**Teachers’ notes**

**Culture Learning B1.2**

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| A picture containing text, sky, grass, outdoor  Description automatically generated**Learning outcomes**  By the end of the lesson students will have:   * thought about different types of learning * learned about different options for life after compulsory education * thought about their future learning plans |

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| **Materials**  Student’s handout / PPT  Appendix 1 (amend to make them more applicable for your students if you want)  All images taken from Pixabay.co.uk  Useful website with information about education and training in Europe <https://ec.europa.eu/education/node/60> |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes. | **PPT** |
| **10-15 minutes** | * Display the discussion questions, and tell students that they are going to discuss them in small groups. Before you divide students, you could demonstrate possible answers by responding to one or two of the questions yourself, e.g., *‘Hmmm, I recently learned how to make cheesecake/stuffed vine leaves/etc – do you know it?’* (Find a picture online!) or *‘I like to learn life skills, like how to fix my bike/car. I feel really good after I learn a skill like this.’* Then, put students into small groups in the classroom or in breakout rooms. Monitor; join in conversations and take notes on what students say. * Bring the class back together, and ask students if they’d like to share something someone in their group said, or something about themselves. If you feel that they would be comfortable sharing,you can use your notes to encourage them, e.g., *‘Maya, you learned a really useful skill this year, right?’* Ask students: Do you ever stop learning? | **PPT**  **Activity 1** |
| **10-15 minutes** | * Show the next slide and read the information out. Point out the range of different routes people take once they finish school, and maybe tell students your route. If there are any young people in the class (under 16), you can point out that its exciting to start to think about the options they have for the future when they finish school, while also highlighting for the adults in your class that you are never too old to do something new. There are lots of opportunities to learn formally and informally. * Tell students to sort the examples into each of the three categories. Each one has three examples. They can work in pairs or small groups. Monitor.   [Answers: **Higher education –** university; counselling course;training to become a teacher, **Vocational education & Apprenticeships** – hairdressing; ceramics; construction, **Work –** waiter/waitress, teaching assistant, farm job]  You may need to clarify the (blurred) differences between work and apprenticeships; you can tell students that you could be training as a hairdresser, or be working as one and ‘learning on the job,’ (learning the skills while you do the work; being informally trained) so it could fall into both categories.   * Ask students if they have any experience of any of these (have they worked, studied, or taken a course?). If so, encourage them to share. | **PPT**  **Activity 2** |
| **20 + minutes** | * Tell students that they are all going to be given a role-card by you. These cards each have an occupation on them relating to education, training or work. They mustn’t tell anyone what is written on their card. They will work in groups (you can choose the size – 6 is a good number for this activity), and take it in turns to be the person being asked ’20 questions.’ The other members of their group ask them 20 questions in total, to try to work out what is written on the card. The person being asked can only answer Yes or No (but they can vary the tone! A confident ‘yes,’ or an uncertain ‘no’ if it is more of a maybe…) * Show students the example questions on the board, and give a quick example/elicitation, e.g., *‘So if the answer is Yes to ‘do you study?’ I would then maybe ask: do you study something practical? If the word on the card* (mime looking at your card) *is* ***medicine****, would you say Yes or No to that?’* (The answer is difficult to decide; here you can demonstrate the tone and expression of an ‘uncertain yes’ to suggest that the answer is, in this case, both theoretical and practical…). * Monitor by visiting each group in turn, and join the game.   *An alternative to this game is the inverse: a game called ‘names on heads,’ where you put a sticker on each students’ forehead and they need to guess what is written there by asking questions (either by going around in a circle or walking around the room). This will only work in a non-virtual classroom.*   * Once the activity is finished, bring the class together and conduct whole class feedback – who guessed easily? Who had a difficult card for others to guess? | **PPT**  **Activity 3**  **Appendix 1** |
| **5 minutes** | * Reflection: Are you doing something different now to what you were doing in the country where you used to live? Would you like to go to university, or take a course, or train to do a new job?   Students discuss these questions in small groups, or if your class are confident sharing, as a whole class.   * You can tell students whether university courses are free in the country you’re in, and where they can find apprenticeships, etc. Tell them that you can attend university as a mature student too. | **PPT**  **Activity 4** |

**Culture Learning**

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**Activity 1: Learning**

**Questions to discuss in groups…**

* *Do you like learning new skills and information?*
* *What is something new you have learned in the last year?*
* *What is your favourite way to learn — do you like to read, watch films/TV shows/series, or do you like to learn by doing?*
* *Do you like teaching others your skills?*

**Activity 2: Education in the EU and post-secondary life**

Post-secondary school life can take many forms; sort the nine examples into categories. There are three examples for each category.

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| Higher education | Vocational education & Apprenticeships | Work |
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| **Going to university** | **Learning ceramics** | **Working on a farm** |
| **Becoming a hairdressing apprentice** | **Being a waiter/waitress** | **Learning carpentry** |
| **Taking a course to become a counsellor** | **Training to become a teacher** | **Being a teaching assistant** |

**Activity 3: 20 Questions: What do I do?**

 Read the card you’re given. Do not show anyone else your card or read the word aloud!

You are going to take turns being the person to be asked questions. Your group will ask you 20 questions in total, to try to work out what is written on your card. When you are being asked questions, you can only answer Yes or No.

A group of chefs cooking in a kitchen

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Description automatically generated with low confidenceA picture containing text, person, warehouse

Description automatically generatedA picture containing person, tennis

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| **Glossary**  **apprenticeship** – when you learn a job or a trade from someone experienced. They are a form of work: you are paid.  **vocational** – learning particular skills for a job/occupation  **warehouse** – a large building where good/products are stored  **laboratory** – a room where scientific experiments or research is done, or where scientific productions are made. Often shortened to ‘lab.’  **counsellor** – someone who is trained to give guidance on personal or psychological problems. |

**Activity 4: Reflection**

 Think about your own path, and if there is anything you would like to do in the future.

Are you doing something different now to what you were doing in the country where you used to live? Would you like to go to university, or take a course (either for pleasure or to train for work)?

Ask your teacher for any more information you would like, or make a note to call or visit an education or training centre which interests you.

**Appendix 1**

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| **Nurse** | **Law student** | **Blueberry-picker** | **Baker** |
| **Psychology student** | **Warehouse worker** | **Nursery worker** | **Barber** |
| **Firefighting apprentice** | **Training to be a yoga teacher** | **Construction worker** | **Laboratory assistant** |