



NIFA



United States Department of Agriculture

National Institute of Food and Agriculture

<https://nifa.usda.gov/program/4-h-positive-youth-development>

National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE

A FEDERAL PARTNERSHIP FOR STEM EDUCATION

LESSON PLAN: ACTIVITY 1.6

LET YOUR PHOTOVOICE BE HEARD

LESSON DETAILS

AGE/GRADE LEVEL

Elementary School

LEARNER OUTCOMES

Youth will demonstrate two different approaches to use when in unfamiliar cultural situations.

SUCCESS INDICATORS

Youth will use Photovoice to share what they would do in unfamiliar cultural situation.

LIFE SKILLS

Social skills, communication, cultural awareness, recognizing diversity

NATIONAL STANDARDS

[CCSS.ELA-Literacy.CCRA.SL5.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.CCRA.SL5.4](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

PREP TIME

15 minutes

ACTIVITY TIME

1 hour 15 minutes

MATERIALS LIST

- Video or photographs of cultural experience
- Cameras (optional if youth want to take their own photos)
- Markers
- Flip charts

HANDOUTS

- Learner Assessment Questions

SUGGESTED SPACE

Open space

SUGGESTED GROUP SIZE

10-12 youth (larger groups will require additional time during activity 2)

BACKGROUND INFORMATION

To be shared at the end of the first activity.

REFERENCES

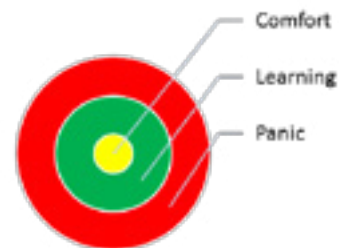
Cultural Awareness
<http://www.macmillanenglish.com/life-skills/cultural-awareness/>

Learning Zones
https://www.researchgate.net/figure/289320915_fig2_Figure-2-Learning-Zone-Model

Peace Corps
<http://www.peacecorpsconnect.org/>

INTRODUCTION

Cultural competency is best achieved when youth are in a learning zone. In this zone youth feel safe to explore new ideas.



The Comfort Zone in the core of the model does not present the youth with any significant challenges. It conveys safety, security, order, comfort, relaxation and pleasure. Learning is less likely to occur here because there are no challenges to overcome.

The Learning Zone presents the youth with considerable obstacles that challenge their existing knowledge or experiences or modifies them. Adventure, unknown terrain, uncertainty, problems, challenges, surprise, risk and unpredictability characterize learning in this zone. It is in the process of working through these obstacles that learning occurs.

The Panic Zone is where learning cannot take place because the youth's safety is jeopardized. The threat can be physical or emotional; either way it prevents learning from occurring.

Exploring and practicing different things you can do when you are in new situations is an important strategy for learning how to transition from a possible panic zone into a learning zone.

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ACTIVITY INSTRUCTIONS

ACTIVITY 1: CULTURAL EXPERIENCE (30 MINUTES)

Arrange for a cultural experience for youth to watch when they arrive. Try to select an experience that will be unfamiliar to the youth. Example: Japanese tea ceremony or ethnic dancing. If possible, have the lesson take place at a special location where a cultural event is taking place. If live observation is not possible, arrange for a video or series of photographs showing a cultural experience. Allow youth to observe for a time, then move the lesson to a quiet location for discussion.

Discuss:

1. What did you think of the event?
2. Would you know what you were supposed to do to participate?
3. How would you have joined in?
4. Would you feel comfortable? Is it okay to feel uncomfortable?
5. What could have helped you better understand what was going on?
6. Have you ever been in a situation like this before?
7. How did you cope?
8. What will you do the next time you are in a cultural experience that is new to you? Sample ideas: Ask an adult for better understanding; ask a youth of similar age; watch and observe behaviors; if you know of activity ahead of time research it so you have a better understanding of what is expected; learn by doing/participating.

At this point, have a short discussion about the comfort zones background information.

Ask youth to find or take photos of unfamiliar cultural situations for the next lesson. Prepare them to discuss their photo and explain two different approaches to use when they find themselves in that type of cultural experience.

ACTIVITY 2: CULTURAL UNDERSTANDING (30 MINUTES, LONGER FOR LARGER GROUPS)

Gather youth around in a circle. Have them display their photo on a projector or wall/poster board. Have each youth present their photo, explain what is taking place and why, and discuss two approaches to interacting in this unfamiliar cultural situation. Make sure others use active listening while each is presenting. For this activity, active listening is defined as listening with their head, heart, and mind.

DEBRIEF ACTIVITY: LET'S TALK (15 MINUTES)

Directions:

1. Gather the group to reflect on the lessons. Hang 5 flip charts or posters on the wall. Each flip chart should have one question written on it.
2. Questions for flip charts:
 - How did this activity make you feel?
 - What was one thing you learned?
 - How does this apply to the world today?
 - How can you help others in unfamiliar cultural situations now?
 - How did you become more culturally aware?
3. Each youth should be given the opportunity to respond while the facilitator records their responses on the corresponding flipchart.
4. Once youth are done the facilitator should verbally summarize each question and spend 2-3 minutes in group dialogue getting any additional comments and reactions youth have after summarizing.

Explain: Throughout your lifetime, you will find yourself in many situations where you are not familiar with the people, surroundings or activities. Building your social skills and communication abilities will allow you to do well in unfamiliar situations and give you time to figure out the unknowns. Using social and communication skills to gather information is important to succeeding in those awkward moments.

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APPLIED CHALLENGE

- 1. Have guests visit and discuss their cultural experiences abroad with the youth. Types of guests can include, but are not limited to: - Parents of children (e.g., first-generation parents) - Youth who have been part of travel abroad opportunities - Peace Corps volunteers
2. Present an age appropriate foreign film that can be discussed with youth after viewing. Note differences in culture and customs.
3. Conduct an international potluck meal where the youth prepare a cultural dish of their choosing, or possibly from their cultural background. Have everyone share information about what they brought and why they chose that dish.

DID YOU KNOW?

Because there can be overlap between cultures, measuring them is particularly difficult. In addition, the media and travel are creating rapid cultural changes. As the English language becomes more used worldwide, the cultural practices associated with it have an influence. Western culture is found in many areas of the world, and by the same token American culture has become more diverse thanks to immigration. Although it is difficult to measure cultures, there are some clear differences worldwide. For example, Western culture differs significantly to the cultures found in North Africa, Southeast Asia and other areas. Such differences are apparent in terms of religion, food and social etiquette.

How fast languages spread and disappear can be a slight indicator of culture. As of 2000, there were 5,000 to 6,000 languages spoken worldwide, but only half were spoken by children, which suggests they are dying out. As many find it easier to communicate using other languages, lesser known ones disappear.

https://www.reference.com/world-view/many-cultures-world-a6b66f86285de851

FUN FACT

African-Americans, Asian-Americans, Pacific Islanders, Native Americans, European-Americans and Hispanic and Latino Americans are examples of cultural groups found in the United States. These cultural groups share cultural practices, tradition, history and cultural group identities with the people within the cultural group.

INSTRUCTOR'S NOTES

Horizontal lines for instructor notes



ACTIVITY 1.6: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 When I am around people who are different from me, I watch and listen before I talk.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 When I am in a situation that is new to me, I ask for help if I am unsure of how to act.

- Not at all like me
- A little like me
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Q3 When I am around people who are doing things that are new to me, I politely ask them to explain things to me.

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