



STEAM Project

UNESCO Global Geopark: **Discovering People and Traditions**

Main school subjects involved

Sciences / Geography / Physics / Economics / Arts / Global Perspectives

Aimed for

students between 12 and 18 years old

Participant Schools

School Logo 1	School Logo 2	School Logo 3	School Logo 4
School name 1	School name 2	School name 3	School name 4

Supporting Organizations

STEAM Practices
Advisor



Lesvos Natural
History Museum
(Greece)

Organizational
Endowment



International Schools
Association - ISA
(Switzerland)

Academic
Advisor



Aegean
University
(Greece)

School term:

October 2025 - April 2026

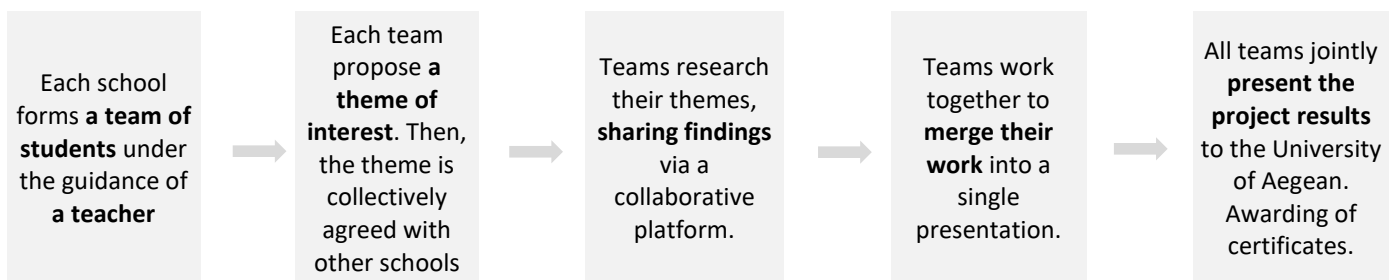
Introduction

UNESCO Global Geoparks are not only places of geological significance but also living landscapes where communities, traditions, and cultural heritage are deeply intertwined with nature. They are spaces where people have preserved unique customs, crafts, and stories for generations, reflecting how human life adapts to and thrives within the natural environment.

This project will bring together ISA schools to research, document, and share the **people, traditions, and cultural practices** within UNESCO Global Geoparks or similar places. Students will explore how local communities safeguard their identity, sustain their livelihoods, and pass on traditions to younger generations.



Through intercultural collaboration, participants will highlight the ways in which traditions - from crafts to rituals and gastronomy - contribute to sustainable development and global citizenship. The project will culminate in a joint presentation at the University of the Aegean (Lesvos, Greece), showcasing students' findings on how traditions enrich both local communities and the world.



Project Implementation Steps

Learning Objectives

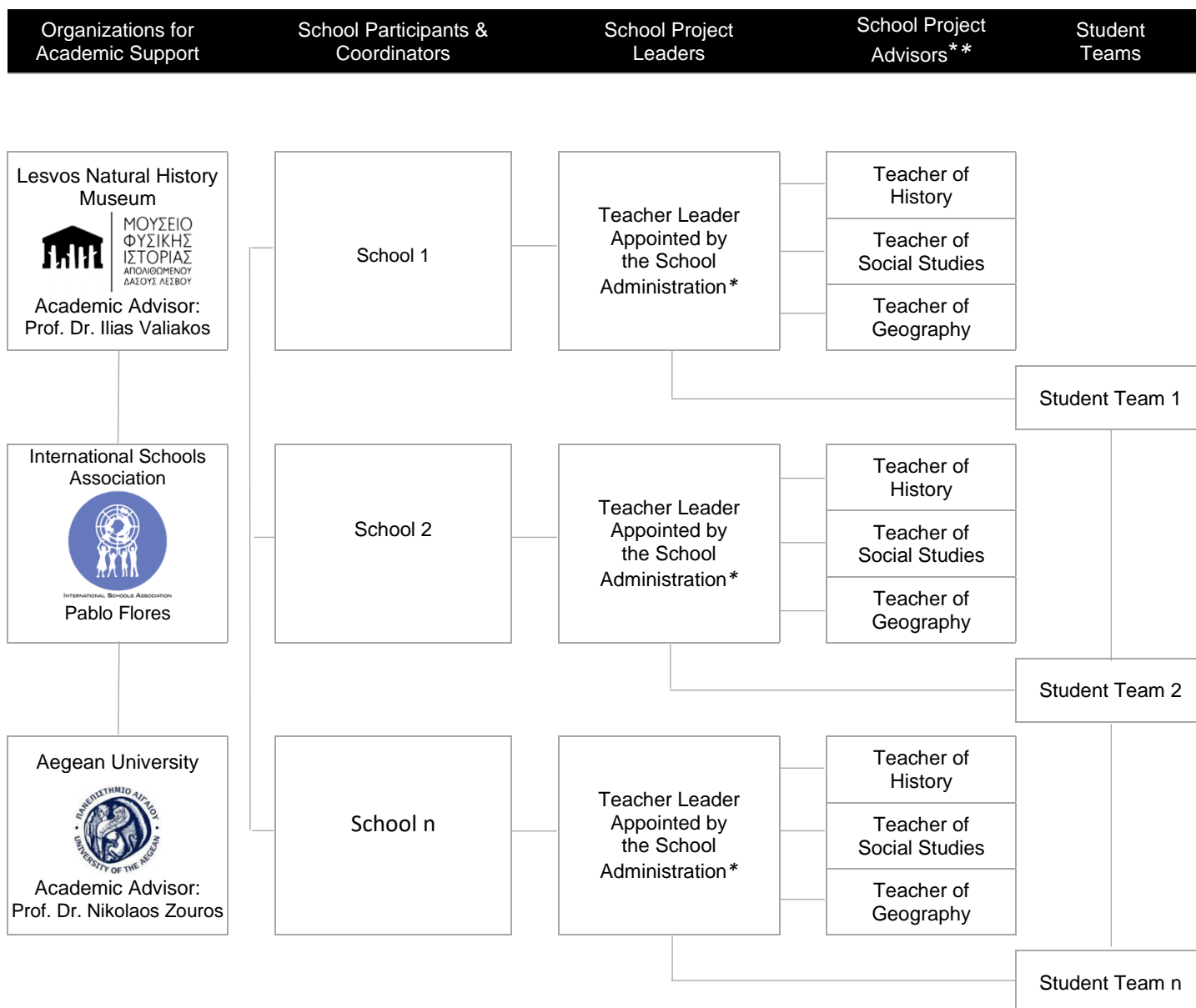


This school project aspires to nurture students to not only excel academically but also to possess the skills, knowledge, and appreciation needed to thrive in a globally interconnected world.

The project aims to cultivate collaboration among students from diverse cultural backgrounds, fostering teamwork and the exchange of ideas. Therefore, the following are the learning objectives expected:

- Understand how traditions reflect the relationship between people and their environment.
- Appreciate cultural diversity within and across UNESCO Global Geoparks.
- Strengthen skills in oral history, ethnographic research, and cultural documentation.
- Develop intercultural communication and collaborative project skills.
- Promote awareness of intangible cultural heritage as part of global citizenship.

Organizational Workflow



* The school administration may appoint any teacher they consider best suited to assume the role of teacher leader for the project, representing and coordinating activities for their school. Additionally, this selection process enables the school administration to choose a teacher most relevant to the subject matter. For instance, while some schools may opt for a science teacher, others may prefer an art teacher to develop a theme related to their expertise.

** School Advisors can develop their own subprojects. For instance:

History – The history teacher can explore how traditions in Geoparks and similar sites have been shaped over time, tracing influences from different historical periods and highlighting the preservation of cultural heritage.

Social Studies – The social studies teacher can guide students in examining the cultural practices, social structures, and everyday life of communities living in or around Geoparks, focusing on how traditions are maintained and transmitted across generations.

Geography – The geography teacher can analyse how the geography, landscape, and natural environment of Geoparks influence settlement patterns, livelihoods, and the development of local traditions.

Suggestions of Themes for Collaborative School Research

Within the overarching project theme, *UNESCO Global Geopark Sites: Discovering People and Traditions*, participating school will develop a specific research theme over the course of the school year. These developments will be shared with the other schools through a collaborative online platform, fostering knowledge exchange and mutual learning. Among the themes that schools may choose to explore are the following, though the possibilities are not limited to these:

- **Cultural Heritage Preservation** – documenting local traditions, crafts, festivals, and oral histories.
- **Traditional Knowledge and Sustainability** – how communities use ancient practices (agriculture, fishing, textile-making, ceramics, etc.) to sustain life in harmony with the environment.
- **Dance and Storytelling** – exploring performing arts as a way of transmitting values and history.
- **Gastronomy and Food Heritage** – traditional recipes and food practices connected to the land and sea.
- **Crafts and Artisanal Skills** – weaving, ceramics, woodwork, or other crafts unique to Geopark communities.
- **Intergenerational Learning** – how elders transmit knowledge and values to younger generations.

Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
October - November 2025	Project Initial Organization and Start	<ul style="list-style-type: none"> - Formation of an interschool group of teacher leaders (one per school) to coordinate activities, align goals and roles, update timelines and milestones. - Formation of student teams in each school; agreement on collaborative platform, communication frequency, and virtual tools (Zoom, Google, etc.). - First virtual meeting for introductions.
November 2025 - March 2026	Project Development	<ul style="list-style-type: none"> - Students research assigned themes with teacher guidance on resources. - Regular updates on the shared platform and regular virtual team meetings. - Lectures from the Lesvos Natural History Museum on people and traditions in UNESCO Geoparks, themes agreed in advance with teacher leaders. - School will produce argumentative essay or audiovisual presentation of findings. - Joint work to merge outputs into one overarching synthesis for final presentation.
April 2026	Field Trip, Project Presentation, Closing Ceremony	<ul style="list-style-type: none"> - One-week field trip to Lesvos Island. - Final presentation of findings at the University of the Aegean. - Award of certificates to students and teachers by the University and the International Schools Association.

Documentation of the Activities and Means of Interschool Communications

Each school team should have a “Development report diary” to register details like stages, problems found, things to improve, etc. Project leaders may appoint a student that should be responsible for keeping that diary, take pictures and make short videos on the activities of his team.

Team “.....” School Activity Diary		Teacher Supervisor _____		
		Team coordinator _____		
		Team members _____		

Lesson #	Activity	Working reflections	Difficulties found	Suggestions

Example of diary of activities

Keeping a diary of activities in a school project serves several important purposes. For instance, it provides a detailed record of what has been done throughout the project. Additionally, it documents the progress, milestones, and accomplishments achieved by the project team. This documentation can be valuable as a space for reflection on the project's progress. Team members can analyze what has been accomplished, what challenges have been faced, and how those challenges were overcome. This reflection is crucial for evaluating the project's effectiveness and identifying areas for improvement. Finally, the diary serves as a means of communication within the project team. Team members can refer to the diary to stay informed about the project's status, upcoming tasks, and any changes or adjustments that have been made. This helps to maintain transparency and keeps everyone on the same page.

Blogging

- Blogging in the classroom, especially throughout project work, is a great way for students to document their work and experiences.
- The blog serves as a platform upon which to post written editorials, videos, photos, how-to instructions, and more.
- This would be a great way for students to take initiative, get involved, and share their stories with others.
- Parts of this blog can be uploaded in a collaborative platform in order to share the activities with other schools participating in the project.



Collaborative Platform Engagement

- Utilization of the collaborative digital platforms for cross-school interactions.
- Scheduled virtual meetings or discussion forums to facilitate knowledge sharing, address challenges, and exchange perspectives.
- Platform serves as a repository for research materials, discussions, and updates.

Estimated Budget for the Project

Item	Provider	Aim	Total cost (euros)	Cost distribution per school / team (euros)
4 Lectures (50 minutes each)	Lesvos Natural History Museum (Greece)	To provide useful thematic insights on various aspects of people and traditions of UNESCO Geoparks sites. The theme for each lecture will be agreed between teacher leaders according to their needs, and proposed in advance to the academic advisor of the Museum.	500	The lecture costs will be shared equally among participating schools. For example, with five schools each pays €100; with four schools, €125; and so on.
Field trip to Lesvos Island (Greece)	Lesvos Natural History Museum (Greece)	It aims to immerse students and gain firsthand insights. Additionally, the opportunity to present their collaborative findings at the Aegean University adds a layer of academic rigor, allowing students to engage with a broader audience and fostering their research, communication skills, and academic accomplishment.	To determine on next December 2025* and will be calculated according to various aspects, including transportation, lodging, meals, and incidentals connected to the trip.	The cost will be calculated according to the program agreed with The Natural History Museum of the Lesvos Petrified Forest.

* In parallel, the host organization will actively investigate potential sources of funding, such as grants, sponsorships, and fundraising initiatives. This proactive approach intends to mitigate costs and ensure that a broader spectrum of students can participate in this remarkable educational opportunity.

Acknowledgement: images obtained from The Natural History Museum of the Lesvos Petrified Forest. Website: <https://www.lesvosmuseum.gr>

APPENDIX

Complementary Information and Supporting Material for the Activities

I. Useful resources

- List of UNESCO Intangible Cultural Heritage Elements: <https://ich.unesco.org/en/lists>
- UNESCO Global Geoparks (human history and traditions): <https://www.unesco.org/en/igpp/geoparks>
- Lesvos Natural History Museum – Cultural Section: <https://www.lesvosmuseum.gr/en>
- Lesvos Island UNESCO Global Geopark: <https://en.unesco.org/global-geoparks/lesvos-island>
- UNESCO Digital Library: <https://unesdoc.unesco.org>
- Smithsonian Folklife and Cultural Heritage: <https://folklife.si.edu>
- Khan Academy – World History: <https://www.khanacademy.org/humanities/world-history>
- European Heritage Days Educational Resources: <https://www.europeanheritagedays.com>

II. Integrating STEAM concepts

Integrating STEAM (Science, Technology, Engineering, Arts, Mathematics) into *People and Traditions* encourages students to explore cultural heritage in creative ways:

- **Mathematics & Statistics of Culture:**
 - Collect and analyse demographic data on language, traditions, and festivals.
 - Use mapping tools to represent distribution of traditions across regions.
- **Technology & Digital Humanities:**
 - Create digital archives of oral histories, photos, and artefacts.
 - Develop virtual exhibitions or interactive maps of cultural practices.
- **Engineering & Design:**
 - Study traditional architecture, crafts, and tools; design small replicas.
 - Analyse structural techniques in historic buildings and bridges.
- **Arts:**
 - Reproduce traditional songs, dances, costumes, and crafts.
 - Explore symbolism and patterns in folk art and textiles.
- **Science & Environment:**
 - Investigate how geography and environment influence traditions (e.g., food, clothing, festivals).
 - Study sustainability in traditional practices such as farming, fishing, or crafts.

III. Principles and concepts

Students can explore:

- **Intangible Cultural Heritage:** Traditions, rituals, oral histories, languages, crafts, and celebrations.
- **Anthropology & Sociology:** How culture shapes identity, values, and community.
- **History & Continuity:** The evolution of traditions over time and their resilience.
- **Geography & Environment:** The link between landscape and cultural practices.

- **Economics & Society:** The role of traditional crafts and skills in local economies.
- **Diversity & Inclusion:** Respect for different cultures and recognition of shared heritage.
- **Conservation & Safeguarding:** How to protect traditions from disappearing.
- **Interdisciplinary Research:** Connecting social studies, history, geography, and the arts to understand human traditions holistically.

IV. Example of classroom activities

A) Mapping Traditions:

- *Objective:* To identify and visualise cultural diversity.
- *Steps:*
 1. Provide students with maps of UNESCO Geoparks or heritage sites.
 2. Assign traditions (festivals, crafts, stories) linked to these areas.
 3. Students mark and describe traditions on maps.
 4. Discuss patterns and links between geography and cultural expression.

B) Oral History Project:

- *Objective:* To explore local traditions through interviews.
- *Steps:*
 1. Students interview family or community members about traditions.
 2. Record stories, songs, or customs.
 3. Create short videos, podcasts, or illustrated booklets.
 4. Share results in class and compare across schools.

C) Traditional Crafts Workshop:

- *Objective:* To experience heritage through practice.
- *Steps:*
 1. Choose a craft (weaving, pottery, cooking).
 2. Demonstrate techniques with local experts or online tutorials.
 3. Students attempt the craft, documenting the process.
 4. Discuss the cultural significance and sustainability of the practice.

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