

PCCU Lesson Plan Submission
Lisa Wagner
lisaquing@gmail.com

REFLECTIVE ESSAY

Wow! The Cross-Cultural Comparison Conference has been such a practical and inspiring way to expand my knowledge about Korea and broaden my perspectives on a number of topics.

The most basic way that happens is by expanding my worldview. Instead of just remaining in my own small Midwestern bubble, I have been able to hear the authentic voices of many others describing their values, traditions, and challenges. The “normal” that I experience every day is actually just my familiar culture, rather than being a universal way of experiencing life. The bubble is broken, but there's a rainbow outside of it!

Challenging biases and assumptions grows out of that bubble-breaking. The way I have viewed the world has grown out of my upbringing, and it shapes my interpretation of events and relationships. This has led to questioning my most basic beliefs and behaviors, transforming me into a more open-minded and welcoming person.

The conference has enabled me to witness the traditions, art, and social norms of other countries, specifically Korea, in an educational context where we all have decided to learn from one another's experience. As educators, we have the opportunity to impart respect and appreciation for diverse viewpoints, allowing our students to grow in the same way.

TEACHING OPPORTUNITIES

Building on the viral success of K-pop Demon Hunters (Netflix, 2025), this lesson will have a wide interest among students and educators alike. Personally I can share this information in an after-school club setting. I've previously offered a Korean Club and have been asked to offer it again this year. I also offered to reprise my PCCU presentation for any interested teachers in my district.

LESSON INTRODUCTION

Grade Level: Adaptable for grades K–12

Subject Area: Social Studies, Geography, Media Literacy, or Cultural Studies

Time Required: Approximately three class periods (3–4 hours of instruction)

Overview Statement:

This interdisciplinary lesson engages students in exploring the real Korean locations featured in K-Pop Demon Hunters. Designed for flexibility across grade levels, it integrates mapping, research, and creative expression to build cultural awareness and geographic literacy. Through inquiry-based activities, students connect film settings to authentic places, analyze how geography shapes storytelling, and create original responses that blend factual knowledge with creativity.

Learning Objectives:

By the end of this mini-unit, students will be able to:

1. Locate and identify real Korean landmarks featured in K-Pop Demon Hunters using digital and printed maps.
2. Explain the cultural and geographic significance of each filming location.

3. Analyze how real environments influence the mood, symbolism, and themes in visual media.
4. Design a realistic travel itinerary or new filming-location proposal demonstrating geographic reasoning and creativity.
5. Create a written or visual product (such as a travel journal or presentation) that integrates research findings with personal expression.

Lesson Procedures

Instructional Methods:

The lesson combines direct instruction, guided inquiry, collaborative mapping, and creative synthesis. Students learn through visual media (film and slides), hands-on geographic exploration, and reflective writing. Teachers act as facilitators, prompting students to make connections between film settings, real-world locations, and cultural context.

Materials Needed:

- *K-Pop Demon Hunters* Locations slide-deck (.pdf)
- Printed map of Korea with eight unlabeled icons (.jpg or .pdf)
- Computers or tablets with internet access (for Google My Maps)
- Art supplies for Cultural Snapshot Cards (optional)
- Student rubric and activity directions sheet

Procedures:

1. Introduction (Day 1)

- Show several slides from the *K-Pop Demon Hunters* Locations deck.
- Discuss how real places influence film settings.
- Explain the two core mapping activities (Google My Maps and printed map labeling).
- Assign each student one or more locations for deeper research.

2. Research & Cultural Exploration (Day 1)

- Students complete a **Regional Deep Dive**, researching the history and cultural importance of their location.
- They create **Cultural Snapshot Cards** displaying the Korean and English names, image, and a cultural fact.
- Cards are displayed around a classroom map.

3. Application & Design (Day 2)

- Students use their research to create a **3-day Travel Itinerary Project**, connecting multiple real sites.
- In small groups, they design a themed “Fan Tour” of *K-Pop Demon Hunters* filming locations.
- Individually, students complete a **Location Pitch** proposing a new real-world site for a sequel, explaining their choice based on culture, geography, or symbolism.

4. Synthesis & Reflection (Day 3)

- Students write a **Character Travel Journal**, imagining one of the film's characters visiting the real sites.
- They share excerpts in small groups or through a class display.
- Conclude with a discussion on how real-world geography deepens storytelling and cultural understanding.

Closure:

- Students reflect on what they learned about Korean geography and culture.
- Class reviews how each activity connected to the learning objectives.
- Optionally, showcase completed maps, Cultural Snapshot Cards, and journal entries as a gallery display.

Introduction to K-Pop Demon Hunters: Filming Locations

Exploring Real Korean Settings through Geography, Culture, and Creativity

Core Lesson Options

Option 1: Create a Google My Maps

Goal: Build an interactive digital map showing eight real locations featured in K-Pop Demon Hunters.
Directions:

Go to <https://www.google.com/mymaps> and sign in with your Google account.

Click 'Create a New Map' and rename it K-Pop Demon Hunters Locations.

Use the PowerPoint slides for reference. Copy and paste each address into the search bar, click 'Add to map,' rename the pin, add key details, and optionally add a photo.

Customize marker colors or icons (e.g., Seoul sites one color, Busan another).

Share your map link with your teacher when finished.

Option 2: Label a Printed Map

Goal: Use the slide deck and a real map to identify the eight K-Pop Demon Hunters filming locations.
Directions:

Use the provided printed map of Korea with eight identical icons already marked.

Review the slide deck. Each slide includes a location name, address, and photo.

Use Google Maps or another app to find where each location belongs.

Label the map neatly with each site's name and city.

Add a simple legend listing all eight sites in order.

Double-check spelling and placement, then turn in your completed labeled map.

Differentiation by Grade Band

Grades K–2

Use a simplified printed map (only Seoul and Busan labeled). Focus on matching photos to icons rather than full addresses. Practice directional words (north, south, near, far). Extension: Draw or color favorite places from the slides.

Grades 3–5

Use Option 2 with light teacher guidance. Introduce the concept of landmarks and why filmmakers choose real places. Students can write one short sentence per site: 'This place is in _____ and it looks _____.‘ Extension: Choose one location and draw it as it appears in the film vs. real life.

Grades 6–8

Complete either Option 1 or Option 2. Add a written explanation for each location describing how it connects to the movie's tone or story. Encourage geographic vocabulary: urban, coastal, mountainous, historic. Extension: Begin the Regional Deep Dive or Cultural Snapshot Cards.

Grades 9–12

Use Option 1 (Google My Maps) for digital proficiency. Incorporate analysis: How does the director use real settings to shape the story's meaning? Require brief citations for sources used in research. Extension: Complete Travel Itinerary, Location Pitch, or Character Journal as individual projects.

Extension Activities

Regional Deep Dive – Research the Real Korea Behind the Scene – Research one of the eight sites: history, cultural significance, and why it fits the film. Output: mini-slide, short report, or poster.

Travel Itinerary Project – Design a Fan Tour – Plan a 3-day 'K-Pop Demon Hunters Fan Tour' visiting at least four locations. Include travel routes, times, and one nearby attraction per stop.

Location Pitch – Propose a New Filming Site – Choose a real location not used in the movie and explain why it would work in a sequel. Consider its look, mythology, or symbolism.

Cultural Snapshot Cards – Build a Classroom Gallery – Create a card for each site including Korean name (Hangul), English name, fun fact or cultural detail, and an image or drawing.

Character Travel Journal – Write in the World of the Film – Write a first-person journal entry as a K-Pop Demon Hunters character visiting one or more real sites. Use sensory details and emotions to describe the experience.

3-Day Mini-Unit Plan

Day 1 – Discover & Research

Focus: Geography, culture, and setting significance

Students complete a Regional Deep Dive and Cultural Snapshot Card. Display cards around the class map for a gallery walk.

Assessment: Accuracy and clarity of research

Day 2 – Connect & Create

Focus: Geographic reasoning and creative design

Students design a Travel Itinerary and Location Pitch. Encourage visual or digital elements (slides, sketches, My Maps).

Assessment: Geographic accuracy, creativity, collaboration

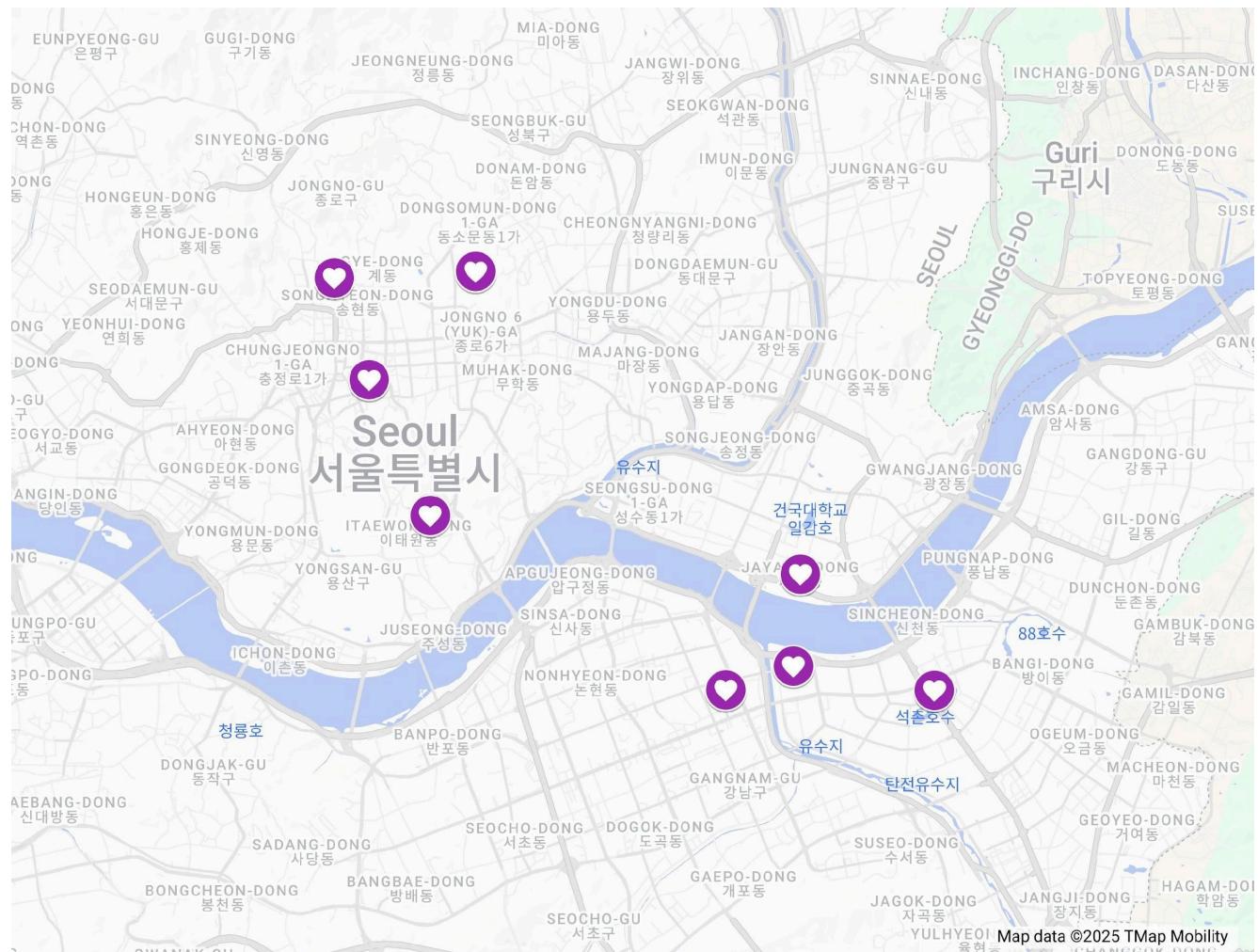
Day 3 – Write & Reflect

Focus: Creative writing and synthesis

Students write a Character Travel Journal and share excerpts in small groups. Conclude with discussion or gallery display: 'K-Pop Demon Hunters in the Real World.'

Assessment: Descriptive writing and integration of research

Grade Band	Key National Standards	Primary Focus in Lesson
K–2	C3 D2.Geo.2.K-2, Geo Std.1, CCSS W.2.8	Basic map skills, place recognition, and simple cultural awareness
3–5	C3 D2.Geo.3.3-5, Geo Std.4, CCSS W.4.7	Landmark identification, human/environment connections
6–8	C3 D2.Geo.5.6-8, Geo Std.6, CCSS W.7.7	Analyzing geography and culture in storytelling
9–12	C3 D2.Geo.5.9-12, Geo Std.9, CCSS W.11-12.7	Cultural geography, media analysis, and global perspective



K-Pop Demon Hunters Locations Mini-Unit Rubric

Student Name: _____ Date: _____

Category	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching	1 – Beginning	Score
Day 1 – Research & Cultural Snapshot	Research is thorough and accurate; adds unique cultural or historical insights; Korean name, English name, and image are clearly presented.	Accurate facts with some cultural or geographic detail; all required info included.	Some missing or unclear details; limited explanation of cultural or geographic importance.	Minimal or inaccurate information; incomplete presentation.	
Understanding of Setting Significance	Insightfully explains why the location fits the tone or themes of K-Pop Demon Hunters.	Reasonable connection between the site and the movie.	Vague or partial connection to the movie.	No attempt to connect the site to the movie.	
Day 2 – Travel Itinerary Project	Itinerary is creative, realistic, and geographically accurate; includes thoughtful nearby attractions and clear travel route.	Includes required number of sites and logical travel order; some use of visuals.	Includes few details or unclear route; missing nearby attractions.	Minimal or incomplete itinerary; lacks logic or clarity.	
Day 2 – Location Pitch	New location proposal is imaginative and supported by strong reasoning tied to film style, culture, or geography.	Proposal is clear and fits reasonably well within the film world.	Limited reasoning or weak connection to film's tone or culture.	Proposal lacks explanation or relevance.	
Day 3 – Character Travel Journal	Writing is vivid and engaging, with rich sensory and emotional detail; geography is accurate and integrated naturally.	Clear, complete narrative; includes realistic setting details.	Few geographic or sensory details.	Minimal writing; lacks connection to location or character.	
Creativity & Voice	Strong creative thinking; blends factual accuracy with imaginative writing or design.	Demonstrates creativity and personal voice.	Limited creativity or mechanical tone.	Little or no original thought shown.	
Presentation / Effort	Work is polished, organized, and visually appealing; strong effort evident in all tasks.	Work is neat and complete.	Work appears rushed or partially complete.	Work is messy, incomplete, or missing sections.	

Total Score: _____ / 28 Percentage: _____ Grade: _____

Teacher Comments:
