



## Global Cultures

**Age:** Secondary

**Level:** A2-B1

**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:** S.D1.S3.LO2 Recognize different perspectives from a variety of global cultures

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

**Global Skill:** S.D3.S2.LO2 social awareness: appreciate diversity; show respect for others

**Sustainable Development Goal:** 4: Quality Education

### Part 1 (15 mins)

Before starting this task, check your students' understanding of the concept of *culture*. If needed, give the following definition: Culture (noun) is a group of people with their own set of ideas, beliefs, and ways of behaving. Explain that students will look at one cultural behavior: how close or how far people stand from each other.

- A.** Ask students to look at the photos and decide which one shows how they usually "hello" to a friend. Encourage them to think about how close they stand to their friends when they say "hello." You could ask two students to demonstrate how close they usually stand when they greet each other.
- B.** Tell students that they are going to think about the distances they prefer between themselves and different people when they speak to them. Direct their attention to the diagram. Explain that they should write the letters A, B, and C on the diagram to show the distance between themselves and other people. They should write A for a family member, B for a person they know, but not very well, and C for a stranger. Give students three or four minutes to complete this task. Then elicit some of their ideas. If time allows, have students compare their answers in pairs.

- C.** Tell students that they are going to look at the distances that people in other countries prefer to have between themselves and other people. Direct their attention to the diagrams. Explain that the distances are in centimeters. If needed, do the first item with students as an example. Ask them to read the first sentence and look for the country in the diagram where there is a big distance between an individual and family, friends, or strangers. Then elicit the answer (Saudi Arabia). Have students do the remaining questions on their own.

**Answer Key: 1. Saudi Arabia 2. Mexico 3. Romania**

After reviewing the answers, ask students how they feel if someone is too close or too far. Do they think a person who is too close is "pushy" or "aggressive"? Do they think a person who is too far is "not interested" or "ignoring" them?

### Part 2 (20 mins)

- A.** Explain to students that they are going to be looking at how colors often suggest different things in different cultures.
- Give students a few minutes to decide what connections the colors have in their culture and what the colors make them think of. Elicit their ideas.
- You might want to follow up with some expressions with colors. Ask students to guess what color is used in the following expressions. Then ask them if they have similar expressions in their first language.
1. to go \_\_\_\_: to try to be more environmentally friendly (*green*)
  2. to feel \_\_\_\_ / to have the \_\_\_\_: to feel sad or unhappy (*blue/blues*)
  3. to see \_\_\_\_: to be angry or annoyed (*red*)
  4. to tell a \_\_\_\_ lie: to tell a small lie so that you don't hurt someone (*white*)
  5. to be tickled \_\_\_\_: to be very pleased or happy about something (*pink*)
  6. to be \_\_\_\_ with envy: to feel very jealous of someone (*green*)



Secondary | Teacher's Notes

- B.** Have students read the text about the meaning of some colors in different cultures and answer the questions. Check answers as a class.

**Answer Key:** 1. red 2. blue 3. yellow 4. green 5. blue

Ask students, to change the background color on their phones to a different color or to black and white. Does it make the background on their photos look more interesting or less interesting? Does it change how they feel about their phones?

- C.** Ask students what color clothes babies usually wear in your country? Do baby boys and baby girls wear different colors? Ask whether they think this is changing and why or why not.

**Part 3 (15 mins)**

- A.** Before students start this task, explain that they are going to be looking at how people from different cultures may do things differently. Ask them to look at the photo. Ask what the people are doing (eating with chopsticks)? Ask how they usually eat food in their country. If you think your students will need guidance with this, go through examples of different ways that people eat in different cultures of the world. For example:

- *Muslim cultures: people eat with their right hand*
- *Japan/Korea/China/Vietnam: people usually eat with chopsticks*
- *Thailand: people eat with a spoon and a fork*
- *Ethiopia: people eat food with a bread called injera*
- *India: people eat with their right hand, often using bread to pick up the food*

Give students a few minutes to make notes about their culture, helping where necessary. Then elicit some of their ideas.

- B.** Tell students that they are going to choose a different culture to research. Divide the class into pairs. Allow them a few minutes to research a different culture and complete the chart.
- C.** Have students work with another pair and share their findings. Monitor, helping with vocabulary and sentence structure where necessary. Then elicit some of their ideas.

**Extension**

Explain that different countries and cultures often have different traditions. Ask them if they know of any traditions that are "just for kids" and if all countries follow the same traditions.

- A.** Have students read the table themselves and ask them if they know about the *tooth fairy* or if they know it by the other names in it.
- B.** Give students some time to research and make notes about a tradition that people celebrate in a different culture. Provide help where necessary. Alternatively, you could have students research the same tradition, e.g. beliefs around Father Christmas/Santa Claus, the Easter Bunny.
- C.** Have students present their research in pairs. If time permits, have students present their research to the class. Then ask them to tell you which tradition they most enjoyed hearing about.