DIGITAL EDUCATION WITH CULTURAL HERITAGE RERUN

TEACHMEET

European Schoolnet

europeana education

THE LEGEND OF WILHELM TELL

The life of a Swiss national hero Wilhelm Tell

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Teacher Advisor / PhD

TeachMeet
03/03/2022

MEET THE PRESENTER

- Lana Matijaković, Croatia

- Primary school Josip Antun Ćolnić, Đakovo, Croatia

- Started in 2005

- Age of pupils: 6- 15

- English and German as second languages

- Teacher advisor/ a PhD in cognitive linguistics

SLIDE 1

- In the new curriculum for English and German languages as second languages, the learning outcomes are categorized into three domains: linguistic- communication competence, intracultural competence and independence in language acquisition. This lesson aims at developing outcomes from all these domains. In linguistic- communication domain students will improve their reading, writing and speaking skills. Since pupils get familiar with a story that belongs to the national heritage other than their country's, this intracultural aspect is present: students explore additional information about German speaking countries in order to better understand their own. By exploring the Internet, the Europeana portaland producing digital posters, they will enhance their ICT skills. Students will use different strategies of language acquisition and develop their creativity and independence.
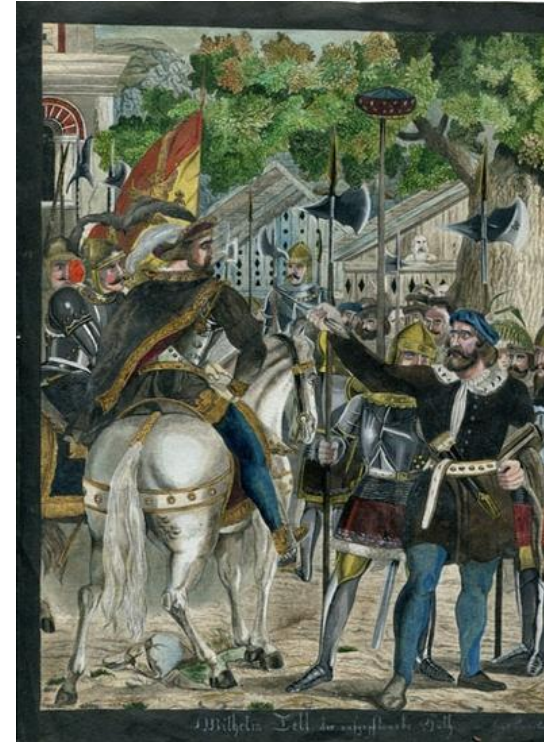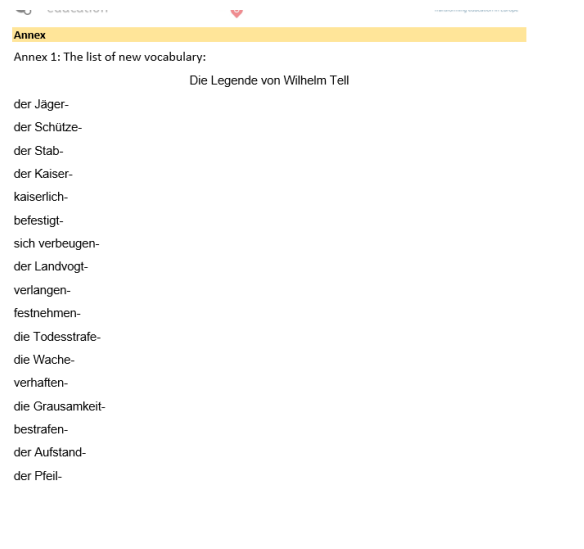

Malerei, "Willhelm Tell, der aufgepflanzte Huth„-KIM.bl, Switzerland - CC BY-SA

SLIDE 2

- **Age of pupils**: 13- 14

- **Subjects:** German, ICT, history

- **Aim:** By the end of the lesson students will be able to present the information they have gathered about Wilhelm Tell using digital tools, as well as understand a short text in German on this topic. They will become familiar with Europeana and learn how they can use it for future work. They will also develop their ICT skills as well as improve their collaboration skills.

- **Outcome of the lesson**: Students will create a digital poster or a PowerPoint/ Sway presentation with information about Wilhelm Tell.

- **Key competences that are promoted in the scenario are:**

- literacy

- multilingual competence

- digital competence

- personal, social and learning to learn competence

SLIDE 3

- **Duration:** 120 minutes (3 lessons)

- STEP 1: Introduction: Padlet- brainstorming about Switzerland 5'

- STEP 2: Starting activity: discussion of the word LEGEND; explaning the aim of the lesson 5'

- STEP 3 and 4: Group work/ vocabulary activity: Pupils are divided into groups and given a list of the new vocabulary. They check the meaning in online dictionaries 15'

Annex

Annex 1: The list of new vocabulary:

Die Legende von Wilhelm Tell

der Jäger-

der Schütze-

der Stab-

der Kaiser-

kaiserlich-

befestigt-

sich verbeugen-

der Landvogt-

verlangen-

festnehmen-

die Todesstrafe-

die Wache-

verhaften-

die Grausamkeit-

bestrafen-

der Aufstand-

der Pfeil-

SLIDE 4

- STEP 5: The Legend- a picture of Wilhelm Tell is shown to the pupils. Teacher gives information about the Europeana portal. Pupils are given a text to fill in with the missing words. Work on the text 20'

Annex 2: The text to be filled in with the missing words:

Wilhelm Tell ist ein Jäger und ein guter _____. Er wohnt in der Schweiz im Kanton Uri. Eines Tages geht er mit seinem Sohn Walter in den Hauptort des Kantons, Altdorf. Auf dem Hauptplatz steht ein _____ mit einem kaiserlichen Hut. Man soll sich vor dem Hut _____. Das verlangt der Landvogt Gessler. Er ist ein Verwalter der Habsburger. Wer das nicht macht, riskiert eine _____. Wilhelm Tell will sich nicht verbeugen und die Wache nimmt ihn fest. Der Vogt freut sich, dass er ihn bestrafen kann. Er stellt einen Apfel auf Walters Kopf und sagt zu Wilhelm: Du musst den Apfel treffen und dann wirst du frei! Wilhelm Tell nimmt zwei _____, schießt und trifft den Apfel. Das ganze Volk ist da und alle sind glücklich. Aber der Vogt fragt ihn: Warum hast du zwei Pfeile? Tell sagt: Wenn ich den Jungen getroffen hätte, wäre der nächste Pfeil für dich bestimmt gewesen. Gessler will ihn aber nicht befreien und _____ ihn wieder, aber später befreit sich Wilhelm und tötet ihn wegen seiner _____. So beginnt der _____ der Schweiz gegen die Habsburger.

SLIDE 5

- STEP 6: Friedrich Schiller's Play: watching the cartoon from YouTube 10'

- STEP 7: Matching activity: students are given pictures and they need to decide which sentence from the text goes with what picture. 5'
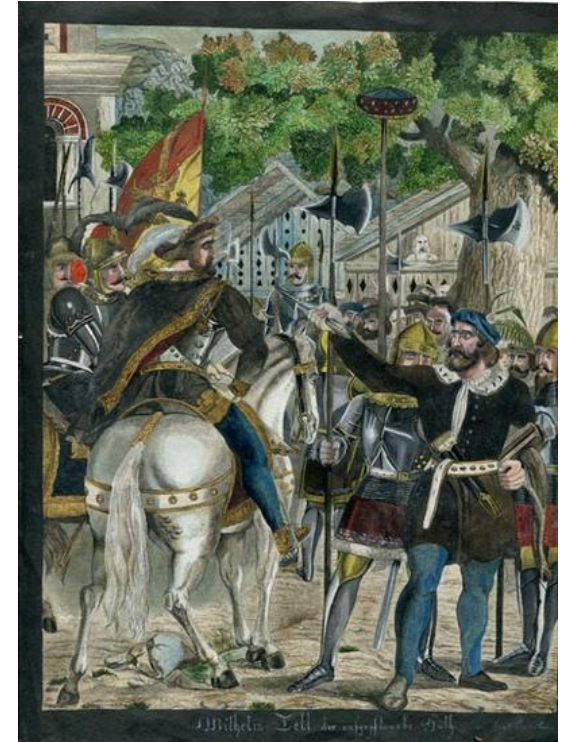
SLIDE 6

Entwürfe, Druckvorlagen, Wilhelm Tell wird in Bande geschlagen KIM.bl, Switzerland - CC BY-SA

Zeichnung, Wilhelm Tell mit Walter / Skizze einer orientalischen Szene ?-KIM.bl, Switzerland - CC BY-SA

Malerei, "Willhelm Tell, der aufgepflanzte Huth„-KIM.bl, Switzerland - CC BY-SA

SLIDE 7

Druck, Gesslers Tod KIM.bl, Switzerland - CC BY-SA

Partie sur le lac dit Urner-See en Suisse avec la Chapelle de Tell et le village de Brunnen-Österreichische Nationalbibliothek - Austrian National Library- CC BY-SA

Tell,Wilhelm-Österreichische Nationalbibliothek - Austrian National Library- CC BY-SA

SLIDE 8

STEP 8: Creating digital posters or presentations: In groups, students should explore Europeana and the Internet and do a digital poster or a presentation with the topic of Wilhelm Tell. Teacher explains the design of the poster and presentation. They can choose between Canva, Postermywall, PowerPoint or Sway. 20'

STEP 9: Presenting the work: Students present their work to the rest of the class. The class observes and gives points according to the rubric given. 10'

STEP 10: Students do peer- assessment and self-assessment and discuss the results with the teacher. 10'

SLIDE 9

Annex 3: Assessment rubric (for peer assessment)

	3 points	2 points	1 point
Quality of the content	Information was relevant to the topic and well organized.	Information was not so relevant to the topic, but accurate.	Very few information on the topic, some were inaccurate.
Design of the poster/ presentation (font and size, background, photographs)	Ideas are organized neatly. The font and the letter size are well chosen. The poster/ presentation is easy to follow.	Most of the ideas presented are well organized, but sometimes the letter size is too big/ small or the choice of the photographs is not adequate.	The font and letters size is too big /the small. The background is not adequate. There are too many/not enough photographs.
Speaking skills	The presenters speak clearly and distinctly all the time.	The presenters speak clearly and distinctly most of the time.	The presenters speak too fast/ too slowly/ too quietly so it is hard to follow the presentation.
Language in use (grammar and vocabulary)	Presenters use adequate vocabulary and make almost no grammatical mistakes while speaking.	Presenters use most of the vocabulary adequately but sometimes some wrong words are used. Grammatical mistakes occur at some places, but that does not affect understanding the presentation.	Presenters often use wrong vocabulary and due to many grammatical mistakes it is hard to follow and understand the presentation.

Annex 4: self- assessment

	No	Somewhat	Yes
We shared the work equally.			
We helped each other during the work.			
I did my part the best I could.			
We showed respect for each others' ideas.			

THANK YOU!

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CREATE MOSAIC OR CALCULATE AREA

EUROPEANA LEARNING SCENARIO

(TEACHERS)

Marina Kopjar – kopjarm@gmail.com
Maths Teacher

MEET THE PRESENTER

- Marina Kopjar, Croatia

- 1st Elementary School Varaždin, in Varaždin

- Maths teacher

- Using photographs of mosaics on Europeana students will learn how to calculate the area of squares and rectangles. They will make a reconstruction of the selected mosaic using paper.

SUMMARY

- **Keywords -** mathematics, area, square, rectangle, art, mosaic

- **Mathematics** - square area, rectangle area
- **Art** - making mosaics

- **Age of students** - 10 to 11 years old

- **Trends** - STEM Learning, Collaborative Learning, Visual Search & Learning, BYOD

- **Key competences** - Mathematical competence, Digital competence, Personal, social and learning to learn competence, Cultural awareness and expression competence

ACTIVITIES

Introduction:

https://www.europeana.eu/en/galleries/mosaics
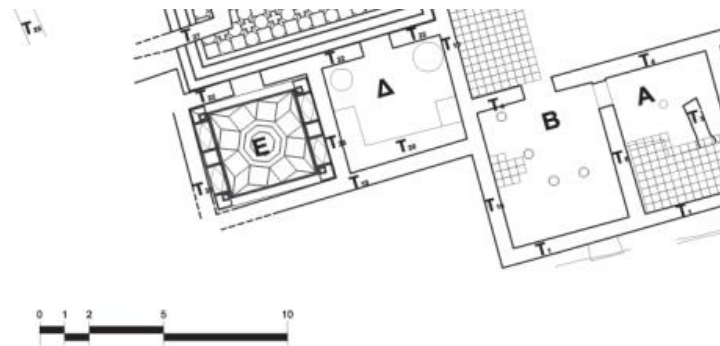
Fig. 1. Villa in Velvento, the ground plan

Fig. 2. Villa in Velvento, room E, the mosaic floor

tagons. Within the
is revealed. Withir
of geometric des
chequerboard orn
kas, fish – scale o
crosslets star witl
zigzag ornament,
circle, double axe
    Around the
(Fig. 5). The outer
rectangles. The fo
the next one cons
innermost border
    Excavations
similar patterns in
which has been d
Also, in the centra
Evritania which ha
    Excavation

Investigation and conclusion:
https://www.theedkins.co.uk/jo/mosaic/easy.htm
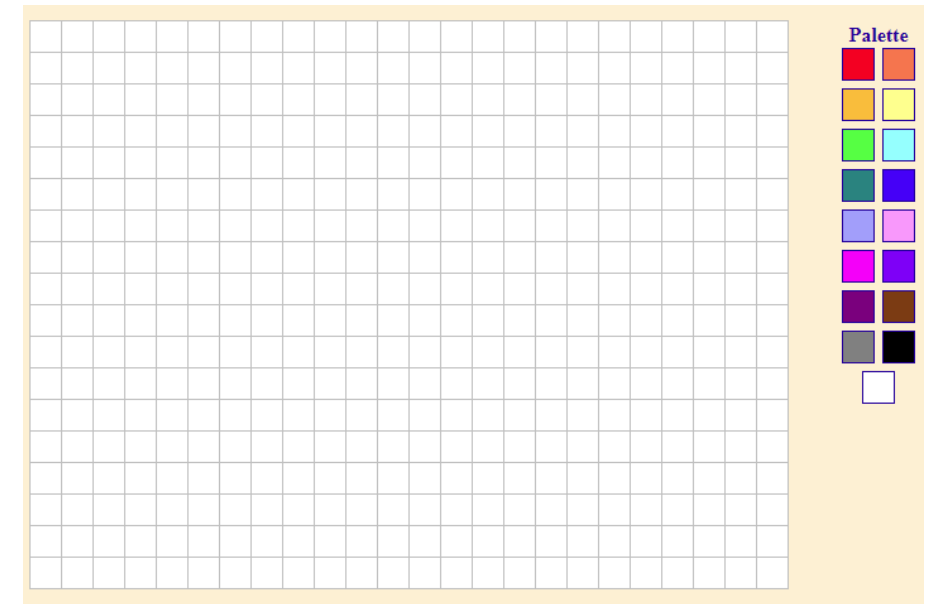
Mosaics of a villa in Velvento near Kozani, Greece
National Library of Serbia
Tsiapali Maria

Knowledge assessment:

https://www.youtube.com/watch?v=mAXzPYS6sCg
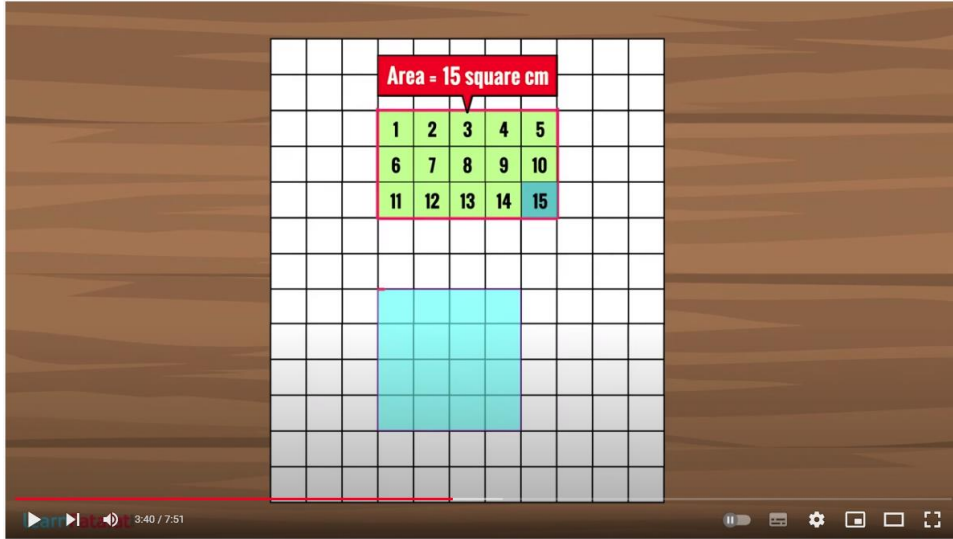
Find the area:

a) by gluing paper squares

Area = _____   Area = _____

b) by drawing a squares
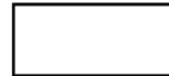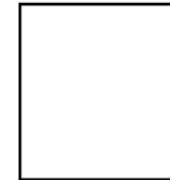
Area = _____   Area = _____

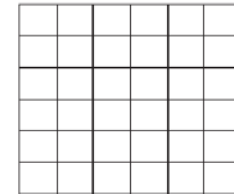c) by measuring lengths
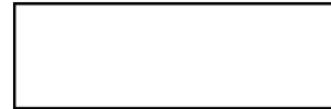
Area = _____   Area = _____

Draw in grid:

- a square of area 4 square centimeters.
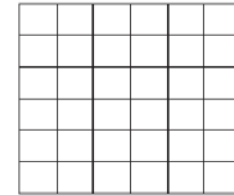
- a rectangle of area 6 square centimeters.

Draw:

- a square of area 16 square centimeters.

- a rectangle of area 12 square centimeters.

Search and Art work:
https://www.europeana.eu/en/search?page=2&view=grid&query=geometric%20mosaic.

Self-assessment and peer assessment:

	CATEGORY	Improvement necessary	Some level of mastery	High level of mastery	Excellent level of mastery
filled in by group members	Cooperation in our group	All or most of the work was done by one or two students.	Most of the students in the group participated in the work.	All students in the group participated, but not in all phases of the work.	All students of the group participated in all phases of the work.
filled in by members of other groups	Mosaic reconstruction	The mosaic made by the students does not look like the selected photo of the mosaic.	The mosaic made has elements that resemble the mosaic from the photo, but is not completely accurate.	The mosaic mostly looks like a selected photo, but some parts could have been better made.	The mosaic that the students reconstructed is easily recognizable.
filled in by members of other groups	Neatness of the mosaic	The squares are of the wrong dimensions, it is messily glued to the picture.	The squares are of the wrong dimensions, but it is neatly glued to the picture.	The squares are of good dimensions, but it is messily glued to the picture.	The squares are of good dimensions and neatly glued to the picture.

Fun closing activity: http://www.go4mosaic.com/en/create.html

THANK YOU!

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PREJUDICES AND BIAS:
MAKE THE IMAGES TALK

A VISUAL DIGITAL HISTORY ACTIVITY TO ENHANCE YOUR STUDENTS EMPATHY

Emma Abbate– emma.abbate72@gmail.com

**TeachMeet
03/03/2022**

MEET THE PRESENTER

- Emma Abbate, Italy

- Liceo Scientifico A.Diaz, Caserta

- IGCSE Geography and IGCSE History

- Europeana as a powerful resources' collection to fight stereotypes & prejudices and to boost students' critical thinking & empathy

STEP INSIDE A SYSTEM: THE "FEEL- THINK- CARE" ROUTINE

THIS ROUTINE ASKS LEARNERS TO STEP INSIDE THE ROLE OF A CHARACTER AND TO IMAGINE HOW THEY MAY **THINK**, **FEEL**, AND WHAT THEY MIGHT **CARE** ABOUT FROM THAT POINT OF VIEW,
WHEN ENGAGING IN THIS THINKING ROUTINE, IT IS IMPORTANT FOR STUDENTS TO PUSH BEYOND STEREOTYPES AND TO TRY TO IMAGINE THE LIVED EXPERIENCES OF PARTICULAR PEOPLE.

Project page:
http://www.pz.harvard.edu/resources/think-feel-care

HOMOPHOBIC BIAS

FEEL

CARE

THINK

Lady Strachan and Lady Warwick making love in a park, while their husbands look on with disapproval. Coloured etching, ca. 1820.
Wellcome Collection, United Kingdom - CC BY.
https://www.europeana.eu/it/item/9200579/e8ejtvwd

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RACIAL PREJUDICES
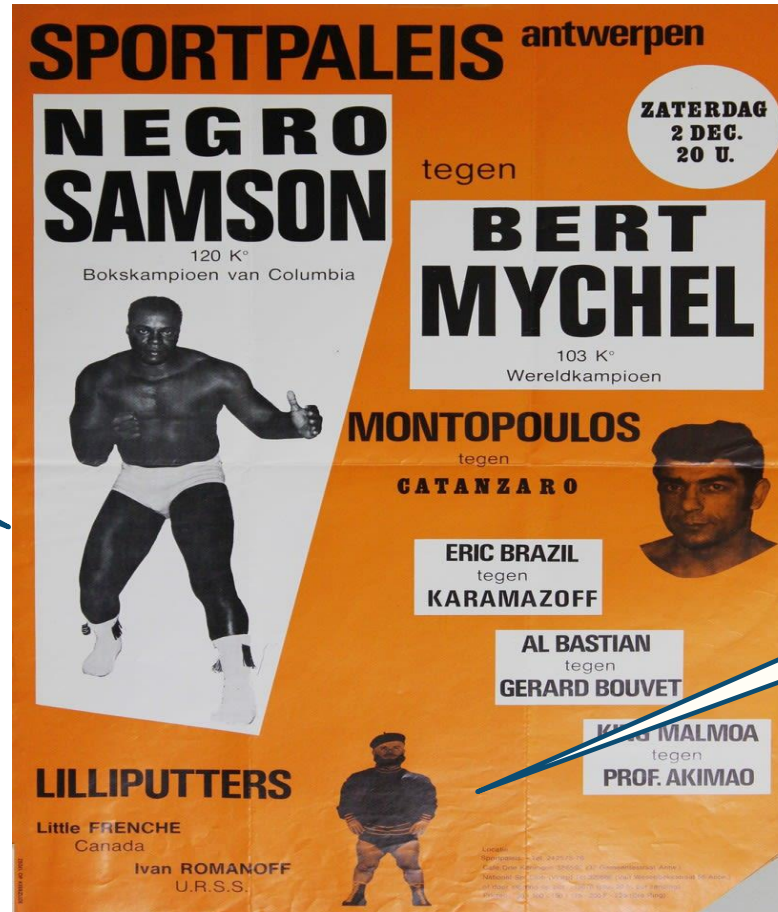
Negro Samson tegen Bert Mychel. Lilliputters Little Frenche tegen Ivan Romanov. Zaterdag 2 december Sportpaleis Antwerpen. Collectie van Sportimonium- CC BY-NC-SA
https://www.europeana.eu/it/item/2023009/23096B51_priref_22240

CROP IT AND REFLECT ON IT!

The students frame a portion of an image and then discuss their choice with classmates. This strategy requires students to notice, identify, and respond to specific portions of an image before interpreting the image's overall meaning and impact. It's an effective way to help students look closely at and analyse images and to apply the fel-think care routine more efficiently.

Coloured etching after William Heath- Wellcome Collection, United Kingdom - CC BY. https://www.europeana.eu/it/item/9200579/sgj 9cmzc
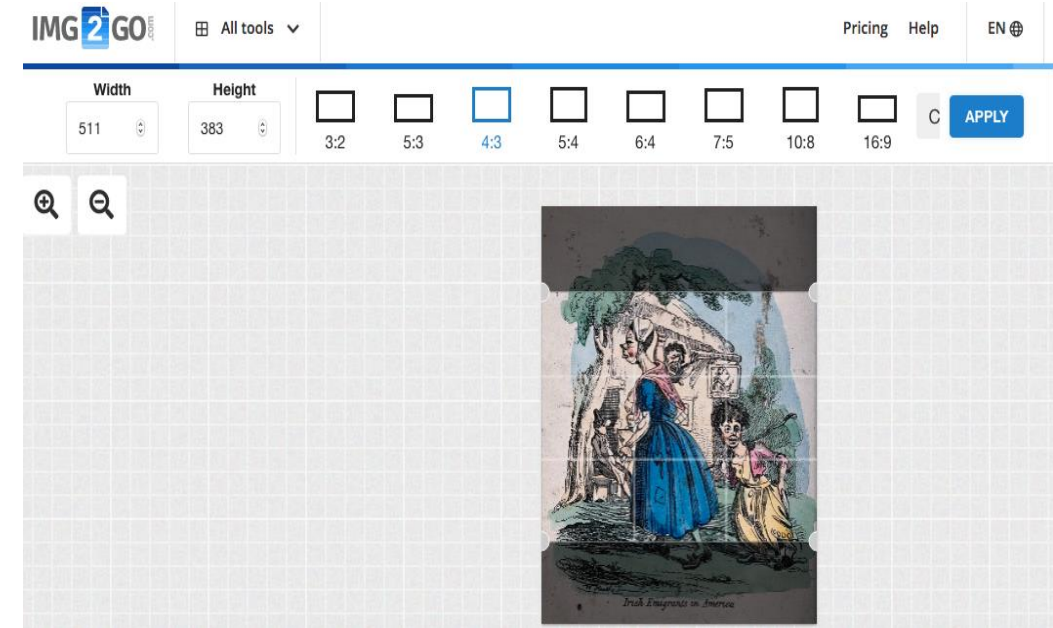
ONLINE IMAGE CROPPING TOOL:
https://www.img2go.com/crop-image

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THEN, TURN THE STATIC IMAGE IN INTERACTIVE STORIES

- **By using GOOGLE DRAWINGS, the cropped parts of the image easily became hotspots enriched and augmented with hyperlinks (video, scripts, documents, web pages) in order to narrate a story to share, enhance knowledge on a topic, and empathize with otherness.**

Do you need some other ideas to works with your atudents on stereotypes and prejudices using Europeana resources? Then, look my LSs here:
https://bit.ly/3BWSEoG   and https://bit.ly/36HvUNL

THANK YOU!

✉ EMMA.ABBATE72@GMAIL.COM

https://twitter.com/AbbateEmma

https://www.instagram.com/emmaabbate8/

https://www.facebook.com/emma.abbate/

https://www.linkedin.com/in/emma-abbate-39033a151/

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MEET THE PRESENTER

- Dr. Joe Elliott
    From Texas (just south of the USA)

- PhD in Cognition & Instruction Psychology
    - Private psychotherapy practice, including VR
    - Neuropsychological tester at Texas NeuroAIDS Research Center
    - Research & Development in Mixed Reality applications in and to psychotherapy and Lifelong Learning
        - Principal Investigator, Civilian application of Bravemind 2.0 for PTSD
        - Digitization of historic documents at Galveston County Museum

- Purpose: To present a perspective for assessing the learning that is afforded by a Cultural Heritage site. Attendees will learn (or re-engage) the term *organizing circumstance* and see a research-based taxonomy of the contextual elements that interact in a learning episode.

Assessment

DOES NOT mean

"E-**value**-ation"

WHAT CAN WE ASSESS?

- The Learner (e.g., the 8 competences; EQF)

- The Lesson plan (e.g., learning scenario Rubric)

- The Learning

  - Afforded by a Cultural Heritage site

  - A process, not a product

ORGANIZING CIRCUMSTANCE

Organizing circumstance is the dynamic reciprocal interaction between contextual elements of a learning episode.

"The Organizing Circumstance, *rather than preplanning* by the individual, is the directing force behind much, perhaps most, self-directed learning" (Spear & Mocker, 1984, emphasis added).

TAXONOMY OF ORGANIZING CIRCUMSTANCE: CONTEXTS

Personal

Sociocultural

Action

Environment

Time
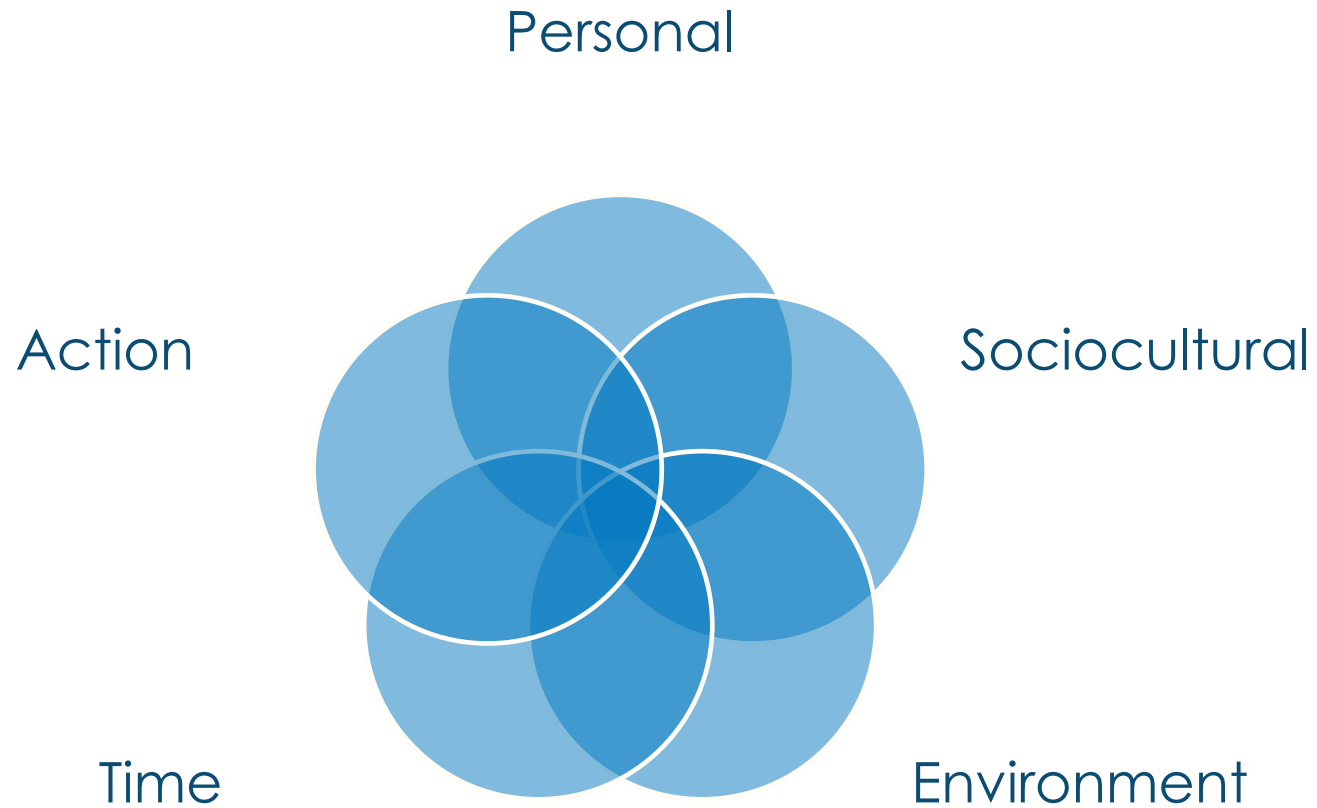
TAXONOMY OF ORGANIZING CIRCUMSTANCE: ELEMENTS

I. Personal Context

    A. Self-related motivations and expectations

    B. Prior knowledge and interest

    C. Agency

        1. Choice

        2. Control

    D. Personal qualities

        1. Perseverance

        2. Effort

        3. Identification

        4. Serendipity pattern aka prepared mind

II. Sociocultural Context

    A. Within-group sociocultural mediation

    B. Facilitated mediation by others

    C. Educator role

III. Environment Context

    A. Physical space

        1. Ambient dimensions

        2. Spatial dimensions

        3. Technology

        4. Comfort

    B. Files of information objects

    C. Home office

IV. Time Context

    A. Prior experiences

    B. Subsequent reinforcing events

V. Action Context

    A. Information seeking

    B. Verifying/Interpreting

    C. Information use

    D. Time deepening

    E. Routine

PRACTICE

Let's assess the organizing circumstance of Joe's learning episode with the "Women Writing Birds" Exhibition at Europeana.eu

REFERENCES

Blandford, A., & Attfield, S. (2010). Interacting with information. *Synthesis Lectures on Human-Centered Informatics, 3*(1), 1-99. doi: 10.2200/S00227ED1V01Y200911HCI006

Falk, J. H., & Dierking, L. D. (2000). *Learning from museums: Visitor experiences and the making of meaning*. Altamira Press.

Falk, J., & Storksdieck, M. (2005). Using the contextual model of learning to understand visitor learning from a science center exhibition. *Science Education, 89*(5), 744-778. doi: 10.1002/sce.20078

Spear, G. E., & Mocker, D. W. (1984). The organizing circumstance: Environmental determinants in self-directed learning. *Adult Education Quarterly, 35*(1), 1–10.

Storksdieck, M.. & Falk, J. H. (2020). Valuing free-choice learning in national parks. *Parks Stewardship Forum 36*(2). Retrieved from https://escholarship.org/content/qt2z94016m/qt2z94016m.pdf

THANK YOU!

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MEET THE PRESENTER

- Violeta, Stevanovska, North Macedonia

- Primary School "Sv. Kliment Ohridski", Primary school teacher- mentor

- All primary school subjects- except English language

- Covid-19 Pandemic teaches us that we can do things in a different way, and still teach students to be creative and to think "out of the box". Story Jumper is one platform that was very challenging for my students and support their individual work. On the other hand, there is Canva, a platform that offer a lots of opportunities for teamwork and development of innovation and creativity for students.

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STORY JUMPER- MY BODY- SCIENCE

- <u>LEARNING SCENARIO</u>

- STUDENTS WERE GIVEN A STORY AS TEASER, THAT MOTIVATED THEM TO RESEARCH AND MAKE THEIR OWN BOOK

- THEY MADE THE BOOK AND SELF-EVALUATED THEIR KNOWLEDGE

- THEY HAD ALL THE CRITERIA TO SUCCESSULLY MAKE A BOOK

BOOKS MADE BY STUDENTS

- https://www.storyjumper.com/book/read/106858136/Story-about-little-princess

- Examples of the books that students made

- Student 1, IV-1 class
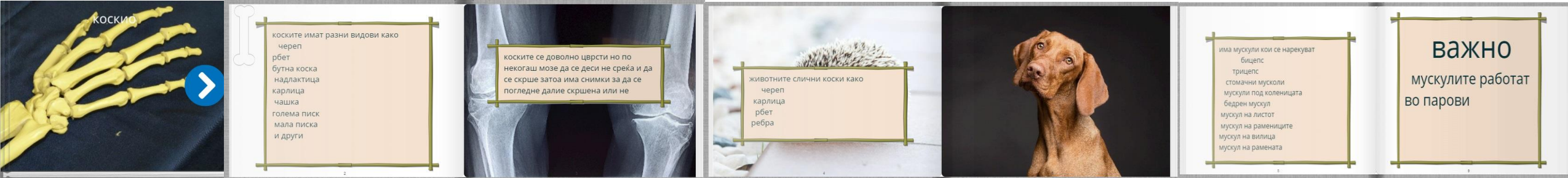
Student 2, IV-1 class
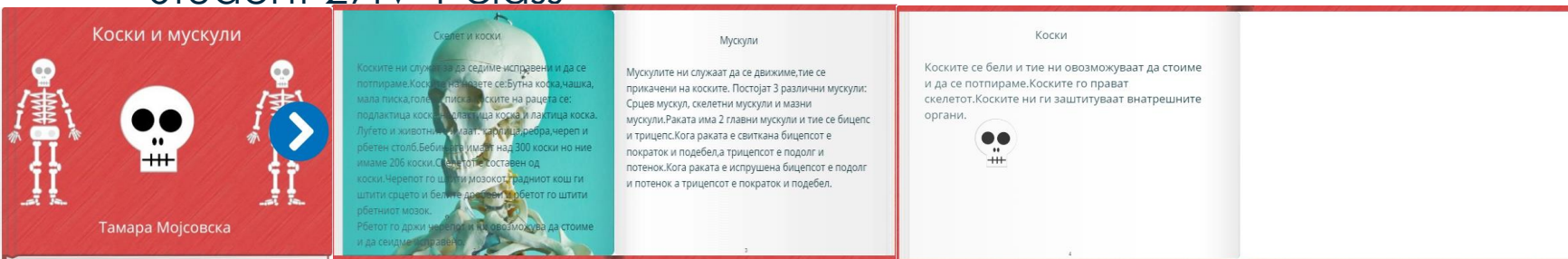
CANVA- SCHOOL DAY

CANVA IS PLATFORM THAT GIVES A LOT OF OPPORTUNITIES

LEARNING SCENARIO IS FOR BOTH SCHOOLS "SV. KLIMENT OHRIDSKI"- BITOLA AND "GRIGOR PRLICEV"- OHRID

THEME OF THE CANVA PRESENTATION WAS "THE TEACHER", SO THE STUDENTS WORK TOGETHER ONLINE AND MADE PERFECT PRESENTATION AND VIDEO

CANVA- PRESENTATION AND VIDEO

- PRESENTATION THAT STUDENTS HAVE MADE FROM BOTH SCHOOL, STUDENTS V GRADE SV. KLIMENT OHRIDSKI, BITOLA, STUDENTS V GRADE, GRIGOR PRLICEV OHRID

- https://www.youtube.com/watch?v=WYBLtX0m650

CONCLUSION

CANVA

- WORKING TOGETHER ONLINE

- MANY OPTIONS FOR PHOTO AND FILES TO ADD

- OPPORTUNITY TO CHOOSE DIFFERENT SHAPES AND BACKGROUND

- MAKING VIDEO, POSTERS, LOGOS…

STORY JUMPER

- INDIVIDUAL WORKING

- OPPORTUNITY TO MAKE YOUR OWN BOOK, TO PRINT IT AND BUY IT

- TAPING YOUR VOICE AND ADD IT TO THE BOOK

- ADD MUSIC AND MOVEMENTS

THANK YOU!

VIOLETA.STEVANOVSKA@GMAIL.COM

MEET THE PRESENTER

- Juan Camón, Spain

- Public Adult Training Center (Murcia- Spain)

- Spanish/English teacher. eTwinning Ambassador. Erasmus+ Coordinator.

- LS "This Time I'm voting".

This time I am voting (EN-CUR-137)

Age of students: Adult learners (18 and above)

Subject and topic: History and Geography (Civic education), European institutions (EU Parliament), Rights and duties of EU citizenship

INTEGRATION INTO THE CURRICULUM : SECONDARY EDUCATION FOR ADULTS

KEY COMPETENCES: CITIZENSHIP COMPETENCE , DIGITAL COMPETENCE

ACTIVITIES: KICK-OFF SESSION
SEARCHING FOR IMAGES
ASSESSMENT

El CEA Alto Guadalentín, único
Centro de Educación de
Adultos de España designado
Escuela Embajadora del
Parlamento Europeo

Otros cinco centros educativos de la región también han sido
elegidos Escuelas Embajadoras del Parlamento I

Comisión
Europea

EUROPE DIRECT
Región de Murcia

Implementation of 'This time I am voting'

The Institut National des Sourds-Muets, Paris: interior showing voters for the National Assembly, Wellcome Collection, CC BY 4.0

Implementation of 'This time I am voting' (SOI-HU-173) - Teaching With Europeana (eun.org)

THANK YOU!

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CULTURE CURE: TRAUMA AND HEALING ACROSS TIME

2ND PHASE

Elena Vasilakis – elenavasilakimail@gmail.com
Non-formal educator

TeachMeet
03/03/2022

MEET THE PRESENTER

- Elena Vasilakis (Eleni Vasilaki), Greece

- Engineer, Curator, Museum educator, researcher, scientific partner of M.C.I.U, I.I.M.N.

- Museum educational programs, STEM, (empowerment, sustainability, empathy, art, architecture, history, etc.)

- Brief summary of *Culture Cure: trauma and healing across time and space (LS-ME-556)* *(LS Europeana's award 2021)* *and presentation of Phase 2: new audiences. Expectations and obstacles*
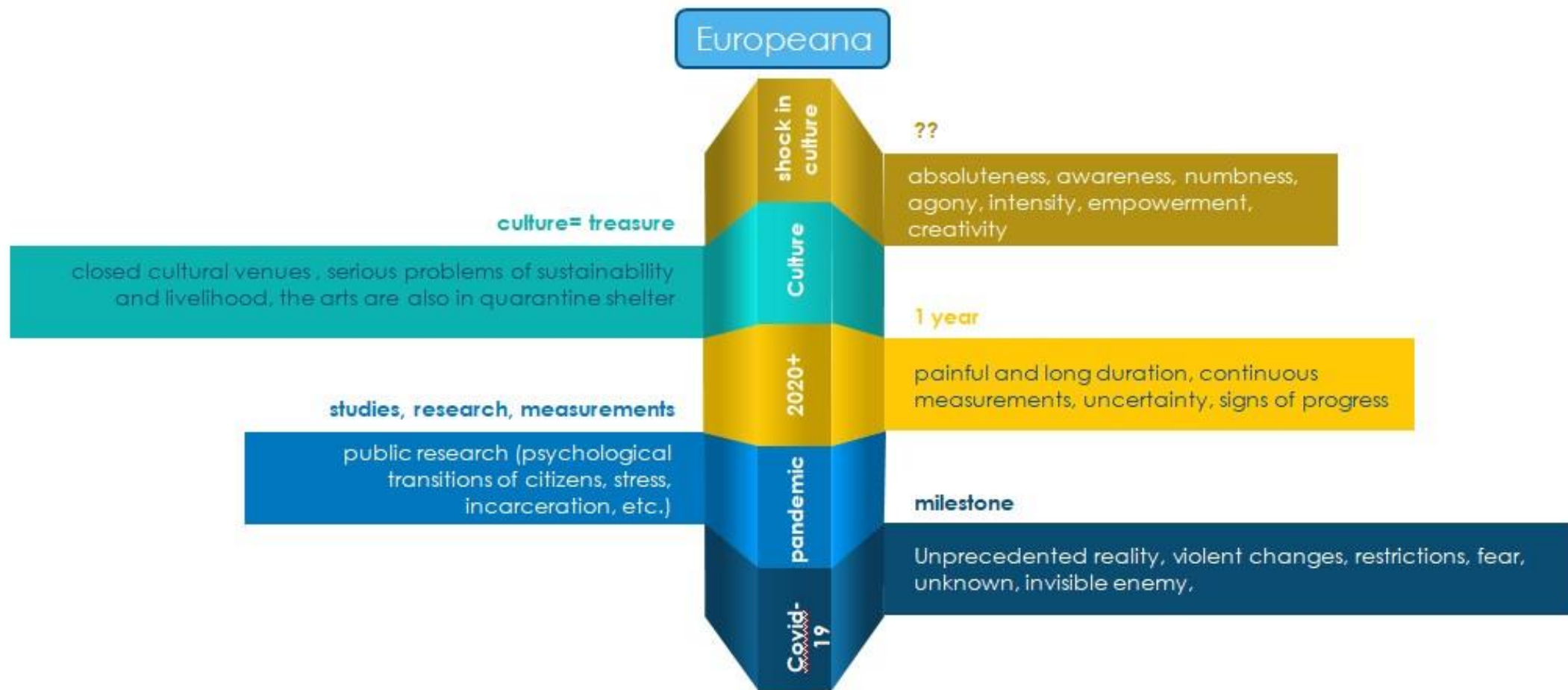
IS THERE A NEED?

Barriers and enablers to engagement in participatory arts activities amongst individuals with depression and anxiety: quantitative analyses using a behaviour change framework, https://pubmed.ncbi.nlm.nih.gov/32106843/

CULTURAL ACTIVITY PARTICIPATION AND ASSOCIATIONS WITH SELF-PERCEIVED HEALTH, LIFE-SATISFACTION AND MENTAL HEALTH: THE YOUNG HUNT STUDY, HTTPS://PUBMED.NCBI.NLM.NIH.GOV/26055410/

Doctors Are Now Prescribing Time in Nature and Visits to Art Museums, https://www.inc.com/jessica-stillman/doctors-are-now-prescribing-time-in-nature-visits-to-art-museums.html

FIVE WAYS MUSEUMS CAN IMPROVE MENTAL HEALTH AND WELLBEING ,https://www.heritagefund.org.uk/news/five-ways-museums-can-improve-mental-health-and-wellbeing

NEW FINDINGS SHOW MUSEUMS CAN MAKE YOU HEALTHY AND HAPPY, HTTPS://BLOGS.UCL.AC.UK/MUSEUMS/2013/10/17/MUSEUMS-CAN-MAKE-YOU-HEALTHY-AND-HAPPY/

MUSEUMS MAKE YOU HAPPIER AND LESS LONELY, STUDIES FIND, HTTPS://BLOG.FREELANCERSUNION.ORG/2014/03/26/MUSEUMS-GOOD-FOR-YOU-HAPPIER-COMMUNITY/

Patterns of receptive and creative cultural activities and their association with perceived health, anxiety, depression and satisfaction with life among adults: the HUNT study, https://pubmed.ncbi.nlm.nih.gov/21609946/

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STRUCTURE

1

a

Topic introduction / brainstorming / prior knowledge mapping, conceptual/cognitive map

Introduction

in situ
digital

2

b

self-assessment questionnaire of basic concepts (trauma, healing) *the isomeric distribution of positive and negative vocabulary is important*

Introduction

in situ
digital

3

contact with art, experiences, museum collections, empathy

use of tools and databases such as Europeana, Google Arts and Culture, Historiana, cultural vehicle exhibits, multimedia materials, engagement, hands on experiences are important for the cultural awareness of at least 2 different cultures / countries

Culture travels

in situ
digital

4

questions and a participatory, constructive approach

Participants are asked to reflect on the need to present trauma and healing in art, the different manifestations of trauma (physical, psychological, collective, individual level)

Phoenix

in situ
digital

europeana
education

European
Schoolnet

STRUCTURE

5 a

worksheet / project group / individual adaptable to the collection, age and capabilities of participants use of new technologies (online - bibliographic review, augmented reality, web exploration, digital tools etc) search for works of art and information, description of trauma / healing presented, find work information

Culture Cures?

> in situ
digital

6 b

project creation / creative dialogue → healing
selection of a project from what was given in the previous stage project creation (design, construction, music, text, photography, digital work such as video, application, but also collage etc create a calendar / report / selection discussion

Culture Cures?

> in situ
digital

europeana education   European Schoolnet

INFORMATION

Culture Cure Learning
Scenario, by Eleni Vasilaki

OUTCOME & NEW AUDIENCES

Key competences for lifelong learning - Publications
Office of the EU (europa.eu)

- Digital
- Cultural awareness and expression
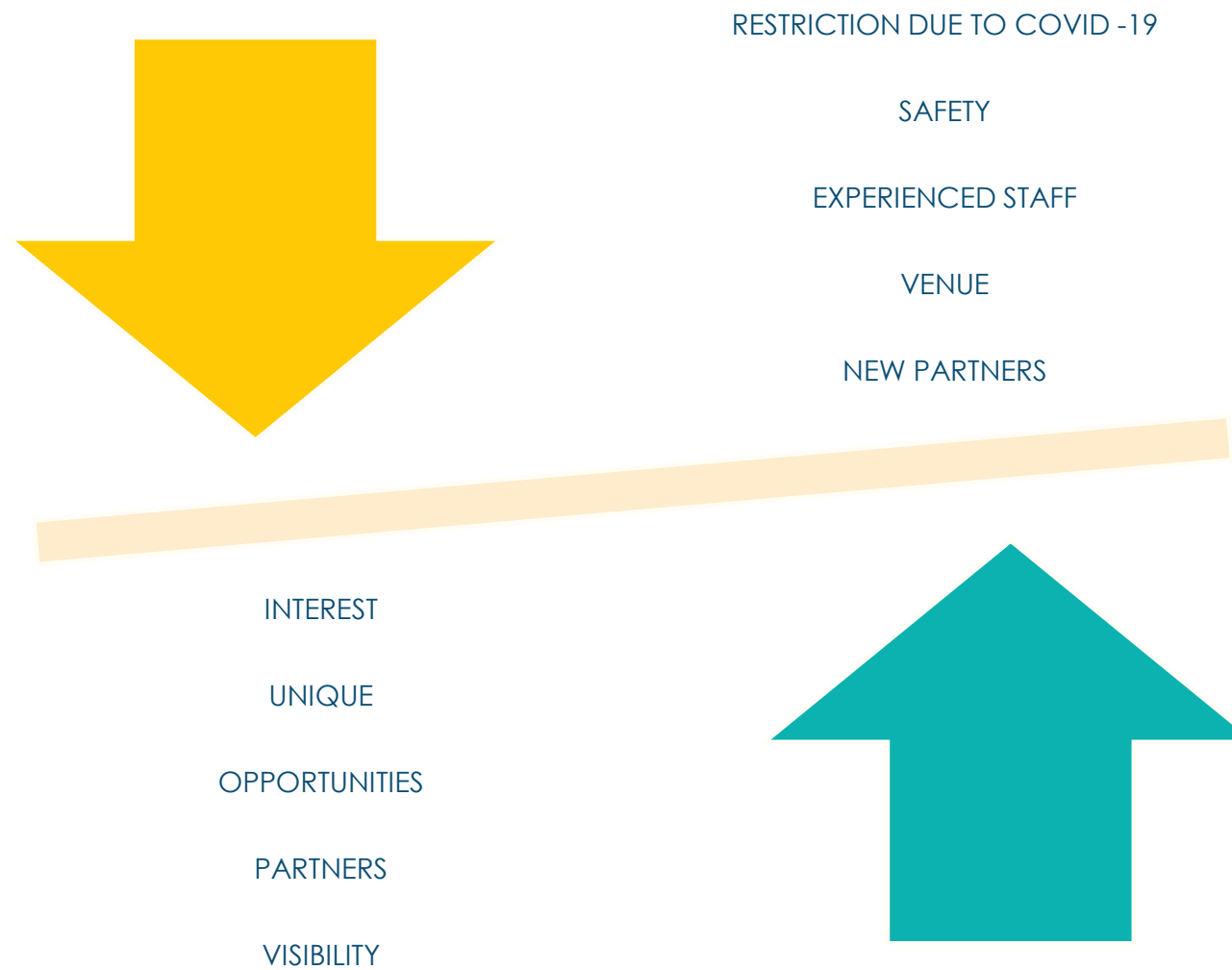- Personal, social and learning to learn

✓ STUDENTS

✓ ELDERS

✓ ADULTS

✓ MIXED GROUPS

✓FAMILIES

CHALLENGES

RESTRICTION DUE TO COVID -19

SAFETY

EXPERIENCED STAFF

VENUE

NEW PARTNERS

INTEREST

UNIQUE

OPPORTUNITIES

PARTNERS

VISIBILITY

THANK YOU!

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Q&A

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