



Introduction to Intercultural Studies: Defining the Concept of Culture

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<p>To develop an understanding of the different ways to understand the term 'culture'.</p> <p>To reflect on how the term 'culture' can be problematic.</p> <p>To investigate some key terms related to culture: essentialism, ethnocentrism, orientalism and othering.</p>	<p>To identify ways in which people can be more accepting of other cultures.</p> <p>To define the term 'interculturality' and reflect on our response to it.</p> <p>To understand the concept of 'transcultural flow' and give some examples of it.</p>	<p>To consider 'cultural resources' and 'cultural artefacts'.</p> <p>To investigate a case study of an intercultural interaction.</p> <p>To evaluate definitions of culture.</p>

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

<p>Starter activity</p> <p>Start with this quotation on the board:</p> <p><i>Culture is one of the two or three most complicated words in the English language.</i> (Raymond Williams, 1976)</p> <p>Students see how many different definitions they can think of for culture. Record responses on the board. Introduce the term 'floating signifier' (see Step 1.3).</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> To develop an understanding of the different ways to understand the term 'culture'. To reflect on how the term 'culture' can be problematic. To investigate some key terms related to culture: essentialism, ethnocentrism, orientalism and othering.
<p>Main activities</p> <p>The class watches the video in Step 1.4 (Culture as a loaded term) and takes notes. Divide the class into four and ask each group to research one of the following terms:</p> <ul style="list-style-type: none"> Essentialism Ethnocentrism Orientalism Othering <p>Students can use the material and links in Step 1.7, 1.16 as well as any other sources they wish. Each group should create a large mind map on flipchart paper to communicate the key ideas. The mind maps should also include a definition and examples of the term.</p> <p>Groups then move around the room, visiting each of the other group's mind maps, asking questions and discussing the findings.</p>	<p>Resources required</p> <ol style="list-style-type: none"> Devices for watching videos and researching. Flipchart paper and creative materials for mind maps. Pens and paper for reflections. <p>Assessment for Learning</p> <p>Discussion responses, mind maps, personal reflections.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Individually, students now write a brief reflection on the following questions:</p> <ul style="list-style-type: none"> In what ways can the term 'culture' be problematic? In what ways can an understanding of the term 'culture' be positive?

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Lesson 2 plan

<p>Starter activity</p> <p>The class recaps the definition of the term 'othering' from Lesson 1. In small groups, make a list of the features that are sometimes used to 'other' people.</p> <p>Ask the class the question: why is it important to be aware of the ways in which people can be othered?</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To identify ways in which people can be more accepting of other cultures. • To define the term 'interculturality' and reflect on our response to it. • To understand the concept of 'transcultural flow' and give some examples of it.
<p>Main activities</p> <p>Remaining in their small groups, ask students now to brainstorm a list of the ways that a person can become more open to and accepting of other cultures, giving specific examples.</p> <p>Students work on the exercise from Step 2.3 (What do you think about interculturality?), and in pairs discuss their answers to each of the three questions. Then, each pair can compare their thoughts with the answers provided.</p> <p>The class watches the video in Step 2.5 (Transcultural flows and practices) and takes notes. In their pairs, discuss the following questions:</p> <ul style="list-style-type: none"> • What is 'transcultural flow'? • What is 'cosmopolitanism'? • Can you give any other examples of transcultural flows that you have seen or experienced? 	<p>Resources required</p> <ol style="list-style-type: none"> 1. Pens and paper for brainstorming. 2. PDF exercise and answers from Step 2.3. 3. Device for watching video. <p>Assessment for Learning</p> <p>Exercise answers, answers to questions on cultural flow.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students come back together and discuss their answers to the previous questions, and answer one more as a class:</p> <p>What are the benefits of transcultural flows?</p>

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Lesson 3 plan

<p>Starter activity</p> <p>Students look up the terms ‘cultural resources’ and ‘cultural artefacts’ (either by their own quick research or using Step 2.4). Agree on a definition and examples for each as a class.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To consider ‘cultural resources’ and ‘cultural artefacts’. • To investigate a case study of an intercultural interaction. • To evaluate definitions of culture.
<p>Main activities</p> <p>Students perform research on the burkini ban in France and produce a report which outlines some of the arguments on each side of the debate. Students should use the information and video available in Step 2.14 as part of their research, as well as any other sources they identify. Students can discuss their research together but should produce an individual report.</p> <p>At the end of the report, students should write a short personal reflection which answers the following questions:</p> <ul style="list-style-type: none"> • How do you think the ban affected the relationship between the Muslim and non-Muslim populations? • Why do you think the French local government decided to initiate the ban? • Do you think the ban has promoted Islamophobia as Fozia argues in the video? 	<p>Resources required</p> <ol style="list-style-type: none"> 1. Devices for watching the video and performing research. 2. Materials for producing report. <p>Assessment for Learning</p> <p>Report and discussion contributions.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles and teacher-led support for report. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students revisit their definitions of culture and see if they would now like to add any more. Discuss as a class the key learning from the last three lessons by answering these questions:</p> <ul style="list-style-type: none"> • What have you learned about culture that was new to you or has surprised you? • What do you think is the best way to define culture?