

## Somali Ethnic Studies Lesson 7, Unit 2

### Basic Etiquette in Somali Culture

**Grade Level:** High School (Grades 9-12)

**Subject:** Ethnic Studies

**Duration:** 55 minutes

**Essential Question:** How do **cultural norms** and **etiquette** shape social interactions and relationships in Somali culture, and how can understanding these norms enhance our ability to engage respectfully in diverse social settings?

#### Learning Objectives:

- Understand the key aspects of etiquette in Somali culture.
- Recognize the importance of modesty, hospitality, and respectful interactions.
- Develop skills for navigating cross-cultural social situations.

#### Standards:

- **Ethnic Studies**

**Identity:** Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understanding to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

**Benchmark:** Investigate the connection between language and power and how it has been used for and against various racialized and ethnic groups. **(9.5.23.3)**

**Resistance:** Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.

**Benchmark:** Compare and contrast the liberation struggles of people in different regions of the world that have fought for self-determination, liberation, and the empowerment of disenfranchised and/or marginalized groups. **(9.5.24.1)**

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#### Materials Needed:

- [Google slides](#) to accompany lesson
- [Scenarios for role-plays](#), cut into separate strips for each scenario
- Note cards for exit ticket reflection
- Video clips (optional) showcasing Somali cultural interactions (for example, [Somali Habits re: food](#))

## Lesson Outline

*Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)*

Estimated Time	Content	Materials
5 mins.  DOK 1         DOK 3	<p><b>Introduction/Warm-Up (“Ignite”)</b></p> <p>Ask students to think of how Somalis typically greet each other. (See if they offer that Somali greetings are typically verbal, with the most common being “As-salamyu alaykum” (Peace be upon you.) Men usually shake hands, sometimes followed by a hug and cheek kiss, while women may hug and kiss each other on the cheek. Men and women typically do not shake hands. When greeting elders, it is respectful to offer your right hand, rise and greet them, using titles like “Adeer” (uncle) or “Habo” (aunt).</p> <p>Ask students what this shows about Somali culture?</p>	Slide #1
5 mins.	<p><b>Essential Question and Learning Targets</b></p> <p>Share the essential question: How do cultural norms and etiquette shape social interactions and relationships in Somali culture?</p> <p>Ask a student to read aloud the Learning Targets:</p> <ul style="list-style-type: none"> <li>• I understand the key aspects of etiquette in Somali culture.</li> <li>• I recognize the importance of modesty, hospitality, and respectful interactions.</li> <li>• I can develop skills for navigating cross-cultural social situations.</li> </ul>	Slide #2       Slide #3
15 mins.	<p><b>Role Playing Somali Etiquette Scenarios (“Chunk”)</b></p> <p>Divide class into at least 8 small groups. Hand out the scenarios (having cut them into separate descriptions so that no one is seeing another group’s description.)</p> <p>Ask for a student volunteer to partner with you on a quick example.</p>	Role play descriptions, at one per small group.  <i>Note: act each scenario, then share</i>

<p>DOK 3</p>	<p>Give students 10 mins to prepare their role play.</p> <p>After each scenario, have class determine if the student acting has performed according to Somali customs after each.</p> <ol style="list-style-type: none"> <li>1. Someone offering to pay for a meal, ticket, etc.? (Refuse, before graciously accepting.)</li> <li>2. Being late among friends? (yes) Professionally? (No).</li> <li>3. Dressing ? (Modestly)</li> <li>4. Flirting. (Not allowed.)</li> <li>5. Showing soles of your feet (Inappropriate to show them, especially to elders.)</li> <li>6. Offering and accepting praise? (Note the importance of humility.) Complement something the student has/is wearing.</li> <li>7. Hosting/Visiting (often longer visits if close friends. At least water offered.)</li> <li>8. Gift-giving.</li> </ol>	<p><i>slide.</i></p> <p>Slide #4 Slide #5 Slide #6 Slide #7 Slide #8 Slide #9 Slide #10 Slides 11-12 Slide #13 Slide #14</p>
<p>20 mins.  DOK 2</p>	<p><b>Scenario Presentations with Class Vote</b></p> <p>Have students in audience vote with a thumbs-up, palm open for “kind of” and thumb-down based on whether the scenario was resolved successfully.</p>	<p>Space for short role plays</p>
<p>10 mins.  DOK 3       DOK 4</p>	<p><b>Class Discussion (“Chew”)</b></p> <p>Facilitate a discussion on how these customs may differ from students' own cultural practices.</p> <p>Prompt students to share personal experiences related to hospitality and respect in their cultures.</p> <p>Encourage students to think critically about the impact of these cultural norms on social interactions. Ask which of these habits (for example modesty in dress; not flirting) might apply to their lives? How would or do they help/hurt?</p>	
<p>5 mins.    DOK 3</p>	<p><b>Conclusion/Exit Ticket: (“Review”)</b></p> <ul style="list-style-type: none"> <li>○ Summarize key points from the lesson.</li> <li>○ Ask them to revisit the essential question and think about the impact of cultural norms on social interactions. What do they like in Somali habits? What do they prefer in American?</li> </ul>	

## Assessment:

- Participation in class discussions and group activities, using “[Do Your Part](#)” rubric.
- Quality of group presentations and role-plays using “[Project/Presentation](#)” rubric.
- Content of written reflections submitted at the end of the lesson.

## Extension/Differentiation Strategies:

- **Role Assignments:** Assign roles based on student strengths to ensure everyone can contribute.
- **Flexibility in Group Work:** Allow students to choose roles within their groups that suit their interests and skills.
- **Peer Feedback:** Encourage students to provide constructive feedback to one another after presentations, asking that the “thumb=down” or palm open (to signify “somewhat”) response be accompanied by an explanation for improvement.