

Mobility

Goeyhe Gymnasiu, Viena (13-17 April 2015)

Programme:

Monday, 13 April 2015

1. Educational visit to the St. Stephan's Cathedral and Catacombs

Activities and learning outcomes:

The students had a guided tour in English (practicing their receptive foreign language skills). They learned about Austrian culture (Habsburger, Stephansdom) and then had to present the most important information (1-2 sentences each student) they had obtained during the tour in the workshop in the afternoon to the Austrian and Spanish students in English (practicing their foreign language skills).



2. Workshop

Activities and learning outcomes:

2.1 Presentations. The students (from all four schools) had to present their schools as well as their towns/cities to the other students to practice their foreign language skills and to get an insight in different school systems and cultures.

In order to release tension and to get to know each other better the following activity was part of the workshop:



2.2. Musical chairs. This activity was proposed by the French students. Chairs were put into a circle, music was put on, the students had to start walking around the circle and then find a chair when the music stopped. In every round two chairs were removed, so in every round less and less students were left over. The winner, Michael Gamerith, Austria, got a T-shirt from the French students with their school logo.



In addition to releasing tension the use of the foreign language (English) was the aim of the following interactive activity:

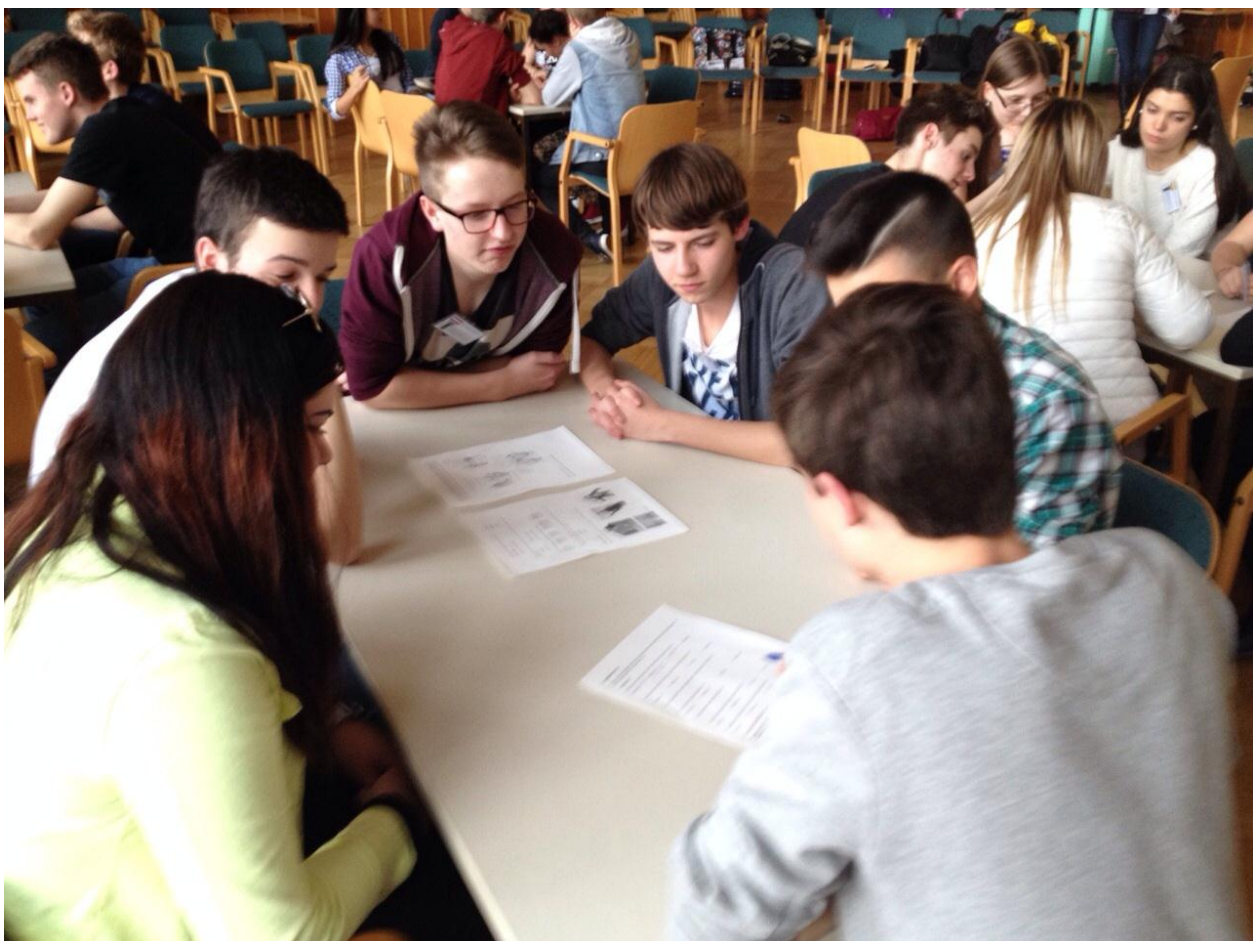
2.3. Who am I? The students were asked again to form a circle. Voluntary student were asked to go in the middle of the circle and got a large post-it note with a famous (fictional/real) person everyone in the group knew (e.g. Superman, Indiana Jones, Siegmund Freud, Pablo Picasso, Napoleon, etc.) placed on his/her upper back. He/She was now only allowed to ask yes/no questions, e.g. Am I a woman?, Am I from Austria? etc. in order to find out which famous person they are.

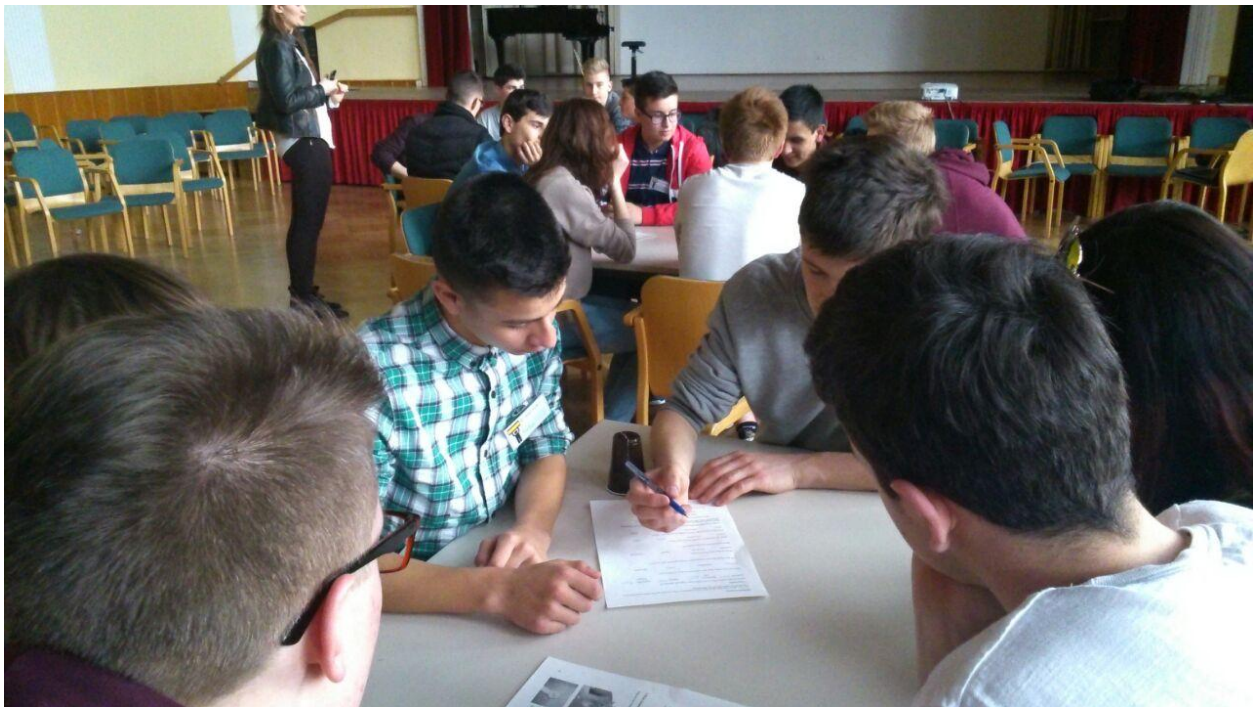


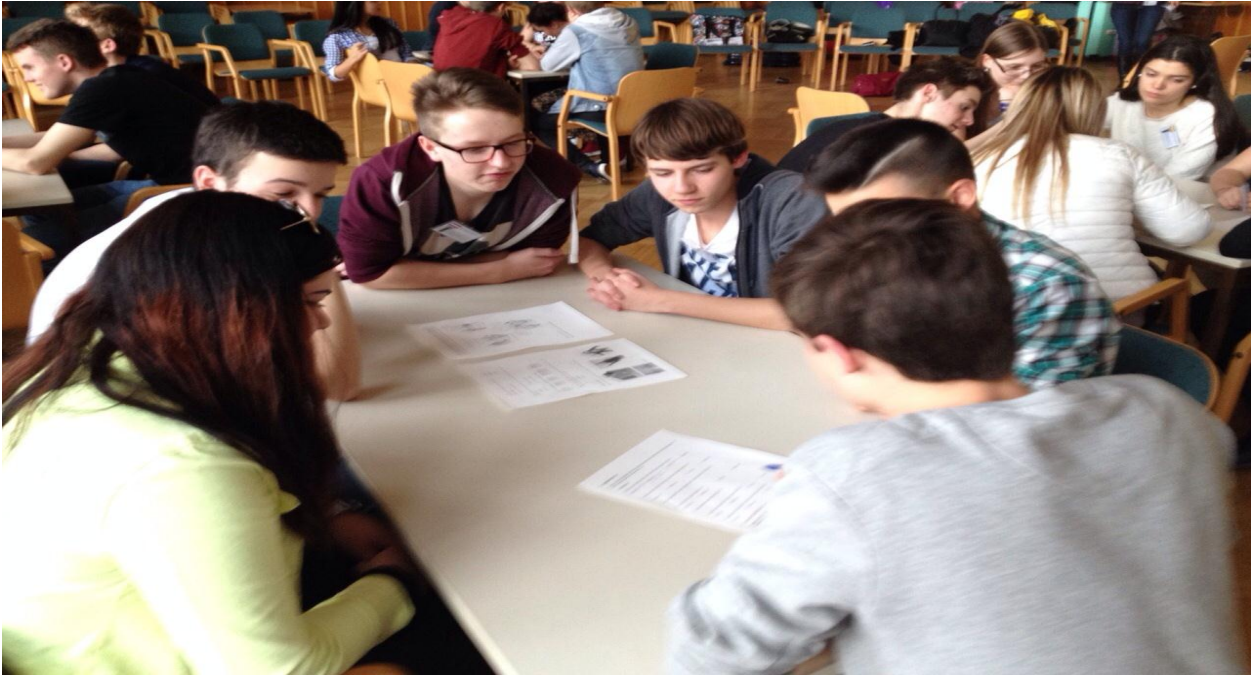
Learning outcome of the following activity: finding out about cultural differences and similarities as well as the use of foreign languages.

2.4 Questionnaire:

The students were divided into groups of 6 (at least one person per school/country in each group) and had to discuss questions of a questionnaire finding out about similarities and differences in the respective countries. They used English, Spanish and French as means of communication to discuss questions connected with timetables, food, punctuality, body language, first meetings, formal/informal address (of teachers, doctors, acquaintances etc.) In a whole group debate the outcomes were discussed.















Tuesday, 14 April 2015

1. Lesson observations

Activity and learning outcomes:

The students attended six classes, the same as their host partners (e.g. English, Spanish, P.E., History, Biology, French, Music, Religion etc. The aim of this activity was to gain an insight in the Austrian school system, as well as to improve their foreign language skills.



2. Riddle Rallye in the Viennese city centre

Activity and learning outcomes:

The students were divided into mixed groups (different countries) and were given out activity worksheets where they had to answer questions about Vienna (e.g. the Viennese coat of arms), describe pictures (which monument do you see in the picture), as well as an interactive part where they had to talk to Austrian people to find the answers. Learning outcomes: Practise/improve their foreign language skills through interacting with each other and working together to solve the tasks. Furthermore, they learned about Austrian culture (important monuments and their historical background).



Wednesday, 15 April 2015

1. Theatre workshop

Activities and learning outcomes:

For this theatre workshop the students were divided into two groups of 20 students (of mixed nationalities). Two professional actors and drama teachers were the workshop facilitators (Spindler Peter, Schreiber Regina). The workshop consisted of two parts. The first part involved various fun activities to reduce tension, get to know each other, to build community relationship, to reinforce team spirit, experience warm up theatre techniques, to actively use foreign languages and to

establish intercultural friendships. It included a variety of verbal of non-verbal activities. In the following paragraphs you are provided with an overview of some of the instructions given by the instructors:

- Walk as if ... you go on ice/are very old/are really happy/are very sad/in slow-motion/dancing with the stars/the Queen/football player/famous actor/an actor/actress/gorilla/zombie
- Walk with tiny steps/huge steps/sideways/hop
- Walk around the classroom and when the music stops remain in the position
- Walk around greet each other/shake hands with each other/clap hands/touch each other's shoulder when you meet someone.
- Form a circle. Follow my rhythm. Thigh slap, clap, then click (right hand), click (left hand). First together, then one student after each other. Various patterns have to be followed steadily as a whole group or individually. After each click (right hand) the students have to tell a word connected with a specific topic (eg. Spain, Austria, France, EU, school)
- I am going to tell you some phrases/quotes (e.g. I love watching English movies) Say them as if you are angry/happy/sad/shy/proud/intelligent/rich/arrogant
- We are going to act out TV shows (e.g. cooking show, western, news, weather forecast, sports, romantic comedy, horror movie etc) on various channels. We have got 6 channels and therefore need 6 pupils. You stand over there (in a row). I have got a "remote control" in my hand. I am going to switch to various channels (1, 2, 3, 4,...). When I call your number you act out one scene from a show/film etc. You can use any language you feel comfortable with. You have to change the kind of series/show when I call your number a second or third time.
- We are going to form a circle. This is called "speaking time" in regard to a specific topic (Austria, the EU, food. At the beginning you have to say TIC when you have finished talking you have to say TAC. Speak in a certain way, e.g. Italian, French, Austrian, English, etc.
- Not what it seems. Here are various object (household objects). You (students) have to come up in front of the group and explain and show usage in a way it's not used (e.g. using a fork like a comb)
- You have to make a monologue for 30 seconds about a topic I tell you, eg. love (student to start talking about how much they love their cat/boyfriend etc. and why), hatred, bad luck etc.







The second part of the workshop consisted of the development of scenes for the comic (foto stories). The main aims were foreign language practice, as well as dealing with cultural differences and similarities.

The students first got together into groups of their own nationality to prepare a short presentation about their cultural traditions and habits to the following topics: smoking in restaurants, coming late = impolite?, not taking off shoes when invited over to a friend's place = impolite?, timetables (restaurants), etc. As the students had some background from the days before (Workshop on Monday) they also added a lot of other details that came to their minds.

Thereafter, they were split into groups of different nationalities. They had to think about a certain cultural misunderstanding and come up with a story and how they would act it out, e.g. a Spaniard who does not take off his shoes at an Austrian friend's home and therefore putting unknowingly his foot into his mouth which could have easily been avoided. Such different cultural etiquettes are presented in their scenes. They also take pictures (presenting their scene in four to five pictures) for the comic for the next day.

Thursday, 16 April 2015

1. Theatre workshop continued

Activities and learning outcomes:

The aim of this second workshop was to identify cultural differences, to avoid foot in mouth situations, to build community relationship and to practice their foreign language skills.

The workshop started with brief ice breaking activities, one of which was the following:

- The students (in groups of their nationalities) chose a song that represented their country and then performed it to the others (Slovak students chose a traditional folk song, French students chose to present their national anthem, Spanish students chose to perform Macarena and Austrian students chose Falco's song Amadeus, including a great piano accompaniment by one of the students)
- After that, the children acted out their scenes from the day before. They stayed in their groups from the day before and started making their comics (foto stories, with their already processed pictures from the day before) on posters. Additionally they described the pictures and gave their foto stories a head line.






SHOES


Léa T
Léa P
Jesus
Blanca
Andi
Sylvia

Hello!




Two french sisters are invited to an austrian house.

Welcome!




They take off their shoes.

Bla, Bla-bla!



They are talking and waiting for the others.

Bla-bla.



The spanish couple arrives and keeps their shoes on.

Welcome




Take off your shoes


Why?

It's impolite not to take off your shoes in Austria!

LES INVITÉS EN ESPAGNE


by: Léa T, Léa P, Jesus, Blanca, Andi, Sylvia




THE SLAP

by: Ada, Charles, Clément, Carlos, Giampì




Punctuality

by: Clément, Estévez, Joanna, Niklas, Paul, Albert


17:30, Austria
Still waiting...




18:00
The guests arrived.



Ellos abrieron los paraisos, mis abuelos.



Los invitados no comprenden el problema.



Los hijos explican las reglas de la casa.



UJESUS

2. Educational visit to Belvedere Castle and art workshop

Activities and learning outcomes:

Guided tour in English and German where student practiced their listening skills in a foreign language (English, German) and learned about three famous Austrian painters and cultural history (Klimt, Kokoschka, Schiele) and an art workshop. In the art workshop the students put the theory into practice and learned art techniques used by Klimt. They learned how to apply gold foil to wooden mirrorframes and the creative use of tesserae. They could keep their frames and take them home as a souvenir reminding them on their unique chance to participate in the Erasmus programme.



3. Musical (Mary Poppins)

Activity and learning outcomes:

As musicals are an important part of Viennese culture students visited the famous Musical Mary Poppins, showing a typical family in Victorian England which they had discussed before in their music and foreign language classes. The students learned about Austrian and English culture at the same time and improved their foreign language skills.



Friday, 17 April 2015

1. Educational visit to Schönbrunn Castle

Activity and learning outcomes:

Some Austrian students held presentations about the Austro-Hungarian Empire, Empress Sissi and the castle itself and the gardens (topics they discussed before in their history classes) in front of the students from Spain, France and Slovakia. All practiced their foreign language skills as they used English as a medium of instruction. Thereafter, they had an audio guide tour (in English) through some of the major rooms of the castle where they learned more about the Habsburg monarchy and the Austro-Hungarian Empire. Afterwards, the gardens were visited.





2. Educational visit to ORF (Austrian Radio Channel)

Activity and learning outcomes:

The students had the opportunity to learn something about the history of Austrian Broadcasting. The guided tour was in English and interactive (they were asked lot of questions) They gained an insight in the production of radio shows and had the chance to comment short TV spots (in their own

language or a foreign one) which always had a twist in the end (they were commenting on the Queen's Jubilee, when suddenly a naked man appeared and was run after by the police.





3. Educational visit to the Prater (Giant Wheel)

Activity and learning outcomes:

This activity involved a brief history lesson on the Giant Wheel and Vienna exhibited on huge posters and a unique ride on the Giant Wheel where they had the chance to spot all the buildings and monuments they had seen during their Riddle Rallye on Monday. Austrian students helped them to identify them and explained them interesting facts about Vienna (e.g. the Viennese Opernball, etc.) They used English/Spanish/French in order to interact with each other.

Saturday, 18 April 2015

1. Educational visit to the Hofburg and ceremonial room (Prunksaal) in the National Library.

Activity and learning outcomes:

The students had an audioguide in English to learn something about the impressive ceremonial room in the National Library. They practiced their listening skills and had to give feedback to the teachers about their visit afterwards to some up the main points/facts in order to practice their active speaking skills in a foreign language as well.

