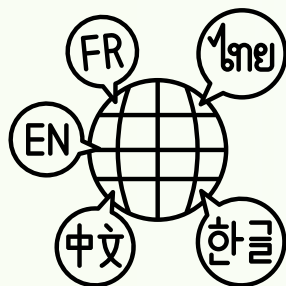


# COLLECTION OF METHODS

Linguistic &  
intercultural  
understanding



# Word Association

**Target Group / Age:** Anyone

**Group Size:** 4+

**Duration:** 5min

**Materials Needed:** None

## Instructions:

To start the game, one person says a word. The game continues around the circle, with each player saying a word strongly associated with the previous one.

For example, if player one says “tree,” player two might say “leaves,” and player three could say “fall.”

The game goes on in this pattern until time is up.

# Fishbowl Debate

**Target Group / Age:** Young adults

**Group Size:** 10-30

**Duration:** 45min

**Materials Needed:** Chairs

## Instructions:

Participants form a circle. The moderator announces the topic and explains the rules of the debate: if someone wants to intervene, they gently tap a person in the circle on the shoulder. The tapped person steps out, and the new participant enters the circle to share their argument.

# Lost in Translation – Idiom Edition

**Target Group / Age:** Anybody

**Group Size:** 10-25

**Duration:** 45min

**Materials Needed:** None

## Instructions:

**Introduction (10 min):**

Invite participants to share a few idioms from their native language that sound strange when directly translated (e.g. “It’s raining cats and dogs,” “To have a frog in your throat”). Briefly discuss how idioms connect language, imagination, and culture.

**Preparation (10–15 min):**

Divide participants into small national or mixed groups. Each group chooses one or two idioms from their languages, translates them word-for-word into English (or the group’s common language), and prepares a short 1–2 minute performance showing the idiom’s literal meaning – without explaining it.

**Performance and guessing (15–20 min):**

Each group performs while the others guess:

# Lost in Translation – Idiom Edition

## Instructions:

- What is the original idiom?
- What does it actually mean?
- From which culture or language might it come? (if mixed groups)
- After guessing, the performing group reveals the idiom and explains its meaning or cultural context.

Reflection (10–15 min):

Discuss together:

- Why do idioms often lose meaning in translation?
- What do they show about a culture's values, humor, or environment?
- How does understanding figurative language improve intercultural communication?

# First impressions

**Target Group / Age:** 4-15

**Group Size:** 4-15

**Duration:** 30min

## Materials Needed:

Peoples photos from magazines or printed photos, paper, pencils

If you have a large group of participants you can project the photos on the screen. In this case there is no need to pass the paper to the person sitting next in the circle.

## Instructions:

- Select pictures from magazines showing people with interesting or striking faces. Cut out the faces and glue each one at the top of a sheet of paper, leaving plenty of space below. Prepare one sheet per participant.
- Participants sit in a circle. Give one sheet to each person and ask them to look at the picture and write their first impression of the person at the bottom of the page. Then they fold up the bottom of the paper to hide what they wrote and pass it to the next person.
- Each participant looks at the new picture, writes their first impression just above the fold, hides it again, and passes it on. Continue until all sheets have gone around the circle and everyone has seen every picture.

# First impressions

## Instructions:

At the end, unfold the papers and read the different “first impressions.”

Discuss together:

- What surprises were there?
- What did you base your first impressions on?
- Have you ever had a completely wrong first impression of someone?
- What does this activity reveal about ourselves and how we perceive others?

# Ear, Eye, Mouth, Nose

**Target Group / Age:** Young adults

**Group Size:** 5-30

**Duration:** 60min

**Materials Needed:** Chairs, flipchart paper, A4 paper, pens

## Instructions:

- Participants are divided into small teams of five.
- Set up the room with rows of five chairs for each group.
- The trainer prepares several words, each written on a small piece of paper. One member from each team receives a word, reads it silently, and goes to the first seated team member. They write a short description of the word without using the actual word. The first seated participant guesses the word (without saying it aloud) and moves to the next chair.

# Ear, Eye, Mouth, Nose

## Instructions:

- The second team member draws a picture representing the word for the third person, again without revealing the word. The third participant, once they think they know it, describes the word verbally to the fourth person. The fourth person then acts it out (mimes) for the fifth team member, who must guess the word and tell the trainer.
- If the final guess is correct, the fifth person receives a new word, and the process repeats. If it's wrong, the team starts again with the same word.
- The first team to correctly complete five words wins. The game continues until all teams have finished their five words.

# “One Step Forward” – Experiencing Unequal Opportunities

**Target Group / Age:** 14+

**Group Size:** 10-30

**Duration:** 60-90min

## **Materials Needed:**

Role cards (each representing a different social background or situation)

Space for participants to line up (e.g., hallway, open room)

Optional: soft background music

A container (hat or basket) for drawing cards

## **Instructions:**

Set the mood

Play calm music or ask for silence to create a reflective atmosphere.

Draw roles

Each participant draws a role card, keeps it secret, and may swap if they feel uncomfortable. Sit quietly and reflect on the role using these prompts:

- Childhood environment and family situation
- Daily routines and social circles
- Income, living conditions, leisure activities
- Aspirations and fears

# “One Step Forward” – Experiencing Unequal Opportunities

## Instructions:

Play calm music or ask for silence to create a reflective atmosphere.

### Draw roles

Each participant draws a role card, keeps it secret, and may swap if they feel uncomfortable. Sit quietly and reflect on the role using these prompts:

- Childhood environment and family situation
- Daily routines and social circles
- Income, living conditions, leisure activities
- Aspirations and fears

### Line up and narrate

- Participants stand side by side in a line. The facilitator reads life statements (e.g. “I had access to higher education,” “I experienced discrimination”). After each statement, those who would answer “yes” take a step forward; others stay where they are.

# “One Step Forward” – Experiencing Unequal Opportunities

## Instructions:

### Grounding

After all statements, everyone reflects silently for a few minutes to return to themselves before discussion begins.

### Debrief and discussion

- How did it feel to move forward or stay behind?
- Did you notice how others progressed at different speeds?
- Did anyone experience a violation of basic human rights in their role?
- Can you guess others' roles based on their positions?
- What assumptions, stereotypes, or social structures became visible?
- Which rights were at stake, and what social changes could make society fairer?

# Culture Kaleidoscope

**Target Group / Age:** 18+

**Group Size:** 10-30

**Duration:** 45-60min

**Materials Needed:** Flipchart or whiteboard, markers, printed “culture cards” (with cultural scenarios or symbols), sticky notes, pens, and optional: projector or laptop for visual support.

## Instructions:

- Introduction (10 min)
  - Welcome participants and explain the goal: to discover how different cultural perspectives influence communication, behavior, and values. Emphasize respect, openness, and the importance of diversity.
2. Icebreaker – Cultural Symbols (10 min)
- Give each person 2–3 “culture cards” (each showing a cultural symbol, gesture, tradition, or scenario such as bowing, eye contact, or gift-giving). Participants walk around, exchange cards, and briefly share what they know or assume about each symbol.

# Culture Kaleidoscope

## Instructions:

### 3. Small group discussion (15 min)

Form groups of 4–5 and give each group three new culture cards. Ask them to discuss:

- What do you think this means?
- Is it common or unusual in your culture?
- Could it cause misunderstandings?

### 4. Reflection round (10 min)

- Return to the large group. Each small group shares one cultural insight or potential misunderstanding. Facilitate a short debrief: How did people interpret the same symbol differently?

### 5. Intercultural Kaleidoscope (10–15 min)

- Draw a large kaleidoscope shape on a flipchart or show one on a projector. Ask participants to write one word or phrase from the activity (something they learned or felt about intercultural understanding) on a sticky note. Place all notes inside the kaleidoscope shape to form a colorful mosaic of ideas.

### 6. Conclusion (5 min)

- Summarize the key message: cultures are complex and layered; understanding grows through curiosity, dialogue, and reflection. Encourage participants to keep questioning assumptions and stay open to different perspectives.

# Malekula

**Target Group / Age:** Youth leaders

**Group Size:** 10-26

**Duration:** 120-180min

**Materials Needed:** Scissors, tape, paper, pencil, costume materials

## Instructions:

1. Divide participants into two groups:

- \* \*Engineers\* and \*Malekulas\*.

- \* Participants who already know the method should join the Malekulas.

- \* Assign one supervisor per group to observe and ensure instructions are followed.

2. Distribute written role instructions:

- \* Each group receives its specific description (engineers' goals and Malekulas' behavior/cultural rules).

- \* Allow time for both groups to read and discuss their roles internally before starting.

# Malekula

## Instructions:

### 3. **\*\*Preparation phase:\*\***

- \* Engineers discuss their construction plan and time strategy (5–10 minutes).
- \* Malekulas prepare to welcome the engineers and practice their communication rules (touching, greetings, gender-based roles).

### 4. **\*\*First visit (3 minutes):\*\***

- \* Engineers visit the Malekulas for the first time.
- \* Observe, interact, and try to communicate or collaborate following the rules.
- \* After the visit, engineers return to their space.

### 5. **\*\*Reflection and planning (10 minutes):\*\***

- \* Engineers discuss their observations, challenges, and plan a new approach for the second visit.
- \* Malekulas reflect briefly on their experience and prepare for the next phase.

# Malekula

## Instructions:

6. **\*\*Second visit – construction phase (30 minutes):\*\***
  - \* Engineers return to the island to build the lighthouse together with the Malekulas.
  - \* The lighthouse must be made only from the provided materials: **\*\*paper, tape, scissors, and pencils\*\***.
  - \* Follow all cultural and gender rules:
  - \* Only Malekula women touch scissors.
  - \* Only Malekula men touch paper.
  - \* Tape and pencils can be used by everyone.
  - \* Touching and greeting rituals must be respected.
  - \* Malekulas cannot explain their behavior verbally.
7. **\*\*End of the role play:\*\***
  - \* Stop construction when time is up.
  - \* Groups step out of character.
  - \* Take a short break before reflection.

# Malekula

## Instructions:

### 8. **\*\*Plenary discussion and debrief:\*\***

- \* Each participant shares how they felt in their role.
- \* Discuss misunderstandings, frustrations, and how conflicts were managed.
- \* Identify what helped or blocked cooperation.
- \* Link findings to **\*\*intercultural communication\*\***, adaptation, and empathy.
- \* How did it feel not to be understood or to misunderstand others?
- \* What strategies helped communication despite the barriers?
- \* What assumptions did each group make?
- \* What parallels can be drawn to real-life intercultural situations?
- \* How can we improve cooperation across cultures?

# Barnga

**Target Group / Age:** 12+

**Group Size:** 4 Groups of 4/6 people each

**Duration:** 120min

**Materials Needed:** A copy of the rules for four groups, one dice per small group, slips of paper and pens.

## Instructions:

### 1. Group formation

- Divide participants randomly into four small groups.
- Each group sits around a separate table in different corners of the room.
- The ideal group size is 4–6 people (total 16–24 participants).

### 2. Main rule

- From now on, no talking is allowed. This rule applies throughout the game.

### 3. Distribute rule sheets

- Give each table a different set of rules (Variations 1–4).
- Participants are not told that the rules differ between groups.
- Rules are read silently or aloud within the group.
- Once understood, collect the rule sheets before play begins.

# Barnga

## Instructions:

### 4. Provide materials

- Place dice, paper (small and large sheets), and pens on each table.

### 5. Start the game

- Each group starts rolling the dice at the same time.
- Play five rounds.
- Groups usually note and add up the individual points, not group totals.

### 6. After each round:

- After Round 1: The players with the lowest score at each table move clockwise to the next table.
- After Round 2: The two highest scorers move counterclockwise to the next table.
- After Round 3: The highest scorers move clockwise, the lowest scorers move counterclockwise.
- (Optional) Play a fourth round if time allows. Usually, three rounds are sufficient.

# Barnga

## Instructions:

Explain that each table played with different rules, including who starts and what bonuses or penalties applied – the confusion was intentional.

Discuss experiences:

- How did it feel to join a new table?
- What did you notice or wish had happened?
- How did it feel for those who stayed?
- How did you react when rules seemed unclear or unfair?
- How did power or privilege show up?

Collect insights visually:

- Write key feelings, reactions, or wishes from both perspectives on a poster.

Discuss difference and power:

- What rules did you play by?
- How were they enforced or negotiated?
- When did you feel powerless or powerful?
- Who noticed rule differences, and who didn't?

Facilitate reflection on mechanisms of dealing with difference:

- Examples: wanting to be right, ignoring, adapting, resisting, laughing, withdrawing.
- Write these on cards, sort them by how they relate to uncertainty.
- Explore how protective mechanisms (appearing confident or indifferent) often hide feelings of insecurity or fear.