

INTERCULTURAL INTERACTIONS

*Connecting Domestic &
International Students*

EU Version

FACILITATOR MANUAL

version 2016-01-26

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ORIENTATION SESSION FACILITATOR GUIDE

Awakening Intercultural Interest

Suggested time: 3-15 minutes

Learning areas: Curiosity, Cross Cultural Awareness

OBJECTIVES

- To create a brief and informal introduction to the topics of intercultural learning;
- To ignite student's curiosity how these sessions relate to them personally.

GENERAL PROCESS

This very brief session builds upon the screening of a CBE animation video.

- Facilitator organizes the logistics; briefly introduces the topic; presents the video; and summarizes student insights at the end.
- Students share thoughts and ideas in small groups and report back to the large group. Key ideas can be collected on a flip chart.

SESSION OUTLINE

Practicalities Before the Session

- Set up online access to the Crossing Borders Education website for showing the animation video
- Set up screen with Quote Card: "One's destination is never a place, but a new way to seeing things." Henry Miller



Video and Quote Card are available from <http://cbe.global/kit/interculteu>



Use the video to awaken intercultural curiosity and to help prepare students for participating in the three upcoming intercultural sessions.

Film Activity: *Why Explore Diversity?* (3-15 minutes)

Start the session with the Henry Miller quote on the screen: "One's destination is never a place, but a new way to seeing things."

Introduce the session

Diversity means to understand that each individual is unique, and to recognize, respect and value people's individual differences.

Introduce the video

This very short animation video shows how moving beyond ones own culture and exploring diverse backgrounds strengthens within us key life skills.

Show animation video *Why Explore Diversity?* (1 minute)

Small Group Discussions (5-10 minutes)

Ask students to discuss some of the following questions in small groups or brainstorm in the large group.

- What do you think holds people back from exploring another person's different cultural background?
- What skills are we learning when we do explore differences?
- Can you think of a time where you recognized difference as a teacher? How did that empower you?
- What qualities do you feel are needed for people to move beyond their comfort zones? (*Answers might include courage, openness, etc.*)

Show animation video *again* (if time allows)

Wrap up

Debrief with the whole group the thoughts and impulses from the small groups and create a list of comments on the flipchart.

SESSION 1

FACILITATOR GUIDE

Enhancing Intercultural Awareness

Suggested time: 60-90 minutes

Learning areas: Critical Thinking, Cross Cultural Awareness, Social Skills

OBJECTIVES

- To break the ice, develop trust and create a safe space for sharing thoughts;
- To introduce and practice deep and active listening skills;
- To support student conversations about personal experiences with stereotyping.

GENERAL PROCESS

The session builds upon the screenings of CBE film excerpts

- Facilitator organizes the logistics; briefly introduces the topic; presents the film clips and questions; and summarizes student insights at the end.
- Students share thoughts and ideas in small groups and report back to the large group. Key ideas can be collected on a flip chart.
- If there is additional time (60-90 min): activities can be expanded as needed to allow deeper discussion.

SESSION OUTLINE

Practicalities Before the Session

- Set up the room so 2-4 students can sit together
- Set up online access to the Crossing Borders Education website for showing the film clips
- Set up screen with Quote Card: "It is through the mirror of others that we learn to know ourselves." Stella Ting-Toomey



Film clips and Quote Card are available from <http://cbe.global/kit/interculteu>

Step 1:

Ice Breaker "Speed Friending" (5 minutes)

Note: If you have time for a fourth session with students, we strongly encourage you to include an icebreaker session, which this activity is taken from (see Appendix 2).

Ask participants to join tables with students they do not know or with students they normally don't really talk to (3-4 people at each table). Ideally, the group consists of students from different backgrounds, study programs, etc.

Students introduce themselves (1 minute each) with their name, place of origin, one passion, one issue that bothers them within society and/or a cause they deeply care about/are active in. Give time indicators.



Try using something that makes a funny sound to indicate when the time is up



Give students one example about yourself or join a group

Students stay in these small groups for the rest of the session.

Step 2:

Introduction & Group Norms (5-8 minutes)

Start the session with the Toomey quote on the screen: "It is through the mirror of others that we learn to know ourselves."



Add some personal comments/experiences when this concept rang true for you

Introduce the session

In a moment we will start watching film clips and be in small group conversations with each other. Let's explore briefly what we need in order to enter those conversations with each other.

Initiate a short brainstorming on the question

What qualities/values/attitudes are important when interacting with another person for supporting a positive exchange?

Examples:

- Be respectful of others' contributions, viewpoints and styles.
- Don't interrupt others when speaking.
- Be inclusive.
- Allow everyone to contribute.
- Be honest and make "I" statements.
- Listen and speak with an open mind and heart.

Wrap up before the first clip

Let's remember that the deepest learning happens when we risk moving beyond our comfort zones. So, let's watch the first film clip and then talk about it with each other afterwards in small groups.

Step 3:

Film Clip Activity: *On Pre-Conceptions* (10-15 minutes)



At times you might want to introduce the student questions before watching the clip so students know what details they should focus on.

Clip Summary *(read out)*

This clip introduces the group of four American and four Moroccan students who will travel and live together. The students express their concerns about stereotypes imposed on them and their hopes for this opportunity to get to know people from another culture.

Show film clip *On Pre-Conceptions* (5 minutes)

Small Group Discussions (5 minutes)

After watching the clip the ask students to discuss the following questions in small groups (questions are also on the student hand-out).

- What assumptions and pre-conceptions about the 'Other' are the students expressing?
- What might be the sources of these stereotypes?
- Do you witness stereotypes on campus?
- What do you think are other common stereotypes within society that are hurtful for people who are labeled with them?

Ask one person per group to share one impulse or thought from the small group.

Optional Awareness Exercise

Have students stand and get in pairs with someone who they know little about and is of a different cultural/ethnic background. First, facing each other with eyes closed, ask the partners to remember their best friend; a favorite childhood memory; a deep loss. Then, opening their eyes and facing the person in front of them, realize the person before you has had the same complex, textured experiences and emotions. Stand for one minute. Thank your partner or close in the way that seems appropriate to you both and sit down.

Step 4:

Film Clip Activity: *On Differences of Communication Styles*

(10-15 minutes)

Clip Summary *(read out)*

The students have their first group discussion, which includes an emotional disagreement among the Moroccan students, and they talk about their communication styles and how their different cultures respond to disagreement.

Show film clip *On Differences of Communication Styles* (4 minutes)

Small Group Discussions (5-10 minutes)

After watching the clip ask students to discuss the following questions in small groups.

- What major differences in communication styles did the Moroccan and American students discover? What could be reasons for these different styles?
- What differences of communication styles did you experience at home, on campus, in society, abroad?
- In what situations can you imagine diverse communication styles create misunderstandings between people of different countries?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Step 5:

Film Clip Activity: *On Beginning the Journey* (10 minutes)

Clip Summary *(read out)*

The student's diverse backgrounds are represented. They go through long physical travels in order to join up as a group. Yu expresses in the Frog story that her former experiences were very limited and that it is time to see a 'bigger sky'.

Show film clip *On Beginning the Journey* (4 minutes)

Small Group Discussions *(5 minutes)*

Ask students to discuss the following questions in small groups.

- How might the feelings of the traveling students in the film clip be similar to international students on our campus arriving in our country for the first time and adjusting to life here? If you are an international student or if you studied abroad, did you have similar feelings/experiences?
- Were there times when you really pushed yourself to go beyond your comfort zone?
- What practical steps could we make to interact more here on campus with people from another cultural background?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Step 6:

Large Group Debrief & Closure (5-15 minutes)

Ask students to share their answers to the questions:

- What did you discover about 1) stereotypes, 2) diverse communication styles, and 3) beginning a journey?



You could use some of the concrete questions in the three sections

After the small group conversations

- What communication skills are you taking home with you that you might do differently in your next encounters with people of a different cultural background?

Closure

- Highlight some of the student insights.
- Appreciate students where they were engaged in conversations and where they actively practiced some of the group values such as empathy or respect.

SESSION 2

FACILITATOR GUIDE

Growing Intercultural Skills

Suggested time: 60-90 min

Learning areas: Communication Skills, Cross Cultural Skills, Social Skills

OBJECTIVES

- To identify student's own intercultural experiences from his/her own movement across cultures;
- To explore how to tackle the challenges and maximize the opportunities within a multicultural group;
- To raise awareness for the challenges of culture shock and enhance empathy and care between students.

GENERAL PROCESS

- The session builds upon the screenings of CBE film excerpts;
- Facilitator organizes the logistics; briefly introduces the topic; presents the film clips and questions; and summarizes student insights at the end;
- Students share in small groups and report back to the large group. Key ideas can be collected on a flip chart;
- If there is additional time (60-90 minutes): activities can be expanded as needed to allow deeper discussion.

SESSION OUTLINE

Practicalities Before the Session

- Set up room in a U shape to allow eye contact in conversations
- Set up online access to the Crossing Borders Education website for showing the film clips
- Set up screen with Quote Card: "One's destination is never a place, but a new way of seeing things." Henry Miller



Film clips and Quote Card are available from <http://cbe.global/kit/interculteu>

Step 1: Introduction

Facilitator delivers:

In this session we're going to explore how we experience and learn from cross-cultural experiences. This learning can come from your first or your hundredth experience, both abroad and within intercultural contexts on campus.

Step 2: Film Clip Activity: *On Speaking a Second Language* (8-15 minutes)

Clip Summary (read out)

The students take turns speaking in their own languages in order to experience the power and security that comes when one is comfortable in the language that is spoken. They come to recognize how language insecurity impacts communication.

Show film clip *On Speaking a Second Language* (3 minutes)

Small Group Discussions (5 minutes)

Ask students to discuss the following questions in small groups.

- How have discomfort or insecurity impacted you when you are operating in a second language?
- What positives have you experienced (or can you imagine you will experience) when studying in a foreign language / English?
- English is generally accepted as the 'Lingua Franca' (= interconnecting language) for travel, commerce, the internet, education and other realms, even though it is only the third most common language in the world after Mandarin Chinese and Spanish. How would it affect you if Chinese or Spanish were to become the lingua franca of the world?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Short Debrief

Ask one person per group to share one impulse or thought from the small group.

Step 3:

Film Clip Activity: *On Non-verbal Communication*

(10-15 minutes)

Clip Summary *(read out)*

The students discuss the power of non-verbal communication. They gain insight into how people employ different types of non-verbal communication to express themselves and interact with others—and how these types of non-verbal communication may differ from one culture to another.

Show film clip *On Non-verbal Communication* (4 minutes)

Facilitator delivers:

Speaking a language is only one part of communication. Perhaps even more powerful are the non-verbal elements of communication. Let's explore that.

Small Group Discussions (5-10 minutes)

Ask students to discuss the following questions in small groups.

- What do you think are elements of non-verbal communication? *[Possible examples could include tone, facial and body gestures, eye contact, proximity, volume, posture.]*
- Describe a situation that was confusing or that backfired due to misunderstanding of non-verbal communication. Remember, this could also happen in your home country.
- What are some strategies to prepare for and deal with non-verbal misunderstandings and in the end communicate more effectively?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Step 4:

Film Clip Activity: *On Culture Shock* (10-15 minutes)

Clip Summary *(read out)*

The clip follows Mercedes from speaking confidently about her intentions, getting highly excited about being treated like a superstar and being in tears in the midst of confusing feelings of culture shock.

Show film clip *On Culture Shock* (5 minutes)



You might want to go through some of the questions below before watching the clip so students know what to pay attention to

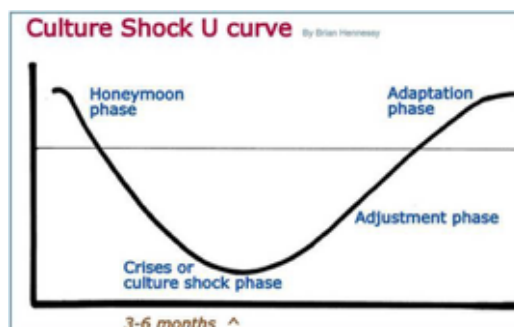
Facilitator delivers:

When living in a culture that is so much different from our own, it is natural to be overwhelmed at times. Let's explore culture shock for a moment.

Small Group Discussions (8-10 minutes)

Ask students to discuss the following question in small groups:

- What contrasting emotions did you witness in Mercedes in the film clip?



Share the U-Curve diagram and facilitate a very short discussion on the question:

- Can you identify the emotions of Mercedes in this diagram about culture shock?



A short background article on the U- and W-curves of cultural adaption is available online at <http://cbe.global/kit/interculteu>

Ask students to discuss the following question in small groups:

- Have you personally experienced or can you imagine cases where culture shock can occur? Remember, this could even be inside your home country. For someone on campus experiencing culture shock, what do you imagine could be supportive to them during difficult moments?
- What do you think the experience of culture shock can teach us?

Possible answers to the last question might include resilience, critical thinking, empathy, compassion, cognitive flexibility, courage, etc.

Step 5:

Large Group Debrief & Closure *(5-15 minutes)*

Ask students to share in the whole group their answers to the questions:

- What did you learn from the small group conversations on 1) language and 2) non-verbal communication?
- What personal insights / stories did you share on culture shock?

Closure

- Highlight some of the student insights.
- Appreciate students where they were engaged in conversations and where they practiced actively some of the group values such as empathy or respect.

SESSION 3

FACILITATOR GUIDE

Appreciating Cultural Diversity

Suggested time: 60-90 min

Learning areas: Intercultural Empathy, Cross Cultural Awareness,
Social Justice

OBJECTIVES

- To develop greater awareness of the potential challenges of communicating and working in multicultural groups;
- To highlight the importance of viewing experiences from diverse viewpoints to foster intercultural understanding;
- To promote a campus culture that embraces empathy and diversity.

GENERAL PROCESS

- The session builds upon the screenings of CBE film excerpts;
- Facilitator organizes the logistics; briefly introduces the topic; presents the film clips and questions; and summarizes student insights at the end;
- Students share in small groups and report back to the large group. Key ideas can be collected on a flip chart;
- If there is additional time (60-90 minutes): activities can be expanded as needed to allow deeper discussion.

SESSION OUTLINE

Practicalities Before the Session

- Set up room in a U shape to allow eye contact in conversations, or with tables so 2-4 students can sit together
- Set up online access to the Crossing Borders Education website for showing the film clips
- Set up screen with Quote Card: "We don't see things as they are, we see them as we are." Anais Nin



Film clips and Quote Card are available from <http://cbe.global/kit/interculteu>

Step 1: Introduction (5-8 minutes)

Facilitator introduction

We can communicate much better with others when we recognize that there are many perspectives from which to view the world. If we have very limited intercultural experiences it appears often natural for us to think that our own view is the only valid one. We might even dismiss 'Others' or cut off communication with people who do not share our cultural assumptions and perspective."

Some examples you could use:

- daily activities like having dinner (at 6pm in Northern Europe vs. at 10pm in Spain)
- driving on the left side of the road will be the "proper" thing to do in one country but not in others
- heated disagreements around ethical values like Pro-life/Pro-choice can be deeply cultural/regional/religious; etc.

Point to the quote on screen

"We don't see things as they are, we see them as we are."
– Anais Nin

Lead a short discussion in the large group about:

- What do you think this statement by Anais Nin means? Can you think of situations in which you automatically assume your way of handling things is the correct way?

Step 2:

Film Clip Activity: *On Differences of Backgrounds* (10-15 minutes)

Clip Summary *(read out)*

The clip shows Cory and Huanyu reacting entirely differently to the very same situation of a poverty simulation game. While Korean-American Cory experiences a very emotional reconnection to his birth mother, Mainland Chinese Huanyu feels offended by the Western facilitator.

Show film clip *On Differences of Backgrounds* (8 minutes)

Small Group Discussions *(10 minutes)*

Ask students to discuss the following questions in small groups.

- How does the quote by Anais Nin relate to Cory and Huanyu's different reactions to the poverty simulation? How do you think their different background shaped their different perceptions and experiences?
- How do you think has your background (education, social status, ethnicity, privilege, religious/spiritual identity, etc.) shaped your perspectives and worldview?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Ask students to share their thoughts from the small groups in the large group.

Step 3:

Film Clip Activity: *Relationships Bridging Differences*

(10-15 minutes)

Clip Summary *(read out)*

The Moroccan and American students enter a conversation about their personal faiths and worldviews and discover elements of a common ground between them. Rochd and Fattah enter a very emotional disagreement about their religious views, but can hold and overcome the tensions through the support of their friendship.

Show film clip *Relationships Bridging Differences* (6 minutes)

Small Group Discussions *(10 minutes)*

Ask students to discuss the following questions in small groups.

- What attitudes and qualities supported the students to enter an open and safe conversation about their personal faiths and worldviews? How did Rochd and Fattah overcome their personal hurt and tensions?
- What makes it difficult in society to enter conversations on personal faith and worldviews?
- What do you think can we do to enter meaningful and safe conversations on personal faith and worldviews?



You might want to go through some of the questions before watching the clip so students know what to pay attention to

Ask students to share their thoughts from the small groups in the large group.

Step 4:

Film Clip Activity: *The Power of Empathy* (25-30 min)

Key concept

Introduce the Key Concept – **Empathy** – as follows:

The Key Concept EMPATHY is the capacity to recognize and understand emotions that are being experienced by another being. This ability extends to listening to another with total presence and feeling their energy without needing to fix their situation or over-identifying with them.

Let's try to practice empathy in this next film clip while learning about Fattah and his youth project in Morocco.

Clip Summary (read out)

The Moroccan and American students visit Fattah's youth project in a poor neighborhood outside Rabat. Fatah is sharing his personal story and values why he felt inspired to help. Manal shares her insights and gratitude to her mum.

Show film clip *The Power of Empathy* (9 minutes)

Small group discussions (10 minutes)

Ask students to discuss the following questions in small groups:

- What touched and inspired you about the life story of Fattah?
- How do you think it effected Fattah that the whole group was listening deeply to him? Have you ever been in a situation in which, you weren't really listening to the input of others? Do you remember why that was?
- Regarding practicing empathy: What are your ideas about how you can personally help to make other students (domestic and international) feel more at home here on campus?

Step 5: Large Group Debrief & Closure (5-15min)

Ask students to share in the whole group their answers to the questions:

- What did you share in your small group after this film clip about Fattah?
- What are key elements for positive interactions you learned in the conversations with each other?

Highlight some of the student insights and appreciate students where they were engaged in conversations and practiced group values like empathy or respect.

Key concept

Introduce the Key Concept – **Embracing Diversity** – as follows:

It is common to find separation of groups by their social identity, core beliefs, or ethnic origins on campus and in the larger world. As individuals who grow in awareness, we can act to interrupt exclusion, challenge racist or sexist attitudes, and ally with marginalized groups. A strong and diverse institution or company needs individuals who embrace diversity and seek deeper understanding of those with different backgrounds and points of view."

Suggest to students:

- Intercultural groups and activities on campus
- To view the full length films of *American Textures*, *Crossing Borders* and *The Dialogue* and discuss them with each other
- To continue conversations and connections outside the classroom.

SESSION 1

STUDENT HANDOUT

Enhancing Intercultural Awareness

SESSION 1:

ENHANCING INTERCULTURAL AWARENESS

OBJECTIVES

- To break the ice, develop trust and create a safe space for sharing thoughts;
- To introduce and practice deep and active listening skills;
- To support conversations about personal experiences with stereotyping.

Learning areas: Critical Thinking, Cross Cultural Awareness, Social Skills

DEFINITIONS

Respect: To respect means, among other things, to honor people's boundaries, to be sensitive to them without trying to force them, without wanting them to adapt to our own ideas. To respect is to understand that everybody can teach us something, even if what they say causes us strong reactions.

FILM CLIPS

Clip 1: On Pre-conceptions

This clip introduces the group of four American and four Moroccan students who will travel and live together. The students express their concerns about stereotypes imposed on them and their hopes for this opportunity to get to know people from another culture.

- What assumptions and pre-conceptions about the 'Other' are the students expressing?
- What might be the sources of these stereotypes?
- Do you witness stereotypes on campus?
- What do you think are other common stereotypes within society that are hurtful for people who are labeled with them?

Clip 2: On Differences of Communication Styles

The students have their first group discussion, which includes an emotional disagreement among the Moroccan students, and they talk about their communication styles and how their different cultures respond to disagreement.

- What major differences in communication styles did the Moroccan and American students discover? What could be reasons for these different styles?
- What differences of communication styles did you experience at home, on campus, in society, abroad?
- In what situations can you imagine diverse communication styles create misunderstandings between people of different countries?

Clip 3: On Beginning the Journey

The student's diverse backgrounds are represented. They go through long physical travels in order to join up as a group. Yu expresses in the Frog story that her former experiences were very limited and that it is time to see a 'bigger sky'.

- How might the feelings of the traveling students in the film clip be similar to international students on our campus arriving in our country for the first time and adjusting to life here? If you are an international student or if you studied abroad, did you have similar feelings/experiences?
- Were there times when you really pushed yourself to go beyond your comfort zone?
- What practical steps could we make to interact more here on campus with people from another cultural background?

SESSION 2
STUDENT HANDOUT

Growing Intercultural Skills

SESSION 2:

GROWING INTERCULTURAL SKILLS

OBJECTIVES

- To identify intercultural experiences from your own movement across cultures;
- To explore how to tackle the challenges and maximize the opportunities within a multicultural group;
- To raise awareness for the challenges of culture shock and enhance empathy and care between students.

Learning areas: Communication Skills, Cross Cultural Skills, Social Skills

DEFINITIONS

Lingua Franca: a language systematically used to make communication possible between people not sharing a first language.

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group of people.

FILM CLIPS

Clip 1: *On Speaking a Second Language*

The students take turns speaking in their own languages in order to experience the power and security that comes when one is comfortable in the language that is spoken. They come to recognize how language insecurity impacts communication.

- How have discomfort or insecurity impacted you when you are operating in a second language?
- What positives have you experienced (or can you imagine you will experience) when studying in a foreign language / English?
- English is generally accepted as the 'Lingua Franca' for travel, commerce, the internet, education and other realms, even though it is only the third most common

language in the world after Mandarin Chinese and Spanish. How would it affect you if Chinese or Spanish were to become the lingua franca of the world?

Clip 2: *On Non-verbal Communication*

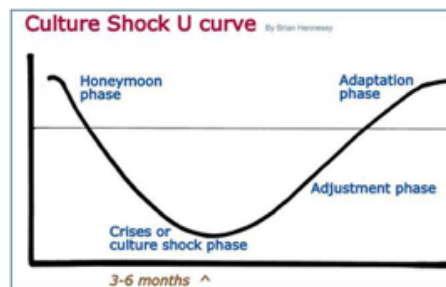
The students discuss the power of non-verbal communication. They gain insight into how people employ different types of non-verbal communication to express themselves and interact with others—and how these types of non-verbal communication may differ from one culture to another.

- What do you think are elements of non-verbal communication?
- Describe a situation that was confusing or that backfired due to misunderstanding of non-verbal communication. Remember, this could also happen in your home country.
- What are some strategies to prepare for and deal with non-verbal misunderstandings and in the end communicate more effectively?

Clip 3: *On Culture Shock*

The clip follows Mercedes from speaking confidently about her intentions, getting highly excited about being treated like a superstar and being in tears in the midst of confusing feelings of culture shock.

- What contrasting emotions did you witness in Mercedes in the film clip?
- Can you identify the emotions of Mercedes in this diagram about culture shock?



- Have you personally experienced or can you imagine cases where culture shock can occur? Remember, this could even be inside your home country. For someone on campus experiencing culture shock, what do you imagine could be supportive to them during difficult moments?
- What do you think the experience of culture shock can teach us?

SESSION 3
STUDENT HANDOUT

Appreciating Cultural Diversity

SESSION 3: APPRECIATING CULTURAL DIVERSITY

OBJECTIVES

- To develop greater awareness of the potential challenges of communicating and working in multicultural groups;
- To highlight the importance of viewing experiences from diverse viewpoints to foster intercultural understanding;
- To promote a campus culture that embraces empathy and diversity.

Learning areas: Intercultural Empathy, Cross Cultural Awareness, Social Justice

DEFINITIONS & CONCEPTS

Empathy: the capacity to recognize and understand emotions that are being experienced by another being. This ability extends to listening to another with total presence and feeling their energy without needing to fix their situation or over-identifying with them. The English word comes from the German word "Einfühlungsvermögen".

Embracing Diversity: it is common to find separation of groups by their social identity, core beliefs, or ethnic origins on campus and in the larger world. As individuals who grow in awareness, we can act to interrupt exclusion, challenge racist or sexist attitudes, and ally with marginalized groups. A strong and diverse institution or company needs individuals who embrace diversity and seek deeper understanding of those with different backgrounds and points of view.

"We don't see things as they are, we see them as we are."

– Anais Nin

FILM CLIPS

Clip 1: *On Differences of Backgrounds*

The clip shows Cory and Huanyu reacting entirely differently to the very same situation of a poverty simulation game. While Korean-American Cory experiences a very emotional reconnection to his birth mother, Mainland Chinese Huanyu feels offended by the Western facilitator.

- How does the quote by Anais Nin relate to Cory and Huanyu's different reactions to the poverty simulation? How do you think their different background shaped their different perceptions and experiences?
- How do you think has your background (education, social status, ethnicity, privilege, religious/spiritual identity, etc.) shaped your perspectives and worldview?

Clip 2: *Relationships Bridging Differences*

The Moroccan and American students enter a conversation about their personal faiths and worldviews and discover elements of a common ground between them. Rochd and Fattah enter a very emotional disagreement about their religious views, but can hold and overcome the tensions through the support of their friendship.

- What attitudes and qualities supported the students to enter an open and safe conversation about their personal faiths and worldviews? How did Rochd and Fattah overcome their personal hurt and tensions?
- What makes it difficult in society to enter conversations on personal faith and worldviews?
- What do you think can we do to enter meaningful and safe conversations on personal faith and worldviews?

Clip 3: *The Power of Empathy*

The Moroccan and American students visit Fattah's youth project in a poor neighborhood outside Rabat. Fatah is sharing his personal story and values why he felt inspired to help. Manal shares her insights and gratitude to her mum.

- What touched and inspired you about the life story of Fattah?
- How do you think it effected Fattah that the whole group was listening deeply to him? Have you ever been in a situation in which, you weren't really listening to the input of others? Do you remember why that was?
- Regarding practicing empathy: What are your ideas about how you can personally help to make other students (domestic and international) feel more at home here on campus?

APPENDIX 1

FACILITATOR RESOURCES

Do's and Don'ts for supporting student interactions

Additional session activities

Educators Supporting Each Other

Online Resources

DO'S AND DON'TS FOR SUPPORTING STUDENT INTERACTIONS

Facilitator Do's:

- Be yourself (and simultaneously be aware of your own cultural assumptions and how they may impact on your teaching style and expectations).
- Be open to make a personal connection with students.
- Allow yourself to be seen in your process of learning. Sharing your personal experiences will support students to trust you and this group process more.
- Learn about your students' learning styles – be cognizant of their cultures and how their cultures may impact their learning preferences.
- Research – know the general demographics of your student population and ask your students to share about their cultural backgrounds/experiences in class.
- Create opportunities for discussion on their preferred learning styles/tendencies (personal and cultural).
- Create opportunities for multicultural teams to collaborate.

Facilitator Don'ts:

- Don't treat students as if you know it all and they are receptacles for your knowledge (learning is an equal opportunity for increasing awareness.)
- Don't be afraid to ask questions and integrate your students' cultural background/ personal experiences into case studies for your classroom.
- Don't force students to adapt to your teaching style (accommodate whenever possible those students at opposite ends of Hofstede's Cultural Learning Dimensions).

ADDITIONAL SESSION ACTIVITIES

***Cross the Line* Icebreaker Activity**

All students stand on one side of the room. Facilitator asks yes/no questions. If yes, students move to the other side of the room, if no students stay where they are.

Example questions:

- Have you ever been abroad for more than a week?
- Have you ever been in a situation in which you felt/were a minority in a group?
- Have you ever been in a situation in which you might have made someone else feel like a minority?
- Have you ever been in a situation in which no one spoke a language that you understood?
- Have you ever been in a situation in which you spoke a language that some people in your group could not understand?

Notes on the “Blackboard”

When students voice ideas on how to improve something on your campus, you could collect them on the spot and write down whatever someone shouts out. This can help to get students motivated to act.

Writing Exercises

You could do an assignment where students don't talk about a film clip, but just write one thought they had when watching the clip. They could then give that piece of paper to the person next to them who writes down a one line reaction and passes it on to another student and/or returns it to the writer. Every student will then receive a piece of paper with comments on their own thought.

Small Group Techniques

You could have students take different roles in the small groups for some of the questions. For example, one student could take the role of facilitator and be responsible for asking questions, participant inclusion, summarizing, etc. This can support students to develop their listening and leadership skills.

EDUCATORS SUPPORTING EACH OTHER

Proposed steps by Faculty Communities for Inclusive Teaching:

- Create faculty groups to exchange and develop ideas about inclusive teaching practices.
- Spark faculty exchanges about how to cultivate learning environments that welcome and support students of all backgrounds and identities.
- Create opportunities for faculty to inform and inspire each other to address diverse topics ranging from the effects of religious identity on student learning, to female underrepresentation in particular fields of study, to the dynamics of stereotype threat in international business courses.

ONLINE RESOURCES

Additional resources to support multicultural education and implementation of intercultural sessions into the curriculum are available from the CBE website at <http://cbe.global/kit/cur2>

Here you will find a variety of links to third party resources you may find useful as practical suggestions for multicultural education and for implementing intercultural sessions into the curriculum.

Resources include:

- Handling “hot” moments
- Managing student resistance & classroom conflict
- Active learning & interactive lecturing for intercultural education
- Sharing real life scenarios and small group person to person interactions



Online resources are available at <http://cbe.global/kit/interculteu>

APPENDIX 2

ICEBREAKER SESSION FACILITATOR GUIDE

Introducing our Intercultural Selves

OBJECTIVES

- To break the ice, develop trust and create a safe space for sharing thoughts
- To introduce main concepts of the CBE intercultural curriculum
- To support the teachers understanding of the group and comfort with IC themes

SESSION OUTLINE

Practicalities Before the Session

- Set up tables so 3-4 students can sit together (9 tables for group of 25-30 students)
- Set up online access to the Crossing Borders Education website for showing the film trailers
- Set up screen with Quote Card: "People want to know how much you care, before they care how much you know." – James Hind



Film trailers and Quote Card are available from <http://cbe.global/kit/interculteu>

Session Steps

Step 1: Brief introduction (5 minutes)

- Create awareness for your campus as an international school: the diversity on campus, the needed social skills, the world issues that affect international business, etc.
- Introduce yourself as a learner and with your intercultural experiences (e.g. your travel experiences, one of your insights around intercultural issues)
- Introduce the value of "curiosity" for the sessions: We learn the most when we leave our comfort zones.

Step 2: Small groups part 1 – Speed friending (15 minutes)

- Ask participants to join tables where they do not know others (3-4 people at each table). Ideally the group could be compiled of three different departments or three target groups.
- Students introduce themselves (1 min each) with their name, place of origin, one passion, one issue that bothers them within society and/or a cause they deeply care about/are active in. (Give time indicators. Idea: use something that makes a funny sound that indicates when the min is over)
- Students swap tables – set up a rotation system so students end up sitting at 3 tables with always an entirely new group of students. (e.g. there could be three clusters of three tables. Students move from cluster A to B to C)

Step 3: Cultural quiz (5 minutes)

Introduce the quiz along the following lines:

First, please take the following quiz and indicate how strongly you agree or disagree with the following statements regarding your abilities to function in the world, on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree! (Save your results as we will revisit this survey at the end of the session)

Sample questions, to be delivered as hand-out:

1. I am confident that I can thrive in any culture on any continent.
2. I am fluent in more than one language.
3. I am able to communicate confidently in different ways with people from different cultures.
4. I identify as open-minded, but do detect stereotypes within when interacting with people of foreign cultures that I do not know.
5. I am informed of current issues that impact international relations.

Step 4: Small groups part 2 (15 minutes)

Share the outcomes of the quiz with people at your table. (3 min)

Show the short trailers from the Crossing Borders Films Documentary Trilogy (<http://cbe.global/kit/cur2>), having participants answer following questions:

- What topics does this film trailer introduce?
- What skills does the film inspire us to learn?

Change tables after each trailer, so students get used to interacting with many classmates and not just with the people they got comfortable with.



if you run out of time, leave out one or two of the trailers

Step 5: Group norms

Read to the whole group the following norms/qualities/values which are aimed at co-creating a space in these group sessions where each individual can feel safe and welcome.

Others

- Be respectful of others' contributions, viewpoints and styles.
- Don't interrupt others when speaking.
- Be inclusive.
- Allow everyone to contribute.

Yourself

- Be honest and make I statements.
- Listen and speak with an open mind and heart.
- Participate actively in whatever manner you feel ready for (e.g. verbal, written, attention, etc.)!

Remember that deepest learning happens when we risk moving beyond our comfort zones.

Ask students to share in their small group:

- What elements of the Session Agreement do you find most helpful for creating a safe space where everyone can share? Is there a quality you would like to add?