

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.

Objectives:

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

1. Develop an understanding of their own worldview values.
2. Discover their peers’ values through interactive interviews and games.
3. Engage with peer groups of other cultures.
4. Practice teamwork skills.

Time:

1 hour.

Group Size:

Small Group.

Materials:

Structured Worldview Questionnaire (in [Downloads](#)), [online game Spent](#), “[What’s Your Worldview?](#)” video; copies of [CV](#) game.

Facilitator note: Some alternative games that the facilitator can choose to use for this activity are [CV Pocket](#) (a shorter version of CV) and [The Pursuit of Happiness](#).

Intercultural Development Continuum Stages:

- Denial
- 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).

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.

Empathy

- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

Other Skills:

Teamwork.

Activity Instructions:

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

Pre-Work:

1. Instruct participants to take the "Structured Worldview Questionnaire" (in [Downloads](#)). They should answer questions 1 – 7 before the in-person part of the activity and come prepared to discuss their answers.
2. Next, have participants play the online game [Spent](#).

Participants should record their choices as they're playing and write a brief self-reflection to bring to the activity facilitation (200-300 words). Participants should share what challenges they faced, what would they do differently, why they made the choices that they did, how their choices related to their 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, ask participants to consider the importance of understanding one's own worldviews and then understanding other's worldviews. Ask participants, "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. The facilitator should ensure that participants understand and are aware of these categories.
5. Next, have participants 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. Conclude this portion of the activity by discussing 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. Divide participants into groups of 2-4.
8. Explain the purpose and the rules of the game to participants. Facilitators can find an overview of the game and directions for game play at the following site:
<https://www.boardgamequest.com/cv-review/>

Note: The author of this activity recommends that participants not be required to complete the game. Facilitators can choose how long participants play (30 minutes, 60 minutes, etc.).

9. Once the game is complete, ask participants to reflect on the following questions silently for about five minutes and then come together to answer these questions with their group based on their 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?