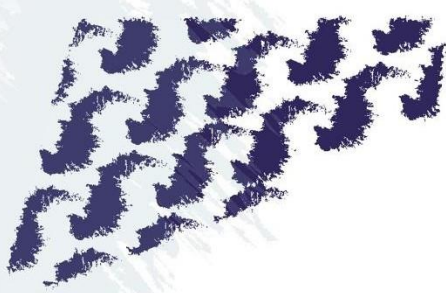


CULTURE is YOU



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CURRICULUM



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1 TARGET GROUP

The main target groups of this curriculum are teachers, tutors/the adult educator trainers, partners and stakeholders.

This target group is specified for each level:

LOCAL AND
REGIONAL LEVEL

The target group includes adult educators who preferably work with young young adults with restrictions.

NATIONAL LEVEL

On a national level all target group is addressed through the networks of all project partners and also through the associated partners.

EU-LEVEL

On EU-level it will be directed towards the main target groups and additionally education policymakers' other education providers as well as the general public.

The main target group for the learning materials, video and for the game are young adults between 18 and 35 years with restrictions (e. g. Low educational level, migration background).

This target group is specified for each level:

LOCAL AND
REGIONAL LEVEL

The target group includes young adults between 18 and 35 years with restrictions (e. G. Low educational level, migration background) and adult educators who preferably work with young adults with restrictions.

NATIONAL LEVEL

On a national level all target group is addressed through the networks of all



project partners and also through the associated partners.

EU-LEVEL

On EU-level it will be directed towards the main target groups and additionally education policymakers' other education providers as well as the general public.



LEARNING MATERIALS AND VIDEOS

To assess the special needs of our target groups and ensure a high practical relevance of these results, we conducted a **Literature review** and **Interviews with at least 3 adult educators and 3 adult learners per partner organisation** regarding the contents and methodology that should be included in the materials.

According to the results of a Literature review we have done, we can see that access to culture is already an important topic in our partner's countries. Concerning the lack of accessibility to culture for people with diverse restrictions, money is obviously a problem. Culture must be inclusive, otherwise it quickly turns into its opposite: sectarianism.

The learning materials should be designed in an **interactive way** (if possible **online**). The **language** used in these materials should be **simple and plain**. The form of these learning materials should be interesting and modern form – form of videos, short film on new platforms such as TikTok. That is the reason why we decided to create the online courses using platform **bit academy EU**; the **Facebook account** (<https://www.facebook.com/people/Culture-Is-You/100086739879308/>) and the **Instagram account** (<https://www.instagram.com/cultureisyou/>) have already been established. All videos will be available on **YouTube** and **TikTok**. These various channels and modern social media assure that our target group would be interested in it.

Trainers would also welcome **practical exercise with short activity** or **discussion impulses** which above all serve to simply **have fun and network**. This is the reason why we decided to create an **interactive haptic board game regarding the European culture**.

The outputs are the following:

- ✓ **learning materials** (10 units)
- ✓ **videos** (min. 10 videos) and animations that directly address the learners.
- ✓ They will be published on the online learning **platform bit academy EU**
- ✓ **a haptic board game regarding European culture**
- ✓ **a guide to implement cultural education.**



The following **10 units** have been chosen for the learning materials:

1. Culture and YOU

- Culture - what is it actually?
- How is culture noticeable?
- How does culture affect society?
- Culture - why again?

2. Culture in Europe – then and now

- The European Union - our Community
- The European Union - how it all began and why it is so important
- The European Union - what unites us
- What is my culture?

3. European Culture – from East to South

- Cultural symbols - from East to South
- Expressing culture - from East to South
- Living culture - from East to South
- Culture - and where now?

4. Hungry for Culture? Food is Cult!

- It tastes better together
- Food and customs from North to South
- Fun Facts - from PlumPudding to Stockfish
- Changing food culture

5. Get moving – Culture in Motion

- Culture on the move
- Theatre - much more than TV
- Dance - from folk dance to hip hop



6. Culture in Images

- Fine arts
- Famous works - traditional to modern
- Go ahead and do it

7. Culture in Words

- Literature - Art in words
- Reading - adventures in the mind
- Paper is patient (Paper doesn't blush)

8. The Sound of Culture

- Music and culture
- Variety of tones
- Play an instrument!

9. Culture and Religion

- Religions in Europe
- Religions in the EU - what unites us

10. Cultural Etiquette as Door Opener

- Body language in the EU
- Common principles of etiquette
- Behaviour in the EU - different and yet so similar
- "Living and working in Europe - the most important etiquette rules"



3 HAPTIC BOARD GAME

A haptic board game regarding European culture is developed that refers to the developed learning materials and is download- and printable and can be used in many different educational contexts, but especially in adult education.

Target group of the game are again young adult learners (18-35 years) with diverse disabilities and additionally and adult educators who want to include this game in their teaching.

The output is that the learners can experience culture, they have a better understanding of European culture and they know about similarities and differences between different European countries. In this way, through play, young adults and educators will learn culture while having fun.

3.1 MATERIALS

- 1 Board
- 1 Die
- 4 Coloured Tokens
- 16 Prizes (4 per player)
- 40 Cards: 10 Navy Blue Cards (**European Culture**), 10 Turquoise Cards (**Geography**), 10 Yellow Cards (**History**), 10 Salmon Cards (**Art**)
- 12 Interactive Questions

4 main areas are included: Art, History, Geography, the EU culture



3.2 BRIEF RULES OF THE GAME

The minimum number of players is 2, with the maximum being open (4 individuals or groups).

Through a board with project-themed colors, the objective is to obtain 4 circular prizes (1 of each color), located on specific prize squares. (The colored circles represent the colors assigned to each theme: art, geography, history, and the European Union). Once a player has all 4 colored circles, they move to a final square where they face one last challenge, and if they succeed, they win.

Each player can start at a different point on the map or board, advancing by rolling the die and moving through squares. Depending on the color of the square they land on, they will be asked a corresponding question. If they continue rolling right, they keep answering until they fail. If they land on a square corresponding to each color, they must answer. Additionally, there will be 4 separate squares with larger colors. A correct answer to these 4 squares earns them the corresponding colored circle. If they succeed in these 4 squares and obtain all 4 circles, they must head to the central square of the board, accessed from these larger squares.

Once they obtain all 4 circles, they move to the final square. Upon landing, they must answer 4 questions, one for each sector. If they fail, they wait for their turn again. On the second attempt, they answer three questions, on the third attempt, two questions, and on the fourth attempt, one question.

Ten questions will be developed for each cultural sector (Art, History, Geography, and European Culture). **Additionally, there will be 12 interactive questions** (3 per cultural sector). Each question will have a link, allowing access to a video with images corresponding to the question asked.



4 LEARNING OBJECTIVES

Learning objectives of the learning materials, videos and the board game should correspond together due to the same goal of these two outputs.

In the following, you can find the learning objectives of the learning materials addressed to adult learners with diverse restrictions.

4.1 CULTURE AND YOU

After studying this content unit, the learners will be able to ...

Culture - what is it actually?	<ul style="list-style-type: none">... explain the term culture.... describe that culture is expressed in values, traditions and in our relationship to work, family, etc.... explain the term cultural property.... explain that there are tangible and intangible cultural assets and distinguish between them... describe the organisation UNESCO and its activities.
How is culture noticeable?	<ul style="list-style-type: none">... explain that culture expresses itself in many ways.... name examples of cultural expressions in everyday life.
How does culture affect society?	<ul style="list-style-type: none">... identify the importance of culture for living together.... reflect in their own environment which actions are culturally shaped.
Culture - why again?	<ul style="list-style-type: none">... describe the great importance of culture for society.... recognise why cultural participation is so important.



4.2 CULTURE IN EUROPE – THEN AND NOW

After studying this content unit, the learners will be able to ...

The European Union – Our community	<p>... explain which countries form the European Union.</p> <p>... figure out that many different cultural directions come together in the EU.</p> <p>... name the most important symbols of the EU.</p>
The European Union – How it all began and why it is that important	<p>... describe the history of the EU.</p> <p>... point out why the EU is that important as a common institution.</p> <p>... describe the history and some important milestones of AT, CZ, ES, PL."</p>
The European Union – What unites us	<p>... name the political criteria for countries in the EU.</p> <p>... describe the economic criteria for countries in the EU.</p> <p>... indicate the acquis criterion for countries in the EU.</p> <p>... specify what cultural capital is and give an example.</p>
What is my culture?	<p>... set out that the EU represents many nations.</p> <p>... elaborate that many countries in the EU are considered as immigration countries.</p> <p>... recognise the diversity of cultures and countries as enrichment.</p> <p>... indicate that culture is always changing and evolving.</p>

4.3 EUROPEAN CULTURE – FROM EAST TO SOUTH

After studying this content unit, the learners will be able to ...

Cultural symbols - from East to South	<p>... explain that all countries of the EU have their own cultural symbols (flag, anthem).</p> <p>... identify the flags of AT, PL, ES and CZ as examples.</p>
Expressing culture - from East to South	<p>... describe that all EU countries have their own cultural traditions.</p> <p>... describe exemplary traditions from AT, PL, ES and CZ.</p>
Living culture - from East to South	<p>... explain that all EU countries have their own way of living culture.</p> <p>... name typical do's and don'ts from AT, PL, ES and CZ.</p>
Culture - and where now?	<p>... find general accessible offers of cultural education.</p>



	<p>... name accessible cultural education programmes in AT, PL, ES and CZ.</p> <p>... label examples of funding for cultural participation in general.</p> <p>... give examples of funding for cultural participation AT, PL, ES and CZ.</p>
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4.4 HUNGRY FOR CULTURE? FOOD IS CULT!

After studying this content unit, the learners will be able to ...

It tastes better together	<p>... explain what food means to culture.</p> <p>... identify the importance of eating together in social communities.</p>
Food and customs from North to South	<p>... describe different table manners.</p> <p>... indicate examples of traditional food in the EU.</p> <p>... explain that the way and time meals are taken varies.</p> <p>... point out that people avoid certain foods for religious or cultural reasons.</p>
Fun Facts - from PlumPudding to Stockfish	<p>... describe fun, typical Nordic eating habits.</p> <p>... name fun, typical Southern eating habits.</p> <p>... point out funny, typical Central European eating habits.</p>
Changing food culture	<p>... indicate that the food culture is changing.</p> <p>... explain different preferences and new trends, from vegan to eating insects.</p>

4.5 GET MOVING – CULTURE IN MOTION

After studying this content unit, the learners will be able to ...

Culture on the move	<p>... identify moving as a cultural technique.</p> <p>... name forms of expression that are possible with movement (dance, theatre, performances...).</p>
Theatre – Much more than TV	<p>... describe how a theatre show is structured.</p> <p>... name the different types of theatre performances (comedy, tragedy, tragicomedy, morality).</p> <p>... explain what theatre can bring across.</p> <p>... point out examples of famous theatre shows.</p>

Dance – From folk dance to hip hop	<p>... indicate that dancing has been an important form of expression in societies since time immemorial.</p> <p>... differentiate solo, couple and group dance.</p> <p>... describe traditional dance styles (classical dance, ballroom dance, folk dance, contemporary dance).</p> <p>... state examples of modern dance styles (hip hop, jump style, reggae).</p>
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4.6 CULTURE IN IMAGES

After studying this content unit, the learners will be able to ...

Fine arts	<p>... explain the term fine art.</p> <p>... describe what belongs to the fine arts (painting, film, photos, digital media).</p> <p>... name some examples of art styles and style periods (e.g. baroque, expressionism, street art...).</p>
Famous works – Traditional to modern	<p>... point out examples of internationally known traditional artwork.</p> <p>... reflect on their form of expression and relate it to the time of their creation.</p> <p>... describe examples of internationally known traditional creations.</p> <p>... reflect on their form of expression and relate it to the time of their creation.</p>
Go ahead and do it	<p>... identify where to get easy access to fine art and where to find it.</p> <p>... describe some simple techniques to create their own pictures.</p>

4.7 CULTURE IN WORDS

After studying this content unit, the learners will be able to ...

Literature – Art in words	<p>... explain the concept of literature.</p> <p>... differentiate between non-fiction and literary texts.</p> <p>... mention the terms epic, lyric and dramatic.</p>
Reading – Adventures in the mind	<p>... describe what genres there are in books (crime, novel, thriller, fantasy...).</p> <p>... give examples of a famous historical text.</p>

	... give examples of a famous historical poem.
Paper is patient (Paper doesn't blush)	... explain what is meant by interpretation of a text. ... indicate the importance of critical reflection of text, especially from internet sources.

4.8 THE SOUND OF CULTURE

After studying this content unit, the learners will be able to ...

Music and culture	... describe the huge importance of music for culture and well-being. ... point out that every country has its own folk music. ... recognise the anthem of the EU.
Variety of tones	... distinguish some music genres (classical, folk, pop...). ... name examples of different music genres. ... indicate famous classical musicians and their compositions. ... point out famous modern music.
Play an instrument!	... describe the advantages of learning to play an instrument. ... name ways to get involved musically. ... explain how to learn an instrument without regular lessons (apps) and which instruments can be learned easily (recorder, keyboard).

4.9 CULTURE AND RELIGION

After studying this content unit, the learners will be able to ...

Religions in Europe	... describe the five world religions. ... explain the concept of religious freedom and its place in the EU. ... identify the concept of atheism. ... state which religions are predominantly represented in the EU.
Religions in the EU – What unites us	... name the most important key data on Christianity. ... point out the most important key data on Islam. ... state the most important key data on Judaism. ... recognise the uniting elements in the religions.

4.10 CULTURAL ETIQUETTE AS DOOR OPENER

After studying this content unit, the learners will be able to ...

Body language in the EU	... describe the terms body language and gestures. ... explain the importance of body language in communication.
Common principles of etiquette	... name the basic values of the EU (human dignity, democracy, equality, rule of law, human rights). ... state the most important principles of gender equality. ... explain the importance of integration in the EU.
Behaviour in the EU – Different and yet so similar	... describe that there are different behaviours within the EU. ... name some examples of different behaviours in the EU.
Living and working in Europe – The most important etiquette rules	... point out the most important cultural rules on greetings in the EU. ... identify the most important cultural rules concerning casual and business dress in the EU. ... name the most important cultural rules for written communication in the EU.

4.11 LEARNING OBJECTIVES OF THE GAME

When playing this haptic board game, the learners will ...

- ... get overall information about the European culture.
- ... be familiar with the geography of all the EU countries.
- ... be familiar with the art of all the EU countries.
- ... be familiar with the history of all the EU countries.
- ... be familiar with the European culture.
- ... be able to point out the similarities between different EU countries.
- ... be able to point out the differences between different EU countries.
- ... be able to cooperate with their peers.
- ... be able to cooperate within a group.

5 ASSESSMENT

Due to the specific target group of the learning materials and a haptic board game, we do not suggest a standardised mean of the assessment like written test, oral summary, etc. We would like to suggest the assessment of the young adults between 18 and 35 years with restrictions with highly respecting approach. We suggest considering his/her approach with respect to his/her possibilities and own progress. **We suggest three categories of assessment: totally fulfil my expectation, corresponding with my expectation and does not reach my expectation.** The trainer is going to assess the respective student in accordance with his/her own possibilities and progress.

Nevertheless, **short assessment questions after each content** unit will be created. But these questions will be kept easy to answer and they are going to be created for **self- evaluation of the learners.**

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