



TOOLS FOR INTERCULTURAL WORK

ACTIVITY 1	Presentation of training and participants		
Objectives	a) To present the objectives of the training. b) To carry out a playful activity that allows, in turn, breaking the ice among participants and introducing the each other.		
Proposals	ARRANGEMENT GAME	LYING GAME	BUSINESS CARDS
Activity dynamics	<p>Firstly, the trainers are presented and they describe briefly the objectives of the sessions.</p> <p>Then, participants are asked to arrange each other following either personal or professional criteria so as to start knowing each other.</p> <p>Personal criteria</p> <ul style="list-style-type: none"> - Age - Geographical distance from where they live to where the training takes place. - Height 	<p>Firstly, the objectives of the sessions are briefly described.</p> <p>Afterwards, trainers introduce themselves saying their names and making three statements about their personal lives and three about their professional experience. For each set of statements, two should be true and one false. (For example: I have two daughters, I don't own a television, I love hiking; before being a teacher, I used to work unloading lorries; I have also worked at the European Parliament, I have had more than 1500 students.</p> <p>The rest of participants should ask</p>	<p>First stage</p> <p>Each member of the group is given a card, a pencil/pen and a pin.</p> <p>The trainer asks participants to write, in large and clear handwriting, on the centre of their card, their name and surname. They are encouraged to write on the right side two adjectives that define their personality. On the top left corner, they should write their main hobbies. On the bottom right corner they should write their occupation or the occupation they would like to have. On the bottom left side they will write two countries or cities that they would</p>

	<ul style="list-style-type: none"> - Number of siblings / children - Birthday - Etc. <p>Professional criteria</p> <ul style="list-style-type: none"> - Field of specialisation - Work place (operating room, general ward, paediatrics, emergency room, ambulance, etc.) - Research interests - Etc. <p>Participants will have to communicate with each other in order to comply with the objectives of the activity. At the same time they communicate with each other, they ask each other's name and start knowing each other.</p> <p>At the end of the activity, participants on each side of the border will have mingled. This will make following</p>	<p>questions in order to guess which of these statements are false.</p> <p>Once this is done, the rest of participants are invited to do the same.</p>	<p>like to visit.</p> <p>Second stage</p> <p>All the members of the group have to walk around the room, with their card hanging, looking at each other's cards.</p> <p>After 5 to 10 minutes, all the participants put a card on a box or basket in the middle of the room.</p> <p>Third stage</p> <p>A member of the group is asked to pull out a card and read the four corners out loud. The rest of participants have to guess which member of the group the card belongs to.</p>
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	<p>activities easier. (Otherwise, people who already know each other or come from the same country tend to sit together.)</p>		
<p>Comments</p>	<p>The activity can be carried out whether the participants share the same language or not. If the latter is the case, non-verbal communication has a much more important role. In any case, it may be convenient to have a bilingual basic vocabulary or images available for participants.</p> <p>If participants are willing to, this much more playful variant can also be carried out:</p> <p>Participants are asked to take their shoes out and climb a chair, which will be arranged in rows. The trainer does the same.</p> <p>Then, participants are asked to arrange each other in terms of age (the oldest on one end of the row and the youngest</p>		

	<p>on the other end), without going down the chair (alternatively, the activity could also be carried out without climbing the chairs.</p> <p>Participants will have to meet each other, since they will have to ask each other about age.</p>		
Space	A large room.	A large room.	A large room.
Materials	Chairs (without arms).	Optionally, participants may be given pieces of paper so as to think and write the statements about their lives.	Cardboard in DIN-A5 format, pens, pins.
Estimated duration	40 min - 1h	40 min - 1h	40 min - 1h
Number of participants	Minimum 10, maximum 40	Minimum 10, maximum 30	Minimum 10, maximum 30

ACTIVITY 2	Activity of integration in a hostile group
<p>Objectives</p>	<p>If the trainer observes that the participants are hostile (an aspect easily observable through the attitudes they show), the trainer may propose this activity to eliminate tensions, neutralise the hostility and foster a positive environment.</p>
<p>Proposal</p>	<p style="text-align: center;">INTEGRATION IN A HOSTILE GROUP</p>
<p>Activity dynamics</p>	<p>If the trainer observes hostility in the members of the group regarding their participation in this training, they can follow the following steps:</p> <ol style="list-style-type: none"> 1. Participants are asked to arrange in groups of three, with the participants next to them. 2. Each subgroup is given a cardboard where they have to answer this question: <i>How do you feel here?</i> Each subgroup makes a list. 3. Then, the trainer invites each subgroup to read their list, which they will write on the board. 4. Afterwards, a new question is asked: <i>How do you feel regarding my presence here?</i> Again, each subgroup makes a list and writes their answers on the board. 5. The last question is asked: <i>How do you feel regarding the person who has made you attend this course?</i> Again, each subgroup makes a list and writes their answers on the board. 6. Finally, all the answers are analysed on the whole group. Generally, it is observed that negative aspects predominate in answers to the first question, whereas more positive aspects appear in answers to the second and third questions, which shows that a change in the group environment has taken place and that there is the possibility that the hostile members end up integrating in the activities positively.



Comments	<p>If the level of linguistic knowledge of the neighbour's language is low, it may be suitable to make a basic bilingual vocabulary or images available to participants</p> <p>On the other hand, regarding the last question, it should be taken into consideration if the participants' managers are also attending the meeting or not.</p>
Space	A standard room, where it is possible to write comfortably.
Materials	Cardboards and writing tools. A board.
Estimated duration	1 hour
Number of participants	There is no limit.

ACTIVITY 3			
Clarification of the expectations and basic concepts about intercultural communication			
Objectives	a) To make participants agree about the concepts with which they will work: What is culture? Which kinds of “cultures” do we know? What is intercultural communication? Which are the keys for a good intercultural communication? b) To favour an environment of mutual trust. c) To specify the expectations that participants have on the training.		
Proposal	METAPLAN	GROUP PYRAMIDAL NEGOTIATION TECHNIQUE	THE QUARTET TECHNIQUE
Activity dynamics	<p>Metaplan is a qualitative research technique. Its methodology is based on the search for agreement between different groups related to the object of study, developing particular opinions, criteria and objectives that are included in following processes of the research or debate.</p> <p>This technique works in the following way:</p> <ol style="list-style-type: none"> 1. Coloured cardboards (white, red and 	<p>This technique is used for group negotiations, such as narrowing down the objectives of a course, deciding the contents of regulations or manifests, choosing the activities of a festive day, etc.</p> <p>The moderator writes six ideas in white cards and invites participants to write an individual option in their white cards. They are exhibited on a table or row of chairs and a limited time is given to examine them.</p>	<p>Objectives: to help put in common participants’ expectations, to establish priorities for collective decision...</p> <p>The activity dynamics consists of 8 steps:</p> <ol style="list-style-type: none"> 1. Participants are divided into groups of four. They discuss some problems or interesting issues they would like to deal with primarily for 10 minutes. 2. A member of each group goes to the

	<p>green) are distributed among the participants. The positive ideas (favourable points) are to be written in the green cardboard, the negative ones (possible problems) in the red one and neutral ideas in the white cardboard.</p> <p>2. Participants write their ideas individually.</p> <p>3. The trainer collects all the ideas and hangs them so that everybody can see them, arranging them according to colour.</p> <p>4. The group as a whole discuss all the ideas.</p> <p>5. The moderator has to go through all the commented ideas despite some of them may seem absurd.</p> <p>In this activity, the initial questions could be: "What is culture?"; "Which are the keys for a good intercultural</p>	<p>With a teaching sign, participants have to choose a specific number of cards (one or two) with sentences that represent their opinion or their interests. Afterwards, they have to divide into pairs, then into groups of four (extendable depending on the total number of participants), and they need to negotiate so as to reduce the number of cards always by half. The resulting few cards are the solutions that are representative of the group's opinion, since they have overcome all the stages.</p> <p>They are exposed or read out loud and the group debates whether there is general agreement.</p> <p>In this activity, the questions could be: "What is culture?"; "Which are the keys for a good intercultural communication?"</p>	<p>nearest groups. Discussion in each group for approximately 10 minutes, firstly to inform the newcomer of what has previously been dealt with, and discussion continues right away.</p> <p>3. Again, a member of each quartet goes to the nearest group (excluding who has already changed groups); Once they are informed, they continue the discussion (10 minutes).</p> <p>4. Once again, a member of each quartet goes to the nearest group. He's informed and they continue the discussion (10 minutes).</p> <p>5. Without any more group changes, the quartets have 10 minutes to choose 1, 2 or 3 topics among all of which have been discussed.</p> <p>6. After the large group is formed, the chosen topics are written on the board.</p>
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	<p>communication?"</p>		<p>7. Individual votes about the written topics.</p> <p>8. Joint assessment (15 minutes)</p> <p>In this activity, the initial questions could be: "What is culture?"; "Which are the keys for a good intercultural communication?"</p>
<p>Comments</p>	<p>Depending on the results, this activity can be complemented with an exposition by the trainer about those aspects that have not been sufficiently reflected on the activity.</p> <p>For example, a good option is to present¹ the classification of cultural knowledge followed by Miquel i Sans' proposal (1992), which distinguishes three types of cultural contents (to which professional culture should be added):</p> <p>Culture in capital letters</p> <ul style="list-style-type: none"> - Literature - Painting - Sculpture - Music - History - Philosophy - Etc. 		

¹ A PowerPoint presentation is provided in Appendix 1.

“Just” Culture

- Everything that all citizens of the same culture share (e.g. salutations, meal times).

Culture with k

- Minority culture: that of youngsters, geeks, fans, doctors, etc.

Professional culture

- The cultural aspects that have to do with “how they do things”: addressing aspects, administrative aspects, etc.

On the other hand, it is also necessary to talk about keys for a good intercultural communication, which should be specified at the beginning of the training, although they will be worked with more explicitly later on. These are the following:

- a) A common language (or linguistic intercomprehension)
- b) The knowledge of the other’s culture.
- c) The knowledge of one’s own culture
- d) The elimination of prejudices
- e) Being able to empathise
- f) Having a balanced relationship
- g) Bearing interpersonal communication in mind, which is not only verbal communication, but also non-verbal communication, plays a fundamental role.
- h) Knowing how to listen to the other (not only through one’s own cultural filter).

Finally, it is also necessary to anticipate the possibility of working cultural aspects of further (non-Western) cultures.



Space	A large room.	A large room.	A large room.
Materials	DIN-A2 cardboard of different colours (white, red and green) and black markers. The number of cardboard and markers will depend on the number of participants. A surface to stick the cardboard to (a board, a wall, etc.).	DIN-A2 cardboard and markers.	Paper and pen to take notes.
Estimated duration	1h30	1h30	1h30
Number of participants	Minimum 10, maximum 40	Minimum 10, maximum 30	Minimum 10, maximum 30

ACTIVITY 4		Debate between Northern-Southern cultural differences		
Objectives	a) To observe cultural differences between Northern and Southern Catalans. b) To understand each other's behaviour c) To learn strategies to interact in a respectful way and to avoid conflicts.			
Proposal	COMMENT CULTURE CLASH SITUATIONS ON VIDEO	ROLE-PLAYS²	SIMULATIONS³	
Activity dynamics	<p>Some cultural aspects are discussed by means of short videos which show differences in diverse social aspects:</p> <ul style="list-style-type: none"> - Salutations (formal) at work. Extract from film <i>Human resources</i> by Laurent Cantet (França, 1999) http://www.youtube.com/watch?v=0oIWScySTU (minutess 15-16) and IRL [<i>Institut Ramon Llull</i>] course: http://www.youtube.com/watch?v=ZaSantoY1Ws&index=3&list=PL2D7B41493940E754. 	<p>Role-plays are prepared, where intercultural groups are formed. A set of worksheets is prepared, which will be randomly distributed to each participant.</p> <p>The possible different roles are the following:</p> <ul style="list-style-type: none"> - A housewife with two children who does not work. - A young bachelor with a job. - A single mother. 	<p>The dynamics of the activity is similar, but participants are not given indications about the characters' behaviour, but everybody acts according to their criteria.</p> <p>Similarly, specific situations that need to be dealt with are presented. For example:</p> <ul style="list-style-type: none"> - You meet a group of friends for drinks after work. Two people leave without paying their 	

² Worksheets are available in Appendix 2.

³ Worksheets are available in Appendix 3.

	<ul style="list-style-type: none"> - Informal among peers. IRL course: http://www.youtube.com/watch?v=JN9i5-UhgUk&list=PL2D7B41493940E754 - Other cultural aspects: http://www.youtube.com/watch?v=Ls7YAKLP33s - Traditions (Episode from the Catalan TV series <i>Plats Bruts</i>): http://www.youtube.com/watch?v=Xrl9Bq-rEly <p>The videos are discussed as they are watched. Participants are asked to explain anecdotes about cultural clashes on each side of the border. Some other aspects that may be relevant are:</p> <ul style="list-style-type: none"> - Timetables - Food - Education - Social relations 	<ul style="list-style-type: none"> - A college student who works at the weekends. - A graduate who is looking for a job. - An old man. - Etc. <p>A set of specific situations are also planned:</p> <ul style="list-style-type: none"> - One of the characters introduces two other characters. How does s/he do it? How do they greet each other? - Some of the characters meet to have dinner together. What do they do when the bill comes? - Two people meet waiting in line (at the doctor's, for example). How do they greet? What do they talk about? - Etc. <p>Participants do a short performance</p>	<p>drinks. How do you feel? What do you do?</p> <ul style="list-style-type: none"> - Someone introduces new classmates. How do you greet them? - You need to talk to your manager to ask them to let you leave early because something has come up. How do you ask them?
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		and discuss the cultural differences that can be observed between the Northern and the Southern characters. They should also discuss whether someone from a different country would have behaved in the same way or not.	
Comments	<p>An activity can be done which combines different resources previously mentioned, depending on the time available.</p> <p>The characters and the communicative situations in the activities and the simulations can be adapted depending on the type of participants.</p> <p>It is necessary to anticipate the possibility that only cultural differences between neighbour cultures arise, or that large differences between cultures further from each other come up. It may be interesting to encourage them to share anecdotes they may have lived with people both from near and distant cultures.</p>		
Space	Usual room.	A large room.	A large room.
Materials	A computer with Internet connection, projector and sound system.	Worksheets with the characters, and worksheets with the specific situations.	Worksheets with the situations.
Estimated duration	1h	1h	1h



Number of participants	There is no minimum nor maximum number	There is no maximum number, but if there are too many people, not everybody will be able to play a role.	There is no maximum number, but if there are too many people, not everybody will be able to do the simulations.
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ACTIVITY 5	Overcoming stereotypes		
Objectives	a) To work on the concept of stereotype. b) To think about usual stereotypes about neighbours. c) To look for strategies to understand and overcome stereotypes.		
Proposal	PRESENTATION AND DISCUSSION ABOUT STEREOTYPES	BRAINSTORMING ABOUT STEREOTYPES	METAPLAN
Activity dynamics	<p>An activity to work on stereotypes is presented in PowerPoint⁴ format. It begins with a presentation about the nature and function of stereotypes. A personal work about each participant's sociogramme is also included.</p> <p>The structure of the presentation goes from more general stereotypes (sex, age, profession) to "national" stereotypes (of different nationalities, to end up focusing on Catalonia). Taking the professional context into consideration (the area of health), it is interesting that</p>	<p>Since participants are from both sides of the border, a brainstorming about the stereotypes they know is proposed.</p> <p>The activity consists of 3 parts:</p> <ol style="list-style-type: none"> 1. The activity dynamics consists in saying (without previous reflection) all the stereotypes that are known (independently of whether they believe them or not) and the ones they have heard about their neighbours. <p>It is important that the trainer writes them on the board.</p>	<p>Metaplan is a qualitative research technique. Its methodology is based on the search of agreement between different groups related to the object of study, developing particular opinions, criteria and objectives that are included in following processes of the research or debate.</p> <p>This technique works in the following way:</p> <ol style="list-style-type: none"> 1. Coloured cardboards (white, red and green) are distributed among the

⁴ Se n'adjunta un exemple en l'Annex 4.



	<p>professional stereotypes also appear: the pain threshold between men and women, the health roles of men and women (for example, men tend to be doctors whereas women are nurses; women are more capable of taking care of patients, etc.).</p>	<p>Ideas are not discussed at this first stage, and they are all written down.</p> <ol style="list-style-type: none">2. The trainer, together with the rest of participants, groups the ideas that are related to each other. Repeated ideas are eliminated.3. Once all the ideas are grouped, they start to discuss the possible reasons for the stereotypes, they are demystified and they look for strategies to avoid the harmful effects (prejudices, mistrust).	<p>participants. The positive ideas (favourable points) are to be written in the green cardboard, the negative ones (possible problems) in the red ones and neutral ideas in the white cardboard.</p> <ol style="list-style-type: none">2. The participants write their ideas individually.3. The trainer collects all the ideas and hangs them so that everybody can see them, arranging them according to colour.4. The group as a whole discuss all the ideas.5. The moderator has to go through all the commented ideas, despite some of them may seem absurd. <p>In this activity, the initial question could be: "Which are the positive/negative stereotypes about Southern and Northern Catalans (and vice versa)?"</p>
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Comments			
Space	A large room.	A large room.	A large room.
Materials	Computer with Internet connection and projector.	A board.	DIN-A2 cardboard of different colours (white, red and green) and black markers. The amount of cardboard and markers will depend on the number of participants. A surface to stick the cardboard to (a board, a wall, etc.).
Estimated duration	2h	2h	2h
Number of participants	Minimum 10, maximum 40	Minimum 10, maximum 40	Minimum 10, maximum 40

ACTIVITY 6			
Summing up activity			
Objectives	a) To synthesize the basic ideas of the training. b) To foster constructive criticism that allow better training in the future.		
Proposal	ASSESSMENT	SQUARED GROUP	DEBATE
Activity dynamics	<p>The activity dynamics is the following.</p> <ol style="list-style-type: none"> Participants have 5 minutes to answer the following questions in a single sentence: Which aspects dealt with in the course did you like the most? Which ones disappointed you? Participants can communicate their responses if they wish to, just reading them out loud without the need to comment on them. When everybody who was willing to has read their responses, a general half an hour discussion is carried out. 	<p>The activity dynamics is the following.</p> <ol style="list-style-type: none"> Participants are distributed into subgroups so that the number of subgroups is the same as the number of members in each subgroup: 3 subgroups of 3 members, 4 of 4, 5 of 5... All the groups work parallelly and for the same amount of time, which will be 5 minutes for each member of the subgroup (15 minutes if they are 3, 20 minutes if they are 4, 25 minutes if they are 5). Their objective is to examine the previous work and activities or to come up with suggestions for future meetings, or spend half of the time in the assessment of the activities and the 	<p>An open debate is proposed as a synthesis of the session.</p> <p>Ideally, participants should be allowed to manage the topics of the debate. If this does not happen spontaneously, the conductor will set some specific questions to liven up the debate. For example:</p> <ul style="list-style-type: none"> - Which aspects dealt with in the session were new to you? - What did you like the most /the least? - Which aspects surprised you? - What has changed about your thoughts about cross-border relations?

		<p>other half in suggestions for the future.</p> <p>3. Once the time is over, the subgroups are dissolved and constituted again so that there are new groups formed by members coming from different initial groups. The time assigned is the same as in stage 2. The objective of this is, above all, to listen to what each member has got from what they have discussed in the first subgroup; afterwards, an assessment is carried out after all the data discussed.</p> <p>4. The group as a whole gathers to know the conclusions of the subgroups. Each subgroup has 5 minutes at most.</p> <p>5. Assessment discussion in whole group (15 to 30 minutes).</p>	<ul style="list-style-type: none"> - Do you think you have more tools now to carry out activities with people from the other side of the border? - Would you recommend the course? - If you had to repeat the course, what would you repeat and what would you change?
<p>Comments</p>	<p>The summing up activities are especially important for the trainer in order to see which aspects that have been dealt with have been more interesting and useful, which ones should be modified in the future, etc. Thus, it is important that the trainer takes notes or records (in audio or video) the activity.</p> <p>If there is not enough time, it is preferable to shorten the previous activities and dedicate a minimum time to carry out a summing up activity. If possible, an on-line forum can be made available so as the participants, anonymously, can make some</p>		



	<p>comments.</p> <p>One of the anticipated results is that participants on one and other side of the border will realise that, deep down, their thoughts about many aspects are very similar.</p>		
Space	A large room.	A large room.	A large room.
Materials	Paper and pencil.	None.	None.
Estimated duration	1h	1h30	1h30
Number of participants	Minimum 10, maximum 40	Minimum 10, maximum 30	Minimum 10, maximum 30



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