|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Global Business |
| **Lesson/Unit Title** | Cultural Challenges in Global Business |
| **TEKS Student Expectations** | **130.140. (c) Knowledge and Skills**  (8) The student researches the business elements of cultural challenges and diversity.  (A) The student is expected to explain the role of culture in global business  (B) The student is expected to identify various elements of culture. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to identify and explain the various roles and challenges of cultural diversity in global business.   * Explain the role of culture in global business. * Identify various elements of culture. |
| **Rationale** | The main purposes of this lesson are to help students understand the following concepts:   * The role of culture in global business; and * Various elements of culture. |
| **Duration of Lesson** | 4 to 5 class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Culture – The accepted behaviors, customs, and values of a society or a system of learned, shared, unifying, and interrelated beliefs, values, and assumptions. * Subculture – A subset or part of a larger culture. * Cultural Baggage – The idea that you carry your beliefs, values, and assumptions with you always. * Class System – A means of dividing the members of a cultural group into various levels. * Nonverbal Communication – Communication that does not involve the use of words. * Body Language – A type of nonverbal communication where meaning is conveyed by facial expressions, upper and lower body movements, and gestures. * Contexting – The level of how direct or indirect communication is. * Ethnocentrism – The belief that one’s culture is better than other cultures. * Collectivism – The belief that the group is more important than the individual. * Individualism – The belief in the individual and his or her ability to function relatively independently. |
| **Materials/Specialized Equipment Needed** | * Instructor Computer/Projection Unit * Student access to computers |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask:** Has anyone traveled to a foreign country to visit? What were some of the challenges you had as a visitor?  **Say:** Even if you have not traveled to another country, we have all had experiences where we were introduced to other cultures.  **Ask:** When are times and where are some places we are exposed to cultures different from our own in our own country?  **Say:** For the next couple of classes, we will discuss different elements of culture and the challenges this poses to doing business on a global level. |
| **Direct Instruction \*** | 1. Introduction (Day One) 2. Objectives 3. Vocabulary 4. Culture Discussion   NOTE: Students can create a vocabulary presentation or put the words, definitions, and images/examples in an electronic notebook if computer access is available. Discussion notes are in presentation.   1. Discover Activity (Day One) 2. Partner Activity 3. Research and Create Chart 4. Share Out 5. Act Out Body Language   NOTE: Students will work with a partner to research body language in other cultures and will discuss the impact it could have on business. If there is time, students can act out body language during a mock business meeting and have the class guess the countries the business people are representing.  Students search the internet to find examples of body language elements in different cultures.   * Eye Contact * Hand Shake * Personal Space  1. Instruction (Day Two) 2. Elements of Culture in Business Notes 3. Discuss Examples/Challenges   NOTE: Students will take notes in the format of teacher’s preference. Examples are provided, and the instructor should encourage students to provide more examples and make connections with cultural elements and the challenges of doing business in a global environment.   1. Formal Assessment (Day Two to Four) 2. Business Culture Project 3. Present Projects 4. Review Key Terms and Elements of Culture in Business in Presentations 5. Extension Activities for Early Finishers   NOTE: Students will choose a country to research and create a presentation to share the elements of culture with the class. This can be an individual project so students are exposed to a greater number of cultures.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | * Guided questions and discussion * Notes and Examples   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students can complete their own research about the elements of culture for a specific country.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | * Review key elements of culture in students’ presentations and identify challenges of doing business based on this information. * Review the lesson’s objectives at the end and have students reflect what they have learned. |
| **Summative / End of Lesson Assessment \*** | Use rubric provided to assess business culture project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | **Teacher Preparation**   * Review and familiarize yourself with the terminology, all website links, and any resource materials required. * Have materials and websites ready prior to the start of the lesson.   **References**   * *International Business (3E), Dlababy & Scott, Thompson Southwestern* * [*https://www.cia.gov/library/publications/the‐world‐factbook/*](https://www.cia.gov/library/publications/the-world-factbook/) * [*http://rubistar.4teachers.org/*](http://rubistar.4teachers.org/) (rubric attached) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Identify cultural baggage and create a poster that depicts symbols of your cultural baggage. * Research global companies like Disney World and McDonalds and find examples of how companies change products, names, marketing, etc. to adapt to the cultures of different countries where they conduct business. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)