

Introduction:

This lesson plan will challenge participants to reflect on how they react to particular behaviors. It will enable them to step back and suspend their interpretation and judgment of others' behaviors until after they have developed an understanding of the cultural origins of those behaviors. In this activity, participants are provided with a list of scenarios/behaviors and asked to explain how they interpret them. Then, they will consider the meaning behind those behaviors.

Background and Information:

This activity was originally created by Craig Storti and was published in his book, *Figuring Foreigners Out: A Practical Guide* (see citation below).

Adapted version handouts of this activity are included in [Downloads](#).

Note: It's best to tailor the examples used for the target culture and/or the target participants in this activity.

Objectives:

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

1. Recognize their own judgments about behaviors.
2. Frameshift to infer how others might behave based on cultural context or cultural values.
3. Work toward suspending interpretation and judgment of behaviors until the cultural context of those behaviors is understood.

Time:

1 hour.

Group Size:

Entire group.

Materials:

Part 1 and Part 2 Handouts on pp. 10-14 in Storti (1999). Adapted version Handouts available in [Downloads](#).

Intercultural Development Continuum Stages:

- Denial
- Minimization
- Acceptance
- Adaptation

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Knowledge of Cultural Worldview Frameworks:

- To demonstrate 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 & practices.

Other Skills:

Mentorship & Leadership.

Link to Original Activity Instructions:

Storti's (1999) book (*Activity in Part 1 and Part 2 Handouts on pp. 10-14*) can be found here on WorldCat with library options and purchase options:

- <https://www.worldcat.org/title/914709008>

Activity Instructions:

1. Disseminate copies (either digital or physical) of the activity handout (either original or adaptations) you are facilitating to each participant.
2. Instruct participants to follow the instructions on the handout. Divide the group into pairs or groups of three for Part 2 of the handout, or instruct participants to find a partner or two themselves.
3. Thiagi (2015) debrief (optional).
 - How did this activity make you feel?
 - What happened in this activity?
 - What did you learn from this activity?
 - How does this activity apply to the real world?
 - What if you were to consider an alternative explanation for an observation or judgment you made recently? How does this change your conclusion(s) about the experience (if at all)?
 - How does this activity impact your world (i.e., will this activity change anything about the way that you approach things and in what way(s)?, what is your biggest takeaway from this activity?)?