Learning Design for: What's Culture made of?

Context

Topic: English, Italian, ICT

Total learning time: 180

Number of students: 24

Description: The activity is part of a larger project, involving different EU countries, aiming at promoting integration and inclusion through the implemeantation of innovative practices. The first activities focus on arising the students cultural and intercultural awareness. Here, starting from a rather general and simple driving question - What's Culture made of?- the students are guided to reflect on the idea of culture and to find out their own definition of it before eventually confronting with more formal definitions they will find in a dictionary. Through a think, pair share activity the students will collaborate in building a map of their idea of culture (what are the most important elements of culture in their opinion) on the blackboard, or on Padlet, or a large paper sheet. After that, students will be asked to draw out their own personal cultural identity card, choosing the elements which are more meaningful and special for them; each element can then be further analyzed , described more in detail, divided up in sub-categories, and illustrated with images, videos, drawings by the students who will finally explain/showcase their work to the teacher and to other students, Both the first, general map and the students' personal cultural cards will be uploaded in the class online space (or on the classroom walls if no technology was available for the activity)

Aims

Develop the students' cultural and intercultural awareness - where intercultural might also involve kids speaking the same native language and sharing the same national citizenship but coming anyway from quite different social & cultural backgrounds.

Outcomes

Knowledge(Knowledge): Define the concept of culture - both in general and from a personal point of view; Draw a map; Label categories ;Find out there are different ideas about the same issue;

Comprehension(Comprehension): Clarify one's idea/concept of culture; describe reasons for one's choices; select among different options/choices; illustrate.

Application(Application): Apply digital skills and language competences; Find; infer; prepare, produce; translate

Analysis(Analysis): Compare; List components parts; select;

Synthesis(Synthesis): Compose, conclude, expalin the reasons for

Evaluation(Evaluation): Reflect, justufy

Affective learning outcomes(Affective learning outcomes): Show awareness and be responsive to diversity

Teaching-Learning activities

1. WHAT'S CULTURE MADE OF?

Read Watch Listen 5 minutes 24 students Tutor is available

The teacher explains shortly the activity and write the driving question on the blackboard/smart board, highlighting the word CULTURE. It might be useful to give a starting help, discussing with the whole class what the first item can be.

Produce 5 minutes 1 students Tutor is available

Students are asked to think individually about the question/central topic of the map on the blackboard/smart board and write down their own ideas in their copybooks.

Collaborate 10 minutes 2/3 students Tutor is available

Students work in pairs - or small groups of thhree - and discuss and integrate their individual work

Discuss 30 minutes 24 students Tutor is available

Each pair contribute with its work to complete the general map, adding new elements. If the activity can be carried out using PADLET or similar apps, they might add their contributions using their mobiles - and they really love it. Each pair 's suggestions can be discussed by the others, to clear up doubts, ask questions, etc; yet, all suggestions will be accepted; in fact, some of the most unexpected proposal might become the most fruitful.

Collaborate 10 minutes 24 students Tutor is available

The students are asked to analize the final result of their class work in pairs and eventually add further ideas, or possible sub- categories for wider ones.

As regards the 'unecxpected'... When I last carried out this activity in a number of different classes, only one kid on 60 thought that DREAMS were an essential part of culture - and he is a boy from Morocco :) The last step of this lesson is actually a mixture of Read Watch Listen and Collaborate - but it was difficult to separate them here. As homework the students were asked to draw/make with some web app a map of their own cultural identity, choosing from the general map the items most significant for them and/or adding new ones.

2. DRAFTING YOUR OWN CULTURAL IDENTITY CARDS

Produce 60 minutes 1 students Tutor is not available

Students produce a draft of their own cultural identity card, using the simple map format that was used for the general one. They are also asked to think about possible images/ videos/drawing/texts they might add to their cards to make them richer, clearer when they will present them to the class; they can already add some, or bring them at school. They can share their work on the class e-space if there is one.

Here too, there's a mixture of practice and production. Maybe collaboration too, if they decide to work together at home. Of course, all will be easier if the students can use digital tools...

3. WORKING ON CULTURAL IDENTITY CARDS

Read Watch Listen 5 minutes 24 students Tutor is available

Students are told they are working on their cultural identity cards in the ICT room, adding whatever (images/videos/texts) they think suitable to help them present their cards to the class. As they don't have much time to do it, they might be advised to select the elements they consider more important for them and work on them.

Collaborate &Produce 40 minutes 1/2 students Tutor is available

Students work on their cards. They can work individually or in pairs - it might depend also on the number of computers available.

Discuss 10 minutes 2 students Tutor is available

They discuss their work in pairs and take notes of each other suggestions.

Read Watch Listen 5 minutes 24 students Tutor is available

Students save their work and are asked to revise and in case complete it at home. If they need help they can ask for it in the class e-space.

It' possible this step requires more time. It depends on the class group.

4. LET'S PRESENT/SHOWCASE OUR CULTURAL IDENTITY CARDS

Read Watch Listen 5 minutes 24 students Tutor is available

The teacher claears out that each presentation will be celebrated as a positive outcome of a hard work, and any comments or discussion will be scheduled later; they should take note about what they wish to talk about.

Produce 50 minutes 24 students Tutor is available

Students present their cards...Volunteering?

Read Watch Listen 5 minutes 24 students Tutor is available

the teacher congratulates eveybody :)