

SCENARIO OF THE ONLINE EDUCATIONAL WORKSHOPS

CULTURE IS YOU

Culture without secrets



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INTRODUCTION

The digital workshop contributes primarily to teaching about cultural heritage and cultural diversity in the EU. The aim of the program is to help trainers develop substantive knowledge and teaching skills to provide course participants with important information regarding broadly understood culture.

This training program is primarily aimed at adult educators who wish to integrate cultural elements into their everyday teaching. However, teachers of all subjects can benefit from the materials and methods developed.

This workshop has the following objectives:

- To provide a workshop concept with numerous materials that can be used in everyday educational programmes without a great deal of preparation.
- Raise awareness of the importance of culture.
- To promote cultural awareness and understanding among young adults with restrictions.

The workshop is designed as a five-day session covering a total of 40 hours in digital form using the ZOOM or Microsoft Teams platform. The teaching materials in the form of presentations, infographics, quizzes and worksheets for the course participants are prepared in the form of digital files - pdf, jpg and links to external web sites.

When setting up online workshops, it is particularly important to plan well in order to prepare appropriately selected tools, materials and workshop techniques according to the assumed objectives, the duration of the workshops and the size of the group. One of the first activities the trainer should consider is to establish the rules of cooperation, which we will present below. During the workshops, the trainer should combine different working methods in one session: lectures, discussions, visual methods, writing down ideas on a common board, dividing the participants into special rooms. It is also important to take frequent breaks from working on the computer.

Who is the workshop for?

Anyone who wants to take an active part in the cultural and social life of their neighbourhood. Especially young adults (18-35 years) who are excluded from cultural life for various reasons (low level of education, long-term unemployment, migration history, low socio-economic status, etc.)

CHAPTER I

Overview of the 1st workshop day

Opening of the workshop

Estimated time: 60 minutes

Scheduled hours: 8:00-9:00

Introduction

- Welcoming the participants.
- Introducing of the trainer
- Joint development of the workshop rules
- A brief introduction of the participants

Overview of the workshop

- Discussion of workshop objectives and structure
- Joint discussion of workshop topics, timetable, materials and methodology

Material

- Workshop schedule
- Program of the 1st workshop day

The Icebreakers

Estimated time: 60 minutes

Scheduled hours: 9:00-10:00

The goal of using icebreaker activities is to create a positive and comfortable learning environment by breaking down initial social barriers between participants.

1. Double letter

Using the Jamboard platform, each person writes their name, preceded by an adjective starting with the same letter that best reflects their character or nature, e.g. Energetic Eve.

2. Hard questions

The trainer asks each person in the group questions, e.g.:

- Favorite childhood food?
- What did you want to be when you grew up?
- What is your favorite film, book or music genre?
- Do you have any dreams that you would like to realize in the future?
- What makes you feel most motivated?
- What makes you happy?

3. Just guess

Using Jamboard, the trainer asks one of the participants to write three statements about themselves: 2 true and 1 false. Then the trainer asks the other participants to vote on which statements are true and which are false. The first person explains which statements were true and which were false. Then each person in the group does the same exercise.

4. This is really weird!

Each participant comes up with the strangest job they could do. The participant then presents it to the rest of the group, adding some short information about why this profession is perfect for him/her.

Material for students

- Jamboard

Module 1: Culture and You

Estimated time: 120 minutes (with breaks)

Scheduled hours: 10:00-12:00

1. Culture – what is it actually?
2. How is culture noticeable?
3. Culture – why again?

Learning Objectives

On this workshop day, learners find out about:

- the terms related to culture and cultural expressions in everyday life,
- the relationships between culture and tradition,
- the importance of culture for living together in society,
- the organisation UNESCO and its activities.

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for module 1

- Module 1 “Culture and You” accessible via the bit EU academy or via the project website
- Exercise scenario_Culture what is it actually_1_online
- Exercise scenario_Culture what is it actually_2_online
- Exercise scenario_Culture - why again_online
- Exercise scenario_How is culture noticeable_online
- Cards_storytelling
- Handout_cultural transmission
- Photo boards_(in)tangible cultural heritage
- Presentation_cultural expression_transmission
- Presentation_cultural heritage
- Presentation_what is culture
- Video: <https://www.youtube.com/watch?v=aq3foM2NAFA>

1. Culture – what is it actually?

Estimated time: 50 minutes

Scheduled hours: 10:00-10:50

Step by step instructions

The trainer starts the first day of the workshop by informing the participants that during this part they will discuss questions related to the concept of culture: how people understand and perceive culture, how it is expressed through values, traditions and relationships. And what the term culture means to the participants.

A video is shown at the beginning. The participant's task is to carefully observe the characters presented and their approach to culture. Using the developed materials (see box below), the trainer conducts the lesson according to the plan presented in Exercise scenario_Culture what is it actually_1_online and Exercise scenario_Culture what is it actually_2_online.

Material

- Exercise scenario_Culture what is it actually_1_online.
- Exercise scenario_Culture what is it actually_2_online.
- Presentation_what is culture
- Presentation_cultural heritage
- Photo boards_(in)tangible cultural heritage
- Video: <https://www.youtube.com/watch?v=aq3foM2NAFA>

2. How is culture noticeable?

Estimated time: 30 minutes

Scheduled hours: 10:50-11:20

3. Culture - why again?

Estimated time: 40 minutes

Scheduled hours: 11:20-12:00

Step by step instructions

In this part of the workshop, the focus is on cultural questions in relation to different communities. Participants learn about the criteria of culture and types of cultural transmission. Before the interactive part starts, the trainer gives a short lecture about cultural transmission (Presentation_cultural_expression_transmission). This part of the workshop is accompanied by the handout_cultural_transmission which should be printed and distributed to the participants. A detailed instruction can be found in the exercise scenario_How is culture noticeable_online.

Material

- Presentation_cultural_expression_transmission
- Exercise scenario_How noticeable is culture_online
- Handout_cultural_transmission

Step by step instructions

In this part the trainer discusses with the participants the influence of culture on values, on the way individuals live and function, and on our choices. The Cards_Storytelling can be used for this activity.

The Exercise scenario_Culture - why again_online is a detailed information for the trainer on how to conduct this workshop phase. Furthermore, Module 1 "Culture and You", especially the chapter "Culture - why again?", contains further information for the activity.

Material

- Exercise scenario_Culture - why again_online
- Cards_storytelling

Module 2: Culture in Europe - then and now

Estimated time: 240 minutes (lunch incl.)

Scheduled hours: 12:00-16:00

1. The European Union - our community
2. The European Union - how it all began and why it is so important
3. The European Union - what unites us
4. What is my culture?

Learning Objectives

On this workshop day, learners find out about:

- the countries that make up the EU
- the main symbols and the history of the EU
- the outlines of the history of the EU
- the importance of the EU as a common institution
- point out why the EU is so important as a common institution
- the political, economic and acquis criterion of the EU's states
- the diversity of cultures and countries as an enrichment

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 2

- Module 2 "Culture in Europe - then and now" accessible via the bit EU academy or via the project website
- Exercise scenario_Culture and Europe_online
- Exercise scenario_European Union_online
- Exercise scenario_United in diversity_1_online
- Exercise scenario_United in diversity_2_online
- Exercise scenario_What unites us_online
- Worksheet_Check how much you know: European Union
- Worksheet_European country
- Handout_brief history
- Presentation_What unites us
- Worksheet_United in diversity

- Magazines, catalogues, leaflets, newspaper
- Handcrafting materials like scissors, glue, pencils, markers
- A3 paper sheets
- Beamer, laptop, flipchart

1. European Union - our community

Estimated time: 50 minutes

Scheduled hours: 12:00-12:50

Step by step instructions

In preparation, the trainers reads Module 2 "Culture in Europe - then and now", Exercise scenario_Culture and Europe_online and the Worksheet_European country. During the workshop session, the trainer explains that in this part of the workshop the participants will learn about the European Union, its history, its member states and the criteria for joining the EU.

Material

- Exercise scenario_Culture and Europe_online
- Worksheet_European country
- Smartphone/laptop for any research activity

2. The European Union - how it all began and why it is so important

Estimated time: 50 minutes
Scheduled hours: 12:50-13:40

3. The European Union - what unites us

Estimated time: 50 minutes
Scheduled hours: 13:40-14:30

Step by step instructions

In this part, participants will learn about the countries that make up the EU and the importance of the EU. In preparation, the trainers reads the chapter "The European Union - how it all began and why it is so important" and the worksheet_Check how much you know. The trainers explains the exercise (from the exercises scenario_European Union_online). Access to the bit EU academy online learning platform is required.

Material

- Exercise scenario_European Union_online
- Worksheet_Check how much you know

Step by step instructions

To get to know the following four Member States - the Czech Republic, Austria, Poland and Spain - a little better, the workshop leader distributes the Handout_Brief history. The Exercise scenario_What unites us_online can be used to carry out the activity.

In this part, the participants learn about the history of four selected EU countries and the criteria for EU membership. The document Exercise scenario_What unites us_online specifies the materials to be prepared: Handout_Brief history and Presentation_What unites us. In the presentation, the participants learn about the accession criteria and about European Capitals of Culture.

Material

- Exercise scenario_What unites us_online
- Handout_brief history
- Presentation_What unites us
- Flipchart, markers

Lunchbreak

Estimated time: 30 minutes
Scheduled hours: 14:30-15:00

4. What is my culture?

Estimated time: 60 minutes
Scheduled hours: 15:00-16:00

Summary

Estimated time: 30 minutes
Scheduled hours: 16:00-16:30

Step by step instructions

In this phase of the workshop, issues of cultural diversity are explained. The trainer starts with an introduction to the cultural diversity of the European Union by explaining its multinational character. To do this, the trainer uses the content available in the module 2 chapter on the bit EU academy learning platform or on the project website.

To prepare for this session, the trainer reads the Exercise scenario_United in diversity_1_online, which gives a step-by-step description of the activity. For this workshop activity, the Worksheet_ United in diversity is required for all participants.

At the end of the workshop activity, the trainer opens the discussion. The description of the exercise scenario includes tips on how to organise the workshop and which topics to focus on.

Material

- Exercise scenario_United in diversity_1_online
- Worksheet_United in diversity

Step by step instructions

This is the final part of Day 1. In this phase the trainer has the opportunity to answer questions from the participants, if they have not already been asked during the course. The trainer emphasises again that there are no wrong questions. All questions are valuable in this course and the role of the trainer is to dispel any doubts.

At the end of the workshop day, time can be spent playing the game "Never have I ever - promoting cultural diversity". The trainer makes statements about cultural activities/experiences and those participants who have already done the activity/experience should raise their online hand. The game is ideal for discovering commonalities.

Never have I ever..

- lived abroad for a year.
- taken part in a school play.
- learnt a foreign language.
- enjoyed reading books.
- travelled outside Europe.
- eaten in an Asian restaurant.
- went to the theatre.

CHAPTER II

Overview of the 2nd workshop day

Icebreaker

Estimated time: 40 minutes

Scheduled hours: 8:00-8:40

The goal of using icebreaker activities is to create a positive and comfortable learning environment by breaking down initial social barriers between participants.

1. A storm of questions.

The trainer asks questions to the participants, who should answer them. Here are some examples:

- If you could go on vacation anywhere in the world, where would you go?
- What would be the best gift for you?
- What two things are you especially good at?
- If you could live in any period of history, when would it be?

2. That's me

Each person gives their name and takes 1-2 minutes to write 10 adjectives about themselves on the Jamboard.

3. I'm getting to know myself.

The workshop leader writes the following questions in Jamboard and asks the participants to answer the questions for themselves. The answers are then shared in the group:

- Where would you most like to go and why?
- Would you rather live in the past or the future for a week?
- How would you describe your future in three words?

- What can you do today that you couldn't do a year ago?
- What is the simplest way to improve your well-being?
- How do you improve your performance in different areas (cooking, sports, reading, language learning)?

Schedule of the 2nd workshop day

Estimated time: 20 minutes

Scheduled hours: 8:40-9:00

Material

- Workshop schedule
- Program of the second workshop day

After breaking the ice using icebreaker exercises, the trainer presents today's plan, informing what topics will be covered. This is also the time to sign the attendance list, if one is required.

Module 3: European culture – from East to South

Estimated time: 120 minutes (with breaks)

Scheduled hours: 10:00-12:00

1. Cultural symbols – from East to South
2. Expressing culture – from East to South
3. Living culture – from East to South
4. Culture – and where now?

Learning Objectives

On this workshop day, learners find out about:

- the cultural symbols of the EU member states and, by way of example, the flags of AT; PL; ES and CZ
- the specific cultural rituals of some countries of the European Union
- the EU countries' own ways of expressing their culture
- Dos and Don'ts from AT; PL; ES and CZ
- low threshold offers of cultural education especially in AT; PL; ES and CZ
- Examples for the promotion of cultural participation in AT; PL; ES and CZ

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 3

- Module 3 "European Culture from East to South" accessible via the bit EU academy or via the project website
- Handout_Think globally, act locally
- Presentation_Symbols and traditions
- Presentation_Think globally, act locally

1. Cultural symbols – from East to South

Estimated time: 60 minutes

Scheduled hours: 09:00-10:00

Step by step instructions

The trainer presents the participants with materials prepared in the form of a presentation devoted to the cultural symbols of the European Union and the following countries: Austria, Poland, the Czech Republic and Spain. For this purpose, the trainer can use the developed teaching materials "Presentation: Symbols and traditions" and use the teaching content included in Content Unit 3 on the bit EU academy platform.

Material

- Presentation_symbols and traditions.

2. Expressing culture – from East to South

Estimated time: 30 minutes
Scheduled hours: 10:00-10:30

Step by step instructions

The trainer divides the participants into several small groups in breakout rooms on the platform and explains the task: Look in module 3 "European culture - from east to south" for examples of traditions from Austria, Poland, Spain and the Czech Republic. You can also use the Internet.

The participants have 15-20 minutes to find and prepare short information. The groups then present their answers on the Jamboard.

Material

- Presentation_Symbols and traditions

3. Living culture – from East to South

Estimated time: 60 minutes
Scheduled hours: 10:30-11:30

Step by step instructions

In a short discussion, the trainer introduces the next topic: Each EU country has its own culture. The trainer divides the participants into four groups and asks them to search the Internet for do's and don'ts in Austria, Spain, Poland and the Czech Republic.

Each group is assigned to one of the four countries. Each group presents its results, e.g. in the form of a poster made in Paint or Canva, for example.

The trainer suggests that the participants use the materials from Module 3 "European Culture - from East to South" in addition to the Internet.

Material

- Module 3 "European Culture - from East to South"
- Jamboard
- Paint/Canva

4. Culture – and where now?

Estimated time: 30 minutes
Scheduled hours: 11:30-12:00

Step by step instructions

Using the presentation and the handout, the trainer introduces the participants to the cultural education programmes available. The trainer explains the EU programmes as well as those of Austria, the Czech Republic, Poland and Spain.

If there is time, the trainer can ask the participants the following questions:

- Have you heard about these programmes?
- Are there similar programmes/projects in your area?
- Would you like to participate in one of these programmes? Why?
- What do you think about volunteering? Does it develop social skills?

Material

- Handout_Think globally, act locally
- Presentation_Think globally, act local

Module 4: Hungry for culture? Food is cult!

Estimated time: 50 minutes
Scheduled hours: 12:00-12:50

1. It tastes better together
2. Food and customs from North to South
3. Fun Facts - from PlumPudding to Stockfish
4. Changing food culture

Learning Objectives

On this workshop day, learners find out about:

- the importance of food to culture
- the importance of eating together in social communities
- the diversity of table manners
- traditional food in the European Union
- the current time of day for meals and different meal types
- religious and cultural backgrounds when abstaining from certain foods
- fun and typical Nordic as well as Southern eating habits
- the change in food culture
- different food preferences and food trends from veganism to eating insects

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 4

- Module 4 "Hungry for culture? Food is cult!" accessible via the bit EU acedmy or via the project website
- Cards_Name the dish
- Card_Name the dish_explanations
- Worksheet_Name the dish
- Cards_Quiz_Let's meet at the table
- Cards_Quiz_Let's meet at the table_solutions
- Presentation_Fun Facts_PlumPudding to Stockfish

- Exercise scenario_Quiz_Let's meet at the table_online
- Exercise scenario_Name the dish_online
- Flipchart, markers, scissors,

0. Warm up activity

Estimated time: 60 minutes
Scheduled hours: 12:00-12:50

Step by step instructions

All the materials needed for this workshop activity are listed in the box below.

In this activity, participants will be given photos of different dishes. The participants' task is to match these dishes with the appropriate country flags and names. In doing so, they will increase their knowledge of the traditional cuisine of European countries.

A step-by-step guide for this workshop activity can be found here: Exercise scenario_Name the dish_online.

Material

- Cards_Name the dish
- Card_Name the dish_explanations
- Worksheet_Name the dish
- Exercise scenario_Name the dish_online

1. It tastes better together

Estimated time: 50 minutes
Scheduled hours: 12:50-13:40

Step by step instructions

In this part of the workshop, the course leader deals with the topic of sharing meals with family members and friends.

To cover the topic comprehensively, the Cards_Quiz_Let's meet at the table is used. To prepare for this workshop phase the trainer should familiarise themselves with the materials and procedure of the activity (Exercise scenario_Quiz_Let's meet at the table_online).

For content preparation module 4 "Hungry for culture? Food is a cult!" is recommended.

Material

- Cards_Quiz_Let's meet at the table
- Cards_Quiz_Let's meet at the table_solutions
- Exercise scenario_Quiz_Let's meet at the table_online

2. Food and customs from North to South

Estimated time: 50 minutes
Scheduled hours: 13:40-14:30

Step by step instructions

The trainer divides the participants into four groups and asks them to find information on the internet about different table manners and examples of traditional dishes in EU countries. They will also be asked to research information on the different ways and times of eating and the culinary diversity based on cultural and religious backgrounds.

After this explanation, the trainer reminds them that many of these topics have already been discussed. The participants can use their notes, presentations and materials for research. The participants should write down the information they have found on Jamboard.

Material

- Modul 4 "Hungry for culture? Food is cult!"
- Jamboard

Lunchbreak

Estimated time: 30 minutes
Scheduled hours: 14:30-15:00

4. Fun Facts – from PlumPudding to Stockfish

Estimated time: 30 minutes
Scheduled hours: 15:00-15:30

Step by step instructions

The trainer gives a presentation (Presentation_Fun Facts_PlumPudding to Stockfish) about fun and typical eating habits in Nordic, Southern and Central European countries.

The participants are asked to give examples of traditional dishes they know from Austria, Czech Republic, Spain and Poland.

Material

- Presentation_Fun Facts_PlumPudding to Stockfish

4. Changing food culture

Estimated time: 30 minutes
Scheduled hours: 15:30-16:00

Step by step instructions

In this phase of the workshop, which consists of a discussion and a short knowledge input, the trainer and the participants analyse the diversity of cuisines in the countries of the European Union.

Participants share their favourite cuisines and unforgettable culinary experiences. After the introduction, the trainer discusses the topic of food trends using Module 4, Chapter 4.5 "Changing food culture". The trainer lists the names of alternative diets and then explains them.

As an extension of the topic, the workshop leaders explain to the participants different preferences and new trends (from vegan, vegetarian burgers, plant-based milk to eating insects). Together they propose solutions to the problem of food waste.

Material

- Modul 4 "Hungry for culture? Food is cult!"

Summary

Estimated time: 30 minutes
Scheduled hours: 16:00-16:30

Step by step instructions

This is the final part of the second workshop day. In this phase the trainer has the opportunity to answer questions from the participants, if they have not already been asked during the course. The trainer emphasises again that there are no wrong questions. All questions are valuable in this course and the role of the trainer is to dispel any doubts.

At the end of the workshop day, time can be spent playing the game "Never have I ever - promoting cultural diversity". The trainer makes statements about cultural activities/experiences and those participants who have already done the activity/experience should raise their online hand. The game is ideal for discovering commonalities.

Never have I ever..

- watched a Woddy Allen movie
- been to a sport event
- eatem frog legs
- heard the anthem of the European Union
- have been to the Prado Museum in Madrid

The statements can be adapted to the group.

CHAPTER III

Overview of the 3rd workshop day

Icebreaker

Estimated time: 40 minutes

Scheduled hours: 8:00-8:40

The goal of using icebreaker activities is to create a positive and comfortable learning environment by breaking down initial social barriers between participants.

1. Associations

Participants are given around 5 minutes to find words matching their name's letter. E.g.:

Anna - Australia - Australia a country I want to visit
 Niklas - Norway - Norway, where I have been recently

Hannah - Horse - Horse, my favourite animal

Michael - Marathon - Marathon, something that I want to be part of once in my life

2. Hard questions II

The trainer asks each person in the group questions, e.g.:

- How would you spend a million dollars?
- Who was your favourite teacher at school?
- What is your favourite kind of sport?

3. It's a perfect match

Find two or more people who, for example:

- Have the same shoe size
- dream of going on holiday in America
- will go abroad this summer
- visited the same school

Schedule for the 3rd workshop day

Estimated time: 20 minutes

Scheduled hours: 8:40-9:00

Material

- Workshop schedule
- Program of the third workshop day

After breaking the ice using icebreaker exercises, the trainer presents today's plan, informing what topics will be covered. This is also the time to sign the attendance list, if one is required.

Module 5: Get moving –

Culture in Motion

Estimated time: 180 minutes (with breaks)

Scheduled hours: 9:00-12:00

1. Culture on the move
2. Theater – much more than TV
3. Dance – from folk dance to hip hop

Learning Objectives

On this workshop day, learners find out about:

- moving as a cultural technique
- forms of expression are possible with movement (dance, theatre, performances...)
- how a theatre show is structured
- the different types of theatre performances

- what theatre can bring across
- examples of famous theatre shows
- that dancing has been an important form of expression in societies since time immemorial
- differentiate solo, couple and group dance
- traditional dance styles
- examples of modern dance styles

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 5

- Module 5 "Get moving - culture in motion" accessible via the bit EU academy or via the project website
- Activity_Dance styles
- Presentation_Get moving

1. Culture on the move

Estimated time: 30 minutes
Scheduled hours: 9:00-9:30

Step by step instructions

In preparation for this part, the trainer reads Module 5 and then leads a brainstorming session with the participants about forms of expression that can be used in movement.

Participants give examples such as pantomime, dance, rhythmic gymnastics, theatre, etc.

If the participants cannot think of any examples, the facilitator can help them by asking the following questions

- Can rhythmic gymnastics be used for artistic expression? If so, how?
- What are the differences between expression through movement and verbal expression in theatre?
- How can cultural traditions and stories be conveyed through movement?
- What emotions and situations can be acted out without words?
- Are there differences between traditional and modern dance in the expression of emotions and messages?
- How can dance be used as a means of storytelling?
- How can cultural education through movement promote understanding of other cultures?

2. Theater - much more than

TV

Estimated time: 30 minutes
Scheduled hours: 9:30-10:00

Step by step instructions

In this part, dedicated to theatre, the trainer and the participants talk together about the structure of theatre performances. The trainer presents the participants with didactic content using the materials of Module 5, focusing on the following types Comedy, Tragedy, Tragicomedy and Morality.

The trainer then asks the following question What does theatre offer us? The answers are collected on a Jamboard. The following answers should be included A place for encounters and emotions, theatre can give recipes for life, open up food for thought and perspectives, encourage movement. Theatre is an outlet, a mirror of society.

Together the trainer and the participants consider whether cinema and television convey the same feelings as theatre.

At the end of this part, the participants should write down examples of famous theatre performances on a jamboard. After the exercise, there is a discussion: Do the others know these plays, have they seen them, what do they think of them?

3. Dance - from folk dance

to hip hop

Estimated time: 120 minutes
Scheduled hours: 10:00-12:00

Step by step instructions

Based on the content of Module 5 and the Presentation_Get in moving, the trainer presents a brief history of dance and its main message: dance has always been an important form of expression in societies.

The trainer then initiates a discussion about the role of solo, couple and group dance.

The participants are divided into four groups and given a task: Explain the role of traditional dance styles. The choices are: classical dance, ballroom dance, folk dance and contemporary dance.

For each dance style, the participants should try to find examples from Spain, Czech Republic, Poland and Austria. The trainer reminds the participants that they can use the Internet, module 5 and the presentation_Get moving. Each group presents its results.

Analysis of dance style

The trainer writes the words hip hop, jump, ragga, jazz dance on the blackboard and asks what kind of dance these names are associated with and how they are different.

When the trainer has received the answer (or not), he/she shows the participants the cards from the Activity_Dance styles and briefly explains the different dance styles.

The participants are then divided into groups and asked to find videos of the different dance styles to watch together.

Material

- Presentation_Get in moving
- Activity_Dance styles

Module 6: Culture in images

Estimated time: 240 minutes (with breaks)

Scheduled hours: 12:00-16:00

1. Fine arts
2. Famous works – traditional to modern
3. Go Ahead and do it!

Learning Objectives

On this workshop day, learners find out about:

- the definition of the term fine arts
- elements of the fine arts
- Art styles and style epochs such as baroque, expressionism, street art...
- international and well-known traditional works of art and their specific form of expression
- access to fine arts as well as their everyday encounter spaces
- techniques to become artistically active yourself

Methods

- Short lecture,
- individual work,
- Quiz
- work in groups in separate online rooms,
- guided discussion.

Material for Module 6

- Module 6 "Culture in images" accessible via the bit EU academy or via the project website
- Boards_magnificent art
- Boards_magnificent art_explanation
- Guide_virtual museums
- Handout_forms of fine art
- Presentation_function of art
- Exercise scenario_Art quiz
- Exercise scenario_Art is everywhere
- Flipchart, markers, pens, papers, paints, crayons, brushes, pencils.

1. Fine arts

Estimated time: 70 minutes
Scheduled hours: 12:00-13:10

Step by step instructions

The workshop trainer introduces the topic of art by drawing on the content of Module 6 'Culture in Images'.

Art is a very broad and ambiguous term. The term "fine arts" originated in the 18th century, when the fine arts included poetry, literature, music and the visual arts. Each of these areas is characterised by different means of expression and design.

Traditional areas of the fine arts include Architecture, Sculpture, Painting, Drawing and Graphics. Today, the fine arts also include film, photography and digital media. The handout_Forms of the visual arts summarises this.

The workshop trainer then gives a lecture based on the presentation_functions of art. The participants are then divided into eight groups

The trainer divides the participants into eight groups and asks each group to research on the internet or in the learning material "Culture in pictures" on the bit EU academy platform and to find some characteristic pictures of the following art periods:

- Renaissance
- Baroque
- Rococo
- Classicism
- Romanticism
- Impressionism
- Expressionism
- Street Art

Together they will look at examples of artistic work from Austria, the Czech Republic, Spain and Poland.

Material

- Handout_forms of fine art
- Presentation_function of art

2. Famous works – traditional to modern

Estimated time: 80 minutes
Scheduled hours: 13:10-14:30

Step by step instructions

In this part of the workshop, the trainer will introduce the participants to the most famous examples of works of art, using the boards_magnificent art. The pictures can be presented digitally. The participants are asked if they know the work and the artist behind it. The correct answers can be found in the document boards_magnificent art_explanation.

The following key questions can be used to start the discussion

- What emotions do these pictures evoke in you?
- What do you think they represent?

Then the participants become artistic themselves. The workshop leader distributes paper, paints, crayons, brushes and pencils. The participants have about 40 minutes to create their own works of art. At the end, the workshop leader asks the participants to present their artwork and explain what inspired them to create it.

To relax the group, the next activity is a discussion about the role of traditional and contemporary art. If participants are reluctant to engage in the discussion, the facilitator can ask the following questions

- What do you mean by "traditional art"?
- What are the main features of traditional art?
- How does contemporary art differ from traditional art in terms of novelty, theme and medium?
- What are the benefits and challenges of preserving tradition in art?
- Should traditional art forms be preserved or adapted to a changing world?
- Do traditional arts still play an important role in today's society or are they seen more as a historical legacy?
- How does art change over time?
- Do you think contemporary art has the power to stimulate discussion and change society?
- What social factors influence the development of traditional and contemporary art? Do both art forms respond to the same social trends?

It is worth emphasizing that there are no wrong answers here, as everyone perceives art differently. Not everyone is familiar with painting, sculpture, computer graphics or even areas such as sound or video art. It is therefore very important to be open to new experiences and information and to share our thoughts.

In this part of the course, participants will take part in a quiz! To prepare for this part, the trainer should refer to the Exercise scenario_Art quiz.

Material

- Boards_magnificent art
- Boards_magnificent art_explanation
- Exercise scenario_Art quiz

Lunchbreak

Estimated time: 30 minutes

Scheduled hours: 14:30-15:00

3. Go Ahead and do it!

Estimated time: 80 minutes

Scheduled hours: 15:00-16:00

Step by step instructions

The trainer initiates a brainstorming session by asking the question "Where do you have easy access to works of art, where can you find them? The trainer writes down the answers on a flipchart.

The whole group then analyses their answers and the trainer talks about local opportunities to experience art.

Ideally, the trainer should prepare examples of current exhibitions in the area or announcements of upcoming events to encourage participation.

Virtual museums

The trainer talks about the possibility of experiencing art without leaving home. For many people it is not possible to visit a museum or art gallery because of distance.

The only way to "visit" the gallery is through the increasingly popular digital exhibitions offered on the websites of museums and art galleries. This way of visiting museums became popular during the COVID-19 pandemic and the global lockdown. As a result, staff increasingly began to digitise artworks, often with descriptions suitable for people with special needs.

The trainer shows the participants websites of those museums that offer virtual visits. The Guide_virtual museums contains a list of links to all these museums.

Art is everywhere

In this part, the participants become real artists. To prepare the activity, the trainers use the Exercise scenario_Art is everywhere.

This exercise is carried out outdoors. The trainer explains the instructions and the participants carry out the task on their own. The next day, the students can complete their work and present their photographs.

Material

- Exercise scenario_Art is everywhere,
- Guide_virtual museums
- Mobile devices/cameras

Summary

Estimated time: 30 minutes
Scheduled hours: 16:00-16:30

Step by step instructions

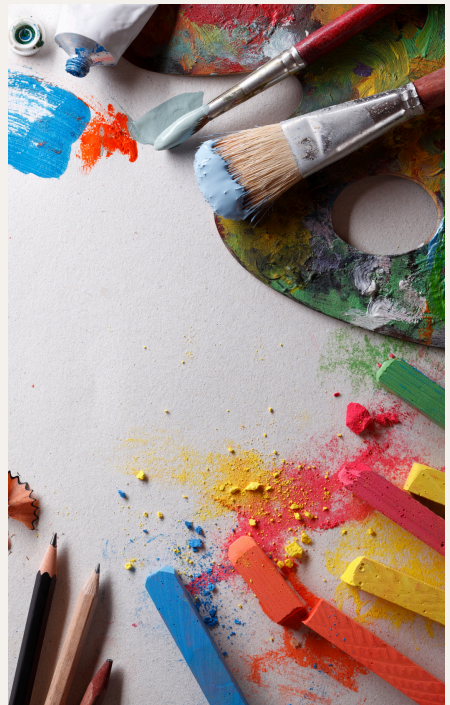
This is the final part of the third workshop day. In this phase the trainer has the opportunity to answer questions from the participants, if they have not already been asked during the course. The trainer emphasises again that there are no wrong questions. All questions are valuable in this course and the role of the trainer is to dispel any doubts.

At the end of the workshop day, time can be spent playing the game 'Never have I ever - promoting cultural diversity'. The trainer makes statements about cultural activities/experiences and those participants who have already done the activity/experience should raise their online hand. The game is ideal for discovering commonalities.

Never have I ever..

- heard of the countries that make up the European Union.
- been to Greece.
- read Harry Potter.
- swum in the sea.
- eaten Christmas pudding.
- eaten pork.
- watched a show on Netflix.
- played football.
- been to a concert.
- been abroad

The statements can be adapted to the group.



CHAPTER IV

Overview of the 4th workshop day

Icebreaker

Estimated time: 40 minutes

Scheduled hours: 8:00-8:40

The goal of using icebreaker activities is to create a positive and comfortable learning environment by breaking down initial social barriers between participants.

1. Hard questions

The trainer asks each person in the group questions, e.g.:

- What was the best holiday you've ever been on?
- Describe yourself in 3 words.
- What is the last book you have enjoyed?
- What will you do when you retire?

2. This one item

The trainer asks the participants to choose an object at random from the room, without telling the others what they have chosen. The students' task is to guess what the object is by asking simple questions to which the person asked answers with yes or no.

Schedule of the 4th workshop day

Estimated time: 20 minutes

Scheduled hours: 8:40-9:00

Material

- Workshop schedule
- Program of the fourth workshop day

After breaking the ice using icebreaker exercises, the trainer presents today's plan, informing what topics will be covered. This is also the time to sign the attendance list, if one is required

Module 7: Culture in words

Estimated time: 120 minutes

(with breaks)

Scheduled hours: 9:00-11:00

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

Learning Objectives

On this workshop day, learners find out about:

- the concept of literature
- Non-fiction and literary texts
- Epic, poetry and drama
- the different genres of books
- famous poems/historical texts
- famous traditional poems/historical texts
- text interpretations
- the importance of critical reflection of text

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- text analysis
- guided discussion.

Material for Module 7

- Module 6 "Culture in images" accessible via the bit EU academy or via the project website
- Exercise scenario_adventures in the mind
- Exercise scenario_Fake news vs fact-based
- Guide_Fake News
- Presentation_consequences of using fake news
- Presentation_Culture in words
- Worksheet_adventures in the mind

1. Literature - Art in words

Estimated time: 30 minutes
Scheduled hours: 9:00-9:30

Step by step instructions

The workshop leader uses Module 7 "Culture in Words" and the presentation "Culture in Words" to analyse the concept of literature.

Literature is all written and spoken artistic expression. It is divided into epic, poetry and drama. Literature is defined in the broadest sense as anything written, and in the narrowest sense as poetry or "beautiful literature", also known as fiction.

As an artistic term, literature refers to written works such as novels, short stories, biographies, memoirs, essays and poetry.

The trainer asks for a brief description of literary genres, looking for examples from European works and from national literature.

Material

- Modul 7 "Culture in Words"
- Presentation_Culture in words

2. Reading - adventures in the mind

Estimated time: 30 minutes
Scheduled hours: 9:30 -10:00

Step by step instructions

In this part of the workshop the trainer works with module 7 "Culture in words" and the Exercise scenario_adventures in the mind Worksheet_adventures in the mind.

The trainer asks the participants what their favourite genre of literature is. The trainer also asks the participants if they know what historical texts are: *Historical texts are all documents in which we can find information about the human past. In this type of text we find a sequence of events that happened in another time, so it is possible to find a summarised chronological narrative of important events.*

At the end of this phase of the workshop, the participants will work with the Worksheet_adventures in the mind.

Material

- Exercise scenario: Adventures in the mind
- Worksheet: Adventures in the mind

3. Paper is patient (Paper doesn't blush)

Estimated time: 15 minutes
Scheduled hours: 10:00-11:00

Step by step instructions

In this part, the trainer informs the participants that they will learn the principles of analysing press releases and how to distinguish between fake news and fact-based information.

The trainer uses Module 7 "Culture in words" and the supplementary materials (box below) to prepare the content.

Material

- Exercise scenario_Fake news vs fact-based
- Presentation_Consequences of using fake news
- Guide_Fake News
- Prepared fake news and fact-based articles

Module 8: The sound of culture

Dauer: 210 Minuten (with breaks)

Zeit: 11:00-14:30 Uhr

1. Music and culture
2. Variety of tones
3. Play an instrument!

Learning Objectives

On this workshop day, learners find out about:

- the importance of music for culture and well-being
- the folk music of different countries
- the anthem of the European Union
- different music genres such as classical, folk, pop and some more
- classical musicians and their work
- modern music
- the advantages of learning to play an instrument
- opportunities to become musically active yourself
- Apps that make it possible to learn an instrument without regular lessons

Methods

- Short lecture,
- individual work,
- engaging questions,
- guided discussion.

Material for Module 8

- Modul 8 "The sound of culture" accessible via the bit EU academy or via the project website
- Guide_music applications
- Worksheet_advantages of learning to play an instrument
- Handout_advantages of learning to play an instrument
- Handout_folk in short
- Presentation_Sound of culture

1. Music and culture

Estimated time: 60 minutes
Scheduled hours: 10:00-11:00

Step by step instructions

The trainer introduces the topic with the help of the presentation_Sound of culture and the content of module 8 "The sound of culture". The following questions are intended to emphasise the importance of music for culture and well-being:

- How does music influence our well-being?

Answer: Music can lift our spirits, reduce stress and have a positive effect on our mental health.

- Why is music so important for our culture?

Answer: Music reflects and shapes cultural values, is an important part of cultural heritage and helps to express social identity.

- How does music affect relationships?

Answer: Listening to music together can create social bonds and strengthen relationships between people.

- How is music used to create atmosphere in films and commercials?

Answer: Music in commercials and films plays an emotional role by creating the right atmosphere and reinforcing the visual message.

- What are the health benefits of playing music in a group?

Answer: Playing music in a group can have social, emotional and cognitive benefits by improving communication and cooperation.

- How is music used in therapy?

Answer: Music therapy can be an effective therapeutic tool in the treatment of various mental and emotional disorders.

The trainer summarises the results once again. After the summary, the trainer gives a short input on folk music in the European Union. The Handout_folk in short, which all participants receive, is used for this purpose. The folklore in Austria, Czech Republic, Poland and Spain is discussed in more detail.

Then everyone listens to the EU anthem together and trainer tells the story of how the European anthem was chosen. The information can be found in the module "The sound of culture".

https://european-union.europa.eu/principles-countries-history/symbols/european-anthem_en

Material

- Presentation_Sound of culture
- Handout_folk in short

2. Variety of tones

Estimated time: 60 minutes
Scheduled hours: 11:00-12:00

Step by step instructions

In this part of the workshop, the trainer divides the participants into several groups and asks them to search the Internet for examples of well-known or popular songs by European artists from the following musical genres Classical, Contemporary, Folk, Pop, Rock, Indie, Disco, Rap, Electronic.

This activity should be adapted to the participants. If they come from different countries, they can also give examples from their own country.

Listen to the songs together and then the participants explain why they chose this song.

Then, with reference to the Presentation_Sound of culture and the content of Module 8 "The Sound of Culture", the trainer asks the participants to choose famous classical composers and give examples of their works.

When discussing the examples, the links available on YouTube can be used:

- <https://www.youtube.com/watch?v=dnRJ5nM2mo4>
- <https://www.youtube.com/watch?v=WgWOjyQLB10&list=PL460D3499C83425A2>
- <https://www.youtube.com/watch?v=Z45DGmC3gFI>
- <https://www.youtube.com/playlist?list=PL00Bflie3JGKmDg1PCjHQHI1-fnJKqNB6>

In the last part of this phase of the workshop, the trainer introduces the topic of contemporary music by asking the participants if they know exactly what is meant by contemporary music:

Contemporary music refers to music that was composed in the 20th century and that is described by musicologists: inside as more modernist or perhaps avant-garde, "modern". These terms have been used in the arts since the end of the 19th century. This happened because the public became increasingly disorientated by the increasingly individualised and ever-changing nature of music. Until then, most people were familiar with the music of the 18th and 19th centuries. The best-known examples of genres that belong to contemporary music are Impressionism, Futurism, Primitivism, Dodecaphony, Spectralism, Sonorism, Postmodernism. Contemporary music also includes free improvised music, space music and even indie classical music.

Together with the participants, the trainer searches for examples on the Internet and listens to selected compositions.

The trainers distributes the Worksheet_advantages of learning to play an instrument for the participants to fill in.

Material

- Worksheet_advantages of learning to play an instrument
- Handout_advantages of learning to play an instrument
- Presentation_Sound of culture

3. Play an instrument!

Estimated time: 150 minutes
Scheduled hours: 12:00-14:30

Step by step instructions

The last part of this workshop day is dedicated to learning instruments, but first the trainer introduces the topic with Module 8.

Analyse together how to learn an instrument without going to music school. Other methods of learning will be discussed, as well as which instruments are easiest to learn. The advantages of playing a musical instrument are also discussed together (worksheet and handout distributed beforehand).

In order to try out different instruments together, the trainer can either bring instruments or use apps.

The Guide_music applications gives an overview of free apps that make it possible to learn a musical instrument. The guide is distributed to the participants, who install the apps on their smartphones. At the end of the whole workshop, the participants perform an improvised composition together.

Material

- Worksheet_advantages of learning to play an instrument
- Handout_advantages of learning to play an instrument
- Guide_music applications
- Instruments (if possible)

Lunchbreak

Estimated time: 30 minutes

Scheduled hours: 14:30-15:00

Summary

Estimated time: 90 minutes

Scheduled hours: 15:00-16:30

Step by step instructions

This is the final phase of the workshop day. This time there will be no "classical" summary by the trainer. There is an opportunity to watch an online broadcast of a concert or listen to recorded music concerts on YouTube or local television stations.

CHAPTER V

Overview of the 5th workshopday

Icebreaker

Estimated time: 40 minutes

Scheduled hours: 8:00-8:40

The goal of using icebreaker activities is to create a positive and comfortable learning environment by breaking down initial social barriers between participants.

1. My place on earth

The trainer asks the participants to choose a place in the world where they would like to go or that suits their personality. Then the trainer asks them to give three clues about this place. The other participants have to guess which place the other participants have chosen.

2. Stories on cards

All participants draw a picture that represents an important event in their life. They then tell a story related to the picture.

3. Circle of gratitude

Participants sit in a circle and each mentions something they are grateful for recently. This exercise helps build a positive atmosphere and makes it easier for participants to share positive experiences.

Schedule of the 4th workshop day

Estimated time: 20 minutes

Scheduled hours: 8:40-9:00

Material

- Workshop schedule
- Program of the fifth workshop day

After breaking the ice using icebreaker exercises, the trainer presents today's plan, informing what topics will be covered. This is also the time to sign the attendance list, if one is required.

Module 9: Culture and religion

Estimated time: 60 minutes

Scheduled hours: 9:00-10:00

1. Religions in Europe
2. Religions in the EU - what unites us

Learning Objectives

On this workshop day, learners find out about:

- the five world religions
- the concept of religious freedom and its place in the EU
- the concept of atheism
- religions in the EU
- the most important key data of Christianity, Islam and Judaism
- the unifying elements of these religions

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 9

- Content Unit 9 accessible via the bit EU academy or via the project website
- Handout_religions in Europe
- Presentation_Religion in Europe_big five
- Presentation_Religion in a nutshell
- Presentation_Sacred symbols

1. Religions in Europe

Estimated time: 30 minutes
Scheduled hours: 9:00-9:30

Step by step instructions

In this part of the workshop, participants will learn about religions in Europe. The workshop leader projects the handout_Religions in Europe on the screen and also distributes the printed handout to the participants.

The workshop leader then gives a brief introduction to the five largest religions in Europe using the presentation_Religion in Europe_Big Five.

Together with the participants, the workshop leader defines the concept of religious freedom and its status in the EU.

Here are some key questions to stimulate discussion:

- What is religious freedom? What rights and freedoms should it encompass?
- Is freedom of religion a fundamental human right? If so, why? If not, why not?

- What are the main principles and values related to religious freedom in the European Union? Are there differences between Member States?
- How do different religions influence society in the EU?
- What are the challenges faced by different religions in the EU?
- How does the EU deal with the challenges of integrating communities of different faiths? What measures are in place to promote inter-faith tolerance and understanding?
- How do major global events, such as religious conflicts and religious refugee flows, affect the EU's approach to religious freedom?
- Are there situations where religious freedom is restricted in the European Union?
- What are the challenges of balancing religious freedom with other societal values?
- Should religion influence political decisions in EU countries?
- Which countries have a high degree of religious diversity within their borders?

The trainer asks how the participants understand the concept of atheism. Again, there are some guiding questions to stimulate discussion:

- Do you know what the terms atheism and agnosticism mean? What are the differences?
- Does being an atheist mean having no moral principles?
- Do atheists have to make a final decision about whether they believe in God or not?

The trainer explains the differences between atheism and agnosticism.

Material

- Handout_religions in Europe
- Presentation_Religion in Europe_big five

2. Religions in the EU - what unites us

Estimated time: 30 minutes
Scheduled hours: 9:30-10:00

Step by step instructions

In this part of the workshop, the trainer provides information about the three major religions in Europe: Christianity, Islam and Judaism. The presentation_Religion in a nutshell can be used for this purpose.

The trainer then asks the participants to draw well-known religious symbols in Paint. The trainer then gives a short presentation on the topic using the Presentation_Sacred symbols. At the end of the presentation, the trainer asks: "What do the three major religions in Europe have in common?"

The three religions Judaism, Christianity and Islam correspond to the definition of monotheism, i.e. the worship of one God and the denial of the existence of other gods. Each religion also has the same personalities, including prophets, and a holy book (Bible, Torah, Koran). However, the relationship between the three religions is closer: they claim to worship the same God.

Material

- Presentation_Sacred symbols
- Presentation_Religion in a nutshell

Module 10: Cultural etiquette as door opener

Estimated time: 120 minutes (with breaks)

Scheduled hours: 10:00-12:00

1. Body language in the UE
2. Common principles of etiquette
3. Different and yet so similar
4. Living and working in Europe – The most important etiquette rules

Learning Objectives

On this workshop day, learners find out about:

- the term body language and gestures
- the importance of body language for communication processes
- the fundamental values of the EU
- the principles of gender equality
- the importance of integration within the European Union
- the different behaviours within the EU
- the main cultural rules of greeting in the EU
- the most important cultural rules in terms of casual and business wear within the EU
- the most important cultural rules for written communication in the EU

Methods

- Short lecture,
- individual work,
- engaging questions,
- work in groups in separate online rooms,
- guided discussion.

Material for Module 10

- Module 10 "Culturell etiquette as a door opener" accessible via the bit EU acedmy or via the project website
- Exercise Scenario_different and so similar_online
- Handout_Gender equality
- Gender equality_support questions
- Presentation_Cultural etiquette
- Presentation_Dress codes
- Gender equality - support questions

1. Body language in the EU

Estimated time: 30 minutes
Scheduled hours: 10:00-10:30

Step by step instructions

The trainer starts a discussion about the importance of non-verbal communication - about body language and its influence on interpersonal communication. Module 10 "Cultural Etiquette as a Door Opener" can be used for this purpose.

The participants are then divided into groups and each group member is given an emotion (happiness, sadness, anger, fear, hope, etc.). The task is for each participant to try to express the assigned emotion using only body language. The others are asked to guess the emotion.

Together, the trainer discusses the role of body language in everyday situations and its role in communication processes. Non-verbal communication signals - the way we listen, look, move and react - say a lot about the person we are communicating with. If we want to improve our communication skills, it is important to reflect on our own non-verbal signals as well as the non-verbal signals of others.

Material

- Modul 10

2. Common principles of etiquette

Estimated time: 30 minutes
Scheduled hours: 10:30-11:00

Step by step instructions

The trainer asks the participants if they can name the fundamental values of the EU (human dignity, democracy, equality, rule of law, human rights). Then the trainer presents the website of the European Parliament which lists the fundamental values: <https://www.europarl.europa.eu/about-parliament/pl/democracy-and-human-rights/fundamental-rights-in-the-eu> and gives a short knowledge input using the Presentation_Cultural etiquette

The trainer then asks for the basic principles of gender equality. For this purpose, the Handout_Gender equality is projected on the screen and distributes printouts to the participants.

Gender equality exists when people of both sexes have the same rights, responsibilities and opportunities. Gender inequality affects everyone - women, men, transgender and gender non-conforming people, children and families.

The trainer asks the following question "How can we explain that the EU has ensured peace, stability and prosperity for more than half a century?" *It also plays an important role in diplomacy and is committed to equality - as well as democracy, fundamental freedoms and the rule of law.*

Material

- Handout_Gender equality
- Presentation_Cultural etiquette

3. Different and yet so similar

Estimated time: 20 minutes
 Scheduled hours: 11:00-11:20

Step by step instructions

This part of the workshop focuses on analysing cultural differences in Europe, taking into account customs and traditions, prevailing values and social norms, religious differences, attitudes towards religious minorities and dealing with social issues such as homosexuality and legal abortion. This is the purpose of the Exercise Scenario_different and so similar_online

Material

- Module "Cultural etiquette as a door opener"
- Exercise Scenario_different and so similar_online

4. Living and working in Europe – The most important etiquette rules

Estimated time: 40 minutes
 Scheduled hours: 11:20-12:00

Step by step instructions

The workshop leader gives a brief introduction to greetings and dress in the EU:

After verbal greetings, shaking hands is by far the most common form of greeting. This is especially true for first encounters.

Kisses on the cheek as a form of greeting are a delicate matter. It is necessary to find out how many kisses are appropriate and which people are greeted with a kiss on the cheek.

In the south it is three kisses on the cheek. In Paris itself, for example, it is two kisses, but in the suburbs it is four. As you can see, it's very complex.

In Europe, business dress includes a suit and tie for men. In a business context, women wear a suit (skirt/trousers and blazer) or an elegant dress. Clothing should be free of stains and creases.

The trainer can use the Presentation_Dress code for this input. To activate and motivate the participants, it is advisable to carry out some of the activities described in the presentation.

At the end of this part of the workshop, the trainer and the participants start a discussion on gender equality. Why is gender equality important? What is the history of gender equality? For this purpose, the Handout_Gender equality is distributed to the participants. The document Gender equality_support questions also contains questions to stimulate the discussion.

Material

- Handout_Gender equality
- Gender equality_support questions
- Presentation_Dress codes

The haptic board game

Estimated time: 150 minutes (with breaks)

Scheduled hours: 12:00-14:30

Step by step instructions

At the end of the workshop, participants will have the opportunity to play a board game about European culture. What they have learned over the last few days will help them to answer the questions in the board game.

For technical reasons, the game uses cards to ask questions, which can be printed out beforehand.

At the end of the game, the trainer conducts a short evaluation:

- How did you like the game?
- What did you learn?
- What did you find most difficult?

Material

- Board game incl. instructions. All materials for this are available on the project website for downloading.

Lunchbreak

Estimated time: 30 minutes

Scheduled hours: 14:30-15:00

Evaluation & summary

Estimated time: 90 minutes

Scheduled hours: 15:00-16:30

Step by step instructions

In this final part of the workshop, the trainer will carry out an evaluation of the 5-day workshop. In addition to a vote of thanks, the presentation of a certificate and the completion of an evaluation survey, there will be time to answer any questions.

1. The trainer thanks the participants for their participation and contribution to the training programme.
2. An evaluation form will be provided for the participants to fill in immediately.
3. The trainer asks the participants to share their impressions of the workshop verbally.
4. If the participants still have open questions or need further information and sources, this is a good time for the workshop leader to help them with the content.

CHAPTER VI

List of additional educational materials

To facilitate the delivery of a cultural education workshop, the project consortium has developed a range of materials that provide a didactic framework to support both trainers and course participants. Below you will find a collection of additional pedagogical materials, including presentations, practical scenarios, exercises, infographics, guides, videos and worksheets. The following collection contains a list divided into individual course content units (modules).

Module 1

- Cards_storytelling
- Exercise scenario_Culture what is it actually_1_online
- Exercise scenario_Culture what is it actually_2_online
- Exercise scenario_Culture - why again_online
- Exercise scenario_How is culture noticeable_online
- Handout_cultural transmission
- Photo boards_(in)tangible cultural heritage
- Presentation_cultural expression_transmission
- Presentation_cultural heritage
- Presentation_what is culture

Module 2

- Exercise scenario_Culture and Europe_online
- Exercise scenario_European Union_online
- Exercise scenario_United in diversity_1_online
- Exercise scenario_United in diversity_2_online
- Exercise scenario_What unites us_online
- Worksheet_Check how much you know: European Union
- Worksheet_European country
- Handout_brief history
- Presentation_What unites us
- Worksheet_United in diversity

Module 3

- Handout_Think globally, act locally
- Presentation_Symbols and traditions
- Presentation_Think globally, act locally

Module 4

- Cards_Name the dish
- Card_Name the dish_explanations
- Worksheet_Name the dish
- Cards_Quiz_Let's meet at the table
- Cards_Quiz_Let's meet at the table_solutions
- Presentation_Fun Facts_PlumPudding to Stockfish
- Exercise scenario_Quiz_Let's meet at the table_online
- Exercise scenario_Name the dish_online

Module 5

- Activity_Dance styles
- Presentation_Get moving

Module 6

- Boards_magnificent art
- Boards_magnificent art_explanation
- Guide_virtual museums
- Handout_forms of fine art
- Presentation_function of art
- Exercise scenario_Art quiz
- Exercise scenario_Art is everywhere

Module 7

- Exercise scenario_adventures in the mind
- Exercise scenario_Fake news vs fact-based
- Guide_Fake News
- Presentation_consequences of using fake news
- Presentation_Culture in words
- Worksheet_adventures in the mind

Module 8

- Guide_music applications
- Worksheet_advantages of learning to play an instrument
- Handout_advantages of learning to play an instrument
- Handout_folk in short
- Presentation_Sound of culture

Module 9

- Handout_religions in Europe
- Presentation_Religion in Europe_big five
- Presentation_Religion in a nutshell
- Presentation_Sacred symbols

Module 10

- Exercise_Scenario_different and so similar_online
- Handout_Gender equality
- Gender equality_support questions
- Presentation_Cultural etiquette
- Presentation_Dress codes

CHAPTER VII

The Icebreakers collection

Icebreakers are exercises designed to create a positive and comfortable learning environment by breaking down initial social barriers between participants. Below is a collection of sample icebreakers that can be used. The exercises can be adapted to the needs of the group.

1. That's me

Each person gives their name and writes down 10 adjectives about themselves within 1-2 minutes.

2. Associations

Participants are given around 5 minutes to find words matching their name's letter. E.g.:

Anna - Australia - Australia a country I want to visit

Niklas - Norway - Norway, where I have been recently

Hannah - Horse - Horse, my favourite animal

Michael - Marathon - Marathon, something that I want to be part of once in my life

3. A storm of questions

The trainer asks questions to the participants, who should answer them. Here are some examples:

- If you could go on vacation anywhere in the world, where would you go?
- What would be the best gift for you?
- What two things are you especially good at?
- If you could live in any period of history, when would it be?

4. Circle of gratitude

The participants each mention something they are grateful for recently. This exercise helps build a positive atmosphere and makes it easier for participants to share positive experiences.

5. Double letter

Participants say their name, followed by an adjective that starts with the same letter as their name and best describes them, e.g. energetic Eve.

6. It's a perfect match!

Two or more people should be found who, for example:

- Have the same shoe size
- dream of going on holiday in America
- will go abroad this summer
- visited the same school

7. Hard questions I

The trainer asks each person in the group questions, e.g.:

- What is your favourite childhood food?
- What did you want to be when you were a kid?
- What is your favourite film, book or music genre?
- Do you have any dreams that you would like to realize in the future?
- What motivates you the most?
- What makes you happy?

8. Hard questions II

The trainer asks each person in the group questions, e.g.:

- How would you spend a million dollars?
- Who was your favourite teacher at school?
- What is your favourite kind of sport?

9. Hard questions III

The trainer asks each person in the group questions, e.g.:

- What was the best holiday you've ever been on?
- Describe yourself in 3 words.
- What is the last book you have enjoyed?
- What will you do when you retire?

10. I am getting to know myself

The workshop leader writes the following questions in Jamboard and asks the participants to answer the questions for themselves. The answers are then shared in the group:

- Where would you most like to go and why?
- Would you rather live in the past or the future for a week?
- How would you describe your future in three words?
- What can you do today that you couldn't do a year ago?
- What is the simplest way to improve your well-being?
- How do you improve your performance in different areas (cooking, sports, reading, language learning)?

11. True oder False?

The trainer asks the participants to write three statements about themselves in Jamboard: Two true statements and one false statement. Then the participants vote which statements are true and which are false. The first person explains which statements were true and which were false. Then it is the next person's turn.

12. My place on earth

The trainer asks the participants to choose a place in the world where they would like to go or that suits their personality. Then the trainer asks them to give three clues about this place. The other participants have to guess which place the other participants have chosen.

13. Stories on cards

All participants draw a picture that represents an important event in their life. They then tell a story related to the picture.

14. This is really surprising!

Each participant thinks of the strangest job he or she could do. The participant then presents it to the rest of the group, adding some short information about why this job is perfect for him/her.

15. This one item

The trainer asks the participants to choose an object at random from the room, without telling the others what they have chosen. The students' task is to guess what the object is by asking simple questions to which the person asked answers with yes or no.

Day 1: schedule

🕒 **9:00–10:00** ➔ ICEBREAKERS: GETTING TO KNOW EACH OTHER

🕒 **10:00–12:00** ➔ Module 1: CULTURE AND YOU

- **10:00–10:50** ➔ Culture – what is it actually?
- **10:50–11:20** ➔ How is culture noticeable?
- **11:20–12:00** ➔ Culture – why again?

🕒 **12:00–14:30** ➔ Module 2: CULTURE IN EUROPE – THEN AND NOW

- **12:00–12:50** ➔ The European Union – our Community
- **12:50–13:40** ➔ The European Union – how it all began and why it is so important
- **13:40–14:30** ➔ The European Union – what unites us

🕒 **14:30–15:00** ➔ LUNCH BREAK

🕒 **15:00–16:00** ➔ Module 2: CULTURE IN EUROPE – THEN AND NOW

- **15:00–16:00** ➔ What is my culture?

🕒 **16:00–16:30** ➔ Summary of the 1st workshop day

Day 2: schedule

- 🕒 **8:00–8:40** ➔ ICEBREAKERS: GETTING TO KNOW EACH OTHER
- 🕒 **8:40–9:00** ➔ ORGANIZATIONAL PART
- 🕒 **9:00–12:00** ➔ Module 3: EUROPEAN CULTURE – FROM EAST TO SOUTH
 - **9:00–10:00** ➔ Cultural symbols – from East to South
 - **10:00–10:30** ➔ Expressing culture – from East to South
 - **10:30–11:30** ➔ Living culture – from East to South
 - **11:30–12:00** ➔ Culture – and where now?
- 🕒 **12:00–14:30** ➔ Module 4: HUNGRY FOR CULTURE? FOOD IS CULT!
 - **12:00–12:50** ➔ Warm-up activity
 - **12:50–13:40** ➔ It tastes better together
 - **13:40–14:30** ➔ Food and customs from North to South
- 🕒 **14:30–15:00** ➔ LUNCH BREAK
- 🕒 **15:00–16:00** ➔ Module 4: HUNGRY FOR CULTURE? FOOD IS CULT!
 - **15:00–15:30** ➔ Fun Facts – from PlumPudding to Stockfish
 - **15:30–16:00** ➔ Changing food culture
- 🕒 **16:00–16:30** ➔ Summary of the 2nd workshop day

Day 3: schedule

- 🕒 **8:00–8:40** ➔ ICEBREAKERS: GETTING TO KNOW EACH OTHER
- 🕒 **8:40–9:00** ➔ ORGANIZATIONAL PART
- 🕒 **9:00–12:00** ➔ Module 5: GET MOVING - CULTURE IN MOTION
 - **9:00–9:30** ➔ Culture on the move
 - **9:30–10:00** ➔ Theater – much more than TV
 - **10:00–12:00** ➔ Dance - from folk dance to hip hop
- 🕒 **12:00–14:30** ➔ Module 6: CULTURE IN IMAGES
 - **12:00–13:10** ➔ Fine arts
 - **13:10–14:30** ➔ Famous works – traditional to modern
- 🕒 **14:30–15:00** ➔ LUNCH BREAK
- 🕒 **15:00–16:00** ➔ Module 4: HUNGRY FOR CULTURE? FOOD IS CULT!
 - **15:00–16:00** ➔ Go Ahead and do it!
- 🕒 **16:00–16:30** ➔ Summary of the 3rd workshop day

Day 4: schedule

🕒 8:00–8:40 ➔ CEBREAKERS: GETTING TO KNOW EACH OTHER

🕒 8:40–9:00 ➔ ORGANIZATIONAL PART

🕒 9:00–12:00 ➔ Module 7: CULTURE IN WORDS

- 9:00–9:15 ➔ Literature – Art In words
- 9:15–9:45 ➔ Reading – adventures in the mind
- 9:45–10:00 ➔ Paper is patient (Paper doesn't blush)

🕒 10:00–14:30 ➔ Module 8: THE SOUND OF CULTURE

- 10:00–11:00 ➔ Music and culture
- 11:00–12:00 ➔ Variety of tones
- 12:00–14:30 ➔ Play an instrument!

🕒 14:30–15:00 ➔ LUNCH BREAK

🕒 15:00–16:30 ➔ Summary of the 4th workshop day

Day 5: schedule

- 🕒 **8:00–8:40** ➔ ICEBREAKERS: GETTING TO KNOW EACH OTHER
- 🕒 **8:40–9:00** ➔ ORGANIZATIONAL PART
- 🕒 **9:00–10:00** ➔ Module 9: CULTURE AND RELIGION
 - **9:00–9:30** ➔ Religions in Europe
 - **9:30–10:00** ➔ Religions in the UE – What unites us
- 🕒 **10:00–12:00** ➔ Module 10: CULTURAL ETIQUETTE AS DOOR OPENER
 - **10:00–10:30** ➔ Body language in the EU
 - **10:30–11:00** ➔ Common principles of etiquetten
 - **11:00–11:20** ➔ Different and yet so similar
 - **11:20–12:00** ➔ Living and working in Europe – The most important etiquette rules
- 🕒 **12:00–14:30** ➔ PLAY TO EXPERIENCE CULTURE
- 🕒 **14:30–15:00** ➔ LUNCH BREAK
- 🕒 **15:00–16:30** ➔ Summary of the 5th workshop day

Questionnaire

The purpose of this questionnaire is to evaluate the 5-day workshop. Please answer the following questions carefully.

1. How do you rate the workshop in general?

2. How satisfied were you with the different methods such as group work, lectures, individual work, etc.?

3. Were the materials used well prepared?

4. How do you rate the pace and organization of the workshop?

5. Did you always feel that you were well integrated into the workshop?

6. Did the course meet your expectations?

7. Did participating in the workshop have a positive impact on how you understand and perceive culture?

8. Did the workshop awaken your interest in culture?

9. Were the materials easy to access and read?

10. Would you like to take part in similar courses in the future?

Please answer the questions below by writing a short answer to the questions.

1. *Were there any technical or organizational difficulties during your participation in the workshop?*

2. *Which of the activities / exercises did you learn the most from?*

3. *Did you have enough opportunities to apply what you learnt during the workshop?*

4. *Is there anything you would like to improve about the workshop?*

5. *How did the workshop influence your perception and understanding of the European Union?*

6. *Would you recommend this course to others?*

