



Global Ambassador Presenter Handbook

A Program created by Study Abroad/Study Away in partnership with the Center for Diversity Education



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About the Program

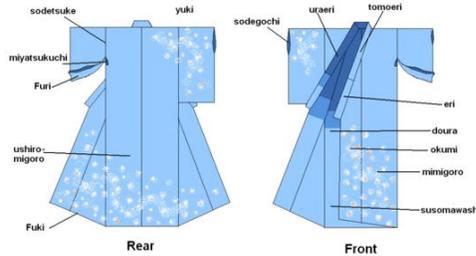
The Global Ambassador Program serves the Buncombe and neighboring counties by connecting UNCA students with local community members and area schools as a free public service. Program presenters use their knowledge, experiences and talents to engage pupils in interactive learning experiences designed to be grade-appropriate and to complement textbook and classroom instruction. The goal of the program is to promote understanding and awareness of different cultures through personal interactions, dialogue and activities.

Program Guidelines

Thank you for the time and effort you put into bringing a global perspective to local learning. We select presenters who are self-motivated to share their international experiences with school children. In exchange, we appreciate your cooperation and commitment to work within the established guidelines.

1. Presentations will be scheduled directly between you and the requestor, ideally a few weeks ahead of time.
2. If a teacher expresses interest in the program, or in a presentation you offer, refer him or her to the website to complete a request form before you confirm the date.
3. Presenters are encouraged to present on as many classes as practical (combined or separate) on each school visit.
4. Presenters must attend and complete an informational training session within the first semester of their involvement in the program and have their presentation approved by our staff.
5. Any controversies or incidents, presentation postponements or cancellations should be reported to Study Abroad immediately.

Presentation Goals



Bring the World to North Carolina Schools

By bringing presenters with in-depth international experience into the classroom, students get a unique glimpse into another region of the world, country or culture. Interacting with and learning from presenters increases students' interest in classroom lectures and readings on the same topic.

Provide students with an opportunity for interactive learning

Our presenters create imaginative, alternative learning experiences which capture the interest and attention of the students and leave a lasting impression about the country and culture. Presenters strive to stimulate the students' five senses: touch, sight, smell, taste and hearing to create a unique classroom experience. Students may learn a traditional craft, play an instrument, sing a song, speak simple phrase of a foreign language or try a new food.

Create a student-centered learning environment

Interacting with a presenter from another country or culture creates a direct learning experience that is more readily processed and retained in a students' memory. An American presenter with first-hand knowledge of another culture is a valuable role model of a global citizen. With either type of presenter, students should be encouraged to ask questions and create conversation on issues they find personally valuable and are interested in understanding thereby becoming active participants in their own knowledge intake.



Assist students to complete the learning cycle

Presenters go beyond merely sharing a culture. They also promote understanding of the geographic, economic and philosophical factors underlying customs and ways of life. Children are encouraged to find both similarities and differences between their own culture and the one being presented, therefore making personal meaning of the information being presented, enabling them to relate to the knowledge gained to their own experiences in the United States and to examine the foundations of their own customs and beliefs.

Arranging a Visit

Information about each presenter (cultures eligible for presentation, availability, major of study and photo) will be posted on-line and shared with K12 educators in Buncombe and neighboring counties. Educators will look at these listings, decide which presenter they would like to request and contact that individual directly. If you have any schedule changes or would like to list a presentation specialty, please inform Cara Gilpin so she can update the website with the most up-to-date information.

Example On-line listing:

[PHOTO]

Your Name: _____

Cultures to present on: _____

Special Presentation Offered (optional): _____

Languages: _____

Undergraduate Studies: _____

Your Email Contact Information: _____

Availability: _____

Information teachers and other groups should provide when they contact you directly:

AGENCY NAME _____

AGENCY ADDRESS _____

CONTACT PERSON _____

PHONE NUMBER _____ BEST TIME TO CALL _____

E-MAIL _____

DATE(S) REQUESTED _____ TIME of TALK _____

NUMBER IN EACH CLASS or GROUP _____ LENGTH of TALK _____

AGE, GRADE or ACADEMIC LEVEL _____ Q & A (yes/no) _____

SHOW SLIDES? POWER POINT? _____ BRING DISPLAY ITEMS? _____

Please indicate to the student(s) you prefer if there are specific topics you'd like to be addressed during the presentation:

In preparation, teachers and other groups are asked to:

- **Determine the topics they want the presenter to discuss.** Specifying family life, environment, religion, holidays, celebrations, political system, education, changing traditions, etc. provides a focus for the presenter's preparation.
- **Allow 2 weeks advance notice of requests,** to ensure availability. Please note that if they must change the date of their request less than 2 weeks prior to the event, we have told them student presenters may/may not be able to re-schedule.
- **Provide accurate driving directions.** Transportation will be provided by the presenter themselves. If schools can provide transportation, this would be greatly appreciated, though we realize this is not often possible.
- In order to make the visit as meaningful and accessible as possible for the guest speaker and audience, **K-12 classes should have no more than 40 (and preferably fewer) students.**
- **Have the necessary audio-visual equipment set up and in working order** (a malfunctioning LCD projector or laptop can waste precious time.)
- **Arrange a display table for display items.**
- Presenters should be expected to give **no more than two presentations in a row.**
- If several talks are scheduled, the presenter is given a short break and water.
- If presenters speak to several classes, it is best to have the school children change rooms so that display items already set up do not have to be moved. Having to move and set up twice cuts into the limited time scheduled for the guest speaker.
- Teachers are asked to stay in the classroom, or ensure that a responsible adult is present, to discipline when needed.
- If possible, teacher are asked to debrief their students after the presentation to assess the impact of the speaker and reinforce lesson goals.

Teacher Contact Checklist

After your presentation has been requested, follow this check list as you communicate with the teacher to ensure your visit is a success;

- Confirm date and time of school visit.
- Confirm number of presentations to deliver, number of students participating and grade level of students.
- What are the teacher's goal for your visit?
- Have the students already learned about this topic? What is their current knowledge level?
- Discuss your plans for the presentation. Does the teacher have any suggestions to add?

- Confirm the directions and time needed to travel to the school with the teacher and double check with MapQuest online.
- If you need special materials or equipment, confirm availability of these with the teacher.
- Would a teacher be interested in other resources or library items we could provide to continue learning on this topic?- The Center for Diversity Education has many Free! resources available (book sets, exhibits, culture boxes, etc. Always refer teachers to www.diversityed.org and encourage them to go to the K-12 and Digital Exhibits links.

Don't forget to contact Study Abroad after talking with the teacher.

- Confirm presentation date, time, and number of presentations to be delivered with program staff.
- Pick up your evaluation forms from our office.

Please let us know immediately if:

- You have any difficulties we can help you with.

Preparing for a Presentation

Plan Your Presentation

In order to build a successful presentation, one where both the teacher and the students learn new and important information, you must plan. Begin by learning the following:

What is the age group of the students? This may be the most important question, as every age group has different requirements. Children need to be visually stimulated and younger students often have shorter attention span. It is essential to bring items for them to see and/or touch. Encourage and incorporate students' participation and questions into your presentation.

What does the teacher expect? Make sure you have communicated with the teacher regarding his/her expectations for your presentation. Some teachers may not have specific expectations. Find out how your presentation fits into the students' course of study. Find out the time constraints of your visit.

What are you going to talk about? We recommend you make an outline (or a base presentation) for your presentation based on the topics in which you are most knowledgeable and that will be the greatest appeal to your audience. The more personal insight you can provide on a topic, the better.

Do you have any technological needs? Please inform the teacher of any technological needs at least one week before your presentation.

Creating a Classroom Presentation Outline

Presentation topic: _____

Learning goals: _____

Appropriate Grade Levels: _____ Time Needed: _____

Materials Needed: _____

Relation to Curriculum: _____

Presentation Outline: In the space below describe the steps of the presentation including activities with objectives and estimated times for completion, grouping of students, materials and resources to be used, tasks assigned to students and other notes for delivering this presentation: _____

Sample Presentation Outline

The structure and tips offered are to aid you in creating your own presentation format. Presenters should develop their own outlines in preparation for their presentations.

I. Preparation and Set-Up

Before students arrive, set up all artifacts, maps, slide projector, TV, etc. so that everything is ready when class begins. Wear a traditional garment. Have traditional music playing as the presentation begins.

II. Introductions

Introduce yourself and your presentation. Where did you go to school? Why are you interested in travel? How long have you lived in the country you are presenting? What topics will you be speaking about today?

III. Initial Activity

Ask students to tell you or write down 5 things they already know about your country and 5 things they would like to learn. Discuss these items with the class. If they are misinformed about anything, let them know what is correct.

IV. Body of Presentation

- a. Pull out a map. Make sure the students know the geographic area of your country. Talk about the varying regions. How diverse are they? What specific area did you visit or live in?
- b. Teach a few simple phrases of the native language. Can they learn to count to ten and introduce themselves?
- c. Focus on similarities as well as differences. Touch on the topics such as school, family, sports/activities, climate and food.
- d. Discuss holidays, customs, religion and traditions.
- e. Show slides and artifacts as you talk. Let student touch objects
- f. How has the country changed? What are the differences between modern and traditional culture? Urban and rural areas?

- g. If you know a song, dance or how to play an instrument from the country, give a demonstration and then ask students to try.

V. Questions

Leave time to answer any additional questions. Thank the teachers and students for inviting you to their classroom.

VI. Goodbye and Clean Up

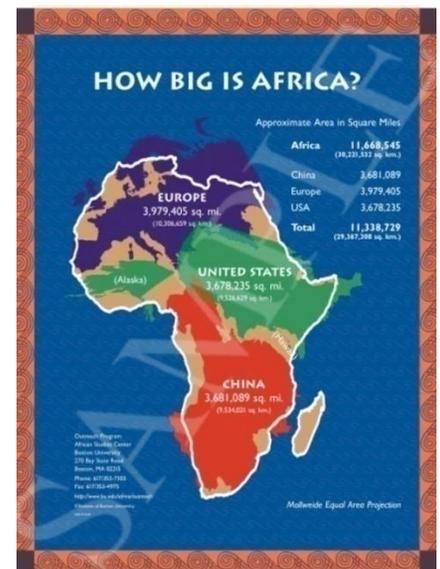
Tips for Creating a Base Presentation

- Presentations should be enriched with photos, especially those from your personal collection. Some things to consider including: family, house, and pets from the culture you are representing. **Please do not use pixilated images and/or copyrighted photos.**
- Be aware to use a variety of stimulating sensory methods in your presentation (visuals-power point slides and videos), tactile objects (things to feel-clothing, pictures), physical experiences (games, dances), auditory (sounds-music), olfactory (scents-spices, perfumes, plants) tastes (cultural flavors-foods, treats, drinks). It is important that your culture be seen, touched, heard and felt.
- In each presentation include at least one interactive activity. Longer presentation should contain more, especially for younger audiences.
- Use media resources: Music, movies, on-line resources. Check with Deborah to see if the Center for Diversity Education has any media resources you may borrow. They have many films and digital exhibits available. **Suggestion: do not use YouTube because it is low quality and is often blocked from public schools' computers.**
- Learners like comparisons. Try to use benchmarks or categories they are familiar with (i.e. the size of your country compared to the size of a U.S. state; the size of your town/city compared to Asheville, etc.).

After you commit to presenting with a particular requester, adjust your base presentation to accommodate the needs of the specific presentation.

Take into account the following:

- **Age group:** Every age has a different maturity level. Younger students have shorter attention spans (approximately 10-15 minutes) than older students (approximately 15-20 minutes). The age of the students impacts the type of activities and materials you may cover.
- **Ideas that are not very successful:**
 - **Talking non-stop for one hour** with no opportunities for student interaction
 - **Talking over the students' level of understanding.** Be aware of the age group of your audience and plan accordingly. Don't use vocabulary or discuss subjects the students cannot grasp, for example, talking about politics with a third grade class. Instead,



explain things simply first and expand to a higher level with more details if students ask questions and are curious to know more.

- **Bringing gifts for class but not having enough for everyone.** Please make sure you have enough food, coins, or souvenirs for everyone. If not, offer these items as prizes to winners of a game or students who ask questions.

Teaching Tips for Elementary School Students (K-5th grade, 5-11 years old)

Elementary school students are exciting to work with! They will be eager to interact with you and very interested in learning more about the country you are presenting. You will be able to greatly influence their perceptions and feelings about the culture and life of that country.

Tips:

- Use the teaching tool *KISS* (Keep it Short and Simple).
- Engage students in your presentation with interactive activities.
- Be expressive. Use facial expressions and hand gestures.
- Bring lots of artifacts to view and touch.
- Speak foreign phrases slowly several times and have students repeat them.
- Use fingers to help teach foreign numbers (counting to ten)
- Discuss topics students can immediately relate to such as home, family, schools, food, weather, holiday celebrations, games, activities, and sports.
- Tell students about yourself, your family and your childhood growing up in another country. Similarities? Differences?
- When circulating artifacts, set criteria for how an object should be handled. The students will respect your wishes if they know beforehand how to hold delicate objects so as to not break or damage them. If an object is fragile, walk it around the room while holding it at eye level for students.
- Continue the learning cycle by preparing a handout for the teacher. Include new phrases learned with phonetic clues. Tape record students singing a song you have taught them or counting to ten after practicing with them several times. They will be able to remember and practice what they learned long after you are gone. Arrange for a friend or a family member from the country you presented to send a post card to the class that will arrive a week or two after your presentation. Leave your address with the teacher so the students can send you a thank you note or ask related questions.

Teaching Tips for Middle (6th-8th grade, 11-14 years old) and High School Students (9th-12th grade, 14-18 years old)

Presenting to older students is also fun. Although teenagers can sometimes be more challenging to work with, they will be able to understand a wider range of information, so you can discuss more advanced topics and go into more detail on subjects that may interest them. Here are some subjects teenagers will enjoy learning about:

- **Music and Dance.** Bring in tapes or CDs of both traditional and popular music. Students will be interested to hear what teenagers in other countries like to listen to. Show them a dance and teach them the steps. Compare traditional and modern culture as well as U.S. culture and the country's culture you are presenting.
- **Everyday Life and Education.** Share with students what teenagers do for fun in your country. What sports are popular? Which TV shows do people watch? Explain the different social activities and the differences and similarities of educational systems, such as courses studied and length of school day.
- **Dating and Marriage.** What courtship rituals are observed? How do men and women interact? How long do you date before marriage? Are marriages arranged? What is a wedding ceremony like?
- **Food and Clothing.** Talk about different traditional dishes prepared in your region. What are the staple foods? Bring examples of your favorite easy to prepare dish with the recipe.
- **Holidays and Celebrations.** Describe festivals and specials occasions in your country. DO you celebrate some of the same holidays we observe in the U.S.? What do you do differently?
- **Language.** Give oral and written examples of your language. Teach simple phrases.
- **Current Events and Other Topics of Interest.** What issues are currently of greatest importance to the people in your country? AIDS? Drug prevention? Westernization? Globalization? Economic distress? War? Anti-Americanism? How has the U.S. influenced your country? Give both positive and negative examples.
- **Allow time for questions.** Try to engage the class in discussion. Get their opinion on topics discussed. Leave them with a positive representation of your country and culture.

Activity Ideas for Your Presentation

- **Teach simple language phrases.** For example: greetings, how to address the teacher and other students, counting from 1-10, my name is..., or 10 words that are important in that culture.
- **Show students how to write characters in your alphabet.** Practice spelling a few words they have learned or make it personal with their own names.
- **Teach a simple traditional dance.** Demonstrate (or show a video of the dance). Play typical music for children to which the dance is done. Don't worry if it is "right", just have them try it and come up with their own movements to the traditional music.
- **Bring an instrument** if you know how to play it, otherwise have some recorded music using that instrument for the children to hear. If appropriate, let children take turns playing it.
- **Show Traditional crafts.** Can you teach the students to make something similar?

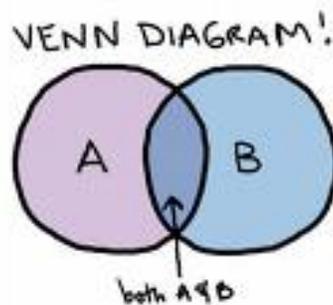


- **Sing a simple song together or Teach a typical game** What is its significance? Does it have a history?
- **Use a folk story or children’s book** to communicate aspects of your presentation.
- **Visuals and/or examples of typical foods and/or spices.** Let students try a sample of a traditional dish.
- **Comment on an approaching holiday** and some of the traditions that might be of interest to the students. Teach students how to celebrate or perform an aspect of the cultural tradition.
- **Bring some traditional clothing to show**, if okay let the children try it on. Have visual aids that show how and on what type of occasion certain clothing is worn/what region of the country it is from/who typically wears it/its significance as it relates to your presentation theme. Let the children wear appropriate clothing and role play.
- **Share and/or display traditional artifacts** (flags, arts & crafts, money, stamps)
- **Ask and answer questions.**

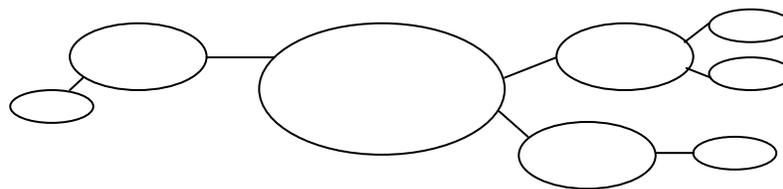


Brainstorm Your Ideas

Use a **Venn Diagram** to compare and contrast two places, cultures or ideas. For example, describe the differences in U.S. and Thai culture in two separate areas of the circles. Describe the similarities in the overlapping section. Create a comparison using your presentation specifics.



Use an **Idea Web** to list the subtopics relating to your main presentation topic. For example, put your country in the middle and write ideas about culture, holidays, current events, etc. in the surrounding circles. Create more branches and circles for more specific ideas about each subtopic.



Allotted Time

- It is important to know how long your presentation is supposed to last and that you fill that time with good information and activities.
- For younger students we recommend an activity, however simple it may be, every 15 minutes to keep them engaged.
- Remember to leave 10-15 minutes at the end for questions. Children and teachers will have a lot, and this is often the most beneficial aspect of your interaction with them.
 - It is more effective to wait until the end of your presentation to answer questions. If not, students will continuously interrupt you and the outline of your presentation. And most of the time you will answer the questions with the next few slides.

Be Prepared! Practice Makes Perfect!

Spend some time practicing the delivery of your presentation before your classroom visit. Ask a friend to listen and offer feedback to help you prepare. Here are a few questions to ask yourself and your practice partner as you discuss your presentation plans.

- What grade level is this presentation geared towards? How could you adapt it to suit another age group if requested? Could you adapt this presentation for students with special needs?
- Do you anticipate having difficulties with any part of your presentation? Brainstorm ways to resolve these possible problems with your partner.
- How long do you anticipate the presentation will last? Do you have enough time for each activity?
- What questions do you anticipate the kids will ask you? Can you answer them? Is there any information you need to research ahead of time?
- Do you have a backup plan if something does not go as expected or you finish too early?

If you are using PowerPoint or other technology, be sure to practice setting up your computer and projector. Please be advised that your technology may not be compatible with the technology resources in the classrooms you visit. Have a back-up plan ready.

Tips for a Successful Presentation

General:

- **Try to be relaxed, confident, energetic and friendly.** Enjoy yourself!
- **Be on time.** Remember to allow enough time to park, find the classroom and plan to have at least 15 minutes to set up your materials.
- **Rehearse your presentation ahead of time** and make sure it does not exceed the time allowed.
- **Know the class** size, age range and level of knowledge students have on your topic.
- **If a discipline problem occurs**, stop and let the teacher take care of the problem and regain control of the class.
- **Don't assume the classroom will have the technology you need.** Ask ahead of time!! Double check electrical technology such as slide projectors, CD players or computers for Power Points. Make sure videos are advanced enough to the appropriate segment ahead of time so no presentation time is wasted. **Plan for technical failures-always have a back-up!!**



1. Flash drives without attached software are the only type that will work in schools. Due to the security settings of the schools' computers and networks no programs will be able to be installed.

2. Burnt CDs are a great backup for your presentation. Emailing the presentation to yourself may not work because PowerPoint files tend to be too large for most servers to carry.

3. Media files attached to your presentation must also be available on the storage device you use to present. For example, a musical clip within a Power Point slide needs to be an mp3 file on your flash drive or CD.



4. If you have a technical problem, don't get frustrated. Seek assistance. It is always a good idea to bring a printed copy of your Power Point presentation for yourself to use as a guide for your presentation in case there are technical difficulties that cannot be resolved.

On Presenting:

- **Grab their attention.**
- **Make the presentation interactive.**
- **Be creative.** Stimulate their senses.
- **Use objects to aid in your presentation.**
- **Leave time for discussion and questions.**
- **Work with the teacher** to make the presentation suitable for the age and size of the group.
- **Set learning objectives.** Decide what information you feel is the most important to share with the children and what you would like them to remember.
- **Be balanced.** Share aspects about your country topic that are good and bad and that are the same and different from the United States.
- **Speak loudly, clearly and slowly.**

Resources from the Center for Diversity Education

- Cultural Artifacts Boxes
- Multi-cultural childrens' books
- Multi-cultural game ideas
- Diversity Curriculum planning guides
- Traditional Clothing
- Movies and Music
- Book Sets
- Pictures
- Artwork

Note: Certain artifacts may not be checked out during Road Show season (November 1- February 20). Check with Deborah to make sure the items are available the day you would like to borrow them.

After a Presentation

What to Leave

- Leave your name and address with the teacher so the students can write you a thank you.
- Evaluations: Make sure to give one to the teacher, ask Cara Gilpin for one or download one from the Global Ambassador Website. Evaluations will be collected and used for improvements on existing presentations.
- Utilize the feedback from all sources (peers, UNCA faculty, K12 teachers, and yourself) to improve your presentation. Take into consideration what topics students expressed interest in. What questions did they ask? What activities did they enjoy most? Use these observations to improve your presentation.
- Any fliers you may have created for the class or audio recordings of interactive activities.

Information and Forms We Need From You

- Presenter Profile Information for on-line listing (including a photo of you, overseas if possible)
- Web Blurb (optional) on a specific presentation you provide
- Outline of Presentation
- Signed Travel Form if you are a UNC Asheville student, staff or faculty member who may drive to schools.
- To borrow a cultural artifact box from the Center for Diversity Education, contact Deborah Miles and she will sign the items out when you take them, and sign them back in when returning.

Contact Information

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Contact Study Abroad/Study Away:

- You would like to schedule a time to meet with Cara to discuss presentation ideas and/or resources.
- You have any other difficulties or questions we can help you with regarding your sessions.
- Availability changes (website updates?)

Contact Center for Diversity Education:

- You would like to schedule a time to meet with Deborah to discuss presentation ideas and/or resources.
- You want to borrow cultural artifacts from the Lending Library. *Note: Not all artifacts may not be checked out during Road Show season (November 1- February 20.) Check with Deborah Miles to make sure the items you would like to borrow are available*
- You would like to schedule a time to meet with Deborah to discuss presentation ideas and/or resources.