

## Week 1 Individual Session: Eating & Cultures

---

### Session Goals

- ❖ Discuss dining manners around the world
- ❖ Learn about street food in different countries

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about dining customs around the world and write down any words or phrases you don't understand. Be ready to talk about dining customs in your culture/country.

### Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about dining customs around the world. Be ready to talk about dining customs in your culture/country.
- ❖ Be ready to share your screen with sound on for [this video](#) and [this webpage](#).

### During the Session:

- ❖ **[5 min]** Check in with your speaking buddy and ask about their week. Introduce this new unit and explain that you will be talking about different countries and cultures for the next few weeks.
- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Etiquette (noun) = set of rules for polite behavior
    - "A piece of common classroom *etiquette* is to raise your hand and ask for permission before speaking."
  - Savory (adjective) = salty or spicy rather than sweet
    - "I prefer to use *savory* spices like turmeric in my food."
  - Delicacy (noun) = rare and expensive food that is sophisticated and desirable
    - "Have scallops; it's a *delicacy*!"
  - Say grace (verb) = expressing gratitude to God before a meal
    - "Before we eat, let's *say grace*."
- ❖ **[10 min]** Review the content of [this video](#) from prework. Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Talk about table manners in your own culture. Here are some questions to discuss:
  - What are some things you should or shouldn't do when eating?

- Is it okay to eat noisily in front of others? Why or why not?
  - What happens if someone doesn't follow the dining etiquette?
  - Do people talk at the dinner table?
    - If so, what do they talk about?
    - If not, why not?
  - Which of the customs in the video surprised you the most? Why?
- ❖ **[10 min]** Screen share and watch [this video](#) about cross cultural dining etiquette. Discuss the following questions:
- What are some dining etiquette you noticed in the video?
  - What are some mistakes the man makes?
  - How could he have avoided these mistakes?
  - How would you have reacted in a situation like this? Would you have acted better or worse? Why?
  - Have you had an experience similar to this?
    - What did you do? How did it go?
- ❖ **[15 min]** Screen share and watch [this video](#) about street food around the world (make sure to have the subtitles on). Feel free to pause and talk about the video as you go. Here are some questions to talk about:
- What do street foods look like in your country?
  - Which country's street food would you like to try the most? Why?
  - Which one would prefer, street food or restaurant food? Why?
  - How popular street food is in your country? How often do people have street food?
  - What are some pros and cons of street food?
- ❖ **[15 min]** You and your buddy are going to play an online food game called Dishes of the World!
- Screen share [this webpage](#) and hit English.
  - Start from Task 1 and discuss the correct match with your buddy.
  - Once you're confident about your matches, hit the check mark at the bottom right corner of the screen.
  - If you matched all the items correctly, move to the next task.

## Week 2 Individual Session: Fashion & Beauty

---

### Session Goals

- ❖ Reflect on beauty standards in your culture
- ❖ Discuss fashion and beauty standards across countries

### Pre-Session Instructions for Learner

- ❖ Be ready to talk about beauty standards in your culture.

### Pre-Session Instructions for Volunteer

- ❖ Be ready to talk about beauty standards in your culture.
- ❖ Be ready to share your screen with sound on for [this video](#), [this video](#), and [this website](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Glamour (noun) = an attractive or exciting quality that makes certain people or things seem appealing
    - “There is a certain *glamour* about Hollywood actresses and their dresses.”
  - Avant-garde (adjective) = first of its kind
    - “Models on the runway wear *avant-garde* fashion that normal people don’t wear.”
  - Offbeat (adjective) = unusual or unconventional
    - “His *offbeat* sense of style is either hated or loved.”
  - Accentuate (verb) = to make more noticeable
    - “Makeup *accentuates* attractive features on your face.”
- ❖ **[15 min]** Talk about the standards of beauty in your culture/country. Here are some questions to get the conversation going:
  - What’s considered beautiful in your culture?
  - What are some beautiful clothing features in your country?
  - What are the differences between beauty standards for men and women in your country?
  - Does true beauty come from within or without? Why?
  - Who are some celebrities who are considered beautiful in your country? Why?
  - What are some things attractive people wouldn’t do or wear?

- What are the differences and similarities of beauty standards between your culture and your buddy's culture?
- ❖ **[15 min]** Screen share and watch [this video](#) about beauty standards around the world. Make sure your buddy can follow along (feel free to adjust the playback speed to your buddy's reading speed). Reflect on the beauty standards around the world by discussing the following questions:
  - What were some common standards of beauty in this video?
  - What are some beauty features that vary across cultures? Why do you think they vary?
  - What surprised you the most in the video?
  - Do you think the representations in the video are accurate? Why or why not?
  - Why do you think makeup is attractive in so many countries?
  - Which representation did you find the most beautiful? Why?
- ❖ **[10 min]** Screen share and watch [this video](#) about punk fashion and beauty around the world. Make sure your buddy can follow along (feel free to adjust the playback speed to your buddy's reading speed). Discuss the following questions:
  - What surprised you the most about punk fashion in different countries? Why?
  - How does punk fashion differ from country to country?
  - What are some similarities you noticed between countries?
  - Do you like punk fashion? Why or why not?
  - How is punk fashion viewed in your country?
- ❖ **[15 min]** You and your buddy are going to take a quiz about traditional clothing around the world!
  - Screen share [this website](#) and have your buddy read the introduction to the quiz.
  - For each question, discuss the clothing features in each picture with your buddy before choosing an answer
  - Match the clothing with its country of origin and read the explanation that appears below the question.
  - Move on to the next question.

## Week 3 Individual Session: Weddings & Romantic Relationships

---

### Session Goals

- ❖ Learn about wedding traditions around the world
- ❖ Reflect on arranged marriage
- ❖ Discuss dating etiquette across countries and cultures

### Pre-Session Instructions for Learner

- ❖ Be ready to talk about a wedding ceremony you've been to. If you've never been to a wedding, you can talk about a wedding ceremony you've heard of.

### Pre-Session Instructions for Volunteer

- ❖ Be ready to share a story about a wedding ceremony you've been to. If you've never been to a wedding, you can talk about a wedding ceremony you've heard of.
- ❖ Be ready to share your screen with sound on for [this video](#), [this video](#), [this video](#), and [this video](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Officiate (verb) = perform a religious service or ceremony
    - "I had our minister from church *officiate* our wedding."
  - Bridesmaid (noun) = a chosen girl or woman who accompanies a bride on her wedding day
    - "I asked my best friend to be my *bridesmaid*."
  - Wedding gown (noun) = a beautiful dress worn by the bride on her wedding day
    - "Not every *wedding gown* is white."
  - Tuxedo (noun) = formal male clothing
    - "In North America, men wear *tuxedos* to their weddings."
- ❖ **[10 min]** Share a story about a wedding you've been to. If you've never been to a wedding, talk about one that you've heard of. Here are some questions to talk about:
  - Whose wedding was it?
  - When and where did it take place?
  - How was the wedding ceremony?
  - What were some memorable events from the wedding?
  - How did the wedding make you feel?

- ❖ **[15 min]** Screen share and watch [this video](#) about wedding traditions around the world (be sure to have the subtitles on). Reflect on wedding traditions by discussing the following questions:
  - What are some unique wedding traditions in your culture? What are the ideas behind the traditions?
  - Do you have any similar traditions to the ones shown in the video?
    - If so, which ones?
  - Which wedding tradition surprised you the most? Why?
  - What are some other wedding traditions you know that aren't mentioned in the video?
  
- ❖ **[10 min]** Screen share and watch [this video](#) about arranged marriages around the world (be sure to have the subtitles on). Discuss the following questions:
  - How common are arranged marriages in your culture?
  - What are the pros and cons of arranged marriages?
  - Who do you think knows better regarding someone's marriage, the parents or the couple themselves? Why?
  - Are arranged marriages justified? Why or why not?
  - Would you be open to arranged marriage? Why or why not?
  
- ❖ **[10 min]** Screen share and watch [this video](#) about first date preferences around the world (be sure to have the subtitles on). Discuss the following questions:
  - Did any of the mannerisms surprise you?
    - If so, which ones and why?
  - How close is too close when talking to someone? What does personal space look like in your culture?
  - How much physical contact is normal on a first date in your country?
  - What are some common body language you would pay attention to on a first date? Why?
  
- ❖ **[10 min]** Screen share and watch [this video](#) about what dating is like around the world (be sure to have the subtitles on). Discuss the following questions:
  - What did you find most interesting in the video? Why?
  - What is having a "spare tire"? Does this happen in your culture?
    - If so, how is viewed in your culture?
    - If not, do you think it's okay to have one? Why or why not?
  - How much romantic interest do people usually show on a first date? (e.g., would you bring a dozen roses on a first date?)
  - Is it okay to talk about marriage on a first date? Why or why not?
  - Where do people usually go for a first date?
  - How common is casual dating in your culture? What do people think about casual dating?

## Week 4 Individual Session: Communication & Language

---

### Session Goals

- ❖ Discuss common gestures across countries
- ❖ Reflect on what makes a language difficult to learn
- ❖ Discover popular emojis in different languages

### Pre-Session Instructions for Learner

- ❖ N/A

### Pre-Session Instructions for Volunteer

- ❖ Be prepared to share your screen with the sound on for [this video](#) and [this video](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Gesticulate (verb) = to use gestures to express yourself
    - "People sometimes *gesticulate* to emphasize a point."
  - Auditory (adjective) = relating to the sense of hearing
    - "I'm an *auditory* learner, so I study by listening to lectures."
  - Countenance (noun) = a person's face or facial expression
    - "His *countenance* made him seem sad."
  - Convey (verb) = communicate information
    - "Images *convey* more ideas than words can."
- ❖ **[10 min]** Screen share and watch [this video](#) about gestures around the world (be sure to have subtitles on). Talk about common gestures in your country. Here are some questions to start the conversation:
  - Which of the gestures in the video are you familiar with? What do they mean in your country?
  - What are 5 common gestures in your country? What do they mean?
  - What are some other gestures you know that aren't mentioned in the video?
  - Do you use gestures when speaking? Why or why not?
  - Do you think using gestures is helpful when communicating with someone? Why or why not?

- ❖ **[15 min]** Screen share and watch [this video](#) about the hardest language to learn (be sure to have subtitles on). Discuss the following questions:
  - What did you find most interesting in the video?
  - What is the hardest language to learn for you? Why?
  - What makes a language difficult to learn?
  - If you could speak any language, what would it be and why?
  - What do people find most difficult about learning your language? Why?
  
- ❖ **[15 min]** With your buddy, guess what is the most popular emoji in each of the following languages (if you have no idea, you can skip some!):
  - Canadian English
  - UK English
  - German
  - Italian
  - Russian
  - US English
  - Spain Spanish
  - French
  - Turkish
  - Malaysian
  - US Spanish
  - Brazilian Portuguese
  - Arabic
  - Vietnamese
  - Australian English
  
- ❖ Once you've chosen an emoji for all the languages, screen share and read [this article](#) with your buddy.
  - Which ones did you get right?
  - Are you surprised by any of the emojis?
    - If so, which ones and why?
  
- ❖ **[15 min]** You and your buddy are going to take a quiz identifying countries that are described with emojis!
  - Screen share [this webpage](#).
  - Talk about each set of emojis with your buddy. Together, make an educated guess about what country the emojis represent.
  - If you guessed right, hurray! Move on to the next question.
  - If you guessed wrong, you can click on "I give up!" under the "Guess" box and see the answer, but don't use the "I give up!" option until your third try!



## Week 5 Individual Session: Stereotypes

---

### Session Goals

- ❖ Discuss common stereotypes about different countries
- ❖ Reflect on the role of gender stereotypes in society
- ❖ Explain why people stereotype others

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about kids' opinions on being a boy or girl around the world and write down any words or phrases you don't understand. Be ready to talk about gender stereotypes in your culture/country.
- ❖ Watch [this video](#) about why people stereotype others and write down any words or phrases you don't understand.

### Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about kids' opinions on being a boy or girl around the world.
- ❖ Watch [this video](#) about why people stereotype others.
- ❖ Be ready to share your screen [this video](#) and [this video](#) with the sound on.

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Prejudice (noun) = an assumption about someone based on that person's group membership
    - "Stereotypes can lead to *prejudice* against certain types of people."
  - Presume (verb) = to assume
    - "I *presumed* they were friends by the way they were talking to each other."
  - Oversimplify (verb) = simplify something so much that it creates misunderstanding
    - "People often *oversimplify* complicated matters."
  - Misconstrue (verb) = interpret something incorrectly
    - "She *misconstrued* my argument to weaken it and make me look stupid."
- ❖ **[15 min]** Screen share and watch [this video](#) about countries' stereotypes. Discuss the following questions:

- Do you think some of the stereotypes mentioned in the video are accurate? If so, which ones and why?
  - What are other stereotypes you have heard about countries in the video or around the world?
  - What do you think are common stereotypes about your country? Are they accurate?
  - What do you think are common stereotypes about my country?
  - How do you feel when people from other countries stereotype your country?
- ❖ **[15 min]** Review the content of [this video](#) from prework. Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Talk about gender stereotypes. Here are some questions to discuss:
- What are some common stereotypes about men and boys?
  - What are some common stereotypes about women and girls?
  - Are gender stereotypes sometimes accurate? Why or why not?
  - Are gender stereotypes mostly positive or mostly negative? How?
  - Would you want to change some of these stereotypes in society? Why or why not?
  - Have you ever experienced one of these stereotypes in real life? Did it help you positively or negatively? How did you feel during and after the experience?
- ❖ **[10 min]** Rewatch [this video](#) from the prework and summarize the key points together. Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Discuss the following questions:
- Have you ever stereotyped another person or culture? Why? What consequences did it have?
  - How can stereotyping have negative impacts on society or other people? Can it be positive?
  - Why do people often have the same stereotypes about a certain culture or country?
  - Do you think humans naturally stereotype others because we are born with this behavior or do you think we learn how to stereotype others from society and other people?
  - How can we stop ourselves from stereotyping other people? Is it possible to ever be completely fair-minded?
- ❖ **[15 min]** Screen share [this game](#) and play the quiz with your buddy! If there is time left, discuss the following questions.
- Did you get as many countries right as you thought you would?
  - Which ones were the easiest? Why do you think they were the easiest? Where did you learn the stereotypes from?
  - Which ones were the hardest?

## Week 1 Group Session (August 30 - September 5): Freedom & Censorship

---

### Pre-Session Instructions for Learner

- ❖ N/A

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about internet censorship with the sound and subtitles on.
- ❖ Segment 2: Be prepared to screen share [this video](#) about the meaning of freedom with the sound and subtitles on.
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Internet Censorship**
  - Ask learners what they know about internet censorship.
    - Are you familiar with the idea of internet censorship?
    - How does it work? What does it usually entail?
    - Do you know any countries that do this?
  - Screen share [this video](#) about countries that censor their internet, and make sure to turn on the subtitles. Then, discuss the following questions:
    - Were you surprised by some of the countries on the list? Which ones were you expecting?
    - Why do governments of these countries censor their internet?
    - Do you know of any specific examples of a time a country censored something on the internet?
    - Has your country's government ever done something similar?
    - If you were in charge of decisions regarding your country's internet, would you ever censor the internet? Why or why not?
    - How can internet censorship be harmful? Can internet censorship be beneficial sometimes?
    - Do these governments have a right to censor the internet in their country?
- ❖ **Segment 2 [20 minutes]: What is Freedom?**
  - Screen share [this video](#) about the meaning of freedom, and make sure to turn on the subtitles. Then, ask each learner what they think the meaning of freedom is. See if they can come to a consensus on the meaning of freedom.
  - Engage the learners in a discussion about the meaning of freedom.
    - Do you agree or disagree with the people in the video? Do you agree with all of them? Why or why not?

- One person said that we chase freedom our entire lives, but we lost it the moment we were born, while another person said freedom doesn't really exist. What do they mean? Why would they think that way? Do you agree with them?
- One person said "freedom is where the law dies." What do they mean by that? Do you agree?
- What does freedom mean for you as an individual? Are there moments in your life when you felt totally free? Are there moments in your life when you did not feel free?
- What does freedom mean for society? Is total freedom possible?
- Do you think your country has a different meaning of freedom than other cultures? What does freedom mean for Ukrainian citizens?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

## Week 2 Group Session (September 6 - 12): Education

---

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about the education systems of different countries.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about schools around the world with the sound and subtitles on.
- ❖ Segment 2: N/A
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Schools around the world**
  - Screen share [this video](#) about schools around the world, and make sure to turn on the subtitles. Then, discuss the following questions:
    - What are your reactions to some of the scenes from schools around the world? Did any surprise you?
    - Did you see your country? Do you think it is accurate to what most schools look like in Ukraine?
    - Do you think these depictions from schools around the world are accurate? Why or why not?
    - What are some stereotypes people may have about different schools around the world? Do you think those stereotypes are mostly accurate? Did this video reinforce those stereotypes?
    - Did this video change some of your opinions about schools around the world? Why or why not?
    - What are some messages or lessons about education we can take away from this video?
- ❖ **Segment 2 [20 minutes]: Improving Education**
  - Ask learners to engage in a discussion on education systems and how to improve them.
    - Do you like your education system? What is good about it? What is bad?
    - What are some problems with your school? What are some problems with the education system in Ukraine?
    - Do you think standardized testing is an effective method to test students' knowledge? Is it necessary?
    - How important are teachers to the education system? Should there be more funding for teachers in Ukraine? Why or why not?

- How much do people value education and school in your area? Should they value it more? Why or why not? Is education always the most important thing in young people's lives?
- What teaching methods are used in your classroom? Do you learn effectively with these methods? Why or why not? What activities do you wish would happen more often? What activities do you wish would happen less often?
- What are some solutions to the previously mentioned problems? What kind of resources are needed to solve these issues?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

## Week 3 Group Session (September 13 - 19): Nationality

---

### Pre-Session Instructions for Learner

- ❖ N/A

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about tourist slogans with the sound and subtitles on.
- ❖ Segment 2: Be prepared to screen share [this video](#) about nationalities with the sound and subtitles on.
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Tourism Slogans**
  - Watch [this video](#) about tourism slogans. Make sure to turn the subtitles on!
  - Discuss the video:
    - Which countries did you see in the video? Did you see your country?
    - What are some common characteristics or traits of the tourism slogans you heard?
    - Which one did you like the best?
    - What is the purpose of a tourism slogan?
  - Ask each learner to think of a tourism slogan for their own city or town. Ask them to present their slogan and explain why they chose that slogan. Encourage other learners to ask them follow-up questions about the slogan and their city or town.
  - If there is time left, ask the learners to create a new tourism slogan for Ukraine or other countries together!
- ❖ **Segment 2 [20 minutes]: Guessing Someone's Nationality**
  - Watch [this video](#) about guessing someone's nationalities, and make sure to turn the subtitles on. Discuss the video:
    - What were some common ways people could tell if someone was from their own country?
    - Do you think it is possible to guess someone's nationality by their physical appearance or behavior?
    - Have you ever tried guessing someone's nationality based on physical appearance or behavior? Did you guess correctly?
    - Have you gone overseas and recognized someone from Ukraine? If so, how did you know?

- How can people tell if someone is from Ukraine or not? List some behaviors, characteristics or other ways people can tell if someone is from Ukraine.
- What are other countries near Ukraine? Would you be able to tell if someone was from one of those countries? How?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!



## Week 4 Group Session (September 20 - 26): Cultural Taboos

---

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about taboos in different countries. Then, think of a taboo your country has. Why do you think the taboo exists? What happens if someone breaks the taboo? Have you ever broken it?

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: N/A
- ❖ Segment 2: Be prepared to screen share [this video](#) about someone who broke a taboo with the sound and subtitles on.
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Taboos in Ukraine**
  - Share a taboo from your own country. Talk about why that taboo exists, what happens if someone breaks the taboo, and if you have ever broken it.
  - Have each learner share a taboo that exists in their area or Ukraine and explain: Why do you think the taboo exists? What happens if someone breaks the taboo? Have you ever broken it? Then, engage the learners in a discussion about taboos:
    - Which taboos were mentioned often in the group? Why are these taboos so common?
    - Have you ever broken any of the taboos mentioned? Why? What happened after you broke it?
    - Which one is the “worst” taboo? Which one is the least serious taboo?
    - Who usually believes in or is most concerned with these taboos? Why?
  - If there is time left, watch [this video](#) about taboos in different countries and have the learners compare and contrast the taboos from other countries to Ukraine.
- ❖ **Segment 2 [20 minutes]: Preserving Taboos**
  - Watch [this video](#) about someone breaking a taboo and make sure to turn the subtitles on. Then discuss if we should break or preserve taboos:
    - What is the taboo in the video? Does your area have this taboo too?
    - Do you think the person should have broken the taboo? Why or why not?
    - Why do the taboos exist in the first place? Are they helpful or important in society? Why or why not?
    - What is a taboo you think should be preserved or kept? Why? What is the benefit of this taboo in society? What will happen if we break it?

- What is a taboo you think should be broken? Why? What is the benefit or harm of this taboo in society? What happens if we break it?
- How should we break taboos?
- Can some taboos cause more harm than good? Which ones? Why?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

## Week 5 Group Session (September 27 - October 3): Music

---

### Pre-Session Instructions for Learner

- ❖ N/A

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about pop music around the world with the sound and subtitles on.
- ❖ Segment 2: Be prepared to screen share [this video](#) about instruments around the world with the sound and subtitles on.
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Pop Music**
  - Watch [this video](#) about pop music around the world, and make sure to turn the subtitles on. Then, compare and contrast pop music around the world.
    - Which country's pop music did you like the best? Why? What kind of instruments did they use?
    - What country's pop music do you listen to the most often? Why do you enjoy that the most?
    - What does pop music in your country sound like? Who are some popular artists from there? How is their style different from some of the countries in the video? Are the instruments or singing style different? How is it similar?
    - How would you define "pop music"? Do you think all the sounds in the video count as pop music? Why or why not?
    - What are some similarities between all the pop music shown in the video?
    - What are some differences between all the pop music shown in the video? How do they differ by region or continent? How do you know? Is it because of the instruments, beats, or singing?
    - After listening to different countries' pop music, would you want to explore other countries' pop music? Which ones are you most curious about?
- ❖ **Segment 2 [20 minutes]: National Instruments**
  - Watch [this video](#) about national instruments around the world, and make sure to turn the subtitles on. Then, engage the learners in a discussion about national instruments around the world.
    - Have you heard of any of the instruments in the video? How?
    - Which instrument did you like the most? Why?

- Does your country have any national instruments? In what situations are they usually played?
- Do many people know about your national instrument? Do you think there should be more recognition for it? Why?
- Do you know how to play any of your country's national instruments? If so, how did you learn it? Is it difficult to play?
- Are there any popular songs using your country's national instrument? What genre of music is it and when do people usually listen to it?
- What instruments do you know how to play? Where do they come from?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!