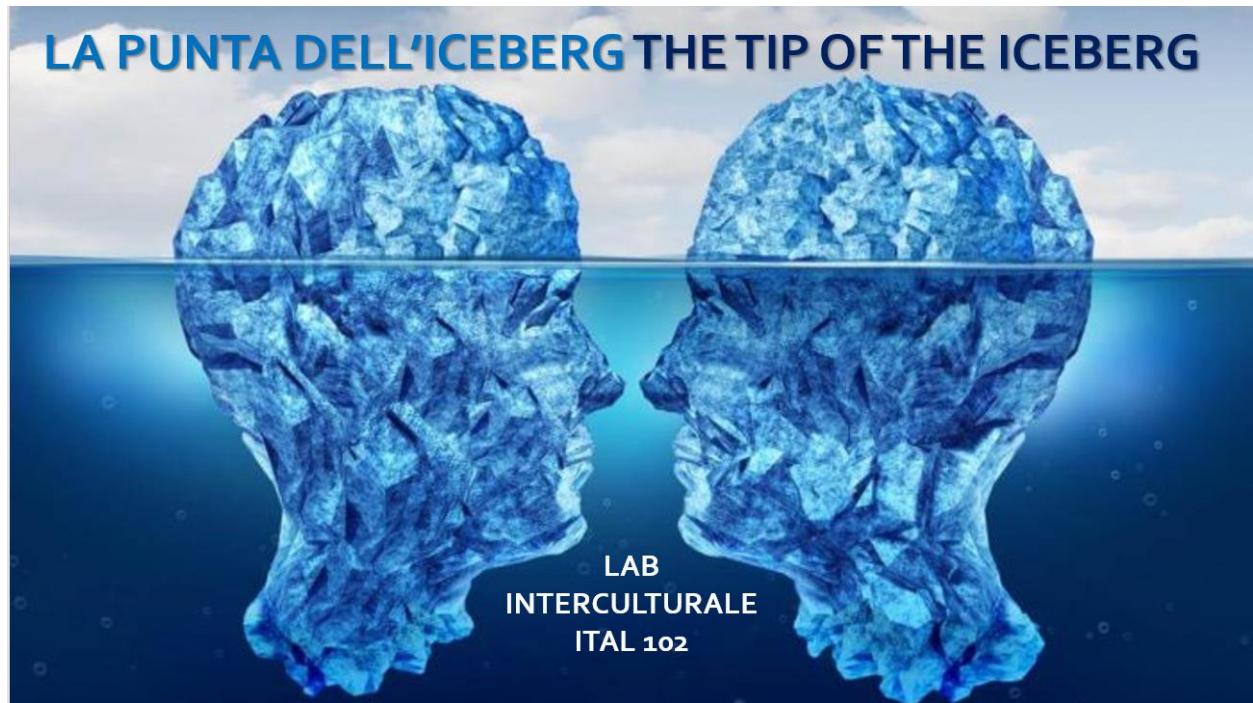


# **Intercultural Learning in the Italian Classroom: Novice Italian 2 Alternative Lab**

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In the Intercultural Lab “The Tip of an Iceberg” - Lab Interculturale “La punta dell’iceberg” we will engage in multi-step activities that will help us practice the intercultural openness and help us understand the concept of deep/surface culture and the connection between cultural values and cultural practices.

Note on the modes of delivery:

In-person delivery mode: This Lab IC must be completed in-person, and it requires interaction among teams of participants. It can be completed in one 50-minute class period: introduction of the task, small-group discussion, interaction among the teams, whole-group discussion, and group debrief.

# LA PUNTA DELL'ICEBERG THE TIP OF THE ICEBERG



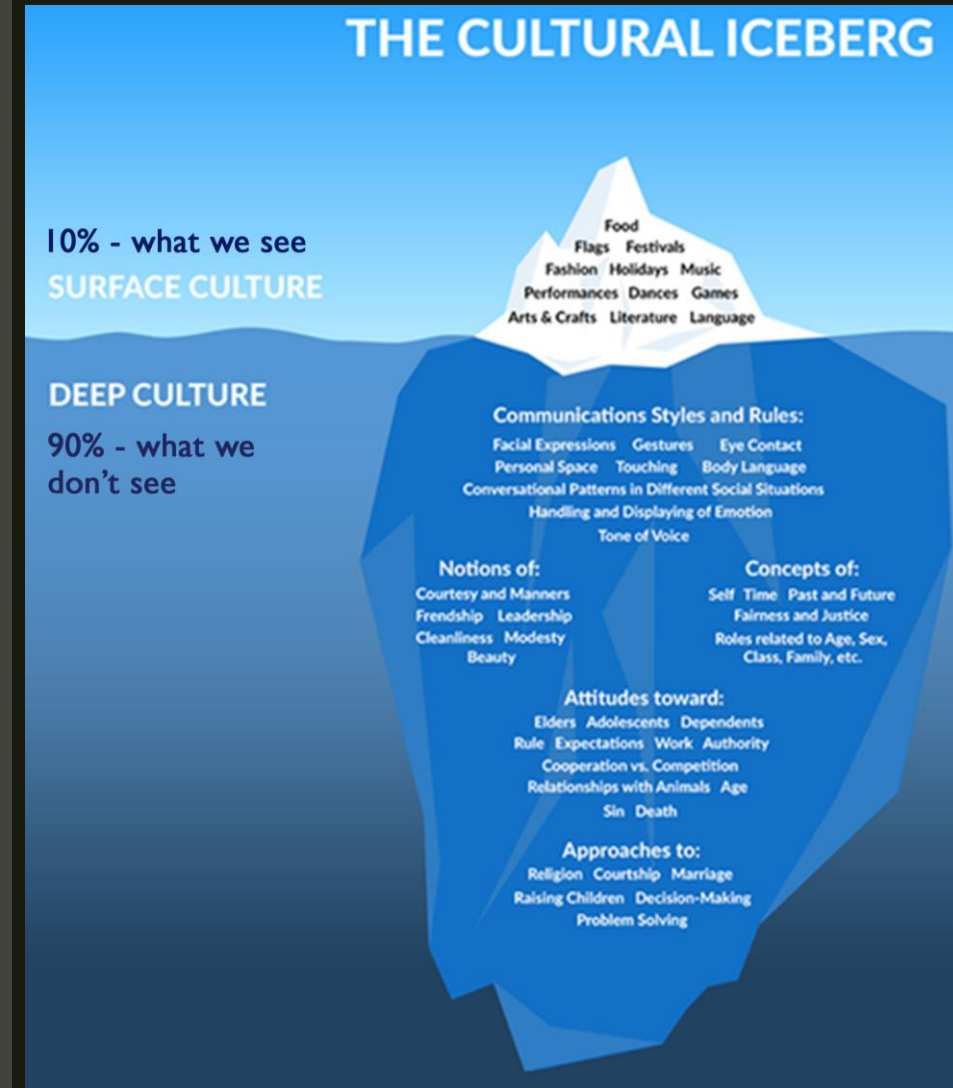
LAB  
INTERCULTURALE  
ITAL 102

# PERCHÉ PARLIAMO DELL'ICEBERG?

## WHY ARE WE TALKING ABOUT ICEBERGS?

Culture can be imagined as an iceberg:

- The “tip” of the iceberg or “**surface culture**” (about 10%) = cultural practices, behaviors, and differences that are easily perceived, such as food, fashion, holidays, festivals, music, etc.
- The “**bottom**” of the iceberg or “**deep culture**” (about 90%) = cultural notions, values, and assumptions that are hidden and not easily perceived, that should be explored and learned, such as concepts of identity & time, communication styles & rules, notions of manners & friendship, approaches to decision-making & problem-solving
- **Keep in mind** this image as we continue with our activity!



# CHE COSA FACCIAMO OGGI? WHAT'S THE PLAN?

- Ci dividiamo in quattro squadre. We'll break into four teams:  
GLI AZZURRI, I VERDI, I ROSA e I GIALLI.
- Ogni squadra legge le istruzioni e decide come interpretarle.  
Each team will read the instructions and decide how to act them out.
- Andate in giro per la classe e parlate con i membri delle altre squadre, facendovi 3 domande:  
QUAL È IL TUO COLORE/FILM/CIBO PREFERITO?  
Mingle with the members of other teams, asking 3 questions:  
WHAT'S YOUR FAVORITE COLOR/MOVIE/FOOD?
- Quando ricevi le risposte, trova un altro partner.  
When you have the questions answered, move on to the next person.
- Dopo che hai parlato con un membro di ogni squadra, riunisciti alla tua squadra originale e discuti dell'esperienza.  
After you've talked to at least one member of each team, discuss your experiences with your original teammates.





People don't learn from experience. They learn from *reflecting* on their experience.

**Dr. Sivasailam “Thiagi” Thiagarajan**

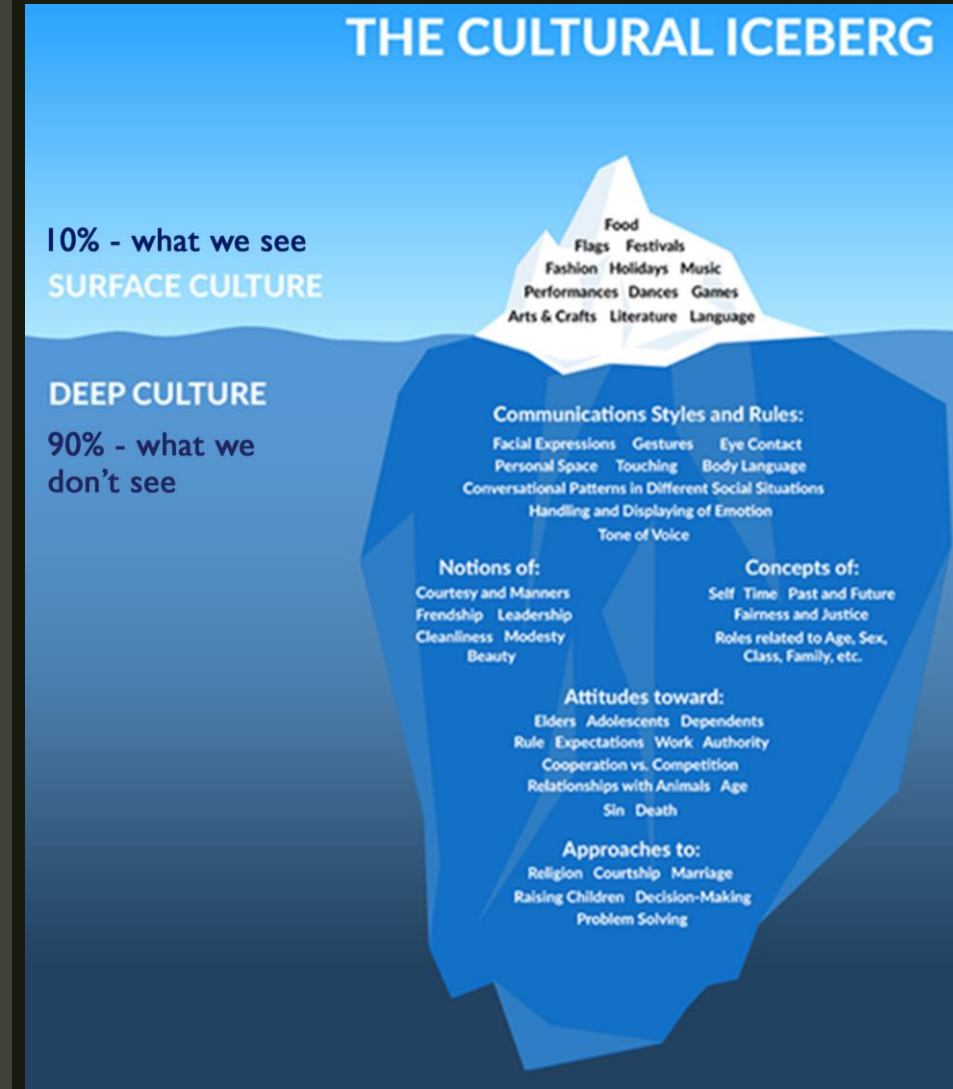
- ❖ What happened in this activity?
- ❖ Who can tell me what you experienced with the **BLUE TEAM** (cannot be the blue team member)?
- ❖ Blue team, did they “guess/interpret” your behavior correctly?
- ❖ Who can tell me what you experienced with the **GREEN TEAM** (cannot be the green team member)?
- ❖ Green team, did they “guess/interpret” your behavior correctly?
- ❖ Who can tell me what you experienced with the **PINK TEAM** (cannot be the pink team member)?
- ❖ Pink team, did they “guess/interpret” your behavior correctly?
- ❖ Who can tell me what you experienced with the **YELLOW TEAM** (cannot be the yellow team member)?
- ❖ Yellow team, did they “guess/interpret” your behavior correctly?

# GAME TIME: SURFACE OR DEEP?

- The “tip” of the iceberg or “**surface culture**” = cultural practices, behaviors, and differences that are easily perceived
- The “**bottom**” of the iceberg or “**deep culture**” = cultural notions, values, and assumptions that are hidden and not easily perceived

Where would the following items be located on the cultural iceberg:  
surface or deep?

- Standing close to people is important to build trust and to show that we are honest and have nothing to hide.
- It is important to stand very close to people when you talk to them.
- You must offer food to each person before you can talk to them.
- We have often not had enough food so by offering food we display care and concern for people.
- It is offensive for people not to eat your food before talking with you.
- Making direct eye contact is disrespectful: people may think you are trying to confront them or start a fight. Many of our people have died in long wars, so we try to keep peace and show respect by not making direct eye contact.
- You must not look any one directly in the eye when you’re talking to them.



# THE DEBRIEF

People don't learn from experience. They learn from *reflecting* on their experience.

**Dr. Sivasailam “Thiagi” Thiagarajan**

- ❖ Which two cultures had the toughest time of communicating with one another? Why?
- ❖ What could the two cultures have done to make the interchange easier?
- ❖ How did it feel to play your role?
- ❖ If you were to behave like your “usual self” in these situations, what would you have done differently? How would that have reflected your deeper cultural values?
- ❖ Have you ever experienced anything similar to these situations in real life?
- ❖ What have you learned?



# CONCLUSIONS



# TAKAWAYS

There are many different takeaways from this activity. These are just a few possible ones. You will have an opportunity to further develop your ideas on what you have learned in this IC Lab in your Reflection Assignment:

- Behavior and values are connected (“surface” and “deep”), and it is helpful to understand and respect the connection.
- Not everyone shares your own values or considers them as important as you do.
- We tend to be most comfortable communicating with people from our own cultural group.
- When we encounter people from another group we may retreat and become less communicative *or* become more assertive *or* learn how to alter and adapt our behavior and communication style to accommodate cultural difference
- Navigating differences of opinions and behaviors arising from one’s values is challenging → it can be practiced → practice can lead to developing skills and strategies for being aware, inclusive, sensitive, and ultimately successful in bridging differences
- It is helpful to be curious about cultural differences → asking more complex questions may lead to more complex answers
- It is helpful to stay open to cultural communication even when it is challenging to handle ambiguity and when the difference does not immediately “make sense”

# REFLECTION ASSIGNMENT

- **Goals:** This assignment is intended to help you process what you have learned in this Intercultural Lab and to give you an opportunity to deepen your reflection on what you've learned.
- **Instructions:** Complete the Reflection Assignment 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), Complexity (complexity of your observations, questions, and analysis), and Effort (your effort in developing the skill). The grade you receive describes [the effort you put into reflecting](#) on this IC skill.
- **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

1. Have you experienced in real life a situation that is similar to the ones we role-played in class? How did you react and why?
2. Examine the AAC&U (*American Association of Colleges & Universities*) “Intercultural Knowledge and Effectiveness Rubric” and pick at least **two skills other than “Curiosity” and “Openness”** that this Intercultural activity illustrates and helps develop. Justify your choices, i.e., explain how and why.
3. Read closely the descriptive rubric for “Curiosity,” “Openness,” and the other two chosen categories from Question 2. Then **pick one of these skills and self-assess**: rank your competence in the chosen skill along the continuum (“Developing” – “Emerging” – “Proficient”). If you feel like you have achieved the level of “Proficient,” please support with the description of an experience that illustrates it. If you feel like you need to make progress in achieving competence in your chosen skill, then suggest a way in which you can practice it and challenge yourself to progress to the next stage.

# INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

## Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

|   | Proficient<br>3  | Emerging<br>2  | Developing<br>1   |
|---|--|--|---|
| <b>Knowledge</b><br><i>Cultural self-awareness</i>                    | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)  | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)  | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)   |
| <b>Knowledge</b><br><i>Knowledge of cultural worldview frameworks</i> | Demonstrates 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 and practices.  | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.   |
| <b>Skills</b><br><i>Empathy</i>                                       | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.  | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.  | Identifies components of other cultural perspectives but responds in all situations with own worldview.   |
| <b>Skills</b><br><i>Verbal and nonverbal communication</i>            | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.   | Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.  |
| <b>Attitudes</b><br><i>Curiosity</i>                                  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.   | Asks deeper questions about other cultures and seeks out answers to these questions.   | Asks simple or surface questions about other cultures.  |
| <b>Attitudes</b><br><i>Openness</i>                                   | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.  | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.                                       | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. |

### IC LAB 3 ITAL 102: LA PUNTA DELL'ICEBERG

1. Each team will read the instructions and decide how to act them out. **Do NOT show your cards to members of other teams and do NOT disclose this information –you should ACT IT OUT.**

#### BLUE TEAM

You **must offer food** to each person before you can talk to them about other things.

Make sure you have offered many times if they first say "no". **You must move on to someone else if people will not eat your food.** It is offensive for people not to eat your food before talking with you.

**However, it is also offensive for people to take too much of your food.** Your culture has often not had enough food so you display care and concern for people by offering food; however, **they must show respect by not taking too much.**

2. Mingle with the members of other teams, asking 3 questions (in Italian or English – your choice):

**QUAL È IL TUO COLORE/FILM/CIBO PREFERITO?  
WHAT'S YOUR FAVORITE COLOR/MOVIE/FOOD?**

3. When you have the questions answered, move on to the next person.
4. After you've talked to at least one member of each team, discuss your experiences with your original teammates.

### IC LAB 3 ITAL 102: LA PUNTA DELL'ICEBERG

1. Each team will read the instructions and decide how to act them out. **Do NOT show your cards to members of other teams and do NOT disclose this information –you should ACT IT OUT.**

#### GREEN TEAM

You **must never eat in public, or accept food** from others in public. It is very impolite. You **must never say the word "no"**. Find other ways of responding. Change the subject rather than just saying "no" to someone.

Be careful **not to stand too closely** to people. You must respect people's personal space.

Try **not to touch people** as they may think you are trying to hurt them. Stand very straight and tall and look very proper at all times so no one will suspect you of trying to hurt them in any way.

2. Mingle with the members of other teams, asking 3 questions (in Italian or English – your choice):

**QUAL È IL TUO COLORE/FILM/CIBO PREFERITO?  
WHAT'S YOUR FAVORITE COLOR/MOVIE/FOOD?**

3. When you have the questions answered, move on to the next person.
4. After you've talked to at least one member of each team, discuss your experiences with your original teammates.

### IC LAB 3 ITAL 102: LA PUNTA DELL'ICEBERG

1. Each team will read the instructions and decide how to act them out. **Do NOT show your cards to members of other teams and do NOT disclose this information –you should ACT IT OUT.**

#### PINK TEAM

It is important to show that you really care about each person **by shaking their hands or giving them a hug** before you speak.

You must **stand as close as possible when you talk** or they will think you have something to hide. Standing close is important for building trust. When speaking with others it is very important not to be more than a few inches from them.

2. Mingle with the members of other teams, asking 3 questions (in Italian or English – your choice):

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WHAT'S YOUR FAVORITE COLOR/MOVIE/FOOD?**

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### IC LAB 3 ITAL 102: LA PUNTA DELL'ICEBERG

1. Each team will read the instructions and decide how to act them out. **Do NOT show your cards to members of other teams and do NOT disclose this information –you should ACT IT OUT.**

#### YELLOW TEAM

You **must not look any one directly in the eye**. It is disrespectful to do so. Make sure you always **look to the side or down**. People may think you are trying to confront them or start a fight if you look directly into their eyes. Many of your people have died in long wars. It is very important to you to keep the peace by showing respect and looking away when talking with others.

You **must count to five in your head before you respond to anyone**. It is not polite to answer right away. Do not let others know you are counting. Make it look like you are politely waiting to answer them.

2. Mingle with the members of other teams, asking 3 questions (in Italian or English – your choice):

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WHAT'S YOUR FAVORITE COLOR/MOVIE/FOOD?**

3. When you have the questions answered, move on to the next person.
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**Laboratorio InterculturaleITAL 102: La punta dell'iceberg**  
**Intercultural Lab ITAL 102: The Tip of the Iceberg**

**Goals:** This assignment is intended to help you process what you have learned in Intercultural Lab 3 and to give you an opportunity to deepen your reflection on what you've learned.

**Instructions:** Complete the Reflection Assignment by the [DUE DATE](#)

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• Adapted from AAC&U Core Value Rubrics