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## **Introduction**

The Cross-Cultural Comparison Workshop, which I have been attending since 2023, has significantly deepened my understanding of both my own heritage and the broader cultural implications of Korea. My first experience was in Chicago (in person), where I engaged in meaningful dialogue with scholars, but it was this year's virtual workshop—focused on the theme of "belonging"—that resonated most personally.

The theme brought me back to my early years in Flushing, New York. I vividly remember the struggles of adjusting to a new country, learning English in college, and striving to find my place. This year's workshop mirrored those challenges, reinforcing how deeply the idea of belonging is tied to language, culture, and community.

The two PCCU workshops have been transformative, allowing me to connect with educators and scholars nationwide who, like me, have been influenced by Korean culture. It was enlightening to hear how their experiences with South Korea and its people have shifted not only their perspectives but also their teaching approaches. These conversations have encouraged me to reflect on how Korean culture has shaped my own pedagogy, enriching the way I share my heritage with students. The workshops have, in essence, created a space for me to connect my past with my present as an educator.

## **Teaching Opportunities**

Teaching Korean to non-heritage students for the past five years has given me a unique platform to promote cross-cultural awareness, particularly among a diverse group of learners, including 85% African American and 14% Spanish students. Each lesson goes beyond language acquisition, incorporating Korean culture and current events, providing a comparative perspective with students' own cultural backgrounds. By encouraging

students to explore these connections, they are able to reflect on both similarities and differences, fostering a deeper understanding of cross-cultural dynamics.

Opportunities to expand this cross-cultural awareness beyond my classroom are abundant. Field trips to Korean cultural centers, festivals, and community centers provide firsthand experiences for students to engage with Korean culture. Guest lectures from the Korea Society and Korean folk artists further enrich these experiences, offering expert insights and personal stories that resonate with my students. These encounters bring the vibrancy of Korea into their lives, sparking curiosity and empathy.

Beyond these activities, I focus on community involvement. In May, for example, my students and I visit a Korean community center to pack lunch boxes for seniors, a project not limited to Korean American elders but extended to the broader neighborhood. This act of service helps students understand the concept of community and belonging, emphasizing the importance of caring for others regardless of cultural background. This initiative not only increases their awareness of Korean culture but also strengthens their connection to their own community, promoting a sense of shared humanity.

By weaving cross-cultural awareness into every aspect of my teaching, I create meaningful opportunities for students to learn, engage, and give back.

### **Learning Objectives (Level 1, Unit 2 October to November, 6 Weeks)**

Korean Level 1 (Notice Low)

Unit 2: Korean syllable blocks

1. Students will understand how to form syllable blocks by combining consonants and vowels in the proper order.
2. Students will accurately pronounce basic Korean syllable blocks, including CV (Consonant-Vowel) and CVC (Consonant-Vowel-Consonant) structures.
3. Students will read simple Korean words made up of 2-3 syllables (e.g., 학교, 사람).
4. Students will write syllable blocks in the correct order (left-to-right, top-to-bottom for most syllables).

## Lesson Procedures

Topic for today's Lesson: Adjectives and Situational Expressions

Objective: Students will be able to form syllable blocks, use adjectives in situational expressions, and express gratitude by creating a gratitude card.

### 1. Do-Now (10 minutes)

- Activity: With the given list of sound values (e.g., "chin-jeol," "sa-rang," "gam-sa") displayed on the Smartboard, students are instructed to write each sound in the correct Korean syllable blocks (e.g., 친절, 사랑, 감사) in their Korean notebooks.
- Materials: Teacher made Google slides
- Goal: Practice forming correct syllable blocks using Hangeul.

### 2. Sharing Answers (5 minutes)

- Activity: Students will share their written syllable blocks with the class to compare and correct any errors.
- Teacher Role: Provide immediate feedback, highlighting common mistakes and reinforcing proper structure.

### 3. Situational Expressions (10 minutes)

- Activity: Based on the adjectives practiced during the Do-Now, students will identify appropriate expressions for given scenarios (e.g., showing gratitude, someone being kind, expressing love).
- Examples:
  - receiving a gift from someone -> "행복해요" (I'm happy)
  - someone holding the door for you -> "감사해요" (Thank you)
  - someone checking on your well-being. -> "사랑해요" (Love you)
- Goal: Apply adjectives and expressions to everyday situations.

### 4. Introduction to World Kindness Day (5 minutes)

- Activity: Briefly introduce World Kindness Day (November 13<sup>th</sup>, 2024), explaining its significance and the value of kindness in Korean culture and globally.

- Discussion Prompt: How do we express gratitude in our daily lives?

#### 5. Mini-Discussion: How to Express Your Gratitude (10 minutes)

- Activity: Engage students in a discussion about how they show gratitude in their own culture. Encourage comparisons with Korean expressions learned earlier.
- Questions:
  - How do you thank someone in your culture?
  - Why is expressing gratitude important?
  - **How can one gain a sense of belonging through acts of kindness?**

#### 6. Gratitude Card Making (15 minutes)

- Activity: Students will create a gratitude card using Korean adjectives and expressions learned in class. They should include at least two expressions and decorate the card creatively.
- Materials: Colored paper, markers, and templates.
- Goal: Reinforce writing and expressing gratitude through a creative project.
- Examples:  
[https://1drv.ms/p/c/d0ef40b660a698eb/ERnEOm7hNlIPnk7zoapGF\\_UBGd8mK5mwKHLdIAhJhOVrYQ](https://1drv.ms/p/c/d0ef40b660a698eb/ERnEOm7hNlIPnk7zoapGF_UBGd8mK5mwKHLdIAhJhOVrYQ)

(Creation) Making a thank you card

Sample Work



## 7. Rubrics for Gratitude Card 감사카드

Criteria	5 = Excellent	3 = Good	1 = Poor
Completion	Includes all required elements: two Korean expressions, adjectives, and decorative elements.	Missing one required element (either expressions, adjectives, or decorative details).	Missing two or more required elements.
Accuracy	No spelling or grammar mistakes in Korean.	1-2 spelling or grammar mistakes in Korean.	3 or more spelling or grammar mistakes.
Time Management	Submitted on time.	Submitted within the class time or a few minutes late.	Submitted after the due date or significantly late.
Creativity	The design is unique, thoughtful, and well-organized.	The design shows effort but lacks originality or organization.	The design is very simple, lacks creativity, or is incomplete.

### References:

The origins and history of World Kindness Day

<https://www.savethechildren.org/us/charity-stories/world-kindness-day#:~:text=World%20Kindness%20Day%20will%20be,the%20common%20thread%20of%20kindness>

<https://www.randomactsofkindness.org/world-kindness-day>

[http://www.koreatimes.co.kr/www/opinion/2020/10/256\\_277958.html](http://www.koreatimes.co.kr/www/opinion/2020/10/256_277958.html)

3 Men Help Elderly Couple Into Car in Touching Moment

<https://www.youtube.com/watch?v=jFzNNR2F8bY>

ACTFL Standards

<https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf>

[https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do\\_Benchmarks\\_Indicators.pdf](https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do_Benchmarks_Indicators.pdf)

**Standards** (National – ACTFL Can Do Statements, Novice Level):

Communication

- Interpretive Mode: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, and signed.
- Presentational Mode: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, and signed language.

Intercultural Communication

- In my own and other cultures, I can identify products and practices to help me understand perspectives.