Intercultural understanding

Me — **Stereotypes** — **(Social) media criticism** — **Global supermarket**

Lesson 1

Who am I?

- Untangle circle game (energizer)
- Statement game
- What is culture?
- Iceberg
- Collage gallary

Lesson 2

Stereotypes

- Clapping in a circle (energizer)
- Association game
- Stereotype memes
- Stereotype test (Instragram)

Lesson 3

Social media criticism

- Instagram phone swap

Lesson 4

Global supermarket part 1

- Making your own profile

Lesson 5

Global supermarket part 2

- Making connections across the globe
- Visual mapping by statements in the classroom
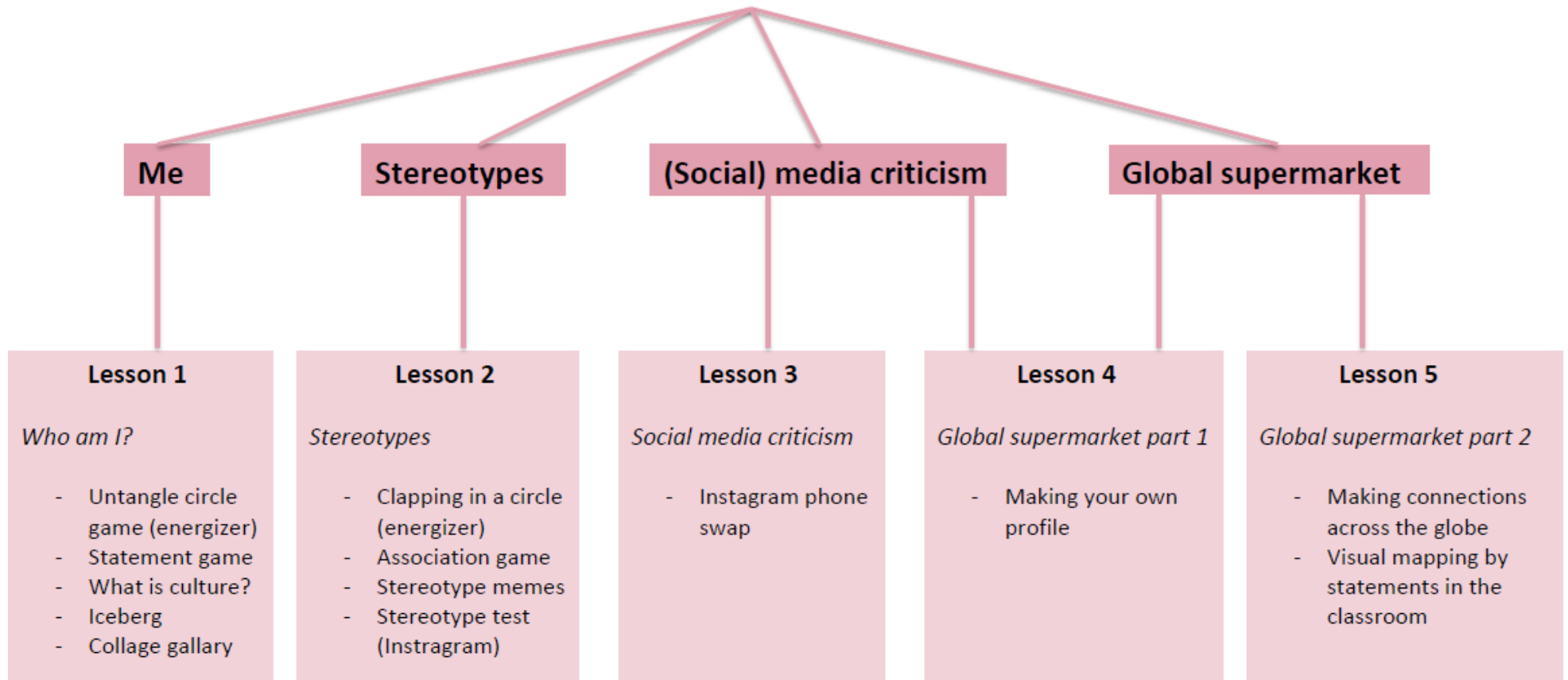
Suggestions

✚ *Teacher role:* we recommend the teachers take on a more trainer/peer-role, instead of the classical teacher-role, which will create an egalitarian atmosphere in the classroom. It's advisable to require 2 facilitators on one class. The first facilitator is the teacher and the second facilitator is a sociology intern from educational studies.

  o The intern will lend a hand for the activities which require more activity than the conventional way of teaching and he/she will embody the role of a young 'role model' the students can relate to. (Breaking down the hierarchy)

✚ *Proposition of activities:* depending on schools and teachers preferences you can choose or modify these activities depending on the circumstances.

Lesson Plans / Descriptions

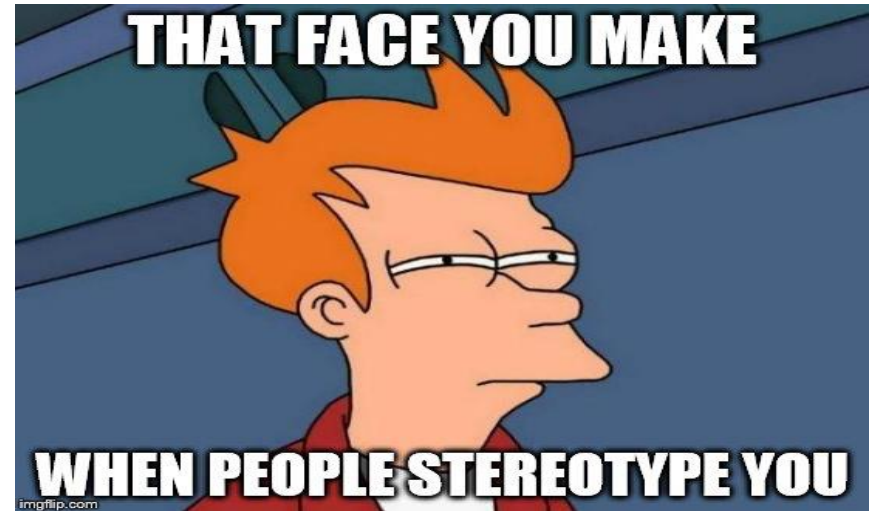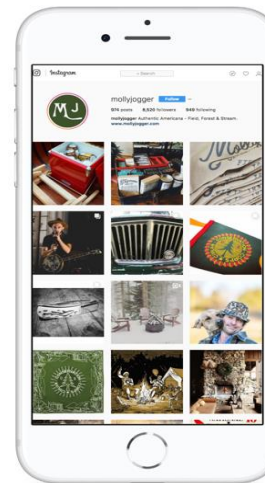| Lesson	Activity	Description	Purpose	Methods & Material
Lesson 1 (Who am I?)	Energizer	Untangle Circle (students close their eyes and grab each others' hands – try to untangle it)	To create a confidential environment, feeling the connection between one another	
	Iceberg Collage*	Making an iceberg collage using magazines	Students reflect on their identity both visible and invisible	Paper, magazines, glue, pens, music
	Introduction to Iceberg Theory	Students analyzing their collages through the perspective of an iceberg	View of identity and culture in a dynamic approach	Ask the question: What parts of your collage are obvious and visual to the outside, and what parts do you need an explanation?
	Collage Gallery	Collecting and presenting each collages into an 'exposition', feedback making only by post-its	Not forced to share personal aspects but rather making it naturally shared within the classroom	Post-its

*(example– Iceberg collage)

Waterline of Visibility

Lesson Plans / Descriptions

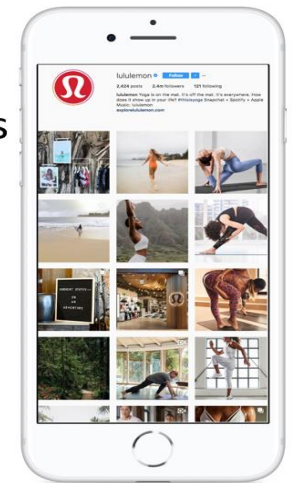|	Activity	Description	Purpose	Methods & Material
Lesson 2 (Stereotypes)	Plenary Introduction	Discussion about culture and identity	Discover the topic, map out already existing knowledge and ideas	one word association game (use of mentimeter or post-its)
	Introducing Identity and Culture	Using memes* about misconception	Approaching culture as a more complex concept	Powerpoint slides with memes,
	Stereotype test	questioning students about the typical misconceptions they have toward others (particularly through social media)	Students inquire on unconscious stereotypes and start recognize the link between identity, stereotypes, and social media	examples of young people all across the world with different Instagram feeds
Lesson 3 (Social Media Criticism)	Instagram phone swap* and discussions	Students (only those who are willing to) will exchange phones and look at each other's feeds	An experience of viewing the world through other perspectives, understanding each other's interests or identities that are reflected on Instagram)	

*(example- Memes)

THAT FACE YOU MAKE WHEN PEOPLE STEREOTYPE YOU

imgflip.com

*(example- Instagram Swap)

How do others SEE the world?

Lesson Plans / Descriptions

Lesson	Activity	Description	Purpose	Methods & Material
Lesson 4 (Global Supermarket Ⅰ)	Making your own profile*	'identity shopping' online, creating your own online identity	Reflection on their own identity in various ways (considering the iceberg identity or online character)	Online platform – global supermarket
Lesson 5 (Global Supermarket Ⅱ)	Making connections* across the globe	Using the platform to get connected with other identities across the world	Students can recognize that identity is something that is not restricted to national borders	Online platform – global supermarket
	Discussions about the activity	Providing statements about how you feel on global identity (e.g. I have found someone who I didn't expect to have an aspect similar with my identity), and make it a T/F game in the classroom	Visualizing students' opinion and reflection about the online platform activity, making students reflect	

*(example- making your own profile)

*(example- making connections)