# SPANISH YOUTH TODAY/LOS JÓVENES ESPAÑOLES

LESSON OBJECTIVES: To expand students’ knowledge of Spanish youth and to facilitate cross-cultural comparisons between American and Spanish youth.

National Standards:

Communication- Standard 1.1 and 1.2

Cultures- Standard 2.1

Connections- Standard 3.2

Comparisons- Standard 4.2

Communities- Standard 5.1 (suggested lesson expansion activity #2)

LESSON OVERVIEW: This lesson incorporates two elements: first, a number of pre-viewing activities to prepare students for the video; second, a video which features Spanish youth who are asked questions on a variety of topics followed by opportunities for students in American classrooms to answer the same questions in Spanish. The pre-viewing activities could take up to several days depending upon the number of activities selected. The duration of the video is approximately 20 minutes but with the addition of time for student participation the video lesson should take approximately one 50 minute class period. There are also two expansion activities which can be added to the lesson after the video is shown. Note: All of the worksheets needed for the activities are included in the last pages of the lesson.

PRE-VIEWING ACTIVITIES:

EL TIEMPO LIBRE:

Approximate time needed: 15 minutes

Materials needed: survey sheet, space to move around the classroom

Hand out a survey sheet to each student in the class. Each student places a mark in the “yo” column to indicate the activities that s/he participates in in his/her free time. Then students interview 9 classmates about their free time activities and mark them in the spaces provided. After they have finished, students can tally the results and create percentages they can use to compare to the results shown on the video.

LOS DEPORTES:

Approximate time needed: 15 minutes

Materials needed: sports information sheet, pre-selected partners for each student

Have students brainstorm a list of sports. Then, ask them to fill in the categories listed (sports they practice and sports they watch on t.v. Once students have filled in their information, they can ask their partners about what sports they play and watch on t.v. and fill in the columns below. Then, they must consider what they have in common with their partner and write sentences in the nosotros/as form. When finished watching the video, they can compare their responses with those of the Spanish youth and write additional sentences about the sports they have in common using the nosotros form.

LOS ESTEREOTIPOS:

Approximate time needed: 30 minutes (English)-50 minutes (Spanish)

Materials needed: stereotypes brainstorming worksheet

At lower levels of linguistic ability, students may do this activity in English. The class is divided into groups of two or three students and given 5 minutes to come up with a list of stereotypes they have of Spanish people. Then they should be given an additional 5 minutes to come up with a list of stereotypes people from other countries have of Americans. At higher levels of language ability, they can create the list in Spanish or translate the lists to Spanish. These lists may be presented to the rest of the class so the teacher can create a master list on the chalkboard or projector. While watching the video, students will be able to compare their stereotypes with those of the Spanish students.

LA MÚSICA:

Approximate time needed: 20-30 minutes to choose categories and find singers and songs, one 50 minute class period to share the results with the rest of the class and to complete the worksheet with likes and dislikes

Materials needed: music types worksheet, Internet access, computer speakers for the presentations, headphones for students while researching songs

Included in the video is a list of types of music popular among Spanish youth. The list includes: Pop/pop-rock, dance, latina-salsa, cantautores, electronica, baladistas, rumba, flamenco, rock’n‘roll/rock clasico, hip-hop/rap, rock alternativo/grunge/indie-rock, pop, musica tipica de su region autonoma. Since many students are not familiar with all of the genres of music presented, prior to watching the video these may be researched, assigning a type of music to each group of two or three students. Students will spend time using the internet to research the type of music they are assigned, explain its origens, and list three different artists and songs that fit in each category. Students may present this information, in simple Spanish, to the rest of the class and play portions of each of the songs they have selected. Http://www.grooveshark.com is an excellent source of music on the internet and has many Spanish songs and artists available in its play list. Unlike download sites, full songs are available for listening free of charge. Having some backround in types of music popular in Spain will be helpful to students as they reach this part in the video. Of special note is reggaetón which is mentioned in the video and would fall into the latina-salsa category (though it is not salsa music). Teachers may wish to assign a group of students to study reggaetón and provide examples. Also worthy of mention is the music from the autonomous region category. The easiest way of researching this may be to type in “música de …” and following with the region. Such a search will undoubtedly provide students with a number of You Tube videos and sufficient information with which to make their presentations to the class. Wikipedia may also provide some useful links for all students to use.

After listening to the presentations by their classmates, students should classify the types of music they have heard according to their order of preference and compare their favorites with those of the Spanish youth.

EL SISTEMA ESCOLAR EN ESPAÑA:

Approximate time needed: one 50 minute class period

Materials needed: school system worksheet, Internet access

Teachers should assign each student to search for a schedule from a Spanish school. The schedule may be from a primary or secondary school. Students may find it helpful to use the keywords “primaria”, “secondaria” , “I.E.S.” or “Bachillerato” along with “horario” and the name of a Spanish city to get results in their web searches. Once they have found a schedule, they may present their findings to the class in Spanish mentioning the name of the school, its location, and the time that the first class begins and the last class ends. Ejemplo: El Instituto Batanes está en Ciudad Real, España. La primera clase empieza a las ocho y media de la mañana. La última clase termina a las dos y media de la tarde. Students may also find other useful information on the school websites they visit such as required classes and extracurricular activities.

LAS MASCOTAS:

Approximate time needed: 15 minutes

Materials needed: pets worksheet

Before beginning the activity, the teacher assists as the students brainstorm a list of pets by writing them on the chalkboard or projector. Students then write down the pets that they have and ask nine of their classmates the question, “¿Qué mascotas tienes?”, recording their answers. When finished, they should make a list of the most popular pets among their classmates and compare them with the popular pets in Spain.

LOS AMIGOS:

Approximate time needed: 15 minutes

Materials needed: friends worksheet, partners groups for students

During the video, Spanish youths talk about where they go with their friends. The American students can better prepare to compare their activities with those of the Spanish youth by interviewing a partner on how often they go to places with their friends. Using the questions, “¿Con qué frecuencia vas a(l)…?, students can fill in their partner’s responses on the response sheet and see if they go to the same places as the young people in Spain.

LAS TAREAS DOMÉSTICAS:

Approximate time needed: 15 minutes

Materials needed: chores worksheet, partner groups for students

During the video, two Spanish students talk about the chores they have to do at home. The American students can better compare their household responsibilities with those of the students in Spain by finding out what chores their classmates do to help out at home and comparing these responses with what they hear in the video.

VIDEO LESSON PROCEDURE:

Step 1: Assign each student in the class a partner with whom they will be asking and answering the same questions presented to the Spanish youth during the video. Students should sit near their partners during the video so they can ask and answer the questions during the pauses.

Step 2: Begin playing the video. After the first interview on free time (El Tiempo Libre), a green screen will appear with the questions students just heard the Spanish students answer. Pause the video and allow students 4 minutes (more or less if necessary) to ask and answer the questions, changing roles after 2 minutes. The teacher may set a timer to ring after two minutes or simply tell students when to change based on the amount of time the conversations take as this may vary from class to class.

Step 3: Continue playing the video clips, pausing the video and allowing conversation time after each segment. The questions will always appear on a green screen. Some of the interviews are followed by written activities so it may be helpful to make sure students are prepared with paper and something to write with.

Step 3: The last segment of the video is on popular Spanish expressions. Students will be asked to incorporate some of the expressions into a conversation. If there is sufficient time, students may write out their conversations or they may present them to class the following day.

Step 4: After using the Spanish expressions in a conversation, students are asked to discuss what they learned about Spanish youth during the video. The teacher may wish to involve the whole class in this conversation and keep track of the similarities and differences. If the students’ linguistic ability permits, the teacher may conduct this activity in Spanish.

LESSON EXPANSION ACTIVITY #1:

LOS EQUIPOS DE FÚTBOL EN ESPAÑA:

Approximate time needed: 50 minutes

Materials needed: Soccer teams worksheet, Internet access, headphones for students while listening to the team songs

If the class has a particular interest in soccer, this activity would allow students to learn more about the soccer teams in Spain as well as allowing them to practice their comprehension of Spanish while visiting the website and listening to each team's song. A visit to the website gives students access to team logos, team songs, scores and rankings and can easily be used for a comprehension activity. A worksheet is included at the end of the lesson that can easily be revised according to the interests and needs of the teacher and the class.

LESSON EXPANSION ACTIVITY #2:

AMIGOS EN ESPAÑA:

Duration of activity: The letter exchange can take place over a period of several months or up to one academic year. Once a class partnership is established, teachers may choose to continue the activity beyond this time frame.

Materials needed: all students need email accounts and computer lab access to type their letters if they do not have a computer at home

In order to facilitate further cross-cultural comparisons, teachers may choose to request penpals from eTandem, a European agency which matches individuals and classrooms who would like to expand their linguistic and cultural proficiency. The service is free and offers a list of schools in Spain which are seeking to correspond with English-speaking classrooms. Such an exchange offers opportunities for teachers to promote intercultural understanding and extend their students’ use of Spanish beyond the classroom. The eTandem website is: http://www.cisi.unito.it/tandem/etandem/etlehrer-en.html

Procedure: Once a partner class is found, the American (or Spanish) teacher can instruct his/her students to write letters about themselves to their new penpal. The letters are then sent to the the teacher and once all students have completed their letters, the letters are forwarded to the cooperating teacher in the other country. Another option is to copy and paste all of the letters into one email which makes them easier to track. Students should be instructed to write their letters in both Spanish and English so that the teachers can hand out the letter written in the target language first. After that letter is read, the translations may be distributed and students can check their comprehension. After the introductory letter, teachers may suggest a topic that students should write about in each letter such as free time activities, holidays, family, favorites, popular tourist sites in their region, etc. to expand the cultural content of the exchange.

**EL TIEMPO LIBRE:** Survey Sheet

¿Qué haces en tu tiempo libre?

1. En la columna “yo”, marca las actividades que haces durante tu tiempo libre.

2. Luego, pregúntales a nueve compañeros de clase sobre lo que hacen durante su tiempo libre. No olvides de marcar sus respuestas.

3. Contesta las preguntas de tus compañeros usando la forma "yo" del verbo.

4. Cuando tienes todas las respuestas marcadas, suma el número de respuestas por cada actividad y conviértelo en un porcentaje. Usa el porcentaje para determinar las actividades más populares.

ACIVIDADES: yo 1 2 3 4 5 6 7 8 9

escuchar música \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

salir con amigos \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

ir al cine \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

usar el ordenador \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

leer libros \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

viajar \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

hacer deporte \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

ir de excursión \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

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LAS ACTIVIDADES MÁS POPULARES: PORCENTAJE DE PERSONAS QUE LO HACEN:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_%

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_%

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**Después de ver el vídeo:**

¿Cuánto tiempo libre tienes cada semana?

¿Tienes más o menos tiempo libre que los jóvenes en España?

¿Tienen los estudiantes de tu clase algunas actividades en común con los jóvenes españoles?

¿Cuáles?

**LAS TAREAS DOMÉSTICAS:**

Haz una lista de 4 cosas que haces para ayudar en casa.

¿Qué haces para ayudar en casa?

Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Luego, pregúntales a 3 compañeros/as sobre sus responsabilidades. Escribe el nombre de cada uno/a en el espacio. No olvides de escribir sus respuestas en la forma él/ella.

Nombre:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Él/ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Él/ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Él/ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Después de ver el vídeo:**

¿Tienes algunas de las mismas responsabilidades en casa que los jóvenes del vídeo?

¿Qué tarea doméstica te pareca la más pesada?

**LOS DEPORTES:**

Haz una lista de deportes debajo de los nombres de las categorías. Puedes añadir más números si es necesario.

Losdeportes que practico Los deportes que veo en la tele

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

6. 6.

Haz lo mismo con la información que te da tu compañero/a. No olvides de preguntarlo/la usando la forma tú . Cuando tu compañero/a te pregunta, usa la forma yo para tus respuestas.

Los deportes que mi compañero/a practica Los deportes que él/ella ve en la tele

1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

6. 6.

¿Tienes algo en común con tu compañero/a? Explica usando la forma nosotros/as.

1.

2.

3.

4.

5.

**Después de ver el vídeo...**

¿Tienes algo en común con los estudiantes del vídeo? Explica usando la forma nosotros/as.

**LOS ESTEREOTIPOS-** Con un/a compañero/a, haz una lista de estereotipos que tienen los americanos de los españoles y otra lista de estereotipos que crees que los españoles tienen de los americanos.

LOS ESTEREOTIPOS QUE TIENEN LOS AMERICANOS DE LOS ESPAÑOLES:

LOS ESTEREOTIPOS QUE TIENEN LOS ESPAÑOLES DE LOS AMERICANOS:

**Después de ver el vídeo:**

De la lista que escribiste de estereotipos que tienen los americanos de los españoles, ¿cuántos se mencionan en el vídeo?

De la lista que escribiste de estereotipos que crees que tienen los españoles de los americanos, ¿cuántos se mencionan en el vídeo?

¿Crees que los estereotipos tienen algo de verdad? ¿Crees que los estereotipos son justos?

¿Qué estereotipos son los más exagerados?

**LA MÚSICA:**

Cada grupo escogerá un tipo de música de la lista. Hará una investigación por Internet para encontrar tres cantantes de cada estilo de música y tres canciones que son ejemplos del estilo. Después, tocará una porción de cada canción para la clase. Luego, los miembros de la clase van a decidir si les gusta el estilo de música o no, marcando sus opiniones al lado del nombre de cada estilo.

Me gusta : ) Me da igual : | No me gusta : (

Pop/pop-rock

dance

latina-salsa

cantautores

electronica

baladistas

rumba

flamenco

rock’n‘roll/rock clasico

hip-hop/rap

rock alternativo/grunge/indie-rock

pop

musica tipica de una region autonoma

reggaetón

EL ESTILO DE MÚSICA QUE MI GRUPO INVESTIGÓ:

TRES CANTANTES DE ESTE ESTILO DE MÚSICA:

1.

2.

3.

TRES CANCIONES DE ESTE ESTILO DE MÚSICA: (no olvidéis de buscar la disponibilidad en www.grooveshark.com primero)

1.

2.

3.

**Después de ver el vídeo:**

¿Te gustan los mismos tipos de música que los jóvenes españoles? Explica.

**EL SISTEMA ESCOLAR EN ESPAÑA:**

Usa el Internet para buscar la siguiente información sobre una escuela en España. Puedes usar las siguiente palabras en tu búsqueda: “primaria”, “secondaria” , “I.E.S.” or “Bachillerato”

NOMBRE DE LA ESCUELA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿DÓNDE ESTÁ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿CUÁL ES SU DIRECCIÓN EN EL INTERNET? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿A QUÉ HORA EMPIEZAN LAS CLASES? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿A QUÉ HORA TERMINAN LAS CLASES? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HAZ UNA LISTA DE LOS DEPARTAMENTOS QUE HAY EN LA ESCUELA:

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¿QUÉ ACTIVIDADES EXTRAESCOLARES SE OFRECEN EN LA ESCUELA?

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Luego, prepárate para compartir la información que has encontrado con tus compañeros de clase.

**Después de ver el vídeo:**

¿Cómo compara la escuela que encontraste en el Internet con las escuelas que asisten los jóvenes del vídeo?

¿Cuáles son algunas similarides entre las escuelas en España y tu escuela en los Estados Unidos?

¿Cuáles son algunas diferencias?

**LAS MASCOTAS:**

Haz una lista de animales domésticos en español. Pon una marca detrás de cada animal que tienes como mascota. Luego, pregúntales a 9 compañeros/as sobre las mascotas que tienen. Haz un cheque detrás de cada animal que mencionan.

¿Qué mascotas tienes?

Tipo de Mascota yo 1 2 3 4 5 6 7 8 9

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

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¿Cuáles son las mascotas más populares entre tus compañeros/as de clase?

**Después de ver el vídeo:**

¿Qué animales son mascotas comunes en España?

¿Hay animales domésticos que son populares en España que no son populares en los Estados Unidos?

¿Por qué?

**LOS AMIGOS:**

¿Adónde vas con tus amigos? ¿Con qué frecuencia vas a los siguientes lugares con tus amigos? Pon una X en la columna que corresponde detrás de cada lugar.

¿Con qué frecuencia vas....

siempre a menudo a veces nunca

a los bares \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a los restaurantes \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a las discotecas \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a la playa \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a la casa de un/a amigo/a \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a los conciertos \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

de paseo \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a los partidos de deportes \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

a la heladería \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

de excursión \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

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Ahora, pregúntale a un/a compañero/a adonde va con sus amigos y con qué frecuencia. Pon una O en cada línea para indicar sus respuestas. Si los/las dos siempre vais a los partidos de deportes, por ejemplo, la línea debajo de "siempre" debe verse así: X O

¿Cuáles son los lugares adonde vais tú y tu compañero/a más frecuentemente?

**Después de ver el vídeo:**

¿Vas a algunos de los mismos lugares con tus amigos que los jóvenes españoles? Explica.

Explica en tus propias palabras lo que es el botellón.

LESSON EXPANSION ACTIVITY #1:

**LOS EQUIPOS DE FÚTBOL EN ESPAÑA:**

Visita el siguiente sitio para saber más de los equipos de fútbol en España.

http://elfutbolin.com/equipos/

Mira la información de los equipos de la primera división o la segunda división y contesta las preguntas que siguen:

1. En tu opinión, ¿qué equipo tiene el mejor escudo?

2. En tu opinión, ¿qué equipo tiene la mejor canción?

3. ¿Qué equipo tiene el mayor número de partidos ganados? (de la sección "clasificación”)

4. ¿Qué equipo tiene el mayor número de partidos perdidos?

5. ¿Cuántos partidos han terminado en empates (ties)?

Después de ver la información de los equipos, escoge tu equipo favorito basándote en los datos que has visto de cada equipo. Luego contesta las siguientes preguntas sobre el equipo que has escogido.

1. ¿Cuál es el nombre completo del equipo?

2. ¿De dónde es el equipo?

3. ¿Cuándo se fundó?

4. ¿Quién es el presidente?

5. ¿Tiene una página web? ¿Cuál es la dirección?

6. ¿Quién es el entrenador?

7. Nombra dos de los jugadores:

8. ¿Cómo se llama el estadio?

9. ¿De qué color son las camisetas del equipo?

10. ¿De qué color son sus pantalones?

¿Recuerdas los equipos favoritos de Miguel Angel y Antonio? (Respuesta correcta al pie de la página.) ¿Tienes el mismo equipo favorito?

El equipo favorito de Miguel Angel es el Atlético de Madrid y el de Antonio es Barcelona.

**For the teacher:**

Some statistics on Spanish youth:

ESTADÍSTICAS GENERALES: Los Jóvenes entre 15 y 29 años componen 23.5% de la población Espanola

LOS VALORES DE LOS JÓVENES: 81% de los jóvenes consideran sus familias muy importantes en sus vidas; la familia es más importante que la salud (75%) y la amistad (63%), la amistad es aún más importante entre los jóvenes entre 15 y 20 años. 40% de los jóvenes consideran muy importantes los estudios, son aún más importantes para los jóvenes entre 18 y 20 años. 47% de los jóvenes consideran muy importante el tiempo libre.

EL TIEMPO LIBRE: Los jóvenes españoles tienen un promedio de entre 25 y 32 horas libres para el ocio cada semana. Los jóvenes entre 15 y 19 años tienen más tiempo libre que los mayores.

Actividades de tiempo libre populares entre los jóvenes españoles:

94% escuchar música

93% salir con amigos

78% ir al cine

62% usar el ordenador

57% leer libros

57% viajar

53% hacer deporte

51% ir de excursión

68% de los jóvenes (edades 15-29) salen de noche los fines de semana

Cuando salen:

80% van a bares o cafeterías

67% bailan/van a discotecas

48% van a casa de un amigo/a

47% van al cine

31% van a restaurantes

27% van de botellón

22% van a conciertos

21% pasean

LA MÚSICA: 77% of Spanish youth listen to music every day or almost every day. It is the most popular free time activity. What kind of music is popular among youth?

Pop/pop-rock, dance, latina-salsa, cantautores, electronica, baladistas, rumba, flamenco, rock’n‘roll/rock clasico, hip-hop/rap, rock alternativo/grunge/indie-rock, pop, musica tipica de su region autonoma.

Respectively, 50, 40, 36, 31, 30, 30, 22, 21, 20, 18, 18, 17, 16 percent of Spanish youth listen to each category of music

LA LEY: El “botellon”- 26% of Spanish youth participate on a regular basis

58% women and 82% of men participate in sports

REFERENCES:

Statistics on Spanish youth from: http://www.injuve.mtas.es/injuve/portal.portal.action

Statistics on alcohol consumption from: ABC.es

Family statistics from: Padres e Hijos en la España Actual- Gerardo M. Landwerlin-www.fundacion.lacaixa.es

For more information on Spanish youth, a visit to the above sites is recommended.

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