



Introduction to Intercultural Studies: Intercultural Contact

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<p>To consider the history of intercultural contact.</p> <p>To explore the notion of acculturation and two theories relating to it.</p> <p>To frame a personal experience using one theory of acculturation.</p>	<p>To understand how critical incidents can help to improve self-awareness and intercultural understanding.</p> <p>To identify key learning from a personal 'critical incident' by using a theory framework.</p>	<p>To explore how it feels to make assumptions about others, and have assumptions made about us.</p> <p>To research ways in which preconceptions and assumptions can be avoided.</p> <p>To produce a set of guidelines for effective intercultural contact.</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>Quick verbal quiz asking students if they can define (or guess) the meaning of the following terms:</p> <ul style="list-style-type: none"> • Intercultural • Homogenous • Archetype • Anglocentrism 	<p>Learning objectives</p> <ul style="list-style-type: none"> • To consider the history of intercultural contact. • To explore the notion of acculturation and two theories relating to it. • To frame a personal experience using a theory of acculturation.
<p>Main activities</p> <p>The class watches the video in Step 1.3 (Intercultural contact from a historical perspective) then briefly discuss the following question:</p> <ul style="list-style-type: none"> • What do you think may be the main risks associated with providing advice and guidance on how to interact with people based on their national identity? <p>Divide the class into two groups. Each group will study a theory of acculturation – one group will focus on the U and W curve, the other group on Young Yun Kim’s theory of Cross-Cultural Adaptation.</p> <p>Students can use the video and material from Step 1.4 to inform their research and should create a presentation on their theory. The presentation should include an explanation of the theory as well as a visual representation of how it works.</p> <p>Each group explains their theory to the other.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Devices for watching videos and research. 2. Creative materials for producing presentation and visual theory diagrams. <p>Assessment for Learning</p> <p>Presentations and theory diagrams, personal reflections.</p> <p>Differentiation</p> <p>SEND: Teacher-led support. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Individually, students write a short reflection on the following:</p> <p>Consider a time when you found yourself in a different cultural environment. Describe this time using one of the two theories covered, including a theory diagram of your own experience.</p>

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Lesson 2 plan

Starter activity	Learning objectives
<p>In small groups, students read the Maya Angelou extract from Step 1.10, and discuss.</p> <p>Explain the term 'critical incidents' and how this story is an example.</p>	<ul style="list-style-type: none"> To understand how critical incidents can help to improve self-awareness and intercultural understanding. To identify some key learning from a personal 'critical incident' using the theory framework.
Main activities	Resources required
<p>Using the PDF framework for analysing critical incidents, map Maya Angelou's experience onto the framework as a class.</p> <p>Then, give students five minutes to silently think of a time when they have experienced something similar, where they pre-judged a situation or person with embarrassing consequences. If they are comfortable, they can then share this with their small group.</p> <p>Students map their own experience onto individual copies of the framework.</p> <p>Invite students to share their learning and the 'further questions' they identified on the framework.</p>	<ol style="list-style-type: none"> Print outs of Maya Angelou story from Step 1.10. Print outs of critical incident framework. Pens and paper for notes. <p>Assessment for Learning Completed frameworks and personal reflections.</p> <p>Differentiation SEND: Videos have subtitles. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary In pairs, students reflect on how it felt to revisit that experience, and how useful the critical incidents framework is for improving self-awareness. Students should take personal notes of this discussion.</p>

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Lesson 3 plan

<p>Starter activity</p> <p>Students are put in pairs (ideally with classmates they know the least), and asked to answer a set of questions about each other. The subject is not able to speak while their partner answers questions about them. Questions could include:</p> <ul style="list-style-type: none"> • What is your partner's favourite food? • What music do they like? • Which political party do they support? <p>Any other questions can be added.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To explore how it feels to make assumptions about others, and have assumptions made about us. • To research ways in which preconceptions and assumptions can be avoided. • To produce a set of guidelines for effective intercultural contact.
<p>Main activities</p> <p>As a class, reflect on how it felt to a) have snap decisions made about you without being consulted, and b) how it felt to make the decisions.</p> <p>Students watch the video in Step 2.7 (preconceptions and assumptions), then discuss the following question:</p> <p>Aside from language (identified in the video) what else do we use to make judgements about people?</p> <p>In groups, ask students to research and brainstorm ways in which we can avoid making assumptions and negative judgements about others. Information in Step 2.7 may be useful.</p> <p>Each group should come up with a set of 'guidelines' to follow.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Set of prepared questions. 2. Devices to watch the video and perform research. 3. Materials for creating guideline documents. <p>Assessment for Learning</p> <p>Discussion responses, guidelines</p> <p>Differentiation</p> <p>SEND: Videos have subtitles. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>The groups share their instructions with each other and the class creates a shared document of guidance on how to avoid preconceptions and assumptions, titled 'Effective intercultural contact'.</p>