

ANNEX 1

INITIAL EVALUATION

ACTIVITIES

1.- Culture, a right or a resource?

- Age: 15-17 (4º ESO-1º BCH)
- Subjects: Social Science / Ethical Values / Philosophy

Text: UNESCO UNIVERSAL DECLARATION ON CULTURAL DIVERSITY.

- First the students find out about UNESCO (what it stands for and its purpose)
- Taking the text as a starting point, a discussion is raised to deal with these topics:
 - A. The right to culture: is it guaranteed all over the world?
 - B. Cultural diversity: is it respected? Is it getting lost due to globalisation?
 - C. Is culture a resource? Why? Culture as an economic resource.
- For the discussion, the group is divided into 3 parts (A, B, C) and each one writes a **SIMPLE REPORT** with the most relevant conclusions. These reports can be read in class on May 21st, Universal Day of Cultural Diversity (or they can be part of an exhibition in each school, together with representative images.)

UNESCO Universal Declaration on Cultural Diversity

(EXTRACTS)

IDENTITY, DIVERSITY AND PLURALISM

Article 1 – Cultural diversity: the common heritage of humanity.

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Article 2 – From cultural diversity to cultural pluralism.

In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity.

Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.

Article 3 – Cultural diversity as a factor in development.

Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

CULTURAL DIVERSITY AND HUMAN RIGHTS

Article 4 – Human rights as guarantees of cultural diversity.

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

Article 5 – Cultural rights as an enabling environment for cultural diversity.

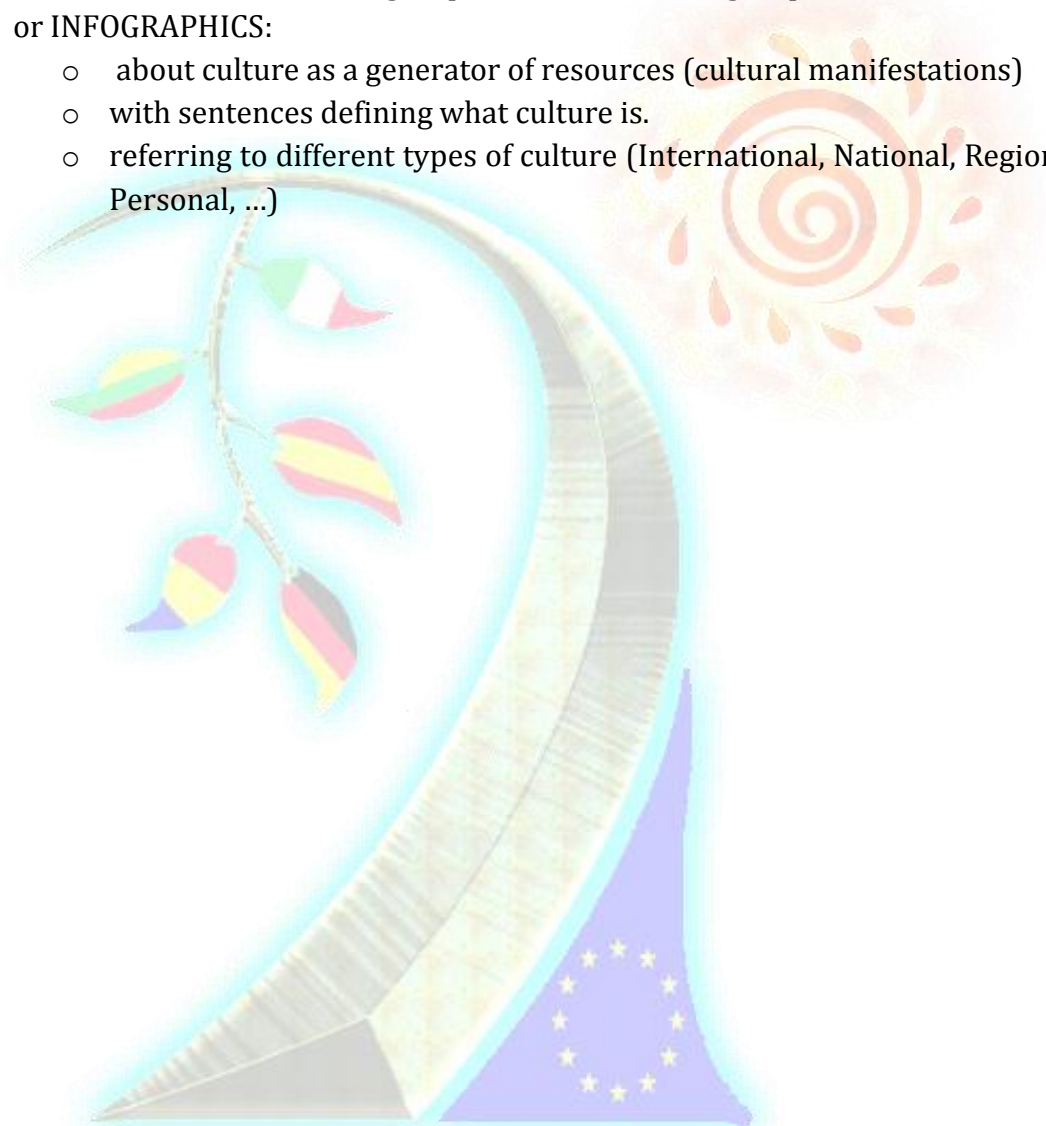
Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

Article 6 – Towards access for all to cultural diversity.

While ensuring the free flow of ideas by word and image care should be exercised so that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

2.- What is culture?

- Age: 13-14 (2º - 3º ESO)
- Subjects / Areas: Social Science, English, class tutor, etc.
 - Starting point: videos on YouTube.
 - <https://www.youtube.com/watch?v=hTxKv5n5M2Y>
 - <https://www.youtube.com/watch?v=Me2HITQPS40>
 - The students are divided in groups of 4 or 5 and each group elaborates POSTERS or INFOGRAPHICS:
 - about culture as a generator of resources (cultural manifestations)
 - with sentences defining what culture is.
 - referring to different types of culture (International, National, Regional, Personal, ...)



ANNEX 2

INTERNATIONAL CULTURE. THE COMMON CULTURE, THE CULTURE WE SHARE

ACTIVITIES

1.- CELEBRATING CULTURE.

- Ages: 12-15 (1st ESO-3rd ESO)
- Subjects: INTERDISCIPLINARY (Religious Studies, Ethical Values, English, ...)
- Sessions: 1 (to present the activity to students)
 - The students collect or take pictures of how the following **international festivities** are celebrated in their countries: CHRISTMAS, EASTER, CARNIVAL, HALLOWEEN, etc.
 - The pictures will be uploaded and posted on Twinspace, and an exhibition can be made in the meeting in Italy.

2.- ILLUSTRATING A MYTH.

- Ages: 12-16 (1st ESO-1st BCH)
- Subjects: LATIN/GREEK/CLASSIC CULTURE/LANGUAGE AND LITERATURE
- Sessions: 2. (One to present the activity and another one to discuss the results in class).
 - The teacher presents some classic myths to the students. For example:
 - ULYSSES & THE CYCLOPS.
 - CERES & PROSERPINE.
 - ZEUS & EUROPE.
 - BAUCIS & PHILEMON
 - APOLO & DAPHNE
 - ECHO & NARCISSUS...
 - The students must choose a myth and do one of the following tasks:
 - Draw a comic strip, which can be done also using one of these apps:
 - ✓ Manga Studio (Windows, Mac)
 - ✓ Sketchbook Pro (Mac)
 - ✓ Adobe Photoshop CC (Windows, Mac)
 - ✓ Comic Creator (Windows)
 - ✓ Poser Pro (Windows, Mac)
 - ✓ Corel Painter (Windows, Mac)
 - Do a dramatization of the myth and record it on video.
 - Do a photo-story of the myth with the students characterised.
 - The results will be uploaded and posted on our TWinspace site.

ANNEX 3

NATIONAL CULTURE. OUR CULTURE, OUR IDENTITY.

ACTIVITIES

1.- TRADITIONAL POEMS / SONGS.

- Ages: 12-16 (1st ESO-4th ESO)
- Subjects: Language and Literature.
- Sessions: 2. (One to present the activity and another one to discuss the results in class).
 - The students must talk with their grandparents or with local elderly people (for example, visiting them at a residence), and collect traditional poems and songs recited or sung by them.
 - The audios recorded will be transcribed and edited on pdf format.
 - The students will take pictures of themselves with their informants, and then will work in groups to create a poster or collage with all the pictures. The motto will be: "CULTURE IS LEARNT FROM OUR ELDERLY".

2.- INTERACTIVE MAP.

- Ages: 15-18 (3rd ESO-2nd BCH)
- Subjects: ICT/ TECHNOLOGY/SOCIAL SCIENCE
- Sessions: 2. (One to present the activity and another one to present the results in class).
 - The students are divided into groups of 3-5 and create an interactive map with the most important cultural landmarks in their region.
 - These apps and tools can be used to create interactive maps:
 - ✓ Educaplay
 - ✓ MangoMap
 - ✓ ArcGIS
 - ✓ MapHub
 - ✓ CartoDB
 - ✓ Mapme
 - ✓ My Maps (google)
 - ✓ Zeemaps
 - ✓ Animaps
 - ✓ Scribble Maps
 - Another option is to make a video about these cultural landmarks.

3.- OUR TRADITIONAL COOKING.

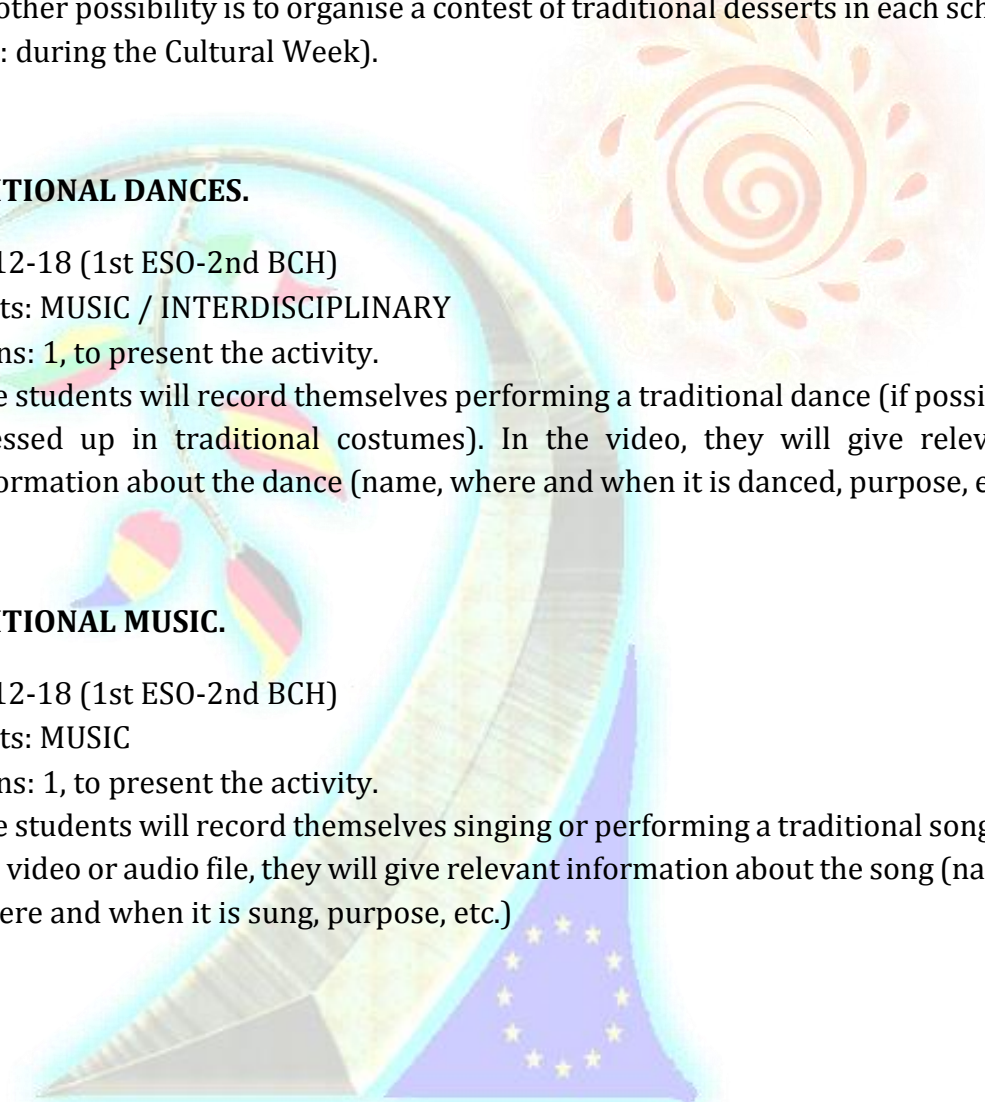
- Ages: 12-15 (1st ESO-3rd ESO)
- Subjects: INTERDISCIPLINARY
- Sessions: 1.
 - The students ask their parents and grandparents about a traditional dish and they write down the recipe (Ingredients, tools, and preparation).
 - The best recipes will be collected in a pdf document called "Taste our recipes!"
 - Another possibility is to organise a contest of traditional desserts in each school (i.e: during the Cultural Week).

4.- TRADITIONAL DANCES.

- Ages: 12-18 (1st ESO-2nd BCH)
- Subjects: MUSIC / INTERDISCIPLINARY
- Sessions: 1, to present the activity.
 - The students will record themselves performing a traditional dance (if possible, dressed up in traditional costumes). In the video, they will give relevant information about the dance (name, where and when it is danced, purpose, etc.)

5.- TRADITIONAL MUSIC.

- Ages: 12-18 (1st ESO-2nd BCH)
- Subjects: MUSIC
- Sessions: 1, to present the activity.
 - The students will record themselves singing or performing a traditional song. In the video or audio file, they will give relevant information about the song (name, where and when it is sung, purpose, etc.)



ANNEX 4

MY PERSONAL CULTURE, MY CREATIVITY.

ACTIVITIES

1.- CREATIVE CULTURE.

- Ages: 12-18 (1st ESO-2nd BCH)
- Subjects: INTERDISCIPLINARY
- Sessions: 1, to present the activity.
 - Each student will individually show or display their creative skills (painting, sculpture, dance, literature, music, etc.)
 - The works will be posted on our Twinspace website, and will be used for an exhibition in each school.
 - The most valued work (voted by both teachers and students) will be awarded with the right to travel and participate in one of the International meetings of our Erasmus+ Project “Save Our Resources”.

2.- CULTURE AND INNOVATION.

- Ages: 12-18 (1st ESO-2nd BCH)
- Subjects: ICT/ TECHNOLOGY/SOCIAL SCIENCE
- Sessions: 2. (One to present the activity and another one to present the results in class).
 - The students will develop one of the following products:
 - ✓ Videogame
 - ✓ Robot.
 - ✓ Design of a smartphone app.
 - ✓ Website
 - ✓ Computer programme.
 - The most valued work because of its quality, originality and its relation to the Project (voted by both teachers and students) will be awarded with the right to travel and participate in one of the International meetings of our Erasmus+ Project “Save Our Resources”.

ANNEX 5

WE SAVE, WE PLAY, WE EVALUATE.

FINAL EVALUATION. ACTIVITY

1.- TRIVIA GAME.

- Ages: 12-17 (1st ESO – 1st BCH)
- Subjects: INTERDISCIPLINARY
 - The class will be divided in groups of 4-5.
 - Each group will think of 5 questions –and their answers- about each of the following topics, related to their own country:
 - LANGUAGE / LITERATURE / ART
 - GEOGRAPHY / HISTORY
 - SPORTS / GAMES
 - CINEMA / TV / SHOWS
 - SCIENCE / NATURE
 - SAVE OUR RESOURCES / EUROPEAN UNION
 - The questions must be simple, so that they are suitable for students of all ages and levels from the different countries.
 - The most important thing about the game is to learn and have fun and at the same time.
 - The questions can also be challenges or actions such as miming, drawing, dancing, singing, ...
 - Each coordinator will collect the questions and will choose the most appropriate ones in order to send them to the Spanish team.
 - The Spanish team will make the playing board and pieces and will take them to Bari, where the game will be played as an evaluation of the module.
 - Examples of questions:
 - LANGUAGE / LITERATURE / ART
 - Who wrote *The Divine Comedy*?
 - Draw a literary character: *Don Quixote*.
 - Who is Werther?
 - a) An author.
 - b) A character.
 - c) Neither of them.
 - GEOGRAPHY / HISTORY
 - In the cathedral of which city can you find the relics of the 3 Wise Men?
 - Which city must you visit if you want to see the Coliseum?
 - Which of the 5 countries in our Project is a monarchy?

- **SPORTS / GAMES**
 - Which female gymnast was given a 10 for the first time in the Olympic Games?
 - Which is the most popular sport in Lithuania?
 - What do they call “football” in Italy?
- **CINEMA / TV / SHOWS**
 - Mime the character of *Dracula*.
 - Which Italian actress has won an Oscar award?
 - Which film festival gives a bear as an award?
- **SCIENCE / NATURE**
 - How many lakes are there in Lithuania?
 - a) More than 400.
 - b) More than 4000.
 - c) More than 40000.
 - Which of the 5 countries in our Project is the most mountainous one?
 - Which of the 5 countries in our Project has a “dark-coloured Forest”?
- **SAVE OUR RESOURCES / EUROPEAN UNION**
 - Which of the 5 countries in our Project is the largest producer of solar energy?
 - Which is the most used source of energy in Europe?
 - Name two types of renewable energies.

