

Details:**Purpose:**

This lesson addresses upper secondary students and draws attention to the scientific article „From ‘European cultural heritage’ to ‘cultural diversity’? The changing core values of European cultural policy” by Calligaro Oriane. It could be a part in a series of lessons exploring the rational, scientific view upon complex social phenomena related to cultural identity, cultural integration and multiculturalism.

The lesson aims to clarify aspects related to the concept of European identity, its evolution over time, as well as the role played by its central pillars: European common cultural heritage and the European values. Intercultural dialogue remains the main response to the challenges posed by the continuing growth of cultural diversity in the European Union.

Objectives:**At the end of the lesson, students will be able to:**

- To describe the concepts of European identity, European cultural heritage, European values, integration, cultural diversity and intercultural dialogue;
- To argue for the harmonious coexistence of the cohabiting groups, by preserving the cultural identity while respecting all local social and legal norms;
- To argue for equality in rights and duties between different communities, or between majority and minorities;
- To promote attitudes oriented toward cooperation and intercultural dialogue.

Relevant Vocabulary:

- [Migration](#), [Integration](#), [Multiculturalism](#), [Identity politics](#), interculturalism, cultural identity, representations, cultural traditions, social norms, legal norms

How to use this lesson:**Activities:****1) Preparations**

Before lesson

- The lesson duration is two hours, but optionally students could receive the article to study at home, before the main lesson;
- Preparing worksheets containing the printed article, translated if necessary.

During the lesson

- Presenting the theme and the learning objectives - to discuss knowingly about the European identity, European cultural heritage and European values;
- Presenting the material and web resources, instruct students how to use them, and handing out the worksheets containing the main learning article;
- Proposing the main learning methods: reading the article included in the worksheets and making annotations or highlights in order to support future discussions and/or argumentation, exploration of media and e-learning resources, explanation, discussions, presentations

2) Learning activities

- The students are asked to watch the introductory material and discuss about them, sharing their thoughts regarding cohabitation of groups or communities which are culturally different;
- With the help of a projector, the teacher introduces the concepts of European common heritage, European values, intercultural dialogue, cultural identity, cultural diversity;
- The students will work on their worksheets (reading, highlighting, annotating) under the teacher's supervising, then present and discuss their conclusions;
- The teacher proposes students to answer the following question:
 - After reading the article, do you think the European identity should base more on common heritage, common values, or both?
 - What civic attitudes should and could be cultivated to help building more harmonious and prosperous communities?
- Assessing and ensure the learning of new terms and concepts through a quick session of questions and answers and propose a homework.

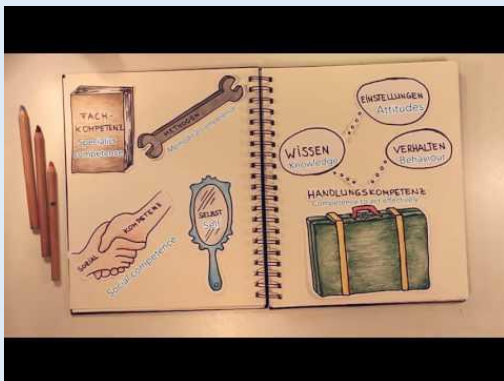
3) Ensuring retention and transfer

- Encouraging students to study the extra-reading materials and consider to enroll in the VAEIE ecourses;
- Giving students the homework to form project teams and prepare presentations of the local cultural communities (each team will present a community).

Materials: 1) Media materials (stimulus of learning)



INTERCULTURAL DIALOGUE, LIVE IN LIEGE BRUSSELS, From YouTube By Collece Chisita, <https://www.youtube.com/watch?v=NTQo-AbQ6GA>



Intercultural Competence, What does "Intercultural Competence" mean? An educast by Sinah Schmid and Verena Wilk (University of Jena, Intercultural Business Communication). Produced by Jakob Kopczynski (HAW Hamburg); speaker: Peter Witchalls (University of Hamburg)

From YouTube, [IntercultureTV, https://www.youtube.com/watch?v=ToOiAiqEvrE](https://www.youtube.com/watch?v=ToOiAiqEvrE)

2) Reading materials (learning resources)

- Calligaro Oriane, « From 'European cultural heritage' to 'cultural diversity'? The changing core values of European cultural policy », *Politique européenne*, 2014/3 (n° 45), p. 60-85. DOI : 10.3917/poeu.045.0060. URL : <https://www.cairn.info/revue-politique-europeenne-2014-3-page-60.htm>

More readings

- VAEIE OOC-Modules, Multiculturalism, <https://vaeie.eu/ecourses/course/view.php?id=13>
- Multiculturalism – From Wikipedia, the free encyclopedia, <https://en.wikipedia.org/wiki/Multiculturalism#Support>
- Interculturalism - From Wikipedia, the free encyclopedia, <https://en.wikipedia.org/wiki/Interculturalism>
- Cultural Integration, <https://germanydaily.de/culture/cultural-integration/>
- OMC Group on Cultural Diversity and Intercultural Dialogue: Reflection Paper by Chris Torch EENC Paper, September 2012, <https://eenc.eu/uploads/eenc-eu/2021/04/21/83b9ec17e60b026419ac84c7280bec6a.pdf>
- Ultan, Mehlika Ozlem. (2016). European Cultural Integration: Theories and Practices. International Journal of Culture and History (EJournal). 2. 146-149. 10.18178/ijch.2016.2.4.053. https://www.researchgate.net/publication/312076398_European_Cultural_Integration_Theories_and_Practices
- Patrice Canivez. On European Multiculturalism. Alexandre Dupeyrix, Gérard Raulet. European Constitutionalism. Historical and Contemporary Perspectives, P.I.E. Peter Lang, pp.127-138, 2014, Euroclio. Studies and Documents, 978-2-87574-192-9. fhalshs-01098511 <https://halshs.archives-ouvertes.fr/halshs-01098511/document>
- Video-courses by Migration Matters, <http://migrationmatters.me/videos-courses/>
- Joachim von Meien (Author), 2006, The Multiculturalism vs. Integration Debate in Great Britain, Munich, GRIN Verlag,

	<p>https://www.grin.com/document/59366</p> <ul style="list-style-type: none"> • Whose 'Identity'? Multiculturalism vs. Integration in Europe, By Tommaso Virgili, First Published March 23, 2020 Research Article, https://journals.sagepub.com/doi/pdf/10.1177/1781685820915087 https://doi.org/10.1177/1781685820915087 <p>3) Chart paper and markers, smartphones, projector, printed article</p>
Category	Interchangeably (classroom / online / e-learning)
Main target group	16-18 years old / secondary school students
Related school topics:	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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