



Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting

Unit 5 – Applying it Locally

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Overview of Unit 5: Applying it Locally

Welcome to the last unit of our MOOC! In this last unit, we will talk about elements of a good lesson plan and then look more specifically at what kinds of elements we should include in lesson plans about culture and critical thinking. Next, you will hear two educators talk about successful culture lessons that they taught that were also occasions for engaging their students' critical thinking skills. All of these points are illustrated with short videos that are followed up by comprehension quizzes.



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You will see that the total number of activities for this unit is higher than in other units.

However, it is expected that Unit 5 will take you approximately as much time as the other units did.

Before we get into the lesson plans, we ask you to review some of the main ideas from Units 1-4 by taking a quiz. At the bottom of this page, there is a list of terms that you can study to help you prepare for this quiz.

Near the end of the unit, you will be asked to take an end-of-course diagnostic. This diagnostic will help us understand your experience in the MOOC. It is not graded, but you must complete the diagnostic in order to complete the MOOC.

Finally, at the end of the unit, there is a discussion space for you to share with others your thoughts about the topics in this MOOC and your plans for incorporating critical thinking in the exploration of culture in your EFL setting.

The unit activities are listed below, followed by approximate times for each activity. Timing will vary depending on your experience and interest in the topic.

1. **Take** a review quiz that covers concepts from Units 1-4. (20 minutes)
2. **Watch** a video or read about lesson planning (15 minutes)
3. **Check** your comprehension of the previous lesson by taking a quiz (15 minutes)
4. **Review** a video or read about planning lessons about culture (15 minutes)
5. **Take** a quiz about planning lessons about culture (15 minutes)
6. **Watch** a video or read about teaching critical thinking (15 minutes)
7. **Interact** with ideas from the previous video (or text) by taking a quiz on teaching critical thinking (15 minutes)
8. **Listen to** a teacher trainer tell a story about teaching culture in Russia – Part I (15 minutes)
9. **Take** a quiz over the ideas expressed in the teacher trainer's story – Part I (15 minutes)
10. **Listen to** the second part of the teacher trainer's story (15 minutes)
11. **Take** a quiz over the second part of the teacher trainer's story (15 minutes)
12. **Watch** another video, where an educator talks about teaching culture and critical thinking to children in India (20 minutes)

13. **Take** a quiz to review the ideas discussed in the second educator's story (25 minutes)
14. **Reflect** on your learning and experiences in this MOOC by taking the end-of-course diagnostic (15 minutes)
15. **Say** our goodbyes, and discuss what we have learned in this MOOC and what we plan to do in our classes as a result (30 minutes – optional)

Here are the terms to study for the review quiz:

1. 3P Model of Culture: Perspectives, practices, and products
2. Intercultural competence
3. Depth of reflection
4. Rubrics: Evaluation criteria, levels of mastery, and quality definitions
5. Cultural being
6. Critical thinking
7. Micro-culture
8. Active listening
9. Interpretation vs. description
10. Different cultural perspectives
11. Different cultural values
12. How to avoid stereotyping people
13. Symbolic meaning
14. High context vs. low context cultures
15. Monochronic vs. polychronic cultures
16. Individualism vs. collectivism
17. Sequencing
18. Timing
19. Differentiation
20. Learning objectives

You may also want to consult the MOOC glossary online.

Unit 5: Post-test Review of Units 1 – 4



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This quiz reviews major terms that have been presented in this course. There are 15 multiple-choice questions. A list of terms to study can be found in **the module overview**. You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 11 out of 15 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Elements of a Good Lesson Plan

Now that we have reviewed important concepts about culture and critical thinking, we want to visualize how we can teach these things to our students. For a good lesson, we need a good lesson plan. Watch this video (6:56), and/or read the transcript below, to review what elements are needed in a good lesson plan. Later, we will take these same concepts and consider them in the context of culture teaching and critical thinking activities.

[Video available online for viewing. Script and presentation slides below.]

Teaching is much more likely to be successful when guided by a clear and complete lesson plan. The key elements of a good lesson plan include: objectives, timing, sequencing, differentiation, assessment, and materials.

Objectives

The first important question you should ask when designing a lesson plan is: What will students learn in this lesson? Think about the specific knowledge, skills, awareness, and language you want students to learn in the lesson. Make the objectives reasonable and attainable. That is, make sure that the objectives can be reached within the time you have for the lesson.

In order to know if a lesson's objectives are reached, the objectives need to describe something that can be measured. Because of this, a lesson plan objective should describe behavior that can be observed. Good lesson plan objectives describe what students should be able to do after the lesson, not what they will know. So, for example, an objective of this current lesson is for readers to know the key elements of a good lesson plan. To word this in a way that can be observed and measured, we can say that after this lesson, participants *will be able to describe the six key elements of a good lesson plan*.

Sequencing

Sequencing describes what will happen during the lesson, the order it happens in, and how you will transition between activities and to the next lesson. Considerations for sequencing could include: when is the best time to do a certain activity, and what is a logical but meaningful way to organize the lesson?

The sequencing of a lesson should support the lesson's learning objectives. Many lessons follow this structure:

- Warm-up
- Introduction to the class topic
- Presentation of material
- One or more activities for students to practice
- Evaluation of the practice
- Application to a relevant activity

We want learners to be able to apply their new knowledge and skills to authentic, real-world situations. One of the best ways to achieve this is by slowly removing the teacher as a director. Activities early in a lesson should include more direct guidance from the teacher. As the lesson progresses, learners should be given more independence.

Timing

While it is important to be flexible when teaching, it is also important to estimate how long each part of the lesson will take. This will help organize activities and determine what is possible to do in a lesson. Never forget that learning takes time. Make sure to give your students plenty of time to process an activity or engage in new learning.

Differentiation

You will have a variety of students in your classroom. How will you support students who need extra help and students who need to be challenged more?

When writing your lesson plan, make sure to include details about student interaction. For example, will they be doing pair work, individual work, group work, or be listening to the teacher presenting information? Make sure that your lesson includes a balance of interaction during the class, as this can help with differentiation and create a learning environment that is productive for multiple learning styles.

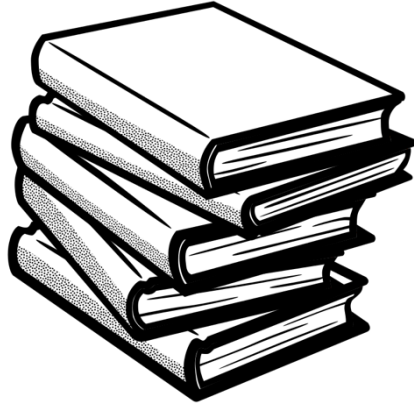
Providing detailed notes in a lesson plan regarding what challenges students might have and how you might avoid or lessen the impact of these challenges can help a teacher adapt for differentiation.

Assessment



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For assessment of student learning, how will you know what students have learned? How will you know if the learning objectives were met? Will you ask your students comprehension questions? Will there be a short presentation, drills, a short quiz, a written assignment, or a group activity where students must use new learning to complete the task? For assessment of the overall lesson, do you leave time at the end of the lesson to gather feedback? Is there space for you to take notes on the lesson plan? After each class, try to find the time to reflect on the lesson and identify what worked and what did not.



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Materials

In order to implement a good lesson, you need to know what materials will be necessary. This can include books, handouts, pens, and so on. Making sure to obtain the necessary materials before class is important, as it saves time and helps teachers feel more prepared.

Conclusion

Now that we have looked at six essential elements of a good lesson plan, your next step is to take a comprehension quiz, which will not only help you review these concepts but also think through why these six elements should be included in a lesson plan.

References

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Elements of a Good Lesson Plan Presentation Slides

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ELEMENTS OF A GOOD LESSON PLAN

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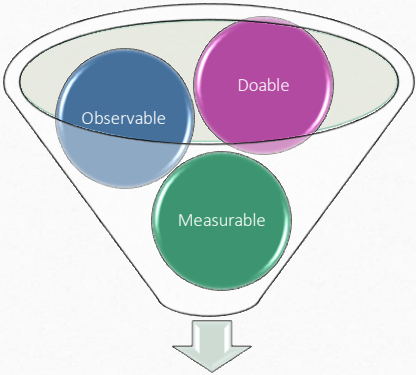
SIX KEY ELEMENTS FOR A GOOD LESSON PLAN

- OBJECTIVES
- TIMING
- SEQUENCING
- DIFFERENTIATION
- ASSESSMENT
- MATERIALS

OBJECTIVES

What will students learn in this lesson?

- Knowledge
- Skills
- Awareness
- Language



Participants will be able to describe the six key elements of a good lesson plan.

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SEQUENCING

What is it?

- describes what will happen during the lesson, the order in which it happens, and how you will transition between activities and to the next lesson

Things to consider

- when is the best time to do an activity?
- what is a logical but meaningful way to organize the lesson?



Direct guidance from teacher → Learners have more independence

Surface-level memorization & identification tasks → Higher-level interactions with lesson material

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TIMING



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DIFFERENTIATION



The image contains three photographs illustrating different classroom activities:

- pairwork:** A photograph of two young girls sitting at a table, engaged in a conversation or collaborative task.
- individualwork:** A photograph of a girl standing in front of a blackboard. The blackboard has a colorful display with the text "教师节快乐" (Happy Teacher's Day), "Happy Teacher's Day", and "SELAMAT HARI GURU" (Happy Teacher's Day).
- groupwork:** A photograph of a group of students, including a boy in the foreground and several girls behind him, looking towards the camera.

pairwork

individualwork

groupwork

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ASSESSMENT

Student Learning	Overall Lesson
<ul style="list-style-type: none">• comprehension questions• short presentation• drills• short quiz• written assignment• group activity	<ul style="list-style-type: none">• leave time at the end for feedback• space to take notes on lesson plan <p><i>*refer back to original learning objectives</i> <i>*there should be a way to assess whether or not learning objectives were met</i></p>


Overall Lesson

- comprehension questions
 - short presentation
 - drills
 - short quiz
 - written assignment
 - group activity
 - leave time at the end for feedback
 - space to take notes on lesson plan
- *refer back to original learning objectives*
**there should be a way to assess whether learning objectives were met*

- *refer back to original learning objectives
- *there should be a way to assess whether or not learning objectives were met

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MATERIALS



A stack of four books, a large pencil, and a sheet of paper with horizontal lines and a small square box, representing materials for writing or drawing.



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CONCLUSION

6 Elements of a Good Lesson Plan

- Objectives
- Timing
- Sequencing
- Differentiation
- Assessment
- Materials

Next Steps

- Review these concepts and take a comprehension quiz
- Think about why these 6 elements should be included in a lesson plan

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Unit 5: Elements of a Good Lesson Plan – Follow-on Quiz



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This quiz tests your understanding of the text “Elements of a Good Lesson Plan” and your ability to apply the ideas from the text to relevant examples. For each item, choose the correct answer. Choose your answers carefully; no partial credit is given for answers.

You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 7 out of 10 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Planning to Teach Culture

[Video available online for viewing. Script and presentation slides below.]

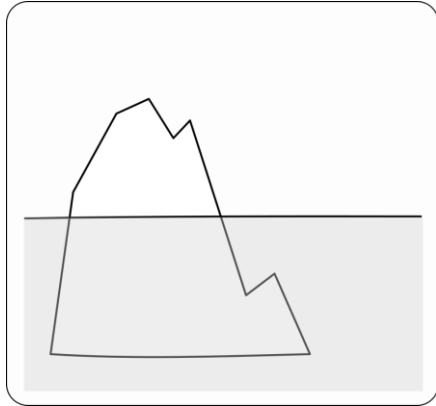
Now that we have looked at the elements of a good lesson plan, let’s focus in a little bit more on our specific teaching-learning goals. In this lesson, we will look at how we can prepare a lesson focused on teaching *culture*. Read the following guidelines below. The quiz that follows will give you the opportunity to apply these guidelines to culture lessons.

Objectives

As with any lesson, we need first to be clear on our objectives. What do we want our students to learn? To help you define your objectives for your lessons on culture, consider which of the 5 dimensions of culture learning (Frank, 2013) you want your students to learn about:

- The self as a cultural being
- Elements of culture
- Intercultural phenomena (cultural-general learning)
- Particular cultures
- Acquiring strategies for culture learning

Many scholars argue that helping learners understand **themselves as cultural beings** is an essential first step in developing intercultural competence (Bennett, 2015). Frank (2013) suggests several questions that can guide this kind of lesson, including, “What symbols are prevalent in our culture?” (p. 3).



"iceberg" by Improx via Openclipart is
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The 3 Ps Model (See Unit 1) can help inform a lesson about **elements of culture**. Using the iceberg metaphor, learners can explore surface elements of a culture (products) and compare these to sub-surface and deep culture elements (practices and perspectives).

Lessons covering **intercultural phenomena** can be rich opportunities for exploring intercultural encounters. Keep in mind that such encounters do not necessarily involve international travel; they could instead involve online encounters or the meeting of representatives from two different (micro-) cultures within the same city.

Studying **particular cultures** can be enhanced when framed by some of the concepts we explored in Unit 4 including symbolic

meaning, high- versus low-context cultures, monochronic versus polychronic cultures, and individualism versus collectivism.

The fifth dimension of culture learning is **acquiring strategies for culture learning** (learning to learn). As you prepare a lesson on this, you might want to look again at Frank's characterization of interculturally competent learners (see also Byram, 1997). One of the characterizations is:

"An understanding of social practices and products in both one's own culture and the target culture" (Frank, 2013, p. 6).

How can we turn this into a learning objective, describing observable and measurable behaviors? As it is written above, it is too broad. We would want to narrow our focus to one or two specific social practices or products. One possibility could be,

"Describe and compare wedding rituals in your country and in the United States."

Sequencing

After you have determined the learning objectives for a lesson, you must decide on the activities that will lead you to this goal. Just as with language lessons, culture lessons should proceed from simpler activities that provide students with ample support, to more open-ended activities in which students apply what they have learned.

Timing

Culture lessons almost always take longer than teachers expect, especially for teachers who have less experience teaching culture lessons. Try to be as realistic in your timing as possible. You are very likely to find that students are so enthusiastic about the topic, they all want to say a lot. Think about how you will find an opportunity for all students to share their ideas with someone – this might be a great opportunity for small group or pair work.

Differentiation

A variety of interaction styles (individual versus group work, for example) is one way to address different students' learning styles, needs, and interests. Your students will come into a culture lesson with different previous experiences. Giving them the opportunity to share their personal experiences and allowing for more than one type of contribution in class are ways you can turn their differences into an advantage.

Assessment

Comprehension quizzes can be appropriate forms of assessment when it comes to factual knowledge. For other aspects of a culture lesson, you are likely to want to use a rubric. These can be used effectively with oral presentations (individual or group), as well as writing assignments, and even dramatic and visual representations.

Materials

Try to be creative in finding a way for your students to experience culture through multiple senses. You probably cannot offer them a full, authentic meal to introduce them to international cuisine, but look for small ways to engage their senses. Perhaps you can let them taste a tea from another country, smell a soap bought abroad, touch a coin from elsewhere, or watch and then try a popular dance from far away. Experiences that engage multiple senses can be extremely motivating for learners.

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"Jefferson City students educate the public about the Constitution" by KOMUnews via Flickr is licensed under CC BY 2.0

Planning to Teach Culture Presentation Slides




ELEMENTS OF A GOOD LESSON PLAN

PLANNING TO TEACH CULTURE

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OBJECTIVES




REMEMBER
Be clear on your objectives

5 dimensions of cultural learning

- The self as a cultural being
- Elements of culture
- Intercultural phenomena (cultural-general learning)
- Particular cultures
- Acquiring strategies for learning about culture

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OBJECTIVES



REMEMBER
Be clear on your objectives

5 dimensions of cultural learning

- The self as a cultural being


Helping learners understand **themselves as cultural beings** is an essential first step in developing intercultural competence.

GUIDING QUESTION

"What symbols are prevalent in our culture?"

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OBJECTIVES



REMEMBER
Be clear on your objectives

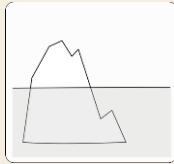
5 dimensions of cultural learning

- The self as a cultural being
- Elements of culture

The 3 Ps Model can help inform a lesson about **elements of culture**.

ICEBERG METAPHOR

Learners can explore surface elements of a culture (products) and compare these to sub-surface & deep culture elements (practices and perspectives).



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OBJECTIVES



5 dimensions of cultural learning

- The self as a cultural being
- Elements of culture
- Intercultural phenomena (cultural-general learning)

Lessons covering **intercultural phenomena** can be rich opportunities for exploring intercultural encounters.

KEEP IN MIND

Lessons could involve online encounters or the meeting of representatives from two different (micro-)cultures within the same city.

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OBJECTIVES



5 dimensions of cultural learning

- The self as a cultural being
- Elements of culture
- Intercultural phenomena (cultural-general learning)
- Particular cultures

Studying **particular cultures** can be enhanced when framed by some of the concepts covered in Unit 1.

THIS INCLUDES

Symbolic meaning, high- versus low-context cultures, monochronic versus polychronic cultures, individualism versus collectivism

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OBJECTIVES



5 dimensions of cultural learning

- The self as a cultural being
- Elements of culture
- Intercultural phenomena (cultural-general learning)
- Particular cultures
- Acquiring strategies for cultural learning

Look again at Frank's characterization of interculturally competent learners.

FOR EXAMPLE

"An understanding of social practices and products in both one's own culture and the target culture."

"Describe and compare wedding rituals in your country and the United States."

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SEQUENCING

WHICH ACTIVITIES WILL HELP MEET YOUR OBJECTIVES?



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TIMING

CULTURE LESSONS ALMOST ALWAYS TAKE LONGER THAN TEACHERS EXPECT.

Be realistic in your timing

Students will likely have a lot to say

Small group/ pair work

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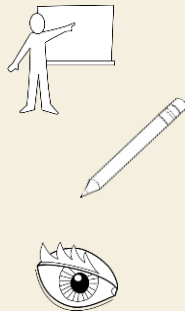
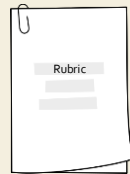
DIFFERENTIATION

A VARIETY OF INTERACTION STYLES IS ONE WAY TO ADDRESS DIFFERENT STUDENTS' LEARNING STYLES, NEEDS, AND INTERESTS.



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ASSESSMENT



FOR FACTUAL KNOWLEDGE

FOR OTHER ASPECTS OF A CULTURE LESSON

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MATERIALS

BE CREATIVE IN FINDING WAYS FOR YOUR STUDENTS TO EXPERIENCE CULTURE THROUGH MULTIPLE SENSES.



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Unit 5: Lesson Plans on Culture – Follow-on Quiz



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This quiz checks your comprehension of the text "Planning to Teach Culture." Many of the questions ask you take concepts from the text and apply them to elements that come from real lesson plans. Choose your answers carefully; no partial credit is given for answers.

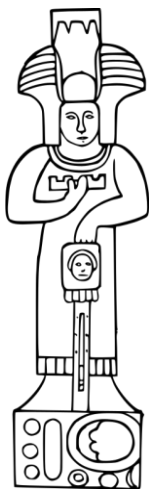
You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 7 out of 10 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Lesson Plans on Critical Thinking

[Video available online for viewing. Script and presentation slides below.]

In this round of discussing good lesson planning, we are going to focus on how we can teach critical thinking. As before, after the video/reading, there will be a quiz to check your understanding and ability to apply these concepts to examples.



"Statue from Palenque"
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Objectives

When we set learning objectives, we generally have in mind specific content and information that students will be working with. Since critical thinking involves thinking processes that could be applied to any subject area, critical thinking processes might at first seem too abstract to describe as observable behavior. Instead of being a restriction, however, the fact that critical thinking is not specific to any particular topic can free us to include critical thinking exercises in almost every area that we teach.

So, first you choose the subject area that you will be examining with your students as you also teach critical thinking skills. In our case, we will combine it with culture. We want our students to be critical thinkers as they learn about other cultures. Let's review some of the descriptions of critical thinking that we saw in Unit 2 and consider the kinds of activities that can support them.

#1 Critical thinking examines assumptions. How can we get our students to examine assumptions? One way to explicitly teach them about assumptions that exist in their culture and in cultures that are different from theirs. A good opportunity for this is by explaining and exploring contrasts between high- and low-context cultures, or between monochronic and polychronic cultures, or between individualist and collectivist cultures.

#2 Critical thinking distinguishes fact from opinion. Activities that get learners to distinguish fact from opinion, and observations from interpretations, are excellent exercises in the development of critical thinking.

#3 Critical thinking is a process. It develops over time and cannot happen as the result of just one lesson. As teachers, we should strive to include critical thinking objectives frequently in our lessons and build off of previous learning moments.

Sequencing

Sequencing is particularly important in teaching critical thinking. Because critical thinking is thinking that is more careful than normal, teachers really have to break activities down into small, achievable parts, and slowly build up to more advanced thinking.

Timing

This is another extremely important element to teaching critical thinking. Critical thinking is careful and deep thinking. Thinking carefully and deeply takes time. You cannot cover a topic quickly and superficially and expect students to have deep insights. Make sure you give your students enough time to “digest” the lesson. Generally speaking, you will have to have fewer activities in your critical thinking lesson plans, in order to give sufficient time to every step.

Differentiation

As we saw in the text [“What Is Critical Thinking?”](#), some of the most effective techniques for teaching critical thinking are discussion, the use of small groups, and problem-based tasks. Discussion and small group activities allow each person in the group to make a unique contribution. As you prepare the instructions and the forms of assessment that you will use in your lesson, look for ways of allowing different group members to contribute in their own unique way, while still holding everyone accountable to the same assessment standards.



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Problem-based tasks challenge students to think in creative ways. A key to the success of a problem-based task is to make sure that the problems are interesting and relevant to the students. Offering students a choice of topics is one way to make sure that everyone is working on a problem that is interesting and relevant to them.

Assessment

Given the complexity of critical thinking tasks, you are likely to need a rubric for grading these tasks. Giving students a copy of the rubric ahead of time will help them learn how you define critical thinking and what you expect of your students. Critical thinking often requires creativity and responses that are unique to each learner. Therefore, the way you describe successful completion of a task needs to be written in a way that can apply to a variety of responses. To give you some ideas, here are some items that you might consider including on your next rubric for assessing critical thinking:

- I explore a wide range of information, so as to consider multiple perspectives.
- When I read articles, I check their sources so that I can know how reliable they are.
- I can distinguish my interpretations from my observations.
- I listen to my partners' ideas and show respect, even if we have different thoughts.
- I can connect and relate ideas clearly and in a concise manner.

Critical thinking is a process, and tasks and expectations should fit the students you are working with. Your lesson objectives and expectations need to meet your students at their current level of development.

Materials

To help our students improve their critical thinking skills, we need to show them how critical thinking connects to their lives and the things that they care about. We need to show them that critical thinking is not just an abstract concept, but plays an important role in our everyday lives. One way to do that is to this is to engage multiple senses. That is, try not to limit critical thinking lessons to reading text only; try to include images, sounds, and maybe even smells and tastes (remember the soap and tea from the last reading). Get them up and moving. For example, have them do role plays and then discuss their reactions. Lessons that engage students' senses can use the simplest of materials, while going a far way in motivating students and helping them make connections between what we are teaching them and their lived experiences.





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Lesson Plans on Critical Thinking Presentation Slides


ELEMENTS OF A GOOD LESSON PLAN

PLANNING TO TEACH CRITICAL THINKING



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OBJECTIVES


CRITICAL THINKING COULD BE APPLIED TO ANY SUBJECT AREA




SCIENCE




GEOGRAPHY



CULTURE




MEDICINE



LAW

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MATH



HISTORY

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OBJECTIVES

CRITICAL THINKING EXAMINES ASSUMPTIONS

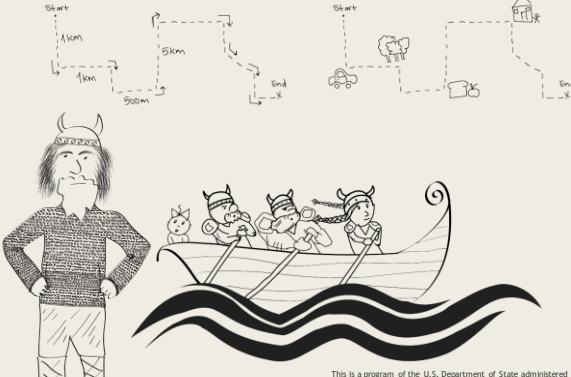
HOW CAN WE GET OUR STUDENTS TO EXAMINE ASSUMPTIONS?

One way is to explicitly teach them about assumptions in their culture and in cultures different from theirs.

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OBJECTIVES


CRITICAL THINKING EXAMINES ASSUMPTIONS



AGENDA

1. ~~~~~
2. ~~~~~
3. ~~~~~
4. ~~~~~
5. ~~~~~

End of meeting



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OBJECTIVES

CRITICAL THINKING DISTINGUISHES FACT FROM OPINION

FACT

He is the highest paid actor in Hollywood.

Source:
<https://www.forbes.com/sites/natalierobehmed/2017/08/22/full-list-the-worlds-highest-paid-actors-and-actresses-2017/#4409f4f93751>



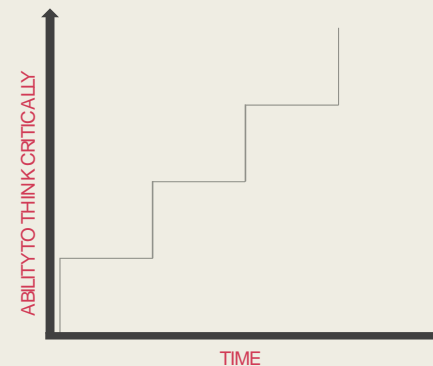
OPINION

He is the best actor in Hollywood.

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OBJECTIVES

CRITICAL THINKING IS A PROCESS



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SEQUENCING

EXAMPLE:

In a cultural studies course, the ultimate goal is to get students to explore the concept "freedom of speech".

Week 1



Start simple: think about the concept "freedom of speech". What does that concept mean to you?

Week 2



Look at real world examples: find an example of a person or group of people who express opinions very different from yours. Do you believe they also have the right to freedom of speech?

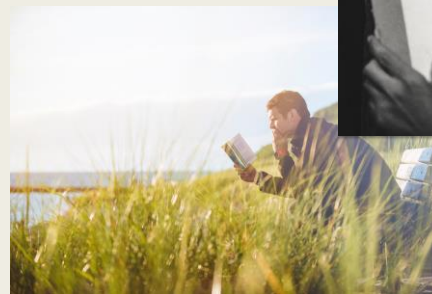
Week 3



Start asking deeper questions: what if those people or groups are inciting violence with their words. Do they *still* have the right to freedom of speech? Is freedom of speech unconditional or does (should) it have boundaries?

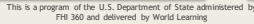
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TIMING



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RUBRIC

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RUBRIC

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RUBRIC

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ASSESSMENT

RUBRIC

I can distinguish my interpretations from my observations.

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ASSESSMENT

RUBRIC

I listen to my partners' ideas and show respect, even if we have different thoughts.

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ASSESSMENT

RUBRIC

I can connect and relate ideas clearly and in a concise manner.

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MATERIALS

- How critical thinking connects to their lives
- Not just an abstract concept
- Plays an important role in our everyday lives

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MATERIALS



AUDITORY
Ukelele, Israel Kamakawiwo'ole
CD (Hawaii)



TACTILE
Ebru (paper marbling)
(Turkey)



KINETIC
Adumu (jumping dance)
(Tanzania)



VISUAL
Hayao Miyazaki film
(Japan)



OLFACTORY
Spices (India)



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Unit 5: Lesson Plans on Critical Thinking – Follow-on Quiz



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This quiz tests your comprehension of the text "Planning to Teach Critical Thinking" and your ability to apply those concepts to examples. You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 4 out of the 5 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Sample Lesson Plan #1a

In this video, Andy Noonan tells us about a successful lesson that he did that explored culture and engaged participants' critical thinking. As he tells his story, he makes reference to the "Cultural Knowings" Framework (Moran, 2001), shown below.

[Video available online for viewing. Transcript provided below.]

Transcript

Dr. Kara McBride: Hello, everybody! You may remember me from the first video, the introductory video, and also last unit both of us were talking about the depth of reflection rubric. Well, Andy Noonan here, let me tell you more about him. He is one of the teacher trainers for World Learning and before he was at World Learning, he worked in a number of different countries teaching English as a foreign language: Japan for a really long time, Russia, Taiwan, he also taught English in the United States. He's also an expert on teaching culture. He's given talks about it and all these things. So, I asked him to tell us today about a really cool lesson on teaching culture in an EFL class. So, Andy, why don't you tell us about that class.

Andy Noonan: Thank you, Kara! What I'm going to tell you about today is a lesson I often do kind of to begin the conversation on teaching culture, the beginning conversation on culture with any sort of students I've had probably high school and above, intermediate and above in level. This particular time was one of the first times I did it and I was doing it as a demonstration lesson for a number of Russian teachers that I was working with in Kazan. I think there were about eight teachers in the room and kind of a simple cultural element as a piece of culture that you can easily take



["Untitled"](#) by Danill Silantev via Unsplash is [licensed under CC0](#)

out of any culture and analyze and find a lot deep meaning in is the way people greet each other. You know, young people greet each other differently than older people, or a young person and an old person greeting each other is a different thing. And each culture, each country has its own way of greeting each other and we can pull a lot of information out of that, which is kind of surprising because it seems like kind of the most natural thing that we all do.

So how I set this up is I had two teachers - and I can just pick these at random, I can pick out any two people, hopefully from the same culture. So what I did was I chose two teachers who were about 30 years old, women, married, mothers, and I had them give the greeting that they would do on a Monday morning after not having seen each other since teaching on Friday. I have them stand up in front of the class and then translate their Russian greeting word-for-word into English while the rest of the class sits back and basically just takes notes on what they hear and what they see. So these two teachers got up and the first one, Nadia, says to Alina, "Good morning, how are you?" And Alina says, "Ah, Nadia, I'm not doing well. I was at home all weekend long grading papers and my husband didn't do a thing. I still had to do the cooking, I still had to do the cleaning, and my kids were just off-the-wall. I don't know if they had too much sugar. How about you?" And her friend says, "Oh, I understand completely. My weekend was awful. I was having to prepare for this test today, so I spent all day at the kitchen table writing this test. I didn't even see my husband until Sunday night. He was off playing soccer all weekend long. And my oldest daughter is sick, so I'm also having to take care of her." And I'm sitting there - this is truthful - I'm sitting there just kind of in shock because I feel that a lot of my stereotypes about the Russian culture have just been confirmed. We'll get to that in a second.

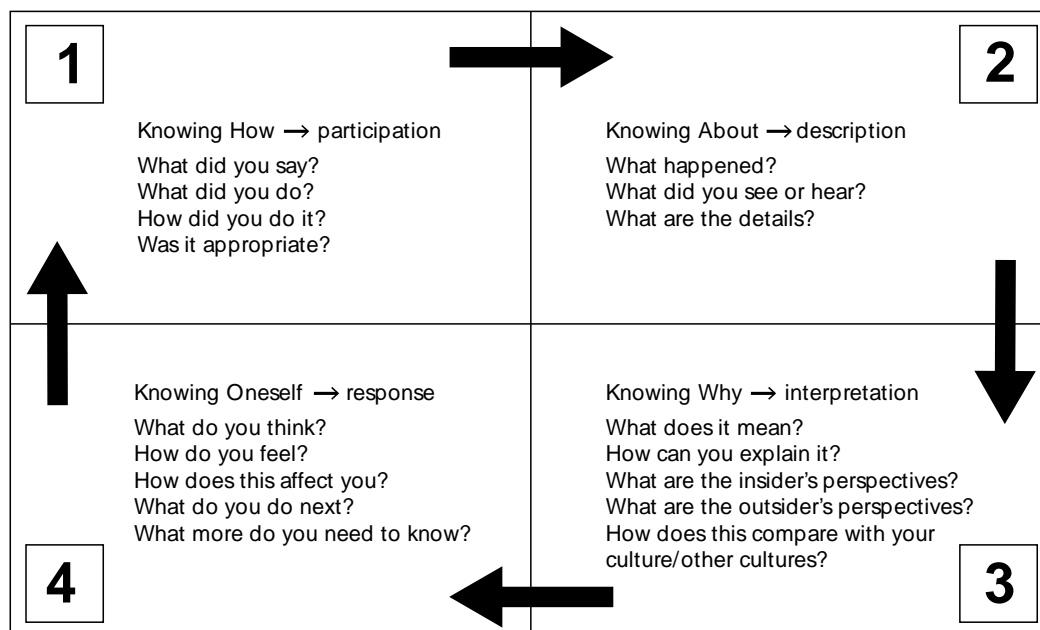
Now, what they do is, you'll see on the box (shown on the next page), is in box number one I have the two teachers that participated in this demonstration, then talk about what they did. They talk about what did they say, where did they stand, how did they touch each other, what kind of eye contact, so we can draw all those details out. And next, we turn it to the audience. What did the audience see? And I maybe have them work in pairs, write down the dialogue that they heard, any key phrases that they heard, and any initial reactions they might have had to this. Once we get those details out, we share with the group what those details are as if it were a listening lesson. Then we move to box number three, which is the interpretation. We talk about how you can explain this from the insider's view, why did you do the things that you did? From the outsider's perspective, I was the only true outsider in the room as a 40-year-old American. My reaction, what I saw was this really dark, negative, and full of complaints greeting for a Monday morning. And like I said about the stereotypes, I mean, let's be

truthful, that some of the stereotypes we have about Russia is that man, it's cold, and it's dark, and there's snow on the ground, and this has kind of shaped the Russian character.

So I'm sitting there kind of not saying much about this. I mean, I do describe this, I do describe that this is how I saw it. But then we turn it over to the insiders...

(To be continued!)

Cultural Knowings Framework



Adapted from Moran, P. *Teaching Culture: Perspectives in Practice*. Heinle ELT, 2001
Also see: <http://strewthyness.wordpress.com/>



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Reference

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Moran, P. (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle & Heinle/Thomson Learning.

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Unit 5: Sample Lesson Plan #1a – Follow-on Quiz



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Answer the following questions about the first half of Andy's story about his culture lesson. You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 3 out of 4 points. Choose your answers carefully; no partial credit is given for answers. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Sample Lesson Plan #1b

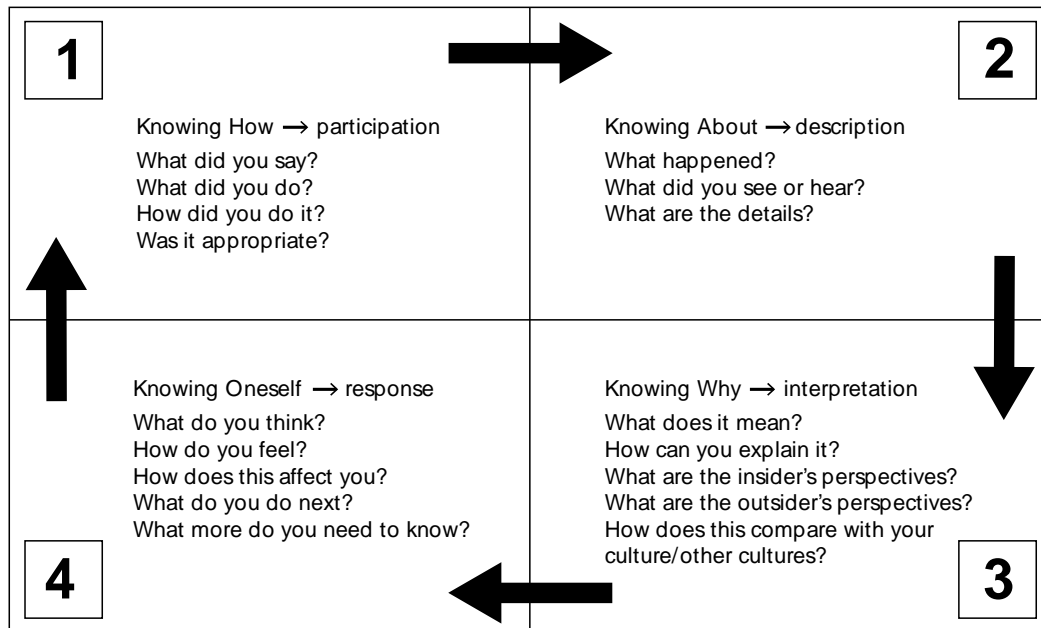
Ready to hear the rest of what happened during Andy's lesson on culture?

[Video available online for viewing. Transcript provided below.]

Transcript

Andy Noonan: But then we turn it over to the insiders and why did they do it, from their value system and their beliefs. And the first woman says, "Well, I know my friend has a very hard life, and I know she's busy, and I know she's got a heavy teaching load, so I don't want to say 'Oh, everything's great with me' because if I did, it'll make her feel bad." And her friend mirrored the same thing. She said the exact same thing, that I know she's got a hard life, and I know her husband doesn't help a lot, and I know she's got all this stuff to do, so again, if I said "Oh, I'm fine", it's going to make her feel bad. So, it comes out that it's not just this empty complaint. What it is is they're taking care of each other. And they're making sure that by expressing what they did on the weekend is helping that person to feel better. It's showing empathy, it's showing sympathy that we're in this hard life together. And I was just shocked by this. Through teaching culture – I've been doing this for years – this is the one moment where really the blinds were lifted on all all of my stereotypes just like that because here I see that this can probably be extended to many other stereotypes that I have about this culture or other cultures. Here's this thing I've seen that I automatically judged as negative and dark is actually super caring and super deep and warm, which was a big moment for me.

Cultural Knowings Framework



Adapted from Moran, P. Teaching Culture: Perspectives in Practice. Heinle ELT, 2001
 Also see: <http://strewthyness.wordpress.com/>



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So this is what we get from box number three. We can then talk about other cultures. I mean, I could talk about my time in Japan, my time in Taiwan and how they had reacted. The other students in the room can share what they have seen, they have a lot of experience in European countries and in the Caucasuses and things like that. So we can talk about other cultures, and maybe what this means for those cultures. If they saw something strange in another culture's greetings, maybe we can try to lift the blinds on those just through these discussions we were having.

After box number three, we move to box number four. We talk about "how do I feel now that I've had this realization?" I was very forthcoming that my mind was blown and I from that moment, I had a different view of the people I was working with and the country I was living in. I'm glad this happened very soon after coming to Russia!

Kara McBride: Yeah, good timing!

AN: It didn't happen the last two weeks, it happened very early for me. And then also things like "what more do you need to know?" So, what questions do I have?

KM: But a question for you, Andy, *you* had a big realization, but everyone else was from Russia, so did any of them also have that?

AN: Great question. Absolutely, they did. A lot of them, as they were watching this, and then they heard me explain how it looked like from the outside, they found themselves agreeing me. They hadn't seen that before because it's their greeting, it's something that's natural to them. It's just part of their dialogue and they've never seen it judged from the outside. They could see, "Oh, wow. Maybe we do sound a little dark. Maybe it does sound like we complain a lot." But through the paired discussion and through the discussions on the insider's perspective, they all agreed that this is a thing they do to take care of the other person. So, it reaffirmed that this is a sympathetic thing and it's kind of a heartwarming thing. And actually, I think it ended up – because they could articulate it for the first time, because nobody's talked about their greetings before – they've articulated it for the first time, but they end up coming out with a deeper understanding of their own culture, but some sort of pride that what they're doing in their culture is an expression of warmth and caring and not what maybe the outsiders think of them. So they came out, I think, in a better place and a better understanding, which hopefully we can apply to other cultures moving forward.

KM: Yeah, that sounds really good. I have just one more question, I know we've been talking for a while. In a lesson like this, where it's just discussion, how do you assess if the lesson's been successful?

AN: I think, for one, because this is critical thinking, because we're asking people to really dig deep and make their own interpretations, I'm not going to expect everyone to have reached kind of this goal line and have this kind of epiphany that I had. I think because we started with paired discussions and they were able to talk about the details, they were able to talk about the outsider's perspectives together before sharing, that they'd already done some deep thinking. And they'd already reached sort of a certain point. When we came back together and shared – I mean, with teaching culture, I don't think there's one direct, clear, yes/no answer. We talk about some of the metaphors, but I've gotten a little information here, a little information here, and a little information here, and some from here, and together that makes the answer. So, as a classroom, I could assess, well, everyone in the room has jumped up a little bit. Maybe we are not all open-minded world citizens now, but I think we've started the conversation and this is something that would need to happen in class kind of consistently for there to be real progress. As a language lesson, I saw lots of great language output.

KM: Yeah, so you were doing lots of things all at the same time with that lesson.

AN: Yeah!

KM: Well, great, Andy! Thank you so much!

AN: Thank you!

KM: See you later!

Reference

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Moran, P. (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle & Heinle/Thomson Learning.

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Unit 5: Sample Lesson Plan #1b – Follow-on Quiz



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Answer these questions about the rest of the culture lesson that Andy described. Choose your answers carefully; no partial credit is given for answers. You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 4 out of 5 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: Sample Lesson Plan #2

Let's now explore some lessons about culture and critical thinking in another context -- this time, India -- and at another grade level -- this time, 4th grade. Please watch the video (7:36) and/or read the transcript as Aishwarya Khurana tells us about some lessons she did with her students. Some of the lessons were pre-planned, while others emerged unplanned from other activities in class.

[Video available online for viewing. Transcript provided below.]

Transcript

Dr. Kara McBride: Hello! In this second video about lesson planning, we're going to talk to Aishwarya Khurana, who is an intern here at World Learning. And she was before an EFL teacher. So, can you tell us, Aishwarya, what was the teaching context, who were your students, and what were you teaching?

Aishwarya Khurana: Back in India I was teaching at a private school and I was dealing with fourth graders and I was teaching them English as a foreign language.

KM: Okay, and you told me a great story about a time when some issues of critical thinking and culture came up in your class. Could you tell our MOOC participants your story, too?

AK: Yeah! So, there was this day when I was dealing with a story composition and I paired up the whole class and I asked them to compose a story while working in those pairs. And something weird happened, something surprising to me. There was this guy and he told me, "I don't want to work with this girl because she's a Muslim, and Muslims are bad." In India, there's a huge Hindu-Muslim divide and that was how it came up. I knew that I had to deal with it because if it's happening in grade four, it's going to persistently come up in the future also. So I thought of dealing with it right then and right there. And I told those two people to stop the work and sit in the corner and maybe talk to each other. Talk about

things that they like, things that they do, things they don't like, then come to me after 15 minutes, or 10 or 15 minutes. After a few minutes, I called both of them and I asked them to share their experience with the class and maybe tell them what they learned about each other. I knew that this was going to happen, so this boy, he told me that there are a few things that are common between them, both of them liked to play the same games, both of them liked to watch the same cartoons, both of them do some similar things like going grocery shopping with their mothers. And there were a few things that were different, too, like they celebrate different festivals in a different way, they like different subjects, they have different preferences and food habits and other things. So, I asked them, "What did you learn about each other and what do you think about the activity?" and that's when he told me "I was thinking that we both are different, but in a lot of aspects, we both are similar and there are just a few things that are different, like religion, food habits, and certain preferences. But more or less we are similar."

So, that's when I realized that when we are teaching, we sometimes don't expect certain things to happen, but they just happen and in those moments, we have to make sure that, as a teacher, we address those issues right then and right there at that very moment.

KM: That's great! That's great that you noticed that. These were big classes, too, right?

AK: Yeah, so most of the Indian classes have teacher-pupil ratio of 1:40... so I had around 40 kids in my class.

KM: Wow. And so that was something that just came up.



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AK: Yeah, it just came up and then I realized that maybe I didn't prepare for it and next time when I'm preparing my lesson plans, I should focus on these aspects, these certain things, too. And right after the class was over, I went and discussed this matter with other teachers and we just focused on bringing these issues up when we are planning our lessons. After that incident, there were a few chapters on sports, and in those chapters, I raised issues like – I deliberately posed questions like "I feel girls are better players and maybe boys are better at cooking", so what do you think about it?" I used to pose these random questions so these could spark some discussion in the classroom. And without even me answering those questions, the students, they come up with their experiences and their own thoughts and perspectives and they form their own opinion about it.

KM: That sounds wonderful, but did you ever encounter students arguing when you did that kind of thing?

AK: Yeah, I think they argued a lot and they are kids, so as an adult, you might understand somebody's perspective, but they are kids, so it's a little tough for them to understand that people are different from them. But when they're bringing their own personal experiences, like a number of times a few kids were like "My father also cooks and my mother also plays with me." So that is when you can easily – instead of me telling them those things, like my father cooks and my mother plays badminton with me – when the kids bring those things during those discussions, it makes more sense that they are more inclined to

associate with it. That's why I encourage discussions and bringing these issues up. They don't fight, essentially, they just discuss things from their own perspectives. At the end of the day, they just agree with each other. Most of the time.

KM: Wow, that sounds like a great practice. But how did you manage to add in these extra discussions when you had some other curriculum that you had to deal with?

AK: As a language teacher I am also aware of what's happening in the class, what other subjects they are dealing with and what are the topics going on in those classes – like social studies, when they are talking about festivals, I can bring those discussions up; in math, if something is happening which is related to me or maybe in Hindi language because in India I was dealing with English and there were teachers who were dealing with Hindi. So, if there are certain chapters that they are dealing with and certain issues that can be dealt with in those chapters, either I discuss with those teachers “If I am dealing with it in my classroom, maybe you can deal with the same topic in your classroom” or maybe “If there's something in your chapter that's important to me...” If we just share those things and I deliberately bring those discussions up in the classroom.

KM: That's a great idea to coordinate like that and I can see the connections between the topics. And how about, you know, you've got these 40 students and they're all different, and how do you address all of the different students' needs and where they are?

AK: I think it's really important for us to begin from the primary classes and let children know that all of them are not the same and there are a few differences: gender-based differences, religion-based differences. So whenever I'm grouping children, I just focus on, even though it's random, I just make sure that a boy is working with a girl, so every time the groups won't be same or the pairs won't be same. I just focus on if the last time this boy was working with this girl, next time he might work with somebody else. While taking into consideration different levels of learning, gender, and all these different things, I just group the kids.

KM: That sounds like a lot of really great practices. So, thank you very much, Aishwarya, for sharing your story with us!

AK: Thank you. Thank you so much.

KM: Goodbye!

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Unit 5: Sample Lesson Plan #2 – Follow-on Quiz



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Answer the following 9 questions about the culture and critical thinking lessons that Aishwarya described in the interview. Choose your answers carefully; no partial credit is given for answers. You must score at least 70% on each quiz in this MOOC in order to continue in the module. For this quiz, that means that you must score at least 7 out of 10 points. You may take the quiz as many times as you like. Be sure to read the feedback that you receive after each attempt. Your grade will be your highest score.

<<This diagnostic can only be completed online.>>

Unit 5: End-of-Course Diagnostic



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This is a questionnaire to find out about your experience in this course. There are no right or wrong answers, and this questionnaire is not graded. Just give the answer that describes you and your experiences. There are 20 multiple-choice questions, plus a space for additional comments if you want. You can only submit your answers once. We appreciate your help in answering this survey!

<<This task can only be completed online.>>

Unit 5: Next Steps and Farewells (optional discussion)

We've reached the end, fellow MOOC participants. It's been a great journey. Before you go, please use this space to address the following question:

What is the most important lesson that you learned through this MOOC, and how are you going to implement this in your classes?

When responding, please try to relate your response as much as possible to the teaching of critical thinking and the exploration of culture in an EFL setting.

Participants are encouraged to respond to other participants' posts and continue the discussion.

Thank you all for your participation!



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<<This is the end of Unit 5.>>