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# Ice Breakers That Teach

**Florence Adibu**, *intercultural learning specialist*

Center for Intercultural Learning, Mentorship, Assessment and Research



INSTITUTE FOR INTERCULTURAL  
LEARNING AND MENTORING

# Introduction to the AAC&U VALUE Rubric for Intercultural Knowledge & Competence

	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases...	Recognizes new perspectives about own cultural rules and biases...	Identifies own cultural rules and biases...	Shows minimal awareness of own cultural rules and biases...
<b>Knowledge</b> Cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements...	Demonstrates adequate understanding of the complexity of elements...	Demonstrates partial understanding of the complexity of elements...	Demonstrates surface understanding of the complexity of elements...
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview...	Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...	Identifies components of other cultural perspectives but responds in all situation with own worldview	Views the experience of others but does so through own cultural worldview
<b>Skills</b> Verbal & nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication...	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...	Identifies some cultural differences in verbal and nonverbal communication and is aware that...	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication...
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other culture, seeks out and articulates answers to these...	Asks deeper questions about other cultures and seeks out answers to these questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others...	Begins to initiate and develop interactions with culturally different other...	Expresses openness to most, if not all, interactions with culturally different others...	Receptive to interacting with culturally different others. Has difficulty suspending...



# Big Wind Blows



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# Curiosity from the VALUE Rubric

Proficient	Emergent	Developing
Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.



# "The Name Game"

Who named you?

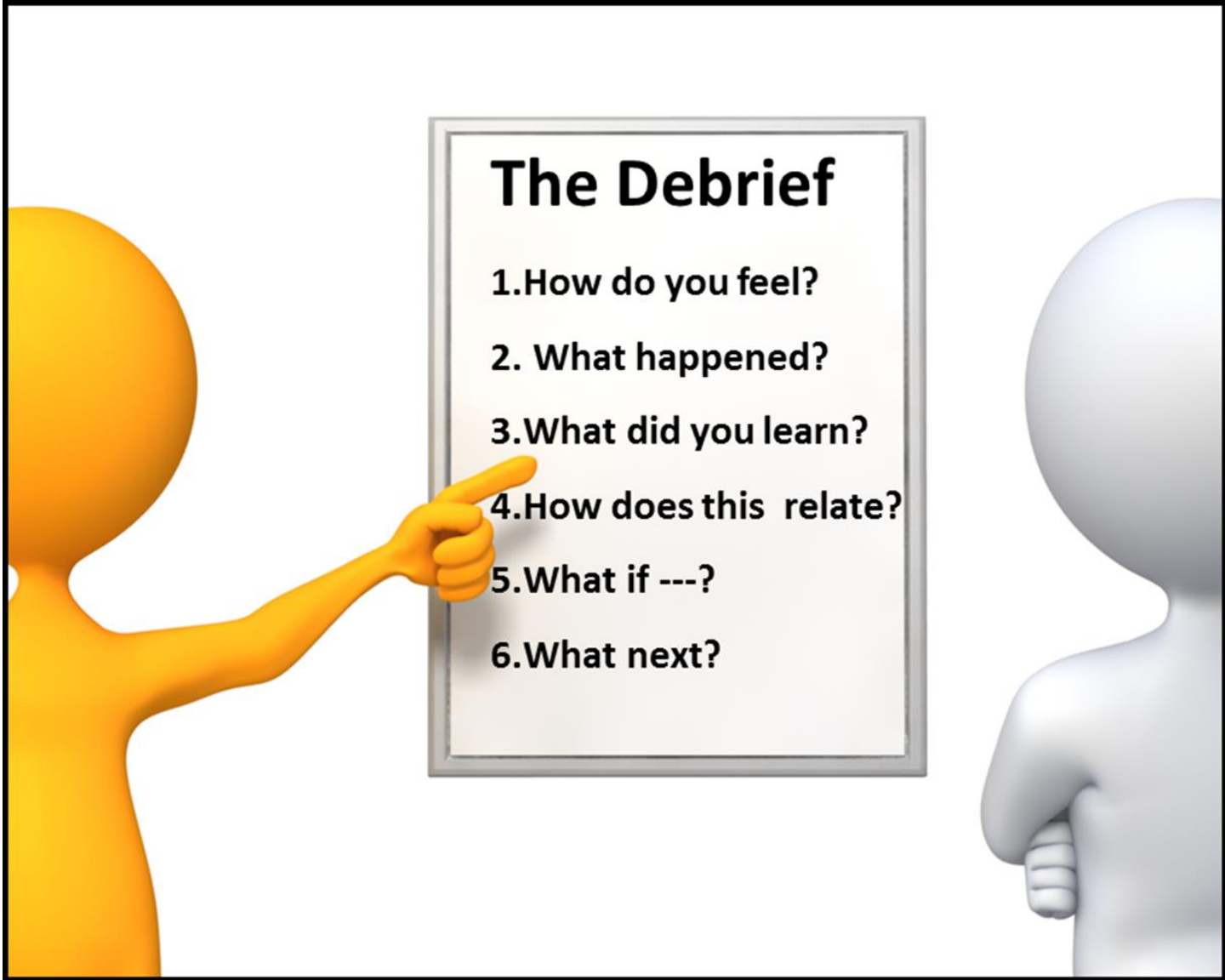
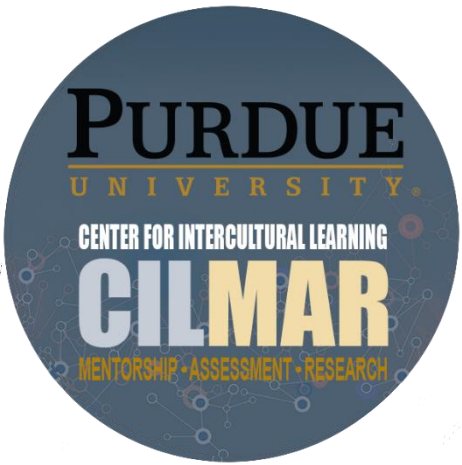
Why was this name chosen for you?

Your Name

What does your name mean to other people?

What does your name mean to you?

Stringer, D. M., & Cassidy, P. A. (2009).  
Bridging Behaviors. *52 Activities for Improving  
Cross-Cultural Communication* , 157-159.



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# Self-Awareness

<b>Proficient</b>	<b>Emergent</b>	<b>Developing</b>
<p>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</p>	<p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<p>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</p>



# Worldview Frameworks

<b>Proficient</b>	<b>Emergent</b>	<b>Developing</b>
Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



# “I Am Poem”

I am \_\_\_\_\_  
But I sometimes pretend to be \_\_\_\_\_  
I am \_\_\_\_\_  
And I come from \_\_\_\_\_  
My journey has been \_\_\_\_\_  
That's why I am who I am.  
I take great pride in \_\_\_\_\_  
But I wish I was \_\_\_\_\_  
For whatever reason, I hate never \_\_\_\_\_  
I am aware of \_\_\_\_\_  
But I don't know much about \_\_\_\_\_  
I am not like you, I am my own theory.  
I struggle with \_\_\_\_\_  
I cringe at \_\_\_\_\_  
I question \_\_\_\_\_  
I am not comfortable in \_\_\_\_\_  
I worry about \_\_\_\_\_  
I am affected by \_\_\_\_\_  
I am afraid of \_\_\_\_\_  
But I still wake up every morning.  
Because I love \_\_\_\_\_  
I appreciate \_\_\_\_\_  
I value \_\_\_\_\_  
And I search for \_\_\_\_\_  
I am a product of my culture.  
I am \_\_\_\_\_

created by Amanda R. Goodenough



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# Empathy

<b>Proficient</b>	<b>Emergent</b>	<b>Developing</b>
<p>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	<p>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</p>	<p>Identifies components of other cultural perspectives but responds in all situations with own worldview.</p>



# “Where am I?”

## Supplementary Activity on Proxemics



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# Communication Skills

Proficient	Emergent	Developing
<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</p>

# Resources

- Berardo, K. & Deardorff, D. K. (eds.). *Building cultural competence*, 179-182. Sterling, VA: Stylus Publishing.
- Stringer, D. M., & Cassiday, P. A. (2003). *52 Activities for Exploring Values Differences*. Boston, MA: Intercultural Press.
- Stringer, D. M., & Cassiday, P. A. (2009). *52 Activities for Improving Cross-Cultural Communication*, 157-159.
- Thiagarajan, S., & Tagliati, T. (2011). *Jolts*. San Francisco, CA: John Wiley.