



Erasmus+

“Traditional Arts and Crafts  
to Keep away Early Drop - out”

PROJECT CODE 2018-1-EL01-KA201-047659

# “REDISCOVERING THE LOST CRAFTS”

**PART B: Educational activities  
for Traditional Arts and Crafts**

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Secondary School of Gennadi Rodou, Greece  
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## **T.A.C.K.E.D.**

**"Traditional Arts and Crafts to Keep away Early Drop-out".**

**Project code:** 2018-1-EL01-KA201-047659

The project intends to impact on the problem of **early school leaving and dropout** which are interlinked to schooling problems that obstacle **a full and effective integration of teenagers into the educational and training systems, using Traditional Arts and Crafts as a powerful tool.**

The **revival story of each traditional craft, material or tool**, began with the passion of dedicated individuals and communities. In order to pass on this craft's heritage, it's important to preserve the quality materials and tools that are so essential to its survival, as well as support the next generation of craftspeople.

Paying efforts to revive craft traditions and rediscovering each product as a symbol of the area from which it originated offers great potential for reaching the Erasmus+ transversal key competences: learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression.

**The main tangible results of the project are:**

1. Guide "Rediscovering the Lost Crafts: didactic and inclusive practice to fight out school failure, early school leaving and dropping"
2. A short documentary on Traditional Arts and Crafts

Visit the website <http://tackederasmus.eu>



**The publication is PART B of Guide "Rediscovering the Lost Crafts" , presenting an educational approach to Heritage Education along with educational activities and their outputs.**



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## 2. Council of Europe on Cultural Heritage

The Council of Europe Framework Convention on the Value of Cultural Heritage for the Society (Faro, 2005) gives most comprehensive definition of cultural **heritage, embracing its tangible, intangible and digital dimension** in a holistic way:

*Cultural Heritage is a group of resources inherited from the past, which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and transitions. It includes all aspects of the environment resulting from the interaction between people and places through time (Faro 2005).*

This Convention underlines that any sign or a symbol created by, or given meaning by human activity, that is intentionally protected, conserved or revived, instead of being left to natural decay, oblivion, or destruction, can be considered cultural heritage. It puts the emphasis on the values (i.e. cultural, historical, aesthetic, archaeological, scientific, ethnological, anthropological value), beliefs, knowledge and transitions, which are considered relevant by a community or group of reference that has the right to benefit from this resource and that is responsible for the transmission to future generations.



### 3. European Framework on Cultural Heritage

The Framework establishes a set of **four principles and five main areas of continued action** for Europe's cultural heritage:

#### 4 key principles

Holistic

Mainstreaming/integrated

Evidence-based policy making

Multi-stakeholder

#### 5 areas of continued action

an inclusive Europe: participation and access for all

a sustainable Europe: smart solutions for a cohesive and sustainable future

a resilient Europe: safeguarding endangered heritage

an innovative Europe: mobilising knowledge and research

a stronger global partnership: reinforcing international cooperation



Our right to enjoy the arts, and to participate in the cultural life of the community is included in the United Nation's 1948 *Universal Declaration of Human Rights*

#### Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

## 4. Cultural Heritage

**Cultural heritage** shapes our everyday lives. It surrounds us in Europe's towns and cities, natural landscapes and archaeological sites. It is not only found in literature, art and objects, but also **in the crafts we learn from our ancestors, the stories we tell our children, the food we enjoy and the films we watch and recognise ourselves in.**

### Traditional arts and crafts:

Cultural heritage does not only include buildings, books, songs and works of art but also the work of the people and what they created.





**Cultural heritage** includes:

- Buildings, monuments, artefacts, archives, clothing, artworks, books, machines, historic towns, archaeological sites etc. – **(tangible heritage)**
- Practices, representations, knowledge, skills objects and cultural expressions that people value such as festivals. It also includes languages and oral traditions, performing arts, and traditional crafts, etc. – **(intangible heritage)**
- **Landscapes** – geographical areas where the natural resources show evidence of the practices and traditions of people
- Resources that were created in a digital form (for example digital art and animation) or that have been digitalised as a way to preserve them (including text, images, video, and records) – **(digital heritage).**

---

**Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport**

*Our shared cultural heritage is at the heart of the European way of life. It surrounds us in our towns and cities, natural landscapes and archaeological sites. It is literature, art and monuments, crafts learnt from our ancestors, the stories we tell our children, the food we enjoy and the films we watch and in which we recognise ourselves. Cultural heritage defines who we are and strengthens our sense of belonging to a common European family. We all belong to a peaceful community of more than 500 million citizens with rich histories and interwoven cultures.*



## 5. Heritage Education

### Heritage education

Cultural heritage is used in the teaching environment, mainly to bring cultural heritage to the attention of as many pupils as possible and to enrich the learning processes.

Heritage education is an approach to teaching and learning based on the idea that heritage offers the opportunity to learners to engage in experiences that make them learn. **By directly experiencing, examining, analysing and evaluating cultural heritage such as buildings, monuments, workplaces, landscapes, artefacts, rituals and traditions**, learners gain knowledge, intellectual skills and a wider range of competences that enhance their capacities for maintenance and improvement of the society and ways of living.

### Heritage interpretation approach

Non-formal learning approach, suited for eTwinning or other transnational projects. **Heritage interpretation turns experiences into sources of inspiration and creativity, it provokes students' curiosity, includes narratives that might be relevant to them and it encourages reflection.**

Compared to other learning approaches, the most significant feature of heritage interpretation is that it actively encourages participants **to interpret their experience themselves in searching for their own meaningful context behind the facts.** It seeks to provide:

- first-hand experience with original heritage phenomena (experiential learning)
- active involvement of and exchange with participants, provoking personal resonance
- commitment to the idea of caring for heritage (and also as a resource for personal learning)

## 6. Heritage Interpretation and teenagers

### Teenagers and heritage

Teenagers tend to question the customs, traditions, habits, beliefs and attitudes which had been passed on to them during their childhood, while they seek their own place in the world and their own identity. During this search for one's place in the world and among others, meaningful **heritage can help young people reshape their own value system and identities.**

#### Digital heritage resources:

Resources that have been digitalised as a way to preserve them (including text, images, video and records)

#### Tips

For engaging young people with cultural heritage in a meaningful way, educational activities included the following characteristics

- **Cultural heritage connected with beliefs and values of young people.**
- **Contexts and stories to activate self-transcendent and openness-**
- **Interpretation including multiple perspectives**
- **Interpretation to raise open questions that provoke interaction, debate and self-reflection**

## 7. Educational activities and Competences

### Educational activities

Teachers and students created new stories based on their own interpretations of heritage.

**First step**, students and teachers tried to figure out the images they have for each other.

**Second step**, they worked on images of traditional arts and crafts.

**Third step**, students did some research on traditional arts and crafts using

- a) digitalised resources
- b) interviews with grandparents and/or older people who shared valuable information and explanations on how things have changed over the years.

The final products of the students' work (collages, models, photos and other digital presentations) were used for dissemination.

### Competences

#### Digital

- We supported our creativity with digital tools
- We used Creative Commons Licenses
- We shared digital content
- We learnt about copyright issues
- We followed digital netiquette

#### Cultural awareness and expression

- We learnt about diversity of cultural expression
- We acquired knowledge of local and national, cultures and expressions, including their languages, heritage and traditions, and cultural products

## 8. Educational activities



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### **Activity 1 . The image of the other**

**Title:** The image of Italy / Hungary

**Topics:** Culture, Heritage, Imagery

**Summary:** Students are asked to think about images and words related to Italy / Hungary and to make a poster

**Resources:** web, Pixabay, Google advanced search, Canva, Thinglink

**Aims :**

To learn about Italian / Hungarian culture and tradition

To choose representative images for a country and to combine them

To present their own image of a country

To be aware of copyright issues of images

To develop digital skills for posters

**Outcome:** digital posters

#### **Activity 1**

Teacher uses brainstorm on the topic of Italy / Hungary

#### **Activity 2**

Teacher explains copyright issues and guides students to search at a) Pixabay or b) Google for images with free copyright

#### **Activity 3**

Teacher guides students to use Canva, Thinglink or any other software (students' choice) for digital posters. Students work in groups and make a digital poster. They present it to the class



# Outcomes of Activity 1

## Italy



Rome pasta pizza



Collouseum

cars

Armani

Pisa



fashion

espresso

Parmesan

Brands



Ferrari

Maserati

Venice masks

Lamborghini

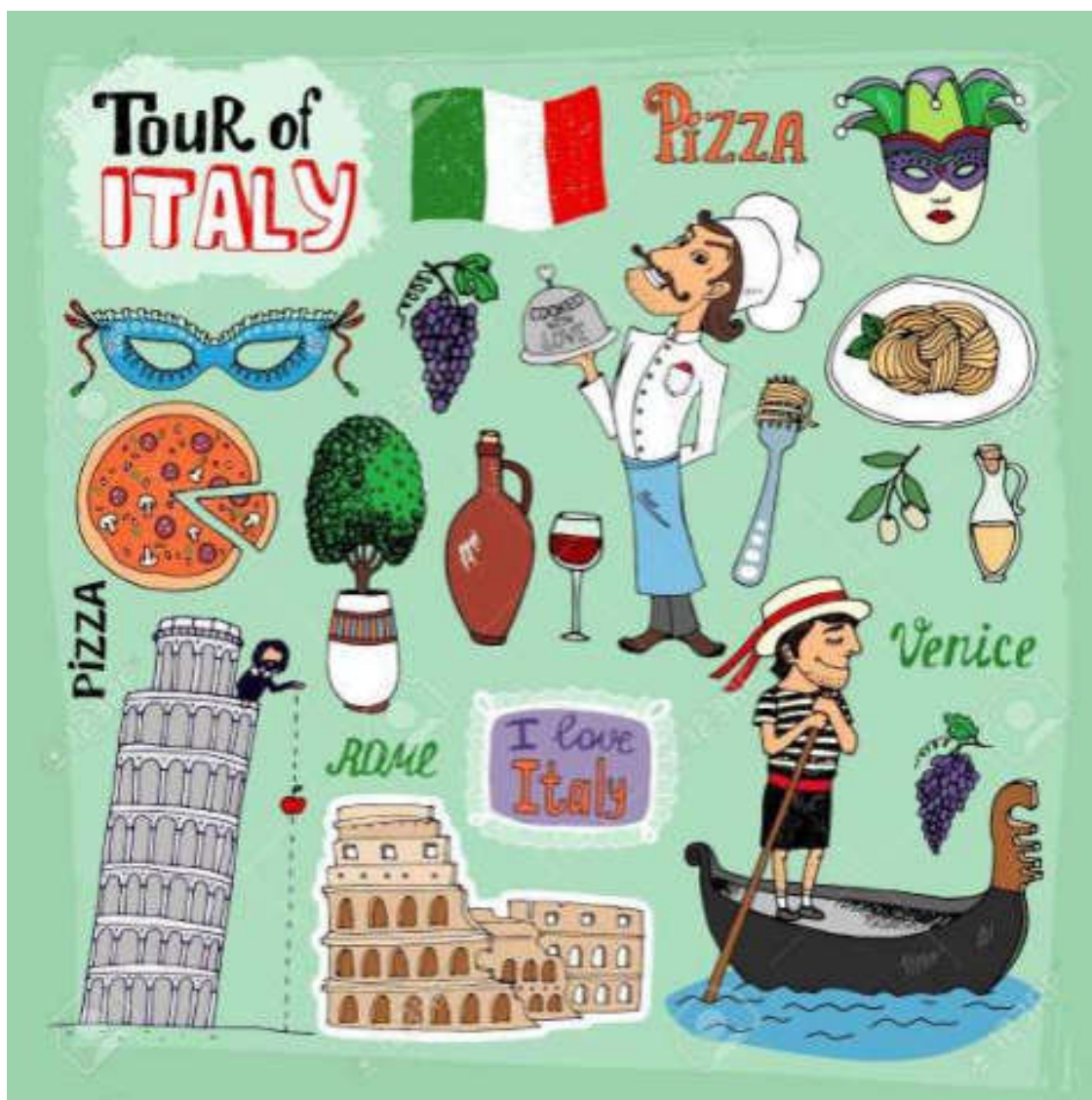


Versace

Vatican



Fontina canals opera saints center Italy Pompeii grapes balsamic Brunelleschi Parmesan Vatican bambini Aosta statues cherries children  
 Venice grazie Pinocchio Renaissance Rome gladiator gondola Coliseum observations bridges piazza  
 Monte Bianco cathedral paintings tour guide fountains pontone Marano Sulfanaro palazzo glassblowing bell tower travel  
 forum postcard medieval mountains cheese airplane Valled'Aosta churches schools Duomo sculpture monuments wine  
 pizza Pantheon Modena pasta Alps historic Pope Duomo Trevi Doges museums Siena Da Vinci





# Italy



Armani  
Versace  
Ferrari  
Maserati  
Michelangelo  
Leonardo Da Vinci  
Marco Polo  
Vittorio Emanuele  
Cannavaro  
Biaggio

Si. Yes.  
No. No.  
Per favore. Please.  
Grazie. Thank you.  
Prego. You're welcome.  
Mi scusi. Excuse me.  
Mi dispiace. I am sorry.  
Buon giorno.  
Good morning



# Hungary

## Hungary



L aoe  
P est  
D anube  
B uda  
music  
L akes



# Basic Hungarian



Szia Hello (and friendly goodbye) 'see-yaw'

Hogy vagy? How are you? 'haw-j vah-j' - 'j' for joke.

Minden ok Everything's ok 'min-den oh kay'

Mennyibe kerül? How much is it? Men-yee-beh ker-ool

Jó reggelt/ napot/ estét Good morning/ afternoon/ evening 'yoh reg-gelt/  
nah-poht/ esh-tet'

Jó éjszakát Good night yoh ey-sa-kat

EGÉSZSÉGEDRE! CHEERS! 'Ag-esh-sheg-ad-reh'

Nem beszélek magyarul I don't speak Hungarian 'nem bass-ale-lack ma  
-ja-rule'

Beszélsz angolul? Do you speak English? 'bass-ale-ss on-goh-lool'

A számlát kérem! The bill, please! aw sam-lat keh-rem

Köszönöm Thank you! keu-seu-neum

Igen/ nem Yes/ no



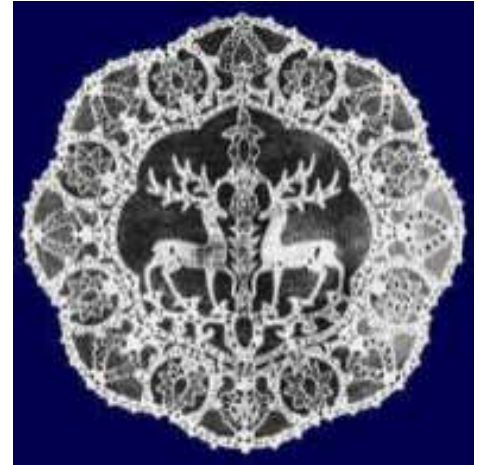


# Hungarian Lace

It was in the beginning of the eighteenth century that the present style of Hungarian folk art took shape, incorporating both Renaissance and Baroque elements, depending on the area, as well as Persian Sassanide influences. Flowers and leaves, sometimes a bird or a spiral ornament, are the principal decorative themes. The most frequent ornament is a flower with a centerpiece resembling the eye of a peacock's feather.

Nearly all the manifestations of folk art practiced elsewhere in Europe also flourished among the Magyar peasantry at one time or another, their ceramics and textile being the most highly developed of all.

The Hungarian embroidery crafts (clothing, doilies, runners, tablecloths, pillowcases, laces and many more) have their old traditions and continue to develop in the present days.



**Watch videos for Hungarian lace**

<https://youtu.be/Sr4jioQv3bs>

<https://youtu.be/HIsFeGdJvFs>

**Lace on cookies**

<https://youtu.be/XRGvSRGuEsE>

## Danube River



The Danube, known by various names in other languages is Europe's **second-longest river**, after the Volga. It is located in Central and Eastern Europe.

The Danube was once a long-standing frontier of the Roman Empire, and today flows through 10 countries. The river runs through the 2nd largest number of countries in the world with the Nile running through 11 countries. Originating in Germany, the Danube flows southeast for 2,850 km passing through or bordering Austria, Slovakia, Hungary, Croatia, Serbia, Romania, Bulgaria, Moldova and Ukraine before draining into the Black Sea. Its drainage basin extends into nine more countries.

Since ancient times, the Danube has become a traditional trade route in Europe. Today, 2,415 km of its total length are navigable. The river is also an important



The oldest bridge across the Danube, constructed by Apollodorus of Damascus between 103 and 105 CE, directed by Trajan, modern Serbia and Romania.

## Video for Danube

[https://youtu.be/WNN6nOM2\\_nk](https://youtu.be/WNN6nOM2_nk)

## Danube and Greece

The river was known to the ancient Greeks as the Istros (Ἰστρος) meaning 'strong, swift'.



**Herodotus Histories**



§ 4.48 The Ister, which is the greatest of all the rivers which we know, flows always with equal volume in summer and winter alike. It is the first towards the West of all the Scythian rivers, and it has become the greatest of all rivers because other rivers flow into it. And these are they which make it great: — five in number are those which flow through the Scythian land, namely that which the Scythians call Porata and the Hellenes Pyretos, and besides this, Tiarantos and Araros and Naparis and Ordessos. The first-mentioned of these is a great river lying towards the East, and there it joins waters with the Ister, the second Tiarantos is more to the West and smaller, and the Araros and Naparis and Ordessos flow into the Ister going between these two.

Ἰστρος μὲν, ἐὼν μέγιστος ποταμῶν πάντων τῶν ἡμεῖς ἴδμεν, ἴσος αἰεὶ αὐτὸς ἐωυτῷ ῥέει καὶ θέρεος καὶ χειμῶνος, πρῶτος δὲ τὸ ἀπ' ἐσπέρης τῶν ἐν τῇ Σκυθικῇ ῥέων κατὰ τοιόνδε μέγιστος γέγονε: ποταμῶν καὶ ἄλλων ἐς αὐτὸν ἐκδιδόντων εἰσὶ δὴ οἷδε οἱ μέγαν αὐτὸν ποιεῦντες, διὰ μὲν γε τῆς Σκυθικῆς χώρας πέντε μὲν οἱ ῥέοντες, τὸν τε Σκύθαι Πόρατα καλέουσι Ἕλληνες δὲ Πυρετόν, καὶ ἄλλος Τιάραντος καὶ Ἄραρος τε καὶ Νάπαρις καὶ Ὀρδησσός. ὁ μὲν πρῶτος λεχθεὶς τῶν ποταμῶν μέγας καὶ πρὸς ἡῶ ῥέων ἀνακοινοῦται τῷ Ἰστροῦ τὸ ὕδωρ, ὁ δὲ δεύτερος λεχθεὶς Τιάραντος πρὸς ἐσπέρης τε μᾶλλον καὶ ἐλάσσων, ὁ δὲ δὴ Ἄραρός τε καὶ ὁ Νάπαρις καὶ ὁ Ὀρδησσός καὶ μέσου τούτων ἰόντες ἐσβάλλουσι ἐς τὸν Ἰστρον.



Greece

# Greece



# Pebble mosaics

Greek mosaics were originally made for practical purposes, but beauty also played an important role. Mosaics were used as flooring, to decorate fountains and garden paths, and to decorate and reinforce columns, stairs and walls. Mosaics were also used in churches and other important buildings.

Pebble mosaics, characteristic of many of the Greek islands, are everywhere in the medieval town of Rhodes covering pavements, shop entrance ways, hotel foyers and cafe floors.

The creative vision of these mosaic pavings was brought to life with the gathering of red, black, and white pebbles from nearby beaches. These pebbles attest to the beauty of the nature that fills and surrounds Rodos island. After being collected, the pebbles were laid with speed and dexterity, one by one.





## Activity 2. Tradition in my hometown

**Title:** Traditions in my hometown

**Topics:** Tradition, Arts and Crafts

**Summary:** Students are asked to present traditions from their hometown

**Resources:** Digital: web, museums sites. Interviews. Family background. Book / publications of local interest

**Aims :**

To research in family/ friends background

To approach traditions through oral and written resources

To understand the value of oral tradition

To develop digital skills for posters

**Outcome:** digital posters

### Activity 1

Teacher uses brainstorm on the topic of tradition and culture. Emphasis on tangible and intangible cultural heritage

### Activity 2

Teacher uses brainstorm on the topic of arts and crafts. Teacher emphasizes the importance of oral tradition and encourages students to search information in their family and friends background

### Activity 3

Students present to the class



## Outcomes of Activity 2

### Rodos traditional crafts

Many villages outside the island's capital maintain traditional elements in their architecture but also in their dialect, clothing manners, customs and music, all of the features that have remained unchanged over the centuries.

Sweets



Oranges were collected and sold. It was a source of income

Women used to work at tapestries



My grandparents used ceramics to store olive oil or water



Ceramics were also used for decoration. We have a lot of vases and plates at our home. They are from local factories

Pebble mosaics was a way to decorate the church or the house yard. There are many shapes and symbols



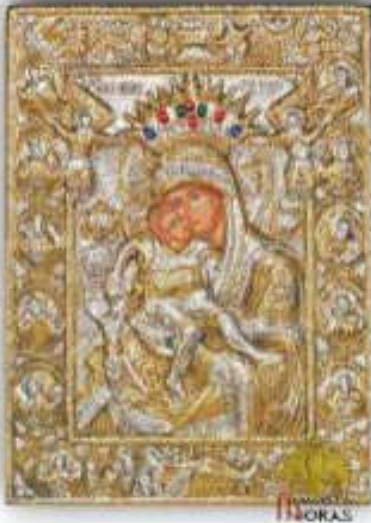
# Tradition in Rodos



Colourful houses



Vases



Icons



Embroidery



Hunting

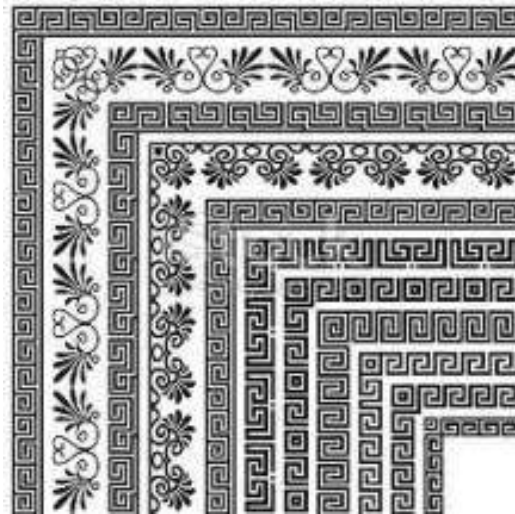


Ouzo

# Traditional Arts and Crafts in Rodos



Typical Greek shapes



Every house has embroidery decoration, at least one piece

Greek people are proud to wear traditional costumes and dance



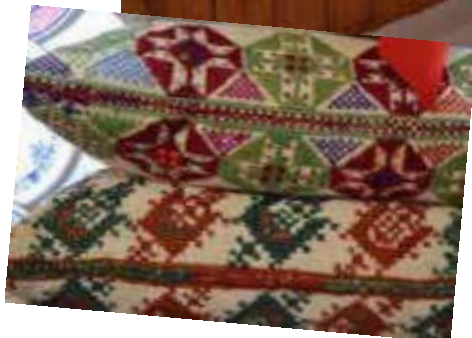
Home made bread

Traditional grandma



# Traditional house

The typical decoration of a Rodian house; wooden divans and inner arches, vivid colours on the exterior walls, pebble mosaic floors in the courtyards and all sorts of potted plants in the gardens, reveal a unique folk sensitivity.



Credits: Folk Art museum of Archangelos  
Video from the museum at  
<https://youtu.be/ApIH8274Zio>



## Activity 3 . Culture in my home

**Title:** Culture in my home

**Topics:** Tradition, Arts and Crafts

**Summary:** Students are asked to think of a traditional /cultural object in their home and to present it

**Resources:** Photos of everyday objects

**Aims :**

To recognise traditional / cultural objects and to interpret their value

To discover local traditions in everyday life

To develop digital skills for posters

**Outcome:** digital posters

### Activity 1

Teacher uses brainstorm on the topic of tradition and everyday life. Students mention objects that are related to everyday life and traditions

### Activity 2

Students make photos of traditional / cultural objects and present them at the class. The students emphasise on the connection of the object with tradition





## Outcomes of Activity 3

### Culture around us



# Tradition in my home



# Greek evil eye (mati)

Evil eye is believed to be a curse that is given by a glare that has negative intentions. Any negative emotion can cause the evil eye (mati) curse, such as anger or even jealousy. It is believed that the curse itself causes bad things to happen to the person who has received the curse, such as headaches *and even a string of “bad luck”*. Wearing a special evil eye charm, also called a mati, is said to help prevent the curse from even happening.



The iconic blue eye charm



*It has become commonplace to dismiss the notion of the ‘mati’ as a superstition*, but the tradition of the charm persists, for new babies, new businesses, housewarmings and even new cars – any occasion when a ‘good luck’ wish is called for. Most gift shops stock at least one version and they are often to be found in souvenir shops. Their striking coloring mirrors the distinctive **blue and white accents** of Aegean island architecture, and offers visitors a tangible reminder of the blue seas and skies of Greece that can be carried on a key-ring or hung on the wall back home.

*Most people don’t realize that the ‘mati’ is a concept of great antiquity*, and although it has become part of the Orthodox Christian tradition it transcends **religion**. It is shared by the Muslim, Jewish and even Hindu civilizations across Eurasia, where it is commonly *known as ‘nazar’*.

# Greek Easter

Religious festivals with centuries-old traditions and customs take place throughout the year in Greece and **Orthodox Easter** is one of the greatest such celebrations. Greeks follow the Holy Week rites in commemoration of the Passion of Christ and celebrate His Resurrection on **Easter Sunday**. Let's find out about some of these age-old traditions.

During the **Holy Week**, the churches' chandeliers and icon screens are dressed in black and purple ribbons, enhancing in this way the atmosphere of mourning for the coming crucifixion and burial of Jesus Christ. On **Maundy Thursday**, Greek home ovens get very busy as traditional **tsoureki** (a type of fragrant Easter brioche) is baked, along with **lamprokouloura** (Easter cookies). Eggs are immersed in red dye – the red colour symbolising the joy for Nature's rebirth and the spiritual regeneration that comes with the Resurrection of Jesus.

On **Good Friday** in churches **Epitaphios** (a wooden canopied bier representing the tomb of Christ) is covered with flowers of various colours. At the end of the evening service a procession takes place headed by Epitaphios, the priests and acolytes. People follow along the streets of cities, towns and villages listening to psalms being chanted.

Before midnight, people gather in church holding white candles, which they light with the "*Holy Light*" offered by the priest. The Resurrection of Christ is celebrated at Midnight with drum beats and fireworks lighting the skies as the church bells peal out and the hymn '**Christos Anesti**' (Christ is Risen) is chanted by everybody. Then people return home to gather round the festive table; they each hold a red egg and crack it with the person next to them exclaiming at the same time Christos Anesti. The winner is the one whose egg has remained intact! On **Easter Sunday morning**, in many parts of the country lamb is skewered and cooked over charcoal. In other regions, the meat for the Easter table - lamb or kid - is roasted in the oven. The atmosphere is festive and people listen and dance to folk music!





## Activity 4. A present from my country

**Title:** A present from my country

**Topics:** Tradition, Arts and Crafts

**Summary:** Students are asked to choose a present for their foreigner friend. The present should connect with Greek / Italian / Hungarian traditions

**Resources:** Students' own experiences / On line shops

**Aims :**

To connect souvenirs / local products or touristic items with tradition

To approach critically local touristic production life

To interpret tradition

**Outcome:** short presentations

### Activity 1

Teacher asks students to think of a present for an Erasmus friend in another country. Students are free to choose an item and to write a short explanation for their friend.

Students' ideas are presented in class



## Outcomes of Activity 4

### A present for my Erasmus friend

My dear friend.

My present for you is a Greek mati (evil eye). It is blue and white like the Aegean sea and it will protect you from bad luck. It is a traditional good luck charm. The purpose of the 'mati', (schematic representation of an eye) is to ward off the envious gaze. According to the tradition, anyone offering effusive praise risks giving the recipient the 'evil eye', which can bring illness or misfortune, even if the giver's intentions are pure.



---

My dear friend.

My present for you is a Greek soap. It is made by traditional pure olive oil and it is the best friend for your health.

Ancient Greeks used olive oil in its most pure form for softer, shinier hair and to fight the early signs of ageing, as olive oil contains four major antioxidants including Vitamin A and E, which allow it to work as a natural protector, moisturiser and cleanser.

In fact, olive oil was widely used as a skin and beauty care product by the ancient Greeks, with Homer referring to it as "Liquid Gold". Olive oil soap cleanses the skin without depriving it of its natural oils, so it won't leave skin dry. Its natural texture also allows the pores to sweat, while also protecting the cells of the skin at the same time.



---

My dear friend

My present for you is Greek ouzo, but please do not forget to drink it with water. It's a sweet, strong alcoholic drink similar to a liqueur, which is made from the by-products of grapes after they've been used for wine-making (mainly the skins and stems). It's then distilled into a high-proof alcoholic beverage that's flavoured primarily with anise, which gives it a distinctive licorice taste. Drinking Ouzo in Greece is a cultural ritual that has its own special time and place, usually in late afternoon or early evening, and always accompanied by small plates of food.



The first to make ouzo were Greek monks in the fourteenth century, but it didn't become a commercial success and Greek staple until the nineteenth century.

My dear friend.

My present for you is a table cloth. It is hand made and it is typical of Greece. It will decorate your table and at the same time it will remind you of your Greek friend. Hand made embroidery is passed from generation to generation and it contains the love of the person that created it



My dear friend.

My present for you is a Greek Orthodox icon. Whether you're Orthodox or not, you can appreciate the beauty of Greek and Orthodox icons. In every Greek house, there are icons as part of our religion but also for our prayers. There is also a small candle with olive oil to honour the saints. Many icons are hand-painted by artisans who have studied the traditional painting methods that date back to Constantinople.



My dear friend.

My present for you is Rhodian ceramics. Ceramic art is inextricably linked with the Dodecanese island of Rhodes because the island played a central role in the trading of ceramics . Ancient Rhodian ceramics are outstanding in terms of quality, diversity of shape and the range of themes used to decorate them. In many parts of Rhodes there was a plentiful supply of clay suitable for pottery. The abundance and excellent quality of this clay enabled the Rhodian potters to experiment with it, to work with it and to learn its secrets. So, from the very earliest times, they created wonderful ceramics. Rhodian potters created a wide variety of shapes, which were mainly aimed at better serving the practical needs of everyday life. However, they never neglected the aesthetic aspects of their work. The island's potters have always combined utility and beauty in their ceramics.



My dear friend.

My present for you is olive oil. The olive oil produced in Rodos is a healthy product and you can use it in every dish or on your Greek salad. Olive Oil is the basis of the Mediterranean diet and it's among the world's healthiest foods.





T.A.C.K.E.D.

**“Traditional Arts and Crafts to Keep away Early Drop-out”**

**Project code: 2018-1-EL01-KA201-047659**



## **Activity 5 . A new Greek product**

**Title:** A new Greek product

**Topics:** Culture, Tradition, Arts and Crafts

**Summary:** Students think of a Greek souvenir that does not exist

**Resources:** Students’ own experiences / Museum on line shops

**Aims :**

To interpret tradition in their own perspective

To be inspired by tradition and to make suggestions

To connect tradition with entrepreneur

**Outcome:** short presentations

### **Activity 1**

Teacher asks students to think of a Greek souvenir that does not exist. Students draw, create or describe their souvenir.

Students’ ideas are presented in class





## Out comes of Activity 5

### Palace of Grand Master in Rodos

A copy of the palace as a decoration. Its splendid architecture should be shown, especially the internal yard.

### Statues and works of art from Rodos

Copies from the archaeological museum of Rodos

### The knights of Saint John

I would like to have a figure of a knight, also their clothes, horses, guns, items they used. There are not souvenirs from medieval Rodos

### Wood carving

I would love small hand made wood curving in traditional motifs like Hibiscus flower, Colossus, deer, butterfly, walls of the city etc

### Flowers

Plants, bouquets or decorations from traditional plants of Rodos

### Animals of Rodos

Replicas of deer, Gizani fish, pony and other special animals of Rodos as a way for their protection

### Traditional houses

Replica of traditional house. The Rhodian

### Ring or Holy Cross of Grand Master

Everyone would like to have a symbol of power

### Games for children

Computer or board games for Rodos

### Colossus

More items of Colossus. Inspiring for all generations



## **Activity 6 . Arts and crafts as profession**

**Title:** Arts and crafts as profession

**Topics:** Arts and Crafts, Entrepreneur

**Summary:** Students explore traditional arts and crafts in TACKED website (or any other website that presents arts and crafts). Students decide which arts and crafts could inspire them as a future profession

**Resources:** TACKED website

### **Arts and crafts as professions in modern times**

<http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

<http://tackederasmus.eu/2020/06/09/762/>

<http://tackederasmus.eu/2020/02/29/handicrafts-the-collective-greek-soul/>

<http://tackederasmus.eu/2020/02/29/dimitra-colomvakou-keeping-a-4000-year-old-heritage-alive/>

### **Aims :**

To be inspired by professionals that work on traditional arts and crafts on a modern way

To combine arts and crafts with professions

To connect tradition with entrepreneur

**Outcome:** short presentations

### **Activity 1**

Students visit the suggested pages of TACKED website. They present a profession they would like to follow in the class



## Outcomes of Activity 6

### Pebble mosaics

I would like to work in pebble mosaics. It is a job almost lost in modern times. I think it is a creative and artistic job and on the island of Rodos there is not unemployment in this field. Hotels, churches, paths, gardens use pebble mosaics as decoration.

My inspiration comes from Dimitra Kolomvakou that combines pebble mosaic with a modern approach at TACKED <http://tackederasmus.eu/2020/02/29/dimitra-colomvakou-keeping-a-4000-year-old-heritage-alive/>

### Needlework

I would like to work in embroidery and needlework to create crafty items. It is a tradition that is not alive anymore due to "fast fashion". I believe it is a job that can be creative in modern clothes and not only in traditional costumes as it is believed. It can also be applied at upcycling clothes projects where people reuse their clothes by adding new elements on them.

I had never thought of needlework as a job but I will think again now.

I was inspired by the post at TACKED on Handicrafts at <http://tackederasmus.eu/2020/02/29/handicrafts-the-collective-greek-soul/>

### Scarves

I would like to work in scarves as presented in Mantility, scarves made with the techniques of the famed silk producers of Soufli. A scarf is a fashion item that is always trendy. Advertising both quality of material as well as design can be a creative and profitable job.

My inspiration comes from presentation of Mantility in TACKED <http://tackederasmus.eu/2020/06/09/762/>

### Sponge trade

I think sponge trade is an interesting job for me because people turn to ecological products and natural sponges are the best for cosmetics, bath, treatments etc.

My inspiration comes from presentation in TACKED for traditional crafts still practiced today at <http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

## Wood carving

Wood carving is an old tradition that can be updated with modern technology. I would like to follow this job because “wood sculpture” is like art for me. At the same time, with wood you can create both practical and decorative items.

I think traditional carpenters should adjust to more modern technologies to broaden their work. My inspiration comes from TACKED website about the Italian school students that worked for the restoration of the wooden parts of the church.

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-for-traditional-arys-and-crafts/>

## Shoemaker

My idea is to work in the shoe industry and to create modern and fashionable shoes and bags. Shoe and bags are important parts of fashion style and I think it can be a profitable job.

I would like to work with famous designers and at a later time to launch my own brand. Who knows....

Inspiration from TACKED post at

<http://tackederasmus.eu/2020/06/09/greece-is-traditional-crafts-of-greece-practiced-today/>

## Fashion designer

Fashion designer is a job never outdated. Since ancient times clothing was an important part of every day life. My aim is to create fashionable clothes inspired by Ancient Greece, continuing tradition from past to present.

The TACKED project encouraged me on my dream because I understood the importance of tradition. I liked very much the textile lab in the Italian school

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-textile-labs/>

I wish I could study there

## Ceramics

I had never appreciated ceramics but the TACKED project was my inspiration. I was impressed by the fact that all countries had a ceramic tradition, common colours and shapes, common use and common customs.

I would like to become a ceramist and to work with clay and colour. I think it is a much needed job on the island of Rodos. I would like to visit the Ceramics lab of the Italian school, it looks very nice. You can have a look at

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-ceramics-labs/>

## Ceramics

I plan to work in ceramic factory because my family have a tradition in ceramics. The school project gave me new ideas how to transform tradition in modern items. I don't know where I can study ceramics but I think learning from older generations is very important. I already know ceramic art techniques by watching my family on the job.

The Italian school has a very nice lab and I admired the students' work at

<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-education-ceramics-labs/>

## Traditional Souvenirs

The TACKED project gave me an idea to organize a shop with traditional souvenirs. I see that most souvenir shops have items that have nothing to do with tradition.

My souvenir shop will have only traditional items and it will support only local production. All the items will be certified as local and they will contribute to sustainable tourism development. I believe that tradition is the wealth of our country

## Carpenter

I wish to work as a carpenter because I like wood and I like to work with my hands. I think a carpenter can have a broad scope of work and will not be unemployed. I also think that a carpenter should adjust to modern society needs and he/she has to adopt new ideas.

People don't usually like jobs that require hand work but I prefer it to office work. A carpenter should produce both traditional and modern items.

In Greece there is not a school for carpenters but I did like the Italian school carpenter lab and some of the creations I could see at

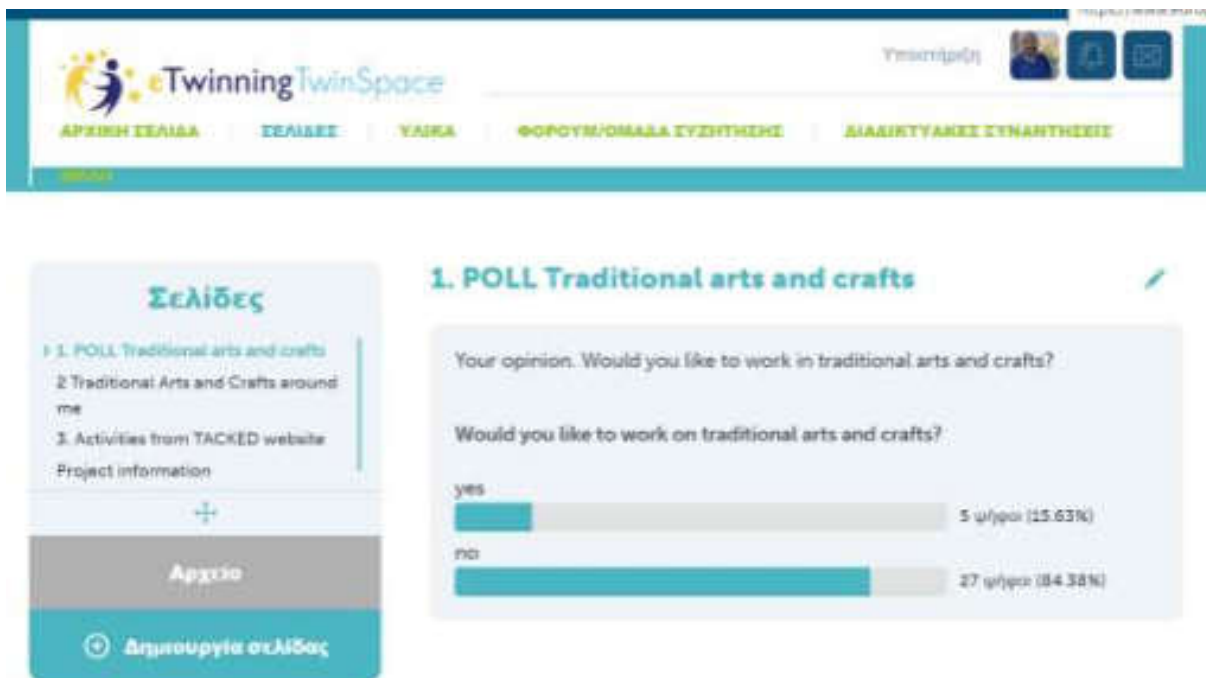
<http://tackederasmus.eu/2020/06/23/reggio-calabria-vet-labs-for-woodcraving/>



## Activity 7 E twinning

### Poll about traditional arts and crafts

<https://twinspace.etwinning.net/75962/pages/page/1018784>



The screenshot shows the Twinning TwinSpace interface. The top navigation bar includes the Twinning TwinSpace logo, a user profile, and several menu items in Greek: ΑΡΧΙΚΗ ΣΕΛΙΔΑ, ΣΕΛΙΔΕΣ, ΨΑΡΑ, ΘΕΡΟΦΥΤΟΜΑΛΑ ΣΥΣΤΗΜΑΤΑ, and ΔΙΑΔΙΚΤΥΑΚΕΣ ΣΥΝΑΝΤΗΣΕΙΣ. The main content area displays a poll titled "1. POLL Traditional arts and crafts". The poll question is "Your opinion. Would you like to work in traditional arts and crafts?". Below the question, there are two response options: "yes" and "no". The "yes" response has 5 votes (15.63%) and the "no" response has 27 votes (84.38%). On the left side, there is a sidebar with the heading "Σελίδες" (Pages) and a list of items: "1. POLL Traditional arts and crafts", "2 Traditional Arts and Crafts around me", "3. Activities from TACKED website", and "Project information". At the bottom of the sidebar, there are buttons for "Αρχείο" (Archive) and "Δημιουργία σελίδας" (Create page).

# Students present a traditional item / event from their experience

<https://twinspace.etwinning.net/75962/pages/page/1018795>

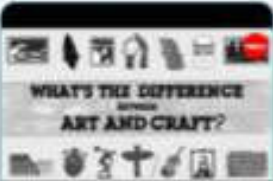


Students select information from the website of **TACKED project** <http://tackederasmus.eu/>

<https://twinspace.etwinning.net/75962/pages/page/1177204>


Educational material from TACKED website

Προσθήκη στοιχείου




**WHAT'S THE DIFFERENCE BETWEEN ART AND CRAFT?**

**Art or Craft**  
We had a guessing game about art or craft.




**Greek crafts from past to present**  
I think that we learnt a lot about long lasting traditions


[Σύνδεσμος](#)




**Rhodian pebbles mosaics**  
A lesson about a tradition very close to us




**Ancient Greek music**  
We compared musical instruments and rythms



**Video for Rodos**  
We had a discussion about Rhodian tradition. Interesting, that we did not know much




**Italian food**



**Scilla in Italy**  
We compared legends and true facts about the legend of Sollia

[Σύνδεσμος](#)



**Vintage ceramics**  
We compared old and new traditions. I liked the modern version of ceramics

[Σύνδεσμος](#)





## **Activity 8. Event: MY traditional arts and crafts**

**Title:** MY traditional arts and crafts, Event Day at school

**Topics:** Handcrafts, Dancing, Tradition, Arts and Crafts

**Summary:** Traditional Arts and Crafts Day at school. Artistic creations by students based on local arts and crafts.

**Resources:** Local products/ traditions as inspiration, local craftsmen, associations for heritage, students' own experiences

**Aims :**

To follow Heritage Interpretation approach, where students interpret tradition as to be meaningful for them

To emphasise how easy it is to connect tradition with modern world

To create new artifacts based on tradition

To apply experiential learning

To help weak students to be creative and self confident in extra curricular activities

To encourage students to take up hobbies related to tradition such as traditional dances, local events associations, NGOs for heritage etc

**Outcome:** free

### **Activity 1**

An open day for Traditional arts and crafts at school. The event can be organized with the help of local actors such as craftsmen, local associations etc. The event should focus on artistic creations / interpretations by students

*Ideas: ceramics, paintings on clay plates or vases, traditional dances, songs, costume design, traditional toys.*



## References

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Special Eurobarometer Report, Cultural Heritage, 2017. <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/WhatsNew/index>

## **“Rediscovering the Lost Crafts”**

### **PART B: Educational activities for Traditional Arts and Crafts**

1. Directorate of Secondary Education in the Dodecanese, Greece  
(Dieftinsi Defterovathmias Ekpaithheysis Dodecanesou)

2. Secondary School of Gennadi Rodou, Greece  
(Gymnasio Gennadiou Rodou)

3. V.E.M. srls, Italy

