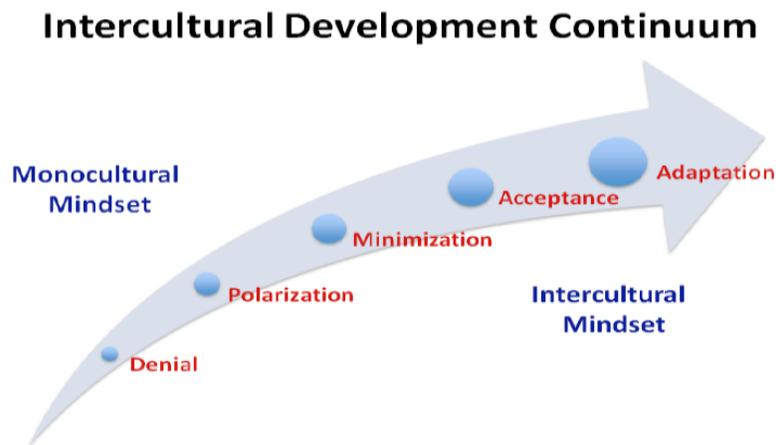


Overview:

This activity is based on the Intercultural Development Continuum™ (IDC), which was created by IDI, LLC. The IDC includes an array of five orientations (Denial, Polarization, Minimization, Acceptance, and Adaptation) that go from monocultural to intercultural (see graphic below). The facilitator should familiarize themselves with the IDC and the five orientations before leading this activity.

This activity challenges participants to familiarize themselves with the IDC and understand how the orientations on the continuum manifest through people's attitudes and behaviors. They will draw cards with various statements on them and try to identify the orientation associated with that statement.



Note: This activity works well as part of an IDI group debriefing, to help explain the model before discussing aggregate group results.

Background and Information:

This activity was adapted by Kris Acheson-Clair, PhD, CILMAR, from the Mindsets paragraph activity created by Janet M. Bennett, PhD (see citation below).

Objectives:

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

1. Identify statements indicative of various orientations on the Intercultural Development Continuum.
2. Reflect on connections between the orientations and their own life experiences.

Time:

20 minutes

Group Size:

Small group

Materials:

Printed copies of the Classification cards (see [Downloads](#)), enough to give each small group of learners 4 or 5 cards each.

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

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).

Facilitator Activity Instructions:

1. Introduce the five orientations (Denial, Polarization, Minimization, Acceptance, and Adaptation) and Intercultural Development Continuum. Explain the meaning of each orientation and the difference between them.
2. Separate participants into small groups and distribute four to five Classification cards to each group. Each card will include one or two sentences that describes one of the five orientations. The groups should take some time to discuss which orientations correspond to each of their cards.
3. Next, each group will take turns reporting to the entire class. For every turn, the facilitator should ask each group to match one of their Classification cards to the orientation that they believe best fits with the sentence(s). Each group should also reflect on what led them to select each corresponding orientation.

Note: The facilitator should provide feedback to each group after every turn. If a group has selected the wrong orientation, the facilitator should ask them to select a new orientation and explain why they chose it.

4. Once all groups have finished assigning their Classification cards, the facilitator should debrief with their own questions or the questions provided below.

Debriefing Questions:

1. Which cards did you most identify with?
2. Can you think of any specific examples that a card would resonate with?
3. Which cards were difficult to identify on the spectrum and why?

Related Tools:

Tools to use before this lesson:

- [Intercultural Development Inventory \(IDI\)](#)

Similar tools:

- [Mindsets](#)