**GRANDMA, LET ME TELL YOU ABOUT CULTURE**

**Source**
This activity was developed by Nadine Lyamouri-Bajja.

**Themes**
- Culture, differences in perspectives, intercultural communication and dialogue

Other topics addressed: religion, integration

**Competences addressed**
- Attitudes: openness and curiosity towards diversity; tolerance of ambiguity
- Knowledge of cultural differences in communication
- Skills: empathy

**Complexity**: Level 2

**Group size**: 12 or more people

**Time**: 60 minutes

**Objectives**
- To reflect upon concepts related to culture
- To be able to explain concepts related to culture to various target groups
- To develop a common understanding of intercultural learning.

**Materials**
A set of printed cards, as shown in the handout.

**Preparation**
The activity can be preceded by “Man/mouse” in order to see how different perspectives on the same issue can coexist.

Print out the handouts and cut them into cards, one for each small group of 4-6 people.

**Instructions**
1. Get participants to sit in small groups of 4-6 people.
2. Participants in each group are given a set of concept cards and a set of target group cards.
3. Now explain how the participants will play. One group member takes a card of each, one concept card and one target group card. Then the participant has one minute to explain the chosen concept (for example, intercultural learning) as if explaining it to the person written on the target group card (for example, the grandmother).
4. After each round, the other group members can add ideas on how they would have explained it.
5. Then it is the next player’s turn to pick two cards and explain the concepts.
6. Once all team members have played, the larger group gets back together.

**Debriefing and evaluation**
The debriefing questions can include the following.
- How did participants feel about this activity?
- How easy/hard was it to find the right words depending on the target group? How did participants proceed?
Are there any particular explanations they would like to share with the big group?
What did participants learn from this exercise?
What does it tell us about culture and related concepts?
How do we make sure that other people can understand what we mean? How could we improve our communication in a multicultural environment?

**Tips for facilitators**

Depending on the themes tackled in the educational process, concept cards can be adapted to fit objectives and topics.

**Variations**

One possible variation is to play the exercise as a warm-up with the whole group. You ask two people to come to the front. One picks the concept card and the other person plays the role of the target group on the other card. The first participant then has one minute to explain the concept to the whole group. The person who plays the role of the target group gets to ask a couple of questions if they did not understand something.

**Suggestions for follow-up**

This activity can be followed by “Autobiography of intercultural encounters”. Participants will have discussed various themes, which they can then link to their personal backgrounds and intercultural encounters.
### Handouts

**CONCEPT CARDS**

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>IDENTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCULTURAL LEARNING</td>
<td>TABOOS</td>
</tr>
<tr>
<td>RELIGION</td>
<td>TRADITIONS</td>
</tr>
<tr>
<td>CULTURAL RELATIVISM</td>
<td>INCLUSION</td>
</tr>
<tr>
<td>INTEGRATION</td>
<td>GLOBALISATION</td>
</tr>
</tbody>
</table>

**TARGET GROUP CARDS**

<table>
<thead>
<tr>
<th>YOUR GRANDMA</th>
<th>SOMEONE WHO HAS JUST ARRIVED IN YOUR LOCAL COMMUNITY FROM ANOTHER CONTINENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOUR PRIMARY SCHOOL TEACHER</td>
<td>JOURNALISTS</td>
</tr>
<tr>
<td>YOUR 4-YEAR-OLD NEPHEW</td>
<td>SOMEONE WHO DOES NOT SPEAK YOUR LANGUAGE</td>
</tr>
<tr>
<td>YOUR FACEBOOK FRIEND</td>
<td>A DEAF PERSON</td>
</tr>
<tr>
<td>YOUR TWITTER AUDIENCE</td>
<td>YOURSELF</td>
</tr>
</tbody>
</table>