



Erasmus+

## HOW TO DEAL WITH CULTURAL FEARS

### Day 1: MONDAY

9.15 - 10.15 → Reception (José Luis)

10.15 - 10.45 → Welcome (Paco Toribio)

10.45 - 11.15 → Break

11.15 - 13.45 → Session 1 (Nani y Pedro)



**AIBA**

Agentur für Internationale  
Bildungsangelegenheiten



SESSION 1	Nani y Pedro
OBJECTIVES	<ul style="list-style-type: none"> <li>- Grouping</li> <li>- Ice-breaker</li> <li>- Getting to know each other</li> <li>- Panel discussion</li> </ul>
LESSON PLAN	<ul style="list-style-type: none"> <li>- <u>Brainstorming:</u> <ul style="list-style-type: none"> <li>- What does LANGUAGE mean to you? → PowerPoint presentation to introduce the topic and encourage students to talk about it.</li> </ul> </li> <li>- <u>Grouping:</u> <ul style="list-style-type: none"> <li>- students are divided into 5 groups of 7 students (one of each nationality)</li> <li>- To make the groups, students are given a piece of a jigsaw puzzle, they join the pieces of the same color to get a motivational quote.</li> <li>- all the students having the pieces of the same quote, belong to the same group.</li> </ul> </li> <li>- MOTIVATIONAL QUOTES (for the puzzles)           <ol style="list-style-type: none"> <li>1. The only normal way to begin speaking in a new language is to begin speaking badly.</li> <li>2. The conquest of learning is achieved through the knowledge of languages.</li> <li>3. Learning is a gift, even when pain is your teacher.</li> <li>4. Mistakes are proof that you are trying.</li> <li>5. Success all depends on the second letter.</li> <li>6. Everything you want is on the other side of fear.</li> <li>7. F.E.A.R. has two meanings: Forget Everything And Run or Face Everything And Rise. The choice is yours.</li> </ol> </li> <li>- students discuss about their motivational quotes for a</li> </ul>

while and then they give their opinions.

- Ice Breaker:

- Obstacle Course:

The most difficult handicap when communicating usually is, especially among young people, starting a conversation.

Breaking ice is an essential matter to achieve communication...

We have designed a particular activity to promote interaction among our students, to make them lose their first fears... by means of our obstacle course, they will get to know each other while they solve several problems in which trust, language and team power will be the keys to success...

- Problems and solutions:

1.- P: I feel embarrassed when I speak another language... They could misunderstand me!

S: Don't worry, just speak, don't be afraid to make mistakes. The important thing is to communicate yourself.

2.- P: I'm not sure how to behave abroad, it could seem strange.

S: Take it easy, the most strange behaviour appears only when you're worried about what people may think of you.

3.- P: What happens if I get ill?, how could I be helped?

S: There are good doctors almost everywhere... trust medicine!!

4.- P: I'm used to the typical food from my country. I'll be starving soon!!

S: Try new flavours, it's funny and you may discover you like different things!

5.- P: My clothes may be old fashioned abroad... They can be ridiculous!

S: Forget what people may think of you!, they'll appreciate you just because of your personality... Be yourself!!

6.- P: I don't know how to move around the city. And I'll possibly be a commuter...

S: Just ask for help or do what they do... There's always somebody to help you.

7.- P: Will people of another country accept my customs?. I'm proud of my origins and I don't want to hide them.

S: Be yourself and don't fear anything. Think yourself as an opportunity for these people to learn things of another culture. Both them and you can exchange experiences and ideas!!

	<ul style="list-style-type: none"> <li>- In groups, students think about all these problems and solutions given to discuss their opinions in the next activity.</li> <li>- <u>Panel Discussion</u>: <ul style="list-style-type: none"> <li>- Topic: "Overcoming fear of going abroad"</li> </ul> </li> <li>- <u>Final Task</u>: <ul style="list-style-type: none"> <li>- Do you remember language descriptions seen before?</li> <li>- Do you think language is communicated only by words?</li> <li>- What about non-verbal language and body actions?</li> </ul> </li> </ul>
RESULTS	<ul style="list-style-type: none"> <li>- Those groups will work together along sessions 1, 2 and 3.</li> <li>-</li> </ul>

#### MONDAY AFTERNOON

- TALKS ABOUT FLAMENCO
- FLAMENCO SHOW

## Day 2: TUESDAY

9.15 - 10.15 → Session 2 (Marta y José Luis)

10.15 - 10.45 → Break

10.45 - 12.45 → Session 3 (Javi)

12.45 - 14.30 → Visiting Andújar (Lola)

SESSION 2	Marta y José Luis
OBJECTIVES	<ul style="list-style-type: none"> <li>-Stereotypes</li> <li>-Rules and regulations in other countries</li> <li>-Find someone who</li> </ul>
LESSON PLAN	
RESULTS	

SESSION 3	Javi and Hamdi
OBJECTIVES	-Setting the task -Aiming at the final outcome: a guide to live in a European country
LESSON PLAN	1.Brainstorming: Concerns about the future (unemployment, tuition fees,...) 2.Options after school: get a job, travelling, volunteering,... 3. Role play: Living abroad. 4. Design a guide to live in a European country. Each of the 5 students from the national group will work on ONE the following 5 questions ( <b>pre-activity: students bring materials and stuff from their countries for their final outcome!!!</b> ). <ul style="list-style-type: none"> <li>- <i>How to avoid cultural fears?</i>: national stereotypes, non-verbal communication, festivals and traditions, previous experiences,...</li> <li>- <i>What to wear?</i> weather conditions, geography, fashion and trendsetters... (what's really on and what's definitely not!!)</li> <li>- <i>What to do in your free time?</i> means of transport, sport, shopping, eating habits, sightseeing, ...</li> <li>- <i>How to finance your stay?</i> Volunteering, job centers, internships, applying for a job,...</li> <li>- <i>How to avoid legal problems?</i> Documents, health service, education system, legal age (driving, alcohol, smoking, go clubbing,...)</li> </ul>
RESULTS	Students reach an agreement on whether they should live abroad. Students will share and compare in their multicultural groups, each group focused on a specific question.

## Day 3: WEDNESDAY

The students will do a survey during their visit to Córdoba (Abel y Marta)

OBJECTIVES	-Doing a survey -Asking tourists about... -Practising English with native speakers
LESSON PLAN	- Work in groups - Interview tourists <b>QUESTIONS FOR THE INTERVIEW:</b> <ul style="list-style-type: none"> <li>- Where are you from?</li> <li>- Why are you visiting Córdoba?</li> <li>- How long are you staying here?</li> <li>- Have you experienced any cultural shock during your visit?</li> <li>- Useful information you didn't know about this country and you would have been happy to know before traveling</li> <li>- Useful information you would give to people who are planning to go and visit your country.</li> </ul>

RESULTS	-The students will write a report about the results of their survey
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## Day 4: THURSDAY

9.15 - 11.15 → Session 4 (Javi and Sergio)

11.15 - 11.45 → Break

11.45 - 13.45 → Session 5 (Hamdi and Abel) - TEACHERS' MEETING and  
Evaluation (Jose Luis)

SESSION 4	Javi and Sergio
OBJECTIVES	- Writing a guide for young citizens living in a European country
LESSON PLAN	Students work in national teams, aiming at writing a guide for Europeans citizens who want to live in their corresponding countries. Students use Google doc. to elaborate the guide (gmail required?!?)  <b>Beforehand, each student has prepared some material on the chosen topic!!!!</b>
.RESULTS	Guide for living in a European country

SESSION 5	Hamdi and Abel
OBJECTIVES	- The students prepare their projects (Room 25)
LESSON PLAN	
RESULTS	

## THURSDAY AFTERNOON

- 17.00 -18.30 → Project work
- 18.30 - 20.00 → Latin dance

## Day 5: FRIDAY

8.15 - 9.00 → Finishing the projects (Javi, Marta, Jose Luis, Nani)

9.00 - 11.00 → Oral presentations of the projects

11.00 - 11.15 → Evaluation

11.15 - 11.45 → Break

11.45 - 14.45 → Visit to 'El Santuario de la Virgen de la Cabeza'

SESSION 6	Javi, Marta, Jose Luis, Nani
OBJECTIVES	<ul style="list-style-type: none"><li>- The students will make presentations about their own country. The idea would be to break down stereotypes, to promote the culture and the traditions of the country and to encourage young people to travel, to get to know other cultures and traditions, avoiding the cultural fears and prejudices that they might have.</li></ul>
LESSON PLAN	<ul style="list-style-type: none"><li>- They will work in groups and they will do a presentation, similar to a travel guide, which will include the following topics:<ul style="list-style-type: none"><li>- The stereotype (How do others think we are?)</li><li>- The reality (Breaking down cultural fears)</li><li>- Eating habits</li><li>- The weather and the clothes</li><li>- Greetings</li><li>- Transport</li><li>- Health assistance</li><li>- Education</li><li>- Useful information to take a gap year</li><li>- Legal age to drive, to drink alcohol, to drive, to leave your studies, to work, to get into a pub/club and to smoke.</li></ul></li></ul>
RESULTS	<ul style="list-style-type: none"><li>- GOING ABROAD: TRAVEL GUIDES FOR YOUNG CITIZENS</li></ul>

## **Presentation: Gap year guide**

Presentation (5m)

What are your concerns about the future?

The recession, Youth unemployment, Graduate unemployment, tuition fees, the cost of living,... (Class discussion/ brainstorming)

Your options (15m)

When you finish school. Individually, give one reason why you think this might (and/or might NOT) be a GOOD idea FOR YOU (Why, How, problems,...). Then discuss in your groups.

Get a job and start your career

Go straight to university

Go travelling

Get career experience

Go volunteering

## **Gap year in a European country (30m)**

Explain the idea of a gap year = sabbatical year?(video?)

Role play. The class role plays the different possibilities of a Gap Year, each student will have a different role with a different opinion. Hand out the role-play slips. Group discussion.

After that, students give their honest opinion (possibly against taking a gap year)

By the end of the discussion they should reach an agreement on whether they should take a gap year.

## **Project work (1-2h)**

Design a gap year guide.

Give suggestions and useful information to help students from other countries plan their gap year in your country. The guide contents will answer the following questions:

- *What to do?*

Volunteering: Options, NGOs, how to apply ...

Travelling: Means of transport, finding accommodation, documents, health service,...

Leisure time: sport, going shopping, sightseeing,...

- *What to wear?*

Weather, geography,...

- *How to finance your gap year?*

Part-time jobs, job centers, internships,...

- *How to avoid cultural fears?*

Socio cultural information: national stereotypes, food, nonverbal communication, festivals, traditions, social networking, previous experiences, ....

On the first day students will work in their multinational groups, each group focused on a specific area.

### **Day 2**

On the next project day students will work in one-country groups. aiming at designing a final guide as the intended outcome of the project.

### **Day 3**