

Live in harmony



Live in Harmony is a gamified STEM experience. While sitting in the classroom, with the support of provided materials, children explore all aspects of identity: personal, regional and nation-state. It fosters children's contemplation about all the different identities which form one's personality and teaches them to respect diversity. They discuss the issues of equality, gender, education and ability. Mathematics is used to present main European geographical features. A comparison of popular names in different European languages will provide an understanding of the common mother language. A final gamified art project will reinforce the whole experience.

Materials in the box: 6 political maps of Europe, 6 flag sets, toothpicks, playdough, 6 sets of photos or printables

Additional material needed: colouring pencils, paper, scissors, glue sticks

Total duration: 90 min.

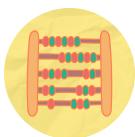
Territory 2 - The Strong Community



Learning objectives



Discovering the person and daily life in foreign countries



Understanding numbers and calculations



Understanding how the language works

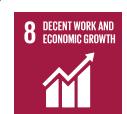


Gathering geographical, historical and cultural references



Communicating

Linked SDGs



Game modalities

8 - 12 years old

At home

In the classroom

This production forms part of the material produced by the Unplugged project which has received funding from the European Union's ERASMUS + programme under grant agreement n° 2020-1-FR01-KA227-SCH-095528. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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





Pedagogical interest and topics targeted

Understanding the concept of identity:

Children learn about how multifaceted the concept of identity can be. We all possess our own individual identities that are based on the self-image we have developed, the personal traits and qualities we associate with ourselves as well as the perceptions of the people around us. Collective identities manifested through strong emotional attachments to regional, national or pan-national entities can also be an important part of the picture. Regional or local identities can derive from historical, geographical, cultural, and economic factors, reflecting local pride in distinct cultural practices, as opposed to what is regarded as certain centralizing tendencies within nation-states. They can be associated with peripheral nationalism and in more extreme scenarios even challenge the monopoly of the state's use of force, leading to secessionism. In the case of a multitude of African countries, such identities may reflect tribal allegiances and a reluctance to acknowledge the redrawing of certain boundaries that are associated with colonialism. National identities traditionally remain strong in many countries and provide a sense of unity between citizens. They may be primordial, largely rooted in ethnic solidarities and certain founding myths, or be premised upon a common set of values (civic nationalism). Pan-national identities transcend national ones, allowing people to find common ground across national boundaries, and there may even be a technocratic dimension to them, with supranational entities such as the European Union conceptualized as immaculate problem-solvers that permit the pooling of expertise. Pupils will be in a position to gain an understanding of nested relationships and analyze the symbolic aspects of identity.

Furthermore, children in this activity will learn to discern between national identity and European identity through practical activity and a gamified experiment that matches national flags to their respective countries. Pedagogic methods of playing games will be applied to tackle potentially sensitive topics and discuss prejudice in the perception of the other.

Simple pedagogic techniques such as discussion will be applied to introduce complex concepts such as identity.

Understand the concept and challenges of equality:

Children explore issues related to equality in terms of different co-existing identities. Cultural biases and ethnic stereotypes may be a hindrance when it comes to implementing policies addressing inequalities. One's belonging to two or more categories of identity (e.g. race and gender) may amplify the discrimination to which they are subject. Hence, inequality is tied to the capacity to address deeply rooted institutional practices, reflecting the philosophy of the members of politically dominant groups.

In Live in Harmony experience, topics such as gender equality and the right and access to education will be addressed regardless of the differences in identities. Pedagogic methods, e.g. roleplay will be used to personalize concepts that are abstract for children such as gender equality and access to education.

Open discussion about identity and equality:

Children play associations and speculate about people - different occupations and nationalities. Each group presents their ideas regarding the pictures provided in the box in activity one. Children discuss whether gender is crucial in the service to society. Further on they discuss the access to education provided to different genders.





Game rules

Game rules:

- *Preparation:*

Teachers explore a box with materials/printables and activity script here below. They may arrange the classroom in a way suitable for:

- a discussion; or
- a group project (5 to 6 kids in a group)

- *Activities:*

Warm-up activity (Let the students remain seated and ask them if they know what the word "identity" means.

Game implementation step-by-step

1. You may divide students into working groups (as mixed as possible: boys, girls, different nationalities). Distribute among the groups' pictures of people dressed in such a way that it is obvious what professions they practice, and pictures of people who wear traditional costumes. (Use the provided material or hand out appropriate items - pieces of clothing, objects, etc.) Give them the opportunity to play associations and speculate about people - different occupations and nationalities. Each group presents their ideas regarding the pictures.

Further development of the topic: (Ask the kids whether everyone can be a police officer, a doctor, or a teacher (a man, a woman; educational level to obtain this job?). Open a discussion about equality in addition to identity and related issues. Once the discussion is over, sum up: Our identity can be about how we think about ourselves (to be individual), but also how we look at a particular collective community (something bigger) to which we belong. Expressions of our identity are various symbols (flags, coats of arms, badges, and as you have already seen, even the clothes we wear). We like ourselves, but we also feel a sense of attachment to our homeland, and above all, we are all equal.

For the next activity, you may use this interactive map: <https://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=map#close>

2. From a geographical standpoint, our sovereign state ("country" can be considered to be the less formal term) is part of a larger physical space or landmass, namely the continent of Europe. Our country occupies a relatively small/big area of this continent (depending on your country), and now you will harness the power of mathematics in order to expand your knowledge when it comes to the geographical features of Europe. (Ask the children to complete the following tasks):





Game rules

- a) The area of Slovakia is 49 035 km² and that of Moldova is 33 846 km². The total area of the two countries mentioned above is smaller (in square kilometres) by how much in comparison to Bulgaria, which is 110 994 km²?
- b) The population of Italy is 60 317 116 people. It exceeds that of Spain by 12 885 860 people. Germany's population is equivalent to 35 735 455 plus the number of citizens of the country, which is part of the Iberian Peninsula. How many people in total inhabit these three countries?
- c) The Rhine is 1230 km long. The length of the river Seine is 775 km. The sum of the lengths of the Bulgarian rivers Yantra (285, 5 km), Iskar (368 km) and Osam (314 km) (here you may substitute with rivers that are important for your country) is closer in value to the length of which of the first two European rivers?
- d) The highest mountain peak on the Balkan Peninsula, Mount Musala, stands at 2925 m. The highest peak of the Julian Alps and symbol of Slovenia, Triglav, rises 2864 m above sea level. If Musala and Triglav were somehow placed on top of each other, what will be their superiority (in meters) relative to Mount Elbrus (5642 m) in Russia?

3. The most famous rivers and mountains pass through the territories of many countries. Even though such natural landmarks are very recognizable, perhaps the most distinctive national symbol (a signifier of a country's identity) is the flag. (Please ask the children to list countries on whose flag the colour red is present)

Show them flags of a few European countries. It should not come as a surprise that Europe is not only a geographical area, but a cultural entity as well.

4. Ask the students whether they can think of something that traditionally unites the European nations.
 (Although Europe is historically the cradle of Christendom, plenty of religions happily coexist on our continent.
 Start the video about the Colesseum (<https://www.youtube.com/watch?v=NVvci49fPoE>) and briefly explain what the children are seeing at that moment.)

Another pillar is the civilization of Ancient Rome - it has laid the groundwork for some of the basic components of European culture, contributing to the shaping of the worldview of contemporary Europeans with regard to certain laws and governing structures. Many monuments from Roman times can be found on our lands, but of course, over the centuries we have also developed our own cultural traditions and unique customs (you may pick your own traditions/rituals and enhance this presentation). *For Bulgarians, it is the fire dancing ritual.

Most European nations, including the Bulgarians (here give an example with your own language), speak Indo-European languages, which means that they have a number of key similarities with each other, pertaining to both grammar and vocabulary.





Game rules

5. Show children a slide/paper with the name "Alexander", which has been written in 10 different Indo-European languages. Ask them to recognize and name these languages. In addition to being European in a cultural sense, Bulgarians (other applicable nationality) are already Europeans in a political sense as since 2007 they have joined a supranational community, the European Union, which consists of countries that share common values when it comes to the decision-making processes on the political level and the need to respect the will of all citizens. It is also worth acknowledging that most of us have the inner feeling that we belong to Europe and would self-identify as Europeans even though our attachment to our own nation-state is probably stronger. Going back to the first concept that we introduced, it is perfectly natural that each human being has a number of different identities that complement each other and may even be in opposition.

6. Tell the children that the project they are about to complete relates to art. Divide the kids in 6 groups. Each group should receive a printed political map of Europe, printed flags, toothpicks and playdough, scissors and glue sticks. Introduce them to the activity - instruct them to cut out the flags and glue them to the toothpicks. Once they are ready, ask them to match the flag to the country and fix the flag onto the map using playdough.

7. As a next step, after allowing them to consult with the map in order to figure out exactly where the respective country is located, provide sheets of paper and colouring pencils and ask them to draw a notable landmark (for example, the Eiffel tower in the case of France), which is typical for one of the other European countries. To conclude, ask them whether they have already had the opportunity to travel around Europe. Let them offer their thoughts about similarities of European countries, e.g. in terms of mentality and culture.

8. Additional activity using technology: courtesy of <https://www.storyboardthat.com/storyboard-creator>, children can create a PPT presentation, with the help of which they can describe in a colourful fashion their adventures abroad to their peers. (Here you may introduce the storytelling-building steps: characters, setting, rising events, climax and resolution).

Role of the teacher and game organisation

In the beginning, the teacher sets the stage for the discussion concerning the notion of identity. The teacher "dons the mantle" of a facilitator/mediator and provides the necessary technical support.





Game rounds

Round 1

At this level, children take part in a gamified discussion about their identity and have a personal approach to the concept of identity. The teacher needs to lead the discussion and make room for children to speak.

Children look at different symbols and signature characteristics of a country which represent the identity of a country. The teachers' role will be to lead children through information and examples to initiate contemplation about the geographical, linguistic and other characteristics of a country.

Round 2

Children are involved in a practical activity that aims to identify national flags and match them to a country. The teacher will provide the materials, guide the activity and facilitate children to be able to complete it successfully



Going further



Topic 1 - Identity

The topic of identity is introduced at the start. **Children will think about their identity and those of others.**

- <https://martech.org/identity-is-having-its-moment-but-most-martech-isnt-ready/>
- <https://www.youtube.com/watch?v=om3INBWfoxY>
- https://www.patterson-lakes-ps.vic.edu.au/uploaded_files/media/2.helping_your_child_to_have_a_strong_sense_of_identity_.pdf
- <https://thelinkingnetwork.org.uk/resource/identity-activities/>

You may wish to refer to the link to present items of identity: <https://www.youtube.com/watch?v=nkpc2ysSd2U&feature=youtu.be>



Topic 2 - Equality

The topic of equality will be introduced in relation to identity and we will get children to think about how we need to respect and treat equally all different perceptions of self. To find out how to teach inclusivity and equality in class you may wish to refer to:

- Other Unplugged quests, e.g. **Form Factor, Equal, Cookies and Peace, Clay and Sculpture**
- <https://minds-in-bloom.com/how-to-teach-equality-and-diversity-in/>
- **Have a look at the Equal game of the Unplugged universe.**
- <https://www.youtube.com/watch?v=-hc0kZh6CnM>
- https://kids.kiddle.co/Social_equality.



Topic 3 - National and European Identity

The topic of what makes nations unique will be discussed in relation to personal identity and treating nations with respect will be related to inter-personal relations.



Printables



Identity - what do I do? Profession



National identity - folklore



National identity - traditions, nestinari





European identity - national and EU flags



European identity - political map





European identity - Writing the name Alexandre in different languages

Alexander

Александр

Аляксандр

Александър

Aleksander

Αλέξανδρος

Alessandro

Alastar

Alexandre

Alexandru

Necessary materials for the activities for project 1

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Necessary materials for the activities for project 2

Should the project be implemented using digital tools, access to software for creating presentations (PowerPoint, Canva, etc.) and an electronic device should be ensured. Children should have basic skills on how to use it, whereas teachers should provide guidance.

Alternatively, children could prepare the presentation using paper, scizers, pencils, stickers, other painting and decoupage materials.

National flags to cut

