

# Power Distance Football Tailgate

**Time:** about 20 minutes

**Goal:** This activity demonstrates the existence and power of unwritten cultural rules.

**Objectives:** By the end of this activity participants will recognize how unwritten rules dictate their interactions with others and realize that those rules can vary across cultures.

**Materials:** A deck of cards and a package of Hershey kisses.

## **Preparation:**

Lay out the Hershey kisses on a table as if it were a buffet at a tailgate party. Distribute one card from the deck of cards to each participant. Clear out an area large enough for everyone to walk around and mingle.

## **Instructions:**

1. Each participant holds their card on their forehead without looking at it.
2. A person with an ace would be a president or chancellor, a king would be a dean or provost, a queen would be a tenured professor, and so on. A three or two could be a custodian/janitor or someone else with little power.
3. Encourage everyone to mingle at the tailgate and treat each other according to the card on that person's forehead without revealing the card.
4. After sufficient mingling, have everyone put themselves in a line from most powerful to least powerful based on how others treated them during the tailgate. Usually the high cards and low cards will accurately guess their level of power, and the cards in the middles will have a more difficult time.

## **Debrief:**

Ask participants how they were treated. Ask how they knew whether they had a lot of power or little power.

Ask how they knew to treat powerful people with more respect. They will probably say they "just knew" (unwritten rule).

Ask them how the tailgate would be different if they were from another culture that had different ideas about power (different unwritten rules).

Point out how easy it would be to make a "mistake" (like offending someone) if you weren't aware of the unwritten cultural rules.

# Redundancia Language

**Goal:** This activity enables participants to understand what it's like to try to communicate to someone in a second language. Participants were given the opportunity to learn and communicate in a new language as a speaker and a listener, hence having a glimpse of one of the many stumbling blocks for non-native English speakers.

**Objectives:** By the end of this session participants will: understand how difficult it can be to have to communicate in a second language.

**Materials:**

A whiteboard to write out the rules of the Redundancia Language :

*Use two verbs with a similar meaning every time you need a verb in a sentence. For example: "I got out of bed/arose and stumbled/plodded to the kitchen. I brewed/perked some coffee and made/cooked breakfast."*

**Preparation:**

Participants assemble into triads.

**Instructions:**

1. The triads take turns being a speaker, listener and observer. Switch every 3 minutes.
2. The Speaker: has a three- minute turn using the Redundancia language. Have the speaker talk on a simple topic for three minutes using the Redundancia language. Speakers do NOT use the word "slash" to separate your two verbs in your sentence.
3. The Observer: Make sure the speaker uses the Redundancia language. Note how the listener behaves.
4. The Listener: Be attentive and encouraging to the speaker.
5. Once everyone has had a chance to be all three roles. Stop the game.

**Debrief:**

- As a Speaker: What did I do? How did I feel?
  - As a Listener: What did I do? How did I feel?
  - As an Observer: What made communication successful? What made communication difficult?
- Point out that struggling to communicate does not mean that a person is unintelligent.

# Cross Cultural Chatter

**Time:** Approximately 20 minutes

**Goal:** This activity makes people aware of cultural differences and forces them to communicate despite those differences.

**Objectives:** By the end of this activity participants will understand that a behavior that might seem odd or strange to them might not be odd/strange in another culture.

**Materials:**

A list of cultural “rules.” Space for everyone to mingle.

**Preparation:**

Give each participant a cultural “rule.” For example, you can’t make eye contact when you speak to someone. Or you must use expressive hand gestures when you speak. Or you must stand very close to the person you are speaking to.

**Instructions:**

1. All participants mingle and follow their cultural rules while talking to each other. They should not share their rule with anyone else.
2. After sufficient mingling, debrief the activity.

**Debrief:**

Could you guess what “rule” dictated the other participants’ communication?

What happened if your rules for interacting conflicted with each other?

How did you feel when you interacted with someone who was acting in a way that would be considered strange in your culture?

# Additional Resources

## CULTURE & CULTURAL DEVELOPMENT MODELS

Hofstede's Dimensions of National Culture - <https://geert-hofstede.com/national-culture.html>

Bennet's Developmental Model of Intercultural Sensitivity (DMIS) - <http://www.idrinstitute.org/>

**Building Cultural Competence: Innovative Activities and Models** by Kate Berardo, Darla K. Deardorff - Book available at Hodges Library

## CAMPUS RESOURCES

**Study Abroad Office** - <http://studyabroad.utk.edu/> (link at bottom of main page to [schedule a class visit](#))

**International House** - <http://ihouse.utk.edu/> (to schedule presentation about I-House programs or visit the I-House, contact Lauren Jacobs at [laurenjacobs@utk.edu](mailto:laurenjacobs@utk.edu))

- I-House Culture Nights are great for campus involvement points. There are 3 Culture Nights per semester, each one focused on a specific culture. International students prepare authentic food, present about the country/culture, and perform a song/dance. Tickets are \$5. Find more information [here](#).
  - September 13, 2017
  - October 18, 2017
  - November 8, 2017