

Din digitale gæstelærer: Johannes Langkilde

Materiale til forløbet 'Moving to the US'
med Johannes Langkilde



Dette materiale rummer forslag til undervisningsaktiviteter, som lærere og elever kan anvende til arbejdet med kulturmøder.

I det digitale gæstelærerforløb 'Moving to the US' sætter Johannes Langkilde fokus på sit ophold som journalist i USA. Det engelskfaglige fokus er på engelsktalende samfund og kulturmøder. Gæstelærerforløbet er udviklet til engelsk i 8.-9. klasse i grundskolen og er bygget op omkring fire videoer og en lærervejledning.

Forløbet kan findes på emu.dk: [https://
emu.dk/grundskole/engelsk/kultur-og-
samfund/videoer-til-moving-us-med-
johannes-langkilde](https://emu.dk/grundskole/engelsk/kultur-og-samfund/videoer-til-moving-us-med-johannes-langkilde).

På de efterfølgende sider finder du følgende elev- og lærerrettede materialer med forslag til undervisningsaktiviteter, som kan gennemføres i forlængelse af gæstelærerforløbet:

Materiale til video 1: Moving to the US

- Work sheet 1: Defining the concept of culture
- Activity sheet 1: We are all different

Materialet er udarbejdet af Rambøll Management Consulting, Københavns Professionshøjskole, VIA University College, Syddansk Universitet og Operate for Styrelsen for Undervisning og Kvalitet.

Grafisk tilrettelæggelse: Operate

Oktober 2021



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*Materiale til video 3: Reporting to Denmark
from the US*

- Concept cards: Model for cultural communication
- Activity sheet 2: Analysing cultural meetings using Iben Jensen's model for cultural communication

Materiale til video 4: Travelling: Be Curious!

- Work sheet 2: My pie chart
- Work sheet 3: Circles of similarities and differences
- Work sheet 4: Tracing culture

Materialerne kan indarbejdes i undervisningen, når eleverne har set den video, som det enkelte materiale henviser til. De elevrettede materialer kan printes og udleveres til eleverne.



Work sheet for pupils.



The work sheet gives the pupils an understanding of cultural encounters and improves their oral English skills.



A first step in the work with the activity sheet could be a dialogue in the classroom inspired by the illustrations in this worksheet depicting cultural differences. The teacher can introduce different understandings and concepts of culture to the pupils. The activity can be introduced after the pupils have seen video 1. For inspiration and more materials: Undervisningsministeriets publikation 'Plads til forskellighed', <https://www.uvm.dk/-/media/filer/uvm/publikationer/folkeskolen/2008-plads-til-forskellighed.pdf> side 31.

Work sheet 1: Defining the concept of culture (video 1)

How we understand culture

- Concept 1: Static and descriptive concept of culture: Culture can be understood as generally accepted norms and values that (almost) all people living in the same nation share. That is, culture is inherited from generation to generation.

- Concept 2: Complex and dynamic concept of culture: Culture can be understood as norms and values created by a group of people. That is, an individual is always a member of different groups with different cultures. Culture is constantly discussed by the members of the group.

The concept of culture can be understood in different ways, including the descriptive/static concept of culture (concept 1) and the complex/dynamic understanding of culture (concept 2). The way we understand culture influences how we act when we travel and meet new people.





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The 12 statements in the chart below form pairs. The statements in the left column belong to concept 1, whereas the statements in the right column belong to concept 2. Cut out the 12 statements along the lines.

Work with one or more classmates and pair the statements. Place each statement into the correct column. Discuss the following with your classmate(s):

- Which statements do you agree with?
- What is your understanding of culture?

CONCEPT 1 Static concept of culture	CONCEPT 2 Dynamic concept of culture
Culture is values, rules, and norms that individuals adopt from older generations and pass on to younger generations.	Culture is values, meanings, and norms that individuals share and discuss with others.
Culture is found in the individual himself.	Culture is found among individuals in a group.
Cultural values are shared by everybody in a group.	Cultural values differ among people in a group.
Culture guides the way individuals live their lives.	Culture is discussed by people.
The role that culture plays is predictable, for example before you visit a new country.	The role that culture plays can be examined, for example when you visit a new country.
If you want to study culture, using questionnaires is the best option.	If you want to study culture, using field work and interviews is the best option.





Activity sheet for teachers.



The activity sheet illustrates cultural differences and similarities among the pupils. This supports the pupils in reflecting on cultural encounters in which they themselves take part.



As an introduction to the activity sheet the teacher may engage the pupils in a discussion about the pupils' own cultural backgrounds.

Activity sheet 1: We are all different! (video 1)

This is a teacher-led activity in which pupils undertake various actions illustrating their different backgrounds.

Pupils in a classroom have a lot in common and may think that they are similar to each other. The purpose of this activity is to lead to reflections on how they too are different and how they are each part of different cultural groups. This is one way of illustrating concept 2 (which is described in Activity sheet 1: We are all different!).

Preparation for the teacher

The teacher must prepare the activity by finding an open area. It could be a school yard, a gym or a hall. Before the activity starts, the teacher may ask the pupils to stand in a line next to each other, shoulder by shoulder.

Afterwards, the teacher must read one statement aloud at a time in front of the class. The pupils that identify themselves with the statement must then take a step forward. This can be repeated until all the statements have been mentioned. Below is listed potential statements that could be incorporated in the activity. The teacher can also add other statements to the list if considered relevant to the specific class.

The pupils will most likely be spread out in the area after all the statements have been mentioned. Following this, the teacher can facilitate an open discussion among the pupils about how they are different from each other and what made them take a step forward during the activity.

Statements





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1. Please take a step forward if you have an older sister or brother.
2. Please take a step forward if you have a younger sister or brother.
3. Please take a step forward if ...
 - a. ... you live in a flat
 - b. ... you have a garden
 - c. ... you are a member of a sports club
 - d. ... you hang out with friends in the local shopping centre
 - e. ... you wear jewelry
 - f. ... you visit your grandparents every week
 - g. ... have an after-school job
 - h. ... your family spend holidays together
 - i. ... you play an instrument
 - j. ... you like reading books
 - k. ... your family like discussing politics
 - l. ... you think honesty is important
 - m. ... you think being able to trust a friend is important





Concept cards for pupils.



The concept cards are supposed to support the activity sheet for video 3 called 'Analysing cultural meeting using Iben Jensen's model for cultural communication'.



The teacher can present the concept cards to the class before the pupils discuss the concept. This will help the pupils analyse cultural encounters using Iben Jensen's model for cultural communication.

Concept cards: Model for cultural communication (video 3)

The following cards clarify the concepts in Iben Jensen's model for cultural communication.



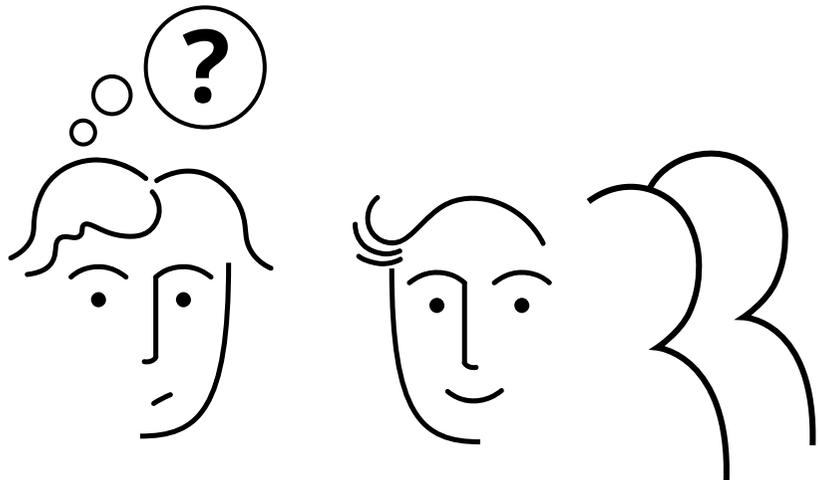


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1. Cultural expectations

Definition: General knowledge and experiences with emotions towards a group of people from a different cultural community than our own.

Example: A young ethnic Danish man meets a young Syrian-British woman who wears a headscarf. Without knowing her, he expects her to be a deeply religious and devout person who is under strict control of male members of her family.

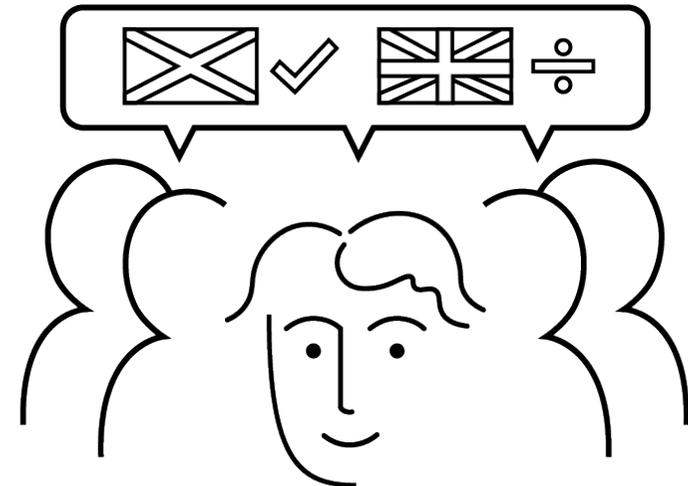


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2. Cultural self-perception

Definition: The ways in which an individual defines his or her own cultural community.

Example: A young Scottish woman identifies herself as being Scottish rather than British, including language and traditions. She also sees herself as a member of a global community of climate activists.



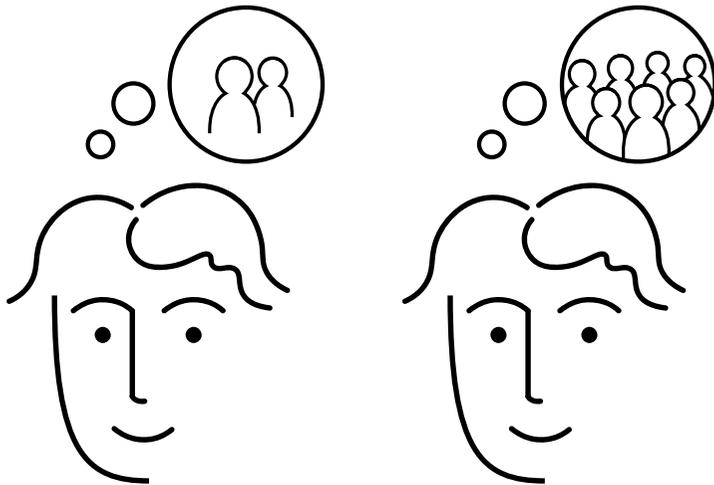


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3. Positions of experience

Definition: An individual's physical and psychological experiences based on his or her social background. This could be because of his or her childhood home, gender, ethnicity, age, or social position of the family.

Example: Two old people sitting on a bench, looking much the same, but have very different backgrounds. One was an orphan, grew up in an orphanage, went to school and studied at the university to become a doctor, then travelled abroad to help people in developing countries. The other one was from a family of five siblings, disliked school, excelled at visual arts, and became a farmer on an organic farm.

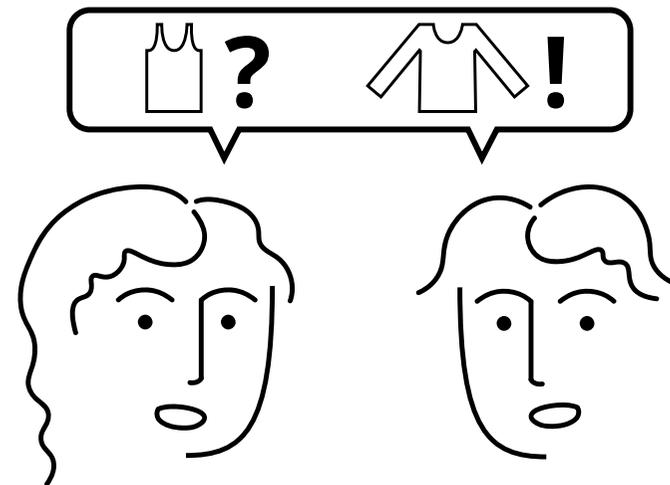


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4. Cultural fixpoints

Definition: Topics that two individuals from different cultural communities both identify with and feel are important, but perhaps for different reasons. This may lead to intense discussions.

Examples: Favourite food for breakfast, how to receive visitors in your home, how to celebrate family events, what to do with friends, freedom of speech, and democracy.





Work sheet for pupils.



The aim is to support the teaching of cultural encounters based on Iben Jensen's model for cultural communication.



A first step in the work with the activity sheet could be a dialogue in the classroom about the pupils' knowledge and cultural prejudices and perceptions. The teacher can choose to exemplify "step 1" by modelling the activity. The model for cultural communication is also used in the activity: "Concept cards model for cultural communication".

Activity sheet 2: Analysing cultural meetings using Iben Jensen's model for cultural communication (video 3)

Meeting people is often easy when they are very much like yourself. If you have attended school with somebody for several years, played volleyball in the same club, shared an interest for the same online games and series, lived in the same neighborhood, and met each other every day, you often have a lot to talk about. You probably agree about many things and you quickly understand your friend, when he or she is trying to tell you something.

Using Iben Jensen's model for cultural communication, this kind of mutual understanding can be explained by sharing the same:

- cultural self-perceptions (you think of yourselves in a similar way);
- cultural expectations (you expect your friend to be much like yourself and this will match what your friend thinks of himself or herself);
- similar positions of experiences (you have a lot of common experiences);
- fixpoints (your heated discussions are probably limited to a few topics).

Source: Iben Jensen: Grundbog i kulturforståelse (2007)





What happens when two people from different cultural communities meet each other?

If you meet people from a different cultural community than your own, the meeting is likely to become challenging. It is easy to assume that if people look different from you, they are different in all aspects, but be aware of this simplistic perception. Such cultural expectations may or may not be true – but they are certainly incomplete.

In the following activity you will team up with a classmate and describe similarities and differences in your cultural communities.

Step 1: Compare cultural communities

Start individually. Fill in four sticky notes about your own expectations, self-image, positions of experiences, and possible fixpoints. Meet a classmate in front of an empty poster on the wall. Now fill in the poster with your sticky notes like this:

Classmate 1	Classmate 2
Cultural expectations	Cultural expectations
Cultural self-perception.	Cultural self-perception
Positions of experiences	Position of experience
Possible fixpoints	Possible fixpoints

Now compare your answers:

- Did your cultural expectations about your classmate match his or her own self-perception?
- What were the similarities and differences? Mark matches with a plus (+) and differences with a minus (-).
- In addition, consider if you chose the same or similar fixpoints?
- What topics can you imagine having heated discussions about? Perhaps you already have had such arguments?
- Is there reasoning in your expectations, self-perception, and positions of experience for those heated arguments?



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Step 2: Listen to Chimamanda Adichie's TED Talk 'The danger of a single story'

While you listen, fill in the figure below. The TED talk will give you the answer to some of the questions, while you have to guess the answer to other questions.

Chimamanda Adichie (listen)
Her cultural self-perception

Her cultural expectations about Fidi and his family

Her positions of experience

Fixpoints

Which fixpoints (or surprises, single stories) did you notice – also in other single stories mentioned by Chimamanda Adichie?

Fidi (guess!)

His cultural self-perception

His cultural expectations about Chimamanda Adichie

His positions of experience

American roommate (guess and listen)

Her cultural self-perception

Her cultural expectations about Chimamanda Adichie

Her positions of experience





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Step 3: Share with a classmate – what are the similarities and difference in what you wrote?

Mark matches with a plus (+) and differences with a minus (-).

Step 4: View video 1 with Johannes Langkilde (either in groups or in the classroom)

Use Iben Jensen's model for cultural communication to analyse the described encounters between Johannes Langkilde and Americans when he first arrived. What do you notice?

Step 5: View interviews made by Johannes Langkilde (groups or class)

Use Iben Jensen's model for cultural communication to analyse the meeting between Johannes Langkilde as the interviewer and his interviewee.





Arbejdsark til forløbet 'Moving to the US' med Johannes Langkilde



Work sheet for pupils.



The pupils can use the work sheet to discover their own priorities in life and what makes them who they are. This is a part of the pupils' work with cultural understanding.



The pupils must fill in their own pie chart. Afterwards, the pupils can compare their pie charts with each other and discuss their differences and similarities.

Work sheet 2: My pie chart (video 4)

Who are you? What is important to you at the moment? What makes you who you are?

At different times in our lives, we find different aspects important in terms of how we think about ourselves. What we do, what is important to us, and how these elements which make up our identity change over time.

In this activity consider which aspects are most important to you now and how these aspects correlate to those of a classmate.



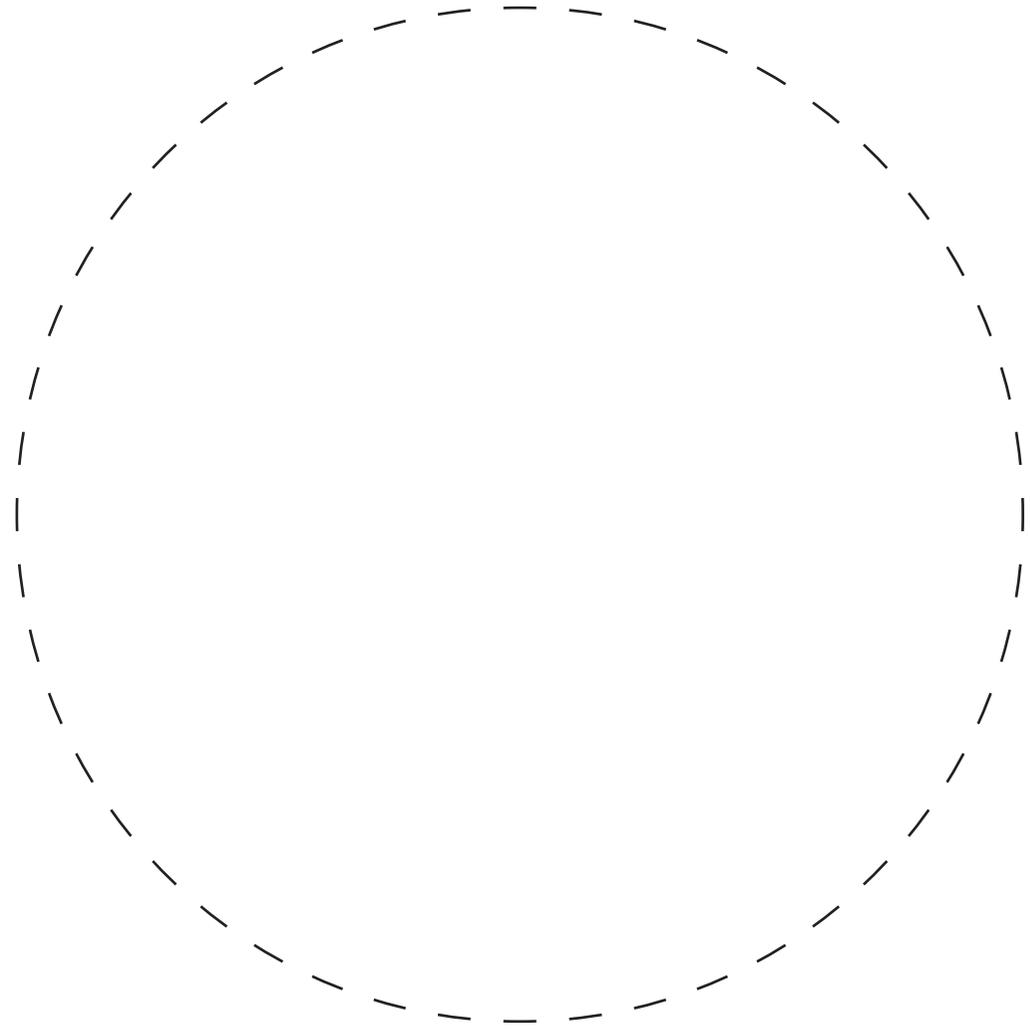
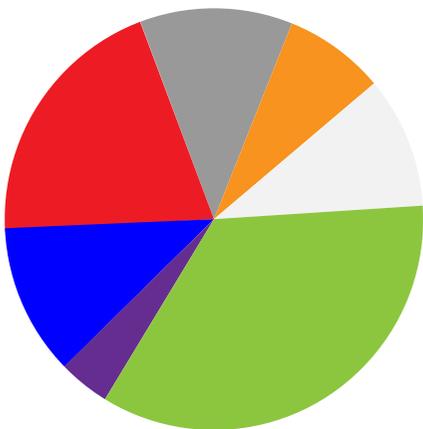


Draw slices in the pie chart below

You need to have seven or more slices – and you need to decide the size of each slice based on how important this aspect is to you right now.

The slices/aspects are:

- Red: Physical/psychological characteristics
- Blue: Family/home/traditions
- Green: Friends/spare time/hobbies
- Orange: School/education/jobs
- Purple: Community/society
- White: Experiences/core memories
- Grey: Your own category





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Write your name at the top of your chart and add words in each slice to describe what it covers. It could be:

- Physical or psychological characteristics such as tall, curly hair or quiet
- Family relations such as brother or granny
- Accommodation such as farm, flat or own room.

Compare your pie chart with a classmate

Find similarities and differences in the pie charts that you just made.

Afterwards you can discuss the following questions:

- Do you think your pie chart will change in two years?
- Will your pie chart change if you move to another country?





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Work sheet for pupils.



The work sheet is to be used by pupils in their examination of what they have in common. This is a part of the pupils' learning process of conceptualising how culture can be understood in different ways.



The teacher can introduce the activity explaining that focus is on identifying traits in terms of cultural differences and similarities among the pupils in the class. The activity is conducted in small groups.

Work sheet 3: Circles of similarities and differences (video 4)

Diversity is everywhere – even in a classroom.

We know that we are all different but also that we all have something in common. Many of us enjoy travelling – just like Johannes Langkilde – and this often involves discovering new things about the world, meeting other people, and learning more about ourselves. This work sheet will help you learn more about other people and yourself.

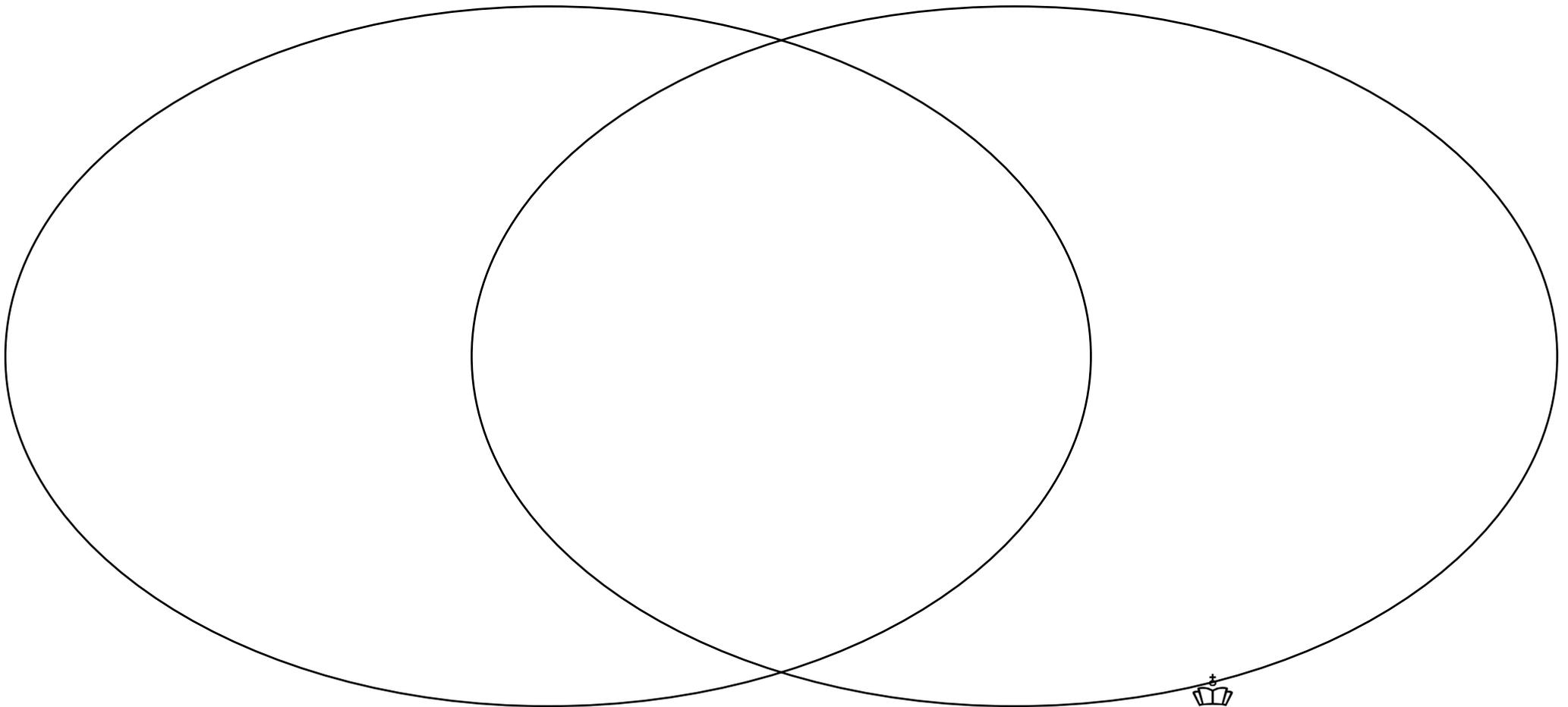




Interview a classmate

Work with a classmate. Interview each other until you find some interesting facts and even secrets about each other. This could be your favourite food, dream job, places you would like to visit, symbols that you like, or what you like to do with your family.

Write down four things that you have in common in the overlapping part of the circles. In the remaining part of your own circle, mention four aspects in which you are different from your classmate.





Compare your circles with another pair

Do you have things in common with one or both members of the other group?

- Find four areas where you are all different and write them down.
- Find four areas that you all have in common and write them down.

Pitch to the class

Make a short presentation of your findings (it should be less than three minutes long).

- What do the four of you have in common?
- How are you different?
- What do these circles show about your group?
- Did you discover something about each other that you did not know before?
- What do you find positive about being different?





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Work sheet for pupils.



The work sheet illustrates how different we can be while still having something in common.



The pupils should interview each other in pairs of two. Afterwards, they can work in larger groups before returning to the classroom.

Work sheet 4: Tracing culture (video 4)

Getting to know other people, even a friend you think you know well, helps us understand each other. We often think we know other people and assume that others have the same values and perspective on life – or we assume the opposite; that we have nothing in common. Being curious and asking real questions is a good way of finding out more about each other.





In this activity you can trace the culture of another person by being curious. Go through these steps:

1. *Find a classmate to work with*

- Team up with a classmate and find two large poster-size pieces of paper.
- Classmate A lies down on the paper in any position he or she likes. Classmate B draws round classmate A to get a silhouette onto the paper.
- Classmate B now interviews classmate A (find suggestions for questions below). A good interviewer gets good answers by being a good listener, so ask your classmate extra questions such as: "Can you elaborate on that?" or "That's really interesting, why do you think that is?"

A good interviewer takes responsibility for giving the interviewee a chance to find good answers. Remember to respect if there are things your classmate does not want to share.

Add drawings and symbols inside your classmate's silhouette to illustrate his or her answers. Limit yourself to single words or short sentences.

Decorate the silhouette by using colours and drawings that resembles your classmate. Help each other with the decoration. Make sure your classmate's name is on the poster.

Repeat the process where classmate B lies down on a new piece of paper.

2. *Form new groups*

Join two other groups to make a new group with six members. Hang your silhouettes on the wall close to each other. Present all the interesting things about your classmate to the new members of the group in a two-minutes pitch.

3. *Find similarities and differences*

Search for similarities and differences among the members in your group. Prepare a three-minutes pitch where you all present the similarities and differences in your group to the entire class.

4. *Class discussion*

In this step you need to have a class discussion about your findings. Ask yourselves: What characterises our class? What do we have in common? How diverse are we?





Interview guide for detecting culture

5. Name, age, nationality?
6. Language(s) you speak?
7. Where do you live and with whom?
8. Who is your family?
9. Who are the people you spend most time with and what do they mean to you?
10. Do you have an after-school job? If yes, what does it mean to you?
11. Which traditions and rituals are important to you?
12. What is really important in your life – what are you busy with at the moment?
13. What would you like to pass on to the future?
14. What are your views on politics and democracy?
15. What are your views on travelling?
16. What are your views on religion and the meaning of life?
17. What would you like your future to be like?
18. Find your own questions...