

SOLT Serbian Module 6 Lesson 7



Culture and Protocol

During this lesson, the students will learn about the culture and protocol of the FRY. Under this Terminal Learning Objective, the students will learn one task. At the end of the lesson, the students will be able to:

1. Discuss customs in the target region. This task will include:

- Discuss do's and don'ts for SOF soldiers
- Discuss an important aspect of the target region's culture
- Engage in cultural activities
- Talk about appropriate subjects for formal and informal events
- Discuss culturally related festivities
- Select social activities in the newspaper
- Talk about famous people of the TR
- Compare TR customs to US customs
- Discuss military customs and etiquette

Tip of the day

One of the important characteristics of the Yugoslav region culture is the overbearing amount of hospitality that the people display when meeting their guests. Guest means, almost without exception, to eat and drink at the host's table. It would be almost impossible to visit any household in the FRY and not to be offered cake, drink or snack. Many households, especially in Serbia, always have bottles of plum brandy - **шљивовица**. It is homemade, usually by the family. Шљивовица is a very strong alcohol drink and one should be careful not to consume too much of it. Usually men drink **шљивовица** because it is not considered good manners for a woman to drink.

Exercise 1

Sergeant David Perry was invited to visit his Serbian counterpart, Sergeant Драган Станаревић and his family. Before listening to their conversation, look only at the vocabulary on the right side to get familiar with the new words. After listening a few times to the instructor answer the question.

Дејвид: Имаш веома лепу кућу Драгане.

Драган: Хвала. Ово је у ствари кућа мојих родитеља.

actually

Жена и ја живимо с њима. Хајде да ти покажем башту!

Let's go

Дејвид: Шта ти је башта?

Драган: Башта је *garden*. Само што ми садимо поврће и воће у башти. Ми волимо наше, домаће производе.

to plant

Дејвид: Шта радите са оволиком шљивом?

such a large

Драган: Кувамо домаћу ракију и правимо пекмез.

jam

Пробаћеш ракију да видиш како је добра.

to taste

Дејвид: Видим да су све баште ограђене.

fenced

Драган: Аха. Ретко ћеш овде наћи башту без ограда.

Дејвид: И видим свака кућа има кров од цигле и направљена је од бетона.

brick

concrete

Драган: Тако је. Наш народ прави куће за следећа поколења. Ову кућу је направио још мој прадеда давне 1928.

generation

Дејвид: Извини ја сам се распричао. Можда требаш да помогнеш супрузи у кухињи?

to get carried away

Драган: Немој да бринеш. Код нас је правило да домаћин забавља госте, а домаћица брине о гозби.

rule

feast

Дејвид: Не звучи лоше.

1. Write down everything David and Драган discussed during their conversation. Compare your work with a partner.



Exercise 2

Work in pairs. Read the conversation between David and Драган and answer the questions alternately.

1. С ким Драган живи?
2. Када је направљена његова кућа?
3. Ко ју је направио?
4. Шта се налази у Драгановој башти?
5. Шта Драганова породица прави од шљива?
6. Од чега су направљене куће у Југославији?



Exercise 3

Work with a partner. Compare the customs in Драган's house to the customs in your house or your country. Ask each other questions about those customs. Each student will make a short report about his/her partner's customs and read the report to the rest of the class.



Exercise 4

The class will be divided in two groups. Each group should come up with as many American customs as possible that cannot be revealed to the members of the other group. The first group will then think of only one particular custom at the time. The second group will try to guess the characteristic or name of that particular custom. The winner will be the group who guesses the most customs.



Exercise 5

A Serbian family invites you and your partner for dinner. The family consists of a husband and wife and two children. Decide what you will bring to the people you are going to visit and write it in the provided space. Then discuss with each other what you are planning to bring using the examples below. The instructor will monitor your work and tell you if some presents wouldn't be appropriate to bring.

Examples: Шта ћеш ти понети?
 Понећу цвеће...

<hr/> <hr/> <hr/> <hr/> <hr/>

More Prepositions with Dative, Accusative and Instrumental

Dative or Locative:

успркос (*in spite of*)

Успркос лошем времену ишли смо на скијање.

по (*according to*)

По његовој прогнози, они ће стићи за 5 сати.

према (*toward*)

Непознат човек је ишао према нама.

међу (*among*) location

То ће остати тајна међу нама.

Accusative:

међу (*among*) motion

Дошли сте међу пријатеље.

низ (*down*)

Пала је низ степенице.

уз (*up*)

Пењали смо се уз брдо два сата.

Instrumental:

***под** (*under*)location

Нашао сам ципеле под столом.

***пред** (*in front of*) location

Пред кућом је стајао велики камион.

*With the connotation of motion, these two prepositions are used with the accusative case.



Exercise 1

Provide the answers to the following questions. Use the complete sentences.

1. Шта ће се десити сутра по твоје мишљењу?
2. Међу какве људе сте дошли?
3. Под којим условом ћете потписати уговор?
4. Пред који празник имате највише посла?
5. Низ коју улицу је Марко отишао?
6. Успркос коме сте то урадили?



Exercise 2

Fill in the blank space with the proper form of the adjectives and nouns given in the parenthesis. Be careful! The text will include the prepositions from the previous modules.

Прошле године смо летовали у _____ (Херцег Нови). Изнајмили смо собу у _____ (познати хотел) са _____ (поглед) на море. Време смо проводили са _____ (пријатељи) на _____ (плажа). Увече смо ишли у _____ (град) и уживали у _____ (лепоте) овог града. По _____ (наше мишљење) Херцег Нови је један од најлепших градова у _____ (Црна Гора). Када смо тамо увек се осећамо међу _____ (пријатељи).

башта, е	garden
вређати (impf.) увредити (pf.)	to hurt
гозба, е	feast
гостопримљив, а, о (m, f, n)	hospitable
готово	almost
грабежљив, а, о (m, f, n)	greedy
дрогирати се	to take drugs
духовни, а, о (m, f, n)	spiritual
журка, е	party (colloq.)
пленити (impf.) запленити (pf.)	to seize
захвалност, и	thank
збор, зборови	gathering
зезати се	to joke
избегавати (impf.) избећи (pf.)	to avoid
изрека, е	saying
љубазан, а, о (m, f, n)	polite
марихуана	marihuana
месна заједница, е	local community, ies
низ (<i>Acc. prep.</i>)	down
напити се	to get drunk
наслеђе, а	inheritance
нудити (impf.) понудити (pf.)	to offer
обавезно	obligatory
овлаштен, а, о (m, f, n)	authorized
оволики, а, о (m, f, n)	such a large
ограђивати (impf.) оградити (pf.)	to put the fence
одбијати (impf.) одбити (pf.)	to refuse
пекмез	jam
по (<i>D prep.</i>)	according to
поколење, а	generation
постојећи, а, е (m, f, n)	existing
правило, а	rule
према (<i>D prep.</i>)	toward; according to
пробавати (impf.) пробати (pf.)	to try, to taste
распричати се	to get carried away
садити (impf.) посадити (pf.)	to seed
светло, а	light
тотално	totally
уз (<i>Acc. prep.</i>)	up
упаљен, а, о (m, f, n)	lighted
успркос	in spite of
хероин	heroin

Some Hints on Yugoslav Etiquette

Here are a few more simple rules of etiquette that should be followed when visiting the FRY.

- When men are meeting each other, they shake hands more often than in the U.S. If you are seated and somebody is offering you a handshake, you should stand up. Women in this situation do not have to stand up.
- Be prepared to accept food and drink offered to you when visiting friends. People in Yugoslavia are known for their generosity, when it comes to feeding others. Refusing food may be considered rude.
- When using public transportation, seats should be given up to accommodate the elderly, mothers with children, and the handicapped.
- For business, dress should be conservative.
- In Orthodox churches, men take off their hats.
- It is considered a very rude gesture to place one's thumb between your first and second fingers. This finger combination is called **шипак**. Refrain from doing so.

Activity 1

Robert Steel is a military attaché in the FRY. He just received an invitation for a military gathering. Read the invitation and answer the questions below.

ПОЗИВНИЦА

Позивамо Вас да присуствујете војно-техничком збору.

Збор ће се одржати на војном аеродрому у суботу, 23. октобра у десет часова ујутро. На збору ће бити приказана савремена борбена средства копнене војске и авијације.

ПРОГРАМ

10.00 Отварање збора и поздрав команданта, пуковника Гвозденовића

10.15 Демонстрација савремених борбених возила

12.20 Демонстрација авијације

13.30 Разгледање војних средстава и борбене опреме

15.00 Свечани ручак

1. When and where will the military gathering take place?
2. What is the purpose of this military gathering?
3. Who is going to do the military greeting?
4. What will happen at 12:20?
5. At what time can the visitors see the demonstration of the modern military vehicles?
6. How will the gathering end?



Activity 2

Play the role of Robert Steel. Describe the invitation to your Serbian counterpart (your classmate).



Activity 3

Your Serbian counterpart (a classmate) wants to know if you had participated at any military gathering in your country. He also wants to know how that particular gathering looked. Tell him/her when and where the gathering took place, what was the purpose of the gathering, how many people attended, the program schedule, etc. Compare the gathering with the one described in the previous activity. Possible questions:

Да ли си икада био/учествовао на војном збору?

Где је то било?

Када?

Шта је био циљ збора?

Activity 4

Read what Драган has to say about the Serbian customs when one is invited to a dinner to someone's house and answer the questions. Refer to the vocabulary list for new words.

Наш народ је веома гостопримљив и воли да се дружи. Када идете у посету породици у Југославији (Србија, Црна Гора) обавезно понесите неки поклон за домаћина или домаћицу. То је знак пажње према људима који су вас позвали у своју кућу, а не знак да су они грабежљиви и да све гледају кроз поклон. Обично се носи цвеће или флаша пића. Будите спремни да много једете и пијете. На југословенској трпези нема места за дијету. Немојте да одбијате понуђену храну јер то може да увреди домаћицу, али наравно можете одбити понуђено алкохолно пиће. Избегавајте разговор о политици за столом и немојте покушавати да критикујете постојећу владу. Према нашим обичајима домаћица обично обавља све послове око стола пре и после вечере. Можете понудити своју помоћ, али ћете сигурно бити љубазно одбијени. Гости требају да уживају. То је правило готово у свакој југословенској кући.

Activity 4 (continued)

1. How does Драган describe Yugoslav people in general?
2. When invited to someone's house, what should you bring?
3. What does the gift represent according to Драган?
4. What does the gift not represent according to Драган?
5. What shouldn't you do around the table?
6. What will happen if you offer to help with the dishes?
7. What is the rule in almost every Yugoslav family considering guests?



Activity 5

Knowing some of the do's and don'ts when being invited to someone's house in the FRY, compare these rules with those in your country. What is similar, and what is different? Discuss it with a partner and report your findings to the class.

СЛИЧНОСТИ

РАЗЛИКЕ



Activity 6

Interview one of your classmates who have visited a different country. Ask him/her about the cultural differences. Write your notes and report your findings to the class. Below are some questions that you can ask.

У којој земљи си био/била?

Колико времена си провео/провела тамо?

Шта си тамо радио/радила?

Шта је тамо другачије (different) него код нас у Америци?

Који обичаји су ти се допали?

Који обичаји ти се нису допали?



Activity 7

The following text will give you more information about one of the festivities mentioned in the previous lessons. Read the text with a partner and fill in the necessary information.

Прослава Крсне Славе је веома важно верско наслеђе српског народа. Крсна Слава је углавном српски обичај. Крсна Слава је прослава духовног рођења српског народа. Традиција Крсне Славе се преноси са једне генерације на другу, са оца на сина. Позната је изрека у српском народу: Где су Срби ту је и Слава. За прославу Крсне Славе свака кућа има икону свога свеца, упаљену свећу, славско жито, славски колач, и црвено вино. Упаљена свећа опомиње да је Христ светло света. Без њега бисмо живели у мраку. Славско жито представља смрт и Христово ускрснуће. Славски колач представља Исуса Христа као хлеб живота. Колач је такође симбол захвалности према Богу. Црвено вино представља Христову крв.

наслеђе- *inheritance*
духовни- *spiritual*
изрека - *saying*

упаљен- *lighted*
светло- *light*
захвалност- *gratitude*

Activity 7 (continued)

1. Крсна Слава is the religious inheritance of the _____ people.
2. It is the celebration of the _____ of the Serbian people.
3. The old saying says: _____.
4. There are _____ very important items that every house has for Крсна Слава.
5. Those items are: _____.
6. Slava's bread is the symbol of _____.
7. The lighted candle represents _____.
8. One important Slava's drink is _____.



Activity 8

Your Serbian counterpart (your classmate) wants to find out about one of the culturally related festivities in your country.

1. Choose the festivity and give a description of it. It could be anything like a birthday party, a wedding, etc.
2. Your partner will take notes and report his/her findings to the rest of the class.

Activity 1

Listen as your instructor reads the following report and write down the main topic discussed in it.

Activity 2

Read the following article dealing with the issues from the previous activity and answer the questions.

Очекује се да ће се ове године појавити веће количине марихуане на домаћем тржишту. Марихуана долази из Албаније, а највећи пакети се откривају у возовима, аутима и аутобусима. Ратна морнарица је запленила џакове од сто до двеста килограма. Други веома важан правац долази из Бугарске и Румуније. Цена марихуане је од једне до четири марке. Хероин заузима друго место и он кошта од четрдесет до педесет марака за 1 грам. У београдским школама полиција је пронашла дрогу међу ученицима петог и шестог разреда.

1. Које две дроге се најчешће налазе на тржишту?
2. Из која два правца долази дрога?
3. Колика је тежина дроге коју је запленила ратна морнарица?
4. Шта је скупље: марихуана или хероин?
5. Где је полиција пронашла дрогу?

Activity 3

Listen as your instructor reads the following conversation between Мира and Сандра and answer the questions. Before listening, look at the new words that you will hear during the conversation.

напити се-*to get drunk*

дрогирати се-*to take drugs*

женска-*female*

тотално-*totally*

журка-(*colloq.*) party

везати се-*to joke*

1. What are Мира and Сандра talking about?
2. Who is Мирко?
3. Why wasn't Сандра excited with the party?
4. Did Сандра see Мирко's strange friends before?
5. What does Сандра think about the rest of Мирко's friends?



Activity 4

Have you ever gotten drunk? Did you ever take drugs? Discuss these issues with a partner. Ask each other questions (some of them are given below) and report your findings to the class.

Да ли си се икад (ever) напιο?

Да ли си икад узимао дрогу?

Када се то десило?

Где се то десило?

Зашто си то радио?

Да ли твоји пријатељи често пију или узимају дрогу?

Које пиће се најчешће пије на журкама?



Activity 5

Do's and Don'ts in the U.S. Work in groups of two. Your Serbian counterpart is coming to visit you in the U.S. What advice would you give him/her about the do's and don'ts in your country. Discuss this topic with a partner. One of you will report your conclusions to the class. The instructor will write all the information on the board to compare it with the results of other groups. What advice was the most popular or appeared most often?

Activity 6

Find out more about the famous people of the FRY. Read the text below and decide if the statements are true or false.



Петар Петровић Његош је био велики песник и црногорски владика у првој половини 19. века. Данас Његоша називају највећим сином Црне Горе и највећим песником српске књижевности. Рођен је првог новембра 1813. године у селу Његуши у Црној Гори. У једанаестој години Његош је напустио родитељски дом и отишао у Цетињски манастир. Школе је завршио у Херцег Новом и тада је почео да пише песме. Песме су биле једина врста књижевности коју су Црногорци тада познавали. 1830. године Његош долази на чело државе и цркве. Његош је увео нова правила у Црну Гору. Изградио је школе, путеве, организовао прву полицију,

увео таксе, борио се за независност Црне Горе. Најпознатије Његошево дело је збирка песама Горски Венац (*The Mountain Wreath*). Његош је умро веома млад. У 38. години живота се разболео од туберкулозе и умро у Цетињу. Сахрањен је на планини Ловћен.

- | | T | F |
|--|-------|-------|
| 1. Његош was the poet and the bishop of Montenegro. | _____ | _____ |
| 2. He was born in the second half of the 19 th century. | _____ | _____ |
| 3. Његош was mostly concerned about taxes in Montenegro. | _____ | _____ |
| 4. Његош wrote poems. | _____ | _____ |
| 5. He died of measles. | _____ | _____ |
| 6. The people of Montenegro are very proud of Његош. | _____ | _____ |



Activity 7

Your American friend (your partner) wants to get information about Петар Петровић Ђерош. He will ask you questions according to the text from the previous activity. Play the role of a Serbian counterpart and provide the answers.



Activity 8

Your friend is traveling to the FRY this summer. He found information from the Yugoslav newspapers addressed to the foreigners who are coming to visit. However, your friend doesn't understand Serbian. Help him by explaining step by step the instructions below.

1. Чувајте копију пасоша!
2. Кредитне карте се не примају у већини продавница и ресторана. Немојте покушавати мењати новац на улици. Можете бити опљачкани.
3. Оставите пасош и остале вредности у хотелу. Чувајте се од лопова и крадљиваца на аутобуским станицама, на аеродрому и железничким станицама.
4. Немојте да имате везе са дрогом. Казне за употребу дроге су веома оштре.
5. Немојте да возите под дејством алкохола.
6. Набавите добре мапе и упутства.
7. Набавите визу за улазак у земљу.
8. Набавите адресу америчке амбасаде у Београду.



Activity 8

Discuss with a partner which issues mentioned in the previous activity could be easily applied to the U.S. and which couldn't. Report your finding to the class.

Activity 9

Provide the answers to the following questions dealing with Activity 7.

1. What is the best way of keeping your passports safe?
2. On which places could you easily get robbed?
3. What shouldn't you do on the streets?
4. Before traveling to the FRY, what document do you have to obtain?
5. How are the penalties for using drugs described?

Activity 1

Read the conversation between Гордана and Нада and answer the questions.

Script

Гордана: Надо, куда идеш вечерас?

Нада: Вечерас је велика прослава код мојих родитеља.

Гордана: Стварно? Шта славите?

Нада: Моји родитељи славе 25 година брака. Сад идем у град да им нешто купим.

Гордана: Шта си планирала?

Нада: Још не знам. Видећу. Имаш ли неку идеју?

Гордана: Можеш да им купиш зидни часовник.

Нада: То већ имају. Хајде да идемо заједно. Ти ми можеш помоћи да се одлучим.

Гордана: Важи.

1. What is happening this evening at Nada's house?
2. What will be celebrated?
3. What is Nada planning to do before going to her parents' house?
4. What advice does she get from Гордана?
5. Does she accept the advice?
6. What does Nada suggest to Гордана?

Activity 2

Prepare a short report about one famous person from the FR of Yugoslavia. You can find a lot of information on the Internet. Write this report in Serbian and compare it with the work of your classmates the next day in school.

Activity 3

Read the text about the famous writer Meša Selimović written in the Roman Alphabet and mark if the statements below are true or false.



Meša Selimović je rođen 26. aprila 1910. godine u Tuzli. U rodnom gradu završio je osnovnu školu i gimnaziju. 1930. upisao se na studijsku grupu srpskohrvatski jezik i jugoslovenska književnost Filozofskog fakulteta u Beogradu. Diplomirao je 1934. godine, a od 1935. do 1941. godine radi kao profesor Građanske škole. Prve dvije godine rata živi u Tuzli, gdje ga hapse zbog suradnje sa NOP-om (narodno-oslobodilački pokret), a u maju 1943. prelazi na oslobođenu teritoriju i postaje član KPJ (Komunističke partije Jugoslavije). 1944. prelazi u Beograd i obavlja značajne političke i kulturne funkcije. Od 1947. živi u Sarajevu i radi kao docent Filozofskog fakulteta, umjetnički direktor "Bosna-filma", direktor drame Narodnog pozorišta. 1971. godine odlazi u Beograd. Umro je 11. VII 1982. godine u Beogradu.

- | | T | F |
|---|-------|-------|
| 1. Meša Selimović was born in Serbia. | _____ | _____ |
| 2. He lived between two cities: Sarajevo and Belgrade. | _____ | _____ |
| 3. He was arrested by the end of the war because of his cooperation with the movement of The National Liberation. | _____ | _____ |
| 4. At age of 33 he became a member of the Communist Party of Yugoslavia. | _____ | _____ |
| 5. He died in Serbia. | _____ | _____ |

During this one day exercise, the students will engage in activities that will reinforce and support the learning that has taken place through the first six modules of phase I of the Serbian SOLT course.

The primary focus will be on exercising your interactive listening comprehension and speaking skills within a series of ever more complex situations that will challenge your ability to accomplish the task.

1. Module One Terminal Learning Objectives.

- a) Produce character sounds, letter combinations, and tones
- b) Greet others during an introduction and exchange social courtesies
- c) Describe surroundings, including colors and quantities to 20
- d) Talk about family members
- e) Talk about personal, physical, characteristics, and emotional states
- f) Talk about family activities and events

Situational Exercise One (Small Group Activity)

In this activity one group member will play the role of a person who has just learned that he/she is adopted. The other group members will play the roles of the separated family members. The situation is that you received a telephone call from your biological mother who has informed you that you were adopted as a baby. There is going to be a family reunion where the newly reunited family will meet to learn about one another. You are at the event, your task is to learn as much about your “new” family as possible by talking with all of the people present.

Situational Exercise Two (Small Group Activity)

In this activity, one group member will play the role of a person who has decided to get married. The other group members will play the role of the prospective in-laws. The situation is that you are at your engagement party and your betrothed has called to say that she will be an hour late. She has invited all of her family to meet you for the first time. You are at the function, your task is to learn about your future family and to convince them that your beloved is not making a major mistake.

2. Module Two Terminal Learning Objectives.

- a) Request personal and biographical information
- b) Tell time and use metric measurements
- c) Talk about hobbies
- d) Inquire about military and civilian occupations
- e) Identify military specialties in the Armed Forces

Situational Exercise One (Small Group Activity)

In this activity each group member will play the role of an invitee at a military social function. The situation is that you have been invited to attend a social function at which there will be other military members of the host country. Your task is to meet as many people as possible at the event and to learn about your counterparts, their interests and backgrounds.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. The situation is that you have been introduced to your counterpart with whom you will be working closely for the next year. Your task is to engage your counterpart in discussion in order to learn as much about him as you can. Share your own information with him so that you can both feel comfortable with one another.

3. Module Three Terminal Learning Objectives.

- a) Talk about the TR food and drinks
- b) Request information about lodging & accommodations
- c) Talk about the Postal Service in the TR
- d) Get information about banking activities in the TR
- e) Engage in a telephone conversation
- f) Describe supplies needed to set up a Base Camp
- g) Apply bargaining techniques

Situational Exercise One (Paired Activity)

In this activity students will work in different pairs. They will play the roles of counterparts working together. The situation is that you are still relatively new in the country. You have developed a good professional and working relationship with your counterpart. You wish to learn more about your host country and its institutions. Your task is to call your counterpart and invite him out. Try and learn as much as possible about restaurants, accommodations and how to take care of certain basic needs at the bank and post office. Your counterpart will cooperate and provide the information that you request.

Situational Exercise Two (Paired Activity)

In this activity students will remain in the same pairs. Change roles as to who is requesting information and who will provide it. The situation is that you and your counterpart are planning a joint training event. You must determine the requirements to set up the area and ensure that everything is ready. Make out lists of needed items and work together with your counterpart to make all of the arrangements for setting up the base camp.

4. Module Four Terminal Learning Objectives.

- a) Describe daily activities at the military installation
- b) Identify countries and nationalities
- c) Provide directions
- d) Give a description of the mission and equipment
- e) Identify terrain features and military map
- f) Talk about weather conditions
- g) Report on transportation systems
- h) Interact with a travel agent while requesting information for a trip

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. The group members will play the role as a team that has just been assigned to a new installation in the target region. The situation is that the team leader must brief his members on the new facilities so that his team can become properly oriented to the region. The team members will ask questions and the leader will provide responses.

Situational Exercise Two (Small Group Activity)

In this activity the class will work together as a group. The group members will play the roles of a team that has been assigned a mission and is putting together a plan of how and where they will execute their mission. A new leader will be appointed for this activity. The situation is that the team leader will brief a simple mission and assign tasks to the other members. He will show a map and discuss the implications of weather on the mission. Team members will ask relevant questions.

Situational Exercise Three (Paired Activity)

In this activity students will work in pairs. In the pairing, one student will assume the role of a travel agent, and the other an SOF soldier. The situation is that the soldier wants to take leave and see the host country, but he doesn't understand the local transportation system. The "travel agent" will brief him on transportation options based on the time and money that the soldier has allocated for the trip.

5. Module Five Terminal Learning Objectives.

- a) Give instructions about first aid procedures
- b) Identify basic human anatomy
- c) Give information concerning medical symptoms
- d) Report medical emergencies and injuries
- e) Talk about medicine and common diseases
- f) Describe healthcare services

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. One group member will play the role of an instructor while the other group members become students at a class on local medical conditions. The situation is that the team has been transferred to a new operating location within the host country. The team medic is providing basic information to the team on the local medical situation and facilities. He must also provide basic first aid instruction to team members who will train the indigenous troops.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. One student will play the role of an accident witness and the other an emergency response operator. The situation is that there has been a severe accident near the house of the witness, and he must summon assistance and help to prepare incoming medical personnel to triage the victims. The operator must request for all relevant information.

6. Module Six Terminal Learning Objectives.

- a) Discuss social sciences
- b) Talk about protocol and etiquette rules
- c) Talk about entertainment activities
- d) Describe sports activities and events
- e) Participate in conversations about TR holidays
- e) Talk about major religions in the TR
- f) Engage in cultural activities

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. One student will play the role of the team leader while the other group members will be the newly arrived team. The situation is that the team is newly arrived to the country and the leader must explain the basic “Dos and Don’ts” of operating in the local environment. Team members will ask the leader specific questions concerning the host culture.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. The pair will play the roles of an SOF soldier and his counterpart. The situation is that you and your counterpart are in the office discussing the culture of the host country. Exchange information with your counterpart concerning local sports, holidays, religion and other entertainment issues.