

STUDY ABROAD TOOLKIT

*Based on the intercultural films and videos
by Crossing Borders Education and the
Facilitator Manual by SIT Graduate Institute*

FACILITATOR MANUAL

version 2016-01-29

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INTRODUCTION

This toolkit was designed for those of you preparing students and sharing with them a study abroad experience. Preparing secondary and tertiary level students to learn and embrace as much as possible during this intercultural experience can be amazing, and a bit tricky! Every one of them comes into this life opportunity with excitement, and for most, at least a bit of trepidation. This is where your connection with each student as the professional traveling through this experience with them, and the preparation you provide for the experiences to follow, is critical to their success.

As international educators we all hope for certain outcomes for our participants from a study abroad experience. We all know an intercultural experience away from our home culture can provide powerful learning opportunities. The *Study Abroad Toolkit* hopes to assist students to grow and develop in the following areas:

- **Intercultural Understanding:** Raise awareness of the host culture and for the challenges faced by others who have crossed cultures and live in their home communities
- **Intercultural Communication:** Support students' openness to hear and value a variety of perspectives and understand the power of diversity
- **Global Awareness:** Facilitate students to see the interconnectedness of human, economic and world issues
- **Self-Awareness:** Enhance students' abilities to communicate about the personal challenges and learning in dealing with diversity issues

Progress made in these areas should increase student ability to work in the international workplace and increase understanding of the complexities of this diverse world. The desire is for this to be one of many experiences to follow once they return home.

For the facilitators of these sessions we hope to provide the tools for you to create teaching moments that are personal and powerful. Understandably, increased intercultural understanding may be only one aspect of your study abroad experience. Perhaps this is a short term program with a different academic discipline as the main emphasis, or an experience embedded in a longer course. And yet, to miss an unanticipated "teachable moment" related to the excursion would be a shame.

Topics of the Study Abroad Toolkit include:

- **Enhancing Intercultural Awareness:** This interactive session reviews definitions of culture, expectations for the experience and is designed as part of the initial onsite orientation;
- **Growing Intercultural Skills:** The focus of this interactive session is language, the power of communication, and the experience of being “the other.” It is intended for delivery no more than a third into the student’s time away; and
- **Integrating Intercultural Experiences:** Emphasis is placed upon deepening understanding of cultural differences, and how to incorporate this learning in this experience. Session should be provided in the last half of the student’s time away.

Each session has commonalities for engaging and easy administration. All sessions have objectives of what should be accomplished during the session and full instructions for implementation. Film excerpts and summaries with interactive activities are included, in addition to student hand-outs with corresponding reflection questions.

These sessions have been designed through a collaboration of members of Crossing Borders Education (CBE) and faculty at the SIT Graduate Institute, part of the School for International Training.

The film clips are derived from full length feature films of CBE, and complete information about these films can be found on the website.

We anticipate you will have great success with the materials here, and look forward to hearing from you as you make use of and evaluate them in the future.

Enjoy!

Linda, David, Arnd, and Kate

SIT Graduate Institute / School for International Training

Linda Drake Gobbo, Professor in International Education

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Film clips and other resources referred to throughout this guide are available online from <http://cbe.global/kit/sa>

INTERCULTURAL SESSION 1

FACILITATOR GUIDE

Enhancing Intercultural Awareness

Time needed

Version A: 75 minutes

Version B: 90 minutes

Optional post-session activities approximately 30 minutes each

DELIVERY OF WORKSHOP

This workshop is designed to be provided to participants as part of initial onsite orientation, for example, within 1-2 days of arrival.

It is assumed that the description of the toolkit (see below) and overall goal of the toolkit sessions has already been shared with students. If it has not, it should be added to the introductory comments below; add another 5 minutes to delivery time, regardless of which version you are delivering.

PRIOR TO THE SESSION

Introduction to the Toolkit Series

The Facilitator (F) should explain the format of the toolkit prior to, or at the beginning of, the first session. Make sure to include mention of the following:

- The toolkit series includes three sessions and a student journal you can use throughout the study abroad experience
- Each session is designed around the screening of three CBE film clips
- The Facilitator will present some key concepts and questions for discussion
- Each session is interactive and will ask you as participants to share your perspective in various ways – in your journal and in small and large group discussion
- If there is additional time, activities will be expanded to allow deeper discussion in the session and/or in activities outside of the ongoing orientation

GUIDE & OUTLINE

Learning Outcomes/Students Will Be Able To (5 minutes)

- Articulate characteristics of their own culture and how they may / may not represent some of these characteristics;
- Identify ways to increase their understanding of others while in another culture;
- Convey individual expectations and concerns each has for this study abroad experience; and
- Develop a multi-faceted definition of “culture”.

Should be posted on flipchart, read aloud at the beginning of the session by Facilitator or students, and be visible for the duration of the session.

Introduction and review of norms *(15 minutes for section)*

F: Review for the students what will be covered in this session

- We will look more deeply at the concept of stereotypes and culture, and how this might influence our study abroad experience;
- We will formulate our own definitions of culture, and how we demonstrate our cultural background in our behavior and communication; and
- We will also talk about your expectations for this upcoming study abroad experience!

F: Intro to Group Norms/Expectations

The purpose of norms and expectations is to:

- Let the Facilitator explore some expectations of the students and establish behaviors as individuals and as a group that will optimize these intercultural sessions, and the study abroad experience.
- The goal of outlining these behaviors is to co-create a safe, welcoming space which will allow the students to increase their self-awareness and understanding of others. These behaviors, or norms, and expectations are a beginning list that can be added to at any time if everyone agrees to the content.

F: Introduces his/her list of Group Norms/Expectations

Norms/Expectations of participants for all sessions:

- Listen with an open mind and heart
- Support others by giving room for them to speak and contribute
- Participate in whatever manner you are comfortable with- verbal in small and/ or full group, journal
- Be honest, make "I" not "we" statements
- Be respectful of others in the session – treat each person better than you expect to be treated yourself
- Try not to interrupt others when speaking or repeat what has already been said, and ...

What else: Are there qualities you would like to add to our list to support that every participant can feel safe to share openly?

Section 1: Stereotypes and Culture Definitions (*25 minutes for section*)

F: Read this clip summary aloud

This clip introduces a group of four US American and four Moroccan students who will be traveling and living together for a period of time.

F: BEFORE viewing the film clip, remind students to keep the following questions in mind because they will be writing in their journals right after viewing

- What are *observations* and *value judgments* about the two cultures, their own and the "other" that are identified?
- What are some of the *demonstrations* of culture that are mentioned by each of the students?
- Note some of the cultural characteristics you are expecting to see while in your host culture.

Show film clip 1.1: *On Pre-Conceptions* (5 minutes)

F: Reflection & sharing (3-5 minutes)

Give time for individual reflection and writing, then sharing with a neighbor before opening for a large group discussion.

F: Large group highlights (5 minutes)

Invite students to share, but remind them not to repeat items already mentioned by others.

Gather a few examples of *value judgments* about the cultures -- what *observations* are the students in the film making as a way to support those judgments?

Make sure students (or you) note:

- All people have observations about their own, as well as the *other* culture.
- Some of the cultural characteristics are accurate, but the value placed on the behavior varies by individual.
- Can students identify where these ideas come from? If so, where?

F: Definitions (10 minutes)

Facilitator generates from the students a list of phrases and/or bullet points to describe each of these points that includes at least the following:

1. Culture is defined as...
 - values and beliefs shared by a group of people,
 - transmitted generation to generation,
 - within and by its members, and
 - sometimes the communication of culture is indirect, inexplicit, and nevertheless real.

2. What are the functions that culture serves? It
 - helps us to categorize things we see,
 - allows us to make meaning of interactions,
 - provides a way to interpret behavior of a group of people, and
 - gives us a way to understand our own behavior.

F: Generate a list of some cultural characteristics /assumptions/ stereotypes participants have about their host culture, and some ways in which they might verify if these are accurate.

Here are a few suggestions to start with:

- Value of time
- Value of work
- Roles of men and women
- Role of religion within society
- Orientation toward the future, the past and the present
- Value of independence or interdependence in the community

A note to the Facilitator

Here is the point in the session to check your time and determine if you want to use the short (75 minutes) or longer (90 minutes) version of the outline if you have not already done so.

- Version A is described first and will take 15 minutes (page 10)
- Version B is described second and will take 30 minutes (page 12)

Section 2 version A: Communication patterns *(15 minutes for section)*

In this version, there is less discussion of both cultures in the actual film clip before description and application of the DIVE model to the example in the clip.

F: Read the clip summary aloud *(1 min)*

In this second clip, students have a group discussion about communication patterns they see within the Moroccan culture and how it differs from US American conversation patterns.

F: Instruction to participants BEFORE viewing

While watching note in your journal:

- What examples do you see of differences within the Moroccan student group?
- What behaviors do students use to open communications with each other?
(responses to this question will be gathered in Section 3, last section below, of this session)

Show film clip 1.2: *On Differences of Communication Styles* *(4 minutes)*

Student Discussion *(5 minutes)*

F: Have students share their responses to the questions/observations with one or two people next to them.

F: Gather from students in the large group a few examples of differences they saw in the Moroccan student group.

Make sure students or you mention:

- You can observe different greetings, speech patterns and speed, and proximity to others.
- There are individual experiences of a shared culture (the different points of view of Moroccan students); what aspects/ characteristics of culture might they represent (this connects to the answers they generated in Section 1 above)?
- The same can be said for the experiences of the US culture that are seen and described in the clip.
- There are several differences between US American and Moroccan communication patterns.

Note that there is no “one style fits all” when it comes to culture. Share the thought that each person represents individual preferences and behaviors, but also those of their cultural, and sub-cultural group(s).

F: Introduction of the DIVE model (5 minutes)

A useful method to help learn about new people and cultures and to keep yourself from making too many incorrect assumptions is called the D-I-V-E model, which is an adaptation of the D-I-E model.

It stands for:

- **D**escribe - what is the behavior you see? Describe it fully
- **I**nterpret - what are all the possible ways this behavior could be explained? What might it mean?
- **V**erify - where can you go, or who can you speak with, to determine which of your interpretations is the most likely?
- **E**valuate - Consider what your own response to this behavior or situation might be. Would you respond in the same way? What do you think might be your response using your own value systems or cultural background? Knowing what you know about the host culture, might your evaluation be different?

Section 2 version B: **Communication patterns** *(30 minutes for section)*

In this version, there is more discussion of both cultures represented and a more detailed discussion and application of the DIVE model to the example in the clip.

F: Read the clip summary aloud

In this second clip, students have a group discussion about communication patterns they see within the Moroccan culture and how it differs from US American conversation patterns.

F: Instruction to participants BEFORE viewing

While watching note in your journal:

- What examples do you see of differences within the Moroccan student group?
- What behaviors do students use to open communications with each other?
(responses to this question will be gathered in Section 3, last section below, of this session)

Show film clip 1.2: *On Differences of Communication Styles* *(4 minutes)*

Student Discussion *(10-15 minutes total)*

F: Have students share their responses to the questions/observations with one or two people next to them. *(5-8 minutes)*

F: Gather from students in the large group a few examples of differences they saw in the Moroccan student group. *(5-7 minutes)*

Make sure students or you mention:

- You can observe different greetings, speech patterns and speed, and proximity to others.
- There are individual experiences of a shared culture (the different points of view of Moroccan students); what aspects/ characteristics of culture they might represent (this connects to the answers they generated in Section 1 above)?
- The same can be said for the experiences of the US culture that are seen and described in the clip.
- There are several differences between US American and Moroccan communication patterns.

F: Ask students:

- Do you agree with the representation of the US American communication pattern identified by David in the film clip? When might it be different than that expressed here?
- Generate a list of some cultural characteristics and communication patterns they have about their own host culture.

F: Instruction of the DIVE model (10-15 minutes)

A useful method to help learn about new people and cultures and to keep yourself from making too many incorrect assumptions is called the D-I-V-E model, which is an adaptation of the D-I-E model.

It stands for:

- **D**escribe - what is the behavior you see? Describe it fully
- **I**nterpret - what are all the possible ways this behavior could be explained? What might it mean?
- **V**erify - where can you go, or who can you speak with, to determine which of your interpretations is the most likely?
- **E**valuate - Consider what your own response to this behavior or situation might be. Would you respond in the same way? What do you think might be your response using your own value systems or cultural background? Knowing what you know about the host culture, might your evaluation be different?

Time permitting, ask for two examples from the host culture they are in now, and walk through the model.

Section 3: Expectations and Worldview (15 minutes for section)

This last section should be completed as described below, no matter whether you used Version A or Version B above.

F: Read the clip summary aloud (1 minute)

In this clip, a diverse group of students travel varying distances to meet in a new location and discuss their reasons for embarking on this journey.

F: Instruction to the students BEFORE viewing

As you watch this clip:

- Note the different expectations and reactions expressed by the students.
- What does each hope to gain?

Show film clip 1.3: *On Beginning a Journey* (4 minutes)

Student Discussion (10 minutes total)

F: Write in your journal on the following questions (3 minutes); **and then Discuss your thoughts with the person next to you** (3-4 minutes)

- Can you see some of your own expectations in some of the things mentioned by the students? Are there any additions? Which are at the top of your list?
- What practices or strategies might you employ to help you meet your expectations?

F: Large group debrief (3 minutes)

In the remaining time, Facilitator generates a list of practices and strategies from the student contributions. This list of responses should be written (for all to view) on the flip chart.

Suggest the students write it down for their future reference.

Some examples might be the following:

- Enter new situations with an open mind
- Remember to ask questions before I make decisions
- Plan out my days as much as I can the night before so I can do what I want to do
- Don't plan out my days more than I have to so I get exposed to new things and to the unexpected
- Spend a good chunk of time every day with people not in this student group so I learn as much as I can about the host culture

Make sure the list they generate reflects them; the examples above can be added if Facilitator thinks they might be useful.

Closing (10 minutes)

- F: Thank the students for working within the norms/expectations that were identified. Return to the learning outcomes from the beginning of the session, and remind the students of what was done.**

Review some of the useful post-session activities that are in their journal and listed below that they might want to consider doing.

Ask if there are any questions they might have. Once done responding to questions, share with them the journal questions below. They are welcome to stay in this space as long as necessary to complete them, and they may leave once they are done.

- F: Have students write in their journal about:**

- What in your life experience may have prepared you for this time abroad?
- Complete this sentence: *My experience abroad will be successful if...*

Facilitator should stay in the room until most students have completed writing and left.

- F: Make notes for future reference on how the session went and what should be returned to in the following session.**

Post-session activities to consider as student assignments (approx. 30 minutes)

1. Assign a DIVE activity (student choice of activity) and ask for journal notes to be shared in a small or large group discussion to see a range of possible explanations.
2. Have each student identify a strategy they wish to employ and journal about once s/he employed it. What response did they receive? Would they use that strategy in a similar way in the future? If not, why not? How might they modify it?
3. Review what you have written in your journal. Take time to do your own cultural autobiography as a way to better understand what you are bringing to this study abroad experience. Some things to consider include: nationality, region where you grew up (rural/ urban), ethnic background and education of your parents, family composition, religion, sex/ gender, socioeconomic class, race, type of education you received, physical (dis)abilities, sexual orientation, other? After completing the list, think about which, of all the categories on the list, are the most important to you and/or have had the most influence on who you are today. Do you belong to any group that could be characterized as a sub-culture, a group with its own language or vocabulary, values, customs, etc.? How has this influenced you, and your beliefs and values?

INTERCULTURAL SESSION 2

FACILITATOR GUIDE

Growing Intercultural Skills

Time needed

Version A: 75 minutes

Version B: 90 minutes

Optional post-session activities approximately 30 minutes each

DELIVERY OF WORKSHOP

This workshop is designed to be provided to students about a third of the way into the student's time abroad – for example, day 1-3 of the second week of a four week program.

It is assumed that the students have participated in the first session and have been encouraged to bring their journal with them to this session.

A brief reminder of the agreed upon Group Norms should be done prior to beginning this session since activities in Session 2 build upon those understandings and agreements.

GUIDE & OUTLINE

Learning Outcomes/Participants Will Be Able To *(5 minutes)*

- Review the various components of communication and how they are integrated with greater cultural understanding;
- Identify/assess participant's own experiences from his/her own movement across cultures; and
- Develop greater awareness of the adaptation necessary to across cultures.

This should be posted on a flipchart, read aloud at the beginning of the session by Facilitator or students, and be visible for the duration of the session.

Introduction:

Language & Communication *(10 minutes for section)*

Begin the session by shaking the hand of a participant, look him/her in the eye, and say, "Good day."

Do the same to another participant, and this time say, "Hello."

Do that to a third participant, and don't say anything when you shake his/her hand.

Ask the large group what did they observe? At least some of the following should be mentioned:

- There were verbal and non-verbal components
- The words were different, and in one case there were no words- but the message always seemed the same

- This may not be the way these people might usually address each other, but there was a message conveyed

It was **COMMUNICATION**.

State that communication is central to encountering another culture successfully. It may not always be conducted in a predictable way, but a message is conveyed. It is not possible to know another person unless we are communicating with them.

There are challenges to successful communication:

- We may not know the host language (and they may not know ours)
- Even if we do “know” the host language, we may not understand important nuances. Being able to construct a grammatically correct sentence or having a large vocabulary is not the same as knowing the language. There is more to language than grammar and vocabulary.

Ask for examples of this:

(The following are examples that F might have to prod and probe)

- A non-native speaker speaking your first language in a way that reveals limited understanding of these nuances. For example, the handshake we just did might be very formal for this setting, even though the communication happened; or
- Other cultures do not value directness of communication as much as US Americans often do, and so misunderstanding happens:
 - For example, someone who says “yes,” but means “maybe” because they don’t want you to be disappointed;
 - Or someone who says I’ll be there at 6, but they show up at 6:30. They don’t realize that 6 means 6.

Truly effective communication includes LANGUAGE, GRAMMAR, MEANING, and MEANING in that culture.

F: Instruction

Speaking a language is only one part of communication. Even more powerful are the non-verbal elements of communication. The handshake came with two different verbal messages, but they were all reinforced with the non-verbal action.

In the first film clip, this will be explored more.

Section 1:

The Power of Language *(15 minutes for section)*

F: Read the clip summary aloud

The students discuss the power of non-verbal communication. They gain insight into how people employ different types of non-verbal communication to express

themselves and interact with others—and how these types of non-verbal communication may differ from one culture to another.

Show film clip 2.1: *On Non-Verbal Communication* (4 minutes)

Ask the group to brainstorm some of the elements of non-verbal communication and write them on flip chart as they are stated. Possible examples include:

- tone,
- facial and body gestures,
- eye contact,
- proximity,
- volume,
- posture...

F: After generating the list of non-verbal cues, have participants think about their experience in this host culture to date.

Direct them to think about and make notes on times:

- When have you misunderstood someone here because of non-verbals?
- When have you been misunderstood because of your non-verbals?
- What do you think you have learned about non-verbal communication in this host culture?

Then ask participants to share in pairs their responses to the last question.

F: In the large group ask the participants for a few examples of what they have learned about non-verbals in the host culture.

Ask if in their experience in this host culture (or in other cultures when you've been traveling): Have they been surprised when someone has misunderstood what they were saying in the host language? Can they tell if it is the non-verbal action or the language that is confusing?

Facilitator can give an example from his/her experience if the participants are unable to generate any. It could be ordering something at a restaurant and something else comes; a taxi that takes you to a different place than you wanted to go; someone who seems insulted by what you said ...

Acknowledge that there may not be agreement or shared understanding here. Part of our ability as individuals to live with the mixed explanations of these non-verbal examples is our understanding of cultural context.

Section 2 part 1: Cultural Context *(10 minutes for section)*

One way in which a culture is described relates to the importance of context in communication. Proverbs are a good example. They are well understood by native speakers, but not by those learning the language. For example:

- “The early bird catches the worm.”
- “A stitch in time saves nine.”

They provide meaning of what are important values in that culture. Ask what values are represented by “the early bird catches the worm.”

The US is a low-context culture, in which the words one speaks carry the meaning; clarity and directness are appreciated. Share some other characteristics of low context and high context cultures (can be referenced in the student handout):

Low Context

- Cultures tend to be more individualist and have a more direct communication style.
- Cultures where people prefer independence, self-reliance, and a greater emotional distance from each other.
- People must rely more on words, and on those words being interpreted literally.
- Getting or giving information is the goal of most communication exchanges.

High-context cultures emphasize non-verbal aspects of communication to a greater degree than low-context cultures.

High Context

- Cultures tend to be collectivist, or community based. People work closely together and know what everyone else knows.
- Because people in high context cultures already know and understand each other quite well, they have a more indirect style of communication.
- They have less need to be explicit and rely less on words to convey meaning— and especially on the literal meaning of the spoken word—and more on nonverbal communication.
- The overriding goal of the communication exchange is maintaining harmony and saving face.

F: Suggest before moving on to the next section participants think about and write in their journals:

- Is this host culture higher or lower context than the US? What does that mean for your experience and learning?

A note to the Facilitator

Here is the point in the session to check your time and determine if you want to use the short (75 minutes) or longer (90 minutes) version of the outline if you have not already done so.

- Version A is described first and will take 15 minutes (page 21)
- Version B is described second and will take 30 minutes (page 23)

Section 2 part 2 version A: On Culture Shock (*15 minutes for section*)

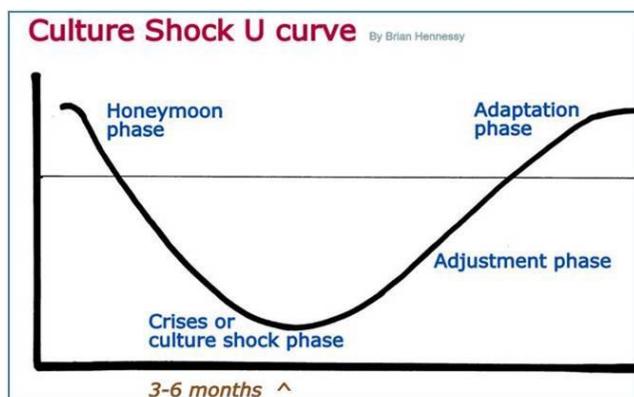
F: Share a working definition for culture shock: (*5 minutes*)

The feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life, or set of attitudes. All aspects of communication and culture influence this experience.

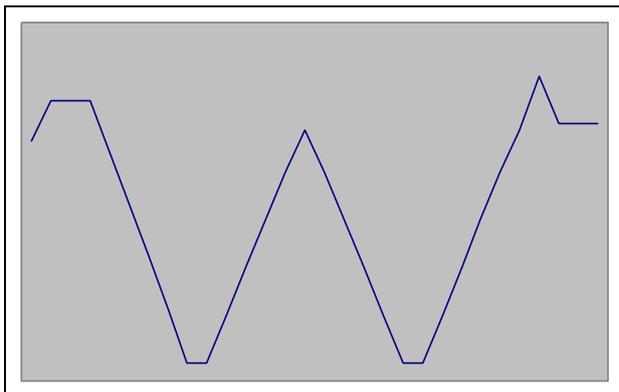
F: Instruction

Students undergoing culture shock have identified three different rhythms to this phenomenon: the U curve, the W curve, and the “breaking wave.” [See below and also in student journals]

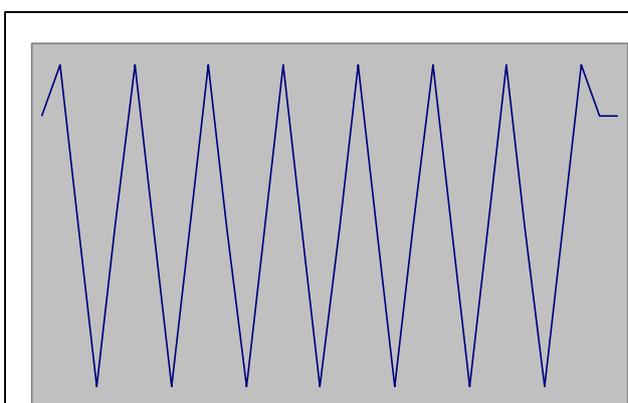
U curve



W curve



Breaking wave curve



Think about these models and behaviors that demonstrate the phases as you watch the following film clip.

F: Read the clip summary aloud

The clip follows Mercedes through very different emotional moments while being abroad. From speaking confidently her intentions and getting highly excited about being treated like a superstar to being in tears in the midst of confusing and overwhelming feelings of culture shock.

Show film clip 2.2: *On Culture Shock* (4 minutes)

F: Discuss with a partner the following:

- How does Mercedes' behavior exhibit the different phases of culture shock?
- What suggestions do you have to assist her in moving through these phases- accentuating the positive aspects and understanding the challenges?
- How applicable are these suggestions for your own adjustment to this host culture?

Allow 5 minutes in pairs sharing and then brainstorm a list of suggestions in answer to the second question. Write them on a flip chart as they are identified, and invite participants to write them into their journal and expand upon them in the coming days.

Section 2 part 2 version B: On Culture Shock (30 minutes for section)

F: Share a working definition for culture shock: (5 minutes)

The feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life, or set of attitudes. All aspects of communication and culture influence this experience.

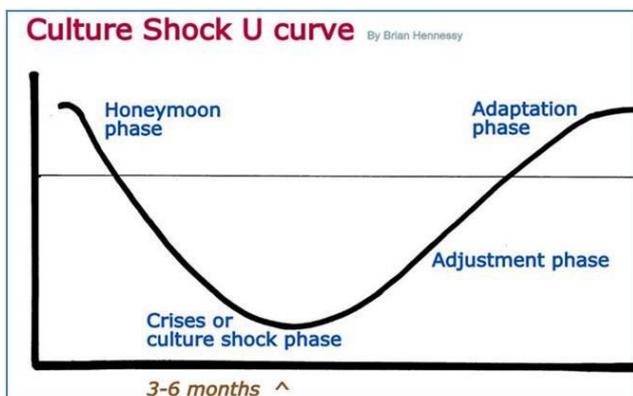
The intensity of this experience can vary based on some of these factors:

- How different the culture is from your own
- Language difference
- Cultural immersion or cultural isolation
- Prior intercultural experience
- Your visibility (or invisibility) in the new culture
- How much power or control you have over the situation in the new culture

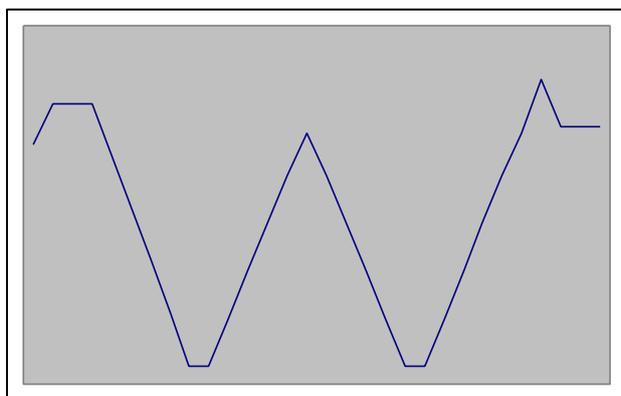
F: Instruction

Students undergoing culture shock have identified three different rhythms to this phenomenon: the U curve, the W curve, and the “breaking wave.” [See below and also in student journals]

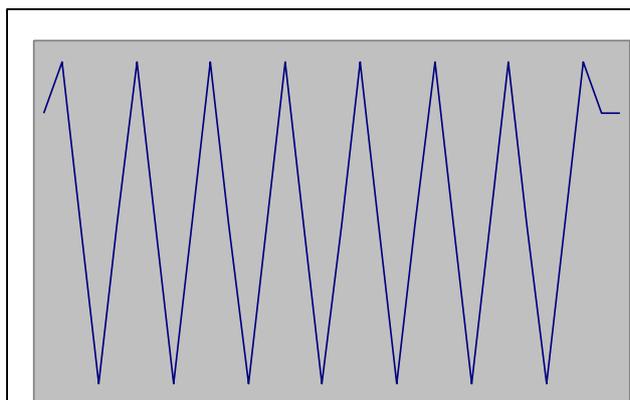
U curve



W curve



Breaking wave curve



Think about these models and behaviors that demonstrate the phases as you watch the following film clip.

F: Read the clip summary aloud

The clip follows Mercedes through very different emotional moments while being abroad. From speaking confidently her intentions and getting highly excited about being treated like a superstar to being in tears in the midst of confusing and overwhelming feelings of culture shock.

Show film clip 2.2: *On Culture Shock* (5 minutes)

F: Discuss with a partner the following: (5 minutes)

- How does Mercedes' behavior exhibit the different phases of culture shock?
- What suggestions do you have to assist her in moving through these phases- accentuating the positive aspects and understanding the challenges?
- How applicable are these suggestions for your own adjustment to this host culture?

Allow 5 minutes in pairs sharing and then brainstorm a list of suggestions in response to the second question. Write them on a flip chart as they are identified, and invite participants to write them into their journal and expand upon them in the coming days.

F: Have participants return to their pair partner and discuss: (5-10 minutes)

- Which of these wave diagrams best suits your adjustment to this new culture?
- Has your approach to this transition been similar or different than other transitions you have experienced?
- How applicable are the suggestions on the flipchart for your own adjustment to this host culture?
- Do you have others to consider?

Closing (10-15 minutes)

Following closure follows the same structure for both versions A and B.

F: Return to the learning outcomes list that was shared at the beginning of the session.

Read them out loud and check with participants if they believe each was met, or if there are clarification questions.

Review the list of useful post-session activities that are in their journal and listed below, that they might want to consider doing.

F: Thank them all for their time and sharing their insights.

Suggest folks stay and write any additional notes in their journals before they depart for the day.

Post-session activities to consider as assignments:

1. Suggest a few guided questions from the following list and ask participants to pick one that appeals to them.
 - One way to become familiar with a new culture is to learn how to read its systems of signs. Today, you will focus on reading cultural signs. Locate places where you find constant or heavy use of printed signs, or lack of. Where are these? What is the content of these signs? What forms do the signs take (e.g. printed notice, drawing...)? How do these signs compare with signs of the same general function in your home culture? Indicate similarities and differences. What do the signs tell you about the host culture?
 - Choose a cultural behavior to observe today. Examples include: playing, cooking, dancing, celebrating, giving gifts, greeting other people, working, studying, worshipping, adorning, etc. Talk to a person who knows about the host culture's behavior (e.g. who, what, when where, how, why questions) and identify similarities and differences between these behaviors in your culture and the host culture. Try to identify 3-5 assumptions that go along with the cultural behavior you chose to observe.
 - What do you pick up about the role of food in your host culture's society? Who eats what and when? Who serves food and who cleans up, either in the home or outside in a restaurant? What do you notice about the value or symbolism of food? Be sure to check in with at least one host country national "informant" about your experiences and their interpretation.
2. Ask local folks how they have experienced being misunderstood by people from outside of the host culture. Also, depending on the host language, ask them about the languages they speak, how they use them (with whom); the comfort they feel in their non-native languages.

3. Draw your own cultural adaptation curve for this current experience. Journal or demonstrate in some way (drawing/ pictures/ act/ other?) Where are you in the adaptation process? What activities might you engage in to support this process? Develop a list of approaches most successful for you in the past and currently.
4. Other cultures put much more emphasis on the context, which can include non-verbal elements. Look for and list examples of high-context communication from your experience (here or elsewhere)? For example-having a cup of tea and conversation before starting the business items at a meeting.

INTERCULTURAL SESSION 3

FACILITATOR GUIDE

Integrating Intercultural Experiences

Time needed

Version A: 75 minutes

Version B: 90 minutes

Optional post-session activities approximately 30 minutes each

DELIVERY OF WORKSHOP

This workshop is designed to be provided to participants roughly two thirds through an experience in the host culture – for example, day 1-3 of the third week of a four-week program.

It is assumed that the students have participated in the first two sessions, and have been encouraged to bring their journal with them to this session.

A brief reminder of the agreed upon Group Norms should be done prior to beginning this session since activities in Session 3 build upon those understandings and agreements.

GUIDE & OUTLINE

Learning Outcomes/Participants Will Be Able To *(5 minutes)*

- Develop greater awareness of visible and invisible cultural difference, and the impact of those nuances;
- Practice active listening skills; and
- More deeply and reflectively integrate intercultural learning.

This should be posted on a flipchart, read aloud at the beginning of the session by Facilitator or students, and be visible for the duration of the session.

Introduction:

Intro to Session & Active Listening *(15 minutes for section)*

F: Review for the students what will be covered in this session:

- To look more intently at the concept of listening and how to do this using our ears, eyes, and heart
- The connection between power and the language you speak, and
- Some ways people experience exposure to cultures other than their own.

F: Introduction to Active Listening

Share that the purpose of active listening is to give another person the gift of listening with your ears, eyes, and heart.



This happens when:

- We let the speaker finish his/her thoughts completely
- Paraphrase, or mirror, what we have heard to make sure it is correct
- Ask open-ended questions for clarification (who/ how/ when) and not yes/ no or why
- Respond without giving advice or opinion
- We do this in a genuine way (i.e., it's not just about the technique, but also about truly wanting to listen)

F: Explain they are going to experience this as a group for just a few minutes before we discuss today's content. (7-8 minutes)

F: Instruction for pair activity:

Find someone in the group you do not know as well as the others, or at all. Actively listen to him/her as s/he responds to any one of the questions listed below. Mention these questions are in the student journal if they want to go back to them after the session:

- A time I really pushed myself outside of my comfort zone was...
- A time I really pushed myself outside of my comfort zone since I have been here was...
- An effort I have made since I have been here to interact with people from another cultural background is...

You will have one minute to actively listen to your partner.

The facilitator will keep track of the time. When time is called, share what you have heard. The speaker should comment on accuracy.

Switch speakers in the same pair and repeat the exercise.

Remember only questions for clarification are acceptable.

F: Debrief by asking the large group the following questions: (3- 5 minutes)

- What did you learn about active listening?

- In what ways did this focused attention on the speaker feel different than the way you usually communicate?

Actively listening to another person shows respect and appreciation for the speaker. This demonstrates we understand what the speaker means, and in a sense we are giving power to the other person.

Section 1 part 1:

The Power of Language (*15 minutes for section*)

Remind students the focus here is on to intercultural communication using language, both the verbal and non-verbal aspects, in a cross cultural setting. Learning in these settings can happen in your first or thousandth cross cultural experience.

F: Share your definitions of the following:

LINGUA FRANCA: is a language chosen and systematically used to make communication possible between people not sharing a first language.

Interesting note: English is generally accepted as the 'Lingua Franca' (interconnecting language) for travel, commerce, the internet, education and other realms, even though it is only the third most common language in the world after Mandarin Chinese and Spanish.

Within regions, there may be other lingua franca. For example, Russian was often the lingua franca within the Soviet realm of influence; French has often been used in Northern and Western Africa, even when it's not an official language.

PRIVILEGE: a special right, advantage, or immunity granted or available only to a particular person or group of people.

Section 1 part 2: On Speaking a Second Language *(15 minutes for section)*

F: Read the clip summary aloud

The students take turns speaking in their own languages in order to experience the power and security that comes when one is comfortable in the language that is spoken. They come to recognize how language insecurity impacts communication.

F: Instruct participants BEFORE viewing to keep the following questions in mind:

As you watch this clip:

- What do you observe in the film clip about the privilege of language?
- What are some of the positives and the costs to you that English is the lingua franca?
- What might it mean to you if Chinese or Spanish were to become the lingua franca of the world?

Show film clip 3.1: *On Speaking a Second Language* (4 minutes)

F: Allow 1-2 minutes to write some quick thoughts in journals about the questions above.

Suggest they think about the applicability of this clip to their own experience.

Instruct them to consider the following questions and respond to one or both of them in their journal:

- When have you encountered another language? (Think about languages you speak and those you don't)
- What challenges have you encountered? What successes have you experienced?

F: Have participants share their thoughts with a neighbor on these questions.

Tell the participants that learning to function in a language other than your own "native" tongue, or even variations of your own language, can be a key element of encountering another culture and provide a way to understand another culture more deeply.

Understanding another's dialect (regional, for example) or jargon (identity group, profession); immigrant communities, media (TV/movies/radio) are variations most of us have experienced.

Section 2:

Learning to Listen for Differences *(15 minutes for section)*

Explain that in a foreign culture (or even in a subculture within your home country), you may feel misunderstood, uncertain how to respond, or lost because people do and see things differently. This is compounded by the fact that each person brings their own history, experiences, and expectations to each intercultural interaction. Also, there are some invisible customs, rules, and dominant behavior in every culture.

F: To illustrate this, instruct the participants to do this short activity:

Find someone in the group you know the least and sit in a pair. Without speaking, in your journal write down answers to the following questions about your partner:

- In what state or region did s/he grow up?
- What is his/her favorite kind of music to listen to?
- What does s/he do as a leisure activity?
- What type of food does s/he like to eat?

Each share the answers with your partner and how you came up with that answer.

Ask the group as a whole what were some of the methods used to determine the answers to these questions? What outside cues were used to come up with these answers? What assumptions did you make?

Looking for:

- Clothing and appearance
- Past limited history and interactions
- Observable behavior
- Verbal dialogue (even though you weren't supposed to talk with each other in the exercise)

Reinforce these answers by commenting that they came from the following processes:

- A combination of non-verbal cues & verbal interaction;
- Use of outside information from sources other than spoken language; and
- Evolving precision with verbal interaction since we have a common language, use active listening, understand how subcultures and dominance are defined in our culture, and bring our own experience to every interaction.

This is demonstrated in this next film clip.

A note to the Facilitator

Here is the point in the session to check your time and determine if you want to use the short (75 minutes) or longer (90 minutes) version of the outline if you have not already done so.

- Version A is described first and will take 15 minutes (page 34)
- Version B is described second and will take 30 minutes (page 35)

Section 3 version A: Individual, Group and Society *(15 minutes for section)*

In this version, there is less discussion of both cultures in the actual film clip before description and application of the DIVE model to the example in the clip.

F: Read the clip summary aloud

The clip shows Cory and Huanyu reacting entirely different to the very same situation of a poverty simulation. While Cory experiences a very emotional reconnection to his birth mother, Huanyu feels offended by the Western facilitator.

F: Introduce these questions BEFORE viewing for students to journal while viewing:

- How did each of the three people (Cory, Huanyu, the workshop facilitator) in the clip view the simulation?
- What cultural (and sub-cultural) groups are represented by Cory, Huanyu, and the facilitator? Based on these cultural identities, are those reactions what you might expect? What assumptions or data is informing your response?

Show film clip 3.2: *On Differences of Backgrounds (7 minutes)*

F: AFTER viewing instruct the group to journal their responses. (3 minutes)

Comment that when people look at Cory and Huanyu's explanation of their experience of the poverty simulation, most can relate to either (or both) of those perspectives. Ask them to think about what in their own experience and history may be influencing their reaction to the film clip?

- Can you recall an experience since you have been here where you and someone else have had a very different interpretation of an event that has happened?

F: Instruct the group to share their response to this question with the person next to him/her. (5 minutes)

In the large group, gather some examples of events with different interpretations. When the event happened, how did the individual(s) handle the situation?

On the flipchart, brainstorm ways (in addition to DIVE and others discussed in first session) we can achieve a more nuanced understanding of this culture and how to apply that learning to other interactions in our lives.

Section 3 version B: Individual, Group and Society (30 minutes for section)

In this version, there is less discussion of both cultures in the actual film clip before description and application of the DIVE model to the example in the clip.

F: Read the clip summary aloud

The clip shows Cory and Huanyu reacting entirely different to the very same situation of a poverty simulation. While Cory experiences a very emotional reconnection to his birth mother, Huanyu feels offended by the Western facilitator.

F: Introduce these questions BEFORE viewing for students to journal while viewing:

- How did each of the three people (Cory, Huanyu, the workshop facilitator) in the clip view the simulation?
- What cultural (and sub-cultural) groups are represented by Cory, Huanyu, and the facilitator? Based on these cultural identities, are those reactions what you might expect? What assumptions or data is informing your response?

Show film clip 3.2: *On Differences of Backgrounds* (7 minutes)

F: AFTER viewing instruct the group to journal their responses. (5 minutes)

Comment that when people look at Cory and Huanyu's explanation of their experience of the poverty simulation, most can relate to either (or both) of those perspectives. Ask them to think about what in their own experience and history may be influencing their reaction to the film clip?

- Can you recall an experience since you have been here where you and someone else have had a very different interpretation of an event that has happened?

F: Instruct the group to share their response to this question with the person next to him/her. (15 minutes)

In the large group, gather some examples of events with different interpretations.

Remind participants there are experiences that have social identity implications we have all experienced that influence our interpretations of these examples as well. Have participants generate a list of these social identities that are posted on flipchart. It should include the following:

- Race
- Ethnicity
- Gender/Biological Sex
- Class
- Ability
- Age

- Religious/Spiritual Identity or Affiliation
- Sexual Orientation
- Geographic/Regional Origin
- Linguistic/Language Identity
- Others?

When the event/ example happened, how did the individual(s) handle the situation?

Brainstorm ways (in addition to DIVE and others discussed in first session) we can achieve a more nuanced understanding of this culture and how to apply that learning to other interactions in our lives.

Before closing the discussion, ask them to keep in mind:

- There are visible and invisible identities in every culture
- Reflecting on social identities deepens our understanding in intercultural settings and helps us to understand our experiences better
- Usually the identities we don't think about are where we experience social privilege
- Even if we don't think about our race or gender, etc., these factors have an impact on others
- How do we acknowledge and understand privilege?

Closing (10-15 minutes for section)

This last section should be completed as described below, no matter whether you used Version A or Version B above.

In the closing remarks, remind participants these skills and increased intercultural understanding can deepen their learning not only for the remainder of this program, but once they return home as well.

Thank participants for their openness to analyzing this experience and program in these last three sessions, and ask them if they have any thoughts on how to improve the sessions. Express that you hope they will share them with you in the days and weeks to come.

Review the list of useful post-session activities that are in their journal, and listed below, that they might want to consider doing.

F: Share the famous quote from Anais Nin

"We don't see things as they are, we see them as we are."

– Anais Nin

Ask participants to reflect on this quote and respond to the following:

- In what ways does this statement mirror your experience(s) on this program to date?
- What experience must you still have to feel this program has fulfilled the expectations for learning you had when you first arrived?
- How might you continue to build on these experiences for the remainder of the program and once you return home?

They are welcome to depart from the session once they are done reflecting and writing.

Post-session activities to consider as student assignments (30 minutes)

1. Identify a cultural trait or habit you find hard to understand. Write down some examples of where you have seen it happen in your experience here to date with either encounters with the other culture; member of the travel group; facilitators of sessions; others? By looking at your observations take a guess about what the trait means and its history. Then interview several different people in the host culture and ask them to explain the trait and the history of it. Another version of this is to have each participant interview someone who brings a completely different perspective to the intercultural experience than s/he. Using active listening skills, try to understand this new perspective on the experience. In trying to understand, your own worldview will expand.

2. On a free afternoon, go out into the culture and try something new that stretches your comfort zone. Come back and describe it, using the D in the DIVE exercise. Have a cultural interpreter on hand to help explain the experience.
3. Give each participant a piece of paper with the name of an important cultural artifact on it- written in the host language. If possible, the participant should get a picture of that artifact and learn its meaning by speaking with a local informant. Come back and share that with the large group.

INTERCULTURAL SESSION 1

STUDENT GUIDE

Enhancing Intercultural Awareness

INTERCULTURAL SESSION 1:

ENHANCING INTERCULTURAL AWARENESS

Learning Outcomes

- Develop a multi-faceted definition of “culture”;
- Articulate characteristics of their own culture and how they may / may not represent some of these characteristics;
- Identify ways to increase their understanding of others while in another culture; and
- Convey individual expectations and concerns each has for this study abroad experience.

Introduction and review of norms

How would you like these sessions to be? What norms would make this a positive learning space for you? What expectations do you have of these sessions?

Section 1: Stereotypes and Culture Definitions

Film Clip: *On Pre-Conceptions*

This clip introduces a group of four US American and four Moroccan students who will be traveling and living together for a period of time.

Keep the following questions in mind as you view this clip:

- What *observations* and *value judgments* about the two cultures, their own and the “other” are identified?
- What are some of the *demonstrations* of culture that are mentioned by each of the students?
- Note some of the cultural characteristics you are expecting to see while in your host culture.

Take a moment to reflect on your responses to the above questions.

What are some cultural characteristics /assumptions/ stereotypes you have about your host culture? How might you verify if these are accurate?

Section 2: Communication patterns

Film Clip: *On Communication Styles*

In this clip students have a group discussion about communication patterns they see within the Moroccan culture and how it differs from US American conversation patterns.

Keep the following questions in mind as you view this clip:

- What examples do you see of differences within the Moroccan student group?
- What behaviors do students use to open communications with each other?
(responses to this question will be gathered in Section 3, last section below, of this session)

Take a moment to reflect on your responses to the above questions.

Section 3: Expectations and Worldview

Film Clip: *On Beginning the Journey*

In this clip a diverse group of students travel varying distances to meet in a new location and discuss their reasons for embarking on this journey.

Keep the following questions in mind as you view this clip:

- Note the different expectations and reactions expressed by the students.
- What does each hope to gain?

Take a moment to reflect on your responses to the above questions.

Closing

Take a moment to reflect on the following questions:

- What in your life experience may have prepared you for this time abroad?
- Complete this sentence: *My experience abroad will be successful if...*

INTERCULTURAL SESSION 2

STUDENT GUIDE

Growing Intercultural Skills

INTERCULTURAL SESSION 2:

GROWING INTERCULTURAL SKILLS

Learning Outcomes

- Review the various components of communication and how they are integrated with greater cultural understanding;
- Identify/assess participant's own experiences from his/her own movement across cultures; and
- Develop greater awareness of the adaptation necessary to move across cultures.

Section 1:

The Power of Language

Film Clip: *On Non-verbal communication*

The students discuss the power of non-verbal communication. They gain insight into how people employ different types of non-verbal communication to express themselves and interact with others—and how these types of non-verbal communication may differ from one culture to another.

Keep the following question in mind as you view this clip:

- What are some of the elements of non-verbal communication?

Think about times:

- When have you misunderstood someone here because of non-verbals?
- When have you been misunderstood because of your non-verbals?
- What do you think you have learned about non-verbal communication in this host culture?

Take a moment to reflect on your responses to the above questions.

Section 2:

Cultural Context

Film Clip: *On Culture Shock*

The clip follows Mercedes through very different emotional moments while being abroad. From speaking confidently her intentions and getting highly excited about being treated like a superstar to being in tears in the midst of confusing and overwhelming feelings of culture shock.

Reflect:

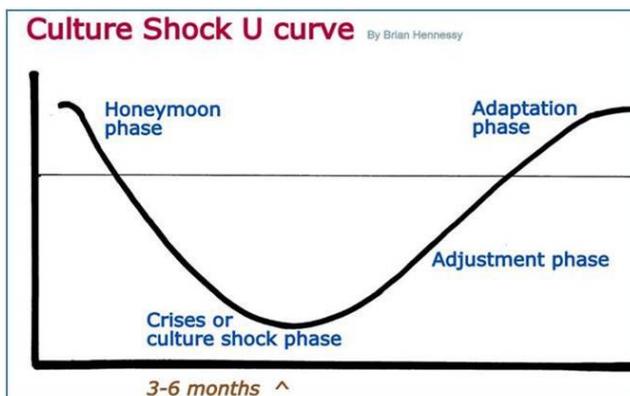
- How does Mercedes' behavior exhibit the different phases of culture shock?
- What suggestions do you have to assist her in moving through these phases- accentuating the positive aspects and understanding the challenges?
- How applicable are these suggestions for your own adjustment to this host culture?

Take a moment to reflect on your responses to the above questions.

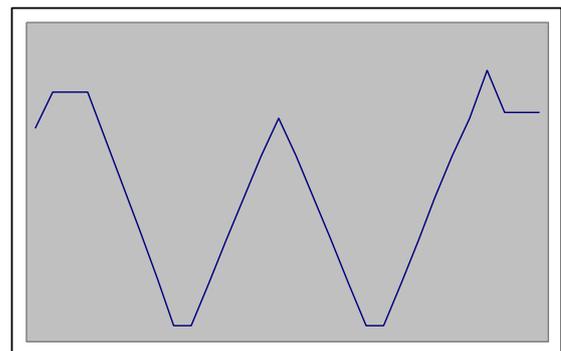
(Optional) Reflect:

- Which of these wave diagrams best suits your adjustment to this new culture?
- Has your approach to this transition been similar or different than others you have experienced?
- How applicable are the suggestions on the flipchart for your own adjustment to this host culture?
- Do you have others to consider?

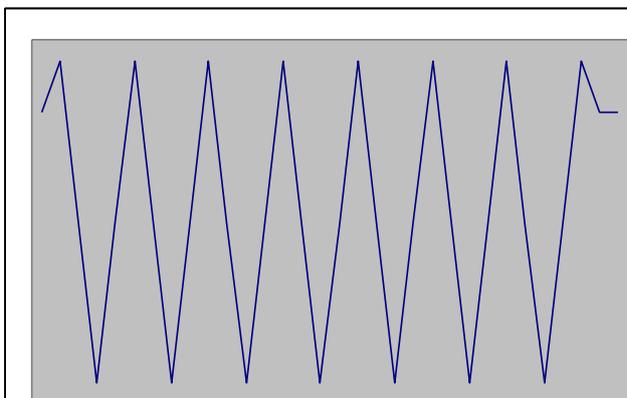
U curve



W curve



Breaking wave curve



INTERCULTURAL SESSION 3

STUDENT GUIDE

Integrating Intercultural Experiences

INTERCULTURAL SESSION 3:

INTEGRATING INTERCULTURAL EXPERIENCES

Learning Outcomes

- Develop greater awareness of visible and invisible cultural difference, and the impact of those nuances;
- Practice active listening skills; and
- More deeply and reflectively integrate intercultural learning.

Introduction

The following questions will be used in the active listening exercise:

- A time I really pushed myself outside of my comfort zone was...
- A time I really pushed myself outside of my comfort zone since I have been here was...
- An effort I have made since I have been here to interact with people from another cultural background is ...

Section 1:

The Power of Language

Film Clip: *On Speaking a Second Language*

The students take turns speaking in their own languages in order to experience the power and security that comes when one is comfortable in the language that is spoken. They come to recognize how language insecurity impacts communication.

Keep the following questions in mind as you view this clip:

Reflect:

- What do you observe in the film clip about the privilege of language?
- What are some of the positives and the costs to you that English is the lingua franca?
- What might it mean to you if Chinese or Spanish were to become the lingua franca of the world?

Take a moment to reflect on your responses to the above questions.

Section 2: Learning to Listen for Differences

Answer the questions given by the facilitator here.

Section 3: Individual, Group and Society

Film Clip: *On Differences of Backgrounds*

The clip shows Cory and Huanyu reacting entirely different to the very same situation of a poverty simulation. While Cory experiences a very emotional reconnection to his birth mother, Huanyu feels offended by the Western facilitator.

Keep the following questions in mind as you view this clip:

Reflect:

- How did each of the three people (Cory, Huanyu, the workshop facilitator) in the clip view the simulation?
- What cultural (and sub-cultural) groups are represented by Cory, Huanyu, and the facilitator? Based on these cultural identities, are those reactions what you might expect? What assumptions or data are informing your response?
- Can you recall an experience since you have been here, where you and someone else have had a very different interpretation of an event that has happened?

Take a moment to reflect on your responses to the above questions.

Closing

Consider the following statement from Anais Nin:

"We don't see things as they are, we see them as we are."

Reflect:

- In what ways does this statement mirror your experience(s) on this program to date?
- What experience must you still have to feel this program has fulfilled the expectations for learning you had when you first arrived?
- How might you continue to build on these experiences for the remainder of the program and once you return home?

APPENDIX 1

ADDITIONAL STUDENT HANDOUTS

Session 1: The DIVE Method

Session 2: On Cultural Contexts

Session 3: On Active Listening

THE DIVE METHOD

D-I-V-E

A useful method to help learn about new people and cultures and to keep yourself from making too many incorrect assumptions is called the D-I-V-E model, which is an adaptation of the D-I-E model.

It stands for:

- **Describe** - what is the behavior you see? Describe it fully.
- **Interpret** - what are all the possible ways this behavior could be explained? What might it mean?
- **Verify** - where can you go, or who can you speak with, to determine which of your interpretations is the most likely?
- **Evaluate** - Consider what your own response to this behavior or situation might be. Would you respond in the same way? What do you think might be your response using your own value systems or cultural background? Knowing what you know about the host culture, might your evaluation be different?

ON CULTURAL CONTEXTS

Cultural Context

One way in which a culture is described relates to the importance of context in communication. Proverbs are a good example. They are well understood by native speakers but not by those learning the language. For example:

"The early bird catches the worm."

"A stitch in time saves nine."

They provide meaning of what are important values in that culture. Ask what values are represented by "the early bird catches the worm."

Low Context

- In low-context cultures, the words carry the meaning; clarity and directness are appreciated.
- Cultures tend to be more individualist and have a more direct communication style.
- People prefer independence, self-reliance, and a greater emotional distance from each other.
- People rely more on words, and on those words being interpreted *literally*.
- Getting or giving information is the goal of most communication exchanges.

High Context

- High-context cultures emphasize non-verbal aspects of communication to a greater degree than low-context cultures.
- These cultures tend to be collectivist, or community based. People work closely together and know what everyone else knows.
- Because people in high context cultures already know and understand each other quite well, they have a more indirect style of communication.
- They have less need to be explicit and rely less on words to convey meaning— and especially on the *literal* meaning of the spoken word—and more on nonverbal communication.
- The overriding goal of the communication exchange is maintaining harmony and saving face.

ON ACTIVE LISTENING

Active Listening



This happens when:

- We let the speaker finish his/her thoughts completely
- Paraphrase, or mirror, what we have heard to make sure it is correct
- Ask open-ended questions for clarification (who/ how/ when) and not yes/ no or why
- Respond without giving advice or opinion
- We do this in a genuine way (i.e., it's not just about the technique, but also about truly wanting to listen)

APPENDIX 2

FACILITATOR RESOURCES

DO'S AND DON'TS FOR SUPPORTING STUDENT INTERACTIONS

Facilitator Do's:

- Be yourself (and simultaneously be aware of your own cultural assumptions and how they may impact on your teaching style and expectations).
- Be open to make a personal connection with students.
- Allow yourself to be seen in your process of learning. Sharing your personal experiences will support students to trust you and this group process more.
- Learn about your students' learning styles – be cognizant of their cultures and how their cultures may impact their learning preferences.
- Research – know the general demographics of your student population and ask your students to share about their cultural backgrounds/experiences in class.
- Create opportunities for discussion on their preferred learning styles/tendencies (personal and cultural).
- Create opportunities for multicultural teams to collaborate.

Facilitator Don'ts:

- Don't treat students as if you know it all and they are receptacles for your knowledge (learning is an equal opportunity for increasing awareness.)
- Don't be afraid to ask questions and integrate your students' cultural background/ personal experiences into case studies for your classroom.
- Don't force students to adapt to your teaching style (accommodate whenever possible those students at opposite ends of Hofstede's Cultural Learning Dimensions).

ADDITIONAL SESSION ACTIVITIES

***Cross the Line* Icebreaker Activity**

All students stand on one side of the room. Facilitator asks yes/no questions. If yes, students move to the other side of the room, if no students stay where they are.

Example questions:

- Have you ever been abroad for more than a week?
- Have you ever been in a situation in which you felt/were a minority in a group?
- Have you ever been in a situation in which you might have made someone else feel like a minority?
- Have you ever been in a situation in which no one spoke a language that you understood?
- Have you ever been in a situation in which you spoke a language that some people in your group could not understand?

Notes on the “Blackboard”

When students voice ideas on how to improve something on your campus, you could collect them on the spot and write down whatever someone shouts out. This can help to get students motivated to act.

Writing Exercises

You could do an assignment where students don't talk about a film clip, but just write one thought they had when watching the clip. They could then give that piece of paper to the person next to them who writes down a one line reaction and passes it on to another student and/or returns it to the writer. Every student will then receive a piece of paper with comments on their own thought.

Small Group Techniques

You could have students take different roles in the small groups for some of the questions. For example, one student could take the role of facilitator and be responsible for asking questions, participant inclusion, summarizing, etc. This can support students to develop their listening and leadership skills.

EDUCATORS SUPPORTING EACH OTHER

Proposed steps by Faculty Communities for Inclusive Teaching:

- Create faculty groups to exchange and develop ideas about inclusive teaching practices.
- Spark faculty exchanges about how to cultivate learning environments that welcome and support students of all backgrounds and identities.
- Create opportunities for faculty to inform and inspire each other to address diverse topics ranging from the effects of religious identity on student learning, to female underrepresentation in particular fields of study, to the dynamics of stereotype threat in international business courses.

ONLINE RESOURCES

Additional resources to support multicultural education and implementation of intercultural sessions into the curriculum are available from the CBE website at <http://cbe.global/kit/sa>

Here you will find a variety of links to third party resources you may find useful as practical suggestions for multicultural education and for implementing intercultural sessions into the curriculum.

Resources include:

- Handling “hot” moments
- Managing student resistance & classroom conflict
- Active learning & interactive lecturing for intercultural education
- Sharing real life scenarios and small group person to person interactions



Online resources are available at <http://cbe.global/kit/sa>