

Fun Active Learning Activities to Promote Intercultural Learning

Dr. Tomoko Yoshida, Keio University

October 12th (Saturday), 2024

10:30-12:00 Part 1; 13:00-14:30 Part 2

Stand up if...

- you teach at an elementary school.
- you teach at a junior high school.
- you teach at a high school.
- you teach at a university.
- you teach at a private English school.
- you attended my “Fun Activities to Stimulate Intercultural Competence” workshop held on Zoom in 2021?
- you attended my workshop last year?
- you love teaching!





Agenda

1. How Culture Affects Communication
2. How Culture Affects Common Sense
3. How Culture Affects Emotions
4. How Culture Affects the Way we Interpret Things
5. Multicultural Japan

1. How Culture Influences Communication



Activity 1

Understanding the Communication Model

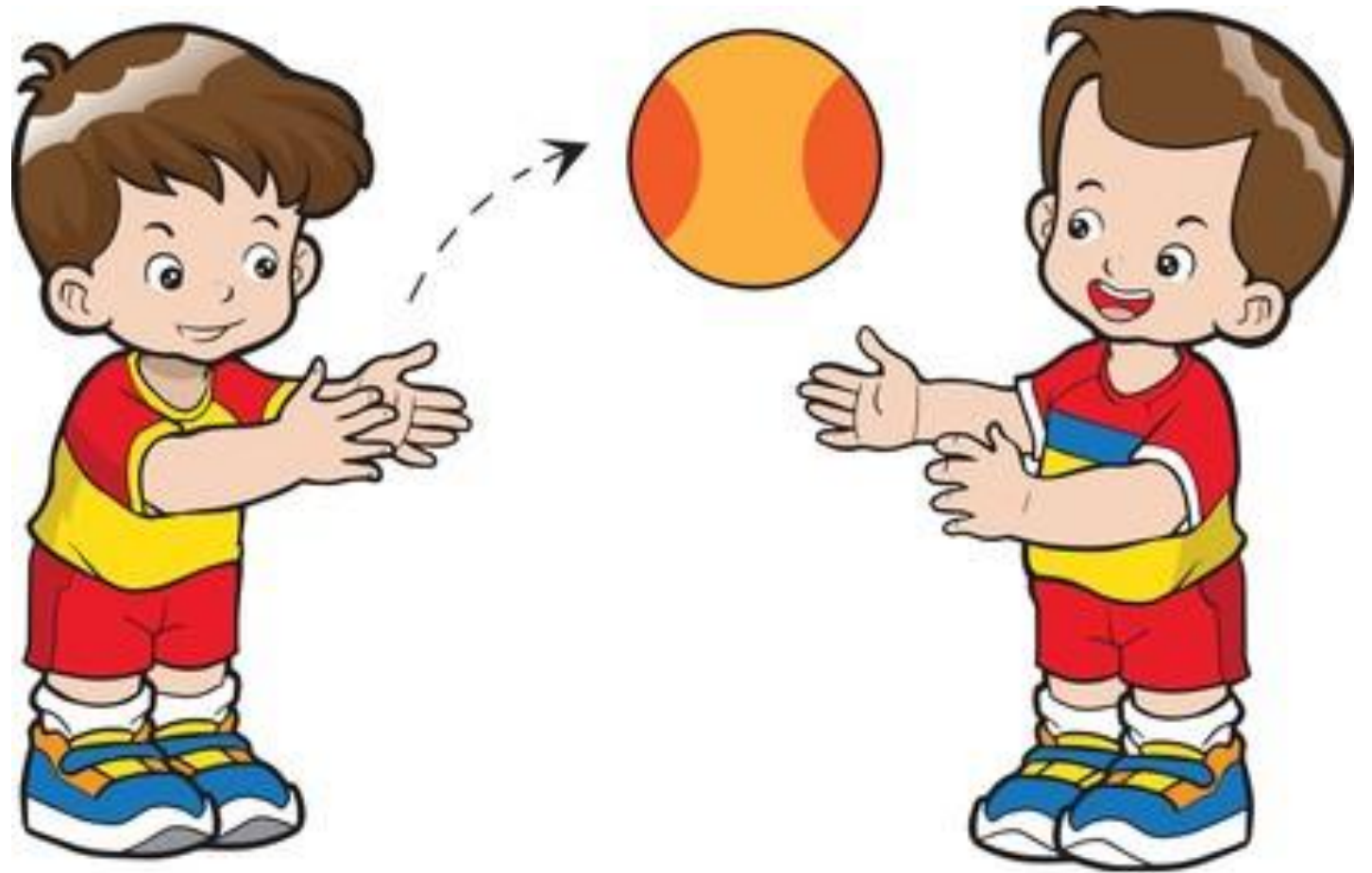


Imagine a
flower.

Is this what
you
imagined?

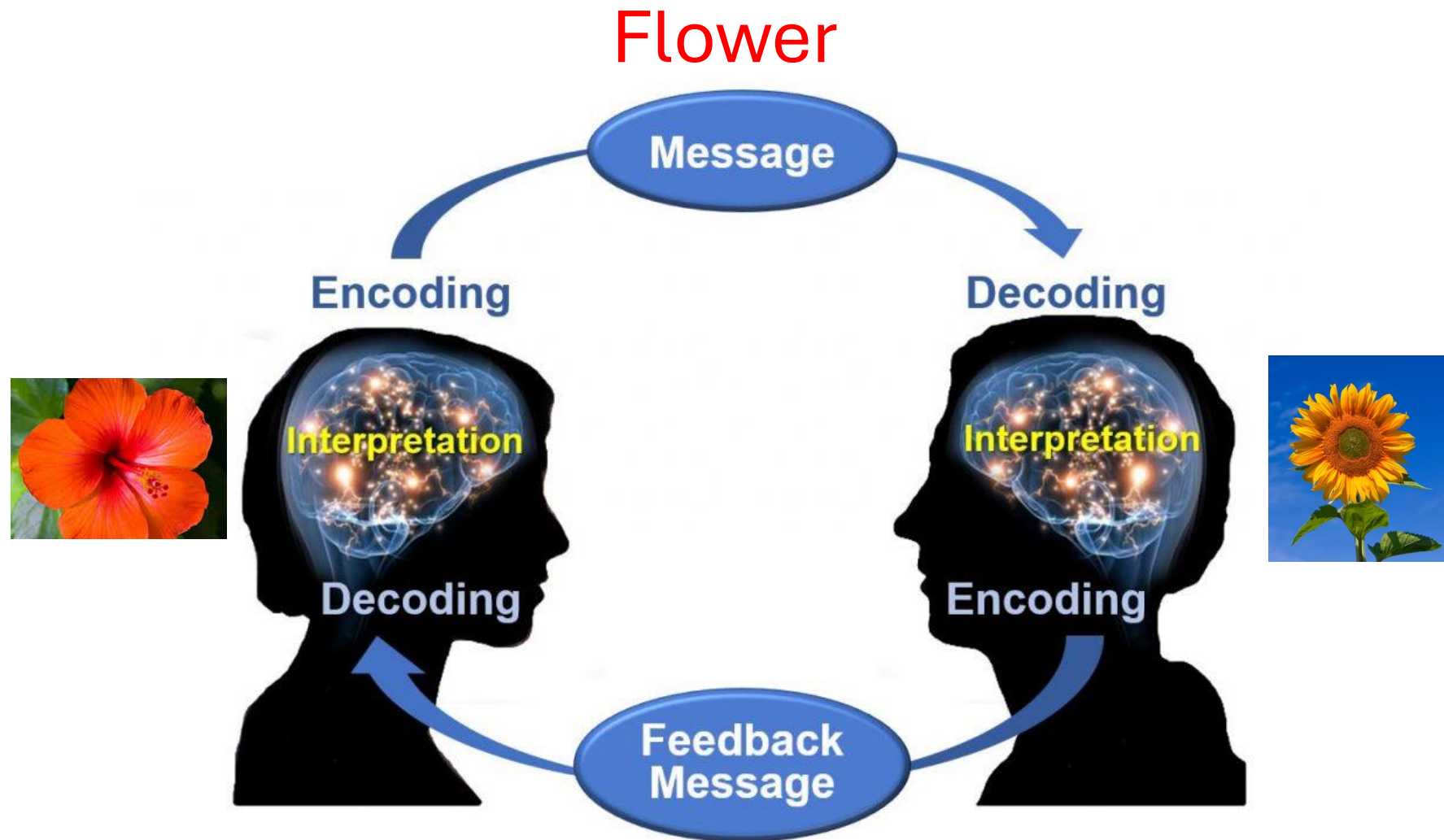


Is
communication
like a game of
catch?



shutterstock.com · 1928879234

Communication Model





**Imagine
breakfast.**





Imagine an
elementary
schooler on their
way to school.



<https://www.youtube.com/watch?v=tJgF17MGkvg>

Activity 2: How many percent?

- Always
- Never
- Sometimes
- Often
- Pretty sure
- Most of the time
- From time to time

2. How Culture Affects Common Sense



Activity 3: Common Sense Awareness Exercise



Download from
Dreamstime.com

- How many seasons are there in a year?
- Pretend you are at a restaurant, what do you do to get a waiters attention?
- Your colleague is in the hospital, do you take a bouquet or a potted plant?
- Your friend gives you a ride and drops you off at home. Should you stay and wave until your friend drives away?
- If a professor makes a mistake, would you correct him/her?
- Your friend's daughter is graduating from high school, would it be appropriate to give her a clock?
- You are walking down the hall and you see a classmate from a large lecture class who you recognize but someone you have never spoken to. Do you say hello?
- You have been invited to a dinner party at my house. The party starts at 7:00 pm. What time do you arrive?

Video Clip: HSBC Commercials





leather

deity

dinner

The more you look at
the world, the more
you recognise people's
different values.

HSBC 
The world's local bank

640 × 198

2. How Culture Affects Emotions



Activity 4

Emotions: Crossing arms and Watch



Video Clip: The Biriacial Kids in Japan

- <https://www.facebook.com/ayakabrandy/videos/2789265161343600>



Lunch Break

4. How Culture Affects the Way we Interpret Things

The background of the slide is a solid blue color. On the right side, there is a cluster of blue, 3D-rendered spheres of varying sizes. Each sphere features a white thumbs-up icon, similar to the Facebook 'like' button. The spheres are arranged in a way that they appear to be floating or overlapping, creating a sense of depth and movement.

Activity 5: Critical Incidents

- Grab a Kitkat from the bag and form a group with people who have the same number as yourself. You will now receive a critical incident.
- First read it on your own. Then discuss which interpretation is the most likely answer.
- Next, check online to see which is the most likely interpretation.
- Then be prepared to act the scenario out. Someone should be narrator and explain the situation. You should have actors and also someone to facilitate the discussion. Please perform the skit in front of the class and then ask your classmates to guess the correct interpretation. Please also give extra explanation or share some of your own stories.
- <https://speakeasyjournal.wordpress.com/2018/12/01/integrating-intercultural-communication-into-the-language-classroom-appendix-explanations-of-the-critical-incidents/>



Performance!



5. Multicultural Japan



Activity 6: My Multicultural Self

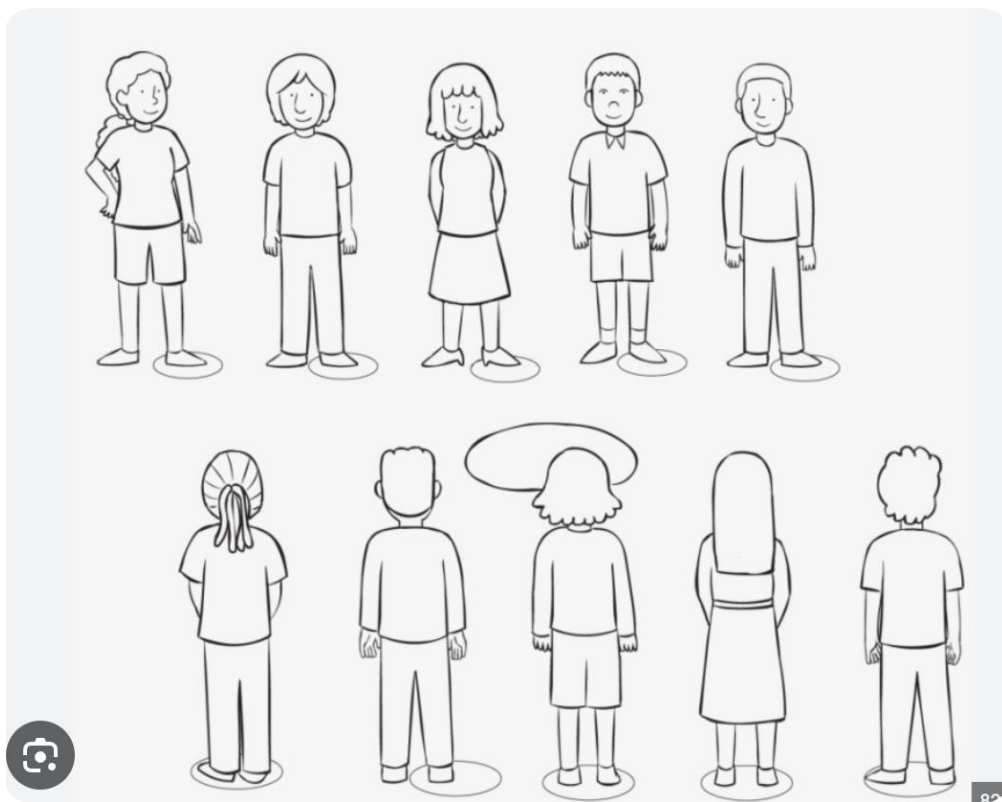


Your turn!

- I will pass out papers with shapes on them and colored pencils.
- Please fill in at least four of the shapes with pictures, key words, names, or numbers that represent a story about your cultural background or identity.



A(nswer)+ Conversations



- Count off 1, 2, 1, 2,....
- Stand in two lines, facing each other.

What I usually do:

Time to Share:

- The group leader is the person whose birthday is closest to today.
- The group leader will pick an item someone has and ask them to explain it. After that person is done explaining, anyone can ask questions.
- Next, the person who just introduced his/her item will choose an item someone else has.
- Continue for several rounds.
- We will switch groups and repeat.
- Finally, as a class, we will each pick one item and tell the class about how it represents our culture.

Activity 7: It's OK to Be Different



Sharing Time:

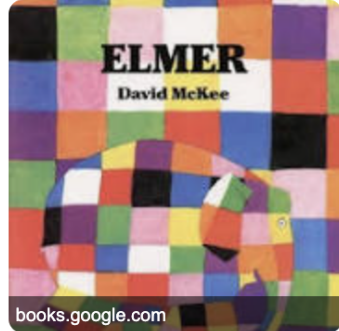
- What are other children's books about diversity that you recommend?



Elmer

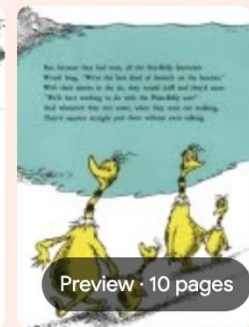
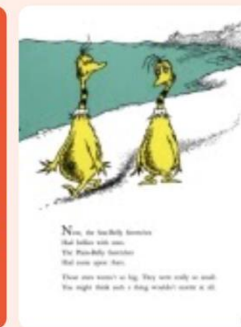
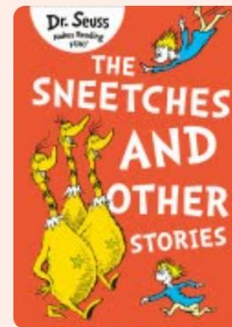
"McKee's gentle humor and love of irony are in full force in this celebration of individuality and laughter." —Publishers Weekly
This padded board book has a soft, padded cover and rounded edges, perfect to share with the smallest readers. Elmer the elephant is bright-colored patchwork all over. ... [Google Books](#)

🔍 Elmer David McKee



The Sneetches and Other Stories

Book by Dr. Seuss



Activity 8: Multicultural Japan Project

My students are asked to create something that will make Japan more multicultural.

They are given a few months to work on this in groups and they are asked to plan, implement, and evaluate it.

They need to do most of the planning outside of class.

They start working on this after we have explored things like: what it means to be Japanese, racism and prejudice in Japan, majority privilege.

They also have the opportunity to participate in an LGBTQ+ workshop and a workshop about Ainu culture.

Example: Training Manual for Teachers

ケース 1



漫画に描かれたケース

男子生徒と女子生徒が学校の廊下を走っています。すると、先生がそれに気が付き、男子生徒のことは厳しく叱りましたが、女子生徒には優しく注意するだけでした。男子生徒は自分だけが叱られ、いやな気持ちになりました。以下、男子生徒の意見です。

どうして生徒はいやな気持ちになったのか

男子生徒はどのようにして自分だけが怒られたのか納得していません。男子生徒は、先生が女子生徒には優しく接して、男子生徒には厳しく接していると感じたので、不公平だと思いました。

先生はどのように対処すべきだったのか

もちろん、学校の廊下を走ることは良いことではありませんし、先生がそれを注意することは当然です。しかし、注意するときに男女を区別することは良くありません。無意識に男女を区別して指導してしまうことはあると思いますが、男女両方に公平に接してあげることが大切です。

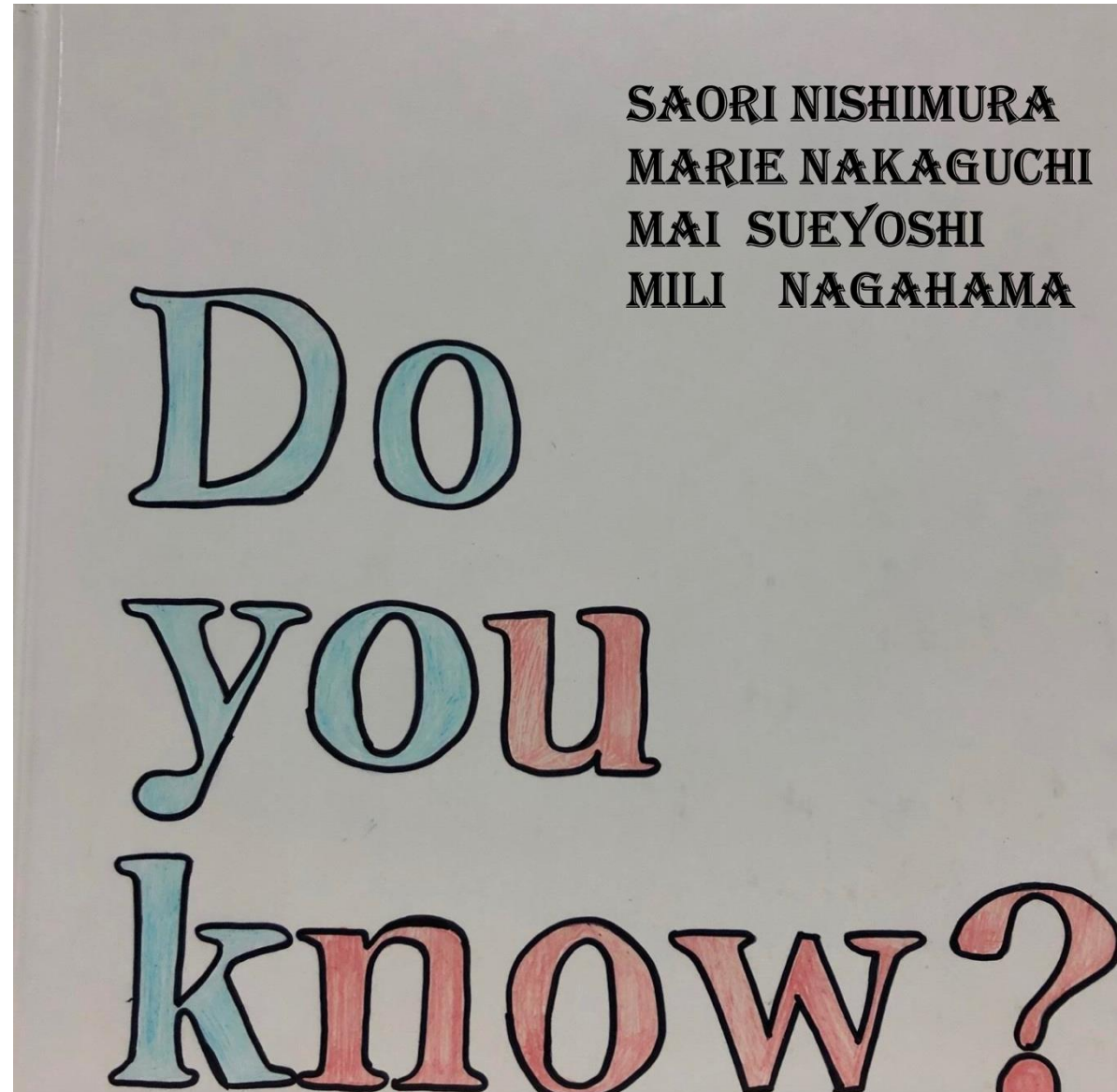
Example: Diversity Karuta

- I need 10 volunteers to play.



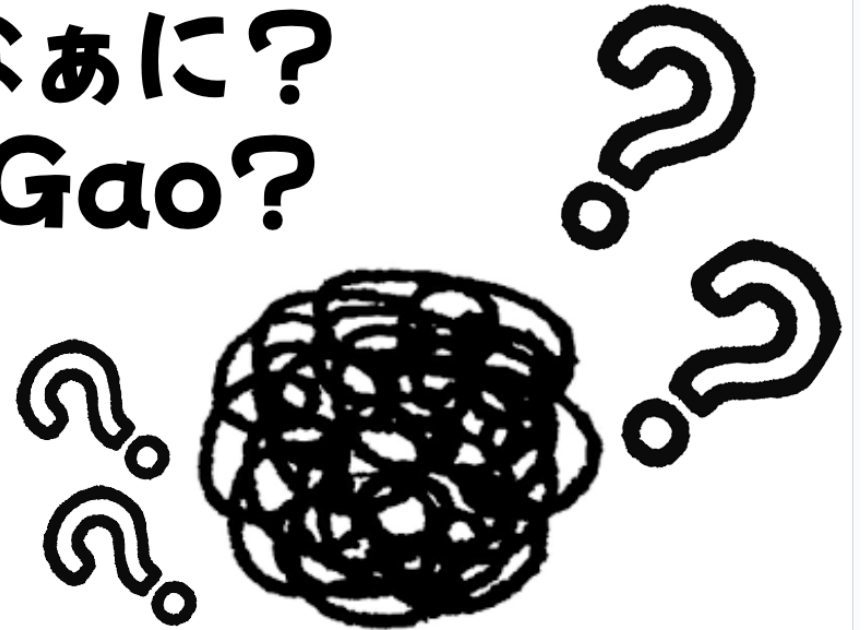
マイノリティかるた
あ 足が遅くてもみんな友達
い 田舎から来たって
う 歌が上手くなくても
え 絵が上手くなくても
お おしゃべり苦手でも
か 髪の毛の色が違って
き 義足をしてても
く 車椅子に乗ってても
け 結婚しててもしてなくても
こ こころの性別違って
さ 寂しがりやでも
し 字が下手だって
す スケートボードに乗ってても
せ 性別が違って
そ それぞれ体型違うけど
た 誰が好きでも
ち ちょっぴり泣き虫でも
つ 杖をついてても
て テストで点数低くても
と どんな洋服着てても
な 何を信じたって
に 日本人じゃなくても
ね 年齢が違って
の のっぽでもちっちゃくても
は 肌の色が違って
ひ 病気があっても
ふ 不器用でも
へ 勉強が苦手でも
ほ 本が読めなくても
ま ママが2人でも
み 耳が聞こえなくても
む 虫が嫌いでも
め 目の色が違ってたって
も 文字が読めなくなたって
や 野球が苦手でも
ゆ ゆっくり屋さんでも
よ 夜が怖くたって
ら ランドセルが何色でも
り リコーダーが吹けなくても
る ルーツがちがくても
れ レギュラーになれなくても
ろ 老若男女、みんな友達
わ「わたし」って誰が使っても、分かり合えなくても

Example:
Gender Book



がおってなあに？ What is Gao?

By: Tanshin Gao
Akira Bito
Ryota Sezaki
Toffee Deng
Wakana Asanuma



- <https://docs.google.com/presentation/d/1-aEwXojsZL05RYB28ivezTH3ugSiJkd0ER2oZAFjXYE/edit?usp=sharing>

Video Clip: ABC's What would you do?



https://www.youtube.com/watch?v=6i_8ZWBE-5U

Video Clip: Multicultural Commercials



Activity 9: Improv Game

- Think of creative ways to use this clapper.
- Each group picks a winner who gets to keep the clapper.



Step to Intercultural Communication Training

AWARENESS

KNOWLEDGE

EMOTIONS

SKILLS

(Brislin & Yoshida, 1994)

A group of approximately 15 people of various ages and ethnicities are standing in a large circle on a lush green lawn. They are all holding hands, creating a continuous ring. The people are dressed in casual attire like jeans, sweaters, and jackets. The scene is captured from a high-angle perspective, looking down at the group. The overall atmosphere is one of unity and community.

Circle Reflection



Extras: Clip from Outsourced

- https://www.youtube.com/watch?v=hGKCkvNk_zI

