



Let's Go!



Group activities for intercultural preparation to promote professional mobility for youngsters and young adults

User manual and food for thought

This tool which we are offering for download to teamers was developed in the course of the EU funded Leonardo da Vinci project "E-Tool", during which this website was also created.

Thanks to our numerous trainings with young people and adults preparing for a stay abroad we were able to test and constantly improve „Let's go“. The use by a teacher in front of a group of apprentices differs from a private use via the internet. This is why we want to enable you to make use of the power point presentation with your group and obtain the necessary background information for the individual slides and the overall topics. These should serve as general guidelines to which additions are possible at any point. For example, the different subjects such as "culture" or "stereotypes" can be complemented with games. You will find several intercultural games along with the instructions below.



What is the purpose of "Let's Go"?



During our trainings for intercultural preparation we noticed that some young people like to go abroad without any preparation, while others need a certain sense of security; they want to have a rough idea of what is waiting for them on the way. Naturally this also includes specific information about the different countries and their people. "Let's Go" offers a playful approach to the theoretical side of the experience:

- What does mobility mean?
- What is culture?
- What place do stereotypes occupy during intercultural encounters?

We will approach these questions from a playful perspective, using commercial videos, images, theories and intercultural games.

Slide 1 to 5:

 Topic No. 1: What does (professional) mobility mean? 

We want the participants to think about what happens to them when they venture into a different culture. Different answers are suggested which range from very positive (“to feel free”) to negative (“to feel disorientated”). No answer is more valuable than another and everyone finds their own answers.

Slide 6 to 15

 Topic No. 2: Perception and culture 

Optical illusions (images) reveal to the participant how subjective perception is; additionally, the video (“Awareness Test”) demonstrates how perception can be controlled. A person’s view of the world is marked by their expectations and experiences, in other words: their culture.

The next question we want to tackle is: What is culture?

The participants can be asked to write down their ideas following the question “What is culture to you?” and pin them to a wall. In the discussion following this, the individual responses are sorted according to visible (up) and invisible elements (down). Following this, Robert Kohl’s iceberg theory can be explained by way of a drawing.

(More about this and about intercultural communication can be found in German and French on the following page: <http://www.ofaj.org/paed/langue/sa03.html>)

Subsequently, explain to your participants that we all interpret the things we see via the values, ideas and expectations inherent in our own culture (the term culture being very broadly defined in this case). When we are faced with another culture, we tend to interpret it this way. If we follow that pattern, intercultural misunderstandings can ensue.

The following link gives a detailed commentary on the subject of culture (only available in German):

<http://lehrerfortbildung-bw.de/bs/bsa/bgym/lehrgang/definition/>

Possible intercultural games:

The game of greeting rituals

Man and mouse

See below

Slide 16 to 28



Topic No. 3: Stereotypes



Participants are asked to get an idea of the different existing stereotypes. Confronted with national stereotypes referring to their countries of origin, they will usually not find any relation to their own lives. This will show that stereotypes need to be surpassed. Stereotypes will often initially help us to visualize the unknown; however, everyone should be aware of the fact that stereotypes should serve as no more than a stepping stone towards obtaining more nuanced insights into the other culture.

The two advertisements work with different cultural stereotypes, images and symbols and can prompt an open discussion about stereotypes.

Finally, there should be a discussion about expectations and fears. Mobility is a great chance but can give rise to anxieties. Not everyone is ready, but everyone should have the chance to find out whether they are.



Slide 29 and following



This gives you the chance to address practical questions like: How do you say..., what do they eat in the respective country? What's that city like? What shouldn't I miss under any circumstances? How should I best behave? etc.

Practical tips help, just like stereotypes, to give your participants an idea of the unknown.

Intercultural games:

1 – The game of greeting rituals

Subject: Cultural standards, cultural differences

Aim: A fun game which can introduce a discussion about different ways of conduct in different cultures

Participants: The more the merrier; especially suited to youngsters and adults who enjoy games

Material: Instruction cards in several copies.

Instructions:

Participants are asked to imagine the following situation: Newly arrived at the airport, everyone is trying to find their host. As we are in a multicultural society, the 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.

Now everyone, while behaving according 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 use words.

Discussion impulses:

- 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?
- Which strategies did the participants develop after the first few experiences in order to get through “unscathed”?
- How should we react when faced with different customs? Which rules should apply? Who should adapt to whom to what extent?

Source:

Argyle, M. 1979, p.81 f.

Template

You're one of the:	Copper Inuit
They say hello by:	Lightly punching the other person's head and shoulder
You're one of the:	Eipo from New Guinea
They say hello by:	Silence
You're one of the:	Dani from New Guinea
They say hello by:	Embracing each other for minutes and crying tears of affection and agitation
You're one of the:	Loango
They say hello by:	Clapping their hands
You're one of the:	Assyrians
They say hello by:	Offering clothes
You're one of the:	Germans
They say hello by:	Shaking hands
You're one of the:	Indians
They say hello by:	Putting their palms together, holding them in front of their bodies and giving a light bow
You're one of the:	Latin Americans
They say hello by:	Putting their head on the partner's right shoulder and clapping them three times on the back; then putting their head on the partner's left shoulder, and again, three claps on the back.

2 – Man and mouse

Material

- The mouse picture (1)
- The face picture (2)
- The picture that combines both (3)
- Paper and pens

There are two rows of chairs, the participants sit back to back. One group is asked to look at the mouse picture (1) and to reproduce it on paper, the same goes for the other group which looks at the other picture (2) and draws it at the same time. Naturally, no one is allowed to turn around and look.

The sheets of paper are now put to the side. Both groups sit together and look at the teacher who shows the third picture (3). Again, the participants are asked to draw what they see. Finally, all drawings are put on the floor in no particular order.

As it will turn out, when shown the third picture, most participants of the “mouse group” drew a mouse, while the “face group” drew a face, even though BOTH groups were shown the SAME picture.

This game aims at showing how much our perception of things depends on our experiences and expectations and that one matter can always be viewed from different angles.

Picture (1)



Picture (2)



Picture (3)

