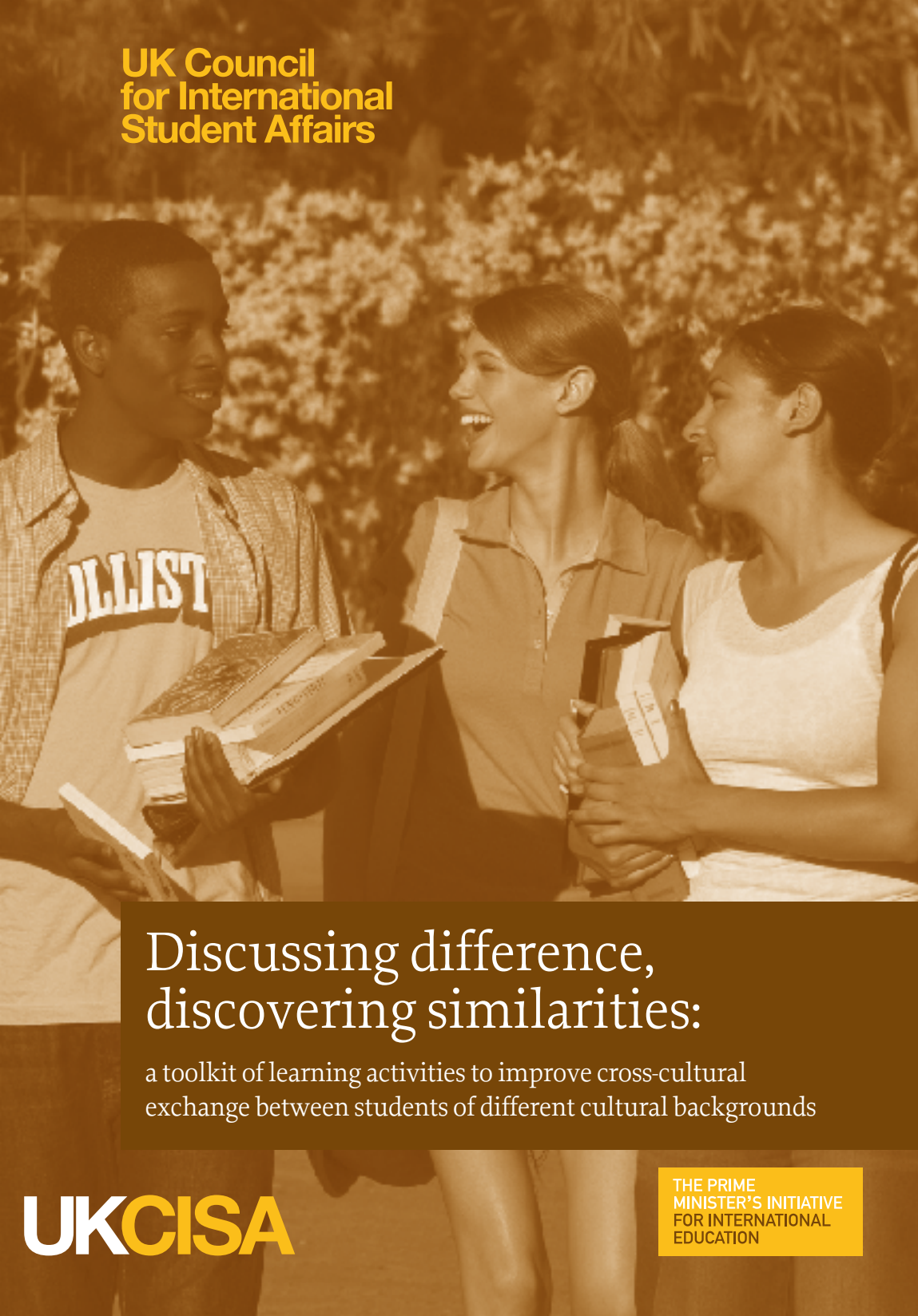


**UK Council
for International
Student Affairs**

A photograph of three young adults, two women and one man, standing outdoors and smiling while talking. They are holding several books. The man on the left is wearing a white t-shirt with 'COLLISIST' printed on it. The woman in the middle is wearing a light-colored polo shirt. The woman on the right is wearing a white tank top. The background is a soft-focus outdoor setting with trees and foliage. The entire image has a warm, golden-brown color cast.

Discussing difference, discovering similarities:

a toolkit of learning activities to improve cross-cultural
exchange between students of different cultural backgrounds

UKCISA

THE PRIME
MINISTER'S INITIATIVE
FOR INTERNATIONAL
EDUCATION



UKCISA is the UK's national advisory body serving the interests of international students and those who work with them.

It does so through research, print and web-based publications, a national training programme, dedicated advice lines for students and advisers, and liaison and advocacy with institutions, agencies and government.

Its members include all UK universities, those further and higher education colleges which are active internationally, and a range of specialist and representative bodies.

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Discussing difference, discovering similarities:

a toolkit of learning activities to improve cross-cultural exchange between students of different cultural backgrounds for academic and support staff/students

“...students identified distinct ‘ghettos’ between overseas, EU and UK students”

Shiel (2006)

“the mere presence on campus of international students, or tactics which entice home students overseas, will be insufficient to develop the global perspectives of the entire student body”

Jones (2008)

“the ideal of transforming a culturally diverse student population into a valued resource for activating processes of international connectivity, social cohesion and intercultural learning is still very much that, an ideal” (p. 75).

Da Vita (2005)

“... international students were much more closely integrated with co-nationals and other international students than with UK students, with 59% counting most of their friendships in one of these categories...only 7% were friends mainly with UK students...”

UKCISA (2004)

“The majority of (UK) respondents stated on prompting that they wished for more contact [with international students]... international students are keen to make friends with domestic students... So what is stopping them?”

Peacock and Harrison (forthcoming)

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- Students and staff from Bournemouth University, University of the West of England and University of Bath for their support, participation and feedback

We have made every effort to ensure the originators of exercises used in this manual have been credited, but many exercises are in common use on the training circuit and in these cases it was not always possible to identify an original source. We apologise if any credits have been omitted, and invite authors in such cases to contact UKCISA so that this can be remedied in future editions.

We hope you will find this free toolkit useful but we won't know if you don't tell us. If you do use any of these activities we would love to hear from you with positive or constructive feedback. We might then be able to make it better next time. Please send any ideas for feedback or ideas you have of adaptations to the activities to UKCISA at the address on the back of this publication.

Jo Bloxham
partner, thinkingpeople

Kathryn Eade
partner, thinkingpeople
<www.thinking-people.co.uk>

 thinkingpeople

Neil Harrison
Senior Research Fellow
University of West England (UWE)



Nicola Peacock
International Student Support Manager
University of Bath



1. Introduction

Toolkit design

This toolkit is designed to aid academic staff and those working with students in a support role to improve interaction and cross-cultural learning between students from different cultural backgrounds. This includes cultural diversity in its broadest sense and goes beyond 'home' and 'international' delineations. We hope the activities included will encourage more interaction and deeper interaction, and will support students to discuss cultural differences and find similarities in a ways that feel both safe and constructive.

Activities and adaptations

The toolkit includes individual activities rather than whole, structured facilitation plans, allowing you to decide how to adapt them to the needs and training context you are working in. We hope this will give the user maximum flexibility in the way that they can implement the activities.

We have separated out activities for academic staff and for different groups of support staff and students, but it may be that users don't want to be confined by our boundaries and may want to try and adapt an activity from another section for their use. We have offered some suggestions as to how some of the activities might be adapted, but we are also keen to hear your ideas (see the 'Feedback' section above).

Downloads and handouts

All activities are available to download from the publications section of the UKCISA website <www.ukcisa.org.uk> so that activities can be copied and adapted to suit the user's needs. Relevant handouts for copying can be found at the end of the book (all that we ask is that you credit the source).

"It would be useful if the sessions were designed so they can be facilitated by anyone...then departments could deliver them, if they wanted to, which may be useful for certain departments that have a higher proportion of international students"

University staff member

Participants

Some of the activities are designed to be run at the beginning of students' academic careers, others to provide ongoing opportunities for reflection. This fits

with our view that orientation for students at universities should be an ongoing process. Most are designed for use with mixed cultural groups, but some could be adapted for use with mono-cultural groups to encourage them to be more open to intercultural interaction.

Planning

The activities are designed to be easily picked up and not to take a great deal of planning time. Having said this, we recognise that **the success of these activities will depend on the skill and sensitivity, and preparedness, of the facilitator** as well as the activity design itself. We would very much **encourage users of the manual to think about the way the activities are delivered, not just the content.** We have therefore devoted some considerable space in the toolkit to the key principles we would advocate using in order to create the right conditions for constructive yet exploratory intercultural dialogue.

Feedback

The activities have been ‘road-tested’ with students at a number of institutions and with staff at the 2008 UKCISA conference; some of the feedback can be found in quotes under the activity it relates to.

Why the need for a toolkit?

The impetus for this project came from research carried out by Neil Harrison and Nicola Peacock (2006) at University of the West of England and Bournemouth University, “It’s so much easier to go with what’s easy”. It found there was a “strong taboo” for UK students in discussing issues of cultural difference. This was seen as a contributing factor in hindering interaction with international students. The fear of causing offence, and appearing uninformed about other cultures, ironically caused them to avoid opportunities for cross-cultural learning. (This avoidance was most clear with those perceived to be most different, largely students from East Asia).

Other research, including UKCISA’s Broadening Our Horizons study in 2004, has shown that international students also find it hard to strike up relationships with home students. Anecdotal evidence from universities would further suggest this division may not be contained to national divisions and that there is also a lack of integration between home students from different cultural or faith backgrounds.

Our university campuses, it would appear, despite their multi-cultural student body, seem to be more akin to a salad dressing, where the ingredients remain separated, rather than a melting pot, where integration rules. This, of course, runs counter to the general direction UK universities wish to head in if they wish to achieve ‘internationalisation at home’ *and* meet their statutory obligations under the Race Relations Act, which mandates universities to promote good race relations on campus (ECU, 2007).

It also suggests that students are missing out on the many benefits such intercultural interaction could offer. International students are perhaps not maximising their social and academic potential because of this lack of integration and all students are missing out on the intercultural learning opportunities that could help prepare them for life in the 21st century.

“International students with UK friends were more likely to be satisfied overall with their stay in the UK.” UKCISA (2004)

“There is not enough interaction between international and home students. Both sides would benefit if this could be increased.” Fielden (2007)

“We must...address the key issues of integrating international students with UK students and residents, so that they will be part of social networks which can help them adapt to their new environment, and so they will gain a more rounded picture of British people and culture. Conversely, home students should be encouraged to mix with international students to enrich their experience, and to engage with the multiplicity of cultures and languages in their institutions, to develop their sense of being global citizens and equip them to work in an increasingly globalised world.” UKCISA (2004)

We were struck by the fact that Peacock and Harrison (ibid) found that the actual process of running the focus groups had stimulated a number of comments from students about the benefits of discussing cultural divisions and difference. Some of the students commented that they wished that they had this opportunity earlier in their university careers as this might have changed the way that they had behaved. Clearly, many of them felt that their institutions had failed to support them in this area.

“I feel I have wasted three years in not getting to know people from other cultures.”

UK student, on thinkingpeople training course (2008)

It had also been the collective experience of all those involved in this project that many university staff are highly motivated to tackle this lack of integration but find it a very challenging area to deal with. It does not seem to be just students who find talking about difference difficult. The idea of a toolkit was born as a culmination of all these factors.

The responses to an exploratory questionnaire sent out to UKCISA members (then forwarded to a range of academic and support staff) to assess what the content of the toolkit should be, only served to reinforce the conclusion that staff felt they needed support in this area. The following comments were received:

“...this is a hot topic at the moment...”

“this is a really interesting area, and one which we all struggle to get to grips with”

“this is an issue...but I’m not aware of any colleagues specifically addressing integration”

“...this is an issue we are very conscious of, and so any workshops and icebreakers would be of interest...whilst people around the university recognise the importance of this, it’s only recently something we’ve begun thinking about addressing.”

What are the challenges of facilitating this kind of work and how can the toolkit help?

1. Time constraints

Time for face-to-face contact with students, both in orientation and in the academic timetable, can be very limited and there are many issues jostling for priority. The activities put together are short but can be combined with others so they can be tailored to the time available.

2. Student perceptions

Getting students to attend workshops on integration or similar issues is often challenging. Students may not see such workshops as a priority alongside competing demands and distractions. They may see segregation of cultural groups on campus as ‘natural’. They may be fearful, of exposing their ignorance, as we have outlined above. We have tried to think of occasions in the student journey where it is appropriate to mainstream this work so that we are not asking students to attend additional activity. We have, we hope, also placed a strong emphasis on creating the right learning environment for these activities so that we can ‘de-fear’ students from the outset.

3. Group size

The large size of some orientation and lecture groups can make approaching intercultural dialogue a daunting prospect as it is generally accepted that tackling sensitive issues is best done in smaller groups. We would agree with this but as large groups are sometimes all that we have we have tried to maintain some of the benefits of small group work by using these within larger groups. We also stress **the importance of laying down key principles for dialogue** before activities are started so that the chances of a threatening or negative conversation are reduced, even in a large group. (Clearly, this only minimises this risk and the role of facilitator is still crucial. **Facilitators must carefully monitor how conversations are developing and challenge unhelpful comments and questions in a constructive way** – see next section for more details).

4. Facilitator fears

Some facilitators may lack experience in facilitating this kind of dialogue and may be fearful of not appropriately challenging and therefore reinforcing limited thinking. We hope the suggestions we have given and the use of clear

frameworks for any activity should reduce this possibility but, of course, **the facilitator does need to manage these parameters and behaviours within the group**. We would like to add that any facilitator who embarks on this work without any fears is probably a greater worry to us than those that do! Background reading that may be useful to prepare facilitators includes Part 3 of *Working with International Students* (Lago and Barty, 2003) and Herzig and Chasin’s *Fostering Dialogue Across Divides: a nuts and bolts guide from the Public Conversations Project* (2006).

“UK students said that if any event carried ‘international’ or ‘diversity’ in its title, they did not attend since they perceived such events as targeted at overseas students, and therefore not relevant.” Shiel (2006)

2. What do we need for constructive dialogue?

“...the recommendations at the beginning gave a good framework”.

UK student, on thinkingpeople training course (2008)

Key principles for constructive dialogue

The following principles have been adapted from those used on the inspirational Public Conversations Project (run in the US) and have subsequently been used very productively by thinkingpeople in both interfaith and intercultural dialogue, here in the UK. The principles are designed to encourage fresher, less combative forms of dialogue and to allow for a safe exchange of views between people with different values and beliefs (Herzig and Chasin, 2006). The authors have found these principles to be highly effective in focusing people on learning and understanding, and in reducing the things that can often limit our learning, like not really listening, pre-judging or overfocusing on our own perspectives.

We would highly recommend that facilitators use these key principles as a platform for the activities in this toolkit and in many cases to share them explicitly with participants at the beginning of workshops (see below on some ideas of how to do this). This is, of course, especially important for activities where you are requiring participants to ‘go deeper’. Here **you will need them to have fully grasped and committed to these principles in order for the activity to run successfully. You will also need to make sure these principles are adhered to during the activities.**

Key principles for constructive dialogue

1. The focus today is on **understanding not judging** – so energy should be channelled into getting the other person’s view, not deciding if they are right or wrong. We will not criticise others. We will not try to persuade people that we are right.
2. **Listen with big ears** – try to go beyond just hearing and beyond just waiting our turn to speak. Listen even when it’s hard because you don’t agree with what is being said. Minimise interrupting.
3. Allow yourself to be inquisitive and to ask questions but only do this if the question intends to deepen your understanding. **Don’t ask questions to lead others to your own opinion or to score points, or ask questions that are judgemental. Don’t expect one person to answer for a group.**
4. **Speak from your own experience only.** None of us have the whole picture and it is hard for us to represent groups of people truthfully. (Using “I...”. statements are helpful eg “I feel...”, “I have found...” etc.)

2. What do we need for constructive dialogue?

5. Give **everyone the chance to voice their thoughts** then we will learn more. Remember people with different personalities and from different cultures may take different amounts of time to contribute their thoughts.
6. **Respect people’s right to confidentiality** – don’t retell information that is linked to an individual after this session.
7. **Using the right language** – let’s try to be mindful about our language so we don’t offend others but let’s not be so afraid of making a mistake that we don’t speak. If we don’t like the words someone uses tell them in a calm and constructive way and in a way that helps them learn why.
8. **If you don’t want to answer a question you can just say pass.** No-one should feel obliged to answer questions put to them.

Herzig and Chasin (2006)

Good role-modelling by facilitator

- The facilitator needs to make sure they are an exemplar of all the principles given to the participants and that they remind and keep the participants to these principles. For example, if a participant says “Don’t you think that Nigerian students can be quite loud?” you can remind them of principle 3 and 4 or if someone says “That’s just stupid to say that” you can ask them to say what they feel without criticising the views of others. It may be useful to give the whole group 30 seconds to re-read the principles at times during the session if you feel they need a reminder.

Facilitator role

- The facilitator should be conscious of the language they use. It should be positive, non-judgemental and accessible. The facilitator should ensure that the pace of communication works for everyone, that everyone has space to contribute and that the language and concepts used are accessible to all. (If the group is large it can be helpful to nominate a participant in each subgroup to take on some of this responsibility).
- The facilitator should challenge any patterns of dominance that may occur (see textbox below for further help on this).

Some ideas for challenging dominance and, in particular, UK dominance in groups:

1. Give gentle reminders and messaging at the beginning of sessions about making sure everyone has space for contributing their ideas. Remind those using their first language that others may need time to translate ideas back and forward, for example, so we need to allow some gaps to give these people time to contribute their thoughts. Remind everyone that different people and different cultures will respond with different speeds as well and that needs to be borne in mind.

2. Take students back to any of the ground rules that they created at the beginning of the term that can help challenge patterns of dominance. You can do this subtly by having it on the flipchart as they come in or you can ask them to do a quick re-read before you start.
3. If you notice that some students are still dominating in the group try to use techniques that will change the balance. For example, go round the circle for one word responses (and encourage people to really stick to this), ask for anonymous post-its, etc.
4. Work the group in pairs and smaller groups so that the environment feels less intimidating but you will still want to monitor to make sure small groups are not being 'hijacked' by dominant personalities or cultures.
5. If patterns of dominance occur, draw students' attention to the fact that some people are dominating. You can do this in a non-critical way, for example, by saying things like 'OK, so we've just heard from four UK students, now let's have some ideas from other people' or 'If we could start by hearing from those we have heard less from, for this one, that would be great'. You can be more explicit when inviting comments by saying things like 'let's start this discussion with a few non-UK perspectives and then we will come to the UK viewpoint. (Obviously, tone of voice is essential in flagging up the issue so that people want to respond to it and don't feel patronised. It is also important that quiet people don't feel forced to answer; they might be quite happy to learn by sitting and listening. We just want to make sure they have some space created should they want to offer their views!).
6. Challenge any behaviours which are excluding others (whether intentionally or not), for example, by speaking very fast or unclearly, making cultural references, using colloquial English etc.

NB. Some personalities and cultures will not feel comfortable challenging the teacher or others in the group so asking people if everything is OK may not give you the results you are looking for. You may need to pick up on smaller, more subtle clues to know whether people feel comfortable or not.

Physical environment

- A place that gives people space to have relatively private conversation and allows individuals to hear each other clearly, without distraction, is obviously ideal. (We recognise this might not always be possible, however.)

Timing

- There needs to be enough time to facilitate conversations that allow everyone to be involved (even those who may contribute their ideas more slowly or hesitantly) and there needs to be enough time to encourage depth of conversation and constructive exploration of more challenging issues. Facilitators should be very wary of opening up something if there is not time to explore it constructively.

Introducing the principles

The challenge often facing the facilitator is how to introduce these key principles in a way that gets the participants to really engage, understand and commit to them in the time available. Facilitators may decide to spend more or less time on the principles depending on the depth of the activity they are running and the nature of the group they are working with.

Some ideas for introducing them are:

- Send the principles to participants in advance as part of a primer for your session and ask them to familiarise themselves with them. At the beginning of the workshop ask for comments.
- After introducing the principles ask the participants to summarise them without losing sense or meaning, or come up with a 'catchphrase' that encapsulates the eight principles.
- Print off copies of each principle and give each one to a different participant. Ask each participant to read out their principle and then invite them to come and stick it up on the wall. Ask participants if there is anything they like to add or if they have any comments?
- Ask the group to come up with their own boundaries and to consider the consequences of breaking those boundaries.

"We have disagreed radically without losing warmth and respect."

participant at thinkingpeople
interfaith workshop

"The way we talk to each other makes a difference."

Herzig and Chasin, 2006

3. Activities for academic staff

We have started with activities for academic staff as 'the classroom' is a rare space where students from different cultural backgrounds will be in the same place at the same time and can, arguably, be more easily socially-engineered into dialogue.

The activities are useful to do if groups are newly working together, whichever part of the term or academic journey students are at. This section is divided into two: first, activities for inductions that help students start to get to know a little about each other's cultural background and previous educational experiences and, second, activities that help students start to work together as a cross-cultural group. The earlier activities in each section might be called icebreakers or warmers, the later activities take students into more detailed discussions of difference.

Of course, the degree to which cultural difference and similarity become spoken about and appreciated will be very dependent on the broader context in which these activities are used. If cross-cultural exploration and co-operation and difference is not role-modelled by the teacher and valued through teacher recognition (especially through assessment) then these activities will be less effective. So, if students always sit in the same place, if teachers don't value the differences in the style and content of contributions from students of different cultural backgrounds and so on, these activities will only scratch the surface.

"Do we expect cross-cultural learning to happen by osmosis?" Shiel (2006)

3. Activities for academic staff

3.1 Inductions for new seminar/lecture groups

Activity 1.1 Cultural name game

Aim: getting to know each other - in particular how to pull out a bit about each other's cultural background in a non-threatening way.

Approx timing: 15-20 mins

Approx group size: 5-15 (but see also Adaptations below)

Resources: some prompt questions written up for participants to read.

Other comments: This has been on the 'circuit' for some time but we have included it as we think it works really well. Talking about your own name allows you to be an expert for a moment and can give people confidence. It also usually stimulates interest in someone else as an individual, and possibly their culture, and can give people 'handles' on which to hook further conversations. Names are also closely linked to one's identity so getting these right can be important in forming new relationships.

Activity:

1. Ask everyone to think about their name for a minute and to get ready to answer some or all of the following questions. You can let them know that they only need share what they want to:

What is your full name?
Who gave you the name?
What does it mean?
Do you know the origins of your name?
What do people call you?
Is it a common name?
Do other people find your name easy?
Do you have a nickname?

2. Each participant is then given 45-60 seconds to talk about their name. (The good things about this activity are that people only need to disclose what they want, everyone is an expert at the own name and it can encourage people to start talking right from the start and it starts to get people recognising the presence of cultural factors in a positive way).

Adaptations:

- Can be done with a larger group but need to break down into smaller groups. If seating is not fixed can be used in lectures.
- The larger the group the less time you may want to give each participant to talk.

Activity 1.2 Comfort zones icebreaker

“Broke down the fact that people are scared to ask questions about differences”

summer school helper, UWE

“Boosted [my] confidence to talk about difference”

summer school helper, UWE

Aim: to start students thinking about the barriers that might prevent them from talking to those who are different to themselves and demonstrating the opportunities for learning if they engage with the difference around them in a positive way

Approx timing: 20-25 mins

Approx group size: 6-30

Resources: None

Other comments:

- Ideal for a first seminar. Could be used in a lecture format but would be slightly harder to run to make sure everyone moved. If mobility is difficult in the room this can obviously be an irritant for participants. See adaptations for how to use in a lecture room with fixed seating.
- Before the activity is run it is very important that the key principles for constructive dialogue outlined at beginning of this toolkit are shared with the students participating and that the facilitator keeps people to these principles.

Activity:

1. Warn the students that you are going to ask them to do something a bit different. Ask them to go with it and then we will share how it felt.
2. Ask students to share with you why they sat where they sat (ask what factors they considered before sitting down: how well you knew people, smiley, practicalities, gender, skin colour?). Pull out that we often (though not always) stick with people who we know best or feel safe with, and often these people are the ones we think are more like us. Bearing in mind the globalised and diverse world we live in this might not always be the best strategy if we want to maximise our learning.
3. Now ask students to ‘go and sit with person you think might be most or very different to you.’ (This needs to be done in a tone that exudes confidence and ‘that there is a point to this’ otherwise there can be some groaning at this stage!)
4. Ask students to briefly discuss in groups of four how they felt seeking out someone who was different and then debrief how did that feel and why? Point out the fact that we often feel more negative about mixing with difference than with similarity, even talking about difference can cause discomfort. The following can be used if it feels appropriate (though some of the language may need explaining).

Psychologies of difference

“Our response to people who are different from us should not be characterised as pathological but rather as a reflection of the paradoxical nature of the human condition...humans accommodate two opposing motivational states: neophilia and neophobia. On the one hand we are drawn to explore the new (neophilia) while we are also cognitively programmed to feel discomfort with these experiences (neophobia)... This discomfort then triggers our drive to restore cognitive equilibrium. In other words, we are at our ease when we experience consistency between our thoughts, feelings and actions. In this way we constantly aspire to minimise cognitive dissonance – and one of the easiest ways to do this is to eliminate, avoid or negate difference”. Kremer and Schermbrucker (2006)

5. Pull out that sitting with people most like you is actually not a very helpful strategy for equipping us to learn about an increasingly diverse and globalised world. (This can then be related to the subject being studied. For example, in engineering, how many will end up working in an international/multi-cultural environment etc).
6. This can lead onto a discussion about what we could all do to make sure we maximise our learning on this course by being open to others’ experiences.

Adaptations:

- If there is fixed seating in a lecture theatre you could still follow the first two steps and set out a challenge to the students that in the next lecture they should sit with someone really different to them and have a chat before the lecture starts. You can then move through the final steps of the activity and ask what positives there were in the experience.

Activity 1.3 Get in order icebreaker

Aim: getting to know each other - in particular each other's educational experiences and interests (it also mixes up where students are sitting so they are more likely to talk to and work with someone different).

Approx timing: 15-20 mins

Approx group size: max 10 (but see Adaptations below)

Resources: pre-prepared questions you want to ask

Other comments: ideal for a first seminar

Activity:

1. Ask students to line up in order from one side of the room to the other in terms of some aspects of their current situation (eg distance from home, degree of comfort speaking in English, etc), previous subject experience (eg level of practical experience of subject, etc) or subject interests (eg for dental students – your level of interest in orthodontics or social inequalities in health) that you feel would get students finding out more about each other's educational experiences and interests. Students should find their position in the line by talking and listening to others.
2. If time permits, once they are lined up, the two participants standing at opposite ends of the line can then feedback their experiences to all to demonstrate the diversity in the group.

Adaptations:

- These can be run as a series or one can be done at the beginning of the first few seminars to mix up where students sit and to gradually increase how much they know about each other.
- Can be done with a larger group but need to break down into smaller sub-groups, otherwise the discussions will take too long.
- If you feel some people in your group are less confident to divulge information about themselves eg their degree of comfort in speaking English you may wish to introduce the idea of 'zones' on your line.
- An extension of this activity would be to ask people to place themselves first on the line according to their current situation, and then where they would like to be in the future, if appropriate to that question.

Activity 1.4 Question topics out of a bag

Aim: getting to know each other - in particular each other's educational stories/experiences to date.

Approx timing: 25 mins

Approx group size: 5-10 (but see Adaptations below)

Resources: topics (photocopied and cut up), a container.

Activity:

Put some simple topics in a box/bag and ask students to pick one and talk about it, for example, for 30 seconds. Topics could include:

For example, for first year undergraduates in their first term:

1. Who most inspired you to learn?
2. Why did you choose this subject and why this university?
3. What do you want to do with this degree when you have finished?
4. What kind of teacher-student relationship have you been used to in the past eg formal/informal, should agree with/don't need to agree with etc?
5. What type of learning are you used to eg big group/small group active/receptive, theory-based/practice-based etc?
6. How would you describe the way you like to learn?
7. How have you normally worked with your fellow students/classmates?
8. What has surprised you most about learning in the university so far?
9. Have you worked a lot with people from other cultures before?

For example, for second year undergraduates who don't know each other:

1. Who most inspired you to learn in the last five years?
2. Why did you choose this subject?
3. What has surprised you most so far about learning in the university?
4. What aspect of learning at this university do you find most difficult eg self-study, small group work etc?
5. What do you enjoy about learning in this university?
6. What helps you study well in small groups like this?
7. What do you do apart from study at the moment?
8. What do your friends/family think of you studying this subject?
9. Have you learned from working with people from other cultures? And if so, what have you learned?

Adaptations:

- If some of your students lack confidence speaking in English in front of others you could consider giving them the sheets (whole) in advance to prepare.
- Can be done with a larger lecture group but would need to break down into smaller groups which then need to be monitored.
- A similar activity can be found in Tomalin and Stempleksi (2003) based on the Radio 4 programme 'Just a minute', where students talk about a topic for

one minute without hesitating. This obviously adds a bit more pressure to the activity.

- You may wish to use this activity to discuss broader questions around difference eg What does the group share in common? In what areas are there differences? How might we explain these differences and commonalities? What might lie behind them? Does it (this knowledge) matter to our everyday life? How might we use it?

Activity 1.5 Interviewing

Aim: getting to know each other - in particular each other's educational stories/ experiences to date.

Approx timing: 30 mins (without step 9)

Approx group size: 5-30

Resources: none

Activity:

1. Explain that you are all going to be learning together and yet you may all have had very different educational experiences that may have an impact on how you learn together. Explain that you are, therefore, going to spend some time finding out what those different experiences might have been and what impact these might have on us working together.
2. Give students as individuals five minutes to think about what they want to find out about others' educational experiences and to write down the questions they would ask to get this information.
3. Ask the students to share some of the questions they have thought of so other people can borrow ones they had not thought of themselves.
4. Ask students to do the next part of the activity in pairs with someone they don't know very well and/or who *might* have had different educational experiences to themselves.
5. Allow interviews to take place in both directions for an equal amount of time, checking half way through that the interviewer has handed over their role.
6. Ask students to feed back some surprising or interesting points from their interviews. The tutor may like to collect the most thought-provoking of these to use as a learning resource for future groups.
7. Then have small group discussions about how some of these factors might impact on how everyone learns together.
8. Pull out some key impacts.
9. This might lead into a ground rules type activity for how they want to work together in the future as a cross-cultural group.

Activity 1.6 Sharing metaphors

Inspired by an idea from the research by Jin and Cortazzi (2005) on Chinese and UK learners

Aim: getting to know each other – in particular each other’s perceptions of what their university experiences and university relationships mean to them.

Approx timing: 20-25 mins

Approx group size: could be done in any size but probably best done with smaller groups that can be observed.

Resources: three sets of different coloured post-its.

Activity:

1. Get the students into small groups and check that they all understand what a metaphor is.
2. Explain that you would like them to think of a metaphor/s to use for the roles the following play in their life:
 - their university
 - their university teachers
 - their peers

Make it clear that these are going to be written on post-its and they will be anonymous so they can be as honest as they like! (The participants can produce as many post-its for each but should use a different colour for each category). Try to avoid giving too many examples as this can be leading but if you feel they need some more clarity ask the students to give a couple of examples or just give a couple, for example, ‘the university is a stepping stone for my career’ or ‘my peers are my new family’.
3. Display each set of post-its on three different flipcharts. The tutor may like to collect the most thought-provoking of these to use as a learning resource for future groups.
4. Ask the group to pick out the similarities and differences that they note.
5. A useful question to then ask is ‘Are there any differences we should take note of as they may impact on how we all work together?’

3.2 Icebreakers, warmers and support for newly formed multicultural student project groups

Groupwork is always challenging but if we are adding a cross-cultural dimension to this we are adding yet another layer of difficulty. Yet, at the same time multicultural groupwork can provide fantastic opportunities for intercultural learning. These opportunities are more likely to be positively fulfilled if the sometimes tricky process of intercultural learning is supported by the tutor. These activities have been designed to prepare students for some of the challenges of multicultural groupwork so that these learning opportunities are maximised. (They have been designed with the assumption that the teacher has selected the groups, and has deliberately mixed them in terms of their cultural make-up.

It is commonly recognised that the default mode for group self-selection for student project work is along monocultural lines (Carroll and Ryan, 2005 and Ryan 2000). If we want to encourage intercultural dialogue then the authors would highly recommend tutor selection of groups so that an appropriately mixed group can then provide the opportunities for learning.

There are, of course, interesting ways you could get students into mixed cultural groups. For example, ask students to walk around the room and then ask them to:

1. Get into groups of X (whichever number you would eventually like them to work in) randomly. Then to ...
2. Get into groups of X that might work easily together. Then to ...
3. Get into groups that would maximise difference and opportunities for cross-cultural learning.

(If these final groups seemed unfair to you, you could then announce the groups you have made and compare the criteria you used with those used by the group).

“...multicultural groupwork provides opportunities for fostering intercultural learning but it must involve careful attention to processes of group formation and awareness of the complexities and difficulties involved in intercultural work. Effective group tasks, helping students to develop cohesive multicultural groups, and the facilitation of groupwork are also vital ingredients for successful multicultural groupwork.” (p. 82) Da Vita (2005)

“When you get into groups people just tend to stick to people who they know, like most of the international students will stick together – it’s all very segregated.” Student in Peacock and Harrison (forthcoming)

Activity 2.1 Predicting what challenges we might have working together

Aim: encouraging students to explicitly look at, discuss and prepare for the cross-cultural differences that might emerge in groupwork.

Approx timing: 60 mins minimum

Approx group size: depends on size of group that will work together

Resources: flipchart paper and marker pens

Other comments: this activity is based on the assumption that groups are working in cross-cultural teams/groups and is designed to precede the assignment of the task.

Activity:

1. Arrange students into their project groups. Explain that before you give them their task you are going to do some preparatory work to provide them with a good foundation for their cross-cultural project work. You might like to explain how important these skills will be to them in their future lives and careers. Useful quotes like the ones below might help do this:

“Globalisation is not incidental to our lives today. It is a shift in our very life circumstances. It is the way we now live.” Giddens (1999) 1999 BBC Reith Lectures

“Learning about different ways that people communicate can enrich our lives. People’s different communication styles reflect deeper philosophies and world views.” DuPraw and Axner (2007)

“...in almost every business larger than a corner shop, it is no exaggeration to say that these days the operating landscape is...the global arena.” Independent on Sunday (April 2005)

2. Explain that there can be many challenges when working cross-culturally so before getting into task participants should think about the process, about how they are going to work together. Again the quotes below may help to convey this message.

“The road to cross-cultural understanding will not always be easy. There will be misunderstandings. There will be clashes of priorities and even deep differences of opinion”. Culbertson (2001)

“...employers look for a range of attributes beyond types and levels of degree obtained...The development of international managers does not depend just on transferable skills and management knowledge, but on having an understanding of their own and other cultures.” Mohamed Branine, Professor of International HR Management, University of Abertay, Dundee, Inaugural lecture (March 2004)

“In an informal study of multicultural teams in global companies, team members identified the following as the top two difficulties:
1. Communicating effectively
2. Agreeing on common practices
71% agreed that decision making is much more difficult in multicultural teams.” Dameron (2004)

“When the speaker and listener are from different cultures the odds against accurate interpretation of the message are great. Diverse backgrounds of history, customs, traditions and taboos, as well as accepted manners of communicating in different parts of the world interfere with straight comprehension.” Lewis (1999)

“Cultural barriers are even harder to deal with than language barriers, because they are not so obvious.” Overseas Trade magazine (April 2007)

3. Give each participant a piece of flipchart paper and a marker pen.
4. Explain that, hopefully, if we have thought through some of the issues in advance we will be better prepared to deal with them. Ask students ‘So what exactly might these cross-cultural challenges be?’ Ask for a couple of examples to make sure they are on the right path. Ask them to record their collective thoughts on the flipchart. (Possible areas to explore might be: language barriers, dominance in groups from more vocal cultures, different oral and written communication styles, different ideas, concepts of humour, different research approaches, different educational philosophies, different concepts of time/approaches to planning, age/status issues in groups, different cultural meanings given to the same word, different approaches to expressing disagreement, etc.)
5. Put up the flipchart sheets as a “gallery” on the wall and get groups to read what others have put. Ask them to share any new points they have learned from this that their group missed.
6. The group/s can then start to discuss how they might deal with these challenges.
7. It is good if these discussions can be closely monitored by the teacher so that any real cultural issues that may be apparent in the group can be flagged up. For example, if one culture seems to the teacher to dominate discussions or if non-international English has been used by some students, this can be noted. Alternatively, the teacher can ask whether they think any cultural issues played out in the preceding discussions? Did anyone adapt their behaviour because they were in a cross-cultural group? This tends to bring the issues of cross-cultural working to life. The point can be made that it is much easier to talk about this than to actually change behaviours and provides a thought-provoking end to the activity.

Adaptations:

- If time is limited step 6 can be done as the first stage of their teamwork outside of class time.

- In terms of intercultural learning, of course, there is added value if students reflect on this whole process. Reflective journals can be an excellent way of doing this and the whole process is obviously given greater attention if this forms part of the overall assessment.

Activity 2.2 Scenarios

Aim: encouraging students to explicitly look at, discuss and prepare for the cross-cultural differences that might emerge in groupwork.

Approx timing: 60 mins

Approx group size: any, but would need to be broken down into small discussion groups if more than six.

Resources: scenarios printed off

Activity:

1. Explain the purpose of the task (a similar introduction to the one in the previous task could be used).
2. Divide group into smaller groups. (The groups may be the project groups that will work together, which would give people the advantage of starting to get to know each other, or they could just be put into project groups for question 4 below). Read out both scenarios to both groups so everyone knows who is working on what. Get half of the class working on one scenario and the other half on the other. (Example scenarios are given below. These can, of course, be made more or less detailed according to the time available for discussion).
3. Ask the group to identify
 - a) What issues might be coming up in the scenario?
 - b) Which of these might be cultural?
 - c) What should the group do about these?
 - d) Is there anything they should learn from such a scenario before they start their cross-cultural team project?
4. Share the ideas that come out of question d) in plenary. (Ask groups to actively listen so that the same points are not repeated).

Scenario 1

A group of seven students (four UK, two Chinese and one Indonesian student) are assigned to work together by their tutor on a research task. The project is to end in a 10-minute presentation. The students are to be marked on the structure and innovation of their presentation, as well as the quality of their research.

At their first planning meeting, the student from Indonesia is 20 minutes late, so while they are waiting one of the UK students suggests that they go round and find out more about each other's research interests. Once the Indonesian student has arrived the same UK student suggests that they write out an agenda of what they want to cover at the meeting. As the UK students make more suggestions in the discussions, he makes a joke that "it's four points to Europe; one point to Asia. Come on Asia!".

As the group is discussing what methodology they should use the two Chinese students start talking to each other in Mandarin. One of the UK students reminds the group that everything should be said to everyone so no-one misses out on anything. The older Chinese student who speaks better English says he

was just explaining something. The UK student replies very softly that it's fine to ask them a question if they don't understand something.

When they finally get to talking about the presentation it is agreed by all that only the UK students should present. Those who express their views feel that the UK students can fit more in and do it more accurately. One of the UK students comments that it's good to play to everyone's strengths.

Scenario 2

A tutor has asked all her students in her seminar group to try out a study group this term. She feels it is important for students to have an international perspective on this area of study so has deliberately, and openly, mixed up the students in terms of nationality.

One of the groups is made up of three UK students, one Indian student, one South African and one Greek student. Their first task is to decide when, where and how often they are going to meet and then to decide some basic ground rules for the group. (They are given some seminar time to do this.)

One of the UK students suggests meeting in the Union bar as there are always large tables and in the day it is never that busy, although she admits it is a bit "grungy". The student from Greece suggests Thursday afternoons and everyone agrees they are free then. One student mentions they volunteer once a month though at that time so could they make one meeting per month a 7pm start. The Greek student says "OK – fine! So that's agreed then let's move onto the ground rules, shall we?".

The South African student then outlines his ideas on what he thinks the group needs to do in order to "co-operate effectively and efficiently together for the sake of our learning". He takes a while to express his thoughts and uses quite formal English. The UK students look quite uncomfortable towards the end of this speech. The Indian student says "Wow – what an ideator! Can I add one agenda item?" One of the UK students asks her to repeat herself as they didn't catch what she said. She repeats what she said; the UK student flushes slightly and looks a bit confused but doesn't say anything.

Other comments: Possible issues, that may be cultural, that you might pull out of these particular scenarios:

Scenario 1:

- different concepts of time
- inclusion – starting before everyone present
- preferences for written/formal agendas
- domination of vocal culture/those who are using their first language

- different ideas of what is humorous, whether or not it is OK for a subgroup to use their own language for certain purposes
- age and status in group
- different ways of expressing viewpoints
- does it matter if some people present whose English is not so good?

Scenario 2:

- meeting places – was it considered that some people might find the Union bar a difficult place to meet because of associations with alcohol – was this considered; meeting times – some people may not want to meet late, their day may start earlier or they may feel unsafe travelling home late at night
- slang
- decision-making styles – some people may expect others to say if they are unhappy, others may expect to be asked and this preference can be culturally influenced
- different communication styles can 'grate' on other cultures - concise cultures can react badly to someone who takes longer than they think that person should and can result in negative labels being given like 'verbose'; also people may use a more formal style than others and this can be misinterpreted as being 'pompous' but for them it just shows they care and are passionate; if we don't understand what someone has said we should continue to ask until we do even if it feels embarrassing

Adaptations:

- the culture of the students used in the scenario can be changed to suit the make-up of the group. It may be less personal to choose cultures not represented in the real student group, which may be beneficial at this stage of the group's development

"Two or three international students in a group work best".
Lecturer at Leeds University in Ryan (2000)

"...culturally mixed groups must be engineered by the tutor if intercultural contact as part of formal study is to take place." Da Vita (2005)

4. Activities for support staff and students

“Women were slightly more likely than men to have UK students in their social circle. Younger students were significantly more integrated than older students... Students from East and South-East Asia were considerably less likely to have UK friends... Only 15% of Chinese students said they had UK friends” UKCISA (2004)

4.1 Student orientations (for joint home and international student orientations)

There is a movement in some universities to provide joint orientation activities for UK and international students and we would welcome this. We see these joint orientations as a golden opportunity to start students thinking about engaging with difference. It was generally recognised by the authors of this toolkit, and the students interviewed by Harrison and Peacock (2006), that the first two weeks of a student’s university life are crucial for them in making friends, joining societies and signing up for volunteering. If we miss this window, it seems to be much harder to find opportunities for students to mix outside their already formed friendship groups. Student orientations are thus ‘primetime’ for getting students to think about integration at a juncture where they may actually be in a place to act on those thoughts.

It appears to the authors that students are aware of the importance of cross-cultural competence (to their future employment and life in the 21st century). However, the incentive to gain this competence is often outweighed by the effort involved in reaching out. It also appears that although they recognise the need to be culturally aware, they may not always recognise what this really means or just how much there is to learn (Peacock and Harrison, 2006). It is our hope that some of the activities below, delivered at the right time and in the right way, can help counter these trends.

Activity 3.1 Margolis wheel

“The themes presented were good conversation starters.”

student induction helper, University of Bath

“It helped to learn more about each other and find similarities and differences.”

student induction helper, University of Bath

“It enables people to talk about in-depth issues quickly without having to do ‘small talk’... asking quite challenging questions but in a non-threatening way.”

Institution staff member, UKCISA conference, 2008

Aim: breaking the ice and giving students practice at talking about cultural topics that should highlight similarities and differences

Approx timing: 20-30mins (depending on number of topics introduced)

Approx group size: can be done with large numbers (if the space is sufficient)

Resources: need large enough space, pre-prepared topics ready

Other comments:

For newly arrived international students, not used to communicating in English it may be difficult for them to pick up everything that is being said to them due to the level of background noise resulting from the other conversations. Sitting people down or giving people more space if the room allows may help this

Activity:

1. Decide if students will stand or sit for this activity and then organise students into two circles, an inner and outer circle, of the same number of people. The two ‘rows’ should be facing each other.
2. Explain that a topic will be read out and the students facing each other will talk about the topic using half the time each. (Explain that a reminder will be given to indicate this timing). Then the outside circle people will take a step clockwise and so the next topic will be discussed by a different pairing and so on.
3. Depending on the size of the group different types of debriefs can be run. For large group plenary sessions, simple questions about what they learned might work best (reminding people not to attribute any comment to individuals). For smaller groups, a discussion about how they felt doing this activity can work well. For example, questions such as the following can be used: ‘Did you talk about things you would normally talk about with strangers?’, ‘How did you find doing this?’ etc.

Example topics:

1. Your favourite meal
2. Your favourite hobby/interest
3. Things you love about your culture
4. Things you don't like about your culture
5. Things that are changing in your culture
6. The importance of education in your culture
7. Your spiritual beliefs
8. Something you would like to ask the other person about their culture
9. Find three things about your cultures that are similar
10. Find three things about your cultures that are different

Adaptations:

Examples topics can be changed to suit the context eg for academic inductions you could ask: what are your expectations of your course, of how you will be taught etc.

Activity 3.2 Exploring cultural identity icebreaker

This activity is widely used as an icebreaker to explore cultural identity. For adaptations, see below.

Aim: to break the ice and enable students to begin to explore their own cultural identity and where it may be different to others

Approx timing: 10-15 mins

Approx group size: no limit but for larger groups you will need to give greater consideration to how you are going to collect in all the post-its and time needed to order them. You may also wish to have small group discussion rather than large group plenary.

Resources: two sets of different colour post-its and flipchart paper with titles 'a gift' and 'I am' on them.

Activity:

1. Give out three post-its to each student (two x one colour for 'I am' statements and one x one colour for 'gift')
2. Ask every student to write down on one post-it a gift they would give to a visitor from a culture very different to their own that represents their own cultural identity
3. Then ask every student to write down on the other two post-its of the same colour an 'I am' statement that expresses who they are eg I am a dancer; I am British.
4. Collect in the post-its and put them on the relevant flipchart under different categories eg for 'I am', for example, hobbies, profession, nationality etc.
5. Use post-it responses to explore with the group how they define themselves (by the 'I am' statements) and their culture (by the gifts they would bring) and the differences and commonalities that may exist within the group. How would they expect the responses to be different/similar if the group make-up was altered?

Adaptation

If you have contact with the group prior to the session, ask them to bring in an object, picture or a piece of music that they feel is representative of their own cultural identity.

Activity 3.3 Interviews icebreaker

Aim: encouraging students to mix and talk with people who might have different cultural, geographical, faith/belief systems or backgrounds to them and who might look different; giving students practice in talking about issues of culture, geography and faith in a structured environment to build up their confidence to do this in less structured situations later on

Approx timing: 40-60 mins

Approx group size: can be done with very large groups (but the larger the group the more difficult it might be to get deeper plenary discussions going)

Resources: handouts with 'interview' questions on or questions on powerpoint

Other comments: this activity is based on the well-known 'bingo' or 'find someone who...' activities. The difference here is that the focus is not on speed of communication and finding a fact but starting a conversation about some potentially quite deep topics so it needs to be set up with a slightly different tone and with much less emphasis on time efficiency. The added bonus is you don't need to explain the cultural concept of bingo!

Activity:

1. Give a handout to each person or if you want to control the time a bit more you can reveal each question in turn on powerpoint.
2. Set the student off on their interviews.
3. Once they have completed their four interviews pull them back and ask a few people to share the things they now know that they didn't x minutes ago. (If a few jokey responses are given then add something like 'OK – and did anyone find out anything quite deep that they didn't know before?').
4. Pull out how much there is to learn in a multi-faith, multi-national, multicultural community like this campus. We hope you'll not be scared of this but will embrace it. A saying such as "People cannot discover new oceans until they have the courage to lose sight of the shore" might be used to finish off this session.

Adaptations: a more detailed version of this activity can be found in Tomalin and Stremplewski (2000) where students use a detailed questionnaire to interview each other about cultural topics such as how they get to know people, attitudes to time and space etc.

1. Find someone who comes from a different country to you (or even better from a different continent!) and ask them to tell you about three key values in their culture. (They can define what they mean by their culture.)
2. Find someone whose appearance is completely different to yours and ask them to tell you what you should know about their hometown before you visit.
3. Find someone who was born a long way from you and ask them to tell you about their first impressions of this university and the surrounding community. (3. is taken from an activity in Lago and Barty, 2003.)
4. Find someone who has or comes from a different faith/belief system background to you and ask them to tell you about three key values in their faith/belief system.

Activity 3.4 How's it been?

Aim: encouraging students to think about the similarities and differences students from different backgrounds might have in settling into UK university life.

Approx timing: 40 mins.

Approx group size: the smaller the group the better but still can be managed in large groups.

Resources: handouts (optional)

Activity:

1. Explain the purpose of the activity.
2. Either use the handout or ask students to draw on a blank piece of paper the key first impressions they have had since arriving at the university. Give a few prompt questions eg "What is different to back home?", "How have you felt?" etc.
3. Then ask them to find two people who were born far from where they themselves were born and ask them to sit in a triangle (This idea has been adapted from an activity used in Lago and Barty, 2003)
4. Then ask them to share their thoughts or their pictures using co-counselling listening with each other (ie actively listening, not interrupting, especially with own experiences, and only asking questions if it helps them understand the meaning of what is being said) for equal amounts of time. Give time prompts to ensure the turns are taken evenly. (Five to seven minutes is usually enough time for each person.)
5. Get the students to return to their original places. In the larger group elicit how it felt listening to people in that way.
6. Share any new key thoughts from these discussions (reminding people first not to attribute anything to individuals).

Activity 3.5 Making the most...

Aim: encouraging students to think about maximising the cross-cultural learning opportunities that will exist during their time at university.

Approx timing: 35 mins

Approx group size: depends on size of room and acoustics but can be done with large groups

Resources: enough space, pre-prepared questions, '0%' and '100%' signs, post-its.

Activity:

1. Stick up the '0%' and '100%' signs on opposite walls.
2. Explain the purpose of the activity.
3. Ask students to stand along an imaginary line across the room according to their answer to the questions that are read out.

Example questions:

1. In your future career how much would you like to work in an international environment?
2. How much cross-cultural experience would you say you have?
3. How interested would you say you are in other cultures?
4. How active are you in finding out about other cultures?
5. How intimidated do you feel about approaching people who have a different culture or faith?
6. How confident do you feel to ask questions about their culture or faith?
7. How much might your lifestyle reduce your interactions with people from different cultural backgrounds?
8. How much have you thought about the fact that this university is an international community?

Some of these ideas are adapted from Diversity and Dialogue <www.diversityanddialogue.org.uk>.

4. Ask if anyone has had any new thoughts or reflections as a result of doing this activity? This should be done in small groups first if you are working with large numbers and is, of course, best done with groups who don't know each other.
5. Share some statistics about the cultural diversity of the student population to demonstrate what opportunities for cross-cultural learning exist. (The easiest figure to get hold of is often the numbers of countries that international students come from. The percent of the world's countries represented at the university can then be calculated. There are 194 countries in the world!).
6. Then go back into small group discussions about how students can make the most of the opportunities for cross-cultural learning while here. (This can provide a good opportunity for a plug for some of these opportunities eg all the cultural, faith and international societies that exist etc).
7. Everyone can then pledge one action by writing it on a post-it or saying it to the rest of the group if you have time.

8. You can then finish with a question for them to take away "What's the point in taking a year off to learn about other cultures to gain international experience or coming to the UK to study if you don't talk to the student who lives next door to you who has a different culture to you?"

Activity 3.6 Cultural ‘marketplace’

Aim: encouraging students to have conversations with people from different cultural backgrounds about culture.

Approx timing: 60 mins

Approx group size: Large depending on capacity of rooms!

Resources: Lots of space

Other comments:

- Ideal for an optional and more informal event. These types of events are quite common on university campuses but can be steered to focus more deeply on intercultural dialogue rather than what is sometimes referred to as the ‘saris, samosas and steelbands’ level of cultural interaction (Cousin in Academy Exchange, 2006).
- Can also be used later in term, on Global/Diversity Weeks or Cultural Diversity Day, for example.

Activity:

1. The purpose (and possibly very small amounts of funding) to be advertised to potential ‘stallholders’ who might be international societies or groups of students or staff.
2. The purpose should stress that stands should aim to promote deeper cultural understanding (eg family relationships, approach to time, communication preferences etc) as well as the more obvious fun stuff (eg dress, dance and food)! A briefing might be given by the organisers, which uses the cultural iceberg, for example, to get ‘stallholders’ thinking about how they go beyond the surface. A prize could be set that will go to the stall that promotes the deepest learning/most dialogue etc.
3. The ‘shoppers’ can be also asked to submit a reflection of what they have learnt and the best ones, ie the ones showing the deepest learning, could receive prizes. These reflections could then be exhibited on the university intranet.

Adaptations:

- If you want to mix the students up more and/or be more prescriptive about what they cover you could use more of a ‘café conversations’ style set-up. Each table would have a set topic that students would come together to discuss eg life rituals, family relationships, communication styles etc. It is helpful to have some hosts on each table ie people prepared to lead on these tables if the discussions die down. Some prompt questions can be left on each table to stimulate discussion.

4.2 Extra-curricular groups

(for those working on Student Union personal development programmes, student societies, student volunteering programmes, ambassador schemes, peer-assisted learning schemes, buddy schemes, Cultural/Diversity Weeks etc.)

“...Students who had participated in any type of activity on campus were more likely to have UK friends.” UKCISA (2004)

These activities are designed to be integrated into training or meetings that are already happening. It is hoped that if these students are exposed to these types of learning activity, they are then more likely to act as ‘integration champions’ by role-modelling good practice in their extra-curricular roles and activities, as well as in everyday life.

Activity 4.1 Cultural divides on campus?

Aim: stimulating a discussion about whether or not our campuses are ‘ghettoised’ with different cultural groups leading parallel and separate lives.

Approx timing: 40-50 mins

Approx group size: can be done in large groups as long as students are sub-divided into smaller groups for discussion.

Resources: flipchart paper, marker pens and possibly post-its for adaptation exercise

Activity:

1. Start off with a stimulating quote/s, statement or cartoon that suggests there is a cultural ‘ghettoisation’ of UK university campuses. For example, a statement like “This university campus is more a bottle of ‘salad dressing’ than a ‘melting pot.” or, alternatively, the cartoon on the title page of the toolkit could be used. Make sure everyone knows what these terms mean literally (as salad dressing is a cultural concept) and metaphorically (ie salad dressing has been used as a metaphor for societies where different people live physically close together but do not integrate; the idea of a ‘melting pot’ society was first used to describe the USA, indicating that the different migrants to the States had all integrated to make a new nation of American people).
2. Divide students into small groups and ask them to decide if they agree or disagree with the quote or what the cartoon seems to be suggesting.
3. Ask each group to produce a statement that they think accurately reflects the status quo of campus integration in their experience.
4. Share these statements and discuss.
5. This can lead on to the ‘What’s stopping us?’ activity which will explore why we might have cultural segregation on our campuses.

Adaptations:

- An alternative way of addressing this issue and starting a discussion would be to divide the student group into two. Explain that one half of the room are going to work on the perfectly culturally integrated campus and the other half on the worst integrated campus in the world. If numbers are large, break down the two groups into further smaller groups and give each small group some flipchart

paper and some marker pens to draw their visions on. Share the pictures in the large groups and then stick the positive pictures at one end of the room and the negative ones at the other and ask students to stand/stick a post-it on an imaginary line in between these to show where they think their campus should go. (Is it half way between these two extremes, nearly perfect etc?). This can then be used as a platform for discussion about integration on campus.

Activity 4.2 What's stopping us?

Aim: encouraging students to reflect on the factors that hold them back from engaging with deeper intercultural dialogue

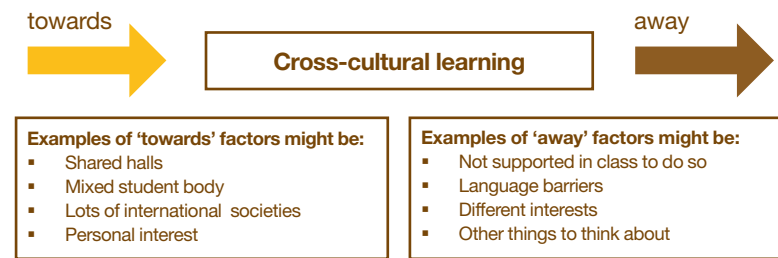
Approx timing: 35 mins

Approx group size: 10-20

Resources: flipchart paper and marker pens, post-its.

Activity:

1. Start off with some quotes or cartoons that highlight the 'ghettoisation' of UK university campuses in terms of students from different cultural backgrounds leading parallel but separate lives. Explain that the group is going to spend some time thinking about why this might be happening and what participants could do about it.
2. Get students into small groups.
3. Ask participants to think about what forces are moving students towards mixing more with students from other cultures in their academic and social life and what forces are holding them back? Ask them to add their thoughts onto post-its and add to a flipchart that looks like the one below



4. Before moving onto the next step, if this hasn't come up in the groups already, ask if there are any 'away' factors lurking behind some of the factors they have written down to try to see if they are going beyond surface reasons. For example, does a language barrier need to be an 'away' factor? What is it that makes it an away factor – lack of patience, fear of embarrassment of not understanding? Add any new thoughts to the flipchart.
5. Then ask them to discuss which of these they can do something about and how and add these ideas to the flipchart.
6. Then ask them to share some key actions students could take in plenary. (These could be related to their extra-curricular activities as well as their day-to-day living.)

Adaptations:

- An alternative way of exploring the 'what's stopping you?' question is to make it a more personal 'what's stopping YOU?!'. This can be done in a more interrogative style if you feel the student group are confident and feel safe together. Line students up in two rows opposite each other and label one line as 'As' and the other as 'Bs'. Get 'As' to be the questioner and to ask the other

why they don't mix more with people from other cultures. 'As' can be tasked with trying to get beneath the surface (like in the above activity). Or, if the group doesn't know each other very well and the former approach might be seen to be a little threatening 'co-counselling' listening could be used instead. This is when both parties have an equal amount of time to talk about why they don't mix more with people from other cultures. The other person must listen very actively but not interrupt unless that interruption might help to clarify things for them. A debrief would need to be run for both of these activities to see what students have learnt from these processes.

"There is much more to be learned."

Participant at interfaith workshop, Bristol

Activity 4.3 Mini-scenarios

"The discussions of the scenarios were really useful."

UWE student helper

Aim: encouraging students to think about how they can miss or take advantage of everyday opportunities to learn more about different cultures.

Approx timing: 50 mins (if all scenarios done by all)

Approx group size: could be used with very large group as long as they are split into small discussion groups of no more than six people.

Resources: enough mini-scenarios for each group – some way for each group to make notes should they want to.

Activity:

1. Explain the purpose of the task.
2. Divide into small discussion groups and give each group a set of mini-scenarios for discussion.
3. Ask them to discuss how the student concerned could learn more about people from different cultural or faith backgrounds in each situation.

Scenarios

1. One of the students who lives on your floor looks a bit Chinese but you have never been sure. After six weeks, both of you are in the kitchen and he is cooking. You try to make conversation by asking what he is cooking. He says it's something they cook back home in Brunei. You don't know what to say because you don't know anything about Brunei. In fact, you are not even sure where it is so you find you don't know what to say next. In fear of looking stupid you just walk away saying 'Oh – right! Interesting!'.
2. One of your friends has just decided to wear the Hijab. You and your other close friend are really shocked as she has always been really liberal and open-minded, although you've never really talked much about religion before. You both decide to talk to her about it when you next see her as she always likes to be challenged. Over a coffee you ask her whether or not she thinks wearing a headscarf isn't just a backward step for women. Doesn't it just symbolise men's control over women's sexuality?
3. At Freshers week you noticed a Japanese society stand. You meant to go and have a look and find out more as you've always had an interest in Japan but don't know much about it. (You've even thought about going to work out there). You couldn't see any non-Japanese anywhere near the stand though and you wondered if it was just a support society for Japanese students.
It is now your second year and you have vaguely started looking at doing a teaching job in Japan when you finish your degree as you would like to take a gap year. You are planning to get some books out of the library and start researching more about the culture.

4. In one of your seminar groups, there is a group of four Country X nationality students. They are not unfriendly and always smile at you but they are always talking together and you cannot catch what they say. You would like to get to know them as you are always interested in meeting people from different places but it is hard to find a chance to engage with them.
5. You live in a large house with students from a number of backgrounds. After three weeks of living together you feel that you have not got to know each other very well so you put an invitation under everyone's door inviting them to come for a drink at 8pm tomorrow at your local pub. One of your housemates says they can't come as they don't like alcohol. You reassure them that they don't need to drink and that it would just be really nice to all sit and chat together.

4. Points facilitator may like to pull out:

Mini-scenario 1.

It's OK not to know things but if we never communicate and ask we will stay ignorant; the student from Brunei may have experienced this before so may not be that shocked and if you are up-front about your lack of knowledge probably won't mind; your embarrassment can come across as a lack of interest and this could now make relationship forming even more difficult in the future; this person could really have taken advantage of this opportunity to make a new cross-cultural relationship and find out more about the world but has missed it.

Mini-scenario 2.

Can we learn about things if we have already made up our minds up about them? How does the way we ask questions determine what we learn/influence the other person's reaction to us? We may find it harder to be challenged on some areas of our lives than others.

Mini-scenario 3.

We often need to come out of our comfort zone if we want to learn more about other cultures; if you are interested in other cultures find out what the purpose of relevant societies might be – if other students never express an interest in the society they are more likely to stay as support groups for co-nationals (many societies are very keen to have people from other cultures get involved); think about all of the resources that are available at universities, not just books and websites – there are real live people too who are usually a much more accurate and much more interesting way to learn about culture.

Mini-scenario 4.

Again, we may need to take a risk and invite people to do something eg go for a coffee, be pro-active. They may not do it but at least we will have tried!

In universities, students from different cultural backgrounds often see that it is the 'other side' that is not making the effort. International students may expect home students to be the more welcoming as they are 'hosts' and are then disappointed when this does not happen, home students may perceive people talking in their own language as exclusive behaviour and so circles of misunderstanding can be created that end up in cliquey campuses.

“...there is evidence that more can be done to increase mutual understanding and social interaction between UK and international students. Evidence from international students is that they consider their UK hosts to be less friendly than those in other nations.” Fielden (2007)

Mini-scenario 5.

Not liking alcohol has not been explored here and so a suitable solution may not have been found. An assumption has been made that this means they don't like drinking alcohol. However, it may be that they don't like to be in a place or near people who are drinking alcohol. It can be seen as contrary to personal, cultural or religious values. It may be that they are afraid of mixing with drunk people. (If we come from a culture where drinking alcohol is commonplace we often forget we have good skills in dealing with drunk people. If you have lived in a 'dry' society you may have little or no experience in dealing with drunk people.)

“UK people are overall very helpful, friendly and fun to hang out with when they are sober.”

Malaysian undergraduate male in UKCISA (2004)

“I think it's something that as a student or as a British person I've never really appreciated that I could go to a pub and not have a drink and it's really highlighted since meeting so many international students that you still can have fun...you can still be cool if you don't drink.” Student in Barty, Lago and Eadington (2008)

Adaptations:

- Could be presented by some students as sketches and then have small discussions to add interest. Alternatively the facilitators could role play the mini-scenarios and ask the students to consider what the cross-cultural misunderstanding that may be occurring for each individual and what strategies the student concerned could use to improve their understanding of people from different cultural/faith backgrounds. In both case the mini-scenarios would need to be converted into dialogues.
- Different groups could do different scenarios if time was limited or if you wanted them to look at individual scenarios in more detail.

Activity 4.4 Perspectives

“It was challenging and definitely opened my mind to new ideas... I want to learn lots more about different cultures.”

UCL undergraduate

Aim: sharing perspectives and experiences of university life

Approx timing: 55-60 mins

Approx group size: could be used with large group as long as they are split into small working and discussion groups

Resources: flipchart and marker pens

Activity:

1. As individuals or as nationality groups draw a sketch map of the area they are students in, marking on the places that are most important to them (ie places they like, where they spend most of their time, where they buy food, relax, study etc – both social and academic). (Minorities of one will need to be well supported if they work in nationality groups!) Make it clear that it doesn't have to be geographically accurate and make sure no-one is obsessing so much about the detail that they do not cover much territory.
2. Then ask them to compare their maps with another person or group who might be quite different to them, pulling out any similarities or differences they have noted and asking each other any questions they have about lifestyle etc.
3. Then ask if any of what has just been discussed might inhibit mixing between students from different cultural backgrounds.
4. This can then lead onto discussions about if it does, should we do anything about this? If so what? And what could we as individuals do about this?

4.3 International, cultural and faith societies.

Student societies whose main purpose is to promote international, intercultural or interfaith relations are clearly ideally placed to facilitate intercultural dialogues. We hope these activities will provide such societies with a framework for tackling such work.

If staff in the university who have more experience of facilitating this kind of work could help prepare them for these activities - even better!

Activity 5.1 Line up activity

Aim: increasing students' interest to talk about difference and reducing their fears about to do this

Approx timing: 35-45 mins (but can be tailored according to the number of statements selected).

Approx group size: 5-15

Resources: a large enough space, some pre-prepared questions, an 'agree' and a 'disagree' sign.

Activity:

1. Stick the 'agree' and 'disagree' signs at either end of the room and make sure there is a clear space running between.
2. Refer to quote from Peacock and Harrison's research that UK students were found to have a "strong taboo around discussions of diversity" and that some of this discomfort was seen to be adversely affecting the development of relationships with students from different backgrounds.
3. Ask how difficult is it to do this really and then explain that you are going to have a go at doing this and see how it feels.
4. Before the activity is run it is very important that the key principles for constructive dialogue outlined at beginning of this toolkit are shared with the students participating. (It is also vital that the facilitator keeps people to these principles. The whole dialogue should be conducted in complete calm with everyone focusing on understanding not judging or persuading.)
5. Explain that everyone is going to respond to some statements that are going to be read out. These statements relate to values and beliefs. Instead of just answering verbally we are going to respond physically. The advantage of this is that we get to hear about everyone's views. So when a statement is read out you move your chair to a position on the line between agree and disagree to represent your degree of agreement, and sit down. Explain that once we have taken a position we can all ask each other why we sat where we did, where we think our views have come from etc. Additional questions can be asked once someone has spoken, as long as they stick to the principles! (The leader of the activity may need to lead the 'interview process' to begin with until people become confident with the process).
6. Let people know that if someone says something to make them change their mind that they should move their chair to show this.

Example statements:

1. Women should have different roles in society to men.
 2. We should pay a lot of attention to time as it's a scarce resource.
 3. People should be free to love who they choose and how they choose.
 4. I control my own destiny.
 5. Young people should listen to those older than them.
 6. Religion is the best source of moral guidance.
 7. You should say what you have to say as simply and concisely as you can.
 8. The main purpose of coming to university is to get life experience.
 9. It is easy for me to challenge authority.
 10. There are things about my culture that I don't like.
 11. I get advice from my family if I have to make a big decision in life.
 12. My friends can expect almost anything from me.
 13. It is more beneficial for me to have friends who are of the same culture to me.
 14. The university has cultural cliques.
 15. Alcohol is fun.
7. When you have finished the discussions of the statements, run a debrief with everyone preferably sitting where they can see each other. Ask how this activity felt? Did it feel different to other conversations you have had where people have different viewpoints about values and beliefs? What do you think made these conversations different? Finish by asking if there is anything we can take from this activity into 'real life'.

Adaptations:

- If you have larger numbers you may need to run with two different groups in two different spaces with two facilitators otherwise it is hard for people to participate actively in the follow-up discussions.
- There is a follow-on activity that can work well after this activity if good levels of trust have been created and if people have showed they can stick to the key principles of constructive dialogue outlined at the beginning. Students can be given the opportunity to ask questions that they have about other cultural groups present at the workshop. Again, they should be reminded to ask questions to individuals as individuals and not to expect people to answer for a group. For example, rather than say 'Why do Chinese students all stick together?' a better question would be 'In your experience, have you found that other Chinese students want to mix with students from other nationalities?'
- A written values comparison exercise exists in Lago and Barty (2003) which can be used for larger numbers.

Activity 5.2 How others perceive us

Aim: encouraging students to think about how they may appear to others and what barriers they might be unintentionally putting up that reduces the likelihood of them mixing with students from different cultural backgrounds.

Approx timing: 45-55 mins

Approx group size: 15 (any larger than this and people might feel more intimidated to share more personal issues in plenary)

Resources: handout

Other comments: this activity links well with the following activity on stereotyping.

Activity:

1. Ask everyone to think of two different people that they have met while they have been at university (in halls, in class etc), who come from different cultural or faith backgrounds to them and whom they have not really got to know. (They can define culture as they like. Remind them it does not have to be national culture but could be about gender, class etc).
2. Give everyone a handout and ask them to think about person one and two and how they might have perceived:
 - a) the participant as an individual
 - b) the participant as part of a group (ie them and one of their friendship groups)
 - c) a club/society to which the participant belongs.
 They should make some notes to prompt their memories in the arrow boxes on the handout.
3. Ask them to reflect on the following question: "Are you putting up any barriers to meeting and getting to know people from other cultures, even if you are not meaning to?"
4. Then get them into small groups and ask them to share these thoughts.
5. As a club/society – is there anything they could be doing to break any of these barriers down? The group could then agree on one or two actions that they would like to take forward. It could even be decided who might drive these changes.

Activity 5.3 Exploring stereotyping

“Discussions [were] spontaneous, animated and meaningful to the participants and addressed the nuances of how we view difference.”

Facilitator of group of student ambassadors, UWE

Aim: An exploration of stereotyping on campus.

Approx timing: 25-35 mins

Approx group size: 20 max (a trusting atmosphere must be created)

Resources: pre-prepared flipchart or powerpoint

Other comments: this activity could potentially be enhanced if members from a number of international, cultural or faith societies came together.

Activity:

1. Have a quote up on powerpoint or flipchart to start tuning people in, as they come into the session. For example:

“All too often our own prejudices remain hidden from ourselves, covered up with layers of justification and rationalisation that we have created over the years. Exposing such prejudices is uncomfortable (that’s why we keep them buried in the first place).” Clement and Spinks (2000)

2. Start by explaining that the session is going to explore the cultural stereotypes that we might hold about each other.
3. Ask students what the difference between a generalisation and a stereotype might be. Get them to discuss this in pairs.
4. Share some of their ideas. You could then present some ideas from other people, eg Tomalin and Stremplewski or Storti:

“A stereotype does not allow for individuality, and often encourages critical or negative judgement. A generalisation...is non-judgemental and allows for individuality”. Tomalin and Stremplewski (2003)

“While generalizing is a perfectly respectable way of organising information, generalisations should not be made to carry more truth than they can bear. They are statements of the probable and the likely but not necessarily of the actual; they describe the typical, the normal, and the average but not always the real...What are we to do with generalisations, then? Use them carefully.” Storti (2001)

5. So, who do we stereotype? Ask students to turn in the opposite direction and ask them to discuss with the person next to them. (One student, at the end of a row, will need to move). Again share student views and then some from other writers for example:

A view from psychologists...

“...we are compelled to process so much information that we must take shortcuts...In the process of simplifying, we divide our world into useful categories, including ‘us’ and ‘them’...This process of simplification is enhanced by the fact that we take greater account of some categories than others...[and] is enhanced by a tendency to notice differences between members of different groups but similarities between members of the same group. This is particularly so with groups to which we feel we do not belong (‘outgroups’) – they are seen as much the same”. Kremer and Schermbrucker (2006)

A view from diversity training...

The main roots of prejudice are:

Ignorance	we make up our own reasons why people do things; we often interpret things we don’t understand negatively
Power	the majority depend on the minority to feel secure in their group membership
Vulnerability	we can see other people as a threat if we are not secure in ourselves and our situation
Upbringing	the influence of those who have been close to us
Conformity	influence of those who are close to us now; we may strive to be liked more than we strive to be fair.

adapted from Clement and Spinks (2004)

6. Ask students in small groups to name a group within the university campus who are sometimes stereotyped. This can be a cultural, nationality or faith group (but could also be something else, such as departmental or professional). Ask students to write down stereotypical comments they have heard about this group.
7. Rotate the sheets around the room.
8. Then ask the groups to discuss if stereotyping is harmful and if so, why? Points the facilitator might like to bring out are: they can increase barriers to integration which then reduces our ability to learn, creates a divided campus, gives people greater permission to behave badly towards people who belong/are seen to belong to this group, people categorised in this way can feel hurt, misunderstood and isolated etc.

Adaptations:

- Tomalin and Stremplewski (2003) use a similar activity where students are asked to list all the countries represented by people in the room. Flipcharts with those country names are then placed around the room and students are asked to add any stereotypes they have/have heard about these groups. Those people ‘described’ on the flipcharts are then given a chance to comment on how they feel about these descriptions. This then leads into discussion about whether stereotypes are harmful or not, similar to stage 8 above.

Resources for copying

Activity 1.4 Question topics out of a bag

First year undergraduates, first term

Who most inspired you to learn?	Why did you choose this subject and why this university?	What do you want to do with this degree when you have finished?
What kind of teacher-student relationship have you been used to in the past eg formal/informal, should agree with/don't need to agree with, etc?	What type of learning are you used to, eg big group/ small group active/receptive, theory-based/ practice-based, etc?	How would you describe the way you like to learn?
How have you normally worked with your fellow students/ classmates?	What has surprised you most so far about learning in the university?	Have you worked a lot with people from other cultures before?

Activity 1.4 Question topics out of a bag

Second year undergraduates who don't know each other

Who most inspired you to learn in the last five years?	Why did you choose this subject?	What has surprised you most about learning in the university until now?
What aspect of learning at this university do you find most difficult eg self-study, small group work, etc?	Have you learned from working with people from other cultures? And if so, what have you learned?	What helps you study well in small groups like this?
What do you do apart from study at the moment?	What do you enjoy about learning in this university?	What do your friends/family think of you studying this subject?

Scenario 1

A group of seven students (four home, two Chinese and one Indonesian student) were assigned to work together by their tutor on a research task. The project was to end in a 10-minute presentation. The students were to be marked on the structure and innovation of their presentation, as well as the quality of their research.

At their first planning meeting, the student from Indonesia is 20 minutes late, so while they are waiting one of the UK students suggests that they go round and find out more about each other's research interests. Once the Indonesian student has arrived the same UK student suggests that they write out an agenda of what they want to cover at the meeting. As the UK students make more suggestions in the discussions, he makes a joke that "it's four points to Europe, one point to Asia. Come on Asia!".

As the group is discussing what methodology they should use the two Chinese students start talking to each other in Mandarin. One of the UK students reminds the group that everything should be said to everyone so no-one misses out on anything. The older Chinese student who speaks better English says he was just explaining something. The UK student replies very softly that it's fine to ask them a question if they don't understand something.

When they finally get to talking about the presentation it is agreed by all it seems that only the UK students should present. Those who express their views feel that the UK students can fit more in and do it more accurately. One of the UK students comments that it's good to play to everyone's strengths.

Scenario 2

A tutor has asked all her students in her seminar group to try out a study group this term. She feels it is important for students to have an international perspective on this area of study so has deliberately, and openly, mixed up the students in terms of nationality.

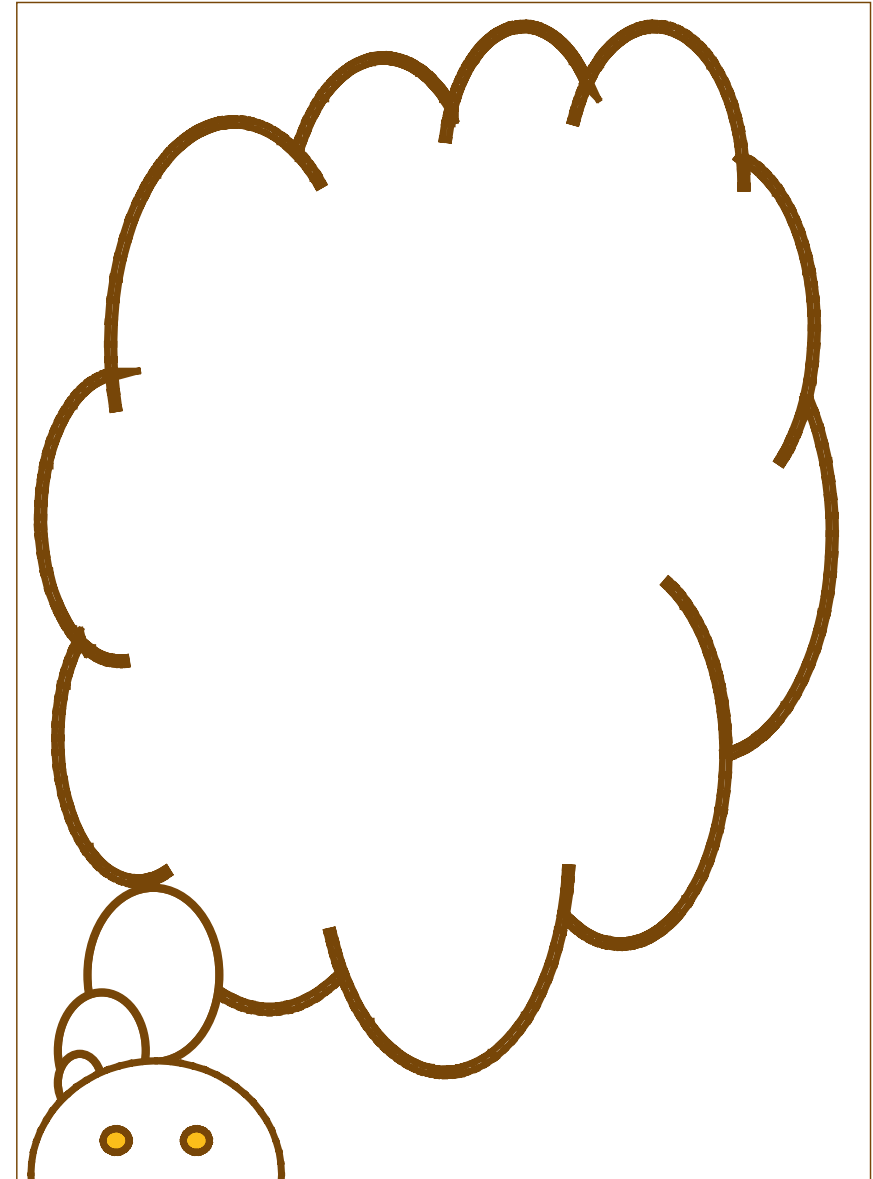
One of the groups is made up of three UK students, one Indian student, one South African and one Greek student. Their first task is to decide when, where and how often they are going to meet and then to decide some basic ground rules for the group. (They are given some seminar time to do this).

One of the UK students suggests meeting in the Union bar as there are always large tables and in the day it is never that busy, although she admits it is a bit "grungy". The student from Greece suggests Thursday afternoons and everyone agrees they are free then. One student mentions they volunteer once a month though at that time so could they make one meeting per month a 7pm start. The Greek student says "OK – fine! So that's agreed then let's move onto the ground rules, shall we?"

The South African student then outlines his ideas on what he thinks the group needs to do in order to "co-operate effectively and efficiently together for the sake of our learning". He takes a while to express his thoughts and uses quite formal English. The UK students look quite uncomfortable towards the end of this speech. The Indian student says "Wow – what an ideator! Can I add one agenda item?" One of the UK students asks her to repeat herself as they didn't catch what she said. She repeats what she said; the UK student flushes slightly and looks a bit confused, but doesn't say anything.

Activity 3.3 Interviews icebreaker

<p>1. Find someone who comes from a different country to you (or even better from a different continent!) and ask them to tell you about three key values in their culture. (They can define what they mean by their culture).</p>	<p>2. Find someone whose appearance is completely different to yours and ask them to tell you what you should know about their hometown before you visit.</p>
<p>3. Find someone who was born a long way from you and ask them to tell you about their first impressions of this university and the surrounding community.</p>	<p>4. Find someone who has or comes from a different faith/belief systems background to you and ask them to tell you about three key values in their faith/belief system.</p>

Activity 3.4 How's it been?

Activity 4.3 mini-scenarios**1.**

One of the students who lives on your floor looks a bit Chinese but you have never been sure. After six weeks, both of you are in the kitchen and he is cooking. You try to make conversation by asking what he is cooking. He says it's something they cook back home in Brunei. You don't know what to say because you don't know anything about Brunei. In fact, you are not even sure where it is so you find you don't know what to say next. In fear of looking stupid you just walk away saying 'Oh – right! Interesting!'.

2.

One of your friends has just decided to wear the Hijab. You and your other close friend are really shocked as she has always been really liberal and open-minded, although you've never really talked much about religion before. You both decide to talk to her about it when you next see her as she always likes to be challenged.

Over a coffee you ask her whether or not she thinks wearing a headscarf isn't just a backward step for women. Doesn't it just symbolise men's control over women's sexuality?

3.

At Freshers week you noticed a Japanese society stand. You meant to go and have a look and find out more as you've always had an interest in Japan but don't know much about it. (You've even thought about going to work out there). You couldn't see any non-Japanese anywhere near the stand though and you wondered if it was just a support society for Japanese students.

It is now your second year and you have vaguely started looking at doing a teaching job in Japan when you finish your degree as you would like to take a gap year. You are planning to get some books out of the library and start researching more about the culture.

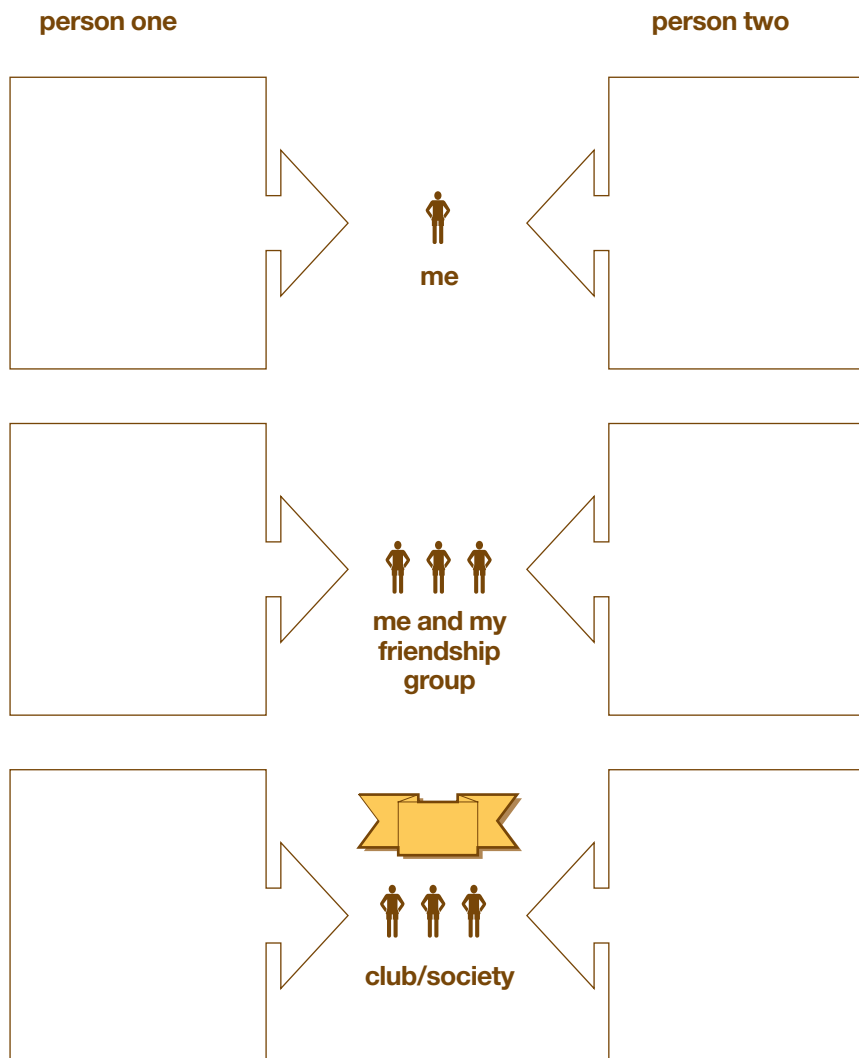
4.

In one of your seminar groups, there is a group of four Country X nationality students. They are not unfriendly and always smile at you but they are always talking together and you cannot catch what they say. You would like to get to know them as you are always interested in meeting people from different places but it is hard to find a chance to engage with them.

5.

You live in a large house with students from a number of backgrounds. After three weeks of living together you feel that you have not got to know each other very well so you put an invitation under everyone's door inviting them to come for a drink at 8pm tomorrow at your local pub. One of your housemates says they can't come as they don't like alcohol. You reassure them that they don't need to drink and that it would just be really nice to all sit and chat together.

Activity 5.2 How others perceive us



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“To be sure, I too do not believe that you and I will ever be able to communicate fully, and without some residue of misunderstanding, with each other. But though you may be Occidental and I a Chinese, though we may speak different languages, if we are persons of good will we shall have a great deal to say about each other, and beyond what is precisely communicable we can guess and sense a great deal about each other. At any rate let us try.”

The Glass Bead Game, Hermann Hesse
(quoted in Lago and Barty, 2003)



9-17 St Albans Place
London N1 0NX
T +44 (0)20 7288 4330
F +44 (0)20 7288 4360
www.ukcisa.org.uk

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