AKTIVITETER UTVECKLADE AV BRIDGE-PARTNERS

De här aktiviteterna är tänkta att användas för ledare att träna språk-och kulturledare *på plats*. Att användas med tabellen som summerar alla aktiviteter. Vi har valt att behålla dem på engelska då de inte alltid fungerar att översättas men ledare kan anpassa dem efter sina egna erfarenheter och metoder.

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Modul
Namn på aktiviteten
Lärande resultat
Behandlade kompetenser:
Gruppstorlek
Material som behövs och miljö
Tidsåtgång
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Competence area: 1. INTERCULTURAL INTERACTION SKILLS
Module: 1.1
Activity name: Barnga
Learning outcome: Mastering skills of non verbal communication. Communicating information and emotions correctly/appropriately through all forms of language (incl. body language). Understanding a range of different cultural communication styles and conventions (other cultures).
Group size: 9-18
Materials needed and setting: enough seats and tables for each group; a copy of the chosen game rules for each table; a set of each chosen game – card game - per table.
Duration: 70'
Description: The facilitator forms groups of similar sizes; each group gets a deck of cards for the game and a set of rules. The facilitator has chosen a well known game, easy to play, and set in advance the rules for each group: unknowingly from participants, the rules are slightly different from one group to another (i.e. in one set, for example, Ace is high; in another, Ace is low. In one set diamonds are trump, in another spades, in another there is no trump at all. Variations on these few differences are the only differences, no matter how many groups are playing. This means that virtually everything except one or two aspects is the same for everyone). Participants start playing, but without speaking, only gesture or pictures are allowed. After finishing a round, players move tables, according to a scheme the facilitator has decided in advance. When it is time to finish the game, the facilitator organizes a **debriefing**, ideally asking questions following two phases:

1. Description. What did you expect at the beginning of the game ? - What did you think or felt

while playing ? - What were your greatest successes / frustrations ? - How did not being able to

speak contribute to what you were feeling ? When did you realize that something was wrong ? -

How did you deal with it ? → Many different explanations may arise. Some may think other players

were cheating / they themselves had not learned the rules correctly / others didn't play by the rules

because of lack of understanding / … The hypothesis of multiple versions of the rules will come up.

Confirm the truth (different rules) once there has been ample opportunity for alternate explanations

to emerge.

2. Analysis - What specific real-life situations does Barnga simulate? - Have you ever had an experience where there was a rule difference you didn't know about? - How does this game focus our attention on the hidden aspects of culture? - What is the most important thing you have learned after playing Barnga? - What if you had been able to talk ? - What if the play lasted longer? - What does the game experience suggest about what to do when you are in the situation in the real world?
Insights: During the game, each group played out of a different set of circumstances and ground rules. Many discovered or suspected that the rules were different, but didn't always know what to do to bridge the differences. Communicating with others is difficult; it demands sensitivity and creativity. The above statements are true even when almost everything is the same and the differences are very few or hidden. In fact, when the differences are very few or hidden, it may be even more difficult to bridge them than when they are many and obvious. In spite of many similarities, people have differences in the way they do things. They have to understand and reconcile these differences to function effectively in a group.

Competence Area: 1. INTERCULTURAL INTERACTION SKILLS
Module: 1.2
Activity name: A Mosque in Sleepyville (Role game)
Learning outcome: Making the most of social interaction. Communicating information and emotions correctly/appropriately through all forms of language (incl. body language). Understanding a range of different cultural communication styles and conventions (other cultures)
Group size: 10-18
Materials needed and setting: Sheets of paper for name-tags with names; Flip Chart Paper; Small bell for the Mayor; Photocopy of the role-cards in the handout, the description of the problem and the rules of debate. A space for the 'Council Meeting' and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.
Duration: 120 minutes
Description: The facilitator explains the story: all participants live in the town of Sleepyville, which has seen radically changes in its population, young people moving to larger cities to find jobs, and incoming of a large number of immigrant families, many from Muslim countries. Some of them have been here for generations, but they are still treated with suspicion as "newcomers". The desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council is dividing the town. On the flipboard, the facilitator writes the possible roles, which can be attributed to one or more people:
- Town Council member Populist party: Partly in favor. Muslim community has been very good for the economy, but complaints from residents do worry her and do not want to create an unnecessary conflict, since she is concerned about her seat in the next council elections.
- Town Council member: Diversity Party: in favor. She believes that people from different parts of the world has added to the culture and interest of Sleepyville, and sees the opportunity of qualifying the land.
- Member of the "Past and Present" Association of Sleepyville. Opposed. She belongs to traditional (nonMuslim) community; she thinks it is very important to keep the ancient character of the town, she feels is being completely changed by a community that arrived here only recently.
- Town Council member: Traditionalist Party. Opposed. She thinks council land and council resources should be not spent on a place of worship that does not respect the traditions of the country; she thinks immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. She is worried that the Mosque could be- come a meeting area for recruiting terrorists.
- Members of the Youth Action Group "Young Sleepies for Human Rights!": In favor. She sees the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict.
- Members of the "Muslim Association of Sleepyville": In favor. She feels that the contribution that Muslim community has made to the town is not appreciated, that it has denied fundamental right to religious worship.
- Citizens of Sleepyville**:** They are worried about the conflict that seems to have taken over the town of Sleepyville; they do not know what they will vote for, so they need to speak to as many different groups to make up their mind.
- The Mayor of Sleepyville: Chair of the assembly. Her decision on all matters is final. She should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long. Before the meeting, she speaks to some of the groups to try to persuade them to soften their position.
Each participant picks a role. For 30 minutes they meet others, prepare what they want to say in the meeting in short points and decide how they want to vote. Then parties or groups will sit together and the meeting starts, chaired by the Major and lasting 40 minutes. At the end there will be a vote, and then the facilitator will **debrief**, by greeting everybody by their real names and asking the participants what they feel about the process they have just been through: Were you surprised by the result of the vote, and did it reflect the position of the person you were playing? How much influence do you think you (in your role) had on the result? Did interaction with other people or groups make you alter your approach or your attitude towards the problem? How easy

was it to identify with your role? Why or why not? Do you think that this situation could arise in real life? Can you think of any similar cases? How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? Why do you think that religious freedom is a fundamental human right? To what extent do you think this right is observed in your community?

Insights: if the simulation gets out of control – for example, because people stray off the topic or new pieces of information are invented – or if the Council gets caught in a deadlock and cannot come to an agreement, point out that this can reflect a result in real life, and does not indicate that the activity has failed. It can be used in the debriefing to discuss the difficulty of reaching agreement on issues such as these. During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. Facilitator should help them to look back on the simulation with their normal "hats" on rather than in their assumed roles.

Module: 1.3

Activity name: The power of eye contact

Learning outcome: Communicating information and emotions correctly/appropriately through all forms of language (incl. body language). Understanding a range of different cultural communication styles and conventions

Competences addressed: 1.1 Using verbal and non-verbal language effectively and appropriately 1.2 Understanding that body language or manner of speaking in own culture may have different meanings in other cultures

1.3 Understanding a range of different cultural communication styles and conventions 1.5 Quickly analyzing and responding constructively to the reactions of people around me 1.7 Communicating effectively and appropriately with people from other cultures

Group size: 10

Materials needed and setting: An empty room where a group of delegates can easily walk around. Blank cards that are easy to write notes on them while standing.

Duration: 30 minutes

Description: The facilitator will distribute a blank card and a pencil to each participant. First round (one minute): she will ask them to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role. Then she will stop everyone and ask them to make a note of their feelings on their cards. Second round (two minute): she then will ask them to seek out eye contact as they go about the room. However, as soon as they have made eye contact, they should break it and look away. Then she stops everyone and ask them to record their feelings on their cards. Round three (two minutes): she asks them to seek out eye contact with someone and as soon as they have made it they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else. She stops everyone and ask them to record their feelings on their cards. Then the facilitator will bring everyone back together and follow with a **debriefing.** Some questions could be: While going through various stages of the exercise how did you feel? How did it feel when you were making eye contact and you had to break it straight away? How did it feel when you made eye contact and you could approach the person to pair up? If you were slow to pair up with someone, how did it feel to go about finding someone you could make eye contact with? How easy was it to make eye contact with someone? How close do you feel with people that you maintained an eye contact with? What pre-conditioning dictates our behavior in making eye contact or maintaining eye contact? How does this compare between different societies?

Module: 2.1

Activity name: First impression, the greeting.

Learning outcome: - Understanding a range of different cultural communication styles and conventions (other cultures); Understanding a range of different cultural communication styles and conventions (own culture)

Competences addressed: 2.1 Understanding that the response of someone from another culture may be a reflection of their own cultural values

2.5 Understanding that some of own choices and behaviors may make us more (or less) acceptable to people from other cultures

2.7 Using own first language effectively with people from different cultural backgrounds

Group size: 10

Materials needed and setting: An empty room where a group of participants can easily walk around.

Duration 50 minutes.

Description: Step 1: Participants must walk through the space without interacting with each other, avoiding making circles and avoiding eye contact and colliding with each other. Then every time they meet someone, they should add a small gesture with any part of the head. Then the greeting must be in physical contact with any part of the body. Then, again, the greeting has to follow the slogan told by the facilitator (for example: "we greet each other as if we were robots", "we greet each other as if we were old people", "we greet each other as if we were aliens", etc.)

Step 2: A participant explains how they greet each other in their own culture or experience (with verbal and non-verbal language) in various situations, i.e Two children; Two adolescents (two men, two women, a man and a woman); Two adults (two men, two women, a man and a woman); Two elders (two men, two women, a man and a woman), followed by different combinations, that is, a child and an old man, an adult and a teenager, etc.). Then the rest of the group imitates the participant. (NOTE: This activity can be performed also in a Learning village)

Step 3: A participant explains how they greet each other in the host culture (with verbal and non-verbal language in their culture) for various situations, following the previous one. Then the rest of the group imitates the participant. (NOTE: See above).

Debriefing. The facilitator asks some questions: How did you feel about greetings from outside your culture? What are the fundamental differences in the type of greeting cultures?

Are there more differences by sex or by age group? What are the common elements between the greetings of the two cultures?

Module 2.2

Activity name Uncomfortable situations

Learning outcome: Understanding ethical issues and their effects on intercultural communication Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own culture)

Competences addressed: 2.3 Appreciating that someone's response to own social identity (e.g. Race, class, gender, age, sexual orientation) may be as a result of their cultural background
2.4 Taking into account a range of factors that will help or block own intercultural understanding
2.5 Understanding that some of own choices and behaviors may make us more (or less) acceptable to people from other cultures 2.6 Seeing how personal or cultural values may affect the approach to resolving ethical questions or problems

Group size: 10

Materials needed and setting: empty room where to walk around

Duration: 50'

Description: Step 1: Participants must walk through the space without interacting with each other, avoiding making circles at all times, they should only avoid colliding with each other. Participants then stand at a distance of 1 meter face to face in pairs and observe each other for a few minutes, then the pair changes and they explain in maximum detail the characteristics of the other person.

Step 2 A participant must remember a situation that has been uncomfortable for her due to a culture shock, she must explain how the uncomfortable situation occurred.

With the teacher's help, ask the participants to statically show the conflict.

As still images (photographs), 3 situations are shown:

1. The initial situation, where the place and the situation prior to the conflict are shown (for example, doctor's office)

2. The conflict, the moment the uncomfortable situation has appeared is shown.

3. Final, how the conflict was resolved, giving importance to feelings.

Once represented statically, the participants are asked to make behavioral modifications of all the actors to improve the situation.

It is represented with 3 still images with the modifications proposed by the group, and then a small improvisation is made with movements and dialogues of the situation with the proposed modifications.

Debrief: Why do uncomfortable situations occur? Can we all improve to avoid them?

What is the feeling we have when we cause an uncomfortable situation?

Module 2.3

Activity name: Role playing

Learning outcome: Learning about attitudes, skills and knowledge supporting and encouraging intercultural understanding. Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own culture)

Competences addressed:

- 2.1 Understanding that the response of someone from another culture may be a reflection of their own cultural values
- 2.2 Valuing both the similarities and differences between own and other cultures and languages
- 2.3 Appreciating that someone's response to own social identity (e.g. Race, class, gender, age, sexual orientation) may be as a result of their cultural background
- 2.4 Taking into account a range of factors that will help or block own intercultural understanding
- 2.5 Understanding that some of own choices and behaviors may make us more (or less) acceptable to people from other cultures
- 2.6 Seeing how personal or cultural values may affect the approach to resolving ethical questions or problems
- 2.7 Using own first language effectively with people from different cultural backgrounds

Group size: 10

Materials needed and setting: An empty room where a group of participants can easily walk around.

Duration: 50 minutes

Description: Facilitator will propose everyday situations that happen regularly (buying in a store, going to the doctor, doing paperwork in the administration, etc). In the situation, the facilitator will act as a migrant and the participants will act as local people, using the role-playing technique. Then each participant will play the role of the migrant. The teacher will propose uncomfortable situations that the participants will have to solve, in such a way that they put themselves in the position of the other. **Debriefing**. The facilitator will ask questions such as: How did you feel about the proposed situations? Have you ever put yourself in the other's place? Do you believe that you can do something to improve intercultural communication?

Competence area: 3: CULTURAL KNOWLEDGE AWARENESS
Module 3.1
Activity name: Knowledge and understanding of other cultures
Learning outcome: getting to know different greeting from around the world and greetings rituals. Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own cultures)
Competences addressed: 3.1 taking into account the different social norms and taboos of other cultures 3.2 understanding that other cultures may have different approaches to race, class, gender, age, and sexual orientation etc. 3.3 appreciating that there are a range of social groups in other cultures 3.4 appreciating that there are a range of social groups in own culture
Group size: 14-18
Materials needed and setting: instruction cards for group a and b (hosts and guests).
Duration: 30 minutes
Description: Participants are asked to imagine the following situation: they are newly arrived at the airport, where everyone is trying to find their host. As we are in a multicultural society, greeting rituals can be very different. Everyone receives an instruction card with the greeting ceremony they must observe. The group is divided, according to its size, into hosts and guests; one host can have more than one guest. Everyone, while behaving accordingly to the ritual prescribed on their cards, must find the person(s) associated with them, who is/are part of the same culture. It is not allowed to talk.
Debriefing: The facilitator will ask questions, such as: Which greeting rituals made you feel (un)comfortable? Why? Were there any greetings that were misunderstood (eg. as hostile approaches or advances)? What feelings did unfamiliar forms of greeting engender? How would the participants have liked to react in some cases? How should we react when faced with different customs? Which rules should apply?

Competence Area: 3: CULTURAL KNOWLEDGE AWARENESS
Module 3.2
Activity name Bafa Bafa
Learning outcome: Understand the impact of culture on behavior of people and organizations. Understanding a range of different cultural communication styles and conventions (other cultures). Understanding a range of different cultural communication styles and conventions (own cultures)
Competences addressed: 3.1 taking into account the different social norms and taboos of other cultures; 3.2 understanding that other cultures may have different approaches to race, class, gender, age, and sexual orientation etc.; 3.3 appreciating that there are a range of social groups in other cultures; 3.4 appreciating that there are a range of social groups in own culture
Group size: 10-12 or 14-18
Materials needed and setting: Two rooms; Coloured paper to write descriptions of two different cultures; Nametags (half named "Alpha" in red, half named "Beta" in blue); 1 box of 100 small paperclips for Alphans; 1 box of 100 large binder clips for Betans; A special wristband to be taped on the Alpha leader's wrist.
Duration: 3 hours
Description: Participants are divided in two groups, which corrispond to two different cultures: Alpha and Beta. Each group moves into its own area where members are taught the values, expectations and customs of their new culture, without knowing anything about the other one. Some questions could be useful to better know each culture (How do we deal with each other? Is my culture peaceful or warlike? What do people in my culture live from and can I get what I need? What is the goal of my culture? But also, how do I express emotions, such as fear, pleasure, happyness?). Once everyone feels comfortable with their new culture, each culture sends an observer to the other. While groups will roleplay the values, expectations, norms, and customs of their new culture, the observer attempts to learn as much as possible about the other culture without directly asking questions. Based on the report of the observer, each group develops hypotheses about the most effective way to interact with the other culture. Participants take turns visiting the other culture, reporting results. The group uses the data to test and improve their hypotheses. When everyone has had a chance to visit the other culture, the simulation ends, and participants come together in one group to discuss and analyze their experience. **Debriefing**: facilitator can ask questions such as: what were your feelings when suddenly strangers came into your 'home'? As you visit a culture whose language, gestures and behaviors are unfamiliar? Did the other culture react the way you expected them to ? Why (not)? Can you try to explain the culture of the other group? Can you explain your own culture? What does this game remind you of? **Insights:** The definition of a culturally competent person not only includes the ability to adapt or interact with people who are different, it means being able to design and sustain a work culture that includes everyone and allows each person to do their best work.

Competence Area: 3: CULTURAL KNOWLEDGE AWARENESS
Module: 3.3
Activity name: Take the privilege walk
Learning outcome: Reflect about diversity and inclusion: raise awareness of various forms of privilege; understand the intersectionality of race, socioeconomic class, gender and other demographic variables that shape individuals; appreciate the diversity of individual backgrounds; team-building. Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own cultures).
Competences addressed: 3.1 taking into account the different social norms and taboos of other cultures. 3.2 understanding that other cultures may have different approaches to race, class, gender, age, and sexual orientation etc. 3.3 appreciating that there are a range of social groups in other cultures. 3.4 appreciating that there are a range of social groups in own culture
Group size: 4-10 -12
Materials needed and setting: Empty room with a space large enough to form a line with an arm length between each participant. There should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps so the participants can step forward and back easily. List of statements. Sheets of reflection questions to each participant (write down your answer) and/or discuss in group(s).
Duration: 60 minutes
Description: Everyone will stand in a horizontal line in the middle of the room. All participants will have their eyes closed until the end of the exercise. As the facilitator reads a statement or question, the participant will step forward or step back if it applies to them. If anyone feels too uncomfortable to take a step, they have the option to remain still. **Examples to move forward** will be enjoying a situation of "privilege", regarding one's position within society, such as: If your sex or race is widely represented in society, take one step forward; if one or both of your parents attended university, take one step forward; if you knew since you were a child that it was expected of you to go to university, take one step forward; if you or your family never had to move due to financial inabilities, take one step forward. If you almost always feel comfortable with people knowing your sexual orientation, take one step forward; If walking alone at night, you never have to worry about anyone feeling threatened because of your presence, take one step forward. **Examples to move back** will be difficulties one can find in everyday life within society, such as: If you have difficulty finding hair products, make-up for your skin complexion, or a hairstylist/barber in your current community, take one step back. If you started school speaking a language other than that of the country you live in, take one step back; If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability, take one step back; If you have ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability and felt uncomfortable, take one step back; If you have ever been hesitant to speak to avoid being ridiculed because of your accent or speech impediment, take one step back If you have been mistreated or served less fairly in a place of business because of your race or ethnicity, take one step back. After all the statements, the facilitator asks participants to open their eyes and look around and see where other participants are in the room. Finally, they sit in a circle and ease a discussion about how they are feeling by using the reflection questions. Depending on the differences and disadvantages, they can have a great conversation and hope to be genuinely inclusive. **Debriefing:** What was the purpose of this exercise? What did you learn from it? What happened during the exercise? Were you surprised by anything? How did it feel to be in the group that took a step forward or a step back? How did it feel to be in the front or back of the room? Was there a time when you wanted to be a part of the group moving forward? What might we draw from this exercise that can help us in our everyday lives? How can you apply what you have learned here to the work you will do as a leader?

Module: 4.1

Activity name: Exercise self-reflection and critique

Learning outcome: Learning about cultural differences - Understanding a range of different cultural communication styles and conventions (other cultures); Understanding a range of different cultural communication styles and conventions (own culture)

Competences addressed: 4.1 expanding own knowledge about other cultures. 4.2 expanding own knowledge about own culture. 4.3 being motivated to learn about other cultures

Group size: 4-12

Materials needed and setting: paper and pencils

Duration 45 minutes

Description: This process of self-reflection can be done through journaling, talking with another participant, small group discussions or other methods that feel appropriate. Take time to reflect on your personal history and biases to help you become more aware of the ideas and assumptions you hold about yourself and others. Subjects of reflection:

1. Define your own culture/identity: How do ethnicity, age, family, experience, education, socio-economic status, gender, sexual orientation, religion, etc. impact your interactions with students/participants.
2. Become aware: What are your personal biases and assumptions about people with different values than you?
3. Challenge yourself: How are your values different from other people's? How might your values not be the 'norm'?
4. Engage in personal reflection: Remember a time when you became aware of being different from other people and how you dealt with it. Perhaps you were visiting another country and did not speak or read the language; how did you manage?
5. Ask yourself questions after meetings: What assumptions did you make? What are you curious about? What might increase your understanding of people next time you meet?

Insights: Identify challenges you experience taking a cultural humility perspective and supporting health literacy. Reflect on the challenge of adopting a cultural humility perspective and supporting health literacy. How can you learn and grow from each experience? Ask yourself: "What seemed to work for you in a particular situation? What didn't? What might you do differently another time?"

Module 4.2
Activity name The iceberg of culture
Learning outcome: Learning about suspending judgment. Understanding a range of different cultural communication styles and conventions (other cultures)
Understanding a range of different cultural communication styles and conventions (own culture)
Competences addressed: 4.1 expanding own knowledge about other cultures. 4.2 expanding own knowledge about own culture. 4.3 being motivated to learn about other cultures
Group size 10-12
Materials needed and setting: flipchart sheets and markers - picture and theory of the cultural iceberg and description; objects and pictures brought by the students
Duration 60
Description
The facilitator asks students to bring an object or picture that represent their culture, explaining why. The she draws the image of an iceberg on a flipchart and adds all the objects or pictures on top, above the water. This is the iceberg model of culture: what is easily visible only represents 10% of the culture. She then asks again to relocate the different features of culture (such as eating habits, facial expressions, conception of cleanliness, notion of modesty, importance of time, social etiquette, work ethic, beauty.. and so on), either below or above the waterline, keeping in mind that what is above and visible is considered observable behaviours and artifacts whilst beneath the line appear the invisible beliefs, values and taboos that are transmitted through culture. This should stimulate discussion on the relationship between the visible and invisible aspects of culture. She can ask students to think of how different behaviours might be caused by the same value. For example, how do cultures show respect for age? By giving one's seat in the bus ? lifting the groceries ? having the elderly come and live at one's place ? having the elderly people live in a retirement place ? Likewise, think of similar behaviours that might be caused by different (opposite ?) values: someone working extra hours. Are ambition and career their priority? Is it their family's welfare? **Insights:** When meeting another culture, we tend to interpret the behaviour observed with our own iceberg, our own set of values and beliefs, which may be the cause for culture shock. It is important to keep in mind that the behaviour demonstrated is rooted in values that are not clearly visible. The top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation. Also in culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc. The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of "their iceberg", but we cannot immediately see what are the foundations that these parts rest upon.

Competence Area 4: WILLINGNESS TO LEARN ABOUT DIFFERENT CULTURE

Module 4.3

Activity name Flower Petals

Learning outcome Learning about diversity and inclusion - Understanding a range of different cultural communication styles and conventions (other cultures)

Understanding a range of different cultural communication styles and conventions (own culture

Competences addressed: 4.1 expanding own knowledge about other cultures. 4.2 expanding own knowledge about own culture. 4.3 being motivated to learn about other cultures

Group size 4-10

Materials needed and setting: A large sheet of paper and some colorful markers

Duration 30'

Description Each group has to draw a giant flower. It should have a round center and an equal number of petals to the number of participants in their group.

Each participant should fill the petals with something unique about themselves- anything that makes them stand out from others. However, physical characteristics should be ignored.

The center of the flower should be filled with their 'common' something. Each team should share the flowers with the other groups to discuss the differences and similarities.

Competence area 4: WILLINGNESS TO LEARN ABOUT DIFFERENT CULTURE
Module 4.4
Activity name Personal identity
Learning outcome Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own culture)
Competences addressed: 4.1 expanding own knowledge about other cultures; 4.2 expanding own knowledge about own culture; 4.3 being motivated to learn about other cultures
Group size 10
Materials needed and setting: Five blank yellow sticky notes to each participant. Board to write on.
Duration 30'
Description Each participant gets five blank yellow sticky notes. On each of them, they should write the five most important things which make up who they are, their identity. As they finish, they stick them on the classroom walls, for all to read. Without talking, they then move any of them closer to similar ones. After an allocated time (e.g. 10 minutes), the facilitator asks participants to sit back down. Aloud, she reads each group of sticky notes and discuss them.

Competence area 5: ABILITY TO ADAPT TO DIFFERENT CULTURES

Module 5.1

Activity name Critical Incidents

Learning outcome Understanding a range of different cultural communication styles and conventions (own culture). Understanding a range of different cultural communication styles and conventions (other cultures)

Competences addressed: 5.1 altering own dress if appropriate to avoid offending people from other cultures 5.2 adjusting own behavior if appropriate to avoid offending people from other cultures 5.3 showing tolerance of practices or customs from other cultures that make us uncomfortable (e.g. different world views, beliefs, lifestyles etc.) 5.4 being tolerant of humor from other cultures even if we do not understand it or if it makes us uncomfortable 5.5 taking step back to evaluate own actions 5.6 suspending judgment and preconceptions about other cultures 5.7 suspending judgment and preconceptions about own culture 5.8 putting aside own culture and values when making judgements about other cultures

Group size 10-12

Materials needed and setting: Markers, eraser, paper, critical incident Cards from Joe McVeigh's *Tips for Teaching Culture: Practical Approaches to Intercultural Communication* *https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf pag 52*

Duration 120'

Description The facilitator divides the class into pairs and explains that they will read about a problem between two people and try to guess what the problem was. She supplies a critical incident card for each group. Students read the cards and discuss and share what may have caused the problem. Facilitator will ask groups to share about their critical incidents and provide an interpretation. Then she will write, "Culture is _____" on the board and asks students to fill in the blank with their own words, reminding them that many possible answers are acceptable. Students will suggest various words to fill in the blank. One student for each group records ideas. Groups share ideas with the class. After all groups share, each group attempts to create a one sentence definition of culture. One student from each group will write that group's definition on the board. Students vote on which definition is the best and discuss them.

Competence Area 5: ABILITY TO ADAPT TO DIFFERENT CULTURES
Module 5.2 (Similar to Alpha and Beta Module)
Activity name An Intercultural Communication Activity
Learning outcome Learning new ways to develop intercultural communicative competence. Students will be learning about interacting with other people from other cultures and understanding aspects of other cultures such as body language, discourse patterns, male and female roles. Understanding a range of different cultural communication styles and conventions (own culture) Understanding a range of different cultural communication styles and conventions (other cultures)
Competences addressed: 5.1 altering own dress if appropriate to avoid offending people from other cultures 5.2 adjusting own behavior if appropriate to avoid offending people from other cultures 5.3 showing tolerance of practices or customs from other cultures that make us uncomfortable (e.g. different world views, beliefs, lifestyles etc.) 5.4 being tolerant of humor from other cultures even if we do not understand it or if it makes us uncomfortable 5.5 taking step back to evaluate own actions 5.6 suspending judgment and preconceptions about other cultures 5.7 suspending judgment and preconceptions about own culture 5.8 putting aside own culture and values when making judgements about other cultures
Group size 10-12
Materials needed and setting: Videos (Previously downloaded) Slides (Powerpoint), Paper and pens
Duration 60'
Description (NOTE The activity is similar to Alpha and Beta, it differs because students have to invent their own culture and set their own rules.)
Facilitator will show students sections from videos which show people from many cultures, males and females, (i.e. Italians, Saudi Arabian, Thai) greet, eat, start a conversation etc. Then she will divide class in two groups: each group is a new culture and each culture must create its body language and other rules of social interaction: i.e body language for greetings, eating, apologizing, etc. They must decide what questions are asked and what topics are discussed when meeting strangers, and if and in what ways men and women differ communicatively. Each group will be placed in a different room, so they cannot look at or overhear each other. Within each group, students practice with each other, following their rules. In turn, each student "visits" the foreign culture, and report their observations to their partners. Class is then reunited, and representatives from each culture express their assumptions about the other culture. Each group tells the other group if the assumptions are correct. If the assumptions are incorrect, the groups teach their rules of social interaction.

Module 5.3
Activity name "The intercultural interview"
Learning outcome Developing intercultural awareness. Understanding a range of different cultural communication styles and conventions (own culture) Understanding a range of different cultural communication styles and conventions (other cultures)
Competences addressed: 5.1 altering own dress if appropriate to avoid offending people from other cultures 5.2 adjusting own behavior if appropriate to avoid offending people from other cultures 5.3 showing tolerance of practices or customs from other cultures that make us uncomfortable (e.g. different world views, beliefs, lifestyles etc.) 5.4 being tolerant of humour from other cultures even if we do not understand it or if it makes us uncomfortable 5.5 taking step back to evaluate own actions 5.6 suspending judgment and preconceptions about other cultures 5.7 suspending judgment and preconceptions about own culture
5.8 putting aside own culture and values when making judgements about other cultures
Group size 4-10
Materials needed and setting: Big markers, alarm clock, pen & paper for each student
Duration 15'-20'
Description Students will be divided into pairs: they will play the role of interviewer and interviewed. Interviewers will have a big marker, as a microphone, and will have five minutes to think about the question "How intercultural am I?"; they will then write down several (5-10) questions they would ask an expert in that area. The first couple should then stand in front of the others. With the sentence: „You are on air now!" the interviewer has to start with the first question. The interviewed person (the other student) should pretend to be a person (globetrotter/intercultural expert) which knows almost everything about other cultures and should try to reply the questions as correctly and convincing as possible. After two minutes the role-play must stop. In a **feedback** round the facilitator should ask both role players and the audience:"How was it for you? / What was the challenge? How do you feel about this?" After that, the next couple should start playing their role-play. The question "How intercultural am I?" can be changed with other questions.

Module 6.1

Activity name How we see the others

Learning outcome Understanding ethnocentric and ethno-relative mindsets; Understanding a range of different cultural communication styles and conventions (other cultures); Understanding a range of different cultural communication styles and conventions (own culture); Communicating information and emotions correctly/appropriately through all forms of language (incl. body language)

Competences addressed: 6.1 Putting aside stereotypes about other cultures
6.2 Putting aside stereotypes about own culture

Group size 10

Materials needed and setting: An empty room where a group of participants can easily walk around.

Duration 50

Description Students walk through the room and according to the facilitator's instructions, they will walk according to the 7 levels of body energy of Lecooq from level 1 or maximum relaxation to 7 or maximum tension; facilitator will associate each of them with characters or situations that are at each level of body energy. https://dramaresource.com/seven-levels-of-tension/ https://www.youtube.com/watch?v=YVFQ2ZuLNq0 Groups of 3 or 4 people are formed; each of them should simulate different situations, as they think they would happen in the country where they are as well as in other countries and cultures. (for example, a child's birthday, at a wedding, a death of a relative, a popular party). A version for each situation / country is agreed between the different groups and represented. **Debrief**: Facilitator will ask the following questions: What vision do we have of others? Is it a real vision? Are there differences between the inhabitants of a country themselves? Is any way of acting more correct or less correct?

Module 6.2

Activity name Traditions

Learning outcome Understanding ethnocentric and ethno-relative mindsets. Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own culture) Communicating information and emotions correctly/appropriately through all forms of language (incl. body language)

Competences addressed: 6.1 Putting aside stereotypes about other cultures 6.2 Putting aside stereotypes about own culture

Group size 10

Materials needed and setting: An empty room where a group of participants can easily walk around.

Duration 50

Description Students walk through the room, and follow the leader in a line; each one has to imitate the one in front of him. The leader changes his rhythm, his energy, he can do daily actions, act as if he were an animal, as if he were an old man, etc. Then another participant acts as the leader, the others imitate him. Facilitator then divides students into groups of 3-4; they have to represent a tradition as it is done now and as it was represented a long time ago (formerly), for example a wedding, a religious festival, observing how it has changed over time. The groups propose changes to improve the tradition, each group modifies it as they think it is better, taking from their experience and from that of other cultures they know. **Debrief**: Are the traditions fixed? Is it possible to improve a tradition? Has any sense asking is my tradition the best?

Module 6.3

Activity name Active listening

Learning outcome Developing attitudes, skills and knowledge supporting and encouraging intercultural understanding - Understanding a range of different cultural communication styles and conventions (other cultures) Understanding a range of different cultural communication styles and conventions (own culture) Communicating information and emotions correctly/appropriately through all forms of language (incl. Body language)

Competences addressed: 6.1 Putting aside stereotypes about other cultures 6.2 Putting aside stereotypes about own culture 6.3 Identifying and using materials that are culturally appropriate

Group size 10

Materials needed and setting: An empty room where a group of participants can easily walk around.

Duration 50'

Description. Each participant brings an important object to him and tells another participant why it is important, telling a story about that object, her relationship with it; the other has the instruction to ignore her, does not look at her, does not listen, his body language is not listening.Then the first person retells the story and now the other person is empathetic and has an active listening with her. The exercise is repeated for all participants. At the end, there is a sharing of those gestures, words and actions that have favored intercultural communication. Everyone repeats the words and actions that improve intercultural communication. **Debrief.** Facilitator can ask: What favors intercultural communication? Are there common elements in all cultures? Is it easy to promote intercultural communication? What tools do I have when there is a cultural conflict?

Competence Area 7 BRIDGE ANIMATEUR SPECIFIC KNOWLEDGE AND COMPETENCES

Module 7.1 (Use in conjunction with activity 7.2)

Activity name Mapping stakeholders

Learning outcome Identifying different stakeholders, useful to contact, run and establish a Language Club.

Competences addressed: 7.1 Building relationships with key stakeholders and the community

7.2 Use appropriate resources to facilitate collaborative working relationships

7.3 Create plans to involve disadvantaged stakeholders to promote shared goals

7.4 Combine your understanding of intercultural group dynamics with your knowledge of the local community to promote the welfare of migrant groups

Group size any

Materials needed and setting: Paper and pens / tablets flipchart paper / post-it notes

Duration 30'

Description Ask group (or split into smaller groups) to record their own definition of a stakeholder. When they have written them down, give an example definition: *A stakeholder is any individual, group, or party that has an interest in an organization/project/activity etc and the outcomes of its actions.* Give everyone a flipchart paper each. Ask them to draw 3 concentric rings on it (large as possible); at the very center, they should write 'me'. Give each person some post-it notes and ask them to write the name/role of different stakeholders in their lives on separate post-its (e.g. Sami/daughter; Jane Allen/teacher…) Then ask them to place them on the paper in the different circles order of the interest/importance they have in their lives. The least important being in the outer circle. When this is done, ask if the importance changes at different stages in their lives. Encourage them to move the Post-Its on the flipchart to reflect this. Discuss the role of these 'primary stakeholders' (placed on the inner circle of the diagram – directly circling 'me'). These have a direct interest in 'me', daily life, ambitions and general wellbeing. The outer circle shows 'secondary stakeholders', who may also have an interest in 'me' but not as closely as those in the inner circle (e.g. neighbors, colleagues etc). Next, discuss the role of the language club in the community. Do a similar exercise with the concentric circles but this time: Putting the language learner in the innermost circle; The language club in the innermost circle; The CLA in the innermost circle. By the end of this exercise learners should have identified a range of key stakeholders that CLA's will need to contact relating to establishing and running a Language Club. The next activity will examine how to contact and develop relationships with these stakeholders.

Competence Area 7 BRIDGE ANIMATEUR SPECIFIC KNOWLEDGE AND COMPETENCES

Module 7.2

Activity name Getting to know your stakeholders.

Learning outcome Building stakeholder relationships. Module 7.1 looked at the range of different stakeholders that may be needed to set up and run a Language Club; this activity will explore how to establish and maintain good working relationships with stakeholders.

Competences addressed: 7.1 Building relationships with key stakeholders and the community

7.2 Use appropriate resources to facilitate collaborative working relationships

7.3 Create plans to involve disadvantaged stakeholders to promote shared goals

7.4 Combine your understanding of intercultural group dynamics with your knowledge of the local community to promote the welfare of migrant groups

Group size any

Duration 60'

Description Ask yourself and the group which stakeholders (excluding your learners) are most important to your work; being able to state clearly what you want from the stakeholder and how that will benefit them; being able to show what the benefits of this will be to the stakeholder; being able to negotiate the conditions of the relationship (including changes and end). Ask group to consider some of the stakeholders they identified in the last session. These could include the community organization hosting (potentially hosting) the language club, organizations that refer language learners to the club, organizations that help fund the club, other language teachers, other community organizations.

Then take top two stakeholders and ask yourself and the group: which are their main activities? (Place of worship? School?) which social media do they use? Best way to contact them? (phone? Mail? In person?) Is information on language club you have suitable or should you adapt it? (Paper brochure? Facebook? Or better videos showing case studies?) What will be their role? (Offering space? Need furniture? Have insurance?) What can you offer them? (additional services to those already existing? Publicity?) What is the relationship between language club and stakeholder work?. **Role play activity**: In groups of 3: 1 person to represent the stakeholder, 1 person to represent the CLA, 1 person to observe. CLA to discuss the above points with the stakeholder – person 3 observes and will feedback to them afterwards. After 10 minutes swap roles, after another 10 minutes swap roles again. **Debrief:** Discuss how it felt from CLA and stakeholder perspectives. Was enough information given/received? What went well? What felt awkward? Ask group to make list of the hints and tips for establishing stakeholder relationships based on the above session.

Competence Area 7 BRIDGE ANIMATEUR SPECIFIC KNOWLEDGE AND COMPETENCES
Module 7.3
Activity name Performance indicators and collecting data.
Learning outcome Understanding of how to select and develop indicators for evaluation. Regularly evaluating the impact of your work will help you to continuously improve the quality of support you provide to learners. It will also help communicate the value of the programme to your organisation's stakeholders and funders.
Competences addressed: 7.5 evaluating what has and has not worked well and using this learning to help achieve the project's short and long-term outcomes.
7.6 assessing and reflecting on the effectiveness of the project and presenting clear and constructive findings to relevant stakeholders and funders
8.3 monitoring and evaluating the development and progress of the groups and learning programmes
Group size any
Materials needed and setting: Paper and pens / tablets Flipchart paper / post-it notes
Duration 60'
Description The facilitator asks the group – or divides it into small groups - to think about possible evaluation questions, for example how they can evaluate the facilitator's own session. They should think about information and data which will help to measure impact, on learners as well as on organizations; also, they should think on how to collect these data. Each person should then complete the handout (see below); the facilitator then goes through the stakeholder list and discuss with them what indicators and tools they have associated with each and why (many indicators and tools can be used for several stakeholder types).
The **handout** is composed of three columns: A includes some examples of different stakeholder groups (Language club learners, host organizations, policy makers, project funders…). B is a set of performance indicators that may be used to measure different aspects of different Bridge stakeholders' participation in the project (access to language learning, certificate, mastered skills, budget targets..). C is a set of different types of evidence or tools for collecting information (Self assessment tool, budget, diaries, interviews, questionnaires, records, videos..). Consider each performance indicator and suggest what methods and types of evidence would be the most suitable to demonstrate it, saying why the methods you recommend are appropriate.

Module 7.4

Activity name Personal planning style. Identify own and other's planning style and use to best effect to achieve goals

Learning outcome Planning projects and activities. Collaborative work in multicultural settings

Competences addressed: 7.1 Building relationships with key stakeholders and the community 7.2 Use appropriate resources to facilitate collaborative working relationships 7.3 Create plans to involve disadvantaged stakeholders to promote shared goals 7.4 Combine your understanding of intercultural group dynamics with your knowledge of the local community to promote the welfare of migrant groups

Group size any

Materials needed and setting: Paper and pens / tablets; Flipchart paper / post-it notes

Duration 45'

Description The activity will help looking at personal planning styles and the impact they can have on achieving our goals. Facilitator will talk about the importance of planning: when we are working with other people, it helps for everyone to understand the purpose of the project/activity and the steps needed to achieve it – in other words a plan. We all have different approaches and styles to planning, for example:

Objective-Oriented: if you prefer clear goals and milestones. You may have long term plans over one or more years and like to break tasks and goals into smaller steps.

Direction-Orientated: you prefer to look at the bigger picture and have a very clear idea of where you want to be and will work out how to get there as you go.

Task-Oriented: you prefer to plan using many lists – and lists of lists! You are motivated by completing smaller tasks that you can tick off as you go. Sometimes this journey can be more satisfying than arriving at the goal.

Present-Oriented: you prefer to think on your feet. You have a broad idea of the end goal but focus on "what must be done today." You know that sometimes it's necessary to reprioritise and move away temporarily from your original plan to make time for something that is more urgent.

Thre will then be a group discussion – the facilitator will ask everyone to recall planning a big event (holiday, wedding, party etc.) and think about how they planned it. Do they see themselves as fitting into any of the planning styles discussed above? The facilitator will slplit into groups of 3-4 and ask them to find examples of where each of the planning styles could be helpful and where it is not. After this, back to plenary, each person has to say 2 things things they will try differently with the next plan (even if it is just a plan to go to the cinema).

Competence Area 7 BRIDGE CLA SPECIFIC KNOWLEDGE AND COMPETENCES

Module 7.5

Activity name Encouraging disadvantaged stakeholders' participation

Learning outcome Planning projects and activities; identify different stages of impact cycle and relate to learner/stakeholder involvement

Competences addressed: 7.1 Building relationships with key stakeholders and the community

7.2 Use appropriate resources to facilitate collaborative working relationships

7.3 Create plans to involve disadvantaged stakeholders to promote shared goals

7.4 Combine your understanding of intercultural group dynamics with your knowledge of the local community to promote the welfare of migrant groups

Group size any

Materials needed and setting: Paper and pens / tablets Flipchart paper / post-it notes

Duration 60'

Description The activity will explain why it is important to involve stakeholders e.g. language club learners, from disadvantaged backgrounds in planning. It will also look at some ideas about how to involve them. *Why is involving learners important?* While Language Clubs have been established specifically for language learners, their learners and sometimes staff often have little influence on how they are run. Facilitator will ask group to think about why involving learners is important – record answers on flipchart. (10 minutes). Then reviews their list and ensure they include the following points:

- It improves your understanding of learners' needs
- You will benefit from their knowledge & skills
- Learners will benefit from involved and valued and gain a sense of agency
- Their direct feedback will help you develop, manage and evaluate more effectively
- It gives what you do credibility

  The **impact cycle** helps to explain the impact of the different stages of a project/activity and suggests how stakeholders can be involved in them

  PLAN: How the language club is designed /what do learners want from the language club

  DO: How is the language club delivered / what do learners think about the language club

  ASSESS: data is analyzed / what did learners tell you about the language club

  REVIEW: How the findings are used to improve the service /how will you tell learners about the findings?
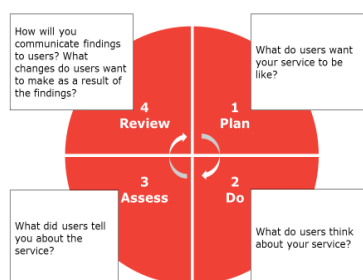
Then facilitator splits group into pairs and asks them to think about one of their previous experiences of education/training. One person plays the learner and the other the language and culture animateur.

The animateur should ask the impact cycle questions and record the learner's answers.

- what do you (learner) want from the language club?
- what do you (learner) think about the language club?
- what did you (learner) tell the CLA about the language club?
- how will you (learner) like to be informed about the findings?

Then repeat this exercise but this time asking the animateur the same questions; in plenary, each will say two things they will take away from this session.

Competence Area 8 SPECIFIC LC ESTABLISHMENT AND RUNNING COMPETENCES

Module 8.1

Activity name Managing meetings

Learning outcome Networking and negotiating with community stakeholders

Competences addressed: 8.1 Establishing Groups in Community-Based Settings, Including Negotiating Premises and Other Resources
8.2 Recruiting and Coordinating Volunteers
Group size 4 minimum
Materials needed and setting: Handout
Duration 120'
Description This activity will look at the skills of an effective chair and the attributes of a good meeting. As an animateur, one of your most important roles will be meeting people and organisations in the community. Sometimes, you may be asked to chair a meeting. Even if you never have to do this, the skills are still very useful for just taking part in meetings. Split into groups of at least 4 people – preferably up to 8. One person will be chair & one will take notes. Allow 10 minutes for the 'meeting'. The purpose of the meeting is to discuss the advantages and disadvantages of a language club and come up with recommendations/tips for setting one upEach group must make an agenda. **Debrief:** Discuss how it felt to play the role of chair/note taker. What was awkward, what went well? What would they do differently. Give everyone the attached checklist handout.

Handout – Chair's Checklist

Before the meeting

- ❏ Check that the meeting is necessary!!
- ❏ Are you clear about its purpose?
- ❏ Who needs to attend and are they available?
- ❏ Are there enough tables and chairs?
- ❏ Can refreshments be served?
- ❏ Do people have particular dietary requirements?
- ❏ Does anyone have a special need? (Eg. wheelchair accessibility, induction loop, interpreter, signer etc)

Preparing the agenda

- ❏ Ask members for any items they want included
- ❏ Make sure any standing items (e.g. agreeing minutes of last meeting) are included
- ❏ Estimate roughly how much time to spend on each item
- ❏ Send agenda plus any other documents at least 1 week, preferably 2 weeks before meeting
- ❏ Do any members require papers to be printed in large print or tape-recorded or produced in other formats or languages?

During the meeting

- ❏ Start promptly. Don't wait for latecomers.
- ❏ Review the agenda briefly, add any new items and set time limits
- ❏ Explain the ground rules of the meeting: for example, whether it is necessary to put items to a formal vote.
- ❏ Make sure that any special needs are catered for: eg. Interpreter present, documents presented in accessible formats
- ❏ Involve everyone on the group and make sure they all have a chance to speak
- ❏ Avoid continually expressing your opinion

- ❏ Let the group talk with one another instead of hearing your voice regularly.

- ❏ Don't allow one person to dominate the meeting.

- ❏ Cut off the over-talkative with a question like, "Let's hear from some others - maybe those who haven't spoken yet" or "Let's limit the discussion to those from whom we haven't heard.

- ❏ Don't get bogged down in detail. Move discussions on by suggesting that a trivial issue is sorted out after the meeting.

- ❏ Work through each item of the agenda in turn. Announce each item and invite people to discuss it.

- ❏ If necessary ask for a motion to be proposed and seconded before voting on it.

- ❏ If there is a tied vote, use your casting vote

- ❏ Summarise key action points and decisions from the discussion or vote and make sure the note-taker has recorded them

- ❏ At the end of the meeting thank everyone for their contribution

- ❏ Review all action points, decisions and items to carry over to the next meeting: make sure that the note-taker has recorded all the information necessary

- ❏ Set a date and time for the next meeting if possible

- ❏ Thank everyone for their contribution

After the meeting

- ❏ Send the notes of the meeting no more than 1 week afterwards

- ❏ Check the notes before they are sent!

- ❏ Follow-up on any actions that were agreed in the meeting

- ❏ Chase other people if necessary!

❏ Review the meeting with other participants if possible.