# INSTRUCT TEACHING GUIDE
# 9. CULTURE AND CITIZENSHIP

**To help students reflect on their cultural identity and roles as global citizens, refer to:**

- Introduction to Cultural Issues Video
- Global Citizenship Video

## DISCUSSION TOPICS

**Cultural Identity**
Understanding their own cultural identity is the first step for students to develop empathy for others from different backgrounds. Use this discussion to encourage students to consider how their identity is affected by culture and world events. Begin by asking students the following questions:

- What cultural groups do you belong to?
- What are some of your culture's most important beliefs or values?
- Are there any ways in which your cultural identity has created challenges for you?
- How do you interact with cultures different from your own?

**Generalizations and Stereotypes**
This discussion will help students determine the differences between generalizations and stereotypes along with the impact of each on cultural interactions. Begin by asking students to define a generalization. Then ask them to describe how generalizations can have positive and negative effects on their daily lives.

Next, students should be able to create a definition of a stereotype. You can start as a class by brainstorming keywords or associated emotions on the whiteboard. Students should then recount how they have seen or experienced stereotypes play out in cultural interactions.

Follow up with the Cultural Identity activity.

**Global Citizenship**
Use this discussion to help students think critically about their roles as global citizens. Begin by asking students to assess global influences on their daily lives. Jumping off points may include:

- Are there products you use in your daily life that were imported from a different country? Do you know how the product was made?
- Think about a global event and describe how it impacted your daily life. What did you do (or could have done) to improve the situation for yourself or the global community?

*This teaching guide can be used by Instruct customers who have selected the Critical Thinking content package.*

## ACTIVITIES

**Cultural Identity**
Use this activity as a follow-up to the Cultural Identity discussion to help students become aware of the impact generalizations and stereotypes can have on the lives of individuals.

To prepare, locate a contemporary primary source of how a specific stereotype interferes with an individual's daily life (this may be a video interview, short film, transcript, audio clip, etc.). Students should be able to articulate how generalizations or stereotypes impact the interactions they have observed using the definitions from the Generalization and Stereotypes discussion.

**Global Citizenship**
This activity will encourage students to become aware of the impact global events may have on their lives. Begin by asking students to reflect on a global issue they are interested in or passionate about. Students should be able to report on the history of the issue, the people involved, and its implications on both the local and global scale. Additionally, students should include a detailed description of how they would become an active global citizen.

This activity may be completed as a written or verbal presentation exercise.

**Global Connections**
Use this activity to expand upon the Global Citizenship discussion.

Students will begin by selecting an object found in their home (a type of technology, an article of clothing, a piece of furniture, etc.). Ask students to do some research into the brand, materials used, and country of export. Next, students should be able to research and write a short report on the industry that created the product.

A laptop, for example, would lead into a larger discussion of how different components were sourced from various countries. In this case, a successful global citizen also would analyze factory working conditions and the economic impact the technology industry has on developing countries.

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