



Education and Culture DG

## Lifelong Learning Programme

**Győr 11.12. – 14.12.08**

Managing diversity – a day to introduce intercultural competence as a topic in teacher education

*German team*

Intercultural learning has the aim to create intercultural encounters and to provide intercultural understanding.

**Aim:** Getting aware of the own cultural standards and its impressing effects.

**Approach:** Interactive games

### **How do you become intercultural competent?**

- *Intercultural encounters contain various disturbing moments like stereotypes, prejudices, group pressure, projections ...*
- *Each form of training to enhance the ability for intercultural communication must base on the contention and awareness of these disturbing moments on the cultural background.*

## Games aiming at the competence “attitudes”

### 1. Meeting each other- saying hello

**Topic:** cultural diversity, cultural standards

**Aim:** funny introductory game to discuss the different behaviours in different cultures

### 2. Decision

**Topic:** cultural standards, values

**Aim:** Getting aware and sensitizing our own values and norms based on our experiences and attitudes as well as on our socialisation and cultural background.

#### **Procedure:**

The story-teller tells the following story:

Rosi is a girl and 21 years old. For several months she is engaged with Georg. But there is a problem. There is a river between her and her fiancé. But it's not an ordinary river but a very deep and large one, full of hungry crocodiles.

Rosi thinks about how she can cross this river.

She remembers a friend who possesses a boat. Let's call him Siegfried. So she goes to Siegfried and asks him to ferry her across the river. He answers: **“All right, I will take you to the other side of the river but only – if you stay with me to-night.”**

Shocked about his request she goes to another friend, a man called Frederick, and tells him her story.

Frederick answers: **“I understand your problem but it's your problem not mine.”** So Rosi goes back to Siegfried and stays with him overnight. In the morning he ferries her over the river.

When Georg and she meet, they both enjoy it very much.

However, on the evening before their wedding Rosi feels impelled/ obliged to tell Georg how she managed to cross the river. After that Georg answers: **“I wouldn’t marry you even if you were the last woman in the whole world!”**

Now at the end of her wits/wisdom she turns to Daniel. Daniel listens to her story and says: **“ Well, Rosi, I don’t love you ..... but I will marry you.”**

And that’s the end of the story.

### Work instructions:

- Individual work:  
Put the 5 persons (*Rosi, Georg, her fiancé, Siegfried with the boat, Frederick who doesn’t care, Daniel who wants to marry Rosi*) of the story in a descending order according to the appreciation you have for their specific behaviour. (time: 3 minutes)
- Form groups of 4 – 5 persons.
- Present your order and explain to the others.
- Now try to find one descending order everyone in the group agrees to. (time: 10 – 15 minutes)

### Discussion in the plenum:

Impulses for the discussion

- How severely different were the evaluations in the groups?
- Did you find an order in your group that everyone agreed to? – How did you come to that?
- What are the universal (social, cultural, religious) values and norms behind the evaluations?
- What individual values and norms are implicit? Can you reconstruct how they were acquired?
- Reference to the Hofstede “Dimensions of culture term”: Rosi community orientated/ big distance to power, avoids insecurities; Frederick individualistic attitude)



(Losche, Helga. *Interkulturelle Kommunikation*, p. 130