



**“Teaching students about the world is not a subject in itself, separate from other content areas, but should be an integral part of *all* subjects taught. We need to open global gateways and inspire students to explore beyond their national borders.”**

*Vivien Stewart, Becoming Citizens of the World*

# Intercultural Studies 35



Calgary Board of Education

# Intercultural Awareness

**Be prepared to engage the world!**



**“Intercultural dialogue is the best guarantee of peace.”**

*Koichiro Matsuura, UNESCO, Director-General*

# Personalization of Learning

*Explore the concept of culture*

*Reflect on your own culture*

Learn about other cultures

*Develop your intercultural skills*

*Reflect on your intercultural experience*



**All in the context of your own  
intercultural experience!**



**This course is delivered  
through an on-line  
environment called D2L**

**Students who are not familiar with  
D2L will be provided with instruction**



## **Intercultural Studies 35 is not simply a traveling blog...**

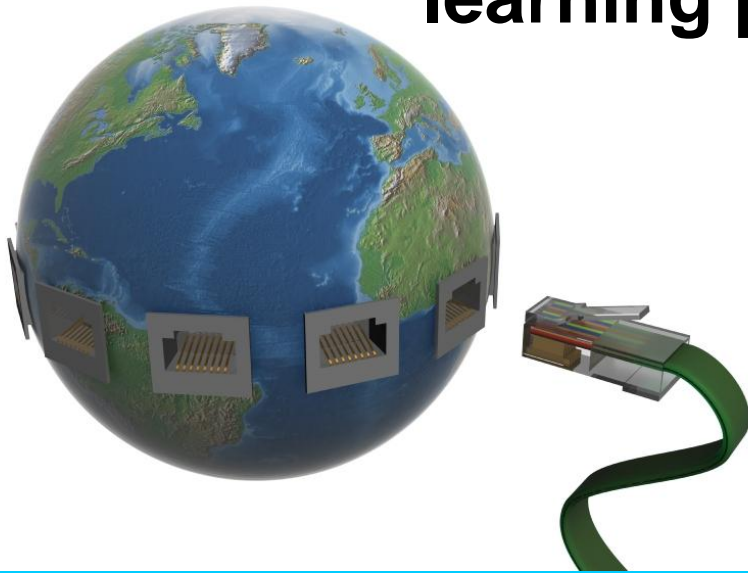
**It's a **five** credit course which means that the following is expected from participants:**

- Full participation in discussion forums**
- Regular and detailed journal writing**
- A variety of assignments with deadlines**
- A final project showing intercultural learning and growth**

**Intercultural Studies 35  
takes students through several units**

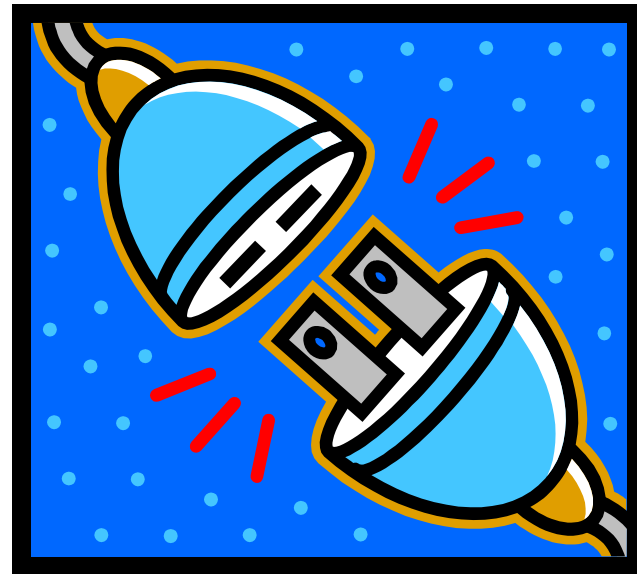
**D2L instruction:**

**This unit helps students  
navigate through the on-line  
learning platform.**



## **Introduction:**

**The icebreaker encourages students to connect and start their on-line interaction immediately and become familiar with the different parts of the course.**



# Introduction

## Icebreaker Activity

### Getting to Know One Another: Part A

We would like to get to know all you. We hope that this course will be an opportunity for you to make some connections with each other and help each other out during your travels. This assignment will "break the ice".

Your task is to choose three different destinations. They are described below:

- your place of origin-where is your journey beginning?
- your destination-where are you going to?
- your dream destination-where do you most want to visit in the world?

You will complete a discussion posting as the first part of this activity.



### Discussions

Go to the Discussion Forum titled "Icebreaker Part A."

Tell us a little about yourself. Please remember to describe your three destinations. What do you know about your place of origin or where your journey is starting? How did you choose your exchange destination? What appeals to you about your dream destination?

Please respond to at least two other students' postings. Do you have any tips for them about their destinations? Do you share a common destination? Have you been to one of their dream destinations?



## **Keeping Yourself Safe and Healthy:**

**This unit urges students to think about the many elements involved in traveling and to prepare themselves in order to avoid negative situations.**



# Keeping Yourself Safe and Healthy

## Keeping Yourself Safe and Healthy!

### Things to think about.....

When you embark on an international experience, there is a lot to think about! Remember that everyone is responsible to keep themselves safe and healthy; to do that, you have to be able to make the right choices at the right time!

**Click on the image on the right to see a Powerpoint Presentation called *Smart Choices*.**

These little scenarios present situations that you may not have thought about before. Some are humorous others are rather serious but these little vignettes all have the same goal: to make you think about the choices you make hopefully before you make them.



### Discussions

Go to the Discussion Forum, "Things to Think About" to discuss the following:

Choose a subject or a situation to comment among the "things to think about" and write about it in the discussion section.

Did anything surprise you?

One thing you did not know about...



## **Let's Talk About Culture:**

**This unit takes students through the basic elements of culture looking at the similarities and differences in the context of their own intercultural experience.**



# Let's Talk About Culture

## Introducing Culture

### Why is it important to understand culture?

**The Power and Limitations of Observations:** Putting Humans under a microscope.

If you were a species from another planet and you were asked to **write the Top 25 behaviours you observed in humans**, what would you say? Remember, you can only put down on paper, what you can observe.



### Observation Task: Part 1

Find a place in your school and observe what is happening in the space around you. It should be a place where you can observe others over a period of time. It might be a school cafeteria, a classroom, a foyer or hall, etc. Compile a list of behaviors that you are observing. Try to be as specific as you can about what people are doing, body language, etc. This may take some time, so plan on being in the environment for at least an hour.

## **How Well Do You Know Yourself?:**

**This unit helps students to develop a sense of self-awareness when it comes to communication styles, personal limits, etc.**



# How Well Do You Know Yourself?

## Identity Artifacts

### How can I represent myself to others?

If you could place in a box, objects and words to represent who you are; what would these artifacts be?

Here are some questions to consider and to get you started:



## **How Well Do You Know Your Host Country?:**

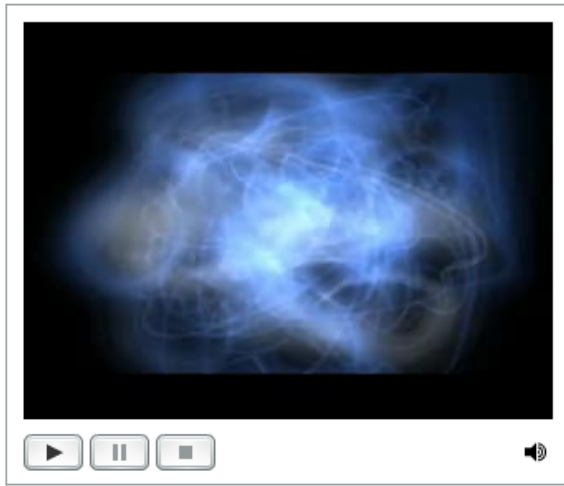
**This unit encourages students to discover more than the “food and festival” aspects of the country they are going to visit.**



# How Well Do You Know Your Host Country?

## What can you learn about a country from a video?

Watch the video below remembering what you have learned about culture.



### Reflection

Who do you think is the target audience for this video?

- If you were getting ready to spend several months in Denmark with a host family, would this information be useful? Would it be sufficient? Why or why not? You may want to explain your reasons in your journal.

## **Crossing Cultures: The Adaptation Process**

**Guides students through the different stages of cultural adaptation and helps them gain a better awareness of the differences and misunderstanding leading to cultural conflicts.**



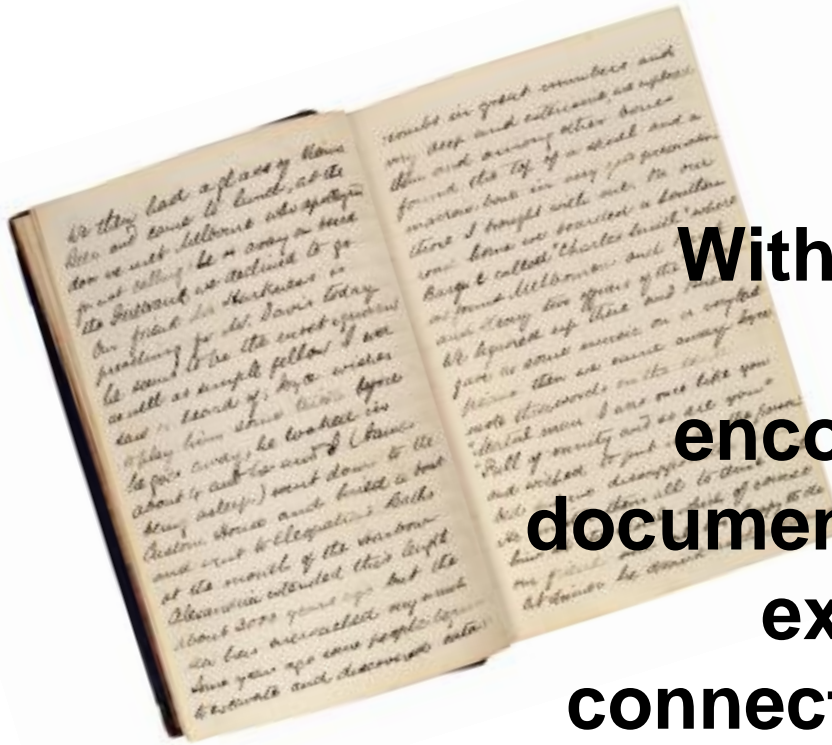
# Crossing Cultures: The Adaptation Process

## Cultural Perceptions

We are all human! Because of that, we share some similar realities but we don't necessarily perceive those realities the same way. Different cultures may have different ways of dealing with the same issues. A key piece for becoming culturally effective is to recognize that what is obvious to you, to your own culture, might be a very different story for another culture!

View 15 examples of social mistakes that can occur around the world. Expand your knowledge of some of the potential pitfalls of cross-cultural interaction; then, learn how to navigate an awkward situation with grace, and how to help others do the same.





**On Your Journey!**  
**With a series of guiding questions, this unit encourages students to document their intercultural experience and make connections between what they learned about culture and what they are actually experiencing.**

## **After the Experience: What Now?**

**Through a final project, students are asked to reflect upon and demonstrate their intercultural learning.**



# After the Experience: What Now?

An increased understanding of cultural differences!

Greater adaptation skills and flexibility!

An increased understanding of self!

A better appreciation for other cultures!

An greater intercultural awareness that will carry on to future experiences!

*Madagascar*



CHINA

GREECE



ONLINE COURSES

HOME

SENIOR HIGH

JUNIOR HIGH

CT-CENTRE

HOMESCHOOLING

CONTACT US

→ Welcome to CBe-learn

**Register for Fall Courses!**



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# CBe-learn Website

- <http://www.cbelearn.ca/>
- Click on Senior High Tab
- Scroll to the bottom right and you should see the Intercultural Studies logo.



**Alberta Education  
Intercultural Studies 35  
Registration Information**

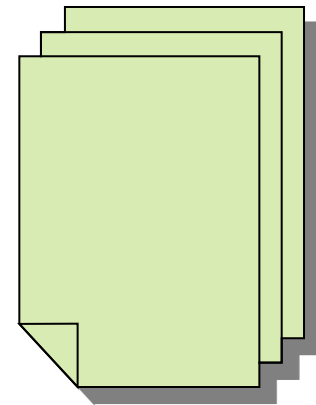
# Meet the CBe-learn team

- Principal: Karen Bird  
kjbird@cbe.ab.ca
- Assistant Principal: Monti Tanner  
mrtanner@cbe.ab.ca
- Registrar: Sandy Parcey  
slparcey@cbe.ab.ca
- Teacher: My Nguyen  
mhnguyen@cbe.ab.ca



# How to get started

- Click on the Intercultural logo to access the registration information package.
- Download the information package
- Follow the instructions for submitting documents by the deadline.



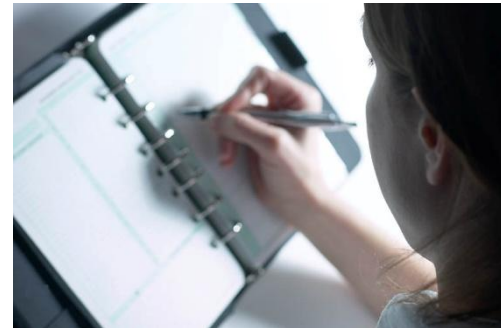
# Email Information

Please ensure that the email address that you provide is accurate and current.



# Timelines

- September 12<sup>th</sup> registration begins.
- September 30<sup>th</sup> registration ends.
- October 4<sup>th</sup> course starts.
- Course ends 3 weeks after students return from the exchange.
- Please note that timelines may change due to unforeseen circumstances.



# FAQ



# FAQ

Will this mark go on my transcript?

Yes. This ensures that the student exchange that you were on is valued and recognized in an official way.

Can I work on the assignments anytime?

This is an online course so you can log in anytime when you have internet access.

# FAQ

Are there due dates?

Yes, but you should always talk to your teacher if you have questions or concerns in meeting these due dates.

How do I get help from my teacher online?

You can email or post to the discussion boards and your teacher will respond to your questions in a timely manner.

# TIPS for Success

- Communicate with your CBe-learn teacher if you have any questions or concerns with the course content.
- Make sure that you log in to the course on a regular basis.
- Use your D2L checklist and calendar to check for upcoming due dates.

