'EUROPE'S CULTURAL HERITAGE'

TOOLKIT FOR TEACHERS

(STUDENTS' AGE: 10–15 YEARS OLD)

2018
EUROPEAN YEAR OF CULTURAL HERITAGE
#EuropeForCulture

European Commission

OUR HERITAGE: WHERE THE PAST MEETS THE FUTURE

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The Teacher's Guide to the European Year of Cultural Heritage 2018 toolkit

WELCOME

This cultural heritage educational resource, which is targeted at students between 10 and 15 years old, has been created with the aim of answering the following questions:

> Can we build a shared future by celebrating and recognising the unique and diverse cultural heritage that we have the benefit of enjoying in Europe?

> How can we help young people celebrate, discover and experience the rich, shared cultural heritage found in the EU?

CULTURAL HERITAGE IN EUROPE – THE CONTEXT

The EU was founded in a quest for peace, economic prosperity and a desire for unity. It builds on our common interests and shared ideals, in full respect of our cultural and linguistic diversity. The 2018 European Year of Cultural Heritage was launched to celebrate Europe's rich and diverse heritage at EU, national, regional and local levels. This toolkit has been created to support teachers in connecting students with their cultural heritage in the classroom and beyond, and to raise their awareness on the need to protect it.

Cultural heritage shapes our everyday lives. It surrounds us in our towns and cities, natural landscapes and archaeological sites. It is literature, art and monuments, crafts learnt from our ancestors, the stories we tell our children, the food we enjoy and the films we watch and in which we recognise ourselves.

Created and given meaning by people, representations of our cultural heritage have social value. The value for society can be cultural, artistic, historical, archaeological, or anthropological.

However, not everything that is old is cultural heritage. Only results of human activity that are intentionally protected, conserved or revived, and are not left to natural decay, oblivion, or destruction can be considered cultural heritage.

Cultural heritage, in its many representations, consists of:

> Buildings, monuments, artefacts, archives, clothing, artworks, books, machines, historic towns, archaeological sites, etc. – **tangible heritage**

> Practices, representations, expressions, knowledge, skills, objects and cultural spaces that people value, such as festivals, in addition to language and oral traditions, performing arts, and traditional crafts, etc. – **intangible heritage**

> Landscapes and geographical areas where nature shows evidence of cultural practices and traditions, such as gardens

> Resources created in a digital form (for example digital art and animation) or that have been digitalised as a way of ensuring their preservation (including text, images, videos, and records) – **digital heritage**

Cultural heritage can offer many educational and participatory opportunities for young people. It can promote dialogue between different cultures and generations, offer a sense of shared understanding of differences and similarities, as well as encourage appreciation of cultural diversity.

In Europe, we have an extremely rich cultural and natural heritage. This is our shared wealth and has shaped who we are. The next generations are the future custodians and the ones who will ensure its continued protection. Through helping students to value and cherish their cultural heritage, they can discover its diversity and begin an intercultural conversation about what we have in common.
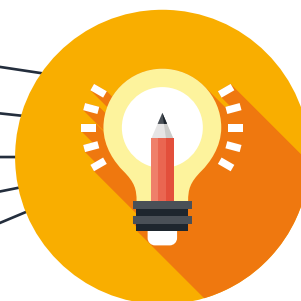
THE STRUCTURE

The Teacher's Toolkit aims to equip teachers with relevant resources and cultural heritage project themes to enable young people to discover and engage with Europe's cultural heritage. It should also reinforce a sense of belonging to a common European family.

This toolkit is designed as a resource for teachers of any subject or discipline, and for students aged between 10 and 15, to assist them with classes, discussions and project work on cultural heritage themes.

The toolkit includes:

> **A Teacher's Guide to the toolkit**
> **An online game**
> **Lesson Plan 1: Cultural Heritage Detectives**
> **Lesson Plan 2: Europe – United in Diversity**
> **Project Proposals**

THE LESSON PLANS

Topic	Title	Resources	Materials needed
What is cultural heritage?	Lesson 1 Cultural Detectives	Online game Cultural Detectives Answer Sheet	• Computers with internet connection for students working in pairs • Whiteboard • Digital Projector
Celebrating Europe's cultural heritage and appreciating its diversity and value	Lesson 2 Europe – United in Diversity	Curator's Guide Project proposals	• Computers • Pen & paper • Project proposals

The toolkit includes 2 lesson plans:

> The first is built around an online game on cultural heritage, through which teachers can introduce the topic in a fun and educational way. It aims at helping students get familiar with cultural heritage and understanding its different forms. **The main objective of this lesson plan is to help students understand the concept of a shared European cultural heritage and promote a sense of belonging in Europe.**

> The second lesson plan encourages students to explore the European dimension of their cultural heritage. They will engage in activities designed to find ways to preserve cultural heritage and they will be able to take part in one or more projects, getting a chance to interact with cultural heritage. **The main objective of this lesson plan is to draw students' attention to the importance of celebrating and preserving our cultural heritage.**

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LESSON 1: CULTURAL HERITAGE DETECTIVES – ONLINE GAME

As part of the first lesson plan, the toolkit includes an online game with 2 difficulty levels catered to students age 10 and 12 years old, and 13 to 15 years old. The online game, 'Cultural Heritage Detectives' is meant to be used as an opener for teachers to launch the first lesson on cultural heritage. To encourage active learning and make sure students have fun while acquiring knowledge, the game should be played in pairs or groups, with the teacher acting as a facilitator.

The online game will introduce the topic of cultural heritage, giving students an overview of the 4 forms of heritage (tangible, intangible, natural and digital). It will also trigger discussion on the meaning of cultural heritage.

The online game aims to:

> capture students' attention and encourage them to learn more about Europe's diverse heritage
> broaden their understanding of cultural heritage by showing there is more to it than museums and old buildings
> expose students to the 4 types of cultural heritage
> launch a discussion on what constitutes cultural heritage
> encourage students to interact with cultural heritage
> improve students' research skills
> encourage active learning

The game features an interactive map of Europe where students find virtual objects or photos (e.g. the Berlin Wall, Eiffel Tower, etc.). Quiz-like questions will pop up and students are to respond by clicking on specific countries on the map.

The game features 2 levels of difficulty:

> 7 questions addressed to students age 10 and 12 years old
> 7 questions addressed to students age 13 and 15 years old

Each level features 3 questions on shared European heritage and 4 questions featuring the various forms of cultural heritage (tangible, intangible, natural and digital). These are meant to give students a broad overview of what cultural heritage means and make a smooth, playful introduction to the topic. For further info, please consult the game instructions.

LESSON 2: UNITED IN DIVERSITY – PROJECT PROPOSALS

As part of Lesson 2, the toolkit comprises a list of 16 project proposals. Teachers may choose one or more projects to carry out with their students, to take place within or outside the classroom.

The class may also select one project topic, divide themselves into work-teams focussing on different aspects of the topic which can be researched, written about and presented back to the class. Students may select topics suited to their personal interests and later give a presentation on their cultural heritage topic.
The project should encourage students to get involved in organising or participating in events that promote a sense of belonging to **a shared European community**.

The projects promote active learning and suggest group-work. Collaborative learning by students in teams help them share their cultural heritage, and aid inclusion and understanding. The projects are not age specific, allowing teachers to select a project that they think are appropriate for the age, interests and abilities of their students. An interdisciplinary approach is encouraged in which teachers draw on the work of other subject disciplines, for example art, physical education, and ICT.

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Each project encourages:

> research (a mixture of oral and/or desk-based research)
> presentation of work (to a live audience and/or digitally to a wider audience)
> participation of the students in a cultural heritage activity
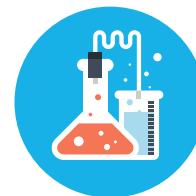
Many projects are designed to draw students outdoors, visiting heritage sites and learning about Europe's unique Natura 2000 landscapes and wildlife habitats, and the importance of protecting and supporting biodiversity and all forms of Europe's cultural heritage. By helping to organise cultural heritage events, students can develop their independence while working cooperatively together. By participating in heritage activities, students can form new connections with their heritage.

Tip: help students share their work!

To help students appreciate cultural heritage in a deeper way, they should be encouraged to share their project work with audiences outside the classroom and, if possible, organise and host a cultural heritage event. Their research and project work could also be shared with local heritage groups invited to attend an event at the school. By connecting with local heritage groups and taking part in the European Heritage Days events, students will build experience to participate in, or volunteer for, cultural heritage projects in the future.

TIPS FOR SHARING AND/OR PUBLISHING STUDENTS' PROJECT WORK ONLINE

To improve students' digital literacy while learning about cultural heritage, teachers may encourage them to share their project work online. Here are a few tips and guidelines to help make this happen:

> Encourage each project team to save any images, videos and music they wish to use in a folder titled Copyright Folder. Each item must be saved with its copyright details. The team should then decide on how they will make acknowledgements and attributions. One member of the team is appointed 'Copyright Manager' and checks attribution details, the copyright status and applies for 'permission-to-use for educational purposes', if necessary. Permissions should be stored in the Copyright Folder.

> Introduce your students to the Creative Commons digital sources and how to credit their sources.
See useful websites:

- *Europeana* – https://www.europeana.eu/portal/en – with its collection of over 51 million artworks, artefacts, books, videos and sounds from more than 3 500 museums, galleries, libraries and archives across Europe. Most items are free to use but they must be accompanied by the correct copyright information.

- *Creative Commons* – https://creativecommons.org – a free, easy-to-use copyright license making it simple to give the public permission to share and use creative work. Students may be shown how to look for media with a Creative Commons licence for their project work and learn how to check for copyright permissions at https://search.creativecommons.org

> Consider asking each project team to select and apply a Creative Commons Licence to their own project before publishing it online. This would be a great way to help them understand what a copyright is and how to properly give credit for work which can be useful both in their schoolwork and when publishing their own creative work online.

> Inform your students who plan to videotape one another and other young people under 16 years old, that they must request written consent of a parent or guardian. The students could use the school's Consent Form and each project group would nominate a 'Data Protector' who could undertake to manage the safety of all personal data gathered, deciding with the team what is appropriate to be used online.

> Students in each project group should explain clearly to all adults and/or children who agree to be identified, videotaped or recorded under their project work how they will be featured online and how their data will be treated.

> Check out the EU internet safety portal *Better Internet for Kids* – www.betterinternetforkids.eu which gives advice for schools and links to your local Safer Internet Centre.

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USING THE TOOLKIT

The resources in the toolkit can be adapted to suit the needs of individual classes; teachers are encouraged to use the contents of the toolkit to suit their curriculum and the interests of their students.

The toolkit incorporates both active learning activities, and communication and cooperation resources. Through the active learning activities students will engage in discussions and become familiar with the life, culture and heritage of their peers in other EU Member States. The communication and cooperation resources are made to stimulate the students to become more participative and proactive EU citizens, who understand its cultural heritage and search for ways to celebrate and preserve it.

CONCLUSION

Our heritage has a big role to play in building the future of Europe. Young people must participate in cultural heritage activities and get involved in their organisation to help reinforce a sense of belonging to a common European community. By sharing and celebrating our heritage we can raise their awareness of our common history and values. We are the custodians of our shared heritage and the Teacher's Toolkit aims to give you the tools and resources to enable your students to understand what cultural heritage is, and why it is important to both celebrate and preserve it. Moreover, as young Europeans they will learn that we share this common heritage, and that they are its guardians.

USEFUL LINKS AND RESOURCES

European Year of Cultural Heritage website: throughout 2018, we are celebrating our diverse cultural heritage across Europe – at the EU, national, regional and local level. The aim of the European Year of Cultural Heritage is to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space. Visit the website and learn more about the Year!
https://europa.eu/cultural-heritage

European Heritage Label: 38 sites in Europe have been awarded a coveted European Heritage Label. These European heritage sites mark milestones in the creation of today's Europe. Ranging from the dawn of civilization to the Europe we see today, the sites celebrate and symbolise European ideals, values, history and integration.
https://ec.europa.eu/programmes/creative-europe/actions/heritage-label_en

European Heritage Days (EHDs): the most widely celebrated participatory cultural events shared by the citizens of Europe. With over 70 000 events organised every year and more than 30 million visitors, the EHDs represent a unique example of a grass-roots initiative organised and shared by millions of European citizens.

In the 2018 edition of the EHDs, the *'European Heritage Makers Week Competition'* is encouraging schoolchildren to discover the European dimension of local heritage.
http://www.europeanheritagedays.com/Home.aspx
http://www.europeanheritagedays.com/European-Heritage-Makers-Week

European Union Prize for Cultural Heritage: the European Union Prize for Cultural Heritage / Europa Nostra Awards highlight some of Europe's best achievements in heritage care, and showcase remarkable efforts made in raising awareness about our cultural heritage.
https://ec.europa.eu/programmes/creative-europe/actions/heritage-prize_en

Europeana: this EU funded platform provides access to over 51 million digitised items, books, music, videos, artworks and more with search and filter tools to help navigate through the site. Europeana Stories, for instance, help to explore the untold stories and official stories of World War I through 440 481 items from across Europe https://www.europeana.eu/portal/en/collections/world-war-I. The material is provided to Europeana by many contributing institutions while Europeana strives to make all resources on the website available for re-use. A few items still 'In Copyright' are protected by copyright law. Students should always provide attribution and abide by any related sharing restrictions.
https://www.europeana.eu/portal/en

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Interactive map to connect Europe's cultural heritage, developed by the European Commission's Joint Research Centre: this web application shows users what the EU and its partners are doing to protect and promote cultural heritage in Europe. Users have the opportunity to select an area of interest and to obtain a geographic view of the cultural initiatives taking place across Europe, including the European Heritage Label, the European Capitals of Culture and the EU Prize for Cultural Heritage, among many others.
http://eu-commission.maps.arcgis.com/apps/MapJournal/index.html?appid=e3e538d4e4b743c8a6bc7a363fbc2310

Cultural Routes of Europe: the Cultural Routes of the Council of Europe are an invitation to travel (through time and space) to discover the rich and diverse heritage of Europe by bringing people and places together in networks of shared history and heritage. Over 30 Cultural Routes demonstrate how the heritage of the different countries and cultures of Europe contribute to a shared and living cultural heritage.
https://www.coe.int/en/web/cultural-routes/home

Natura 2000: a Europe-wide ecological network of nature conservation areas. All 28 Member States have designated Natura 2000 sites to help conserve the rare habitats and species present in their territory.
http://ec.europa.eu/environment/nature/natura2000/awards/natura-2000-network/index_en.htm

eTwinning: an online community of schools across Europe, funded by the European Union. It offers a platform for teachers and schools in Europe to communicate, to collaborate and to develop projects. An eTwinning collaboration will encourage knowledge of the cultures of one's project partners and will emphasise the European dimension of the cultural heritage projects of the toolkit.
https://www.etwinning.net

House of European History: opened in Brussels in 2017, this museum is dedicated to the understanding of the shared past and diverse experiences of European people. It's a place where people can discover different points of view and common ground in European history. The learning offer of the museum takes a trans-European viewpoint that explores the historical memories, diverse experiences and common ground of the peoples of Europe and how these relate to the present day.
https://historia-europa.ep.eu/en
https://publications.europa.eu/en/publication-detail/-/publication/22af24d7-0d39-11e7-8a35-01aa75ed71a1/language-en/format-PDF/source-68886178

Teachers' Corner: contains a variety of educational material for all age groups. Whether you want to teach your pupils about what the EU does, how it began and how it works, or to debate EU policies in greater detail, you'll find plenty of inspiration here.
https://europa.eu/teachers-corner/home_en

European Union: official website of the EU.
https://europa.eu/european-union/index_en

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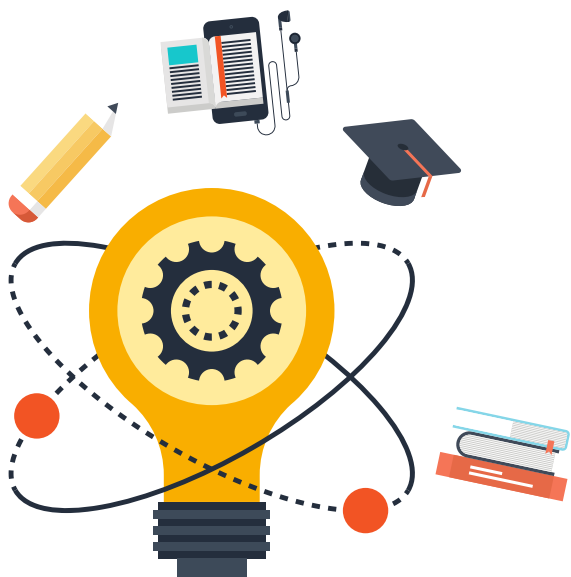
LESSON 1: Cultural Heritage Detectives

OVERVIEW

Students play a short online game in pairs, detecting and identifying examples of cultural heritage on a map of Europe. This helps them to understand the different kinds of cultural heritage, and the fact that we all share a common one.

Age group	10 – 15
Duration	50 minutes
Subject links	ICT, Language, History, Geography, European Studies
Materials/resources for teachers	Digital projector, whiteboard
Materials/resources for students	Computer, pen, paper, Cultural Heritage Detectives Worksheet

Aims

> Engage students with the topic of cultural heritage in a fun and playful way.

> Help students understand the concept of cultural heritage and its value to their lives.

> Explore the cultural similarities between people living in different countries of Europe, and elements of their shared cultural heritage.

> Promote a sense of belonging to Europe and a sense of inclusiveness while exploring the diverse cultural heritage of Europe.

Learning outcomes

> Identify European countries and examples of cultural heritage.

> Understand cultural heritage and its different forms.

LESSON ACTIVITIES

Activities	Description	
Opening activity	Introduce the topic and the online game, Cultural Heritage Detectives. Encourage students to use a search engine or other online resources, as well as reference books and an atlas or textbooks, if available. Notes on playing the online game are given below, and further instructions are included in this toolkit.	**15 min** (time may vary – please see notes below)
Extra material for students who finish quickly	Ask them to identify an element of cultural heritage associated with each country featured in the game, e.g. France/Eiffel Tower, and one for their own country.	

Activities	Description	
Main activity	## Part 1 Give students the Cultural Heritage Detectives Worksheet, which includes activities related to some of the game questions. This is intended to help students understand the concept of cultural heritage. Ask the class to discuss their worksheet answers and discuss the following questions. **Question 1:** **a.** Encourage students to identify the earlier European civilisations that they thought of for Question 1 of the online game. The Greco-Roman, Judeo-Christian, Celtic and Viking civilisations each contributed to a shared common cultural heritage in Europe. **b.** Ask students to give an example of an ancient civilisation's cultural influence from their own city or village. **c.** Ask students to suggest different cultural elements of these civilisations and relate them to life today. For example, archaeology, art, literature, language, politics, religion, holidays and lifestyle. **Question 2:** **a.** The final 4 questions in the game feature 4 different forms of 'cultural heritage' to help students understand the term. Write their brainstormed suggestions on what each of these different forms of cultural heritage might mean on the whiteboard. **Question 3:** **a.** Explain that cultural heritage may be a blend of the different forms and ask for examples from the game or examples they can think of. **b.** Ask for examples of their definitions of 'cultural heritage' from their worksheets. **c.** After clarifying their understanding and looking at the brainstormed suggestions on the whiteboard, ask students to write their own definition of cultural heritage in their notebooks.	30 min
	## Part 2 **a.** Ask students to divide a page in their notebook into 2 columns. In the left-hand column, they should list 3 items of cultural heritage that they identify with in their own city or village. In the right-hand column, they should explain why they identify with each one. **b.** Ask volunteers to read out loud 1 item from their list. **c.** Discuss the similarities and differences in their cultural heritage list with the class, and consider whether it tells them anything about their identity and sense of their own cultural heritage. **d.** Discuss how we inherit our cultural heritage. How is it preserved? What role will they have in safeguarding their cultural heritage for future generations?	
Conclusion	To help students review what they have learnt during the class, ask them to play a round of a 3-2-1 game. Divide the class into 3 groups. Ask Group 3 to think of 3 things they have learnt today while playing the game. Ask Group 2 to think about 2 things they have a question about. Ask Group 1 to think of 1 thing they want the teacher to know. Gather their responses and tell the students that in the next class they will look further into shared Europe's cultural heritage.	5 min

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FOR TEACHERS: Notes on the Cultural Heritage Detectives online game

The game has 2 levels of difficulty:
1. suitable for students aged 10–12
2. suitable for students aged 13–15
URL: https://europa.eu/kids-corner/index_en.htm

If you and your class want to spend longer than 15 minutes on the game, you are free to do so and can spread the lesson activities over 2 classes.

The game is designed to be played in pairs, sharing a laptop or tablet to encourage students to develop their digital literacy skills while playing the game. However, if you prefer students to play the online game together as a class, using the digital projector and whiteboard, this can be done in the following steps:

1. Divide the class into small groups of 3 or 4 students.

2. Toggle between the online game screen and a preferred search engine during the game.

3. Ask students to write the answers to each question in their notebooks.

4. Ask each team to elect 1 member to be the timekeeper.

5. Each team writes their answer to a question in their notebooks, noting the time it takes to find the answer. The timekeeper then shows the written answer to you and you confirm whether it is correct or not.

6. If a team or teams cannot answer a question, 1 member raises their hand and tells you they need to 'Go to search'. Go back to the search screen and ask the team for a keyword you can search. A team's timer only stops when they have found the correct answer (i.e. a country on the map of Europe).

7. Click on the correct country on the map on the game screen only when all teams have found the right answer.

8. Each timekeeper adds up their time at the end of the last question. The team that identifies all of the correct European countries on the map in the shortest time wins the game.
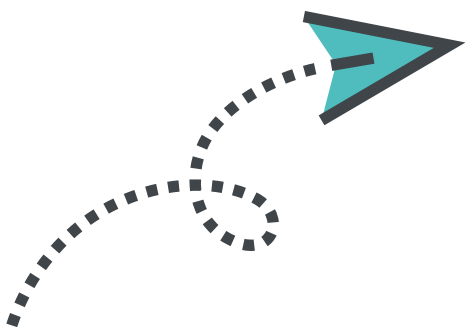
CULTURAL HERITAGE DETECTIVES: Worksheet
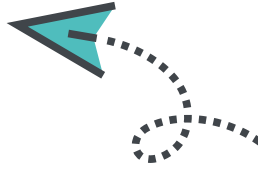
Question 1

Questions 1 to 3 of the online game showed us that Europe has a rich shared cultural heritage inherited from many different civilisations. How many early civilisations that shaped Europe's cultural heritage can you name?

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....

....

Question 2

Game questions 4 to 7 featured 4 different forms or elements of cultural heritage. For example: something tangible like a monument; intangible like music; landscape that has been preserved; or works of art that have been preserved in a digital format. Cultural heritage can be a mixture of these different forms – the important thing is that people want to preserve it for the future generations. What does cultural heritage mean for you? Brainstorm with your partner(s) and write your suggestions here:

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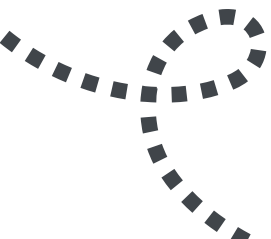
Question 3

Working with your partner(s), define your understanding of the term 'cultural heritage' using this jigsaw puzzle. As you know, there are different forms of cultural heritage. Try to find examples and group them as in the examples below.

EIFFEL TOWER

MUSIC, DANCE, FESTIVAL...

GARDENS OF VERSAILLES

VIRTUAL TOUR OF A MUSEUM

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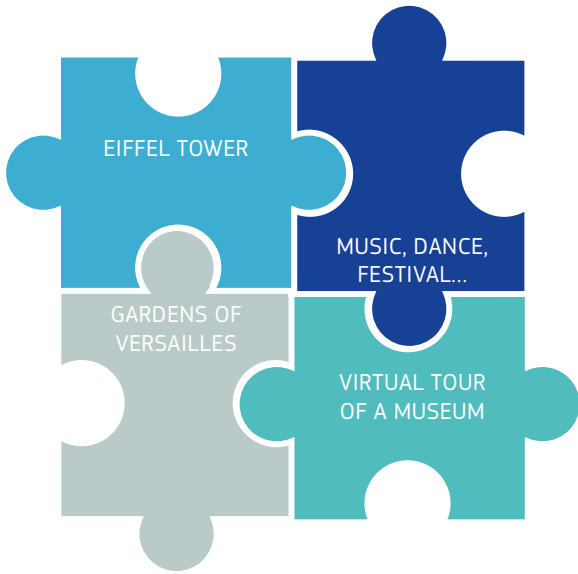
LESSON 2: Europe – United in Diversity

In this lesson the students explore the European dimension of their cultural heritage. They will experience being curators of a new permanent collection aimed at young people on the culture, history and shared values of the EU in the House of European History, a new museum in Brussels dedicated to the understanding of the shared past and diverse experiences of European people. They will learn that EU countries share cultural heritage beyond national borders due to our common history, culture and values. They then select a cultural heritage project that looks deeper into and celebrates the many shared traditions, customs, skills and values across Europe's diverse cultural heritage.

Age group	10 – 15
Duration	50 min
Subject links	Language, Project Work, cross-curricular themes and research
Materials/resources for teachers	Whiteboard, a photocopy of Curators' Worksheet for each group, Project List
Materials/resources for students	Pen, paper

Aims	Learning outcomes
> Review the concepts of Lesson 1 in a playful way to help clarify students' understanding of the concept of cultural heritage in all its forms.	> Acknowledge that their cultural heritage is to be celebrated, protected and preserved.
> Help students engage with and understand the importance of celebrating and preserving our cultural heritage.	> Develop opinions on the concepts of a shared European cultural heritage.
> Engage students in exploring the European dimension to their cultural heritage.	> Research, explore and celebrate the diverse cultural heritage of Europe and understand their shared responsibility for preserving it.

LESSON ACTIVITIES

Activities	Description	
Opening activity	Open the lesson by recapping on the 3-2-1 activity from Lesson 1. State the 3 things that were learnt by Group 3 on the previous day and ask the class for their responses. The class is then asked the 2 questions Group 2 had posed. Once answers are suggested and gathered, you restate the one thing Group 1 wanted the class to know. The class discusses and adds their own suggestions.	10 min

Lesson Activities		

Main activity

a. Explain how Europe is a continent with thousands of years of history, a rich cultural heritage and many examples of breath-taking scenery. After the World War II, there was a new movement in Europe to create unity between countries and to build a peaceful, united and prosperous continent. This ultimately laid the foundations for the EU 4 decades later. The House of European History in Brussels, a new and free museum, celebrates the path of Europe's history and challenges visitors to contemplate its future. Ask the class to imagine they have been invited to become curators of a new exhibition area for young Europeans on the 6th floor of the museum, to celebrate and mark nearly 7 decades of the growth of the EU.

25 min

b. In small groups the students discuss the Curators' Worksheet and plan out how they will create and mount their new exhibition area. Their aim is to create an exciting and interactive area with hands-on experiences to appeal to young people visiting the new exhibition area titled, Europe – United in Diversity.

c. The groups report back, explaining the motivation and reasoning behind their exhibition plans.

d. 'United in diversity' 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.

Class discussion:

What does Europe mean to you and your daily life?

What do we understand by the phrase 'united in diversity'?

How can we live in harmony together while celebrating our different cultures, traditions and languages?

How can we encourage greater unity while preserving diversity?

e. Introduce the project topic(s) and the class decides on the themes, workgroups and overall division of work. Once workgroups are established, each group holds a Project Planning Meeting, and a note taker takes minutes on actions and decisions made.

10 min

Conclusion

1 or 2 note takers volunteer to give a brief overview of their groups' plans and future direction to carry out the projects they have chosen.

5 min

Please note that Lesson Plan 2 includes a list of suggested projects/activities attached.
The projects are the core activity of Lesson 2 and should be carried out in the following day/class.

CURATORS' TASK SHEET

The House of European History, a truly European museum, opened in 2017 in Brussels, the heart of the European Union. It is dedicated to the understanding of the shared past and diverse experiences of European people and is a place that invites you to discover the different points of view and the finding of a common ground throughout European history.

The House of European History takes visitors of all ages on a journey along the path of European history and culture across 6 floors of the museum. The permanent exhibition is based on fascinating objects from more than 300 museums and collections from across Europe and the world.

An interactive tablet guides the visitor in each of the EU's 24 official languages. Each of the 6 floors explore historic events that have shaped Europe – from the early European myths and discoveries, to the chaos inflicted by the 2 World Wars in the 20th century, followed by the growing feeling of unity and belonging reinforced by the EU.

THE TASK

Your group has been invited to curate and develop a new exhibition area for the 6th floor of the House of European History. This will become a permanent exhibition area titled: Europe – United in Diversity. The exhibition you curate should appeal to young people by being interactive and give young visitors the opportunity for exciting, hands-on, multi-media experiences of Europe's diversity, its common values and shared cultural heritage.

The exhibition area will open with an interactive floor map for the visitor to set off on a trip around the EU, hearing from other young people from each of the countries they visit through the map. Stories will be told about how it feels to be European today in their country and what they feel they have in common with other young Europeans.

Now it's up to you! Consider the cultural elements of the EU below and discuss how you and your team will exhibit any number of them in the rooms and spaces on the 6th floor. Choose those cultural elements that appeal most to your group.

You can also contribute to the exhibition! Identify an object or tell a story that relates to cultural heritage and is important to you, and your identity, as a European.

EU Cultural Elements and Symbols	Meaning	Additional explanations and ideas	Tips
Motto	'United in diversity', the motto of the EU, first came into use in the year 2000. 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.	As part of the 2018 edition of the European Heritage Days, the European Heritage Makers Week Competition encourages schoolchildren to discover the European dimension of local heritage. Discover objects that can bring your story to life!	We all like different things and Europe means different things to us… is there something in your surroundings, which is cultural heritage, and that you would like to bring to the exhibition? It can be an object your grandparents gave you, a picture of a heritage site or of your ancestors, a drawing or a story. Maybe a story of your family or of your name?

Europe Day	Europe Day on 9 May celebrates peace and unity in Europe. It marks the date in 1950 when EU founding fathers Jean Monnet and Robert Schuman published 'The Schuman Plan' which is now recognised as the birth of the EU. It's no coincidence that the House of European History chose this day to open its doors to visitors.	Think about how you have celebrated Europe Day and how you would like to celebrate in the years to come.	Imagine you were asked to prepare a plan for 9 May festivities in your school. How would it look like? Which of the objects or stories you brought to school could be part of the celebrations?
Flag	The European flag symbolises both the EU and, more broadly, the identity and unity of Europe. It features a circle of 12 gold stars on a blue background. They stand for the ideals of unity, solidarity and harmony among the people of Europe. The number of stars is not related to the number of Member States, though the circle is a symbol of unity.	Every flag has its own meaning. Have you noticed that most of the EU flags include the red colour, and do you know why? And why is the EU flag blue?	Try to find similarities in the flags of EU member states and explain the meaning behind the similar elements of each flag.
Anthem	The EU is symbolised in melody by a piece from Ludwig Van Beethoven's Ninth Symphony composed in 1823 which sets music to Friedrich von Schiller's 1785 lyrical verse, Ode to Joy. In the universal language of music, this anthem expresses the European ideals of freedom, peace and solidarity. The anthem is played at official ceremonies involving the EU and generally at various kinds of events with a European character. The European anthem celebrates the values shared by EU countries but is not intended to replace the national anthem of each EU country.	Take part in the #Ode2Joy Challenge! The challenge is an invitation to all citizens of Europe and beyond to get inspired by Ode to Joy composed by Ludwig van Beethoven; the anthem of Europe.	You are invited to perform the original score or create your own version and do this at a heritage site which matters to you: a small parish chapel, a famous historic theatre, a garden in your village, or a museum in your town. Discuss with your team where would you like to perform the Ode to Joy.
Passport	The European Passport was first introduced in 1985 to demonstrate the free movement of people across the EU and to give a sense of European citizenship.		Take a close look at the passport issued in your country and try to think about how it is similar to the passports of students in other EU countries. Fantasise about where your passport can take you and what you would explore when visiting another country.
Currency	The euro (€) was introduced to the world's finance markets on 1 January 1999. The euro is the official currency of 19 out of 28 EU countries. These countries are collectively known as the Euro area.	While one side of the euro coin is the same for all coins of the same value, the other side of the coin depicts a national symbol, emphasising the diversity of the people, the cultures and traditions across the continent and demonstrating the shared cultural heritage of these people and their country.	If you live in a country that uses the euro as its currency, pull out a few coins from your pocket, or try to find a few coins from relatives who have been to countries using the euro. Examine the coins closely and share what you see.
Sources		https://europa.eu/european-union/about-eu https://historia-europa.ep.eu/en https://www.europeana.eu/portal/en http://www.youdiscover.eu http://www.europeanheritagedays.com/European-Heritage-Makers-Week http://www.europanostra.org/ode-joy-challenge https://www.europeana.eu/portal/en/collections/world-war-I https://www.europeana.eu/portal/en/collections/fashion https://www.europeana.eu/portal/en/collections/migration	

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LESSON 2: Project proposals

A set of project proposals has been developed for teachers to use as part of Lesson 2. These projects are suggestions for active-learning group work and are designed to complete the learning in this final lesson on Europe's cultural heritage. Researching and presenting a cultural heritage project is the core learning activity for students in this toolkit.

Collaborative learning by students in workgroups will help them to share their cultural heritage, encouraging inclusivity and understanding. Where possible, projects should look at shared elements of Europe's cultural heritage to encourage awareness of being a European citizen and to promote comparative exploration.

Teachers are encouraged to take an interdisciplinary approach and draw on work in other subjects such as Art, Physical Education, ICT, History, Languages and Social Sciences.

Each project encourages:

> a mixture of research techniques (oral and/or desk-based)

> presentation of work (to a live audience and/or digitally to a wider audience)

> participation in a cultural activity

Teachers and students should choose which project they want to carry out as part of Lesson 2. The students can agree how to present their work once they have chosen their topic or theme. There is more information on sharing students' work in the Teachers' Guide.

A template for a school-based certificate of participation in a cultural heritage project is included as part of the toolkit.

THE TASK

1. This is Us
2. Pop-Up Artists
3. Time Capsules
4. Inspired by tradition
5. Adopt a monument
6. Celebrations
7. Cultural Routes of Europe
8. A shared heritage
9. DiscoverEU: Your European bucket list
10. Industrial heritage
11. Let's dance!
12. Heritage cycle
13. Off the beaten track
14. Town twinning
15. Young people for heritage
16. European Heritage Label

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1 This is Us

We are shaped by our culture: the food we eat, our customs, the public holidays we celebrate, the language we speak, and the objects we use in everyday life.

In small workgroups, students choose a cultural item or practice that they feel represents an aspect of their cultural heritage.

Each group researches their item, finds out about its origins and the varying traditions around its use or practice.

They also research whether it is used/practised in any other European country and compare cultural similarities.

Setting: indoors or outdoors

Materials: pen and paper, computers (optional), atlas and other relevant books

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2 Pop-Up Artists

Students try to find local artists influenced by European art movements through the ages.

The class then design mini, hands-on art workshops in the school hall for other classes to take part in.

Each workshop's 'work station' will give the visiting students a chance to get a taste of different art movements, such as Impressionism, Renaissance, Cubism and Pointillism – to name just a few.

Setting: indoors

Materials: pen and paper, computers with internet access, books on European art and fashion (if available), printer (to make copies of artworks if required), scrapbooks, arts and crafts materials, chairs and tables for the work stations

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3 Time Capsules

Students choose 10 objects that represent their everyday life, hobbies, interests and culture to put in a real or virtual time capsule. They then explore what daily life was like for young people of their age living in their local area 500 or 1 000 years ago, and imagine what they might have placed in their time capsules. They can share their time capsule project with an eTwinning school in another European country. An eTwinning collaboration will encourage project partners to develop a shared cultural knowledge and will emphasise the European dimension of the cultural heritage project.
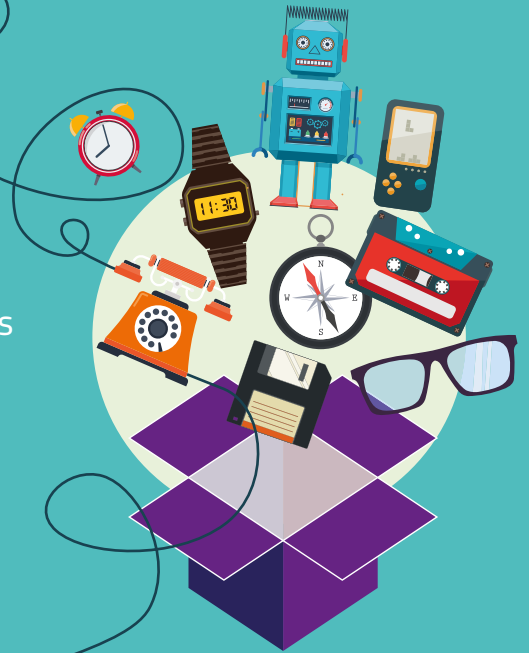
Setting: indoors

Materials: computers with internet access (for virtual time capsules), pens (coloured or black), pencils (coloured or HB), paper, a shoebox or metal biscuit tin, arts and crafts materials, representative objects chosen by the students, and a printer (if needed for examples of the objects)

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4 Inspired by tradition

Students help to organise a discovery visit to an urban nature site.

This could be the botanical gardens, an organic farm that uses traditional farming practices, a national park or a heritage habitat run by local residents and heritage professionals.

Before the tour, they create a checklist of information that they need to collect.

They also take photographs of examples of built heritage, crafts and skills, natural heritage and traditions while they are there, and use them to create original pieces of art inspired by their tour.

Setting: outdoors

Materials: camera/mobile phone, clipboard, pen and paper, arts and crafts materials (paints/colouring pencils/pastels, scissors, glue, etc.)

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5 Adopt a monument

The lives of many notable people are commemorated with statues or monuments to record their work and achievements for future generations. Historical events and places can also be marked by monuments, or in songs and stories. Each student group selects a local heritage monument (a statue, plaque, building, place, street, park, song or story) to bring to life. After visiting all of the tangible monuments, the groups 'become' a person linked to the monument, write a script for them and record it as though the person were alive and telling their own story. The class creates a 'Monumental Map' as a webpage and links each recording to its monument as a legacy for future generations.

Setting: indoors and outdoors

Materials: camera/mobile phone, voice recorder (could be a phone), pen and paper, a computer with internet access, and headphones

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6 Celebrations

Festivals, parades and processions are a way of celebrating and affirming a people's culture. The countries of Europe celebrate big events such as New Year, Christmas and Easter, but what about the unique festivals and cultural holidays in each country?

In small groups, students research a special cultural festival in a variety of European countries. They trace its origins, explore its cultural heritage and capture how it is celebrated today. On Europe Day, the class could hold a European Fair in which each workgroup arranges a country stall displaying their project, and perhaps offering a taste of their country's cuisine.

Setting: indoors

Materials: computers with internet access, pens, paper, card, arts and crafts materials, and books on European festivals and holidays

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Project proposals

Cultural Routes of Europe

Each small group selects 1 of the over 30 Cultural Routes of Europe from the Cultural Routes section of the Council of Europe website. Their task is to create a presentation for a younger class on the importance of the cultural heritage of their selected route. This could include the medieval pilgrimage paths that are spread across the continent, so that groups can explore a local route, as well others elsewhere in Europe. They can describe the different aspects of the paths' heritage, including built and natural heritage, customs and traditions, and even cuisine. Many are even more popular today. Why might that be? Have customs changed? Have new traditions been created? They then use the information as a starting point for their own webpage or digital presentation. In it, they should give a simple explanation of Europe's history and cultural heritage of their selected route, as well as its cultural and artistic practices, cultural tourism and sustainable cultural development. Their project should aim to demonstrate to a younger audience how the heritage of the different countries and cultures of Europe contributes to a shared and living cultural heritage.

Setting: indoors and outdoors

Materials: camera/mobile phone, books on pilgrimage paths, computers with internet access, and printers

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8

Project proposals

A shared heritage

The Bayeux Tapestry – measuring 70 metres in length and 0.5 metres in height – is a wonderful piece of art and craftsmanship dating back to the 11th century. Featuring 50 scenes with Latin headings, embroidered onto linen with coloured yarns, it tells the story of the French Norman invasion of England. Working in small groups and using any medium they like (paint and canvas or digital ink and screen), students tell the story of how Viking culture and heritage can be found throughout northern Europe today. Alternatively, students could capture the cultural impact of the Ancient Roman Empire on most of Europe by tracing its influence on art, literature, architecture, politics, road infrastructure, language and history.

Setting: indoors

Materials: canvas and paints, a computer with internet access, books on the Normans and Vikings or Romans, and books on the Bayeux Tapestry

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(9) DiscoverEU: Your European bucket list

Students plan a DiscoverEU adventure for the summer of their 18th birthdays. In groups of 3 or 4, they will plan different train routes using the DiscoverEU website. They can do this by compiling a 'bucket list' of their top 5 places to visit. What will they do there? What will they see? Why does the cultural heritage of these places intrigue them? Why have these places earned a place on their list? Each student could present a slideshow to their audience orally (without written notes). Another option would be to present it digitally, in the form of a travel guide, and ask their classmates to vote for the best routes.

Setting: indoors

Materials: access to computers with internet, a projector or interactive whiteboard, and travel books

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(10) Industrial heritage

Students research a traditional local industry from the Industrial Age (e.g. milling, mining, pottery, weaving, shipbuilding or steelworks), and examine its built heritage, tools and machinery. They compare it with the same industry in other European countries.

How did the industry shape the culture of the people who worked in it?

Did it also shape the landscape and change the environment?

What heritage, traditions, customs and artefacts linked to it are valued today and proudly passed on from generation to generation?

Setting: indoors (and outdoors if there are factories, etc. from that age nearby)

Materials: books on the industrial age/European industry, access to computers with internet, and a camera/phone (if outdoors)

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(11) Let's dance!

Students host an afternoon of music, dancing and fun in the school hall for other students.

They demonstrate a traditional folk dance and encourage younger students to join in to learn it.

They also perform a folk dance from another European country before inviting their guests to dance with them.

Setting: indoors

Materials: costumes, a playlist, music player (phone/iPod/CD player) and speakers, computers with internet access for research, and perhaps some books on European traditional dances

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(12) Heritage cycle

Students research a local heritage route for a family-friendly bike ride. In workgroups, they research the heritage and traditions of local places and map the route.

Each group records a short script for each place of interest and uploads it to a webpage. A QR code on their map will bring all of the cyclists to the webpage to listen to the heritage podcasts as they cycle the route.

The class share their heritage project with the local council and heritage groups to help arrange a date for the first heritage cycle, and to publicise it along with their project work.

Setting: indoors and outdoors

Materials: computers with internet access, books on local heritage and traditions, maps, bikes and a recording device (phone/voice recorder)

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(13) Off the beaten track

London, Paris and Rome are world-renowned historical, architectural and cultural treasures.

But what about Europe's hidden gems?

Students imagine they are including 10 of Europe's 'hidden wonders' in a new travel guide for sustainable tourism.

They write an entry for each of the lesser known beautiful and historical places, explaining its culture, local customs and way of life in a travel guide format.

Setting: indoors and outdoors

Materials: computers with internet access, pen and paper, books on Europe's cultural heritage and examples of travel guides

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(14) Town twinning

Is your village or town twinned with one in another EU country?

Find out about different aspects of their culture, traditions and heritage.

What heritage do you share in common?

Why not go digital with twinning and use the eTwinning website to find a partner school so that you can collaborate together on a shared heritage project?

Setting: indoors

Materials: computers with internet access

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(15) Young people for heritage

The EU was born out of a desire for peace and cooperation after World War II. But what does it mean to be a young European citizen today? Have a class discussion about how students think their lives and freedoms have been shaped by being European, and compile a list called: 'The advantages of being young in Europe'. In small workgroups, students select one item to research, such as: equal rights; freedom to travel (and to live and work) in Europe; consumer rights (especially online); consumer safety rights (look at the labels on food, clothes, household objects, toys and digital devices); free mobile phone roaming; data and internet safety laws, including policies such as the GDPR and the 'right to be forgotten'; Natura 2000 protected species and habitats to protect our environment and biodiversity; or another topic from their own list. Each group compiles their work digitally and, after reviewing each other's work, the whole class holds a roundtable meeting or forum to discuss the following: How has being European shaped you and your future?

Setting: indoors

Materials: computers with internet access, books on the EU, pen and paper

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(16) European Heritage Label

To date, 38 sites in Europe have been awarded a coveted European Heritage Label and these sites mark milestones in the creation of the Europe we know today.

Ranging from the dawn of civilisation to the Europe we see around us now, these sites symbolise and celebrate European ideals, values, history and integration.

Each group explores a site and presents their findings to their audience in an interesting format.

Setting: indoors

Materials: computers with internet access, books on Europe's cultural heritage, and pen and paper

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