

Creating a Euro coin report,***following pedagogical practices and museum procedures .***

In the framework of courses of History, Art, Museum Education, Architecture, Geography, Political Education, Mathematics, Informatics, English Language.

The Director of the School (director of a fantastic museum) at the General Assembly of his club, proposes and decides unanimously to create a euro coin hall and organize a report.

He takes responsibility for implementing this project, and in turn does all the necessary actions to implement it as a follow-up of his progress.

Thus: Working groups are defined and roles are assigned to them.

All the groups meet alone to decide on the title of the report. At a General Assembly they will come to the most appropriate. The number of exhibits and exhibits will be the responsibility of the editors in cooperation with the Director.

Students assume roles:

Museum Manager: monitors the work, accepts suggestions and suggestions from teams, which groups report the course of their actions.

1st group of students: exhibitors

They gather the exhibits. They find information about the selected exhibits, prepare the exhibition catalog, texts and pictures, create the model in collaboration with the design team. They oversee the process and have the responsibility of scientific validity and artistic aesthetics and presentation.

2nd group of students: responsible for setting up (component):

They prepare labels, placement boxes for accompanying text and objects. They put the works in the space they have shaped appropriately. They make the necessary measurements. They are interested in the functionality of the site and the easy access and guided tour of the visitors.



3rd group of students: responsible for the catalog and promotional material:

They design the introductory text for the report. Together with the texts and pictures of the first group, they co-operate with the exhibition catalog. They create informational and promotional material (invitations, posters, etc.)

4th group of students: responsible for the educational material

They create a worksheet for elementary and / or high school students (graded difficulty).

5th group of pupils: responsible for the digital and electronic transport of the exhibition data (creation of a corresponding digital exhibition) as well as the creation of a small advertising spot containing both the exhibits and the process of setting up the exhibition.

6th group of students: A set of translators of all texts (list, information, tabs, etc.) in English.

Expected Benefits

The conception and setting up of a museum exhibition offers children multiple benefits: discovery, teamwork, research, written expression, classification, modeling, cultivation of presentation, support, promotion and promotion skills, an idea, a theme, etc. e.g.

In particular, they are grown:

- The cooperative process
- Active, holistic learning - from theory to practice
- Language development and creative writing
- Geometry and Mathematics (measurements of space, etc.)
- History, Culture, Art, Economy
- The development of spatial intelligence
- Awareness of museum practice and, above all, the importance of culture
- Utilization of technology and IT

Familiarizing and practicing the foreign language

- Enriching the vocabulary with terms and concepts of science, museum education, art, economics and European perspective.

The proposal of the specific educational scenario, which is part of the Erasmus + program entitled "Money matters", can be implemented in two versions:

- One is limited (in terms of exhibits) to the Euro coins of their own country alone (in this case the partner countries of the program, Poland and Romania can adapt the scenario in their own national currency).
- The second, more ambitious and demanding version may refer to all euro coins of all countries participating in the euro area (grouped display cases per country, including commemorative publications) with relevant information material (maps, illustration content, notations, chronology and order of publication, issuing authority, etc.) so that each presentation is complete.

The starting point of this scenario may be a text on euro coins, which, unlike banknotes, have different illustrations in each country) and worksheet 1 (adapted to each country).

