

SCENARIO 2

CULTURE AND CULTURAL IDENTITY

TARGET GROUP
STUDENTS AGED **15-18**

Objectives of the educational project:

- * strengthening knowledge of culture and identity,
- * providing students with definitions of concepts such as: culture, identity, cultural identity, local community, cultural heritage, ethnology and ethnography,
- * creating dictionary entries,
- * using various methods for activating students: mind mapping, discussion, group work,
- * systematization of the information on culture and cultural identities of selected neighbouring countries,
- * introducing gamification.

The end products of the educational project:

- * mind maps,
- * dictionary entries,
- * mini dictionary of key concepts,
- * cultural collage.

PROPOSED LESSON PLAN

PROJECT STAGE	SUGGESTED ACTIVITIES	STAGE	TIME
1) SELECTION OF THE KEY ISSUE AND DEFINING PROJECT'S OBJECTIVES	1 Introduction: a. mind map, b. creating dictionary entries.	1	1. 60 min.
	2 Making a decision to implement the project.	2	2. 10 min.
2) PROJECT IMPLEMENTATION	3 Cultural identity - discussion.	3	3. 45 min.
	4 Cultural identity - game: a. preparing lists of questions in teams, b. drawing game boards, c. playing the game.	4	4. altogether 2 hours a. 45-60 min. b. 15 min. c. around 45 min.
	5 Cultural collage – team work: a. concept development, b. research, c. making the collage.	5	5. altogether 4 hours + time for research a. 30-45 min. b. the research should be conducted by students at home – minimum 2 days c. approximately 180 min.
3) PROJECTS PRESENTATION	6 Presentation of student's projects.	6	6. 45-90 min.
4) PROJECT EVALUATION	7 Project summary and knowledge consolidation .	7	7. 45 min.
ALTOGETHER	approximately 9 teaching hours + time required for the information research		
COMMENTS	*** the stars suggest a division into individual working days		

1

INTRODUCTION

Divide the class into two teams. Introduce the topic of the lesson, by asking students following questions:

- ❖ *How do you understand the terms “culture” and “identity”?*
- ❖ *Do these words sound familiar to you?*
- ❖ *When you hear them, what things come to your mind?*

After a discussion go to the next task.

a

mind map

Give each teams a chart paper (size A2 or A3) and markers. Assign one term to each group and ask students to list out all the concepts they associate with “culture” and “identity” using the mind-mapping technique ([Appendix 1 – How to Create Mind Map](#)).

Students should be given around half an hour to finish their work. After mind maps are completed, ask representatives of each group to present their work in front of the whole class.

Make sure students do not dispose of the mind maps as at the very end of the project, they will look at them again and add new words they will have become familiar with during the rest of the project.

b

creating dictionary entries

Based on the mind map they have just created, students should prepare the dictionary entries of words “culture” and “identity” ([Appendix 2 – How to Create Dictionary Entries](#)).

Once they have finished, they can compare their definitions with those found in dictionaries and expand their entries by the elements they have missed ([Appendix 3 –Dictionary Entries](#)).

Once students come up with final versions of the definitions, they should write them down in a *Mini Dictionary of the Key Concepts*. It can be either a notebook or an electronic document.

2

MAKING A DECISION TO IMPLEMENT THE PROJECT

Together with students make a decision to implement a project on cultural identity and choose a specific title for it.

* * *

3

CULTURAL IDENTITY discussion

Begin the lesson by asking following questions:

- ❖ *During previous lesson we learnt about two concepts – “culture” and “identity”. What do they have in common? How are they related? Which elements of the term “identity” can we find in the definition of “culture” and vice-versa?*

3

CD. CULTURAL IDENTITY discussion

After students come up with satisfactory answers, introduce the main topic of the discussion. Write it down on the blackboard for all students to see: *How can we define the concept of cultural identity? What is it?* (**Appendix 4 - Method of Activating Students - Discussion**).

Begin the discussion by asking students questions related to the main topic, for example:

- ❖ *What is cultural identity?*
- ❖ *What is the local community and what is its role?*
- ❖ *Is there a strong relationship between history, cultural heritage and cultural identity?*
- ❖ *Do other cultures have influence on one's cultural identity?*
- ❖ *Is cultural identity limited to a specific geographical territory?*
- ❖ *What are the elements of culture?*
- ❖ *Do you know what ethnology and ethnography are? What do scientists who specialize in these fields research and study?*
- ❖ *How is language related to one's cultural identity?*

During the discussion, write down on the blackboard all the key words mentioned either by you or the students. Those may include words such as *local community, cultural heritage, ethnology, ethnography, etc.*

Encourage participants of the discussion to ask their own questions. Students should all work together and, with teacher's help, try to come up with satisfactory answers.

The discussion section should end with a concise summary which students could use to create a dictionary entry of the term "cultural identity". All other words related to this topic should also be added to the *Mini Dictionary of the Key Concepts*. If students are still not sure about their meanings, ask them to use a dictionary and copy definitions that can be found there.

* * *

4

CULTURAL IDENTITY game

Divide the class into four groups. Assign the topic of *culture* to two of them, and the topic of *cultural identity* to the other two. Show the game to the students and explain the rules (**Appendix 5 – Cultural Identity – game rules**). Students should spend about 120 minutes or two teaching hours playing the game.

* * *

5

CULTURAL COLLAGE team work

This group work will focus on learning more about neighbouring countries, especially learning more about their cultures and their cultural identities. Begin by introducing the topic of this group work:

We already know a lot about the region where we live, the local community and cultural identity. What we don't know is how these things look in our neighbouring countries. In which regions of the xxx do we observe the biggest attachment to the local culture? In order to find out the answer to this question, we will have to conduct a small research.

5

CD. CULTURAL COLLAGE team work

Divide the class into four groups. Assign one of the United Kingdom's neighbouring countries to each group. Explain that some countries share the land border with the UK while the others are maritime boundary neighbours.

Suggested countries:

Group 1 – Germany

Group 2 – Ireland

Group 3 – France

Group 4 – the Netherlands

Each group should prepare a cultural collage depicting culture and cultural identity of the selected country. Instead of focusing on the whole country, students can choose a smaller region – for example, in case of Germany it can be Bavaria. ([Appendix 6 – How to Make a Collage?](#)).

a

concept development

Every group should decide whether to prepare a presentation on the whole country or just focus on a region. In groups, students should discuss what kind of information and materials they will need in order to make a collage. Each student should be assigned a different task to ensure that researched information is as diversified as possible and that all students are equally involved in the project. Students should be given 30-45 minutes to finish this part of the project.

b

research

In their free time, students should conduct individual research on the information assigned to them by the group. They can depend on their own knowledge and experience, as well as materials found in the libraries, on the Internet, in the newspapers and other sources of information such as paintings, photographs, statistical data, maps, etc. Students should be given at least two days to complete this task. In case of any problems, they should ask for teachers' support.

Emphasize to the students that they will have to provide you with detailed information on the sources of the materials they collect.

c

making the collage

Students should bring the collected information and materials. They should go over them with a teacher and decide how they could be combined to create a meaningful collage. Students should work in groups they have been assigned to. They should finish their work within two teaching hours.

* * *

6

PRESENTATION OF STUDENT'S PROJECTS

During the following lesson, students should present their collages in front of the rest of their classmates. They should discuss it in detail making sure they have answered all the questions asked previously by the teacher ([Appendix 5 – How to Make a Collage](#)). Presentations should take 1 or 2 teaching hours. Afterwards, students should hang their posters on the walls in the classroom or any other place where students' works are usually displayed – the school hall, the library or the lounge.

7

**PROJECT SUMMARY
AND KNOWLEDGE
CONSOLIDATION**

At the end, students should take one more look at the mind maps they have created at the very beginning of the project. They should expand it with the concepts they have learnt during the second part of the course.

To sum up the project ask students following questions:

- ❖ What have we all learned while working on this project?
- ❖ What did you like the most?
- ❖ Was there anything that surprised you?
- ❖ What was the most difficult for you?
- ❖ Do you think that this kind of knowledge is useful in everyday life?
- ❖ Can it prove to be useful at work?

* * *

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APPENDIX 1

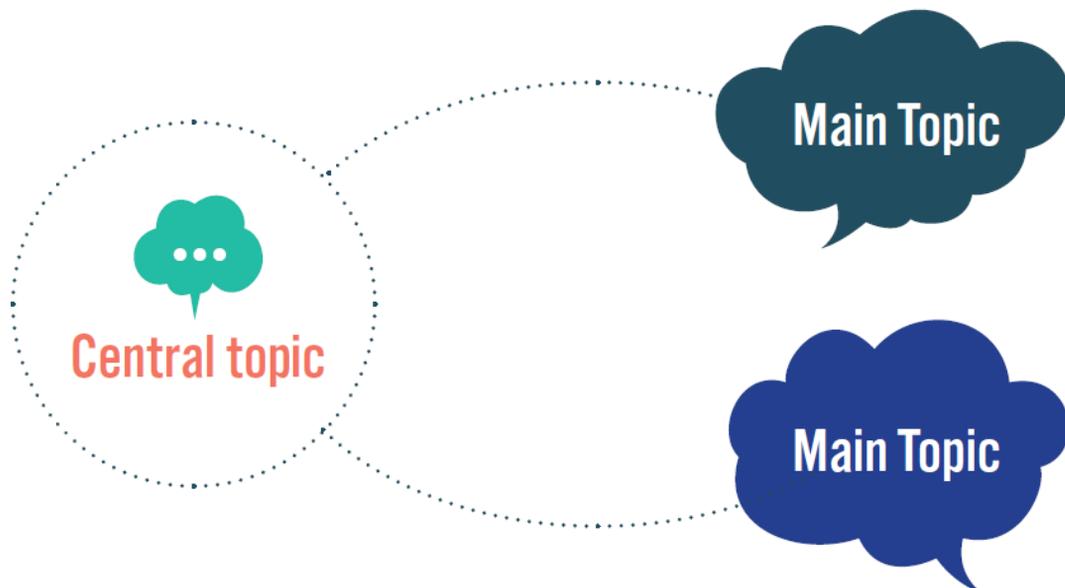
HOW TO CREATE MIND MAP

INTRODUCTION

Mind Mapping is one of the techniques that can greatly improve memory and learning skills. It is also a visual representation of all sorts of ideas and concepts. It is also a graphical way in which all sorts of ideas and concepts can be represented. It helps with structuring information and better analysis of various topics. It can be used to display associations one has with the main topic. There are no strict rules regarding materials that can be used in making the mind-maps. The more diversified they are, the better. They might include drawings, photographs, clippings from newspaper articles, etc.

THE RULES OF MIND MAPPING

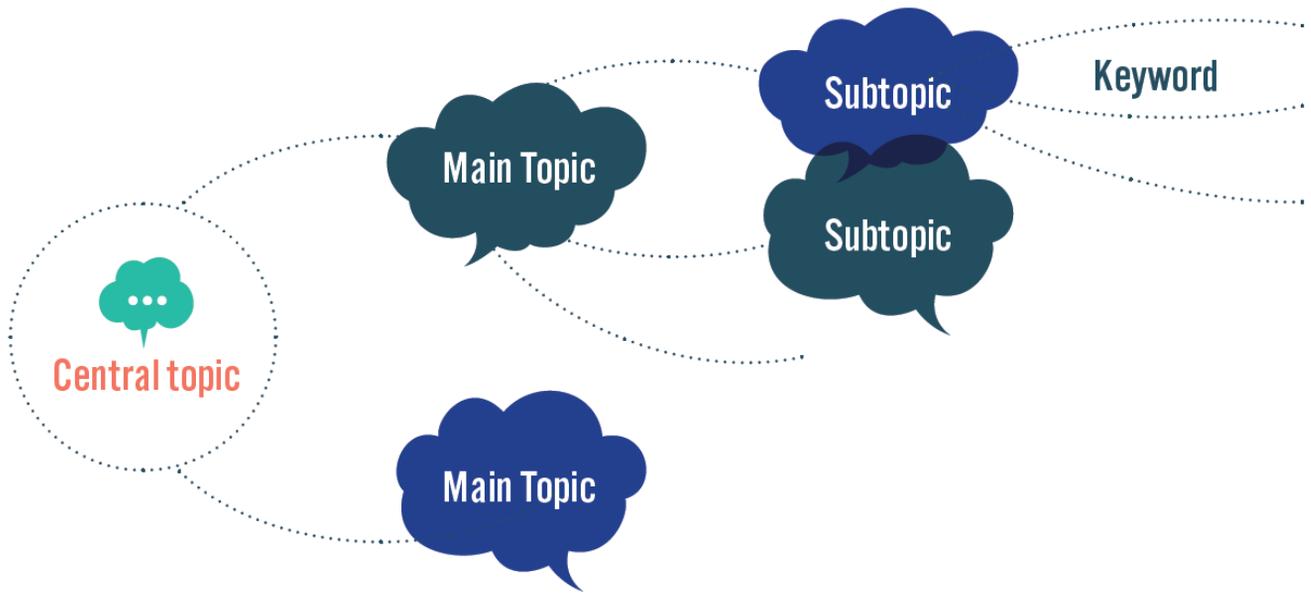
1. Prepare a A4 size sheet of paper or cardstock and coloured ink pens or crayons.
2. The central topic of the mind map should be placed in the centre of the page. It is recommended that it is:
 - ❖ expressed in a graphic form (e.g. as a picture),
 - ❖ created with the use of at least three different colours,
 - ❖ a 3D image as those can easily stimulate students' imagination.
3. The related subtopics should be developed around the central topic and connected to the central one with lines. The lines should become thinner as they radiate further and further out of the centre. A mind map can be compared to a tree: the central topic is the trunk from which the branches – main topics, grow. Information-rich associations (subtopics) are twigs and at the very end we find leaves – the key words providing very specific information.
4. It is advised to write words in capital letters, so that everyone is able to read them. It is also a good idea to use a variety of colours, for example a different colour for every topic.



APPENDIX 1

CD. THE RULES OF MIND MAPPING

Mind maps constructed in such a manner will expand and systemize students' knowledge on all the discussed issues, and will be also useful in the following stages of the project.



MIND MAP - CREATING MANUALLY OR USING ONLINE TOOLS?

Mind maps can be created manually by drawing on paper or any other surface, such as wall, by gluing colored cards and making connections between them using twine or thread.

These kind of maps stimulate creativity and make it easier to remember information.

To draw mind maps has been also created many online tools for those who like to keep materials in one place and share them with others.

List of programs dedicated to create mind maps:

- ❖ Freemind - http://download.cnet.com/FreeMind/3000-2051_4-10076598.html
- ❖ Mindomo - <https://www.mindomo.com>
- ❖ iMindMap - <https://imindmap.com/>
- ❖ Tony Buzan - <http://www.tonybuzan.com/>
- ❖ Xmind <http://www.xmind.net/>

APPENDIX 2

HOW TO CREATE DICTIONARY ENTRIES

DICTIONARY ENTRY

Creating a good dictionary entry is not an easy task!

dictionary entry *noun*

the entry in a dictionary of information about a word

Synonyms: lexical entry

Type of: entry - an item inserted in a written record

*definition comes from www.vocabulary.com

WHAT IS DICTIONARY ENTRY MADE OF?

Although dictionary entries may look different in various dictionaries, they usually consist of the following elements:

- ❖ Headword,
- ❖ phonetic transcription / pronunciation of the word,
- ❖ part of speech, grammatical function of the word, grammatical forms of the word,
- ❖ collocations,
- ❖ definition(s),
- ❖ etymology,
- ❖ associated words,
- ❖ synonyms,
- ❖ antonyms,
- ❖ proverbs with this word,
- ❖ examples of how this word can be used in a sentence.

By creating their own dictionary entries, students will gain a good understanding of their structure and importance of each element. Students should use their own knowledge of grammar, as well as use dictionaries of phrasal verbs, thesauruses, etc.

WRITING OF DICTIONARY ENTRY

In the beginning, make sure that students understand what the dictionary entry is and what elements it is made of. Try to elicit answers from students and write them on the blackboard. You can also show students some sample dictionary entries and discuss them.

Once you have made sure all the students know how to make a dictionary entry, ask them to prepare one on their own.

At the top of the definition they should write the entry word – for example **culture**. Below they should provide grammar-related information (part of speech, grammatical function of the word, grammatical forms of the word, etc.). You should pay attention to all abbreviations used to describe different parts of speech that students may not be familiar with. They may also add the phonetic transcription of the word in this part.

APPENDIX 2

CD. WRITING OF DICTIONARY ENTRY

Next, students should write down definitions of all meanings that the word they are describing has. They should all be numbered accordingly. Encourage them to write down phrases in which the word has that specific meaning. In case of the word **culture**, it could be presented in the following manner:

1. The arts and other manifestations of human intellectual achievement regarded collectively: *'20th century popular culture'*

1.1 A refined understanding or appreciation of culture:
'men of culture'

2. The ideas, customs, and social behaviour of a particular people or society:

'Afro-Caribbean culture'

[count noun] *'people from many different cultures'*

2.1 [with modifier] The attitudes and behaviour characteristic of a particular social group:

'the emerging drug culture'

3. *Biology*

The cultivation of bacteria, tissue cells, etc. in an artificial medium containing nutrients:

'the cells proliferate readily in culture'

3.1 [count noun] A preparation of cells obtained by culture:

'the bacterium was isolated in two blood cultures'

4. The cultivation of plants:

'this variety of lettuce is popular for its ease of culture'

Students can also write down phrasal verbs, proverbs and idioms which contain the word and explain their meanings. Tell students that if they don't know any, they could look for some in dictionaries and add them to their own dictionary entry later.

The last part of the dictionary entry should contain the word's etymology. As students most probably won't have that much knowledge in this field, encourage them to research it.

At the end, ask students to compare their own dictionary entries with the ones found in standard dictionaries and complete it with the missing information.

ONLINE DICTIONARY

Below you can find links to the most popular online dictionaries which students could refer to during the lesson:

1. Cambridge Dictionary: <http://dictionary.cambridge.org/>
2. English Oxford Living Dictionaries: <https://en.oxforddictionaries.com/>
3. Collins Dictionary: <https://www.collinsdictionary.com/>
4. Longman Dictionary of Contemporary English:
<http://www.ldoceonline.com/>

APPENDIX 3

DICTIONARY ENTRIES

DICTIONARY
ENTRIES –
EXAMPLE

CULTURE

a. noun

1. The arts and other manifestations of human intellectual achievement regarded collectively: *'20th century popular culture'*

1.1 A refined understanding or appreciation of culture:
'men of culture'

2. The ideas, customs, and social behaviour of a particular people or society:

'Afro-Caribbean culture'

[count noun] *'people from many different cultures'*

2.1 [with modifier] The attitudes and behaviour characteristic of a particular social group:

'the emerging drug culture'

3. *Biology*

The cultivation of bacteria, tissue cells, etc. in an artificial medium containing nutrients:

'the cells proliferate readily in culture'

3.1 [count noun] A preparation of cells obtained by culture:

'the bacterium was isolated in two blood cultures'

4. The cultivation of plants:

'this variety of lettuce is popular for its ease of culture'

b. verb [WITH OBJECT]

Biology

Maintain (tissue cells, bacteria, etc.) in conditions suitable for growth:

'several investigators have attempted to culture biliary cells'

Origin

Middle English (denoting a cultivated piece of land): the noun from French culture or directly from Latin cultura growing, cultivation; the verb from obsolete French culturer or medieval Latin culturare, both based on Latin colere tend, cultivate (see cultivate). In late Middle English the sense was 'cultivation of the soil' and from this (early 16th century), arose 'cultivation (of the mind, faculties, or manners)'; culture dates from the early 19th century.

Pronunciation: culture /'kʌltʃə/

Definition comes from **Oxford Living Dictionary**:

<https://en.oxforddictionaries.com/>

IDENTITY

a. noun

1. The fact of being who or what a person or thing is:

'he knows the identity of the bombers'

[mass noun] *'she believes she is the victim of mistaken identity'*

1.1 The characteristics determining who or what a person or thing is:

'he wanted to develop a more distinctive Scottish Tory identity'

1.2 [as modifier] (of an object) serving to establish who the holder, owner, or wearer is by bearing their name and often other details such as a signature or photograph:

'an identity card'

APPENDIX 3

CD. DICTIONARY ENTRIES – EXAMPLE

2. A close similarity or affinity:

'an identity between the company's own interests and those of the local community'

3. Mathematics

A transformation that leaves an object unchanged.

3.1 An element of a set which, if combined with another element by a specified binary operation, leaves that element unchanged.

4. Mathematics

The equality of two expressions for all values of the quantities expressed by letters, or an equation expressing this, e.g. $(x + 1)^2 = x^2 + 2x + 1$.

Origin

Late 16th century (in the sense 'quality of being identical'): from late Latin *identitas*, from Latin *idem* same.

Pronunciation: identity /aɪ'dentɪti/

*definition comes from Oxford Living Dictionary:

<https://en.oxforddictionaries.com/>

CULTURAL IDENTITY

The definition of groups or individuals (by themselves or others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender). In stereotyping, this is framed in terms of difference or otherness. See also *ethnic identity*; *gender identity*; *identity*; *lifestyle*; *national identity*.

*definition comes from **Oxford Dictionary of Media and Communication**

COMMUNITY

NOUN

1. A group of people living in the same place or having a particular characteristic in common:

'Montreal's Italian community'

'the gay community in London'

'the scientific community'

1.1 A group of people living together and practising common ownership:

'a community of nuns'

1.2 A particular area or place considered together with its inhabitants:

'a rural community'

'local communities'

1.3 A body of nations or states unified by common interests:

[in names] *'the European Community'*

1.4 the community The people of a district or country considered collectively, especially in the context of social values and responsibilities; society:

'preparing prisoners for life back in the community'

1.5 [as modifier] Denoting a worker or resource designed to serve the people of a particular area:

'community health services'

2. [mass noun] The condition of sharing or having certain attitudes and interests in common:

'the sense of community that organized religion can provide'

2.1 [in singular] A similarity or identity:

'the law presupposes a community of interest between an employer and employees'

APPENDIX 3

CD. DICTIONARY ENTRIES – EXAMPLE

2.2 Joint ownership or liability:

'the community of goods'

3. Ecology

A group of interdependent plants or animals growing or living together in natural conditions or occupying a specified habitat:

'communities of insectivorous birds'

Phrases

the international community

The countries of the world considered collectively:

'the policy led to widespread condemnation from the international community'

Origin

Late Middle English: from Old French *comunete*, reinforced by its source, Latin *communitas*, from *communis* (see *common*).

Pronunciation: *community* /kə'mju:nɪti/

*definition comes from Oxford Living Dictionary:

<https://en.oxforddictionaries.com/>

LOCAL COMMUNITY

the people living in one particular area who are considered as a unit.

*definition comes from Cambridge Dictionary:

<http://dictionary.cambridge.org/>

CULTURAL HERITAGE

"The cultural heritage may be defined as the entire corpus of material signs - either

artistic or symbolic - handed on by the past to each culture and, therefore, to the

whole of humankind. As a constituent part of the affirmation and enrichment of

cultural identities, as a legacy belonging to all humankind, the cultural heritage

gives each particular place its recognizable features and is the storehouse of human

experience (...) The term cultural heritage encompasses several main categories of heritage:

Tangible cultural heritage:

movable cultural heritage (paintings, sculptures, coins, manuscripts)

immovable cultural heritage (monuments, archaeological sites, and so on)

underwater cultural heritage (shipwrecks, underwater ruins and cities)

Intangible cultural heritage: oral traditions, performing arts, rituals

Natural heritage: natural sites with cultural aspects such as cultural landscapes, physical, biological or geological formations

Heritage in the event of armed conflict"

*definition comes from UNESCO: www.unesco.org

ETHNOLOGY

Related topics: Anthropology

Pronunciation: *eth·nol·o·gy* /eθ'nɒlədʒi \$ eθ'nɑ:-/ noun [uncountable]

the scientific study and comparison of different races of people →

anthropology, sociology

*definition comes from Longman Dictionary of Contemporary English

APPENDIX 3

CD. DICTIONARY ENTRIES – EXAMPLE

ETHNOGRAPHY

NOUN

[mass noun] The scientific description of peoples and cultures with their customs, habits, and mutual differences.

Pronunciation:ethnography/εθ' nɒgrəfi/

Definition comes from **Cambridge**

Dictionary:<http://dictionary.cambridge.org/>

APPENDIX 4

STUDENT ACTIVATION METHODS – DISCUSSION

USEFUL INFORMATION

Discussion is one of the most frequently used student activation methods. It is defined, among other things, as *the action or process of talking about something in order to reach a decision or to exchange ideas* [English Oxford Living Dictionary <https://en.oxforddictionaries.com>.]

Discussion as the teaching method proves to be of value both to students and to a teacher. Active participation in the discussion:

- ❖ stimulates and develops critical thinking,
- ❖ shapes participants' views and beliefs,
- ❖ develops participants' ability to fully express themselves and helps them to better formulate their thoughts,
- ❖ teaches skills necessary to evaluate opinions of others,
- ❖ forces participants to take a more critical approach towards their own opinions and views, and sometimes even leads to their verification.

There are three stages of the class discussion:

1. Formulation and introduction to of the problem essential for the discussed issue - this way we encourage students to think over the issue and to actively participate in the discussion.
2. The actual discussion ending in a conclusion.
3. Summary of the discussion.

Before the discussion takes place, you should familiarize students with certain rules that apply during the discussion, such as:

- ❖ participants should listen to each other,
- ❖ everyone should be able to express their own opinions on the topic,
- ❖ participants should not digress from the topic
- ❖ no one should be interrupted, there shouldn't be any talking at the time when other participants are expressing their opinions,
- ❖ everyone is entitled to their own opinion and no one should be ridiculed for expressing them,
- ❖ no offensive language is allowed,
- ❖ participants should try to defend their position on the given issue,
- ❖ participants should actively listen to what others have to say.

SAMPLE DISCUSSION ABOUT SELECTED ISSUES RELATED TO THE PROJECT'S TOPIC

You should select the main topic of discussion, for example: *"How would you define the concept of cultural identity? What is it?"* Students should provide you with answers to this question, following previously introduced discussion rules.

Sample answers:

- ❖ Student 1: *This term is related to our cultural heritage.*
- ❖ Student 2: *It can be associated with the sense of belonging to a certain territory, familiarity with the local culture and language.*
- ❖ Student 3: *It is also connected to other cultures which used to live in the area at different points of time.*

APPENDIX 4

CD. SAMPLE DISCUSSION ABOUT SELECTED ISSUES RELATED TO THE PROJECT'S TOPIC

To help students come up with better answers, you can ask them additional questions:

- ❖ *What is cultural identity?*
- ❖ *What is the local community and what is its role?*
- ❖ *Is there a strong relationship between history, cultural heritage and cultural identity?*
- ❖ *Do other cultures have influence on one's cultural identity?*
- ❖ *Is cultural identity limited to a specific geographical territory?*
- ❖ *What are the elements of culture?*
- ❖ *Do you know what ethnology and ethnography are? What do scientists who specialize in these fields research and study?*
- ❖ *How is language related to one's cultural identity?*

Students should all work together and, with teacher's help, try to come up with satisfactory answers. The discussion section should end with a concise summary which students could use to create a dictionary entry of the term "cultural identity". All other important concepts mentioned during the discussion should be also written down.

APPENDIX 5

CULTURAL IDENTITY – GAME RULES

GAME RULES

- ❖ Student teams should prepare a set of 8 questions each for their board games.
- ❖ Each question should have four answers among which only one should be correct. Students who had the term CULTURE assigned to them, should prepare questions about the local culture, while students who were given the term CULTURAL IDENTITY should come up with questions related to it. Those questions may include fragments of definitions, references to other key concepts, etc. Teams are not allowed to talk to each other.
- ❖ Students should be given between 45 up to 60 minutes to collect all the information and create the questions. They can rely on their own knowledge, as well as look for inspiration in the dictionaries, library or on the Internet.
- ❖ After students finish their work and all the questions get approved by a teacher, students should begin to make the game boards.
- ❖ On an A4 size paper, each group should draw a game board resembling the ones used for the *Battleship* game - the only exception being that this one should be smaller (6x6 grid). All top boxes should have a number (1 to 6) written in them, and all the boxes on the left should have a letter written inside of them (A to E).
- ❖ Once the boards are made, each group selects boxes to which they assign questions they created (sample board s.18). Each team's board should not be visible to the opponents.
- ❖ Begin the game. Teacher should decide on the order of drawing and asking questions. He should shuffle 4 cards (with numbers 1-4 written on them) and draw one of them. If the card he drew has a number 3 written on it, it means that team number 3 will start the game. He should then draw a second card which number will indicate which group will be answering questions asked by team 3. It may be, for example, team 2.
- ❖ One person from the group of 2 draws one box one from the 36 boxes from team's 3 game board, for example B5. If there is a question "hidden" in this box, student's team tries to answer it. If the answer is correct, they get one point, if it is not, the teacher draws another card and the team which number is on it, tries to answer the question. A similar situation occurs when there is no question hidden in the box drew by the first team.
- ❖ Game continues until students answer all the questions hidden in the boxes on the game boards or until the teacher decides that it should end. All the points should be counted. The team with the highest number of points wins.

APPENDIX 5

SAMPLE BOARD

	1	2	3	4	5	6
A			■			
B	■					■
C				■		
D		■				
E						■
F	■				■	

APPENDIX 6

HOW TO MAKE A COLLAGE

TIPS ON HOW TO MAKE A COLLAGE

Collage is a technique of art production which involves the assemblage of different art forms, not necessarily related to one another. It helps to develop the imagination and creativity in children and teenagers.

- ❖ First of all, decide what kind of materials you would like to use in your collage. You can use almost everything: scraps of paper, newspaper clippings, photos, wallpapers, foil, ribbons, strings, beads, feathers or pieces of fabric.
- ❖ You can do anything that comes to your mind. Your collage may use only one or many colours; it can be based on photos or use only text or only pictures. What your work will look like depends entirely on you – its creator.
- ❖ Collage should be created on a piece of thick paper or card stock, colour of which you can choose.
- ❖ Using scissors, cut the selected materials in a way that will help you create shapes, words, slogans and pictures you need.
- ❖ Some of the elements can be also torn out. It will give them a more unique appearance.
- ❖ After all the elements you need are prepared, it is time to stick them to a previously prepared paper/ card stock.
- ❖ Now all you have to do is to wait for the glue to dry.

WHAT SHOULD THIS PROJECT'S COLLAGE INCLUDE?

Each collage should display information/ impressions on a specific neighbouring country. Group 1 should focus on Germany, Group 2 on Ireland, Group 3 on France and Group 4 on the Netherlands. Each team can choose a specific region of the country assigned to them. In case of Group 1, it can be, for example Bavaria.

Each collage should include elements related to:

- ❖ the history of the region,
- ❖ cultural heritage of the area,
- ❖ geographic data, information of its borders, etc.,
- ❖ dialects used by the local population,
- ❖ ethnographic elements,
- ❖ other - trivia, technological innovations, etc.