

21st CENTURY SKILLS EXPLORING CULTURAL HERITAGE

Examples of Good Practice



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This paperwork has been made with the contribution of the teachers from the schools involved in the Erasmus+ Strategic partnership for Schools “21st Century Skills Exploring Cultural Heritage”, no. 2018-1-NL01-KA229-039074:

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All resources are mentioned in the description of each activity.



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Foreword

This handbook is a result of the Erasmus+ project “21st Century Skills Exploring Cultural Heritage” (no. 2018-1-NL01-KA229-039074), conceived in multinational team.

This project was implemented in partnership by four schools from: Bulgaria, Czechia, The Netherlands and Spain. The project partners are:

- SU Sveti Kliment Ohridski, Dobrich, Bulgaria
- Gymnázium Žďár nad Sázavou, Žďár nad Sázavou, Czechia
- OSG de Ring van Putten, Spijkenisse, The Netherlands
- IES Bernardino Escalante, Laredo, Spain

I touch the future. I teach.

Christa McAuliffe

Preparing learners for life in the 21st century is extremely difficult and extremely important at the same time. So called 21st century skills are expected to guarantee that those who acquire them will be able to keep up the pace and face challenges of the era. For example, critical thinking, creativity, information & technology literacy, flexibility or leadership have always been attributes of an educated society; however, the latest development puts pressure on everybody who wants to succeed in the world of work and the above mentioned skills are considered to be crucial qualities even in personal lives.

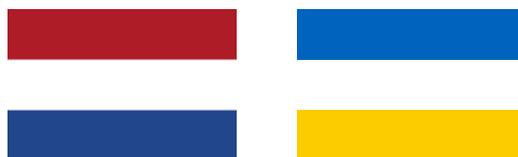
The project CSECH 21 focused on the 21st century skills in two ways. We prepared activities that created a friendly environment in which the participants were able to experience challenges of different kinds, trying to learn and enhance the skills mentioned above. Moreover, we wanted our efforts, experience and outcomes to be transformed into inspiration for others.

This brochure contains descriptions of all the activities, workshops and experiments that were carried out during the two-year project. Some of them can be used as lesson plans, others must be adapted for local conditions, some might be used as inspirational examples of good practice.

All the authors hope that their ideas will help educators stay creative, innovative and motivating.

The project coordinators

Teachers Meeting in Spijkenisse (NL)



Topic of the teacher training:

Workshops about international project management, the framework for 21st century skills, CLIL and blended learning

Date: **October 2018**

Activity chosen for this handbook:



VINCENT & LEONARDO, presented by the Czech team



VINCENT & LEONARDO



General description	<p>Do you remember a film in which the main hero is trying to break a code? Do you remember Da Vinci Code or the Name of the Rose? Would you break such a code yourself, would you notice that there was a code or would you miss your chance, saying Sorry, no idea...?</p> <p>Today, it's time to prove that you can be as clever as Tom Hanks or Sean Connery.</p> <p>This activity is a logical puzzle, based on reading and information literacy. It encourages the contestants to broaden their cultural horizons and test their ability to look up some information, to choose key words and look for connections.</p>
Duration	60 minutes without any help or hints, 45 minutes with some help (e.g. if you want everybody to succeed)
What do we need?	Copies of the worksheet, scissors (not necessary for each team, cutting takes app. 10 seconds), pens/pencils to take notes, cell phones or PCs with access to the Internet
What 21stCS are going to be developed?	Communication, critical thinking & problem solving, information literacy
Assignment	<p>The activity can be done as a competition of two teams (if the class has fewer than 10 people) or a competition of more teams of 2-4 people). Each team gets Worksheet A or B. After the lead-in (see General description) the teams cut the names into separate letters, which makes ordering letters more convenient, and they try to create words that fit the clues and can be created with the given letters. In both worksheets there are the instructions. The clues do not ask a direct question, the contestants are to try to find some connection, they can use the Internet without any restrictions. It is up to the team to decide how they want to work:</p> <ul style="list-style-type: none"> - They can decide who focuses on each task, they can discuss the problems together. - They can make a list of words first and then try to match them to the clues, or vice versa. - The teacher /person in charge should not tell the teams anything about the strategies, learning how the cooperation and collaboration work should be the outcome of the activity.

It is up to the teacher to decide when and how to finish the activity – whether they want everybody try to break the code or (when short of time) they want to reveal the key when the first team(s) have finished.

The codes can be adapted to the needs of the class/group, you can make a different word that has connection to your project / lesson / topic.

Photo Gallery



Answer sheet

Solution:

Vincent

1. Egg (eggs used to be an important ingredient in paints and building materials, but the main clue is the symbol of a trademark, Kinder Surprise™)
2. Goat (Marc Chagall's painting La Mariée – the Bride, where a goat is playing the violin)
3. Vintage (a famous vintage car Bugatti Atlantic bought by Peter Mullin, famous collector, for a record-breaking price)
4. Cheating (Meegeren and Hepborn, famous forgers)
5. Naïve (Henri Rousseau, a French naïve painter)
6. Vice (The Chateau Kuks, statues of virtues and vices by Matthias Bernard Braun, Czech Republic)

Leonardo

1. Violin
2. Lace
3. Cardinal (Richelieu, died on Dec 4, expression grey eminence)
4. Carneval
5. David (first names, Michelangelo's statue)
6. Divino (Joseph Mysliveček, called Il Divino Boemo, Czech composer)

Sources

[Worksheet: Activity Leonardo](#)

[Worksheet: Activity Vincent](#)

[Presentation: Activity Vincent & Leonardo](#)

Transnational Meeting in Laredo (Spain)



Topic of this short-term exchange of groups of pupils:

An introduction to cultural heritage: Cultural property, intangible culture and natural heritage

Date: **November 2018**

Activity chosen for this handbook:

-  **FAMOUS PAINTERS**
-  **WITH TANGRAMS AGAINST NATURAL THREATS**
-  **EXPLORING CULTURAL HERITAGE**
-  **BOLO PALMA (CANTABRIAN BOWLING)**
-  **GAELIC FOOTBALL**
-  **GEOLOGICAL TRIP TO SAN JUAN DE GAZTELUGATXE**
-  **WHAT WOULD I BRING IN MY PILGRIM'S BACKPACK?**

Note: The national flag refers to the team who presented the activity.



FAMOUS PAINTERS



General description

One of the most asked questions nowadays is how to become famous? This question excites many young people.

There are a lot of websites where you can read which are “the 12 practical steps ...” or “12 easy steps to become famous” or “how to become famous ...”. But still many of us couldn’t succeed in becoming famous throughout life. Because most of them always try to find shortcuts.

The right question is “*Are there easy way to get famous?*” and “*Can I get famous only thinking about fame?*”

The answer is at life and at achievements of successful and famous people.

Through this workshop students can be acquainted with some of the most famous painters, their works, read about their lives and the importance of their works for world culture. Talk about it students can answer the question we can become famous if find your natural talent and to develop it, be unique, be creative, be skilled, be consistent, always be active, never give up.

Duration

60 minutes: 30 min. work in a groups; 5 min presentation for each group

What do we need?

Cardboard, glue, smartphones or other devices; Internet;

Six puzzles made by six pictures:

- [Pieter Bruegel the Elder – Hunters in the Snow \(Winter\)](#)
- [Diego Velázquez – Las Meninas](#)
- [Pablo Picasso – Guernica](#)
- [Vincent van Gogh – Irises](#)
- [Alphonse Mucha – Gismonda](#)
- [Ivan Mrkvička – Rachenitsa](#)

To make puzzles you must copied the pictures on the cardboard size A2 or A3, then cut them into random pieces.

What 21stCS are going to be developed?

Collaboration, creativity and innovation, media literacy

Assignment

The students are divided into groups of 4-5 students. Every group take a puzzle. Students have to do the the jigsaw puzzles, search for information about the author and the picture, which they have already done and present it to the other groups.

Photo Gallery



Answer sheet

No answer sheet is included in this activity.

Sources

[Video: Famous Painters](#) (created during the project)



WITH TANGRAMS AGAINST NATURAL THREATS



General description The task is to create a short promotional video for saving the natural heritage using a tangram.

Duration 90 minutes

What do we need? piece of tangram, markers, large sheets of white paper, scissors, cell phones, tripod (or stuff for constructing a shooting tower) and computer with a projector

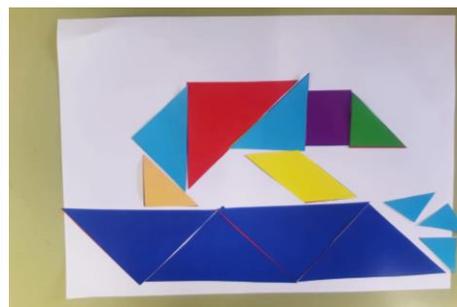
What 21stCS are going to be developed? Collaboration, communication, critical thinking & problem solving, creativity and innovation, ICT literacy

Assignment Students work in groups of 4 (each country is represented in each group) and they are supposed to create a video presenting the threat of some natural heritage sites in danger. The expected length of the video should be 5-20 seconds (with 5-10 shots per a second). Students have to use a copy of a tangram and they can help themselves by drawing with a marker. It's recommended to use some suitable background music for the final result to enhance the experience.

We recommend this plan for successful work:

- 1) build group of 4
- 2) invent the topic
- 3) create a story
- 4) shoot amount of photos
- 5) find suitable music
- 6) create a video using a cell phone app
- 7) present the result to the others
- 8) upload to eTwinning page

Photo Gallery



Answer sheet

No answer sheet is included in this activity.

Sources

[Video: Tangrams sample](#)

[Presentation: Tangrams](#)

[Result: Video Pandas Are Dying](#)



EXPLORING CULTURAL HERITAGE



General description In this workshop, the students learn about different buildings, statues, famous landmarks and sights from Bulgaria, the Netherlands, Czechia and Spain in order to understand what natural and cultural heritage means and how intangible culture contributes to a better and more diverse understanding of the world. In order to capture these elements, the students make a vlog explaining what the cultural and natural heritage is in the given countries and present this vlog to the others.

Duration 90 minutes

What do we need? papers, markers, scissors, rulers, computer with a projector, cell phones, websites to edit a vlog, script

What 21stCS are going to be developed? Collaboration, information literacy, media literacy, ICT literacy, social & cross-cultural interaction

Assignment We make groups of 6.
Make a vlog about cultural property, intangible culture or natural heritage of your assigned country. Present the vlog to the other groups in Twinspace. An example is shown first to give the students an idea of what to do.

- Groups are formed and given a country (not the one you are from!) (5 min)
- Write the script (15 min)
- Record your vlog (everyone should speak for 10 sec at least!) & edit it. (30 min)
- Present it in class. (10 min)

Total time: +/- 1 hour to complete the task.

Vlog: +/- 1 or 2 min long.

A PowerPoint is used to guide the educator and students

Photo Gallery



Answer sheet Not applicable for this workshop.

Sources

Presentation

[Tangible and Intangible Heritage Video](#)

<https://flipagram.en.softonic.com/>

<https://www.movavi.com/nl/videoeditor/>

<https://clipchamp.com/en/video-editor>

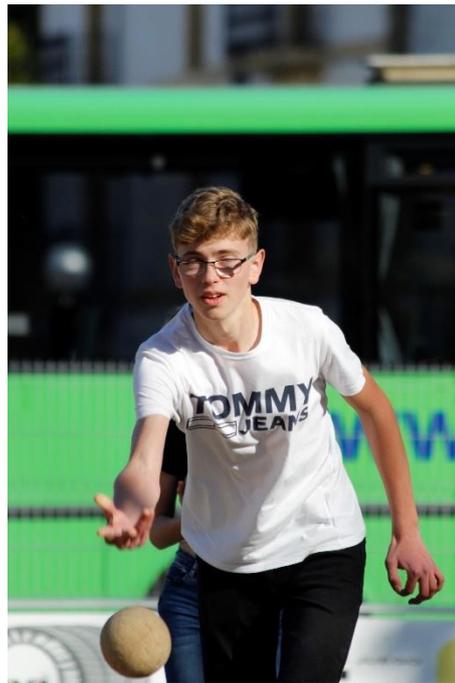


BOLO PALMA (CANTABRIAN BOWLING)



General description	The main objective of this workshop is to highlight the value of communication between students and people from other generations. In our case, the link is a traditional local sport called Bolo Palma, but the essential idea of the workshop could be translated to any other traditional activity in another region.
Duration	45 minutes
What do we need?	In our case we had all the necessary material to practice this game: The wooden poles and the wooden balls. We also had the playing court. And, most importantly, human resources, as the coach of the local club was in charge of the workshop. As he does not speak English, a teacher from the project was in charge of translating his explanations.
What 21stCS are going to be developed?	Communication, critical thinking & problem solving, flexibility & adaptability, social & cross-cultural interaction, leadership & responsibility
Assignment	<p>The activity has four steps:</p> <ol style="list-style-type: none"> 1. We first introduced the students to the workshop monitor, a 70-year-old retired man called Angel. We made this presentation at the School and Ángel explains to us both the tradition of the Bolo Palma game in the Cantabria region and some anecdotes about what the town of Laredo was like in his childhood when he began to practice this game. 2. We go from the school to the Bolo Palma Court. There Ángel show to the students all the materials and the students could touch them and check the weight of the pure wood pieces. After that, Ángel explain the rules of the game 3. Now we have the main stage of the workshop, which is to play it. All the visitor students, male and female, play together this traditional game and feel the differences between the Standard bowling they are used to know and this traditional game from this region. 4. Sharing results of the activity in a large group. In this final evaluation of the workshop the main aim is that there is a transfer between what is experienced in this activity and the predisposition of the students for communication with the elderly and with traditional and local games.

Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

none



GAELIC FOOTBALL



General description	<p>The main aim of this workshop is to highlight the European dimension of our project opening its landscape to other regions of Europe.</p> <p>Sports and Games are also a very interesting part of the European Heritage. The richness is really high; lots of regions in Europe have their own sports and games deeply related to their identity. One of the best examples is Gaelic Football. This is the most popular traditional sport in Ireland. Tens of thousands of people come to watch the most important matches and lots of children play in the youth leagues all around the country.</p>
Duration	45 minutes
What do we need?	<p>This activity doesn't need much stuff. We just need a few balls, if possible rugby ones, but football or even volleyball ones could also be suitable. We also need overall t-shirts of two different colours (At least six of each colours)</p> <p>For the presentation we need a computer with a projector and a classroom large enough for a big group of students.</p>
What 21stCS are going to be developed?	Collaboration, Social & cross-cultural interaction, leadership & responsibility
Assignment	<p>The activity has two steps:</p> <ol style="list-style-type: none"> 1. We start with a presentation of the activity through this video. 2. We continue with a short explaining of the basic rules of the game. This game is played by teams of 15 members each; on a rectangular grass pitch with H-shaped goals at each end. It is played with a round ball very similar to a soccer one and both, hands and feet, are used to control and pass the ball. That's why some people out of Ireland define it as some kind of mix between soccer, handball and rugby. <p>As in any other sport with a goalmouth the main objective is to score by driving the ball into it; but in this case if the ball is sent over bar of the goals, is also a success. A goal over equates to one point; a goal into the goalmouth equates to three points.</p> <p>As the senior men game means lots of body contact and could become dangerous there are different adapted versions for children. We are going to play an adapted version that contains all the speed, strength and intensity of the senior version but avoid the body contact</p>

3. Our next step is to consider our rules for our adapted version. We propose those rules:

- We will play with mixed teams with six players each (including the goalkeeper).
- The field of play is a handball field (40x20 meters). The goalmouth with extensions of their posts by pikes. The penalty area is nine meters.
- The body contact is forbidden.
- Players can touch and pass the ball with their hands.
- The passes to a teammate can be made by feet or by hand (With the palm open and hitting it, not throwing it directly).
- It is not allowed to run more than four steps without bouncing the ball or self-pass by feet (Toe-To-Hand).
- Before throwing the ball for goal there would be a minimum of three passes between teammates
- The throw-ins are kicked out; those can never be done by hand
- In case of corner throw-ins it wouldn't be thrown as in soccer; there would be a throw-in from the midfield with the barrier four metres away
- Every foul committed in the nine meters area would mean a Penalty kick-off. There is no barrier and it could be thrown towards the goalmouth, guarded by the goalkeeper or over the bar.
- As in the senior official version each goal in the goalmouth means three points and each goal over it means one point.
- Each match will last two periods of fifteen minutes.

4. Finally we have the main stage of the workshop; which is to play it. All students, male and female, play together and also some teachers.

5.- Sharing results of the activity in a large group

Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

[Video: The Rules of Gaelic Football](#)



GEOLOGICAL TRIP TO SAN JUAN DE GAZTELUGATXE



General description

The main goal of this activity is to introduce the concept of Geoheritage. Admiring the landscape is something we usually do whenever we travel, usually without noticing. Its relevance is also present in films and television where it is a key part of the visual experience. Finally, it is a part of buildings and monuments in our cities whether it is as building blocks or as embellishing materials. However, it is not as frequent that we recognize it as part of a heritage that records the history of our planet, from its distant beginning until its mankind-altered present. Only by studying outcrops from all the world, we will be able to fully understand the processes, past creatures and events that have given Earth its present-day appearance.

In this activity we will prepare a field trip to San Juan de Gaztelugatxe, a place that has been appointed as Geological Interest Site, for its well-preserved outcrops and its breathtaking landscape. It has also been featured several times in television, being its most famous appearance in the show Game of thrones, where this and other spots in the Basque coast where the setting of Dragonstone.

Duration

One session (1 hour) + field trip (2 hours)

What do we need?

Computer with projector, bus, suitable footwear and clothes

What 21stCS are going to be developed?

Communication, initiative & self-direction, social & cross-cultural interaction

Assignment

In-School session: We start with a brief exposition (15-20 minutes) about the geological history (rock and fossil types, main geological events...) of the area we will visit the following day. Later, we will examine several samples of rocks and fossils from the area, so they will be more easily recognized in the field.

Field Trip: There will be a brief explanation at the bottom of the stairs of San Juan de Gaztelugatxe about the different types of rocks that we can identify in the landscape, including those conforming the hermitage. We will compare this landscape with that appearing in Tv shows. After that, we will go up the stairs and the students will have time of their own to explore the area.

Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

[Presentation: San Juan de Gaztelugatxe](#)

WHAT WOULD I BRING IN MY PILGRIM'S BACKPACK?



General description The main aim of this workshop is to spread the Camino de Santiago among the students as the first European cultural itinerary and to encourage in them the interest in pilgrimage routes as an enriching experience of coexistence.

Duration 45 minutes

What do we need? This activity doesn't need much stuff. Just a few papers, markers and a computer with a projector

What 21stCS are going to be developed? Collaboration, critical thinking & problem solving, creativity and innovation, initiative & self-direction, social & cross-cultural interaction

Assignment The activity has four steps:

1. Dissemination: With a Powerpoint we make a presentation explaining the history and current value of the Camino de Santiago as an experience of coexistence, interaction with the natural environment and intercultural meeting. References and photographs of experiences lived by the teachers themselves with groups of students are included.
2. Tips related with luggage. Essential rule: The backpack cannot weigh more than 10% of the person's weight.
3. Practical exercise: In a small group (4 to 5 people, students from all countries mixed) plan the items that a pilgrim should carry in his/her backpack for a week-long pilgrimage.
4. Sharing results of the activity in a large group

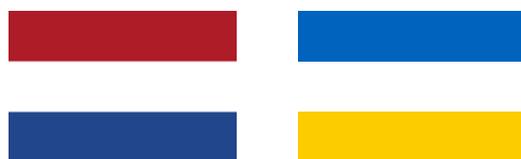
Photo Gallery



Answer sheet Not applicable for this workshop.

Sources [Presentation: What Would I bring in My Pilgrim's Backpack?](#)

Transnational Meeting in Spijkenisse (The Netherlands)



Topic of this short-term exchange of groups of pupils:

Mapping the creative and linguistic cultural Iceberg

Date: **April 2019**

Activity chosen for this handbook:

-  **LANGUAGE TREE**
-  **FUN WITH PHONETICS**
-  **FOODS AND RECIPES**
-  **MUSIC - EXPLORING CULTURAL HERITAGE**

Note: The national flag refers to the team who presented the activity.



LANGUAGE TREE



General description

Language is about being able to converse with people, to see beyond cultural boundaries and find a shared humanity. Language is a barrier breaker. Time and time again, we have seen how the common threads of the written word and spoken language can bridge the divide between people. It works, almost magically, in a way that allows people to understand one another in ways they would otherwise never encounter. Languages are windows to other worlds and cultures. They give us wings so we can fly, dream and speaking another language does not only enable you to get to know people and places that you might never had in a different case but also allows you to get to know a different side of your own self.

The goal of this workshop is in small nationalities groups' students to talk about their native language and other languages, about their culture, share their opinion with other students and this way to know each other practice and communicate in English. The goal of the workshop's Second part is to have a fun saying a tongue twister in one of the other languages.

Duration

90 minutes: 30 work in a groups; 15min presentation; 30 work in a groups; 15 min competition

What do we need?

notes in a different colour, fine pens, a tree with 17 brunches drawn on a cardboard, computer with a projector to present a questions; blank sheet with questions

What 21stCS are going to be developed?

Collaboration, communication, social & cross-cultural interaction

Assignment

Students are divided into nationalities groups. There are 17 questions on the sheets in front of you. Discuss the answers and write them on the sticky notes. You have 30 minutes.

At the end of the task each group will paste their answers on the „Languages tree“. 15 minutes

After the first task, students will be divided into new groups. Each of you got a number. Everyone with number 1 is gathered in a group, number 2 in another etc.

In the new groups, each participant has to learn a tongue twister in one of the other languages. You have 30 minutes.

At the end of the workshop, there will be a competition for best-spoken tongue twister. 15 minutes

Photo Gallery



Answer sheet

The questions at the worksheet are:

1. What language is spoken the most in your country?
2. What is your favourite language?
3. What is the angriest sounding language?
4. What is the most romantic sounding language?
5. How to say “Goodbye” in your language?
6. How to say “Hello” in your language?
7. How to say “I love you” in your language?
8. How to say “What’s up?” in your language?
9. What do you think is interesting about your culture? (Place, food, traditions, etc.)
10. Who in your culture do you admire most?
11. If aliens visited your country, what might surprise them?
12. Who is your favourite music artist?

The following are all opening lyrics by the band Queen – but can you identify which songs they have been taken from?

13. “Is this the real life?”
14. “I’ve paid my dues time after time...”
15. Where do you see yourself 5 years from now?
16. If you had to pick a new name for yourself, what name would you pick?
17. If you could send a message to the whole world, what would be?

Sources

[Video: Language Tree](#), [Video: Tongue-Twister](#)
[Presentation: Language Tree](#)



FUN WITH PHONETICS



General description The aim of this activity is to perceive the phonetic aspect of foreign languages other than English, especially different sounds and intonation and have fun at the same time. Students should make an effort to concentrate, listen carefully and create something like phonetic transcriptions of short texts in foreign languages, read by different native speakers. Later, they retell the texts, using these notes and imitating the sounds and intonation as accurately as possible.

Duration 90 minutes

What do we need? Computers, smart phones, paper, pens or pencils.

What 21stCS are going to be developed? Collaboration, communication, media literacy, ICT literacy, social & cross-cultural interaction.

Assignment Form teams, consisting of students of different nationalities.

1 Each student finds a short poem (4-10 lines) in their own native language on the Internet and first practises reading it aloud (on their own).

2 The first student reads the poem to the other members of the team and explains what it is about. Then the student reads it again, this time slowly, so that the others can write the poem down, creating something like a “phonetic transcription”, as close to the original as possible.

3 Each member then reads their own phonetic transcription of the poem to the other members, who are listening and enjoying the fun.

4 The same is repeated when the other members of the team present their poems.

5 The next task for each team is to make 4 videos. On each video there should be a native speaker with his/her poem followed by one of the other members reading the same poem from his/her notes.



Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

[Presentation with instructions](#)
[Videos with students poems](#)



FOODS AND RECIPES



General description	Students will gather a better understanding and learn more about local food traditions and dishes. They will write a cookbook together in order to expose themselves to new recipes tied to the different countries participating in this project.
Duration	90 minutes
What do we need?	Sheets of paper (make it a real book), coloured paper, pens, markers, eraser & pencils, scissors, phones for looking up info
What 21stCS are going to be developed?	Collaboration, communication, creativity and innovation, initiative & self-direction, social & cross-cultural interaction
Assignment	<p>Make a cookbook in groups of 4 to 6 students.</p> <p>Every group needs to have a person from Spain, Bulgaria, Czech Republic and from the Netherlands (more Dutch people are okay). You need 8 recipes in total (2 from each country). Make it look attractive and accurate!</p> <p>Time to work on the assignment: 70 min, presenting 10 minutes.</p>

Photo Gallery



Answer sheet	Not applicable for this workshop.
Sources	Presentation: National Food and Recipes



MUSIC – EXPLORING CULTURAL HERITAGE



General description	Students learn traditional songs/ melodies from other countries. (The participating countries.) Mixed groups write new lyrics for those songs, about typical habits in that country.
Duration	Minimum of 60 minutes. With more time results get better, and the songs can be recorded.
What do we need?	Music room with keyboards to learn/ play the melody on. But alternatively, the melody can be learned from a video (on a smartphone) and lyrics can be written anywhere. Typical traditional songs for each country are to be pre-selected in advance by students or teachers. In the workshop, no time should be spent on finding ‘a good song to work with’.
What 21stCS are going to be developed?	Collaboration, communication, critical thinking & problem solving, creativity, initiative & self-direction, social & cross-cultural interaction, productivity & accountability
Assignment	Groups of approx. 5 students, mixed nationalities. Every group takes one of the four countries as the subject. (Two from that country in the group, and three other nationalities).

Step one: Cultural heritage

The student(s) from the subject-country have some (or a lot of) knowledge about his or her country. He or she chooses a traditional children’s song from the country.

The group searches a kids-video with that song on YouTube. They try to sing along the melody. They should just sing the words “la la la la”. The original pronunciation is not necessary, but the student from that country tells the group what the song is about in English.

Step two: Cultural habits and Critical thinking

The same student(s) think(s) about a certain common habit in the country, that is typical for the people from this country. But people from another country will probably find this ‘normal’ behaviour ‘strange’ and will make fun of it when they discuss the habits of that culture. If the students from the country don’t know anything themselves, Google will probably have some suggestions.

Step three: Creativity

Now the group must choose one of these ‘strange’ habits and make a funny-critical song about it. They use the melody from step one, and ‘fill’ the melody with a lyric that describes the typical habit and says something funny-critical about it. Of course, it must fit musically, it must have rhyme. All group members can use the internet for inspiration, for rhyme words, for a karaoke track from the song etc.

Step four: Practise the song together

And think about a way to record the results you’ve come up with as a group.

Step five: Perform the song for the other groups.

Don’t forget to make a recording. Maybe film ‘it’ in a funny way, with actors doing something, while the singers are singing on the side, out of the shot.

Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

None

Transnational meeting in Žďár nad Sázavou (Czechia)



Topic of this short-term exchange of groups of pupils:

Similarities and differences: What connect us in Europe?

Date: **September 2019**

Activity choosen for this handbook:

-  **EUROPE - 20TH-21ST CENTURY TIMELINE OF EVENTS**
-  **HANDS ON ŽĎÁR (TREASURE HUNT)**
-  **NATIONAL HEROES**

Note: The national flag refers to the team who presented the activity.



EUROPE – 20TH-21ST CENTURY TIMELINE OF EVENTS



General description	<p>All you know that our country's (Spain, The Netherlands, Czech Republic, Bulgaria) have a thousand years long history. Thirty years ago, they belonged to different economic systems. Therefore, it is interesting to compare what happens in different countries at the same historical moment in the 20th century from several points of view.</p> <p>The main goal is to find similarities and differences in the six areas of development of the countries.</p>
Duration	<p>90 minutes – work in groups – 60 minutes; presenting time 30 min (6 groups x 5 minutes)</p>
What do we need?	<p>sticky notes on which students write the events; fine pens; a paper band, on which you have to put the stickies on; smartphones or other devices; Internet; whiteboard – to hang the paper band; computer with a projector to present fields</p>
What 21stCS are going to be developed?	<p>Collaboration, critical thinking & problem solving, information literacy, social & cross-cultural interaction</p>
Assignment	<p>Students are separated in six groups.</p> <p>During the workshop, students try to create a European history timeline from a different perspective.</p> <p>Each group searches and marks on the timeline 10-12 events, which had happened from 1900 until 2019 in one of this 6 fields:</p> <ol style="list-style-type: none"> 1. History – important historical events for our 4 countries 2. Policy – important political events/dates for European countries 3. Knowledge and techniques – important inventions and findings (for example: 1st flight in Space) 4. Arts, music, architecture, etc. 5. Sports – important sports events and achievements 6. European Union – History of the European Union <p>Every event has to be described concisely (max 2-3 sentences)</p> <p>When groups are ready, every group have to bring their paper band on the table and present their chosen events – 5 min.</p>

Photo Gallery



Answer sheet

Not applicable for this workshop.

Sources

[Video: Europe 20th-21st Century Timeline of Events](#)

[Presentation: Europe - 20th-21st Century Timeline of Events](#)

HANDS ON ŽĎÁR (TREASURE HUNT)



General description The task is to get to know the town Žďár nad Sázavou by solving tasks and breaking the code in the town centre. It's a maze. The fastest, the best!

Duration 90 minutes

What do we need? Worksheet, pen, map of town centre, cell phone

What 21stCS are going to be developed? Collaboration, communication, critical thinking & problem solving

Assignment Students in international groups solve 13 tasks and break the code when they need to find out where the meeting point is.

Note.: Educators from all over the world can use this Treasure Hunt as well-designed example and an inspiration for adjusting it to fit for their own town or project.

Photo Gallery



NATIONAL HEROES



General description The students research and present national heroes of each country in order to get a broader understanding of what cultural heritage is and what contributes to developing cultural heritage.

Duration 90 minutes

What do we need? Phone = to find information and photos
Printer = to print pictures of heroes etc.
Paper = to make the poster on
Computer = to find information and photos
Pencils = to decorate your poster
Pens = to write down your motivation for each national hero on your poster
Poster = for the end result

What 21stCS are going to be developed? Collaboration, communication, information literacy, social & cross-cultural interaction, productivity & accountability

Assignment We make groups of 6 (every country should be in each group).

Make a poster about national heroes of each country. You are allowed to use living and non-living heroes. They must be part of each country's cultural heritage.

Present the poster to the other groups in class.

Photo Gallery



Answer sheet Not applicable for this workshop.

Sources [Presentation: National Heroes](#)



Transnational meeting in Dobrich (Bulgaria)



Topic of this short-term exchange of groups of pupils:

Culture obscura: Sharing culture by using 21st century skills

Date: **March 2020**

Activity chosen for this handbook:



CYRILLIC ALPHABET



MARTENITSA



PHOTOPAINTING THROUGH EUROPEAN CULTURE



FOLK COSTUMES AND LOCAL TRENDS



SOMETHING ABOUT SPANISH AND LOTTERIES

Note: The national flag refers to the team who presented the activity.



CYRILLIC ALPHABET



General description

The Cyrillic alphabet has been the third official alphabet in the European Union along with the Latin and the Greek alphabets since Bulgaria's accession in 2007. It is not by chance that Cyrillic letters are depicted on the logo of the first Bulgarian Presidency of the Council of the EU: the alphabet is one of the symbols which best represents Bulgarian identity and culture.

The Cyrillic alphabet has also been a bridge between people, cultures and nations for over eleven centuries. Did you know that its story is truly European?

In 863, two Byzantine scholars and diplomats, the brothers Cyril and Methodius, were sent by Emperor Michael III to Great Moravia (roughly corresponding to the area known as Central Europe today) to spread Orthodox Christianity among the West Slavs. The brothers decided to translate the holy books to make them understandable to the ordinary people. Since the Slavic language could not be easily written using either the Greek or the Latin alphabets, Cyril created a new script, the Glagolitic alphabet. Its name comes from the Slavonic verb *glagolati* - "to speak". In those times, religious dogma stipulated that the holy texts could only exist in Greek, Latin and Hebrew, because their alphabets were created by God. To make the first Slavonic alphabet just as divine, Cyril created the new letters using the three elements that were holy for Christianity - the cross, the triangle, and the circle. The main goal of this workshop is students to know some historical facts about Cyrillic alphabet, to see how Cyrillic letters are typed and pronounced.

Duration

60 minutes: presenting a PPT and organizing students in groups (10-15 minutes); work in groups (45 minutes)

What do we need?

For every group: puzzle, 1 sheet of paper, a pen, scissors, glue, a scarf to put on the eyes (so that he cannot see); colour photo of each student (size 5-6 cm) copied on the paper sheet

What 21stCS are going to be developed?

Collaboration, communication, social & cross-cultural interaction

Assignment

There must be at least one Bulgarian student in every group. Students are separated in small groups of 4-5 students in each one.

Order the puzzle. The Bulgarian students will be blindfolded. They can help you no watching. How to do that? Bulgarian student

pronounce letter in the alphabet one by one. He/She can write the letter on the paper. Other students are listening how the letter is pronounced, search for a picture (usually animals), which name started by the same sound.

Use the Bulgarian alphabet to write your names under your photo.

Photo Gallery



Answer sheet



Sources

- [Webpage Celebrating the Cyrillic alphabet](#)
- [Presentation Cyrillic Alphabet](#)
- [Bulgarian Alphabet - Puzzle](#)



MARTENITSA



General description

For more than 1,000 years, we in Bulgaria have celebrated our national holiday on March 1st called ‘Baba Marta,’ Grandma March. ‘Mart’ in Bulgarian is the name for the month of March. This holiday symbolizes the coming of spring.

Bulgarians wear a small special ornament made of red and white yarn on this day, called ‘Martenitsa.’ We wear it until March 22, and some people wear it until they see a stork or the first buds of a tree.

The belief is that if you wear the Martenitsa, Baba Marta will help you, and spring will come more quickly. People often give a Martenitsa as a gift to a friend or relative.

The Martenitsa became a symbol of peace and love, health and happiness. The white color symbolizes purity and honesty in relationships, and the red color means life, passion, and cordiality in friendship and mutual love.

And all Bulgarians everywhere wear it as an ornament on this special day, and for three weeks after that, until spring begins.

The main goal of the workshop is students to know about this lowly Bulgarian tradition and to made some martenitsa their hands.

Duration

45 minutes: presenting a PPT and organizing a students in a groups (10-15 minutes); handwork – 30 min.

What do we need?

white and red yarn; scissors; needle; beads with different forms

What 21stCS are going to be developed?

Collaboration, communication, creativity and innovation, social & cross-cultural interaction

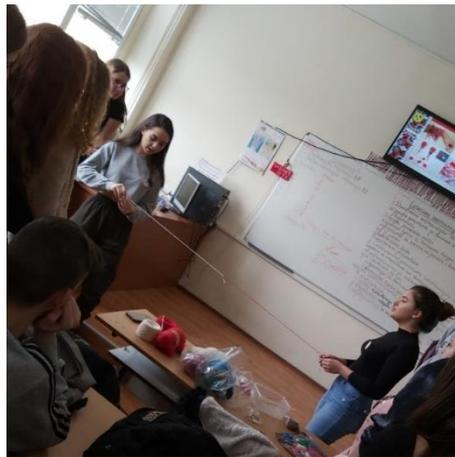
Assignment

The students are separated in groups of 2-3 person. Teacher and students are watching a video and ppt presentation where they can see how martenitsas are made. After that students are working in small groups and made some martenitsa bracelets.

[Video: How to create Martenitsa](#)

[Video: Yarn Tassels or Classic Bulgarian Martenitsi](#)

Photo Gallery



Answer sheet

No answer sheet is included in this activity.

Sources

[Presentation: Martenitsa Workshop](#)
[Martenitsa Web Info](#)



PHOTOPAINTING THROUGH EUROPEAN CULTURE



General description	The task is to create a photo inspired by a famous painting with using skills of 21st century.
Duration	90 minutes
What do we need?	Cell phone with internet connection, computer with a projector, properties for the scene
What 21stCS are going to be developed?	Collaboration, communication, critical thinking & problem solving, creativity and innovation, ICT literacy
Assignment	<p>The teacher starts with a presentation where all info is included. The first activity is a Kahoot! Game where groups of students try to recognise who is the painter of famous paintings (there is a painter from each project country).</p> <p>Students task is to create a photo inspired by a famous painting with using skills of 21st century. They can see few examples in the presentation.</p> <p>Students have to work in groups where each country is presented and they can bring more photos from each group. The amount of people in the photo corresponds with the amount of people in the original painting.</p> <p>We recommend this plan for successful work:</p> <ul style="list-style-type: none"> - choose a painting - prepare the scene - shoot the photo - adjust it in an App in your cell phone - upload the result to eTwinning - and present it to all the others

Photo Gallery



Answer sheet

No answer sheet is included in this activity.

Sources

[Presentation: Photopainting Through European Culture](#)
[Kahoot! Game: Famous Paintings](#)



FOLK COSTUMES AND LOCAL TRENDS



General description	The students learn about traditional folk costumes and local trends regarding fashion in order to grasp a broader sense of cultural heritage and how to relate it to the various traditions belonging to the participating countries.
Duration	90 minutes
What do we need?	Cardboard mannequins, paper, paint, computer, Photoshop programme, Twinspace for uploading the pictures, phones for taking the pictures, projector for the PowerPoint
What 21stCS are going to be developed?	Collaboration, creativity and innovation, media literacy, ICT literacy, initiative & self-direction
Assignment	<p>We have 6 groups. Every group transforms one cardboard 'dummy' into a 'cut out standee' with 'face hole' with either wearing a Folk Costume (4 groups) or wearing something very 'Trendy & Fashionable' (2 groups). (Teachers match groups to country, Folk or Fashion)</p> <p>Step 1: Use the internet to find examples of the garbs (clothing) your group has to design.</p> <p>Step 2: The group chooses a picture as 'The Example' for their own design. The group makes a design plan and divides the work between all group members.</p> <p>Step 3: The 'dummy' gets dressed, piece by piece.</p> <p>Step 4: Photoshoot with the well-dressed 'cut out standee' in front of a green-screen or blue-screen or plain coloured wall. Every team member gets a picture of his or her own head 'in' the 'cut out standee'. Combine the different standees from all the groups on the photos.</p> <p>Step 5: Use Photoshop to place the 'well-dressed standees with real faces' in a typical landscape or city. Be creative!</p>

Photo Gallery



Answer sheet

Final work of one of student's group:



Sources

[Video: European Folk Costumes](#)

[Presentation: Folk Costumes and Local Trends](#)



SOMETHING ABOUT SPANISH AND LOTTERIES



General description	<p>The approach of this workshop relates topics that are actually completely independent of each other:</p> <ul style="list-style-type: none"> - Spanish language and its dissemination around the world - gambling as one of the most dangerous risks of addiction and compulsive behaviour for young people nowadays - the Christmas Lottery in Spain as a traditional way of sociability, sharing and celebration - the Mexican lottery as an example of syncretism and cultural heritage
Duration	50 minutes
What do we need?	We use a Powerpoint for the presentation of the different topics linked in the workshop and a board game based on the Mexican lottery that contains the boards and the cards with the images of the characteristic items of Mexican culture
What 21stCS are going to be developed?	Communication, critical thinking & problem solving, flexibility & adaptability, social & cross-cultural interaction, leadership & responsibility
Assignment	<p>The activity has three steps: We start with the Powerpoint presentation.</p> <p>Firstly we talk about the Spanish language and its dissemination around the world. We focus on the fact that the Spanish language cannot be identified as the language mainly of native speakers born in Spain as they account for less than 8% of total Spanish native speakers. And we highlight that Mexico has almost three times as many native Spanish speakers as Spain.</p> <p>Secondly, we talk about Lotteries. The main goal of this part of the presentation is to feed the critical thinking of the students about the risks related with gambling.</p> <p>Thirdly, we try to emphasize in the contrast between gambling as a dangerous addiction and some traditional lotteries such as the Spanish Christmas Lottery in which the main point is to share the “great expectations” with family, co-workers or friends.</p> <p>Lastly, we explain the sings of identity of Mexican Lottery as an example of heritage and syncretism.</p>

Now we have the main stage of the workshop; which is to play with the Mexican Lottery. In order to make an activity related with sharing heritage and increase our landscape about the plurality of Languages and its dissemination we form teams in which students from the four countries are mixed.

Each group receives the 36 cards of the Mexican Lottery. On the back of each letter they have to write a word identifiable with the item that appears in the photograph. As all the stuff showed in the photos belong to the Mexican culture but not to the Spanish one, all the students have to use their imagination, creativity and capacity for intercultural transfer.

Each pair of teams play „Mexican Lottery“ in a special way. Each team receive the cards of the other team, but they could just see the back of the cards, where the words suggested by the other team are written. And, obviously, they need to find which is the one related with the photos that appear in their board (Each board have nine photos). Teachers act as referees and we have semi-finals and finals to find the winner team.

Sharing results of the activity in a large group.

Photo Gallery



Answer sheet

No answer sheet is included in this activity.

Sources

[Presentation: Something about Spanish and Lotteries](#)



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21st CENTURY SKILLS EXPLORING CULTURAL HERITAGE

Examples of Good Practice



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