



# Education for the prevention of violence at schools (VIO) Dealing with others' otherness

by

**Author:** Ketevan Vatiashvili - Georgia

**Editor:** Višnja Raji

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**Theme:** How we get others' otherness and how we should; the need of others' otherness, promoting empathy

### Expected outcome

- I develop interest and empathy for the “other’s otherness”
- I am able to promote learning by doing, teaching methods based on real-life, on skilled oriented tasks, and active involvement.
- I am able to create a safe learning environment and develop my own and learners’ self esteem, self worth and self confidence
- I’m able to develop critical thinking skills in learners: encourage debating, discussing, listening, and asking questions, to build constructive assertiveness based on argumentation, teach about generalizations and their limitations, giving examples of, establishing connections, coming to conclusions, finding causations.
- I recognize the importance of developing my own communication skills and teaching methods, I’m convinced that learning and teaching processes should be based on equality and on the right to be different.
- I’m willing to encourage learners’ critical thinking skills and allow them to take responsibility in their learning process.
- I have general knowledge related to positive discipline and conflict management.
- I’m able to identify explicit and implicit hostile attitudes towards people who are perceived as “different” and develop strategies to engage learners to actively oppose all types of discrimination in- and also outside of- the classroom to ensure the inclusion of vulnerable groups.
- I’m able to manage conflicts through the application of conflict resolution techniques, problem solving strategies, and the use of positive discipline techniques, including relevant choice/related consequence sequences
- I’m aware of my behavior, language and body language, and realize that they all translate
- I believe cooperation has a central role for social cohesion and respect for the individual

## Target group

Type of training	School level / age	Subject area
Initial and in-service training for 15-20 teacher trainers	Secondary school	English, L1 lesson, civic studies

## Brief description of the unit

Through the engaging activities from this training package participants get aware of different sort of otherness of others that's often the reason of different forms of violent actions. By learning by doing participants view the difference as a positive and beneficial tool providing more options and opportunities. Also, approaching an opposite idea/position as one of the alternatives is under a focus.

## Methods/techniques used

group work  
debate  
individual work

## Time 5 hours

Activity 1: Bargna (for adults/10-12 grade students)	▶ 60 minutes
Activity 2 Three cultures (for school students)	▶ 60 minutes
Activity 3: AIE	▶ 60 minutes
Activity 4: The same and different	▶ 20 minutes
Activitiy 5: Debate	▶ 75 minutes
Debriefing session	▶ 20 minutes

### Tips for trainers:

..... During any discussion/reflection, focus on the benefits and the need of others' otherness.

### Resources

Preparatory activity	
Activity 1: Bargna (for adults/10-12 grade students) or	<a href="#">Appendix 1</a>
Activity 2: Three cultures (for school students)	<a href="#">Appendix 1</a>
Activity 3: AIE	<a href="#">Appendix 2</a>
Activity 4: The same and different	<a href="#">Appendix 3</a>
Activity 5: Evaluation	<a href="#">Appendix 5</a>

Activity 1 Bargna game (For Adults/10-12 grader students)



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ What to do when you realise that different people perceive things differently, and/or play by different rules.</li> <li>➢ Participants understand and reconcile their differences to function effectively in any group.</li> <li>➢ Participants summarize ideas on how to deal with challenging situations without violence</li> <li>➢ I am able to create a safe learning environment and develop my own and learners’ self-esteem, self-worth and self confidence</li> <li>➢ To recognize the importance of developing my own communication skills and teaching methods, I’m convinced that learning and teaching processes should be based on equality and on the right to be different.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To develop interest and empathy for the “other’s otherness”</li> <li>➢ To promote learning by doing, teaching methods based on real-life, on skilled oriented tasks, and active involvement.</li> <li>➢ To be willing to encourage learners’ critical thinking skills and allow them to take responsibility in their learning process.</li> <li>➢</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Bargna game rules and role cards (Appendix 1)</li> <li>➢ 5 sets of playing cards</li> </ul>	

**► Practical arrangements:**

- Tables for groups of four. Tables are placed in a circle

**► Instructions/procedure:**

- Participants study the rules given for 5 minutes and practice playing "Five Tricks" at your table in silence for 10 minutes. Then the rules will be taken away and no verbal communication will be allowed. You may gesture or draw pictures (not words!), but you may not speak or write or use sign language.
- The tournament begins. Each Round lasts 5 minutes.
- Players move at the end of each Round according to the rules (appendix 1)
- The tournament finishes followed by the whole group reflection (refer to the reflection focus below)
- Trainer displays the following procedures on a slide by clicking each one turn in turn to make the process of the game easier visually.
- Study the rules (5 minutes)
- Practice playing "Five Tricks" at your table in silence (5 minutes)
- Play the tournament without the rules and any verbal communication. Move one player to other table at the end of each round

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

- Before starting the game, ask if anybody has played the game before. If anyone has, ask the person(s) not to participate and serve as an observer taking notes about how the game goes.
- Observer can summarize the game through reflecting session.
- Make sure participants understand and can play at their table according to the rules before taking them away.
- After playing a number of rounds—either use a set time limit, or allow the number of rotations according to the number of tables in play (for example, 5 rounds for 5 tables).

**► Debriefing/reflecting:**

- Participants should be aware that they were playing by different rules, and the following questions should be discussed. Students can stay in the last group they were in, or return to their home groups at the teacher's discretion.
- Tip for trainers: provide the following Qs on a slide turn in turn so that the audience could read the questions through the group discussion:
  - What did you expect at the beginning of the game?
  - What happened during the game/tournament?
  - What were your feelings and how they changed during the tournament
  - When did you realize that something was wrong?
  - How did you deal with it?
  - If you could describe the game in one word, what would it be?
  - What does the game suggest about what to do when you are in a similar situation in the real world





60 minutes

## Activity 2 Three different cultures

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To raise awareness on diversity of cultures/people, challenges and obstacles while working in intercultural teams/teams of different people</li> <li>➤ To summarize ideas on general handy and practical solutions in violent situations (based on what they did there without too much thinking)</li> <li>➤ I have general knowledge related to positive discipline and conflict management.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To be able to identify explicit and implicit hostile attitudes towards people who are perceived as “different” and develop strategies to engage learners to actively oppose all types of discrimination in- and also outside of- the classroom to ensure the inclusion of vulnerable groups.</li> <li>➤ To be able to manage conflicts through the application of conflict resolution techniques, problem solving strategies, and the use of positive discipline techniques, including relevant choice/related consequence sequences</li> <li>➤ To be aware of my behaviour, language and body language, and realize that they all translate</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Role play</li> <li>➤ discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Role play sheets; materials (colourful papers, scissors, glues) to decorate themselves for fun</li> <li>➤ The pdf file 3 cultures, pages 13-15,10 (Appendix 2)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ 3 different rooms for the teams</li> </ul>	

**► Instructions/procedure:**

- Preparation: Participants have been divided into three small groups by counting 1-3.
- Each group gets the task sheets, where is described the roles the members of the group have to play.
- Meeting with other with the aim to get to know them
- Reflection in the groups about other cultures
- Meeting again and fulfilling the aim of the exercise.

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

- Encourage participants to design decorations/symbols that represent their culture and that can be worn by the team during the activity.
- Make sure everyone is playing his/her role all the time by reminding them about it if needed

**► Debriefing/reflecting:**

- Discussion about the experience participants got during the
- Role play. Participants are asked, how they felt in their role, what they thought
- About other cultures/people and what was difficult during the role play.
- At the end of the discussion trainers focus on the importance of the understanding another cultures/people in a daily life.



60 minutes

### Activity 3 Experiencing AIE

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To build self-reflection on an intercultural encounter</li> <li>➤ To focus on the knowledge, skills and attitudes they need in order to make it possible for peer professionals to implement the AIE in their daily work to promote convivencia</li> <li>➤ To realize how AIE has helped people learning more about their own encounters</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To develop interest and empathy for the “other’s otherness”</li> <li>➤ To be able to create a safe learning environment and develop my own and learners’ self-esteem, self-worth and self confidence</li> <li>➤ To recognize the importance of developing my own communication skills and teaching methods, I’m convinced that learning and teaching processes should be based on equality and on the right to be different.</li> <li>➤ To be aware of my behaviour, language and body language, and realize that they all translate</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual and group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ AIE copies for everyone</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Tables, chairs to sit for writing purposes</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Participants read AIEs by some other people (20 minutes)</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Participants fill in the AIE (20 minutes)</li> <li>➤ Participants share their AIE experience at their tables (20 minutes)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Encourage participants to write complete sentences/paragraphs when filling out the AIE rather than quick and short notes</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Will you decide to do something as a result of this experience? If so, what?</li> <li>➤ What did you notice about yourself that you hadn't considered about the experience before?</li> </ul>	



20 minutes

**Activity 4 The same and different**

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To raise awareness on diversity of people by showing that there is different understanding of the same instruction</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ ....</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work,</li> <li>➤ pair/group</li> <li>➤ discussion</li> </ul>	

<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Materials (colourful papers, 10 scissors, 1 for each pair to share)</li> <li>➤ Making a shape together (Appendix 4)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Make sure to have enough scissors and papers:</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ participants make shapes on a piece of paper individually according to the instructions of the facilitator</li> <li>➤ participants unfold their papers and show the group by lifting up.</li> <li>➤ reflection in groups about diverse understanding of the same instructions resulting in absolutely different shapes</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Facilitators should make sure that participants don't ask questions at this point and just follow instructions.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Group discussion about the experience participants got during the activity. Participants are asked, how they felt in their role, what they thought they were doing. Was it easy/difficult and why?</li> <li>➤ At the end of the discussion, trainers lead the audience to conclusion with the participants that diversity is part of our life and should be accepted as normal and even beneficial phenomena enabling individuals to think in a different way with options and alternatives in a daily life.</li> </ul>	



## Activity 5 An opposite position through debates

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To realize that everything has two different sides and each one can be supported by the same person.</li> <li>➢ To approach an opposite idea/position as an alternative that can be considered and accepted</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To develop critical thinking</li> <li>➢ To develop understanding of others otherness</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Individual work,</li> <li>➢ pair/group</li> <li>➢ discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Materials (papers, pens, sticky notes)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Participants sit in 4 teams</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Participants stand in a circle the way they want and stop moving. They count 1-4. All 1(one)s group together, the same with everyone with numbers 2,3 and 4. (5 minutes)</li> <li>➢ Teams 1 and 2 should generate ideas/ think how to prove that TV is a good thing to have/use. Teams 3 and 4 do the same about TV is NOT a good thing to have/use. (20 minutes)</li> <li>➢ Now facilitator announces that everyone stays in their teams supporting another resolution.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Teams 1 and 2 swap a resolution with teams 3 and 4. So, everyone has to work on supporting an idea opposite of what they already generated ideas for. (20 minutes)</li> <li>➤ Facilitator drops a coin to decide which teams 1 and 2 or 3 and 4 will work to support the resolution and remind the teams their roles/functions (5 minutes)</li> <li>➤ According to the step 5, appropriate team starts debating for 5 minutes to support the resolution</li> <li>➤ According to the step 5, appropriate team continues debating for 5 minutes to argue against the resolution</li> <li>➤ Group discussion about what happened, how they felt supporting/opposing an idea they didn't choose. Does an opposite idea mean wrong? (15 minutes)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Remind the participant teams about their role/ function during a debate</li> <li>➤ Emphasize that we are opposing an idea not a person who is developing it</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Discussion about the experience participants got during the activity.</li> <li>➤ Was it difficult/easy to prove either side?</li> <li>➤ How did it feel defending the same side you opposed in your notes 20 mnts ago?</li> <li>➤ Which side sounds "correct", "right" to you?</li> <li>➤ Does an opposite idea mean wrong?</li> <li>➤ What did you learn from this activity to deal with people with totally different point of you?</li> </ul>	

## Debriefing/ Evaluation and assessment



xx minutes

	Notes
<p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To evaluate the success of the training</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ .....</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 5</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Participants sit down at the tables to be able to fill in the questionnaire</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ In a plenary participants answer the questions:</li> <li>➤ What are the 3 most important things you learned?</li> <li>➤ What will this change in your way of thinking, seeing others, living?</li> <li>➤ What is the main reason of conflicts you face? (People are different with different values and people don't consider opposite opinion as an option)</li> <li>➤ How can one benefit from others' otherness? (Considering new and different options)</li> <li>➤ Participants fill in the questionnaire (Appendix 5) about their future plans when dealing with others 'otherness and leave it in a box anonymously so that a facilitator can analyse the group work for further follow up work (For example, online networking (facebook group).</li> </ul>	



<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> <li>➤ ....</li> </ul>	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> <li>➤ ....</li> </ul>	

## References

- Bargna [http://www.acadiiau.ca/~dreid/games/Game\\_descriptions/Barnaga1.htm](http://www.acadiiau.ca/~dreid/games/Game_descriptions/Barnaga1.htm)
- Sport Unites People – Regional Youth Camp July 31 – August 8, 2008 Ureki, Georgia by Academy for Peace and development, British Council, UNA Armenia, GTM
- AIE – Autobiography of Intercultural Encounters [http://www.coe.int/t/dg4/autobiography/default\\_EN.asp](http://www.coe.int/t/dg4/autobiography/default_EN.asp)
- “Violence reduction in schools – how to make a difference”, Council of Europe publishing 2006
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- “Becoming a ‘Power School’: Ten Ways to Reduce Violence” by Jim Wright, SCSD <http://www.jimwrightonline.com/pdfdocs/tenWays.PDF>
- “Creating Schoolwide Prevention and Intervention strategies” Jeffrey Sprague, Ph.D.
- Institute on Violence and Destructive Behavior, University of Oregon 2007 <http://gwired.gwu.edu/hamfish/merlin-cgi/p/downloadFile/d/20707/n/off/other/1/name/preventionpdf/>
- “Child Delinquency: Early Intervention and Prevention” by Rolf Loeber, David P. Farrington, and David Petechuk, U.S. Department of Justice bulletin <https://www.ncjrs.gov/pdffiles1/ojdp/186162.pdf>

# Barnga

## A game about inter-cultural awareness

Description by Andrea MacGregor

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Grade Level: 10-12

Time Requirement: 60-80 minutes

Outcomes:

- Realization that different cultures perceive things differently, and/or play by different rules.
- Students must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

**Introduction:** In Barnga, participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

**Overview:** Participants play a simple card game in small groups, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters

**Set-up:** Set up (approximately) 6 tables (about 4 people per table), depending on the number of people participating. On each table there should be a copy of the rules for that table per player plus a deck of cards (use only A-10, no face cards). To start, let the participants play a few rounds with the rules and with talking allowed. Next, EVERYTHING is removed from the playing tables. Play continues with everyone at his own table. From now, talking is prohibited. Winners will receive one popsicle stick (see below for how to win).

After allowing a few rounds without talking at the home table, participants must switch tables—the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. What the players do not know is that each table has learned a different set of rules (see below).

The rules: Depending on the number of players, rule sheets can be altered or discarded for the number of tables being used. Some samples of rules are as follows:

- Table 1: Ace high, no trump
- Table 2: Ace low, diamonds trump
- Table 3: Ace low, clubs trump
- Table 4: Ace high, hearts trump
- Table 5: Ace high, spades trump
- Table 6: Ace low, no trump
- 
- In all cases, other cards will be worth face value—10 high, 2 low.

Each table shares the following rules:

- Players are dealt 5 cards each
- Whoever wins the most tricks will move clockwise to the next table
- Whoever loses the most tricks will move counter clockwise to the next table
- Everyone else stays at the same table
- Ties are resolved by paper rock scissors
- Each round will be about 5 minutes long (longer if time allows) and each round will consist any number of games that the time allows.
- After the initial round, players will not be allowed to see the rules or speak to each other. Gestures and pictures are allowed, but players are not allowed to use words.
- The game “winner” will be the person who has won the most tricks in total. (Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as they are playing by different rules.)
- Players can keep track of scores with popsicle sticks (one stick per trick won).
- The dealer can be anyone at the table, the person who plays first will be to the right of the dealer .
- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit (players will begin to become confused when some players believe their card is trump, and others disagree or contradict this).

**Debriefing:** After playing a number of rounds—either use a set time limit, or allow the number of rotations according to the number of tables in play (6 rounds for 6 tables). Students should be aware that they were playing by different rules, and the following questions should be discussed. Students can stay in the last group they were in, or return to their home groups at the teacher’s discretion.

## Questions:

- If you could describe the game in one word, what would it be?
- What did you expect at the beginning of the game?
- When did you realize that something was wrong?
- How did you deal with it?
- How did not being able to speak contribute to what you were feeling?

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Taken from:

[http://www.cirhomepage.org/speech/speeches/the\\_barnga.doc](http://www.cirhomepage.org/speech/speeches/the_barnga.doc)

and

<http://www.lanacs.ac.uk/users/interculture/pcat6.htm>

## **ANNEX 2 – task sheets for the exercise “three cultures”**

### **RED CULTURE**

You are representing the Red Culture at a Youth Conference held in Ureki. This conference brings together three different cultures to discuss the possibilities of young people to influence decisions of local authorities concerning a better integration of minority groups into their community.

Before the conference can start, the three cultures have to establish a board consisting of five people. This board will be the last decision-making authority of the conference.

Read the instructions for your culture very consciously. You have 30 minutes time to discuss and to train the behaviour of your cultural group. In addition, make sure that there are things that show in your appearance that all of you are belonging to the same group.

Because your behaviour is natural to you, you cannot explain it to strangers!  
The organisers of the conference will pick you up to bring you to the place of the conference, where you will meet the other cultures in order to decide who will be at the conference's board. Listen to the instructions of the organisers and act accordingly.

#### **Values, beliefs, attitudes**

You believe that every person is the master of her/his own destiny and happiness.  
A good argument is valued above sentiment or emotions. It is very important to make all decisions in a democratic atmosphere.

#### **Non-verbal characteristic of your communication style**

You are very strict with your time and you don't like it being wasted. You are open in expressing feelings like anger, dissatisfaction and joy. While talking to someone, you like to have some distance e.g. 2 m.

#### **Verbal characteristic of your communication style**

You express your ideas and thoughts about something directly and without hesitation. You ask many questions: good questions are more important than facts. It is not common to say thank you: people only do what they are happy with anyway.

#### **Norms and customs of business behaviour**

You welcome conflicts and see them as a useful opportunity to make better decisions and solutions. Men and women are equal in your society.

#### **Greeting and style of addressing people**

Your typical greeting is a strong handshake. You address others with "Good morning, afternoon or evening". You address others by surname and it is obligatory to say the title (Professor, Doctor, Colleague, Student etc).

## **BLUE CULTURE**

You are representing the Blue Culture at a Youth Conference held in Ureki. This conference brings together three different cultures to discuss the possibilities of young people to influence decisions of local authorities concerning a better integration of minority groups into their community.

Before the conference can start, the three cultures have to establish a board consisting of five people. This board will be the last decision-making authority of the conference.

Read the instructions for your culture very consciously. You have 30 minutes time to discuss and to train the behaviour of your cultural group. In addition, make sure that there are things that show in your appearance that all of you are belonging to the same group.

Because your behaviour is natural to you, you cannot explain it to strangers!

The organisers of the conference will pick you up to bring you to the place of the conference, where you will meet the other cultures in order to decide who will be at the conference's board. Listen to the instructions of the organisers and act accordingly.

### **Values, beliefs, attitudes**

You believe that the main events in life are a matter of destiny or fortune. You never doubt your own instinct: reasoning can be false sometimes, but feelings never make mistakes. Final decisions are most binding when made by people of highest authority.

### **Nonverbal characteristic of your communication style**

You are very flexible about time, because for you "lost time" does not exist. When you talk to somebody, you make direct eye contact and stand very close to the person. While you talk to somebody, you often touch them, or hold their hand or shoulder.

### **Verbal characteristics in your communication style**

You very often show your gratitude and very openly express your feelings. It is normal to interrupt someone when they are talking and it is normal for others to interrupt you in the middle of speaking.

### **Norms and customs of business behaviour**

Women are wiser than men, and behave accordingly. You avoid conflicts, direct confrontation and unnecessary disagreements.

### **Greeting and style of addressing people**

When you greet someone, you give them a warm hug. Your greeting is: "Hello dear". You address other people only by name and you repeat the name of the person many times in conversation.

## **GREEN CULTURE**

You are representing the Green Culture at a Youth Conference held in Ureki. This conference brings together three different cultures to discuss the possibilities of young people to influence decisions of local authorities concerning a better integration of minority groups into their community.

Before the conference can start, the three cultures have to establish a board consisting of five people. This board will be the last decision-making authority of the conference.

Read the instructions for your culture very consciously. You have 30 minutes time to discuss and to train the behaviour of your cultural group. In addition, make sure that there are things that show in your appearance that all of you are belonging to the same group.

Because your behaviour is natural to you, you cannot explain it to strangers!

The organisers of the conference will pick you up to bring you to the place of the conference, where you will meet the other cultures in order to decide who will be at the con

### **Values, beliefs, attitudes**

The majority in your community is deeply religious. All decisions are made by consensus, preceded by serious discussion.

### **Nonverbal characteristic of your communication style**

When you talk to strangers, you do not make direct eye contact because you think it may upset them. When you talk to somebody, you like to keep a slight distance between you e.g. 1 m.

### **Verbal characteristic of your communication style**

When you discuss something with someone, you avoid direct confrontation. Silence in conversation reflects a positive and constructive discourse.

### **Norms and customs of business behaviour**

Men are more intelligent and analytical than women and you behave accordingly. In business situations, it is customary for men and women to sit in two separate groups.

### **Greeting and style of addressing people**

You address others with "Brothers or Sisters". Your greeting is "Respect" and "Peace among people". Your greeting style is a soft bow.

### Appendix 3:

Refer to Autobiography of Intercultural Encounters (AIE)

[http://www.coe.int/t/dg4/autobiography/default\\_EN.asp](http://www.coe.int/t/dg4/autobiography/default_EN.asp)

### Appendix 4:

#### The same and different

Instructions for the shape making:

1. Take the A4 paper given to you and fold into 2 parts
2. Fold again into 2 parts
3. Tear off upper right and lower left corners of the paper
4. Fold into 2 again
5. Tear off corners of the paper near the folded edge
6. Fold again at the two opposite corners of the rectangular
7. tear off the above mentioned corners
8. Unfold the shape and show the group

## Appendix 5:

### Questionnaire

Questionnaire for self-observable behaviour for cognitive, affective and empathic concerns for students

Circle the appropriate number for you. (1-never, 2 -seldom,... 9-usually, 10 always)

1. I will talk to and listen to other people so that I can see things from their point of view.  
1    2    3    4    5    6    7    8    9    10
2. I will try to understand other people better by asking for clarification about how things look from their perspective.  
1    2    3    4    5    6    7    8    9    10
3. When I disagree or am upset with someone, I will speak to them so that I can try to see the situation from their point of view.  
1    2    3    4    5    6    7    8    9    10
4. When there is a disagreement, I will listen to everybody's opinion before I make a decision.  
1    2    3    4    5    6    7    8    9    10
5. I will listen attentively to other people's arguments before I make up my mind.  
1    2    3    4    5    6    7    8    9    10
6. Before criticizing somebody, I will speak to them to find out how they think and feel.  
1    2    3    4    5    6    7    8    9    10
7. When I will see someone being picked on upsetting me, I'll speak out and act in their defence.  
1    2    3    4    5    6    7    8    9    10
8. When someone is being hurt making me sad, I'll try to speak out in their defence.  
1    2    3    4    5    6    7    8    9    10
9. When someone is insulted, I'll speak out in their defence.  
1    2    3    4    5    6    7    8    9    10
10. When someone is upset, it makes me sad and I'll try to comfort them.  
1    2    3    4    5    6    7    8    9    10



11. When someone is in trouble, it upsets me and I'll try to help them out.  
1    2    3    4    5    6    7    8    9    10
12. When someone is happy, it makes me happy and I'll show my happiness to other people.  
1    2    3    4    5    6    7    8    9    10
13. When someone is successful in what they are doing, I am happy for them and I will show my happiness to other people.  
1    2    3    4    5    6    7    8    9    10
14. I'll listen attentively to try to identify the attitudinal and emotional tone of what is being said.  
1    2    3    4    5    6    7    8    9    10
15. When other people are having problems, I have feelings of concern for them and I will try to help them.  
1    2    3    4    5    6    7    8    9    10
16. When I see someone being taken advantage of, I'll feel protective towards them and try to do what I can to help them.  
1    2    3    4    5    6    7    8    9    10
17. When other people are less fortunate than me, I am sensitive to their needs, I'll try to help them out.  
1    2    3    4    5    6    7    8    9    10
18. I'll listen to the ideas of others and offer my ideas to develop our thoughts and actions  
1    2    3    4    5    6    7    8    9    10
19. I'll ask others to elaborate on their views and actions  
1    2    3    4    5    6    7    8    9    10
20. I'll let people speak about their needs  
1    2    3    4    5    6    7    8    9    10
21. I take responsibility and will take my part in reducing violence around me through my actions  
1    2    3    4    5    6    7    8    9