MBA CAPSTONE PROJECT---CULTURE BOXES

The theme of our capstone project is Culture boxes. And it is also our CLP. Both of my home school and host schools are willing to establish a sister-school relationship. Therefore, we plan to ask students and teachers to communicate with each other through a series of activities called culture boxes.

**Objectives：**

The whole project will last 2 month which can be divided into three procedures: 1. Arrange a culture box activity to help groups of students and teachers to get to know each other and learn the culture and practice target language from each other. 2. Pair students and teachers in the U.S. with students and teachers from China to help them establish long-lasting communication. 3. Sign a sister-school contract between two schools to arrange future teacher workshop and student meetings.

**Procedures:**

Step 1. Ask students of both schools to discuss what their assumptions about Chinese and American teenager generation and school life are.

第一步：打印这个表格，采访一些学生问问他们对美国同龄人的想象

Student handout:

|  |  |  |  |
| --- | --- | --- | --- |
|  | School schedule & Subjects学校作息时间，课表，科目 | School supplies 课本，笔，本，书包，早饭午饭等等 | Afterschool-life & Personal accessories校外课余生活，服装等 |
| American  |  |  |  |
| Chinese |  |  |  |
| Assumptions |  |  |  |
| Comparisons |  |  |  |
| Summary |  |  |  |

Step 2. Ask students of both schools to prepare 20 items that could stand for teenager generation and school life and put them in a box and ship to each other.

第二步 各准备20件代表青少年文化的物品，并完成如下表格

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Name  | Price | Why this item is chosen | Remarks |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |

Total cost:

|  |  |
| --- | --- |
| 20 items |  |
| Shipment  |  |
| Total cost |  |

Step 3. After opening the box from each other, hold discussions again to tell the difference between their assumptions and reality and write an essay about what new things that they have learnt are through opening the boxes.

The teacher helps to email some selected essays between both schools, then print out them to share among students.

第三步 盒子装箱时录一个小视频，拆箱时也录一个视频

讨论一下真实的国外文化和当初自己的假设有何不同，写一篇文章记录自己的感受

Step 4. Select some students to hold zoom meetings between two countries to communicate further. After this, these students will do a presentation about what they see and hear during the meeting to other students and language teachers.

第四步，学生视频会议

Step 5. Hold a zoom meeting among language teachers in both schools to do an online PD.

第五步 英语教师视频会议

Step 6. Prepare cultural fairs in both schools after school to display the culture items and explain them to the other students and teachers to help as many people as possible to have a general visual idea of what Chinese culture is like. Before the presentation, we will appoint 10 students to be directors of each section of the fair. They are responsible for food, calligraphy, culture, martial arts, papercutting, and games. To make sure their sections will be popular and attractive, they are learning all of these before the fair. And they will have finished the posters and flyers for promoting their activities.

第六步，将文化盒子的展品在学生放学或者吃饭时间在校内展览，并安排学生进行讲解

Step 7. Students will go on field trips to a Chinese buffet and grocery store to learn about Chinese cuisines and Chinese daily lives.

We plan to do the project in the middle of the second semester, since more students in MBA will have the chances to learn the language and know the program, it will be easier and more helpful for them.

第七步，美国学生去中国饭店和超市体验

Summary：

For my host school, MBA really has a global vision and try to provide students as many opportunities as possible to broaden students’ horizon and mind because most students may not have the chances to know the outside world even the whole life. Therefore, they provide English, Spanish, French, Japanese as well as Mandarin. This language teaching process not only offers language learning process, but also about world culture. Students here need the authentic Chinese culture to help them understand the outside world so that they will be further motivated in growing up to achieve their future goals.

For my home school, we have international classes and programs where students are focused on English learning and aim to come to the USA or Canada to continue high school or University. It’s a good opportunity for them to communicate with American students before they actually come here so that they can have a better understanding of American education.

For teachers in both schools, we all have PLCs every week to learn the modern teaching methodologies and how to apply them into our teaching to achieve improvements, if we can set a time every month for language teachers to communicate teaching methodologies and education system, it will be very helpful for both Chinese teachers and American teachers in their professional development.

Although I will only be in MBA for a year, MBA is really eager to keep the program consistent. MBA will not only have long-lasting sister-school relationship with my home school, MBA can also further develop this mode to establish sister-school relationship with the next Chinese exchange teacher’s home school. In this way, more opportunities will be provided for both students and teachers in MBA.