

CIEE Global Classroom: Intermediate French Pre-Workshop Activity (Teacher Guide)

Activity Title: Define and Reflect Upon Culture (*Définir et réfléchir sur la culture*)

Materials: Project the [Pre-Workshop Activity Slideshow](#) as you move through the activity and distribute printed copies of the [Pre-Workshop Activity & Exit Ticket](#) handout, one per student

Step 1 (10 min): Distribute the handout and give partners 5 minutes to do a **Think-Pair-Share** to complete the T-Chart in part 1 of the handout with any examples they think qualify as “culture.” Prompt them with different questions that target surface-level (visible) to deeper-level (invisible) aspects of culture. Invite students to report out when finished. For example:

<i>La culture superficielle (ce qui se voit)</i>	<i>La culture profonde (ce qu'on pense)</i>
<i>Quels éléments culturels observes-tu quand tu visites un autre pays ? Quelles fêtes te semblent les plus intéressantes ou différentes de les tiennes ? Quels endroits, monuments ou espaces publics représentent la culture d'un pays ?</i>	<i>Comment montre-t-on du respect ou de la politesse dans ta culture ? Quelles valeurs ou croyances sont importantes dans ta culture ? Comment voit ta culture le temps ? Et les autres cultures ? Fais une comparaison.</i>

As pairs share out, capture their ideas in a Class Word Web on the board to create a definition:



See if students view culture only as the intellectual and artistic achievements of a society as seen in places like museums and concert halls, or if they also include forms of cultural expression related to daily life.

Step 2 (5 min): Play the [Rennes video](#) twice and have students note any other examples of culture they observe. (Possible examples: *l'architecture, la gastronomie, les places, le shopping, les marchés, la nature, les monuments, la religion, les églises, la cathédrale*, etc.)

Have students share their new examples and add them to the Class Word Web.

Step 3 (5 min): Lastly, have students reflect on their own culture and its significance in their daily lives by responding to the questions in part 3 of the handout. When finished, have students share their answers in small groups and then report out in a whole-class discussion.