

European heritage label



Image caption: Logo of European Heritage site – designated to celebrate and symbolise European ideals, values, history and integration.

Source: https://ec.europa.eu/programmes/creative-europe/actions/heritage-label_en

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General overview

The exercise is inspired by the European Heritage Label initiative, originated out of an intergovernmental cooperation, was created in 2006, under which 68 sites in 19 countries received the label. New criteria and a new selection procedure were introduced in 2011 when the European Heritage Label was established at the level of the European Union (Decision 1194/2011/EU of the European Parliament and of the Council of 16 November 2011). The European Heritage Label brings together outstanding heritage sites with a symbolic European value. All the labelled sites - from monuments and landscapes, to books and archives, objects and intangible heritage have played a significant role in the history and culture of Europe or in European integration. Exercise aims to introduce the students to European Heritage sites, which are milestones in the creation of today's Europe. Spanning from the dawn of civilization to the Europe we see today, these sites celebrate and symbolise European ideals, values, history and integration.

Ride on time. Activity Overview

The exercise invites the students to get acquainted with each of them and try to find national and personal relationships from the perspective of European citizens, also find the answer to the question “why is the heritage of Europe important to me?”. The activities selected in this exercise aims to help teachers and students to explore cultural heritage sites in context of historical development of the society/technology and deepen the knowledge about the topic by the interdisciplinary approach. Gradually, preparing the illustrated timeline of the facts and initiatives, recognized as European heritage today, students will be able to understand the significance of them, acknowledge, connect and compare other historical facts, which had influence on them. The planned activities, including the acquaintance with the standardized pictograms used in public places, will help to deepen the skills to link the text with the visual information and decode it. To broader the competences filed, developed during this exercise, students will have an ability to test and develop their abilities for the in historical timeline route planning while finding, systemizing and applying information from the different subjects fields.

General objectives:

- to create experience of a broad understanding of European history chronology
- to enable students to link different significant historical facts that have formed the world in which they live today.

The activity can be applied for the VET students of various programmes during the subjects related to [#history](#), [#ICT](#), [#literacy](#), [#ethics](#), [#cultural education](#).

Descriptive activity sheet

1st activity “Heritage in a row”

Resources for the activity implementation. Network, computer.

The activity starts with the class visit to the official European Heritage Label website: https://ec.europa.eu/programmes/creative-europe/actions/heritage-label_en. Students, led by the teacher should surf in here and get acquainted with the general information about the sites awarded the European Heritage Label.

To start the activity class should agree how the work will be organized – individually or in a group, then visit each of the links of the site, read their descriptions (also panel report) and try to organize sites in a chronological sequence (start/ initiation date if available).

Chronological sequence should be presented in the agreed form - canva infographic or other timeline templates or by handwriting (according to the available time /ICT level of the students).

We also recommend to supplement this activity with the task provided below, which aims to introduce the students with the official list of the Public information symbols and also encourage their creativity.

Invite students to visit the website and acquaint with the official graphical symbols: (<https://www.iso.org/obp/ui/#search/grsl/>)

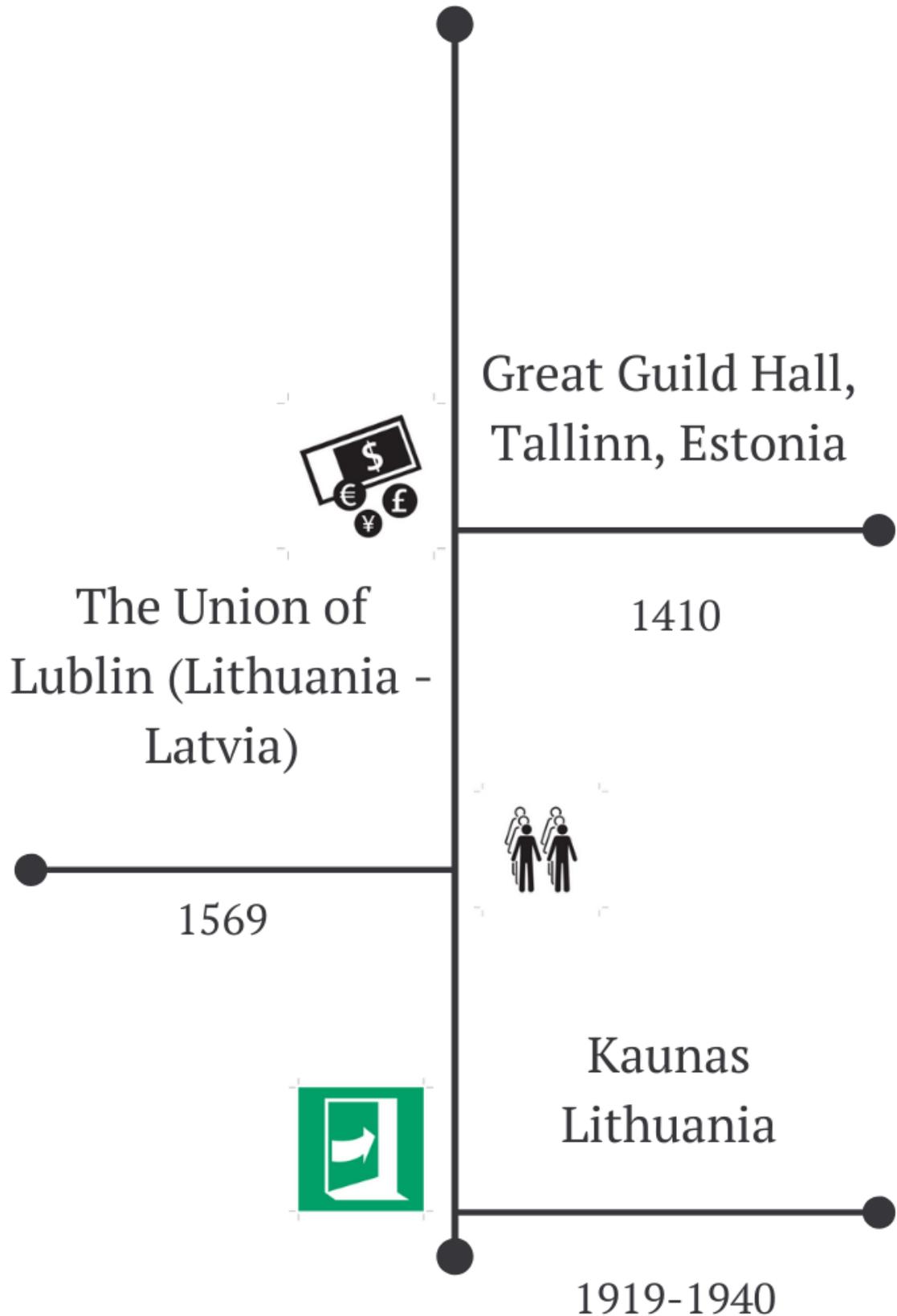
After the timeline is ready, students should try to illustrate each of the sites by these standardized pictograms. There is no concrete answer, so the students should be creative: try to interpret, find possible links and correlations. What emotional and intellectual experiences offer the site? Students should be ready to explain the official meaning of the symbol during the presentation also. More information about ISO 7001. Public information symbols can be found here:

https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/graphical-symbols_booklet.pdf

Results of the activity.

Prepared timeline of the initiation of the European historical sites, illustrated by the ISO 7001 public information symbols (example below).

HERITAGE IN A ROW



Recommendations for the teacher:

- The teacher should encourage students to form groups by themselves due to their preparation level (English/ ICT) in order help them develop their personal, social and learning to learn competence - to identify their own capacities and work with others in a constructive way.
- It is also possible to choose only part of the sites according to the available time for the task, according to concrete century, type, territory and ect.
- Students also can organize quiz on provided pictograms to find out are they easy to understand for everyone without written explanation.

This activity should help students to deepen their knowledge about intangible and intangible heritage sites, their history and significance in the past and present times, get acquaint with standardized pictograms, also develop these key competences:

Multilingual competence, by developing their skills:

- to understand the written and oral information in foreign language;
- to express their own opinion, using knowledge of vocabulary and functional grammar.

Digital competence, by developing their skills:

- to access, use, evaluate, create and share digital content.

Cultural awareness and expression competence, by developing their skills:

- to express the ideas in different 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 (ICT: correct timeline, foreign language: ability to understand information and provide conclusions according to it).
2. The whole task can be evaluated in the frame of group workflow – are the students involved in the activity, do they understand the task and can present their findings during it. The main criteria of such task evaluation should be presented to the class:
 - Ability and use different types of sources.
 - Ability to systemize, organize and present absorbed information.
 - Ability to implement the task due to the given instruction/ to clarify them by the need/ ensure necessary human and material resources for the qualified task implementation.
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 multilingual competence, by developing their skills:

- presentation reveals good knowledge of vocabulary and functional grammar.
- presentation is based on absorbed written and oral information in foreign language.

Recommended evaluation of the skills related to the digital competence, by developing their skills:

- the prepared infographic reveals ability to use ICT knowledge creatively.

Recommended evaluation of the skills related to the cultural awareness and expression competence, by developing their skills:

- the historical fact is illustrated with a pictogram and the choice is clearly justified.

2nd activity “Evolution of *vehicles*”

Resources of the activity. Network, computer.

Resources for the activity implementation.

The exercise can be organized as a group work or individual task by the need.

Activity starts by introducing the situation, the students have to empathize with:

Time to organize route from the roots of historical European sites. Students have to take the same timeline and starting from the first one, plan the trip with the typical transport mean by that time (from date to date, changing different transport means in each stop). The students can chose to update the prepared timeline or create a new one. Students have to prepare explanation and argumentation of their choice in a context of historical / technical evolution of the used transport means. The students also welcome to provide and explain alternatives of their choice.

The teacher also can give additional tasks for the students: plan the route not only by time but through the analyzed heritage sites geographical areas also/ calculate estimated route time, solve other traveling related issues.

Results of the activity.

Presentation of the development of transport means on the planned route (example below).

HERITAGE IN A ROW



Recommendations for the teacher:

- This exercise also can be adapted due to the training programme of the students: hairdressing, cooking, sewing, builder and ect. The students of each programme can look to the development of their sector features in the light of the important historical facts of Europe.
- Some of the vehicles may be the same (horse, carriage), because of the same historical period or difficult to find the picture, illustrating the particularities of it. We recommend then to use text sources and describe differences between them orally or in written form.

This activity should help students to deepen their knowledge about the development of the transport means, also develop these key competences:

Literacy competence, by developing their skills:

- to distinguish and use different types of sources, to search for, collect and process information.

Digital competence, by developing their skills:

- to access, use, evaluate, create and share digital content.

Cultural awareness and expression competence, by developing their skills:

- to identify individual capacities, focus, deal with complexity, critically reflect and make decisions.

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 (ICT: correct timeline, history: ability to apply historical knowledge for the information search, to explain the role/impact of the different transport means for the initiation/ development of European heritage label sites.

2. 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, by developing their skills:

- different sources are used to prepare the Infographic, and students are able to explain the role/impact of the different transport means for the initiation/ development of European heritage label sites due to information found.

Recommended evaluation of the skills related to the digital competence, by developing their skills:

- the prepared infographic reveals ability to use ICT knowledge creatively.

Recommended evaluation of the skills related to the cultural awareness and expression, by developing their skills:

- the historical fact is illustrated with pictures of vehicles and the choice is clearly justified.

3rd activity “Application of the candidate”

Resources for the activity implementation. Network, computer.

This activity we propose to summarize the knowledge gained in the activity 1 and 2 . It can be organized as a separate task. The whole class or each class member individually should think and try to propose one more site for the European Heritage Label of the native country of the student. Read the guidelines for application https://ec.europa.eu/programmes/creative-europe/actions/heritage-label/apply_en and try to discuss – what tangible or intangible object would worth to be in the list because of the symbolic European value of a site. The proposals can be presented in different forms – debates (for the method description - see the exercise [#brandnew](#) [#oldstyle](#), activity one), individual presentation (Prezi, PowerPoint or other program), written essay (native or foreign language).

Results of the activity.

Prepared and presented arguments about the national heritage sites in an agreed form.

Recommendations for the teacher:

- The results of the activity can be organized as a content – students can vote and express their opinion about the the persuasiveness of the arguments presented.
- Students could be offered to identify the date of the proposal site (if possible to identify) in the timeline (activity 1), also transport mean (activity 2).

This activity is mainly designated to develop the citizenship competence of the students, by developing their skills:

- apply the knowledges of the European common values;
- critically reflect on the developments in national, European and world history;
- recognize the diversity and cultural identities in Europe, also 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 (literacy: quality of essay, culture related objects, ethics: detailed presentation of the topic).

2. The whole task can be evaluated in the frame of the debate process. The main criteria of such task evaluation should be agreed to be 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](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 citizenship competence:

- critical thinking and problem solving skills were demonstrated;
- knowledge about national cultural heritage sites are combined with knowledge about Europe common values;
- knowledge about the multi-cultural and socioeconomic dimensions of European societies, national cultural identity are integrated into the presentation / arguments.

Resources (activity 2)

From horses to cars: <https://www.youtube.com/watch?v=LGTITIV1Nxs>

History of transportation: <https://www.britannica.com/technology/history-of-transportation>

History of transport and travel:

<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab79>

Online quiz to improve knowledge on the European history: https://europa.eu/learning-corner/the-time-machine_en