

# Teacher's Guide **FACES: Teens Around the World**

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## Getting Ready

Brainstorm with class how "teens" are characterized and identified in the United States? What makes them different from kids? From adults? From "tweens"? Encourage students to bring in photos or articles that exemplify "teen life" for a bulletin board. Discuss, are there any special ways in which American students today "come of age" as teens?

## Udaipur's Animal Crusader, pp.6-7

Questions for discussion:

1. What does the title of this article imply?
2. How did Claire's family influence her interests?
3. How does your family influence your interests and activities?
4. Claire responded to a need in her community. What problems do you see in your community that need to be solved? How could you help solve them?
5. If you were given a million dollars, how would your dream be similar to Claire's? How would it be different?

## The Universal and Unique: Elements of Teen Culture, pp. 9-11

Questions for discussion:

1. Define the words "universal", "unique", "culture", "teen".
2. Why does the author think "advanced Western culture" is spreading all over the world?
3. Cite examples of how some cultures adapt Western culture to their own traditions.
4. Why does the author think a "universal teen culture" is spreading? Do you agree or disagree with her?
5. Can you identify some elements of American teen culture that came from other countries or cultural groups? How did they enter American teen culture?

## Coming of Age, pp. 12-15

Research:

As individuals or small groups, have students choose a country or ethnicity and research coming of age ceremonies for girls and boys. As they share their research, discuss these questions:

1. How are these ceremonies similar and different?
2. Do any of them have counterparts in American culture?
3. Do the ceremonies seem a way of welcoming or threatening young people as they enter the adult world? Why?

## Are You a Philanthropist? pp. 16-19

Challenge students to become philanthropists in their school community? What is a current problem that they can identify in the school community? How can they use their time and talents to help solve that problem? Encourage them to look at the websites listed and in their state or country for ways in which young people have worked to solve a social problem.

## Hanging Out at the PC Bang, pp. 20-22

Questions for Discussion:

1. What role does the PC Bang play in the lives of Korean teenagers?
2. Do American teens face the same issues?
3. Where do American teens "hang out" and why?

4. What does the way American teens spend their free time tell foreigners about American culture?

When I Grow Up...., pp. 24-26

Home interviews:

Have students interview their parents and grandparents (or older people in their neighborhood) about their lives as teenagers and how they chose their careers. Then have students write a short report on the information gathered. Share these in class and have them identify changes in the American work culture over the past 50 years. Did the United States go through some of the same economic transitions identified in the article? Can they identify some of the prime catalysts for women entering the work force, choices of careers expanding?

Teen Voices, A Day at School in Kyrgyzstan, pp. 28-31; Uganda's Orphans, pp. 34-5

Questions for Discussions:

1. What questions do these articles raise about American lifestyle and the way teens in other countries live?
2. What do students like and dislike about being a teen?
3. How might a teenager's life in Kyrgyzstan or Uganda create different choices for him or her as a teenager than for you?
4. Do American teens have a responsibility to or for teens in other countries? If so, what is it?
5. Can American teenagers learn from teens in other countries? How and what?

World Beat, pp. 32-33

Math applications:

Have students survey at least ten people in their age group about the music they enjoy regularly and then present their information in a graph or chart. How many different kinds of music are represented? Which are most and least popular? Do boys and girls listen to the same kinds of music?

Music appreciation:

You may wish to dedicate a half-hour to exploring some different kinds of world music, either those included in the student surveys or those mentioned in the articles.

Nine Hundred Cinderellas, pp. 42-45.

Creative Writing:

The Cinderella tale, and many other fairy and folk tales, have been adapted and retold to fit different cultural traditions. Have students choose any familiar tale and retell and illustrate it to fit their own teenage culture. Share as a final wrap-up to "Teens Around the World".