

# CULTURAL HERITAGE, INDUSTRIALISATION AND ITS IMPACT ON THE ENVIRONMENT

GENERAL ACTIVITY	SPECIFIC ACTIONS	DATE	SCHOOLS INVOLVED
<b>1</b> <b>PRESENTATIONS / INTRODUCTIONS</b>	<p><b>A) INFOGRAPHIES:</b> Personal presentation of each student, using platforms as canva, PPT or any other allowing to combine picture and written information.</p> <p><b>B) VIDEO:</b> group video about the school, the members of the group and some highlights the industrial sites of the area.</p> <p><b>C) SHARING:</b> Both (group video and personal infographies) will be posted in the project's TwinSpace, and available during all the work process. Every member of the project will be able to watch the other member's presentations.</p>	JANUARY 31 (Is it maybe too short? Should we leave it for january?)	All?
<b>2</b> <b>INDUSTRIALISATION: HISTORICAL EVOLUTION</b>	<p><b>A) OVERVIEW</b> of the global history of Industrialisation, and more specifically its evolution on each school's specific region. This overview should include information on how the different industries affected (and/or affect) the environment.</p> <p><b>B)</b> Creation of a <b>TIME-LINE</b> showing the evolution and highligts of the evolution process in each school's region</p>	FEBRUARY 17	ATEGORRI BHI (Spain) Jensen Gymnasium (Sweden)

	<p><b>C) SHARING:</b> The Time-Lines will be posted in the project's TwinSpace. Students can compare their own Time lines with the ones made by other schools.</p> <p><b>D) INFORMATION POOLING:</b> Video-meeting to share the information. Different options:</p> <ul style="list-style-type: none"> <li>• <b>Groupal video-meeting</b> with two schools involved in each meeting, where one group explains to the other their Time-Line. Final short debate about similarities and differences.</li> <li>• <b>Video meetings in small groups:</b> Organise international students groups, for example, groups made up of 2-3 students of each school involved in this activity. In each group students explain to each other their time-lines, discuss about similarities and differences. Finally, once the video-meetings are over, the students discuss their conclusions with their classmates.</li> </ul> <p>Which one of the above do you think is the best? Other suggestions?</p> <p>Sweden (Jensen Gymnasium) thinks that the first one is the best but it depends on how many different groups there will be in the presentation?</p> <p>As Turkish school the first one is ok.</p>		
3	<p><b>A) POLLUTION TESTS:</b> If possible, test the quality of air and/or water, or make any other test about environmental quality in our</p>	NOT DEFINED	

<b>WATER AND AIR POLLUTION ANALYSIS</b>	<p>region. If its not possible to do the test with our means, obtain de information from official sources.</p> <p><b>B) RESEARCH:</b> Research work to obtain historical data about air and water quality (or other environmental indicators), and analysis of its evolution. Have reconversion plans been succesfull in improving are environmental conditions? If Industry is still working, have the legislation been effective in reducing contamination? Etc.</p> <p><b>C) INFORMATION POOLING:</b> Elaboration of a common grid with the information of the different regions comparing 3-4 historical moments. The grid can also include the main conclusions drawn from the historical comparative analysis.</p> <p><b>D) SHARING:</b> The grid will be posted in TwinSpace</p>		
<b>4 CULTURAL VISITS RELATED TO INDUSTRIALISATION</b>	<p><b>A) VISITS</b> related to Industrialisation, such as museums, guided tours around industrial sites, exhibitions, conferences, etc.</p> <p><b>B) SHARING:</b> Video or pictures about the excursion. Presentation (PPT or similar) with the most important conclusions of the visit, when appropriate. Post the document in Twin Space.</p>	Not specified / anytime through the duration of the project.	ATEGORRI BHI (Spain) Jensen gymnasium (Sweden)
<b>5 PICTURES OF NOW AND THEN</b>	<p><b>A) PHOTO COLLECTION:</b> Collect old photos related to industrialisation in our region. We can find those pictures through the families but also getting in touch with different entities, such as local councils, libraries, associations, book, the school's own founds, etc.</p>	NOT DEFINED	ATEGORRI BHI (Spain)

	<p><b>B) PICTURE-TAKING:</b> Select the most representative pictures, visit the emplacements where the old pictures were taken and reproduce those pictures in the same place and angle but showing how the place is nowadays.</p> <p><b>C) ANALYSIS:</b> Write a short description of the changes undergone in each emplacement.</p> <p><b>D) SHARING:</b> The pictures and explanations will be posted in Twin Space.</p> <p><b>E) INFORMATION POOLING:</b> Different options:</p> <ul style="list-style-type: none"> <li>• Video-meetings by organising international students' groups, with two students of each school in each group. The couples choose one picture of now and then and explain it to the other students in that group.</li> <li>• Students of each school are organised in small groups. Each group chooses one picture, and records a video where they show the pictures and explain the differences. Students of other schools watch the videos.</li> </ul> <p>Any other suggestions on how to organise the sharing of this activity?</p> <p>We can share it via facebook or instagram.</p> <p><b>IMPORTANT NOTE:</b> Remember to look for pictures involving women and showing their role in Industrialisation.</p>		
<p><b>6</b></p> <p><b>ORAL HISTORY:</b></p> <p><b>INTERVIEWS</b></p>	<p><b>A) INTERVIEWS:</b> Interview people about the evolution of Industrialisation. The interviewed people can be relatives, teachers, council staff, but it is especially interesting to interview older people and ask them about their personal experiences related to Industrialisation. An interesting activity</p>	March	ATEGORRI BHI (Spain)

	<p>could be to contact the old people's home in order to interview the residents.</p> <ol style="list-style-type: none"> <li>1. Prepare the questionnaire (it can be combined with photos, to ask the interviewed people to comment about them).</li> <li>2. Conduct the interviews and record the audios. If possible, take photos or video of the interviews. Remember to ask specific questions about the role of women in the industry.</li> <li>3. Transcribe the interviews</li> <li>4. Select the way in which the information will be used.</li> </ol> <p><b>B) SHARING:</b> Elaborate a document with some highlights or selected parts of the interviews, and combine them with the pictures from the previous activity. Share them in TwinSpace.</p> <p><b>C) INFORMATION POOLING:</b> We should think about a way to put in common this activity.</p> <p>If possible We can make a newspaper and send it to the other schools to be shared in their website.Or we can publish it in twinspace platform.</p>		
<p><b>7</b></p> <p><b>THE ROLE OF WOMEN IN INDUSTRIALISATION</b></p>	<p><b>A) RESEARCH</b> work about the role of women un Industrialisation. Analyse their role as workers in the Industry (what kind of job they used to do) but also as a member of society in the Industrialisation period. The interviews can be one of the sources of infomration for that research work.</p> <p><b>B)</b> Each school involved prepares a <b>PRESENTATION</b> (PPT or similar) with the results of the research.</p>	NOT DEFINED	ATEGORRI BHI (Spain)

	<p><b>C) SHARING:</b> The presentations will be posted in TwinSpace.</p> <p><b>E) INFORMATION POOLING:</b> Each group will check the information posted by the other schools. Each group will also create a quiz (KAHOOT or similar) involving the results of their researchs. The students will solve the quizzes made by the other schools. Finally, a debate can be organised in each school to analyse the similarities and differences between countries.</p>		
<p><b>8</b></p> <p><b>NEW USES OF INDUSTRIAL SPOTS</b></p>	<p><b>A) RESEARCH:</b> In the regions where there is been a reconversion process, make a list of the new uses assigned to the industrial sites. Make a list of those new uses and analyse if we consider they are appropriate or not, taking into account different aspects (economy, environment, social, etc.).</p> <p><b>B) SHARING:</b> ?? Still not defined. Ideally, the way to share this would be to visit our partners and check those sites in person. It can be possible.</p>	NOT DEFINED	ATEGORRI BHI (Spain)
<p><b>9</b></p> <p><b>IMAGINING A BETTER FUTURE</b></p>	<p><b>A)</b> Imagine and propose the new uses we would like for those environments, taking into account the different aspects analysed in the previous activity.</p> <p>Ideally, students from other countries could contribute to imagine better places for their partners sites.</p>	NOT DEFINED	ATEGORRI BHI (Spain)