



# Bridge

E+ project

## TOOLKIT

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## 38 FLEXIBILITY 1 Creative Adaptation

### DIDEAS

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### Template

Provide clear instructions and examples to help students understand the concept of creative adaptation and how it applies to their artwork.

Encourage students to embrace mistakes and view them as opportunities for creative problem-solving.

Offer support and encouragement as students encounter difficulties or frustrations, emphasizing the importance of perseverance and resilience.

Foster a positive and non-judgmental atmosphere where students feel comfortable experimenting with new ideas and approaches.

Methodology:	Independent work with mid-activity introduction of new challenges	
Subject	Art	
Life skill related	Flexibility	
Title	<b>Creative Adaptation</b>	
Age/Grade	12-13	
Timing	60 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> <li>● Drawing paper</li> <li>● Crayons, markers, or colored pencils</li> <li>● Random objects (e.g., buttons, feathers, fabric scraps, pipe cleaners)</li> </ul>	
Description of the activity	<p>This activity focuses on promoting flexibility and adaptability by encouraging students to think creatively and adapt their artwork based on unexpected challenges.</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Begin by providing each student with a sheet of drawing paper and a selection of drawing materials.</li> <li>2. Explain to the students that they will be creating a piece of artwork using the provided materials, but with a twist - they will also need to incorporate a random object that will be revealed later.</li> <li>3. Allow the students some time to start working on their artwork, encouraging them to let their creativity flow.</li> <li>4. After a few minutes, introduce the random objects and distribute one to each student.</li> <li>5. Instruct the students to find a way to incorporate their assigned object into their artwork, even if it means making changes or adapting their original ideas.</li> <li>6. Encourage the students to be flexible and open-minded as they integrate the random object into their artwork, reminding them that sometimes the best creations come from unexpected changes.</li> <li>7. Once the students have finished their artwork, have them share their pieces with the class, discussing how they adapted their original ideas to incorporate the random object.</li> </ol>	



## 39 FLEXIBILITY 2 Order It

### IRECOOP AAS Template

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Methodology:	Cooperative learning	
Subject	history	
Life skill related	flexibility	
Title	<b>Order It</b>	
Age/Grade	11 - 14	
Timing	30 min	
Suggestion for who facilitate	<p>This Exercise can be done after an explanation about the elements you choose and to use kinesthetics to make a link to the content, making easier (even funnier) to memorize facts or data.</p> <p>Beware, give the rules to the participants and be sure that they have understand how to play, you can make a round example if you prefer.</p> <p>Try to not interrupt the participants when they goes wrong, just be patience and respect the time of the exercise. Don't be judgmental, try just to note the fact, don't use word such right or wrong, bad, and so on. Try to focus the participants on the results, say them to don't take it too personal, but just for the sake to understand how can be improve the life skill related or the learning of the subject.</p> <p>Take note of the word and action used by participants, divide it in category as:</p> <ul style="list-style-type: none"> <li>- Words/actions that valorize other member of the group</li> <li>- Words/actions that make lighter the task</li> <li>- Aggressive Words/actions</li> <li>- Words/action of retire</li> </ul> <p>Material needed: a list of elements (dates, events or continents name) that have a right order or disposition. The number of elements need to be at least 7 to 10. Choose the numbers of elements on the numbers of participants and the groups you can form (suggest at least 2).</p> <p>This activity can be adapted to the content of different subjects</p>	
Description of the activity	<p>Decide the elements like several events date in history and define the task to participants that they need to put them in the right order.</p> <p>Divide the class in 2 groups or more if needed by the number of elements you choose and the number of participants.</p> <p>Write a single element in a closed sheet, one for every participant in a group (you can prepare this material before this game, maybe together with the participants itself). Repeat the same for every group of participants. Give in a random order the closed sheet, one for every participant.</p> <p>Beware the participant that after the first match they can not speak anymore with each other, or they loose a point. Sign them on the board.</p> <p>At your start, the participants must read the content of their sheet and choose the right order (decide, in the case of historical date, if the order need to be from the closest to the farest or vice versa). Give them 2 minutes. After time passed, they will be frozen.</p>	

Don't give them the solution! Just say how many right answers they have given. If all elements are in the right position they won.

For the second match and after they cannot speak when you decide to start again the match. Give them 2 minutes and stop again. Declare how many right answers have make the single group and start over again until the fourth match or a group find all the right answers.

At the end the group that answers right have points than the elements minus one point for every time they break the rules, other group have one point for every right answer they give in the last match.

At the end make a follow up on the life skill flexibility in the aspect of how they respond to the challenge, if they are stressed, if they have some violence reaction and so on(follow the note described on the suggestion section) and the importance of rules and why and when they can be element of stress or comfort.

The activity can be repeated at the end of each chapter.

## FLEXIBILITY 3 Historical Investigators

### IRECOOP AAS

#### Template

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Flexibility is a crucial quality for the study of history, as it allows one to adapt approaches and methodologies according to different sources, perspectives and historical contexts. It means being open to new ideas, approaches and sources, and being willing to adapt and change one's understanding according to new information and challenges along the way. It includes the use of an interdisciplinary approach that incorporates methods and concepts from different disciplines, the exploration of different perspectives that is not limited to a single narrative or a single point of view the use of diverse methodological approaches, the exploration of new forms of historical narrative.

Methodology:	questionnaires for opinion polling and feedback gathering, Group work/research/	
Subject	History	
Life skill related	FLEXIBILITY	
Title	<b>Historical Investigators</b>	
Age/Grade	14 - 16	
Timing	240 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> <li>- Understand the concept of flexibility in historical interpretation.</li> <li>- Recognize the importance of multiple perspectives in studying history.</li> <li>- Develop critical thinking and adaptability when analyzing historical sources.</li> </ul> <p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>● History books</li> <li>● Online resources with historical documents</li> <li>● Paper and pens</li> <li>● Whiteboard or chart paper</li> </ul>	
Description of the activity	<p><b>4 meetings</b></p> <p><b><u>Lesson 1: The Richness of Historical Sources</u></b></p> <p><b>Opening Activity (15 minutes):</b></p> <ul style="list-style-type: none"> <li>● <b>Concept Introduction:</b> Start the lesson by explaining the concept of "Flexibility," highlighting its essential role in interpreting history. Use concrete examples to illustrate how we can adapt and modify our viewpoint based on new information.</li> <li>● <b>Survey Activity:</b> Conduct a survey to gather students' opinions on the importance of flexibility in historical interpretation. You can use the Mentimeter app or prepare survey sheets with the following questions. Ask students to respond individually and then share their opinions with the class.</li> </ul> <p><b>Opinion Survey on Flexibility in Historical Interpretation</b></p> <p>1. <b>What is your opinion on flexibility in interpreting history?</b></p>	

- Very important
  - Quite important
  - Neutral
  - Not very important
  - Not important at all
2. **Do you believe there are multiple perspectives to consider when studying history?**
    - Yes
    - No
    - Not sure
  3. **How important do you think it is to be flexible in interpreting historical sources?**
    - Very important
    - Quite important
    - Neutral
    - Not very important
    - Not important at all
  4. **Have you ever encountered instances where your interpretation of a historical event changed after considering different perspectives?**
    - Yes
    - No
    - Not sure
  5. **How do you think flexibility in interpreting history can enrich your learning?**
    - Provides a more complete view of historical events
    - Helps understand the motivations and actions of people in the past
    - Promotes critical reflection and creative thinking
    - All of the above
    - Other (specify): \_\_\_\_\_

**Document Analysis (25 minutes):**

- **Group Activity:** Divide students into groups and provide them with a series of historical documents offering different perspectives on a specific historical event. Each group analyzes the documents and notes the various interpretations presented.

**Discussion and Feedback Collection (20 minutes):**

- **Class Discussion:** After the analysis, ask each group to share their observations with the class and gather feedback from other students using guided questionnaire prompts. Encourage students to reflect on how flexibility in approaching sources can enrich their understanding of history.
- **Questionnaire Prompts:** The questionnaires could include questions about classmates' understanding of history and how different perspectives have influenced their interpretation.

**Examples of Questions:**

**Questions on Understanding History:**

1. How confident do you feel in your understanding of the historical event studied in class?
2. Which aspects have been the most difficult for you to understand so far?
3. What could help improve your understanding?

**Questions on Different Perspectives:**

1. Have you ever considered different perspectives when studying a historical event?
2. If so, how has exploring different perspectives influenced your interpretation of history?
3. Do you believe that a flexible approach to historical sources can enrich your understanding of history? Why?

## **Lesson 2: Exploring Diverse Historical Sources**

### **Introduction to the Concept of Perspectives (15 minutes):**

Begin the lesson with a brief presentation on different perspectives in history and the concept of flexibility in interpreting historical sources.

### **Reading Historical Accounts (30 minutes):**

Provide students with various historical sources such as articles, testimonies, or diaries that present different perspectives on a specific historical event. After reading, ask them to fill out individual assessment sheets to evaluate the clarity and completeness of the sources.

**Example Assessment Sheet Questions** Historical Event: [Insert title of historical event]

#### **Clarity of the Source:**

- Clarity of presentation:
  - Very clear
  - Clear
  - Neutral
  - Confusing
  - Very confusing
- Ease of understanding:
  - Easy to understand
  - Fairly easy to understand
  - Neutral
  - Somewhat difficult to understand
  - Very difficult to understand

#### **Completeness of the Source:**

- Coverage of the main aspects of the event:
  - Complete
  - Almost complete
  - Partial
  - Incomplete
  - Very incomplete
- Depth of the topics covered:
  - In-depth
  - Fairly in-depth
  - Neutral
  - Superficial
  - Very superficial

#### **Personal Opinion:**

- Interest sparked by the source:
  - Very interesting
  - Interesting
  - Neutral
  - Not very interesting
  - Not interesting at all



- Utility of the source for understanding the historical event:
  - Very useful
  - Useful
  - Neutral
  - Not very useful
  - Not useful at all

#### **Discussion and Feedback Collection (15 minutes):**

Lead a group discussion on the variety of historical sources and the different perspectives they can offer. Ask students to use the assessment sheets to provide feedback on the analyzed historical sources.

**Example:** During the reading of historical accounts, students might choose to narrate the French Revolution from different perspectives such as the nobility, clergy, peasants, or bourgeoisie, highlighting the diverse perceptions of historical events.

### **Lesson 3: Simulation of Diverse Historical Perspectives**

#### **Introduction to the Simulation (20 minutes):**

Explain to the students that they will participate in a historical simulation where they will be divided into groups representing different historical factions. Distribute pre-simulation questionnaire sheets to gather their expectations about the simulation and their personal objectives.

#### **Pre-Simulation Questionnaire Track**

##### **Expectations for the Simulation:**

- What are your expectations for this historical simulation?
- What do you expect to learn or experience during the simulation?

##### **Personal Objectives:**

- What are your personal objectives for this simulation?
- What do you hope to achieve from your participation?

##### **Preparation:**

- Have you prepared in any way for the simulation? If yes, how?
- Is there anything you feel you need to do before starting the simulation?

#### **Simulation (30 minutes):**

The groups engage in the historical simulation, tackling complex decisions and situations that require flexibility in interpreting historical actions and reactions. During the simulation, ask them to collect feedback on their experience and the challenges faced.

#### **Discussion and Feedback Collection (10 minutes):**

Conclude the lesson with a discussion on the outcomes of the simulation and the flexibility demonstrated by the students in handling diverse historical perspectives. Use the questionnaire tracks to gather final feedback on the lesson.

#### **Post-Simulation Questionnaire Track**

#### **Experience during the Simulation:**

- Briefly describe your experience during the simulation.
- What did you find most interesting or engaging during the activity?

#### **Flexibility in Historical Interpretation:**

- How did you approach the diverse historical perspectives during the simulation?
- Did you find it challenging to adapt to new information or viewpoints?

#### **Personal Reflection:**

- What lessons did you learn about flexibility and historical interpretation during this activity?
- Is there anything you would have done differently?

**Example:** During the historical simulation of the American Civil War, groups might be tasked with representing different factions such as the Union, Confederate South, abolitionists, and slaves, thus facing a variety of viewpoints and complex historical situations.

#### **Lesson 4: Presentation of Historical Research Results**

##### **Introduction to the Project (15 minutes):**

Introduce the historical research project to the students, providing them with questionnaire tracks to gather their preliminary ideas and expectations about the project.

##### **Pre-Research Project Preliminary Ideas Questionnaire Track:**

##### **Project Objectives:**

- What are your expectations for this historical research project?
- What do you hope to learn or discover during this research?

##### **Research Strategies:**

- Which sources do you plan to use for your research?
- Do you already have specific strategies in mind to find relevant information for your topic?

##### **Expectations for the Presentation:**

- What are your expectations for the final presentation of your research?
- What do you think is important to include in your presentation to make it effective?

##### **Research and Preparation (30 minutes):**

Students work individually or in groups to gather sources and prepare a presentation on their research. During this process, they use the evaluation sheets to assess historical sources and the questionnaire tracks to gather feedback on their research strategies.

##### **Research and Preparation Feedback Questionnaire Track:**

##### **Evaluation of Sources:**

- How do you evaluate the quality and reliability of the sources you found?
- Did you encounter difficulties in finding relevant sources for your topic?

**Effective Research Strategies:**

- Did the research strategies you adopted prove to be effective?
- Is there anything you would have done differently in your research?

**Feedback on Organization and Preparation:**

- What do you think about the organization and preparation of your presentation?
- Did you face difficulties in organizing the collected information for the presentation?

**Presentation and Final Discussion (15 minutes):**

Each group presents their research, highlighting the flexibility demonstrated in interpreting various historical perspectives. At the end of the presentations, use the questionnaire tracks to gather feedback on the quality of the presentations and students' historical understanding.

**Final Presentation Feedback Questionnaire Track:**

**Clarity and Completeness of the Presentation:**

- Was the presentation clear and well-structured?
- Did you feel that all relevant information was presented comprehensively?

**Flexibility in Historical Interpretation:**

- Did you notice flexibility in interpreting diverse historical perspectives during the presentation?
- Is there anything you would suggest to improve the approach to historical understanding?

**Students' Historical Understanding:**

- Did you clearly understand the topic and conclusions of the presented research?
- Is there anything you found particularly interesting or worthy of further exploration?

**Evaluation:**

Evaluation will be based on active participation, the ability to analyze diverse historical perspectives, creativity in writing, and flexibility demonstrated in activities.

**Final Notes:**

This activity integrates history with the competency of "Flexibility," encouraging students to explore and appreciate the diversity of viewpoints and historical interpretations. Flexibility becomes a key element in understanding historical complexity and adapting to different perspectives.

## FLEXIBILITY 4 Flexibility in the Trenches

**YAEDA**

**Template**

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Methodologies: Experiential learning Role-Playing, Primary Source Analysis ,Reflection and Discussion.

Objective: To develop students' ability to manage transitions, uncertainty, and challenges by exploring the experiences of soldiers during World War I and the strategies they employed to adapt.

Methodology:	Experiential learning	
Subject	History	
Life skill related	Flexibility	
Title	<b>Flexibility in the Trenches</b>	
Age/Grade	14 - 16	
Timing	60 minutes	
Suggestion for who facilitate	History teacher, drama teacher, language teacher, arts teacher, educator figure... We suggest to prepare the activity adequately by taking care of the emotional and motivational impact on the pupils. Activity in small groups.	
Description of the activity	<p><b><u>Introduction to Flexibility:</u></b> Begin with a brief discussion about the importance of flexibility in facing challenges and uncertainty, using everyday examples that students can relate to.</p> <p><b><u>Historical Context: World War I :</u></b> Provide an overview of World War I, focusing on the trench warfare and the harsh conditions faced by soldiers on both sides of the conflict.</p> <p>Before doing the activity, it is suggested to watch a video to introduce the topic of the activity</p> <ul style="list-style-type: none"> <li>- RO video <a href="https://www.youtube.com/watch?v=geonLNBjos">https://www.youtube.com/watch?v=geonLNBjos</a></li> <li>- 1917 video <a href="https://www.youtube.com/watch?v=D4JmMBC28x8">https://www.youtube.com/watch?v=D4JmMBC28x8</a></li> <li>- <a href="https://www.imdb.com/title/tt8579674/">https://www.imdb.com/title/tt8579674/</a></li> </ul> <p>Discuss the unpredictable nature of war and the need for soldiers to adapt quickly to changing circumstances.</p> <p><b><u>Trench Simulation Activity :</u></b> Divide students into small groups and assign them roles as soldiers stationed in a trench. Create simulated challenges such as sudden attacks, supply shortages, and changing weather conditions. Students must work together to navigate these challenges, making quick decisions and adapting their strategies accordingly.</p> <p><b><u>Primary Source Analysis: Letters from the Front:</u></b> Provide excerpts from letters written by soldiers during World War I, detailing their experiences and reflections on adapting to life in the trenches. Have students analyze the letters and identify examples of flexibility and resilience demonstrated by the soldiers.</p> <p><b><u>Reflection and Discussion :</u></b> Lead a guided reflection session where students discuss their experiences during the trench simulation activity and compare them to the challenges faced by soldiers during World War I. Facilitate a discussion about the importance of flexibility in overcoming adversity and managing uncertainty in both historical and modern contexts.</p> <p><b><u>Conclusion:</u></b> Wrap up the class by emphasizing the lessons learned about flexibility from the experiences of soldiers during World War I. Encourage students to apply these lessons to their own lives, particularly in situations where they face transitions, uncertainty, and challenges</p>	



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