Open Educational Resources
The Talking Clay

Topic: Theft of antiques and works of art,
              Fight against the traffic, Why it is
              forbidden, what consequence

Age Group: 11-14 years old

Authors

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Version

English Version, December 2023

Images

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Preface

The *PITCHER* project (Erasmus+ Programme, 2021-2024) intends to design and test of a set of open educational resources focusing on improving the capacity of teachers and educators in preparing new learning experiences to support the fight against looting and illicit trafficking of cultural goods.

The project intends to propose a new model for raising awareness of young people about the problem of fighting the looting and illicit trafficking of cultural goods, initially focusing on schoolteachers, to raise their interest and enhance their professional development in this field.

PITCHER builds on the final recommendations of the European project NETCHER (H2020 - 2019-2021) coordinated by CNRS, which implemented a strong trans sectoral network as well as Recommendations on the fight against looting and trafficking of cultural goods. One of the components of the recommendations is the need for awareness-raising and guidance toward Educational communities.

The project idea comes from ENSP (the Research Centre of the French national police academy), and the Michael Culture

Photo: Pexels, Oleksandr Pidvalnyi

association - members of the NETCHER consortium - and brings together BIBRACTE major actor of Archaeology, MUSEOMIX a reference in mediation for museums, and schools from France, Greece, Italy, and Spain, in order to co-design and implement the PITCHER project.

We hope this resource will bring a new dimension to your work, as well as use it to develop these activities with your students. The selected topics have been chosen together with teachers and educators coming from France, Greece, Italy and Spain through focus groups and surveys. Each resource is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each resource includes a link to other related ones. When available, a general list of additional resources related to the topics is provided.

The resources and accompanying texts are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.

For more information about the *PITCHER* project, please visit:

https://www.pitcher-project.eu

The PITCHER Educational Offer

The *PITCHER* open educational resources include the following learning modules, here listed according to subject matters and suggested age of the target students:

	7-11	11-14	14-18
All the themes		Case Studies	Case Studies
		The Raiders of the Lost Art	
Theft of antiques and works of art	The Mysterious Theft	The Mysterious Theft	Guilty Treasures
	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
	Looting in the Village	Looting in the Village	Looting in the Village
		The Talking Clay	PillarT
Sale of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
			Guilty Treasures
			PillarT
Traffic channels and actors' identification	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
			Guilty Treasures

			PillarT
Fight against the traffic	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		The Talking Clay	PillarT
Provenance research and traceability		Crossed interviews	Crossed interviews
			PillarT
Return of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
Preservation of memory of missing artefacts	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
Why it is forbidden, what consequence	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Crossed interviews	Crossed interviews
		Protect the sites!	Protect the sites!
		Journey of a Stele	Journey of a Stele
		The Talking Clay	PillarT

Summary: The Talking Clay

Topic: Theft of antiques and works of art, Sale of stolen objects, Fight against the traffic, Why it is forbidden, what consequence

Age range: 11-14

Educational programme: Compulsory Secondary Education (ESO in Spain), Social Sciences, Values and Civic Education.

Time: 200 minutes

Materials and tools: Open Educational Resource accessible on the eLearning platform: https://iesalbalat.educarex.es/rea/en_pitcher/

Skills achieved: Handling and use of devices, computer applications and digital platforms; search, critical reading and processing of information; interpretation and elaboration of maps, diagrams, images and graphic representations; awareness of the conservation and defence of historical, artistic and cultural heritage, and of the need for international cooperation for the defence of heritage.

Learning objectives: The objectives are:

- To raise students' awareness of the importance of respect for cultural heritage as a manifestation of the civic dimension through civic engagement.
- Recognise the traces of cultural, archaeological and historical heritage in their immediate and distant surroundings, as well as the people who care for it.
- To demystify figures that are harmful to heritage and to raise awareness of the importance of the individual in respecting it.
- Learning to value historical and archaeological sources as a basis for the construction of historical knowledge, as well as the importance of objects and artefacts as a source for history and intangible heritage, and their preservation in archives and museums.
- Use sources of information to identify and describe, through documents based on texts or graphic images, the cultural, historical and artistic heritage, both in the immediate and more distant surroundings.

Instructions for teachers

"The Talking Clay" is an Open Educational Resource (OER) designed to introduce 12 and 13 years-old students to awareness of respect for cultural heritage and the dangers that threaten it.

The OER has a gamified structure, so that the student must solve several tasks, through a narrative discourse that is presented in the form of graphic novel, to make it easier to read, according to the postulates of the universal design for learning.

The OER is presented from a *STEAM (Science, Technology, Engineering, Arts, Mathematics),* perspective, as the activities combine the implementation of competences linked to the social, humanistic and scientific-technological fields.

It has been designed to be carried out individually, and except for two activities that require teacher supervision, and which can serve as a milestone in the assessment, the rest are self-assessable.

The *cross-cutting nature* of its content makes it suitable for implementation in subjects linked to the discipline of history, but also in Education for Citizenship, Ethical Values, or in tutoring hours.

How to use this educational resource

11-14

In order to use the OER with students, it is necessary to have an electronic device (preferably a mobile phone, tablet or laptop). Each student must access the link where the OER is hosted https://iesalbalat.educarex.es/rea/en_pitcher/, and follow the guidelines indicated by the website itself. Most of the activities are self-assessable, so that the platform itself corrects them and indicates the result. In those cases where they are not, the resource itself hosts the templates that the teacher may need, which can be easily downloaded so that students can do the task.

The structure of the resource is as follows:

- **The title:** the title refers to how, on many occasions, heritage is hidden under our feet, we just have to know how to look. The title is intended to be attractive to pupils, in the form of a riddle or hieroglyphic.

- **Presentation:** the presentation page contains a video explaining what the resource is about, the definition of the word "heritage" and a short story told in a graphic novel format that introduces the main characters and reveals the task that the student is about to begin.

- **First task:** what is illicit trafficking in cultural property? In this first task, students have to read a real news item about the recovery by INTERPOL of 119 archaeological pieces in a storage room in Cordoba (Spain), answer some questions that work on written comprehension about this news item, and watch the video of the French youtuber Charlie Danger, about the illicit trafficking of cultural property. The video is enriched with multiple choice questions. This second task can be done in a group, or you can choose to watch the documentary individually.

- **Second task:** people who look after our heritage. The second task aims to make students aware of all the professions linked to heritage. To do this, they must read a text with images, in which the characteristics of each of the professions are detailed, and then play the "Who's who in heritage" treasure hunt.

- **Third task:** the contents of the bag. In the third task, the student has to read a graphic novel that explores the main story in depth, and then answer true/false questions. The concept of an archaeological site is then explored in more depth, offering them the opportunity to research some of the most important European sites. This short research assignment contains a document (in pdf, and in editable format) which can be used by the teacher, if desired. This assignment is the first assignment to be corrected by the teacher.

- **Fourth task:** checkmate the forgers and looters. The fourth task focuses on the idea of plundering and forgery of archaeological artefacts. For this purpose, a small document has been prepared in the form of a newsletter on the history of chess. Students must read it carefully in order to solve the two activities proposed in this block: helping the police to find out what a forgery is by means of an investigation activity and a fill-in-the-

blanks activity. Then, after watching a video explaining the knight's move in chess, the student must complete a mathematical task with negative integers. This activity contains a document (in PDF, and in editable format) that can be used by the teacher, if desired. This task is the second task to be supervised by the teacher.

- **Fifth task:** the final challenge. The fifth and last activity is a task to check whether the student has understood the different concepts (heritage, plundering, forgery, conservation) that have appeared in the didactic proposal. It is self-assessment.

Ideas for additional tasks

Link to the video presentation of the project to be shown in class:
https://youtu.be/GLSQVRoJSL8