Zoom and Drive tools are used to work synchronously.

**COME TO CROATIA AND ITALY
TWO COUNTRIES ONE FRIENDSHIP**



UNFORGETTABLE HOLIDAYS
HOT WEATHER SUNNY DAYS



BEAUTIFUL NATURE

VISIT TWO OF THE MOST HOSPITABLE COUNTRIES: SPAIN AND GREECE!
TRY OUR FOOD AND THE BEAUTIFUL BEACHES.....




SPANISH AND GREECE SONG



Romania- what a beautiful country!

ALL TOGETHER!

- a country with the BLACK SEA
- a country with wonderful DANUBE DELTA
- a country with green FORESTS
- a country with picturesque MONASTERIES and authentic customs
- a country with picturesque landscapes and a rich spiritual people



<https://youtu.be/V8C8goLr40w>



ALL TOGETHER!

Visit Poland!

- climb the mountains
- sail on the lakes
- canoe in rivers
- explore the untouched nature
- visit the old cities and learn the rich history of Poland
- meet interesting people and their culture
- try our cuisine
- walk in the forests
- see the wild nature




YOU ARE WELCOME!

8. PROPOSAL OF ACTIVITIES FOR THE WHOLE CENTRE

Erasmus+ projects are an excellent opportunity to involve the entire education community. We propose below some activities that we have developed during this second year, which promote the values of the project and in which children from Kindergarden and Primary School have participated, as well as families and other entities such as the Town Hall and the local Music Conservatory.

Activities

- **Get to know the partner countries and their monuments**

Since Infant Education we have been working during the first quarter on a project that has allowed us to learn more about the partner countries, their monuments and their Christmas traditions: “We are travelling in Europe”. [Here you can find all the information about the project](#)

First we start by placing the project countries on the map of Europe and learning the names of their capitals.

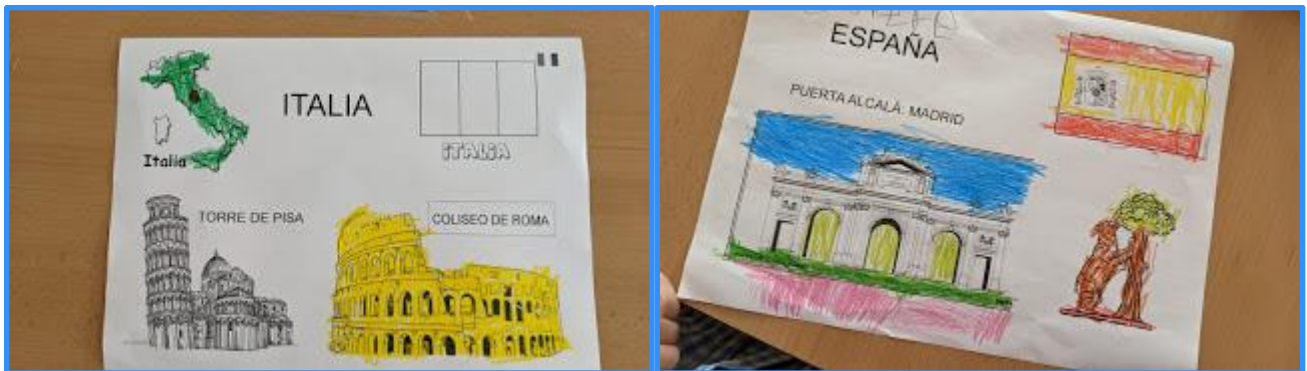


Afterwards, we work on flags using different techniques: colour, pointillism, scratch, cut, etc..



Finally, we work on a representative monument of each country:

- We see its image, we learn its name, the material it is made of, how it is preserved, what is was used for, etc...



We work on a representation of the monument through different techniques: colouring, we make a puzzle, we do it with clay, we make a collaborative mural, etc...



- Exhibition of monuments

Objectives:

- Get to know the monuments of the countries of the project.
- Involving the educational community.

Public: Infant Education and Primary Education.

Development of the activity:

We asked the families to help them build models of the monuments we had worked at home. Thus, we organised an exhibition in the centre which, thanks to the cooperation of the City Council, was later brought to the Formma Museum and opened to the general public.



CONOCIENDO NUESTRO PATRIMONIO

Exposición de trabajos
Museo Formma
Calle San Antonio, en el casco antiguo.

HASTA EL 10 DE ENERO DE 2021
JUEVES A DOMINGO
10:30 A 13:30 H. Y DE 16:00 A 19:00 H.
MUSEO FORMMA

"Nuestro patrimonio: donde el pasado se encuentra con el futuro"
Comisión Europea

ERASMUS+

AD-DICTED TO EDUCATION!

La exposición muestra los trabajos realizados por las familias del CEIP El Santo para dar a conocer el Patrimonio Cultural Europeo de los países socios del proyecto Erasmus+.

[HTTPS://WWW.CEIPEL SANTO.COM/PLANES-Y-PROYECTOS/PROYECTOS-ERASMUS](https://www.ceipelsanto.com/planes-y-proyectos/proyectos-erasmus)

Cofinanciado por el programa Erasmus+ de la Unión Europea

Castilla-La Mancha

ALCAZAR DE SAN JUAN

EL SANTIAGO



- **Multicultural nativity scene:**

Objective: Get to know people and cultural aspects of the different partner countries.

Public: Infant Education and Primary Education.

Development of the activity: during the first year of the project, the students, in the area of Artistic, created characters from the partner countries. Families also collaborated. The nativity scene was built with all the figures. This second year, the same figures have been used and, in addition, some of the monuments created by the students and their families have been added to the nativity scene.



- **Erasmus Carnival**

Objectives:

- Learn about the cultural aspects of the different partner countries.
- Fostering the involvement of families.

Public: Infant Education and Primary Education.

Development of the activity: during the month of December, the Carnival is celebrated in our town. This course has been proposed at the centre level that the costume have a relationship with the cultural heritage of the countries of the project: flags, celebrities, paintings, gastronomy, books, etc...



- **Traditional games**

Objectives: To know the traditional games of the countries of the project as part of our cultural heritage.

Public: Infant Education

Development of the activity: we have learnt in class and the practiced in psychomotor classes and recess, traditional games of our country and the rest of the project countries. Here you can find all the information about the project Traditional games.

[Here you can find all the information about the project Traditional Games](#)

Spanish games such as the Rayuela, the Comba, the She from behind and Mouse that cat catches you.





Croatian games, like day and night



Romanian games, like the Duck and the hunters



- **Celebrating the Day of Girls and Women in Science: 11 February**

Objective:

- Remembering the importance of science.
- Emphasize the importance and need for girls and women to approach science.

Public: Infant Education

Development: We recall the importance of science, which is particularly evident in these times of pandemic that we are living through, because thanks to it we have vaccines. We emphasize the difficulties that women have historically had in being able to dedicate themselves to it, knowing some stories such as [Marie Curie](#) or Margarita Salas. Moreover, we work on the subject of stereotypes through stories like “Pirueta y garabato” ["Pirueta y Garabato"](#).

Finally, we sing together the song that is called Depends on two



- **Our traditions**

Objective:

- Get to know the traditions and festivities of our locality.

Public: Infant Education

Development: In Early Childhood Education, we have developed different activities to learn about the traditions and festivities of our locality: Saint Antón, Saint Sebastián and Saint Isidro. Some of the activities carried out are:

We watch videos and remember what the celebration is about, we do works and murals, we eat the typical products, we dress in the typical costume and we learn to dance the jota. Here you can find all the information about the Traditions Project:

[Traditions project](#)





- Book's day

Objective:

- Encourage reading local authors.

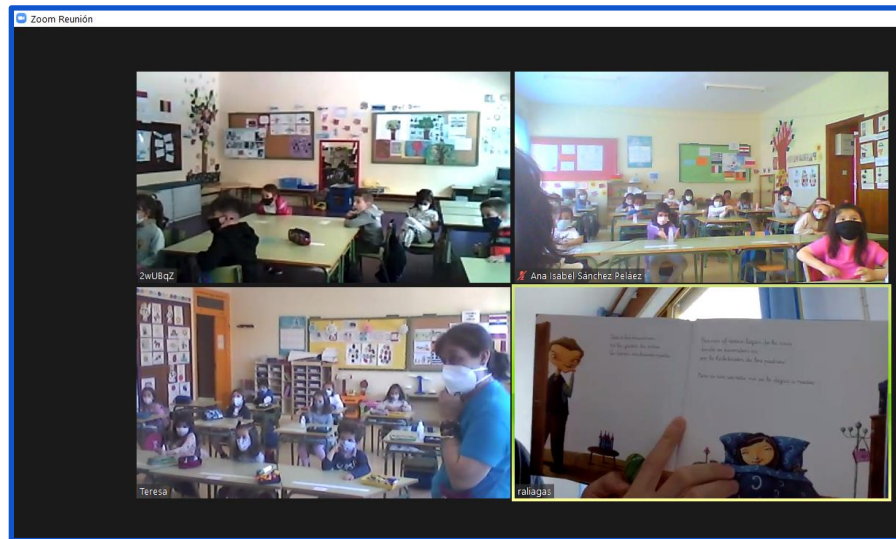
Public: Infant and Primary Education.

Development: in Childhood Education, during the month of April, we developed a project around books by an author from our area, Roberto Aliaga. Some of the activities carried out are:

We read the books, see the characters, draw them, dress up, learn who the author is, make bookmarks, etc...



We also have a video conference with the author where the children ask him a number of questions about his work and books. This activity has also been carried out in Primary Education.



Here you can find all the information about the project [Book day project](#)

- **Relation to the Reading Plan.** Selection of readings related to the theme of the project:

Work on book day:

- Aliaga, Roberto "Curso intensivo para hacerse rico", Edebé
- Aliaga Roberto "Superhéroes". Anaya

-
- Aliaga Roberto, “Cuando trabajé en el circo”. Colección Te cuento un secreto. Anaya

Gender equality

- Lázaro, Carmen. "[Pirqueta y Garabato](#)".
- Brenman, Ilan. "[Las princesas también se tiran pedos](#)", Algar.
- Jiménez Canizales, Harold. "[Guapa](#)" Apila Ediciones / Jiménez Canizales, Harold. "Pretty"
- Turin, Adela "[Rosa Caramelo](#)" Kalandraka / Turin, Adela "[Candy pink](#)"

BIBLIOGRAFY

- GUÍA PUBLICIDAD. Gobierno Vasco. Departamento de Sanidad y consumo
- LA PUBLICIDAD. EJEMPLO DE ACTIVIDADES PARA PRIMARIA 1. ADVERTISING. EXAMPLE OF ACTIVITIES FOR PRIMARY. Teresa Fernández Ulloa
- INFORME Hacia un enfoque integrado del patrimonio cultural europeo. Comisión de Cultura y Educación. Ponente: Mircea Diaconu. 2015

Web pages

[Diario oficial de la Unión Europea. 17 de mayo de 2017](#)

Digital tools:

- Work platform with students Twinspace: [eTwinning](#)
- Video editor: [Kizoa](#)
- Free image bank: [Creative Commons](#), [Pixabay](#)
- Brainstorming activities: [Answergarden](#)
- Evaluation: [Surveymonkeys](#)
- Online poster editing: [Canva](#)
- Videoconferencing: [Zoom](#)
- Sharing and editing documents: Drive
- Creating puzzles: [Jigsawplanet](#)
- Virtual maps: [Google My maps](#)
- Online votes: [Mentimeter](#)
- Elaboration of online questionnaires: [Kahoot](#)

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This guide is the result of the work of our second year of the Erasmus+ KA229 project and aims to show the work done on the educational value of European Heritage and advertising.

Knowing our culture and heritage from its origins, helps our students to understand the set of values, traditions, symbols and beliefs that were part of it then, and that evolved and transformed into others, with which they live today.

Knowledge of Europe's historical, cultural and artistic heritage, both tangible and intangible, is essential for strengthening the sense of belonging to a common European area. At the same time, this knowledge will help to promote in our students values such as tolerance, solidarity and respect for the different cultural and artistic expressions that exists.



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Erasmus+

