Registration opens December 1.
Cost: $100
Includes:
- 2 breakfasts
- 1 lunch
- Networking reception
- All materials
- All sessions
Expected Attendance: 50

Who should attend? Those interested...
- In being an early adopter of best practice
- In being a change agent on their campus
- In becoming better applied practitioners
- In (a little) intercultural learning & mentoring research
- In curriculum internationalization
- In operationalizing internationalization & inclusivity
- In the intersection of intercultural learning with social justice & inclusion
Ice Breakers That Teach
Purdue University

Florence Adibu, Intercultural Learning Specialist
Annette Benson, Communication Strategist

October 16, 2017
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases...</td>
<td>Recognizes new perspectives about own cultural rules and biases...</td>
<td>Identifies own cultural rules and biases...</td>
</tr>
<tr>
<td>Cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements...</td>
<td>Demonstrates adequate understanding of the complexity of elements...</td>
<td>Demonstrates partial understanding of the complexity of elements...</td>
</tr>
<tr>
<td>Skills</td>
<td>Empathy</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview...</td>
<td>Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...</td>
</tr>
<tr>
<td>Skills</td>
<td>Verbal &amp; nonverbal communication</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication...</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Curiosity</td>
<td>Asks complex questions about other culture, seeks out and articulates answers to these...</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Openness</td>
<td>Initiates and develops interactions with culturally different others...</td>
<td>Begins to initiate and develop interactions with culturally different other...</td>
</tr>
</tbody>
</table>

“Cold Wind Blows”
Curiosity, from the VALUE Rubric

<table>
<thead>
<tr>
<th>Profcient</th>
<th>Emergent</th>
<th>Developing</th>
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</thead>
<tbody>
<tr>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
<td>Asks simple or surface questions about other cultures.</td>
</tr>
</tbody>
</table>
“The Name Game”

Who named you?

Why was this name chosen for you?

What does your name mean to other people?

What does your name mean to you?

Your Name
On your handout, please fill in your name and then...

- Who named you?
- Why was this name chosen for you?
- What does your name mean to you?
- What does your name mean to other people?
The Debrief

1. How do you feel?
2. What happened?
3. What did you learn?
4. How does this relate?
5. What if ---?
6. What next?
## Self-Awareness, from the VALUE Rubric

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</thead>
<tbody>
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<td>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.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>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.)</td>
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Worldview Frameworks, from the VALUE Rubric

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"I am Poem"

I am

But I sometimes pretend to be

I am

And I come from

My journey has been

That's why I am who I am.

I take great pride in

But I wish I was

For whatever reason, I have never

I am aware of

But I don't know much about

I am not like you, I am my own theory

I stick with

I wrongly

I question

I am not comfortable in

I worry about

I am affected by

I am afraid of

But I still wake up every morning

Because I love

I appreciate

I value

And I search for

I am a product of my culture.

I am
Self-Awareness, from the VALUE Rubric

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Empathy, from the VALUE Rubric

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<tbody>
<tr>
<td>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.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
</tr>
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</table>
“Where am I?”

Supplementary Activity on Proxemics
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<tr>
<td>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.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>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.</td>
</tr>
</tbody>
</table>
We’d love to hear from you!

cilmar@purdue.edu

https://www.purdue.edu/IPPU/CILMAR/

https://www.facebook.com/PurdueCILMAR/