

Examples of the integration of cultural heritage education in primary and secondary school curricula in Germany

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- Presentation demonstrates how various components of cultural heritage education are implemented within the framework of different classes.
- Examples were taken from syllabus for German schools.
- Syllabus was put into action in a large number of schools in parts of Germany in the year 2004/2005.



COURSES COVERED BY SYLLABUS

GEOGRAPHY

MUSIC

POLITICAL SCIENCE

PRACTICAL EDUCATION

HISTORY

GERMAN LANGUAGE

FOREIGN LANGUAGES

ETHICS AND RELIGION

GEOGRAPHY

AIM

- take an insight into different life realities worldwide;
- get to know about specific features of various cultures and learn to accept them.

METHODOLOGY

- comparing physical and social conditions of various countries;
- learning more about students' own identity, while at the same time studying the lives of other societies;
- learning about every person's responsibility to care about national and global natural and cultural heritage;
- developing fieldwork, map reading and other key skills.

GEOGRAPHY

OUTCOME

Students:

- develop attitudes and form opinions about current issues;
- learn to consider the future of the world and its people;
- get to know how to tackle unfair images and negative stereotypes;
- care for the environment;
- learn to respect people's ways of life in other countries and regions.

POLITICAL SCIENCE

AIM

- develop ability to both solve the conflicts and learn to live with those of them that cannot possibly be solved;
- improve tolerance towards other people, cultures and customs.

METHODOLOGY

- implementing multi-perspective way of learning, where students are taught about the importance of being flexible and capable of accepting other people's views and values;
- expanding students' knowledge of their own country's political system and the ways it differs from systems in other countries.

POLITICAL SCIENCE

OUTCOME

Students:

learn that in the modern world of growing globalisation and migration, spread of various cultural identities becomes an important part of everyday life in more and more countries.

HISTORY

AIM

- inform about how history of the world reflects both tangible and intangible components of human culture;
- make students aware of cultural interrelations between nations of the world and the effect they have on the course of events in history.

METHODOLOGY

- learning about various cultural traditions, points of view and values;
- discussing native and foreign perspectives in history.

HISTORY

OUTCOME

Students:

- learn to see historical events not only from the viewpoint of their own culture, but also taking into account the visions of people worldwide;
- become aware of close cultural links between different nations;
- get to know how components of culture are reflected in history.

FOREIGN LANGUAGES

AIM

- enhance communicational competence through learning to understand and use one, or a number of, foreign languages.

METHODOLOGY

- informing students about languages and traditions of other countries and letting them know about similarities and differences between various cultures;
- developing an open-minded attitude towards people leading other lifestyles than their own;
- deepening students' cultural experiences by acquainting themselves with foreign cuisines, literature and dances.

FOREIGN LANGUAGES

OUTCOME

Students:

- get an overview not only of foreign languages, but also of native speakers' traditions and mentality;
- develop an adequate perception of ways foreign societies function;
- learn to perceive knowledge about otherness as a way of self-enrichment and to overcome language barriers successfully.

MUSIC

AIM

- teach students to understand the variety of music, typical for different cultures.

METHODOLOGY

- studying all important aspects of European and Anglo-American music culture, as well as of music culture in other parts of the world.

OUTCOME

Students:

learn to appreciate not only the music styles typical for their native country, but also those that are part of expression of other cultures.

PRACTICAL EDUCATION

AIM

- involve students in discussion about their native and foreign forms of life and thus improve their ability for better intercultural orientation.

METHODOLOGY

- teaching students to respect otherness and deal with possible intercultural conflicts that may arise due to differences in ethnic, cultural and religious points of view, peacefully and constructively.

PRACTICAL EDUCATION

OUTCOME

Students:

- become more aware of their own socialization and develop curiosity for other forms of cultural expression;
- learn about the importance of peaceful interaction and equality between cultures;
- get to know mechanisms of discrimination on the basis of otherness and learn to fight against any forms of unfair treatment.

GERMAN LANGUAGE

AIM

- explain students that their native language is an indispensable part of their cultural identity;
- show them that languages of the world develop in close interrelation with each other.

METHODOLOGY

- teaching students about how their native language came into being and developed in close interconnection with other languages of the world;
- giving examples of how German language differs in various part of German-speaking territory.

GERMAN LANGUAGE

OUTCOME

Students:

- learn that like any other expression of German cultural heritage, German language has been formed in constant connection with the languages of other peoples;
- get to know about differences in grammar and vocabulary that are typical for German language speakers in other regions and countries.

ETHICS AND RELIGION

AIM

- teach students to respect other people's ethical views and religious values.

METHODOLOGY

- teaching about the existence of different world views;
- explaining the importance of peaceful co-habitation between nations of the world and its positive ethnic consequences;
- discussing possible problems and opportunities of intercultural interaction;
- encouraging respect to other people's religious and social practices, beliefs and ideals.

ETHICS AND RELIGION

OUTCOME

Students:

- learn about interconnection between the diversity of world views and people's ideological and religious values;
- become aware that adequate perception of such diversity requires high degree of personal stability from every member of the society;
- learn to be emphatic towards the ways of life that differ from their own.

CONCLUSIONS

- Cultural heritage education can be effectively incorporated in regular school curricula for all ages and levels.
- Most courses taught at schools organically involve a number of components directly related to heritage and cultural studies. Therefore, no drastic changes need to be introduced in order to acquaint students adequately with heritage- and culture-related topics.
- German practice can both serve as stimulating experience to be followed by educational authorities in other countries, and become a perfect starting point for initiating international educational projects.
- Implementation of heritage education at any level can be fully successful only provided that it stems on multilateral cooperation.