

Communication and Culture

CHAPTER 3 CHECKLISTS

Class Preparation

- Review the chapter.
- Select learning activities from the lesson plan.
- Check video links.
- Print or post handouts.

Supplies

- Syllabus
- Roster
- Speaking notes
- Handouts
- PowerPoint slides
- Web access for video links provided in PowerPoints

Learning Objectives

- 3.1 Define culture and coculture, and differentiate between in-groups and out-groups.
- 3.2 Analyze how values and norms affect communication between members of different cultures.
- 3.3 Apply the concept of intersectionality to communication, and identify communication factors that help shape cocultural identity.
- 3.4 Explain communication patterns within and between different age groups.
- 3.5 Adopt communication practices that promote understanding between people of different races.
- 3.6 Practice thinking mindfully to overcome prejudiced assumptions that influence communication.
- 3.7 Analyze the stages involved with adapting to communication in a new culture.

CHAPTER 3**Outline**

- I. Culture
 - A. Culture and coculture
 - B. Salience
 - C. In-group and out-group
- II. Culture Defined
 - A. Culture and Coculture
 - B. Salience
 - C. In-Group and Out-Group
- III. Cultural Values and Norms
 - A. Individualism and Collectivism
 - B. High and Low Context
 - C. Uncertainty Avoidance
 - D. Power Distance
 - E. Talk and Silence
- IV. Communication and Cocultures
 - A. Race and Ethnicity
 - B. Regional Differences
 - C. Sexual Orientation and Gender
 - D. Religion
 - E. Disability
 - F. Political Viewpoints

Tips & Reminders: 3 Ways to Discuss Politics Responsibly on Social Media

- V. Age and Generation
 - A. Ideas about aging change over time.
 - B. Stereotypes discourage open communication.
 - C. Being young has its challenges.
 - D. Generations regard technology differently.
 - E. Differences emerge at work.

Tips & Reminders: 4 Ways to Learn More About Other Cultures

- VI. Talking about Race
 - A. Expect strong emotions.
 - B. Put yourself in the other person's shoes.
 - C. Don't debate.
 - D. Learn and apologize, if appropriate.
 - E. Don't force the issue.
- VII. Overcoming Prejudice
 - A. We tend to think our culture is the best.
 - B. We often prejudge and stereotype others.
 - C. Judgments can lead to unfair treatment.
 - D. Mindful thinking can help.
- VIII. Coping with Culture Shock
 - A.. Don't be too hard on yourself.
 - B. Homesickness is normal.
 - C. Expect progress and setbacks.
 - D. Reach out to others.

CHAPTER 3

Agenda

Topic	Est Time	Learning Activity	Supplies
Culture Defined	5 mins	Key Concepts: Culture Defined	Notes and audiovisuals (throughout)
	15 mins	Activity: Learning About Others	
	5 mins	Journal Prompts: In- and Out-Group	
	15 mins	Video Connection: Cultural Differences	Online access for video
	15 mins	Video Connection (in Oxford Insight): “Us” and “Them”	Online access for video
	20-60 mins	Public Speaking Topic: Your Cultural Identity	
Cultural Norms and Values	5 mins	Key Concepts: Cultural Values and Norms	
	15 mins	Video Connection: “What Not to Do in Japan”	Online access for video
	15 mins	Activity: Experimenting With Silence	
	15 mins	Introspection and Discussion: What Norms Influence You?	Handout (provided)
Communication and Cucultures	5 mins	Key Concepts: Social Identity	
	20 mins	Video Connection: Mixed Identity	Online access for video
	20-40 mins	Video Connection: Reframing “Disability”	Online access for video
	20 mins	Activity: Your Cultural Tree	
	20 mins	Activity: Your Intersecting Identities	
	15 mins	Activity: Discussing Politics on Social Media	Handout (provided)
Age and Generation	5 mins	Key Concepts: Age and Generation	
	10 mins	Video Connection: Generation Gap	Online access for video
	10 mins	Discussion: Generation <i>What?</i>	
Overcoming Prejudice	5 mins	Key Concepts: Barriers	
	10 mins	Activity: First Impressions	
	10 mins	Video Connection (in Oxford Insight): “black-ish”	Online access for video

	35 mins	Activity: Cultural Exchange	Handout (provided)
Coping with Culture Shock	5 mins	Key Concepts: Culture (Adjustment) Shock	
	20 mins	Discussion: Cultural Competence	Handout (provided)

Culture Defined

Chapter 3
1 of 7 segments

Activity

Audiovisuals

Learning Objective 3.1: Define culture and coculture, and differentiate between in-groups and out-groups.

Estimated Time: 5 mins

Key Concepts

Culture Defined

- Culture
- Coculture
- Salience
- In-group
- Out-group

Key Points

- *Culture* is “the language, values, beliefs, traditions, and customs people share and learn.”
- A *coculture* is a group that is part of an overarching, encompassing culture.
- Cultural differences are *salient* in some situations but not in others.
- People with whom we identify are considered *in-group* and others are *out-group*.

Chapter 3: Communication and Culture

- Culture
- Culture Defined
- Cultural Values and Norms
- Communication and Cocultures
- Age and Generation
- Talking About Race
- Overcoming Prejudice
- Coping with Culture Shock

Chapter 3 Learning Objectives (part 1)

- 3.1 Define culture and coculture, and differentiate between in-groups and out-groups.
- 3.2 Analyze how values and norms affect communication between members of different cultures.
- 3.3 Apply the concept of intersectionality to communication, and identify communication factors that help shape cocultural identity.
- 3.4 Explain communication patterns within and between different age groups.

Chapter 3 Learning Objectives (part 2)

- 3.5 Adopt communication practices that promote understanding between people of different races.
- 3.6 Practice thinking mindfully to overcome prejudiced assumptions that influence communication.
- 3.7 Analyze the stages involved with adapting to communication in a new culture.

Culture Defined



- Culture
- Coculture
- Salience
- In-group
- Out-group

Estimated Time: 15 mins

Activity: Learning About Others

Introductions for Students

Pair up with a student in the class whom you don't know well. Identify three things the two of you have in common and three things about you that are different.

Follow-Up Discussion

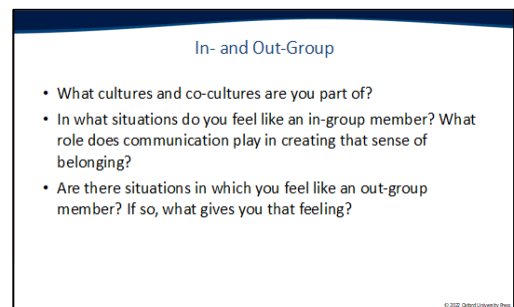
- What did you learn about each other?
- Was it hard to find things you had in common? Things that were different?
- Do you think the same activity would be successful with a random stranger? Why or why not?
- The book cites evidence that people tend to overestimate how much they have in common with their friends, but underestimate how much they have in common with strangers. Is this true, in your experience?



Estimated Time: 5 mins

Journal Prompts: In- and Out-Group

- What cultures and co-cultures are you part of?
- In what situations do you feel like an in-group member? What role does communication play in creating that sense of belonging?
- Are there situations in which you feel like an out-group member? If so, what gives you that feeling?



Estimated Time: 15 mins

Video Connection: Cultural Differences

Introduction to the Video

In “Weird or Just Different?” Derek Sivers describes cultural differences that can make it difficult to read a map or follow music in another culture.

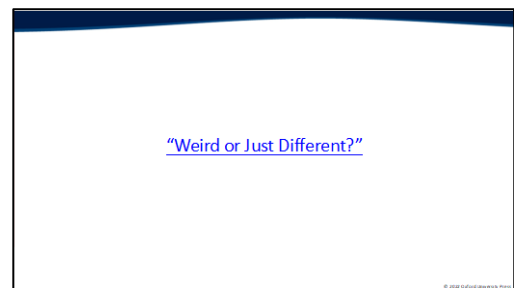
“Weird or Just Different?”

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-derek-sivers-weird-or-just-different>

(3 mins)

Follow-Up Discussion About the Video

- Have you ever felt like a stranger or a minority? If so, how did that feel?



- Have you ever experienced a culture significantly different from your own? If so, did people communicate in ways that surprised or puzzled you? How?

Teaching Tip

This is a good time to ask who has lived in or visited a different country or culture. Ask students what differences stood out between the new culture and their own. How did they manage communication challenges that arose?

Estimated Time: 15 mins

Video Connection (in Oxford Insight): “Us” and “Them”

Introduction to the Video

Let’s see what happens when people of many backgrounds are challenged to find common ground.

**“All That We Share”**

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-all-that-we-share>

(3 mins)

Follow-Up Discussion About the Video

- How do people initially organize themselves in the room?
- What is the response when the speaker asks the “class clowns” to step forward?
- How do things change as people began to realize that they have more in common than it appears on the surface?
- How does the group respond when one person stands alone?
- How are the interactions between people different at the end than they were at the beginning? Why do you think their treatment of one another has changed?

Estimated Time: 20 to 60 mins

Public Speaking Topic: Your Cultural Identity

- What are some of the cultural groups with which you identify?
- Which of them has played the greatest role in shaping your communication style and expectations? How?

Your Cultural Identity

- What are some of the cultural groups with which you identify?
- Which of them has played the greatest role in shaping your communication style and expectations? How?

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Cultural Norms and Values

Chapter 3
2 of 7 segments

Activity

Audiovisuals

Learning Objective 3.2: Analyze how values and norms affect communication between members of different cultures.

Estimated Time: 5 mins

Key Concepts

Cultural Values and Norms

- Individualism and collectivism
- Low and high context
- Uncertainty avoidance
- Power distance
- Talk and silence

Key Points

- Cultures tend to emphasize either *individual* or *collective* identity.
- Members of *low-context* cultures use language primarily to express thoughts, feelings, and ideas as directly as possible. But members of *high-context* cultures rely more on subtle, often nonverbal cues.
- *Uncertainty avoidance* reflects the degree to which members of a culture feel threatened by ambiguous situations.
- Cultures that observe a high *power distance* demonstrate a high regard for people of higher status.
- People in some cultures are comfortable with *silence*, whereas in others, they may find it awkward.



Estimated Time: 15 mins

Video Connection: “What Not to Do in Japan”

Introduction to the Video

An American in Japan provides cultural tips for people who plan to visit the country.

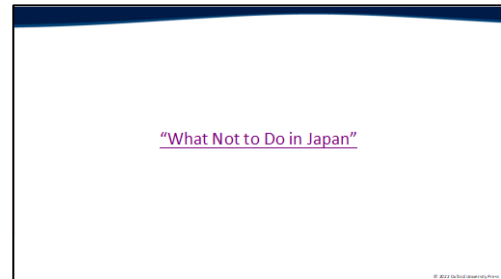
“What Not to Do in Japan”

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-what-not-to-do-in-japan>

(5 mins)

Discussion About the Video

- How do the speaker’s tips reflect collectivistic attitudes in Japan?
- How might Japanese visitors to the United States be surprised or offended by people’s behavior?



Estimated Time: 15 mins

Activity: Experimenting with Silence

Instructions for Students

Pair up with someone in class or choose a person with whom you regularly interact. Ask that person to tell you about their day. Use nonverbal cues to show that you are interested and are actively listening, but remain silent. Don’t interrupt or ask questions.

Follow-Up Discussion

- Did the other person seem encouraged by your silence or uncomfortable with it? Why do you think they reacted that way?
- Was it easy for you to be silent or difficult? Why?
- In what situations do you appreciate silence? When does it make you uncomfortable?



Estimated Time: 15 mins

Introspection and Discussion: What Norms Influence You?

(handout provided)

Instructions for Students



Answer questions on the handout and prepare to share your ideas with others.

Follow-Up Discussion

- Which cultures are you most knowledgeable about?
 - What might you do to increase your knowledge of other cultures?
 - In what ways is your identity shaped by who you are as an individual?
 - In what ways is it shaped by the groups to which you belong (e.g., your family, hometown, college, clubs, religion, and so on)?
 - Do you identify more with the cultural value of individualism or collectivism? How?
 - Do you mostly observe a high power distance around authority figures or a belief that all people are equal, regardless of their rank or status? How does this affect the way you communicate with people?
 - Do you tend to appreciate silence or find it uncomfortable? Does this vary by relationship? If so, how?
-

HANDOUT

What Norms Influence You?

1. In what ways is your identity shaped by who you are as an individual?

2. In what ways is your identity shaped by the groups to which you belong (e.g., your family, hometown, college, clubs, religion, and so on)?

3. Reflecting on your answers to questions 1 and 2, do you identify more with individualism or collectivism?

4. If the vice president of a company where you work initiates a conversation with you in the hallway, in what ways do you demonstrate that there is power distance between you (e.g., in terms of your greeting, behaviors, conversation topics, formality, and so on)?

5. In general, do you mostly embody a high power distance or a belief that all people are equal, regardless of their rank or status?

6. Imagine that you are hanging out with friends when a lull occurs in the conversation. Do you appreciate the silence or find it uncomfortable? How does your comfort (or discomfort) with silence affect the way you communicate? Does this vary by relationship? If so, how?

7. Take the *About You: How Much Do You Know About Other Cultures?* quiz in Chapter 3 and then answer the following:

Which cultures are you most knowledgeable about?

What might you do to increase your knowledge of other cultures?

Communication and Cocultures

Chapter 3
3 of 7 segments

Activity

Audiovisuals

Learning Objective 3.3: Apply the concept of intersectionality to your communication, and identify communication factors that help shape cocultural identity.

Estimated Time: 5 mins

Key Concepts

Social Identity

- Intersectionality theory
- Race
- Ethnicity

Key Points

- *Intersectionality theory* describes the complex interplay of people's multiple identities.
- The notion of *race* was created to reflect superficial differences between people whose ancestors originated in different regions of the world—Africa, Asia, Europe, and so on.
- *Ethnicity* is a social construct that refers to the degree to which a person identifies with a particular group, usually on the basis of nationality, culture, religion, or some other perspective.



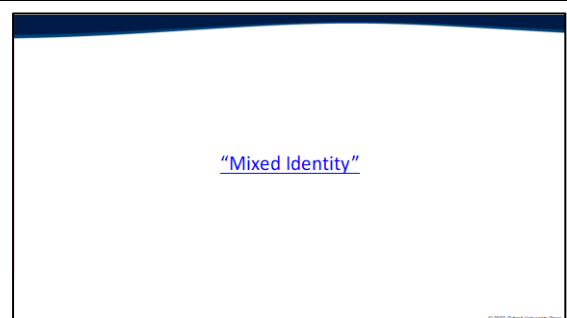
Estimated Time: 20 mins

Video Connection: Mixed Identity

Introduction to the Video

This clip from the documentary "Other" features the perspectives of people with multiple racial identities.

"Mixed Identity"



<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-other-mixed-identity>

(13 mins)

Discussion About the Video

- What do you think of the perspectives of people in this video who identify with multiple races and ethnic groups?
- How do you think it feels to be asked to choose one race or ethnicity if you identify with more than one?
- In your opinion, what are the advantages of identifying with multiple social groups? What are the challenges?

Estimated Time: 20 to 40 mins

Video Connection: Reframing “Disability”

Introduction to Video 1

In “12 Pairs of Legs,” Aimee Mullins challenges stereotypes about people whose physical features are different than others’.

“12 Pairs of Legs”

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-aimee-mullins-its-not-fair-having-12-pairs-of-legs>

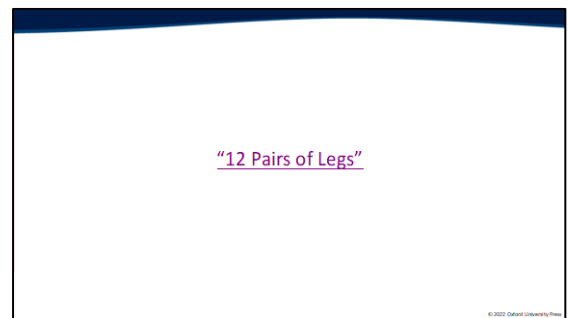
(10 mins)

Discussion About the Video

- What do you think about Mullins' assertion that, rather than being disabled, she is the architect of her own identity?
- What pivotal communication episodes does she describe? Why are they important to her?
- Do think differently about people with disabilities after hearing her talk? If so, how?

Teaching Tip

Ask students to share an experience related to this topic. People tend to learn more when topics feel relevant to them.




Estimated Time: 20 mins

Activity: Your Cultural Tree

Instructions for Students

- Create a diagram resembling a family tree that shows your various cultural and cocultural identities.
- Then describe how your communication with others is shaped by different dimensions of your identity.

Your Cultural Tree



- Create a diagram resembling a family tree that shows your various cultural and cocultural identities.
- Then describe how your communication with others is shaped by different dimensions of your identity.

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Estimated Time: 20 mins

Activity: Your Intersecting Identities

Instructions for Students

List 5 to 10 of your social identities (e.g., your gender, race, occupation, sexual orientation, family, and so on). From the perspective of intersectionality theory, explain how the interface of these identities (e.g., white female engineer in the south) gives rise to issues that are different than if you considered each of these roles separately (e.g., how being a female engineer is different than the sum total of being a female and an engineer).

Follow-Up Questions

- How does living at the intersection of multiple identities make your life experience different than that of a person who shares some of your identities, but not all of them?
- Do you ever feel that people form opinions of you based on only one or two of your qualities? If so, how does this shape the way they communicate with you?

Teaching Tip

If you feel that students may be wary of posting or sharing personal information with classmates, consider having them share it with only you on the condition that you keep the information confidential.

Your Intersecting Identities Activity

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Estimated Time: 15 mins

Activity: Discussing Politics on Social Media

(handout provided)

Teaching Tip

This activity works well in groups. It can also be used as the basis for a brief paper or journal entry.

Discussing Politics on Social Media Activity

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Instructions for Students

Follow the instructions on the handout to evaluate an instance in which people discuss politics online. Then consider the questions about it on your handout.

Follow-Up Discussion

- Overall, do you feel the participants were engaged in responsible and respectful discussion of diverse viewpoints? Why or why not?
 - Were particular participants more or less respectful than others? If so, how?
 - What might people do to keep trolls from disrupting responsible discourse?
 - Have you ever posted something you wished you hadn't? If so, what tips do you have for others?
-

HANDOUT

Discussing Politics on Social Media

Instructions:

- Find an instance of political discourse on social media (e.g., a Twitter feed, comments posted about a video or news event, or so something similar).
- Evaluate how well the people involved followed experts’ suggestions in *Tips and Reminders: 3 Ways to Discuss Politics Responsibility on Social Media* in Chapter 3.
- Consider whether there is evidence of social media trolls (people whose purpose is to disrupt respectful discourse by posting false claims or prejudiced remarks).

Then Consider ...

- Overall, do you feel the participants were engaged in responsible and respectful discussion of diverse viewpoints? Why or why not? _____

- Were particular participants more or less respectful than others? If so, how? _____

- What might people do to keep trolls from disrupting responsible discourse? _____

- Have you ever posted something you wished you hadn’t? If so, what tips do you have for others?

Age and Generation

Chapter 3
4 of 7 segments

Activity

Audiovisuals

Learning Objective 3.4: Explain communication patterns within and between different age groups.

Estimated Time: 5 mins

Key Concepts

Age and Generation

- Personal fable
- Imaginary audience
- Technology Use

Key Points

- Adolescents typically experience a *personal fable*, the belief that they are different from everybody else, and *imaginary audience*, a heightened self-consciousness that makes it seem as if people are always observing and judging them.
- Older adults are more likely than younger ones to value privacy over sharing personal information online.



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Estimated Time: 10 mins

Video Connection: Generation Gap

Introduction to the Video

Consider how easy it is to misunderstand and stereotype people based on their age.

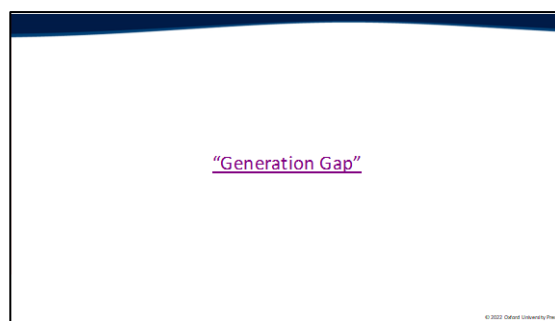
Generation Gap

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-generation-gap>

(4:15 mins)

Discussion About the video

- What communication behaviors in the video stood out to you and why?



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- Do you perceive a difference between the way your generation and others communicate? If so, how?
- How might we best bridge generation gaps as communicators?

Teaching Tip

End activities by inviting students to share their take-away lessons. You might ask: *Why does this matter?* and *What can you do with this knowledge?*

Estimated Time: 10 mins

Discussion Starter: Generation What?

- In what ways does society stereotype people your age?
- Are these assumptions mostly true or not?
- How do they affect the way people communicate with you?

Generation What?

- In what ways does society stereotype people your age?
- Are these assumptions mostly true or not?
- How do they affect the way people communicate with you?

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Talking About Race

Chapter 3
5 of 7 segments

Activity

Audiovisuals

Learning Objective 3.5: Adopt communication practices that promote understanding between people of different races.

Estimated Time: 5 mins

Key Concepts

Tips for Talking About Race

- Expect strong emotions.
- Put yourself in the other person's shoes.
- Don't debate.
- Learn and apologize, if appropriate.
- Don't force the issue.

Tips for Talking About Race (1)



- Expect strong emotions.
- Put yourself in the other person's shoes.
- Don't debate.
- Learn and apologize, if appropriate.
- Don't force the issue.

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Estimated Time: 20 mins

Video Connection (in Oxford Insight): Racial Literacy

Introduction to the Video

What happens when two high school students set out to learn more about racism and end up redefining the notion of racial literacy?

Racial Literacy

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-priya-vulchi-and-winona-guo-racial-literacy>

(12:26 mins)

Discussion About the video

- What might we all do to help co-create a shared American culture that welcomes racial diversity?
- How might people increase their racial literacy and understand one another better?

Racial Literacy

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Teaching Tip

End activities by inviting students to share their take-away lessons. You might ask: *Why does this matter?* and *What can you do with this knowledge?*

Estimated Time: 5 mins

Journal Prompts: Talking About Race

- What emotions do you experience when the topic of race comes up? How do you react?
- What communication approaches might you use to talk about race without turning the conversation into a debate?

Tips for Talking About Race (2)



- What emotions do you experience when the topic of race comes up? How do you react?
- What communication approaches might you use to talk about race without turning the conversation into a debate?

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Overcoming Prejudice

Chapter 3
6 of 7 segments

Activity

Audiovisuals

Learning Objective 3.6: Practice thinking mindfully to overcome prejudiced assumptions that influence communication.

Estimated Time: 5 mins

Key Concepts

Communication Barriers

- Ethnocentrism
- Prejudice
- Stereotyping
- Unfair Discrimination
- Mindfulness

Key Points

- We tend to think our culture is the best (*ethnocentrism*).
- Ethnocentrism leads to an attitude of *prejudice*—an unfairly biased and intolerant attitude toward others who belong to an out-group.
- *Stereotypes* are exaggerated generalizations about a group.
- *Unfair discrimination* deprives people of opportunities and equal treatment.
- Become more *mindful* by continually reminding yourself that every individual reflects a unique collection of experiences and cultures that generalizations cannot describe.



Estimated Time: 10 mins

Activity: First Impressions

(handout provided)

The object of this activity is to see what assumptions students make about someone based on first impressions.

IN PERSON: Directions for Instructor

- Arrange for a volunteer the students don't know to enter



the room at the start of class and announce that you will be there in a few minutes. (The volunteer should then leave.)

- Enter the room immediately afterwards and ask students to fill out the First Impressions handout provided here.

ONLINE: Directions for Instructor

Find a brief videoclip of an everyday person the class won't recognize. Have students view it then fill out the First Impressions handout provided here.

Follow-Up Questions

- How did you answer each question?
- What about the person led you to make these guesses?
- Is there evidence of ethnocentrism in your answers? How about stereotyping?
- What are your take-away lessons from this activity?

Estimated Time: 10 mins

Video Connection (in Oxford Insight): “black-ish”

Introduction to the Video

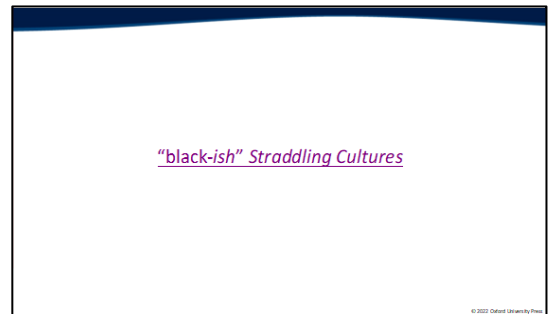
In the TV show “black-ish”, the Johnson family appears to be living the American dream. They are well off, good looking, and they love one another. But a question nags at the Johnsons: Are they losing touch with their heritage?

“black-ish” Straddling Cultures

<https://learninglink.oup.com/ebook/access/content/adler-rodman-dupre3e-supplemental-resources/adler-rodman-dupre3e-instructor-resources-black-ish-straddling-cultures>
(1:11 mins)

Follow-Up Discussion

- In what ways does the character shown (Rainbow Johnson) try to negotiate a sense of in-group membership?
- Have you ever had a difficult time fitting in?
- Have you ever felt that you fit in too much and lost your identity as an individual?
- How did (or might) you use communication to manage these situations?



Estimated Time: 35 mins

Activity: Cultural Exchange

(handout provided)

For this activity, students pair up (either online or in person) to solve a riddle. The catch is that each student represents a culture with one expectation that simply cannot be violated without causing offense. The process is designed to help students recognize that even seemingly small differences can have a profound effect on communication.



Procedure for Instructor

- Give half the class instructions for Culture A and half the class instructions for Culture B. (*Handouts with these instructions are provided at the end of this lesson plan. One version is designed for online use and one for the classroom.*)
- Pair each student in Culture A with someone in Culture B to solve the riddle at the end of the instruction page.

Teaching Tip

If an activity calls for pairing up, but you have an odd number of students, assign one or more students to serve as silent observers. Their observations can be as useful as those of people who actively participated.

Instructions for Students

Work together in pairs as you follow directions on the worksheet. Keep count of how many times one of you is “offended,” based on the rules of the game.

Follow-Up Discussion

- How many times during the discussion did people indicate that they were offended? How do you feel about that?
- Was solving the riddle (communicating) more difficult because of your cultural differences? If so, how?
- Did you figure out the rules that make these two cultures different? If so, what do you think they are?
- Did anyone feel like giving up (a symptom of culture shock)? If so, what happened?
- Did anyone solve the challenge? If so, what do you think the answer is?

INSTRUCTOR NOTE: The correct answer is that you give your 10th friend the basket with the last apple still in it. Thanks to buzzle.com for this riddle!

HANDOUT

First Impressions

Instructions: Answer the following questions about the stranger who entered the room at the start of class.

- If you had to describe the person in one word, what would it be? _____
- What job is the person most likely to hold (now or in the future)? _____
- What type of car do you think the person drives? _____
- Is this someone you would trust to hold your wallet? Why or why not? _____
- If you had to guess the person's name, what do you think it is? _____

----- cut here [top and bottom are identical] -----

HANDOUT

First Impressions

Instructions: Answer the following questions about the stranger who entered the room at the start of class.

- If you had to describe the person in one word, what would it be? _____
- What job is the person most likely to hold (now or in the future)? _____
- What type of car do you think the person drives? _____
- Is this someone you would trust to hold your wallet? Why or why not? _____
- If you had to guess the person's name, what do you think it is? _____

INSTRUCTIONS FOR STUDENTS ONLINE

Cultural Exchange Activity – Culture A

In this activity, you will represent Culture A as you interact one-on-one with a member of Culture B in an online discussion.

Cultures A and B are remarkably similar, except that ...

As a member of Culture A, you consider it rude to end sentences with periods. Do not respond to any statement that ends in a period. Simply ignore the content and type the following response: *I am offended.*

After that, ignore everything your partner just said, and start again.

In other words, only respond to the content of a message when it ends in a question mark, an exclamation mark, another punctuation symbol, or no punctuation at all.

Of course, you will want to avoid using periods yourself. That would just be rude!

You have probably already guessed that members of Culture B have their own set of expectations. If you violate their cultural expectations, your partner will indicate that they are offended.

No one may say outright what their cultural expectations are. You have to try to figure them out in the course of the discussion, if you can.

Keep track of how many times your partner indicates that they have been “offended” as you work together to answer the following question:

There are 10 apples with you, and 10 friends who want them. You give each an apple, yet one apple remains in the basket! How is this possible?

INSTRUCTIONS FOR STUDENTS ONLINE

Cultural Exchange Activity – Culture B

In this activity, you will represent Culture B as you interact one-on-one with a member of Culture A in an online discussion.

Cultures A and B are remarkably similar, except that ...

As a member of Culture B, you consider it rude to begin a sentence with the word I, as in “I think ...” Do not respond to any statement that begins with I. Simply ignore the content and type the following response: *You have offended me.*

After that, ignore everything your partner just said, and start again.

Only respond to the content of a message when it begins with a different word than “I”.

Of course, you will avoid beginning sentences with “I” yourself. That would just be rude!

You have probably already guessed that members of Culture A have their own set of expectations. If you violate their cultural expectations, your partner will indicate that you have offended them.

No one may say outright what their cultural expectations are. You have to try to figure them out in the course of conversation, if you can.

Keep track of how many times each partner is “offended” as you work together for 5 minutes to answer the following question:

There are 10 apples with you, and 10 friends who want them. You give each an apple, yet one apple remains in the basket! How is this possible?

INSTRUCTIONS FOR STUDENTS **IN PERSON**

Cultural Exchange Activity – Culture A

In this activity, you will represent Culture A as you will interact one-on-one with a member of Culture B.

Your cultures are remarkably similar, except that ...

As a member of Culture A, you are such an important person that looking you in the eye would be rude and disrespectful. If your partner looks you in the eye while speaking, let them finish their sentence, then say, “*I’m offended!*” and turn your back on your partner for 5 seconds.

After that, ignore everything your partner just said, and start again.

Of course, you may look your partner in the eye as you speak because you’re special. Obviously.

You probably already guessed that members of Culture B have their own set of expectations. If you violate their cultural expectations, your partner will respond with “*I’m offended!*” and turn their back on you for 5 seconds.

No one may say outright what their cultural expectations are. You have to try to figure them out in the course of conversation, if you can.

Keep track of how many times each partner says “*I’m offended!*” as you work together for 5 minutes to answer the following question:

There are 10 apples with you, and 10 friends who want them. You give each an apple, yet one apple remains in the basket! How is this possible?

INSTRUCTIONS FOR STUDENTS IN PERSON

Cultural Exchange Activity – Culture B

In this activity, you will represent Culture B, and you will interact one-on-one with a member of Culture A.

Your cultures are remarkably similar, except that ...

As a member of Culture B, you consider it rude when someone shows their teeth, as when laughing or smiling. If your partner shows their teeth, ignore what they say, say aloud “*I’m offended!*”, and turn your back to your partner for 5 seconds.

After that, ignore everything your partner just said, and start again.

Only respond to the speaker when they do not show teeth.

Of course, you will avoid showing your own teeth. That would be rude!

You probably already guessed that members of Culture A have their own set of expectations. If you violate their cultural expectations, they will respond with “*I’m offended!*” and turn their back on you for 5 seconds.

No one may say outright what their cultural expectations are! You have to try to figure them out in the course of conversation, if you can.

Keep track of how many times each partner says “*I’m offended!*” as you work together for 5 minutes to answer the following question:

There are 10 apples with you, and 10 friends who want them. You give each an apple, yet one apple remains in the basket! How is this possible?

Coping with Culture Shock

Chapter 3
7 of 7 segments

Activity

Audiovisuals

Learning Objective 3.7: Analyze the stages involved with adapting to communication in a new culture.


Estimated Time: 5 mins

Key Concepts

Culture (Adjustment) Shock

- Don't be too hard on yourself.
- Homesickness is normal.
- Expect setbacks.
- Reach out to others.

Culture (Adjustment) Shock



- Don't be too hard on yourself.
- Homesickness is normal.
- Expect setbacks.
- Reach out to others.

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Estimated Time: 20 mins

Discussion Starters: Cultural Competence

(handout provided)

Teaching Tip

When several discussion questions apply to one topic, we provide them on a handout.

- You might use the handout for yourself as an easy-reference guide.
- Alternatively, you might share the handout with students and ask them to respond individually or in small groups—either to all questions or to questions that you assign to particular people or groups.

Cultural Competence



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Discussion Questions (included on the handout)

- Have you ever felt unsure how to communicate with someone from a different culture? If so, how did you handle it?
- Have you ever surprised someone, or been surprised, by a gesture or statement that is acceptable in one culture but out of place in another?
- Imagine that you were commissioned to write a book or create a video titled “About the Americans” for people from other parts of the world who will visit the United States for

the first time. What communication-related topics would you include? What advice would you give?

- Think of a time when you met someone who seemed very different from you at first but eventually became a close friend or colleague. Create a timeline that illustrates turning points in your relationship when you learned more about each other and developed rapport.
- How do you rate yourself in terms of intercultural sensitivity and open-mindedness? What steps might you take to keeping growing in this regard?

Wrap-Up

Review of Learning Objectives

- 3.1 What is the difference between in-groups and out-groups?
- 3.2 How do values and norms affect communication between members of different cultures?
- 3.3 How does the concept of intersectionality relate to communication, and in what ways does communication help shape cocultural identity?
- 3.4 Explain how communication patterns differ within and between different age groups.
- 3.5 What communication practices tend to promote understanding between people of different races?
- 3.6 How might thinking mindfully help people overcome prejudiced assumptions that influence communication?
- 3.7 What stages are involved with adapting to communication in a new culture?

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DISCUSSION GUIDE

Cultural Competence

- Have you ever felt unsure how to communicate with someone from a different culture? If so, how did you handle it?
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- How do you rate yourself in terms of intercultural sensitivity and open-mindedness? What steps might you take to keeping growing in this regard?

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DISCUSSION GUIDE

Cultural Competence

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- Have you ever surprised someone, or been surprised, by a gesture or statement that is acceptable in one culture but out of place in another?
- Imagine that you were commissioned to write a book or create a video titled “About the Americans” for people from other parts of the world who will visit the United States for the first time. What communication-related topics would you include? What advice would you give?
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- How do you rate yourself in terms of intercultural sensitivity and open-mindedness? What steps might you take to keeping growing in this regard?