

# PLURI MOBIL

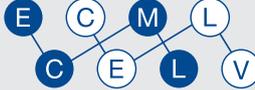


Plurilingual and intercultural learning through mobility  
Practical resources for teachers and teacher trainers

## Lesson plans for upper secondary school



Mirjam Egli Cuenat  
Kristin Brogan  
Josephine Cole  
Anna Czura  
Chantal Muller  
Anna Szczepańska  
Lukas Bleichenbacher  
Katharina Höchle Meier  
Barbara Wolfer

EUROPEAN CENTRE FOR  
MODERN LANGUAGES  
  
CENTRE EUROPEEN POUR  
LES LANGUES VIVANTES

COUNCIL OF EUROPE  
  
CONSEIL DE L'EUROPE

## PluriMobil

### Lesson plans for upper secondary school – general

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## Introduction to PluriMobil lesson plans

These lesson plans are the core element of PluriMobil (Mobility for sustainable plurilingual and intercultural learning). Before using the Lesson Plans, please consult the PluriMobil quick start guide which demonstrates in a few easy steps how to start using PluriMobil lesson plans. You will find more detailed information and numerous practical tips on how the lesson plans can be used to support mobility experiences in the PluriMobil handbook. Both documents are available on the PluriMobil website <http://plurimobil.ecml.at/>.

The term “lesson plan” can mean *one* period of teaching of e.g. 45 or 60 minutes that can take place before, during and after the mobility activity, but it can also mean *several periods* of teaching. It is not necessary to use all the lesson plans – the teachers are free to select the lesson plans that best match the type of mobility activity and which address their students’ needs. The detailed organisation of the activity and the timing are up to the teacher.

### 1. Structure of the lesson plans

In the lesson plans, you will find the following rubrics:

- A box: a short summary that informs about the content of the lesson plan.
- Experiences: the kind of experiences the learner can gain with the suggested activities
- Targeted competences: a list of linguistic, intercultural, personal etc. competences which students can achieve during the activities
- Suggestions for procedure: description of possible content and development of the activity, separated into the different phases of the mobility project (before – during – after)
- Suggestions for the final product for the portfolio
- Tools and resources: this section refers to pedagogical instruments developed by the Council of Europe such as the *European Language Portfolio (ELP)* or the *Autobiography of Intercultural Encounters (AIE)* as well as to other sources such as websites, books, pictures etc.
- Examples: this section refers to ready-made worksheets or possible examples supporting the suggested activities

### 2. Use of the lesson plans

We would like to point to the following issues:

- **Description of procedure:** all the activities described in the lesson plans are *suggestions* that you can adapt to your own context and needs.
- **Flexible order:** all lesson plans can be used in a *variable order*; you do not have to use one lesson plan after the other. The choice depends on your needs and context (type of mobility activity (?), age of students, available resources, etc.)
- **Phases of mobility:** the lesson plans contain descriptions of activities for one, two or three phases of the mobility project. Depending on your context, it is possible to use a lesson plan for another phase than the one described. We recommend that you do all three phases of the mobility; but this is not compulsory for the successful use of a lesson plan.

- **Language of the activity:** activities can be carried out in the school language or in the target language, depending on the students' level of competence.
- **Examples:** The example provided in the lesson plan is just one example. It is possible that the results from your students will look different.  
The examples from the European Language Portfolio are taken from e.g. the Swiss version. Of course, you can use the ELP from your own or another country if you need the examples in another language.
- **Reciprocity:** In the case of a mobility activity where the sending and hosting institutions are involved, we recommend that both sides do similar activities so that students can exchange experiences and complete the suggested activities together in the during-phase.

### 3. List of the quoted tools in the lesson plans

- [Autobiography of Intercultural Encounters](#) (AIE). Council of Europe, 2009.
- [Common European Framework of Reference for Languages: Learning, Teaching, Assessment](#) (CEFR). Council of Europe, 2011.
- [Developing and Assessing Intercultural Communicative Competence](#) (ICcinTE). Council of Europe, 2007.
- [Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: The European Centre for Modern Languages, 2011.
- [European Language Portfolio](#) (ELP). Council of Europe.
- [Framework of Reference for Pluralistic Approaches to Languages and Cultures](#) (FREPA). Council of Europe, 2007
- [Helping Learners learn: exploring strategy instructions in language classroom across Europe](#). Council of Europe, Vee Harris, 2001.
- [Intercultural competence for professional mobility](#) (ICORPOMO). Council of Europe, 2007.
- [Language Educator Awareness](#) (LEA). Developing plurilingual and pluricultural awareness in language teacher education. Graz: Council of Europe, 2007.
- [Mirrors and Windows: An intercultural communication textbook](#). The European Centre for Modern Languages, 2003.

### 4. List of the icons used

	individual work		pair or group work		discussion
	reflection		speaking		reading
	observing		listening		writing
	question		presentation		using ICT

## Lesson plan 1

### THE VISIBLE, THE LESS VISIBLE, THE INVISIBLE

**In this lesson plan the students discuss the visible and invisible aspects of culture.**

#### EXPERIENCES

Learners

- express their representations and expectations about other peoples' cultures
- become more aware that some aspects of a culture can be accessed easily by opening their eyes and ears while other aspects are more subtle and require time to be approached

#### TARGETED COMPETENCES

Students

- can observe/analyse cultural phenomena in cultures which are more or less familiar (FREPA, skills, S-1)
- can formulate hypotheses in view of an analysis of cultural phenomena (FREPA, skills, S-1.1.2)
- can identify/recognise specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can argue their own opinion respectfully and listen to others opinions without premature judgment (ICCinTE, p. 13)

#### PROCEDURE

##### BEFORE



Students in groups brainstorm and list the aspects which in their opinion constitute their own cultures.



Then the teacher presents a picture of an iceberg as a way of representing the cultures of people they will meet: the visible part is what you can observe (ways of greeting, art, architecture, festivals, etc.). The invisible part is what you can experience when involved with a specific shared culture for a certain amount of time (concepts of time, values, cleanliness, etc.).



The teacher draws a blank iceberg or provides a copy (see the example provided) and asks the students in groups to complete the iceberg with the aspects of their own cultures they have written down at the beginning of the session – they have to decide which aspects go above and which aspects go below the surface of the water. The teacher also asks the students to place the aspects of culture presented in example 1c in the visible/invisible part of the iceberg.



The learners discuss their findings with the whole class and discuss any similarities or differences between their results. Students explain why they have decided to locate their aspects of culture in the visible/invisible part of the iceberg model. Some topics might be placed above or below the line depending on how you define them or what you focus on.



Additionally, students are asked to choose a certain number of items from the iceberg (some above and some below the water line). They write down what they already know or what they presume about people living in the host country and/or what they would like to learn.

To be realistic and to avoid boredom we suggest a maximum of 3 items above the line and 3 below, but of course it can also depend on the type of mobility project.

## DURING



Discussion/group work: Students, from all participating institutions, in mixed groups, present their icebergs and share their expectations and experiences of each other's cultures.



They have the opportunity to compare their views with those of people they meet in the host country as well as to find out how they themselves and their own cultures are perceived by others.

## AFTER



After returning to their home institution, students modify and adapt their icebergs (above and below the line). They discuss their results with their classmates. They observe if their ideas and opinions have changed as a result of their mobility experience.



Students are encouraged to recall any examples illustrating the visible and invisible aspects of the cultures of people they have encountered in the host country. They select one where they have experienced some change and present it to the others, who can react and ask further questions.

It is important that the students notice that there is a common culture in a country/region but that at the **same time there is a huge diversity and that people have complex identities and can belong to different cultures.**

## FINAL PRODUCT FOR THE PORTFOLIO

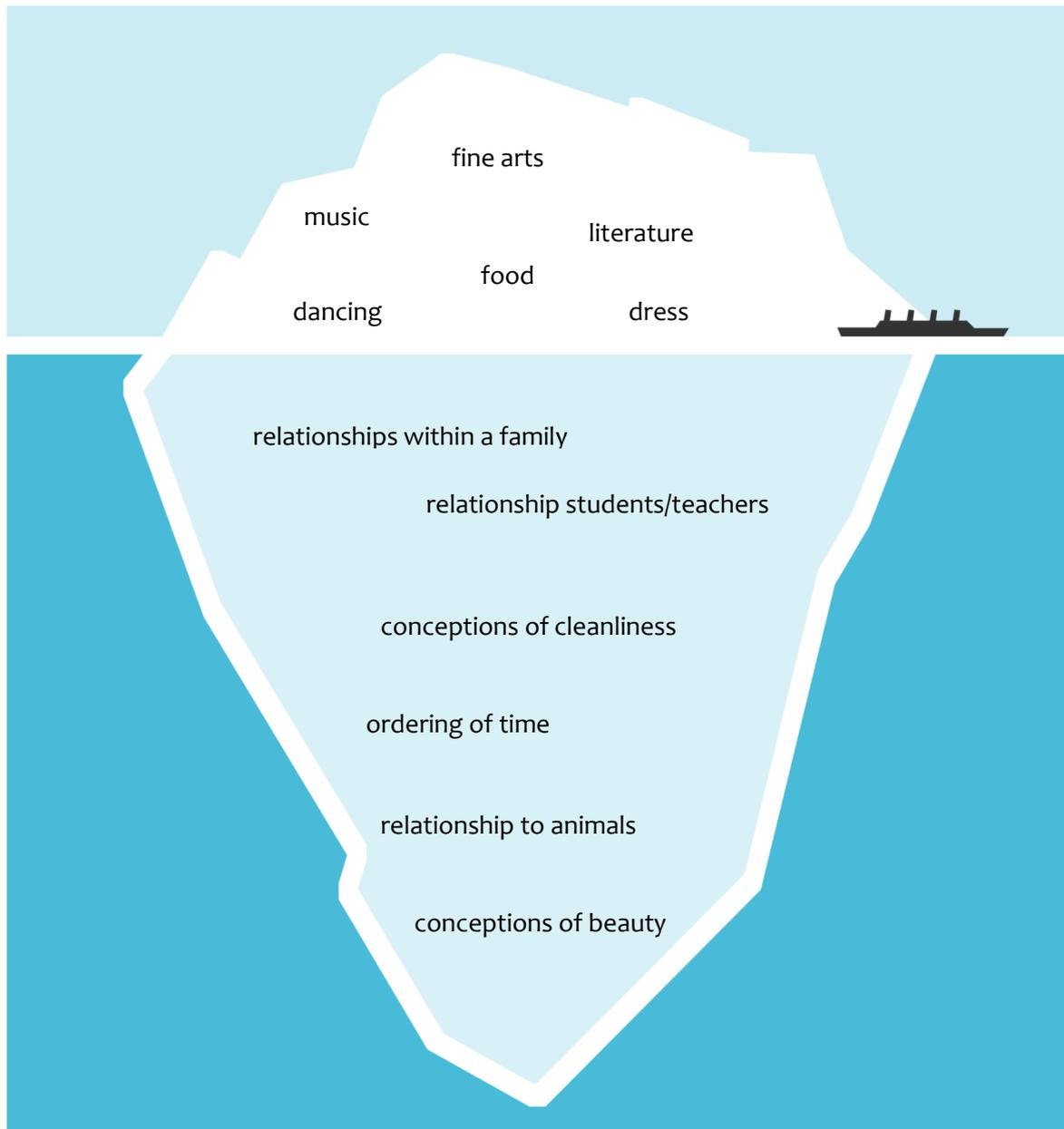
The modified iceberg (or a photo of the iceberg)

## TOOLS AND RESOURCES

A blank iceberg

EXAMPLE 1

1a. Example of a completed iceberg



Based on an idea from *LIFE. Ideen und Materialien für interkulturelles Lernen*, BMW Group & Staatsinstitut für Schulqualität und Bildungsforschung

1b. Example of a blank iceberg



**1c. Aspects of culture**

*Cut on the dotted line. Modify if necessary.*

<b>CUISINE</b>	<b>BODY LANGUAGE</b>	<b>SOCIAL MEDIA IN SCHOOL</b>	<b>MEANS OF TRANSPORT</b>
<b>GOOD MANNERS</b>	<b>PUNCTUALITY</b>	<b>NATURE OF FRIENDSHIP</b>	<b>SCHOOL SYSTEMS</b>
<b>STEREOTYPES</b>	<b>CLIMATE</b>	<b>DISCIPLINE</b>	<b>LEISURE</b>
<b>GENDER ISSUES</b>	<b>COMMUNICATION STYLE</b>	<b>PERSONAL SPACE</b>	<b>HEALTH CARE</b>

## Lesson plan 2 MY MULTIPLE IDENTITY

In this lesson plan the students discuss the complexity of a person's identity.

### EXPERIENCES

Students

- reflect on the complexity of a person's identity
- become aware of identities /sub-cultures within one culture

### TARGETED COMPETENCES

Students

- develop a system of interpretation which enables them to perceive the particular characteristics of culture (meanings, beliefs, cultural practices) (FREPA, skills, S-1.10).
- better understand their own cultural identity and how it is formed (ICCinTE, p. 13)
- identify/recognise cultural specificities/references/affinities of their own culture(s) (FREPA, skills, S-2.8.2)

### PROCEDURE

#### BEFORE



The teacher presents the onion image (see below, example 1) explaining that the onion is whole but is made up of different layers. S/he asks students what different layers make up one's identity and completes the onion with their suggestions, adding layers if necessary.



Students try to outline their own identity.

Possible activities:

- Students write a poem to define themselves: *I am ...* (add at least 10 elements)
- Students draw a body and write in the different parts of the body, words that make up their identity (see below example 2)
- Students draw circle-spoke diagrams of their multiple identity (see below example 3) Any other form of presentation that the students might come up with: These can be creative but the presentation must convey the idea that there is a whole made up of different parts.

According to the students' wishes the different representations of one's own identity are displayed in the classroom and the students have some time to look around and read some of them.

They analyse and compare the different topics that make up someone's identity. They may notice that the topics can be different for some students depending on personal or external circumstances (e.g. speaking two languages, having different nationalities, personal experiences, personal preferences, etc.)

## DURING



Students take notes (keywords) about anything they had not considered as part of their identity before the mobility activity but because of the comparison with others and other cultures they have now noticed is a part of their identity.

## AFTER



Students add any element they have discovered as part of their identity during their mobility activity.



Students talk about their experiences, about what they had at first not considered as part of their identity (the Before stage) but that they noticed was a part of their identity while abroad, through the comparison and the experience of new cultures (E.g. Drinking Kriek in Belgium (although this kind of beer is not known in other places); visiting one's grandparents very regularly, etc.)

## FINAL PRODUCT FOR THE PORTFOLIO

Self-portrait featuring one's multiple cultural identity

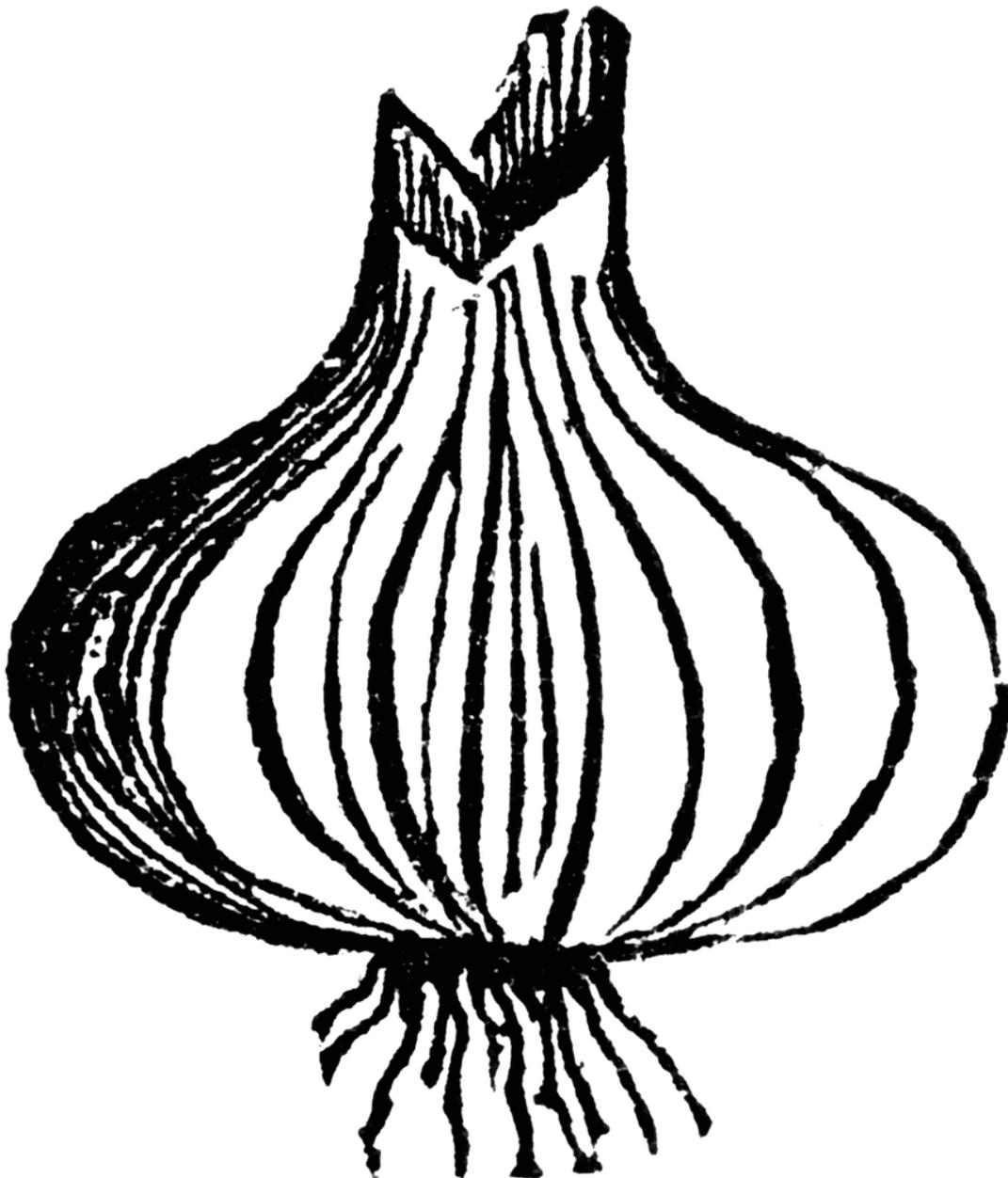
## TOOLS AND RESOURCES

[Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: Council of Europe, 2011.

Paige, M. R./Cohen, A. D. et al. *Maximizing Study Abroad. A Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Board of Regents University of Minnesota, 2006.

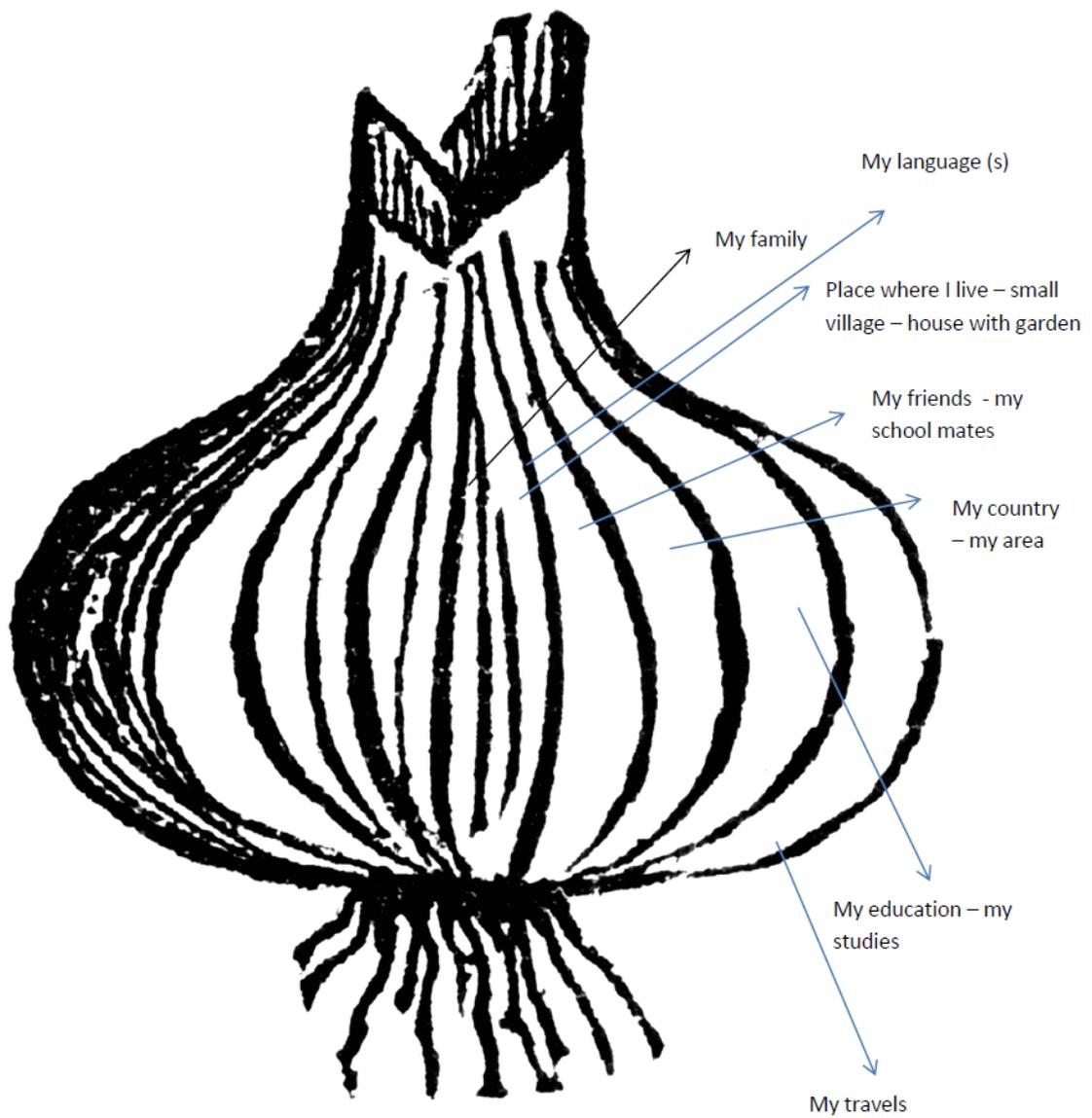
EXAMPLE 1  
Example of an onion to be filled in<sup>1</sup>

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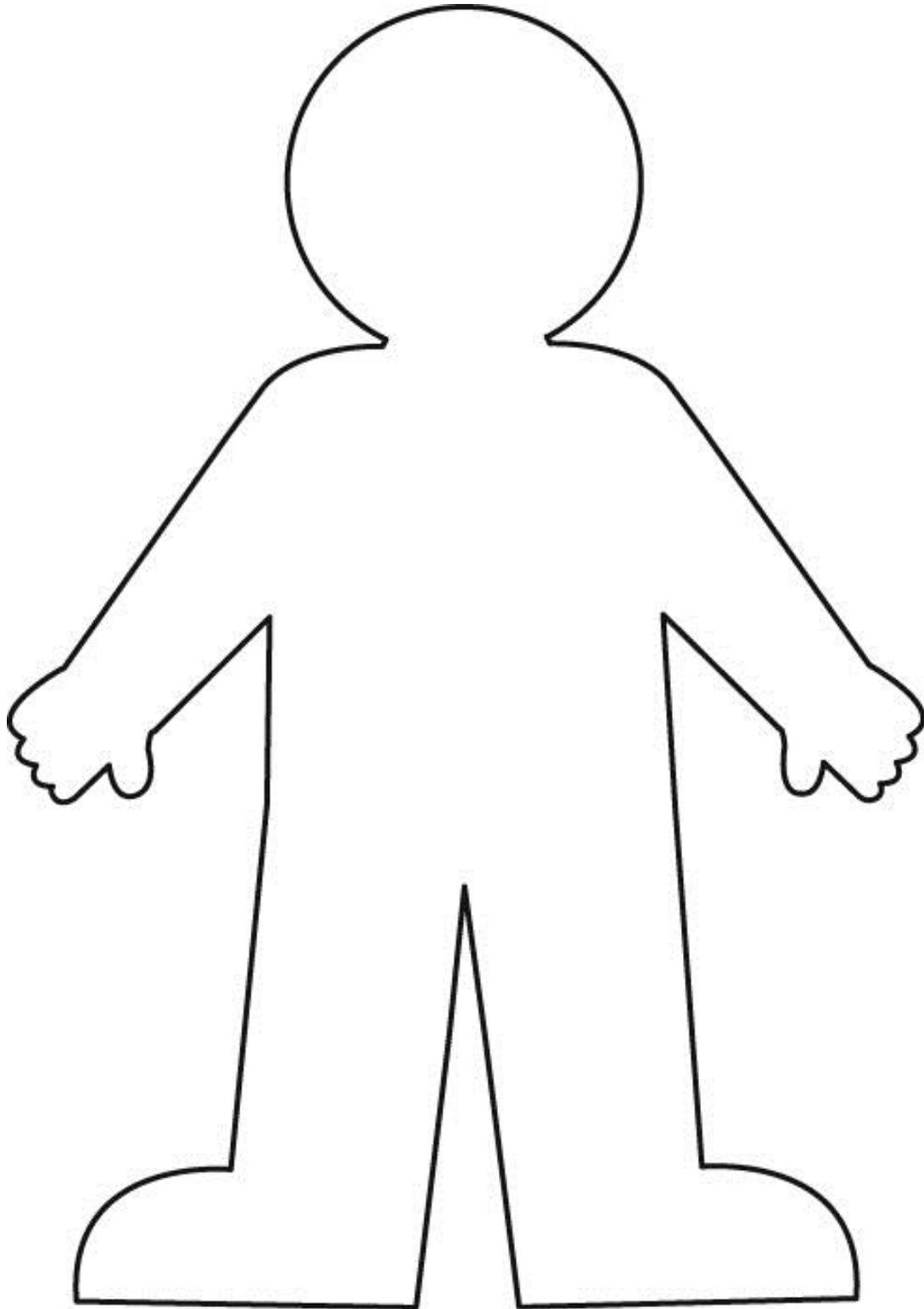
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<sup>1</sup> Often, the image of the onion is used in a restrictive way (cf. Hofstede's cultural onion). In this activity, we use it in a flexible manner in order to raise consciousness of the complexity of a person's cultural identity without any reference to the original model.

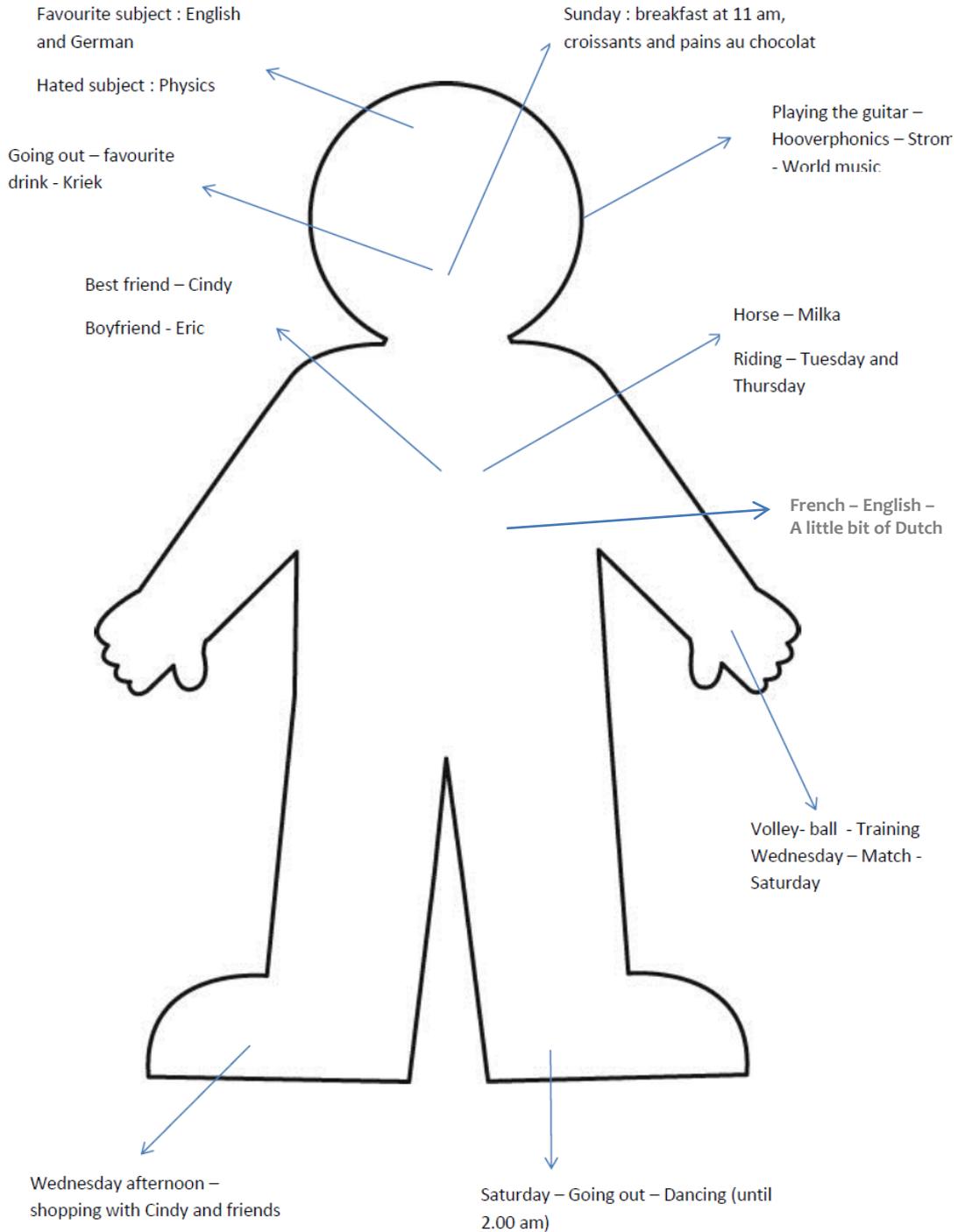


**EXAMPLE 2**  
**Example of a silhouette to be filled in**

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**EXAMPLE 2**  
**Example of a silhouette filled in**



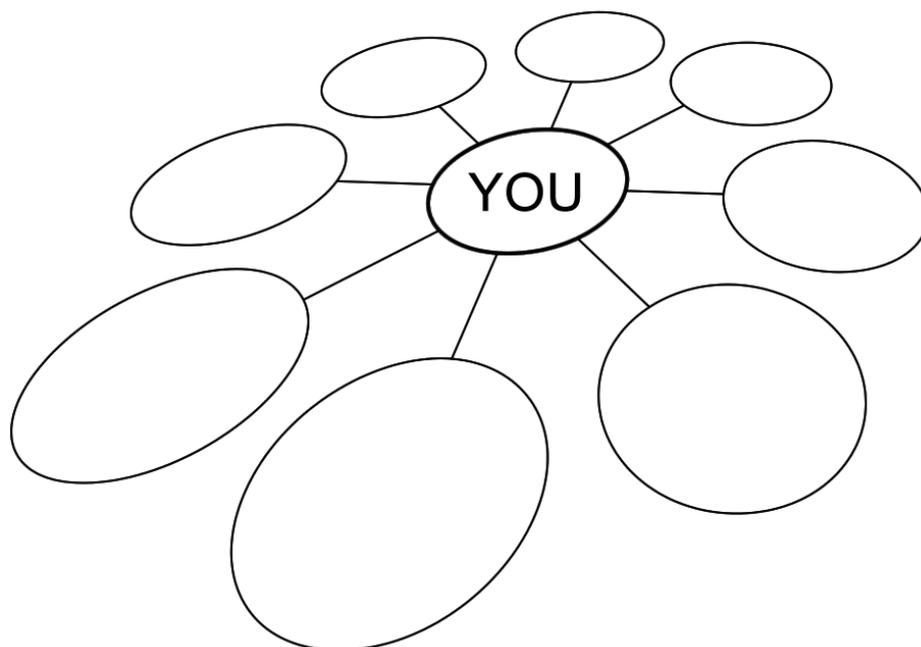
### EXAMPLE 3

#### Drawing the „Culturally Diverse You“

This activity helps you to recognize that you are a member of groups that influence your cultural identity.

In the circles below, you can write words you think describe you or are an important part of who you are or how you identify yourself to others (brother, pupil, Irish, Christian, Socialist etc.).

As a variation, you can also put the name of the country you are going to on your mobility project, into the center.



Here are a few questions that help you to reflect on your choices:

- If you had to pick just one circle, which would it be? Two circles? Why are these the most important parts of your cultural identity?
- Did you have difficulty filling in eight circles? Did you find it was not enough? What insights have you gained about yourself from this exercise? Is there any identity that others don't readily recognize in you? Is this OK? Or is it frustrating? [...]
- How might these circles change when you are abroad? For example, did you list your nationality in one of the circles? Your social class? Did you list the languages you speak? [...]

Quoted from: Paige, M. R./Cohen, A. D. et al. *Maximizing Study Abroad. A Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Board of Regents University of Minnesota, 2006.

Activity based on an idea from Paige, M. R./Cohen, A. D. et al. *Maximizing Study Abroad. A Students' Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Board of Regents University of Minnesota, 2006.

## Lesson plan 3

### MY AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

In this lesson plan the students reflect on *one* intercultural experience that was particularly important for them, by completing the *Autobiography of Intercultural Encounters* and create a “List of Key Skills of Intercultural Communication”.

#### EXPERIENCES

Students

- recount their experiences of dealing with other cultures and reflect on their behaviour during an intercultural encounter
- become aware of the risks of stereotypical thinking
- recognise strategies of successful intercultural communication

#### TARGETED COMPETENCES

Students

- can identify specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can talk about/explain certain aspects of their language/culture/other languages/cultures (FREPA, skills, S-4)
- can understand what unites and/or separates people from different cultures (ICCinTE, p. 13)
- can deal with culture clashes and culture shocks (ICCinTE, p. 13)
- can gain from previous intercultural experiences to enrich their intercultural competence (FREPA, skills, S-7.3.1)
- learn some conversation strategies for successful intercultural communication (Mirrors and windows, chapter 3, p. 29)

#### PROCEDURE

##### BEFORE



The teacher invites the students to share, discuss and reflect on their experiences with people from other cultural backgrounds by sharing his/her own story of an intercultural encounter.

The following steps could be taken into account:

Explore your own sense of self – discuss other people's encounters – consider the meanings of intercultural encounters – competences that are needed for intercultural encounters

Activities referring to the points above:

<http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php>

The teacher describes his/her own experience in terms of its uniqueness, feelings, thoughts and reaction of all parties involved. For example in some multicultural contexts one has to be careful not to criticise someone in public as they may lose face.

### Discussion

Students present each other's stories in a feedback session. The teacher encourages the students to think and define what factors determined their encounters to be successful. S/he makes a list of the strategies that students have suggested in the discussion. The teacher also highlights examples of possible culture clashes.



### Pair or group work

Students, in pairs, create the “List of Key Skills of Intercultural Communication”. This list contains ideas of effective ways of communicating and interacting in a culturally diverse environment. The suggested ways are to “be aware of your own culture”, “be a learner”, “get curious”, “listen and observe” and “experience different cultures regularly”. Together, the students discuss whether they think these points are important or not. They will review this list after the mobility project.

The examples can be found here:

<http://www.englishandculture.com/blog/bid/71208/Your-Intercultural-Communication-Skills-5-Ways-to-Improve>



The teacher provides each learner with a questionnaire based on the *Autobiography of Intercultural Encounters (AIE)* (see the example at the end of this lesson plan). A link to more information about the AIE can be found in the tools/ further reading section.

The teacher can adapt the questionnaire to the context and may include questions about the following topics: ways of behaving at school, discipline, hierarchy, relationships with teachers/heads, communication style, socialising outside of school, family life, freedom, entertainment, general behaviour, behaviour in shops/services...

Students interview each other in pairs about their experience of other cultures and describe their reaction to a specific aspect of an intercultural encounter.

### DURING



In order to be able to fill in the AIE after their return, students keep a detailed record (e.g. log book) of their observations about intercultural issues during the mobility activity. They can focus on the environment, on communication skills and interactions.

They also reflect on whether the “List of Key Skills of Intercultural Communication” which was discussed previously in the classroom can be of any use.

## AFTER



After their return from the mobility project, the students complete the AIE with the help of the notes they took during their time abroad.

Having finished filling in their AIE, with the support of their teacher if needed, the students share their stories in groups of 3-4. Ideally, 4 students present their intercultural encounter to the whole class afterwards.

We suggest leaving the decision to present before the whole class or not entirely up to the students. The AIE is a personal document that helps to reflect on one's experiences and does not have to be shared with other people if the author so wishes.

## FINAL PRODUCT FOR THE PORTFOLIO

Completed questionnaires based on the *Autobiography of Intercultural Encounters*

## TOOLS AND RESOURCES

*Autobiography of Intercultural Encounters* (AIE). Council of Europe, 2009.

[http://www.coe.int/t/dg4/autobiography/Source/AIE\\_en/AIE\\_autobiography\\_en.pdf](http://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_autobiography_en.pdf)

ICOPROMO

<http://archive.ecml.at/mtp2/ICOPROMO/results/index.html>

## Further reading

*Autobiography of Intercultural Encounters* (AIE). *Facilitator's notes*. Council of Europe, 2009.

[http://www.coe.int/t/dg4/autobiography/autobiographytool\\_EN.asp](http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp)

*Autobiography of Intercultural Encounters* (AIE). *Context, concepts and theories*. Council of Europe, 2009.

[http://www.coe.int/t/dg4/autobiography/autobiographytool\\_EN.asp](http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp)

## EXAMPLE

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See next pages: example of a filled in *Autobiography of Intercultural Encounters*.

Sources:

The questions are taken from the official *Autobiography of Intercultural Encounters* (Council of Europe). This is only a selection of possible entries in the questionnaire. Feel free to modify the questionnaire using the *Autobiography of Intercultural Encounters* as a point of reference.)

The answers, written by a pupil of Tamil origin attending a Swiss secondary school, are translated from German and quoted from Z'Graggen, Martina (2012): *Jugendliche erleben Mobilität im virtuellen Austausch*. St. Gallen: Pädagogische Hochschule St. Gallen (unpublished master thesis).

Example of a completed *Autobiography of Intercultural Encounters* – this example can be referred to when you are going out with your colleagues from work for dinner.  
Also have a look at: <http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php>

## The encounter

### Title

Give the encounter a name which says something about it...

*Pizza with ketchup*

### Description

What happened when you met this person / these people?

*Two people from Norway had come and they ate their pizza with ketchup on the top.*

### Time

When did it happen?

### Location

Where did it happen?

*The encounter happened three years ago in Pizzeria [xy].*

### Importance

Why have you chosen this experience?

*I was astonished and I will never forget it.*

## The other person or people

Who else was involved? Write something about them. What was the first thing you noticed about them? What did they look like? What clothes were they wearing? Were there male/female, or older/younger than you? [...]

*It was a tall man and a tall woman. They spoke Norwegian. They were curious. They wore normal clothes. They were both elder than 20.*

## The other person's feelings

Imagine yourself in their position... How do you think the other people felt in the situation at the time? This can be difficult but try and imagine what they felt at the time. Happy or upset/stressed, or what? How did you know?

What do you think they were thinking when all this happened? Do you think they found it strange, or interesting, or what?

*Interested and a little bit strange when they saw me eating the pizza without ketchup*

Choose one or more of these or add your own and say why you have chosen it.

For them it was an everyday experience / an unusual experience / a surprising experience / a shocking experience / because...

*An interesting experience. The person now knows that you can eat pizza without ketchup and that it tastes nice.*

## Same and different

Thinking about the similarities and differences between the ways in which you thought and felt about the situation and the ways in which they thought and felt about it...

Were you aware at the time of any similarities and, if so, what were they?

Were you aware at the time of any differences and, if so, what were they?

*Differences: I do not eat pizza with ketchup. At the time, I was too young to be aware of the differences.*

## Lesson plan 4

### MY TOPIC OF INTEREST

In this lesson plan the students go more in depth into one topic of special interest to them. They explore a place and collect information.

#### EXPERIENCES

Students

- imagine themselves on a mobility project by reflecting on the areas to observe while on their mobility experience
- collect information before and during the mobility project about a topic they are interested in
- acquire cultural knowledge and greater awareness of their own culture(s) and compare specific cultural elements with the elements of their own culture(s)
- communicate in the target language in authentic contexts and use communication strategies

#### TARGETED COMPETENCES

Students

- can develop a system of interpretation which enables them to perceive the particular characteristic of a culture (FREPA, skills, S-1.10)
- can perceive differences or similarities in different aspects of social life (FREPA, skills, S-3.10.2)
- can compare different cultural practices (FREPA, skills, S-3.10.4)
- can deliberately apply learning strategies (FREPA, skills, S-7.7.2)

#### PROCEDURE

##### BEFORE



In groups, students list the areas of their hosts' culture(s) they are interested in and which they would like to learn more about.



The teacher provides an example of an area that could be explored while on the mobility project and suggests elements to observe. See Example 1 for a list of possible topics and Example 2 for possible questions.



In pairs or small groups, students design a questionnaire/grid featuring the chosen topic they will complete during their mobility activity. They also decide how they will try to find the answers to their questions: interviews, written questionnaires, video clips.



Students reflect on the difficulties they might encounter while interviewing their partners. They try to come up with solutions to make the communication easier and smoother.

The teacher can help with the grid provided in Example 3.



Students already try to gather all the information they have and can find on the Internet, in order to complete their questions.

#### **DURING**



During the mobility activity, students interview or film their hosts and complete the questionnaire/s. They use the strategies they have reflected upon earlier on. They try to confirm/void the information they have gathered beforehand. In this way they become aware that a culture/reality is always complex and manifold.

#### **AFTER**



Students present the outcome of their survey after the mobility activity and compare the results with the trends existing in their own environment. Students discuss the strategies they have used to see which ones proved useful.



Students reflect on whether the strategies they had come up with in the Before phase were efficient or not in the real communication with the partners.

#### **FINAL PRODUCT FOR THE PORTFOLIO**

- completed questionnaires featuring various lifestyles, habits and customs
- list of useful strategies

#### **TOOLS AND RESOURCES**

Harris, V. *Helping Learners learn: exploring strategy instructions in language classroom across Europe*. Council of Europe, 2001.

**EXAMPLE 1**  
**List of possible topics to explore**

---

music      arts      public transport      food/meals      home  
leisure      going out      sports      school      holidays      reading  
shopping      newspapers      advertising      nature      family  
culture (museums, theatre, opera ...)      politics      festivals  
computers and technology      ...

---

## EXAMPLE 2

### Sample questions – sample topics to explore

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#### Sample questions – Music

- Do you play a musical instrument? Did you learn to play a musical instrument at school?
  - Do you sing? Did you learn to sing at school?
  - Do you know any traditional songs from your country? Can you sing them?
  - Do you know any traditional dances from your country/area? Can you do any of them?
  - Did you have music lessons at primary school? What instrument did you learn to play?
  - Did you have music lessons at secondary school? What did you learn?
  - Did you go to a music academy in your free time? What did you learn?
  - Do a lot of children go to a music academy in your country/area?
  - Do a lot of adults go to a music academy in your country/area?
  - Do you sing in a choir?
  - Do a lot of children sing in a choir in your country/area?
  - Do a lot of adults sing in a choir in your country/area?
  - Do you often listen to music? When (in the car, in public transport, while working, while doing household tasks, just for the pleasure)?
  - When you celebrate a birthday party, do you sing? What do you sing?
  - For Christmas, do you sing? What do you sing?
  - Is there any special occasion in your country/area when people meet and sing together? Describe.
  - Do you often go to concerts?
  - Did you ever go to concerts with your school?
  - Have you ever sung/played in a concert?
  - Who is your favorite singer/band?
  - Do you download a lot of music?
  - Do you listen to music in English, in your mother tongue, in another language?
  - Do you want/need to understand the lyrics of a song?
  - Are there any famous singers/bands in your country/area?
  - Etc.
-

**Sample specific topics to explore**

**Food**

every day                      special days                      traditional food                      meals

   Importance of a diet                      fast food                      take away

   Importance of organic food                      snacks                      restaurants

eating out                      shopping for food                      ready-made food

   international food                      ...

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**Home**

types of houses                      garden                      size                      materials used

   use of different rooms                      domestic duties                      pets/animals

   private vs. public areas                      television habits

   technology                      ...

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**Sports**

news                      watching or practising                      fan clubs

   competitions                      sport at school                      famous sportsmen/women

going to the gym                      sports gear                      sport in everyday life                      ...

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### EXAMPLE 3

## Communication strategies

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### Communication strategies

When I am stuck, I ....

If I do not know the word for something.....	
I describe it eg what it looks like, what you can use it for, whether you wear, eat or drink it!	
I use a word that has roughly the same meaning eg 'boat' instead of 'ship'	
I use mime or a gesture or a facial expression	
I make up a word by saying the mother tongue word but with the foreign accent	
I use an 'all purpose' word like 'thingumajig'	
I ask for help eg 'how do you say ... / what do you call?'	
I show I need help eg by pausing, a puzzled expression etc	
To give myself time to think...	
I use 'stalling strategies' like 'Well, now let me see, as a matter of fact, not at all, absolutely' etc	

Source: *Helping learners learn – strategies*, p. 182.

See Lesson Plan 9 – The ELP – How do I learn, what do I want to learn, how do I want to learn.

## Lesson plan 5 TREASURES – CULTURE THROUGH OBJECTS

In the lesson plan students discover objects belonging to other cultures.

### EXPERIENCES

Students

- open themselves up to perceiving other cultures through objects
- imagine the use and significance of presented items in a chosen cultural setting
- reflect on their own culture through objects

### TARGETED COMPETENCES

Students

- can compare features of a culture (perceive the cultural proximity/distance) (FREPA, skills, S-3.10)
- can construct explanations meant for an interlocutor from one's culture about a feature of another culture (FREPA, skills, S-4.1)

### PROCEDURE

#### BEFORE



The teacher presents an enigmatic object s/he brought home from a holiday. S/e puts it in a bag. The students can feel the object in the bag but are not allowed see it. They try to identify it with the help of questions. When this is done, they discuss its possible origin and use. The teacher explains the story of the object.(see Examples)

#### DURING



Students collect different authentic materials during their mobility activity which they connect with a memory, a story, an experience they have had. They also try to find out the origin of the object, the belief, the custom, etc. They can of course search the Internet but it would be more interesting if they could come up with a personal account from a native of the area.

Encourage the students to find something original and tell them not to mention it or to show it to the others.

**AFTER**



Students choose one item from their treasure collection to present to their peers, who try to guess the story behind the object.

**FINAL PRODUCT FOR THE PORTFOLIO**

One story behind one of the objects brought back - something unusual, surprising, emotionally important for them...

**EXAMPLES**



A claddagh ring  
[source of the picture: [http://en.wikipedia.org/wiki/Claddagh\\_ring](http://en.wikipedia.org/wiki/Claddagh_ring)]



Pisanki (Polish) – eggs painted at Easter time  
(for details see e.g. [http://en.wikipedia.org/wiki/Pisanka\\_%28Polish%29](http://en.wikipedia.org/wiki/Pisanka_%28Polish%29))  
[Picture: ©Anna Michońska-Stadnik]



A shop in Whitehaven, Cumbria, UK helps fight the swine flu pandemic in June 2009.  
[Source of the picture: Alan Cleaver: <https://www.flickr.com/photos/alanclavier/4055990073/in/photostream/>]



Glücksschwein – a luck bringer, mainly in German-speaking countries  
[source of the picture: <http://fc-foto.de/27278142>]

## Lesson plan 6 INTERCULTURAL ANECDOTES

In this lesson plan students collect and exchange experiences, anecdotes from their mobility experience.

### EXPERIENCES

Students

- exchange stories of enriching experiences
- recognise their progress as far as language, intercultural communication and meta-cognitive skills are concerned and identify the methods which have enabled this progress
- improve their presentation skills by using anecdotes

### TARGETED COMPETENCES

Students

- can observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- can manage their learning in a reflective manner (FREPA, skills, S-7.7)
- are open towards the unfamiliar (linguistic or cultural) (FREPA, attitudes, A-5.3.3)
- can exchange, check and confirm accumulated factual information within his/her field with some confidence (CEFR, information exchange, B1, p.81).

### PROCEDURE

#### BEFORE



The teacher brings an object (a picture, a souvenir, etc.) related to an event s/he participated in (birthday party, wedding, student party, festival, etc.) while travelling abroad. (See example 1).



Before telling the story, the teacher asks the students to describe the object and try to guess what kind of event it might be connected with. Then the teacher offers the anecdote focusing on the way the event added to or changed his/her view of the visited country.

The teacher encourages the students to collect different objects that are connected with their (inter)cultural experiences during the mobility activity.

#### **Alternatively or simultaneously**

The teacher tells students about a linguistic phenomenon s/he discovered when abroad.

(see Example 2)

## DURING



Students collect objects, possibly also pictures, observations, experiences, language that represent an intercultural experience for them.

## AFTER



Students who have completed the mobility project, present an object/a picture/a story which represents/features an event or events which occurred to them during the mobility project to convey either:

- what they have learned
- how they have added to or changed their view of both the host country and their home country
- how they have changed due to this experience



Students comment on the story, ask questions and compare the story with their own mobility experience.

## FINAL PRODUCT FOR THE PORTFOLIO

Authentic materials, anecdotes, pieces of language

## TOOLS AND RESOURCES

Examples of intercultural anecdotes can be found for instance in:

[Mirrors and Windows: An intercultural communication textbook](#). The European Centre for Modern Languages, 2003.

EXAMPLE 1

**Tu et vous (in and out of school in Namur)**

I took part in an exchange with a Belgian French-speaking school. I stayed in a family and we had courses with Belgian students. I noticed that teachers used the familiar form – “tu” – to talk to the students so I thought that there was a familiar relationship between teachers and students, that’s why I also used this form to address the teachers. The host students smiled and laughed. Indeed the teachers use the familiar form to address students but students use the more formal form – “vous” to address teachers and students would not use their teachers’ first names!



Source: <http://voxxter.ru/common/img/exposition/300/cafesacher1.jpg>

**Café, Kneipe, Bar, Gasthaus, all the same?**

I was in Vienna (Austria) and I wanted to have a beer with friends. We went to a “Café” but there were mainly elderly ladies eating cake and drinking tea or coffee. In French a “café” is a place where people would go for a drink (alcoholic or not) but not to eat pastries!



Source: <http://www.bruxelles-j.be/wp-content/uploads/2009/07/Bracelets-festival-by-I-feel-good-150x150.jpg>

### **Bracelets**

I was in Brussels (Belgium) for a project about science with 3 other European schools in the autumn and some of the Belgian students were wearing a lot of different bracelets, some of them were a few weeks – even months old - and I wondered how they took them off to have a shower. It seems they don't! Strange!

### **General times**

Shops are generally open 9/10am – 5.30/6pm Monday to Thursday, closing later on Fridays (7/8pm) and earlier on Saturdays (1/2pm). Some shops stay open until 5pm on Saturdays in Copenhagen and larger towns.

<http://www.visitdenmark.com/denmark/shop-opening-hours>

### **Shopping in Struer**

I had planned to do some shopping on Saturday afternoon in Struer, a small town in Denmark, to bring presents back home. I woke up quite late and had breakfast/brunch and I went to the city centre. At 14.00 most shops were closed and I had no time to buy all the things I wanted.



Source:

[http://christmasstockimages.com/free/objects/slides/isolated\\_diagonal\\_cracker.jpg](http://christmasstockimages.com/free/objects/slides/isolated_diagonal_cracker.jpg)

### **Christmas crackers in Cambridge**

I was in Cambridge (England) at Christmas time and we went with my host family to a restaurant. Next to my plate there was this object. I did not know what it was and I thought it was just a decoration. But when they asked me to pull it, I just did not know what to do. Pull it, yes, but how?

Then they showed me, and I realized that in each Christmas cracker, this is what they call it, there is a joke, a hat (crown) and a small present.

Christmas crackers are very traditional and you can make them yourself or you can find them in all sizes, colours in shops. I only noticed them afterwards!

## EXAMPLE 2

	English	French	German	...	...
1					
2					
3					
4					
5	“Good morning”	“Bonjour”	“Guten Morgen”		
6					
7					
8					
9					
10			“Guten Tag”		
11					
12					
13	“Good afternoon”				
14					
15					
16					
17					
18					
19	“Good evening”	“Bonsoir”	“Guten Abend”		
20					
21					
22	“Good night”	“Bonne nuit”	“Gute Nacht”		
23					
24					

Source: Mirrors and Windows, p. 82

### Using the correct greeting at the right time

I sometimes had the impression – when I heard the people respond to my greetings – that the morning, the evening and the night were not the same as at home.

## Lesson plan 7 LET'S PLAY TOGETHER

**In this lesson plan the students collect information about their and other countries and use the information to create games to play with others.**

### EXPERIENCES

Students

- collect information about their own country's culture(s) in the sense of "civilisation"
- discuss and negotiate what they think is representative of their own culture(s)
- create games to allow others discover their culture(s), using the target/common language of the mobility activity
- play games to discover other cultures
- reflect on the aspects of cultures mentioned and on what they have learned about them

### TARGETED COMPETENCES

Students

- can identify cultural specificities (FREPA, skills, S-2)
- can talk about certain aspects of their culture and other cultures (FREPA, skills, S-4)

### PROCEDURE

All partners should prepare games for a "casino" evening or afternoon, in order to give the students the opportunity to discover different places while playing.

#### BEFORE



Teacher gives definitions of culture (explaining that they are not exhaustive and that there are other definitions covering other aspects): culture as civilisation, i.e. shared references to art, architecture, music, history, literature, etc., often referred to as Culture with a big C, but also culture with a small c (behaviour culture). S/he asks students to give examples for these two definitions and tells them that in the following activity they will focus on Culture with a big C (civilisation).



Then in pairs or small groups the students search the web and list what they consider part of their „civilisation“, organising their items into different categories.



The results of the different groups are put together to have a broad view of the home culture(s), possibly in the form of a mind map.



The teacher explains that one way of acquiring this knowledge could be through playing games. S/he explains that they would play games during the mobility activity. All the games would have been created by learners to make other students discover their culture(s).

Students design games for their peers from the host institution(s) (see Examples).



### DURING



A “casino” evening or afternoon is organised where students can try out different games, designed by other students from other countries.

Suggestion: students play in mixed groups (home and host students together) to be able to get more information about the different topics mentioned in the games. In this way they can ask questions and discuss about the questions.

### AFTER



Students reflect on what they have learnt using the categories they had chosen in the before stage (e.g. literature – music – history – architecture – famous people ...)

### FINAL PRODUCT FOR THE PORTFOLIO

- games (material + rules)
- culture: the students choose one category and sum up what they have learnt about it.

### TOOLS AND RESOURCES

Descriptions and rules of different games

Example 1 – Happy families – rules + example

Example 2 – Trivial Pursuit – rules

Example 3 – Memory – rules

Example 4 – Time’s up – rules + example

Example 5 – Headband – rules

## EXAMPLE 1 Happy families

### Material

One deck of cards for 3/4 players

### Aim of the game

Collect as many complete families as possible.

A family is made of 4 cards; on each card there is one big picture and three small ones.

If a player has two or more big pictures of the same group/family, s/he tries to get the others by asking other players.

### Rules

- Deal the cards as equally as possible.
- Roll the dice. The highest number starts asking the first question “Have you got ...?”.
- The player can ask anybody. If the answer is “Yes”, the player gets the card and can ask again (maximum 3 times). If the answer is “No”, it’s the next player’s turn (clockwise).
- When a player has got a complete family he displays it face up on the table in front of him for all to see.

Possible topics for the different families: scientists/fictional characters/writers/musicians/actors/sportsmen/artists, etc.

Example: family “musicians” – about Belgium

Sources: <http://static1.purepeople.com/articles/5/28/66/5/@/196617-la-chanteuse-axelle-red-637x0-3.jpg>

[http://upload.wikimedia.org/wikipedia/commons/d/d7/Stromae\\_2011\\_retouched.jpg](http://upload.wikimedia.org/wikipedia/commons/d/d7/Stromae_2011_retouched.jpg)

[http://www.lacapitale.be/sites/default/files/imagecache/pagallery\\_450x300/2013/03/08/1663228359\\_B97219107Z.1\\_20130308193809\\_000\\_G4GJDFSR.1-0.jpg](http://www.lacapitale.be/sites/default/files/imagecache/pagallery_450x300/2013/03/08/1663228359_B97219107Z.1_20130308193809_000_G4GJDFSR.1-0.jpg)

<http://www.zeepreventorium.org/mensen/jacques-brel.htm>

Musicians		
Axelle Red		
Stromae	Hooverphonic	Jacques Brel
		

## EXAMPLE 2

### Trivial pursuit

---

#### Material

Question cards of different colours according to the different categories chosen  
Board with spaces of the different colours  
Dice

Suggestion for categories: geography, history, sightseeing, famous people, arts and literature, sports and leisure, science and nature, etc.

#### Aim of the game

Get one card of each category/each colour

#### Rules

- Roll the dice, the player with the highest number starts
- Player 1 rolls the dice and moves according to the number, he falls on a coloured space and must answer a question dealing with this category. If he can answer the question, he keeps it. If he cannot answer it it is put at the bottom of the deck of cards of this colour.
- Players play in turns.

To make your own cards and board

<http://www.squidoo.com/make-your-own-trivial-pursuit-cards>

## EXAMPLE 3

### Memory

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#### Material

A series of pairs of cards (ideally between 12 and 18 pairs)  
E.g. person + why s/he is famous  
E.g. famous places + picture  
E.g. name of a dish + picture

#### Aim of the game

Collect as many pairs as possible

#### Rules

- All cards are put face down on the table.
- The first player picks two cards. If they match, s/he keeps them and can play again (maximum 3 times). If they don't match, s/he puts them back in the same place face down.
- It's the next player's turn.

## EXAMPLE 4 Time's up

### Material

Cards with the name of a famous person from the students' own country  
 Cards with the biographies of these people (short texts, possibly + picture)  
 Hourglass (60/90 seconds)

### Aim of the game

Get as many points as possible.

One point is awarded if a player can guess the name of the famous person

One point is awarded if you can make the other players guess the name of the famous person

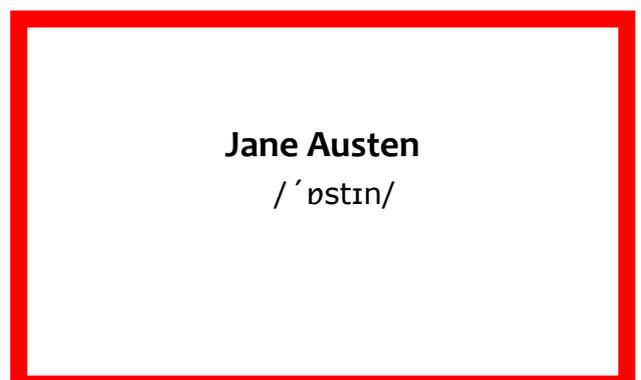
### Rules

- Player 1 chooses a name card at random.
- Within the allotted time s/he must make the others guess the name of the person.
  - 1<sup>st</sup> round – s/he can say what he wants
  - 2<sup>nd</sup> round – s/he can only say one word
  - 3<sup>rd</sup> round – s/he can only mime
- After each turn, they read the biography of the person (to be able to make a guess the next time they encounter the name).  
 To be able to do this quickly, put all biography cards in alphabetical order (names of the people).

### Name cards

Recto (face up on the table)

Verso (face down on the table)



Biography cards

Recto

# Albert

Prince Albert /'ælbət/

Verso



Prince Albert /'ælbət/

19th century: 1819 -1861

Prince Albert was Queen Victoria's husband. He was born in Germany. He was very interested in technology and the arts, and organized the Great Exhibition in London in 1851. The money from the exhibition was used to build several museums (Victoria and Albert museum) and an enormous concert hall that was named after him (the Royal Albert Hall).

Source: Le Robert & Collins – Compact Plus – Hall of Fame

Recto

## Austen, Jane

/ ' ɒstɪn/

Verso



Austen, Jane / ' ɒstɪn/

18th – 19th century: 1775 -1817

Jane Austen was a writer. She was one of the earliest women novelists, and her books are full of wit and psychological insight. Her most famous novels are “Pride and Prejudice” – “Sense and sensibility” – “Emma” - , which have been filmed.

[Source – Le Robert & Collins – Compact Plus – Hall of Fame]

## EXAMPLE 5

### Headband

**Material**

Headbands

Cards (famous people/famous buildings, places/food and drinks, etc.)

**Aim**

Get as many points as possible

Guess who/what you are, asking yes/no questions

**Rules**

- Player 1 picks up a card at random and without looking at it, puts it on his/her headband , so that the other players can see it.
- Player 1 asks yes/no questions to guess who/what s/he is
- If s/he can guess within the first minute, s/he gets 3 points, if s/he can guess within 2 minutes, s/he gets 2 points, if s/he can guess within 1 minute, s/he gets 1 point. After 3 minutes, it's another player's turn.

Christmas cracker	Buckingham Palace	Yorkshire Pudding
Queen Victoria	Harry Potter	The Beatles
Robin Hood	Wimbledon	10 Downing Street

## Lesson plan 8 HELP ME TO FIND THE WAY

In this lesson plan the students learn to overcome communication difficulties.

### EXPERIENCES

Students

- become aware that they understand things differently because of their different cultural background
- are able to put themselves in the place of others
- become aware of their linguistic limits and how they can overcome them

### TARGETED COMPETENCES

Students

- can identify specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can argue their own opinion respectfully and listen to others' opinions without premature judgment (ICCinTE, p. 13)
- are training to be self-confident in a situation of communication (FREPA, attitudes, A-14.2)
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken (CEFR, spoken interaction, B1, p. 35)

### PROCEDURE

See also lesson plan 9 – The ELP – How do I learn, what do I want to learn, how do I want to learn.

### BEFORE



As a preparation for this lesson plan, it is recommended (but not compulsory) to work with another lesson plan concerning the notion of „culture“, e.g. lesson plan no 1 about the iceberg.

The teacher explains the idea that we all have different maps in our head as guidelines for our life. The more different the cultural background is, the more different the „cultural maps“, are i.e. someone's personal cultural ideas. The following exercise deals with this aspect.

In this activity, a guest student A takes the role of a tourist who has lost his/her way in town. The route guidance system is not working either, and so the tourist decides to call a friend living in this town.

In the following conversation, student B explains in the target language the way to the destination. However, they both have different versions of the city map: on one map, the names of streets and buildings are missing.

If necessary, a quick revision of the necessary language is done.



In pairs or small groups, students collect ideas of how they would communicate in the situation described (either as a tourist or as a local) and what their strong points in the communication with other people are. The results of the group work are discussed with the whole class and a list of useful strategies is written so that the

students can take them with them during their mobility project.



In the next step, two students take the role of the tourist and the local. The other students will be the observers of the role-play and are given the observation form (see example).

Student A gets the city map with the street names and student B the one without the street names.

The teacher has marked a point X on the city map without street names which is the point where student A is. This point should be an obvious place (main square, cathedral etc.) so that A can easily describe his position (not being able to give a street name).

In addition, the teacher gives student A a little card with the address of his/her destination (point Y).

Student A and student B both stand on one side of the blackboard where a copy of the city map (without street names for A, with street names for B) hangs. Then, student A addresses student B and asks him to explain the way. During the explanation, student A draws the described way on the city map.

The class listens carefully and fills in the observation sheet.



In the evaluation phase of this activity, the two students who took part are asked how they perceived the exercise and what they think about their way of communicating. Then, the whole class shares their ideas, based on their notes in the observation form.



As a preparation for the mobility activity, students fill in one of the checklists from the ELP, focusing on oral expression and reception.

## DURING



Both teachers of the guest and the hosting class prepare a city map of the students' town with and without the street names.

There are several ways of doing this:

A) Take a paper map of the city and make a copy or print a city map from google maps, then delete the street names with a whiteout.

B) Download and install google earth, search for the city, click the button on the left to make the street names disappear, make a screen shot and paste it into a word document.



The students sit together in mixed groups of 4-6 (if possible equal number of guest and host students). One guest student and one host student are doing the role-play while the other students observe it.

Guest student A gets the city map without the street names where points X and Y are marked. Host student B gets the city map with the street names and explains to A how to get from X to Y.

The role-play is played twice, once about each town.



The other students in the group observe the conversation of student A and B. The whole group discusses how their communication skills have progressed.

#### AFTER



On their return to school, the students share their communication experience with the people in the target language. They analyse how their communication skills have developed and draw conclusions.



Students fill in once again the checklist from the ELP and observe their progress in language competences.

#### FINAL PRODUCT FOR THE PORTFOLIO

- several filled in versions of the city map(s)
- a written record of the students' communication skills before, during and after the mobility activity

#### TOOLS AND RESOURCES

*Le plan tordu/Der verrückte Stadtplan* in Vatter, Ch./Zapf, E. Ch. *Interkulturelle Kompetenz – Französisch. Erkennen - verstehen – handeln*. Stuttgart: Klett, 2012, p. 73-78.

### EXAMPLE Observation form

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1. How do the two interlocutors communicate?
2. Which strategies do they develop to solve the problem?
3. Observe the players. How do they feel? What elements in their behaviour, voice, body language, gestures, facial expressions show how they feel?
4. What could they have done to communicate differently or even better?

## Lesson plan 9

### THE ELP – HOW DO I LEARN, WHAT DO I WANT TO LEARN, HOW DO I WANT TO LEARN?

**In this lesson plan students assess their language level, identify their learning strategies and plan their future learning.**

#### EXPERIENCES

Students

- reflect on their language learning strategies and formulate objectives to be achieved during the mobility activity and in the near future
- identify the methods which enable the progress in language acquisition
- plan their own work
- assess their progress in the area of language acquisition by using the European Language Portfolio (ELP)

#### TARGETED COMPETENCES

Students

- can learn autonomously (FREPA, skills, S-7.6)
  - can use resources to facilitate language learning (FREPA, skills, S-7.6.1)
  - can use linguistic reference tools (FREPA, skills, S-7.6.1.1.)
  - can use the help of others in order to learn (FREPA, skills, S-7.6.1.2)
- can reflect on learning processes in order to make them more effective (FREPA, skills, S-7.7)
  - can define their own learning needs/learning objectives (FREPA, skills, S-7.7.1)
  - can observe and check their own approaches to learning (FREPA, skills, S-7.7.4)

#### PROCEDURE

##### BEFORE



As an introduction to the different activities of this lesson plan, the students should explain what they can do in their mother tongue and in the target language. In mini role-plays, they simulate situations in which they want to say something to someone during the mobility activity. Doing this, they realise what they can say in the target language and what not. They understand why it makes sense to think about learning strategies and to make word lists.



Students mark relevant items regarding things they do to learn the language (the first column in the grid attached to this lesson plan) (See example 1). If the teacher wishes, the students can concentrate just on selected categories (e.g. „I listen to“ and „I watch“ only) and come back to the rest of the categories another time.

Tests about multiple intelligences can be useful at this stage to identify one's strengths and weaknesses (See Tools and resources below).

Students talk in pairs. They compare and discuss what they do to learn the



language. They describe their techniques to each other and think about the possible advantages of them.



Students assess their language competences, they do this on the basis of the activities done in the first step (role plays – simulations). They can also do a test online (See below: Tools and resources). They reflect on what they can do and what they need to practise. They are also invited to think about the most effective ways to communicate effectively (Strategies for oral communication – see example 3).

With this knowledge, they can formulate their learning objectives more efficiently (they will return to the goals they have set and reflect on them once the mobility activity is completed).

See example 2 – Ideally the students should build this grid themselves with the help of the teacher.

Of course, the learning objectives will depend on the kind of mobility activity and on its length and objectives. The teacher invites the students to be quite precise in the definition of goals.

#### **DURING**



Students observe their progress as far as the linguistic goals of the mobility project are concerned and complete the self-assessment grid (Example 2). They also reflect on the strategies they have used and whether they were efficient or not and how they could be improved.

#### **AFTER**



Students individually can update their checklist and decide whether they have managed to achieve their learning goals.



Pair or group work: students discuss whether they have achieved their goals or not. They are asked to think if the new strategies they implemented were helpful.

#### **FINAL PRODUCT FOR THE PORTFOLIO**

Before phase:

- a written record of the list of language learning strategies used by students
- a record of goals: the list of language learning strategies that students would like to implement and work on

After phase:

- the list of language learning strategies used by students
- the account of how the goals were accomplished



## TOOLS AND RESOURCES

Głowacka, B. *Czego Janek się nauczy... – the guidebook for teachers to the ELP for 10-15 years old students* (the Polish version). Warszawa: CODN, 2005.

European Language Portfolio (ELP for 10-15 years old students – translation and illustrations from the Polish version)

Multiple intelligences:

<http://literacynet.org/mi/assessment/findyourstrengths.html>

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks3/ict/multiple\\_int/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm)

Online resources for self-assessment of language level:

<http://www.lancs.ac.uk/researchenterprise/dialang/about>

<http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

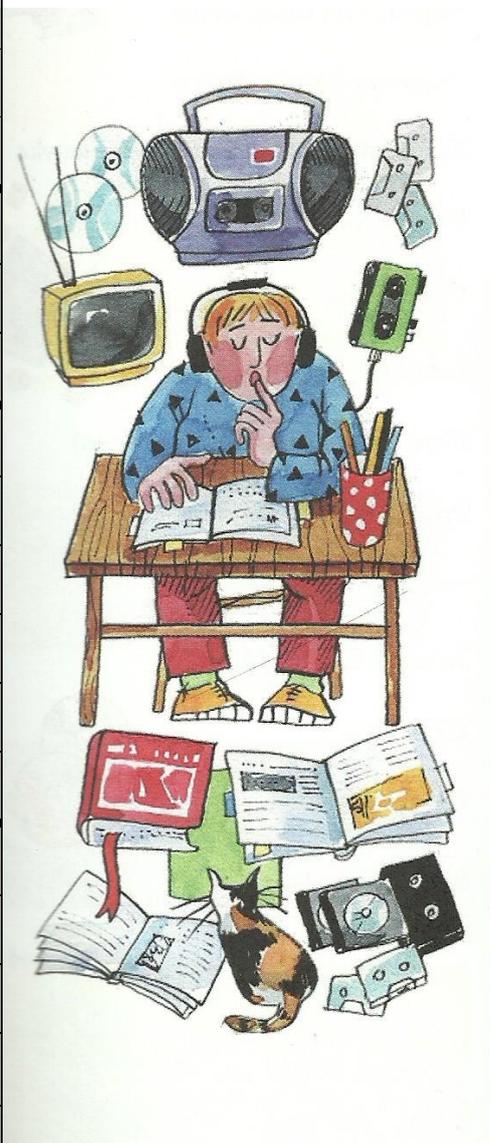
<http://elp.ecml.at/UsingtheELP/Evaluateyourlanguageskills/tabid/2702/language/enGB/Default.aspx>

**EXAMPLE 1**  
**My learning strategies**

**How do I learn languages?**

Mark **[V]** in the first column, to indicate what you do to learn a foreign language. In the second column mark those techniques you would like to use in the future. You can add your own ideas.

	<b>In the language I am learning</b>	<b>I do the following</b>	<b>I would like to learn like this</b>
<b>I listen to</b>	songs on the radio, TV	[ ]	[ ]
	recorded lessons on tapes and CDs	[ ]	[ ]
	radio and TV news	[ ]	[ ]
	...	[ ]	[ ]
<b>I watch</b>	films on TV, in the cinema, on video/DVD	[ ]	[ ]
	other TV programs	[ ]	[ ]
	...	[ ]	[ ]
<b>I read</b>	texts from the course book	[ ]	[ ]
	comic strips	[ ]	[ ]
	websites	[ ]	[ ]
	magazines for teenagers	[ ]	[ ]
	books (e.g. simplified versions)	[ ]	[ ]
	...	[ ]	[ ]
<b>I write down</b>	words of wisdom	[ ]	[ ]
	lyrics	[ ]	[ ]
	new vocabulary and expressions	[ ]	[ ]
	my observations, conclusions, comments	[ ]	[ ]
	...	[ ]	[ ]



<b>I write</b>	notes	[ ]	[ ]
	compositions	[ ]	[ ]
	postcards, letters, e-mails to my peers from other countries	[ ]	[ ]
	...	[ ]	[ ]
<b>I check</b>	the answers to the exercises in the answer key	[ ]	[ ]
	the meaning of the new words in a dictionary	[ ]	[ ]
	the irregular forms of needed words in grammatical tables	[ ]	[ ]
	...	[ ]	[ ]
<b>I translate</b>	short texts (e.g. lyrics, advertisements, captions of photos)	[ ]	[ ]
	...	[ ]	[ ]
<b>I keep</b>	tests and compositions with positive marks	[ ]	[ ]
	other interesting works	[ ]	[ ]
	...	[ ]	[ ]
<b>I try to</b>	do my homework on my own	[ ]	[ ]
	participate in lessons	[ ]	[ ]
	listen regularly to recordings in the language I am learning	[ ]	[ ]
	learn together with my friends	[ ]	[ ]
	participate in extra classes of the language I am learning	[ ]	[ ]
	...	[ ]	[ ]



Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

## EXAMPLE 2a

### Goals for the mobility project

Thinking of the activities to be done during the mobility project, fill in the following grid with your own linguistic goals. Some ideas are provided, feel free to change them and add some new ones.

**Before** your mobility project, list some language goals you'd like to achieve. Think about what you can do to achieve these goals (use another colour to fill this in).

**During** your mobility project, check if you are really doing what you have planned to do. Write (in another colour) what you did in order to achieve your goals, what strategies you used.

**After** your mobility project, tick the goals you have actually achieved. Make a list of effective strategies for yourself (in another colour).

Goals	BEFORE What can I do during my mobility project to achieve these goals? Explain	DURING What am I actually doing? Explain	AFTER Have I reached my goal? Please tick if yes.
<b>LISTENING</b>			
<b>Conversation on a film</b> On the whole, I can understand a conversation about a film.	<i>I take a look at the movie list in the cinema(s) of the host city and collect information about one or two films that interest me.</i>	<i>I go to the cinema with some host students and we discuss the film together afterwards.</i>	
<b>Everyday conversation</b> I can easily understand what is being said to me even if the environment is noisy.			
<b>Courses at the partner institution</b> I can follow the courses if they are on a topic I already know something about			
<b>READING</b>			
<b>Everyday life</b> I can easily understand information, instructions found in public places.			
<b>Everyday life</b> I can understand the humour in advertisements, the facts and the intention.			
<b>Courses at the partner institution</b> I can understand longer texts about the topics we are dealing with.			
<b>SPEAKING</b>			
<b>Everyday life</b> I can easily interact with natives in most situations of life (restaurant, shops, cinema, etc.)			
<b>Everyday life</b> I can express my ideas, opinions, feelings in a precise way.			
<b>Courses at the partner institution</b> I can present in a clear and structured way what we have prepared at home.			
<b>WRITING</b>			
<b>Everyday life</b> I can describe myself, my country, my culture(s) in a detailed way.			
<b>Everyday life</b> I can write an e-mail or an sms to a host student to arrange an appointment for the evening.			
<b>Courses at the partner institution</b> I can take notes while listening.			

Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

## EXAMPLE 2b

### Goals for the mobility project

**Thinking of the activities to be done during the mobility project, fill in the following grid with your own linguistic goals.**

**Before** your mobility project, list some language goals you'd like to achieve. Think about what you can do to achieve these goals (use another colour to fill this in).

**During** your mobility project, check if you are really doing what you have planned to do. Write (in another colour) what you did in order to achieve your goals, what strategies you used.

**After** your mobility project, tick the goals you have actually achieved. Make a list of effective strategies for yourself (in another colour).

Goals	BEFORE What can I do during my mobility project to achieve these goals? Explain	DURING What am I actually doing? Explain	AFTER Have I reached my goal? Please tick if yes.
LISTENING			
READING			
SPEAKING			
WRITING			

Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

**EXAMPLE 3**  
**Strategies for oral communication**



In a conversation, what strategies do you use? Colour in green a part of the square to show how often you use this strategy.

What strategies do you plan to use?

After your stay: what strategies did you use? Were they the same as before your stay? Did you use more and different strategies? Did you use the strategies you planned to use?

I try to keep it simple and avoid topics or ideas that may be particularly difficult	
If I find I do not know the words for what I want to say, I change the way I was going to say something so I can use an easier expression	
I use 'set phrases' that I am confident with to give myself time to think of how to say something I am less sure of	
I listen out for words and expressions that I have just heard the native speaker say and try to use them myself	
I try to encourage the native speaker to do the talking by asking questions like 'what do you think?'	
I use communication strategies	

If I do not know the word for something.....	
I describe it eg what it looks like, what you can use it for, whether you wear, eat or drink it!	
I use a word that has roughly the same meaning eg 'boat' instead of 'ship'	
I use mime or a gesture or a facial expression	
I make up a word by saying the mother tongue word but with the foreign accent	
I use an 'all purpose' word like 'thingumajig'	
I ask for help eg 'how do you say ... / what do you call?'	
I show I need help eg by pausing, a puzzled expression etc	
To give myself time to think...	
I use 'stalling strategies' like 'Well, now let me see, as a matter of fact, not at all, absolutely' etc	

Source: Harris, V. *Helping learners learn: exploring strategy instruction in language classroom across Europe*. Council of Europe, 2001, p. 182.

### Strategies using more than one language at the same time

When I am stuck, I...

I change to my first language or another language and borrow a word or an expression from that language.	
I pronounce a word coming from another language with the accent of the language of my partner.	
I pay attention to how my partner reacts when I use words or expressions from another language.	
I ask if my partner knows the particular word or expression and how to say it in his or her language.	

## Lesson plan 10 MY LEARNING DIARY

In this lesson plan students record evidence of their progress as far as language is concerned.

### EXPERIENCES

Students

- observe their progress by means of a learning diary
- improve their language skills
- collect and record evidence of linguistic development

### TARGETED COMPETENCES

Students

- can observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills S-1)
- can observe progress/lack of progress in their own learning (FREPA, skills, S-7.7.4.1).

### PROCEDURE

#### BEFORE



The teacher encourages students to keep a diary during their mobility project. It can be in the form of a notebook or a blog. The teacher assists by presenting a list of topics to be explored.



They decide together what subject area/s they are going to focus on and give reasons for their choice. The list may include:

- formal/informal language
- idioms/proverbs/connotations
- classroom language
- false friends
- similarities/parallel words (cognates)
- e.g. house (English), Haus (German), huis (Dutch)
- father (English), Vater (German), vader (Dutch)
- images/signs
- advertisements
- jokes
- language connected with a specific topic, e.g. food/sport/transport/sightseeing, etc. (see mind map below)
- songs
- tongue twister
- ...

Once the topics are selected, students are encouraged to provide some examples, e.g. found in the dictionaries/on the Internet.

**DURING**



During the mobility project, students seek further examples to complete the diary/blog. They can do it on their own by observing the surroundings. Alternatively, in some cases they can ask their host families or peers from the host institution.

**AFTER**



Students present and exchange their findings with the teacher and their peers.

Students could also possibly prepare a game to try to memorize selected items of what they have brought back.

**FINAL PRODUCT FOR THE PORTFOLIO**

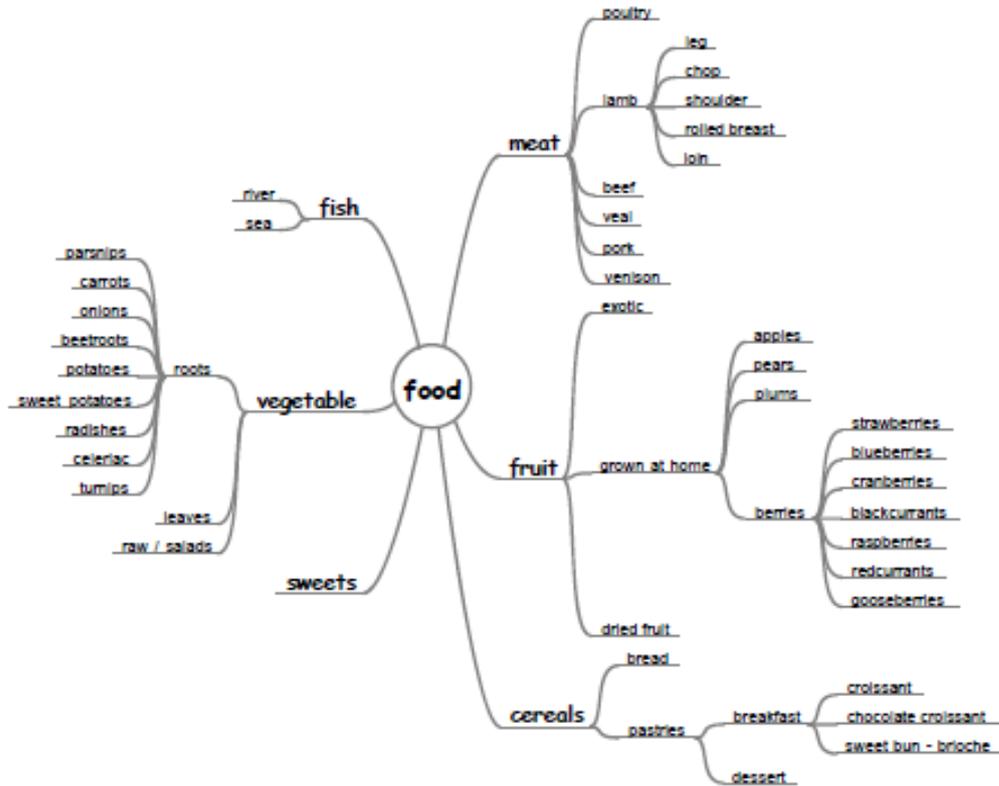
The learning diary

**EXAMPLE**

**Sample contents of a learning diary**

Subject area/topic	Examples found before the mobility project	Examples found during the mobility project
Signs	No smoking! Danger, keep out! Staff only! Mind the step!	...
Cognates	Papier (D) – paper (E) – papier (F) Buch (D) – book (E) – boek (NL)	...
False friends	actually, eventually, novel	...
Idioms	“learn something by heart” “out of the blue” “take it easy”	...
Proverbs	All’s well that ends well. Where there is a will there is a way.	

Mind map about food



## Lesson plan 11 NON-VERBAL COMMUNICATION

In this lesson plan students become aware of the differences in non-verbal communication around the world.

### EXPERIENCES

Students

- become aware of non-verbal communication in their own and other cultures
- reflect on the importance of non-verbal communication
- learn to avoid stereotyping

### TARGETED COMPETENCES

Students

- know some examples of non-linguistic communication (e.g. gestures, facial expression...) (FREPA, knowledge, K-3.1.2)
- know that there are differences in the non-verbal ways in which feelings are expressed in different languages (FREPA, knowledge, K-6.10.1)

### PROCEDURE

#### BEFORE



The teacher introduces the idea of non-verbal communication (see Example 1 and the suggestions of online materials in the „Tools and resources” section). The students need to know vocabulary connected to body language, such as bowing, shaking hands, hugging, kissing, touching palms together, etc.



Then the students are encouraged to think of different consciously used gestures that are used in their own country/region or the ones they have come across while travelling or when communication with their family of origin (in case of migration background).



The teacher distributes the pictures in Example 2 and asks students to discuss what messages the persons in the pictures communicate through their body language. The students try to think what it might mean in their culture and also in other cultures they know. Then the whole group compares if the gestures were interpreted in the same way, or whether some pictures were understood differently.

If the students are interested in learning more about the meaning of gestures, the teacher may wish to proceed to the exercise presented in Example 3a: the students try to match specific, consciously used gestures with their meaning in different countries/regions (the answer key can be found in Example 3b).



During their mobility project, students will be asked to interview their mobility partners about non-verbal communication in their culture and/or to observe their new environment. They design an observation sheet/interview about non-verbal communication they are going to use later (sample questions can be found in Example 4). Students should be made aware that people adapt their nonverbal communication to situations and partners of communication (e.g. gestures of greeting, distance between persons) and that nonverbal communication habits change over time.

## DURING



Learners conduct interviews with representatives of other cultures abroad or by means of ICT in the case of a virtual mobility project. Since it might be difficult to document information about non-verbal communication on a piece of paper, learners could be encouraged to record the interviews on a camera or a mobile phone.



Alternatively or as a complement, students are asked to observe the new environment (in a street, in a shop, at school, in a TV series, etc.) for non-verbal clues. They document their findings.

## AFTER



After the mobility project, learners discuss their experiences with their colleagues and prepare a presentation of their findings concerning non-verbal communication. They should use the recorded interviews, if possible. Alternatively, learners can prepare a short film, picture exhibition or a collage presenting differences in non-verbal communication in their own and the host country/region (see an example of a film produced by students: <https://www.youtube.com/watch?v=Ml6h8zktO1s>).

## FINAL PRODUCT FOR THE PORTFOLIO

The outcomes of the interviews and the learners' presentation on non-verbal communication

## TOOLS AND RESOURCES

[Mirrors and Windows: An intercultural communication textbook](#). ECML, 2003.

ICOPROMO

<http://archive.ecml.at/mtp2/ycopromo/results/index.html>

[http://westsidetoastmasters.com/resources/book\\_of\\_body\\_language/chap5.html](http://westsidetoastmasters.com/resources/book_of_body_language/chap5.html)

Pictures:

<https://www.google.at/search?q=non-verbal+communication&tbm=isch&tbo=u&source=univ&sa=X&ei=H6joUvyvIsXmywPZ9Ylg&ved=oCD4QsAQ&biw=1600&bih=770>

Video:

<http://www.youtube.com/watch?v=OzdAALiS84>

<http://video.about.com/psychology/8-Types-of-Nonverbal-Communication.htm>

## EXAMPLE 1

### Examples from real life

Most Flemish students doing a mobility activity in Wallonia (Belgium) are astonished by the fact that students (both boys and girls) kiss each other every morning.

Visiting a German family I (coming from the French-speaking part of Belgium) was astonished when in the evening the little children (under 6) shook my hand before going to bed. I expected them to kiss me!

I'm a French student. Kissing friends and relatives is very common where I live, but I don't like it and try to avoid it as much as possible.

I'm a Swiss German mother. When greeting my daughter, I hug her; when greeting my mother I give her a kiss on one cheek. When greeting my friends I give them three kisses on the cheeks. My mother usually shakes her friend's hands, but my 14 year old daughter prefers hugging her friends to greet them.

### Introduction to non-verbal communication

#### Non-verbal communication

Of course, another feature of conversation which is largely absent from other text-types is the simple fact that you can see, and even touch, each other. So body language, facial expression, eye contact, proximity and movement all come into play and add to your verbal message. Cultural differences abound here, too. Just standing too close to someone can make them feel uncomfortable. As can standing too far away.

#### Personal space

People from different cultures are often seen “chasing” each other around the room during a friendly conversation. One of them keeps stepping forward to get closer to the other person, and the other keeps stepping back to allow for a little more space between them. This happens because the two people involved need different sized protective bubbles around themselves. In other words, the space around them that they consider “their own” differs in size.

The concepts of “personal” and “public space” are also largely culturally determined. They not only refer to the “personal space” a person sees as the area they need around themselves for comfortable social interaction, but also extend to questions of housing and urban development.

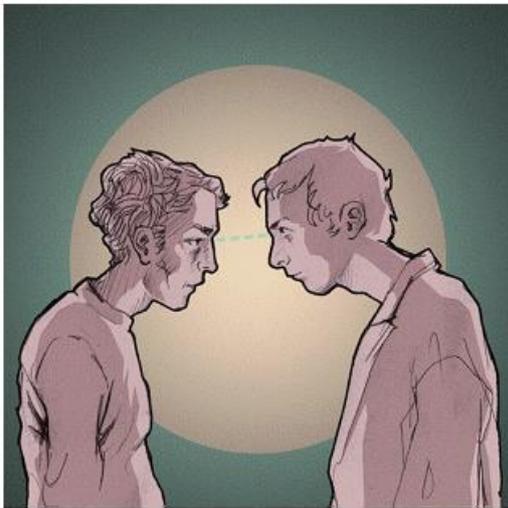
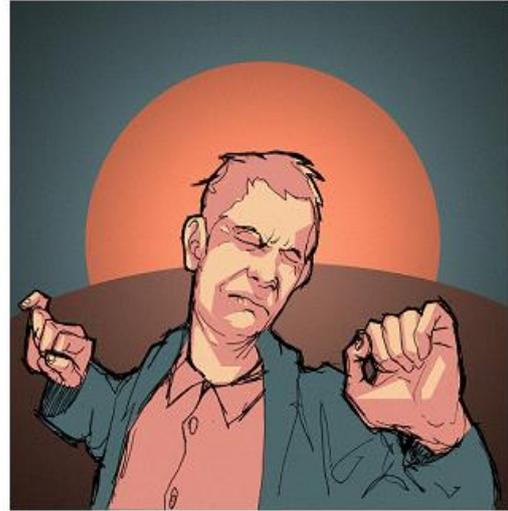
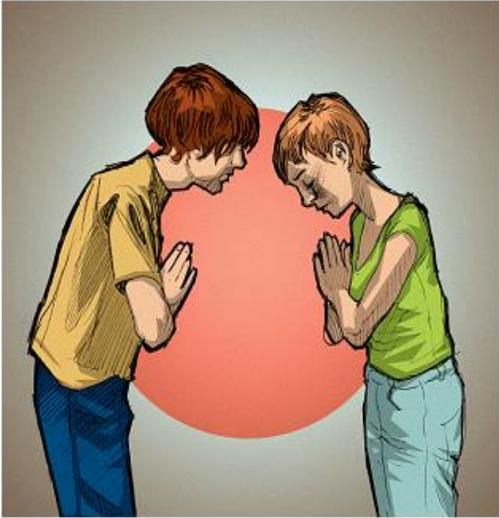
Compare which rooms of an apartment/house would be considered “public”(open to visitors at all times) and which are considered “private” (bedrooms, but also rooms like pantries, attics, basements, etc.) in your culture or any other cultures you are interested in.

Source: *Mirrors and Windows: An intercultural communication textbook*, p. 32-34.

**EXAMPLE 2**  
**Non-verbal communication and body language**

Source: ICOPROMO

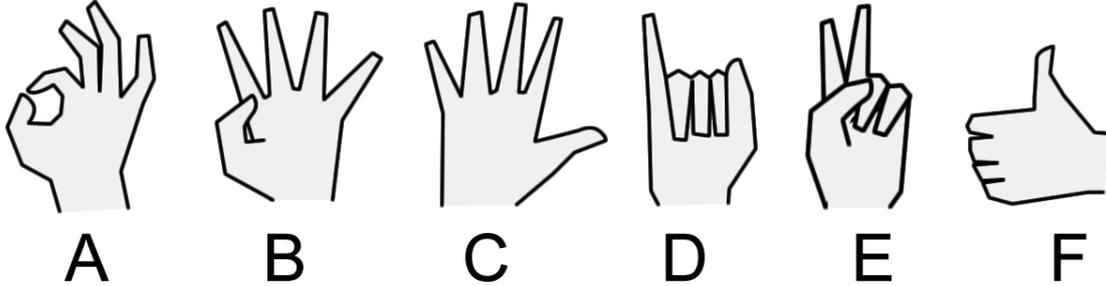




**EXAMPLE 3A**  
**Gestures of the world**

Please, interpret the following gestures (match the meaning with the country/region)

Based on: [http://westsidetoastmasters.com/resources/book\\_of\\_body\\_language/chap5.html](http://westsidetoastmasters.com/resources/book_of_body_language/chap5.html)



✓ A: money, coins; sexual insult; zero, worthless; OK

Europe and North America: .....  
Mediterranean region, Russia, Brazil, Turkey: .....  
Tunisia, France, Belgium: .....  
Japan: .....

✓ B: four; an insult

Western countries: .....  
Japan: .....

✓ C. stop!; Go to hell! number 5

Western countries: .....  
Everywhere: .....  
Greece and Turkey: .....

✓ D. woman; thin; bad; you can't fool me!

Bali: .....  
Japan: .....  
South America: .....  
France: .....

✓ E. two; Go to Hell!

Greece: .....  
The West: .....

✓ F. hitchhike; OK!; good; a man; five; up yours!

Widespread: .....  
Middle East: ..... (thrust forward)  
Japan: .....

## EXAMPLE 3B

### Gestures of the world – the answer key

#### Answer key

- ✓ A Europe and North America: ok  
Mediterranean region, Russia, Brazil, Turkey: an orifice signal; sexual insult; gay man  
Tunisia, France, Belgium: zero; worthless  
Japan: money; coins
- ✓ B: Western countries: four  
Japan: an insult
- ✓ C. Western countries: number 5  
Everywhere: stop!  
Greece and Turkey: go to hell!
- ✓ D. Bali: bad  
Japan: woman  
South America: thin  
France: you can't fool me!
- ✓ E. two; go to hell!  
Greece: go to hell!  
The West: two.
- ✓ F. Widespread: hitchhike; ok!; good;  
Middle East: up yours! (thrust forward)  
Japan: a man; five

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## EXAMPLE 4

### Sample interview questions

Here are some ideas for questions that students could include in the interview or the observation sheet.

- What non-verbal cues indicate that someone is proud/embarrassed/bored in your culture?
- How do men/women communicate anger non-verbally in your culture?
- What non-verbal cues indicate that someone has high/low status in your culture?
- What non-verbal behaviour is funny/offensive/taboo in your culture?
- How do men/women indicate non-verbally that they are offended in your culture?
- How does a man indicate that he is interested in a woman in your culture?
- How does a woman indicate that she is interested in a man in your culture?

Source: *Mirrors and Windows: An intercultural communication textbook*, p. 91.

## Lesson plan 12

### STUDYING CONFLICTS – RAISING CRITICAL AWARENESS

In this lesson plan the students learn to reflect critically about conflicts and to express their opinions about conflicts with nuances.

#### EXPERIENCES

Students

- compile facts about a chosen issue/conflict (historical, geographical, sociological, linguistic)
- increase their awareness of the diversity in this region and context: Is the diversity associated with plurality and richness, or rather with conflict?
- gain in-depth awareness and knowledge about these issues in different stages of the mobility activity
- learn about the complexity of things

#### TARGETED COMPETENCES

Students

- have an interest in discovering other perspectives of interpretation of familiar/unfamiliar phenomena both in their own culture/language and in other cultures/languages (FREPA, attitude, A-3.3).
- know some major cultural areas (linked to history, religion, language, etc. (FREPA, knowledge, K-11.2.1)
- know that sociolinguistic situations can be complex (FREPA, knowledge, K-5.6)
- can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints and can understand contemporary literary prose (CEFR, B2, common reference levels: self-assessment grid)
- can take an active part in discussion in familiar contexts, accounting for and sustaining their views (CEFR, B2, common reference levels: self-assessment grid)

#### PROCEDURE

This lesson plan can only be undertaken if all the parties involved in the mobility project agree and prepare it together. This is a long-term project as extensive reading is involved.

**BEFORE**



The students - in all the parties involved in the mobility project - are familiarised with the aims of the project: the idea of discovering and analysing a conflict through different sources and different viewpoints. The focus of the project is on the symptoms and the causes of conflicts between communities and societies. The students will look at them through fiction (novels) and factual texts history/geography/sociology (other sources – encyclopaedia).

The students in all the parties involved in the mobility project are presented with a list of conflicts and novels (see example 1).



In groups they make a mind map on a poster about one conflict they know about. They use three different colours: what they know (green), what they would like to learn (red), what they have already read or heard about the conflict but are not sure how to connect it with the topic (orange).

The posters go from group to group so that they can add their ideas to the list.



The teacher presents a list of novels which they can choose from. If possible, they can also go online to make their choice. They are encouraged to choose different novels in order to make the final result richer and more diversified.



Together they plan the work ahead: schedule and timetable (see example 2). After each step of the work they meet in groups (same topic/conflict issue) to discuss and share what they have just read/done.



They read the novel and answer a questionnaire focusing on conflicts (see example 3).

Group work: about the same topic/conflict issue. Students share and discuss their answers to the questionnaire.

In order to get more involved, for each part of the novel they also discuss something more personal. (see example 4)



In groups they outline a role play based on one scene of the novel they have just read. They select a scene describing one or several reasons why conflicts arise. They will perform this role play during the mobility activity.

They also prepare a few lines to present the role play to the other students.

(see example 5 – guidelines)



Finally after completing the reading of the novel they confront the writer's presentation of the conflict with factual texts. They look for reliable sources in the library or on the Internet.

To do this, they use the same questions as for the novel (see example 3) except for, of course, the writer's point of view.

## DURING



In groups with the same topic/conflict issue  
They discuss the results of their work with the other students, focusing on the following aspects:

- Context of the conflict – who are the different sides involved?
- What are the reasons for the conflict?
- What are the different viewpoints?



They perform their role plays in front of the mixed group.



Whole group

Together they make a list of the reasons why conflicts arise.

Together they make a list of things that could be done to avoid/overcome conflicts.



- ideas from the novels read
- own ideas

## AFTER



The students come back to the mind maps created at the beginning of the project and reflect on what they have learned.



The students discuss and reflect on the differences of approaches between fiction and factual texts and write a short text in which they explain the interest of both kinds of texts with example(s).



The students choose a work of art (music – painting – sculpture) they associate with the work they have done about conflicts and they present it to the group. They explain why they have chosen it and how it is related to the topic and the work they have done.

It could be something connected with the novel they have read, with another novel they have heard about, with the discussions they have had, with the role plays they have seen, with the reasons for conflicts or with the possible solutions to conflicts.

### **TOOLS AND RESOURCES**

- Internet and various library resources e.g. publications concerning the topic; flipchart; whiteboard markers; handouts; smart board; various recordings etc. The principle of autonomy ought to be combined, initially and also at later stages, with a careful selection by the teacher.

### **FINAL PRODUCT FOR THE PORTFOLIO**

- answers to the questionnaire
- script of the role play
- results of the discussion about the reasons for conflicts and possible solutions
- presentation of a work of art linked with the topic

## EXAMPLE 1

### Suggestions

All the suggestions below deal with current conflicts or conflicts that took place a short time ago and that still have some impact on people's lives and in the news nowadays. The reason for these is to make students aware of the fragility of peace and of the importance of maintaining it through intercultural exchanges, communication and open-mindedness.

#### Northern Ireland

- Joan Lindgrad – “The twelfth Day of July” & “Across the Barricades”  
Conflict (1970s) in Northern Ireland – teenagers’ lives – teenager literature
- Bernard MacLaverty – “Cal”  
Conflict in Northern Ireland – a young Catholic living in a Protestant area - 1980s
- Tom Clancy – “Patriot Games”  
Thriller – Ulster – terrorism
- Daniel Silva – “The Marching Season”  
Peace process in Northern Ireland

#### Middle East

- Susan Abulhawa – “Mornings in Jenin”  
Conflict in the Middle East - Israel and Palestine
- Sandy Tolan – “The lemon tree”  
Conflict in the Middle East – Jews and Arabs
- John McCarthy – “You Can’t Hide the Sun: A Journey through Palestine”  
A previous hostage in Lebanon – travelling in Palestine to understand the complexities of the conflict
- Judith Frank – “All I Love and Know”  
Being gay and Jewish – Israeli-Palestinian conflict
- Nora Gold – “Fields of Exile”  
Peace activist in Israel

#### Afghanistan – Iraq - Terrorism

- Rodriguez Deborah – “Kabul Beauty School” & “The little coffee shop of Kabul”  
An American woman in Afghanistan – Women, beauty in a Muslim society
- Khaled Hosseini – “The Kite Runner” – “A Thousand Splendid Suns” – “And the Mountains Echoed”  
War – Talibans – Family – Women – Hope – Duty
- Kevin Powers – “The Yellow Birds”

Being a soldier abroad and its consequences

- Sebastian Faulks – “A Week in December”  
Among others: how a young man in Europe can become a terrorist
- Richard Jackson – “Confessions of a Terrorist – A Novel”  
Confrontation between a terrorist and a British intelligence officer

### **Balkan War – Former Yugoslavia**

- Steven Galloway – “The Cellist of Sarajevo”  
Surviving in Sarajevo during the war
- Zlata Filipovic – “Zlata’s Diary”  
A child’s diary during the war
- Atka Reid & Hana Schofield – “Goodbye to Sarajevo”  
War – refugees – separated families
- Barbara Demick – “Besieged”  
Different families, different cultures in one street – Past and present
- Slavenka Drakulic – “A Novel About the Balkans”  
Torture in war

## EXAMPLE 2

### Work planning sheet

Date	Task	Self-evaluation	Further notes/questions /

## EXAMPLE 3

### Questionnaire

<b>Question 1 – What are the different parts in the conflict?</b>	<b>Answers</b>
	<b>1.1 Examples from the text</b>
Part 1 of the reading (p. ... till p. ...)	
Part 2 of the reading (p. ... till p. ...)	
Part 3 of the reading (p. ... till p. ...)	
Part 4 of the reading (p. ... till p. ...)	
...	
<b>Question 2 – What are the signs of the conflict (symptoms - examples)?</b>	<b>Answers</b>
	<b>Examples from the text</b>
Part 1 of the reading (p. ... till p. ...)	
Part 2 of the reading (p. ... till p. ...)	
Part 3 of the reading (p. ... till p. ...)	
Part 4 of the reading (p. ... till p. ...)	
...	
<b>Question 3 – What are the reasons for the conflict?</b>	<b>Answers</b>
	<b>Examples from the text</b>
Part 1 of the reading (p. ... till p. ...)	
Part 2 of the reading (p. ... till p. ...)	
Part 3 of the reading (p. ... till p. ...)	
Part 4 of the reading (p. ... till p. ...)	
...	
<b>Question 4 – What is the writer's point of view?</b>	<b>Answers</b>
	<b>Examples from the text</b>
Part 1 of the reading (p. ... till p. ...)	
Part 2 of the reading (p. ... till p. ...)	
Part 3 of the reading (p. ... till p. ...)	
Part 4 of the reading (p. ... till p. ...)	
...	

## EXAMPLE 4

### Suggestions for the discussions

- What did you like the best?
- What did you like the least?
- Who is your favourite character?
- Which character do you not like?
- What would you change in the novel?
- ...

## EXAMPLE 5

### Guidelines for the role play

#### Presentation of the role play

- What is the title of the book?
- Where does it take place?
- Who are the main characters and how are they connected with each other?
- When does the scene happen in the book? (Beginning – middle – end)

#### Role play

- The role play should last between 4 and 6 minutes.
- Make your character identifiable.
- Use props.
- Rehearse to make sure you are fluent and you speak like you are on stage (everybody should be able to hear you).
- Make sure you speak without turning your back to the audience.

## Lesson plan 13

### ETHNOGRAPHICAL PROJECT: A FOCUS ON DIVERSITY

In this lesson plan the students conduct a small ethnographic project in the context of their mobility project and find out about linguistic and cultural diversity.

#### EXPERIENCES

Students

- are trained to conduct a small project on a chosen topic
- compile facts about a chosen issue (e.g. linguistic diversity)
- collect different pieces of information and views by doing ethnographic fieldwork (observations, interviews, interpretations)

#### TARGETED COMPETENCES

Students

- can observe linguistic elements /cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- have an interest in discovering other perspectives of interpretation of familiar/unfamiliar phenomena both in one's own culture/language and in other cultures/languages (FREPA, attitude, A-3.3)
- know that sociolinguistic situations can be complex (FREPA, knowledge, K-5.6)
- can understand the main ideas of complex text, can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible, without strain for either party, and can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topic (CEFR, B2 global scale, see also CEFR, B1 global scale)

#### PROCEDURE

With the following activities, the students are encouraged to develop an "ethnographical attitude". The aim of such activities should neither be a naive "discovery" of how similar everybody is, nor a superficial celebration of diversity. Ethnography means observing individuals or groups with a non-judgmental attitude, providing a detailed description of these observations and trying to interpret them.

The suggested procedure involves project work. It is important for the teacher to have a clear idea of the procedure and to inform the students about it. In the before-stage, the students are familiarized with the aims of the project, the method of collecting data before and during the mobility activity, and the expected outcomes.

The examples attached are just meant to serve as guidelines. The focus can be on a general observation of an institution, such as the host school. An observation scheme, provided by the ECML-project ICOPROMO (see example 1) can be used. The teacher will obviously have to adapt the questions to the chosen topic or respective organisation.

Additionally (and more ambitiously), a topic of diversity to be deepened can be chosen. Possible areas are linguistic diversity (e.g. the choice of languages or dialects in general, or in specific contexts, such as education), ethnic diversity (e.g. in border regions, or through patterns of

migration), religious diversity, or socio-economic (class) diversity. Some ideas can be found in example 2.

As an inspiration of possible topics and project formats, also for less proficient learners, concrete examples (in German) can be found in Minuth (2012), which contains a number of very interesting projects on different topics (e.g. investigating attitudes to marriage of people talked to in the streets of Paris, observing French food-stores, interviewing retired persons about their life history)

**BEFORE**



Students are familiarized with the procedure (see above and example 2).



The students decide which topic they would like to focus on. A specific context of observation is chosen (e.g. a school, a retirement home, a neighbourhood of a big town).



After choosing the topic and the context, the students are given the autonomy of learning more about the contexts they study. They will also be using sources of their own choice in a given amount of time. If necessary, contacts are established with institutions in the area of mobility.



In pairs or groups, the students familiarise themselves with the observation scheme students, and prepare questions for the interview (cf. examples 1 and 3, the interview questions in lesson plan 4 can also be used as an inspiration).



Students set themselves linguistic goals with the European Language Portfolio, as well as content-related goals if appropriate (e.g. if the mobility activity is embedded into the students' curriculum in another subject, such as history).

**DURING**



The students conduct their research in the target region:

- They take notes on relevant observations on the basis of the distributed guidelines and the previously gathered information.
- They engage in conversations or make interviews.
- They take notes on how they would interpret their observations, in order to gain a deeper understanding of the issues at stake, including an appreciation of different viewpoints.



If applicable, they present their findings to their peers (e.g. in the case of a class exchange, to the students of the partner class) and discuss different viewpoints.

## AFTER



The students write a short report about their findings. They present their findings to their peers.



Peer appraisal of the presentations, discussions and other work: a comparison between the different approaches to the various areas of diversity, and a critical appraisal of the different groups' abilities to analyse, comment on, and generalise. An active teacher role is necessary in the final assessment of all the different groups work.



The students reflect on intercultural encounters in the context of the interview with the Autobiography of Intercultural Encounters (see lesson plan 3)  
They review the goals set with the ELP and ask themselves how they have been reached (see lesson plan 9)

## TOOLS AND RESOURCES

[Intercultural competence for professional mobility](#) (ICOPROMO). Council of Europe, 2007.

CD: training activities -> *acquiring cultural knowledge* -> *All Eyes and Ears*

[Autobiography of Intercultural Encounters, Context, concepts and theories](#). (AIE). Strasbourg: Council of Europe, 2009.

[The European Language Portfolio](#)

Minuth, Ch. [Fremdsprachenlernen in Projekten](#). Verlag Julius Klinkhardt, 2012.

Contains many useful ideas for ethnographic project work at upper secondary level, i.e. at CEFR level B1 and above.

## FINAL PRODUCT FOR THE PORTFOLIO

- short written report or presentation (including documentation)
- video clips, photographs
- a record of goals, based on the European Language Portfolio: the list of language learning goals that learners have reached by doing this project
- completed questionnaires based on the Autobiography of Intercultural Encounters

EXAMPLE 1



**HANDOUT: Guidelines for observation**

1. You are about to visit an organization you are not familiar with. Try to observe as closely as possible and take notes of your observations. You are requested to pay attention to the following variables.

**School:**

- Description of school building:
  - o Size and equipment of classrooms, halls, recreational areas
- Interaction between pupils / teachers and pupils / teachers and teachers
  - o Frequency, tone, language(s) used
  - o Non-verbal behaviour, means of communication: e.g. bulletin boards, school newspaper, what type of information is made available to pupils / teachers?
- Overall mood of pupils / teachers and atmosphere
- What types of values are promoted?
- Level of cultural diversity
- Do cultures mingle?
- Linguistic diversity (how many languages are used?)

2. You are allowed to make enquiries with the people you encounter in this organization.
3. If your own observations and the answers you obtain to your questions diverge, make sure to highlight this in your notes.
4. Try to discipline yourself to describing any observations you make as objectively as possible before you interpret them.
5. Avoid being judgemental about your observations.

Source: [Intercultural competence for professional mobility](#) (ICOPROMO). Council of Europe, 2007.

## EXAMPLE 2

### Possible topics/vignettes for a research project on linguistic diversity

The following are proposals for contexts where *linguistic* diversity can serve as a useful starting point.

#### **The uses of dialect in German-speaking Switzerland, seen from the outside**

German is the dominant language in multilingual Switzerland, though in speech, the dialect is typically used, rather than the Standard variety that most learn as a foreign language. This is puzzling and difficult for many foreigners, **but also for members of the largest, French-speaking minority**. The students assess patterns of dialect, and reasons for its use in the German-speaking areas, and through interviews with French speakers, **conducted in the French speaking part of Switzerland**, pinpoint their attitudes to the use of dialect by the German-speaking majority.

Similar projects could include other places on the German-French language border, such as Alsace (with the roles of French, German and English), Belgium, or Luxembourg.

#### **The Irish language in Ireland and Northern Ireland**

The Irish (Gaelic) language is a rare case of a language spoken today only by few people, but which has an important official status in the Republic of Ireland, and a lot of prestige in different forms of plurilingual education. The project could involve researching people's attitudes towards minority language use and measures for maintaining Irish. Further issues are the historical background of the conflict between pro-Irish and pro-British groups, and how this is linked to the Irish language (as well as other factors, such as economic and religious ones).

### EXAMPLE 3

## Guidelines for interviews

If the students have never conducted substantial interviews with strangers, it is useful to equip them with some basic strategies. A useful starting point for ethnographic interviews is the following compilation of "Quick Tips for Ethnographic Interviews", available online on the website of the University of California, San Diego:

<http://pages.ucsd.edu/~dkjordan/resources/InterviewingTips.html>

It first draws the students' attention to important basics such as making the interviewees feel comfortable and respecting their privacy. Then it highlights the benefits of "non-directive interviewing" i.e. asking quite general and open questions so as not to anticipate their answers too much. Advice is also given for sufficient "back channels" during the interview, for note-taking and for analysing the interviews afterwards. Another set of guidelines for more specific interviews at people's workplaces can be found under

<http://www.ccs.neu.edu/course/is4800sp12/resources/EthInterview.pdf>

As a basic introduction, students can be asked to brainstorm very general and open questions, as opposed to more specific ones on a given topic. The teacher can also assist them in preparing suitable personal questions to create a rapport with the interviewees. As an example of quite specific and closed questions, the following music related questions (from the lesson plan "My Topic of Interest") can be used.



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All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

