



PRIDE of PLACE

# Teaching **Pride of Place**

An innovative curriculum for primary  
and secondary education in rural areas  
based on Inquiry Based Learning

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A curriculum for primary and secondary education based on Inquiry Based Learning

Erasmus+ project: Pride of Place

**Intellectual Output 2**

March 2021

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This publication has been developed as part of the Erasmus+ Project: “Pride of Place”, which is funded under the Erasmus+ programme, project number: 2018-1-NL01-KA201-039020.

The project partner organisations include Sapienza University of Rome (Italy), Akdeniz University (Turkey), Oidhrecht Chorca Dhuibhne (Ireland), Anatta Foundation (Netherlands), Istituto Comprensivo Cortemilia-Saliceto (Italy) and Agrupamento de Escolas nº1 de Gondomar (Portugal).

All project outputs of this project are accessible free of charge from the project website: [www.prideofplace.eu](http://www.prideofplace.eu)

Suggested citation: Albers, T. (ed.) (2021). Teaching Pride of Place. An innovative curriculum for primary and secondary education in rural areas based on Inquiry Based Learning. Aalten: Anatta Foundation.

ISBN: 978-90-831319-3-1

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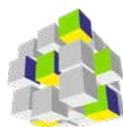
*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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



DIPARTIMENTO DI PSICOLOGIA  
DEI PROCESSI DI SVILUPPO  
E SOCIALIZZAZIONE

SAPIENZA  
UNIVERSITÀ DI ROMA



REPÚBLICA  
PORTUGUESA  
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de Pais e  
Amadores  
**AGRUPAMENTO  
de ESCOLAS nº 1  
de GONDOMAR**  
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**Istituto Comprensivo Cortemilia - Saliceto**



# Foreword

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This curriculum and syllabus were co-created by several players in the field of Pride of Place education: two academic partners developed a sound theoretical base for the concept of Pride of Place, two NGO's brought in their experience in non-formal teaching methodologies on place-based learning and two teaching institutes ensured the curriculum and its syllabus met the needs of the educational sector and their teachers. The development of this publication started off with a dynamic interplay between these partners with an Inquiry Based Learning style training in Cortemilia (Italy) for project staff members, where the first foundation was laid.

The curriculum has been translated and tested in three partner countries (Ireland, Portugal and Italy) at four schools involving about 150 students, and was subsequently evaluated, improved and finalised. This innovative Pride of Place method was developed for live in-person teaching. Due to the unforeseen Covid-19 situation, all teachers involved in the pilot phase were forced to draw upon their creative qualities and successfully adapt the curriculum to their local and national educational circumstances. However, the curriculum as presented in this publication is not intended for virtual teaching.

## Evaluation results

The curriculum and its syllabus were evaluated by the 16 teachers involved in pilot testing. 75% of the teachers said the quality of the teaching methodology was *good to very good* and 93,8% of them stated that the curriculum was a good fit with the learning experience of their class. All teachers thought that the curriculum was fitting with the unique qualities. 93,8% said that the curriculum allowed students to learn new competencies and 75% said that working with the curriculum allowed their students to reach learning goals. Most importantly, and in spite of virtual-learning conditions, 70% of the teachers stated that their students enjoyed learning about their place through working with the curriculum. These are of course great results, especially given the fact that the piloting happened during what was probably the most chaotic and stressful period in modern education.

## Teacher training

The teachers involved in the pilot received some training in working with *Inquiry Based Learning* (IBL) and using this Pride of Place curriculum. Teachers who are completely new to the IBL approach and the different roles both teachers and students this methodology implies will particularly benefit from a training course to prepare and guide them to implement this innovative teaching in their classroom. As part of this Erasmus+ project, a teacher-training course was developed to provide this support to teachers, allowing them to acquire and develop the necessary competencies for implementing this curriculum.

## Gratitude

We are incredibly grateful to all the students, teachers and schools involved in the development of this curriculum. Without their trust, commitment, adaptive qualities, space, time and energy, the quality would not have been what it is.

The staff members of the partner organisations that contributed to the development of this publication were invaluable.

Lastly, we would like to thank the people of the Erasmus+ national agency in the Netherlands for their support and guidance throughout this project.

## Interested in knowing more?

Our project website [www.prideofplace.eu](http://www.prideofplace.eu) contains all project outputs which can be downloaded free of charge, as well as the report that sets the theoretical base for Pride of Place that this curriculum aims to improve, and a policy brief defining the concept and its relevance for rural areas. As mentioned above, a teacher-training curriculum was produced to prepare teachers for the implementation of the Pride of Place curriculum. For more information about this training course or the project in general, please contact the project coordinator or any of the partner organisations involved in this project.

## Our wish for the future

We hope that with this curriculum and the Erasmus+ project in general we can contribute to the wellbeing and livelihood of rural areas that are a huge economical, environmental, cultural and social resource for our societies. Young people are the future of these societies and their emotional bond with their place will motivate them to decide how to contribute to protecting, maintaining and developing it.

March, 2021

Thomas Albers

Project coordinator

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# The Syllabus in short

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- **Part 1 offers a theoretical introduction to the use of the curriculum**
- **Part 2 provides instructions to the teacher on how to use the curriculum**

## Introduction

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Pride of Place (PoP) is the positive emotion that people can have for the place they identify or associate themselves with. It is linked to one's own place attachment and one's own place identity, both referred to one's own place or local area. A healthy pride for where one comes from can elicit a series of pro-social and pro-environmental behaviours. An unhealthy pride, conversely, can result in parochialism and anti-social behaviours.

As a result of the continuing urbanisation trend all over Europe, rural areas are having difficulties maintaining livelihood in their towns (figures of EuroStat show that by 2050 around 75% of all people on this planet will live in urban areas). One of the reasons for this trend is that, in general, urban areas offer young families better economic and entertainment opportunities. Another important factor for this trend is the decline or absence of emotional attachment to the places people inhabit in rural areas. In the past, people knew the history and stories of the place, danced traditional dances to traditional music, ate the local gastronomic specialities, played local sports, spoke the local dialect, lived with the seasons and with what local nature offered during each season. Now, this so-called place connectedness seems to have gotten lost in young people. This absence of emotional and cognitive attachment to the places people live in results in rural populations do not feeling connected to their area and losing their sense of 'place identity' and pride in their unique local culture. Scientific research has shown that an increase in place attachment and place identity results in higher degrees of active citizenship at a local level, that well established place identity fosters better mental health and that strong place identity results in more ecologically-sound behaviour (Comstock et al., 2010; Hinds & Sparks, 2008).

This curriculum has been developed to address the depopulation of rural areas, through rekindling the emotional and cognitive connection of young people with their places. Young people will be able to understand what makes their place unique and how their sense of identity is rooted in the place where they live. For the future, this may mean that young people retain their residency in the place, or return to it from after being away. Another promising feature of the curriculum is that it helps newcomers to better integrate the place through a deeper understanding of what the place actually means.

### The curriculum has two main objectives:

1. to improve students' sense of Pride of Place in rural areas, and;
  2. to improve students' 21<sup>st</sup> century competences.
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### How to use the syllabus

This syllabus was developed for teachers in rural areas wishing to improve their students' connection to the place, and consists of two main parts. Part 1 offers a theoretical introduction to the innovative approach the curriculum is based on, as well as information on teachers' and students' roles, as they are different from traditional educational approaches. Part 2 offers instructions for the teachers to work with the curriculum in a step-to-step way. Additional material can be found In Annex I and Annex II.

# Part I

**An innovative approach  
to 21st century education:**  
A theoretical introduction



# The approach in short

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- **Inquiry Based Education is a form of project-based learning that follows the inquiry cycle**
- **It is a social approach to learning in which students develop their 21<sup>st</sup> century skills**
- **Both teachers and students have different roles: teachers are facilitators and students are researchers**
- **Inquiry Based Education is scientifically proven to be effective and suitable for all levels of K-12 education.**

## Introduction

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The learning strategy for this curriculum is based on Inquiry Based Learning (IBL), which refers to “classroom processes in which students address questions about the natural, cultural or material world, collect data to answer these questions, analyse the data and report a conclusion based on their research” (Dobber et al, 2017). It is a form of project-based learning that follows the inquiry cycle (Pedaste, 2015): *orientation*, *conceptualization* (questioning and hypothesis generation), *investigation* (exploration/data finding and data interpretation), *conclusion* and *discussion* (reflection and communication). In IBL, the students take on the role of researchers and will have to actively find an answer to a research question rather than being passive recipients of education.

The IBL approach is a scientifically well-tested and proven effective learning approach with excellent learning outcomes in students, more specifically in knowledge development, thinking & reasoning skills, learning motivation, collaboration and communication skills (Kirschner et al., 2006). It is, however, a rather new approach, different from traditional education, where both students and teachers will need to get used to their new roles in the learning process.

### What is Inquiry Based Education?

The aim of IBL is to increase students’ self-learning capacities and to help them to apply acquired competences to a ‘real world’ context, through an inquiry-based approach. The students begin the learning process with a ‘real world’ research question that is studied together, and at the end of the cycle the conclusions are communicated to a wider audience to optimize recognition of learning. In IBL, the outside world where the learning happens becomes part of the classroom education. The students’ learning happens through the exploration, investigation and several research activities such as field studies, literature and multimedia studies, interviews and experimentation, as well as group discussion.

While the students will learn to think and act as scientists, the main focus is more on the social learning achieved through the inquiry process. This means that students and teachers learn together and from each other: they share ideas, give each other feedback, collect data together and support each other where needed. The quality of what is learned depends on the quality of the social interaction in the classroom and the role of the teacher is of great importance, particularly with regards to the social aspect of the IBL approach. In IBL, students and teachers create shared meaning through collaboration. A major difference from traditional education is that, in the IBL approach, the teachers become facilitators in the inquiry cycle and the students become agents in the learning process.

### How does IBL differ from traditional approaches?

Characteristic to the IBL approach, the learning process is driven by a “real” question, one that ideally comes from the students themselves, or at least is in line with their interests. In IBL, the process of learning to learn is more important than the acquisition of knowledge about a certain topic.

IBL is, in contrast to traditional learning, student-centred and structured in a non-linear (cyclical), multidisciplinary and non-compartmentalized way. While in traditional education the focus is often (still) on the transfer of knowledge, in IBL, the aim of the learning process is the development of 21st century skills (see Figure 1). IBL is not, however, unstructured: it is just structured in a different way than traditional approaches. This different structure therefore requires a bit more planning and, especially, both teachers and students to adopt a different role.

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## Characteristics of IBL

There are many advantages to introducing and using IBL in the classroom in comparison to the traditional approach:

- IBL has proven to be an effective educational approach for all ages (K-12; Dobber et al, 2017)
- IBL promotes self-learning capacities in students, which can also be applied outside of the classroom
- Students will learn to prepare themselves for survival and a meaningful engagement with society in the 21st century (21st century skills development)
- Minorities and disadvantaged communities can be more easily included in the learning process as IBL can be applied to different levels of progression
- IBL validates the experience and knowledge that the students already possess and brings it into the learning process
- The approach encourages intrinsic motivation and curiosity in students for their personal development
- IBL is very flexible and adaptable to the needs of the classroom

## 21<sup>st</sup> century skills



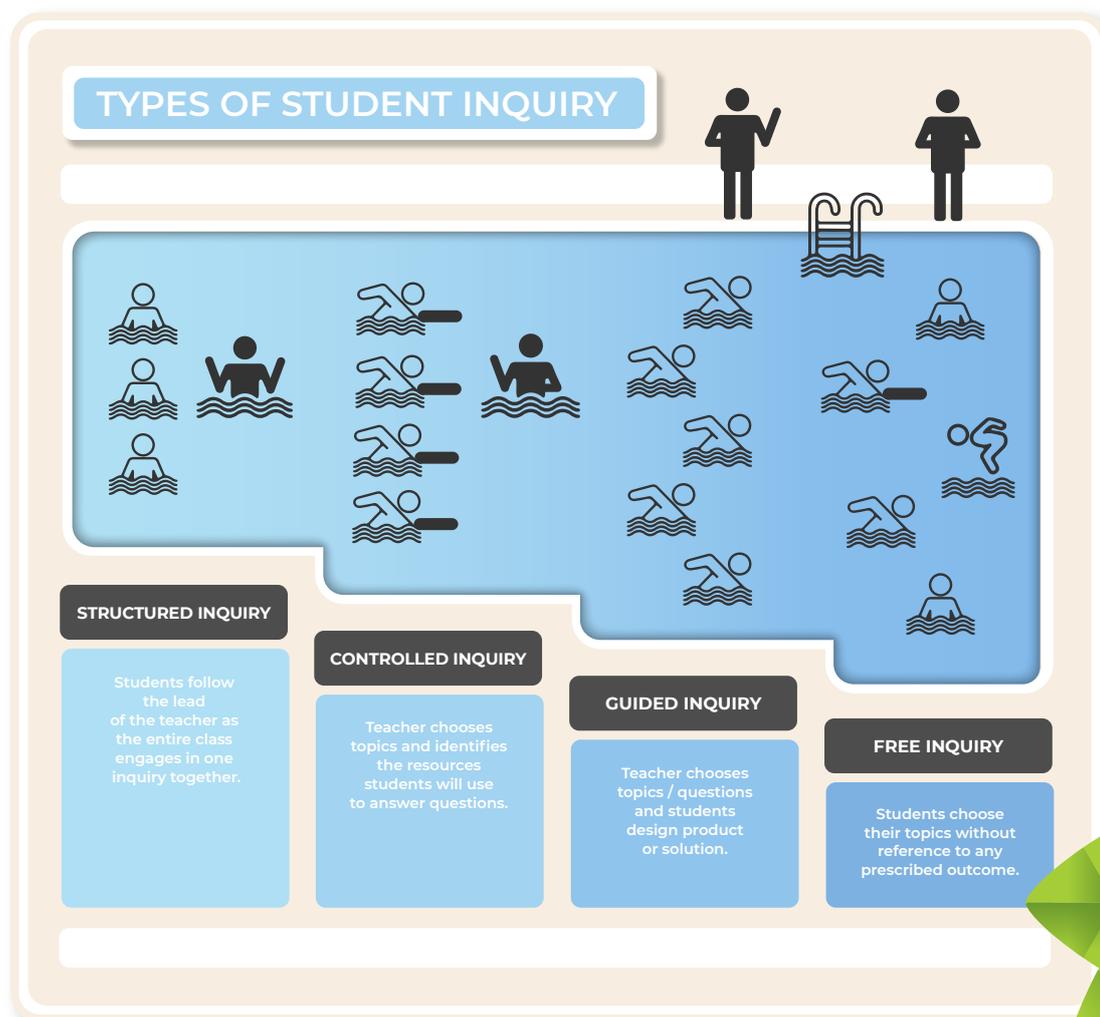
Figure 1: One of the possible framework for 21st century competencies (Alberta, 2011)

In the pre-digital era, possessing certain knowledge of facts and interrelations was essential for society and regarded as an advantage for young people in order to make a meaningful contribution to the employment market. The current digital era, however, requires a different set of competences from young people to take part in society given anyone has instant access to an abundance of information by easily connecting to the Internet. Skills such as finding the right information, differentiating false from true information, evaluating the reliability of a source, ICT literacy, creativity, collaborating, communicating and being emotionally intelligent are just a few of the skills that are needed to be part of and contribute to the 21st century society. Also having the right attitude towards learning and to be curious, empathetic, adaptable and able to take initiatives – all considered under the umbrella of the 21st century skills.

## Different levels of IBL

IBL can be applied in a classroom in different ways, depending on the needs and experience of the students and teacher. The levels (or types) range from a low level of inquiry to a high level one.

The difference in inquiry levels relates to the amount of direction a teacher gives to the inquiry process and the amount of autonomy given to the students. In the ‘structured inquiry’ (see figure 2) the teacher has the lead in the inquiry process, usually done with the entire class following the teachers’ thought process. At the other end of the range, in ‘free inquiry’, the students have full agency over their learning process and the teacher is a facilitator: nearly every step is developed by the students as they can decide their own topic, research question and following steps in the process. Teachers’ and students’ roles vary according to the level (type) of inquiry used.



**Figure 2:** four levels of Inquiry Based Education (image from trevormackenzie.com; published with permission of the author)

## Different roles

In IBL, students are active participants of the learning process. They have more autonomy over what and how they want to learn than in traditional education because they have ownership over the learning process, which is driven by their curiosity. The inquiry process is based on a real question that catches the interest of the students, which makes them relate to the learning in a stronger way than when the learning is passively received. In IBL, students develop a variety of competences, building on from existing competences. The Self-Determination Theory of psychological needs (Ryan and Deci, 2000) states that for optimal intrinsic motivation, the human needs for autonomy, perceived competence and relatedness have to be fulfilled. Students' intrinsic motivation for the learning process in IBL is therefore usually quite high.

In the IBL approach, students will work in pairs, subgroups or as an entire class, based on the stage and nature of the inquiry process and on the level of progression of the students. More advanced students will benefit from working in pairs rather than in bigger groups whereas more average students will do better in larger groups.

The students take the role of researchers in the IBL approach. Being a researcher means:

Researchers are:	Researchers do:
Knowledgeable	Ask questions, use what they already know, share resources such as books, videos, photos, websites.
Critical thinkers	Answer questions, ask questions, are critical about the resources, generate ideas, collect information.
Curious and open-minded	Listen to and read others' ideas to get a better understanding, use information from different resources.
Respectful	Help others, share ideas, are cautious in the use of materials of others, respectfully deal with other peoples' ideas.
Risk takers	Take part in group-discussions, share ideas, ask others for their ideas or theories, explore new grounds for finding information, interview people.
Reflective	Write reflections, take part in group-discussions, evaluate information, evaluate themselves and others in mainly positive terms to become better researchers.

**Table 1:** Researcher Qualities for IBL student  
 (from Tanis et al., 2014; based on Van Aalst & Truong, 2011)

As the IBL approach is student-centred and the learning process is driven by students' curiosity, the role of the teacher is consequently different from the traditional approach. Instead of being the central figure that is considered the expert on the topic of interest, teachers take on the role of facilitators or coaches to guide the students throughout the process. They help the students reach a real question and guide them in the subsequent research, inquiry, reflection, analysing and reporting. Likewise, the assessment of the learning process of the students is of a different nature, as IBL is focused on the development of competences rather than the transfer of knowledge.

A study on IBL showed that when it comes to the teacher role, two distinctions are important in the learning process: the *amount of teacher direction* and the *type of teacher regulation*.



### Amount of teacher direction

There are roughly three levels of teacher direction in IBL (see table 2; Dobber et al, 2017): teacher-directed inquiry, mixed direction and student-directed inquiry. The level of direction the teacher gives to the process changes according to the level of IBL. This level doesn't need to be the same over the whole IBL curriculum and the teacher will have to adapt his/her role based on the context of the IBL. When students are familiar with the IBL approach, a more student-directed inquiry will probably be more appropriate than when the students are new to IBL. As the curriculum proceeds and the students get more comfortable with being in charge of the inquiry process, the teacher can switch from a teacher-directed to a student-directed inquiry. Teacher using IBL for the first time will benefit from experimenting with different levels of direction to find the most appropriate one for the students and particular phase in the IBL process. It is important for teachers to decide which level of direction they would like to use and start with, based on their own competences, the needs of the learners and the demands of the inquiry activities that the students will employ. Research has shown that it is most effective for the learning process when the teacher differentiates between all three levels of direction, instead of aiming only for a student-directed approach: students can also learn the inquiry process by imitating the teacher.

Direction approach	Role of the teacher
Student-directed inquiry	Students determine the research question and how they will collect the information and how/what they will present. The teacher sets the stage and guides the process only when necessary. The agency over the inquiry process is mainly with the students.
Mixed direction	Both the teacher and students determine aspects of the inquiry process. The teacher gives a limited amount of agency over the inquiry process to the students.
Teacher-directed inquiry	The teacher decides on the research question to be studied, which resources to use, how to study the resources and how the conclusions need to be presented.

**Table 2:** three levels of directions, based on Dobber et al. 2017.

### Type of teacher regulation

The IBL process is multidisciplinary and teachers do not need to be experts but to cover several roles and regulation skills throughout the process. In general, there are three types of regulation that teachers will use throughout the IBL process: (1) meta-cognitive regulation, (2) social regulation, and (3) conceptual regulation. Though presented as separate regulation skills, in practice they are intertwined. Each class and each phase in the IBL process requires a different type of regulation (dominant type). For example, in the earlier phases of the learning process, the students may need a more conceptual type of regulation to become acquainted with the topic or with the new learning strategy, while the metacognitive and social regulations become more present as the process unfolds. Table 3 gives an overview of the different types of regulation.

<b>Regulative approach</b>	<b>Role of the teacher</b>	<b>Example</b>
<b>Metacognitive Regulation</b>  <i>Focus is on learning to act and think as a scientist</i>	Focusing on thinking skills	The teacher stimulates students to engage in a process of self-explanation by asking them questions about their inquiries and by asking their peers to respond to the answers.
	Promoting a culture of inquiry	The teacher explicitly communicates new expectations about student roles (more active) in the classroom.
	Guiding inquiry discourse	The teacher instructs the students to use the 'Ask to Think & Tell Why' approach to stimulate them to ask thought-provoking questions such as 'How is ... related to ...? explain your answer'.
	Making students familiar with the nature of science	The teacher works with pupils in an actual laboratory and focuses on thinking about hypotheses, predicting results and analysing data.
<b>Social regulation</b>  <i>Focus is on guiding the social process of learning</i>	Bridging the gap between high and low achievers	The teacher supports a low achieving student to become a more meaningful partner in group-discussions.
	Organizing student learning in groups	The teacher uses different strategies to form student groups, for example, when learning is directed at basic learning (without transfer), groups are assigned randomly but when learning is directed at more advanced learning, more mainstream students work in larger groups and advanced learners work in pairs.
	Focusing on collaboration process.	The teacher determines and discusses with students the ground rules of collaboration before the projects start.
<b>Conceptual regulation</b>  <i>Focus is on subject specific knowledge and rules</i>	Providing information on the research topic	The teacher starts a research project by asking the students to search for and write down everything they know about the object under study (with the help of internet, newspapers, asking parents).
	Focusing on conceptual understanding	The teacher focuses on linking new information from the inquiry project to students' prior knowledge.

**Table 3:** three types of regulative approach by teachers, based on Dobber et al, 2017.



# What does it take to teach about Pride of Place<sup>1</sup>

## What is Pride of Place?

In general psychology, pride is considered to be a positive emotion consisting in good feelings associated to one's own identity and self-esteem. People are proud of something they do and achieve ("authentic" pride). But they can also be proud of something they are, or of some achievement of external entities they associate to their identity, such as groups and teams they belong to ("hubristic" pride).

Coherently, Pride of Place (PoP) is the positive emotion that people can have for the place they identify or associate themselves with, both from a cognitive point of view (e.g., a place that I recognize as part of my identity) and from an emotional point of view (e.g., a place I am attached to). Even though only a few studies have investigated this issue, it is likely that PoP too could have both an "authentic" and a "hubristic" facet.

## What are the consequences of POP?

Pride is strongly linked to individual self-esteem and it is strongly associated to feelings of personal well-being. People who feel proud of their place are thus found to be more self-confident and to experience a higher level of well-being overall.

From a community point of view, PoP has positive effects since people who are proud of their places are usually more motivated to protect the place they are attached to and to act in order to improve it. For instance, residents with high PoP will be more willing to contribute to local voluntary associations or more willing to take action if something threatens the neighbourhood (e.g., a new unwanted project). Proud inhabitants will be more willing to enact pro-environmental behaviours and conservation behaviours, especially when these result in an immediate and visible improvement of the local environmental quality.

However, it should be considered that PoP's strong emphasis on the individual's self-esteem, to its extreme effects, could lead to antisocial and narcissistic attitudes of the individuals who would favour their source of PoP, denigrating or even aggressing other individuals, groups, and places they do not belong to. It is thus important to encourage a PoP that, while highlighting the positive features and the uniqueness of the promoted place, still fosters the inclusion and the enrichment of diversity and exchange with other people and places.

## When do people develop PoP?

According to Ryan's and Deci's Self-Determination Theory (SDT) people have three basic needs that everyone, in all situations, has to constantly fulfill for his/her psychological well-being: *autonomy*, *relatedness* and *competence*. These needs are considered as universal and innate, and seen in humanity across time, gender and culture. We feel good when we are with people, in situations, in job conditions, in places that enable us to satisfy these three needs.

When referring to a place, the **relatedness** need can refer to building coherent relationships with others who live in the place, and/or with the place itself. *Autonomy* can relate to the need for self-efficacy, where people feel a need to be able to act toward their place, modify it, change it, maintain it. The need for *competence* relates to the desire to feel capable in mastering certain skills that are needed or useful in that place. Creating a place that enables psychological need satisfaction may encourage people and local residents to become proud or to remain proud of that place. It may also motivate people to stay in that place and to undertake activities to improve and maintain it.

*Therefore, in the context of person-place relationships, if these three psychological needs are satisfied, the chances of acquiring and maintaining PoP increase.*

<sup>1</sup> From: Bonaiuto, M., Albers, T., Eren, R. and Ariccio, C., (2020). Pride of Place: a curriculum to (re)connect and encourage young people to be engaged with their rural areas. Policy Brief produced as part of the Erasmus+ Project: Pride of Place. – Accessible from [www.prideofplace.eu](http://www.prideofplace.eu)

## How to ease the creation of PoP?

Overall, several studies suggest that PoP can develop through place making and appropriation: people need to be able to contribute to a place—either by modifying its features, customising, or modifying the place through different actions in order to establish a relationship with it. PoP is often found to be associated to places where people perform specific activities, such as keeping familial ties, that they feel to be important for their identity, self-esteem, and for enhancing a positive sense of pride.

Places with a strong social and cultural significance are more likely than other places to elicit PoP. In this sense, cultural heritage, in its tangible and non-tangible aspects is likely to be a source of capital for the development of PoP. Cultural heritage can be broadly defined as the function of verbal or nonverbal traditions created by people living in a given place, as the function of production methods, social life, dialects and local language, rituals, festivals and the transfer of behaviours or tangible abstract items to future generations as a result of different experiences.

Cultural heritage has been classified by UNESCO<sup>2</sup> into tangible and intangible items. Tangible cultural heritage refers to buildings and historic places, monuments, artefacts; and objects which bear significance to the archaeology, architecture, science or technology of a specific culture; while intangible cultural heritage includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts. According to UNESCO, intangible cultural heritage involves past heritage but also contemporary rural and urban practices of diverse cultural groups.

Cultural heritage can be a relevant source of hubristic pride, while authentic pride can be better enhanced by involving people in place making and place change. For instance, people might be proud of a place because of a relevant historical event that took place there (hubristic pride) and/or because youngsters are involved in decision making and actions for the betterment of the place (authentic pride)

Social reputation is also an important factor for enhancing pride of place. For example, living in a place that is well-known and has a positive reputation may incentivize people to feel proud of that place and may also contribute to the establishment of an affective bond with the place. Consider, for instance, the European Capital City label and funding which has helped to promote specific cities in Europe.

Using cultural heritage as an asset to facilitate participation in local initiatives and projects can contribute to social inclusiveness which can help people satisfy their psychological

## Why is Pride of Place relevant for rural areas?

Rural areas are usually places that are unique in many ways: they often present abundant heritage, such as special landscape features, and an abundance of local traditions, ranging from culinary (local foods and drinks), to language, to arts (music, dance), to job traditions (linked to local natural or commercial resources). From a social point of view, rural areas are also often associated to strong social bonds and tight communities. This seems to imply that people living in rural areas can have a strong PoP and thus be very involved and active in their community and willing to live there and to contribute to its livelihood.

However, the reality we face shows that, at the global level, and particularly in Europe, rural areas are threatened by depopulation, and people living there, especially younger people, tend to move to urban centres.

The goal of this Erasmus+ project is to counter this tendency by encouraging a healthy PoP in young people, that is, by motivating them to remain in rural areas and to encourage them to move back when they have moved away for educational and job-related purposes.

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2 UNESCO. What is meant by "cultural heritage"?; viewed on 5 July 2020. <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/unesco-database-of-national-cultural-heritage-laws/frequently-asked-questions/definition-of-the-cultural-heritage/>



# Part II

## The Pride of Place curriculum: A Practical instruction

# This curriculum in short

- The curriculum has two main objectives: (1) to promote a healthy sense of Pride of Place in young people, and (2) to promote the development of students' 21st century skills.
- The curriculum uses the Inquiry Based Education approach.
- There are different levels of inquiry, and it is possible to select the most appropriate level for the class.
- Each user (school) can adapt the curriculum to their local context of place (through a choice of different topics in phase 2).
- The curriculum can be adapted to different school levels, i.e. ages 10-16 years old.
- The curriculum allows different intensity and frequency of use (e.g. 1 full week or 2 hours per week over 10 weeks)

## Introduction to the curriculum and the six phases of the inquiry cycle

The Pride of Place (PoP) Curriculum consists of six interconnected phases (see Figure 3). Together they form the Inquiry cycle, facilitating the students' learning process as they search for an answer to the main question: "What makes our place unique?" (not better than another place!). IBL is a social learning approach, which means that students learn together and from each other.



Figure 3: The six phases of the PoP curriculum (authors compilation)



## The curriculum in short

**Phase 1** is an introduction to the curriculum and to IBL: students explore the topic, make a curriculum agreement and develop hypothesis and an inquiry plan to find an answer to the main question.

**Phase 2** consists of the exploration and inquiry into different place-based topics. The topics chosen vary depending on the unique context of the place as well as available time to devote to the curriculum. In this phase, the students go out into the 'field' and gather their data about their unique place.

In **phase 3**, the students gather all the collected data, interpret & analyse it, relate it to the hypothesis developed in phase 1 and draw conclusions.

**Phase 4** consists of sharing the conclusions and outcomes with a bigger audience. By doing this, the community becomes part of the learning process and the learning results will be more sustainably imprinted.

In **phase 5**, the students reflect on their learning process, reveal what they have learned and what they would do differently next time.

**Phase 6** is for teachers only, and only for those who do need to assess the student's learning process (with a grade).

## Some consideration for the teacher

- **Expect things to go wrong and to sometimes be unsuccessful. IBL is complex for both students and teachers, and this is an important part of the learning process.**
- **Suppress the teacher's reflex to provide the answers.**
- **Be open to whatever happens in the classroom.**
- **Experiment with different teacher roles and levels of IBL.**
- **Enjoy it also when things go wrong. Often those are the best moments for learning.**

# Phase 1

## Getting Started

This phase consists of two parts. Part A is a general introduction to the curriculum and part B consists of planning the modules that the students will follow in phase 2. Based on the level of inquiry that is appropriate for the class (see page 11), Part B can be done by the teacher or by the students themselves. Part A should always be done in order to prepare the students and teacher for the inquiry process.

## PART A

### Introduction

This phase is the start of the project and will get the students to think about their place. It will be the first time they will put IBL into practice in this project. The students will also be introduced to what is expected from them in terms of roles, freedom and responsibility.

### Objectives

- to introduce the student to the new learning approach and their role, freedom and responsibility.
- to introduce and explore the topic of Pride of Place in local context
- to formulate the main research question (RQ): *The curriculum should find an answer to the main question “What makes our place unique?”*
- to map existing knowledge/skills related to the RQ
- to formulate possible answers to the RQ (hypotheses)

### Time recommended

At least 1-2 hours

### Materials

Template 1, see Annex I

### Instructions

#### Step 1: introducing the project to the class

To start the project, the students will need to get a common understanding of what ‘place’ is. It is not necessary, at this point, to focus only on the place where the school is located; any place can be

discussed. This can be done in one or more of the following ways (teachers are free to use their own techniques/tools):

- Have a collective brainstorm with the class about their place: what is it and what do they know about this place. To visualize the ideas, you can make a mind map.
- Ask the students to bring a photo of a place they like or don’t like. Encourage them to show it to the class and share why they chose this photo. What is the story behind the chosen photo?
- The same can be done with a story, a video, a song, or something else that represents their place.
- Start up a discussion with, for example, the following question: “How were your holidays and what can you tell about the place(s) you went to?”

**Step 2: In this step, the focus will be on the place where the school is located (the location that will be researched for the project).**

The students will be introduced to the main question they will need to find an answer for in this project: “What makes our place unique?”

It is important to emphasise that it is not about what makes our place better or worse than any other place, but rather what makes our place different. Every place has its uniqueness and by finding what that is, students can find part of their identity and pride.

This step consists of a brainstorm. Based on the experience of the students and the teacher this can be done collectively or in subgroups.

The following three questions will need to be answered by students (use Template 1 to report the answers):

- What do we already know about our place and its uniqueness? This question will help the stu-



- dents to validate what they already know about the place.
- What do we not know about the place and is important to research in order to answer the research question? This helps to stimulate critical thinking and to become aware of what they do not know.
- What do we think are the possible answers to the research question (hypotheses)? In Phase 3 the students will compare their answers from the project modules (Phase 2) with the hypotheses and they will reflect on this.

### Step 3: Setting the right expectations

In this step, the teacher explains what is expected from the students in this project, and that it's important that they develop social learning skills (learning with each other and from each other). This means that students will be encouraged to become critical thinkers, cooperate and communicate and share what they have learned. Students will perform the role of researchers. Table 1 on p 12 shows some of the researchers' qualities and associated behaviours.

- Explain to students that they are the agents of this project and that they will perform as co-researchers.
- Make a table as shown in table 1, with a column titled 'Researchers are' and one titled 'Researchers do'.
- In a brainstorm type of facilitation, ask the students what they think researchers' qualities are. Complete the list with the qualities from table 1.
- Ask the students what kind of behaviour is associated to these qualities. For example: to be a critical thinker, a researcher asks questions, tries to think of alternative answers to a (simple) question, motivates ideas.
- In phase 5, the students will reflect on the development of their researcher qualities and it is recommended they individually write down which specific qualities they would like to develop with this project.

- Optionally, the class can make a learning-contract from the produced table of qualities and behaviours.

### Tip:

- To stimulate inclusive learning, the teacher can speak in terms of 'us'/'we' and 'our ideas' to give an understanding of group-based learning.
- Teachers play different roles throughout this project, and in this third step they can focus on the social learning aspects.

### Step 4: making groups

Based on the class' experience with IBL and the age of the students, the teacher may decide to either follow the project with a whole-class approach or divide the class in subgroups. There is no exact guideline for deciding which approach to choose: the teacher's experience and self-confidence in IBL is the main compass. The following guidelines may help further:

- IBL is suitable for all ages and all levels of school (It's 'K12' appropriate)
- IBL is a social learning approach
- If you decide to work in subgroups, it is recommended to get the more advanced students to work in pairs. Research has shown that they perform better and learn more when paired with another advanced student rather than working in bigger groups with less advanced colleagues
- The average students work best in groups of 4 to 5
- The teacher's social regulation skills are important at this stage and throughout the project since the students will most likely need continuous facilitation in group-work processes

# PART B

## Introduction

This second part of phase 1 consists of planning and deciding on the modules to be followed in order to answer the research questions. Phase 2 contains 14 modules (see table 4) on subjects related to places, all addressing the main research question from different topics and perspectives. The modules can be found in Annex II.

Teachers are free to adapt these modules in any way that improves their quality or best accommodates their teaching context, or to design new modules that are not included in the list.

## Objectives

- to choose and plan the modules of phase 2 – this will be done by either the teacher, teacher & students or the students themselves, according to the level of inquiry used,

## Instructions

Depending on the level of inquiry used, the teacher, teacher & students or the students themselves can decide which modules to follow. The following aspects should be taken into consideration:

- Which type of inquiry level will the class follow? If it is Structured or Controlled Inquiry, the teacher can decide on the modules and the planning. If it's Guided Inquiry, the teacher and students will decide together, and in Free Inquiry the students will have the freedom to decide which modules to follow.
- How much time is available for the project?
- Based on the local context, the most appropriate topics can be chosen.
- Potentially, it is possible to let students follow different modules in parallel. This would mean that students do not research the same topics, but in sharing results throughout the project they can inform each other about the main outputs from their particular work.

Module Number	Topic(s)
1	Language in general
2	Folklore & Mythology
3	Biodiversity
4	Wellbeing
5	Gastronomy
6	Geography
7	Local Events
8	Jobs / Craftsmanship
9	History
10	Architecture
11	Social Norms & Values
12	Music and Dance
13	Sport and Games
14	Recreation

**Table 4:** Topics' overview



# Phase 2

## Collecting information

### Introduction

In phase 2, the students dive into several topics that are related to their unique place. This phase consists of modules that students follow, as per plan created in Phase 1B. Each module follows a similar structure and the answers to the sub-questions will provide input to answer the main question of the project.

### Objectives

- to study the place from different perspectives through different place-related topics

### Time recommended

see modules

### Materials

Template 2, see Annex I.  
Module examples, see annex II.

### Instructions

Each module in PHASE 2 has the same structure. In Template 2, the results of each step will be reported and serve as input for Phase 3.

Depending on the chosen level of inquiry, the teacher will direct the process differently. If it is Structured or Controlled Inquiry, the teacher can decide most of the steps. If it's Guided Inquiry, the teacher and students will decide together, and in Free Inquiry the students will have the freedom to decide how to direct the module.

Examples are provided per topic for each step of Phase 2 in Annex II. These examples can help the teacher to facilitate the inquiry process and direct it according to the chosen level of inquiry.

Each module follows the structure below:

#### **Step 1. Exploring the topic and developing research (sub) question**

- Each module starts with the introduction of the topic. This can be done in any creative way.
- Formulating the research question. What

would we like to learn in relation to this topic and the place? (see 'the art of the research question' below)

- What do we already know about this topic? This question will help the students validate what they already know about the place.
- What do we not know about this topic? This stimulates critical thinking and helps students become aware of what they do not know.
- What do we think are the possible answers to the research question (hypotheses)? At the end of the module, the students will reflect on their thought process in this stage.

#### **The art of the research question.**

In IBL, developing a research question is one of the main skills. The following guidelines will help to formulate a good IBL question:

1. A good question comes from the students, or it is at least something that they are interested in
2. It must be an answerable open question (no yes/no answer)
3. It should have a certain level of complexity, not just a simple fact
4. The answer cannot be known before the inquiry process starts
5. The question needs an objective basis, it cannot be an opinion nor a judgement
6. The question cannot be too personal

#### **Step 2: Locating resources to find the missing information**

The students will think of possibilities to find answers to the research question they developed. As an important part of this step, the students should think critically about the reliability of the resource and how likely it is that they will find the right answers there.

#### **Step 3: Collecting data from the resources**

There are different ways in which the students can collect data from the selected resources. There are several types listed in table 5. In social studies, resources used to collect data are mainly literature, field and experimental research.

In this phase, students will go out and collect data from the resources selected in step 2. Taking the students out of the school setting is encouraged, as the 'real world' offers them a lot of interesting information.

- It is important that students make a plan how to collect the data, this means, for example, that they will select certain newspapers, authors or websites in the case of a literature study. Prior to students going on a field study, they will have to develop their interview questions or observation plan (what to observe).
- Students will also make a plan of who will do what and when Step 4. Interpreting the data

In this step, students will need to answer the following questions:

- What does the information we found tell us about our research question?
- What conclusions can we make?
- Can we confirm the hypotheses?
- What do we still not know?
- What would we need to do to find out the last missing information?
- What new questions have come up?
- In case of multiple groups: how are the answers of the different groups similar or different? How come?

#### Step 5. Report the findings in a simple way in own words

In this step, students report their conclusions in their own creative way.

#### Step 6: Reflection on the module

Students will need to answer the following questions:

- How did this module go?
- What did I like and not like about this module?
- What went well and what did not?
- What should we do different next time?
- What did I learn?

#### The module descriptions in Annex II contain the following information:

1. Introduction to the module: brief description in 2-3 sentences.
2. Objective of the module
3. Time recommended for the module (e.g. between 3 and 5 hours)
4. Examples of possible research questions for the module on the topic
5. Example of resources
6. Example of activities to find answers to the questions/ how to get the information from the resources
7. Examples of presenting the results in a creative way

Type of data collection	What is it?
Literature research	Students collect data by reading novels, poems, songs, stories, newspapers, journals, magazines, online resources, etc.
Field research	The data is collected in the real world, through the use of interviews, observations, group discussions, etc.
Experimental research	The students find answers through the making of comparisons or trying out new things.
Design research	Data is collected through designing a new machine, model or other device. Mainly used in technical courses.
Simulation research	Collecting of data happens through a (computer) simulation to find answers to research questions.

Table 5: research types (based on Tanis et al., 2014)



# Phase 3

## Analysing & Interpreting the results of inquiry

### Introduction

In this phase, students gather all the answers from their Phase 2 modules research questions, analyse & interpret them to find their answer to the main research question from Phase 1 (“What makes our place unique?”). This phase is also an opportunity for students to reflect on the meaning of the answer as individuals and as a society (bigger social entity of place).

### Objectives

- to create a visual overview of the research findings in the studies done on the different topics in phase 2
- to analyse and interpret the findings in the inquiry process in different modules in phase 2
- to reflect on the process in phase 1 (hypothesis) and relate the conclusions back to what was developed in phase 1
- to relate the results and conclusions (reflection) on how place affects the students through the process of identity development and place attachment: pride of place

### Time recommended

1-2 hours

### Materials

Template 3, see annex I  
Template 1, from Phase 1

### Instructions

#### **Step 1: Creating a visual overview of the different answers**

The students create a visual overview with all the conclusions reached for each of the finished modules. They can use the model shown in Template 3 or any other kind of tool (e.g. mind map) to help visualize how all answers relate to the main research question of the curriculum. This can be done either with the class as a whole or divided in

smaller groups, in which case the separate group answers can be discussed in step 2.

In this step, the key element is to create an overview of all the different conclusions reached and how these relate to each other and to the main research question.

#### **Step 2: Analysing the results**

The students use the overview from step 1 and start to analyse and discuss the answers that together provide input to the main research question (Template 1). This step could also be done in smaller groups first, or with the whole class together. If working with smaller groups, the results will be discussed within the groups first, and at the end of the lesson, the results from the different groups need to be compared.

Template 1 from phase 1 is needed for this step.

The following questions can be asked to help students analyse the different data in front of them and start a discussion that helps them to think critically.

- How would you answer the main question from phase 1?
- Can we confirm our hypotheses? Why or why not?
- How does this relate to the template filled in Phase1?
- Are the results as we expected them to be? How does this relate to what we thought we knew and what we didn't know?
- What new research questions emerge based on what we have done right now?
- What still needs to be researched in order to better answer the research question?

#### **Step 3: Interpreting the results**

The purpose of this third step is to make sense of the data and analysis from step 2. What do these results mean in relation to who we are as individuals and as a society?

This step requires some self-reflection and group discussions are very helpful for this stage.

The following questions can be used to start the self-reflection and/or group discussion. It is recommended to let the students write down their own answers (before or after the discussion).

- What makes our place unique?
- What aspect of our place can we take pride in?
- Is there a difference in what we are proud of?
- Is the source of pride uncontrollable but stable (hubristic pride) or controllable but unstable (authentic pride)?
- What does this mean in relation to who we are as individuals and as a society?
- Who are you in relation to this place? How do you see yourself as part of this place?
- How can we help newcomers become part of our community and become proud of this place?

End this phase of the curriculum with a summary of the discussion and use this as input for the next phase.



# Phase 4

## Reporting and sharing the results with a broader audience

### Introduction

In this phase, students transform the conclusions of the previous phase (step 3) into a creative form that can be shared with a broader audience. The aim of this reporting and sharing is to make the community, or the place, part of the learning process. Research has shown that this part of the inquiry-based education approach is essential for the students to become empowered self-sufficient learners and it establishes a firm understanding of the studied subject. The reporting focuses on the results of the process (phase 3) and on the curriculum as a whole.

Interestingly, the students can potentially develop new local cultural heritage in this phase.

### Objectives

- to create an innovative and original way of reporting and sharing the results (phase 3) as an answer to the main research question (phase 1) with a broader audience than just the classroom or school (i.e. with the social community of the place).
- to share the learning process of the inquiry-based education curriculum with a broader audience: showing them what the students have been doing over the past weeks.

### Time recommended

between 1 – 5 hours depending on what the students decide to do.

### Instructions

Get the students to brainstorm as a class or in subgroups about how they would like to report on the curriculum and the answers from phase 3. They can do this in any way they would like to, big or small, as a one-time event or publication, or as a long-term exhibition. Everything that the students (and teachers) see fit for the curriculum is possible.

#### Examples

- Writing an encyclopaedia about the place
- Organizing a theatre play
- Organizing a school fair about the uniqueness of the place
- Organizing an exhibition about the place
- Making a short video about the curriculum and the place
- Making a website about the project

# Phase 5

## Students' reflection on the learning process

### Introduction

This phase focuses on the students' (self-)reflection on their learning process. It will help them to realise which competences they have developed during the curriculum and how they performed as researchers.

### Objectives

- students reflect on the development of competences and their performance as a researcher with the help / facilitation of the teacher

### Time recommended

1 hour

### Materials

Template 4, see Annex I.

### Instructions

Depending on the time available and the students' experience with self-reflection, there are different ways of organizing this phase. If time is limited, a single round group or individual reflection may be done.

When there is time, this reflection can be done in several rounds; individually, in pairs, in sub-groups and/or as a whole class. If students are not very skilled in self-reflection, more facilitation is needed from the teacher to help the students become aware of what their learning experiences were. If the students are more advanced in self-reflection, a different kind of facilitation is needed from the teacher, more focused on sharing and discussing than on learning how to verbalise experiences.

The following three categories can be reflected upon:

- Their role as the researcher in the curriculum
- The development of their 21st century competences
- Their experiences with the IBL process in general

Template 4 provides a scoring list for the students to rate their own development per item.



# Phase 6

## Assessment of the learning process by the teacher

### Introduction

Assessment is an integral part of school life. Checking and assessing students' learning process is an important tool for the teacher, as it determines whether or not the set goals are being met. Through reflection on the work developed, observation grids and checklists, the teacher decides on grades (if that is the case), placement and progression, as well as teaching strategies and the curriculum itself. For the student, it can also function as a way of validating his/her efforts and encourage active learning.

### Objectives

- to assess the student's learning process by the teachers

!NO assessment based on achievements or in comparison to other students. The assessment is based on how the student developed in relation to its own capacities.

### Materials

Annex IV

### Instructions

In inquiry-based education, assessment is on-going and the process is just as important as the final result. Students demonstrate and develop different skills in each of the stages of the inquiry process and it is these skills that are assessed when confronted to the teacher and student's predefined expectations (Phases 1 and 5).

Teachers should bear in mind that the skills (21<sup>st</sup> century skills) enhanced by this methodology are not always easily measurable in quantitative terms and are not the main purpose of assessment in this context. The more opportunities students get to show their involvement and improvement from a formative perspective, the easier it is for the teacher to understand the students' thinking and learning. Therefore, it is advisable to use various means of collecting information in order to facilitate assessment, such as:

- Formal and informal observations
- Discussions, learning conversations, questioning
- Group work
- Demonstrations, performances
- Projects, portfolios
- Self-reflections

An easy-to-use grid for assessing students' learning processes can be found in Annex IV.

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# About the partners

This project is the result of a collaborative partnership between two universities, two NGOs and two school institutions.

## Academic partners

The **Sapienza University of Rome** (Italy), Department of Psychology of Developmental and Socialization Processes, is the main basis for CIRPA (Interuniversity Research Centre in Environmental Psychology), a renowned worldwide research organisation with a special focus on the interplay of people with their environment.

The **Akdeniz University** (Turkey) contributed with scientific understanding in the field of tourism education, gastronomy, cultural monuments, cultural history and culture studies. This partner brought in the necessary curriculum development competences needed for all project outputs.

## NGOs

The **Anatta Foundation** (Netherlands) has several years of experience working on nature-education and nature-connection programs for young people using non-formal learning methods. The foundation has developed programs and events that enhance the relationship of humans with the natural world for the promotion of mental health and the flourishing of ecosystems on the planet. The foundation is based in a rural area in the Netherlands (Achterhoek).

**Oidhreacht Chorca Dhuibhne** (Ireland) has almost 40 years of experience promoting the physical, natural and human/linguistic cultural heritage of the Irish Corca Dhuibhne peninsula through educational programs offered in schools in their region. Over the years they have developed several educational programs that promote Pride of Place and a deeper understanding of local culture and traditions in their area in an effort to preserve the Irish language.

## School institutions

The **Istituto Comprensivo Cortemilia-Saliceto** (Italy) is a state teaching Institute, comprising three school levels: kindergarten, primary and middle education. In total about 510 pupils receive education from 100 teachers and 28 supporting staff members that help in several schools spread across the rural area from Cortemilia to Saliceto. The teachers contributed with their experience in teaching cultural, historical and environmental heritage of the territory, with an original and innovative teaching approach..

**Agrupamento de Escolas nº1 de Gondomar** (Portugal) is a state education institution that comprises pre-schools, primary schools, a middle and a secondary school, totalling about 2,500 learners and 250 teachers. It is located in a rural area in Portugal with natural scenery, unique and well-known craftworks (goldsmith and carpentry) and gastronomy. These were aspects explored during the project, done in collaboration with the city council, committed in promoting the community's attachment to the local territory.



# ANNEX I

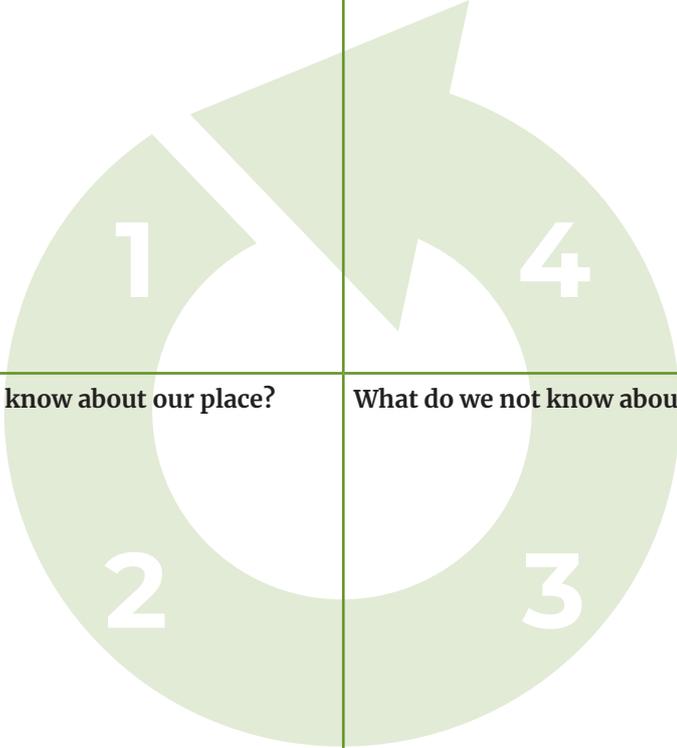
## ANNEX I



# TEMPLATE 1

Needed for Phase 1

<p><b>What do I want to know?</b> The <b>Research Question</b> for this curriculum is: What makes our place unique?</p>	<p><b>What do we think are possible answers to the Research Question?</b> (hypotheses)</p>
<p><b>What do we already know about our place?</b></p>	<p><b>What do we not know about our place?</b></p>



# TEMPLATE 2

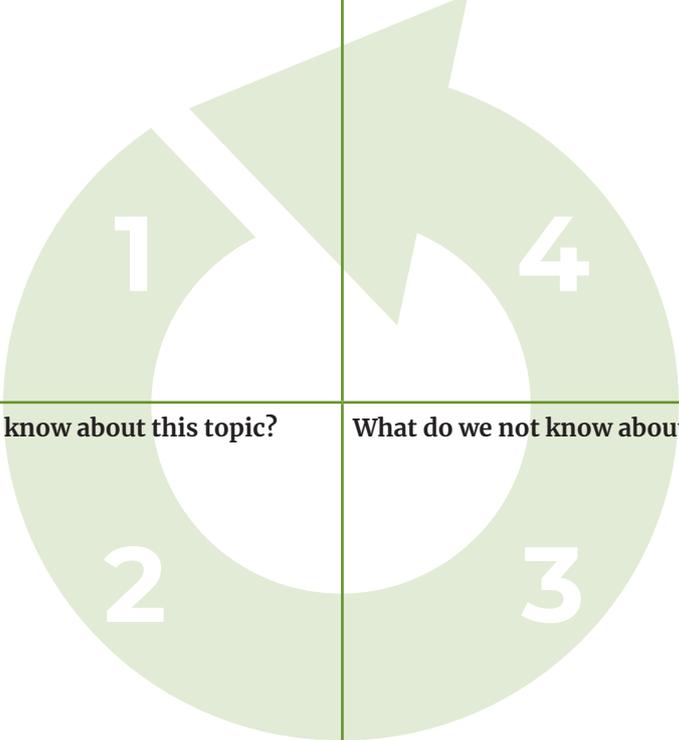
Needed for Phase 2

Name of the module: \_\_\_\_\_

Name of the students: \_\_\_\_\_

## Step 1:

<p><b>What do we want to know? What is the Research Question</b> for this module?</p>	<p><b>What do we think are possible answers to the Research Question?</b> (hypotheses)</p>
<p><b>What do we already know about this topic?</b></p>	<p><b>What do we not know about this topic?</b></p>





### Step 3 (Planning):

What will we do?	When?	Who?	What is needed?

### Step 4:

- What does the information we found tell us about our research question?
- What conclusions can we make?
- Can we confirm the hypotheses?
- What is it that we still don't know?
- What would we need to do to find out the last missing information?
- In case of multiple groups: how are the answers of the different groups similar or different? How come?

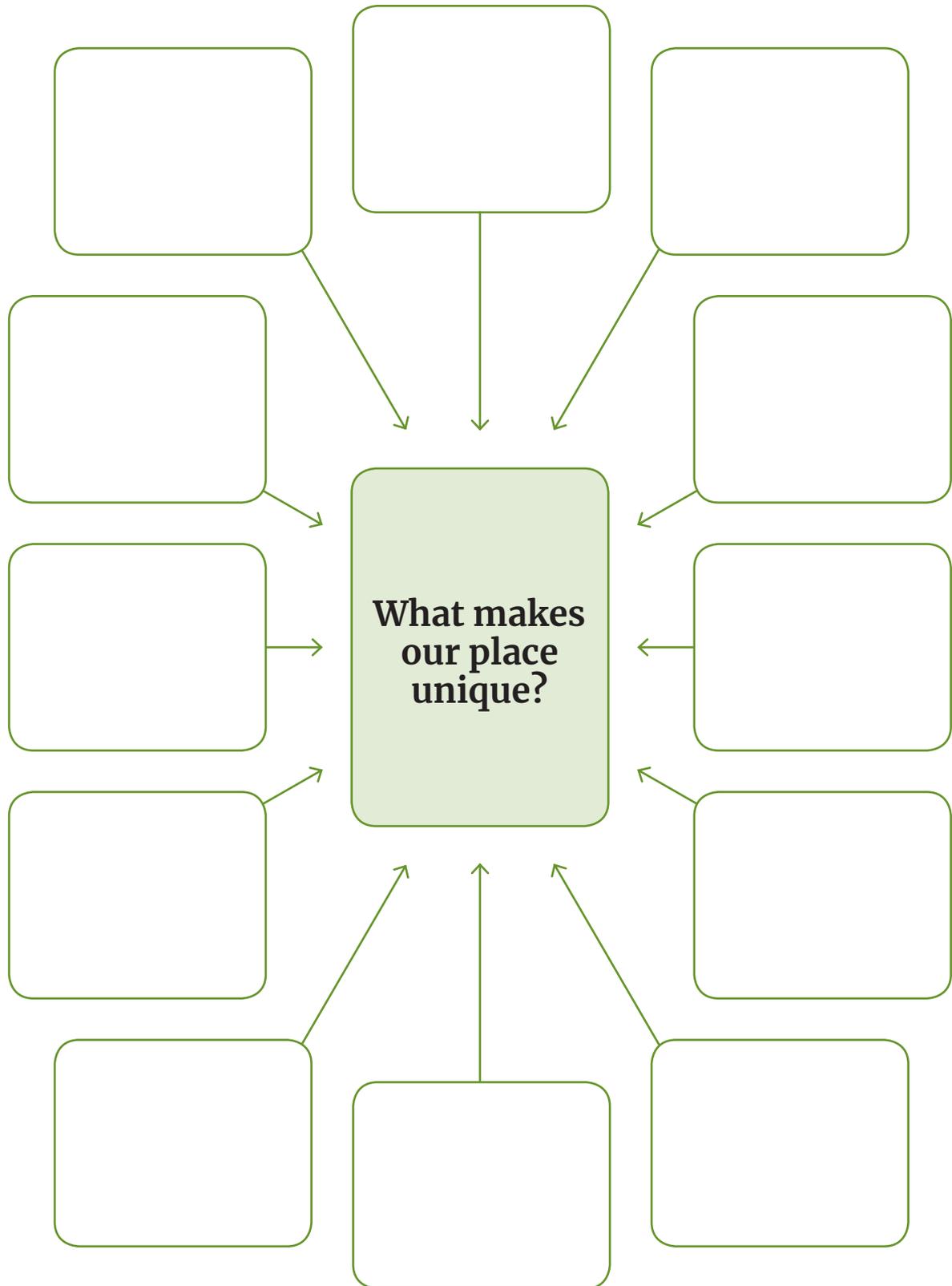
### Step 5 (Reflection on the module):

- How did this module go?
- What did I like and not like about this module?
- What went well and what did not?
- What should we do differently next time?
- What did I learn?



# TEMPLATE 3

Needed for Phase 3: Interpretation



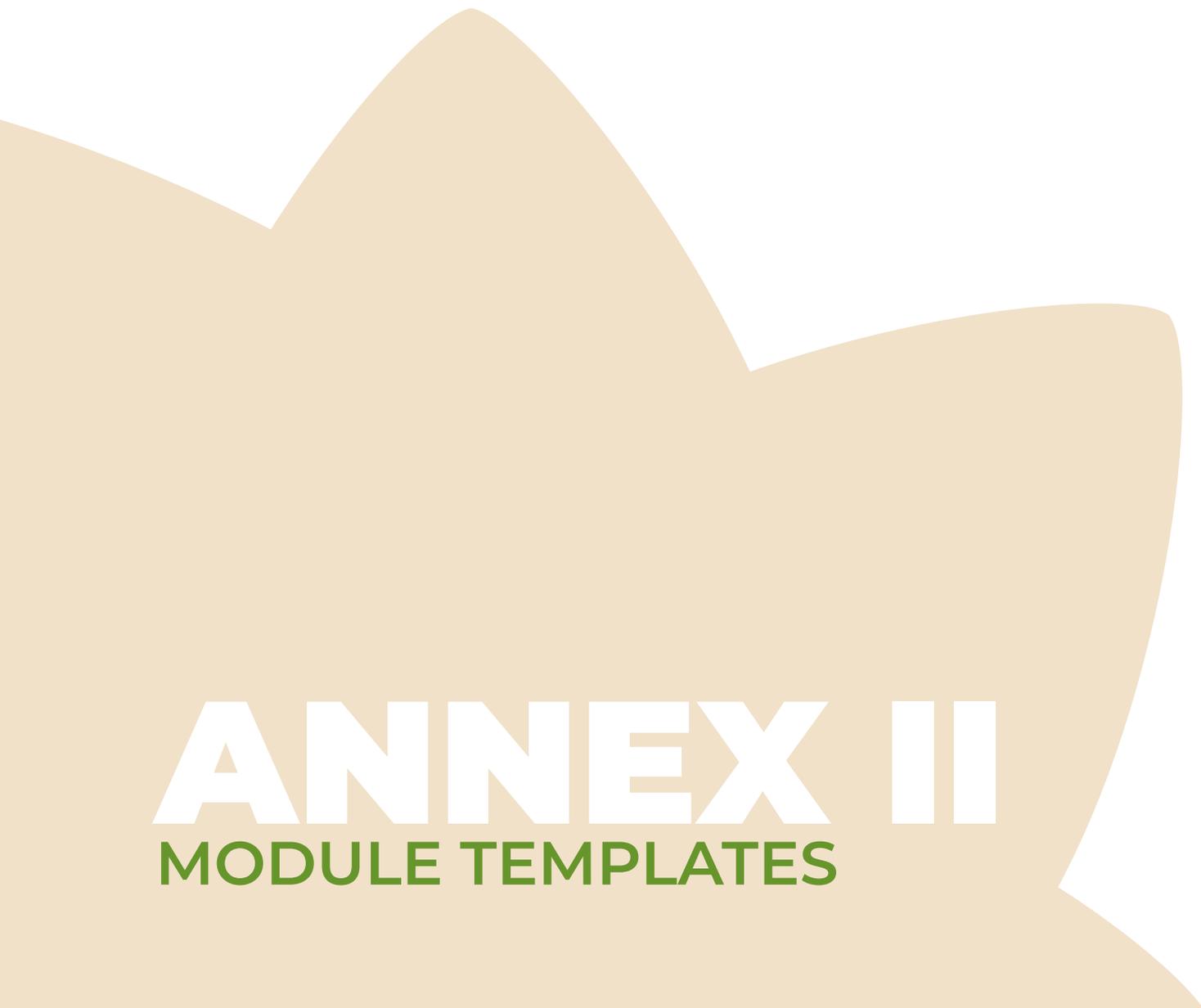




Select the box that best matches your experience – “Not so good”, “Good” or “Great” – to give an example or explanation as to why you see it the way you do. There is no need to fill in all the boxes.

To what extent was I a researcher that was:	Not so good	Good	Great
Knowledgeable			
A critical thinker			
Curious and open-minded			
Respectful			
A risk taker			
Reflective			

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Please write about how your experience was in each phase.</b></p> <ul style="list-style-type: none"> <li>• How was this phase to you?</li> <li>• What did you learn?</li> <li>• What did you like, what didn't you like? And why?</li> <li>• What went well, what would you do differently next time? And why?</li> </ul>			



# **ANNEX II**

## **MODULE TEMPLATES**



Annex II contains the modules related to Phase 2 of the curriculum, as listed in the table 1 below. In Annex III you will find background reading for each module and basic information about the topic it covers.

Module Number	Topic(s)
1	Literature
2	Folklore & Mythology
3	Biodiversity
4	Wellbeing
5	Gastronomy
6	Geography
7	Local Events
8	Jobs / Craftsmanship
9	History
10	Architecture
11	Social Norms & Values
12	Music and Dance
13	Sport and Games
14	Recreation

**Table 1:** overview of topics

**Each module is structured in the following way:**

1. **Introduction** to the module: brief description in 2–3 sentences.
2. **Aim** of the module
3. **Recommended time** for the module (e.g. between 3 and 5 hours)
4. Examples of **how the module can be introduced to the students**
5. Examples of possible **research questions** for the module's topic
6. Examples of **resources**
7. Examples of activities to **find answers** to the questions / how to get the information from the resources
8. Examples for **presenting** the results in a creative way

# 1. LITERATURE

By Eduardo Naia

## 1.1 Introduction to the module:

This module is about how literature shapes our shared sense of identity.

## 1.2 Aim of the module:

That students explore their sense of identity through literature.

## 1.3 Recommended time: 4-6 hours

## 1.4 Examples of introduction to students:

- a. What prior knowledge do students have of local literature?
- b. How relevant is it to know your local literature?
- c. Visit a local library.
- d. Bring in a local author to the class.

## 1.5 Examples of research questions:

- a. Why is our literature important to our place? Is it applicable to other places?
- b. What aspects of our literature reflect the uniqueness of the place?

## 1.6 Examples of resources:

- a. Local library
- b. School library
- c. Museums
- d. Monuments
- e. Human resources - people in the community (writers, poets, etc.)
- f. Internet
- g. Other media

## 1.7 Activities for finding or collecting answers:

- a. Interview experts in our community about our literature
- b. Read literature
- c. Analyse the literature based on our place
- d. Visit the area described in books, poems, etc.

## 1.8 Presenting in a creative way:

- a. Write a letter to a literary character
- b. Continue a story
- c. Draw a picture of the place described in the literature you read
- d. Explain the features of the place mentioned in the literature you read

# 2. FOLKLORE AND MYTHOLOGY

By Eduardo Naia



## 2.1 Introduction to the module:

This module explores how folklore and mythology teach us about our identity and our sense of place.

## 2.2 Aim of the module:

Students explore local folklore and mythology to reinforce their sense of belonging.

## 2.3 Recommended time: 4-6 hours

## 2.4 Examples of introduction to students:

- a. Define the two concepts and establish possible connections
- b. Visit a local library or cultural association
- c. Bring in a local historian to the class

## 2.5 Examples of research questions:

- a. What aspects of our folklore and mythology reflect the uniqueness of the place?
- b. How relevant are folklore and mythology in your life today?
- c. What can you learn about your place through folklore and mythology?

## 2.6 Examples of resources:

- a. Literature
- b. Archives (TV, radio, libraries, etc.)
- c. Human resources – people in the community (writers, poets, etc.)
- d. Internet

## 2.7 Activities for finding or collecting answers:

- a. Read a text/story
- b. Listen to a story
- c. Listen to music
- d. Visit a place
- e. Watch a video or an interview
- f. Paintings
- g. Sculpture

## 2.8 Presenting in a creative way:

- a. Write an article
- b. Set up an exhibition
- c. Create a song or piece of writing
- d. Dance
- e. Cultural event
- f. Make a video

# 3. BIODIVERSITY

By Paola Prato & Marina Sacchetto

## 3.1 Introduction to the module:

The term biodiversity (from “biological diversity”) refers to the variety of life on Earth at all its levels, from genes to ecosystems.

Biodiversity not only maintains a functional environment; it is a local resource for food, shelter, clothing and other materials. Local areas’ economies rely on biodiversity since it provides renewable economic resources and ecosystem services, medical and scientific benefits, and is priceless in terms of cultural and aesthetic values.

Biological diversity is the resource upon which families, communities, nations and future generations depend on.

## 3.2 Aim of the module:

Explore local biodiversity to understand why it is important for the place where we live and how to preserve it.

## 3.3 Recommended time: 6 hours

## 3.4 Examples of introduction to students:

Stimulate interest towards the materials used in everyday life (food, clothes, shelter...) offering a collection of pictures, videos and local newspaper or web articles concerning handmade local products.

## 3.5 Examples of research questions:

How biodiversity is involved in providing local materials for:

- a. Food
- b. Shelter
- c. Clothing
- d. Sustainable practices
- e. Why is it important to preserve biodiversity in our area?
- f. How to preserve biodiversity in our area?

## 3.6 Examples of resources:

- a. Interview a local farmer about traditional crops/food/tools
- b. Interview local people (parents, relatives, friends) about traditional crops/food/tools
- c. Research in local museum (ethnographic...)
- d. Research in local library (pictures, documents...)
- e. Research the internet
- f. Human resources
- g. Research local products for human use

## 3.7 Activities for finding or collecting answers:

- a. Practical activities in a lab, in a farm or outdoors:
- b. Bake bread
- c. Make cheese
- d. Make wine
- e. Cook different kind of local dishes
- f. Harvest local crops

## 3.8 Presenting in a creative way:

- a. Drawing exhibition at school or in a local public area
- b. Local exhibition with the tools students made
- c. Digital presentation for residents



# 4. WELLBEING

By Orlaith Ruiséal

## 4.1 Introduction to the module:

Wellbeing is fundamental to the overall health of individuals, enabling them to successfully overcome difficulties and achieve what they want from life. Attitudes and outlooks can affect wellbeing.

## 4.2 Aim of the module:

Understanding and promoting wellbeing and giving the students the tools to manage their own wellbeing.

## 4.3 Recommended time: 3-5 hours

## 4.4 Examples of introduction to students:

Definition of wellbeing.

What is wellbeing? Means of wellbeing can I find in my area? What can we do to improve our wellbeing? What factors influence wellbeing? Finding your strengths and using them.

## 4.5 Examples of research questions:

- a. What affects my wellbeing in my area?
- b. What factors affect my wellbeing?
- c. How can I feel more connected?
- d. How do I notice a change in my wellbeing, if at all, when away from home?

## 4.6 Examples of resources:

- a. Internet
- b. Library
- c. Local Professionals
- d. Human Resources

## 4.7 Activities for finding or collecting answers:

- a. Yoga
- b. Mindfulness
- c. Meditation
- d. Walks
- e. Exercise/Diet
- f. Practicing kindness
- g. Gratitude: keeping a gratitude diary over a period of time.
- h. Digital One to One programme in Pobalscoil Chorca Dhuibhne.

## 4.8 Presenting in a creative way:

- a. Questionnaire on wellbeing at beginning and end of the module
- b. Report back findings of questionnaire
- c. Presentation of resources available in local area that can have a positive effect on wellbeing.

# 5. GASTRONOMY

By Ramazan Eren

## 5.1 Introduction to the module:

This module is about increasing students' knowledge of local gastronomy and how it contributes to the uniqueness of the place.

## 5.2 Aim of the module:

Students will discover the connection between geography, agriculture and cooking.

## 5.3 Recommended time: 4-5 hours

## 5.4 Examples of introduction to students:

- a. Visit the local market to see locally produced fruits and vegetables.
- b. Talk with a farmer to explore which products are cultivated locally.
- c. Bring some traditional recipes to the class.

## 5.5 Examples of research questions:

- a. How is local gastronomy connected to the place and its characteristics (geography, agriculture, culture)?
- b. How has our culinary culture changed over the last decades?
- c. How are traditional local meals shaped by local produce?
- d. How does the climate affect the local agriculture and produce?
- e. In what way can traditional and local products be used to boost the local economy?
- f. How can we make our local products known in our country/other countries?

## 5.6 Examples of resources:

- a. Farms,
- b. street markets,
- c. community,
- d. local shops,
- e. local festivals,
- f. internet,
- g. local recipe books,
- h. local chefs,
- i. town hall,
- j. field trips (river, sea, etc.),
- k. walking in the woods,
- l. restaurants.

## 5.7 Activities for finding or collecting answers:

- a. Interviews,
- m. photos,
- n. reading,
- o. walks,
- p. field-trips.

## 5.8 Presenting in a creative way:

Make a presentation for the class and invite parents, relatives and teachers.

Organise a photo exhibition.

Write a cookbook with local recipes and photos.



# 6. GEOGRAPHY

By Paola Prato & Marina Sacchetto

## 6.1 Introduction to the module:

Studying local Geography through analysis of local landscape (earth observation from satellite images, direct observation, observation of pictures and paintings) is an important way of implementing Pride of Place as it facilitates the understanding of the interaction between humans and their environment, and how to preserve environmental characteristics and act responsibly in the place where we live.

## 6.2 Aim of the module:

Promote positive Pride of Place, sustainability and responsible citizenship through the exploration of landscape's characteristics in the area where you live.

## 6.3 Recommended time: 6 hours

## 6.4 Examples of introduction to students:

- a. Stimulate an interest with a collection of pictures, videos, local newspaper or web articles about the local landscape.
- b. Organize an outdoor activity in the place where you live to discover the landscape (panoramic view or walk into rural villages and places).
- c. Observe satellite images of local landscape.

## 3.5 Examples of research questions:

- a. How does landscape help us to understand humans' interaction with the environment?
- b. Why is important to preserve or modify some elements of the landscape in our area?
- c. How can we preserve the landscape in our area or promote changes to improve it?

## 6.6 Examples of resources:

- a. Direct observation
- b. Research in local museum (landscape paintings, old pictures,...)
- c. Research in local libraries (pictures, documents,...)
- d. Research on Internet, Google earth observation
- e. Human resources

## 6.7 Activities for finding or collecting answers:

- a. Practise differentiating between physical and cultural landscape features: make observations about the physical and cultural landscapes in the local photo gallery, confirm and identify the location of each photograph on a map, have students make inferences about the places and the people on the photos.
- b. Follow a local rural path and research about its links to the area's culture or economy.
- c. Read newspaper articles or news on Internet about a local scenic landscape or one that is particular to your area, related policies, impact on local economy and examples of how to preserve it. For each topic underline the key concepts and report them on a table. Then discuss students' observations and inferences as a whole class.

## 6.8 Presenting in a creative way:

- a. Organize an exhibition of photos taken by students on a chosen theme (local scenic landscape, local examples of landscape preservation)
- b. Make a digital presentation with students' observations and suggestions about sustainable practices of landscape implementation.
- c. Look after a local rural path.
- d. Write a letter to local authorities to report situations concerning the landscape (poor management of buildings, public areas or paths) and suggest solutions.

# 7. LOCAL EVENTS

By Ramazan Eren

## 7.1 Introduction to the module:

Events organized in the area: these can be national or international events, or small community events. The important point is the topic of the event, or that it is unique to the place, and how it helps the reputation of the place.

## 7.2 Aim of the module:

Through this module, students will discover local events that are unique to the place and

- a. Learn about these events
- b. Join these events
- c. Gain awareness about local social ties
- d. Learn about the shared cultural background of the people in the area
- e. Develop research skills by looking for events
- f. Develop autonomy and critical thinking by selecting the most relevant information regarding these events

## 7.3 Recommended time: 6 hours

## 7.4 Examples of introduction to students:

-

## 7.5 Examples of research questions:

- a. Which local events are organized in the region?
- b. Which unique produce or features of the place are mentioned in these events?
- c. Why are local events important for our place?
- d. What aspects of our region reflect the uniqueness of the place?
- e. How do local events contribute to the reputation of the place?
- f. How do these events contribute to our culture?

## 7.6 Examples of resources:

- a. Local council,
- b. students' relatives,
- c. the Internet,
- d. NGOs and school.

## 7.7 Activities for finding or collecting answers:

- a. Interviewing people in our community about local events
- b. Visiting the local council to get the local events' calendar
- c. Visiting NGO representatives to learn about the events they take part in
- d. Check event websites
- e. Interviewing people to learn about local events they participate in

## 7.8 Presenting in a creative way:

- a. Participating in local event(s)
- b. Organizing a visit to a event with family and friends
- c. Taking photos to show the class and encourage other students to visit future events
- d. Write a news article for school magazine/yearbook



# 8. JOBS/CRAFTMANSHIP

By Teresa Cameira

## 8.1 Introduction to the module:

This module wants to raise awareness of the relevance of traditional/modern trades and occupations in fostering our sense of uniqueness.

## 8.2 Aim of the module:

Recognising the importance of different crafts and occupations in the development of a local identity and sense of connectedness.

## 8.3 Recommended time: 5-6 hours.

## 8.4 Examples of introduction to students:

- a. What is craftsmanship? Do you know any craft person?
- b. Visit a workshop.
- c. Invite an artisan to the class.

## 8.5 Examples of research questions:

- a. How relevant are local occupations for the building of a genuine local identity?
- b. How have these occupations developed through time?
- c. How have these occupations adapted to modern times?
- d. In what way have these occupations contributed to the inhabitants' ability to remain in their area?
- e. How can the reputation of local occupations be acknowledged at home and abroad?

## 8.6 Examples of resources:

- a. Artisans' workshops
- b. Street markets
- c. Community
- d. Field trips
- e. Archives
- f. Local library
- g. Internet

## 8.7 Activities for finding or collecting answers:

- a. Visit local artisans and their workshops
- b. Read articles and images
- c. Watch short documentaries
- d. Visit monuments

## 8.8 Presenting in a creative way:

- a. Organizing an event
- b. Inviting artisans to showcase their products
- c. Organizing a meeting
- d. Inviting craftspeople to come to school and talk about their trade
- e. Reporting findings to younger students
- f. Making a video of the field trips (artisans' workshops, factories, interviews, etc.)
- g. Writing articles to be published (blogs, local and school newspapers, local radio stations, social networks)

# 9. HISTORY

## By Orlaith Ruiséal

### 9.1 Introduction to the module:

/hist(a)ri/; Noun

1. The study of past events, particularly in human affair – ‘Medieval European history’
2. The whole series of past events connected with a particular person or thing.

Local history depicts shared experiences and the study of our local history gives us a better understanding of our ancestors and possibly a stronger place connection. Local history also teaches us about the human condition. How does our history make our place unique?

### 9.2 Aim of the module:

To actively engage students in their local history and heritage and learn about what makes their place unique.

### 9.3 Recommended time: 3-5 hours

### 9.4 Examples of introduction to students:

- a. What prior knowledge do students have of local history?
- b. Why is it important to know about one's local history?
- c. Take a trip to the local library.
- d. Bring in a local historian to the class.

### 9.5 Examples of research questions:

- a. What is your story in the place?
- b. What happened in the area during a certain period of time e.g 1840-1850/1916?
- c. Research local historical figures and make a project about them

### 9.6 Examples of resources:

- a. Internet
- b. Library
- c. Local area
- d. Local historians
- e. People from the area

### 9.7 Activities for finding or collecting answers:

- a. Creative nonfiction writing based on local history.
- b. Writing a newspaper report on a specific event, e.g. during the 1916 rising in Ireland or renaissance in Italy
- c. Creating a drama or radio drama about a certain event in history
- d. Visiting historical sites
- e. Creating a map of historical sites in the area
- f. Listening to local people telling stories about their past/or past events – live/recorded/narrated (Archives:library/RnG/Radio Kerry/RTE, local historian etc.)
- g. Examining written documents, maps, commemorative plaques, statues, grave markings, headstones, archaeological/historical sites, artefacts, birth/death records, school rolls, census records, photographs, etc.
- h. Getting students to report on an aspect of the history of their locality or place, to include personal/family history if appropriate. e.g. Piaras Firtéar, Tomás Ághas, family members, locals, religious teaching orders, religious/church history, buildings, famine, emigration, employment, landlords and land reform, historic gender roles, customs re. birth, death, marriage, folklore, social change, etc.

### 9.8 Presenting in a creative way:

- a. Presenting findings project to class.
- b. Writing a blog/ letter/ news article about events from local history.
- c. Writing a Fictional Interview with a local history character.



# 10. ARCHITECTURE

By Daniela Bertonasco

## 10.1 Introduction to the module:

This module is aimed to improve the students' knowledge of local architecture and of the way it makes their place unique and special.

## 10.2 Aim of the module:

Students will discover how architecture is linked to the landscape and to the history of their place.

## 10.3 Recommended time: 5-6 hours

## 10.4 Examples of introduction to students:

Visit monuments, notice typical architectural features in the landscape (i.e. stonewalls, bridges, dams, river banks...), bring ancient and modern maps/photos/cards of your area, talk to local people to discover which function those particular features had in the past, etc.

## 10.5 Examples of research questions:

- a. Which particular building techniques were used in your area?
- b. How did these change over time? Why?
- c. Which materials were used? Why?
- d. What particular function did these different buildings have in the past? (cultural, religious, social, entertainment, sport, leisure...)
- e. What is their function now?

## 10.6 Examples of resources:

- a. Monuments,
- b. buildings,
- c. archaeological remains,
- d. maps,
- e. archives,
- f. old photos/cards,
- g. the Internet,
- h. books,
- i. testimonies from local people.

## 10.7 Activities for finding or collecting answers:

- a. Comparing old and updated maps, photos and cards to find out how the place has changed over the years;
- b. interviewing local people and experts,
- c. reading books,
- d. visiting places.

## 10.8 Presenting in a creative way:

- a. Plan a tour in your area to promote local landmarks.
- b. Plan different/modern uses for abandoned/ancient buildings.

# 11. SOCIAL NORMS & VALUES

By Thomas Albers

## 11.1 Introduction to the module:

Norms and values are often used interchangeably but they are different. Values are broader areas of life that society deems important (such as career, sustainability, family life or democracy), and are directions that society acknowledges. Norms, on the other hand, are more specific rules of behaviour (such as shaking hands or bowing when greeting someone, being punctual or helping someone in need) that people will need to respect in order to be a valued member of society. Norms and values are part of the cultural iceberg of every society, often imperceptible and difficult to grasp. They are part of the submerged portion of the iceberg and understanding these norms and values is fundamental for newcomers to fully integrate. Often different generations in a place have different norms and values.

## 11.2 Aim of the module:

- a. to explore and make visible what the social norms and values of the place are.
- b. to understand how important the local unwritten social rules are in order to be able to integrate fully as a newcomer.

## 11.3 Recommended time: 3-5 hours

## 11.4 Examples of introduction to students:

- a. Ask students to think of/ bring an example of a cultural misunderstanding they've experienced (when on holiday or with someone of another culture). Discuss with the students what the misunderstanding was based on (usually different norms or values).
- b. Bring an example of a video or newspaper article in which a misunderstanding of a norm or value is present. You can use this article to explore the topic.
- c. Use the value cards in the appendix to build up a vocabulary of different values. Ask the students to pick a number of values they think are important or not important to local people. Map these values in an initial mind map of the place.

## 11.5 Examples of research questions:

- a. How have the norms and values of this place changed over time?
- b. What are the differences in social norms and values between the new generation and the older ones?
- c. What would newcomers need to know about the place's norms and values to understand how the society functions?

## 11.6 Examples of resources:

- a. Literature: novels/ fairy tales/ myths or folklore stories that took place in the area
- b. People: older people (older generations) and newcomers (different cultures) living in the place
- c. Newspaper articles

## 11.7 Activities for finding or collecting answers:

- a. Interviewing older generations or people from different cultures about their experiences of differences in norms and values. These can then be compared to the norms and values that the students think are important.
- b. Reading literature from/about the place to how norms & values are described.
- c. Organising a focus group or a group meeting with different people from the place to interview them about the different norms and values.
- d. Old stories or tales can be another source for values or norms: heroes and/or characters can present social values in their behaviours.

## 11.8 Presenting in a creative way:

- a. Students can make a mind map of their answers and compare them to the initial mind map of the introduction.
- b. Students can write a story about how differences in norms and values can lead to misunderstanding and conflict.
- c. Students can make posters with the norms and values presented to help different generations and newcomers understand what is important to young people of the place.
- d. Students can organise a detailed visitors' tour for peers from other schools or for tourists in the area with information about the history and values of the place.



**PERSONAL  
VALUES**  
Card Sort

W.R. Miller, J. C'de Baca, D.B. Matthews, P.L.  
Wilbourne, University of New Mexico, 2001

**IMPORTANT  
TO ME**

**VERY  
IMPORTANT  
TO ME**

**NOT  
IMPORTANT TO  
ME**

**1**  
**ACCEPTANCE**  
to be accepted as I am

**2**  
**ACCURACY**  
to be accurate in my opinions  
and beliefs

**3**  
**ACHIEVEMENT**  
to have important  
accomplishments

**4**  
**ADVENTURE**  
to have new and  
exciting experiences

**5**  
**ATTRACTIVENESS**  
to be physically  
attractive

**6**  
**AUTHORITY**  
to be in charge of and  
responsible for others

**7**  
**AUTONOMY**  
to be self-determined  
and independent

**8**  
**BEAUTY**  
to appreciate beauty  
around me

**9**  
**CARING**  
to take care of others

**10**  
**CHALLENGE**  
to take on difficult tasks  
and problems

**11**  
**CHANGE**  
to have a life full of change  
and variety

**12**  
**COMFORT**  
to have a pleasant and  
comfortable life

**13**  
**COMMITMENT**  
to make enduring,  
meaningful  
commitments

**14**  
**COMPASSION**  
to feel and act on concern  
for others

**15**  
**CONTRIBUTION**  
to make a lasting contribution  
in the world

**16**  
**COOPERATION**  
to work collaboratively  
with others

**17**  
**COURTESY**  
to be considerate and polite  
toward others

**CREATIVITY**

18

to have new and original ideas

**DEPENDABILITY**

19

to be reliable and trustworthy

**DUTY**

20

to carry out my duties and obligations

**ECOLOGY**

21

to live in harmony with the environment

**EXCITEMENT**

22

to have a life full of thrills and stimulation

**FAITHFULNESS**

23

to be loyal and true in relationships

**FAME**

24

to be known and recognized

**FAMILY**

25

to have a happy, loving family

**FITNESS**

26

to be physically fit and strong

**FLEXIBILITY**

27

to adjust to new circumstances easily

**FORGIVENESS**

28

to be forgiving of others

**FRIENDSHIP**

29

to have close, supportive friends

**FUN**

30

to play and have fun

**GENEROSITY**

31

to give what I have to others

**GENUINENESS**

32

to act in a manner that is true to who I am

**GOD'S WILL**

33

to seek and obey the will of God

**GROWTH**

34

to keep changing and growing

**HEALTH**

35

to be physically well and healthy

**HELPFULNESS**

36

to be helpful to others

**HONESTY**

37

to be honest and truthful

**HOPE**

38

to maintain a positive and optimistic outlook



**39 HUMILITY**  
to be modest and unassuming

**40 HUMOR**  
to see the humorous side of myself and the world

**41 INDEPENDENCE**  
to be free from dependence on others

**42 INDUSTRY**  
to work hard and well at my life tasks

**43 INNER PEACE**  
to experience personal peace

**44 INTIMACY**  
to share my innermost experiences with others

**45 JUSTICE**  
to promote fair and equal treatment for all

**46 KNOWLEDGE**  
to learn and contribute valuable knowledge

**47 LEISURE**  
to take time to relax and enjoy

**48 LOVED**  
to be loved by those close to me

**49 LOVING**  
to give love to others

**50 MASTERY**  
to be competent in my everyday activities

**51 MINDFULNESS**  
to live conscious and mindful of the present moment

**52 MODERATION**  
to avoid excesses and find a middle ground

**53 MONOGAMY**  
to have one close, loving relationship

**54 NON-CONFORMITY**  
to question and challenge authority and norms

**55 NURTURANCE**  
to take care of and nurture others

**56 OPENNESS**  
to be open to new experiences, ideas, and options

**57 ORDER**  
to have a life that is well-ordered and organized

**58 PASSION**  
to have deep feelings about ideas, activities, or people

**59 PLEASURE**  
to feel good

**POPULARITY**

to be well-liked by many people

60

**POWER**

to have control over others

61

**PURPOSE**

to have meaning and direction in my life

62

**RATIONALITY**

to be guided by reason and logic

63

**REALISM**

to see and act realistically and practically

64

**RESPONSIBILITY**

to make and carry out responsible decisions

65

**RISK**

to take risks and chances

66

**ROMANCE**

to have intense, exciting love in my life

67

**SAFETY**

to be safe and secure

68

**SELF-ACCEPTANCE**

to accept myself as I am

69

**SELF-CONTROL**

to be disciplined in my own actions

70

**SELF-ESTEEM**

to feel good about myself

71

**SELF-KNOWLEDGE**

to have a deep and honest understanding of myself

72

**SERVICE**

to be of service to others

73

**SEXUALITY**

to have an active and satisfying sex life

74

**SIMPLICITY**

to live life simply, with minimal needs

75

**SOLITUDE**

to have time and space where I can be apart from others

76

**SPIRITUALITY**

to grow and mature spiritually

77

**STABILITY**

to have a life that stays fairly consistent

78

**TOLERANCE**

to accept and respect those who differ from me

79

**TRADITION**

to follow respected patterns of the past

80



**81** **VIRTUE**  
to live a morally pure  
and excellent life

**82** **WEALTH**  
to have plenty of  
money

**83** **WORLD PEACE**  
to work to promote  
peace in the  
world

Other Value

Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value
Other Value	Other Value	Other Value



# 12. MUSIC AND DANCE

By Ramazan Eren

## 12.1 Introduction to the module:

This module is about music, local sources of musical culture and the relationship between local music and culture.

## 12.2 Aim of the module:

Through this activity students will discover the effect of music on their culture and learn about

- a. The history of local/national songs and music
- b. The importance of local/national music to their culture
- c. Old and/or traditional music and songs
- d. The community's shared cultural background

## 12.3 Recommended time: 4-6 hours

## 12.4 Examples of introduction to students:

-

## 12.5 Examples of research questions:

- a. Which local music and songs are listened to in the area?
- b. At which events do local people listen to which type of local music/songs?
- c. Does the music give information about the history of the place?
- d. Is there a musical instrument from this region?
- e. Are there any musical instruments produced with local materials?
- f. How do local traditional music and songs impact the image and reputation of the place?

## 12.6 Examples of resources:

Students will find information about local music and songs from local institutions, relatives, the Internet, NGOs, museums and school.

## 12.7 Activities for finding or collecting answers:

- a. Interviewing people in the community about music and songs
- b. Visiting the local council to find out about traditional musical culture
- c. Visiting relevant NGO representatives to learn about traditional musical culture
- d. Visiting local museums to find music related items
- e. Interviewing people to learn about music played in local cultural events

## 12.8 Presenting in a creative way:

- a. Students can organize a theatrical event about the stories relating to traditional songs
- b. Students can share and post videos from their activities
- c. Students can write a news article for the school magazine/yearbook

# 13. SPORTS AND GAMES

By Ramazan Eren

## 13.1 Introduction to the module:

This module includes activities aimed at introducing young people to sports and games played in their area. Young people will learn about the features of the place while discovering games and sports, as well as strengthen their ties with the community. Young people are expected to recognize the cultural heritage and social sharing behind sports and games.

## 13.2 Aim of the module:

Identify the games/sports activities unique to your own area and the unifying qualities these bring to both individuals and the community. Discover that sports/games bring communities together, thus eliminating class distinction. Sports and games allow people get away from their daily routines and feel in another world and environment. Recognize that people become popular in the community through playing sports. – the person who experiences popularity does not want to move away from an environment in which he feels important. Participating in sports activities keeps individuals away from bad habits.

## 13.3 Recommended time: 5 hours

## 13.4 Examples of introduction to students:

–

## 13.5 Examples of research questions:

- a. How do sports and games contribute to physical and mental health?
- b. When people play games, do they leave aside their social identities/status to simply become players?
- c. Do sports and games contribute to preventing stress?
- d. Sports can be international, but are there regional differences?
- e. How do sports and games generate unity and integration in people?
- f. Is there a connection between the history of sports and the history of society?
- g. Do families of team players establish close ties with community life?
- h. Is there a difference between seniors and young people in terms of playing a game?

## 13.6 Examples of resources:

- a. Games are intangible cultural heritage elements and young people learn from the previous generation.
- b. Family and neighbours, seniors
- c. Folklore specialist in the region for formal information
- d. Members and clubs of local sports teams
- e. Internet and media
- f. Federations

## 13.7 Activities for finding or collecting answers:

- a. Participate in local cultural games.
- b. Learn the rules by playing these games with their family – students can play these games with their grandparents or uncles.
- c. Interview the elderly and the younger generation.
- d. Research in local institutions.
- e. Books
- f. Local stories

## 13.8 Presenting in a creative way:

- a. Were they already playing these games? Or did they play them for the first time?
- b. Students can tell how they will teach the games to their children in the future.
- c. Let them teach these games to their classmates and play together.
- d. If any other games have been discovered and mentioned in the classroom, they can write an article about all of them for a magazine.
- e. All classes or teams can make a visual encyclopaedia on YouTube by filming each other playing every game.
- f. They can write a story about why this game is better played in the area. Such as curling played in frozen rivers?



# 14. FOLKLORE AND MYTHOLOGY

By Ramazan Eren

## 14.1 Introduction to the module:

This module is about recreation and aims to help students discover available activities in the area and the impact these have on the community. The old saying “All work and no play makes Jack a dull boy” can be a good starting point to explore the topic.

## 14.2 Aim of the module:

Students will learn what recreational activities are available in the area and what they can do during their spare time. Students will learn why recreation is important for both physical and mental health and overall quality of life and discover which recreational activities are region/area-specific. Students will learn about spare time and recreation. Students will discover the importance and benefits of having leisure time together with family and other people in their area.

## 14.3 Recommended time:5 hours

## 14.4 Examples of introduction to students:

-

## 14.5 Examples of research questions:

Are recreational activities needed?

- a. How does recreation contribute to human life?
- b. What feelings do people have when they take part in recreational activities?
- c. How did participating in the activities impact you? Did it have an impact on your relationships with family and friends?
- d. Is leadership important in recreational activities?
- e. Which activities are unique to our place?

## 14.6 Examples of resources:

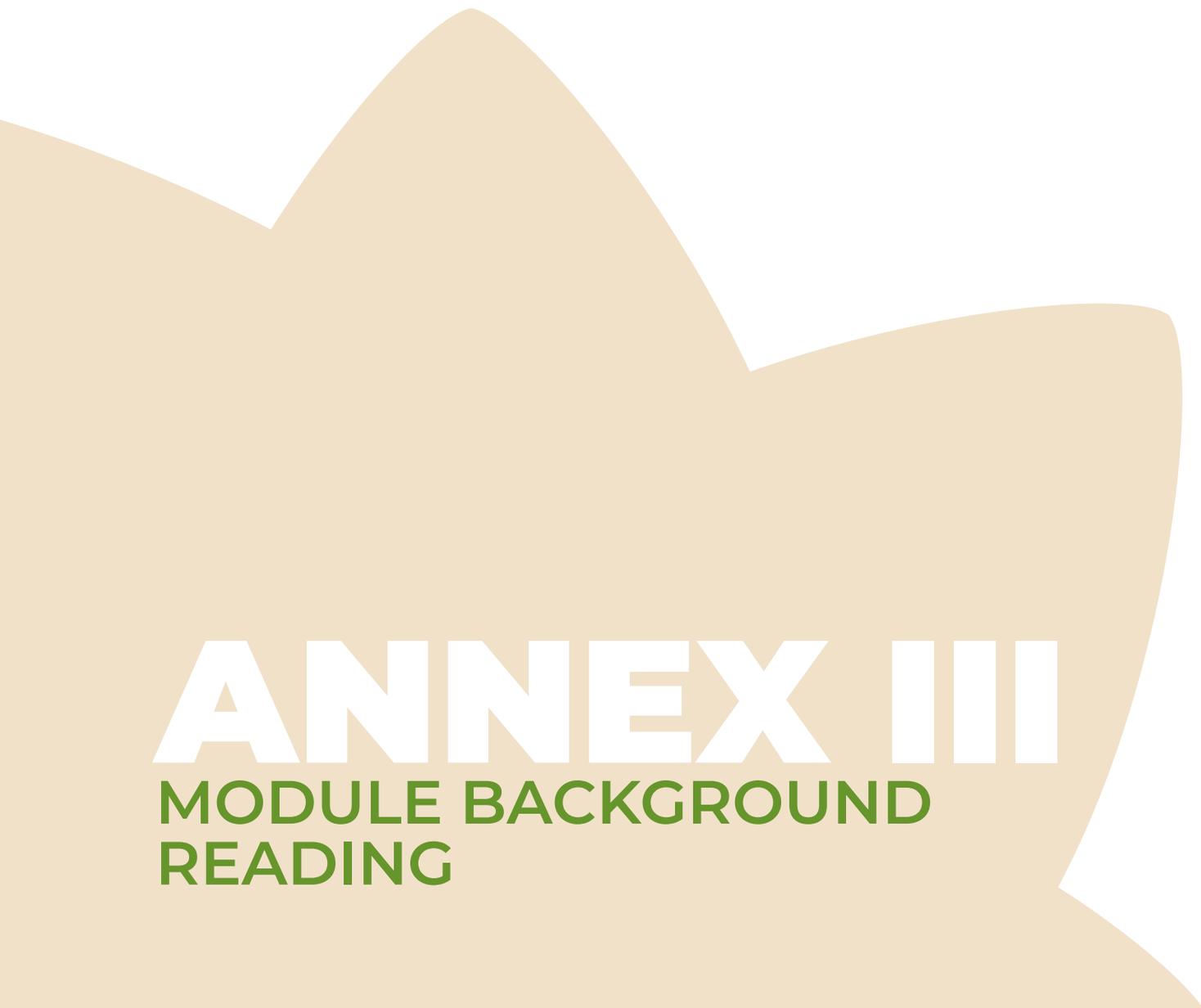
- a. Individuals who organise/facilitate recreational activities
- b. Visiting natural areas

## 14.7 Activities for finding or collecting answers:

- a. Interview people and ask them what they do in their spare time.
- b. Visit areas of natural beauty with family.
- c. Write about your feelings after taking part in recreational activities.
- d. Visit local council and learn about available activities in the area.

## 14.8 Presenting in a creative way:

- a. Participating in recreational activities with classmates
- b. Students can organize and lead activities
- c. Showing pictures from their visits
- d. Participating in leisure activities with parents. And talk about feelings after the activity.
- e. Listing and sorting the activities by event size.



# **ANNEX III**

**MODULE BACKGROUND  
READING**

# 1. LITERATURE/ LANGUAGE IN GENERAL

By Eduardo Naia

Language is the ability to express, symbolize and communicate ideas, feelings, sensations... in short, to tell the world. Language is, therefore, our most human quality.

A school conceived as a space where there is a multiplicity of languages will also allow a plurality of meanings, of new senses, of being human. A school capable of making teaching a sustaining means of conveying values, is no longer simply reproducing technical learning.

One of the greatest challenges of today's school is to be aware of local diversity as an inextricable part of national identity and to recognize the richness this diversity represents. This diversity is part of a country's heritage, in complex articulation with culture, art and education.

In seeking to clarify the ethnic and cultural diversity that make up the society of a given place, understanding its relations, we are educating future citizens of the world.

The project "Pride of Place" has the mission of welcoming and encouraging students to learn with excellence and to act as citizens of the world, without ever forgetting their origins and connection to the place where they live or come from.

This project will provide direct contact with the richness of the cultural and natural heritage of a particular place or region. In a multidisciplinary approach, students learn to understand the local language (dialect) through observation and analysis, and establish relationships between geographic, biological, historical, social and political factors.

"Pride of Place" also intends to develop activities that bring students closer to different cultural forms, namely presentations that stimulate the sense of belonging to their place / region, through memory, social relations, knowledge and practices that make up the identity of a people, while involving local inhabitants.

Today, the enormous relevance of the school in defending, promoting, disseminating popular cultural manifestations is indisputable.

"Pride of Place" highlights school as a space where different languages can produce subjects of broader and more diverse knowledge.



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- FERREIRA, F. (2005). *O Local em Educação. Animação, Gestão e Parceria*. Fundação Calouste Gulbenkian. Lisboa: Textos de educação.
- GREVER, M. & BOXTEL, C. (2011) *Reflections on heritage as an educational resource*. In BOXTEL, C., KLEIN, S. & SNOEP, E. *Heritage education. Challenges in dealing with the past*. Amsterdam, The Netherlands Institute for Heritage.

## 2. FOLKLORE AND MYTHOLOGY

By Eduardo Naia

Anyone interested in popular knowledge, beliefs and customs can learn about the legacy of a specific period or region, relishing in all the factors that originated a people's unique way of thinking, feeling and behaving.

Folklore is popular knowledge that is valued and preserved. It is impossible to talk about the history of a place without paying attention to its traditions, as it is this cultural basis that expresses and determines the way of life of different social groups, the transfer of knowledge accumulated over time and passed down from generation to generation.

Working on this theme means sparking children's and young people's genuine interest and curiosity about their ancestors, stimulating their interest in the cultural richness of their region/homeland.

Songs, legends, popular festivities and group games are the strongest defining elements of local folklore, and exploring these in schools and classrooms allows children to evoke the memory of their people's legacy, while keeping the history of their place alive.

Introducing folklore in schools and in pedagogical practices contributes to the shaping of character and intellect in children and young people: one cannot build a future without a past. When children arrive at school, they carry not only notebooks or crayons in their bag, but also a baggage of information inherited from the family context that pedagogical activities will attempt to develop.

Today's children often reject the study of remote events. The best way to engage and spark children's curiosity for seemingly old themes is to create a far-fetched atmosphere of the times that folklore represents, combining them with the present times. Hence, songs and anecdotes, as well as stories told in great detail are excellent pedagogical activities, though requiring extra knowledge and creativity from teachers in order to motivate and spark their students' interest for universes often very different from their own.

The school can and should promote cultural events with family participation as well as encourage performances, dance, music or any activity that expresses the importance of cultural revival, as long as it is appropriate for the age group of the students.

Children are smart, attentive and inquisitive by nature and being in touch with folklore can provide them with answers regarding concerns and anxieties. While reciting, singing, dancing, playing and listening to stories among schoolmates, the enchantment, the playful and the affective dimensions are promoted in the best way possible through characters, narratives and landscapes very different from their own place.



### Bibliography

- GUIMARÃES, Geraldo (1994). *Folclore na Escola*, Editora Manole; Edição: 3ª, São Paulo
- WORLD BANK. (2007). *Community Foundations (2007) – A Tool for Preservation of Cultural Heritage*. Social Development Department of Sustainable Development Network. Community Driven Development. n.º 108.



# 3. BIODIVERSITY

By Paola Prato & Marina Sacchetto

The term biodiversity defines “the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystem and the ecological complexes of which they are part; this includes diversity within species, between species and of ecosystems.” The importance of this definition is that it draws attention to the many dimensions of biodiversity.

Biodiversity refers to the variety of life on Earth at all its levels, from genes to ecosystems, and can encompass the evolutionary, ecological and cultural processes that sustain life. Biodiversity includes not only species we consider rare, threatened, or endangered but also every living thing – from humans to organisms we know little about, such as microbes, fungi, and invertebrates.

The term “biocultural” describes the dynamic, continually evolving and interconnected nature of people and place, and the notion that social and biological dimensions are interrelated. This concept recognizes that human customs, knowledge and beliefs influence, and in turn are influenced by, the ecological systems human communities are a part of. This relationship exemplifies biodiversity as a whole, including species, land and cultural links to the places we live in.

Biodiversity is important to our wellbeing and plays a key role in maintaining a diverse and healthy planet.

Biodiversity is essential to humans for many reasons:

- Economic—biodiversity provides humans with raw materials for consumption and production.
- Ecological life support—biodiversity provides functioning ecosystems that supply oxygen, clean air and water, pollination of plants, pest control, wastewater treatment and many ecosystem services.
- Recreational—many recreational activities rely on our unique biodiversity, such as bird watching, hiking, camping or fishing. Our tourism industry also depends on biodiversity.
- Cultural—culture is closely connected to biodiversity.
- Scientific—biodiversity represents a wealth of systemic ecological data that helps us understand the natural world and its origins.

Any loss or deterioration in the condition of biodiversity can compromise all the values outlined above and affect human wellbeing. An assessment found that rural communities benefit from biodiversity in terms of material welfare, security, resilience, human connections and health.

## References

- BDA Norton, CJ Miller (2000). Some issues and options for the conservation of native biodiversity in rural New Zealand - *Ecological Management & Restoration*, 2000 - Wiley Online Library

## 4. WELLBEING

By Orlaith Ruiséal

Well-being focuses on developing as a person.

The key elements below are necessary for living a life that matters. They do not include every nuance of what's important in life, but they do represent five broad categories that are essential to most people:

- The first element is about how you occupy your time or simply liking what you do every day: your **Career Wellbeing**.
- The second element is about having strong relationships and love in your life: your **Social Wellbeing**.
- The third element is about effectively managing your economic life: your **Financial Wellbeing**.
- The fourth element is about having good health and enough energy to get things done on a daily basis: your **Physical Wellbeing**.
- The fifth element is about the sense of engagement you have with the area where you live: your **Community Wellbeing**.



While 66% of people are doing well in at least one of these areas, only 7% are thriving in all five. If we're struggling in any one of these domains, as most of us are, this takes a toll on our well-being and creates strain in our daily life.

There is, however, a simple solution to this problem: if we can find short-term incentives that are consistent with our long-term objectives, it is much easier to make positive changes in the moment.

Children's relationships and their interactions with families and communities/place contribute significantly to their sense of well-being. Children need to feel valued, cared for, and included in community/place. They also need to respect themselves, others, and their environment/place. They become positive about themselves when adults value them and when promote warm and supportive relationships with them. Expressing themselves creatively in the physical environment/place enhances children's sense of well-being.

Life is full of challenges and struggles. Therefore, being grounded and having a positive connection with the immediate environment/place is crucial. All challenging experiences help children to become resilient and resourceful and to learn to cope with change and situations in which things go wrong.

Physical well-being is important for learning and development as this enables children to explore, investigate, and to challenge themselves in their environment/place. A growing awareness of their bodies and abilities is also part of this.

The adult supports children's psychological and physical well-being by helping them to make healthy choices about nutrition, hygiene and exercise. The adult plans for and provides opportunities for children to express themselves, to encourage them to play and work with others, and to deal with challenges. The adult also helps children towards independence by providing them with choice in their activities, and by providing opportunities for them to make decisions and to take the lead.

The template that we have created will inform students about what well-being is, how to achieve it, and how to maintain it. This module will assist students in getting a better understanding of their own well-being.

### References

- Five elements of wellbeing (Source: Modified from a website published in Gallup-Healthways Well-Being index, 2014)
- Wellbeing: The Five Essential Elements by Tom Rath and Jim Harter, Ph.D.



# 5. GASTRONOMY

By Ramazan Eren

The Pride of Place project is based on the issue of depopulation in rural areas and aims to suggest solutions. Increasing the number of individuals who want to continue their lives in rural areas will ensure the development of these regions. A tool that we want to use to encourage people to live in rural areas is a sense of pride. It is the name and starting point of the project: pride of place as a phenomenon/an emotion that has the potential to connect people to rural areas.

Pride of Place (PoP) begins with the discovery the cultural and physical attributes of the place. And gastronomy can be a great source of PoP for people. Gastronomy as a concept can be defined as local drinks and cuisine as well as food produce grown in the region and local methods of making and presenting food and beverages.

Food is part of a physiological, psycho-sensorial, social and symbolic environment. It has, in addition to hygienic and nutritional values, psycho-sensorial and symbolic characteristics. This food symbolism appears under many guises:

- Food as a symbol: some foods are the basis of imagery and symbolic qualities (bread, wine, cereals, the dark blood in game for hunters).
- Food as a sign of communion: food shared and eaten with others is a fundamental social link (for example, business meals, family celebrations, daily meals). Food sums up and transmits a situation, being both information and meaning. A true sign that food is the functional unit of a communication structure.
- Food as an emblem: this is the case with culinary heritage of a given geographical area or community - a kind of a banner that allows the inhabitants of a given area to recognize themselves.

Thus, man feeds on nutrients but also on signs, symbols, dreams and imagination. Eating reveals one's beliefs and fundamental imaginary structures. On the one hand, 'the eater becomes what he consumes', so eating is the integration or adoption of the qualities of the food you eat.

Likewise, 'the eater becomes part of a culture', where both food and cooking, as they are culturally determined, place the eater in a social universe and a cultural order. Eating habits are the foundation of a collective identity and, consequently, of alterity (Bessiere, 1998).

The aim of this module is to introduce local gastronomic culture to young students. The spread of information about local foods and beverages and the ways of cooking/making these foods can help to ensure the survival of the culture. Local gastronomy can be an important source of recognition for a region, its economy income and PoP. The village of Roquefort (cheese) and Porto (wine) are good examples of gastronomy. Plants and other creatures that grow or can be found in an area also shape local gastronomy, making it region-specific. Students will be able to realize that gastronomy is part of their culture and is shaped by local produce and crops.



## References

- Bessiere, J. (1998). Local Development and Heritage: Traditional Food and Cuisine as Tourist Attractions in Rural Areas. *Sociologia Ruralis*, 38(1), 21–34. <https://doi.org/10.1111/1467-9523.00061>

## 6. GEOGRAPHY

By Paola Prato & Marina Sacchetto

Rural landscapes are encountering a growing interest and concern around the world. Many initiatives are being carried out to understand, protect and enhance the tangible and intangible values that landscapes hold, as a reaction to the deep transformations they are enduring. These changes include abandonment of the land, intensification of the agriculture, loss of traditional and local knowledge, urban development pressure, etc.

Rural landscapes have holistic and complex qualities that convey a unique sense of place, and are the key component of the people's identity. Traditional agriculture promotes sustainable land-use, acquired over years of ancestral rural practices that respect the natural specificities of the land, preserving both local biodiversity and rich cultural diversity. In addition, today's rural landscapes are an economic and cultural resource for future generations and, therefore, its careful protective management is crucial.

Rural geography focuses on the spatiality of rural life and environment. Its historical development as a subfield can be divided into three periods: a preliminary phase (before 1950), when human, regional, and cultural geography focused, mostly inadvertently, on rural landscapes as part of a broader disciplinary preference for nonmetropolitan study areas; an emergent period (1950s–1970s), when the subdiscipline was initially formalized under a rubric that emphasized agriculture, land use, and population/settlement patterns; and the contemporary period (1970s–present), marked by the integration of political-economic and post-structural theories and by new interests in rural restructuring, social movements, discourse, governance, identities and experiences. Rural sociology is a closely related subfield that developed earlier (shortly after World War I) and has consistently produced scholarship relevant to rural-geographical interests.

Land-use maps from different years can be studied to identify the dominant rural landscape features of the region and the transformations they were subjected to over the course of time, linked to monoculture transformations (wine and nuts) and human migration.

The geography template aims to give students the skills to understand landscape transformations. This should stimulate them to act in a responsible and sustainable way in their area, surely the best way to increase their Pride of Place.



### References

- UNESCO Florence Declaration on Landscape. Final Declaration of the UNESCO International Meeting on “The International Protection of Landscapes” on the occasion of the 40th Anniversary of the World Heritage Convention
- European commission Territorial Agenda of the European Union 2020. Towards an inclusive, smart and sustainable Europe of diverse regions



# 7. LOCAL EVENTS

By Ramazan Eren

Pride of Place (PoP) has positive effects on the community as it leads to pro-community initiatives. Cultural events (e.g., European Capital City) are seen as a particularly effective catalyst for city regeneration processes through boosting PoP (Liu, 2015). In a different cultural context, civic pride has been found to be a driver for the adoption of new hygiene practices in Nepal, with community health benefits (McMichael & Robinson, 2016).

Local events show the richness of resources and specificities of a region and are a component of local culture. These events allow for products specific to the region to be promoted and for the community to come together. Community encounters improve relationships between individuals and enables them to share a sense of pride for a common culture. Taking part in these activities allows young people to spend time with their families and to get closer to other members of the community. Local events also attract visitors from the surrounding regions and beyond.

Local events as an attraction for tourism;

- Craft activities such as sewing, embroidery and weaving
- Visiting historical, natural or cultural places
- Sportive activities such as trekking, hiking, fishing, hunting, horse riding, golf, bicycle, rowing
- Livestock activities and agriculture-based activities such as cultivation of fruit in the established agricultural farms;
- Cultural and sporting competitions
- Fairs and festivals
- Village weddings and local folk dances in traditional attire
- Hobby activities such as painting or photography
- Learning about traditional handicraft, local cuisine and folk dances
- Landscape, sun watching and sunbathing
- Meeting and chatting in cafes or tea gardens
- Walking, cycling or hiking

Participating in local activities helps young people to get to know the region better. Cultural elements, agricultural products, areas of natural beauty, local art & craft and history can all be a source of pride for young people. Encouraging young people to value and take part in these events can help strengthen their ties to the place and the community.



## References

- Liu, Y.-D. (2015). Event and Quality of Life: A Case Study of Liverpool as the 2008 European Capital of Culture. *Applied Research in Quality of Life*, 11(3), 707–721. doi:10.1007/s11482-015-9391-1
- McMichael, C., & Robinson, P. (2016). Drivers of sustained hygiene behaviour change: A case study from mid-western Nepal. *Social Science & Medicine*, 163, 28–36. doi:10.1016/j.socscimed.2016.06.051

# 8. TRADES AND CRAFTS

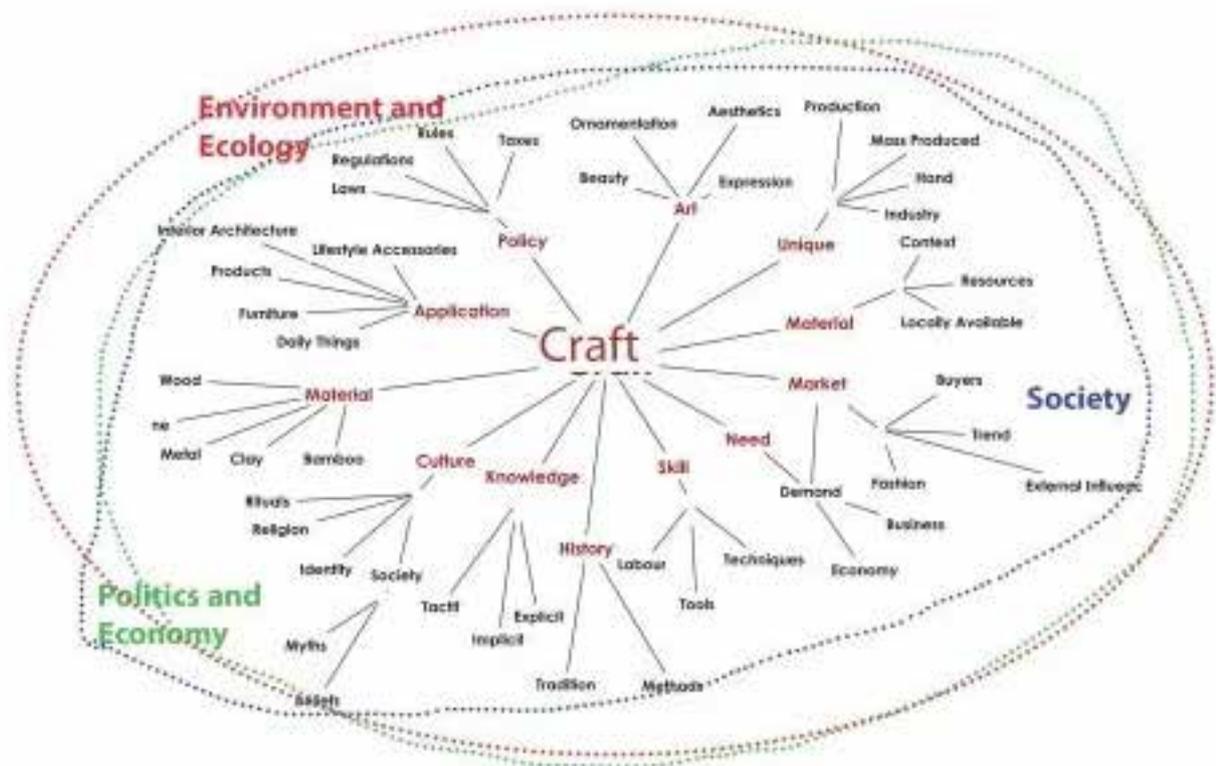
By Teresa Cameira

Craftsmanship can be defined as a skill in a particular craft and the artefacts that are resourcefully created are “reserves of wealth, storing intrinsically valuable materials and the labour invested in their manufacture.” They are often a testimony of significance and tell us a great deal about the history of a place and its people. Therefore, “craftsmanship is also a human trait” as it depicts people’s senses, feelings, values and legacy.

The existence of certain trades and crafts in a determined place occurs due to several factors to do with historical, social and economic reasons, the exact same reasons that often contribute to their disappearance. Despite crafts-persons’ efforts to pass on their passion to younger generations and safeguard collective knowledge, it is difficult to compete with today’s world of mass production and fast information. Traditional jobs that require attention to detail, skill and thoughtfulness, carefully guided by human hands and souls, tend to be undermined.

Studies show a consumer trend that values authenticity and quality, character and history, all of which are characteristics of craftsmanship. However, its development is still pretty much hindered by the lack of resources and local and/or state investment.

Pride of Place aims to show that place and identity are powerfully connected and that the level of attachment to one’s place can affect people’s life choices. Likewise, this module presents activities that might broaden students’ knowledge of their place, promoting their sense of belonging and, consequently, their willingness to modernize local trades and the traditional crafts sector.



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- Klamer, Arjo (2012), Crafting Culture: The importance of craftsmanship for the world of the arts and the economy at large. *Erasmus University Rotterdam*



# 9. HISTORY

By Orlaith Ruiséal

Local History teaches you about your community.

People, locations, place names and objects in your community reflect the heritage of past generations where you live.

Local history is information relevant to students' own surroundings. The community and related organisations can be a school for learning.

From birth, children develop a sense of whom and where they are. Belonging is about having a relationship or connection with a group of people and place.

For students, Pride of Place means a sense of belonging and develops emotional strength. Pride of Place fosters students' positive emotions towards their families, backgrounds, cultures, beliefs, languages and physical environments.

Pride of Place is about belonging. Belonging is about having a relationship or connection with people and place. Pride of Place and a sense of belonging foster emotional strength and self-confidence in students, a healthy pride for whom they are and where they come from.

Emotional connection with local history can be encouraged and developed through my story / family story / area story, expressed in oral or written forms, art work, music, drama, mime, movement, information and communication technologies...

Studying the lives of local people, the "ordinary" as well as "more famous" ones, from varied backgrounds and periods, can induce emotional empathy and consideration for the history of the place. Discussions about actions and feelings about local characters and historical events are to be encouraged, as they promote students' emotional response to local people and events and pride of place.

The template we have created will enable students to actively engage in local history and heritage, which will enable them to learn about what makes their place unique. This module will enable the students to develop and practice historical investigation - skills related to time and chronology, cause and effect, change and continuity, the use of evidence, synthesis, communication and empathy - and acquire a broad and balanced understanding of local history and what makes their place unique.



# 10. ARCHITECTURE

By Daniela Bertonasco

Every place - town, village or rural area - has typical buildings.

Traditional architecture tells us something about the history of the place: how people lived in the past, how they adapted to their environment, how problems relating to landscape were solved. Architectural heritage keeps the connection between past and present alive, handed down for several generations, and is something to be proud of.

In fact, as the on-line magazine 'architetti.com' says: "There is a deep connection between rural architecture and its landscape. [...] Landscape and rural architecture are important tangible deposits of material culture and iconic systems of one's identity. Rural architecture originates in distant traditions, with distinctive elements used to shape the soil, the plots, the crops. Some of these elements store ancient knowledge that isn't lost, and a lot can be learnt from the consistent way they relate to territory and landscape".

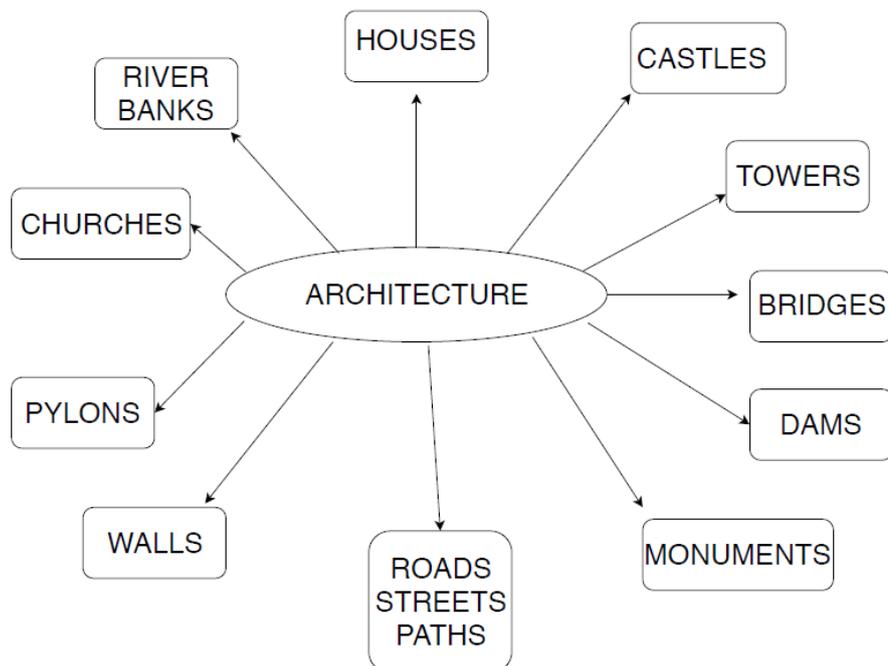
Adults who live in rural areas feel a special attachment to both "big and small" constructions that characterize their area; this emotion is less common in young people.

The template we set up aims to make young students more aware of local architecture and develop a sense of belonging to a place that truly deserves to be remembered and handed down to future generations.

Careful management of traditional local architecture is important, as is making people aware that restoration and renovation of our old buildings should respect our ancestors' choices.

The project also aims to highlight the variety of traditional buildings and make them known to a wider public, inviting tourists to experience the unique features of our territory and motivating local residents to remain and develop a sustainable economy using local resources.

Pride of Place is being launched at a time when the depopulation of rural areas due to limited local services and restricted job opportunities is well underway.



FOR EACH OF THEM LOOK FOR:  
1) INFORMATION ABOUT THE PAST AND THE PRESENT, ITS HISTORY;  
2) FUNCTION IN THE PAST AND THE PRESENT;  
3) HOW TO MANAGE THEM TO IMPROVE LOCAL ECONOMY

## References

- "Il valore del territorio" Umberto Allemandi & C. ( 2001)
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# 11. NORMS AND VALUES

By Thomas Albers

Every society needs a certain amount of social order to function well, achieved with the regulation of behaviour through certain standards. These standards of behaviour are organised as norms and values.

Norms and values are part of the cultural iceberg of every society, usually imperceptible and difficult to grasp. The terms norms and values are often used interchangeably but the two concepts are not the same. Social values are broader areas of life that are of importance to a society (such as career making, ecological sustainability, family life, equal rights for all, or democracy), the directions that guide a society. Norms, on the other hand, are more specific rules of behaviour (such as shaking hands or bowing when greeting someone, being punctual or helping someone in need) that people will need to respect in order to be a valuable part of society. Social norms have a few important characteristics [1]:

- **Norms are standards of group behaviour**, which regulate how people should behave within a social context in order to make it function well and help people to expect things work in a certain way.
- **Norms incorporate value judgement**. Because norms are standardized and expected modes of behaviour, they also contain a judgement of how society in general sees what is a right way of behaving and a wrong one. Deviating from the norm usually creates negative evaluations.
- **A normless society is an impossibility**. To be together and function well, any group of people automatically develops accepted ways of behaving.
- **Norms give cohesion to society**. As for any system, a society will need to develop and maintain its set of norms in order to stay together in an organised way. Often this organisation is unconscious, but implicitly important.
- **Norms influence individual's attitudes**. Becoming a (good) member of a group means to abide by the norms and values the society appreciates and to incorporate these into one's own attitude and ways of looking at life. Accepted norms and values implicitly determine the individual's judgements.

Obviously, whether at neighbourhood or national levels, social norms and values are an essential part of how social life functions. They are part of the submerged portion of the iceberg and, it is fundamental for newcomers to understand these norms and values to fully integrate a new place. Often, different generations of a same place have different norms and values and (generational and cultural) conflicts or misunderstandings can be traced back to a difference in the appreciated set of norms and values.

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# 12. MUSIC AND DANCE

By Ramazan Eren

Music is an art form, a cultural activity whose medium is sound.

In many cultures, music is an important part of people's way of life, as it plays a key role in religious rituals, rite of passage ceremonies (e.g., graduation and marriage), social activities (e.g., dancing) and cultural activities, ranging from amateur karaoke singing to playing in a band or singing in a community choir. People may play music as a hobby, like a teen playing cello in a youth orchestra, or work as a professional musician or singer.

Many ethnographic studies demonstrate that music is a participatory, community-based activity. Music is experienced by individuals in a range of social settings ranging from being alone to attending a large concert, forming a music community, which cannot be understood as a function of individual will or accident; it includes both commercial and non-commercial participants with a shared set of common values. Musical performances take different forms in different cultures and socioeconomic milieus.

## Community and local dance

The concepts of place, space and landscape, and the connexion between these and community, dance and music, have been the subject of contemporary anthropology and ethnomusicology.

Definitions of 'authenticity' in connection with dance and music focus on ways in which participation in 'local' music and dance practices allows locals to set themselves apart from others around them by demonstrating that "this is the music that makes us different from other people".

The link between place and music and dance has been re-affirmed, with the emphasis placed on the social practice of dancing and making music. The sense we get of a place is heavily dependent on practice and, particularly, the reiteration of practice on a regular basis. In this sense, participation in practices involving dance and music does not simply produce a reflection of society. Instead, it provides "the means by which the hierarchies of place are negotiated and transformed". And, to go further, music and dance still "presents experiences of place with an intensity, power, and simplicity unmatched by any other social activity".

Social events that include local music, song and dance can take place in clubs and restaurants, either open to the public or private, when only invited guests participate. These social occasions can be regular calendar events such as parties held for Christmas, New Year's Eve, Saint's days, Valentine's Day and annual balls organised by cultural societies, or linked to lifecycle events, such as weddings, christenings and coming of age parties. These events primarily involve local participatory social dancing.

Music is a big part of community life, bringing together artists and performers who share stories and culture with the audience through song and dance.

The examples mentioned above show how music and dance are important parts of local culture. Music and dance are a form of communication for the local community, a kind of information that is transferred from one generation to another.

Music and dance are parts of the social ties students' have with their place. Getting to know these local identity items, which are important sharing tools in the society they live in, can help discover connections between the past and the future, people, culture and place.



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# 13. SPORT AND GAMES

By Ramazan Eren

Sports include all forms of competitive physical activity or games which, through casual or organised participation, aim to, at least in part, use, maintain or improve physical ability and skills while providing enjoyment to participants, and, in some cases, entertainment for spectators. There are hundreds of sports, from single-player ones to those with hundreds of simultaneous participants, either in teams or competing as individuals. In certain sports such as racing, many contestants may compete, simultaneously or consecutively, with one winner; in others, the contest (match) is between two sides, each attempting to exceed the other. Some sports allow a “tie” or “draw”, in which there is no single winner; others provide tie-breaking methods to ensure one winner and one loser.

A sport is commonly defined as an athletic activity that involves a degree of competition, such as netball or basketball. Some games and many kinds of races are called sports. Many people play sports with their friends. They need coaches to teach or train teams or individuals how to do better. Sports can be played indoors or outdoors and by individuals or teams.

For children, sports play an extremely important part in their lives, providing all round development – physically, mentally and emotionally. Sports also help children to be fit and stay healthy.

Sports and traditional games can be a part of culture, a custom. When we think about sports and games as a custom, we can see the link between sports and culture. Culture belongs to us, and links us to our ancestors and the place. History brings sports from past to our present life and give us the opportunity to play as our ancestors did.

The unique features of a place can shape sports and games. For example, the roots of curling are based in a place where frozen rivers offer people the opportunity to play and bring people together for a certain period (frozen river season) to have fun.

Sports and games are part of a shared common history between young and old, people and place.

# 14. RECREATION

By Ramazan Eren

There is a close relationship between the increase in recreational activities and the industrial development of society. Although the play theory and recreation theory have close meanings, games are mainly for children and recreation is for adults. The concept of 'recreation' is derived from the Latin word 'recreatio'. While the concept of recreation is used in the sense of 'recycling health', it was later limited to the definition of 'renewal of the individual after work'. The concept of recreation is expressed as 'leisure time': activities that individuals voluntarily participate in with their free will for self-development and fun.

- Recreation as a need: activities performed for pleasure.
- Recreation as a leisure activity: activities for free/spare time.
- Recreation as re-creation: activities that promote mental and physical serenity.
- Recreation as a value for the individual and society.

Participating in recreational activities allows individuals to resolve numerous life issues and improve their relationship to themselves, others and place.

## Classification of Recreational Activities

### By Action Level

- Semi-Active: requires some effort (going to watch a football game at stadium instead of watching it on television)
- Active: requires actual/direct participation (skiing)
- Passive: no effort is required (watching a film at home)

### By Purpose

- Relax: activities that offer an opportunity to relax, unwind
- Cultural: visiting art galleries and museums, historical sites and buildings
- Social: activities that imply social interaction
- Physical: sports, games, fitness
- Tourism: sight-seeing, city-breaks, nature-based and adventure activities
- Artistic: creative activities such as arts & crafts, painting, pottery, etc.

### By Drive

- Endurance: a type of activity that is both physically and mentally challenging, e.g. mountain climbing requires both physical and mental endurance
- Competition: individuals or teams compete against each other
- Creative: artistic activities

### By Location

- Outdoor Recreation: activities that take place in nature or nature or the natural landscape. For example: hiking
- Indoor Recreation: activities organized inside a building, e.g. the cinema,

### By Setting

- Urban: in city centre venues, usually within easy reach, e.g. fitness club, cinema or theatre.
- Rural: in places that enable individuals to get away from city life, to be connected to nature.

### By Resources

- Nature oriented: implies a natural environment, e.g., trekking, bird watching, watching the sunset
- People oriented: activities that promote sociability and emotional solidarity, e.g. hobby classes, book clubs
- Both resources and human oriented: the activity is organised in a place where both elements are needed, e.g. the alpine discipline, where one needs equipment and nature as well as a set of skills.

The most important aspect of recreation is that it gives people an opportunity to express themselves, in their spare time, in accordance with society values.

Students will be invited to experiment and evaluate local recreational resources, reflect on the link between recreation and societal values and their own values. This module gives students the opportunity to experience and fully appreciate local resources and recreational activities available. Reflecting on the effects these activities have on them and their relationship to others and place is encouraged.

Young people from rural areas will gain from knowing what activities are available locally, including the full range of nature-based ones such as bird watching, rafting, gardening, cycling, playing local games and sports, etc. Leisure activities can become an integral part of young people's life and identity, promoting a sense of connection and PoP.



# Part IV

TEACHER  
ASSESSMENT GRID







# PRIDE of PLACE

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



ISBN 978-90-831319-3-1

