Culture Trek: Classroom Connections Course
Teacher’s Guide

Note for teachers: Welcome, teachers! We’re happy to announce that we’ve designed an easy-to-use, introduction to foster global competency through intercultural learning, just for you and your students. This classroom experience is also meant to expose students to the notion of global citizenship as a journey - and not a finite destination. By exploring different topics, students will be challenged to think critically about pressing world issues and the important role of youth in promoting peace. As a leader in intercultural learning, AFS-USA understands the significance of incorporating global learning with important 21st century skills such as cross-cultural collaboration and communication in the school setting.

This journey will allow students to reflect on their own cultural experiences and help them develop intercultural skills in the global, cultural, interpersonal and personal realms. As we move towards a more globalized, interconnected world, it is essential to prepare our students to become critical thinkers and communicate effectively in diverse settings.

AFS-USA believes it is vital for educators to promote dialogue in their classrooms, to provide students with the essential tools to help prepare them for college and career readiness. Moreover, we understand that each classroom may be at different stages in its own cultural journey. Therefore, we encourage you to utilize the materials included in this digital experience, and pick and choose what works best for you and your students.

We value the significant role that educators play to promote global competency skills in the classroom to create the future leaders of tomorrow. Thank you for taking your students on this digital journey towards global citizenship!
# CULTURE TREK: CLASSROOM CONNECTIONS

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## I. INTRODUCTION

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<tr>
<th>Purpose</th>
<th>Slide</th>
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<tbody>
<tr>
<td><strong>Your World</strong>&lt;br&gt;Use this slide to introduce the concept that “the world” is made up of many small worlds that together comprise a global community. One’s “own world,” therefore, is just one of many very diverse worlds across the globe. If time permits, allow students to offer their own definition of “Your World” before moving on.</td>
<td><img src="image1.jpg" alt="Image" /></td>
<td><strong>Your World</strong>&lt;br&gt;So what exactly do we mean by “Your World”?..</td>
</tr>
<tr>
<td><strong>The Planet</strong>&lt;br&gt;Use this slide to create a pensive environment. Pause here for a few moments to allow students to think about whether this is the correct response.</td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><strong>The Planet</strong>&lt;br&gt;Are we talking about the planet?...</td>
</tr>
<tr>
<td><strong>The People</strong>&lt;br&gt;Use this slide to create a pensive environment. Pause here for a few moments to allow students to consider whether this is the correct response.</td>
<td><img src="image3.jpg" alt="Image" /></td>
<td><strong>Beginning</strong>&lt;br&gt;Or maybe the people?...</td>
</tr>
<tr>
<td><strong>Your Own World</strong>&lt;br&gt;Use this slide to create a pensive environment. Pause here for a few moments to allow students to consider whether this is the correct response.</td>
<td><img src="image4.jpg" alt="Image" /></td>
<td><strong>Your Own World</strong>&lt;br&gt;Or are we talking about your own world?</td>
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## II. INTERCONNECTEDNESS

<table>
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<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
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<tbody>
<tr>
<td>Interconnected</td>
<td><img src="https://via.placeholder.com/150" alt="Interconnected" /></td>
<td>But what exactly do we mean by interconnected? Why is this so significant?</td>
</tr>
<tr>
<td>Hoodie 1</td>
<td><img src="https://via.placeholder.com/150" alt="Hoodie 1" /></td>
<td>Let’s consider a real world example. What do you see when you look at this hoodie?</td>
</tr>
</tbody>
</table>

Interconnected
Use this slide to start explaining the concept of interconnectivity. The purpose of doing so is to help students understand the practical importance of intercultural learning. By the end of this module, they should view cross-cultural learning as key to their future success, and studying abroad as a strategic move - right up there with SAT prep courses and internships.

Hoodie 1
Use this slide to engage students in thinking about the extent to which they, themselves, are dependent upon other countries for the things they buy, wear, see, and do. Also, this might be an interesting point to launch a mini discussion about the significance of race with the “hoodie” as a symbolic piece of clothing for the U.S. American community.
Hoodie 2
Use this slide to reveal the hidden complexity of an item as simple as a hoodie. Emphasize that different countries and cultures have unique strengths and specialties. Many of the things we own are the result of numerous countries and cultures joining forces to create a quality product that benefits us all. In addition, brainstorm with students some other pieces of clothing that are worn across cultures.

Beyond Consumer Goods
Use this slide to emphasize that interdependency doesn’t just apply to consumer goods, but rather all aspects of our lives in the 21st century.

Job Market
Use this slide to support the notion that global competence is essential to professional success in many fields, including careers in STEM (Science, Technology, Engineering and Math), Business Administration, Humanities, etc.

You can use this quote to highlight the importance: “For most people on Earth, the digital revolution hasn’t even started. Yet only 16% of U.S. high school students are interested in a STEM career, and that’s where all the jobs are going to be...” - Eric Schmidt, Executive Chairman, Google

Hoodie 2
You were probably thinking that you saw a basic gray hoodie. But in reality, this simple sweatshirt represents the coming together of various products and special skill sets from numerous countries and cultures. Think about that. If this basic hoodie represents interdependency between 5 countries, how many countries and cultures are represented in your whole outfit?

Beyond Consumer Goods
But interconnectivity doesn’t just apply to consumer goods...

Job Market
...interconnectivity also impacts the job market. So much so that today, 1 in 5 U.S. jobs is tied to international trade, and countless other jobs require intercultural skills. And that’s only going to increase in the coming years. Take a look around the room. How many of you will be working in a globally relevant job 10 to 15 years from now?
<table>
<thead>
<tr>
<th>Social Life</th>
<th>Social Life</th>
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</thead>
<tbody>
<tr>
<td>Use this slide to emphasize the fact that, even if you don’t have an internationally-relevant job, global awareness will most likely be essential to maintaining an active social life.</td>
<td>Global Interconnectivity also pertains to your social life. There are 40 million foreign-born residents (12.9% of the population according to the U.S. Census) in the U.S., and that number is rising every day. Going forward, how many of your friends, colleagues, neighbors, etc. will be from another country or culture? Also, more colleges and universities are encouraging diversity among their student body and are admitting more international students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century</th>
<th>21st Century</th>
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<tbody>
<tr>
<td>Use this slide to drive home the point that, whatever you choose to do for work, and whatever social life you maintain, you’ll need to be globally competent in order to truly thrive in the 21st century.</td>
<td>But the main point is this: as our world becomes more and more interconnected each year, increasingly, interconnectivity is going to influence what we have to do to thrive in the 21st century.</td>
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</table>

<table>
<thead>
<tr>
<th>Intercultural Learning</th>
<th>Intercultural Learning</th>
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</thead>
<tbody>
<tr>
<td>Use this slide to introduce Intercultural Learning (i.e. learning about the importance of culture and how to understand other cultures) as the key to preparing for an interconnected future. If you plan to move to the Culture Module next, be sure to emphasize the “culture” component of intercultural learning.</td>
<td>So how do you prepare for an interconnected future? Through Intercultural Learning, which is basically the process of learning how to interpret other cultures, and discovering the large role culture plays in shaping our word.</td>
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</table>
### III. CULTURE

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
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<tbody>
<tr>
<td><strong>Culture</strong></td>
<td><img src="image1.png" alt="Culture" /></td>
<td>In this interconnected world, one thing we all have in common is culture. But culture is also what sets us apart. It's one of the major reasons we see so much diversity around the world. So before we dive into talking about culture, let's take a second to close our eyes and open our minds... [students close their eyes]</td>
</tr>
<tr>
<td><strong>Stripes 1</strong></td>
<td><img src="image2.png" alt="Stripes 1" /></td>
<td>Okay, now open your eyes and take a good look at the image in front of you. What color are the zebra's stripes? [Students answer...]</td>
</tr>
<tr>
<td><strong>Neither Black Nor White</strong></td>
<td><img src="image3.png" alt="Neither Black Nor White" /></td>
<td>The answer? Neither! One person could tell you they see white stripes on a black background, while another might see black stripes on a white background. What determines how each individual responds is how they perceive the image - and everyone perceives differently. THAT is what culture is all about.</td>
</tr>
</tbody>
</table>

**Purpose**

Use this slide to emphasize the fact that you are about to dive into the topic of culture. Prompt students to close their eyes and “open their minds” before moving on to the next slide.

**Culture**

Use this slide to start explaining the concept of culture. Pose the question on the slide and then allow students to respond with the first answer that comes to mind. Raising hands is probably not necessary here - you can either encourage students to shout out answers if you have an engaged class or have them write down their answers and then ask a few to share what they’ve written.

**Stripes 1**

Use this slide to emphasize the fact that when we’re talking about people’s perceptions, there’s no right or wrong answer. Perception, like culture, is entirely subjective.
Focus on Culture
Use this slide to start hashing out an actual definition of culture. Approach the task as a communal exercise - make your audience feel like you’re all working together to nail down a functional definition. Allow them to feel as though they’re part of a process that’s unfolding so that they’re eager to see the result.

Focus on Culture
Now that we have a general sense of how culture impacts us, let’s try to nail down an actual definition of the word.

Googling Culture
Use this slide to begin the process of nailing down a definition for the word culture. Emphasize the difficulty of tracking down a concise, written meaning, even when using the world’s largest search engine. Doing so will support our later point about needing to “be there” in a foreign setting in order to really absorb culture.

Googling Culture
Surprisingly, finding a concise definition is not that easy, due to several aspects (language and cultural traits, etc.)...

Culture on Wikipedia
Use this slide to continue the process of nailing down a definition for the word culture. If you want, you can have students provide answers for what they think culture is comprised of. Just remember that they will also be engaged in the next slide.

Culture on Wikipedia
Ok, that’s a little better. Culture is the collective programming of the mind which distinguishes the members of one human group from another, and it’s made up of… this definition comes from one of the founding fathers of intercultural learning, Geert Hofstede.

Culture Components
Use this slide to explain the four main components of culture. Remember that the point is to prepare students to participate during the next slide, which prompts them to over examples of things that fall within these four categories. So before moving on, briefly check for understanding and answer questions if needed.

Culture Components
...Values, Behaviors, Beliefs and Attitudes. These are the four main components of culture. Now let’s think about some specific examples that fall within each of these categories.
### Examples of Culture 1

Use this slide to engage students. Explain that the foods we eat are examples of our behaviors and sometimes our values or beliefs. Then ask for other examples of specific values, behaviors, beliefs or attitudes.

**Examples of Culture 1**
The food we choose to eat or not to eat is an example of behavior. In some cases, it's also tied to our values or beliefs, such as the belief in Islam that pork is unclean and shouldn't be eaten, or how many Americans believe that french fries were invited in the U.S. What are some other specific examples of values, behaviors, beliefs and attitudes?

### Examples of Culture 2

Use this slide to demonstrate the full range of things that can be considered aspects of culture. Point out a few of the examples here and pause for a few moments to let students absorb the visual. If you want, you can ask the class if they can think of more specific examples within each of these topics.

**Examples of Culture 2**
The possibilities are almost endless, but here are some of the most popular examples.

### Iceberg

Use this slide to emphasize that many aspects of culture are not obvious at first glance. Truly understanding other cultures requires moving beyond initial impressions that are shaped by our own cultural background and looking beneath the surface. Please find following a black iceberg and encourage your students to fill it out, based on this exercise.

**Iceberg**
But do you see all of those things day to day? When you meet new people, are you aware of the family roles they play, or the traditions they adhere to? Probably not. Because culture is like an iceberg. Without diving deep, you really only see the few aspects at the top. And the most meaningful aspects often lie below the surface.

[Cultural Iceberg Exercise]
VI. CULTURAL QUIZ

<table>
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<tr>
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<tbody>
<tr>
<td>Cultural Quiz</td>
<td></td>
<td>Cultural Quiz</td>
</tr>
<tr>
<td>If you choose to do the Cultural Quiz, you should begin the quiz right after finishing the Culture Module. There is no corresponding narrative for the quiz, since the full questions and answers are indicated on the screen.</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

Answer Key (in bold):

1. WHERE ARE WE FROM?
   - A. SINGAPORE
   - B. JAPAN
   - C. KOREA
   - D. THAILAND

2. WHERE WAS I INVENTED?
   - A. U.S.A
   - B. DENMARK
   - C. GERMANY
   - D. SWEDEN

3. WHAT COUNTRY IS THIS?
   - AUSTRIA

4. WHAT COUNTRY HAS THE LARGEST MUSLIM POPULATION?
   - A. SAUDI ARABIA
   - B. INDONESIA
   - C. GHANA
   - D. INDIA

5. WHERE WAS I INVENTED?
   - A. GERMANY
   - B. CROATIA
   - C. CANADA
   - D. HUNGARY

6. IF THE WORLD WAS MADE OF 100 PEOPLE, HOW MANY WOULD BE ASIAN?
   - A. 30
   - B. 60
   - C. 34
   - D. 12

7. WHERE WERE FRENCH FRIES INVENTED?
8. THE WORD, “KETCHUP” COMES FROM “KOETSIAP”, WHICH IS WHAT LANGUAGE?
   A. SWEDISH
   B. MALAY
   C. UKRAINIAN
   D. CHINESE

9. I AM SACRED ACCORDING TO WHAT RELIGION?
   A. HINDUISM
   B. CONFUCIANISM
   C. ISLAM
   D. BUDDHISM

10. WHICH COUNTRY WAS THE FIRST TO MAKE FORTUNE COOKIES?
    A. THAILAND
    B. U.S.A
    C. CHINA
    D. IRELAND

CULTURAL QUIZ (CONTINUED)

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<thead>
<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
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<tbody>
<tr>
<td>iPhone 1</td>
<td>iPhone 1: “WHERE AM I FROM?”</td>
<td>iPhone 1</td>
</tr>
<tr>
<td></td>
<td>Use this slide to introduce the</td>
<td>Let’s look at a real world example.</td>
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<tr>
<td></td>
<td>iPhone example. Ask students to</td>
<td>Where was the iPhone 6 made?</td>
</tr>
<tr>
<td></td>
<td>guess the right answer to this</td>
<td></td>
</tr>
<tr>
<td></td>
<td>question before moving on.</td>
<td></td>
</tr>
<tr>
<td>iPhone 2</td>
<td>iPhone 2: “THE IPHONE IS FROM 43 COUNTRIES”</td>
<td>iPhone 2</td>
</tr>
<tr>
<td></td>
<td>Use this slide to reveal the answer</td>
<td>If you guessed any of the above,</td>
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<tr>
<td></td>
<td>to the question of where the</td>
<td>you are correct, because it took 43</td>
</tr>
<tr>
<td></td>
<td>iPhone was made. Emphasize the fact</td>
<td>countries - including those listed</td>
</tr>
<tr>
<td></td>
<td>that it took immensely</td>
<td>previously - to create the iPhone 6.</td>
</tr>
<tr>
<td></td>
<td>widespread cooperation to create</td>
<td>Let’s think about that for a minute.</td>
</tr>
<tr>
<td></td>
<td>this single item.</td>
<td>43 countries. 707 businesses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That’s an ENORMOUS amount of global</td>
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<tr>
<td></td>
<td></td>
<td>cooperation, all for a single item</td>
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<td></td>
<td></td>
<td>that fits in the palm of your hand.</td>
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<tr>
<td></td>
<td></td>
<td>Or, more to the point, the single</td>
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<td></td>
<td></td>
<td>item that many of us couldn’t live</td>
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<td></td>
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<td>without.</td>
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</table>
iPhone 3
Use this slide to prompt a brief discussion about the aspects of culture Apple had to understand in order to effectively orchestrate such immense cooperation. Ask students to raise their hands and offer examples of values, beliefs, behaviors and attitudes that would have impacted the iPhone 6 production process. (e.g. Holidays)

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**V. INTERCULTURAL COMMUNICATION**

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<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
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<tbody>
<tr>
<td><strong>Intercultural Communication</strong>&lt;br&gt;Use this slide to discuss intercultural communication. An important part of learning to live in our increasingly multicultural world is to develop effective intercultural communication strategies. These include the ability to understand and communicate effectively with people from different cultures. This section is designed to provide a few strategies to begin navigating through the process.</td>
<td><img src="image.jpg" alt="Intercultural Communication" /></td>
<td><strong>Introduction: Intercultural communication</strong>&lt;br&gt;N/A</td>
</tr>
</tbody>
</table>

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**iPhone 3**
So what aspects of culture did Apple have to understand in order to make the iPhone 6 come to life? For example, religious holidays. How might those impact the production process?...[students respond]... The concept of time is another great example. Germans are very punctual, but in Brazil, people tend to be more flexible about meeting times or deadlines. Or how about communication styles? The Chinese never say the word ‘no,’ while Americans often don’t hesitate to be direct. Then there are the different labor laws in each country (working hours, age limitations, time off, etc.), and of course, language differences! What other aspects of culture may have impacted Apple’s ability to orchestrate this huge project?
Consider: Your Own Culture
Use this slide to prompt a discussion on culture. Ask students to think about these questions (these can be done as a group discussion with answers written on the board):
- What are common topics of discussion at home? At school?
- What do people eat?
- How would you describe your family life?
- What are some taboos?
- How do people spend their leisure time?
- It's helpful to remember that some of the habits that you take to be normal may be quite different than those of people from other cultures.
- With how many different cultures do you identify? Which ones?

It's helpful to remember that some of the habits that you take to be normal may be quite different than those of people from other cultures.

Consider Another Culture’s Perspective
Use this slide to showcase the significance of cultural perspectives. While the behavior of people from different cultures may sometimes seem confusing, illogical, or even rude, it is important to remember that these same behaviors likely seem perfectly normal to them. Once you learn a bit about a culture (and as you continue to learn more), try to think from their perspective.
Sample questions include (we encourage you to come up with your own questions here):
- How might another culture view American football as opposed to “football” (soccer)?
Communicate Across Cultures
Use this slide to prompt a discussion regarding communicating across cultures. Discuss when to draw the line between cultural norms and inappropriate behavior. If a cultural attitude appears to be racist or sexist, etc., what are your options? How should or shouldn’t a cultural group adapt to its host country’s culture? Ask students to discuss their families’ or ancestors’ experiences.

Communicate Across Cultures
Okay, let’s explore the importance of communicating "Across Cultures" without judgment. When you find yourself in a difficult situation, refrain from judgment. Try to understand the other person’s cultural perspective and communicate respectfully. This does not mean that you should ignore your own cultural values. However, it is much more productive to recognize the differences and find a way to bridge the gap.

VI. OUR CULTURES

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Cultures: Where Do They Fit In?</td>
<td>OUR CULTURES WHERE DO THEY FIT IN?</td>
<td>Our Cultures: Where Do They Fit In? N/A</td>
</tr>
</tbody>
</table>

Our Cultures: Where Do They Fit In?
Use this slide as a place to transition from a general to a personal discussion of culture. Have the students take some time to think about how their various cultures fit into this discussion of culture and interconnectivity. Ask them for examples of cultures that are important to them in their lives, such as sports fan, vegetarian, beliefs, etc.
What Cultures Do We Represent?
Use this slide as a way to get the students thinking more deeply about their cultures. Students are asked to create a list of their various cultures, and, after the first few, are prompted to think beyond the obvious types of culture such as ethnicity, religion, etc. They can consider age, belief systems, interests, etc. Get creative… Consider moving onto the next slide before the list is complete, as the following discussion may prompt them to think of some different types of culture to add.

| What Cultures Do We Represent? (continued) | | What Cultures Do We Represent? (continued) |
|------------------------------------------|------------------------------------------|
| Use this slide to prompt a discussion about the different types of cultures that are represented in the classroom. Use these discussion questions as a guide. | Have the students consider the cultural types (nationality, age, etc.) represented by their list. The boxes labeled “Ethnicity” and “Religion” have already been filled in, but the remaining four boxes can be clicked and labeled. Students then prompt you to drag cultures from the list into the appropriate box. Consider having the class vote on which cultural type is the most important to them. |
| - Why is this cultural type the most important to you? | Special Instructions: Type in your answers on the screen. |
| - Has this changed from when you were younger? Perhaps: How has this changed through the years? Examples? | |
| - Is this different than your parents? Perhaps: How does this differ from your parents? | |
| - Has this changed from your grandparents’ generation? From 200 hundred years ago? How and why? | |

Special Instructions:
Type in your answers on the screen.

The students should direct the teacher (or whoever has the mouse) to drag each culture from the list on the left to the corresponding box on the right. If some categories are empty, the teacher could prompt the students to come up with some examples.
### VII. U.S. HIGH SCHOOL CULTURE

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Slide</th>
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<tbody>
<tr>
<td><strong>U.S High School Culture</strong>&lt;br&gt;Ask the students how they would describe the culture of their school and/or of U.S. high schools in general. Challenge them to think about their conceptions of high school life come from - TV, news, friends/family, films. social media, etc.?</td>
<td><img src="https://via.placeholder.com/150" alt="U.S High School Culture" /></td>
<td><strong>U.S High School Culture</strong>&lt;br&gt;Introduction: What sorts of things would you include in a guidebook for foreigners visiting U.S high schools?</td>
</tr>
<tr>
<td><strong>U.S High School Culture (Part 2)</strong>&lt;br&gt;Split the students into two teams. They then have five to ten minutes to create a list of eight things to include in this guidebook. The goal is for the items on their list to be the same or similar to a list compiled by the team leader. Each match (as determined by you) earns a point for that team. Points are triggered by clicking on the grey box to the left of each answer.</td>
<td><img src="https://via.placeholder.com/150" alt="Team 1's Name" /></td>
<td><strong>U.S High School Culture (Part 2)</strong>&lt;br&gt;N/A</td>
</tr>
<tr>
<td></td>
<td><img src="https://via.placeholder.com/150" alt="Team 2's Name" /></td>
<td><em>Special Instructions:</em>&lt;br&gt;Type in your answers on the screen. One suggestion is to turn off (or cover) the projector as a representative from each team types in their answers. That way, Team 2 won’t copy Team 1’s answers.</td>
</tr>
</tbody>
</table>
Some Possible Answers
Ask students to think about what else should be on this list in this guidebook. Again, students have to pretend that they are using this to become familiar with life in the U.S. Encourage students to think outside of the box. Prompt a discussion with the following questions:

- Does anyone disagree with any of the concepts on this list? One stereotype of America is that it has no culture—does this make sense?
- What behaviors might be surprising for a student when they first arrived in the U.S.?
- Does anyone recall being surprised by any behaviors when they first arrived in another country or culture?
- Are any of these cultural assumptions or judgements?

Special Instructions:
Type in your answers on the screen.

VIII. WHAT WOULD YOU DO?

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<thead>
<tr>
<th>Purpose</th>
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<th>Narrative</th>
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<tbody>
<tr>
<td>What Would You Do? Use this slide to ask students if they have any examples of situations they were involved in (or perhaps saw on TV or in a movie) where a behavior seemed strange or surprising to them.</td>
<td>WHAT WOULD YOU DO...?</td>
<td>What Would You Do? Tell students that they are going to play a game designed to get them thinking about how different cultures might perceive behaviors differently.</td>
</tr>
</tbody>
</table>
**What Would You Do?**

Roll the virtual dice on the right bottom of the screen and move the corresponding number of spaces on the board. Call on students to respond to the hypothetical question that is posed. Then have them respond to the second question, which is triggered by either clicking the on-screen arrow or using the right arrow on your keyboard. Click the red X in the corner to close the question and roll again.

You may want to point out that understanding differences in cultural norms doesn’t mean that they have to be agreed with or even abided by. The key is to consider other cultural perspectives and make informed decisions.

Finally, ask students to think about the now what/why are these important/what scenarios would you add?

**What Would You Do?**

**WHAT WOULD YOU DO IF…**

...you saw a group of teenage boys throwing rocks at a dog?
What if you came from a country where dogs carry diseases and are often wild?

**WHAT WOULD YOU DO IF…**

...Your brother snapped his fingers several times at you to get your attention?
What if you came from a culture where snapping is considered an appropriate way to call for someone?

**WHAT WOULD YOU DO IF…**

...You saw a mother struggle with her three small children while the man she was with did nothing?
What if you came from a culture with strictly defined gender roles?

**WHAT WOULD YOU DO IF…**

...You saw a former classmate, and he made the “OK” gesture to you?
What if you came from a culture where this gesture is obscene?

**WHAT WOULD YOU DO IF…**

...You saw a couple holding hands while they were walking down the street?
What if you came from a culture where this is considered very promiscuous?

**WHAT WOULD YOU DO IF…**

...A guest belched loudly at the table after dinner?
What if you came from a culture where this is a way to show the host(ess) that you enjoyed your meal?

**WHAT WOULD YOU DO IF…**

...Your friend agreed to meet you at the mall at 4:00, and it is now 5:00?
What if you came from a culture where time and dates are flexible?
WHAT WOULD YOU DO IF…

...A classmate met you for the first time and leaned in for a cheek kiss? What if you came from a culture where this is an appropriate and expected greeting?

WHAT WOULD YOU DO IF…

...A classmate asked you how you are doing? What if you came from a culture where long greetings and inquiries about family members is the rule prior to “getting to the point”?

WHAT WOULD YOU DO IF…

...You were invited to a friend’s house for dinner, but it was communal style, and there were no eating utensils in sight? What if you came from a culture where utensils are rarely used?

WHAT WOULD YOU DO IF…

...You were in a study room, trying to read quietly, and you noticed some students talking loudly? What if you came from a culture where the appropriate speech volume level is typically loud, especially when engaging in a deep conversation?

WHAT WOULD YOU DO IF…

...You were attending gym class, where there was a uniform guideline and a shared locker room? What if you came from a country where it is culturally inappropriate to change in front of your peers?
### IX. STEREOTYPES AND GENERALIZATIONS

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<tr>
<th>Purpose</th>
<th>Slide</th>
<th>Narrative</th>
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</table>
| Stereotypes and Generalizations<br>In this slide, students are prompted to suggest definitions for the terms “stereotype” and “generalization”.

Stereotypes and Generalizations<br>Ask students to think about different stereotypes and generalizations. Wait to define the terms yourself until the next slide.

Stereotypes and Generalizations<br>Use this slide to clarify the differences between stereotypes and generalizations. Use this slide to discuss why it may be provocative or even hurtful to students that come from these states.

Stereotypes and Generalizations<br>Sometimes when we see an action repeated by multiple members of a group, we assume that all members of the group always act that way.

Definitions:<br>Stereotypes are usually oversimplified ideas about a group of people, and they leave no room for exceptions.<br>Generalizations are also statements about groups of people, but they don't claim to apply to everyone in a group. They are not hard-and-fast rules about groups of people, but are instead starting points for understanding another culture and are based on observation.

Stereotypes and Generalizations<br>This slide offers two optional, humorous videos about stereotypes.

If students decide to watch the videos, ask them to think about where these stereotypes and generalizations from this video came from.

Stereotypes and Generalizations<br>N/A
Stereotypes and Generalizations
This slide allows students to take turns determining if the statements presented on screen are either stereotypes or generalizations.

They should explain their justification for each answer before the statement is dragged on either the generalization corkboard or the stereotype garbage can. There are ten statements in total.

Now what? De-brief the students on why this is important, and ask them to name some other generalizations and stereotypes that they have encountered to make sure that they have grasped the concepts.

Answer Key:
Asians have an indirect style of communication. (S)

It is common for Argentines to greet friends with a kiss on the cheek. (G)

Gamers are antisocial. (S)

Many honors students often spend more time on school-related activities and studying than socializing. (G)

Brazilians live at home until they’re married. (S)

Americans never stop working. (S)

Italians tend to use nonverbal communication, particularly hand gestures, when talking. (G)

Rich kids are spoiled and self-centered. (S)

Japanese people are good at math. (S)

People from the U.S. tend to express themselves in a direct manner. (G)
## X. PROJECT: CHANGE

<table>
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<tr>
<th>Purpose</th>
<th>Slide</th>
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</table>
| **Project: Change**  
In this section, students will be tasked with developing a digital presentation on a pressing world issue and propose a solution.  
Click the button to see a sample Prezi. This will be viewed best by clicking the full screen button on the bottom right and using the arrow keys on your keyboard to navigate through it. Simply close this window when you are finished to return. | ![Prezi](AFS-project-change.png)  
Submit your idea for a volunteer project that addresses a global issue.  
If you win, travel abroad and put your vision into action.  
www.afsoca.org  
![Prezi](AFS-project-change.png)  
www.fhsusa.org  
![Prezi](AFS-project-change.png)  
www.fhsusa.org | **Project: Change**  
N/A |

**Project: Change**  
Tell students that it’s important to keep their newfound understanding of culture, cultural differences, and intercultural communication in mind while they think about their group’s issue and solution.  
Here are some discussion questions to consider after watching the videos:  
- What is problematic and successful with both of the videos?  
- Can the students come up with some other imaginary
The following two videos illustrate the right and wrong ways to think about providing assistance in another culture:

**TIMS: Revolutionary New One for One Campaign** (A spoof of International “Aid” gone terribly wrong)

**Mama Hope’s** (A good example of creating change relevant to a community and involving them in their own solution)

These are only meant to be suggested examples. Feel free to find additional videos with stereotypes about “South Americans”, “Latin Americans”, “Asians”, or even “Europeans.”

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**Key point 1:** It’s not about what you think people should want or have or do. If you wish to help a community, it should be based on their wishes and needs, not on stereotypes or assumptions.

**Key point 2:** Emphasize the importance of students addressing problems in their assigned country in a culturally appropriate way and the benefit of engaging the local community.

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**Project: Change**

Divide students into groups of three to six members.

You can either assign locations/countries/cultures to each group (feel free to tie into current class work) or allow groups to choose their own.

Issue areas can be chosen based on: [http://www.afsusa.org/project-change/learn/issue-areas/](http://www.afsusa.org/project-change/learn/issue-areas/)

Some examples of ideas can be found here: [http://www.afsusa.org/project-change/vote/](http://www.afsusa.org/project-change/vote/)

Potential platforms for digital presentation: Prezi, Powerpoint, Padlet, ThingLink

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**Groups will show their completed presentation to the class at a later date to be evaluated by the class according to the following criteria:**

- Quality of research
- Creativity
- Cultural appropriateness
- Whether it is realistic (cost, technology, political and cultural hurdles, etc.)