

**ACTIVITY WORKSHEETS
AND HANDOUTS**

UNIT 4
CULTURE

HANDOUT: Cultural Check List

1. Which of the following items can be classed as culture?

- Music
- Song
- Dance
- Technology
- Literature
- Traditions
- Inventions
- Hospitality
- Values
- Language
- Crafts
- Religion Beliefs
- Behavior
- Sport
- Attitudes
- Ceremonies & Rituals
- Sport & Pastimes
- Art
- Architecture
- Fashion
- Food & Drink
- Festivals

2. Are there any items which you feel should be added to this list?
Explain.

3. Are there any items which you think should be excluded from this list?
Explain.

4. One definition of culture is:

The beliefs, behavior, language and entire way of life of a particular time or group of people.

In particular it refers to the attitudes, values, and traditions and to the intellectual and artistic achievements of a specific society

Do you agree with this definition? What would you change? What do you think should NOT be considered part of culture?



HANDOUT

STEREOTYPES

1. Here is an excerpt from a press release about a book about Japan. Before you read it, write down five ideas that you have about the way Japanese people behave at work and at home.

SAN FRANCISCO, August 15, 2002 -- Although still mired in a prolonged economic downturn and its population shrinking, a new Japan is emerging and wrestling with profound cultural changes, says San Francisco State University professor and Richmond resident David Matsumoto in his new book.

The younger generation rejects the older generation's ideas of collectivism, lifetime employment and interdependence. But at the same time it has been the country's traditional values such as benevolence, politeness, honor and self-control that have helped Japan become the second largest economic power in the world, says Matsumoto, the author of the book "The New Japan: Debunking Seven Cultural Stereotypes."

"There is a sort of anxiety and unrest in Japanese society right now," said Matsumoto, who frequently visits Japan. "You have the older, more traditional generations and the younger, more cosmopolitan and Westernized generations. As a result, those cultural stereotypes are proving to be just that and not today's reality for the Japanese."

For example, Japanese have been thought to think collectively and identify more with the whole of society. But studies have shown that college students now think of themselves more as individuals than collectivists.

In the work world, the people of Japan are believed to be "salarymen," individuals, usually males, who spend long hours at the office and often working weekends at the expense of personal and family time, Matsumoto said. However, more Japanese employees now view their jobs as a means of obtaining income rather than their purpose in life and they favor a merit-based pay system.

And the notion of Japanese as emotionless robots has been proven otherwise in numerous studies, he said. "I believe the Japanese are highly emotional and value their own feelings and those of others above all else," said Matsumoto, a professor of psychology who has extensively studied the nature of emotion.

In his book, Matsumoto also challenges the stereotypes of Japanese people in the areas of self-concept, interpersonal consciousness, lifetime employment and marriage.



As these stereotypes are swept aside, Matsumoto said, striking cultural changes are taking place in the areas of work, education, sports and even everyday life.

In business, for example, more women are rising to positions of leadership, sometimes creating a difficult adjustment for those who have thought of women as "tea ladies."

In school, many Japanese young people have a need to be creative and think critically. However, the educational system still prizes rote memorization of facts.

In everyday life, Matsumoto said, politeness has given way to rudeness. The cultural changes in Japan have produced tension and stress for many individuals.

What's ahead for Japan? Matsumoto suggests that the best course is the melding of the old and new Japan."Japan, it seems to me, is at the brink of once again leading the world in teaching the rest of us what it means to be human, through navigating the challenges posed by its new found heterogeneity and dualistic cultural identity," he said.

2. Here is an excerpt from a guide published on the Internet for students who want to come to study in the USA.

Don't believe all of the stereotypes you may have heard about Americans. Even the ones that are true in general may not be true about specific individuals or a large segment of the population. For example, although Americans tend to be louder and more boisterous than people from other cultures (especially at athletic events), many of the people you meet will be quiet and polite. Some people may be intolerant and xenophobic, but most will be pleasant and welcoming. Remember that American films and television exaggerate in order to generate excitement, and so present a rather distorted picture of what life in the United States is really like. Likewise, tourists are not always on their best behavior.

Americans do tend to be more informal than people from other countries. It is common for Americans to wear casual clothing to school and to greet professors by first name. Nevertheless, good manners and politeness are always appropriate. If you are courteous and polite, and dress a little more formally than your American friends, it will only reflect well on you.
(<http://www.edupass.org/culture/stereotypes.phtml>)

What stereotypes exist about your culture?



Topic: Destinations

Title: National Symbols

Time Needed: 1 45-minute class; time to research on the Internet at home or at the school library

- Steps in the Activity:**
1. Pass out the handout, National Symbols, which has the better known symbols like the Eifel Tower pictured.
 2. Ask the class to discuss the following:
 - What countries do you associate with these symbols? Can you suggest some of the reasons why we associate these symbols with these countries? For example the film industry has been largely responsible for the creation of the cowboy as an American symbol.
 - Do you think these symbols truly represent each country and its people? Do you think that each nationality is proud of its symbols?
 - Based on the symbols pictured, what expectations would you have as a tourist if you were to visit these countries?
 - If you have visited one of these countries, did your tourism experiences live up to the expectations identified in the previous question 3? Explain. If your answer is in the negative, explain why not
 - Do you think these symbols truly represent each country and its people?
 3. Ask the students to find or to create symbols they think would be appropriate for the other countries listed on the handout.

Instructors Key:

ARGENTINA: B Iguazu Falls	INDIA: N Taj Mahal
AUSTRALIA: L Sydney Opera	IRELAND: R James Joyce Statue
BRAZIL: S Sugar Loaf Mountain	JAMAICA: Q Rosehall
CANADA: E Mounties	KENYA: P Lion
CHINA: G Great Wall of China	MEXICO: J Pyramid at Chichen-Itza
EGYPT: H Sphinx at Giza	RUSSIA: K St. Basil's Cathedral
FRANCE: T Eiffel Tower	HOLLAND: I Tulips
GERMANY: F Brandenburg Gate	SOUTH AFRICA: D Table Mountain <small>South Africa Tourism</small>
HUNGARY: M Paprika	UNITED KINGDOM: A Big Ben
HONG KONG: C Hong Kong Harbour <small>(http://www.discoverhongkong.com/eng/interactive/photolib/ig_photo_inde2.htm)</small>	U.S.A.: O Statue of Liberty



HANDOUT**NATIONAL SYMBOLS**

Symbols reflect a country's history and heritage, its fauna and flora, its faces and places. These symbols are a powerful means of influencing other nationalities' impressions of that country as well as reflecting the way a country views itself. They are invaluable in the promotion of a country as a tourist destination.

**HERE ARE SOME WELL-KNOWN SYMBOLS:
IDENTIFY WHICH COUNTRIES GO WITH WHICH SYMBOLS.
(SEE NEXT PAGE AS WELL)**

__ ARGENTINA

__ AUSTRALIA

__ BRAZIL

__ CANADA

__ CHINA

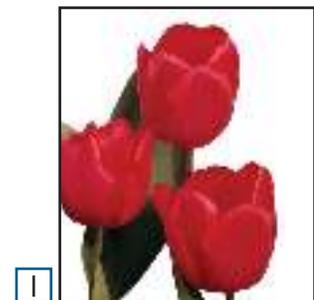
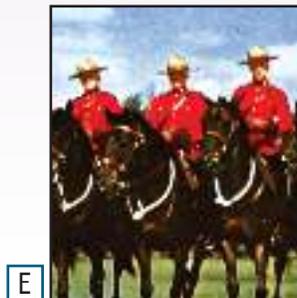
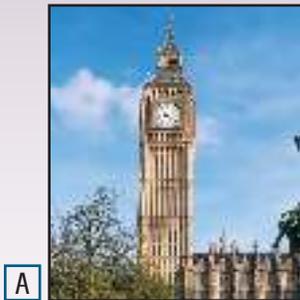
__ EGYPT

__ FRANCE

__ GERMANY

__ HUNGARY

__ INDIA



HERE ARE SOME WELL-KNOWN SYMBOLS:
 IDENTIFY WHICH COUNTRIES GO WITH WHICH SYMBOLS.
 (SEE PREVIOUS PAGE AS WELL)

___ IRELAND



___ JAMAICA

J

K

L

___ HONG KONG

___ KENYA



___ MEXICO

M

N

O

___ RUSSIA



___ HOLLAND

___ SOUTH AFRICA

P

Q

R

___ UNITED KINGDOM



___ U.S.A.

S

T

HANDOUT: POSITIVE / NEGATIVES IMPACTS OF TOURISM ON CULTURE

Positive Impacts

- Growth in tourism, employment and the economy.
- Better understanding of national/racial differences.
- Increased social contact.
- Better understanding of national traditions, language, attitudes etc.
- Greater awareness of a country's history & heritage.
- Greater appreciation of a country's artistic achievements.
- The rediscovery and the renewal of interest in almost forgotten arts and crafts.
- Greater possibility of international investment in cultural preservation/conservation projects.

Negative Impacts

- Increased tourism numbers may threaten the architecture and uniqueness of cultural /heritage sites.
 - Younger members of a host community may adopt the values and beliefs of tourists and this brings them into conflict with members of their own community.
 - Traditional social and moral standards may be undermined.
 - The reduction of dances and ceremonies of deep religious /racial significance to simple performances designed to entertain the tourists may harm the old traditions.
 - The quality of traditional arts and crafts may be affected by the production of "tourist art & crafts"—cheap imitations of local work made quickly and tastelessly and sold as souvenirs.
 - The exposure of language and cuisine to outside influences may cause them to lose their distinctiveness.
 - Tourism can encourage migration.
 - Tourism may cause crime.
1. Can you add any other positive / impacts to this list?
 2. Choose a national tourist destination which you have visited and think of the way its culture has been changed by tourism.
 3. Choose a foreign tourist destination which you have visited or know about and explain how its culture has been changed by tourism.
 4. Suggest ways by which a country's culture can be preserved and remain unharmed despite tourism growth.

HANDOUT

HOW YOU CAN RESPECT OTHER CULTURES

- Learn about that country's history
- Learn about the racial origins of its people
- Learn about its traditions, beliefs and achievements
- Become familiar with its language – learn some basic phrases of welcome, greeting, gratitude etc.
- Travel with an open mind – leave all your prejudices behind
- Accept with grace the problems you may encounter there
- Complain if have just cause but do it politely
- Respect your hosts –always remember that you are the guest
- Respect their cultural sites and heritage
- Dress properly when you visit places of worship
- Obey the legal requirements
- Tip and thank people appropriately
- Avoid the temptation to touch valuable objects
- If you want to photograph other people, ask them first
- Encourage others to travel to world destinations in a spirit of peace and friendship.



REMEMBER WHEN YOU ARE IN ...

Here are some ways of doing things in other countries that fit with their culture. There are also some things that you should try not to do when you are visiting a particular country.

Which of these cultural ways of doing things are the same in your country?

Which ones are different?

Can you figure out why these things are important?

- Hungary:** In Hungary remember to offer your seat on public transport to old people and pregnant ladies. In Hungary never clink glasses with beer in them.
- Jamaica:** In Jamaica, climb the Dunns River Falls. In Jamaica, never order extra spicy food.
- Brazil:** In Brazil never be right on time for informal events like a barbecue, or a birthday dinner. In Brazil, men greet men with handshakes; men will kiss women on the cheek once or twice; women greet women with two kisses. And remember, dinner time is always late, from 8 pm to 11 pm.
- Russia:** In Russia never take an even number of flowers as a gift; you only give even numbers for funerals. In Russia never whistle indoors; Russians believe it may cause a money loss. In Russia remember not to greet a person or say goodbye, or shake hands over the threshold (this is believed to cause a quarrel).
- UK:** Always remember that the British appreciate good manners! So remember to say please and thank you when being served. Never push in front of anyone in a queue in the UK



REMEMBER WHEN YOU ARE IN ...

China: Never point at someone while talking.
It may be interpreted as hostility.
In China, remember to use both hands
when you give someone a gift.
In China remember to celebrate the Lunar New Year
by visiting family and friends for at least seven days

USA: Remember when you meet someone to look
them in the eye and shake hands.

Germany: In Germany remember not to take red roses as a gift.
In Germany remember to always be on time for appointments.

Thailand: In Thailand remember to place your hands together
at chest height and give small bow to say "thank you."
In Thailand remember not to touch a person's head.

Turkey: In Turkey remember to take off your shoes
when you enter someone's house.
In Turkey never sit so the sole of your shoe
is facing someone.

Kenya: Remember in Kenya that the number 7 is considered bad luck.

Canada: Remember always to stand straight and don't talk
whenever you hear the national anthem in a public place.
Remember Canadians often add the word,
"Eh" at the end of the sentence.

Japan: Remember not to burp or fart in public.
Even if you say, "Excuse me," it's not acceptable.
In Japan you should never stick your chopsticks
upright in food or let anyone else use them.
And don't give scissors as a gift.



Topic: Cultural Tourism

Title: Architecture as a Tourist Attraction

Time Needed: Travel time to and from the area, plus 1 – 2 hours on site (2 visits may be needed, 1 for the whole group and 1 for each small group), 2 hours in class to prepare the material of the walking tour route.

Materials: Material for notes (paper, pencils), Material for pictures (camera, film), Material for preparing the walking tour route (glue, cardboard, pictures...)

Preparation: Decide on the site to be visited, preferably an area of cultural importance.

- Steps in the Activity:**
1. First of all, choose a site in your town where historic buildings can be found, and take the students there to observe the following:
 - main features of existing buildings
 - material used in the construction
 - height
 - windows and doors (shape, number, location)
 - roof (colour, slope, material)
 - disposition of the building in relation to the street (parallel to the sidewalk, curved)
 - existing adornments (columns, high/low reliefs).
 2. Ask the students to take notes which they can discuss with classmates and the instructor. This done, you have just defined the architectural features of your town!

Steps in the Activity:

3. In smaller groups, choose one building from all the ones that were analysed in the first phase and conduct specific research about it. Investigate:

- who built it
- in which year
- what was the building's first function
- what was the economic base of the city when it was built
- functions the building has had throughout the years and currently
- check if it holds any tourist activity. Does it welcome visitors?
- do city postcards show pictures of the building?
- if you were the owner of the building or the city major, how would you insert the building in a cultural walking tour?

4. Based on all the buildings analysed by the whole group, develop an architectural walking tour route.

Follow up:

The main objectives of this activity are to make students aware of relevant architectural aspects of the city they live in and to map out an interesting walking tour that a visitor can take in order to appreciate this cultural aspect of a city. Once the students have developed a tour, suggest it to local tourism officials.