



Introduction:

In this activity, participants will engage with worldview frameworks through interactive interviews and “Life”-like games (see links below). It will challenge participants to better understand worldview framework values such as history, economics, beliefs/practices, politics, and communication styles. Participants will develop skills in communication, self-awareness, empathy, and relating to others. They should consider their own worldviews but also, as a team, what worldviews and tools are necessary to create a “successful life” and what that means to themselves vs. their peers. Additionally, participants will engage with peer groups of other cultures.

Participant Instructions:

There are three parts to this activity: Pre-Work, In-Person Discussion on Worldview Frameworks, and Playing CV.

Pre-Work:

1. Take the “Structured Worldview Questionnaire” (shared by the facilitator). You should answer questions 1 – 7 before the in-person part of the activity and come prepared to discuss your answers.
2. Next, play the online game [Spent](#).

You should record your choices as they’re playing and write a brief self-reflection to bring to the activity facilitation (200-300 words). You should share what challenges you faced, what you would do differently, why you made the choices that you did, how your choices related to your worldviews, and other considerations.

In-Person Discussion on Worldview Frameworks (30 minutes)

3. Begin the activity by watching the “[What’s Your Worldview?](#)” video.
4. After watching the video, consider the importance of understanding one’s own worldviews and then understanding other’s worldviews. Consider, “Why does this matter?” According to the AAC&U, there are six categories one should consider when thinking about Worldviews: History, Values, Politics, Communication Styles, Economy, and Beliefs/Practices.
5. Next, get into small groups (no more than 4 groups) for the activity and interview one another using the Structured Worldview Questionnaire (starting from the Partner Discussion and completing through the end).
6. Discuss the following questions:
 - Of the worldview frameworks discussed, which do you feel play the largest role in how the world is viewed and understood by members of your culture? By members of your partners’ cultures?
 - What do you feel was the most significant and/or surprising thing you learned about your own worldview and that of your partner’s?

- Were there any historical or political events that you realized influence how you see the world that you perhaps had never considered before?
- Can you make connections between two or more elements of a worldview explored in the questionnaire? (e.g., history, politics, and values; values, beliefs, and practices; etc.) Can you explain these connections? How does each element influence/inform the other?
- How might you take what you've learned here and apply it to new interactions in the future?
- How is understanding the complexity of elements important to members of another culture beneficial to you? In school? At work? Traveling abroad?

Playing CV

7. The facilitator will divide you into groups of 2-4.
8. Discuss the purpose and the rules of the game. You can find an overview of the game and directions for game play at the following site: <https://www.boardgamequest.com/cv-review/>

Note: The facilitator will let you know how long to play the game.

9. Once the game is complete, reflect on the following questions silently for about five minutes and then come together to answer these questions with your group based on your experience. Once complete, answer these questions with the larger group.
 - How did you feel during the activity? How did your situation compare to your peers'?
 - What communication challenges did you face within the group?
 - In what ways did the game highlight your own worldviews? What different worldviews were you forced to interact with?
 - How were you able to support your teammates in this activity?
 - What elements of worldviews did the game address? Not address?
 - What could you have done differently during the activity?
 - How would you explain this activity to a peer?
 - What did you learn after "experiencing" another person's worldviews?