

## **Introduction:**

This activity enables participants to share information about themselves, learn about others in the group, and actively move around the room and engage with others. It is a classic icebreaker that is easily revised with a specific group in mind. With simple items, it can be used to help a group of strangers get to know something about each other in an active way. Adding a few more complex or layered items can create intentional, mild dissonance that could help the group reflect on culture and their assumptions about it.

## **Objectives:**

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

1. Recognize similarities and differences among group members.
2. Identify characteristics that are unclear or "high context."
3. Understand the reasons why some members of the group understand or don't understand some characteristics.
4. Listen and learn from others.

## **Time:**

30 minutes.

## **Group Size:**

Small Group.

## **Materials:**

Copies of the Intercultural People Bingo Chart (Colgate University version) for each participant (in [Downloads](#)); pens/pencils; small prize for the Bingo winner.

## **Intercultural Development Continuum Stages:**

- Denial
- Polarization
- Minimization
- Acceptance

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

Curiosity

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

## **Other Skills:**

Friendship; Diversity, Equity, & Inclusion.

## Activity Instructions:

1. Instruct participants to move around the room and introduce themselves to each other, asking questions with the goal of putting a different name in each bingo box. Let participants know that the first person to get names in five boxes in a row should shout "BINGO!" They will win a (small) prize.
2. Once someone has won, instruct participants to continue playing the game with the goal of putting one name in each and every box. Instruct participants to try very hard to write each person's name on their sheet only once.
3. Invite everyone to return to their seats and debrief the activity:
  - Ask participants to introduce themselves and "reveal" a characteristic that describes them.
  - Ask participants to introduce someone else and talk about their characteristic, with elaboration. For example, "This is Susan. Susan plays an instrument. She plays the trumpet with the university orchestra."
  - Either way, the facilitator can prompt discussion for items designed for dissonance. For example, "Nick can drive stick! That's great! There aren't many people any more who know how to do this. Is there anyone here who doesn't know what that means?" Explain "stick shift" = manual transmission; explain that most cars in Europe are manual while most cars in the US are automatic.