

Introduction:

"Everyone, at some point, experiences conflicting representations of their culture. But do we ever really get a space to talk about those conflicts – how they hurt us or, better still, how we can move past that conflict? Our classrooms can be that space. Guiding students to cultural self-definition via lived experiences...is a model in line with today's push for culturally relevant curriculum" (Meredith, 2022).

Objectives:

"To begin this important work, we can guide students through:"

1. "Cultural self-definition via lived experiences."
2. "Conducting interviews with those in their daily lives."
3. "Leveraging those interviews to research how cultural perceptions permeate the larger culture."
4. "Mediating points of cultural conflict through personal free-writings." (Meredith, 2022).

Time:

Variable.

Group Size:

Entire group.

Materials:

See [Links](#) for more information.

Intercultural Development Continuum Stages:

- Minimization
- Acceptance
- Adaptation

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Verbal and Nonverbal Communication

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences.

Curiosity

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Other Skills:

Emotional Resilience.

Links to Activity Instructions:

- https://www.timeshighereducation.com/campus/exciting-project-guide-students-cultural-selfdefinition?fbclid=IwAR30Wn9vez3BeVxIFPH80J3SvxnRhi1oGbyc6l8tSauu0jM_FaBs-eD9gOQ

Related Tools:

- [Circles of My Multicultural Self](#)