

**INTERPRETIVE SKILLS III-A**

**LESSON PLAN:** 9

**SESSION TITLE:** MULTI-CULTURAL INTERPRETATION

**SESSION LENGTH:** 7 hours      **ORIG. PREPARED BY:** D. Madison, & A. Rasor 1/86  
**REVISED BY:** G. Hazelwood 1/92

**OBJECTIVES:** At the end of this session, participants will be able to:

1. Name three reasons why interpretation should include diverse populations at National Park Service areas;
2. List three methods they can use to break down cultural barriers;
3. Identify changes they would make in their interpretive programs that are geared to specific cultural groups visiting their park areas.

**TRAINING AIDS:** Bafa Bafa - A multi-culture simulation game. Available from Simile II, P.O. Box 910, Del Mar, California 92015. Phone 619/755-0272 Cost about \$195.00. Also on loan from Mather Employee Development Center.

**HANDOUTS:**

Role Sheets from Farren Webb, Professor, Intercultural Studies, Ft. Lewis College, Colorado  
 Phases of Culture Shock from Farren Webb, Professor, Intercultural Studies, Ft. Lewis College, Colorado  
 Reading List from Farren Webb, Professor, Intercultural Studies, Ft. Lewis College, Colorado

Content	Method	Time
<p><b>I. INTRODUCTION:</b></p> <p>Using Dr. Farren Webb's handouts participate in cultural role playing or play Bafa Bafa as an introduction to the session. The game or role play is intended to:</p> <ol style="list-style-type: none"> <li>1. Create a situation allowing participants to explore the idea of culture.</li> <li>2. Create feelings which are similar to those one would likely encounter when one travels to a different culture.</li> <li>3. Give participants experience in observing and interacting with a different culture.</li> </ol> <p>** Follow up discussion to role play or simulation game is very important.</p> <ul style="list-style-type: none"> <li>- allow each participant to express how they felt</li> <li>- explore group reaction to each group culture</li> </ul>	<p>Participatory Game</p>	<p>4 Hours</p>
<p><b>II. DEFINING CULTURE</b></p> <p>Discuss stereotypes and biases and their effects on interpretation.</p> <p>Introduce the idea of cultural baggage - the assumptions, beliefs and values we carry around that affect our attitudes about people.</p> <p>Can discuss the Japanese tourists and how our misconceptions about them can be corrected by finding out why they behave the way they do when on tours. Gifts to be returned etc. See attached Machlis article.</p>	<p>Lecture</p>	<p>1.5 hour</p>

Ask participants if they think visitors who speak English would need special interpretation. Have them take quiz "The British are Coming." After revealing the right answers discuss their social prejudices.

\* Important to discuss world view (underlying assumptions people have about spare time, time operation of reality etc.).

III. Identify reasons why we should include multi- cultural interpretation.

Discussion  
Brainstorm

30 Minutes

1. Health and Safety - high accident rates among non-english speakers. Different concepts of wilderness and desert environments.
2. Increase in minority and international visitation to our parks.
3. Continued protection of our park resources may require international cooperation.
4. Increase effectiveness of our programs, broaden our audience and thus, protect our natural and cultural resources.
5. Parks themselves are cultural places. Many park service areas have cultural themes.
6. To better understand our role/place in global interpretation. Where does the U.S. fit in?

Content	Method	Time
<p>IV. HOW TO?</p> <ul style="list-style-type: none"> <li>*Discuss ways to break down cultural barriers.</li> <li>*Provide brochures in their native language.</li> <li>*Recruit volunteers from other cultures or those who can relate to other cultures.</li> <li>*Hold special cultural events (where applicable). *Crafts demonstrations.</li> <li>*Recruit multi-lingual employees and supply them with special name tags.</li> <li>*Give off site programs to cultural groups.</li> <li>*Use surveys to identify cultural groups in the area. *Create and supply audio visual programs in a variety of languages.</li> <li>*Have participants create ideas that would apply to their own parks.</li> </ul>	Discussion	30 Minutes
<p>V. SUMMARY</p> <p>Have class participate in "What did you call me?"</p> <p>Have stations around the room labeled "Most offensive, no reaction, least offensive". Participants stand in the middle of the room.</p> <p>Instructor calls out a list of words one at a time. After each word, class members will move to the station that represents or reflects their feelings about being called that word.</p> <p>Word list: aggressive, short, avuncular, hot, average, heterosexual, effeminate, old, pedagogue, gay, skinny, atavistic, virgin, outrageous, punctilious.</p> <p>Point out to participants at the end of the exercise how certain words or phrases could be considered culturally unacceptable to some but acceptable to others.</p>	Discussion Game	25 Minutes
<p>Review course objectives.</p>	Discussion	5 Minutes

## VI. REFERENCES:

Gestures, The Do's and Taboos of Body Language Around the World, Roger E. Axtell (John Wiley & Sons, Inc., 1991)

Asian Customs and Manner, Kevin Chambers (Meadowbrook, 1988)

European Customs and Manner, Nancy D. Braganti and Elizabeth Devine (Meadowbrook, 1988)

Latin American Customs and Manner, Elizabeth Devine and Nancy D. Braganti (Meadowbrook, 1988)

"Culturegrams" available from Brigham Young University, Language and Intercultural Research Center, 240 B-14, Brigham Young University, Provo, Utah 84602.

"A Sociological Look at the Japanese Visitor"

"Areas Significantly Associated with Ethnic and Racial Minorities and Women"

Office of International Affairs, WASO, (202)343-7063

Southwest Region newsletter "Contact" - "World View and Interpretation/Balancing Perspectives"

\*\* A Multl-Culture Handbook is being developed - Call Gayle Hazelwood (404) 331-3920, FTS 841-3920 or Costa Dillon (818) 597-1036 ext. 782 for further details.

## PREJUDICE

Which of these people would you want to marry your daughter? Pick them in descending order.

- A) This man was not born a citizen of the United States. He was raised by his grandmother when very young and then raised by others after she left him on their property. As a young man he was often involved in illegal activities. He never attended school and ran away from home at the age of 21. He was married twice, once to a black woman and once to a white woman. When he married a second time he had not divorced his first wife. He continued to be involved in many illegal activities, often endangering his family. Once in Ohio a crowd of citizens almost killed him because of his actions. When he died he was not buried in the local cemetery but his body was shipped out of town.
- B) This man was not born in the United States. He eventually became a citizen. Although he attended one of the best colleges in the nation, he never graduated. Throughout his life he worked many jobs but is only remembered for one. While a young man he rebelled against his government and his writings made him a wanted man by the authorities. Considered by many to be extremely wealthy, he actually died in debt. He preferred the mountains of his homeland but would often visit major cities to spread his revolutionary ideas stirring up trouble. When the attempted overthrow of his government finally took place he did not take up arms for either side.
- C) This man was born in Europe. As a young man he was a struggling artist. Although he did sell a few of his works. His favorite past times were reading adventure novels, listening to opera, the movies, (especially "King Kong"), and astrology. During a major war his country awarded him a medal for his action. When returned from the war he had many friends. He was charming and had charismatic and was elected to the highest office of his country. It is said that this man changed the lives of many of the people of this country and that his economic programs revitalized his countries economy.
- D) This young man was born in a country in the Mediterranean. He never knew his mother but was raised by his father. He did not have many human friends so was often seen talking to fish, cats, foxes and insects. He had a tendency to lie to his father often and a young age he ran away from home. While gone others reported seeing him make an ass out of himself in public and that the only job he held was a blue collar position in the local mine. He disappeared for a while but when he returned he told people he had been eaten by a large mammal and after many days he had escaped. At night he was often seen in the company of a local fairy.

"The British Are Coming",  
 "The British Are Coming"

Since tomorrow is "Boxing Day" your park is expecting a large number of British visitors on "Holiday" and you will be assigned to be special escort to a group of British visitors. But first you must be able to show you have knowledge of the culture by answering just a few questions.

TRUE or FALSE

1. \_\_\_ When first meeting an Englishman it is acceptable to shake their hand as a form of greeting.
2. \_\_\_ If while speaking to you an Englishman makes you laugh it is quite acceptable to slap them on the back in uncontrollable laughter.
3. \_\_\_ The British consider emotions in public as a sign of weakness.
4. \_\_\_ The main British meal is eaten at 6 or 7 in the evening.
5. \_\_\_ It is acceptable to call young British people by their first name.
6. \_\_\_ The British are normally friendly and will strike up a conversation with a stranger on a bus.
7. \_\_\_ The British consider it ill mannered to talk to them about the socialism in their government.
8. \_\_\_ The British consider humor in conversation as acceptable behavior.
9. \_\_\_ The British eat with their forks in their right hand.
10. \_\_\_ The British consider eating food while walking down the street acceptable public behavior.

Define (In American Terms)

11. Chemist-
12. Permanent Way-
13. Mackintosh-
14. Public Convenience
15. Hop It
16. Dinky
17. To queue up
18. Solicitor
19. Beyond the next turning-
20. To drop on-