

Young Migrant Integration Leaders [EXEMPLAR]

IO1 – Integration Leaders Curriculum

Lesson Plan

Module 2: Intercultural Awareness and Competence

Unit 1: Cultural perception and identity

<i>Description of the Learning Activities</i>	<i>Timing (minutes)</i>	<i>Materials/ Equipment Required</i>	<i>Assessment/ Evaluation</i>
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Welcome participants & introduce yourself (trainer) • Present agenda & handout signature list 	<u>5 minutes</u>	Agenda; Signature list;	Completed signature list
<p><u>Activity 1: My Journey Questionnaire (Ice Breaker)</u></p> <ul style="list-style-type: none"> ❖ Before starting the activity, choose 5 questions from the questionnaire provided, delete the rest and hand the printed versions to the participants. You could also choose different questions for every group or the same for everyone. ❖ Participants should get to know each other and get in the right mind-set for the module. This exercise is also important for generating a friendly learning environment. 	<u>30 minutes</u>	Flipchart and markers; Handout with questions for each group IO1_M2_Unit_2.1_F2F Resource_R.1_MyJourneyQuestionnaire	Flipchart presentation to the class

<ul style="list-style-type: none"> ❖ Form groups of a minimum of 3 people and answer the questions provided. ❖ At the end, discuss the questions and answers briefly in plenum. 			
<p><u>Activity 2: What is culture?</u></p> <ul style="list-style-type: none"> • Let participants brainstorm about ‘What is culture?’ using the PPT provided. • 1. Open https://answergarden.ch/create/ • 2. Enter the question “What is culture?” in the white field below “Topic (required) and press the ENTER button on your keyboard. • 3. Give the number at the end of the URL to your participants (see example below) <p>PLEASE NOTE: You need to change the numbers every time, because as soon as the participants start to answer, their responses appear in the answergarden anonymously and permanently.</p> <ul style="list-style-type: none"> • Let participants log in to https://answergarden.ch/946026 on their mobile phones and write their results there. Please note that you need to change the number <u>every time</u> (see above). • To solve the riddle, show them short video about ‘What is culture’ linked in the PPT. 	<p><u>25 minutes</u></p>	<p>Projector and Screen or suitable blank surface;</p> <p>Mobile phones</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation; Slides 1-9</p> <p>IO1_M2_Unit_2.1_Presentation_WhatIsCulture</p>	<p>Participants will engage in all group activities</p> <p>Filled-in Handouts: M2_R.3 M2_R.4</p>

<ul style="list-style-type: none"> • Then they will be presented with an iceberg model regarding visible and invisible parts of culture. • Tutor should make this part as interactive as possible and do not hurry. Take your time explaining the definitions and engage participants. Ask rhetorical questions when showing the iceberg instead of just reading out the key words on the PPT. • Give participants a handout about the 'Iceberg model' and let them fill in the blanks with the key words they have provided in the anwergarden. Let them match their definitions to the iceberg model. • Give participants a handout about 'What defines culture' and show them various definitions on the PPT • Let them think about which definition is the most fitting and let them circle it on the handout. • Compare findings and explain that in fact ALL definitions are correct. 		<p>IO1_M2_Unit_2.1_F2F Resource_R.2_Iceberg model</p> <p>IO1_M2_Unit_2.1_F2F Resource_R.3 What defines culture</p>	
<p><u>Activity 3: What is culture - Input</u></p> <ul style="list-style-type: none"> • Make this part as interactive as possible and do not hurry! Take your time reading out the definitions and ask rhetorical questions when showing the examples instead of just reading out the key words on the PPT. Involve participants actively. 	<p><u>25 minutes</u></p>	<p>Projector and Screen or suitable blank surface;</p> <p>PowerPoint Presentation; Slides 9-20</p>	<p>Participants will engage in all group activities</p>

<ul style="list-style-type: none"> • PLEASE NOTE: There is info for you provided in the notes section of the PPT. • Some questions you <u>could</u> ask: <ol style="list-style-type: none"> 1. <i>Which objects do you have that are part of the material culture?</i> (Slide 10) 2. <i>What do you think is the aim of this video? Why is it so?</i> (Real culture video) <i>Which gestures are welcome and which aren't in your country?</i> (Slide 12) 3. <i>What would an ideal culture look like for you?</i> (Slide 13) 4. Give a personal example and then ask them for one. For example: <i>Every morning, I say hello to my guinea pigs and stroke them for at least 5 minutes. Which habits do you have?</i> (Slide 15) 5. Give a personal example and then ask them for one. For example: <i>On New Year's Eve, Austrian people use the ancient art of Bleigießen or Lead Pouring. It's a custom of telling fortunes by the shapes made by molten lead dropped into cold water. Which traditions do you have?</i> (Slide 15) 6. <i>Have you ever experienced culture shock in your country or in others?</i> (Slide 18) 7. <i>Can you think of any examples of Xenocentrism?</i> 			
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<p>If yes, collect examples and if no, provide one such as: <i>Italian and French cuisine is adored and imitated around the world.</i> (Slide 19)</p>			
<p><u>Activity 4: “I am, but I am not” Game</u></p> <ul style="list-style-type: none"> • Participants will be asked to fold their paper in half and re-open it to create 2 columns. On one side, the heading will be “I am.” On the other side, the heading will be “I am not.” Instruct participants to write the word “but” in the middle of the two columns. • Students will be asked to write at least five “I am, but, I am not” statements on their paper that are related to stereotypes, presumptions and misunderstandings related to their looks, heritage, ethnical appearance. It could also be about any other kind of stereotypes if applicable, such as gender related presumptions. • Demonstrate one example to the group such as, “I am Asian, but I am not good at math.” 	<p><u>30 minutes</u></p>	<p>;</p> <p>Paper; Writing Utensils</p>	<p>The activity engages participants in a process of identifying what they consider to be the most salient dimensions of their own identity. It is also a helpful introduction to stereotypes and ways in which people identify salient stereotypes in their lives.</p>

<p>Participants should use this opportunity to introduce their identity and dispel any stereotypes about them.</p> <ul style="list-style-type: none"> • Make sure there are no open questions, and allow time for everyone to write at least five statements. • Allow participants to share their own after emphasizing listening skills and respect. <p>You can find more info here on page 11 & 12: The Office of Intercultural Affairs, Stonehill College. Practising Inclusion: Icebreakers and Team builders for diversity. Retrieved from https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/talusandiversityteambuilders.pdf</p>			
<p><u>Workshop Closing: Flash Light Method</u></p> <ul style="list-style-type: none"> • Every participant should tell in 1-2 sentence(s) what they liked about the workshop / what they learned in the past 2 hours. 	<p><u>5 minutes</u></p>		<p>Participants will reflect the workshop.</p>
<p>Total duration of the module</p>	<p>2 hours</p>		