

APPENDIX:

Appendix A: What is culture? Graphic blank and with answers

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Appendix B Culture & Ethnicity Interviews

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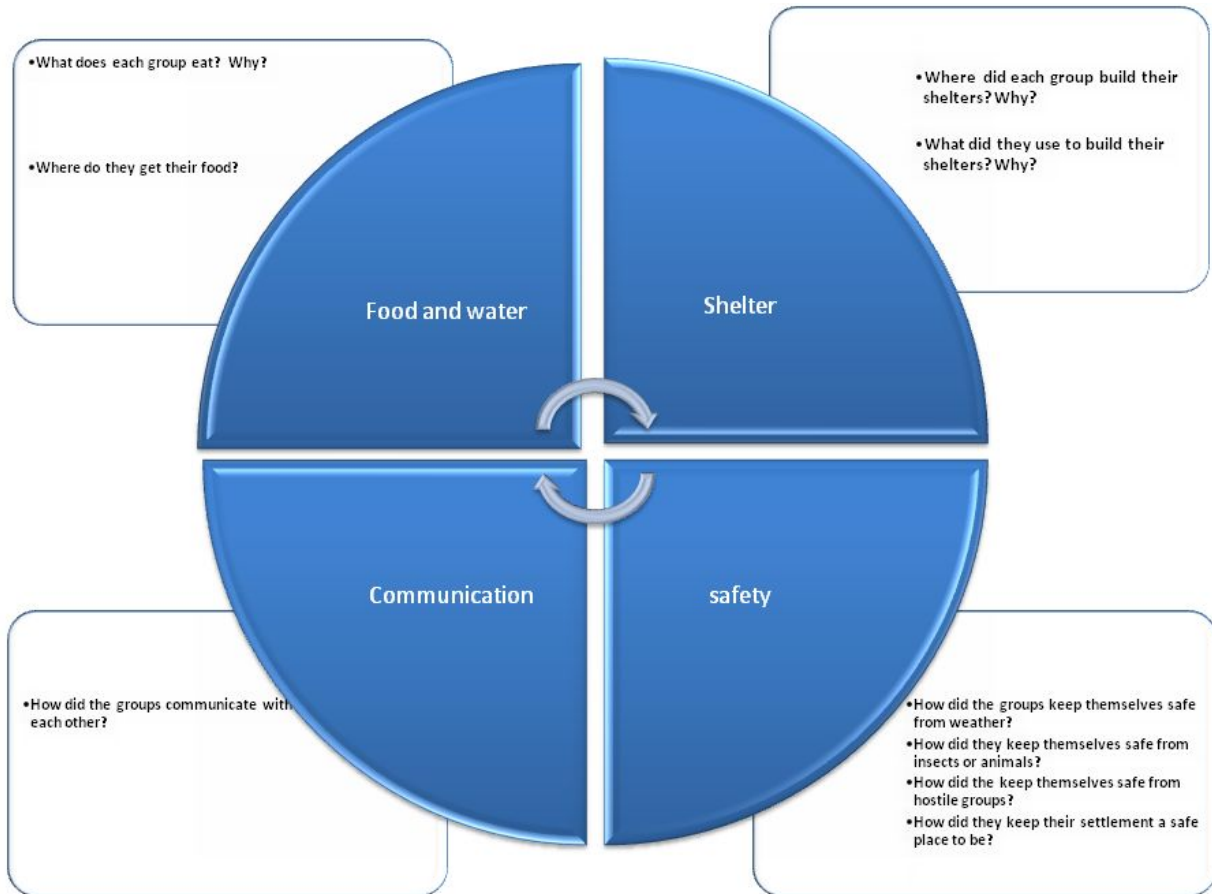
Appendix H: Design Your Own Culture Project

Appendix I: Culture Discussion Worksheet

Appendix A: What is culture?



Graphic with examples for filling it in.



Food



shelter



water

Appendix B: Art Exchange

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

Appendix B: Culture & Ethnicity Interviews

Directions: Bring this form home with you. Ask your family members or friends to answer the following questions. (Remember, culture includes things like language, music, religion, holidays, food, and things you believe in. Ethnicity is the feeling of belonging to a social group that shares a common national or cultural tradition.)

1. What is your culture? (Where were you born, where did you grow up, where did you go to school, where else did you live, what kinds of cultural things do you practice?)

Person 1.

Person 2.

Person 3.

Person 4.

2. What is your ethnicity? (Where are you from? Where is your family from? Where have you lived? What kinds of cultural things do you practice?)

Person 1.

Person 2.

Person 3.

Person 4.

Appendix C: The Hidden Ways In Which Cultures Differ (credit: AFS-USA)

Goal:

Using the iceberg analogy, teach students to look at the hidden dimensions when comparing different cultures.

Objectives:

Students will:

- Become aware of the hidden parts of their culture
- Learn to identify the connection between hidden and visible parts of a culture

Materials:

- Iceberg handout (one for each student)

AFS Educational Goals:

Cultural Realm:

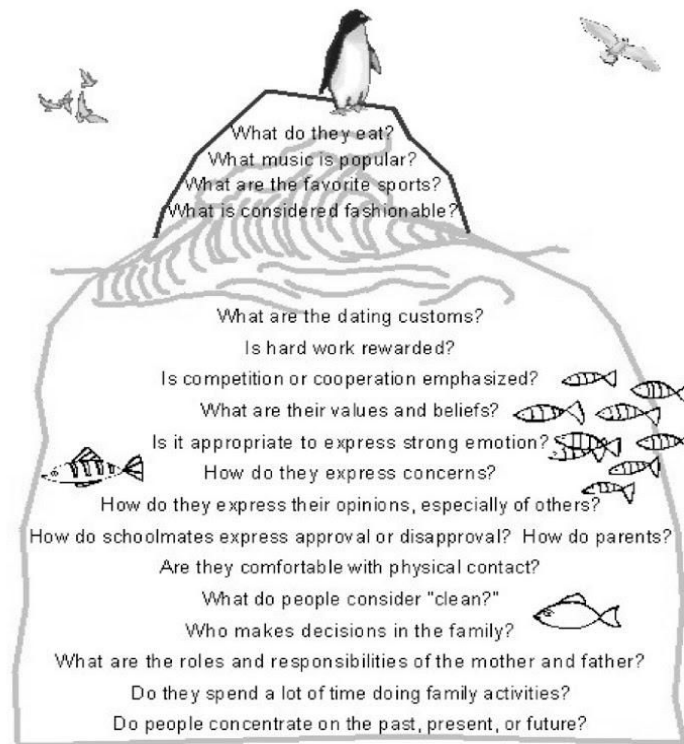
- Understand the concepts of “Culture” and intercultural adaptation
- Cultural knowledge and awareness: To become more aware of their own culture and recognize its influence on their behavior

Activity:

- Pass the Iceberg handout to every student.
- Draw two icebergs on the board next to each other.
- Start with the questions at the bottom of the iceberg and ask students to answer those questions based on their experience as ____.

- Write each answer on the board inside the first iceberg – if there are contrasting answers, at the end of class use them to show students the difference between the concept of culture and subculture.
- Next, move to the questions at the top of the iceberg and write down the student's answers, always inside the same iceberg.
- Now identify another culture your class is familiar with (if you have an international student, ask them to answer the questions based on their experience with that culture).
- Start asking the same questions, following the same order as before
- Write the answers in the second iceberg.
- Now ask your students to describe how the answers they gave for the hidden part of the iceberg for _____ culture manifest themselves. For example, in American culture people tend to emphasize competition. This shows in school, where students are asked to excel.
- Now do the same for the other culture.
- Debrief your class and remind your students how what is visible in a culture (food, traditions, ways of living) is often the result of the hidden dimensions of their iceberg.
- Take away message: each student should walk away from this exercise having learned what makes people's habits look different has much deeper roots than we can explain at a superficial level.
- EXTRA: ask your students to look for similarities in the two cultures and connect the dimensions they refer to so one element of the first iceberg is connected to another one in the other iceberg.
- Use these similarities to help students see how often cultures have a lot in common.

The iceberg below shows that some values are above the surface of our awareness. We can actually see some aspects of culture because they are reflected in behaviors. Other cultural aspects lie under the water line and aren't as obvious. These are what we call the "hidden dimensions" of culture.



Appendix D: Hello & Thank You Activity

The goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and to say "hello" (and thank-you) in many different languages. This can be used as a warm-up, get-to-know-you, activity with a cross-cultural theme. Within a group, you might be surprised how much knowledge there is of different languages for basic phrases.

Optional: Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (Around 7 billion people and 7,000 languages - although about 90% of these languages are spoken by less than 100,000 people).

Challenge the group to come up with as many different languages for "hello" or "thank-you" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group--- who then repeat.

Optional: Before people start making suggestions, ask the group to guess how many collective languages the group will be able to come up with. Don't allow discussion - just do a quick survey--and take a rough average - that's the group's estimate.

The group leader keeps count on his/her fingers.

Was the final number of "hellos or thank-you's in different languages" close to the group's guess? If the group underestimated, they may not realize the knowledge within the group that might be used to their advantage. If the group's guess was an overestimate, why did they overestimate their knowledge resources? Discuss.

Optional - to make more difficult or to add variation, try asking for these basic phrases:

Hello...Goodbye

Hello, My name is...?



Hello, How are you?

Yes...No

Please...

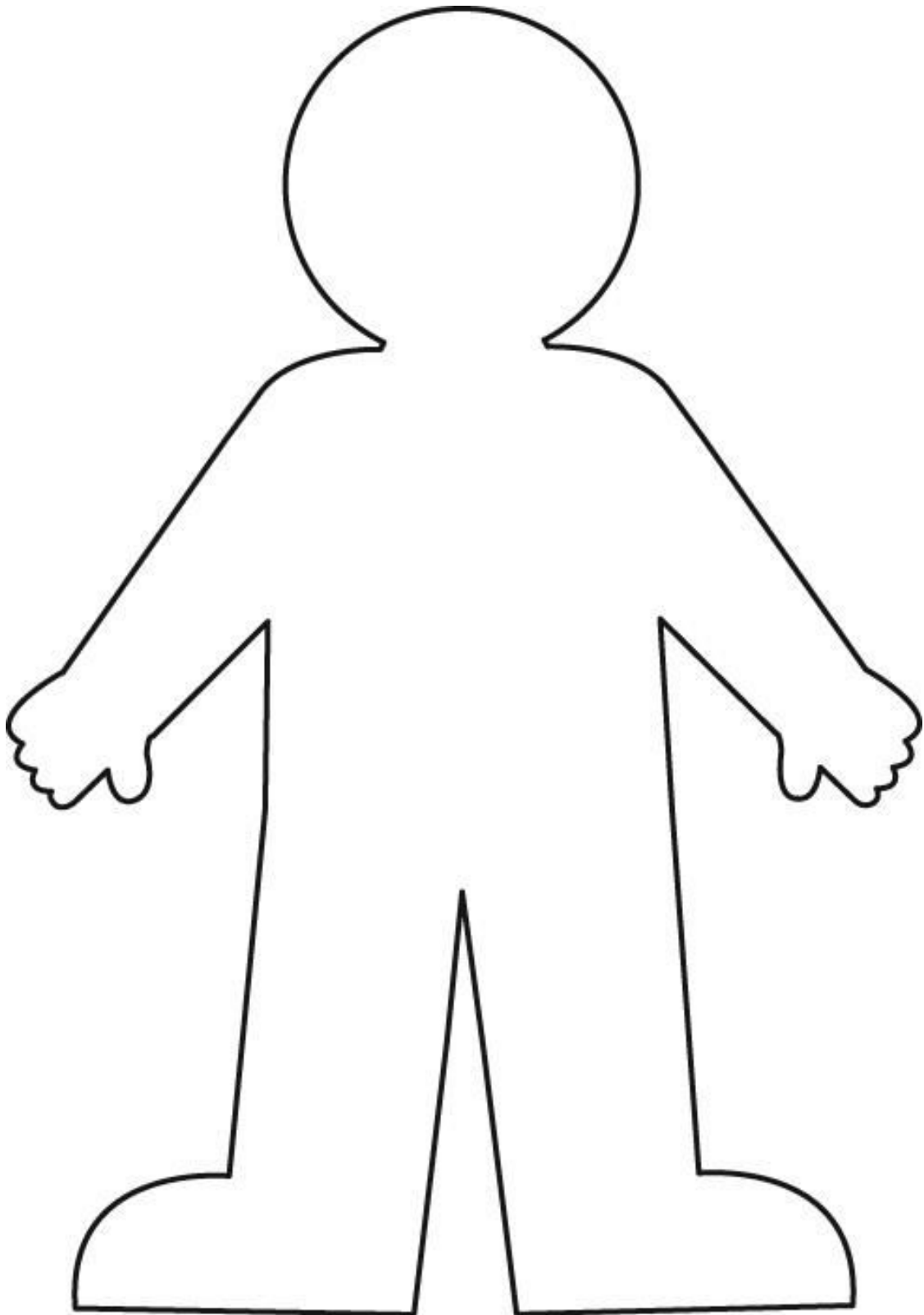
Do you speak English?

Numbers 1-5 or 1-10

Appendix E: Paper People From Around the World

Directions: Each student will be assigned a different country or culture from around the world.

Students will then research relevant cultural dress and present their findings by illustrating the included person outline to show typical dress from their assigned country or culture.



Appendix F: Activity: The Nacirema

Directions: Read the scenario below and answer the questions.

In a 1956 edition of American Anthropologist, an article by Horace Miner, “Body Ritual Among the Nacirema,” describes the “magical beliefs and practices” of a tribe supposedly observed by Miner in great detail and expresses concern about several of the group’s slightly masochistic tendencies. Some of the Nacirema customs include scraping and lacerating the face or legs with a sharp instrument, piercing the skin with sharp instruments and then taking great care to keep those holes from closing again, painting of the body, and inserting and ritualistically moving a bundle of hog hairs in the mouth several times a day. The people of this tribe seek the assistance of medicine men many times during the course of a year to treat physical ailments, release them from the power of devils that have lodged in their heads, and gouge holes in their teeth. (This last ritual is done in the hopes of avoiding oral decay and offending one’s friends). The Nacirema gather in large numbers to watch clans within the tribe enact small battles, often with many physical injuries, and to observe individual tribal members fight until they are unconscious.

1. Where do you think the Nacirema live?

2. List at least ten adjectives to describe this tribe’s customs. How many were positive?
Negative?

3. If you were a teacher, how would you deal with Nacirema children in your classroom who insisted on maintaining their tribal customs?
4. What does Nacirema spell backward?
5. Describe everyday events such as shaving, ear piercing, and brushing teeth so that they do not sound like “primitive” customs.

Appendix G: Have You Heard Activity (credit: AFS-USA)

Goal:

Participants will recognize the widespread use of stereotypes.

Time:

20–30 minutes.

Materials:

Large sheets of newsprint, tape, markers, and wall space or other surfaces to which newsprint can be taped.

Activity:

Before the presentation, label the top of each sheet of newsprint with the name of a different type of person or group. Try to include a variety of dimensions of diversity. Examples may include Women, Men, Teenagers, African American Males, Asian Americans, Latino Americans, Catholics, Christians, Jews, Arabs, Muslims, Amish People, Wealthy People, Poor People, The Homeless, People on Welfare, People with a physical challenge, Californians, Southerners, People 75 Years and Older, People Who Live in the Country,

People Who Live in the City, and others. Fold each sheet and tape the sheets on the walls or other surfaces in a manner that does not reveal the label. Leave enough space between them so that small groups can form around each sheet.

You may choose to introduce this activity with a brief discussion about culture and its impact on our behavior. Be sure to point out that culture is something we begin learning as very young children, that the rules of our culture are often not written out but learned from those around us, and that as children we generally accept these rules without question. Tell participants you want to engage them in an activity called “What Do You Know or What Have You Heard?”

Begin unfolding the posted newsprint sheets so that the labels are revealed. Tell each participant to circulate around the room to each sheet of newsprint and, with a marker, write one thing that they either “know” or that they have heard about the people or group identified by the label. Emphasize that what they write can be something they know or something they have heard. Allow enough time for each participant to add a thought to each list. Then invite participants to take a few minutes to observe the completed lists.

Discussion:

Ask participants the following questions:

- What do many of the comments we have written on the lists represent?
- Are they all true?
- Where did they come from? (Responses might include parents, friends, teachers, books, the media, and others.)
- Lead a discussion about stereotypes and the fact that we become conditioned to think about stereotypes on an almost automatic basis when we see or hear about someone whose background is different from our own. We all use stereotypes at one point or another. The important thing is that we become more conscious of the fact that we are often thinking “on automatic.” We must stop to ask ourselves if what we are thinking is a fact or a stereotype.

Appendix H: Design Your Own Culture Project

Directions: In this cumulative project, students will work individually or in groups to design their own culture. Students should create a name for their culture and give information for the components that make up their designed culture. Students should use at least 5 components in their presentation, which include, but are not limited to, the following:

- language
- religion
- politics
- cuisine
- music and dance
- art
- social habits
- clothing
- holidays
- sports

Presentation: Students should create a 5-10 minute presentation for their created culture. At least one visual aid (poster, powerpoint, etc.) must be used. Students are encouraged to present examples of invented languages, music, dance, etc.

Appendix I: Culture Discussion Worksheet

1. What is culture?

1. Give examples of your own individual cultures.



1. Describe how every person has a varied ethnic background and that nobody's heritage is boring or insignificant.

1. Discuss how culture is a personal thing, and that one's culture can and will change over time.

1. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

1. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular place.

1. Identify and describe ways families, groups, and communities influence the daily lives and personal choices of individuals.