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Learning Activities Template

Module 2 – Section 1

1. Overview			
Title Driving question or Topic Ages, Grades, ... Duration, Timeline, Activities Curriculum Alignment Contributors, Partners Abstract - Synopsis	United in Diversity: national and European identity		
	Ages: 8-14	_____ grades	2,15 learning hours
		5 phases	
	The first section of the module on European Culture will face the topic of national and European identity, which constitutes the first step to be addressed in order to comprehend the importance of complementarity between cultures and of the valorization of differences between European populations. The learning activity about National and European identity will be covered through three different topics: <ul style="list-style-type: none"> - What does “identity” mean? - Focus on European and national identity - Coexistence and complementarity between cultures. 		
2. Objectives and methodologies			
Learning goals and objectives	<p>Learning goals:</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 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</p>		

<p>Learning outcomes and expected results</p> <p>Prior knowledge and prerequisites</p> <p>Motivation, methodology, strategies, scaffolds</p>	<p>national identities. They will also increase their sense of belonging to EU.</p> <p>Outcomes and results:</p> <ul style="list-style-type: none"> - 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>No particular requisites are needed.</p> <p>Methodology and approach:</p> <p>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>3. Preparation and means</p>	
<p>Preparation, space, setting Troubleshooting tips</p> <p>Resources, tools, material, attachments, equipment Safety and health</p>	<p>Space and tools:</p> <p>The described learning activities can be carried out in an ordinary school classroom, since no particular spaces are required.</p> <p>A screen is required, since presentations and digital images have to be shown.</p> <p>Resources and material:</p> <p>All requested materials are provided.</p> <p>Teachers have to print:</p> <ul style="list-style-type: none"> - 1 human-shaped image per student (Fig. 1) - European Countries Cards (Fig. 2) <p>Teachers have to download:</p> <ul style="list-style-type: none"> - Presentation on identity - Map “United in Diversity” (Fig. 3). <p>Other material:</p> <ul style="list-style-type: none"> - Markers and pencils
<p>Cloud tools/platforms <i>If any...</i></p>	<p>Provided learning tools have been downloaded from the EU Learning Corner Platform (https://learning-corner.learning.europa.eu/learning-materials_en)</p>

4. Implementation

Instructional activities,
procedures, reflections

TOPIC 1 - What does "identity" mean?

Phase 1 – Icebreaking (15 minutes)

The initial phase consists in a 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 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.

Example of knowledge/skills assessment questions:

- *What is your identity made of?*
- *How do these features represent you?*
- *Were you born with these features or did you acquire them over time?*
- *Are you proud or ashamed by any of them?*

Phase 2 – Lesson: identity (40 minutes)

The second phase consists in a frontal lesson aimed at deepening the concept of identity and applying it to the cultural context. Supported by a provided presentation, the teach will explain the following topics:

Personal Cultural Identity

Cultural identity refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion. Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs. As individuals typically affiliate with more than one cultural group, cultural identity is complex and multifaceted. In the globalized world with increasing intercultural encounters, cultural identity is constantly enacted, negotiated, maintained, and challenged through communicative practices.

Important parts of your cultural identity are shaped due to your affiliation with any number of groups or cultural patterns, some of which we (as a culture) assign to you at birth, such as your:

- family of origin
- race(s)
- local community
- geography
- gender
- religion
- sexuality
- generation
- physical ability
- nationality
- language

Other contributions to your cultural identity occur as you navigate your life and the social constructs (aka social constructions) around you. As you have experiences or develop skills and interests, you join and leave certain communities because you have or lack commonality with their group members. As your life unfolds, you may become involved with many groups including:

- educational institutions
- professional organizations
- social clubs
- online communities
- political or special interest groups
- support groups

Intercultural dialogue

One's cultural identity is created in relation to others within a unique social context. All cultural identities are defined by recognizing others' presence and cultural practices. Intercultural dialogue is essential to constructing cultural identity as it encourages individuals to see similarities with and differences from others and define who they are. Intercultural dialogue produces a contested space where cultural identity is constantly redefined and negotiated.

Elements of culture

Culture is learned through socialisation, which is the process of learning and adapting to social norms, something we all do from a young age. There are two types of socialisation.

- Primary socialisation takes place in the family. We are taught to carry out and avoid certain behaviours by copying our parents. Conditioning reinforces our ideas of what is right and wrong through reward and punishment.
- Secondary socialisation takes place in the wider world through various institutions that shape our behaviour. Examples include school, religion, the media, and the workplace. Culture plays a large part in people's behaviour, thoughts, and feelings, as culture often defines what is 'acceptable'. To understand what a culture deems 'acceptable', we can look at its 'norms' and 'values'.

Norms

Norms are practices that are seen as the standard or normal ways of behaving. They are 'unwritten rules' or expectations that dictate appropriate behaviour. Norms can be reflected in big life decisions or in every day (and often unconscious) behaviour.

Example: it is a cultural norm to take your shoes off before entering the house, you are likely to follow this norm every day without giving it too much thought.

Both of these norms are examples of standard or normal ways of behaving.

Values

Values are beliefs and attitudes towards something, e.g., behaviour or social issue. In culture, values are often the standards of social behaviour, as they determine what is right or wrong. Values can be reflected in our norms.

Example: Taking off your shoes before entering the house may show the value of respecting your home and its surroundings.

As you can imagine, values can vary significantly across different cultures.

Example of knowledge/skills assessment questions:

- *What are the elements that influence “cultural identity”?*
- *What’s the importance of intercultural dialogue?*
- *What’s the difference between primary and secondary socialization?*
- *Can you make an example of norm?*
- *Can you make an example of value?*

TOPIC 2 - Focus on European and national identity

Phase 3 – “Guess who?” (30 minutes)

In the third phase on this section, 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.

Example of knowledge/skills assessment questions:

- *What Country feature did you learn?*
- *Are there any common features among Countries?*
- *Are there any features which make Countries European?*

TOPIC 3 - Coexistence and complementarity between cultures

Phase 4 – Different and united: activity (20 minutes)

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.

Example of knowledge/skills assessment questions:

- *What does your bond consist in?*
- *Are your differences obstacles in your relationship?*
- *What are the positive and negative aspects of your differences and similarities?*

Phase 5 – Lesson: EU motto (30 minutes)

The last phase consists in a frontal lesson aimed at explaining the origin and meaning of the EU motto (*In varietate unitas* – United in diversity).

The following aspects will be presented:

A motto chosen by students!

The origin of the motto “United in diversity” goes back to the competition among young people of the Europe of 15 organised in 1998 by the French journalist Patrick La Prairie. The initiative involved 40 newspapers from the Member States (in Italy: *La Repubblica*). Over 2016 mottoes were received between September 1999 and January 2000, from 2 575 classes comprising a total of 80 000 young people aged between 10 and 19. The 15 national juries each selected 10 mottoes. Later, a media jury comprising representatives from the participating whittled the mottoes down to a shortlist of seven, from which a Grand Jury of eminent European personalities selected the winning entry. The winning motto was *Unité dans la diversité*, or ‘Unity in diversity’, devised by youngsters from Luxembourg. At a ceremony held in Brussels on 4 May 2000, almost exactly 50 years after the Schuman declaration, in the Chamber of the European Parliament and in the presence of 420 children from 15 European classes, the motto was ‘handed over’ to Nicole Fontaine, President of the European Parliament, who also read out the Latin version, *In varietate concordia*.

The motto

It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages. The European motto constitutes one of the official EU symbols, together with the flag and the anthem

Participative activity: the class EU motto

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.

Fig. 1 – Human-shaped image – PHASE 1

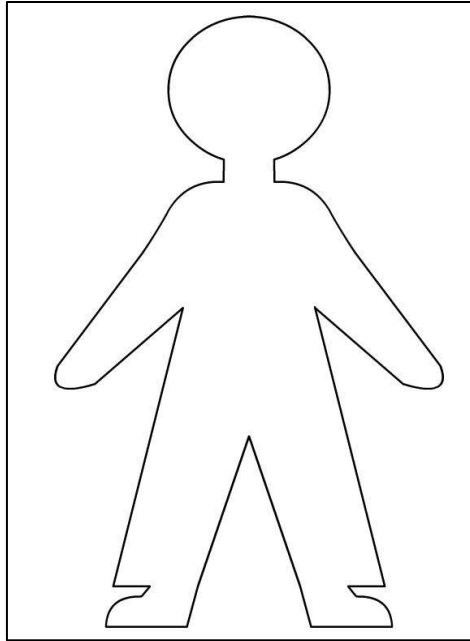


Fig. 2 – European Countries Cards – PHASE 3



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



<p>Prior knowledge and prerequisites</p> <p>Motivation, methodology, strategies, scaffolds</p>	<p>No particular requisites are needed.</p> <p>Methodology and approach: 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>
7. Preparation and means	
<p>Preparation, space, setting Troubleshooting tips</p> <p>Resources, tools, material, attachments, equipment Safety and health</p>	<p>Space and tools: The described learning activities can be carried out in an ordinary school classroom, since no particular spaces are required. A screen is required, since presentations and digital images have to be shown.</p> <p>Resources and material: All requested materials are provided. Teachers have to print:</p> <ul style="list-style-type: none"> - European map with Velcro strips; - Art works with Velcro strips; - Linguistic cards (Fig. 4) <p>Teachers have to download:</p> <ul style="list-style-type: none"> - Presentation on common cultural roots - Linguistic strains tree (Fig. 5)
<p>Cloud tools/platforms <i>If any...</i></p>	<p>Provided learning tools have been downloaded from the EU Learning Corner Platform (https://learning-corner.learning.europa.eu/learning-materials_en)</p>
8. Implementation	
<p>Instructional activities, procedures, reflections</p>	<p>Phase 1 – icebreaking activity: interconnection (10 minutes)</p> <p>In the first phase, 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). 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.</p> <p>The cards contain:</p> <ul style="list-style-type: none"> -Vergine delle rocce/ Pantheon (Italy); - Wawel Dragon/ Jan Kochanowski (Poland); -Brabo statue in Antwerp/ Saint George and the Dragon by Rubens (Belgium); -The Winged Victory of Samothrace/ Apelle che dipinge campase (Greek).

Example of knowledge/skills assessment questions:

- *What is your level of knowledge about other European Countries cultural heritage?*
- *What are the aspects you find more attractive?*

Phase 2 – Common cultural roots (45 minutes)

The second phase consists in a frontal lesson aimed at presenting the concept of common cultural roots, with the support of the provided power point presentation. 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:

ECONOMY the Hanseatic League

As early as the 12th century, Low German merchants regularly travelled across the Baltic Sea to the mouth of the River Neva in northwestern Russia, and from there on to Novgorod. The city was widely known as a trading centre for wax and furs, but also for spices and silk. The long-distance traders from Lübeck, Dortmund and other cities brought cloth, metal, salt, herring and grain to Novgorod in return. The journey to Novgorod was long and dangerous. Because of its strategically favourable location in the middle of the Baltic Sea, the island of Gotland off the Swedish coast therefore developed into a popular stopover and eventually a hub of trade in the Baltic region. For more than 400 years, the Hanseatic League shaped the economy, trade and politics in northern Europe. Today, the Hanseatic cities are reconnecting with their great past through the Union of Cities THE HANSA. The Hanseatic cities fascinate with their diversity, historical as well as modern architecture and a wide range of cultural offerings. The heritage of the Hanseatic era can still be discovered in many places today. The term Hansa is derived from the Old High German word for crowd and has been used for communities of travelling merchants since the 12th century. The long-distance merchants joined forces to better protect themselves against pirates and to jointly pursue their economic interests - the foundation stone for the Hanseatic League was laid. In the heyday of the network, more than 200 towns were part of the Hanseatic League, mainly around the Baltic Sea and inland up to the line Cologne - Erfurt - Krakow. However, the influence of the Hanseatic League extended far beyond this area: with trading posts from Portugal to Russia and from Finland to the Mediterranean. In Novgorod, Bruges, London and Bergen, the long-distance traders founded four large kontors; smaller branches were established in many other trading centres. For more than 400 years, the Hanseatic League shaped the economy, trade and politics in northern Europe before losing its importance in the middle of the 17th century.

Involved Countries: Germany, Latvia, Netherlands, Poland, Sweden, UK, Finland, Lithuania, Norway.

RELIGION: Reformation around Europe

Reformation heritage is a set of tangible and intangible legacies from movements related to Christianity that took place across Europe mainly in the 16th century, but rooted in ideas from the 12th century onwards, which unfolded diverse regional and national characteristics. These movements led to cultural and religious pluralisation, a transformation of daily Christian practices and contributed to changes in social, cultural and political values and ideas. Their legacies are manifold and range from buildings, written documents, sites of historical events, travelling paths, works of art, museums and exhibitions, to culinary traditions, music, legends and celebrations. Nowadays, old routes walked for reformation purposes, have been tracked and registered as a unique paths network, the Routes of Reformation, which are the reflections of centuries of histories, when movements of Christianity all around Europe shared the will to change the institutions and break the *status quo*. As an open and tolerant network, diverse aspects of Reformation are combined across national boundaries: the differences and the plurality of Reformation histories, cultures and societies in the local regions are highly valued and at the same time, the members are united under the Routes of Reformation, which enhance a common heritage and values, standing out as a unique contribution to tourism and the development of the territories.

Involved Countries: Austria, Czech Republic, Germany, Hungary, Italy, Poland, Slovenia, Switzerland.

TRADITIONS: why do European drink coffee?

According to Ottoman chroniclers, coffee and Cafes were introduced in the Ottoman capital in 1554 by two men, Hakam from Aleppo and Sams from Damascus, who opened cafes in the Tahtakale district of Istanbul. Coffee and Cafes, despite occasional negative reactions, were very successful both in Constantinople and in the rest of the Ottoman Empire. Coffee cities were inhabited by Europeans, travelers and merchants who visited the Ottoman Empire for a plethora of reasons. In fact, they were fascinated both by coffee and the everyday culture of Cafes. The upper and middle classes started to gradually include coffee in their diet. Historical records show that Italian traders imported coffee beans to southern Europe in the early seventeenth century. However, those who contributed decisively to the dissemination of coffee and Cafes in Western Europe are believed to be Greeks and Armenians who, as former Ottoman nationals, already knew the success story of coffee and Cafes in Ottoman lands and decided to establish the first Cafes in Europe. The first Cafes operated in Oxford in 1650 and in London two years later, followed by Amsterdam, Paris and Vienna. In the early eighteenth century, Cafes dominated almost all major European cities. From the eighteenth century to the twentieth century, the growth in coffee consumption led to an expansion of cafés across the towns and cities of Europe. Cafés quickly became important centres of cultural and political exchanges, appreciated by the emerging middle classes. Despite the closure of many of them, Europe still possesses a rich legacy of still functioning historic cafés. Each one reflects the architecture, art and design of its time, and conveys the stories of prominent patrons of the political, literary and artistic worlds, preserved

within its walls. As part of our urban heritage, the preserved historic cafés of Europe have survived wars and major social changes. These historic cafés are places where we can still witness and partake of the traditions and practices of coffee drinking, from its preparation to its serving, and taste associated products such as local cakes and pastries.

Involved Countries: Austria, Belgium, Czech Republic, Denmark, France, Greece, Hungary, Italy, Malta, Portugal, Romania, Slovak Republic, Spain, Switzerland.

LITERATURE: travelling with the Musketeers

D'Artagnan and the Musketeers, famous protagonists of the epic of Charles de Batz de Castelmore d'Artagnan, travelled throughout Europe in the service of King Louis XIV. These trips gave origin to an important, intangible cultural and historical heritage: in 1667, d'Artagnan was appointed captain-lieutenant of the 1st Company of the Musketeers of the Horse Guard of King Louis XIV. Renowned during his lifetime for his courage and his humanity, he became, thanks to Alexandre Dumas, a character in the collective imagination, in Europe and around the world. Nowadays, it is possible to retrace the steps of the musketeers, from d'Artagnan's birthplace in Lupiac (Gers, France), to his deathplace in Maastricht (Netherlands). Along more than 6,000 km, indeed, the European route d'Artagnan takes travellers on a journey of discovery of not only 17th century European history, but also of the landscapes, identities, traditions and heritage associated with the life of this iconic figure.

Involved Countries: Belgium, France, Germany, Italy, Netherlands, Spain.

Example of knowledge/skills assessment questions:

- *What elements or events helped the circulation of European Culture?*
- *In which fields is it possible to find common cultural elements between different European Countries?*

Phase 3 – Linguistic strains: game (10 minutes)

The third phase aims to increase the interest of students towards the common linguistic strains that brings together different European languages. 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.

Example of knowledge/skills assessment questions:

- *Did you notice any similarity with your own language?*
- *Are there similar words in different languages?*

Phase 4 – Linguistic strains: lesson (30 minutes)

The fourth phase consists of a frontal lesson about common linguistic strains, which brought to the development of modern European languages. 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

About 94% of Europeans speak languages from the enormous “Indo-European” (IE) language family. It contains many branches and has spread all over the globe. The “Indo” part of Indo-European shows that it also has an Eastern branch, which includes Hindi and Persian. This family’s “original” location isn’t clear, but seems to have been somewhere vaguely in the lands around the Black Sea and Caspian Sea in West Central Asia. This means, for example, English is more closely related (in family history terms) to Hindi than it is to Finnish, which is in a different family.

What was the original Indo-European language like? We call this Proto-Indo-European (PIE). Of course, we don’t know exactly what it was like, but a “reconstructed” PIE has been developed (and refined) in detail. It had eight or nine noun cases, three genders (masculine, feminine and neuter), singular, plural and “dual” for two of something. The root words may have always had inflection, e.g. nouns always had a case ending, unlike the bare nouns we get in English. There was also the vowel “ablaut” (vowel change) reflected in English tooth vs teeth. PIE may have had a “pitch accent”, where one syllable in a word has a different pitch from the others.

Romance languages

Although Latin itself was part of another group, Italic, of which the others have now disappeared, the Roman Empire left behind the Romance languages. Each Romance language is descended from a vernacular version of Latin. Each has been influenced by neighbouring languages, giving them distinctive features. People sometimes forget that Romanian is a Romance language because it is in Eastern Europe. The most conservative of these languages may be Sardinian. French is perhaps the most innovative, being influenced by Germanic and Celtic languages. As with all of the groups, there are regional dialects of these.

Germanic languages

Germanic languages have two main groups. The Western, which includes German, Dutch and English. And the Northern languages of Scandinavia, which are descended from Old Norse, the language of the Vikings. The Germanic peoples spread all over Europe, including in England where they mostly replaced Celtic languages. Russia is named after a Germanic tribe, as is France. Germanic tribes are known for having been Barbarians in the Roman Empire, e.g. Franks, Lombards, Vandals. The Gothic languages in this group are now extinct.

Baltic (Latvian and Lithuanian) and Slavic languages

These are grouped in the same branch, as they have a lot of features in common. The Slavic languages were spoken in an area around Poland or Ukraine, and there have been Slavic speakers in this fairly large area for a long time. Lithuanian is interesting because it is one of the most conservative of the “ancestral” indo European features, such as noun and verb endings, and it has a lot of noun cases.

Example of knowledge/skills assessment questions:

- What are the origins of your own language?
- What are the principal language strains?

Fig. 4 – Linguistic cards – PHASE 3

French – français

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

Fig. 5 – Linguistic strain tree – PHASE 4






Module 2 – Section 3

1. Overview			
Title Driving question or Topic Ages, Grades, ... Duration, Timeline, Activities Curriculum Alignment Contributors, Partners Abstract - Synopsis	European Countries: how much do you know?		
	Ages: 8-14	_____ grades	1 learning hour
		3 phases	
	The module consists of three phases: an icebreaking introductory activity to stimulate the students' interest towards foreign flags, a frontal lesson about flags' history, meaning, year of formalization and fun facts and a brief explanation about EU motto meaning and origins, with a focus on the participatory approach, opened to young students, adopted in 1999. A short participative activity will work as conclusive and knowledge assessment tool.		
2. Objectives and methodologies			
Learning goals and objectives	Learning objectives 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.		
Learning outcomes and expected results	Outcomes and results: - 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.		
Prior knowledge and prerequisites	No particular requisites are needed.		
Motivation, methodology, strategies, scaffolds	Methodology and approach: 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.		
3. Preparation and means			
Preparation, space, setting Troubleshooting tips	Space and tools: The described learning activities can be carried out in an ordinary school classroom, since no particular spaces are required.		


<p>Resources, tools, material, attachments, equipment Safety and health</p>	<p>A screen is required, since presentations and digital images have to be shown.</p> <p>Resources and material: All requested materials are provided.</p> <p>Teachers have to print:</p> <ul style="list-style-type: none"> - Match the card game <p>Teachers have to download:</p> <ul style="list-style-type: none"> - Presentation on flags - Kahoot quiz
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<p>Cloud tools/platforms <i>If any...</i></p>	<ul style="list-style-type: none"> - https://kahoot.com/ - https://learning-corner.learning.europa.eu/learning-materials/eu-whats-it-all-about_en
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4. Implementation

<p>Instructional activities, procedures, reflections.</p>	<p>Phase 1 – icebreaking: flag challenge (10 minutes)</p> <p>The first phase aims at engaging students by challenging them on EU flags knowledge. Students work in teams, playing a quiz developed on Kahoot on European Countries flags.</p> <p>Phase 2 – EU flags: lesson (30 minutes)</p> <p>The second phase consists in a 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>The lesson covers the following topics:</p> <table border="1" data-bbox="603 1249 1465 2145"> <tr> <td data-bbox="603 1249 810 1339">International Organisation</td> <td data-bbox="810 1249 1465 1339">European Union</td> </tr> <tr> <td data-bbox="603 1339 810 1440">Flag</td> <td data-bbox="810 1339 1465 1440">  </td> </tr> <tr> <td data-bbox="603 1440 810 1529">year of formalisation</td> <td data-bbox="810 1440 1465 1529">1985</td> </tr> <tr> <td data-bbox="603 1529 810 2022">Meaning of the flag</td> <td data-bbox="810 1529 1465 2022"> <p>The flag is composed as follows: on an electric blue background, a circle of twelve five-pointed golden stars, each pointing upwards and positioned like the twelve numbers on a 12-hour clock face.</p> <p>The blue colour of that specific intensity is reminiscent of the colour of the western sky; the circle symbolises unity, solidarity and harmony among the peoples of Europe; the number 12 of the stars, not dependent on the number of member states, is present as a symbol of perfection and wholeness.</p> </td> </tr> <tr> <td data-bbox="603 2022 810 2145">History of the flag</td> <td data-bbox="810 2022 1465 2145">8 December 1955 first adoption of the flag by the Council of Europe, an international human rights organisation distinct from the EU.</td> </tr> </table>	International Organisation	European Union	Flag		year of formalisation	1985	Meaning of the flag	<p>The flag is composed as follows: on an electric blue background, a circle of twelve five-pointed golden stars, each pointing upwards and positioned like the twelve numbers on a 12-hour clock face.</p> <p>The blue colour of that specific intensity is reminiscent of the colour of the western sky; the circle symbolises unity, solidarity and harmony among the peoples of Europe; the number 12 of the stars, not dependent on the number of member states, is present as a symbol of perfection and wholeness.</p>	History of the flag	8 December 1955 first adoption of the flag by the Council of Europe, an international human rights organisation distinct from the EU.
International Organisation	European Union										
Flag											
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History of the flag	8 December 1955 first adoption of the flag by the Council of Europe, an international human rights organisation distinct from the EU.										


	<p>11 April 1983 the European Parliament proposes that the Communities (EEC), predecessors of the EU, should use the flag.</p> <p>28-29 June 1985 the European Council adopts the European flag design, with the official status of a logo, for the EEC.</p> <p>29 May 1986 the European flag is first raised outside the Berlaymont building, seat of the European Commission.</p>
Fun facts	<ul style="list-style-type: none"> - the stars were first white and were later changed to gold. - 101 projects were submitted. The committee immediately discarded all proposals that featured crosses or other Christian symbols or other symbols that strongly recalled a particular religion or culture. - The designer of the current flag was Arsène Heitz.

Country	Belgium
Flag	
year of formalisation	1830
Meaning of the flag	All tricolor flags refer to the French Revolution and the meaning of liberty, equality and fraternity. The colours are those of the Duchy of Brabant, in fact, they are the same as the Duchy's coat of arms: a golden lion with red claws and tongue on a black background
History of the flag	The flag became the symbol of Belgium as early as 1787. During the Brabant Revolution, the people of Brussels contrasted the colours of Joseph II of the House of Habsburg and Lorraine (red, white and red) with the tricolour cockade of red, yellow and black.
Fun facts	<ul style="list-style-type: none"> - originally the three colours were arranged in horizontal bands - Article 193 of the country's constitution reads: 'The Belgian nation chooses for its colours red, yellow and black', so there is a contrast with the order of the colours of the flag.

Country	Greece
Flag	

	year of formalisation	After 1974
	Meaning of the flag	<p>The stripes of the flag are 9, of equal size and spacing, and symbolise the syllables contained in the phrase 'Ελευθερία ή θάνατος' -or freedom or death-, but 9 are also the letters of the same word 'Ελευθερία' (freedom).</p> <p>There are two colours: white and light blue. The meaning of these two colours has two versions, according to the first these represent the sea and the foam of the waves; while according to the other they would be the sky and clouds.</p>
	History of the flag	<p>The link between the flag and the phrase is related to the Hellenic Revolution of 1821 that marked the end of the Turkish-Ottoman domination to which Greece had been subjected for 400 years. The cross, on the other hand, is a tribute to the Greek Orthodox Church, to which the population is very devoted, also in recognition of the role it played during the same domination in preserving the Greek language and culture and with it the national identity. In fact, 'hidden schools' were established through which the church offered education to the population.</p>
	Fun facts	<p>The tradition of these colours in Greece is very old, considering that they were the same colours that Achilles used on his shield or even the flag of Alexander the Great or the colours of the goddess Athena</p>
	Country	Poland
	Flag	
	year of formalisation	1919
	Meaning of the flag	<p>From 1831 white and red became the official colours of Poland. they were derived from the coat of arms, which depicted a white eagle on a shield with a red background. This also explains why white is on top while red is below, in fact the colour of the coat of arms is more important than that of the shield</p>
	History of the flag	<p>These colours represented Poland as early as 1792 when they were borrowed from the medieval heraldic coat of arms of the Kingdom of Poland and the coat of arms of the Grand Duchy of Lithuania. These two colours can be traced back to the legend of Lech, the mythical founder of Poland, who, according to the story, encountered a mighty white eagle on his way and, fascinated by this encounter,</p>

	built his village there and the eagle became the symbol of the state.
Fun facts	The Polish flag thus exists in two versions, the one without the coat of arms, which is used in some official buildings such as the Senate or the Cabinet Office; and the one with the coat of arms, which flies at places such as embassies and airports.

Country	Italy
Flag	
year of formalisation	1947
Meaning of the flag	All tricolor flags refer to the French Revolution and the meaning of liberty, equality and fraternity. The flag represents three bands of equal size, one green, one white and one red, which were the colours of the regimental banners of the Lombard Legion.
History of the flag	The Italian flag was created in 1879 in the current region of Italy, Emilia-Romagna, from a proposal by the Parliament of the Cispadane Republic. These colours became a symbol of the revolution understood as sovereignty for the people and freedom for the nation, they were in fact carried during the Restoration by those who opposed the return of the Old Regime. It also became a symbol of the revolt that animated the whole nation: the Risorgimento.
Fun facts	For the period when the Savoy family reigned, their family's representative colour was included in the flag: light blue. Since then, this has been a reference colour for the country, for example in national sport, the Italians are also known as 'gli azzurri' – the light blue-, precisely because they wear light blue uniforms. In 1947, the Italian Republic removed the Savoy blue from the flag and made it official.

Example of knowledge/skills assessment questions:

- *What's the origin of... flag?*
- *What does the colors represent in... flag?*
- *When was the... flag created?*

Phase 3 - EU Countries: match the cards (15 minutes)

The third phase regards a more general knowledge about EU Countries

<p>Extensions – other information</p>	<p>cultural features, covering four fields: food, folklore, traditions and curiosities. 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. The game is followed by a presentation of the cards and discussion about different cultures.</p> <p>Example of knowledge/skills assessment questions:</p> <ul style="list-style-type: none"> - <i>What features is popular?</i> - <i>What features did you just discover?</i> - <i>Are there similarities between Countries?</i> <p>Follow-up</p> <p>In order to deepen the feature of specific countries, it is suggested to provide the material available here, asking groups of students to prepare a presentation for the class.</p> <p>Module 2 is moreover 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.</p>
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