



# START POINT

Citizenship Learning in a Shifting Society

## Intercultural dialogue

### Lesson plan – Module 2



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### Learning Outcomes:

On completion of this lesson, learners will be able to:

- Understand and avoid common intercultural misunderstandings
- Understand that culture influences communication
- Reflect upon cases of intercultural dialogue
- Increase their tolerance, empathy, and understanding towards different cultures
- Effectively communicate in intercultural environments
- Avoid and solve cultural conflicts they encounter in daily life

Activities	Objective	Methodology	Materials	Timing	Further Reading/ Link to Resources
Workshop opening	Make learners familiar with the objectives of the workshop	The facilitator welcomes learners and explains the goal and content of the workshop. The facilitator and the participants introduce themselves, if needed.	Powerpoint presentation (slide 2)  Digital screen, television, or projector to share the presentation	15-20 minutes	-
Icebreaker: Multicultural bingo  Learners play the multicultural bingo (activity 2.1)	The multicultural bingo will allow the facilitator to get familiar with the learners' previous experience with interculturality and allow learners to share experiences and knowledge among themselves	Each learner is given a copy of the bingo. Then, participants are asked to mingle and find a peer for whom a statement in the bingo is true. The name of the participant is written under the statement. The facilitator should	A copy of activity sheet 2.1 for each participant  Powerpoint presentation (slide 3)	20 minutes	-

		decide the conditions to get a bingo (for example, learners need to find a person for each statement to win, or they only need to complete a line/column). Once someone says bingo, the game is over. At the end of the activity, the facilitator is encouraged to go through all statements and to ask learners to talk about their experiences.			
Cultural misunderstandings	Introduce learners to the topic of cultural misunderstandings and possible causes	The facilitator can introduce this topic by connecting it to any experiences of miscommunication talked about during the multicultural bingo.	Powerpoint presentation (slide 4-5)  Digital screen, television, or projector to share the presentation Internet connection	20 minutes	-
Quiz: nonverbal communication  Solution: solutions: 1 – A; 2 – B; 3 – I:D, II:B, III:A, IV:C ; 4 – All are correct	Raise awareness among learners about their cultural knowledge	Each learner is given a copy of activity 2.2 and completes it. Then, give them the right answers. This exercise can be turned into an online quiz. Add the questions into an online tool (e.g.: Google Forms) and share the link with students. It can also be turned into a fun competitive quiz with Kahoot (this option gives students less time to reflect but is more interactive.)	Activity 2.2  Powerpoint presentation (slide 6)  Digital screen, television, or projector to share the presentation Internet connection	20-30 minutes to complete the quiz 10-15 minutes to discuss the answers	-
Nonverbal communication	Sensibilize students to differences in non-verbal communication across countries and cultures	Deliver the information on slide 7. Then, play the video linked about the different gestures and what	Powerpoint presentation (slide 7-8)	20 minutes	Video: <a href="https://www.youtube.com/">https://www.youtube.com/</a>

		they mean in different cultures/countries. Then, start a group discussion about the topic addressed.	Digital screen, television, or projector to share the presentation Internet connection		<a href="https://www.youtube.com/watch?v=qCo3wSGYRbQ">com/watch?v=qCo3wSGYRbQ</a> Further Reading: <a href="https://open.maricopa.edu/com110/chapter/4-4-nonverbal-communication-in-context/">https://open.maricopa.edu/com110/chapter/4-4-nonverbal-communication-in-context/</a>
Stereotypes and prejudice	Explain the concept of culture stereotypes	-	Powerpoint presentation (slide 9)  Digital screen, television, or projector to share the presentation Internet connection	20 minutes	-
Case study: Stereotypes and prejudice	Have learners reflect on the consequences, causes, and solutions to fight stereotypes and prejudice based on cultural differences	The educator can choose a case study and have all learners work on the same one as a group, in smaller groups or individually or have each group/student work on a different case study. A list of case studies is provided in the resources. When the activity is done in smaller groups or individually, a final discussion where each group/student presents their results is advised.	Activity 2.3  Powerpoint presentation (slide 10)  Digital screen, television, or projector to share the presentation	30 minutes for the case study 15-30 minutes for presentations/final discussion	List of case studies: 1. <a href="https://www.mic.usi.ch/case-studies-intercultural-communication">https://www.mic.usi.ch/case-studies-intercultural-communication</a> 2. <a href="https://edspac.e.american.edu/csic/archives/">https://edspac.e.american.edu/csic/archives/</a>  Further reading: <a href="https://openstax.org/books/principles-management/pages/6-4-cultural-">https://openstax.org/books/principles-management/pages/6-4-cultural-</a>

					<a href="#">stereotyping-and-social-institutions</a>
Intercultural dialogue	Explain what intercultural dialogue is and its importance in decreasing miscommunication based on cultural differences	Have learners reflect on quote in slide 11, then present the topic of intercultural dialogue.	Powerpoint presentation (slide 11-12)  Digital screen, television, or projector to share the presentation Internet connection	30 minutes	Video: <a href="https://www.youtube.com/watch?v=Hik4YcyxWs0">https://www.youtube.com/watch?v=Hik4YcyxWs0</a>  Further Reading: <a href="https://www.coe.int/t/dg4/intercultural/concept_EN.asp">https://www.coe.int/t/dg4/intercultural/concept_EN.asp</a>  Extra resources: UNESCO's e-Platform on Intercultural Dialogue <a href="https://www.unesco.org/interculturaldialogue/en">https://www.unesco.org/interculturaldialogue/en</a>
1.Communication strategies for intercultural environments 2. Negotiation, mediation, and conflict resolution 3.Discussion	Provide learners with strategies they can use for reducing communication barriers in intercultural environments.	Play the videos linked in slide 13 and 14. Have learners write down their takeaways and the tips that they can use in the future while the videos are playing. Follow up with a group discussion and ask them what other tips they can think of. You can follow up with a conflict resolution activity adapted from the handbook linked in the resources.	Powerpoint presentation (slide 13-14)  Digital screen, television, or projector to share the presentation Internet connection	45 minutes	Video 1: <a href="https://www.youtube.com/watch?v=IMpIUEgo5YQ">https://www.youtube.com/watch?v=IMpIUEgo5YQ</a> Video 2: <a href="https://www.youtube.com/watch?v=v4sby5j4dTY">https://www.youtube.com/watch?v=v4sby5j4dTY</a> Further reading - Activities handbook: <a href="https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf">https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf</a>

Simulation activity: What would you do?	Have students reflect on how they would act in a scenario where intercultural communication skills are needed	In activity sheet 2.4, some scenarios are provided. The goal is that learners think about what they would do in each given scenario. This activity can be done in groups, individually or the whole class can do it together.	Activity 2.4 Powerpoint presentation (slide 15)	30 minutes	-
Discussion Closing/Evaluation	Reviewing the topics of the session, answering any questions that are left, getting learners feedback.	-	-	15-30 minutes	-

## Activity 2.1

### Multicultural Bingo

Has a friend from another culture	Has been/seen someone being discriminated against	Has lived in more than one country	Enjoys trying food from other cultures	Has seen miscommunication happen because of cultural differences
Wants to live in other country	Listens to music in other languages	Has cooked a dish from another culture	Knows a gesture with different meaning depending on the country	Is currently learning another language
Speaks more than 2 languages	Is from a multicultural background	Has worn traditional clothes from another culture	Has believed in a cultural stereotype	Has recently visited other country
Has bought clothes in another country	Has worked/studied in a multicultural environment	Knows a dance style from another country	Has participated in a celebration from another culture	Has recently watched a movie in another language

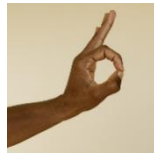
Activity 2.2

Non-verbal communication

1. Which of these hand signs means "ok" in Japan?



**A**



**B**

2. In which direction do you shake your head to signal "yes" and "no" in Bulgaria?

- A.** Up and down to mean "Yes"; From side to side to mean "No".
- B.** Up and down to mean "No"; From side to side to mean "Yes".

3. In which countries are these gestures seen as rude?

	A. Turkey	B. South Korea	C. Thailand	D. Finland
I. Crossing arms				
II. Receiving gifts with one hand				
III. Keeping hands in pockets				
IV. Touching someone's head				

4. Which non-verbal communication clues can vary among cultures? Select (X) all correct answers.

- Personal distance
- Eye contact
- Facial expressions
- Head movements
- Hand gestures
- Posture



## Activity 2.3 Case study

Title: \_\_\_\_\_

Overview/Situation: \_\_\_\_\_

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Challenge/Issue: \_\_\_\_\_

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Causes: \_\_\_\_\_

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Potential solutions: \_\_\_\_\_

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## Scenarios

### A

You are in an airplane and someone asks the air hostess to change seats because she does not feel comfortable sitting to someone wearing an hijab. What can you do?

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### B

A young kid you know is from a Muslim family and their parents want to raise him according to that religion. He asks, without his parents being present, about God, and a lady explains to him about the Christian god, saying it is the only true one. What do you tell the kid?

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### C

You are in a full bus with a colleague of yours. A black person enters at the next stop and accidentally bumps into your colleague. She starts yelling at him telling him to go to his own country. What do you do?

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### D

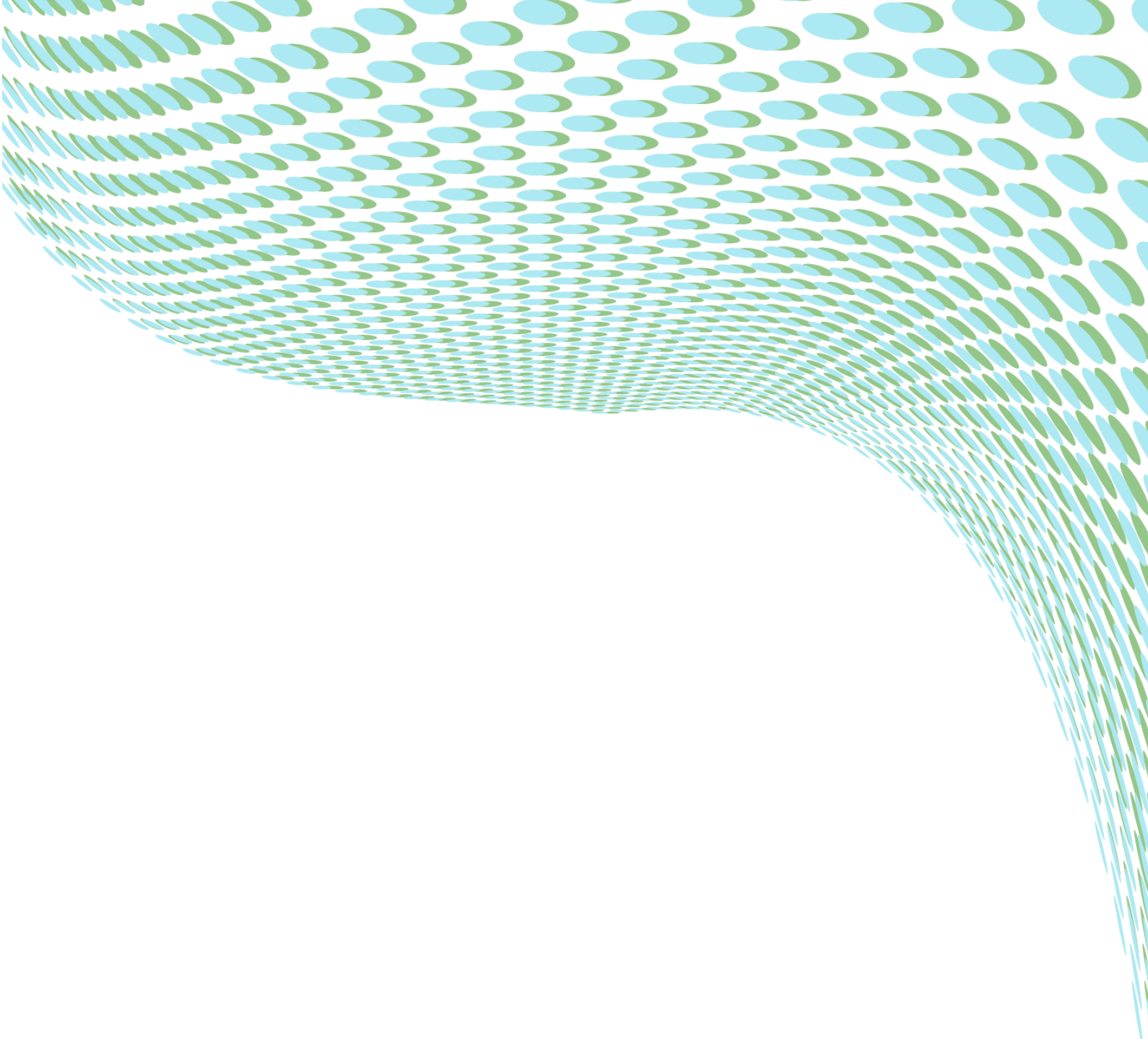
You are in South Africa and see a tourist doing a peace sign with the palm facing inward while looking at a local. The local gets upset and it seems like it can break into a fight real soon. You are the only person around. What do you say?

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