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**Cultural Literacy for Youths: Youths workers contribution to young people's
Cultural Literacy in today's inclusive Europe**

Youth Workers Curriculum Development of Cultural Literacy- Macro & Micro Structure, O2A1, O2A2



**SIRIUS
TRAINING**



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Terms of reference: KA205 Erasmus+ Strategic Partnership Project for Youth, CULTLIT4YOUTH (2019-3-UK01-KA205-077692).

Disclaimer: This project has been funded with support from the European Commission. 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.

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The CultLit4Youth project in a few words

CultLit4Youth project is focused on the role of Youth Workers/Trainers/Mentors in the promotion of Cultural Literacy of young people in Europe, giving emphasis on immigrants and refugees towards their smooth integration in the EU diverse society. **Becoming culturally literate, young people will acquire the knowledge and skills to understand and participate in a given culture and be smoothly integrated in the society of EU, personally and professionally.**

Knowledge of diverse cultures, respect of beliefs and recognition of identities, through an intercultural approach, are decisive components that encourage the integration of young people, mainly immigrants and refugees, in European societies. Being culturally literate, could improve young people's everyday personal





and professional reality, especially youths of minority groups, who are called to live in their "new" socio-cultural environment, in which they will collectively work for the growth and social welfare of Europe. Recent research has shown the need and value of this project. It has shown that cultural literacy has the power to transform youths', especially vulnerable youths' lives through sharing knowledge, promoting inclusion, dialogue, tolerance, and respect; and contributing to social cohesion.

It encourages integration and inclusion as processes built by vulnerable young people, such as immigrants and refugees, and host communities collectively and can help them socialise and express themselves freely in their new environment, which they understand better in new shared contexts they are called to live. It, also, prepares them to adapt to the host society and meet the needs of a diverse population without having to forego their own cultural identity.

The purpose of CultLit4Youth project is to contribute to the development of a Beginner's Guide to Cultural Literacy, accompanied by Curriculum on Cultural Literacy, a Pedagogical Handbook and an e-Learning Platform to train Youth Workers, who in chain will train young people towards their smooth integration in the diverse society of today's inclusive Europe.

This project aims to meet youth's long-term need for knowledge, skills, and competences acquisition regarding Cultural Literacy, in order to help their personal inclusion in diverse environments. This project is an international synergy between 5 European organisations with a transnational character, having as target groups Youth Workers, Youth Centres and educational organisations, and young people, focusing on minority groups, as final beneficiaries. They will jointly work to develop an educational toolkit (Beginner's handbook, Training curriculum, Pedagogical handbook) extending their scope beyond the borders of their countries in order to





define common strategies for fostering critical thinking through the use of ICT tools on Cultural Literacy. The project has the following objectives:

- IO1: To design innovative training contents and methodologies for Youth Workers on Cultural Literacy embracing effective use of ICTs
- IO2: To increase the professional development (knowledge, skills, competences) of Youth Workers to effectively support young people, mainly immigrants and refugees in integrating themselves, through Cultural Literacy, in the diverse society of Europe,
- IO3: Enhance pedagogical competences and skills development for effectively teaching issues related to Cultural Literacy,
- IO4: Build a creative, motivating, and positive learning environment for Youth Workers and young people.





Overall learning objectives

The development of the Curriculum will start from the information collected by IO1 (tracing analysis/research locally and in European level) by the initial research carried out by all partners regarding young immigrants and refugees and their ideas on issues that discourage them from being smoothly integrated in the societies of EU mainly focusing on cultural issues.

The Curriculum will also start from the needs of the Youth Workers and the issues they face when it comes to teach young immigrants and refugees about the importance of being culturally literate, as a contributing factor in their integration in the EU societies. The main objective is to design a training Curriculum by defining and developing the necessary knowledge, skills and competencies for the innovative professional profile of Youth Worker on Cultural Literacy.

Therefore, the aim of the IO2 is to design and develop a Curriculum, which will contain the information necessary for enabling a Youth Worker to teach on issues related to Cultural Literacy and its role in the smooth integration of immigrants and refugees in the diverse societies of EU.

The curriculum will contain the background/history for Cultural Literacy, the concept of Cultural Literacy and how this is implemented in educational settings, how the new challenges EU faces nowadays due to the increased numbers of immigrants and refugees in its societies result in the need to educate in order to respond to these challenges.





The Curriculum will provide to Youth Workers various and diverse opportunities to use it indoors (in Youth Centres settings) and outdoors in various societal settings on local and national issues and challenges related to immigrants and refugees' smooth integration to their "new" homes.

The Curriculum will be easily available through the digital channels of the project (e-learning platform, partners' website, etc) and will be accessible to a broad audience free of charge.

IO2 will be delivered in the English language for use in the contexts of all European countries and internationally and in the languages of the partners countries.

Structure of the training (learning units)

To promote Cultural Literacy through an intercultural approach the following learning units, should be develop:

Each learning unit will have at least 2 learning outcomes, so that each project partner will develop **at least 4 learning outcomes**.

LEARNING UNITS	PARTNER RESPONSIBLE
1. INCLUSION, TOLERANCE AND EMPATHY	SIRIUS TRAINING- UK
2. SOCIAL RESPONSIBILITY (SOCIAL AND CIVIC COMPETENCE, CITIZENSHIP)	SIRIUS TRAINING- UK
3. COOPERATION	Innovation Frontiers- GR





4. ACTIVE PARTICIPATION	Innovation Frontiers- GR
5. SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE	MSM- RO
6. CELEBRATION OF DIVERSITY	STANDO- CY
7. EQUALITY AND DEMOCRACY	STANDO- CY
8. HUMAN RIGHTS	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS- AT
9. DIALOGUE AND ARGUMENTATION SKILLS	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS- AT

Target Groups

Mostly concerned Target groups the Curriculum should address are the following:

- **DIRECT TARGET GROUPS**

- ✓ Teachers (and ESOL Teachers)
- ✓ Educators,
- ✓ Youth workers working with children or young people who are immigrants/come from a different background/ do not speak the local language.

- **INDIRECT**





- ✓ Young immigrants (especially those with limited local language knowledge)

Methodology for developing the learning units and contents to be included in each learning unit

Each partner has established the learning units to produce in order to create the complete course. Each learning unit will have at least 2 learning outcomes, so that each project partner will develop at least 4 learning outcomes. The learning outcomes will be established by the partner responsible for developing the learning unit.

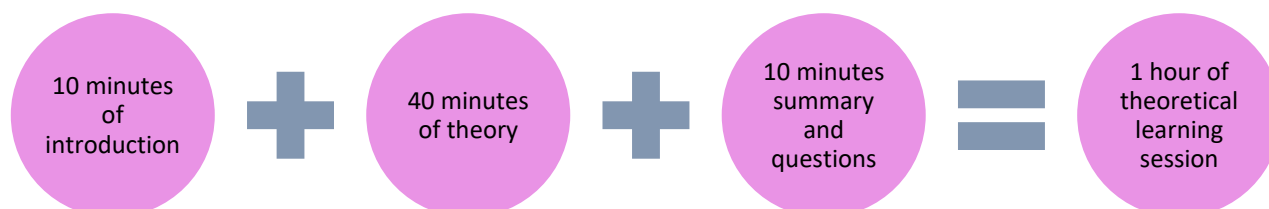
Each learning unit will be developed so that it could be delivered also in a face to face or online dynamic seminar (eg. Zoom, Google meets, Facebook classroom)





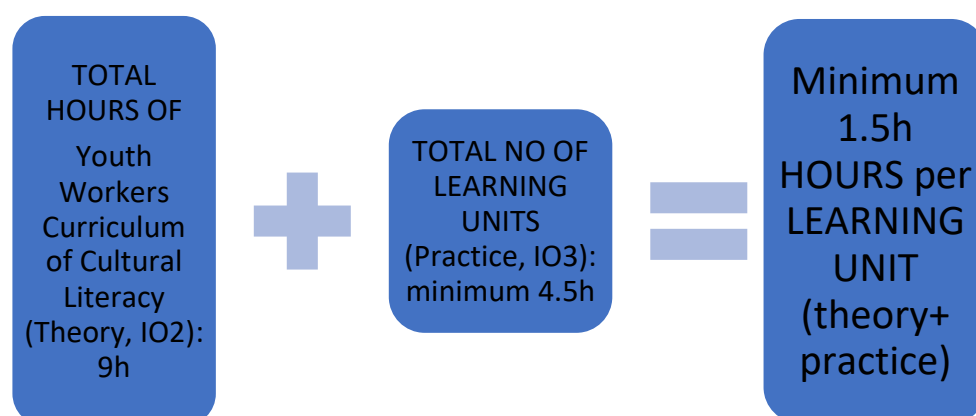
modality, where a teacher/tutor will be moderating the session, but also online-
without a tutor.

Each theoretical learning unit have to last for 1 hour, having at least 2 chapters of
theory. Inside this 1 hour, time will be divided in approximately the following structure:



Theory (IO2 Curriculum) and practice (IO3 Youth Workers Pedagogical Handbook) will
be mixed during the training session in order to keep the learner entertained and up
to date with the content delivered.

The whole course duration:



Introduction

Introduction of the learning unit should create a general framework for the learner to
understand what it is going to be learned in the learning units. It should be as concise
as possible, without losing the logic of the dialogue.

Remember that most times how will a learner understand the first thing heard of a
certain topic sets the course to how well the content is going to be understood.





Theoretical part

Theory should be divided along the learning unit, as too much theory can bore the learner and become ineffective as to teach something. However, it is still necessary to encourage a proper learning.

Look to provide concise, clear information that is easy to understand by the learner instead of giving too complex or built-up content. However, do not make it too concise; make sure to provide enough information for the learner to properly understand the content.

Tips:

- 1h of duration
- at least 2 chapters per learning unit
- Use clear, concise information
- Mix methods of teaching to avoid losing the attention of the learner

Practical part Proposal- this part will be established and comprised in the IO3 Youth Workers Pedagogical Handbook

Practice should be mixed with theory, both to make it more interesting for the user and to help them process better the information they have received. By using practice along the theory, you help them put into work what they have just listened to, making them have a clearer vision of the theory and realise what it is that they have not understood.

All learning unit should contain at least 3 practical exercises. Regarding the rest of exercises that can be used, depending on the content of the learning unit and what can be considered as more fitting, the partner can decide to use different, unrelated exercise, or on exercise divided along the learning unit to cover all parts of the theory. It is important to mark that the practical part should be performed with computers. Some examples of activities are:

- *Role Playing:*





- *Use a simple role-playing exercise in which they have to put in practice the theory explained (better to use from the middle of the class on).*
- *Case study: use a real, related case of a company performing the theory you have explained.*
- *Exercise resolution*
 - *Prepare an exercise related to a chapter that the students have to solve*
 - *True/ False exercises*
- *Inventing examples:*
 - *Create an example of the theory given and defend why it is a good example*
- *Create your own artistic project in your city*
 - *Exercise that can be used along the whole class*
 - *Make teams along students; they have to create a profile/pages and go through different stages while the theory moves*

Tips:

- *Minimum 30 minutes of duration/unit;*
- *Each learning units should contain at least 3 practical exercises;*

Summary and Questions

The final part of the class will be devoted to a summary of all the content introduced in the learning unit and a round of questions that learner may have. This summary is important as well as it can lead learners to realise if they have not properly understood something that they thought they had.

Tips:

- *10 minutes of duration at the end of the session*





- Give a brief summary of 5 minutes about the topics explained during the learning unit
- Let the last 10 minutes for the learners to ask any questions they have left.

MATERIALS FOR THE LEARNING SESSIONS

The following teaching methods allow stakeholders to undertake Cultural Literacy topics in a creative way. They can be implemented in formal and non-formal education settings:

- **Journal writing**
- **Cooperative Learning**
- **Creative Arts** (includes drama, art, dance & movement, music)
- **Case Studies**
- **Stories**
- **Role Playing**
- **Experiential Learning**
- **Workshops** (Problem Solving activities & exercises etc.)
- **Group discussions in a circle**
- **Evidence-based coaching** (use of coaching to support the transfer of training).
- **Practical research**
- **Picture books and short films used as discussion stimulus**
- **Differentiation of instruction**

Materials for the learning sessions can be divided between the PowerPoint that will be used by the educator/tutor/teacher, and the content that will be available for learners.





a. PowerPoint

The PowerPoint will act as a base for the tutor to continue with the training session. For this reason, it should include all the content that is expected to be seen but in a **very concise way** (around 3,4 words to describe a whole concept).

The maximum amount will be **40 slides**. These slides will be created from the content produced in the written version of the Learning unit. A template for the PowerPoint will be provided.

b. Course Content in Pdf (template in word)

The Course content will be available in pdf files per learning units. It will act as a base for educators to prepare the training session and for learners to have the whole material.

LEARNING UNIT PLAN

Title			
Learning unit number		Duration	

General objective	
-------------------	--





Specific objectives	
Learning outcomes (at least 2 of each): Knowledge, Skills, Responsibility and Autonomy (see Bloom's Taxonomy Action Verbs-Annex)	<p>Knowledge:</p> <ol style="list-style-type: none">1.2..... <p>Skills:</p> <ol style="list-style-type: none">1.2..... <p>Responsibility and Autonomy:</p> <ol style="list-style-type: none">1.2.....

Learning unit summary (abstract – half a page)





List of resources, tools and methods¹

Assessment Method Final Quizz²

This will be developed in the IO3- Youth Workers Pedagogical Handbook

¹ Example: videos; ppt; exercises; check list; case study; etc

² Example: exercises for learning assessment (multiple choice questions; quizzes; true or false questions; etc.)





LEARNING UNIT TEMPLATE (TOTAL UNIT DEVELOPED)

SECTION 1

Pellentesque maximus vel mi in porta. Sed blandit, metus eget sollicitudin porttitor, arcu elit lobortis orci, at convallis tortor sem at risus. Etiam rutrum ipsum augue, in efficitur sapien scelerisque id. Etiam et magna iaculis, ornare ex ut, molestie diam. Donec id neque pharetra, euismod eros at, vehicula sem. Phasellus quis dapibus diam. Cras consequat vitae dui commodo pharetra. Praesent hendrerit euismod orci, in elementum risus sodales at.

SECTION 1.1

Pellentesque maximus vel mi in porta. Sed blandit, metus eget sollicitudin porttitor, arcu elit lobortis orci, at convallis tortor sem at risus. Etiam rutrum ipsum augue, in efficitur sapien scelerisque id. Etiam et magna iaculis, ornare ex ut, molestie diam. Donec id neque pharetra, euismod eros at, vehicula sem. Phasellus quis dapibus diam. Cras consequat vitae dui commodo pharetra. Praesent hendrerit euismod orci, in elementum risus sodales at.

a. SECTION 1.1.1

Pellentesque maximus vel mi in porta. Sed blandit, metus eget sollicitudin porttitor, arcu elit lobortis orci, at convallis tortor sem at risus. Etiam rutrum ipsum augue, in efficitur sapien scelerisque id. Etiam et magna iaculis, ornare ex ut, molestie diam. Donec id neque pharetra, euismod eros at, vehicula sem. Phasellus quis dapibus diam. Cras consequat vitae dui commodo pharetra. Praesent hendrerit euismod orci, in elementum risus sodales at.

Table 1: Example of table 1





TABLE 1				

Table 2: Example of table 2

TABLE 1				

BIBLIOGRAPHY

No hay ninguna fuente en el documento actual.





SOURCES AND SELECTION CRITERIA OF THE LEARNING UNITS CONTENT

Sources	Selection criteria
Websites/links	<ul style="list-style-type: none"> ● Official websites of the EU ● Central banks (European, national) ● Private banks ● Ministries ● Regions ● Chambers of commerce ● Commodity exchanges ● Exports/industrial associations ● Export credit agency ● Universities/business schools (worldwide) ● Development agencies ● Incubators/business centers ● Sector-relevant agencies (sector studies and/or statistics) ● World trade organization ● Economic cooperation and development organization ● Creative and Cultural Associations and intermediary organizations
Videos	<ul style="list-style-type: none"> ● Youtube (official channels/accounts – websites) ● Informational/instructional videos only ● Those that represent additional info to the abilities of the dictionary that complement student knowledge ● Length: no more than 3/ 4 minutes per video ● Don't forget to acknowledge owner /seek authorization
Prezi/ books.google.com slideshare/	<ul style="list-style-type: none"> ● If official channel, send the link to be embedded ● If no official source, download the presentation





	<ul style="list-style-type: none">● Don't forget to acknowledge owner or writer /seek authorization
Pdf	<ul style="list-style-type: none">● 1MB max● Didactic approach<ul style="list-style-type: none">○ Recent/of current value○ Samples (i.e. business model canvas)
Document	<ul style="list-style-type: none">● make pdf
Ppt	<ul style="list-style-type: none">● make pdf
News	<ul style="list-style-type: none">● newspapers, newsletters, sector reviews, trend articles, financial resources
Reports	<ul style="list-style-type: none">● From official resources● Studies /statistics

TEMPLATE FOR PPT LEARNING UNIT



Template for
Learning unit ppt Cult





ANNEX

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs	Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate identify label list match memorize name order outline	recognize relate recall repeat reproduce select state The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate infer locate paraphrase predict Recognize rewrite review select summarize translate The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble categorize collect combine comply compose construct create	design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Reference: <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>





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