

HERITAGE MAPPING ACTIVITY via PADLET

Objective: Students explore, document and interpret tangible and intangible cultural heritage elements from their local environment and cultural backgrounds by collaboratively creating a shared digital heritage map. The activity aims to foster intercultural dialogue, inclusion, digital literacy and a sense of belonging among local and migrant students.

Target Group: Local and migrant students. (Mixed groups to ensure peer learning, language support and intercultural exchange)

Teacher's Role:

- Introduces tangible and intangible cultural heritage with age-appropriate examples
- Models how to use Padlet Maps and how to create a quality pin
- Forms balanced mixed groups (2–4 students, local + migrant)
- Provides guiding questions and sentence starters to support language development
- Ensures digital safety, respectful communication and inclusive participation
- Encourages reflection without judging “right” or “wrong” cultural answers

Preparation:

- Teacher uses Padlet Map created by KAIZEN named “Our Shared Cultural Heritage Map”
- A model pin is added by the teacher as an example or KAIZEN’s example pin can be used.
- Key vocabulary is pre-taught (heritage, tradition, tangible and intangible heritage etc.).
- Optional: students brainstorm heritage examples orally or visually before mapping.

Implementation:

- Teacher creates mixed groups of 2/3/4 which will contain both migrant and local students and as possible as balanced groups.
- Each group is expected to create a pin on the map.
- Each pin will contain these elements:
 - 1.Location on the map
 - 2.Image of the heritage element (photo, drawing or copyright-free image)
 - 3.In explanation part answers to these questions: -What is this? (Tangible or intangible heritage)
 - What is the name?
 - What is/was it used for?
 - Why is it important?
 - What does it mean for you?

Required Outputs: (per partner country + associated partner of KAIZEN)

- 3 recipies
 - 3 tangible heritage places
 - 3 dances/songs
 - 2 festivities
 - 2 natural heritage item
 - 2 arts
- 15 pins for each partner and 60 grand total.

Reflection: Once the Padlet board is completed it is shown in the classroom and discussed:

“What did you learn about other cultures?”

“What surprised you the most?”

“What do we share in common?”

Students then comment on other schools’ pins, they can be using structured prompts:

- “We have a similar tradition called ...”
- “This is similar to our culture because ...”
- “This is completely new for me.”
- “In my culture, we ...”

Assessment & Evaluation

- Process-based assessment: participation, collaboration, respectful communication
- Product-based assessment: completeness and clarity of pins
- Self-reflection: short oral or written reflection by students
- Peer comments serve as informal formative feedback

This activity will be placed in Project Results: Heritage-in-a-box

DEADLINE: 16th February to finish pinning

13th of March to finish whole activity