



The Scales of Progression for Cultural Literacy Learning:

Cultural Learning Progression Tool

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Introducing the Scales of Progression for Cultural Literacy Learning: Cultural Learning Progression Tool

The Scales of Progression for Cultural Literacy Learning comprise two tools:

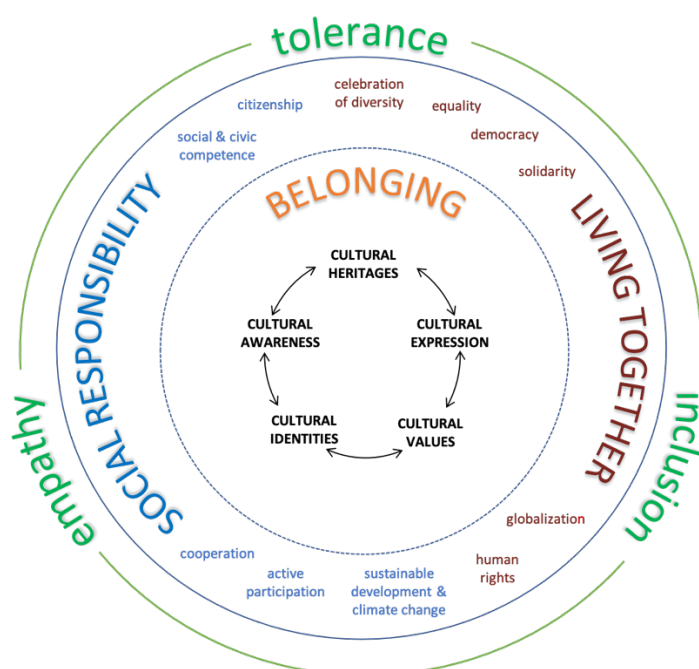
- The **cultural learning progression tool** (drawing on existing frameworks from UNESCO, Council of Europe and Oxfam)
- The **dialogue progression tool** (drawing on literature about the development of talk in the classroom, and illustrated with examples from classrooms involved in the DIALLS project 2019-2020)

Understanding the tools

The starting point for understanding the tools is to remember that the DIALLS approach is all about promoting tolerance, empathy and inclusion (as underpinning dispositions for cultural literacy). In the Cultural Literacy Learning Programme (CLLP) children and teachers talk together about the DIALLS themes of Social Responsibility, Living Together and Belonging. They also learn how to talk together, using the skills of dialogue and argumentation to listen to each other's ideas and build new knowledge by seeking agreements or accepting multiple viewpoints.

The Cultural Learning Progression Tool

We use the DIALLS wheel as the starting point for discussions as part of the CLLP. Broad themes about social responsibility, living together and belonging contain subthemes that are pertinent to learning to be culturally literate. They are surrounded by tolerance empathy and inclusion, the underpinning dispositions of cultural literacy. The wheel shows central considerations about cultural values, identities, heritages, awareness and expression at the heart of all discussions about the broader cultural themes.



It is important to note that there is not a separate progression tool for the underpinning dispositions of tolerance, empathy and inclusion. Rather, the SPCLL captures how these dispositions are indicated through dialogue so progression in these core cultural literacy dispositions is therefore embedded within the **dialogue progression tool**. We build inclusive environments through our awareness of each other and our active advocacy for all members of a group. We build empathy as we listen to each other's ideas, relating to how and why individuals have formed the views that they have. We learn to tolerate ambiguity and accept that there may be multiple perspectives relevant to a subject by listening to ideas, and evaluating them, seeking agreement or common ground as appropriate.

The **cultural learning progression tool** draws on a number of frameworks, maps and scales that consider the growth of cultural literacy and the knowledge, skills and understanding that underpin it. In particular we draw on:

[Reference Framework for Competences of Democratic Culture](#) (Vol 2 Descriptors of Competences for Democratic Culture), Council of Europe, 2018

[Global Citizenship Education: Topics and Learning Objectives](#), UNESCO 2015

[Education for Global Citizenship: A Guide for Schools](#), OXFAM 2015

These well-known frameworks differ in the ways that they describe themes we address in DIALLS, so we have summarised them in our tool, highlighting how they relate to different age groups. Each sub-theme page links through to a sources page showing how we have brought the material together. Please note that all of the source material is in English.

Teachers who took part in the DIALLS project found that the films that were used in the CLLP offered rich opportunities for discussion. Sometimes these discussions moved beyond the themes that had been planned as part of the lesson, taking important directions that were led by the children.

Our **cultural learning progression tool** is designed to pick up the key themes that are reflected in each DIALLS film (both those included in the CLLP and the additional films in the DIALLS [library](#) and highlight the kinds of considerations that might be expected of different aged children as they discuss them. This then is a planning tool, to help you to plan DIALLS lessons to think about how children might respond to the different cultural themes in DIALLS.

The tool also includes examples of cultural artefacts that were created by children as part of their engagement in the CLLP. These show how the cultural themes can be conceptualised in non-verbal expression – much like the films and books that inspired them.



DIALLS THEME: *Living together*

Living in peace and mutual enrichment based on basic rights, freedoms and mutual respect. Interaction and dialogue between the members of different ethnic, religious, and cultural groups are key for successful living together. (Council of Europe, Living together. Combining diversity and freedom in 21st-century Europe, 2010)



LIVING TOGETHER SUB-THEME: *Celebration of Diversity*

Celebrating cultural differences. This includes learning to know one's own culture, appreciating it and developing one's own cultural identity.

Primary	Secondary
Understands uniqueness and value of every person	Positively values and appreciate cultural diversity and understands importance of mutual respect
Is willing to listen to the ideas of others, even when disagreeing	Is interested in and respectful of different beliefs, values and traditions followed by others in society
Shows an awareness of the feelings, needs and interests of others	Appreciates that one can learn much from others' diverse backgrounds and perspectives
Recognises the similarities and differences between themselves and their peers, and in wider settings beyond own community	Recognises the challenges and benefits of living and working in a culturally diverse society
Understands the opportunities and challenges that diversity brings	Understand the impacts of stereotyping, prejudice and discrimination and how to overcome them
Is able to cultivate good relationships with diverse individuals and groups	Is willing to challenge prejudiced and discriminatory views

Information on the sources used to develop this sub-theme is available [here](#).



LIVING TOGETHER SUB-THEME: *Human Rights*

The “rights and fundamental freedoms in every aspect of people’s lives” (Council of Europe 2010.8)

Primary	Secondary
Understands the basic needs for human life	Respects human rights and human dignity of each human being and understands why everyone should respect the rights of others.
Understands rights in class and school	Understands obligations of states in relation to international human rights law
Respects basic human rights and understands how some have those denied	Understands the relationship between human rights, democracy, peace and security in a globalised world
Understands how our individual choices affect other people and our planet and, with this, the need to adopt responsible behaviour	Understands the current and historical human rights challenges in own community and society and in other communities and societies
Understands who is responsible for ensuring rights are met (teachers, local and national government)	Understands the root causes and impact of major human rights abuses in own community and society and in other communities and societies
Understands some of the major human rights issues in own community, country and more globally	Is aware of different paths to take action to challenge human rights abuse individually or collectively

Information on the sources used to develop this sub-theme is available [here](#).



LIVING TOGETHER SUB-THEME: *Democracy*

Giving citizens the opportunity to participate directly in both procedural and social dimensions of decision making

Primary	Secondary
Understands rules and how the local environment is organised (family, community, school etc)	Has an understanding of democracy, rule of law and human rights – at local and global levels
Has a sense of fair play/justice	Believes in equality before the law of all citizens
Is offended by unfair treatment	Understands the importance of and structures which ensure good governance transparency and accountability
Is prepared to stand up for others	Is offended by injustice, denial of rights, infringements of democracy
Has a desire to improve the world we live in	Can identify opportunities for individual and collective action for the common good / civic engagement to promote and protect democracy, rule of law and human rights
	Is developing civic engagement skills and prepared to take individual and collective action for the common good / civic engagement to promote and protect democracy, rule of law and human rights

Information on the sources used to develop this sub-theme is available [here](#).



LIVING TOGETHER SUB-THEME: *Equality*

Actively seeking to achieve the state of being equal, especially in status, rights or opportunities

Primary	Secondary
Understands what is fair and unfair	Respects other people as equal human beings
Treats others fairly	Understands all citizens should be treated equally and impartially under the law
Is willing to take turns and share	Understands inequalities within and between societies and how these change over time
Is willing to stand up and speak for others	Reflects critically on local, national and global inequalities
Understands some of the causes and effects of poverty and inequality in own community and at local, national and global levels	Understands the wider causes and effects of poverty, inequality and exclusion
Identifies some actions that can be taken at school, in local community, nationally or globally to increase equality	Is willing to get involved in activities promoting social justice and equity locally, nationally and globally

Information on the sources used to develop this sub-theme is available [here](#).



LIVING TOGETHER SUB-THEME: *Solidarity*

To act jointly, sharing both advantages (i.e. prosperity) and burdens equally and justly. This invokes a sense of social responsibility and is implicitly linked to empathy.

Primary	Secondary
Can identify some personal and shared values and how these might differ	Understands and respects that personal and shared values may differ from others
Understands that common values are important	Demonstrates empathy and solidarity towards other individuals and social groups
Understands the importance of individual and collective action	Understands importance of common values in learning to co-exist peacefully
Explores possible ways of taking individual and collective action to improve their school and local community	Understands the benefits, opportunities and impact of taking actions that can be taken to improve the community for the good of all

Information on the sources used to develop this sub-theme is available [here](#).



LIVING TOGETHER SUB-THEME: *Globalisation*

The process of interaction and integration between people, companies and governments worldwide.

Primary	Secondary
Understands immediate and local environment and simple links with other places (e.g. through food)	Understands global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems
Is familiar with similarities and differences between places in various parts of the world, including own setting	Understands the rights and responsibilities of citizenship in relation to global frameworks and how these are applied
Understands global connections between peoples and countries (e.g. through trade and communications)	Understands the root causes of major local, national and global issues and the interconnectedness of local, national and global factors
Understands how our choices and actions can affect the wider world - positively and negatively	Can explain the impact that personal choices, political actions and patterns of consumption may have in other parts of the world
Understands the types of action that can be taken and types of actors - both individual and collective	Understands how individuals and groups can take action on issues of local, national and global importance
Takes action to improve the world, e.g. through in school or in community	Takes action in response to local, national and global issues

Information on the sources used to develop this sub-theme is available [here](#).



Cultural Artefacts

DIALLS Theme: *Living together*

In the Cultural Literacy Learning Programme, living together is explored through six sub-themes: celebration of diversity, solidarity, equality, democracy, human rights, and globalization. In the lesson plans, these sub-themes are closely related and enable the exploration of the core DIALLS dispositions: tolerance, empathy, and inclusion. The theme of living together forms close links with the theme of social responsibility.

The mode of exploring the theme of living together in cultural artefacts is likely to reflect students' ages. The older the students are, the more abstract and multifaceted manner they are likely to use to elaborate the different aspects of the theme and its sub-themes and to approach them not only from the point of view of 'I' but also from that of the others. The artefacts may display the following approaches to understanding and exploring living together:

- In the artefacts, students may focus on material culture and explore it as an indicator of living together with divergent people who have various habits, traditions, and daily life routines. In this approach, the focus is not on the diversity of people and their interaction but on various items and products belonging to these people and the physical environments in which they live and work.
- Instead of, or in addition to, material culture, students may explore living together through depicting interaction and joint activities between divergent people. In these artefacts, groups of people are typically depicted in various leisure activities and free time environments spending time together. The artefacts may demonstrate varying lifestyles and ethnic backgrounds of these people.
- The explorations of living together may not only deal with real-life activities and environments. Students may also explore the theme through imaginative locations and situations where interaction occurs with imagined others – whether human or non-human creatures.
- Students may explore in the artefacts the meanings of living together through their own experience and perspective by depicting themselves in the activities and environments that are close or important to them in their daily life. In this approach, the perspective of 'I' determines the interaction with others and the environment where the interaction occurs.
- Students may also approach the exploration of living together from the point of view of 'we'. In these artefacts, a key actor is a group of people whose internal differences are emphasized with the variety of activities they carry out in their everyday life. When explaining the content of the artefacts in the captions, the students in this approach are able to make various abstract conclusions. For instance, the people in the artefacts are explained as forming a community to which the student is also including him/herself. In the captions, difference can be seen as a key essence of social life.
- Moreover, students may deal with living together through exploring the emotions of other people and animals. These artefacts and their captions may show solidarity and empathy for all living creatures and respect and care for nature. They may also underline a will to act jointly with humans and non-humans to help others who may face struggles or need protection or support.

The creation of artefacts functions as an act through which students may renew and transmit but also transform and reimagine social and cultural norms and positions, such as gender roles and cultural stereotypes. The teacher has a great responsibility in recognising how his/her students deal with such norms and positions as part of the idea of living together and raise to the joint discussion differences in understanding them.



Examples of artefacts from Virtual Gallery

MARKET STAND WITH TRADITIONAL CYPRIOT PRODUCTS

Inspired by: To the Market [Naar de Markt]

Age Range: 4-7 years

Country: Cyprus

Key Themes: Living Together, Belonging, Celebration of Diversity

WHAT IS THE ARTWORK ABOUT?

The artefact is about a market stand that sells traditional Cypriot products (baskets and clay jugs).



LIVING IN A CITY

Inspired by: Excentric City

Age Range: 12-15 years

Country: Lithuania

Key Themes: Living Together, Celebration of Diversity

WHAT IS THE ARTWORK ABOUT?

We created a leporello by showing everyday life. In each page of the book our own daily routine is reflected. Some of us like to be with friends, some to spend time in nature, some others like to sing and watch Indian dances.



THE RESCUE

Inspired by: Out of the Blue

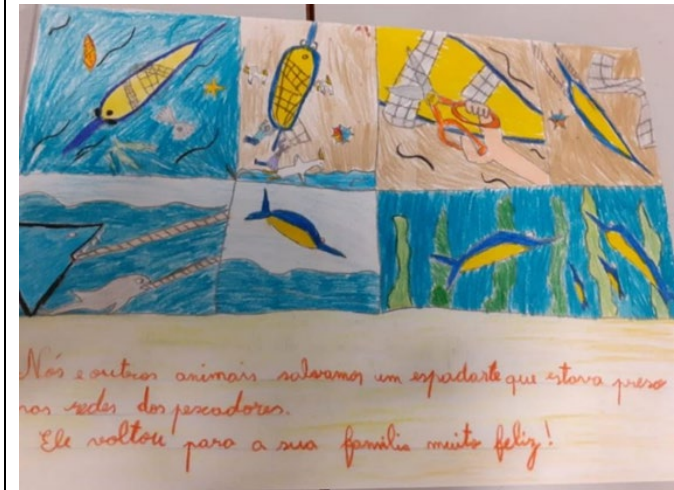
Age Range: 8-11 years

Country: Portugal

Key Themes: Living Together, Solidarity

WHAT IS THE ARTWORK ABOUT?

The comic strip represents a giant squid that came to the beach because it was caught in a fishing net. On the beach, the animals and the children who were on the seashore, gathered to rescue her. They all collaborated in the rescue of the animal, returning it to its natural habitat. This comic strip emphasizes that the action was collaborative and that everyone had a different role in the unfolding of the rescue. We can all work together to solve a problem.



DIALLS THEME: *Social Responsibility*

Responsibility that goes beyond individual duty and extends its understanding with a social dimension. It relies on cooperation between people and communities, active participation in social interaction and society, and social and civic competences of being able to do so.

(DIALLS, Cultural Analysis Framework).



SOCIAL RESPONSIBILITY SUB-THEME: *Sustainable Development*

This relates to societal and economic issues and is defined as “meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs” (i.e. ensuring a better quality of life for everyone, now and for generations to come). One aspect of sustainable development is tackling climate change.

Primary	Secondary
Can appreciate and care for living things and own environment	Is concerned about the effects of lifestyles on people and the planet and understands the need for responsible consumption
Is starting to value resources and learning not to waste them	Understands the root causes and interconnectedness of major local, national and global issues, including the role of governments, businesses, NGOs and citizens
Understands the positive and negative impacts of people’s actions (including own personal choices) on others and the environment	Understands the wider causes and implications of environmental damage
Knows basic information about climate change (causes and effects)	Has a sense of responsibility for own actions towards the environment and constantly considers what changes they could make to protect the environment
Understands key local, national and global environmental issues and starts to think about how these may be connected	Understands the ways in which citizens and governments can contribute to environmental sustainability
Takes action to protect and improve the environment and quality of life for people locally and globally	Is willing to engage decision-makers and campaign to reduce environmental damage and climate change

Information on the sources used to develop this sub-theme is available [here](#).



SOCIAL RESPONSIBILITY SUB-THEME: *Citizenship*

Being a member of a country and having rights and responsibilities because of it. Citizenship is linked to tolerance and democracy, with active citizenship defined as “building an open and democratic society” (Council of Europe and EC 2015, 25)

Primary	Secondary
Understands why we have rules and responsibilities and why they may change over time	Understands that everyone should recognise the fundamental freedoms of each human being
Understands basic school, community, local, national and global governance structures and systems and how these are interconnected and interdependent	Understands the rule of law at a local, national and international level
Understands that everyone should be treated fairly	Understands that all citizens should be treated equally and impartially
Understands what it means to be a citizen of one country and the civic obligations that go with that	Is aware of the factors facilitating or hindering citizenship and civic engagement at global, national and local levels
Understands how being a citizen of one country relates to the wider global context	Understands how global governance structures interact with national and local structures and explores global citizenship
Is willing to stand up and speak for others to defend their rights	Understands the diverse ways citizens can influence policy
	Is willing to stand up and speak for others to defend their rights

Information on the sources used to develop this sub-theme is available [here](#).



SOCIAL RESPONSIBILITY SUB-THEME: *Social and civic competence*

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation (European Parliament and Council of the European Union 2006)

Primary	Secondary
Understands the need for rules in local community (school, family, village or town) and how they can help us	Understands governance structures and decision making processes locally, nationally and globally and the differences between and interconnectedness of countries and regions
Understands how to take part in making and changing rules in school or with friends or family	Pro-actively keeps informed about civic issues
Understands basics of governance - family, school, local community, country	Is prepared to take action to make the community a better place and improve the situation of other people in the community
Participates cooperatively in group activities and works to ensure everyone is included	Participates in collective decision making
Tries to solve problems and resolve conflict through listening to others and understanding their views	Is prepared to defend others when they are excluded or their rights are infringed
Understands the importance of individual and collective action	Helps resolve conflict through sensitivity to diverse views and cultural norms
Participates in an activity to improve the world we live in	Can distinguish between personal and collective identity and cultivate a sense of belonging to a common humanity

Information on the sources used to develop this sub-theme is available [here](#).



SOCIAL RESPONSIBILITY SUB-THEME: *Active participation*

Refers to individual's involvement in relation to the civic, political, social, economic, legal and cultural spheres of society.

Primary	Secondary
Is willing to play fairly and inclusively with others	Participates in decision-making processes in their community
Is willing to take part in activities both inside and outside of the classroom	Actively supports and encourages others to participate
Actively tries to ensure everyone is included	Considers the consequences of actions before acting
Understands that our choices and actions have consequences - both positive and negative - for the world we live in	Is able to identify the benefits, opportunities and impact of civic engagement
Collaborates with others on real life issues in their community	Is able to identify the kinds of actions that can be taken improve the community
Understands the basics of how own country and region is governed	Can identify the factors contributing to success and factors limiting success of individual and collective action
	Can define the roles and obligations of individuals and groups in taking action

Information on the sources used to develop this sub-theme is available [here](#).



SOCIAL RESPONSIBILITY SUB-THEME: *Cooperation*

Working together for the common good. This occurs at a variety of levels, from between individuals to countries.

Primary	Secondary
Plays and works cooperatively, taking turns and sharing	Is committed to the promotion and protection of personal and collective well-being
Begins to show tact and diplomacy	Can work effectively and respectfully with other people, building positive relationships
Works cooperatively to solve problems or achieve goals	Shows sensitivity to diverse perspectives and cultural norms when managing differences of opinion or conflict
Uses knowledge of others' viewpoints to resolve problems and compromise	Understands the factors contributing to success and limiting success of individual and collective action
Understands the importance of individual and collective action and engages in community work	Is engaged in and cooperates in projects addressing common challenges

Information on the sources used to develop this sub-theme is available here.



Cultural Artefacts:

DIALLS THEME: Social Responsibility

In the Cultural Literacy Learning Programme, social responsibility is explored through five sub-themes: social and civic competences, citizenship, active participation, cooperation, and sustainable development / climate change. In the lesson plans, these sub-themes are closely related. The theme of social responsibility form close links with the theme of living together.

Social responsibility can be understood in various ways. These notions reflect students' ages but are also impacted by the cultural text through which the theme is explored in the lessons. In cultural texts, social responsibility is dealt with in various contexts ranging from children's everyday life in their home and school environments to various struggles faced by wild animals in the nature. The cultural artefacts may show the following approaches to the theme:

- In the artefacts, students may approach social responsibility from the point of view of 'I', emphasizing the individual dimension of responsibility in making other people feel included and being part of a community. In this approach, the focus is on the student and his/her action while the social dimension and interaction in a broader community are given less attention.
- Social responsibility may also be approached in a more interactive manner by displaying joint action and dialogue between 'I' and the other. In this approach, the interaction between 'I' and the other is based on mutuality. This interaction can be also explored as part of a broader community, such as a group of friends, class, or school, and their social relations and networks. In these artefacts and their captions, 'I' may, for instance, teach to another person the rules of a game to enable him or her to play with the whole class.
- In the artefacts, social responsibility may also be approached as a collective effort and shared duty by emphasizing the power and possibility of 'us' as a collective group impacting shared issues and environment. In this approach, 'we' are seen as being able to act together to improve 'our' life and the conditions of a local and global community.
- When the exploration of social responsibility is based on cultural texts dealing with sustainable development and climate change, the idea of social responsibility is extended to cover humans' responsibility for the Earth. In these artefacts, students may, however, explore social responsibility from an anthropocentric point of view by focusing primarily on humans and their needs. These artefacts may seem to show responsibility for animals and nature and seek harmony between humans and non-humans, but their approach may still be based on placing humans at the centre of the action. In this approach, animals may be anthropomorphized and treated as being in service for humans.
- The broad 'planetary' understanding of social responsibility could be approached in the artefacts also with an ecological point of view by emphasizing ecological ethics and everyone's responsibility for the attempts to save our planet for the future. In these artefacts, students may explore different solutions on how to solve various environmental problems and promote sustainability.

Social responsibility is based on joint action and cooperation between people and communities both locally and globally. The teacher's task is to familiarize the students with the social dimension of the concept and emphasize everyone's role in it. Social responsibility as care for a community, shared environment, and the Earth cannot be outsourced or transferred to someone else.



Examples of artefacts from Virtual Gallery

HELPING DADDY

Inspired by: Scribble [خربشة]

Age Range: 4-7 years

Country: United Kingdom

Key Themes: Social Responsibility,
Cooperation

WHAT IS THE ARTWORK ABOUT?

A child's experience of Lockdown; trying to be responsible and work in cooperation with others. The children were given freedom to paint a picture about their experience of Lockdown and how they were able to work in cooperation with other members of their family and act responsibly.



DIALLS CITY

Inspired by: The Elephant and the Bicycle [Le Vélo de l'éléphant]

Age Range: 8-11 years

Country: Portugal

Key Themes: Social Responsibility, Social and Civic
Competence

WHAT IS THE ARTWORK ABOUT?

Recognize the active responsibility we all have in society. The artefact was created after an active debate between the paired classes, at the end of which both teachers suggested to the children the idea of building a city that would portray the narrative of the film that could also be a portrayal of our society.



PLANNING A NEW PARK

Inspired by: Hedgehogs and the City [Igel und die Stadt]

Age Range: 8-11 years

Country: Israel

Key Themes: Social Responsibility, Social and Civic
Competence

WHAT IS THE ARTWORK ABOUT?

Designing a park for the community. The artefact references the idea of building facilities that everyone likes. In the artefact there's consideration of all the suggestions of the community for building the park. The park will be used both by people and animals. There's a place in the park for plants.



DIALLS THEME: *Belonging*

A means of conceptualizing membership in shared communities (e.g. families, schools, clubs, localities) or a feeling of belonging to a community. This incorporates cultural heritages, the expressions of the ways of living developed by a community and passed on from generation to generation and the sense of a shared inheritance, as well as the common narratives that shape a particular community, such as forms of migration, both forced and voluntary.

Primary	Secondary
Has a sense of belonging in the local environment (family, school and community) and understands the value of relationships with others	Has a sense of belonging to both local and global communities
Can identify and describe the various groups to which they belong and how their community fits into the wider world	Can distinguish between personal and collective identity and various social groups
Has a sense of self and unique personal identity within those groups	Can describe the commonalities and differences which exist between different cultural groups in their local and wider communities
Can describe the way that they live in their culture in their local community	Has developed the interpersonal skills to communicate within and outside own community
Can describe some similarities and differences within and between cultures and societies	Understands why maintaining and celebrating cultural traditions is important for the development of personal, group and national identities
Can reflect on the concept of home and belonging	Understands the ways that cultural groups and identities can change over time, for example through migration
Understands why maintaining and celebrating cultural traditions is important for the development of personal, group and national identities	Understands why common values are important in order to co-exist peacefully

Information on the sources used to develop this theme is available [here](#).



Cultural Artefacts:

DIALLS THEME: Belonging

In the Cultural Literacy Learning Programme, belonging is explored through a sub-theme of home. In the lesson plans, belonging and home are treated as closely intertwined. The feeling of having a home and being at home, a feeling of one's own safe and secure place filled with familiarity, comfort, and emotional attachment, is both an intimate dimension but simultaneously a socially shared aspect of the sense of belonging. In the lesson plans, the theme of belonging is closely linked with the exploration of the core DIALLS dispositions: tolerance, empathy, and inclusion.

In cultural artefacts, the notion of belonging can be expressed in various ways. On the one hand, these notions can be based on students' views on their own home and their social location within a place they feel attached to. On the other hand, the notions may reflect more generally the ideas of home and belonging stimulated by the cultural text used in these lessons. The cultural artefacts and their captions may show the following approaches to the theme:

- In the artefacts, students may deal with belonging through spatial attachments. The span of these attachments may reach from macro to micro scale including, for instance, the following spaces, places, locations: the Earth; several countries; one home country; home town or village; home district or street; the natural environment in one's living area or yard around one's home; house or home; and own room or own space at home. These spatial understandings of belonging are intertwined with various social meanings that the student may explain in their captions.
- Students may also approach belonging through social relations and ties to various groups of people. In the artefacts and their captions, the students may depict, for instance, their family or family members; friends; social networks related to free time or hobbies; or school. Social understandings of belonging are commonly simultaneously spatial and connected to particular locations.
- In the artefacts, students may explore belonging through material culture by depicting their personal items and belongings through which they feel attached to places and other people. These important items, such as toys, books, or one's own desk or bed, may function as symbols of the home as a safe and comfortable place. Besides spatial locations, the items may reflect social relations, such as spending time with the family, siblings, friends, or classmates.
- Students may explore the idea of belonging in the artefacts as multiple and intersectional including simultaneous attachments to various different locations and groups of people. Even very young children are able to perceive and depict their belonging as simultaneously occurring at different scalar levels. These artefacts and captions may depict at the same time, for instance, student's toys, family members, their home, a street sign indicating the name of their hometown, and a national flag.
- Belonging is usually perceived as a positive feature and as something to be achieved. Students may also explore belonging through the idea of non-belonging by identifying places or social networks to which they do not belong and in which they feel uncomfortable or miss their home. In the artefacts and their captions, non-belonging is commonly seen as a condition that should be avoided or fixed. The students may recognize from the stories of the cultural texts that someone is in a place where he or she does not belong and explore how to make him or her feel belonging.

The explorations of belonging in the cultural artefacts may be both abstract and concrete: a figure of a house may depict a home but can simultaneously function as a symbol for a safe place and social network in which the student receives care and comfort. The teacher's task in supporting the students' exploration of belonging is to understand the manifold ways how belonging can be felt and attached to spaces, places, items, and social relations.



Examples of artefacts from Virtual Gallery

WHAT IS HOME TO ME?

Inspired by: Baboon on the Moon

Age Range: 8-11 years

Country: Israel

Key Themes: Empathy, Belonging

WHAT IS THE ARTWORK ABOUT?

The artefact deals with the meaning of the term home/house for the children: they focused on the building, the different rooms, what characterises each room.



HOME, HOMELAND, BELONGING

Inspired by: Baboon on the Moon

Age Range: 12-15 years

Country: Germany

Key Themes: Empathy, Belonging

WHAT IS THE ARTWORK ABOUT?

The students were asked to create a 3D object that represented their home, expressed their sense of belonging.



“WHAT IS HOME?”

Inspired by: Baboon on the Moon

Age Range: 4-7 years

Country: Cyprus

Key Themes: Empathy, Belonging

WHAT IS THE ARTWORK ABOUT?

Each child draws a piece of the puzzle “What is home for you? Where do you belong?” Then they put their pieces together and make a complete puzzle that forms a house making the definition of what a house means? Home is a place to play, to work, to take a bath, to warm up, a place that has a yard, trees and flowers, it’s where we we’re born, that we are safe, where those you love and love you are, where there are our parents, our siblings, our cousins, our friends, our kitten and our dog. Where you feel happy, you have a hug, a caress, love, a rainbow, where our heart is. At the end of the lesson, the children were given time to complete their work, because they asked for it themselves. They said that home is “where we feel loved, happy, where we feel friendly and where sometimes we can also feel sad, but our family and friends are there to help us feel happy again.”



Living Together: Celebration of Diversity		
Source Document	Source Section(s)	Page
Council of Europe Reference Framework for Competences in Democratic Culture	VALUES: No. 2. Valuing cultural diversity	26
	ATTITUDES 4. Openness to cultural otherness	29
	ATTITUDES: 5. Respect	29
	ATTITUDES: 9. Tolerance of ambiguity	32
	SKILLS: 14. Flexibility and Adaptability	39
OXFAM Education for Global Citizenship: A Guide for Schools	KNOWLEDGE AND UNDERSTANDING: Identity and Diversity	18
	VALUES AND ATTITUDES: Value diversity	20
UNESCO Global Citizenship Education: Topics and Learning Objectives,	SOCIO-EMOTIONAL 6. Difference and respect for diversity	37



Living Together: Human Rights		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>VALUES: No. 1. Valuing human dignity and human rights</i>	25
	<i>ATTITUDES: 5 Respect</i>	29
	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20A. Knowledge and critical understanding of politics, law and human rights</i>	48
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>KNOWLEDGE AND UNDERSTANDING: Human rights</i>	17
	<i>VALUES AND ATTITUDES: Respect for people and human rights</i>	20
	<i>VALUES AND ATTITUDES: Commitment to social Justice and Equity</i>	20
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>COGNITIVE: 1. Local, national and global systems and structures</i>	32
	<i>COGNITIVE 2. Issues affecting interaction and connectedness of communities at local, national and global levels</i>	33
	<i>BEHAVIOURAL 8. Ethically Responsible Behaviour</i>	39



Living Together: Democracy		
Source Document	Source Section(s)	Page
Council of Europe Reference Framework for Competences in Democratic Culture	<i>VALUES: No. 3. Valuing democracy, justice, fairness, equality and the rule of law</i>	27
	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20A. Knowledge and critical understanding of politics, law and human rights</i>	48
OXFAM Education for Global Citizenship: A Guide for Schools	<i>VALUES AND ATTITUDES: Commitment to social Justice and Equity</i>	20
UNESCO Global Citizenship Education: Topics and Learning Objectives,	<i>COGNITIVE: 1. Local, national and global systems and structures</i>	32
	<i>COGNITIVE 2. Issues affecting interaction and connectedness of communities at local, national and global levels</i>	33
	<i>BEHAVIOURAL: 7. Actions that can be taken individually and collectively</i>	38
	<i>BEHAVIOURAL: 9 Getting engaged and taking action</i>	40



Living Together: Equality		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>VALUES: No. 3. Valuing democracy, justice, fairness, equality and the rule of law</i>	27
	<i>ATTITUDES: 5. Respect</i>	29
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20B. Knowledge and critical understanding of culture, cultures, religions</i>	49
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20C. Knowledge and critical understanding of history, media, economies, environment and sustainability</i>	50
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>KNOWLEDGE AND UNDERSTANDING: Social Justice and Equity</i>	16
	<i>VALUES AND ATTITUDES: Commitment to social Justice and Equity</i>	20
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>COGNITIVE: 3. Underlying assumptions and power dynamics</i>	34



Living Together: Solidarity		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>ATTITUDES: 7. Responsibility</i>	31
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>		
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>SOCIO-EMOTIONAL: 5. Different Communities people belong to and how these are connected</i>	36
	<i>BEHAVIOURIAL: 7. Actions that can be taken individually and collectively</i>	38



Globalisation		
Source Document	Source Section(s)	Page
Council of Europe Reference Framework for Competences in Democratic Culture	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20C. Knowledge and critical understanding of history, media, economies, environment and sustainability</i>	50
OXFAM Education for Global Citizenship: A Guide for Schools	<i>KNOWLEDGE AND UNDERSTANDING: Globalisation and interdependence</i>	16
UNESCO Global Citizenship Education: Topics and Learning Objectives,	<i>COGNITIVE: 1. Local, national and global systems and structures</i>	32
	<i>COGNITIVE 2. Issues affecting interaction and connectedness of communities at local, national and global levels</i>	33
	<i>BEHAVIOURAL: 7. Actions that can be taken individually and collectively</i>	38



Social Responsibility: Sustainable Development / Climate Change		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>ATTITUDES: 7. Responsibility</i>	31
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20C. Knowledge and critical understanding of history, media, economies, environment and sustainability</i>	50
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>KNOWLEDGE AND UNDERSTANDING: Sustainable development</i>	16
	<i>VALUES AND ATTITUDES: Concern for the environment and commitment to sustainable development</i>	21
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>COGNITIVE 2. Issues affecting interaction and connectedness of communities at local, national and global levels</i>	33
	<i>BEHAVIOURAL 8. Ethically Responsible Behaviour</i>	39



Social Responsibility: Citizenship		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>VALUES: No. 1. Valuing human dignity and human rights</i>	25
	<i>VALUES: No. 3. Valuing democracy, justice, fairness, equality and the rule of law</i>	27
	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20A. Knowledge and critical understanding of politics, law and human rights</i>	48
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20C. Knowledge and critical understanding of history, media, economies, environment and sustainability</i>	50
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>VALUES AND ATTITUDES: Commitment to social Justice and Equity</i>	20
<u>UNESCO Global Citizenships Education: Topics and Learning Objectives,</u>	<i>COGNITIVE: 1. Local, national and global systems and structures</i>	32
	<i>COGNITIVE: 3. Underlying assumptions and power dynamics</i>	34
	<i>BEHAVIOURAL 8. Ethically Responsible Behaviour</i>	39



Social Responsibility: Social and Civic Competence

Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>ATTITUDES: 6. Civic-mindedness</i>	30
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>KNOWLEDGE AND UNDERSTANDING: Power and governance</i>	17
	<i>SKILLS: Cooperation and conflict resolution</i>	19
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>COGNITIVE: 1. Local, national and global systems and structures</i>	32
	<i>SOCIO-EMOTIONAL: 4 Different levels of identity</i>	35
	<i>BEHAVIOURIAL: 7. Actions that can be taken individually and collectively</i>	38
	<i>BEHAVIOURIAL 8. Ethically Responsible Behaviour</i>	39
	<i>BEHAVIOURIAL: 9 Getting engaged and taking action</i>	40



Social Responsibility: Active Participation		
Source Document	Source Section(s)	Page
Council of Europe Reference Framework for Competences in Democratic Culture	<i>ATTITUDES: 6. Civic-mindedness</i>	30
OXFAM Education for Global Citizenship: A Guide for Schools	<i>KNOWLEDGE AND UNDERSTANDING: Power and governance</i>	17
	<i>VALUES AND ATTITUDES: Commitment to participation and inclusion</i>	21
UNESCO Global Citizenship Education: Topics and Learning Objectives,	<i>BEHAVIOURAL: 7. Actions that can be taken individually and collectively</i>	38
	<i>BEHAVIOURAL 8. Ethically Responsible Behaviour</i>	39
	<i>BEHAVIOURAL: 9 Getting engaged and taking action</i>	40



Social Responsibility: Cooperation		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>ATTITUDES: 6. Civic-mindedness</i>	30
	<i>SKILLS: 16. Cooperation Skills</i>	42
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>SKILLS: Cooperation and conflict resolution</i>	19
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>SOCIO-EMOTIONAL: 4 Different levels of identity</i>	35
	<i>BEHAVIOURAL: 7. Actions that can be taken individually and collectively</i>	38
	<i>BEHAVIOURAL 8. Ethically Responsible Behaviour</i>	39



Belonging		
Source Document	Source Section(s)	Page
<u>Council of Europe Reference Framework for Competences in Democratic Culture</u>	<i>VALUES: No. 2. Valuing cultural diversity</i>	26
	<i>KNOWLEDGE AND CRITICAL UNDERSTANDING: 20B. Knowledge and critical understanding of culture, cultures, religions</i>	49
<u>OXFAM Education for Global Citizenship: A Guide for Schools</u>	<i>VALUES AND ATTITUDES: Sense of identity and self-esteem</i>	20
<u>UNESCO Global Citizenship Education: Topics and Learning Objectives,</u>	<i>SOCIO-EMOTIONAL: 4 Different levels of identity</i>	35
	<i>SOCIO-EMOTIONAL: 5. Different communities people belong to and how these are connected</i>	36
	<i>SOCIO-EMOTIONAL 6. Difference and respect for diversity</i>	37

