



Tips to Incorporate Intercultural Competence Skills in Lesson Planning

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Here is a video you can watch: [What is Intercultural Communicative Language Teaching?](#) by Peggy Marcy. © All rights reserved.

Step one: Reflection.

- Why am I teaching this topic?
- Did my students show interest in learning this subject beforehand?
- How am I going to incorporate my students' cultures and interests into their learning?
- How am I going to promote open-mindedness, curiosity (savoir-être), and mediation (savoir-faire) during this learning activity?
- Do I have enough knowledge of the subject (savoirs) I intend to teach?

Step two: Learning goals.

- Choose an intercultural goal.
- Choose a linguistic goal.
- Consider incorporating the action oriented approach with 'can do' statements.

Step three: How learning is going to happen.

- Skits
- Gestures, videos
- Games, discussions, art, comics
- Presentations and interviews.

Step four: Material for activities to reinforce learning

- Art supplies (e.g., bristol boards, glue, clay, paint)
- Tablets for research, art, etc.
- Photos
- Food
- Other

Step five: Strategies to promote thinking.

Use a KWL chart before you begin teaching to explore students' prior knowledge of the subject (there is no wrong answer), what they would like to learn about the topic, what they learned, and what is not clear yet (this will happen at the end of the learning process).

- Encourage students to investigate new topics and make connections with their daily lives. Divide the class into groups and ask questions about the topic to be taught (e.g. What do you think about...? What... does this mean to you? How? Why?).
- Help students become aware of their own cultural biases and cultural stereotypes.
- Ask students to find similarities and unbiased differences between their culture and the one they are learning about.

Step six: Engagement in learning through collaboration

Through authentic activities, based on students' and teachers' life experiences, teachers can promote cultural understanding, foster student reflection on stereotypes, and avoid/address areas of bias, blind spots, and cultural stereotypes.

- Internet-based intercultural contact
- School-community links and partnerships
- Students' critical reflection on their intercultural experiences and on their own cultural affiliations
- Role plays and simulations, analysis of texts, films, and plays, etc. (Barrett, 2018)

Instructional methods

That transform classroom activities into linguistic, social and cultural learning experiences, and foster the development of IC:

- Cooperative learning
- Project-based learning (including Culturally responsive project-based learning)
- Interdisciplinary learning

Assessment of intercultural competence

Through an *exit ticket*:

- Share one thing you learned (knowledge/savoirs).
- Which steps did you take to get to this conclusion ? How did you learn this (Metacognition includes a critical awareness of one's thinking and learning) ?
- Share one thing you enjoyed and why (attitude, or savoir être), and
- Share one thing you would like to learn about this topic (curiosity or savoir être).