**Chapter 8: Classroom Activity**

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.

**A FREE DRAWING TEST**

Objective

To produce data on differential subconscious response to culture-loaded concepts via a free drawing test.

Procedure

1. Select a number of concepts (nouns, verbs, etc.) that seem to the group members to be clearly related to their respective cultures.

2. Ask each member to draw an "X" in the middle of a blank sheet of paper.

3. Ask each member to place his pencil on the center of the "X" and begin drawing when the facilitator mentions one of the previously selected concepts. The members should not be given any guidance on what to draw but merely instructed to form one continuous line in any direction or shape as they are motivated by the announced concept.

4. Apply a scoring technique to compare the drawings, looking at the data according to whether the drawing is open, closed, large, small, complex, simple, requiring more time, requiring less time, angular, rounded, number of directional changes, number of reversals, recognizable picture, begins with an up-stroke, begins with down-stroke, ends with an up-stoke, ends with a down-stroke, etc. Other criteria to compare the drawings may be suggested by the group, growing out of apparent similarities and differences.

5. Discuss whether similarities and differences in the drawings seem to coincide with cultural differences in the group in terms of the covert effects culture has on behavior.

Insight

Not all our culturally learned patterns are completely conscious.

**CROSS-CULTURAL TRAINING EXERCISE FOR INTERPRETING POLICY**

Objective

To determine culture-specific patterns of common and variant interpretations, as well as level of comprehension of written material containing word deletions.

Procedure

1. The facilitator selects one or more paragraphs drawn from institutional rhetoric involving cross-cultural values.

2. The facilitator then omits at least ten or fifteen words, keeping the space where these words were extracted blank for the participants to write in his own words as he considers appropriate.

3. Each participant is given a copy of the paragraph and a pencil.

4. Then, after filling in the blanks to give the paragraph meaning, the group compares their interpretations and discusses them according to culture-specific variables.

Example:

"The Board of Regents has itself and the University of Minnesota to the policy that there shall be no in the treatment of because of . This is a guiding policy in the of students in all colleges and in their . It is also to be a governing principle in University-owned and University-approved housing, in food services, student unions, extra-curricular activities and all other student and staff services. This policy must also be in the of students either by the University or by through the University and in the of faculty and civil service staff."

Insight

Policy statements certain many cultural assumptions.

\*Statement on Human Rights, University of Minnesota 71-72 Bulletin on General Information.

Designed by Paul Pedersen, Syracuse University.