

# What was different?

Stephen M. Ryan, Sanyo Gakuen University

[stephen05summer@yahoo.com](mailto:stephen05summer@yahoo.com)

## 1. Overview and Objectives

### Activity Overview

Students list experiences of difference and the teacher helps them to classify them. The categories that emerge from the classification of differences in human experience are used later in building models of culture.

### Learning Objectives

General Objectives	<ul style="list-style-type: none"><li>To build categories of difference in human experience that are often encountered in discussions of culture.</li></ul>
Specific Objectives	<ul style="list-style-type: none"><li>To elicit the understanding of categories by assigning names to them.</li><li>To validate students' personal experience of difference.</li></ul>

Keywords	cultural differences, models of culture, intercultural awareness
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## 2. Activity Context

This is the very first activity in a 4-semester course about exploring cultural similarities and difference. The students think they are going to learn how foreign countries are different from Japan but the teacher's intention is to help them build concepts and understandings that will be useful in the encounters of their daily lives, especially their eventual marriage to someone with different values, expectations, customs, etc. The course begins and ends with the students' lived experiences but takes a long detour through models of intercultural similarity and difference, based mainly on models that the students build with guidance from the teacher.

### Students

Number of students	1 Min.	15 Max.
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Do students need to use a second language?	Yes	<input checked="" type="radio"/> No
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## 3. Activity Materials & Prep

### Activity Duration

Total duration in minutes:	90
How many sessions?	1
Any homework?	No

### Materials

Material # 1 Title:	Some large sheets of paper
Material Type:	Blank paper
Material Access:	Can be bought/sourced locally

Material # 2 Title:	Marker pens
Material Type:	Stationary
Material Access:	Can be bought/sourced locally

## 4. Activity Description

Suggested Time	Activity Instructions
2	The teacher asks: If you have been abroad, what did you notice there that was different from your home country? If you have not been abroad, what have you seen in movies and books depicting other countries that looks different from our home country?
83	Students, with encouragement from the teacher, provide answers to the question(s). As they provide each observation, the teacher lists it on one of the pieces of paper. The various sheets of paper are untiled at this point but the teacher is dividing the observations into various categories, such as: natural (i.e. not cultural), visible, audible, traditions, customs, etc. Observations falling into each category are listed, without comment, on a separate sheet of paper.
5m	Students suggest titles for each of the sheets of papers and thereby name the categories.
2	The teacher asks: If you have been abroad, what did you notice there that was different from your home country? If you have not been abroad, what have you seen in movies and books depicting other countries that looks different from our home country?

## 5. Additional Information

Tips during the activity:

This can be done in any language, including the mother tongue, in which students should have at least an A2 level of proficiency.

Post-activity suggestions:

Brainstorming of titles for the various categories can be continued as a homework activity, with suggestions collected in the following lesson.

Additional application scenarios:

A similar activity can be conducted later in the course to collect experiences of similarities in human experience.