



PROMOTING INCLUSIVE LANGUAGE LEARNING OPPORTUNITIES
THROUGH LOCAL CULTURE AND CULTURAL HERITAGE
FOR LEARNERS WITH REFUGEE AND MIGRANT BACKGROUNDS

Repertoire of language education approaches in European context



Preliminary version



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INTRODUCTION



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PILLOT PROJECT

"Repertoire of language education approaches in European context" is the first document developed as part of the initial phase of the international project "Promoting inclusive language learning opportunities through local culture and cultural heritage for learners with refugee and migrant backgrounds" (PILLOT). The main goal of this project is to find an appropriate formula for the integrated teaching of foreign languages and the region's culture and history through tangible and intangible heritage. Five organisations from five European countries will examine five different views of cultural heritage and how they can be used to teach native languages as second/foreign languages.

The Museum of Warsaw from Poland will explore learning the Polish language through local art and history. Centrum demokratickeho vzdelavani from the Czech Republic will explore Czech language learning through folk culinary culture and historical cuisine. A language school from Luxembourg, Lux Langues SA, will test how elements of urban tourism can be used to teach French and Luxembourgish. Muzeul Etnografic al Transilvaniei from Romania will examine the use of legends and elements of ancient material culture in teaching Romanian. Finally, Stazione Utopia from Italy will use the historic gardens of the Medici Villa to teach Italian as a foreign language.

The project, numbered 2023-1-PL01-KA220-ADU-000158237, runs from December 1, 2023 to November 30, 2025, and is co-financed by the Erasmus+ program.

REPERTOIRE

This document is not a final product but rather a starting point for further **practical activities**. These activities will include a joint international training for educators, a test phase to evaluate the developed assumptions in practice, and a conclusion phase that will produce two final documents aimed at the project's two most important stakeholder groups: organisational executives, language and cultural educators, and adult learners.

"Repertoire..." is a kind of brainstorming exercise in which 11 educators generated ideas on how to teach language through heritage, and vice versa. It includes activities created by both language and cultural educators, with varying levels of experience in integrated teaching, which means learning several competencies simultaneously.

The document begins with an introduction, followed by descriptions of 24 educational activities selected from 71 proposals included in the rest of the material. The selected activities will be tested by educators in the next stage of the project. In making the final selection, we were guided primarily by the adaptive potential of the designed activities, as they will be used in quite different educational institutions, such as museums or language schools, using different resources (types of heritage), and will be aimed at diverse audiences. We also aimed to maximise the use of resources that each partner has at its disposal. It should also be noted that both the educators creating the activity descriptions and those who will join in the testing phase are usually either language educators or museum educators. The selection therefore had to include activities in which the authors found some balance between the two educations.

The whole is supplemented by descriptions of suggested digital tools and applications, suggested for use when necessary (or needed) to implement online activities. Finally, the material was summarised and evaluated by 3 experts in linguistics, cultural studies and psychology and pedagogy from Poland and Ukraine.

RECEIVERS / LEARNERS

In the project and in this document, we define **a learner as a person with refugee and migrant experience**. According to the European Parliament, a refugee is a person who has a well-founded fear of being persecuted in their home country on account of race, religion, nationality, political opinion, or membership in a particular social group, and whose status has been recognized by the country of refuge. The main factors driving refugees and migration include war, conflict, persecution, humanitarian crises, and poverty. By the end of February 2022, asylum seekers to the EU were mainly citizens of Syria, Nigeria, Eritrea, Afghanistan, Bangladesh, and Pakistan. On March 4, 2022, the Temporary Protection Directive was activated to cover Ukrainian citizens fleeing war.

It is very difficult to define the concept of migrants and migration, which can occur between countries or regions for various reasons. The International Organization for Migration defines "international migration" as the movement of people to leave their country of origin or permanent residence to settle permanently or temporarily in another country, which involves crossing an international border. Migrants may be seeking better economic or educational conditions or looking to reunite with their families. For some, the experience will be easier because they already have some education and status. For others, it will be much more complicated due to cultural differences and economic problems. At the same time, for everyone, it can be a big challenge due to emotional reasons and the high level of stress they experience daily. However, it is difficult to generalise. At the moment, people with refugee experience are living as migrants—they are students and workers, so at first glance, they are coping with their new reality. Unfortunately, their experiences still affect the quality of their daily life. They can come from the European Union, Ukraine, Belarus, or outside Europe, such as Africa. The possibilities are indeed many.

One thing is certain: all these people need to learn the language of the country in which they reside. This allows them to integrate more easily into the life of the local community and increases their sense of agency and control over their lives, consequently reducing stress and improving their quality of life in general.

APPROACH TO ACTIVITY DEVELOPMENT

All of the above-mentioned factors are not easy to reconcile due to the large cultural and educational differences of people from different regions of the world. Since these are people with special educational needs, it is important to be aware that **it is difficult to develop a one-size-fits-all model that will fit the entire European heritage and take into account the needs of all potential audiences**. For this reason, it is extremely important to use **an inclusive and equal approach** that will strengthen the

empowerment and sense of security of participants in educational activities. We emphasise **an intercultural approach** and opportunities for dialogue, inviting people to tell their stories, letting them know that they are important and interesting.

At the same time, we try not to lose sight of the primary task, which is to focus on **the integrated teaching and learning of the language and culture of the target country**. We implement this primarily through **an action-based approach**, applied to both language and cultural education. A new element for most of those involved in the project is the use of the European Union-supported **Content and Language Integrated Learning (CLIL) approach** and the possibility of using it in a natural environment outside the classroom.

INTEGRATED TEACHING

The CLIL method is recommended by the European Commission and has already become a permanent part of school education. However, it is not widely used in adult education, especially informal education. This is rather surprising, **as more emphasis is placed here on language learning to support** learning new content and understanding new experiences. This could allow, for example, learning a language by broadening one's interests or making social interactions.

In its "soft", or cross-curricular, version, CLIL is also designed to support learners by **relating to everyday situations**¹, which is of additional importance for people with refugee and migrant experiences. It is based on dialogue and activates imagination, memory and decision-making processes². These processes, as a result of the prolonged and regular stress to which this group of learners is often subjected, become rigid and narrow³.

CLIL methodology also encourages creative activities, allowing us **to combine elements of language education and museum education** in our project.

METHODS AND ACTIVITIES

As mentioned, the document consists of 71 different activities—some adapted for the project, some completely invented by us, and some borrowed with permission from other Erasmus+ projects. We looked at each of them not only through the prism of language teaching but also considered **whether and how they could affect the development of other key competencies essential for a good and quality life**. In the form for each activity, we marked whether the competencies could be integrated into the selected activity. We also marked specific detailed skills, viewing competencies broadly, considering their usefulness in professional, personal, cultural, and social life. With the events of the Covid-19 pandemic in mind, we considered the possibility of transferring activities to the virtual sphere. Therefore, each activity includes information about the **digital application and the use of specific digital educational tools and applications**.

¹ Muszyńska B. (2019), *Soft CLIL program*, Warsaw, ORE, p. 5.

² Ibidem, p. 6.

³ Nowicka-Mieszala J. (2009), *Błędy w procesie podejmowania decyzji pod wpływem stresu*, „Zeszyty Naukowe Wyższej Szkoły Humanitas. Zarządzanie” nr 2, p. 83.

As part of the second stage of the project, we selected **23 activities that we want to test in practice**. We did not divide them by the place of implementation (e.g., in a museum, in a city, etc.) or by the type of heritage used (e.g., table culture, natural environment, etc.).

Why? Because every situation is different. People with refugee experience from Ukraine often have high professional competence and experience in many fields, but it is difficult for them to overcome the communication barrier and find a job that suits their qualifications and life situation (e.g., caring for young children or the elderly). People leaving North Africa and the Middle East often face the necessity of adapting to a completely different culture and often literacy. Their challenges and aspirations may be different.

On the one hand, each educational situation is different. On the other hand, the activities we proposed can be used in various contexts (in a museum, in a park, in a city, during a cooking workshop). We wanted to show the flexibility of our approach and adaptability to specific resources and conditions. In implementing the framework-described and selected activities, each partner will develop its own detailed scenarios tailored to the immediate needs of the target groups after joint training.

While we are aware that this is only the beginning of the journey, we are making the material we developed from January to May 2024 available. We hope it will interest and inspire language and cultural educators working with people with refugee and migrant experiences. We would appreciate any feedback and reflections.

Katarzyna Żák-Caplot
PILLOT project coordinator
The Museum of Warsaw

REVIEWS



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27th May 2024

Dr Habil. Agnieszka Karpowicz,
Associate Professor Institute of Polish Culture
University of Warsaw

“Repertoire of language education approaches in European context”

(“Promoting inclusive language learning opportunities through local culture and cultural heritage for learners with refugee and migrant background”,

2023-1-PL01-KA220-ADU-000158237)

The project **“Repertoire of language education approaches in European context”**, prepared by Muzeum Warszawy, Centrum demokratickeho vzdelavani, Lux Langues SA, Muzeul Etnografic al. Transilvaniei, Stazione Utopia, is an excellent proposal for teaching languages through the use of elements of tangible and intangible cultural heritage from various European countries. Since the activities are created by both language and culture educators, multiple competencies can be taught simultaneously. The project starts from the premise that language encompasses a whole range of linguistic practices, and it needs to be learned in action and context. This approach aligns with contemporary humanities research and the anthropological understanding of language as an element of cultural reality, a tool for action, and problem-solving.

The initial diagnoses of contemporary culture form the basis of the proposed activities and deserve appreciation. Firstly, the learner group is characterised as diverse, with different cultural, linguistic, and literacy competences. Attention is paid to the varying cultural contexts from which migrants come, the different reasons for migration, and the economic and ethnic diversity of the group. This demonstrates the competence of the project authors in contemporary anthropology. The selected group is the one most in need of support in strengthening and acquiring language competence today. Additionally, activities and cultural heritage types that do not reinforce stratification and hierarchization but allow for equal participation have been proposed. This primarily concerns everyday life and associated practices (culinary culture, urban culture: tourism, parks, botanical gardens), but also popular culture (legends, customs, traditions).

Secondly, the diversity of European culture and its cultural heritage has been properly defined and considered. The project's strength lies in extracting identity-constituting practices from each local context while considering the practical possibilities of realising activities in each. The authors have reasonably chosen elements of cultural heritage to teach different languages: Polish through history and local art, Czech through table culture and historical cuisine, French through urban tourism, Romanian through legends and elements of ancient material culture, and Italian through

the use of historic gardens.

The third advantage of the project is its consistency and flexibility regarding the locations where activities will take place, accounting for changes in media and spatial contexts where the groups will work. The multiplicity of teaching approaches is commendable, ensuring that the offered courses are varied and can cater to different age groups and learners at various education and language skill levels. Above all, language learning will be accompanied by the acquisition of cultural competencies necessary for navigating everyday life (e.g., reading maps, field orientation). From a cultural studies perspective, it is crucial that the authors consider social competences such as democratic cooperation, reflective thinking, adaptability and flexibility, team working, collaboration, and social interactions. Promoting social inclusiveness is a key objective of the activities.

The prepared activities are ready for the next phase—testing by educators to check the effectiveness of the activities in educational practice. The authors have taken into account a humanistic approach, an understanding of contemporary Europe's challenges, a concern for disseminating its cultural heritage, and most importantly, the activities respond to the needs of the intended participants.

In summary, from a cultural studies perspective, the project is well-thought-out and planned, professionally prepared, and considers contemporary social and ecological issues.

Yours Sincerely

Warsaw, 28.04.2024

A handwritten signature in black ink, appearing to read "Agnieszka". The signature is written in a cursive, flowing style with some loops and flourishes.

Olena Bulgakova

An educator and psychologist who supports cultural projects and working with people with refugee experience

Review of the document “Repertoire of language education approaches in the European context”

The document “Repertoire of language education approaches in the European context” is a catalogue of techniques that can be used in broad language and culture education, meaning the simultaneous teaching of language and target culture in appropriately arranged educational settings and with adapted “tools” (elements of tangible and intangible heritage). It was created for the project “Promoting Inclusive Language Learning Opportunities through Local Culture and Cultural Heritage for Learners with Refugee and Migrant Backgrounds” (PILLOT) under the Erasmus+ program. The idea was to brainstorm and propose as many educational activities as possible relating to four cultural education areas: history and art, table culture, environment, and architecture and urban phenomena. The document contains 24 activity descriptions intended for people with refugee and migrant experiences from Ukraine and Africa.

As someone not engaged in language teaching, I viewed the document from the perspective of someone who provides psychological support to people with refugee and migrant experiences. I focused on the material holistically and on practical tips useful for the next project phase. As a conclusion, I offered a set of suggestions and advice for implementing educational activities aimed at a vulnerable audience.

When implementing the activities, the following issues should be given special attention:

1. Participation of People with Trauma Experiences

Trauma is defined as situations with immediate threats to life or health. Educators working with trauma-experienced individuals should have support, such as a psychologist, to understand the consequences of such experiences and prepare for different learner behaviours. These can range from submissiveness to deep stress. Educators should aim to widen the window of tolerance, reach out to participants, and create an atmosphere of security, while being mindful of potential concentration difficulties. Activities focusing on emotions and naming them are valuable, and a psychologist's presence may be beneficial for some groups.

2. Participants' Responses to External Triggers and Social Exposure

Due to possible hypersensitivity to triggers (e.g., taste and smell), sensory-based activity elements should be carefully selected. Attention should also be given to the activity location (heavy traffic, topographically difficult places, lack of orientation signs). People with refugee and migrant experiences may feel constant social exposure, making places like museums or historic parks beneficial for providing a sense of asylum and

perspective change. Building trust within the group is essential from the first meeting, as educators typically won't know the group beforehand.

3. **Strengthening Participants' Independence and Self-Efficacy**

Traumatic experiences can lead to helplessness and apathy. Combining educational activities with creative expression can improve mental, emotional, and physical health. Art, especially in a museum setting, is therapeutic and flexible, helping participants face emotions even without a shared language. Activities leading to collaborative exhibition creation or art presentation foster approval and attention.

4. **Cultural Exchange**

Educational activities should include intercultural dialogue and exchange, reducing anxiety and striving for mutual understanding. This helps counter discrimination and deconstruct stereotypes. Activities should find mutual references or common ground rather than focusing on differences.

5. **Skills and Resources Focus**

Activities should develop various skills, allowing participants to build new resources and break from one-way narratives. Integrated activities enable participants to view themselves differently. Tools like timelines promote coherence and reference pre-trauma times. Online activities allow for stress-free digital competency development and ensure continuity despite contingencies.

6. **Peer Learning**

Supporting each other is key to activating people with refugee experiences. Activities focused on benefiting others help distract from harsh realities and uncertainties, restoring a sense of meaning and cohesion. It also allows participants to feel like experts, positively impacting self-worth and **empowerment**.

7. **Support Activities as Part of a Larger Whole**

Activities should adapt to other organisations' educational programs, complementing larger initiatives aimed at people with refugee and migrant experiences. Cooperation between sectors is crucial, as most support is informal—social relationships, family support, educators, family doctors, and social caregivers. Only specialised support forms the pyramid's top layer.

SUMMARY

The activities proposed in “Repertoire...” are intended for people with refugee and migrant experiences from various parts of the world, cultures, and religions. The activity descriptions serve as a framework for later-tested activities, to be adjusted to participants' language levels and overall characteristics (group homogeneity, cultural background, etc.). Organisations using the proposed activity scenarios will have varying resources, making the framework approach beneficial. Detail at the final project report level is expected.

Familiarity with the host country increases participants' sense of security and agency. Education that respects participants' native cultures and traditions builds trust. From the perspective of including and nurturing the well-being of people with refugee and migrant experiences, the PILLLOT project foundation is a worthwhile educational initiative.

Warsaw, 28.04.2024

Warsaw, May 31st, 2024

Dr Piotr Kajak
Centre Polonicum
University of Warsaw

Review of the document “Repertoire of language education approaches in the European context”

According to the description provided by the Authors, the main goal of “Repertoire of Language Education Approaches in the European Context” is to find an appropriate formula for integrated teaching of foreign languages and the region’s culture and history through tangible and intangible heritage. All the activities gathered in the document align with the latest trends in contemporary foreign/second language teaching. They ensure that learners can extend their skills and competencies not only in the foreign language they study but also in those important for effective life in multicultural, plurilingual societies, especially in the European context.

Cooperation between five European cultural institutions (Museum of Warsaw, Poland; Centrum Demokratického Vzdělávání, Czech Republic; Lux Langues, Luxembourg; Muzeul Etnografic al Transilvaniei, Romania; Stazione Utopia, Italy) creates a unique blend of experience from experts representing five traditions and six languages (Polish, Czech, French, English, Romanian, Italian). Together, the activities build sensitivity towards cultural and linguistic diversity.

Focusing on the cultural heritage of several European countries allows learners to understand the variety fundamental for our continent’s prosperity and security. The project’s activities demonstrate that learning about a country’s cultural heritage (local art and history, table culture and historical cuisine, urban tourism, legends, and elements of ancient material culture) are a useful tool in teaching native languages (as a second or foreign language). Examples of these activities include:

- City Games: focused on the urban context
- City in my eyes: an exploration of the cityscape
- Botanical treasure hunt: engaging with local flora

Activities focused on local culture include:

- Story sequencing (literature/film)

Using a foodology approach, examples include:

- Blind smelling
- Herbs, spices, and your story: Herbology storytelling based on different scents
- Historical cookbook recreation: match, illustrate, rewrite, pick, and make it happen

Additionally, the activities created by the authors enable students to mediate not only between the authors' cultures and languages but also between their own languages and cultures. Examples include:

- Archipelago of resources
- Chaotic recipe, Chaotic dialogue
- Cultural comparison
- Curator for tomorrow
- Edward de Bono's method of hats
- Geocultural café
- Sabir: a game to discuss cultural heritage
- Make your own museum fairy tale
- Pop-up words (postcard workshop)

These activities are not one-dimensional and offer many possibilities for creative instructors who may have learners with diverse backgrounds and social capital. Teaching through projects, activities, games, cooperation, technology, elements of kinesthetic learning, and an interdisciplinary approach ensures there is no risk of exclusion for participants with special needs.

Learning through participation in culture becomes even more meaningful and impactful for learners with refugee and migrant experiences. The authors rightly anticipate the special educational needs of upcoming learners. The recent example of Ukrainians forced to leave their country due to the Russian invasion shows that language instructors often deal with various traumatic experiences during classes. Relevant activities include:

- Emotion networking: how graphs and artefacts evoke emotions
- Metaphoric cards / Dream map

These experiences pose additional challenges, preventing a one-size-fits-all model from addressing the needs of all potential audiences. The best approach to success is using an inclusive and equal approach, strengthening learners' empowerment and sense of security, and providing them with intercultural competencies. This approach encourages participants to share their stories and experiences.

Learning through cultural participation, action, and tasks integrates languages and cultures, creating a model for the CLIL (Content and Language Integrated Learning) approach. The proposed activities are well-organised, each described with categories such as name, characteristics, teaching approach, type of education, bibliography, type of cultural heritage, aims, teaching tools, and online applicability.

These activities enrich and develop language skills and communication, build multilingual competence and cultural sensitivity, and foster reflective and critical thinking, democratic cooperation, and awareness of ecological and regional environmental challenges. Sensitivity to others' problems and a humanistic approach are prioritised, which is the project's greatest value.



METHODS AND ACTIVITIES



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Activity 1	Archipelago of resources
Teaching approach	Humanistic Approach
Type of education	Museum Positive Psychology
Characteristics of the activity	Revisiting memories or targeting dreams and life goals with a set of objects and/or the surrounding space as motivation for group conversation. An activity leading to the development of communicative competence in foreign and native languages through the use of the autobiographical method combined with object pedagogy.
Bibliography	Method developed as part of the Erasmus+ project 2021-1-IT03-KA220-YOU-000029776 "Education and Art for Social Inclusion".
Type of cultural heritage	legends / customs / traditions art / history nature (gardens, parks, botanical gardens, countryside, etc.) culinary culture heritage tourism / urban tourism urban tourism
Aims of activity	<ul style="list-style-type: none"> - Communicating in a foreign language; - Negotiating of meanings in a foreign language; - The ability to express one's opinion in a foreign language; - The ability to talk about feelings in a foreign language, - Reading symbolism in different cultures - Fostering social inclusion.
Activity proposal	<p>Using specially selected objects and/or museum objects to initiate a group conversation on topics related to life, family, cultural experiences, etc.</p> <p>Blankets / pieces of cloth are spread out in different parts of the exhibition with either selected props or references to objects nearby. There is also an inscription/slogan on each blanket, such as "what strengthened me the most, even though I didn't expect it" or "to this person I owe a lot because...".</p> <p>Participants are divided into groups and look for islands. They sit on them and talk about the given topic. Objects and things gathered on a blanket are supposed to help them do this. Before telling their story, everyone describes the object of their choice.</p>
Teaching tools (not digital)	Storytelling cubes Drama scenery elements Certain museum objects
Online applicability	YES

Online Application proposal	<p>Islands with objects in the form of colourful blankets or pillows are placed in appropriately selected places in the museum exhibition, between which there are thematically selected props and a card with the name of the island, such as "unfulfilled dreams", "the best moment of my life". Participants divide into groups, receive a map and, as castaways, look for islands where they could live. They discover individual islands and discuss biographical themes at a level that suits their inner comfort. The class ends with a joint discussion and conclusion. Creating virtual thematic rooms using the museum's online catalogue.</p>
Suggestions of ICT devices, programmes, applications	<p>Genial.ly, Tablets, Cameras, Zoom or other online classroom, Jamboard</p>
<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatic nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying</p>

	tasks, and assisting each other in understanding cultural nuances.
Language skills development according to CEFR Communicative Language Strategies	Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression. Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators. Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.
Key competences development (for lifelong learning):	Multilingual competence (e.g., learning the names of plants in another language) Digital competence (e.g., use of mobile applications and taking pictures)
Key competences development (for lifelong learning) Personal, social and learning to learn competence	Communication Skills Active Listening Cultural Sensitivity Self-Confidence Emotional Intelligence
Key competences development (for lifelong learning) Civic competence	Sensitivity to the problems of others
Key competences development (for lifelong learning) Entrepreneurship	Adaptability and flexibility Team working

Activity 2	Blind smelling (What spices did old-Polish gingerbread contain?)
Teaching approach	Inquiry-based learning, kinesthetic learning
Type of education	Used in both museum and language education
Characteristics of the activity	Every participant is given equal opportunity to participate (inhaling the scents). Cooperative activities (involving mortars and pestles) can be organised and positive feedback can be given to encourage the participants. While completing the tasks, learners become acquainted with personal, group, and cultural associations with certain smells. Vocabulary related to the senses, especially olfactory, is expanded.
Bibliography	<p>Bransford, John; Brown, Ann L.; Cocking, Rodney R. (1999). How People Learn. Washington, D.C.: National Academy Press.</p> <p>Classen, C., Howes, D., & Synnott, A. (1994). Introduction: The Meaning and Power of Smell. In Aroma: The Cultural History of Smell. (pp. 1-10). New York: Routledge.</p> <p>Gluck, M. (2014). Learning and Memory: From Brain to Behavior. New York: Worth Publishers</p> <p>Richards, AJ (2019). "Teaching Mechanics Using Kinesthetic Learning Activities". The Physics Teacher. 57 (1): 35–38.</p> <p>Rindisbacher, H. J. (1992). Preface and Introduction. In The Smell of Books: A Cultural Historical Study of Olfactory Perception in Literature. (pp. 6-25). Ann Arbor: U of Michigan P.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>culinary culture</p>
Aims of activity	<ul style="list-style-type: none"> - Learning about olfactory cultural heritage and its presence in traditional medicine and pharmacy; - Learning about cultural and historical phenomena related to the field of medicine and pharmacy; - Developing self- and social awareness in topics related to the use of herbs, oils and spices; - Learning how to collaborate with others; - Discussing associations and experiences linked with selected museum objects.
Activity proposal	<ol style="list-style-type: none"> 1. Learners are asked to inhale the scent of herbs, spices and oils and, firstly, to describe the smell and, secondly, to guess the name of the herb or spice from which it was made.

	<ol style="list-style-type: none"> 2. If it is difficult to guess, you can give each other clues. 3. They then discuss food or medicinal products to which they can be added (focusing on vocabulary related to taste, smell and cooking methods). 4. During the workshop, all members of the group grind spices and herbs in kitchen mortars according to an old Polish gingerbread recipe (cinnamon, ginger, cloves, aniseed, cardamom, citrus peel, pepper, nutmeg) or another, depending on the venue.
Teaching tools (not digital)	Paper, pen, drawing devices Mortars and pestles
Online applicability	NO
Online Application proposal	NONE
Suggestions of ICT devices, programmes, applications	Tablets, Smartphones, Cameras
<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>

<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p>	<p>Communication Skills Time Management Cultural Sensitivity Reflective Thinking Creativity</p>

Personal, social and learning to learn competence	
Key competences development (for lifelong learning) Civic competence	Learning about ecology and regional environmental challenges Democratic cooperation
Key competences development (for lifelong learning) Entrepreneurship	Adaptability and flexibility Team working Problem solving

Activity 3	Botanical Treasure Hunt
Teaching approach	Game based learning
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Using a botanical garden treasure hunt as a method of teaching a foreign language offers a unique and engaging way to immerse learners in both language and nature. The treasure hunt takes place within the setting of a botanical garden, providing a rich and immersive environment for language learning. Learners encounter real-life plants, trees, flowers, and landscapes, which serve as context for language use. The treasure hunt is designed to be interactive and hands-on, encouraging active participation and engagement among learners. They are motivated to explore the garden, solve clues, and complete tasks using the target language. Participants are engaged in language tasks throughout the treasure hunt, such as reading clues, interpreting instructions, describing plants, identifying botanical features, and communicating with others in the target language. Learners encounter specialised vocabulary related to botany, horticulture, and nature during the treasure hunt. They learn new terms through context and repetition, enhancing their vocabulary acquisition in a meaningful way. The botanical garden setting may also offer insights into the local flora, fauna, and environmental conservation efforts of the region, providing opportunities for cultural exploration and awareness through language. The treasure hunt can be structured as a group activity, promoting collaboration and teamwork among participants. Learners communicate and problem-solve together, fostering social interaction in the target language. Using a botanical garden treasure hunt as a method of teaching a foreign language offers a dynamic and immersive approach that integrates language learning with outdoor exploration and experiential discovery. This method stimulates language acquisition, fosters cultural appreciation, and enhances engagement and motivation among learners in a natural and enjoyable learning environment.</p>
Bibliography	<p>García Laborda, J., & González Rodríguez, M. V. (2017). Using a treasure hunt game to promote language learning. In M. S. Khine (Ed.), <i>New directions in technological pedagogical content knowledge research: Multiple perspectives</i> (pp. 259-272). Springer.</p> <p>Kerka, S. (1997). Using experiential learning in adult education. <i>ERIC Digest No. 177</i>.</p> <p>Kershner, R. (2010). Treasure hunts and puzzles for the English classroom. <i>English Teaching Professional</i>, 70, 34-37.</p>

	<p>Rahmah, A. M., & Rahman, A. A. (2014). Treasure hunt game in language learning: Malaysian learners' perception. <i>Procedia - Social and Behavioral Sciences</i>, 118, 306-314.</p> <p>Stevick, E. W. (1980). <i>Teaching and learning languages</i>. Cambridge University Press.</p> <p>Stockwell, G. (2007). Vocabulary on the move: Investigating an intelligent mobile phone-based vocabulary tutor. <i>Computer Assisted Language Learning</i>, 20(4), 365-383.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>culinary culture</p> <p>heritage tourism / urban tourism</p>
Aims of activity	<ul style="list-style-type: none"> - Contextual language use - Vocabulary acquisition – introducing and reinforcing vocabulary related to nature - Language comprehension – listening and reading comprehension skills - Speaking practice - Promoting cultural and environmental awareness - Enhance critical thinking and problem – solving approach - Foster teamwork and collaboration - Creating interactive learning experience in a natural setting - Encourage learners to reflect on their language use
Activity proposal	<p>This Treasure hunt activity in a botanical garden is to provide foreign language learners with an engaging and interactive experience that promotes language use, vocabulary acquisition, and cultural exploration within a natural setting. The facilitator gathers participants at the entrance of the botanical garden, introduces the treasure hunt activity and distributes maps of the garden and explains the rules. He or she should also review the list of clues or tasks for participants, providing examples and instructions in the target language. Then, participants begin the treasure hunt and navigate through the botanical garden to solve clues of the complete task. Clues/tasks may include identifying specific plants, locating garden landmarks, answering questions about botanical features or describing plants in the target language. After the treasure hunt participants gather at a designated meeting point. The facilitator asks participants to share their challenges, successes and discoveries during the treasure hunt and encourage them to discuss the botanical knowledge they've gained.</p>
Teaching tools (not digital)	Tests, quiz
Online applicability	NO

Online Application proposal	NONE
Suggestions of ICT devices, programmes, applications	Genial.ly, Padlet, Smartphones
Language skills development according to CEFR General Competences:	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
Language skills development according to CEFR Communicative Language Competences	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
Language skills development according to CEFR Communicative Language Activities	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p>

	<p>Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Time Management</p> <p>Active Listening</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Learning about ecology and regional environmental challenges</p> <p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p>	<p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>

Entrepreneurship	
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Activity 4	Chaotic recipe, chaotic dialogue
Teaching approach	Story sequence
Type of education	Used in both museum and language education
Characteristics of the activity	Teaching students how to sort out the history elements and retell it to ensure that they comprehend the story and its social context entirely.
Bibliography	<p>Echevarría, J., Vogt, M. E., & Short, D. (2014). Making content comprehensible for Elementary English language learners: The SIOP model. Boston, MA: Allyn & Bacon.</p> <p>Kucer, Stephen B. "Readers' Tellings: Narrators, Settings, Flashbacks and Comprehension." <i>Journal of Research in Reading</i>, vol. 33, no. 3, 2010, pp. 320-331.</p> <p>McGraw-Hill. (2013). Introduction to reading skills: order of events. [Video File]. Retrieved from https://www.youtube.com/watch?v=HwUpSsTVCFY</p> <p>Reading Rockets. (n.d.). Story Sequence. Retrieved from http://www.readingrockets.org/strategies/story_sequence</p>
Type of cultural heritage	legends / customs / traditions art / history
Aims of activity	<ul style="list-style-type: none"> - Summarising certain social actions, based on cultural scheme of behaviour; - Understanding and carrying out instructions in a foreign language; - Developing skills in group cooperation; - Using museum objects to address certain problems
Activity proposal	<ol style="list-style-type: none"> 1. Begin with a short guided tour or discussion with an educator on a chosen topic. 2. Based on acquired knowledge, learners have to arrange the sentences of the text in the correct order. 3. They then select the most important facts from the text and annotate them on the timeline (e.g. the most important facts of kitchen table culture in chosen period, recipe for a broth stew, actions at the doctor's office, progression of disease in the organism, stages of admitting a patient to a hospital, etc.). 4. Compare timelines and group discussion about how this issue is addressed in other cultures.
Teaching tools (not digital)	Drama scenery elements Paper, pen, drawing devices
Online applicability	YES

Online Application proposal	Zoom, escape room
Suggestions of ICT devices, programmes, applications	Genial.ly, Wordwall, Smartphones, Cameras
<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p>

	<p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Self-Confidence</p> <p>Reflective Thinking</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Pursuing prompt resolutions</p> <p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>

Activity 5	City games
Teaching approach	Content and Language Integrated Learning
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Using a city game as a method of teaching a foreign language involves incorporating interactive and experiential activities within an urban environment to enhance language learning. The city game immerses learners in authentic, real-life situations where they use the target language to navigate and interact with urban surroundings. This context-based approach facilitates practical language application. Learners actively engage with the city environment by completing tasks, solving challenges, and interacting with local residents or landmarks. This interactive exploration promotes language use in meaningful contexts. The game is structured around language tasks that require listening, speaking, reading, and writing skills. Tasks may include asking for directions, ordering food, interpreting signs, or engaging in conversations with locals. Learners gain exposure to the local culture, customs, and traditions embedded in the cityscape. This cultural immersion enhances intercultural competence and understanding while practicing the target language. The city game often involves teamwork and collaboration among participants. Learners work together to solve challenges, share information, and accomplish game objectives, fostering social interaction and peer learning. The interactive nature of the city game stimulates learner motivation and engagement by making language learning enjoyable, dynamic, and relevant to real-life experiences. This experiential approach enhances language proficiency, cultural competence, and overall language learning outcomes while fostering a positive attitude towards language learning.</p>
Bibliography	<p>Leorke, Dale, & Owens, Marcus. (2023). Games and Play in the Creative, Smart and Ecological City. Routledge.</p> <p>Rankin, Y. A., Gold, R. L., & Gooch, B. (2006). From inner city to the world: Using autoethnography to explore teacher location and language education. <i>Multicultural Perspectives</i>, 8(3), 43-51.</p> <p>Reid, G. (2014). <i>The Routledge handbook of language and intercultural communication</i>. Routledge.</p> <p>Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. <i>Language Learning & Technology</i>, 6(1), 165-180.</p> <p>Thorne, S. L., Black, R. W., & Sykes, J. M. (2009). Second language use, socialization, and learning in Internet interest communities</p>

	<p>and online gaming. <i>The Modern Language Journal</i>, 93(s1), 802-821.</p> <p>Vaz de Carvalho, Carlos. (Year Unavailable). <i>Game-Based Learning, Gamification in Education and Serious Games</i>. MDPI AG.</p> <p>Wanner, T., & Palmer, M. (2015). Go the distance: Using urban games to teach foreign languages. <i>Journal of Education and Learning</i>, 4(2), 107-118.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>heritage tourism / urban tourism</p>
Aims of activity	<ul style="list-style-type: none"> - Promoting cultural identity; - Supporting cultural tourism; - Knowing better the place we are in; - Practising language skills like reading, speaking and writing; - Practising useful skills like reading the map, field orientation; - Learning by doing - using the activity to make the process of learning more interesting and active. - Exposing learners to the local culture, customs, and traditions embedded in the urban environment - Fostering collaboration and social interactions - Stimulating critical thinking and problem – solving approach - Improving confidence in language use - Facilitating meaningful learning experiences
Activity proposal	<p>This city game activity engages foreign language learners in an immersive and interactive experience that promotes language use, cultural exploration, and practical communication skills within an urban setting. The participants are gathered at a designated meeting point in the city and briefly explained the purpose and rules of the game. Maps, language task cards and any necessary materials are distributed among them. The facilitator reviews the list of language tasks or challenges with participants, explaining each task, providing examples and clarification as needed, and emphasizing the use of the target language (e.g., asking for directions). Participants begin the city game and navigate through the city to complete tasks. Tasks should include asking locals for information, ordering traditional food or drinks, reading signs, finding specific landmarks, or taking photos of designated locations connected to national heritage. After the game, facilitators gather participants at the meeting point and conduct a group discussion to reflect on the experience.</p>
Teaching tools (not digital)	<p>Paper, pen, drawing devices</p> <p>Map, tasks sheet, QR codes</p>
Online applicability	<p>YES</p>

Online Application proposal	We can make an online game about a city or other place, using photos and online apps.
Suggestions of ICT devices, programmes, applications	Genial.ly, Goosechase, Padlet, Wordwall, Interactive whiteboard, Smartphones, VR Devices, Cameras, learningapps.org
Language skills development according to CEFR General Competences:	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts. Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.
Language skills development according to CEFR Communicative Language Competences	Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation. Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.
Language skills development according to CEFR Communicative Language Activities	Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials). Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others). Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators. Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.
Language skills development according to CEFR	Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.

<p>Communicative Language Strategies</p>	<p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Active Listening</p> <p>Cultural Sensitivity</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Pursuing prompt resolutions</p> <p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>

Activity 6	City in my eyes
Teaching approach	PBL
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Creating a video guide to the city by learners is an innovative, dynamic and interactive method of teaching foreign language that combines language learning with cultural exploration, teamwork, technology integration, and project-based learning. This approach empowers learners to take ownership of their learning, develop language proficiency, and showcase their creativity while producing a valuable resource for language education and cultural appreciation. Learners actively engage in language learning by planning, scripting, recording, and editing the video guide. This hands-on approach promotes language use in practical, real-world contexts. Learners develop authentic communication skills as they interact with locals, interview people, and present information about the city in the target language. This activity enhances speaking and listening abilities. The process of creating a video guide about one chosen landmark or place, encourages learners to explore the city's landmarks, attractions, and cultural sites. Learners gain insights into the local culture, history, heritage and customs, fostering intercultural competences. Learners practice language production and fluency through narration, dialogues, and explanations in the video guide. They gain confidence in using the target language in a public-facing context.</p>
Bibliography	<p>Cutrim Schmid, E., & Whyte, S. (2018). Teaching Languages with Technology: Communicative Approaches to Interactive Whiteboard Use, Bloomsbury Academic..</p> <p>Kessler, G. (Ed.). (2018). Innovative Practices in Teaching Multimodal Literacies with Video. Routledge.</p> <p>Leaver, B.L., & Shekhtman, B. (Eds.). (2002). Developing Professional – Level Language Proficiency. Cambridge University Press.</p> <p>Meskill, C. (Ed.). (2005). Technologies and Critical Literacy in the Classroom. Lawrence Erlbaum Associates.</p> <p>Tomlinson, B. (2013). Materials Development in Language Teaching (2nd ed.). Cambridge University Press.</p>
Type of cultural heritage	<p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>heritage tourism / urban tourism</p> <p>urban tourism</p>
Aims of activity	- Using the target language in authentic context

	<ul style="list-style-type: none"> - Facilitating dialogue and exchange - Fostering cultural awareness - Encourage collaboration and networking - Developing digital literacy skills - Enhance understanding and learning - Enhance communication skills - Applying language skills in practical situation relevant to daily life - Encouraging reflective thinking - Enhance presentation skills - Building confidence in public speaking and oral communication - Producing meaningful language resources
Activity proposal	<p>The objective of this activity is to engage foreign language learners in a collaborative project to create a video guide showcasing key landmarks, attractions, and cultural aspects of the city while practicing and enhancing language skills. Each participant chooses one monument, building, or place in the urban space, the history or aesthetics of which particularly interests them. Outside the class (with the possible support of the teacher), based on available materials, they prepare a short statement in the target language containing the most important information about the object, its history, its importance for the local community, as well as their impressions and feelings about the object. Together with other class participants and the instructor, they visit the vicinity of the object, where the student presents their speech, which is recorded. The end result is a series of amateur guides to the most important landmarks in the city created by expatriates and/or people with refugee experience in the target language. Collected and properly edited, the videotapes will provide a valuable record of how the city is experienced.</p>
Teaching tools (not digital)	Paper, pen, drawing devices, maps, guides of the city
Online applicability	YES
Online Application proposal	<p>If necessary, the activity can be conducted online, on platforms that allow virtual meetings. However, in this case, the participants themselves (without the help of other participants) must create the video and present it virtually.</p> <p>***The video guides created by the learners will be the digital end result of the project anyway. Consider posting them on websites and/or social media.</p>
Suggestions of ICT devices, programmes, applications	Smartphones, Cameras (with video recording capability), video editing software

<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p>

	Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.
Key competences development (for lifelong learning):	Multilingual competence (e.g., learning the names of plants in another language) Digital competence (e.g., use of mobile applications and taking pictures)
Key competences development (for lifelong learning) Personal, social and learning to learn competence	Communication Skills Curiosity and Inquisitiveness Self-Confidence Reflective Thinking
Key competences development (for lifelong learning) Civic competence	Democratic cooperation
Key competences development (for lifelong learning) Entrepreneurship	Team working Problem solving

Activity 7	Cultural comparison
Teaching approach	Formal teaching
Type of education	Language
Characteristics of the activity	Compare and contrast local art (music, film, literature)
Bibliography	<p>https://luxembourg.public.lu/de/gesellschaft-und-kultur/kuenstlerisches-schaffen/luxemburgische-filme.html</p> <p>https://luxembourg.public.lu/de/gesellschaft-und-kultur/kuenstlerisches-schaffen/populaere-musik.html</p> <p>https://cml.public.lu/fr/multimedia/bibliotheque-luxembourgeoise.html</p>
Type of cultural heritage	legends / customs / traditions art / history
Aims of activity	Participants become aware of cultural differences by comparing and contrasting local art traditions with those from their home countries
Activity proposal	<ol style="list-style-type: none"> 1. Learners view a photograph/image/reproduction and answer a series of 3 questions (Virtual Thinking Strategy): <ol style="list-style-type: none"> a. What do you see? b. What else do you see? c. What else do you see? d. Why do you see it? 2. They make a joint interpretation and a joint summary. 3. Learners watch a film/podcast/read a piece of text together. <p>They answer the question:</p> <ol style="list-style-type: none"> a. Does it remind you of anything? b. Why? <ol style="list-style-type: none"> 4. In groups, they consider whether they can find equivalents or associations in their cultures. 5. Group summary. <p>The activity can also be done directly in the museum exhibition.</p>
Teaching tools (not digital)	Drama scenery elements Paper, pen, drawing devices
Online applicability	YES
Online Application proposal	Zoom or other +Jamboard
Suggestions of ICT devices.	Tablets, Interactive whiteboard, Smartphones, VR Devices, Cameras

<p>programmes, applications</p>	
<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>

<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Active Listening</p> <p>Cultural Sensitivity</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p> <p>Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Team working</p> <p>Problem solving</p>

Activity 8	Curator for tomorrow
Teaching approach	CLIL, TBLT, PBL, Experimental learning, Interdisciplinary Approaches, Technology Enhanced Learning, Sociocultural Theory, Problem based learning, Cooperative learning, Case based teaching, Interactive demonstrations, Socratic Method, Game based learning, Role playing, Assessment for learning
Type of education	Used in both museum and language education
Characteristics of the activity	Non-formal. Museum and site visits. Digital heritage initiatives: Online platforms, apps, or virtual experiences offering non-formal education in cultural heritage through digital content, virtual tours, and interactive exhibits. Experiential learning: Hands-on training.
Bibliography	<p>Mihaly, Csikszentmihalyi, & Hermanson, Kim. (1995). MUSEUM NEWS. May/June 1995, 74(3).</p> <p>Falk, John H. (2006). An Identity-Centered Approach to Understanding Museum Learning. <i>Curator</i>, 49(2), 151-166.</p> <p>Zbucnea, Alexandra. (2006). Educația formală și informală în muzee. <i>Revista Muzeelor, Educația în muzeu</i>, 37-53.</p> <p>Wood, Elisabeth, & Latham, Kiersten F. (2011). The Thickness of Things: Exploring the Curriculum of Museums Through Phenomenological Touch. <i>Latham Journal of Curriculum Theorizing</i>, 27(2).</p> <p>Wood, Elisabeth, & Latham, Kiersten F. (2013). The Objects of Experience: Transforming Visitor-Object Encounters in Museums.</p> <p>Latham, K. F. (2015). What is 'the real thing' in the museum? An interpretative phenomenological study. <i>Museum Management and Curatorship</i>, 30(1), March.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>culinary culture</p> <p>urban tourism</p>
Aims of activity	<ul style="list-style-type: none"> - Promotes culture, using language in the context of cultural heritage- helps communities express their identity, values, worldview; - Educational, cultural knowledge, awareness, appreciation - Facilitating communication; - Cultural revitalisation; - Enriching museum displays and interpretations; - Promoting inclusivity; - Encouraging cultural exchange; - Facilitating dialogue; - Supporting cultural tourism;

	<ul style="list-style-type: none"> - Language and content learning; - Authentic language use: - Integrated Language skills; - Cross Cultural competences; - Empowering Language Learners; - Interdisciplinary Learning; - Sustainable Language Proficiency
Activity proposal	<ol style="list-style-type: none"> 1. Visitors curate their own museum exhibition "What do you want to show people 100 years from now about life today?", selecting objects from the current exhibition that they would like to include to tell a common story for viewers from the future. 2. They are encouraged to lead sessions on their own within the exhibition, exploring cultural artefacts and affective memories engaging with objects from the museum collection (both digital - europeana.eu and physical - the museum exhibition). It is useful to develop a specific worksheet to support the selection and movement through the museum. 3. The process includes both small group dialogues and individual exploration, completing worksheets, listening exercises, creating visual, audio and digital content. 4. Finally, participants create an exhibition in the form of a digital or art collage. Everyone describes their chosen object, their place in the exhibition, their relationship to other objects represented by other group members. 5. It is worth summarising in digital form and posting on the social media of the school and/or museum.
Teaching tools (not digital)	<p>Drama scenery elements Paper, pen, drawing devices Random objects, Paper cards and a big sheet of paper for the plan or a rope (for delimitate the future exhibition area)</p>
Online applicability	YES
Online Application proposal	Digital collage posted on social media.
Suggestions of ICT devices, programmes, applications	Wordwall, Cameras
Language skills development according to CEFR	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.

<p>General Competences:</p>	<p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p>

	<p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Active Listening</p> <p>Cultural Sensitivity</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p> <p>Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Learning about ecology and regional environmental challenges</p> <p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Pursuing prompt resolutions</p> <p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>
<p>Additional information</p>	<p>This activity can be applied to any environment, indoor or outdoor, and can be adapted for children or mixed groups.</p>

Activity 9	Edward de Bono's method of hats
Teaching approach	PBL
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Edward de Bono's Six Thinking Hats method is a tool for group discussion and individual thinking. It provides a framework for looking at a problem from different perspectives, allowing for more comprehensive and creative decision-making. Method focuses on changing perspectives according to six different directions given by metaphorical hats: white hat - facts and information, red hat - emotions and feelings, black hat - critical thinking, yellow hat - positive thinking, green hat- creativity and innovation, blue hat - meta-thinking. By systematically switching between perspectives (hats), individuals or groups can explore problems from multiple angles, enhance decision-making, and stimulate creativity. The method promotes more balanced, thorough, and effective thinking processes.</p> <p>Edward de Bono's Six Thinking Hats methodology is characterised by several key features that distinguish it as a tool for problem-solving, decision-making, and creative thinking. Method provides a structured framework for thinking about problems or issues from different perspectives.</p> <p>Each hat represents a specific mode of thinking, guiding participants to consider various aspects systematically. Instead of traditional adversarial or argumentative approaches to decision-making, the method promotes parallel thinking. This means that all participants focus on the same aspect of the problem simultaneously, enhancing collaboration and reducing conflict. Also, participants metaphorically wear different hats to signify their current mode of thinking.</p> <p>This role-playing aspect helps individuals separate their personal biases and emotions from the analytical process, allowing for more objective evaluation. By utilizing multiple hats, the method encourages a holistic exploration of the problem space. Participants examine facts, emotions, risks, benefits, creativity, and overall strategy, ensuring that all relevant aspects are considered before making a decision.</p>
Bibliography	<p>De Bono, Edward. Six Thinking Hats. Back Bay Books, 1999.</p> <p>Nunan, David. Second Language Teaching and Learning. Heinle ELT, 1999.</p> <p>Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.</p>

	<p>Brown, H. Douglas. Principles of Language Learning and Teaching. Pearson Education ESL, 2014.</p> <p>Oxford, Rebecca L. Language Learning Strategies: What Every Teacher Should Know. Heinle & Heinle Publishers, 1990.</p> <p>Nunan, David. Task-Based Language Teaching. Cambridge University Press, 2004.</p> <p>Scrivener, Jim. Learning Teaching: The Essential Guide to English Language Teaching. Macmillan Education, 2011.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>heritage tourism / urban tourism</p> <p>urban tourism</p>
Aims of activity	<ul style="list-style-type: none"> - Enhanced decision-making; - Improved problem-solving; - Critical thinking development; - Promotion of creativity facilitation of collaboration; - Effective communication; - Enhanced language proficiency; - Cultural understanding; - Creative expression; - Reduction of cognitive biases; - Collaborative learning; - Time efficiency.
Activity proposal	<ol style="list-style-type: none"> 1. Introduce students to the method. 2. Enhance students' critical thinking abilities by systematically considering multiple perspectives on a given topic or problem. 3. Foster creativity and innovation through structured brainstorming sessions and idea generation activities. 4. Promote effective communication and collaboration skills by encouraging students to express their thoughts and opinions within a supportive learning environment. 5. Develop students' metacognitive awareness by reflecting on their thinking processes and evaluating the effectiveness of different thinking modes.
Teaching tools (not digital)	<p>Hats; visual aids: posters, charts, or diagrams; role cards; scenario cards; storyboard or flip chart; question cards; role-play props</p>
Online applicability	<p>YES</p>

<p>Online Application proposal</p>	<ul style="list-style-type: none"> - Role-playing scenarios: students take on different cultural roles (e.g., ordering food in a restaurant, negotiating a business deal) using the Six Thinking Hats method to guide their interactions. - Cultural discussions: students analyse cultural texts (e.g., literature, films, news articles) from various perspectives represented by each hat. - Vocabulary brainstorming: students use the Green Hat to brainstorm creative ways to remember and practice new vocabulary. - Language games: students participate in language games (e.g., word association, language trivia) incorporating different thinking hats to reinforce language skills.
<p>Suggestions of ICT devices, programmes, applications</p>	<p>Interactive whiteboard, VR Devices, Mind mapping software (MindMeister, XMind, or Coggle); Mentimeter, Poll Everywhere, Kahoot, Zoom/Teams/Google Meets, Minecraft Education Edition, Classcraft, Quizizz</p>
<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>

<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p>	<p>Communication Skills Curiosity and Inquisitiveness Active Listening Cultural Sensitivity Self-Confidence</p>

Personal, social and learning to learn competence	Reflective Thinking Creativity Emotional Intelligence
Key competences development (for lifelong learning) Civic competence	Learning about ecology and regional environmental challenges Democratic cooperation
Key competences development (for lifelong learning) Entrepreneurship	Pursuing prompt resolutions Adaptability and flexibility Problem solving

Activity 10	Emotion networking. How graphs and artefacts evoke emotions.
Teaching approach	Emotion networking in the heritage sphere
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Emotion networking is an exercise that provides insights into complicated interplay between emotions, interests and different sorts of knowledge, and between items of heritage (e.g. medicines, psychoactive drugs) and people.</p> <p>The aim is for participants to notice changes in these relationships and to become (more) aware of the complex dynamics surrounding heritage.</p>
Bibliography	<p>Ingold, T. (2018). Anthropology and/as Education. Abingdon: Routledge</p> <p>Kirshenblatt-Gimblett, B. (2004). Intangible Heritage as Metacultural Production. <i>Museum International</i>, 56, 1-2</p> <p>Kleyweg R., 'Emotion Theories. Cognitive, non-cognitive or both' in: <i>Erasmus Student Journal of Philosophy</i>, 2012.3, 46-57, 55</p> <p>Rana, J., M. Willemsen & H. Dibbits (2017). Moved by the tears of others. <i>Emotion networking in the heritage sphere. International Journal for Heritage Studies</i> 23 (10), 977- 988</p>
Type of cultural heritage	legends / customs / traditions art / history
Aims of activity	<ul style="list-style-type: none"> - Discussing emotions and associations linked with selected museum objects and topics presented on the exhibition; - Exchanging different attitudes towards certain cultural phenomena; - Learning how to collaborate and mediate with others; - Learning of the cultural heritage presented in the museum; - Developing an ability to summarise problems linked with a variety of heritage items.
Activity proposal	<ol style="list-style-type: none"> 1. Participants express, one by one, and then discuss in groups the emotions evoked by selected objects (pharmaceutical jar with "opium" inscription, Coca-Cola can, little vodka bottle and energy drink). 2. They mark their mood associated with the object on the special emotion scale. 3. Participants then describe or explain the source of their associations. 4. After discussion and a summary given by the teacher, they can change their place on the scale. 5. Summarising discussion: Why has something changed, and why hasn't it?
Teaching tools (not digital)	Drama scenery elements Paper, pen, drawing devices

Online applicability	YES
Online Application proposal	Discussion about emotions on zoom.
Suggestions of ICT devices, programmes, applications	Wordwall, Interactive whiteboard, Cameras
Language skills development according to CEFR General Competences:	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by effectively using the target language during the invention, preparation, and narration of the story.</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
Language skills development according to CEFR Communicative Language Competences	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage and applying correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately while interacting with educators, other learners and engaging in discussions with fellow participants.</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriately, creating stories ,and finding information about the local environment.</p>
Language skills development according to CEFR Communicative Language Activities	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p>

	<p>Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Time Management</p> <p>Cultural Sensitivity</p> <p>Reflective Thinking</p> <p>Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p>	<p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>

Entrepreneurship	
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Activity 11	Geocultural café
Teaching approach	PBL
Type of education	Used in both museum and language education
Characteristics of the activity	<p>The method is a participatory process designed to facilitate meaningful conversations and collective exploration of ideas of on geocultural affairs in a relaxed and inclusive setting. It should be used for hosting large group discussions, community engagement events, strategic planning sessions, and organisational development initiatives. The essence of the approach lies in creating an environment that encourages open dialogue, shared learning, and the co-creation of knowledge.</p> <p>Key elements of the method include: informal atmosphere, round-robin discussions, facilitated conversations, collective harvest, creative expression and inclusive participation.</p>
Bibliography	<p>Brown, J., & Isaacs, D. (2005). <i>The World Café: Shaping our futures through conversations that matter</i>. Berrett-Koehler Publishers.</p> <p>Brown, J., & Isaacs, D. (2006). <i>The World Café: Living knowledge through conversations that matter</i>. <i>Systems Thinker</i>, 17(6), 1-5.</p> <p>Bunker, B. B., & Alban, B. T. (Eds.). (1997). <i>Large group interventions: Engaging the whole system for rapid change</i>. Jossey-Bass.</p> <p>Choudhury, A. (2005). World café: The power of conversation in the new age. <i>Journal of Applied Behavioral Science</i>, 41(1), 82-86.</p> <p>Pachler, N., & Daly, C. (2011). Understanding informal learning and collaboration in online communities: The experience of professionals in the field of World Café. <i>Research in Learning Technology</i>, 19(3), 221-232.</p> <p>Stavros, J. M., & Torres, N. (2016). <i>Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement</i>. Berrett-Koehler Publishers.</p> <p>Wheatley, M. J., & Frieze, D. (2006). <i>Using emergence to take social innovations to scale</i>. The World Café Community Foundation.</p>
Type of cultural heritage	art / history nature (gardens, parks, botanical gardens, countryside, etc.)
Aims of activity	<ul style="list-style-type: none"> - Facilitating dialogue and exchange - Creating a supportive learning environment - Encouraging collaboration and networking - Exploring cultural and political context

	<ul style="list-style-type: none"> - Generating new ideas and insights - Deepening understanding and learning - Improving communication skills - Boosting language proficiency through authentic conversation practice - Surfacing common themes and patterns - Promoting action and decision – making - Cultivating engagement and ownership
Activity proposal	<p>The objective of this activity is to engage foreign language learners in discussions about geocultural topics to enhance their language proficiency, cultural awareness, and critical thinking skills. At the beginning of the class, there should be a short introduction where the facilitator presents the geocultural topics that will be discussed and reviews the guidelines for respectful and inclusive conversation. Then, participants are assigned to small groups (4-6 learners per group), seated at separate tables. Each group is provided with a discussion prompt or question related to a specific geocultural issue (e.g., climate change, human rights, regional conflicts) and is encouraged to discuss the prompt in the target language, share their opinions, and exchange ideas. After a while, at the signal indicating the end of Round 1, the participants must be instructed to rotate to a different table for the next round of discussions. At the end of the session, the facilitator should bring all participants together for a collective sharing session and ask each group to summarise key insights, themes, or perspectives discussed during the rounds. After that, he or she should encourage learners to consider how the discussion of geocultural issues contributes to their understanding of the target language and culture.</p>
Teaching tools (not digital)	Paper, pen, drawing devices, tables arranged café-style, timer or bell
Online applicability	YES
Online Application proposal	The meeting can be conducted online on a platform that allows participants to be assigned to different virtual rooms where they will discuss particular issues.
Suggestions of ICT devices, programmes, applications	Genial.ly, Padlet, Smartphones, Zoom, Classroom, Teams\
Language skills development according to CEFR	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.
General Competences:	Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story

	<p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>

<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Active Listening</p> <p>Self-Confidence</p> <p>Reflective Thinking</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Team working</p> <p>Problem solving</p>

Activity 12	Herbs, Spices and Your Story: Herbology storytelling based on different scents
Teaching approach	Project-based learning, Storytelling, Individual learning, Self-assessment, Introspection, Creative learning, Reflective thinking, Association method, Sensory learning experience
Type of education	Used in both museum and language education
Characteristics of the activity	Learners become acquainted with various herbs, spices, and scents associated with a particular cultural heritage area. They are encouraged to evoke associations, reflect on, and work with memories from their personal past, using the target language. Learners are supported in freeing their subconscious and following their thoughts and memories. The goal is to share memories in the target language.
Bibliography	<p>Brown, J., & Isaacs, D. (2006). The World Café: Living knowledge through conversations that matter. <i>The Systems Thinker</i>, 17(6), 1-5.</p> <p>Goleman, D. (2006). <i>Emotional intelligence: Why it can matter more than IQ</i>. Bantam Books.</p> <p>Hamilton, A. (2007). <i>The herb society's complete guide to herbs</i>. John Wiley & Sons.</p> <p>Harmer, J. (2007). <i>The practice of English language teaching</i> (4th ed.). Pearson Longman.</p> <p>Krashen, S. (1982). <i>Principles and practice in second language acquisition</i>. Pergamon Press.</p>
Type of cultural heritage	Culinary culture
Aims of activity	Raise awareness of folk herbology heritage, learn the names of folk and contemporary herbs and spices, explore and engage with artefacts of cultural heritage from specific localities, learn storytelling structures in the target language, develop creativity, practice speaking in the target language (production), practise active listening (reception), and enhance general communication skills.
Activity proposal	<ol style="list-style-type: none"> 1. Find and select 10 different herbs and spices 2. Put each of them in a jar 3. Label each jar/let learners to label each jar first 4. Let the participants smell each jar 5. Ask the participants: „What memory does it remind you of? What do you feel? What scent is the most evocative for you?“ 6. Guide participants to tell a story based on what they have experienced
Teaching tools (not digital)	Paper, pen, drawing devices

Online applicability	NO
Online Application proposal	NONE
Suggestions of ICT devices, programmes, applications	Not applicable
Language skills development according to CEFR <u>General Competences:</u>	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts. Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story
Language skills development according to CEFR <u>Communicative Language Competences</u>	Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation. Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.
Language skills development according to CEFR <u>Communicative Language Activities</u>	Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others). Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.
Language skills development according to CEFR <u>Communicative Language Strategies</u>	Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression. Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.
Key competences development (for lifelong learning):	Multilingual competence (e.g., learning the names of plants in another language)

<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills Curiosity and Inquisitiveness Active Listening Creativity Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Learning about ecology and regional environmental challenges</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Adaptability and flexibility</p>
<p>Additional information</p>	<p>Application proposal: The activity involves experiencing products of cultural heritage through learners' senses and expressing their own memories through a story in the target language. It can be implemented in a wide range of learning and cultural heritage environments, such as a workshop room, an outdoor setting, a folk museum in nature, or a museum with culinary or folk handicrafts exhibitions.</p>

Activity 13	Historical Cookbook Recreation: Match, illustrate, rewrite, pick and make it happen
Teaching approach	Project-based learning, technology based learning, kinaesthetic learning, cooperative learning
Type of education	Used in both museum and language education
Characteristics of the activity	Learners work with primary cultural heritage sources and recreate them in their own terms.
Bibliography	Park, J. (2021): Culture learning in a daily space of kitchen: the case of Korean digital kitchen The Linguacuisine Project EPALE: Linguacuisine
Type of cultural heritage	Culinary culture
Aims of activity	<ul style="list-style-type: none"> - Developing presentation skills -Raising awareness of cultural heritage through primary sources; -Practising writing and reading in the target language; -Cultivating creativity and soft skills: teamwork, collaboration, group communication in the target language; -Improving digital skills while working in the target language.
Activity proposal	<ol style="list-style-type: none"> 1. Divide participants into groups 2. Let them pick a recipe from a historical cookbook source 3. Let them rewrite the text in a contemporary language 4. Let them draw an illustration for their own “new cookbook” to accompany their recipe 5. Let the participants prepare a recipe they have chosen in their own way 6. Participants can cover the result through photos and create their own content for social media, reflecting on the activity and process, practising their digital skills. <p>IF COOKING SPACE IS UNAVAILABLE: Preparation of a decorated cookbook with variations of old recipes.</p>
Teaching tools (not digital)	Primary source recipe - several copies, additional pictures
Online applicability	NO
Online Application proposal	The activity could potentially be implemented online, but in-person execution is recommended. However, the activity incorporates a digital component where students present the process and outcomes on social media platforms

Suggestions of ICT devices, programmes, applications	Smartphones, Laptops
Language skills development according to CEFR General Competences:	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts. Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.
Language skills development according to CEFR Communicative Language Competences	Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation. Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.
Language skills development according to CEFR Communicative Language Activities	Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials). Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others). Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators. Mediation: Participants mediate between themselves and the natural environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.
Language skills development according to CEFR	Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.

<p>Communicative Language Strategies</p>	<p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills Time Management Self-Confidence Reflective Thinking Creativity</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Team working Problem solving</p>

Activity 14	Make your own museum fairy tale
Teaching approach	Interdisciplinary approaches, cooperative learning
Type of education	Used in both museum and language education
Characteristics of the activity	Using a diagram for creating a simple fairy tale and the exhibits in the museum, participants create their own original magic stories, learning new vocabulary and practising speaking activities.
Bibliography	<p>Propp, V. (2015). Morphology of the Folktale. Martino Publishing.</p> <p>von Franz, Marie-Louise, & Crossen, Kendra. (1996). The Interpretation of Fairy Tales (C. G. Jung Foundation Books Series). Shambhala.</p> <p>von Franz, Marie-Louise. (1997). Archetypal Patterns in Fairy Tales. Inner City Books.</p> <p>Weller, David. (2023). Storytelling for Language Teachers: Story Frameworks, Activities, and Techniques. Lighting Source Inc.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>heritage tourism / urban tourism</p>
Aims of activity	<ul style="list-style-type: none"> - Promoting cultural identity; - Using authentic language use; -Understanding and speaking about cultural and intangible heritage; - Understanding and carrying out instructions in a foreign language; - Learning about different parts of the museum as an institution; - Collaborating in multicultural groups; - Broadening the imagination.
Activity proposal	<p>First, the students familiarise themselves with the most popular legends of a country. Then, they create their own magical stories in small groups. They choose the protagonist of the story using portraits or exhibits from the museum. The educator guides them through the steps of creating the story, including inventing and describing the protagonists, the surroundings, the problem, etc. Each group receives a magical object to help the protagonist solve the problem and conclude the story. They present their fairy tales to the other students, linking the story with the museum objects. Additionally, they can incorporate folk stories from their own countries</p>

Teaching tools (not digital)	Paper, pen, drawing devices Museum visit
Online applicability	YES
Online Application proposal	Online storytelling is also possible. We can use e-catalogue of the exhibits, and prepare tales in small groups in online rooms. The final stories are presented at the end of the class.
Suggestions of ICT devices, programmes, applications	Padlet, Interactive whiteboard, Mentimeter
Language skills development according to CEFR General Competences:	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
Language skills development according to CEFR Communicative Language Competences	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
Language skills development according to CEFR Communicative Language Activities	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p>

	<p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Active Listening</p> <p>Cultural Sensitivity</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p> <p>Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Pursuing prompt resolutions</p> <p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>

Activity 15	Metaphoric cards / dream map
Teaching approach	Humanistic approach
Type of education	Used in both museum and language education Positive Psychology
Characteristics of the activity	<p>A set of cards, images, or objects that influence the motivation of users in specific areas of life, work, study, etc., can be used to create a larger collage. Motivation cards can be designed in advance by educators or co-created with learners as an integral part of the activity.</p> <p>This educational activity develops communication skills through the mechanisms involved in various forms of working with metaphors and creating stories based on personal experiences triggered by metaphors generated during the interpretation of selected exhibits</p>
Bibliography	<p>Karty metaforyczne w pracy dydaktycznej nauczyciela, https://sensonauka.pl/karty-metaforyczne-w-pracy-dydaktycznej-nauczyciela/ [2.02.24].</p> <p>Kolendo-Smirnova A., Super narzędzie dla psychologa — metaforyczne karty asocjacyjne (e-book). [2.02.24].</p> <p>Geisler R. (2014), The Coaching Maps – geneza innowacyjnego narzędzia, <i>Studia i Materiały Wydziału Zarządzania UW</i>, 17.</p> <p>Smolik P., Co to jest mapa marzeń?, https://mastermindcoach.pl/co-to-jest-mapa-marzen-2/ [2.02.24].</p> <p>Platonova, R. I., Vasyukov, V. F., Vorozhikhin, V. V., Akhmadieva, R. Sh., Donskova, L. A., Zdanovskaya, L. (2021).</p> <p>Cypriot Journal of Educational Science. (Year Unavailable). Metaphorical Cards as Innovative Educational Technology for Students' Social Intelligence Development, 16(4), 1926-1935.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>culinary culture</p> <p>heritage tourism / urban tourism</p> <p>urban tourism</p>
Aims of activity	- Increasing motivation to learn foreign languages and learn about different cultures;

	<ul style="list-style-type: none"> - Developing mediation skills by comparing one's opinion with that of others and negotiating common approaches to difficult issues; - Overcoming communicational barriers by increasing motivation to communicate and share experiences; - Learning about and jointly exploring the environment surrounding the learners, creating harmonious relationship with the environment; - Developing synthetic thinking; - Developing pragmatic skills by supporting ability to see the differences between other individuals.
Activity proposal	<p>There are multiple opportunities to implement this activity:</p> <ol style="list-style-type: none"> 1. Learners are provided with a template for a dream map or motivational card, which they complete with self-made photos of objects and their own motivational quotes or sentences. They then present these in front of the group. 2. An easier version involves creating a collage from pre-made elements, which is then presented to the group. 3. Learners design their own motivational cards using a photo editor. <p>In this activity, learners utilize museum exhibits (parks, cities, etc.) to create their own motivational maps on selected topics. They photograph the objects themselves and label them with motivational quotes or self-invented mottoes/sentences. Finally, they present their maps to the group.</p>
Teaching tools (not digital)	<p>Storytelling cubes Drama scenery elements Paper, pen, drawing devices Specially designed worksheets Smartphone printers</p>
Online applicability	YES
Online Application proposal	Virtual using graphic tools, such as Canva, and photo databases, as well as the museum's online catalogue
Suggestions of ICT devices. programmes, applications	Genial.ly, Tablets, Interactive whiteboard, Smartphones, Cameras, Canva, Pixabay
Language skills development according to CEFR	<p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside</p>

<p>General Competences:</p>	<p>environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p>

	Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.
Key competences development (for lifelong learning):	Multilingual competence (e.g., learning the names of plants in another language) Digital competence (e.g., use of mobile applications and taking pictures)
Key competences development (for lifelong learning) Personal, social and learning to learn competence	Communication Skills Active Listening Cultural Sensitivity Self-Confidence Reflective Thinking Creativity Emotional Intelligence Self-consciousness Empathy
Key competences development (for lifelong learning) Civic competence	Group motivation for collective action
Key competences development (for lifelong learning) Entrepreneurship	Adaptability and flexibility Team working

Activity 16	Pop-up words (postcard workshop)
Teaching approach	CLIL, TBLT, PBL, Experimental learning, Interdisciplinary Approaches, Technology Enhanced Learning, Sociocultural Theory, Problem based learning, Cooperative learning, Case based teaching, Interactive demonstrations, Socratic Method, Game based learning, Role playing, Assessment for learning.
Type of education	Used in both museum and language education
Characteristics of the activity	<p>Non formal. Museum and Site visits /Cultural Heritage trails</p> <p>Hands-on workshops teaching traditional crafts, skills, and techniques related to cultural heritage.</p> <p>Digital Heritage Initiatives: Online platforms, apps, or virtual experiences offering non-formal education in cultural heritage through digital content, virtual tours, and interactive exhibits.</p> <p>Experiential Learning: Hands-on training.</p>
Bibliography	<p>Mihaly, Csikszentmihalyi, & Hermanson, Kim. (1995). MUSEUM NEWS. May/June 1995, 74(3).</p> <p>Falk, John H. (2006). An Identity-Centered Approach to Understanding Museum Learning. Curator, 49(2), 151-166.</p> <p>Zbucnea, Alexandra. (2006). Educația formală și informală în muzee. Revista Muzeelor, Educația în muzeu, 37-53.</p> <p>Wood, Elisabeth, & Latham, Kiersten F. (2011). The Thickness of Things: Exploring the Curriculum of Museums Through Phenomenological Touch. Latham Journal of Curriculum Theorizing, 27(2).</p> <p>Wood, Elisabeth, & Latham, Kiersten F. (2013). The Objects of Experience: Transforming Visitor-Object Encounters in Museums.</p> <p>Latham, K. F. (2015). What is 'the real thing' in the museum? An interpretative phenomenological study. Museum Management and Curatorship, 30(1), March.</p>
Type of cultural heritage	<p>legends / customs / traditions</p> <p>art / history</p> <p>nature (gardens, parks, botanical gardens, countryside, etc.)</p> <p>culinary culture</p> <p>heritage tourism / urban tourism</p> <p>urban tourism</p>
Aims of activity	<p>-Promoting culture, using language in the context of cultural heritage helps communities express their identity, values, and worldview;</p> <p>-Educating cultural knowledge, awareness, and appreciation.</p> <p>-Facilitating communication;</p>

	<ul style="list-style-type: none"> -Culturally revitalising; -Enriching museum displays and interpretations; -Promoting inclusivity; -Encouraging cultural exchange; -Facilitating dialogue; -Supporting cultural tourism; -Learning language and content; -Using authentic language; -Integrating language skills; -Developing cross-cultural competences; -Empowering language learners; -Learning interdisciplinary; -Sustaining language proficiency.
Activity proposal	Using the museum visit as inspiration, participants design and create their own postcards. They are encouraged to explore cultural artefacts and evoke memories by interacting with objects from the museum collection. After self-guided sessions in the exhibition area and discussions in small groups, they compose a postcard with a written message and soundtrack, send it to someone, and receive one in return.
Teaching tools (not digital)	Paper, pen, drawing devices Educational materials, work sheets, audiovisual resources, glue, scissors, cutters.
Online applicability	YES
Online Application proposal	It can be applied online for those who are familiar with using Zoom. For offline activities, the displayed artefacts from museums, art galleries, and city tours will be replaced by shared resources from museum collections (such as old photography collections and internet resources) and personal items from the environment, such as plants, objects from home, personal phone galleries, printed magazines, and advertisements. Participants will engage in online challenges and hands-on activities at home, including drawing, writing, cutting, and using text bubbles and messages, which they will create and share with others in a playful manner.
Suggestions of ICT devices, programmes, applications	Wordwall ,Smartphones, Cameras
Language skills development according to CEFR	Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.
<u>General Competences:</u>	Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story

	<p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatic nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p><u>Communicative Language Competences</u></p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p><u>Communicative Language Activities</u></p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>
<p>Language skills development according to CEFR</p> <p><u>Communicative Language Strategies</u></p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p>

	<p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Literacy competence: compliance with orders and prohibitions (e.g., instruction signs)</p> <p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Mathematical competence and competence in science, technology and engineering (e.g., learning about the use of plants in a particular country, such as medicinal, culinary, ritual uses)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills</p> <p>Curiosity and Inquisitiveness</p> <p>Time Management</p> <p>Active Listening</p> <p>Cultural Sensitivity</p> <p>Self-Confidence</p> <p>Reflective Thinking</p> <p>Creativity</p> <p>Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Learning about ecology and regional environmental challenges</p> <p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Adaptability and flexibility</p> <p>Team working</p> <p>Problem solving</p>
<p>Additional information</p>	<p>The activity can take place either in the museum or after an outdoor walk, in an open-air museum, park, city tour, or during trekking.</p>

Activity 17	Sabir - a game to discuss cultural heritage
Teaching approach	Card game to support discussion and reflexion
Type of education	Museum
Characteristics of the activity	A cards game based on themes and questions
Bibliography	The game has been experimented during a project developed by Stazione Utopia
Type of cultural heritage	art / history heritage tourism / urban tourism
Aims of activity	Supporting the oral production and critical thinking about cultural heritage
Activity proposal	<p>The activity is composed of two parts:</p> <p>The first part involves a tour of historical heritage sites focused on specific themes. These themes must highlight heritage while also relating to broader issues. For example, exploring David by Michelangelo as an example of art and propaganda, the Historical Maps Room in Palazzo Vecchio as a result of border creation and nation-building, or the Museum of the Innocents as an example of a charitable institution involved in welcoming orphans, which prompts discussions about family systems in different cultures.</p> <p>The second part consists of a discussion among participants to facilitate the emergence of new reflections and comparisons between different societies.</p> <p>To promote conversation and encourage people to speak, the game proposes a challenge between two groups of participants. For example, if the theme is art and propaganda, each group must respond to a set of common questions such as 'In my country, we are accustomed to...' or 'There is something I heard from my family...'</p>
Teaching tools (not digital)	Question cards
Online applicability	NO
Online Application proposal	NONE
Suggestions of ICT devices, programmes, applications	Padlet, Tablets, Interactive whiteboard, Smartphones

<p>Language skills development according to CEFR</p> <p>General Competences:</p>	<p>Savoir (Declarative Knowledge): Participants demonstrate knowledge of relevant vocabulary related to nature, cultural heritage and historical contexts.</p> <p>Savoir-faire (Skills and Know-How): Participants showcase practical language skills by using the target language effectively during while inventing, preparing and narrating the story</p> <p>Savoir-être (Existential Competence): Participants adapt to different cultural and social contexts within the outside environment, showing an understanding of and pragmatical nuances and appropriate behaviour.</p> <p>Savoir apprendre (Ability to Learn): Participants demonstrate the ability to learn and apply new language skills as they actively engage with heritage, learn from each other, and adapt their language use based on feedback.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Competences</p>	<p>Linguistic: Participants exhibit linguistic competence by using a variety of vocabulary related to heritage. They also apply correct grammar and pronunciation.</p> <p>Sociolinguistic: Participants display sociolinguistic competence by adjusting their language use based on interacting appropriately with educators and other learners and engaging in discussions with fellow participants</p> <p>Pragmatic: Participants demonstrate pragmatic competence by using language in a contextually appropriate manner while coming up with stories and finding information about the local environment.</p>
<p>Language skills development according to CEFR</p> <p>Communicative Language Activities</p>	<p>Reception: Participants understand and interpret spoken and written language (listening to instructions, and comprehending written and online materials).</p> <p>Production: Participants express themselves by drawing/writing and speaking (discussing findings, collaborating with others).</p> <p>Interaction: Participants engage in conversation and interactive communication while working in groups, discussing, and interacting with educators.</p> <p>Mediation: Participants mediate between themselves and the nature environment by interpreting information, clarifying tasks, and assisting each other in understanding cultural nuances.</p>

<p>Language skills development according to CEFR</p> <p>Communicative Language Strategies</p>	<p>Reception: Participants use strategies such as context clues, inferencing, and asking for clarification to understand spoken and written language.</p> <p>Production: Participants employ strategies like planning their communication, selecting appropriate vocabulary, and revising their language use for effective expression.</p> <p>Interaction: Participants use strategies such as turn-taking, active listening, and seeking clarification to engage in effective conversations with peers and educators.</p> <p>Mediation: Participants apply mediation strategies by explaining concepts to each other, translating information, and facilitating communication within the group.</p>
<p>Key competences development (for lifelong learning):</p>	<p>Multilingual competence (e.g., learning the names of plants in another language)</p> <p>Digital competence (e.g., use of mobile applications and taking pictures)</p>
<p>Key competences development (for lifelong learning)</p> <p>Personal, social and learning to learn competence</p>	<p>Communication Skills Curiosity and Inquisitiveness Time Management Cultural Sensitivity Self-Confidence Reflective Thinking Emotional Intelligence</p>
<p>Key competences development (for lifelong learning)</p> <p>Civic competence</p>	<p>Democratic cooperation</p>
<p>Key competences development (for lifelong learning)</p> <p>Entrepreneurship</p>	<p>Adaptability and flexibility Team working</p>



This repertoire was prepared in July 2024 within the Erasmus plus co-funded project Promoting inclusive language learning languages opportunities through local culture and cultural heritage for learners with refugee and migrant background, Nr 2023-1-PL01-KA220-ADU-000158237.



**Co-funded by
the European Union**

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