

# Trainer's manual

# Cross-cultural competence

## Introduction for trainers

WrOpenUp is co-created from its very first days by skill-based volunteers from different countries, sectors and global organizations located in Wrocław (Poland). WrOpenUp is a non-commercial educational project about Diversity & Inclusion. The goal is to raise intercultural awareness and tolerance towards cultural differences and diversity among young people by delivering specific workshops. The project is co-created as cross-sector cooperation with international corporations, the city government of Wrocław, artists and media. The key is to include highly skilled volunteers as trainers of the workshops. Since 2012 over 2560 students were trained and over 260 volunteers were engaged.

## Learning agenda

Time	Session
10.00 – 10.05	Wropenup in a nutshell – introduction of the foundation
10.05 – 10.20	Introductions and icebreakers– Trainers and students
10.20 – 10.30	The Learner's Journey of CCC workshop
10.30 – 10.50	The Intercultural quiz
10.50 – 11.10	Break
11.10 – 11.40	Storytime activity
11.40 - 12.00	Break
12.30 - 13.00	Culture theory
13.00 - 13.10	Break
13.10 - 13.45	Cultural stereotypes
13.45 - 14.00	Wrap up

# 1. Introduction and icebreakers

## Logistics

- Time allocation: 30 min
- Online tools - mentimeter

## Session objectives:

- Introduce the aim and objective of the training and provide background on Wropenup
- Participants get to know the trainers
- Participants get to know each other

## Session outcome:

- Participants know the programme
- Participants know each other's names
- Participants have nice atmosphere to work in groups

Section	Method / Instruction
Opening	Provide an introduction of Wropen based on the 'introduction for trainers' section of this manual
Trainer introductions	<p>Introduce yourselves. There are two suggested ways. Consider other options based on your preferences and experience.</p> <p><b>Option 1</b> - One of the suggested online ways to introduce yourselves as trainers would be to use the game "Two Truths and a Lie". Online polling is used to enable participants to guess the lie. Consider using Mentimeter.com &gt; Multiple choice questions.</p> <p><b>Preparation:</b> Every trainer prepares in advance the 2 truths and 1 lie about themselves.</p> <p>Use <a href="https://www.mentimeter.com/app">https://www.mentimeter.com/app</a> &gt; create your presentation</p> <p>Provide the menti.com code to participants to be able to run the game</p> <p>Tutorial about how to use Mentimeter: <a href="https://www.youtube.com/watch?v=8ckjXGzOM-g">https://www.youtube.com/watch?v=8ckjXGzOM-g</a></p> <p><b>Option 2</b> - Trainers introduce themselves just talking and discussing freestyle. This requires lesser preparation but may be less engaging. Delete the reference to the menti code on slide 3.</p>
Participant introduction	<p><b>Option 1</b> – Who is in this virtual room</p> <p>This session can be led in two ways:</p>

	<p><b>Version 1:</b> Lead the discussion for the students and ask them to answer the questions about themselves:</p> <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- What is your dream country to travel to and why?</li> </ul> <p>Remember to delete the reference to a Menti code on slide 4 if you use this version</p> <p><b>Version 2:</b> Using Menti, create a map and ask students to ‘pin’ a place they have visited or they want to visit. Provide the required Menti on slide 4</p> <p><b>Option 2 – Treasure hunt</b> Alternative warming up game - can be used instead or as addition to Who is in this virtual room</p> <p><b>Rules:</b></p> <ul style="list-style-type: none"> <li>• Ask students to find in their homes something yellow and fluffy.</li> <li>• After 2 minutes they should show you on camera what they have found (toy, pet, blanket, hat... etc.)</li> <li>• The person who finds and shows it first wins</li> <li>• Ask them to say a few words about what they have found.</li> </ul> <p><i>p.s. The thing they look for does not need to be only yellow and fluffy, but green, red etc. sky is the limit for your imagination.</i></p>
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## 2. The Intercultural quiz

### Logistics

- Time allocation: 20 minutes
- Online tools: none

### Session objectives:

- Introduce the variances in what one considers ‘normal’
- Provide a global perspective

### Session outcomes:

- Participants learn that habits different from theirs are neither good nor bad, but are only different
- Participants learn the importance of curiosity in learning about the ‘why’ of different cultural habits

Section	Method / Instruction
Intercultural quiz	<ul style="list-style-type: none"> <li>• As you walk participants through the questions, solicit answers from them before moving on to answers in the following slides</li> <li>• To the extent that you are confidently aware or have researched,</li> </ul>

	provide additional context
Quiz takeaways	<ul style="list-style-type: none"> <li>• Reiterate the key learnings from the exercise</li> <li>• Make the learning real through your own reflections on the differences in habits</li> </ul>

### 3. Storytime

**Please note that there are two stories available to choose from. Please familiarize yourself with both and choose only one to deliver for your session.**

#### Logistics

- Time allocation: 30/40 minutes
- Online tools: Setup breakout rooms of 5-8 participants within chosen platform

#### Session objectives:

- Introduce the concept of making assumptions about people
- Introduce the concept of foreign cultures provoking assumptions

#### Session outcomes:

- The importance of having all information before passing judgement
- Recognize the likelihood for biases and stereotypes affecting perceptions

#### Story Option 1 - Story of Juna

Section	Method / Instruction
Story introduction	<ul style="list-style-type: none"> <li>• <b>Note – in presentation view of slide #21, the points below show one-by-one as you scroll or click forward</b></li> <li>• The Akvo River is a long, long river that flows towards the East of the far-far-away country of Neffa-Land. The river is full of crocodiles and no bridges are crossing it. JUNA lives next to this river. She is a beautiful and young girl and madly in love with TIDAN. But TIDAN lives on the other side of the river. JUNA decides to visit TIDAN, so she asks FLEN to take her on the other side. But FLEN although he has time, and a boat doesn't take JUNA on the other side.</li> <li>• JUNA doesn't give up and goes to LEFAT another man and asks him to take her to the other side. LEFAT agrees on this, but he can only take her on the next day and with the condition that she spends the night with him. JUNA agrees because she desperately wants to see TIDAN. So, she spends one night with LEFAT and the next day she is taken to the other side of the river.</li> <li>• JUNA finally jumps into the arm of TIDAN and tells him the stories that she has gone through. TIDAN gets angry and sends JUNA away. She</li> </ul>

	<p>starts walking sadly on the shores of the river and she meets QUECH a young man. QUECH asks her what happened and why is she sad and JUNA tells him what she went through. After this QUECH finds TIDAN and punches him in the face.</p> <ul style="list-style-type: none"> <li>• The End</li> </ul>
Breakout activity 1 (5-10 mins)	<ul style="list-style-type: none"> <li>• In breakouts teams rank the characters (1-5) from the worst character to the best one.</li> <li>• After approximately 5 minutes the groups return to the main room</li> <li>• A speaker from each team talks through the ranks and the reasoning for the rank assigned to each character.</li> <li>• <b>It is very important NOT to judge their ranks and their reasons for their results. Just support the participants to reflect on their choices and their pictures of each person on the list.</b></li> </ul>
Story updates	<ul style="list-style-type: none"> <li>• <b>Note – in presentation view of slide #23, the points below show one-by-one as you scroll or click forward</b></li> <li>• Read out loud: What you didn't know is that:</li> <li>• JUNA is a 17-year-old student</li> <li>• TIDAN is her teacher, with a wife and 2 children</li> <li>• FLEN is Tidan's colleague</li> <li>• LEFAT is Juna's grandfather. He hasn't seen her for a long time. Spending the night means having tea.</li> <li>• QUECH is a psychopath killer. Punching someone's face just gives him joy.</li> </ul>
Breakout activity 2 (5-10 mins)	<ul style="list-style-type: none"> <li>• In breakouts teams rank of the characters (1-5) from the worst character to the best one – based on updated information</li> <li>• After approximately 5 minutes the groups return to the main room</li> <li>• A speaker from each team talks through the ranks and the reasoning for the rank assigned to each character.</li> <li>• <b>It is very important NOT to judge their ranks and their reasons for their results. Just support the participants to reflect on their choices and their pictures of each person on the list.</b></li> </ul>
Debrief	<ul style="list-style-type: none"> <li>• The game provokes our tendencies toward stereotypes and bias within us. Key callouts include:</li> <li>• With missing information, we fill with our own assumptions</li> <li>• This may lead to prejudice based on stereotypes and bias</li> <li>• The setting and names of a (imaginary) foreign country are of course a provocation</li> <li>• Stereotypes are a social projection of characteristics</li> <li>• Projection: “The We Group “(positive) versus “The Other Group” (negative)</li> <li>• Stereotypes are usually negative (but also can be “positive” in some rare cases)</li> </ul>

Good to know for trainers	<p><b>Just for your information:</b></p> <p>The game was formerly named “The Story of Leila”</p> <p>The new names are based on constructed languages and world play:</p> <p>EFFA-LAND = Neverland (Word play)</p> <p>FLEN = Friend (Volapük)</p> <p>AKVO = Water (Esperanto)</p> <p>LEFAT = Grandfather (Volapük)</p> <p>JUNA = Young (Esperanto)</p> <p>QUECH = Rage (Klingon)</p> <p>TIDAN = Teacher (Volapük)</p>
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## Story Option 2 - Euro Rail

Section	Method / Instruction
Story introduction	<ul style="list-style-type: none"> <li>• <b>Note – in presentation view of slide #26, and read out loud:</b></li> <li>• <i>You are boarding the “Deer Valley Express” train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share?</i></li> </ul>
Open task activity 1 (5 min)	<ul style="list-style-type: none"> <li>• Now everybody has to choose individually the three people they would most like to travel with and the three they would least like to travel with (according to the present options <b>on slide #26</b>). Each student has to make personal notes with his own individual list.</li> <li>• Option 1: They keep their own list for themselves until they go into the breakout rooms</li> <li>• Option 2: All students tell and discuss their choices before they send them into breakout rooms (If group size and time allows).</li> </ul>
Breakout activity 2 (10-15 mins)	<ul style="list-style-type: none"> <li>• Separate the participants randomly into 2-4 groups. Within the group they have to come to a common result: 3 they would like to travel with, 3 they would least like to have in the compartment.</li> </ul>
Presenting the results	<ul style="list-style-type: none"> <li>• After approximately 10 minutes the groups return to the main room</li> <li>• A speaker from each team presents their common list and talks about the discussions they had about it.</li> <li>• In plenary, ask each group to present their conclusions including the reasons for their common choices. They should also say in which “cases” there was most disagreement within the group. The debriefing and discussion will be based on the group’s reports. Comparing the different results in the chat is a good</li> </ul>

	<p>way to introduce the discussion.</p> <ul style="list-style-type: none"> <li>• <b>It is very important NOT to judge their list and their reasons for their choices. Just support the participants to reflect on their choices and their pictures of each person on the list.</b></li> </ul>
Debrief	<ul style="list-style-type: none"> <li>• <b>Note – in presentation view of slide #27</b></li> <li>• You may continue the discussion by asking questions such as: <ul style="list-style-type: none"> <li>• Has anyone in the group experienced a similar situation in real life?</li> <li>• What were the major factors that determined your individual decisions?</li> <li>• If the groups did not manage to reach common conclusions, why was this?</li> <li>• Which decision was most difficult?</li> <li>• What factors prevented you coming to a consensus?</li> <li>• Which stereotypes does the list of passengers evoke?</li> <li>• Are the stereotypes in the descriptions given or in our mind and imagination?</li> </ul> </li> </ul> <p><b>TAKE AWAY:</b> We categorize the world and with over-simplifying we can end up thinking in stereotypes.</p>

## 4. Culture theory

### Logistics

- Time allocation: 30 minutes
- Online tools: Optional use of Menti for opening discussion

### Session objectives:

- Scientific basics about intercultural competence
- Understand the scientific basis affecting stereotypes and prejudice

### Session outcomes:

- Knowledge about culture, stereotypes, and prejudice
- Knowledge about processes of stereotyping

Section	Method / Instruction
What is culture	<ul style="list-style-type: none"> <li>• Run an open discussion on what participants think of when they think of culture</li> <li>• Optionally consider using Menti to capture responses</li> <li>• Acknowledge responses, including any recurring themes or points</li> </ul>
Culture: An Orientation	<ul style="list-style-type: none"> <li>• Using content on the slide and that provided below, provide broader understand of what culture can mean and how it can be viewed</li> </ul>

System	<ul style="list-style-type: none"> <li>• The word “culture”: Latin “<i>cultura</i>” from “<i>colere</i>”, meaning “to cultivate”. Generally, it refers to patterns and results of human activity in contrast to the unchanged and ancient nature (artificial landscape vs. nature).</li> <li>• A definition: “Culture is the entirety of the basic assumptions, values, norms, attitudes and beliefs of a social unit, which is expressed in a variety of behaviours and artefacts an which has evolved over time in response to the diverse demands towards this social unit” - Kutschker/Schmidt (2002)</li> <li>• <b>Culture contains:</b> <ul style="list-style-type: none"> <li>• Values, Norms, Beliefs</li> <li>• Assumptions and Perceptions</li> <li>• Rituals and Symbols</li> <li>• Behaviour and Communication</li> <li>• Artefacts, Art, and Technology</li> </ul> </li> <li>• <b>Culture as orientation system:</b> Culture enables individuals and groups to deal with each other and the outside world. Culture is based on shared values and transmitted by practices: Cultural Standards. For example: <ul style="list-style-type: none"> <li>• What is good and what is bad?</li> <li>• What is moral and not moral?</li> <li>• How to behave and to communicate?</li> <li>• What is an appropriate relationship towards others?</li> </ul> </li> </ul>
The Iceberg-Model	<ul style="list-style-type: none"> <li>• Like an iceberg the biggest part of culture is not visible to us. We cannot see the root cause and so we cannot understand the visible actions (e.g., behaviour and communication). This can lead to misunderstandings and misinterpretations of situations and behaviour.</li> </ul>
Culture And Nations	<ul style="list-style-type: none"> <li>• As culture is a collective phenomenon it can only be described with groups. But this group can be defined in different ways. And of course, every individual is part of different groups at the same time.</li> <li>• In the intercultural context we tend to define this group as “Nation” or “Ethnicity” or sometimes as “Religion”.</li> <li>• But we must be aware that there are several groups to consider, to avoid stereotyping.</li> <li>• <b>The Social Unit:</b> Collective Phenomenon. But how to define the Group? <ul style="list-style-type: none"> <li>• <u>Nation / Nationality?</u></li> <li>• People / Ethnics?</li> <li>• Region / Local?</li> <li>• Townships / City?</li> <li>• Company / Organization?</li> <li>• Friends / Acquaintance?</li> <li>• Family / Relatives?</li> </ul> </li> <li>• <b>Important</b> Point out that we simplify culture to the national and ethnic definition, but we must keep in mind that there are more possible</li> </ul>



	<p>differentiations behind it, and we must always be aware of individual differences!</p>
<p>Demarcation : Culture and Individual</p>	<ul style="list-style-type: none"> <li>• Every individual is influenced by the culture in which he/she grew up and/or is living in.</li> <li>• Example: <ul style="list-style-type: none"> <li>• Human Nature: We all must eat and drink</li> <li>• Culture: We are used to certain kind of food by our culture</li> <li>• Personality: What we prefer and choose is our individual taste and choice</li> </ul> </li> </ul>

## 5. Cultural stereotypes

### Logistics

- Time allocation: 35 minutes
- Online tools: None

### Session objectives:

- Scientific basics about intercultural competence
- Understand the scientific basis affecting stereotypes and prejudice

### Session outcomes:

- Knowledge about culture, stereotypes, and prejudice
- Knowledge about processes of stereotyping

Section	Method / Instruction
Cultural stereotypes	<ul style="list-style-type: none"> <li>• Originally a stereotype was a moveable plate of lead type used in printing. In social-cultural context a stereotype can be described as patterns to contextualize individuals into group categories, regardless of how or what these persons really are as individuals Therefore a stereotype is "...a fixed, over generalized belief about a particular group or class of people" [Cardwell (1996)] which are applied to individuals.</li> <li>• Those beliefs may or may not accurately reflect reality. People are used to thinking in terms of categories, because they clarify the social world around us. But those categories can over-simplify reality and cross the line towards stereotypes. These stereotypes reduce the amount of processing (i.e., thinking) when we meet a new person.</li> </ul>
Positive and negative stereotypes	<ul style="list-style-type: none"> <li>• A stereotype can be positive or negative. But the most common use of a stereotype is to describe someone in a negative way. This means that some people can become characterized into groups because</li> </ul>

	<p>there are things about them which are defined as “different” and “wrong”. It is a projection of negative characteristics to the other group (“Them”) to increase the value of the own group (“We”).</p>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>• Reference the structure of the “stereotypes express” slide #39 and reference the content below to talk to these.</li> <li>• Prejudice is prejudgment or forming an opinion before becoming aware of the relevant facts of a case. It is based on stereotypes and acknowledgement. It is a preconceived - usually unfavourable - judgment toward other people or a person because of gender, political opinion, social class, age, disability, religion, sexuality, ethnicity, language, nationality, or other personal characteristics.</li> <li>• Discrimination is an action that denies social participation or human rights to categories of people based on prejudice. This includes treatment of an individual or group based on their actual or perceived membership in a certain group or category (e.g., nationality/ethnicity, gender, religion, sexuality, political opinion etc.). So, discrimination takes many forms, one is racism.</li> <li>• The consequences can be varied and extreme. Behaviour from individuals or groups (e.g., insulting, name calling, denial of help etc.), or discrimination by state authorities (e.g., racial segregation, laws that restrict the individual freedom for member of certain groups) or even harming or killing people (in the very extreme: genocide, (the deliberate extermination of a people or nation).</li> </ul>

## 5. Closing

### Logistics

- Time allocation: 15 minutes
- Online tools: None


### Session objectives:

- Summarize
- Introduce other Wropenp sessions

### Session outcomes:

- Participants can share their own takeaways from the session

Section	Method / Instruction
Take away	<ul style="list-style-type: none"> <li>• Make clear: A lot of the games in this workshop were simulations to highlight bias and stereotypes that each of us may have (e.g., The</li> </ul>



	<p>Story of Juna) and to discuss them.</p> <ul style="list-style-type: none"><li>• We must recognize that we may have stereotypes, because this is how our mind has evolved (It simplifies the decision process).</li><li>• But when we are aware about these stereotypes and those processes, we can avoid prejudice and discrimination.</li><li>• We must be able to reflect our opinions and stereotypes, analyse them and then be able to change our opinion (and then also our behaviour). This means we must be open minded.</li></ul>
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