Introduction:

In this activity, participants will be introduced to the Intercultural Development Continuum (IDC) and learn how to apply the five orientations of the IDC to different case studies in both small group discussion and a whole group debrief.

Facilitator Notes:

This activity can be facilitated in person or online.

Additionally, this activity includes only sports-related examples within a U.S. context. Feel free to add your own examples from other disciplines or interest areas depending on the needs and interests of your participants.

Objectives:

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

1. Describe the Intercultural Development Continuum (IDC).
2. Apply the five orientations of the IDC to different case studies.
3. Match quotations from the case studies to orientations in the IDC.
4. Generate their own responses to a case study from the perspective of different orientations.

Time:

120 minutes.

Group Size:

Small Group.

Materials:

PowerPoint slides; Handout (both in Downloads).

Intercultural Development Continuum Stages:

- Polarization
- 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.

Openness

• To initiate and develop interactions with culturally different others.
• To suspend judgment in valuing interactions with culturally different others.

Other Skills:
Diversity, Equity, & Inclusion; Emotional Resilience.

Activity Instructions:

1. Participants will view and discuss slides that explain a developmental model (IDC) describing 5 orientations toward cultural differences (10 minutes). Facilitation tip: Notes to facilitators are included on many of the slides in the PowerPoint.

2. As a whole group, the slides then lead learners through the application of the IDC to a case study, followed by discussion questions.
   • Which of these perspectives do you identify with most?
   • Which do you hear in your communities and classrooms?
   • What are the ethical implications of these positions? That is, what are the risks of potential harm for various groups based on these different orientations and the courses of action they advocate for as best or right?

3. After introducing a second case study, participants will be put into small groups. Facilitators should introduce the handout and either assign each group to one of the quotes on the handout to determine which orientation the comment reflects, or as time allows, instruct each group to discuss each of the quotes presented (5-10 minutes). Facilitation tip: Be sure to provide sufficient context for this case study, or else give groups enough time to familiarize themselves with the events and public responses to the events.

   *Synchronous online version: Facilitators should divide participants into breakout rooms.

4. Participants return from their small groups to share their analysis and discuss their responses with the whole group (15 minutes), followed by discussion questions:
   • Which of these perspectives do you identify with most?
   • What are the ethical implications of these positions? That is, what are the risks of potential harm for various groups based on these different orientations and the courses of action they advocate for as best or right?

5. With the third case study (as time allows and if the facilitator wants to challenge participants), after the description of the situation, learners return to their small group breakouts and try to imagine what people with different perspectives said in response.
6. When they return to the whole group, the slide of actual comments can be compared so learners can compare what they brainstormed and discuss the orientation stage demonstrated in each.

7. A final debriefing discussion can be held in person (5-10 minutes) or asynchronously in an online discussion board.
   - What was your biggest takeaway from this activity?
   - What was challenging about this activity?
   - Which of the case studies impacted you the most?
   - What are some conflicts that you have experienced that it might be helpful to frame or analyze in this way?