International Professional And Social Competences For Young People.

A Manual For Vocational Education Teachers And Trainers



Wrocław 2021



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- I. Erasmus + program and its goals. Project partner organisations
- II. The need and context for teaching international professional and social competencies

III. Instructions for using the manual

- 1. The content and division of the manual
- 2. The layout of lesson plans
- 3. How to work with the lesson plans
- 4. Reflections and good practices resulting from the pilot lesson plans.

IV. Intercultural competencies training for VET staff - lesson scenarios

- 1. Intercultural competencies of teachers of vocational subjects
- 1.1 Lesson plan: 'Communication skills' (basic module)
- 1.2 Lesson plan: 'Resolution of conflicts in cross-cultural work environment'
- 2. Openness, acceptance, responsiveness
- 2.1 Lesson plan: 'Involvement and discussion of opinions'
- 2.2 Lesson plan: 'Teachers' responsiveness creative attitude and innovative solutions'
- 2.3 Lesson plan: 'Virtual coaching and crisis resolution during work internships'

3. Work in international environment

- 3.1 Lesson plan: 'Different cultures, one profession and one class'
- 3.2 Lesson plan: 'Decision-making in an intercultural context on the example of choosing a company to do an internship in the hotel industry'
- 3.3 Lesson plan: "Understanding the values of the European Union as community values"

4. Contemporary challenges in the work of a vocational school teacher

- 4.1 Lesson plan: 'Challenges of a contemporary teacher of vocational subjects'
- 4.2 Lesson plan: 'Teaching didactics in vocational school classes with residents and students from migrant backgrounds'
- 4.3 Lesson plan: 'Professional education for the international market'
- 4.4 Lesson plan: 'Gamification in lessons at a vocational school'



V. Class scenarios to develop international professional and social competencies of young people, especially students of vocational schools

1. Strategies in a culturally diverse environment

- 1.1 Lesson plan: 'Alienation and belonging how co-workers make a team'
- 1.2 Lesson plan: 'My dream work environment'
- 1.3 Lesson plan: 'Cultural iceberg as a preparation to consider your job as an international one'
- 1.4 Lesson plan: 'Global bonds, global responsibilty and balanced development in a workplace'
- 1.5 Lesson plan: 'International cooperation and development versus national economic strategies'

2. Effective communication in international teams and solving cultural conflicts

- 2.1 Lesson plan: 'Cultural prejudices affecting cooperation in international teams'
- 2.2 Lesson plan: 'The meaning of time in international relationships'
- 2.3 Lesson plan: 'International business manners'
- 2.4 Lesson plan: 'An interpretation, assessment how to be capable to react properly in intecultural contexts'
- 2.5 Lesson plan: 'Forum theatre as a method of conflict solving in a workplace'
- 2.6 Lesson plan: 'Culture dimensions in everyday professional life'

3. Promoting mobility and responsiveness in the labour market

- 3.1 Lesson plan: 'Non-verbal communication in international professional relations'
- 3.2 Lesson plan: 'Customer is King policy different customer expectations in the international context'
- 3.3 Lesson plan: 'The knowledge of customer culture versus the quality of service'
- 3.4 Lesson plan: 'Facts and myths about Arabic countries'
- 3.5 Lesson plan: 'Peon-traveller as a trendsetter of foreign internship (about German tradition Walz)'



4. Intercultural skills in practicing the profession

- 4.1 Lesson plan: 'The variety of cultures in everyday life and at work'
- 4.2 Lesson plan: 'Communication styles'
- 4.3 Lesson plan: 'Greetings first contacts in international workplace environment'
- 4.4 Lesson plan: 'Proving your points and discussing political and social issues in a workplace'
- 4.5 Lesson plan: 'Your action and cultural background loss of face in China'
- 4.6 Lesson plan: 'Colour theory and international marketing'

5. Adaptation instruments in a new environment: initiative, unlocking the potential and transfer of knowledge

- 5.1 Lesson plan: 'The rights of workers in European Union a game'
- 5.2 Lesson plan: 'The image of my profession'
- 5.3 Lesson plan: 'The news analysis how various perspectives, including the cultural ones, may affect your worldview'
- 5.4 Lesson plan: 'Attitude to the elderly in different cultures'
- 5.5 Lesson plan: 'IBAN, SWIFT and SEPA how to pay your bills internationally'
- 5.6 Lesson plan: 'VAT (value added tax) in Poland, Italy and Germany'

6. Professions in an international perspective

- 6.1 Lesson plan: 'Sports and recreational facilities in different corners of the world'
- 6.2 Lesson plan: 'How to fasten these elements? popularity of different construction methods in different parts of the world on the example of fastening wooden elements'
- 6.3 Lesson plan: 'International perspectives of a career as a chef/cook'
- 6.4 Lesson plan: 'The varieties of grains used in bakery in the past'
- 6.5 Lesson plan: 'What does the halal method of animal slaughter involve?'
- 6.6 Lesson plan: 'Educators in practice' how to deal with parents and children from other cultures'
- 6.7 Lesson plan: 'Caucasian, Asian and Afro types of hair a variety of clients in a hairdressing salon'
- 6.8 Lesson plan: 'Culture factors and geographical position and how they affect floral compositions which are to pay tribute for the dead'



I. Erasmus + program and its goals. Project partner organisations

Erasmus + is the European Union's program in the field of education, training, the youth and sport. Its aim is to support learners and educators in conducting international projects aimed at increasing their competencies. Through this program, the European Union aims to ensure that all young people have access to education and training of the highest quality, enables learners to move easily between education systems in different countries, and gives them the opportunity to find work across Europe. The program is constantly evolving and has an increasing budget, which proves the need for international educational activities. In each programming period, horizontal objectives are set for Erasmus + projects, thanks to which it responds to the current challenges in the field of education and social development, important for the entire European community.

The project was implemented with Erasmus+ funds allocated to activities implemented in international partnerships. Teams of experts from three countries - Poland, Germany and Italy - participated in the development of the product. It has a transnational character and perspective so it can be implemented in educational institutions of various European Union countries. It is helpful to create four language versions of the manual. The project partnership was formed by three organisations:

Fundacja Kształcenia Zawodowego i Międzykulturowego FAVEO (Foundation for Vocational and Intercultural Education) (www.fundcja-faveo.pl),

partnership leader, since 2007 it has been working to internationalise and improve the quality of vocational education in Poland and other European Union countries. The foundation's aim is to work for a modern, environmentally and socially sustainable labour market policy, to improve the professional qualifications of employees and students, and to promote high standards of vocational education, taking into account global and European market processes. The effects of the FAVEO foundation's work include hundreds of foreign student internships and dozens of teachers of vocational schools who have acquired international competencies. It is also an exchange of experiences between employees of many enterprises across the European Union and several textbooks for modern vocational education.



Eurocultura (www.eurocultura.it) is a non-profit organisation dedicated to research, training and career counselling. It was founded in 1993, and is headquartered in Vicenza (Italy). The key competencies of employees concern education, training and the labour market in an international and intercultural context. Eurocultura projects and activities are aimed at improving the employability of young people, promoting entrepreneurship and international mobility of students and workers, combating against racism and prejudice, and supporting the environment. Eurocultura provides tailored career advice and guidance for the individuals seeking an experience abroad who wish to implement their professional and personal skills in an international environment.

Bildungsnetzwerk Magdeburg gGmbH (Education Network Magdeburg gGmbH) (www.bildungsnetzwerk-magdeburg.de) heads the European Youth Education Centre in Magdeburg, combines the concepts of international extracurricular youth education with mobility consultancy for young people, organises and conducts international seminars, workshops, youth meetings and specialist events, with an emphasis on political and European education. In mobility counselling, the organisation indicates ways of going abroad with pedagogical support - regardless of financial possibilities of a participant. Its activity also focuses on the area of vocational training and the regular implementation of seminars in intercultural education for future educators and sending interns abroad for professional internships. The organisation can also be found on the Internet at: ejbm.de, @ejbmagdeburg



II. The need and context for teaching international professional and social competencies

The economy is globalizing and this is an irreversible process, at least in the coming decades. Employers expect the ability to work in an international environment and with foreign business partners. The employees of the European Union move freely within the borders of the Common Market in search of attractive employment. On the other hand, vocational education programs are still monocultural and take little account of the fact that professions will be performed under the conditions of international connections. This situation affects most students who do not have the opportunity to gain foreign experience during their education and the first culture clash with the global economy will take place without preparation, in the conditions when competencies are reflected in competitiveness and development opportunities. The Erasmus+ program and the opportunities it offers are important in this aspect. However, not all students get the chance to participate in foreign job mobility and not all teachers have experience abroad, thanks to which their 'teaching workshop' goes beyond national school curriculum. According to a 2018 survey, by the European Commission, only 40.90% of teachers in the European Union took part in at least one international activity related to the practice of their profession, and almost 30% of foreign language teachers have never participated in international mobility programs. On the other hand, educators who participated in foreign mobility projects while studying as practicing teachers are statistically more internationally mobile and this trend is confirmed in all EU countries*.

This handbook was written in response to this situation. It is aimed primarily at students of vocational schools, who are to be facilitated by acquiring international professional and social competences while studying in their country, and thus encourage to take up the challenge of foreign mobility, if such an opportunity arises. The material is a practical tool for trainers to introduce international elements and references in vocational education. It is to help prepare young people to achieve their own professional and personal goals in the multicultural labour market, which should arouse curiosity, not fear, and be an opportunity, not a threat.

^{*} European Commission/EACEA/Eurydice, 2021. Teachers in Europe: Careers, Development and Well-being. Eurydice report. Luxembourg: Publications Office of the European Union.



This requires the ability to tame otherness and openness to new operating conditions. This educational material helps you to acquire them in safe school environment, while still learning, with the support of the teacher and peer group. Thanks to this, students have the opportunity to be a step further at the start of their professional life, but also not to close themselves to the processes of growing ethnic and cultural diversity in European countries.

III. Instructions for using the manual

1. The content and division of the manual

The manual consists of two parts. The first part was created in response to the experience of vocational training experts from partner organisations and research of the European Commission, which indicate a relatively low participation of vocational subjects teachers in international projects and the lack of educational materials supporting the development of intercultural and international competencies of VET staff. Without the knowledge, it is difficult for instructors to complete similar deficits among students. Therefore, the first part of the manual contains twelve lesson plans intended for use in the training of educators. They can be carried out by more experienced teachers, for example coordinators of international projects in schools, as well as coaches in intercultural education. It is advisable that the teachers who will use the lesson plans for students during the lesson undergo training on the basis of the ones selected as most important for a given group of the VET staff. The lesson plans concern the development of competencies divided into four areas, important from the perspective of the project topic:

- 1. Intercultural competencies of teachers of vocational subjects
- 2. Openness, acceptance, responsiveness
- 3. Work in an international environment
- 4. Contemporary challenges in the work of a vocational school teacher.

The second part of the handbook contains thirty-six lesson scenarios for students. They are also divided into modules related to specific competence areas:

- 1. Strategies in a culturally diverse environment
- 2. Effective communication in international teams and solving cultural conflicts
- 3. Promoting mobility and responsiveness in the labour market
- 4. Intercultural skills in practicing the profession
- 5. Adaptation instruments in a new environment: initiative, unlocking the potential and transfer of knowledge
- 6. Professions in an international perspective



2. The layout of lesson plans

Each lesson plan is based on a pattern that includes constant elements:

- ⇒ Topic (the number next to the topic indicates the number of the class and the number of the competency module which the lesson plan covers, e.g. 2.3 Topic: 'International business manners' which indicates lesson plan number 3 in module 2 'Effective communication in international teams and solving cultural conflicts');
- ⇒ Aims divided into knowledge ('after the class the student knows'), skills ('after the class the student can') and attitude ('after the class the student understands');
- ⇒ defining the time needed to complete each task of the lesson plan;
- ⇒ a list of necessary materials and teaching aids
- ⇒ a number of participants;
- ⇒ **Remarks** to the lesson plan for the trainer (optional);
- ⇒ **Stages of the lesson** short information about each stage for the trainer (step 1, step 2 etc.);
- ⇒ **Detailed description** of every stage
- ⇒ A list of **sources** used, which you can find useful to learn more about a given topic;
- ⇒ **appendieces** containing teaching aids for the exercises, simulations, mini -lectures, etc..

Thanks to the unified outline, it is easier to navigate through the textbook. The lesson plans have been designed to suggest different stages of the lesson and indicate what each part of it is about.

3. How to work with the lesson plans

According to the authors, the textbook is to be the most user-friendly and easy-to-use material for teachers of vocational subjects:

- ⇒ lesson plans are divided into clear parts that facilitate quick familiarization with the aims of the classes and their content;
- ⇒ scenarios contain descriptions of all materials and attachments necessary to work with the issue, prepared in a form that is convenient to use;
- ⇒ lesson plans follow the usual rhythm of the 45-minute lessons;
- ⇒ topics are developed mostly in the form of one lesson, so that they are possible to be implemented without a large loss of time for the basic curriculum;
- ⇒ the textbook has a graphic design that facilitates navigating the issues and competence modules.



Lesson plans are ready material for work. They contain not only instructions for the proposed activities, but also, for example, questions and tips to help the teacher summarise the activities.

Not every scenario have to be conducted, and the order in which they are included in the textbook does not have to be followed, to achieve the educational goal. The trainer can select lesson plans from various modules and arrange them into an individual cycle, tailored to a given group and flexibly meeting its needs. Only one lesson plan can also be carried out, if such a topic is missing during the class. It will also work. The trainer may also use only chosen exercises included in the lesson plans, if they find them helpful in the implementation of any other topic. The last module of the second part of the handbook contains lesson plans relating to the international aspects of the individual professions. They can be used in lessons with students of a given profession, as well as examples for students of related professions. They can also inspire teachers as examples for extending their own materials for the profession they teach.

Lesson plans for VET staff can also be used in work with students, e.g. during training trips or extracurricular activities (they are longer than handouts for students).

A large part of the lessons plans in the textbook is based on the idea of group work and group coaching. It is a method proven by experts who have prepared the handbook and appreciated for the effects that can be achieved in work with young people. The method is about involving and guiding the students themselves and basing on their previous experience. This allows the participants to better identify with the topic and stay in the realities of their world of study and work, and as a result, it triggers their greater emotional involvement. From the teacher, this method requires a departure from "excathedral" way of teaching and the ability to pass the baton to participants. In practice, this means limiting lectures or talks in favour of exercises, simulations and discussions.



4. Reflections and good practices resulting from the pilot lesson plans. The lesson scenarios included in this handbook have been tested during classes with students and teachers of vocational schools in Poland and Germany. Lessons were conducted in the classrooms at schools as well as online due to pandemic constraints. We received comments from both groups, which were included in the final versions of the lesson plans.

Overall feedback from both students and teachers was very positive. The trainers/teachers emphasized that they had received teaching materials that they had not had so far, and they had not noticed the importance of international aspects in teaching the professions before. They also emphasized that the special value of the textbook is in combining formal education with non-formal education methods, thanks to which it acquires an innovative character. On the other hand, the students liked the interactive way of conducting the classes the most as well as their great practicality and the fact that the examples were based on real situations from the world of school and work..

After the testing phase, we collected a few tips that are worth sharing with other trainers:

- ⇒ The trainer of the particular lesson should know the people in the group well, as some of the topics discussed may touch upon sensitive cultural and personal issues or trigger a stormy exchange of views. It is therefore worth knowing, for example, whether there are students of migrant origin in the class, whether there are situations of exclusion due to religion, beliefs, origin, etc..
- ⇒ If the class is culturally or ethnically diverse, the trainer should be particularly sensitive during the lesson, e.g. by giving examples that do not refer to religion or nationality but to the majority of students.
- ⇒ Lesson scenarios performed better during classroom classes than online classes, during which the dynamics of classes and students' involvement were lower. Some of the exercises required modification to the online version and it was not always possible to do so in such a way that they would not lose their attractiveness. This experience shows that the lesson plans included in the textbook are possible to implement during online classes, but they achieve their goal better during classroom classes.



- Some differences related to conducting classes with school students at the level of technical and professional schools (in Poland - first-degree professional schools, in Italy - regional vocational training centers). Students in technical classes, taking the Matura exam, were better able to deal with examples of hypothetical and abstract situations that could happen in the future, while students in first-degree vocational classes were bored and preferred to discuss issues based on situations that they actually experienced and knew from their environment. Therefore, the trainer must possibly adapt the examples and exercises to the level of the school and students.
- ⇒ Most of the lesson plans are planned to be delivered within 45 minutes. However, when working with students, this time was often extended, as some groups discussed the issues very extensively and the younger students needed more detailed instructions for the practice and introduction to the topic. It is advisable to take this into account when planning the classes.



International competencies in professional and social life A lesson plan for VET staff



1.1. TOPIC: Communication skills' (basic module)

Aims:

After the class the teacher knows:	After the class the teacher can:	After the class the teacher is more sensitive to /understands better
- what a sender-receiver model is - that communication is a process between the speaker and the listener	- use the rules / tips for better communication with different target groups	- linguistic finer points (twists and turns) - the fact that vommunication is not "neutral" - personal prejudices against certain people (groups)





Materials: a flipchart, markers, moderating cards, a pin board



Number of teachers: max. 20



This module is about understanding communication with other people. It is important that many misunderstandings arise in communication with people from your own country, as well as with people from the international environment. Of course, there are other cultural aspects to consider in an international work environment, but communication and openness are the most fundamental aspects. This module should be followed by another module on intercultural competencies. The Seen, Heard, Painted exercise can be performed with 6 people at the same time. The other participants are observers. Remarks If there are two trainers, each of them can also do this exercise with 6 people, so that more people are active at the same time.



Instructions

Step by step	Czas
Step 1. Introduction: an exercise: A minute	
Step 2. Seen, Heard, Painted exercise	
Step 3. Assessment of Seen, Heard, Painted	10 min
Step 4. A sender-receiver model	10 min
Step 5. Developing rules/instructions about successful communication	15 min
Step 6. Assessment/report	5 min



1. Step: Introduction: an exercise: A minute

At the beginning of the exercise, all teachers are asked to sit on chairs and put away/hide their watches. If there is a clock in the room, keep it covered as well. Then teachers should close their eyes and when the trainer says "Go!" they stand up and keep their eyes closed for a minute, then open them again after a minute and sit down. It is important for everyone to be quiet so that no one is distracted. The trainer stops time and observes who opens their eyes when. After the last person opens their eyes, the trainer briefly assesses how the exercise has affected the teachers and asks if they think they were standing with their eyes closed for exactly one minute. Then the trainer may briefly point out that our sense of time and the importance we attach to passing time or punctuality depends on the day, the level of stress, but also the culture. If the trainer has experience working with groups from different countries / cultures, he can also talk about it.

2. Step: Seen, Heard, Painted

(if there are two trainers, the whole group can be divided into two smaller groups and each trainer works with their group in a separate room)

a) Six volunteers are asked to leave the room and they when they are outside they determine the order of entering the room.

- b) The other teachers are prepared to be observers:
- ⇒ Presentation oft he exercise.
- ⇒ Observers are given a pen and paper to record their observations.
- ⇒ Observers are positioned throughout the room to capture different perspectives.
- ⇒ Under no circumstances may they interfere with the course of the action!
- ⇒ Do not giggle, laugh, whisper, make other distracting and/or judgmental noises or remarks!



- c) The first volunteer teacher is invited to the classroom. The prepared picture is shown to them (see Appendix) and they are explained the task:
- ⇒ Look carefully at the picture for as long as you need to remember it.
- ⇒ When you're ready, I cover the picture.
- ⇒ The next volunteer teacher is asked to enter the classroom.
- ⇒ You should describe the picture to this person in details so that they can draw it later. This person begins to paint only after you have finished your description.
- ⇒ When explaining, do not use gestures (hands behind your back or hands in pockets) or directional signs with your head or similar.
- ⇒ When you have described everything, your task is done and you can sit down. Keep silence and do not disturb (no comments,noises or signs).
- d) After the first volunteer teacher has remembered the picture well enough, a second person is asked to enter the room and the task is explained:
- ⇒ The first person has seen the picture and is going to describe it.
- ⇒ Listen carefully as then your task is to draw what you have understood. Don't worry, we're not expecting a piece of art.
- ⇒ You cannot ask questions during the description.
- ⇒ Then draw your picture based on the description.
- ⇒ After you have completed the task, you can sit down. Please keep silent and do not disturb (with comments, signs or noises).
- e) Then a third volunteer teacher is asked to enter the classroom. They will be shown the newly created image.

Then the process as in point c is repeated two more times so that a total of three new images are created.

3. Step: Assessment of Seen, Heard, Painted

[at the stage of the lesson the two groups can be brought together again and they can assess the exercise]

All pictures are stacked/hung next to each other. The trainer opens the discussion: What has changed in the photos during the exercise? What elements of the original painting are still present? Which of the elements have disappeared? What new elements have been added? How can you explain the changes? What made it more difficult to understand? Do you know similar situations from your work?



4. Step: sender-receiver model

After step 3, the trainer presents the sender-receiver model (by W. Weaver/C. E. Shannon: The Mathematical Theory of Communication, Illinois 1949) and supports its presentation graphically (see example in Appendix). Teachers are asked to list possible distortionary factors that affect how we perceive what is heard.

5. Step: Developing rules/instructions about successful communication

Teachers are now asked to develop, in small groups, a set of rules/guidelines that will enable successful communication. They are intended for various target groups: What communication rules should be followed when dealing with vocational school students in the classroom? What are the rules for exchanges within the teaching staff? What are the rules in the workplace of apprentices/ students? What are the rules for cooperation with international partners (e.g. in terms of preparing internships abroad)?

Small groups are given cards and are asked to write the rules / comments on them. They have 10 minutes to do this. Then they present the rules / tips that they managed to find. The trainer pins the cards to the board and sorts them: Which rules are "universal", e.g. can they be found in all target groups? Which rules are specific for the target group? Have teachers considered that they can only communicate with certain target groups (e.g. trainees' workplaces, international partners) by e-mail / telephone? What additional rules must be followed?

Teachers can add rules for other groups as needed. The trainer then writes them down on the cards and pins them.

6. Step: Assessment/report

In the evaluation, the trainer summarises the whole activity and asks the teachers how much this exercise will be useful for them in working with (international) students or colleagues. What have they learned?

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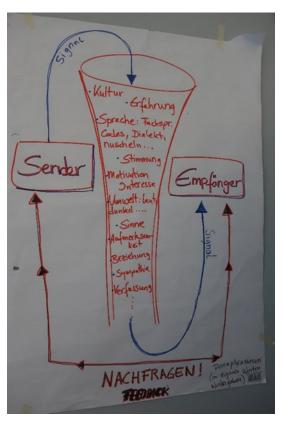


APPENDICES1 / 2. Step: Seen, Heard, Painted





APPENDICES 2 / 4. Step: Sample sender-receiver model



in the center of the funnel (the red text) there are some distortionary factors written that teachers should mention, eg culture, experience, language, dialect, motivation, interest, liking.... sender = nadawca receiver = odbiorca

SOURCES:

Martinelli, Silvio / Taylor, Mark (Hrsg.) (2000): Intercultural Learning T-Kit. Council of Europe publishing, S. 42 (Übung: 4.1.4 "60 seconds = one minute, or does it?") Gudjons, Herbert (2003): Spielbuch Interaktionserziehung. 185 Spiele und Übungen zum Gruppentraining. Schriften zur Beratung und Therapie im Raum der Schule und Erziehung.7. Auflage. "Gesehen, gehört, gemalt" adaptiert nach der Übung "Schrumpfendes Bild"



International competencies in professional and social life A lesson plan for VET staff



1.2. TOPIC: Resolution of conflicts in cross-cultural work environment.



Aims

After the class, the teacher knows:	After the class, the teacher can:	After the class, the teacher understands:
- that cultural diversity may	- 'pour water on trouble waters' and	- that working in intercultural
become the cause of	meet various needs of students	teams/groups often
misunderstanding or	from different cultural	requires increased patience,
conflict.	environments.	alertness and sensitivity.



Time: 45 min.



Materials:

chairs, tables, flipchart, markers, printout (APPENDIX 1), wooden blocks – min. 25 elements, a mobile device to play music



Number of teachers:



Intercultural environment carries a bigger risk of conflict. That is worth to think the aspect over. It is recommended for the activity/class to take place in a big space/area. If there are no wooden blocks you can use chairs in Step 1.



Instructions

Step by step	Time
1. Step: Introduction and 'A conflict'	15 min.
2. Step: An exercise: 'The right pace'	10 min.
3. Step: An exercise: 'Relaxing the atmosphere and reconciling the interests'	10 min.
4. Step: Conclusion	10 min.



1. Step: Introduction and 'A conflict'

The coach explains the topic of the lesson: 'Conflict situations'.

Decription of an exercise: The teachers work in two groups. Each group gets a photocopy of the task. (APPENDIX 1). They discuss it in separate places (this is the best option, so the groups cannot hear each other). Then the groups work in the common area. The exercise is finished when the representatives of both groups achieve their goals (or after about 10 mins).

Sample question for conclusion: Have you achieved your goal? How did your cooperation look like? Did you choose a leader in the beginning of the exercise? What were your emotions in the ecercise like? How would you describe your situation in the task? Was it a conflict? What was the basis of the conflict?

Cultural diversity may become the cause of misunderstanding or conflict. The key to solve it, is to act together and find a golden mean, a middle way, a compromise.

2. Step: An exercise: 'The right pace'

Description: The teachers stand freely in the open space. For the coach signal, the teachers go into whatever directions they want but the pace is ordered by the coach. The pace is changed a few times during the exercise. Sample question for conclusion: Did you see the others differently when the pace was changed? If yes, how exactly?

It is a good idea to slow things down to see the essence of the situation. When things happen too fast it is more difficult to notice another man. The coach may give more reflection here using iceberg diagram (APPENDIX 2) to show various factors affecting conlicts in intercultural work environment.



3. Step: An exercise: 'Relaxing the atmosphere and reconciling the interests'

The conflict resolving method includes easing tensions or creating a relaxing atmosphere in the workplace. The coach suggests learning a Serbian folk dance 'Sestorka', based on movement in the circle and it also includes the movement to the top.

Music and steps: https://www.youtube.com/watch?v=6drHbVF5y3o

4. Step: Conclusion

The teachers, during the workshop, discussed shortly different aspects of conclicts i.e. diagnosing the conflict, an attempt to find its reasons, ways to prevent conflicts, appearements of conflicts. The coach encourages the teachers to prepare their students for proper dealing with conflict situations which may occur in their prospective work environment. (especially if it is cross-cultural).

Sources:

https://www.youtube.com/watch?v=6drHbVF5y3o

Author:

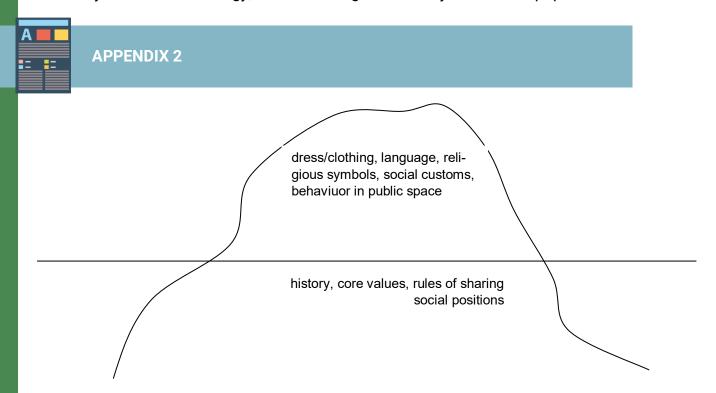
Agnieszka Zabrzewska, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"



A PPENDIX 1

Group T: You are a tribe, where the most important form of expression is growth and movement up. Your task is to build a tower, as high as possible, made of wooden blocks (or chairs). Now, you can shortly discuss the strategy, but when the game starts you must keep quiet.

Group K: You are a tribe, where circle is meant 'perfect'. Your task is to build a circle, as big as possible, made of wooden blocks (or chairs). Now, you can shortly discuss the strategy, but when the game starts you must keep quiet.



In an iceberg, only about 10% of the iceberg is visible above the waterline. The majority of the iceberg is hidden beneath the surface and these features affect each other and may cause different cultural conflits. Culture is similar in that people at first just see a small portion of a person's culture based on things such as clothing, appearance, speech, grooming, greeting rituals, music, arts, or dances. However, these observations comprise just a fraction of a person's culture. A cultural iceberg contains essential characteristics beneath the surface. Thanks to the model you can answer the questions e.g. Why do a Muslim girls cover their faces and avoid working with boys in their class? Why do students from Christian countries refuse going to school (or work) on Sundays? In the discussion, together with the teachers, you can try to add more categories (situations/experiences from vocational classes) to the icebrg model.



International competencies in professional and social life A lesson plan for VET staff



2.1. TOPIC: Involvement and discussion of opinions (an exercise: Zebra).



After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:
- more about their own point of view - more about other teachers' points of view	- better express themselves and their opinions - find arguments to express their points of view	 that points of view are not always 'up or down'. other people's attitudes and they become more sensitive to various lifestyles. that they must be more senstive when working in international environment.



Time: 90 min



Materials:

- a red piece of paper with a note: 'I disagree', a green piece of paper with a note: 'I agree'.
- Cards with written opinions/statements.



Number of teachers:

Of no consideration; to run a good discussion max 15-20 people



Polling may also be conducted on an online platform such as Mentimeter, for visualization and documentation. Nevertheless, this exercise also applies to the spatial division of the group, so this part of the exercise should not be skipped.



Instructions

Step by step	Time
Step 1. Topic introduction	10 min
Step 2. Rules of the exercise	5 min
Step 3. Exercise set	5 min
Step 4. Discussion	40 min
Step 5. Assessment/report	30 min



1. Step: Topic introduction

The trainer introduces the topic. It refers to previously conducted activities, e.g. concerning cultural openness or responsiveness. The exercise consists of a discussion between the participants. The aim is to discuss various topics and show openness to the attitudes of others.

2. Step: Rules of the exercise

The trainer puts the cards with the notes 'I agree' and 'I disagree' on the floor on the opposite sides of the room and explains the rules to the teachers.

The trainer then reads the statements and the teachers are asked to decide whether to agree with them or not. There are no 'shades of gray' (hesitation possibility), e.g. they have to choose one side - they line up on the side of the room on which there is a piece of paper with the note 'I agree' or 'I disagree'.

3. Step: Exercise set

The trainer reads out the first sentence of the exercise:

'A zebra is a black animal with white stripes'.

Teachers stand in place with a 'I agree'/'I disagree' card. The trainer initiates a discussion about why teachers (dis)agree with each other.

Notes for the trainer:

- a. At this point it should be emphasized that it is about personal opinions, not facts (e.g. if someone claims that it is scientifically proven that zebra ...).
- b. If all teachers are on the same side of the statement or only one of them takes a different position, the trainer may also take the 'side of the minority' and give arguments for it.
- c. After each sentence, all teachers go back to the centre of the classroom.
- d. Teachers can also switch sides during the discussion.



4. Step: Discussion

All teachers go back to the middle of the classroom. The trainer reads out the next sentence (see appendix 1) and the teachers stand on the selected side of the room. The trainer then stimulates the discussion and moderates it between teachers, e.g. asking following questions:

'Why are you on the side?' / 'Does everyone on this side agree with what has just been said?' / 'How do you understand this part of the statement?'

The trainer should also summarise the arguments during the discussion to make sure that the each trainer's statement was properly understood. The trainer can also add further arguments if they have an impression that the teachers have forgotten something important.

5. Step: Assessment/report

After a few statements and depending on the teachers' willingness to discuss them, the trainer ends the exercise and asks all teachers to return to the centre of the classromm and to sit down. The cards with the notes 'I agree' / 'I disagree' are set aside so that the room becomes 'neutral' again.

The trrainer then presents a summary of this exercise. As a reminder, the discussed statements can also be shown/rewritten.

The trainer asks the following questions:

- ⇒ Which statement could not the teachers make a decision on?
- ⇒ Why did they change sides?
- ⇒ Were the teachers surprised with different opinions on some of the statements?
- ⇒ Are there any right or wrong answers?
- ⇒ What does this exercise have to do with international vocational training?
- ⇒ What was this exercise good for?

AUTHOR:

Antonia Pilz, Europäische Jugendbildungsstätte Magdeburg





APPENDIX 1 Sample list of statements for discussion

Every student should complete at least one educational training abroad during their school education.

Each profession has its own international profile.

It is important to be able to cooperate with people from other countries.

Internationality has nothing to do with a vocational school.

How a company treats its employees is not a matter for the international community/ society.

Every vocational teacher should have practical experience abroad.

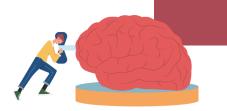
Different statements can be made depending on the group of teachers and their subjects, for example.

Sources

Brander et al. (2015): COMPASS Manual for human rights education with young people. 2nd edition (reprinted with revisions); poprawione po "Where do I stand?"



International competencies in professional and social life A lesson plan for VET staff



2.2. TOPIC: Teachers' responsiveness - creative attitude and innovative solutions.



After the class the teacher knows:	After the class the teacher can:	After the class the teacher is aware of:
- how to use art education elements in vocational education	- let the students take over - react to changes constructively	- the fact that different people have different views of the world - variabilty of factors affecting the process of doing the tasks.



Time: 45 min.



Materials:

Internet access. Video conferencing, online meetings, and webinar software to bring your students. Paint software.



Number of teachers:

10-12



It is possible to have the lesson online.

Remarks



Instructions

Step by step	Time
1. Step: An exercise: Open-mindedness.	5 min.
2. Step: Creative attitude toward variable situations.	
3. Step: Case analysis. Reflexion. Conclusion.	10 min.



1. Step: Open-mindedness

Use a text in Appendix 1 to have a short discussion.

2. Step: Creative attitude toward variable situations.

- A. 'Collage'
- B. Each teacher should draw a picture using Paint software- instructions (Appendix 2). They have 3 minutes to prepare the image.

After 45 seconds the trainer announces the end of individual work. The teachers should close their files and send them to the particular teacher indicated by the trainer. Then the teachers work on the images which they got from the other person/teacher. They exchange the images several times. At last stage of the exercise the teacher gets their first image. The whole group discusses the results of their work.

Sample questions from the trainer: Are you satisfied with the picture? What emotions did you have doing the exercise? How did the 'exchange of image files' affect your work? What did you think more about: your current picture (you were just working on), or your first picture which was now 'in cirulation'? Did you try to guess the owner of the image you were working on? Would you act differently if you had to do the task again?

B. 'ex nixilo'

The teachers have to write down 5 options (from alternative to conventional) of using a clothes peg. After 5 minutes they present the results of their work. The trainer summarises the exercise. Sample issues to be raised: Was it difficult to find innovative solutions? What are the favourable cirumstances to do it?



3. Step: Case analysis

The students get the following story: The main subject discussed during one of the meetings of Polish and German teenagers was sustainable development. The results of their several days lasting work and conclusions of their discussions were to be presented during ecological fairs in Wrocław. Mentors' idea was to organise and conduct workshops which would be helpful for young people in getting prepared properly. Integration games showed that most participants like dancing. The young people agreed to give up the workshops and they supported the idea to prepare a bit with eco-slogans. It was successfully presented in Wrocław. It piqued passerbys' interest and preparations engaged and integrated young people.

Sample issues to be raised at the end of the exercise: Do you agree with the leaders' decision? Would you act in a similar way? What pros and cons of the decision can you see?

Teachers' responsiveness – creative attitude and innovative solutions.



A ...

APPENDIX 1

Artists, creative people often work in a non-standard, innovative way, and yet in business we are dealing with a new paradigm – innovation. This should be enough to open the door to office buildings. By finding new ways of expression, they can contribute to expanding the culture of business in finance, production, or anything

Prof. David Throsby Macquire University Sydney

CULTURE:

- allows us to rethink values in the public and private sectors,
- move thinking about economic success and development beyond GDP,
- draws attention to the effectiveness and recipients of the policy,
- expands sustainable development with the sphere of art and spirituality,
- strengthens intercultural dialogue as a means of resolving conflicts.



Appendix nr 2

Instruction:

Open All Programs - Accessories - Paint from the menu and save the new file in the following format: FirstName_InitialOfSurname.jpg. Your task is to create with the help of paint software an image invented by you. The total working time is about 10 minutes. You can't reveal to the other participants of the exercise what you are creating an image about. The next steps will be given by the trainer.

Sources:

https://nienieodpowiedzialni.pl/czesci-jednego-systemu/



International competencies in professional and social life A lesson plan for VET staff



2.3. TOPIC: Virtual coaching and crisis resolution during work internships.



After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:
what crisis situations may occur during internships what intervention measures are possible in crisis situations how to organise virtual individual coaching	- recognize crisis situations - develop an appropriate intervention approach - involve other entities in the problem-solving process - use virtual individual coaching as a method of work	- developing anticipatory solutions in crisis situations - advisory approach to solving various types of crisis situations - managing the processes of cooperative solutions



Time: 90 min



Materials: A board, a flipchart, markers



Number of teachers: 10-15



Expectations for the internship and reality often do not coincide. This can lead to a crisis situation, which in the worst case ends with termination. The person responsible for the traineeship must be aware of the possibilities of intervention. Practice **Remarks** during a pandemic means, for example, that a visit to a company cannot always take place. New

technologies, such as video platforms, can replace a visit and also save a lot of time. During the classes, participants deal with the specifics of virtual crisis counseling.



Instructions

Step by step	
Step 1. Trainees in the company: What crisis situations can occur?	10 min.
Step 2. Crisis intervention coaching during the internship (role-playing)	35 min.
Step 3. Presentation of results from role-playing	30 min.
Step 4. Checklist: 'Virtual individual coaching'	15 min.



1. Step: Trainees in the company: What crisis situations can occur?

What crisis situations can occur during internships?" – brainstorming. Answers may vary: from dissatisfaction with the work done in the company where the internship takes place, through insufficient explanations about the work to be performed and the management style of the supervisor, to the fear of isolation from the colleagues.

Depending on the experience and interests of the course participants, the topic of foreign internships may also be discussed here. Problem areas then expand to include, for example, fear of communicating in a foreign language, the situation in the accommodation and nostalgia for family and friends at home. Answers are written on the board.

2. Step: Crisis intervention coaching during the internship (role-playing)

Small groups are formed and the trainer distributes one of the 3 model cases of "Crisis Intervention" (Appendix 1). Each small group discusses the model case and develops an advisory approach. The C. case model focuses on crisis intervention for a foreign internship. The intervention takes place depending on the experiences and interests of the participants. The result of the discussion is developed in the form of role-playing (training participant - teacher/instructor). The instructor moves between groups and, if necessary, provides missing information.

3. Step: Presentation of results from role-playing

Small groups present a developed approach to the solution in the form of roleplaying. After each role-playing, the trainer moderates the discussion on the

4. Step: Checklist 'Virtual individual coaching'

Under the guiding question "What to look for in virtual coaching?", a checklist is defined in the plenary session containing the specific features of virtual counseling.

Appendix 2 can be used as a model here

Author:

Bernd Faas, Eurocultura





Sample case 1 Role-playing

The intern feels insufficiently ambitious in the company, but strives for success

Simon learns the profession of a hotel manager and works as an apprentice in a hotel 30 km from his home. The bus connection is once an hour and does not allow him to be at work on time to start his shift punctually. On the early shift, he works at the breakfast buffet and is responsible for preparing and cleaning the tables. Then he is assigned simple tasks not related to training, such as cleaning the rooms. On a late shift he does not serve to the table. Direct contact with guests is minimal. His colleagues are stressed and do not have enough time to take care of him.

His conversation with the company coach did not lead to an improvement in the situation. He is highly motivated to complete the internship.

Task

- 1) Analyse Simon's situation.
- 2) Identify possible interventions.

Determining the possibilities of intervention, taking into account contracts and agreements with the company providing the internship.

- 3. Define how individual coaching should proceed in a virtual form.
- 4. Develop a role-playing advisory conversation between Simon and a responsible teacher/trainer.
- 5. In the next step, demonstrate role-playing in front of other participants.

Roleplays

- 1. a trainee
- 2. Supervising teacher
- 3. a company, possibly an internship supervisor



Sample case 2 Role-playing

A. The intern is demotivated and wants to leave her job

Petra learns the profession of hairdresser and alternates between phases od 'no bock' and 'high motivation'. The initial enthusiasm associated with the practice in the company has disappeared and she wants to give up the internship as soon as possible.

As an explanation, she gives general reasons (e.g. I do not feel well, I am treated badly in the company, no one wants to talk to me), not being able to describe them in more detail.

Task

- 1. Analyse Petra's complaints.
- 2. Identify opportunities for intervention, taking into account contracts and agreements with the internship company.
- 3. Define how individual coaching should proceed in a virtual form.
- 4. Develop a role-playing advisory interview between Petra and the responsible teacher/trainer.
- 5. In the next step, demonstrate role-playing in front of other participants

Roleplays

- 1. A trainee
- 2. A support teacher
- 3. Psychologist (possibly school psychologist)
- 4. company supervisor of internships



Sample case 3 Role-playing

B. Dissatisfaction with accommodation abroad

Peter is having an internship in Spain and he is staying with a host family with half board. He is sharing his room with a classmate. He is complaining about the rules in the host family house,

(no visits from other schoolmates, supper punctually at 8.00, silence at night starts at 10.00, coming back home at the latest by midnight, keeping the room tidy and tidying it once a week.) which do not leave him much room for manoeuvre. Therefore, he would like to change the accommodation and have a single room.

Task

- 1. Analyse Peter's complaints.
- 2. Determine possible interventions.

Determining possible interventions you should consider agreements and deals with the enrolling organisations (a school, a company, a mobility agency)

Determine the way of conducting the virtual individual coaching.

Develop a advisory conversation in the form of a role-play between Peter and a teacher/trainer.

3. Presenting the roleplays in front of the other participants.

Roleplays

- 1. A trainee
- 2. A teacher supervisor
- 3. A representative of an employer





APPENDIX 2 Checklist 'Virtual individual coaching' (sample)

Virtual individual coaching procedure		
Stricktly scheduled or to be arranged		
Place oft he internship	(at work, at home, in the time-off, etc.)	
Length of counselling	(open, limited etc.)	
Time	(lunchbreak, in the evening, etc.)	
Communication platform	(software)	
Data protection		
Sharing information with engaged entities (before and after)	(a company, a school headmaster, parents, etc.)	
Introductory questions asked to make an		
advisory-friendly atmosphere		
The end of coaching	(further steps etc.)	

Sources:

Klawe, Willy: (Neue Zugänge zu Jugendlichen mit besonderem Förderbedarf durch Kooperation von Internationaler Jugendarbeit und Individualpädagogik, IJAB (Hg.) Forum Jugendarbeit International, 2013-2015, Bonn, 2015
Q-mobil – Qualitätssicherung europäischer Mobilität auf der Grundlage des EQARF, dargestellt am Transfer einer Zusatzqualifikation für interkulturelle Kompetenz, Programm Lifelong Learning

DE/10/LLP-LdV/Tol/147326
Eigenes Material aus "Train-the-Trainer"-Kursen in Italien und Deutschland



International competencies in professional and social life A lesson plan for VET staff



3.1. TOPIC: Different cultures, one profession and one class



After the workshop the teacher knows:	After the workshop the teacher can:	After the workshop the teacher understands/ is sensitive to:
- what feelings students from other cultures can have - what methods are helpful in integrating students from various cultures	- better integrate students from various cultures - better react in problematic situations	- cultural differences which play a role in working life and should not be ignored



Time: 90 min.



Materials: flip-chart paper, pencils/pens, Appendix 1



Number of participants: 8-20



Remarks

There are many migratory movements taking place in Europe. It often happens that classes in vocational schools in European Union countries are culturally diverse. VET teachers are often confronted with a new student from another country joining the class and they are not sure what they can do to support integration among the classmates. This module will help in this area.



Instructions

Step by step	Time
1. Step - Discussion for introduction	10 Min
2. Step - Situation actors	20 Min
3. Step – An exercise: 'Empathy'	15 min
4. Step – The process of cultural adaptation (Appendix 1)	15 min
5. Step – Ideas for action	30 min



1. Step: Discussion for introduction

The trainer introduces the topic: asks teachers: who has already encountered a situation in which they admitted a new student from another country to their class? What difficulties did they observe then? (the trainer allows the teachers to discuss the answers between themselves)

2. Step: Situation actors

The trainer spreads four large pieces of paper (e.g. a flip-chart) on the floor entitled "new student", "a class", "a teacher" and "apprentice' employer". They ask teachers to consider what difficulties arise in the first days of a new student's stay in the classroom for each group, and then to write them down there. Finally, the trainer hangs posters on the wall so that they are clearly visible and discusses written comments. The task is to show that this is a difficult situation not only for the new student, but also for other stakeholders of vocational education. Teachers can look at it from different perspectives.

3. Step: An exercise: 'Empathy'

The trainer conducts an exercise with the teachers: a few volunteers leave the room. Others decide between themselves a topic they would like to talk about, but they must replace words from the discussed field with words from another field. For example, when they want to talk about training chefs, they use words from sports: the word cook is replaced with the word football player, the word kitchen with the word pitch, etc. After entering the room, the volunteers' task is to join the conversation. They usually guess the key of the conversation after a while, but at first they feel that they don't understand what's going on or that they think the conversation is about a different topic. Finally, the trainer asks the volunteers to share their feelings. They are close to the feelings experienced by a student from a different culture in the first stage of being in a new environment.



4. Step: The process of cultural adaptation (Appendix 1)

The trainer divides teachers into groups. Each group gets the cards that describe the stages of the process of cultural adaptation (acculturation) - Appendix 1. Each stage is described on a separate sheet. It is the task of each group to arrange the stages in the order of how they proceed. Finally, the trainer shows the correct order: 1. Honeymoon 2. Culture shock 3. Revival 4. Adjustment

5. Step: Ideas for action

The trainer asks teachers to discuss in groups advice on what a vocational subject teacher can do to help the new student to integrate quickly into the classroom. Each group presents its 2-3 selected ideas to the rest.

Examples:

- ⇒ The new student shows a photo/presentation of the profession that the students are learning in their country/homeland, explains whether women and men have equal access to it, describes eduacational/training process and tells the others the cost of it; they also talk about their motivation to choose a profession.
- During practical classes, students use elements of the culture from which the new student comes, e.g. cooks prepare dishes using the recipes of a new student's traditional cuisine, they learn about the times of meals, typical spices; carpenters make elements in the style or with decorations typical of the new culture; for hairdressers, the student makes a presentation with the hairdos currently preferred in their country, shows the characteristics of the hair typical of people in their country and how to take care of it.

Author:





Stages of cultural adaptation: by an anthropologist Kalervo Oberg

- **1. Honeymoon** is a period of fascination with the new culture. The student willingly comes to school, has a positive attitude, is interested in the new environment, the novelty intrigues them and evokes enthusiasm.
- 2. Culture shock this is the time when the student begins to deal with everyday life in a foreign country, there are doldrums, a sense of incomprehension and frustration grows, longing for the home country. At this stage, two mechanisms emerge: the negation of the environment that causes discomfort – the student rejects the customs of the new country, looks critically at the behavior of colleagues and teachers; and regression - irrational idealisation of native culture, glorification of everything connected with it. The student only remembers the good times spent in their homeland, they look for contact with their countrymen, who are in contrast to the local 'enemies'.
- 3. Revival when a student experiences that they are able to cope with many difficult situations, their well-being improves. Knowledge of the language is getting better, self-confidence and the ability to cope with difficult situations returns. The student's good mood returns, they see their colleagues/classmates and teachers more positively.
- **4. Adjustment** a student coming from a different culture begins to understand the norms, values and symbols of a new country, and they start to accept new customs. The student can communicate in the new language at least at a basic level and they function relatively freely in the classroom.

Sources:

Appendix 1 based on: K. Oberg, Culture shock: adjustment to new cultural environments, Practical Anthropology, nr 7, 1960. In exercise: Empathy' – an idea taken form a publication by: I.Czerniejewska, A. Marek, Uchodźca

w mojej klasie, Warszawa 2010.





International competencies in professional and social life A lesson plan for VET staff

3.2. TOPIC: Decision-making in an intercultural context on the example of choosing a company to do an internship in the hotel industry



After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:
- how the situation of the hotel and catering industry looks like at the international level - knows the method in making decisions for an internship company - how to assess the importance of bias in the decision-making process	- include in the lesson the topic: 'Internationalization of the profession' analyse decision-making processes and develop evaluation criteria for the internship company didactically develop the topic "Prejudices and internship company - Use the map method in a class	- how to develop a lesson on 'Suitable Internship Company' - How to create a lesson on 'Decision Making and Bias' - how to adapt card methods to other teaching content and sectors



Time: 90 min



Materials:

6 cards with nontransparent flipcharts, paper, pens



Number of teachers:



Remarks

The hotel and catering industry is the most internationalized sector of the economy in the world. In countries such as Italy and Germany, the share of foreign workers ranges from 30% to 50%. Very many restaurants and hotels have owners with migration experience or are a part of international chains. During these classes, participants will learn about the international situation in the hotel and catering industry and define the criteria for choosing an internship company with foreign facilities using an exercise. In this way, they will cope with their own ideas and prejudices against people and employees from a different cultural background. Classes can also be adapted for other industries, such as logistics, IT or finance.



Instructions

Step by step	Time
Step 1. Introduction of the definition of 'Internationality of the hotel industry' and discussion	20 min.
Step 2. What are the criteria for choosing a host company by the school and the learner?	20 min.
Step 3. An exercise: 'Trainee's company and the origin of the business owner'.	20 min.
Step 4. Criteria for decision-making in an intercultural context.	30 min.



1. Step: Introduction of the definition of 'Internationality of the hotel industry' and discussion

The instructor(s) provide an overview of the international nature of the hospitality industry in their home country and in Europe, giving facts and figures (see Appendix 1 a handout: 'Facts and figures about the hospitality industry in Europe' and Appendix 2 a handout: 'Multiculturalism - a model of success;). This event is followed by a plenary discussion.

Questions:

- ⇒ How strongly are migrant workers represented in the hotel industry?
- ⇒ Are there any migrant owners in the hotel sector?
- ⇒ Are there any international dishes that are well/badly perceived in your country?
- ⇒ Are there any prejudices against foreign workers in the hotel industry?
- ⇒ Do students have a preference in the company where they practice when it comes to food traditions?

The students' answers are written on the board or on the flipchart.

2. Step: What are the criteria for choosing a host company by the school and the learner?

In small groups, participants discuss criteria that are important for the school and students when deciding on the choice of an intermediary company in finding an internship.

The given criteria are recorded on the board and briefly presented to the other group.

Possible criteria:

- ⇒ Explore innovative/international food
- ⇒ Apply existing knowledge
- ⇒ Family business or international network
- ⇒ Optimal professional supervision by trainers
- ⇒ Find self-confidence in an international team
- ⇒ Improving your linguistic skills in an international team



3. Step: An exercise: 'Trainee's company and the origin of the business owner'.

Remarks and insturctions to the exercise:

A vocational school must find a company offering internships in the catering sector at the last minute. Unfortunately, there wasn't enough time to gather detailed information from a list of six small restaurants available. It is necessary to "choose" a suitable restaurant where students will be able to do optimal practice. The school's reputation is at stake if the wrong choice is made. You need the right business owner – someone with experience, entrepreneurship and management skills, knowledge of meal preparation, creativity and great communication skills!

Try to make a decision based on the information you get round by round.

Class participants work in pairs. Each pair gets 6 cards from 6 restaurant owners (Appendix 3). The appropriate information is revealed in each of the rounds and the pairs discuss which of the owners should be excluded when they get the information. At the end of the exercise one owner of the restaurant is identified.

- 3.1 Round name: one owner of the restaurant is excluded
- 3.2 Round a portrait photo: one owner of the restaurant is excluded
- 3.3 Round an origin: the owner of the restaurant is excluded
- 3.4 Round a type of a restaurant: one owner of the restaurant is excluded
- 3.5 Round trained professions: one owner of the restaurant is excluded



4. Step: Criteria for decision-making in an intercultural context.

The trainer evaluates the exercise together with the participants, using guiding questions to understand the objective and subjective criteria for choosing a company.

Guiding questions:

- ⇒ Which restaurant owner have you chosen and why?
- ⇒ Which restaurant type have you chosen and why?
- ⇒ Are you satisfied with your choice?
- ⇒ Would you make a different decision if you knew all the information before?
- ⇒ What affected your decision?
- ⇒ What's wrong with judging people with so little information about their professional lives?
- ⇒ How can prejudices affect the students?
- ⇒ How should schools prepare their students for the international hospitality industry?

The trainer writes the information on the board and they summarise the lesson at the end.

Author: Bernd Faas, Eurocultura



Trainers' manual/guide

Facts and figures about the hospitality and catering industry in Europe Annual turnover "food and beverages" in Europe (UE-28), (presented in millions of euros)

2011	2012	2013	2014	2015	2016	2017
348.710,20	353.832,40	355.702,80	375.912,60	404.181,70	421.195,70	428.401,10

2. Annual turnover 'food and beverages' in chosen countries in Europe (EU-28), (presented in millions of euros)

	2017
Poland	6.440,80
Italy	57.073,60
Germany	61.266.60
France	69.266,60
Spain	44.504,10
the UK	82.186.60

3. Annual turnover 'restaurants and takeaways' in EU (EU-28), (presented in millions of euros)

2011	2012	2013	2014	2015	2016	2017
216.641,70	217.539,50	222.538,00	236.865,60	256.096,80	264.028,00	279.468,20

4. Annual turnover 'restaurants and takeaways' in EU (EU-28), (presented in millions of euros)

	2017
EU-28	279.468,20
Poland	5.454,20
Italy	33.071,90
Germany	43.722.20
France	50.807,40
Spain	22.314,00
the UK	46.722,20

5. Businesses in hotel and catering sectors in EU (EU-28), (presented in thousands).

2011	2012	2013	2014	2015	2016
1.551.476	1.545.757	1.542.287	1.575.122	1.599.798	1.661.976



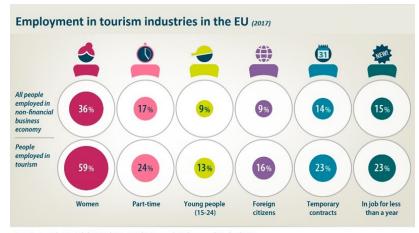
6. Businesses in hotel and catering sectors in chosen countries in EU (EU-28), (presented in thousands).

	2016
EU-28	1.661.976
Poland	39.142
Italy	273.864
Germany	184.449
France	218.796
Spain	281.014
the UK	132.222

7. Workers in hotel and restaurant industry in Europe in 2017

	2017
Poland	326,400
Italy	1.043,010
Germany	1.353.400
France	852,500
Spain	1.323,600
the UK	1.572,8700

8. Employment in tourism industries (air-transport, accomodation and travel agencies) in Europe in 2017



Note: Tourism industries include NACE divisions H51 (Air transport), I55 (Accommodation) and N79 (Travel agency, tour operator reservation service and related activities).

ec.europa.eu/eurostat

Catering and food services with the highest turnover in Europe in 2017, (presented in millions of euros)

1	McDonald's	22.700
2	Sodexo	7.788
3	Compass Group	6.745
4	Elior	6.422
5	Yum Brands	4.952
6	Burger King	3.700
7	Domino´s Pizza	2.550
8	Mitchell's und Butlers	2.488
9	Autogrill Group	2.058
10	Starbucks	2.050



Trainers' manual/guide

Multiculturlism – a success model! (extract)

Why the hospitality industry benefits from cultural diversity.

The fact that people from different nations meet with tolerance and respect has always determined the nature of the hotel industry. The gastronomic scene is also traditionally multicultural.

Daniela Müller Monday, 02.09.2019

In many ways, our industry is a living proof that diversity does not stand in the way of peaceful and constructive coexistence.

The hotel industry in this country is growing thanks to the diversity of its employees. And it survived thanks to this diversity. Without support from all over the world, many companies would not be able to cover their staffing needs for a long time. The fact is that in December 2018, according to the Federal Employment Agency, about 33 percent of workers in sectors subject to social security contributions were of foreign origin. The hotel industry in Austria would also struggle to cope without immigrant workers. According to official data, about 47 percent of employees (with and without mandatory social security) in the catering and accommodation sector, it has a migratory origin. Internationality, however, is almost inscribed in the DNA of this sector. Many entrepreneurs and managers have gone through career stages abroad, have experienced working with foreign employees, colleagues and guests - and successfully manage a variety of employee teams. 'Family businesses in particular are predestined to provide support and social assistance to workers who have often lost their homes and whose families are far away, explains lawyer Sandra Warden, Managing Director of the DEHOGA Bundesverband.



Workers from over 120 countries

Matthias Recknagel, Managing Director of BUHL Personal, confirms that immigrants play a very important role in the catering industry. Headquartered in Augsburg, the augsburg-based company has been a leader in the catering personnel services market for over 30 years. The Polish nationwide network of branches employs over 4,000 people - from 123 countries. "We already lack many qualified employees. We will not be able to fill this gap in the future through training. In addition, we observe that German workers are difficult to attract to our industry," says Recknagel.

International work environment has an enhancing effect

The best reward for this flexibility is the numerous committed employees who appreciate the employer's favorable attitude and contribute and their culture to the good of the company. "I noticed that especially for the representatives of the young generation, multiculturalism is something completely normal. They even see the international working environment as a huge enrichment. There is no racism or resentment because of origin," says Recknagel. Especially clients operating internationally appreciate the diverse workforce. For example, when a Japanese company needed Asian staff to handle an event, BUHL was able to provide the right people. On the occasion of a state reception attended by former US President Bill Clinton in Nigeria, a personnel services company hired Nigerian students and flew with them to the West African country.

In addition to the event industry, multiculturalism is now a standard in the hotel and catering industry. Matthias Recknagel: 'Customers are becoming more and more flexible here, for example in terms of the required training for chefs. In the past, all our chefs had a diploma from the Chamber of Commerce and Industry. Currently, we also employ chefs who have completed vocational training abroad. For our customers, the most important thing is that our employees know their trade. And we can guarantee it.'



Question: What do you consider to have the best effects of employing multicultural workforce?

Daniel Müller, co-manager in Motel One Group

There are people from all around the world working together in Motel One, they have different cultural backgrounds. We consider ourselves as hosts for the foreign guests who come from different parts of the world. That's why we think of it as a natural enrichment, when we employ an international workforce.

Thomas Hagemann: COO from Meininger Hotels

Since we currently operate 28 hotels in nine countries, we are already a very international company with an international workforce. In Germany, for example, this share is 60 percent. The positive effects are manifold: of course, creativity, mutual learning and much more. Above all, guests benefit from diversity: the multitude of languages, cultures and experiences of employees affects their well-being.

Phillip Winter, CMO in a&o Hotels and Hostels

Despite globalization and progressive unification in many areas, each culture and nation still has its own characteristics - and they are a great enrichment. Working together means learning from each other, especially as the origins and life stories are different. At a & o, we see so much diversity under one roof as a great opportunity and challenge

Susanne Kiefer, A superior of the hotel Ritter von Kempski Privathotels

The collaboration of different cultures with different languages, opinions and points of view can be enriching, very productive and creative. Moreover, in a culturally open team there may be a greater willingness to listen to and understand the arguments of other team members. Depending on the organizational culture, each employee has something different to contribute to the overall picture.





An exercise 'Training farm and the origin of the farm owner'

Round - name: one owner of the restaurant is excluded						
Ali	Marcin	Jamie	Uwe	Johanna	Delroy	
Abdul	Murphy	Small	Campbell	Mann	Bailey	

Ali	Marcin	Jamie	Uwe	Johanna	Delroy
Abdul	Murphy	Small	Campbell	Mann	Bailey



Round – an origin: one owner of the restaurant is excluded

Ali **Abdul**



Marcin Murphy



Jamie Small



Uwe Campbell



Johanna Mann



Delroy Bailey



Runda – type of a restaurant: one owner of the restaurant is excluded

Ali Abdul



Marcin Murphy





Jamie **Small**



Uwe Campbell



Johanna Mann



Raw foods

Delroy Bailey





Round – trained professions: one owner of the restaurant is excluded

Ali Abdul



Former soldier

Marcin Murphy



A businessman

Jamie Small



Former firefighte

Uwe Campbell



Johanna Mann



A dietician

Delroy Bailey



A cook

Sources:

https://www.statista.com/topics/3966/restaurants-and-food-services-in-europe https://ec.europa.eu/eurostat https://www.hogapage.de/magazin/specials/multikulti-ein-erfolgsmodell-2





International competencies in professional and social life A lesson plan for VET staff

3.3. TOPIC: Understanding the values of the European Union as community values (values auction)



After the class the teacher knows:	After the class the teacher can:	After the class the teacher is aware of/understands:
- EU values	- enumerate EU values - relate EU values to their own area of professional activity	- their own values and how they are used in the classroom that everyone has different values on which they base their views and that the values must be approached with sensitivity.



Time: 90 min



Materials:

a hat and a hammer, moderating cards, a list of EU (European Union) and UA (African Union) values, peanuts and mandarin oranges, flipchart paper, markers, projector, PowerPoint software



Number of teachers: max 30



At least two trainers are needed and if possible there should be a second seminar room. Before class starts, the letters a-d should be pinned at the four corners of the "main seminar room" for Step 2. For Step 2 and Step 3, questions and definitions should be visualized (Appendices 1 and 2). It is a good idea to write them down on a piece of paper in advance or display them on the wall, e.g. with a projector, so that teachers can review the possible answers and definitions again.





Instructions

Step by step	Time
Step 1. Introduction to the exercise	5 min
Step 2. Teachers' personal relationship with the EU	5 min
Step 3. Introduction to the subject of "values"	5 min
Step 4. EU values	10 min
Step 5. Dividing the participants into groups	10 min
Step 6. Introduction to values auction	5 min
Step 7. (if it's possible - change the classroom) Values auction	20 min
Step 8. (first classroom) Continuation of the auction	5 min
Step 9. Assessment/report	30 min



1. Step: Introduction to the exercise

The trainer introduces the topic. As this entire thematic block is about the internationalization of VET, teachers get to know the EU and its values and their personal ties to this country association.

2. Step: Teachers' personal relationship with the EU

The trainer asks a few questions (see Appendix 1) about teachers' personal relationship with the EU, e.g. "I feel more like ...

- ⇒ Polish/Italian/German;
- ⇒ resident of the region (e.g. Saxony-Anhalt);
- ⇒ European;
- \Rightarrow citizen of the world.

Then the teachers are asked to stand in one of the four corners of the room respectively to their answer.

3. Step: Introduction to the subject of 'values'

Now the trainer tries to find a common definition of the topic of value with the teachers. The teachers can brainstorm and the trainer writes down their ideas on a flipchart. The trainer then presents two definitions (see appendix 2) and again takes the teachers' input into account.

4. Step: EU values

At this stage, teachers are asked to reflect on the EU values which they can exchange. The presenter has a list of EU and AU values in front of them (see Appendix 3). The trainer writes down the values that the teachers mention on cards for moderation and pins them on a flipchart: EU values – blue cards, AU values – orange cards and common cards – yellow. The trainer can add other values that the group has not thought of.



5. Step: Dividing the participants into groups

The trainer divides teachers into 6-10 groups of up to 5 people each. Then the groups are informed that they should now represent a fictional country and come up with a name and logo for it. They write the name and logo on their own flipchart. They have a maximum of 10 minutes for this.

6. Step: Introduction to values auction

When the logos and country names are ready, each country receives a box of 30 peanuts (= 30 monetary units) and 1 mandarin orange (= 10 monetary units). They are told that they are about to take part in an auction of the previously collected values and that they will have a chance to auction them there. The country with the highest bid receives the appropriate value.

7. Step: (if it's possible - change the classroom) Values auction

If possible, the teachers now change the classroom. The scenery for the auction is already prepared in the second room. Tables for countries in small groups and a table for the auctioneer are available. The auctioneer (hat and hammer as a prop) bids in turn the values (EU, AU, common values) that have been previously collected on moderation cards on a flipchart. When a country purchases a value, it pays for it with peanuts and mandarins and receives the appropriate value card.

8. Step: (first classroom) Continuation of the auction

All the teachers and the trainer return to the first room with the auctioned values and flipcharts with countries. At this point, the trainer announces that countries have time to re-examine their values and exchange information about the auctions.

(Trainer's hidden goal: Groups of countries can form coalitions or exchange values).



9. Step: Assessment/report

After that, the assessment/report begins. The operator asks questions about the course of the auction:

- ⇒ At what value was the highest bid made? Why?
- ⇒ At what value was the smallest bid made? Why?
- ⇒ What strategies were used?
- ⇒ Are you satisfied with the values you bought? Which one would you like to have? Which of them were bid and which ones weren't bid?
- ⇒ Did they drive the trade or create trade unions after the exercises?
- ⇒ What does this exercise have to do with vocational training and the teaching profession?
- ⇒ Should European values play a greater role in vocational training?
- ⇒ Do you feel that, as a teacher, you do not include personal values in your teaching/ your teaching is worthless?
- ⇒ Is it possible?



Christian Scharf, Europäische Jugendbildungsstätte Magdeburg



A ...

APPENDIX 1

Questions for Step 2:

I feel more like a ...

Polish/Italian/German;

resident of the region (e.g. Saxony-Anhalt);

European;

citizen of the world.

- 2. For me Europe is mostly...
- a) geograpcic boundary
- b) solidarity
- c) peace
- d) safety
- 3. How often do you meet Europe?
- a) every day
- b) at least once a week
- c) rarely
- d) never
- 4. Have you ever been abroad?
- a) No
- b) Yes, on holidays
- c) Yes, but not on holidays only on other purposes (etc. on business etc.)
- d) B and C
- 5. Is international exchange important in your business area?
- a) Yes, absolutely
- b) Yes, to some point
- c) rather not
- d) not at all

(possibility to ask further or different questions)



A PPENDIX 2

Value definitions for Step 3:

Value:

" the inherent property of a thing by which it is desired to a certain extent ". (Duden)

Values:

'The concepts of value in common language refer to properties or features considered desirable or morally good, which are ascribed to objects, ideas, practical or moral ideals, facts, patterns of action, character traits.'

(Wikipedia)



APPENDIX 3

Value lists for UE and for AU for Step 4:

EUV:

UE values

- respect for human dignity
- freedom
- demokracy
- equality
- rule of law; law-abidingness
- respect to human rights (including the rights of minorities)

For member countries/associations:

- pluralism
- nondiscrimination
- tolerance
- justice
- solidarity
- equality between women and men



AUV

- unity
- solidarity
- sovereignty
- independence
- international cooperation
- peace
- security and safety
- stability
- demokracy
- human participation
- human rights and civil rights
- sustainable development
- good management

Additionally:

- power
- wealth

BDKJ (o.J.): Werteversteigerung. URL: https://www.bdkj.info/fileadmin/BDKJ/Download-Dateien_Text/Gruppenstundentipps/Thematisches/GS_werte.pdf (letzter Zugriff: 14.10.2020); an das Themenfeld Europa angepasst im Projekt "Europa sind wir" der EJBM
The African Union Commission (o.J.): About the African Union. URL: https://au.int/en/overview (letzter Zugriff: 14.10.2020)



International competencies in professional and social life A lesson plan for VET staff

4.1. TOPIC: Challenges of a contemporary teacher of vocational subjects. Self-reflection and positioning exercise.



After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:
 how their colleague-teachers rate their own challenges in the profession how his colleague-teachers deal with the challenges. 	- put into words their own challenges in the profession - look at challenges from different perspectives - list possible solutions to specific problems	- how and why it is important for the teacher to turn to their colleagues in new, difficult situations and ask for help - how and why there is an exchange with colleagues





Materials: flipcharts, moderating

walls, modelling clay, peanuts, mandarin oranges, a high table



Number of teachers: max 20



The classroom must be prepared before the activity so that teachers can start directly from walking through the gallery. For information on room division, see Step 2. This module is primarily intended for teachers who can share their personal challenges. They should understand that they are not alone with many problems and that their colleagues are also experiencing similar challenges. Therefore, the following exercises focus on teacher-to-teacher exchange and discussion.



Instructions

Step by step	Time
Step 1. Introduction to the exercise	5 min
Step 2. A gallery walk	20 min
Step 3. Assessment of A gallery walk	15 min
Step 4. Case studies - working on challenges	30 min
Step 5. Presentation of case studies and solutions; assessment/report	20 min



1. Step: Introduction to the exercise

The tutor welcomes the teachers in front of the room. It introduces a short introduction that today's topic is ,Challenges related to the teaching profession' and introduces the 'Gallery Walk' method. Teachers see several stations around the room where they are asked to do something. At the stations, it is clearly explained what to do. Now they have a total of 20 minutes to move freely around the room and work at each station. They should look at what others have done/written, but talk to each other as little as possible.

2. Step: A gallery walk

Teachers start with 'A Gallery Walk'. There are different stations with different tasks:

- a) On the moderation wall there are questions: "What are the challenges in the teaching profession? What is your biggest challenge right now? There are markers and teachers can answer freely or write '+1' if someone has already written the same answer before them.
- b) There are several empty bowls on the table. There is a sign in front of each cup (e.g. empathy, organizational talent, loud voice, large network of contacts, work experience, business contacts ...). The question: 'What is most needed for a good teacher?' is displayed in the table.

Teachers can now put peanuts or mandarin oranges in the appropriate bowls to express their personal opinion.

- c) Modelling clay of different colours is lying on the table. Here is the task: 'How many challenges have you had to face in your working life? Knead a snake which would be as long as the challenges you have mastered.' Each teacher kneads one snake and they put it on the table.
- d) In one corner there is a high table. The assignment for teachers: they have to talk about their current or past challenges and discuss them among themselves. This is the only activity in which speaking is allowed. If necessary, "seal" the corner visually and acoustically, e.g. by placing a moderation wall in front of it.



e) Several large circles are drawn on the flipchart. Some circles contain words such as "sport", "talk to colleagues about it", "breathing exercises", "complain", some circles are empty. At the top of the flipchart there is a question: "How do you cope with the challenges in your daily work? Please write your name in a circle".

Teachers write their names into the circle with the answer that suits them. New answers can also be entered in empty circles.

f) The trainer can come up with more stations.

After 15 minutes, the trainer announces that the exercise is almost finished. Meanwhile, reminds teachers to change stations and do assignments for all the stations.

3. Step: Assessment of A gallery walk

Now the trainer goes through each station with all the teachers and discusses the answers. He may ask stimulating questions, such as "Which answers surprise you?", "Who wrote this? Why?" etc. It is mainly about the exchange between teachers and for them to have the opportunity to talk about their challenges.

4. Step: Case studies - working on challenges

Teachers are divided into groups. There are different possibilities here:

- a) The trainer has already prepared several case studies and they divide teachers into as many groups as there are case studies.
- b) The challenges that the teachers wrote down on the moderation wall are selected.

The trainer asks teachers which challenges are the most difficult for them and asks them to present case studies. The teachers are then divided into the appropriate number of groups based on the given case studies.

Each group receives a case study (option a: written, option b: oral summary of the discussion). They now have 30 minutes to discuss the example and take the point of view of the various groups/individuals involved. They should find possible solutions to this challenge. Each group receives a flipchart and markers for this purpose.



5. Step: Presentation of case studies and solutions; assessment/report

After 30 minutes, the groups meet again in the seminar room and are asked to present the results of the discussion. Other groups can ask questions or make comments, and propose further solutions if necessary.

AUTHOR:





Sample case studies for Step 4:

'Your students regularly complain that their lessons are boring and out of date. As a result, they are often irritable or distracted from the class.'

You have already been asked by some student employers to teach other subjectspecific topics that better fit into the practical part of the training."

'Student employers would like to see more references to the international perspective of the teaching profession.'

'You and the school would like your students to have the chance to do at least one longer internship abroad. The program framework makes this task difficult.'

'According to the framework curriculum, from the next school year, each student should be assessed after each lesson, and these assessments should be included in the school assessment at the end of the school year.'

'In the conversations of the peers, teaching and current issues/challenges/ development are rarely discussed, but only the private life of the other person.' 'Some students would like to do an internship abroad and they come to you with such a request.'

Sources:

Idea of a Gallery Walk taken from the project: "Europa to my" EFJM





International competencies in professional and social life A lesson plan for VET staff

4.2. TOPIC: Teaching didactics in vocational school classes with residents and students from migrant backgrounds



After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:
 what is the 'Cultural Iceberg' method how the cultural characteristics of the person/country are divided which properties are visible or invisible how to distinguish behavioral or value-oriented traits of culture 	- use the 'Cultural Iceberg' method for your own target group - reflect on your own idea of culture in the school context - carry out further training with the 'Cultural Iceberg' for colleague-teachers	 non-formal learning with their own target group adapting the 'Cultural Iceberg' method with a different cultural background of their target group conducting the 'Cultural Iceberg' workshops for colleague-teachers



Time: 90 min



Materials:

Cultural Iceberg Template (A3 format) Remarks with the terms 'What is culture' a flipchart, paper, pens, fastening



Number of teachers: 6-10



By means of the 'Cultural Iceberg' exercises, participants are encouraged to recognize their own 'Cultural Iceberg' in relation to their target group (students, trainees, teachers and trainers), to reflect on cultural ideas and prejudices and to identify solutions for teaching didactics in culturally mixed students.

Remarks



Instructions

Step by step	Time
Step 1. Introduction to the subject 'Cultural Iceberg and teaching'	10 min.
Step 2. An exercise: 'Cultural Iceberg'	30 min.
Step 3. Reflection on your own culture	20 min.
Step 4. An exercise: 'Teaching didactics in culturally mixed classes'	30 min.



1. Step: Introduction to the subject 'Cultural Iceberg and teaching'

The trainer explains Hans's teaching problem in a mixed class with residents and students from a migrant background (Appendix 1 - Case Study). In order to work out a solution, it is important to understand the cultural background of the students. The iceberg is suitable for this because it is a metaphor for culture.

When you look at the iceberg, only a very small part is visible. Most of them lie invisibly underwater. Culture is like an iceberg and only about 10% of the group's characteristics can be seen.

It is merely a recognizable display of the most well-established and versatile components of culture. Culture as a whole, however, is made up of deeply ingrained ideas, preferences and priorities.

Now let's try to help Hans in the 'Cultural Iceberg' exercise in searching for a suitable didactic

2. Step: An exercise: 'Cultural Iceberg'

In this exercise, participants are asked to reflect on what culture essentially means to them. Participants will receive a blank 'Cultural Iceberg' template (Appendix 2) and terms with cultural characteristics (Appendix 3). The whole group is divided and the participants work in small groups of 3-5 people. Discuss in the group which cultural aspects are visible or invisible. Each term is then placed above or below the water level in the template.

3. Step: Reflection on your own culture

Sample questions to be asked to the whole group:

- ⇒ Do you feel comfortable talking about every aspect of your culture?
- ⇒ What factors of one's own culture may constitute a barrier in the classroom?
- ⇒ What factors of one's own culture can improve teaching?
- ⇒ How can you stereotype behavior and values based on culture?Suggestions for solutions to avoid stereotypes are written on the board.



4. Step: An exercise: 'Teaching didactics in culturally mixed classes'

In small groups of 3-5 people, participants develop didactic solutions that can be used in culturally mixed classes.

Initial situation: Can they explain the behavior of the Chinese students of Hans on the basis of the 'Cultural Iceberg'?

Answer

The silence in China reflects the Confucian values of being modest and thinking about others. Staying 'still' allows the individual to think before speaking and not embarrass themselves or others. They will save the face. Other reasons for not attending the class are social hierarchy conventions (teacher role, age differences, gender, social status, etc.).

Further questions:

- ⇒ Have you ever experienced similar situations in the classroom?
- ⇒ What solution did you use?

Results of the work are written down.

The results of group work will be presented and discussed at the plenum. The trainer moderates to identify criteria to be followed when teaching in culturally mixed classrooms

Author: Bernd Faas – Eurocultura



A study case

Hans is a teacher at a vocational school in a class of 24 students, 12 of whom have a migrant background. Some students were born and raised in the country, while others came to the country later and do not speak the local language well yet

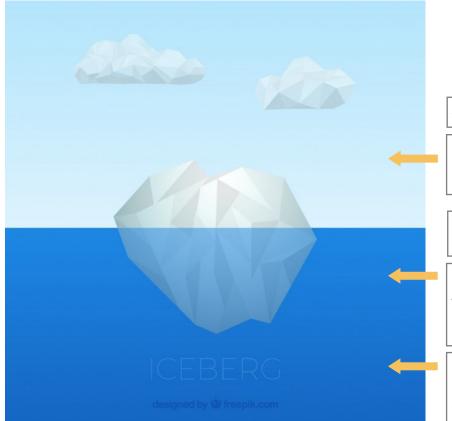
Hans has difficulty working with his immigrant students as he often does not understand their behaviors and questions. This also applies to students who were born and raised in the country.

This fact is incomprehensible to Hans as he does not see any difference between students from a immigrant background and local students.

For example, he does not understand why his Chinese students (whether they have just arrived or were born in the country) are too calm in theoretical and practical lessons. In working groups and in thematic discussions in the classroom, they hardly speak or rarely ask questions.







Surface culture

Over the surface Emotional stress: relatively low

Deeply entrenched culture

Unspoken rulesJust under the water surface; based on behaviour Emotional stress: high

Unconscious rules

Deeply under water surface Based on values Emotional stress: high





APPENDIX 3 (terms to be cut)

Charakterystyka kultury

Arts	knowledge of leadership
Literature	Working hours
Theatre	Patterns in group decisions
Classical music	The idea of cleanliness
Folk music	Attitude to employees
Folk music	Definition of illness
The games	Attitude to problem solution
A cook	Imagining the mobility of the status
Clothing	Preserving the eyes
Idea od modesty	Space arrangements
Definition of beauty	Friendship character
Ideals of raising children	Definition of madness
Attitude to animals/pets	Patterns of sight perception
Patterns of relationships with superiors and subordinates	Body language
Definition of sin	Face expression
Commercial	Knowledge of logic and equity
Presenting law	Patterns of emotional control
Commuting to work	Patterns of conversations in various social contexts
Time order	Idea of past and future
Social interaction factors	Preferences of competition or cooperation
Role in relation to age, gender, social class, employment, kinship etc	Knowledge of young people

Sources: Hall. E.T., The Silent Language, Anchor, New York, 1973 Indiana department of education, Office of English Language Learning and Migrant Education. Course material adapted from Eurocultura





International competencies in professional and social life A lesson plan for VET staff

4.3. TOPIC: Professional education for the international market



Aims

After the workshop the teacher knows:	After the workshop the teacher can:	After the workshop the teacher is sensitive to the fact that:
- what are the migration trends in Europe - how the EU supports job mobility	- find EU tools supporting international job mobility	- the profession they teach must be seen in an international context during students' education



Time: 90 min.



Materials:

Flip-chart, Papier A4, ołówki/ długopisy, załączniki 1, 2 i 3



Number of teachers: 6-20



The vocational subjects teachers must be aware of the existence of the common European market. All the statistics of recent years show that there are and will probably be continuous migratory movements between the countries of the European Union. The freedom of workers' movements is one of the pillars of the Community. It is important for the teacher to prepare students for the profession in view of the open market: freedom of mobility, conflict-free cooperation with colleagues from other countries, openness to various ways of training the profession. The lesson plan allows you to see the scale of labour migration in Europe and learn about the activities of the European Union that facilitate labour mobility.



Instructions

Step by step	Time
1. Step – Migration in Europe: statistics (Appendix 1)	15 min
2. Step – An exercise 'Europe of workers' (Appendix 2)	15 min
3. Step – EU tools supporting international job mobility	
A) Database of regulated professions in the European Union	45 min
B) Vocational internships for students with the Erasmus+ program	
4. Step - An exercise 'The Most Wanted Professions of 2020' (Appendix 3)	15 min



1. Step: Migration in Europe: statistics

The trainer shows teachers statistics on economic migration in Europe, especially for Poland, Italy and Germany (Appendix 1). Then there is a discussion: what do the figures and facts mean for vocational training in the European Union?

2. Step: An exercise: 'Europe of workers' (Appendix 2)

The exercise illustrates the scale of migration in Europe and the situation it creates for young workers.

Variant A) The trainer copies Appendix 2 and cuts the table into several "scatter" sets. The participants are divided into groups, each of them receives a set of cards with the names of the countries and information about the labour market. The task of each group is to match particular piece of information to the appropriate country. For a more interesting atmosphere, the exercise can be conducted in the form of a timed competition.

Variant B) The trainer writes on the board the names of the countries to which the data will apply and reads information about the labour market in any order. Each teacher assigns information to the country on their sheet. Finally, they check their results with the correct data provided by the trainer. In the summary the trainer asks the participants about the most common mistakes they made in the assignment and which information the group discussed the longest or which data is surprising for them.

3. Step: EU instruments supporting international job mobility

A) Database of regulated professions in the European Union

The European Union promotes job mobility and offers various tools to support people who want to work and study in another country. One of them is the database of regulated professions, e.g. professions for which it is necessary to have a specific diploma, pass special exams, e.g. state exams, or register with a professional organisation. When looking for a job in another country, you should know whether you have the required permissions to work in the profession. The regulated professions database, which is available in several languages, makes it easier to find the necessary information.



An exercise: The trainer provides teachers with the internet website address where they can find the regulated professions database developed by the European Commission:

https://ec.europa.eu/growth/tools-databases/regprof/index.cfm? action=homepage

Each teacher chooses the profession they teach and checks in a search engine using a smartphone or computer on the example of several selected countries, whether it is a regulated profession or not.

After the exercise, the teachers summarise their task and they all discuss the conclusions.

B) Vocational internships for students with the Erasmus+ program
The trainer shows teachers the website of the European Commission on the
Erasmus + program in the area of Vocational Education and Training (VET)

https://ec.europa.eu/programmes/erasmus-plus/opportunities/vocationaleducation-and-training-0_pl

The trainer encourages the teachers to get familiar with the information and support opportunities offered by the program regarding the variety of internships for students and teachers. To encourage teachers, they give some interesting information about the Erasmus+ program:

- ⇒ In the last budget perspective 2014-2020, 650,000 people took part in job mobilities in VET education and 800,000 lecturers, teachers and educators working with the youth.
- ⇒ The program initiated 25,000 international partnerships combining 125,000 educational institutions and various enterprises.
- ⇒ Poland and Turkey are the countries that send the biggest number of apprentices abroad in the field of vocational education and training.
- ⇒ Spain and Italy are the host countries with the biggest number apprentices from other countries.
- ⇒ In the 2021-27 budget perspective, 30 billion euros is planned to be used within the confines of Erasmus+ program, which will give a chance for 12 million people to do their training/education abroad.



4. Step: An exercise 'The Most Wanted Professions of 2020'

The trainer presents teachers a list of the 10 most wanted professions in 2020, based on the LinkedIn ranking (Appendix 3).

The sample questions for the teachers from the trainer: Which of these professions require knowledge of foreign languages? Which of them are performed in an international environment? Where can you be a better specialist with international experience?



A)
Migration in 2000-2018 in selected countries (result per 1,000 people). Long-term migrations for a period of 12 months and more.

	2000	2010	2017	2018
Chorwacja/ Croatia	-11,7	-1,0	-7,7	-3,3
Rumunia/ Romania	-0,2	-2,4	-2,8	-2,8
Łotwa/ Latvia	-6,9	-17,0	-4,0	-2,5
Francja/ France	2,7	0,6	-0,6	-0,6
Polska/ Poland	-0,5	0,1	0,1	0,6
Włochy/ Italy	0,9	3,4	1,4	1,1
Czechy/ Czech Republic	-2,7	1,4	2,7	3,6
Niemcy/ Germany	2,0	1,6	5,1	4,8
Hiszpania/ Spain	3,9	1,6	3,5	7,1
Szwecja/ Sweden	2,7	5,3	10,1	8,5
Cypr/ Cyprus	5,7	19,2	7,2	9,3
Luksemburg/ Luxembourg	7,9	15,1	15,8	16,3
Malta/ Malta	3,1	0,2	31,3	35,3



Relacja między liczbą obywateli mieszkających w innym kraju UE oraz oficjalnie podawaną liczbą ludności (2016 r.)

Nazwa kraju ↓	Udział obywateli danego kraju mieszkających na terenie innych państw członkowskich UE w	Nazwa kraju ↓	Udział obywateli danego kraju mieszkających na terenie innych państw członkowskich UE w
	oficjalnie podawanej liczbie ludności (2016 r.)		oficjalnie podawanej liczbie ludności (2016 r.)
Austria	2,4%	Litwa	11,1%
Belgia	2,0%	Luksemburg	5,0%
Bułgaria	8,9%	Łotwa	9,2%
Chorwacja	9,6%	Malta	0,7%
Cypr	2,4%	Niemcy	1,0%
Czechy	1,0%	Polska	6,2%
Dania	1,6%	Portugalia	11,4%
Estonia	5,5%	Rumunia	15,1%
Finlandia	1,9%	Słowacja	6,1%
Francja	1,0%	Słowenia	2,7%
Grecja	3,6%	Szwecja	1,0%
Hiszpania	1,3%	Węgry	4,0%
Holandia	3,0%	Wlk. Brytania	1,3%
Irlandia	8,4%	Włochy	2,4%

Źródło: opracowanie własne na podstawie danych Eurostatu / RynekPierwotny.pl





Europe of employees (data for 2018).

Germany	the number of openings (job vacancies) in this country is 1.2
	first place among the European Union countries in the search
	45% of respondents who left this country said that the lifestyle
	about 50 thousand people leave this country every year, of which approximately ¾ have higher education degree
Poland	2.7% of job vacancies in this country are in the construction
	fifth place among the European Union countries in the search for employees for vacancies
	every 15th citizen of this country works abroad
	first place in the world for admitting temporary immigrants (over a million in 2017)
Czech Republic/ Czechia	20% of vacancies in this country relate to the business support services industry (including cleaning, security)
	17% of job vacancies in this country are in the real estate
	35% of respondents in this country declare their readiness to leave it for a job that would not be available there
Italy	over the past ten years, over 800,000 people have
	in 2018, around 23,000 migrants from the African continent came to this country, which is over five times less than in previous years
	There is a mass migration from south to north in this country,
	59% of respondents in this country declare readiness to leave the country for a job that would not be available there (second
Greece	24% of job vacancies in this country are in the real estate
Great Britain	there is a shortage of nearly 250,000 employees in the retail sector
	this country ranks as the second in the European Union in the job search category
	J





Top 10 Most Wanted Professions in 2020, based on LinkedIn Ranking

- 1. Artificial Intelligence (AI) specialist
- 2. Robotics Engineer
- 3. Data analyst
- 4. Full Stack engineer highly skilled experts in the world of web, application, and software development
- 5. Site reliability engineer
- 6. Sales Customer Support Specialist
- 7. Sales Development Representative
- 8. Data Engineer
- 9. Behavioral Health Technician
- 10.Cyber Security Specialist

Sources:

3 step, B: https://ec.europa.eu/programmes/erasmus-plus/about/key-figures_pl

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Appendix 2:

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https://www.dw.com/pl/czesi-naibardziei-zasiedzia%C5%82v-nar%C3%B3d-%C5%9Brodkowejeuropy/a-43783410 based on rankings by RANDSTADT

Appendix 3

https://gazetawroclawska.pl/praca-na-juz-15-najbardziej-poszukiwanych-zawodow-na-2020ranking-linkedin/ga/c3-14662491/zd/40786181 based on LinkedIn rankings





International competencies in professional and social life A lesson plan for VET staff

4.4. TOPIC: Gamification in lessons at a vocational school.



Aims

After the class the teacher knows:	After the class the teacher can:	After the class the teacher understands:	
- what gamification in the classroom means	- create quizzes to control learning and self-study tools for students	- how gamification can	
- various game-based educational platforms	- integrate Kahoot or Quizlet didactically with their lessons	improve the entire teaching and learning process	
- how to create a quiz with Kahoot or Quizlet platforms	- use game-based learning platforms without any danger	- how data protection is guaranteed on educational platforms	
- advantages and disadvantages of using game-based learning platforms	- recommend the appropriate version of the educational platform (free of charge or paid) to the school management	- how to develop varied and motivating lessons	



Time: 90 min.



Materials:

a flipchart, paper, pens, a computer with Internet access



Number of teachers: 8-10

Digital transformation has fundamentally changed learning and teaching in schools. Many teachers today have the option of integrating software, smartphones, tablets and interactive whiteboards into their lessons.

Digitisation is reflected in the lives of vocational school students and trainees. Social media and games on computers or smartphones comprehensively determine their everyday life. For a vocational school, Remarks this means using digital forms of learning methodology to attract attention and enjoy learning. Game-based learning platforms are easy to use and offer a variety of ways to edit educational content.

Teachers and trainers should carefully adapt their teaching strategy to the target audience of learners and strive to choose the best method for learners and learning effectiveness.



Instructions

Step by step	Time
Step 1. Introduction to the topic 'How do teachers and students learn today?'	15 min.
Step 2. What is gamification in the classroom?	10 min.
Step 3. An exercise - Developing game-based educational content based on a quiz.	30 min.
Step 4. Testing created quizzes	15 min.
Step 5. Advantages and disadvantages of games-based tasks on learning platforms in the classroom	20 min.



1. Step: Introduction to the topic 'How do teachers and students learn today?'

Key guiding questions for a trainer to moderate a discussion.

- ⇒ What learning platforms do you know and how do you use them in the classroom?
- ⇒ What digital platforms do your students use outside of class?
- ⇒ Do they use platforms for self-organizing learning?

The outcomes of the discussion are written on the blackboard.

2. Step: What is gamification in the classroom?

The trainer explains the philosophy of using learning platforms based on games in the classroom (see Appendix 1- Materials for trainers).

3. Step: An exercise - Developing game-based educational content based on a quiz.

The participants work in groups and they, on the basis of a given worksheet, prepare a quiz to verify their knowledge on various platforms (Appendiences 2 and 3). Kahoot and Quizlet are used. The participants develop 5 questions regarding the content of the text. If necessary, the trainer supports the participants with solving any technical problems.

4. Step: Testing created quizzes

The group tests the developed quizes/games with each other and provides feedback in each case. Finally, the trainer asks: Did you like it? Was it difficult?

5. Step: Advantages and disadvantages of games-based tasks on learning platforms in the classroom

The trainer moderates the discussion and asks the following questions:

- 1. Does the use of game-based learning platforms enrich or complicate learning?
- 2. Which of the taught topics are particularly suitable for using game-based learning platforms?
- 3. Is the free version of the program sufficient for lessons?
- 4. Are there any data protection risks?

Author:

Bernd Faas - Eurocultura





Gamification

Conditions – 5 pillars – collection of digital games

Defintions

The **Digital Game-Based** Learning concept uses digital games to convey teaching/learning content. The goal is to focus not only on entertainment, but also mediation and behavioral change.

'Homo ludens' - literally 'man the player'

Playing games is part of human nature and therefore not losing focus on what matters most. It can serve as an introduction to thinking about problem solving as it often requires creative and new solutions to move forward.

Research by Jim 2017

Young people in particular are usually very open to digital games. 62% of respondents stated that they do it every day or several times a week. By the way, boys are twice as likely as girls. So is play a chance for gender equality in the classroom?

From Schiller to Flow

'Man only plays where he is human in the full sense of the word and is fully human only where he plays.' With this well-known quote from Friedrich Schiller, it is possible to build a bridge from classical Weimar education to the possibility of digitisation in the 21st century. In general, 'gamification' means that elements typical of the game are transferred into a non-game context. In addition to rankings, progress bars, or high scores, they can also be designing elements or game stories. Ultimately, creating a game, brings with it the possibility of becoming a true fan, combining project work. Due to their complexity, 'digital games' in particular offer many different activities. If completed games are used, at least an increase in the motivation of the learning group can be assumed. At best, even the Csikszentmihalyi flow state is achieved (= harmony of requirements and abilities without fear and boredom).



Five pillars of gamification

The concept of gamification comes from marketing and is known to anyone who has ever documented their mileage using the app or collected a soccer photo album for the World Cup. This phenomenon is certainly ingrained in the lives of the students.

With his five pillars of gamification, Roman Rackwitz helped ensure that the topic arose in an educational context.

- ⇒ **Transparency**: The player receives all relevant information to enter the game. Real-time feedback: Our work in the game enables learning by trial and error
- ⇒ **Clear rules and goals:** Each player is clear about how and for what purpose they are playing
- ⇒ **Freedoms:** You are free to create your own solutions as long as you stick to the rules of the game
- ⇒ **Challenges**: Games offer us motivating, relevant tasks

Collection of digital games

Of course, any use of digital games must first be embedded in a didactic scenario with enough time to reflect on the game. Your own role as a teacher must also be defined in advance. Websites like: spielbar.de lub bupp.at can be tested as starting points for the respective games. Some ideas are also included in the list below or in the brochure digitale-spielewelten.de as well as the Working Group blog on digital history and games:

- ⇒ Classcraft (a free online, educational role-playing game that teachers and students play together in the classroom.)
- ⇒ Martin Luther on the trail (an adventure in time)
- ⇒ Minecraft (an open world development game)
- ⇒ BreakoutEdu/EscapeRoom (integration game)
- ⇒ VocabiCar (educational game for practicing English vocabulary)
- ⇒ CureRunners (educational game about money)
- ⇒ Last Exit Escape (simulation / role-playing game)
- ⇒ The Inner World (a game which promotes reading)



Free game-based educational platforms

1. Kahoot!

https://kahoot.com (language versions: English, German, Italian, Polish)
Kahoot! Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes. Kathoot! was launched in Norway in August 2013 and is currently used by 50 million people worldwide. Kahoot! is used by teachers to motivate students to learn the subject. It creates a fun competition between other players. Using the platform is free, only the moderator (teacher) needs to register at https://www.kahoot.com. The moderator receives an access pin to each game, which they make available to other players. The platform is also available as an Android and iOS app (https://kahoot.com/mobile-app/) You can create your own games with relatively little effort. These games can be stored privately or publicly in the cloud.

2. Learning snacks

https://www.learningsnacks.de/#/welcome?channel=Learning%20Snacks

(wersje językowe: niemiecka, angielska, francuska, rosyjska)

Learningsnacks.de offers a free mix of small learning units. The concept works according to the principle of 'game-based learning' like a question and answer game. The games are fun, similar to aChat. In small bites, the user learns in this self-learning method using a smartphone, tablet or computer. The game is suitable as an overview of new chapters or for discovering a field of knowledge that they do not know yet or that the teacher can propose to students with the possibility of creating an e-learning unit themselves.

Two functions:

⇒ use ready learningsnacks

The variety of snacks is huge. Those who are not discouraged will discover true treasures. There are units for many different teaching subjects. The operator's intention is simple: education! Knowledge must be shared. Here, young and old can gain or refresh their knowledge. Perhaps snacks can also be a good alternative if we want to use it from time to time instead of Facebook or WhatsApp.



⇒ make your own learningsnacks

If you are registered (quick and uncomplicated registration), you can create snacks yourself. A great guide can be found here: https://www.learningsnacks.de/share/916 (German). It goes without saying that you can create a snack for almost anything, or it can be made by students.

3. Plickers

https://www.plickers.com (language: English)

Digital learning control via QR codes



Plickers is a rapid-response classroom-polling app that lets teachers use one mobile device to scan paper cards for student responses. There are iOS and Android apps as well as a web interface. The teacher holds up a device such as a phone or a tablet and scans students' responses, which are recorded.

What can Plickers be used for?

- ⇒ Monitor feedback and learning success
- ⇒ Motivation
- ⇒ Revision

How to use Plickers?

First you need to create a user account at plickers.com. In the "Your classes" section, you can create a list of students' names (if necessary, pseudonyms can be used to protect data). In the "Your Library" section, new questions and corresponding answer options can be created by clicking "New Question". You also need to launch the Plickers app to play the quiz. Here the class and questions for the game are selected. Via "Live View", questions from the application and the web tool are synchronized and sent to the presentation screen. Students respond with QR code cards which are matched by the teacher using "Scanning".



What technology is needed?

- ⇒ To create: a computer with Internet access
- ⇒ For the game: computer and smartphone with Internet access for the teacher, presentation technology (beamer / smartboard), printed Plickers cards for students

How can I embed Plickers / save results?

⇒ Students results can be exported in CSV format

Data protection and privacy

- ⇒ for teachers, registration with a username and e-mail address is required
- ⇒ user data collected on the website is stored on non-European servers, according to information, they are not further processed in a manner that is incompatible with those purposes.
- ⇒ in addition to accessing the camera, the application also requires access to contacts

Examples of using the application in teaching

- ⇒ Maths lesson: regular arithmetic tasks to be revised at the beginning of the lesson
- ⇒ German lesson: quiz with right or wrong statements about literary works
- ⇒ School life: support in selecting class representatives, for class trip purposes, in teaching projects, etc.

4. jigsawplanet

https://www.jigsawplanet.com (language versions: German, English, Italian, Polish)

Create your own puzzles



On this educational platform you have the opportunity to create your own digital puzzle. To do this, you first upload a picture, give it a name, and then you can specify the degree of difficulty and the shape of the puzzle

pieces. The site is suitable, for example, if students want to deal with an image.



5. quizlet

https://quizlet.com (language versions: German, English, French, Russian)



Quizlet is a mobile and online educational application. Quizlet trains students on flashcards and the various games and tests. Since August 2017, Quizlet has over 140 million usergenerated flashcard sets and over 20 million active users. In 2016, Quizlet

was recognized by SimilarWeb as the fastest growing US educational site in 2015. Quizlet organizes annual language competitions in French, German and Spanish. In Quizlet, you can use or create study kits, for example, to learn vocabulary (for many course books, vocabulary kits are already available online. For example, see https://quizlet.com/MacmillanPolska/folders/checkpoint-b1/sets

Quizlet also provides an app for known systems: https://quizlet.com/de/mobile





Creating quizzes with Kahoot!

- 1. Watch a video manual:
- 2. German: Sebastian Schmidt https://youtu.be/Qkf8vy1P0g8
- 3. Italian: unknown https://www.youtube.com/watch?v=FcX2ZMzfLbY
- 4. Polish: https://www.youtube.com/watch?v=RBs340oUf2w
- 5. Register with Kahoot or log into your existing account: https://create.kahoot.it/login
- 6. Ask 5 questions on the basis of the text below.
- 7. Create a learning/teaching tool with Kahoot. Start with a brand new quiz or use one of the numerous templates. Try to use it with as many different items/topics as possible.

Text pattern

Dietary rules in different religions:

There are no food bans in **Christianity**. Some Christians abstain from meat on Friday. Instead, the fish often appear on the plate.

There are laws in **Islam** that define what is allowed (halal) and what is forbidden (haram). Eating pork is prohibited as the pig is considered an unclean animal. This applies not only to pork, but also to sausages or dishes fried in lard. The meat of animals other than pigs is allowed in Islam. However, the animal must be slaughtered under certain rules to be halal. In addition, alcohol is forbidden for Muslims.



In **Hinduism**, beef is not eaten because cows are sacred animals. Many Hindus are completely abstaining from meat because they believe in rebirth. This means that a person's soul can also be reborn in an animal.



There are no dietary rules in **Buddhism**. However, as nonviolent believers, many Buddhists are vegetarians.





There are extensive dietary regulations in **Judaism**. Only when all the rules are followed is food considered kosher (Yiddish: edible). As in Islam, the pig is considered unclean in Judaism and is not eaten.

Judaism allows the consumption of animals with split hooves (cattle, sheep, deer, goats) and poultry. However, animals have to be slaughtered according to certain regulations. Fish with fins and scales are also allowed (e.g. salmon, trout, tuna). Eels and all kinds of shellfish are prohibited. Moreover, the meat must not come into contact with milk or dairy products.



APPENDIX 4

Creating quizzes with Quizlet

- 1. Check out the Quizlet tutorial: https://youtu.be/RCIJu8nt5sk
- 2. Register with Quizlet or log into your existing account: https://guizlet.com/de
- 3. Ask 5 questions on the basis of the hotel vocabulary below.
- 4. Create a learning/teaching tool with Kahoot. Start with a brand new quiz or use one of the numerous templates. Try to use it with as many different items/topics as possible.

Hotel vocabulary English - German, Italian, Polish

English	Deutsch	Italiano	Polski
check-in	Anmeldung	check-in	zameldowanie
check-out	Abmeldung	check-out	wymeldowanie
vacancy	Freies Zimmer	posto vacante	wakat
to book	Buchen	prenotare	zarezerwować
to pay the bill	Rechnung bezahlen	pagare il conto	zapłacić rachunek
guesthouse	Gasthaus	pensione	pensjonat
room service	Zimmerservice	servizio in camera	room service
housekeeper	Reinigungskraft	governante	gospodyni

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Dostosowane materiały szkoleniowe Eurocultura

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https://www.dropbox.com/s/xowxeg87g4o2wm6/Gamification.pdf?dl=0

https://www.mzhd.de/tools/ www.religionen-entdecken.de







1.1. TOPIC: Alienation and belonging - how co-workers make a team



After the class student knows:	After the class stodent is able to:	After the class student understands:
- what is considered normal in their society and in their workplace	- communicate with people who are not able to speak their language	- that immigrants/newcomes do not know some behaviours or things which are taken for face value in this particular cul- ture



Time: 45 minut



Materials: Chairs set in a circle, flipcharts, markers



Number of students: 20



Instructions

Step by step	
Step: Introduction and three volunteers	
2. Step: Group	5 min.
3. Step: Stranger	10 min.
4. Step: Discussion	10 min.
5. Step: Consolidation and integration factors	



1. Step: Introduction and three volunteers

The teacher introduces the ideas of alienation and belonging and how you may notice and recognize them. Then they find three volunteers who leave the classroom for a while.

2.Step: Group

When the three volunteers have left, the teacher chooses next five to ten (depending on the number of students). They become a group now. They should make a thin circle of chairs in the middle of the classroom. The task of the group is to find three aspects, which they have in common. One – visual, one lingual, one gesture. The group may freely decide how to play it out (eg. everyone may cross their legs, make a sound at the end of each sentence and always snap their fingers if they want to say something – the group should decide about the aspects all by themselves!)

After defining all three aspects the teacher asks them to determine a subject to be discussed in the group. It should be easy eg. food, holidays, hobby etc. While the discussion continues the volunteers should use all the three aspects. Now they practice the conversation and learn to use the specified aspects until everyone feels comfortable.

Other students are observers. Some of them should watch the group in the classroom and the other which is called - 'the aliens' (they are the three volunteers waiting outside the classroom). The observers must not make any (oral) comments, they should write them down. To do it they get guiding questions (see appendixes 1 and 2)

3.Step: Alien

When the group can use all the three aspects well in the conversation, then the teacher brings the first volunteer – 'the first stranger' in. The teacher gives them a simple task to communicate with the group on their own terms. Attention! The teacher should say: 'integrate into a team' or 'find characteristic aspects and use them' but it should be student's individual decision how to deal with the situation. Nobody gets any further instructions except the discussing and using the three aspects. The are no good or bad behaviours while communicating with 'the strangers'.



If the group gets irritated by 'the strangers' and asks the teacher for help, they should be told to decide on their own what to do.

When the first 'stranger' stays in the classroom for some time, the teacher lets two other students in. They get the same task. Now, all three 'strangers' are in the classroom and try to make a conversation with the group. The observers watch the situation thoroughly. After the conversation has been run for a short while, the teacher ends the exercise, no matter if the 'strangers' got integrated or not, and they stay 'back' and do not know what to do.

4. Step: Discussion

Now all the students sit on the chairs set in the circle. Their roleplays disappear. The teacher makes sure that all the three group aspects are not pursued any longer. Then the observers are asked to present the remarks to their observations. The teacher should make certain that the observers present only what they have really seen but not the interpratation of it.

Next 'the strangers' and 'the group' are asked about their feelings and behaviour during the exercise. (Why did they feel so? Why did they behave in such a way?) Now they have a chance to outine their activities and if they made sense or not. Then the teacher goes to 'meta level'. If 'the group' is our society and 'the strangers' are newcomes, immigrants, how you should behave or which aspects 'the strangers' might not know

5.Step: Consolidation and integration factors

After the discussion the teacher asks students to think about their job. What are its important aspects which immigrants might not know? How can you communicate them when you don't speak the same language? Students should think it over in small groups (4-5 people) and write the ideas down on the flipchart. Small pupils' tutors can, for example, consider what is 'normal' in everyday life in nursery school, eg. every child brings packed lunch and a change of clothes. Then, they can think how to explain to the parents the fact that the things must be brought every day/week/ month. In the next step the groups present their ideas and reflections to each other.

Autohr: Antonia Pilz, EJBM





APPENDIX 1 TASK FOR OBSERVERS

- ⇒ Become mindful while you watch 'the group' Pay attention to the following:
- ⇒ How do you know thay are a group?
- \Rightarrow How do they show it?
- ⇒ Does the group behaviour change in the time of exercise?
- ⇒ Are there any particularly important members of the group? How can you notice it?
- ⇒ What behaviours can you see during the contact with 'the strangers'?
- ⇒ What other observations do you have?



APPENDIX 2 TASK FOR OBSERVERS

- ⇒ Become mindful while you watch one of 'the strangers' Pay attention to the following:
- ⇒ What way is the person coming inside the classroom?
- ⇒ Is there anything which can allow you to draw conclusions about the person's being in a group (attitude, mood)?
- ⇒ Does the person try to get a line with a group? If 'yes', what for and how?
- ⇒ Doeas the mood of the person change?
- ⇒ How do the three 'strangers' treat one another?
- ⇒ Does it change in the course of time?
- ⇒ What other observations do you have?



International competencies in professional and social life A lesson plan for VET students







After the classes the student knows:	After the classes the student can:	After the classes the student understands:
-that there are different styles of managing and communication in a work environment	- define priority aspects for them to function in their work environment - include their expectations of the job, while looking for the right position and confront them with possible typical conditions offered by the prospective employer.	- that the culture influ- ences different work and communication sty- les



Time: 45 minut



Materials:

Printouts: attachment 2. – one copy for each student and oraz attachment 3. – once; masking tape; optionally play-dough or TACK-IT tape for the pieces of paper



Remarks

Decission about the workplace may appear as important as the one about the choice of a job. When the personality and expectations towards job activities does not match, it may cau-

se disappointment. The sylabus of the classes is to raise students' awarness in making decisions about their employment. It pays particular attention to intecultural context which is of great importance in international work environment.



Number of students: do 25



Instructions

Step by step	Time
Step INTRODUCTION. Cultural influence on managing and communication in the work environment.	10 min
2.Step My dream work environment.	20 min
3.Step Different models of work environment and my expectations.	15 min



1. Step

The teacher introduces the topic of choosing the prospective workplace. During their talk the teacher mentions the fact that the job market has become a new world of globalisation and internationalisation, and you should therefore be aware of at least general standards of work in intercultural aspect. The teacher carries out an exercise regarding facts from professional life in international companies. There is a dividing line in the classroom, on the floor; when you stand on a particular side of it, you show your approval of the situation/conditions in your workplace, and you show your disapproval when you stand on the other side. You cannot stand on the dividing line. Students moving around the classroom display their ability to settle themselves in to presented, by turns, work circumstances. Sample situations are presented in appendix 1

2.Step

Students get a board and cards to choose from - Appendix 2 (and the scissors if the cards are not cut)

The teacher explains the exercise. The task: every student must self-reflect on their priorities and values in their professional life. Categories: In the middle of the board (I) the students put the ones which they consider to be the most essential in the case of the dream work environment, less important (II,III) You do not have to fullfil every gap. They can use blank pieces of paper to write their own reflections. Using play-dough or TACK-IT tape for the pieces of paper would be helpul to stick and re-stick (if you change your mind) them to the board.

If you still have time left you can extend the exercise and let the students discuss their choices in the groups of 2-5 people.



3.Step

You put the cards with different models of work from appendix 3 on the wall (Each work style on different wall). When the students finish the exercise with the board, they try to address to the presented work environments and name the ones where they would feel the best. They stay nest to the wall with the place of their choice. Depending on time left the teacher may ask a few students to explain their choice to the others. The teacher sums up the lesson underlying the important role of personality and expectations towards workplace in getting satisfaction from your professional life.

Author:

Agnieszka Zabrzewska, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"





APPENDIX 1

- ⇒ For some of the Asians very important is balance which they get from doing exercises. In several Korean companies the workers do sport together before they start working. I would practice it too.
- ⇒ The French appreciate eating calmly. They have longer lunch breaks but they work until late in the afternoon. I wold not mind it.
- ⇒ In some companies they celebrate birthdays officially. I would agree my birthday to be publicly known
- ⇒ In Anglo-Saxon countries employees are often paid weekly (they get wages). I would cope with being paid this way.
- ⇒ In Japan getting a tip is considered offensive, however in China it is even illegal. I would agree for such rules applying for a job as a waiter in a restaurant or a cafe..



APPENDIX 2A

importance, status, appreciation, respect	ethicality, decency, fair play, objectivity	sense of humour, fun, kindness
steadiness, acceptance, mutual trust, loyalty	equal rights, equal opportunities	charity, sense of mission in bringing help, devotion, heroism
accuracy, professionalism, reliability, trustworthyness, punctuality	tradition, homeland	ingenuity, creativity, inventiveness, innovativeness
personal fulfillment, development	healthy lifestyle, respect to nature	providence, perspective, restraint
spontaneity, flexibility,	teamwork	Independent activity
regularity	responsibilty	new technology
comfort	variety of tasks	democratic way of making decisions
Heavy-handed style of managing, hierarchy	financial transparency	lunchbreak
modesty, minimalism	Not everything for money	empathy
safety		









Work organisation styles according to Richard D. Lewis (2000)

Extended with typical behaviours for each style

Linear-active

The characteristic feature of linear-active cultures is the fact that they plan, organise and realise each step of activity one by one at all stages

Such professional lifestyle is typical primaraly in Western countries eg. Germany, Sweden.

not too much emotional sensitivity, making decisions after regarding all the costs and benefits; saving your own hide is not always important

it is believeded that personality issues should not influence making professional decisions; making decisions in established organisations

direct and impersonal attitude; weak ties; when necessary, relationships are controlled on both sides

not avoiding conflicts, if they may be solved at the 'good-bad solution' level

great respect for bureaucracy, written rules and guidelines

build on facts, statistics, figures, logistics



ZAŁĄCZNIK nr 3

Multi-active cultures are lively societies, talkative that do a lot of things at the same time and do not define their priorities on a time related, but in line with relative fancies or importance of particular people, This group includes Italians, Americans from Latin America and Arabs.

big influence of emotions; importance of gestures while communicating;

it is accepted when personal issues influence decision making.

loyalty toward manager (often the family member)

'facts juggling'", often oral message without a written fact analysis, depending on intuition

making decisions spontaniously

conflict as a tool often used when doing the job.





ZAŁĄCZNIK nr 3

Reactive

In reactive cultures they give importance to politeness and respect. Relationships are built calmly, with careful listening to an interlocutor and reacting to their suggestions. This group includes the Chinese, Japanese and the Finns.

high emotional sensitivity; and restraint as well as hiding internal emotional states group decision after getting a consensus, agreement, compromise, take account of everybody's needs, decisions made gradually,

little conflictive style of managing the workers

saving your own hide is always important; decisions to help others solve their problems are often made; common goals are important

respect; punctuality; moderation; loyalty toward supervisor; supervisor looks after their subordinates

Sources:

Ausbildung in Mediation Teil 1 https://ei.hs-duesseldorf.de/personen/ridder/Documents/Schulungsmanual%20Teil%201.pdf



International competencies in professional and social life " A lesson plan for VET students

1.3. TOPIC: Cultural iceberg as a preparation to concerning your job as an international one



After the classes student knows:	After the classes student can:	After the classes stundent understands:
- what the characteristic features of their job and culture are - how to regonise and use the model of cultural iceberg	- distinguish the values from different cultures and professions - distinguish behaviours of people from different cultu- res/professions	- their own professional culture and its influence on behaviours and attitudes - how to adjust their behaviours in everyday and professional life to foreign cultures (abroad or working with foreign colleagues)



Time: 45 min



Materials:

Whiteboard or flipchart, pattern (blank, size A3) of an iceberg; a sheet of paper with terms of culture; finished model of cultural iceberg in size А3



The aim of the lesson 'Cultural iceber' is to help understand values and cultural attitudes of your own. The lesson may be used to talk Remarks about culture of national and professional features. To do it Step 3

should be directed for example to multicultural classmates or workmates. Students can also understand why not everything is sometimes understood in iternational working team. Thanks to visual devices you can present information in different way. For example link https://sketch.io/ sketchpad/provides free of chargé internet tool, thanks to which you can quickly and easily draw different elements (eg.cultural iceberg) and interpose the terms in it.



Number of students:

10-15



Instructions

Step by step	Time
1. Step: Introduction	5 min.
2. Step: Exercise: Cultural features of your own professional culture – <i>Cultural Iceberg</i>	15 min.
3. Step: Presenting the results. Exercises.	10 min.
4. Step: Discussion about professional culture features. Conclusion.	



1. Step: Introduction

The teacher asks the question: 'What size and shape is an iceberg?' (Appendix 1)

2.Step: Exercise: Cultural features of your own professional culture – Cultural Iceberg

Students get the photocopy with a scetch of an iceberg, most of which is under water (Appendix 2). The exercise is to be done in groups of 3-4 people. The teacher asks: 'If you think of your job as of an iceberg what cultural features can you write in to the model?' The students use the terms and think which features of their job are seen and which are invisible. Proper terms are put either over or under the water surface in the blank scetch of cultural iceberg. Sample answers: job – hairdresser: tools – cape, hair dyes, mirrors, washing hair, correctness of cutting or styling, knowledge of the newest fashion trends, pace of work, catalogues.

3.Step: Presenting the results of the exercise

The groups compare their results and explain their decisions, eg. If the terms are placed in the same spaces by every group or differently? The correct placement of the terms is explained in Appendix 3.

4. Step: Discussion about professional culture features. Conclusion.

The teacher sums up the lesson using the completed iceberg (Appendix 3). They ask the students which of the terms located in the scatch are national and are connected with Polish/German/Italian culture, and which are the same in the international area. What influence it may have that immigrants want to learn the profession in their homeland or they want to do their job abroad?

Author: Bernd Faas, Eurocultura



Teacher material:

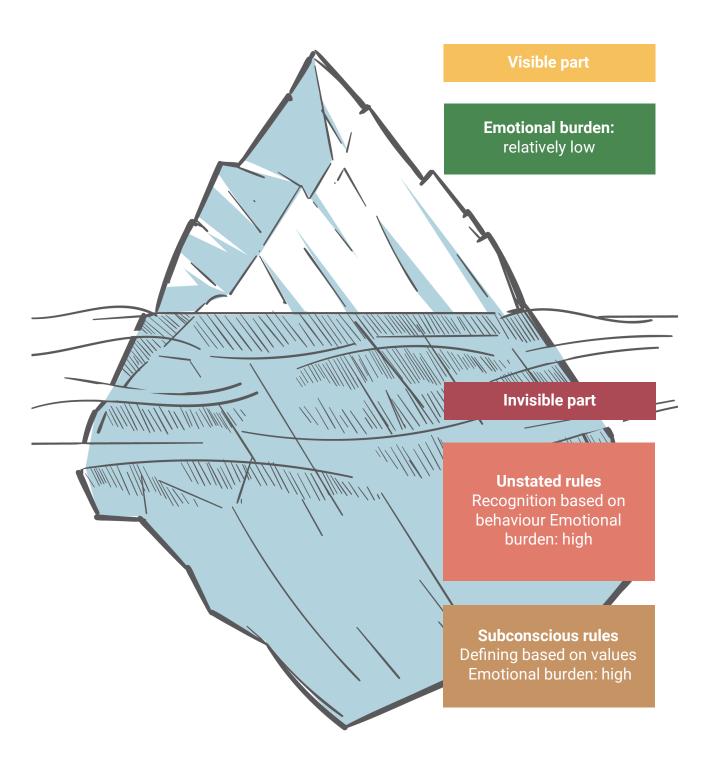
One of the most frequent reference model used to introduce terms of culture skills is an iceberg developed by Edward T. Hall. The peak of the iceberg shows visible and superficial aspects of culture. They have open, codified and clear-cut rules and they may be easily described by an external observer. However, all these aspects are indications of hidden culture which form invisible part of the iceberg. There are less objective aspects under the water surface which may lead to misunderstandings in intercultural communication. They are unstated rules which we learn about only when they are broken or ignored, eg. in the case of tradition, handling of time, differences in greetings and politeness standards or communication in particular situations. At the foot of the iceberg there are values deeply rooted in the society or workteam and they define behaviours and preferences (good or bad, welcome or unwelcome, accepted or unacceptable etc.)

They are seen eg. in non-verbal communication, prices of some products/ services or human distance. Values provide rules which are obeyed automatically. However, the rules are set in one's unawarness, and often the observer who is not prepared well enough is not able to notice them. The visible part of the iceberg, over the water surface, is only a small part of the unity. Culture is often equated with the features which are seen and too much recognisable eg. tools, greeting routines, or breaks at work. They are only external indications of deeper and wide culture elements. It is a collection of deeply rooted ideas, preferences and prioroties which are defined as attitudes and values.

Visible behavior is based on values which are not clearly seen. The awarness of the fact helps you build relatioships with different professional groups and workmates from different cultures.











The order of culture layers in Cultural Iceberg

In awarness	Working clothing, breaks at work, tools, working hours, language, holidays, facial expressions, technical literature, designing shop windows/workshops, greeting routines, frequently ordered items/ preferences (at a hairdresser's)/ meals (in restaurant, cafes) etc.	'over the water surface' (external culture) 10% easy to be seen
Beyond awarness	standards, rules realted to gender, hierarchy in a work team, importance of money, fashion, preferences, the meaning of justice, beliefs, perception of the world, emotional reactions,attitude toward social status, attitude toward age, competition and cooperation at work, attitude toward solving problems	'under the water surface' (internal and deep culture) 90% hard to notice, invisible

Sources:

Hall. E.T., The Silent Language, Anchor, New York, 1973

http://blog.terminologiaetc.it/2015/06/01/modello-cultura-iceberg-hall/ (ostatni dostęp 26.03.2021) https://languageandculture.com/iceberg-or-beacon-how-the-cultural-iceberg-guide-us-toward-greater-inclusion/ (ostatni dostęp 26.03.2021)

https://youtu.be/a9Z83I_g4Hw (ostatni dostęp 26.3.2021)

Eurocultura private sources



International competencies in professional and social life A lesson plan for VET students



1.4. TOPIC: Global bonds, global responsibilty and balanced development in a workplace



After the classes student knows:

that their job exists in the international context
that member countries of UN agreed on priorities of

balanced development in

After the classes student can:

- consciously assess their chances and risks coming from the global context
- react to changes
- find in media information which may influence their professional life
- distinguish fake news

After the classes student understands:

- you cannot function professionally, not being open to international context
- your job tasks are budened with global responsibility



2030 Agenda

Time:

45 min (possible extention to next 45 min; then include Step 3.)



Materials:

Appendix 1 and 7 colourful printouts or digital version; domino (number of dice depend on number of students plus one extra); carton box or a cloth bag for cut pieces of paper (Appendix 2).



Remarks

In vocational schools the elements of business studies are introduced. Teaching the subject should be integrated with following areas: social studies, nature

protection, psychology, ethics, and should be related to current situation in the job market The aim of the classes is to show the students how to look at different world affairs in he context of professional life.



Number of students:

Up to 25 people (a group of 1 job qualification)



Imstructions

Step by step	Time
1.Step Introduction, listening practice	
2.Step Global dependents in professional life	
3.Step My job and global responsibility and aims of balanced development in Agenda 2030	



1. Step

The important element of common activity is mutual listening to one another. The teacher asks the students to stand in a circle. On cue of the teacher everyone makes any sound. After a while the noise given may be changed, using the inspiration from what is heard in a group. The intonation changes spontaniously several times. Then, the students are asked to describe their observations, thrills and chills during the exercise, The teacher sums up the exercise and underlines external factors which influence our activity at work. The teacher also underlines how important it is to listen to every sound around us.

2.Step

2.1.The teacher makes much of the ability of listening and spotting what is happening in the world, especially in professional life during globalisation time. The teacher reminds the students the meaning of the term and asks them to find on the level of globalisation map

(the map – appendix 1) the country where they are planning to work.

- 2.2 Every student draws lots one piece of paper with job reality in their career field (sample sentences for hairdressers Appendix 2)
- 2.3. Chosen sentences every student sticks with the TICK-IT play dough to the domino block.
- 2.4. The students are to make the career chain from the elements. It is related to their career field. To help the students, the teacher presents the pattern of links (Appendix 3)

Attention! Domino blocks are put upright, in the distance to let the other blocks fall when we push the first one. (As in a traditional domino game).

- 2.5. The teacher checks if the domino blocks are matched correctly with the categories and set in proper distances. The teacher puts the block with the name NEWS on it as the first one in the chain.
- 2.6. In the next stage, the students listen to news (samples connected with hairdressing career chain Appendix 4; you can prepare the news for different careers/jobs Attention fake news in Appendix 4 Sanitary-epidemiological station Sanepid warns against head lice spreading in Europe. Pediculus humanus is the ecotype of body lice which spread dangerous and serious illnesses, for example spotted typhus which you cannot counteract.



The task of every student is to decide, after listening to each piece of news, how it may influence their domino block. If the news causes that their position at work may be in danger they must take out the block from the chain. If the students have problem with threat assessment, the teacher helps them resolve it. When all the students are ready with their decisions and have made adequate movements, the teacher pushes the NEWS block. Everyone watches if the career chain is destroyed until the last block. Cognately they do the test with 2-3 more pieces of news. At the end of the exercise, the teacher together with the students, reflect on chosen matters concerning global bonds influencing professional life. Samples – Appendix 5

3.Step

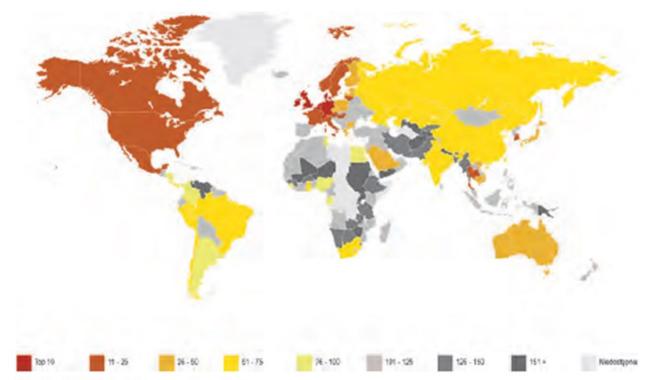
The teacher, in respect to previous steps, covers the topic of global responsibility. The students are given short pieces of news concerning Agenda and balanced development 2030. The students get 17 goals in balanced development – Appendix 6. Next task for the students is to mention activities in their career enviorenment which may bring the aims written by UN in Agenda 2030 closer. It may be done in groups or individually. The sample worksheet with the answers for hairdressers – Appendix 7. The students present their ideas in front of the others.

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Źródło: DHL Global Connectedness Index 2018.



APPENDIX 2

Customers in my salon make appointments mostly via the phone	In my salon I use only high quality products ordered from Italy	I work near the border area and the customers here are mostly foreigners
In my salon I work with 2 foreigners who do not have our country's citizenship	My salon is situated on the ground floor in the lease venue in a tenement house belonging to the local government.	I work in a salon where they had to take a bank loan in francs to open it
You need to use stairs to get to my salon	I use the electric power from Tauron company, I do not have any independent power- generating sources	My salon has a fan page on fb
The owner and the hairdresser at the same time in my salon is homosexual	In my salon I use mostly disposable safety products (capes, towels, gloves)	My salon does not use fair trade cosmetics, freguently you can find cheap substitudes inside pretty packets
Accountancy in my salon is done by an outsource company.	In my salon there is no special space where you can wait for an appointment	Working hours at the weekends brings 1/3 income to my salon
My workplace is not insured from random accidents	The workers in my salon regularly take part in hairdressing fairs and trainings	My salon has a financial security, thanks to which it can exist for two months with no other source of income
()		





APPENDIX 3

A legal conditions – B supply, material base – C venue, technical base – D public relations department, marketing department – E customers, trends



APPENDIX nr 4

There is a pathogen spreading in the palm tree plantations. The palm trees are the source of palm oil which is used in lots of cosmetics eg. shampoos, conditioners, skin creams,etc. The government dictates to destroy immediatedly all of the products with the palm oil which circulate and are used under penalty of a fine.

Sanitary-epidemiological station Sanepid warns against head lice spreading in Europe. Pediculus humanus is the ecotype of body lice which spread dangerous and serious illnesses, for example spotted typhus which you cannot counteract.

Considering the intensified set of beliefs and the guidelines toward LGBT community by the government, people who openly declare to be its representative or are suspected to be ones are not allowed to be employed on the positions where the direct contact with a customer is necessary.

As a result of political sanctions, using the services and products of a Chinese network Huawei is forbidden now.

Due to climate changes the electrical power will be provided in 2-hour cycles with one hour break between 6.00 AM and 8.00 PM in the next four months.

The local government decided to renovate the lower floors of the buildings which belong to them. All the institutions from the buildings will be relocated to temporary containers in the suburbs.

Due to epidemic thread, the European countries' borders are going to be closed for pedestrians and commercial transport.

According to standards of EU and the rule 'the polluter pays' you should erase unnecessary plastics. Failure to adjust to the obligation until the end of this year results in financial penalty.

(...)





APPENDIX nr 5

- ⇒ You must keep yourself up to date with the changes in the world since they may have a global extent.
- ⇒ You must be careful with the fake news (in the syllabus the fake news is written in red font; there is typhus vaccine, moreover European spotted typhus is spread mainly by clothes lice rarely head lice) as they are frequenty used as a tool of manipulation.
- ⇒ It is worth to have alternative solutions to problematic situations in your career and professional life.
- ⇒ Representatives of different businesses are dependent on each other.
- ⇒ Breaking one of the links in the chain may result in holdbacks and finally not fulfilling your professional task.
- ⇒ (...)





AGENDA 2030









































APPENDIX nr 7

NUMBER AND AIM NAME	MY IDEA
3. Good quality of life	- I will be very strict about hygiene rules in my workplace, among others, cleaning and disin- fection the hairdressing station after each cu- stomer - I will not serve the customers who have any syptoms of a cold or flu - ()
7. ,Green energy'	- I will install a device in my salon that will be an alternative electric power source for my workplace. - ()
11. Equal towns and society	- There will be a cycle stand in front of my salon - ()

Wprowadzenie do Global Studies. Podręcznik akademicki. Praca zbiorowa: Kamil Minkner, Sabina Baraniewicz-Kotasińska, Adam Drosik, Grzegorz Haber, Bartosz Maziarz https://www.academia.edu/40821640/Wprowadzenie_do_Global_Studies_Podr%C4%

99cznik_akademicki Grafika Załcznik nr 5. http://www.agenda2030.sbp.pl/index.php/biblioteki/





International competencies in professional and social life A lesson plan for VET students

1.5. TOPIC: International cooperation and development versus national economic strategies.



After the classes the student knows:	After the classes the stu- dent can:	After the classes the student understands:
- that your job may be done in different ways - that thare are inequalities in international job market which influence the conditions in your work and career achievements	- think strategically - be competitive - build relations in pro- fessional life - appreciate other people's work	- that international cooperation is challenging but gives better opportunites for development - that the economic and political situation in the country appeals to conditions in your workplace



Time: 45 min



Materials:

pencils, compass, protractor (graduation in degrees) protractors (graduation in grades), scissors, sheet of paper A4 – the quantity of materials depending on number of students



Economic development of the country and the career of workers depend on different factors. The lesson is based on a simulation game. It will help students see

the dependence which influence their career. The game is dedicated to students who need to practice their manual and maths skills for their professional lives (carpenter, tailor, surveyor) and economic professions (logistician, economist)



Number of students:

The best for 12 people but it may be adapted for a bigger number of students



Instructions

Step by step	TIME
1.Step Introduction to a simulation game White-shoe factory.	5 mins
2.Step A simulation game White-shoe factory	
3.Step Discussion.	15 mins



1. Step

The teacher announces that the classes are in the form of simulation game. The students are divided into groups according to the rules of the game (appendix 1) The teacher explains the rules of the game.

2.Step

The students start the game 'White-shoe factory'.

3.Step

After the game the students share the impressions with the others. If the group is not eager to conversation the teacher may ask the questions. The samples are in appendix 2.

The teacher, considering the students' impressions, leads the talk about the international work market. The sample aspects which you should pay attention to are in Appendix 3.

At the end of the classes the teacher presents the students some quates concerning cooperation

'Individual results are not of such importance. You win or lose as a team.' a footballer Z.Zidane

'Innovativeness is a strange race in which the best are the mixed teams: Hares riding on tortoises for most of the time.' From the article by Marcin Napiórkowski titled 'Try and survive', Tygodnik Powszechny, 11/05/2020 The quatations are to be reflected on as students' homework.

Author:

Agnieszka Zabrzewska, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"





Rules of the game: White-shoe factory

1.Preparation:

The game White-shoe factory is a simulation of production in 3 factories situated in different corners of the world. The students are divided into 3 groups – the workers of 3 factories:

Group A: 3 people – workers of the factory in rich, well developed country. Every worker gets: a pencil, a compass, a protractor (graduation in degrees), scissors and 4 sheets of paper in size A4 Attention! In the beginning of the game person 1 can use a pencil and a compass, person 2: a pencil and a protractora and person 3: a penil and scissors. According to the country's rules you need special permission to use any of the tools. It costs 10 points to get it. It means that the group must pay (give back) 10 points if the student wants to use any different tools.

Group B: 3 people – workers of the factory, in economically mid-developed, socialist country; they get 3 pencils, a compass, a ruler and 6 sheets of paper – size A4

Group C: 6 people – workers of the factory in a developing country; they get 3 pencils, 2 protractors (graduation in grades) and 10 sheets of paper – size A4

The teacher is the representative of World Bank. He announces that he is interested in buying Mercedes-Benz logo under the following scheme and guidelines:



r = 42 mm (1/2 dł. wewnętrznej kątomierza, którym dysponujemy)

The logo may be simplified showing only the system of lines.



For each logo the World Bank pays 10 points. The students who earn the biggest numer of points get 5 as an extra mark in a subject. The World bank is an institution which respects the law and will consider fair production proces. (The teacher should be open to students' ideas eg. attempt of cooperation between the groups but at the same time the teacher should eliminate the behaviours like: stealing/skimming the materials off)

2. The course of the game:

The students start the game. They work at individual workstations, one workstation is a different country. The game finishes after 25 minutes or because of different factors (eg. lack of paper at each workstation)

3. Summary:

The World Bank finishes the purchasing of the logo and counts the points which each group has scored. Then its representative announces the winner.



APPENDIX 2

- ⇒ Did you have a feeling that the rules of the game were fair? Did everyone have the same chances? Jak wyglądał podział zadań w Waszej fabryce?
- ⇒ Was the level of difficulty to produce the logo similar in each of the groups?
- ⇒ What was motivating/demotivating at work?
- ⇒ Were there any factors which didn't allow you to work? If yes, what were they?
- ⇒ Did you decide to cooperate with any other group/factory? Why yes/why not?
- ⇒ Would you agree to work for any other factory? If yes, on what conditions?
- ⇒ Was it possible to play a game so at the end of the class everyone could get extra 5 mark?



A PPENDIX 3

Natural sources (in the game sheets of paper)

The level of technical development (in the game the number and the kind of tools)

Human resources, education (in the game the number of people in the factory, the knowledge of geometry, the ability to convert grades into degrees, manual skills)

Motivation

Culture, history (in the game there may be a player who does not want to produce a logo of such a big company which developed in capitalistic system)

Legal guidelines, norms (eg. in Germany it is typical to educate in really narrow career paths, we can assume that group A worked in this country and players could not use all the tools at once; In Poland there are handymen called złota rączka who are able to do many different tasks, even if they do not have enough qualifications; some of the countries are able to accept lower-quality products/services – in the game it could be, for example, a circle ripped off from the paper with students' hands instead of being cut out with the scissors; Denmark is one of few countries where they mark the result made by a group of specialists during the professional qualifying exam.

Sources:

The article by Marcin Napiórkowski titled 'Try and survive', Tygodnik Powszechny, 11/05/2020





International competencies in professional and social life A lesson plan for VET students

2.1. TOPIC: Cultural prejudices influencing cooperation in international teams.

Aims

After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- that people behave differently in different cultures - has a bigger understanding in specific professional situations	- cooperate with people who respect different social rules - do their professional tasks even when the conditions changed	 how to recognise and react to their own behaviours in social context how to become more sensitive to people who come from different cultures in their work environment



Time: 45 min



Materials:

Task worksheets for task 1 depend on task in step 2 (see introductory remarks



Remarks

For Step 2 the teacher must prepare a task. The students should be asked to do something what they already know but it is still challenging for them because of the short time they get to fulfill

the task. It amy be eg. build a part of a wall from whatever materials (builders), putting on make-up (beautician), making a doll (pupils' tutor) etc. Moreover, the culture descriptions (Appendix 1) must be properly adapted. If there is some time left, you can do exercise: Derdianer (see sources). Due to it, although it is not typically professional task, the process of intercultural integration becomes more intensive.



Number of students:

Max. 20



Instructions

Step by step	Time
1. Step: Introducing exercise: Look into my eyes	10 min.
2. Step: Roleplays of actors and reporters	
3. Step: Assessment, conclusion	10 min.



1. Step: Introducing exercise: Look into my eyes

The teacher asks the students to match into pairs and sit opposite to each other. One person should sit back to the teacher and the other should see the teacher clearly. Then the pairs talk about any topic they choose. When needed, the teacher may suggest the topics. During their conversation the teacher shows the moderating cards with untypical behaviours to the students who can see them, (eg. looking away, staring, blinking, closing your eyes for a moment many times, ...) The students who can see the teacher do the shown on the cards activities without interrupting the conversation. The exercise is finished after about 10 minutes and is shortly discussed. Which situation during conversation was easy/difficult to put up with? Why? Which behaviours are considered as 'normal'? How is untypical behaviour during conversation read?

2.Step: Roleplays of actors and reporters

In the next exercise two pairs meet and they get a task to do together (see: introduction remarks). Half of the students leave the classroom and they get the roleplays of Beta Culture, the students who stay in the classroom get the roleplays of Omega Culture

The students familiarise themselves with the roleplays they got for about 5-10 minutes. They they meet in 4-people groups, get proper instruction and have 15 minutes to do the task.

3.Step: Assessment, conclusion see

After 15 minutes the task is finished, no matter what stage the people in groups are. The students meet again the circle and 'come out of their culture'. Then comes the assessment: What has happened? How did the representatives of two groups behave? How was their behaviour read? Did it cause any probllems in a work team? In the next step the teacher asks about the details concerning the job; Would the foreigners adapt to the local standards of professonal lifestyle or not? Where would they put the borders? Why/why not do the people adapt?

Author: Antonia Pilz, EJBM



A PPENDIX 1

Omega culture

Situation: You are in Omega culture. You are experts in the task. You always want to do your best, especially when you have deadline. Nevertheless, you care about doing the task together so every member of the team has possibility to learn about all the stages of the activity.

Process: You have 5–10 minutes to read the instructions and plan your action. Then the task starts and you have 15 minutes to complete it. Then each of you should shortly think about how he managed and how he found the strangers and other participants in terms of results, social structure and motivation.

Beta culture

Sytuacja: Situation: You are in Beta culture. Soon you are going to get suport from people in Omega culture. They are experts in the task while you are beginners. You will get all necessary tools to comlete the task. You do not think about time in your culture – things last until they last. More important is precise implementation. Your habits and traditions are essential for you and you would like people from different cultures to respet them.

Social behaviour:

- ⇒ Physical contact: You like physical contact. When you talk you always touch. Even when you pass by you touch for a moment. Light tap on the shoulder usually finishes the meeting. No touching means – I do noy like you.
- ⇒ Language: you do not know the word 'no'. Even when you think 'no' you always say 'yes'. When you say 'yes' and you shake your head you mean '
- ⇒ Behaviour at work: People from Beta culture touch even when they communicate at work. Although they try not to disturb others. Everyone knows how to use the materials properly.

The tools are divided into:

Male tools

_		
	1)	(here the teacher writes 2,3 names of
	2)	tools which the students should use to do
	3)	the task)

Female tools

1)	/home the teacher united 2.2 names of
')	(here the teacher writes 2,3 names of
2)	tools which the students should use to do
(3)	the task))

Particular tools are a secret for the opposite sex which means that the woman does not touch man's tools and vice versa.



Sources: Rott, Gerhart / Siemer, Viola (Hrsg.) (2004): Trainingsmanual: Interkulturelle Kompetenz. In: Trainingsmanuale der zentralen Studienberatungsstelle Bergische Universität Wuppertal. Band 1. URL: https://d-nb.info/976539179/34 [letzter Abruf: 28.11.2020], S. 123. Deutsche Sportjugend (dsj) im DOSB e.V. (Hrsg.) (2014): Bei den Derdianen. In: Interkulturelles Training.

Materialien und Übungen für den Einsatz in der Jugendarbeit im Sport. 3. Auflage. URL: https://

www.hochsauerlandsport.de/fileadmin/co_system/hochsauerlandkreis/media/PDF/Unsere_Themen/interkulturelles_training.pdf [letzter Abruf: 28.11.2020], S. 27ff.

Step 2 adaptiert nach dieser Übung



International competencies in professional and social life " A lesson plan for VET students





After the class the student knows:	After the class the student can:	After the class the student understands:
- that in different cultures they have different time approach and when you want effectively act internationally you should learn the rules.	- explain the characteristcs of monochronic and poly- chronic cultures and how the differences between them influence the business relationships	- that their understanding of terms 'be on time' 'not be late' may be differently understood in other cultures



Time: 45 min



Materials: Appendix 1 material



Uwagi

If you want to act effectively in another culture you should know how the representatives of the culture approach to time meaning. In some cultures being late a few minutes is unpopular and bu-

ilds negative image of an unpunctual person and in the others, however, it is tolerable and they understand the term; 'be on time' differently. The classes aim is to show the issue to the students and raise their awarness to the differences in time understanding and how they may influence the relationships with business partners form different countries.



Number of students: Any number



Instructions

Step by step	Time
Step 1. Exercise: A Minute	10 min.
Step 2. A lecture Monochronic and polychronic cultures and their time understanding	20 min
Step 3. Proverbs and sentences about time in different cultures	15 min



1. Step: Exercise: A Minute

The students stand near the chairs in such a way so they could take a seat freely and noiselessly. If there is enough space between the desks the students may stand near the chars at their desks or the chairs may be set in the circle. (such setting is more interesting for the exercise). On cue given by the teacher the students should close their eyes and take a seat when they feel the minute has passed. It is important that they take a seat so quietly that nobody can hear it. When they sit they can open their eyes. The teacher Times the students and observes who take a seat before the time, who after the minute has passed and who exactly after 60 seconds. The teacher also takes the times of students who took their seats as first and last. It may be even 30 seconds. The exercise finishes when the last student sits on the chair. Then teacher talks with students about the ways how they counted the time in their minds and why the minute may be so differently felt by different people.

The exercise shows that people have various time sense, even in relatively homogeneous group. It is easier to imagine that such differences exist between various cultures.

2.Step: A lecture Monochronic and polychronic cultures and their time understanding

It is determined by the culture how the people sense the time. The teacher presents differences in time sense approach in monochronic and polychronic cultures and explains how it influences business relationships between people.

People in polychronic cultures can do several tasks at the same time, more important are people and the good relationships between them than punctuality and scheme. It may happen that someone is late for the meeting because they met a friend on their way and it was important to talk to them. The family and friend relationships are valued the most. Time is smooth and is not thoroughly measured. Being late is commonly accepted. To finish one task before you start a new one is not so crucial. People often do several tasks at the same time and they do not feel chaos. The participants of ad hoc meetings decide when the meeting starts or ends and what is its agenga. It is acceptable to add spontanious changes of arrangements, schedules and plans. There is time for conversation when you meet in one place (no matter if the time of the meeting is the same as previously arranged).



The time passing is seen in periodic natural processes – sunrises and sunsets, seasons. Accuracy to one minute does not matter

Samples of polychronical cultures are countries of Latin America, Africa, Asia and Arabia mainly: Mexico, India, Philippinnes, Egypt i Saudi Arabia. In Europe close to polychronic cultures are: Italians, Spanish, Greeks. Attention! In Chinese culture the relations are more important that the speed of negotiations but being late for the business meeting may result in the breakup of negotiations.

In business contacts with people from polychronic cultures you have to consider:

- ⇒ Being late for the meeting is not unusual and you should not expect punctuality
- ⇒ The meetings are often disturbed, eg. answering the phone, leaving the room to discuss different issues, small talk
- ⇒ The meetings frequently last longer than planned, it is difficult to arrange and enforce the time when the meeting ends
- ⇒ You should not expect to get an agreement during the first meeting
- ⇒ Ascedules and arrangements may be flexible
- ⇒ When we are invited to a get-together it is polite to come half an hour or even one hour after the arranged time because we can come on time the hosts may still be getting ready to welcome the guests.

In monochronic cultures time is considered as a valuable goodness and you should use it effectively. There is no time to do nothing, the day is thoroughly planned. The tasks are done in order, one by one, keeping the continuity of actions. Time should be accurately measured and punctuality is essential. Being late is not seen well because you waste the time of other people and show no respect or even disregard. The people in the culture follow the plans. They are not eager to reschedule the meetings and the general rule is 'time is money'.

Polychronic cultures are cultures of Japan, South Korea, Germany, Austria, Skandynavian countries, the USA.

In business contacts with people from monochronic cultures you have to consider:

- ⇒ It is very important to follow arranged appointments
- ⇒ The schedules are stiffly fixed and it is not seen well to rearrange them
- ⇒ During meeting you should follow the agenda, should not answer the phones or leave the room to get other things done



- ⇒ Necessity to make some changes in the arrangements should be announced as soon as possible so the others could rearrange their plans.
- ⇒ Partners will try to close the deal quickly and move to actions

 The knowledge about different time sense in different cultures influences our perception of other side and how we treat them. Lack of knowledge about the topic, on the hand may cause that the polychronic culture representatives are seen as unreliable, disorganized, failing to meet deadlines and finally untrustworthy business partner. Whereas the representatives of monochronic culture may be considered not flexible, uptight for whom the arrangements are more important that people and the relatioships. You can think of them as the ones who are not able to use spontanious business opportunities.

3.Step: Proverbs and sentences about time in different cultures

The teacher presents the proverbs and sentences on the screen with the names of the countries below and asks the students to match them (the country with the sentence) You may use pieces of paper with the proverbs and names of the countries to match in small groups (Appendix 1)

Author:

Magdalena Mazik-Gorzelańczyk, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"





APPENDIX 1

Country/Region	Proverb
4. Great Britain	A: The Devil makes work for idle hands
4. Great Britain	B. Idleness is the mother of all the evil
5. Germany	C. When they are 10 minutes late for the meeting they may be 10 weeks late with the delivery
6. Germany (J.W.Goethe)	D. What whiles the time? Action! What extends it mercilessly? Inaction!
7. India (Mahatma Gnadhi)	E. There is much more to do in your life than to enhance its pace.
3. China	F. Calm answer drives the anger off
9. The USA (B.Franklin)	G. How much more time do we spend sleeping than the need? We forget that a sleeping fox will not catch a fisher and that we will have enough time to sleep when they lay us in a grave.
8. The USA	H. We are in a hurry but we still wind up when we started.
10. Finnland	I It is better to think for one day than to work for one week pointlessly.
11. Spain	J. Tomorrow is the busiest day of the year.
12. France (Napoleon I)	K. Time is everything.
1. African proverb	L. Who walks too fast will never meet an antelope.
2. Arab proverb	M. Today wine – tomorrow work

Sources:
M.Ridder, "Ausbildung in Mediation", 2016.
https://migranciwielkopolska.caritas.pl/03-08-2020-roznice-kulturowe-zwiazane-z-podejsciem-do-czasu-i-przestrzeni



International competencies in professional and social life " A lesson plan for VET students





After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- It is possible to get cultural preparation before establishing cooperation with foreign business partners - that there are different business meeting routines in different countries	- show the characteristic features of business negotiations in various countries - define the things you should pay attention to while preparing for a business meeting with foreign partners	- that taking business etiquette into consideration can help to build relatioship with business partners - that there are some business conversation habits in their countries as well



Time: 45 min, option B 2 x 45 min



Materials: Materials from appendix 1, option B extra sheet of paper (flip-chart size)



During globalisation time in almost every job/position the contacts with foreign partners are made. The aim Remarks of the class is to prepare students to build the rela-

tionships with business counterparts from various countries and show that particular business manners are typical for some cultures and understanding them make the contacts easier.



Number of students:

any



Instructions

Step by step	Time
Step 1. Introduction	5 min.
Step 2. Exercise: Every country has its own business custom	30 min
Option B Step 3. Exercise: Manners in my country (optionally)	30 min
Step 4. Conclusion	10 min.



1. Step: Introduction

- 1. The teacher introduces the topic. Explains that when we start cooperation with a company from other country it is worth to learn about their cultural habits. Using the knowledge we show our professionalism, avoid getting surprised in some situations, become more confident, are able to create better atmosphere at work and as a result you can get more bisness profits. Even in European culture we notice differences in building relationships with counterparts or importance they give to the issues like: hierarchy, time, making decisions, work organisation and appearance. Before you go on business abroad or welcome foreign business partners in your country it would be worthwhile to prepare for the meeting having a conversation with somebody who knows the foreign country and its culture.
- 2. The teacher encourages the students to share their experiences: have they ever had a chance to experience a contact with any foreign culture in business situations? Eg. in their internships, in a family company? What did they notice? Do they have any reflections about it?

2.Step: Exercise: Every country has its own business custom

The teacher divides students into groups of three or four. Each group gets the set of cards with the names of nationalities and typical business behaviors for the cultures. The teacher cuts out them out from the chart in Appendix 1. The students match the nationalities cards with the typical behaviors. There is no time limit set, more important is exchanging experiences while doing the exercise. It may happen that the group does not agree with the description in the chart and they start to discuss. The teacher does not interfere but talk about it during conclusion (step 4).

Option B - extended version for two classes/lessons

Using the option the students matching the cards in step 2 do not get the cards concerning their own country. They describe the business manners in their country during the second lesson on their own. Step 3 is to be done here



3.Step: Exercise: Manners in my country

Students in work in groups. They get large sheets of paper (flip-chart size) and they write down or draw typical features for their culture which the foreigners may find useful while building business relationships. At the end the students compare their results with the information in the chart. It may happen that students mentioned different rules ort hey do not agree with the information in the chart and they start discussion. The teacher does not interfere but talk about it during conclusion (step 4).

4. Step: Conclusion

In the conclusion you should underline that the personality/behaviour descriptions presented in the exercise may not appear true for every representative of the nation. They are only schemes which may occur so it is worth to know them since the knowledge may help prepare well to build good business relationships. Anyway you should be flexible and do not take the descriptions as an absolute reference. The representatives may come as untypical nation members because everyone has their own personality. Then our reaction should be 'here and now' and we adapt to the situation. What is more we should not take the adapting to the rules of business partners as an artificial bringing yourself to acting against your will. Sometimes a little gesture shows the respect to other person and that we are ready to build new relations.





APPENDIX 1

Nationality	Business manners
	appreciate partners who are well prepared for the business meeting; the base of the meeting is being subsuntive, keeping to the point
	when describing the products/services or the way the company works
THE FRENCH	being able to speak their mother tongue is quite crucial as they are not very keen on learning foreign languages and they appreciate people trying to communicate in their language
	common meals play a big hand in their culture, having them together they build personal relatioships and it is normal to talk shop when you have eg. lunch together.
	the essential, most strategic positions in the companies are for people with the longest experience, job seniority and thereby proper age
	they are recitent about bringing presents, even the company's gadget may dend the wrong message
	they are flexible about punctuality, arranging the meeting you should consider lasting the meeting longer than planned
	they balance professional and private lives and they rarely meet privately with supervisors or subordinates
	when greeting they have a light and quick handshake, the initiative comes from the person with higher position
	they care about the appearance a lot and the best outfit for meetings should be elegant and neat with simple classic cuts



they particularly like order and sequence; it is important that the meetings have their agenda and you should keep the order of the items on it

they consider well-organised, observant and honest people as proper business partners

they call each other with their surnames not first names during meetings, no matter what relationship they had before

at work they are usually serious and stiff so the business contacts may be rather official.

they are always well prepared for negotiations and they expect the same from their business partners.

they appreciate punctuality, being late is considered as unreliabilty; not meeting the deadlines or not being able to hold the deal is believed to be a serious sign of lack of professionalism

THE GERMANS

they value statistics and various analysis when making business decisisons

they shake hands to say hello and goodbye, it is quite firm and energetic

in most of the companies there are less hierarchy, independent work of particular workers is sought-after. The subordinates responsible for the specific area in the company are also invited to the meetings

every task is thoroughly planned, the outfit is rather old-line style and formal with no casual elements for men or expressive heavy makeup and fancy clothes for women



	they are rather reticent, they do not use many gestures or show their emotions
	their communication style dictates to be polite and friendly even when they do not think or feel like that.
THE ENGLISH	the nation values particularly tradition, fair play rules, modesty and politeness
	they respect all the rules and procedures
	they start calling each other by their first names shortly after first meeting
	The meetings are important and time-consuming element of work, having them they follow the agenda and their aim is to develop the plan and make decisions
	During presentations they focus on specific pieces of information and aims, more important is content than the way of presenting
	They like matching social and professional lives and invitations to pub after worka re usually accepted
	They are expansive, spontanious and really open
	touching the interlocutor or slapping their back is believed to be normal.
	They value building relationships in business contacts, you should expect eating together and conversations not only about business issues which helps get to know each other better
	Hierarchy is very important – you respect especially elderly people with more experience and power
	They are not very keen on planning, agendas are quite not so strict
THE ITALIANS	Discussions are very lively and expressive, the participants often interrupt one another but it does not show disrespect toward interlocutor but it comes from a specific way of communicating.
	Meetings in companies are rather casual and informal
	They value style and aesthetics of presentations
	They need more time before they make a particular business decision, you should respect it and you should not stimulate it too much.
	It is common to shake hands to say hello in business relations and women should always be the initiators
	They care about the appearance and outfit a lot, clothes should be of high quality



The nation is friendly and hospitable, inviting business partners to the house after the business meeting is nothing special

It is a country with the lowest social trust indicators and masculine model of society, which means success-orientation, waiting for confrontation and showing assertiveness

They can be calm but as well as they can show their dissatisfaction with the negotiation process

The style of the negotiations is rather formal, the etiquette of behaviour counts especially during first meetings which are run in rather 'stiff' and formal atmosphere.

The supervisor's position durin a meeting is high, you can recognise the boss from the very beginning (they take 'front-row seat' at the table and the subordinates obey their orders)

They are not usually prepared to negotiations before the meeting, they do not have any specific objectives or a list of possible concessions, they improvise in the negotiations

THE POLISH

Slighly firm shakehand for greetings and farewells, the initiative comes from the person of higher position, when people's positions are equal, the woman takes the initiative.

More often they concentrate on things which do not work, rarely they appreciate successes; Praise for other people or boasting their or their relatives' successes is believed to be getting above others.

The same person may be called by several names using their different diminutives or variations

After introducing and strting relations people usually put pani (female)/pan (male) in front of their first names



the way of running business and its activity is based on Confuctionary rules which are the source of respect to hierarchy in family and organizational structures as well as adherence to routines and ceremonials

Common welfare comes over the individual self-realisation since they belive in the group power

They prefer harmony, avoid conflicts and look for profitable solutions for everyone

they value honour, prestige and opinion the most

Important rule in interpersonal relations is 'guanxi' which means relation between partners based on trust and frienship. To build such a relation you need time, so the negotiations in fact are

long-lasting and demand a lot of patience and persistence

In business conversations, the process itself and the atmosphere are important. They concentrate on relations between partners as well as the aim of negotiations

They show a lot of respect to their interlocutors, they do not interrupt their partners when they speak.

THE CHINESE

The handshake is really light and they rarely exchange hands

You should show much respect to the partners being 2 or 3 minutes late may cause tension or even breaking the negtiations.

In negotiations never forget about your honour or reputation, you should not show your emotions too much or climb down. You answer the questions indirectly when you must admit that you do not know something.

If you want to participate in summit meeting with high position representatives of the company you should delagete people with similar position from your company and inform about that before the meeting.

The way you treat the business card shows your respect to its owner; we hand in and take the business cards with two hands, we should not hide it immediatedly into the pocket (it is a par), the best idea is to put it in front of you at the table to be able to see it at all times during the meeting.

Sources:

Dagmara Łuczka, "Różnice kulturowe w wybranych krajach europejskich. Co kraj to biznesowy obyczaj", http://projektowniawizerunku.pl/roznice-kulturowe-wybranych-krajach-europejskich Aleksandra Łącka, Beata Krawczyk-Bryłka, "Percepcja różnic kulturowych w negocjacjach na przykładzie Polski i Chin", https://zie.pg.edu.pl/documents/30328766/42435488/REME_15_%284-2015%29 -Art2.pdf

https://www.hrs.com/pl/bloq/po-godzinach/etykieta-w-biznesie-miedzynarodowym.html



International competencies in professional and social life A lesson plan for VET students



2.4. TOPIC: An interpretation, assessment – how to be capable to react properly in intecultural contexts

After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- some behaviurs depend on cultural context - the real knowledge of habits is based on experience	 communicate better with people from other cultures react better to specific nedds of people from other cultures 	- sometimes you need to react differently to communication needs of people from other countries - due to the knowledge you can feel more comfortable and without restraint when having contact with people from other countries



Time: 45 min



Materials: untypical/unknown items (description in exercise 1)



Number of students: about. 20



Instructions

Step by step	Time
1. Step: Introduction exercise: An object	10 min.
2. Step: Exercise: Exploring foreign culture	15 min.
3. Step: Assessment and conclusion	10 min.
4. Step: Transfer: In my work	10 min.



1. Step: Introduction exercise: An object

The students sit on their chairs set in a circle. The teacher introduces 'an object' to them. Not everyone must know the object. At first sight it should seem useless (as much as possible) (eg. bag handle, crocheting manual). Then, there are two parts (rounds): in the first part (round 1) the object passes from one student to the next, and each student should spontaniously say what they are thinking about when thay are holding the object. (eg. It is green, You need it in the bathroom, etc.). The teacher writes down the key words from students' speches on the moderation cards. When all the students have had the chance to speak, the cards are divided into similar sections and stick to the flipchart.

Categories of descriptions:

Description (eg. It is green)

Interpretation (eg. You need it in the bathroom)

Assessment (eg. It is of low quality)

In the other part (round 2)the students again pass the object from one to the other. Now everyone says something complete the categories mentioned above. There should be the same number of examples in each category. In the first category they usually give more assessment examples. Now they have to think of the examples to complete the other two categories. At the end, the purpose of the exercise is revealed. The teacher explains that we often judge and interpret things even when we do not know them or we are not able to assess the situation precisely. That is why the misunderstanding may appear, specially in intercultural situations.

2.Step: Exercise: Exploring foreign culture

In the exercise the students work in pairs. One person in a pair is 'a guest' and the other is 'a host'. 'The guests' go to a different room and thre they get instructions with their roleplays (Appendix 1). 'The hosts' get their instructions as well (Appendix 2). They have 5-10 minutes to read and remember them. Then 'the guests' come back to 'the hosts' room and each pair follow the instructions.



They cannot have a look into the instuctions and the students make sure that their partners do not see theirs. After about 10 minutes, after everyone has finished all the tasks, the teacher ends the exercise.

3.Step: Assessment and conclusion

All the students come back to their chairs set in the circle and stop 'being' in their roleplays. Then conclusion: How did you act in the exercise? Why? Did you realise that 'the guests' and ' the hosts' have different instructions? Did you cooperate? Was it difficult to convince the other person to get what you wished? What strategies did you use? Was the guests' facial expression 'confused'? ('Yes' – moving your ears, 'No' – showing your tongue, 'pointing' – staring)? Do 'the guests' get used to it even if they understood it differently?

4. Step: In my work

At the end students should do some brainstorming together: What signs and behaviuors are typical in their jobs? Can anyone understand them? Who can have particular problems with it? Local people who have different jobs or rather foreigners who have contact with the job? What can you do to deal with misunderstandings. The teacher writes the ideas down on the board.

Author: Antonia Pilz, EJBM





APPENDIX 1

Instructions for 'the guests'

The guests expect the hosts to do the following things:

- ⇒ give their phone numbers
- ⇒ lend the personal object (for example a watch)
- ⇒ bend when they say hello
- ⇒ write down their name on the board or sheet of paper
- ⇒ offer the chair for the guest
- ⇒ show their teeth



APPENDIX 2

Instructions for 'the hosts'

Hosts' actions:

- \Rightarrow say ,Yes' move your ears
- ⇒ say 'No' show your tongue
- ⇒ point with your arm and stare

'The hosts' expect from 'the guests':

- ⇒ to wash their hands first
- ⇒ to scratch hosts' back
- ⇒ to give the hosts 10 cents
- ⇒ to take off their shoes
- ⇒ to bring a chair for the host and sit cross-legged next to the chair

Sources:

Deutsche Sportjugend (dsj) im DOSB e.V. (Hrsg.) (2014): Interkulturelles Training. Materialien und Übungen für den Einsatz in der Jugendarbeit im Sport. 3. Auflage. URL: https://www.hochsauerlandsport.de/fileadmin/co_system/hochsauerlandkreis/media/PDF/Unsere_Themen/interkulturelles_training.pdf [letzter Zugriff: 28.11.2020], S.25-26.

Brauhöfer, Manuel Erkan / Krutzler, Julia (2017): brainworker Whitepapier. Interkultureller Methodenkoffer. URL: https://brainworker.at/wp-content/uploads/brainworker-Whitepaper_Interkultureller_Methodenkoffer.pdf [letzter Zugriff: 28.11.2020], S. 13.



International competencies in professional and social life A lesson plan for VET students



2.5. TOPIC: Forum theatre as a method of conflict solving in a workplace



After the class student knows:	After the class student can:	After the class student understands:
- the kinds of conflicts may apeear in everyday life and at work - what means can be used to try to resolve the conflicts	- mitigate conflicts - see the conflicts from different perspectives	- that sometimes you need to look at the situation from outside to solve the conflict - motivation and arguments given by all the conflict sides



Time: 45 min



Materials: chairs, tables, flipchart, markers, conflict scripts from Appendix 2



Theatre of short performances so called: Forum Theatre as a method of solving problems is an innovative idea introduced by Augusto Boal. The Forum

theatre begins with a short performance, which contains demonstrations of social or political problems. At the conclusion, the play will begin again with the audience being able to replace or add to the characters on stage to present their interventions; alternate solutions to the problems faced.



Number of students:

15-20



Instructions

Step by step	Time
1. Step: Introduction	5 min
2. Step: Dividing into groups and handing out the scripts	5 min
3. Step: Preparing the performance	10 min
4. Step: Performance	15 min
5. Step: Conclusion, discussion	5 min



1. Step: Introduction

The teacher introduces the subject of solving conflicts and asks the students to name the examples of conflicts which may appear in their professional or everyday life. (conflicts at work, conflicts with friends, family conflicts). Then the teacher introduces the method of short performances and explains how it works and what connection it has with solving conflicts. (see Appendix 1)

2. Step: Dividing into groups and handing out the scripts

The teacher divides the students into groups (ech group – 5-6 people). Eeach group gets the 'conflict card' (see appendix 2; the teacher may also prepare it on their own)

The students present their 'conflit situations' in the form of short performances. The performances should clearly show the conflict.

3.Step: Preparing performances

Students work in gropus and prepare their performances. They divide roleplays and practice acting them. The teacher supervises the proces and gives help if needed.

4. Step: Performance

The groups perform their scenes. When the conflict comes to a climax the performance stops. Everyone from the audience may come 'on stage' and become any of the 'actors' in the show. Any number of 'actors' may be exchanged. Then the performance is continued and a group 'on stage' must react to new ideas and solutions to resolve the conflict suggested by the new 'actor'.

After getting the solution, there is a short discussion in which everyone may express their opinions about the subject.



5.Step: Conclusion and discussion

When all the performances have been finished and solutions to conflicts have been found, the teacher invites all the students to discuss the results of the exercise. Was it easy for them to present the conflict in the form of a scene? What was the reason of the conflict? How was it resolved? Are there any other possibilitites to do it? Have they ever experienced any similar conflicts? What have they learned? How can they use it in their everyday life and at work? The answers are wtitten down on the board.

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A ...

APPENDIX 1

Forum Theatre (also known as Boal Theatre, Theatre of the Oppressed or Theatre for development) is an interactive form of a theatre invented by Augusto Boal in the beginning of the '70s. He wanted to help the spectators to identify their 'internal conflicts' in order to resolve them.

The aim of the thetre is to play the real scenarios so the students could practice the solutions and change the scenarios for better ones. It is a form of interactive drama. The theatre strats with short rehearsed performance which shows the conflict. At the end of the performance the audience may exchange or complete the 'actors' to present their ideas to resolve the conflict.

Forum theatre

https://www.involve.org.uk/resources/methods/forum-theatre

The Forum Theatre

https://www.southampton.ac.uk/healthsciences/business_partnership/innovations/forum_theatre.page



APPENDIX 2

Scene 1

David studies carpentry in a college. In the mornings, before the classes, he has a part-time job so sometimes he is late for the classes. His teacher, Mr Evans, thinks that David's being late for the class is inappropriate and treats him worse than the other students. For example, he got a low mark from the last test, although he revised hard and had not made many mistakes in it. David does not know how to improve his relations with the teacher.

Scene 2

Alice got an offer of an internship. Her classmate, Laura, wanted to get it. The relationship between them is uncomfortable. Alice wants to keep the relationship with Laura but she does not even speak to her except when they are at school.



Scene 3

Jessie, who started an internship in the company not long time ago, is very calm and serious. She does not usually talks about her private life. Her supervisor, Roberta, is very noisy and laughs a lot. She is also very interested in the lives of her employees. Jessie feels more and more uncomfortable because of Roberta, as she does not like being asked about her private life and moreover she thinks that too much noise nad laughter is not proper in a workplace. Roberta, from the other hand, feels disaffected by Jessie's quiet behaviour and believes she is impolite. Recently Roberta told Jessie off because she did not smile or talk to the customer who visited the office. Jessie feels repressed and considers making a formal complaint to the HR department.

Scene 4

Hazel is doing an internship as a kitchen assistant. Until recently she helped the chef mainly cut the ingredients and cook simple dishes. However, she had to prepare some complicated dishes for a party lately and her supervisor left her on her own with the task. One of the dishes was not cooked enough and the customers complained. The manager taxes her with the mistake.

Sources:

Arvind Singhal, Michael J. Cody, Everett M. Rogers, Miguel Sabido. Entertainment-Education and Social Change: History, Research, and Practice

Forum theatre

https://www.involve.org.uk/resources/methods/forum-theatre

The Forum Theatre

https://www.southampton.ac.uk/healthsciences/business_partnership/innovations/forum_theatre.page

Examples of Conflict in the Workplace - Scenarios & Solutions

https://blog.powertofly.com/examples-of-conflict-in-the-workplace-scenarios-2636222089.html

Examples of Employer & Employee Conflicts

https://smallbusiness.chron.com/examples-employer-employee-conflicts-13804.html

Common Workplace Conflicts – Scenarios & Resolutions http://managestaff.com/common-workplace-conflicts/





International competencies in professional and social life A lesson plan for VET students

2.6. TOPIC: Culture dimensions in everyday professional life

After the class the student knows:	After the class the student can:	After the class the student understands:
- what the 6 culture dimensions are according to Hofstede	- analyse culture dimensions in their homeland and any country abroad - match business and personal behaviours with cultural dimensions	- how important it is to behave properly in everyday life and business situations when you have contact with people from other cultures that the behaviour influences the effectiveness of gaining goals in international community



Time: 45 min



Materials:

Sheets of paper (size A3), ballpens, a video projector, a computer, a smartphone or tablet, internet access



Number of students: At least 12



This lesson plan is to be used with the students who have more advanced knowledge about intercultural subject eg. they have already had other lesson about it in module 2. In the exer-

cise: Exploring culture dimensions the host can suggest a country which is important to the particular group eg. a neighbouring country if it is a border territory, a country where the most of the investors come from, a country where a lot of people go to because of economic migration



Instructions

Step by step	Time
1. Step: Introduction to culture dimensions term	5 min.
2. Step: Exercise: Exploring culture dimensions	20 min
3. Step: Presenting the results of the exercise	15 min.
4. Step: Conclusion	5 min.



1. Step: Introduction to culture dimensions term

In the beginning the teacher underlines the dependence of the business with foreign customers and their cultural background. When you know the client's cultural background it may help you understand items of their negotiation better, it may bring it forward and finally both of you may get satisfaction. Culture dimensions developed by Hofstede are a big suport in it. (Appendix 1 for the teacher Culture dimensions by Hofstede)

2.Step: Exercise: Exploring culture dimensions

Students work in pairs. Each pair gets one of the six worksheets: Exploring culture dimensions from Appendix 2. If there are 6 pairs of students all the worksheets are discussed. If there are more pairs of the students, the same workseets will be given to more pairs. In the exercise:

A. your homeland is analysed in respect of a particular culture dimension the particular culture dimensions are compared between different countries B. At the end of the exercise students give examples of high and low indicators for their culture dimension and their influence on the business contacts with a particular country representatives.

Tasks for the students:

- A. describe what, according to you, the shown in the chart indicators refer to for each of the given countries
- B. assess the impact of the indicator. (0% = low, 100% = high)
- C. give examples of how the level (high or low) may determine your behaviour in business contacts

3.Step: Presenting the results of the exercise

As an example, two pairs present the results of their work. The others answer only the question: 'What example did you give of the connection between culture dimensions and business relationship'. Then there is a disccussion suggested. It is moderated by the host.



4.Step: Conclusion

The teacher opens the website: https://www.hofstede-insights.com/product/compare-countries/ and compares the homeland with a chosen country (example, see Appendix 3, the comparison available only in English). Student make comments to the dispalyed percentage indicators and comere them with their work results.

Author: Bernd Faas, Eurocultura



Teacher materials – Culture dimensions according to Hofstede

What does culture mean? Modern social studies define it as a set of unwritten rules and norms which direct the behaviour of the 'units' and help them understand what is good and bad, what is proper and what is improper. Today you can measure the culture or/and people's behaviours in similar situations in the cultures statistically. The interpretation model of culture variety was developed by a Dutch profesor Geert Hofstede, who started his research in the beginning of the '70s and based it on 116,000 surveys conducted among IBM company workers in 50 different countries. Over the years the research was enriched and extended, and today we have the data from about 100 countries. Hofstede demonstrated that people have common personalities at regional and national level. These personality features influence people's behavioors in the careers and private lives and keep over the passing time. They are culture dimensions and they provide orientation system to compare different cultures. However, you should pay attention to the fact that such a model cannot describe all the people's behaviours because everyone is individual and you cannot define them only on bases of group affiliation, especially at work (eg. in commercial area). When doing business with people from completely diverse culture it is essential to be aware of their culture dimensions. According to Hofstede the culture dimensions are: distance to authorities (i.e. their power and influence), individualism versus collectivism, masculinity versus feminity, avoiding uncertanity, long-term and short-term orientations as well as pleasure versus moderation. The six culture dimensions develop between two poles. The society may be oriented upwards or downwards and they lead to show different personalities.



The 6 culture dimensions by Hofstede

1. power/influence of authorities

The power of authorities defines how the society approaches to their intitutions and organisations. Countries of little power distance generally prefer decentralised institutions with participative proces of arriving at decissions whereas the countries with bigger power distance prefer centralised forms of managing and making the decisions from 'head to toe' In other words, such dimension expresses the level of authority acceptence by weaker members of the society and their expectations to democratic way of deploying the decisions. The truth of the matter is how the society deals with its inequality using the hierarchical relationships, for example: parents-children, teachers-students, managers-workers or formal structures in companies as well as clear and transparent relations in the institution. In the cultures with big power distance, the making decision processes are from 'head to toe' and you do not reject them. The lower the power distance is the more participative the process is. In Latin and South America countries (eg. Venezuela, Mexico) or Asian countries (eg. Malaysia, Philippines, India) the large inequality in power balance is acceptable whereas in Nothern and Middle Europe and English-speaking countries (Denmark, Germany, Great Britain, The USA and Australia) social inequalities are less acceptable (= little distance).

2. Individualism versus collectivism

The theory of culture dimensions defines indvidualism as a preference for weakly established social frames. The individuals take care of themselves and their families. In colectivism, on the other hand, more consistent social model is favoured, where members of the society are true to the wide collectivity and can depend on getting help from family and relatives. Your own position is defined as 'I' or 'we'. Individualism and collectivism are two poles od culture dimension which refers to the level of autonomy, obeying the social rules and loyalty to the whole group. Collective interests are above the individual ones, hierarchy and social relations are becoming more and more popular. Countries more 'individualistic' are: the USA, Australia and Great Britain. On the other pole there are: Guatemala, Ecuador and Panama.



3. Masculinity versus feminity

In the theory of culture dimensions the masculinty represents the social tendency to get their aims, heroism, asertiveness and financial benefits resulting from the success. The society is generally more results-oriented. Its opposite – feminity – demonstrates the tendency to cooperation, humility, and taking care of the weak and providing a good quality of life. The society is more consensus-oriented. The terms 'soft' and 'tough' culture are often used to describe the societies. The term 'masculinity' refers to the society where social gender roles are clearly defined: men must be assertive, tough and financial benefits-oriented; women must be humble, sensitive and interested in quality of life. The term 'feminity' refers to a society where the gender roles overlap. Men are responsible for the household and family and women can make a career. Countries with the highest rate of masculinity are: Japan, Hungary and Austria. More feminine countries are: Sweden, Norway and the Netherlands.

4. Avoiding uncertanity

The culture dimension refers mostly to the idea how to deal with unknown and ambiguous situations when the future cannot be foreseen. What is a solution controlling the activities or waiting for them? People from countries with high rate of avoiding uncertanity obey the strict rules of behaviours and beliefs and they are rather not tolerant to different habits and ideas. On the other hand, in the countries where the rate is low the atmosphere is more casual and the practice is more important than the rules. In a professional context the culture of mistakes is much lower or even almost does not exist and there are different strategies of avoiding the errors. For example, a country with the low 'avoiding uncertanity' rate has active, resourceful people who are more into taking a risk. In the countries where the rat eis high they appreciate stability, order and social rules. They avoid taking risk (indirectly it results in slower development). The examples of countries with the high rate of avoiding uncertanity are: Germany, Russia, Mexico. Singapore, Jamaica and Denmark are the examples of countries which are more risk-oriented where they make more risky business decisions.



5. Long-term and short-term orientations

Every society must think about its history and face present and future challenges. Vision of these two existential aims is generally changeable. The societies are short-term oriented and they would rather keep to the established norms and traditions. They are suspicious about changes. On the other hand, however, societies with long-term culture have more practical vision. They encourage to saving money and having modern education as a strategy to welcome future. Long-term orientation focuses on future sucess and that is why they see fast social recognition or short emotional satisfaction as minor. The characteristic features of the orientation are: persistence, thrift and being able to adapt. The people focus on building personal relationships or the net of relations which are long-term designed. You can notice high level of respect to seniors, elderly people and tradition.

Short-term orientation focuses on past or present activities and considers them as more important than future ones. It values tradition, established social hierarchy and fullfilling social obligations. Immediate satisfaction is more essential than the long-term satisfaction. They expect profits soon (one year or less) and there are more current clues concerning the good and bad things. Long-term oriented countries are: China, Hong Kong and Taiwan; more short-term oriented countries are: Venezuela, Uruguay, the United Arab Emirates.

6. Pleasure versus moderation

It measures the abilty of the culture to fulfill current needs and their members' personal desires. They ask questions about how many pleasures they have in their free time, how open they are to have sexual experiences, if they wear less or more colourful clothes and if they are more optimistic or pessimistic about their future. The people who put more emphasis on limitations respect stricter social norms and rules which regulate and ban meeting the needs. Keeping law and order is a priority. In the culture with smaller number of limitations, the control does not stop life happiness and gives free access to leisure time.



APPENDIX 2

2.1 Exercise: Exploring culture dimensions

Defintion: The authority defines how the society approach to the power of their institutons and forms of organisations. Countries with little authority distance generally prefer decentralised organisations with participatory process of decision making whereas the countries with bigger authority distance prefer centralised forms of authority and decision processes 'from head to toe'. In other words, it shows how much weaker members of the society accept authority and what expectations they have about democrtaic way of implementic the decisions. It is about how the society deals with inequalities between people.

- a. Discuss what the indicators in the chart about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

	Poland	Italy or Germany
Indicator	(0% = low prevelence, 100% =	((0% = low prevelence,
	high prevelence)	100% = high prevelence)
Inequalities between people should be low		
Workers expect being engaged in making decisions		
Privileges and symbols of status are disapproved Parents treat their children as their property		
Inequalities between people are advisable, expected and desired		
Employers expect instroctions how to do their job.		
Privileges and symbols of status for the managers are advisable, expected and common		
Parents bring up their children to be obedient		



2.2 Exercise: Exploring culture dimensions

Definition: Individualism and colectivism are two opposite poles of culture dimensions. Which refer to the level of autonomy, respecting the social rules and loyalty toward the group of its own. The individuals are concerned about their own ventures, value personal successes and they inforce their own businesses. The collectivists, on the other hand, share the feeling of belonging to the group. Collective interests come before the personal ones. Hierarchy and relationships with other people become more and more important.

- a. Discuss what the indicators in the chart about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

to Post of	Poland	Italy or Germany
Indicator	(0% = low rate of occurance,	(0% = low rate of occurance,
	100% = high rate of occurance)	100% = high rate of occurance)
Identity is based on the individual		
Expressing your opinion is a charactersitc quality of an honest person		
The relationship: employer – employee is an agreement which should be based on mutual benefits		
The task comes before the relationship		
Identity is based on social network to which an individual belongs You should keep a harmony and avoid direct conflicts		
The relationship: employer – employee is measured with moral standards like in family relationships		
The relationship comes before the task		



2.3 Exercise: Exploring culture dimensions

Definition of masculinity and feminity - in reference to culture dimensions theory musculinity represents social aptitude for getting results, heroism, assertiveness and financial benefits after achieving the success. The society is generally more results-oriented. Its opposite – feminity – demonstrates the tendency to cooperation, humility, and taking care of the weak and providing a good quality of life. The society is more consensus-oriented. The term 'masculinity' refers to the socjety in which gender roles are clearly defined.

- a. Discuss what the indicators in the chart about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

Indicator	Poland (0% = low rate of occurance, 100% = high rate of occurance)	Italy or germany (0% = low rate of occurance, 100% = high rate of occurance)
Unbroken relationships with people are essential		
In a family, both mother and father are responsible for actions and feelings		
Sympathy and support for the weak		
Work to live		
Money and material issues are important		
In a family, a father is responsible for actions and a mother for feelings		
Community of the strong		
Live to work		



2.4 Exercise: Exploring culture dimensions

Definition: Avoiding uncertanity – the cuture dimension mostly refers to dealing with unknown and ambiguous situations when the future cannot be foreseen. What is a solution - controlling the activities or waiting for them? People from countries with high rate of avoiding uncertanity obey the strict rules of behaviours and beliefs and they are rather not tolerant to different habits and ideas. On the other hand, in the countries where the rate is low the atmoshere is more casual and the practice is more important than the rules. In a professional context the culture of mistakes is much lower or even almost does not exist and there are different strategies of avoiding the errors.

- a. Discuss what the indicators in the chart, about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

Indicator	Poland (0% = low rate of occurance, 100% = high rate of occurance)	Italy or Germany (0% = low rate of occurance, 100% = high rate of occurance))
Low stress level; Niski stres; a subjective feeling of well-being		
Unknown things are weird		
Time is a guideline		
Innovative and unusual opinions and behaviours are tolerated		
High stress level; a subjective feeling of fear		
Strange and unknown things are dangerous		
Time is money		
Suppression of unusual opinions and behaviours; resistance to innovations		



2.5 Exercise: Exploring culture dimensions

Definition: Long-term and short-term orientations. Long-term orientation focuses on future sucess and that is why they see fast social recognition or short emotional satisfaction as minor. The characteristic features of the orientation are: persistence, thrift and being able to adapt. The people focus on building personal relationships or the net of relations which are long-term designed. Short-term orientation focuses on past or present activities and considers them as more important than future ones. It values tradition, established social hierarchy and fullfilling social obligations. Immediate satisfaction is more essential than the long-term satisfaction. They expect profits soon (one year or less) and there are more current clues concerning the good and bad things.

- a. Discuss what the indicators in the chart, about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

Indicator	Poland (0% = low rate of occurance, 100% = high rate of occurance)	Italy or Germany (0% = low rate of occurance, 100% = high rate of occuran- ce))
Unbroken relationships with people are essential		,
In a family, both mother and father are responsible for actions and feelings		
Sympathy and support for the weak		
Work to live		
Money and material issues are important		
In a family, a father is responsible for actions and a mother for feelings		
Are fond of the strong		
Live to work		



2.6 Exercise: Exploring culture dimensions

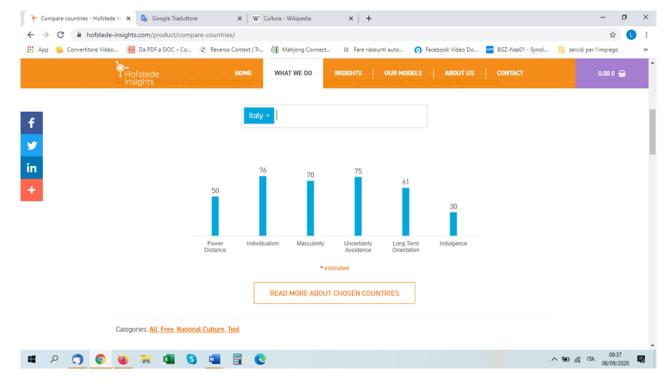
Definition: Pleasure - moderation. The dimension measures the abilty of the culture to fulfill current needs and their members' personal desires. They ask questions about how many pleasures they have in their free time, how open they are to have sexual experiences, if they wear less or more colourful clothes and if they are more optimistic or pessimistic about their future. The people who put more emphasis on limitations respect stricter social norms and rules and often ban meeting the needs. Keeping law and order is a priority. In the culture with smaller number of limitations, the control does not stop life happiness and free access to leisure time is really important.

- a. Discuss what the indicators in the chart, about each of the given countries mean to you
- b. Assess the impact of the indicator. (0% = low, 100% = high)
- c. Give examples of how the level (high or low) may determine your behaviour in business contacts.

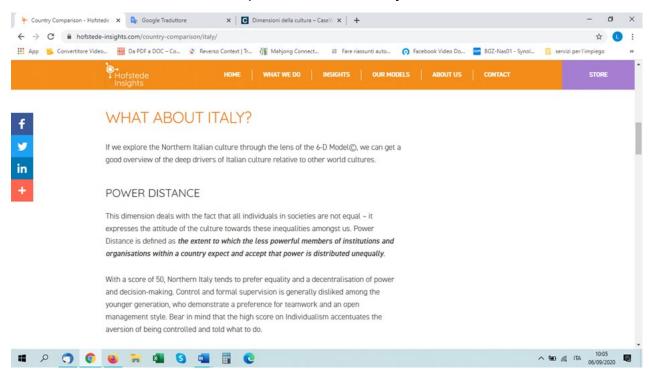
Indicator	Poland (0% = low rate of occurance, 100% = high rate of occurance)	Italy or Germany (0% = low rate of occurance, 100% = high rate of occurance))
Serious facial expression means severity		
Strict social and religious rules are accepted		
Asceticism is valued a lot		
You live for the society rodziny and your personal needs are minor for you		
Friendly and optimistic attitude		
Pragmatic social and religious rules		
Pleasure is a part of a lifestyle		
Personal fulfillment is your goal of existence		



https://www.hofstede-insights.com/country-comparison/italy/



The website contains the explanation of a country data as well:



https://www.hofstede-insights.com/country-comparison/poland/ https://www.hofstede-insights.com/country-comparison/germany/

Sources:

https://www.hofstede-insights.com/product/compare-countries/ Hofstede, Geert (1980) Culture's Consequences - International Differences in Work Related Values, Newbury Park, Londyn, New Delhi 1980, private materials





International competencies in professional and social life " A lesson plan for VET students

3.1. TOPIC: Non-verbal communication in international professional relations



Aims

After the classes the student knows:	After the classes the stu- dent can:	After the classes the student understands:
- the importance of non-verbal communication in contacts between people - that a lot of words are similar or the same in many different languages	- more openly use non- verbal communication to break communication bar- riers between people	- that communication between people speaking different langua- ges is possible and it depends a lot on motivation from both sides



Time: 45 min



Materials: Printed worksheets from Appendix 1 and 2



Students are often convinced that you need to speak a foreign language to be able to communicate with the foreigners and language barrier is demotivating for them to get

Remarks

international experiences. The classes are to show what important part of a communication is based on non-verbal ways of communicating and explain the students the fact that a key to successful communication is a willingness to communicate even when you do know the verbal language.



Number of students:

Anu numbers



Instructions

Step by step	Time
Step 1. Introduction	5 min.
Step 2. Exercise: Let's talk without words	25 min
Step 3. Language puzzles	15 min



1. Step: Introduction

A teacher explains the meaning of verbal and non-verbal communication. They ask students which way of communicating they find more important when communicating with other people. The students give their suggestions. The teacher informs the students that according to the research more important is a non-verbal way of communicationg in interpersonal communication. The ways of looking, the facial expressions, posture, gestures, speed and tone of speaking have bigger influence on communication that spoken words. Some researchers claim that up to 90 % of information given during conversation is taken from a body language. Knowing the language of the foreigners and people from different cultures helps make a conversation a lot but if you do not speak their language it does not make the conversation impossible. The students are going to be convinced to the idea during the classes.

2.Step: Exercise: Let's talk without words

Students work in pairs. Each pair gets a flip-chart size paper or a few sheets of paper (size A4) One person from the pair gets a roleplay 1, and the other a roleplay 2 (Appendix 1). They do not show the descriptions of their roleplays to each other. Their task is to act their roles and communicate without using words. They can draw, imitate sounds, use gestures or props but neither of the students can use words. Students have 10 minutes to do the task and then they sit in a group, still not showing the descriptions of their rolplays to the partners. Every student 1 in a group tells the others how they understood their partner's statements. For example, the student says 'I got a role of a shoemaker who runs his own shoe repair shop. I think eg. Jan came to me as a customer' then the student with a roleplay 2 reveals the statements in his roleplay. The students check how many of them were able to communicate. In case of time limit students may discuss their results in pairs, only volunteers in front of the others. Now there is a conclusion given by a teacher: Look, how many of you could communicate without words. You may be that successful abroad or when communicating with foreigners as well. The most important is willingness to communicate, involvement and creative usage of non-verbal communication. Even if there were some misunderstandings, it is normal even in verbal communication.



3.Step: Language puzzles

Students work in subgroups of 3-4 people. Each of the subgroups gets a set of words written on cut and mixed up pieces of paper (like in a jigsaw puzzle) – Appendix 2 Their task is to find the words with the same meaning as quickly as they can. The words are in Polish, German and Italian. It should be done as a competition where the first subgroup to finish is the winner. It will be more involving and give more emotions.

Solving the task, the students will see how many foreign words they can already understand because they are similar. It is a step forward to communicate with foreigners without learning a long lists of vocabulary by heart. :)

Author:



APPENDIX 1



Roleplay 1.A

You are a shoemaker who runs a shoe repair shop. The customer who does not speak your language is coming in. Accept the order from him.

Rola 2A

You are a traineee in a foreign country. Unfortunately the heels are coming up from your favourite shoes. You need to have them repaired. You are in a shoe repairing shop. You want the shoemaker to change the heels but you want them to have the same colour as the old ones. You would like to get information about the cost of the service in euro. Be careful, the shoemaker does not speak your language.

Roleplay 1.B

You are a traineee in a foreign country. You work in a kitchen. Now you are making dishes for the wedding reception. The chef is having a task for you.

Rola 2.B

You are a chef in the kitchen where they are making some dishes for the wedding reception. There is a trainee from a foreign country with you who does not speak ypur language. Explain the task to them: cut ingredients for a salad. Carrot and beetroot should be cut in 0.5 cm cubes and cheese in 1 cm cubes. Then the trainee should mix the ingredients in a bowl.

Roleplay 1.C

You ar a shop-assistant in a food shop and a customer who does not speak your language is coming into the shop.

Rola 2.C

You are on a trip abroad and you bought some water. When you left the shop you noticed the water was still and not cool. It is really hot outside and you want to get cool and sparkling water. You come back to the shop and ask the shop assistant to change the bottle for you.

Roleplay 1.D

You are a receptionist in a hotel. One of the guests, a foreigner, is coming to you with a request.

Rola 2.D

You were sent for a business trip abroad by your employer. You got to the hotel late at night. You have got important tasks to do the next day and you want to rest. However, there is a loud party in the hotel restaurant and you cannot fall asleep. You are going to the reception and ask the receptionist to give you a room where you will not hear the noises from the restaurant.

Roleplay 1.E

You are the owner of the hous which is still buing built. One of the construction company is a foreigner who understands your language really poorly. The boss of the company has gone to get some materials and you asked the foreign employee to make a socket hole in a kitchen wall so it would be easy to plug in the kitchen devices.

Rola 2.E

You are an electrician who works in a company abroad. Your company are finishing building a house. Your boss has gone to get some materials and a client wants you to make a socket hole in the wall in the kitchen. You cannot make the hole in the place where the customer wants it because of the furniture. It will obstuct the access to the socket. Explain to the client that the hole must be moved 10 cm right



Roleplay 1.F

You are a trainee in a bakery shop. You have just started working there. One of the employees is going to explain the rules of the bakery to you.

Rola 2.F

You are a worker in a bakery shop. You are responsible for introducing new employees. There is a new trainee in your company. You must explain that you can wear only safety footwear, uniform and a hat when you are in the department where the bakery is prepared and baked. The workers take the clothes from a storage rack outside the hall and after work they put it to the special baskets near the rack.





APPENDIX 2

Polish	German	Italian
restauracja	Restaurant	ristorante
galeria	Galerie	galleria
teatr	Theater	teatro
stacja	Station	stazione
muzeum	Museum	museo
toaleta	Toilette	toilette
paszport	Pass	passaporto
benzyna	Benzin	benzina
centrum	Zentrum	centro
plac	Platz	posto
policja	Polizei	Polizia
kawa	Kaffee	caffè
informacja	Information	informazione
banan	Banane	Banana
gitara	Gitarre	chitarra
kakao	Kakao	cacao
kiwi	Kiwi	kiwi
muzyka	Musik	musica
komputer	Computer	computer
spaghetti	Spaghetti	spaghetti
test	Test	test

Sources:

- J. Bojanowska, "Sprachanimation. Animacja językowa", Warszawa 2008.
- D. Dolińska, "Mowa ciała jako aspekt komunikacji międzyludzkiej", Zeszyty Naukowe Politechniki Śląskiej, Nr 65, 2013.





International competencies in professional and social life " A lesson plan for VET students

3.2. TOPIC: Customer is King policy- different customer expectations in the international context.



After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- how to react to customer ne- eds in the international context	- look at their career in the international context	- how to orient themselves toward international customers



Time: 45 min



Materials: Chairs in the circle, flipcharts, markers



Number of students : 20



Instructions

Step by step	Time
1. Step: Introductory exercise: ' are'	5 min.
2. Step: Conclusion of the exercise: ' are'	10 min.
3. Step: Customers and their service	10 min.
4. Step: The international context	20 min.



1. Step: Assessment '... are'

A teacher puts sever flipcharts in the classroom before the lesson. On each piece of flipchart paper there are the beginnings of the following sentences: 'Trainees are ...', 'Foreigners are ...', 'Customers are ...', 'The Germans are ...', 'The Italians are ...', 'The Polish are ...', 'Service is ...' The beginnings of the sentences may vary depending on student's job and individually chosen aims by them. All the students get markers in the beginning of the lesson and are asked to complete the sentences. They walk around the flipcharts and write the endings of the sentences. They can write down whatever they associate the groups of people with – including prejudices, negative associations – and general social connotations. They have 10 minutes for 'a walk around the classroom' and writing their remarks. If they notice that someone else has already written down their idea they simply wirte '1+'. After 10 minutes, the teacher finishes the exercise and the students come back to their seats.

2.Step: Podsumowanie ćwiczenia "... są"

Everyone looks at the posters and discuss their answers. Which of them are surprising for the group? Which are true and what may be a prejudice? It is imoprtant to build positive attitude to the prejudices and negative features – where do they come from? The teacher concentrates the discussion on the issues of customers, services and workers.

3.Step: Customers and their service

After the discussion the students are divided into 4 groups: two of them are going to serve the customer and the other two are the customers. Depending on the jobs, the students who are 'from the service' write down, on the moderating cards, the abilities and skills which are necessary and helpful to do their jobs (eg. a waiter, a hotelkeeper, a hairdresser). The other two groups write down the customers' expectations for each of the service. After about 5 minutes the two groups meet and check which of the written expectations correspond to the service abilities and skills descriptions. Are there any expectations or services/offers which are not needed?



4. Step: The international context

Each of the 4 groups should choose one country. If needed, the teacher may assign the countries eg. Germany, Italy, Nigeria, Japan. Working in the individual groups, students search the Internet and find additional demandings for their job in other culture context: for example, in Germany it often happens that the plates are taken away from the tables only when everybody has finished eating. Students write down the results of their research and after about 15 minutes they present them to the group.

Author: Antonia Pilz, EJBM



International competencies in professional and social life A lesson plan for VET students



3.3. TOPIC: The knowledge of customer culture versus the quality of service.



After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- what rules of behaviour should be obeyed in a foreign	- make a distinction between proper and improper behaviours when serving the foreign customers	- that the cuture differences have consequences on everyday life and work
- what abilites and skills should a specialist to contact with foreign customers have	- be critical in their own culture analysis - use proper behaviours of a good quality customer service	- that the foreign customers come from different cultures and they become more sensitive and tolerant to the varities of them



Time: 45 min



Materials:

Sheets of paper (size-A3), ballpens and markers, a whiteboard or a flipchart



Remarks

Every country has its own habits and behaviour practices. What is normal in your homeland may be impractical in other place. The aim of the lesson is to make the students more sensitive and

critical in contacts with foreign customers/ guests. You cannot approach to them like to the countrymen. A qualified worker must be open-minded and interested in foreign cultures. They should also adapt in their work to offer best quality service in a particular situation. It demands from them the knowledge about customers' culture. When comparing different groups of customers, the student realise that stereotypes are damaging for the proper quality service.



Number of students:

max. 25



Instructions

Step by step	Time
1. Step: Introduction	5 min.
2. Step: A groupwork on the topic: <i>Typical personalities of the tourists from Italy, Germany and Poland</i>	10 min.
3. Step: A groupwork on the topic: The perfect customer service of foreigners	10 min.
4. Step: Presentation of the results, discussion and preparing the criteria catalogue with the features of 'quality of service and foreign customers'.	20 min.



1. Step: Introduction.

The teacher introduces the topic: 'The quality of service versus the foreign customer'. (Appendix 1). Questions used in introduction: Which countries have you visited? What impressions do you have about service in restaurants, shops and hotels in your country and abroad?

2.Step: A groupwork on the topic: Typical personalities of the tourists from Italy, Germany and Poland

Students work in 6 groups. There is one sheet of paper (size A3) at each table with the heading: 'Characteristic features of a German/Italian/Polish customer'. Two groups describe the same country – Germany, Italy or Poland. They build an identity profile of a typical customer from a particular country considering their own experiences they have had in the country or abroad. The first step for students in the task should be to put themselves in other nationalities customers' place. They should be critical about the prejudices and stereotypes of their own and foreign cultures.

3.Step: A groupwork on the topic: The perfect customer service of foreigners

The groups from the previous exercise mix up so they can exchange and add new ideas which were not included in step 2. They get the sheet of paper with a heading: The perfect customer service of foreigners. The exercise distills the professional aspect. Students describe features, qualifications and behaviours of a master in their workplace (reception, shop floor, office, plant) to offer the best quality service for the customers from different countries and cutures. The features from Step 2 should be helpful here.

4. Step: Presentation of the results, discussion and preparing the criteria catalogue with the features of 'quality of service and foreign customers'.

The representatives of the gropus from step 2 present developed definitions concerning 'perfect care of the customers'. The teacher writes down the key words on the board. Then the discussion starts with a question: Do you agree with the presented definitions of perfect hospitality/service? Does anyone think differently? Does it concern all the customer types? Do you think that the customers from Italy, Germany or Poland would be satisfied with being serviced by a described 'master'?



Students compare the expectations of foreign customers with the ones of the customers from their own country. The following questions may appear: Are there any differences connected with culture? How can you adapt your behaviour to the culture of the host? What can you do if you do not know the cultural background of your customer? Then, the voting starts which is going to show the importance of the key slogans/headwords concerning 'service quality' and the students make a ranking list. Working on the voting list the students have a possibilty to think about typical everyday routine behaviours in their homeland which may not happen in foreign countries. The students should understand that they ought to be neutral in the contacts with foreigners and avoid prejudices or streotypes to offer good quality service.

Author: Bernd Fass, Eurocultura





Teacher's material

a. What to do to make the hotel guests feel at home.

At the reception a lot of guests follow the routines and it should change. Valuable insights and clues from the perspective of a travelling consultant.

STUTTGART. Andreas Nareuisch has been travelling around the whole world for many years and has stayed in many different kinds of hotels and hostels. He has got positive and negative experiences. He describes them and gives some clues which will help you be more hospitable:

'The day before yesterday I was in Munich. I came to the hotel and I was really exhausted. I aksed for a room and some information about the conference I have been registered to. The receptionist said: 'I cannot find your booking, sir' and then he turned back. The conversation finished.

Think seriously of the complainings from the customer

First and maybe the most important clue is a culture of making mistakes. Errors happen all the time in stressful everyday life. It is important to know how to deal with the problematic situation. 'What would I expect?: ' My dear guest, please take a seat. Shall I bring you something to drink? I will try to sort the problem out ...' My experience from last October is perfect here. It was in a 5-star luxury hotel in Hamburg. I complained to the foreign guests contacts manager about noises from the construction site and some service failings. The answer from them was: 'our guests are mostly pleased with staying in our hotel' If you take a look at particular reviews in social media you will see that one-third of them are negative. You can get dissappointed if you depend only on your own good opinion. The hosts should always listen to their guests' opinions carefully. Dissatisfaction spreads really fast and there can be a snowball effect and finally it may cost you a lot. Statistically speaking you can lose even 25-40 percent of your customers because of negative opinions in the Internet. Moreover you can experience a serious loss of reputation. Then the cliches like: 'If only you had contacted us...' or 'It will be better next time ...' are not going to help.



First and last impressions count

You never get a second chance to make first impression. You should immediatedly consider the complaint of a customer and try to solve the problem in a friendly and efficient way. It is easier than you think. A customer wants to be treated seriously. When you add a small refund they will forget all the bad things that happened. In your hotel, first of all, you must make a friendly atmosphere for the guests.

Andreas Nareuisch, managing consultant

b. Number of foreign tourists who stay in the country for at least 1 night a year.

	2008	2018
Italy	42,73 Mio	61,57 Mio
Germany	24,88 Mio	38,88 Mio
Poland	12,96 Mio	19,62 Mio

c. Income from a tourist

	2008	2018
Italy	735 Euro	710 Euro
Germany	1459 Euro	1312 Euro
Poland	676 Euro	680 Euro

Sources:

https://www.ahgz.de www.laenderdaten.info www.laenderdaten.info





International competencies in professional and social life A lesson plan for VET students

3.4. TOPIC: Facts and myths about Arabic countries



After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- about stereotypes and conflicts and what influence they have on your life and businnes contacts with your customers/coworkers/ other people - how negative stereotyes may disturb your perception of the customers or workmates	- analyse their own behaviours and communication skills with other people as well as the influence of stereotypes and prejudices - reflect on the behaviour of the other person (including stereotypes and prejudices)	 behaviour/ communication free of stereotypes and prejudices that they can achieve their goals during internships abroad with help of their proper behaviour



Time: 45 min



Materials: Photocopies (Appendix 1), a projector (Appendix 3)



The classes are for students who work with foreigners or people from different cultures (eg. in hotels, restaurants, foreign trade, logistics). It may also be used to help prepare students for foreign

internships. Some appendices are in English and you may need to translate some terms, although they are quite easy to understand.



Number of students: Up to 20 people



Instructions

Step by step	Time
1. Step: Introducing the topic.	10 min.
2. Step: Test: true/false.	10 min.
3. Step: Discussing the results of the test.	20 min,
4. Step: Conclusion.	5 min.



1. Step: Introducing the topic

In the introduction, a teacher explains the terms: prejudice and stereotype (Appendix 4)

2.Step: Test true/false.

Students get a copy of an Appendix 1 (one copy for each pair). The students work in pairs and they have to decide if the statements are true or false.

3.Step: Discussing the results of the test..

Giving the correct answers (Appendix 2), the teacher starts a discussion with the following questions:

- ⇒ Why did you give such an answer for the question...?
- ⇒ How many people from Arabic culture do you know?
- ⇒ How many Muslims live in Germany/Italy/Poland?
- ⇒ What products do the Germans/the Italians/the Polish sell in the Arabic world?
- ⇒ What products do the Germans/the Italians/the Polish import from the Arabic world?

The most important discussion messages are written down on the board. IMPORTANT: if there are students from the migration communities or Arabic countries they should be involved into explaining the answers to true or false statements. The questions are asked to encourage students to think about how many times their answers to the questions were due to prejudices or stereotypes without direct knowledge of the subject. It should be clear for them that when they go abroad to have an internship they must be aware of their images about the country, people and workmates. It will help them to understand strange circumstances. They also must be aware of the fact that people and other workmates in the company may be prejudiced against one another.



4. Step: Conclusion .

Display the picture from Appendix 3. Students make comments on the graphics and the teacher asks the following questions.

- ⇒ Do you think you would meet with any prejudices having an internship abroad?
- \Rightarrow If yes, what?
- \Rightarrow If no, why?







APPENDIX 1

True or false?		
	True	False
Middle East is well defined as a territory.		
The citizens of Middle East live like nomads.		
There are only oil and a desert in Middle East		
Middle East and Muslim World are all the same.		
All the people in Middle East speak Arabic		
All the people in Middle East are Muslims.		
All the Arabians are Muslims.		
Everyone in Middle East hates the USA and Europe.		
The citizens of Middle East are ignorant and close-minded		
Muslims, Christians and Jews have always been in conflict.		
All the Muslim women are downtrodden and uneducated.		
All the men wearing turbans are Muslims.		



Middle East is well defined as a territory. FALSE

There are no definite borders of Middle East. There are intercultural connections which match areas from North Africa through West Asia to Central Asia. The easiest map of Middle East show the following countries: Bahrain, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian territories, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates and Yemen.

The citizens of Middle East live like nomads. FALSE

Very few people in Middle East live like nomads. Middle East is quite urbanized and there are the oldest cities in the world. 60% of citizens of the region live in big cities like Damascus, Istanbul, Cairo.

There are only oil and a desert in Middle East. FALSE

Middle East is something more then desert and oil. The geographical features of the region vary and you can find fertile river deltas, forests, mountain ranges, barren plateaux there. Some countries of Middle East are oil-high whereas the other have little or no oil sources.

Middle East and Muslim World are all the same.FALSE

Islam was firstly developed in the Arabian Peninsula and Arabic is its canonical language, but most Muslims in the world are not Arabians and live beyond Middle East. In fact, Indonesia is a country with the biggest Muslim population.

All the people in Middle East speak Arabic. FALSE

They speak many other languages apart from Arabic in the region. These include: Persian, Turkish, Kurdish and Hebrew.

All the people in Middle East are Muslims. FALSE

There is a big population of the Jewish in Israel, there are significant Christian societies and small Jewish societies in the region.



All the Arabians are Muslims. FALSE

There are a few Christian Arab groupings in Middle East. One of the largest with over ten million believers are Coptic Egyptians.

Everyone in Middle East hates the USA and Europe. FALSE

A lot of people there criticise foreign policy of the USA and Europe but still they are examples of economic development and political freedom for them.

The citizens of Middle East are ignorant and close-minded. FALSE

Education is very important for the Middle East citizens. The level of illiteracy vary, depending on a country, over 80% of people in Arabic countries can read and write.

Muslims, Christians and Jews have always been in conflict. FALSE

Muslims, Christians and Jews have not always been in conflict. Muslims have gone together with other faiths for ages. All the three religious convictions have common roots. Judaeo-Christian prophets, Abraham, Noah or Joseph are on high positions in Islam as well.

All the Muslim women are downtrodden and uneducated. FALSE

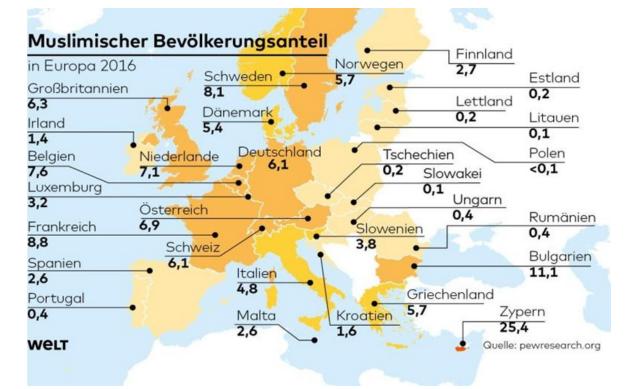
A lot of Muslim women are well-educated and they are productive members of the society. There are the same or even bigger number of women than men in most universities in Middle East. Muslim women face the same chalenges in their private lives and careers as all the other women around the world.

All the men wearing turbans are Muslims. FALSE

Muslims wear various clothes. Many people confuse different faiths. The Sikhs religion (developed in India) ban their belivers to cut their hair, that is why the men wear turbans.



Number/percentage of Muslims in the societies of different countries





APPENDIX 3

Aren't Muslims supposed to be fasting during the day in Ramadhan?



"i'm Sikh Sir"

"Oh sorry, get well soon bro.."

Left: "As a Muslim, don't you need to fast on Ramadan?"

Person on the right: "I am a Sikh, Sir."

Person on the left: "Oh, I'm sorry, enjoy your meal, brother."



A PPENDIX 4

Stereotypes and prejudices

Our attitudes and behaviours, not based on direct experience, frequently happen due to stereotypes and prejudices. Social psychology defines a stereotype as a belief or a set of convictions according to which one group of individuals assigns particular stereotypes to the other. Prejudice is a predetermined term used without having any thorough and direct knowledge of facts or people, and it is shaped using other people's opinions or gossips. Stereotypes are thought patterns which can be used as a shortcut to assessessment or behaviour prediction of a person belonging to a particular category or group. The behaviour of the individual is thought to be the same as the one of the group.

A few examples of stereotypes:

- ⇒ The Italians are mafiosos who eat pizza and play the mandoline
- ⇒ The British are drunkards and football nerds
- ⇒ All the Chinese are the same, everyone is 'yellow' (Johns or gooks / żółtki/ negative meaning znaczenie pejoratywne) and they never die
- ⇒ The blondies (blonde girls/women) are all stupid
- ⇒ The hairdressers are homosexual
- ⇒ The Polish are arrogant
- ⇒ All the Americans are obese
- ⇒ The Germans have no sense of humour
- ⇒ Women cannot drive a car and particularly they are not able to park it properly

Stereotype is not based on the science but reflects the assessment which often proves to be wrong and rigid. They do not include the differences between people of a particular group/category/culture.

We tend to develop and use steretypes, although they often prove to be a misunderstanding. A lot of them changed (eg.the differences between men and women, virtues and vices of people from particular groups). The stereotypes are adapted depending on a situation and only the basic stereotype is taken into consideration. When you, for example, share the view of women not being so skillful in using computers as men, you think that a failure in operating system is probably caused by a woman since she is considered to be less competent.



In the same situation, a man is thought to be simply distructed. Women who know IT are believed to be an exception, not a rule.

The scientific reserch show that you better remember episodes which prove your believes and, on the contrary, forget or ignore the ones opposite to them.

Prejudice:

In contrast to stereotypes, which may be neutral, positive or negative, prejudices are usually adverse and may lead, in other people from different social group, a sense of rejection. It is due to lack of knowledge and wrong assessment.

It often happens that when you cultivate prejudice against a particular group of people, it leads you to change your behaviours because of your beliefs. Then you make the theories based on prejudice meaning self-fulfilling prophecy. Of course the behaviours enhance the stereotypes. For example, Maria, who works as a receptionist in a big hotel, thinks that the Russians are incredibly aggressive. She will probably become less friendly or helpful to them. Unconsciously she expects complaints and rude behaviour from them and psychologically she becomes defensive. By the Russian guest she is considered to be rude and impolite and he becomes offensive as well, which in turn enhances her prejudice.

Can you overcome existing barriers? They depend on many various reasons which come from social context and have strong influence on an individual. Relationships with many different groups and bigger knowledge about 'the others' can help reduce the prejudice. To overcome the prejudice you must want to dispute with your beliefs

How do you become prejudiced?

Sociologists believe that even very young children develop their stereotypes and prejudices. A lot of research has shown that children who are only 3 years old use racial prejudice and stereotype terms, even if they do not know what they really mean. They bulid relationships with their group and develop negative attitude toward other groups or 'the strangers'. In the first stage of their life most children get whole range of superstitions which you can find in verbal insults, ethnical or discrimination jokes.



How do superstitions accumulate?

Taught stereotypes and prejudces are resistant to changes, even when you do not have proofs that the situation looks differently in reality. People accept the anegdotes which enhance the prejudices but ignore the opposite ones. The statement 'Some of my best friends are ... (the Black, the homosexuals, the Muslims, the Jews etc.) perfectly describes their behaviour. Your friends are exception but still you do not change your superstitions.

How do the prejudices consolidate?

Prejudices reinforce through your group's behaviour and social spreading of the prevailing culture or media's regular use of stereotypes to simplify the reality and express the atmosphere, the situation or the person. For example, the elderly are usually presented as weak and forgetable people. Young people are considered to be dynamic and capable. You can show stereotypes using the one-way presentation, for example, the world in TV shows is seen only as white, not as black or grey. According to psychologists the reality distortion explain why children become prejudiced even if their family background reject the superstition completely.

Hidden superstitions

Superstitions which are thought to be outdated or extinct stay in our minds as 'mental remains'. Scientific research show that people who believe in equality rule and present themselves as the ones who are not prejudiced, still hide negative superstitions and streotypes. More and more research indicate the connection between the behaviour and hidden superstitions. An average conscious person who controls their behaviour and language reveals hidden superstitions in the stressful, relaxing, disturbing or competition situation. Hidden prejudices are connected with discriminating behaviours among different people, for example, in the workplace, when employ, promote or rent a house to a particular person or a family.

Sources:

Common Misconceptions and Stereotypes about the Middle East https://jsis.washington.edu/wordpress/wp-content/uploads/2015/09/mideast.pdf

Caruso, Luigi; #sociologia: dallo stereòtipo al pregiudìzio il passo è breve

https://www.nicedie.it/home/index.php/cultura/item/6014-sociologia-dallo-stereotipo-al-pregiudizio-il-passo-%C3%A8-breve

https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias

 $\frac{https://www.sapere.it/sapere/strumenti/studiafacile/psicologia-pedagogia/Psicologia/La-psicologia-sociale/Atteggiamenti.html$

pewresearch.org

https://ifunny.co/picture/1-aren-t-muslims-supposed-to-be-fasting-during-the-v5iSMOEu8

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International competencies in professional and social life " A lesson plan for VET students

3.5. TOPIC: Peon-traveller as a trendsetter of foreign internship (about German tradition Walz)



After the classes student knows:	After the classes student can:	After the classes student understands:
- the tradition of travelling to get professional expereince - the meaning of unconventional thinking	- define profits and risks of getting professional expe- rience abroad	- in what ways the international mobility may be useful - the traditions of their jobs



Time: 45 min



Materials:

Chairs set in a circle, desks/tables, printed survey worksheets, flipcharts, markers



Remarks

Traditional handicraft jobs like a carpentner, a painter, a mason, once had a tradition of so-called: learning during travelling (Walz) in Germany. Peons used to travel for a year and stopped in various

places to train their jobs. The young people nowadays are well-versed in the modern world of job internships, very few of them knows the tradition. The lesson is about the German tradition.



Number of students:

15-25



Instructions

Step by step	Time
1. Step: Introduction	15 min.
2. Step: Different workplaces assessment	
3. Step: For and against – a group work	
4. Step: Discussion	



1. Step: Introduction

A teacher introduces the topic of the lesson. In the first part of it, the studetns should work in small groups – about 3 people in one group. They get a questionnaire (Appendix 1) Then they have 20 minutes to visit all the 'work stations' in the room. The work stations are tables with materials with information about 'Walz' tradition. They are prepared by the teacher before the lesson: 1. Different press articles about 'Walz' 2. Online records about 'Walz' (YouTube) 3. An interview with a person who has completed 'Walz' (YouTube)

They may be given information on YouTube which minutes of the material they should watch carefully to use it effectivelly. (Examples for Germany – Appendix 2)

2.Step: Different workplaces assessment

After about 20 minutes, the students finish their group work and the teacher asks them to sit in a circle of chairs. Then they sum up the questionnaires. The students explain where they got the information from. (a press article in a newspaper, a document, ...) Are there many questions with a lot of answers or maybe there are some questions with no answers. What was surprising for the students? What have they already known?

3.Step: For and against - a group work

The students are divided into four groups. Two groups should look for the arguments to support an idea of introducing 'Walz" tradition again, as obligatory, at the end of their education. The other two groups prepare arguments against the idea. After 5 minutes the groups meet and the members of each group write down their arguments on the flipcharts. After next 5 minutes all the arguments should be written on the flipcharts. (One flipchart shows - 'for' and the other 'against' arguments). At the end of step 4 of the lesson the groups present their results.



4.Step: Discussion

The students come back to the circle of chairs and the teacher asks them: What does a modern form of 'Walz' mean? Can an (international) traineeship be an answer for the question? Then the teacher reflects on the 'for' arguments again and asks the students if they can really get the profits from the traineeships. They should also consider the arguments 'against': which of the arguments do not concern and which concern an international traineeship? Then the discussion starts: Do the students imagine the international traineeship during or after their education? Why/Why not?

Author: Antonia Pilz, EJBM





APPENDIX 1

The questionnaire about 'Walz':

- ⇒ How long has the 'Walz' been existing?
- ⇒ How does it work? Mention, at least, five!
- ⇒ What is the sense of 'Walz'?
- ⇒ Does 'Walz' still function?
- ⇒ Who cn participate in 'Walz'?
- ⇒ Why do you have to wear a special uniform?



APPENDIX 2

Press articles:

https://www.planet-wissen.de/gesellschaft/arbeit/handwerk_heute/auf-derwalz-sein-100.html

https://www.br.de/puls/themen/leben/wanderschaft-walz-interview-mael-aussteiger-regeln-handwerk-100.html

https://www.tagesspiegel.de/wirtschaft/handwerker-walz-bedroht-wandergesellen-und-das-problem-mit-dem-mindestlohn/11309432.html

Videos:

https://www.youtube.com/watch?v=RAP_PhkENxE https://www.youtube.com/watch?v=zldBXytRCyk https://www.youtube.com/watch?v=hQLcEZtA-hc



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4.1. TOPIC: The variety of cultures in everyday life and at work.



After the classes the student knows:	After the classes the student can:	After the classes the student understands:
- that their social and professional environments may be more culturally diversified than they suppose	- develop in themselves recognition and respect for the people from different culture environments.	- that modern societies, understood on a smaller or wider scale, are of various cultures and nations and this is their 'added value'



Time: 45 min



Materials:

A board or a flipchart, plastic cups (one for each person) colourful beads (one colour for each culture and enough number of beads in each colour for each person and for each question)



Remarks

In Europe more and more people are getting their experience in various countries and cultures. Foreign employers, business meetings abroad, foreign customers, different nationalities

of your friends and neighbours demand from the prospective specialist, not only that they have knowledge of their profession, but also they should be aware of their culture and how different it is from the others. In the class, they are going to judge how diverse their cultural environment is in everyday life and at work. The aim of the lesson is to show the students how often we are not aware of our diverse environment in which we live concerning language and culture and how important it is to be prepared to work in it.



Number of students : Up to 15



Instructions

Step by step	Time
1. Step: Topic introduction and brainstorming	10 min.
2. Step: Exercise: Cultural diversity in everyday life and work	10 min.
3. Step: The discusion of the exercise	20 min.
4. Step: Conclusion	5 min.



1. Step: Topic introduction and brainstorming

The brainstorming, in the beginning of the lesson, is about cultural diversity in everyday life and work. The students answer the following questions:

- ⇒ Do you have any contacts with people from different cultures?
- ⇒ Do you work with anybody of a different nationality or culture?
- ⇒ In what situations do you deal with different nationality people or people from different cultures?

The answers concerning nationalities, culture and situations are written on the board.

2.Step: Exercise: Cultural diversity in everyday life and work

Students sit in a circle. Everyone gets a plactic cup. The beads (sorted by colour) are in the cups in the centre of the circle and the teacher explains the portioning of the colours, eg. a purple for Spanish culture, green for Arabic culture, yellow for Slavic culture or the can assign the colours according to a nationality (Appendix 1). After each question students are looking for a proper colour bead (and hence culture or nationality) and they put the beads into their cups.

- 1. Choose a bead which represents your own culture.
- 2. Choose a bead which represents your desired culture.
- 3. Choose a bead which represents the culture of your best friend.
- 4. The culture which you share values and beliefs with ...
- 5. My neighbours who live on the left/right side of my house are ...
- 6. My doctor is ...
- 7. My friut and vegetable seller is
- 8. Most of my classmates are ...
- 9. People in my area/village are mostly ...
- 10. My boss at work/on internship is
- 11. My mates at work/on internship are mostly
- 12. I have colleagues from
- 13. At work I mostly speak
- 14. At work I also speak ...
- 15. The writer of the book which I have recently read was ...



- 16. In a good film I last saw, the people were mostly ...
- 17. People from my favourite series are mostly ...
- 18. In the day I mostly have contact with people from ...
- 19. A person who I admire the most and who influences my life a lot is ...
- 20. Most musicians from my favourite band are from ...

The questions should be adapted to the group.

3.Step: The discusion of the exercise

When all the questions are read and all the beads are chosen, the students and the teacher think about their own private world considering cultural diversity. Here you can ask the following questions, according to situation:

- 1. What do you think, looking at the beads, about your everyday life, work and interaction with other people?
- 2. Have you ever thought of how often you communicate with people from different cultures?
- 3. What way of communication with people of different nationalities do you use in your workplace?
- 4. Did you consider yourself as a person who has frequent contacts with foreigners and people from different cultures? Do you still think so?
- 5. If you have little or no contact with foreigners or people from different cultures, do you think you should have more of it? If yes, why and how?
- 6. Do you have any more questions or remarks?

4.Step: Conclusion

The teacher sums up the discussion and at the end explains why the intercultural communication, based on recognition and respect and is so important and why. The teacher mentions eg. common values of European Union, international trade among countries which have removed their internal borders, human rights.

Author: Bernd Faas (Eurocultura)



Number of foreigners

	Germany	31.12.2019
	Together	11.228.300 (12,5%)
	Europe	7.789.825
1	Turkey	1.472.390
2	Poland	862.535
3	Syria	789.465
4	Romania	748.225
5	Italy	646.460
6	Croatia	414.890
7	Greece	363.650
8	Bulgaria	360.170
9	Afghanistan	263.420
10	Russia	260.395

	Italy	01.01.2020
	Together	5.250.000 (8,7%)
	Europe	2.619.000
1	Romania	1.206.938
2	Albania	441.027
3	Morocco	422.980
4	China	239.823
5	Ukraine	239.424
6	Philippines	168.292
7	India	157.965
8	Bangladesh	139.953
9	Moldova	128.979
10	Egypt	126.733



	Poland	01.01.2020
	Together	423.000 (0,76%)
1	Ukraine	214.700
2	Belarus	25.600
3	Germany	21.300
4	Russia	12.500
5	Vietnam	12.100
6	India	9.900
7	Italy	8.500
8	China	8.500
9	Great Britain	6.300
10	Spain	5.900

Sources:
Adaptierung der Übung "Wie vielfältig ist deine Lebenswelt"
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Eigenes Trainingsmaterial
https://de.statista.com//https://dati.istat.it



International competencies in professional and social life " A lesson plan for VET students





After the class the student knows:	After the class the student can:	After the class the student understands:
- that when people from diffe- rent cultures meet, misunder- standings may appear.	recognise misunderstandings which may happen due to different communication styles match different communication styles with relevant cultures and countries	- that you can look for conflict solutions which happen be- cause of various communica- tion styles.



Time: 45 min



Materials:

Smartphone or tablet to find some information online, internet assess, photocopies (Appendix 2 – Discovering communication styles).



Remarks

The class shows the connection between different cultures and communication styles at work and it is to encourage the students to adapt themselves to different situations when they

face new culture and think of some possible solutions to resolve the conflicts.



Number of students:

Up to 10



Instructions

Step by step	
1. Step: Introduction: What does a communication style mean?	5 min.
2. Step: Exercise: Discovering communication styles	20 min
3. Step: Presenting the results.	15 min.
4. Step: Conclusion.	5 min.



1. Step: Introduction: What does a communication style mean?

The teacher points out that interpersonal communication may be quite diffrerent depending on a particular culture. There are the examples of communication in their own culture in following situations: greetings, apologising, making a phone conversation on a train, making a conversation with a friend and a stranger. See Appendix 1.

2. Step: Exercise: Discovering communication styles

Students work in pairs. Each pair gets a copy of Appendix 2 Discovering communication styles. Depending on a situation, the material in Appendix 2 may be compressed and only a few examples may be used. The exercise shows some key areas of verbal communication (volume, the speed of speaking, etc.) as well as non-verbal (gestures, eye contact, touch, physical contact). First, the students choose a typical communication style (Situation A or B) for their country and for other countries which they know. Then, they think about their consequences at work while interacting with people with different communication attitudes.

Tasks for the students:

- 1. Read the descriptions of communication styles A and B.
- 2. In each case decide which style matches your country or culture A or B?
- 3. Give the examples of countries where the style of communication A or B exists. (look for the information online).
- 4.Choose one or two pairs of descriptions A and B. What misunderstandings may appear when people from communication style A communicate with people from communication style B?

3.Step: Presenting the results

Each pair presents their results form task 4 (misunderstandings between people who represent communication styles A and B). Depending on time left, the students may present only a few examples. The teacher moderates the discussion. Key questions: Do you share described misunderstandings? How can you avoid them? The suggestions are written down on the board.



4.Step: Conclusion

The students answer the question: What new things have you learned during the class? What things have you already known? How did you know it?

Author: Bernd Faas, Eurocultura



A PPENDIX 1

Material for a teacher concerning communication

The term: 'communication' comes from a latin word: 'communicatio' which means a conversation or discussion. It is about exchanging information using language or signs. The The person who wants to give a piece of information stands in front of one or two other people who want to get the information. Communication needs at least two people engaged in the process of communicating. Communication may appear on different levels: audibly, visually, touch, in writing.



APPENDIX 2

	Discovering communication styles		
	A	В	
1	In some countries people speak quickly and they interrupt the others to say their phrase/ sentence.	In other countries people speak slowly and deliberately and they rarely interrupt the others who are just saying something.	
2	In some countries people speak loudly and they are not concerned if the strangers can hear their converstaions.	In other countries people speak quietly, so the others are not able to listen to their conversations.	
3	In some countries people use a lot of gestures (e.g. they often smile, move their arms or hit a table) to show their opinion and express their ideas or feelings.	In some countries people do not use many gestures (e.g. they do not often smile clearly, do not move their arms or do not hit a table). They use different tones of their voice to underline the important ideas or essential pieces of information instead.	
4	In some countries you keep permanent eye contact with your conversationalist to show your interest in their opinion.	In other countries you show your respect for the conversationalist when you avoid direct or close eye contact during conversation.	
5	In some countries strangers give hugs, touch each other's backs or they take their arms.	In other countries people are educated not to touch strangers and they avoid physical contact with people who they do not know well.	
6	In some countries people keep big distance during conversation, sometimes even 50 cm.	In other countries people keep close when they talk, sometimes they almost touch each other.	
7	In some countries people talk openly and directly, they express their own opinions freely, no matter who they are talking to and they frankly criticise others.	In other countries people are less direct in their conversations. They avoid expressing their own opinions unless they know each other well. They rather do not use critical language about others.	
8	In some countries people write emails which are short, direct and detailed. They ask direct questions and openly ask about details.	In other countries people write less direct or definite emails. They often do not feel the need to give information in direct and clearcut way.	



9	In some countries people prefer to use written form of communication (eg. emails, letters) to communicate some important news and get confirmed it will be answered.	In other countries people prefer face to face or phone conversations or other verbal forms of communication to give some important news and get the response.
10	In some countries people are happy to talk about their private and family lives with their colleagues. They also ask others questions about their private or family lives, even when they do not know the people well.	In other countries people separate their private and business lives. They do not talk or ask questions about their personal lives at work unless they are in close relationship with somebody.
11	In some countries people like 'small talk' e.g. conversations about the weather, football or politics before they start talking about business.	In other countries people prefer to talk about business immediatedly without any casual introduction. (no 'small talk')
12	In some countries people tell others about their achievements with no embarrassment. They consider desribing their life successes as something right.	In other countries people feel uncomfortable when they talk about their life achievements. For them it is right and polite when you keep quiet about it.
13	In some countries people try to stay sensible, rational and do not show their emotions in business conversations or discussions. They think that if you want the discussion to be more objective, it should be based on facts, and the conversation more on your 'head/ brain' not 'heart'.	In other countries people feel more freewheeling when they express their feelings and opinions in discussions and business conversations. They think that the information is better understood when it is told with passion and confidence, even when you sometimes get emotional.
14	In some countries people like telling jokes and funny stories at work, even when they talk to people who they do not know well.	In other countries people think that you should be serious at work and they avoid jokes or funny stories unless they know the person they talk to well.
15	In some countries people usually use informal language when they talk. They use their first names, surnames in contacts with customers and other workers. They rarely use formal titles: Sir, Madam, doctor, engineer	In other countries people often use formal titles at work especially in contacts with customers and colleagues. They call each other with their first names mostly when talking with their friends or family.



Solution

Introductory remark: There is no one correct or incorrect answer for the question: which of the countries match particular communication style, because tourism and immigration change it in every country. You should interpret the answers as dominant tendency which may vary even in the area of one country (eg. nothern and southern parts of Italy or Germany)

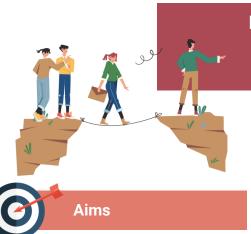
1	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
2	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
3	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
4	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain	Mediterranean countries e.g. Italy, Spain
5	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
6	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain	Mediterranean countries e.g. Italy, Spain
7	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
8	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain	Mediterranean countries e.g. Italy, Spain
9	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain	Mediterranean countries e.g. Italy, Spain
10	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
11	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
12	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
13	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain	Mediterranean countries e.g. Italy, Spain
14	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
15	Mediterranean countries e.g. Italy, Spain	North and Middle Europe countries e.g. Germany, Poland, Scandinavia, Great Britain
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Sources:

Intercultural Training Exercise Pack

https://www.ambitia.eu/wp-content/uploads/2019/02/2%20Intercultural%20Trainig%20Exercise%20Pack.pdf Eigenes Trainingsmaterial





International competencies in professional and social life " A lesson plan for VET students

4.3. TOPIC: Greetings – first contacts in international workplace environment.

After the class the student knows:	After the class the student can:	After the class the student understands:
what the differences and	- match the ways of greeting with various countries from all around the world.	- how to greet people from different cultures in various situations.
- what the differences and similarities in greeting people around the world are.	- give meanings of greeting habits	- the importance of obeying the greeting rules in business and private contacts.
	- explore cultural, social and religious factors according to the ways of greeting.	- various 'normalities' of greetings



Time: 45 min



Materials:

A worksheet for each student (Appendix 3), a computer and a projector, pictures from Appendix 1 and 2, enough space for the students to move around freely



Each intercultural communication starts with a greeting. It concerns mostly contacts with customers in following businesses: hotel industry, catering industry, tourist trade, retailing, logistics **Remarks** and export but also at work in an international team in the kitchen, office,

freight forwarding company or manufacturing hall. The aim of the lesson is to get students' attention to the importance of first moments of communication and different ways of greeting in different countries and cultures. What seems 'normal' in one culture, may seem weird or uneasy in the others. Perception and well-being is shaped by your own culture and must be deliberate to express proper activity in international cultures at work and in free time situations. The lesson plan may be used in all job profiles as it concerns getting cross-sectional skills.



Number of students: Max. 24



Instructions

Step by step	Time
1. Step: Introduction: Greeting habits all around the world.	5 min.
2. Step: Simulation: Greeting habits in the country and a discussion.	10 min.
3. Step: Simulation: Greeting habits all around the world.	20 min.
4. Step: Conclusion.	10 min.



1.Step: Introduction: Greeting habits all around the world.

The teacher introduces the topic (see Appendix 1) Pictures from Appendix 2 are dispalyed in the background.

2.Step: Simulation: Greeting habits in the country and a discussion.

The teacher asks a few pairs of students to act their traditional habits of greetings in their homeland, in a family, in everyday life, among young people, at school and at work. The teacher asks the sample questions to moderate a discussion.

- ⇒ What are the reasons of a particular greeting habit?
- ⇒ Why do we have formal and informal greeting habits?
- \Rightarrow What is a goal of a greeting in the situation ... (family, school, work etc.)?
- ⇒ What do you have to pay attention to when greeting somebody?

3. Step: Greeting habits all around the world.

The students, working in a few pairs, using worksheet in Appendix 3, get familiarized with different expression forms, characteristic features for a particular country and culture. Not in every country people shake hands when they say 'hello'. The students are going to experience weird and surprising forms of greeting.

Then various greeting habits are written down on small pieces of paper. (each way of greeting should be mentioned at least twice – Appendix 3). The number of the pieces of paper should be the same as the number of students. Then, the 'cards' are mixed up and every student gets one of them. They cannot make any noises but two fellow countrymen should find themselves making proper greeting gestures. Then, the students discuss the following questions:

- ⇒ What do you want to express with the gestures?
- ⇒ What forms of greeting are or are not nice to you.
- ⇒ Can any forms of greeting become habits, or even cross country borders?
- ⇒ Are there any cultural, social or religious reasons for a particular greeting habit?
- ⇒ Why are there so many various greeting habits?



4.Step: Conclusion.

The results of the discussion are presented and the teacher writes down the key insights on the board. You can extent your discussion to other habits (eg. eating routines) characteristic for the country. Students from different cultures may also share their habits with other students.

The following films can be used as a lesson supplement: https://www.youtube.com/watch?v=3tlNJibk234 English https://www.youtube.com/watch?v=hhl1YOaeZVU German https://vimeo.com/463352222 English

Author: Bernd Faas, Eurocultura



A APPE

APPENDIX 1

Greeting habits all around the world.

People use different gestures when they meet. They may develop with cultural and time changes and trends. For example:

- ⇒ A handclap: Sometimes with a comment 'five'. In extended form, they touch the palms of their hands, then the fists and finally they snap their fingers.
- ⇒ A handshake: When people meet they shake their hands. The intensity may vary: short, long, slack or firm.
- ⇒ A hug: usually it goes together with a kiss in right and left cheeks.

 REMARK: a hug may also have other meanings (e.g. as a farewell, as a consolation or when meeting again after a long break).

We can talk about a gulf between the North and the South, as far as the warmth of greetings is concerned. In Scandinavian countries the greetings are rather cold. They rarely give hugs or kiss. They are more frequent if you travel south. The greeting habits are different in foreign countries but also in local groups. For example, the fishermen say: Petri Heil!, the bowlers golfista?/kręglarz?/grający w krykieta?: Gut Holz!. People who watch TV series Star Trek, the Trekkies for short, welcome each other with 'Volcan salut': raised hand with a part between middle and ring fingers, and the phrase: Live long and prosper. (in the Volcanic language: dif-tor heh smusma)

In the western societies in Europe or North and South America, it is usual to shake hands when you say hello. It is a regular habit between the elderly and the young, women and men, supervisors and subordinates. In the past, the gesture was used to show that you do not have a weapon and your attitude (at least apparently) is friendly.





Greetings in France:

Typical for the French is cheek kissing to greet freinds and good acquiantances. The kisses are not passionate. They are rather 'kisses in the air'. Usually, there should be two kisses, a kiss in the right cheek first. Depending on the region it may vary: one,

two, three and sometimes even four kisses. People who are not so close friends with it is enough to shake hands and have a short eye-contact. They do not shake their hands too headily. Short handshake is the most proper. In more formal situations you also use: 'Madame XY' for women or 'Monsieur AZ' for men, after the greeting word: 'Bonjuor'. Using only 'Bonjour' may seem impolite. With friends they greet using less formal 'Salut".



Greetings in England

Shaking hands in England is quite popular. The English do not hug too much. The formal greeting (usually in business situations or when you meet somebody for the first time): How do you do should be answered: How do you do. In less formal

situations they usually ask a question: How are you? And then, the answer should be positive like: I am fine, thank you. And you? A handshake is common only when you meet somebody for the first time or when you have not had any contact with the person you greet for a long time. You do not shake hands when you say 'goodbye' in England. Moreover, the physical contact in England is rather limited. You give a cheek kiss only to the friend you have not seen for a long time. In informal environment the greetings: 'Hi' 'Hello' are appropriate. Depending on the time of the day you may say: '(good) morning', '(good) afternoon' or '(good) evening' The word 'good' is optional in the phrases and they are even less formal then.





Greetings in Spain

In Spain people kiss their left and right cheeks to greet each other. The order of cheek kisses is opposite than in France. The kisses are more mostly common among women. Men usually shake their hands. The Spanish often hug their friends and

family members. Peoplewho are not from their close surrondings shake hands and keep eye-contact. The appropriate phrases in the situation are: 'Buenos días' (until midday), 'Buenas tardes' (in the afternoon before dusk/nightfall) and 'Buenas noches, (in the evening). The greeting: 'Hola' is informal and may be used with a question: 'Qué tal?' which means: 'How are you?'

Greeting in Italy

You shake hands with strangers in Italy. The phrase relevant to Polish 'dzień dobry' is 'buon giorno'. You say: 'buona sera' in the evening. The greetings are mostly used in formal contacts. When you meet your friends you may say: 'ciao' (used both for saying 'hello' and 'goodbye') or 'salve'. We can kiss close friends when we greet. Making friends and kissing them for 'hello' is usually quite a quick process. Men, most frequently, shake hands when they say 'hello' to other men and you shake hands with people you met not long time ago.



Greeting in German-speaking countries

In Germany, a physical contact is not considered as a good manner. Younger people hug more often than the elderly, but generally they prefer to shake hands. In some situations they only nod their heads. Greeting is not the same in all German-

speaking countries. In nothern Germany you may greet a person saying: 'Moin, Moin', in the southern part of Germany and in Austria they say: 'Grüß Gott' or 'Servus'. The Austrians do not like 'small talk' too much but they care about the titles. Women kiss each other on their right and left cheek. In German-speaking part of Switzerland people great each other with: 'Grüezi'. In Luxemburg they say: 'Moin, Moin' – in the morning and 'Moien' – which is appropriate all day long, not only in the morning.



Greetings in Poland

The Polish like to greet. If the popular 'cześć' is to difficult for a foreigner to pronounce, they can say 'halo'. You shake hands when you greet. Kissing does not mean being in love with the person but is an expression of some kind of intimacy. By the way, kissing to greet somebody in Poland, is only a soft touch of cheeks.

Greetings in Russia

In Russia shaking hands is a common habit among men when they say 'hello'. Traditionally, you do not shake hands with women; instead you greet a woman verbally and/or nodding your head. If a woman initiates shaking hands, it is proper. You should not greet people 'over the doorstep' as it may cause bad luck.



Greetings in India

The most popular greeting habit is 'Namasté' (translation: 'greetings to you'). The greeting is accompanied by a slight bow made with hands pressed together, palms touching and fingers pointed upwards and closely positioned in front of the chest. If

you are not 'handsfree' you can put your right hand on your chest when you bow. Shaking hands is more common among Indian men. Men and women do not touch when they greet each other.

Greetings in Japan

They bow when they greet somebody in Japan. You should keep a proper distance and avoid direct eye-contact. It is considered impolite. The most common gesture when greeting there is a bow. The depth, length and style of bow depends on the social context. The deeper a bo wis the more respect you express. You keep the bow for a couple of seconds. Your hands should be next to your hips or thights. Nonetheless, many Japanese are understanding and are likely to shake hands specially when meeting non-Japanese people.

Greetings in China

Handshakes has become common in international business groups. When you travel around China as a tourist, the best idea to greet others, is simply to nod your head slightly. In this way you show your respect to the other person.



Greetings in Africa

Handshake is the most frequent greeting habit in African continent. A firm handshake should go together with an eye-contact. There are many different cultures in Africa, and that is why you cannot shape one general common cultural unity there. Greeting habits in Egypt vary from the ones in the Republic of South Africa. In some parts of Africa the physical contact between men and women rarely appears. In Nigeria when men shake hands, they sometimes put their left hand on the shoulder of the other person. Moreover, it is considered to be polite not to rush when you greet somebody, you should ask about their mood, family members, etc.

Greetings in Arabic culture

When you greet somebody in Arabic culture you should know that obeying the rules of social hierarchy is the most important. This applies mostly to conservative countries in the Persian Gulf. A mild handshake together with an eye-contact is the common action when men greet. In a room where there are several people, first you should greet a host, then the eldest person and finally the others. In Muslim cultures you should always remember to use only your right hand. It is best practice to simply greet women verbally with a nod of the head and wait to see if they feel comfortable extending their hand. Women often exchange hands in Arabian culture with each other.

Body-contact greetings

Indigenous people from Arctic kiss their noses when they greet. The kiss in the nose of an Inuit is not really a kiss but so called 'the kunik' which involves breathing in the scent of the other person. The foreheads and noses are pressed gently to greet each other.

Indigenious citizens of New Zealand (the Maoris) greet with a handshake and a phrase: 'Hon-gi'. After that, they say quietly: 'Mmmm' with their eyes closed and they rub the tips of their noses.

An interesting fact to conclude – World Hello Day is on the 21st November. It is the day of promoting interpersonal communication and tolerance













APPENDIX 3

A worksheet

Greeting habits in different countries and cultures

- 1.India: a bow and a common gesture when greeting is pressing the palms together with the fingertips facing upwards (e.g. in a prayer position), hold your hands along the body
- 2. China: a slight bow or a polite nod. The bow is from the shoulders and should be greater if the person you are greeting has a higher status than you. The bow with your hands along your body
- 3. Russia: 'bear hugs' and kisses
- 4. Middle East: "Salam", a stroke with your right hand from your forehead to the navel.
- 5. the Innuits: nose-on-nose action
- 6. Haiti: long hand shakes and repeating of bows
- 7. France: light cheek kisses
- 8. Egypt: kisses the elderly's/higher postition people's hands.
- 9. Mexico: patting the chest
- 10. Japan: a few bows, a slight bend of the body, hands on your laps/tighs
- 11. Tibet: stick out your tongue and whistling
- 12. Ethiopia: touching (only!) the reached out hands.

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International competencies in professional and social life A lesson plan for VET students

4.4. TOPIC: Proving your points and discussing political and social issues in a workplace



After the class the student knows:	After the class the student can:	After the class the student understands:
how to protect the cultural variety in a society how to effectively prove your points against extremely nationalist catchphrases	- recognise situations when discussion and proving your points make sense and can find themselves in them	that you should be sensitive to particular social and political issues the best way of communication with people of different political beliefs



Time: 45 min



Materials: Chairs set in a circle



Remarks

There are different jobs/positions where workers need to talk with other people. The classic examples are: a hairdresser, a beautician, as well as a nurse or a teacher etc. In the jobs people

usually deal with people of different opinions and beliefs. They offer their service to them and discuss the issues. The aim of the class is to practice the tools used when proving your points, protecting yourself from "complaining" about immigrants, or discussing other social or poilitical issues. The class shows how to lead a discussion with customers in a friendly but outright way.



Number of students:

15-25



Instructions

Step by step	
Step: Everyday conversations at work and the choice of their subjects.	10 min.
2. Step: Roleplays.	20 min.
3. Step: Collecting the methods of proving your points.	15 min.



1. Step: Everyday conversations at work and the choice of their subject.

The students work in small groups and they think about social issues they often discuss at work every day. They also think about the subjects they normally deal with, having conversations with their customers or their classmates/ workmates. The example: a conversation with a customer about immigrants while cutting their hair or a conversation with your workmate during your lunchbreak. Suggested subjects are written down on special 'moderating cards' which are stuck to the board after about 5-10 minutes. The teacher can suggest more issues e.g. a family, friends. Then you can see which of the issues appear most frequently

2.Step: Roleplays

Groups should choose the issue and use it to prepare a short typical conversation at work, In the conversation one student gets from the customer/ workmate plenty of phrases which are complicated from social and cultural point of view. The other student tries to recognise the phrases and find some counter-arguments or refute them. After 10 minutes, all the scenes have already been acted out, and the whole group of students discuss the strategies of giving arguments in each of the conversations and they decide how effective they were.

3. Step: Collecting the methods of proving your points

The teacher writes down, on the board, the attitudes to the task of each group. The arguments are divided into following parts:

- (a) arguments based on knowledge, facts and proofs
- (b) persistent preventing of the opinion I the people who have no good grounds to complain or strong proofs to protect their opinion very often 'jump' over many different arguments, and they give lots of statements in the discussion. Then, you should keep to the first argument they give, to let the other ones be at its odds (e.g. first argument: Foreigners take our jobs and next they say: All foreigners are lazy)



- (c) an attempt to understand the personal situation of the speaker: What does a particular issue mean to the person? Has the person ever had any peronal/negative experiences in the area?
- (d) answers which make no sense e.g. All men hit their wives or All foreigners are lazy

Then the teacher watches how the discussion continues.

Author:

Antonia Pilz, EJBM

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International competencies in professional and social life A lesson plan for VET students

4.5. TOPIC: Your action and cultural background – 'loss of face' in China.



After the class the student knows:

After the class the student can:

After the class the student understands:

- a social concept of 'mianzi' and its meaning in Chinese culture
- in what situations you can 'lose your face' in other cultures and the differences of the situations between Chinese and other cultures around the world.
- recognise Chinese actions (a visitor/a business partner) when they have something to eat and adapt to the particular cultural circumstances
- avoid situations which increase risk of 'losing your face'
- an appropriate and effective way of communication with a person from Chinese culture.
- that the awarness of diverse actions in contacts with foreigners may make your conversation with the others successful



Time: 45 min



Materials: Photocopies of the appendices



Remarks

The lesson may be dedicated to the students who have contacts with people from Chinese culture in their work, for example, maintenance technicans, hotel trade or catering industry

6

Number of students:

15-25

specialists and different traders. In the lesson, the students have a chance to reflect on possibility of 'losing your face' in the context of their own culture. They learn how to enlarge their communication autonomy at school, at home and when having contacts with other cultures.



Instructions

Step by step	
1. Step: Introduction: Contacts with the Chinese.	
2. Step: Individual work with the text: <i>Mr Li</i>	10 min
3. Step: A test – in pairs	5 min
4. Step: Assessment of the test	10 min
5.Step: Discussion	10 min
6. Step: Conclusion	5 min



1. Step: Introduction: Contacts with the Chinese.

The teacher asks the sample questions: What do you know about China? What kind of relationships are there between Germany/Italy/Poland and China? What do you think the typical Chinese are like?

2.Step: Individual work with the text: Mr Li

The teacher explains the text Mr Li (Appendix 1) and the task: Read the text and underline the most important pieces of information concerning behaviours of a Chinese guest and a German/Polish/Italian host. They do it to see various actions of the Chinese/the Italians/the Polish/the Germans in different professional situations.

3.Step: A test - in pairs

The students work in pairs and they together choose the correct answer in the test (Appendix 2)

4.Step: Assessment of the test

The students explain their choices of the answers in the test and the teacher asks some additional questions to make their choices more understandable for the other students.

5.Step: Discussion

The teacher explains the situation of Mr Li considering the culture differences between China and Germany/Italy/Poland (Appendix 3). The question is: How should a Polish/German/Italian host react to get a satisfactory solution for both sides in Chinese culture? The students give different suggestions. They should understand the particular behaviours of people from different cultures. Then the teacher describes the 'Manzi' code of 'losing your face' in Chinese culture.

6.Step: Conclusion

The teacher asks: 'How, when and where do 'you lose your face' in Germany/Poland/Italy? Students give examples from everyday life at school, work, home.



The students should be aware of different norms of behaviour in different cultures, and the fact that if you do not obey them it may have serious consequences (e.g. breaking up a relationship with your friends, unsuccessful business contacts, bad behaviour marks at school etc.). The given examples are written down on the board.

Author: Gianluigi Rago, Eurocultura



A PPENDIX 1

Mr Li

Mr Li is a Chinese businessman, who has been travelling on business to Germany (Poland, Italy) for many years. He has recently confessed that he always came back to the hotel from the businnes receptions with the Germans/ Italians/Polish hungry and thirsty. He desrcibed the situations and the stages of the receptions in Germany (Italy/Poland). It happens as follows: After formal greeting and a short conversation, the host says: 'Enjoy your meal' (Gutten Appetit in German, Buon Appetito – in Italian or 'Smacznego' in Polish) and asks the waiters to serve the guests. Mr Li asks the waiter to give him some food. The waiter offers a portion of a local speciality and Mr Li asks for a little bit of it. As a result he gets a plate with a really small portion of the dish and he slowly eats it. After a while a friendly waiter offers him some more and Mr Li quietly says: 'No, thank you'. The host notices the hesitation of the Chinese guest and asks him: 'Was the dish OK, Mr Li?'. Mr Li answers: 'Yes, it was delicious, thank you.' The next question from the host to him is: 'Why don't you eat some more of it, then? It's a local speaciality'. Mr Li (smiling but a little embarassed) says: 'No, thank you'. The host: 'So it's not tasty for you.'. The host stops encouraging the guest to eat more and he thinks to himself: 'Probably, he doesn't like the dish but he is too polite to say it. I need to accept his decission.' The same story happens with the drinks. Eventually, Mr Li comes back to the hotel hungry and thirsty and the host is confused and disappointed.



APPENDIX 2

A TEST

Why did Mr Li refuse to have more food and come back to the hotel hungry? What do you think, which of the answers below is correct?

A. He was nice and that is why he didn't say that the food wasn't tasty. The taste of German (Italian/Polish) dishes differ a lot from the ones in China and he still cannot get used to it, in spite of the fact that he has visited the country so many times.

- B. Mr Li has some intestinal problems and he can eat only small portions. In China it is impolite to talk about your health problems, specially when you have some problems in body parts which are considered as 'unclean' e.g. bowels, colons.
- C. Good manners in China say that you must reject the offer a few times not to be seen as a greedy or immodest person.
- D. The rules of good manners in Mr Li's culture say that taking next portion of the dish is very impolite. People who do it are seen as greedy and immodest.

Correct answer: C.



APPENDIX 3

A comment

Mr Li said that he liked delicious traditional German/Italian/Polish dishes and he would like to have some more, but the cultural etiquette in his country tells him to reject taking another helping. In other way he would be seen as greedy and immodest. He could accept the helping after three to five offers. For any member of his culture each 'No, thank you' would be next step forward 'in a well organised conversational game'. After several unsuccessful attempts, finally a Chinese guest would accept 'some more food'.



The process looks like that because of Chinese social culture rules. Modesty and good manners must be in the centre of your interest. Actions against the rules would result in 'the loss of face' (loss of reputation) which is difficult to rebuild. German/Italian/Polish hosts obey the rules in their own culure e.g. being honest or not sustaining pressure on anybody. The rules mean that everyone says what they really think, and in the particular situation of intercultural communication the deceptions are excluded. When the offer is rejected, you must respect the decision and you should not sustain pressure on your partners. German/Italian/Polish hosts thought the the Chinese guest had his reason to say: 'No' to the invitation to have next helping. Chinese norm of behaviour can be considered as a symbolic resistance. You simply should make an impression that you are against something (that is why he 'pretneded' not to be hungry or thirsty).

The good manners code forbids embarrassing the host. The standard German/Polish/Italian people's reaction for 'the conversation game' is: 'Why don't they say what they really want?' 'Why do I have to guess?'. The answer is easy: They say what they want – you must only be able to read between the lines. This indirect way of making a conversation becomes a challenge for the western culture representatives. The indirect communication is understood as cheating and leads to misunderstandings and strong rejection in western cultures. Honesty is essential.



APPENDIX 4

Mianzi: how to 'save your' face in China

Working in China, Chinese companies or having close contact with Chinese customers or business partners you should understand and use particular rules which are essential in their culture. The rules start from the concept of 'Mianzi'. A writer and a translator Lin Yutang (1895-1976) claimed that the term cannot be translated or defined in 100% compliance. However, 'Mianzi' concept is the most sensitive one. According to it, the Chinese control their social relatioships. The concept has something in common with a Confucius' studies. He claimed: 'If the people are led properly they are going to find their places'.



Thanks to the habits and the feeling of embarrassment when you act differently, people behave harmoniusly (Conversations of Confucius, II, 3). Generally, thanks to their harmonious behaviour, the Chinese may avoid public embarrassment, loss of respect or 'loss of their face'. In the context, you can translate 'Mianzi' as a reputation, pride or dignity and prestige. The Chinese society is very hierarchised and collective and 'Mianzi' is a man's reputation for them, and humans build their position in the places like: school, work and home. You can work on your social position getting good marks at school, achieving successes at work, having high economic position but also possessing a valuable car, designer clothes or a beautiful woman. It is understood that mistakes made in public are for the Chinese an indignity. So the 'loss of your face' is the source of all the embarrassment and shame. When you are not a Chinese you should remember to avoid using words or behaviours which may lead to the situation when you or the person you talk to may 'lose their face'. There are dozens of idioms or proverbs which show essential meaning of 'the face' in China. The classic example is: Humans cannot live without a face, just as trees cannot live without bark. If you want to offend someone seriously, you may say: You have no face.

The Chinese businessman who always went home hungry: http://www.successacross.com/fileadmin/ user_upload/pdfsdernews/24.08.2010_Chinese_business_man.pdf

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http://www.successacross.com/fileadmin/user_upload/pdfsdernews/24.08.2010_Chinese_business_man.pdf



International competencies in professional and social life A lesson plan for VET students



4.6. TOPIC: Colour theory and international marketing



After the class the student knows:	After the class the student can:	After the class the student understands:
- the rules of the colour theory - that colours influence marketing - different meanings of colours in various cultures	- have regard to different colour perception in various cultures when designing a product.	- the colour scheme of a product - that the colours do not have one universal meaning for the customers from different parts of the world



Time: 45 min



Materials: flipchart, projector



Number of students:

any



Remarks

The class is dedicated mostly to the students who want to work in any commercial position or make a career as a product designer. The tasks in the class show the

meaning and importance of choosing a particular colour of a product. The student will understand that colours do not have one universal meaning but that its meaning depends on a culture. Colour theory (Step 3, Step 5) comes after the exercises in which students must think the idea of choosing colours over.



Step by step	Time
1. Step: Introduction: colours and emotions.	5 min.
2. Step: What colours are used in advertisements.	10 min.
3. Step: Theory of colours in marketing.	8 min.
4. Step: Do the meanings of colours vary all around the world?	10 min.
5. Step: A lecture: different symbols of colours in various cultures.	10 min.
6.Step: Conclusion.	3 min.



1. Step: Introduction: colours and emotions.

A picture from Appendix 1 is displayed in the background or a copy of it (in size A-3) is stuck to the board. Each student chooses one colour and describes their feelings and impressions about it.

2.Step: What colours are used in advertisements

The students work in groups. Their task is to find 3 examples of using colours in designing products to enduce emotions. Two groups present the results of their work shortly.

3.Step: Theory of colours in marketing

The teacher explains the theory of colours and its usage in marketing (Appendix 2).

4. Step: Do the meanings of colours vary all around the world?

The students try to answer the questions and give their own opinion about the topic (step 4). Then they talk about different colours and their meanings all around the world. Is white a colour of innocence, cleanness or marriage everywhere in the world? What is its meaning in different cultures/countries? They discuss answers to the same questions but concerning different colours, for example, black etc. .

5.Step: Different symbols of colours in various cultures.

A lecture: different symbols of colours in various cultures (Appendix 3).

6.Step: Conclusion.

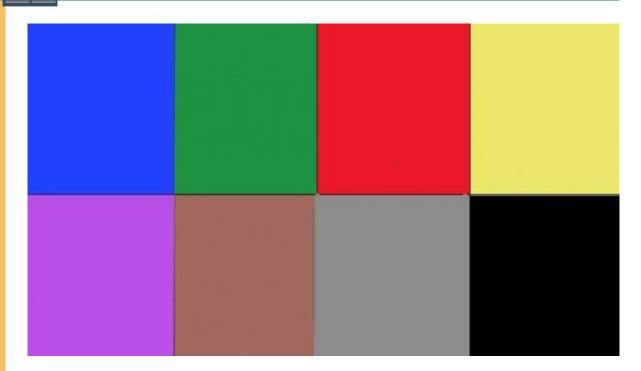
The conclusion starts with the questions from the teacher: What important things for your future work have you learnt today? Did you know that in other cultures colours have different meanings?

Author: Bernd Faas - Eurocultura





APPENDIX 1





APPENDIX 2

Marketing and colours

Colour is a stimulus for our brain and it influences our whole organism/body, mostly our psychological mood. The scientific research show that a colour is nothing more but visual, sent by neural signal, information processing which is, in the next step, sent to our brains by photoreceptors of retina. Visual perception is generated in our brains and it may cause various emotional reactions and psychological behaviours. A lot of research was done on 'colour psychology'. Each of us has their own 'personal range of colours' which influences our perception of colours and matches the colours with particular emotions unconsciously. The system is developed since our early childhood when we learn about our preferences or get different life experiences in our culture context. Due to it we make decisions, do shopping or have a particular taste. There is also a colour theraphy (also called chromotherapy) where colours help find balance for our body and mind. It shows dependence between your outfit colour and your mood. It has physical effect on your body as well, and you can even recover from some illnesses.



The ways of using colours in marketing

Colour therapy and generally psychology are enormous tools to create emotions when selling a product. Emotions are essential in selling because using visual elements, such as graphics and colours, you can encourage your customer to purchase the product. In the research: Colour and its influence in marketing reserchers discovered that even 90% of our impulsive decisions about buying the product could be made under the influence of colour. (It depends on a kind of a product but the influence is always very big)

Colours for men and women

Have you ever seen cosmetics in orange or brown packaging? The two colours are the least preferred by female customers. The research results have shown that men and women have different colour preferences. That is why you must think of a gender of yor prospective customer when choosing a colour for your product. One of the widest research 'Color association' done by Joe Hallock claim that the preffered colour for both sexes is blue. Maybe it is so because blue is a colour of sea, sky, truth and authority. It is considered to be valued by men and women, regardless of their age. The biggest difference is with violet colour – men like it the least and women the most. Men and women also choose different shades of colours. Women prefer soft, bright and pastel shadings. The stereotype of men's way of thinking is that it is simpler than women's, and they make groups of colours named e.g. green, blue, red, yellow. Women use different names for colours which differ only in a shade.

Meaning of colours in marketing

RED: a colour of passion and love as well as a colour of war and hazard. It has a strong influence. It may increase your blood pressure and it also gives you energy. Red objets seem to come closer to the viewers and they can get almost overwhelmed by them. The walls of the places where you should stay only for a short time are usually painted in red. A 'red carpet' is another example. It emphasises the 'importance' of the people who walk on it.

BLUE: one of the most popular colours which is connected with calmness, trust, stability. It draws a feeling of relax and comfort, as it brings the view of sea and sky to your mind. It is used in places where people spend a lot of time, and in the buildings designed to be regarded as places where you should feel healthy and in a good mood. Light blue colour brings the feeling of freshness and calms you down and dark blue colour highlights reliability and strength.



YELLOW: reminds you of happiness and anxiety at the same time. You associate the colour with sun which gives you energy vitality and life-force. It is optimistic and they use it in shop windows to get your attention.

ORANGE: is a colour of energy, enthusiasm, dynamism and friendship. It is rather a beneficial colour which younger people like. It gives you energy like red colour but you do not feel agression. That is why it is more pleasing. The orange colour creates positive attitute in you, as well as empathy and altruism. It is widely used in Eastern cultures.

GREEN: is associated with nature and therefore growth and good health. It is rather pleasing to your eyes and therefore it helps to relax.

BLACK: the colour of ellegance, luxury and authority. It is used to express reliability and high-quality.

LILAC: romantic and feminine, used for women and girls products.

PURPLE: it quietens and besoothes people. It is often used to advertise beauty products and anti-aging products.



APPENDIX 3

The symbols of colours in different cultures

Every culture gives various meanings to colours and uses them to express moods. Perception of colours is the same everywhere but different cultures give different meanings to individual colours. There are no common international conventions.

WHITE: for most Europeans it symbolises openness and purity. In India, however, it is a symbol of mourning. (in the past, an Indian widow had to wear white, plain sari eternally). It is similar in Maghreb. In Egypt, on the other hand, yellow is a colour of mourning and in Tailand purple.

RED: is seen as a strong colour in Wetern sides of the world which expresses anger and passion whereas in China it is a colour of festival which brings happiness and is used during weddings a lot. It symbolises purity in India and is a colour of mourning in Africa.

BLACK: is related to mourning in China and Europe. It is also a colour of mental strength and often it is used by crime organisation as their identification colour.



YELLOW: it was used only by emperors in China once, and today it defines the genre of books or films which are described as 'hot' or 'pink' in Europe.

ORANGE: people wearing clothes in the colour are seen as creative and extrovert in Europe, but in Ireland they would be considered as someone religious and in the Easter culture as buddists.

GREEN: a colour of life in western countries, but in Scotland it brings bad luck. In the Middle East it is a colour of Islam and a bride wears green so it would bring her good luck. In some Tropics it symbolises a hazard (in Italy, Germany or Poland – red is a colour of hazard) Green is a colour of loyalty in China and in Ireland it is a colour of patriotism.

BLUE: a symbol of relax and peace and quiet today in European cultures whereas in Middle East it defines spirituality and in China immortality.

Sources:

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International competencies in professional and social life A lesson plan for VET students



5.1. TOPIC: Rights of workers in European Union – a game.



After the class the student knows:	After the class the student can:	After the class the student understands:
 - the rights of workers in Germany/ Italy/Poland - possibities of international mobility as a trainee - that in a team you can achieve more than individually 	- disscuss in a team the workers rights in EU, - possibilities of international mobility etc.	- clear instructions and guidelines regarding your professional life/career - how to take care of your own everyday business - how to find a common solution to different problems/ situations in a workplace



Time: 45 min



Materials:

Masking tape, string, chalk or something different to mark the floor,

2 seminar rooms, a flipchart or other board, a marker



Remarks

The method used during the class is a combination of a quiz and teamwork practice. The quiz questions presented in the appendix are about workers rights in EU and opportunities of

trainings abroad. The students should wonder about their work rights (in the future) and the idea of international mobility. The questions may change depending on the topic of the lesson. It would be the best, if two teachers conducted the lesson or it the teacher chose one of the students as their assisstant.



Number of students:

max. 15, the best in the middle of their education



Step by step	Time
1. Step: Introduction. Explaining rules of the game.	5 min
2. Step: A game about workers rights.	30 min
3. Step: Assessment and conclusion.	10 min



1. Step: Introduction. Explaining rules of the game.

Room 1 should be prepared before the lesson. There is a grid (6x10 squares) drawn on the floor (see Appendix 1.1). The squares should be big enough for one person to stand in there. In room 2 (the students meet here in the beginning), there should be a flipchart, markers, or something else to make notes. When all the students are in the room 2, the teacher explains the topic (workers' rights issues in EU and international mobility opportunities). The students play the game in the room 1. The teacher reads the following rules of the game:

- 1. In room 1, there is a game board drawn on the floor and you should find there an appropriate way to get from START square to AIM square.
- 2. The students enter the room 1 individually, and, here, they learn about their task. If the student's answers are incorrect or they cannot find the appropriate way, they must give up and the next student comes in.
- 3. The game ends when all the students have gone through the board squares (after about 30 minutes).

(These are all the rules. The students usually assume that they cannot communicate after they leave the room 1. If they ask whether they can exchange their ideas, the teacher should simply say: 'I have already told you all the rules of the game.' A clever group should understand, they have a chance to exchange their 'game board' experiences).

2.Step: A game about workers rights.

In room 1, the teacher describes the possibilities of moving around the board from the START square. You can move only one step forward, backward, left or right. When they make a move, they will learn from the teacher if it was right, or if they have to answer a question, or maybe they stay on a wrong square (see Appendix 1.2). If the answer is incorrect, or if they stay on a wrong square, the students must come back to the room 2 and another person from the room 1 comes in and starts to play the game. Only the teacher knows the proper direction to get to the AIM square. It is a matter of trial and error, especially in the beginning of the game. In some point, the students understand, that they can discuss their 'board choices' when they are in the room 2 again



They can also discuss the correct answers to the questions. The teacher should keep the proper speed of the game, it should not be too slow. If, after about 10 minutes, students still do not cooperate, the teacher (in room 2) should suggest them to exchange the ideas, experiences etc. The teacher informs the students regularly about the time left to get to the AIM square. The students who have successfully got to the AIM square may stay in the room and watch the other students. Anyway, they cannot give any help. If needed, the teacher may give the students some extra time to finish the game.

3.Step: Assessment and conclusion.

After the game, the students sit in the chairs which are set in the circle. First, they describe their tasks, what happened and what their feelings were. Then, the teacher asks them about the moment when they started to cooperate. Did they choose a leader? How did they help one another build a proper strategy? Did they write or draw anything? Did they notice any stages of the game? How do the game situations transfer to their work situations? And questions about content are also a part of the conclusion: What new things have you learnt? Where did you get your knowledge from before the lesson? Did you help one another to find correct answers to the questions?

Author: Antonia Pilz, EJBM



1.1:Arrangement plan - room 1

AIM		
	START	



1.2: Arrangement plan – room 2

	AIM 30		¹ 26	← 25 QUES- TION	← 24
	↑ 29 QUES- TION	← 28	← 27 QUES- TION		↑ 23 QUES- TION
		→ 19 QUES- TION	→ 20	→ 21 QUES- TION	↑ 22
	→ 17 QUES- TION	↑ 18			
→ 15 QUES- TION	↑ 16				
↑ 14					
13 QUES- TION	10	← 9 QUES- TION	← 8	← 7 QUES- TION	
↑ 12	← 11 QUES- TION			↑ 6	← 5 QUES- TION
			→ 2	→ 3 QUES- TION	1 4
			↑ START 1		



2. Quiz questions:

How many days of paid leave do workers in Poland have?

- a) at least 20 days
- b) at the utmost 28 days
- c) at the utmost 20 days
- d) at least 24 days
- 2. Can I work in Poland or Italy if I am German?
- a) yes
- b) no, unless you are over 21 years old
- c) no
- 3. How many hours a week do you have to work in Poland and in Italy? (if you have a full-time job)
- a) 40 hours
- b) 48 hours
- c) 60 hours
- d) 52 hours
- 4. What privileges do you have, as a worker in Italy, from the first day at work? (a few correct answers are possible. Giving any number of the correct answers lets you continue the game. The teacher decides. It is important that the students, at the end of the game, are aware that the answers: a,b,c are correct).
- a) access to vocational schools, courses and other forms of getting qualifications
- b) access to flats, government housing, facilitate access to residential loans
- c) tax deductions and other supplementary benefits
- d) legal assisstance at work in case of breaking law
- 5. Are you employed automatically after your trial period in Poland has expired?
- a) yes
- b) no, you must sign a new contract of employment
- 6. How much time do the Germans have to inform 'the government office' after they start to work in Poland?
- a) 2 weeks
- b) 3 months
- c) 4 months
- d) 5 days



- 7. Do employees in Poland always have to file an application to get some days off work? Do they need their boss' permission?
- a) yes
- b) no, unless it is because of a serious case e.g. a funeral
- c) no, there are 4 days of leave at request, you can get it without your boss permission
- 8. When does your accumulated leave expire in Poland?
- a) at the end of each calendar year
- b) never
- c) at the end of September next year
- d) after a year and a half
- 9. How much is a minimum monthly gross salary for a full-time job in Poland (in year 2021)?
- a) 2500,00 PLN (568,00 euro)
- b) 2800,00 PLN (636,00 euro)
- c) 3000,00 PLN(681,00 euro)
- d) 3500,00 PLN (795,00 euro)
- 10. Who should you condider the most when you want to terminate your permanent employment contract in Italy?
- a) Ministry of Labour
- b) The Staff Committee
- c) the Head of the Company
- 11. Who was the first president of the European Council?
- a) Jean Monnet
- b) Robert Schumann
- c) Jacques Delors
- d) Walter Hallstein
- 12. What rules and regulations can you find in article 1 of Charter of Fundamental Rights of the European Union?
- a) Human dignity is inviolable. It must be respected and protected.
- b) Everyone has the right to liberty and security of person.
- c) Everyone is equal before the law.
- 13. You have just left school. You would like to improve your Italian language skills, so you have decided to particiapte in two-month, intensive course in a language school in Italy. What do you have to do before you go there?
- a) Nothing. You simply have to pack your things and go.
- b) You have to apply to become a permanent resident.
- c) You have to apply for a student visa.



- 14. Promoting equal chances for both men and women is a part of social policy in EU. What law regulations show it? (two correct answers)
- a) paid parental leave for at least two months.
- b) at least ten-week paid paternity leave.
- c) at least ten days of paid parental leave for relatives.
- 15. You are having a good time in Czechia. Unfortunately you have twisted your ankle while visiting one of the monuments there. Luckily, you have your European Health Insurance Card with you? How does it really work?
- a) it insures you the right to free of charge Health Care.
- b) even when you use The Card, you still have to pay for the public healthcare the same amount of money as the citizens of the country where you are staying.
- c) you have to pay for everything.
- 16. How many countries are there in the EU?
- a) 30
- b) 47
- c) 27
- 17. Where don't they use euro currency?
- a) in Lithuania
- b) in Poland
- c) in Italy



International competencies in professional and social life " A lesson plan for VET students



5.2. TOPIC: Image of my profession



After the class the student knows:	After the class the student can:	After the class the student understands:
 how other students imagine their future jobs what professional experiences the other students have already had 	- deal with the stereotypes about thier jobs and other specific matters known only by the people doing the jobs, and the others are less familiar with them	 how to deal with people from and outside their line of business how to overcome communication obstacles which happen due to the technical language and vocational way of thinking about your job.



Time: 45 min



Materials: flipchart, markers



Remarks

Before the lesson, the teacher has to think about particular situations which may appear in the professional life of the students. The ideas are written down on the flipchart. For

example, 'xxx (the name of a job) are ...) '; cutromer service'; 'a job interview'; 'waiting time'; a supervisor'; 'spare time'; 'colleagues who don't speak your language'; 'future of the job' ...



Number of students:

15-25



Step by step	Time
1. Step: An image of a profession.	15 min.
2. Step: Conclusion, discussion.	5-10 min.
3. Step: A developing of 'international' flipcharts in small groups.	5-10 min.
4. Step: Presenting results of the work and discussion.	5-10min.



1. Step: An image of a profession.

Before the lesson, the teacher prepares flipcharts where different situations from the students' everyday professional life are presented. The given suggestions may be changed/completed depending on a job. The students confront themselves with real insights about their jobs. The teacher should shortly explain the headings on the flipcharts before the students start doing their task. Every student should complete the gaps/sentneces in the flipcharts while they walk around the classroom. They should give details and be specific, 'on point', as much as possible. The students who see on the flipcharts the sentences which they agree with, can write '+1' next to it. They have 15 minutes to do the task. They do it on their own, without any conversations or commenting. Other aspects of the exercise and students' questions should be explained and answered in advance, in the very beginning of the exercise. It is important, there are 4 flipcharts with international context, for example, 'dealing with customers/workmates who do not speak your mother tongue'; 'possibilities of work in international market'. The flipcharts will be discussed in detail in next stage of the lesoon.

Flipcharts with general pieces of information about your job – e.g. hairdressers can write about 'customer service': 'First, look at the dry hair, then wash it.'; 'Have a conversation.'; 'Inform the customers about taking care of their hair'; Listen to customers' wishes and express them using your own words.' etc.

Topics 'working team in a workplace'; 'working team in the country'; working team in an international community' are all related to interpersonal actions in a workplace, but not only. In the factory, there may be a trade union organised for many production jobs all around the country, and workers from different factories may meet one another. It is the same about international area. Are there any chances to cooperate, exchange experiences? Do the students know about it? Can they see any possibilities of cooperation amog workmates from different worplaces in their future jobs? Moreover: Is your workplace oriented toward international cooperation? Do you need to be 'internationally prepared' in your job?



The topic on the flipchart: 'spare time' can show the situation of a representative of a particular job in their free time e.g. Can a future nurse recognise the illness symptoms or give some advice about medicine with no prescription. Should the nurses be ready to help in emergencies, even in their free time? Tatooists may talk about trends in their industry in their private lives and discuss, for example, 'socially acceptable' number of tatoos, if any, with their friends.

The exercise should show the students the image of their jobs and compare it with the one they already have. What do they know about the job and what is new/surprising for them . They also have a chance to see 'a social image' of it and stereotypes connected with it.

2.Step: Conclusion.Discussion.

After 15 minutes, the students come back to their places, that is the end of step 1. All the flipcharts are watched and the teacher asks the students about the most dilemmatic flipchart for them. In which poins did everyone agree? What different ideas/opinions did you have?

3.Step: A developing of 'international' flipcharts in small groups.

The students work in small groups. Each group gets one flipchart with international aspects of their job. The students analyse the information written on their flipchart, they discuss it, they think what is true and false, and they can also write down some new suggestions/ideas They can use the Internet – e.g. they look for some international organisations or ways of communication with the customers who do not speak their language. The time for the task is 5-10 minutes.

4. Step: Presenting results of the work and discussion.

All the groups present results of their work. The teacher asks the questions: Was the exercise easy or hard? Do you think you should have international pespectives in your future job? Why yes? Why not?

Author: Antonia Pilz, EJBS



International competencies in professional and social life " A lesson plan for VET students



5.3. TOPIC: The news analysis – how various perspectives, including the cultural ones, may influence your worldview.



After the class the student knows:	After the class the student can:	After the class the student understands:
 how you can manipuate the news using different narratives. that in other cultures the news may be written and understood otherwise what is essential when getting the news 	- better put the news in groups - better recognise false news – fake news or distorted truths	- international reporting and fake news - cultural aspects of news presented in media.



Time: 45 min



Materials:

Chairs set in a circle, a flipchart, markers



This exercise is for students representing any media profession as well as all the other jobs. Its aim is to raise awarness of the students about 'fake news' and it should be speacially interesting for many young people.



Number of students:



Step by step	Time
1. Step: Introduction	10 min.
2. Step: Students as actors and reporters/journalists.	5 min.
3. Step: Scene and headline 1	7 min.
4. Step: Interviews and headline 2	8 min.
5. Step: Conclusion and discussion	15 min.



1. Step: Introduction.

There are different pictures with various headings in the middle of a table. The students discuss the headings and give suggestions about them. They also try to name the facts which may be hidden behind them. If there are different suggestions about one picture and heading, it should be written down. The pictures and the headings should be encouraging to read the information below. The teacher gives the students some examples of word combinations or phrases which may imply their readers that the information in the text might be true or false. The ethical rule of each journalist ought to be: always telling the truth.

2. Step: Students as actors and reporters/journalists.

Two students – 'actors' - are going to play a short scene, and they get instructions (Appendix 1) and they have 5 minutes to practice the scene and be prepared for a short conversation after it. They leave the room to do it. The students who have become 'the journalists/reporters' know that their task is to watch the situation and take some notes. After the scene they should think of the heading which may encourage people to read the article. They should regard particular phrases and word combinations they discussed in the first part of step 1 of the exercise, and do not forget about journalist's ethics. In addition, 'the journalists/reporters' are divided into 2 groups in step 4 of the exercise.

3.Step: Scene and headline 1

'The students-actors' come back to the classroom and they play the practiced role-play 'The students – reporter/journalists' have 5 minutes to make up a heading. The headings are written down on the 'moderating cards'. They should be put in such a place, so everyone is able to see it.

4. Step: Interviews and headline 2

Now, one group of the reporters interviews a cowboy, and the other group interviews an Indian (an American Indian). Then, all the reporters have 5 minutes to make up a new heading.



5.Step: Conclusion and discussion.

All the students meet again in the circle of chairs and 'come out' of their roles. Each of them look at the headings which have appeared. They choose the headings which encourage them to read the story. Then, they answer the questions: What was your work like in the exercise? Were the reporters/journalists successful in making up the proper headings? How did their opinion change after the interviews? Did they have the idea before the interview? Was it easy for them to make up a new heading or were they still biased? What have they learnt about reading the news?. There is 'an intercultural misunderstanding' in the role-play.

Do you think that similar misunderstanings often happen because of cultural differences? Are all pieces of information always objective and people from all cultures understand them in the same way?

Author: Antonia Pilz, EJBS





APPENDIX 1

- a) Preparing the situation: 'Cowboys and Indians'. Once a cowboy and an Indian meet on the range. The Indian points to the cowboy with his index finger. The cowboy separates their index and middle fingers to answer. Then, the Indian fold their hand in front of their face and the cowboy waves their right hand. Both of them go away.
- b) Preparing the situation: 'Cowboys and Indians'. Once a cowboy and an Indian meet on the range. The Indian points to the cowboy with his index finger. The cowboy separates their index and middle fingers to answer. Then, the Indian fold their hand in front of their face and the cowboy waves their right hand. Both of them go away.

The cowboy comes back home and says to his wife: 'You know what? I met a Red Indian today. He threatened to shoot me and I told him: I would shoot at you twice. He asked me for mercy, then, so I gave him the low-down on going away quickly.'

A few miles West, in a wigwam, the Indian tells his friend a story: You know what? Today, I met a paleface. I asked him: 'What's your name?' And he said 'a goat', then I asked: "a mountain goat?' and he answered: 'No, a river goat'

Sources Johannes Gutenberg University Mainz (Ed., 2014): Komunikacja międzykulturowa. Przewodnik po nieznanym. Kowboj i Hindus. URL: https://interkulturelle-kommunikation.de.tl/Cowboy-%26-Indianer.htm [ostatni dostęp: 17.09.2020]



International competencies in professional and social life A lesson plan for VET students



5.4. TOPIC: Attitude to the elderly in different cultures.



After the class the student knows:	After the class the student can:	After the class the student understands:
- that the elderly play a role in their societies - how are the elderly perceived in other cultures	- understand nursing and care regarding the knowledge of history and culture	- that the history and culture have a big influence on your work/professional life - cultural job differences



Time: 45 min



Materials: A board or a flipchart



Remarks

The younger can be rude and disrespectful to the elderly (the foreigners especially). In the class, the students are going to think and talk about their attitude to reaching to 'old age' stage of

life, as well as the position of the elderly in the modern society. Living in migration population requires from us dealing with different cultures and images of getting older. It is the only way to provide the elderly and their families the best support and care.



Number of students:



Step by step	Time
1. Step: Introduction	8 min.
2. Step: Meaning of becoming older in the history and various cultures.	10 min.
3. Step: A groupwork: How to deal with the elderly in social and care sectors.	15 min.
4. Step: Conclusion	12 min.



1. Step: Introduction.

First, the teacher asks the students: 'Do you get on well with your grandparents?' 'How would you describe your relationships with the rest of the elders?'

'How are the elderly treated in your workplace/internship?' The key words and phrases are written down on the board.

2.Step: Meaning of becoming older in the history and various cultures.

The teacher uses Appendix 1 to comment on 'an old age' from the modern society point of view, including history and different cultures.

3.Step: A groupwork: How to deal with the elderly in social and care sectors.

The students work in groups of 4/5 people and they discuss a few questions together: How do we deal with the elderly in our culture? In your opinion, do you think that our society cares enough for the elderly? Does the society from other cultures offer enough care for their 'old age' citizens? Do you consider the society to be 'overprotective' about the elderly, or maybe we care too little about them? After about 10 minutes the groups present the results of their work.

4.Step: Conclusion

After the presentation in Step 3, the students answer the sample questions: What social skills do we need to provide good care for the elderly? What position does a family have supporting the elderly? What differences may appear when you take care of the people from migration population? What other problems can the old age citizens from different cultures meet in their own societies? The answers are written on the board.

Author: Bernd Faas, Eurocultura



A APPENDIX 1

Attitude to the elderly in history and different cultures.

The western society in the 21st century tends to change their attitude to getting old and old age citizens. In modern times, the values such as beauty or good appearance are dominant. The elderly have become a synonim of: useless, ugly, old or incapable. We forget about their wisdom, experience, calmness or generosity. Recently, a new terms such as 'old age', 'advanced old age', which would be more euphemistic or politically correct, has been looked for. Our society worries about the stage of life and tries to avoid everything connected with 'old age'. However, in the past, in different cultures 'the age' perception was not the same, and still it is not the same as in the modern western society. More and more people from migration population reach 'the old age' far away from their home country, due to internationalisation of European societies, which started in the 60s of the 20th century. Different images and expectations of 'getting old' meet with various offers and services and they frequently do not match.

Getting old in prehistoric human cultures.

The very first human social structure was 'a tribe', which helped the society to survive. An average lifespan then, was very short because of fights, hunting and diseases. People who reached 'old age' were considered as almost 'supernaturals'. They were thought to be able to cure some kinds of diseases, predict future or have contacts with ghosts. They were seen as extremely wise.

Getting old in ancient Greece

In Spartan fighters society, men over 60 were dismissed from the military service and were responsible for maintaining order. The elderly and the rich had the power and younger people respected them. When Athens became the centre of classic culture, people changed their way of thinking about beauty and the meaning of old age and disease became the same. A medical doctor - Hippocrates – forbade the view, and the beliefs of Plato and Aristotle about 'the old age' contradicted. Plato thought that we get virtues thanks to knowledge, which becomes fully effective when we are over 50. However, Aristotle claimed that youth is avid and lavish, as opposed to 'old age'.



Getting old in the Roman Empire.

The members of Senate, which consisted of the 'elderly', had the whole power in the Roman Empire. They were in charge of administration, justice and diplomacy. They had enormous previleges, and they were regarded as wise and righteous by people from lower social classes. The complete authority aroused the feeling of hate toward 'the eldest'. From the fifth century AD the importance of the 'old age' waned and it was regarded as useless stage of life.

Getting old in Middle Ages and Renaissance

In the Middle Ages, 'the old age' was seen as a dark stage of life before death. However, church was an institution which took care of the elderly and they bulid and run hospitals for the poorest ones. In Renaissance, like in an ancient Greece, youth and beauty were seen as a perfection. The old age was a synonim of ugliness. In the 16th century, when the average rate of lifespan became higher, the elderly could see themselves in more positive light.

Getting old in modern society

Industralisation and eradication of pandemic thanks to discovery of vaccination and antibiotics caused big demographic changes, and the lifespan became much longer. At the end of the 19th century, new philosophical currents appeared, and they denied the connection between an old age and an illness. Geriatics and gereology appeared as new medical specializations. Taking care of the elderly by the family and relatives was a habit and lasted until the 20th century. The population of people who were getting older started to worry about their becoming 'old age citizens' and their well-being more. The development in industry and technology caused that elderly people are not seen as a wisdom carriers.

Getting old in other cultures

The elderly are perceived differently in western and eastern societies. In China and Japan the elderly are the most respected. In Japan all families celebrate Keirō No Hi (Respect for the Aged Day). The elderly are the pillar of the community. The young people are educated to respect the experience and the wisdom of the elderly. It is similar in China, but the government there sets the rules regarding taking care of the elderly.

In Indian culture the respect for the elderly is essential and is a subject taught to pupils at school. Children frequently ask the elderly for their opinion. In Hinduism it is a custom to kneel to the elderly to show them your respect.



However, it is a traumatic stage of life for them since the lack of the government support. The elderly, very often, are dependent on their families or friends.

In Muslim countries taking care of the elderly in a family is a honour, and occassion to get more spiritual power. Islam claims that children should show consideration to their parents, mostly mothers as they dedicated their lives to bringing up the children.

Sources: Own sources



International competencies in professional and social life A lesson plan for VET students

5.5. TOPIC: IBAN, SWIFT and SEPA how to pay your bills internationally?



#

After the class the student knows:	After the class the student can:	After the class the student understands:	
- what are IBAN and SWIFT - how to use SEPA system	- write down a bank account number using IBAN international system - find your SWIFT code in the Internet (BIC)	- the basic rules and systems of international cashless payments	



Time: 45 min



Materials: Internet access



Number of students:

any



Remarks

Entrepreneurs, who generate bills/invoices which are to be paid abroad sometimes do not know about specific formats of bank account numbers applicable in international transactions, and

only when you know the format, you are able to successful financial transactions. You can use SEPA as the other possibility to make international transfers. The lesson might be as a part of business studies for every job where situations of international payments may happen.



Step by step	Time
Step 1. Meaning of terms IBAN and SWIFT (BIC) (Appendix 1).	15 min
Step 2. Exercise – finding proper IBAN and SWIFT codes and writing the bank account numbers using international format.	
Step 3. How to make SEPA financial transactions? (Appendix 2)	
Step 4. Conclusion	5 min



1. Step: Meaning of terms IBAN and SWIFT (BIC)

In 'the global village era' it is important to introduce rules and guidelines which will help to make fast, safe and inexpensive international money transactions. Formats and codes IBAN and SWIFT (BIC) have been developed to transfer money effectively. You must wirte the receiver's bank account number using the appropriate format with a code. It is the best when the bank account number has been written on the bill/invoice. Using Appendix 1, the teacher explains the abbreviations of IBAN and SWIFT (BIC).

2.Step: Exercise – finding proper IBAN and SWIFT codes and writing the bank account numbers using international format.

SWIFT (BIC) bank number you can easily find in the Internet writing the name of the bank and the word SWIFT in the searching engine.

- 1. Students look for different SWIFT (BIC) bank numbers using the computers or their mobiles.
- 2. Students who have their bank accounts may log in to them and check their bank accounts numbers in IBAN formats.
- 3. To have more practice, the students use fictious bank account numbers to write them using IBAN and SWIFT (BIC) codes

3. Step: How to make SEPA financial transactions?

The system SEPA is explained to students using (Appendix 2).

4.Step: Conclusion

The teacher sums up the lesson reminding the students the aim of it, and answers students' questions, if there are any.

Author:

Magdalena Mazik-Gorzelańczyk, Fundacja Kształcenia Zawodowego i Miedzykulturowego "Faveo"

Sources:

https://konsument.gov.pl https://www.danskebank.pl https://www.bankier.pl



APPENDIX 1

IBAN (International Bank Account Number)

It consists of:

- double-letter country code (e.g. PL, DE)
- double-digit check number \Rightarrow
- bank country code \Rightarrow
- domestic bank account number

The length of IBAN code may differ and it depends on the country. In Poland IBAN number consits of 28 characters – 2 letters in the beginning (PL) and 26 digits (bank account number).

Sample IBAN bank account number in Poland:

PL49 3322 8844 3434 0000 0000 3434

SWIFT code is a 8-character string of letters and digits. It identifies a receiver of the money transfer. It is also called **BIC** (Business Identifier Code) and every bank institution gets it.

SWIFT abbreviation comes from the name of the institution which provides a network of codes that enables financial institutions worldwide to send and receive information about financial transacactions - Society for Worldwide Interbank Financial Telecommunication

SWIFT/BIC sample bank codes:

Bank Millenium: BIGBPLPW

PKO BP: **BPKOPLPW** \Rightarrow

Dresdner Bank AG: DRESPLPW

Credit Agricole: AGRIPLPR \Rightarrow



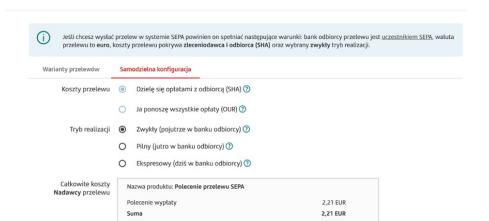
A PPENDIX 2

SEPA (Single Euro Payments Area) is a payment-integration initiative of the European Union for simplification of bank transfers denominated in euro. As of 2020, there were 36 members in SEPA, consisting of the 27 member states of the European Union, the four member states of the European Free Trade Association (Iceland, Liechtenstein, Norway and Switzerland), and the United Kingdom.

SEPA guarantees that euro payments are received within a guaranteed time (1 or 2 businessdays), and banks are not allowed to make any deductions of the amount transferred, introduced by a regulation in 2001. Due to the regulations the transactions with SEPA system are cheaper and faster than with other standard international payment systems.

You must meet the following conditions to make a financial transaction using SEPA system:

- ⇒ SEPA enables customers to make cashless euro payments to any account located anywhere in the area, using a single bank account and a single set of payment instruments. (If the payment is in different currency than euro, the bank will adopt the euro, regarding their own exchanging rates)
- ⇒ The recipients' bank and their country participate in the SEPA
- ⇒ The recipient's bank account number is in IBAN format
- ⇒ SWIFT (BIC) code of the recipients' bank account numbers are indicated
- Ordinary bank transfers are possible only (instant bank transfers are not covered by SEPA)
- ⇒ The cost of the transfer are shared by the payee and a recipient (SHA payment instruction)



This is a sample view of a website of the bank when you do an international financial transaction with SEPA



International competencies in professional and social life " A lesson plan for VET students



5.6. TOPIC: VAT (value added tax) in Poland, Italy and Germany.



After the class the student knows:	After the class the student can:	After the class the student understands:
 - that there are different VAT rates in various countries - what are tax groups in Poland, Germany and Italy - invoice looks in other countries 	- explain the differences of VAT rates in various countries - calculate VAT for invoices issued in various countries	- the regulations of VAT taxes in various countries - fiscal policy is different in other countries.



Time: 45 min



Materials: Photocopies of appendices 1 and 2 (one copy for one group)



business partners.

Frequently, the problem for trading partners is incomprehension of accountancy documents from abroad. The students in the class learn about the differences they can meet and are prepared for cooperation with foreign



Number of students:





Step by step		
1. Step: VAT - reminding of the term and rating system (Appendix 1).	10 min	
2. Step: Presenting different VAT rating in Poland, Germany and Italy. (Appendix 2)		
3. Step: An exercise: filling in the form of foreign invoices with different VAT ratings (Appendix 3 or 4)		
4. Step: Conclusion	5 min	



1. Step: VAT - reminding of the term and rating system

The teacher reminds the students the definition and rating system of VAT using Appendix 1.

2.Step: Presenting different VAT rating in Poland, Germany and Italy.

The students are presented the different VAT ratings for the same products and services in various countries (Germany, Italy, Poland) – Appendix 2. The teacher informs the students that there is 0% VAT rating for the international trade among EU countries. The only condition is possessing the delivery confirmation form the foreign trade partner.

3.Step: An exercise: filling in the form of foreign invoices with different VAT ratings

The students work in groups and each group gets invoice forms from different countries – an invoice in German for students in Poland and in Italy or in Polish for students in Germany and Italy. (Appendix 3 or 4). The students have to calculate gross amount and the total value of the invoices using the proper VAT rating. Then they do the same with the VAT rating of the same products in the invoices in their country. They compare the results of the calculations and, if there are any differences, they together set correct amounts on the invoices. The additional sticker: the invoices are in a foreign language for the students and they need to use their language skills or internet translators.

4.Step: Conclusion

The teacher checks the students' calculations and corrects them, if it is necessary. Then, the teacher recaps the lesson reminding the students the aim of it.

Author:

Magdalena Mazik-Gorzelańczyk, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"



A PPENDIX 1

VAT (from English: value added tax) it is a tax added to products and services. In Poland it is remarked with an abbreviation: PTU on a receipt or an invoice. VAT is an intermediate tax, which means that the tax payers do not pay it directly to an tax offices. The tax goes to the public purse indirectly, after purchasing the products or services and is included in the price of it. A VAT payer is a corporate entity or a natural person who conducts economic activity e.g. they let an apartment. VAT is a value added tax, so it is added to each transaction. A tax payer pays the tax to a tax office and it is reduced by the amount already paid during purchaising the products and services necessary to conduct the economic activity.

Example:

A manufactrer A sells to a manufacturer B raw materials which are necessary to them for the production for 200,00 PLN. A manufacturer B makes a finished product and sells it to the wholesaler for 400,00 PLN. The wholesaler adds margin and sells the product for 500,00 PLN to a retailer. The retailer adds the retail margin and sells the product for 700,00 PLN.

Stage	Sell price	VAT from a recipient 23%	Price with VAT	A tax paid in the previous	A tax paid to tax office.	
1	2	3	4	5	6	
I stage – a producer of raw material	200 PLN	46 PLN	246 PLN	-	46 PLN	
II stage – a manufacturer of a finished	400 PLN	92 PLN	492 PLN	46 PLN	46 PLN	
III stage – a	500 PLN	115 PLN	615 PLN	92 PLN	203 PLN	
IV stage – a retailer	700 PLN	161 PLN	761 PLN	115 PLN	46 PLN	
Total amount paid to a tax office: 161 PLN						



A PPENDIX 2

VAT in Poland - podatek od towarów i usług (PTU)- added tax to products and services

- ⇒ 23% basic VAT rate for most products and services
- ⇒ 8% reduced VAT rate, e.g. sugar, coffee, citrus fruit, some confectionery, some catering and construction services
- ⇒ 5% reduced VAT rate, e.g. milk, meat, groats, vegetables, books
- ⇒ 0% VAT rate in two circumstances: export of the products and intracommunity supply of goods

VAT in Italy - Imposta sul Valore Aggiunto (IVA)

- ⇒ 22% the highest VAT rate, e.g. cars, cigarretes, expensive wine and spirits, sanitary pads
- ⇒ 10% reduced VAT rate, e.g. national telecommunication services, footwear, passenger transport, hotel trade
- ⇒ 4% reduced VAT rate, e.g. some foodstuff, pharmaceuticals, medical supplies, books
- ⇒ 0% VAT rate, e.g. public transport, orthoapedic appliances, healthcare and dental services.

VAT in Germany – Mehrwertsteuer (MwSt)

- ⇒ 19% basic VAT rate for most products and services
- ⇒ 7% reduced VAT rate for many foodstuff products, and everyday use articles.

(between July and December 2020 due to pandemic of COVID-19 VAT rate in Germany were reduced resp. to 16% and 5 %)





APPENDIX 3

Rechnung NR F/2020/09/011

VS-Schwennigen, 13-09-2020

Verkäufer: MMG GmbH Kamillestrasse 14 D-78056 VS-Schwenningen

USt-IdNr.: DE8889997777 USt-IdNr.: DE 5550555

Bank: Vereinsbank

Bankverbinung: 22 8888 5555 1000 0023 3333 6666

Zahlungsbedinungen 14 TAGE

Transport: DHL

Empfänger: Hannah GmbH

Feldkirchenstrasse 80

D-74655 Ingelfingen

Lieferort: DE Ingelfingen

Lieferdatum: 14-09-2011

Pos.	Produkt	Menge	Einheit	Preis NETTO	Wert NETTO	MwSt.
				[€]	[€]	[%]
	1. "Im Keller" Buch von T. Erjawez	5	Stuck	27,5	137,5	5%
	2. "Autozeitung" Müllerverlag	20	Heft	3,2	64	5%
	3. Klebstoff 320 ml	15	Stuck	2,5	37,5	16%
	4. Buntstifte 20 St.	10	Packung	12,35	123,5	16%
	5. Schlager unserer Region CD	12	Stuck	21,1	253,2	5%
	6. Energy AA Batterien	5	Packung	11.3	56.5	16%

GESAMTBETRAG	
Netto:	672,20€
Mwst. 16%:	
Mwst. 5%:	
GESAMTBETRAG	
Brutto:	

Zahlungsfrist: 14 Tage

..... Unterschrift und Stempel



INVOICE NUMBER 2020/08/001

Issue place:Wrocław, Issue date: 2020-08-03

SELLER

Rekord Sp. z o.o. Małuszów, ul. Wrocławska 12 55-040 Kobierzyce tel. +48/71/39-08-099 NIP PL888-02-02-333

ING Bank Śląski S.A. Bank Account number. PL03 1050 1575 1000005003634555

Due date: 21 days, 2020-08-24 Form of payment: wire transfer Delivery: personal transport

BUYER

P.H.U. Miko UI. Dworcowa 10 55-050 Sobótka NIP PL838-01-01-555

<u>Lp</u>	Product/service name	Quantity	Unit	Net price PLN	Net amount PLN	VAT
1	A book : 'The art of being normal' by Lisa Williamson 407 pages	10	item	33,91	339,00	5%
2	A ballpoint pen DiC blue	15	item	12,20	183,00	23%
3	A <i>Kubu</i> ś juice: apple and orange 330 ml	24	item	1,90	46,80	5%
4	A notebook 32 pages/lines/ hardback	12	item	3,60	43,20	23%
5	Tissues - 10 items	30	item	0,90	27,00	5%
6	Battery LR6b ENERGY	12	package	8,80	105,60	23%

paonago	0,00	. 00,00	
TOTAL Ne	et: 744,	,60 PLN	
	VAT 23%:.		
	VAT 5%:		

Total :.....

Sources:

https://www.biznes.gov.pl





6.1. TOPIC: Sports and recreational facilities in different corners of the world.



After the class the student knows:	After the class the student can:	After the class the student understands:
- that the local conditions affect the process and the pace of the construction - that when you are a qualified builder you can work in development assistance projects	 divide the sports facilities surfaces because of the type of materials used. name all the conditions which should be fulfilled in construction of surfaces in sports and recreational facilities make an assessment of the local conditions at the construction site of surfaces in sports and recreational facilities specify the construction risks regarding the local conditions thicken the land where the construction of sports and recreational facilities surfaces are carried out. 	- that inaccessibility of tools, which impedes the construction process, is the result of social-economic issues that the developing countries need support but it cannot become a form of neocolonialism



Time: 45 min



Materials:

A board, a device to display set of pictures in PDF (or printouts of the pictures); workstations and tools to thicken land (description – step 2)



The class may be used to teach the following jobs: architectural image technician, construction technician.

Remarks



Number of students:

Instructions



Step by step	Time
1.Step Sports and recreational facilities surfaces.	20 min
2.Step Exercise – land thickening using static and dynamic methods.	18 min
3.Step Conclusion.	7 min



1. Step

The students work in groups of 3-4 people. They have a look at the pictures – Appendix 1 and try to guess the names of the countires where the photos might have been taken. They think about difficulties, the builders of the facilities in the pictures could have encountered. They discuss the factors they should consider when they make sports and recreational facilities surfaces and what kinds of surfaces they can distinguish. The students write down their most essential ideas and discuss them together with the members of the other groups. The teacher corrects and completes the information the students give. To sum up, the teacher says about the different work conditions in developed and developing countries, and suggests the need of mutual help in the situation. (reference material for the teacher – Appendix 2)

2. Step

Students learn about methods of thickening land: a static method (e.g. a road roller or car wheels) and dynamic (e.g. a compactor). The students work in three groups and each group gets a task to thichen the square of land (size: 3m by 3m).

Group 1. Get a stick, some concrete, rope and other 'things' that they may find useful to build a makeshift hand compactor

Group 2. Gets an electric compactor

Group 3. Gets a road roller

The teacher informs the students about the health and safety rules. After the exercise, the students discuss the time and the effort they had made to do the task. They also make an assessment of each group.

The students clean up the tools.

3. Step

The teacher gives a short speech at the end of the lesson, and gets the students attention to the following points: Did the students who had finished earlier help the students from other groups? If yes, on what conditions? If not, why? Then, the teacher tells the students about development assistance projects and encourages them to learn more about the idea.





1)





2)











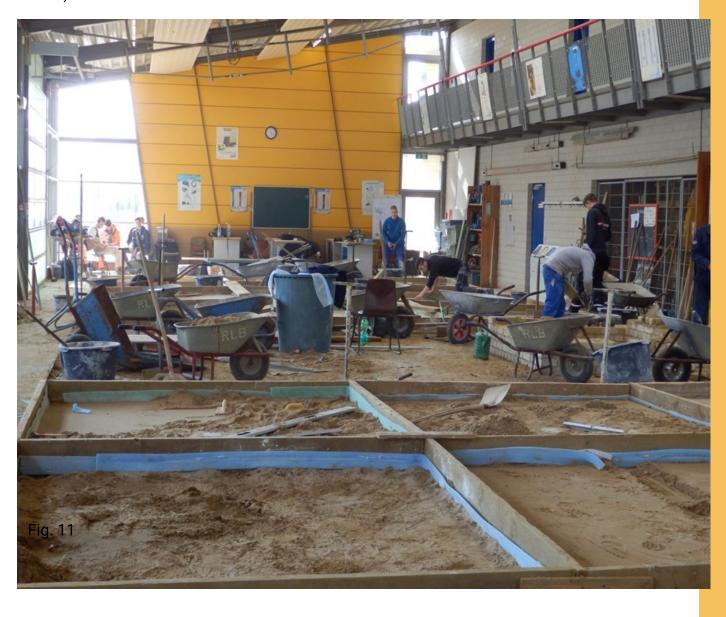












Author: Agnieszka Zabrzewska, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"



A PPENDIX 2

1. **BOLIVIA**: The facility was built next to the Orphanage Of Mary Immaculate Conception of the Mother of God in Tupiza, Bolivia. They used the donations to construct the roof of the facility. The necessity of it is explained by the volunteer of the project:

The roof of the facility does not seem to be the thing of first need..... But not in the Andes! There, 3,000 metres above the sea level, the sun does not give the warmth, it roasts. The season does not matter. You should not go outside in the day, at least you should not spend too much time outdoors. It is not safe for your health. Even the natives, who has got used to the climate, must be careful and both women and men wear hats and they put a thick layer of moistruizing cream on children's faces and hands a few times a day. Between 12:00 and 3:00 you leave your cool, shaded rooms only when there is a necessity. All the sports fields – the public and the school ones – have roofs. Otherwise, they would be useless.

2. POLAND: Public money was used in the reconstruction of the sports facility presented in the photos It is worth to mention that a lot of facilities in Poland were built with the support of the funds from EU.

In the reconstruction of the facility they changed the surface made of the natural lawn to artificial grass. The football field became a playfield of a multifunctional purpose. The works included: preparation works, digging activities/earthwork, drainage works, constructing a multi-purpose playfield with the surface made of artificial grass. Moreover, the pavevements and construction installations in the form of 'ball-catchers' were bulit.

More information: https://bip.malopolska.pl/gwielkawies,a,480392,przebudowa-boiska-sportowego-z-nawierzchni-z-trawy-naturalnej-na-boisko-wielofunkcyjne-z-nawierzchni.html



3. BANGLADESH: The photos do not show sports and recreation facilities, however, you will hear the description of activities in the working conditions on the construction site in the refugee camp.

The general aim of the project was to create a centre for children and teenagers. We found a field and got a building permit. Before we managed to fence in an area, a different building had been built there. The situation was complicated. The same field was sold to several people at the same time. Finally, we repurchased the area with the building which, in the beginning, was of a poor quality but determined our project. We had less space than we had assumed before. The toilets, a vegetable garden, a playground, a drilled well with the taps and a security guard booth were developed in the area. Still, there is no drainage system in the field and in the rainy season it is flooded. It used to be a rice field once.

Text and photos, courtesy of Anna Rzym – the participant of the development assistance project in Bangladesh, 2019

4. ZAMBIA: a project coordinator of pitch constructions in Kabwe, Zambia, when asked about difficulties admitted that:

The lack of equipment was a tender spot. There were no excavators, for example. The builders had to use the shovels. In one of the photos, in the one where I am kneeling, you can see a worker with a rammer made from old can embedded with a stick in concrete. We have electrically powered rammers in our country. Can you see a deep gap between development of our countries?. Finally, in the middle of our works, we got a concrete mixer. J.

Text and photos, courtesy of Agata Żyniewicz – the participant of the development assistance project in Zambia, 2008

5. GERMANY, Bau-Bildungs-Zentrum Magdeburg. German students are educated in perfectly equipped workshops. The can use all kinds of tools and good-quality materials. The work stations are safe and you can find educational and notice boards there.



W zależności od rodzaju przewidywanego użytkowania nawierzchni rekreacyjno -sportowej trzeba ją dostosować tak by:

- zapewniała bezpieczeństwo użytkowników (w odniesieniu do krajów rozwijających się należy uwzględnić odmienne zachowania kulturowe)
- miała dobrą przyczepność
- zapewniała wymogi danej dyscypliny
- nadawała się do intensywnego użytkowania
- była dostępna bez względu na warunki atmosferyczne (w odniesieniu do krajów rozwijających się należy uwzględnić odmienny klimat)
- była łatwa w utrzymaniu i eksploatacji

Ze względu na rodzaj użytych materiałów oraz kwestię późniejszego użytkowania wyróżniamy nawierzchnie:

- gruntowe
- twarde z nieulepszonych kruszyw
- ulepszone
- trawiaste

Sources

Krzysztof Gadomski "Urządzanie i pielęgnacja terenów zieleni, cz.II, tom II" Lidia Kasińska, Anna Sieniawska-Kuras "Architektura krajobrazu dla każdego" https://swm.pl/blog/2020/04/23/podsumowanie-projektu-zadaszenie-boiska-w-boliwii/graphics:

Fig.1.-2. https://swm.pl/blog/2020/04/23/podsumowanie-projektu-zadaszenie-boiska-w-boliwii/Fig. 3.-4.https://www.wielka-wies.pl/o-gminie/aktualne-inwestycje/przebudowa-boiska-sportowego-na-boisko-wielofunkcyjne-w-bialym-kosciele/

Fig. 5.-7. photos, courtesy of Anna Rzym – the participant of the development assistance project in Bangladesh, 2019

Fig.8.-10. photos, courtesy of Agata Żyniewicz – the participant of the development assistance project in Zambia, 2008

Fig.11. a photo taken in Bau-Bildungs-Zentrum Magdeburg, Germany, 2018 by Jolanta Danielska – the participant of VET mobilty in the project "Ciao! Hallo! Velkommen! We explore Danish, Italian and German working standards"



International competencies in professional and social life A lesson plan for VET students



6.2. TOPIC: How to fasten these elements? – popularity of different construction methods in different parts of the world on the example of fastening wooden elements.



After the class the student knows:	After the class the student can:	After the class the student understands:
- that the popularity of different construction methods depends on local conditions. - several factors affect the choice of a particular construction method	- name several construction methods of fastening wooden elements - use fish mouth fastening method - fasten elements with pneumatic nails	- each method gives different durability and level of safety of using the facility - the method of fastening elements affects the aesthetics of the facility and the way the other people see it.



Time: 45 min



Number of students:

Mterials:

A board, outprints of the pictures or a device to display them; outprints of the

descriptions (to the set of pictures); workstations: 1. To fasten elements using pneumatic nails (a nailgun with nails and at least two wooden boards), 2. To fasten bamboo elements (a saw, a file, bonds, an iron nail - 5 cm) – the amount depends on number of participants in the class



Remarks

The lesson may be used to teach: the construction technicians, landscape architecture technicians, upholsterers, carpentners, or carpentner assistants.

Introducing basic construction methods the teacher should show the students the cultural, georaphical and legal contexts as they may affect their work.



Instructions

Step by step	Time
1.Step Chosen wooden elements fastening methods. The factors which affect the choice of the particular fastening method. The consequences of using wrong solutions.	15 min
2.Step Exercise – fastening elements with the <i>fish mouth</i> method and pneumatic nails.	20 min
3.Step Discussing exercise from 2.Step and lesson consolidation	10 min



1. Step

The students look at the pictures showing different methods of fastening wooden elements – (Appendix 1) and match the proper descriptions with the pictures. The teacher checks the correctness of the task. The teacher tells the students about the shown contructions and the local geographical, climate, economic and legal conditions affecting the kind of used constructing methods. The students should be cautious about pictures in sets 1 and 3 - (explanation – Appendix 2). They should also discuss the safety and liability issues in the construction sites.

2. Step

The students work in pairs and at their workstations they practice the methods as follows:

- 1) the method of fastening using pneumatic nails
- 2) to fasten bamboo elements using fish mouth construction method
- 3) to fasten bamboo elements with the nail Sample pictures with the task Appendix 3. Before the students start working, the teacher should remind them proper health and safety rules. The students clear up their workstations when they have finished their tasks.

3. Step

Student talk about their impressions and the new knowledge/experiences/skills they got in the exercise. The teacher concludes the lesson.

Author:

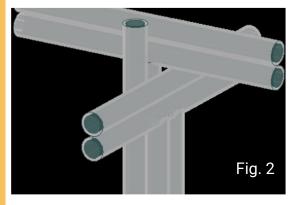
Agnieszka Zabrzewska, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"





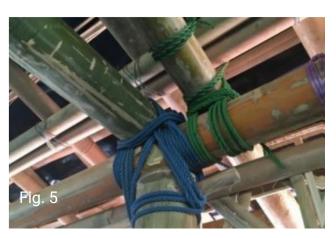
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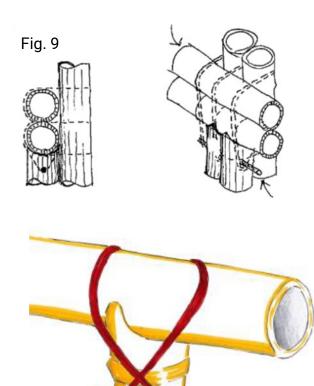
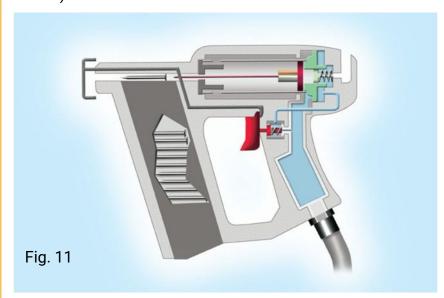
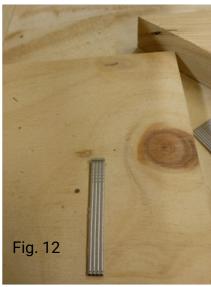


Fig. 10



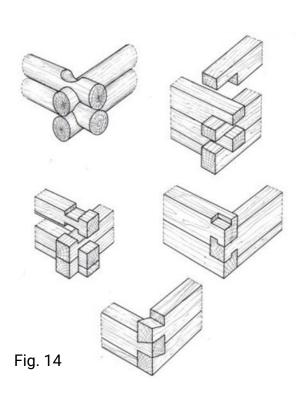
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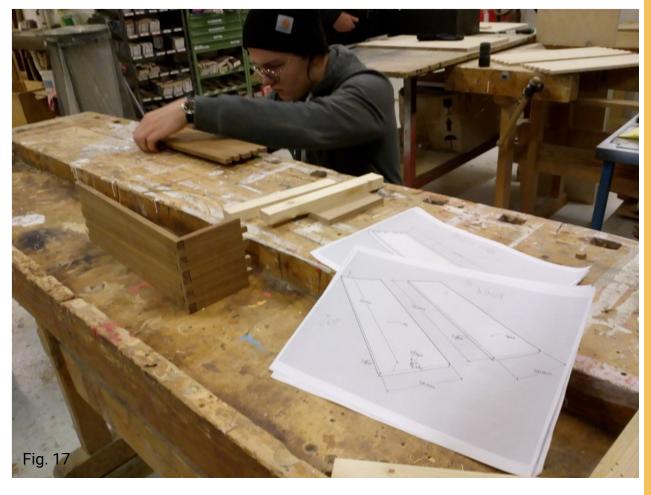














A Light wooden constructions

Popular woden houses constructions e.g. in Canada, the USA, Skandinavian countries. They use, among other things, a nailgun to fasten the elements in the construction.

A nailgun – an electric, gas or compressed air powered tool, used to drive nails into wood or other materials. Nailguns use fasteners mounted in long clips (similar to a stick of staples) or collated in a paper or plastic carrier. Nailguns vary in the length and thickness of nails they can drive. It is possible to drive nails with the tool even to hard-to-reach areas. (https://pl.wikipedia.org/wiki/Gwo%C5%BAdziarka)

B Fish mouth joints

A half-cylindrical or half-conical shaped opening or void in a lapped edge or seam, usually caused by wrinkling or shifting of ply sheets during installation.

C Carcass structures

Popular in regions with big carpentry of wood traditions in Poland: (areas known as: Kurpie, Warmia, Mazury and Podhale), in Europe – mostly in old countrysides, with rural housing areas, in Russia, Belarus and Ukraine. It may be effectively used not only in building constructions but also in designing variety of wooden objects.



APPENDIX 2

Correct answers (matching pictures and descriptions)

1) B; 2) A; 3) C

Construction incorrectness:

- Fig.2., 4.: Lack of the element, so there is a big risk of the roof slipping from the construction.
- Fig. 6. The balk may slip to the side of the column.
- Fig.7. The balk is not secured enough on the top of the column.
- Fig.8. The balk falls down the column.
- Fig.17. How can the student fasten the box sides with its bottom?





APPENDIX 3

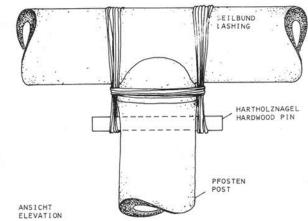
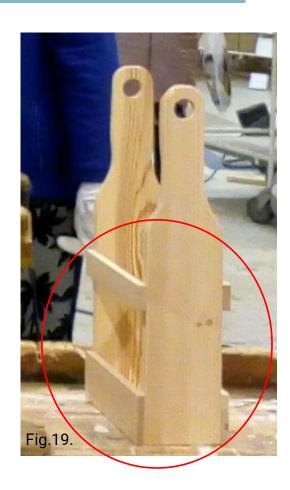


Fig.18.



Sources:

https://pl.wikipedia.org

graphics: Fig.1.-10. Bamboo roof construction, Bangladesh 2019, courtesy of Anna Rzym

Fig. 11. Pneuematic nailgun https://www.focus.pl/artykul/pneumatyczny-pistolet-do-gwozdzi

Fig. 12. Nailgun nails, 17. A student making a wooden box of their own design 19. Bottle carrier fastened with pneumatic nails, photos taken in Skanderborg Hørning Produktionsskole by Agnieszka Zabrzewska

Fig. 13. Pneumatic nailgun https://www.megaobrabiarki.pl/b-pro-gwozdziarka-pneumatyczna-bigben,id4960.html

Fig. 14. Examples of balk fastening

https://urdenpl.wordpress.com/k/zrebowa-konstrukcja/

Fig.15.-16. A house made of balks – Poland. http://www.polskadrewniana.pl/stawiguda/860 Fig.18. fish mouth construction http://les-batisseurs-dinstants.com/accueil_decors/objets- scenographiques/scenographie-nomade/





International competencies in professional and social life " A lesson plan for VET students

6.3. TOPIC: International perspectives of a career as a chef/cook.



After the class student know	After the class the student can:	After the class the student understands:
 how to adapt the cuisine/w cooking to the tastes of fore guests the eating habits in other countries 	- adapt your cuisine/way of cooking to the tastes of foreign guests and discuss the eating habits in other countries - prepare dishes using new recipes	- that there different eating habits in other countries. - the reason why some guests order particular dishes



Time: 45 min



Materials: classroom + a canteen/buffet, chairs, tables, a flipchart, markers



The lesson is dedicated to more advanced students who want to become cooks/chefs.

Remarks



Number of students:

5-10



Instruction

Step by step	Time
1. Step: Introduction – how a bufet/canteen should be prepared – a revision	10 min.
2. Step: A task: A canteen for international groups.	5 min.
3. Step: Preparing a buffet/canteen.	20 min.
4. Step: Conclusion and discussion	10 min.



1. Step: Introduction - how a bufet/canteen should be prepared - a revision

The teacher starts the lesson with the revising the information from the previous one (about a buffet). The students name the products which should be available in a bufet e.g. in a hotel restaurant, a school canteen). The students should be able to ditstinguish breafast, lunch, and dinner buffets. The teacher emphasises the various and the same food products typical for each buffet. Then, the students discuss typical meal times and food products in Poland/ Germany/Italy. The students also talk about the order of the activities during meal preparation. (e.g. first you put the plates, and the cutlery is the last stage of lying the table, warm dishes first and the dessert at the end of the meal etc.).

2.Step: A task: A canteen for international groups.

In the next step the students prepare a bufet/reception for an international group. The group consists of 6 young people from Spain, Bosnia and Herzegovina, Poland/Italy/Germany. To learn about guests' preferences, the students get several 'citations' of the young people from the countries. In the 'citations the students can read about guests' favourite food and times of meals. (Appendix 1). The students, on their own, may also do more research on eating habits in the countries. The students discuss the ideas among themselves and at the end they must prepare a meal in which every guest can find something to eat for themselves. The teacher may write the aim of their task on the board or some sample questions: What meal (breakfast/lunch/dinner) are you going to serve? What time are you going to serve it?

3.Step: Preparing a buffet/canteen.

When the students have discussed the questions, read all the cards with the citations and looked for some more information in the Internet, they work in groups and divide among themselves the tasks necessary to prepare the buffet for the guests. The names of the dishes are written on the cards/labels (they are not really prepared/cooked). The teacher watches all the students' activities and corrects their mistakes, or reminds them some things which they forgot.



(e.g. the names of dishes should be written in a few languages and there should be a photo of it included on the labels. Students should not forget to mark vegetarian, vegan dishes, exclude the dishes which are not proper because of religion limits, there should be hot and cold dishes). Showing their mistakes to students, the teacher may ask direct questions (but not: You used typical Spanish symbols incorrectly., The better option is: Has every member of the international group understood the symbols? And next question: What do you have to do to make the symbols clear? The teacher controls the time and informs the students about the time left to the end of the exercise.

4.Step: Conclusion and discussion

After 20 minutes, the students present their 'prepared buffets' They tell the others about the factors they considered to prepare dishes for people with different eating habits. They talk about the number and kind of all the available meals (eg. starters, main dishes, desserts). They also say if the task was difficult or easy for them, and in what way, and how much the citations and the Internet information, about the topic, were useful. They say what information was new for them. They talk about 'tasks sharing' (who did what) in the group and if there were any conflicts. They also think about the usefulness of the exercise for their perspective job. They try to decide about the cuisine, how important it is to serve the traditional guests' dishes from their national cuisine or maybe the guests should try the hosts' traditional dishes. The teachers concentrate on health issues. The class may be continued as a cookery workshops next time and the students can prepare the dishes in practice.

Author: Antonia Pilz, EJBM





Pilar from Spain, 20:

In Spain we usually have dinners late, between 9 and 10 in the evening. We eat breakfast late as well.

Adem from Bosnia, 27:

Bread is one of the most important food product in every meal of the Bosnians. Some of them make exceptions, when they have a lot of pasta or potatoes to eat, then they omit bread.

Sara from Spain, 24:

We normally eat three main meals a day: breakfast in the morning before work, lunch between 2:00PM and 4:00PM. and dinner between 9:00 and 10:00 PM. Also, if we have had breakfast very early in the morning, we have 'second breakfast' at around 11 or at noon, and in the afternoon we usually have a "merienda" (snack) at 5 PM and then we drink coffee and children eat something sweet.

Hana from Bosnia, 15:

The meal times depend on the family. On working days we have breakfast between 7:00 and 8:00 AM, lunch either between 12 and 1 PM or between 3 and 4 PM. We eat dinner/super between 5 and 8 PM. As I said before, the times depend on the people's family life.

Claudia from Spain, 17:

Typical Spanish breakfast: a piece of toast with a tomato and a coffee. Dinner is a main meal and we eat (meat, fish, one-pot meal – e.g. 'a chickpea stew', salads) Supper: usually something light. It is an individual decision.

Luka from Bosnia, 20:

We eat meat and bread with every meal, at least a little. Our favourite dishes are: different kinds of breadstuff and meat, for example: 'Burek' or 'Ćevapi'. They are 'compulsory' in our menus.



Selma from Bosnia, 20:

And you should always serve more than one dish for dinner or super.

Lucas from Spain, 32:

Garlic, we always use Garlic as an ingredient in every dish, especially in Andalusia.

Daniel from Spain, 25:

Depending on the season we use seasonal ingredients in our dishes, for example in summer it is a tradition to eat gazpacho or salmorejo (tomato soup) and in winter vegetable cream soups. In some regions of Andalusia when it rains they eat "migas" (main ingredient of the dish is stale bread) or snails.

Mateo from Spain, 19:

We have eating traditions on specific days, e.g. On New Year's Day we eat 12 grapeballs. In January, it is very popular, for many people here, to eat one-pot dish: San Antón (Olla de San Antón). In Februrary, in Carnival time, we eat traditional sweets and candies. At Easter we also have sweets and special Easter dishes. In Granada, on the 1st of February, we have 'Salaíllas' ('salty' breadstuff) with beans and a cod. When we celebrate 'Andalusia Day' we have bread with olive oil. The cofee time in Spain lasts until 6 in the afternoon and we frequently have 'coffee meetings' at the time, since we go to bed late.

Omar from Bosnia, 19:

Coffee is very strong.

Alejandro from Spain, 21:

On sunny Sundays we usually go to a countryside, and spend all days eating together with our families and friends. My mum says that Sunday is a time for 'family eating gatherings' and paella.

Elma from Bośnia, 29:

Dessert is a tradition here. Anyway, I am afraid we use too much sugar in the desserts. I wonder, how it is possible that we all haven't become diabetics yet?



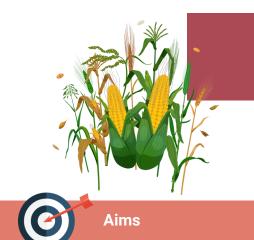
Carmen from Spain, 18:

Whenever we meet to have a meal together, we always have loud conversations, it is our habit to speak loudly while we eat and watch the news, and there is always somebody who says 'sssh, speak quietly as I cannot hear the news on TV', and when somebody turns up the TV volume, the people start speaking louder.

Sources:

Interviews with international mobilities participants





International competencies in professional and social life A lesson plan for VET students

6.4. TOPIC: The varieties of grains used in bakery in the past.

After the class the student knows:	After the class the student can:	After the class the student understands:
-what varieties of grains were used in their region/area - why old-time varieties of grains are so important in breadstuff production. - why growing old-time varieties of grains protects the enviornment and makes for biological diversity.	 find information about old-time varieties of grains from their area in the Internet identify the characters of the most essential varieties of grains. define types of flour which are the most valuable for people 	- the old-time varieties of grains will do in ecological crops that the producers/ farmers may use the seeds of grains from the previous harvest on their farm, without the need to buy them.



Time: 45 min



Materials:

Sheets of paper (size - A3), markers, a projector, a computer, a smartphone or a tablet, Internet access



Remarks

The class may be used as an encouragement for the students to broaden their konwledge on the topic of using variety of grains in breadstuff production. During next class, the students

can bake some bread or a cake using the oldtime grains. They can also discuss the concept of globalisation, looking at farming and the monopole of international coroprations. The class is dedicated to students who want to take their career paths in gastronomic and catering businesses.



Number of students:

5-30



Instructions

Step by step	Time
1. Step: Introduction.	10 min.
2. Step: A group-work .	15 min
3. Step: Presenting the work results. Discussion.	15 min.
4. Step: Conclusion (using Kahoot game platform).	5 min.



1.Step: Introduction

The teacher introduces the topic using the worksheet from Appendix 1. (The copies may be given away to the students)

2.Step: A work-group

The students work in groups of 4-5 people. Each group has at least one electronic device with the Internet access. They look for information about 3 different old-time types of grains grown in their area, and they describe them (their most important features). They write the information on the posters, which are stuck to the classroom wall and discussed, later on, with all the students

3.Step: Presentation of work results. Discussion.

4. Step: Conclusion (using Kahoot game platform).

Author: Gianluigi Rago, Eurocultura



A ...

APPENDIX 1

In agriculture they kept the seeds of wheat and other grains after harvest, and they were used in a seeding next year to let the farm develop, regardless of agricultural selling groups or international corporations. The natural cycle has disappeared and the standards of products and production stages has been introduced instead, with 'Sustainable Development Goals' (SDG), agenda set up in 2015. And the goals, described there, have taken effect on international level. 17 interlinked global goals are designed to be a blueprint to achieve a better and more sustainable future for all. The countries obliged, among others, to end all forms of malnutrition, develop agricultural productivity and make sustainable food production systems as well as apply resilient agricultural practices which should protect the earth against climate changes and extreme weather conditions. Genetic diversity of seeds or cultivated plants as well as sufficient and healthy foods should be made available to everyone by the year 2030. Rediscovery of old-time varieties of grains has happened, due to young farmers from different parts of the world. The farmers has come back to so called 'circular agriculture' and they want to go away from monopoly in wheat production by international corporations. The corporations modified and patented different types of seed over the time. The agriculture with closed circulation (like in the past) supports development of sustainable farming. Due to the short delivery chain you can buy flour directly from the farmer, who may even offer the customer a homemade loaf of bread. The opportunities let the farmers invest for the future. Biological diversity will gain from it, too because each single seed got used to the local conditions in the planting area, over the centuries, and its nutritional value has become of perfect quality. In this way, we have gained a huge variety of grains. Usually we use all-purpose soft wheat flour (type 0 or 00)to produce bread, pasta, bakings, sweets and candies etc.. It is s a mix of hard and soft wheat and is large-scale produced and was modified a lot over the years to boost a crop. In the process a lot of nutritinal ingredients have disappeared from the seeds.



What are the types of the old-time grains?

The old-times grains are original varieties of grains which were used in the past. They were not modified to boost a crop. The most popular variety is kamut flour from Canada. It has become a registered trademark and a worldwide success.

Selected Italian types of grains



Verna: is an ancient variety of wheat cultivated in the Tuscan hills. Verna flour contains less than 1% of gluten, compared to 14% of gluten contained on average in 'modern' flour types and it is rich in antioxidants, proteins and minerals.



Gentil Rosso: is an ancient variety of grain that was cultivated in Italy at the beginning of the 1900s, and was the most-grown grain throughout the peninsula for 30 years and nowadays it will do in ecological crops. Like all of the ancient grains, it has a good level of protein, more digestible and with more nutrients, but with little gluten. It is rich in iron, magnesium and vitamin B or diversity of proteins.



Spelt Einkorn wheat: Spelt is one of the oldest cereals cultivated by man (over 10,000 years ago). It is easy to cultivate in ecological farms as it requires only a little manuring and it allows you to use crop technology which are friendly for the enviorenment and people's health. It is different from other types of wheat due to its high protein, antioxidant, vitamin, zinc, iron and

phosphorus content. The excellent nutritional profile of this cereal, along with its easy digestibility due to its low gluten, starch or saturated fats content means that products made from it are ideal for daily use. It has been certified by Italian national research organization CRA (The Agricultural Research Council).





Saragolla durum: It has exceptional organoleptic properties and compared to other hard wheats has a higher content of protein, lipids and mineral salts. It is free from any contamination by mutagenicity caused by radioactive Cobalt x & y rays. The dough made of the flour tastes really good.

Selected German types of grains



Grünkern (green grain): is spelt that has been harvested when half ripe and then artificially dried, traditionally over a beechwood fire and in modern times, in heated-air ovens. About 200 years ago, there were periods of adverse weather, which destroyed crops. In response to the periods the grain was

harvested during the so-called 'dough-ripe phase', at about 50% moisture content. Because the dried kernels exhibited a pleasing flavor when cooked in water, it became traditional to harvest a portion of the spelt crop as grünkern. Grünkern was added to spicy soups, toasties or patties.



Emmer wheat – is one of the oldest wild wheat ancestor and a crop wild relative of domesticated emmer. Emmer was collected from the wild and eaten by hunter gatherers for thousands of years before its domestication. Emmer is found in a large number of Neolithic sites scattered around the fertile crescent. In northeastern Europe, emmer (in addition to einkorn and barley) was one of the most important cereal species and this importance can be seen to increase from 3400 BC onward. Today emmer is primarily a relict crop in mountainous areas. Its value lies in its ability to give good yields on poor soils, and

its resistance to fungal diseases such as stem rust that are prevalent in wet areas. Emmer makes good bread (judged by the taste and texture standards of traditional bread), and this is supported by evidence of its widespread consumption as bread in ancient Egypt. In recent years, emmer has experienced a revival in Europe. This is partly due to its characteristic taste but also because it is claimed to be healthier than common bread wheat. Nevertheless, the popularity of emmer is still far below the popularity of wheat and spelt. Grain yields are lower and the gluten quality of emmer wheat doesn't match the gluten quality of bread wheat or spelt.





Kamut®: Brand khorasan wheat is an ancient grain, guaranteed under the KAMUT® brand, to never be hybridized or genetically modified, always organically grown, and is prized for its nutrition, ease of digestibility, sweet nutty-buttery taste and firm texture. It is an excellent source of protein, fiber, and many vitamins and is high in minerals including selenium.

Most likely originating in Mesopotamia, legends exist of this grain being found in Egyptian tombs,

was brought to America in 1949. The KAMUT® trademark was created by Bob Quinn in 1990 to protect and preserve the exceptional qualities of this ancient grain for the benefit of all those who are interested in high quality, healthy food.

Selected Polish types of grains



Amaranth (Amaranthus) - species that are still used as a grain. The yield of grain amaranth is comparable to rice or maize. Raw amaranth grain is inedible to humans and cannot be digested because it blocks the absorption of nutrients. Thus it has to be prepared and cooked like other grains. The grain can be popped like popcorn and then either mixed with honey, or served with milk, dried fruit and nuts like a cold breakfast cereal. Amaranth grain can also be used to extract amaranth oil, a pressed seed oil with

commercial uses. Organic Amaranth Flour is gluten free flour with an earthy, nutty flavor and fine texture. It is used for gluten free baking when combined with other flours and starches. It is especially high in the amino acid lysine, which is lacking in many grains.





Broomcorn millet (Panicum miliaceum) with many common names, including proso millet, broomcorn millet, common millet,hog millet, Kashfi millet, red millet, and white millet. In Middle Europe in Middle Ages it was an important food product and thought to be 'poor's man bread'. Then it became popular in Eastern Europe, and in Middle Europe potatoes and corn were used instead. Millet is also an important food item for the population living in the drier parts of many other countries,

especially in eastern and central Africa, and in the northern coastal countries of western Africa. Millets are not only adapted to poor, droughty, and infertile soils, but they are also more reliable under these conditions than most other grain crops. In developing countries outside Africa, millet has local significance as a food in parts of some countries, such as China, India, Burma and North Korea. Millet porridge is a traditional food in Russian, German, and Chinese cuisines. In Russia, it is eaten sweet (with milk and sugar added at the end of the cooking process) or savoury with meat or vegetable stews. In China, it is eaten without milk or sugar, frequently with beans, sweet potato, and/or various types of squash. In Germany, it is also eaten sweet, boiled in water with apples added during the boiling process and honey added during the cooling process. Various alcoholic beverages are produced from millets. Millet is also the base ingredient for the distilled liquor rakshi - distilled alcoholic beverage in Nepal, India and Tibet.

Why is it worth to use old-time varieties of grains in bread production?

They have not been modified: old-time varieties of grains were not genetically modified by people and they bring less yields than wheat which is so widespread nowadays. The heads of the grains are high with dark shadings and irregularly-shaped seeds. They do not go to a mass production and that is why they are more expensive.

They are less refined: old-times varieties of grains are usually stone milled, so the flour is less refined than the flour made of 'modern-time' wheat. Due to such production process we get wholemeal grain. Compared to flours type 0 or 00, nutritive value of the wholemeal grains is better preserved.

They contain less gluten: there is more gluten in modified 'modern-time' wheat grains and it may be harmful for our organisms. Old-time grains provide balance of starch and gluten, being so widely discussed in food production



They are lighter and easily digested: lower gluten content in old-time grains make the flour and the wholemeal food products lighter and more easily digested than the food products with modern-time wheat. Old-time grains can be used in any food product and is excellent to feed children.

Easier to avoid food intolerance: people's hypersensitivity to gluten which happens more and more frequently is probably a result of using modern-time wheat food products too much. Using old-time grains (gluten-free grains the best) lets you avoid or, at least, reduce gluten intolerance. Grains, either old-time or modern-time type are not suitable for people with coeliac disease.



APPENDIX 2

Conclusion questions to be used with Kahoot

1. Sustainable Development Goals:

- a) regard the most modern generation of electric engines for sustainable mobility
- b) astrict the countries to keep genetic diversity of grains and crops until the year 2020
- c) astrict the countries to closing all the nuclear power plants until the year 2020

2. Where does Kamut come from:

- a. Canada
- b. Egypt
- c. Spain

3.0ld-time grains used in bread production:

- a) were modified by people to increase productivity
- b) are the same all around the world
- c) were not modified by people to increase productivity

4. Old-time grains and gluten:

- a) old-time grains are gluten rich, and it adversely affects our body
- b) old-time grains provide balance of starch and gluten
- c) old-time grains contain the same amount of gluten as any other grains

5. Old-time grains and biodiversity:

- a) old-time grains makes for biological diversity since every seed got used to the particular area for ages and their nutrition value is perfect.
- b) old-time grains endanger biological diversity since their natural enviornment has evolved and the old-time grains are not fit for it
- c) old-time grains do not affect the biological diversity since they have always been a part of eco-systems



Answers: 1: b; 2: a; 3:c; 4: b; 5:a

What is a Kahoot quiz?

Its learning games, "kahoots", are user-generated multiple-choice guizzes that can be accessed via a web browser or the Kahoot app. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes.

Tutorials for teachers how to play Kahoot! you can find here . na: https:// kahoot.com/files/2020/03/Distance-learning-guide-schools-March-2020.pdf

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International competencies in professional and social life " A lesson plan for VET students

6.5. TOPIC: What does the halal method of animal slaughter involve?



After the class the student knows:	After the class the student can:	After the class the student understands:
- the meaning of halal meat in the world economy - the meaning of halal and haram terms - the methods used in halal slaughter	- find information about local and national halal meat and other halal product producers - compare dish recipes and methods of food production in different religions	 - what animal slaughter methods Muslim customers ask for/require. - is aware that meat processing may regard particular religious rules.



Time: 45 min



Materials:

Sheets of paper (size-A3), markers, a projector, a computer, a smartphone or tablet, Internet access



Remarks

During the lesson students learn about eating habits in different religions (e.g.Buddhism, Hinduism, Judaism etc.). It is recommended for students to taste different pieces of meat

during 'pratice lesson' when they will prepare traditional recipes from Islam world. The teacher may also focus on integration among people from different cultures, religions.



Number of students:

A class of students



Instructions

Step by step	Time
Theory presented by a teacher (see Appendix 1) a photocopy of it may be given out to students	10 min.
2. a group work: students work in groups of 4 or 5 people. Each group need one electronic device (a computer, a smartphone, a tablet) with Internet access. Tasks for each groups: a) What are the rules of halal slaughter? b) Which meat shops/supermarkets in your area sell halal meat? c) Are there any Halal Certification Organisations in your country? The answers are written on the poster stuck to the wall which is used by students for their presentations.	15 min.
Students presentations . Discussing answers to the questions in task 2 and one more question for allI the students: Are there any rules in Christianity affecting food production?	15 min.
Conclusion of the lesson using Mentimeter (Appendix 2)	5 min.



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APPENDIX 1

The survey done by a research centre in one of the most important agricultural organisations in Italy showed that the halal food market in Europe is worth about 70 billion dollars and 5 billion in Italy. It has been on the rise due to the growing Muslim population. You can buy halal meat in more and mor meat shops or supermarkets, especially trade networks. It was started in the 80s by Nestlé (75 out of 456 meat factories got their halal certificates in 2009). They have opened certified halal departments in Carrefour and Casino chains in France, Tesco and Sainsbury chains in Great Britain. Moreover you can order halal food/dishes/beverages in fast food chains: Quick, KFC. It is due to ethical reasons but more importantly it is because of high economic profits. World Muslim population is now about 1.8 billion of people (20 million in Europe). It is estimated that there are about 16 million Muslim customers in the Old Continent and the number may increase to 35 million in 2025. The word halal comes from Arab language and it means 'permitted' and haram is its antonym and means 'forbidden'. Generally in western world, and in Italy, (after the World War II) there is a special law regulation which allows the Muslim and the Jews to perform the slaughter of the animal in the appropriate ritual manner. The Islamic dietary laws (halal) and the Jewish dietary laws (kashrut; in English, kosher) are both quite detailed, and contain both points of similarity and discord. Both are the dietary laws and described in distinct religious texts: an explanation of the Islamic code of law found in the Quran and Sunnah and the Jewish code of laws found in the Torah and explained in the Talmud. Most kosher foods not containing alcohol (which is haram in Islam) are also halal. However, there are some more similarities and differences between the two laws. Meat is a subject of the biggest restrictions. Both slaughter methods involve cutting across the neck of the animal with a sharp blade in one clean attempt in order to sever the main blood vessels and both require draining the blood of the animal. Blood is forbidden. During slaughter God's name is invoked indicating that you are grateful for Allah's blessings. Pork and the carnivorous animals fed with pork or other dead animals (rats, mice, other predators) are the kinds of meat that categorically may not be consumed by Muslims. Horse meat and donkey meat are not considered halam either. The Muslim and the Jews cannot eat meat from animals (beef cattle, sheep, goats, rabbits, poultry) which were not slaughtered according to religious and national laws of Islam.



A Muslim has to perform the slaughter in the appropriate ritual manner. You do not use violence to kill an animal, you should use yor right hand to keep a cuuting blade and you lock animal's head with your left hand and the head should be turned into Mecca. Anaesthesia may be used as a pain relieving method but the animal must be conscious. You treat it with respect and care (stroking, gentling, and should be put down on its left side and to to be able to see blood to avoid being frightened). There is no need of ripening process as the meat does not to have to be tender and crispy in Arabic cuisine. The traditional Arab meat dishes are cooked for a long time together with fragrant herbs and pulses.

Certificates:

There is no one unified certification of halal products. A Halal certified product means that the product is permissible or acceptable in accordance with Islamic law. In order for products to receive this certification, they must be from an acceptable source such as a cow or chicken and slaughtered according to these laws and no haram product (alcohol, gelatine) or procedure (proper storage and transport of meat) are used while its manufacturing or processing. Offering Halal certified products allows Muslim consumers to be confident that the products they use are in alignment with their culture and beliefs. Similarly, products can also be Kosher certified, which gives Jewish consumers the same piece of mind.

Author: Gianluigi Rago , Eurocultura



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APPENDIX 2

Conclusion of the lesson using Mentimeter: Answer the questions in the survey using the three key words connected with halal. Students have 2 minutes to do the task. They can look for information on the Internet. Next step for the teacher and students is to discuss and comment all the answers, generated by Mentimeter, together. Here, the students may use terms which have not appeared in the introduction to the lesson. For example, they may talk about rasism, xenophobia, ostracism due to 'being different'. They think about reasons of such way of thinking.

Mentimeter is an Internet platform and it focuses on online collaboration for the education sector allowing students or public members to answer questions anonymously. The app enables users to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities www.mentimeter.com

Online tutorial how to work with Mentimeter is explained in almost every language.

www.youtube.com/watch?v=C8DbJFmwMpM

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International Halal Certification Organizations www.halalint.org/en https://halaleurope.de





International competencies in professional and social life " A lesson plan for VET students

6.6. TOPIC: 'Educators in practice' – how to deal with parents and children from other cultures.



Aims

After the class the student knows:	After the class the student can:	After the class the student understands:
- what an onion model of culture is according to G. Hofstede - their own culture and subcultures better	 can recognise symbols, habits, values and heros from other cultures \ name and comprhend their own values 	- that other people consider some other things as obvious and they know how to deal with the fact.



Time: 45 min



Materials: Printouts of Appendices 1-4



Number of students: 20



Instruction

Step by step	Time
1. Step: Introduction – A story of Nazike.	5 min.
2. Step: Doing tasks	20 min.
3. Step: An onion model of culture theory	5 min.
4. Step: My own onion model of culture	15 min.

Author:

Antonia Pilz, EJBM



1. Step: Introduction – A story of Nazike.

The teacher introduces the topic regarding meeting different cultures working as techers/educators/tutors. They will also have contacts with children and their parents who may behave differently or even 'strange' because of their other backgrounds. It may lead to misunderstandings. Then the students listen to a story of Nazike (Appendix 1).

2. Step: Tasks to do for students

In the following step students work in groups of 3 and they do tasks 1-4 (Appendix 2). After about 10 minutes student sshould match into pairs and paly their role-plays and finally discuss task 5 (Appendix 2 – questions task 5). The students from group one describe their feelings and the ones from the other make comments and ask questions. The teacher may ask some additional questions: e.g. Is punctuality a culture value? What is the connection between being punctual and showing your respect to others in various cultures?

3. Step: An onion model of culture theory

Every student gets a copy of 'an onion model' and the explanations of terms: 'symbols', 'heroes', 'rituals', 'values' and 'practices' (Appendices 3 and 4). The explains using 'tonion model' developed by Geert Hofstede to describe different cultural practices better. Practices show the cultural expression of a particular person e.g., in the story (Appendix 1) the principal of the nursery school got angry when the mother arrived too late. Her behaviour resulted from the symbols, rituals, heroes and values which are typical for her culture (e.g. you should be punctual). It depends on the sub(cultures).

4. Step: My own onion model of culture

Every student should think about their own sub(cultures) which they belong to. They should consider their background (a homeland), religion, practiced type of sport or favourite kind of music. Maybe somebody is a tatoo fan and would like to explore/decode/understand the rules of the culture. The teacher uses descriptions in Appendix 5 to explain the terms.

After about 10 minutes a few students present results of their work. Then they answer the questions: 'What have you learnt?' and 'What are you going to change in your everyday professional life?'.



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APPENDIX 1

It is the time to close a nursery school. Almost every child met their parents and they have gone home. Only Nazike is still waiting for her mum. Mrs Martensen, a principal of the nursery school, is getting more and more nervous because she must go shopping and her family is waiting for her at home. The time is passing by. It's 6 o'clock when Nazike's mother appears. Mrs Martensen reproaches her for being late and Nazike's mother is surprised and amazed and says: 'I've met my friend on the way here' and now Mrs Martensen is confused, but she doesn't say anything only closes the door when Nazike and her mother have left. The next day she is not angry anymore and decides to talk to Nazike's mother to avoid the situation again.



APPENDIX 2

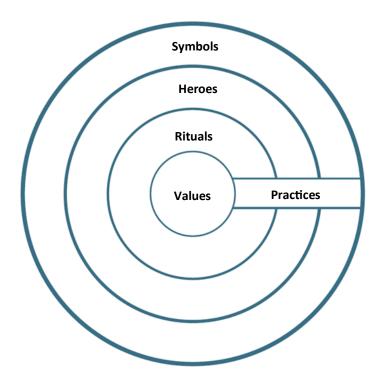
Group tasks:

- 1. Describe the situation and the problem.
- 2. Give the cultural standards that the mother has broken and which ones she has obeyed How can she see the situation from her perspectives?
- 3. Assess the situation regarding results from tasks 1 and 2 and say what should have happened? What are the possible solutions of the problem? What would be the proper reactions in the situation?
- 4. Make a short role-play two people (both sides of the 'conflict') in the scene should be happy and smiling at the end of it.
- 5. Assess the scene. What were your intentions? What should have happened? Describe your/ and possible other person's thoughts and feelings.





Culture elements – an onion diagram (Hofstede 1997,1998)





APPENDIX 4

An onion is a metaphore which is used to describe culture. The model was developed by an cultural expert Geert Hofstede. Symbols shown by Hofstede describe a culture as an onion with 4 different layers= elements.

Symbols: Outer layer relates to cultural features of people. They are words, gestures, pictures or objects that carry a particular meaning which is only recognized by those who share the culture. The words in a language belong to this category, as do clothes, hairstyles or flags. New symbols are easily developed and old ones disappear. Special culture groups symbols affect one another.

Heroes: are persons, alive or dead, real or imaginary, who possess characteristics which are highly prised in a culture, and who thus serveas models for behavior. (cf. Hofstede 2001, 8). The samples of American culture may be TV celebrities or comic book characters – Batman, Rocky, Rambo or former president John F. Kennedy. In Polish culture it may be Lech Wałęsa or Jesus Christ for Christians.



Rituals: Rituals are collective activities. They are not actually needed to achieve a goal, but are considered absolutely essential and necessary by the members of a culture. Because of that, they are performed for their own sake. Ways of greeting and paying respect to others, social and religious ceremonies are examples. It is the way you shake hands (if you do), the way you serve tea, the formula at the beginning and end of a letter, how you give a present, a business card, how you invite people and how you visit those who invited you. (cf. Hofstede 2001, 8). The Polish culture sample may be a tradition of 'food blessing' at Easter by Christians.

Practices: Symbols, heroes, rituals can be seen, heard, felt, tasted or smelled. An outsider can observe them by paying attention to the practices of a culture. How do people dress? Who do they talk about? How do they behave? Outsiders may follow the 'practices' but it is not easy for them to comprehend their meaning for the culture.

Values: The core of a culture is formed by values. Values are ideas that tell what in life is considered important, and they are among—the first things—children learn. Because they—are learned so early in our lives, we are often unawareof our values. Describing or discussing them can be difficult, and outsiders cannot directly see them. They can only watch the symbols, heroes and rituals of a culture and try to guess what the values — the inner core — are. (cf. Hofstede 2001, 9).





Create the cultural onion for a culture of your own choice (sports, music, religion, residential area, family, a group of peers. educational status – a trainee, gender. Find and wirte down the characteristic features for each layer. Attention – several (sub)culture features may appear in all four layers.

Symbols	
Heroes	
Rituals	
Values	

Sources:

Michely-Weirich, s. 35

http://jows.pl/artykuly/ksztalcenie-wrazliwosci-interkulturowej-w-edukacji-jezykowej

Leibniz School of Education

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International competencies in professional and social life A lesson plan for VET students

6.7. TOPIC: Caucasian, Asian and Afro types of hair – a variety of clients in a hairdressing salon.



After the lesson the student knows:	After the lesson the student can:	After the lesson the student understands:
- how to determine hair regarding different nations from all over the world	- make a short hairstyle on women's afro hair - determine characteristic features of European, Asian, Indian, Slavic and afro hair types - find information in the Internet about different hair type/textures	- importance of being open to customers from other cultures and with different hair types customers from different cultures have different expectations and preferences about the haircare and haircut.



Time:

45 mins (extended version – next 45-minute lesson)



Materials:

Workstation with the Internet access, copies of Appendieces 1 and 2 You can use the link below for an extended version of a lesson

https://therighthairstyles.com/ asian-women-hairstyles/ (Asian hair types hairstyles)



Number of students:

anv



Vocational education is usually monocultural and aimed at specific features of a particular country. In Poland, for example, 'student-hairdressers' are taught to serve the customers with hair types typical for people in Middle-Eastern Europe. During the lesson students will have a chance to get familiar with other, than European, hair types. And due to it they will become less anxious about serving customers from other culture areas.



Instructions

Step by step	Time
1. Step: Presentation (Appendix 1)	10 min
2. Step: Exercise – different hairstyles for different hair types - suggestions. (Appendix 2)	15 min
3. Step: Conclusion – after the exercise	15 min
4. Step: Extended version for next lesson	45 min



1. Step: Presentation

The teacher either presents the material from Appendix 1 or gives out the photocopies with it to the students.

2. Step: Exercise – different hairstyles for different hair types - suggestions

Students work in groups of 2-3 people. Each group gets one 'point' of the material from Appendix 2, for example, one team gets the material about afro hair type (if there are less teams, the students get more points). The pictures should be displayed on a computer screen to get better quality. The students in groups do the tasks – they read the texts and look at the pictures, then they think of difficulties they may have to do the hairstyles shown in the pictures, and they discuss the solutions/ideas/suggestions to solve the problems.

3. Step: Conclusion – after the exercise

Each team presents their task to the others and tell them their suggestions about the haircut, hairstyle or choice of a colour. In the next step, all the students exchange their ideas and share their observations.

4. Step: Extended version for next lesson

The students do the same tasks with different hair types (e.g. using the link in Appendix 2). The best idea to complete the lesson would be to practice doing hairstyles using 'training heads' with different hair types.

Author:

Magdalena Mazik-Gorzelańczyk, Fundacja Kształcenia Zawodowego i Międzykulturowego "Faveo"



You can find several types of hair in the world. Most general are: Caucasian,
 Asian and Afro types of hair. However there is also a more detailed division:
 European hair — various in texture, it can be strong. European hair is available in light blonde to dark brown to black. European Hair may be straight, curly or wavy;

Asian hair — is usually straight and either dark brown or black in colour. It grows perpendicularly to the scalp. This hair type has the fastest growth rate at approximately 1.4 centimeters per month. A strand of Asian hair has a somewhat round, even shape. The Asian hair type may be challenging for hairdressers because of its stiffness when they try to make do fancier hairstyles;

Indian hair — Indian hair is lustrous and thick, making it more flexible and durable than other hair. Its beautiful texture and naturally dark color works well for hair weaving applications. Indian Hair can be styled to achieve any look you want while the hair maintains its natural beauty and lasts for a very long time. It tends to get dry out easily;

Afro hair — (Afro-textured or kinky hair), is naturally very dry and spongy in texture and can be soft and fine or coarse and wiry;

Slavic hair (Caucasian) — Owing to its natural origin and gentle treatment, Slavic hair always remains soft, voluminous, and silky. Slavic hair can withstand any procedure: you can straighten, dye (any colour), curl, and style it any way you like. Slavic hair will not dry out and break.

2. Every kind of hair has its own particular characteristics and properties. **European hair** is considered to be thin if its diameter is between 0,04 and 0,06 mm. Normal hair is from 0,06 to 0,08 mm, and thick from 0,08 to 0,1 mm. European Hair may be straight, curly or wavy. It is rather elliptical. In Europe, there are all varities of hair colours from light blonde, ginger, red, brown, dark brown to black. Dark hair colours are due to the presence of eumelanin pigment and blonde or red shades are due to pheomelanin pigment.

North-European hair become greasy faster than Mediterranean hair. The reason: the fat layer on scalp of the Northern Europeans is a kind of protection against cold weather which is quite a frequent phenomenon there. Mediterranean hair, on the other hand, is thick, wavy and dark to protect against the hot weather – dark hair draws sun and causes sweating of head skin.



The sweat protects the organism from overheating. The biggest number of hairs you can find on a blonde woman's or man's head – average 100,000. **Asian hair** is much thicker than the European and its diameter is from 0,08 do 0,12 mm. Asian hair has more skin layers than European or Afro types. The hair is more flexible, tough and sturdy. It grows the fastest. The hair under a microscope has the roundest look and seem the healthiest and the stongest of all. Moreover, it is the least rough, which gives shiny look to it, so characteristic for Asian hair type.

Slavic hair (Caucasian) is classified as middle-thick. Its shape is elliptic, and the hair may rub against each other on a bigger area and as a result the hair breaks more easily than Asian hair, but not so easy as afro type of hair.

The ellipse of **afro hair i**s really flat, and that is why the hair is so strongly curled. A hair follicle shallowly anchors each hair into the skin and the problems with hair protecting occur. The sebaceous gland in contact with the hair follicle provides too little sebum necessary for the protection, shine and suppleness of hair. That is why afro hair is the driest and the most delicate or sensitive and it tends to break easily. Dark-haired people have only about 80,000 hair shafts, contrary to the fair-haired. (e.g. European head – 225 hair shafts, Asian head – 175 hair shafts and afro head 160 hair shafts per one square centimeter). There is one common feature for all hair types – it all gets grey with age.

3. Hair is **strongly connected with the culture**. In many countries they still preserve the traditions which express their beliefs and convictions. For example, Buddhist monks take off all the hair from their heads or, on the other hand, the Rastafarians have dreadlocks and in the both cultures it is a symbol of their full commitment to god. You should learn from the examlple – you must explore each culture deeply to understand it correctly.

In Cambodia, cutting a few strands of hair from the bride and groom's head symbolizes cleansing and clipping everything bad and unnecessary, and moving to a new stage in life as husband and wife. A maang tikka is a traditional piece of head jewellery that is worn by Indian women on their wedding day. It is a centrepiece that is latched onto the forehead, attached to a chain that is pinned into the hair and it symbolises their affiliation to the religion. Japanese brides wear an elaborate hair style - usually a wig and tsuno-kakushi headdress with their necks exposed, as the necks, there, are as admired as women's legs in Western countries.



In Iran and Saudi Arabia, there are some restrictions for women, connected with their hair. The women have to veil their hair according to the rules of hijab. But in other Muslim countries, like: Turkey, Morocco or the Lebanon, the rules are not so strict and women are allowed to unveil their hair.

A particular hairstyle is also a message for your environment. In African tribe Himba, girls cover their faces with plaits, so the men could not see them. They show their faces when they are ready to get married. Women who have been married for about a year or have had a child wear an ornate headpiece called the Erembe, sculptured from sheepskin, with many streams of braided hair coloured and put in shape with otjize paste (a mixture of butterfat and ochre pigment which help the Himba protect themselves from the harsh desert climate). Unmarried young men wear one braided plait extending to the rear of the head, while married men wear a cap or head-wrap and un-braided hair beneath. Widowed men will remove their cap or head-wrap and expose un-braided hair.

In Europe wearing a particular hairstyle indicates your membership in a definite subculture. For example, the Punks (Mohawk hairstyle), the Goths (long, preferably black hair) or the Hippies (long, natural hair with a colourful band).





In Poand, people with afro hair rarely visit hairdressing salons. But there are a lot of afro-haired customers around the world. There are special treatments, cutting and styling methods for such hair type. You can find examples of afro shortcut hairstyles in a catalogue specially prepared for them.



1. Blond bob for 'a Black woman', colouring.

Almost any dye on women of colour is a welcome upgrade. When it comes to blonde, it's better to go for a warm palette with hues ranging from golden blonde to strawberry blonde and light caramel. The look is divine, but remember that it suggests some profound bleaching and may tell on your hair's health. Consider a sew-in if you want to rock it for a while without any risks.

https://therighthairstyles.com/10-showiest-bob-haircuts-for-black-women/8/



Modern afro hairstyle lets you use all the advantages of it. Distinct edges on the sides make the number of curls visible and the red-copper hair endings add even more depth to each curl.

Instagram / @esh_naturalchic https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/4/

Other colouring samples:



https://
therighthairstyles.co
m/20-mostinspiringnaturalhairstylesfor-shorthair/35/



https://
therighthairstyles.co
m/15-mostcaptivatingafricanamericanshorthairstyles/8/





Dark purple hair color looks interesting on black women, especially if it's a short hairstyle. Purple in this case is not as expected as different shades of red, so you can count on a fresh look even if you go for your usual curly pixie cut.

https://therighthairstyles.com/15-mostcaptivating-african-american-shorthairstyles/8/

2. Natural style and comfort



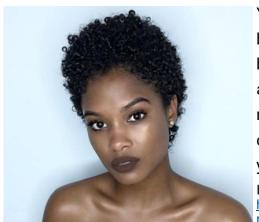
Instagram/ @sashabasha2 https://therighthairstyles.com/20-most-inspiringnatural-hairstyles-for-short-hair/

A twist-out is an easy natural hairstyle for short hair that African-American women can use to achieve full curls sans heat. It's a popular protective style among the "naturalistas". The style is easy to maintain, it can be slept on without messing up the curl pattern. This look combines a flat twist detail in the front to further protect the edges, which are the most prone to breakage.



Instagram / @dlang33 https://therighthairstyles.com/20-most-inspiringnatural-hairstyles-for-short-hair/7/





You will love this simple, black natural cut because it is just perfectly ordinary. No bangs, no braids, no highlighting, only you and your super short hair looking pretty, natural, and easy-going. The rounded shape can be styled higher or lower, depending on your preferences.

Instagram / @lyssamariexo https://therighthairstyles.com/20-most-inspiringnatural-hairstyles-for-short-hair/31/

3. Flat twists updo for very short hair



natural-hairstyles-for-short-hair/6/

If you need a quick and easy protective style for your black, natural curls, try an updo with flat twists running towards the crown of your head where you can add some extensions if you want. It's an elegant updo that works great for women with fine or thinning hair.

Instagram / @ruutos

https://therighthairstyles.com/20-most-inspiring-



4. Fun tapered hairstyle with defined curls

For black women who are seeking traditional ways to wear their hair, it's usually all about shaping. If keeping your curly locks protected is not your highest priority, try a tapered hairstyle for your curls. Show off your shiny, healthy hair as you grow it from a shorter to longer taper.



Instagram / @kendrakenshay

https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/9/



Shaven in the back and on the sides, this style also embraces textured curls, resulting in a cute super short Mohawk. The curls are tight, flawlessly formed, and add just enough feminine edge to balance out the entire style. It suits both, a man and a woman.

https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/29/



5. Cornrows to twist-out top updo

If you're drawn to undercuts and tapers, but aren't ready to cut your hair that short, try braided updos that mimic the styles you like. This is a pretty example of a modern protective updo particularly stunning for African American women.



Instagram / @touchofheavensalon

https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/18/

Some protective hairstyles like box braids and jumbo cornrows can pull on edges or weigh your strands down, which is the exact opposite of what you want. In order to combat this, you can opt for twists. They have the same effect but are lighter and easier to wear.



https://therighthairstyles.com/top-5-easy-showy-protective-hairstyles-for-natural-hair/



6. Side-parted natural curly bob

It is not an easy hairstyle but embrace your frizzy curls and let them go crazy in a modified afro hairstyle. The deep side part brings a cute asymmetry into your look and draws attention to your perfectly shaped eyebrows and beautiful eyes.



Instagram / @lyssamariexo https://therighthairstyles.com/20-most-inspiringnatural-hairstyles-for-short-hair/26/



Instagram / @lovebritmarie https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/20/

7. Chusty i chustki

Różnego rodzaju tkaniny wyglądają szczególnie atrakcyjnie na czarnych lokach, dodatkowo chronią je i utrzymują w wybranej stylizacji. To doskonały sposób na stworzenie wyrazistej fryzury bez poświęcania dużej ilości czasu, pieniędzy i energii.



https:// therighthairstyles.co m/20-mostinspiringnaturalhairstylesfor-shorthair/57/



https://
therighthairstyles.co
m/20-mostinspiringnaturalhairstylesfor-shorthair/11/



7. Afro puff with a headband

This hairdo is nothing less than spectacular. From the cute baby hairs to the pops of colour and vivid colour scarf/band, it's simplicity, convenience and beauty, 3 in 1. The hairstyle does not require much time, money or energy. Some cute and simple natural hairstyles for black women rely on accessories – headscarves, bandanas, headbands, etc. This look is timeless, it is versatile, and it's vital for protecting natural hair. It's also the perfect 'do' for those days when you simply do not want to show off your hair.



https:// therighthairstyles.co m/20-mostinspiringnaturalhairstylesfor-shorthair/57/



https://
therighthairstyles.co
m/20-mostinspiringnaturalhairstylesfor-shorthair/11/



8. Pixie with curls

This is a pixie taken all the way to the next level. Those curls are flawlessly formed – neither too tight, nor too loose, soft, manageable, and shiny. The details, such as the baby hairs and the curled sideburns, are particularly gorgeous.



https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/21/

Caring for natural afro hair can be tricky. Short cuts are much easier to maintain. Simple accessories such as a shaved side part and curls left at the top give the hairstyle a personality below that keeps it less boyish



Instagram / @stepthebarber https://www.instagram.com/p/BFTkc1ZKApe/



9. Straw sets and more curls

This twisted look may seem impossible to achieve at first glance, but it's actually much easier than you may think. Wrap your hair tightly around some straws or small flexirods, and sit under a dryer or let it air dry overnight; these tiny spirals are an excellent protective style for naturally curly hair. Pull them out and voila! Separate the curls for even more curls and body or let wear them tight and compact..



https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/54/

10. Bubble Braid Updo for Natural Hair

If you have a special event and want to try eye-catching and unique natural African American hairstyles, you'll love this option. The bubble braid with accurate geometric sections will draw many admiring glances. It may be done only with afro type hair.



Instagram / @ruutos https://therighthairstyles.com/20-most-inspiring-naturalhairstyles-for-short-hair/27/



https://www.tophair.de/artikel/artikel-detailseite/von-der-anatomie-des-haares/https://therighthairstyles.com/20-most-inspiring-natural-hairstyles-for-short-hair/75/https://therighthairstyles.com/asian-women-hairstyles/12/https://www.hairstore.pl/blog/wlosy-w-kulturze/https://www.yaacool-beauty.de/index.php?article=238



International competencies in professional and social life A lesson plan for VET students

6.8 TOPIC: Culture factors and geographical position and how they affect floral compositions which are to pay tribute for the dead.



Aims

After the class the student knows:	After the class the student can:	After the class the student understands:
- that culture and religion affect designing floral compositions which are made to pay a tribute for the dead different cultures show different attitudes towards the death issue.	 enumerate factors affecting floral compositions designed in memorial of the dead. give examples of different funeral floral arrangements typical for different cultures. 	 you must display sympathy and empathy as well as sensitivity when designing funeral floral arrangements. you must consider local law regulations when designing funeral floral arrangements you must consider local weather conditions/climate when designing funeral floral arrangements



Time: 45 min



Materials: Possibility to show photos from Appendieces 1, 2 and



Number of students: Max.25



Remarks

Floristics is the branch of botany concerned with the types, numbers, and distribution of plant species in a particular area and is strongly affected by cultural factors. The class aim is to develop students' knowledge of their monocultural view of the paying tribute to the dead with funeral floral arrangements. You can teach the lesson using online version. You may organise extra practical workshops as an extension of the lesson. e.g. making a traditional funeral wreath and arranging chosen floral composition typical for an outland culture area.



Instructions

Step by step	Czas
1.Step Introduction to different floral artistic compositions which are made to pay a tribute to the dead. An exercise – matching a country and a photo.	15 min
2.Step Factors affecting floral funeral compositions – brainstorming.	15 min
3.Step Floral funeral compositions - current worldwide situation	15 min



1. Step

Students look at different pictures showing various artistic elements which have been designed in memorial of the dead, and they have to guess the name of the country, region and culture where they come from. A teacher gives students the sources whith the information and they disscuss different ways of commemorating the dead in different cultures.

2. Step

Students work in groups (a few people in each group) and each group gets pictures from Appendix 2 and they get information (using brainstorming method) about:

- place and culture in the world where the picture come from
- factors which affect funeral traditions and funeral floral compositions designed to commemorate the dead in a particular area.

 Students present results of their work

3. Step

The teacher concludes the classes. They mention the growing population number in the world, the number of abortions, numbers of migrating people, popularity of cremation, climate changes. At the end of the lesson the teacher and the students together try to find the direction of developing space for the dead.

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Fig.1





Fig.2



Fig.3







Fig.4 Fig.5





Fig.6 Fig.7





Fig.8



Fig.9





Fig.10







Fig.12





Fig.13







Fig.14



Fig.15





Fig.16



Fig.17





Fig.18





Fig.19 Fig.20





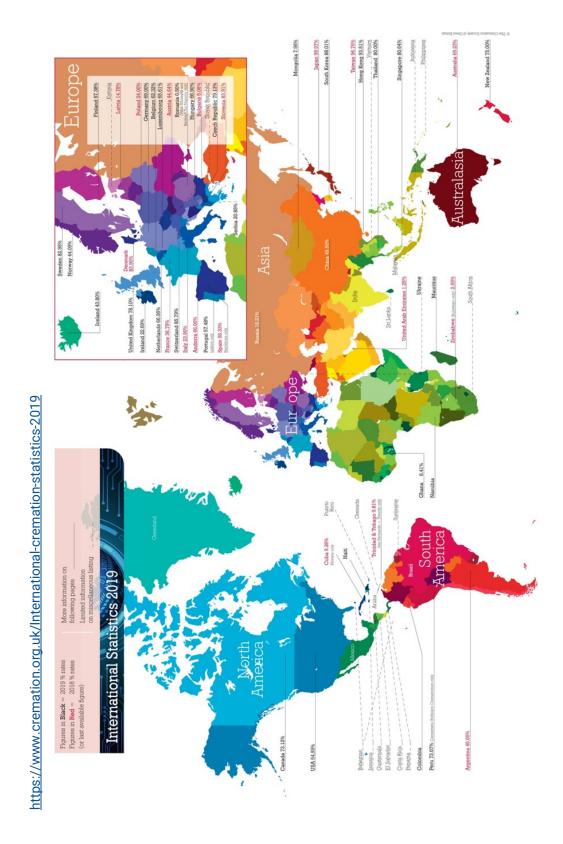
Country	Figure number	Remarks	
Polska	Fig.6. Warsaw wreath https://mpuk.pl/oferta/produkt/wieniec-24 Fig.11. Using artificial elements. https://floralconceptstore.pl/pl/p/Krzyz-Bialy-z-fioletowym-kwiatem/208	Catholicism – soft colour flowers, most frequently are used: carnations, roses, anthuriums or lillies Artificial flowers are also used in compositions.	
Germany	Fig.7. Funeral urn decoration. https://www.floral-werk.de/files/tao/img/ trauerfloristik/urnen/galerie/trauerfloristik-urne- floral-werk-084731.jpg Fig.10. Roman wreath. https://www.veit-gaertnerei.de/trauerfloristik.html Fig.12. Funeral urn for animals decoration. https://cdn.kasuwa.de/img/productpics/24/92/ a9a2222ee2389dc9bdbafb4c54c00096-1-full.jpg? b608af7898ae01409bbdb2e1dcf5c8c9	Protestantism – the religion celebrates the lives of people after their death. Any kind and colour of flowers is acceptable. So called 'speech of flowers', which means the symbol of a flower type, is important, Cremation is becoming more and more popular Traditions of dead animal 'artistic' funerals start to exist. Using plastic elements in compositions is forbidden.	
Italy	Fig.4. A composition in a vase. https://www.eflorashop.com/img/flowers/ thumbnails/3SY00105LG.jpg	Light, gentle compositions, soft colours, no big limitations.	
China	Fig.1. Wreath. https://pl.pinterest.com/ pin/824018063048559901/ Fig.5. Artificial elemenrts frame. https://guide.alibaba.com/shop/mosaic-of- memories-square-easel-wreath-photo-and-urn- tributes-sympathy-and-funeral- flowers_1009956854.html	Most popular flower colours are white or yellow (usually chrysants). Expansion to the western market – artficial flower compoitions (Fig.5.)	
Guatema- la	Fig.2., Fig.3. All Saints' Day in Guatemala. https://kolemsietoczy.pl/10-dziwne-zwyczaje- pogrzebowe-na-swiecie-cmentarze/	Kites connecting the worlds of the dead and the alive on All Saints' Day.	
Bolivia	Fig. 8. Bolivia – decorating skulls. https://kolemsietoczy.pl/10-dziwne-zwyczaje- pogrzebowe-na-swiecie-cmentarze/ Fig. 9. Cemetery in Bolivia. A photo made available by SWM "Młodzi Światu".	Skulls are typical there and dried llam foetuses as a protection against ghosts.	
Japan	Fig.13. Rich flower 'productions'. https://www.thisiscolossal.com/2018/10/japanese-funeral-florals/	The Japanese word seikasaidan is used to describe the art of Japanese fresh flower altars. This is not a new tradition, though it's hardly the first use of flowers to symbolize death as a stage in the life cycle.	





Figure number.	Region in the world/culture	Remarks
Fig.14.	Memorial in Palmiry. Islamic cemetery. https://kolemsietoczy.pl/10-dziwne-zwyczaje-pogrzebowe- na-swiecie-cmentarze/	passing, temporality, harmony with the environment, Mizar, słup z turbanem - a pole with a turban marabut – spritual leader, kurhan - barrow/burrial mound
Fig.15.	Sweden. Stockholm. https://commons.wikimedia.org/w/index.php? curid=3077465	Neutralness, rhy- thm, orderliness, harmony with the enviornment
Fig.16.	Spain. https://upload.wikimedia.org/wikipedia/commons/c/ce/Har%C3%ADa-cemetery_02.jpg	columbarium
Fig.17.	Jerusalem. Jewish cemetery. Mount of Olives. https://commons.wikimedia.org/w/index.php?curid=16332315	Stones instead of flowers, matzevah, Jewish cemetery
Fig.18.	Alaska. http://bethania.kolejowa.pl/2013_11/pogrzeb.htm	Artificial flowers, no grave candles,
Fig.19.	Poland. Catholic cemetery https://upload.wikimedia.org/wikipedia/commons/4/43/ Stara_ZbelutkaCmentarz_katolicki_3.JPG	Grave candle, the meaning of light, freeform floral compositions, Catholic cross
Fig.20.	Japan. Jizō statues at the Hasedera temple in Kamakura. https://upload.wikimedia.org/wikipedia/commons/5/55/Hasedera.jpg	Jizo (womb of the earth), as they are called, are made in the image of Jizo Bosatsu, guardian deity of children and travellers. They're also known as the 'earth bearer', so jizo statues are made out of stone, which is said to have a spiritual power for protection and longevity that predates Buddhist beliefs.





Sources:

Konstancja Pleskaczyńska "Kreowanie przestrzeni umarłych. Dziedzictwo kultury, wyzwania, przyszłość." Poznań 2015 Grafika

Graphics sources in appendieces

