***“FROM ANCIENT MYTHOLOGY TO TECHNOLOGY”***

*How Mythology influenced our Culture*

**1st teaching period**

***1st Activity: Introduction***

Time: 30’

Type of activity: Discussion about the aim of the project and the different tasks the students have to accomplish.

Class organisation: Discussion in class

Actions/Tasks: The teachers present the project and the schedule they have to follow.

***2nd Activity: Introduction of the Greek, Roman and Norse Mythology***

Time: 30’

Type of activity: Web research, video projection and use of interactive tools

Class organisation: Discussion in class

Actions/Tasks: Teachers and students use the Internet Connection to make researches about the ancient deities.

Links:

1) <https://southerncrossreview.org/24/shapero.htm>

2) <https://www.slideshare.net/jamarch/norse-gods-and-goddesses-v2>

3) <http://www.mythencyclopedia.com/Wa-Z/Family-Trees-and-Leading-Figures-in-World-Mythology.html>

4) <http://www.lowchensaustralia.com/names/gods.htm>

As homework students have to write a brief description of each group of deities, using the websites to find prompts.

**2nd teaching period**

***1st Activity: The Greek-Roman-Norse Deities***

From this teaching period on the students work on digital platforms, using e-learning methods because ofCovid-19 outbreak and the worldwide lockdowns, in line with the direction of national healthcare authorities and the World Health Organization.

Once a week the teachers plan videoconference and giving students the proper input in order to work efficiently.

Time: 60’

Type of activity: Discussion on web researches

Class organisation: Class work online

Actions/Tasks: Students talk to the teachers about the information they gathered concerning the different deities.

Each student makes a research about the deities and together with the teachers they set up a roundtable discussing the materials they have gathered.

**3rd teaching period**

***1st Activity: Comparison among different deities***

Time: 60’

Type of activity: Discussion on web researches

Class organisation: Class work online

Actions/Tasks: Students make a comparison among different deities and find points in common, regarding the meaning, the origins and the influence on the people who used to worship them.

They use a word document created by the teachers and fill it with the information they gathered.

The word document can be found in the folder (see Basic Comparison of Deities)

**4th teaching period**

***1stActivity:* From mythology to Artificial Intelligence**

Time: 60’

Type of activity: Discussion on web researches

Class organisation: Classwork online

Actions/Tasks: Students discuss with the teachers on how these deities and their myths contained ideas about creating artificial, lifelike creatures.

Teachers use this website and explain the students the idea of artificial intelligence:

<https://news.stanford.edu/2019/02/28/ancient-myths-reveal-early-fantasies-artificial-life/>

**5th teaching period**

**1st Activity: The myth of Talos, Pandora and the origin of Bluetooth technology**

Time: 60’

Type of activity: Discussion on web researches

Class organization: Classwork online

Actions/Tasks: Teachers and students pick examples to support their assumption concerning the artificial intelligence dating back from mythology.

They choose the myth of Talos, Pandora and add one curious fact about the origin of Bluetooth system.

As homework they have to do researches about the above-mentioned subjects.

Links given by the teachers:

<https://www.britannica.com/topic/Germanic-religion-and-mythology/Mythology#ref65401>

<https://www.ibtimes.sg/ancient-greek-mythology-predicted-ai-robots-rise-says-top-expert-27720>

<https://norse-mythology.net/why-is-bluetooth-called-bluetooth/>

**6th teaching period**

***1stActivity: Discussion about myths***

Time: 60’

Type of activity: video projection and use of interactive tools

Class organisation: Classwork online

Actions/Tasks: Teachers and students discussed about the researched they have done.

As a final task they have to create a power point containing the differences between deities and will focus on the myths of Talos, Pandora and Bluetooth.

As homework students have to find a program to include audio on the presentation of the ppt.

**7th teaching period**

***1stActivity: Analysis of ppt***

Time: 60’

Type of activity: video projection and use of interactive tools

Class organisation: Classwork online

Actions/Tasks: Students discuss with the teachers about the ppt they have created.

The drafts are read during the videoconference and the teachers help students to correct mistakes in matter of English language forms.

As homework they have to make videos of themselves introducing the project.

Teachers also suggest a couple of apps and programs used to make video and create effects for their final product.

**8th teaching period**

***1stActivity: Discussion final products and conclusion***

Time: 60’

Type of activity: video projection and use of interactive tools

Class organisation: Classwork online

Actions/Tasks: Students show the teachers the videos they have done.

These videos are part of the presentation of the power point and students work on the editing online in order to accomplish the final task.

They use this program <https://filmora.wondershare.com/it/>

The last part of the meeting is dedicated to the comments and feedbacks about the experience of the project, the expectations and the expected outcomes.