

Structure of the curriculum and practical guidelines (Elżbieta Mach)

The suggested curriculum is comprised of two independent parts. The first one has been designed for students and teachers of younger children, the other one for lower secondary students and their teachers. Each part differs in contents and methods of teachings as it was designed for a specific age group and has to take into consideration appropriate approach to teaching and skills development.

Each of the parts of the curriculum contains a (common) theoretical part and specific educational proposals designed for particular age groups by each of project partners. The detailed part, divided into charts, includes:

- set of general and specific aims;
- table of teaching contents for the age groups indicated;
- a description of selected and recommended methods of teaching;
- a list of competences expected to be gained by the student as a result of the programme;
- sample teaching units (tailored to the specific age groups);
- database concerning the teaching aids available on the Internet;
- notes on how to carry out the curriculum, with tips and useful information for teachers and parents.

Additional materials for both parts of the curriculum can be found on the website of the project (<http://www.sokrates-migrants.uj.edu.pl>)

The suggested curriculum is a proposal for teachers, students and parents. It is our voice in discussion concerning new challenges in education and one of suggestions for teachers, students and parents.

The authors have not set a particular time limit for the realisation of the project as this shall depend on the specific situation in a given class and school, local curriculum, interests of students and teachers. It is, however, highly recommended that the contents be introduced from the very first years of a child's school education. In this way, the subjects the curriculum deals with become part of a child's environment, and not just an additional portion of knowledge, introduced in an artificial way, with no correlation with real world. Hence, teachers using this curriculum should decide themselves which materials created by project partner consortium they are going to use.

It is of utmost importance that the suggested supranational curriculum is introduced into the teaching process in such a way that it does not become yet another difficult and often boring subject. Quite the contrary, it ought to be an interesting and dynamically taught path showing the relationship between the past and present, the common historical and cultural heritage of Europe based on similarities and differences within its borders.

The aim of this project is not only to feed the children with another portion of knowledge, but first of all to create the awareness of common history of European countries, nations and societies, to develop curiosity and need to discover such similarities and differences, to promote synthetic (in one aspect) and analytical (in another) perception of European reality, and to develop positive attitudes towards the idea of common Europe understood not just as a group of countries – members of the EU.