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Title of the STEPAM Unit: Ethno Active: Discovering Culture Through Culture

AUTHORS (NAMES /SCHOOL / COUNTRY): EXPERIENCE WORKSHOP, JAGODINA

RELATED SUBJECTS	AGE GROUP OF THE STUDENTS	TOTAL ACTIVITY TIME	LEARNING OBJECTIVES DURING THE LESSON SUBJECT-SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON
Science, Mathematics, Technology, Engineering, Arts, Physical Education	Grades 3–4 (approx. 8–10 years old)	90–120 minutes	• Identify and compare traditional clothes, dances, and games from Serbia, Austria, and Finland. • Recognize repeating patterns in dance movements and relate them to mathematical and natural patterns.	• Students can explain cultural differences through dance, costume, and games. • Students can identify repeating patterns in dance and relate them to other areas. • Students can create simple costume-inspired accessories.

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			• Explore structure and design of traditional costume elements using basic engineering principles. • Express cultural elements through visual art and symbols. • Participate in traditional games and dances to enhance physical coordination and intercultural awareness.	• Students can express movement through visual symbols. • Students can collaborate respectfully across cultures.

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OVERVIEW: TOPIC & PURPOSE

Students discover cultural diversity by exploring traditional dances, costumes, and games from Serbia, Austria, and Finland. They connect movement with patterns in nature and math, design costume elements, express rhythm through art, and play traditional games that build physical skills and intercultural understanding.

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ACTIVITY PREREQUISITES -STEAM ELEMENTS

ELEMENT 1: context presentation	• Introduction to Serbia's population and national minorities. • Watching traditional dance videos (Serbian Kolo, Austrian Ländler, Finnish Polka). • Discussing clothes, movements, climate, and cultural significance.
ELEMENT 2: creative design	• Spot the Patterns: Create and perform an 8-beat dance pattern. • Culture Through Costume: Design and build a small accessory inspired by traditional costumes.
ELEMENT 3: emotional and social learning	• Games: Klis (Serbia), Fangen (Austria), Kymmenen tikkua laudalla (Finland). • Circle dance to close — building community through shared movement.

STEAM SUBJECT ELEMENTS

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STEAM SUBJECTS	SCIENCE & SOCIAL SCIENCE	TECHNOLOGY	ENGINEERING	Physical Education	ARTS	MATHEMATICS
SHORT INTRODUCTION TO RELATED SUBJECT ELEMENTS	Understanding national minorities and cultural diversity.	Using videos and digital images for costumes and dances.	Designing and creating wearable accessories.	Participating in traditional games and dances.	Expressing movement through visual symbols and costume design.	Identifying and creating repeating patterns in dance.

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SYLLABUS

LESSONS	SUBJECTS	TOPIC OF THE UNIT	LEARNING OBJECTIVES DURING THE LESSON: SUBJECT SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON: STEAM COMPETENCIES
0 (Introduction)	Science, Social Science	Diversity in Serbia, national minorities	Understand cultural diversity	Recognize different groups and their cultural expressions
Activity 1	Mathematics, Physical Education	Spot the Patterns in Dance	Identify repeating patterns	Relate patterns to math and nature
Activity 2	Technology, Engineering, Arts	Culture Through Costume	Explore structure and design	Build and present a costume accessory

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Activity 3	Arts	Create Dance Symbols	Represent rhythm visually	Express movement through art
Activity 4	Physical Education	Ethno Movement Games	Play traditional games	Enhance coordination and intercultural awareness
Wrap-Up	All	Reflection Circle Dance	Synthesize learning	Celebrate cultural connections

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INSTRUCTIONAL PLAN BY LESSON

LESSON Grade 3-4 Science, Engineering, Physical Education, Art (Language) and Mathematics

TIME PLAN	TEACHING & LEARNING ACTIVITIES	MATERIALS	LEARNING OBJECTIVES
INTRODUCTION (5–10 min)	• Discuss who lives in Serbia — explain national minorities. • Show maps and videos of dances.	• Map of Serbia, • Videos.	• Build context about diversity.
LEARNING ACTIVITY 1: **Spot the Patterns (15–20 min)**	• Watch dance clips again, use pattern cards, create and perform 8-beat patterns.	• Pattern cards, • Worksheets, • Music samples.	• Recognize patterns, relate to nature.
LEARNING ACTIVITY 2:	• Observe diverse images of traditional	• Felt, • fabric,	• Apply design thinking and cultural understanding.

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Culture Through Costume (20–30 min)	costumes, design an accessory in groups.	• yarn, • glue, • scissors, • sketch paper.	
LEARNING ACTIVITY 3: Create Dance Symbols (15–20 min)	• Show visual symbols, students draw dance movement symbols.	• Drawing paper, • markers, • stencils (optional).	• Express rhythm through art.
LEARNING ACTIVITY 4: Ethno Movement Games (15–20 min)	• Play Klis, Fangen, and Kymmenen tikkua laudalla. Rotate groups.	• Sponge noodles, • Cones, • Sticks.	• Build teamwork and physical skills.
WRAP-UP & EVALUATION (5–10 min)	• Reflect: What did you learn about cultures, patterns, and games? • Circle dance (Serbian Kolo).	• Music	• Celebrate learning and community.

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EVALUATION PLAN BY LESSON

LESSON/ACTIVITY	EVALUATION CRITERIA	EVALUATION METHOD
All	Did students identify cultural elements, patterns, and design ideas?	**Observation, group presentation**
	Did students collaborate respectfully and actively participate?	**Peer feedback**
	Did students apply math, art, and movement creatively?	**Evaluation of dance patterns, symbols, and accessories**

NOTES -

ACTIVITY SHEETS TO BE LINKED -

EVALUATION MATERIALS TO BE LINKED -

REFERENCES / SUPPORTING MATERIALS TO BE LINKED

PDF / PPT slides:

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