



# Pestalozzi

## Training Resources

Diversity of world views and world  
knowledge in the classroom  
“In 80 gestures around the world”

by

**Author:** Indra Kalnina - Latvia

**Editor:** Olga Ferreira



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Diversity of world views and world knowledge in the classroom “In 80 gestures around the world”

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Last edition: **September 2012**

*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** Body language around the world

**Title:** Does body language matter in the world of communication?

### Expected outcome

- To gain awareness of diversity and recognise the importance to develop respect and tolerance towards otherness and other cultures.
- To enlarge knowledge about body language in different cultures to avoid possible misunderstandings.
- To understand how different body languages are linked to different world views.

### Target group

Type of training	School level / age	Subject area
In-service training for teachers	Secondary level	Intercultural communication

### Brief description of the unit

The goal of this unit is to develop the trainees' awareness of different meanings of body language in different cultures and to contribute to reduce the risk of possible misunderstandings that can take place, affecting relations when meeting representatives from different cultures.

Every trainee will have the opportunity to express their individual point of view and compare the meaning of gestures in different cultures. They will develop critical thinking skills by evaluating awkward situations when people come in contact with foreigners without knowing their culture.

While evaluating differences and similarities of body language in different cultures, trainees will understand the importance of being tolerant and open minded, to develop positive attitudes and respect towards other cultures.

It is expected that during the unit, the trainees will develop a more positive world view about diversity in the world and enlarge their knowledge.

*All good people agree,  
 And all good people say,  
 All nice people, like us, are WE  
 And everyone else is THEY:  
 But if you cross over the sea,  
 Instead of over the way,  
 You may end by (think of it!) looking on WE  
 As only a sort of THEY.*

(Rudyard Kipling “We and They”)

### Methods/techniques used

- Individual work
- Group work

**Time 3 hours**

Session 1 - Activity 1 - Activity 2 - Activity 3 - Activity 4 - Activity 5	<b>▶ 95 minutes</b> - 20 min - 15 min - 20 min - 20 min - 20 min
Session 2 - Activity 1 - Activity 2 - Activity 3 - Activity 4	<b>▶ 90 minutes</b> - 20 min - 25 min - 25 min - 20 min

## Tips for trainers:

The trainer informs the participants about preparatory reading:

- White Paper on Intercultural Dialogue "Living together as equals in dignity"  
([http://www.coe.int/t/dg4/intercultural/source/white%20paper\\_final\\_revised\\_en.pdf](http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf))
- Basic Assumption Document  
([http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Modules\\_Views/Views\\_Module%20A\\_BAD\\_FR.pdf](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Modules_Views/Views_Module%20A_BAD_FR.pdf) )
- Intercultural Understanding: Preparing teachers for heterogeneous classroom  
[GN\\_dimensions\\_IC\\_education\\_EN.doc](#)

## Resources

The list of indicators for success in intercultural education	Appendix 1
Statements about gestures around the world	Appendix 2
Handout " Auction of Gestures"	Appendix 3
Handout "Greetings from all over the World"	Appendix 4
Handout "8 innocent gestures that can get you killed"	Appendix 5
Handout "Critical Incidents"	Appendix 6
Topics for discussion	Appendix 7
Laptop and digital projector	
Screen	
Map of the world	
Paper	
Pen	

Session 1Activity 1 **Discussing preparatory reading materials**

20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To clarify the concepts of world views, world knowledge and intercultural education</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To discuss concepts and develop a common knowledge base</li> <li>➤ To stress the idea of education based on humanistic, multicultural and inclusive values</li> <li>➤ To strengthen the role of educators in fostering intercultural dialogue</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group work</li> <li>➤ Discuss</li> <li>➤ Watching a video</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A computer, a projector and a screen</li> <li>➤ White Paper on Intercultural Dialogue "Living together as equals in dignity" (<a href="http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf">http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf</a>)</li> <li>➤ Basic Assumption Document (<a href="http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Modules_VIEWS/Views_Module%20A_BAD_FR.pdf">http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Modules_VIEWS/Views_Module%20A_BAD_FR.pdf</a> )</li> <li>➤ Intercultural Understanding: Preparing teachers for heterogeneous classroom : <a href="#">GN_dimensions_IC_education_EN.doc</a> (p. 57 - 62. Intercultural Understanding. March 17, 2010 - Appendix 1)</li> </ul>	

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<p>➤ World faces - <a href="http://www.youtube.com/watch?NR=1&amp;feature=endscreen&amp;v=z6RLHKRs9D8">http://www.youtube.com/watch?NR=1&amp;feature=endscreen&amp;v=z6RLHKRs9D8</a></p>	
<p>▶ <b>Practical arrangements:</b></p> <p>➤ Initially the room should be organised for work in small groups, but allow for working with the whole group later on</p>	
<p>▶ <b>Instructions/procedure:</b></p> <p>➤ 1. Trainees form groups</p> <p>➤ 2. Each group points out five issues at school that deal with the diversity of world views</p> <p>➤ 3. Trainees discuss the indicators for success in intercultural education (p. 57 - 62. Intercultural Understanding. March 17, 2010 - Appendix 1)</p> <p>➤ 4. Video projection (4:19')</p>	

## Activity 2 Where do I stand in knowing gestures from around the world?



15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To promote trainees' awareness of their knowledge about differences in body language around the world.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To lead participants to make their own decisions in regard to different examples of body language.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Question / answer;</li> <li>➢ Reflection on the decisions taken;</li> <li>➢ Watching a video.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Questions for the trainer (Appendix 2);</li> <li>➢ A computer, a digital projector and a screen;</li> <li>➢ Non verbal communication - <a href="http://www.youtube.com/watch?v=VfDWQG47pAQ&amp;feature=related">http://www.youtube.com/watch?v=VfDWQG47pAQ&amp;feature=related</a> .</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Enough space so that the trainees can move around the room.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. The trainees stand on two opposite sides of the room;</li> <li>➢ 2. The trainer reads out the statements on body language around the world;</li> <li>➢ 3. The trainees change their location according to their answer to the statement: Those who agree with the statement move to the right side of the room, those who disagree, move to the left side.</li> </ul>	

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<p>The trainees who doubt stay in the middle;</p> <ul style="list-style-type: none"><li>➤ 4. The trainer asks to some trainees to explain their choice;</li><li>➤ 5. Video projection. (2:58')</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ The trainer should give the trainees time to think about their decisions and allow them to change their mind and move either to the right or left.</li><li>➤ It is advisable not to read more than 6 statements!</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Was it easy for you to agree or disagree? Why / why not?</li><li>➤ What made you change your mind?</li></ul>	

### Activity 3 Auction: “How much do I know about the gestures in the world?”



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To make the trainees think about the different meanings of the gestures around the world.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To make the trainees aware of their knowledge on world gestures;</li> <li>➢ To enlarge trainees’ knowledge about gestures in the world.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Individual work;</li> <li>➢ Watching a video.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Hand-outs (Appendix 3);</li> <li>➢ A computer, a digital projector and a screen;</li> <li>➢ Gestures around the world : <a href="http://www.youtube.com/watch?v=fa_GCK-Czqs&amp;feature=related">http://www.youtube.com/watch?v=fa_GCK-Czqs&amp;feature=related</a> .</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ No specific arrangements are needed.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. The trainer hands out the auction questions and explains the procedures : <ul style="list-style-type: none"> <li>○ The trainees mark if the statement is true or false.</li> <li>○ The trainees value the statement from 10 to 100 points. If they are sure about the correctness of the statement they value it with 100 points, if not they value the statement with less points. The trainees compare and discuss their answers with their partner</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"><li>➤ 2. The trainer provides the correct answers;</li><li>➤ 3. The trainees count the gains and losses. The winner is announced;</li><li>➤ 4. Video projection (6:55’).</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ If the group is big, it is advisable to split the trainees in smaller groups.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ How does the students’ personal experience help the trainees doing the task?</li><li>➤ Do you think that this type of activity will raise students’ knowledge about the world?</li></ul>	

## Activity 4 Greetings around the world



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To make the trainees think about the different meanings of gestures around the world.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To enlarge the trainees' knowledge about different ways of greeting in the world.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Simulation game</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ A set of cards with greetings around the world (Appendix 4).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Enough space so that the trainees can move around the room;</li> <li>➢ A map of the world.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. The trainer distributes cards to the trainees;</li> <li>➢ 2. The trainees find their partners by reading and following the directions on the card;</li> <li>➢ 3. When the trainees have found their partners, they group themselves into various categories according to similar ways of greeting;</li> <li>➢ 4. They find the countries on the map where people greet each other as it is shown on the card;</li> <li>➢ 5. The trainees share their greetings with the rest of the class. As each set of partners share their greetings, they should place a sticker on the map to acquaint themselves with the countries.</li> </ul>	

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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ If the trainees have difficulties in grouping themselves, the trainer can give them some hints, like different gestures or saying the greetings.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Do you think that this type of activity will raise students' knowledge about the world?</li><li>➤ What tasks could be given to the students after that exercise?</li></ul>	

## Activity 5 What do these gestures mean in your culture? And what do they mean in other cultures?



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To stimulate the trainees to think about the different meanings of gestures around the world.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To enlarge the participants' knowledge about different gestures around the world.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group work;</li> <li>➤ Class discussion.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A computer, a projector and a screen;</li> <li>➤ Hand-outs (Appendix 5);</li> <li>➤ Cultural gaffes - <a href="http://www.youtube.com/watch?v=haohj1sVnyk&amp;feature=related">http://www.youtube.com/watch?v=haohj1sVnyk&amp;feature=related</a> .</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ No special arrangements are needed.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. The participants form groups of three/ four;</li> <li>➤ 2. The trainees discuss the different meanings of the shown gestures in small groups (use either digital projector or hand-outs);</li> <li>➤ 3. Video projection (8:15').</li> </ul>	

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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ The trainer should manage the time carefully.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ What feelings did this activity create in you?</li><li>➤ Does this activity make students think about the body language they use when they meet foreigners?</li></ul>	

## Session 2

### Activity 1 Critical incidents due to lack of information about body language



25 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To make trainees think about the different meanings of gestures around the world.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To deal with critical incidents and develop critical thinking and understanding.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Watching a video;</li> <li>➤ Group work;</li> <li>➤ Class discussion.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A computer, a projector and a screen;</li> <li>➤ Body language students - <a href="http://www.youtube.com/watch?v=X0nLQjXqDik">http://www.youtube.com/watch?v=X0nLQjXqDik</a> ;</li> <li>➤ Hand-outs (Appendix 6).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ No specific arrangements are needed.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. The participants form groups of three/ four;</li> <li>➤ 2. They watch the video and comment on it;</li> </ul>	

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<p>➤ 3. The trainer makes the trainees discuss the situations on the cards and explain the occurrences.</p>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <p>➤ The trainer should encourage critical thinking.</p>	
<p>▶ <b>Debriefing/reflecting:</b></p> <p>➤ What did these cultural incidents teach you?</p>	

## Activity 2 How is body language linked to world views?



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To make trainees reflect on how gestures and body language are connected with culture and different world views;</li> <li>➢ To stress the need of respect and tolerance towards cultural diversity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To discuss the importance of body language and gestures to communicate in society;</li> <li>➢ To reflect on the importance of knowing the body language and gestures used in different cultures as a precondition for better communication;</li> <li>➢ To understand how gestures and body language reflect different social and cultural world views.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Watching a video;</li> <li>➢ Group discussion;</li> <li>➢ Debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ A computer, a projector and a screen;</li> <li>➢ Body language - <a href="http://www.youtube.com/watch?v=rdVlqcu04Nc&amp;feature=related">http://www.youtube.com/watch?v=rdVlqcu04Nc&amp;feature=related</a> ;</li> <li>➢ A quiz with some topics and questions to be discussed (Appendix 7).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The room should be organised for work in small groups.</li> </ul>	

<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"><li>➤ 1. The participants form groups and watch the video (3:31');</li><li>➤ 2. The trainees discuss the quiz reflecting on the ways and strategies to deal with controversial world views;</li><li>➤ 3. The different groups present a summary of their discussion and systematise the main conclusions;</li><li>➤ 4. Debate.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ The trainer may propose to participants to reflect on their own experience but should encourage them to develop critical thinking and avoid stereotypes</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ How can stereotypes be avoided?</li></ul>	

### Activity 3 Gestures and body language at school



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To understand how body language is connected with different world views;</li> <li>➢ To stress the need of respect and tolerance towards cultural diversity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To discuss the importance of body language and gestures to communicate in society;</li> <li>➢ To understand how the gestures and the body language interact, reflecting different personal, social and cultural backgrounds and world views;</li> <li>➢ To gain awareness of the teacher's role.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Watching a video;</li> <li>➢ Group discussion;</li> <li>➢ Debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ A computer, a projector and a screen;</li> <li>➢ <i>Entre les murs</i> - <a href="http://www.youtube.com/watch?v=W97XRLnM5IU&amp;feature=related">http://www.youtube.com/watch?v=W97XRLnM5IU&amp;feature=related</a> ;</li> <li>➢ A quiz with some topics and questions to be discussed.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The room should be organised for work in small groups.</li> </ul>	

**► Instructions/procedure:**

- 1. The participants form groups and watch the video (2:37');
- 2. The trainees identify and discuss gestures and body language in the video; they also discuss the teacher's role;
- 3. The different groups present a summary of their discussion and systematise the main conclusions;
- 4. Debate.

**► Tips to trainers/anticipated difficulties:**

- The trainer may propose to participants to reflect on their own experience but should encourage them to develop critical thinking and avoid stereotypes.

**► Debriefing/reflecting:**

- To reflect on the social role of school today: how can conflicts be avoided?
- How can the stereotypes and misconceptions be avoided?

**Activity 4** What are the special skills a teacher needs in order to better understand different gestures in a heterogeneous classroom?



25 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To make the trainees reflect on the teacher's role when dealing with a diversity of world views at school.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To broaden the idea of diversity, understanding the importance of dealing with it with respect and tolerance;</li> <li>➤ To systematise the main ideas about the teacher's role in class.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group work;</li> <li>➤ Class discussion.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Computer, digital projector and a screen.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ No specific arrangements are needed.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. The trainees in groups will discuss the teacher's role in educational process:             <ol style="list-style-type: none"> <li>a. Should teachers develop special procedures/strategies to integrate foreign students in their classes? Suggest some that you consider effective,</li> </ol> </li> </ul>	

<ul style="list-style-type: none"><li>b. And what about the heterogeneity of students' social backgrounds, including ethnic communities?</li><li>c. Can differences in body language create problems in the educational process? What kind of problems? How would you deal with these challenges?</li><li>d. Does the teacher have to react to misused gestures in the classroom? What would you do in such circumstances?</li><li>e. How can a teacher safeguard that all students, regardless of their differences, share a safe learning environment at school? What strategies would you use to preserve this atmosphere?</li></ul> <p>➤ 2. The groups share their conclusions.</p>	
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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Questions may be projected on the screen to whole the class.</li></ul>	
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<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Comment on the conclusions.</li></ul>	
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## Debriefing/ Evaluation and assessment

Evaluation questionnaire for trainees:

The trainees (and later their students) are asked to evaluate this training resource on gestures around the world using the following scheme.

Ask participants to tick the corresponding box and to add comments.

No.	Title of the activity	How useful were the activities for improving your world knowledge?				Comments
		- -	-	+	+ +	
1.	Basic concepts					
2.	Gestures and body language around the world - Where do I stand?					
3.	What did these people do wrong?					
4.	Auction – True or false?					
5.	Greetings around the world					
6.	Listing the different meanings of gestures					
7.	Critical incidents – what was their cause?					
8.	Reflecting on one's own experience					
9.	Non-verbal signals					
10.	Linking non-verbal communication to world views					
11.	Gestures and body language in school					
12.	Reflecting upon the teacher's and the school's social role.					

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## Appendix 1: The list of indicators for success in intercultural education

### Personal indicators

1. Am I aware of myself, my world view and its reality?
2. Do I think creatively and critically?
3. Am I respectful, tolerant towards and aware of the nature of cultural differences?
4. Do I have the flexibility to see different values as they are in the context of another cultural filter (not from my culture's perspective)?
5. Am I aware of norms; customs; religions; works of arts; daily routines and formal procedures in different cultures?
6. Am I able to communicate with others using their ways of expression?
7. Am I able to venture into the world of others, trying to adopt their position and understand it "from within"?
8. Do I try to understand "the others" in their own socio-cultural contexts and realise that what may look "strange" to one may be "normal" for the others?

### At the school level

1. Do you provide learners with cultural knowledge, attitudes and skills?
  2. Do you provide cooperative learning opportunities, open group discussions and experimental activities that encourage interdependence rather than competition and hierarchy?
  3. Do you make a selection of topics which are related to the multilingual context of education?
  4. Do you promote new learner centred teaching and learning methods (e.g. explorative learning, project-oriented learning, role play, learning to negotiate positions and views)?
  5. Do you develop methods of dealing with otherness and difference?
  6. Do you encourage learners to develop loyalties beyond their home and their nation?
  7. Do you give students various opportunities to meet different needs, interests, abilities and cultural backgrounds?
  8. Do you teach social skills and competences necessary for democracy learning (e.g. the capability to take part in a public debate, resolve conflicts)?
  9. Do you develop tools for encouraging students to practice independent critical skills including critical reflection on their own responsibilities and attitudes towards other cultures?
  10. Do you include school and family-based exchanges in the curriculum?
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## Appendix 2: Statements about gestures around the world

1. There are some gestures that you used when you were a child but that you don't use anymore.
2. You don't use them because of your world knowledge.
3. You have never made a social mistake using wrong gestures in foreign countries.
4. Gestures help you understand others and express yourself.
5. Gestures are confusing and distracting.
6. Some gestures are universal all over the world.
7. When you go abroad it is important to know these gestures to not use them in this country.
8. Foreigners who move to another country should give up their habits.
9. School curriculums should include studies on world views.
10. 60% of all communication is non-verbal.

### Appendix 3: Auction of gestures

IT IS SAID THAT ..... DO YOU AGREE TO THE STATEMENTS?					
	STATEMENT	T/F	BET	GAIN	LOSS
1.	People all over the world bring flowers when they are invited to a party.				
2.	White colour is the one of death in some countries.				
3.	Sign "O" is a rude sign in some countries.				
4.	Asians do not use left hand to give presents.				
5.	In some cultures blowing one's nose in public is accepted.				
6.	In Japan it is customary to remove shoes when you enter a house				
7.	In India the red sign mothers put on their children's forehead is called bindi.				
8.	Sign "V" always means victory.				
9.	To signal "one" people in Germany hold the thumb upright.				
10.	In France forming a circle with your thumb and forefinger and placing it over your nose and then twisting signals that someone is drunk.				
11.	People in Greece form orderly lines while queuing.				
12.	In England people take turn to buy drinks to the group of people they have arrived to the pub with.				
13.	In Portugal at the end of the meal, to tell the hostess that they really enjoyed dinner, people kiss the side of their index fingers and then pinch their earlobe between the kissed index fingers and the thumb.				
14.	It is not an insult to point the sole of your shoe towards someone in Turkey.				
15.	In southern countries people stand much closer when conversing than in the northern countries.				
	TOTAL				

## KEYS

IT IS SAID THAT ..... DO YOU AGREE TO THE STATEMENTS?					
	STATEMENT	T/F	BET	GAIN	LOSS
1.	People all over the world bring flowers when they are invited to a party.	F			
2.	White colour is the colour of death in some countries.	T			
3.	Sign "O" is a rude sign in some countries.	T			
4.	Asians do not use left hand to give presents.	T			
5.	In some cultures blowing one's nose in public is accepted.	T			
6.	In Japan it is customary to remove shoes when you enter a house	T			
7.	In India the red sign mothers put on their children's forehead is called bindi.	T			
8.	Sign "V" always means victory.	F			
9.	To signal "one" people in Germany hold the thumb upright.	T			
10.	In France forming a circle with your thumb and forefinger and placing it over your nose and then twisting signals that someone is drunk.	T			
11.	People in Greece form orderly lines while queuing.	F			
12.	In England people take turn to buy drinks to the group of people they have arrived to the pub with.	T			
13.	In Portugal at the end of the meal, to tell the hostess that they really enjoyed dinner, people kiss the side of their index fingers and then pinch their earlobe between the kissed index fingers and the thumb.	T			
14.	It is not an insult to point the sole of your shoe towards someone in Turkey.	F			
15.	In southern countries people stand much closer when conversing than in the northern countries.	T			
	TOTAL				

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## Appendix 4: Greetings from all over the world

BELIZE Press fists together. (Make a fist. Look for another person with the same. When you see someone doing the same thing, press your fists together.)

JAPAN Bow from the waist. Look for another person that is doing the same.

RUSSIA Kiss three times, on alternate cheeks...left, right, left. This is an old tradition. (Just kiss in the air and look for someone who is doing the same.)

EGYPT Kiss three times, on alternate cheeks...left, right, left. (Just kiss in the air and look for someone who is doing the same.)

ITALY Kiss on cheek 4 times -- 2 on the left and 2 on the right. (Just kiss in the air and look for someone that is doing the same.)

Note: Michele Bondesan from Italy informs us with this statement: "I'm an Italian boy and I would like to inform you that what you say about kissing in Italy is incorrect. I've never seen any Italian people kissing four times: usually we kiss twice or, more recently, three times (young people mostly kiss three times)."

NEW ZEALAND (Maori) when the Maori people greet each other, they press their noses together. This custom is called hongi. (Find your partner by pressing your nose in the air...figure out a way to do this.)

BOLIVIA An Aymara woman in Bolivia says hello to a friend with a tip of her bowler hat. (Tip your hat to find your partner who is doing the same.)

ECUADOR An Ecuadorian woman greets her friend with medio abrazo ("half embrace") -- like a partial hug. (Extend your left arm out to the left and look for a person who is extending the right arm.)

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MEXICO One kiss on the cheek. (Kiss in the air to the left or right)

U.S. Businessmen (women) usually shake hands when meeting each other. (do a hand shake with your right hand to find your partner.)

SOUTH AFRICA The Zulu of South Africa say, "Sakubona" when greeting friends. (Say "Sakubona" to find your partner.)

ITALY In Italy, friends greet each other by saying, "Ciao." (Say "Ciao" to find your partner.)

FIJI Men are expected to say "oooo" when greeting their chief. (To find your chief say, "oooo.")

AFGHANISTAN It is traditional for women to be more reserved in their greetings than men. When meeting a stranger, a man will say "manda na bashi." (May you not be tired.) A Ghilzai woman will raise her hand to cover her mouth. (To find your partner, put your hand over your mouth. Your partner will be saying "manda na bashi".)

U.S. and EUROPE The High-fives originated among American college basketball players in the early 1980s. It soon spread to other sports and became fashionable among young people. (To find your partner, raise your hand to show your high-five.)

ZAMBIA To find your partner, nod, slightly bend knees, and shake hands, right hand extended, with left hand under right elbow.

PORTUGAL "Bom dia" means "hello" in Portuguese. (Say "bom dia" to find your partner.)

GHANA "Ming-gah-bou, Ga" means "hello" in Ghana. (Say "Ming-gah-bou, Ga" to find your partner.)

ISRAEL "Shalom" means "hello" in Hebrew. (Say "Shalom" to find your partner.)

CHINA Some people in China just say "Ni-hao-ma" which means "How are you?" (Say "Ni-hao-ma" to find your partner.)

TURKEY "Merhaba" means "hello." (Say "Merhaba" to find your partner.)

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U.S. MILITARY CADET Salute to find your partner

MADAGASCAR People used to greet nobles by saying “Tsara Va?”, which meant “Are you well?” (To find your partner say “Tsara Va?”)

FRANCE In France, people say “Bonjour” (“Good day”) during the day and “Bonsoir” (“Good evening”) in the evening. (Say Bonjour to find your partner.)

SOUTH AFRICA South Africans say "Goeie more" in the morning, "Goeie middag" in the afternoon, and "Goeie naand" in the evening. (to find your partner say the appropriate greeting.)

CZECH REPUBLIC Telephone greeting: In the Czech Republic, people answer the phone with "Prosim:" ("Ready"). To find your partner, listen for a phone ring and say, "Prosim."

GERMANY Telephone greeting: In Germany, people answer the phone by saying their last name. To find your partner, listen for a phone ring and say your last name.

GREECE In Greek people say, "Kalimera" (Good morning). (To find your partner, say "Kalimera.")

VIETNAM Hello in Vietnamese is different depending on whom you are addressing. To an older man it is "Chao ong." To an older woman it is "Chao da." To a younger man it is "Chao anh." To a younger woman it is "Chau co." To small children it is "Chao chau." (to find your partner, use an appropriate greeting. you probably have to try different greetings.)

VIETNAM Since "hello" in Vietnamese varies depending on whom you are addressing, say, "Bach co khoe khong?" (“How are you?”) to find your partner.

Appendix 5: Eight innocent gestures that can get you killed

FIND THE MEANINGS OF THOSE GESTURES

1.



2.





3.



4.



5.



6.



7.



8.

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## KEYS

### Thumbs Up



In America and in most of the countries, the thumbs-up sign has a similar connotation to the OK sign: All is good. Tradition has it that this gesture came about during Roman times when the audience would use a thumbs up or thumbs down gesture to express if they would like a gladiator to live or die. The gesture was called *pollice verso*, meaning "with a turned thumb". But the thumbs up is especially problematic in certain parts of the Middle East, the Mediterranean, and Southeast Asia, where the thumbs up is a more aggressive gesture that is basically flipping the birdie to someone. The Philippines takes this thumbs-up birdie to a higher level, by swiping an upward pointed thumb by the side of the head. It's interesting to imagine what people in these regions think when an American hitchhikes, or when U.S. soldiers happily stick their thumbs up to the locals. Or what about politicians' famous thumbs affirmations during speeches?



### Fig Sign

The "fig sign" is a gesture where the hand is in a fist with the thumb poking out between the index and middle fingers. It's either a wonderful good luck charm or the worst insult you could ever give someone, depending on where you happen to be at the time. In ancient Rome, an image of a hand in the fig sign (*mano fico*) was worn as an amulet to protect against the evil eye. It was affiliated

with female genital reproductive powers, as the Italian word for the female vulva, *fica*, means fig. In modern Portugal and Brazil, many people still wear fig sign trinkets as jewelry. The fig sign's repulsive power could also account for its use as an obscene gesture. In places like Indonesia, China, Russia, and some Mediterranean regions (particularly Turkey), the sign can have an insulting meaning roughly equivalent to "screw you." Before you think you would never make such a gesture, one wonders what the locals think when visiting American parents play the "I stole your nose" game with their children.



### V Sign

Oh, what a difference the back of the hand can make. Winston Churchill flung up a celebratory victory sign at the end of World War II, with his arm outstretched to reveal the index and middle finger in a V-shape. Hippies later used the same gesture as their calling card, meaning "Peace". Well, as anyone who has traveled in the English-speaking world (specifically the U.K., Ireland, Australia, and New Zealand) knows, by simply turning your hand around so the palm faces the signer, and adding a few thrusts upward, you've instantly made overseas enemies. Like the fig sign in other parts of the world, this back-handed V sign means "screw you" in most of the English-speaking world. George Bush, Sr., was said to have unwittingly flashed the offensive sign when he meant to show the peace sign to protesting farmers while touring Australia.



## Devil Horns

Best known as a heavy metal headbanger concert sign that became popular in the late '60s, the devil's horns origins stretch back much further. The sign of the horns, or *corna*, was an ancient European guard against the evil eye (like the aforementioned fig sign). However, in Mediterranean countries (particularly Italy) and in Cuba, you'll see the devil's horns flash their ugly head often on the motorways, where irate drivers express to each other that their wife is, uh, not of the sexual moral standing that she should be.

The "Hook 'em Horns" hand gesture at the University of Texas at Austin Longhorns' football games does not translate well overseas either. Lifting ones pinky and index fingers and thumb all at the same time may mean "I love you" in American sign language, but when George Bush, Jr. gave the Longhorns' sign during his second inauguration festivities in 2005, Nordic newspapers printed accounts that they were sure he was flashing the sign of the devil. And according to *The Definitive Book of Body Language*, five Americans were arrested in front of the Vatican while dancing and flashing the devil's horns after a Longhorns victory.



## The Moutza

The *moutza* is a famous Greek hand gesture to denote displeasure towards the recipient. Similar to the 90s American talk show staple "talk to the hand," the offended spreads their fingers out and thrusts their palm out towards the offender. If you really want to start something, try a double *moutza* with both hands on top of each other and see if you can make it out of an Athenian bar in one piece. The origin of the gesture is said to be Byzantine, when criminals were shamed by rubbing palm-fuls of cinder (*moutzos*) all over their faces.

In addition to Greece, showing the palms of one or two hands in considering insulting in parts of the Middle East and Africa, and in Mexico, a palm to the face, often with the thumb and forefinger creating the letter C, can mean to the receiver "you're gonna see!" or "there's more to come!"

Or, basically, shut the hell up.



### Ok sign

Making what Americans see as the positive OK hand sign, has a dizzying array of translations around the globe. In parts of Europe, it can mean “okay” or it can mean “zero.” In other parts of Central and Mediterranean Europe, as well as in Brazil, it denotes an unmentionable orifice. In several countries in South America, it’s a slur that means homosexual.



Raised middle finger is an obscene hand gesture used in much of Western culture.



### Index finger

Made with the palm forward and the index finger up, this is a warning sign ("watch out!") to a particular person (in western culture). When made in a group of people, it is an indication that one wants to speak. Making a motion side to side with the index finger indicates the equivalent of "no, no".

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## Appendix 6: Cross-cultural incidents

### Critical Incident A:

There are several students in your class with body odor. A number of other students have complained about this to you. In addition, a number of other students have made disparaging remarks about these particular students.

### Critical Incident B:

The students in your class range from 18 to 50 years of age. Several of the older students have indicated to you that they think they should be in a more advanced class because they are older and that they don't like working with such young students. At the same time, several of the younger students have let you know that they find it very uncomfortable to be in class together with older students.

### Critical Incident C:

A representative of several parents of Southeast Asian children has come to complain to the principal that the teachers often pat the children's heads, and teachers in other grades frequently hand out papers or pass out books over the children's heads.

### Critical Incident D:

Recently, a Canadian tourist went to Brazil. He found himself leery of taking taxis, because he had seen a taxi driver making a gesture that he couldn't understand and that he thought might mean something bad. Later, he learned that the driver had been making the gesture for "full".

### Critical Incident E:

Paul, an American, asked his friend, David, a Taiwanese student, whether he should invest all of his money in the stock market. David said he would think about it and get back to him. Paul was annoyed, because he expected an immediate answer.

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## Answers to Incidents

### Incident A:

Cultures view body odor differently. Some cultures believe that members of meat-eating cultures exude a very offensive body odor compared to vegetarian cultures. Members of some cultures place a high value on heavily perfumed bodies, whereas others find that practice distasteful.

### Incident B:

In many cultures, age commands respect. It is inconceivable in such a culture to promote a younger employee over an older one, regardless of ability. Likewise, it is difficult to mix large ranges in age-groups in language classrooms, because of potential face-threatening situations, particularly when younger students perform better than older ones.

### Incident C:

The head is considered sacred in Southeast Asian countries, so it is inappropriate and indeed insulting pass an object over a person's head or to touch the head of, for example, a Thai person.

### Incident D:

Different gestures have culturally determined meanings; these are generally known as *emblems*. Although the same or similar gestures may be found in different cultures, the meanings often vary greatly. The North American index finger and thumb together signify "OK"; in Brazil, this is an extremely rude and offensive sexual gesture; in Japan, it means money. Emblematic gestures may also exist in one culture and not in another, as is illustrated by this particular critical incident.

### Incident E:

Americans are more independent than Chinese and love to solve problems by themselves. Chinese always do things carefully, solve problems thoughtfully, and are afraid to make mistakes. Because of this, Chinese often take time to express themselves, and Americans often do things impulsively.

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## Appendix 7:

1. Focus on your own experience with differences in body language around the world.
2. How do you see non-verbal communication? How can body language be defined? Do you consider gestures as body language?
3. Is the development of emotions and attitudes linked with social contexts?
4. Do non-verbal communication and emotions play a social role?
5. Are emotions, psychologically and physiologically learnt?
6. Do you agree that there are universals in interpersonal interactions?
7. Do you think that non-verbal communication can work as a mediator between nature and cultures?
8. How is body language linked to world views (ideas about the meaning of life, sexes, body, religious hatred or homophobia)?
9. What social and cultural significance do our facial expressions of emotions such as happiness, amusement or animosity have?
10. What could be behind the subtle gestures such as the different forms of greeting, the approach or the distance kept to the other?
11. Do you think that knowledge and interaction between different cultures can create new expressions? How do you feel about it?
12. How could the difference in body language be used in approaching “the other”?
13. Is it important to acknowledge someone’s body language?

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