



The lesson plan for bilingual activities related to the culture of EU member states



The suggested activities have a block character, which means that they should be carried out during one session.

The proposed lesson plan may be modified depending on the needs.

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SUBJECT:

A journey from Poland to Cyprus through the culture and traditions of the EU countries.

OBJECTIVES OF THE LESSON:

- To learn about selected topics in the area of culture of EU countries, with a special focus on Cyprus and Poland.
- To improve English language competence at A1/A2 level.
- To develop the ability to use open internet resources.
- To understand the importance of cultural diversity in the European Union.

TEACHING METHOD:

- CLIL model 5C (Content, Communication, Cognition, Culture, Community) and WebQuest method,
- discussion,
- presentation,
- Intersemiotic translation.
- Gamification, activities proposed during class are scored 0-1.

MODEL 5C:

- Content : Students gain knowledge about the culture and traditions of Poland and Cyprus.
- Communication : Pupils work in groups, communicate with each other while searching for information and present their findings in front of the class in two languages.
- Cognition : Students analyse, compare and synthesise information found on the internet to answer questions.
- Culture: Pupils explore the culture of Poland and Cyprus by learning about traditions, festivals, myths or dance.
- Community: Pupils collaborate with each other, sharing their discoveries and learning from each other.

EDUCATIONAL LEVEL: 4-8

TIME FOR IMPLEMENTATION:

It depends on the individual needs of the teacher and the class team. Suggested time - 3 teaching hours

NOTE:

About a week before the lesson, students are asked to bring one item of clothing typical of a European Union country (e.g. Spain - fan, Netherlands - clogs, France - beret)



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EDUCATIONAL SPACE AND MATERIALS REQUIRED FOR THE LESSON:

- 4 tables with assigned group names: KOWALSKY, NOWAKOWIE, PAPADOPOULOS, GEORGIU,
- 5 chairs,
- flipchart,
- writing materials - markers, crayons,
- colored paper,
- objects symbolizing an EU country,
- 2 travel suitcases,
- envelopes with questions about Cyprus and Poland (in the form of a letter) with instructions, hidden - glued under the tabletop.

PROCEEDINGS:

INTRODUCTION (15 minutes)

1. Drawing of tickets: At the beginning of the lesson, students enter the room and are encouraged to draw a travel ticket from a prepared suitcase, given four different tickets, each with a unique set of questions and a name. Each travel ticket includes: a name that identifies the name of the group, two questions for group work, QR codes that provide access to multimedia materials.
2. Packing the clothes into a suitcase: Once the tickets have been drawn, the students fold the items of clothing they have brought into a second suitcase. This suitcase will be used during the summary stage of the lesson.
3. Students take their seats: participants then go to the table marked with the group name drawn.
4. Hanging the scoring board in a prominent place, familiarising students with the scoring rules for each activity 0-1.
5. Election of Captain: at the end of this stage, learners are asked to elect a team captain.
6. Greeting of pupils by the teacher. The teacher welcomes the students and warmly invites them to take part in a lesson on the culture and traditions of the European Union countries. He presents the main objective of the lesson to the students.
7. Announcing the aim of the lesson: together we will discover the secrets of the culture and traditions of the European Union countries. Let's embark on an exciting journey starting from Poland and ending in Cyprus. During this trip, we will explore the culture and traditions of EU countries, but also improve our language skills and learn to use the wealth of the internet. Let's discover together how diverse and fascinating Europe is!
8. Listening activity: Virtual greeting for students: students are greeted by the President of the European Commission - Ursula von der Leyen, presentation made with the help of artificial intelligence technology.
9. Listening to the EU anthem: the teacher encourages pupils to listen carefully to the 'Ode to Joy' in English. Link: <https://www.youtube.com/watch?v=Wu4XbhSK2gM>
10. Hand out cards with the lyrics: the teacher distributes cards with the lyrics of the anthem to the students, encouraging them to sing along during the anthem broadcast. N-I teaches students to have an attitude of respect towards the symbol that is the EU anthem. After this activity, the teacher presents some key information about the 'Ode to Joy': (Author of the text: Friedrich Schiller, composer: Ludwig van Beethoven, year of composition: 1803; Interesting facts: "Ode to Joy" is a poem written by Friedrich Schiller, written in November



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1785 and published in 1786. The author's final version dates to 1803. Excerpts from this work became known through Ludwig van Beethoven's Ninth Symphony).

11. Discussion and reflection on the text: the teacher encourages students to reflect further on the text by asking the following questions (of their choice):
 - What emotion dominates the text of 'Ode to Joy'?
 - What emotions does the piece evoke in you? Do you feel more joyful or perhaps sad after listening to it?
 - Why do you think joy is compared to the sun in the text?
 - What is the message behind the words "All men will be brothers"?

WEBQUEST (60 minutes)

1. Selection of representatives: the teacher asks each of the 2 families - Polish and Cypriot - to select one representative. As a result, we have two representatives.
2. Activity with VR goggles and app: the elected representatives put on the (VR) goggles. Using an app called **Chopin App**, the representatives search for the flag of the country they are to represent. The content displayed by the VR goggles is simultaneously presented on the wall so that all participants can observe the representatives' progress. After finding the correct flag, the representatives choose a question related to the country and answer it with the cooperation of the whole group. Each team gets 1 point for a correct answer, which is recorded in a table displayed in a visible place in the classroom. Representatives return to their Families.
3. Reading the letter of instruction: after the activity with the VR goggles, the teacher asks the students to look under the tabletop, peel off the letter of instruction from under the tabletop, and asks the groups to read it silently.

Content of the letter:

Place, date

Dear Kowalski Family!

I have a unique task for you, which will take you on a fascinating journey through the cultural nooks and crannies of two amazing countries: Poland and Cyprus. Do you know how many secrets are hidden in the history, culture and traditions of these places? I would like you to discover these secrets with me!

Here is your task:

- Familiarise yourselves with the questions about the two countries on your travel ticket. The task for your family is to look for the answers to them using open online resources.
- Try to be creative in your answers! Create a short presentation, perhaps with an additional drawing, a podcast, a poster, a poem or a short story based on what you have found out. Remember to include information in both your native language and English. Once you have gathered the information, present your findings to the other Families - agree how they will be presented.

The time allowed for the work is 30 - 60 minutes.



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Some tips for students:

- *Your commitment and willingness to learn new things is important.*
- *If you encounter difficulties, ask your teacher or colleagues for help.*
- *Enjoy the group process of discovering and learning about new cultures!*
- *When you have finished, share your discoveries with us.*
- *I look forward to hearing your answers and ideas!*
- *Good luck and have fun!*

warm greetings,

[Your Teacher]

Question about the students' understanding of the instructions: before the students start working - the teacher asks if the letter - the instructions are understood by everyone.

1. KOWALSCY Family

Questions written on the ticket:

- What is a national epic and why is Adam Mickiewicz's "Pan Tadeusz" called the Polish national epic?
- What connects Cyprus with the mythological goddess of love - Aphrodite?
- Find a place in Cyprus that is closely associated with her birth and briefly describe its importance in Cypriot culture and tradition.

2. NOWAKOWIE Family

Questions written on the ticket:

- What is the name of the Polish holiday celebrated on 3 May and why is it important?
- Describe the traditional Cypriot dance "sirtaki".
- What are its characteristic movements?

3. PAPADOPOULOS family

Questions written on the ticket:

- Who was Ignacy Lukaszewicz, what is his place in the history of the world oil industry? His most outstanding achievements are.
- What are the three most important historical monuments in Cyprus and what are the stories behind them?



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4. GEORGIU family

Questions written on the ticket:

- What are the official colours of Poland and what significance do they have in the country's history and culture?
- In which important national symbols and events are these colours most prominent?
- Cyprus is known for its many traditional dishes that reflect the island's rich culture. One of the most distinctive dishes is 'halloumi'. What are the main ingredients of halloumi, how is it prepared and in what other dishes or forms can it be found in Cyprus?

PRESENTATIONS (30 minutes)

1. Drawing of wardrobe items from a suitcase: the teacher prepares a suitcase with the wardrobe items that were completed by the pupils at the beginning of the lesson when they entered the classroom. He asks the pupils to form a circle around the suitcase. Drawing: each pupil has to put his/her hand in the suitcase and draw one wardrobe item, once the item has been drawn, the pupil presents it (ONLY GIVES THE NAME OF THE THING), the teacher asks the pupils to stand in family circles.
2. Analysis of the drawn items: the teacher asks the Families to assign the drawn item to the corresponding EU Member State, this knowledge is not revealed for the moment.
3. Invitation to dances in a circle: polonaise and zeibekiko - activity (5 minutes): the teacher plays the music first of all of the polonaise: music by Wojciech Kilar to the film Pan Tadeusz by Andrzej Wajda <https://www.youtube.com/watch?v=rIGMrh43Nhk> and a description of the dance basic step of the polonaise with a transcription in English, then of the zeibekiko entitled: S'Anazito Sti Saloniki by Dimitris Mitropanos, Greek singer: <https://youtu.be/lart0AWto9U> . A teacher presents the steps and asks the students to imitate. In the process he gives brief information about the dances. Polonaise: a traditional Polish national dance with a ceremonial character. It originates from court dances of the 16th century and is danced at a moderate tempo in a couple. It is characterised by majestic steps, a marching rhythm and a solemn mood. It became popular in many European countries in the 17th and 18th centuries, and in Poland is often associated with matriculation ceremonies and other important celebrations. Zeibekiko: the 'eagle dance', is a traditional solo dance originating from the Aegean region of Greece, but is also popular in Cyprus. It is characterised by slow tempo, improvised steps - there are no set steps. The dancer often drops to his knees, performs spins and other complex figures while the people around him form a circle, clapping their hands and encouraging the dance. Although traditionally a men's dance, over time it has also become popular with women. After the dance, students return to their tables.
4. Europe in Style: the Captains' Fashion Marathon: each Family has the task of dressing their Captain in the items of clothing they have previously drawn. The aim is to create an original and creative styling. The groups have 5 minutes to complete this task. With the styling created, the Captain then discusses his group's work. Each Captain presents himself or herself to the forum. Time allowed for presentations - approximately 5 - 6 minutes per group. After the presentation, the teacher can award each group up to 2 points - 1 for creative styling, 1 for presentation.
5. Questions for the styling: the teacher can ask the students: what were your inspirations when creating this styling? What were the biggest challenges in creating it and how did you deal with them?



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6. Summary of the activity: after each presentation there is time for a short discussion and questioning by students and teacher or discussion of the task by teacher only.

CULTURAL EUROPE - WORKING WITH THE VR APPLICATION (10 minutes)

1. Handing over the items of clothing: The captain of each group hands the drawn items of clothing to the people who have chosen them. The groups then identify and name the countries that represent these items of clothing.
2. Interaction with the VR app **Chopin App**: Each group selects a volunteer to work with the VR app 'NAME'. The volunteer puts on the VR goggles and starts a quiz on the drawn items of clothing from specific countries. Although it is the volunteer who answers the questions in the app, the whole group works together to find the answers. For each correct answer, the group earns 1 point, which is added to the scoring board. After the presentation, students return to their families.
3. Summary of activity: The teacher briefly summarises the completion of the sentence, asking about students' impressions of working with the app.

SUMMARY (15 minutes)

1. Mirror view of self in Europe - tallying points: after the main activities of the lesson, the teacher counts the points on the board and asks the students to reflect on their involvement, cooperation in the group and knowledge gained.
2. Self-assessment sheets: each student receives a self-assessment sheet with the following statements: I felt confident while doing the activity; I actively cooperated with my group; I managed to acquire new knowledge about EU Member States; I enjoyed the most... Pupils are asked to rate each statement on a scale of 1-5, where 1 means 'totally disagree' and 5 means 'totally agree'.
3. Discussion: the teacher encourages students to share their reflections with a partner next to them. They can discuss what went well, what was challenging and what their conclusions are after the lesson.
4. If time allows, a short class discussion can be held where several students share their thoughts.
5. Summary of activity and conclusion: the teacher emphasises the value of reflection and self-assessment in the learning process. Students are encouraged to regularly reflect on what they did in the lesson and how they can improve in the future. The teacher then concludes the lesson by discussing the importance of cultural diversity in the European Union.



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IMPLEMENTATION NOTES

- It is important that pupils use reliable sources of information when searching the Internet.
- The teacher should encourage students to communicate in English throughout the lesson in order to develop their language skills at A1/A2 level

SUPPLEMENTARY MATERIALS

- Questions and QR codes for tickets

Things to do:

- 4 Lists with 4 family names
- 20 interesting tickets of 4 with group names, links to questions and questions
- Stick the letters under the table tops
- 4 group names for each table - 4 pieces, 20 chairs
- Self-assessment sheets
- Text of the Ode to Joy in English. Check if it agrees with the transcription text on the video
- Prepare: flipchart markers, sticky tape, scissors, 4 envelopes, multimedia equipment, crayons, glue, colour paper, eraser, etc.
- A2 coloured bristol and possible posters, space for circle activities and presentation of the captains.
- To be used instead of clothes
- The teacher pulls out another "mystery suitcase" containing various objects representing the cultures of the EU countries. The captains draw one object placed inside it. The team identifies which EU country the drawn item symbolises. Group time - about 2 minutes. For a correct answer students receive 1 p. which is recorded by the teacher in a summary table.



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Examples of items hidden in suitcases, could relate to questions hidden in VR application. Questions to be refined. How many of these questions.

- France: a bottle of perfume.
- Italy: spaghetti pasta or a miniature of the Leaning Tower of Pisa.
- Spain: Castanets or a miniature bull.
- Germany: Resorak Mercedes
- Poland: Miniature of the Warsaw Mermaid.
- Greece: Replica of an ancient Greek vase.
- Portugal: Miniature Belem Tower or cork coaster
- the Netherlands: wooden clogs or a miniature windmill
- Belgium: packet of Chips
- Ireland: Four-leaf clover or harp
- Sweden: checkered skirt
- Denmark: LEGO blocks
- Austria: J. Strauss waltz disc
- Hungary: Paprika powder
- Finland: Miniature of the Temppeliaukio rock church or Finnish sauna
- Cyprus: A replica of an ancient Greek vase or a miniature of Aphrodite
- Bulgaria: Rose water in a small bottle.
- Czech Republic: Krecik
- Romania: Dracula's teeth
- Latvia: Amber necklace or miniature of the Statue of Liberty in Riga