



Our Cultures

Age: Adult

Level: A1–A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student is exposed to multiple global cultures and the ways in which these different cultures inform different perspectives.

Learning Outcome: A.D1.S3.LO1 Recognize diversity of global cultures and impact on perspectives

Standard for Global Skill: Student acquires the skills to be a questioning citizen.

Global Skill: A.D3.S4.LO4 Identify premises and evaluate conclusions

Sustainable Development Goals: 4: Quality Education, 10: Reduced Inequalities

Part 1 (15 mins)

- A.** Before beginning the activity, check students' understanding of what *culture* means. Without mentioning the word, write up the following definition:

_____ (noun): a set of ideas, beliefs, and ways of behaving of a group of people

Ask students what they think the blank is (culture). Explain to students that they are going to think about the things that are important in their culture. Preview the words and phrases in the *Culture Wheel* and check comprehension. Elicit or give examples as needed. Then ask them to look at the wheel and elicit from a few students which of the things on the outer wheel are the most important to their culture.

Point out that the things in the inner wheel are generally things that you can't change or choose, and the things in the outer wheel can be very different in different cultures.

Explain to students that they are going to check five things in the outer wheel that are important in their culture. To demonstrate how to complete the task, give a few examples of things from your culture that you think are important. Then give students a few minutes to complete the task individually.

- B.** Divide the class into pairs and have students compare their choices. Invite two students to read the model conversation. Monitor students' conversations, helping with vocabulary where necessary. Encourage them to use the model and try to give a reason why they chose those things. Provide an example if needed, e.g., *I checked music and dance because music is very important in Argentina.*
- C.** Give students a few minutes to think of other ideas and add them to the two empty sections on the *Culture Wheel*. Elicit their ideas and write up any interesting or unusual suggestions.

Answer Key: Possible answers

family and friends; community; relationships; nature and the environment; politics; education and learning

Part 2 (20 mins)

- A.** Before beginning the activity, check students' understanding of what a *gesture* is (a body movement that communicates something). Elicit examples of gestures from a few students and ask what they mean.

Tell students that they are going to learn about some gestures in different cultures. Point out that different cultures can use gestures differently, so it's important to understand how people use them when communicating across cultures. As an example, explain that using the index finger to point at people is polite in some cultures, but not in others. In the UK and the US, it is OK to point at both, things and people, with the index finger. However, in many Asian countries, such as Thailand and Japan, it is only OK to point at things. It's very rude to point at people.

Ask students to look at the gestures and read the meanings. Give them a few minutes to match the gestures to the meanings. Point out that it is OK to make guesses if they don't know the answer. Then review the answers as a class. Ask students if any of the answers surprised them.

Answer Key: a. 2 b. 5 c. 1 d. 3 e. 4



Adult | Teacher's Notes

- B.** Divide the class into pairs. Have students show the different gestures that people in their cultures use in each situation. Ask if they use different gestures in different situations (e.g., with older people or younger people, with family or strangers). Then elicit their ideas.
- C.** Ask students to think about gestures from their culture that people from other cultures might not understand. Elicit the gestures. Ask them about the situations where they might use the gestures and what gestures people from other parts of the world might use instead.

Part 3 (15 mins)

- A.** Ask students to look at the photos and captions. Ask if they could imagine living in one of those cities and to give reasons why or why not. Point out the model answer and word box to help them structure their ideas.
- B.** Ask students to imagine that they are going to live in one city from Activity A for a year. Have them choose one city and check the reasons for their choice. Explain that they can check as many or as few of the choices as they want, but they should think about how important these things are to them. They can also add another reason to the list.
- C.** Divide the class into pairs. Ask students to share their ideas about the city they chose in Activity B and the reasons. Have two volunteers read the model conversation. Encourage students to use the model conversation to help structure their ideas. Monitor the conversations and help with vocabulary as needed. Then ask students to tell the class what their partner said.

Extension

- A.** Tell students to imagine that they are going to the city they chose in Part 3. Ask, *What experiences will help you understand the people and culture?* Have students list five things they would like to experience and give reasons for them. You could write up this example:

I'd like to experience a professional sumo match in Tokyo. I want to understand why the sport is so popular.

Give students some time (in class or for homework) to go online, research ideas, and complete the chart.
- B.** Put students into groups of four or five. Have them share their ideas. Elicit their ideas and ask if they noticed any similarities.