

# Identity and Communication

[Google Slide Deck to teach lesson:](#) This lesson is taught synchronously via google slides.

## **Lesson Plan and Rationale**

**Lesson 1 Learning Theory:** Constructivism/ Social-Constructivism

**Lesson 1 Design:** Backward Design, Active Learning

## **Lesson 1 Learning Objectives:**

In lesson 1 students will accomplish the following:

1. Define cultural identity and communication and describe how they interact
2. Demonstrate an understanding of the different constructs that create a cultural identity
3. Cultivate a language framework in order to articulate one's own cultural identity
4. Become familiarized with the terms *dominant culture* and *subculture* and power structures related to cultural identity.
5. Develop presentation and oral communication skills in a virtual environment

## **Lesson 1 Assessment Measures:**

Learning objectives will be measured by the following formative and summative assessments:

1. Oral and written participation during synchronous class time (*zoom class participation*)
2. Creation and presentation of Jamboard cultural identity during zoom class (*slide 15-17*)
3. Completion of Google Document discussion (*slide 22*)
4. Successful completion of key course terms in the Asynchronous Escape Room (*lesson 1, task 2*)

## **Explanation of Lesson 1 Slides:**

### **Interactive Input (*slides 1-3*) (5 min)**

Slide 1: Identity and Communication

- State my name, brief introduction and title. Present Topic: can you give me a breakdown of the words you see in the title? Let's think about what communication and identity mean?

Slide 2: Warm Up, Identity

- Students brainstorm by posting in chat what identity means to them. Serves as a previous knowledge check.

Slide 3: What is Communication?

- Go over the definition and diagram of the communication process. Brainstorm: what are some channels of communication?

### **Discussion (*slide 4-5*) (5 min)**

Slide 4 and 5: Problems in Communication?

- Discuss the different problems in communication. Students use slide 5 to brainstorm different problems with sticky notes. Post google slide link in chat: students need editing access to the slide deck. Active / collaborative learning activity.

Segway: Reveal the sticky note of identity and culture. Ask students if they agree that this can cause misunderstandings in communication.

**Interactive Input (slide 6, 7, 8) (10 min)**

Slide 6: Importance of Identity and Communication

- Read terms. Ask if someone can name the subfield in communication that deals with culture?

Slide 7: Intercultural Communication

- Read definitions. Ask if someone has ever experienced intercultural communication and can they give a short example.

Slide 8: Visual Example of Intercultural Communication

- Watch a short video as a class. Ask students to pay attention to the shared meaning that is being made from the characters due to the different cultures interacting.

Rationale: Raises awareness of how different cultures interact. Segways into connecting material to personal life experience.

**Activity (slide 9, 10, 11) (10-15 min)**

Slide 9: Have you experienced intercultural misunderstandings?

- Zoom Poll to take a class pulse of who has experienced intercultural communication.

Slide 10: Think-Pair-Share

- Interactive activity to allow students to think about an intercultural miscommunication, articulate it to their partner, and then to the entire class. Give students 2 minutes to think about a situation, 4-5 minutes in the breakout rooms to share, 4 minutes to follow up as a group. Ask a few students to verbally share their experiences in front of the class.

Slide 11: Share

- Students collaborate on a sticky note slide to share their experiences in a visual format.

**Interactive Input (slide 12, 13, 14) (5 min)**

Slide 12: Everyone has a cultural identity

- Give a clear, visual definition of what a cultural identity consists of. Ask students if they agree. What would they add? Take away?

Slide 13: Share in chat your cultural identity

- Have students begin to brainstorm their cultural identity in a few words. Remind students that they only need to only share what they feel comfortable saying in class.

Slide 14: Can you guess my cultural identity?

- Use animation to have students grab interest in the topic by guessing my cultural identity. . . . Highlights how we make judgements of people without knowing everything about them. Reveal graphics to show that we can have layers of identity, ones that appear inside the box are more meaningful to us than one's on the outside. Purpose: prepares students for the task of creating a cultural identity in the next slide.

**Activity (slide 15, 16, 17) (20 min)**

Slide 15: What is your culture?

- Students will create a [Jamboard](#) to present their cultural identity. They will begin to articulate the different aspects of their cultural identity. (5-7 minutes)

Slide 16: Clarifying Brainstorming

- Before students begin the task, ask them the clarifying questions. This will help them prepare for creating their jamboard.

Slide 17: Present their jamboard.

- Students will practice oral communication and presentation skills by presenting their jamboards to the class, in a breakout room or in the group. (10-15 minutes)

**Interactive Input (slide 18, 19, 20) (5 min)**

Slide 18: Recap of what is culture?

- Reiterates what culture can consist of. Introduces the idea of a dominant culture. Brings forward the idea that there is a power structure in relation to cultural identity.

Slide 19: Dominant culture

- Defines what a dominant culture is. Gives an example of dominant culture in the U.S. Ask students if they think they are part of dominant culture?

Slide 20: Subculture

- Introduces the students to the term subculture. What might cause certain characteristics or demographics to not be part of dominant culture. Primes students to understand the importance of diversity and inclusive environments.

**Activity (slide 21, 22) (10 min)**

Slide 21: Interactive slide

- Students brainstorm what subcultures exist in the U.S. Use the slide to visualize a clear understanding of the difference between dominant and subcultures.

Slide 22: Google Document

- Students are given two questions to discuss in breakout rooms. The rationale is for them to begin to discuss what happens in businesses and personal lives when a subculture is not included or represented. This discussion will segway into intersectionality in the next lesson.

**Concluding Slide (slide 23) (3 min)**

Slide 23: Inclusion and Communicative Competence

- A quote from Harvard Review brings forward the idea of an inclusive workplace with both dominant and subcultures. Segway: the last sentence “they permit a diversity of perspectives” segways into the homework assignment which will help students understand more clearly how our cultural perspectives differ and define our world and communication patterns.
- Students are prepped for the next lesson which will focus on cultural power structures in the U.S and intersectionality.

**Homework (slide 24) (2 min)**

Slide 24: Word/Image Associations

- [Word/image associations](#) will be used to show how we uniquely perceive and interact with our world. This will be used in the discussion of Module 1, Task 3 Intersectionality workshop, which highlights how diversity and inclusion can create a more representative and productive workforce.

**Homework (slide 25), Summative Assessment: Asynchronous Activity:**

<https://view.genial.ly/61734b695f220d0d5aef2e38/interactive-content-breakout-adventure>

**Rationale:** An escape room will be used as a learning metric for assessing students' understanding of the lesson objectives. Understanding of key terms will be tested:

- Communication: what it is and how we do it

- Cultural Identity: the different factors that cultural identity includes
- Intercultural Communication: definition and examples
- Dominant Culture: what it is and how it creates power structures
- Subculture: what it is and its role in power structures
- Inclusion: some benefits of inclusive cultures