**Chapter 14: 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.

**ORIENTATION FOR A CROSS-CULTURAL EXPERIENCE**

Objective

To define the kinds of roles that are important for persons new to a culture through an orientation, and to learn whether their suggested solutions to problems are appropriate to their new culture.

Procedure

1. Provide participants with the following list of images that persons from other cultures could manifest (others may be added). Each image is discussed and clarified by the facilitator.

° Internationalist/nationalist

° Traditionalist/progressive

° Insider/visitor guest

° Deserving/poor

° Disoriented/oriented

° Competitor

° Culture sharer

° Elite

2. Participants are to select three images which they feel are most appropriate to themselves most of the time.

3. Provide participants with problems and five solutions, prepared ahead of time by the facilitator. Select from the five solutions the one that most appeals to them and consistent with the three images they already selected. The following are two examples of problems and solutions within the image contexts.

Example I: "Insider/Visitor Guest"

A foreign student had an argument with his host family. He felt that the whole family was demanding too much of him time and attention. The family in turn felt the guest was being discourteous and demanding special treatment that they would not give to their own children. The arguments became so oppressive that they affected the student's grades.

Alternatives

1. I would make some excuse and leave the host family and find another place to live.

2. I would confront the host family and tell them they were taking to much time and tell them to give me more time to study.

3. I would rearrange my schedule and try to study more at the university and continue to let the family take up time.

4. I would do nothing and would accept it and do my best in school.

5. Or I would .

Example II: "Disoriented/Oriented"

A foreign person fails in his attempt to mix socially with Americans, and puts the blame on his ethnic identity. He debases the values of his own culture and rejects his countrymen, who in turn reject him. At the same time he is not more successful in communicating with Americans. He is isolated and feels lonely.

Alternatives

1. I would accept living in a foreign country and realize I will be lonely.

2. I would seek help, preferably from other countrymen and counselors

3. I would socialize with people from my own country and try to show them the stupidity of our values.

4. I would start over and try to mix socially with another group of Americans.

5. Or I would .

4. Participants discuss each other's solutions in terms of whether or not they feel the solution helps or hinders the person's image and is appropriate to the situation.

5. Roles appropriate to the problems are then assigned and the problem is role played.

6. Following the role-playing, each person is allowed to defend his or her position and a vote is taken of all participants regarding the best overall solution.

7. Participants may then form small group (8-10 persons) and develop their own set of problems to solve with accompanying discussion, role-playing and voting in order to rehearse solutions to their own present and future problems.

Insight

Each multicultural situation presents choices, some better and some worse.

Adapted from "Dress Rehearsal for a Cross-Cultural Experience," by R. T. Moran, Josef A. Westerhauser and Paul B. Pedersen. International Educational and Cultural Exchange, Summer, 1974.

**MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY**

Objective

To define problems or areas of conflict that an international student may be experiencing

Procedure

Read the following directions to a group of international students. "You are not being tested. There are no right or wrong answers. This is a list of statements about situations that occasionally trouble (perturb, distress, annoy, grieve, or worry).students from other countries who are attending college in the United States. The statements are related to area of admissions, academic work, language, religion, and so forth."

PLEASE FOLLOW THESE STEPS

Step 1 -- Read the list of statements carefully, pause at each statement, and if it suggests a situation which is troubling you, circle the number to the left of the statement.

Step 2 -- After completing Step 1, go back over the numbers you have circled, and place an X in the circle of the statements which are of most concern to you.

1. Evaluation of my former school 2. Concern about value of U.S. credentials education

3. Choosing college subjects 4. Treatment received at orientation meetings

5. Unfavorable remarks about home country 6. Concept of being a “foreign” student

7. Frequent college examinations 8. Compulsory class attendance

9. Writing or typing term (semester) papers 10. Concern about becoming too “Westernized”

11. Insufficient personal-social counseling 12. Being in love with someone

13. Taste of food in United States 14. Problems regarding housing

15. Being told where one must live 16. Poor eye sight

17. Recurrent headaches 18. My physical height and physique

19. Religious practice in the United States 20. Attending church socials

21. Concern about my religious beliefs 22. Speaking English

23. Giving oral reports in class 24. Ability to write English

25. Regulations on student activities 26. Treatment received at social

27. Relationship of men and women in U.S. 28. Lack of money to meet expenses

29. Not receiving enough money from home 30. Having to do manual labor

(with hands)

31. Finding a job upon returning home 32. Not enough time in U.S. for study

33. Trying to extend stay in United States 34. Getting admitted in U.S. College

35. Registration for classes each term 36. Not attending college of my first choice

37. Relationship with foreign student 38. Leisure time activities of U.S. advisor students

39. Law enforcement practices in the U.S. 40. Competitive college grading system

41. Objective examinations (true-false, etc.) 42. Insufficient advice from academic advisor

43. Being lonely 44. Feeling inferior to others

45. Trying to make friends 46. Costs of buying food

47. Insufficient clothing 48. Not being able to room with U.S. student

49. Hard to hear 50. Nervousness

51. Finding adequate health services 52. Finding worship group on own faith

53. Christianity as a philosophy 54. Variety of religious faith in U.S.

55. Reciting in class 56. Understanding lectures in English

57. Reading textbooks written in English 58. Dating practices of U.S. people

59. Being accepted in social groups 60. Not being able to find “dates”

61. Saving enough money for social events 62. Immigration work restrictions

63. Limited amount U.S. dollar will purchase 64. Becoming a citizen of the U.S.

65. Changes in home government 66. Desire to not return to home country

67. Understanding College catalogs 68. Immigration regulations

69. Lack of knowledge about U.S. 70. Campus size

71. U.S. emphasis on time and promptness 72. Understanding how to use the library

73. Too many interferences with studies 74. Feel unprepared for U.S. college work

75. Concerned about grades 76. Sexual customs in U.S.

77. Homesickness 78. Feeling superior to others

79. Bathroom facilities cause problems 80. Distances to classes from residence

81. Relationship with roommate 82. Dietary problems

83. Need more time to rest 84. Worried about mental health

85. Having time to devote to own religion 86. Spiritual versus materialistic values

87. Doubting the value of any religion 88. Understanding U.S. slang

89. My limited English vocabulary 90. My pronunciation not understood

91. Activities of International-Houses 92. U.S. emphasis on sports

93. Problems when shopping in U.S. 94. Finding part-time work

95. Unexpected financial needs 96. Money for clothing

97. Uncertainties in the world today 98. Desire enrolling at another college

99. U.S. education not what was expected 100. Differences in purposes among U.S.

101. Difference in U.S. and home education 102. Not being met on arrival at campus

103. College orientation program sufficient 104. Trying to be student and tourist

105. attitude of some students foreigners 106. Doing laboratory assignments

107. Insufficient personal help from 108. Relationship between U.S. professors students and faculty

109. U.S. emphasis on personal habits of 110. Not feeling at ease in

cleanliness public

111. Attitude of some U.S. people to skin 112. Finding a place to live color between college terms

113. Changes in weather conditions 114. Lack of invitations

115. Feeling under tension 116. Service received at health center

117. Health suffering due to academic pace 118. Criticisms of homeland religion

119. Accepting differences in great religions 120. Confusion about religion and morals in

U.S.

121. Insufficient remedial English services 122. Having a non-English

speaking roommate

123. Holding a conversation with U.S. 124. Activities of foreign student friend organization

125. Lack of opportunities to meet more 126. Concern about political

U.S. “ambassador” people discussions

127. Costs of an automobile 128. Finding employment between college terms

129. Finding jobs that will pay well 130. Insufficient help from placement office

131. Staying in U.S. and getting a job 132. Wonder if U.S. education is useful for job at home

Insight

Some problems occur to international students with greater frequency than others.

Adapted by permission from the Michigan International Student Problem Inventory by John W. Porter and A. O. Haller, Printed by International Programs, Michigan State University, East Lansing, Michigan, 1962.