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## Module Template

Module Name:	Module 2 – EU Culture
<p><b>Module Description:</b></p>	<p>Module 2 focuses on different facets of EU culture and aims to raise awareness and increase students’ knowledge about the main features of EU Countries and European Union from a cultural point of view. The module is structured in 3 sections, covering the following topics:</p> <ul style="list-style-type: none"> <li>- <b>United in Diversity: national and European identity</b></li> <li>- <b>What makes us European?</b></li> <li>- <b>European Countries: how much do you know?</b></li> </ul> <p>Section 1 aims at increasing the capacity to critically reflect upon the elements that constitute one’s identity and sense of belonging, in order to bring students to understand the importance of complementarity between cultures. It contains 3 parts: - What does “identity” mean? - Focus on European and national identity - Coexistence and complementarity between cultures.</p> <p>Section 2 covers relevant milestones involving European Countries, aiming at underlining as common historical events and roots contributed to the development of a common cultural identity among European citizens. In particular, the module deepens the topic of artistic, linguistic and religious strains in history, that are the fields in which it is easier to identify common elements and influences between cultures over time. The section comprehends four phases: - Icebreaking activity: interconnection - Common cultural roots - Linguistic strains: game - Linguistic strains: lesson.</p> <p>Section 3 aims to increase knowledge about European culture, by deepening the topics of European and EU Countries flags and features, and to make students more aware of the traditions, curiosities and other characteristics of the EU countries.</p>
<p><b>Learning Outcomes:</b> <i>Students following the completion of the module should be able to:</i></p>	<p><b>Learning goals Section 1</b></p> <p>Knowledge – students will learn the concept of identity in its different meanings: political, national, religious and class, starting from their own perception of different realities and from an introspective approach. They will deepen the two key layers constituting the European identity: Europe as a cultural community of shared values (cultural identity); Europe as a political community of shared democratic practices (political identity). They will explore the meaning of multiculturalism and complementarity and coexistence between different cultures, focusing of positive and negative aspects of cultural melting pot.</p> <p>Skills – students will gain the capacity to reflect upon the social and cultural context they live in, recognizing the elements that constitute their identity and being able to understand the importance of such elements in the individual growth and existence. They will contract the capacity to recognize</p>

	<p>European cultural features among national identities and understand the consequent strengths of different, but complementary cultures, coexisting in the European reality.</p> <p>Values – students will increase their interest in Europe’s and other countries’ cultures, appreciating and being curious about different national identities. They will also increase their sense of belonging to EU.</p> <p><b>Learning goals Section 2</b></p> <p>Knowledge – students will deepen their knowledge about interconnection between European cultures in different fields. In particular, they will learn more about channels, reasons and critical events that represented fundamental connection points between European Countries. Students will learn about the existence and characteristics of linguistic strains.</p> <p>Skills – students will increase their capacity to identify common features in different European cultures, being able to deeply understand the reasons and events that brought to interconnection and influence between Countries.</p> <p>Values – students will increase their capacity of appreciating their being Europeans, by enhancing their sense of belonging to the European family. The module will also increment their curiosity toward different cultures and facilitate an open-minded approach to diversity.</p> <p><b>Learning goals Section 3</b></p> <p>Knowledge – The aim of the module is to increase knowledge about European culture, by deepening the topics of European and EU Countries flags and features. They will be more aware of the traditions, curiosities and other characteristics of the EU countries. Skills – students will increase their capacity to recognize flags and features of different EU Countries. Values – students will increase their curiosity and sense of appreciation towards different cultures: the module aims to enhance their willingness to learn more about EU cultures, visit other countries and live exchange experiences.</p>
<p><b>Targeted Competences:</b></p> <p><i>The competences the students will acquire/enhance during this module are:</i></p>	<p><b>Competences Section 1</b></p> <p>understanding the meaning and importance of cultural, political, religious and class identity; - understanding the meaning of national and European identity; - increasing the capacity to critically reflect upon the elements that constitute one’s identity and sense of belonging; - discovering other cultures features; - understanding the importance of complementarity between cultures.</p> <p><b>Competences Section 2</b></p> <p>-understanding the meaning and importance of difference between European cultures; - understanding the main channel of influence between cultures over time; - increasing the capacity to identify similarities between cultures; - discovering other cultures features; - understanding the importance of complementarity between cultures.</p> <p><b>Competences Section 3</b></p> <p>- learning about EU Countries features - learning EU Countries flags history and meaning - increasing the capacity to identify similarities between cultures; - understanding the importance of complementarity between cultures.</p>
<p><b>Content, Resources and tools:</b></p> <p><i>During the implementation of this</i></p>	<p>Teachers have to print:</p> <ul style="list-style-type: none"> <li>- Match the card game</li> <li>- European map with Velcro strips;</li> </ul>

<p><i>module the following learning content and resources will be used:</i></p>	<ul style="list-style-type: none"> <li>- Art works with Velcro strips;</li> <li>- Linguistic cards</li> <li>- 1 human-shaped image per student</li> <li>- European Countries Cards</li> </ul> <p>Teachers have to download:</p> <ul style="list-style-type: none"> <li>- Presentation on flags</li> <li>- Kahoot quiz</li> <li>- Presentation on common cultural roots</li> <li>- Linguistic strains tree</li> <li>- Presentation on identity</li> <li>- Map “United in Diversity”</li> </ul> <p>Other material:</p> <ul style="list-style-type: none"> <li>- Markers and pencils, paper sheets.</li> </ul>
<p><b>Training Methodology and Approach</b>  <i>The following teaching/learning methodology/ies and/or approach/es will be utilised:</i></p>	<p><b>Methodology Section 1</b>  A collaborative learning instructional approach will be used for section 1, implying the fact that learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. In particular, a think-pair-share approach will be preferred in order to encourage sharing of different points of view and critical thinking.</p> <p><b>Methodology Section 2</b>  A gamified approach, implying icebreakers and engaging activities characterizes the whole section. A think-pair-share approach will be adopted for part of the activities in order to encourage sharing of different points of view and critical thinking.</p> <p><b>Methodology Section 3</b>  A gamified approach, implying icebreakers and engaging activities characterizes the whole section. A team-building approach will be adopted for part of the activities in order to increment the enthusiasm of students and challenge them to learn more about proposed topics</p>
<p><b>Description of the module activities:</b></p>	<p><b><u>SECTION 1 - United in Diversity: national and European identity</u></b></p> <p><b>Phase 1 – Icebreaking</b>  <u>Description of the activity:</u> brief activity, aimed at exploring the perception of “identity” for children and youngsters. Each student will have 1 human-shaped paper sheet (Fig.1) and markers/pencils. Students will be asked to give their own identity to the shape, by adding any 3 feature and detail they regard relevant. Drawings will be shared and explained to the class and students will be guided in the reflection upon the meaning of identity.  <u>Estimated Time:</u> 15 minutes  <u>Learning Content:</u> students will start exploring the concept of “identity”, starting from an introspective approach and understanding the meaning of characterizing features in the personal sphere. The activity constitutes a preliminary introduction to the wider conception of identity of national cultures.  <u>Resources, Tools:</u> 1 human-shaped image per student (Fig. 1); markers/pencils.</p>

### **Phase 2 – Lesson: identity**

*Description of the activity:* frontal lesson aimed at deepening the concept of identity in its different facets and conceptions and applying it to the cultural context.

*Estimated Time:* 40 minutes

*Learning Content:* supported by a provided PowerPoint presentation, the teacher will cover the following topics: - Personal cultural identity (How, when and why do people develop a cultural identity?); - Intercultural dialogue; - Elements of culture (primary and secondary socialization); - Norms; - Values.

*Resources, Tools:* PowerPoint presentation, screen.

### **Phase 3 – “Guess who?”**

*Description of the activity:* the concept of national and European identity will be tackled by playing a game inspired by “Guess who?”. The teacher will project on the screen the provided map “United in Diversity” (available here). Each student will pick one of the provided European Countries cards (Fig. 2). The objective is to guess which card other students have picked. In turn, each student can ask opponents one question per turn. Each question must have either a “yes” or “no” answer. For example, “Does my Country has cheese as typical product?”; “Does my Country has yellow among its flag colors?”. The map will help players understand the Countries opponents are talking about.

*Estimated Time:* 30 minutes

*Learning Content:* students will start exploring other EU Countries’ cultural features and increase their knowledge about the meaning of “culture” and the elements that constitute that.

*Resources, Tools:* European Countries Cards (Fig. 2); Map “United in Diversity” (Fig. 3).

### **Phase 4 – Different and united: activity**

*Description of the activity:* this phase includes a think-pair-share approach, aimed at encouraging students to reflect about differences and similarities among cultures and share their thoughts. Students work in pair. The two students have 5 minutes to find:

- 3 common characteristics between them;
- 3 differences between them;
- 1 thing student 1 can do and student 2 can’t;
- 1 thing student 2 can do and student 1 can’t;
- 1 experience they have in common.

*Estimated Time:* 20 minutes

*Learning Content:* students will explore the importance of complementarity, starting from the comparison with peers. They will be encouraged to critically think about differences and similarities, their positive and negative aspects and the feelings that this kind of lineup generates.

*Resources, Tools:* paper sheets, pencils/markers.

### **Phase 5 – Lesson: EU motto**

*Description of the activity:* frontal lesson aimed at explaining the origin and meaning of the EU motto (*In varietate unitas* – United in diversity), with a particular focus on the participative approach of young people. A conclusive practical activity will be carried out in order to summarize the acquired knowledge about EU cultural features

*Estimated Time:* 30 minutes

*Learning Content:* students will learn about the origin and meaning of the EU motto and reflect upon EU values. After the lesson, the teacher asks the students to imagine it’s 1999: the class decided to take part in the contest for the selection of the best EU motto and has to come up with a shared idea. A discussion about the meaning and content of the chosen motto will follow, with the aim of encouraging students to share their ideas and perception about EU values and spirit.

*Resources, Tools:* PowerPoint presentation, screen.

## **SECTION 2 - What makes us European?**

### **Phase 1 – Icebreaking activity: interconnection**

*Description of the activity:* students are provided with cards illustrating a variety of artistic works. They are asked to stick them on the right point of the map, trying to associate artistic works with the correct Country (focus on Italy, Greek, Belgium and Poland).

*Estimated Time:* 10 minutes

*Learning Content:* The aim of the activity is to stimulate students' curiosity towards European cultures and to introduce the topic of interconnection between cultures, in particular artistic and cultural national heritages.

*Resources, Tools:* European map with Velcro strips; Art works with Velcro strips.

### **Phase 2 – Common cultural roots**

*Description of the activity:* frontal lesson aimed at presenting the concept of common cultural roots, with the support of the provided power point presentation.

*Estimated Time:* 45 minutes

*Learning Content:* The teacher will present some examples of intercultural influence over time, in order to outline possible channels and ways that brought to the development of European culture in different fields. In particular, the lesson will cover the following topics: ECONOMY: the Hanseatic League; RELIGION: Reformation around Europe; TRADITIONS: why do European drink coffee?; LITERATURE: travelling with the Musketeers.

*Resources, Tools:* PowerPoint presentation.

### **Phase 3 – Linguistic strains: game**

*Description of the activity:* The activity can be carried out using the booklet "Languages take you further" available [here](#). Students will work in pairs and will be asked to have a conversation in the European languages they prefer, with the help of the booklet.

*Estimated Time:* 10 minutes

*Learning Content:* The activity aims to increase the interest of students towards the common linguistic strains that brings together different European languages and bring attention to similarities and difference in the communication in EU Countries.

*Resources, Tools:* Linguistic cards (Fig. 4).

### **Phase 4 – Linguistic strains: lesson**

*Description of the activity:* frontal lesson about common linguistic strains.

*Estimated Time:* 30 minutes

*Learning Content:* . The teacher can show on a screen the provided image of the "language family tree" (Fig. 5). The lesson will cover the following topics: Common root: Indo-European; Romance languages; Germanic languages; Baltic (Latvian and Lithuanian) and Slavic languages.

*Resources, Tools:* PowerPoint presentation; Linguistic strains tree (Fig. 5).

## **SECTION 3 - European Countries: how much do you know?**

### **Phase 1 – Icebreaking: flag challenge**

*Description of the activity:* students work in teams, playing a quiz developed on Kahoot on European Countries flags, with the objective of associating flags to the right EU Country.

	<p><u>Estimated Time:</u> 10 minutes</p> <p><u>Learning Content:</u> the activity aims at engaging students by challenging them on EU flags knowledge and increasing their curiosity about the topic.</p> <p><u>Resources, Tools:</u> Kahoot quiz, mobiles/computers.</p> <p><b>Phase 2 – EU flags: lesson</b></p> <p><u>Description of the activity:</u> frontal lesson aimed at deepening the meaning, origin and features of partner Countries’ (Belgium, Poland, Greece and Italy) flags and the EU flag. The teacher can make use of the provided presentation as support tool.</p> <p><u>Estimated Time:</u> 30 minutes</p> <p><u>Learning Content:</u> students will increase their knowledge about partner Countries’ (Belgium, Poland, Greece and Italy) flags and the EU flag. In particular, they will learn about: flag, year of formalization, meaning, history and fun facts.</p> <p><u>Resources, Tools:</u> PowerPoint presentation</p> <p><b>Phase 3 – EU Countries: match the cards</b></p> <p><u>Description of the activity:</u> frontal lesson aimed at deepening the meaning, origin and features of partner Countries’ (Belgium, Poland, Greece and Italy) flags and the EU flag. The teacher can make use of the provided presentation as support tool.</p> <p><u>Estimated Time:</u> 20 minutes</p> <p><u>Learning Content:</u> students will sit in circle and play the provided game: the game toolkit includes 4 cards per Country, each one regarding one of the four fields (i.e. for Italy: food-pizza, folklore-typical Sicilian instrument, traditions-“infiorata”, curiosities-smallest existing restaurant). Each player receives 4 mixed cards. The objective is to match the 4 four of the same Country. Every time the teacher says “go” everyone passes one card to the person on the right. When a player obtains the four matched cards, he yells “Europe!” and gains one point. 20 Extensions – other information. The game is followed by a presentation of the cards and discussion about different cultures.</p> <p><u>Resources, Tools:</u> “Match the cards” game.</p>
<p><b>Evaluation Method:</b>  <i>The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:</i></p>	<p>A brief quiz, covering the most important topics discussed in the module, will be provided as main evaluation tool. Teachers can submit the test before and after using the module, in order to assess students’ competences and improvements through a comparative approach.</p> <p>As regards on-going evaluations, each learning phase includes specific questions, which can be used by teachers either as points of reflections and insights to lead the discussion, or as knowledge and skills assessment tools.</p> <p>Specific questions are listed below:</p> <p><u>SECTION 1 – Phase 1</u></p> <ul style="list-style-type: none"> <li>- What is your identity made of?</li> <li>- How do these features represent you?</li> <li>- Were you born with these features or did you acquire them over time?</li> <li>- Are you proud or ashamed by any of them?</li> </ul> <p><u>SECTION 1 – Phase 2</u></p> <ul style="list-style-type: none"> <li>- What are the elements that influence “cultural identity”?</li> <li>- What’s the importance of intercultural dialogue?</li> <li>- What’s the difference between primary and secondary socialization?</li> <li>- Can you make an example of norm?</li> <li>- Can you make an example of value?</li> </ul>

	<p><u>SECTION 1 – Phase 3</u></p> <ul style="list-style-type: none"> <li>- What Country feature did you learn?</li> <li>- Are there any common features among Countries?</li> <li>- Are there any features which make Countries European?</li> </ul> <p><u>SECTION 1 – Phase 4</u></p> <ul style="list-style-type: none"> <li>- What does your bond consist in?</li> <li>- Are your differences obstacles in your relationship?</li> <li>- What are the positive and negative aspects of your differences and similarities?</li> </ul> <p><u>SECTION 2 – Phase 1</u></p> <ul style="list-style-type: none"> <li>- What is your level of knowledge about other European Countries cultural heritage?</li> <li>- What are the aspects you find more attractive?</li> </ul> <p><u>SECTION 2 – Phase 2</u></p> <ul style="list-style-type: none"> <li>- What elements or events helped the circulation of European Culture?</li> <li>- In which fields is it possible to find common cultural elements between different European Countries?</li> </ul> <p><u>SECTION 2 – Phase 3</u></p> <ul style="list-style-type: none"> <li>- Did you notice any similarity with your own language?</li> <li>- Are there similar words in different languages?</li> </ul> <p><u>SECTION 2 – Phase 4</u></p> <ul style="list-style-type: none"> <li>- What are the origins of your own language?</li> <li>- What are the principal language strains?</li> </ul> <p><u>SECTION 3 – Phase 2</u></p> <ul style="list-style-type: none"> <li>- What’s the origin of... flag?</li> <li>- What does the colors represent in... flag?</li> <li>- When was the... flag created?</li> </ul> <p><u>SECTION 3 – Phase 3</u></p> <ul style="list-style-type: none"> <li>- What features is popular?</li> <li>- What features did you just discover?</li> <li>- Are there similarities between Countries?</li> </ul>
<p><b>Possible (future) extensions:</b>  <i>The teacher/educator may extend the context of this module by:</i></p>	<p><b>Follow-up:</b></p> <ul style="list-style-type: none"> <li>- in order to deepen the feature of specific countries, it is suggested to provide the material available <a href="#">here</a>, asking groups of students to prepare a presentation for the class</li> <li>- module 2 is complemented by the EDU Scavenger Hunt, developed by Quality Culture along the Erasmus+ project Europe Diverse and United. It is suggested to teachers to present the provided game and encourage students to further deepen their knowledge about EU Countries by making use of it. In case it is planned to visit one of the cities included in the game, in occasion of a school trip or activity involving students, it is suggested to provide the Scavenger Hunt as common activity for the class.</li> </ul>

Fig. 1 – Human-shaped image – PHASE 1

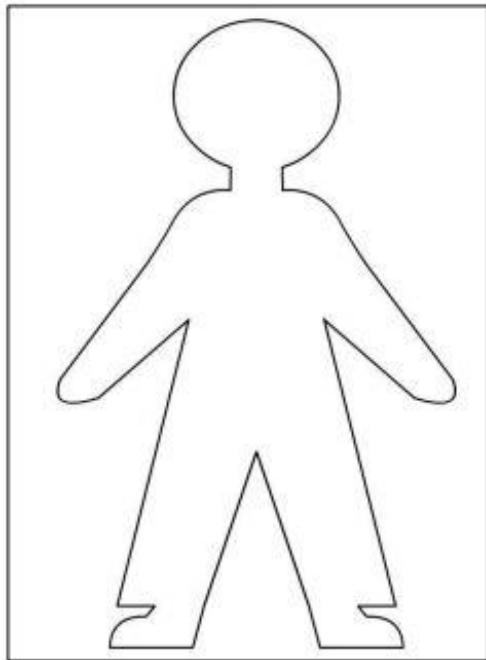


Fig. 2 – European Countries Cards – PHASE 3



Fig. 3 – Map “United in Diversity” – PHASE 3





Fig. 4 – Linguistic cards – PHASE 3

**French – français**

1 un	👉 Oui
2 deux	👉 Non
3 trois	😊 Je t'aime
4 quatre	😊 Merci
5 cinq	🍦 Est-ce que je peux avoir une glace, s'il-vous-plaît?
6 six	😞 Je suis désolé(e)/Excusez-moi
7 sept	🙄 Je ne comprends pas
8 huit	
9 neuf	
10 dix	

Fig. 5 – Linguistic strain tree – PHASE 4

