

(why) this job?

Virtual Mobility as part of a Blended Mobility (or as an independent learning experience)

(why) this kind of VM?

Learn about the daily life of young people living in another country.

WHY

**VIRTUAL MOBILITY
INTERCULTURAL
PATHWAY**

MY IDENTITY IN MY
CULTURE

WHO

Partner

Bilateral or multilateral partnerships

Participants

Involvement of the whole classgroup (inclusive approach)

WHEN/WHERE

HOW LONG

6-8 weeks

Online activities (Gsuite)

from 60' to 90'-

Online Chat Variable

Where

Online - Telegram/Gsuite

Offline - English classes

WHAT

Online

Weekly online sessions (learners' meeting and discussions) with the use of a vehicular language (English) and subgroups creation for specific collaborative tasks

Offline

During English calsses students show to the teachers their group's answers

ACTIVITIES

STARTING IMPLEMENTATION

- Creation of a Telegram group with the participants' emails
- Organisation of weekly online meetings
- In the beginning of every week, students get the tasks
- During the following week's English classes, students will show to their teacher their Telegram group's answers
- Facilitation of the teachers during online sessions

Week 1

Creation of a Telegram group with students.
TASK to be assigned: introduce yourself, say your name, your age, which is your VET sector of study, and say something love mostly (for example: I love music, I love sport, etc...). Students can take a photo of themselves or of something that represent him/her mostly (landscape, object, a picture, etc...) and present it in the online session to present himself to the others.

Week 2

Speak about a topic of your culture (each group can decide the topic – Italian can speak about "food", Finnish can speak about "sun of midnight" and the seasons – Dutch can speak about "other dutch topic", etc...) Students can speak about these topics choosing a photo and sharing it in the online session.

Week 3

Introduce your school day and your field of study.
Describe your school day, its duration and structure. Introduce your school and tell or/and show what you are studying.
Take some photos of your school, laboratories, venues, and comment them.
National groups could also prepare a PPT and they present it (1 slide per student) to the other national groups during the online session.

Week 4

Students send to the group their favourite song of the moment and a hit song that is playing on the radio or at the top of Spotify's lists. They translate the lyrics to the others in English. Each student must choose the song they like the most, from those presented in chat and motivate their choice.

Week 5

What would you like to be in the future?
Future JOBS or DREAMS...
Prepare a presentation of the job you would like to do. Students can prepare this also in national subgroups.

Week 6

Think about which peculiarities of your "national" identity (food, music, sport, politics, etc...). Think also about the stereotypes that characterize your national culture. Prepare a list of key words and prepare 2 slides (the first with cultural positive elements, the second with the stereotypes). To prepare slides you can also use images/photos from web.

ENDING FINAL MEETING

- Presentation of the video (final product) about the experience
- Feedback/assessments
- Greetings