

Name of Tool:

Cool'ture Excursion

Theme:

Cultural diversity awareness

Objectives:

- Have educational and recreational time with multicultural learning through interactive activities
- Understand that there is much to learn through variety of cultures that exist in the world
- Get to know the iceberg culture model, anti-bias approaching attitude
- Be more aware and keeping in mind to appreciate and embrace the diversity, respect the multiculturalism

Duration:

max1h30

Number of participants:

25 students (This can be adapted according to the classes sizes)

Age 13-14

Materials Needed:

- Chairs, according to the number of participants
- Sticky notes with the names of the 5 different types of fruit, according to the number of participants
- 5 different coloured sheets of cardboard (or coloured name tags) and tape or pins to identify the different culture each person belongs to; At least one copy of the relevant instructions for each cultural group
- paper, chairs for the different stations, mobile phone, cards with words and phrases in 5 different languages; 5 lists with names of Gods, their ideologies and beliefs; 5 image puzzles from a meal and the 5 flags; 5 cards with dance instructions and a link to the specific music; 15 cards with different manners and behaviours, plus 5 cards of each country
- laptop for projecting the results to the students;
- Phones for the students to participate on menti.com (Personal's phones)

Number of facilitators:

- 1 facilitator per station (Can be teachers or students. They will be responsible for conducting the station activity). Total of 5 facilitators
- This facilitators will be the ones, also conducting the inside activities

AGENDA:

1. Energizer: Fruit salad
2. Colorful culture game
3. Peddy paper
4. Iceberg wrap-up
5. Reflection & evaluation

PROCEDURE:

I. Energizer: Fruit salad

- Objectives: This group dynamic presents a participatory / active methodology with the purpose of motivating and relaxing the participants. It also allows you to make groups mixing the participants for the following activities.
- Description: Make a circle with chairs corresponding to the number of students. Have the students sit in the chairs at their leisure. Distribute, on self-adhesive paper, the symbol of a fruit, in a total of five different fruits. The teacher / moderator explains that when he says the name of a certain fruit, the students who represent it get up and change chairs, and so on. When the teacher / moderator says "fruit salad" everyone gets up and changes places. As the game progresses, the teacher / moderator removes a chair and the student who is left without a place leaves the game. The game ends when the number of participants is reduced. At the end, the teacher / moderator forms the groups for the next activity, organized according to the fruits assigned to each student. Group 1 will be bananas, group 2 will be oranges and so on.
- Duration:5-8m
- Number of participants: total of students in class
- Materials: chairs , sticky paper

II. Colorful culture game:

- Aims and objectives: To explore cultural differences through intercultural communication
- Duration: 10min
- Number of participants: total of students in class

- Materials Needed: 5 different coloured sheets of cardboard (or coloured name tags) and tape or pins to identify the different culture each person belongs to; At least one copy of the relevant instructions for each cultural group
- Background: Through this activity, participants explore their reactions when faced with behaviours and characteristics different from their own. This activity can serve as a great icebreaker too
- Activity:
 - Use the established groups from the previous activity and hand out the coloured cardboard/name-tags and the photocopies with instructions for each culture. Give each group time to go over their cultural instructions. Warn participants that the groups are not allowed to tell others about their cultural characteristics.
 - Once everyone is ready, ask all participants to walk around the room and communicate with the members of the other cultures according to the instructions they have been given.
 - After 10 minutes, or whatever time feels right with your group, ask everyone to stop
- Discussion and Further Suggestions: Initiate a discussion with the whole group using lead-in questions:
 - What do you think about the game?
 - How did you feel towards the members of the other cultures?
 - Were you frustrated at any time? Can you explain why?
 - Was there one culture in particular which was easy to communicate with? Was there one that was difficult to communicate with?
 - What methods could you have used to allow you to better understand the members of the other cultures?
- Wrap-Up: At this time you may want to say something like the following in your own words: "When faced with something we don't know, we often tend to feel afraid or frustrated because we feel misunderstood within that specific situation. With this game for example, we were easily frustrated by the behaviour of others. We often experience similar situations at school or in our surroundings when we interact with people of different backgrounds than ours. Our challenge as youth is to find ways of communicating with each other instead of reacting negatively to each other and nourishing stereotypes and divisions.
- **Blue Culture**
 This card tells you which culture you belong to. During the game, you must act according to your culture.
 - Taboo: Never use your left arm or hand
 - Salutation: Cross your arms
 - Attitude towards the Yellow Culture: You feel sorry for them and try to defend them. Make sure you let other cultures know how you feel!
- **Yellow Culture** This card tells you which culture you belong to. During the game, you must act according to your culture.
 - Taboo: Never communicate without touching
 - Salutation: touch all 4 thumbs
 - Attitude towards the Green Culture: You feel inferior to the Greens.
- **Green Culture** This card tells you which culture you belong to. During the game, you must act according to your culture.
 - Taboo: Never use your left arm or hand
 - Salutation: Gently touch the other person on the shoulder
 - Attitude towards the Red Culture: You feel superior towards them
- **Red Culture** This card tells you which culture you belong to. During the game, you must act according to your culture.
 - Taboo: Never touch others
 - Salutation: Double Wink
 - Attitude towards the Orange Culture: You think they are funny and strange.

- **Orange Culture** This card tells you which culture you belong to. During the game, you must act according to your culture. • Taboo: You can't look someone in the eyes. • Salutation: Shake hands with the right hand only • Attitude towards the Purple Culture: You think they are interesting and idolize them.

III. Cool'ture Peddy paper:

- Materials: paper, chairs for the different stations, mobile phone, cards with words and phrases in 5 different languages; 5 lists with names of Gods, their ideologies and beliefs; 5 image puzzles from a meal and the 5 flags; 5 cards with dance instructions and a link to the specific music; 15 cards with different manners and behaviours, plus 5 cards of each country
- Description: The 5 groups of 5 made, each group will be given peddy paper in which they need to complete the mission in 5 stations.
5 stations:

Name	Activity	Time	Objectives
Station 1 Language	Sts will be given cards with words and phrases in 5 different languages, they need to match it into the right category.	5m	To make students aware of the differences and similarities between cultures. Additionally, by introducing role playing games, they will be able to develop more empathy and more culture sense regarding each culture,
Station 2 Religion	There are lists with names of Gods, their ideologies and beliefs of 5 religions. Sts will match. Their mission in the end is to find out the similarity among these religions.	10m	
Station 3 Food	There are different puzzles on Family Meals, when they finish the puzzle, sts will match it to the flag of the country where they think it's from. Go to jamboard to share the meaning and values from those family meals.	10m	
Station 4 Music	The students will be given a card with instructions of a typical dance of a country and a link with the music. Then they have to make a video where they will dance the typical dance.	10m	
Station 5 Manners & Behaviours	The students will be presented, through pictures, with several different kind of postures, behaviours and manners, and	10m	

	they will be asked to identify the country of origin		
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IV. Iceberg wrap-up:

- Aims and objectives: To make the students reflect on their own culture and background, trying to identify their own cultural perspective
- Description: students will be asked to give their opinions and ideas, regarding their own country, into the iceberg slide projected on the screen
- Duration: 10 to 15min
- Materials: laptop for projecting the results to the students; Phones for the students to participate on menti.com (Personal's phones)
- Activity: Project on the screen, an image of an iceberg cultural model. This activity will be held on menti.com. The students will be asked to join it, and to answer the question: "How do you perceive your own culture?"

V. Reflection & evaluation

- Aims and objectives: To understand the success and results of the activity
- Description: Through menti.com, ask the students to reflect on what they might have learned through the tool's participation and to evaluate the activities.
- Duration: 15min
- Materials: laptop for projecting the results to the students; Phones for the students to participate on menti.com(Personal's phones)
- Activity: Project into the screen, on menti.com, 2 sets of questions. One will be regarding the reflection and the other the evaluation:
 - Reflection: "What do you think that you have learned today?"; "Do you feel like you have a different perspective about other cultures?"; "Do you feel like you gained some valuable knowledge today?"; "Will you apply what you have learned today, into your daily life?"
 - Evaluation: "Do you feel like it was a helpful activity?"; "Would you tell your friends to participate?"; "What would you have done differently?"; "How can the activity be improved?"