



# Introduction to Intercultural Studies: Crossing Borders

## Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
<b>Length</b>	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
<b>Objectives</b>	<p>To define the term border and give different examples of borders.</p> <p>To consider the notion of cultural borders and identify different types.</p> <p>To reflect on how borders shape identity and create 'in' and 'out' groups.</p>	<p>To explore the ways in which borders can be cultural resources.</p> <p>To research a specific example of one cross-border initiative.</p> <p>To explain how a border can be a 'bridge' between two communities.</p>	<p>To understand the term 'invisible border'.</p> <p>To consider some of the forces which affect cultural borders and intercultural communication.</p> <p>To investigate some of the ways in which we cross invisible borders.</p>

Lesson plans for each session can be found on the following pages.

# Introduction to Intercultural Studies: Crossing Borders

## Lesson 1 plan

<p><b>Starter activity</b></p> <p>As a class, discuss the following and collect answers on the board:</p> <ul style="list-style-type: none"> <li>• What is a border and what is it for?</li> </ul> <p>Students list as many examples or types of border as they can, explaining what its purpose may be. Students can draw images on the board representing each.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To define the term border and give different examples of borders.</li> <li>• To consider the notion of cultural borders and identify different types.</li> <li>• To reflect on how borders shape identity and create 'in' and 'out' groups.</li> </ul>
<p><b>Main activities</b></p> <p>In small groups, students look at the case study of cultural borders in Leeds (using devices to look at the links) in Step 1.8. Ask each group to identify all of the different cultural borders shown in the case study,</p> <p>Students write an individual reflection answering the following question and using the prompts given. Devices can be used for research if needed.</p> <ul style="list-style-type: none"> <li>• What kinds of borders define your cultural identity, and in what ways?</li> </ul> <p>Think about the types of borders you have learned about. These might include examples from the list below:</p> <ul style="list-style-type: none"> <li>• National, regional or local borders – where do you live?</li> <li>• Linguistic borders – what language(s) do you speak?</li> <li>• Religious or other communal borders – are you a member of a particular faith or cultural community?</li> </ul>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Cultural Borders in Leeds case study PDF from Step 1.8.</li> <li>2. Devices to follow case study links and research cultural borders.</li> <li>3. Devices or materials for producing personal reflections.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Group work, discussion contribution and individual reflections.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Teacher-led support.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>Lead a discussion on cultural identity and borders following the reflection exercise. Ask students to discuss:</p> <ul style="list-style-type: none"> <li>• how they use borders to construct and express their sense of cultural identity</li> <li>• which 'in-groups' and 'out-groups' (if any) are created by these borders.</li> </ul>

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## Lesson 2 plan

<p><b>Starter activity</b></p> <p>Recap on what students remember about borders and cultural identity. Introduce the sentence (which could be written on the board):</p> <p><i>The line where one thing ends and another starts not only divides those two things, but is also the place where they meet.</i></p> <p>Ask students to discuss the ways in which they think borders could act as ‘bridges’ between people.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore the ways in which borders can be cultural resources.</li> <li>• To research a specific example of one cross-border initiative.</li> <li>• To explain how a border can be a ‘bridge’ between two communities.</li> </ul>
<p><b>Main activities</b></p> <p>Put students into pairs and give them the PDF from Step 1.14 (How can a border be a resource?). Using this and examples from Step 1.15 as models, ask each pair to research and produce a report/case study on a cross-border initiative. Examples include a cultural or environmental project, an educational exchange, and a form of economic cooperation.</p> <p>In their research, they should consider the following questions:</p> <ul style="list-style-type: none"> <li>• Why was the initiative introduced in that particular region?</li> <li>• How does the project use the border as a resource?</li> <li>• How does the project aim to build bridges across the border?</li> <li>• How does the project aim to create a sense of cross-border regional identity? What are the challenges facing the project?</li> </ul>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. PDF case study from Step 1.14.</li> <li>2. Devices to research and produce reports.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Discussion contributions, case study/reports.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Teacher-led support.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>Sharing some examples from their research, ask students to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• How do cross-border initiatives use borders as bridges?</li> <li>• How do they use borders as resources?</li> <li>• Do the projects succeed in fostering a sense of cross-border identity in the region?</li> </ul>

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## Lesson 3 plan

<p><b>Starter activity</b></p> <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 cultural border without travelling?</li> </ul> <p>Share responses as a class.</p>	<p><b>Learning objectives</b></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>
<p><b>Main activities</b></p> <p>As a class, watch the video in Step 2.12 (What does it feel like to cross a cultural border?). 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>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) that 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> <p>Lead a short class discussion reflecting on the group work and the idea of 'invisible borders'.</p>	<p><b>Resources required</b></p> <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> <p><b>Assessment for Learning</b></p> <p>Group work answers, individual reflections.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Videos have subtitles.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>Students write a short individual reflection on three key things they have learned from the lessons on Crossing Borders.</p>