

A Worksheet for Creating a Culturally Relevant and Inclusive Activity Through Backward Design

Step One: Pick a Course – Any Course!

Culturally relevant activities can be incorporated into any course at any level. Which course would you like to start with, and why?

Step Two: Outcomes-Driven Planning

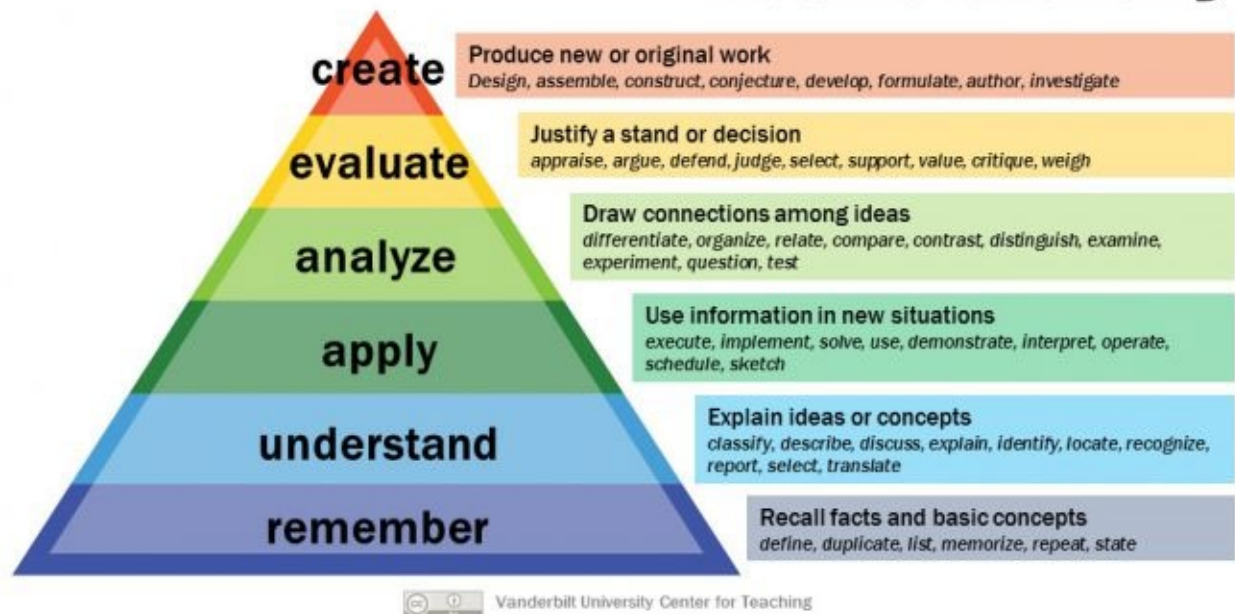
Course activities should be driven by learning outcomes. Here are the outcomes for FREN 1001 courses at Georgia Gwinnett College with the outcome related to culture highlighted:

Upon completion of this course, students will:

1. Demonstrate basic comprehension of information or instructions conveyed orally in French.
2. Communicate orally in the present tense using common French words and phrases and comprehensible pronunciation.
3. Use learned French vocabulary and cognates to derive information from readings on familiar topics.
4. Relate information in writing using simple French sentences in the present tense.
5. Identify various parts of the world where French is spoken and relate information about francophone cultural products and practices.

What cultural outcome(s) do you have in your chosen course? Do you feel your course currently moves students effectively toward meeting that outcome? If not, why not? If you do not have a cultural goal among the learning outcomes for your course, what is your personal objective regarding cultural knowledge, intercultural competence, or inclusivity?

Bloom's Taxonomy



Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved June 3, 2022 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

While you might plan your activity to advance students toward your desired cultural outcome(s), alternatively, you could create an activity designed around a different course objective that coincidentally exposes students to cultural difference or cultural issues. Examples would be a reading comprehension activity for which the selected passage features an LGBTQ character or a writing activity that incorporates a non-Western context.

Which course objective(s) do you intend to address with this activity instead of/in addition to your cultural goal(s)?

What should your students be able to *do* once they meet your chosen objective(s)? Circle the relevant verb(s) (e.g. *define*, *compose*, *contrast*, etc.) in the objectives you wrote above.

Step Three: Assessment (Formal or Informal?)

1. Will your activity be graded? _____
2. At the end of your course, will you have a product (student work or data) to reveal whether or not your chosen learning outcome/objective has been met? _____
If so, what will your product be? _____

- If this activity will not generate data to allow you to determine whether a learning outcome has been met, will it help prepare the students for such an assessment? _____
3. How will students receive feedback? _____

Ideas for Adapting and Creating Culturally Relevant and Inclusive Activities	
Adapted activities	<ul style="list-style-type: none"> • Adapt instructions for pre-existing activities to include culturally/ethnically diverse names and images and LGBTQ identities and relationships. Diversify your discussion prompts and example sentences. • Expand vocabulary dealing with celebrations, history, food, clothing, weather, and describing people to include terms appropriate to a variety of cultures. • Give tests an overarching and plausible scenario as a context that introduces diversity. • For assignments requiring research, have students use at least one non-U.S., non-Western, or non-normative (but trustworthy!) source. • Generate a list of topics for reports that requires or encourages students to branch out. For class presentations, set a limit of one student per topic so that all students are exposed to a range of topics.
Created Activities	<ul style="list-style-type: none"> • Incorporate an artistic work that introduces cultural difference or social issues into your course. This could be a poem, a song, a narrative, a film (short or feature-length), or a visual work. Introduce the work and its creator to the class. Create speaking, listening, culture, reading or writing activities using this work as a basis. • Identify a contemporary issue to explore in the course. Create mini lectures, readings, or class discussions around this issue. Alternately, create assignments for which students write, converse, read, or present about this issue. • Create brief written or oral activities based around an assortment of short videos, such as commercials, music videos, sports interviews, and human-interest reports. • Make an assignment that requires interaction with a person from the target culture <i>who is not in the class</i>. In a heterogeneous location, this could entail a site visit or an oral interview. Collaborative Online International Learning (COIL) or Talk Abroad could be used in a less diverse setting. • Invite a guest speaker, and make your students accountable for asking questions or doing something with the information from the guest's presentation.

Step Four: Adapt or Create Your Activity

Brainstorm possible activities. Use the chart on page 3 if you need ideas. Ask yourself...

- Will the activity be in English, in the target language, or in a combination of the two?
- Do I need to do some cultural research to inform this activity?
- What materials or resources will be needed?
- What classroom methods might be entailed?
- Do I need to scaffold the activity?
- Do I need to create a rubric? Do I need to create samples of appropriate work?

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