



# Introduction to Intercultural Studies: Intercultural Contact

## Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
<b>Length</b>	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
<b>Objectives</b>	<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.

# Introduction to Intercultural Studies: Intercultural Contact

## Lesson 1 plan

<p><b>Starter activity</b></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"> <li>• Intercultural</li> <li>• Homogenous</li> <li>• Archetype</li> <li>• Anglocentrism</li> </ul>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To consider the history of intercultural contact.</li> <li>• To explore the notion of acculturation and two theories relating to it.</li> <li>• To frame a personal experience using a theory of acculturation.</li> </ul>
<p><b>Main activities</b></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"> <li>• 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?</li> </ul> <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><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Devices for watching videos and research.</li> <li>2. Creative materials for producing presentation and visual theory diagrams.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Presentations and theory diagrams, personal reflections.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Teacher-led support.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></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

<b>Starter activity</b>	<b>Learning objectives</b>
<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"> <li>To understand how critical incidents can help to improve self-awareness and intercultural understanding.</li> <li>To identify some key learning from a personal 'critical incident' using the theory framework.</li> </ul>
<b>Main activities</b>	<b>Resources required</b>
<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"> <li>Print outs of Maya Angelou story from Step 1.10.</li> <li>Print outs of critical incident framework.</li> <li>Pens and paper for notes.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Completed frameworks and personal reflections.</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Videos have subtitles.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></p> <p>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><b>Starter activity</b></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"> <li>• What is your partner's favourite food?</li> <li>• What music do they like?</li> <li>• Which political party do they support?</li> </ul> <p>Any other questions can be added.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore how it feels to make assumptions about others, and have assumptions made about us.</li> <li>• To research ways in which preconceptions and assumptions can be avoided.</li> <li>• To produce a set of guidelines for effective intercultural contact.</li> </ul>
<p><b>Main activities</b></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><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Set of prepared questions.</li> <li>2. Devices to watch the video and perform research.</li> <li>3. Materials for creating guideline documents.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Discussion responses, guidelines</p> <p><b>Differentiation</b></p> <p><b>SEND:</b> Videos have subtitles.  <b>Low ability:</b> Peer-learning.  <b>Gifted and Talented:</b> Peer-teaching.</p> <p><b>Plenary</b></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>