




Co-funded by the  
Erasmus+ Programme  
of the European Union



**Values and Attitudes Education for Inclusive Europe**

**2019-1-BE02-KA201-060238**

|                 |   |
|-----------------|---|
| <b>Topic</b>    | <b>MULTICULTURALITY</b>   |
| <b>Image</b>    |  <p><b>Credit: Erasmus+ Multicultural Diversity Integration</b></p> <p><a href="https://images.app.goo.gl/rB146YxGDbVg3ZwZ8">https://images.app.goo.gl/rB146YxGDbVg3ZwZ8</a></p> |
| <b>Title</b>    | <b>THE MULTICULTURAL CITY</b>   |
| <b>Details:</b> | <b>Purpose:</b><br><br>The lesson aims to promote multiculturalism in its broader sense of celebrating cultural diversity and facilitate the intercultural dialogue through exploring the local diversity of cultural communities.                                  |

**Objectives:**

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

- To enumerate and describe the local cultural communities, being either ethnical, linguistic or religious.
- To promote different local communities through promoting their traditional practices, like folk music, dances, costumes, food, etc.
- To argue for equality in rights and duties between different communities, or between majority and minorities.

**Relevant Vocabulary:**

- Universal values, European Union values, human rights, human dignity, multiculturalism, multilingualism, majority, minority, ethnic minorities, linguistic minorities, religious communities

**How to use this lesson:**

**Activities:**

**1) Preparation**

- Presenting the theme and the learning objectives - promoting different local communities and their traditional customs, while bringing arguments for equality in rights and duties between different communities, or between majority and minorities;
- Presenting the material and web resources, instruct students how to use them during the lesson;
- Proposing the main learning methods: exploration of media and e-learning resources, explanation, discussions, presentations.

**2) Learning activities**

- The teacher asks students to watch the introductory video materials and discuss them;
- The teacher invites students to share their knowledge about the local cultural communities;

- Students are asked to listen, assess and improve the presentations of other students and to read more about the local history focusing on demography and cultural communities evolution;
- The teacher draws the conclusions and ensure the learning of new terms and concepts through a quick session of questions and answers.

### 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) Video materials (stimulus of learning)



The story of Armenian community in Romania (Povestea comunității armene din România, la 100 de ani de la Marea Unire)

Source: YouTube – TVR1



Description of Moldavia – guests of Lipovan Russians in Botosani (DESCRIPTIO MOLDAVIE-oaspeti ai Comunitatii Rusilor Lipoveni din Botosani)

Source: YouTube – TVR IASI



### Roma Slavery – The long way to freedom

Source: YouTube, Centrul National de Cultura a Romilor - Romano Kher

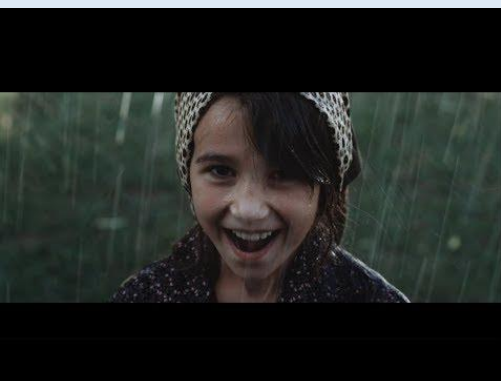


Source: YouTube, Conservatorio Statale Di Musica Giuseppe Verdi, Ansamblul Vatra - Suita Tiganeasca The Gypsy Suite was composed by "Vatra" ensemble during the years 2015-1017. The creation of the choreography was inspired by several videos from ensembles from Russia, Ukraine, Moldova and Romania.



Source: YouTube, Ansamblul de Dansuri Stejarelul Tudora Botosani - Dansuri fete

"Stejarelul" ensemble from Tudora commune, Botosani county, was founded in 2005, bringing to the public attention the folkloric potential of the area by promoting songs, dances, customs and folk traditions of Tudora commune.



Source: YouTube, Via Dacă – Paparuda (Official Music Video)

The song is inspired by an old Romanian and Balkanic ritual used to invoke the rain „Paparuda”

|                               |   |
|-------------------------------|---|
|                               | <p><b>2) Reading materials (learning resources)</b></p> <ul style="list-style-type: none"> <li>• For deepening stimulus situation: Botosani – from Wikipedia the free encyclopedia <a href="https://en.wikipedia.org/wiki/Boto%C8%99ani#History">https://en.wikipedia.org/wiki/Boto%C8%99ani#History</a></li> <li>• For deepening notions proposed in Objectives: VAEIE OOC-Modules, Multiculturalism, <a href="https://vaeie.eu/ecourses/course/view.php?id=13">https://vaeie.eu/ecourses/course/view.php?id=13</a></li> </ul> <p><b>3) Chart paper and markers, laptops or smartphones, projector</b></p> |
| <b>Category</b>               | Interchangeably (classroom / online / e-learning)   |
| <b>Main target group</b>      | 14-18 years old / secondary school students   |
| <b>Related school topics:</b> | English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Science.  |

*This publication has been created with the financial support of the European Union through the Erasmus+ Programme. It reflects only the author's view and the National Agency and the European Commission are not responsible for any use that may be made of the information it contains.*