

Intercultural Learning in the Italian Classroom: Novice Italian 1 Lab 3

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ATTIVITÀ D.I.V. D.I.E. ACTIVITY

LABORATORIO
INTERCULTURALE III

ITAL 101

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In Intercultural Lab 3/ Lab Interculturale 3 "D.I.V. / D.I.E.," we will engage in multi-step activities that will help us understand and practice intercultural openness by suspending judgment.

As an overview, here is the TO DO LIST for Intercultural Lab 3/ Lab Interculturale 3 "D.I.V. / D.I.E.”:

1. Watch the video on Lab IC 3 "D.I.E./ D.I.V". Follow the video prompts, pause the video, and answer the questions in real time, directly in the discussion thread. (70 points)
2. Answer the debrief questions about the IC Lab 3. (30 points)
3. After you have completed Lab IC 3, your instructor will post a PowerPoint presentation on "Lab IC 3: Takeaways and Reflection Assignment Explanation." If you have in-person or synchronous classes, you will discuss the ppt in class/Zoom, if you are a distance learner or you missed class, you should view the ppt on your own
4. Post the Reflection Assignment by the DUE DATE (100 points)

IMPORTANT NOTE ON GRADING LAB ICC 3: Lab ICC 3 is an experiential activity, which means that in order to get the maximum learning benefit from it, you must go through the entire experience, following every step. Because it is your individual learning experience that counts rather than the mastery of some external knowledge, this Lab ICC 3 is graded for COMPLETION only. This means that in order to receive full credit for this Lab, you must complete ALL the required steps in the order in which they are presented. Each step is worth a discrete number of points (see below). Please make sure you read the instructions carefully, so you do not skip any steps of the learning process. If you are confused, you have any questions, or you wonder why you did not get full credit upon the completion of this Lab, please contact your instructor for further clarification.

ATTIVITÀ
D.I.V.
D.I.E.
ACTIVITY

**LABORATORIO
INTERCULTURALE**

ITAL PROGRAM

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AN ACTIVITY TO:

- *Learn some new concepts*
- *Become more **open** to cultural difference*
- *Recognize the impact of culture on perception*

AN ACTIVITY TO:

- *Practice applying new skills*

DEBRIEFING TO:

- *Process what we learned and reflect on it*

**COSA
FACCIAMO
OGGI?**

**OUR PLAN
FOR TODAY**

D.I.E. ACTIVITY

ATTIVITÀ D.I.V.

**TAKE A LOOK
AT THE
FOLLOWING
PICTURE.**

**IN A FEW
SECONDS I AM
GOING TO ASK
YOU TO
DESCRIBE IT.**



D.I.E. ACTIVITY

QUESTION 1:

**NOW PAUSE THE
VIDEO AND TAKE
ABOUT 2 MINUTES TO
DESCRIBE WHAT YOU
SAW.**

**WRITE YOUR ANSWER
DIRECTLY IN THE
DISCUSSION FORUM**

DESCRIPTION: what we see, more objective than the other two, but still depends on what we notice or perceive

INTERPRETATION: what we think about what we see or experience, the meaning that we assign to what we notice

EVALUATION: how we feel about what we see or experience, the value and the judgment we assign to our interpretation

THINK:
HOW ARE THEY
DIFFERENT?



D – Description
I – Interpretation
E – Evaluation

**EXAMPLES FROM THE PREVIOUS IC LABS.
ARE THEY DESCRIPTION (D), INTERPRETATION (I)
OR EVALUATION (E)?**

**SHE IS REFUSING TO GET MARRIED.
INTERPRETATION (I) AND EVALUATION (E)**

**IT IS SOME KIND OF EXORCISM.
INTERPRETATION (I) AND EVALUATION (E)**

**PEOPLE ARE OUTSIDE.
INTERPRETATION (I): WE CANNOT BE SURE**

**ONE WOMAN IS WEARING WHITE.
DESCRIPTION (D)**

**MEN ARE JUST STANDING THERE, NOT HELPING.
INTERPRETATION (I) AND EVALUATION (E)**

THINK:

**WHEN I ASKED
YOU TO DESCRIBE,
WHAT DID YOU
ACTUALLY DO?**



**WHY ARE THEY SO
HARD TO
SEPARATE?**

LET'S TRY AGAIN!

**TAKE ANOTHER
LOOK AT THE
PICTURE.**

**THIS TIME, TRY
ONLY TO
DESCRIBE.**



D.I.E. ACTIVITY

QUESTION 2:

**NOW PAUSE THE VIDEO
AND TAKE ABOUT
2 MINUTES TO
DESCRIBE WHAT YOU
SAW.
WRITE YOUR ANSWER
DIRECTLY IN THE
DISCUSSION FORUM.**

EXAMPLES OF **DESCRIPTION** FROM THE PREVIOUS IC LABS.

ONE WOMAN IS WEARING WHITE.

DESCRIPTION (D)

THERE ARE SOME MAN AND SOME WOMEN.

DESCRIPTION (D)

SOME WOMEN HAVE HAIR COVERINGS.

DESCRIPTION (D)

ONE WOMAN DOES NOT HAVE A HAIR COVERING.

DESCRIPTION (D)



**WHY ARE THEY SO
HARD TO
SEPARATE?**



MORE THOUGHTS TO PONDER



- LET'S EXPLORE THIS QUOTATION:
- ✓ "NEURAL SIGNALS ARE RELATED LESS TO A STIMULUS PER SE THAN TO ITS CONGRUENCE WITH INTERNAL GOALS AND PREDICTIONS, CALCULATED ON THE BASIS OF PREVIOUS INPUT TO THE SYSTEM."

KARSTEN RAUSS, COGNITIVE SCIENTIST

- LET'S EXPLORE THESE QUESTIONS:
- ✓ WHAT DOES THIS HAVE TO DO WITH CULTURE?
- ✓ HOW DO PEOPLE FROM DIFFERENT CULTURES INTERPRET AND EVALUATE THIS PICTURE?

A SIMILAR WAY OF THINKING ABOUT D.I.E.: PLUS/MINUS/NULL ACTIVITY

What's your **gut reaction** interpretation of what is happening?



Does that interpretation lead to **positive, negative, or neutral** evaluation?



What are **two plausible alternative interpretations** with different evaluations (so if your first idea was negative, think of neutral and positive explanations of what is happening)?

PLUS/MINUS/NULL ACTIVITY

NOW IS THE
TIME TO SEE
WHAT YOU
HAVE LEARNED.

LOOK AT THE
PICTURE **VERY**
CAREFULLY,
AND THEN
ANSWER THE
FOLLOWING
QUESTIONS.



TBW Purdue University 2020

**PLUS/
MINUS/
NULL
ACTIVITY**

QUESTION 3:

**NOW PAUSE THE VIDEO
AND TAKE ABOUT 5
MINUTES TO ANSWER
THE QUESTIONS ON
THE FOLLOWING SLIDE.
WRITE YOUR ANSWERS
DIRECTLY IN
DISCUSSION FORUM.**

QUESTION 3 (ANSWER A,B, AND C):

- A. DESCRIBE WHAT YOU SAW. BE SURE TO SEPARATE DESCRIPTION FROM INTERPRETATION AND EVALUATION.**
- B. NOW MOVE ON TO INTERPRETATION AND EVALUATION. IS YOUR FIRST REACTION A POSITIVE, NEGATIVE, OR NEUTRAL EVALUATION?**
- C. FOLLOW THROUGH WITH PLUS/MINUS/NEUTRAL: WHAT ARE OTHER POSSIBLE INTERPRETATIONS?**





This picture represents the **pizzica**: an ancient dance of the Salento area in the region of Puglia. Shrouded in myth and legend, this dance was thought to have been the only cure for a tarantula bite, or, metaphorically, for someone possessed by the devil. The dance continues until the main protagonist collapses to the floor, utterly exhausted, but hopefully cured. Often family and other villagers would join in in a show of solidarity.

This is the **Orange Battle of the Historical Carnival of Ivrea** during which the Ivrea community celebrates its right to decide for itself, commemorating an incident that is said to date back to medieval times. For three days, nine teams of orange throwers on foot (representing the rebellious townspeople) fight against the throwers on the horse-drawn carts (representing the forces of the evil baron)



**DO YOU WANT TO
KNOW THE “TRUTH”?**

**WHAT “INSIDER
CULTURAL
KNOWLEDGE” WOULD
YOU NEED TO
INTERPRET THESE
PICTURES
ACCURATELY?**

**IS IT POSSIBLE TO COME TO
DIFFERENT EVALUATIONS
FOR ONE INTERPRETATION?**

LET'S TALK ABOUT IT: DEBRIEF

1. What happened during the D.I.E. activity? What was most difficult? Easiest? Why?
2. How did you feel when you were asked to describe without interpreting or evaluating?
3. How might personal or cultural values influence the interpretation or evaluation?
4. What did you learn?
5. How can you use what you learned in your everyday life? In Italian/language class?

REFERENCES

- **This activity has been adapted from:**

Stringer, Donna M, and Patricia A. Cassidy. *52 Activities for Improving Cross-Cultural Communication*. Boston: Intercultural Press, 2009.

- **This activity is a modification of an existing activity that can be found in Purdue HubICL:**

<https://hubicl.org/toolbox/tools/25/downloads>

- **This activity has been a collaborative effort of Purdue Italian faculty and CILMAR specialists:** Tatjana Babic Williams, Brett Bogart, Giuseppina Grande, Dan Jones, Annalisa Mosca, Aletha Stahl

- **La Battaglia delle arance:**

<https://www.storicocarnevalebivrea.it/the-carnival/glossary/battaglia-delle-arance-orange-battle/?lang=en>

- **Foto Battaglia delle Arance:** <http://www.scuola.alto-adige.it/ms-prad/arancel.jpg>

- **La Pizzica e il tarantismo:**

<https://www.thethinkingtraveller.com/thinkpuglia/guide-to-puglia/all-things-puglian/the-pizzica-pizzica.aspx>

<http://www.madeinsouthitalytoday.com/tarantismo.php>

- **Foto Pizzica:** <https://www.flickr.com/photos/37420386@N03/5946384625/>

LAB IC 3 “D.I.E./ D.I.V.”

Video questions and Debrief Questions

Video Questions:

Question 1: When prompted by the video, pause the video and take about 2 minutes to describe what you saw.

Question 2: When prompted by the video, pause the video and take about 2 minutes to **describe** what you saw.

Questions 3: When prompted by the video, pause the video and take about 5 minutes to answer the following questions:

- A. Describe what you saw. Be sure to separate description from interpretation and evaluation.
- B. Now move on to interpretation and evaluation. Is your first reaction a positive, negative, or neutral evaluation?
- C. Follow through with Plus/Minus/Neutral: What are other possible interpretations?

Debrief Questions:

1. What happened during the D.I.E. activity? What was most difficult? Easiest? Why?
2. How did you feel when you were asked to describe without interpreting or evaluating?
3. What did you learn?
4. How can you use what you learned in your everyday life? In Italian/language class?

**ATTIVITÀ
D.I.V.
D.I.E.
ACTIVITY**

**TAKEAWAYS AND
REFLECTION
ASSIGNMENT**

**LABORATORIO
INTERCULTURALE III**


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Debriefing Conclusions

1. People tend to jump to interpretations and evaluations without first describing and entertaining alternative interpretations and evaluations.
2. Our interpretations and evaluations are based on our own experience and cultural learning.
3. When we can first describe, then look for alternative interpretations and evaluations, we are likely to be more accurate and more effective cross-culturally.

REFLECTION ASSIGNMENT

- **Goals:** This assignment is intended to help you process what you have learned in Intercultural Lab 3, to give you an opportunity to deepen your reflection on what you've learned, and to help you increase your Intercultural Openness.
 - **Instructions:** Complete the Reflection Assignment and post it to Brightspace by the **DUE DATE**
 - **Grading:** There is no right or wrong answer in this type of assignment. This assignment will be graded according to the following criteria: Completion (thoroughness of your answers), Openness (willingness and ability to initiate contact with what is culturally different, while suspending judgement, willingness and ability to go out of one's comfort zone to find answers), and Effort (your effort in developing the skill). The grade you receive describes **the effort you put into reflecting** on this IC skill. The grade will be part of your overall Intercultural Learning grade.
 - **Tips:** Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences. Aim to have at least 100 words for each question.
- 

REFLECTION ASSIGNMENT QUESTIONS

- How did you feel about this activity? What, if anything, was frustrating about it and what was the result of that frustration?
- Why do we make judgments? Can we control this? How?
- How can what you've learned help you in an intercultural context? Connect this activity to a previous intercultural experience in which you jumped to conclusions or made an assumption. How might D.I.E. have helped?

Reflection assignment on Intercultural Lab 3: “D.I.E. Activity”

Riflessione sul Laboratorio Interculturale 3: “Attività D.I.V.”

Goals: This assignment is intended to help you process what you have learned in Intercultural Lab III, to give you an opportunity to deepen your reflection on what you’ve learned, and to help you increase your Intercultural Openness.

Instructions: Complete the Reflection Assignment sheet and post it to Brightspace by the **DUE DATE**

Grading: There is no right or wrong answer in this type of assignment. This assignment will be graded according to the following criteria: Completion (thoroughness of your answers), Openness (willingness and ability to initiate contact with what is culturally different, while suspending judgement, willingness and ability to go out of one’s comfort zone to find answers), and Effort (your effort in developing the skill). The grade you receive describes **the effort you put into reflecting** on this IC skill. The grade will be part of your overall Intercultural Learning grade.

Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences. Aim to have at least 100 words for each question.

Reflection Assignment Questions:

- How did you feel about this activity? What, if anything, was frustrating about it and what was the result of that frustration?
- Why do we make judgments? Can we control this? How?
- How can what you’ve learned help you in an intercultural context? Connect this activity to a previous intercultural experience in which you jumped to conclusions or made an assumption. How might D.I.E. have helped?

D.I.V. DESCRIZIONE INTERPRETAZIONE VALUTAZIONE

RICORDI LA PLUS/MINUS/NULL ACTIVITY?

PRATICHIAMOLA!



1. **OSSERVA** QUESTO PIATTO
OBSERVE THIS DISH

2. **SPIEGA:** QUAL È LA TUA
INTERPRETAZIONE ISTINTIVA
(REAZIONE VISCERALE)? TI
PIACE? LO VUOI ASSGGIARE?

EXPLAIN: WHAT IS YOUR GUT
FEELING INTERPRETATION OF
IT? DO YOU LIKE IT? WOULD
YOU LIKE TO TASTE IT?

3. **VALUTA:** LA TUA
INTERPRETAZIONE INIZIALE È
POSITIVA, NEGATIVA, O
NEUTRALE?

EVALUATE: DOES YOUR
INTERPRETATION LEAD TO
POSITIVE, NEGATIVE, OR
NEUTRAL EVALUATION?



“LA TRIPPA ALLA ROMANA”
“ROMAN-STYLE TRIPE”

INGREDIENTE PRINCIPALE:
LA TRIPPA

MAIN INGREDIENT:
TRIBE

(the first or second stomach of a cow)

4. IMMAGINA: DUE ALTRE
INTERPRETAZIONI PLAUSIBILI,
DIVERSE DALLA TUA
VALUTAZIONE INIZIALE

IMMAGINE: TWO PLAUSIBLE
ALTERNATIVE INTERPRETATIONS
WITH EVALUATIONS DIFFERENT
FROM YOUR INITIAL ONE



1. **OSSERVA** QUESTO PIATTO
OBSERVE THIS DISH

2. **SPIEGA:** QUAL È LA TUA
INTERPRETAZIONE ISTINTIVA
(REAZIONE VISCERALE)? TI
PIACE? LO VUOI ASSGGIARE?

EXPLAIN: WHAT IS YOUR GUT
FEELING INTERPRETATION OF
IT? DO YOU LIKE IT? WOULD
YOU LIKE TO TASTE IT?

3. **VALUTA:** LA TUA
INTERPRETAZIONE INIZIALE È
POSITIVA, NEGATIVA, O
NEUTRALE?

EVALUATE: DOES YOUR
INTERPRETATION LEAD TO
POSITIVE, NEGATIVE, OR
NEUTRAL EVALUATION?



“CASU MARZU” SARDO
SARDINIAN “CASU MARZU”
(LITERALLY, ROTTEN CHEESE)

INGREDIENTE PRINCIPALE:
FORMAGGIO PECORINO
COLONIZZATO DALLE LARVE
DELLA MOSCA DEL FORMAGGIO

MAIN INGREDIENT:
SHEEP MILK CHEESE CONTAINING
LIVE MAGGOTS



4. IMMAGINA: DUE ALTRE
INTERPRETAZIONI PLAUSIBILI,
DIVERSE DALLA TUA
VALUTAZIONE INIZIALE

IMMAGINE: TWO PLAUSIBLE
ALTERNATIVE INTERPRETATIONS
WITH EVALUATIONS DIFFERENT
FROM YOUR INITIAL ONE

“I ATE CASU MARZU:” A CONFESSIONAL”

“The most dangerous cheese in the world”: outlawed by the EU but still made in Sardinia

1. **OSSERVA** QUESTI PIATTI
OBSERVE THESE DISHES

2. **SPIEGA:** QUAL È LA TUA
INTERPRETAZIONE ISTINTIVA
(REAZIONE VISCERALE)? TI
PIACCONO? LI VUOI ASSGGIARE?

EXPLAIN: WHAT IS YOUR GUT
FEELING INTERPRETATION OF
THESE DISHES? DO YOU LIKE THEM?
WOULD YOU LIKE TO TASTE THEM?

3. **VALUTA:** LA TUA
INTERPRETAZIONE INIZIALE È
POSITIVA, NEGATIVA, O
NEUTRALE?

EVALUATE: DOES YOUR
INTERPRETATION LEAD TO
POSITIVE, NEGATIVE, OR
NEUTRAL EVALUATION?



**IN ITALIA, IL PESCE E I FRUTTI DI MARE
SONO COMUNEMENTE SERVITI INTERI**

**IN ITALY, FISH AND SEA FOOD ARE
COMMONLY SERVED WHOLE (WITH
HEAD, EYES ETC. STARING AT YOU)**

4. IMMAGINA: DUE ALTRE
INTERPRETAZIONI PLAUSIBILI,
DIVERSE DALLA TUA VALUTAZIONE
INIZIALE

IMMAGINE: TWO PLAUSIBLE
ALTERNATIVE INTERPRETATIONS
WITH EVALUATIONS DIFFERENT
FROM YOUR INITIAL ONE



CHE COSA SAREBBE (*WOULD BE*) FORSE SORPRENDENTE/ SCHIFOSO AGLI ITALIANI DELLA CUCINA AMERICANA (STATUNITENSE)?

Le reazioni dei Napoletani alla pizza all'ananas:

https://www.youtube.com/watch?v=4FOU_aD00Sk&t=4s

