

Learning Path Title	01.0 Building your Personal Profile		
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Individual	Lesson Duration	35-50 minutes
Teacher Difficulty		Student Difficulty	Beginner
		Technology Level	Medium
Assessment			
Description	Objectives	Tasks	
Start your own personal blog by posting a profile picture, and telling a little about yourself.	<ul style="list-style-type: none"> All students create a personal profile with a profile picture and a short introduction. Students learn to make simple posts. 	<p>Change your password Describes how to find your user menu to change your account settings.</p> <p>Don't get lost! How to find your way back to this Learning Path if you go astray.</p> <p>Upload your Profile Picture Describes how to post your profile picture.</p> <p>Tell us a little bit more about yourself. This task gives a few simple questions for you to answer for your Personal Profile.</p>	
Prep	Output		
The best way to be prepared for what students will encounter is to have completed your own teacher profile ahead of time. This way the students will have a model for the quality of work they should produce. Showing the students your profile ahead of time/before assigning this learning path will also ensure that they go into the tasks thinking about the product they will create.	Profile creation		
	Materials		
	<ul style="list-style-type: none"> Students will be asked to upload a picture of themselves. You may want a regular digital camera on hand if they need to have a photo taken, or you can also use the Flip camera and just upload a still shot. Computers with internet access for every student, or the ability to give them an internet-based assignment. 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Gaining skills to represent and promote one's own culture
- Learning and understanding different methods of information-gathering
- Incorporating positive communication styles

Common Core Standards:

WHST.9-10.6

National Educational Technology Standards:

- 1 Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Plan strategies to guide inquiry

Alaska Cultural Standards

- A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
- B.1: acquire insights from other cultures without diminishing the integrity of their own;
- B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

Teacher Notes

Personal profiles are required for your traveling ambassadors; if you are working with a large group, all students can have a personal profile, and you might use completion of the Personal Profile as one motivation for choosing your travelers.

Invite your students to make the most of their own personal pages. Please emphasize that it shouldn't be treated entirely like a Facebook page (i.e., it shouldn't be changed every day!), but it's a great way for their Sister School Ambassadors to get to know them.

Remind them that you (the teacher) and the Sister School Exchange staff will see and have to approve every post they make. Also, tell your students that if they're interested in other Ambassador opportunities in the future, their Personal Profiles may be reviewed to see who would be good candidates.

Estimated time for tasks:

- "View a Personal Profile" and "Create a Personal Profile" will take students 20-30 minutes.
- "Tell Us A Little Bit More About Yourself" will take students 15-20 minutes.

Learning Path Title	02.0 Getting around the site		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Individual	Lesson Duration	
Teacher Difficulty	Beginner	Student Difficulty	Beginner
		Technology Level	Low
Assessment			
Description	Objectives	Tasks	
Welcome Explorer! Learn how to traverse this site as you travel through a new experience!	<ul style="list-style-type: none"> • Students will be able to navigate the site and participate in learning paths. • Students will know how to use the dashboard. 	<p>Open a new page on your browser</p> <p>The Home page. A short tour of the Home Page features.</p> <p>Your Profile Page</p> <p>Your Dashboard Not just a tour of your Dashboard, you will learn a trick for viewing pictures.</p> <p>Community Pages</p>	
Prep	Output		
Be sure that you have toured the site first so that you are able to navigate it with some effectiveness. If students get lost or confused, you should be able to redirect them.			
	Materials		
	<ul style="list-style-type: none"> • Laptop • Internet connection • Account information 		

Standards

5. Digital Citizenship Students understand human, cultural, and societal issues related to technology.
- a. Advocate and practice safe, legal, and responsible use of information and technology

Teacher Notes

This learning path focuses on reading to understand how to navigate the site. Encourage students to practice what they have read by asking them to do a scavenger hunt or by allowing them time to explore/practice navigating and then have them explain where to locate various items.

Learning Path Title	03.0 Making Posts and Comments		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Individual	Lesson Duration	
Teacher Difficulty	Beginner	Student Difficulty	Beginner
		Technology Level	Low
Assessment			
Description	Objectives	Tasks	
Learn the basics of how to post and comment in this system. Later, you will learn the expectations for participating in an online community.	<ul style="list-style-type: none"> • Students will be to post to the system and make comments on the posts of others. • Students will be able to articulate the basic expectations for communicating as a member of an online community. 	<p>Assignments vs Any Time Learn the basics for making a post.</p> <p>Pending and Approved posts</p> <p>The Text Editor Learn about the buttons in the text editor.</p> <p>Adding Media Learn about all the media types that you can upload.</p> <p>Add a picture or two to your Personal Profile Add a picture to your personal profile.</p> <p>Making Comments Learn how to make comments on the posts that others have made or on posts that you have made. What a great way to keep a conversation going!</p> <p>A final note about Posts Learn how you can share what you are writing with others.</p> <p>Add A Comment On Your Teacher’s “About Me” Post Post a comment to your teacher’s “About Me” post.</p>	
Prep	Output		
Be sure that students can navigate to their account information, to their group pages, and personal profile.	Students will make practice posts and comments by posting a comment on their teacher’s “About Me”.		
	Materials		
	<ul style="list-style-type: none"> • laptop • Internet connection • account information 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:
Forming relationships with people of the local culture.

Common Core Standards:

- WHST.6-7-8.6 Grade 6,7,8: Production and Distribution of Writing. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
- WHST.9-10.6 Grade 9, 10: Production and Distribution of Writing. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
- WHST.11-12.6 Grade 11,12: Production and Distribution of Writing. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

National Educational Technology Standards:

1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - b. Create original works as a means of personal or group expression
2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media,
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats,
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures,
 - d. Contribute to project teams to produce original works or solve problems.

Teacher Notes

This learning path focuses on the basics of how to function/communicate in this system. Later, there will be lessons on the expectations for being in an online community.

It is important that the teacher has worked with each student to ensure that every student can find the website link and use his/her account information to log into the site. It is also important that students know how to navigate the site and find their individual and team sections, so they understand where to post. Practicing all of these steps as a group will give students more confidence when it comes time for them to do these tasks on their own.

Learning Path Title	04.0 Orientation to the Sister School Exchange		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Team, Instructor Guided	Lesson Duration	
Teacher Difficulty	Beginner	Student Difficulty	Beginner
		Technology Level	Low
Assessment			
Description	Objectives		Tasks
This learning path focuses on building a basic understanding of the program and expectations for participating in the program.	Students will be able to: <ul style="list-style-type: none"> • Articulate basic information about the habits of an ambassador • Recall basic information about the exchange program • Apply language common to the exchange program • Understand basic ambassador expectations. 		Read through each of the tasks as a team. On some of the tasks there will be discussion questions. Go ahead and discuss at that point. Wait, what is it I'm getting into? We introduce you to the Sister School Exchange team and tell you what you have to do to be part of this program. What is the Sister School Exchange? Your team will watch a short video about the Sister School Exchange. Watch it. Getting Into The Habit... Welcome to the Sister School Exchange Program! This first task introduces you to some terms and ideas you'll need to be aware of as you get into the program. Saying "Hello" "Thank You" and "Goodbye" Doing Your Research Take off your Cultural Lenses
Prep	Output		
Be sure that you, the teacher, understand the "Habits of Traveling Ambassadors". You will be going over these with the team.			
	Materials		
	<ul style="list-style-type: none"> • laptop • Internet access 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Navigating and respectfully participating in day-to-day life through cultural immersion., Learning the basic local vocabulary.

Common Core Standards:

- RI.8.4 Grade 8: Strand Craft and Structure, Reading Standards for Informational Text 6-12
- RI.9-10.4 Grade 9, 10: Strand Craft and Structure, Reading Standards for Informational Text 6-12
- RI.11-12.4 Grade 11, 12: Strand Craft and Structure, Reading Standards for Informational Text 6-12

National Educational Technology Standards:

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

Teacher Notes

It is a good idea to go through this Learning Path once before you work with your students. Either don't go to the very end, so you will see it as an "Ongoing" Learning Path on your Dashboard, or you can find any Learning Path that you have finished by clicking the "Completed" tab on your Dashboard.

Learning Path Title	05.0 Our Traveling Ambassador Team		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Team, Instructor guided	Lesson Duration	
Teacher Difficulty	Beginner	Student Difficulty	Beginner
		Technology Level	Low
Assessment			
Description	Objectives	Tasks	
Find out what you have to do to be a traveling ambassador!	Students commit to the program and to the team.	<p>Team Instructions: Find out what you have to do to be a traveling ambassador!</p> <p>Here's a Picture Of Our Traveling Ambassador Team Take a team photo and upload it below. Hey, don't forget that your teacher is a part of the team! You will need to find someone else to take the picture! Be sure to share it with your Sister School Team group. Go ahead and write a little about your team in the text box, and maybe even when your travel dates are going to be.</p>	
Prep	Output		
Be prepared to guide students through discussion about what it means to be an ambassador. Be sure you have a working camera to take a team photo.	Team post with team photo, travel dates, and basic information.		
	Materials		
	<ul style="list-style-type: none"> • camera/device with camera • laptop • Internet 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Navigating and respectfully participating in day-to-day life through cultural immersion., Learning the basic local vocabulary.

Common Core Standards:

RI.8.4 Grade 8: Strand Craft and Structure, Reading Standards for Informational Text 6-12

RI.9-10.4 Grade 9, 10: Strand Craft and Structure, Reading Standards for Informational Text 6-12

RI.11-12.4 Grade 11, 12: Strand Craft and Structure, Reading Standards for Informational Text 6-12

National Educational Technology Standards:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

Teacher Notes

It is a good idea to go through this Learning Path once before you work with your students. Either don't go to the very end, so you will see it as an "Ongoing" Learning Path on your Dashboard, or you can find any Learning Path that you have finished by clicking the "Completed" tab on your Dashboard.

Learning Path Title	06.0 Being a Positive Representative: Digital Citizenship				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11				
Activity Types	Individual, Self guided		Lesson Duration		
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Medium
Assessment					
Description	<p>Students learn about basic digital citizenship concepts, basic video production tips, and learn how to prepare videos to upload to the Destination Log site.</p>		Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall and explain basic digital citizenship concepts. Apply basic video creation tips Apply basic photo tips 	
Prep	<p>Prep:</p> <p>Print digital citizenship poster and video tips poster.</p> <p>Teachers should have completed the “Technology and Media Production” learning path before assigning students this learning path.</p>		Output	<p>Students should score 80% on the post-test to demonstrate basic understanding of video tips and digital citizenship.</p>	
			Materials	<ul style="list-style-type: none"> Laptops Internet Access Digital citizenship and video production tips posters Quizlet card sets 	
			Tasks	<p>Student Instructions: As you move through this learning path, it is important to pay attention to the lessons because you will be taking a post-test.</p> <p>Social Media & Digital Citizenship-Show What You Know Take this pretest (no grades-so no worries!) and show what you know about social media and digital citizenship.</p> <p>Digital Citizenship Lesson Listen to and view information on the basics of digital citizenship.</p> <p>Pretest on Video Production & Photography A pretest to gather information so that your teacher knows how to support you in video production.</p> <p>Making Movies Learn some video production basics.</p> <p>Preparing Videos For Upload Lesson on preparing videos for uploading them.</p> <p>Photo Tips See these four quick tips for setting up still shots.</p> <p>What Do You Know Now? Take the quiz to find out what you know now that you didn't know before.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Learning and understanding different methods of information-gathering.

National Educational Technology Standards:

b. Create original works as a means of personal or group expression,

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media,

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Teacher Notes

Keep in mind that students will need to pass the post test at the end of the learning path with an 80% to move forward. Tools to study have been provided like quizlet card collections, instructional podcasts, instructional videos, and infographics that can be printed as small classroom posters.

Once students complete this learning path, they will be able to produce media.

Learning Path Title	07.0 About Me and Hello Video				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided	Lesson Duration			
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Medium
Assessment					
Description	<p>Practice the habit of saying “hello and goodbye” by creating a hello video and a post that introduces you to others in the program.</p>		Objectives	<ul style="list-style-type: none"> • Students will be able to greet others in a positive and informative manner. 	
Prep	<p>Teachers should be sure that cameras and laptops are charged and ready to use ahead of time. If teachers aren’t familiar with how to use the onsite equipment it is vital to get training from a peer or the tech department before students are expected to produce videos.</p> <p>Producing a sample “Hello Video” and showing it to students is helpful because then students will have a model for production. It also helps the educator understand how to use the equipment and helps work out issues with equipment ahead of time (saving those day of production crisis calls to tech support).</p> <p>If possible, consider having someone from the tech department or at least a tech savvy teacher onhand during the video production experience to help trouble shoot and keep things going smoothly.</p>		Output	<ul style="list-style-type: none"> • Students produce a “Hello” video that demonstrates their ability to greet others/introduce themselves to others. • Students write an “About Me” post that provides information about themselves and greets fellow Sister School Exchange participants. 	
			Materials	<ul style="list-style-type: none"> • laptop • photos (optional) • video recording equipment and/or software 	
			Tasks	<p>Student Instructions: Prepare to greet Sister School Exchange program participants and the world! You will write a profile post that tells everyone the story of you and produce a video that greets other ambassadors and explains why you want to participate in the Sister School Exchange program.</p> <p>Hello & Goodbye Lesson A lesson on saying hello and goodbye as an ambassador.</p> <p>About Me Post Produce a post that introduces you to the Sister School Exchange Community.</p> <p>Make a Hello Video Make a short video that says “Hello” to the world.</p> <p>Uploading a video. Shows you how to upload a video from your computer to the Destination Log.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:
Initiating and remaining engaged even in unfamiliar situations., Forming relationships with people of the local culture., Developing and using a social and cultural vocabulary., Incorporating positive communication styles.

Common Core Standards:

SL.7.6, SL.8.6, SL.9-10.6

National Educational Technology Standards:

- b. Create original works as a means of personal or group expression,
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats,
- a. Advocate and practice safe, legal, and responsible use of information and technology

Teacher Notes

Some suggestions for how to make this learning path go a little more smoothly were given in the prep notes but please see these expanded notes:

- Testing the equipment ahead of time and being sure that everything is charged and ready to go is important. We always ask our students to plan ahead, so it is important that we do the same. Always check with the tech department or an onsite tech representative so that you are sure you know how to use the equipment.
- Producing your own “Hello Video” ahead of time helps create a model for students and you’ll have an example that demonstrates the quality of work you are expecting to see from your ambassadors. Help them represent their school and community well.
- Guide students through the planning and practicing process. Model it!
- Getting students to work with a partner so that they can practice a couple of times in front of an audience and camera before the record button is pushed is crucial in creating better quality videos and building confidence in your students.
- Having a tech savvy educator or a member of the tech department on hand for recording/production day will keep the experience from being overwhelming for you.
- Watch video file size. Anything over 200MB is too big to upload.

Learning Path Title	07.1 Bonus Personal Profile		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Individual, Self guided	Lesson Duration	
Teacher Difficulty		Student Difficulty	Intermediate
		Technology Level	Low
Assessment			
Description	Objectives	Tasks	
This is a bonus task to have your student's add more to their profile.		Go Deeper	
Prep	Output		
	Student posts a story on personal profile.		
	Materials		

Standards**Teacher Notes**

Assign this as dependent on 07.0 About Me and Hello Video

After a week or so, if your student hasn't done it, it can be good to remove it so that it doesn't crowd their assignment "in" basket.

Learning Path Title	08.0 Map Challenge				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Team, Instructor guided		Lesson Duration		
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Medium
Assessment					
Description	<p>This learning path helps students do some research and build some base knowledge about their sister school community.</p>		Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify locations of their own community and sister school community on a map. • apply basic research skills • build base knowledge about sister school community 	
Prep	<ol style="list-style-type: none"> 1. Students could prepare for this learning path by spending some time exploring an Alaska state map that shows Alaskan communities. 2. Guide students through research about their sister school community, allowing them to gather facts and prepare questions about the community. 3. If you choose a low tech solution like drawing a map or drawing on a printed map, prepare all of the supplies and print outs ahead of time. 		Output	<ul style="list-style-type: none"> • Sister School Exchange Map • Post about sister school community • Post questions, inquiries, and possible areas of exploration for sister school community 	
			Materials	<ul style="list-style-type: none"> • laptop • Internet access • map graphic 	
			Tasks	<p>Student Instructions: Research your sister school community's physical location and some basic information about the community. Get To Know Your Sister School Community Use the listed resources to gain knowledge about your sister school community.</p> <p>Mapapalooza! Which way will you go? You are going to make a map that shows where your community and your Sister School community are located. You'll get three options for making the map.</p> <p>Mapapalooza: High Tech Option Create a simple map that shows your community and your sister school community.</p> <p>Mapapalooza: Medium Tech Option Create a simple map that shows your community and your sister school community.</p> <p>Mapapalooza: Low Tech Version Make an Old School map. Like they did back in the day.</p> <p>You can always go back... Its OK to go back and edit your posts when you learn more stuff.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Understanding the physical geography of Alaska

National Educational Technology Standards:

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Teacher Notes

Providing students with some time to explore a state map ahead of time will allow students to understand geographical differences between their own community and their sister school's community. Further, this will allow them to collect facts and design questions about their sister school community.

Please note that this is a team submission, so only one map is necessary but getting everyone to find the location and gather facts about the sister school community will make for a robust post.

Remember that if you choose a low tech solution for producing the map, be able to have all supplies onhand for drawing the map and be sure students can still access laptops to gather facts. Have students produce a map and short research piece that explains what they all have learned about their sister school community. Guide them to go beyond basic facts and encourage them to make the piece an easy to read item. Encourage spell and grammar check usage and coherent writing design.

Learning Path Title	08.1 Bonus
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Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12
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Activity Types	Team, Instructor guided	Lesson Duration	
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Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Medium
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Assessment	
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Description

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Objectives

Create a more detailed map that tells a story

Tasks

Make the Best. Map. Ever.

Prep

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Output

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Materials

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Standards

Teacher Notes

Learning Path Title	09.0 What is Culture? (Part 1)				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided		Lesson Duration		
Teacher Difficulty	Beginner	Student Difficulty	Intermediate	Technology Level	Low
Assessment					
Description	Students learn what “culture” means and how it applies to their life and their community. As a team take picture of one aspect of their community culture and develop it into a full story.		Objectives	Students will create their own operative definition of culture.	
Prep	Encourage students to examine their notion of what culture is. Remind students that they can click on the photos in the learning path to enlarge them.		Output	Students will post their own definition of culture.	
			Materials	<ul style="list-style-type: none"> • Laptop • Internet access 	
			Tasks	<p>What do YOU think “Culture” means? Really quickly write down your definition of “culture”.</p> <p>What is Culture? Learn the basic definition of culture, establish some common language, and prepare to practice your knowledge of culture.</p> <p>Explore Culture 1 Explorer! Please examine this photographic item and determine the culture of origin. Consider what elements of culture are represented in this item.</p> <p>Understanding Check 1 Take a moment to show what you know about culture</p> <p>Explore Culture 2 Identify the culture or cultures you see in the photo.</p> <p>Explore Culture 3 After exploring the third photo in the series, it’s time to identify the culture or cultures you see in that photo.</p> <p>Explore Culture 4 After examining the photo explain the culture or cultures you can identify in the photo.</p> <p>Explore Culture 5 Complete an exploration of a final photo item and reflect on what you have learned about culture</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Gaining awareness of one's own cultural frame.
- Evaluating differences and similarities between self and other cultures.

Teacher Notes

Learning Path Title	10.0 What is Culture? (Part 2)				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided	Lesson Duration			
Teacher Difficulty	Beginner	Student Difficulty	Intermediate	Technology Level	Low
Assessment					
Description	Objectives		Tasks		
Let's dig a little deeper into the elements of culture, practice identifying cultural elements, and then find an image that you think represents culture in your community.	Students will be able to identify elements of culture in their own community.		<p>Student Instructions: Identify elements of culture and search for an image that you believe represents culture in your community.</p> <p>The Common Elements of Culture Review the seven basic elements of culture.</p> <p>Social Organization</p> <p>Customs and traditions</p> <p>Religion and/or Beliefs</p> <p>Art and Literature</p> <p>Government</p> <p>Economic Systems</p>		
Prep	Output				
	Materials				

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Understanding of the central cultural events that affect the cultural immersion community throughout the year.

Teacher Notes

Keep in mind that students may need support in finding/identifying elements of culture. While supporting students consider guide questions you can ask to prompt student thoughts and ideas.

Learning Path Title	10.1 What is Culture? (Part 3)						
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12						
Activity Types	Individual, Self guided			Lesson Duration			
Teacher Difficulty	Beginner		Student Difficulty	Intermediate		Technology Level	Low
Assessment							
Description			Objectives	Students will be able to identify elements of culture in their own community.		Tasks	
Prep			Output	Students select a photo to annotate with the team in the next lesson.		<p>Cultural Elements 1 Practice identifying cultural elements in photos and videos.</p> <p>Cultural Elements 2 Watch the video and determine what element of culture you see in the video. Think about the questions and look for clues in the video.</p> <p>Cultural Elements 2 Questions</p> <p>Cultural Elements 3 Examine the photo pair, determine the cultural element and what evidence/detail you can use to show your understanding of cultural elements.</p> <p>Cultural Elements 4 Identify the cultural element.</p> <p>Find A Cultural Element In Your Own Community Select an image that you are willing to share with your team that you believe represents an element of culture in your community.</p>	
			Materials	<ul style="list-style-type: none"> • photos/photo equipment • laptop • Preview, Thinglink, or markers/pens/sticky notes for annotation 			

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Understanding of the central cultural events that affect the cultural immersion community throughout the year.

Teacher Notes

Learning Path Title	11.0 Culture Challenge (Culture Part 3)				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Team, Instructor Guided	Lesson Duration			
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Medium
Assessment					
Description	<p>After your team reviews what culture means, and the common elements of culture, you will choose a picture of your community and annotate it to show its cultural elements.</p>		Objectives	<p>Students can:</p> <ul style="list-style-type: none"> • understand what “culture” means • identify the common elements of culture • identify elements of culture in their own community 	
Prep	<p>In the previous assignment, your students are to select a picture of their community that shows an important element of culture.</p>		Output	<p>An annotated photo of the team’s community that identifies an important element of culture</p>	
			Materials	<ul style="list-style-type: none"> • Laptop • Internet access • Tools for annotating a picture 	
			Tasks	<p>Review the definition of culture Ask your team if they remember the definition of culture.</p> <p>Review the elements of culture. Look deep into what the common elements of culture mean.</p> <p>Here’s what we use. As a team you will post your definition of culture.</p> <p>Share A Valued Community Cultural Element Select an image that represents a valued cultural element in your community and explain its value.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Understanding of the central cultural events that affect the cultural immersion community throughout the year.
- Gaining awareness of one's own cultural frame.
- Gaining skills to represent and promote one's own culture.

Teacher Notes

Learning Path Title	12.0 “Meet My Community” Story Plan		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Team	Lesson Duration	
Teacher Difficulty	Advanced	Student Difficulty	Advanced
			Technology Level
Assessment	Medium		
Description Plan your Meet My Community story by selecting a challenge question as a team and creating a storyboard/shot plan.	Objectives Students will be able to organize their story introducing their sister school to their community.	Tasks <p>Student Instructions: Plan your Meet My Community story by selecting a challenge question as a team and creating a storyboard/shot plan.</p> <p>Make your story come to life! You are going to make an even more detailed story of an element of your community’s culture.</p> <p>Super Quick Video Tips You will learn some handy tips about making video. Super quick.</p> <p>The Set Up The Set Up tells your audience what you are going to do.</p> <p>The Action Plan the main part of your story.</p> <p>Wrap Up The Wrap Up helps give the story a meaningful ending.</p> <p>Now go do it! When your team has finished their “Meet My Community” story, they will post it below.</p>	
Prep It’s important to help students prepare by considering some cultural elements that are in your community that would work as a challenge question. You can even print out the example that is shown in the tasks for students to consider.	Output Students produce a plan that will guide the production of their “Meet My Community” story.		
	Materials <ul style="list-style-type: none"> • annotated photos • shot ideas • story ideas 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Employing narrative to describe cross-cultural experiences.

Teacher Notes

Printing out the examples from the task and printing copies of the storyboard sheet ahead of time will help students maximize their time.

See a copy of the storyboard sheet here:
"Storyboard.docx"

Learning Path Title	13.0 “Meet my Community” Production		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Team, Instructor guided	Lesson Duration	
Teacher Difficulty	Advanced	Student Difficulty	Advanced
			Technology Level
Assessment	High		
Description Produce and post your Meet My Community video.	Objectives Students will tell a story that introduces their sister school to their community.	Tasks Student Instructions: Produce and post your Meet My Community video. Some Video Production Tips Here’s some handy tips! Post Meet My Community Story Produce and post your Meet My Community Story	
Prep Explore movie production software ahead of time to be sure you know the basics. Arrange a training session with a tech savvy teacher ahead of time if you need it. If you can, arrange to have someone from the tech department or a tech savvy teacher join you and your student on the first few days of production to help deal with trouble-shooting.	Output A story that introduces their sister school to their community.		
	Materials <ul style="list-style-type: none"> • photos • annotated photos • laptop • imovie software (optional) • Keynote or powerpoint (optional) • Photo slideshow software (optional) 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Employing narrative to describe cross-cultural experiences.

Teacher Notes

The best way to be sure that you are able to handle the video production is to arrange for a tech savvy teacher or member of the tech department to join you. Be sure that if you can't arrange training for yourself, arrange training for your students. Assigning roles so that each student has a job in the video production is important. Then be sure the video is 200MB or less when it is finally produced and ready for upload.

Learning Path Title	13.1 Bonus Meet my Community				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Team	Lesson Duration			
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Low
Assessment					
Description	Objectives		Tasks		
Encourages your team to make a video of their Community's Culture.	Students will develop knowledge of their own community's culture.		<p>Student Instructions: Find pictures, and answers to research questions about your community culture. Make a good plan for going out, getting video, and telling a good story.</p> <p>Make the Best. Video. Ever. Make the Best. Video. Ever</p>		
Prep	Output				
It may be useful to prepare a set of research questions or have students prepare a set of research questions ahead of time, so that their research time is concentrated and meaningful.	Team will create a video that demonstrates they have researched their community.				
	Materials				
	<ul style="list-style-type: none"> • Student laptops • Internet connection 				

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Social/Historical Understanding,
- Gaining awareness of one's own cultural frame.
- Gaining skills to represent and promote one's own culture.
- Incorporating positive communication styles.

Common Core Standards:

W.9-10.4, W.9-10.7

National Educational Technology Standards:

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media,

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

AK Cultural Standards

A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

C.4: enter into and function effectively in a variety of cultural settings.

E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

Teacher Notes

Depending on your students' web searching skills this activity will take anywhere from 30-70 minutes. You can streamline the use of time by providing students with research questions or having students produce research questions ahead of time and directly instruct students on citing websites. Then set targets for students on how many pictures they should locate, and what information they should provide, and what websites are approved. You can even preselect the websites or search engines to further ensure searches are fast and safe.

Useful search engines for students:

Google Scholastic

Kid Rex (for younger students)

Ask Kids

Safesearch Kids

Safesearch Kids Wikipedia

Learning Path Title	14.0 Elements of Community Life (Elements Part 1)				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided	Lesson Duration			
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate	Technology Level	Low
Assessment					
Description	Objectives		Tasks		
	<ul style="list-style-type: none"> • Students will be able to understand 6 elements of community life • Students will be able to apply their understanding to own community life 		<p>What Are The Things You Can Live Without? Explain what you think you can live without.</p> <p>Respond to Questions Check your “What Can You Live Without” post for questions and provide responses. Also, ask a peer about his/her post.</p> <p>Food: What Are Our Rights and Responsibilities For Getting Food? Explore the picture provided and answer the questions about it.</p> <p>Transportation: What Do Roads Give Us And What Do They Take Away? Examine the annotated photo and answer the questions to explore the community element of transportation.</p> <p>Education: What are the Needs and Benefits in Education? Examine the annotated photo and answer the questions to explore the community element of education.</p> <p>Social Services: How Do We Care For Those In Need? Examine the annotated photo and answer the questions to explore the community element of social services.</p> <p>Energy: Who is Affected by Energy Costs the Most? Examine the annotated photo and answer the questions to explore the community element of energy.</p> <p>Cultural Expression: How is Cultural Expression Changing in the 21st Century? Examine the annotated photo and answer the questions to explore the community element of cultural expression.</p> <p>Post A Picture and Explanation of An Element of Community Take a picture of something that you believe is an element of community in your community and post it with an explanation of why you believe that item represents an element of community.</p>		
Prep	Output				
	Responses to understanding checks.				
	Materials				
	<ul style="list-style-type: none"> • laptop • Internet access 				

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Evaluating differences and similarities between self and other cultures,
- Analyzing and describing social issues from various cultural perspectives.

Teacher Notes

Learning Path Title	15.0 Case Studies (Elements Part 2)						
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12						
Activity Types	Individual, Self guided			Lesson Duration			
Teacher Difficulty	Advanced		Student Difficulty	Advanced		Technology Level	Low
Assessment							
Description	Teachers assign three of the multiple case studies available in this lesson to students for further exploration of the community elements. This serves as the foundation for development of the Area for Explorations in subsequent units.		Objectives	Student will explore in more detail three elements of community life via case studies.		Tasks	<p>Student Instructions: As you explore each case study keep an open mind and look for the benefits and differences. Also remember the essential questions and take time to think about the essential questions as you view the video.</p> <p>Exploring culture with case studies. read this first Case Study 1: Education Team Discussion About Education Case Study As a team, discuss your ideas about the education case study by using the guide questions and prepare a statement about curiosities to post. Education Case Study Team Post Post your team's thoughts about the education area of exploration.</p> <p>Case Study 2: Food Watch the case study video and consider the essential questions as you prepare for a response post. Team Discussion About Food Case Study As a team, discuss the essential questions and prepare a statement to post about this case study. Food Case Study Team Post Post your team's thoughts about the getting food area of exploration.</p> <p>Case Study 3: Energy Read the article/story and consider the essential questions as you prepare for a response post. Team Discussion About Energy Case Study As a team, discuss the essential questions and prepare a statement to post about this case study. Energy Case Study Team Post Post your team's thoughts about energy.</p> <p>Case Study 4: Social Services Read the story of a case study on social services and then consider the essential questions. Be prepared to talk about this topic with your team. Team Discussion About Social Services Case Study Discuss essential question and guide questions as you start to plan your post. Team Post About Social Services Case Study Post team thoughts about social services.</p> <p>Case Study 5: Team Choice Team Discussion About Case Study Team post about team choice case study.</p>
Prep	The teacher will need to watch all of the case study videos ahead of time and select the case studies to share with his/her ambassadors. You may also want to print the KWL sheet for students so that they can track information and identify what they want/need to know for their own case studies/areas of exploration. "KWL for Case Study.pdf"		Output	Class dialogue about specific elements of community life.			
			Materials	<ul style="list-style-type: none"> • case studies • laptop • optional KWL sheet 			

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:
Analyzing and describing social issues from various cultural perspectives.

Teacher Notes

Case studies are weighty subjects to tackle, so providing some additional guidance to help students objectively explore the case studies is important. Your help supporting students removing their cultural lenses to see benefits and differences within the case studies is an essential part of this learning path. Below are some tips for helping students to engage in these case studies:

- Print out and post the essential questions in the classroom or meeting room. You are welcome to use this document. Education Essential Questions Poster.pdf
- Facilitate discussion about the case studies and encourage students to see the various perspectives of an issue without casting judgement.
- Set a tone of curiosity and positivity. Remind students to look for the benefits in every situation.
- Educate yourself on the case. This document details the entire trial: http://nces.ed.gov/edfin/pdf/lawsuits/Moore_v_AK.pdf

Please note that if you choose to explore the social services case study, you'll want to find your own story/case study ahead of time to share with the students.

Learning Path Title	16.0 Case Studies Challenge (Elements Part 3)		
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Individual, Self guided	Lesson Duration	
Teacher Difficulty	Intermediate	Student Difficulty	Intermediate
		Technology Level	Low
Assessment			
Description	Objectives	Tasks	
	Students will explore the 3 essential questions in the Areas of Exploration assigned by the teacher.	<p>Select A Challenge Question As a team, select a challenge question that will help guide your Areas for Exploration</p> <p>Team Discussion About Areas of Exploration Write a team post that explains what your case studies will be and addresses the guide questions.</p>	
Prep	Output		
	Materials		
	<ul style="list-style-type: none"> • laptop • videos 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:
Gaining awareness of the cultural frames of the cultural immersion community.

Teacher Notes

Learning Path Title	17.0 Area for Exploration Plans				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Team, Instructor guided	Lesson Duration			
Teacher Difficulty	Advanced	Student Difficulty	Advanced	Technology Level	Medium
Assessment					
Description	Objectives		Tasks		
As a team, develop three Area for Exploration plans. These are documentaries of community and culture elements of your Sister School community.	<ul style="list-style-type: none"> • The team will be able to answer essential questions through areas of exploration experiences. • The team will be able to plan stories that answer essential questions through areas of exploration experiences. 		<p>What is an Area for Exploration Plan? Learn what an Area for Exploration is, and how to plan for one.</p> <p>Area for Exploration Plan 1 Work with your team to plan your first Area for Exploration. The teacher will send a message to Veldee with the details.</p> <p>Area For Exploration Plan 2 Work with your team to plan your second Area for Exploration.</p> <p>Area For Exploration Plan 3 Work with your team to plan your third Area for Exploration.</p>		
Prep	Output				
	Three Area for Exploration Plans				
	Materials				

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.

Teacher Notes

Learning Path Title	18.0 Hosting
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Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12
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Activity Types	Team, Instructor guided	Lesson Duration	
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Teacher Difficulty	Beginner	Student Difficulty	Intermediate	Technology Level	Low
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Assessment	
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Description

These tasks help your team prepare you and your visitors for their trip to your community.

Objectives

Tasks

Make a Schedule
Make a schedule for your visiting Traveling Ambassadors.

Welcome Plan
Make a plan to welcome your visitors.

Help them prepare.
What are some things your visitors should bring along?
What should they be ready for?

Prep

Output

Materials

Standards

Teacher Notes

“Make a Schedule” is a way for you to help create the schedule for your Sister School Team’s visit to your community. Take a look at this task before doing it with your students so you can also check your schedule and have some idea of what else is going on in your school that week.

An extra-nice thing to do: if you’ve suggested any particular people in your community that your Sister School Team should talk to, why don’t you go ahead and see if you can make an appointment with that person for your Sister School Ambassadors so they’re already set to go on that Area for Exploration?

The “Welcome Plan” really helps make your Sister School Ambassadors feel excited about arriving in your community, instead of nervous or scared. “Help Them Prepare” gives you an opportunity to send them suggestions and ideas about what they should pack to bring with them on their trip.

Here are some ideas from past Sister School Teachers to help you think about how to welcome your visitors and make them feel at home:

- Do an immediate introduction to the ambassador’s host families at airport to start one-on-one bonding.
- Have a host family “lock-in” and potluck.
- Invite the Sister School Guides to come in and facilitate the first meeting.
- Have host families at first night activities.
- Give a personal tour of the school before all the other students arrive.
- Have the first exchange meeting out of school (at home) for a relaxed, easy, atmosphere.
- If the visiting ambassadors do not have host families, start the visit with a school sleepover. Games, movies, basketball, and dancing will help the group to bond.
- Let students adjust and have fun by joining a co-ed

basketball team in the village for week.

- Include previous ambassadors — especially for ice-breaking activities — to help pull in this year’s ambassadors.
- Have a low-key celebration right away to help kids connect (like a BBQ).

Learning Path Title	19.0 Travel Prepped!				
Grades	Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types		Lesson Duration			
Teacher Difficulty	Beginner	Student Difficulty	Beginner	Technology Level	Low
Assessment					
Description	Objectives		Tasks		
	<ul style="list-style-type: none"> • Review the Traveling Ambassador Field Manual • Review the tasks required during the exchange • Review the rules for traveling ambassadors • Take a short pre-travel questionnaire • Review packing checklist. 		<p>Student Instructions It's almost time for you to travel to your Sister School Community! You've learned a lot about the different lifestyles of Alaskans, your own cultures and the responsibilities of being a Cultural Ambassador. There are just a few more things to do and learn before you go.</p> <p>First, you're going to watch a few short videos that will introduce you to a couple of new things you'll get to use while you're on the exchange. And there's one video that tells you about a Traveling Ambassador's responsibilities and expectations.</p> <p>Introduction to the Field Manual</p> <p>Field Manual packing check list For Traveling Ambassadors: Go through the gear you'll bring, and the things you need to know.</p> <p>Pre-Visit Questionnaire Answer a few questions right before you go on your exchange.</p> <p>Waypoints During Your Exchange Watch a short video about the waypoints you will need to do during your exchange.</p> <p>The Rules</p>		
Prep	Output				
	Pre-travel questionnaire				
	Materials				
	<ul style="list-style-type: none"> • Field Manual • Responsibilities of Traveling Cultural Ambassador video • Introduction to the Field Manual video • Waypoints for the Exchange video 				

Standards**Teacher Notes**

This reviews the roles of a cultural ambassador and the materials available while traveling.

Learning Path Title	20.0 Group Interview		
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12		
Activity Types	Team, Instructor guided	Lesson Duration	20-40 minutes.
Teacher Difficulty	Advanced	Student Difficulty	Advanced
		Technology Level	Medium
Assessment			
Description	Objectives	Tasks	
Practice the skills for making a strong group interview. All Traveling Ambassadors will need these skills later during Area For Exploration review and wrap-ups.	<ul style="list-style-type: none"> • Understand the video camera. • Understand video editing. • Practice interviewing and group roles. • Express thoughts on roles of Traveling Ambassador. 	<p>Student Instructions: For Traveling Ambassadors only! There's one more important camera skill that you'll need to know before heading out on your exchange: the Group Interview. Several times on the exchange, you'll be asked to get your whole team in one steady camera shot and have everyone answer some questions about what you've been doing and experiencing.</p> <p>A Few Thoughts Before We Leave Making a pre-travel interview video to practice doing group videos.</p>	
Prep	Output		
Have students practice being in group shot and group interview setting. Then have students practice responding to questions while looking at the camera and speaking clearly and pleasantly. After a practice run, record the actual video.	<ul style="list-style-type: none"> • Film the Group Interview video and post it. 		
	Materials		
	<ul style="list-style-type: none"> • Video Camera • Three interview questions • Travel Ambassador team • Team interviewer • Computer • Internet connection 		

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Gaining awareness of the cultural frames of the cultural immersion community.
- Actively engaging in debriefing and processing exercises.
- Analyzing and describing social issues from various cultural perspectives.
- Exploring the significance of cross-cultural experiences within the moment and within larger contexts.
- Developing and using a social and cultural vocabulary.

Common Core Standards:

SL.9-10.1.a-d

National Educational Technology Standards:

- b. Create original works as a means of personal or group expression,
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media,
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats,
 - d. Contribute to project teams to produce original works or solve problems,
 - b. Plan and manage activities to develop a solution or complete a project, a. Advocate and practice safe, legal, and responsible use of information and technology

AK Cultural Standards:

- A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
- B.1: acquire insights from other cultures without diminishing the integrity of their own;
- B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- C.4: enter into and function effectively in a variety of cultural settings.
- E.6: anticipate the changes that occur when different cultural systems come in contact with one another;
- E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

Teacher Notes

The Group Interview is designed to help your Traveling Ambassador team practice one more video skill before you travel - setting the camera up so that the whole team fits in the picture and having each person answer a couple of questions. This skill will be required for your team debriefs of the Areas for Exploration. It's also a good way to hear how your students feel a few days before the trip, and take note if anyone is especially nervous.

Learning Path Title	21.0 Final Travel Debrief				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Team, Instructor guided		Lesson Duration		
Teacher Difficulty	Advanced	Student Difficulty	Beginner	Technology Level	Low
Assessment					
Description	<p>This task will work closely with Team Task: Travel Prepped! The goal is to make sure all of the Traveling Ambassador team are ready to travel and have the tools needed to make your trip fun and effective.</p>		Objectives	<ul style="list-style-type: none"> • Students understand packing and travel preparation expectations. • Students will be familiar with the Field Guide expectations. • Students understand the expectations of a Cultural Ambassador. • Students will be familiar with the Family Guide. • Students will be prepared for the upcoming trip. 	
Prep	<ul style="list-style-type: none"> • Review the traveling materials: Field Manual, Passports, and Family Guide. • Review video “Introductions to the Field Manual”. • Understand roles of Cultural Ambassadors. • Prepare for travel. 		Output	<ul style="list-style-type: none"> • A review of the packing and travel lists. • A review of the Cultural Traveling Ambassador expectations. • A demonstration to the supervising teacher that all team members are ready to travel. 	
			Materials	<ul style="list-style-type: none"> • Field Manuals • Family Guide • Passports • Introduction to the Field Manual video 	
			Tasks	<p>Student Instructions: Start by revisiting the definitions of Culture and Cultural Ambassador with your students. Also review The Responsibilities of a Cultural Ambassador, and the Habits of Highly Effective Ambassadors. All of these things are found on the first few pages of the Field Manual. Remind your students that they are expected to be respectfully curious and not judgmental, and that they need to be positive representatives of your school and community. Please review this list and make sure you’ve covered all the following items with your students:</p> <ul style="list-style-type: none"> • Hand out Field Manuals and travel bags. Look through all the items in the bags with your students. • Specifically, look through the Field Manuals and Passports with your students and talk about how you’ll use both of them (more details below). • Make sure all of your Traveling Ambassadors have completed all their Personal Profile requirements and paperwork. (You’ll be able to tell easily by looking at their profiles and seeing if they’ve all earned badges for Profile, Culture Bearer, and Traveling Ambassador Paperwork.) <p>Group Introductions Traveling Ambassador team practices introducing themselves in preparation for visiting their Sister School community.</p> <p>Final Countdown Teacher and traveling team are prepared to travel after going through gear check list and travel review.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Understanding how to adequately prepare for Alaskan climate and conditions.
- Demonstrating practical knowledge and skills for regional travel.
- Learning and understanding different methods of information-gathering.

National Educational Technology Standards:

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

Teacher Notes

Review all travel preparation tools with traveling team:

- Field Manuals
- Passports
- Family Guide
- Student tasks
- Team paperwork
- Group roles and introductions

Learning Path Title	22.0 Traveling Ambassadors						
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12						
Activity Types				Lesson Duration			
Teacher Difficulty	Advanced		Student Difficulty	Advanced		Technology Level	Medium
Assessment							
Description	<p>All of the team tasks details are listed in the Fields Manuals. Tasks “Getting There”, “Icebreakers”, and “First Impressions” all happen very early in your trip. For example, for “Getting There”, your team should be taking video and/or pictures while you travel. Here are a few extra hints, tips, and things to consider: Make your daily posts EVERY DAY - the reflections will be deeper if they happen immediately. If computer access is a problem, use video, or at least have your students write in journals and upload their thoughts later. Revisit the definition of “culture bearer” right before you travel, as well as the other definitions included on the first few pages of the Field Manual.</p>		Objectives		Tasks		
			<ul style="list-style-type: none"> • Students will develop “on the fly” video production skills. • Students will develop a strong sense of “video presence”/ camera personality. • Students will demonstrate cultural ambassadorial behaviors. 		<p>Student Instructions: Using your Flip Camera, follow the six tasks laid out for your team during travel. Edit the videos and post each task in a timely manner, so that your team isn’t trying to complete all tasks at the end of the week of travel.</p> <p>Getting There Make a short video of your team traveling to your Sister School Community.</p> <p>Icebreakers Make a short video of both Cultural Ambassador teams doing some fun activities.</p> <p>First Impressions Make a short video of the Cultural Ambassador’s first thoughts of their Sister School Community.</p> <p>Group Introductions Make a short video of the Cultural Ambassador Team formally introducing themselves to a community group.</p> <p>Daily Team Post Each day, make at least one team post to your school blog.</p> <p>Final Day Closing Circle Make an audio recording of both Cultural Ambassador Teams reflecting on their week together.</p>		
			Output				
			Multiple posts that demonstrate each experience as students have it.				
			Materials				
			<ul style="list-style-type: none"> • Flip Camera • Field Manual • Traveling Ambassador Team • Video from experiences as students have them. 				
Prep	<ul style="list-style-type: none"> • Reviewing the Field Manual. • Taking notes of daily experiences during travel. 						

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Understanding of the central cultural events that affect the cultural immersion community throughout the year.
- Demonstrating practical knowledge and skills for regional travel.
- Navigating and respectfully participating in day-to-day life through cultural immersion.
- Demonstrating flexibility and adaptability.
- Initiating and remaining engaged even in unfamiliar situations.
- Gaining awareness of one's own cultural frame.
- Gaining awareness of the cultural frames of the cultural immersion community.
- Gaining skills to represent and promote one's own culture.
- Learning the basic local vocabulary.
- Forming relationships with people of the local culture.
- Taking advantage of unexpected opportunities as they present themselves within a cross cultural exchange.
- Learning and understanding different methods of information-gathering.
- Formulating questions appropriate to the culture.
- Developing strategies to find answers to one's questions.
- Recognizing and taking advantage of learning opportunities in unexpected moments.
- Actively engaging in debriefing and processing exercises.
- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.
- Exploring the significance of cross-cultural experiences within the moment and within larger contexts.
- Developing and using a social and cultural vocabulary.
- Demonstrating the ability to advocate for self in unfa-

miliar environments.

- Incorporating positive communication styles.
- Practice active listening.,
- Employing narrative to describe cross-cultural experiences.

AK Cultural Standards

A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

B.1: acquire insights from other cultures without diminishing the integrity of their own;

B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

C.4: enter into and function effectively in a variety of cultural settings.

E.6: anticipate the changes that occur when different cultural systems come in contact with one another;

E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

Teacher Notes

Be sure to look through all of six tasks with your students before you leave so you know what's expected of you, along with their Field Manuals. Have each student bring their Field Manuals during travel. Be sure that students are shooting video footage all the time. Estimated time for the completion of these activities will vary based on the amount of footage students collect, editing skills, and production skills. However, it is important to set limits on the amount of time that students spend in video production so that they can participate in the events.

Learning Path Title	23.0 Alaska Humanities				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Team, Instructor guided		Lesson Duration		
Teacher Difficulty	Advanced	Student Difficulty	Advanced	Technology Level	High
Assessment					
Description	<p>Follow each Area for Exploration task instructions. Be thorough in using both Field Manual and Flip Camera to cover all interview questions. Make sure the Traveling team spend the time editing the videos and including all parts of the exploration task.</p>		Objectives	<ul style="list-style-type: none"> • Students will share exploration of Sister School community. • Students will identify cultural similarities and differences. • Students will create a media presentations that highlight each experience. • Students will improve interview skills. 	
Prep	<ul style="list-style-type: none"> • Review each Area for Exploration plan before the interview. • Review roles for each Traveling Ambassador. • Review interview questions. • Collect footage of each Area of Exploration Experience. 		Output	<ul style="list-style-type: none"> • A digital story on your experience for Area of Exploration One. • A digital story on your experience for Area of Exploration Two. • A digital story on your experience for Area of Exploration Three. 	
			Materials	<ul style="list-style-type: none"> • Flip Camera • Field Manual • Pen • All Travel Ambassadors • Camera • Video footage of each Area of Exploration Experience 	
			Tasks	<p>Student Instructions: Follow each Area for Exploration task instructions. Be sure to check your Field Manual, too.</p> <p>Area for Exploration 1 Make a documentary story of the Cultural Ambassador Team's research into a topic concerning their Sister School Community.</p> <p>Area for Exploration 2 Make a documentary story of the Cultural Ambassador Team's research into a topic concerning their Sister School Community.</p> <p>Area for Exploration 3 Make a documentary story of the Cultural Ambassador Team's research into a topic concerning their Sister School Community.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Understanding of the central cultural events that affect the cultural immersion community throughout the year.
- Demonstrating practical knowledge and skills for regional travel.
- Navigating and respectfully participating in day-to-day life through cultural immersion.
- Demonstrating flexibility and adaptability.
- Initiating and remaining engaged even in unfamiliar situations.
- Gaining awareness of one's own cultural frame.
- Gaining awareness of the cultural frames of the cultural immersion community.
- Gaining skills to represent and promote one's own culture.
- Learning the basic local vocabulary.
- Forming relationships with people of the local culture.
- Taking advantage of unexpected opportunities as they present themselves within a cross cultural exchange.
- Learning and understanding different methods of information-gathering.
- Formulating questions appropriate to the culture.
- Developing strategies to find answers to one's questions.
- Recognizing and taking advantage of learning opportunities in unexpected moments.
- Actively engaging in debriefing and processing exercises.
- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.
- Exploring the significance of cross-cultural experiences within the moment and within larger contexts.
- Developing and using a social and cultural vocabulary.
- Demonstrating the ability to advocate for self in unfamiliar environments.
- Incorporating positive communication styles.
- Practice active listening.
- Employing narrative to describe cross-cultural experiences.

Common Core Standards:

SL.9-10.1.a-d, SL.9-10.4, SL.9-10.5, SL.9-10.6

National Educational Technology Standards:

- b. Create original works as a means of personal or group expression,
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media,
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats,
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures,
 - d. Contribute to project teams to produce original works or solve problems,
 - a. Plan strategies to guide inquiry,
 - b. Plan and manage activities to develop a solution or complete a project,
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity,
 - d. Exhibit leadership for digital citizenship

AK Cultural Standards:

- A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
- B.1: acquire insights from other cultures without diminishing the integrity of their own;
- B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- C.4: enter into and function effectively in a variety of cultural settings.
- E.6: anticipate the changes that occur when different cultural systems come in contact with one another;
- E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

Teacher Notes

Estimated time for completion will depend on each experience and the amount of video footage that has to be edited.

Make sure all Traveling Ambassadors participate and that they have their Field Manuals, Flip Cameras and a pen.

Have team run through questions before interview and ensure they ask ALL of them.

Help the Traveling Team edit and post their video.

Learning Path Title	24.0 Final Thoughts				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided, Instructor guided	Lesson Duration			
Teacher Difficulty	Advanced	Student Difficulty	Advanced	Technology Level	Low
Assessment	Post Travel Survey, Final Reflections Post				
Description	<p>Now that you have traveled and hosted, we want to know what you've learned.</p>		Objectives	<ul style="list-style-type: none"> • Students reflect on being a cultural ambassador. • Students identify cultural similarities and differences. • Students identify cultural bridges. • Students reflect on cultural awareness. 	
Prep	<p>Estimated time on this activity will vary based on how you choose to apply this activity. If you choose to apply this activity as self-paced journal reflection, it will require little preparation or guidance. However, this is an opportunity to use this assignment as a personal narrative assignment. This will require much more preparation and time. You will need to prepare direction instruction on the personal narrative format, guide students through the writing process, and provide feedback and support for students before their final post. It is, though, a great opportunity for students to produce high-quality writing for an authentic audience.</p>		Output	<p>Final thoughts post. Post travel questionnaire</p>	
			Materials	<ul style="list-style-type: none"> • Student Laptops • Internet Connection 	
			Tasks	<p>Student Instructions: Ideally, you will complete this task after you have both traveled AND hosted so you can reflect on the entire exchange. There are several questions below that you'll need to answer, and you can do them either on video or in writing. If you want to do it on video, it will be easiest if you find someone else to hold the camera for you and maybe even ask the questions so all you have to do is respond to them. Maybe this could be another member of your team, and then you could run the camera and ask the questions for him or her. First, take a few minutes to look back through your team's profile and all the posts you made before the exchange, while you were traveling, and while you were hosting. Look for the high points of the exchange, and think about things you did that didn't get captured on video. Then, take a look at your Sister School's Destination Log and see what they posted about their exchange with you.</p> <p>Post Travel Survey Take a short survey now that you've completed your exchange.</p> <p>Final Thoughts Answering ten reflective questions about your exchange experience.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Actively engaging in debriefing and processing exercises.
- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.
- Exploring the significance of cross-cultural experiences within the moment and within larger contexts.
- Developing and using a social and cultural vocabulary.
- Incorporating positive communication styles.
- Employing narrative to describe cross-cultural experiences.

Common Core Standards:

WHST.11-12.6

National Educational Technology Standards:

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

AK Cultural Standards:

A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

B.1: acquire insights from other cultures without diminishing the integrity of their own;

B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

C.4: enter into and function effectively in a variety of cultural settings.

E.6: anticipate the changes that occur when different cultural systems come in contact with one another;

E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

AH. PPE 5 comparing and contrasting differing perspectives between rural and urban areas. (DOK 2) (H. B1b, C. E4)

Teacher Notes

Have students post their post exchange reflections.

Have them read and answer the ten reflective questions.

Learning Path Title	25.0 Group Presentation				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Instructor guided, Team		Lesson Duration		
Teacher Difficulty	Advanced	Student Difficulty	Advanced	Technology Level	Medium
Assessment					
Description	<p>The Traveling Ambassador Team will produce a Group Presentation.</p>		Objectives	<ul style="list-style-type: none"> • Students will demonstrate knowledge of the cultural bridges they have built. • Students will produce media that is demonstrates their overall experience to show not only to the SSE audience, but to local audiences such as school boards and classes as well. • Students will hone their group work skills. • Students will hone their media production skills. • Express thoughts on roles of Traveling Ambassador. 	
Prep	<p>The travel team will need to work together to produce a “Group Presentation”. You will need to help them plan appropriately and consider how you may use this presentation in the future. It could be used as an opportunity to present to the school board, the principal, classes, and recruitment for participation in the future. Guiding your students to produce a solid media presentation can create a powerful example of how to produce high-quality media and could prove to be a motivator for other students. Should you choose to do this, however, it will be important to produce all of the support documents and lessons.</p>		Output	<ul style="list-style-type: none"> • Group presentation media piece. • Live presentation to a select local audience. 	
			Materials	<ul style="list-style-type: none"> • Student laptops • Video camera • Trip footage • Presentation creation software/video editing software • Internet connection • Presentation equipment • Media planning documents 	
			Tasks	<p>Student Instructions: The Traveling Ambassadors as a team will produce a media piece that is a group presentation.</p> <p>Group Presentation Make a new post called “Group Presentation” and upload a photo or short video of your team making this presentation. Write a sentence or two in the post that tells us which group you presented to, and how the audience responded.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

- Actively engaging in debriefing and processing exercises.
- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.
- Exploring the significance of cross-cultural experiences within the moment and within larger contexts.
- Developing and using a social and cultural vocabulary.
- Incorporating positive communication styles.
- Employing narrative to describe cross-cultural experiences.

Common Core Standards:

WHST.6-7-8.6

National Educational Technology Standards:

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

AK Cultural Standards:

A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

B.1: acquire insights from other cultures without diminishing the integrity of their own;

B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

C.4: enter into and function effectively in a variety of cultural settings.

E.6: anticipate the changes that occur when different cultural systems come in contact with one another;

E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

Teacher Notes

Help students determine an audience to present to and a timeframe to create the presentation and share it with their audience. Students may need guidance in producing a quality presentation and help via role playing/simulation to prepare for the presentation.

Learning Path Title	26: Bonus: Follow-Up				
Grades	Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12				
Activity Types	Individual, Self guided		Lesson Duration		
Teacher Difficulty	Beginner	Student Difficulty	Advanced	Technology Level	Low
Assessment					
Description	<p>Make another post one month after your exchange is over.</p>		Objectives	<ul style="list-style-type: none"> • For further reflection, students post their experiences after one month of “normal routine”. • Students produce a reflection that demonstrates how they have changed/what sort of person they have become since participating in the exchange experience. 	
Prep	<p>Consider how you want to use/apply this activity. It could be an individual journal style reflection that students complete on their own, thus requiring little preparation beyond providing a solid prompt. Or, it could be used as a personal narrative assignment but would require more preparation including direct instruction for writing personal narratives, support documents/pre-writing graphic organizers, providing a prompt, and providing feedback and guidance throughout the writing process. You must choose how you wish to apply this assignment to determine the amount of time it will take.</p>		Output	<p>Posting Bonus Follow-Up/reflection on how the experience has affected them.</p>	
			Materials	<ul style="list-style-type: none"> • Student Laptops • Internet Connection 	
			Tasks	<p>Student Instructions: Now that you have had time to get back to your “normal” life, do you see things differently?</p> <p>Follow- Up Post Reflect on your experience and what you will carry into your future because of this experience.</p>	

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Formulating questions appropriate to the culture.

- Actively engaging in debriefing and processing exercises.
- Evaluating differences and similarities between self and other cultures.
- Analyzing and describing social issues from various cultural perspectives.
- Developing and using a social and cultural vocabulary.
- Incorporating positive communication styles.
- Employing narrative to describe cross-cultural experiences.

Common Core Standards:

WHST.11-12.6

National Educational Technology Standards:

2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

AK Cultural Standards:

A.1: assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;

B.1: acquire insights from other cultures without diminishing the integrity of their own;

B.2: make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

C.4: enter into and function effectively in a variety of cultural settings.

E.6: anticipate the changes that occur when different cultural systems come in contact with one another;

E.7: determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

AH. PPE 5 comparing and contrasting differing perspectives between rural and urban areas. (DOK 2) (G. B1b, C E4)

Teacher Notes

Estimated completion time on this activity will vary based on how you plan to apply this activity. If you present it as a self-paced journal reflection, it will require less time for the students to complete and little time for you to prepare. However, this activity can also work as an RAFT assignment or a personal narrative assignment for students (whether students traveled or not). Should you choose to apply the activity in this fashion, it will require a larger amount of preparation from direct instruction on RAFT form or personal narrative format, to guidance on responding appropriately to the prompt, setting requirements, ushering students through the writing process, providing feedback and guidance on the piece before students post.