

Volunteers Speakers
Handbook
Reviewed 2013

International Culture Team

University of Arkansas

Office of International Students and
Scholars (ISS)

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INTERNATIONAL CULTURE TEAM (ICT)

A HANDBOOK FOR VOLUNTEER SPEAKERS

Produced by:

Office of International Students and Scholars (ISS)



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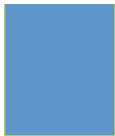


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PROGRAM PHILOSOPHY

About the Office of International Students and Scholars:

The University of Arkansas Office of International Students and Scholars (ISS) is home base for approximately 1,200 international students who attend the University each year. In addition to serving students through advising, orientation, and scholar exchange services ISS offers student involvement programs to promote linkages between the campus and the surrounding community. Representing about 117 countries, the international students provide a rich resource of cultural knowledge for Northwest Arkansas by volunteering their time and energy to provide personalized cultural education for local schools, businesses, and community groups.

About the International Culture Team:

The International Culture Team is typically comprised of about 200 international graduate and undergraduate students representing about 50 countries. Team members normally include students from the People's Republic of China, Malaysia, Indonesia, and India as well as the Middle East, Europe, Africa, the Caribbean, Central and South America. Many of the students on the team are recipients of scholarships or exchange programs.

International Culture Team members serve as student “ambassadors” for their countries and cultures. They volunteer their time to the Northwest Arkansas community for the purpose of visiting classrooms, businesses, and local organizations that are interested in promoting global education and enhancing cultural knowledge. **These students receive no course credit or other compensation for their volunteer hours. Other than the satisfaction of knowing they are helping to add something positive and beneficial back to the community during their brief stay in Arkansas.** During the past few years, the International Culture Team has provided lectures, presentations, demonstrations, and panel discussions for the following schools, businesses, and organizations throughout the region:

-
- University of Arkansas
 - Holcomb Elementary School
 - Root Elementary School

- Fest of All – Fayetteville town Square
 - Butterfield Trail Retirement Village
 - University Baptist Church Senior Citizens Group
 - Green Forest School District
 - Upward Bound
 - Arkansas Association of University Women
- Others

Programs Expectations:

The International Culture Team can provide cultural education for classes or groups in a variety of ways. Typically, a teacher or coordinator requesting a presentation by one or more team members can expect a general cultural lecture, followed by an interactive question-and-answer session. A presentation usually lasts for about an hour, and is often supplement by photographs, artifacts, traditional crafts, or native dress. Depending on the expertise of the presenter, demonstrations of music, dance, or other traditions may be included with the lecture.

Besides the standard lecture format, specialized formats may be negotiated, such as panel discussions on specific political, social topics, pen-pals through electronic mail, day-long cultural events, or whatever means that may serve best the cultural education needs of a particular institution or organization.

Because the speakers are also students, they are available on a first-come, first- serve basis and must be confirmed well in advance of any speaking event in order to prepare the lecture and to arrange their schedule.

Educators and community leaders who wish to utilize the service provided by the International Culture Team should contact the Outreach Coordinator at the Office of International Students and Scholars or her graduate assistant:

Cynthia Smith

Outreach Coordinator

Office of International Students and Scholars

ISS Direct Extension: 479-575-6665

Email: csmith@uark.edu

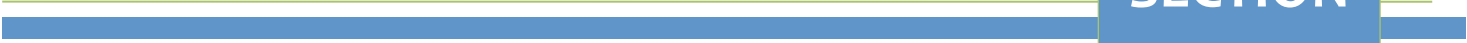
Massiel Rodriguez

Outreach Graduate Assistant

Office of International Students and Scholars

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Email: oga@uark.edu



**SECTION
TWO**

SCHOOLS
UNIVERSITY
AND COMMUNITY

Schools

K-5: Presentations in the classroom for young children should be kept simple and as interactive as possible. Include topics concerning holidays, traditions, what a school day is like in your country for their age group, etc. More technical subjects such as the economy, government systems, and business should be only highlighted. Keep the actual talk brief, **and get the children involved whenever possible.**

A good basic guide for this age group such as the following may be used:

1. Introduce yourself and write your name on the board. Use your home language if appropriate. Use lots of smiles!
2. Show where your country is on a map or globe. What is it near? How far is it from Arkansas? What is the weather like? What does it look like? If the children were visiting your country, what places would you like to show them?
3. Speak or read something in your native language for at least a couple of minutes.
4. Show some examples of writing, if it is not a Latin-based alphabet.
5. Talk about topics of interest to kids for about 10 minutes - tell what people in your country typically eat, what they wear, what sports are played, what holidays are celebrated and how, what school is like, what kids do for fun after school.
6. Show and describe any props or other items you may have brought.
7. Ask for questions and have a short discussion period of about 10-15 minutes.



Holcombe Elementary School, Fall 2012

Middle School through High School: A similar format may be used but increase the economic, political, and historic information. A good way to demonstrate the governmental system is to compare it to the U.S. system, and give examples of how they differ. Be sure to include current information concerning trends or issues in your country. This age group will also be interested in what people in your country watch on TV, whether or not you have fast food places like McDonald's, what social relationships such as dating are like, and what activities or sports are important to the teenagers in your country.

College/University Classes or Organizations: Each year a number of faculty members, campus clubs, sororities and fraternities request international speakers to supplement their teaching or programs. These presentations are normally individual talks or panel discussions, and are generally specific to a particular area or topic representative of your culture.

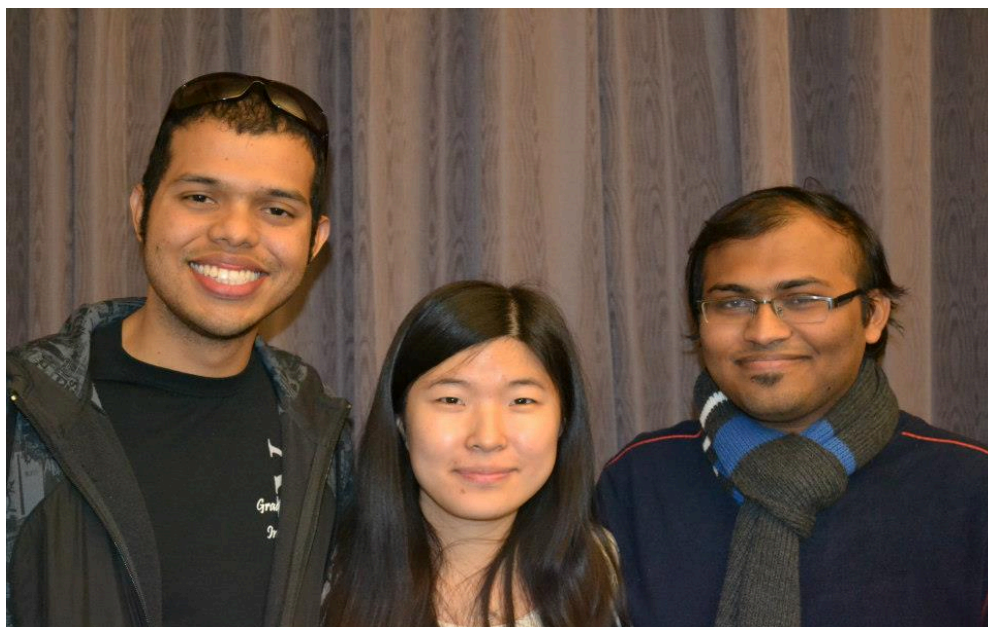
Cultural Fairs: Sometimes we are asked to take part in cultural fairs. At most of these you need to bring **cultural artifacts** to show, **demonstrate** how to play a **game**, make a **craft**, or **write** in your native language. Usually, you will not be only one at your table from the team, but will need to work with someone else in planning for this event. Sometimes these events also include food, but we must be careful of event regulations.



M & N Augustine International Fest, 2012

Community: Many times community leaders who request international speakers have a specific topic of interest in mind. For example, European speakers may be asked to address the topic of the European Union and its implications. Or, they may simply wish for you to give a general talk about your culture. You will find that adult community groups usually have lots of questions. Some may have traveled internationally and may wish to add their own perspectives to your presentation. It is important to have a well-rounded knowledge of your country's geography, population, religions, economy, history, etc. But remember that you are not expected to be an expert. If you do not know the answer to a question, it is fine to simply say that you don't know.

As an international student speaker, you are truly an "ambassador" for your country. You may be the only person from your region that your audience members have ever met, so what you do and say will strongly impact their attitudes toward your home country. It is very important for team members to conduct themselves in a professional manner at times when representing the International Culture Team. The use of profanity or the inclusion of any topics, which may be offensive, is always prohibited. This is your opportunity to demonstrate first-hand the unique qualities of your culture, and to raise global awareness and appreciation for many American children and adults.



ICT members: David (Panama), ChenWei (China), Rudra (India)

Working with Retirement Homes: Many elder people are agile and healthy and get around just as well as people half their age. Many others are not. They may have difficulty walking far or climbing steps; they may tire easily, have poorer eyesight and hearing, be reliant on public transport, or indeed be unable to use it. It is important to consider that some people are wheelchair users or other older people have mobility difficulties. **Many elder people are hard of hearing and have poor vision.** Black pens on whiteboards are best. Handouts of slide presentations are very welcome.

(Source: http://www.add.nsw.gov.au/PDF/COA_Including_us_too.pdf)

Some people may be diabetic or have other dietary requirements such as egg gluten-free, dairy-free meals or low-cholesterol meals. Please always consult with the retirement home what are their food regulations before bringing food in.




Anastasia (Ukraine) at Arkanshire Retirement Home, 2012

Some Tips that can help!

You may find these ideas very helpful:

- Always arrive 15 minutes earlier. This will help you to set up your presentation, rest for a little bit and get ready.
- Always introduce yourself. Your name, your country, your mayor and/or why you came to the United States/ University of Arkansas.
- First impressions count. Try to have all your material organized and neat (good quality pictures, clean outfit, big font for transparencies or slides, and clear sound/ good quality of tapes/CDs).
- Although in some settings you will have a microphone, it is always recommended to speak loud and clear. Take your time to pronounce slowly your words. Appropriate language is expected at all times.
- Visuals like a world map, your country flag, pictures and/or posters are highly recommended.
- Please, do not assume that they understand or that they are familiar with your culture. Give them some background information.
- Be prepared to answer a wide variety of questions. People may have different interests and/or different experiences... don't be surprise if they have traveled abroad and have visited/lived in your country!
- Always be flexible and try to read their non-verbal body language... avoiding long lectures that are just talk and talk.
- One gold rule: the timing of your session/ presentation is particularly important.

FOR THE INTERNATIONAL STUDENTS
SPEAKERS



What is the Experiential Learning Cycle?

David A. Kolb developed the experiential learning cycle theory in a landmark book entitled “Experiential Learning: Experience as a Source of Learning and Development” (1984). He based his theory on the work of John Dewey, Kurt Lewin, Jean Piaget, Paulo Freire and others.

The theory sets out a four part framework that, in short, says that we learn if we a) have an experience, b) reflect upon it critically, c) generalize what we have learned from that reflection, and then d) apply that learning to new, similar situations.

The cycle is represented in the following diagram:

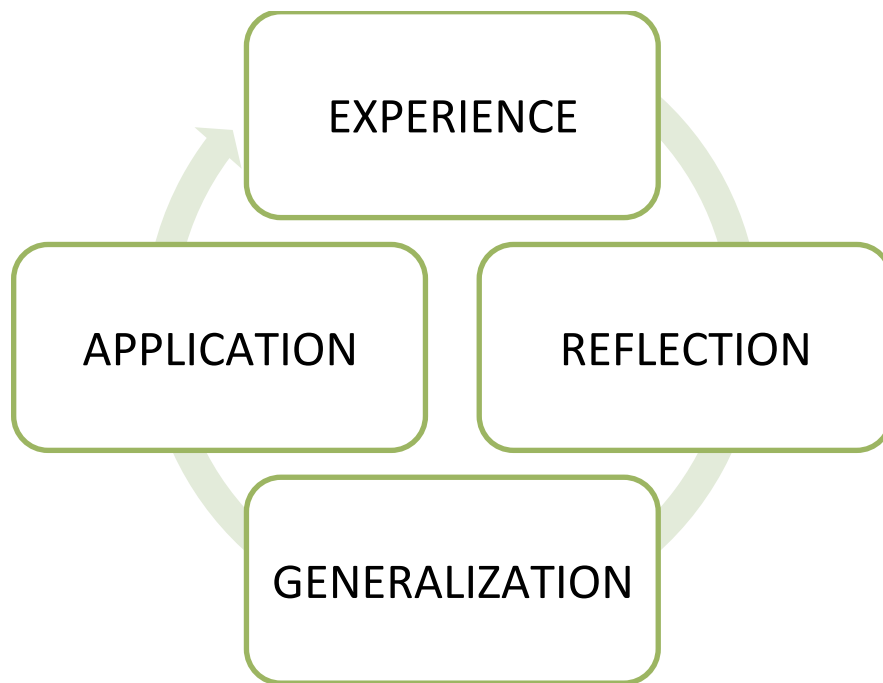


Figure 1: The experiential learning Cycle

Experience

Individuals who are concerned with their own learning find themselves processing and learning from their experiences. However, in our role as speakers, we can create or simulate experiences for our audience, then guide them through the cycle. In this way we are "facilitating" the learning of others and ourselves. The use of experiential activities is the best method employed to reach our goal with the audience. **Creating an experience can be done through role playing, games, simulations, and much more. In fact, cooking is an experience. So are shaking hands, telling a joke, engaging in a conversation, shopping, etc. A good facilitator can draw learning from nearly any experience if s/he processes it properly.**

One of the most common experiences created in cross-cultural awareness and adjustment training is one in which "cultures" are simulated. Participants are asked to act as members of their simulated culture and to interact with members of another simulated culture. Another common experience is an activity in which individuals are instructed to interact with one another while they incorporate a particular behavior that is not found in their own culture. For example, US Americans talking to one another while standing only a few inches away.

Facilitating discussion through the next three stages is often referred to as "processing" or "processing the experience". Myles Horton of the Highlander Folk School once said something to the effect of 'You haven't learned something just because you had an experience'; you have to reflect on it.

Reflection

The reflection stage involves posing questions that ask participants to look back on the experience and describe what they observed, what happened, how other people behaved, how they themselves behaved, how they felt in the situation, what they think of their own reactions, etc.

It is important to keep participants focused on what happened and reactions to it so that a full picture of the shared experience is formed; a picture that takes into account the observations, reactions and perceptions of all participants. It is difficult, at times, to keep people from jumping ahead to the generalization stage. But if they do this too quickly, they base their conclusions and generalizations on limited information. The reflections stage is for data collecting, not for analyzing.

Generalization

This stage begins with "Why did these things happen," and ends with "What conclusions can be drawn from the experience?" Questions that can be posed might include, "what caused you to react that way?" "What have you learned from this?" "Were these appropriate behaviors?" "Where do you think that comes from?" The goal here is to move the audience toward conceptualizing the motivations behind certain behaviors or to understand a reality they know little or nothing about.

Application

The act of applying learning's to new situations comprises the final stages. Of course, we cannot be with the audience every hour of every day in order to help him or her apply his or her learning to new situations. We can, on the other hand, help them plan that action while they are in our cultural session. This is done through questions like, "how can you put that to use?" "In what future situations (for example, in another culture or country) will you change your behavior accordingly?" "What options has this discussion opened or closed for you?" Or simply, "how will you apply this learning?"

Dewey, Paulo Freire, Adelbert Ames, and others have laid the theoretical framework for our approach to this guide. It is our intention to create a guide that encourages and facilitates the use of experiential activities that will enhance the teaching and learning potential of all those international educators who choose to use them in their work.

Our efforts are based on the principle that "education, in order to accomplish its ends both for the individual learner and for society must be based upon experience — which is always the actual life-experience of some individual" (Dewey 1938, 89).



ICT Core Member Xi Ai (China) at Holcombe Elementary School 2012

How to Plan a Teaching Session: The Recipe

We would like to introduce our basic **RECIPE** for what we believe will lead you to an effective presentation design:

Source: James E. Leck. International Student & Scholar Advisor. University of Maine.

Key Points:

- The greatest learning occurs when the audience goes through the full 4-stage learning cycle.
- Everybody have a preferred learning style that corresponds to the 4 stages of the learning cycle. Implication: different people will prefer to learn differently. Every person that attends your presentation will benefit from learning that involves each of the 4 steps.

Sample Activities:

1. Examples. A simple way of introducing experience into a presentation would be to give the audience a printed handout of examples drawn from the environment of the concepts that are covered in your presentation.
2. Recalled Personal Experiences, instead of using examples of outside experiences.
3. Demonstrations. The most effective demonstrations are those that are built to fit the concepts the speaker wants the audience to learn and remember.
4. Role Plays.

Source: <http://www.fis.ncsu.edu/ugs/experien.htm>



Green Forest, ICT trip, 2012

List of Universal Culture Topics:

The following information is intended to provide some guidelines for preparing effective presentations for various age and interest groups. Speakers are encouraged to take a creative approach with their talks, incorporating the basic guidelines with personal style.

What connections, if any, exist between the physical environment of your country/region (climate, land, plants/animals) and the choices people make about?

A. Apparel

1. Primary function (protection from sun, cold, etc.)
2. Type, weight, and/or color of fabrics/materials
3. Design (symbolic? religiously based?)

B. Shelter

1. Primary function (provide protection from elements, etc.)
2. Design: shape and materials
3. Locations of settlements (by oceans, rivers? in valleys? why?)

C. Movement

1. Human migration patterns
2. Modes of transportation

D. Food and Water

1. Types of foods locally or regionally harvested
2. Access to and uses of water

E. Work

1. Types of work related to/affected by climate and/or seasons
2. Types of work related to physical terrain
3. Types of work related to/affected by use of natural resources

How does your country/region function politically?

1. What governmental system does your country use?
2. Historically, how did the system originate/evolve?
3. What do you regard as the strengths of the system? Weaknesses?
4. How do religious traditions tie in with government, if at all?

Adding Interest to Your Presentation

- Props and Cultural Items: ISS has a selection of items from a number of countries, which may be borrowed for you to use during your presentation. These include items such as photographs, artifacts, crafts, fabrics, jewelry, currency, etc. (see Section 4). You may want to set up a display of items for your audience to view before or after your presentation, or you may wish to talk about them and pass them around the room during the talk.
- Traditional Dress: The dramatic effect of traditional dress cannot be stressed enough. A student presenter from India wearing a sari is far more interesting than one wearing jeans and a tee shirt. If you have not brought traditional dress to the U.S. with you, check with the ICT as some items from your country might be available.
- Traditional Foods: Some students bring samples of some sort of traditional food or drink (such as tea) from their countries to share with their audience. If you choose to do this, you should keep it simple and supply only enough for each person to try a small amount. Also, pre-packaged foods are preferable to home made. This is a good opportunity to talk about the products used in preparing that particular food or drink. For example, a Brazilian speaker may wish to bring some brigaderos (a traditional chocolate candy) to share and talk about how chocolate is grown and produced in Brazil.

- Spoken Language Demonstrations: Many team members speak two or more languages. This knowledge is one of your most effective tools for capturing your audience's interest. Some presenters choose to begin their presentation using his or her home language, and then change to English after a minute or two. This is a very effective way of getting the group's attention ("Doesn't he/she speak English?") and of demonstrating how the language sounds. Many Americans have little opportunity to hear another language spoken at length, and find it very interesting.
- Writing Demonstrations: When speaking to the audience, it is effective to demonstrate how your language looks when written, especially when the alphabet is not Latin based. For elementary aged children (K-5) it is fun to ask one of the students his/her name and write it on the board in your home language. Then ask if there is one or two others who would like to see what their names look like in your language. This almost always results in class participation.
- Do You Have a Talent? Perhaps you can sing well, or dance, or play a musical instrument traditional to your country. If so this is a wonderful way to share your talent and use it as a teaching tool. Singing a traditional folk song, or dancing a traditional or ceremonial dance, will be greatly appreciated by your audience. Including the audience in some way, such as teaching them the dance or song, is even better.

Hints for Good Presentations

1. **See the ISS outreach coordinator in advance** to chat about your ideas and/ or to see if we have any materials for you.
2. **Dress with neat-clean clothes. Dress in traditional clothes if you have them.** You don't need expensive outfits to look good.
4. Have **all the material for the presentation ready** before you arrive. Always **arrive 15-30 minutes earlier than the stated starting time.** This will allow time before you start your presentation to **test the equipment** you are going to use.
5. **Know clearly what points you want to make.** Think of 3-4 key points that you want to get across, make these clear to the audience and use whatever you can to bring them to life.
6. **Bring pictures, books, crafts and a traditional custom** (if you have one). All these will help to set the mood for your presentation.
7. **Act out** a situation that might happen in your country. **Demonstrate** how to do something (example: greetings).
8. Use the **FIVE senses** in your presentation (**see, touch, smell, taste, hear**) because people learn differently!
8. **Use audiovisual materials** –if available– that illustrate a point. Be sure to tell the class what point you are making. **Use PowerPoint** if you like and if there is that kind of availability in the classroom.
9. **Test your Presentation and have a Back-up Plan ("Plan B").** Remember when you make use of slide shows, you are using technology. We all know that technology is not always to be trusted. Have a Plan B ready. For example, have a paper copy of your presentation available for emergencies.
10. **Speak slowly and loud** enough that every audience can hear you. Sometimes people need a couple of minutes to get used to your accent.

11. **Always greet the audience.** Words like “Good morning!”, “Good afternoon!”, “Please”, and “Thanks!” can open lots of doors and bring lots of smiles.
12. **Encourage the audience participation.** Start and monitor discussions--keep them on track. Use materials such as brief surveys and case examples to jump-start a discussion. Be lively.
13. **Be enthusiastic about your culture and country!**
14. **Keep to your time constraints**
16. **Teach some of your native language!**
18. **Bring in examples** for various sources and personal examples that make a point. Opinion may be useful to start a discussion, but should not be its focus.
20. **Be respectful** of your audience. Disagreements encourage thinking so long as they are respectful of differences.
21. Be careful with your language. **Appropriate language is expected at all times. Do not use words like hell, damn, etc.**
22. **Allow audience to ask questions.** Please, do not assume that they understand or that they are familiar with your culture. Give them some background information.
26. **Move around** during your presentation. Make good use of your space.
28. Always **ask about food regulations** in the school before your presentation.
29. Remember to **HAVE FUN!**

Source:

<http://www.psych.ufl.edu/~moradi/Hints%20for%20Good%20Presentations.doc>

Presentation Style Tips

Doing well in presentations is about confidence and what you look and act like (body language) just as much as what you say. By understanding the dynamics involved in effective persuasive speaking, the audience will improve their overall confidence in communicating.

*When doing presentations remember:

- **Body language** - Make sure that you have a proper posture (sit or stand properly). If your shoulders are sagging or you are looking at the floor you will not do very well. Move around purposefully.
- **Pronunciation** - Pronounce each word clearly. Avoid saying things such as "you know" too much. Remember to always use appropriate language.
- **Pitch** - Pitch refers to the highs and lows of your voice. DO NOT speak in monotone (only one pitch).
- **Speed** - Your speed, or pace, is important. Do not speak too fast or you will not be clear, but do not speak too slowly, people will become bored. You should use pauses when you want to emphasize a certain word, just pause for one second before; this highlights the word.
- **Volume** - Speak loud enough for everyone to hear you, don't talk to the floor, speak to the people in the room, too loud is better than too quiet.
- **Cards** - Don't read your presentation. Index cards are a good way to prompt your memory and they can help you feel more confident. If you find that you need to have copious notes to help you remember, the chances are that the information will be too complex for the audience to follow. Put this information in a handout.
- **Variance** - Change your pitch, volume, and speed at least once every 30 seconds, if only for just one word. Never go more than one paragraph without a vocal variance. Lastly, do not be afraid to show a little emotion, your body and voice must match the tone of your words! Relax and enjoy!

Before you do any presentation:

- Check for Grammar and Spelling Errors on Handouts or Slides. When using slides, a computerized presentation or handouts make sure that there isn't any spelling or grammatical errors. Let someone check your work.
- Practice your Presentation: Practice your presentation by yourself or with a friend. Make sure you keep within the time frame allowed for the presentation. The more you practice it before the time, the more confident you will feel when you give the presentation. Rehearse your talk 2 or 3 times. It will go much more smoothly if you do.
- Make Eye Contact: Remember to make eye contact with everyone in your audience. Never read your presentation - this is boring and you will lose the attention of your audience.
- Thank Your Audience: At the end of your presentation, thank your audience for their time.

Sources: 2003 Paul Sparks in <http://www.xiangtan.co.uk/postgrad9presentations.htm>

Peter Flach & Tim Kovacs. Last modified on Monday 10 March 2003 at 17:50. 2003 University of Bristol in <http://www.cs.bris.ac.uk/Teaching/Resources/COMSM0304/oral.html>

Center for Careers and Academic Practice, Teaching and Learning Resources.

http://www.liv.ac.uk/ccap/teaching_and_learning/t_and_l_good_practice/download_s/present1.doc

General Steps in Planning and Preparing an Effective Oral Presentation

1. Select and limit the subject. It may seem an obvious thing to do, but before you start writing your presentation you must determine what precisely your topic will be or what aspect of a topic you plan to address. Once this is clear you can commence writing. Occasionally you will find that your topic, as determined, is actually too large or complex for the time available and you may have to go back and review the specific topic you wish to address.

2. Determine the overall purpose. There are many reasons for giving a presentation including to inform: to educate, to entertain, to inspire, to convince... An **entertaining speech** is constructed and delivered quite differently from an **informative speech**. Once you know the purpose of your presentation you can determine the structure, topics and method of delivery that will best achieve your purpose.
3. Analyze the audience and the situation. Every audience is different and in order to ensure success you should always consider what your potential audience will be like and what their expectations will be. Failure to address the **needs and level of interest and understanding** of an audience can be deadly to a speaker.
4. Organize the three parts of the presentation (opening, body, and conclusion)
5. Practice it before you deliver it (several times if possible).

Source:

<http://www.freenet.edmonton.ab.ca/toast/plan.html> Created by: Patricia Nelson, DTM, pnelson@ecn.ab.ca

Revised: 1999-11-22

USING DIFFERENT TECHNIQUES TO DIVERSIFY
YOUR PRESENTATION

Visual Aids

Visual Aids are good for changing the pace of a presentation, making an impact and explaining a point simply.



'You are your own best visual aid'

Overhead Projectors (OHP)

- Remember the Magic 7
- Not more than 7 OHP slides, Not more than 7 lines
- Not more than 7 words per line

To be effective, OHP slides should be clear. If the room is large then adjust the size of the print accordingly. Point to the OHP never the screen and check where you are standing i.e. to the side of the projector and not obstructing anyone's view. All these suggestions are also true for power point presentations.

Handouts

These are very useful if you need to give out detailed information or back-up evidence. You may want to hold these back until the end so that your audience aren't distracted during your talk.

Flipcharts

These are good for small groups and provide a permanent record. The problem is that writing must be kept neat and space is limited. If prepared earlier it can be more effective.

REMEMBER THE KEY IS TO PRACTICE!!

Source:

Center for Careers and Academic Practice, Teaching and Learning Resources

http://www.liv.ac.uk/ccap/teaching_and_learning/t_and_l_good_practice/downloads/presentation1.doc

Dance

- 1) Narrow down the topic of your presentation by choosing one specific type of dance.
- 2) Start your presentation with a brief, but well explained cultural background of the dance. Explain its history, tradition, and whether it is still performed at parties or it is only done at special events like carnivals.
- 3) Get the necessary props, such as costumes, accessories, flash cards, and a map and of course the music!
- 4) Outline, ahead of time, a choregraphical pattern to the dance you want to teach. Make it as simple as possible and give names to each move. This way the audience will remember the sequence as you call out the names.
- 6) Remember you might not be teaching professional dancers, so bear in mind that many people will not have any sense of rhythm and coordination. Be patient and enthusiastic. If necessary, start the dance session with a rhythmic exercise to break the ice and warm up the audience.
- 7) Be prepared to teach the man's moves and the woman's moves in case your dance is done in couples.
- 8) Suit your instruction method to your audience's age. Children need a more dynamic and varied approach.
- 10) Flash cards are good to show the names of certain moves or rhythms that are in the native language. Sometimes, translation is not possible.
- 11) Do not be afraid to give the presentation. Rehearse it as much as you think you should. Remember that the audience is there to learn about your country and its dance, not to judge your style or how you look.

Source: ICT Member José Ricardo

Drama

Bringing Cultural Stories and Situations to Life: Using Drama in Presentations

Important Concepts/Terms:

- **Drama**-acting out something to make a point
- **Monologue**- one person
- **Dialogue**-two or more people
- **Skit**-a short humorous play
- **Puppetry**- using puppets to tell a story
- **Story Telling**- the art of using language, vocalization, and movement and gestures to communicate images of a story
- **Pantomime**- acting without using your voice
- **Coached pantomime**- telling a story and acting it out

Tips:

1. Think of a cultural topic that you want to express.
2. Choose a topic that has a neutral message, something not offensive to the audience.
3. Do not create stereo types.
4. Use vocabulary that is easy to follow.
5. Write a script- meet with 2 or more others from the same cultural group and come up with a situation
6. Rehearse!!!!
7. Give context, background
8. Length-think about their attention span
9. Enrich with music or sound effects
10. Speak loudly and clearly
11. Face the audience

Techniques:

1. Use people in the audience to participate in the skit
2. Actors talk to the audience the same time they perform
3. Ask question, “Where is she?” “Behind You” Look and person is gone.
4. Ask audience what they think of the situation
5. Use Humor
6. Use Props- native costumes, artifacts, etc.
7. Act out a story together
8. Dub a foreign movie (no volume), have the audience figure out what’s going on then write a script together
9. Use puppets- glove (hand), shadow puppets, marionette (string), etc.

Sample Topics:

- Funeral
- Arranged Marriage
- Holidays
- Greetings
- Body Language
- Expressions
- Birth
- Weddings
- Coming of Age
- Pets
- Etiquette
- Myth, Legends esp. with animals
- Cultural misunderstandings - behave as in your culture
- Jokes – do they transfer to English???

Food

Some tips when you are involved in an event that requires some cooking:

1. Try to cook something that **Americans may be familiar**, many people prefer vegetarian or white-meat meals. For example, dumplings, rice or appetizers.
2. Be sure to **describe all ingredients** you need. For example, number of cans, size and trademark. Ingredients like fruits or vegetables should be fresh, dried, or frozen.
3. **Wash your hands** before cooking!
4. **Wash** all fresh vegetables and fruits and clean the top of the cans.
5. If cooking in Holcombe Hall be sure to **leave all cooking utensils and kitchen CLEAN!!!!**
6. **Think on advance about the pans or kitchen utensils you will need** to serve at the event.

Enjoy! Cooking events are wonderful and fun!



Tres Leche by Sierra Mendoza, ICT monthly meeting 2012

Music

Whether you sing, play an instrument or can play a CD player, you can introduce music from your country in your presentation.

1. Keep selections short
2. Play different styles of music if possible
3. Get the audience involved by singing along, allowing them to try your instrument, or keep the rhythm
4. If teaching a song, go over the words phonetically & slowly several times
5. Keep it simple
6. Teach songs that are significant in meaning to your country, tell a story or moral
7. Have fun!



ICT Band, Owl Creek Elementary, 2013

Story Telling

The purpose of story telling

There are two very practical beneficent results:

- First it relaxes the atmosphere, so storytelling is valuable for its refreshing power.
- The second result, or aim, is that story telling is at once one of the simplest and quickest ways of establishing rapport between teacher and children, which will allow the students to fix their attention on the storyteller.

How to tell the story

First of all, most fundamental of all, is a rule without which any other would be but folly: **Know your story.** One must know the story absolutely; it must have been so assimilated that it partakes of the nature of personal experience. Such knowledge does not mean memorizing. It means, rather, a perfect grasp of the gist of the story, with sufficient familiarity with its form to determine the manner of its telling. The easiest way to obtain this mastery is to analyze the story into its simplest elements of plot. **Tell the story in a logical sequence.** The story should have a beginning and an end.

Next, the storyteller must **feel the story.** Whatever the particular quality and appeal of the work of art is, from the lightest to the grandest emotion or thought, you must have responded to it, sensed it, felt it intimately, before you can give it out again. Listen, humbly, for the message. The inner secret of success is the measure of force with which the teller wills the conveyance of his/her impression to the hearer.

The final suggestion is a purely practical one concerning the **preparation of physical conditions**. See that the children are seated in close and direct range of your eye; the familiar half-circle is the best arrangement for small groups of children, but the teller should be at a point opposite the center of the center of the arc, not in its center



Hannah Howard, ICT Training I, 2012

Source:

Bryant, Sara C. How to tell stories to children. Boston: Houghton Mifflin Co., 1924.

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