**Chapter 2: Classroom Activities**

These classroom activities can be used to illustrate several of the themes in the chapter applying the principle that "one in the eye is worth two in the ear." By participating in an activity the otherwise abstract becomes more real.

**LOCAL RESOURCE PERSONS**

Objective

To describe an exercise for including resource persons from the host culture in training visitors.

Procedure

Resource persons know much about their home culture which is not published in written materials but it is sometimes difficult for them to respond if asked to "tell about" their own culture. Three exercises are provided to access the resource person's expertise in other training situations.

1. Ask the resource person to describe a local situation which required a difficult decision, briefing the group for about five minutes on the background for making a decision but not revealing to the group what decision was actually made.

Next go around the group asking each member to say what he or she thought the resource person decided to do and why. After each group member has had a chance to guess, the resource person will say what was actually decided and why.

1. Ask each person in the group to make one statement about the culture represented by the resource person based on the group member's previous experience, and then ask the resource person a question about the local culture. When all the members of the group have had a chance to reveal their own experiences with the local culture and have ask a question, ask the resource person to describe the attitudes of the group and what the members could do to increase their accuracy of intercultural perception.
2. Ask a resource person to come to the front of the group and carry on a conversation with one of the class members. Each of the two persons is assigned another person to stand behind them and speak out loud what they think the person is thinking, but not saying as the two volunteers carry out their conversation. The observing classroom group then has a picture of both the spoken and unspoken levels of communication in the exchange. This exchange and side comments may be videotaped in private and the videotape played back to the class later for analysis and discussion.

Insight

Not all cultural similarities and differences are obvious.

**THE LABEL EXERCISE**

Objective

To show how we often attach labels to people, behave toward them accordingly, and thereby limit our perceptions and restrict communication.

Procedure

Choose a variety of labels to categorize people. Some samples would be: Tell me I'm right. Flatter me. Ignore me. Criticize me. Treat me as a sex object or Tell me I'm sexy. Interrupt me. Tell me I'm wrong. Treat me as a helpless person with nothing worthwhile to say.

A less risky but almost as effective alternative is to have each label identify a positive adjective such as FRIENDLY, HELPFUL, SEXY, GENEROUS, LOVING, etc.

Type or print the labels on self-adhesive stickers (e.g., Avery index stickers) with enough stickers for each participant.

Divide participants into groups of six. Tell groups they are to engage in a discussion for ten minutes at the end of which there will be a large group discussion on the topic. During the discussion each member will have a "LABEL" on his/her forehead for other members to follow. Each member in the small group gets a different label. If it would be culturally insensitive to put the label on the forehead, use the person's back where the wearer cannot see his or her own label. No one should ask anyone else what his/her label says or use mirrors to read their own label. All participants should treat the others in the group as though the labels were true.

At the end of ten minutes each participant is to guess what his or her label says. Each members is to convey to the group how they felt about how the others where acting toward them. After impressions are checked out and confirmed, then the person may peel off the label and see what it says. When each member has had a chance to see his/her label, return to a large group for discussion. See how other groups experienced the exercise. How might this situation apply to situations one experiences in real life? Identify words used, nonverbal behaviors, and emotional reactions.

Insight

All of us are treated by others according to labels they attach to us.