**O9 -Teachers Guide - Active citizenship emerging from Cultural heritage**

This guide is addressed to teachers in order to use it in respective projects or interdisciplinary courses is the formation of new citizens capable of respecting the past, make it part of their present and deliver it to the future.

The guide will include the results of the study and work of the involved archaeological sites, the virtual 3D reconstructions and teaching units respective to the theoretical framework of the methodology and tools applied during the project. Specifically, the teaching units will include resources, curricula, learning activities in class, in the archaeological site and respective museum and will be divided in the following sections:

- Presentation of archaeological sites

- Language and Culture, the influence of Greek and Roman Cultural heritage

- Economy, Society and Environment - issues answered by pupils

- Cultural Virtual heritage

- Knowledge Building theory and the relationship between the 12 knowledge building principles and the new learning skills

- EdMondo Virtual World for schools

- Career guidance and basic principles of Entrepreneurship and archaeological sites in relation to Sustainability

- Sustainability principles and Education for Sustainable Development: theory and interdisciplinary experiential activities in and out of the classroom

- Educating future active citizens: theory and practice

**Activities and tasks**

**O9/A1: Collection of resources**

On the transnational project meeting (October 2017) partners will discuss on which teaching unit each partner will be responsible for. Each partner will search, collect all information appropriate for the respective teaching unit and will design the learning activities/curricula to support it. The resources will be drawn by bibliography and from the Knowledge Building community. Work language: English.

**O9/A2: Discussion on the output policy**

Partners will discuss via KF5 their decisions and will exchange opinions and resources. They will take the final decisions about the content format of the output.

CDL will manage the discussion.

**O9/A3: Collaborative writing of the teaching units**

Partners will use KF5 in order to write the final documents (curricula, learning activities, theoretical framework and best practices) in a collaborative way. KPEK will be responsible for the management of the cooperation.

**O9/A4: Collection of supportive material**

Schools will be responsible for providing all supportive material (images, videos, topographics, 3D Reconstruction screen shots etc.) they have used or produced during the project.

**O9/A5:** KPEK will merge all teaching units and bind the chapters of the guide. KPE will upload this first draft in KF5 for proofreading and feedback from partners.

**O9/A6: Proofreading and editing**

After the final version of the guide, a publishing service will proceed to proofreading and final edition.

**O9/A7: Translation**

An exterior translation service will translate the Guide to Greek, Italian and Spanish. The final book will be published to 4 languages.

**O9/A8: Publication**

A publishing service will publish the Guide. 200 copies will be made to be distributed to the multiplier event E2 and to partners.

**O9/A9:** KPEK will make digital copies of the Guide in order to upload it to the project website for open use.