

**Title of scenario:** "I've never seen that before!"

**Target group:** Students resident abroad on work placements or exchange programmes.

**Brief description of scenario:** Students carry out observation training in their host country. They carefully identify and photographically document artefacts which strike them as being different from what they would see at home. Their findings are shared with the online Media-networks community.

**Aims:** To increase awareness of differences (and similarities) in the physical environment between the student's home country and their host country. Students should look and see – not just look!  
To increase intercultural understanding by seeking explanations for the unusual.  
To increase the student's media literacy by working with online groups, posting photographs and exchanging views.

**Equipment needed:** Sharp eyes and a digital camera. Access to the Internet. A guide to the host country could provide clues about what to look for

**Learning outcome:** By looking specifically for differences students will find a way in to an understanding of their host country. Starting from the artefacts, students will be able to gain an insight into the mindset of the host country. They will also be able to view their native society from a different perspective, as they will subsequently partly be outsiders looking in at their home countries from their new environment.  
The second learning outcome concerns improved media literacy i.e. the ability to post pictures, correspond in a meaningful way with others in the online community.

**Scenario in more detail:**

1. Students move around in their new environments looking for things that strike them as being different For example in Sweden many people put electric lamps in their windows and in Germany many gardens are decorated with garden gnomes, while in England there are many war memorials in public places.
2. Students take photographs of the things that are different
3. Students then seek explanations for what they see from the local population or perhaps from members of the online community who are natives of the host country..
4. The photographs are posted on the web with an explanation of what they are, where they were taken and what they are for. For example there might be something connected with a specific season such as a Maypole – which appears in Sweden only at midsummer – this would need an explanation. Explanations they have obtained from natives of the society should be included.
5. Students then comment on the pictures that have been posted by other members of the online community from their homeland and on the explanations offered by the "outsiders".
6. Students reflect, online, on the insights they have gained from the artefacts and the explanations given for them, both regarding their home country and their host country.