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Unit 0: Laying the Foundation

Unit 0 Overview
Welcome to the Sister School Exchange Curriculum!

In this brief unit you will:
- Become familiar with the online platform
- Become familiar with the SSE values
- Practice listening skills
- Practice asking open ended questions

### Unit 0 Checklist

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<th>Lesson 1</th>
<th>Required Activity</th>
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<tbody>
<tr>
<td></td>
<td>Working with Moodle slideshow</td>
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<td>Navigating the course slideshow</td>
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<tr>
<th>Lesson 2</th>
<th>Required Activity</th>
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<tbody>
<tr>
<td></td>
<td>Activity #1-3 (Choose one.)</td>
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<td></td>
<td>Activity #4</td>
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<td></td>
<td>Introduce Yourself Forum</td>
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<td>Assignment Uploaded</td>
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Prior to beginning the unit, the students should all take the course pre survey.

At the end of Lesson 2 will be an assignment. Please provide evidence of completion of the activities in Lesson 2. This can be a description, photograph, or short video of your students participating in the activities.
Lesson 1: Overview of the Course
Unit 0: Laying the Foundation

Required Activities:
- Working with Moodle slideshow
- Navigating Your Course slideshow

**Working With Moodle Slideshow**
The google slideshow will give you a general overview of Moodle and will help you set up your profile.

It walks users through:
- Setting up an account
- Enrolling in the course
- How to edit your personal profile

**Navigating Your Course Slideshow**
The following slideshow will give you a general overview of navigating the Sister School Exchange course.

It walks users through:
- The dashboard
- Navigating a typical lesson
- How to submit an assignment
Lesson 2: Laying the Foundation
Unit 0: Laying the Foundation

Required Activities:
- Activity #1-3 (Choose one.)
- Activity #4
- Introduce Yourself/Forum

Objectives
We can show understanding of important values and skills of the program by:

- Displaying good listening skills by practicing active listening,
- Correctly identifying yes/no questions and open-ended questions,
- Creating our own open-ended questions.

There is an introduction google slideshow which goes over the values of the Sister School program.

Activity #1-3: Choose One Activity From the Following
You will choose one of the following activities to do with your group.

Activity # 1 - The Wright Story

Instructions
You will need small candy or pennies and two small containers that you can use while you listen to the following story. Listen to the story and when you hear the word that sounds like "right," you will put a penny in the right-hand container. When you hear the words, "left," you will place your penny in the container on your left. Do that until the story is complete and then try to answer the questions at the end!

The Wright Story

One day brothers Willie and Rodney Wright decided to try to join the Sister School Exchange program. The first thing the boys had to do was ask their mother, Rhonda Wright, for permission. So they left for home right after school to ask their mom if they could join, passing by their sister in the hall. When Willie and Rodney Wright finally got home, they found their mom right on the front steps. They raced up to her, explained everything there was to know about the Sister School Exchange (though they left out the part about hosting) and asked for permission to join. But instead of answering, Rhonda Wright ran inside because she thought she might have left all the lights on in the baby’s room. The Wright brothers followed her inside, turning left down the hallway to ask for permission again, one right after the other. She was finally ready with her answer, and both of the Wright boys waited nervously, not wanting to be left out. She said, “Only one of my children can go because your mother does not want to be left without anyone around to do their chores. Whichever Wright turns in their application first will get to join and the rest will be left home.” The brothers stared right at each other, realizing that only one Wright would be going on the exchange this fall. So,
the Wright brothers raced back to school turning right, then left, then right again until they had arrived, racing to be the first Wright to turn in their application to their teacher. Little did they know that their sister Wendy Wright never left and turned in her application right to the teacher after school.

Reflection
Listening is important.

- Was it hard to listen and place the pennies in the jars at the same time?
- Is it difficult when you are not concentrating on what is being said because you're busy doing something else or thinking about something else?
- Did you get frustrated when you or others couldn’t keep up with the story?

How much of the story can you remember? Answer these questions to find out:

1. What are the first names of the brothers in this story?
2. What did they have to do first?
3. How many kids does the mother of this family have (according to evidence shared in the story)?
4. When did the brothers first see their sister?
5. What did the brothers do to each other before racing to the school?

Hopefully, you can now see that listening can be hard to do when you are focused on other things besides the person who is speaking. Throughout this program, active listening is going to be a very important skill for you to practice.

What are some ways that you show that you are an active listener?

Activity #2 - The Hunter and the Caribou

What you will need
- 2 Noise-makers (Something that rattles, rings etc.)
  - If you are unable to find anything, students can simply clap their hands
- 2 blindfolds
- A large open area like a gym, outdoors space or large classroom

Ask for two volunteers to be the first to play the game ‘The Hunter and the Caribou.’ Here is how the game works. The two volunteers will be blindfolded and given one noise maker each. One will be named the Hunter, the other will be the Caribou. The rule is that every time the hunter uses his noisemaker, the Caribou has to return the sound. The Hunter then uses his/her listening skills to try to tag the Caribou. Once the Caribou is tagged, they remove their blindfolds and two new
participants can have a turn. If the game tends to go on too long without the
Caribou being caught, set a timer and say ‘You have _____ more minutes to try to catch the
Caribou’.

To begin the game
- Select a Hunter and a Caribou
- Blindfold them
- Have other students spin them around 10 times so they lose all sense of direction.
- Have other students stand around to not only watch but to protect the participants from
  anything that might harm them (bleachers, desks, chairs, trees, etc.)

**Activity #3 - Create Your Own Activity**

**Activity #4: The Art of Asking Open-Ended Questions**

In order to be successful in the Sister School Exchange Program, you must first master asking open-ended questions. These are questions that cannot be answered "yes" or "no." They ask for more detailed information or opinions. If you begin to learn and develop this skill, it is going to help you as you move through the program. Take a look at the following video to get an overview of open-ended questions. ([https://youtu.be/pB4Zl2KFO1E](https://youtu.be/pB4Zl2KFO1E))

The following are group activities that you will do with your teacher and the other students in your
group. As a group you can choose one (or both) of the tasks below to practice asking open-ended
questions:

**Task A:**

**Goal**

To help students understand how to ask questions that will get to a deeper understanding of their user
and the context in which the user operates.

**Materials:** Set of questions, paper and pencil for recording answers

**Interview (10 min)**

Give students a set of prepared questions some of them open-ended and some of them not.

**Example questions:**

- What did you eat for breakfast this morning?
- How do you get to school?
Lesson 2: Laying the Foundation
Unit 0: Laying the Foundation

- Do you play with friends after school?
- What is your favorite thing to do after school?
- Describe your ideal weekend?
- Tell me a story about a time when you had fun at recess?

The first three questions are not open ended and the second three questions are. Ask students to pair up and ask each other the above questions (or a set of questions that you come up with)

**Identify questions (2 min)**
As a class or in pairs identify which questions are open-ended and which are not.

**Debrief (5 min)**
Ask the students the following questions:
What kind of answers did you get from asking the open-ended questions?
How did those answers compare to the answers to the other questions?
Why do we focus on open-ended questions when trying to understand our user?

**Question Development (8 min)**
Give students time to develop their own open-ended questions

**Task B: (If your group needs additional practice)**
Try playing 'The Question Game' with your team. To start, pair up and (or as a whole team) decide on a topic to question. One person starts with an open-ended question, then the other person responds with a related open-ended question. This goes back and forth as long as you can continue without making a statement or repeating a previous question.

For example, the topic might be an object in the room, such as a light bulb:

1. Why is it important to have light?
2. Where does light come from?
3. How does light help people?
4. Where is light used?
5. What would happen if there were no light?

***Helpful hint: Start your questions with: Who, What, Where, When, Why or How.***
Lesson 2: Laying the Foundation
Unit 0: Laying the Foundation

Introduction to Forums
You will need to individually log into akhf-learn.org to access and post to the forum.

1. Please tell us a little about yourself. This could include:
   ○ What you like to do for fun
   ○ Where you live
   ○ How many people live in your family
   ○ What type of music you like
   ○ What sports you play
   ○ And anything else you can think of!
2. Please respond to at least one other post.

Unit 0 Assignment
Please provide evidence of completion of:

*Activity #1-3 (Choose one)
*Activity #4
*Also make sure all students have posted to the forum
**Unit 1 Overview**
Welcome to Unit One!

In this unit you will:
- Explore your identity, culture, and heritage
- Talk to community members about culture and heritage
- Meet your Sister School Team via Google Hangout

### Unit 1 Checklist

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<th>Lesson 1</th>
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<td>Activity #2</td>
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<td>Activity #3-4 (Choose one.)</td>
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At the end of each lesson will be an assignment. Please provide evidence of completion of the activities in the lesson. This can be a description, photograph, or short video of your students participating in the activities.
Lesson 1: Learning About Yourself
Unit 1: Who am I?

Required Activities:

- Activity #1-4 (Choose one activity to complete.)
- Activity #5

Objectives

- I will complete one or more activities that share information about myself and my identity
- I will introduce myself to my Sister School team by messaging to share my first name and some information about myself.

Introduction

Welcome to Unit 1! In this unit, you will explore yourself, your identity, your culture, and your heritage. In addition, you will meet and begin to form relationships with your Sister School partners. At this point, you and your team have developed knowledge of the values of the program and developed greater awareness and skills related to active listening and asking open-ended questions.

In this first lesson, you and your team are going to do some self-reflection to encourage you to think about your identity and who you are. You will start off by completing 1 activity for meeting the objectives of the first lesson and you will make your first post to the team discussion board, where you will introduce yourself to your sister school team and meet all the other students and teachers.

Activity #1-#4: Choose One From the Following

The following three activities will help you explore who you are. You need to choose only one to complete. When you are done take a picture and save it.

Activity #1 - Creating an "I Am," Poem

Time Needed: (30 - 45 Minutes)

In this first activity, you will use the 'I Am Poem Template' below to write a reflective piece of poetry. Remember to take a photo and save it!
Activity 1 Student Handout - ‘I Am’ Poem Template

I Am Poem

I am ________________________________ (Two special characteristics)

I wonder ________________________________ (Something you are curious about) I

hear ________________________________ (An imaginary sound)

I see ________________________________ (An imaginary sight) I

want ________________________________ (A desire you have)

I am ________________________________ (The first line of the poem repeated) I

pretend ________________________________ (Something you pretend to do)

I feel ________________________________ (A feeling about something imaginary) I

touch ________________________________ (An imaginary touch)

I worry ________________________________ (Something that bothers you) I

cry ________________________________ (Something that makes you sad)

I am ________________________________ (The first line of the poem repeated) I

understand ________________________________ (Something you know is true)

I say ________________________________ (Something you believe in)

I dream ________________________________ (Something you dream about)

I try ________________________________ (Something you make an effort on) I

hope ________________________________ (Something you hope for)

I am ________________________________ (The first line of the poem repeated)
Lesson 1: Learning About Yourself
Unit 1: Who am I?

Activity #2 - Creating Your 'River of Life'

Time Needed: 45 – 75 Minutes

For this activity, you will have the chance to be creative and reflective. Pull out your markers, crayons, paint or colored pencils and paper for this activity.

- You will draw a winding river that represents your life up until this very moment.
- You will then include symbols or drawings that represent key moments or events in your life.
- You might wish to write a sentence or two on a separate paper describing each of your symbols and what they represent.

Activity #3 - Creating an Identity Map

Time Needed: 60 – 90 Minutes

This lesson will help you learn about identity and how to make an identity map. Look at the example below!
Lesson 1: Learning About Yourself
Unit 1: Who am I?

Creating an identity map:

- Distribute a sheet of paper and a marker to each student.
- Each student writes his or her name in the center of the drawing paper.
- Encourage students to consider all the roles they may identify with in the different facets of their lives. They can think of their familial roles; their roles in school; their roles outside of school--on the playground, on the Internet, or among friends (Hoopster? Gamer? Confidant?); or any other roles that may come to mind.
- Draw a different line or ray on their identity maps for each role they wish to include. At the end of each line, they should write the word that identifies that particular role.
- They can include adjectives on their maps to describe themselves.
- Adjectives could be written at the end of lines that originate at their names and branch out (if they are adjectives that generally apply to their identities), or they could be rays surrounding a particular role (e.g., the adjective "responsible" might be used to describe "big sister.")

Activity #4 - Create Your Own Activity

Activity #5 - Introduce Yourself to Your Sister School

Time Needed: 20-30 min

For this activity:

1. Make sure that your profile is complete!
2. Get a list of your Sister School classmates from your teacher
3. Open your navigation side bar and click on the "Participants," tab at the top.
4. Try to find your Sister School classmates
5. Click on their name to open their profile. Read through their profile.
   a. Use the "Message," button to send a private note to each your classmates! Ask at least one open-ended question!
   b. Respond to at least two of your classmates' questions.

U1: Lesson 1 Assignment

Please provide evidence of completion of:

*Activity #1-4 (Choose one)

*Activity #5
Lesson 2: Culture and Heritage
Unit 1: Who am I?

Required Activities:

1. Activity #1
2. Activity #2-5 (Choose one activity to complete.)

Overview
In this lesson, you and your team get your community involved in the Sister School Exchange for the first (and not the last!) time. At your team meeting you will consider the larger ideas of culture and heritage, and through a number of exercises learn about your own culture and heritage.

Take a look at this short video (https://youtu.be/w-agxSLq7zE) to see one perspective on Culture and Heritage.

You will work with your teacher and team members to determine who would be the best person to invite to speak to your group about culture and heritage. You might want to think about potential candidates before your team meeting. Once you have a speaker in mind, your team will have to contact them and see if you can set a date for them to speak.

Objectives:
- We can easily define culture and heritage.
- We can demonstrate an understanding of the fact that culture is always changing.
- We can demonstrate an understanding of how culture is expressed and how it changes.
- We can demonstrate understanding of 3 elements of our own culture and we can express why these elements represent our own culture.

Activity #1 - Learning about Interviewing a Family Member
(Meeting 1: 45-60 Minutes)
(Meeting 2: 30-60 Minutes)
You will begin learning more about your own cultural background by learning more about your family. This is a great opportunity to sit down with family members and go through old photo albums, recipes, or artifacts that tell their story and history.

You are going to dig deep and learn something about your family and yourself you never knew. The following activities will walk you through the steps of conducting and completing your family interviews. In one school district, high school and elementary school students worked on a history project together and the younger students chose to do interviews. Watch this video (https://youtu.be/lfX8aRL_CRU) and see what you can learn about interviewing.

Meeting 1-Preparing for the Interview
To get started, brainstorm questions as a team that you could ask your family members to help you learn about their background, history, culture or heritage.
Lesson 2: Culture and Heritage
Unit 1: Who am I?

- Discuss how you plan to capture your interview: Will it be with notes, video, audio recording, etc.?
- Take some time to work alone and with your group on the questions.

Remember that for the next meeting you will need to have completed the following:

- Conduct your interviews
- Collect pictures, artifacts, recipes, items that relate to your interview or what you learned about your family history an interview.

Meeting 2-Sharing What You Learned
Share some highlights of what you learned from your interview with your team at your next meeting. If you collected any artifacts, pictures or other items, this would be a good time to take a few minutes to show them to your classmates and talk about why they are important.

Wrap Up Task: Family Background Poster

Create a poster sharing highlights of the information that you have learned, and showcase pictures related to the interview (taking pictures of artifacts you brought in or making copies of photos from home). Make sure that you share a statement connecting your family history and heritage to yourself and your identity by describing at least one way that you are connected.

Activity #2-#5: Choose One From the Following

Activity #2 - Culture vs. Heritage: Preparing to Interview an Elder
(Meeting 1: 45 – 60 Minutes)
(Meeting 2: 30 – 60 Minutes)
There are three parts to this activity. You will review a prezi, generate a list of potential elders to interview, and complete a brainstorm activity.

Review the following Prezi Slideshow (http://prezi.com/j_fy3jd4rpju)
Prezi Challenge Handout

<table>
<thead>
<tr>
<th>HERITAGE PHOTO</th>
<th>ELEMENT OF CULTURE THAT IT FITS UNDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sod House</td>
<td></td>
</tr>
<tr>
<td>B.I.A. Classroom</td>
<td></td>
</tr>
<tr>
<td>Shaman</td>
<td></td>
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<tr>
<td>Immigrants</td>
<td></td>
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<tr>
<td>Italian-Americans (Morra)</td>
<td></td>
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<tr>
<td>Housewife</td>
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</tbody>
</table>
Lesson 2: Culture and Heritage  
Unit 1: Who am I?

2. Generate a list of Potential Elders to Interview

Things to Consider

*Rural:*
If you are new to the community or unsure of who would be a good person to interview, speak with staff in the school and tell them the topics you wish to discuss. They can help point you in the right direction. You will also be able to ask your teacher and other adults.

If you are new to the community or unsure of who would be a good person to interview, speak with staff in the school and tell them the topics you wish to discuss. They can help point you in the right direction. You will also be able to ask your teacher and other adults.

*Urban:*
Brainstorm potential options for speaking to someone with knowledge of the history and cultural heritage of your area. Perhaps there is a local heritage center you can visit, or you could speak with a person at a local museum. Perhaps you, your team members, or your teacher, know a community member who would be knowledgeable on the subject. If traveling would be a challenge, perhaps you can contact the local expert and they would be willing to come to you.

3. Participate in a Brainstorm Activity

After watching the Prezi slideshow, do this exercise as a group. Hang up large papers or post-its all around the room with the elements of culture you discussed written on them

- Write the element on top of the paper, then draw a line down the center
- On one side is to write about what you know about the heritage or culture in your community for that particular element. The other side is to write down questions about things you would like to know about that element of culture or heritage.
- Choose (at least) one element and come up with things you know and questions you might have. If it is not clear which elements students prefer to focus on, decide as a team which 2 - 3 to focus on by holding a vote on elements that students identified as the ones they had the most interest in. Once completed, do an oral review of the heritage and culture markings to discuss, and continue to build an understanding of the difference between culture and heritage.
Lesson 2: Culture and Heritage
Unit 1: Who am I?

Activity #3 - The Survey Says…
(Meeting 1- 30 Minutes)
(Meeting 2 – 45 - 60 Minutes)
In this activity students will learn about the cultural identities of the people around them.
As a team, you will be asked to survey 10 people about their own cultures and record the data on the survey handout found below. It is important to select a diverse set of 10 respondents: family, friends, people they don’t know quite as well (classmates, teachers, office staff, community members).

It is important you have the survey completed before your next team meeting. Together, you can examine or even combine all the data to create a graph to share some of the results (optional).

After the data is collected and synthesized in some way, work with students to review the concepts relating to the differences between culture and heritage. Create a venn diagram on a large poster as a team which separates respondents answers into the categories: ‘Heritage’, ‘Culture’ and ‘Both’. Both would be used for elements that were a part of heritage in the past but remain a part of the culture today. Take a picture of your venn diagram for submission.

The Survey Says....

Hello. Please take a few minutes to fill out this survey to help me learn about culture and heritage in our community. Take your time because your answers are important to me. Thank you!

1. What is your first name?

2. What is your culture? (This can be shared in many ways. Your answer can be one word or it can be detailed explanations; whatever the question makes you think or inspires you to say!)

3. How do you know this is your culture?

4. What are some ways that you and other people who have the same culture express (show, live, celebrate) your culture?
Lesson 2: Culture and Heritage
Unit 1: Who am I?

Activity 4 - Interview an Elder or Community Member
(Meeting 1: 45 – 75 Minutes)
(Meeting 2: 30 – 60 Minutes)
In this activity, students will focus on the 2 or 3 elements of culture they chose to focus on and learn more about their culture and heritage surrounding these elements, and how things in their community have changed over time. They will prepare relevant questions and interview an elder or other community member, then demonstrate their learning by completing a KWL chart started earlier in the lesson. See below for details.

- Create a large KWL sheet like this one for each of the elements of culture you will focus on

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Wonder (or want to know)</th>
<th>What I have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know about culture is that it’s about their customs, or the way they live like if people in Buckland all get together every week to have a feast, that is a custom.</td>
<td>What I want to know about Buckland is if you have any traditional food. I also want to know if you have any special dances that you perform.</td>
<td>I haven’t learned much about culture in Buckland, but I know that people get together at the church on special days to eat. And that they have special dances.</td>
</tr>
</tbody>
</table>

- Conduct the interview
- Complete your KWL sheet's "What You Learned Section.”

Activity 5 - Create Your own Activity
As always, you have the option to create your own activity that meets the same objectives.

U1: Lesson 2 Assignment
Please upload evidence of completion of the following activities:
*Activity #1
*Activity #2-5 (Choose one)
Lesson 3: My Creation
Unit 1: Who am I?

Required Activities:

- Activity #1
- Activity #2
- Activity #3-7 (Choose one activity to complete.)

Objectives

- I will reflect on what I have learned so far and I will create something that represents myself, my identity, my culture and/or my heritage.

Introduction

In this lesson, you will begin by learning about the values of 'Openness' and 'Sharing' with a quick reading from your teacher. Next, you and your team will reflect more on your identity and culture by completing the 'Culture Bag' activity.

Lastly, you and your team will have a variety of other activities to choose from that will fulfill the title of this lesson, which is 'My Creation'. All of these options provide you with a chance to be artistic and creative while thinking about your identity or culture. These creations, along with the culture bags, can be shared when you first meet your Sister School via Google Hangout in the next lesson.

Take a few minutes to see how Noatak presented their culture bag activity. (https://youtu.be/dpEBMD7MSZc)

Activity #1 - Openness and Sharing Throughout the Exchange

Time Needed: (5 - 10 Minutes)

Read the following short piece.

If you look up the word 'Exchange' in the dictionary you will likely find something very similar to this: 'An act of giving one thing and receiving another.' That is exactly what the Sister School Exchange program is all about; throughout this cultural exchange, you are going to be asked to give by sharing pieces of yourself, voicing your thoughts and ideas, making a difference in your community and, ultimately, giving your Sister School partners a taste of what life is like in your family and community. At the other end of this 'exchange', you are also going to be asked to receive everything mentioned above from your Sister School with an open and curious mind.

If you do not do your part in opening yourself up to give and receive throughout this program, then you will not get all that you can out of the experience.

Let's think about this some more with an example. Imagine you have traveled to your Sister School community and someone there offers you a chance to try something new that you have never
Lesson 3: My Creation

Unit 1: Who am I?

experienced before. Maybe it is something that you at first think is 'weird' or 'strange' or 'unordinary.' What would you do? Would you turn down the experience, or accept, try something new and get a first-hand look into the culture you are visiting? Hopefully, you are thinking to yourself, "I would try it," because this program is designed to lead to moments exactly like the one we just imagined.

Throughout this exchange, it is important to try to begin to understand and remember that there really is no such thing as 'normal'. Each of our ideas of 'normal' is not the correct or better version. When we compare our own culture or lifestyle to people we sometimes think of as different from us in some way, we should always remember these 3 things:

1. Our differences are what make each of us unique.
2. Our way of life is not better or worse than others, it is just different.
3. People are more alike than different, no matter where they are from or how they express their culture.

It is our own life experiences and upbringings that mold how we think and the clay that is our brains could easily have been shaped into another form very different from the one which has been realized. Had we grown up in a different place, our view of what is normal would likely be totally different.

In this lesson, you are going to get your first chance to truly participate in a cultural exchange. First, you are going to create something that represents you, your identity, your heritage and/or culture to be shared with your Sister School. Later on, you will meet your Sister School team for the first time through an online Google Hangout. Hopefully, you are prepared to be open and share, and to give and to receive all that you can in your first exchange experience.

"We don't see things as they are, we see them as we are."

- Anais Nin

Activity #2 - Culture Bags

In the last few activities that you have completed, your team learned to recognize culture and heritage in themselves and in others. Now, it’s time to share some cultural items or artifacts that represent you with your team. Between now and our next meeting you will need to pick three artifacts, explain why they represent or show your culture and bring them in a bag or backpack. Remember, your artifacts should express the culture that makes you who you are.

Examples of some possible culture bag items:

A family keepsake (please don’t bring anything expensive to school!)

An example of something your family likes to do together

An artifact that shows how your family might celebrate a holiday

An artifact that illustrates a special day that only your family celebrates
Lesson 3: My Creation
Unit 1: Who am I?

A family recipe for something unique

A photograph from a family album that represents your culture

Sharing our culture bags
All of you will be asked to tell the story of each of your artifacts. Some groups prefer to share one item at a time, going around the group three times. Other groups prefer to share the whole bag. Whatever your group decides is fine. Also, remember the values of your Sister School team. This is a great time to practice good listening skills, ask open-ended questions and openly share your culture.

Wendler Sister School

Cultural Bags

Wendler shares:

Estelle - Polish

Nico - Samoan

D'Audeara - Yupik

Genavieve - Inupiat

Tylor - Inupiat
Lesson 3: My Creation
Unit 1: Who am I?

Activity #3 - #7 Choose One From the Following

Activity #3 - Creating a Mask

In this activity, you will create a mask by using plaster bandages to make an actual mold of your own face! Once the mask is made, you can decorate it in a way that represents yourself and your identity.

The video (https://youtu.be/tQAw5W2koxo) will give you an overview and directions for the process. Or go to "How to Make a Plaster Mask," wiki (http://www.wikihow.com/Make-a-Plaster-Mask) that has even more detailed information. Have Fun!!!

Activity #4 - On the R.A.F.T.

Time Needed: (60 - 90 Minutes)

In this creative writing exercise, you will use the slideshow to take on an imaginary role and write from a different perspective. You will write with the purpose of sharing more about yourself, your community, heritage or culture. In the next lesson, you and your team can choose to share these with their Sister School team in their first Google Hangout.

Getting Started

You are ready to start brainstorming for your own story! Use the graphic organizer below to organize your thoughts and prepare you to share your story. Have fun On the R.A.F.T.!
| Role: What person or object are you? | Description |
| Audience: To whom are you writing in your story? | |
| Format: In what format are you sharing your story? | |
| Topic: What are you writing, creating a slideshow, or presentation about? | |
Lesson 3: My Creation
Unit 1: Who am I?

Activity #5 - Cultural Iceberg

Time Needed: 60+ Minutes

An iceberg is a great metaphor that can be used to help understand culture. Like the top of an iceberg, you can only see the surface of culture. In reality, there is much, much more below the surface that cannot be seen. In this activity, you will create an iceberg that represents you or your own culture.

Take a look at the example of a cultural iceberg that help to explain the difference between surface culture (culture that can be seen and is easier to understand) and deep culture (culture that cannot be seen and is harder to understand). With your teacher, view and discuss these images, ask questions, or find examples to help you understand words or concepts with which you are not familiar. Are there any elements of culture missing?

Creating Your Own Cultural Iceberg
For this activity, you will create your very own cultural iceberg. Your iceberg can represent your culture, or you and your identity. Here is how it will work:

- Gather Materials: Paper or poster board, crayons, markers, colored pencils or paint.
- Choose a topic: Will you focus on you as an individual or on your culture?
- Brainstorm: For your topic, think of specific examples that you will place above the surface and below the surface. Use the cultural iceberg pictures to help you with topics.
- An iceberg is a great metaphor that can be used to help understand culture. Like the top of an iceberg, you can only see the surface of culture. In reality, there is much, much more below the surface that cannot be seen. In this activity, you will create an iceberg that represents you or your own culture.
  - Below you will find two examples of cultural icebergs that help to explain the difference between surface culture (culture that can be seen and is easier to understand) and deep culture (culture that cannot be seen and is harder to understand). With your teacher, view and discuss these images, ask questions, or find examples to help you understand words or concepts with which you are not familiar. Are there any elements of culture missing?
Lesson 3: My Creation
Unit 1: Who am I?

Activity #6 - Creating a Drum

Time Needed: 60 – 120 Minutes

Introduction
In this activity, students will use materials (which must be ordered ahead of time) to create a drum. The drum will then be decorated in a way which shares the student’s identity or culture. In the next lesson, students can choose to share these with their Sister School team in their first Google Hangout.

Before the Lesson:

- The key for this activity is ordering the supplies well ahead of time. Below is a link for ordering drum making kits, and also, a list of materials you can use to make your own drums:

  LINK FOR ORDERING A KIT: https://furandhide.com/products/categories/drum-kits

Activity #7 - Create Your Own Activity

U1: Lesson 3 Assignment

Please provide evidence of completion of:

*Activity 1

*Activity 2

*Activity 3-7 (Choose one)
Lesson 4: Meeting Our Sister School
Unit 1: Who am I?

Required Activities:

- Activity #1
- Activity #2
- Activity #3-#4 (Choose one activity.)

Objectives:

- I will introduce myself and share something that represents myself, my identity, my culture and/or my heritage with my Sister School Team
- We can show understanding of important values and skills of the program by:
  - Displaying good listening skills by practicing active listening and
  - Asking open-ended questions to our Sister School team.

Introduction

In this lesson, you will be preparing to meet with your Sister School Team for the first time. Check with your teacher for a time that has been set up for you. You will also want to learn to use Google Hangout and make sure that you are comfortable with the technology. In the first part of the lesson, you will revisit the values that you learned in the first lesson of the curriculum: asking open-ended questions and active listening. Next, you will prepare for the meeting, and then finally, you will join your team’s first Sister School Exchange Google Hangout.

Activity #1 - Revisiting Our Values: Open-Ended Questions and Active Listening

Time Needed: 30 Minutes

At this point, we ask that you review the skills of active listening and asking open-ended questions. If you saved one or more of the optional activities from the first lesson of the curriculum called ‘Laying the Foundation’, now would be a great time to introduce one of those activities to reinforce these skills. Go back to Unit 0: Lesson 2 and see if there is an active listening activity that you and your team could try!

Activity #2 - Preparing for your First Google Hangout

Time Needed: 30 – 45 Minutes

In this activity, you will be preparing to meet your Sister School team for the first time. Your job is to share relevant information about yourself with the students and teacher on the other team. In order to have a successful first meeting and to have you feeling confident heading into the meeting, it is important that you do some preparation and think about what you are going to say.
Lesson 4: Meeting Our Sister School
Unit 1: Who am I?

Some suggested introduction ideas
- Share your name and who your parents are.
- Something that makes you "you."
  - Pretty much all teenagers like pizza, basketball, going to the mall. What makes you different?
- Something you are currently involved in (sports, drama, etc.).
- Why are you participating in the exchange?
- A question about the community you’ll be visiting.
- Sharing of your culture bags or your creation from the last lesson (Mask, Drum, RAFT writing or Cultural Iceberg).

Some things to remember when you share
- If you are asked a question remember to answer it!
- Be positive.
- Remember not to share information that is private.

Preparing for sharing
Some of you might be feeling a bit nervous about meeting new people and speaking with them for the first time. Don’t worry, it is completely fine if you are feeling that way! One of the best ways you can get rid of some of your nerves is to prepare. You will find a list of questions and sentence frames that you can answer to better prepare yourself. Fill it out and bring it with you when you are going to meet your Sister School team. Also, remember that besides sharing information about yourself, you are going to be listening and learning about people from your Sister School. Feel free to ask them questions if they bring up a topic you want to know more about!
Lesson 4: Meeting Our Sister School
Unit 1: Who am I?

Sentence Frames for Google Hangout

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you? And where do you come from?</td>
<td>Hello, I am________________________________________________________.</td>
</tr>
<tr>
<td></td>
<td>My parents/guardians are_____________________________________________</td>
</tr>
<tr>
<td></td>
<td>and they are from____________________________________________________</td>
</tr>
<tr>
<td>What are you good at? What is important to you?</td>
<td>One thing I am good at is____________________________________________</td>
</tr>
<tr>
<td></td>
<td>Lately I’m spending time_____________________________________________</td>
</tr>
<tr>
<td>Why are you participating in the exchange?</td>
<td>I am participating in the Sister School exchange because _______________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>My question is________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________________________________</td>
</tr>
<tr>
<td>What did you bring to share? Why does this item represent you or your culture?</td>
<td>I brought__________________________________________________________ to</td>
</tr>
<tr>
<td></td>
<td>share. It represents myself/my culture because________________________</td>
</tr>
<tr>
<td></td>
<td>Make sure to say ‘Goodbye’ or ‘thank you’ after speaking with each person!</td>
</tr>
</tbody>
</table>
Lesson 4: Meeting Our Sister School
Unit 1: Who am I?

Activity #3 - #4 - Please Choose One From the Following

**Activity #3** - Speed Date with Your Sister School on Google Hangout

Prep Time Needed: Around 30 Minutes

Meeting time Needed: 30 - 60 Minutes

In this activity, you will meet and speak with every member of your Sister School team individually. By this time you should have created accounts in the previous activity, you will sign them in on different computers and set up a Google Hangout with a student from your Sister School.

**Activity #4** - Group Meeting with you Sister School on Google Hangout

In this activity, you will meet with their Sister School as a whole group. After your teacher makes the arrangements, you will take turns introducing yourself and sharing the information that you prepared in the previous activity.

**U1: Lesson 4 Assignment**

Please provide evidence of completion of the following.

*Activity #1

*Activity #2

*Activity #3-4 (Choose one)
Unit 2: Who are we?

Unit 2 Overview
Welcome to Unit Two!

In this unit you will:
- Explore the cultural groups you belong to
- Explore your community
- Explore the elements of community
- Learn more about your Sister School community

<table>
<thead>
<tr>
<th>Unit 2 Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>Required Activity</td>
</tr>
<tr>
<td>Activity #1</td>
</tr>
<tr>
<td>Activity #2-4</td>
</tr>
<tr>
<td>(Choose one.)</td>
</tr>
<tr>
<td>Activity #5</td>
</tr>
<tr>
<td>Assignment Uploaded</td>
</tr>
<tr>
<td>Lesson 2</td>
</tr>
<tr>
<td>Required Activity</td>
</tr>
<tr>
<td>Activity #1</td>
</tr>
<tr>
<td>Activity #2-3</td>
</tr>
<tr>
<td>(Choose one.)</td>
</tr>
<tr>
<td>Activity #4</td>
</tr>
<tr>
<td>Activity #5</td>
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<tr>
<td>Assignment Uploaded</td>
</tr>
<tr>
<td>Lesson 3</td>
</tr>
<tr>
<td>Required Activity</td>
</tr>
<tr>
<td>Activity #1-2</td>
</tr>
<tr>
<td>(Choose one.)</td>
</tr>
<tr>
<td>Activity #3</td>
</tr>
<tr>
<td>Activity #4-8</td>
</tr>
<tr>
<td>(Choose one.)</td>
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<tr>
<td>Activity #9</td>
</tr>
<tr>
<td>Assignment Uploaded</td>
</tr>
<tr>
<td>Lesson 4</td>
</tr>
<tr>
<td>Required Activity</td>
</tr>
<tr>
<td>Activity #1</td>
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<tr>
<td>Activity #2</td>
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<tr>
<td>Activity #3</td>
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<tr>
<td>(optional)</td>
</tr>
<tr>
<td>Activity #4</td>
</tr>
<tr>
<td>Assignment Uploaded</td>
</tr>
</tbody>
</table>

At the end of each lesson will be an assignment. Please provide evidence of completion of the activities in the lesson. This can be a description, photograph, or short video of your students participating in the activities.
Lesson 1: Who are we?
Unit 2: Who are we?

Required Activities:

- Activity #1
- Activity #2–4 (Choose one activity.)
- Activity #5

Objectives

- We will reflect on and list all the different groups and cultures we belong to.
- We can demonstrate a more complex understanding of people from our Sister School community by breaking down broad categories and labels we place on people.
- We will demonstrate understanding of what norms of behavior are by:
  - describing the norms of one of our groups and
  - comparing some of our cultural norms with our Sister School

Introduction

Welcome to Unit 2! In this unit, you and your team will start to focus more on your team as a whole and on the question, ‘Who Are We?’ as you explore the cultural groups to which all of you belong, your community in general, and how you are connected to each other and to your community. In addition, you will learn more about your Sister School team and community as you meet and exchange throughout the unit.

In the opening lesson of unit 2, your team will complete a variety of activities that focus on answering the question, ‘Who Are We?’ These activities will help the team reflect on all the groups that they belong to, as well as the cultural norms that are attached to those groups.

Activity 1- Figuring Out Who “We” Are

Your group will review a google slide presentation that discusses the various cultural groups you can belong to. After reviewing the slideshow, please complete the following activity.

Materials Needed:

- Blank Paper
- Markers
- Tape

Process:

1. On a piece of paper, brainstorm a list of all the different groups you belong to.
2. Write each of your groups on the top of one of the blank papers, large enough to see it from afar.
Lesson 1: Who are we?

Unit 2: Who are we?

3. Put your groups in order from the smallest to largest, using the tape and placing them on the wall from left to right. On each paper, try to write at least 1 norm of behavior for the group or one thing that generally applies to all or most members of the group.

Activity #2 - 4 - Please Choose One From the Following

Activity #2 - Our Group’s - Annotated Picture

Time Needed 60+ Minutes

In this activity, you and your team will annotate a picture that represents one of your groups, explaining all of the norms of the group that can be pointed out using the picture. As a group, you will either bring in a picture to the meeting, capture one as part of the meeting, or locate a picture on the internet. You will then use Google Drawing (or another program of your choice) to annotate the photo. You can use our handout that models an example of an annotated photo. For this activity, students can work as a whole group, as pairs or as individuals.

Activity #3 - Guidelines to Being (___________): The Norms of Our Group

Time Needed: 45 – 60 Minutes

Introduction

By now, each of you has thought about your groups and some of the norms of those groups. In this activity, your team is going to focus in on one of your groups and come up with your very own guide to being a member of that group called 'A Guide to being _________' (For example, a guide could be called 'A Guide to Being on the Basketball Team at Central Middle School, or 'A Guide to Being A Yupik Dancer' like the ones you saw in the annotated photo example above.)

To come up with your guide, think of your group and all the expectations of being a member of that group. How should a person act or behave? Should they do or say certain things? Should they dress a certain way? Are different kinds of people expected to behave differently (young v. old, men v. women, etc.)? Are there specific things that a member of the group should not do?
Lesson 1: Who are we?
Unit 2: Who are we?

Basically, you and your team need to imagine that you are trying help someone who has NO IDEA what to do in that situation or group, like in this classic movie where a caveman is unfrozen, brought back to life and is taught how to live 'normally' in an American city.

How to Share
How exactly you create and share your guide is up to your team. You can create a Google Doc or Word document that shares a list; you can make a video where all of your group members take turns sharing your ideas or teaching an 'alien' how to behave in your group; you can create a presentation with text and pictures; or, you can come up with your own creative idea! Whichever you choose, make sure you create a helpful guide and have fun doing it!

Activity #4 - Create Your Own Activity

Activity #5 - The Problem with Stereotypes

Time Needed: 60 - 90 Minutes

In this exercise, you will learn about one of the problems that can come with being a part of a certain group: stereotyping. You will begin by learning about the difference between generalizations and stereotypes. You will then try to identify how people might be grouped together by 'outsiders' and how they may group 'others'.

- **Generalization** – recognizing a quality or behavior that applies to most members of a group, and then applying that to all members of that group
  - People from the city talk fast and loud.
  - People from villages talk slow and quiet.
- **Stereotype** – an oversimplified view of the characteristics or behaviors of an entire group of people that a person accepts as true with little or no proof
  - All people from the city are loud and annoying.
  - All people from villages are too quiet and shy so it is hard to talk to them.
- If possible, locate a copy of the book The Native People Of Alaska by Steve Langdon. This will be helpful as students research different Native peoples.

When discussing stereotypes it's hard to understand what it means without hearing someone's experience. Take a look at this video (https://youtu.be/7Qb1c0nRgE) to see if this woman's perspective helps you to understand stereotypes better!
Lesson 1: Who are we?

Unit 2: Who are we?

Reading

“We generalize about people so that we know how to interact with them. If we see someone in a [Trooper] uniform, we assume they work for the [Alaska State Troopers]. If we see someone who looks over 80 years old, we assume they are not [working] anymore.

When do generalizations move into stereotypes? Stereotypes are overgeneralizations; they often involve assuming a person has certain characteristics based on unfounded assumptions.

We stereotype people based on how they look in terms of sexual orientation, gender, race, and ethnicity. We look at people and may assume they have a certain sexual orientation or that their gender is either man or woman. We may assume they are white, African American, Native American, Asian American, or Latino.

We may be right or we may be wrong.

We also stereotype people based on what we assume about particular categories of identity and what other characteristics are associated with those categories. Some people assume that… women are nurturing and men are violent; that white people are arrogant; African Americans are loud; Native Americans are drunks; Asian Americans are smart; that Latinos are lazy.

These are not generalizations, they are stereotypes. They are assumptions based on unfounded ideas about these groups, not identifying particular characteristics of a group of people. They signify a gap or lack in understanding. We typically stereotype those whom we do not understand or about whom we have no knowledge.”

Group Discussion

As a group, discuss the following questions:

- Is it ok to generalize?
- Do people in our community get labeled or categorized by their community?
- Do we or some people in our community group people in our Sister School community into a label or category?
- How do we or some people in our community generalize or stereotype people in our Sister School community?
Lesson 1: Who are we?
Unit 2: Who are we?

Diagram

Your teacher will guide you through an exercise that will allow you to explore stereotypes. Brainstorm four Native and non-Native groups. Beside each group list stereotypes you have of each group as shown in the diagram below.

Kasaq
Irish
- Ancestors from Ireland

Native
Yup'ik
- Speak Yungsten
- Storyknife

Italian

Tlingit

Russian

Inupiat

German

Athabaskan

U2 : Lesson 1 Assignment

Please provide evidence of completion of:

* Activity #1

* Activity # 2 - 4 (Choose one)

* Activity #5
Lesson 2: How are we connected?

Unit 2: Who are we?

Required Activities:

- Activity #1
- Activity #2-#3 (Choose one activity.)
- Activity #4
- Activity #5

Objectives

- We will describe some of the strengths of our community.
- We will identify how people in our community are connected by:
  - describing the norms of one of our groups
  - comparing some of our cultural norms with our Sister School

Introduction

In this lesson, you will be learning about your community and how it connects you to each other. The lesson will start with the reading of the student handout 'Keeping An Eye On Essential Questions'. This is a quick and simple task, but an important one. The more questions that students are able to brainstorm throughout Unit 2, the easier the opening lesson of Unit 3 will become.

The more questions that you are able to brainstorm throughout Unit 2, the easier the opening lesson of Unit 3 will become.

Following the reading, there are a two optional activities to choose from in which you will consider the strengths of your community. The last two required activities will help give you a sense of what connects you to people in your community. The last two required activities will help give you a sense of what connects them to people in their community.

Activity 1 - Keeping An Eye On Essential Questions

Time Needed: 10 Minutes

Welcome to Lesson 2 of Unit 2! Your team is moving right along and learning a lot as you continue to explore yourself, your groups, your culture and your community. Keep up the hard work!

As you move throughout this lesson, you are probably going to have a lot of questions come to mind as you think about life in your community compared to life in your Sister School community, along with some other topics. If a question is deep, thoughtful and can lead to learning a lot about a particular topic, it can be labeled as an 'Essential Question'.

Lesson 2: How are we connected?

Unit 2: Who are we?

What is an Essential Question, you ask? You have not been told this yet, but an essential question is actually the driving force behind your exploration and learning during this exchange; it can be a thought provoking question, and it can be a question about something that you just want to explore further. It will be an open-ended question that likely does not have a simple answer, but will need to be explored deeply to begin to understand it. You have already encountered some examples of Essential Questions throughout your exchange so far.

You've been asked to think about the following Essential Questions already:

- Who am I?
- How has culture and heritage influenced who I am?
- What is my identity?
- How has my family history shaped my identity?
- Who are ‘we’?

As you make your way through this unit, many questions will cross your mind, and they may be helpful for your team once you get to Unit 3 and try to come up with your own Essential Questions that can be something to focus on during your exchange. So, it will be a good idea to get your questions written down as they pop up because if your team finds them to be really interesting and important questions, you can decide to take a deeper look into them later.

A huge part of this exchange is taking the opportunity in front of you to learn as much as you can. So, when you have a question in your mind, please share it with your group! By the end of this unit, hopefully, you will have a list of questions. Hang up a poster paper or create a computer document to keep track of your Essential Questions throughout the rest of this unit. Name the poster 'Possible Essential Questions'. Good luck as you continue to explore your own culture and that of your Sister School!

Activity #2 - #3: Please Choose One From The Following

Activity #2 - Team Discussion: What Keeps People Living in Your Community

Time Needed: 30 Minutes

For this activity, hold a team discussion about the question 'What Keeps People Living in Our Community?'. For this activity, have a student serve as a recorder to type a list of discussion points that show why people chose to stay and live in your community.

Activity #3 - The Survey Says…: What Keeps People Living in Your Community

Time Needed for Meeting 1: 10 Minutes
Lesson 2: How are we connected?
Unit 2: Who are we?

Time Needed for Meeting 2: 30-45 Minutes

This activity is very similar to the one from lesson 2 of unit 1, though it is focused around a different topic. In this activity, you and your team will be asked to survey 10 people about reasons why they remain in their community and record the data on the survey handout. (Handout is below.) Encourage students to select a diverse set of 10 adult respondents (family, family, friends, teachers, office staff, or other community members). The purpose is to try to uncover strengths of the community that keep people living there.

Make sure students have data ready to share with the team at the meeting after this activity is introduced. For a submission, your team can examine or even combine all the data to do one of the following:

- create a graph that shares the results
- compile a 'Top 5' or 'Top 10' list
- write a quick summary of the results

NOTE: If your Sister School also chooses this activity, it might be interesting to schedule a Google Hangout to compare your results!
Hello. Please take a few minutes to fill out this survey to help me learn about the strengths of our community and what keeps people living in our community. Take your time because your answers are important to me. Thank you!

1. What is your first name?

2. How long have you lived in this community?

3. If you moved here, why did you choose to move to this community?

4. What are some of the main reasons why you choose to stay and live in this community?
   -
   -
   -
   -
   -
Lesson 2: How are we connected?
Unit 2: Who are we?

Activity #4 - You Know You Are From [_____________] If....

Time Needed: 30 - 45 Minutes

In this activity, you will work to create a poster, advertisement, memes, cartoons, haiku, or any other expression that will allow you to complete the statement such as: 'You know you are from (hometown) if...'. There is no limit to the number of statements you can make.

Ask your teacher if you need examples and push yourself to think of as many as you can. Think in terms of elements of a community, as well as the cultures or heritage in your community.

Activity #5 - Comparing Cultural Norms

Time Needed: 30 Minutes – 60 Minutes

In this required activity, you will consider specific questions that will help point out some of your cultural norms.

Use student handout below for this activity and fill out the appropriate column. Then, meet with your sister school team via Google Hangout to share and compare responses. You may be assigned certain responses from your teacher so that you have an opportunity to share during the Google Hangout.

U2: Lesson 2 Assignment

Please provide evidence of completion of:

*Activity 1
*Activity 2 – 3 (Choose one)
*Activity 4
*Activity 5
Complete this activity by giving your response to each topic. Then, meet with a Sister School partner to compare your answers.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Your Response</th>
<th>Compare to Sister School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many names do people call you by?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When your family has a birthday party, who is invited?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you tell someone ‘yes’ in a nonverbal way?</td>
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<td>When you eat dinner with family, would people talk a lot or are they generally quiet when they are eating?</td>
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<td>What people in your community are given the most respect?</td>
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<td>What are some of the most important chores that need to be done in your house?</td>
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<td>When you help out around the house or do chores, do you expect to get money or an allowance?</td>
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<tr>
<td>Besides birthday parties and holidays, what other things are celebrated in your family or community? What do people do to celebrate?</td>
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<td>How many pieces of gum do you usually chew at a time?</td>
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<td>What do people in your community wear when you go swimming? Where do you usually swim?</td>
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<td>When there is a party or</td>
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<td>Question</td>
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<td>celebration in your community, how do people usually find out about it?</td>
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<td>When someone passes away in your community, where do people go to mourn and pay their respects?</td>
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<td>What do you (or would you) call your grandma’s sister?</td>
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<td>If a young person in your community went hunting and killed their first moose, what would they do or what would happen?</td>
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<td>When someone in your family teaches you something, do they explain it to you and give you directions, or do they have you observe and watch them?</td>
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<tr>
<td>Do you eat most foods with your hands or with utensils like forks and spoons? Give examples!</td>
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<tr>
<td>What is your favorite holiday? Explain how your family celebrates.</td>
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<td>What was your 2nd grade teachers name(s)?</td>
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<td>How do you get your mail?</td>
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<td>In what way(s) is your house heated?</td>
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</table>
Lesson 3: How has our community change over time?
Unit 2: Who are we?

Required Activities:

- Activity #1-#2 (Choose one activity.)
- Activity #3
- Activity #4-8 (Choose one activity.)
- Activity #9

Objectives

- We will demonstrate understanding of what makes a community by
  - Identifying 5 elements of community and
  - Creating open-ended questions about these elements of community life in our Sister School community
- We will explore one or more elements of our community in depth and:
  - Explain how it has changed over time
  - Describe at least 1 positive effect brought on by the changes
  - Describe at least 1 negative effect brought on by the changes

In this lesson, you will be exploring elements of your community, how your community has changed over time and some of the positive and negative impacts of those changes.

Introduction

Following the introduction of the 11 Elements of Community Life, the reading in Activity 3 will give you an overview of what you will be expecting to do for the deeper exploration of one of your community elements in this lesson.

While exploring the one chosen element of your community, you will use a handout to guide your research of the topic. You will then create something that will capture your understanding. There are a variety of activity options offered in this lesson, including creating a newspaper, a video documentary, an annotated photo, or a timeline.

The lesson will wrap up with a reading that will connect your learning in previous lessons to what you explored in this lesson.

Activity #1 - #2: Please Choose One from the Following

Activity #1 - Presentation on 'The 11 Elements of Community Life'

Time Needed: 60 Minutes
Lesson 3: How has our community change over time?
Unit 2: Who are we?

Please take a few minutes to watch the slideshow about the 11 elements of community life. Your teacher might ask you to watch this alone or you might do this with your team and share some of what you learned with your Sister School. While you watch the slideshow, you will also complete the "Elements of Community Life," Challenge.

**Elements of Community Life Challenge**

- Discuss briefly what each of these elements looks like in Alaska & your community.
- Using the handout below, list strengths of your community, challenges in your community, and questions about your Sister School community.
- Select 1 element to focus on.

---

**Activity 1 Student Handout - Presentation**

**On The 11 Elements of Community Life**

<table>
<thead>
<tr>
<th>Element of Community</th>
<th>Strength(s) In Our Community</th>
<th>Challenges In Our Community</th>
<th>Question(s) About Our Sister School Community</th>
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</table>
Lesson 3: How has our community change over time?
Unit 2: Who are we?

Activity #2 - Create Your Own Activity

Activity #3 - Exploring One Element of Your Community

Time Needed: 10 Minutes

In the last lesson, you learned about what makes a community. Your community is one of the most important groups to which you belong, so the more you understand about your community, the more you can understand yourself, your cultural influences and your heritage, and the better prepared you will be to help make your community an even better place to live.

In this lesson your team will focus on the Essential Question, 'How Has Our Community Changed Over Time?'. This is a very loaded question that would take a very long time for anyone to answer. That is why you and your team will approach this question by focusing on one element of community that you chose in the last lesson. This will narrow the question down and make it easier to learn about. For example, instead of thinking about how every element of your community has changed over time, perhaps you will focus only on how transportation has changed over time.

Your teacher will explain the different options that you have to complete this exploration and to share your work. No matter which one you choose, here is what you should explore, and some helpful ideas on how to uncover the information:

What to explore

- How has your chosen element of community changed over time? (How is it currently changing?)
  - Describe at least 1 positive impact brought on by the changes.
  - Describe at least 1 negative impact brought on by the changes.

How to explore

Think of all the different ways that you have explored different topics so far throughout the Sister School Exchange program. Brainstorm a list of different activities. Many of them will probably help you explore this topic!

Activities #4-#8 Choose One from the Following
Lesson 3: How has our community change over time?
Unit 2: Who are we?

Activity #4 - Newspaper - ‘[______________] In Our Community’

Time Needed: 90 - 120 Minutes

In this activity, you will research and explore your community to learn more about your selected element of community. After researching, brainstorming ideas for articles, and deciding how to explore the topics, you will get to work completing your stories to contribute to the team newspaper. This might include interviewing someone from the community, creating and distributing a survey, taking pictures, going to a local library or completing more online research.

Activity #5 - Video Documentary - ‘[__________] In Our Community’

(120+ Minutes)
In this activity, you will explore your chosen element of the community by taking videos and making a short movie.

Activity #6 - Annotated Photo(s) - ‘[__________] In Our Community’

(60 - 90 Minutes)
For this activity, you will annotate one or more photos (self-captured or from the Internet) to look deeper into your chosen element of community. You will have to do research or interview a community member in order to reach the level of understanding that will help meet the objectives of this lesson. See the Handout “Element of Community Research Sheet” below as a guide.

As an example, imagine your students chose transportation. Perhaps they would have one annotated image from the past and one from the present, each which will demonstrate how the element has changed and the positive and negative impacts of that change.
Lesson 3: How has our community change over time?
Unit 2: Who are we?

**Student Handout**

**Community Research Sheet**
*Use this sheet as a guide as you explore your element of community.*

THE ELEMENT OF COMMUNITY WE ARE EXPLORING IS

<table>
<thead>
<tr>
<th><strong>WHO:</strong></th>
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<tbody>
<tr>
<td>Whom does this relate to?</td>
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<tr>
<td>Who is important to know about?</td>
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<td>Who brought about change?</td>
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<td>Who is affected?</td>
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<tr>
<th><strong>WHEN:</strong></th>
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<tr>
<td>What are some important dates to know about?</td>
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<tr>
<td>When did key events or changes take place?</td>
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<tr>
<td>When is the next big change going to happen?</td>
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<tr>
<th><strong>WHERE:</strong></th>
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<tbody>
<tr>
<td>Is your story only relevant for your community?</td>
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<tr>
<td>Are there important places that need to be mentioned?</td>
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<table>
<thead>
<tr>
<th><strong>WHAT:</strong></th>
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<tbody>
<tr>
<td>What do we need to know about your element/topic?</td>
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<tr>
<td>What has changed?</td>
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<tr>
<td>What are some positive and negative impacts of the change that has occurred?</td>
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<tr>
<td>Are there current events?</td>
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<table>
<thead>
<tr>
<th><strong>HOW:</strong></th>
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<tbody>
<tr>
<td>How has your element/topic changed over time?</td>
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<tr>
<td>How is it changing now?</td>
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<tr>
<td>How has the change impacted your community?</td>
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<td>How does this element connect people in your community?</td>
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<tr>
<th><strong>WHY:</strong></th>
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<tbody>
<tr>
<td>Why is your element or topic important to know about?</td>
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<td>Why should people care?</td>
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</table>
Lesson 3: How has our community change over time?
Unit 2: Who are we?

Activity #7 - A Timeline of '_____________ In Our Community'

(60 - 90 Minutes)
In this activity, you will create a timeline that documents changes in your chosen element of community, as well as some of the positive and negative impacts of that change. There are many ways to do this.

Another option would be to create a timeline on poster paper or large sheet paper. At the end, snap a picture (or several) to share.

Activity #8 - Create Your Own Activity

Activity #9 - Culture as a Dynamic, Changing Part of Life

Time Needed: 10 Minutes

Congratulations! You have completed your exploration of the one element of community that your team chose to focus on. Now is a good point to reflect on all that we have learned, not just in this lesson, but throughout the Sister School Exchange program so far. Everything that you have been learning is connected. Think back to some of the questions that you have considered: questions like ‘Who am I?’, ‘What is my identity?’, ‘How am I influenced by my culture and heritage?’, ‘Who are we?’ and ‘How are we connected?’. How are all these questions connected to the activities you just completed in this lesson? You may or may not have realized that you focused a lot on your heritage as you uncovered what the specific element of community was like in the past, and how it has changed over time. You may have talked about the positive and negative impacts of this change, which impacts your culture today. Also, the element of your community that you explored connects everyone who lives in your community together; it helps to form a shared aspect of your culture that everyone experiences together as a normal part of everyday life. Another thing this lesson hopefully helped to show you is that culture is dynamic, which means it is constantly changing. The element of community that you focused on is not the same as it was in the past, which means culture in your community is no longer the same either. It has changed, and so have the people who live in your community as they adapted to changing aspects of life. It kind of makes you wonder which aspects of your culture are next to go? Which elements of your community are changing right before your eyes? Some things will naturally change with time and progress, and no one will really care; but, at the same time, things of precious cultural value can disappear. Are there parts of your culture or elements of your community that you do not want to slip away and become part of your heritage instead? If you answered yes to that last question, then it might be time to consider what you can do to save it.
Lesson 3: How has our community change over time?
Unit 2: Who are we?

U2: Lesson 3 Assignment

Please provide evidence of completion of:

*Activity #1-2 (Choose one)
*Activity #3
*Activity #4-8 (Choose one)
*Activity #9
Lesson 4: How do we relate to each other?
Unit 2: Who are we?

Required Activities:

- Activity #1
- Activity #2
- Activity #4

Activity #1 - We Are In This Together

Time Needed: 10 Minutes

Introduction

The following is a short reading that is the point in the Exchange that you will begin to work more directly with their Sister School.

Reading

Welcome to the final lesson of Unit 2! You should be very proud of the progress you have been making and all your hard work to get to this point.

Throughout Unit 2, you and your team have been thinking in terms of 'We'. You have thought about all the different groups you belong to, cultural norms, how your community connects all the people that live there and you explored one element of community a bit deeper. Now you and your team have reached a point where how you think about 'We' is going to shift.

As you enter this final lesson of Unit 2 and move through Unit 3, you should now think of 'We' as both your team and your Sister School team. You and your Sister School team are in this together now! You have already started to get to know each other through Google Hangout, and by exchanging things that you have learned along the way. Now, as you work your way towards traveling to their community, you will start to work together even more. This will be a great chance for you to get to know your Sister School team even better before you visit their community. In this lesson, you will begin your first assignment that will ask you to work together with your Sister School team. A lot of what you do in this lesson will decide some of the events or activities that you plan when you travel to your Sister School community and when you host in your community, so keep that in mind.

From here on out, you and your sister school team are in this together!

Activity #2 - The Challenges We Face + Google Hangout

Meeting 1 Time Needed: 60 – 90 Minutes
Meeting 2 Time Needed: 30 – 60 Minutes
Lesson 4: How do we relate to each other?
Unit 2: Who are we?

The following steps will walk you through the process of identifying challenges in your community. You will also have the opportunity to share with your Sister School to begin to define the challenge or issues you will focus on!

Task #1: Review some of the issues that impact Alaska

How can we impact our community? How can we make a positive impact on the world?

In this unit, you have thought about how people in a community are connected. One way that people of a community or a group are connected is that they often face the same challenges, or they have issues which connect them to one another. Maybe the challenge is related to resources like energy or food. Perhaps the issue is related to a different element of culture that is shared by many or all in the community, such as education or language. Maybe the issue is related to cultural loss, to the environment or the preservation of the community altogether. Below are a few examples to help demonstrate some community challenges. Review one or more that interest your team:

Climate Change
Review the article (click on the photo below) and the related video as two examples of one issue currently facing many of our communities here in Alaska: Climate Change.


(http://youtu.be/NtL8POIzkEg)

Homelessness
The following documentary from the weather channel provides a perspective on Homelessness in Anchorage.([https://vimeo.com/90808805](https://vimeo.com/90808805))

Language Loss
This is an article showing an example of language loss in Alaska.


Task #2: Why not you? Why not now?

Now, for Task 2, come up with a list of issues or problems that are faced in your community, in the state of Alaska, in the United States or even across the world that your team would like to help do something about.

Focus on finding an issue that you and your team are passionate about. If you want to focus on Alaska, below is a helpful table that shows what Alaskans said were the biggest issues they faced in their communities. This poll was done way back in 1994, but do not be surprised to see that many of these issues are still affecting your community today. If you were hoping to think outside of your state or
Lesson 4: How do we relate to each other?
Unit 2: Who are we?

community, here is a helpful link(http://www.kidsgoglobal.net/the-issues) to get you started on some research of global issues.

Task #3: Google Hangout with Your Sister School

Schedule a Google Hangout so that you can share the issues and challenges you came up with!

Activity #3 - OPTIONAL Activity: Inviting a Community Member to Speak

Time Needed: 30 – 60 Minutes

For this activity, you will find a way to get your community involved once again. Brainstorm potential candidates who would be a good person to speak who has knowledge about the challenge your teams have chosen to focus on.

If the speaker is concerned about what they should say or about not having enough to talk about, consider meeting as a group to brainstorm related questions or topics that the interviewee could speak on.

Activity #4 - Adding To Our ‘Possible Essential Questions’ List

Time Needed: 10 Minutes

Before moving onto the next unit, have a conversation about any essential questions that may be in students’ minds that have not yet been added to the list.

U2: Lesson 4 Assignment

Please provide evidence of completion of:

*Activity #1
*Activity #2
*Activity #4
Unit 3 Overview
Welcome to Unit Three!

In this unit you will:
- Review expectations of being a good host
- Review expectations of being a good cultural ambassador
- Create a proposal for what you will explore while visiting

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<th>Required Activity</th>
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<tr>
<td>Lesson 1</td>
<td>Activity #1</td>
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<td>Activity #2</td>
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<td>Lesson 2</td>
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<td>Lesson 3</td>
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<td>Lesson 4</td>
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At the end of each lesson will be an assignment. Please provide evidence of completion of the activities in the lesson. This can be a description, photograph, or short video of your students participating in the activities.
Lesson 1: Choosing an Essential Question

Unit 3: The Proposal and Travel Preparation

Required Activities:
- Activity #1
- Activity #2
- Activity #3

Objectives

- We will select an Essential Question that will guide our explorations throughout the exchange.
- We will submit a proposal that will:
  - Persuade the SSE Staff why our essential question is important
  - Describe specific ways that we will explore this question during and after the exchange
  - Explain what our output or end-product will be to show what we learned about our essential question

Welcome to Unit 3! Your team is ready to begin to prepare for traveling on the exchange! In the first activity of this lesson, you and your team will narrow down your list of Possible Essential Questions and work with your Sister School team to choose one question to explore while on the exchange. Next, you will learn about the requirements of your proposal, which will detail why you chose that question and how you will explore it while on the exchange. Once the proposal is created and submitted, it will need to get approval from the SSE staff. Remember, you only have to have one member of your team submit your proposal and all group members will receive credit!

If you need help at any point during this lesson, please do not hesitate to call or email the SSE Staff at the Alaska Humanities Forum! Have FUN!!!

Activity #1 - Choosing An Essential Question

Time Needed: 60 - 90 Minutes

The Essential Question

On your way to reaching Unit 3, you have learned so much about yourself, your culture and heritage, and your community. Since you worked so hard and did so much to get to this point, you can officially be recognized as a cultural explorer. You have really earned that role through all your hard work, and, well, exploring! But your journey is really just beginning. Soon you will travel to explore your Sister School community for a week, and you will host them as they explore your community for a week. But what exactly are you going to explore when you are there? Much of the time you are simply going to learn about what normal, everyday life is like in your Sister School community. However, with all the interesting things you have discovered already and all the questions that have come to mind as you have learned throughout the program, it is time to look at one of those questions a little deeper. It is time to decide what you want to focus on exploring while you are on the exchange.
Lesson 1: Choosing an Essential Question
Unit 3: The Proposal and Travel Preparation

You and your team will start by discussing a few of your Essential Questions from your list, or discussing any new questions you might want to add. Eventually, you will select one that you will explore while on the exchange.

**Your Essential Question and Traveling**

What does your Essential Question have to do with traveling and going on the exchange? Well, it is the driving force behind your exploration and learning during the exchange; it can be a thought provoking question and it can be a question about something that you just want to explore more. An essential question is designed to help you think and give you ground work to start planning for your exchange. You can choose to dive into a variety of topics and subjects. You can look at challenges communities may face, you can learn more about different community elements, or choose to do some more self– exploration. The possibilities are limitless – what do you want to know more about or what do you want to explore?!

You have already started the work of brainstorming Essential Questions during Unit 2. Now, you are going to think of any more questions you might have, look at the questions you already came up with, and choose one question that you find most interesting or important. You can choose to select an Essential Question together as a team or even by yourself as an individual team member; Or, you could even select the same Essential Question to focus on with your Sister School.

Remember, your Essential Question is going to drive your exploration and planning for the exchange. Soon, you will plan and propose an Exchange Project that will help you explore your question even further. Now, complete the tasks on the following pages to discover your essential question.

**Task 1: Review and Add to Your 'Possible Essential Questions' List**

Think back to what you have learned and explored so far. You have gotten to learn more about yourself and your identity (Who am I?). You have thought about the groups to which you belong, and the cultural norms of those groups. You have learned about different elements of the community that you live in, your Sister School community, and identified strengths and challenges of both communities. You have also reflected on cultural loss by thinking about which parts of your culture you might be losing or that have already been lost.

What were you excited to learn about? What did you find most interesting? What do you want to learn more about in your Sister School community? Review your team's list of 'Possible Essential Questions' and think about any other questions that you may still have about yourself, your community or your Sister School community. Then, circle, highlight or take note of the ones that you are most interested in and want to explore further.

**Task 2: Narrow It Down and Think It Through**

Ok, now you have selected your favorite questions from the list, let's narrow it down to three or fewer. Come up with some reasons as to why those essential questions are important to you and brainstorm some ways you would be able to explore that essential question during the exchange. Why should this be the Essential Question that you and your team explore during the exchange?
Lesson 1: Choosing an Essential Question
Unit 3: The Proposal and Travel Preparation

Task 3: Meet With Your Sister School To Discuss Ideas

You now have a list of 3 or fewer Essential Questions that you and your team members are interested in and would like to explore while on the exchange. Now you are going to meet with your Sister School on Google Hangout to discuss your ideas and get some help on how you might be able to explore these ideas on the exchange. Here are a list of questions you might want to discuss, and take notes on:

1. Are any of our Essential Questions the same or alike? Should we work together on the same question, or are we going to have different questions?
2. Is our Essential Question able to be explored while we visit your community?
3. How can we explore this Essential Question while we are in your community?
4. Where can we go or what can we do to explore our questions?
5. Will it cost us any money to do the activities we discussed?

Task 4: Choose Your Essential Question

Now as a team (or as an individual or with your Sister School) you are going to pick one Essential Question that you are going to explore further. You will come up with a complete plan in the next activities of this lesson.

As a group you will need to:

1. Reflect on your Essential Questions list and narrow it down to 3 or fewer questions
2. Discuss with your Sister School how you might explore those questions on the exchange
3. Choose one question that will be the focus of your exchange exploration

Sample Essential Question:

Will Buckland's energy sources be enough to supply their energy needs in the future? What type of energy sources will meet these needs most cost effectively? What type of new jobs can be created with these energy sources to support economic growth?

Action Plan:

1. Ask experts questions about windmill and hydroelectric energy at a meeting that we have set up.
2. Visit all the energy sources that are available in Buckland.
3. Tour the area to learn about other possibilities to provide energy.
4. Look at the river and ask why they don't use the river for energy sources.
5. For our project, we are making an iMovie and connect our video with our sister city
Lesson 1: Choosing an Essential Question
Unit 3: The Proposal and Travel Preparation

The video below will show how one school chose a community element and how they explored the issue! [https://youtu.be/htripiNm2uU](https://youtu.be/htripiNm2uU)

Activity #2 - The Proposal Overview

Time Needed: 10 Minutes

What is a Proposal?

Now that your team has selected an essential question that you are excited to explore while on the exchange, you are about ready to make your proposal. For this task, a proposal is a written plan that you send to someone for approval of your idea.

What is in your proposal?

Your proposal is an important step in preparing for your exchange. In order to explore the essential question that your team has selected, you have to persuade the SSE staff on three important areas of your proposal:

1. **Show that you have selected an important essential question**
   
   You have already thought a lot about this, so you should be well on your way to be able to explain the importance of your essential question.

2. **Explain possible ways that you plan to learn about your question**

   You may have done this already, but this is where it will be important to talk with your Sister School and see what ideas they have about what specific things you can do to explore your essential question while you are on the exchange.

3. **Explain your 'Exchange Project' - How will you share what you learned?**

   What final product, creation or project will your team work on during and after the exchange to share what you learned about your essential question? Will it be done individually, as a team, or combined with your Sister School team? Will you create a video, an artistic creation, a community service project that relates to your essential question or something else that your team dreams up? What deadline will you set for yourselves after the exchange to complete the project? It is up to your team to decide.

Creating Your Proposal

You can create your proposal by writing a written proposal, creating a presentation that outlines your proposal, or thinking of your own creative way to share this information. Once you have decided how you are going to present your proposal and you have reflected and brainstormed for the three areas listed above, you are ready to get to work on persuading the SSE staff that your proposal is worthwhile and that they should give it the seal of approval.
Lesson 1: Choosing an Essential Question
Unit 3: The Proposal and Travel Preparation

Activity #3 - The Written Proposal

In this lesson, you will work as a group to brainstorm and then write a proposal for your Essential Questions and your Exchange Project. Make sure you have addressed all the steps below:

1. Set a date for a Google Hangout with your Sister School Team.
   - You will need to meet with them to discuss potential activities for your proposal.
2. Discuss with your team the reasons why you picked your essential question and why it is important. Generate a list of reasons or explanations (this can be done on a large post-it note, on a shared google document or any other way that works for you and your team).
3. Complete paragraph 1 and 2 of the proposal using the example below as a guide.
4. Explore your Essential Question by considering these options:
   - Research your Sister School community to try to find potential activities or experiences that will help to explore your essential question (if you need more ideas).
   - Conduct research and prepare a list of activities that may help you explore your essential question.
   - Discuss any costs associated with the activities you plan to do so you can include the 'request for funds' as part of your proposal.
   - Reflect on what you learned and discussed to create a short list of activities or experiences that your team will include as part of your proposal.
5. Explain how these will help you to learn more about your essential question.
6. Submit your proposal.

Option #1: Formal Written Proposal

Time Needed: 60 – 90 Minutes

You can submit your proposal using this option, which is a formal version of the written proposal. Here is an image of a template you can use.

---

Your Class Name

Teacher's Name

Your Name
123 Your Street
Your City, ST 12345
123-456-7890
no_reply@example.com

4 September 20XX

Gary Johnson (Name of person that you are writing to)
Manager (Their job title or position)
Alaska School Achievement Group (Name of the Organization)
2743 Silver St. (Street Address)
Anchorage, Alaska 99501 (City, State Zip Code)

Dear Mr./Ms. ___________________

First Paragraph: Explain who you are and why you are writing.

Second Paragraph: Describe your team’s essential question and why you think it is important.

Third Paragraph: Describe some of the activities that you plan to do on the exchange (including potential cost) and how they will help you to learn more about your essential question.

Fourth Paragraph: Explain your idea for your team’s Exchange Project (including potential cost and deadline for your project and the reasons why it is a great way to show what your team has learned about your essential question.

Sincerely,

(Your Names)
Lesson 1: Choosing an Essential Question
Unit 3: The Proposal and Travel Preparation

Option #2: Informal Written Proposal

Time Needed: 45 - 60 Minutes

You can also submit your proposal in an informal version. For this, students will number all the required aspects of the proposal and then provide their answers. Here is a sample of an informal written proposal.

Sample Proposal: Food

1. Why is this cultural topic important to study?

We know that whenever people come together to celebrate or mark an important event there is always food. Food brings people together. Food is comfort. We have learned that young people eat more junk food than their elders. We want to find out what effect store bought food is having on the health and culture of the village.

2. How will we explore this topic?

We think the best way to learn about Native food is to try some. We want to eat as much subsistence food as we can and talk to the people who prepared it to learn where it is from and how it is prepared. Next, we will observe the meals served in the village school. Will their school lunch be the same as ours? Different? Traditional food or bought food? We feel that the school cafeteria will be a good place to try some new food and to talk to the cooks. Finally, we will visit the village store to learn about what types of "urban" foods are sold there. We will take on the challenge of feeding ourselves and our sister team one meal from the store and to spend less than $100 doing so.

3. What might be challenging?

Well, we think that some Native food is going to taste pretty yucky. We want to learn how to try new things and be polite about the foods we don’t enjoy. Also we know that elders who live on subsistence food have put away the food they need to get through to the next summer. We don’t want to take food that they need.

4. How will we show what we’ve learned?

We propose to have a Native food banquet. We will bring back things that we can’t get in Anchorage, along with recipes. Each of our families will contribute a dish. One can make moose stew (_____ hunts with his Dad every year). One can make fry bread, etc. We will invite our parents, our teacher and the Sister School staff from the Humanities Forum. At the banquet we will share our reflections on food and culture with everyone. Those reflections can be recorded as video for sharing with others.

Unit 3: Lesson 1 Assignment

Please provide evidence of completion of:

* Activity #1
* Activity #2
* Activity #3
Lesson 2: Preparing for Hosting
Unit 3: The Proposal and Travel Preparation

Required Activities:

- Activity #1 – 3 (Choose one activity.)
- Activity #4
- Activity #5

Objectives

- We will demonstrate an understanding of the rules and expectations of our roles as hosts.
- We will create a welcome and hosting plan that organizes an outline of daily events/activities.

Introduction

Following the first lesson of Unit 3, it is time to make sure your team is ready for hosting your Sister School when they travel to your community. This lesson will ensure that everyone understands the expectations of their roles as hosts in order to make the exchange safe, enjoyable, and memorable for your guests. There are several activities to choose from in order to learn the expectations of hosting.

In addition to reviewing roles and expectations, your team will revisit the activity 'The Challenges We Face', and complete part 2. For this, you will finalize how you plan to explore the issue/challenge while your Sister School is visiting. Will you go speak with an expert? Will you hold an event to raise money or awareness for the cause? Will you volunteer your time in some way?

Additionally and most importantly, you and your team will work on creating a rough outline or itinerary for activities for your host week. Depending on your preference, this can be generated using team input for possible activities. This planning can make or break your host week. Do the groundwork now to allow for an excellent week of hosting!

Activity #1 - #3 Please Choose One

Activity #1 - Hosting Expectations 'ABC Brainstorm' Time Needed: 45 – 60 Minutes

This activity will give you and your team the opportunity to learn about what it means to be a host for your Sister School Team! Look at the brainstorm sheet below. The goal is to try to fill out every box with rules/expectations for hosting. For example, in the ‘A’ box you could write “Attend to their needs” or “Ask them if they need anything. Afterwards you will review all the boxes and come up with a Top 5 list.
**Activity #2 - The Hosting Checklist**

*Time Needed: 30 Minutes*

In this activity, you will engage in a discussion about expectations of hosting, and have you and your team create a checklist to guide you on the exchange. After you come up with your own rules/expectations, fill in the gaps by reviewing anything you might have missed. As a group, generate a list of top 5 rules that you think are most important!

---

**Activity #3 - What Hosting 'Looks Like'**

*Time Needed: 45 – 60 Minutes*
In this activity, you will work as a team to write a response, draw or create a poster, or act out skits that show what a certain expectation 'looks like' and 'does not look like'. Below is the “What Hosting Looks Like” handout.

### What Hosting ‘Looks Like’

<table>
<thead>
<tr>
<th>Hosting Rules/Expectations</th>
<th>What Does This Rule/Expectation Look Like?</th>
<th>What Does This Rule/Expectation Not Look Like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guests from our Sister School should not be left alone. Follow the buddy system!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obey the laws of the host community and the laws of the State of Alaska;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstain from using or possessing any drugs except those prescribed by a doctor; Abstain from drinking or possessing any alcoholic beverage; Abstain from using or possessing firearms of any kind, for any reason;</td>
<td></td>
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<tr>
<td>When visiting somewhere or hearing a presentation from a community, be an active listener.</td>
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<tr>
<td>Be courteous to your guest. Make sure they feel comfortable, and always be sure to ask if they need anything.</td>
<td></td>
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</tr>
<tr>
<td>Be mindful of what your guest wants to do. If you do not feel like doing something because you do it all the time, remember that your guest is only there for a week and want to experience your community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get to know your guest!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: Preparing for Hosting
Unit 3: The Proposal and Travel Preparation

Activity #4 - The Challenges We Face Part 2

Time Needed: 30 Minutes

In this activity, you and your team will revisit the activity that you started in Unit 2, Lesson 4 called 'The Challenges We Face'. Read the passage below with your team and plan an event or activity in your community related to the challenge.

Reading
Do you remember when you and your sister school team first thought about 'The Challenges We Face' in Unit 2? First, you came up with a list of issues you were interested in exploring, and then you met together with your Sister School team to select one challenge that you wanted to tackle together. Lastly, you brainstormed a list of potential activities or events that would allow you to learn more about the issue or to take action. Now you are ready for part two of this activity!

This part of the activity is going to be about finalizing your plan for an event or activity that will allow you and your Sister School team to explore your issue further or to take action in some way while you are on the Exchange. You already brainstormed a list of potential activities or events you could do, but now is the time to organize and finalize those ideas. Remember, there are different events or activities that you could plan that are related to the challenge in your community that you chose to focus on. For example, you could volunteer, fundraise to help do something about it, start an awareness campaign at your school or in your community, or schedule a visit so you can learn about the challenge first hand.

Once you decide what you and your Sister School team will do to explore your challenge, describe what you will do, or develop a plan for an event. Write this into your 'Hosting Plan' during the next activity and then you have completed part 2 of 'The Challenges We Face'!

Activity #5 - Hosting Plan

Time Needed: 60 - 90 Minutes

For this lesson, you and your team will plan and create an itinerary, listing daily events and activities that will happen during the exchange. This will be your working outline of events and activities. Be sure to include any events or activities that are necessary to help your Sister School complete their Exchange Project! Remember to include an activity or event related to the Activity 4 'The Challenges We Face Part 2'. Also, please create a welcome plan. Below are two handouts to help you with your plans.
Lesson 2: Preparing for Hosting
Unit 3: The Proposal and Travel Preparation

Our Welcome Plan

Helping your Sister School team feel welcome right from the start of the exchange is really important. Use this form to plan a really great welcome!

Our Sister School team:

Arrives on (Date) __________ at (Time) __________ Airline and Flight # (or?): ______________

Will we pick them up, or will they meet us somewhere? ________________________________

We will all go to meet our Sister School team at ________________________________ (place) at ______ (time)

What are the names of your visiting Sister School team, including the teacher?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Another important way to make your Sister School team feel more comfortable early on is to include their host families and all parents in the welcoming. Below, make a list of people to invite to the welcoming:
Lesson 2: Preparing for Hosting
Unit 3: The Proposal and Travel Preparation

Hosting Plan Template

General Plan
- Where will teams meet in the morning at school? ____________________________
- Where will teams meet at the end of the school day? ____________________________

Day ______________________

<table>
<thead>
<tr>
<th>Place/Event/Activity</th>
<th>Description/Notes</th>
<th>Things we might need</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Note: Teams do not need to fill this entire sheet. Use what you need!**
Unit 3: Lesson 2 Assignment

Please provide evidence of completion of:

*Activity #1-#3 (Choose one)
*Activity #4
*Activity #5
Lesson 3: Preparing for Hosting Part II
Unit 3: The Proposal and Travel Preparation

Required Activities:
- Activity #1-#3 (Choose one activity.)

Objectives

- Teachers will facilitate a meeting with host families and parents in order to prepare them for hosting and inform them about the exchange.

Following the Preparing for Hosting Part I, this lesson offers ideas for making sure that host families and parents are prepared for the exchange, and you can answer any burning questions they are likely to have leading up to the exchange.

Activity #1 - #3 Please Choose From One of the Following

Activity #1 - 'Town Hall Meeting'

(45 – 60+ Minutes)

Invite host families, parents and students to the school to present them with information about hosting, review program guidelines, and answer any questions they might have. Perhaps you can also arrange for a Google Hangout with your partner teacher so parents can ask any burning questions they might have.

Activity #2 - Dinner and Some Answers

(60 – 90 Minutes)

This is a great activity that may be more realistic for rural teachers. For a less formal meeting, host dinner for parents, host families (and students if you would like) to present them with information about hosting, to review program guidelines and to answer any questions they might have. If you are close with any of the parents or hosts, see if they would be willing to host the dinner or small potluck.

Activity #3 - Q+A via Google Hangout

(45 – 60+ Minutes)
Lesson 3: Preparing for Hosting Part II
Unit 3: The Proposal and Travel Preparation

This activity can be done along with the 'town hall meeting'. Work with your partner teacher to set up a date and time to meet with the parents of the students you will be hosting to answer any burning questions that they might have. If all have internet access and parents feel comfortable with the technology, they can meet from their homes. If that is not possible, parents can meet at the school to connect to the Google Hangout.

Unit 3: Lesson 3 Assignment

Please provide evidence of completion of:

*Activity 1-3 (Choose one)
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

Required Activities:
- Activity #1-#3 (Chose one activity.)
- Activity #4
- Activity #5

Objectives

- We will demonstrate understanding of the rules and expectations of our roles as travelers on the exchange.
- We will review our proposed 'Exchange Project' and the 'Tasks to Complete While on the Exchange' so that we are prepared to complete our required tasks.
- We will read and review the 'Student Packing Checklist'.

This lesson will teach the expectations and rules for traveling to your Sister School community. Many things will be reviewed in this lesson, from how to behave at your host family's house to expressing thanks throughout the exchange and reviewing rules of Sister School Exchange program.

Many of the activities in this lesson are identical to those from the 'Preparing for Hosting' lesson. This time, choose an activity that you have not already completed (or as always, you can come up with your own way to reach the objectives of this lesson).

Lastly, you will need to preview Unit 4 (On the Exchange) and go over the tasks that will be required while students are on the Exchange, as well as any tasks that might be required to work on the 'Exchange Project'.

Activity #1 - Traveling Expectations 'ABC Brainstorm'

Time Needed: 45 - 60 Minutes

This activity will go over expectations in an engaging way that will allow you and your team to come up with a list of expectations. Additionally, the student packing checklist will be reviewed. Below is a copy of the ABC Brainstorm handout. On the handout fill in as many boxes as you can with expectations of your role as a traveler on the exchange. For example in the 'A' box, you could write, "Ask meaningful questions" or in the 'B' box you could write 'Be polite and respectful." After brainstorming expectations as a group come up with a list of the Top 5.
<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<td>K</td>
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<td>L</td>
<td>R</td>
<td>XYZ</td>
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</tr>
</tbody>
</table>

**ABC BRAINSTORMING**

Topic: ___________________________
# The Packing Checklist

This is a suggested packing list. Your teacher may ask you to add or cross off items. Check the box when you know that it is packed and ready.

<table>
<thead>
<tr>
<th>Clothing</th>
<th>For Being Outdoors</th>
<th>Other Items to Bring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Sweatshirt/sweater</td>
<td>○ Warm hat</td>
<td>○</td>
</tr>
<tr>
<td>○ T shirts</td>
<td>○ Warm coat/parka</td>
<td>○</td>
</tr>
<tr>
<td>○ Pants</td>
<td>○ Warm mittens/gloves</td>
<td>○</td>
</tr>
<tr>
<td>○ Shorts</td>
<td>○ Scarf/face mask</td>
<td>○</td>
</tr>
<tr>
<td>○ Socks</td>
<td>○ Insulated boots</td>
<td>○</td>
</tr>
<tr>
<td>○ Underwear</td>
<td>○ Snow pants</td>
<td>○</td>
</tr>
<tr>
<td>○ Warm socks</td>
<td>○ Helmet</td>
<td>○</td>
</tr>
<tr>
<td>○ Indoor school shoes</td>
<td>○ Rain jacket</td>
<td>○</td>
</tr>
<tr>
<td>○ Gym shoes</td>
<td>○ Rubber boots</td>
<td>○</td>
</tr>
</tbody>
</table>

**For Sleeping**
- ○ Sleeping bag
- ○ Sleeping pad
- ○ Pillow
- ○ Pajamas

**For personal Hygiene**
- ○ Toothbrush and toothpaste
- ○ Deodorant
- ○ Comb/brush
- ○ Towel
- ○ Soap and shampoo
- ○ Any medications
- ○ Feminine hygiene products

**Other Stuff**
- ○ Homework
- ○ Identification
- ○ Glasses/contacts
- ○ Backpack
- ○ Phone and charger
- ○ Camera
- ○ Swimsuit
- ○ Pictures of family
- ○ Thank you cards/gifts
- ○ Spending money
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

Activity #2 - The Traveling Checklist

Time Needed: 30 Minutes

In this activity, you will participate in a discussion about expectations then you and your team will create a checklist to guide all of you on your exchange. After you come up with your own rules/expectations, check with your teacher to fill in the gaps. Next, as a group, generate a list of the top 5 rules that you think are most important.

Finally, review the student packing checklist above with students.

Activity #3 - What Traveling ‘Looks Like’

Time Needed: 45 – 60 Minutes

In this activity, a handout of specific expectations is given out to students, who work on writing, drawing or performing skits that show what a certain expectation ‘looks like’ and ‘does not look like’. To the right is the "What traveling Looks Like Handout."

Finally, review the student packing checklist with the students.
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

Activity #4 - Introducing Tasks to Complete While on the Exchange

Time Needed: 20 - 30 Minutes

In this activity, you will introduce students to a variety of tasks they will have to complete while on the Exchange. Below is the handout called ‘On the Exchange - Student Checklist’. Next, is a handout for teachers that provides more details on the tasks needed to be completed. These are also included in Unit 4 (On the Exchange) since that is when they will be completed. You will need to make a few decisions here, including how you are going to share your exchange story the SSE Staff.

- Complete first night and last night reflections.
- Complete exchange project tasks that you and your team outlined in your proposal.
- Complete the ‘Sharing Your Exchange Story’ tasks throughout the week in preparation for summarizing your exchange upon return to your home community.
- On the final day of the 2nd exchange, have a closing ceremony that celebrates the exchange and captures reflections.
- Keep a positive, can-do attitude throughout the experience.
- Treat all people with respect.
- Be a good listener and always look for opportunities to learn.
- Say ‘hello’, ‘goodbye’ and ‘thank you’, especially to your host family and people arranged to lead an activity.
- Do not pass judgement on others and avoid stereotypes.
- Try new things and push your comfort zone.
Lesson 4: Travel Prepped  
Unit 3: The Proposal and Travel Preparation

On your **firstnight**, you should respond to the questions below. Use the sentence frames on the right to help you with your answer (but if you want to say more than that feel free to let it all out!)

<table>
<thead>
<tr>
<th>First Night Reflection Questions</th>
<th>Sentence Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, how are you feeling on your first night of the exchange?</td>
<td>It's the first night of the exchange and I am feeling <em>because</em>__.</td>
</tr>
<tr>
<td></td>
<td>One reason why I feel this way is because_____</td>
</tr>
<tr>
<td>So far, what do you like the most about the community you are visiting?</td>
<td>One of the things I like most about _________ so far is because________________.</td>
</tr>
<tr>
<td>What are you uncomfortable with or nervous about so far?</td>
<td>Right now I am feeling uncomfortable/nervous about ___________ because _____________.</td>
</tr>
</tbody>
</table>

On your **lastnight**, you are going to reflect again. This time, you will have a new set of questions:

<table>
<thead>
<tr>
<th>Last Night Reflection Questions</th>
<th>Sentence Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you feeling about leaving tomorrow to go back home?</td>
<td>I am feeling _______ about leaving tomorrow to go back home because __________________.</td>
</tr>
<tr>
<td>Think back to the first and second night of the exchange...Have your feelings or attitude about this experience changed?</td>
<td>My feelings have/haven't changed from the first two nights. For example, ___________________</td>
</tr>
<tr>
<td>Did this experience make you feel more or less comfortable with traveling away from home? Explain.</td>
<td>This experience had made me feel more/less comfortable with traveling away from home because __________________.</td>
</tr>
</tbody>
</table>
| **Answer only if this applies to you**  
What is something that you now feel like you can do that you might not have thought you would be able to do before the exchange? | One thing that I now believe I can do after going through this exchange experience is ___________________ because __________________. |

You can submit these reflections as you finish them, or you can send them once you return home to your community.
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

---

On your **first night**, you should respond to the questions below. Use the sentence frames on the right to help you with your answer (but if you want to say more than that, feel free to let it all out!)

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<td>One of the things I like most about ______ so far is ______ because ______.</td>
</tr>
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</tr>
<tr>
<td><strong>Answer only if this applies to you.</strong> What is something that you now feel like you can do that you might not have thought you would be able to do before the exchange?</td>
<td>One thing that I now believe I can do after going through this exchange experience is ______ because ______.</td>
</tr>
</tbody>
</table>

You can submit these reflections as you finish them, or you can send them once you return home to your community.
2. ‘Exchange Project’ Tasks:

While you are on the exchange, it is important for you to complete any tasks that are part of your Exchange Project. The amount of tasks and type of tasks will depend on what your team outlined in your proposal. You will review the details of your project in the next activity.

3. ‘Sharing Your Exchange Story’ Tasks:

While you are on the exchange, the SSE staff wants to know about what you are experiencing. How will you share that with them? Well, that is up to your team(s) to decide. Below are some options for how this can be done. You only need to do one of these options, or perhaps you have an idea for how to share your experience that works better for you. If so, ask one of the SSE staff members to have your idea approved.

Option 1 - Plotting the Pieces of Our Exchange Week

This is a reflective activity that both teams can complete together on the last full day of the exchange. While taking a video, teams will try to recall all the major events of the exchange week. Together you will start with Day 1 of the exchange, and work your way through each day. Here’s how it works:

Starting on day one, the first person will stand up towards the front of the group and share their first memory. For example, a person might stand up for Day 1 and start the activity by saying “As a group, we met at the airport in Anchorage and got ready to leave for our flight to the village.” Then, a second person would stand up next to the first student and explain what happened next, until the entire first day was recapped. You will likely have to present more than once to finish recapping an entire day. To collectively agree that the day is over, stretch out your arms to the side, bring your right hand slowly over towards your left while saying “Oooooooohhh!” until you all slap your hand! Feel free to share any story you wish, even if it is silly, sad, confusing or all of the above! This is your exchange and your story to tell!

Teacher Talk

- For the best recording results in the ‘Plotting the Pieces of The Exchange Week’ activity, it would be wise to record each day on the audio recorder, one at a time. Simply stop and restart your recording at the end of reflecting on each day. Submit your recordings to the Evaluation Folder on Google Drive when you return to your home community.

Option 2 - Sister School Exchange Blog

Share your exchange story on your SSE team blog! This is a space where only members of the exchange can make posts that share the highlights of your experiences. Post a video, share some photos and descriptions, or write a journal entry about the interesting events throughout the exchange. This would be a great way to not only share your experience with the AKHF staff, but to also keep your collective memories in one place so you can always go back to remember the great times you had on the exchange.

Teacher Talk

- If you are concerned about finding time to do this while on the exchange, here is an idea for you. Give the students a pen and notebook for journaling. Ask them to journal at specific times, or in the evening at their host home. These
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

Option 3 - Submit Your Own Idea For Approval

Have a better idea for how to share your Exchange Story? Awesome! Send us an email titled 'Idea For Sharing Our Exchange Story' and tell us your idea, and we will let you know if it is approved.

4. Closing Ceremony:

The last task of your exchange is all about having fun and celebrating your exchange experience. This ceremony is meant to wrap up your exchange experience, and bring everyone together for one last celebration of the exchange, your learning and the new friendships you have made. This will be planned in the time between the first exchange ending and the second exchange beginning. Both teams should review the details of this task and then have a virtual meeting (through Google Hangout) to discuss your plans. Here are the details that will help you plan your Closing Ceremony:

Who should be there? - Ideally, anyone who was involved in the exchange will be invited to this event. All members of each Sister School team, teachers, parents, host families, elders, and any community members who were involved can be invited.

When will this take place? - This event will take place on the final day of the 2nd exchange, which might be the last time both of your teams are ALL together in the same place.

Where will this take place? - Where exactly this event takes place will be for your teams to decide. Perhaps it will be in the school cafeteria or gym, at a local beach, at a bowling alley, around a campfire or any other place that your teams decide will work best.

What will we do? - Your teams will plan fun activities for this event. What you choose to do at your closing ceremony will be up to both teams to decide. Listed below are a few suggestions of things that we think would make for an excellent closing ceremony:

| Have a potluck! | ‘Thank You’ Card | Gift Exchange | Games or Sports Activities | Make S’mores |
| Make a personalized SkyLantern | Make and sign tie-dyed shirts | Create a craft as a token of your experience | Do a blanket toss | Go bowling (cosmic) | An outdoor activity | Another option that you generate |

Teacher Talk
* Capture a picture and post a small blog entry or write up about your team’s closing ceremony experience

One thing that is required during the closing ceremony is reflections that can be shared to help tell the story of your exchange. On the next page are three options for reflecting on your experience (you only have to choose one of them). Be sure to capture these for sharing with us while you are on the exchange!
Lesson 4: Travel Prepped
Unit 3: The Proposal and Travel Preparation

Activity #5 - Reviewing your Exchange Project and Proposal

Time Needed: 10 – 20 Minutes

It may have been awhile since you designed your exchange project and submitted your Proposal. Before you leave, sit down as a team to review your project.

1. Do you understand what you will need to do on while on the exchange in order to follow through on your proposal?
2. Do you need to bring anything in particular?
3. Do you need to confirm that there are related activities planned in your host community? This activity will help assure your team that they are ready to complete their Exchange Project.
4. Do you understand what you will need to do on while on the exchange in order to follow through on your proposal? Do you need to bring anything in particular? Do you need to confirm that there are related activities planned in your host community? This activity will help assure your team that they are ready to complete their Exchange Project.

Unit 3: Lesson 4 Assignment

*Activity 1-3 (Choose one)
*Activity 4
*Activity 5
Unit 4: On the Exchange

Unit 4 Overview
Welcome to Unit Four!

In this unit you will:
• Complete first/last night reflections
• Complete your exploration project

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At the end of each lesson will be an assignment. Please provide evidence of completion of the activities in the lesson. This can be a description, photograph, or short video of your students participating in the activities.
Lesson 1: On the Exchange
Unit 4: On the Exchange

Required Activities:

• Activity #1
• Activity #2
• Activity #3
• Activity #4

Objectives

• We will behave appropriately and respectfully while on the exchange in order to best represent our community.
• We will complete tasks related to the exchange project that we outlined in our proposal.
• We will complete first and last night reflections to demonstrate personal growth we have made from this experience.

You have made it to the exchange week! This is an exciting week where you are likely to observe some amazing transformation and growth in your students. While on the exchange, you and your students will be spending most of your time simply experiencing life in your host community. You will also be looking to take advantage of any opportunities to learn/experience something new or to participate in events/activities that showcase life in your host community.

In conjunction with these experiences, there will be several tasks that you need to guide your students to complete while on the exchange. You already reviewed these tasks with your students in the 'Travel Prepped' lesson of Unit 3. You will want to have printed copies of the handout 'Tasks to Complete While On the Exchange' and "On the Exchange-Student Checklist" for students to reference while traveling and completing tasks.

Additionally, you will need to stress behavior expectations of your students throughout the exchange. This lesson offers materials for you and your students to refer to while on the exchange to help you keep track of and understand the few specific tasks that are required on the exchange.

STUDENT TASKS

1. First and Last Night Reflections
2. Exchange Project Tasks (following through on their proposal)
3. Sharing Your Exchange Story Tasks
4. Closing Ceremony
Lesson 1: On the Exchange
Unit 4: On the Exchange

Activity 1 – First/Last Night Reflections

For the first task, you will need to record a short video or audio reflection using a phone, tablet, computer or recording device. If you do not have one of these, a pen and paper journal can be substituted. This task involves a lot of reflection. A reflection on the exchange basically means that you are thinking about what you have experienced up to that point on the exchange and expressing how you feel about how things are going. In other words, you will basically be thinking out loud about the exchange.

A reflection is best when it is heartfelt and not made up. So, think of it as sharing your story of the exchange. On the first night and the last night of your exchange, you will find some place quiet to record your reflection. Depending on what you share in your reflection, you might want some privacy. If you need ideas on what to talk about, use the questions below.

First Night Reflection Questions

- In general, how are you feeling on your first night of the exchange?
- So far, what do you like the most about the community you are visiting?
- What are you uncomfortable with or nervous about so far?
- How are you feeling?
- What do you like?
- Are you nervous about anything?

Last Night Reflection Questions

- How are you feeling about leaving tomorrow to go back home?
- Think back to the first and second night of the exchange...Have your feelings or attitude about this experience changed?
- Did this experience make you feel more or less comfortable with traveling away from home? Explain.
- What is something that you now feel like you can do that you might not have thought you would be able to do before the exchange?

Activity 2- Exchange Project Tasks

While you are on the exchange, it is important for you to complete any tasks that are part of your Exchange Project. The amount of tasks and type of tasks will depend on what your team outlined in your proposal.
Lesson 1: On the Exchange
Unit 4: On the Exchange

Activity 3- Exchange Story

While you are on the exchange, the SSE staff wants to know about what you are experiencing. How will you share that with them? Well, that is up to your team(s) to decide. Below are some options for how this can be done. You only need to do one of these options, or perhaps you have an idea for how to share your experience that works better for you. If so, ask one of the SSE staff members to have your idea approved.

Option 1 – Plotting the Pieces of Our Exchange Week
This is a reflective activity that both teams can complete together on the last full day of the exchange. While taking a video, teams will try to Recall all the major events of the exchange week. Together you will start with Day 1 of the exchange, and work your way through each day. Here’s how it works: Starting on Day 1, the first person will stand up towards the front of the group and share their first memory. For example, a person might stand up for Day 1 and start the activity by saying “As a group we met at the airport in Anchorage and got ready to leave for our flight to the village.” Then, a second person would stand up next to the first student and explain what happened next, until the entire first day was recapped. You will likely have to present more than once to finish recapping an entire day. To collectively agree that the day is over, stretch out your arms to the side, bring your right hand slowly over towards your left while saying “Ooooooooh!” until you all slap your hand! Feel free to share any story you wish, even if it is silly, sad, confusing or all of the above! This is your exchange and your story to tell!

Option 2 – Sister School Exchange Blog
Share your exchange story on your SSE team blog! This is a space where only members of the exchange can make posts that share the highlights of your experiences. Post a video, share some photos and descriptions, or write a journal entry about the interesting events throughout the exchange. This would be a great way to not only share your experience with the AKHF staff, but to also keep your collective memories in one place so you can always go back to remember the great times you had on the exchange.

Option 3 – Submit Your Own Idea For Approval
Have a better idea for how to share your Exchange Story? Awesome! Send us an email titled ‘Idea for Sharing Our Exchange Story’ and tell us your idea, and we will let you know if it is approved. In the past teams have created power point presentations, videos, Facebook groups, just to name a few.

Activity 4 - Closing Ceremony

The last task of your exchange is all about having fun and celebrating your exchange experience. This ceremony is meant to wrap up your exchange experience, and bring everyone together for one last
Lesson 1: On the Exchange
Unit 4: On the Exchange

celebration of the exchange, your learning and the new friendships you have made. This will be planned in the time between the first exchange ending and the second exchange beginning.

Here are the details that will help you plan your Closing Ceremony:

Who should be there?- Ideally, anyone who was involved in the exchange will be invited to this event. All members of each Sister School team, teachers, parents, host families, elders, and any community members who were involved can be invited.

When will this take place?- This event will take place on the final day of the 2nd exchange, which might be the last time both of your teams are ALL together in the same place.

Where will this take place?- Where exactly this event takes place will be for your teams to decide. Perhaps it will be in the school cafeteria or gym, at a local beach, at a bowling alley, around a campfire or any other place that your teams decide will work best.

What will we do?- Your teams will plan fun activities for this event. What you choose to do at your closing ceremony will be up to both teams to decide.

Listed below are a few suggestions of things that we think would make for an excellent closing ceremony:
* Have a potluck! * ‘Thank You’ Card + Gift Exchange * Games or Sports Activities * Make S’mores * Make a personalized Sky Lantern * Make and sign tie-dye shirts * Create a craft as a token of your experience * Do a blanket toss * Go bowling (cosmic) * An outdoor activity

Be sure to capture these for sharing with us while you are on the exchange!

U4: Lesson 1 Assignment

Please provide evidence of completion of the following:

*Activity #1

*Activity #4

(Activity #2 & #3 will be shared in Unit 5)
Unit 5: After the Exchange

Unit 5 Overview
Welcome to Unit Five!

In this unit you will:
- Reflect on your exchange experience
- Present to an audience your experience
- Each student completes a post survey

| Unit 5 Checklist |
|------------------|------------------|
| **Lesson 1** | **Required Activity** | **Completed** |
| | Activity #1 | |
| | Assignment Uploaded | |

| **Lesson 2** | **Required Activity** | **Completed** |
| | Activity #1 | |
| | Activity #2 | |
| | Assignment Uploaded | |

| **Lesson 3** | **Required Activity** | **Completed** |
| | Activity #1 (Optional) | |

| **Lesson 4** | **Required Activity** | **Completed** |
| | Activity #1 | |
| | Activity #2-4 | |
| | Assignment Uploaded | |
| | Post Survey | |

At the end of each lesson will be an assignment. Please provide evidence of completion of the activities in the lesson. This can be a description, photograph, or short video of your students participating in the activities.

Please make sure each student completes their own post survey.
Lesson 1: Summary & Exchange Project
Unit 5: After the Exchange

Required Activities:

- Activity #1

Objectives

- We will summarize our exchange project using the medium of our choice and describe:
  - what went well with the project so far
  - what we would have changed about our project
  - what adjustments we need or would like to make to the project (if any)
  - what we are most excited about moving forward with our project.

Introduction

Welcome back from your exchange experience! In this the first lesson after the exchanges, you and your team will reflect on your exchange project and how everything has gone up to this point. Perhaps you and your team want to change up their project after what you learned on the exchange experience, or maybe not everything went according to plan, and now you need to make some adjustments to the exchange project.

Activity #1 - Summary and Exchange Project

Welcome back! You and your team have now completed two cross-cultural exchanges, learned a lot about yourself, a different community, your essential question, and made some new friends in the process. You experienced a lot on your exchange, and now that you and your team are back, it is time to think about following through on your proposal and doing anything that needs to be done to finish your exchange project. The Scammon Bay Video is one example from 2015-16 school year! Take a few minutes to watch their final project submission.

https://youtu.be/tOzBUVjlFHc

The SSE Staff understands that often what happens on the exchange is that not everything goes exactly as it was planned. Also, we know that while you were focused on a certain essential question going into your exchange, maybe there was something that your team discovered or learned about that made you want to shift the focus of your exchange project altogether. With those thoughts in mind, your team will now take some time to think back to your proposal, reflect on your essential question and exchange project and decide if anything about your project needs to be adjusted or even completely changed. Discuss the reflection points below, assign a note taker to write down the key points of the discussion, and then decide how you will share what you discussed with the SSE staff.

- What went well with your exchange project?
- What was the highlight of your exploration for your exchange project and essential question?
- What would you have changed or done differently on the exchange for exploring your essential question?
Lesson 1: Summary & Exchange Project
Unit 5: After the Exchange

- What did not go well or what plans did not end up working out?
- Did you end up being more interested in another topic more than your essential question? If so, does your team want to change the focus of your exchange project? (If so, please describe in detail)
- Do you need to make any changes to the exchange project that you came up with in your proposal?
- What date did your team propose for completing your exchange project? Does that deadline still work? (If not, make a change)

After discussion, share your team’s answers to these questions.

Project Creation

Once your team has reflected, made any necessary adjustments and shared the summary of your exchange project, you are ready to start following through on the project that you and your team proposed in Unit 3. Try your best to complete your project by the deadline your team set for itself.

You are not alone in this process! If your team runs into problems, make sure to contact the SSE Staff to see if we can help. Good luck and have fun creating a project that will share your experience and help people to learn more about your Essential Question!

Completing Your Project

When your team has completed your project, review it to make sure it is exactly how you want it. Then, make sure to share it!

Assignment- Summary and Exchange Project

Please provide evidence of completion of the following:

*Activity 1

(Reflection questions and completed exchange project)
Lesson 2: The Presentation
Unit 5: After the Exchange

Required Activity

- Activity #1
- Activity #2

Objectives

- We will organize and deliver a presentation that:
  - involves all group members and an audience from our school and/or community
  - shares our exchange experience
  - shares our exchange project
  - is captured on video or with pictures

Congratulations! Your team has finished their Exchange Project! Now it is time to share your experiences with your community!

For this lesson, your team will prepare and deliver a presentation to a group of your choice in your community, sharing what you learned and experienced on your Sister School Exchange journey.

Activity #1 Preparing for the Presentation

Congratulations! You have officially completed your Exchange Project! By now, you have learned a lot about yourself, your community, your culture, your Sister School community and the essential question that was the focus of your project. Now, it is time to share all of this with your community!

Your community presentation is important for many reasons. First, it will help you reflect on what you have learned throughout this experience. Secondly, you will be able to help others learn about your essential question; and lastly, by educating your community about your Sister School community, you will be doing your part to help build bridges with another part of Alaska.

Your first task will be to decide who you will present to within your community. We think that the more people that you involve the better! Perhaps you will invite members of the school staff, parents, host families, students, school board members and community members.

Next, your second task will be to decide where and when your presentation will take place. Make sure to think about giving yourselves enough time to prepare, organize and practice your presentation before picking the day.
Lesson 2: The Presentation
Unit 5: After the Exchange

As for where to present, the options are limitless. Perhaps it will be in a classroom, gym or auditorium. Or maybe you will host an event somewhere outside of the school, like a local library or the community hall. You could even make invitations!

Once you have these details taken care of, your third task will be to put your presentation together. What and how you present are mostly up to you, but you need to follow certain requirements and include certain items:

- All members of your team must be involved
- Sharing of your Exchange Project (at least parts of it)
- Sharing some of your exchange experiences
- Allow people in the audience to ask questions
- Record or take a picture of your presentation (for submitting)

You are ready to start planning for your presentation. Along with meeting the requirements above, below are some ideas to help you think about what else you might do for your presentation:

Each person shares a story from their experience * Share a food that you learned to make * Eye opening moments
Lesson 2: The Presentation
Unit 5: After the Exchange

Compare people’s differences + similarities * Share stories from hosting * Display and share your team blog *

Extending thanks to those who made your exchange possible * Show a slideshow of pictures that guides your presentation

Obligations to your community you have learned * Discuss community issues/solution * Promoting/Preserving Culture

Activity #2 - Delivering the Presentation

Congratulations! It is now time to deliver the presentation.

Before the presentation:

- Make sure to invite people to come.
- Test out technology if you plan on using things like computers, projectors, and/or microphones.
- Please have a sign in sheet for those attending.

Please email SSE staff the number of people who attended your presentation.

Enjoy your chance to share what you learned during your exchange!

U5: Lesson 2 Assignment - Delivering the Presentation

Please upload evidence of completion of the following activities.

*Activity #1

*Activity #2

(Make sure to include a copy of your presentation and number of people who attended.)
Lesson 3: The Challenges We Face Part III
Unit 5: After the Exchange

Optional Activities:

Activity #1 (Optional)

Objective:

- We will develop a plan of action on our community challenge and follow through on our plan.

For this optional lesson, you and your team will revisit the lesson ‘The Challenge We Face’, develop a plan of action and follow through on that plan. This is a great chance for you team to stay connected with your Sister School after the exchange. You both explored this issue together already, so why not expand on your efforts and keep the collaboration going!

Activity #1 - The Challenges We Face Part 3 (Optional)

You and your team are back for a third time to think about 'The Challenges We Face'. Big issues like the one you and your sister school team decided to focus on take a lot of time and effort to learn about and to try to help with the problem, but it truly is a great feeling knowing that you are all doing your part to help!

Do you remember when you and your sister school team first thought about 'The Challenges We Face'? First, you came up with a list of issues you were interested in exploring, and then you met together with your Sister School team to select one challenge that you wanted to tackle together. Next, you brainstormed a list of potential activities or events that would allow you to learn more about the issue or take action. Then, in part two, you and your sister school team planned an event or activity for exploring when you were on the exchange. So, up to this point, hopefully, your teams have learned a lot about your issue. That brings us to this activity, part 3 of 'The Challenges We Face'

Part 3 is all about developing a plan of action to help make a difference on your issue or challenge. As a citizen and important member of your community, your state, your country and the world, you can make a difference! Here's how:

Depending on your issue of choice, you may come up with different ideas on what you can do to help. Your teacher can help point you in the right direction, but one way to help out with almost any cause is to try to raise two things: money and awareness. You can do this by hosting a school or community event, creating a school club, selling t-shirts related to your cause, or any other creative idea your team can come up with. Come up with your plan of action for this task, then follow through on your plan! Share your results by submitting below!
Lesson 4: The Final Meeting
Unit 5: After the Exchange

Required Activities:

- Activity #1
- Activity #2-4 (Choose one.)
- Post Survey

Objectives

- We will individually complete the post survey.
- We will complete a final reflection of our experience that captures the highlights and most impactful moments of the exchange process.

You made it to the final lesson of the Sister School Exchange. Congratulations and thank you for all of your hard work and dedication leading up to this point!

In this lesson, you will wrap up the exchange through a series of activities that will allow the students to reflect on their experiences and gain some closure with the program. First, your team will write thank you letters to anyone that helped your team throughout the program. Next, a team member will be selected as a representative for your team, and they will participate in an exit interview. Lastly, your team will choose between three wrap-up activities (or create your own) that will be the final activity of the exchange.

To conclude the program, you and your students will also complete post-program surveys.

Activity #1 - Writing of Thank You Letters

Time Needed: 30 Minutes

For this activity, it's important to remember to express thanks to people who have helped your throughout the exchange. Working as a team, generate a list of people who assisted you throughout the exchange. This could be parents, teachers, community members, host families, and people from your sister school community or anyone else that contributed to the exchange. Once a list is generated, pick who you want to write to until all are accounted for.

Activity #2 - #4: Choose One from the Following

Activity #2 - The Top Ten

Time Needed: 30 - 60 Minutes
Lesson 4: The Final Meeting  
Unit 5: After the Exchange

For this activity, your team will reflect on the top 10 moments or events of the program. This can include anything before, during and after the exchange. See the student handout below.

Congratulations! Your team has made it to the final meeting of the Sister School Exchange Program! You have worked hard and had plenty of memorable experiences throughout your journey. Now, in this final meeting of your exchange, it is time to reflect one last time on your experience throughout the exchange program.

Top 10 lists are everywhere. They are seen throughout pop culture on television shows, and they are all over the internet talking about books, movies, music, art, travel and many other categories.

Now, your team is going to get a chance to make your very own list about the Top 10 moments of your Sister School Exchange journey. First, you will have to take some time to reflect on your favorite memories and experiences. Then, you need to narrow down the long list of experiences to the top 10 that you think best capture the exchange, what you experienced and what you learned. Lastly, your team needs to decide how you want to deliver your top 10 list and then produce it.

1. Reflect on your Favorite Memories and Experiences

   What was the funniest moment of the exchange? What lessons, activities, events or assignments stand out in your mind as the most impactful or memorable? This is your time to recall the 'best of the best' and compile a list. Here are some ways to do that:

   - Take 10 minutes to write down memories that stand out to you, then share with your teammates
   - Have a team discussion or story-telling session to reflect on top moments
   - Divide the experience amongst your team (before, during and after the exchange). Each group comes up with a list of top moments and shares with the team.

2. Choosing the 'Top 10'

   Now that you have thought about the top moments of the program for your team, you need to narrow your list down to the top 10. As a team, start to pick out the obvious ones that you can all agree on. Then, discuss which memories have enough support from the group to make the top 10.

3. Delivering your Top 10 List

   So you have your top 10 moments of the exchange journey. How are you going to share the highlights of your experience to help tell your story? Below are some ideas to help you:

   - Top 10 Video Sequence: Counting down from 10 to 1, take turns sharing a short description of each memory and why it made the list. Then, compile each of them into a video.
   - Top 10 Collage: Show your artistic side by making a collage that represents your top 10 moments. Create a drawing or symbol that represents each event. Then, do a quick write up that describe what each drawing stands for and why the event made the top 10.
   - Top 10 Presentation: Counting down from 10 to 1, create a slideshow that highlights the top moments of the exchange.
   - If you use 'Google Slides' and all students can collaborate on the presentation at the same time,
Lesson 4: The Final Meeting  
Unit 5: After the Exchange

**Activity #3 - Closing Circle**

Time Needed: 30 – 45 Minutes

For this activity, your team will reflect using an audio recording device. The reflection will help show what you got out of the experience and how it has impacted you personally. Reflect on the following questions:

1. What was one of the best memories you have from this program?
2. What are you thankful for related to this experience?
3. What is something you learned from this experience? (About yourself, about your sister school community or your community, about people, etc.)

**Activity #4 - Creating Cultural Lenses**

For this activity your team will individually reflect on their growth by creating artistic ‘cultural lenses’ that document their own cultural growth. Be sure to view and present to your students the example from Begich Middle School students.

After students create the lenses, they will be presented, either formally or informally. This could be a powerful closing circle for the end of the program for your team, a powerpoint or something else. This could be done with or without an audience, or as a final thank you for the families.

Now that you have reached the end of the Sister School Exchange program and completed a cultural study of two very different Alaskan communities, it is time for each of you to individually document your own cultural growth this year. Using the idea that cultural lenses are the ways each person sees the world, you will be using actual lenses to illustrate what your cultural understanding was both before and after the exchange. Look at the example below to get a better idea:

One student decorated her before lens with symbols of her family heritage. Prior to participating in the SSE she thought that heritage and culture were the same thing. Her before lens included flags of the countries where her ancestors came from, symbols of our school (mascot, school colors), and her birth year. For her after lens she chose a cutout of the planet earth, an animal representing our SSE community, and a treasure chest. She wanted us to know that she had learned that the earth is a treasure chest of cultures, and that she had begun to learn about one of them.

You will make your very own cultural lenses for this activity. Your cultural lens will be unique and describe your own journey from your own perspective. Think about how your view of the world, of culture, your community or of your own life has changed as a result of this experience.

**Materials Needed**

- Giant sunglasses (party stores and Amazon have them)
Lesson 4: The Final Meeting
Unit 5: After the Exchange

- Crafting supplies such as felt, tissue paper, glitter, pipe cleaners, etc. (Just drag out everything I have and the kids just go for it.)
- Scissors, white glue, etc.
- Hot glue guns

Presenting Your Creation

Below are some options on how you and your teammates can share the cultural lenses that you created:

- You may choose to create a slideshow/prezi/video of yourself wearing and explaining your cultural lenses.
- You may choose to do a live presentation to share your cultural journeys, stories and challenges to another group of students. You can present to the younger students at your school who will have a chance to participate in the program next year. In doing so, you will do your part in building excitement for the Sister School Exchange program within your school and helping to recruit students for next year’s team.

Post-Survey

The post survey needs to be completed by each student individually. They should login to their accounts and go to the end of Unit 5.

U5: Lesson 4 Assignment

Please provide evidence of completion of the following:

*Activity 1

*Activity 2 – 4 (Choose one)

*Each student must complete the post survey individually.