

CURRICULUM TOOLKIT

*Linking Intercultural Education,
Diversity Training and Study Abroad*

FACILITATOR MANUAL

version 2016-01-12

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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 between students;
- To introduce and practice deep and active listening skills;
- To develop trust and courage for sharing thoughts;
- 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 minutes), 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/cur2>

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

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 Speaking a Second Language*

(8-15 minutes)

Clip Summary

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 has discomfort, 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 5:

Film Clip Activity : *American Textures Trailer (12-15 minutes)*

Clip Summary

The six film characters of Black, White and Latino origin describe why open dialogue on issues of race, class and culture are needed within US society.

Show *American Textures* film trailer (2 minutes)

Student Questions (10 minutes)

Ask students to connect in their small groups around the following questions.

- Reflect on the following quote from Tarrah in *American Textures*: "The United States is supposed to be this big melting pot of all types of people, where everyone is welcome..." Reflect on whether this statement mirrors your experience living or growing up in the U.S. in your journal (3 minutes)
- Take a minute each to share your experience and listen to the others in your small group's experiences and see how they compare/contrast. Share if/how the previous activity deepens your understanding of some of the current movements for racial justice, immigration reform, etc. in today's U.S. (4 minutes)
- Reflect on the following quote in your journals: "To truly listen is to risk being changed." Share your thoughts with your small group. (3 minutes)

Short Debrief

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

Step 6:

Film Clip Activity: *Why Initiate Dialogues?* (8-15 minutes)

Clip Summary

Conflict mediation trainer Ana describes in what ways open dialogue has empowering and healing potential for individuals and society.

Show film clip *Why Initiate Dialogues?* (2 minutes)

Student Question (5 minutes)

Ask students to connect in their small groups around the following questions.

- What makes it challenging for us to enter dialogue?
- Awareness Exercise: Imagine how differently you might have heard the message of Ana if she was a different gender, nationality or race.

Active Listening Exercise (3-5 minutes)

Ask students to pair up with someone of a different ethnic background and take 2 minute turns each where one talks and the other listens only (with no verbal feedback) as each finishes the sentence:

My attitudes and feelings towards conflicts are...

Answers may include tolerance for, aversion, fear of, excitement, etc.

Student Question

Ask students to connect in their small groups around the following question.

- Share in your small group what was difficult and what empowering about the experience of active listening.

Step 7:

Large Group Debrief & Closure (5-15 minutes)

Ask students to share their answers to the questions:

- What did you discover about the social issues of 1) stereotypes and 2) the invisibility of privileges (language



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

- On the flipchart, brainstorm thoughts: Why do you think it is so difficult to enter meaningful, constructive and healing interracial dialogues in the US? (3 minutes)

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 2

FACILITATOR GUIDE

Growing Intercultural Skills

Suggested time: 60-90 min

Learning areas: Communication Skills, Global Competencies, Social Skills

OBJECTIVES

- To identify student's own intercultural experiences from his/her own movement across cultures;
- To support student's awareness and conversations about the impact of differences of backgrounds on one's worldview; and
- To explore ways how to enter constructive interracial dialogue.

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 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: "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/cur2>

Step 1: Introduction

Facilitator delivers:

In this session we're going to explore how we experience and learn about ourselves and others 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 Differences of Communication Styles* (10-15 minutes)

Clip Summary

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 in different contexts (e.g. at home, on campus, at church, at a sports game, abroad)? In what ways could these diverse communication styles create misunderstandings between people of different countries?
- Additional small group brainstorm: What are some tips you have to adapt to others' speaking styles (e.g. open confrontation, avoiding eye contact, emotional outbursts, etc.) so that you can keep communication lines open without compromising or losing your own style and voice?



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 Differences of Backgrounds* (10-15 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.

Clip Summary

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.

Student Questions (5 minutes)

Introduce these questions **before** viewing for students to journal while viewing:

- How did each of the three people (Cory, Huanyu, the workshop facilitator) in the clip view the simulation?
- What cultural (and sub-cultural) groups are represented by Cory, Huanyu, and the facilitator? Based on these cultural identities, are those reactions what you might expect? How do you think their different background shaped their different perceptions and experiences?
- Journal (3 minutes) to prepare for small group discussion:
 - What was your personal reaction to the simulation?
 - Can you speculate how it was affected by your worldview (e.g., socio-economic class, family of origin, nationality, etc.)?

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

Journaling (3 minutes)

After viewing, instruct the group to take 3 minutes to journal responses on the questions above.

Sharing in groups (3 minutes)

Instruct the group to share their response to this question with the person next to him/her.

Discussion (5 minutes)

Remind participants that our interpretations of experiences are deeply influenced by our social identity and cultural conditioning. Have participants generate a list of these social identities that are posted on flipchart. It should include the following:

- Race, Ethnicity, Class
- Gender, Ability, Age
- Religious/Spiritual Identity or Affiliation
- Geographic/Regional Origin
- Linguistic/Language Identity
- Sexual Orientation
- Others?

Before closing the discussion, ask students to keep in mind:

- There are visible and invisible identities in every culture
- Reflecting on social identities deepens our understanding in intercultural settings and helps us to understand our experiences better
- Usually the identities we don't think about are where we experience social privilege
- Even if we don't think about our race or gender, etc, these factors have an impact on others

Small Group Discussions (5-10 minutes)

Ask students to discuss the following questions in small groups:

- What in your own experience and history may be influencing your reaction to the film clip?
- Can you recall an experience where you and someone else have had a very different interpretation of an event that has happened?
- How do you think your background (education, social status, ethnicity, privilege, religious/spiritual identity, etc.) has shaped your perspectives and worldview?

Large Group Debrief (5 minutes)

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

Step 4:

Film Clip: *On Breaking Down Barriers* (20 minutes)

Clip Summary

A real-life example of constructive interracial dialogue. Tarrah and Kenya risk entering honest and frank conversation with each other and experience tensions. They commit to processing them and reach a deeper level of understanding/relationship in the process.

Show film clip *On Breaking Down Barriers* (9 minutes)

Discussion in pairs (5 minutes)

After viewing the clip, instruct the group to share their response to following questions with the person next to him/her.

- What are your feelings after watching this clip? Is there a character in the film you identified with more than the others? If so, why/how did he or she mirror your feelings when engaging in interracial dialogue?

Small group discussions (5 minutes)

Ask students to discuss the following questions in small groups.

- Have you ever been made aware that your worldview is rooted in a privileged experience by someone from a different ethnicity, socio-economic class, religion, gender, etc? How did that make you feel? How did you respond?
- What were the human qualities of Kenya and Tarrah to enter constructive dialogue with each other? (Answers may include: openness, empathy, willingness to learn and move beyond their comfort zones, active listening, openness to challenge one's perception, etc.)

Step 5:

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

Ask students to share their answers to the questions:

- On the flipchart, brainstorm on following questions: After witnessing Kenya and Tarrah what do you think we gain when we open up to confront challenging issues and questions? (Answers may include: growing awareness, self-empowerment, changing attitudes through direct connection, enhancing communication skills, growing conflict meditation skills that will support us in our relationships and careers, etc.)
- Brainstorm first ideas: What impulses are you taking home with you that you might do different 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 practiced actively some of the group values such as empathy or respect.

SESSION 3

FACILITATOR GUIDE

Appreciating Cultural Differences

Suggested time: 60-90 min

Learning areas: Critical Thinking, Intercultural Empathy, Communication Skills, Social Justice

OBJECTIVES

- To develop greater awareness of the potential challenges of communicating across cultural differences;
- 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 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: "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/cur2>

Step 1: **Introduction (5-8 minutes)**

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?

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.

Step 2:

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

Clip Summary

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 (5-10 minutes)

Ask students to discuss the following questions in small groups:

- What touched and inspired you about the life story of Fattah? What can you imagine are the reasons for his empathy and compassion?
- 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? Share with your small group.

Discussion in pairs (2-5 minutes)

Ask students to pair up with someone they have never spoken with before:

- Practice presence and deep attention as you listen to the other share (taking turns) completing the sentence: '*Something that deeply concerns me about the world we live in is ...*'

Concept introduction

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.

Group discussion (5 minutes)

Facilitator brainstorms with students:

- 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?
- What are the qualities of an effective ally for racial justice?

Step 3:

Film Clip Activity: *The Threshold to Confront Issues: On Social Justice* (20-30 minutes)

Clip Summary

The six film heroes of diverse background use their growing trust and friendship as the base from where to enter frank and open dialogue about interracial issues.

Show film clip *The Threshold to Confront Issues: On Social Justice* (10 minutes)

Small group discussions (5-10 minutes)

Ask students to discuss the following questions in small groups:

- What surprised you about this process? How did it make you feel?
- What are concrete examples of racial advantages or disadvantages in the "game of life" in the US?

Supplementary Privilege Activity

Ask students to fill out the checklist on the invisibility of white privilege and then ask them to share insights from/reactions to the above activity on white privilege with their small group.



Activity checklist handout is available from <http://cbe.global/kit/cur2>

Group discussion (5-10 minutes)

Facilitator brainstorms with students:

- In what ways do privileges hinder the development of frank and open dialogues?
- What do you imagine are the potentials of open dialogues to change the status quo and assure equitable privileges for all peoples?

Step 4:

Film Clip Activity: *Embracing Diversity* (15-20 minutes)

Clip Summary

The six film heroes overcome their tensions not by avoiding them, but by working through them and deepen their understanding in the process.

Show film clip *Embracing Diversity* (6 minutes)

Small Group Discussions (5-10 minutes)

Ask students to discuss the following questions in small groups:

- Why do you think it is so difficult for Colin to “receive the intensity” of Kenya’s anger on historical injustices and not take it personally?
- What do you think Kenya means when she expresses that this open dialogue helps us gain our humanity back? How do you think our life would change if we stayed curious about others and asked questions, as opposed to judging or assuming we know what they think and why they act the way they do?

Large Group Debrief (5 minutes)

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

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

Brainstorm

Write on the flip chart the student's answers to following questions:

- What qualities do you think people need to be a constructive participant of interracial dialogues?
- What ways can you imagine to overcome segregation on campus and in communities? What are some actions you can personally take to diversify your social network?

Closure

- Highlight some of the student insights.
- 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.

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/cur2>

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/cur2>

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?