

Intercultural club program

Cavazos

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Objective: The goal of the intercultural club is to provide a broad perspective to students and promote respect and instill cultural sensitivity in educational practices, creating inclusive learning environments through the different themes and projects of intercultural collaboration, cultural sensitivity in education and the creation of intercultural friendships.

1° Term						
Unit 1: "What is interculturality"						
Weeks Dates Wednesday class	Topic	About the class	Activities in class	Guests	Activities after class	Activities with foreign groups (Preview meeting Around 30 min)
3 30-10-24	Identity and culture	<p>https://www.youtube.com/watch?v=PSt_op3fQck watch video What is interculturality? Our Identity and culture as Turkish people Presentation PP + Video Gizem Noyaner</p> <p>https://www.youtube.com/watch?v=UcJtXch43Ro watch videos Ways we can communicate with others based on our culture Mexican cultural perspective video</p> <p>Video talk Share opinions contrasting cultures</p>	<p>Talk about what represents you as a Turkish, in the way of talking, behaving, traditions, etc (Tx makes groups) Presentation PP</p> <p>Listen some Storytelling audios and videos about Mexican culture Identity</p> <p>Ss make contrast culture and identity between countries</p>	Gizem Noyaner (Türkiye)	<p>Storytelling video Ss will record their own storytelling video sharing their identity and culture And share it in the group with the filo students from Mexico to share opinions.</p>	<p>Zoom session Identity and Cultural Analysis</p> <p>Turkish culture exhibition (PP)</p> <p>What would you say that makes you Mexican?</p> <p>What was more interesting about Turkish culture?</p> <p>Explanation for Video act</p>
Week 5 13-11-24	Multiculturalism	<p>https://www.youtube.com/watch?v=sq_YlqpprB4 https://www.youtube.com/watch?v=OcnJ6OWxQvI watch video What is multiculturalism?</p> <p>Cultural differences in birthday celebrations (Denmark and Mexico) Watch videos</p> <p>Timed discussion Celebration cultural analysis</p>	<p>Picture description Ss will see a picture related with multiculturalism and will describe what they see and how it matches with the topic</p> <p>Learn about multiculturalism about celebrations</p> <p>Quick discussion Ss have a certain amount of time to prepare some ideas for what they will say, then must talk about the topic for a chosen amount of time.</p>	Josefina Immersen (Denmark) Ozge Bulut (Türkiye) Tecmilenio Students (Mexico)	<p>Spot the lie Video- Ss will share about their cultural traditions in celebrations, but they should share two truths and one lie. This will be recorded in class and shared with the group of Mexican students participating so they can watch the video and guess which is the wrong cultural tradition for Turkish culture.</p>	<p>Zoom session Multiculturalism in celebrations</p> <p>Cultural celebrations dialogues</p> <p>Dialogues about cultural celebrations</p> <p>Turkish guest in the meeting</p> <p>Explanation for Video act</p>

<p>Week 7 27-11-24</p>	<p>Cultural shock</p>	<p>Pop vocabulary</p> <p>https://www.youtube.com/watch?v=x0q0qbBs1Ng Watch video (Until min 2) What's cultural shock?</p> <p>Positive and negative aspects in cultural shock (USA-Mexico-Türkiye) Watch video</p>	<p>Write pop vocabulary Ss will think and write in papers the first 3 words they think when they hear cultural shock</p> <p>Learn about cultural shock</p> <p>Imaginary trip Let's imagine we are in another country. Think about the cultural differences that would shock you the most.</p>	<p>Sevket / Burak / İvett /</p>	<p>Interview pop Make an interview to international students or teachers about their own cultural shocks experiences or to Turkish teachers who have travel before. Interviews must be recorded.</p>	<p>Zoom session Cultural shock awareness</p> <p>Debate 2 groups / 2 aspects Positive and negative about cultural shock Analyzing examples and Debating ideas</p> <p>Explanation for Video act</p>
<p>Unit 2: "Linguistic Landscape"</p>						
<p>Week 9 18-12-24</p>	<p>English as a lingua franca</p>	<p>https://www.youtube.com/watch?v=a9ZdC6wZnks Watch video What is Lingua franca? English as a global language (PP)</p> <p>What's your opinion about English as a lingua franca? Watch video Favorite book talk</p> <p>English as a lingua franca as a main reason why we use it everywhere</p>	<p>Circle discussion group Share comments about the video they saw (FBT)</p>	<p>Desmond & Sharon (USA and Mexico) / Gaby (Argentina) / LAETI students (UANL) (Mexico)</p>	<p>Personal Experience Ss record a video sharing their own experiences about using English as a lingua franca</p>	<p>Zoom session Lingua franca in real life</p> <p>Favorite book talk Session to share about our favorite books People from different countries with no native language in common with share about their favorite books using English as a lingua franca (Session will be recorded to Analyze in class)</p>
<p>Week 12 08-01-25</p>	<p>Linguistic awareness</p>	<p>https://www.youtube.com/watch?v=8z0NxCwuj0A 3:45/ 5:30 / 6:19 / 7:50 / 8:39 / 17:24 / 28-30 English is everywhere (these signs, they also become so much a part of the scenery that we hardly notice them on a conscious level)</p> <p>Betul Hoca explanation (social meanings of English in their community)</p> <p>Linguistic landscape in México and meanings Watch video</p>	<p>Class discussion What do you think is the meaning of the signs in English? Meaning 1: English is advanced and sophisticated Meaning 2: English is fashion Meaning 3: ('English is being cool) Meaning 5: English for expressions of love Meaning 6: English for expressing subversive identities</p>	<p>Tecmilenio Students</p>	<p>-----</p>	<p>Zoom session What's linguistic landscape? (PP)</p> <p>Awareness discussion of the language in our everyday life</p> <p>Explanation for Video act</p>

			<p>Contrasting Linguistic landscapes between cultures</p> <p>Extra activities (Betul Hoca)</p>			
<p>Week 14 22-01-25</p>	<p>Project “Language Detectives”</p>	<p>https://www.youtube.com/watch?v=3z0FsV7I2_Y</p> <p>Watch video Mapping linguistic landscape Project explanation</p> <p>Adding uses of language Why do people in Tukey use English in public spaces? PP Examples(kebabci)</p> <p>STEPS 1-Pick a context (use of language, location) 2.Decide how to collect data (photo, video) 3.Gather and organize your data 4.Decide how to present your data 5.Create and share your map</p>	<p>Notes and comments about the project specifications</p> <p>4 corners Give examples thinking about different uses of language in linguistic landscape</p> <p>Questions about the project</p> <p>Out of the classroom to find real examples</p>	<p>LAETI (UANL) and TecMilenio students</p>	<p>PROJECT Why do people use English on signs in our community?</p> <p>Ss will become “language detectives” in their community. They will collect data about it, analyze it and share it in less than 2 minutes in a zoom meeting with foreign students too.</p> <p>Following the project STEPS they will prepare their presentation (PP, video, collage etc) They can choose between searching for data in their homes doing a Household inventory or looking through Clothing and accessories or looking for Linguistic innovations in public spaces.</p> <p>The project will take place on the day agreed upon by the participants and at a time when both Turkish and foreign students can participate. The teacher will be the moderator through the students’ presentations and at the end there will be a time to share their experiences and conclusions.</p>	<p>Zoom meeting Why do people use English on signs in our community?</p> <p>Project explanation Share examples following the steps</p>
<p>Week 15 29-01-25</p>	<p>Closure 1° term</p>					