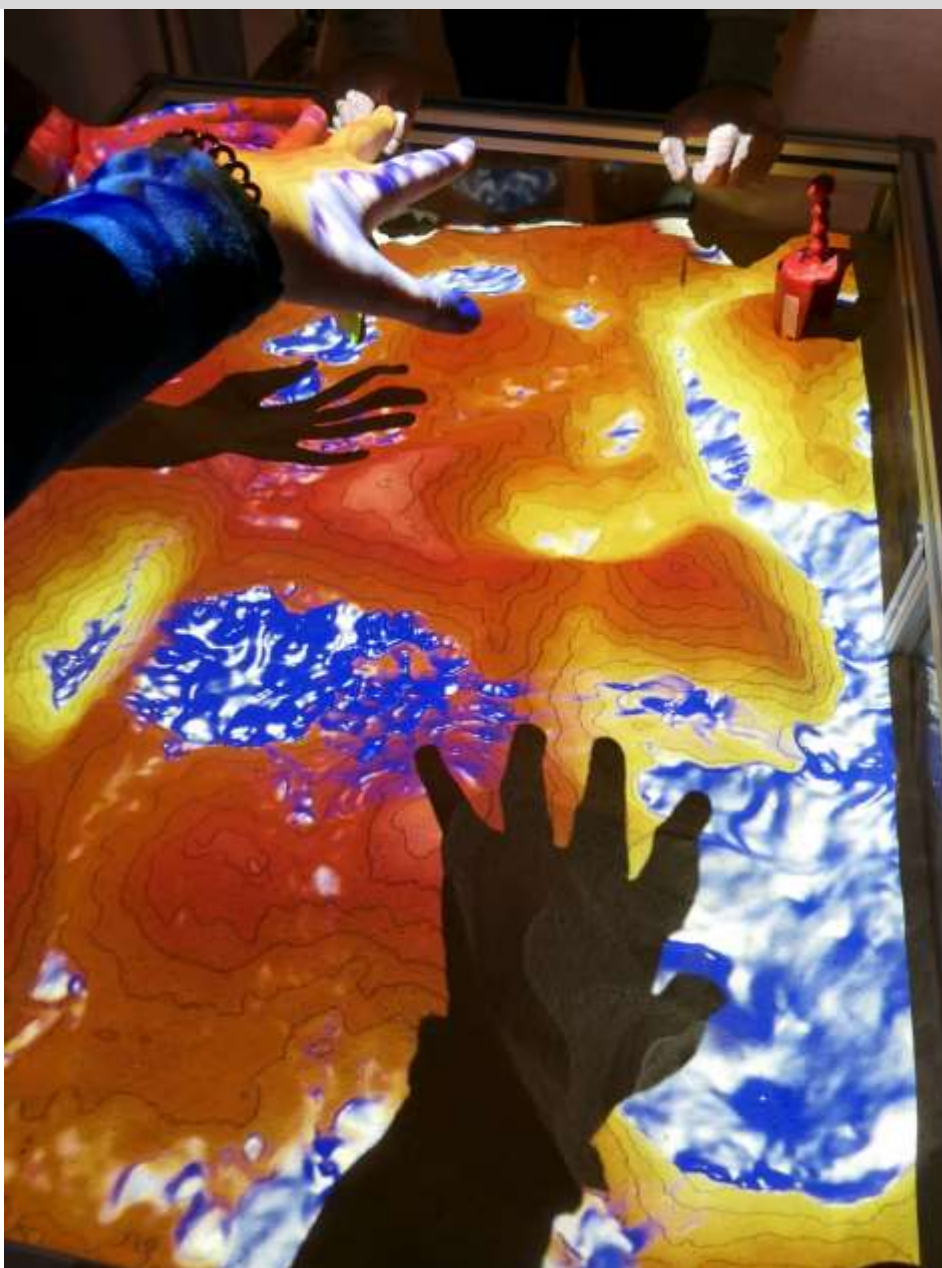




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Erasmus+ Programme  
of the European Union

## Intercultural Training

to prepare and motivate young Europeans to discover Europe



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**Brescia/IT, Darmstadt/DE, Liepaja/LV, Plock/PL 2019**

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## Table of content

<b>1</b>	<b><i>Introduction .....</i></b>	<b>4</b>
<b>2</b>	<b><i>Concept of the “Intercultural Training” .....</i></b>	<b>5</b>
<b>3</b>	<b><i>Module I: Raising Awareness for cultural pluralism .....</i></b>	<b>8</b>
<b>4</b>	<b><i>Module II: Intercultural Training Darmstadt - Teachware.....</i></b>	<b>25</b>
<b>5</b>	<b><i>Module IV: Intercultural Training Plock – Teachware .....</i></b>	<b>45</b>
<b>6</b>	<b><i>Module V: Intercultural Training Brescia- Teachware.....</i></b>	<b>50</b>
<b>7</b>	<b><i>Module III: Intercultural Training Latvia – Teachware .....</i></b>	<b>51</b>
<b>8</b>	<b><i>Module IV: Evaluation of the Intercultural Training .....</i></b>	<b>52</b>
<b>9</b>	<b><i>How much do you know about these countries? .....</i></b>	<b>53</b>

## 1 Introduction

### 1.1 Foreword

This “Intercultural Training” that is part of Erasmus+ project “Motivating young Europeans” (2017-1-DE02-KA202-004129). It contains exercises to raise the awareness for social and cultural pluralism.

This Training was developed by four vocational schools from four countries:

- **Heinrich-Emanuel-Merck-Schule** - Darmstadt (Germany)
- **Liepajas Valsts Tehnikums** - Liepaja (Latvia)
- **Instituto Andrea Mantegna** – Brescia (Italy)
- **Zespół Szkół Technicznych** - Plock (Poland)

The training contains specific content to prepare trainees for going abroad to one of the partner Cities. This training is based on an open concept. This means, even if there are suggestions on how the material can be used – you may feel free to take what you need to “Motivate young Europeans” to visit foreign countries and support the Europeans spirit of freedom and pluralism.

In this brochure are several QR-coded links- if they get invalid over time because the content gets updated, please use the link to our project-website: <http://erasmusplus-projekte.eu/>

Beside this concept for an intercultural training the “Guide for company explorations” was created by the project group. The project-team created four memory-game – one for each city – with amazing sights and professions you can learn about in each city that was part of the Erasmus+ “Motivating young Europeans” team. Some of the pictures from the memory-game you can find on the last pages of the binding!

### 1.2 Goals of the intercultural training

The key goal of the Erasmus+ Project “Motivating young Europeans” is to motivate trainees in the vocational system to take part in an internship to learn about the different (working) cultures in Europe. In our long lasting experience, many trainees hesitate to go abroad because they lack experience in dealing with foreign cultures on a professional level. The exercises in “Module I” were part of the “Intercultural Training” the project team went under, in Darmstadt during TPM 5. The modules on each country were designed by each project team.

All these exercises give our trainees to skills and the self-confidence to lower get out of their comfort zone and have unique experiences in Europe that will enrich their lives.

Use this intercultural training to:

- strengthen vocational educational training in your country and learn about different educational systems
- raise your awareness about the beauty and the difference of different cultures we have in Europe
- raise your motivation to “go abroad” and collect new experiences – no matter if it is for a week, a year or a lifetime

## 2 Concept of the “Intercultural Training”

Modules in the intercultural training

### Basic Concept



The modules of all countries are structured in the same way – that makes it easier to teach and learn the content. Each module contains information that will motivate you to go abroad and content that will make it easier to get basic information on each country and city within an Erasmus+ internship.

### Concept of a training module



Module I “Awareness for cultural pluralism” is based on the intercultural training that all participants of TPM 5 in Darmstadt (9. – 14. 12. 2018) took part in. This intercultural Training was held by Mrs. Elke Freiling and Mrs. Susan Ghané Basiri.

The content for each “national module” was created by the vocational schools representing their countries in the project. The content was partly created by trainees (e.g. description of sights in Darmstadt and language tutorials).

## 2.1 What cultures and countries does this training cover?

Because this content was created by four vocational schools in Latvia, Italy, Germany and Poland this training provides information (and motivation!) about these countries. If you are from one of these countries, you have three foreign cultures to discover! But maybe you like to test yourself about your own country? This training contains **six modules**.

## 2.2 How to work with this intercultural training? – Information for teachers

There are many ways to use the content – as long as you want to learn about foreign countries, you want to enhance the spirit of democracy – feel free to use the content as you like! . The exercises can be used in regular lessons and in a special preparation course for trainees that go abroad with the Erasmus+ project.

As a teacher you should feel free to make variations on the media, social forms if you think this would suit your class better. Your colleagues only provide you suggestions on how they would do it. Of course, you can use your educational skills and experience to make this training a success for your students!

However, the creators of this training have some examples for you on how the training could be used. May we guide you through?

## 2.3 Social Form

The idea was to use this content in a school (or company) to prepare trainees for internships in partner cities. Most exercises are created in a way that a teacher can use them in a classroom with several trainees. Because the social interaction is important in intercultural scenarios many exercises need to be done in a group. Other sections can be mastered alone.

Even if it is not (always) mentioned you can add further tasks for your trainees. It is always possible to let your trainees...

- write down what their expectations on a certain topic is (before the exercise referring that topic)
- take notes on what they have learned in the last exercise they mastered (maybe as a Mind-Map – single work or group work)

## 2.4 Media/ items needed

Some exercises can be done without specific objects – other require certain items (like scissors, paper etc.) or a computer/ tablet. Please check what items are needed before you start the lesson!

Of course, some medias can be switched. In case you change the way, an exercise was described make sure your work-around will work.

## 2.5 Order of content

This training contains **five modules** and one **final evaluation**. One “module” is a collection of “lessons”. One “lesson” is considered to last about 45 minutes.

We think it is a great idea to use the “**Introduction and Awareness**” module at first to raise the consciousness that there are similarities and differences between the cultures. In this module we



have several playful approaches for team-building. Since we are about to face some of our prejudices it is important to have an open-minded atmosphere!

Some of these “games” and the “reflection” afterwards take much longer than considered. Please keep that in mind!

The order of the “country-modules” is free of choice. One goal of the “country-module” is to raise the motivation to go abroad. It is not necessary to master the module about your own country. However – it could be fun to learn about your own country!

To improve this intercultural training and make it an even bigger success – please make the evaluation of each module and the final evaluation!

## 2.6 What else to think about?

- This content was created by trainees in a foreign country. Even if we tried to give our best- there might be some mistakes – please note them in the (final)evaluation.
- What do you want to teach other trainees about your country? Maybe you have an idea, or you want to create your own content- inform the Erasmus+ coordinator from your school!

### 3 Module I: Raising Awareness for cultural pluralism

This file documents the “Intercultural Training” that is part of Erasmus+ project “Motivating young Europeans” (2017-1-DE02-KA202-004129). The here documented training took place during TPM 5 in Darmstadt (9. – 14. 12. 2018) and was given by Mrs. Elke Freiling and Mrs. Susan Ghané Basiri.

The key goal of the Erasmus+ Project “Motivating young Europeans” is to motivate trainees in the vocational system to take part in an internship to learn about the different (working) cultures in Europe. In our long lasting experience, many trainees hesitate to go abroad because they lack experience in dealing with foreign cultures on a professional level.

The documented exercises were part of the “Intercultural Training” and should help the trainees to lower their shields and get out of their comfort zone and have unique experiences that enrich their lives.

The exercises can be used in regular lessons and in a special preparation course for trainees that go abroad with the Erasmus+ project.

#### 3.1 Exercise: Introduction Round with items

##### Goal of exercise

The group gets to know each other. This exercise should “break the ice” between the participants of the training. The answers help the trainer to get a better impression on the group and what the needs of the group are.

##### Material

##### Items

Remote control, old mobile phone, antenna, shell, stone, post card, flash light, microphone, plaster, Kleanex, leader bag, pocket knife, pen, CD,





## Working process

### *Input*

Select one item, which you like to possess, if you are in a foreign country

### *Task and Arrangement*

Every member selects an item.

### *Presentation*

Everyone is sitting in a chair circle, describes his/her item and declares why she/he selected it.

*Example: “My name is ... and I chose this ... because it would help me...”*

### *Reflection*

Trainer can find similarities between the objects and between the reasons why they were chosen.

## 3.2 Exercise: Cultural-Iceberg: Modelling and reflecting culture

### Goal of exercise

The trainees should receive a deeper understanding of the concept of “Cultures”. The term culture should be delineated to the concepts of nations, geography, traditions. As well the trainees should get an understanding what influences “culture”. For example, nationality, religion, geography can have an influence on culture – but these concepts are different.

### Material

Flip chart, marker

## Working process

### *Input*

The trainer asks “What do you associate with the word culture?”

### *Task and Arrangement*

The members put their hands up and tell the trainer what they associate with **culture**.

The trainer writes the key words on the flip chart. The trainer writes the words in a specific order (for an example see the picture below).

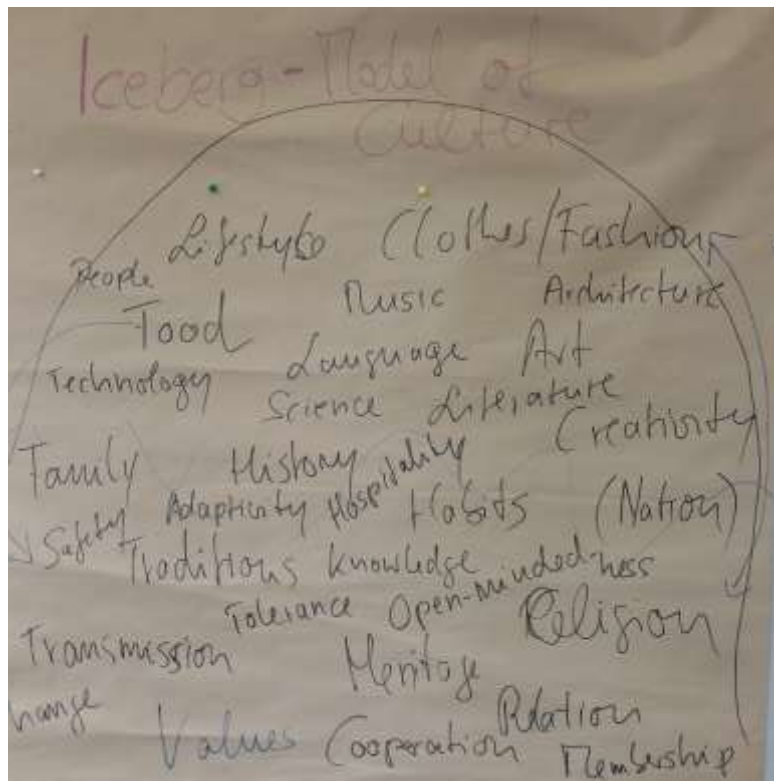
Things which are easy to spot (food, music, fashion) are written on the top of the flip chart, fundamental concepts like the three basic concepts of cultures - **values**, **cooperation** and **membership** are written on the ground of the flip chart.

### *Reflection*

Trainer asks the members why she wrote the key words in this special order.

The trainees should get that values, cooperation and memberships are the three main pillars of culture. Even if they are not easy to spot because they are abstract, they are the fundamental ideas of culture.

### Example of an “Cultural-Iceberg”



### 3.3 Exercise: Describe – Interpret - Evaluate

#### Goal of exercise

Learn about the differences between the process of describe, interpret and evaluate something

#### Material

An item which is not known to everyone.

Example for one item that was used in the intercultural training:



#### Working process

##### Input 1

Please describe the item.

### *Task and Arrangement*

The members hold the item and describe it with one property in the chair circle.

*Example: "This item is blue." "This item has a round side."*

### *Input 2*

Trainer: "Please interpret the item. The interpretation should consider an suggestion what this item might be used for". (Hint: The trainees should not judge/evaluate if the item is usefull).

### *Task and Arrangement*

The members hold the item and give a suggestion of what I can be used for in the chair circle.

*Example: "I think this item could be used for holding a window open."*

### *Input 3*

Trainer: "Please evaluate the item. You can mention if and why this object might be useful to you or why you consider it useless."

### *Task and Arrangement*

The members hold the item and evaluate if it is useful for her/him.

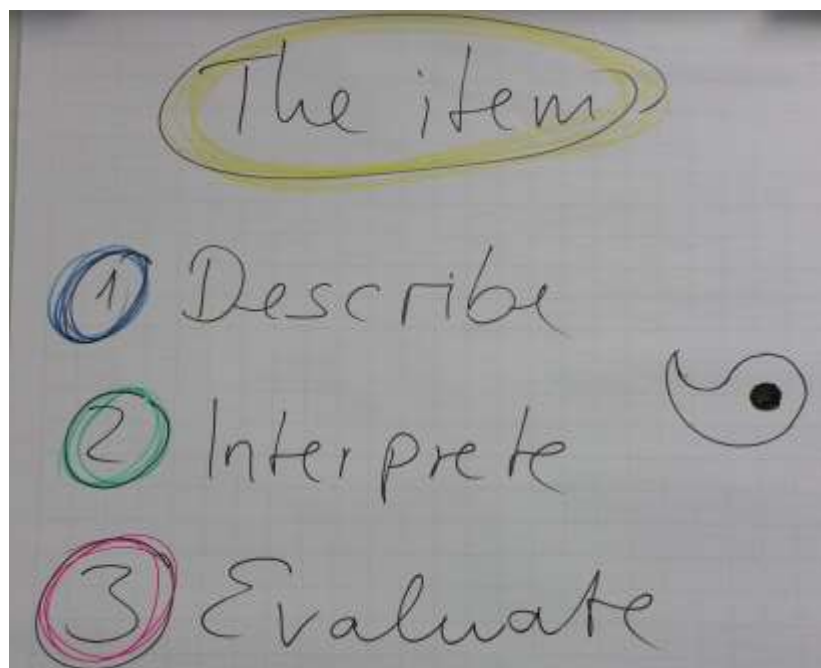
*Example: "It's useful for me, because it can hold the door open."*

### *Information for the trainer*

The trainer must insist on the members only to describe or to interpret or to evaluate, especially in the description round the trainer only accepts descriptions which are objective and measurable.

### *Reflection*

The three steps are connected and important. People of different cultures have common sense if the describe an item. They are more likely to have different interpretations and evaluations.



### 3.4 Exercise: Role Play Game

#### Goal of exercise

The role play shows which problems occur if different cultures come together.

#### Material

Description of “Experts”, “Derdians” and “Observers” (see Appendix A).

“Derdians” and experts: Ruler, scissor, pen, glue, paper

#### Working process

##### *Input*

The trainer splits the group in “Derdians” and “Experts”. In each group there are one or two observers (depending on the group size). For the preparation each group needs a separate room. Every group gets a description and read it (See APPENDIX A).

##### *Task and Arrangement*

Each group has 40 minutes to exercise the specific behaviours of the group. It is recommended that the trainer remains in the room of the Derdians. It is important that each group knows its specific culture and behaviour. For Example: The Derdians should know which items they are allowed to touch and how to greet each other.

The observer control if the group members stick to their rules and give hints how the rules can be obeyed. After 30 minutes the observer of the experts visits the Derdians for five minutes. He/she is not allowed to talk to them or have other interactions. After his visit the observer inform the experts about what he/she saw.

After this preparation the groups come together. They both should fulfil the task which is mentioned in the description.

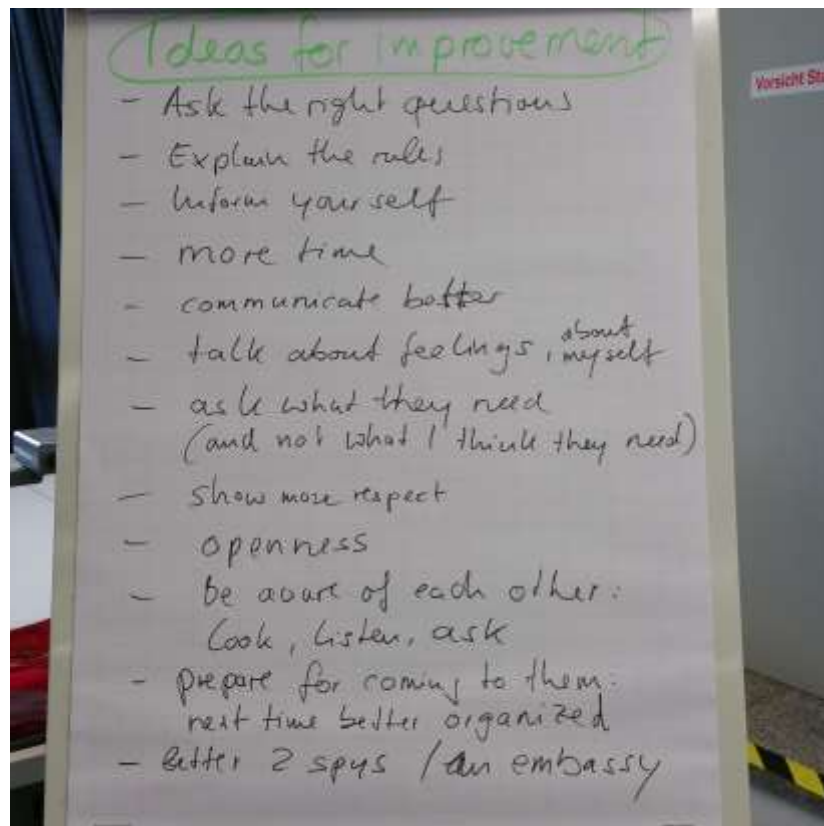
##### *Reflection*

- How did you feel in your groups?
- How did you feel when the other group entered your room?
- How did the other group (Experts, Derdians) behave?
- What were the goals of the two groups?
- Why were you not able to build the bridge?
- What should have been done to build the bridge?

Later on the trainer should help to transfer the knowledge gained into our daily life. The following questions might help:

- Where can we find this in our common life?
- Where can we find this in our ERASMUS activities?
- How can we deal with such problems?

- How can we use the model of Describe-Interpret-Evaluate in such situations?



### 3.5 Exercise: Culture Dimensions

#### Goal of exercise

Understanding cultural differences

#### Material

Cards with different culture dimensions (APPENDIX B)

Lego, lines, paper, pen, toy bricks,

#### Working process

##### *Input*

The trainer splits the members in groups with at least three people in it. Each group has to explain one cultural dimension.

##### *Task and Arrangement*

Each group receives a card with a dimension, on this card there are two different shapes of a dimension. For Example: Referring the "Sense of time". There are monochronic and polychronic forms. Each has its advantages and disadvantages.

Each group has to highlight these pros and cons. They are able to use items or act

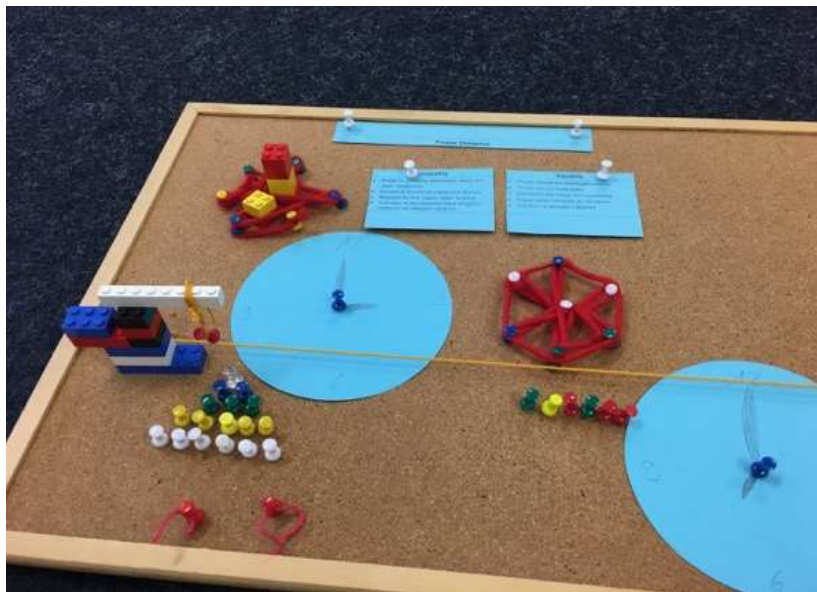
like protagonists in a theatre.

#### *Reflection*

- Please describe, what the group showed in their presentation.
- What are the pros and cons for shape 1/2 from this cultural dimension? (interpretation)
- How did you feel while you acted?
- Why did you use this specific item?
- Which similarities does this group work has with the aspects we talks about before?
- Please find examples from your daily life, which underlines the dimensions.
- What are your personal consequences after this exercise?

#### *Example of a working result of a group*

This object represents the Cultural Dimension “Power Distance”. On the left side the inequality between humans is being shown. The right order of the pins shows the connection and equality between the peer group.



### 3.6 Exercise: Direct and indirect Communication

#### **Goal of exercise**

This exercise should help to understand that there are different forms one cultural dimension has. Especially with trainees from several different countries the culture specific manifestations can become visible.

#### **Material**

Line (approx. 5 meters)

Cultural dimensions (Appendix B)



## Working process

### *Input*

The trainer names one cultural dimension and the two shapes that exist (see Appendix B). E.G for analysing “Sense of time” one end of the line represents the “monochronic type”, the other end the “polychronic type”. Everyone has to position him-/herself on the line where he thinks he belongs. Trainer: “Position yourself on the line. The right side stands for “polychronic type”, the left side stands for “monochronic type”. (Special: The trainer can prohibit to position in the middle, so results are more clearly).

### *Task and Arrangement*

The trainer lays a line in the room. Each end of the line represents one form of an “Cultural Dimension”.

This exercise can be done with any cultural dimension. It is crucial that the concept of each cultural dimension is known to the trainees in advance. This exercise can be done before or after the “Cultural Dimensions” exercise.

### *Reflection*

The trainer can ask:

- Why did you position yourself where you stand?
- Is it important for you to be *shape 1* or *shape 2* (e.g. monochronic or polychronic type) type and why?
- How do you feel if you are late?
- What would happen to you if you were late?
- What do you think why even in polychronic cultures some appointments (like the beginning of school) is fixed and everyone sticks to it?



### 3.7 Exercise: Cards

#### Goal of exercise

Different life situation connected to feelings

#### Material

Life situation on small cards, feeling on bigger “frame” cards

You can put the small cards on the bigger cards.

#### Working process

##### *Input 1*

The members are in a chair circle. They pick up a small card and should describe the card and explain what they associate.

##### *Task and Arrangement 1*

Each member describes the life time situation which is on the card. Then they explain what they associate with the card.

For example: *“On the card there is a clear desk in an office. Unfortunately, I don’t have a clear desk at home. So I will have to clean it soon.”*

##### *Input 2*

The members should pick up a bigger card and connect the small with the bigger card.

##### *Task and Arrangement 2*

Each member finds out similarities between the life situations and the feelings (big cards).

For example: *“The picture which shows a thief in my house does have a connection with the feeling of trust. I always feel safe in my house and there is always a feeling of trust. If thieves are in my house, I don’t feel it anymore.”*

### Reflection

Which role do the feelings and which role does your mind play in this exercise?

Does culture take influence on the connection between the life situation and the big card?

#### *Information for the trainer*

The trainer has to support the trainees that they should follow the model of Describe-Interpret-Evaluate.

### Impression of the materials used



## 3.8 Exercise: Exploring a new country

### Goal of exercise

Preparing yourself for a trip/for an internship in a foreign country.

### Material

Flip chart, marker

### Working process

#### *Input*

The trainer splits the members in groups. They should write aspects regarding to the goal of the exercise.

#### *Task and Arrangement*

The members write down important aspects for people wanting to visit other countries.



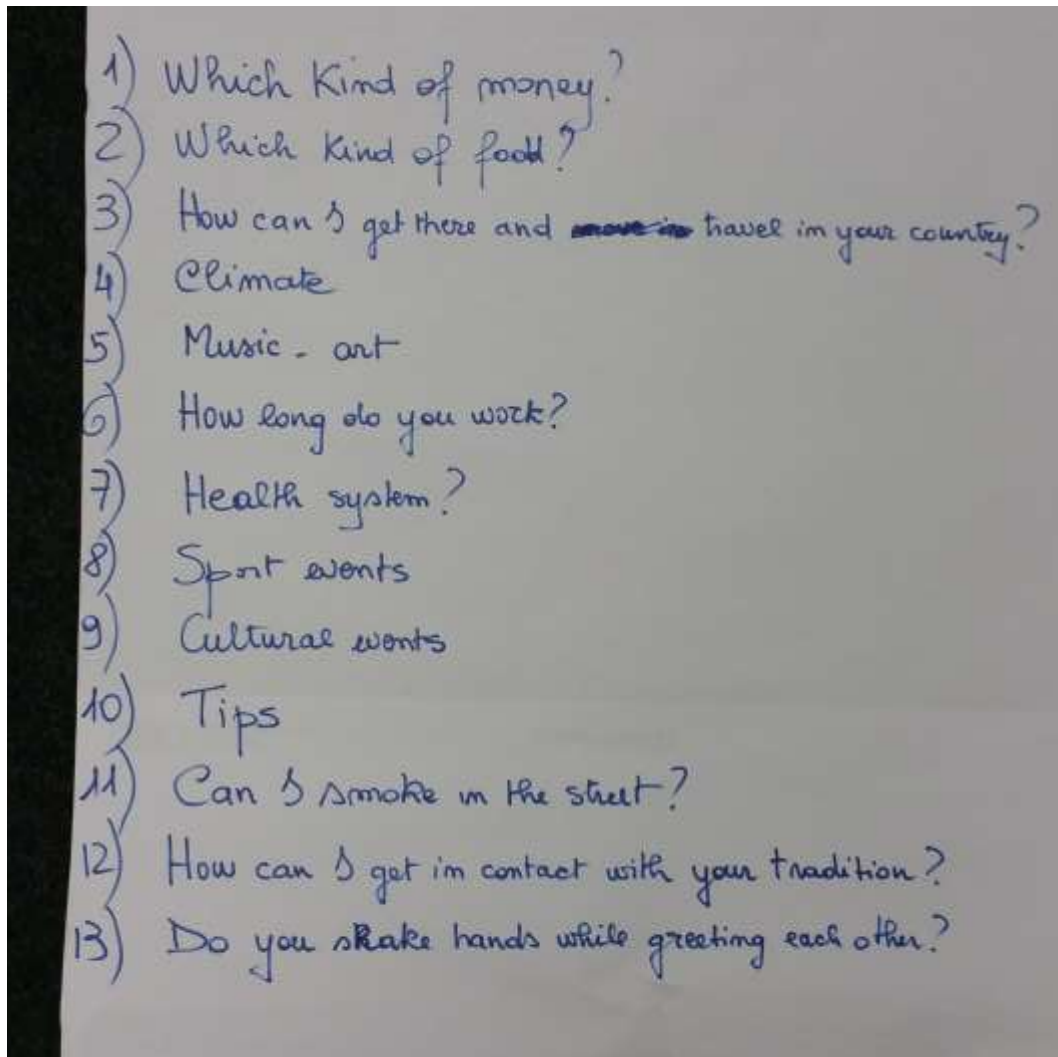
For example: “How is the health care system in this country organized?”

“What documents are required for working in this country?”

### Reflection

- When should our trainees ask these questions?
- How do we gain experts to find answers to these questions?

### Possible results and questions



### 3.9 Evaluation

#### Goal of exercise

The evaluation should improve the intercultural training. The trainer gets direct feedback from the participants and enhance his skills.

#### Material

Flip chart, marker

#### Working process

##### *Input*

Please give a serious feedback to the intercultural training.

- What did you expect?
- What did you feel?
- What did you learn?
- Did your expectations fulfill?
- What should be improved in this training?

##### *Task and Arrangement*

The members are sitting in a chair circle and tell each other the individual answers to the questions.

For example: *“I expected ... point two was fulfilled ... point four was not part of the training.” Or “I was not aware that ... has such a high influence on culture, as we have seen in the exercise number ... my cultural dimension ... seems to influence foreigners strongly.”*



### 3.10 Appendix A – Role Play Game

#### At the Dardians

Topic: Different cultural roles

Material: Paper, pencil, ruler, scissors, glue  
Copies of the rules

Participants: 10 or more

Time: 2 hours

This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour, analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the Dardian culture beforehand, so keep them with the engineers in the beginning.

Reflection and evaluation Debriefing: After the game the two groups of participants take a piece of flipchart and note their comments to the following three points:

#### 1. Feelings

#### 2. Facts

#### 3. Interpretations

The following points should be discussed in plenary:

- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed / What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same that was perceived by the others?
- What influence did my cultural background have on the role I took on?





## The Derdians

### Situation:

You live in a country called Dardia. Soon a foreign team of engineers will come to your village and teach you how to build a bridge. This bridge is very important for you and your country.

The bridge will be built out of paper, using pencils, rulers, scissors and glue. They will bring the materials and tools. You know how to use those tools, but you don't know the construction techniques. Therefore you need the experts.

- **Cultural identity:**  
You are proud of your people and your culture. You know that you cannot build the bridge on your own, but you don't consider the foreigner's culture and education as superior. Because your own behaviour is natural to you, **you can not explain it to the experts** (this point is VERY important).
- **Contact to foreigners:**  
You like company. Therefore you also like foreigners. All people are welcome.
- **Language:**  
Yes/No: Dardians don't use the word no. You always say yes, although if you mean 'no', you accompany the 'yes' with looking on the floor (you should practise this well).
- **Greetings:**  
It is very important to greet each other when you meet, even when you just pass someone: Stand one step in front of each other. Your head is lightly bent downwards; eyes looking down. When you shake each other's right hand, your elbow is close to your body. Don't take your counterparts's full hand – just the fingers. The left hand is behind your body.  
  
There is one exception: Men and women don't shake hands, they just bow slightly.  
  
The greeting may take a while. It's impolite to "come to the point" directly; you should first exchange some friendly words, ask about the other's well-being and about their family.
- **Work behaviour:**  
While working, the Dardians touch a lot (men – men; women – women; but not men – women). The tools are gender-specific: scissors are male, pencils and rulers are female. Glue and paper is neutral. Men never ever touch a pencil or a ruler. The same goes for women and scissors.



## **The Experts**

You are a group of international engineers. You shall teach the Dardians how to build a bridge. You have 30 minutes for preparation and 25 minutes for teaching them.

First you should take time to carefully read these instructions and decide together about the way you are going to build the bridge. After a specified time, two members of your team will be allowed to go and make contact for 2 minutes with the Dardians where the bridge shall be built. You will then have 5 minutes to analyse their report and complete the preparations.

After this the whole team of engineers goes to Dardia to teach the Dardians how to build the bridge.

## **The bridge**

- The bridge will be symbolized by a paper bridge. The bridge will link two chairs or tables over a distance of approximately 40 cm. It has to be stable enough to support the weight of the scissors and the glue used in its construction.
- The bridge or the pieces of the bridge cannot just be cut out and assembled in Dardia because otherwise the Dardians would not learn how to do it themselves. You have to teach them all the stages of the construction.
- The bridge will be made with pieces of paper, each one 4 cm wide. The size must first be drawn with ruler and pencil and then cut out. The pieces may then be folded, stuck together etc.
- You may only use for the planning and building: paper, glue, scissors, ruler, pencils.
- Time for planning and preparation before going to Dardia: 30 minutes
- Time to teach the Dardians to build: 25 minutes
- Afterwards you will have time to reflect about the process.



## 3.11 Appendix B – Cultural Dimensions

## Culture Dimensions

After:

Hall, Edward T. and Mildred Reed Hall: Understanding cultural differences. 1990

Hofstede, Geert: Culture's Consequences. Comparing values, behaviors, institutions and organizations across nations. 2001

Trompenaars, Fons and Charles Hampden-Turner: Riding the waves of culture. 1998

Reference Group	
Individualism / Me	Collectivism / Us
<ul style="list-style-type: none"> <li>• People are autonomous personalities</li> <li>• Everyone is responsible for himself / herself</li> <li>• Everyone is entitled to his/her own opinion</li> <li>• Bonds between individuals are loose</li> <li>• Own progress is valuable</li> <li>• Success and failure of a person only affects the person himself / herself</li> </ul>	<ul style="list-style-type: none"> <li>• People are defined by their affiliation to a community</li> <li>• Loyalty and responsibility apply to the community</li> <li>• Opinions develop within the community</li> <li>• Relationships between members of a community are strong and long-lasting</li> <li>• Tradition is valuable</li> <li>• Success and failure of a person are relevant for the whole community</li> </ul>

Power Distance	
Equality	Inequality
<ul style="list-style-type: none"> <li>• Power should be distributed evenly</li> <li>• There are no hierarchies</li> <li>• Decisions are made democratically</li> <li>• Equal rights between all members</li> <li>• Criticism is allowed / desired</li> </ul>	<ul style="list-style-type: none"> <li>• Power is unevenly distributed; there are clear hierarchies</li> <li>• Decisions should be made from the top</li> <li>• Respect for the "upper ones" is great</li> <li>• Criticism of the powerful ones (mightier ones) is not allowed / desired</li> </ul>

Status Gain	
Achievement	Attribution
<ul style="list-style-type: none"> <li>• Current performance determines the status</li> <li>• Success is important</li> <li>• Ascent but also descent are relatively easy</li> </ul>	<ul style="list-style-type: none"> <li>• Status is attributed based on fixed characteristics</li> <li>• Age, title, name, position, membership of a particular community determine the status</li> <li>• Status is inherited or passed on through generations</li> </ul>



Gender Roles	
Permeable	Predetermined
<ul style="list-style-type: none"> <li>• Tasks of women and men overlap</li> <li>• Both genders should care about quality of life, should be modest and sensitive</li> <li>• Job opportunities are open to both sexes</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks of women and men are clearly defined</li> <li>• Men should prevail and feed the family, women should be sensitive and take care of the house and the children</li> <li>• Men represent the family outward, women inside</li> <li>• There are "women's jobs" and "men's jobs"</li> </ul>

Rule Orientation	
Universalism	Particularism
<ul style="list-style-type: none"> <li>• There are principles that must be adhered to</li> <li>• The same rule applies to all</li> <li>• Justice knows no exception</li> <li>• Situations should be viewed objectively</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are taken on a case-by-case basis</li> <li>• Special people deserve special treatment</li> <li>• Situational decisions do justice to everyone</li> <li>• Personal feelings must be taken into account</li> </ul>

Avoidance of Insecurity	
High	Low
<ul style="list-style-type: none"> <li>• Unforeseen events cause anxiety</li> <li>• Clear conditions are important</li> <li>• It is important to establish and follow rules</li> <li>• Uncertainties are reduced by established rules and institutions</li> <li>• The society is homogeneous</li> </ul>	<ul style="list-style-type: none"> <li>• Unforeseen events are frequent and are tolerated</li> <li>• Despite unclear circumstances the ability to act remains</li> <li>• It is always possible to improvise</li> <li>• Different courses of action are tolerated</li> <li>• The society is diverse and heterogeneous</li> </ul>



## 4 Module II: Intercultural Training Darmstadt - Teachware

### 4.1 Lesson – Motivation – why go to...?

**Lesson: Motivate your trainees to make an internship in Darmstadt!**

**Goal: Trainees should get motivated to go abroad. They should name their fears**

Step	Action
1.	Teacher motivates with Video
2.	Teacher <ol style="list-style-type: none"><li>1. “Write down why it could be interesting to go abroad” (individual work for approx. 5 minutes)</li><li>2. “Compare with the trainees in your group what you wrote down.” (group task: 3-5 trainees; approx. 5-8 minutes)</li><li>3. “Present your results to the class” (approx. 10 minutes)</li></ol>
4.	Teacher asks ”Why do you think some people do not go abroad – even if it sounds so promising?”
5.	Referring the “General Intercultural Training” – what could we learn about differences in societies and cultures? How do these hopes and fears match those you worked out?”

**Link to the video:**



**What should the trainees learn?**

- There are reasons to go abroad (for some weeks, month or years)
- Many reasons why not to go abroad are related to a lack of knowledge. We are going to decrease this lack of knowledge on Germany.

## 4.2 Lesson – Basic Professional Training

### Lesson: The “dual system” in VET

You want to learn about the dual system? What are popular professions in the City of Darmstadt?

We prepared several videos – that unfortunately can not be printed. You can watch them on our youtube playlist by using this QR-code! The videos will be updated.

**Goal:** Learn about the vocational educational training (VET) in Germany, that takes place in the “dual system”

Step	Action	Media
1.	Teacher welcomes trainees and presents topic	
2.	Teacher shows video about the “dual system”	Video on the Dual System (6 minutes)
3.	Teacher gives task: “Visualize the dual system in a Mind Map (alternative a table etc.)” (about 8-10 Minutes)	Paper or Computer program/App for Mind Maps (Mind Manager, Free Mind)
4.	Teacher gives task: “Compare the German dual system to our VET. What is similar, what is different?” (5-10 minutes)	pen& paper or Computer program/App for Mind Maps (Mind Manager, Free Mind)
5.	Trainees present their Mind-Maps Teacher moderates (10-15 minutes)	Mind Map of trainees
6.	Trainees should learn more about the apprenticeship of IT-Specialists	<ul style="list-style-type: none"> <li>• Video on IT-Specialist-Apprenticeship</li> <li>• What IT Specialists learn</li> </ul>
7.	Deepening: Trainees learn to pronounce professions in German language	<ul style="list-style-type: none"> <li>• Learn how to pronounce some German jobs</li> </ul>

#### What should the trainees learn?

- The dual system is a system of VET where companies and vocational schools educate the trainees together
- The Chamber of Industry and Commerce
- Trainees earn 400-1000 € a month starting their vocational training
- To find an apprenticeship the pupils apply to a company
- IT specialists, Electronics and Mechatronics are very common jobs in the region of Darmstadt

Link to the videos:





### Lesson: VET of IT-Specialists in Germany

**Goal:** Deepening the knowledge about apprenticeships in Germany. Learn how IT Specialists are trained in the “dual system”. For the videos, use the QR-code above.

Step	Action	Media
1.	Teacher welcomes trainees and presents topic	
2.	Trainees learn more about the apprenticeship of IT-Specialists  Trainees watch videos and take notes (table, Mind-Map)	<ul style="list-style-type: none"> <li>• Video on IT-Specialist-Apprenticeship (3 minutes)</li> <li>• What IT Specialists learn (5 minutes)</li> </ul> PPT Presentation on IT-Specialist Apprenticeship
3.	Teacher gives the task “Compare the VET of IT Specialists in Germany compared to our country.” (10 Minutes)	Video and PPT Presentation from Video can be given to trainees  Paper&Pencil or Computer
4.	Discussion on similarities in the VET (10 Minutes)	

#### What should the trainees learn?

- IT-Specialists Highly demanded
- IT-Specialists are deepening their knowledge in four different branches

**Lesson: Use the “Guide for company explorations” to Prepare an excursion to a company**

**Goal:** Deepening the knowledge about apprenticeships in Germany. Learn how IT Specialists are trained in the “dual system” The Guide for company explorations is available at [www.erasmusplus-projekte.eu](http://www.erasmusplus-projekte.eu) No matter if the company exploration will be done or not- preparation of tasks is always important.

Step	Action	Media
1.	Teacher welcomes trainees and presents topic and Hands out “Guide for company explorations”	Paper or PDF-File
2.	<p>Task “Imagine you want to make a company exploration (CE) in a company that has jobs you are in VET for”</p> <p>Use the Guide for company explorations to:</p> <ul style="list-style-type: none"> <li>• name all steps to master a professional company exploration</li> <li>• create a letter to ask for a CE (optional)</li> <li>• create a questionnaire for a CE to learn about the company and/or the jobs they provide</li> </ul> <p>Document your results.” (30 minutes /optional to complete in a homework))</p>	<p>Paper&amp; Pencil</p> <p>or</p> <p>Computer</p>
3.	Trainees present their questionnaires	
4.	Addition: Maybe you can find a teacher from a partner-school that will answer you many questions from the trainees in a video-conference	Skype

The “Guide for company explorations” is another product of the Erasmus+ project “Motivating young Europeans”. Preparing a professional company exploration takes more than a day. Even if you do not have the time to prepare it entirely in your lesson, your trainees should get a sense on how a company exploration should be prepared!

**What should the trainees learn?**

- There is a difference between a company exploration (professional) and a company visit (touristic)
- It is important to prepare Questions about the company
- For a CE it is crucial to prepare questions about the job one would like to exercise and to learn about the application-process

### 4.3 Lesson – Social and cultural life

**Goal: Going abroad is not only because of job-possibilities. Other countries and cities have interesting social and cultural events you should learn about!**

On this topic there is a lot of material available. The teacher can decide between texts, videos and a self-made-website.

Step	Action
1.	Use the video to give a first overview about sights in Darmstadt
2.	Trainees should pick sights they like to inform about <ul style="list-style-type: none"> <li>a) There are descriptions of sights in the subfolder “sights” (in English and German)</li> <li>b) A self-made Website can be used</li> </ul>
3.	Task ”Create a list of events and sights you like to visit! Check on google maps where these sights are located”.
4.	Present a list of your top 5 “I want to visit” locations”
5.	Test your knowledge on Darmstadt with a Quiz

**Material:** Use the information sheets and videos created by HEMS trainees. The information sheets are in chapter *Motivation – Why go to Darmstadt?*



**What should the trainees learn?**

- The home city is nice, but there are other interesting places that are worth visiting
- There are some cultural, architectural similarities between the cities. Maybe you find some Jugendstil (Art nouveau) Buildings in your city or you have many churches as well?



#### 4.4 Lesson – Language Training

##### Lesson:

**Goal:** Trainees should get an impression on how the language sounds. With tutorial-videos they learn to pronounce some words in the German language.

Step	Action	Media
1.	Teacher motivates to learn words in a foreign language. The teacher asks for foreknowledge	
2.	Depending on the foreknowledge trainees can watch different videos.  Task: “Try to memorize at least 10 words in the German language”.	Videos: From easy to hard: <ul style="list-style-type: none"> <li>• Basic words (easy)</li> <li>• Sighthseeing in Darmstadt (easy)</li> <li>• Names of professions (basic)</li> <li>• Data Processing (advanced)</li> <li>• Electrical Engineering (advanced)</li> <li>• IT Specialist VET (difficult)</li> </ul>
3.	Task “All trainees get up and walk through the room. When someone comes in your physical reach, you handshake and a) great him in German and then b) you say good bye in german”  Advanced also ask the other how he/she feels!	videos

##### What should the trainees learn?

- It is helpful to learn a few basic words in foreign languages
- Learning languages in a playful approach can be fun

Link to the learning-videos:



#### 4.5 Motivation – Why go to Darmstadt? Content for Lesson 1

You can learn about the sights in Darmstadt from the various information sheets that were created by our trainees (English and German language available!). As well our trainees created videos to present some of our most lovely sights.

Have a look at our Youtube channel!



#### Sightseeing – Castle “Residenzschloss Darmstadt”

The residence castle Darmstadt, also named city castle, is located in the central of the City Darmstadt and was the residence of the Grand Dukes of the City of Darmstadt.

The Castle today consists of 2 perpendicular to one another squalid wings with S-shaped floor plan. The bell tower is 39m high.

In the castle is:

- Institute of Technical University Darmstadt
- The libraries of TU Darmstadt
- In the older part of the castle the Chateau Museum, founded in 1924 with 22 Rooms
- German Poland Institute in Manor House
- Castle Garden „Schlosscafe“
- Cellar Club „Schlosskeller“

Since the removal of the University and Provincial Library (ULB) into a new building in October 2012, the former rooms and the Chateau Museum are being renovated. The complete renovation will be completed at the end of 2017. Afterwards the bureau and parts of the central administration of the Darmstadt University of Technology are to be drawn up. In addition, the Faculty of History and Social sciences, together with his book stocks, will again be found in the Castle Square. Furthermore, the German Polish Institute is transferred from the “Mathildenhöhe” into the castle. The restricting measures are estimated at around 41 Million Euros.



The western part of the castle moat should be repaired by spring 2017.

In the middle of the 13th Century the water castle was built by the dukes of Katzenelnbogen. Till the middle of the 15th Century it was upgraded to a palace.

1518 the palace was attacked by Franz von Sickingen and was destroyed for the first time. In the following years it was completely rebuilt.

1576 the palace was converted in a Renaissance property by Landgrave Georg I. and the water moat was added to the palace.

The French architect Louis Remy de la Fosse gets the assignment to build a Baroque palace with four big wings. Because of the money shortage they could not finish the renovation.

As Hessen joined the Rheinbund (Federation of small “states” around the river Rhein) in the year 1806 the palace becomes the residence of the dukes from Darmstadt.



### Sightseeing Darmstadtium

A giant research and conference center with excellent IT infrastructure.



The naming - in a competition proposed by Peter Strehl and Christian Dindorf - was inspired by the name Darmstadtium, which is a chemical element discovered in Darmstadt 1994 in the year 2003. This connection to science and at the same time as a name for a house seemed to the then-Lord Mayor Peter Benz ideal for the congress center.

To be found in Schloßgraben 1 in the center of Darmstadt.



The Darmstadtium is suitable for international conferences and congresses. It is perfectly designed for events of the extra class and is with its 18,000 square meters and is designed with its 21 flexible seminar and conference rooms also for large events.

Its network technology is expanded so far that an Internet connection with up to 10 Gigabit is allowed. After the 2013 modernization, the surfing of up to 3,000 visitors is ensured with a transmission rate of 600 Mbit / s.

The construction costs were paid entirely by the city of Darmstadt. The final settlement of the construction costs of September 2010 shows an amount of 90.5 million euros, compared to originally estimated 77 million euros. This sum did not include the interior construction and the costs for the completion of a small hall for use for parallel events in the Great Hall.

Since January 1, 2011, Lars Wöhler has been appointed as the new Managing Director, whose declared goal is to improve cooperation with research - especially TU Darmstadt - and companies (key account management). The hoped-for increase in sales is intended to limit the required subsidy to the operating costs to 1.2 million euros. In 2014, sales of more than EUR 4 million were recorded for the first time, while the cost of operating expenses is steadily reduced.

In 2014 the Darmstadtium was finally completed with the expansion of the Small Hall. The total construction costs are finally EUR 93.5 million (expansion of the small hall below EUR 4 million).

### **Sightseeing – Museum**

The Hessisches Landesmuseum is a universal museum. It is one of the most significant Museums in Germany. Besides the normal exhibitions, they also have special ones, for example Expanding Worlds.

It also features an important arts collection, including Pieter Brueghel the Elder's The Magpie on the Gallows.



### **What kind of exhibitions do they have?**

Pre- and ancient history - Greek and roman archeology - Glass paintings from the Middle Ages to the 20th century - paintings, plastic, arts and crafts, since the Renaissance – physical cabinet and historical music instruments – Geological and Mineralogical Collections – Paleontological Collections (Fossils from the Messel pit) – ethnographic collection

### **The History**

1906, the museum opened for the first time. The exhibition nowadays has their roots from 1820, when Ludewig the 1st ruled Darmstadt. 1955 after the war ended, the museum opened again. 2007 to 2014, the Museum was closed. They used this time to restructure and redevelop the building

### **For opening times, prices and contact:**

<https://www.hlmd.de/>

Friedensplatz 1  
64283 Darmstadt  
Tel: 06151-165703

## **Ludwigsmonument**

### **About the „Lui“:**

The Lange Ludwig is almost six meters high and 5400 kg. In his right hand he holds the new constitution of the Grand Duchy of Hessen. His eyes are on Rheinhessen on the newly conquered lands during his reign. The statue was donated to thank the first Hessian constitution of 1820 and today is one of the most famous urban monuments.



### **The History of the monument:**

The Ludwigsmonument is now one of the most famous landmarks of the city of Darmstadt and especially in the west of the city. The actual history of the monument began in May 1837, when twelve Darmstadt citizens asked all inhabitants of the Grand Duchy of Hessen to donate a monument. It was to be dedicated to Ludwig I, grand duke of Hessen, and to the Rhine, to which the Grand Duchy of Hesse owed its greatest extent and the residence of Darmstadt a new flower. Ludwig I was to be honored by this monument not only as a benefactor of the country in general, but in particular as the founder of the Hessian constitution of 1820.

#### **Data:**

- 39.15 meters high
- 172 steps
- Located at the Luisenplatz
- Inauguration on 14 June 1841

## **Mathildenhöhe**

The “Mathildenhöhe” is the highest elevation in Darmstadt with 180 meters.

19<sup>th</sup> century: garden area from the large court yard



1833: remodeling in the style of an english countryside park

1877-1880: construction of a water reservoir for supplying water.

1897: construction of a russian chapel for Ludwig's wife

### **Contact**

Institut Mathildenhöhe  
Olbrichweg 15  
64287 Darmstadt  
Telefon +49 6151 132778  
[mathildenhoehe@darmstadt.de](mailto:mathildenhoehe@darmstadt.de)  
T +49 6151 132778

And if you're hungry we prefer the best Döner restaurant “City Palast” in Darmstadt.



### Old City hall (Ratskeller)

The “altes Rathaus” ( old town hall) is on the south side of the marketplace compared with the castle. It was built in 1598 after the plans by Jakob Wustmann. In the old town hall there are the registry office and the “Ratskeller”. Moreover, it is an office building and a Hessian cultural monument.



### History

In the years 1566-1569 a new town hall was built on the marketplace south side. In 1598-1601 a new town hall was established at the same place. After an outside renovation in 1914 a complete inside renovation followed in the years 1926/27. 4th of August 1927 the old town hall was initiated solemnly.

With an air raid in 1944 the old town hall was strongly destroyed. In 1954/55 the old city hall was rebuilt completely.

### The “Ratskeller”

The “Ratskeller” is a traditional house brewery. The "old broad" ambience, “urisch” as the Hessians say, invites for staying. With dishes and drink one can go well the guests, whether in the brewing room in the ground floor, the restaurant "regent's room" in the 1st upper floor or the romantic brewing cellar in the historical vault cellar. In summer the beer garden with look at the castle, invites to the relaxation.

#### Events

Schoppeschtund - Daily from 5.30pm to 6.30pm  
in the brewing room and in the brewing cellar:



#### 4.6 Social and cultural life in Darmstadt

To find more on the recommendations use the search engine of your choice!

##### Events in and around Darmstadt

- Partyamt** The “party-office” has many listed events – some require no entry!  
<https://www.partyamt.de/>
- Frizz** Event calendar of the City magazine “Frizz Stadtmagazin”  
<https://www.frizzmag.de/topics/darmstadt/>
- Eventcalendar** Events listed officially from the City of Darmstadt at  
<https://www.darmstadt.de/veranstaltungskalender>
- Locations** Learn about some of the Bars, Pubs and Clubs in Darmstadt  
<https://www.darmstadt-tourismus.de>

##### Events you should know about

###### What happens?

- May** **Schlossgrabenfest** largest music festival in a German City (free!) about 400.000 visitors come over the weekend. As well it is the largest music festival in a city in Germany!
- June/July** **Heinerfest** lasts for 10 days and is the major folk festival
- September** The “**Weinfest**” is good to learn about local grown products
- December** **Christmas market** “Weihnachtsmarkt” around the city castle it usually starts one week before the 1<sup>st</sup> advent (around end of November)

##### Public transfer



[Deutsche Bahn](#) is the major railway service in Germany. If you plan in advance you can save quite a lot of money



[RMV](#) is the regional transport service that provides many subways, busses and trams. A ride in Darmstadt city costs about 3.50 Euros. A trip to Frankfurt costs about 9 Euros each direction. Go for daily, weekly and monthly tickets! Prices are always the same, no matter when you buy tickets



Heag Mobilo – is the Darmstadt local transportation service. They highly cooperate with RMV-tickets are always valid for both services.



### More on public transport tickets from RMV:

- All companies offer Mobile Apps for Android and iOS. They are highly recommended
- If you want to buy tickets you need to look for the region numbers. If you drive in Darmstadt City your region code is 4000
- Always buy a ticket – dodge paying the fare are fined with at least 60€
- Tickets can be bought on ticket automats and in busses.
- **Tickets never can be bought in trams and subways!**

### Companies

<b>Merck KGaA</b>	One of the leading companies in Germany. Almost 90% of liquid crystals in LCD Displays are produced in this company.
<b>TU Darmstadt</b>	Beside the 30 000 students the University is an employer for about 6000 lecturers, IT-staff, electrical engineering personal etc.
<b>Entega</b>	Local power supplier with lots of different job opportunities!
<b>mg softech</b>	Is a typical German medium sized (SME) company with about 50 employees developing software in the heart of Darmstadt
<b>Esoc/Eumetsat</b>	Here all civil european satellites are controlled
<b>GSI</b>	Gesellschaft für Schwerionenforschung. Within the City borders there is a huge research facility for “heavy ions”. Here six different chemical elements were found – the best known are “Darmstadtium” (#110) and “Hassium” (#108)

## 4.7 How to spend your free time

<b>Luisenplatz</b>	It is the central square in Darmstadt. Here almost all trams and many busses drive by. This is why it is common to meet here. Several cafés and bars are near by!
<b>Martinsviertel</b>	Also called “Watzviertel” (pigs quarter) because citizens held many pigs. Now it is a district very famous for going out, especially amongst students.
<b>Woog</b>	the swimming lake in the city, just 10 walking minutes from the Luisenplatz
<b>Darmstadtium</b>	Darmstadtium is the name of a chemical element that was researched in Darmstadt. The congress hall carries its name.
<b>Mathildenhöhe</b>	Maybe you don’t mind a bit culture? The Mathildenhöhe is the center of Jugendstil “Art Nouveau”. Beside the Wedding tower, that also is called “Five finger tower” you find the Russian orthodox chapel.
<b>Braustübl</b>	You got hungry after so much culture? Maybe you like to get new energy in largest brewery of Darmstadt close to the Central Station. Special events like beer tastings can get booked regularly
<b>Ratskeller</b>	The Ratskeller is the old City Hall, today it contains a restaurant with typical dishes from the region. Learn more with our information sheets in this reader



#### 4.8 How expensive is Darmstadt?

Darmstadt is in the center of the Rhein-Main area that includes the cities Frankfurt, Offenbach, Wiesbaden which is the capital of the state of Hessen. Because it is a booming-region prices are pretty high in Germany. Actually, it is the second most expensive area after Munich. But don't get scared- you find lovely and affordable places – and job opportunities are everywhere. In our region the unemployment rate is under 5%.

The following list will give you an impression on the regular prices. However you always will find places cheaper or more expensive.

<b>Tram ride in the City</b>	One ticket cost about 3.50 Euro. Daily and monthly tickets are highly recommended
<b>Glass of Beer</b>	Average price is 3.50€ for 0.5 liter – prices start 1.80€ and go up to 5€ a glass
<b>Meals</b>	Meals usually cost 10-15 Euro. Starter range from 5-10€. During Lunch-time you can find “Mittagstisch”-special offers. Many companies and Universities offer a Mensa where you receive well priced meals (4- 5 Euros)
<b>Taxi to Frankfurt airport</b>	Taxis you book in advance charge about 40€. Regular taxis will cost you about 60 € - so book in advance- <a href="https://morello-gutefahrt.de/">https://morello-gutefahrt.de/</a>
<b>How to get to the Airport</b>	The next Airport is Frankfurt (FRA) – there is a regular bus leaving every 30 minutes. The ticket is about 6 €.
<b>Frankfurt-Hahn airport?</b>	Travelling to Frankfurt-Hahn might be an option- but consider, it is about 120 km away from Frankfurt- transfers to Frankfurt and Darmstadt take 2-3 hours. Especially in the evening connections are not that great!
<b>What does a taxi cost you?</b>	Taking a taxi is not that common in the city. Most people use a tram. A 5km trip with a taxi costs about 15 Euro.
<b>Cinema</b>	A ticket will cost you about 8 Euros, movies in 3D usually cost about 13€. You can check out the Filmkreis of Darmstadt University, they have great events and low prices: <a href="https://www.filmkreis.de/">https://www.filmkreis.de/</a>

#### 4.9 Language and country Training

Language is necessary for communication. However, learning a new language is sometimes very challenging. We created some videos you can use to learn your first words in “deutsch”.



The videos contain language training on

- sights in Darmstadt
- some easy words and sentences like “How are you?”
- the German pronunciation of common professions.

**We wish you “Viel Erfolg” with starting this language!**

**When you are in Darmstadt – a Rallye through our City**

Answer the questions at each stop. The correct answer tells you the coordinates of the next stop.

Take a “Selfie” at each Stop and have fun!

**Start:**

How many towers with golden roofs can you make out on the Hundertwasserhaus, the building west of the Heinrich-Emanuel-Merck-Schule? The picture in the back will help you to answer this question.

- |         |       |       |
|---------|-------|-------|
| • one   | x = 2 | y = 2 |
| • two   | x = 3 | y = 3 |
| • three | x = 4 | y = 4 |

Coordinates: **N 49 52.66x**  
**E 008 39.53y**

**Stop 1: Students’ Bars**

Many students spend their time here for learning. What is the name of the bar?

- |               |       |       |
|---------------|-------|-------|
| • Karel Gott  | x = 2 | y = 4 |
| • James Bond  | x = 3 | y = 6 |
| • Hotzenplotz | x = 4 | y = 8 |

Coordinates: **N 49 52.6X2**  
**E 008 39.37y**

**Stop 2: Universität / University**

What number is on the “Altes Hauptgebäude”?

- |          |       |       |
|----------|-------|-------|
| • S1/03  | x = 6 | y = 2 |
| • S0/07  | x = 5 | y = 1 |
| • S47/11 | x = 4 | y = 0 |

Coordinates: **N 49 52.X29**  
**E 008 39.y32**

**Stop 3: Goethe-Denkmal, Herrngarten / Goethe-Memorial, Herrngarten**

Whose portraits do you find on the base of the memorial?

- |   |       |       |
|---|-------|-------|
| • Goethe, Merck and Karoline Flachsland | x = 0 | y = 4 |
| • Goethe, Schiller and Merck            | x = 2 | y = 6 |
| • Goethe, Niebergall and Alix           | x = 4 | y = 8 |

Coordinates: **N 49 52.48x**  
**E 008 39.20y**

#### Stop 4: Museum

What guards the entrance?

- A giant x = 594    y = 728
- Four tigers x = 234    y = 584
- Two lions x = 368    y = 071

Coordinates: **N 49 52.x**  
**E 008 39.y**

#### Stop 5: Luisenplatz

What inscription do you find on the column?

- Ludewig der Erste (Louis I.)  
Sein dankbares Volk (his obliged people) x = 385    y = 117
- Ehrensäule Darmstadt (Column of Honour Darmstadt) x = 831    y = 942
- Geld stinkt nicht. (Money has no smell). X = 624    y = 257

Coordinates: **N 49 52.x**  
**E 008 39.y**

#### Stop 6: “Merck-Apotheke” / Merck’s Pharmacy

What is the name of the pharmacy?

- Merck-Apotheke x = 118    y = 521
- Einhorn-Apotheke x = 372    y = 055
- Engel-Apotheke x = 417    x = 012

Coordinates: **N 49 52.x**  
**E 008 39.y**

#### Stop 7: Residenzschloss / Castle

What is on top of the tower?

- chicken x = 274    y = 285
- bells x = 343    y = 349
- angles x = 437    x = 447

Coordinates: **N 49 52.x**  
**E 008 39.y**

#### Finish: Marktplatz / Market Square

Bring something you have found on your Darmstadt-tour and tell us its German name.





## 5 Module IV: Intercultural Training Plock – Teachware

### 5.1 Introduction

All the lessons were conducted in Poland in November 2018 and evaluated by Polish students if the lessons and materials are suitable for foreign students. The lesson plans were also evaluated by 5 teachers of English who work in Zespół Szkół Technicznych in Plock, Poland. In this lesson students will learn more about Polish law, interesting facts from Polish culture, the system of travelling in Poland, fines. They will also get information on how to use interactive materials (BYOD).

OBJECTIVES - Student will be able to:

- prepare themselves for their trip - exchange money, prepare their European Insurance Cards etc.
- use different means of transport in Poland- planes, busses, trains, taxis and cars
- post cards, call their families abroad, dial emergency phone numbers etc.

Step	Actions and media	Comment
1.	In that exercise the students will have to move to a <b>KAHOOT quiz</b> - <a href="https://play.kahoot.it/#/k/6776a8cc-ba96-40ec-91f2-e6b9c066a4d7">https://play.kahoot.it/#/k/6776a8cc-ba96-40ec-91f2-e6b9c066a4d7</a> or to the <b>KAHOOT app</b> downloaded from their phones and enter their game PIN. In the quiz they will have to answer 10 questions. (10 minutes)	
2.	The teacher asks students if they have ever eaten Polish dishes and gives them a hint of what they should try to eat in Poland. (5 minutes)	
3.	HOMEWORK - The students will have to watch films about places worth seeing in Poland. The films can be find at YOUTUBE platform - <a href="https://www.youtube.com/">https://www.youtube.com/</a> .  The teacher asks the students to scan a QR code given below the content and the code takes them to PADLET website- <a href="https://padlet.com/aleksandrajaskula87/ck72swx1apl1">https://padlet.com/aleksandrajaskula87/ck72swx1apl1</a> . After getting the password each of the students has to write down 5 places he/ she would like to visit in Poland. (5 minutes to explain)	The teacher gives a special password: "Poland" to get in.

## 5.2 LESSON PLAN 2 - Motivation - Why go to Plock?

### INTRODUCTION

In this lesson students will learn more about Plock - means of transport, hospitals, free wi-fi, economical area. They will also get information on how to use interactive materials.

OBJECTIVES - Student will be able to:

- Find any place in Plock - by busses, trains, taxis and cars;
- Seek for a job in proper companies;
- prepare themselves- exchange money in the banks and find ATMs, find hotels;
- dial emergency phone numbers, find hospitals etc.

TIME: 45 minutes

Step	Actions and media
1.	The teacher shows students the name of the project and tells them which cities take part in the project. Students are shown the location of Plock. He/ She gives the students the link to the whole presentation made with Adobe Spark Page - <a href="https://spark.adobe.com/page/s3tzGKCCOSSWN/">https://spark.adobe.com/page/s3tzGKCCOSSWN/</a> (5 minutes)
2.	The students watch the film. The teacher wants to show them the beauty of the city - Plock. (4minutes)
3.	The teacher tells the students why Plock is an important destination if they want to find a well-paid job. Students answer the question - What is the meaning of "Plock Industrial and Technological Park?". They write their answers working in pairs or groups. The group that wins gets extra pluses. (7 minutes) *
4.	The teacher gives the lecture and information on the topic of travelling to and in Plock - by taxis, trains and busses, city transport. (7 minutes)
5.	After that the students are given some further information about the accommodation in Plock. The teacher tells them about cheap hotels and hostels for students. (5 minutes)
6.	In that exercise the students visit the website given in the presentation. They can also follow other websites connected to accommodation / stay in Plock. The group who finds the cheapest stay wins extra pluses. (5 minutes)
7.	The teacher shows the students the most important places for young people in Plock. Places where they can spend some free time, eat lunch, do the shopping. (4 minutes)
8.	Students get to know the location and the names of two major hospitals in Plock. They are told which number they should use to call for an emergency. ( 3 minutes)
9.	The teacher gives some information about ATMs and free wi-fi connection in Plock. (4 minutes)

\*The teacher gives the QR CODE or a link to the website



### 5.3 Basic professional training - jobs and companies in Plock, Poland

In this lesson students will learn basic information about jobs and companies in Plock, Poland. They will be encouraged and motivated to come on a traineeship to Poland.

OBJECTIVES - Students will be able to:

- Recognize buildings and places of work in Plock;
- Name jobs and companies in Plock;
- Answer basic questions about companies in Plock;
- Use modern technology to learn about companies in Plock.

TIME: 45 min.

Step	Actions and media
1.	The teacher introduces the main topic of the lesson and informs the students that they will have to use website <a href="https://learningapps.org">https://learningapps.org</a> The students sign up and join the class by clicking on the link provided.
2.	The students log in to the website <a href="https://learningapps.org/display?v=pm3iu85av18">https://learningapps.org/display?v=pm3iu85av18</a> and read the questions about the film prepared for the project by 2 students of Zespol Szkol Technicznych in Plock, Poland. The students watch the film <a href="https://youtu.be/Fy9-DOYJgGo">https://youtu.be/Fy9-DOYJgGo</a> . After watching the film the students write the short answers and check by clicking the blue button. The question mark in each box contains the correct answer (10 minutes).
3.	On the interactive board on the website <a href="https://learningapps.org/display?v=p8m7xv2c318">https://learningapps.org/display?v=p8m7xv2c318</a> one student matches the company or department and a photo (there are 2 extra photos). Other help him find the right matches (5 minutes).
4.	The students log in to the website <a href="https://learningapps.org/display?v=p1fo8cn1n18">https://learningapps.org/display?v=p1fo8cn1n18</a> and answer the questions about the work places presented in the film (5 minutes).
5.	Memory game - the students log in to the website <a href="https://learningapps.org/display?v=p68sdfgkn18">https://learningapps.org/display?v=p68sdfgkn18</a> and match the pairs: a picture and a definition of the profession (5 minutes).
6.	Students are divided into pairs and their task is to make a short speech about a company in Plock in which they want to have a traineeship - 'Why is it worth going on a traineeship to this company?' (5 minutes). The information about each company can be found on the following websites: Budmat <a href="http://www.budmat.com/en">http://www.budmat.com/en</a> Precizo <a href="http://www.precizo.pl/index_en.php">http://www.precizo.pl/index_en.php</a> Hotel Tumski <a href="http://www.hotelumski.pl/en/restaurant">http://www.hotelumski.pl/en/restaurant</a> AMZ - Kutno S.A <a href="http://amz.pl/en/home/">http://amz.pl/en/home/</a> Sugar plant <a href="https://firma.polski-cukier.pl/282,oddzial-cukrownia-dobrzelin">https://firma.polski-cukier.pl/282,oddzial-cukrownia-dobrzelin</a> Fructoplant <a href="http://fructoplant.pl/">http://fructoplant.pl/</a> Rejs in Rypin <a href="http://www.rejs.eu/en/">http://www.rejs.eu/en/</a>
7.	Students present their speeches to the whole group (10 minutes).

## 5.4 Plock – social and cultural life

In this lesson students will learn about history and economy of Plock. They will be familiarized with the landmarks, monuments and buildings they will come across while visiting Plock. Furthermore, students will explore various areas related to the city.

OBJECTIVES - Students will be able to:

- Recognize landmarks, buildings, places typical of Plock;
- Answer basic questions about facts, history, buildings, economy and companies in Plock;
- Know the places where they can spend their free time and learn about Polish culture;
- Use modern technology to learn about Plock.

Step	Actions and media
1.	<p>BASIC INFORMATION ABOUT PLOCK AND ITS HISTORICAL SITES - (15 minutes)</p> <p>Teacher explains that the students will be shown and told different information about Plock. They are encouraged to be focused because at some point of the lesson they will have to answer some specific questions;</p> <p>Teacher presents basic information about the city, then moves on to 4 places to visit in Plock, which are described in the presentation <a href="https://spark.adobe.com/page/O42y1y9ufO3nd/">https://spark.adobe.com/page/O42y1y9ufO3nd/</a></p>
2.	<p>KAHOOT - (7 minutes)</p> <p>Students use QR code readers on their smartphones to go to Kahoot online quiz (all the questions concern previously shown facts). Students check what they have remembered and compete individually to achieve the best score.</p>
3.	<p>ECONOMY - (6 minutes)</p> <p>Teacher introduces the next part of the lesson in which students will be familiarized with the economy and main companies operating in Plock;</p> <p>Teacher presents general information about economy: main industries and companies in Plock.</p>
4.	<p>CULTURAL LIFE - (15 minutes)</p> <p>Teacher presents information about cultural life and give tips to students about the way they can spend their free time in Plock;</p> <p>On the basis of the presentation, students click on the link button or scan QR code and play the matching game;</p> <p>Students are asked to answer the questionnaire's questions concerning their stay in Plock (link or QR code).</p>
5.	<p>HOMEWORK - (2 minutes)</p> <p>Students are encouraged to explore the website: <a href="http://plock.eu">plock.eu</a> and other websites provided in the links in the presentation. In small groups they have to plan one day of their visit in Plock. To do this, they will use Padlet interactive online tool.</p>



## 5.5 LESSON PLAN 5 - Learn Polish phrases and expressions with Quizlet.

In this lesson students will learn basic Polish phrases and expressions which can be used in everyday life situations during their stay and training in Poland within the project. They will also be provided with a learning tool – Quizlet learning sets (on Quizlet app). Therefore, they will be equipped with an incredibly useful online resource they will use anytime and anywhere when needed.

OBJECTIVES - Students will be able to:

- Use basic Polish language phrases and expressions in the following situations: social - meeting and greeting, getting around, shopping and eating out;
- Use modern technology to learn and practise Polish language.

Step	Actions and media	Comment
1.	The teacher starts the lesson with <a href="https://spark.adobe.com/page/pdTzIrySobHWb/">https://spark.adobe.com/page/pdTzIrySobHWb/</a> ;	The students use Quizlet app throughout the lesson
2.	<p>This presentation is divided into 5 parts focusing on the following language areas: greetings, basics, getting around, shopping, eating out. Each of the part is conducted using the same procedure:</p> <ol style="list-style-type: none"> <li>1. Learn &amp; practise with Quizlet: students are involved in various interactive activities on the target language: Presenting short and interesting facts;</li> <li>2. Pre-introducing the target language - <a href="https://spark.adobe.com/page/pdTzIrySobHWb/">https://spark.adobe.com/page/pdTzIrySobHWb/</a>;</li> <li>3. Learn &amp; practise with Quizlet: students are involved in various interactive activities on the target language: learning phase (flashcards English – Polish, listening), matching, writing, spelling and gravity game (teacher can adjust the activities);</li> <li>4. Creating dialogues (pair work), acting out the dialogues;</li> <li>5. Students can take a short interactive test summarizing the target language (Quizlet) – optional.</li> </ol>	Optional: <a href="https://wheeldecide.com/">https://wheeldecide.com/</a> – to choose the language area.



## 6 Module V: Intercultural Training Brescia- Teachware

### 6.1 Introduction

Brescia is the second largest City of Lombardy and has almost 200.000 citizens. More on the City of Brescia you find at

<http://www.regione.lombardia.it/>

The Institute Andrea Mantegna is a vocational school with their main focus on tourism and gastronomy will be a great and motivated partner to support you in an internship in the region of Brescia.



### 6.2 Motivation – Why go to Brescia?

Brescia is very rich in history and many historic buildings make it enjoyable to discover this proud city. Open the QR-coded link to open a sway presentation!

### 6.3 Basic Professional Training

Northern Italy is the richest part – many well known companies are located in the region. Their prosperity comes as well from Small and Medium sized Enterprises (SME). They hold special knowledge in their field and offer a variety of interesting jobs you might want to learn about!



### 6.4 Social and cultural life

Discover the beautiful places like the Erasmus+ team did in September 2018!







## 7 Module III: Intercultural Training Latvia – Teachware

### 7.1 Introduction

The teachers from Liepajas valsts tehnikums (LVT) will be a great support if you plan to come to Liepaja. You find their website at <http://www.lvt.lv/>

### 7.2 Motivation – Why go to Liepaja?

Beside the lovely beach and art nouveau houses made from wood you find open minded and helpful people. You will meet great Europeans and you can gather unique experiences in Latvian and international companies.

### 7.3 Basic Professional Training

Through its harbour Liepaja has access to the Baltic sea. Products built or refined in Latvia can be transported easily to all other countries. This is why many Latvian and international companies have a branch in this beautiful city.

For more see

<https://www.liepaja.lv/en/apraksts-par-liepaju/>



### 7.4 Social and cultural life

Liepaja has about 80.000 inhabitants and is the third largest city in Latvia. It holds the unofficial titles “City where the wind was born” and “City of music”. The concert hall “Great Amber” shows the pride in a rich cultural life.

### 7.5 Language Training

Use the QR-coded link to learn some words with trainees from Liepajas valsts tehnikums:



## 8 Module IV: Evaluation of the Intercultural Training

### Evaluation Offline Evaluation

You can do an offline evaluation to improve the intercultural training – use the subject “Evaluation on Motivating young Europeans”-module”

1. First offline Evaluation: Create a Mind-Map that represents

- what did you like about the training?
- what did you miss in the training?
- What did you learn?
- What do you wish for the future?
- what do you want to tell us?

Take a picture of the results and send them to us!

2. Scrum-retrospective: Collect the feedback from your class to the following questions:

- what did you like about the training?
- what did you miss in the training?
- What did you learn?
- What do you wish for the future?
- what do you want to tell us?

The results could be collected in small learning groups and then be collected on one larger piece of paper. The final results of the entire class can be sent to us!

Open the link (or use the QR-code) and the German team will receive your feedback!

Link to the evaluation: <https://forms.office.com/Pages/ResponsePage.aspx?id=r3g8r-9f4EyqHVvLVnWVGSAqDiWv1z9Njli5yNPGiThURDNESVdNM1dSMVhES0tEU1FQTKfVV0tXTS4u>

QR Code to the evaluation (this evaluation is anonymous)



Please keep in mind that these results can only be seen by the German team. Feel free to do an additional evaluation!

Of course, you can create your own online-evaluation and send the results to the German team!

## 9 How much do you know about these countries?

After you have finished your work on the intercultural training about Germany/Italy/Poland/Latvia you can have a try with our 20 questions! You can do the following questions with each *country*! To keep the questions generic, we do not refer to one specific country – instead we only use “*the country*”, please fill in the countries name **of your choice**.

1. How many inhabitants does *the country* have?
2. How large is the area of *the country*?
3. What is the name of *the countries* head of state?
4. What is the state type of *the country*?
5. Since when is *the country* in the EU? And since when does the country use the Euro to pay?
6. Please name the three largest cities of the country.
7. Which neighboring states does the country have?
8. Please fill into: The capital \_\_\_\_\_ has approx. \_\_\_\_\_ inhabitants and is located on the river \_\_\_\_\_.
9. Please name three well-known sights of the country.
10. What political and economic developments happened in the country over the 10 last years?
11. What is the name of the biggest summit in *the country*?
12. Please name three rivers.
13. Please name three known historical persons from *the country*.
14. Please name three known present persons (politicians, actors, sportsmen).
15. Please name three typical products/brands.
16. Please name three typical dishes/drinks.
17. What is characteristic (in economy, society, geography) for the city you plan to visit?
18. What do you know about the vocational training system in *the country*?
19. Where would you like to spend a holiday in *the country* and why?
20. What else do you think should be known about *the country*? How would you present your home country to your foreign colleagues/friends?

**Compare your results to your colleagues or come to our City to proof your answers!**

## 10 Further content on our project website

As always, space is limited and it is impossible to present all the great content from our project Erasmus+ “Motivating young Europeans” in this brochure. You find the complete collection of learning Material on our project-website:

On the project-website you can find:

- This “Intercultural Training” brochure
- Guide for company exploration
- Links to the language and sightseeing videos, created by the trainees of HEMS Darmstadt
- Memory – photos and guide
- Information on your possible stay in the partner cities
- Twenty questions about each partner city and country – including the solutions
- Erasmus+ interim and final report of the project



### About the Memory

As a project-result Brescia, Liepaja, Plock and Darmstadt created two memory games per city. For each city we created a memory game that makes your trainees familiar with the cultures and sights. The other memory games show professions and companies of each city.

Goal of the memory games is to give an impression what professions are typical for the region of the partner cities. The games help to plan an possible internship and learn about local and international companies that provide the opportunity for job shadowing.

On the next page you find some pictures from the memory games that show sights and professions from all cities that were part of this Erasmus+ project. A collection of all pictures can be found on our website – check out the QR-code above.





## Partner-City-Memory





## MOTIVATING YOUNG EUROPEANS



<http://erasmusplus-projekte.eu/>

Brescia	Darmstadt	Liepaja	Plock
Instituto di Istruzione Superiore di Stato „Andrea Mantegna”	Heinrich-Emanuel- Merck-Schule	PIKC Liepajas Valsts Tehnikums	Zespół Szkół Technicznych



Darmstadt  
Rhein Main Neckar

