

THEMATIC ROUTE "ARCHAEOLOGICAL SITE"


Objectives



- To acquaint students with the urban fabric, its central Pedestrian Street, its Archaeological Site and the Museum.
- To raise awareness on cultural heritage conservation, sustainable mobility and sustainable nutrition.
- To connect all the above to the climate neutrality of Elefsina.



General description



The thematic route starts from the X-Bowling, walks along the Nikolaidou Pedestrian Street to the archaeological site. It also includes other points of interest related to mobility (pedestrian walkway, offices of the Association of People with Mobility Problems). Inside the A.H. we discuss the Protection of Cultural Heritage and Sustainable Food.



Stations

TIMELINE	STATION	LOCATION	SHORT DESCRIPTION	ACTIVITIES QUESTIONS
10'	1	X-Bowling 	<ul style="list-style-type: none"> • We find a suitable spot and gather the group in a circle. • We play the getting-to-know-you game. Holding an object, we say our name and hobby. We throw the object to the person opposite us and they say the same. • We allocate numbers 1,2,3. All the 1's get together and form a subgroup. They take on roles: Secretary, Photographer, Observer. The Secretary gets the plate with the FGs. The Photographer gets the school tablet. The Observers get a pair of imaginary glasses of observation! 2 & 3 do the same. • We name the goals of our journey: Protection of Cultural Heritage, Sustainable Mobility, Sustainable Nutrition. These correspond to three of the four themes of the A.L. 	Getting to know you game Dividing into groups Distribution of Activities Leaflets (A.L.) The Objectives of our journey What are the goals of our journey? Can you understand them from the A.L. you are holding?

			<ul style="list-style-type: none"> In the fourth we note down data on the residents of Elefsina. 	
10'	2	<p>The pedestrian street of Nicolaidou and the public space</p>  	<ul style="list-style-type: none"> We walk along the pedestrian walkway. We point out its features: slabs, bollards, greenery, playground, equipment (benches, lighting, etc.), catering outlets on the right and left. We discuss the type of trees: mainly fruit trees or shade trees. We show the photo before the time it became a pedestrian walkway and ask the children to compare the past and the present. We ask about their feelings as they walk the walkway. We discuss residents' reactions to its creation and how their views changed afterwards. We point out that it was made after a study by the National Technical University of Athens in collaboration with the Municipality of Elefsina. Office of the Association of People with Mobility Problems: we discuss their needs in a modern city. What does Sustainable Mobility mean? We discuss the value of pedestrian and cycling paths in relation to climate neutrality. Approaching the points where the Archaeological site is visible we discuss the benefits of the pedestrian route. Old Town Hall: The history of the city in the Raw Museum. 	<p>Well-kept square with a lending library</p> <p>Fruitful trees</p> <p>Building being renovated</p> <p>Equipment of the pedestrian area</p> <p>Association for people with disabilities</p> <p>Old Town Hall - History of Elefsina</p> <p>.....</p> <p>What do you see?</p> <p>What do you hear?</p> <p>What do you smell?</p> <p>How do you feel?</p>

5'	3	<p>THE CENTRAL SQUARE</p> 	<ul style="list-style-type: none"> • A complete reconstruction is carried out. • It is laid with slabs. • Have many ancient ones have been found? • We notice the green. Is there enough? • Which monument speaks of the history of the city? The heroes of the Balkans and World War I? • We show the chapel of St. Zacharias built by SPOLIA, pieces of ancient temples in second use. • The Sacred Way used to pass through there. • Here the inhabitants gather to celebrate the great feasts. 	<p>Residents Festivities Meetings The history of the city</p>
15'	4	<p>THE ARCHAEOLOGICAL SITE</p> 	<ul style="list-style-type: none"> • Entrance: the end of "Iera Odos" - Sacred Street, starting from Kerameikos. What was it named after? • Great Propylaea: Information sign - Reconstruction of the building - Roman era. • Stools - Graffiti - Triodin = ancient Triliza • Callichon Frear: This is where the myth of Persephone's abduction by Pluto begins. The myth interprets the change of seasons and the adaptation of nature. • Small Propylaea-Caryatida: Plate- On the inner side the two Caryatids holding the roof. • Pompeii Street- Ageless Stone: This is where Demeter sat in her wanderings. She was found by the daughters of King Keleus. They took her to the palace. When she was revealed, they built her a temple to mourn her daughter. • On the right, Pluto: Here Persephone emerged from the underworld and was reunited with her mother. But she had eaten the pomegranate to remember her husband, so some people come and dedicate 	<p>The myth of Persephone The Underworld and Death The Eleusinian Mysteries Conservation of cultural heritage Equipment wooden walkways, canopy, herb garden The view towards the factories, The children know the legend. Ask them to tell it and fill in some details above.</p>

			<p>pomegranates.</p> <ul style="list-style-type: none"> • The Ceremonial Room: Note the steps where the Initiates sat and then the Tablet showing a reconstruction of the entire building. In the centre was the first temple built for Demeter. • We are talking about the Eleusinian Mysteries: It was an initiation into the mystery of death with rites that were never known. All we know is that those who participated came out better people and had overcome their fear of death. • We are talking about the wooden walkways and protection from climate change (risks: heat waves, sudden storms and floods, rising sea levels). 	
<p>10'</p>	<p style="color: red; font-size: 2em; font-weight: bold;">5</p>	<p style="text-align: center;">THE ARCHAEOLOGICAL MUSEUM</p> 	<ul style="list-style-type: none"> • We stand in selected exhibits. • Children's funerary urn • Leaving Daughter • Relief with Demeter (seated) and Persephone (torch) • Caryatida (cist = basket with shrines of Demeter), her twin was stolen in 1815 and it is in Cambridge. • Kernos (they hung fruits for offering) • Eleusinian bas-relief, found as a platform in St. Zacharias, the original in the National Archaeological Museum of Athens, Demeter hands over the cultivation of wheat to Triptolemus). • We are talking about the symbols of Demeter, the ears of wheat, the rose. • We enjoy the view from the courtyard of the Museum. • We show the old factories. • Preservation of cultural heritage - Change of use to cultural sites. • The Museum will move to a renovated building with 	<p>The Museum, the exhibits, the children's tomb, the Leaving Daughter, the Caryatida, the Eleusinian column</p> <p>What is your impression of the view? What do you think of the old factories? How do you feel seeing Elefsina from above?</p>

			<p>modern standards.</p> <ul style="list-style-type: none"> • Talk about your participation as a volunteer in Aeschylia in the theatre of the renovated Elaigourgeio. 	
10'	6	<p>THE CHAPEL OF PANAGITSA MESOSPORITISSA</p> 	<ul style="list-style-type: none"> • We walk and climb the stairs to the chapel. • We can sit down and talk about Demeter, agriculture, fruits, Mesosporitissa, the "polysporia" - the 3,000-year-old custom that will be included in the UNESCO list of intangible cultural heritage. • The modern diet of packaged and factory-made food • The need to return to a sustainable diet, primary flavours with local and seasonal foods. • Fewer food miles • Reducing meat-eating • Reclaiming the agricultural face of Elefsina through urban gardens and crops where there is still soil. 	<p>Children know from their school classes which foods are local, which are seasonal and about the need to reduce meat consumption</p> <p>.....</p> <p>What does our diet have to do with climate change?</p> <p>What do we need to change in our diet to help the climate?</p> <p>How can we reduce food waste?</p>
	7	<p>Saint Zacharias</p> 	<p>If there is time, the children can see the chapel which is built on an early Christian basilica with spolia in its masonry. Discuss the historical continuity of ancient cities.</p>	
		<p>CONSULTATION</p>	<p>This path will feed data to tables 9, 10, 11 (day 1) and 20, 21, 22 (day 2), where students will deliberate and come up with proposals for the climate neutrality of Elefsina on the issues of Cultural Heritage, Sustainable Mobility and Sustainable Nutrition.</p>	