**Information booklet for trainers**

**Unit 1 – Civic heritage descriptor**

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# **INTRODUCTION**

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| Through the CoGame project, the target group (pupils, students, VET trainees, eco-socially deprived audience…) will use videogame creation to valorise heritage from different times in history. The Civic Heritage Descriptor unit is essential to the trainer and trainees so they have access whenever needed to the basic notions related to the heritage object, at the core of the game creation.  The Heritage Descriptor will contain text information on the historical, social, cultural, political, economic context… as well as iconographic documents and a bibliography/webography. It will allow the target group to identify the main themes and civic values that define the heritage object. It summarises all historical or current information needed for good apprehension and understanding of the heritage object studied. |

# **STRUCTURE OF THE UNIT**

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| **This unit has three learning outcomes (LO):**  **LO1** Research and filter collected information about a specific period from the past, in relation to the chosen civic heritage object  🡪 **inquisitive mindset**.  **LO2** Identify positive civic values represented by or having inspired the heritage object  🡪 **reflexive mindset.**  **LO3** Work as a group and value each other’s different social / economic / cultural background  🡪 **collaborative mindset**.  The learning process is designed for a group / class (trainees) in presence of a trainer.  A recommendation on how trainees should work:  LO1 will start with a presentation to the group, followed by individual research. LO2 alternates individual thinking and group discussion. LO3 offers the opportunity to the group of valuing teamwork and the confrontation of different opinions through discussion.  **In order to prepare the unit and help the target group during each task, the trainer should go through the tasks themselves and fill in the analysis grid beforehand as a means to verify the information during LO1-LO3.** |

## LO1 – Research information about a specific period from the past, in relation to the chosen civic heritage

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| **Aim**  To learn about the heritage object through a visit, a presentation, Internet research, including research about a specific time period and a specific place in Europe - taking into account the different types of information that will be needed for the next units (design, story creation, etc). Visual elements will be part of the necessary research (using the Europeana database and other resources).  *Preliminary note:* most heritage objects having a long history, a specific time frame will be chosen beforehand by the trainer.  **Group dynamics**  Before starting the research, trainees will be provided with an analysis grid. Their previous knowledge of the heritage object will be assessed by the trainer.  First, the whole group will be presented with information about the chosen heritage object. It can take the form of a guided tour of the object or of a presentation using visual material (Powerpoint, video). The trainees will then research individually on the Internet or in provided printed material. They will be helped by the trainer to access the most adequate tools and information (see the prepared bibliography and webography).  After that, in small teams, trainees will discuss and select the most relevant information for the next units, using the analysis grid.  **Time available:** 60 min + 30 min.  **Optional home practice**  If deemed necessary, students can do a small research on the Internet looking for general information about the region and historic timeframe selected by the trainer. |

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## LO2 - Identify positive civic values represented by or having inspired the heritage object

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| **Aim**  To learn how to define civic values in a European context. Those values are what enhance this program in comparison with other videogames and videogame creation projects.  **Group dynamics**  The trainer will start by questioning the group about what they think civic values are, and together they will form a definition and find a few examples.  The group will also determine which values from the present or past should NOT be encouraged in this project, especially if they do not meet the European ideals promoted by CoGame.  Then, in small teams, trainees will try to find the themes and values associated with the heritage object itself and write them down.  **Time available:** 60 min. |

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## LO3 - Work as a group and value each other’s different social / economic / cultural background

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| **Aim**  To learn how to share and discuss in a manner respectful of all opinions and backgrounds.  The trainer will be the warrant of a respectful atmosphere by moderating the discussion.  **Group dynamics**  *Note:* 2 “secretaries” should be chosen to keep track of and write down all the important elements.  The whole group will put their findings in common and select the most relevant information to proceed with the game creation in the next units. They will select the relevant information through a debate and discussion about which information, which values and themes should appear in the future videogame.  **Time available:** 60 min. |

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