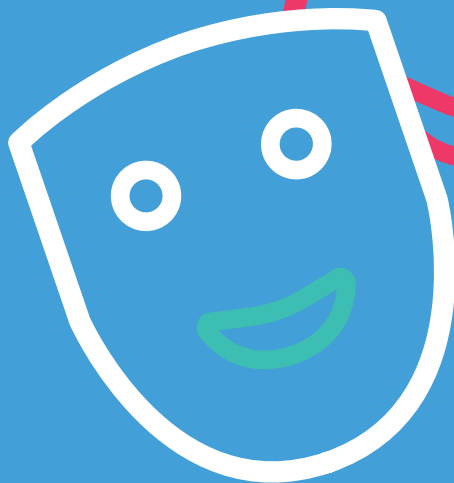
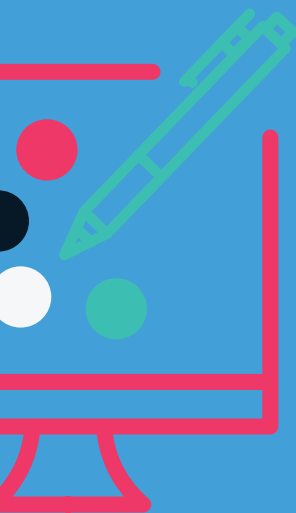




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Erasmus+ Programme
of the European Union



**Learning from the past,
designing our future:
Europe's cultural heritage
through eTwinning**



eTwinning is a vibrant community that has involved, in its 13 years of existence, more than 500,000 teachers working in 190.000* schools. More than 70,000* projects have been run, involving more than 2,000,000 students across the continent (*data as of May 2018).

eTwinning – the community for schools in Europe and neighbouring partner countries – is an action for schools funded by the European Commission under the Erasmus+ programme. It involves teachers from 36 European countries and 8 neighbouring countries.

eTwinning is a digital platform available in 29 languages. Browsing visitors can access a range of public information about how to become involved in eTwinning; explaining the benefits the action offers and provides inspiration for collaborative project work. Registered teachers have access to a restricted area called eTwinning Live, which is the individual teacher's interface with the community: it enables users to find partners, interact, collaborate in projects and participate in professional development activities organised at European national, non-European national, and European central levels. Finally, when teachers work together in a project, they have access to a private collaborative space, which is unique to each project, called the TwinSpace.

eTwinning offers a high level of support for its users. In each of participating countries (currently 44), a National Support Service (NSS) or a Partner Support Agency (PSA) promotes the action, provide advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) which is managed by European Schoolnet (a consortium of 34 Ministries of Education), on behalf of the European Commission. The CSS liaises with the NSS and PSA, and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students for their involvement in outstanding projects.

**Learning from the past,
designing our future:**
Europe's cultural heritage
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Foreword

Tibor Navracsics, Commissioner for Education,
Culture, Youth and Sport



Tibor Navracsics

Our shared cultural heritage is at the heart of the European way of life. 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. Cultural heritage defines who we are and strengthens our sense of belonging to a common European family. We all belong to a peaceful community of more than 500 million citizens with rich histories and interwoven cultures.

My ambition with the European Year of Cultural Heritage is to encourage people, especially children and young people, to explore Europe's rich and diverse cultural heritage, and to reflect on the place it occupies in all our lives. Through this focus, we want to enable them to become the caretakers and guardians of our cultural heritage in the future.

The Year allows us to delve into our traditions, the memories and monuments of our past. From these memories, from our history, we can learn a lot. I hope that through exploring and experiencing our shared cultural heritage inside and outside the classroom, children and young people come to realise that their various identities – be they local, regional or national – can complement, enrich and strengthen each other and co-exist with and within a European identity. Diversity is our richness and strength.

According to a special Eurobarometer survey about cultural heritage, nine in ten Europeans surveyed want Europe's cultural heritage to be taught at school. Schools and teachers have a key role to play to make it happen.

I am thus particularly pleased to introduce the 2018 eTwinning book, dedicated to bringing cultural heritage to the classroom. The book presents a selection of excellent eTwinning projects related to the many dimensions and forms of cultural heritage, and shows how teachers and pupils of all ages reflected in a most creative and colourful ways about this theme.

This year's edition of the eTwinning book also provides teachers and students with a variety of resources and concrete ideas for class activities on this topic, as well as for activities outside the school community. eTwinning projects demonstrate that cultural heritage can offer so many educational and participatory opportunities for children young people. I very much welcome this approach, which promotes dialogue between different cultures and generations, offers a sense of shared understanding of our differences and similarities, and encourages us to appreciate cultural diversity.

I am thankful to all the teachers and students who were involved in the different activities and projects, as well as eTwinning and its whole community, for contributing to the success of the European Year of Cultural Heritage. This book is a most tangible input that will help us ensure that cultural heritage stays at the heart of our daily lives way beyond the European Year. This is key to trigger real change in the way we enjoy, protect and promote heritage, making sure that the Year benefits citizens in the longer term – and helps us build the Europe of Europe.

Introduction

Cultural heritage: connecting past, present and future

2018 is the European Year of Cultural Heritage. Cultural heritage shapes our everyday lives. It surrounds us in Europe's towns and cities, natural landscapes and archaeological sites. It is not only found in literature, art and objects, but also in the crafts we learn from our ancestors, the stories we tell our children, the food we enjoy and the films we watch and recognise ourselves in.

The Year focuses in particular on children and young people, who will become guardians of our heritage in the future. According to the Eurobarometer, a large majority of respondents (88%) agree that Europe's cultural heritage should be taught in schools, as it tells us about our history and culture. (Special Eurobarometer Report, Cultural Heritage, 2017).

Children and young people have the opportunity to discover many representations of cultural heritage, including:

- Buildings, monuments, artefacts, archives, clothing, artworks, books, machines, historic towns, archaeological sites etc. – (**tangible heritage**)
- Practices, representations, knowledge, skills objects and cultural expressions that people value such as festivals. It also includes languages and oral traditions, performing arts, and traditional crafts, etc. – (**intangible heritage**)
- Landscapes – geographical areas where the natural resources show evidence of the practices and traditions of people
- Resources that were created in a digital form (for example digital art and animation) or that have been digitalised as a way to preserve them (including text, images, video, and records) – (**digital heritage**).

What this book offers

The aim of this book is to unfold the various aspects of cultural heritage and to offer examples of eTwinning projects as well as ideas for activities related to cultural heritage.

In the first section, you will find out what is meant by cultural heritage and be introduced to heritage interpretation as a learning approach.

The second section presents examples of inspirational eTwinning projects dealing with the tangible, intangible, digital and natural aspects of cultural heritage.

The third section provides you with resources offered by Europeana: the European Union digital platform for cultural heritage. Also, it offers you ideas for class activities that are linked to different subjects, from history to astronomy and from maths to languages.

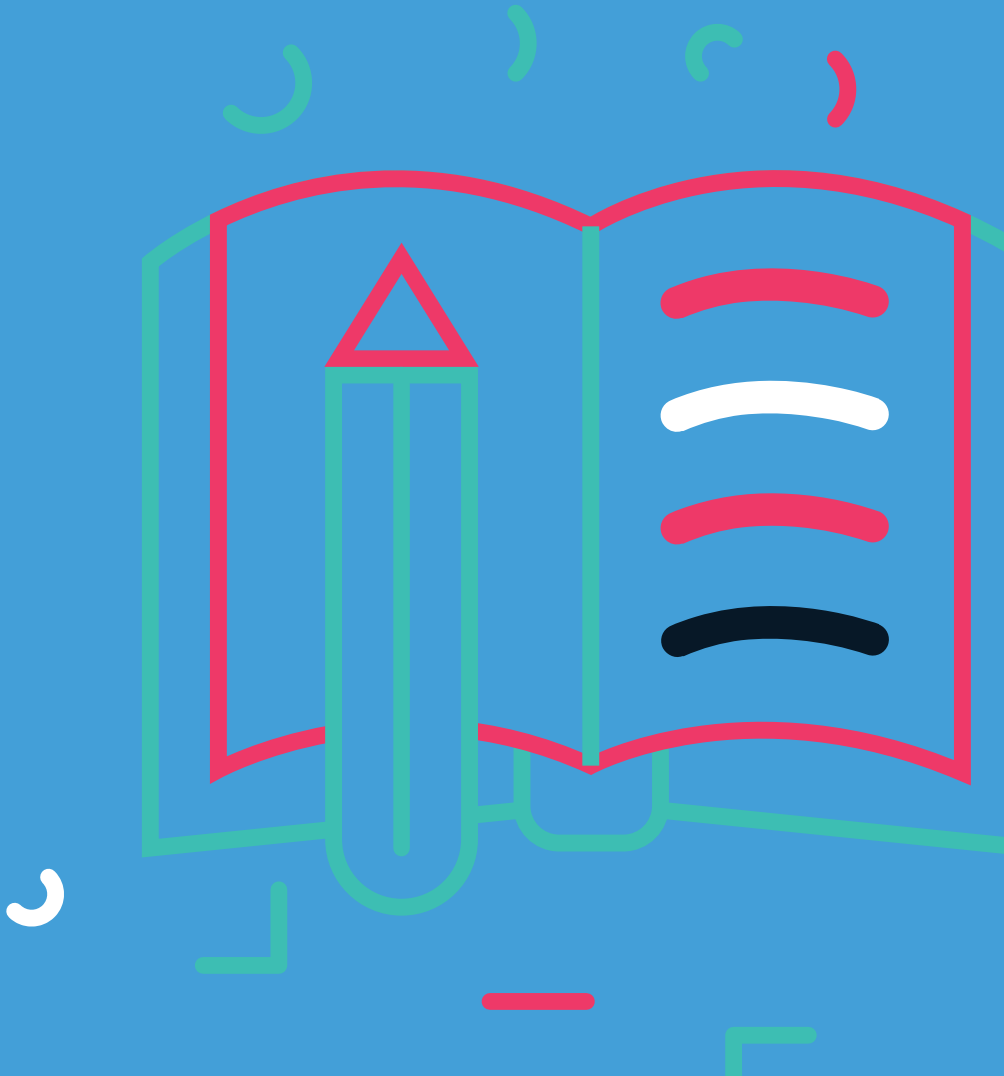
In the last section, you will find out how your students can learn about history and heritage using the resources of the House of European History. You will also discover how the eTwinning and UNESCO schools can promote cultural heritage by organising activities in and outside the school community.

Cultural heritage is a broad topic that can inspire you to organise many creative activities with your students. Here, we offer the inspiration, it is then up to you to promote and support culture and European heritage in your schools.

"Our rich and varied cultural heritage has a profound power to help build our nation" – Nelson Mandela.

Chapter 1

Cultural heritage and education



1.1. The European Year of Cultural Heritage, an opportunity to foster heritage education

Erminia Sciacchitano, Chief Scientific Advisor,
European Commission



Erminia Sciacchitano

For many decades, 'cultural heritage' was associated with monuments, museums and archaeology. The relation between cultural heritage and education was usually in the form of passive visits to monuments or museums and was restricted to observing historic monuments or objects. Very often, it included guided tours focusing on the chronological history of events which lacked a connection with learners' life experiences. Booklets telling all the details of a particular monument without any linkage to either its context, or to the prior knowledge or experiences of learners were very common.

In recent decades, cultural heritage has taken a broader meaning including intangible heritage, natural, urban and rural landscapes, digital and film heritage. The Council of Europe Framework Convention on the Value of Cultural Heritage for the Society (Faro, 2005) gives most comprehensive definition of cultural heritage, embracing its tangible, intangible and digital dimension in a holistic way:

Cultural Heritage is a group of resources inherited from the past, which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and transitions. It includes all aspects of the environment resulting from the interaction between people and places through time (Faro 2005).

This Convention underlines that any sign or a symbol created by, or given meaning by human activity, that is intentionally protected, conserved or revived, instead of being left to natural decay, oblivion, or destruction, can be considered cultural heritage. It puts the emphasis on the values (i.e. cultural, historical, aesthetic, archaeological, scientific, ethnological, anthropological value), beliefs, knowledge and transitions, which are considered relevant by a community or group of reference that has the right to benefit from this resource and that is responsible for the transmission to future generations. As stressed in the Convention, those values are constantly evolving.

It has now been fully recognised that cultural heritage plays a central role in our societies, creating a feeling of togetherness within and across national borders and promoting mutual understanding and shared values, thus care for cultural heritage is growing.

Reflecting on this broader understanding of cultural heritage and the growing interest, cultural heritage is used more and more in the teaching environment, mainly to bring cultural heritage to the attention of as many pupils as possible and to enrich the learning processes.

Heritage education is an approach to teaching and learning based on the idea that heritage offers the opportunity to learners to engage in experiences that make them learn. By directly experiencing, examining, analysing and evaluating cultural heritage such as buildings, monuments, workplaces, landscapes, artefacts, rituals and traditions, learners gain knowledge, intellectual skills and a wider range of competences that enhance their capacities for maintenance and improvement of the society and ways of living.

1.2. Heritage interpretation: a way to engage pupils and students for Europe?

*Interpret Europe – European Association for
Heritage interpretation*

Based on extracts from the paper by Interpret Europe (2017) Engaging citizens with Europe's cultural heritage: How to make best use of the interpretive approach, Witzhausen: Interpret Europe¹

As a non-formal learning approach, heritage interpretation appears well suited for eTwinning projects. Heritage interpretation turns experiences into sources of inspiration and creativity, it provokes students' curiosity, includes narratives that might be relevant to them and it encourages reflection.

Compared to other learning approaches, the most significant feature of heritage interpretation is that it actively encourages participants to interpret their experience themselves in searching for their own meaningful context behind the facts. It seeks to provide:

- first-hand experience with original heritage phenomena (experiential learning);
- active involvement of and exchange with participants, provoking personal resonance;
- commitment to the idea of caring for heritage (and also as a resource for personal learning).

1. http://www.interpret-europe.net/fileadmin/Documents/publications/ie_engaging_citizens_with_europes_cultural_heritage_co.pdf

In early childhood education

The feelings and thinking of younger children respond directly to what they experience from their immediate environment. But, the notion of heritage interpretation involves an understanding of a past beyond the reach of one's personal horizon of experience. Therefore, the child's development of an understanding of time needs to be taken into account. In the beginning, the notion of time is still closely related to a child's own experience of events that happen regularly, for instance every week (no kindergarten on Saturdays) or every year (birthday, Christmas). While younger children love repetition – and predictability – those of age five to six years are usually keen to learn new things beyond their immediate surroundings, and to listen to stories about other people's lives and talents. At that age, children begin to understand measurement and comparison and getting a feeling of past and future. This is a precondition for any interpretation of cultural heritage that explores how the past is meaningful.

The ability to compare boosts a child's curiosity: "Show me something which I never saw or did before!" Comparison is a precondition to marvelling at what other people or creatures have done. Children can then grasp meaning from interpretive stories about past events or people that relate cultural heritage to their own life experience. Children then develop their ability of empathy on a first level.

In primary education

When children go to school they meet others from different socio-cultural backgrounds and have opportunities to make new experiences in a new social environment.

For schools, heritage interpretation can be a valuable approach which complements formal education. Education in the classroom is often based on texts and media. It focuses on generic knowledge, skills and attitudes considered significant for a country. Larger scale historic developments are illustrated through selected, ideal-typical examples.

By contrast, interpretation is connected with first-hand experience of real heritage sites. They refer to concrete local heritage which is part of the local environment in which children live. This results in a stronger sense of realness: "It happened here". Furthermore, local heritage rarely fits completely into ideal-typical generic concepts and ideas. It can be framed in ways that reveal many shades and colours of particular things and individual people beyond ideal-typical categorisations. It can be visited again and it can be interpreted from different perspectives.

For engaging primary school children with cultural heritage in a meaningful way, the following may be considered:

- Cultural heritage should be framed in interpretive narratives that link the past with the children's horizon of experiences and allow to activate empathy.
- Interpretation should strengthen the sense of reality through capitalising on first-hand experience of real phenomena linked to the familiar environment of the home town and its surroundings.
- Contexts and stories from the past, which activate self-transcendent and openness-to-change values, should be selected.
- Interpretation should capitalise on curiosity in a way that arouses to marvel thus supporting the children's genuine interest in the richness and diversity of the world.

In secondary education; vocational education and training

This period corresponds for most with the period of most intense search for deeper meanings. Adolescents tend to question the customs, traditions, habits, beliefs and attitudes which had been passed on to them during their childhood, while they seek their own place in the world and their own identity. This is also a time period when individual value preferences are shaped.

Interpretive narratives about real events can reveal new perspectives which help adolescents to scrutinise concepts and to critically check the coherence of belief systems and values. It can also help to gain a clearer idea of what one deliberately does not want to become. On the other hand it can activate enthusiasm for someone else who is admired – maybe just for a while – as inspiration or even as role model. During this search for one's place in the world and among others, meaningful heritage can help young people reshape their own value system and identities.

During this typical emancipation process, heritage interpretation offers a largely untapped opportunity for European societies to strengthen the self-transcendence values. Co-creation of heritage interpretation with young people facilitated by skilled interpreters can be very powerful to trigger debate and reflection, and to prevent vulnerability of the coming generation towards populism and religious fundamentalism².

2. Example: Erasmus+ project HIMIS (Heritage Interpretation for Migrant Inclusion in Schools): <http://himisproject.eu/en/home-page/>

For engaging young people with cultural heritage in a meaningful way, the following may be considered:

- Cultural heritage should be framed in interpretive narratives which connect the particular heritage with beliefs and values that are meaningful for young people.
- Contexts and stories should be selected which activate self-transcendent and openness-to-change values which will help to keep identities fluid also as adults.
- Interpretation should include multiple perspectives revealing what the particular heritage means for various historic stakeholders (e.g. with different socio-cultural backgrounds).
- Interpretation should raise open questions that provoke interaction, debate and food for self-reflection rather than providing simple answers.
- Emancipatory interpretation must respect the autonomy of the individual and his or her – sometimes provocative – opinion.
- At the same time the interpreter may be challenged by adolescents who will respect him or her for well-founded beliefs and coherent behaviour.

Chapter 2

eTwinning and cultural heritage



2.1. eTwinning and its relation to cultural heritage

Irene Pateraki, Pedagogical and Monitoring Manager,
Central Support Service



Irene Pateraki

Cultural heritage should be nurtured and shared with children from an early age, while at the same time, awareness of the importance of its preservation should be raised. In this sense, the task of schools is to teach, value and preserve the unique cultural and natural heritage through various teaching areas, especially creative areas like art (Ivon, Hicela, Kuscevic, Dubravka, 2013, 2, S. 29–50).

Regarding heritage learning, the goals should be to provide every child with knowledge of their own heritage. In addition, heritage education should introduce young people to the questions of sustainable development and to be open to the heritage of others. It is recommended to strengthen the sense of a shared European identity and to introduce the knowledge of heritage into schools curricula (Jakoba Sraml Gonzalez, 2012).

In eTwinning, students have the privilege to come in contact with different cultures and become open to the heritage of others through their participation in projects. Even if the project is not directly related to the topic of cultural heritage, students can understand some of the cultural characteristics of their peers, through the interactions and collaborative activities in which they participate.

Since the introduction of eTwinning in 2005, teachers have carried out many projects that provided their students the opportunity to learn about the cultural characteristics of their peers, dig into Europe's heritage, discover similarities and differences and finally create common resources. Some of these projects have been awarded European Prizes and were used as good practice examples over the years. In 2005, in the project: *"Europe, Education, Ecole – Club de Philosophie"*, upper secondary school students from Italy and France exchanged information regarding the role of culture, education and schools in a Europe of tomorrow. In 2007, primary school students from Ireland and Malta exchanged myths and legends from their islands in the project: *"Once upon a blog"*, while secondary school students from Greece and France studied both Latin and Greek vocabulary and their influence on modern languages in the project *"24 pas- 24 βήματα"*. In 2012, kindergarten students from Greece, France, Latvia, Austria and Portugal discovered Picasso, Klimt, Klee, Monet and Malevich by seeking, observing, identifying their artworks and by creating new items in the project *"Act-in Art"*.

These are only some examples of award winning eTwinning projects that highlight the interest of both teachers and students in raising awareness of common history and values as well as safeguarding and promoting Europe's cultural heritage through their work.

As Angeliki Kougiourouki, eTwinning ambassador states:

*“Cultural heritage is like an always-giving tree; it needs **the roots to be bound to the ground, the bole to transfer the juices of life, the branches to look at the future.** Tangible and intangible elements within it, which we need to preserve so as to understand our diversity, enrich ourselves with the knowledge of the past, shape our identities with important values as individuals, communities, societies, stare forward and pass them all to the future generations. eTwinning can play an important role; thanks to the projects' development teachers and students can communicate, addressing and respecting diversity, and can collaborate for a common goal. They can share ideas, learn about values and beliefs communicating those of their ancestors, while interacting and working together, learn from each other, build knowledge based on their individual skills and representations to form our common future”.*

In 2018, the European Year of Cultural Heritage, many teachers have been encouraged to start working on eTwinning projects covering all aspects of cultural heritage across a variety of curricula subjects.

eTwinning offered them extra resources such as online seminars, learning events and organised special campaigns to celebrate and raise awareness of the importance of Europe's cultural heritage.

Students participating in these projects express their opinions, ask questions, recall what they already know and form associations with other current knowledge. They collaborate with their peers, understand that they can preserve their own culture but also honour and respect the culture of their partners. This is actually a creative way to use the past, aiming to change the future.



**Chemical
Heritage**

**Folk art – our
local, cultural
heritage**

**Let's visit our
monuments
together**

**Cultural
heritage: S.O.S
(Struggle Of
Survival)**

**Share your
cultural heritage
across borders**

**World War 2,
History and
cultural
heritage**

**Coding
digital cultural
heritage**

**World
Heritage and
World Cup**

**Virtual Museum
– through the
online door to
real life**

**Cultural
heritage
through our
cuisine**

**Beauty and
Maths –
European Year
of Cultural
Heritage**

**BEE BOT
Discover
the people
culture**

**An amazing
adventure through
two patrimonial
cities: Rome and
Seville**

2.2 Cultural heritage in eTwinning projects

Cultural heritage should be part of children's lives from an early age and help them understand the importance of its preservation. In this sense, teachers have to teach their students to not only enjoy the achievements of the previous generations but also learn from the past and use this experience and knowledge to build for the future.

In eTwinning, most projects address aspects of cultural heritage intentionally and unintentionally. From the beginning of the project, students introduce themselves and their countries and they share information with their partners regarding their cultural heritage. There are many projects involving tangible, intangible, digital and natural heritage in eTwinning. Below, you can see some examples from eTwinning projects covering different aspects of cultural heritage, which can help you, develop ideas that you can use in your own school context.

More than Toys

Why? Folk toys contain tangible and intangible elements of cultural heritage of profound value from various communities, regions or countries. The students had the opportunity to understand and learn about their traditional culture and creative and aesthetic values by discovering different types of toys.

What? Students created a virtual museum with drawings of their folk toys accompanied by audio guides, which offer more information to visitors.

How? Students did research on the Internet, visited local/national museums and exhibitions of toys and interviewed members of their family and local community. Then, they exchanged information regarding the myths, customs and superstitions around the toys and

gave instructions on how to make the toys. Finally, they created the folk toys of their partners and exchanged the toys to create school exhibitions.



Countries: Armenia, Azerbaijan, Georgia, Lithuania, Romania, Turkey, Ukraine

Age of students: 8–15

Project link: <https://twinspace.etwinning.net/1528>

Outcome: <http://bit.ly/etwinningch1>

Aprendemos jugando

Why? To help students learn about their cultural, linguistic, historical and natural heritage but also intangible heritage: the values that unite us as citizens of the world (peaceful coexistence, freedom, tolerance).

What? Students created games in text and video format to help each other discover their cultural heritage.

How? The students investigated the heritage of their country and created educational games in Spanish and English. Each game card includes a place, a character, a date or a place related to cultural heritage, an image and three possible answers (where only one is correct). The students also received their

partners' games and played them to learn the cultural heritage of their partner.



Countries: Italy, Spain

Age of students: 10–14

Project link: <https://twinspace.etwinning.net/26348>

Outcome: <http://bit.ly/etwinningch2>

Wojtek the Soldier Bear

Why? When discovering history, it is important for students to learn about the past from different points of view. They did so with the help of a brown bear. Sculptures of this bear can be found in Poland and UK.

What? Students created a collaborative video to narrate the story of Wojtek the brown bear.

How? Students were encouraged to read books and learn about World War II and learned about the life of Wojtek, a bear adopted by Polish soldiers during the war.



Countries: Poland, United Kingdom

Age of students: 7–12

Project link: <https://twinspace.etwinning.net/23911>

Outcome: <http://bit.ly/etwinningch4>

Colourful Songs

Why? A person receiving art education at an early age has more opportunities to develop sensitivity and intellectual capacity, building self-esteem and cultural identity, safeguarding and promoting pluralism, recognition and respect for others.

What? Students created an e-book with all their activities related to art, poetry and music.

How? Linking art to the educational processes, the project aimed to provide children not only with new tools of communication and expression but also the opportunity to discover local, national and European artists, who have contributed to the cultural and linguistic wealth and diversity of Europe. It also strengthened the children's local identity and cultural heritage through the work of local artists and those of partner schools.



Countries: Greece, Italy, Lithuania, Spain, United Kingdom

Age of students: 3–11

Project link: <https://twinspace.etwinning.net/26039>

Outcome: <http://bit.ly/etwinningch3>

Valorisons nos patrimoines

Why? To learn about their local cultural heritage and the cultural heritage of Europe.

What? Students created a digital book with all the information they gathered.

How? Students created an interactive game (cloze quizzes) to discover the cultural heritage of their partners: historical sites, gastronomy, architecture and traditions.



Countries: Belgium, France, Italy

Age of students: 12–14

Project link: <https://twinspace.etwinning.net/23303>

Holidays and celebrations in different European Schools

Why? To learn and appreciate the cultural heritage of Europe and deepen students' knowledge of different European festivals with the help of a mascot.

What? Students created an e-book with Max's adventures, traditional recipes and dictionaries.

How? Students made a collaborative book with the adventures of their mascot, Max, who travelled to all countries. He started his journey in Spain with a party and traditional cooking and then visited Poland, Finland, Romania, Ireland, Ukraine before returning to Spain.



Countries: Finland, Ireland, Romania, Poland, Spain, Ukraine

Age of students: 3–11

Project link: <https://twinspace.etwinning.net/24439>

Outcome: <http://bit.ly/etwinningch5>

CARPE ANTIQUIT@TEM!

Why? To understand the heritage of Greece and Italy by searching basic Latin and Greek vocabulary and how many words have been transferred to other European languages.

What? Students created a dictionary with words deriving from Ancient Greek and Latin, etymology quizzes and videos about important people of Ancient Greece and Rome.

How? Students searched for expressions of classical origin that are still in use, learned about the daily life of Ancient Greeks and Romans, investigated the origins of traditions (theatre, weddings, death) and studied the biographies of

important people such as Pericles, Calliope, Cicero, Caesar, and Themistocles.



Countries: Greece, Italy, Spain

Age of students: 15–16

Project link: <https://twinspace.etwinning.net/30369>

Outcome: <http://bit.ly/etwinningch6>

When Art meets virtual reality!

Why? To learn about 20 artists and study one particular work of art from these artists to create a virtual exhibition with Aurasma (an augmented reality tool).

What? Students created an exhibition of 20 works of art (paintings mostly) from 20 European artists from Czech Republic, Italy, Poland and France, using tablets, with augmented reality and an online magazine.

How? In groups, the students had to choose artists from their own countries and prepare a quiz for their partners to play. After looking for information about the 20 given artists, each group took the quiz on their partners' artist and then prepared a presentation about the artist. They, finally,

selected a piece of work from the artist and prepared a presentation using augmented reality.



Countries: Czech Republic, France, Italy, Poland

Age of students: 13–16

Project link: <https://twinspace.etwinning.net/23619>

Outcome: <http://bit.ly/etwinningch7>

Mon jardin, ton jardin, nos jardins européens et...extra européens aussi !!

Why? Natural heritage refers to the sum total of the elements of biodiversity, including flora and fauna, ecosystems and geological structures. The aim was to give students the opportunity to discover this through interactive, fun, scientific, culinary and artistic exchanges.

What? Students created an e-book with activities related to their gardens.

How? Students discovered the natural heritage of their countries and the traditions connected to it by creating videos, presentations, mind maps and quizzes.



Countries: Denmark, France, Former Yugoslav Republic of Macedonia, Italy, Lithuania, Tunisia

Age of students: 12–16

Project link: <https://twinspace.etwinning.net/24216>

Outcome: <http://bit.ly/etwinningch9>

Cultural heritage Sightseeing around European Countries

Why? To make students aware of the cultural heritage they can find in their own country as well as in other countries. In this way, they could reflect on how rich their own country's heritage is and how important is to respect and protect their heritage as well as the culture of the other countries.

What? Students created a map highlighting cultural heritage of their countries and Padlet walls exhibiting their partners' heritage.

How? In pairs, they chose a category (archaeological sites, buildings, traditions, castles, towers, natural heritage); they looked for information and prepared presentations for the other partners. Finally,

they used Tricider to vote for the ones they liked the most and exchanged their views.



Countries: France, Greece, Italy, Spain

Age of students: 11 – 13

Project link: <https://twinspace.etwinning.net/23667>

Outcome: <http://bit.ly/etwinningch8>

Eurocomics – Explore Europe through Comics

Why? To help students discover legends, traditional food and historical buildings in a funny and creative way.

What? Students created a flipped e-book “Aladdin and the Seven tales” in which the character visits their cities and discovers the tangible and intangible cultural heritage.

How? Through research and group work, students discovered their cultural heritage by transforming rough pencil drawings into a semi – professional comic book character that travels in history and culture.



Countries: Czech Republic, France, Georgia, Greece, Italy, Turkey

Age of students: 14 – 16

Project link: <https://twinspace.etwinning.net/23618>

Outcome: <http://bit.ly/etwinningch10>

Let's Discover our European Math World

Why? The aim was to help students discover not only the cultural richness of their partners' heritage, but also their own, by exploring the tangible dimension that exists between Maths and our surrounding environment, all around Europe.

What? The main outcome was a transnational quiz. At the end of each workshop, after the students published videos in the TwinSpace, they prepared some questions about it. The teachers grouped some of these questions into a huge quiz, and they organised a European contest using Kahoot.

How? The students helped their partners discover their local heritage through maths workshops outside the walls of the classroom, as part of field trips. Each time, real postcards were sent to partners, describing the visited places and the workshops topics, in order to prepare some postcard walls in the classrooms. From all the videos created, after each class trip,

the students built a transnational quiz, and organised a contest among all the European students involved in this cultural adventure.



Countries: Belgium, Bulgaria, Czech Republic, France, Former Yugoslav Republic of Macedonia, Germany, Greece, Iceland, Italy, Poland, Portugal, Romania, Serbia, Slovakia, Spain, Turkey

Age of students: 13–15

Project link: <https://twinspace.etwinning.net/21637>

Outcome: <http://bit.ly/etwinningCH11>

Do you remember that profession?

Why? Since the Industrial Revolution, the world of work has been transformed with artisanal trades falling victim to that process. The goal of this project was to keep the memory of various traditional professions alive, as cultural heritage does not only include buildings, books, songs and works of art but also the work of the people and what they created.



What? Students created several online games and a memory card game, which can be downloaded and printed to be played.

How? Students did some research on traditional professions in each of the participating countries and created collages, models and playing cards with the gathered information. Then, they formed multinational teams and discussed their information in the forum on the project's TwinSpace. They created

collaborative presentations that remind us of almost forgotten professions. Collages, cartoons, videos and photos of hands-on tasks were included in the presentations.

Countries: Germany, Greece, Poland, Portugal, Slovenia

Age of students: 13–15

Project link: <https://twinspace.etwinning.net/43292>

Outcome: <http://bit.ly/etwinningch13>

Meet your neighbors – Conoce a tus vecinos

Why? To make students aware of the cultural heritage of the three countries involved with a focus on architecture, literature, music, cooking and traditional sports. The project was developed by different Didactic Departments: Language and Literature, Classical Languages, History, Biology, Music, Physical Education and English to help students realize the importance of our culture as European citizens from different points of view.

What? Students created an e-book with myths and a photographic exhibition with their selfies in front of cultural heritage sites.

How? The students researched traditional European stories and the versions that have reached us and took selfies in cultural heritage sites of their region. They also studied different songs, whose melodies

were composed by the Spanish poet Federico García Lorca and discovered traditional recipes from their partners.



Countries: Finland, Greece, Spain

Age of students: 13–15

Project link: <https://twinspace.etwinning.net/17214>

Outcome: <http://bit.ly/etwinningch14>

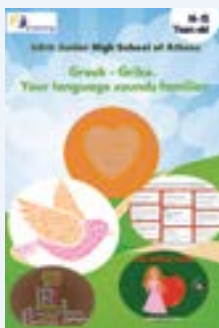
Greek – Griko. Your language sounds familiar

Why? The aim was for students to discover the origins and trace the evolution of “Griko”, a minority dialect spoken in Grecia Salentina, in the south of Italy. By presenting their traditions and customs to their partners, students discover cultural similarities and differences.

What? The main outcome was an interactive poster with the students' research findings.

How? Students listened to traditional Griko songs in order to create word clouds with the key words they could recognize and prepared a glossary to help them communicate. They also exchanged

myths, legends and tales and created an online quiz to test what they had learned.



Countries: Greece, Italy

Age of students: 13–15

Project link: <https://twinspace.etwinning.net/25161>

Outcome: <http://bit.ly/etwinningch12>

Twinlettres: regards critiques sur le monde!

Why? To get students to take a step back from their cultural identity, to look at society around them with a critical eye by working on the Montesquieu's Persian Letters and to create bridges between the past and the present of Europe.

What? Students wrote an epistolary novel that imitates the original work. It contains 161 letters written by students from 10 schools as well as drawings, dialogue, stories, comics and videos.

How? Students read the “Persian Letters” and took part in creative writing activities inspired by the work.



Countries: Belgium, France, Greece, Italy, Romania, Spain, Tunisia

Age of students: 12–18

Project link: <https://twinspace.etwinning.net/24460/>

Outcome: <http://bit.ly/etwinningch16>

Natural Parks = International Treasure

Why? To show the beauty and richness of national parks through the exploration of their fauna, flora and biodiversity and to raise awareness of the importance of preserving natural heritage by creating an international park.

What? Students created a website where they presented their international park, including games, adverts and infographics.

How? The students researched the characteristics of their local national parks and were divided into teams of experts. The students then created a dictionary of nature, created infographics about behaviour in the international parks, recorded adverts for the park, and

developed a unique website with relevant information about their international park.



Countries: Czech Republic, Poland, Slovakia, Spain

Age of students: 14–15

Project link: <https://twinspace.etwinning.net/20319>

Outcome: <http://bit.ly/etwinningch15>

Treasure hunt! Discover the maths and geometry that are hidden in the corners of your city!

Why? The goal of the project was to realize that Maths, History, Science and Geometry can be found in buildings and spaces representing the cultural heritage of each town. Using geometrical analysis, students improved their awareness of the brilliance of artists in transforming urban spaces.

What? Students used Geogebra and took part in quizzes. In the end, a treasure hunt, related to the topics discussed, was organised simultaneously in all partner schools.

How? Students looked at the geometric patterns of different monuments and were introduced to the basic principles of geometric constructions.



Countries: Cyprus, Greece, Italy, Portugal

Age of students: 15–17

Project link: <https://twinspace.etwinning.net/26008>

One train for Europe

Why? Europe has a rich history that is mirrored in its cathedrals, monuments and customs. Students had the opportunity, through different activities, to become acquainted with cultural heritage and saw that their identity is made up of a unique diversity and richness. Both UNESCO World Heritage Sites and local sites were presented and appreciated.

What? The result of the project was an enjoyable, informative and sustainable journey, shared through a Prezi presentation.

How? Students travelled through Europe by train. During their journey, they visited many towns and collected information for different UNESCO World Heritage Sites. They created quizzes, studied the UNESCO criteria for World Heritage Sites and proposed local sites to be included in the list.



Countries: Bulgaria, France, Germany, Italy, Poland, Slovakia

Age of students: 14–18

Project link: <https://twinspace.etwinning.net/44227>

Outcome: <http://bit.ly/etwinningch17>

Do you know my town?

Why? To promote the active and responsible participation of students in the protection and enhancement of local, national and European cultural heritage. To strengthen the link between the school and the community so that the students understand the traditions and values derived from archaeological and historical sites.

What? Students created tourist itineraries, e-books and videos to promote the cultural richness of their region. The Italian School

became part of the UNESCO Associated Schools network.



How? Students researched and selected information related to history, culture and gastronomy. They organised educational trips in their region and created tourist itineraries and advertisements to enhance tangible and intangible cultural heritage and promote cultural tourism.

Countries: Albania, Georgia, Italy, Poland, Romania, Serbia, Spain, Turkey, Ukraine

Age of students: 15–19

Project link: <https://twinspace.etwinning.net/25451>

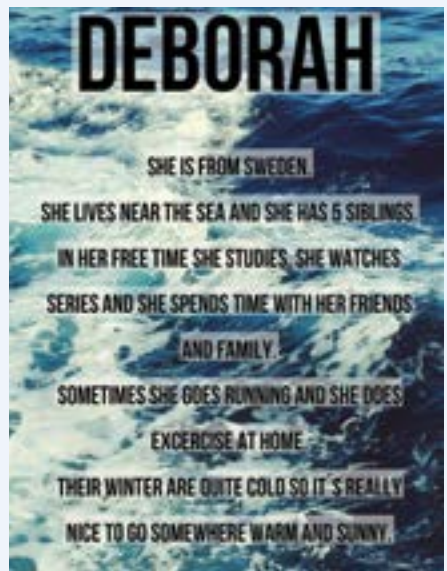
Outcome: <http://bit.ly/etwinningch18>

The Universe is made of Tiny Stories

Why? Following the ideas presented in the expert talk entitled "The Use of Digital Storytelling to Support Teaching and Learning" run by Bernard Robin organised by the Creative Classroom Group, teachers introduced the project to their students having as the main aim to talk about ways to be responsible digital citizens aware of different cultural identities.

What? The stories were related to countries' tidbits. Countries' tidbits to particular people who had distinguished themselves in any field of cultural heritage in each partner country.

How? Secondary school students created a multimedia presentation in the form of a digital story which involved using computer-based tools to tell those stories. Such stories contained a mixture of digital images, text, recorded audio narration, video clips and/or music. These stories were compelling and meaningful and turned out to be relevant for each country's cultural heritage too. After many Skype sessions two avatars visited each school and town for a week.



Countries: Belgium, Croatia, Czech Republic, Greece, Hungary, Italy, Norway, Poland, Portugal, Republic of Moldova, Romania, Spain, Sweden, Turkey

Age of students: 15–19

Project link: <https://twinspace.etwinning.net/21062>

Outcome: <http://bit.ly/etwinningch20>

Nuestra Historia Al Rescate

Why? Starting from the study of historical heroes of their countries (Hannibal from Tunisia, Viriato from Spain and Falcone from Italy), the students were inspired by cultural heritage, and became the heroes of the present by proposing solutions to current problems and themes including immigration, refugees, violence and inclusion.

What? Students in multinational groups created a cultural Kahoot: Historia al Rescate, related to their three heroes.

How? The students in three multinational groups searched for information about their heroes and produced videos about these heroes being the narrators of History. They created a cultural Kahoot and competed with each other in a videoconference. Also, being the heroes of the present, they made an e-book, presenting solutions to current problems.



Countries: Italy, Spain, Tunisia

Age of students: 14–19

Project link: <https://twinspace.etwinning.net/24960>

Outcome: <http://bit.ly/etwinningch19>
(account is needed)

Mysteries in the Medieval Europe

Why? The students discovered and researched aspects of the Middle Ages in their own country and their partner's country in order to get to know the foundation and development of their cities and villages and to dive deeper into their cultural heritage.

What? The students created different narratives about aspects of the Middle Ages presented as short plays, cartoons

or paintings. These products were put together in a digital book.



How? Firstly, the students acquired basic knowledge of the Middle Ages by doing guided tours of their cities, watching videos about medieval times and reading texts. Then, they collected ideas for their own narratives depicting aspects of the Middle Ages. The students from both countries collaborated to create narratives, presented as videos, stories or cartoons, together.

Countries: Italy, Germany

Age of students: 11 – 14

Project link:

<https://twinspace.etwinning.net/49815>

Outcome: <http://bit.ly/etwinningch21>

You are the picture – Tu eres el cuadro

Why? The project's aim was to enable students to get a deep insight into works of art, namely famous paintings housed in museums around Europe. Thus, raising awareness of the value of cultural heritage as a means to connect the past with their present-day life, appreciate cultural diversity, discover common history and values and develop mutual respect and understanding.

What? About 200 paintings dating from Renaissance to Modern Art were re-enacted, photographed and uploaded in the TwinSpace. The photos, including collaborative work and posters were printed and exhibitions along with presentations were held in all partner schools.

How? Students were invited to select famous paintings and re-enact the scene of the painting by assuming a role and taking on the pose and facial expression of the characters. This created frozen living pictures, which were photographed and

uploaded into the TwinSpace where they were shared by all partner schools. The pictures became the source of various online cooperative activities such as games, quizzes, competitions, comment exchanges and presentations.



Countries: Greece, Italy, Poland, Portugal, Romania, Spain, Turkey

Age of students: 10 – 19

Project link: <https://twinspace.etwinning.net/22676>

“ Teachers' voice ”

Cultural heritage is like the ring of a king's family that passes hand to hand, from one generation to another. So it is a treasure, for which, we are responsible not only to save and protect but also to pass it to the young generations.

Adriana Laze, Albania

We have to appreciate the cultural heritage of our country to understand others and to open our eyes to the world.

Irene Confalone, Italy

All people contribute to the culture of the world. That is why it is important to respect and safeguard all cultural heritage, through national laws and international treaties. Illicit trafficking of artefacts and cultural objects, pillaging of archaeological sites, and destruction of historical buildings and monuments cause irreparable damage to the cultural heritage of a country.

Sakine Rüzgar, Turkey

eTwinning is based on collaborative projects, exchange of ideas and beliefs among schools from different countries; it builds respect, understanding and knowledge. What a better way to learn about each other's cultural heritage?

Maria Vasilopoulou, Greece

I think education can be really helpful in spreading and preserving cultural heritage as far as you choose the right means. In fact, education can represent a very direct way to communicate with young people and this becomes more effective if you present this topic in an engaging and fascinating way for the receivers. As far as the role of eTwinning is concerned, I think it is THE perfect facilitator for the whole process.

Gabriella Gasperini, Italy

As citizens, we belong to a society which has grown its roots through its past experiences and is developing its identity in the present to lead towards the future. We, as teachers, can strengthen the joints of our cultural heritage throughout international projects like eTwinning or Erasmus+ which reinforce the awareness and sensitivity of our students about the importance of appreciating the great value of the whole world.

Fina Vendrell, Spain

I think that the cultural heritage of any country shows its historical background and the rich history that will inform the next generations of the country. It is kept and survived in the minds and hearts of its people. Cultural heritage is the root of nations, which is always flourished by the loving spirits of its people.

Lina Qashu, Jordan

Cultural heritage is a carrier of memory. It allows you to enter into a personal relationship with objects and space of everyday life of past generations, find out how people thought about themselves, the community where they lived and how they understood the world.

Piotr Krzysztoforski, Poland

Cultural heritage represents so much for me. We grow up with this entire context. Languages, habits, foods, traditions, music, dance, colours, paintings, even the way that we are wearing ourselves is influence by our cultural heritage. I am French and come from Martinique. It's a small island located in Caribbean Sea. Indeed, I was built with the two cultures and I am proud of it.

Mirella Martins, St Paul Les Dax, France

Cultural heritage determines us and I think it is very important to influence young people to take care of this heritage. I think it would be good to connect them with today's student interests, use new technologies to make the contents of cultural heritage more accessible and more interesting. Today's generations require faster responses, and we have to adapt to that. Otherwise, students will turn to other content.

Vesna Kostic, Serbia

It's our DNA ... Europeans are a mixture of cultures and that's good because our heritage is unique. We are what we are because the past has enriched us and also because the present changes us all the time. History runs towards a future that certainly will bring new changes for Europe. However, our heritage is there and that's why is so important to preserve the memory of people, their values, their achievements and also mistakes. Without it, nothing will make sense for future generations.

Delfina Casalderrey, Portugal

Cultural heritage should be taught in schools to young learners as it allows them to be open to other civilizations, and lets them discover the similarities and be aware of the differences as a kind of human richness and diversity. Therefore accepting oneself as well as the others, it is in fact inclusion.

Olfa Ben Hassine, Tunisia

**Cultural heritage
is global; everyone
owns it.**

Svetlana Borsch, Ukraine

“Students’ voice”

Heritage is all that the past has left us. Heritage is all that man has managed to preserve. Therefore, our workshop “LE PIETRE PARLANO” helps us to discover, know, love and appreciate what remains of the past.

Martina, Gaia, Alberto, 8 years old, Italy

Cultural heritage is things that are important for every country and play an important role for local people. It can be a historical building or national food. We learn about cultural heritage from our parents, surroundings, or teachers

Gohar, 16 years old, Armenia

Cultural heritage is a collection of art, crafts, habits, traditions, places like museums, archaeological sites, old buildings etc., which tells us about people. I like to visit such places, as I am curious to know about people living in different places in the world. In school, I like working in projects and participating in lessons on the topic. I love History and Geography.

Raul, 10 years old, Romania

I like to visit museums because I feel like I'm travelling back in time and living a different life.

Elena, 12 years old, Italy

I think it is really important to take care of cultural heritage, because it is a great source of knowledge and an opportunity to learn about different cultures not just from books. The best way of learning about cultural heritage is to see it with your own eyes. Also, you can speak to the elders or take part in international exchanges, travel, talk to foreign people, or surf the Internet.

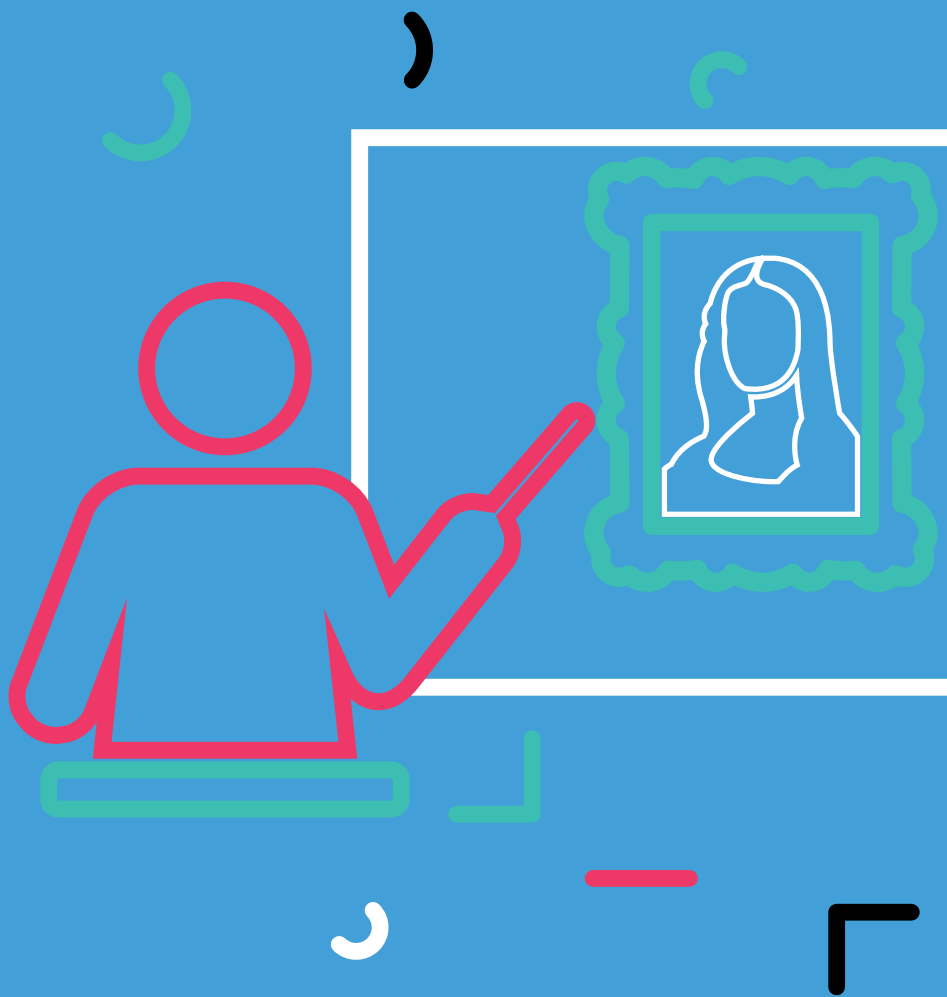
Aleksandra, 17 year old, Poland

Cultural heritage is an ensemble of traditions, monuments, culture, but it is also something that needs to be defended and valued. We can learn by travelling, working abroad, hearing or searching for information about other cultures and visiting monuments.

Michela, 16 years old, Italy

Chapter 3

Teaching cultural heritage at school



3.1. Teaching with digital cultural heritage in 21st century classrooms

Milena Popova, Head of Re-use Services,
Europeana



Milena Popova

Throughout 2018, The European Year of Cultural Heritage has put the spotlight on Europe's wealth of cultural heritage as a part of people's everyday lives. Exploiting its full potential for teaching and learning is a never-ending endeavour. Teachers have been helping their students discover and engage with cultural heritage through field trips, museum visits or art performances. Now, they can also bring digital cultural data into their classrooms to make learning even more intuitive, creative and rewarding.

Europeana is Europe's platform for digital cultural heritage and the virtual face of the European Year of Cultural Heritage. Europeana can help teachers introduce innovative practices, design engaging learning experiences for their students and develop their digital and cultural competences. The website provides free online access to over 50 million digitised items drawn from over 3,700 museums, archives, libraries and galleries across Europe. Its collections feature a huge range of content from 43 countries and in 23 different languages, on various themes and media, including artworks, photographs, fashion designs, 3D images, maps, newspapers, and more. These digital records offer a myriad of opportunities for experiencing cultural heritage phenomena and proceeding to heritage interpretation for learning, as featured in section 1.2. In addition, around 20 million of the collections items are openly licensed and can be, easily and for free, integrated in educational apps, games, platforms and online services.

Teachers and learners can use Europeana's rich content resources in eTwinning activities in the classroom. They can search the collections by colour, people, time period, and topics or explore curated resources, ranging from online exhibitions and galleries to thematic collections on World War 1, art, music, fashion, photography, geography and more. Newcomers to Europeana can find useful tips on searching, crediting and navigating copyright in the handy "Guide to using Europeana in education" available in five languages (English, French, Spanish, Portuguese and Italian).

The rich and diverse Europeana Collections help educators enrich their lessons, regardless of the subject they usually teach. For instance, the letters and photographs from the World War 1 collection can serve as a teaching aid for a history lesson; the personal stories from the Migration collection can provide inspiration for an essay competition in a language course.

What's more, teachers can choose from an array of interactive tools and digital learning resources with Europeana content to animate their classrooms and help students develop their digital and cultural competences. Working with digital cultural data and tools will improve their digital literacy, collaboration and critical thinking skills; the interaction with cultural heritage will enhance the appreciation for our cultural treasures, strengthen the sense of belonging and nurture the curiosity and tolerance to live in a global and interconnected world. Below, you can find some examples of digital learning resources and tools with Europeana content, suitable for eTwinning projects:

1. Art Faces app

Tags: primary education, art

A digital game for primary school children, which introduces them to visual art through selected artwork from the Europeana Collections. Each painting is associated with different learning challenges and a final quiz helps disclosing a timeline with all portraits and their peculiarities.

Link: <http://bit.ly/etwinningCHa>

2. “World War I: A battle of perspectives” Multi-Touch book and online course

Tags: secondary education, history, WW1

The interactive book explores four hypotheses for the break-out of the First World War using materials from the Europeana 1914–1918 collection. The iTunes U course provides an interactive lesson aid based on the Multi-Touch book to help students evaluate the sources and develop their own understanding of what lead to war in 1914. Both resources are free and bilingual (English and Dutch).

Link to the Multi-touch book: <http://bit.ly/etwinningCHb>

Link to the course: <http://bit.ly/etwinningCHc>

3. “Animals in the Great War” e-book

Tags: secondary education, history, WW1

A free, bilingual (Italian & English) e-book for secondary education teachers and students. It studies the First World War from the standpoint of the animals that took part in it using Europeana 1914–1918 thematic collection.

Link: <http://bit.ly/etwinningCHd>

4. Historiana

Tags: secondary education, history, STEM

Historiana brings supplementary pan-European resources to history educators and students, including innovative digital tools, content sources and e-learning activities with Europeana content. Students can explore the curated mini-collections about historical figures (from Jeanne D'Arc to Queen Victoria and Stalin) and online learning activities on World War 1, Industrial Revolution, British Suffragette movement and more.

Links: <http://bit.ly/etwinningCHk>
<http://bit.ly/etwinningCHi>

5. Transcribathon

Tags: secondary education, collaborative tool, various topics

The transcribathon is an online learning tool for the transcription of historical documents from the Europeana World War 1 thematic collection. It allows students to improve their digital media capabilities by learning how to create digital records and to add metadata (for example, location). They can also gain valuable teamwork skills by working in teams and compete against other teams or schools. Teachers can access tutorials in seven different languages and use the documents in various contexts (from history to civic classes).

Link: <http://bit.ly/etwinningCHg>

3.2 Twenty ideas and activities to introduce cultural heritage into your class

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any”

Mahatma Ghandi

Understanding World Cultural Heritage can help us become more aware of our own roots and of our cultural and social identity. Through eTwinning, teachers and students have the opportunity to showcase Europe's heritage as a rich and diverse mosaic of cultural expression. Students in eTwinning can learn about the beliefs, values and knowledge of their ancestors and the civilizations that created them or interacted with them by collaborating with their peers from the other countries, exchanging views, debating, learning and presenting the cultural heritage of Europe. eTwinning can play an instrumental role in safeguarding the tremendous cultural diversity of the world through international co-operation. Cultural heritage is a wide topic and activities related to it are always present in eTwinning projects. Below, you can find twenty practical activities, six come from eTwinning projects that you can implement in your class to introduce cultural heritage to your students of all age levels. These are only some ideas that can inspire you to promote cultural heritage to your students and build innovative projects.

1. Discovering our tangible cultural heritage

Age of students: 5–9 years old

Discuss what tangible cultural heritage is about with your students and show them examples of movable cultural heritage: paintings, sculptures, coins, manuscripts and immovable cultural heritage: monuments, archaeological sites of your country. Ask your students to pick one and draw it on paper or on an online tool such as Collorilo (<http://colorillo.com/>). Create a collage with the drawings of all partners to decorate your class.

Age of students: 10–18 years old

Discuss what cultural heritage is about with your students focusing on tangible heritage. Define the differences between movable cultural heritage: paintings, sculptures, coins, manuscripts and immovable cultural heritage: monuments, archaeological sites. Ask them to search the Internet, find the moveable and immovable cultural heritage of their region or country and upload pictures and 2–3 lines of information on a Padlet (<https://padlet.com>) or on the project's TwinSpace.

2. Visiting a site or a museum

Age of students: 5–11 years old

Before the visit, explain to your students what they are going to see and show them some pictures. Ask them to think what questions they would like to ask to the guide of the site and write them down on paper.

During the visit, ask them to draw the feature or part of the site that they liked the most. Ask them to close their eyes and describe what they hear and what they smell and take down notes. Do not forget to ask the questions you prepared for the guide.

After the visit, talk to your students and ask them to share their impressions. Send the drawings to your partners and ask them to look for the site, learn about it and use your drawings to present it. You can use Voicethread (<https://voicethread.com/>) so you can all add your recorded comments.

Age of students: 12–18

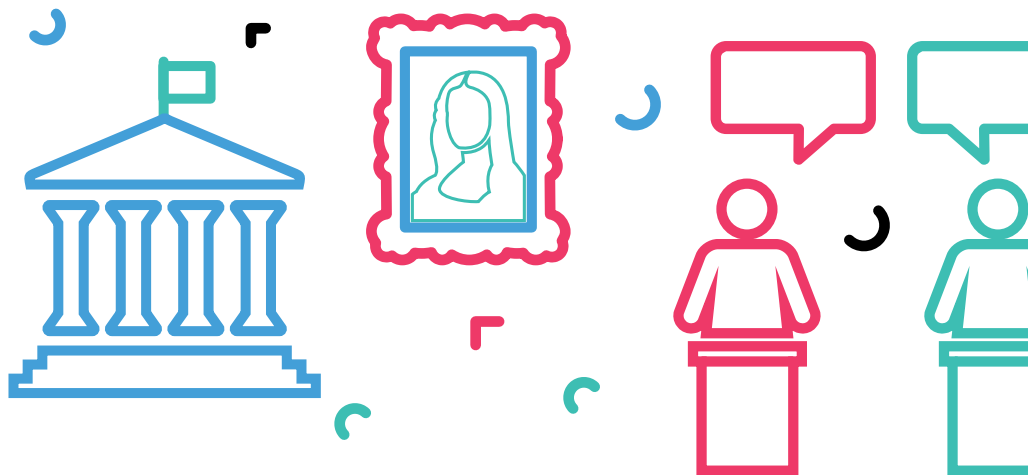
Before the visit, try to involve your colleagues in the preparation of the students.

- The history teacher could provide information about the site throughout the ages
- the geography teacher could highlight points of interest of the site's location
- the language teacher could provide texts that refer to the site
- the mathematics teacher could ask students to calculate the dimensions of the site and how it was built
- the science teacher could talk to the students about the possible threats the site faces because of pollution, tourism or neglect etc.

Prepare your students by discussing what they can do and see during the visit and split them into groups according to their interests. Group one can draw pictures of the site, group two can take photographs, group three can interview the guide and people working in the site and group four can record parts of the visit.

When you are back in class, ask your students what they saw and learned and decide how you will use the material gathered during your visit focusing on how to present it to your eTwinning partners in an interesting way. Students can create a video with all the material and upload it to the TwinSpace. Then, they can invite their partners to watch the video and create a quiz with questions about the site.

They can also organize a photo competition with their partners by uploading all the photographs they have taken during their visits in their sites, in Dotstorming (<https://dotstorming.com/>) and vote for the ones they like best. The best ones can be used to set up an exhibition where the school community, the parents and regional representatives can be invited.



3. National Heritage Committee Debate

Age of students: 15–18

Every year, the countries that have signed the World Heritage Convention can submit nomination proposals for properties on their territory to be considered for inclusion in UNESCO's World Heritage List as a way to protect their natural and cultural heritage (<http://whc.unesco.org/en/globalstrategy/>).

Talk to your students about this convention and have a look at the list. In this role-play activity, you will need to elect one chairperson, two vice-chairpersons and one rapporteur. These students will represent the committee that decides which nominated sites are included in the World Heritage list.

Divide the other students in national or transnational groups and ask them to find a national or European site that it is not included in the list. They have to work together and present the site and the reasons that it should be included on the list.

Organize an eTwinning Live Event where all groups will present their site to the committee. The groups should be ready to answer to questions like:

- Has the site been well preserved?
- Why is it important to protect it?
- Are there plans for the conservation of the site?
- How do the local people feel about this nomination?
- What activities can they organize to raise awareness of its importance?

Then, the committee will decide which of the presented sites can be included on the list and explain the reasons for their decision.

4. Sustainable Tourism and Heritage

Age: 12–18

Cultural heritage attractions are, by nature, unique and fragile. Therefore, it is crucial that the tourism authorities develop these cultural heritage sites in a sustainable way.

Divide the students in two groups:

- Group one: makes a list of the advantages of tourism to cultural heritage sites
- Group two: makes a list of the threats caused by tourism to cultural heritage sites.

Then, the two groups can present their lists and discuss what actions they could implement to reduce the threats of tourism. The two lists can be published in Tricider (<http://www.tricider.com/>) which will encourage the two groups to interact with each other by commenting on each other's content.

5. Grandparents sharing their cultural heritage

Age: 5–15

Grandparents and older people can share much valuable information about cultural heritage. You can invite them into class and ask students to prepare questions about the things they want to learn from them like traditions, old songs, dances, stories from their childhood and how things have changed over the years.

According to the age of your students, you can organize different activities with them:

- Grandparents narrate a story and the students document it by adding their own pictures: translating it into the language of the project for sharing on the TwinSpace.
- Grandparents bring old objects and photos, and students create an exhibition. They take pictures of their exhibition to share it with their partners or meet in a live event and become the guides who give all the information regarding the different objects.
- Grandparents bring old photos and objects into the class and discuss the traditions they were brought up on. The students upload photos of the objects and pictures and their partners use these photos to create a new story.
- Grandparents bring old photos of their region in the class. The students take or find similar pictures from the same places and compare the past and present.
- Grandparents teach the students traditional dances or songs that the students can then teach their partners.

6. Reviving history through drama

Age: 5–18

According to the age of your students, you can use drama activities to help them discover their cultural heritage and the cultural heritage of their partners.

Ask your students to think about the traditions of their region or their country and write them down. Your partners do the same with their students. Then, you vote for the two most interesting with your students. The students have to find information like pictures and videos and share them with their partners. Each partner class has to choose one tradition presented to them by their partners, use the information shared and dramatize it. The teacher can take a video of this drama activity and share it in the TwinSpace.

If students are older, they can also discuss and identify if their traditions have common aspects.

7. Cooking and sharing our culture

Age: 5–12

Students share traditional recipes from their region with their partners. They can prepare the dish in class or involve their parents and organize a National Cooking Day:

- The students present to the class what they will cook
- They decide on the day that they will celebrate National Cooking Day
- The previous day, the students prepare their dish with their parents taking photos and videos of the preparation
- The following day, students and parents come to school with their dishes and have the opportunity to try different dishes from the different regions
- All recipes with photos and videos are shared on the TwinSpace.

And/or a European Cooking Day:

- Each student picks a recipe from a student in their partner class
- A day is decided to celebrate the European Cooking Day
- The previous day, the students prepare their dish with their parents
- The following day, students and parents come to school with their dishes and have the opportunity to try different dishes from other countries
- They record their opinion about the different tastes, find similarities or differences and share them with their partners.



8. Tourist Guides of your city

Age: 12–18

Students are invited to present their city in an engaging way with the objective of attracting more tourists in their city. Also, they will collaborate with their partners in order to help them.

Each class will create a list of questions regarding the things they want to learn about their partner's area: archaeological sites they can visit, cultural festivals they can participate in, traditional food they can taste etc.

The students in each class will be responsible for creating an online travel guide where they answer their partners' questions. Before the final edition, the students in each partner class will check if all their questions were replied to and give feedback to their peers.

9. Cultural heritage and Entrepreneurship

Age: 12–18

During a visit to a museum or an archaeological site, ask your students to have a look in the Museum's gift shop. Ask them to write down what objects are found there and discuss why people often want to take a souvenir from the place they have visited. Once you are back in class, discuss with the students, what other objects could be sold in the shop and how these objects are promoting the cultural heritage of their country or area. The students can then design their objects and send them to their partners. Their partners will send them their own designs. Both classes will then need to find more information about the cultural heritage of each other's country and try to create the new objects. You can use different materials to build the objects like cartons or 3D printers.

10. Building Monuments

Age: 5–11

In a project where you are discussing different monuments, you can ask your students to build a replica of a famous monument in their country or in the country of their partner. The goal is to build something as close to the real thing as possible, whilst learning about scale, proportion and rate. They can decide the materials they will use and as they are young, they can ask for their parent's help. Once all replicas are ready, you can organize an exhibition and present your monuments to your partners through a live session. If the partners are interested, they can then look for more information regarding the monuments that were built.

Age 12–18

With older students, you can introduce Minecraft (<https://minecraft.net/en-us/>) and ask them to work collaboratively and re-create a monument or create a new dimension of an existing monument. They will have to plan the size of the structure, choose the material and measure the diameter and height, considering important mathematical concepts. Minecraft also gives them the opportunity to work collaboratively in national or transnational teams.

11. Radio Programme on cultural heritage

Age: 12–18

Divide your students into national or transnational teams and plan a radio programme on cultural heritage.

The programme could include:

- A discussion of the importance of a cultural heritage site
- Excerpts from poems or literature that refer to the site
- Music and sounds from cultural heritage sites
- Interviews with people working at these sites e.g. archaeologists, art restoration and conservation experts
- Debates on how to protect cultural heritage
- Discussion about the rampant exploitation of cultural heritage sites such as Palmyra.

Students will work on the content and once they are ready, they can use Audacity (<https://www.audacityteam.org/>) and SoundCloud (<https://soundcloud.com/>) to create their own podcasts.

12. Protecting our tangible cultural heritage

Age: 12–18

Once students understand what tangible cultural heritage means, ask them to define the threats that sites face because of:

- Air and water pollution
- Earthquakes
- Mass tourism
- Human interventions
- War
- Natural disasters
- Preservation conditions (lighting, air-conditioning).

Students work in groups, choose one of the above threats and work with their team to explore it, run experiments, search for information, discuss with experts etc. Once they know more, they can propose sustainable solutions for the protection and preservation of our tangible cultural heritage.

13. Development and Heritage

Age: 15–18

The local authority has drafted a development plan concerning the centre of the city where you live. The city centre is quite old and includes some of the remaining traditional houses of your region. These houses are important reflections of your local identity; however, the standard of housing in that particular part of town has lagged behind the modernization process. For example running water and restroom facilities cannot be installed. If the development plan is implemented, it will mean the destruction of the oldest part of town and the construction of modern apartment houses. Some members of the local authority are in favour of the proposed development plan whilst other local politicians are clearly against it. Today, the parties concerned have met to debate and decide whether the plan is to be implemented (*scenario taken by the UNESCO World Heritage in Young Hands resource kit*).

The scenario is given to all partner schools. You announce five groups and you leave the students to decide in which group they want to take part:

- a. Local authority group in favour of the plan
- b. Local authority group against the plan
- c. Citizens living in the old city

- d. Experts like architects and town planners
- e. Representatives of the media

Each school should also elect one chairperson and one rapporteur to write a report of the meeting. The students from each group work together in a Meetingwords (<http://meeting-words.com/>) document and write a speech to support their position during the meeting. They will have to think about possible questions from those with opposing views and be ready to defend their own position.

On a scheduled day and time, the partner classes meet in a Live event and the debate begins. Each party presents their ideas and proposals and then the chairpersons reach a decision. The rapporteurs publish the report after the meeting on the project's TwinSpace.

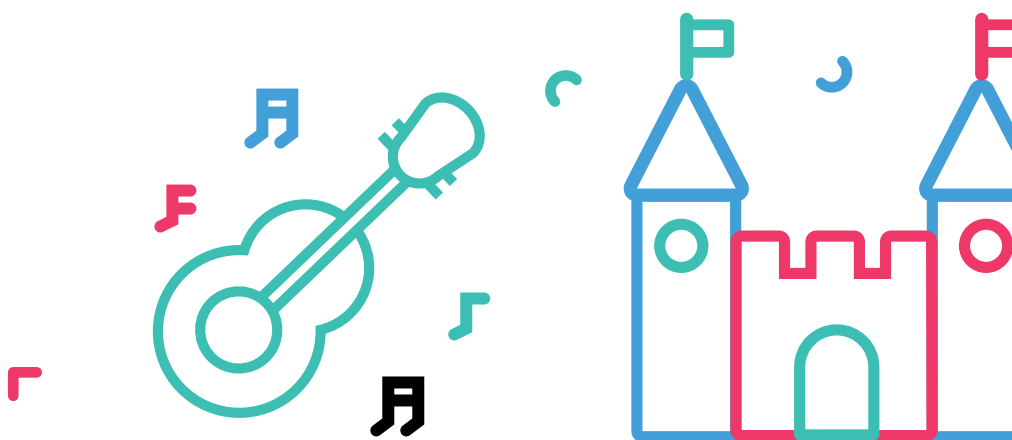
14. Our link with the skies

Age: 12–18

Ask your students to research heritage related to astronomy, for example the remains of monuments, sites and landscapes, instruments, archives etc. As the topic is broad, decide what you would like to research and work on: tangible, intangible or natural heritage. For example, the Einstein Tower in Potsdam, Germany combines outstanding scientific and architectural qualities, while ancient Greek historical documents relate mainly to the mathematical element of astronomy (e.g., the Antikythera mechanism).

According to the subject you teach, you can concentrate on different elements.

More information: <https://www3.astronomicalheritage.net>



15. Cultural heritage Trivia

Age: 11–18

Students are invited to collaboratively create a board game with questions on cultural heritage. They will have to:

- design the board that the game will be played on and vote for the best one
- decide the categories of the game (Art, Traditions, History, Languages etc)
- design the counters that will be used to play the game
- design the cards for the questions
- write the questions and answers for the game. Each partner should work on questions for their country or one partner decides the questions for their country with their partner coming up with the four possible answers.
- each partner class creates their own board game.

The students can decide if they will exchange the board games with their partners or if they will play it in their own schools and invite their peers from the other classes to play.

Idea from the eTwinning project: “Cultural Heritage Trivia” <https://twinspace.etwinning.net/47907/>

Countries involved: Greece, Spain

16. Teaching and learning traditional dances

Age: 6–15

Ask your students to choose a traditional dance of their region and look for more information on how it is connected to their heritage. Then, work together to create an instructional video aimed at someone who wants to learn the dance. Once you are ready, share the information regarding the dance and the tutorial video with your partners who will do the same. Using the tutorial, your students will try to learn their partners' dance and create a video. All the videos, the preparation and the information material can be added to a Thinglink: <https://www.thinglink.com/>

Idea from the eTwinning project: “A world of “famous” difference” <https://twinspace.etwinning.net/23626/home>

Countries involved: Croatia, Greece, Poland, Turkey

17. Learning about the music and folklore of your partners

Age: 8–15

Each partner class selects a traditional song. A ThingLink (<https://www.thinglink.com/>) can be used to attach all videos in an interactive map of Europe.

Students work in groups and they are assigned a part of each of the partners' songs to prepare choreography. Students listen to the music several times, rehearse their choreography and record a video of them performing the dance. All videos are shared in a new Thinglink interactive map of Europe.

Idea from the eTwinning project: "DetecTwinning" <https://twinspace.etwinning.net/44486>

Countries involved: France, Spain, Turkey

18. Traditional stories with a different ending

Age: 6–15

Students choose a traditional tale or story from every partner class and write the first part of the story. Then, every country writes its own chapter to each tale or story creating new stories in the process.

Students can illustrate the stories or ask their younger peers from school to help them, after they narrate the stories to them.

Different activities can then be undertaken like:

- performing the stories as a play
- using puppets to act out the stories
- creating recordings of the stories where students, teachers and parents can be involved.

Idea from the eTwinning project: "Children in a Europe of 2020" <https://twinspace.etwinning.net/11852/home>

Countries involved: Cyprus, Denmark, Finland, Hungary, Netherlands, Spain

19. Learning and sharing our cultural heritage with our travelling mascot

Age: 5–12

The students and teachers decide on a mascot to represent the project e.g. a teddy bear and arrange the route it will travel across Europe. The teddy bear stays in every partner school for a week and spends time with the students. Students have to host it, make it feel at home, share information about their area and traditions with it and send it to the next partner class with a small gift.

The students have to present all the activities they did with the teddy bear to their partners. At the end, a common e-book will present the adventures of the teddy bear around Europe.

Idea from the eTwinning project: "Life through the Lens" <https://twinspace.etwinning.net/20868/pages/page/218013>

Countries involved: Croatia, Cyprus, Denmark, France, Lithuania, Malta, Poland, Portugal, Spain, Turkey, United Kingdom

20. Art Galleries using Augmented reality

Age: 12–18

Students research local artists or artists of a specific era and select a number of paintings that they will write about collaboratively; just a small description of the painting and some information about the artist. They create Vokis to share the information and then use Aurasma (augmented reality tool) to prepare photos and connect the Vokis to the paintings. They organize an art exhibition in each partner school. The visitors are advised to download Aurasma on to their smartphones, in order to get more information about the works of art they are seeing.

Idea from the eTwinning project: "Balade A Musée" <https://twinspace.etwinning.net/33628/>

Countries involved: France, Luxembourg, Portugal

Chapter 4

Engaging with Europe's cultural heritage

– other learning resources



4.1 Learning about history and heritage from a European perspective: The House of European History

Dr Constanze Itzel, Museum Director,
House of European History



Dr Constanze Itzel

4.1.1 A House for European History

Until recently, Europe had tens of thousands of museums, but few about itself. In May 2017, the House of European History opened its doors in Brussels – an attempt to grasp the complexity of Europe in a history museum. Initiated by the European Parliament, the museum concept was developed by a uniquely international team of historians and museum professionals.³

The House displays a permanent exhibition about 19th and 20th century European history. European integration history is embedded into the narrative. The displays are based on a collection gathered from more than 300 lenders from 37 countries.

European history is a vast field that could fill the space available several times over. Contrary to many expectations, the House does not host sections on different national histories, instead, it proposes a European perspective. Historical phenomena are presented which a) originated in Europe; b) have spread across Europe; c) are considered relevant up until now.

The House of European History is a forum for learning, reflection and debate, open to audiences from all generations and backgrounds. Its primary goal is to enhance understanding of European history in all its complexity, to encourage the exchange of ideas and to challenge assumptions.

3. For a detailed description of this process, and of the principles described in this article, see Perikles Christodoulou, Andrea Mork (eds.): *Creating a House of European History*, Brussels 2018.



House of European History, Park Leopold, © Nicolas Withof, *House of European History*, 2018

4.1.2. A space for the Reinterpretation of Heritage

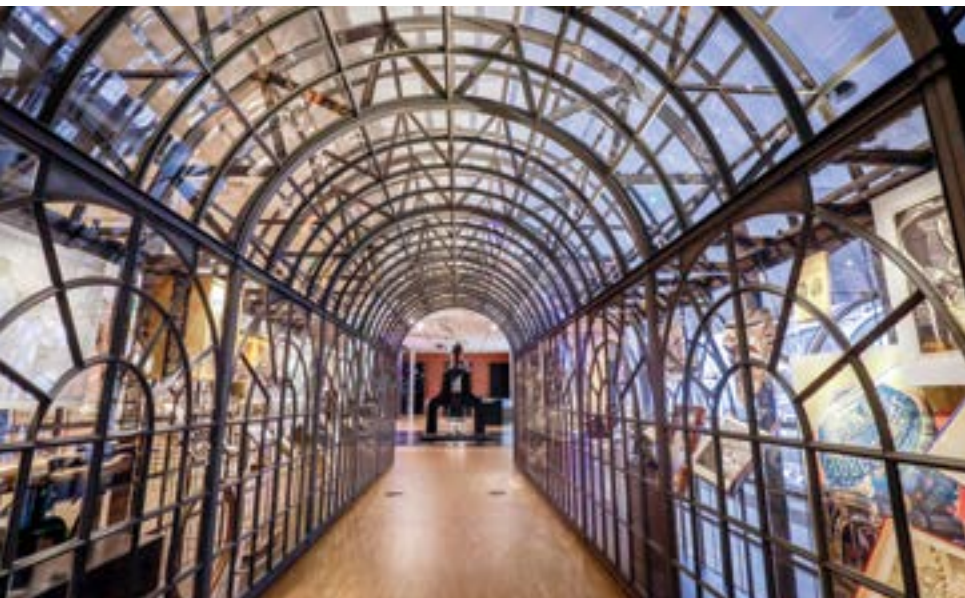
As a museum, the House of European History is an institution aiming to preserve heritage⁴. But, it also questions what this heritage is and how it has developed, both through its permanent and first temporary exhibitions. While the concept of heritage is already difficult to define,⁵ this is even more true when one asks the question what *European* heritage actually is.

The permanent exhibition explores this question.⁶ A film highlights historical phenomena which have shaped the European continent, such as migration, Greek and Roman antiquity, the strong role played by Christianity, the changing borders and many others. A showcase with highly symbolic objects displays phenomena which have been formative for the continent. These are: Greek philosophy; Democracy; Rule of Law; Christianity;

4. The ICOM code of Ethics for Museums, 2017, p. 8, stresses the duty of museums to acquire and preserve their collection as a contribution to safeguarding the natural, cultural and scientific heritage.

5. Laurajane Smith's definition is, for examples, that heritage is "a cultural process or performance that is concerned with the production and negotiation of cultural identity, individual and collective memory, and social and cultural values", see Laurajane Smith, *Cultural Heritage. Critical Concepts in Media and Cultural Studies*, London 2007, p. 2.

6. The definition of heritage used here is a broad one, including political and intellectual heritage.



Permanent Exhibition, Display about 19th century Europe; © *European Union, 2018*



Interactive Tracking My Europe,
Temporary exhibition Interactions;
© *European Union, 2018*

Humanism; Colonial expansion; Slave Trade; State Terror; Enlightenment; Revolutions; Capitalism; Marxism, Communism, and Socialism; the Nation State, and the Shoah.⁷ By juxtaposing these moments, the visitor is asked: Can these developments be considered a distinct European heritage? Can all Europeans identify with this heritage, even if they were affected by it in different ways?

The first temporary exhibition, “Interactions”, delves into the ways in which heritage is being shaped⁸. It explores cultural heritage, material and immaterial, but also natural heritage. The exhibition states that the proximity of Europe in a relatively small space to many different territories, languages, religions, and ethnic groups, has created frequent occasion for cross-cultural contact, conflict and cooperation.

When the origins of Europe's rich cultural heritage are explored, it becomes evident what we experience as specific to one's culture or country is often the product of interactions across time and space. The House of European History's first temporary exhibition explores these multiple intra and extra-European origins by delving, for example, into the history of food recipes and ingredients, the history of plants, spices and animals, the history of sports, of ideas, of art forms, of words, of fairy tales, and other things that surround us in our daily lives. All these ideas and products have a complex history of influence, thereby demonstrating the transnational character of heritage⁹.

Similarly, today's life journeys are entangled. This is illustrated by the interactive mapping tool – www.myinteractions.eu. Its content is entirely user-generated: answers to questions about what connects people to places across Europe are connected to produce a cartophy mapping people's connections and preferences. The patterns produced highlight, for example the scarcity of lines to the East, or the preference for Italian food, show that our mental representation of the European space is very much shaped by history. The results can be generated but also searched online and on site, thereby creating a resource for discussions about today's cultural interactions¹⁰.

4.1.3. A Learning Resource about Europe

In line with contemporary museology, the House of European History understands learning not to be a by-product, but at the heart of its activities¹¹. The museum is a place that offers informal and voluntary learning, both cognitive and affective, for diverse target groups.

7. For reference, see House of European History, Permanent Exhibition Guidebook, Brussels 2017.

8. See Christine Dupont, Constanze Itzel (Eds.): *Interactions. Centuries of Commerce, Combat and Creation. Exhibition Catalogue*. Luxembourg 2017.

9. See also Gerard Delanty, *The European Heritage. A Critical Re-Interpretation*, London, New York 2018, p. 29ff.

10. www.myinteractions.eu

11. The term “Learning” is preferred over “Education” as it indicates an active role of the learner.

Multiple layers in the permanent exhibition allow for different levels of depth according to visitors' prior level of knowledge and time available for the visit. The multilingual tablet offers further in-depth information (audios, films) in 24 languages. A hands-on family path on the theme of a time traveller complements the permanent exhibition. Various worksheets cater for secondary school students.

The first temporary exhibition is made for other learning styles and caters for the different motivations of visitors. It encourages learning through playful and multi-sensory discovery and through interaction with the exhibition and with other visitors.

Rather than teaching fixed content in an affirmative way, the House of European History applies a critical approach. This can be exemplified by three points: the use of questions, the focus on the notion of interpretation and the concept of memory.

This questioning approach is deeply engrained in the exhibition concept and comes back throughout the narrative: visitors are asked for their opinion, different viewpoints are juxtaposed, and objects allow for multifaceted interpretation.

The concept of interpretation is present, for example, when the exhibition shows how the myth of Europa was used to represent views on Europe across the centuries, or when it presents how Europe's cartographic image changes through time and with the geographical perspective of the beholder. Interpretation is also the theme of a 25m tall artwork suspended in the staircase, a whirl of quotations commenting on history.

Complexity is further added within the exhibition narrative about common historical processes through the concept of memory ; which is used to question what we chose to remember, individually or collectively, and what we prefer to forget.

The exhibitions are complemented by learning and events programmes. Finally, online learning resources in 24 languages allow for the use of transnational content in classrooms around Europe. Their themes (migration, conflict, human rights, identity, information technologies) were selected to fit into the context of the diverse school curricula around Europe¹². Through this online offer, the House of European History aims to reach out to students across Europe, adding a European dimension to teaching and raising curiosity about shared histories.

12. The resources are downloadable here: <https://historia-europa.ep.eu/en/educators-teachers/classroom-activities>.

4.2 eTwinning and UNESCO schools: building the future by discovering the past

Whilst museums play an important role in enhancing understanding of cultural heritage, teachers are in a privileged position to guide students to discover their past, learn from their ancestors and build their future. Schools are a rich source of information and help students gain practical skills through constructive activities.

For this reason, we present examples of activities in schools which were awarded the new eTwinning School label, and which were already part of the UNESCO Associated Schools Network, created 70 years ago.

The eTwinning School Label was introduced in 2018 to recognise and appraise the involvement and commitment of teams of teachers and school leaders within the same school. The eTwinning Schools are recognised as leaders in the area of:



- Digital practice
- eSafety practice
- Innovative and creative approaches to pedagogy
- Promoting continuous professional development of staff
- Promoting collaborative learning practices with staff and students.

eTwinning Schools will play an important role in the coming years, as their mission is to inspire the future development of eTwinning and address various topics. One of these topics can be the promotion and preservation of cultural heritage.

The UNESCO Associated Schools Network (<https://aspnet.unesco.org/>) is a long-standing global network, which links education institutions across the world to reach common goals regarding international understanding and co-operation, intercultural dialogue and peace, sustainable development and quality education in practice.

The UNESCO Associated Schools Network will also be involved in a joint project with the European Commission. It was launched in the context of the European Year of Cultural Heritage aiming at raising awareness of common history and values and contribute to the appreciation of cultural diversity through intercultural exchanges based on the interpretation, presentation and sharing of the cultural heritage; as well as engaging children in [re] discovering and sharing their intangible cultural heritage.

In this section, head teachers and teachers from eTwinning Schools, which were already working on projects related to cultural heritage as part of this UNESCO network, share their ideas and experience.

School: ITCG Enrico Fermi, Tivoli, Italy

Head Teacher: Laura Giovannelli

Teacher: Grazia Del Tito



Laura Giovannelli



Grazia Del Tito

When did your school join the UNESCO Associated Schools Network?

Our school joined the UNESCO Associated Schools Network in 2013.

What kind of activities connected to cultural heritage have you organised in your school and who is involved?

We have had a project named “Salvaguardia dei beni materiali e immateriali di Tivoli e della Valle dell’Aniene”. The project started two years ago and will finish in October 2018. The aim is to raise awareness among the students about artistic and cultural heritage. The project has involved different activities designed to promote knowledge and value of the two UNESCO sites in Tivoli (Villa D’este and Villa Adriana) and of the traditional forms of music and dance characteristic of our territory, which are no longer used by young students.

Our school, the ITCG Fermi (Vocational School), has developed this project in collaboration with 2 education institutions located in Tivoli: IC Tivoli II Baccelli (Middle School), Liceo Spallanzani (High School) and Notre Dame des Anges a school located in Saint Amand – les - Eaux, France (ranging from pre-schools, primary, secondary and colleges). The project has also involved the Municipality of Tivoli and local associations like Leo Club Tivoli and Cooperativa “Visite guidate Tivoli”.

As an eTwinning School, do you think you can involve more teachers from your school in these activities?

The activities related to the project have already involved a large number of teachers. The success of the activities had a positive and powerful impact and raised the interest in participating actively in other activities and projects.

Can you suggest an activity from the UNESCO Network that can be implemented within the eTwinning School concept?

We can promote cultural heritage to the new generation through eTwinning projects that foster Global Citizenship Education and we can disseminate our activities to the network of eTwinning Schools. As an eTwinning School, we can also organize online and onsite events to present and promote our activities to other schools in our region.

School: Pentapolis Senior High School, Greece

Head Teacher: Nikolina Stathaki

Teacher: Theodora Gkeniou



Nikolina Stathaki



Theodora Gkeniou

When did your school join the UNESCO Associated Schools Network, and why?

Our school has been a member of the UNESCO Associated Schools Network for four years, a network that is connecting 11,500 schools from 182 countries to promote peace, humanitarian education and intercultural dialogue around the globe. Creativity, communication, innovation

are three pillars of this network, which, to my mind, are also ideals shared by the eTwinning community.

What kind of activities connected to cultural heritage have you organised in your school and who is being involved?

In Greece, each year we hold student symposiums both in the North, in Thessaloniki, as well as in the South, in Athens. To participate in these events, we stage theatrical plays and prepare our students to take part in debates and round table discussions about topics, which are specified each year. In 2014, the first year when this symposium was held in Thessaloniki, we created a play entitled "Meeting the Byzantine monuments of Thessaloniki. In 2017, at the 3rd Symposium, we focused on our intangible heritage, on local customs and traditions, and we staged another play named "Under the shadow of mount Menikio" which is the name of the mountain close to where our school is situated.

These activities are mainly undertaken and directed by our school's maths teacher who specialises in Drama in Education and collaborates with groups of students who perform in the plays and participate in the discussions. The head teacher also provides support, the parents assist the entire process both financially and emotionally, and there are more teachers who are also involved, bringing in ideas and support whenever needed.

As an eTwinning School, do you think you can involve more teachers from your school in those activities?

As I have already mentioned, there is a group of teachers in our school with whom there is effective communication and cooperation. This group consists mostly of language teachers, but we would love to include art and music teachers, ICT and foreign language teachers who would be able to bring in their expertise and help the projects flow more smoothly.

As an eTwinning School how can you collaborate and promote relevant activities to schools, colleagues and local community in your region?

eTwinning schools are learning organisations and as such they are committed to being involved in initiatives which promote knowledge sharing. Workshops, in-service training, round table discussions and project presentations throughout the school year can and have been organised in our institution to disseminate the results of our activities and exchange good practice. The local educational and administrative authorities are always on our side, subsidizing our ventures. Moreover, Erasmus+ projects which have sprung from our eTwinning partnerships provide us with more opportunities to continuously transform and evolve.

Can you suggest an activity from the UNESCO Network that can be implemented in the eTwinning School concept?

Student symposiums are definitely an idea worth sharing since they give voice to the teenagers involved. They help them unleash their creativity, while engaging them in a real life and interactive context, and helping them acquire a sense of initiative and entrepreneurship, since they are actively involved and self-directed to a great extent when preparing their contribution, whether that be a play, a film, a presentation, a performance or any other form of artistic expression.

Moreover, students' participation in the debates on the yearly topics enhance mother and foreign language skills, learning to learn competence, cultural awareness and expression, as described in the 8 key competences framework. Throughout these debates, the students are asked to research, prepare and discuss a certain topic, practice public speaking, defend their arguments, argue to oppose. Both types of activities, artistic and linguistics could be organised collaboratively and held online, using Adobe Connect and eTwinning Live.

School: Ivan Vazov Language School, Plovdiv, Bulgaria

Head Teacher: Anelia Miteva

Teacher: Maya Kyulevchieva



Anelia Miteva



Maya Kyulevchieva

What kind of activities connected to cultural heritage have you organised in your school?

The students with the support of their teachers have prepared different presentations on topics such as cultural heritage of the Balkans, Greek-Roman monuments of Culture, Christian heritage, UNESCO sites, songs of Bistrishki grandmothers, martenitsa etc. We also organised

open lessons on Geometry in national embroidery and Geometry in Chiprovtsi carpets. We have organised video conferences with other UNESCO schools from Kiev, Ukraine and Baku, Azerbaijan who are working on the UNESCO project: "Learning for the Future". Finally, we have run several eTwinning projects such as: "Similar and different traditions between Bulgarian and Polish cultures", "Hello, etwin friends! Let's play together old games!", "Food Globalisation", "A proverb a day keeps the boredom away "When two cities mean Europe".

As an eTwinning School, do you think you can involve more teachers from your school in those activities?

Currently, we are running an Erasmus+ project "Teaching Materials and Activities for UNESCO Schools" in which the following topics are included: Sustainability, Citizenship, Intercultural Learning, Cultural heritage, Peace and Human Rights. We also organize open lessons on various topics and we offer the opportunity to students to present their work in various festivals and celebrations. More teachers are being involved every year and as we are an eTwinning School now, we can act as ambassadors and involve more stakeholders like neighbouring schools, the municipality and the local community.

As an eTwinning School how can you collaborate and promote relevant activities to schools, colleagues and your local community in your region?

As an eTwinning School, we can share good practices with other colleagues, take part in regional and educational conferences and promote eTwinning and our work with other colleagues. As a dynamic organization, we have to disseminate our work and build synergies with other networks. I am sure that many partners from the UNESCO association would be interested in collaborating through eTwinning and create European projects on cultural heritage.

School: Osnovna šola Simona Gregorčiča Kobarid, Slovenia

Head Teacher: Melita Jakelj

Teacher: Aurora Calvet



Melita Jakelj

What kind of activities connected to cultural heritage have you organised in your school?

We just celebrated the 50th anniversary of the school and we did a lot of research on how the school was in the past. We also organised an exhibition and an open day where 200 people visited the school. The students worked on the topic of cultural heritage by visiting museums, old houses and exhibitions and collaborated with their grandparents. Another class runs an eTwinning project "Happy to meet each other" with partners from Spain, where we introduced our cultures to each other.

Every year we have a project that involves the whole school, all 330 students and all teachers and staff. This year, we discovered the benefits of collaborating with the older generation and we will continue to involving parents and grandparents in future projects.

Do you organize activities related to the UNESCO Associated Schools Network through eTwinning?

Yes, we are in contact with a school from Slovenia and one from the Czech Republic and have started to prepare an eTwinning project for next school year about cultural heritage.

As an eTwinning School, do you think you can involve more teachers from your school in those activities?

Yes, next year all teachers will be involved as we will run an Erasmus+ project, which will also be registered on eTwinning. I think that as an eTwinning School we have a big responsibility and we should promote innovative teaching and learning. Apart from all the work we will do and the colleagues we will involve, the Ministries and Educational directorates must empower us and support our mission.

eTwinning Schools will surely play their role as ambassador schools, which can bring innovation to the teaching methods, cultivate the collaborative spirit and inspire more teachers to work in that direction. Cultural heritage is just one of the many topics that teachers, through a whole-school approach, can work with their students on to help them build their future by knowing their past.

Conclusions

Santi Scimeca, eTwinning Project Manager,
Central Support Service



Santi Scimeca

eTwinning is celebrating the European Year of Cultural Heritage with many initiatives: workshops, conferences, seminars, online activities, materials and of course this very book. To better understand how popular cultural heritage is among eTwinners, the following example is quite telling. In early 2018, the European Commission invited eTwinning to select three projects to be awarded with a special recognition at the closing conference of the European Year of Cultural Heritage. This has turned into the “eTwinning Cultural Heritage Special Prize”. A communication campaign was immediately launched, encouraging teachers to enter this prize via their application

for the National Quality Label. After only a few months, and well before the deadline, already more than 600 projects have put themselves forward for this special prize (one third of all the Quality Labels applications). This shows us two things: first that teachers are very interested in the topic of cultural heritage when they engage in collaborative activities with colleagues from around Europe and that teachers are still discovering the concept of cultural heritage and its meaning for local communities and children.

The reader of this book certainly knows by now the richness of Europe’s cultural heritage. It surrounds us and it is more evident than we probably had thought. But not everything which is old is cultural heritage. Only results of human activity that are intentionally protected, conserved or revived, instead of being left to natural decay, oblivion, or destruction, can be considered cultural heritage. We all know (as part of our cultural heritage, one can say), that the only way to learn who we really are and where we want to go is to know where we come from. Our culture is a dynamic set of norms which continuously change: sometimes it takes centuries, sometimes half a generation. And in these times of liquid society, as Bauman would put it, we must anchor our values to what is really established and proven, challenging what are offered as easy solutions to complex issues. Our cultural heritage is not only monuments and recipes, it is the way we think and interpret reality. Luckily, philosophers and scholars, common people and visionaries influenced over the centuries our culture, and can give us a hand. Our history and cultural heritage should not be seen as a burden to carry, but as an answer to our doubts: a reliable compass in these sometimes incomprehensible and disorienting times.

This year's eTwinning book is a gift to all the eTwinners who have always wished to engage in a project dealing with cultural heritage, but never did it because they did not know where to start. And it is a gift to the teachers who always considered cultural heritage as a way to introduce history into the classroom in an engaging and playful way, without realising that it can be much more: it can be a way to read our present and equip ourselves for the future.

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DTP and Printing

HOFI Studio

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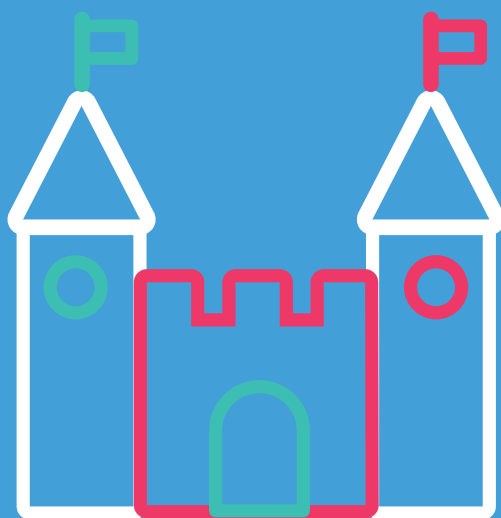
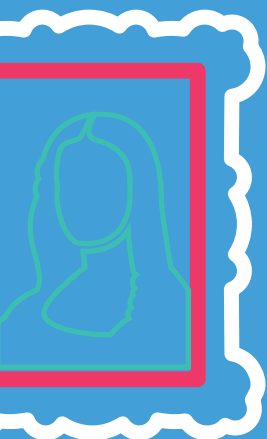
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