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01.0 Building your Personal Profile

Objectives:

- All students create a personal profile with a profile picture and a short introduction.
- Students learn to make simple posts.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Individual

Description:

Start your own personal blog by posting a profile picture, and telling a little about yourself.

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.

Output:

- Profile creation

Materials:

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.

Prep:

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.

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;

Tasks

Student Instructions:

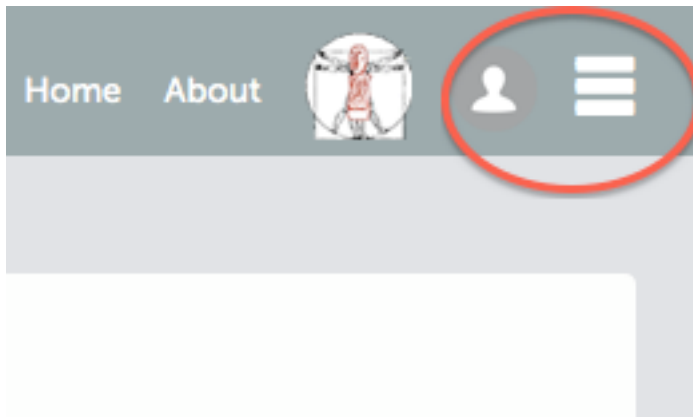
Your first posts on your own will be for your Personal Profile. This is where you can tell the world about who you are. Follow the steps on the tasks carefully, and **please don't use your last name!**

Change your password

You probably were given a password to log on to this site. It is a good thing to change it to something that is unique to you, and that you will remember!

First, you will need to go to your **User Menu**.

Look on the top right-hand side of this window. You will see something like this:



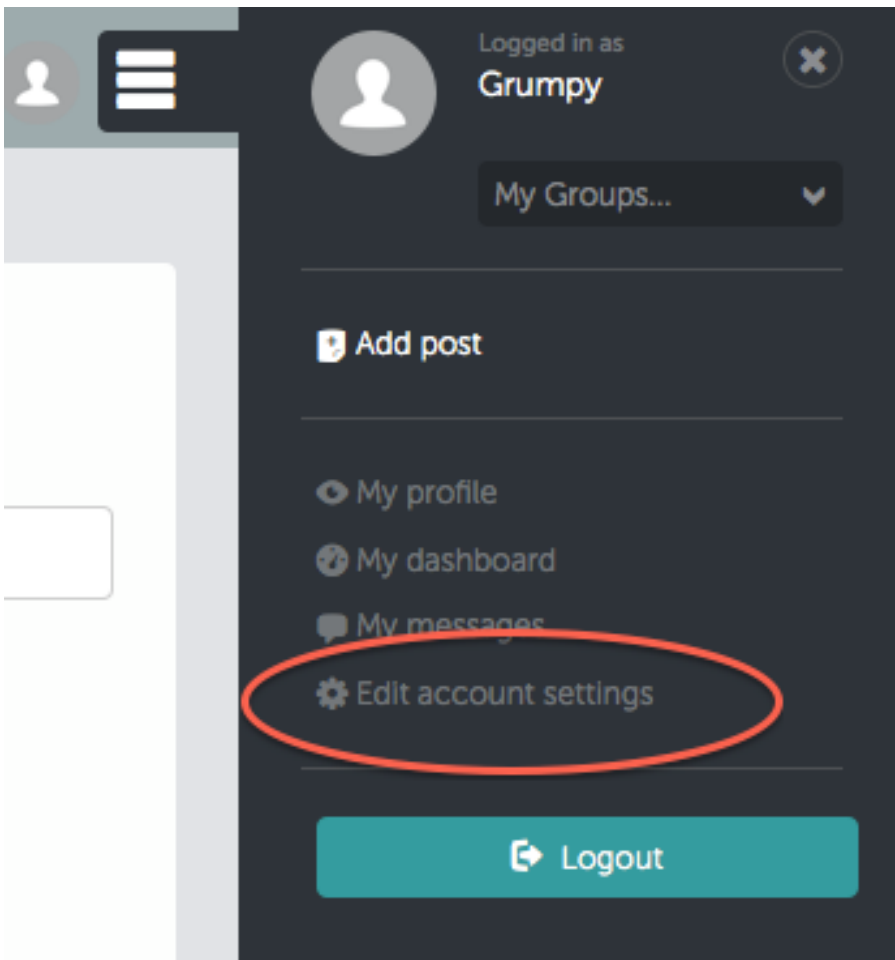
Go ahead and click up there now, then click that picture and three lines again to close it.

Neat, huh?

Now you will need to open a separate window in your browser so that you can follow these directions. That's easy to do, just click the link below to open another window. Use this new window to make changes, while you keep this one to follow the instructions.

[This is the link to open a new browser window for Destination Log.](#)

Go to your User Menu in the other browser window, look for and click on "Edit account settings". It will look like this:



When you go there, you will see a place to enter your current password, and also add a new one.

Also, if the email address that is there isn't the one you want to use, you can change that. This is the email that notifications and things will go to. If you don't have an email address and there are just a bunch of crazy numbers in there, leave it alone. Something has to go in that box for the system to work.

Be sure to click "Save" at the bottom of the page!

Don't get lost!

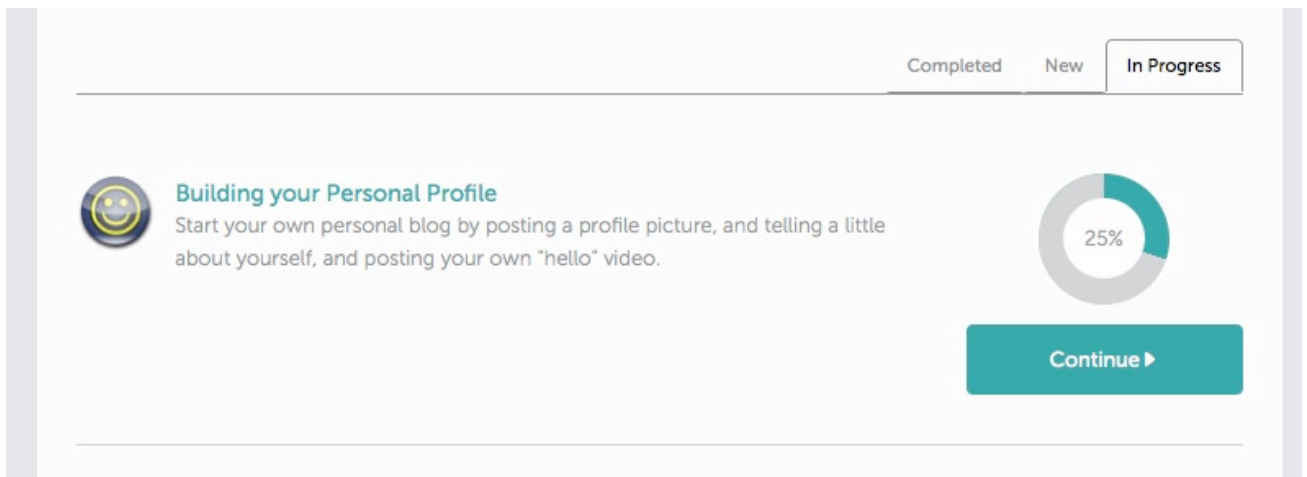
You may start to explore this web site, which is great. Later on, we are going to give you a guided tour.

If you do navigate away from this screen, and need to find it again, here's what you do:

You go to your **User Menu** (where you went to go to change your password).

You go to **My dashboard**.

You should see something like this:



Click "Continue" and you'll be back!

Upload your Profile Picture

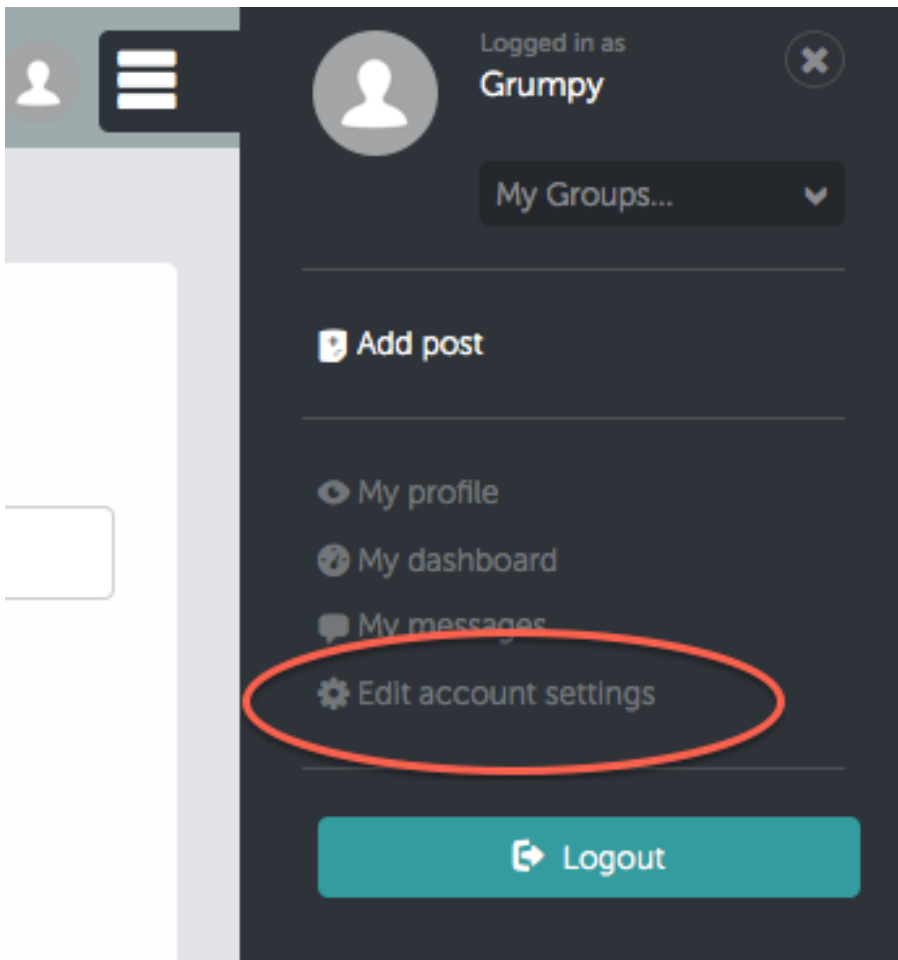
Did you already do that when you were on the last task? Good for you! Go ahead and skip ahead. If you didn't, read on.

Find a recent picture of you, or take one now and upload it to your computer. It should be a picture only of you, mostly your face, and not made with weird effects. You want people to be able to recognize you from this picture!

Click the link below to open a new browser window.

[Open a new browser window of Destination Log](#)

Now go to your **User Menu** and choose "Edit My Account Settings" again.



Now scroll to the bottom of the window and you'll see a place to upload your picture. Click "Save".

Tell us a little bit more about yourself.

Look down below and you will see something that we call the **Post Editor**.

You are going to make your first post and share it with your group. Start by putting in a title.

Title your post "About Me".

Next you will have some choices on who to share this post with. ANYTHING you post will go to your profile page. For this one, also share it with your school.

Click on the box under the "Body" section and type in a little about yourself. You can answer a few questions to help people know more about you, like:

- Who's in your family?
- Where were you born?
- What do you like to do in your free time?
- What's your favorite book, movie, or song?

You can also upload a picture of your friends, family, or pets - whatever helps other people get to know about you. Do that by clicking "Select" under the "Media" box.

Remember that you are becoming part of an online community and sharing your story with others. Think about ways to present the answers to the questions about in a way that is clear and easy to read. When you are done, be sure that you click "Save post"!

02.0 Getting around the site

Objectives:

- Students will be able to navigate the site and participate in learning paths.
- Students will know how to use the dashboard.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual

Description:

Welcome Explorer! Learn how to traverse this site as you travel through a new experience!

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.

Materials:

- Laptop
- Internet connection
- Account information

Prep:

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.

Standards

National Educational Technology 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

Tasks

Student Instructions:

Read the information provided so that you know how to get around the site.



Open a new page on your browser

Here's another case where you will open a new page to look around, but keep this window around to follow instructions.

Click the link below to open a new window.

[Open a new window of Destination Log.](#)



The Home page.

The Home page is what most people see first when they log in. How this page looks will depend on what web site you are looking at.

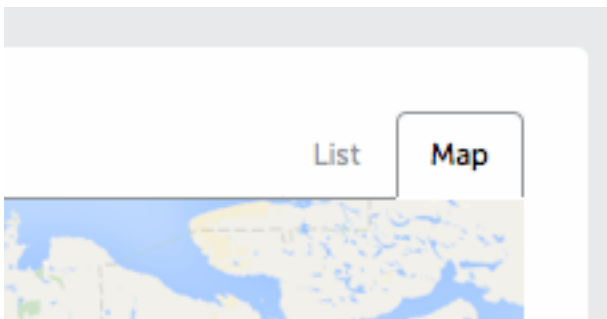
First thing you need to know is how to get back here if you click away. On any page you have two quick ways to get back. You can either click on the Picture for the website, or on the little "Home" link.

Geographical Communities

The first thing you will notice about the Home page is the map. The map has markers to show where there are Geographical Communities that are part of the web site. These geographical communities could be schools, businesses, or even just people who are part of the story. If you click on the map pin, you can go to that community.

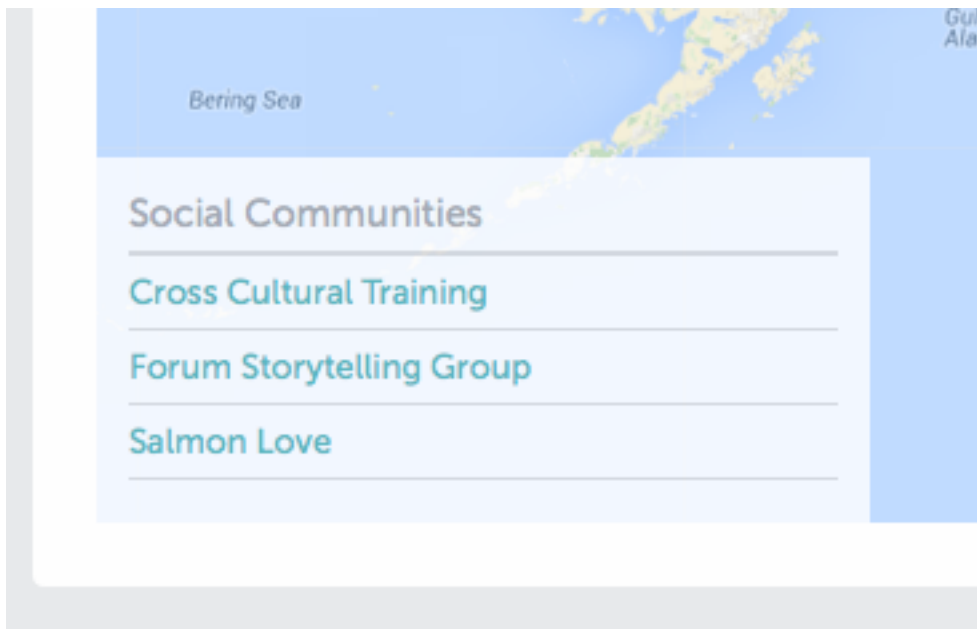
Also, that map acts just like a Google Map. You can use your mouse to click and drag it around, and use the plus and minus buttons on the upper left to zoom in and out. Try it!

If a web site has a lot of geographic communities (like the [Destination Log](#)) then it might be easier to find the community in the List view. You do that by clicking "List" here:



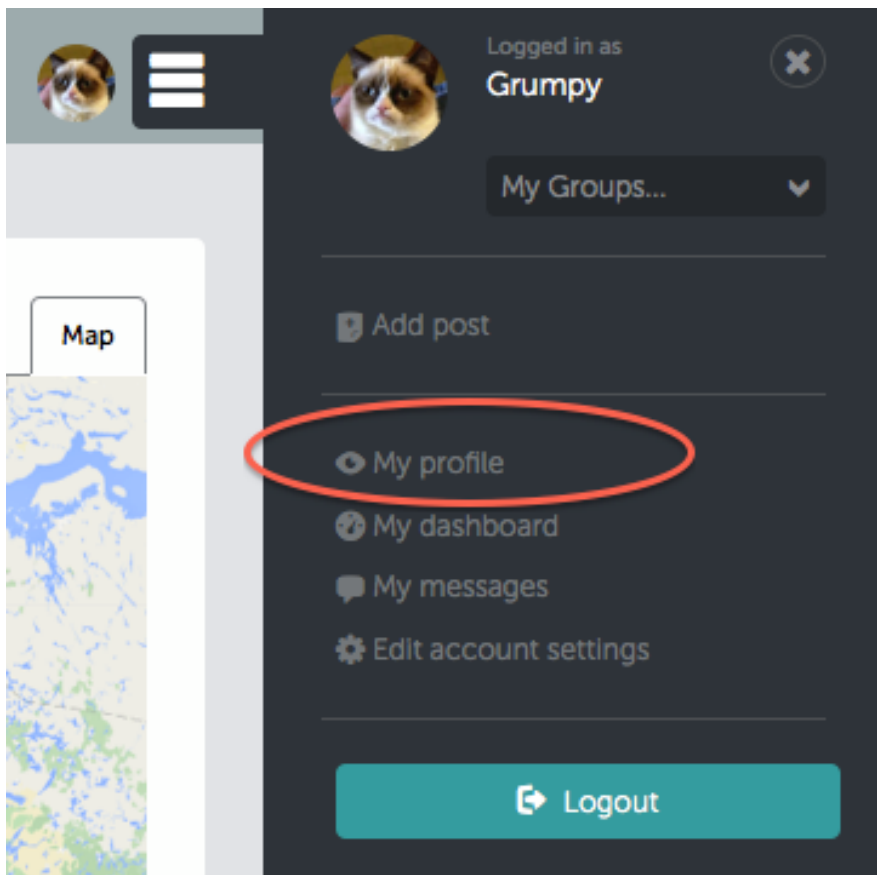
Social Communities

Social Communities are for groups of people who all share a common interest, but might live in many different places. You find the list for these over here:



Your Profile Page

This is the page that tells your story. You can get there any time by going to the user menu:



In most cases, every time you make a post a copy of it goes here.

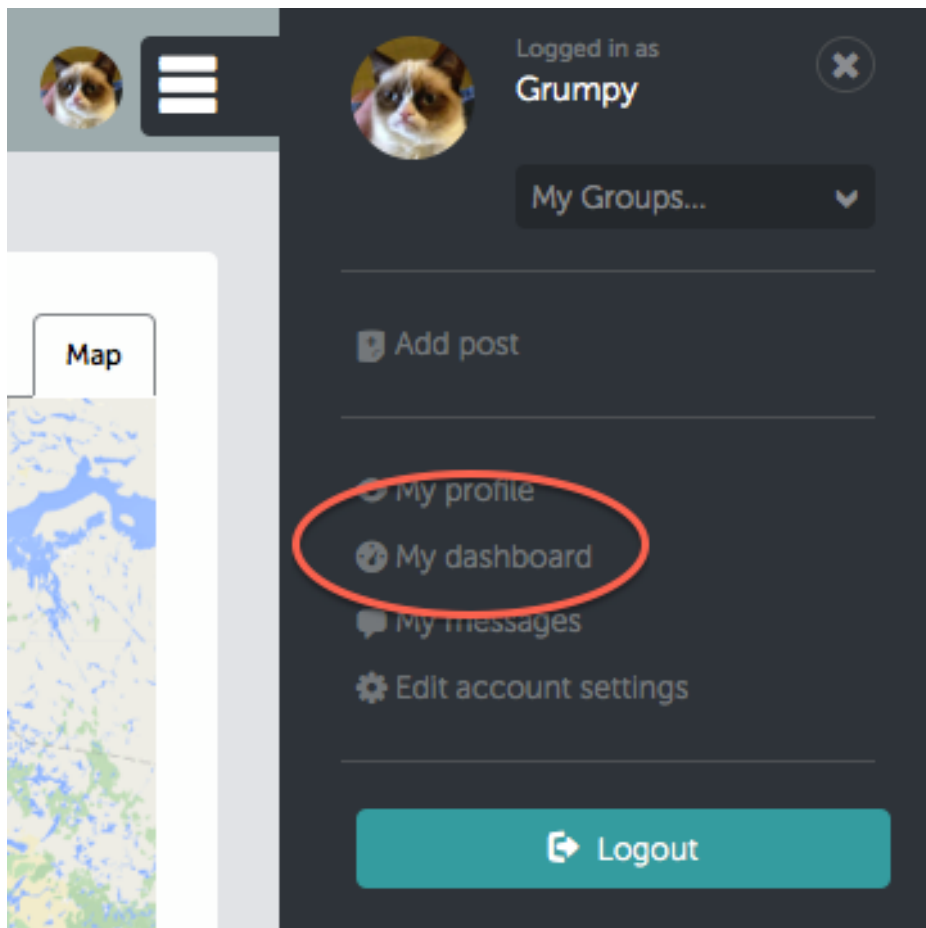
This page also shows the world what badges you have earned. If you put your mouse over any badge you will see what it took to earn it.



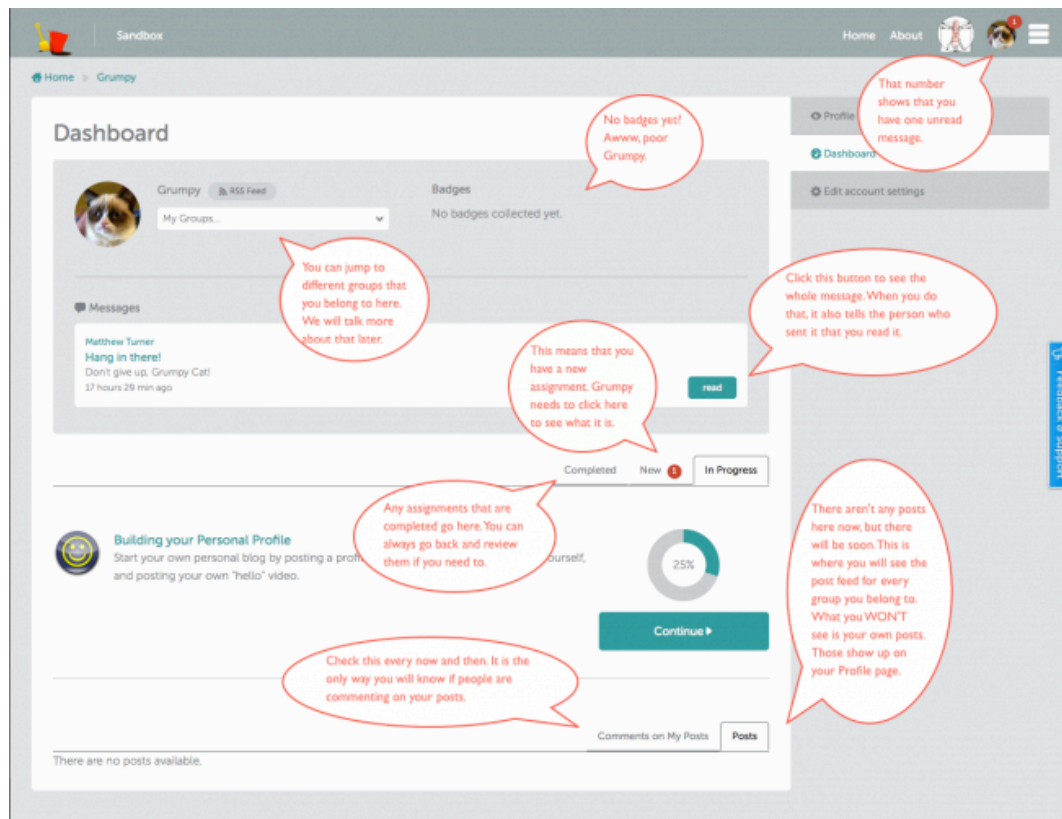
Your Dashboard

Your Dashboard is where you go to see check in on assignments and messages, and even see if anyone has commented on your posts.

You can always get to your Dashboard by choosing it from the user menu.



The image below points out some of the features of your Dashboard page. Maybe you have great eyes and can read what it says just like it is now, but did you know that you can click on any picture to get the full-size view? Just click on the picture below to try it. Click on the "X" on the lower right to come back to here.

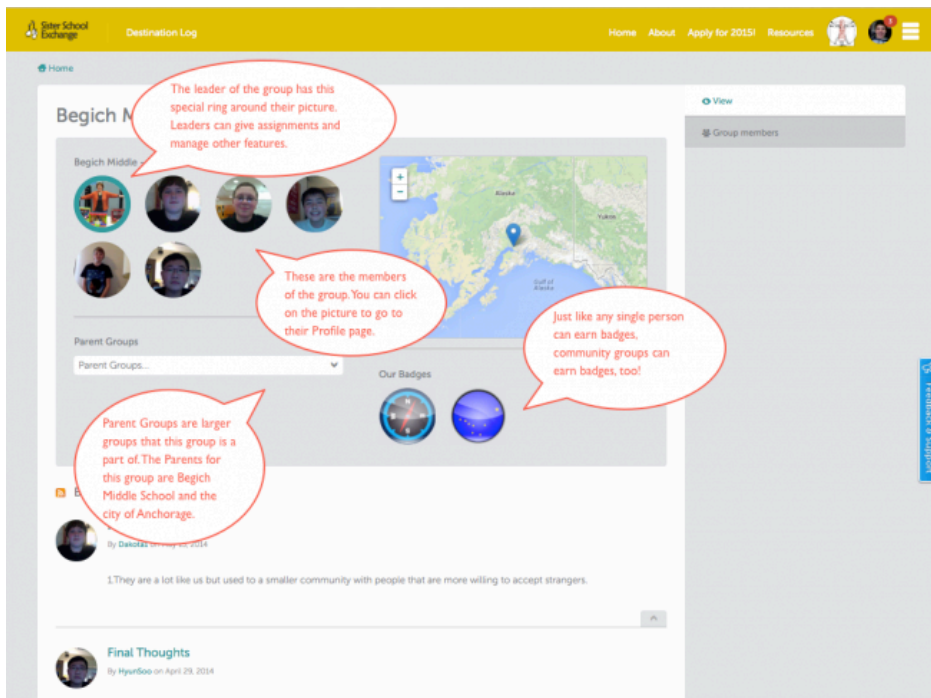


Community Pages

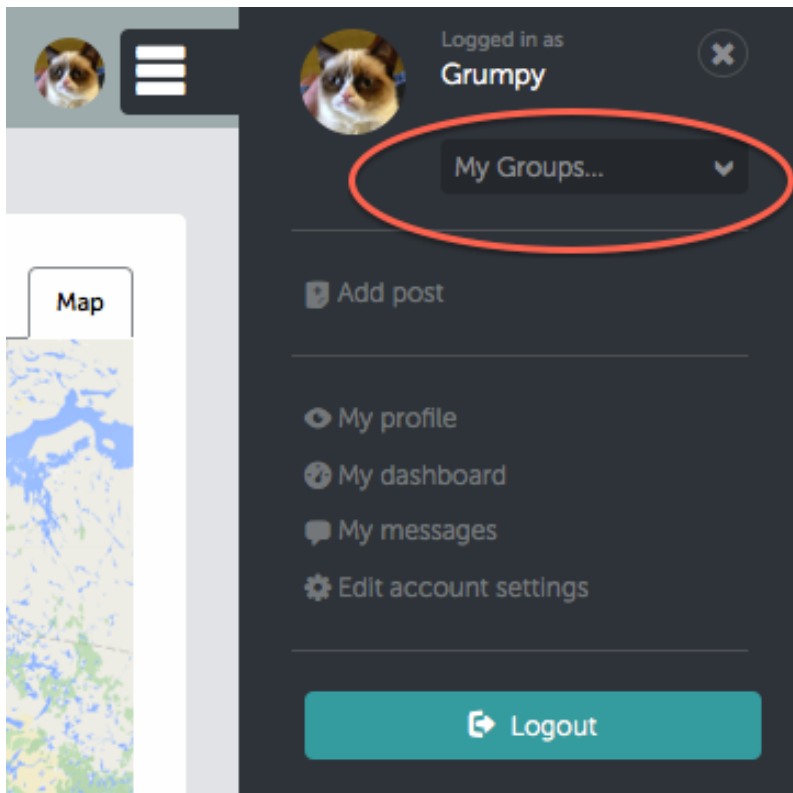
If you are using this site, you probably belong to at least one group, or, they what we like to call a "community". Communities can either be Geographic (meaning that they are located in a place you can show on a map) or Social (meaning they the group shares a common interest).

Every community has it's own page. Below is an example from the Destination Log. This is for a middle school class, so it is a Geographic community.

Remember, you can click on the image for a larger view.



You can jump to ANY group by going to the home page. You can jump to your groups from your user menu:



03.0 Making Posts and Comments

Objectives:

- Students will be able 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.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual

Description:

Learn the basics of how to post and comment in this system. Later, you will learn the expectations for participating in an online community.

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.

Output:

- Students will make practice posts and comments by posting a comment on their teacher's "About Me".

Materials:

- laptop
- Internet connection
- account information

Prep:

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.

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.

Tasks

Student Instructions:

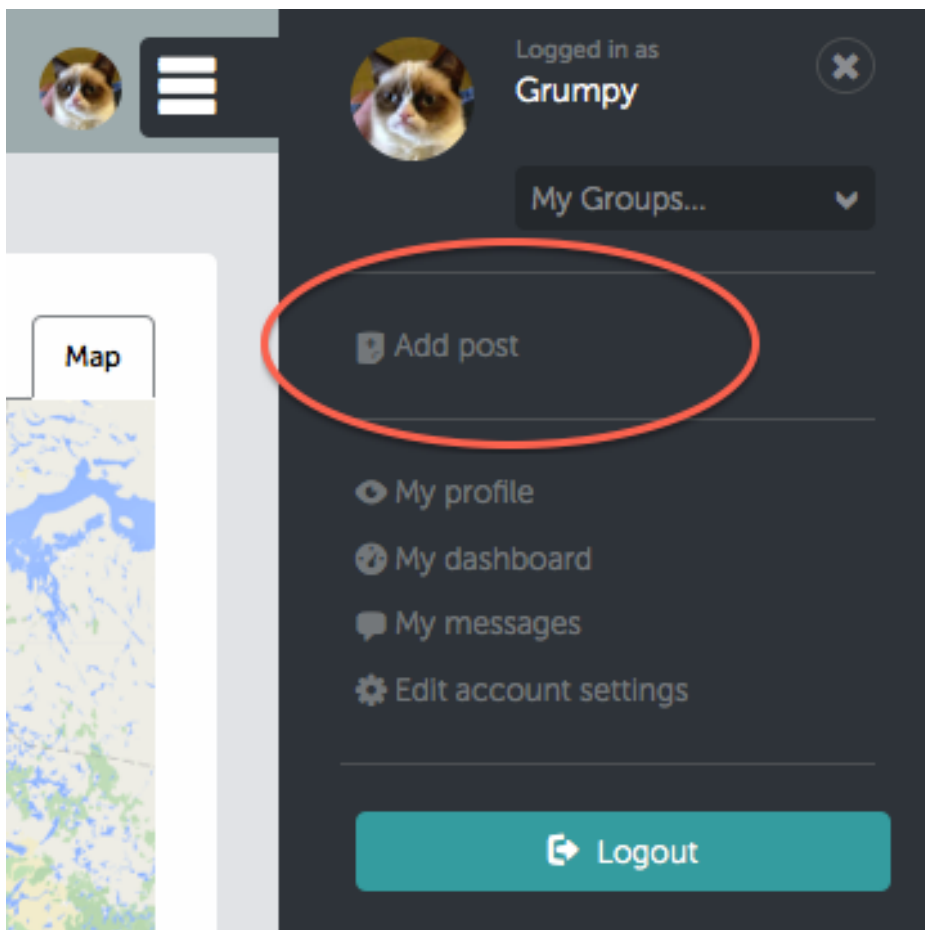
Read the information to learn how to post and comment in this system and then prepare to do some posts that help you show what you know about how to post and comment.



Assignments vs Any Time

There are two ways to make posts. Sometimes, when you are doing a learning path (that's what you are doing now, by the way) you are assigned a post. You will know this when you see it.

Other times, you may just want to post something on your own. To do that, you go to the **post editor** from your user menu:



You will get a screen like the one below. Click on the picture to make it larger.

Create Post

The red star means that you have to put something here.

Title *

This post will show in my profile and...

- ☐ Alaska Humanities Forum
- ☐ Anchorage
- ☐ Forum Storytelling Group
- ☐ Famous Cats Anonymous

Here is where you choose where your post will go. If this is just a post for you, then you don't have to choose a group.

Media (image/video/document)

Select

You can upload video, a picture, even things like Word documents, or Powerpoints, and things like that to share.

Body (Edit summary)

An here is where you type. It is called the text editor.
We will show you some more features on the text editor a little later.

Dont forget to save your posts!

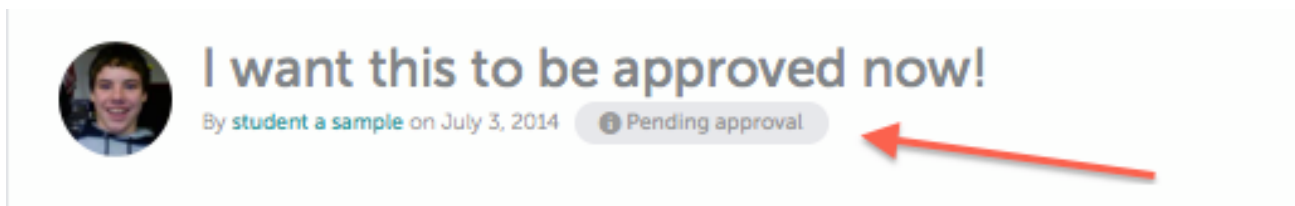
Save post

Feedback & Support



Pending and Approved posts

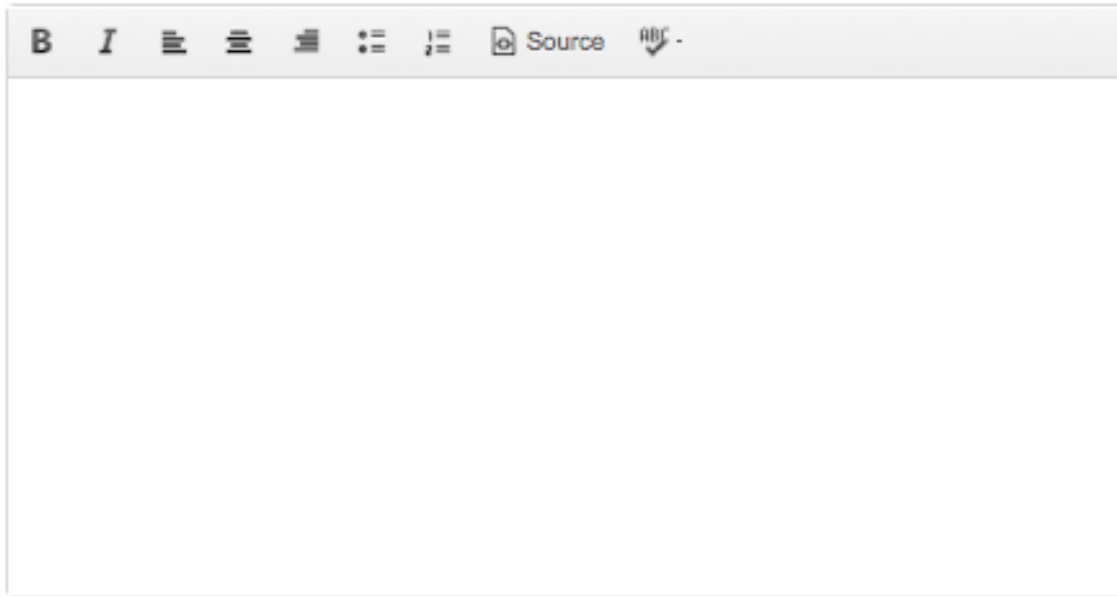
Depending on your situation, your posts can show up immediately on the web site, or they may need to be approved by your group leader. If this is the case, you will be able to see the post, but nobody else will. It will look like this:



The Text Editor

Text editors look like this:

Body ([Edit summary](#))



You can always just type-away into the box and leave it at that.

You also have some text formatting options:

B makes your text bold.

I will make your text italic.

Those next three buttons can align your text left, center, or right.

The next two buttons will give you a bulleted or numbered list.

Source is an interesting button. It will show you what the text as html code. This can be fun if you know html - you can do a lot more formatting. Source will also allow you (in some cases) to paste html text to embed something, like a YouTube video.

ABC is the spell checker. Depending on the type of browser you use (like, Firefox, or Safari, or whatever) you may be used to having it check your spelling as you type. You know you are spelling something incorrectly when you see a red line under your text. Well, in this text box, that won't happen. You need to actually click that button, then choose "check spelling". It is very wise to do this every time you finish typing in a text box, so that everybody knows how smart you are.



Adding Media

You can add all kinds of different things to your posts besides words. Pictures and video are what are included in most posts. Uploading audio files is also an option. Here's a couple things to know about these:

- The maximum file size that you can upload is 200 MB.
- Pictures, videos, and audio files will be reformatted for web viewing or playing, *and*

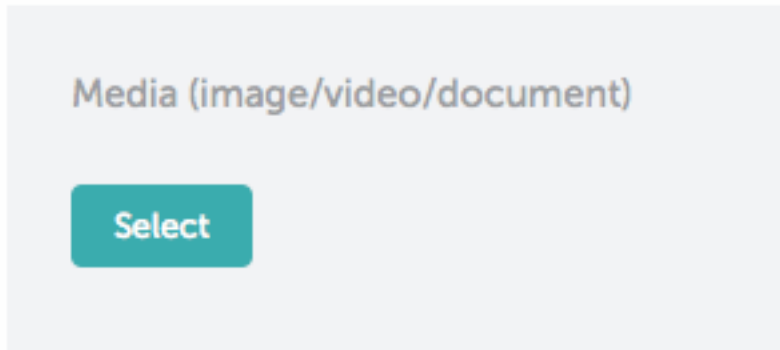
The originals will still be stored in the web. If you are a group leader, you can download the originals.

It takes a little bit of time to process videos - you won't see them on your posts right away.

You can also post all kinds of other files, like word documents, PDFs or PowerPoints. These will show up to others as downloadable files. Here's the full list of files types you can post:

jpg jpeg gif png txt doc docx xls xlsx pdf ppt pptx pps ppsx odt ods odp mp3 mov mp4 m4a m4v mpeg avi ogg oga ogv wmv ico webm

To upload media, start by just clicking this button on your post editor:



You have to go through a couple of steps next. You will be asked to choose the file you want, then you need to click "upload". Then you have to click "Save". Whew!

What if you want to load more than one picture or file? Simple! Just add a new post!



Add a picture or two to your Personal Profile

You've written a little bit on your Personal Profile in a post called "About Me".

Ever hear this one, "A picture is worth 1000 words?"

In the post editor below, use the Media uploader to add at least one picture to your profile. It can be of you, your friends, a beautiful place, your pets, whatever.

Be sure to add an appropriate title. You don't have to share this with any groups, so don't check any group boxes.

Add some words in the text editor to explain why you chose this picture.



Making Comments

You can make comments on your posts, and on the posts of others. Just click a post title and you should see the text editor. Making comments is a great way to start a conversation about an experience or task you've been a part of.

Unfortunately you won't know if someone has commented on your posts unless you check on your dashboard here:



A final note about Posts

Once you have made a post, it will get its own unique web page. That means that you can copy that link and share it with other people if you want. Just click on the post title of any post. Go to the top of your browser and copy that web address. Then you can email it, link it on your Facebook, whatever you want, just like this:

<http://sandbox.akhf.org/user/334/about-me>



Add A Comment On Your Teacher's "About Me" Post

Now that you're familiar how to comment and post, it's time to practice those skills! Here's what to do:

1. Find your teacher's "About Me" post by following the steps from the previous tasks.
2. Take some time to read your teacher's post and take a few notes on what you want to say to your teacher about his/her post.

What should you post? Ask a question. Comment on something you'd like more information on or something you have in common. Your goal is to start or keep a conversation going. So, start that conversation by posting comments to your teacher's post.

04.0 Orientation to the Sister School Exchange

Objectives:

Students will be able to:

- 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.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Team, Instructor Guided

Description:

This learning path focuses on building a basic understanding of the program and expectations for participating in the program.

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.

Materials:

- laptop
- Internet access

Prep:

Be sure that you, the teacher, understand the "Habits of Traveling Ambassadors". You will be going over these with the team.

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

Tasks

Student Instructions:

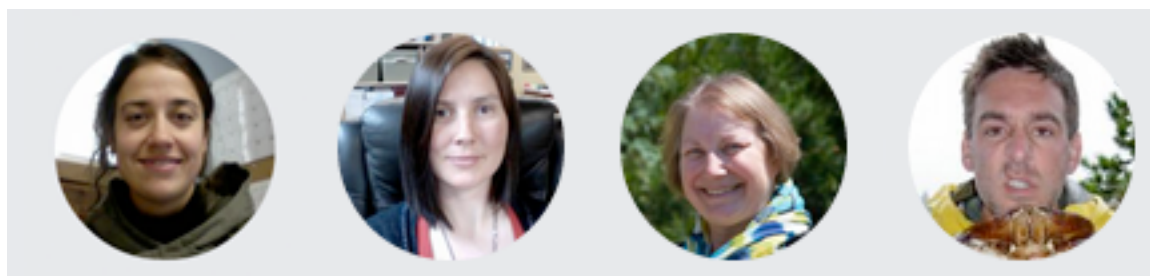
Read through each of the tasks as a team. On some of the tasks there will be discussion questions. Go ahead and discuss at that point.



Wait, what is it I'm getting into?

Congratulations! You've been selected to be part of an elite team of individuals known as "Traveling Cultural Ambassadors". We will be calling you that, or sometimes just "Traveling Ambassadors" or "Cultural Ambassadors". We will go more into what that means later on.

First, meet your friendly Sister School Exchange group here. Here's what we look like:



That's Lauren, Veldee, Nancy, and Matthew. Lauren is the director for this program, and a few other ones at the Forum. Veldee mostly makes sure that the whole Sister School Exchange program runs smoothly, and Nancy helps with that, and especially with arranging your travel (which is WAY harder than you think!). Matthew mostly works on the web site side of things.

So, if you are reading this, then we are all in this Sister School thing together. In the next task (that's what we call this thing that you are reading, a "task". All you have to do in this task is read.

Sometimes tasks ask you to do something, like post a picture or write something about yourself, like you did in those other Learning Paths. Oh, what is a Learning Path? A Learning Path is a bunch of tasks all put together. Usually when you finish a learning path you get a badge). Now, what was I saying?

Oh, in the next task you will watch a little documentary about the Sister School exchange. But first, I want you to be clear on what **YOUR** responsibilities are for this program:

You will be part of a Cultural Immersion

- Immersion means to totally be surrounded by something. So, when you immerse yourself in water, you are completely underwater. What do you think that means then to immerse yourself in a culture?

You will be working with, talking to, and hosting a group of students from a different school in a different place in Alaska.

- They are Traveling Cultural Ambassadors too.
- We often call these people your "Sister School Team".
- That's why this program is called the "Sister School Exchange".

You will travel to a different community in Alaska and spend about a week exploring its cultures.

- This is the most exciting part of the program. It has totally changed the lives of students like you who have done it. Really.
- Where are you going? I can't tell from here, but maybe your teacher will clue you in.
- When you are in that community, you will be having fun. And you will be gathering the information for telling three stories about the community that you are visiting. These stories will be about what makes the community unique, how the people have met some of the challenges that Alaskan communities face, and how this affects the way the people express their cultures. Yes, I said "cultures" because there are many of them. You'll see.
- The documentary can be made with videos, or with a really good blog, or some other way. Your team will have to decide how you are going to do it. Personally, I like videos.

You have to complete all the assigned Learning Paths.

- Some you will do on your own, and some you will do with your teacher and the rest of your team, like this one.
- For some learning paths, you might be making videos, telling stories about your community, or learning about other places in Alaska.

You will have to meet regularly with your team.

- This part is important, but only your team and your teacher will know how this works. So, take a little time right now to discuss that part.
- Go ahead, I'll wait...

If you don't do the required Learning Paths, then you will not travel.

- Sorry about that, but we are making a big investment in you with this program. It costs about \$2500 per student to be a part of this program. If we are going to spend that money on you, then we need to know that you are ready for the experience. That is what these learning paths are all about.

And there are probably other rules.

- The world is full of rules. Here is where your teacher is going to tell you some other things that you will have to do. Maybe you should take notes.



What is the Sister School Exchange?

This is a short documentary about a Sister School Exchange that happened between Sitka and Brevig Mission. It will give you a little better idea of what this whole program is about.



Getting Into The Habit...

Throughout this program we are going to talk about the "Habits of Cultural Ambassadors". The role of a cultural ambassador is to be a representative, not only for yourself, but for your family, your community, and your way of life. In taking on this role, it is important that you get into the habit of some important ambassador behaviors.

Talk about these with your team. Why do you think that we think these are so important?



Saying "Hello" "Thank You" and "Goodbye"



- As Cultural Ambassadors, you will be expected to do this informally, but you also may be asked to do it formally as part of a ceremony. Be ready!
- When you introduce yourself, let people know that you are an ambassador. Why?
- Showing gratitude can open more doors. How?
- A good farewell important?



Doing Your Research



- In order to learn about a different community, you should get some available information first. How come?
- Knowing something about the place you are going shows respect and a willingness to learn.



Take off your Cultural Lenses



- OK, we haven't even learned what Cultural Lenses are! What are they?
- Every group of people has a different idea of what is "normal".
- Don't judge - be curious and ask why something is done the way it is done.



Pushing Your Edges



- Be willing to go outside your comfort zone.
- Look for opportunities to try something different, learn something new, or meet someone new. You are here to immerse yourself in a different culture!



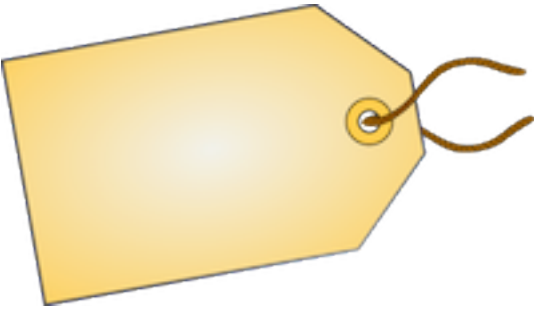
Share your Stories



- An ambassador's job is to share what they have learned with others. Why is this important?



Avoid Generalizations



- What does this even mean?
- Think about it - just because you met some people who are part of a group, does that mean that everyone is like that? What can we learn about a group of people based on a few people we meet?

05.0 Our Traveling Ambassador Team

Objectives:

Students commit to the program and to the team.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Team, Instructor guided

Description:

Find out what you have to do to be a traveling ambassador!

Teacher Notes:

Output:

Team post with team photo, travel dates, and basic information.

Materials:

- camera/device with camera
- laptop
- Internet

Prep:

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.

Standards

Tasks

Student Instructions:

Be sure to read all the directions. This isn't JUST a picture.



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.

06.0 Being a Positive Representative: Digital Citizenship

Objectives:

Students will be able to:

- Recall and explain basic digital citizenship concepts.
- Apply basic video creation tips
- Apply basic photo tips

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Individual, Self guided

Description:

Students learn about basic digital citizenship concepts, basic video production tips, and learn how to prepare videos to upload to the Destination Log site.

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.

Output:

Students should score 80% on the post-test to demonstrate basic understanding of video tips and digital citizenship.

Materials:

Laptops

Internet Access

Digital citizenship and video production tips posters

Quizlet card sets

Prep:

1. Print digital citizenship poster and video tips poster.
2. Teachers should have completed the "Technology and Media Production" learning path before assigning students this learning path.

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

Tasks

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.



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.

Question 1 of 3

How is blogging different from writing a journal? Select all responses that apply.

Choose

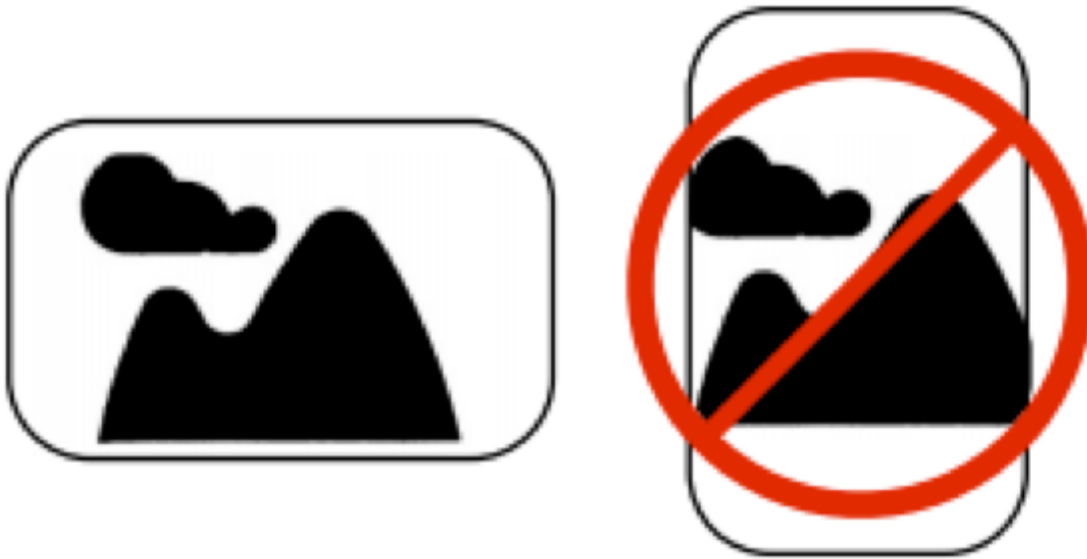
- ☐ Blogs are for professionals only and are kind of boring.
- ☐ When you are journaling, your audience tends to be you and possibly one other person.
- ☐ Blogs tend to stick to a topic or theme.
- ☐ When you are blogging, the world wide web is your audience (even if you are targeting a specific audience, anyone can read it).

Question 2 of 3

When producing video there are certain techniques that will help create solid videos. Select the techniques below that you think are helpful.

Choose

- ☐ Taking a landscape shot rather than a vertical shot will ensure that your video will properly fit the viewing screen.



- Taking close shots can be uncomfortable for your audience, so staying a few feet back from subjects helps them feel comfortable on camera.
- Use your body to be the tripod. Holding the camera close to your body and steady can help get strong shots.

Question 3 of 3

What is digital citizenship? Select the one choice that best fits the definition.

Choose one

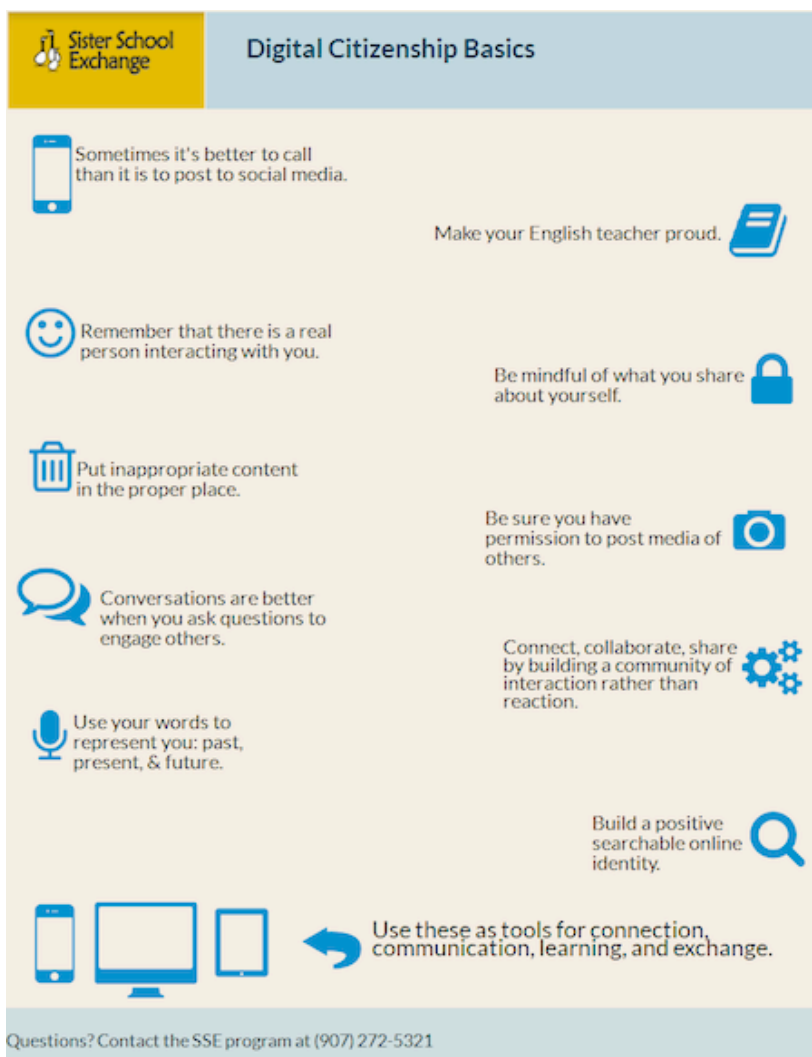
- What your teacher expects from you.
- It is the way someone might act while using digital tools or participating in an online community.
- It's all about cyberbullying and net safety and netiquette.



Digital Citizenship Lesson

It is important for you to examine the basics of communicating with and connecting to the world wide web.

So, what are the basics? Checkout this graphic and listen to the audio explanation that goes along with the graphic. Want to help conserve bandwidth and encourage your team to get this done faster? Partner up with a fellow ambassador and listen to the audio together. It makes discussing the lesson easier too! See the audio file at the bottom of the lesson for a listen.



Check your understanding and challenge fellow ambassadors to games or quizzes by going to: quizlet.com.



Pretest on Video Production & Photography

Show what you know about creating videos and taking photos. It's okay if you don't know the answers, this is just a check to see where you are at in understanding to help your teacher know how to support you.

Question 1 of 6

Shooting landscape shots over vertical shots is important because _____. (Select the best item to fill in the blank)

Choose one

- ☐ The vertical view doesn't allow the video taker to capture all of a subjects face.
- ☐ The landscape view works best for video playback since most viewers are setup in landscape.
- ☐ Landscape view allows for a larger, wider picture so your audience sees more.

Question 2 of 6

True or false, you should never have more than one pan, direction, or motion in a shot.

Choose one

- ☐ True
- ☐ False

Question 3 of 6

When taking a single shot, how long should a shot be?

Choose one

- ☐ 15 seconds
- ☐ 5 seconds
- ☐ 20 seconds
- ☐ 30 seconds
- ☐ 10 seconds

Question 4 of 6

What does it mean to “be the tripod”? (Select all answers that apply)

Choose

- ☐ When filming plant your feet firmly to help stabilize the shot and yourself.
- ☐ Use your body to stabilize the camera.
- ☐ Extending your arm to get the camera closer to the subject is important.

Question 5 of 6

What is the most important tip for taking video of a person? (Especially with interviews)

Choose one

- ☐ Get close shots, the audience wants to see their eyes and hear their voices.
- ☐ Don't get the camera too close to the person you are filming.
- ☐ Find the best spot, so you can use natural lighting.

Question 6 of 6

What is the best way to set up a photo?

Choose one

- ☐ Follow The Rule of Thirds
- ☐ Have your subject stand directly in front of a light source.

- Create a grid on your viewfinder that breaks your screen into 12 even blocks and align your subject within those blocks.



Making Movies



You are going to be telling digital stories as part of the Sister School Exchange. Good digital stories need good pictures (or video). To take good pictures and video you need to have some skills and some understanding. We are going to focus on using a video camera, but a lot of the information is will be useful even if you are taking still pictures. If you haven't already, check out the video above on how to shoot video footage.



Sister School
Exchange

6 Tips to Good Video Clips

1

Landscape, Not Vertical



2

10 Second Shots



3

One Direction



4

Be The Tripod



5

Get Close



6

Consider The
Audience

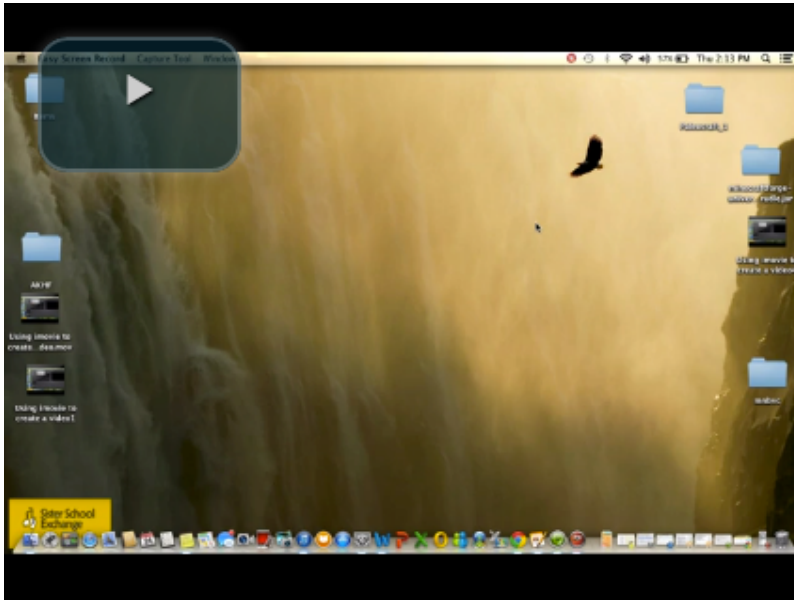


Questions? Contact (907) 272-5321

1. Shooting the video in landscape view will allow your audience to see your film in an optimal view.
2. Treating your video camera as a regular camera that takes 10 second shots. By thinking this way, you can create clips that focus on a single shot that is well done.
3. When holding/moving the camera, move in one direction, one pan, or one tilt. This will help create a steady shot. Use the entire 10 seconds to get the shot.
4. Be the tripod. Plant your feet firmly, lock your elbows at your sides, hold the camera close to your body and below your chin for a solid shot. You'll minimize the bouncing from each shot.
5. When you get close to an individual you are filming, you can be sure you are recording strong audio and you are getting a more engaging shot for your audience. Your audience wants to see the eyes of your subject.
6. Consider how you will keep your audience engaged by planning your shots for what you want to show your audience.



Preparing Videos For Upload



Check out some tips on preparing videos to post.

Tips For Uploading Videos



200MB or >



Watch Video Time



Get Info on File



Convert File Size & Type

1 **200MB or >**

The video should be 200MB or less in file size.

2 **Watch Video Time**

Keep The Video Short
Keep the video under 10 minutes

3 **Get Info**

Check out the file
Double-check the file information before attempting to upload

4 **Convert File Size & Type**

Optimize Your Video When Creating it
Make sure your video is optimized for your small devices and is in MOV or MP4

Remember:

1. Keep your video file 200MB or less.
2. Make sure your file is converted to the appropriate file type: .mov, .mp4.
3. Watch how long your video is, you want to be sure that the time frame of the video isn't so long that your audience is lost or so short that your audience is left looking for more detail.



Photo Tips

Sister School Exchange

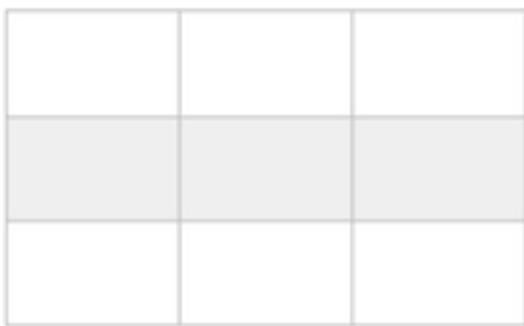
4 Tips For Photos

- 1** Watch Exposure & Lighting
- 2** Apply the Rule of Thirds
- 3** Close Ups
- 4** Scenic Shots

Questions? (907) 272-5321

Check out these quick tips for setting up still photos.

1. Use camera settings to help cope with lighting and scenic issues like sunny days and snow. When possible arrange your subject next to a light source, rather than in front of the light source.
2. When arranging subjects and shots it is important imagine a 3x3 grid on your viewfinder and arrange your subject to line up with the intersecting lines.



3. Close ups can be interesting when the subject is arranged along the grid and you get a close, tight shot. If you focus on the subject's eyes you will be able to draw in the audience with those eyes. When you are dealing with objects arrangement in the grid and focusing on the close up of a part rather than the whole can be draw the audience into the photo.
4. When attempting wide and scenic shots, use camera presets for landscape and apply the 3x3 grid as you set up the shot. Even in a wide and scenic shot, selecting a focal point and arranging the shot around that item will help create a visually engaging experience for your audience.



What Do You Know Now?

Take the quiz to find out what you know now that you didn't know before. It's important that you pass the quiz with at least 80%.

Question 1 of 5

Explain why vertical shots less useful than landscape shots?

Answer

Enter your answer here. If you need more space, click on the grey bar at the bottom of this area and drag it down.

Question 2 of 5

Explain why you should only have 1 motion in a shot?

Answer

Enter your answer here. If you need more space, click on the grey bar at the bottom of this area and drag it down.

Question 3 of 5

What are the important points of being a tripod? (Select all that might apply)

Choose

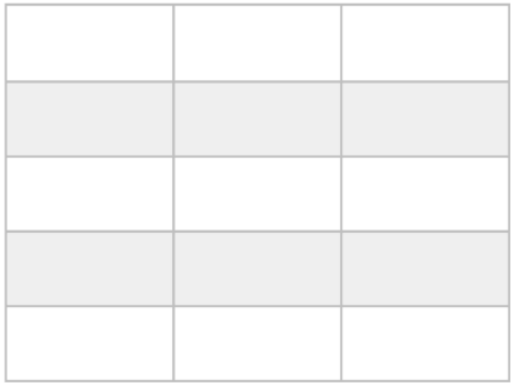
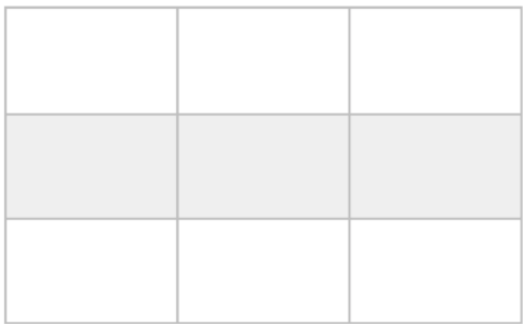
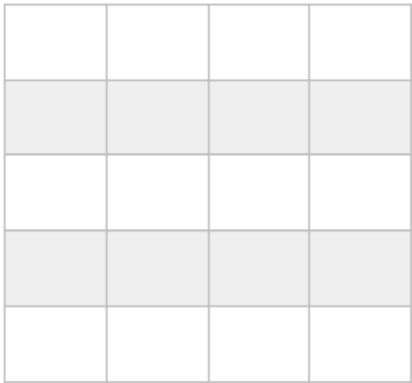
- ☐ Tuck and lock your elbows at your sides, keeping the camera tucked.
- ☐ Plant your feet firmly.

☐ Hold your camera below your chin.

Question 4 of 5

Select the grid you should imagine in your viewfinder when taking pictures.

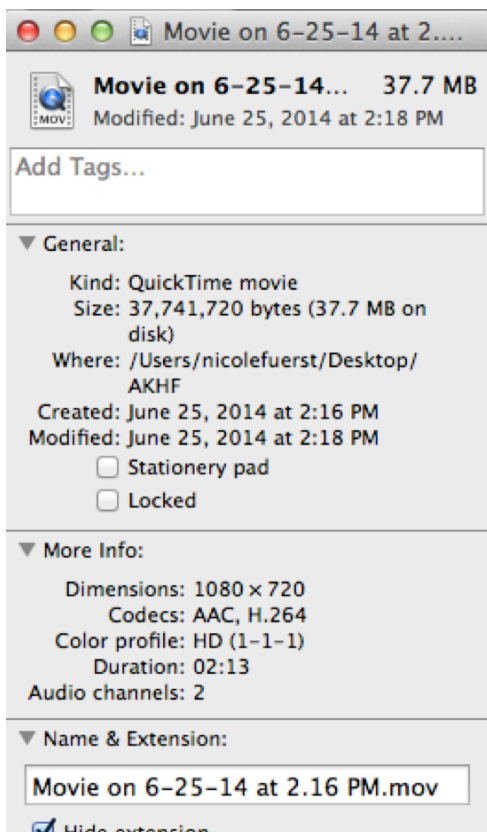
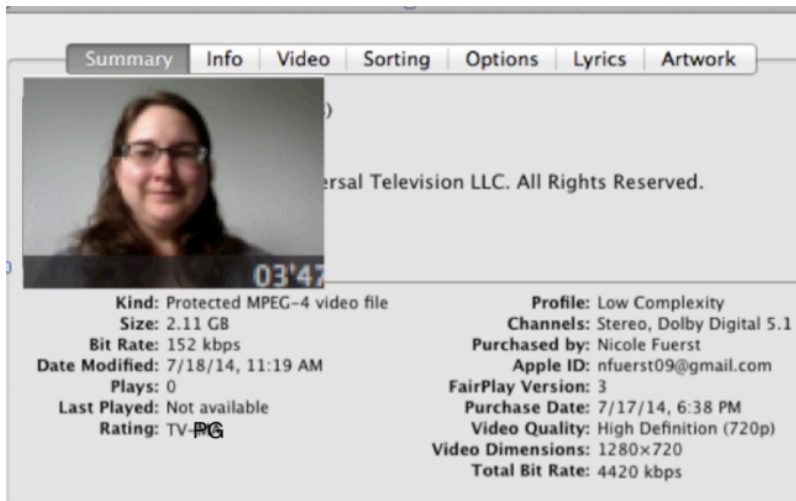
Choose one



Question 5 of 5

Select the image of the video file that is an appropriate size to upload to a post. (Look closely at the MB file size)

Choose one



07.0 About Me and Hello Video

Objectives:

Students will be able to greet others in a positive and informative manner.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Individual, Self guided

Description:

Practice the habit of saying "hello and goodbye" by creating a hello video and a post that introduces you to others in the program.

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.

Output:

- 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:

- laptop
- photos (optional)
- video recording equipment and/or software

Prep:

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.

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).

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.

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

Tasks

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.



Hello & Goodbye Lesson

To be an ambassador, you have to be able to demonstrate courtesy and understand what it means to be a representative for a culture or community. An important part of being a successful ambassador is the first impression you make on others. First impressions are often formed through greetings and early interactions with other representatives and community members.



Hello & Goodbye



*A good introduction is important.
Communicate that you are approachable.*



*People want to know:
who you are, what
your role is, and how
you relate to the
world.*



*Share with others that
you are an
ambassador.*



*People want
to share
stories.
Encourage
them to do so
through your
introduction.*



*When you leave a
place, it is important
to say "goodbye" and
"thank you".*



*Before you leave, it is
important to look back
on the time you
shared, when possible,
express gratitude and
what you have
learned in the
experience.*

HELLO
MY NAME IS

Questions? Contact AXHF (907) 272-5321



About Me Post

Participating in online communities is an important part of being an ambassador. By posting to your profile you are learning how to say hello to the world and how to be a citizen in the world. Remember that anyone can read what you have posted, so it is good to prepare your posts ahead of time. Also, be sure that your posts are easy to read by checking spelling and grammar. Remember that this is an exchange and that you can comment on the posts of others by asking questions and encourage some positive conversation.



Check out this sample "About Me" post by [clicking here](#).

In the post editor below, add a tile, like, "About Me"

Be sure that you share your post with your Sister School group.

Then, answer a few questions. Remember that you can type these into some other word processing document and then cut and paste into here.

- Introduce yourself by telling your audience your name (just your first name).
- Explain where you live and what you like about where you live.
- Tell your audience a little bit about your community.
- Talk about your family. Tell your audience about your parents/guardians. How many siblings do you have? Are they younger or older than you?
- Introduce your audience to your pets. What pets do you have? What are their names?
- Talk about your "favorites". You can talk about your favorite music, books, movies, video games, sports, or hobbies.
- Talk about what you are looking forward to in the exchange program.
- Say goodbye/thank your audience for reading your post.

Remember that you can add a picture, too!



Make a Hello Video

Now that you know the basics about video production, it's time to practice a couple of habits. It's time to be a storyteller and create a nice greeting by "saying hello" to the other ambassadors in the program. The way you will do this is by producing a short "Hello" video. Remember how one of the habits is "Saying Hello & Good-bye"? Well, now it's time to get in the habit!



Before you begin video production see a sample "Hello Video" by [clicking here](#).

To make a nice hello video you should take a little time to plan out what you will say. Think about the short story you want to tell about yourself. When you introduce yourself to others, what do you usually say? Do you wait for them to ask questions before you provide more detail about yourself? How much is enough detail and how much is too much? Or how much is too little detail? After you've thought about what you want to say, and you've practiced what you plan to say at least twice do the following:

- *Have someone else hold the camera for you (or set up your laptop to record you), and have them stand fairly close to you.*
- *Look directly at the camera like you are looking someone in the eye.*
- *Smile and breathe.*
- *Introduce yourself/tell your story.*
- *Remember to say a greeting like "hello" or "hi". Then say your name (just your first name), where you live, say a hobby or interesting detail about yourself.*
- *Next explain why you would like to be a traveling ambassador or why you would like to be part of the Sister School Exchange.*
- *Remember to say good-bye and thank your audience for watching.*
- *Watch the video. Does it have good sound? Good video?*



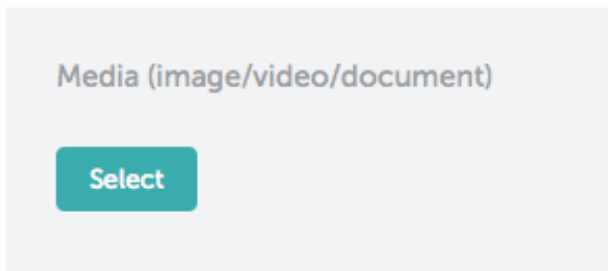
Uploading a video.

Now that you have your video, the next step is to post it to your Personal Profile. Below you will see the **Post Editor**.

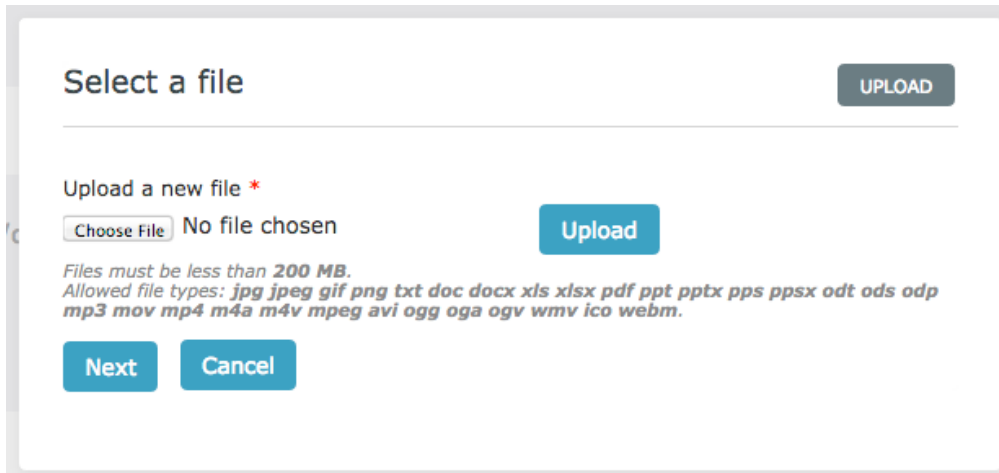
Title your post "Hello Video".

Make sure to share this with your Sister School group.

Click on the "Select" button of the media uploader. It looks like this:



and you should get a window like this:



The screenshot shows a web interface for uploading a file. At the top, there is a header "Select a file" and a dark blue button labeled "UPLOAD". Below this, the text "Upload a new file *" is displayed. Underneath, there is a button labeled "Choose File" followed by the text "No file chosen". To the right of this is a blue button labeled "Upload". Below these elements, a note states "Files must be less than 200 MB." followed by a list of allowed file types: "Allowed file types: jpg jpeg gif png txt doc docx xls xlsx pdf ppt pptx pps ppsx odt ods odp mp3 mov mp4 m4a m4v mpeg avi ogg oga ogv wmv ico webm." At the bottom of the interface, there are two blue buttons labeled "Next" and "Cancel".

Click "Choose File" then find the movie that you just made. Click "Upload" and wait until the uploading is finished. If it is going to take a long time, you can open up another browser window and work on something else.

Write something about your video in the text box if you want to, then click "save."

08.0 Map Challenge

Objectives:

Students will be able to:

- identify locations of their own community and sister school community on a map.
- apply basic research skills
- build base knowledge about sister school community

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team, Instructor guided

Description:

This learning path helps students do some research and build some base knowledge about their sister school community.

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.

Output:

- Sister School Exchange Map
- Post about sister school community
- Post questions, inquiries, and possible areas of exploration for sister school community

Materials:

- laptop
- Internet access
- map graphic

Prep:

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.

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

Tasks

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 below to learn about your sister school community (and maybe even your own!).

First, let's find out where your Sister School community is in Alaska. When you click the link below, a new window will open called the Alaska Community Database. Once you get there, come back here and go to the next task. You'll be going back and forth between the community database and this learning path for the next few tasks.

Go to the Alaska Community Database

Select the button that says "Community Information" then find your Sister School Community from the list.

Take a look through the community information. Note a few things that are surprising to you, or that you think are kind of interesting. Like, really note them by writing them down or copy/pasting them. You will need them later.

Also, take a look at your own community. Anything interesting or surprising there?

Another place to search to find old pictures of your Sister School Community is here: <http://vilda.alaska.edu>. Type in the name of your Sister School Community at the search bar at the top of the page. See any interesting pictures from the past? Save the link to those pictures to your desktop, you will be using them later.



Mapapalooza! Which way will you go?

Do you know where your community is on an Alaska map? Probably. Do you know where the major hub cities in Alaska are?

(Hey, what are hub cities? Why are they called that?)

Do you know where your Sister School Community is located?

Since the story that you are telling is about learning about Alaskan Communities, especially yours and your Sister School's, it seems like an important part of that story is showing where your communities are, and telling some basic information about them. So, here's your challenge:

As a team, you will create a map that demonstrates where your Sister School Community is located and where your own community is located. Then you will show some basic facts about your Sister School Community.

You can accomplish this in a variety of ways. How you do it is your choice. We will show you three ways below. Then you can decide which one you want to do as a team.



Which version of this map do you think tells the best story?



Mapapalooza: High Tech Option

OK, remember your mission?

As a team, you will create a map that demonstrates where your Sister School Community is located and where your own community is located. Then you will show some basic facts about your Sister School Community.

Below are the instructions for the High Tech option to create the map. If you DON'T want to do this option, just scroll to the bottom and check "I have completed this task" to go to the Medium Tech and Low Tech options.

High Tech Option

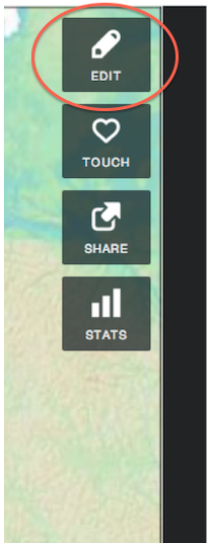
1. Start by getting the map image below and dragging it onto your computer desktop. You need to do two steps: first, click on the image and it kind of opens up a special window. Drag that image to your desktop. This gives you the highest quality image.



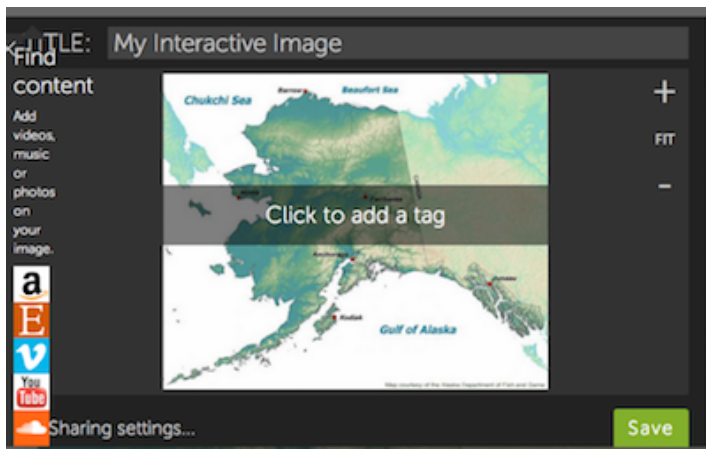
2. Head to thinglink.com and create an account. It is very simple.
3. Once you are logged in, select the "create" button to begin.



4. Then either select "upload from hard drive" and follow those steps, or just drag the image on your computer's desktop to the blue box. The map image is called Map_0.png
5. Once it is loaded a window will pop up with the picture. First thing is to go to the top of the page and change the title. Make it something like "Our Sister School Communities" or something that will help others understand this part of the story. Then click on "edit" to begin creating an interactive image.

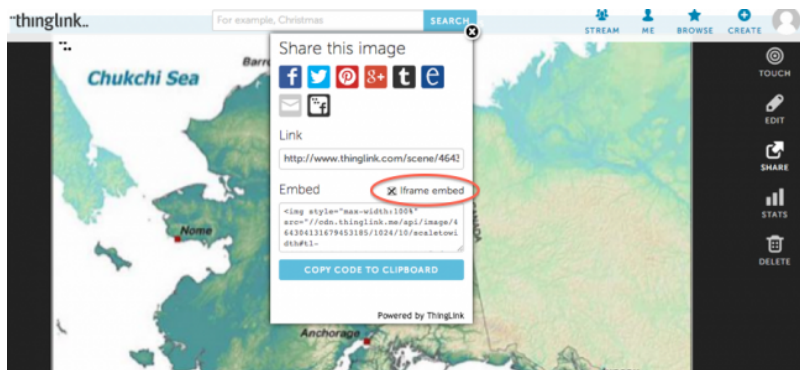


6. Explore ways to add not only locations but interactive media and text.



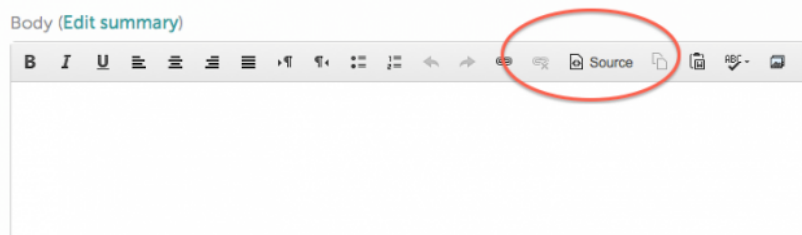
You should at the very least:

- put a marker on your community and your Sister School community with a link to Wikipedia.
 - find some interesting past and present day images to link to. I really like searching on <http://vilda.alaska.edu/> for old images. For present day, be creative! (you already did this in the first task on this learning path, right?).
 - Get some other basic information about your school and your sister school, like, the cost to travel between them. The distance in miles between the two communities. Maybe who the original people were to live on the land where that community is.
 - Be creative!
7. When your image is saved select "Share" and get the "embed code" and be sure to click the iframe embed box so that you can embed your interactive image in your post for your next task:



Then click the blue "Copy Code to Clipboard" button.

8. Now, in the post editor below, you are going to embed that image into the text editor.
 - First, give this post a title (like whatever you called the image).
 - Share this one with your school and your Sister School.
 - Now go to your text Editor click "Source" then paste that crazy html code.



- Click "Source" again to get back to the regular html editor. You will just see a red box, and not your interactive image. That's OK. Once you save your post it will be there. If you don't, it is OK to ask someone from the Humanities Forum for help!



Mapapalooza: Medium Tech Option

OK, remember your mission?

As a team, you will create a map that demonstrates where your Sister School Community is located and where your own community is located. Then you will show some basic facts about your Sister School Community.

Below are the instructions for the Medium Tech option to create the map. If you DON'T want to do this option, just scroll to the bottom and check "I have completed this task" to go to the Low Tech option.

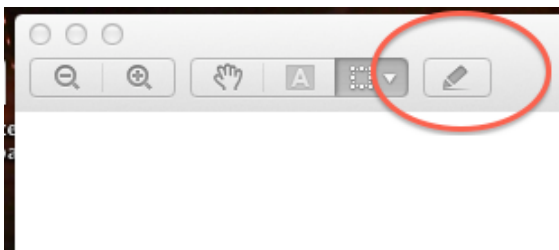
NOTE: The instructions below are for making your map in Preview, which is a program that comes with computer made my Apple. If you are using a PC, I am sure that there is software to do the same thing, but I don't have a PC, so I can't tell you how to do it. Sorry about that.

Medium Tech Option

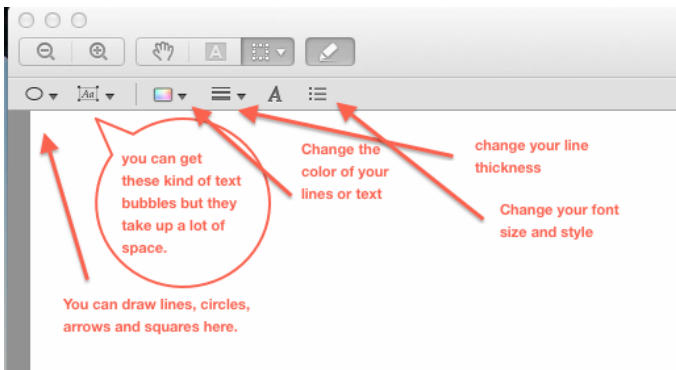
1. Start by getting the map image below. You need to do two steps: first, click on the image and it kind of opens up a special window. Drag that image to your desktop. This gives you the highest quality image.



2. Now double click on the image on your desktop, and, if you are using a Mac, it will open in Preview.
3. Now click this button:



4. Now you've got some options.



5. Adding pictures is easy, too. Just open up the picture that you want to add, and then go up and choose Edit/Select All, then Edit/Copy. Click on the map document and choose Edit/Paste. You have only one chance to get your picture the size that you want it and the place that you want it. Once you click away, you can't go back and change (but you can Edit/Undo).

6. Now start annotating that map!

You should at the very least:

- put a marker on your community and your Sister School community.
 - find some interesting past and present day images and past those in. I really like searching on <http://vilda.alaska.edu/> for old images. For present day, be creative!
 - Get some other basic information about your school and your sister school, like, the cost to travel between them. The distance in miles between the two communities. Maybe who the original people were to live on the land where that community is.
 - Be creative!
7. When your ready, save your image. Then just upload it with the media section below. You can add more facts that you have in the text box.

Make sure to share this one with your Sister School group.



Mapapalooza: Low Tech Version

I'm not going to tell you how to do this one. Your biggest challenge will be taking a picture of it that is clear enough and large enough that viewers of your story will understand it.

Post the picture below. Be sure to share with your Sister School.



You can always go back...

Hey, as you keep going through this course, you are going to learn more interesting things about your Sister School Community, and maybe even your own. You know what would be super cool? If you added that new information to your map. Just click on the post, choose "edit" and make it the best story-map ever. Oh, you have to be the person who posted a post in order to edit it, but that makes sense.

08.1 Bonus

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team, Instructor guided

Tasks



Make the Best. Map. Ever.

Blow us away at the Humanities Forum. Make the most incredible orientation to where your community is and where your Sister School community is. Give us mind-blowing facts and stories about each community. Maybe you just do a lot more research and then add it to the map you just finished. Maybe you make a series of maps that get into more detail about particular things. Maybe you make a video. It is up to you. Be creative.

If your team thinks that you've earned the Bonus Badge, just send a message to Veldee at the Humanities Forum and she'll make the decision.

09.0 What is Culture? (Part 1)

Objectives:

Students will create their own operative definition of culture.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

Output:

Students will post their own definition of culture.

Materials:

Laptop

Internet access

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.

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.

Tasks



What do YOU think "Culture" means?

Really quickly write down your definition of "culture".

Make the title: "My definition of Culture."

Share it with your school group.



What is Culture?

We all have different ideas about culture. Some people define culture as the ethnicity that a group shares (like, Athabaskan, or Irish). Some people define culture as the types of food, language, or dance that a group does. Some people define culture as the ideas that a group of people have.

We will define culture as "the ideas, beliefs, customs, heritage, language, arts and institutions that a group of people have."

So, to just say, "I'm Athabaskan" or "I'm Irish" doesn't tell us a lot about your culture. But if you mean, "I have a way of life, beliefs, and way of doing things that I share with other people who call themselves Athabascans," then we are starting to get to what that culture does.

What do you have in common with the person sitting next to you?



What culture or cultures might you and that person belong to?

Can a person belong to more than one culture?

Sometimes we might have things in common that aren't necessarily culturally related. Look at the footwear of a person near you. Consider that you both have something on your feet but it may not be the same something. You might be wearing basketball shoes and that person near you might be wearing bunny boots. While it's true that you both have something on your feet, it may or may not be the same something. And, you can't define if you share a culture by your footwear alone.


Now think about about a high school basketball team. Does a high school basketball team share a culture? Do they have similar footwear? Can you tell a basketball team by footwear alone? No. You

need more evidence, right? Think about all of the elements that have to come together to create the culture of a high school basketball team. Can you list some of them?



Explore Culture 1

Today you will be carefully examining photographs to look for clues of culture. Think about what you understand about culture and look for evidence of culture in the photo below. Use the guide questions to help you. Click on the picture below to get a larger view.



This picture is of a three-village celebration in Pilot Station, a village of about 500 people on the Yukon River. The village is mostly made up of people who are Yup'ik.

That is daylight coming through one of the few windows, but this gathering will go way into the night.

The celebration happens in a dome-structure. Except for the space for the dancers and drummers, it is nearly completely full of people.

Elders play an important part in Yup'ik culture. They are treated with great respect because of the knowledge they have of the traditional ways of life. The dances that are performed here tonight are dances that these elders have been practicing since they were children.

There are no roads between villages nearby villages here. The three-day celebration happens when the river freezes. Then the people in the neighboring villages can safely travel.

The celebration consists of food and dancing. Each village has their own dances, which they perform while others watch. There are also dances where people from any village can participate.

In traditional Yup'ik culture, children learn by watching first, then practicing. These young people are learning many important things about their culture today, like how to behave towards each other; how to dance the different dances, and the importance of community gathering like this one.

Dancers wear traditional clothing. Often the patterns of the clothing, or other parts of the outfit like the headdresses (hats) or belts help to identify what village or even what family the person comes from.

This girl's father is a Native American from Down South. She has a few clues on her hair bands and belt that let other's know that she also comes from a combination of two different traditional cultures.

Of course people from the villages along the Yukon River can visit by boat in the summer; but that is the time for gathering and preserving fish, berries, and moose that will give them food for the winter. For many people here, this is their first time since spring that they have seen their good friends.

What do you notice about this photo? What will you remember about this photo? What culture(s) is/are being represented in this photo? What items, people, or elements in the photo helped you decide what culture or cultures are being represented?



Understanding Check 1

Answer the questions for a quick understanding check.

Select one element of culture from the list of elements below.

Choose one

- ☐ A common way of life.
- ☐ The shoes they wear.
- ☐ If they use computers.
- ☐ If they eat Salmon berries.

True or false: One way to define culture would be to say that you can tell a group of people's culture by checking their shoes.

Choose one

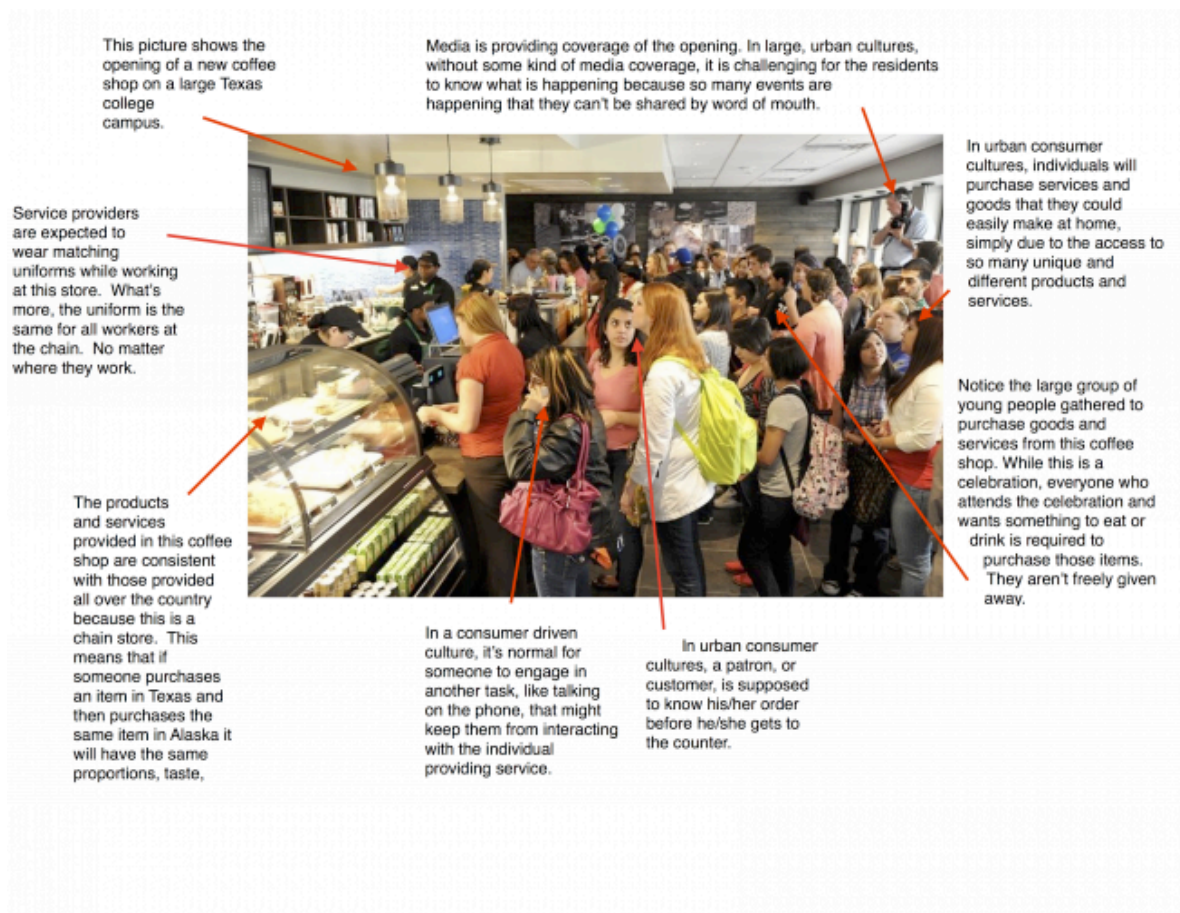
- ☐ True
- ☐ False

Explore Culture 2



After examining the second photo, it will be important to show what you know about culture and to explain what culture or cultures you can identify from the photo.

Now that you've had a chance to examine an initial photographic representation of culture, please examine this item below. Think about what you understand about culture and look for evidence of culture in the photo below. Use the guide questions to help you.



What do you notice about this photo? What will you remember about this photo? What culture(s) is/are being represented in this photo? What items, people, or elements in the photo helped you decide what culture or cultures are being represented? Think about it. You'll be able to explain your thoughts and answers later.

Answer

Select the item that best fills in the blank.

One element of culture can be identified as _____.

Choose one

- ☐ common ideals or beliefs
- ☐ shoes
- ☐ computers
- ☐ pizza



Explore Culture 3

Explore the third photo in the series and identify cultural elements and the culture or cultures in it.

Exploring evidence of culture takes time, anthropologist! Be sure to consider the evidence in the photo below. Think about what you understand about culture and look for evidence of culture in the photo below. Use the guide questions and notes to help you.

After examining the compare and contrast photo, what culture or cultures can you identify?

Local school students post posters for projects and informational campaigns in village stores.

Access to variety of items in a grocery store in a large town or a city is different than in a Native store. There may be a whole section of a store dedicated to the choice and variety of one item in a city store; while a Native store may have just the one item in one brand.

While a shopper in a large town or city may go to a grocery store to purchase all food, is that the case in rural areas? What isn't available for purchase in village stores? Are some food hunted or gathered while they are in season, rather than purchased?

Stores in large towns and cities offer fresh produce and perishable items for daily purchase like flowers. What are the challenges village stores face when it comes to getting in fresh produce or perishable items?

The number of checkout registers for a shopper to use in grocery stores is different due to the physical size of the stores, themselves. How does this fact change the shopping experience for the person buying products? Will the checker know the shopper's name? Does that matter in a large town or city? Does that matter in a village?

The number of shoppers in large towns and cities outnumbers those in village stores. How does that change what a store can and will offer?

Consider how the shopping experience is different for each group of shoppers. Village stores supplement the diet of subsistence lifestyles, while large town and city shoppers get the majority of their food from stores.

What do you notice about this photo? What will you remember about this photo? What culture(s) is/are being represented in this photo? What items, people, or elements in the photo helped you decide what culture or cultures are being represented?

Answer

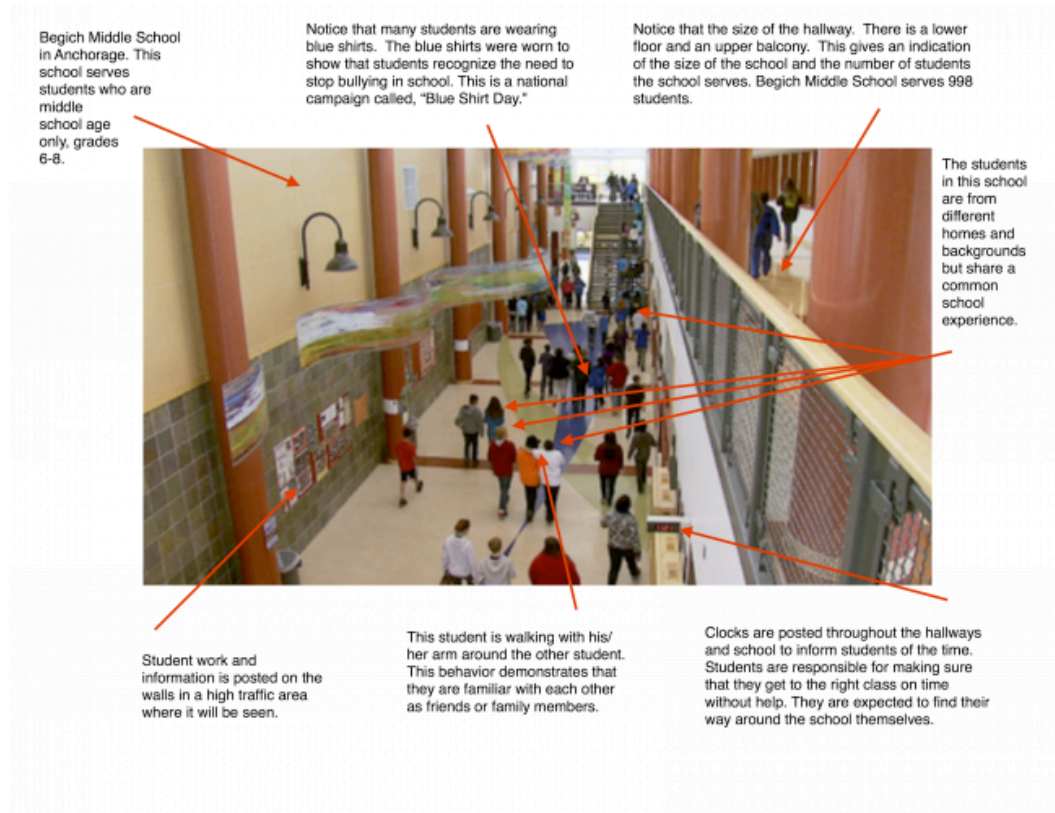


Explore Culture 4

After examining the photo, you'll want to explain the culture or cultures you've identified in the photo. Here's your chance!

The more time you spend examining cultures and evidence of cultures, the more understanding about culture you will gain. So take your time in examining this next photo. Consider the culture or cultures present in it.

After examining the photo, what culture or cultures can you identify? What were the clues or evidence items you used?



What do you notice about this photo? What will you remember about this photo? What culture(s) is/are being represented in this photo? What items, people, or elements in the photo helped you decide what culture or cultures are being represented?

Answer

Select the definition of culture that best fits your own definition of culture.

Choose

- ☐ The common ideas, beliefs, language, heritage, norms, and customs that a group of people share.
- ☐ The beliefs, foods, heritage, customs, and institutions that a group of people share in common.

- ☐ Certain elements that a group of people share to form a common belief, customs, and norms structure.
- ☐ Things people share like shoes, computers, salmon berries, and pizza.



Explore Culture 5

Explore the final photo in the series to consider the elements of culture and the culture(s) represented in the photo.

In this last photo series item you'll look at two photos side by side with notes. This will give you a chance to compare and contrast cultures. Remember, you're taking those culture lenses off and reserving judgement because you're looking for evidence of cultures. Take a look. What do you see?

These two photographs show the displays inside of two different schools in Alaska. This photograph is in the entrance to a school in the Bering Strait School District.

This school is in Wales, Alaska. It has a population of about 150 people. Most of the people that live in Wales are Inupiaq.

Because the village is small, this building holds the pre-school as well as kindergarten through 12th grade.

This picture was taken from a hallway in Floyd Dryden Middle School in Juneau, Alaska.

Juneau is the capital of Alaska and has a population of about 30,000 people.

Floyd Dryden is one of three middle schools in Juneau. There are about 500 middle school students who attend school here.




The pictures are of elders who live in the community.

Elders serve a very important role in traditional Inupiaq culture. Before there were modern schools, it was the elders who had and taught the knowledge of the people.

Even today, schools can't teach some of what is essential for Inupiaq culture. Elders know traditional ways of living, the language, and the values of what it means to be Inupiaq.

The trophies represent winning teams from the school. Floyd Dryden offers many opportunities for athletics, including boys and girls soccer, cross country running, cheerleading, boys and girls basketball, dance team, wrestling, volleyball, and track and field.

The original people who lived on the land that this school was built upon are Tlingit. This modern-style canoe has Tlingit artwork on the sides.

What culture or cultures do you see represented in the photos?

What do you notice about this photo? What will you remember about this photo? What culture(s) is/are being represented in this photo? What items, people, or elements in the photo helped you decide what culture or cultures are being represented?

Answer

| |
|--|
| |
|--|

What culture or cultures can you identify from the photos?

Answer

| |
|--|
| |
|--|

What do you know about culture now that you didn't know before this lesson?

Answer

| |
|--|
| |
|--|

10.0 What is Culture? (Part 2)

Objectives:

Students will be able to identify elements of culture in their own community.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

Description:

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.

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.

Output:

Materials:

- 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.

Tasks

Student Instructions:

Identify elements of culture and search for an image that you believe represents culture in your community.



The Common Elements of Culture

We have been looking at pictures to find clues to culture. There are seven main things to look for to understand culture. They are:

- Social Organization
- Customs and traditions
- Language
- Religion and/or beliefs
- Art and literature
- Government
- Economic systems

Let's talk about each of these separately.



Social Organization

Look at how groups organize themselves. Is there a leader? Are there people who make rules, and other people who follow them? Are there ways to tell the two apart? Your classroom at school can give you some ideas about social organization. The picture below is from a classroom in India.





Customs and traditions

These are a huge part of culture. How a group celebrates special holidays, how they dress, how they talk to each-other (like, "Yo, what's up?" or, "If it pleases your Honor, I have a few thoughts to share.") These are customs and traditions. Below is a picture of students standing for the national anthem. What does this tradition say about American culture?



Religion and/or Beliefs

What a group believes is part of the very definition of culture. In the picture below, a group of people from Nepal have written prayers on flags. They believe that when the wind passes over the flags, the air is purified, and the blessings of the words on the flag fill the universe.





Art and Literature

How a group expresses itself through art or through stories can be a great clue to their culture. Below is a picture from a Tlingit carving that is over 200 years old. Tlingit people today still make artwork that is very similar to this.



Government

How does the group set rules for how they behave? How are those rules enforced? How can they be changed? That can tell a lot about a culture. It is easy to think about government in terms of a country, like, the US Government. In this picture below, we see government protesters. What does it say about US culture that people can protest their government? Is this common to other cultures in the world?



But what about the group below. Do they have a government? Do you think there are rules for how the members of this group behave? Is there a leader who enforces the rules?



Economic Systems

Just about everyone in Alaska uses United States currency. We buy clothes, gas, airplane tickets. But is that the only economic system that we use? What about subsistence? Is that an economy? And what smaller groups? Can the way a group of people get the goods and services that they need be a way to understand their culture?

The picture below is of Sami person herding reindeer. The Sami people live in the Arctic region of Norway, Sweden, and Finland. Reindeer is a very important part of their economy. The Sami also played a role in the history of Alaska, but you will have to do your own research to find out how.



11.0 Culture Challenge (Culture Part 3)

Objectives:

Students can:

- understand what “culture” means
- identify the common elements of culture
- identify elements of culture in their own community

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Team, Instructor Guided

Description:

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.

Output:

An annotated photo of the team’s community that identifies an important element of culture

Materials:

- laptop
- Internet access
- Tools for annotating a picture

Prep:

In the previous assignment, your students are to select a picture of their community that shows an important element of culture.

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.

Tasks



Review the definition of culture

The last two Learning Paths that you did were all about culture. It is very important that, as a team, you understand what culture is.

Can you remember the definition of "culture"?



Review the elements of culture.

You also learned about elements of culture. Those are:

• Social Organization

- Customs and traditions
- Language
- Religion and/or beliefs
- Art and literature
- Government
- Economic systems

So, what we are saying here is that if you want to look at a culture to see what their rules and values are, then look at how:

- The group organizes itself (social organization). Is the leader of the group the person that can beat up everyone else? Or is the leader a person who is elected? Or did they inherit the leadership from their parents, or is there even a leader?
- They celebrate special holidays, how they dress, how they talk to each-other (like, "Yo, what's up?" or, "If it pleases your Honor, I have a few thoughts to share.") These are customs and traditions.
- What language or languages the group speaks. This is one of the easiest ways to distinguish one culture from another.
- Their existential beliefs. That is, how does the group find meaning for their lives? You can think of this like "Russian Orthodox" but you can also think about it in terms of the Duke University Fans. They believe that Duke University basketball is the best.
- How the group expresses themselves in art or in their writing.
- How they govern themselves (this is a lot like Social Organization, but there are some differences. Can you think of some?)
- How they trade, barter, or pay for the things that they want and need (economic systems).

Can you describe how these common elements of culture apply to your school? To your family? To your community?



Here's what we use.

At the Forum, we define culture as

“the ideas, beliefs, customs, heritage, language, arts and institutions that a group of people

have.”

Look back at the definitions that you posted for culture. Have they changed now that you understand all the things that can be part of a group's culture?

As a team, write your definition of culture and write it below.



Share A Valued Community Cultural Element

So, now you TOTALLY understand what culture is, and how to look for clues of a group's culture. Now it is time to apply what you know to your own community.

In the last learning path that you did on your own, you were supposed to pick a picture of your community that helps to tell a story of some part of your community's culture.

Your mission now is to go through those pictures and pick the one that, as a team, you think best tells a story.

Now, annotate that picture like you did with the map, and like all the pictures that you have been looking at to demonstrate what culture means.

Be sure in your annotation that you:

1. Are telling a story!
2. Identify the group whose culture you are examining. Is it the culture of EVERYONE in your community? Or is it special to a smaller group of people?
3. Identify some of the important elements of culture that your pictures shows (or that, with your storytelling, we should know about).
4. Write an explanation in the text box of why your team chose the story you are telling to represent a valued cultural element in your community
5. Be sure to give your post a title that helps the reader understand what this post is about.
6. Also, be sure to share this post with your Sister School group.

Here's a link to an example:

<http://destinationlog.akhf.org/user/65/russian-orthodox-religion-kodiak>

12.0 “Meet My Community” Story Plan

Objectives:

Students will be able to organize their story introducing their sister school to their community.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team

Description:

Plan your Meet My Community story by selecting a challenge question as a team and creating a storyboard/shot plan.

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"

Output:

Students produce a plan that will guide the production of their "Meet My Community" story.

Materials:

- annotated photos
- shot ideas
- story ideas

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.

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Employing narrative to describe cross-cultural experiences.

Tasks

Student Instructions:

Plan your Meet My Community story by selecting a challenge question as a team and creating a storyboard/shot plan.



Make your story come to life!

Now you are going to take that great annotated element of your community culture story that you made to the next level. Here's your mission:

Make an even more detailed story based on that element of community life you described.

What you will do as a team right now is make the plan. Then, the students will get an assignment to actually put the story together.

Your story will have three main parts:

The Set Up

Which is just a quick introduction to your story.

The Action

This is where you show the viewer some images about the element of culture that you want to tell us about.

The Wrap-Up

This just tells the viewer why this is an important thing to know about your community.

Hey! At the bottom of this task there is a link for a document that you can use with your team to write down your plan for this part.

One More Thing

For the rest of this discussion we are going to talk like your team is making a video. Maybe we add little notes if you are doing something different. So, you don't **have** to do a video, but we think it is a pretty cool skill to learn, and very enjoyable for other people to watch.



Super Quick Video Tips

If you aren't going to make a video, skip this, but if you are, talk about the little poster below.

But before you do that:

Remember that Digital Storytelling is one of the things that we Humanities people love to do, and love to teach. **If you want some help with your digital stories, just ask.** Now, if you wait until the very last minute to ask for help, that might make us grouchy, but, really, we could set up a time to do a video chat to talk through your plan, go over the video tips, whatever!

OK, here's that poster. Click to make it bigger:



The Set Up

So, plan on how you are going to do the steps below. You don't have to do them now, but you need to have a plan for when you are going to do this before your next team meeting. If you aren't doing a video, then maybe this is the first annotated picture that you make, so that people understand what they will be seeing in the next picture. Or it is the first paragraph of the story you are going to tell.

You need to video a quick introduction, just to let people know who you are and what you are going to do.

Remember our audience: People from all over the world who may have no idea about Alaska. So don't assume that they know anything about your community or its culture!

As a team, do a very short introduction. It can be just one person talking, a few, or the whole group. You can be as creative as you want to be. Make sure that at least these things are covered:

- Say 'Hello'
- Say where you are from.
- Say what you are about to do (like, "We are going to show you how much fishing is an important cultural element of Sitka.")
- Say anything else that would be interesting to know before we go on this adventure with you.



The Action

So, plan on how you are going to do the steps below. You don't have to do them now, but you need to have a plan for when you are going to do this before your next team meeting.

This is probably something that your team is going to have to do after school, or on the weekend. But, hey, making video is fun!

If you aren't doing video, then think about how to add three to five additional pictures to tell the story, plus the necessary text to help the viewer understand the story that you are telling.

This is the main part of the story. Plan for three to five shots (clips of video). The shots don't need to be more than 10 seconds long.

The easiest way to do this is to look back at the annotated picture you did of your community.

- Look at the picture that you used. Is there a way to capture video that would tell even more story than the picture?
 - ▶ Would two or three different pictures tell an even better story?
 - ▶ What would be the best order to put those pictures in?
- Look at the annotation (the things you wrote) around the picture.
 - ▶ Is there video that you could take that would tell the story as good as the words?
 - ▶ If not, how can you get that information on the video?
 - Using titles?
 - Putting someone in the picture to explain what we are seeing?
 - Got a better idea?
- Is there more to the story that you can tell?
 - ▶ Maybe you missed some things in your picture that you can add now.

- ▶ Remember your audience! If you think about the story that you are going to tell, is there some helpful information that you need to add to your story to help them understand?



Wrap Up

So, plan on how you are going to do the steps below. You don't have to do them now, but you need to have a plan for when you are going to do this before your next team meeting.

Stories have a beginning, middle, and end, right? This is the end part. You can:

- Tell us why this element of your community culture is important to your community.
- Tell us why understanding this element of your community is important to understanding Alaska.
- Do something brilliant that we haven't thought about that shows us that you truly understand elements of culture.



Now go do it!

So, your team has a plan, right? Did you write it down? Who is going to do what? When are you going to do it? How are you going to put it all together?

Teacher, be sure to assign 13.0 "Meet My Community" production to your students. That learning path will give them a lot of information about video production and outline these steps again. It is up to your TEAM to work on this together. When you have the final product, you can upload it in the post editor below.

Call the post something like, "Meet My Community". Be sure to share it with your Sister School team.

If you have any trouble or questions, please contact someone from your friendly Alaska Humanities Forum. Digital storytelling is in our DNA!

Make us proud - you are doing humanities!

13.0 “Meet my Community” Production

Objectives:

Students will tell a story that introduces their sister school to their community.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

High

Activity type:

Team, Instructor guided

Description:

Produce and post your Meet My Community video.

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.

Output:

A story that introduces their sister school to their community.

Materials:

- photos
- annotated photos
- laptop
- imovie software (optional)
- Keynote or powerpoint (optional)
- Photo slideshow software (optional)

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.

Standards**AKHF Cross-Cultural Immersion Standards and Competencies:**

Employing narrative to describe cross-cultural experiences.

Tasks

Student Instructions:

Produce and post your Meet My Community video.



Some Video Production Tips

 **Six Tips to Making Good Video**

- 1 Landscape, Not Vertical**

Don't ever shoot video where the the picture height is larger than the width. Ever.
- 2 10 Second Shots**
Think of your video camera like a regular camera that takes 10 second pictures.

- 3 One Direction**

If you move your camera during filming, you can only go one direction.
- 4 Be the Tripod**

Keep your elbows tucked in.
- 5 Get Close**

When humans are your subject, get in close so we can hear then and see their eyes.
- 6 Remember Your Audience**
They can only see what you show them. Take your time, get close to things, and don't assume that they understand Alaska!




Post Meet My Community Story

Well, remember this is posted as a team, so you'll need to get whatever your final project is to your teacher to post on the learning path called **“Meet My Community” Story Plan**

14.0 Elements of Community Life (Elements Part 1)

Objectives:

- Students will be able to understand 6 elements of community life
- Students will be able to apply their understanding to own community life

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

Output:

- Responses to understanding checks.
- Posted picture of a community element

Materials:

- 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.

Tasks



What Are The Things You Can Live Without?

As you get into elements of community and start to think about what makes a community, consider this question, "What can you live without"? Or, "What do you need to survive"?

For example, think about transportation. Can you live without it? First of all, what is transportation? Is it walking? Is it vehicles like cars, buses, planes, a dog sled, or boats? How do you get food if you don't have transportation? Can you get everywhere you need to go without a vehicle? Would supplies still come to your home community without planes?

These are things you need to consider as you write a post that explains the things you can live without. Keep in mind that your teacher may extend this task into a larger piece of writing. If so, please share it with us by posting it.



Respond to Questions

Once you have posted your explanation of what you believe you can live without, it is important to read the thoughts of others. Take some time to select at least one peer post, read it, and ask a question about what that peer believes he/she can live without. Also, review your post for questions from your teacher and peers and respond to those. Go check that post!



Food: What Are Our Rights and Responsibilities For Getting Food?

Examine the annotated photo and answer the questions to explore the community element of food. Consider the guide questions to help you think about this element as a possible area for exploration.

Food is an element of community. Examine the annotated photo below and then explain why food is not only something we need to survive but is an element of community.

What are the different ways that we get food? Some of us go out and gather food from the land and sea or hunt it. Some of us fish it out of the sea or rivers. Some of us grow our own food from the land. Some of us get food in boxes from the mail. Some of us go to a store or market to get our food. Some of us go to restaurants for food. Many of us do a combination of the things listed above. Why is the way we get food important?

What are our rights and responsibilities

Let's examine one way one way people get food. Some people hunt, gather, and fish their food from the land and sea. This way of getting food is called subsistence. **"Subsistence is taking of fish, plants, animals and other resources for food, shelter or other personal, family, or community needs."**

(From Subsistence Management Information website, by the

Why is subsistence important?

- *Subsistence has been a way of life for Native cultures for thousands of years.
- *Many non-Native people rely on subsistence to feed their families too.
- *Subsistence is recognized by the United States and the

Why do people talk about subsistence so much?

- *You often hear about subsistence rights, why?
- *Subsistence is considered a controversial topic because there are disagreements about the balance of accessing food for subsistence, sport, and commerce.
- *There are also disagreements about who should have access to obtain those food resources.
- *Finally, there are disagreements on how the resources should be conserved and managed.

What affects the cost of food?

- *Transportation or fuel costs is one thing that affects the cost of food.
- *If fuel costs rise, what happens to the cost of going out to gather food? What happens to the cost of food in stores?
- *Who is most affected by a fuel cost increase? How does it change the way people get food?

The image is a collage of four photographs. The top-left photo shows a person in a blue jacket standing in a snowy field, holding a long pole. The top-right photo shows a close-up of a burger with a beef patty, cheese, and vegetables on a bun. The bottom-left photo shows a large pile of food, including what looks like meat and vegetables. The bottom-right photo shows a person in a blue jacket standing in a snowy field, holding a long pole. Red arrows point from the text questions to the corresponding photos: from 'What are the different ways that we get food?' to the burger photo; from 'What are our rights and responsibilities' to the pile of food photo; from 'Why is subsistence important?' to the person in the snowy field photo; and from 'Why do people talk about subsistence so much?' to the person in the snowy field photo.

Why is food an element of community? How does food bring people together?

Answer



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. Consider the guide questions to help you think about this element as a possible area for exploration.

Transportation is an element of community. Examine the annotated photo below and then explain why transportation is not only something we need to survive but is an element of community.

What Do Roads Give Us and What Do They Take Away?

What Are The Ways Alaskans Get Where They Need To Go?

- Car/truck
- Bike
- Boat
- 4-wheeler
- Snowmachine
- Dog sled
- Walking
- Floatplane
- Prop plane
- Jet
- Public Bus
- School Bus
- Ferry
- Taxi

How Does The Cost of Fuel And The Location Of Communities Affect Transportation Options?

How often someone might travel and the modes of transportation are often determined by the cost of fuel and a community's location. Obviously, the higher the cost of fuel and the more remote the location the more it costs, so the less likely it is that someone will travel.

What Are The Challenges of Transportation in Alaska?

- * Most Alaska communities have no roads connecting them to other places, so getting people and products from place to place is a challenge.
- * Fuel costs in Alaska continue to climb.

Why Are Alaskans Willing To Explore Building a Road To Nome?

Despite the enormous cost of building a road connecting Nome to other communities throughout Alaska, it is under consideration. New road projects connecting rural communities to each other and a larger road system have been started in recent years. What is the force driving this interest in connecting more communities by roads?

What's the youngest age that people in your community can use some form of motorized vehicle by themselves?

Why do people need transportation?

How is shipping related to transportation?

Why is transportation an element of community? How does transportation bring people together?

Answer



Education: What are the Needs and Benefits in Education?

Examine the annotated photo and answer the questions to explore the community element of education. Consider the guide questions to help you think about this element as a possible area for exploration.

Education is an element of community. Examine the annotated photo below and then explain why education is an element of community.

What Are The Benefits And Needs of The Education System?

What is the purpose of school and the education system?

How Do Alaskans Get Education?
Alaskans get their education in a variety of ways. It starts young, learning basic language and living skills from parents and family and continues into an organized system of education, a continued home/family experience, a virtual experience, an apprenticeship experience, or a combination of the listed experiences.

What is The Future of Education?
Education has been changing in recent years to include virtual elements, online classes, career pathways, and distance access to items previously not offered to students. How do you think education will change?

Why are the educational benefits and needs as different as the locations of schools?

Do The People Have A Right To An Education?
Absolutely. According to the Alaska state constitution, "The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control." The state constitution ensures that all children have the right to an education that is provided by the state.

Who is Molly Hootch?
Molly Hootch was a teenager from Emmonak who was part of a group of teenage and parent plaintiffs who petitioned the state for high schools to be built in rural Alaska. Prior to 1976, most villages only had K-8 and those who wanted to continue their education beyond 8th grade had to leave their families to get a high school education.

Why is technology access different in rural and urban schools?

Do you think student to teacher ratio matters?

Does cost per student matter?

Why is education an element of community? How does education bring people together or help build a community?

Answer



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. Consider the guide questions to help you think about this element as a possible area for exploration.

Social services is an element of community. Examine the annotated photo below and then explain why social services is not only something we need to survive but is an element of community.

What Are Social Services?
Social services are special services provided to those in need by a governing body, charitable institution, or private organization. These services often include: health care, counseling, elder care, services to the homeless and hungry, educational outreach, and other services designed to help individuals attain independence or healthy living situations.

How Do We Care For Those In Need?

How do communities help those who can't help themselves?
Communities and organizations provide services that individuals need. These are a few examples:
*Home Healthcare *Elder care homes
*Homeless shelters *Women and children care shelters and centers
*Rehabilitation centers
*Food banks *Soup kitchens
*Clinics
*Diabetes education services *Mental health care *Preschool programs

Who is responsible to provide social services?
In some cases the federal, state, or local government is responsible for providing services. Sometimes tribal organizations take on the responsibility of providing services. Sometimes charitable organizations recognize a need and provide a service. Sometimes private organizations or institutions provide services for a fee.

How are needs and services different in different communities?
How do small communities care for those in need? How do large communities care for those in need? Are the same needs met? Are those needs met in the same way? Why or why not?

The annotated photo is a collage of four images related to social services. Top left: A white ambulance with 'MEDICAL' and 'EMERGENCY' text. Top right: A person in a green shirt talking to a person in a pink shirt. Bottom left: A large, modern medical building with 'ALASKA NATIVE MEDICAL CENTER' signage. Bottom right: A person in a blue uniform attending to a person lying on a stretcher inside an ambulance. Red arrows point from the text boxes to these images: from 'What Are Social Services?' to the ambulance; from 'How do communities help those who can't help themselves?' to the two people talking; from 'Who is responsible to provide social services?' to the medical center; and from 'How are needs and services different in different communities?' to the person on the stretcher.

Why is social services an element of community? How do social services bring people together?

Answer



Energy: Who is Affected by Energy Costs the Most?

Examine the annotated photo and answer the questions to explore the community element of energy. Consider the guide questions to help you think about this element as a possible area for exploration.

Energy is an element of community. Examine the annotated photo below and then explain why energy is something a community needs.

Who is affected by energy costs the most?

What Types of Energy Are Available To Alaskans?

- Oil
- Natural Gas/Propane
- Gasoline/Diesel
- Electricity
- Wind
- Solar
- Hydroelectric

Does your community or anyone you know use alternative forms of energy sources (hydro, solar, or wind)?
In recent years communities have applied for federal grants to harness the power of alternative forms of energy. How has that changed the cost of energy?

How does the cost of energy affect the cost of everything else?
If it costs more to keep ice cream cold will the cost of ice cream increase, decrease, or stay the same? Why did you select the response you did? What if it costs more to keep a home warm in the winter? What will happen then?

What are the risks and benefits to using alternative energy sources?

What does it mean to live "off the grid"?
Some individuals live in areas where they cannot connect to a community provided electricity service. Living "off the grid" means living without power or electricity provided by a community's electricity service provider.
Why do some people choose this lifestyle?
Does it mean that these individuals live without electricity?

Is it possible for a community to rely on one source of energy?

How are communities responding to increasing energy costs?

Why is energy an element of community? How does energy bring people together?

Answer



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. Consider the guide questions to help you think about this element as a possible area for exploration.

Cultural expression is an element of community. Examine the annotated photo below and then explain why cultural expression is a necessary community element.

What is cultural expression?
Cultural expression is the way a group of people demonstrate thoughts, beliefs, feelings, norms, customs, and heritage.

What is the place of Alaska Native values in the 21st century?
As cultures encounter one another and a global community and culture becomes more prevalent, how do Alaska Native people express their culture and values?

Are Alaska Natives the only ones who benefit from and practice Alaska Native values?
As communities grow and individuals from different communities move into Alaskan communities, new people come in contact with Alaska Native values. There is the potential for Alaska Native culture bearers to share Alaska Native values with others for the benefit of all.

Is culture dying?
As time goes on and more people encounter different cultures, certain elements of certain cultures have lost practice. While Alaska Native communities have experienced revivals in language and dance but cultural leaders still express concerns of loss of culture if fluent speakers are lost.

How is cultural expression changing in the 21st century?

In what ways do Alaskans express their culture?

- Museums
- Cultural Heritage Centers
- Cultural Heritage Week (or other events)
- Arts & Crafts Fairs
- Festivals/Fairs/Parades
- Traditional Dances
- Basket making
- Weaving
- Painting
- Carving
- Sculpture
- Music, including songs and chants
- Stories and Poetry
- Clothing
- Pottery

Who is responsible for cultural preservation?
When it comes to ensuring that a culture or cultural element is carried on from generation to generation, who is in charge of making sure new generations learn cultural expectations?

How does cultural preservation happen?
Through institutional grants, the use of social media and technology, education, and community/tribal organizational involvement programs have been put in place to help preserve culture. The driving force behind cultural preservation is people. Individuals must get involved and participate to preserve it.

What does culture and heritage mean in an urban setting?
Sometimes it can be challenging to "see" culture in an urban setting. While a large community may have certain common cultural elements like commerce, social norms, and community history, there are also concentrated pockets of sub-cultures in the larger culture. For this reason, larger communities often seem like a melting pot of cultures, but there are cultural elements that members of large communities share. For example, they all accept and choose the living conditions of an urban setting and develop behaviors or norms for how they act around each other in this setting.

Why is cultural expression an element of community? How does cultural expression bring people together?

Answer



Post A Picture and Explanation of An Element of Community

Now that you've explored elements of community and some thought provoking questions, it is time to think about an element in your community.

The elements are:

- Food
- Transportation
- Education
- Social Services
- Energy
- Cultural Expression

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.

15.0 Case Studies (Elements Part 2)

Objectives:

Student will explore in more detail three elements of community life via case studies.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

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.

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.

Output:

Class dialogue about specific elements of community life.

Materials:

- case studies
- laptop
- optional KWL sheet

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"

Standards**AKHF Cross-Cultural Immersion Standards and Competencies:**

Analyzing and describing social issues from various cultural perspectives.

Tasks

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.



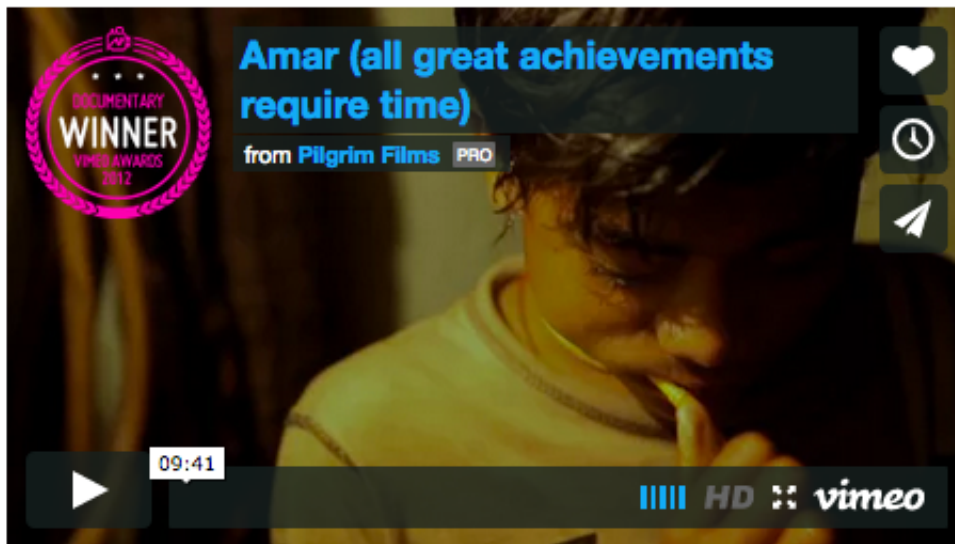
Exploring Alaska with case studies.

Your assignment is to read one of the case studies, then have a conversation with your team about the questions, and make a post. Your teacher should have told you which case study to explore. If not, ASK YOUR TEACHER BEFORE YOU GO ON!



Case Study 1: Education

As an ambassador it is important for you to explore community elements applied in different ways. One community element that is applied differently in every community around the state is education. Right now, education is a big part of your life and your day. So, let's explore essential questions about education and one case study that addresses differences in education.



Amar (all great achievements require time) from Pilgrim Films on Vimeo.

Keep these essential questions in your mind as you view the video, answer questions, and post:

7. Why are the needs and benefits of education different in urban and rural communities?
8. Do you think the student to teacher ratio matters?
9. How come there is a difference in the technology in rural and urban schools?

Take a moment to really consider these questions when you explore the case study.

GO TO THE NEXT TASK



Team Discussion About Education Case Study

Get together as a team to talk about the case study and essential questions. As a team, you will want to prepare a statement that explains what you understand about education and what you would like to explore about education as you visit your sister school.

Use these guide questions for your discussion:

- What are you curious about when it comes to education in your sister school community?
- Who should you talk to about education in you sister school community?
- What ideas do you have about why the needs and benefits are different in urban and rural education? (How will you explore those ideas?)
- Do you think student to teacher ratio matters? (How will you explore your ideas?)
- How come there is a difference in technology access in urban and rural schools? (How will you explore your ideas?)



Education Case Study Team Post

After taking some time to discuss your guide questions and working on a statement of what you'd like to say together, please ask your teacher to post your thoughts about the education area of exploration. You may also want to consider sharing what you know about education in Alaska and what you want to know, since you will be exploring this element of community life in greater detail in your sister school community. Also, think about how this element of community life works in your own community. What are the challenges and what are the benefits of education in your own community?



Case Study 2: Food

As an ambassador it is important for you to explore community elements applied in different ways. One community element that is applied differently in every community around the state is how people get their food. Everyone needs food for survival. So, let's explore essential questions about food and one case study that addresses subsistence.

Keep these essential questions in your mind as you view the video, answer questions, and post:

10. What are our rights for getting food?
11. What are our responsibilities in getting food?
12. How does the cost of fuel and energy affect getting food?

Take a moment to really consider these questions, then watch the video.



[Check out this video on fish and fish preservation.](#)



Team Discussion About Food Case Study

Get together as a team to talk about the case study and essential questions. As a team, you will want to prepare a statement that explains what you understand about getting food and what you would like to explore about getting food as you visit your sister school.

Use these guide questions for your discussion:

- What are you curious about when it comes to getting food in your sister school community?
- Who should you talk to about getting food in you sister school community?
- What ideas do you have about what rights and responsibilities are for getting food? (How will you explore those ideas?)
- Do you think there are differences in getting food in urban and rural places? (How will you explore your ideas?)
- How does energy costs affect getting food or the cost of food? (How will you explore your ideas?)



Food Case Study Team Post

After taking some time to discuss your guide questions and working on a statement of what you'd like to say together, please ask your teacher to post your thoughts about the getting food area of exploration. You may also want to consider sharing what you know about getting food in Alaska and what you want to know, since you will be exploring this element of community life in greater detail in your sister school community. Also, think about how this element

of community life works in your own community. What are the rights and responsibilities of getting food in your community?



Case Study 3: Energy

As an ambassador it is important for you to explore community elements applied in different ways. One community element that is critical to communities around the state is energy. Many communities regard energy as critical for survival and growth. So, let's explore essential questions about energy and one case study that addresses the motivation behind one community's change in how energy is produced.

Keep these essential questions in your mind as you view the video, answer questions, and post:

1. Who is affected by energy costs the most?
2. What are the risks and benefits to alternative energy?
3. How does the cost of energy affect the cost of everything else?
4. How are communities responding to rising costs?
5. What does it mean to live “off the grid”?
6. Does living off the grid mean you have to live without electricity?

Take a moment to really consider these questions, then read the news article.

[Check out the article here.](#)



Team Discussion About Energy Case Study

Get together as a team to talk about the case study and essential questions. As a team, you will want to prepare a statement that explains what you understand about energy and what you would like to explore about energy as you visit your sister school.

Use these guide questions for your discussion:

- What are you curious about when it comes to energy in your sister school community?
- Who should you talk to about energy in you sister school community?
- What ideas do you have about how the cost of energy affects everything else? (How will you explore those ideas?)
- How is your sister school community dealing with the rising cost of energy?
- Do you think there are differences in how rural and urban communities get and use energy? (How will you explore your ideas?)
- What are the risks and benefits of alternative energy? (How will you explore your ideas?)
- What does it mean to live “off the grid”? Does living off the grid mean you have to live without electricity? Does your sister school community have individuals who live off the grid? How does that work for those individuals? Do they use any alternative energy sources?



Energy Case Study Team Post

After taking some time to discuss your guide questions and working on a statement of what you'd like to say together, please ask your teacher to post your thoughts about the energy area of exploration. You may also want to consider sharing what you know about energy in Alaska and what you want to know, since you will be exploring this element of community life in greater detail in your sister school community. Also, think about how this element of community life works in your own community. How is your community dealing with the rising cost of energy?



Case Study 4: Social Services

As an ambassador it is important for you to explore community elements applied in different ways. One community element that is applied differently in every community around the state is social services. We don't always think about social services until we need something, but every community takes care of people in need in different ways. So, let's explore essential questions about social services and one case study that addresses differences in social services.



For another example of an Anchorage social service provider, take a look at [Bean's Cafe](#).

Keep these essential questions in your mind as you read the story, answer questions, and post:

1. How do we take care of those in need?
2. Who is responsible to provide social services?
3. What social services exist in your community? What social services exist in your sister school community?
4. How are different needs met in different communities?

Take a moment to really consider these questions, then explore the case study.



Team Discussion About Social Services Case Study

Get together as a team to talk about the case study and essential questions. As a team, you will want to prepare a statement that explains what you understand about social services and what you would like to explore about energy as you visit your sister school.

Use these guide questions for your discussion:

1. How do we care for those in need? How do communities care for those who have needs?
2. Who should you talk to about social services in your sister school community?
3. What is the cost of caring for those in need?
4. Who is responsible for providing social services?
5. How are different needs and services provided in different communities?



Team Post About Social Services Case Study

After taking some time to discuss your guide questions and working on a statement of what you'd like to say together, please ask your teacher to post your thoughts about the social services area of exploration. You may also want to consider sharing what you know about social services in Alaska and what you want to know, since you will be exploring this element of community life in greater detail in your sister school community. Also, think about how this element of community life works in your own community. How is your community dealing with providing care for those in need?



Case Study 5: Team Choice

Teacher, here is where you insert the materials, links, or words to make your case study. You just need to open this task and click on the Edit tab to get started.

Please be sure to change the Task title, above, by replacing "[Topic]" with the topic of your case study.

Replace all this text, of course.

Also, please check out the next task, where you will need to ask your team some essential questions and decide how your team will answer them (posts to your school page? In a meeting?)

When you are done, just assign it to all of your students!

If you wanted to create a case study on Fishing in Alaska, then you might start with a link to a newspaper article. I typed in "Salmon Yukon River Canada" in Google and found this great article: <http://www.adn.com/article/lame-yukon-river-king-salmon-return-worries-canadians>.

I might add a little explanatory text for my students with a brief summary of the issues the article will explore, then put in the link, or if I am worried that my school will block student access to an online newspaper article, I could also cut and paste the entire text, and upload the picture.

I would change the title for the task to:

Case Study: Fewer Salmon Running Upriver

Then I would go to the next task and add some essential questions.



Team Discussion About Case Study

Your mission is to talk about the questions below with your team.

You can do this a couple of ways. You can:

- Just meet as a team with your teacher and do this step.
- Answer these questions individually by posting answers and comments on the Destination Log.

Your teacher is going to tell you how you are going to handle this part. If you haven't heard from your teacher, then ask!

Get together as a team to talk about the case study and essential questions. As a team, you will want to prepare a statement that explains what you understand about education and what you would like to explore about education as you visit your sister school.

TEACHER - REPLACE THE SAMPLE GUIDE QUESTIONS BELOW WITH YOUR OWN, AND DELETE THIS MESSAGE

Use these guide questions for your discussion:

- What are you curious about when it comes to education in your sister school community?
- Who should you talk to about education in your sister school community?
- What ideas do you have about why the needs and benefits are different in urban and rural education? (How will you explore those ideas?)
- Do you think student to teacher ratio matters? (How will you explore your ideas?)
- How come there is a difference in technology access in urban and rural schools? (How will you explore your ideas?)

TEACHER: You need to come up with some essential questions based on the case study that you built in the prior task.

Of course, some of those questions will come directly from the case study. Also think about what your students have been learning. Good questions might be,

- "What elements of culture do the community in this case study show?"
- "What elements of community life do you see in this case study?"
- Why is this an important issue to understand for Alaskans?
- How does this issue affect you?



Team post about team choice case study.

After taking some time to discuss your guide questions and working on a statement of what you'd like to say together, please ask your teacher to post your thoughts about the Team Choice area of exploration. You may also want to consider sharing what you know about the issue that you explored in Alaska and what you want to know, since you will be exploring this element of community life in greater detail in your sister school community. Also, think about how this element

of community life works in your own community. How is your community dealing with providing care for those in need?

16.0 Case Studies Challenge (Elements Part 3)

Objectives:

Students will explore the 3 essential questions in the Areas of Exploration assigned by the teacher.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Intermediate

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

Materials:

- laptop
- videos

Standards

AKHF Cross-Cultural Immersion Standards and Competencies:

Gaining awareness of the cultural frames of the cultural immersion community.

Tasks



Select A Challenge Question

After completing the last part of culture exploration, you should have identified the ideas and values that are important to your community. You should have also identified at least one cultural element that makes your community unique.

Now let's take that to the next level. Your mission is to design a challenge question about your community. This challenge question is something that, if you answered it, would help to tell a story about an important element of culture about your community.

Here are some guide questions to help you:

- What is important to members of your community? What evidence in your community supports your answer?
- What is your community's claim to fame? What makes your community special?
- What resources does your community have and how does it manage those resources?

For example:

In Kodiak managing energy is important. The evidence is in how Kodiak obtains and manages energy. While many rural and island communities rely on generators, Kodiak relies on hydro and wind power to generate electricity. So, Kodiak's claim to fame is the 6 wind turbines that sit on top of Pillar Mountain. Between the hydro plant and the wind turbines, 99% of Kodiak's electricity is produced through sustainable means. A challenge question that a team from Kodiak could produce could address Kodiak's unique solution for electricity production. A future Kodiak team might use a challenge question like this one, "How does Kodiak's electricity production make it a self-sustaining community?".

What question will your team come up with to help you tell the a story about your community? As a team, under the direction of your teacher, discuss and design your challenge question. Then use that challenge question for the next task to plan to tell a good story about some special part of your community.



Team Discussion About Areas of Exploration

As a team, discuss the areas of exploration you would like to explore in your sister school community. Think about the case studies you just viewed and discussed, and consider how you can develop your own case studies during your visit to your sister school community.

Identify your essential questions.

What will you need to know about the area before you reach the community?

What resources will you need?

How is a case study different from a simple visit to a place?

What is the purpose of each case study you will do?

What are your essential questions?

Write a team post that explains what your case studies will be and addresses the guide questions above.

17.0 Area for Exploration Plans

Objectives:

- 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.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team, Instructor guided

Description:

As a team, develop three Area for Exploration plans. These are documentaries of community and culture elements of your Sister School community.

Output:

Three Area for Exploration Plans

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.

Tasks



What is an Area for Exploration Plan?

The Areas for Exploration are your main assignments while you're on your exchange. You will do three of them. They're designed to be mini research and documentary projects that help your team learn more about the lifestyles, culture, or community structure of your Sister School Community. Basically, you're going to pick three things to learn more about, and for each topic you will have a tour and/or interview with an expert during your trip. Before you travel, you need to plan how each of these assignments will get done.

Your plan for each topic should include the following:

- The topic you're going to explore
- The activity you will do to explore this topic.
- Who is the Culture Bearer or community expert that can give you a tour, a demonstration, or stories on this topic?
- What questions will you ask of this person to learn more?
- Do you need to gather any other background information on this topic before you meet this person?

When you actually do this Area for Exploration during the exchange, you will need to tell the story of your exploration, and afterward you'll spend a short time with your team to talk about what you learned.



Area for Exploration Plan 1

Work with your team to come up with your plan for your first Area for Exploration.

You are going to make a post to your Sister School team.

In the post editor below, type the title "Area for Exploration Plan #1."

Share this post with your Sister School.

In that message, answer the following questions (it is OK if you don't know the answers to all of the questions. The Alaska Humanities Forum staff and your Sister School team can help you fill in the blanks. Consider making a phone call, or Skype, or something like that to talk to the other team about your ideas. You can make changes to your plan by editing the post.)

1. What is the first topic you're going to explore in your Sister School Community?
2. Where will you go and what will you do in your Sister School Community to explore this topic?
3. Who is the culture bearer or community expert in your Sister School Community who will help you learn more about this topic?

NOTE: We will need this person's full name and mailing address for our records and evaluation. This is great news! You can have your team write a Thank You card and send it to this person.

4. List five questions you will try to find answers or opinions about when you tell this story.



Area For Exploration Plan 2

Work with your team to come up with your plan for your second Area for Exploration.

You are going to make a post to your Sister School team.

In the post editor below, type the title “Area for Exploration Plan #2.”

Share this post with your Sister School.

In that message, answer the following questions (it is OK if you don't know the answers to all of the questions. The Alaska Humanities Forum staff and your Sister School team can help you fill in the blanks. Consider making a phone call, or Skype, or something like that to talk to the other team about your ideas. You can make changes to your plan by editing the post.)

1. What is the second topic you're going to explore in your Sister School Community?
2. Where will you go and what will you do in your Sister School Community to explore this topic?
3. Who is the culture bearer or community expert in your Sister School Community who will help you learn more about this topic?

NOTE: We will need this person's full name and mailing address for our records and evaluation. This is great news! You can have your team write a Thank You card and send it to this person.

4. List five questions you will try to find answers or opinions about when you tell this story.



Area For Exploration Plan 3

Work with your team to come up with your plan for your third Area for Exploration.

You are going to make a post to your Sister School team.

In the post editor below, type the title “Area for Exploration Plan #3.”

Share this post with your Sister School.

In that message, answer the following questions (it is OK if you don't know the answers to all of the questions. The Alaska Humanities Forum staff and your Sister School team can help you fill in the blanks. Consider making a phone call, or Skype, or something like that to talk to the other team about your ideas. You can make changes to your plan by editing the post.)

1. What is the third topic you're going to explore in your Sister School Community?
2. Where will you go and what will you do in your Sister School Community to explore this topic?
3. Who is the culture bearer or community expert in your Sister School Community who will help you learn more about this topic?

NOTE: We will need this person's full name and mailing address for our records and evaluation. This is great news! You can have your team write a Thank You card and send it to this person.

4. List five questions you will try to find answers or opinions about when you tell this story.

18.0 Hosting

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Intermediate

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Team, Instructor guided

Description:

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

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).

Tasks



Make a Schedule

Take some time to outline the plans for the whole week when your Sister School Ambassadors will be in your community and make a schedule for that week. There are several important things that you should include in that schedule:

- Time and space for Icebreakers on their first full day. Here's a link to get a handbook of fun icebreakers that work really well for cross-cultural exchanges. [Icebreaker Activities Handbook](#)
- When and where will they do their group introduction? (Every team is required to make a formal group introduction. Help them deliver this by planning when, where, and to what group they will give their introduction. Will it be at a school assembly? To the Rotary or Chamber of Commerce?)
- School time
- Any appointments you made for them with Culture Bearers
- Computer time every day so they can make their daily posts to the Destination Log
- Time for doing homework!
- All the fun evening activities you have planned for them -- make sure you have at least one night where all of you get to hang out with all of them
- Time and place for the closing circle on their last day. You should set aside one hour in a quiet place for this -- both teams and both teachers need to be there. (That means YOU too!) You'll learn more about the details of the Closing Circle a little later, but for now, just know that you need to reserve time and space for it.

Here's a link for a worksheet that you might use to help you plan. [Host Planning Worksheet](#)

Make a new post called "hosting schedule" and post the schedule for your week. Share it with your Sister School.



Welcome Plan

When your Sister School Cultural Ambassadors arrive in your community, they will be stepping into an unfamiliar world. Make a plan to help them immediately feel welcome and excited about being there.

First, make sure you all know when and where they will arrive. Do you all have it on your calendars?

- Then, work out a plan for their arrival.
- Who will be there to greet them? (hosting Ambassadors, host families, other community members?)
- Who will take photos or video of them as they arrive?
- Should you make signs or a banner?
- Who will provide transportation? (remember, you'll need room for their luggage, too)
- How will they connect with their host families, if the families aren't coming to the airport?
- How else can you help them feel welcome and comfortable?

Make a new post called "Our Welcome Plan" and write a few sentences that answer the questions above. Don't share it with any groups - it will just go into your teacher's personal profile.



Help them prepare.

Now, look back over the schedule you've created for the week that your Sister School Ambassadors will be in your community. Think about what they'll need to bring to be ready for all the events you have planned. What will the weather be like when they're here? Will they need dressy clothes? Are we doing any outdoor activities where they definitely want to have clothes that don't matter and can get dirty? Here's your chance to demonstrate your hospitality and help them pack.

Find the "Packing Checklist" in your own Field Manuals. Your Sister School team has the same manual to help them prepare. Use this as a guide.

Make a new post called "What you'll need to know before you go." Write your list of packing suggestions in this post. Share it with your Sister School.

19.0 Travel Prepped!

Objectives:

- 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.

Grade:

Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Activity type:

Individual, Self guided

Technology Level

Low

Teacher Notes:

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

Output:

Pre-travel questionnaire

Materials:

- Field Manual
- Responsibilities of Traveling Cultural Ambassador video
- Introduction to the Field Manual video
- Waypoints for the Exchange video

Tasks

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.

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.



Introduction to the Field Manual



Here's a little video about the Field Manual. You will be using this during your exchange.

Field Manual packing check list



After you've watched the "Introduction to the Field Manual" video, take a few minutes to look through your Field Manual. In particular, take a closer look at these things:

- The Packing Checklist - it will help you think through what you might need (and what you think you might need, but do you really need it?)
- The Day Planner - your host ambassadors have hopefully made a post called "Hosting Schedule" that has some of your activities scheduled. Copy those things into the Day Planner in your Field Manual so you'll always know what's going on.

- Read through the “Waypoints for Your Journey,” especially the three things you need to do on the day you travel and your first day on the exchange. Notice that you’re supposed to take some video or pictures of your team as you travel ... be ready to capture those moments of silliness and adventure!
- The back section of the Field Manual is called Field Notes, and it’s full of helpful tips and other things to make your exchange a super-success.

Pre-Visit Questionnaire



Think ahead to your exchange week to complete the following questions. Remember there are no right or wrong answers!

Think ahead to your exchange week to complete the following questions. Remember there are no right or wrong answers!

1. Please rate the following based on what you think or believe.

a) Being a Traveling Ambassador is an honor.

| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

b) I believe I will see my own culture differently because I was a Traveling Ambassador.

| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

c) If you chose 4 or higher on the question before, can you give examples of how you might see your culture differently?

- 1
- 2
- 3

d) I believe that I will treat people better because of this program.

| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Look at the list below. Describe in a few words how each one plays a role in your life.

a) Cultural Ambassador

b) Culture

c) My Community

d) My Sister School Exchange Week

3. What is the most important thing about the Sister School Exchange?



Waypoints During Your Exchange



Waypoints are the places that you stop along your journey. For the Sister School Exchange, they are the things that you need to do during your visit to your Sister School Community. This short video will show you what you need to do.



The Rules



20.0 Group Interview

Objectives:

- Understand the video camera.
- Understand video editing.
- Practice interviewing and group roles.
- Express thoughts on roles of Traveling Ambassador.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team, Instructor guided

Description:

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.

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.

Output:

- Film the Group Interview video and post it.

Materials:

- Video Camera
- Three interview questions
- Travel Ambassador team

- Team interviewer
- Computer
- Internet connection

Prep:

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.

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;

Tasks

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.



A Few Thoughts Before We Leave

Gather your whole team together and sit near each other so you can see each other, but that you're all pretty much facing the same direction. Everyone is going to answer three short questions and you're going to make a video of it. Set up your Flip camera on a tripod or get another person to hold it so you can see your whole group in the screen of the camera. Pick one person to ask the questions at the beginning (but that person has to answer the questions, too!).

When everyone is ready, start recording, and have your interviewer read this:

5. What do you think the easiest part of being a Cultural Ambassador will be when you visit your host community?

When everyone has answered that question (including the interviewer), ask this:

6. Why do you think these things will be easy for you?

And then:

7. What do you think you'll have to work the hardest on to be a Cultural Ambassador during your visit?

After everyone has answered all three questions, stop the recording and upload the video to a computer. Upload the post below. Make the title "A Few Thoughts Before We Leave".

21.0 Final Travel Debrief

Objectives:

- 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.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Beginner

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Team, Instructor guided

Description:

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.

Teacher Notes:

Review all travel preparation tools with traveling team:

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

Output:

- 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:

- Field Manuals
- Family Guide
- Passports
- Introduction to the Field Manual video

Prep:

- 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.

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

Tasks

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:

- 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.)



Group Introductions

At some point during your trip, your team needs to introduce yourselves to a group in your host community. Remember the #1 Habit of Highly Effective Ambassadors? To say hello and introduce yourself! Doing a group introduction is something that EVERYONE in your group needs to have a part in. Hopefully your hosts have already arranged a time and place for this to happen.

Part of that introduction will be sharing something about your home culture. Remember that you are culture bearers of many different cultures - school, youth, community, etc. A part of your culture could be a school cheer, dance, pictures from your community, or anything that helps others understand who you are, what your roles are, and how you relate to the world.

Here are the things you'll need to do:

8. Decide how you are going to introduce yourselves. Each person will need to say his or her own name. Also, your group will need to say:

Where you are from,

- That you are Cultural Ambassadors with the Alaska Sister School Exchange
 - Which is part of the Alaska Humanities Forum
9. Tell people what the responsibilities of being a Cultural Ambassador are:
 - To share your own culture
 - To learn about the culture of the place you're visiting
 - And to build connections between yourselves and others.
 10. Share something about your community and your culture. This could be as easy as arranging to have your Community Profile videos from your own Destination Log played to the crowd, or you could tell a story, show some pictures, sing a song, dance a dance You decide!

11. Write all of this down in your Field Manuals so you remember how it goes and can have it nearby when you need it.
12. Practice it before you have to do it for real!

Final Countdown



Start by revisiting 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:

- 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.
- Group Introduction - You'll be required to make a post about it during your trip, so make sure you're prepared!
- Go through the Packing Checklist in your Field Manuals if you haven't already. This is pretty handy.
- Does everyone know how they are getting to the airport?
- Does everyone know what time they need to be there?
- Any other details?

22.0 Traveling Ambassadors

Objectives:

- 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.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Team, Instructor guided

Description:

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.

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.

Output:

- Multiple posts that demonstrate each experience as students have it.

Materials:

- Flip Camera
- Field Manual
- Traveling Ambassador Team
- Video from experiences as students have them.

Prep:

- 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 unfamiliar 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;

Tasks

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.



Getting There

The story of how you get from your home community to your sister school community will certainly be an adventure. Take some short videos and a few pictures of interesting or funny things you notice while you travel. Make a new post and call it “Getting There.” Upload your collage video or picture(s) and write a little bit about your trip. Here are a few ideas:

- Your fellow ambassadors at the airport, carrying luggage and checking in.
- Your fellow ambassadors in the airplane, especially if they fall asleep.
- Your fellow ambassadors arriving at your host community’s airport - getting off the plane and looking around.
- Traveling from the airport to wherever you are going - take some shots along the way.



Icebreakers

The first time you get together with people you don’t know very well, it can sometimes feel sort of awkward. But there are lots of fun games that groups can play to “break the ice” and help you get to know each other. Your host ambassadors should have picked one or two activities for you all to do together soon after you’ve arrived in their community. Also, in your Field Manual there is an activity called “Getting To Know You” that has some fun questions you and your Sister School Ambassadors could use to interview each other.

Your job is to take a few pictures or video of your team and your sister school team working together, getting to know each other, and having fun. Make a new post and call it “Icebreakers.” Upload your pictures or video.



First Impressions

After you’ve been in your Sister School Community for a few hours or for one night, take a few minutes with your team to talk about your first impressions. Each member of your team will need to answer two questions on video, and then you’ll combine all those videos into one collage video that you’ll post to your Destination Log. Here’s how to do it:

Choose one person to run the Flip camera, one person to ask the questions, and one person to answer.

Make sure that each person speaks loud enough, and get the camera close to the person answering the questions.

The interviewer says (and you should fill in the missing information!), “Hi [first name] from [wherever you’re from]! I have two questions for you. What are some things you’ve noticed about [say the name of the community you’re visiting]?”

Let the person answer.

And then ask, “What kinds of feelings have you had this first day of the exchange?”

When the person is finished answering, stop the video camera.

Take turns doing this until everyone has answered the questions.

Edit all the videos into just one collage video. Make a new post and call it “First Impressions.” Upload your video to that post.



Group Introductions

Remember the First Habit of a Highly Effective Ambassador?

To introduce yourself as a Cultural Ambassador!

Before you left home for this exchange, you should have prepared a group introduction, and hopefully you even wrote about it in your Field Manual on the “Group Introduction” page. And your Sister School Team should have made a plan for who you make your introduction to and when. But, just in case you’ve forgotten what this is all about, here’s what you need to do:

1) Decide how you are going to introduce yourselves. Each person will need to say his or her own name. Also, your group will need to say:

- Where you are from,
- That you are Cultural Ambassadors with the Alaska Sister School Exchange
- Which is part of the Alaska Humanities Forum

2) Tell people what the responsibilities of being a Cultural Ambassador are:

- To share your own culture
- To learn about the culture of the place you’re visiting
- And to build connections between yourselves and others.

3) Share something about your community and your culture. This could be as easy as arranging to have your Community Profile videos from your own Destination Log played to the crowd, or you could tell a story, show some pictures, sing a song, dance a dance You decide!

4) Practice it before you have to do it for real!

When you make your introduction in front of a group in your Sister School Community, make sure someone is taking a video of it. Film enough of the presentation so that other viewers can get the idea of what you did -- but you don’t have to film the whole thing. Just get some short clips of the most interesting parts.

If you have several short clips of video, edit them into one collage video. Make a new post called “Group Introduction”. Upload your video to that post.



Daily Team Post

Your mission on this exchange is to tell the story about life in the place you are visiting. Use the Flip video camera to tell the story - take it with you everywhere because you never

know when a special moment might happen.

Every day that you're in your Sister School Community, your team should make at least one post to your Destination Log. On some days, these will be specific posts, like your Areas for Exploration posts, or the Group Introduction. But there might be a day or two when you don't have to make a specific post. On these days you should make a post that tells us what you experienced that day. You can also make as many posts on any day as you want to!

Here are some ideas of things you might post about:

- Any Passport experience - especially the Community Experiences
- Anything that gives you clues about the culture, like:
- Posters that advertise community events
- Language
- Art
- Music
- Dance
- Clothing
- People in the community just living day-to-day life.
- Or, you can video your teammates and ask them questions about what they did that day, or what they're learning about your Sister School Community.

These posts can be short: lots of little 15-20 second clips put together, or an interview-style video that's about 3 minutes long will be just fine.

Make as many daily posts as you want to while you're traveling, but be sure to make at least one post per day that you're there. You can call the posts anything you want to. Upload your video or photos and maybe even write a little bit more about your experience.



Final Day Closing Circle

On your last full day in your Sister School Community, both teams need to set aside an hour to sit down together and reflect on what happened over the last week.

This post might be a little different from the other ones you've been doing. The story that you are going to tell is about your thoughts from an intense week together in your host community. It is also a chance to hear what your hosts have to say about your week together. For this activity, you're going to use an audio recorder (let's call it a "recording talking stick"). Make sure that it has batteries, and that you know how to use it BEFORE you start the talking circle!

Get both teams together and find a quiet place where no one will disturb you for about an hour. Get everyone to sit comfortably in a circle (EVERYBODY - including adults - must be IN the circle. There is no sitting out.)

Choose someone as the leader of the Talking Circle. The leader should:

- Make sure that everyone is prepared to stay in the circle until this exercise is over (that means: make sure no one needs to go to the bathroom!)
- Have everyone turn off cell phones and other distractions. This is about respecting everyone in the room.

- Explain that the group is going to do a Talking Circle. In a Talking Circle, only one person speaks at a time, and everyone else listens. The person who can speak is the person who holds “the recording talking stick.”
- Explain that when a person has his or her turn to speak, to please speak loudly enough so everyone in the room can hear.
- A person may “pass” on his or her turn, but once the talking stick has gone around the circle it will come back to him or her. Everyone must share something.
- Explain that the “recording talking stick” should be held about 12 inches away from your mouth (if it’s too close, the sound is bad).

When you’re ready to begin the Talking Circle, the leader should make sure the recording talking stick is turned on to record. Then the leader begins by welcoming everyone and saying something to get it started. For example: “Well, we’ve had an amazing week together, and very soon the visiting Cultural Ambassadors will be heading home to get back to their lives and their cultures. Before our teams are separated, it is important that we honor this experience and share some of how it has made a difference in our lives. When it is your turn to hold the recording talking stick, I want you to say three things:

- 1) Your first name and where you are from
- 2) Something about this exchange that you are thankful for
- 3) Something that you have learned during this exchange. It can be something you have learned about the people and place you have visited, or something that you have learned about yourself.

When one person is done speaking, pass the talking stick to the next person, and continue around the circle until everyone has shared something.

When everyone is done, take a group photo of all the ambassadors together.

Make a new post called “Closing Circle” and upload the audio from your recording talking stick.

If this is the first week your teams have been together, make a new post called “Group Photo” and upload the picture you took of both teams together.

23.0 Alaska Humanities

Objectives:

- 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.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

High

Activity type:

Individual, Team, Instructor guided

Description:

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.

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.

Output:

- 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:

- Flip Camera
- Field Manual
- Pen
- All Travel Ambassadors
- Camera
- Video footage of each Area of Exploration Experience

Prep:

- 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.

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;

Tasks

Student Instructions:

Follow each Area for Exploration task instructions. Be sure to check your Field Manual, too.



Area for Exploration 1

This is the first of your three big assignments. Look back at the plan you made in your post “Area for Exploration Plan 1” and review the questions you wrote and your ideas for this assignment. Also, read through the Area for Exploration pages in your Field Manual - there’s lots of really helpful things in there.

At the end of it all, you’re going to post one video that you’ll need to put together from several pieces. First, you should put together several short videos you took while you were getting your tour or conducting the interview. Please edit your videos and include only the highlights - no need to upload video of the entire experience.

The second part of the video will be your team’s wrap-up of the experience. After you’re finished with the tour, interview, or activity, gather your team together for just a few minutes to talk about what you experienced. You don’t need to have every person answer every question, but we’d like to hear each person’s voice at least once. Here are the questions you need to answer (you can also see these questions in your Field Manual):

- During this Area for Exploration, what did you do?
- During this Area for Exploration, when were you most excited or interested?
- What was one thing that surprised you most about this Area for Exploration?
- Name three key things you learned.
- How has this changed your perspective of this community? This culture?
- Why is it important for Alaskans to understand what you have learned today?
- What is one thing that you would add to this Area for Exploration to make it even better next time?



Area for Exploration 2

Look back at the plan you made in your post “Area for Exploration Plan 2” and review the questions you wrote and your ideas for this assignment. Also, read through the Area for Exploration pages in your Field Manual - there’s lots of really helpful things in there.

At the end of it all, you’re going to post one video that you’ll need to put together from several pieces. First, you should put together several short videos you took while you were getting your tour or conducting the interview. Please edit your videos and include only the highlights - no need to upload video of the entire experience.

The second part of the video will be your team’s wrap-up of the experience. After you’re finished with the tour, interview, or activity, gather your team together for just a few minutes to talk about what you experienced. You don’t need to have every person answer every question, but we’d like to hear each person’s voice at least once. Here are the questions you need to answer (you can also see these questions in your Field Manual):

- During this Area for Exploration, what did you do?

- During this Area for Exploration, when were you most excited or interested?
- What was one thing that surprised you most about this Area for Exploration?
- Name three key things you learned.
- How has this changed your perspective of this community? This culture?
- Why is it important for Alaskans to understand what you have learned today?
- What is one thing that you would add to this Area for Exploration to make it even better next time?



Area for Exploration 3

Look back at the plan you made in your post “Area for Exploration Plan 3” and review the questions you wrote and your ideas for this assignment. Also, read through the Area for Exploration pages in your Field Manual - there’s lots of really helpful things in there.

At the end of it all, you’re going to post one video that you’ll need to put together from several pieces. First, you should put together several short videos you took while you were getting your tour or conducting the interview. Please edit your videos and include only the highlights - no need to upload video of the entire experience.

The second part of the video will be your team’s wrap-up of the experience. After you’re finished with the tour, interview, or activity, gather your team together for just a few minutes to talk about what you experienced. You don’t need to have every person answer every question, but we’d like to hear each person’s voice at least once. Here are the questions you need to answer (you can also see these questions in your Field Manual):

- During this Area for Exploration, what did you do?
- During this Area for Exploration, when were you most excited or interested?
- What was one thing that surprised you most about this Area for Exploration?
- Name three key things you learned.
- How has this changed your perspective of this community? This culture?
- Why is it important for Alaskans to understand what you have learned today?
- What is one thing that you would add to this Area for Exploration to make it even better next time?

24.0 Final Thoughts

Objectives:

- Students reflect on being a cultural ambassador.
- Students identify cultural similarities and differences.
- Students identify cultural bridges.
- Students reflect on cultural awareness.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Program

Technology level:

Low

Activity type:

Individual, Self guided, Instructor guided

Description:

Now that you have traveled and hosted, we want to know what you've learned.

Teacher Notes:

Have students post their post exchange reflections.

Have them read and answer the ten reflective questions.

Output:

Posts on being a cultural ambassador.

Materials:

- Student Laptops
- Internet Connection

Prep:

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.

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)

Tasks

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.



Post Travel Survey

Take a short survey now that you've completed your exchange.

Think back to your exchange week to complete the following questions. Remember there are no right or wrong answers!

1. Please rate the following based on what you think or believe.

a) Being a Traveling Ambassador is an honor.

| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

b) I believe I will see my own culture differently because I was a Traveling Ambassador.

| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

c) If you chose 4 or higher on the question before, can you give examples of how you might see your culture differently?

1

2

d) I believe that I will treat people better because of this program.

| | | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Don't Believe At All | | | I'm in the Middle | | | Totally Believe |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Look at the list below. Describe in a few words how each one plays a role in your life.

a) Cultural Ambassador

b) Culture

c) My Community

d) My Sister School Exchange Week

3. What is the most important thing about the Sister School Exchange?



Final Thoughts

Make a new post on your profile called “Final Thoughts” and answer ALL of the following questions. If you answer them on video, upload the video. If you want to write answers, please be sure to also copy and paste the questions before you write the answer (or at least number your answers).

1. How do you think the people in your Sister School community are different than the people in your home community?
2. How are people in your Sister School community the same as the people in your home community?
3. Name at least two important things that you think you learned about your Sister School Community's culture from this program.
4. How do you think this program has changed the way you think about people of different cultures?
5. How do you think this program has changed the way you think about yourself?
6. How do you think this program has changed the way you think about your own culture?

7. What is something about your own culture that you were proud of sharing with your Sister School Ambassadors?
8. What is something about yourself that you were proud to share with your Sister School Ambassadors?
9. Remember the two things you thought might worry you about living in your Sister School Community for one week? Were those things problems during your visit? If they were, please explain. If they were not, why not?
10. Did you miss the things you thought you would miss when you visited your Sister School Community? If yes, why did you miss them? If no, why didn't you miss them?

25.0 Group Presentation

Objectives:

- Students will demonstrate knowledge of the cultural bridges they have built.
- Students will produce media that 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.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Advanced

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Medium

Activity type:

Instructor guided, Team

Description:

The Traveling Ambassador Team will produce a Group Presentation.

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.

Output:

- Group presentation media piece.
- Live presentation to a select local audience.

Materials:

- Student laptops
- Video camera
- Trip footage

- Presentation creation software/video editing software
- Internet connection
- Presentation equipment
- Video editing software
- Media planning documents

Prep:

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.

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;

Tasks

Student Instructions:

The Traveling Ambassadors as a team will produce a media piece that is a group presentation.



Group Presentation

Remember that the third responsibility of being a Cultural Ambassador? It is to build bridges. One of the ways Ambassadors do that is by telling stories about the people they've met and the places they've been in their travels. Now it's your turn to help other people in your home community learn more about people in another part of Alaska.

Choose a group in your school or community with whom you'd like to share your experiences. A school class is fine, or you could really push your edges and make a presentation to the community Rotary club, the school board, or a public event at the library.

There are no limits to what you present or how you share the story of your exchange except for these requirements:

- Every person who traveled on the exchange must be involved in some way
- The group must introduce themselves, and that they did this travel as part of the Alaska Humanities Forum Sister School Exchange.
- Remember that one of the responsibilities of a Cultural Ambassador is to participate, experience, and learn about other people, their community, their culture, and their heritage in **a way that does not pass judgement.**

A very simple way to make this presentation is to use a video projector and some external speakers to show your team's Destination Log to the audience. You and your team can walk the audience through your Destination Log, showing the videos and adding to the story. During your presentation, please answer the following questions as you share with your audience:

1. What do you think the people of your host community have most in common with the people in your home community?
2. How are the people in your host community different than the people in your home community?
3. What are two important things that you learned about your host community's culture as a result of the exchange?
4. What are two important things you learned about your own culture?
5. Why do you think it's important for students to be Cultural Ambassadors in Alaska?

Be sure you PRACTICE doing this presentation before you actually do it in front of an audience.

And be sure to allow time at the end for questions from the audience.

Other ideas:

- Make a good that is popular from your Sister School's Community
- Demonstrate a new skill you learned during your visit
- Have each individual Ambassador share a personal highlight of the week, perhaps something that happened with his or her host family, or each person's most eye-opening moment, or something he or she misses from your Sister School Community.

- Share stories about what it was like to host your Sister School Ambassadors here in your home community!

26.0 Bonus: Follow-Up

Objectives:

- 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.

Grade:

Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

Teacher difficulty:

Beginner

Student difficulty:

Advanced

Subject Category/Topic:

Traveling Ambassadors

Technology level:

Low

Activity type:

Individual, Self guided

Description:

Make another post one month after your exchange is over.

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.

Output:

Posting Bonus Follow-Up/reflection on how the experience has affected them.

Materials:

- Student Laptops
- Internet Connection

Prep:

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/prewriting 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.

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)

Tasks

Student Instructions:

Now that you have had time to get back to your “normal” life, do you see things differently?



Follow- Up Post

Now that you’ve been back in your “normal” routine for awhile, take a few moments to reflect on the exchange again and whether it’s had a lasting affect on you. Make a short video or write a blog entry about who you are now and if you think you’re different from who you were before you did this exchange. Here are some questions to help you:

- Has your view on your own culture and the roles you have in your culture changed as a result of this program?
- Are you interacting with your family, friends, or other people in your community any differently than you did before? If so, how?
- Have you changed any of your old habits or your usual routine as a result of something you did or learned on this exchange?
- Are you thinking any differently about your future because of these experiences?