

Week 3

Topic: Cultural Identity vs. Personal Identity

Guiding Questions:

What does culture mean to you?

What does community mean to you?

What is your culture? (Do you have a culture?) How does this make you feel?

What are the differences and similarities between culture and ethnicity?

Goals:

- I. To define the components of culture
- II. To gain insight into one's own culture
- III. To recognize the need for sensitivity when uncovering cultural differences and similarities

Activities:

1. Art Exchange: Culture and Community (See Appendix A)
2. Culture & Ethnicity Interview (See Appendix B)
3. The Hidden Ways in Which Cultures Differ (See Appendix C)
4. [The Story of My Name](#). A great way for students to consider the cultural origin of their names, on the way to placing themselves, and their families, in a broader cultural context.
5. [Read Folk Tales!](#) Students will fall in love with characters from China to South Africa.

Active Cross-Cultural Exchange:

Students who create art pieces will have the opportunity to exchange their work with students from around the world. If instructors are interested in participating in this exchange they can facilitate it on their own or they can be matched with students from one of Global Playground's schools (contact info@globalplayground.org for more information).

Art connects people across continents. Even with the barriers of distance, language, physical and mental abilities, in art, people speak the same language.

Our Questions:



“What does community mean to you?”

“What does culture and/or community mean to you?”

What Global Playground Will Do

Global Playground is:

- 1) Working with teachers and communities to gather artwork
- 2) Putting all artwork in a virtual gallery on Global Playground's website
- 3) Sending a minimum of five art pieces from five schools across the world to your school with suggested questions for a guided discussion that can be altered for any age group

What You Will Do

Students will:

- 1) Respond to these questions through art (paintings, drawings, pictures, etc.)
- 2) Write short descriptions of their artwork in their native language and English, if possible
- 3) Put their first names and ages on their artwork and descriptions

Teachers will:

- 1) Lead discussions on culture and community in their classrooms
- 2) Give students this assignment and explain it in terms that will translate well given the class' age, language, and cultural context
- 3) Send pictures of students with their artwork to our Global Fellow, Kendall (kendall.lorenzen@globalplayground.org)
- 4) Work with Kendall to ensure all artwork is sent to her at her current site so that it may be distributed