

Spanish Cultural Performance

Secondary

Rincones culturales

Cultural stations

Teacher's guide

Time: 45 minutes

Funded by:



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Learning objectives:

- Students will demonstrate an understanding and appreciation of their own culture as well as the culture of Spanish-speaking countries through the exploration of different stations.
- Students will improve their knowledge of culture in Spanish-speaking countries.
- Students will develop creativity, teamwork, and presentation skills.

Steps and time	Learning activities
Introduction Slides 1 to 3 Time: 1 min.	Welcome students and introduce the lesson objective: understand and appreciate different cultures.
Self-reflection Slide 4 Time: 6 mins.	Teacher prompts students with some questions to make them reflect on the importance of their own culture as well as other peoples'. Students use worksheet 1 "Self-reflection" to provide their answers.
Modeling activity Slide 5 Time: 8 mins.	<p>Teacher projects worksheet 2: "My cultural background" and models completing this task for the whole group. Teacher shows a tree that shall represent his/her own personal culture, trying to find terms that represent the teacher's own cultural background to make it more relevant for students. The tree is made out of:</p> <ul style="list-style-type: none"> • <i>Roots</i> → origin, sense of belonging to cultural groups (e.g. British or other cultural groups like regional cultures, family culture, fan culture, etc.) • <i>Trunk</i> → values that you find important in your cultural context (e.g. tolerance, discipline, respect, etc.) • <i>Leaves</i> → visible signs your cultural background (e.g. a certain meal, a language or a way of communication, a symbol, an expression, etc.) <p>Once completed, teacher reflects about the following questions with the class:</p> <ul style="list-style-type: none"> • Was it easy to define the cultural group that I belong to? Could I have chosen several groups? • Do you feel that the values I have chosen are "typical" for my cultural origin? • Do you think I feel comfortable with the visible part of my cultural background or would I prefer to make this as "invisible" as possible? Why do you think so? In which situations? • What would the cultural tree of the class potentially look like?

<p>Stations exploration Slides 6 to 12 Time: 20 mins.</p>	<ul style="list-style-type: none"> An example for Spain is provided on these slides. Set up different stations organised per topic: leisure, habits and traditions, culture, language and tourism around the classroom covering aspects related to those cultural aspects in Spain. Some free materials and ideas for print outs for all of the Spanish-speaking countries can be found in the links which follow (please note the level of language is quite high but students need to simply jot down one idea for each box): <ul style="list-style-type: none"> Píldoras de español: cultura en la clase de E/LE. Volumen 1. Píldoras de español: cultura en la clase de E/LE. Volumen 2. Divide students into small groups and rotate them through each station. Ask them to take notes using worksheet 3 “Cultural stations”, at least one word per box as they explore all of the stations. At each station, provide resources and activities related to Spain in this case or the specific Spanish-speaking country of your choice for students to explore and engage with. Encourage students to take notes (even one word works) and gather ideas for the big group presentation on their worksheet.
<p>Gathering findings and project assignment Slides 13 and 14 Time: 10 mins.</p>	<ul style="list-style-type: none"> Reconvene as a whole class and discuss students' observations and ideas from the culture stations for Spain: one thing they loved, something they already knew, something they found thrilling, strange, something unknown, etc. Brainstorm potential benefits of understanding other people's cultures and languages. Announce that they are going to create a poster exhibition to show the rest of the community things they have learnt about Spain or the country of your choice. Use worksheet 4 “Posters” in order to highlight they need to search for information for each of the sections: culture, tourism, habits and traditions, language and leisure time. Set a group task in which students will need to search for information under each of the categories and design a poster to showcase their findings: these can be presented to the school in an assembly, decorate the corridors, hold a school community gathering in which students present to parents and other members of the community things they have learnt, etc. The time frame for the posters creation may vary according to each specific context. Also, teacher can assign a different countries to each group and create posters for all of the Spanish-speaking countries or some of them.