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STEAME ACADEMY
TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 2
SERVICE TEACHERS: Summer holidays in Cyprus as part of the Olympic Games that will be co-hosted

S **T** **Eng** **A** **M** **Ent**



1. Overview

Title	Summer holidays in Cyprus as part of the Olympic Games that will be co-hosted		
Driving Question or Topic	<i>Can the unused lands in various regions of Cyprus be utilized to host Olympic sports within budget, while visitors can also combine it with their holidays?</i>		
Ages, Grades, ...	9 – 16		
Duration, Timeline, Activities	6 hours	8 * 45 minutes	5 activities
Curriculum Alignment	Tourism Geography, Introduction to the Tourism Industry, Algebra, Percentages, Ratios – Proportions, History of Cyprus, PowerPoint/story maps, video editing		
Contributors, Partners	<i>Students examine the potential for utilizing areas in various provinces of Cyprus to support the Paris Olympic Games by hosting Olympic sports in newly established facilities. They create holiday packages with the maximum number of activities that visitors can participate in. Subsequently, they develop a promotional video for marketing the region to tourists, as well as a poster and a presentation</i>		
Abstract - Synopsis			
References, Acknowledgements			

2. STEAME ACADEMY Framework*

Teachers' Cooperation	<i>1st teacher(T1) Tourism Professions Instructor Teaching the fundamental principles of creating tourism packages.</i>
	<i>2nd teacher (T2) Mathematics teacher Teaching the concepts of ratios and percentages. The goal is to determine the most cost-effective pricing for the packages.</i>
	<i>3rd teacher (T3) – Design and Technology teacher Creation of posters, presentations/story maps, and television advertisements.</i>
STEAME in Life (SiL) Organization	<i>Management of Financial Resources Holidays Organization</i>

Action Plan Formulation	<p>Management of Financial Resources</p> <p>STAGE I: Preliminary Work by Teacher 1 and 2 [Steps 1-3]</p> <p>STAGE II: Development of Action Plan [Preparation of Steps 1-2] by all three educators.</p> <p>STAGE II: Development of Action Plan [Implementation of Steps 3-11]... Support, feedback, and evaluation from the educators are ongoing throughout the implementation of activities, not just at the final outcome.</p> <p>STAGE II: Development of Action Plan [Implementation of Steps 3-11]... Refers to the execution of learning plan activities by the students.</p> <p>STAGE II: Presentation of Results by the Students and Guidance from the Teachers (Steps 12-14). Interim review by teachers and feedback to students (Step 15).</p> <p>STAGE II: Repetition of Steps 5-11, if necessary, drawing final conclusions, and communication of results (Steps 16-18).</p>
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* under development the final elements of the framework

3. Objectives and Methodologies

Learning Goals and Objectives	<ol style="list-style-type: none"> 1. To organize tourism packages, prioritizing the promotion of Cyprus as a tourist destination. 2. To solve percentage-related problems (profit and loss). 3. To collect and record data using various methods, such as observation and measurement/recording.
Learning Outcomes and expected Results	<p>To conduct market research, process financial data, and draw conclusions.</p> <ol style="list-style-type: none"> 1. Economic study of tourism packages. 2. Study of the feasibility of the infrastructure for such a project in the given area conditions. 3. Creation of posters, television advertisements, and presentations.
Prior Knowledge and Prerequisites	Operations with Fractions, Ratio of Two Like Quantities Expressed in the Same Unit of Measurement, Ratios and Their Properties, PowerPoint, Video Editing Applications, Geography of Cyprus
Motivation, Methodology, Strategies, Scaffolds	Exploratory Approach, Individual Work and Group Work

4. Preparation and Means

Preparation, Space Setting, Troubleshooting Tips	<p>The teaching of the five pillars, as designed by Teacher 1 (T1).</p> <p>The instruction on the concepts of ratios and percentages, with the aim of pricing the packages, will be conducted by Teacher 2 (T2).</p> <p>The creation and construction of TV spot, power point, story map and posters will be handled by Teacher 3 (T3).</p> <p>Support for students in exploring the cost of implementing the packages will be provided by Teachers 1, 2, and 3.</p>
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Resources, Tools, Material, Attachments, Equipment	<ul style="list-style-type: none"> • Materials for Poster Creation • Computer (Google, PowerPoint, story maps, video editor, image editor) • Phone (story maps, video editor) • Worksheets
Health and Safety	<i>Safety Measures Observed in Design and Technology Laboratories</i>

5. Implementation	
Instructional Activities, Procedures, Reflections	<p>Activity 1: Group-Collaborative Activity (Groups of 5 Students) <i>The students are presented with the flag of Greece, and they are asked to type the first word that comes to mind when they hear the word "Greece" into a mobile application. Next, they pin the location of Greece on a map. The same process is then followed for France. Subsequently, they write down what connects the two countries (leading to the Olympics). Next, Cyprus is introduced into the equation, and students consider how it could contribute. The students then conduct online research on the budgets for the Olympic Games and assess whether Cyprus can host them, and if not, how it can co-host at a lower cost.</i></p> <p>Activity 2: Group-Collaborative Activity (Groups of 5 Students) <i>Students will be provided with a topographic map of each area that could potentially host an Olympic sport, along with a selection of three sports. The students will research the three sports provided and determine the most suitable sport for each specific area. Their suggestions should be based on and utilize various areas of Cyprus that are appropriate for hosting some of the proposed Olympic sports. (Surfing, Sport Climbing, Golf, Equestrian, Sailing, Canoe-Kayak, Rowing, Cycling, Water Polo, etc.)</i></p> <p>Activity 3: Group-Collaborative Activity (Groups of 5 Students) <i>T1 presents the five pillars on which the tourism development of an area is based:</i> <ol style="list-style-type: none"> 1. Transportation: <i>Various means of transportation available in our country that will be used for arrivals and local transfers.</i> 2. Accommodation: <i>All potential types of accommodation that can host visitors.</i> 3. Food and Drinks: <i>All options available to meet the visitors' needs for food and beverages, which may also highlight the local culture.</i> 4. Points of Interest: <i>Various attractions that visitors can explore in the destination, providing unique experiences.</i> 5. Activities Offered by the Destination: <i>Activities available due to the climate, terrain, or natural features of the area, which visitors can participate in as part of their entertainment and recreation.</i> </p> <p>Activity 4: Group-Collaborative Activity (Groups of 5 Students) <i>Selection of suitable tickets, hotels, public transportation, restaurants, and entertainment-cultural activities to create a more cost-effective tourism package.</i></p> <p>Activity 4(a): Creation of a Presentation (Individual) <i>Students, having finalized the tourism packages, create a PowerPoint presentation summarizing the conclusions drawn from previous activities.</i></p>

	<p>Activity 4(b): Poster Design (Subgroup of 2 students) <i>Students design a poster to promote the sport and the city hosting the Olympic event.</i></p> <p>Activity 4(c): Creation of a Television Advertisement (Subgroup of 2 students) <i>Students create a television advertisement to promote the sport and the city hosting the Olympic event.</i></p> <p>Activity 5: Project Presentation <i>Each group presents their packages, economic study, poster, and television advertisement. The work of all groups is discussed in a plenary session</i> <i>Engagement and active participation through hands-on practices</i> <i>Students' feedback and reflection on their thinking, process, or learning.</i> <i>Monitoring students' learning and progress evaluation</i></p>
Assessment - Evaluation	<i>Presentation of the activity in the plenary session of the class through the advertising spot, poster, and presentation.</i>
Presentation - Reporting - Sharing	<i>Documents, outputs, artifacts, products produced by the students with references, web links etc., for sharing to media</i>
Extensions - Other Information	<i>Presentation of the activity in the plenary session of the class through the advertising spot, poster, and presentation.</i>

Resources for the development of the STEAME ACADEMY Learning and Creativity Plan Template

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
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

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

Preparation (by teachers)

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

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

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

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

12. Configure STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

Review (by teachers)

15. Review the problem and review it under more demanding conditions

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

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions

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