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.”

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.
CULTURAL SELF DEFINITION
LESSON PLAN

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=IwAR30Wn9vez3BeVxIFPH80J3SvxnRhi1oGbyc6I8tSauu0jM_FaBs-eD9gOQ](https://www.timeshighereducation.com/campus/exciting-project-guide-students-cultural-selfdefinition?fbclid=IwAR30Wn9vez3BeVxIFPH80J3SvxnRhi1oGbyc6I8tSauu0jM_FaBs-eD9gOQ)

Related Tools:

- Circles of My Multicultural Self