

# International Perspective

**Workshop 1B | Monday, May 28** St. Peter's: 10:30-11:30 am | Louisiana Gov. School: 2:30- 3:30 pm

## Objective

In this second session, the Bonner facilitators and Belizean students will address the most obvious difference among them in the room—their origin from different countries and cultural contexts. After having “broken the ice” in the previous session, we can further investigate and celebrate the things that make us the same and different as youth leaders and civic engagers. Paying attention to these contrasts is the key to understanding the ways that people from other cultures perceive and comprehend the world around them. Participation in these exercises is intentionally dedicated to “sharing” culture and “illustrating” tradition and allows two customarily different communities to conceptualize the “lenses” others use in order to categorize and make sense of everyday happenings such as: eating, traveling and dancing. Additionally, these exercises will challenge the participants to think of other cultural “happenings” that may not be so easily understood, such as: the role of women in society or to what degree youth have a “voice” in their community.

After this workshop, the students and facilitators will:

- learn more about one another's cultures (Belizean and American)
- begin to consider the ways in which the two cultures parallel and differ
- understand what elements of culture are most apparent and those that are often “hidden”
- have brainstormed ways to learn about different cultures

## Credits

-- The “Talk Show” activity included in this session comes from a pool of resources that can be found online on the [BonnerWiki](#) of the Bonner Foundation located in Princeton, New Jersey.

--The “Features of Culture” resource included for reference at the end of this session has been adapted from *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*.

--The “Iceberg of Culture” handout included in this session has been adapted and modified from the *Indiana Department of Education's Office of English Language Learning and Migrant Education* for our purposes in Belize.

--The small and large group discussion exercises included in this session are tools that originate from my own conception of what a useful small and large group share-out might look like for our purposes in Belize.

## Materials

- Snacks for four (4) classrooms of Belizean students (two earlier/two later)
- Index cards for the Bonners acting as the Talk Show host
- 2 chairs for the talk show interview pairs

- “Iceberg of Culture” Handout (attached)
- “Features of Culture” Reference (attached)
- Various colored washable markers
- Several pieces of scrap paper

## How to Prepare

In addition to including this workshop in the agenda of the “Belizean Curriculum Review” discussion, facilitators should select which Bonner will play the Talk show host, choose a name for the talk show and by prepare the interview questions that the facilitator (Talk Show host) will use to engage conversation with the American and Belizean interviewees. Note how there are three changes of interview pairs during the time allotted for the “Talk Show,” then, create an appropriate amount of questions (all different ones) that can be addressed to each pair as the show continues.

## Brief Outline

The agenda of this one-hour workshop is as follows:

1. Snack Time ☺ | 10 minutes
2. International Soup “Talk Show” | 30 minutes
3. “Iceberg of Culture” Small Group Discussion | 10 minutes
4. “Bring It to the Table!” Large Group Discussion | 10 minutes

## Facilitator Guidelines

### 1. Snack Time ☺ | 10 minutes

Now is the time to have distributed the snacks to all of the students. Ask them to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period is the bridge from the first session into the second. Be sure that at least forty-five to fifty minutes remain to accommodate the rest of the second session’s activities.

*Upon entering the room from discussion with the teacher, the Bonner facilitators should create space for a “stage” between the front of the classroom and the students’ desks/chairs. Here is where the two chairs that the interviewees in the “Talk Show” will sit.*

### 2. International Soup “Talk Show” | 30 minutes

After everyone has thrown out their trash and the two chairs for the interview have been set up, explain to the students that we will be doing an activity to learn more about one another’s countries. The Bonner chosen to host the Talk Show will have the index cards with the interview questions and give the following instructions:

Round 1 (approximately 10 minutes):

*It is possible that one of the Bonner facilitators may want to give the show host an introduction with an “announcer’s voice” and encourage the audience’s applause as the host walks into the open stage space.*

The host will welcome everyone to “\_\_\_\_” (choose a name for the show) and explain that “today, we have an exciting show in store for our viewers! Representatives from Belize and the United States of America are among us to answer questions about where they come from. Let’s go ahead and get started and see if there are any volunteers who would like to come down and share their experiences with us. We need someone from America and someone from Belize to join us here on stage!

*After the host selects a willing Belizean and American from the audience, they should guide them to sit down in the two chairs on the “stage.” Then, they should ask, “Who would like the first question?” If it is a Belizean student, switch to the pre-made index of card of cultural questions for the Belizean context—if it is an American Bonner, than, vice-versa. \*For help in construction of cultural questions, refer to the “Features of Culture” worksheet included at the end of this session’s description.\**

The host should then take four minutes to interview (1) the Belizean student and (2) the American student (be prepared to help them out with clarification if they get stuck or conversation is scarce). Then, the remaining two minutes should be allowed for the host to solicit for one question from an audience member (Belizean/American) who may direct the question at either interviewee sitting in the chairs on “stage.”

After the ten minutes for Round #1 is up, the host should thank the interviewees for sharing their knowledge with the viewers. The host should encourage a round of applause from the audience as the interviewees make their way back to their original seats in the audience.

#### Round #2 and Round #3

These parts of the “Talk Show” should continue just like the first. The host welcomes two new interviewees to the stage and proceeds with the four minutes per person interview and one two-minute solicitation from an audience member’s inquiry. After Round #3, the host should thank everyone in the audience “for coming out to watch the show” and thank all of the viewers watching on TV “for tuning in.”

*Here, the aBonner in their “announcer’s” voice can thank the host for their leadership of the show and encourage a final round of applause.*

The “Talk Show” is now complete.

### 3. “Iceberg of Culture” Small Group Discussion | 10 minutes

At this point, it is likely that so many questions and responses have been given, everyone’s heads are swimming with information! So, it is time to debrief. One of the Bonners (who wasn’t the show host) should ask that the class count off by 3’s or 4’s (however many Bonner facilitators there are in the space). Each Bonner is assigned a number and should ask those students with the same number to meet them at whichever corner of the room (with their desks/chairs) they have chosen to have that numbered group.

In this group, the Bonner will be responsible for leading a brief conversation on the “iceberg” of culture. After distributing the sheet included on the second to last page of this session’s description, the Bonner should start by asking the students, “Do you know what the difference between the items on top of the iceberg (above water) vs. those on the bottom (below the water) is?” If they read the page, they will quickly understand the differences, if not, feel free to help them arrive at the conclusion. Go on to ask them why they think the items underneath the water are harder to “see” and understand when you are not from that culture.

Brainstorm with the small group ways in which the students think they could effectively learn more about those items on the bottom of the iceberg when they meet someone from another country and culture. Then, ask which one or two students want to share some of the brainstormed devices for cultural competence in the larger group discussion.

*The students that will be presenting on behalf of the group are free to use scrap paper and the colored markers to write down which ideas they intend to share in the larger circle.*

#### **4. “Bring It to the Table!” Large Group Discussion | 10 minutes**

After the small group discussions are finished, one of the Bonner facilitators should instruct the class to move the desks/chairs back to the large circle that we had at the beginning of the first hour. This time, though, students are sitting close to their small groups and will remain in the desks/chairs instead of on the floor.

A Bonner facilitator should repeat our goal by saying, “So, we were all trying to think of ways that we could effectively learn more about the “hidden” parts of someone else’s culture...what group would like to share their ideas first?”

Those Belizean students from each small group that were elected to share their group’s ideas can then stand up next to their seat to read aloud what their group came up with. In between the groups’ sharing, the Bonners should ask if anyone has questions or wants to “share what they liked” about another group’s ideas. When one group finishes, all the participants should applaud before moving on to the next one.

After each group presents and all conversation is finished, the Bonner facilitators should thank the students for a wonderful first day and such respectful behavior. Explain that there won’t be time to return to their “Build Yourself, Build Belize” handouts today, but, they will pass them out tomorrow so that they can make additions to their paths to envisioning the future of their community.

*Day #1 of facilitations is now complete.*



# The Iceberg Concept of Culture

Like an iceberg,  
nine-tenths of culture is below the surface.

**Surface Culture**  
Most easily seen  
Emotional level - low

Food, dress,  
music, visual arts,  
drama, crafts,  
dance, literature,  
languages, celebrations, games



**Shallow Culture**  
Unspoken Rules  
Emotional level - high

courtesy, contextual conversational patterns, concept of time,  
personal space, rules of conduct, facial expressions,  
nonverbal communication, body language, touching,  
eye contact, patterns of handling emotions,  
notions of modesty, concept of beauty, courtship practices,  
relationships to animals, notions of leadership, tempo of work,  
concepts of food, ideals of child rearing, theory of disease,  
social interaction rate, nature of friendships, tone of voice,  
attitudes toward elders, concept of cleanliness, notions of adolescence,  
patterns of group decision-making, definition of insanity,  
preferences for competition or cooperation,  
tolerance of physical pain, concept of "self",  
concept of past and future, definition of obscenity,  
attitudes toward dependents,  
problem solving roles in relation to age, sex, class, occupation,  
kinship, and ...

**Deep Culture**  
Unconscious Rules  
Emotional level - intense

## “Features of Culture”

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
7. Literature
8. Beliefs about child raising (children and teens)
9. Attitudes about personal space/privacy
10. Beliefs about the responsibilities of children and teens
11. Gestures to show you understand what has been told to you
12. Holiday customs
13. Music
14. Dancing
15. Celebrations
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Greetings
21. Facial expressions and hand gestures
22. Concept of self
23. Work ethic
24. Religious beliefs
25. Religious rituals
26. Concept of beauty
27. Rules of polite behavior
28. Attitude toward age
29. The role of family
30. General worldview