



# Introduction to Intercultural Studies: The Branding of Culture

## 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 define key terms related to the branding of culture.</p> <p>To consider how companies market their products in order to appeal to people's values and identities.</p> <p>To understand the concept of banal nationalism and provide examples.</p>	<p>To identify some common 'brands' and stereotypes associated with nations.</p> <p>To analyse the ways in which nations and cultures are branded.</p> <p>To reflect on the branding of your own culture or country.</p>	<p>To understand the concept of soft power.</p> <p>To evaluate a specific example of soft power.</p>

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

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## Lesson 1 plan

<p><b>Starter activity</b></p> <p>Check learners understanding of the following terms by asking for definitions (or guesses) and collecting them on the board:</p> <ul style="list-style-type: none"> <li>• Neoliberalism</li> <li>• Consumerism</li> <li>• Capitalism</li> </ul>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To define key terms related to the branding of culture.</li> <li>• To consider how companies market their products in order to appeal to people's values and identities.</li> <li>• To understand the concept of banal nationalism and provide examples.</li> </ul>
<p><b>Main activities</b></p> <p>The class watches the video in Step 1.3 (Introducing globalised products).</p> <p>Lead a brief class discussion asking them why they think technology companies might use their marketing to emphasise where their products are designed, rather than where they are manufactured.</p> <p>The class then watches the video in Step 1.4 (Using narratives of place). In pairs, ask students to think of a product they know of which is sold around the world and answer these questions:</p> <ul style="list-style-type: none"> <li>• How is it marketed and sold?</li> <li>• Can you identify any narrative that has been used to promote the product?</li> <li>• What values is the company trying to associate with its product?</li> <li>• How is this intended to appeal to your identity?</li> </ul> <p>Still in pairs, students research the concept of 'banal nationalism' (content in Step 1.6 may be useful). Share with class and agree on a definition.</p>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Devices for watching videos and research.</li> <li>2. Pens and paper for pair work and individual assignments.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Discussion contributions and individual assignments.</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>Students write a short individual assignment using their understanding of the term 'banal nationalism'. They should answer the following questions:</p> <ul style="list-style-type: none"> <li>• What examples of banal nationalism have you seen in your everyday life?</li> <li>• How connected do you feel to other people who share your nationality?</li> </ul>

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## Lesson 2 plan

<p><b>Starter activity</b></p> <p>Word association: begin with a few names of countries (that are likely to be well known to students) on the board. Ask students to list what each country makes them think of – this could include ideas, products, food, stereotypes, etc.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To identify some common ‘brands’ and stereotypes associated with nations.</li> <li>• To analyse the ways in which nations and cultures are branded.</li> <li>• To reflect on the branding of your own culture or country.</li> </ul>
<p><b>Main activities</b></p> <p>As a class, watch the video in Step 1.9 (Case study: branding Thailand) and take notes. Then watch the Thailand campaign video linked in the ‘See Also’ section.</p> <p>Divide the class into small groups. Each group will perform research and develop a case study of another country of their choice which each group will present to the class. Each presentation should include either a tourism video or advert, and answer these questions:</p> <ul style="list-style-type: none"> <li>• What is the message that the marketing is attempting to create about the location?</li> <li>• Who is the marketing aimed at?</li> <li>• To what extent does the marketing reflect the reality of the location?</li> </ul> <p>Each group then presents their tourism video/advert/images to the class and explains how the specific nation is branded to the class.</p>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>1. Devices for watching videos and performing research.</li> <li>2. Pens, paper and materials for presentations.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Group presentations and discussion contributions.</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>Lead a class discussion reflecting on these questions:</p> <ul style="list-style-type: none"> <li>• How do you view the products of your own culture or country?</li> <li>• Consider what products you either take with you when you go abroad, or products you miss when you are away from home. Why do you feel this way and what associations do you have with these products?</li> </ul>

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## Lesson 3 plan

<p><b>Starter activity</b></p> <p>The class watches the video in Step 2.6 (What is soft power?) and take notes.</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To understand the concept of soft power.</li> <li>To evaluate a specific example of soft power.</li> </ul>
<p><b>Main activities</b></p> <p>Prepare this paragraph on a board/handout:  <i>Soft power describes how our perceptions can be manipulated by strategies that use appeal and attraction instead of coercion. Products may be marketed to us with references to a location or origin in a way that aims to improve our perception of it.</i></p> <p>Lead a brief discussion on students' initial reaction to this: what do they think it means, and can they think of any examples?</p> <p>Students research and prepare a short individual assignment on soft power. Information and links from Steps 2.6, 2.7 and 2.8 will be useful. They should select one example that they think demonstrates how soft power is exercised. This might include films, music, books or commercial products. They should answer the following questions:</p> <ul style="list-style-type: none"> <li>What messages and narratives are associated with your example?</li> <li>How is it received in the destination country or location?</li> <li>In what ways does it promote the culture or way of life of the exporting country?</li> </ul> <p>If possible, students should include images, video or other media that supports their research.</p>	<p><b>Resources required</b></p> <ol style="list-style-type: none"> <li>Devices for watching video and performing research.</li> <li>Prepared handout or large piece of paper with soft power paragraph.</li> <li>Materials or devices for producing assignments.</li> </ol> <p><b>Assessment for Learning</b></p> <p>Individual assignments and 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>As a class, discuss and recap some key terms and concepts from the last three lessons, giving definitions and examples for:</p> <ul style="list-style-type: none"> <li>consumerism</li> <li>banal nationalism</li> <li>nation/culture branding</li> <li>soft power.</li> </ul>