

## **Introduction:**

This lesson plan will challenge participants to recognize the differences between direct and indirect communication styles. They will be provided with a list of characteristics and behaviors and asked to identify if the items in that list apply to direct or indirect styles of communication.

## **Background and Information:**

This activity was originally created by Craig Storti and published in *Figuring Foreigners Out: A Practical Guide* (see citation below). However, a similar activity was created for the Peace Corps Cross-Cultural Workbook, which is linked on the following page. Two supplemental activities are available in [Downloads](#), one created by CILMAR staff and the other by Dr. Aaron Lottes.

## **Objectives:**

As a result of this activity, participants will be able to:

1. Identify direct and indirect communication styles in the context of particular situations or behaviors.
2. Interpret particular situations or behaviors within a continuum of direct and indirect communication.

## **Time:**

15 minutes.

## **Group Size:**

Small group.

## **Materials:**

The quiz (pp. 78 - 79) and answer key (p. 239) in *Culture Matters: The Peace Corps Cross-Cultural Workbook*; optional supplemental activities available in [Downloads](#).

## **Intercultural Development Continuum Stages:**

- Denial
- Minimization
- Acceptance

## **AAC&U Intercultural Knowledge and Competence Goals:**

Verbal and Nonverbal Communication:

- To articulate 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).
- To skillfully negotiate a shared understanding based on these differences.

**Other Skills:**

Teamwork, Mentorship & Leadership.

**Link to Quiz and Answer Key:**

- [Quiz and answer key \(pp. 78-79, p. 239\) in Culture Matters: The Peace Corps Cross-Cultural Workbook](#)