



Open Education for Young Europeans through History, Art and Cultural Learning

OpenEYE Learning Toolkit

Draft structure for describing the learning units

Elaborated by

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With

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The present Toolkit was compiled and written by Sandra Katić and Jasmina Hlaj (Izobrazevalni Center Geoss d.o.o.) with contributions by the project partners.

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The OpenEYE learning toolkit was designed following the guidelines of the OpenEYE learning methodology, and presents learning activities that can be used in both formal or non-formal learning settings. It addresses educators who work in formal and non-formal settings with learners with refugee or migrant backgrounds in the age-range 6–12, aiming at improving their language skills in the host country's language and facilitating their integration into the school community. The OpenEYE Toolkit can serve as an inspiration or guidance for educators.

The activities presented in the toolkit contain a special focus on language learning through art and culture. Activities are presented with detailed instructions, learning aims and expected outcome. The activities can either stand alone or be integrated in formal language learning courses, and can involve learners with migrant or refugee background as well as further stakeholders such as fellow learners from the host country and family members, therefore encouraging a two-way learning process.

The Toolkit offers learning content that is flexible and can be implemented in different educational settings and with different levels of language proficiency and can be used also in other educational fields and with different target groups that require extra language learning support.

The OpenEYE learning methodology is founded on Action Learning as the methodological approach to implement changes in practice. It is a bottom-up approach where educators and parents, together with facilitators - for example colleagues from other educational institutions or external experts/researchers - try out and reflect on changes they would like to implement.

The following section will briefly describe the key approaches behind the design of this toolkit. These are described in detail in the OpenEYE methodology, available on the project website: www.erasmusopeneye.eu

Learner-centeredness

A learner-centred approach aims at activating the students as much as possible, taking the students' previous knowledge and experiences as a starting point for learning and encouraging communication and collaboration with fellow learners to develop their understanding. In activities 1, 4, 16, for example, learners are expected to draw on their previous experiences and with communication and collaboration with others develop new language skills mostly in a field of vocabulary. In activities 5, 18, 23, 24 learner-centred approach is addressing more complex language progress. Learners should use grammar rules in the right way and implement them in their work either on paper or by performing publicly in front of others.

Multilingualism and multiculturalism

Another pedagogical principle the methodology follows is a multilingual and multicultural perspective. Multilingualism involves the key idea that language learners can benefit from their accumulated previous language skills when learning new languages. In activity 9, for example, learners will learn the expressions for different countries in different languages, which will also be supported by a visual symbol – flags. Activities 40, 41 and 44 focus on recognizing personal language identity, based on language heritage and observing one's own multilingualism. The importance of one's cultural background (multicultural approach) is considered key in activities 3. Multicultural competence highlights the view that learners' diverse cultural insights and experiences can be a resource for learners. By including famous cultural heritage that represents different countries, the multicultural approach is placed in the foreground.

Cultural expressions

The use of cultural expressions as a means to make the learning relevant and attractive is another guiding principle of the OpenEYE methodology. Many of the activities presented in the Toolkit include a special focus on cultural expressions. Cultural expressions vary in their form, ranging from storytelling (21, 37), drama acting and kamishibai (25, 31), painting (6, 33), drawing (14) to puppet animation (2, 22) and designing comics (8). The term “cultural expressions”, as employed in this project, includes a broad range of art forms. In the field of language learning, the use of literature, storytelling, film and drama are established tools.

Non-formal learning

Using non-formal methods of learning and group work is also an important pedagogical approach included in the methodology. Non-formal learning occurs in a planned but highly adaptable manner in institutions, organizations, and situations beyond the spheres of formal or informal education. Activity 29 is taken in such a setting, as learners are visiting museums and learning about migrations in history. In addition, activities that are meant to take place in formal settings can also be implemented in non-formal settings (5, 15, 16, 26, 25, e.g.).

Inclusion

The methodology adopts an inclusive approach to stakeholders, which means that all learners, no matter their background, benefit from educational approaches focusing on diversity, intercultural competence, and multilingualism. The needs analysis implemented within the OpenEYE project especially highlighted the importance of the involvement of learners' families/guardians. Research on parent involvement in schools shows that active partnerships between schools and parents can have a decisive influence on learners' motivation, well-being and achievement in school (Oostdam & Hooge, 2013). Activity 26 foresees the involvement of parents directly, however their active participation is also expected in activities 3, 20, 36.

Activities address the level of knowledge of the host country language, so the educators can make an informed selection of the most suitable learning activities based on that. The Common Reference Levels of the Common European Framework of Reference for Languages (CEFR) are used to describe the language proficiency levels of the learners targeted through the activities, as presented in the table below:

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This is especially important in activities where C1 or C2 language level is required, for example activities 18, 19, 23, 24 and 28. If an educator wants to implement activities with that language proficiency level requirement but his learners with migrant or foreign background don't have that knowledge yet, he/she should adjust the activity to avoid potential distress and consequential reluctance to learn and use the new language at all. Activities that have been proposed for lower language proficiency levels are more focused on enriching vocabulary but they can also easily be used in a class with more proficient speakers, as they are designed for heterogeneous groups with native speakers included in the first place.

NOTE: Some of the activities (e.g. activity 9) can be challenging for learners with color vision deficiency. We advise you to pay attention to the possibility of the condition, when this activity will take place among your learners.

Serial number of the activity	1
Name of the activity	Create your creature / Playing cards
Language proficiency targeted (A1-C2)	A2
Learning objectives	<ul style="list-style-type: none"> - learning about mythology - enriching vocabulary - improving motoric skills

Approach	<ul style="list-style-type: none"> - learner-centered approach - conversation
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - drawing - working method with DIY material
Duration	1,5 hours
Special requirements (tools, accessories)	Harder paper - size A6, colored pencils, ruler, pencil.
Description of the activity (steps for implementation)	<p>The activity introduces local mythical creatures to learners and leads them to recreate or create a new creature using their imagination. It connects cultural identities since many countries have similar creatures but in different forms. The activity encourages children to express themselves through their own art, use their imagination, think fictional when they create a creature and practical when they have to set rules for the card game.</p> <p>The educator introduces some mythical creatures that are typical for local mythology, stories and legends for example dragons, werewolf, fairies. The class is introduced with their basic stories, skills and special characteristics. Learners may use these creatures as an inspiration for further activities. Learners can respond by explaining other versions of the same creatures and their stories if they are familiar with any.</p> <p>At this point every learner has to create a character sheet that contains: TYPE OF CREATURE, NAME, AGE, COLOR, SKILLS, ONE SPECIAL CHARACTERISTIC, SHORT</p>

	<p>STORY. Everyone gets 10 points that can be spread between skills and special characteristics. Example:</p> <p>Type: Dragon</p> <p>Name: Pik</p> <p>Age: 34 years old</p> <p>Color: Red</p> <p>Skills: Flying, throwing fire: Points: 3 + 4 / 7</p> <p>Special characteristic (SC): Can turn head 360 ° Points: 3</p> <p>Story: Dragon Pik was taken from his family when he was a baby. He is in constant search for his family. Very kind but also very sad.</p> <p>Every learner gets a piece of hard(er) paper that should be size A6. On one side they draw the creature which by now should already be well developed in their minds. On the other side they design a character sheet. When they finish, they can set the rules for a card game, gather in groups or pairs, show their cards to each other, explain stories of their creatures etc.</p> <p>Example for playing the game: Skills - SC - Age</p> <p>Skills beats age, age beats SC, SC beats skills.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - Improving language skills through artistic expression. - Gaining new skills. - Own identity/culture, shared identity/culture and the new identity/culture. - Corporation. - Practical and personal: precision, patience, persistence.

Assessment	Peer assessment/reflection: At the end they exhibit their cards. Each learner points out which card he or she likes the most and explains why. The rule is they can't pick their own.
Evaluation	<p>"What did you like about the activity?"</p> <p>What would you change if they were to do it again?"</p>

Serial number of the activity	2
Name of the activity	Puppet show
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - learning about mythology - enriching vocabulary - improving motoric skills
Approach	<ul style="list-style-type: none"> - Learner-centered approach - Working method with DIY material - Working in groups - Interpretation - Conversation - Discussion - Brainstorming

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Drawing - Crafting - Storytelling
Duration	2,15 h
Special requirements (tools, accessories)	<p>Paper, colored pencils, scissors, glue, tape, pins, rods (thin wooden rod, straws etc.).</p> <p>See attachements.</p>
Description of the activity (steps for implementation)	<p>Puppets are a beloved form of expression especially among younger learners. As such they are a popular pedagogical tool which allows a wide range of different expressions. As a tool for learning cultural background and new language they can be used in different ways. This activity shows how puppets can be used from scratch to a puppet show. As they create their own puppet show, learners will learn about different mythologies. They will learn how to adopt this knowledge in a new form of expression. They will also improve their public performance skills, learn to work in a team and cooperate.</p> <p>In preparation for the class, learners should think about/ find out about some mythical creatures from their local mythology or legends or popular characters from local fairytales.</p> <p>Learners are spread in a heterogeneous group of three (if possible try to involve learners with different backgrounds). Each member of a group has to choose a character for themselves, taken from a research they did for their homework.</p> <p>Creating the puppet:</p>

	<p>Learners are given a material to create a rod puppet. First they have to carefully draw their character so they will be able to cut it out. Then they apply their puppet on a rod (straw, thin wooden rod etc.). They can add hands and/or legs and apply it on a body with some sort of pin. If they apply additional rods on legs and/or hands, they will be able to move them separately from the body.</p> <p>Making a puppet show:</p> <p>As a group, learners create a story including their characters. They have to think of a basic storyline and afterwards create dialogues for each character. It is important to talk about the length of the story beforehand to make sure the activity does not become too complex.</p> <p>When the groups are satisfied with their story they can think of a setting for the story. They can search around the classroom for suitable objects etc.</p> <p>After they set a scene, it's time for practice. Each group should have enough time for practice to correct possible errors, improve or upgrade their show. Native speakers should give some language guidance to learners with refugee/ migrant backgrounds. Goal is that puppet shows are presented by each group in the language of the host country.</p> <p>ALTERNATIVE IDEA:</p> <p>Instead of puppets, learners can make masks and make a role-playing play.</p>
Expected results/outcomes	Getting to know the cultural background of individual countries, enhance foreign language skills by conversation. Promoting awareness of oneself, others.
Assessment	"What did you learn by doing this activity"?

Evaluation	They take their puppet and form a circle. Puppet has to speak in the name of the learner to say whether he or she had a good time creating the puppet show or not.
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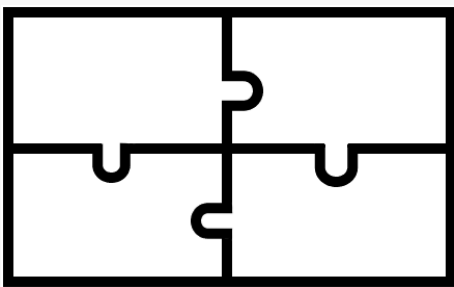
Serial number of the activity	3
Name of the activity	Museum in a classroom
Language proficiency targeted (A1-C2)	A2
Learning objectives	<ul style="list-style-type: none"> - learning about culture heritage - learning about own/other culture - integration - cooperation - encouraging tolerance
Approach	<ul style="list-style-type: none"> - an inclusive approach - multicultural approach - Special focus on cultural expressions - Conversation - Observation
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Storytelling - observing cultural heritage

Duration	45 min
Special requirements (tools, accessories)	Objects that learners brought
Description of the activity (steps for implementation)	<p>Special objects draw attention to themselves. They can help learners understand that there are different cultures in this world and every culture has its own specifics. In this activity, every learner gets a chance to speak and introduce a little bit of their heritage. Learners with migrant or refugee backgrounds learn new words and new things about the host country, native learners learn new things about other world countries.</p> <p>Learners were given homework to find some objects that in some way represent their culture and bring them to school.</p> <p>When all objects are gathered it's time to make a museum out of the classroom. One option is learners' tables. They can make some base out of colored paper or other materials and place their object on the table.</p> <p>The other option is to create a museum area in the classroom, where the objects can be on display for more than one day.</p> <p>When the objects are on display, every learner can choose an object which is not theirs. First they explain why they chose it and what they think it is. The learners that brought that object now jump into the conversation and explain how this object represents their culture and what it is used for.</p> <p>This activity should include parents as much as possible. It can be done outside the classroom - in the school's hall e.g. prior to the educator-parents meeting. Parents and children can walk through the</p>

	exhibition together and observe cultural objects from foreign or their mother country.
Expected results/outcomes	<ul style="list-style-type: none"> - improving language skills through speaking and explaining, - own identity/culture, shared identity/culture and the new identity/culture - cooperation
Assessment	Learners sit on a floor in a circle, eyes away from objects. Everybody in nonspecific order has to name one, but not the same that was already named before by someone else.
Evaluation	<p>“What did you like about the activity?”</p> <p>What would you change if they were to do it again?”</p>

Serial number of the activity	4
Name of the activity	Giant collage
Language proficiency targeted (A1-C2)	A1

Learning objectives	<ul style="list-style-type: none"> - learning about legends - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - learner-centred approach - Practical work in groups
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	Crafting
Duration	3 hours
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Big format paper, cut in four equal jigsaw-like pieces or 4 smaller papers that can be connected into one big piece at the end of the activity - DIY material, such as soft colored paper, different fabrics, glossy paper, foil, carbon, cotton wool, hard colored paper - scissors, glue
Description of the activity (steps for implementation)	<p>The educator reads a story of a local or national legend, fairytale. After the reading learners get together in groups of four. Each group is responsible for a part of one giant illustration, which is carefully planned in advance by an educator. A large piece of paper should be cut in 4 jigsaw-like pieces with instructions on what to draw on each part.</p>

	<p>For example SEE ATTACHEMENTS: The legend of Jazon and Argonauts in Ljubljana can be used. It explains why the Dragon is a symbol of Ljubljana and also connects Slovenia with Greek mythology.</p> <p>The educator explains the legend and decides which part of the story will be presented through the giant illustration and explains this plan to learners:</p> <p>Alternative option: After listening to the legend, the learners and educator discuss which scenes are most important in the legend and make a list on the board. Each group is then made responsible for one of the scenes.</p> <p>Example: In field 1 they have to draw a dragon. In field 2 a fire, field 3 castle on which the dragon stands, field 4 is Jazon trying to beat the dragon.</p> <p>The illustration could be made with different types of materials, resulting in a giant collage (hard paper, soft paper, fabrics, carbon, cotton wool).</p> <p>During the activity they have to cooperate with other groups to adjust their work to each other so the collage will logically link at pre-cut places.</p> 
Expected results/outcomes	Cooperation between members of smaller groups as well as the other groups. Gaining new skills - practical and personal: precision, patience, persistence.
Assessment	"Mention 2-3 things you learnt by doing this activity"

Evaluation	After cleaning their station, each artist has to pick a part of the activity he or she liked the most.
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Serial number of the activity	5
Name of the activity	Let's make a story
Language proficiency targeted (A1-C2)	B1
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - improving public performance skills - encouraging tolerances
Approach	<ul style="list-style-type: none"> - learner-centred approach - special focus on cultural expressions - Conversation - Discussion - Brainstorming
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Theatre expression - Storytelling - Writing - Role playing - Improvisational theatre

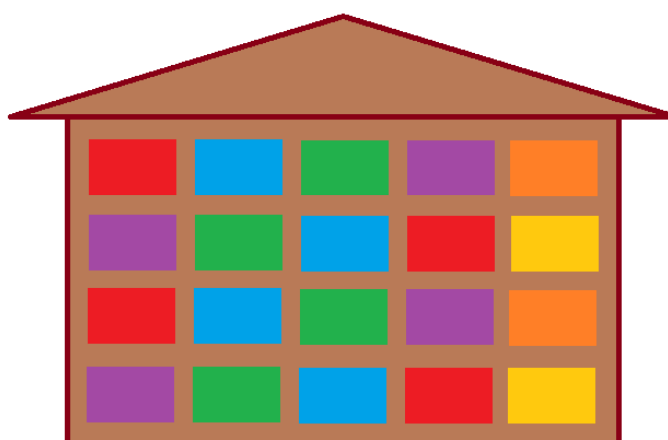
	- Interpretation
Duration	1,5 hour
Special requirements (tools, accessories)	Big space in the middle of a circle formed by learners.
Description of the activity (steps for implementation)	<p>This activity includes acting in a form of improvisational theatre. It encourages learners to think outside the box and cooperate. It also pushes learners to leave their comfort zone and perform before others. After they acknowledge nothing bad is going to happen when they play the role, a safe environment is created for them to express themselves and not overthink their knowledge of the language of the host country.</p> <p>The activity combines improvisational theatre activities and storytelling.</p> <p>Warming up</p> <p>Before the main activity, it may be a good idea to let learners warm up a bit in order to create a positive, safe classroom atmosphere. Warming up exercises could include physical exercises, such as dancing to music provided by the teacher and stopping when the music is muted. Memory games can be useful cognitive exercises. For example, learners sit on the floor in a circle with closed eyes and have to complete the alphabet. The educator says the name of the pupil who starts. The exercise is successful if the circle of the alphabet is said without any letter being said by two or more learners at the same time.</p> <p>Main activity</p> <p>Everybody stands up in a circle. The educator points out two learners that have to stand in the middle. The others have to appoint 3 things. A role of one learners (eg. farmer), a place, where the story is set (eg. Hill)</p>

	<p>and a problem (eg. a goat is lost). Two learners have to act out the scene until the problem is solved. When they finish (if it's taking too long, the educator is free to point any directions during their playing and also advise on what turn the story should take). The scene shouldn't last more than 3 minutes. When the problem is solved, actors leave the stage and two other actors are chosen or they volunteer. They have to continue the former scene, the public helps with suggestions of a new role, new problem, new scene etc. The educator should leave as much room as possible for learners to make their own suggestions and expressions through play. That said, some rules should be established at the beginning, such as: no violence, no ugly words, no bullying, no racism etc.</p> <p>The story should be continued in that way for a few times.</p> <p>Possible extensions: Learners write down the story from the beginning to the end. The story could be illustrated and made into a picture book.</p>
Expected results/outcomes	Interactive, cooperation improvement, new vocabulary, learning about other participants, participating in social interactions and strengthening the participants' self-awareness and self-esteem and feeling of belonging.
Assessment	Every participant chooses one sentence from their story and reads it out loud for the class to hear.
Evaluation	After reading the sentence from the story, they have to answer the simple question: Would you like to do this activity again sometimes? YES or NO.

Serial number of the activity	6
Name of the activity	Beehive panels
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - learning about legends - enriching vocabulary - integration - improving motoric skills
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions, - remembering and transmitting past experiences - brainstorming
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing - using DIY materials
Duration	1 hour
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - panel for each learner, preferably made of thin wood. It also works with carbon panels. Dimensions should be around 11,5 X 25 cm. - watercolors, brushes, black markers

Description of the activity (steps for implementation)

Beehive houses are specific forms of bees' houses and are usually separated by different colored panels, which helps bees for orientation. Structurally they look like one wooden house, covered with different wooden panels. Behind one panel is one beehive for one bee family.



Beehive panels have a unique place in Slovenia because historically they weren't just colored rectangles but contained valuable illustrations usually presenting local stories, legends, Biblical motives and superstition stories. Bees in general have a very important place in culture as well as in nature. To pay a tribute to this special form of expression, learners will recreate some panels of their own.

Before focusing on main activity, the educator reads at least 3 short fables to learners. Fables should feature animal characters and a simple language form with clear messages. Learners can choose either one of the fables to illustrate on a form of a beehive panel or can choose something that they are familiar with from before (from the country they're from, something their (grand)parents read to them etc.).

	<p>The educator explains what beehive panels are, what they are used for and the tradition of including stories in illustrations.</p> <p>Everybody gets one panel and starts illustrating the story of their coise. When they finish all panels are brought together to form one beehive.</p>
Expected results/outcomes	New identity culture, they will learn about traditional patterns and symbols of the host country, encouragement to explore the new culture and experience similarities and differences.
Assessment	Everybody is a bee. They fly around the classroom for a few minutes and stop when the educator asks them to. Each bee has to share how they feel with others, using only interjection “bzz”. They have to think of the intonation so the feeling will be translated right to the others.
Evaluation	“What did you like about the activity?”

Serial number of the activity	7
Name of the activity	From literature to journalism
Language proficiency targeted (A1-C2)	C1

Learning objectives	<ul style="list-style-type: none"> - learning about culture - learning grammar - enriching vocabulary - integration - cooperation - encouraging tolerance
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions - brainstorming - guided activity
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - recreating the story - using pictures
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - carefully chosen story by a educator, paper, ink, old magazines
Description of the activity (steps for implementation)	<p>Learners will learn how to take one form of writing to another, how to emphasize important facts and how to write in a form that is attractive to the public. They will also learn about the basics of paper journalism.</p> <p>The educator chooses a short story. It should be a local legend etc. After they become familiar with the story, learners are formed in smaller groups. The group has to recreate a story in a breaking news article for a newspaper.</p> <p>The educator should explain the specifics of a newspaper article and they should follow this rule. The educator could show learners examples of some</p>

	<p>breaking news stories to serve as model texts. The educator and learners discuss which ingredients are typical of such articles (e.g. bold heading, image, short sentences, factual, report of what different witnesses saw/ heard etc).</p> <p>Groups have to include at least one motive of a pre-read story and make it into breaking news. Before showing their article, they have to put it in the form of a newspaper article. The titles should be bigger and bold, they can illustrate it or decorate it with suitable photography taken from an old magazine.</p> <p>After finishing, they each read their news to others.</p>
Expected results/outcomes	New vocabulary, differentiate from artistic writing to non artistic writing
Assessment	“what did you learn doing this activity?”
Evaluation	In a circle discussion learners share about their experience on writing the article and express themselves on what they would rather be: an author or a paper journalist.

Serial number of the activity	8
Name of the activity	Photo comic book

Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - learning grammar - encouraging tolerance
Approach	<ul style="list-style-type: none"> - learner-centred approach - Participant-led visual research model
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - visual art (photography) - crafting
Duration	2-5 hours
Special requirements (tools, accessories)	Mobile phones with cameras, computer, projector, printer, paper sheets, markers, glue.
Description of the activity (steps for implementation)	<p>Learners cooperate in a large group. They have to accept others' ideas as well as actively participate in giving their own. They will learn some basics about comic book expression and how to incorporate photography in a form that is traditionally made with illustrations.</p> <p>The aim of this activity is to make comic books out of learners' photos.</p> <p>Learners are formed in smaller groups. Groups have to choose lead and supporting characters. Now they</p>

	<p>should decide on a genre. The class brainstorms what the story is about. They have to establish one problem and the solution to it. The educator should remember that there have to be scenes with minor characters and some group scenes. When the main story is somewhat set, they go outside with their smartphones and start taking photographs. A few learners are in charge of making different poses of lead characters, others are making photos of themselves in various places. The lead character interacts with some others as well. At the end of the photo session the educator takes several group photos.</p> <p>They return to the classroom and send photos to the educator via a suitable platform. Educator projects all photographs and they decide together on which they are going to print.</p> <p>While printing, they have to form speech bubbles. Each has to form at least four: two talking bubbles, one thinking and one yelling bubble. On 4 papers of A3 format they draw the grid. it can be as simple as the grid of 3 x 3 or even 2 x 3. After the grid and bubbles are all set, they have to choose photos and make an order so the story will make sense. The activity is followed by gluing speech bubbles and writing dialogues in them. At the end, there is one thing left to do. Create the title and the photo comic book is finished.</p> <p>Alternative option: there are some free platforms on the internet to create a photo comic book. An educator can do research and decide based on their priorities what form of photo comic book they will create. Digital or traditional one.</p> <p>Photo Comic Maker - Make Funny Photo Comic Online for Free (fotojet.com)</p> <p>Cartoon Comic Maker (freecomickmaker.com)</p>
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Expected results/outcomes	<ul style="list-style-type: none"> - new vocabulary, learning new grammar rules. Cooperating in large groups and actively participating. Learn about comic book expression and photography. learn how to eliminate important information.
Assessment	“Consider the learning objectives/expected outcomes. To what extent are they fulfilled?”
Evaluation	Each learner draws a speech bubble with an expression that best describes how they feel after finished activity.

Serial number of the activity	9
Name of the activity	Flags chain
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - learning about own/other cultures - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance

Approach	<ul style="list-style-type: none"> - A multilingual approach - multicultural approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing, cutting - public speaking - working with DIY material
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper, scissors, colored pencils, crayons, watercolors.
Description of the activity (steps for implementation)	<p>The class will make a paper chain using colors of the flag that represent a random country. They can draw lots with several different countries or pick a flag they are familiar with. They should include flags of countries of which languages are taught in school (for example english, german). Educators provide learners with papers and learners have to draw a flag. After the flags are folded in the chain, each learner should explain to the others their flag - for example, why they chose that flag, one thing that they associate with the country, the the colors in all of the languages they know.</p> <p>Extension/ alternative activity:</p> <p>Learners design a flag for their "dream country" (individually or in pairs). The flag should represent what this country is like - for example the country's nature, climate, values, history. After drawing the flag, learners describe their flags to each other, why they have chosen the colours, design, symbols etc., and tell about what their "dream country" would be like.</p>

	<p>The activity also symbolises connection between all learners. After they finish creating the chain a reflexive conversation can be held with learners explaining what does the chain represent, what it means to them etc. For a longer chain flags of any other country can be included. Learners can explain where they know this flag from, what it represents to them etc.</p> <p>Possible extension/alternative activity for higher language proficiency required (B1-B2):</p> <p>Learners design a flag for their "dream country" (individually or in pairs). The flag should represent what this country is like - for example the country's nature, climate, values, history. After drawing the flag, learners describe their flags to each other and tell about what their "dream country" would be like.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - identity/culture and the new identity/culture. - enhancing manual skills. - Learning about colours, country symbols and colours vocabulary.
Assessment	<p>Discussion, asking the learners to explain what colours they were using in their colour page and what is their favourite colour.</p>
Evaluation	<p>"Did you like the activity? Why/why not?"</p>

Serial number of the activity	10
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Name of the activity	Everyone is a piece of jigsaw
Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - learning about stories - learning about legends - enriching vocabulary
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - piece of jigsaw, marked with number on one side and part of illustration on another, for each learner which is premade by an educator - matrix for jigsaw pieces, marked with numbers that suit pieces.
Description of the activity (steps for implementation)	<p>This activity requires learners' precise listening. They will have to concentrate on what they hear and test their knowledge of language, especially vocabulary. By participating in creating jigsaw it will also strengthen their feeling of belonging.</p> <p>The educator reads a story of a local legend etc. the story will be read three times. The first reading is for</p>

	<p>listening only. After the first reading, the educator distributes one piece of jigsaw to each learner. Second reading is for learners to make a connection between the story and a piece they were given. During the third reading each learner should recognize part of the story that their piece represents. They should stop the educator, show their piece, take it to the front and put it in the right place.</p> <p>Alternative activity:</p> <p>In groups or pairs, learners receive cards that illustrate a story, myth or legend. Before the educator tells the story, learners have to guess the order of the illustrations and discuss what the story may be about. After the educator has told the story, learners revise the illustrations and put them into the correct order. What elements of the story did they guess right? What was different?</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - Practical and personal: precision, patience, persistence.
Assessment	<p>“Write down three things you’ve learnt by doing this activity”</p>
Evaluation	<p>Circle discussion on whether it was tough activity and why.</p>

Serial number of the activity	11
Name of the activity	Show me a story
Language proficiency targeted (A1-C2)	B1
Learning objectives	<ul style="list-style-type: none"> - learning about legends - enriching vocabulary - cooperation - encouraging tolerance - improvement of public performance skills
Approach	<ul style="list-style-type: none"> - learner-centered approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - chosen pictograms for projection; SEE ATTACHMENTS

Description of the activity (steps for implementation)	<p>The activity activates learners' creative and out of the box thinking as well as their skills. It also expand their knowledge of learning about meaning behind different symbols.</p> <p>A projection of several different pictograms is displayed. Learners come in front of the class one by one. Their task is to choose 3 pictograms/symbols/emoticons/small illustrations and use them in 3 cohesive sentences. The next learner should continue the prior learner's story by using another 3 pictograms.</p> <p>For younger learners rules can be adjusted, for example: they don't have to continue, just make a story of their own, or they can choose at least one the same pictogram as a learner before them.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - enhancing logical connection, thinking outside the box, - Practical and personal: precision, patience, persistence.
Assessment	<p>Self assessment: Every learner chooses one pictogram that expresses their feelings in a given moment.</p>
Evaluation	<p>"Did you like the activity? Why/why not?"</p>

Serial number of the activity	12
Name of the activity	Rhyme time
Language proficiency targeted (A1-C2)	C1
Learning objectives	<ul style="list-style-type: none"> - learning literature theory - learning grammar - enriching vocabulary
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions - guided activity
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper ribbons, glue scissors, stamper - matrix for jigsaw pieces, marked with numbers that suit pieces.
Description of the activity (steps for implementation)	Rhyming is a great method for learning new vocabulary, remembering new words and associating them with others. When rhyming sentences it also

	<p>encourages learners to pay attention to rhythm and syntax in general.</p> <p>The educator shows some examples of rhyming, some simple poetry. The learners and educator discuss what characterizes these rhymes.</p> <p>After being introduced to a world of rhyming, learners (individually or in small groups) have to make some rhymes of their own based on a character of a legend, fairy tale, or myth that they know or have become familiar with in class.</p> <p>The rhyme could be between four and ten lines long and describe the character and what he/ she/ it is famous for.</p> <p>The rhyme should be written on a poster with an illustration of the character in question.</p> <p>The posters could be presented by the individual groups and displayed in the classroom.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - learning grammatical rules in specific language surroundings, - Practical and personal: precision, patience, persistence.
Assessment	<p>"Sit in groups of 3-4 and mention 2-3 things that you learnt by doing this activity"</p>
Evaluation	<p>Circle discussion on whether it was tough activity and why.</p>

Serial number of the activity	13
Name of the activity	Mime from the bowl
Language proficiency targeted (A1-C2)	A2
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - improving public performance skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions - guided activity
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - acting - performance
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper ribbons, glue scissors, stamper - matrix for jigsaw pieces, marked with numbers that suit pieces.

Description of the activity (steps for implementation)	<p>Activity encourages learners to act and react in the given moment, without preparation. It also encourages learners' ability to communicate in public, to perform. It can be relaxed and funny so learners are happy to cooperate, learn new words and expressions all wrapped in a fun activity that can be used as an independent lesson or to break some seriousness during other lessons.</p> <p>The educator prepares small papers with nouns of selected theme. For example professions, fairytale creatures, historic personalities etc. Papers are put in a hat, box, bowl. Learners come in front of the class one by one, draw a paper that no one else can see and try to show the noun with mime. All sounds are forbidden. Learners can express themselves only by body language, face expressions, hand gestures. The other learners try to guess the word by lifting their hands. The first learner who guesses is the next to show the word. If somebody guesses first more times, the educator decides who will be next. Every learner should get a chance to do the mime at least once.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - developing public performance skills, - Practical and personal: precision, patience, persistence.
Assessment	<p>"What did you learn by doing this activity?"</p>
Evaluation	<p>Circle discussion on whether it was tough activity and why.</p>

Serial number of the activity	14
Name of the activity	Draw what I say
Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - special focus on cultural expression - learner-centred approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - crafting
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper, crayons, markers
Description of the activity (steps for implementation)	This activity focuses on intensive listening, cooperating with each other and being able to put somebody else's vision before their own. It practices precision and clear

	<p>expressions when giving instructions and guidelines. By doing so the learners exercise their language skills and acknowledge whether they are able to express their thoughts clearly and correct themselves if necessary.</p> <p>Learners work in teams of two. Each learner makes a drawing and describes it to the partner so that he or she can draw it without seeing it. Learners sit back to back or on opposite sides of a table so that they can not see what the other person is drawing. The person instructing the drawer should not be able to see the drawing in progress. Outlines can be handed out to learners in order to make the drawing phase more efficient -- for example an outline of an island, a building, or a person.</p> <p>The drawing time should be limited on maximum 15 minutes. After the drawing is finished they should compare the original drawing with the copy. Learners then switch roles</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - developing team working ability, - Practical and personal: precision, patience, persistence.
Assessment	<p>"What did you learn doing this activity? Write down 2-3 things"</p>
Evaluation	<p>One of the team members reports to the whole class on how the process was going and evaluates if the finished results were close to rules or not.</p>

Serial number of the activity	15
Name of the activity	And the next station is ...
Language proficiency targeted (A1–C2)	B1
Learning objectives	<ul style="list-style-type: none"> - learning about cultures, heritage - enriching vocabulary - integration - cooperation - improving motor skills
Approach	<ul style="list-style-type: none"> - multiculturalism - multilingualism - cultural expressions - non-formal learning - inclusiveness
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - singing - storytelling
Duration	45 minutes
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - cardboard, colour pencils - hula hop rings - Brother John puppet

<p>Description of the activity (steps for implementation)</p>	<p>The activity is recommended for learners in the first or the second class.</p> <ol style="list-style-type: none"> 1. The educator makes a cardboard locomotive, the learners follow one after another forming a vagon. Educator is the locomotive (they can use the hula hop rings). The train takes them to different destinations, for example the capitals of neighbouring or different countries. Brother John accompanies them. While travelling to one country, children sing “Brother John” (Frere Jacques) in the language of the country (in Italy they sing Fra Martino; in Norway Fader Jakob etc.) 2. When they arrive at the country's capital, they first greet each other in the country's language. Then they get to know the culture characteristics of the country, food, fashion, celebrities, attractions, customs and compare everything to their own culture. 3. One of the learners is named a Tourist guide for each country. He/ She should tell his tourists a story/ legend/ myth of a place they are visiting. He or she can tell a story he/she knows from former classes. <p>It is recommended to choose the countries of learners' origin. Learners are allowed to choose the country themselves.</p>
<p>Expected results/outcomes</p>	<ul style="list-style-type: none"> - improving language skills - learning about different languages - learning about our own identity/culture, our shared identity/culture and the new identity/culture - strengthening social belonging, connecting to others

Assessment	The educator and the learners talk about countries, similarities and differences between them. What did they learn with this activity.
Evaluation	learners evaluate the activities (how did they feel during the activities, suggestions, impressions, tips).

Serial number of the activity	16
Name of the activity	This is our mystery land
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - learner centred approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - drawing

Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - dry weather, coloured chalks
Description of the activity (steps for implementation)	<p>Learners work in teams and have to communicate for the successful result. They have to listen to each other's ideas and use language as an accessory to be a good team worker.</p> <p>Learners are divided into teams and receive different coloured chalks. The activity could be carried out at a school front or backyard or anywhere else where there is a lot of concrete floor. Their task is to draw an imaginary land that should be inspired by a local legend, mythology creature, historical city etc. The educator explains the legend and makes sure they all understood the content and what kind of creature was presented to them. They work in teams but they have to be attentive to what other teams are doing, because the goal is to connect places of every group in a one unified imaginary land. The educator should walk from one group to another and talk to learners about what every member of the team contributes. Every 10 minutes the team sends one of their members to make an inspection of what other teams are doing. The reporter has to explain to others what is going on in other groups, so they can make a plan on how to connect all parts of the land. Every 10 minutes a different team member should make a circle around other teams' work.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - enhancing graphomotorical skills, - Practical and personal: precision, patience, persistence.

Assessment	“Write down 2-3 things you learnt by doing this activity”
Evaluation	Circle discussion on whether it was a tough activity and why.

Serial number of the activity	17
Name of the activity	Please, continue
Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - learning about legends - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - learner-centered approach - special focus on cultural expressions
Cultural expression adopted (for example)	<ul style="list-style-type: none"> - storytelling

storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing (comics)
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Activity works best in a smaller group but can function in a bigger groups as well
Description of the activity (steps for implementation)	<p>The activity is inspired by an activity from the world of comic books known as a comic jam session or comic jam. It encourages learners to think outside the box, use their imagination and consider the work of others.</p> <p>Learners get a piece of blank A4 format paper. They have to draw a grid of 2 columns and 2 rows. They have to start drawing a comic book in whichever panel they choose. If this is their first time doing this activity it is probably best that they all start on the first panel. When the first panel is finished, the learner brings his paper to the front desk and chooses one from another learner that has already finished. They have to continue drawing a comic book by considering what was drawn before.</p> <p>When the activity is used more often, there can be some variations. The grid can be bigger, the first drawing is not necessary in the first panel.</p> <p>Before drawing educators specify a theme of comics, for example Dwarfs.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - enhancing graphomotorical skills - Practical and personal: precision, patience, persistence.

Assessment	“Explain to a partner what you learnt by doing this activity”
Evaluation	Everybody draws a speech bubble containing a word that best describes how they feel by the end of the activity.

Serial number of the activity	18
Name of the activity	SMS
Language proficiency targeted (A1-C2)	C2
Learning objectives	<ul style="list-style-type: none"> - learning grammar - learning about legends - enriching vocabulary
Approach	<ul style="list-style-type: none"> - learner-centered approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - recreating story

Duration	45 mins
Special requirements (tools, accessories)	
Description of the activity (steps for implementation)	<p>By writing different types of text messages learners will learn the differences of formal and informal communication. They will practice writing and expressing themselves in different genres. On the way they'll learn new vocabulary and the differences on how one language can be different depending on the field where we use it.</p> <p>The educator will set an example of a completely neutral content, taken from a fairytale.</p> <p>Examples of types of SMS, if we use Little Red Riding Hood as an inspiration.</p> <p>First task:</p> <p>Write SMS to Little Red Riding Hood pretending you are her mother.</p> <p>Write SMS to a wolf pretending you are a hunter.</p> <p>Send SMS to grandmother pretending you are a wolf.</p> <p>Send SMS to your boss as a hunter, who wants to know if he can get a raise.</p> <p>Send SMS as a grandma to a company of hearing aids, because you want to make a complaint.</p> <p>Learners should write these forms in a notebook keeping in mind, it should be a short text, just as they would indeed send a real SMS to a target person.</p>

Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, grammatical skills in specific language surroundings, - strengthening focus ability. Practical and personal: precision, patience, persistence.
Assessment	“What did you learn by doing this activity?”
Evaluation	Write additional SMS to whomever they choose. This SMS should express their opinion about the activity and validate the difficulty of it.

Serial number of the activity	19
Name of the activity	Pick-up story
Language proficiency targeted (A1-C2)	C1
Learning objectives	<ul style="list-style-type: none"> - learning about legends - enriching vocabulary - learning grammar
Approach	<ul style="list-style-type: none"> - learner-centered approach - special focus on cultural expressions

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - creative thinking - creative writing - storytelling
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - creating stories - recreating stories
Description of the activity (steps for implementation)	<p>Learners will learn to connect information and use their imagination to create a cohesive story. Alongside they will practice their language skills, learn new vocabulary and grammar. Alongside it will enhance their memorisation and visual memory.</p> <p>The educator has a deck of illustrated cards. Learners picks up three random cards and has to connect them together in a cohesive story.</p> <p>A story is written down and when finished, learners read them to their schoolmates.</p> <p>If a learner forgot what was on a card he or she has drawn, the educator can help by showing it for a second time. But learners get only twice such bonuses. One way of remembering it is to draw a quick sketch for themselves before writing a story.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary and grammatical rules, - strengthening focus ability. - Practical and personal: precision, patience, persistence.

Assessment	Select a random card and try to connect your emotion to an illustration on the card.
Evaluation	“Did you like the activity? Why/why not?”

Serial number of the activity	20
Name of the activity	The dioramas
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - learning about legends - learning about art - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - inclusive approach - learner-centered approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing,	<ul style="list-style-type: none"> - recycle art - crafting

photography, dancing, music...)	<ul style="list-style-type: none"> - working with DIY material
Duration	135 mins
Special requirements (tools, accessories)	<p>old carbon boxes, old packages of pills, food etc.</p> <p>Glue, scissors, old textiles, colored paper, wooden sticks, craft foam, styropor ...</p>
Description of the activity (steps for implementation)	<p>Learners get to create a world of fairytale creatures. The activity enhances precise listening, remembering details, using practical skills and imagination.</p> <p>Before this activity takes place, learners are asked to bring to school old carbon boxes and old packages of pills, biscuits etc.</p> <p>An educator reads a story where the setting is clearly defined: a forest, castle, city etc.</p> <p>Learners are grouped in teams of three or four.</p> <p>They have to create dioramas of a place in which the story is set out of old boxes and packages. They can use all sorts of craft material.</p> <p>When they finish they have to present their diorama to their schoolmates and produce an exhibition of all dioramas (in classrooms, on the hall, other suitable place). They have to write a title of their work, technique used and measurements for the exhibition.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - enhancing manual skills

	<ul style="list-style-type: none"> - Practical and personal: precision, patience, persistence.
Assessment	“Write down 2-3 things on a piece of paper that you learnt by doing this activity”
Evaluation/assessment of the activity	How did you see your part in a group. What was your contribution and how do you evaluate it?

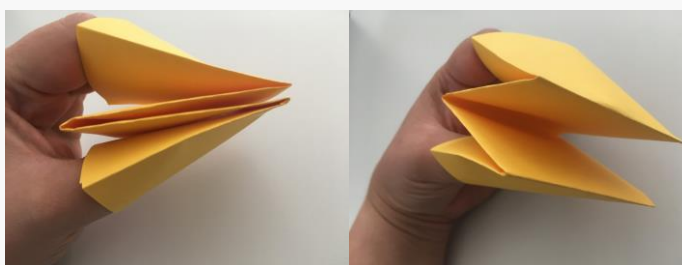
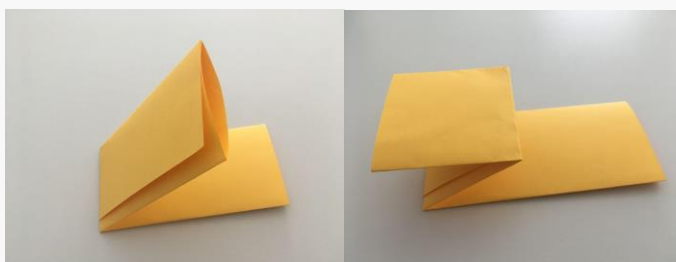
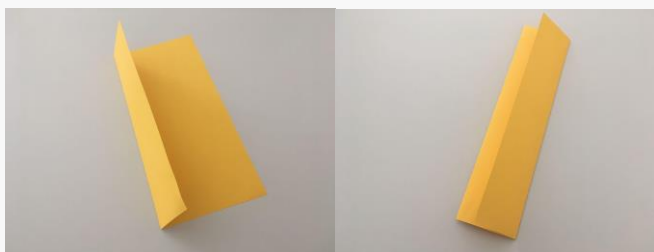
Serial number of the activity	21
Name of the activity	What do you think?
Language proficiency targeted (A1-C2)	A2
Learning objectives	<ul style="list-style-type: none"> - learning about art - enriching vocabulary - learning grammar - learning about stories
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing,	<ul style="list-style-type: none"> - mindfulness using visual art - recreation of a given story - storytelling

photography, dancing, music...)	
Duration	45 mins
Special requirements (tools, accessories)	
Description of the activity (steps for implementation)	<p>The activity will open new ways of interpretation of something already existing. It allows learners to create their imaginary worlds and create stories all with the anticipation of how much similarities will be with the existing story.</p> <p>The educator selects an illustration of a story. It is advised that is not a well known story because activities goals are best accomplished if learners cannot predict a story based on foreknowledge.</p> <p>The educator presents a picture/ photograph/ art work and learners have to observe it very carefully.</p> <p>Some questions the educator can ask are: relax, concentrate on the illustration, think about what you see on the picture, what kind of colors are there, who is in the picture, what is he or she doing, what is the mood of the picture etc. .</p> <p>Individually or in pairs, learners then write a story based on the illustration. The stories can be read aloud or shared in writing and compared. Which elements do the stories have in common? Which parts of the picture appear in the stories etc.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. - Practical and personal: precision, patience, persistence.

Assessment	<p>After they finish, the educator reads an original story and learners can follow the differences and similarities between their story and the original.</p> <p>They speak about it when asked.</p>
Evaluation	<p>They evaluate what was the best thing about this activity in the form of a conversation.</p>

Serial number of the activity	22
Name of the activity	Paper hand puppets
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - improving motoric skills - encouraging tolerance - improving public performance skills
Approach	<ul style="list-style-type: none"> - learner-centred approach - special focus on cultural expressions

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - public performance - working with DIY materials - crafting
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Several colored papers in an A4 format. - Scissors, paper glue, pencil, markers, crayons. - Some additional accessories are optional, such as plastic eyes, craft foam, hairy wire etc. - A book Frog and the stranger (Max Velthuijs)
Description of the activity (steps for implementation)	<p>A puppet is a very helpful tool for persons that have issues with public speaking. Children often put themselves in a role so intensively they forget it is actually them speaking and not the puppet they are animating. Therefore this activity will strengthen the skill of public speaking and performing as well as enhance the fine motorics as learners will make their own paper hand puppets.</p> <p>Each learner gets one colored paper of their choice. Now they have to fold it in thirds by a horizontal side. The result is a tube of a one third of the horizontal side. This tube is now folded in half. Each end of the tube has to be additionally folded aside from the middle. Now we have a head and two pockets where we put our fingers. The thumb goes in the lower pocket and the other fingers in the upper pocket.</p> <p>The puppet can now be decorated as different creatures. They can be taken from an animal world or be completely imaginary.</p>



The end should look like this:



When the selected creature is finished, it's time to use it in a story. There are several different ways learners can use the puppet for. They can go in teams and make a puppet show, they can be paired and create a dialogue, their puppet can have a long monologue or have a conversation with its animator or the public.

The educator can present all these ways and learners can select their preferred way. When time for preparation is over, they have to perform their show in front of their schoolmates.

Alternative option for paper puppets:

[Naredi sam - Lutkovno gledališče Maribor - YouTube](#)

For an inspiration educator can use a book *Frog and the stranger* (Max Velthuijs) for example. Learners can make puppets after characters from this book and then recreate a story from the book in their puppet shows.

Expected results/outcomes

- enriching vocabulary, strengthening focus ability.
- enhancing public performance skills
- Practical and personal: precision, patience, persistence.

Assessment	“Talk to your partner what you learnt by doing this activity”
Evaluation	Use your puppet to express your feelings about the activity.

Serial number of the activity	23
Name of the activity	The diary
Language proficiency targeted (A1-C2)	C2
Learning objectives	<ul style="list-style-type: none"> - learning about legends - learning grammar - enriching vocabulary
Approach	<ul style="list-style-type: none"> - learner-centered approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - recreating story - storytelling

Duration	45 mins
Special requirements (tools, accessories)	
Description of the activity (steps for implementation)	<p>This exercise encourages learners to think and view things from another perspective.</p> <p>A story is read by an educator. When selecting a story it is important for this activity that there are at least two characters with a bigger role. It can be a story of two warriors, one being an enemy, one being the good guy.</p> <p>After reading, learners should take a piece of paper and write one day in a diary from a selected character. It can be a day of the battle, a day before the battle or any other day they can think of. They can use a lot of their imagination but there are some boundaries to bear in mind. Their stories have to stay true to the original character's nature, it has to be written in the first person as if the character is writing it, if in an original story a character dies, there shouldn't be a day from a life after the battle etc.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, - learning grammatical rules in specific literature form, - strengthening focus ability. - Practical and personal: precision, patience, persistence.
Assessment	They write the date of the activity and in a first person comment the activity as if they are writing their own diary.

Evaluation	"Did you like the activity? Why/why not?"
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Serial number of the activity	24
Name of the activity	The riddle
Language proficiency targeted (A1-C2)	C1
Learning objectives	<ul style="list-style-type: none"> - pragmatic thinking - logical thinking
Approach	<ul style="list-style-type: none"> - learner-centered approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - conceptual drawing
Duration	45 mins

Special requirements (tools, accessories)	
Description of the activity (steps for implementation)	<p>This activity speaks strongly to a learners' logical thinking and problem solving ability. They have to concentrate and stay focused if they want their results to be optimal. They are learning to think in the language of a host country.</p> <p>The educator presents a riddle: there is a ship, a knight, a dragon, a princess and an apple.</p> <p>The goal is for everyone to cross the river safely on a boat but:</p> <p>The knight is the only one who can control a boat and there is a place for only one of the passengers to ride along. Apple is considered a passenger.</p> <p>If dragon and princess stay alone - the dragon will eat the princess.</p> <p>If princess and an apple are left alone - the princess will eat the apple.</p> <p>They should consider both riverbanks for that matter.</p> <p>Learners should think about the possible solutions and write them down. They can help themselves with concept sketches.</p> <p>One of the solutions:</p> <p>1st: a princess</p> <p>2nd: an apple</p> <p>3rd: a princess gets back on a boat</p> <p>4th: a dragon, princess awaits</p> <p>5th: knight rides solo back to take a princess.</p>

Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability. Practical and personal: precision, patience, persistence.
Assessment	“What did you learn doing this activity?”
Evaluation	Using a conceptual drawing they should describe how they felt during the exercise.

Serial number of the activity	25
Name of the activity	Live action board game
Language proficiency targeted (A1-C2)	A1
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation - encouraging tolerance
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - improvisational theatre - body language expressions - live action role playing
Duration	45 mins
Special requirements (tools, accessories)	<p>Preferably an outside activity on a field of chessboard. The field should be drawn with chalk with squares big enough for one learner to stand inside. Grid is 8X8, so 64 squares all together.</p> <p>Papers with special effect of random squares.</p>
Description of the activity (steps for implementation)	<p>It is a practical activity that enhances learners' cooperation with each other. Alongside they learn new vocabulary, logical thinking when connecting rules to a game and fast reactions. It gives a unique opportunity for learners to immerse in a story and take an active part in it.</p> <p>The educator prepares all necessary equipment.</p> <p>The game is inspired by several different board games, but this time it is not played on a board but on a field, and the action figures are the learners themselves.</p> <p>Some fields are empty, some fields have special effects that are not seen (the paper with special effects should be on a field facing upside down). The game can be taken from a variety of different story worlds, the example below will be taken from the world of magicians and wizards.</p> <p>For special effects we have a raven, magic wand, wizard hat, crystal ball, magic dust.</p>

	<p>One learner is a wizard and is standing outside the field, turned backwards. Other learners are his misbehaved assistants. Every learner selects the square he or she will stand on. There has to be at least one square of a space between learners. Other fields are filled with special effects and some fields can stay empty.</p> <p>The wizard calls out the squares, using guidelines of a grid (G1 - for example).</p> <p>If on G1 stands an assistant it means he or she has to leave the field, because he or she is now turned into a well behaved assistant.</p> <p>If the G1 is empty, nothing happens. The wizard calls another square.</p> <p>If the G1 has a special effect, something happens.</p> <p>Raven: All assistants turn into ravens, start yelling “cra cra cra” and move randomly along the board, landing on a different square.</p> <p>The crystal ball: Wizard gets to turn around really quickly and have a sneak peek of the situation on the board.</p> <p>Magic dust: Is spread to all neighbouring squares and eliminates from the game all misbehaved assistants on those squares.</p> <p>Wizard hat: Returns last eliminated misbehaved assistant back to the game. If there are no eliminated assistants yet, the first one that is called, has an immunity.</p> <p>Magic wand: Wizard instantly wins the game using the magic wand to reform the assistants’ behaviour.</p> <p>White beard: Assistants get to pull the Wizard's beard and therefore leave the field being the ultimate winners.</p>
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	<p>The game ends when there are no assistants left on the field.</p> <p>Note: There can be several ravens, crystal balls, wizard hats and magic dusts, but only one magic wand and one white beard on the field.</p> <p>After one game finished, somebody else is picked for a wizard and the game can start over.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, strengthening focus ability, logical connection when transferring rules to a game.
Assessment	<p>“Write down 2-3 things you learnt by doing this activity”</p>
Evaluation	<p>Everybody selects a special effect and has to explain their overall feeling through a game through the selected effect.</p> <p>For example: I feel like a raven, because it was really good that we had this class outside.</p>

Serial number of the activity	26
Name of the activity	CULINARY BAZAAR – presentation of countries the learners are from

Language proficiency targeted (A1–C2)	any
Learning objectives	<ul style="list-style-type: none"> - learning about cultures, heritage, food - enriching vocabulary - integration - cooperation
Approach	<ul style="list-style-type: none"> - multiculturalism - cultural expressions - non-formal learning - inclusiveness
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing - storytelling - cooking - music
Duration	45 minutes in the classroom, 90 minutes for presenting and eating the food
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper, colour pencils - food supplies for cooking




Description of the activity (steps for implementation)

Preparation: working in the classroom

Each classroom chooses one country for presentation (preferably the country of the learners' origin). The educator makes an introduction and forms smaller groups. Each group of learners works on different aspects of the country: music, food and drink, flag, anthem, countries' characteristics, customs. They can use the Internet, books, watch films, and listen to music. After half an hour, they present main features to the rest of the classroom. Then they make a poster of the country.

Main event

Parents are asked to prepare one or two typical foods or drinks of the country of origin. The school provides them with the material for cooking. The parents inform the school on which dish they want to prepare and give the school the recipes. The school takes care of advertising. learners and other parents and educators can be invited or even local communities. The event takes place in the afternoon (preferably during PTA meetings, while there are parents visiting school). The school prepares the stands (one stand for each country), posters of the country, recipes for the dishes presented by the parents, music from countries presented. Parents and their children are by their stand during the event and talk to the visitors, explaining the dishes to them. The parents are welcome to dress traditionally or to bring different souvenirs of their country.

	  
Expected results/outcomes	<ul style="list-style-type: none"> - improving language skills - strengthening social belonging, connecting to others - making new friends - enhancing cultural awareness - learning about our own identity/culture, our shared identity/culture and the new identity/culture
Assessment	<p>Learners discuss the characteristics of the country, they have to agree which ones are the most important to include them in the poster.</p>

Evaluation	Learners the next day at school shall report on what were the impressions at home by them and their parents.
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Serial number of the activity	27
Name of the activity	The detectives
Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - learning about own/other cultures, heritage - enriching vocabulary - integration - cooperation - encouraging tolerance
Approach	<ul style="list-style-type: none"> - multicultural approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling
Duration	45 mins

Special requirements (tools, accessories)	<ul style="list-style-type: none"> - photos of different cultural heritage (for example: Da Vinci's Mona Lisa, Michelangelo's David, Eiffel tower or any other local/national famous artwork/sights ...)
Description of the activity (steps for implementation)	<p>Learners have to communicate and listen to each other very precisely in order to achieve the goal of the activity.</p> <p>Before actual activity: educator presents selected famous art pieces/sights to learners, using photographs and explaining some facts around them.</p> <p>Activity: the educator selects 5 random learners to go in front of the class. He gives them papersheets with their role. Four of them are innocent, one of them is a thief. The rest of the class are the detectives. They can take 5 to 7 minutes to prepare themselves for a role they were given.</p> <p>A famous art piece or sight is stolen. Each detective gets to ask one question, e.g. Why did you steal ____? Where is it now? What will you do with it? All of the 5 selected learners have to answer the question. Based on those answers the detectives have to choose the thief. If they choose right person, they win, otherwise the thief is the winner.</p> <p>Additional rules:</p> <p>The answer can never be YES , NO, I DON'T KNOW.</p> <p>YES and NO questions are not allowed.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary. - focus skills improvement - Learning about our own identity/culture, our shared identity/culture and the new identity/culture.

	<ul style="list-style-type: none"> - Practical and personal: precision, patience, persistence.
Assessment	Learners reflect on art pieces/sight they've learned about during the activity. What did they learn?
Evaluation	Which art pieces/sights did they like best and why?

Serial number of the activity	28
Name of the activity	Commercial break
Language proficiency targeted (A1-C2)	C1
Learning objectives	<ul style="list-style-type: none"> - learning about own/other cultures, heritage - learning grammar - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - multicultural approach - special focus on cultural expressions

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - crafting
Duration	45 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - photos of different cultural heritage (for example: Da Vinci's Mona Lisa, Michelangelo's David, Eiffel tower or any other local/national famous artwork/sights ...).
Description of the activity (steps for implementation)	<p>Learners have to communicate, cooperate, listen to each other, take into account all suggestions.</p> <p>Before the actual activity: educator presents selected famous art pieces/sights to learners, using photographs/ videos and giving some information about them.</p> <p>Activity: Learners are divided in smaller groups of four or five and select an art piece or sight. Their selected item is an object to be advertised (for potential visitors, tourists etc.). They have to prepare any kind of commercial - it can be a billboard, TV-commercial. When they're done preparing, they have to present their ads. It should be convincing and entertaining.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary. - learning grammatical rules in specific language surroundings - Practical and personal: precision, patience, persistence.

	<ul style="list-style-type: none"> - Learning about our own identity/culture, our shared identity/culture and the new identity/culture.
Assessment	Every learner chooses what they would buy. What made them buy? Which skills convinced them? What did they learn from that?
Evaluation	Did they like the activity or not? What would they change if they wanted to do it again?

Serial number of the activity	29
Name of the activity	Museum stories
Language proficiency targeted (A1-C2)	B2
Learning objectives	<ul style="list-style-type: none"> - learning about art - learning about migrations - learning about cultures, heritage - enriching vocabulary - integration - cooperation - encouraging tolerance

Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - art observation - mindfulness in the gallery
Duration	90 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper sheets with different words.
Description of the activity (steps for implementation)	<p>Learners go to a museum and the educator (alternatively, museum guide) presents the stories about some of the paintings/other artwork exhibited at the museum.</p> <p>Learners are given the task to find at least three artworks that are about a common theme or motif, decided by the educator beforehand, within a specified time. Possible themes/ motifs could be religion, friendship, children, families etc.). Learners should write down the names of the artists and artworks. After the research stage, some groups can guide the rest of the class to the artworks they have found. Each picture could then be analysed, looking at how they relate to the common theme.</p> <p>Preferably they could focus on artists that were travelling a lot and live at different places in the world. The point of that is to emphasise that a lot of people are traveling around the world and live in different places and that it was happening even in the past for various reasons, whether for educational reasons,</p>

	<p>career reasons or anything else. Migrations as such are a common thing among people and it is completely normal for a person who migrates to live in a different country to doesn't speak the language of the host country and has to learn the language from scratch. But it should never pose too much of an obstacle to overcome to be successful in achieving personal goals.</p> <p>After seeing the selected artworks, they think about migrations and talk about what is the difference between traveling and migrating, what are the reason for migrations, what were reasons in the past. They remember all artists they heard about in a museum/gallery and talk about their reasons to migrate.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary, - enhancing cultural awareness - Practical and personal: precision, patience, persistence. - Learning about our own identity/culture, our shared identity/culture and the new identity/culture.
Assessment	Learners select one painting and try to explain their emotions using motives from the painting. What did they learn from the activities?
Evaluation	Did they like the activity or not? Anything they would like to change if they were to do them again?

Serial number of the activity	30
Name of the activity	Message in a bottle
Language proficiency targeted (A1-C2)	A1–A2
Learning objectives	<ul style="list-style-type: none"> - self-searching - learning about stories - enriching vocabulary - integration - encouraging tolerance
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions - learner-centred approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Creative thinking - Creative writing - Drawing
Duration	45 mins

Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Transparent bottles (plastic or any material available) - Paper, string
Description of the activity (steps for implementation)	<p>Sometimes it is difficult for learners to express their own ideas or opinions in public. The activity is focused on learning how to express personal feelings, opinions and ideas using a simple but effective language and some drawings, using the „message in a bottle “as a facilitation device.</p> <p>The activity starts with a brainstorming: which mean of communication you would use to express your feelings, or your opinion on some important topic, or to say something to some particular person? Then the story of the old messages that were sent through the sea by mariners into bottles is told. In this way the messages are protected and safe until they reach their destination, or maybe just to be picked up by a random person. The educator asks the learners what kind of message they would like to send through a bottle to the rest of the world. After that, they are asked to prepare three little sheets of paper: on the first one they have to write (or draw), something they have done and they are proud of. On the second one something that they found funny and curious. On the third one, something that they feel bad about and that they would like to change. The paper are wrapped around with the strings and put into the bottles. The bottles are put all together in the centre of the room. Every learner chooses one randomly: the bottles are opened; learners read the messages and discuss them with the educator.</p>

Expected results/outcomes	<ul style="list-style-type: none"> - enriching vocabulary - Stimulating conversation, discussion and critical thinking. - Foster self-awareness and confidence
Assessment	<ul style="list-style-type: none"> - Learners manage to organize their thoughts in short and effective sentences or drawings - Learners successfully understand and discuss on the opinions and ideas shared through the messages.
Evaluation	Did they like the activity or not? Why/why not?

Serial number of the activity	31
Name of the activity	Kamishibai visual theatre
Language proficiency targeted (A1-C2)	B1

Learning objectives	<ul style="list-style-type: none"> - learning about cultures, heritage - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance - learning about art
Approach	<ul style="list-style-type: none"> - special focus on cultural expressions - learner-centred approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Storytelling - Drawing - Theatre
Duration	1h 30 mins
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - A3 thick paper, drawing materials, book with stories - Kamishibai/butai theatre set (optional)

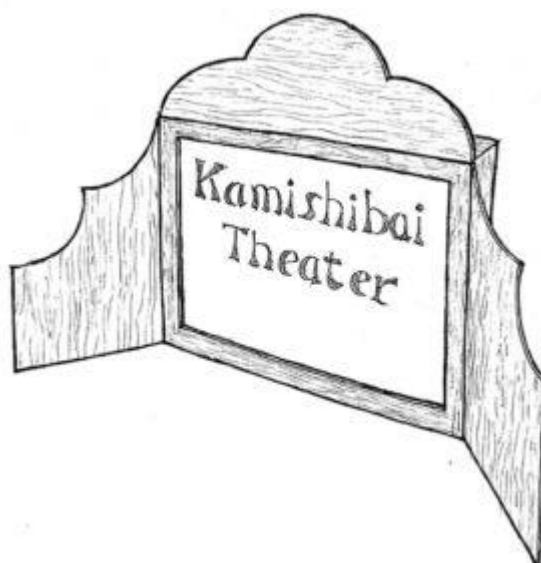
**Description of the activity
(steps for
implementation)**

In this activity, the learners should be able to read or listen and understand a story, represent it visually and dramatize it through a simplified form of theatre.

The kamishibai is a traditional Japanese form of visual theatre. A little wooden theatre box is carried from town to town. Inside there are panels with a visual representation of the story (visible to the audience) on one side, and a text on the other side. The narrator, hidden behind the theatre, read the story, shifting the panels in order as the play progresses. In this way, the public can actually see the representation going on while listening to the narrator.

In the activity learners can choose a story (or invent one), based on popular tales or historical facts or about famous characters. Learners are asked to prepare the panels for the kamishibai, dividing the narration in 5-6 panels: a drawing with the selected scene on one side, and the text for the narrator on the other side.

After the panels are ready, the chosen narrator takes place in the kamishibai (or just hiding his face behind the panels) and start telling the story.



Expected results/outcomes	Text comprehension, dramatization of a story, learn about traditional stories/myth
Assessment	Learners are able to identify the most important characters/facts of the story and rebuild the narration in a visual and dramatic form.
Evaluation	Ask them if they liked the activity or not, and why/why not?

Serial number of the activity	32
Name of the activity	Learning to program with SCRATCH
Language proficiency targeted (A1-c2)	B1
Learning objectives	<ul style="list-style-type: none"> - develop digital skills - learning about stories, legends - stimulate logical and creative thinking

Approach	<ul style="list-style-type: none"> - Learner-centred approach - Thinking outside the box - Guided activity
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Coding - Visual Art (Digital animation/pictures) - Storytelling
Duration	1-2 hours
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Laptop, tablet - Internet connection to the SCRATCH page: https://scratch.mit.edu/educators

<p>Description of the activity (steps for implementation)</p>	<p>SCRATCH is a free online platform/app that allows learners to code their own interactive stories, animations, and games using a simple imaged-based interface.</p> <p>On the website, several tutorials are available to introduce the learners to coding according to their age and level of IT education. The best activity to start is to download and print the CODING CARDS from the website. Following the instructions on the back of the cards, they will learn how to choose and move objects on the screen. After some practice they can put together the different instructions to create a little story/videogame on a topic suggested by the educator (related to stories, tradition, heritage) that they can share with the other learners.</p> <p>Examples: 1) Animation of a tourist visiting a famous heritage site 2) Telling a traditional story or a myth using animation, like Zeus throwing his thunders, etc. 3) Represent traditional dances using moves and music.</p> <p>The activity can be done individually, in small groups or with the help of an educators. The SCRATCH website and cards are available in different languages beside English.</p>
<p>Expected results/outcomes</p>	<ul style="list-style-type: none"> - Understand the logical steps of coding - Enriching Vocabulary - Learning how to use videogames and animation to encourage cultural learning

Assessment	<ul style="list-style-type: none"> - Learners are able to execute the basic SCRATCH commands - Learners are able to imagine, plan and create a coherent story/animation on a topic suggested by the educator.
Evaluation	Reflection on what they liked about the activity and why, and whether they'd like to change anything if they were to do it again.

Serial number of the activity	33
Name of the activity	Action Painting
Language proficiency targeted (low, beginner, intermediate, proficient)	A1
Learning objectives	<ul style="list-style-type: none"> - learning about cultures, heritage - integration - cooperation - improving motor skills

	<ul style="list-style-type: none"> - learning about art
Approach	<ul style="list-style-type: none"> - Learner-centered approach - Special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Music - Painting - Movement/dancing
Duration	45 minutes
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - Paint, brushes, large (at least A3 or bigger) thick paper - Device to play music

Description of the activity (steps for implementation)	<p>Learners learn how to create art using movement and a multisensory approach. They all contribute to the result enhancing teamwork and support.</p> <p>Learners are introduced to the art of American painter Jackson Pollock through pictures of his paintings and video of the artist himself. His action painting technique consisted in just letting the paint drip from the brushes to the canvas on the ground, while adding fast movements with the hands and the whole body to add dripping lines and other shapes: he used jazz music for inspiration while painting.</p> <p>A large thick paper is laid on the ground. The educator puts the music on (educator can choose if using a jazz music as Pollock used to, or choose whatever type of music feels adequate for the group and the activity) and one by one the learners take turns in dripping the paint on the paper, choosing any color they want and moving freely or according to the music. After all the layers are added, the group observe the final completed painting.</p> <p>A discussion follows on what they see in the abstract painting created, and learners are challenged to give a title to the art creation.</p> <p>This activity can be done with parents, with the family working together on a single A3 paper.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - Learners get in touch with art in a playful and non-formal way - Kids learn to work together for a final result - Learn how to use abstraction to express real experience or emotions.

Assessment	Learners participate in the activity and work efficiently with their peers, with everyone contributing to the final product. Learners recognize action painting is not only a game but also a real artistic process.
Evaluation	Reflection on whether they liked the activity or not, and why, and if they'd like to change anything about it.

Serial number of the activity	34
Name of the activity	Create a soundtrack
Language proficiency targeted (A1-C2)	B1-B2
Learning objectives	<ul style="list-style-type: none"> - Encourage cultural exchange and enhance cultural awareness - Complement language learning - Facilitate the learners' emotional expression - Enhance group working skills - Enriching vocabulary

Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Music - Storytelling - Drawing
Duration	135 minutes (3 45-minute sessions)
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - PC with internet access, CD player - Drawing paper - size A3, coloured pencils, coloured markers, ruler, pencil.

**Description of the activity
(steps for
implementation)**

Music is perhaps the most intuitive of cultural expressions and therefore has a universal reach, while being an effective carrier of culture and language (in songs). It reflects a country's lifestyle, as well as values and attitudes in a safe and effective way. By creating a soundtrack for a visualised story, music is combined with drawing and storytelling, in order to generate rich and effective learning experiences.

Preparation: Prior to the activity session, the educator asks the learners to propose a song or a musical piece representative of their country or region of origin. learners can turn to their parents for assistance in selecting the piece of music, at home. Learners can propose one song/piece each, or learners with the same region/country of origin can cooperate and propose a musical piece in groups.

1st session: The educator gathers the musical pieces/songs proposed by the learners and presents them to the whole group, playing a part of each (around one minute) on YouTube or on a CD player if the learners bring a CD. The educator also asks the learners to say a few words about the music they proposed, i.e. its title in the native language and language of the host country, whether it is a traditional or modern music piece, how it is representative of their region/country of origin etc. The educator asks the group to comment on the emotions that each piece/song carries – sadness, joy, anger, loneliness, pride, etc.

2nd session: The educator presents to the learners a story from mythology (e.g. the story of Prometheus or the story of Europa etc.) or a story from the history of the country. The educator can narrate the story and present images or drawings that refer to the story. The educator then divides the learners into groups

and asks each group to create a drawing presenting a different part of the story, from beginning to end (learners can also work on an individual basis). The drawings are then presented to the whole group.

3rd session: The educator asks the learners to work together in groups and match each drawing/part of the story to a musical piece/song presented. The groups then narrate the story and present the drawings that refer to each part of the story, accompanied by the soundtrack they created, to the whole group.

ADDITIONAL IDEA:

Combining pictures, music and narration can easily be done using digital tools. This would perhaps make the end product more attractive. Here are steps for a digital version, called Digital Storytelling:

Requirements: A simple app that allows learners to combine images, music, and voice recordings (such as iMovie, or filmora, often pre-installed on ipads and laptops).

-The digital story could retell a story or an episode from a story the learners have worked with in class.

-In groups, learners:

1. Decide on a story to tell
2. Write a manuscript
3. Choose pictures
4. Record the story
5. Add sound and transitions

-Some criteria should be decided beforehand, such as the length of the Digital Story (for example no longer than 3 minutes).

	<p>The digital stories could then be presented to other classmates, comparing the images and music chosen by different groups.</p>
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Expected results/outcomes	<ul style="list-style-type: none"> - enhancing cultural awareness - learn practice in working in groups - learn to expressing emotions
Assessment	<p>After the end of the activity, learners are encouraged to share with the class what they learned from taking part in this activity, regarding:</p> <ul style="list-style-type: none"> - New words or phrases (vocabulary) - The music and culture of different countries - Skills-abilities of their fellow pupils
Evaluation	<p>Learners are encouraged to comment on the activity; whether they enjoyed it or not, what they liked about it and what they did not like, whether they would like to do it again with a new story and/or a different set of musical pieces/songs.</p>

Serial number of the activity	35
Name of the activity	Your own dance
Language proficiency targeted (low, beginner, intermediate, proficient)	any

Learning objectives	<ul style="list-style-type: none"> - Encourage cultural exchange and enhance cultural awareness - Complement language learning - Facilitate the learners' emotional expression - Enhance group working skills - enriching vocabulary
Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach - special focus on cultural expressions
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - Music - Dancing
Duration	90 minutes (2 45-minute sessions)
Special requirements (tools, accessories)	PC with internet access and sound speakers or CD player

Description of the activity (steps for implementation)

Music is perhaps the most intuitive of cultural expressions and therefore has a universal reach, while being an effective carrier of culture and language (in songs). It reflects a country's lifestyle, as well as values and attitudes in a safe and effective way. By creating a soundtrack for a visualised story, music is combined with drawing and storytelling, in order to generate rich and effective learning experiences.

Preparation: Prior to the activity session, the educator asks the learners to propose a move representative of a dance from their country or region of origin. Learners can turn to their parents for assistance in selecting the dance move, at home. learners can propose one dance move each, or learners with the same region/country of origin can cooperate and propose a dance move in groups. The learners also have to select one word in their native language or the language of the host country, that represents the dance they selected.

1st Session: The educator gathers the learners in a circle and asks them to present the dance moves they selected, saying a few words about the dance move they proposed, i.e. the name of the dance that the move comes from in the native language and language of the host country, whether it is a traditional or modern dance, how it is representative of their region/country of origin etc. The learners also present the word they have selected for the dance.

2nd Session: The educator then plays a music track that is popular and known to the learners, either from the host country or worldwide (e.g. the Jerusalema dance challenge with a worldwide outreach), and invites the learners in the circle, one by one, to dance to the music track using their selected dance move and calling out their selected word.

After 2-3 rounds, the educator invites each learner to incorporate the moves and words before him/her in his/her

dance, thus resulting in a new dance, including all the dance moves presented by the learners.

The group can then dance together to the new dance they created.

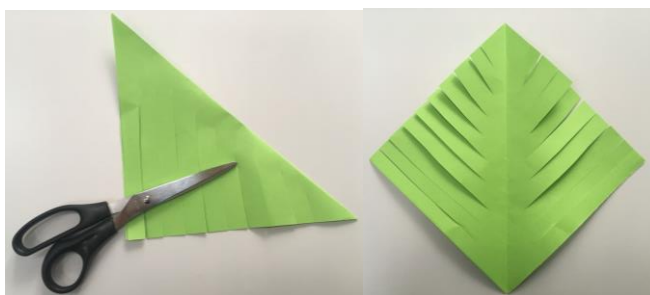
The new dance can also be presented to fellow learners and the parents in special events. The parents can also be invited to dance together with the learners.

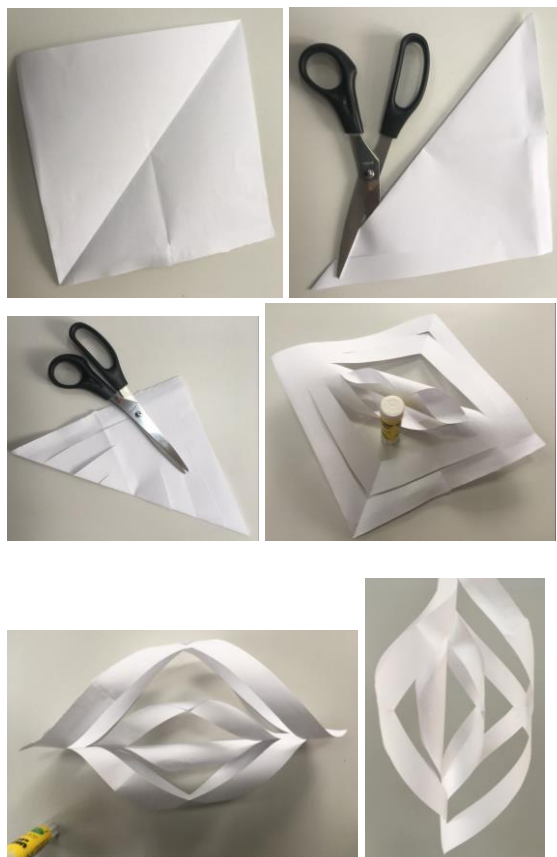
Expected results/outcomes	<ul style="list-style-type: none"> - enhancing cultural awareness - practice in working in groups
Assessment	<p>After the end of the activity, learners are encouraged to share with the class what they learned from taking part in this activity, regarding:</p> <ul style="list-style-type: none"> - New words or phrases (vocabulary) - The dances and culture of different countries - Skills-abilities of their fellow pupils
Evaluation	<p>Learners are encouraged to comment on the activity; whether they enjoyed it or not, what they liked about it and what they did not like, whether they would like to do it again with different moves and/or a different music/song.</p>

Serial number of the activity	36
Name of the activity	Tea party
Language proficiency targeted (A1–C2)	any

Learning objectives	<ul style="list-style-type: none"> - learning about cultures, heritage - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance
Approach	<ul style="list-style-type: none"> - multiculturalism - cultural expressions - non-formal learning - inclusiveness
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - crafting - storytelling - music
Duration	1,5 hours
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - paper (white and green), glue, scissors, pencil, glitter, stars

<p>Description of the activity (steps for implementation)</p>	<p>The activity is implemented in the first grade, when parents, learners and educator are getting to know each other.</p> <p>Learners and their parents are invited to the tea party which takes place in the pre-Christmas time in the afternoon. They are encouraged to bring pastries that represent their country of origin. educators take care of hot beverages (tea, coffee,...).</p> <p>In the beginning the educator greets learners and parents and introduces the purpose of activities. Then the learners and their parents introduce themselves in their own language (their name, where they come from, how do they feel in new school ...). The educator then starts talking about the Christmas holidays, how Christmas is celebrated in our own country -the host country (he/she can show pictures, videos..). Then the educator invites other parents to share their experiences with celebrating Christmas or other festivities that are important in their families.</p> <p>In the second part activities start. Different activities take place in four different corners. In the first corner paper Christmas ornaments are made (learners and parents receive the instructions). The second corner is for making paper Christmas tree (instructions are available to parents and children). The third corner is where parents, learners and educators sit, enjoy eating and drinking and discussing and comparing their customs of celebrating Christmas. The fourth corner is where the food and beverages are.</p>
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There can also be traditional Christmas music (from countries of parents' and learners' origin) playing in the background.

Christmas trees and ornaments can be taken home or can be used to decorate the classroom or hallway in school.

Expected results/outcomes

- improving language skills
 - strengthening social belonging, connecting to others
 - making new friends
 - enhancing cultural awareness
 - learning about our own identity/culture, our shared identity/culture and the new identity/culture
 - practical and personal: precision, patience, persistence

Assessment	Educator discusses the differences and similarities between celebrating Christmas in different countries. The educator encourages others to talk.
Evaluation	Participants (parents, learners and educators) evaluate the activities (how did they feel during the activities, suggestions, impressions, tips...) only if they want to (without the pressure).

Serial number of the activity	37
Name of the activity	The narrative cube
Language proficiency targeted (A1–C2)	any
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation
Approach	<ul style="list-style-type: none"> - cultural expressions - inclusiveness - conversation - learner-centered approach

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing - storytelling
Duration	45 minutes
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - cardboard, colour pencils
Description of the activity (steps for implementation)	<p>The narrative cube can be used for different types of texts and in different ways.</p> <ul style="list-style-type: none"> - The size of the cube surface should be at least 20 cm x 20 cm. The educator divides the text into six different parts. Each of the parts should have its own picture, that represents the action of the part. The picture can be drawn or glued to the cube's surface. Each learner throws the cube once and talks about the part of the story that the picture represents. The learner can also talk about what happened before or after. - We can make 9 cubes made of cardboard (5 cm x 5 cm). We can draw different objects, animals, plants, symbols, people,..., on each surface of the cube. Some cubes should have pictures of the action (dynamic pictures). The learner throws all 9 cubes and tries to make a story. The story can also be written.

Expected results/outcomes	<ul style="list-style-type: none"> - improving language skills - strenghtening social belonging, connecting to others - learning about our own identity/culture, our shared identity/culture and the new identity/culture - practical and personal: precision, patience, persistence
Assessment	The educator and the learners talk about storytelling; do they find it easier telling stories with the help of the cube.
Evaluation	learners evaluate the activities (how did they feel during the activities, suggestions, impressions, tips...).

Serial number of the activity	38
Name of the activity	A story with movement
Language proficiency targeted (A1–C2)	any
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation
Approach	<ul style="list-style-type: none"> - cultural expressions - non-formal learning - inclusiveness

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - storytelling - creative movement
Duration	10-15 minutes (depends on a story)
Special requirements (tools, accessories)	<ul style="list-style-type: none"> - space suitable for movement - a story
Description of the activity (steps for implementation)	<p>This activity can be used also as introduction or for motivation.</p> <p>The educator chooses an appropriate story (depending on what you want to address). While reading or telling the story, the learners are invited to express the story through creative movement.</p> <p>For example, you can express with the body, how the village is small (using the fingers or by squatting).</p> <p>Learners can recap the story first by moving and then by using words or even sentences.</p> <p>After the activity is finished, each learner can pick a word from the story and shows it to the other learners using mime. Other learners have to guess the word.</p> <p>Alternatively or as an addition, learners can show words also as pictorial, associations, descriptions, rebus. The rule is, the chosen word cannot be said out loud or written.</p>

Expected results/outcomes	<ul style="list-style-type: none"> - improving language skills - strengthening social belonging, connecting to others
Assessment	What did you learn?
Evaluation	Learners evaluate the activities (how did they feel during the activities, suggestions, impressions, tips...).

Serial number of the activity	39
Name of the activity	New words in the forest
Language proficiency targeted (A1–C2)	any
Learning objectives	<ul style="list-style-type: none"> - enriching vocabulary - integration - cooperation
Approach	<ul style="list-style-type: none"> - cultural expressions - non-formal learning - inclusiveness
Cultural expression adopted (for example)	<ul style="list-style-type: none"> - storytelling

storytelling, drawing, photography, dancing, music...)	
Duration	1 hour
Special requirements (tools, accessories)	- everything that can be found in the forest
Description of the activity (steps for implementation)	<p>An educator takes the learners in the forest or park or other natural surrounding where there is a lot of space for movement. The rules and the boundaries have to be set (how far the learners can go, not to destroy nature, not to eat anything, unless the educator allows it).</p> <p>Preliminary activity: colours. The educator instructs the learners to touch something green. Learners find something green and touch it. The educator continues with other colours.</p> <p>The main activity: number of forest objects. The learners are divided into pairs or threes. The educator gives instructions: find four chestnut leaves. After all the learners find the leaves, they talk and name the leaves found (if they're not chestnut). The pair or the group that first brought the right leaf to the educator, gives the next instruction (for example find three cones).</p> <p>The final activity: children stand in a circle and put their hands behind their backs. Each learner is handed an object from a forest. The learner tries to describe the objects, while the other learners try to guess the object.</p>

Expected results/outcomes	<ul style="list-style-type: none"> - improving language skills - strengthening social belonging, connecting to others - cooperation
Assessment	To what extent are improving language skills while having fun, highly motivated and active?
Evaluation	Learners evaluate the activities (how did they feel during the activities, suggestions, impressions, tips...).

Serial number of the activity	40
Name of the activity	Identity texts
Language proficiency targeted (A1-C2)	any
Learning objectives	<ul style="list-style-type: none"> - learning about cultures - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance
Approach	<p>Multilingual</p> <p>Learner-centred</p>

Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - work with text - drawing
Duration	45 mins. Can be shortened or extended depending on scope/ topic
Special requirements (tools, accessories)	Pen, paper, coloured pencils (alternatively digital tools for combining text and illustration.
Description of the activity (steps for implementation)	<p>Identity texts combine texts in several languages and illustrations. This activity has been developed by educational researchers with the aim of activating learners' previous experiences, multilingual resources, and multimodal forms of expression.</p> <p>Topics could vary, but should be connected to the learners' everyday lives and cultural identity – e.g. their family, friends, homes, hobbies, languages, home countries etc.</p> <p>In order to focus on activating the learners' multilingual resources, learners should write portions of the text in different languages they know. Alternatively, they could write parallel texts in which the same text is repeated in all languages the learner knows.</p> <ul style="list-style-type: none"> - The educator introduces a couple of examples of multimodal identity text to the class. It is a good

	<p>idea to show different types of multimodal identity texts with which to inspire the learners.</p> <ul style="list-style-type: none"> - In group discussions and/or classroom discussions, the class talks about the ingredients of identity texts. A list of criteria could be made on the board. - The learners should then make their own multimodal identity texts based on the criteria that the class has decided on. - If possible, provide the learners with computers, cameras or other necessary equipment for them to make truly multimodal identity texts. - At the end of the activity, the identity texts could be presented to classmates or displayed in the classroom.
Expected results/outcomes	<p>This activity activates and showcases the learners' language resources. It asks learners to think about things that are important to them in their daily lives and share this with classmates and their educator (and potentially parents). The aim of the task is not to produce texts that are as correct as possible in linguistic terms, but that allow learners to express themselves in the languages they know.</p>
Assessment	<p>How was it for the learners to express themselves in languages they know?</p>
Evaluation	<p>Learners write on sticky notes their opinions about the activity.</p>

Serial number of the activity	41
Name of the activity	Language portraits
Language proficiency targeted (A1-C2)	Any
Learning objectives	<ul style="list-style-type: none"> - learning about cultures - learning about own/other's multilingualism - enriching vocabulary - integration - cooperation - improving motor skills - encouraging tolerance
Approach	<p>Multilingualism</p> <p>Learner-centred</p>
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	Drawing

Duration	20 minutes (can be extended)
Special requirements (tools, accessories)	A simple outline in the shape of a person (templates can be found through a web search for “language portraits”)
Description of the activity (steps for implementation)	<p>In this activity, learners illustrate the different languages they speak and the functions the different languages have in their daily lives. This activity “language portraits”, was first developed as a research method by researchers on multilingualism in Vienna and has become a popular classroom activity that celebrates multilingualism and creates an awareness among learners about their own and their peers’ multilingualism. The activity is suitable for any age group.</p> <ul style="list-style-type: none"> - The learners show some examples of language portraits, and the educator describes how the “artists” have visualised the different languages they know, and the way they use these languages in their daily lives. educators could make their own language portrait as an example! It is a good idea to show language portraits done in different ways. - Languages should be defined broadly and could include varieties/dialects learners know. Other variants such as “sister language”, “secret language”, “language of anger”, and “musical language” could also be included. - educators hand out the outlines and invite the learners to choose a different colour for each of the different languages/varieties and place them within the outline according to the language’s function. - When everybody has completed their portrait, these can be presented to their peers or as an exhibition in

	<p>the classroom, where each learner presents their own portraits.</p> <ul style="list-style-type: none"> - In the discussion or exhibitions, the educator should encourage the learners to explain what languages the different colours represent, why they are placed at the particular body part, and what experiences they have with each language.
Expected results/outcomes	<p>Language portraits celebrate the linguistic diversity of the learner group. It emphasises the resource that different languages represent for the individual, as well as attitudes to the different languages. It develops a greater awareness about multilingualism among participants. The activity could be extended by asking learners to add comments in writing.</p>

Assessment	Self-assessment: "What did I learn about the various languages in my portrait?"
Evaluation	Learners reflect in pairs how it was doing the activity. How did they feel? Anything they would change?

Serial number of the activity	42
Name of the activity	Art-based projects with eTwinning
Language proficiency targeted (A1-C2)	any
Learning objectives	Communicating across linguistic/cultural borders.
Approach	Learner-centred Intercultural
Cultural expression adopted (for example storytelling, drawing,	Any

photography, dancing, music...)	
Duration	Duration depends on the scope of the project
Special requirements (tools, accessories)	<p>The school needs to set up an account on the eTwinning platform etwinning.net.</p> <p>Link: eTwinning - Domača stran</p> <p>Many countries have designated eTwinning ambassadors who can help answer questions and give guidance on setting up projects.</p>

Description of the activity (steps for implementation)	<p>eTwinning is a platform for schools administered by Erasmus+. It is a secure platform that allows schools from European schools to create partnerships and collaborate on a wide variety of topics.</p> <p>Typical eTwinning projects involve two to five schools in different countries.</p> <p>The partners design a project together and make a schedule for the progress of the project.</p> <p>Projects can be more or less interactive. A basic project could involve each partner class making a product on a common theme and sharing it with each other. For example, each class could make a video showing a traditional dance from their country, a presentation of their school and what a typical school day is like, or a tour of the city/ village in which the school is situated.</p> <p>Many more project ideas can be found on the eTwinning platform.</p>
Expected results/outcomes	<p>eTwinning projects make it possible for schools to cooperate across borders in Europe in an uncomplicated way. Sharing experiences with peers in other countries can be very motivating for learners, can lead to authentic communication, and cultural insights.</p>
Assessment	<p>In small groups: “What did we learn from the project(s) with other schools that we didn’t know before? What is different or similar compared to our own school”</p>

Evaluation	In plenary, the e-twinning project(s) are continuously evaluated: what works well, what can be improved when it comes to the communication?
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Serial number of the activity	43
Name of the activity	Multilingual songs
Language proficiency targeted (A1-C2)	A1
Learning objectives	Listening to and talking about multilingual songs
Approach	Multilingual Intercultural
Cultural expression adopted (for example storytelling, drawing,	<ul style="list-style-type: none"> - music - dancing

photography, dancing, music...)	
Duration	Ca 30 minutes or longer depending on the stages included
Special requirements (tools, accessories)	Tools for listening to (and showing) music

Description of the activity (steps for implementation)

Songs that contain several languages can be a great starting point for talking about languages and cultures, as well as music-based activities.

In Norway, the public broadcaster NRK every year releases a song and dance aimed at learners of all ages on themes connected to inclusion and friendship, with step by step guides for learning the dance moves. International versions of these songs also exist, with lyrics and artists from many different countries (f.eks BlimE 2020 Europa). Other multilingual songs that could be used are “Everybody loves Saturday night”, “Waka Waka” (Shakira); “LOVE” (Nat King Cole), “Michelle” (Beatles) or songs that have been recorded in several languages. Alternatively, songs from different cultures represented in the class could be used.

- Play the songs to the learners. Ask them to describe the music, for example what they think it is about, what the title is/ means, how the music makes them feel (happy, sad, excited, calm, sleepy etc).
- Ask learners which languages they recognize. Do they recognize any words in other languages? Why does the song include different languages?
- educators could use lyrics to ask learners to look for words they recognize and find out what words mean that they do not understand. Learners could make a verse in another language they know about the topic of the song.
- As an extension of this activity, learners could be asked to design a short dance to the music, in groups or as a collective activity. Which dance moves would they choose to match the mood of the song? Dance instructions could be written down, practiced and performed.

Expected results/outcomes	Music can be a motivating trigger for many types of communicative activities. In this task, learners listen to multilingual/ multicultural songs and discuss their topics, moods, and language features. Making and performing dances can be a valuable cooperative activity that can foster collaborative task solving, communication and social inclusion.
Assessment	Learners reflect on the relations between verbal and non-verbal language: what is different, challenging or fun(ny)?
Evaluation	How engaging was the activity?

Serial number of the activity	44
Name of the activity	Language family tree
Language proficiency targeted (A1-C2)	any
Learning objectives	Mapping the cultural and linguistic background of learners' families

Approach	Multilingualism
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	- drawing
Duration	Ca 30 minutes
Special requirements (tools, accessories)	Family tree template. It is up to educators to decide which tools should be used for visualizing the tree (e.g. colour pencils, collage, digital tools).

Description of the activity (steps for implementation)

In this task, learners trace the languages and cultural origins of their family (for example siblings, parents, grandparents, aunts and uncles). In addition to their names, learners should write down where the family members come from, and the languages they speak/ have learned (dialects can also be included).

- Learners are shown/ given a template of a family tree. The educator could make a language family tree for him/herself and describe it to learners.
- Next, learners draw/ fill in information about their own family. Depending on the age of the learners, involving parents would be useful. Learners can for example fill in as much information as they know, and add missing information with the help of their parents.
- In addition to filling in information about family members, learners should be asked to decorate the family tree. What shape should the tree/ leaves have? Which colours do they want to use? Is the tree placed in a particular landscape etc.?
- When the family language tree is completed, learners could describe it to each other in groups or for the whole class, and the family trees could be displayed in the classroom.

Expected results/outcomes	The activity asks learners to think about and record the languages and cultures represented in their family. The task highlights the diverse background that many families have. Even families that have lived in the same countries for generations, have often moved from different regions and learned different languages. In this way, the activity shows that migration is a natural part of most families' histories.
Assessment	Self-assessment: what did you learn from this activity?
Evaluation	"What was surprising when you drew your family tree? What does the tree say about how many languages we know?"

Serial number of the activity	45
Name of the activity	Drawing cultural values
Language proficiency targeted (A1-C2)	any
Learning objectives	Reflecting on and describing cultural values/ attitudes visually and orally

Approach	Learner-centred Intercultural
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	- drawing
Duration	Ca 30 mins
Special requirements (tools, accessories)	Paper, colour pencils

Description of the activity (steps for implementation)

This activity asks learners to make visual representations of cultural values. Depending on the learner group, learners could be asked to use the home country as reference, or other countries they know well.

- Learners are asked to individually think about what they consider to be three of the most important cultural values for them. For example, a common conception of a cultural value in Norway among young learners could be “freedom”, “fairness” or “love of nature”.
- Next, learners form micro-groups of 3-4 where they share their three values and explain why they think those are cultural values for what they define as their culture. They agree on two cultural values per micro-group they want to present for the rest of their peers. A3 sheets are handed out, with crayons, markers, pencils etc. They use drawing to illustrate the selected values.
- One person from each micro-group presents the cultural values for the rest of the peers by first letting them guess the values after seeing the drawings, then indicates if the guesses are correct or not. If guessing does not help, the answers are revealed and then the next micro- group presents.
- Finally, all the drawings are posted on the walls and the learners can walk around and take a closer look.

Expected results/outcomes	Learners reflect on values that are important in their cultures. The activity is a useful trigger for discussion about cultural values and attitudes. Using drawing to represent attitudes and values allows learners with low language skills to express themselves about complex topics, providing a scaffolding for vocabulary learning and oral communication.
Assessment	What did the learners learn by discussing in micro-groups when it comes to arguing, agreeing or disagreeing, expressing values and discussing them with others?
Evaluation	How was it to draw values, not only talk about them?

Serial number of the activity	46
Name of the activity	Present a characteristic/favourite monument of my country
Language proficiency targeted (A1-C2)	any

Learning objectives	<ul style="list-style-type: none"> · Cultural exchange and awareness · Acceptance and respect of different cultures · Develop dialogue and interaction · Complement language and history learning · Express different feelings towards different cultures
Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach - special focus on characteristics of each monument and its history
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing - photography

Duration	30 minutes
Special requirements (tools, accessories)	Drawing papers, markers, colored pencils, PC with Internet access, photographs of different monuments etc..
Description of the activity (steps for implementation)	<p>Prior to the activity session, the educator asks the learners to propose a favourite monument representative of their country or region or origin. He talks about different monuments worldwide and afterwards he presents some photos of them to the learners. Learners can also turn to their parents for assistance in selecting a monument at home. Learners with the same region/country of origin can cooperate and propose a monument in groups.</p> <p>The educator asks the learners to draw the monument of their country, using different materials and techniques. Each learner or group presents their drawing to the others and through dialogue children learn about the history and the special characteristics of the monuments.</p>



Lepouri Katerina, 8 years old, from the Museum of Greek Children's Art collection



Korakakis Aris-Vasilis, 9 years old, from the Museum of Greek Children's Art collection

Expected results/outcomes

- learning historical and cultural background of different countries
- develop language skills
- enhancing cultural awareness
- practice in working in groups

Assessment	“What did you learn doing this activity? Talk to a partner”
Evaluation	Learners are encouraged to comment on the activity, whether they enjoyed it or not, what they liked about it and what they did not like, whether they would like to do it again with different monuments.

Serial number of the activity	47
Name of the activity	Draw my name
Language proficiency targeted (low, beginner, intermediate, proficient)	any


Learning objectives	<ul style="list-style-type: none"> · Using alphabet of both languages · Enhancement of self- confidence · Familiarization with the others · Complement language learning · Accept different cultural identities in multicultural societies
Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing - writing
Duration	20 – 30 minutes
Special requirements (tools, accessories)	<ul style="list-style-type: none"> · Drawing papers, markers, colored pencils · Cards with letters of the alphabet.

Description of the activity (steps for implementation)	<p>The educator asks the learners to divide a piece of paper in two parts and write their names in both languages. At the left part of the paper, they write their name in their native language and at the right part they write their name in the language of the host country.</p> <p>Then they are encouraged to use their imagination and draw their name with different materials. At the end all learners present their drawings and tell their names.</p>
Expected results/outcomes	<ul style="list-style-type: none"> - basic language knowledge - express unique identity, as a part of a multicultural group - develop creativity
Assessment	“What did you learn doing this activity? Talk to a partner”
Evaluation	The group discuss about the activity, whether they enjoyed it or not. The educator gives some new ideas for the following session enhancing creativity and imagination of each child.

Serial number of the activity	48
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Name of the activity	Presenting myself
Language proficiency targeted (low, beginner, intermediate, proficient)	any
Learning objectives	<p>We ask learners to draw a picture of themselves, their special facial features, their hair and their clothes.</p> <p>By creating a presentation of themselves, the learning objects are:</p> <ul style="list-style-type: none"> · Integration to the school team · Enhancement of self- confidence · Development of creativity and expression · Complement language learning by using basic vocabulary for the presentation of themselves.
Approach	<ul style="list-style-type: none"> - non-formal learning approach - learner-centred approach

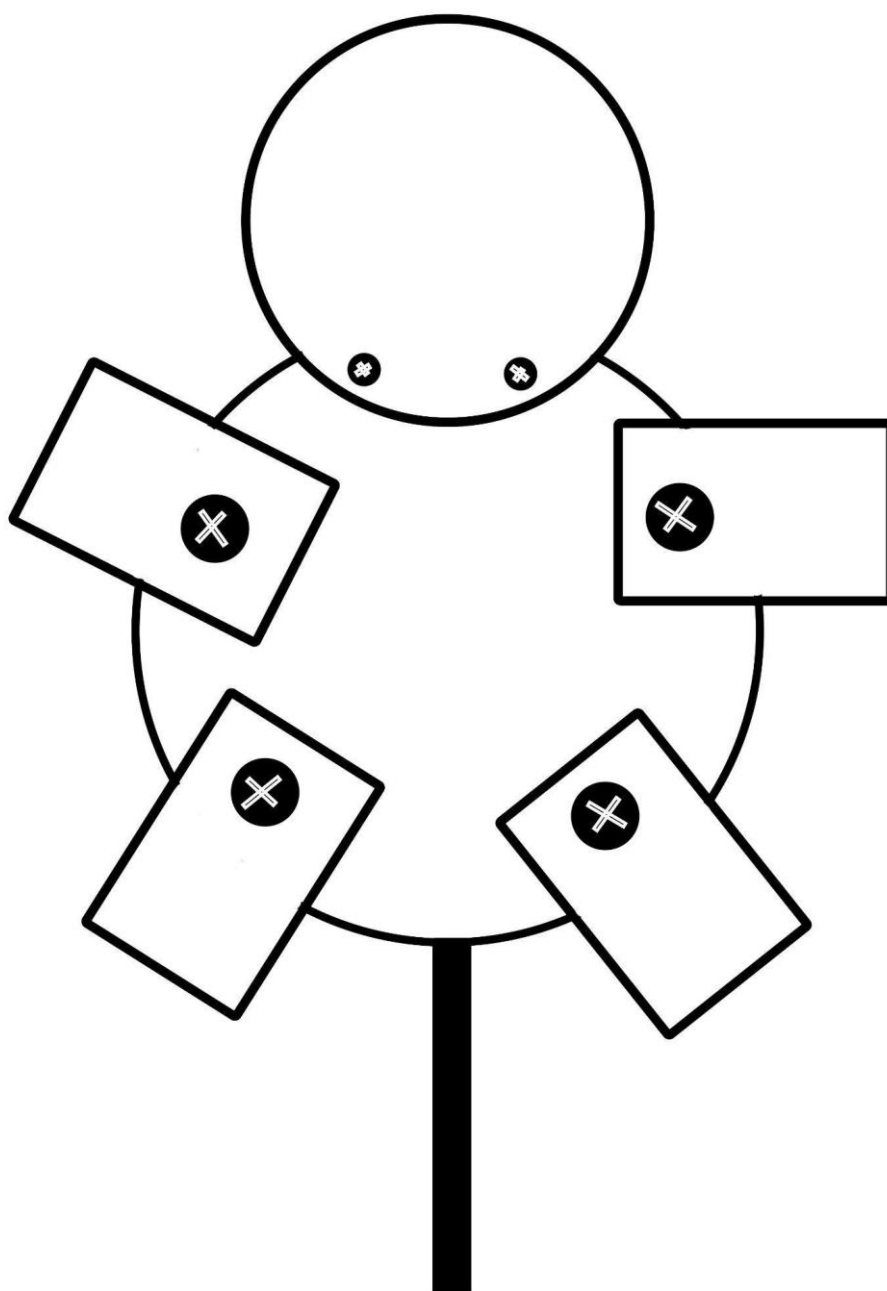
	<ul style="list-style-type: none"> - special focus on individual characteristics of each child and its own personality
Cultural expression adopted (for example storytelling, drawing, photography, dancing, music...)	<ul style="list-style-type: none"> - drawing
Duration	30 minutes
Special requirements (tools, accessories)	<ul style="list-style-type: none"> · Drawing papers, markers, colored pencils, PC with Internet access – (photos of different children from different countries) · Cards with words which can be used for the presentation of themselves.

<p>Description of the activity (steps for implementation)</p>	<p>At the beginning of the activity session, the educator introduces himself with a few words. After that, he/she shows photos of different children, describe all together what they see and then gives some instructions step by step to the learners about the materials and the techniques they are going to use to draw themselves.</p> <p>The educator asks the learners to present their drawings telling a few words about themselves – name, origin, age, country, colors of the clothes, emotions, etc.</p> <div data-bbox="673 826 1185 1337" data-label="Image">  </div> <p>Tsigaridi Aspasia, 8,5 years old, from the Museum of Greek Children's Art collection</p>
<p>Expected results/outcomes</p>	<ul style="list-style-type: none"> - Develop each child's personal expression - Promote the value of uniqueness - Accept diversity - Learn drawing techniques and experiment with different drawing materials

Assessment	We ask learners what they've learned doing this activity.
Evaluation	The group discuss about the activity, whether they enjoyed it or not. The educator gives some new ideas for the following session enhancing creativity and imagination of each child.

ATTACHMENTS:

Activity 2:





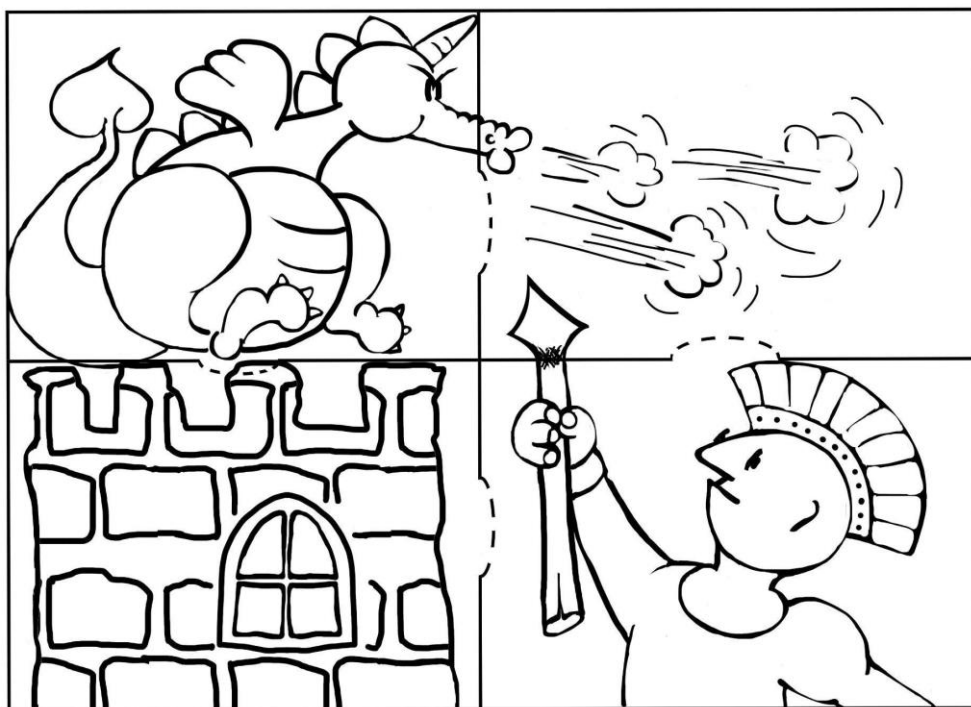
Activity 4:

LJUBLJANA DRAGON

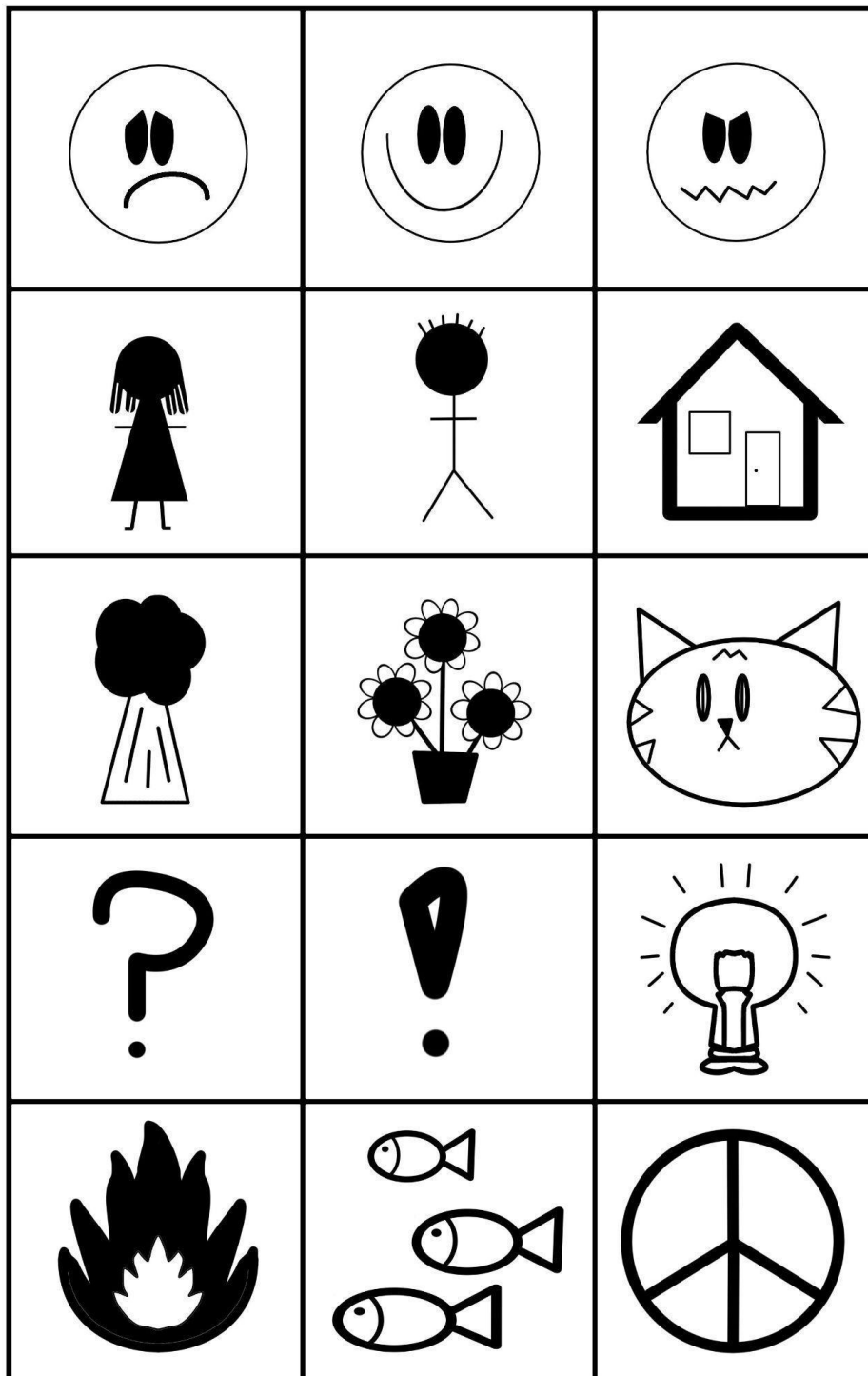
One day a Greek hero Jason with a ship Argo and his companions - Argonauts - was travelling in Kolhida, a land near a Black Sea. He wanted to find some golden fleece. King's daughter Medeia fell in love with Jason and helped him with her witchcraft to get some golden fleece. Ship Argo with Medeia and golden fleece abroad raised its sails and tried to escape followers which was sent after by an angry Medeia's father. While running away, ship Argo found itself in the mouth of a river Donava, instead turning south toward the Aegean Sea. There was now turning back, thus the Argonauts continued sailing against the flow of river Donau, further in river Sava and finally in the river that was then called Nauportus, today known as Ljubljanica river. Sailing against this river's flow led them to a big lake and a swamp, but rocks at the river bank stopped Argo's journey. Argonauts found a peaceful place nearby the river's source and formed a settlement to deconstruct the ship and carry it to the Adriatic Sea from where they would continue toward Greece. This first settlement of legendary Greek heroes is said to be the beginning of the settlement Jason named Aemona - after his Greek fatherland Tesalia, formerly known as Aemonia.

In the swamp that was expanding in the south of the Argonauts' settlement, Jason supposedly ran into a big scary monster, and successfully beat it in a fight. This swamp monster is said to be the very dragon, who became a symbol of the City of Ljubljana - the city that arose from the old Aemona. This is also the same dragon, who is spreading his wings at the top of Ljubljana's castle in the city coat-of-arms.

Source: *Najlepši slovenski miti in legende*, Izbrali: Dušica Kunaver, Brigita Lipovšek, Zbirka Slovensko izročilo, Mladinska knjiga, Ljubljana 2005



Activity 11:



Activity 19:

