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**EURODIPLOMATS Children’s Handbook**

**Project No. 2018-1-CY01-KA201-046877**



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**Introduction**

**1.1 About the EURODIPLOMATS Project**

The European Union is facing several severe crises, such as the Covid-19 pandemic, socio-economic crisis, the refugee crisis, and many others. In order to deal with these, to overcome any cultural/other differences between people, to become socially cohesive and resilient, the EURODIPLOMATS Project aims to implement cultural diplomacy as a vehicle to resolve the issues that have emerged.

The idea behind the Cultural diplomacy tool is to help children/youth to exchange ideas, information, art, language, and other aspects of culture among nations and their peoples in order to foster mutual understanding and cooperation. As Europe has become highly multicultural due to the arrival of people from various countries, cultural diplomacy aims to support nations by helping people to develop a rich understanding of one nation's ideals and institutions so as to build broad support for social, economic, and political goals. Through exchanging ideas, values, traditions, and other aspects of culture and identities, cultural diplomacy aims to strengthen relationships and socio-cultural cooperation, prevent possible incidents to occur, and to promote national interests and beyond.

**1.2 About the Partners**

In the EURODIPLOMATS project, there are four schools, two Universities focusing on leaders' preparation, two NGOs focusing on professional development, active citizenship, and other social goals across 4 participating countries: Cyprus, Spain, Greece, and Malta.

* **The University of Nicosia (UNIC)**

UNIC is the largest private university in Cyprus with some 280 full time faculty and 500 part-time in a variety of undergraduate and postgraduate programmes in education, special education, computer science, engineering, business, communications, and multimedia.

* **Fundación Aprender**

Fundación Aprender is a private non-profit organisation founded in 2008. Its mission is to enable people with specific learning difficulties (DEA) to successfully achieve their integral development in equal opportunities from adequate education, support and follow-up to adulthood and profession.

* **The Institute of Educational Techniques- ITE Network**

ITE Network is a European Centre of Studies and Education Centres network established in 2015 as a non-profit association. ITE Network was born answering the needs of the Internationalisation of the education, training, youth, and sport sector, giving them the opportunity to overturn dynamics and approaches, aiming at a smarter and more sustainable worldwide future educational cooperation.

* **Platon Schools**

Platon is a school with a future perspective. The school pursues with great interest and a creative mind the developments in the field of education; it constantly sets new goals holding at the same time an outstanding position in the educational scene. Through the use of the most up-to-date facilities, diverse curriculum, experienced and skilled teaching staff and, through consistency on principles and respect towards pupils and parents, the school has been striving during the last twenty years for the accomplished education of its pupils.

* **The University of Macedonia (UoM)**

UoM is the second and “youngest” University of the city of Thessaloniki and specialises in economic and social sciences. In the academic year 2016-2017 the UoM completed 60 years of operation as an Institution of Higher Education in Greece. Today, more than 12.000 students study at the UoM in economic, administration, social and political related fields. The University comprises eight Departments in four Schools.

* **The 18th Primary School of Limassol – Ayios Antonios**

Ayios Antonios, is located within the borders of Limassol’s Turkish-Cypriot and Greek-Cypriot district. It constitutes a peculiar and unique school in Cyprus, which is predominantly characterised by multilingualism and multiculturalism. Its primary uniqueness lies in the fact that it hosts both Greek-Cypriot and Turkish-Cypriot students (Turkish speaking Roma in their majority). Undoubtedly, the school renders itself particularly important, where the Principal’s and staff’s role is extremely crucial, as the specific school constitutes, perhaps the unique, diachronically concrete proof that the two communities, Greek Cypriot and Turkish Cypriot, can co-exist, harmonically, on the island.

* **VisMedNet Association**

VisMedNet Association is an association of professionals from education, youth, innovation and employment. In its youth initiatives VisMedNet seeks to help develop careers and personal character for better social and economic wellbeing of young people and of those players who can play a positive role in their lives.

* **De La Salle College**

De La Salle College is a Catholic school run by the Malta Trust of the Brothers of the Christian Schools (De La Salle Brothers). The International De La Salle Order was founded in France by St John Baptist De La Salle in 1684 and was subsequently established in Malta in 1903.

**1.3 The Project Mission**

The first goal of the project is to enable children/youth to become cultural diplomats so as to act as agents of change in order to build a socially cohesive and resilient Europe that is capable of meeting new threats and challenges. The achievement of the goal is based on the approach of cultural diplomacy, and the use of new technologies and innovative and creative methodologies, such as collaborative art-making, collaborative storytelling and poetry, and digital-cultural pedagogies.

Another important goal of this project is to provide training to children, youth and leaders to improve their skills to become agents of the cultural diplomacy approach, in order to promote cultural exchange, exchange of ideas, values, traditions and other important aspects of cultures to maintain and sustain the project’s goals.

The EURODIPLOMATS methodology uses cultural diplomacy as a tool to contribute to solving the challenges of: (a) children's apathy in terms of civic participation and active citizenship in a Europe that faces severe crises (i.e. pandemic, socio-economic, refugee, ecological crises, etc.), (b) raising children's voices and promoting involvement with regards to the issue of European collaboration through cultural diplomacy, and (c) social exclusion, marginalisation, and lack of social cohesion and resilience that bear detrimental consequences to Europe and its readiness to respond not only to current but also to new threats and challenges.

The EURODIPLOMATS methodology uses different approaches to bring together social cohesion and resilience in Europe while children act as cultural diplomats. By using collaborative art-making pedagogy, collaborative storytelling and poetry pedagogy, and digital culture pedagogy methods, EURODIPLOMATS aims to build a Europe of social cohesion, robustness, and resilience through cultural diplomacy. Children/youth will be empowered to act as cultural diplomats for a robust and resilient Europe.

**Collaborative art-making pedagogy**

This methodology promotes collaboration among children/youth to work for a common goal/purpose with their art group. In order to achieve this common goal, children/youth are encouraged to share their thoughts and emotions, and use critical thinking along with empathy to understand others’ emotions and thoughts. This method provides and innovative approach to better understand children’s experiences, and interactions through art creations.

**Collaborative storytelling and poetry pedagogy**

Collaborative storytelling and poetry pedagogy helps children/youth to enhance their empathy and perceptions on prejudice, perception, justice and many other notions which would help to ease the issues raised in Europe. The main idea behind this tool is to collaborate to create a story or a poem that would allow children/youth to better understand different views and cultural impressions and children/youth may become useful tools in facilitating children’s spontaneous expression of their cultural thinking, experiences, and emotions

**Digital-culture pedagogy**

This tool helps children/youth to participate in online environments where they can connect, communicate and collaborate with different people all around the world without the need of moving from one place to another physically. Through online interactions, children/youth have the chance to exchange cultural aspects which would promote cultural diplomacy for a better Europe. Through distance collaborations between different countries, children build knowledge on other cultures, may experience other cultures, may take virtual tours in museums, galleries, and cultural heritage sites, may also learn a new language or learn traditional dances, and digitally venture into the history, art, customs and traditions of other European countries.

**2. What is Cultural Diplomacy?**

Cultural diplomacy entails exchange of ideas, information, art, language, and other aspects of culture among nations and their peoples in order to foster mutual understanding and cooperation.

The goal of cultural diplomacy is for people coming from a foreign nation to develop a rich understanding of one nation's ideals and institutions so as to build broad support for social, economic, and political goals.

**2.1 Why is Cultural Diplomacy Important for Europe?**

In order to understand the importance of cultural diplomacy for Europe, one needs to understand the challenges/changing dynamics within Europe. Promoting cultural diplomacy is vital to achieve social cohesion, and resilience in Europe, as Europe has become very multicultural through migration. Within multicultural environments there could be a lot of conflicts as many differences co-exist in such environments. Therefore, cultural diplomacy will play a key role to meet possible/already existing challenges and threats. Also, through cultural diplomacy children’s and youth’s voices will be heard, and they will be actively involved in education.

**2.2 The Purpose of This Document**

This document is about to be used by children/youth to understand how to apply the activities developed for the EURODIPLOMATS project.

The purpose of this handbook is to share ideas and expertise, to provide the opportunity for children/youth to be trained to use the project outcomes to become cultural diplomats, and empower them to be active and autonomous citizens who are actively involved in building resilient, socially cohesive Europe. This handbook has been developed to support children/youth to achieve cultural diplomacy for a better Europe in which nations co-exist together in peace and harmony, and collaborate to face any challenges.

**2.3 How the EURODIPLOMATS Activities Work?**

The EURODIPLOMATS activities are based on the methodological tool that was developed. Each partner developed 9 activities in total, 3 activities per each tool. The activities will allow children/youth to share their thoughts and best practices, to create action plans ready for implementation in practice, while also developing skills for evaluating their work. Cultural diplomacy tool has been developed to achieve this project’s goals. Through the implementation of events, leaders will be trained to use the project outcomes.

**3. How Children/Youth May Act as Cultural Diplomats?**

Children/youth aged 9-12 are the target groups of the EURODIPLOMATS Project. Through the implementation of methodological tool cultural diplomacy, we are aiming to educate and empower children/youth to become cultural diplomats. This could be perceived as a long term goal to be achieved through educating the children/youth on the issues we face today in Europe. Also, how to prevent conflicts and address the issues. In order to empower children/youth to become cultural diplomats, we are going to use a variety of activities that have been produced by professionals working on this project. The activities/workshops will be using the methodological tool that we have developed. As the project envisages the children/youth will develop competencies to work autonomously and will take up acting as cultural diplomats.

**3.1 What Skills do Children/Youth Need to Act as Cultural Diplomats?**

To act as a cultural diplomat requires thinking critically and reflecting, openness, respect, empathy, proper and effective communication, collaboration, leadership and these skills to be combined with a knowledge of the methodological tool to inspire other children/youth.

* Critical thinking: Critical thinking skill allows children/youth to understand the issues through examining and questioning, and all these will help to understand the differences between cultural values, and many other behaviours such as the consequences of discrimination, and stereotyping.
* Openness: Acting as a cultural diplomat requires openness, in order to be open towards other people with different backgrounds. Openness also entails sensitivity towards differences, curiosity about and willingness to engage with other people.
* Respect: Cultural diplomats need to possess the value of respect, as respect is a more positive concept based on recognition of dignity.
* Empathy: Empathy would help to create connections with diverse cultures that can prevent youth/children from developing prejudices later in life.
* Effective communication: Another important skill is maintaining and sustaining respectful communication that requires understanding the expectations and perspectives of diverse audiences, and applying that understanding to meet the audience’s needs.
* Collaboration: Collaboration skill carries a big importance for cultural diplomacy, as it emphasises common interests/aims/goals rather than focusing on differences. Working together towards a common goal, people tend to become more aware of their similarities and becoming more aware of their similarities, along with cultural differences, doesn't have to paralyse or divide people from different cultures working together. Multicultural collaboration can build collective capacity to help make things better, and promote the consensus that it's important to do so. This offers a good chance at solving complex problems in an atmosphere of trust, cooperation, and mutual respect.

**3.2 What Methods Does the EURODIPLOMATS Project Use?**

The Eurodiplomats project used three methods:

* Collaborative art-making
* Collaborative art-making and poetry
* Digital-culture pedagogies

**Collaborative art-making** entails children’s collaborative work in order to achieve a common goal within their art group, while learning to share their thoughts (i.e. on culture, art, and language) and emotions, and use critical thought to go into the others’ emotions. It may be used as an innovative and more creative research method to examine children’s everyday life, experiences, and social interactions. In such a method, children should become co-interpreters of their art creations by being encouraged to comment upon them.

**Digital- culture pedagogy** draws upon online intercultural exchange, which in turn, helps to promote intercultural sensitivity. The following tools can be used:

* Tele-teams with other schools to produce projects on intercultural topics (e.g. diversity, social justice, racism, and poverty, and their interconnection to cultural heritage).
* Children exchange their views on intercultural issues on e-forumsincluding chat rooms and emailing.
* Tele-presentations through video-conferencing (use of photographs, videos, audio narrations, and other means of technology).
* Online critical incident analysis: critical incidents ‘are shorter than case studies and refer to cross-cultural misunderstandings, problems and clashes. The incidents do not illustrate the cultural differences of the interacting parties; rather these are discovered as the activity is carried out. The use of critical incidents can bring about pupils’ understanding of their own personal and cultural identity’
* Children’s online communication with academic and professional communitiesthat work in the field of intercultural education

During **collaborative storytelling or poetry**, tellers bring different ideas and coordinate with each other trying to create a coherent story or poem. Collaborative storytelling can be developed in linear and nonlinear approaches:

* **Linear stories** contain exactly one begin, one middle and one end. All children collaborate on a shared story in the form of relay and no branches can be developed. Children deeply rely on evaluating the relationship, continuality and coherence of story path before sequentially participating in building up the story.
* **Nonlinear stories** enable children to link and orchestrate different ideas. Children can thus integrate other’s episodes to develop different branches of stories.

**4. The EURODIPLOMATS Activities**

Based on the methodological tool, partners have created activities using collaborative art-making pedagogy, collaborative storytelling and poetry pedagogy, and digital-culture pedagogy. These activities are examples of the activities created by partners.

**Collaborative art-making pedagogy**

***Getting started***

Throughout the teaching and learning process, implementation of art paves the way for curiosity, willingness to experiment and explore these possibilities, such as the limits and potential of the materials and of their imagery. Collaborative art-making tools transfer intercultural values like respect to the ‘other’ and acceptance of difference, and this makes collaborative art-making an important tool in promoting interculturalism and reducing marginalisation.

***My goals***

To inspire and reinforce children/youth/leaders to become agents of cultural diplomacy across Europe.

***Suggested activities***

**Activity 1**

Title: The Quest for Happiness and Fulfilment: A visual exploration

Area(s): Art, emotional intelligence, collaborative artistic creation

Objectives: participants will acquire competences in:

1. Reflection on the nature of happiness and fulfilment, exploring what it means to be fulfilled, and reflect on the importance of this ‘need’ for individuals and the wider community.
2. creative abilities through artwork – reflecting and expanding on the topic outlined in Objective (1).
3. Collaboration with their classmates to curate an artistic exhibition using their artwork and engage in a class or school-wide dialogue on the topic of ‘happiness and fulfilment’.

Time needed: 3-4 hours

Materials needed: Printed handouts, materials/devices to create an artwork, material to stick artwork in the classroom without damaging it

Age level(s): 9-12

Number of participants per group: 2-3

Step-by-step description of activity:

1. The activity leader conducts a quick, brainstorming exercise with the class by writing the phrase “happiness and fulfilment” in a bubble on the board, with several arrows pointing outwards (similar to a mind map structure). The activity leader asks the participants to mention the first words that come to mind related to the phrase. These are written down on the board.

The activity leader might want to spend a few minutes discussing the differences between happiness and fulfilment and explore whether these have the same meaning, or not.

1. Participants are put into groups and are asked to discuss the following question for around 5-10 minutes:

* “In which countries in the world do you think people are the happiest and most fulfilled? Why?”
* “Does our country make the list? Why/why not?”

1. The activity leader asks a few groups to share their thoughts, then extends the discussion to the entire classroom, widening the scope of the conversation to reflect on the following question:

* “What does it mean to be truly happy and fulfilled?”

One possible observation the activity leader can make at this point is to question whether happiness is something you can achieve on your own – or whether it’s easier when shared with others and fostered in the community. Take care to not prescribe a conclusion onto the participants – explore the topic instead.

1. From here, the activity leader explains that the groups have been appointed to research what makes people feel happy and fulfilled in the country and to suggest ways and things that can be improved. participants are given lesson time to take note of their ideas in groups. The activity leader monitors and provides ongoing feedback to each group throughout this process.
2. The activity leader explains that all these observations will be used to create a class art exhibition with a series of original artworks that explore the meaning of “happiness and fulfilment.” The activity leader explains that each individual participant should select one, or a few ideas from the ones discussed in the group and create original artwork on that theme and topic. If art history or topics have been recently discussed in class, this would be a great opportunity to link the topics. Some ideas for the artwork include:

* Drawing and painting (sketches, watercolour, digital art, etc.)
* Collages (using printed images, cutouts etc…)
* Photography (e.g. series of photographs)
* Any other visual medium

1. Apart from the artwork, participants should also

* Title their work
* Provide a brief description that will act as an artwork label

Print out or adapt Handout 1 for each participant/participant. Once completed, this handout will be the artwork's label – similar to what you would find in a museum. The box should be left blank for now.

1. Participants bring their artwork to class. The next stage is the curation process. The activity leader explains what curation is, i.e. the process of creating a “story” using a series of artworks so that viewers can get a cohesive experience (see step 9 below). As an example, the activity leader can go through a digital example such as the following from the Van Gogh Museum: [**https://artsandculture.google.com/story/cQVxXJlEhGKCjQ?hl=en**](https://artsandculture.google.com/story/cQVxXJlEhGKCjQ?hl=en)**.**
2. Participants are asked to put their art and art labels on their desks and are given 10-15 minutes to wander around the classroom and look at each other’s artworks. While doing so, the activity leader asks the participants to take note if their own artwork shares a similar theme with other participants’.
3. Next, the activity leader explains that the participants are now going to create an exhibition that includes putting up the artworks in an intentional order. The activity leader asks the participants to take their artwork and group up with the participants they feel have created artwork with a similar theme. Once this is done, the activity leader asks the entire class to agree on a “flow”, or order, in which the different themes will be presented (eg: Start with artworks that explore individual pursuits of happiness and fulfilment and finish with artworks that reflect on external factors that provide happiness and fulfilment, such as the environment.
4. Once this flow is decided, participants are asked to decide, in their own “thematic” groups, on the order in which their artworks exploring the theme should be presented. participants can:

* Opt for a linear flow, where artworks are individually displayed
* Opt to group artworks from various participants to create one artwork. In this case, the title and description of the artwork should be changed (this is worth encouraging to foster collaboration and creative thinking)

1. The exhibition is set up and participants are given time to “visit the exhibition.” A “visitor’s book”, such as an empty notebook or a few sheets of paper, can be left at the end of the exhibition for participants to jot down their experience.
2. After the exhibition, participants are given time to reflect on the artworks. the activity leader can conclude the activity by engaging in a class discussion on any one or combination of the following:

* Which artwork resonates the most to individual participants
* Whether any of the artworks reflect things that make the participants feel “happy and fulfilled”
* The challenges of the creative and artistic process

Strategies of teaching and learning: Artistic expression, reflection, class discussion, collaborative learning, teamwork

Evaluation: participants can submit a short journal to share the key learning and reflective points they gained from the experience to practice their language skills.

Notes to the activity leader: There is a great opportunity to introduce and/or explore vocabulary related to the emotion of “happiness”, for example, the difference between happiness, joy, fulfilment, excitement etc… These emotions can be explored in relation to the way they are experienced/lived in our bodies. This emotion-body connection can be a source of inspiration for some of the artworks. The discussion can also take place within the context of a literature lesson when analysing characters and their emotions.

Notes to the participants: Your artwork will be displayed so make sure to bring it in a folder or cover it carefully so it doesn’t get damaged while you transport it!

Suggestions for follow-up activities:

* The exhibition can be displayed in a common area for other classes to see and can also be photographed and uploaded to the school’s website / internal platform to be viewed by the public.
* The activity leader can also ask participants to draft up an essay on the outcomes of the project as well as suggestions on how to give citizens the opportunities to be more fulfilled, which can be signed and sent to the local representative.

Appendices:

**Handout 1: Artwork label** *(Print as A5 and cut out as necessary)*

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Artist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description:**

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**Collaborative story-telling and poetry pedagogy**

***Getting started***

Collaborative story-telling and poetry pedagogy tools use stories as a methodological tool to promote, inspire and reinforce children/youth/leaders to become agents of cultural diplomacy across Europe. As humans make sense of the world through stories, a story or a poem is a primary act of mind, a way of understanding that allows us to give meaning to our cultures, experiences, and daily lives.

***My goals***

The main goal for implementing collaborative storytelling and poetry pedagogy is to promote inclusion and intercultural education to achieve more resilient Europe.

**Suggested activities**

**Activity 1**

Title:

Bread: its history, its symbolism, its stories. The culture of bread in Cyprus as well as in other countries.

Subtitle: Finding the ingredients for peace

Area(s): cultural values; common values; core values, cultural attitudes; European cultures, unity, peace, tolerance, resilience

Objectives: Students will:

1. study and learn myths, fairy tales and actual stories/ historical facts about bread in Cyprus and neighbouring Greece from a famous story-teller of the island, owner of the Bread Museum
2. study and learn myths, fairy tales and actual stories regarding bread of countries that are origin of their classmates as their class is rich in multicultural origins (Romania, Roma, Bulgaria, Turkey, Syria, Iran, Philippines) but also of countries such as Malta, Portugal, etc that are fellow participators in Erasmus. (\* Students due to the origin of many of the students of the specific school will also research Turkish-Cypriot traditions on bread and its making and find similarities in their common history through time. Greek Cypriots and Turkish Cypriots live in a divided island since Turkish invasion in 1974 following intercommunal troubles)
3. investigate the historical context regarding bread, but also themes in literature, in many languages, where bread is used as a symbolism of peace, struggle and unity. Compare and evaluate the value of bread in each culture.
4. comprehend the importance of bread as the common food of the world and the food of the poor; i.e. its importance during WWII, its symbolism in stories and poems and how it represents peace, unity, humbleness
5. research and interchange their findings, but also examine the interconnection between their findings of how bread could be a symbol of unification
6. be informed about the nutritional value of bread, its preparation, its ingredients but also its traditional **decoration \*plumisma in Greek,** which is considered a form of art thus has many symbolisms.
7. find differences but also similarities in each culture regarding bread with the help of the specialist as well as an outcome of their own research
8. be actively involved in the process of preparation and cooking of bread and more importantly its decoration, and how the latter is a form of art, with the help of the specialist of the Bread Museum
9. act as cultural diplomats and active promoters of peace presenting their findings and their creative outcomes to several communities
10. cooperate with students from other countries but also from other cities of the island to announce their findings but also examine their culture regarding bread
11. write their own poem regarding bread collaboratively and using words from many languages
12. write a short fairy-tale collaboratively (using circular writing) promoting important values already discussed such as peace and then publish it, perhaps translated in Turkish and English or other languages. Be actively involved in its illustration and publishing process.
13. create artwork collage using the word bread in as many languages as possible
14. share their findings and creations with the community of the school, to the fellow Erasmus partners via e-Twinning, to their hometown, the island as well the world using social media and the Media.

Time needed: 12-14 hours

Materials needed: computer, printer, projector, videos, recipes and ingredients for the making and decoration of bread

Age level(s): 10-12

Number of participants per group: 10-13 for class groups; 3-4 for smaller class groups

Step-by-step description of activity:

1. Teacher announces to the classroom that they are involved in a European program in which they will actively work in partnership with students from other countries and engage in activities that promote peace, tolerance, resilience and other European (and world) cultural values that bring together and bond European people.
2. Students are motivated to report areas in which European people have similarities (e.g., traditions, songs, food, etc.). Teacher then announces that they will specifically examine one type of food which is almost present and common in every country of the world , in a different form or is made from different ingredients, and allows them to try to guess which one is it. Teacher after hearing many answers, informs us that the right answer is bread and presents some examples of different kinds of bread in the classroom.
3. Teacher informs students that for the next 3 weeks they will be involved in a project in which they will research information both historical but also in literature regarding bread. Thus, the teacher presents articles, videos and photos related to bread from the eligible countries and raises a discussion about them. During the discussion, themes like culture, tolerance, cultural diplomacy, cultural resilient, cultural diversity are aroused for further discussion and elaboration. After investigating about the different ingredients of bread the teacher raises another question: Does peace also have necessary ingredients; Using brainstorming and a creative chart they try to find and write down the peace ingredients and then place them on the chart thus creating the peace recipe.
4. During Language Lessons students are divided into 6 groups. Each group will choose to study and collect information regarding the making of bread in a specific country but also investigate its history and related literature like poetry referring to it. Teacher asks: Why do you think that there are so many references to bread in literature? Is bread a common value as it is a common need? Do people in Europe and the world share common values as most of them share bread in their food culture? Students are expected to reach a deeper understanding of the importance of bread in its culture not only for its nutritional value but also as a symbol of unity, fairness and peace and how it is also a food that is shared thus teaching sharing and communal acts. Bread has also an important role in many religions. Students work on their results and elaborate them in multiple ways digital or printed or handwritten.
5. Students present the results on class signs, posters, presentations, collage or videos in the school plenary and to a partner via the internet so as to develop a discussion between them.
6. A famous story-teller Mrs Voskaridu and supervisor of the Bread Museum Plumisto Psomi (meaning decorated bread) visits the school and:

a. presents with the help of videos and photos important facts about the history and importance of bread

b. Using story-telling she tells stories and fairy-tales for bread, its history, its making, its symbolism

c. the story-teller also informs children about the art of story-telling and the importance of the treasures of verbal heritage for the global culture. They discuss each story the story-teller presents and what each story teaches us. Stories heard are selected to raise topics of peace, unity, humanity, love, kindness, tolerance but also respect to nature. Furthermore, the children learn historical facts about the way people lived in the old years.

1. The children of each class group accompanied with the bread specialist and the class teacher visit the kitchen of the school in order to execute the eligible recipe for bread. The students have sent invitations to the rest of the school to participate in organised groups in the preparation of bread. The process of preparing bread and decoration will take some hours with the help of the specialist from the Bread Museum and the supervision of the teacher. Children listen to stories about bread either fictional or historical facts and information during the process and learn what each decoration symbolises. Mostly the decoration in the old days was inspired from every-day life. The teacher asks the children: Do we have the same basic needs in our every-day life? Do we have the same fears or dreams? Are some traditions of other countries presented in the bread regarding important life facts like the birth of a child or nature common? Is the need for peace in our every-day life a global need?
2. Children decorate their bread sending messages of love and peace and decide with whom they could share their bread or perhaps make a small exhibition presenting them to the whole school.
3. The following day the students engage in a deeper discussion about the cultural values that connect us and the similarities even in making the bread or decorating it. They write down their findings and present it in a creative way of their choice.
4. With the guidance of the teacher students are engaged in the idea of writing their own fairy-tale. They then proceed to write a short fairy-tale collaboratively (using circular writing) promoting important values already discussed such as peace and then publish it, perhaps translated in Turkish and English or other languages. Students will be actively involved in its illustration and publishing process.
5. Write their own poem regarding bread collaboratively and using words from many languages given by the teacher and perhaps combine it with creative artwork collage using the word bread in as many languages as possible
6. During a class conversation, students will be asked to reflect on the whole process and activities involved, as well as on the ways in which bread and its history and culture may become the vehicle for cultural diplomacy since bread is common and has helped us through research discover the common values (and needs) we share.
7. Teacher supervises the whole process, helps and coordinates the students.

Strategies of teaching and learning: brainstorming, collaborative learning, active learning, discussion, social learning

Evaluation:

A brief whole-class discussion follows every activity, examining the way in which each group decided to work together. The end results of the whole process, the art-work created either poetry, story-telling, decoration of breads and artistic presentation of their findings is the actual evaluation of the whole process.

Note: This lesson plan is connected to another lesson plan conducted in the school where students learn and cook recipes from many countries of their origin. The value of unity through multicultural pluralism is reinforced by this lesson plan’s value of unity through the most common food in the world heritage: bread and all its symbolism.

Note to teacher: Learning is a live process and thus end results may vary in quantity or theme as we allow children through authentic research and creation to reach their own decisions about the theme, how to work and how to present it.

**Digital-Culture Pedagogy**

***Getting started***

The aim of using the digital-cultural pedagogy is to enable children/youth to take part in online environments, exchange ideas, and communicate instantly with people from different countries and overseas. The online environments and the interaction which takes place within the online environments help to promote intercultural sensitivity, social cohesion and resilience.

***My goals***

The main goal of using this tool is to help children/youth use digital means to become cultural diplomats.

***Suggested activities***

**Activity 1**

Title: Greta Thunberg and environmental activism

Area(s): DIGITAL CULTURE

Objectives: participants will:

1. participants will learn about climate change through Greta Thunberg’s example of cultural diplomacy.
2. participants will develop critical thinking, on climate change
3. participants will be immersed in the active citizenship concept by becoming cultural diplomats for the environment.
4. participants will emphasise common interests more than differences.
5. participants will participate in online cultural exchange and thus in opportunities for online cultural diplomacy;
6. participants will promote intercultural sensitivity, social cohesion and resilience.
7. participants will develop environmental awareness.

Time needed: 1 or 2 class lessons. 45 minutes each session

Materials needed: Internet access

Age level(s): 9-12

Number of participants per group: Collaborative activity, all the class can compare their different point of views

Step-by-step description of activity:

1- The activity leader divides participants into groups depending on their numbers, and instructs participants to conduct online research about Greta Thunberg to learn about Greta Thunberg, her life, and her ideals.

2- After the research, groups create PowerPoint presentations and/or a video about Greta Thunberga and her ideals, and then they post their presentations/video on YouTube.

3- The activity leader then shows a TEDx video in which she defends her values and the film “I am Greta” to the participants, and a short discussion about the film and the talk takes place to better understand her stance.

4- The activity leader then shows snippets from the climate change agreements that have been made previously in national, international, European institutions, such as the Paris agreement. So that the participants can examine in what ways such agreements may be used in cultural diplomacy efforts.

5- The activity leader instructs groups to search for the Fridays for Future movement, which has been the first youthful rebellion flagged by a young woman <https://fridaysforfuture.org/>, and asks participants to come up with lists of ideas on how they can contribute to the movement and the reasons.

Strategies of teaching and learning:

Evaluation:

A reflection on how we can contribute to the climate change solution. To reflect on actions in our daily life. Reflection about the products we consume.

Notes to the leader: N/A

Notes to the participants: N/A

Suggestions for follow-up activities: N/A

Appendices:

[https://es.wikipedia.org/wiki/Greta\_Thunberg#](https://es.wikipedia.org/wiki/Greta_Thunberg)

<https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change/recommendations/161005>

<https://www.youtube.com/watch?v=Mwk10YGPFiM> “ I am Greta” film

<https://www.youtube.com/watch?v=fRFY4ss2W2A>

<https://www.cfr.org/backgrounder/paris-global-climate-change-agreements>

<https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

<https://www.youtube.com/watch?v=Eo_-mxvGnq8>

**APPENDIX**

Photos from implementation