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| **Title: Cultures in the media, dealing with misconceptions** |
| Language: English  CEFR Level: B2/C1 |
| Author: VitBox team |

Descriptor:

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| Mode of communication / Activity, strategy or competence:  speaking, reading | Scale:  Building on pluricultural repertoire |
| Descriptor:  B1:  Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.  Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.  B2:  Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.  Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate. | |

Introduction to task

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| **Goals of the activity:**  Understanding how the media shapes the views we have on different cultures and communities. Talking about our community and culture to avoid misunderstandings. Relating our views to the views of others.  **Introducing the activity in the classroom:**   * ask participants to talk about beliefs about other communities or cultures. * Ask them to reflect about those beliefs, are they based on reality? are they based on information in the media? * Ask them about how these beliefs could influence their interactions with people from those communities.   **Description of the main activity:**  This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity.  Have students look at this Wikipedia entry on the word “siesta”   |  | | --- | | Siesta *A siesta (from Spanish, pronounced*[*[ˈsjesta]*](https://en.wikipedia.org/wiki/Help:IPA/Spanish) *and meaning "nap") is a short* [*nap*](https://en.wikipedia.org/wiki/Nap) *taken in the early afternoon, often after the midday* [*meal*](https://en.wikipedia.org/wiki/Meal)*. Such a period of* [*sleep*](https://en.wikipedia.org/wiki/Sleep) *is a common tradition in some countries, particularly those where the weather is warm.*  *Siestas are historically common throughout the* [*Mediterranean*](https://en.wikipedia.org/wiki/Mediterranean_Basin) *and* [*Southern Europe*](https://en.wikipedia.org/wiki/Southern_Europe)*, the* [*Middle East*](https://en.wikipedia.org/wiki/Middle_East)*,* [*mainland China*](https://en.wikipedia.org/wiki/Mainland_China)*, and the* [*Indian subcontinent*](https://en.wikipedia.org/wiki/Indian_subcontinent)*. The siesta is an old tradition in* [*Spain*](https://en.wikipedia.org/wiki/Spain) *and, through Spanish influence, most of Latin America. In* [*Dalmatia*](https://en.wikipedia.org/wiki/Dalmatia) *(coastal Croatia), the traditional afternoon nap is known as pižolot (from Venetian pixolotto).[1] The* [*Spanish*](https://en.wikipedia.org/wiki/Spanish_language) *word siesta derives originally from the* [*Latin*](https://en.wikipedia.org/wiki/Latin) *word hora sexta "sixth hour" (counting from dawn, hence "midday rest"). In Egypt the mid-afternoon nap is called "taaseela". In Egypt as with other Middle Eastern countries, government workers typically work 6 hours a day, 6 days a week. Due to this schedule, workers don't eat lunch at work, but instead leave work around 2pm and eat their main meal which is the heaviest at lunch time. Following the heavy lunch, they take a taaseela or nap and have tea upon waking up. For dinner, they usually have a smaller meal.*  *Factors explaining the geographical distribution of the modern siesta are warm temperatures and heavy intake of food at the midday meal* |   Ask students what they think about siestas, do they think it is very common in some countries?  Put students into groups.  **Part 1.**   * Ask students in the groups to look for information on the internet about siestas in different cultures and make sure they fact-check the information. * Ask students to discuss in plenary what they found out about siestas, does it correspond with the idea they had about them?   **Part 2.**   * Ask students in each group to identify ideas that they think are true about another community or culture. * Ask each group to look for information about one of these ideas and fact-check their beliefs. * Ask each group to discuss about whether their initial ideas correspond with the information they found.   **Peer feedback – class discussion**  Ask the groups to share their findings.   * Did their ideas correspond to the information they found? * Do you think that in general our beliefs are true? * How are our beliefs shaped? Who or what shapes them?   **Assessment**  Fill in the following table, or have their peers fill it in. The success in the completion of the task is determined by the number of questions answered affirmatively.   |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | | Yes | No | | | Did the students talk about what their beliefs about siesta were and compare them to the information in the text? | |  |  | | --- | --- | |  |  | | | Did the students look for more information on the topic across different cultures? Did they find more information? | |  |  | | --- | --- | |  |  | | | Did the groups discuss their beliefs on other cultures or communities and checked if they were true? | |  |  | | --- | --- | |  |  | | | Did they engage in an exchange on how having more information changes our perception of traditions in different cultures? | |  |  | | --- | --- | |  |  | | | Did they reflect on what influences our beliefs? | |  |  | | --- | --- | |  |  | | |