

Introduction:

There are multiple parts to this assignment: 1) Asking questions and getting answers, 2) The cultural context, 3) Dialogue with peers, 4) Debriefing game of Bingo, and 5) A short reflection essay. This activity is intended to give students a structure to help increase intercultural curiosity and develop a sense of how life is lived in Ecuador and The Galapagos. This activity is intended for a beginning or developing level of intercultural curiosity.

Objectives:

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

1. Practice intercultural curiosity.
2. Develop a sense of how life is lived in a foreign environment.

Time:

Information gathering to take place over multiple days while abroad.
Bingo activity and debriefing: 30 minutes

Group Size:

Small group.

Materials:

Culture Bingo Participant Instructions and Questions Handout (both in [Downloads](#)); Pen/pencil or 15 items (like pebbles/plastic coins/chips) per participant per Bingo card; Bingo card print-outs (link to Bingo generator in [Links](#)).

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization

AAC&U Intercultural Knowledge and Competence Goals:

Curiosity

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Other Skills:

Teamwork.

Activity Instructions:

1. Instruct participants to use the list of questions on the Culture Bingo Questions Handout to interact with locals in Quito, Ecuador and The Galapagos. Encourage participants to

answer as many questions as possible over the course of the week. Remind students that only two questions can count per individual they interact with toward the Bingo game, but they can of course ask more than two questions in their interactions.

Facilitator notes: Depending on the size of the group and the environment, students may work in small groups of 2-3 to collect part of the answers or they can work individually. This should depend on the group and safety considerations as well as student comfort level in intercultural settings. Allowing students to work in small groups may help create a confidence that allows students to move out on their own beyond their comfort zone and actively seek out answers to the questions. Working in small groups can support the safety of a team and encourage teamwork.

2. Debrief student on their learning of the day to both encourage shared experience and identify any issues/challenges.
3. On the last evening of the trip during the group dinner, facilitate a game of Bingo. Be sure to have generated Bingo cards prior to the trip using the link provided in [Links](#), and print and bring them with you to give students. Instruct participants to place a marker on their Bingo card when they have an answer to a question asked by the caller. When they achieve Bingo, instruct participants to tell a short story about the answers they marked and give them a small prize. Continue playing until all students have had a chance to get a Bingo and give a short answer to what they have learned.

**To keep time to a reasonable limit, two leaders can break the total participants into two groups and initiate one Bingo game with each group to play simultaneously.*

4. After completing the Bingo game, instruct participants to write a 3-paragraph reflection on the following questions:
 - What did you find difficult about finding answers while working as a team?
 - How did that change when working individually?
 - What strategies did you find most effective in eliciting responses?
 - Were people more easily engaged when you approached as a team or as an individual?
 - What did you learn from that?
 - What was the most surprising thing you learned when getting answers to these questions?

Related Tools:

- [Intercultural People Bingo](#)