

## ELICITplus

### Grid for the presentation of intercultural educational experiences

<b>CONTEXT</b>	
<b>THEME/TOPIC</b>	
<b>AIMS – OBJECTIVES</b> <ul style="list-style-type: none"> <li>• General educational</li>   <li>• Subject specific</li>   <li>• Students’ expected attitudes and strategies</li> </ul>	
<b>CLASS ACTIVITY/IES</b>	-
<b>RESOURCES</b>	
<b>REFLECTIONS</b>	<ul style="list-style-type: none"> <li>• Positive aspects</li>   <li>• Weak aspects</li> </ul>
<b>SUGGESTIONS</b>	

The grid is a useful tool for teachers:

- To plan their intercultural activities/international cooperation(class exchanges, school visits, e-Twinning, partnerships...)
- To reflect on the experience
- To return to these notes to plan a new activity to see if some views, strategies, actions have changed or developed

## IN MY EXPERIENCE ...

Intercultural Topics	Same (S), different(D)or don 't know (?)	Examples and comments
<b>A. Outward appearance, verbal and non-verbal communication</b>		
1.How young people present themselves in public (e.g. the way they dress; how they want to be seen by others; the way they 'enter the public stage'...)		
2.Ways people greet each other or say good-bye (e.g. they shake hands; embrace each other; kiss; or they do not touch at all)		
3.If or how often "please " and "thank you " are used		
4.The volume and speed of talk between two people or in a group		
5. The register or type of language used by young people (as opposed to the language of their parents or grandparents)		
Other...		
<b>B. Home, family</b>		
1. What houses, villages and towns look like		
2. People 's habits in their homes (e.g. wearing slippers; watching TV; eating times; daily routines ...)		
2. The roles of the individual family members and their relationships to one another (e.g.is the father the "head of the family "? Do the parents make all the decisions or do children have a share in decisions that regard the whole family?)		
3.Daily working hours, holidays; opening hours of shops		
4.The number of working women and men in certain occupations (e.g.in the police forces; in bars; on trains ...)		
Other...		
<b>C. School life</b>		
1. School and classroom routines (e.g. when school starts in the morning; breaks; lunch [if any ];afternoon classes, if any...)		
2.Subjects taught at school		
3. The relationship between teachers and students (e.g.is there a marked difference in status between teachers and pupils? Do teachers call students by their first names? Do students address teachers by their first names?)		
4. What is meant by "discipline " at school?		

5.What do students think is successful schooling, or a good school?		
6. Exams and marking (e.g. there might be more exams during the school year in different countries; the marking system may be different; there may be verbal assessment...)		
Other...		
<b>D. Lives young people lead</b>		
1. Regulations that concern young people (e.g. laws about smoking; drinking alcohol; holding a driving licence; going out in the evening...)		
2. Young people 's idols or role models		
3. Young people 's leisure-time (e.g. MP3-players,the cinema, discos, playstation, the internet, sports...)		
4. Getting in contact with young people from other places or countries (e.g. swapping CDs; discussing musical styles; finding out about pop singers or groups from others...)		
Other...		
<b>E. Aspects of social life</b>		
1.What sense is there of community, of being part of a group? (e.g. going to the cinema or to the beach/mountains together; the role of political parties; the role of clubs and societies...)		
2. 'Having a sense of time ' (e.g. does 'being punctual ' mean that people arrive a few minutes earlier or later, and does it mean the same in all situations? How long does an 'average ' meal last?)		
Other...		

This checklist of intercultural topics may help teachers to have students reflect on their experiences during intercultural encounters, in particular about similarities and differences among countries. The checklist is not exhaustive and teachers can adapt it to their class needs/ situations. They can include things students might have come across on the Internet, in email contacts, films, books, newspapers.....

This chart can be used every time one wishes to record something new she/he has discovered. It is advisable to add a date to each of the entries, since one might find that one's knowledge or views on certain aspects may change after a while.

# HOW WE REACT ...

## Part 1: Different people, different cultures: what do you think?

1. Habits, values and norms may vary a lot (for example, gender roles, family 'rules', religion, etc.). Would you say that ...

- communication is possible 'across these differences' - with people who do not share our values and norms
- people need to share values and norms to be able to communicate and avoid conflict
- people should realize that values and norms which are different from their own exist – though it maybe difficult to accept this

Another opinion, notes, explanations:.....  
.....  
.....

2. When faced with differences between cultures, we can react in different ways. Do you think ...

- we should 'grin and bear' those differences, though this may sometimes be painful
- those differences should be removed, or at least reduced
- such differences may be 'aids to reflection', and help us change our own minds

Another opinion, notes, explanations:.....  
.....  
.....

3. Who do we want to get to know? Would you say that most people prefer to meet others whose culture ...

- is completely different from their own
- has more differences than similarities (compared to their own)
- has more similarities than differences (in relation to their own)
- is more or less the same as their own

Another opinion, notes, explanations:.....  
.....  
.....

## Part II. STEREOTYPES

1. Do you agree that stereotypes ...

- are often applied to people who belong to minority groups
- are applied to people about whom nothing or little is known, no matter what cultural or ethnic group they belong to
- influence our behaviour towards those other people
- do not influence our behaviour towards 'those others'

Another opinion, notes, explanations:.....  
.....  
.....

2. In general, stereotypes are ...

- more commonly used in our country than in other countries
- used the same extent in all countries
- more common among older people than among young people
- more common in some social groups than in others

Another opinion, notes, explanations:.....  
.....  
.....

### PART III: MANAGING INTERCULTURAL CONTACTS

Consider the following attitudes and actions which may all play a role when we meet people who are different from us in one way or another. These might be people coming from other countries or people living in our own area. How do you deal with these aspects?

*For me, this aspect is ..... to manage*

*Very          rather          quite          very          don't know  
difficult      difficult      easy          easy*

Respecting people who look different from me (as to physical appearance, dress, language, culture, religion, etc.)

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Talking to people who do not share my language and culture (e.g. my ways of life, norms, values, history)

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Understanding feelings and emotions expressed by people coming from other countries

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Avoiding behaviour that could make people from other countries feel uncomfortable

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Keeping on talking to people from other countries even though what they say or do makes me feel uncomfortable

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Talking with people who don't accept certain aspects of our culture (e.g. our language, ways of life, norms, values, history)

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Feeling comfortable when living in another country, especially if this means I have to modify my habits and some of my behaviour, or that I cannot use my first language (for a while)

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*This survey aims at asking trainees to think about a number of intercultural issues and to state their thoughts and opinions about different people and different cultures: similarities/differences; stereotypes; managing intercultural contacts.*