

Culture Pilots

Train the Trainer Workshop

Systemic – constructivist training approaches

Intercultural learning

www.culturepilots.eu

LLP-LDV-TOI-11-AT-22

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**Culture Pilots
Train the Trainer**

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Content of the Train-The-Trainer-Workshop

One main trainer accompanies the participants of the Culture Pilots course during the whole training process. Not knowledge about theories is the main focus, but the process-orientated development of self-esteem, the knowledge about and the adaptability of existing social and cultural competences and the ability of self-reflection.

Concepts, ideas, methods and personal biographies are shared and questioned as part of the learning process. The main trainer guides the process in a supporting and encouraging attitude and accompanies the participants in their personal development. The targeted outcome is a systemic new-construction of the reality that is focused on solutions and abilities.

The train-the-trainer workshop offers an insight in a systemic training approach, makes it possible to experience group-processes that enable individual development and strengthens each trainer in his or her personal approach.

We develop a framework for supporting training-situations and create ideas for creative and interesting seminars. A workshop to strengthen your competences!

Targets of the workshop:

- Culture Pilots – Introduction of the Model
- Systemic-constructivist training approach
- Orientation on competences and solutions
- Creative methods for trainings
- Intercultural training approaches
- Q & A

It is not a workshop for inexperienced trainers.

Realisation

The train-the-trainer workshop was realized in June 2012 in Barcelona. The experiences from this workshop and the feedback of the participants are integrated in this curriculum.

Culture Pilots - Guideline for Selection of Trainers

The main trainer is responsible for the process-orientated implementation of the personality-orientated topics (communication, biography-work, self-esteem...). These processes are adjusted to the needs of the participants during the workshop. For some topics (e.g. rhetoric, culture-theory) additional experts can be invited. The main emphasis is not on the correct implementation of the conceptual content but more on the meeting of the actual needs of the participants (day-to-day adaption of the seminar-plan). Most important is the goal of empowerment for the participants. Based on their existing skills and experiences they should be able to improve their chances on the labour market through the contents of the course.

Qualification needs for the main trainer:

- Experience in the training of adults
- Intercultural and social competences
- Experience in project management
- Experience in the cultural and educational sector
- Openness for new processes and experiences

Scripts and additional documents

Next to the curriculum the participants of the train-the-trainer workshop get the following printed scripts:

- Intercultural Training approach & biography work
- Systemic Training approach
- Presentation of Culture Pilots in Austria (tentative)

Curriculum - Day 1

Focus: introduction / background / systemic approach

Objectives: getting a background of the training-philosophy, knowledge about leadership and training methods

Part 1: Arrival - Introduction of trainers - framework for the training

Who:

... participants – part-taking and part-giving
trainer / coach / mediator

When:

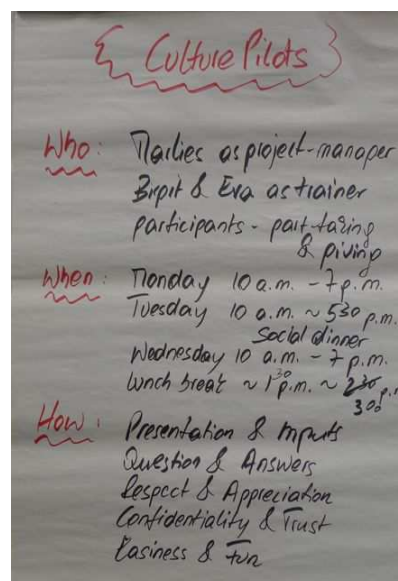
Time of the workshop / Coffee / lunch breaks

How:

Presentations & Inputs
Questions & Answers
Respect & Appreciation
Confidentiality & Trust
Easiness & Fun

What:

Culture Pilots – Introduction of the Model
Systemic-constructivist training approach
Intercultural training approaches
Biography work
Creative methods for trainings
Questions & Answers



Method: Input of the trainer
Material / Technique: Flip Chart
Duration: 30 min

Part 2: Introduction of the participants

Reciprocal introduction – 15 min pairs of two, introduction in the small group, introducing each other to the group

Questions for the interaction:

Name, country of origin / country where the person lives, profession

Experiences of this person in intercultural work and training

The nicest or most interesting experience of this person in the context of intercultural work

Additional to the introduction through the partner-participant, each person tells something about him/herself and puts some pins on the map.

Map – Questions:

Where do I come from?

Where do I live now?

Where do my parents
come from?

...mark with pins



Method: Group work

Material / Technique: world map, pins

Duration: 1 h

Part 3: Expectations for the workshop

Groups of 3... exchange for 10 minutes, presentation in the whole group

Questions:

Imagine this workshop is successful and interesting, how do you realize that?

What will be different?

How will you benefit from it?

What should happen in this workshop?

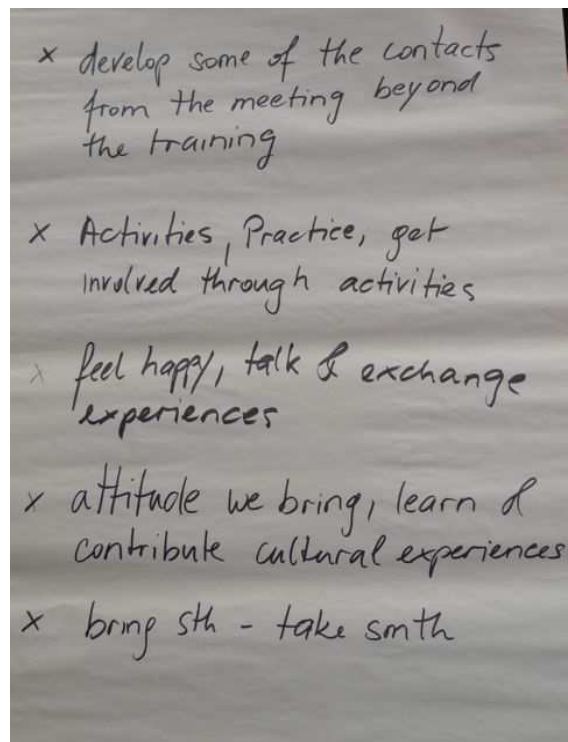
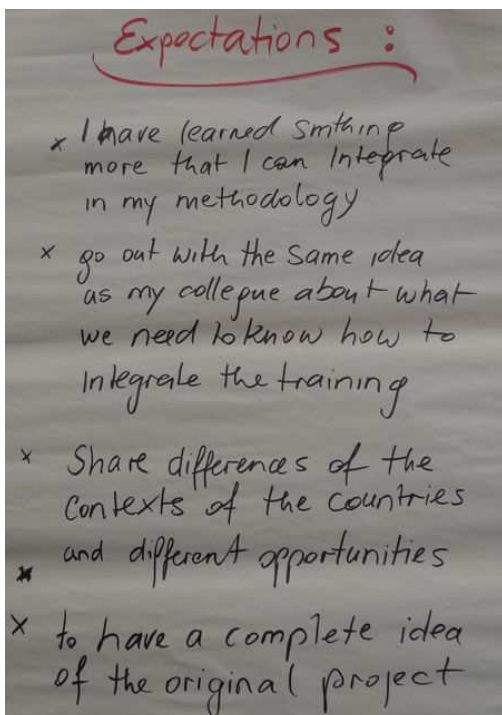
What should not happen in this workshop?

Method: Group work

Material / Technique: Flip Chart

Duration: 30 min

Examples for expectations:



Part 4: Culture Pilots – the idea / the project

Culture Pilots EU project
Culture Pilots in Linz – the original concept
Film, report from the guided tours...

Method: Trainer presentation
Material / Technique: Power Point Presentation
Duration: 45 min – 1 h

Part 5: Building a tower

Build two / three small groups of 3 – 4 people. In each group a leader is elected. The group sits around a table and the trainer blindfolds the other members of the group. Only the leader is allowed to see.

The group-leader gets a written working instruction:

“Your task is to build a tower as high as possible. You have 3 min. “

Building material (children’s play bricks like Lego) is distributed on the table. The trainer is starting the countdown and watching the time.

After three minutes the height of the tower is measured. The next group give’s it a try with the same sequence.

Questions to discuss after all groups finished the task:

Did the groups solve the task well?

Is there a winner?

Who was the best leader?

Who was the best working group?

Did the leader work or the others?

What is the best method?

Did anybody have the idea to remove the blindfolds?

(Explanation: there was no instruction for the leader or the other participants to keep them)

How is leadership practiced in your culture?

Discussion about leadership in different cultures & countries



Method: Group game / discussion
Material: small building blocks, cloth
Duration: 45 min – 1 h

Part 6: Systemic training approach

Theoretical background for the culture pilots training is the systemic-constructivist training approach.

The participants get an insight into the theory and practical implementation of the underlying ideas.



Training – systemic approach	subject-mattered specific instruction – directive approach
Supervision for a process	Specific instruction
Emphasis on experiences of the participants	Emphasis on questions on the content
Focused on relationships	Focused on content
Reflecting process	subject mattered instruction
Broadening of the behavioral spectrum of the participants	Subject mattered gaining of knowledge
Trainer and participants create the process together	Trainer creates the process
No hierarchy	Higher position of the trainer as an expert
Voluntariness required	Often legal, financial, subject mattered practical constraints

Method: Trainer presentation / questions and discussion
Material / Technique: Power Point Presentation
Duration: 1 h – 1.5 h

Part 7: Training methods in different countries

Discussion in small groups of 4 or 5 people:

Questions:

Which kind of training did I experience in my education? How is it in my country?
How is it in schools? In adult-education?
How do I work in my seminars?
What advantages has my form of approach?
How do I want to work?
Why would I want to change something?
How is it in the countries, where the migrants come from?

1 h in small groups – presentation in whole group

Method: Group work
Material / Technique: Flip Chart
Duration: 1 – 1.5 h

Curriculum - Day 2

Focus: Intercultural approach / biography work

Objectives: meet and understand different perceptions of the world, work with own biography, strengthen the belief in the ability to change wherever in life somebody is.

Part 8: Arrival – Program for the day

Program for the day introduced from the trainer

Questions and Answers

Tentative: round of talks, every participant tells what (s)he remembers from yesterday, what is important, are there more expectations for today

Method: Trainer input / input of each participant

Material / Technique: Flip Chart

Duration: 5 min – 15 min

Part 9: City Map

Build groups of two participants, they are sitting back to back

One participant has the task to explain a route from a certain street to the train station

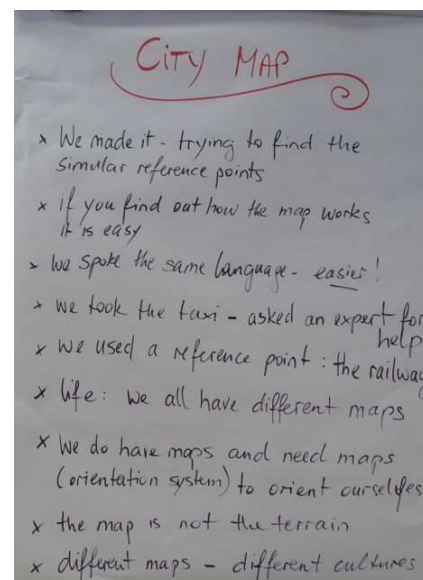
The other participant has to find the way on her/his map

The participant get two different city maps (mirrored) – but don't know it, it is not allowed to show the maps during the process

Method: group game / discussion

Material / Technique: two different city maps (mirrored copy)

Duration: 45 min – 1 h



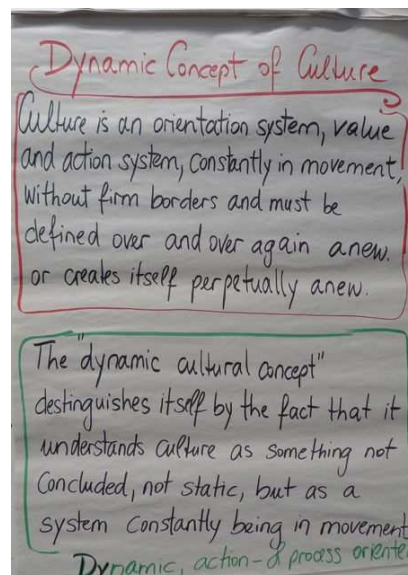
Part 10: Intercultural work

Different concepts of culture, Dynamic and process orientated concept of culture as common base in the Culture Pilots project.

Method: Trainer input / questions and answers

Material / Technique: script / flip charts

Duration: 45 min – 1 h



Part 11: Still life drawing

Group game to explore different perspectives towards life.

Create a still life in the centre of the circle of participants (with fruits, books, bags, pens...). The participants get the task to make a drawing of what they see. After 5 min they change their position and move three/four seats further. They are invited to draw a new picture directly over the first one. Another change is happening after 4 – 5 min and another after 3 – 4 min.

Evaluation in the overall group:

What feelings are coming up when I have to destroy my first drawing?

How did I perceive what is in the middle?

Was it easier/harder to make the second/third drawing?

What changes when I have to change my perspective more than once?

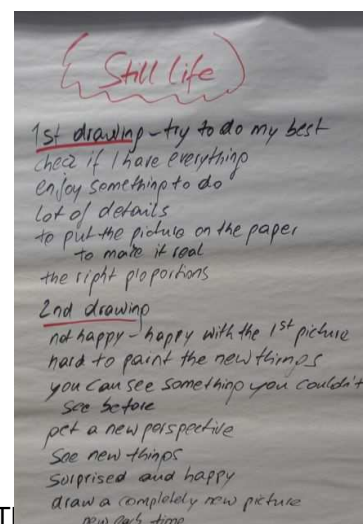
What does this mean for our perception of life?

How can this be connected to migration experiences?

Method: Group game

Material / Technique: material for still life / flip chart

Duration: 30 min – 45 min



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Part 12: If I would present my life...

Group Work – 3 participants per group, exchange in the group.

Each person has 15 min to talk, the others listen or ask questions.

Short exchange after each talk, then the next person is invited to talk about her/his perspective on culture in his life

Questions:

When did I find out about the culture in my country?

How did I experience the rules of society in my childhood? In my youth? As an adult?

Where did I change the rules? Where do I follow them?

What would I find interesting to tell about my culture and myself?

Where did I change my perspective already?

What kind of city-tour would I develop if I would be a culture pilot?

Exchange in the whole group:

Was it different for everybody?

Are there similar experiences?

What do we learn about ourselves in talking about ourselves?

Method: Group work

Material / Technique: Flip Chart for the summary

Duration: 2 h – 2.5 h

Part 13: Competence, resource and biography work

Biography work as a tool - main aspects of biography work in Culture Pilots.

Questions & Input:

Why is it necessary to have so much time for the personal stories of the participants?

How to work with the biography / systemic attitude?

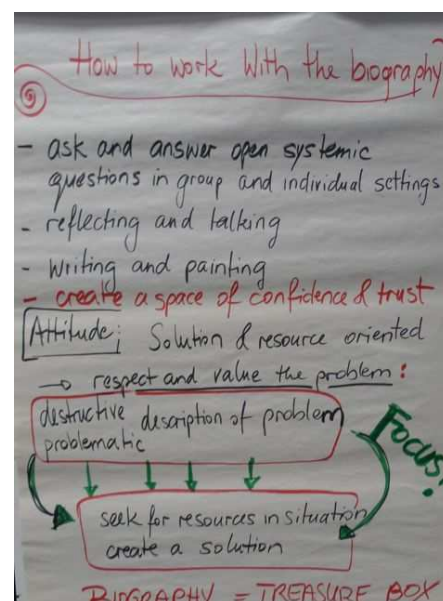
What stories did the participants tell... why is this interesting?

Experiences from Linz, experiences from other countries.

Method: Trainer Presentation / group discussion

Material / Technique: Flip Chart

Duration: 45 – 1 h min



Part 14: Systemic Triangle

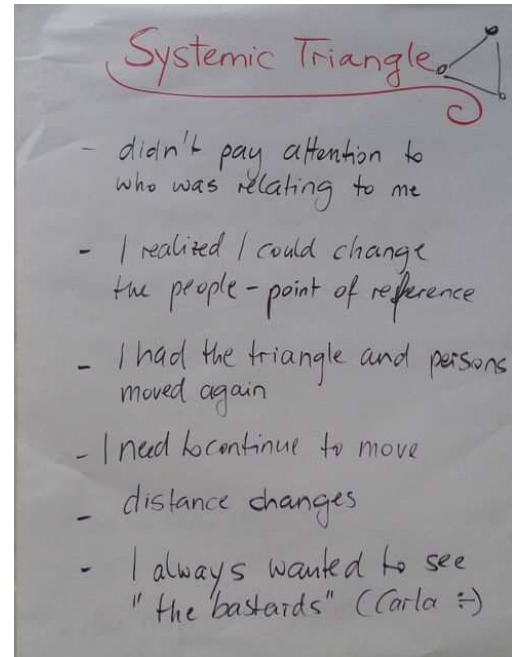
Every person chooses a position in the room, then each participant chooses two points of reference (persons) in the form of an equilateral triangle, without verbalizing who is part of it. All people move through the room and try at the same time to always form an equilateral triangle with your two reference persons (without making verbal agreements).

Duration of this: 10 min

Questions to analyze:

- What happens when I start moving?
- What happens when someone else starts moving?
- Can I change the whole system?
- Does behavior of a single person influence something?
- How can this be connected to culture?

<p>Method: Group game Material / Technique: flip chart for evaluation Duration: 30 – 45 min</p>



Part 15: Roles

Single work of each participant – optionally walking outside:

Questions:

- Which roles do I have in my life? Examples: trainer, mother/father, child, friend, counselor, migrant...
- What kind of rules are connected to these roles?
- Am I able to change these rules?

Exchange in the group

<p>Method: each participant / exchange in the group Material / Technique: flip chart for evaluation Duration: 30 - 45 min</p>

Curriculum - Day 3

Focus: Intercultural work / Solution orientation

Objectives: Sensitivity for intercultural connections and personal preferences, solution orientation as important training tool

Part 16: Arrival –Program for the day

Program for the day introduced from the trainer

Questions and Answers

Tentative: round of talks, every participant tells what (s)he remembers from yesterday, what is important, are there more expectations for today

Method: Trainer input / input of each participant

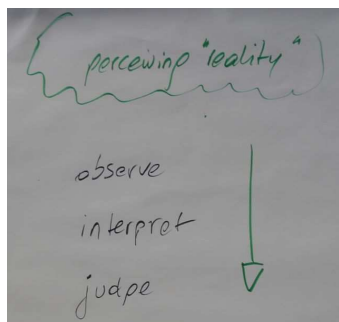
Material / Technique: Flip Chart

Duration: 5 min – 15 min

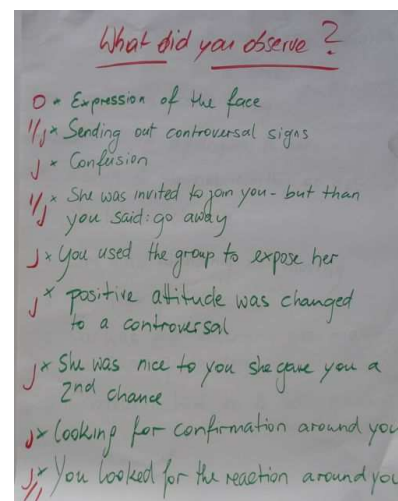
Part 17: Perception game: What did you observe?

The trainer plays a non-verbal role-playing game with a volunteer (whose task is to simply stand still): luring, rejoicing, attacking, rejecting ... (5 - 10 min)

Evaluation in the overall group – what has been observed?



observation
interpretation
judgment



Questions for discussion:

Can we be without prejudices?

What does this mean for our work with migrants?

What kind of prejudices can we explore within the group of the participants?

Method: Game / Trainer input / input of each participant

Material / Technique: Flip Chart

Duration: 30 - 45 min

Part 18: Prejudices

Build groups of four, each group discusses four different biographies...

Small cards with the biographies are distributed in the groups. The biographies are the same just the names are changed:

Questions:

What chances does this person have in this country?

Which job will this person have?

In case of unemployment, how high is the rate, that this person will find a job easily?

Which prejudices will this person meet?

Method: Group work

Material / Technique: Biographies (examples in the annex)

Duration: 45 min

Part 19: Welcome

Build two groups. The groups get different instructions:

Instructions group 1:

You come as a refugee into a foreign country.

It is said, that they are very powerful and possibly aggressive people.

You need to learn camel riding and to hunt with knives.

You want to talk to your family at home as soon as possible, you are very afraid if they are o.k.

You want to earn money as soon as possible to send it home.

Instructions group 2:

You are a helpful and friendly person from this country.

You are full of compassion for the refugees.

You can guarantee that the person can make 1 phone call a month.

The person needs to make a workshop in camel riding and knife hunting – that's a very high valued tradition in your country.

After 6 months you can guarantee a job.



Preparation time in each group: 10 min.

One-to-one meeting – one participant meets a participant from the other group: helper meets refugee, talk in the small groups of 2 for 15 min. Evaluation of the experience in the plenum.

Method: Group work
Material / Technique: Flip Chart (Evaluation)
Duration: 45 min - 1 h

Part 20: Intercultural Competence & Systemic Approach

Bringing together the experiences and the evaluated group discussions into a theoretical framework. Explain the concept of solution orientation.

Method: Trainer presentation / Questions and answers
Material / Technique: Power Point Presentation
Duration: 20 - 30 min

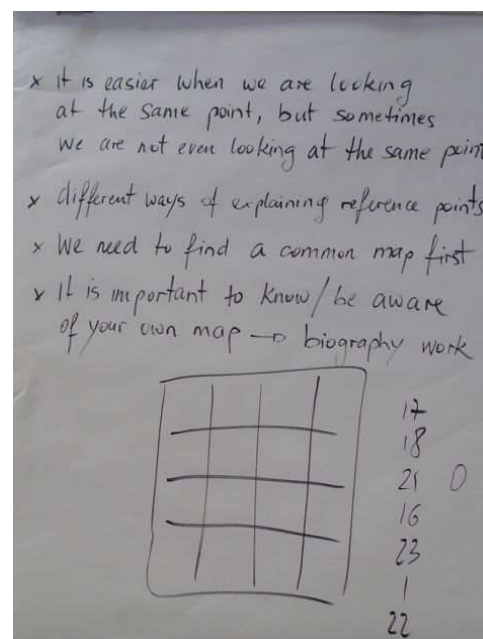
Part 21: Squares

The trainer draws squares on the flip chart. The group is invited to guess/count how many squares they can see. There is no right or wrong answer: in a constructivist perspective each answer is right.

Questions:

Are we thinking in a box?
How do we create reality?
How do we create our images of the world/of our participants?

Method: Trainer presentation/ group discussion
Material / Technique:
Duration: 20 - 30 min



Part 22: Solution Orientation / Systemic Questions

Systemic questions are helping to initiate inner processes of finding the own answers. Trainer explains the concept of systemic questions and gives some examples:

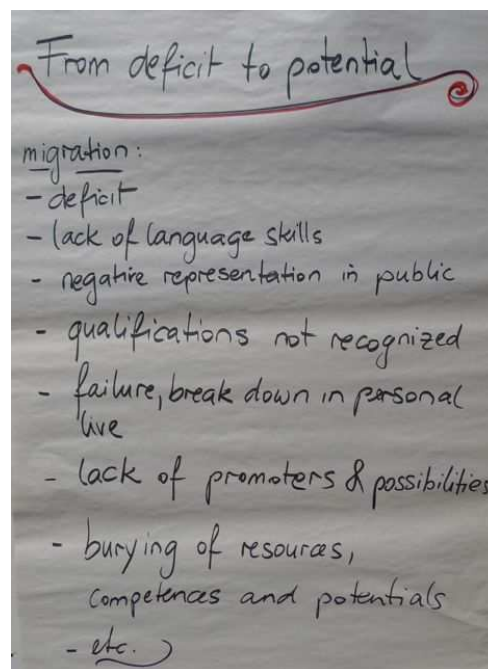
Examples for systemic questions:

- What are you going to do now?
- How would you know, that your problem is solved?
- What do you want instead?
- Have there been exceptions?
- What would it make possible to solve the problem
- Who could help?
- What could be the first step?
- What would be the impact of a change?

Group work:

Find systemic questions (groups with four people)

- Beginning of a workshop
- Content orientated
- Personal orientated



Method: Trainer presentation / Group work

Material / Technique: Scriptum

Duration: 45 min – 1 h

Part 23: Implementation in the own work

Work in groups of 3 participants

Questions:

How can I implement the learned information into my own workshops?

How can I use the methods of this workshop?

How can I use the background theory in dealing with participants?

Does the outcome of the discussion change something in my point of view on migration and culture?

What can I learn from the experiences of the other participants?

What kind of personal learning experience did happen for me through this workshop?

culturepilots
training discovery city culture

Trainings-system and home-system



- Trainers are not involved in the home system of participants
- Trainers are not present, when participants apply new beliefs or behavior patterns
- We need to work on possibilities, that can be applied alone in the home system
- „Help me to do it myself“

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Method: Group work / Evaluation in the plenum
Material / Technique: Flip Chart for documentation
Duration: 1 – 2 h

Part 24: Evaluation / Feedback

Evaluation sheets are distribute to each participant
Verbal evaluation in the group

Method: each participant / talk in the plenum
Material / Technique: Evaluation sheet
Duration: 30 - 45 min



Source: Presentation of a participant

Annex: Possible additional content

To be used to meet the expectations of the participants or if there is more time available. Some of the methods were developed for and in the adaptation of the curricula in the participating countries.

Additional content for the Train-the-Trainer-Workshop can be used from the Culture Pilots Training Curriculum

There is e.g.:
A Letter to myself
Conflict Worksheet
Identifying Values
I-Statements
....

Sequence of the training

As the training curriculum is based on a systemic approach all methods can be exchanged according to the needs of the group and the available time.

The training and the imparting of the modules within the culture pilots training are planned and held in a process-oriented way. This means that it is up to the main trainer to prepare the contents according to the participants' needs. By doing so, there is less importance attached to imparting of all the contents in the same way as they are contained in the curriculum, but the emphasis is placed on the current requirements of the participants.

For the implementation of a process-oriented training, rolling wave planning is required. The training contents are defined at the beginning, just as the single modules, but the exact implementation is modified again and again in the course of the training. By doing so, the focal points within the planned contents as well as the timetable can be changed.

The overarching goal is the participants' empowerment.

Addition to part 18 – Prejudices / Examples for biographies

Begüm

Female, 29 years old, married, 1 daughter 6 years old
Migrated from Turkey to Austria 15 years ago
German: fluently in speaking and writing
Education: commercial school

Versions:

Faaiza Migrated from Angola to Austria 15 years ago
Ursula Migrated from Germany to Austria, 15 years ago
Jasmina Migrated from Bosnia to Austria 15 years ago
Dorota Migrated from Poland to Austria 15 years ago

Latifa

Female, 18 years old, not married
Migrated from Tunis to Italy 10 years ago
Italian: fluently in speaking and writing
Education: high school graduation

Versions:

Edona Migrated from Albania to Italy 10 years ago
Saioa Migrated from China to Italy 10 years ago
Edith Migrated from France to Italy 10 years ago
Helena Migrated from Portugal to Italy 10 years ago

Nelson

Male, 45 years old, divorced, 2 children 15 and 18 years old
Migrated from Brazil to Portugal 20 years ago
Portuguese: fluently in speaking and writing
Education: compulsory school

Versions:

Sami Migrated from Angola to Portugal 20 years ago
Pavlo Migrated from Ukraine to Portugal 20 years ago
Richard Migrated from Austria to Portugal 20 years ago
Giri Migrated from Austria to Portugal 20 years ago

Hassan

Male, 22 years old, not married
Migrated from Algeria to France 2 years ago
French: fluently in speaking and writing
Education: 1 year of University

Versions:

Samuel Migrated from Portugal to France 2 years ago
Abdullah Migrated from Somalia to France 2 years ago
Bogdan Migrated from Rumania to France 2 years ago
Sovann Migrated from Cambodia to France 2 years ago

Adriana

Female, 42 years old, married, 3 children 12, 15 and 20 years old
Migrated from Bulgaria to Spain 17 years ago
Spanish: fluently in speaking and writing
Education: University degree in economics

Versions:

Emilia Migrated from Argentina to Spain 17 years ago
Nicoletta Migrated from Italy to Spain 17 years ago
Razi Migrated from Philippines to Spain 17 years ago
Salima Migrated from Morocco to Spain 17 years ago

The same biography is adapted – different names and different countries of origin.
Small cards with the biographies are distributed in the groups.

Method: Group activity Material / Technique: cards with different biographies Duration: 1- 1.5 h
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Discussion with labels

Group discussion on an important and controversial topic: e.g. high migration in schools, head cloth of Islamic women, gender equality in different religions...

Part of the group is in an inner discussion circle. The participants of the discussion get a paper-label (prepared from the trainer), that can be seen from the other participants, but not from themselves. They are labeled e.g. as:

Migrant
Expert
Housewife
University-Professor
Trainer
Unemployed Participant
Carpenter
....

The rest of the group is watching the discussion and tries to find out, if the label makes a difference in the perception of the input. Is the carpenter heard like the professor?

Method: Discussion of a small group of participants
Material / Technique: labels for the discussing participants
Duration: 30 – 45 min

My role models

Collect role models in the overall group – who do we admire for what?
What are the characteristics, qualities of these role models?
Which of them can I acquire, too?
Are there role models from different cultures?

Method: each participant / talk in the plenum
Material / Technique: Flip chart documentation
Duration: 30 - 45 min

Chair Game

Best played with chairs that have four legs.

Each person in the group takes her or his chair to the middle and the group forms a narrow circle with the chairs. Each person stands behind the chair and holds the chair on two chair-legs with one hand. The group is instructed:

„Your goal is to move once around the circle back to your original position. You are only allowed to use one hand. Each chair must stay on two legs. As soon as a chair is back on four legs, the whole group starts again from the starting point.“

Next to a lot of fun this game evokes also a group process and discussions about leadership, inclusion and exclusion (there is always somebody who drops the chair more often). The solution is, that the whole group must work together, otherwise this game can't be won.

Method: Group game

Material / Technique: chairs for each person

Duration: 30 45 min

Count to 21

The group is instructed count loudly to 21. One person starts with 1 and another one follows with 2... It is not allowed to discuss any rules, orders or sequences. The group must organize itself without words.

This game brings groups together and can be used in conflict situations.

Method: Group game

Material / Technique: nothing necessary

Duration: 15 - 30 min

Conflict Solving Ritual

A very simple and well-proven very effective ritual works with the rearrangement of things. It is like a constellation work, which is simplified and reduced to the very core. The outcome is often amazing – so the most important part is to try it!

The ritual can be done alone or with the help of others. One situation at a time can be harmonized. It is not necessary to say which situation it is. It is Important to keep your focus on a harmonized solution. However this could be.

Choose 12 – 15 things – stones, shells, buttons, threads...all things should be without any meaning. Throw these things onto a cloth or a table. What you now see is an energy image of the situation.

It's a symbolic image and it isn't necessary to interpret it. These things remain as things and are not burdened with a name or allocated to a certain circumstance.

Begin to find a new structure, a new order of these things. You arrange the picture as long as it takes to find a new pattern, which is harmonious for you. It's about a symbolic and aesthetic harmonization, your conscious mind doesn't need to know how to realize the solution. In the process of the ritual a new and harmonious image will be created. And this image will have an influence on the outer world.

If you do this ritual together with others, each person is allowed to move two things at once, then it's the next persons turn. You can move everything, there is no allocation, nothing belongs to anybody in particular..

It is important, that the new image is perfect for everybody. The ritual continues until everybody is convinced. Till everybody is satisfied with the new image.

The ritual gives the subconscious mind the message to find a new and harmonious arrangement for the situation. There are always solutions that are suitable for everybody!. If we work in a symbolic way on these solutions, we can also find new possibilities in our everyday reality.

You can find a good way to end the ritual: celebrate the new solution – without knowing what it could be, take a photo, leave it for several days, clap your hands at your achievement, or symbolically or in reality, celebrate with a good glass of wine

The only thing you have to do now is to believe in a good solution and in a new outcome of your harmonized situation.

Method: Group activity

Material / Technique: stones, buttons, leaves... can be found by the participants

Duration: 45 min - 1 h

Intercultural communication

Work in groups of 3 – 4 people:

Questions:

What particular forms of communication are there in my culture?

Is my culture of origin different from the culture here in terms of communication?

How can I cope with it?

Discussion and presentation in the overall group

Method: Group activity

Material / Technique: Flip Chart for evaluation

Duration: 45 min – 1 h

Cross-Cultural Activity: The Anthropologists

Divide the class into two groups. If you have a large group, you might want to have one or two people act as observers.

Send one group out of the room while you brief the other. Those in the room are told they are members of a very easy-going, peaceable culture that has three essential rules governing social interactions. The first rule is that speakers stand shoulder to shoulder, facing opposite directions, when conversing, not face to face. The second rule is that it is rude to converse too fast -- there must be at least a five-second pause between questions and answers (or statements). Both of these rules must be observed by members of the culture and those with whom they interact. The third rule applies to the members of the culture, but outsiders are not expected to abide by it: women hold their hands in front of them, men hold theirs behind them. When a newcomer/tourist/visitor violates either of the first two rules, the member of the resident culture simply walks away without explanation, thus ending the conversation. It's probably a good idea to let the insiders try this out before bringing in the "outsider" group so they can get used to the extremely slow pace of conversation and to simply walking away when someone breaks a rule. Suggest that they count the seconds silently (one-one-thousand, two-one-thousand, three-one-thousand, four-one-thousand, five-one-thousand) to keep the conversation moving slowly enough.

Once they have got the idea, go outside and tell the second group that they are visiting a new country and are very interested to learn more about it by talking to some of the inhabitants. When they enter the room, they are to try to start a conversation with one of the local people in order to learn about their culture. Give them 5 or 10 minutes to attempt this, then interrupt and do a partial debriefing of the visiting group in the presence of the residents to find out what their impressions are of the others and also to see whether they have figured out any of the rules. Don't give the rules away at this point, but allow the visitors another try at getting acquainted. After another 5 or 10 minutes, debrief the whole class, one group at a time.

For the second round, send the original stay-at-home group into the hall while you brief the new homebodies. This time they are Pacific Islanders who have a wonderful, peaceful culture that has been spared the ravages of invasion, colonization and cultural intrusions. Once, many years ago, they were visited by a group of anthropologists, but the visit was a disaster and no outsiders have been here since. Like the first group, these islanders have some rules; within the group, anybody can talk to anybody, but when talking with outsiders, men may only talk to men and women only talk to women. Islanders do not initiate conversations, but they can respond to yes-or-no questions. The answer given is determined by the facial expression of the person asking the question. If the questioner smiles while asking the question, the answer is always yes. If the questioner is not smiling, the answer is no, regardless of the truth of the answer. As before, when a visitor breaks a rule, the local resident simply walks away.

This time, the group in the corridor are told they are professional anthropologists trying to pick up the thread where their earlier colleagues' research left off. They have received funding from the government to visit the aforementioned isolated culture and to learn as much as they can about them. As their funding is limited, they want to make speedy progress.

The visiting anthropologists join the natives and try to learn all they can. Give them 5 or 10 minutes (depending on whether the anthropologists give up or keep trying) and then let the anthropologists meet and compare notes (in front of the natives). Let them have a second round of interactions, then debrief everybody. The debriefing should include how they felt about the way the others acted, what kind of people they thought they were dealing with, and how they felt about acting the way they did themselves. The activity can take up to an hour and can elicit some very interesting cross-cultural insights.

Method: Group activity Material / Technique: written rules Duration: 1- 1.5 h
