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## STEAME ACADEMY TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 2 STUDENT TEACHERS: STREETS NAMED AFTER WOMEN

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### 1. Overview

Title	Streets Named After Women		
Driving Question or Topic	How can we identify, document, and promote the recognition of historical women through street names? Why are streets named after certain women in our community?		
Ages, Grades, ...	14-18		
Duration, Timeline, Activities	15 hours	60 minutes class	8 activities
Curriculum Alignment	Technology, Arts, Mathematics		
Contributors, Partners			
Abstract - Synopsis	This interdisciplinary project integrates STEAM disciplines to explore streets named after women, documenting their stories, and advocating for recognition. Students collaborate in teams to gather data, conduct interviews, analyze information, and creatively present their findings.		
References, Acknowledgements			

### 2. STEAME ACADEMY Framework\*

Teachers' Cooperation	<ul style="list-style-type: none"> <li>• Social Studies Teacher: Coordination of historical content and research</li> <li>• Technology Teacher: Support in the use of digital tools and multimedia presentations</li> <li>• Arts Teacher: Guidance in creating artistic projects</li> <li>• Mathematics Teacher: Support in statistical analysis</li> </ul>
STEAME in Life (SiL) Organization	<ul style="list-style-type: none"> <li>• Possibility to arrange meetings with local governments or community organizers to discuss the significance of street naming and how this can influence urban planning, tourism and community identity.</li> <li>• The findings can be used to advocate for the naming of new streets or public spaces.</li> </ul>
Action Plan Formulation	Preparation (by teachers) <ul style="list-style-type: none"> <li>• Curriculum Integration: Align the project with curriculum goals across subjects.</li> </ul>

- Resource Gathering: Collect necessary materials and digital tools.
- Planning Sessions: Organize meetings among teachers to outline responsibilities and plan the project timeline.
- Project Introduction: Introduce the project to students, explaining the objectives, phases, and expected outcomes.

#### Development (by students)

- Historical Research: Students research the historical significance of the women after whom the streets are named.
- Data Collection: Students gather data on these streets, such as locations, naming dates, and biographical information about the women.
- Team Collaboration: Students form teams to divide tasks and collaborate on research and data collection.

#### Configuration & Results (by Students), Guidance & Evaluation (by Teachers)

- Digital Mapping: Students use digital tools to create interactive maps showcasing their research.
- Artistic Projects: Students create artistic representations (e.g., posters, models) related to their findings.
- Presentations: Teams prepare presentations to share their research and projects.
- Feedback Sessions: Teachers provide feedback and support throughout the project.
- Evaluation: Teachers assess the projects based on research quality, creativity, and presentation skills

#### Review (by teachers):

- Assessment Review: Evaluate student performance and project effectiveness.
- Teacher Debriefing: Discuss successes and areas for improvement.
- Documentation: Compile documentation of the project process and results for future reference.

#### Project completion (by students):

- Final Preparations: Students complete any remaining work on their projects.
- Public Exhibition: Organize a public event where students present their projects to the community.
- Reflection: Students reflect on their learning experiences and project outcomes.
- Certificates and Awards: Acknowledge students' efforts and achievements with certificates or awards.

*\* under development the final elements of the framework*

### 3. Objectives and Methodologies

#### Learning Goals and Objectives

##### Knowledge:

- Understand the historical context and significance of women's contributions to society
- Learn about the process of naming streets and public spaces

##### Skills:

- Conduct effective research using various sources (documentary analysis, interviews, online databases)
- Analyze and interpret historical data and statistics
- Use digital tools to create interactive maps and multimedia presentations
- Communicate findings through various formats (presentations, reports and artistic projects).

	<p>Attitudes:</p> <ul style="list-style-type: none"> <li>• Collaborate effectively in teams to achieve common goals</li> <li>• Develop a sense of civic responsibility and engagement</li> <li>• Cultivate curiosity and interest in history.</li> </ul>
Learning Outcomes and expected Results	<ul style="list-style-type: none"> <li>• Create an interactive map of streets named after woman</li> <li>• Develop multimedia presentations about the women researched</li> <li>• Produce artistic project such as a mural, photo exhibition or digital stories</li> </ul>
Prior Knowledge and Prerequisites	<ul style="list-style-type: none"> <li>• Basic research knowledge and use of digital tools</li> <li>• Basic math and statistics skills</li> <li>• Ability to work in teams and collaborate</li> </ul>
Motivation, Methodology, Strategies, Scaffolds	<p>Teaching methodology involves a combination of collaborative learning, IBL, creative and artistic expression and reflective learning:</p> <p>Collaborative learning</p> <ul style="list-style-type: none"> <li>• Group work: students are organized in small groups, each responsible for different aspects of the project. They periodically review each other's work, providing constructive feedback.</li> <li>• It is recommended to assign specific roles within groups: i.e. researcher, planifier, interviewer, presenter...</li> <li>• It is also recommended to plan regular team meetings to discuss progress and next steps and use collaborative tools like Google Drive or Trello to share documents and track project progress.</li> </ul> <p>Inquiry Based Learning: Project Based learning</p> <ul style="list-style-type: none"> <li>• The project starts with a compelling question that guides the project and motivates students to explore and find solutions. It is important to ensure that the project has real-world applications to make learning more meaningful.</li> <li>• Encourage students to ask questions and try to find answers. Conduct interviews and collect data from local sources, such as libraries, museums, and community members.</li> <li>• Keep detailed records of research findings (notes, recordings, photos)</li> </ul> <p>Creative and Artistic Expression</p> <ul style="list-style-type: none"> <li>• Blend art with research to create visual projects that capture the essence of the studied women's contributions: this projects can include a mural, photo exhibition or multimedia projects.</li> <li>• Plan a public exhibition to enhance motivation.</li> </ul> <p>Reflective learning:</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on their own learning and progress using portfolio or reflection journals.</li> <li>• Give regular feedback and facilitate students to give and receive feedback from their peers.</li> </ul>

#### 4. Preparation and Means

Preparation, Space Setting, Troubleshooting Tips	<ul style="list-style-type: none"> <li>• Spaces: classroom, computer lab, outdoor spaces for fieldwork</li> <li>• Materials: computers; cameras; presentation software, artistic materials.</li> </ul>
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Resources, Tools, Material, Attachments, Equipment	<ul style="list-style-type: none"> <li>• Classroom: introductory sessions; discussions and project planning</li> <li>• Computer lab: data analysis; creation of interactive maps</li> <li>• Outdoor spaces: fieldwork, interviews</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>• Computers with internet access</li> <li>• Data analysis software: excel, google sheets</li> <li>• Presentation software: power point, prezi, canva</li> <li>• Fieldwork equipment: cameras, notebooks, recording devices</li> <li>• Presentation map and creation software: google my maps, ArcGIS</li> <li>• Artistic materials and supplies (paints, posters, etc.)</li> <li>• Online collaboration tools: google drive, trello, microsoft teams...</li> </ul>

## 5. Implementation

Instructional Activities, Procedures, Reflections	<ol style="list-style-type: none"> <li>1. Introduction to the topic             <ol style="list-style-type: none"> <li>a. Begin with a class discussion on the importance of street names and how they reflect societal values.</li> <li>b. Present an overview of the project, including objectives, timeline and final project deliverables.</li> <li>c. Conduct initial research on notable women represented in street names near the school.</li> </ol> </li> <li>2. Team formation             <ol style="list-style-type: none"> <li>a. Divide students into small teams and assign specific roles: researcher, interviewer, presenter...</li> <li>b. Assign to each group women whose names are commemorated through street names.</li> </ol> </li> <li>3. Preliminary research and fieldwork planning             <ol style="list-style-type: none"> <li>a. Each team conducts research on their assigned women using online and library resources.</li> <li>b. Plan field trips to collect data and conduct interviews: create a list of potential interviewees and develop a set of interview questions.</li> <li>c. Teams can share their research findings and plans with the class, receiving feedback and suggestions.</li> </ol> </li> <li>4. Fieldwork and interviews             <ol style="list-style-type: none"> <li>a. Visit local archives, libraries or relevant sites</li> <li>b. Record observations and gather visual materials (photos, videos). Document all findings in a shared platform</li> <li>c. Conduct interviews</li> </ol> </li> <li>5. Data analysis and preparation of presentations             <ol style="list-style-type: none"> <li>a. Analyze collected data. Use digital tools to analyze and visualize data: excel, google my maps, etc.</li> <li>b. Draft multimedia presentation and artistic project</li> </ol> </li> <li>6. Creation of final projects             <ol style="list-style-type: none"> <li>a. Finalize interactive maps, multimedia presentations and artistic projects (such as a mural or a photo exhibition)</li> <li>b. Conduct peer reviews to provide constructive feedback on each team's work</li> </ol> </li> <li>7. Presentation of final projects</li> </ol>
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	<ul style="list-style-type: none"> <li>a. Present final projects to the community: organize a presentation day where each team show their interactive maps, multimedia presentation and artistic projects</li> </ul> <p>8. Reflection and evaluation of the learning process</p> <ul style="list-style-type: none"> <li>a. Reflect on the learning process</li> <li>b. Complete self-assessment and peer evaluations</li> </ul>
Assessment - Evaluation	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>● Observation: continuous observation and feedback during the process.</li> <li>● Peer review: implement “peer review moments” where teams present their work-in-progress and receive feedback from peers.</li> <li>● Reflection journal where students document their learning experience. It can include:             <ul style="list-style-type: none"> <li>○ Initial thoughts on the project and their understanding of its significance.</li> <li>○ A reflection on the challenges encountered during the initial research phase</li> <li>○ A reflection on their fieldwork experiences, noting any surprising discoveries or difficulties encountered.</li> <li>○ A reflection on their collaborative experiences and the skills they developed throughout the project.</li> <li>○ A final reflection on their overall experience, what they learned, and how their perspectives have changed.</li> </ul> </li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>● Assess the quality of the interactive maps, multimedia presentations and artistic projects presented through rubrics.             <ul style="list-style-type: none"> <li>○ Interactive maps rubric: Content accuracy (30); technical quality (20); Interactivity (20); overall impact (10).</li> <li>○ Multimedia presentations: content accurate (30); organization (20); visual quality (20); engagement (20); overall impact (10)</li> <li>○ Artistic project rubric: creativity (30); relevance (30); technical skills (20); presentation (10); overall impact (10)</li> </ul> </li> </ul>
Presentation - Reporting - Sharing	<ul style="list-style-type: none"> <li>● Interactive maps: these maps will display the locations of streets named after women, with information about each woman’s life and contributions.</li> <li>● Multimedia presentations: these can summarize research findings to communicate their findings on the women's contributions.</li> <li>● Artistic projects (can vary based on student’s interests):             <ul style="list-style-type: none"> <li>○ Murals that visually represent the women achievements</li> <li>○ Photo exhibitions that tell stories of the women featured in the project</li> <li>○ Digital stories that narrate the lives and contributions of the women</li> </ul> </li> </ul>
Extensions - Other Information	<p><b>Propose New Street Names Honoring Notable Women</b></p> <ul style="list-style-type: none"> <li>● Research and Selection: Students research notable women from history or contemporary society who have made significant contributions but are not currently recognized by having streets named after them.</li> <li>● Proposal Development: Students create proposals for new street names, including detailed justifications for why each woman deserves recognition.</li> <li>● Presentation and Advocacy: Teams present their proposals to classmates and teachers, advocating for their chosen women to be honored through street naming..</li> <li>● Community Engagement: Arrange a meeting with local government representatives or community leaders to present the proposals.</li> </ul>

- Reflection: After presentations and discussions, students reflect on the process and outcomes of their advocacy efforts.

Learning Outcomes:

- Research Skills: Develop research skills by investigating the contributions of notable women.
- Critical Thinking: Evaluate historical and societal criteria for street naming and propose alternatives that promote gender equality.
- Advocacy and Communication: Practice persuasive communication skills through presenting proposals and engaging in discussions with community stakeholders.
- Community Engagement: Foster a sense of civic responsibility and awareness of local history and identity.

## In the case of learning through project-based activity

### STEAME ACADEMY Prototype/Guide for Learning & Creativity Approach Action Plan Formulation

*Major steps in the STEAME learning approach:*

#### **STAGE I: Preparation by one or more teachers**

1. Formulating initial thoughts on the thematic sectors/areas to be covered
  - a. Recognizing women who have streets named after them.
  - b. Integrate STEAM areas: technology (digital tools), engineering (mapping), arts (creative projects) and mathematics (data analysis).
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
  - a. Involve local governments, community leaders, local historians, city planners.
  - b. Connect with local organizations that promote gender equality
  - c. Engage parents and community members through presentations and exhibitions
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
  - a. Middle to high school students: 14-18
  - b. Curriculum alignment: social studies, history, technology, arts and mathematics.
  - c. Goals and objectives: develop research skills, promote historical awareness, foster creativity and enhance digital literacy
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.
  - a. Designate a project coordinator (teacher) to oversee the project.
  - b. Assign roles to participating teachers (social studies, technology, arts, mathematics).
  - c. Identify workspaces: classroom, computer lab, art room, and outdoor locations for fieldwork.

#### **STAGE II: Action Plan Formulation (Steps 1-18)**

##### Preparation (by teachers)

1. Relation to the Real World – Reflection
  - a. Discuss the significance of street names and how they reflect societal values.
  - b. Reflect on the importance of recognizing women's contributions in public spaces.
2. Incentive – Motivation
  - a. Create interest by showcasing prominent women who have made significant contributions to society.
  - b. Highlight the impact of students' work on community awareness and historical recognition.
3. Formulation of a problem (possibly in stages or phases) resulting from the above
  - a. Define the central problem: How can we identify, document, and promote the recognition of historical women through street names?
  - b. Stages: research, data collection, analysis, presentation, and reflection..

##### Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information

- a. Students research notable women who have streets named after them using online databases, local archives, libraries...
- 5. Simplify the issue - Configure the problem with a limited number of requirements
  - a. Narrow focus to a manageable number of women and streets for detailed study.
- 6. Case Making - Designing - identifying materials for building / development / creation
  - a. Plan data collection methods: interviews, fieldworks and design presentation formats (maps, multimedia)
- 7. Construction - Workflow - Implementation of projects
  - a. Execute fieldwork, conduct interviews, collect data, create digital and artistic projects.
- 8. Observation-Experimentation - Initial Conclusions
  - a. Analyze collected data and draw initial conclusions about the representations of women in street names: identify patterns.
- 9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
  - a. Document findings and use digital tools for data visualization
- 10. Gathering of results / information based on points 7, 8, 9
  - a. Compile and organize all data collected.
- 11. First group presentation by students
  - a. Students present their preliminary findings and project progress to peers and teachers.

Configuration & Results (by students) – Guidance & Evaluation (by teachers)

- 12. Configure STEAME models to describe / represent / illustrate the results
  - a. Develop models and visualizations to communicate the results of the research
- 13. Studying the results in 9 and drawing conclusions, using 12
  - a. Analyze the effectiveness of the models and visualizations
- 14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)
  - a. Advocate for more streets named after women or creating educational resources.

Review (by teachers)

- 15. Review the problem and review it under more demanding conditions
  - a. Evaluate the initial problem and results, introducing new challenges or deeper investigation areas.

Project Completion (by students) – Guidance & Evaluation (by teachers)

- 16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
  - a. Expand the project based on feedback and new requirements
- 17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
  - a. Conduct further research
- 18. Presentation of Conclusions - Communication Tactics.
  - a. Finalize all projects and present conclusions to a wider audience, including community members, local officials...
  - b. Utilize various communication tactics



## STAGE III: STEAME ACADEMY Actions and Cooperation in Creative Projects for school students

Title of Project: \_\_\_\_\_

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: ____	Activities /Steps Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business representatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation