

TEACHING ABOUT OTHER CULTURES

A list of activities that enhance intercultural understanding

Lianne Chaigneau, Joop van Hout, Chrysanthi Tsimitri

BITEP

IVLOS – Utrecht University

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1. Introduction

Amongst the different discussions on what it means to 'be international', Hayden et al. (2000) conducted a research to investigate the perceptions of students and teachers of international schools on this matter. The statement "In order to be international it is necessary to be informed about people from other cultures" was ranked as most important. Multicultural education is not restricted to international schools but often also required by regular national schools. The international mindedness resulting from this kind of education is an increasingly demanded competence. This descriptive research answers the following research question: "How can information about people from other cultures be incorporated in the daily teaching practice?". After interviewing teachers at two international schools, a list of activities was made to inspire teachers from any kind of school who wish to enhance multicultural teaching. Additionally, some recommendations were made on how to incorporate teaching about people from other cultures in science classes.

1.1 *International Schools*

Educational institutions claiming the name "international school" have seen a rapid rise of their clientele that follows a rise in the number of globally mobile professional people. Numerous discussions are present in literature on what kind of education these institutions provide to their students (Leach, 1969; Cambridge, 2002; Hayden, 2006).

A categorisation of international schools was presented by Cambridge (2002) and it lies on the basic principles that a school is founded on and functions on. He points out two contexts for international education: the 'internationalist' and the 'globalist' approaches. The former identifies international education with the development of international awareness, international mindedness and international understanding. Kurt Hahn's vision of education (Cambridge, 2002), that inspired the United World Colleges movement, is associated with this approach. The latter, globalist approach, identifies international education with international development aid and the transfer of expertise between national systems of education. "It has interpreted international education as the equivalent of "a Big Mac and a Coke" – a globally branded product that conforms to the same quality standards in all countries" (Cambridge, 2002). However, in practice, these two approaches are rarely seen in their pure forms; usually a blend of these ideologies is present.

The list of differentiations amongst international schools is much longer, but the common element, as pointed out by Hayden & Thompson (1995), is an 'international

attitude' or a 'world mindedness' as described by Sampson & Smith (1957), that characterises the development of the students attending international schools. On the basis of this account, Hayden et al. (2000) conducted a research which explored the preconceptions of students and teachers of international schools on what it means to 'be international'. The outcome of that research provides the initial background for the study on which this paper is based on.

1.2 On being international – Research motivation

Hayden et al. (2000) explored the perceptions of what it means to 'be international' for students attending international schools, worldwide. Their research focused on the views of students and teachers. A number of 1263 students of 75 different nationalities and 226 teachers of 24 different nationalities responded to the questionnaire that was sent by the authors. The respondents were asked to represent the extent of their agreement with items linked to a common stem of "In order to be international it is necessary:" with possible responses 'strongly agree', 'agree', 'no view', 'disagree' and 'strongly disagree'. The item "To be informed about people from other cultures", was one of the most significant for both students and teachers.

Considering the above, the authors of this paper explored how 'information about people from other cultures' is incorporated in the daily practice of teaching in an international school.

1.3 Research questions

The aim of this descriptive research is threefold: 1) to investigate: "how teachers teach about other cultures", 2) to create an inventory of such activities that teachers can use globally and 3) construct an operational tool to be used by teachers 4) to provide examples of such activities and an application of the tool, specifically for science courses.

A series of research questions were formulated in order to pre-categorise the respondents' information. These questions investigate:

- cultural content taught;
- type of activity;
- planning and length of the activities;
- teacher aims;
- experience of teachers and students;
- applicability of multicultural activities in science classes.

Such a structure can be used as a starting point to create an operational tool to be used by teachers. The "cultural content taught" and "type of activity" are the two main questions that this tool is going to be developed on (chapter 5).

1.4 Context

This research was conducted at the schools where the authors completed their teacher training: the Trondheim International School in Norway and the United

World College of the Atlantic in Wales. Trondheim International School offers the International Baccalaureate Middle Years Programme (MYP). The 55 students of the school are aged between 11 and 15. Most students are Norwegian, but there are a total of 18 nationalities present in the school. The United World College is an international boarding school and offers the International Baccalaureate Diploma Programme (DP). The 360 students of this school are aged between 16 and 19 and have more than 75 different nationalities.

1.5 Relevance of this research

Since the world is becoming what Dean Barnlund (1997) envisioned as a 'global village', there is a demand for international mindedness. International schools have been trying to teach this competence for many years already. By using the expertise of teachers employed by such schools, other teachers, national and international, starting or experienced, can be inspired to adapt their teaching in order to enhance international mindedness. In this way teachers will better cater for their 'international' students and contribute to the school's mission. The presented list of activities can be modified and selected from, according to everyone's needs.

Considering the growing numbers of national systems adopting an international perspective (Hayden, 2006), and the continually growing diversity of students' backgrounds, the outcome of this research is not bound to the community of international schools. It is intended to be applied globally to all kinds of educational institutions that are considered with the need of their students to develop broader perspectives than those limited by local or national boundaries.

Some teachers believe that multicultural education has strictly to do with a change in the curriculum and assume that it is irrelevant for subjects as science and mathematics (Woolfolk, 2008). This would be the case if teaching about other cultures was only about content integration. However, as Banks (1988) pointed out, multicultural understanding comes from other points as well, like helping students to understand how knowledge is influenced by beliefs and by reducing prejudices.

The outcome of this research is put to an operational level in chapter five as the categories of content and activities are incorporated in a two step tool. By choosing the type of cultural content teachers want to teach and the type of activity they want to use, the tool will give a selection of the example activities fitting both categories.

Chapter six of this article gives general recommendations for incorporating multicultural education in science classes. Also, an application of the tool is given and modifications of the example activities are suggested in order to make these applicable to science.

2. Method

2.1 Respondents

The teaching staffs of the two international schools were invited to participate in this research by a short e-mail describing this research. Seven teachers responded from UWC of the Atlantic and two from Trondheim International School.

The subject areas of the respondents varied between languages, theatre, music, arts, world religions, theory of knowledge, humanities, science and history. One out of the nine respondents was female; six have been teaching for over 5 years in an international school, with two of them having more than 20 years of teaching experience. Although the size of the respondents group does not allow the production of significant statistical data, the variety in teaching subjects and experience of the group is sufficient for the creation of an operational tool.

2.2 Instrument

The research instrument was an open ended interview. During the interview teachers were asked to describe various classroom activities they use, in order to teach about people from other cultures. The interview consisted of four main questions:

- Do you teach about cultural artefacts (e.g art, music, architecture)?
- Do you teach about communication in other cultures?
- Do you adjust your classroom activities to students' preconceptions on the topic?
- How do you experience teaching about other cultures in your subject?

If the answer to the main question was positive, then a number of sub-questions followed for further information. A typical set of sub-questions is:

- What types of activities do you set for teaching about?
- Why do you teach about other cultures in that way?
- Is it part of your lesson plan?
- Are the students willing to participate?

In order to check the consistency of our instrument and to time its duration we performed a pilot interview with a senior experienced teacher at Atlantic college. After the pilot interview we decided that no modification to the questions was needed. Firstly because the interviewee understood all questions correctly and secondly because the answers given were concise and clear. and that the interview would last about 20 to 30 minutes.

2.3 Set-up and method of analysis

The teachers who responded to the e-mail were interviewed. We analyzed the interviews by following the step by step qualitative method analysis instructions provided by the BITEP educators. That is:

- The interviews were transcribed

- The statements relevant to the research questions were picked and were grouped together on basis of similarities.
- A system of categories was then made containing names, descriptions and examples of the categories.
- All the fragments of the interviews were coded
- A quality check was carried out by the rest members of the research team.

The response of the science teacher was found not relevant to the aims of this research as no concrete activities were presented. The results of our analysis are presented in the following section.

3. Results

The teachers were found to use a large variety of activities to teach their students about other cultures (Appendix). The answers of the interviewees are categorised according to the activity's cultural content, the type of activity, the teaching aims, the student participation and the overall teacher's experience. A correlation to the MYP or DP, and subject is made where possible.

3.1 *The type of cultural content teachers teach their students*

The activities used by the teachers deal with different aspects of cultures. The different types of cultural content are arranged according to four categories (table 1).

Cultural content	Deals with	Example activities
Cultural artefacts	Cultural expressions such as art, music, food and literature	students are taught to play different musical instruments from all over the world
Communication in other cultures	Communication in other cultures	learning to interpret hand gestures from around the world
Preconceptions	Awareness and expression of preconceptions	classroom discussion where students from different countries compare and contrast their opinions and ideas.
Facts about religion, politics or history	Factual information on intertwining topics religion, politics and history	comparing countries according to violations of the UN convention on the rights of the child.

Table 1: Categorisation for types of cultural content

The 40 example activities are arranged according to the four categories for type of cultural content (Appendix). Cultural artefacts are most often taught to students. Communication in other cultures follows (figure 1). Six of the example activities combine two or more types of cultural content. In five cases this is a combination of the preconceptions type with the religious, historical and political facts.

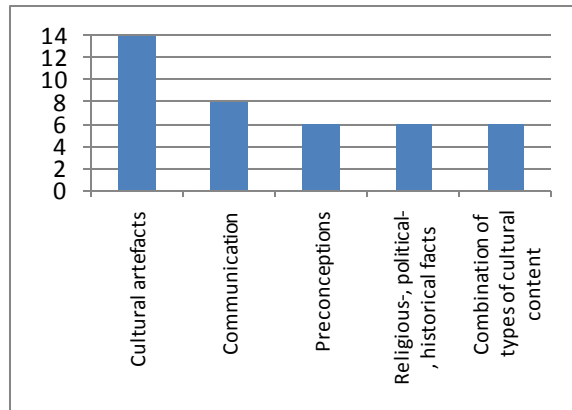


Figure 1: Number of activities per category of cultural content

When comparing cultural content and school type, some general patterns occur (figure 2). In MYP, teaching about people from other cultures is mainly done through cultural artefacts. In DP more emphasis is put on communication and combinations of preconceptions with religious, historical and political facts.

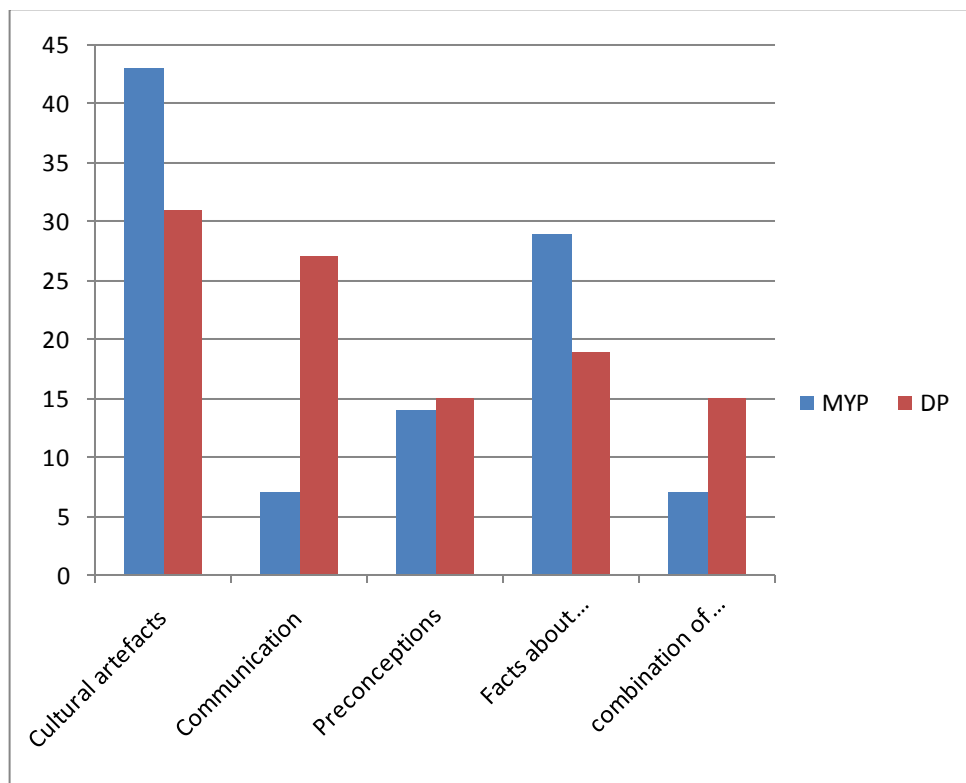


Figure 2: Percentage of MYP and DP activities for every category of cultural content.

3.2 How teachers teach about people from other cultures; classroom activities

Teachers in this research teach cultural content, as described in 3.1, through a wide variety of activities. The different types of activities were characterised according to four categories (table 2).

Type of activity	What students do	Example activities
Comparing/contrasting	comparing and contrasting cultures or cultural artefacts with each other or with one's own culture	students look at differences and similarities between masks from North America, Norway, Siberia and Asia
Experiencing	creating and/or handling a cultural artefact, hearing or re-enacting examples of other cultures	students write a recipe from their home country, and pick one to cook and eat.
Looking at yourself	analysing the influence of own cultural background on perception of the world	Students discuss the holocaust and analyse how opinions differ between cultural backgrounds
Connecting culture and society	making a connection between an artefact or culture and society, interpreting symbols	students interpret symbols in weavings and see how these can be a symbol of national pride

Table 2: Categorisation for types of activities

The 40 example activities are arranged according to the four categories for type of activity (Appendix). The types of activities most frequently used are comparing/contrasting and experiencing (figure 3). Both types of activities are often found in combination with each other or with any of the other categories.

To investigate if activities are subject-specific, the types of activities and the subject areas are compared (figure 4).

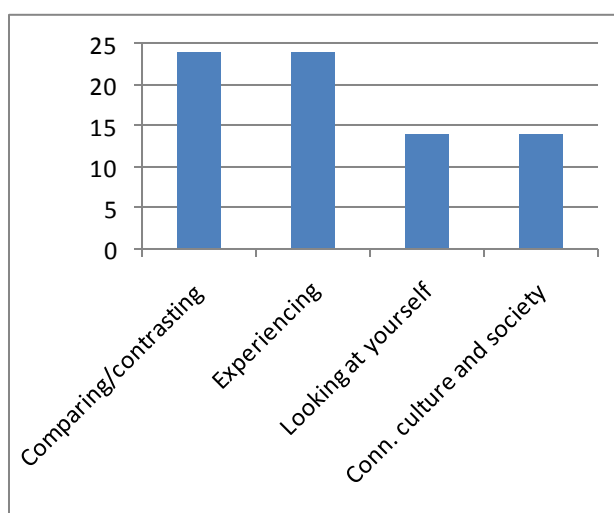


Figure 3: Number of activities per category of activity type

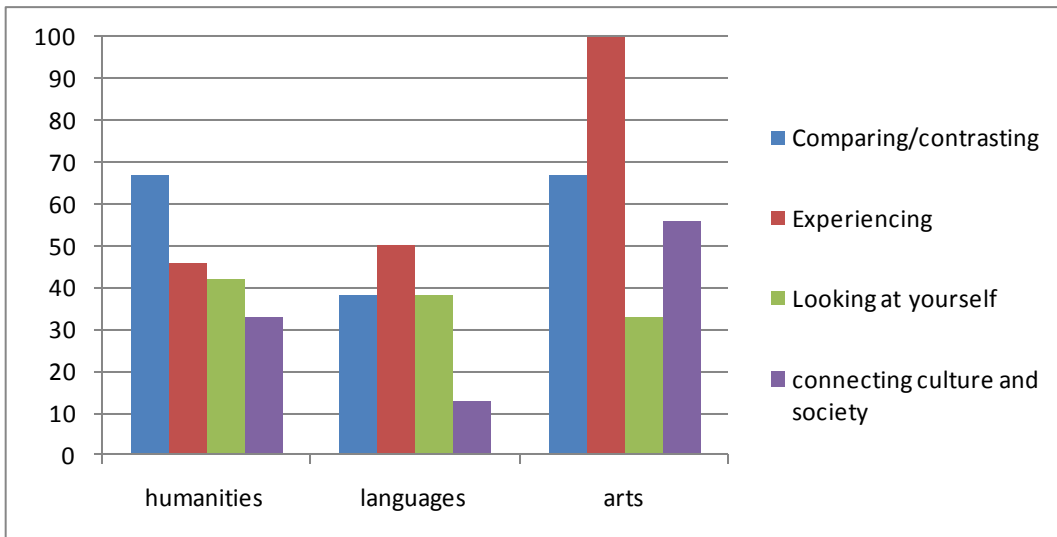


Figure 4: Types of activities per subject area, in percentages of the total amount of activities for that subject area. Since most activities use a combination of activity types, a percentage of 41% for looking at yourself in humanities means that 41% of the humanities activities contain a looking at yourself component, 100% for experiencing in arts means that all arts projects contain an experiencing component.

The arts mainly use activities that make students experience culture, many times in combination with comparing/contrasting and connecting culture and society. In the humanities subject area, all types of activities are used with a preference for comparing/contrasting. The language area uses all types of activities without a clear preference.

3.3 Why do teachers teach about people from other cultures

A wide variety of answers was given to the question why the teachers teach about other cultures. A DP music teacher says: "It makes them stronger and more competent in their own particular culture, because they can see it in a larger perspective." A DP language teacher says: "It is about teaching them to respect each other. It makes the group more united." An MYP humanities teacher mentions: "I use lots of examples from other cultures, they are much more interesting than facts. Knowledge about a religion is easier to remember when you tell them a story they can tell to others."

The teacher aims have been arranged according to four categories (table 3).

Category title	What teachers want	Example statement
Raising awareness for one's own cultural background	Students should become aware of their own cultural background and its influence on how they perceive the world around them	"It's really important for me to teach them perspectives. That everyone has a perspective, even in the class, that they have a background where they come from."

Sharing knowledge and learning from each other	Students are encouraged to share their knowledge on (their own) culture, to learn from each other and to understand each other	"I try to use the nationalities in class quite a bit, to let them draw on their own knowledge and let them learn from each other."
Experiencing culture	Students should experience culture through experiential (hands-on) learning	"By going through the process of doing something you understand it more, you understand the amount of cultural meaning, time and investment."
Connecting one's own culture with other cultures	Students should be able to see the connection between their own culture and other cultures	"They start to see connection between their own culture and what other people are doing as well."

Table 3: Categorisation for the teacher aims

Figure 5 shows the percentage of teachers per aim category. Also, for every category is indicated which subject area the teachers teach.

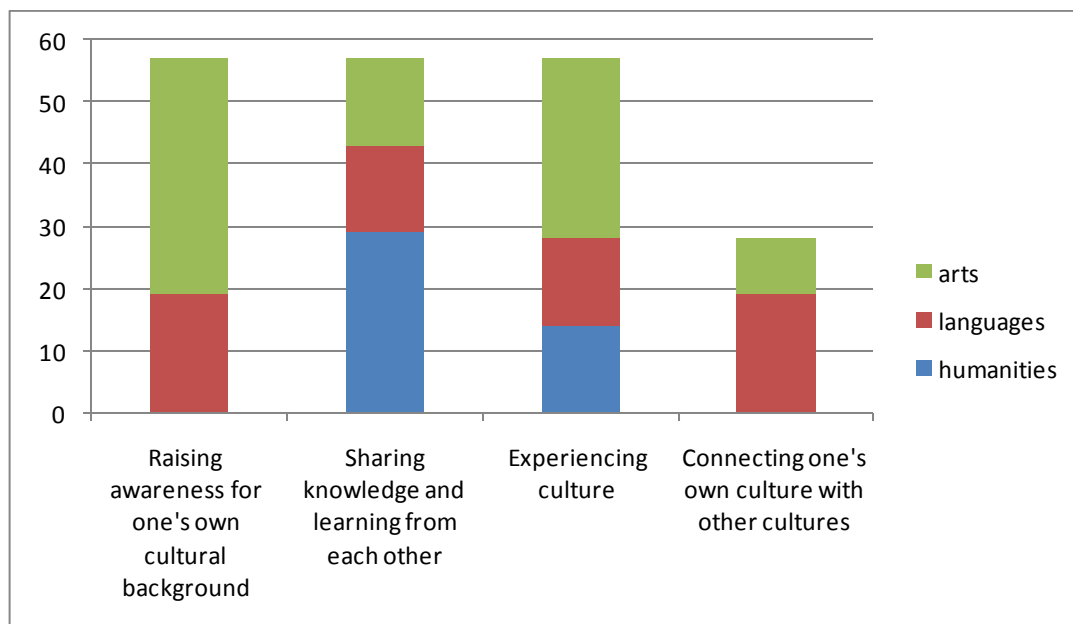


Figure 5: Percentage of teachers per aim category. The bars indicate the percentage of interviewed teachers. Five out of seven teachers have a combination of aims when teaching about people from other cultures. This is why the percentages in the graph add up to more than hundred percent. The distributions inside the bars indicate the teachers' subject areas.

Overall, two categories are predominantly mentioned by teachers: raising awareness for one's own cultural background and sharing knowledge and learning from each other. It is also important, for teachers, to let students 'experience' culture. Least mentioned in the interviews, was connecting one's own culture with other cultures.

It was not possible to draw a clear relationship between what teachers want to achieve with teaching about people from other cultures and whether they are teaching at an MYP school or DP school. The teacher aims are not strongly subject-specific. In arts and languages all teacher aim categories are represented. Humanities teachers put more emphasis on sharing and experiencing culture than on the other categories.

3.4 Is teaching about people from other cultures a planned or a coincidental part of the lesson?

This research shows that teaching about people from other cultures can happen spontaneously, or it can be partly or fully planned. A DP language teacher says: "If I see that a topic awakes interest in my students or provokes a reaction in many students, I tend to let it go and carry on with it." More teachers mention that classroom discussions or short student presentations are often not planned, but very much appreciated. Even though the discussion or presentation might be off topic, teachers let the students carry on, because they see great value in students expressing their views and sharing knowledge with their classmates, especially in the multicultural environment the international schools offer. An MYP arts teacher puts it this way: "The students are excited when they can share something, whenever they can bring something in and feel they're the expert. They take in a sense of ownership and this makes it very valuable."

Some of the projects are partly planned. "The projects are planned in the curriculum, they don't come up spontaneously. The topic is always the same, but the projects are under continuous change. You have to adapt them to the class." This remark, coming from an MYP humanities teacher, is a good example of an activity that gets adapted and improved every year. Some activities are fully planned, as made clear by a DP humanities teacher: "This is all planned; it's part of the syllabus to teach about other cultures."

Due to its small sample size, this research does not show a pattern between the planning of an activity and the cultural content taught, the type of activity, subject area or the teacher aims.

3.5 Are students willing to participate in these activities?

The answers to this question were not specified enough to present these in a data table and show any patterns between student participation and cultural content taught or the type of activity. Nonetheless, the following quotes imply that students enjoy learning about people from other cultures: "The students sit up and contribute.", "Everybody gets involved.", "They love big debates.", "Generally

speaking, the students are open for it.”, “Students are willing to participate.”, “Everybody likes telling their own stories.”

3.6 How teachers experience teaching about people from other cultures

Teachers were asked how they experience teaching about other cultures. The answers to this question can be summarised in two groups:

- The school or subject makes it possible;
- The teacher has a strong personal interest and enthusiasm for teaching about other cultures.

A DP humanities teacher feels his school makes it possible: “That’s why teaching Theory of Knowledge in an international school is probably easier. You can introduce a wide range of cultural references, because with any questions you ask you find answers coming from all different backgrounds.” An *MYP* humanities teacher feels like his subject is especially suitable for teaching about other cultures: “It’s easy for humanities to pick the holistic perspective, because humanities is holistic.” An arts teacher makes clear that for some teachers it is a combination of the two factors: “I don’t sit down and think ‘I have to make this cultural’. It’s engrained in my way of thinking. I like the IB so much because of their holistic approach and interdisciplinary character; it makes it easier to teach about other cultures.”

4. Conclusion and discussion

As mentioned in the introduction, the motivation of the authors for this research came from Hayden et al. (2000) conclusion that students consider “being informed about people from other cultures” a very important aspect of being international. The research presented here investigated how this is achieved in the classroom. It was found that teachers use a variety of activities. These activities were described according to the categories mentioned in chapter three. Here, the conclusions per research question are presented. A reflection on the process and the product is given and some suggestions for further research are included. The outcome of the research is put to an operational level in chapters five, where a two-step tool is provided for teachers to find cross-cultural activities fitting to their needs.

4.1 Conclusions per research question

Cultural content taught

This research shows that when teachers teach about people from other cultures, they inform their students about cultural artefacts, communication in other cultures, preconceptions and factual information about religion, politics or history of other cultures. A combination of the last two categories is common and especially beneficial in creating international mindedness, since many preconceptions are due to a lack of knowledge about other cultures or stereotyping (Bennet, 1998). In *MYP*

more emphasis is put on cultural artefacts and in DP on communication. This difference could be due to prescribed differences in the MYP and DP curricula.

Type of activity

Teaching the different types of cultural content happens through a range of activities such as comparing/contrasting cultures, experiencing culture, looking at yourself and connecting culture and society. Combinations of these types of activities occur. The activities are not strongly subject specific and they can be fully planned, partly planned or they can happen spontaneously.

Teacher aims

The teachers' aims when teaching about other cultures are mainly combinations of raising the students' awareness for their own cultural background and making them share knowledge in order to learn from each other. Teachers also want to make their students experience culture.

Experience of teachers and students

The teachers interviewed in this research experience teaching about other cultures as a valuable and natural part of their teaching practice. They are able to incorporate teaching about people from other cultures because of their personal interest in the topic, or because their school or subject enables them to. These responses are congruent with Hayden's (2006) 'international teacher profile', that says that teachers at international schools often have a high interest in different cultures. Additionally, the multicultural character of the schools makes it easier for them to implement teaching about different cultures, since students of different cultural backgrounds are present in one class

Unfortunately, it is impossible to give a clear answer to the question if students are willing to participate in activities that teach about people from other cultures. The teachers' answers to this question are not specific enough to be categorised and further analyzed.

Applicability of multicultural activities in science classes

None of the teachers in this research teaches science, this is why recommendations are made to incorporate teaching about people from other cultures in science classes (chapter six). These recommendations show that, with some creativity and alterations, science teachers can also use many of the example activities that the other teachers use to teach different types of cultural content.

4.2 Reflection on the process and product

Sample sizes in this research are small, only 8 teachers are interviewed, of which only two teachers are MYP teachers. The observed patterns might be coincidental due to the small sample size. Since this type of research does not allow for statistical analysis, the patterns observed cannot be generalized. The uneven distribution of DP and MYP teachers makes it even more likely that the observed differences in multicultural teaching in DP and MYP are coincidental.

The questions used in the interview form were not specific enough to facilitate a straight forward categorisation and thus analysis. To improve the interview it would be best to, in advance, make a rough categorisation for expected answers and to incorporate this in the questions. It is also important to be very careful not to give the teacher the impression that his/her teaching practice is being assessed or judged.

Despite what is mentioned above, the interviews provided a good insight in what teachers in international schools teach about other cultures, but more importantly, they resulted in a high number of example activities, of which many are useful in multiple subjects. The list of activities is useful for all teachers, especially since they can not only find inspiration for entire projects, but also for certain aspects of international teaching. To facilitate this, in the next chapter we present a ready to use tool which helps teachers to find an activity that fits their needs.

4.2 Further research

This research did not provide a satisfactory outcome of how students experience being taught about people from other cultures. It would be interesting to conduct a follow-up research where the students are being interviewed about their experiences instead of the teachers. This, in addition to research questions investigating what students actually want to learn and how they want to be taught about people from other cultures, would be a starting point for follow-up research. It is hoped that further clarification of what students need in order to be international, will teach educators, both on international and regular schools, how to teach their students to deal with the increasing cultural diversity they are confronted with every day in a world that starts to become a global village more and more every day (Barnlund, 1997).

5. The Cultural Understanding tool (CU tool)

With some creativity and modifications most activities in the Appendix can be used to incorporate cultures in all subjects. The following two step tool will point out which activity from the Appendix to modify in order to teach a certain type of cultural content by using a certain type of activity. Note that the step 1 and step 2 can be used in reversed order. Intentionally, the school type and subject areas are not incorporated in the table; teachers are encouraged to look beyond their subject boundaries.

Step 1 What type of cultural content do you want to teach?	Step 2 What type of activity do you want to use?	Activity number (corresponding to the Appendix)
Cultural artefacts	comparing/contrasting	1 2 3 4 5 13 27 35
	Experiencing	1 2 3 4 5 6 7 9 13 15 16 27 35 37 38
	looking at yourself	2 13 27
	connecting culture and society	1 2 3 4 5 13
Communication in other cultures	comparing/contrasting	8 13 28 29 32 33 34
	Experiencing	8 12 13 28 29 32 33 34
	looking at yourself	13 28 29 33 34
	connecting culture and society	13 28
Preconceptions	comparing/contrasting	14 17 18 30 40
	Experiencing	
	looking at yourself	17 30 39 40
	connecting culture and society	39
Facts about religion, politics or history	comparing/contrasting	19 20 21 26
	Experiencing	25 26
	looking at yourself	22
	connecting culture and society	19 20 21 26
Combination of preconceptions and facts about religion, politics or history	comparing/contrasting	11 24
	Experiencing	23
	looking at yourself	10 31
	connecting culture and society	24 31

Table 4: The Cultural Understanding Tool

6. Recommendations for science teachers and an application of the CU tool

Science instruction could and should represent a variety of traditional and historical viewpoints: integrating literature, history and the arts. Although science focuses on why and how something happens and not how it was invented, it is important to consider that students also need to know the process if they are to obtain a broader

holistic perspective. By presenting science as an ongoing, creative story with many parts, students will come to see their own cultural experiences reflected in the lesson (Habib, 1992).

In some specific cases the indigenous culture of the student may be in conflict with western science concepts, like First Nation’s pupils in Canada (Aikenhead, 1997) or certain African cultures (Jegade & Okebukola, 1991). Given the fact that science textbooks usually give examples that talk about Western inventors/scientists, the teacher’s inclusion of scientific contributions made historically by non-western scholars in class would contribute to the international competence of students and give a multicultural appreciation of science.

Another way to contribute to the international competence of the students would be to use artefacts from other cultures as instruction material. For example, studying kinematics through the Korean traditional game “Jegi Kicking”, as presented by Jo & Kim (2001), is a great activity to get information about the Korean culture.

An example of how a science teacher could use the CU tool, presented in chapter five, is given in table 5. Undoubtedly, creative science teachers can obtain many more ideas for teaching about different cultures from the list presented in the Appendix.

#	Title	Original activity	Science activity
10	Holocaust	Students have a discussion on the holocaust and analyze how views differ for different parts of the world.	Students discuss controversial scientific topics and analyze how views differ for different cultural backgrounds
11	Treaty of Versailles	Students represent a country and discuss how they would rewrite the treaty of Versailles	Students represent a country and discuss how they would rewrite a scientific treaty, such as the Antarctic treaty
13	Students present a part of their country’s history	Students make a short presentation about their country’s history.	Students present a scientific discovery that was made in their home country
17	Racism	Students write a story about racism from the victim’s view, the offender’s view and a neutral view.	students write 3 stories from different cultural perspectives on controversial science topics like genetic modification, Darwinism, or the race concept in the human species
22	Globalization	Students write a report on why they are a ‘global product’ and predict the future of one of the aspects of being a global product.	Students write an essay on how they are influenced by science, and how they see the future for this scientific influence

23	Video conference	Students have a video conference with a person from another culture/ religion	Students have a video conference with a scientist from another culture

Table 5: An application of the CU tool for science lessons

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Appendix – List of classroom activities

School type
MYP (myp)
DP (dp)
Content
Artefacts (a)
Preconceptions (p)
Religion /Politics/History (r)
Communication (c)
Subject area / Subject
Arts (arts)
Humanities (hum)
Languages (lang)
Music
Theatre
History (hist)
Religion
Theory of knowledge (tok)
Arabic
English (eng)
Spanish
Type of activity / Project
Comparing/contrasting (1)
Experiencing (2)
Looking at yourself (3)

#	Activity title	School type	Content	Subject area	Subject	Type of activity
1.	Weaving Students look at, handle and compare/contrast weavings from different parts of the world; Students interpret symbols and see how weaving and embroidery is a symbol of national pride; Students make a weaving themselves; Students write a paper about weaving and society in different countries; Students compare weavings with Norwegian weavings and culture.	myp	a	arts	arts	1 2 4
2.	Jewellery Students look at and compare/contrast clothing and jewellery from all over the world; Students compare/contrast conceptions of beauty and adornment by different cultures; Students thinking about their own perception of beauty; Students make a piece of jewellery, based on different perceptions of beauty.	myp	a	arts	arts	1 2 3 4
3.	Masks Students look at, handle and compare/contrast masks from different cultures; Students think about the role of masks in society of different cultures; Students make a mask themselves; Students write a story around the self made mask.	myp	a	arts	arts	1 2 4
4.	The gamelan orchestra Students learn how to play the instruments of the gamelan orchestra; Students play the Indonesian gamelan music; Students think about the function music has in society; Students make a comparison with western music.	dp	a	arts	music	1 2 4
5.	Musical investigation Students listen to western and non western music; Students think about the role of a certain type of music in society;	dp	a	arts	music	1 2 4

	Students try to find the links between the types of music, based on their function.						
6. Singing songs from different countries	Students sing songs from different cultures; Students are taught about the meaning and function of the songs in society.	dp	a	arts	music	2	
7. Playing instruments from around the world	Students learn to play musical instruments from different parts of the world; Students are taught about the type of music belonging to certain cultures.	dp	a	arts	music	2	
8. Teaching neutrality	Students are made aware that they are always expressive due to body language; Students are made aware that body language is different for different cultures; Students look at how people walk and how people distribute their weight and balance; Students learn how to take a 'neutral' position, as far as possible.	dp	c	arts	theatre	1 2	
9. Workshops on world theatre	Students play theatre from different cultures; Using different cultural items; Students are taught about the role and function of theatre in different cultures.	dp	a	arts	theatre	2	
10. The holocaust	Students are having a discussion on the holocaust; Students analyse how views differ for different parts of the world.	dp	p/r	hum	hist	3	
11. Treaty of Versailles	Students choose a country involved in the treaty of Versailles to represent; Students research on what this country's standpoint was back then; Students discuss how they would rewrite the treaty if possible; Students present how they would change the treaty.	dp	p/r	hum	hist	1	
12. Songs/slogans in documentaries	Students watch a documentary or movie in which (protest) songs or slogans are not subtitled; Students speaking the language of the video translate and explain these slogans or songs.	dp	c	hum	hist	2	
13. Students present a part of their country's history	Students keep a short presentation about their country's history.	dp	crap	hum	hist	1 2 3 4	

14. School curriculum Students from different countries compare what they are taught in school on a certain topic; Students analyse how this influences their views on these topics.	dp	p	hum	hist	1
15. Asian influences (historically) Students pick an Asian product that made its way to Norway (art, music, religion); Students write an essay on how this product developed over time and through cultures.	myp	a	hum	hum	2
16. Asian influences (nowadays) Students take a walk through the city and write down every Asian influence they see.	myp	a	hum	hum	2
17. Racism Students write a story about racism from the victim's view, the offender's view and a neutral view.	myp	p	hum	hum	1 3
18. Inside/outside perspectives Students compare a news item in international media and national media; Students compare and contrast different cultures based on preconceptions drawn by media.	myp	p	hum	hum	1
19. Sustainable tourism Investigating and comparing/contrasting tourism in different countries and Norway.	myp	r	hum	hum	1 4
20. Buddhist monk Students analyse the role of a Buddhist monk in society; Students compare/contrast the role of a Buddhist monk with a Christian priest.	myp	r	hum	hum	1 4
21. Rights and responsibilities Students search international media for violations of UN convention on the rights of the child; Students compare/contrast and connect areas with many violations and little violations.	myp	r	hum	hum	1 4
22. Globalization Students write a report on why they are a 'global product'; Students predicting the future/influence of one of the aspects of being a global product.	myp	r	hum	hum	3
23. Video conference Students have a video conference with a person from another culture/religion.	myp	p/r	hum	hum	2
24. Treatment of women in world religions Students explore their preconceptions on the treatment of women in other religions/cultures; Students try to find out where these preconceptions come from;	dp	p/r	hum	religion	1 4

	Students read a text about women who consciously chose for their way of living; Students express if and how the text changed their preconception.					
25. Hindu temple/prayer	Students watch a documentary about a Hindu temple; Students listen to prayers; Students handle items related to Hindu temples and prayers.	dp	r	hum	religion	2
26. Worshipping in different cultures	Students watch footage about worshipping in a culture; Students watch footage of the same religion in a different cultural context; Students compare/contrast the two pieces of footage; Students analyse how culture differentiates the practicing religion.	dp	r	hum	religion	1 2 4
27. Mess with/draw/smell food from around the world	Students are asked to draw a carrot and compare the differences that come up; Students are asked to smell and identify a certain substance; Students become aware of what they're used to in their own environment/culture.	dp	a	hum	tok	1 2 3
28. Comparing ads/commercials	Students watch and compare advertisements/commercials from different cultures; Students analyse how and why different cultures find different things offensive.	dp	c	hum	tok	1 2 3 4
29. Hand signals	Student comparing different gestures and body language between cultures for approval, dislike and attraction.	dp	c	hum	tok	1 2 3
30. Stereotyping other ethnicities	Students are asked about their preconceptions of other cultures caused by stereotypes; Students discuss where the stereotypes come from and how to address them.	dp	p	hum	tok	1 3
31. Child marriage	Students watch shorts clips of scholars trying to defend child marriage; Students analyse the arguments; Students give their responses to the arguments.	dp	p/r	hum	tok	3 4
32. Explaining picture	Students from different cultures describe pictures to each other;	dp	c	hum	tok	1

	Students compare how much language and culture have an influence on how they saw/described the picture.					
33. Use body language	Students ask each other questions in their mother tongue using also body language; Students are asked to guess what was said; Students from different cultures act out small scenarios; Students analyse how body language differs over cultures.	dp	c	hum	tok	1 2 3
34. Sayings and expressions	Students learn a saying or expression in the target language; Students express an equivalent from their mother language; Students compare differences between languages and cultures.	dp	c	lang	arabic	1 3
35. Folklore stories	Students compare/contrast different folk stories from all around the world Students write their own folk story.	myp	a	lang	eng	1 2
36. Fantasy literature	Students read sagas from around the world and see how these influenced Tolkien; Students are introduced to Norwegian sagas by visiting a Stave church.	myp	c	lang	eng	2
37. Teaching translated Chinese or Japanese texts	Students are given additional information to the text about the particular culture; Students are introduced to a different culture.	dp	a	lang	eng	2
38. Recipes from all over the world	Students write a recipe from their home country in the target language; Students cook and eat one of the recipes as a reward.	dp	a	lang	spanish	2
39. Giving peer advice	Students discuss a problem that arises in their dorm, caused by cultural differences; Other students give advice on how to overcome the problem.	dp	p	lang	spanish	3 4
40. Debates about (provocative) movies	Students of different cultures debate about (provocative) movies, showed in the target language.	dp	p	lang	spanish	1 3