



Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



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MODULES FOR AN INTERCULTURAL TRAINING IN VOCATIONAL EDUCATION

WARMING UP EXERCISES

Short activities for breaking the ice!





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Participating countries



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Greece: General Lyceum Lavrio



Portugal: Escola Profissional, Aveiro



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Italy: Formaorienta, Marsico Nuovo/Potenza



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INTRODUCTION

Intercultural Competence is a complex topic fraught with controversial issues. Therefore, it is not easy to measure and assess its effectiveness. It is necessary for students to be taught the key process skills throughout the classes. This means that Intercultural Competences must be integrated into the curriculum. In addition, students must be provided with opportunities for intercultural interactions, like learning or study-abroad opportunities, international interactions, cultural experiences within their communities.

This way, they are expected to develop personal and social skills in order to live and work in an international environment. On the one hand, they learn to listen, observe, analyze, evaluate and interpret so that they gain cultural self-awareness and deep understanding and knowledge of others' world views as well as flexibility, adaptability, empathy and the ability to withhold judgment. On the other hand, they become aware of the relation between language and meaning in societal context, while they gain general openness to intercultural learning and people from other cultures, they behave and communicate effectively in a multicultural environment and they show respect and tolerance when valuing other cultures.

All in all, the expected improvements are a gain of experiences to teach intercultural competences in different national and institutional environments of vocational training and a gain of expertise for teachers in vocational training to teach intercultural competences, based on multinational tested materials.



WARMING-UP EXERCISES

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INTRODUCTION

When an intercultural training is done or students-and teachers-visit a school or a company abroad – often for the first time -, it is important to create a positive atmosphere so that they will be able to cooperate in a fruitful way. This task is not an easy one, since it must be taken into consideration that in most cases students come from a different cultural background and they feel restrained to speak in a foreign language (mostly English). At the beginning of a transnational week or even any intercultural training it is essential to help students to feel as comfortable as it is possible and free to express themselves and work with others. In this chapter a number of warming-up exercises has been chosen which can be implemented in a classroom as well as in a company/organization or, generally speaking, in a working environment.

1. DO WHAT I AM DOING

The students sit in a circle while the “motivator” –who is usually a teacher or a trainer- asks them to relax and follow his lead. Some music is put on and students have to imitate all the movements and the funny faces the “motivator” does. This goes on until the musical piece is finished. It is a very effective method to use in young groups since it is relaxing and makes the participants laugh.

2. THE MIRROR

This is a very common theatrical warming-up exercise. Students stand in pairs, the one facing the other. The instructor asks them to decide who is going to be the “mirror” image. Then the music starts and the one who is the “mirror” has to do exactly the same things that his partner does. The instructor gives a signal (usually by clapping his hands) and



they change roles. This activity helps students to relax and get to know each other through an amusing activity.

3. PRESENT YOUR PARTNER

The students are divided in pairs and they are given a piece of paper and a pen. Then they are asked to put the piece of paper on their heads and try to draw their partner's face. After that they are given 6-7 minutes to exchange information. In the end, they present their partner and his/her not so successful portrait. This activity can be done in less than 15 minutes and it is very effective in "breaking the ice" among the students and help them to get to know each other.

4. PICK A CARD/OR AN OBJECT

The students sit in a circle. In the middle of the circle there are several cards with images, postcards, wish cards etc. Alternatively, different small items (like music CDs, DVDs, pieces of Art etc.) can be used. Each student picks a card or an item up (or more, depending on the number of participants and the time available) and he/she explains to the others why he/she made the particular choice. This is a very easy and original way for students to present themselves and their unique preferences in life.

5. EURO HUMAN BINGO

by Emilia Aulicino

EURO HUMAN BINGO is an "icebreaker game" and it refers to playful, experiential, reflective and cooperative methods. It allows to activate a great energy in the group and it's motivating and participative for everyone. This game is used to start an introductory session of a structured training on specific themes in a multicultural environment. It is useful for obtaining information and interesting facts about each other.

It aims to facilitate the development of cultural awareness and tolerance, to break the initial barriers and help get in touch in a group to encourage communication in a fun and informal way.



The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet. Once a person successfully obtains a full row (5 in a row), whether horizontally, vertically or diagonally, he or she shouts “BINGO!” and the game is over.

Preparation

STEP 1: Prepare the cards

- Use a standard 5 x 5 square grids (as used in the regular bingo games)
- Create one card for each person
- Fill in the bingo boxes. Think of interesting human characteristics, personalities, and life facts

STEP 2: Preparation of the question

If you know your participants, make a list of 25 interesting traits that describe different aspects of them, things like:

- *“plays the bongos”*
- *“once lived in Sweden”*
- *“has a karate trophy”*
- *“has twins,” “collects children’s art”*
- *“has a tattoo”*

If you don’t know your participants, make a list of more general traits like

- *“drinks tea instead of coffee”*
- *“loves the color orange”*
- *“has two cats”*
- *“drives a hybrid,”*
- *“went on a cruise in the last year”*

You can make these easy or difficult depending on how much time you want the game to last.

STEP 3: Instructions



The students form a circle. The cards and pens are distributed to each person and then the instructions explain: each student is asked to interview the others. In the grid, they find some features belonging to someone in the group. They have to search around the students and to write the name in the corresponding space. Reinforce that socializing is a must! This game is based around getting to know each other, so encourage chatting and getting to know one another. To win, you must get signatures to form 5 in a row horizontally, vertically, or diagonally. Once someone shouts “Bingo!” the game is over, and everyone returns. Ask participants to introduce themselves and share one of the interesting traits they learned about someone else.

STEP 4: *The games rules and start!*

Explain the objective of the game and the following rules:

1. You cannot put your name
2. you cannot repeat the name of the same person
3. Do not copy names from other participants

To complete your assignment, you have time ... OPS! When the song ends!!! Be curious!!
Good looking!!!

STEP 5: *Debriefing*

Debrief by asking for volunteers to share how they feel differently about the others in the group now that they know a few things about them. When we take the time to get to know each other, barriers dissolve, people open up, and learning can take place.

When used with multicultural teams, this has led to discussion related to team building, team relationships and respect. Often, team members display greater trust for each other, demonstrate improved communication, are more willing to approach each other and are much better at dealing with conflict once they think about as people rather than an unknown discipline.

The aim of this game is to create a positive learning environment, as well as to introduce important contents. It helps to develop a way of organizing team work in the classroom so that every student will be engaged in the process, while enhancing social skills and gaining new knowledge in a more unconventional and fun way.



6. THE LEMON

by Emilia Aulicino- FORMA ORIENTA, Italy

This game is used to start an introductory session of a structured training on specific themes in a multicultural environment. This is an icebreaker that introduces the idea of individual differences. It can be used at the start of a session around stereotypes, differences and equality of opportunities.

It aims to facilitate the development of cultural awareness and tolerance, to break the initial barriers and help get in touch in a group to encourage communication in a fun and informal way.

Description:

STEP 1: Play the game

1. Give a lemon to each student of the group.
2. Ask everyone to look closely at their fruit, examine it for distinctive traits and pass the finger on the lemon peel.
3. Encourage people to personalize their lemon by giving it a name.
4. Allow five minutes to do this and then collect all the lemons into a plastic bag.
5. Shake the bag to mix the fruits.
2. Spread all the lemons out on the floor in front of the group.
6. In turn, ask each to collect his/her lemon.
7. If there are any disputes over the ownership of some lemons, set them aside by classifying them as "unidentified". However, you will discover that most people recognize their own fruit (unbelievable!).

Step 2: Reflection and evaluation

Once all the participants get together with their lemons you can facilitate a discussion.

- How sure are they that claimed the right fruit?
- How can they tell?
- Encourage them to look at the parallels between this exercise and differentiating between people.



Examine the stereotypes:

- Are all lemons the same colour?
- Are they all the same shape?
- Compare this to the stereotypes that exist between people of different cultures, races, genders
- What does this mean to the group?
- How this game can relate to groups of young students with fewer opportunities?
- Do we have prejudice about them?
- How we can use this knowledge in our daily life?

The aim of this game is to create a positive learning environment, as well as to introduce important contents as discriminations, difference, prejudice and stereotypes. It helps to develop a way of organizing team work in the classroom so that every student will be engaged in the process, while enhancing social skills and gaining new knowledge in a more unconventional and fun way.

INDICATIVE LEARNING RESOURCES

<http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

<https://gr.pinterest.com/explore/teamwork-activities/>

www.nzcer.org.nz/research/games-learning

Warming up exercises

TRANSNATIONAL WEEK IN GREECE & CZECH REPUBLIC





Participating Schools/Organizations

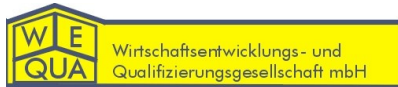


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Υπουργείο Παιδείας και Θρησκευμάτων, Πολιτισμού και Αθλητισμού

General Lyceum of Lavrio



formazione - orientamento - counselling
Formaorienta



Escola Professional Aveiro



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