



# Crossing Borders

## Lesson plan

Starter activity	Learning objectives
<p>Ask students to reflect silently for a few minutes on this question:</p> <ul style="list-style-type: none"> <li>• Can you think of a time you have crossed a border without travelling?</li> </ul> <p>Share responses as a class.</p>	<ul style="list-style-type: none"> <li>• To understand the term 'invisible border'.</li> <li>• To consider some of the forces which affect cultural borders and intercultural communication.</li> <li>• To investigate some of the ways in which we cross invisible borders.</li> </ul>
Main activities	Resources required
<p>As a class, watch the video in Step 2.12 (What does it feel like to cross a cultural border?).</p> <p>Put students into small groups and ask them to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What effect does globalisation have on cultural borders and intercultural communication?</li> <li>• What effects does the internet have on cultural borders and intercultural communication?</li> </ul> <p>In their groups, students now look at the exercise PDF from Step 2.15 (Crossing cultural borders). Ask each group to choose at least two pictures, and to note down their responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What kinds of differences are marked by the cultural border(s) which you can see in the photograph?</li> <li>• What kinds of 'border crossings' does the photograph represent?</li> <li>• How might the borders in the photograph be crossed?</li> </ul>	<ol style="list-style-type: none"> <li>1. Device to watch video.</li> <li>2. Exercise PDF for Step 2.15 for each group.</li> <li>3. Flipchart paper and materials for collecting group responses.</li> <li>4. Materials for writing individual reflections.</li> </ol>
	Assessment for Learning
	Group work answers, discussion contributions and individual reflections.
	Differentiation
	<b>SEND:</b> Videos have subtitles.
	<b>Low ability:</b> Peer-learning.
	<b>Gifted and Talented:</b> Peer-teaching.
	Plenary
	Lead a short class discussion reflecting on the group work and the idea of 'invisible borders'.