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Wine as a driving force for European growth



Image caption: wine glass, barrel and grapes in France - Fshoq! Blog

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General Overview of Exercise

Wine in Europe comes from very old traditions. Wine was considered healthy. Wines in Europe represent all that is traditional in winemaking.

In no other place a wine reflects the culture of the people who created it and the flavours of the land in which it grew as it does in Europe. Some of the wines are named after the places where they were created, some others after the grapes from which they were born. European wines follow local tastes more than international trends.

Activity One - The economic value of Wine

Activity overview

Europe is a leading wine producer, producing around 175m hl every year and accounting for 45% of wine-growing areas, 65% of production, 57% of global consumption and 70% of exports in global terms (DG Agriculture data). The wine sector permeates many levels of the European life, contributing significantly in socio-economic, environmental and societal terms: where vines grace the landscape, the wine sector provides employment to millions, helping sustain the fabric of rural societies and maintain a way of life that is central to the very notion of European identity (Comité Européen des entreprises de Vin/ CEEV).

The activity can be carried out during general subjects (culture) lessons or Bar laboratory.

Descriptive activity sheet

Stage 1

Duration: 3 hours

Description: The whole class is divided into small heterogeneous groups (five/six students).

Each group reads the information related to the city of Porto and Douro Region (in Portugal) and how they grow thanks to the wine sector.



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Then the group prepares a report on it: it can be in the form of a poster, digital document, brochure, leaflet, photo..

Difficulty level: Basic

Objectives:

- To increase a positive attitude and also a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.
- To know the basic function and use of different devices
- To improve students' knowledge of reading and understanding of information
- To increase the ability to work collaboratively, in order to plan and manage projects.

Key competencies:

- Cultural awareness and expression
 - Digital competence
 - Literacy
 - Entrepreneurship
 - Competence

Resources

Human Resources: Teacher/trainer in general subjects (culture) or Bar laboratory teacher

Technical Resources/Equipment: Laptop and internet connection.

Online Resources:

- Porto: its history and economy → <http://www.greatwinecapitals.com/capitals/porto>
- The history of wine → <https://vinepair.com/wine-colonized-world-wine-history/#1> - <https://winefolly.com/update/a-brief-illustrated-history-of-wine/> - <https://www.wineinmoderation.eu/en/content/History-Tradition-of-Wine.4>
- Local economic development in Europe → http://csinvesting.org/wp-content/uploads/2012/07/an_economic_history_europe.pdf



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Stage 2

Duration: 4 hours

Description: Do a research on your own city or region, in order to discover which is the most important product or sector which helped the economic, social, architectural, tourist etc growth. Then, prepare a video to motivate people to visit your city or region and share your video with the other teams and talk about them.

Difficulty level: Basic

Objectives:

- To increase the ability to work collaboratively, in order to plan and manage projects. To improve problem-solving skills.
- To increase student's understanding of how digital technologies can support communication, creativity and innovation.
- To acquire the skills to communicate both orally and in writing abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments appropriate to the context.

Key competencies:

- Entrepreneurship competence
 - Digital competence
 - Literacy

Resources:



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Human Resources: Teacher/trainer in general subjects (culture) or Bar laboratory teacher

Technical resources: Laptop and internet connection, Papers and pens, Camera (or smartphone).

Activity Two - Holiday in the Wine World

Activity overview

Miguel Torga, one of the most influential Portuguese poets and writers of the twentieth century, described Douro (a famous wine valley) in the following way: *"The Douro sublimated. It's not a view that the eyes contemplate: it's an excess of nature. Terraces made by ancient titanic men climbing the slopes, volumes, colours and modulations that no sculptor, painter or musician can translate, horizons dilated far beyond the plausible limits of the vision. A virgin universe, as if it had just been born, already filled with harmony, serenity, silence that not even the river dares to break, in a sneak fading up on the back of the mountain, or staring deep down, reflecting its own amazing. A geological poet. A supreme splendour."*

The human intervention in the landscape is all too apparent, visible in thousands of terraces, mainly composed of shale, although in some parts there are granitic soils, across the region, challenging the gravity of steep slopes where the vineyards are planted. The secular traditions of the culture of Wine and the work done by man to build thousands of miles of walls along the slopes, resulted in the creation of a landscape of indescribable beauty to the common human.

For these reasons, thanks to the wine, in Europe was born a sections of enotourism which consists of visits to wineries, tasting wines, vineyard walks, or even taking an active part in the harvest.

The activity can be carried out during general subjects (culture) lessons or Bar laboratory.



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Descriptive activity sheet

Stage 1

Duration: 2 hours

Description: The whole class is divided into small heterogeneous groups (five/six students).

Each group must pretend to be a tour operator.

It should organize a wine-tour or holiday thinking about all the information that a tourist needs: travel, accommodation, visits to wineries, tasting wines, any other activity a winery could offer.

The groups also define a price per person.

Difficulty level: Basic

Objectives:

- To increase the ability to work collaboratively, in order to plan and manage projects. To improve problem-solving skills..
- To increase a positive attitude and also a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

Key competencies:

- Entrepreneurship competence
- Cultural awareness and expression

Resources

Human Resources: Teacher/trainer in general subjects (culture) or Bar laboratory teacher

Technical Resources/Equipment: Laptop and internet connection.

Online Resources:

- The history of wine → <https://world-food-and-wine.com/wine-in-europe>
- The European wine sector → <https://www.thewinelab.eu/en/> - <https://winefolly.com/tutorial/european-wine-exploration-map/>



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Stage 2

Duration: 2 hours

Description: The class then produces a flyer to advertise the tour. The group can produce it in the format it prefers: using canva (or any other tool), drawing it etc.

Difficulty level: Intermediate

Objectives:

- To increase the ability to work collaboratively, in order to plan and manage projects. To improve problem-solving skills..
- To increase student's understanding of how digital technologies can support communication, creativity and innovation.
- To acquire skills to communicate both orally and in writing abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments appropriate to the context.

Key competencies:

- Entrepreneurship competence
 - Digital competence
 - Literacy

Resources:

Human Resources: Teacher/trainer in general subjects (culture) or Bar laboratory teacher

Technical Resources/Equipment: Laptop and internet connection, Papers and pens, Camera or smartphone



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Stage 3

Duration: 1 hours

Description: Each team then shares the flyer with the other teams.

Difficulty level: Intermediate

Objectives

- To increase students' abilities to communicate in different environments, collaborate in team and negotiate
- To acquire the skills to communicate both orally and in writing abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments appropriate to the context.

Key competencies:

- Personal, social and learning to learn competence
 - Literacy

Resources:

Human Resources: Teacher/trainer in general subjects (culture) or Bar laboratory teacher

Technical Resources/Equipment: Laptop, blackboard or flipchart