

#brandnew #fast VS #oldstyle #slow



IKEA: dining chair (2019)



Neo-Rococo model (1855): dining chair
(Vienna furniture museum).

Images caption: Pictures provided above illustrates examples of the design ideas of the different periods.

Source:

<https://www.ikea.lt/lt/products/virtuve/sedimieji-valgomojo-baldai/kedes-ir-suoliukai/ingatorp-kede-su-porankiais-smeline-balta-art-90246291>

<https://www.hofmobiliendepot.at/en/hofmobiliendepot-about-us/the-collections/historicism/>

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General overview

In this exercise we come up with an idea to encourage students to recognize their authentic heritage and also personal contribution to uphold the common heritage from the past. Responsible consumption, environmental protection is not only green ideas, that is widely escalated today, but also an opportunity to ensure continuity of existence of the architecture, works of craftsmen's, natural environment, family history. The story developed through 3 activities of this exercise will expose the importance of the preservation and renovation of the cultural heritage as one of the key factors ensuring the sustainability of our environment and cultural diversity.

“Lots of researches implemented around the world demonstrate that preservation of cultural heritage enhances environmental, social, cultural and economic sustainability. Cultural heritage can contribute towards well-being and quality of life of communities, can help to mitigate the impacts of cultural globalization and can become an incentive for sustainable economic development. Preservation of cultural heritage is often understood as a barrier to economic development, though various economic benefits can be generated by cultural heritage and its preservation: creation of income and jobs, job training and maintenance of craftsmanship skills, revival of city centers, heritage tourism, increase in property values, enhancement of small business et cetera. Re-use of abandoned or inefficiently used historic buildings is fundamental for reviving communities and improving the quality of life. In order to implement sustainable development strategies and to improve the quality of life it is essential to recognize cultural heritage as a valuable resource and development incentive.”

Article: Cultural Heritage in the Context of Sustainable Development.

Author: Indre Grazuleviciute-Vileniske, 2006

https://www.researchgate.net/publication/228466259_Cultural_Heritage_in_the_Context_of_Sustainable_Development

The old or the new one – the right choice depends on us. Activity overview

Today's modern commercial interior design trends open up a myriad of options, which are designed to emphasize the individuality of the object and at the same time find and attract his customer. Mix of the old with the new, restoring the old - all these ideas have their sympathizers and opponents. There is an increasing tendency not to buy new items, but to restore the old ones, reduce consumption and thus contribute to responsible consumption and corporate social responsibility. This exercise does not intended to teach students restoration skills or to convince them that this method is the best. The exercise aims to encourage students to question and find the answers on how preserving items with personal or common emotional and cultural value can help ensure continuity of the story thread, highlighting the cultural uniqueness of the region or country and role of personal contribution to it.

In the first part of the exercise, we will invite students to debate and foster them to search and find answers to why it might be worthwhile to preserve the details of an old interior and how a complete refurbishment of the premises can be (un-)useful while leaving the details of history behind. The proposed debate model will allow students to improve their knowledge of cultural heritage, its values, interiors and design, to develop generic competences in formulating arguments and answers in both native and foreign languages, to seek relevant information in both written and digital sources, listen to the interlocutor and respond ethically to his or her opinion.

The second part of the exercise is designated to the skills of creative writing development, through stories of objects that are important to their own or their family members.

Social media, attractive pictures illustrating the text is an integral part of modern business, so the third part of the exercise gives an offer to the students to analyze the present situation of the market – how the different tourism related objects presents their uniqueness, gained from old renovated interior or its separate items. What kind of message they would send about it? Students who complete tasks consistently, will increase the knowledge about the preservation and restoration of the cultural heritage, improve the oral and written communication skills, skills to sustain and conclude conversation in a native or foreign language also skills necessary to identify individual capacity, focus, deal with complexity, critically reflect and make decisions, use digital technologies for commercial purposes, also reveal their entrepreneurial attitude.

General objective:

To encourage individual contribution to the preservation of the cultural heritage and awareness of the individual role sustaining the continuity of the past.

The activity can be applied for the VET students of various programmes during the subject related to [#culture](#), [#foreign languages](#), [#literature](#), [#technologies](#), [#entrepreneurship](#), [#marketing](#).

Descriptive activity sheet

1st activity “Old against New”

Resources for the activity implementation: network, computer, notebook.

Activity starts by introducing the situation, the students have to empathize with (it will be continued in the next stages of the exercise).

Eve and her friend Steve decided to open the cafe. The premises they’ve bought – the old house with a lot of stories behind. The walls and ceilings hide old decorations, there are also some old furniture, interior details left inside. Steve, enthusiastic proponent of urban style, is ready to clean the rooms fully, paint the walls white and furnish in a modern Scandinavian style. Eve is not sure about this – maybe it’s better to preserve some decorations, renovate furniture and leave some of the interior details as a unique face of their new place.

Prepare the questions and arguments for the debates among Eve and Steve in English. Organize the debate.

Results of the activity.

Prepared and implemented debates, formulated conclusion and decision for the future steps.

Recommendations for the teacher:

- The exercise has to be organized as a group work. Class has to be divided at least in 2 groups.
- Examples of the debates organization You can find here:
 - ✓ <https://www.esldebates.com/a-teachers-guide-the-basics-of-a-classroom-debate/>
 - ✓ <https://www.euroclio.eu/wp-content/uploads/2020/02/Learning-to-Disagree-Teachers-Guide-2020.pdf>

Also, there are a lot of information in national EU languages about it. Examples of online debates You can find here: <https://www.debatingeurope.eu/>.

This activity should help students to broaden their knowledge about the possibility to renovate old buildings, goods, also features what makes them valuable by specific cultural reflections and national identity also develop these [key competences](#):

Literacy competence/ Multilingual competence, by developing their skills:

- to identify, understand, interpret facts and opinions in written and oral form;

- to use visual and digital materials across disciplines and contexts, in a national and foreign language, by integrating a historical dimension and existing intercultural competences;
- to formulate and express findings and arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information;
- to understand and use language in a positive and socially responsible manner.

Personal, social and learning to learn competence, by developing their skills:

- to work with others in a constructive way;
- to focus, deal with complexity, critically reflect and make decisions;
- to communicate constructively, collaborate in team and negotiate, also show tolerance, express and understand different viewpoints.

Cultural awareness and expression competence, by developing their skills:

- to apply the knowledges of local, national, regional, European and global cultures heritage;
- to understand how one's own developing identity and cultural heritage within a world of cultural diversity.

Citizenship competence, by developing their skills:

- to think critically and apply problem solving skills;
- to apply knowledge of European integration as well as an awareness of diversity and cultural identities in Europe;
- to understand the multi-cultural and socioeconomic dimensions of European societies, and how national cultural identity contributes to the European identity.

The evaluation of the activities of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Foreign language: ability to formulate statements and express them, History of the culture: apply of the knowledge of the historical periods/ cultural heritage).

2. The whole task can be evaluated in the frame of the debate process. The main criteria of such task evaluation should be agreed and presented to the class. Examples of it can be found here:

https://www.niu.edu/facdev/pdf/guide/strategies/classroom_debate_rubric.pdf

https://www.academia.edu/2712164/The_How_and_Why_of_Debates_in_Teaching_and_Assessment

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to the literacy competence/ multilingual competence:

- the presented findings are in line with the provided task/topic;

- different reliable sources are used to collect information;
- students are able to motivate reasonably their arguments;
- the provided info is essential, clear, valid and systemized;
- the provided arguments are related to the discussion flow.

Recommended evaluation of the skills related to the personal, social and learning to learn competence:

- constructive participation in a group work is showed;
- tolerance, understanding different viewpoints are showed;
- a problem solving attitude is demonstrated during the debates session.

Recommended evaluation of the skills related to the cultural awareness and expression competence:

- the knowledges of local, national, regional, European and global cultures heritage are applied.

Recommended evaluation of the skills related to the citizenship competence:

- critical thinking and problem solving skills were demonstrated;
- knowledge of European integration as well as an awareness of diversity and cultural identities in Europe are applied;
- knowledge about the multi-cultural and socio-economic dimensions of European societies, national cultural identity are integrated into the formulated arguments.

2nd activity “Story of the chair”

Resources for the activity implementation: Network, computer, projector.

Continuation of the situation, the students have to empathize with:

After long discussions Steve and Eve decided to leave the details of the previous interior on the walls. But they are still not sure about the furniture. Let’s inspire them with stories collected by you! Think for a while about the interesting furniture example at yours (your parents or grandparents) home. Let it talk and you write a story about - what important events of your (your relatives) life it reminds, what warm or sad memories it brings to your (their) mind. Scratch on the leg chair can reveal a long story behind...The story can be written in English or native student language by the choice of the teacher and class.

Results of the activity.

Written story about the furniture / Interior detail item.

Recommendations for the teacher:

- The implementation of the exercise is recommended as an individual task. The results can be evaluated by the teacher and classmate, by organizing the evaluation activity in pairs.
- Agree with the students the length of the story and also available time frame for this.
- Decide on the language of the presentation in line with the learning subject and lesson goals defined.
- Invite the students to illustrate their story by photo or painting, and organize exhibition of it at school or other public open area.

This activity is focused on literacy competence/ multilingual competence, by developing students skills:

- to identify, understand, express, create, and interpret facts, feelings and opinions in written form;
- to use knowledge of vocabulary, functional grammar and the functions of language in a proper way;
- to formulate and express written arguments in a convincing way appropriate to the defined topic.

The evaluation of the activities of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Literature/ Foreign language: style and grammatical errors, punctuation).
2. Individual engagement and involvement into the activity:
 - interesting information is collected;

- detailed and well organized story is presented;
 - orderliness of work.
3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

**Recommended evaluation of the skills related to the literacy competence/
multilingual competence:**

- story corresponds the provided task;
- picturesque vocabulary, correct grammar and style are demonstrated;
- the path of the story narrative is clear and attractive.

3rd activity “#add”

Resources for the activity implementation: network, computer, projector.

Continuation of the situation, the students have to empathize with:

Finally, Steve and Eve is ready to open their new place. Time to exploit the power of social networks. Find and download the photo, which can illustrate the preserved decorations or renovated furniture of the ready to open coffee (students can also organize the trip to similar style place near them and make photo by themselves). Create a short message and few hashtags for Facebook, Twitter or Instagram to illustrate the concept of the coffee and promote the business. The task can be done in English or in national language of the students.

Results of the activity.

Promotional message for the social networks illustrated by the photo.

Recommendations for the teacher:

- The exercise can be organized as a group work and individual task by the need.
- Take a time and do the research with the students in social media on e.g. pinterest of the topic related photos, keywords and hashtags, content of popular messages related to the topic.
- Agree with the students on the language of the message (native/ foreign).
- Organize the exhibition of the students' works (also can be organized online) and vote for the best one. Discuss with the students the results of it.

This activity should help students to develop their self-awareness about the importance of restoration of different objects and wide possibilities to present the business and its social responsibility, uniqueness of it, trends to use/ reuse the existing staff also develop these [key competences](#):

Entrepreneurship competence, by developing their skills

- to act creatively and innovatively;
- to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity.

Cultural awareness and expression competence, by developing their skills:

- to identify and realise opportunities for commercial value through the different cultural forms.

The evaluation of the activities of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Marketing subject: proper application of the marketing knowledge available (required) during the assignment, message is based on pre-research, Foreign language subject: knowledge of vocabulary and grammar).

2. The completeness of the task:

- promotional photo made/found;
- promotional message/ hashtags provided;
- motives and idea of the message presented orally.

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to entrepreneurial competence:

- the creative and innovative message / possible commercial benefits of it is presented.

Recommended evaluation of the skills related to cultural awareness and expression competence:

- provided photo gives a commercial advantage of the message.

Resources

1. Encyclopedia Britannica: Art conservation and restoration:
<https://www.britannica.com/art/art-conservation-and-restoration>
2. Inspiring example of process of restoring an antique gondola chair - Thomas Johnson
Antique Furniture Restoration: <https://www.youtube.com/watch?v=ztBT-vSUT78>
3. Design museum Denmark: <https://designmuseum.dk/en/>