

PROGRAMS ON LOCAL HISTORY AND CULTURE

1. Ancient Agora in Thessaloniki - Educational programme for the 5th grade

The students of the 5th grade with their teachers visited the Ancient Agora in Thessaloniki in the frames of the programme titled: "I discover the Roman Agora of my city." Our basic principal was to use the archaeological area to teach and give the pupils the chance to participate in the process instead of using the ready texts and material. First was the pupils' preparation in the classroom. Then, they toured the public buildings where apart from the traditional method of narration of the history, the pupils actively participated through the Socratic Method. Finally, the students at the Music hall area improvised and turned into actors and senators of the Roman Era, developing their creativity and improving their ability for communication and expression. At the end of the programme the pupils were given a dossier with worksheets on the history and the topography of the Ancient Agora which would also be the evaluation of the programme. It was a full in impressions programme and at the same time very informative.



2. Museum of the Macedonian Fight - Educational programme for the 6th grade



"Travelling through time on a quill and a ...mouse!"

Since 2004 the Museum's Research Centre for Macedonian History and Documentation (KEMIT) has been running an educational programme entitled "Travelling through time on a quill and a ...mouse!". The programme was designed to allow teachers and pupils to make use of the fifteen years of systematic research work that has been carried out by the Museum and its database of historical information (political, electoral, demographic, social, economic and educational) on Macedonia's communities. Printed educational material is distributed to the schools, so that students (in collaboration with their teachers) can prepare their own tour of the Museum. This serves two purposes: on the one hand it enriches school libraries and on the other it helps teachers in their work and helps students become familiar with the use of the new technologies and the Internet in teaching History, in preserving historical memory and in maintaining historical sources.

3. Vafopoulio Cultural Centre - Meeting the book and Aesop

In March the students and the teachers of the 1st grade visited Vafopoulio Cultural Centre as part of the program "Meeting the book and Aesop". In the frame of this visit Mr. Fotopoulou A., a library scientist, educator and writer, presented the program "Meeting the book and Aesop" to the children. The children learned the history and the development of books from ancient times until today, through slides and other visual material.



They read some books of the collection, were informed about the organization and the operation of a library and later heard a narration from the Fables of Aesop with parallel projection slides. Afterwards the children participated in the dramatization of Aesop's stories. It was worthy visit I which the students had fun while at the same time showed a great interest in the books of the collection. Most importantly from this visit on the children expressed a wish for the enrichment of the libraries in both classrooms.



4. Vafopoulio Cultural Centre - **Katia with the fairy tales**



The students of the 2nd grade visited Vafopoulio Cultural Centre. The visit was in two parts. In the first part the students went to the children's library where they had a discussion with the librarian about their favourite fairy tales, they learned how a public library works and read some of their favourite books. In the second part they heard Mrs. Katerina Terzopoulou narrating a fairy tale from her own collection, called "Katia with her fairy tales." Finally, they performed the fairy tale.

5. Museum of Byzantine Culture in Thessaloniki - **Educational programme for the 1st grade**

The educational programme, "Do you want to play excavation?", aimed to familiarise children up to a point with the meaning of the past; to teach them that objects can inform us about the past, to familiarise them with the meaning of archaeological vocabulary, like, "stratigraphy", "excavation", or terms like "ancient" and "archaeologist". Moreover, they come in contact with the practice of excavation and maintenance through the experiential approach. The program was structured in three units. First, it was carried out in the room "Discovering the past", where taking the mosaic that was exposed as a starting point they discussed about the objects of the past and how these are reserved until today, for the archaeological practice and for the excavation. Also, the children took part in a theatrical game. In the second unit the children formed teams and were taken to the outside of Museum area where they impersonated the archaeologists and participated in an excavation that was taking place in a place created especially for the purpose. The children discovered entire and broken objects, copies of authentic objects, which they cleaned and afterwards they placed in bags, as is done in a real excavation. Then they participated in maintenance laboratories, where they glued the broken objects. In the third unit the children participated in creative-figurative activities (jigsaw) & finally they discussed about the work of an archaeologist and a conservator, since now they had personal knowledge of the process. Leaving, they took a poster, as a souvenir of their visit at the Museum. The particular program proves the museum to be an accessible place for youngsters. The visit is now a constructive activity, multifaceted, pleasant experience and strengthens cognitive and psychokinetic skills through the game and the creative activities.



6. Vafopoulio Cultural Centre - **nutcracker**



In March, two classes of the 3rd grade visited Vafopoulio Cultural Centre as part of the children festivities of the Centre. Mrs. Maria Kavalioti, the theatre teacher-director-stage designer, presented Hoffmann's play. «*Nutcracker*» with *Tchaikovsky's* music. The students were entered into the world of classical music, combining fairy tales to music and theatre. Then they played some musical-theatrical games and they performed some of the play's scenes.

7. Archaeological Museum in Thessaloniki - **Educational programme for the 6th grade**

The program "Thessaloniki travels us" had duration of roughly 90 minutes. The children met an Archaeologist (Schoolteacher) who wants to take a walk in ancient Thessaloniki and find a statue. The instructions that were given to him were very concrete: he should enter the ancient city through the Golden Gate and answer 12 questions. He asks for the students' help who take the role of the researchers, they explore the rooms of the Museum and help him find the mystery person. The program which was based on Educational Drama techniques aimed to sentimentally and mentally involve the students in the process of discovering the past, so they would know the social and political life of ancient Thessaloniki, get familiarized with the objects of daily life and adoration, appreciate the artistic value of ancient objects and get acquainted with the science of Archaeology. The aim of the program was the familiarization of students with the historical past of the city of Thessaloniki, the acquaintance with the ancient art and the science of archaeology. Through this travel the students discovered resemblances and differences with modern everyday life.



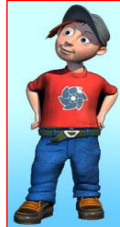
8. Archaeological Museum in Thessaloniki - **Educational programme for the 3rd - 4th grade**



The program "I mold prehistory" was addressed to the students of the 3rd and the 4th grade of primary school and had duration of 90 minutes. The aim of the program was the acquaintance of students with prehistoric Macedonia and their familiarization with the succession of seasons and the significance of time. The students familiarized with the significance of prehistory and its sections through the game of the line of time. Afterwards, they explored the exhibition area in order to locate and observe certain objects. A short tour followed and the program was concluded in the area of educational programs where the children molded with clay and decorated their own vessel based on what they saw in the exhibition.

9. Folk life and Ethnological Museum of Macedonia - Thrace

Educational programme for the 5th grade



Students of the 5th grade were given a tour of two permanent exhibitions. In the years since it was founded, the Folklife and Ethnological Museum has mounted a considerable number of exhibitions having permanent character. Today two permanent exhibitions, focusing on **food, shelter and clothing in traditional society** are displayed at the Museum. The first of these exhibitions, '**At the Watermills of Macedonia and Thrace: Gristmills, Sawmills, Fulling Mills, Cloth-finishing Waterfalls in Traditional Society**', which has been inaugurated in 2003, is regarding the pre-industrial technology and the exploitation of water as source of energy for the grinding of grain, the ripping of logs and the pounding of woollen clothes. This exhibition links and heralds the exhibitions to follow.

The second permanent exhibition '**Macedonia-Thrace: Traditional Costumes, 1860-1960**', which has been inaugurated in 2005, includes 55 costumes from Macedonia and Thrace as well as from the historically confirmed extensions of Greece's northerly territories (Northern Macedonia, Eastern Thrace, Eastern Ru-melia, the Black Sea littoral and Asia Minor) that were inhabited by cohesive substantial communities conscious of their Greek origin.