



# INTERCULTURAL Explorer Program

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**IOR** *global services*

ADVANCING GLOBAL TALENT

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# SECTION 1

## WHO AM I AND WHERE AM I FROM?



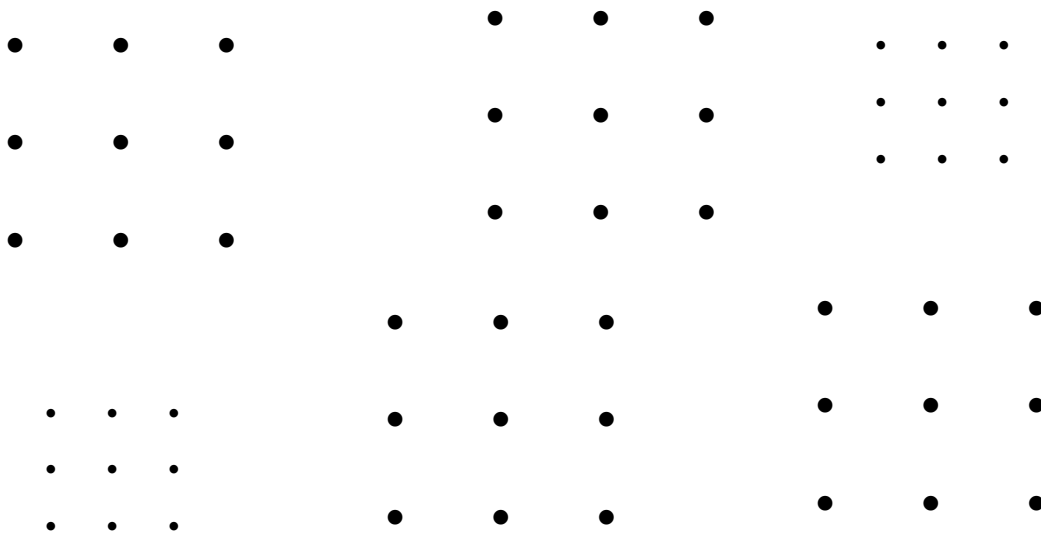
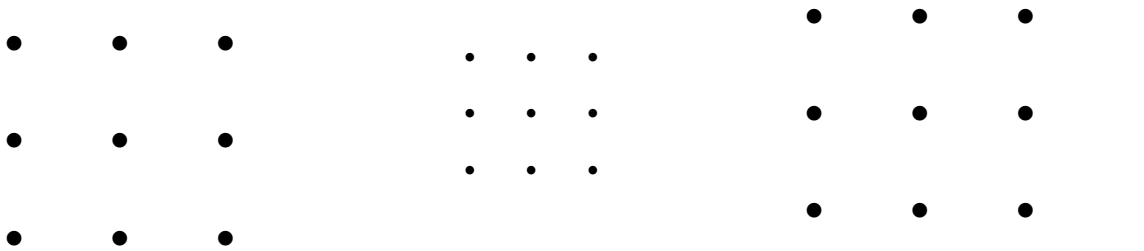
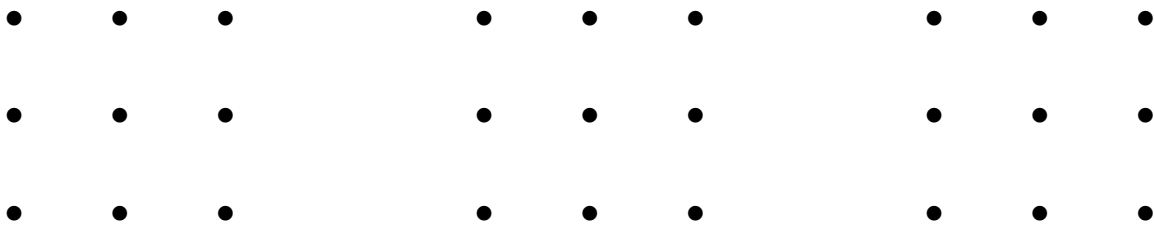
# 9 Dots Challenge



**Mission: Connect ALL 9 dots using ONLY 4 straight lines WITHOUT lifting your pen!**

**Bonus Mission: Connect ALL 9 dots using ONLY 3 straight lines WITHOUT lifting your pen!**

You may practice as many times as you would like using all the sets of “nine dots” on this page.



See appendix for the solutions.

“In oneself lies the whole world, and if ***you know how to look and learn***, then the door is open and the key is in your hand. Nobody on earth can give you either that key or the door to open except yourself.”

J.R. Krishnamurti



# Characteristics of an Intercultural Explorer

## KNOWLEDGE

- Day-to-day issues
- Schools
- How to get around
- Neighbors
- Stores
- Housing
- Much more



## AWARENESS

- One's own values
- Culture's impact on one's interactions with others
- Cultural adaptation process: "The Roller Coaster Ride"

## SKILLS

- How to find answers
- Setting realistic goals
- Making friends from different cultures
- Slowing Down/Reserving Judgment
- Avoiding Stereotypes
- Managing stress & helping others with their stress







My mom is happy about the move because...



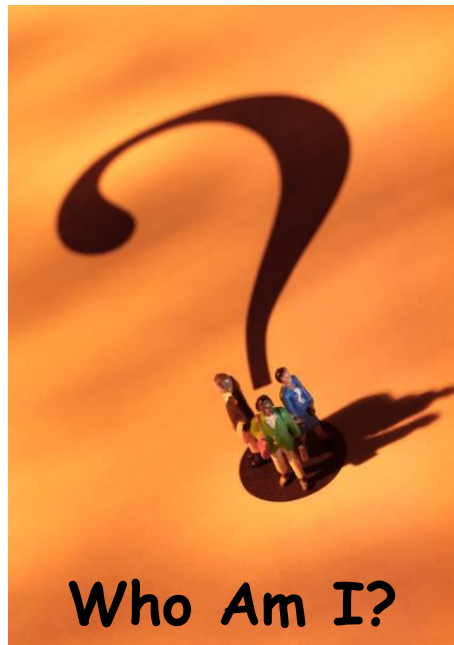
My dad is happy about the move because...

I am happy  
about the move  
because...



My brothers and sisters are happy about the move because...





Moving to a new culture is a unique adventure.

**Who you are** and what you believe will make your experience individual.

Your impressions of the new culture will be affected by:

**your attitudes**  
**your values**  
**your beliefs**  
**your likes and dislikes**

It is important to **understand yourself** so you will be able to understand your reactions to your new culture.

# Who am I?

It is important to understand who you are before entering a new culture. A strong sense of self enables you to feel confident and capable in different situations. The following activity will help you explore and develop a clear image of your ***attitudes, values, interests and unique qualities.***

## Directions:

- Draw a picture of yourself and put it in the center of a large piece of cardboard or colored construction paper.
- Browse through old magazines and newspapers in search of words, cartoons, images, symbols, and photographs that describe some part of your personality. **DON'T BE AFRAID TO PRAISE YOURSELF!**
- Arrange the images any way that you like in the space surrounding the picture of yourself.
- You may also use markers or crayons to write words or draw images that describe you.



## Discussion Topic:

Discuss what the images and words mean and how they come together to make the unique person called “you.”

## Writing a Letter from the Future

Before starting any new adventure in life, it is good to have some **clear goals** in mind. This helps us stay focused and positive and get the most out of our experience. Time abroad will provide you with a wonderful opportunity to **learn about the world, grow personally, and improve parts of yourself.**



**Directions:** Imagine yourself one year from now. What changes will have taken place in your perspective of the world? Will you have learned a new language, new customs, a new sport? Will you have made new and different kinds of friends? Will you have tried something you have never tried before? Will you have improved some part of yourself? Will you have taken on a new role in the family?

Now let's pretend that it is actually one year in the future. Write a letter to your best friend or favorite relative in your home country while still imagining that you are in the future. Describe all you have experienced and the positive changes that have taken place during the time that you have been abroad.

**Optional:** After sharing the letter, you may choose to seal it in an envelope with directions to not open it until one year from the present date. You may get a kick out of opening it and comparing what you imagined would have happened to what really did happen.



**These are some things I hope to learn  
about my new country:**



# Rate Yourself

Look at the following list and rate yourself on a scale of 1 (low) to 10 (high) depending on how you think these characteristics describe *you*. Decide which areas you need to work on and go for it.

1 ←————→ 10

- \_\_\_ ➤ Open to differences: I can accept other people's ways of doing things, even if they are not *my* way.
- \_\_\_ ➤ I am able to put up with things I don't understand and accept that I may *never* understand them.
- \_\_\_ ➤ Flexible: I am able to go along with events as they are happening.
- \_\_\_ ➤ A good observer: I am able to learn about people and situations by listening and watching.
- \_\_\_ ➤ I am able to withhold judgment until I understand the situation.
- \_\_\_ ➤ I am willing to take risks and make mistakes.
- \_\_\_ ➤ I am able to maintain my sense of humor in difficult situations.
- \_\_\_ ➤ I am able to find alternative solutions and ways of thinking for making decisions.

Source: *Cross Cultural Orientation: A Guide for Leaders and Educators*. The Experiment in International Living.

# Where Am I From?

## SECTION 2

# CULTURE, VALUES, PERCEPTION, STEREOTYPING & GENERALIZING



# Just a Matter of Perspective

Sometimes, we make assumptions or jump to conclusions about what **we think** we see. But if we take the time to look **closely and observe**, another picture may begin to form. In the world around us, there are many subtle details that we would otherwise miss if we didn't take the time to look closely.

This activity is designed to sharpen your **observation skills** so you can begin to get a more clear picture of the world. It will also help you to recognize the differences in your **perception** or how you understand and experience the world around you.

## What do you see?



Credits: Created by cartoonist W. E. Hill, originally published in *Puck* in 1915 as "My Wife and My Mother-in-law."

**How about this? What do you see?**



Credits: Unknown.

**What do you see below?**



# Three-In-One Illusion



**At first, do you see a cube with a corner missing, or something else?**

**Aspect One:** Visualize the missing corner as a solid cube projecting out in front of the larger cube.

**Aspect Two:** Next, envision the larger cube turning into a “room” with vertical walls and floor.

**Aspect Three:** And finally, watch as the missing corner feature appears to occupy the far corner of the “room.”

## Relative Perception

The way we each perceive or see the world is called our “perception.” Depending on background, people perceive the world differently. It is like we are born with an imaginary pair of sun-glasses on, that we don’t know we have, that we cannot remove. For example, in one culture, people may see everything through a pair of blue tinted glasses. In that culture, everything looks **BLUE**. In another culture, people may have on yellow tinted glasses. In that culture, everything looks **YELLOW**. It is completely natural for people from different cultures to see the world in the color in which they are most familiar.



Key ideas to remember:

- Perceptions are relative. (There is more than one way to see the world.)
  
- It is dangerous to say something is “right” or “wrong.” It is better to say, “That is just different.”

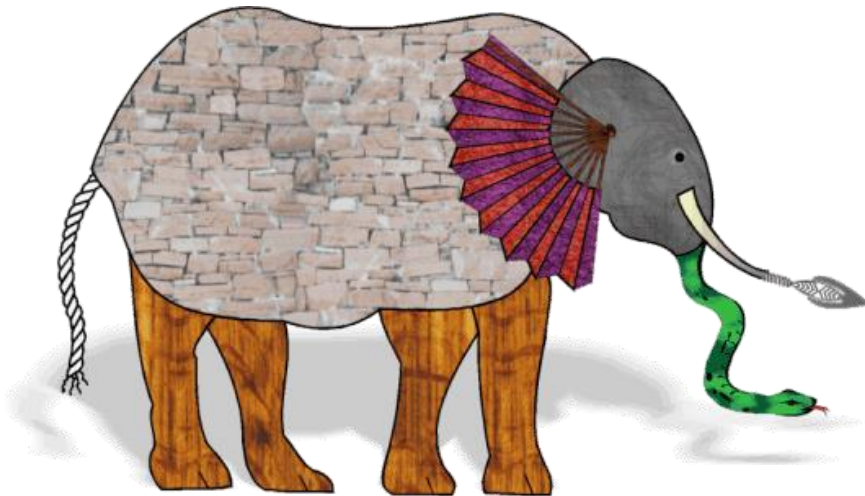
# Slowing Down & Reserving Judgment

Slowing Down/Reserving Judgment is an important ability for “Intercultural Explorers.” When we discussed the concept of *relative perceptions* earlier, we learned that there are many different ways to see the world. And, no one way is right or wrong or superior or inferior. It is just ***DIFFERENT***.

When we are so quick to judge, based only on our perception, it makes it more difficult to learn about things. It can also make others, with different points of view, feel like they are wrong. This can make our interactions with others more difficult.

Our perception and our judgment are an automatic and natural process. So, it is not bad to see things a certain way. However, it helps to slow down and reserve judgment when we are dealing with people from different cultures.





## The Elephant and the Blind Men (A Hindu Fable)

Once an elephant came to a small town. People had read and heard of elephants but no one in the town had ever seen one before. Thus, a huge crowd gathered around the elephant—as it was an occasion for great fun—especially for the children.

Five blind men also lived in the town, and consequently, they also heard about the elephant. They had certainly never seen an elephant before and were eager to find out more about the large animal. Because they could not see, someone suggested that the blind men should feel the elephant with their hands to get an idea of what the elephant looked like. The five blind men went to the center of the town where all the people made room for them to touch the elephant.

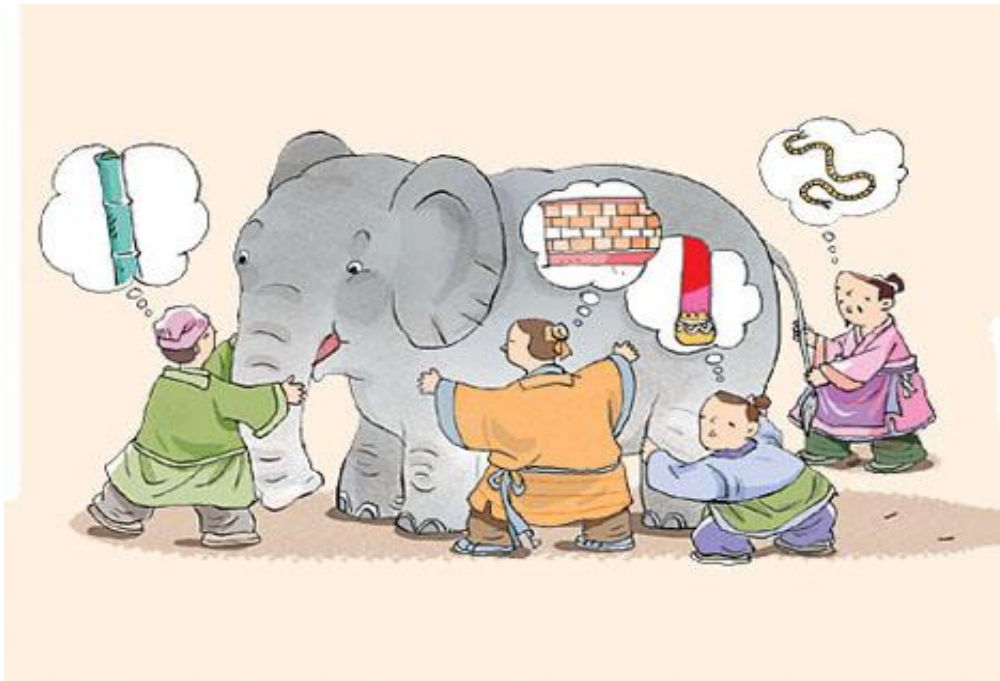
Later on, they sat down and began discussing their experiences. One blind man, who had touched the trunk of the elephant, said that the elephant must be like a thick tree branch. Another, who touched the tail, said the elephant probably looked like a snake or rope. The third man, who touched the leg, said the shape of the elephant must be like a pillar of wood. The fourth man, who touched the ear, said that the elephant must be like a huge fan. The fifth, who touched the side, said it must be like a wall.

The five blind men sat for hours and argued; each one was sure that his view was correct.

→ Who do you think is correct? Why?

Finally, the five blind men decided to go to the wise man of the village to ask him who was correct. The wise man said, “Each one of you is correct and each one of you is wrong. Because each one of you only touched a part of the elephant’s body, you only had a partial view of the animal. If you put each of your partial views together, you will get an idea of what the entire elephant looks like.”

**The moral of the story:** Each one of us sees things with our own point of view. We should also try to understand other people’s points of view. This will enable us to get a proper perspective on different situations and events and will allow us to see the whole story.



**THE END**

# Active Observation

This exercise will help you to ***slow down, think, and observe*** before making any conclusions. True observation involves all of the senses, not just vision. Start by selecting an object in front of you. Look at the object for a few moments then put it out of your view and make a sketch of the object.

Now, spend a few minutes ***closely observing the object with all of your senses***.

What does the object ***feel like***? Can you compare the texture to that of something else? For example, is it as smooth as marble or as rough as bark?

Does the object have ***a scent***? Does the scent remind you of another experience or trigger a memory? For example, pine cones could remind you of your summer cottage in the woods.

Does the object make ***any kind of sound*** when you shake it, crumple it, or scrape it against another object?

And finally, what do you observe with ***your eyes***? What subtle shades of color do you notice? Are there tiny details that are beginning to become apparent as you look more closely?

After close observation, take some time to make a second drawing of the object. Remember to draw ***exactly what you see***, not what you think you see. Put in all the details including ***color, texture, shape, and light***. You can use the extra space on your paper to write a description of the object, including the comparisons, memories, and other passing thoughts.

**Discussion topic:** How did the process of close observation and recording change your perception of the object? In other words, did you ***see or perceive*** the object differently after slowing down and observing it? How can we use our observation skills to help us understand and enjoy ***new situations in a different culture***?

# My thoughts, notes, ideas:

# What's All This Talk about Culture?

By now, you have heard the word ***culture*** a million times. But, you may be asking yourself what exactly culture is. Take a few minutes to write down your own definition in the space provided.



Can you come up with examples or evidence of culture in your own life? You may use single words, phrases, or drawings.

# Culture is...

*...the learned behavior of a group of people. It is everything that the group thinks, says, does, and makes.*



## Culture Consists of:

- Manners
- Tools
- Customs
- Religious Beliefs
- Beliefs
- Myths and Legends
- Ceremonies
- Knowledge
- Laws
- Superstitions
- Language
- Values
- Accepted Ways of Behaving
- Art
- Concept of the Self
- Artifacts and Crafts



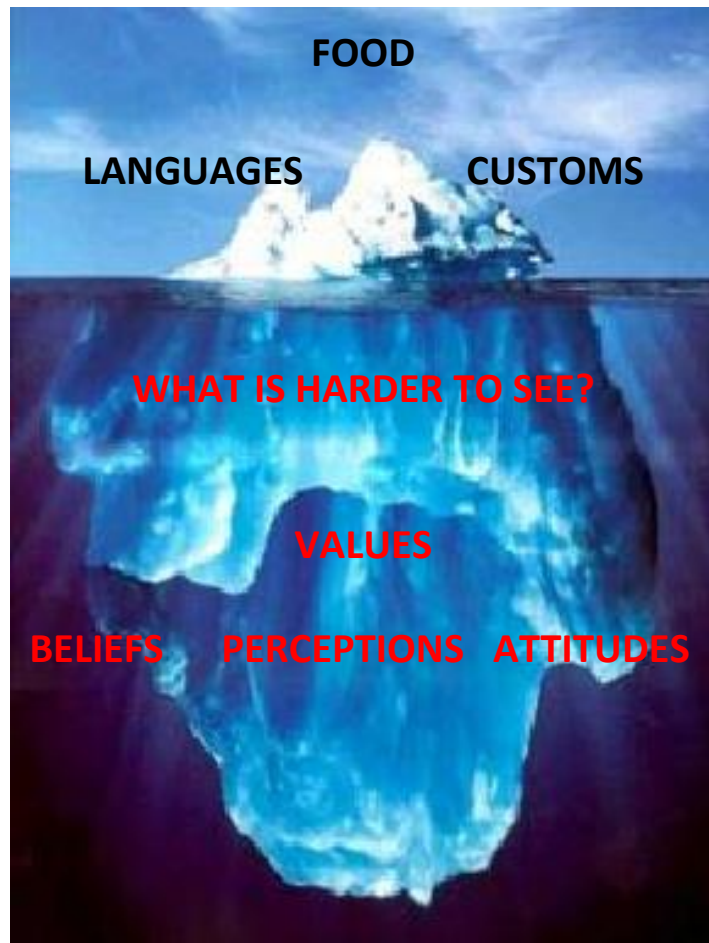
# The Iceberg of Culture

In understanding the concept of culture, it is helpful to compare culture to an iceberg. Merriam-Webster Online dictionary gives the following definition: (Icebergs are) “large floating masses of ice detached from glaciers”.

An iceberg floats in water. About 10 percent of the iceberg is above the water level; it is easy to see from a ship. The picture also shows the other 90 percent of the iceberg that is below the water line. That part, is harder to see from a ship’s helm because it is underneath the water level. It would require having special equipment to be able to see the whole iceberg from the ship. Therefore, by looking at an iceberg from a ship, it is difficult (and nearly impossible) to understand fully what the iceberg as a whole looks like.

In this regard, culture is like an iceberg. There are things that are obvious and easier to see, such as languages, food, and customs. There are also things that are difficult to see, such as people’s attitudes, beliefs, and values. At first glance, things may seem one way. However, it is important to remember that there are a lot more things that we may not be seeing or understanding. The more we understand what is below the water level, the better we are able to understand a culture. So, it is important for us to try not to judge right away and look for the things that may not be very obvious.

## WHAT IS EASIER TO SEE?



## Reviewing a Significant Event

Almost all *human interaction* involves moments of ***confusion, frustration, misunderstanding, or conflict***. Let's take a moment to remember and review an incident in your recent past that involved some sort of conflict.

Can you recall a situation in which you had a misunderstanding with a friend, family member, or teacher?

In the space below, write down a small description of the conflict. Remember to record the key parts of the story. Where did the conflict take place? Who was involved? How did the conflict develop? How did you feel as a result of the misunderstanding? How long did these feelings last? How did the conflict finally get resolved, or did it?

**Discussion Topic:** Now let's share the stories and discuss the different sources of the conflicts. Can we pinpoint a moment in the story in which there was a clash of perspectives, values, or communication styles?



## “It Doesn’t Seem Right”



Most of the time we do not know our own **values**.

When we experience something that **does not seem right**, we explain **why** it does not seem right.

The *why* indicates our cultural heritage, values, and attitudes: **where we come from**.



# Values

A value is a principle, standard, belief, or characteristic that is considered to be desirable or worthwhile. Values describe what people consider to be **right and wrong**.

Can you name a value that you hold highly? In other words, can you give an example of something you think is either absolutely right or absolutely wrong?

Why do you feel that way?

Where do you think you learned that value?

Do you think everyone does (or should) feel the way you do? Why or why not?

# Where Do You Stand?

## Getting Clear on Your Own Values

**Directions:** Place either an “A” for “Agree” or a “D” for “Disagree” along the side of the following value statements.

- \_\_\_ I should show respect towards adults by not openly questioning or disagreeing with them.
- \_\_\_ I should enjoy my weekly allowance and spend it on things that make me happy like the movies, candy or clothing.
- \_\_\_ I don't have to be “nice” or polite to someone I don't like.
- \_\_\_ As a sign of respect, I should always open the door for adults in my path before entering a building.
- \_\_\_ Only my closest friends and relatives should be invited into my family home.
- \_\_\_ When invited to a party, the guest should always show up a little late.
- \_\_\_ Having a few close friends is more important to me than having a lot of friends.
- \_\_\_ I would never tattle on a friend to an adult.
- \_\_\_ “Little white lies” are okay if they are saving somebody from hurt feelings.
- \_\_\_ It is okay to ask for an extension on an assignment's due date if I am working really hard on it.
- \_\_\_ People should try to walk or use public transportation as much as possible to prevent polluting the environment.
- \_\_\_ Children from different social classes should try to avoid close friendships as it may create conflicts and jealousies.
- \_\_\_ Always tell the truth, no matter how harsh or hurtful.
- \_\_\_ Foreign immigrants should seek out their countrymen in the host country. They will feel more comfortable and at home.
- \_\_\_ People around the world should learn English because it's *the* global language.

# Stereotyping

*What Does STEREOTYPING Mean?*

**Putting people into categories without looking at them as individuals.**



# Can You Stereotype People?

When you think of a basketball player, what do you think of?



When you think of a ballerina, what do you think of?

When you think of a student, what do you think of?



# Generalizations

To understand the nature of culture, **generalizing** about common characteristics is unavoidable. It is a part of the way we learn about and understand the world of people. But while there are “norms” that describe **generally** how members of a given group or culture think, communicate, or act, there is also considerable **variation** in these characteristics, whether among individuals or over time.

Generalizations are tools for understanding. Generalizations are a **starting point** for cultural understanding. The more we are exposed to members of a culture, the more refined, diverse, and rich our understanding becomes.

One common obstacle to the process of successful culture learning is the tendency to **stereotype**. Stereotypes are simplified, partial, and rigidly held over-generalizations about a group of people that tend to have a negative bias and which resist change, even in the face of contradictory evidence. The more we open ourselves to learning about other cultures, the less we will tend to limit ourselves through stereotyping.



# Tentative Terms

In talking about differences between cultures, it is impossible to avoid generalizations altogether. But it is important to avoid negative stereotyping and acknowledge the fact that you are speaking in general terms.

One way of doing this is through the use of ***tentative and comparative language***.

Some examples of tentative words and phrases:

***generally speaking***  
***most***  
***some***  
***the majority of***  
***in comparison to***  
***tend to***  
***sometimes***  
***from my point of view***  
***more than***

These phrases help you avoid over-generalizing and criticizing and allow you simply to observe and compare.

## Trying Out Tentative Terms

**Directions:** Practice using tentative language by rewriting a few of the stereotypes from the previous exercise.

**For example:**

Japanese children are very serious students.

*becomes*

***Most*** Japanese children spend more hours studying ***than American students.***

*or*

Japanese students ***tend to*** study more ***than children in other parts of the world.***

Use the space below to rewrite the sentences.





# Generalization Exercise

**Directions:** Place a “G” for “Generalization” or an “S” for “Stereotype” alongside the following statements.

- \_\_\_ The majority of Chinese people speak Mandarin.
- \_\_\_ Italians love to eat.
- \_\_\_ Brazil’s economy is always unpredictable.
- \_\_\_ Latin Americans are pretty lazy when it comes to work.
- \_\_\_ Most Mexicans are Catholic.
- \_\_\_ Arabs are religious fanatics.
- \_\_\_ African people live in grass huts.
- \_\_\_ Japanese children are very serious students.
- \_\_\_ Africans have experienced a lot of turmoil and conflict over the last century.
- \_\_\_ Hawaiians are close to nature.
- \_\_\_ The French like to smoke cigarettes in outdoor cafés.
- \_\_\_ Indian parents arrange marriages for their children.
- \_\_\_ The British are a bit cold and reserved.
- \_\_\_ Tea is the most important part of the Irish culture.
- \_\_\_ Americans make more money than other people in the world.
- \_\_\_ Germans value efficiency.
- \_\_\_ Middle Eastern countries are always at war.
- \_\_\_ Americans drive big cars.
- \_\_\_ Asians are more formal than Americans.
- \_\_\_ The best painters are from France.
- \_\_\_ Latin men do not respect women.

[See appendix for the solutions.](#)

# If the world were a village of 100 people, there would be:

- 57 Asians
- 8 Africans
- 21 Europeans
- 14 Americans (North, Central, and South)



## **If the world were a village of 100 people, there would be:**

- 52 women and 48 men
- 30 Caucasians and 70 non-Caucasians
- 30 Christians and 70 non-Christians

### **Of Which:**

- 80 would be living in poverty
- 70 would be illiterate
- 50 would suffer from hunger & malnutrition
- 1 would be dying
- 1 would be being born
- 1 would have a university degree





## SECTION 3

### WHERE AM I GOING?



# It's Just Different...

**Home Country Flag**



**Destination Country Flag**



**Capital City**

**Head of State/President/King/Queen**

**Population**

**Name of Currency**

**Language**

**Weather**

**Neighboring Countries**

**National Sport(s)**

**National Food**

**Most Common Form of Transportation**

**National Dress**

**School Grades/Levels**

**School Marks**

# Inquiring Minds Want to Know

K-W-L is a tool to help you begin to identify and research questions that you may have about your host country and culture. You may not be able to answer all of your queries today, but it is important to begin *the process of inquiry* (asking questions).

Just for fun, imagine your role to be one of *an anthropologist*. An anthropologist is a scientist who studies and compares social customs and cultures.

Use the space below to begin your research.

**What do I already KNOW about my host country?**

**What do I WANT to know about my host country?**

**How can I LEARN about other cultures? How can I learn about the different ways people live?**



WATCH what people do. How do they greet each other? Do they stand close to each other?



WATCH videos, TV programs, and movies.

WHAT are the sounds of the language?

Try to SPEAK some simple phrases.

READ books and magazines.

What kind of music do they like?

LEARN some songs. ASK questions.



TASTE some of the different foods.



**HAVE FUN!**



# Where Am I Going?

# Inquiring Minds Want to Know

(After research)

**What favorite 5 things have I LEARNED about my new country?**

1.

2.

3.

4.

5.

# Looking Ahead!

Things I would like to see and do in my new country:

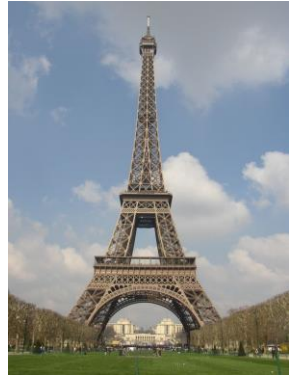
1.



2.



3.



4.



5.



## SECTION 4

### THE ROLLER COASTER RIDE

The “ups” & “downs” of moving to a new country

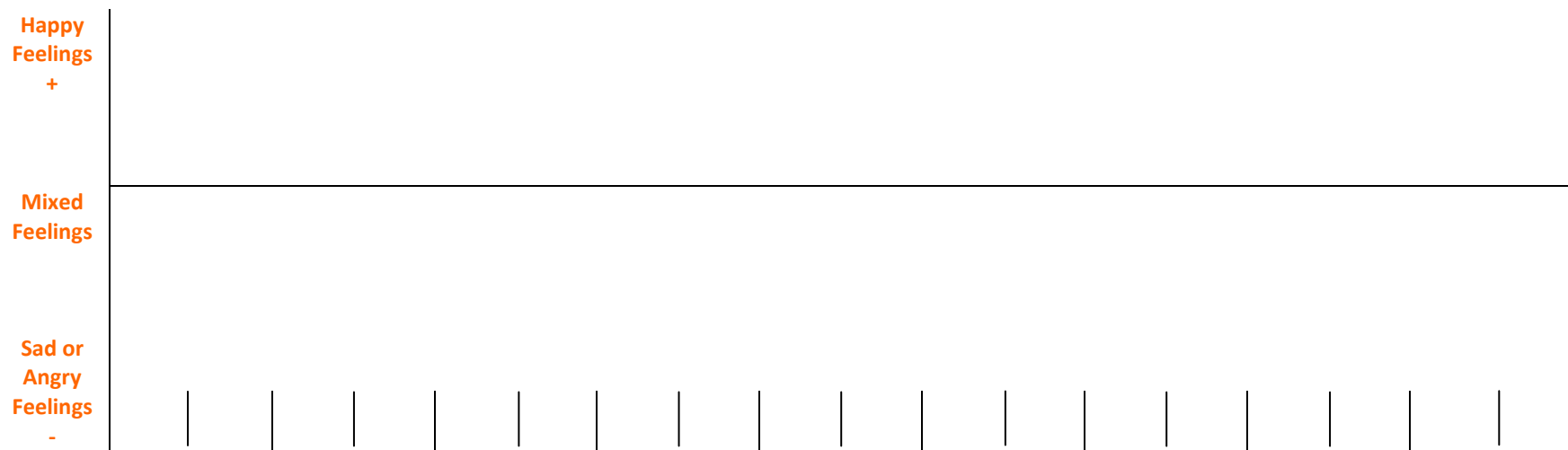


# Transition

As a result of the move, you might be feeling many changes in emotions ranging from excitement and enthusiasm to unhappiness and sadness. You might even be worried about the unknown. It is important to remember that these mood swings are completely normal and expected. Sometimes it is helpful to chart your feelings and reactions to all of the changes going on in your life.



This transitions chart helps you look at everything you are going through, how you are coping, and what you anticipate for the future.



**Storyline/Timeline of Your Expatriate Experience**

# Culture Shock “W” Curve



# Culture Shock

- THINGS ARE UNFAMILIAR
- SITUATIONS ARE CONFUSING
- VALUES ARE DIFFERENT  
(WHAT'S RIGHT & WRONG?)
- CUSTOMS ARE DIFFICULT TO UNDERSTAND



## SYMPTOMS OF CULTURE SHOCK IN TEENS AND ADULTS

HOMESICKNESS  
BOREDOM  
WITHDRAWAL  
CHANGE IN SLEEP PATTERNS  
CHANGE IN EATING PATTERNS  
SUBSTANCE ABUSE  
IRRITABILITY  
FAMILY TENSION AND CONFLICT  
EXAGGERATED CLEANLINESS  
STEREOTYPING NATIONALS  
UNEXPLAINED FITS OF WEEPING  
PHYSICAL AILMENTS

## SYMPTOMS OF CULTURE SHOCK IN CHILDREN

NEGATIVE ATTITUDE, OPPOSITIONAL  
SENSITIVITY AND MOODINESS  
DEPENDENCE, TENDENCY TO CLING  
FREQUENT ILLNESS  
REGRESSIVE BEHAVIOR  
WITHDRAWAL





# Ways of Coping

Think of the ways in which you can deal constructively with your “Roller Coaster Ride.”

Make a “wish list” of how others can help you.

# Helping Others with Their Roller Coasters

Mom

Dad

Name:

Name:

Name:



# Adjustment Strategies

Look for the positive!

Eat and sleep regularly!

Make an effort to spend time with friends!

Keep busy!

Find a new hobby!

Try not to think about what you don't like!

Become an “*Intercultural Explorer.*” Try new things!



# Ways to Settle-in

- Decorate your new room with your favorite things.
- Make a new friend.
- Invite a new friend to your home.
- Call or e-mail a friend or relative back home.
- Keep busy! Join a club at school or play a sport.
- Talk to Mom or Dad about your feelings.
- Talk to your new teacher.
- Look at pictures from home.
- Send videos, tapes, or photos to old friends.
- Keep a diary or start a scrapbook.
- Make a photo album of your new adventures.



# Passports to Understanding

by Maya Angelou

Human beings are more alike than unlike, and what is true anywhere is true everywhere, yet I encourage travel to as many destinations as possible for the sake of education as well as pleasure.

It is necessary, especially for Americans, to see other lands and experience other cultures. The American, living in this vast country and able to traverse three thousand miles east to west using the same language, needs to hear languages as they collide in Europe, Africa and Asia.

A tourist, browsing in an Italian *ristorante* or idling along a Hong Kong street, will encounter three or four languages as he/she negotiates the buying of a blouse, or paying of a check, or choosing of a trinket. I do not mean to suggest that simply hearing a foreign tongue adds to one's understanding of that language. I do know, however, that being exposed to the existence of other languages increases the perception that the world is populated by people who not only speak differently from oneself but whose cultures and philosophies are other than one's own.

Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try to understand each other, we may even become friends.





## Goodbyes

Knowing how to say goodbye is important for “Intercultural Explorers.”

It is important to say goodbye,  
even when sometimes it is a hard thing to do.  
Saying goodbye helps us to say hello in a new destination.

What are some ways to say goodbye?

List the people you want to say goodbye to.

# Making Friends

A friend is someone who you like and who likes you. You have to be a friend to make a friend. How can you make friends in your new country?

→ **Show interest.**

Ask them questions like, “What do you like to do after school?”

→ **Use their full names when you talk to them.**

Use nicknames only if they say it’s okay.

→ **Talk about things that interest them.**

Find out what they enjoy doing. Maybe it’s what you like to do, too. Or maybe it’s something you’d like to learn. You might say, “Do you like to draw?”

→ **Be a good listener.**

Listen when they talk and try not to interrupt.

→ **Speak clearly and take your time.**

You and your new friend might not speak the same first language. Be patient and take your time. Friendships grow—like a plant.



# Keeping Friends

Once you've made some new friends, you'll want those friendships to last and grow. How do you do that?

→ **Accept your friends as they are.**

Don't try to change them.

→ **Put yourself in their position.**

Try to understand how they feel and why they feel the way they do.

→ **Apologize when you need to.**

Say you're sorry if you hurt their feelings or upset them. Do it right away. (You'll be glad you did.)

→ **Forgive them when you need to.**

When they make a mistake or hurt your feelings, let them know and then forgive and forget.

→ **Do special things for them.**

It helps them know you value their friendship. Little things mean a lot, like sharing your dessert if you know they like it, or helping them.

→ **Try not to argue.**

Even if you are used to arguing with old friends, try not to scream, yell, hit, or say mean things to your new friends. It's easier to get along if you don't argue.





## Role Play: Worst Case Scenarios

It is your first month at your new school and you have begun to make friends with a classmate named Sarah in math class. Sarah mentions that the new *Star Wars* movie is playing at the local theater and a group of kids are going to go on Friday night. You mention that you haven't seen the movie yet and would like to go. Sarah says, "Great, I'll give you a call on Friday."

Friday evening approaches and the phone does not ring. You feel hurt and don't bother to call your friend. Instead, you stay home and watch a video with your family.

On Monday morning Sarah sees you in the hall, smiles, and gives you a cheerful, "Good morning."

***What do you do?***

You are really beginning to enjoy your social studies class. The subject of U.S. history is fascinating and new for you and the teacher has fun discussions, debates, and activities on the subject. But after your teacher passes back your first research paper with all of your grammar mistakes circled in red ink, you feel like a failure. She doesn't seem to notice how much you are learning about history and all the hard work you put into the research of your topic. From that point on, you feel anxious and nervous about participating in class for fear of making more mistakes in English grammar.

***What do you do?***

## Role Play: Worst Case Scenarios

You have been in your new school for a few months and have been hanging out with a group of girls you feel are your good friends. But, suddenly, everyone in the group seems to be more distant and they do not include you in their plans. You find out that one girl in the group, Maria, decided that you are strange and snobby because you are from another country. The girls seem to have agreed with her opinion.

***What do you do?***

You find out that another group of friends from the neighborhood is planning a trip to the amusement park, *Great America*. You have not been invited because there is not enough room in the car for one more person. You know it's nothing personal, but you still feel hurt.

***What do you do?***




Your science teacher is very energetic and nervous. During the question and answer discussion and reviews, he doesn't allow you enough time to explain your answer. He assumes you don't know the answer, gets impatient, and calls on somebody else. You feel cut-off and frustrated. You worry, too, that you may get marked down because participation is part of the grade in science class.

***What do you do?***

# Appendix


## METRICS AND MORE

### Differences in Measurements

| U.S.        |   | METRIC           |
|-------------|---|------------------|
| Pounds (lb) |    | Kilograms (kg)   |
| Ounces (oz) |   | Grams (g)        |
| Quarts      |  | Litres (l)       |
| Inches      |   | Centimeters (cm) |
| Yards       |  | Meters (m)       |
| Miles       |   | Kilometers       |

# Length/Height/Distance

| METRIC SYSTEM   | U.S. SYSTEM   |
|---|---|
| 10 millimeters = 1 centimeter<br>100 centimeters = 1 meter<br>1000 meters = 1 kilometer | 12 inches = 1 foot<br>3 feet = 1 yard<br>1,760 yards = 1 mile |
| To convert <i>inches into centimeters</i> :<br>multiply by 2.54                         |   |
| To convert <i>yards into meters</i> :<br>multiply by .914                               |   |
| To convert <i>miles into kilometers</i> :<br>multiply by 1.609                          |   |



I am \_\_\_\_\_ inches tall. That means I am \_\_\_\_\_ centimeters tall.

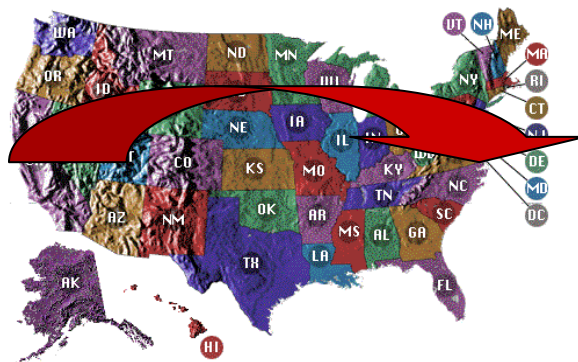
My notebook is \_\_\_\_\_ inches long, or \_\_\_\_\_ centimeters.

The television is \_\_\_\_\_ inches wide, or \_\_\_\_\_ centimeters.

The 100 yard dash is \_\_\_\_\_ meters long.

A football field is 50 yard wide, or \_\_\_\_\_ meters.

Los Angeles to New York is **3000 miles**, which is \_\_\_\_\_ kilometers.



# Weight

| METRIC SYSTEM  | U.S. SYSTEM   |
|--|---|
| <p>1000 milligrams = 1 gram<br/>           1000 grams = 1 kilograms<br/>           1000 kilograms = 1 metric Ton</p>   | <p>16 ounces = 1 pound<br/>           2000 pounds = 1 ton</p> |
| <p>To convert <b>ounces into grams</b>:<br/>           multiply by 28.35</p> <p>To convert <b>pounds into kilograms</b>:<br/>           multiply by .454</p> |   |

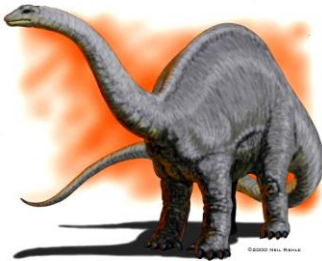



The calculator weighs \_\_\_\_\_ ounces, or \_\_\_\_\_ grams.

A pad of paper weighs \_\_\_\_\_ ounces, or \_\_\_\_\_ grams.

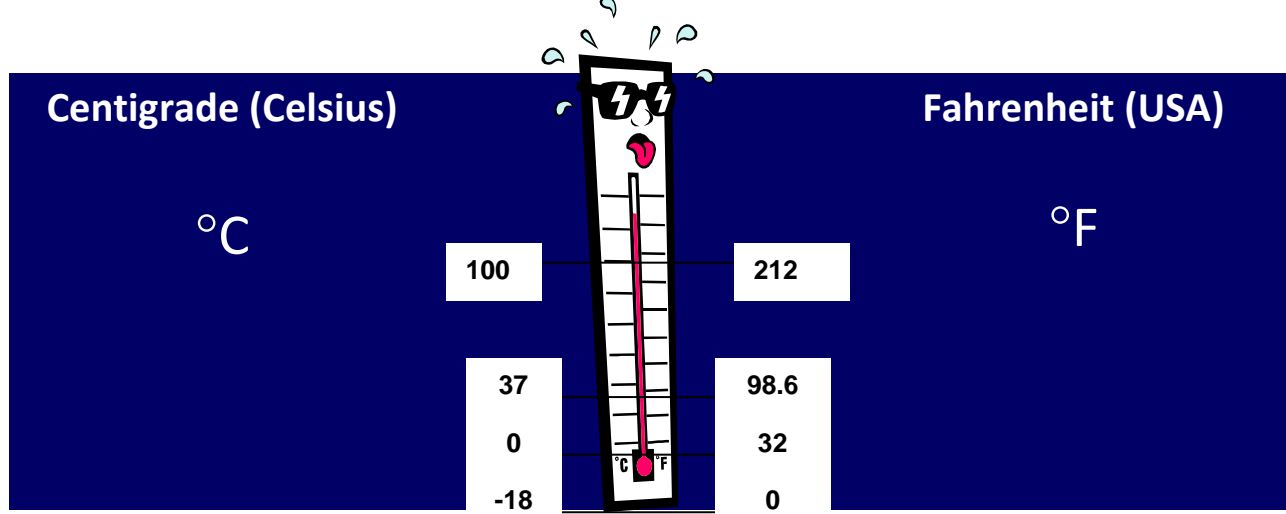
Your notebook weighs \_\_\_\_\_ ounces, or \_\_\_\_\_ grams.

A pack of crayons weighs \_\_\_\_\_ pounds, or \_\_\_\_\_ kilograms.

I weigh \_\_\_\_\_ pounds, or \_\_\_\_\_ kilograms.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| 60 Tons   | 1 Ton   | 5 Kilograms  | 1 Gram  |

# Temperature



To convert from **Fahrenheit to centigrade**:  
subtract 32 from the °F temperature and divide by 1.8

To convert from **Centigrade to Fahrenheit**:  
multiply °C by 1.8 and add 32

It is 40 °F in the U.S. today. What is the temperature in Centigrade (or Celsius)?

It is 89 °F in Hawaii today. What is the temperature in Centigrade (or Celsius)?

It is 20 °C in the country you are going to (or coming from). What is the temperature in Fahrenheit?

It is -28 °C in the North Pole, what is the temperature in Fahrenheit?

What is the approximate temperature today in Centigrade (or Celsius)?



# Military Time

The military system of telling time is based on a twenty-four hour clock.

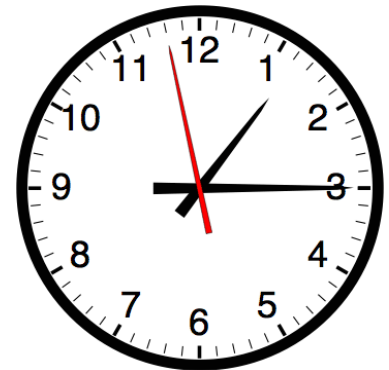
Until twelve noon, time is calculated the same way. After twelve noon, continue to thirteen, fourteen, etc., as if you would if you were counting up. Stop at 24. Then start at 1 again.

For example:            9:00 Military Time = 9:00 a.m.  
                                 11:00 Military Time = 11:00 a.m.

But:                        1:00 p.m. = 13:00 Military Time  
                                 3:00 p.m. = 15:00 Military Time

Until you get used to the military system, make the conversion by subtracting 12 from the time.

For example:            13:00                    21:00  
                                  $\begin{array}{r} 13:00 \\ -12 \\ \hline 1:00 \text{ p.m.} \end{array}$              $\begin{array}{r} 21:00 \\ -12 \\ \hline 9:00 \text{ p.m.} \end{array}$



WHAT TIME IS IT IF:

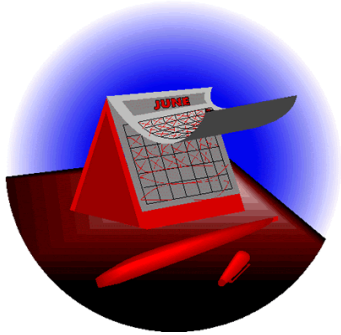
Your plane takes off at 22:00 (military time)? \_\_\_\_\_

School starts at 09:00 (military time)? \_\_\_\_\_

Your family eats dinner at 18:30 (military time)? \_\_\_\_\_

Lunch is served at 12:00 (military time)? \_\_\_\_\_

# Dates and Numbers



In the U.S.A., the date is written with the month first, then the day, then the year.

In many places, the date is written with the day first, then the month, then the year.

3-12-99 (USA) = 12-3-99

**USA**

**Elsewhere**

Write today's date

Write your birth date

Commas (,) and decimal points (.) are also used differently. Decimal points (.) are used in place of commas (,) and vice versa.

12,647.5 (USA) = 12.647,5

Using this system:

**Write 9,725.9**

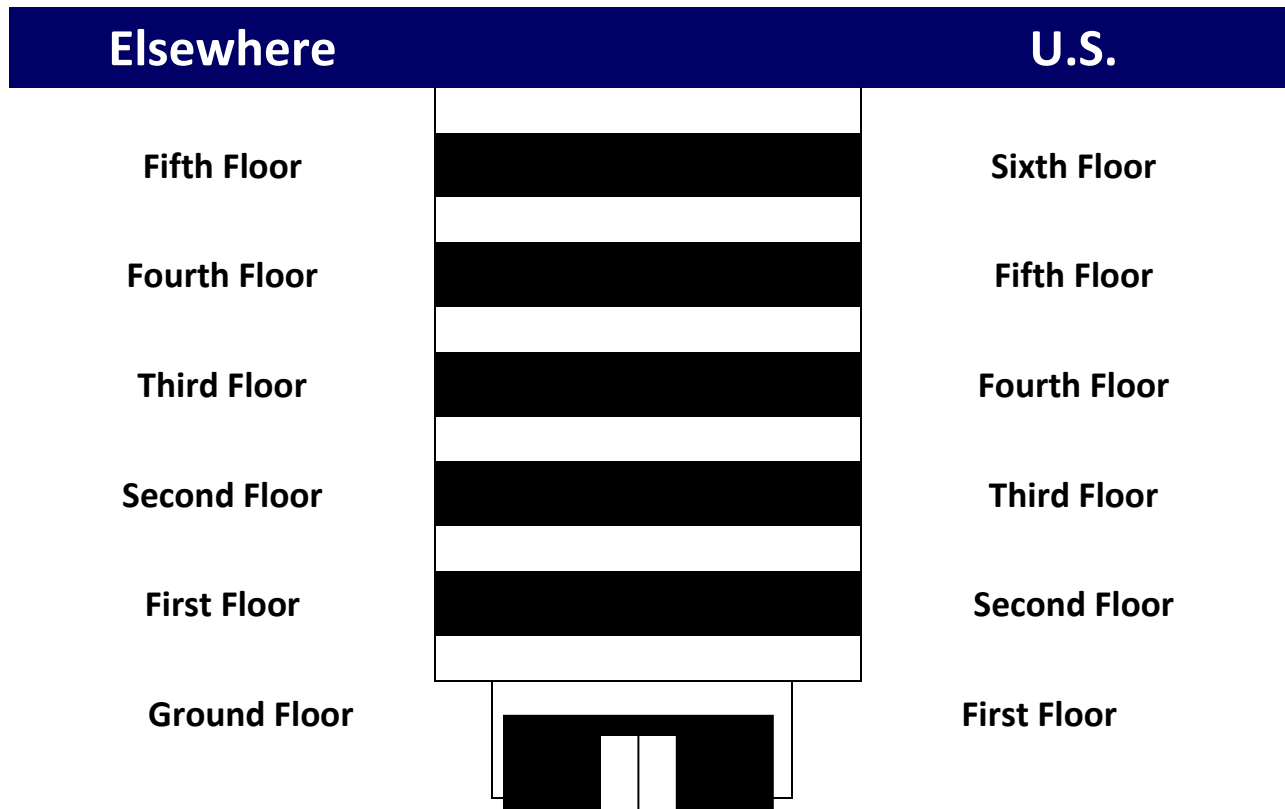
**Write \$39.78**





# What Floor Are You On?

In many places when you walk into a building you are on the ground floor, NOT the first floor. You must go up one level to get to each floor (up one level to the first floor, up two levels to the second floor, etc.)





95 km (kilometers) per hour is \_\_\_\_\_ miles per hour.

What can you find that is one meter in length? \_\_\_\_\_

Find a pair of scissors. How much do they weigh in ounces? \_\_\_\_\_ in grams? \_\_\_\_\_

Find a camera. How much does it weigh in ounces? \_\_\_\_\_ in grams? \_\_\_\_\_

Find a stapler. It is \_\_\_\_\_ cm (centimeters) wide.

My chair is \_\_\_\_\_ inches wide, or \_\_\_\_\_ centimeters.

My body temperature is 98.6 °F.

My body temperature in Centigrade (or Celsius) is \_\_\_\_\_ degrees.

It is 18 °C at your destination, which is \_\_\_\_\_ ° F.

Write the date 4<sup>th</sup> of July the US way \_\_\_\_\_.

Write it the non-US way \_\_\_\_\_.

Write Christmas Day in numbers the US way \_\_\_\_\_.

Write it the non-US way \_\_\_\_\_.

What time is it at 17:00 military time? \_\_\_\_\_.

## Coming Home

# You Will Become a Citizen of the World

After living internationally you will have developed an **international perspective**.



**What is an *i***

- Interest in other people, cultures, and countries
- The ability to see what is the same and respect what is different
- Trying to understand different views on international issues
- Wanting to continue international education through travel

After you return back home, you'll be able to think about yourself as an international citizen with an international perspective. You'll be a Citizen of the World!

# Growing Up Globally

Researchers who have studied children who have lived in different countries, have found that the following traits and characteristics are commonly held by those children:

- They become closer to their family members.
- They are interested in and like to learn other languages.
- They like to learn about and to celebrate the traditions and customs of other countries.
- They enjoy meeting, interacting with, and working with people from different backgrounds.
- They look for and find educational experiences which make use of and build on their international living experience.
- They make friends with people from different social and ethnic backgrounds.

What other strengths do you think you'll have after having lived internationally?

What challenges do you think you might face as a result of having lived internationally?

## Third Culture Kids

Children who have lived in other cultures often think of themselves as having several cultures in their lives. Why do you think the phrase “third culture kids” (TCKs) has been created to describe children who’ve lived in more than one country?

When you return from your time abroad, how many cultures do you think you’ll have in your life?

*Hint:*

- *Think about the culture where you were born and lived the first part of your life.*
- *Then, think about the culture to which you moved.*
- *Now consider how you may be a different person when you come back home.*



# Sharing Your International Experience

**Save this page and look at it when you return from your international experience!**

First, listen. Let your family and friends share what happened to them while you were gone. It is important to them to know that you're interested.

Then, share your experiences. It may seem like they are not interested, but it may be because they don't know anything about where you lived. Share everything slowly: Don't try to tell everything at once.

What are three key things that you would like to tell people about living in another country?

- 1.
- 2.
- 3.

Here are some ways to share your experience:

- Share photos, souvenirs, artifacts, music, and videos
- Dress in clothing from your host country
- Teach people things that children in your host country like to do
- Make some typical food and share it
- Write an article about your experience for your school newspaper
- Give a talk in a class at school or to a group you belong to

**Can you think of other ways to share your experience?**

# Re-Entry

Coming home can be the hardest part of living in another country. It's hard to understand because you feel like going "home" should be easy! You think it's going to be the same. Do you think things will have changed? Or will you have changed? Or both?

Sometimes it's hard for your family and friends, who didn't live in another country, to understand your experiences. They might not seem that interested when you talk about your adventures.

Here's a hint: You will not be the same person you were when you left! Even familiar things will seem different. And you'll seem different to other people. Maybe your old friends will act younger than you. You've probably matured from your experiences. You've experienced a lot.



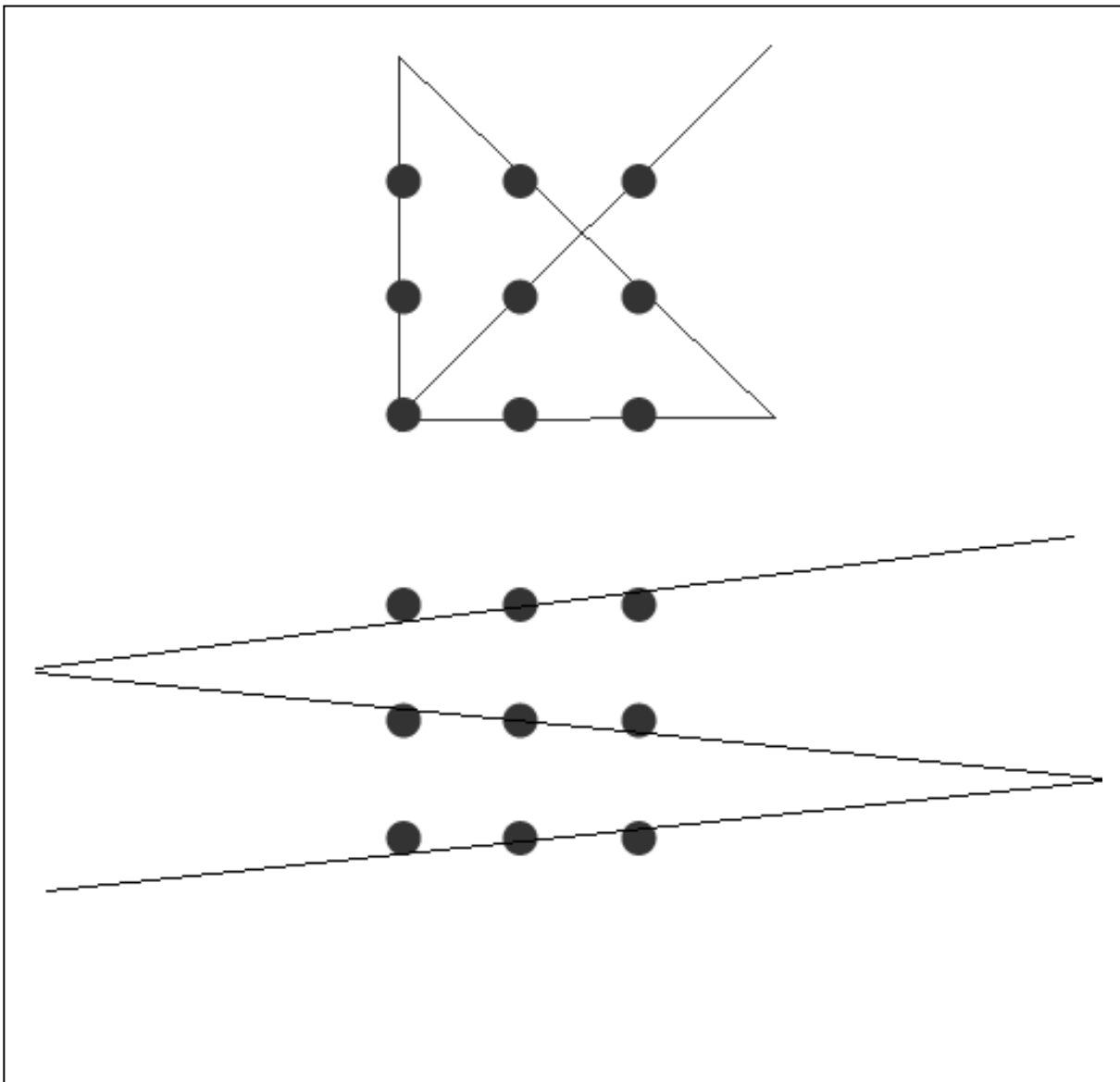
# “Home” May Not Be What You Expected

You will have changed and everyone else will have changed, too. When no one seems to understand what you’ve been through or when you feel confused:

- Look for other people who have just moved or who have lived outside their home countries. Help them get adjusted and they will help you!
- Become a guide for new people moving into your school, including exchange students from other countries.
- Send e-mails, letters, photos, videos, and tapes to friends you just left.
- Write down your experiences and how you feel about coming home, and send your writing to your old school’s newspaper.
- Join an international club at school, or start one.
- Write a letter to yourself describing your feelings. Save it and read it a few months later.
- Talk to others you know who are moving.
- **What are your ideas?**



# 9 Dots Challenge Solution with 4 lines and with 3 lines



## Generalization Exercise Solution

The answers to page 39 are all “S” (stereotype) except:

*The majority of Chinese people speak Mandarin.*

-and-

*Most Mexicans are Catholic.*