

Fundamental Skills II and Interventions
Learning About Diverse Cultures - Assignment Overview

Due 3/22 (week 10) (sign up [HERE](#)) - (4 hours)

FSII: Graded on completed Q and A sheet and reflection - 25 points

Interventions: Graded on lesson plan/poster and presentation - 50 points

Your reflection log for week 11 should focus on something related to diversity this week

Objectives for this assignment:

1. Improve cultural awareness.
2. Research a culture of interest.
3. Utilize evidence found in the literature as well as teaching and learning strategies to educate peers (scholarship).
4. Teach peers about a culture utilizing evidence to support .
5. Reflect upon diverse perspectives.
6. Develop a lesson plan or group session:
 - a. Determine a learning outcome
 - b. Develop an essential question for learners to answer by end of lesson
 - c. List/link resources needed
 - d. Develop a way to assess learning
 - e. Construct a thorough and concise lesson plan that could be followed by someone else.

Skills being addressed: Learning about diversity, public speaking, problem solving, research

Task:

- Interview an international student at JCC - using Learning Activity 3-6 (Clin Comp) page 130-132
- Educate your peers about the culture by creating a [lesson plan](#).
- Attend poster sessions and develop a question or comment for at least 6 sessions - using [this](#) format. (Be prepared to share your comments/questions in Q and A the last 30 min of class).
- Respond to question at the end of Diversity Q & A sheet
- Create a reflection for week 10 regarding Diversity Spotlight

Your options:

1. Create and run a 30 min **group session** for your peers around a culturally based activity (craft, dance etc...) where your peers are meant to learn about a culture through a hands-on experience. **To be completed by a group of 3**
2. Create and run a 20 min **group session** for your peers around a culturally based cooking activity where your peers are meant to learn about a culture through hands-on experience of **making food** and then eating it! **To be completed by a group of 2**
3. Create a poster (could be an actual trifold poster or an e-poster on PPT slide) and a 10-12 min recording that teaches your peers about a culture of choice. It could be a cultural event or activity in your family or a culture you are interested in learning about. **Individual only!**
If you choose #1 above

Teams of 3 will be paired with an international student at JCC. Your task will be to learn about the culture from your international student in order to:

A. Present a brief overview of the culture

- a. The History of the Culture: thoroughly but concisely describe the culture.

- b. Describe the relationship of the activity to the culture. (For example, if you choose piñata, tell us about the heritage of the Pinata and why it was developed/why it is unique to that culture?). Use a reliable resource for this.
- c. No written paper, put all resources used on lesson plan

B. Develop a Lesson Plan - (20 points)

- a. Identify an interesting 'activity' completed in that culture (craft, music, be creative....)
- b. Develop a lesson plan and group session plan following COLE. (Stage 1, 2 and groups session **3 B** on [Template](#)) - 15 pts
- c. Develop and share a thorough and succinct handout sheet with instructions for your classmates. 5 pts

C. Run the Group - Your session should run 25-30 min (30 points).

- a. Act as if you are running a group to participants that have little understanding of the culture.
- b. Be sure to have easy to follow, step-by-step instructions, and be sure to give clear verbal directions with demonstration.
- c. You are the instructor, therefore you must be sure all supplies are laid out and ready to go....to reduce any confusion. Be organized and it will make the process that much easier.

If you choose #2 above

Teams of 2: Choose a food recipe with cultural ties that you can teach your classmates about and then eat!
Your task will be to:

A. Present a brief overview of the culture

- a. The History of the Culture: thoroughly but concisely describe the culture.
- b. Describe the relationship of the activity you will be doing to the culture. (For example, if you choose piñata, tell us about the heritage of the Pinata and why it was developed/why it is unique to that culture?). Use a reliable resource for this.
- c. No written paper, put all resources used on lesson plan

B. Develop a Lesson Plan - (20 points)

- a. Identify an interesting 'activity' completed in that culture (craft, music, be creative....)
- b. Develop a lesson plan and group session plan following COLE. (Stage 1, 2 and groups session **3 B** on [Template](#)) - 15 pts
- c. Develop and share a thorough and succinct handout sheet with instructions for your classmates. 5 pts

C. Run the Group - Your session should run 20-35 min (30 points).

- a. Act as if you are running a group to participants that have little understanding of the culture.
- b. Be sure to have easy to follow, step-by-step instructions, and be sure to give clear verbal directions with demonstration.
- c. You are the instructor, therefore you must be sure all supplies are laid out and ready to go....to reduce any confusion. Be organized and it will make the process that much easier.

If you choose #3 above

Individually: Choose a culture that you know or want to learn about and develop a poster and video teaching your class about it.

- A. Create a trifold poster (think professionally) to convey knowledge about your chosen culture. (5 points)
- B. Video record your presentation for your peers related to your poster - to view during class. Topic and focus are up to you, but consider the following options: Interview a family member about a cultural event/ ritual that you/your family participate in, record a cultural event in the community, record a ppt

with interesting information and images about a culture of interest, highlight a culture you have visited, etc... Be sure to make it interesting and engaging. (25 points)

- a. The video should be 10-12 min long
 - b. Upload the videos to YouTube - follow these directions to do so:
<http://tei.sunycc.edu/uploading-an-unlisted-video-to-youtube/>
 - c. Link it to your name on the sign up sheet - [HERE](#)
- C. Create a lesson plan, including Stage 1, 2 and **3 A** on [TEMPLATE](#) - 20 pts

Students will generally be graded on professionalism, ability to plan and implement a lesson (consider teaching and learning guidelines - Ryan Chapter 10 and also taught in class).