



STEAM Project

Exploring the Evolution of the Concept of Beauty: From Ancient Greece to Modern Greek Culture on Lesbos Island (Greece)

Main school subjects involved

Literature & Arts

Complementary school subjects

History

Aimed for

students between 14 and 18 years old

Participant Schools



ST. CATHERINE'S
MOORLANDS
VERITAS ET FIDELITAS

St. Catherine's
Moorlands School
(Argentina)



A'ksent Suisse
International School
(Switzerland)



Nika
School
(Russia)



Italo Calvino
School
(Italy, Russia)

Supporting Organizations

STEAM Practices
Advisor



ΜΟΥΣΕΙΟ
ΦΥΣΙΚΗΣ
ΙΣΤΟΡΙΑΣ
ΑΠΟΛΙΘΩΜΕΝΟΥ
ΔΑΣΟΥΣ ΛΕΣΒΟΥ

Lesvos Natural
History Museum
(Greece)

Organizational
Endowment



INTERNATIONAL SCHOOLS ASSOCIATION

International Schools
Association - ISA
(Switzerland)

Academic
Advisor



Aegean
University
(Greece)

School term:

September 2023 - May 2024

Introduction

In the realm of modern education, the pursuit of collaborative and interdisciplinary learning is a hallmark of progressive pedagogical approaches. This project proposal unites four esteemed secondary-level institutions: A'ksent Suisse International School, St. Catherine's Moorlands School, Nika School, and Italo Calvino School. This visionary initiative aims to forge an interschool STEAM project, broadening students' intellectual horizons and nurturing cross-cultural appreciation. Through a collaborative platform, students will embark on an educational journey, immersing themselves in exploring the Evolution of the Concept of Beauty: From Ancient Greece to Modern Greek Culture on Lesbos Island.



Central to this project is the harmonization of scientific inquiry with the richness of history, art, and cultural heritage. Each participating school will research and produce an essay delving into a specific facet of the overarching theme. These essays will converge to form a cohesive synthesis upon the project's completion. This synthesis will ultimately culminate in the creation of a unique, comprehensive essay—a testament to collaborative knowledge. This unified work is intended to be presented at the University of Aegean in April 2024 on Lesbos Island, exemplifying the project's depth and significance.

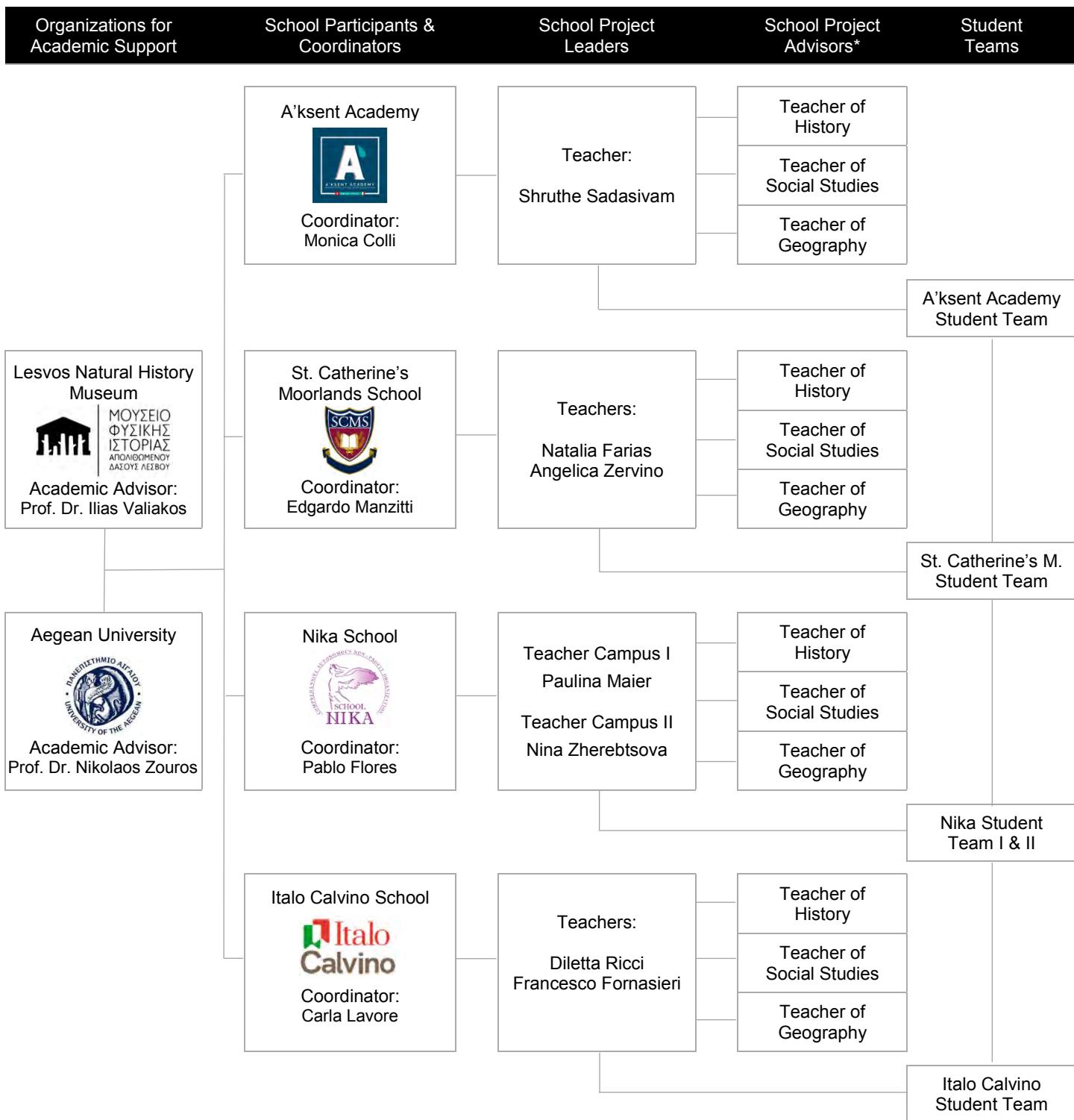
Learning Objectives

The integration of diverse academic dimensions transcends conventional disciplinary boundaries, nurturing critical thinking, effective communication, and collaborative adeptness. By meticulously scrutinizing the evolution of the concept of beauty across epochs, the project aims to illuminate the continuum of cultural aesthetics. Furthermore, it seeks to underscore the profound influence of these aesthetic paradigms on the intricate framework of societal structures. Through this interdisciplinary exploration, students will gain a profound appreciation for the intricate interplay between cultural expressions and the unfolding narrative of human civilization.

The objectives collectively empower students with versatile skills and insights, fostering their holistic development and preparedness for diverse academic and professional landscapes. The project's learning objectives are as follows:

- *Interdisciplinary Understanding.* Develop an appreciation for the interconnections among literature, art, history, and culture to comprehend their combined influence on societies.
- *Collaborative Skills.* Cultivate effective teamwork and communication abilities through cross-institutional engagement on the collaborative platform.
- *Critical Thinking.* Analyze historical context, artistic representations, and cultural influences to hone discerning and analytical thinking.
- *Digital Proficiency.* Enhance proficiency in utilizing digital resources for research, communication, and collaboration.
- *Cultural Awareness.* Gain insight into diverse cultures and heritages, fostering global perspectives.
- *Project Management.* Acquire skills in planning, organization, and execution of academic projects.
- *Literature Narrative Skills.* Enhance narrative proficiency through the creation of comprehensive essays, cultivating effective communication of complex ideas.

Organizational Workflow



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

History: A history teacher could provide historical context and insights into how the concept of beauty has evolved over time. This perspective would help students understand the broader context in which artistic and literary representations of beauty were created.

Social Studies: A social studies teacher could delve into the sociocultural factors that influenced the concept of beauty in different time periods. They could explore how beauty standards are linked to gender roles, social hierarchies, and cultural norms, providing students with a deeper understanding of the societal dynamics that underpin these ideals.


Geography: A geography teacher could discuss the geographical and environmental factors that might have influenced the cultural and artistic expressions of beauty. They could also explore how the island's unique geography might have contributed to a distinct sense of beauty and aesthetic appreciation.

Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
September-October 2023	Project Initial Organization and Start	<ul style="list-style-type: none"> - Creation of an interschool group of teacher leaders. Each school will assign one teacher leader to this group. They will meet to coordinate the activities, to establish a shared understanding of goals, roles, and expectations. They will also update the project plan timelines, milestones, and distribute the part of the project to research. For instance, one school team can study beauty from the philosophical perspective, other school team from the arts point of view, and so on. - Creation of the student team in each school. Determine the collaborative platform, the frequency and forms of communication between them, including virtual meetings using Zoom, Google meeting or other similar means. - First virtual meeting between the teams, in order to get to know each other.
November 2023 - March 2024	Project Development	<ul style="list-style-type: none"> - Students from each school begin research on their assigned segments of the theme, drawing from historical records, geology and geomorphology that shaped Greece, particularly the island, art collections, literature, and cultural resources. - Teachers guide students in locating relevant online and offline resources. - Regular check-ins and collaborative discussions on the project platform to share findings and insights. - Regular virtual meetings between the school student teams in order to share their experiences, discuss arising issues, and exchange useful information. The time and frequency must be agreed between project leaders. Recommended once per month. - Five lectures would be provided by the Lesvos Natural History Museum (Greece) in order to provide useful thematic insights on various aspects of Greek culture, art, history, geology and geomorphology, and environment issues. 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. - Organization of field trip to Lesvos island (Greece) - Each school team will produce an Argumentative Essay describing their findings. - Once school essays are completed, schools will work together on merging them into a cohesive synthesis to produce one overarching essay.
April 2024	Field Trip, Project Presentation, Closing Ceremony	<ul style="list-style-type: none"> - Field trip to Lesvos island (one-week trip). More details will be produced later, as details of activities should be agreed with teacher leaders and the Lesvos Natural History Museum considering the project developments. - Defense of the Project findings by all students at the Aegean University - Award of certificate to all student participants and teachers. Awarded by the Aegean University and the International Schools Association.

Documentation of the Activities and Means of Interschool Communications

Each team, in each school, 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.

<p style="text-align: center;">Team “.....” School Activity Diary</p>		Teacher Supervisor _____ Team coordinator _____ Team members _____ _____ _____			
		Lesson #	Activity	Working reflections	

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)	
5 Lectures (50 minutes each)	Lesvos Natural History Museum (Greece)	To provide useful thematic insights on various aspects of Greek culture, art, history, geology and geomorphology, and environment that could influence the perception of the concept of beauty. 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.	625	St. Catherine's Moorland	125
				A'ksent Suisse Int. School	125
				Italo Calvino School	125
				Nika School (I)	125
				Nika School (II)	125
Field trip to Lesvos Island (Greece)	Lesvos Natural History Museum (Greece)	<p>It aims to immerse students in the island's culture, architecture, and landscapes, gaining firsthand insights into the evolution of beauty.</p> <p>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.</p>	To determine on next November 2023* and will be calculated according to various aspects, including transportation, lodging, meals, and incidentals connected to the trip.	The cost will be equally distributed among the participant schools, and will be calculated according to the program agreed between the schools.	

* 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 partake in this remarkable educational opportunity.

APPENDIX

Complementary Information and Supporting Material for the Activities

I. Useful knowledge sources

- The Cult of Beauty in Ancient Greece and Modern Media. Article by Aurora Winwood. <https://ab.edu/wp-content/uploads/2016/05/April-Edition-Battler-Columns.pdf>
- The Body Beautiful: The Classical Ideal in Ancient Greek Art. Article by Alastair Macaulay, New York Times. <https://www.nytimes.com/2015/05/18/arts/design/the-body-beautiful-the-classical-ideal-in-ancient-greek-art.html>
- Ancient Greek Beauty Standards. Newsletter by Molly Elizabeth Agnew <https://www.eternalgoddess.co.uk/posts/ancient-greek-beauty-standards>
- Defining Beauty: The Body in Ancient Greek Art. Article by Emily Spicer. <https://www.studiointernational.com/defining-beauty-the-body-in-ancient-greek-art-review-british-museum>
- On beauty: Ancient perceptions of beauty from classical Greece to Imperial Rome. Research thesis by Maya Jess. <https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1506&context=hpt>
- Kallos: The Ancient Greek Ideal for Beauty. Greek travelers' blog. <https://greektraveltellers.com/blog/kallos-ancient-greek-ideal-of-beauty>
- Ancient Aesthetics. Internet Encyclopedia of Philosophy. <https://iep.utm.edu/ancient-aesthetics/>
- The Origins of Aesthetic Thought in Ancient Greece: Matter, Sensation, and Experience. Article by James I. Porter. <https://bmcr.brynmawr.edu/2012/2012.01.11/>
- Aesthetic principles from ancient Greece are still influential today. Kukupaya Newsletter. <https://kukupaya.org/blogs/some-thoughts/aesthetic-principles-from-ancient-greece>
- Beauty as an Idea in Ancient Greece 101: Beauty and Philosophy. Articles by Eugenia Ivanova. Arcadia Non profit Organization. <https://www.byarcadia.org/post/beauty-as-an-idea-in-ancient-greece-101-beauty-and-philosophy>
- Timeline of ancient aesthetics. Blog by Jeff Searle. <https://jeffsearle.blogspot.com/2017/02/timeline-of-ancient-aesthetics.html>
- Aristotle's Aesthetics. Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/aristotle-aesthetics/>
- Would you be beautiful in the ancient world? Article, BBC News <https://www.bbc.com/news/magazine-30746985>
- Greek Art and Aesthetics in the Fourth Century B.C. Princeton University press. Article by William A. P. Childs. <https://press.princeton.edu/books/paperback/9780691176468/greek-art-and-aesthetics-in-the-fourth-century-bc>
- Greek and Roman Aesthetics. Article by Oleg V. Bychkov and Anne Sheppard. Cambridge University Press. <https://ndpr.nd.edu/reviews/greek-and-roman-aesthetics/>

II. Integrating STEAM concepts

Integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts into this project can enrich students' learning experiences. Students can:

- Science: Analyze biological and psychological aspects of beauty perception, such as facial symmetry and color preferences, utilizing scientific methodologies.
- Technology: Utilize digital tools for virtual exploration of Lesvos Island, enabling students to virtually witness the cultural elements that shape beauty ideals.
- Engineering: Design and construct models depicting the evolution of architectural beauty from ancient to modern Greece, showcasing engineering advancements.
- Arts: Express their interpretations of beauty through various art forms, reflecting the evolution of aesthetic preferences over time.
- Mathematics: Analyze and visualize data related to changing beauty standards, using statistical techniques to uncover patterns.

III. Science principles and concepts

Throughout this project, students can review various scientific principles and concepts related to:

- Cultural Anthropology: Understanding how beauty standards are shaped by cultural values, norms, and historical context.
- Evolutionary Biology: Exploring evolutionary theories on the perception of beauty and its potential links to reproductive success.
- Social Psychology: Investigating how societal influences and media shape individuals' perceptions of beauty.
- Art History: Studying how artistic representations of beauty have evolved across different historical periods.
- Geology and Geography: Examining the geological history of Lesvos Island and how its landscapes might have influenced cultural perceptions of beauty.
- Materials Science: Investigating the materials and techniques used in ancient and modern art and architecture that contribute to their aesthetic appeal.

By integrating these concepts and encouraging collaboration across diverse cultures and educational levels, the project not only sheds light on the concept of beauty but also fosters a deeper understanding of the interconnectedness of various disciplines. The overarching results of this collaborative effort will culminate in a comprehensive essay that reflects the collective insights gained from the students' explorations, analyses, and reflections.

IV. Example of classroom activities

Beauty in the Eye of the Beholder Gallery

This activity encourages students to think critically about beauty standards and perceptions across cultures and time periods. The teacher can guide students to create a "Beauty in the Eye of the Beholder" gallery where each student or group presents a visual representation of beauty from a specific culture or historical era.

Activity Steps:

- a. Assign each student or group a culture or time period related to the project's theme.
- b. In addition to visual elements like paintings, sculptures, or photographs, encourage students to include written explanations of the cultural or historical context that influenced the depicted beauty standards.

- c. Host a gallery walk where students explore each other's presentations and engage in discussions about the factors that shape varying notions of beauty.
- d. Facilitate a class discussion on the similarities and differences in beauty perceptions, highlighting the impact of culture, history, and personal bias.

Beauty Evolution Fashion Show

This activity combines historical research, creativity, and teamwork as students explore and present the evolution of fashion trends and beauty ideals. These activities aim to not only promote active engagement but also foster creativity, critical thinking, and collaboration among students. By integrating hands-on and interactive approaches, the teacher can provide students with a more holistic and memorable learning experience related to the project's theme.

Activity Steps:

- a. Assign different historical periods to small groups of students, from ancient Greece to modern times, with a focus on Lesvos Island if possible.
- b. Have each group research the clothing, hairstyles, and makeup trends of their assigned period.
- c. Instruct students to design and create scaled-down or digital representations of the fashion trends.
- d. Organize a "Beauty Evolution Fashion Show" where each group presents their findings and showcases their designs, explaining how these trends were influenced by societal factors.
- e. Encourage students to reflect on how fashion trends relate to broader cultural shifts and perceptions of beauty.

V. Example of educational trip program

This is only an example. The final program is usually updated according to the aims of each trip

Day	Activity
1 st day	<p>10.00-12.00 h. At the hotel in an Auditorium: – Welcome. (by the host organization) – Lecture / Lesson. Introductory lecture of the activities and places to visit. (by Nika school teachers, and at some points backed up by host organization)</p> <p>12.00 -13.00 h. – Lunch at the hotel</p> <p>13.00-14.30 h. – Visit at Teriade Modern Art Museum + Theophilus Museum</p> <p>-15.00-18.00 h. Tour of the city with a focus on history, art, architecture, public sculptures and the poets of the island</p> <p>18.00 h. – Dinner at a traditional Greek restaurant in Mytilene (Capital city of Lesvos)</p>
2 nd day	<p>Petrified forest program. Sigri Village + Mesotopos</p> <p>08:30 Departure from the hotel</p> <p>08:30-10:00 The geological and natural monuments of central and western Lesvos Island UNESCO Global Geopark - The Lesvos Miocene Volcanoes Geoconservation, protection and promotion of our geological heritage (lecture on the bus with a few stops along the way to see some of the geosites)</p> <p>10:00-11:30 "The Forest under the Road" – Excavation and conservation activities during the construction of the new road Kalloni – Sigri</p> <p>11:30-12:30 Visit to the Petrified Forest Park</p> <p>13:00-14:00 Lunch at the Natural History Museum of the Lesvos Petrified Forest – The traditional gastronomy of Lesvos</p>

	<p>14:00-15:00 Participation in the Educational programme of cleaning and conservation of plant fossils at the Natural History Museum of the Lesvos Petrified Forest</p> <p>15:00-16:00 Presentation and tour of the Museum: “Natural History Museum of the Lesvos Petrified Forest: The creation of the Petrified Forest and the volcanism of the Aegean” + The evolution of plants and the Petrified Forest - The geological evolution of the Aegean</p> <p>16:00 Departure for the traditional Village of Mesotopos</p> <p>16.30-18.00 Short tour of the village + Mesotopos Women Cooperative – The gastronomy of Lesvos</p> <p>18.00-19.00 Dinner at a traditional Greek restaurant in Mesotopos</p> <p>19.00 Departure for Mytilene</p>
3 rd day	<p>University / High School trip – excursion and lectures with university representatives.</p> <p>9:00 Departure from the hotel for the Model High School of Mytilene of the University of the Aegean</p> <p>09:30-12:30 The historic library of the Model High School of Mytilene of the University of the Aegean</p> <p>Exchange meeting with the students of the Experimental High School of Mytilene</p> <p>13:00-14:00 Lunch at a traditional Greek restaurant in Mytilene</p> <p>14:00-17:00 The University of the Aegean, discussion with professors and students of the University</p> <p>19:00 Dinner at the hotel</p>
4 th day	<p>Agiassos traditional village</p> <p>09:00 Departure from the hotel Departure for Agiassos traditional village</p> <p>10.00-11.00 Visit at Agiassos Folklore Museum, Introduction to the history of the village</p> <p>11.00-13.00 Visit at the cultural center of Agiassos “Anagnostirio” The traditional music of Lesvos</p> <p>13:00-14:00 Lunch at a traditional Greek restaurant in Agiassos</p> <p>14.30-17.30 Cultural and historical tour of Agiassos traditional village</p> <p>Visiting local ceramists’ workshops, traditional dairy cooperatives and shops, learning about the local economy and production</p> <p>Visiting a ceramist’s traditional workshop for ceramic art production and experience ceramic art making</p> <p>Visiting a carpenter’s workshop to see the traditional wood art creations</p> <p>The Virgin Mary (Panagia Vrefokratousa) Church of Agiassos</p> <p>18.00 Departure for the hotel</p> <p>19.00 Dinner at the hotel</p>
5 th day	<p>Eresos Village-Ancient Greek Poetry</p> <p>9.00-10.00 hs. Short Lecture/Class on Ancient Greek lyric poetry</p> <p>10.00 hs. Departure for Eresos, the hometown of lyric poet Sapho</p> <p>10.00-11.30 Discussion continues on the bus along the road with readings on ancient Greek lyric poetry</p> <p>11.30-13.00 Visit at the Archaeological Collection of Eresos</p> <p>13.00-14.00 Lunch at a traditional Greek restaurant in Eresos</p> <p>14.00-15.00 Visit at the Ancient Acropolis of Eresos, the city where Sapho lived</p> <p>15.00-16.00 Following the footsteps of Sapho. Tour of Eresos, Art hunt: searching and visiting the public sculptures dedicated to Sapho that are located around the village of Eresos</p> <p>16:30-17:30 Discussion and shot workshop on how different meanings the figure of Sapho has undertaken during the centuries and how she stills inspires the arts today (could be at the hotel or upon return)</p> <p>17:30 Departure for Mytilene</p> <p>19.00 Dinner at the hotel</p>

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