

JOINT DEVELOPMENT, PILOTING AND VALIDATION OF
ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA AND
TRAINING MATERIALS FOR THIRD COUNTRIES

JOINT DEVELOPMENT, PILOTING AND VALIDATION OF



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM:

**6. CULTURAL AWARENESS AND EXPRESSION –
METHODOLOGICAL TOOLS**

TASK ID AND TITLE 2.3: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ERF

PARTNER RESPONSIBLE FOR THIS ACTIVITY: HAVE A DREAM

PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Lump Sum Grants
Project title:	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
Project Acronym:	EMSA
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COORDINATED BY



PROJECT PARTNERS



Jordan Youth Innovation Forum
الملتقى الأردني للإبداع الشبابي

1.	POWERPOINT PRESENTATION	5
2.	experiential workshop	8



3. role play 11

4. case study 15

5. group discussion: 18

6. Group exercise 22

SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	6. Cultural Awareness and Expression
Learning Outcomes for the Competence	<p>In terms of knowledge:</p> <ol style="list-style-type: none"> 1. Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities. 2. Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings. 3. Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue. <p>In terms of skills:</p> <ol style="list-style-type: none"> 1. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> 2. <i>Adapt communication styles and behaviors to effectively interact with individuals from diverse cultural backgrounds.</i>



	<p>3. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i></p> <p>In terms of competences:</p> <ol style="list-style-type: none">1. Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.2. Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.3. Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.
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Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input type="checkbox"/> Open-ended questions	
<input type="checkbox"/> Close-ended questions	
<input type="checkbox"/> Group discussion	
<input type="checkbox"/> Brainstorming	
<input type="checkbox"/> Individual exercise	
<input checked="" type="checkbox"/> Group exercise	2
<input checked="" type="checkbox"/> Experiential workshop	1
<input checked="" type="checkbox"/> Role play	1
<input checked="" type="checkbox"/> Case study	1
<input type="checkbox"/> Video projection and analysis	
<input type="checkbox"/> Other (Please indicate)	
Total Number of Methodological Tools:	6

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION



Methodological Tool Code and Title	PPT6.1_1 Lecture on Understanding the diversity of cultural expressions and the importance of cultural heritage
Competence Number and Title	6. Cultural Awareness and Expression
Learning Outcomes covered by the Methodological Tool	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> ✓ <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> <p>In terms of skills:</p> <ul style="list-style-type: none"> ✓ <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> <p>In terms of competences:</p> <ul style="list-style-type: none"> ✓ <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	<ul style="list-style-type: none"> ✓ The ability to effectively interact with people from different backgrounds. ✓ A sense of agency and the confidence to contribute positively to a more inclusive world. ✓ A broader understanding of global issues and the interconnectedness of cultures. ✓ Practical communication skills for working effectively in intercultural environments. ✓ Needed skills to overcome common communication barriers, and practice conflict resolution strategies that can be applied in diverse cultural contexts.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ There is a big list of references you can use to inform yourself about the topic if you are not familiar with it. ✓ Look at the notes, you will find several points about the activities are mentioned there.

	✓ Look through the MT structure and make sure you know how to apply it.
Attachments for the use of the Methodological Tool	



ADDITIONAL METHODOLOGICAL TOOLS

2. EXPERIENTIAL WORKSHOP

Methodological Tool Code and Title	MT6.1_1
Competence <u>Topic</u> Number and Title	6.1 Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	This workshop should last for 20 minutes and should show the differences and similarities of the cultures. Learners will use arts to represent themselves and try to think in a teamwork how to be united. The discussion raised during the activity expected to pave the way to the lecture.
Hints and tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity.
Attachment/s to use the Methodological tool	The MT is displayed in the PPT6.1_1

<i>Methodological Tool Title</i>
Experimental workshop
<i>Description of the Experiential Workshop</i>
<p>This experimental workshop engages participants in a creative exercise to explore and express cultural heritage. Over the course of 10 minutes, participants will gather digital images, music, and art pieces that resonate with their culture. Working in groups, they'll combine their chosen items into a collective art piece that captures their interpretation of cultural heritage. The final product could be a photo collage, poem, song playlist, or any form they choose. Participants will then reflect on the experience, discussing cultural differences, challenges, and the unifying aspects they discovered.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> ● Introduction and Explanation: 5 minutes ● Activity Time: 10 minutes (for individual gathering and creation) ● Collaboration and Finalization: 10 minutes (for group unification of pieces) ● Group Presentations and Reflection: 10-15 minutes ● Debriefing: 5 minutes
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> ● Set a positive and inclusive tone, encouraging respect and openness to each participant's culture. ● Clearly explain that the aim is not to create a perfect piece of art but to creatively express and share cultural heritage. ● Encourage participants to choose pieces that hold personal cultural significance and discuss them within the group. ● Be mindful of managing time, especially during the collaborative and debriefing segments.
<i>Implementation Steps (for the Participants)</i>

<ul style="list-style-type: none"> ✓ Introduction: Brief participants on the activity’s purpose and the concept of cultural heritage. ✓ Form Groups: Use breakout rooms to divide participants into groups, ensuring diversity in each group. ✓ Individual Selection (10 minutes): Each participant selects or creates a piece (art, music, etc.) that represents their culture. ✓ Group Collaboration (10 minutes): Groups work together to integrate their individual selections into one unified artwork. ✓ Presentation (10-15 minutes): Each group shares their collaborative piece, explaining the choices and discussing any cultural insights. ✓ Debrief: Ask debriefing questions to help participants reflect on the experience.
<p>Allocation of tasks (if applicable)</p>
<ul style="list-style-type: none"> • <i>Learners select personal cultural items, collaborate with group members, and discuss reflections.</i>
<p>Necessary Equipment and Materials (if applicable)</p>
<ul style="list-style-type: none"> • a video conferencing tool with breakout room functionality, and a shared document or slideshow for each group’s final piece.
<p>Online Classroom Setting (if applicable)</p>
<p>Be aware of:</p> <ul style="list-style-type: none"> Breakout Rooms: Set up breakout rooms in advance for seamless transitions. Screen Sharing: Enable screen sharing for participants to show their selected pieces. Chat Function: Encourage the use of the chat for questions or additional sharing.
<p>Expected Results</p>
<p>Cultural Awareness: Participants will gain insights into the diverse cultural backgrounds within their group. Collaboration: Participants will experience the challenges and rewards of collaborating across cultural differences. Creative Expression: Groups will produce a collective work of art that represents an amalgamation of cultural heritage perspectives. Reflection on Unity and Difference: Through the activity, participants will explore how differences can foster unity when respected and acknowledged.</p>
<p>Debriefing Questions</p>



<ol style="list-style-type: none"> 1. Did you experience any challenges in merging different cultural elements? 2. What aspects of this activity made you feel more connected or aware of other cultures?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Remind participants that this activity aims to embrace diversity and show how cultural differences can combine to create something unique and meaningful. ✓ Encourage open-mindedness and stress that all contributions are valuable, regardless of artistic expertise. ✓ Emphasize that any challenges in reaching consensus are part of the learning process, reflecting real-world cultural collaboration.

<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
N/A

<i>Attachment/s (if applicable)</i>
N/A

3. ROLE PLAY

Methodological Tool Code and Title	MT 6.1_2
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i>



	3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	The activity encourages critical thinking on appropriate preservation methods, awareness of cultural sensitivity, and the importance of thorough documentation, conservation standards, and international cooperation.
Hints and tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity.
Attachment/s to use the Methodological Tool	N/A

Methodological Tool Title

Role Play

Role Play Scenario

In this role-play, participants re-enact the events surrounding the 2014 incident with Tutankhamun's mask, where an attempt to repair the mask led to controversy due to the improper use of epoxy glue. Participants research the incident, analyze what went wrong, and consider alternative solutions from the perspective of the restoration team. The aim is to help participants understand the challenges of cultural heritage preservation and the importance of proper conservation techniques.

Roles

- **Conservators:** Participants act as the primary restorers responsible for maintaining the integrity of the mask.
- **Museum Curators:** Team members focusing on cultural significance, emphasizing careful handling and exhibition of the artifact.
- **Heritage Documentation Specialists:** Individuals in charge of cataloging and recording the condition and conservation process.



- **Educators:** Those tasked with creating a public awareness strategy for transparency and community engagement in cultural preservation.
- **Legal Advisors:** Participants consider the legal implications of preservation and advise on regulations, such as guidelines set by UNESCO.

Allocation of Roles

Trainer: Assigns roles within each group based on participant interests or lets each group decide.

Participants: Each person in a group takes on one role and conducts a brief research task related to their role's responsibilities and perspective on the incident.

General Guidelines (for the Trainer)

Encourage thorough research to understand the sequence of events and identify where the restoration process went wrong.

Explain the importance of each role and the unique perspective it brings to the issue of cultural preservation. Highlight that the goal is to simulate real-life problem-solving, emphasizing ethics and responsibility in cultural conservation.

Provide links or suggestions for reputable resources for the research phase.

Implementation Steps (for the Participants)

- **Introduction** (5 minutes): Explain the incident involving Tutankhamun's mask and introduce the goal of the activity.
- **Group Assignment and Research** (15 minutes): Divide participants into groups, assign roles, and allow time to research the incident and the role-based responsibilities.
- **Role Play and Discussion** (15 minutes): Each group discusses their findings and formulates a preservation plan, deciding on what they would have done differently.
- **Presentation** (10 minutes): Each group presents their alternative approach to handling the restoration.
- **Debriefing and Reflection** (10-15 minutes): Discuss insights and learnings from the role-play.

Estimated Duration (broken down into steps, if necessary)

Total Time: 45-55 minutes

- **Introduction:** 5 minutes
- **Research:** 15 minutes
- **Role Play Discussion:** 15 minutes
- **Presentation:** 10 minutes

<ul style="list-style-type: none"> ● Debriefing: 10-15 minutes
<i>Necessary Material and Equipment (if applicable)</i>
N/A
<i>Online Classroom Setting (if applicable)</i>
<p><i>Make sure you:</i></p> <ul style="list-style-type: none"> ● Pre-assign or assign participants to breakout rooms for their groups. ● Enable screen sharing so participants can show visuals or articles during presentations. ● Provide a shared online document where groups can outline their findings and decisions.
<i>Checklist to Evaluate the Role Play (this can be also provided in document form in the last row)</i>
<ul style="list-style-type: none"> ✓ Did the group identify the main issue in the preservation process accurately? ✓ Did each role contribute a relevant perspective on the incident? ✓ Did the group propose a feasible and ethical alternative preservation plan? ✓ Were participants able to articulate the cultural and legal importance of their preservation approach? ✓ Did the group work collaboratively, respecting and integrating each perspective?
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. How did this experience change your view on the complexity of cultural preservation? 2. How did each role's perspective impact the group's decision-making process?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Highlight that preservation often involves balancing historical accuracy with the need for public display and education. ✓ Encourage participants to reflect on how this role-play illustrates the importance of patience, research, and teamwork in cultural conservation.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
N/A

Attachment/s (if applicable)



N/A

4. CASE STUDY

Methodological Tool Code and Title	MT6.1_3
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. DEFINE CULTURAL DIVERSITY BY IDENTIFYING AND EXPLAINING VARIOUS CULTURAL TRADITIONS AND PRACTICES WITHIN DIFFERENT COMMUNITIES. 2. EMPLOY EFFECTIVE INTERCULTURAL COMMUNICATION BY ENGAGING IN RESPECTFUL AND INFORMED DIALOGUES WITH INDIVIDUALS FROM DIVERSE CULTURAL BACKGROUNDS. 3. IMPLEMENT STRATEGIES TO ADAPT BEHAVIOR AND PRACTICES IN MULTICULTURAL SETTINGS, SHOWING SENSITIVITY AND RESPECT TOWARDS DIFFERENT CULTURAL NORMS AND VALUES.
Methodological Tool Aim	Through examining the Dolce & Gabbana campaign, participants will analyze how cultural misinterpretations can damage brand reputation and alienate audiences, especially in international contexts. The activity aims to foster critical thinking about respectful cross-cultural marketing and the importance of cultural sensitivity.
Hints and tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity
Attachment/s to use the Methodological Tool	N/A



<i>Methodological Tool Title</i>
D&G Loves China" campaign Case study
<i>Case Study Source (e.g., URL)</i>
https://www.youtube.com/watch?v=594Q9CJQbD4
<i>Case Study Content</i>
<p>That stereotypes are a double-edged sword is evident in a campaign launched by Dolce & Gabbana in 2018. We are talking about the “D&G Loves China” campaign, where three unfortunate videos saw Chinese model Zuo Ye attempting to eat pizza, pasta, and cannoli with chopsticks. While Chinese folk music played in the background, a Mandarin-speaking voiceover said, “Welcome to the first episode of ‘Eating with Chopsticks’ by Dolce & Gabbana”.</p> <p>Everything looked and sounded wrong, from the embarrassing sexual innuendo to the voiceover, which mocked Chinese pronunciation.</p> <p>No wonder the campaign was a complete shipwreck for D&G. The ads were labeled as patronizing, “offensive” and stereotypically “backward”. Gabbana was so piqued by the comments that he replied from his Instagram account, pouring salt in the wound</p> <p>Eventually, D&G’s maxi fashion show in Shanghai had to be canceled (with one hundred models ready for the catwalk and 1,500 guests including local celebrities and influencers), with a considerable loss for the brand.</p> <p>The mishap triggered a boycott in China and Stefano Dolce and Domenico Gabbana eventually had to plead for forgiveness in a cringing video.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> ● Introduction and Explanation: 5 minutes ● Group Analysis and Discussion: 15-20 minutes ● Presentation of Findings: 5-10 minutes ● Debriefing and Reflection: 5 minutes



General Guidelines (for the Trainer)

- Encourage participants to engage with the case study critically and without bias, acknowledging that cultural perspectives vary widely.
- Emphasize that the purpose of this activity is to understand the impact of cultural sensitivity and the consequences of cultural misrepresentation, not just to critique the brand.
- Remind participants to consider both the short-term and long-term impact of such campaigns on brand image and consumer trust.

Implementation Steps (for the Participants)

1. **Introduction:** Trainer provides background on the Dolce & Gabbana incident and explains the objective of analyzing the campaign.
2. **Group Assignment:** Divide participants into groups and give each group the case study and discussion questions.
3. **Case Analysis:** Each group discusses the campaign, reflects on the questions provided, and considers additional relevant points.
4. **Present Findings:** Each group shares their perspectives on the campaign’s cultural missteps and suggests what could have been done differently.
5. **Reflection:** Trainer asks debriefing questions to encourage personal reflections and insights.

Open-ended Question

Please answer the question below.

Question:

1. Do you agree with the public perception that this campaign was offensive? Why or why not?
2. What could Dolce & Gabbana have done differently to avoid these issues?
3. Can you think of other campaigns that raised similar issues with cultural identity and stereotyping?
4. What strategies can brands use to avoid cultural misrepresentation in their campaigns?
5. In your view, how does cultural sensitivity (or lack thereof) impact a brand’s ability to operate in global markets?



<ul style="list-style-type: none"> No Expected answer, learners should reply from their knowledge and perspectives and based on the information they got during the course.
<i>Debriefing Questions</i>
<ul style="list-style-type: none"> What insights did you gain about the potential risks of cultural stereotyping? How does this case study impact your perspective on the importance of cultural awareness in global marketing?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> Highlight the importance of collaboration with cultural experts to avoid cultural missteps. Emphasize that respecting cultural identity is crucial not only for the brand's success but also for fostering global inclusivity. Encourage participants to think about the value of diverse perspectives in creative teams, especially when designing campaigns for a global audience.
<i>Attachment/s (if applicable)</i>
https://www.youtube.com/watch?v=594Q9CJQbD4

5. GROUP DISCUSSION:

Methodological Tool Code and Title	MT6.1_4
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities. Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.

	3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	The aim is to foster critical thinking and dialogue among participants about the value of cultural sensitivity and its impact on relationships, while encouraging active participation and sharing of diverse perspectives.
Hints and Tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity.
Attachment/s for the usage of the Methodological Tool	N/A
<i>Methodological Tool Title</i>	
<i>Group Discussion Topic</i>	
Group Discussion	
<i>General Guidelines (for the Trainer)</i>	
<ul style="list-style-type: none"> ● Familiarize yourself with potential answers and have examples ready to fill gaps in the discussion. ● Ask follow-up questions to deepen the conversation, e.g., "Can you provide an example?" ● Avoid influencing opinions; let participants explore the topic freely. ● Summarize responses by connecting them to the benefits of cultural sensitivity you'll present next. 	
<i>Implementation Steps (for the Participants)</i>	

STEP 1: INTRODUCTION (10 MINUTES)

- Trainer introduces the topic and explains the activity.
- Emphasize how the exercise relates to real-life cultural sensitivity.

STEP 2: GROUP WORK IN BREAKOUT ROOMS (15 MINUTES)

- Participants are divided into groups, each assigned a specific scenario representing a stage in cultural sensitivity or a related concept.
- Groups identify the stage represented in the scenario, discuss its implications, and propose advice or solutions.

STEP 3: PRESENTATIONS AND FEEDBACK (15 MINUTES)

- Groups return to the main room and present their scenarios and findings (3 minutes per group).
- Trainer provides constructive feedback after each presentation.

STEP 4: REFLECTION AND DISCUSSION (20 MINUTES)

- Trainer facilitates a reflective discussion using guiding questions:
 - What behaviors did you notice in each stage or scenario?
 - Which strategies were most effective?
 - How can you apply these learnings to real-life situations?

*Estimated Duration (broken down into steps, **if applicable**)*

Total: 60 minutes

- Introduction: 10 minutes
- Breakout Groups: 15 minutes
- Presentations and Feedback: 15 minutes
- Reflection and Discussion: 20 minutes



<i>Online Classroom Setting (if applicable)</i>
<ol style="list-style-type: none"> 1. Breakout Room 2. Set timers to help participants stay on schedule. 3. Encourage participants to turn on cameras and use active listening cues
<i>Expected Answers</i>
<ul style="list-style-type: none"> ● Enhanced Relationships: Recognizing and respecting diversity builds trust and rapport. ● Effective Problem-Solving: Diverse perspectives lead to innovative and inclusive solutions. ● Conflict Resolution: Understanding cultural differences prevents and resolves misunderstandings. ● Personal Growth: Engaging with different cultures develops open-mindedness and empathy. ● Global Citizenship: Cultural sensitivity contributes to global harmony and cooperation.
<i>Debriefing Questions</i>
<ul style="list-style-type: none"> ✓ What key behaviors did you observe in the scenarios? ✓ Which strategies seemed most effective in addressing cultural misunderstandings? ✓ How will you incorporate these insights into your daily interactions?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Highlight the relevance of cultural sensitivity to both personal and professional growth. ✓ Reinforce the connection between the discussion outcomes and the benefits presented in the subsequent slides. ✓ Encourage participants to practice cultural sensitivity in their lives actively.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change)



N/A

Attachment/s (if applicable)

N/A

6. GROUP EXERCISE

Methodological Tool Code and Title	MT6.1_5
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	This activity encourages participants to reflect on their own cultural backgrounds and values while gaining insights into others', promoting awareness and appreciation of cultural diversity.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Make sure that learners follow the timeline of the activity

Attachment/s for the usage of the Methodological Tool	N/A
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<i>Methodological Tool Title</i>
Active Listening exercise
<i>Group Exercise (if adapted from existing exercise)</i>
N/A
<i>Description of the Group Exercise</i>
Participants work in pairs or small groups and take turns asking each other open-ended questions about cultural experiences, personal beliefs, and values. During this process, participants practice active listening by paying attention, refraining from interrupting, and showing respect for each speaker’s experiences and viewpoints. This activity builds cross-cultural awareness, empathy, and effective communication skills.
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> ● Introduction and Instructions: 5 minutes ● Pair or Group Sharing: 20-25 minutes (2-3 minutes per question per participant) ● Debriefing: 5-10 minutes
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> ● Emphasize the goal of building listening skills through curiosity and respect. ● Encourage participants to listen with empathy, allowing the speaker to express themselves fully without interruption. ● Highlight that active listening involves understanding verbal and non-verbal cues to fully appreciate the speaker’s experiences.



<ul style="list-style-type: none"> ● Remind participants that this is a safe space for sharing; confidentiality and respect are essential.
<p><i>Implementation Steps (for the Participants)</i></p>
<ul style="list-style-type: none"> ● Introduction: Trainer explains active listening, emphasizing listening without interrupting or immediately responding. ● Pairing or Grouping: Participants are divided into pairs or small groups and given a list of open-ended questions. ● Asking and Listening: Each participant takes turns asking questions and listening to their partner's responses. ● Sharing Insights: After the main activity, each participant can briefly share an insight they gained from the experience. ● Reflection: Trainer leads a debriefing session with guided questions to encourage reflection.
<p><i>Allocation of tasks (if applicable)</i></p>
<ul style="list-style-type: none"> ● Participants: Actively listen, reflect, and respond to questions posed by their partner or group members. ● Trainer: Sets up the exercise, provides guidelines, facilitates the debrief, and models active listening.
<p><i>Necessary Equipment and Materials (if applicable)</i></p>
<ul style="list-style-type: none"> ● N/A
<p><i>Online Classroom Setting (if applicable)</i></p>
<p><i>Make sure:</i> Encourage participants to turn on their cameras and use active listening body language cues (e.g., nodding, maintaining eye contact).</p>
<p><i>Expected Results</i></p>
<ul style="list-style-type: none"> ● Improved Active Listening Skills: Participants practice listening without interrupting, interpreting, or judging. ● Enhanced Cross-Cultural Awareness: Through sharing, participants gain insights into diverse cultural perspectives and values.

<ul style="list-style-type: none"> ● Increased Empathy: Participants reflect on the personal experiences of others, building empathy and understanding.
<p><i>Debriefing Questions</i></p>
<ul style="list-style-type: none"> ● What did you learn about your partner’s cultural experiences? ● How did practicing active listening impact your understanding of others? ● Were there any moments where you wanted to respond immediately? How did you manage that?
<p><i>Remarks by the Trainer</i></p>
<ul style="list-style-type: none"> ● Encourage participants to continue practicing active listening in their everyday interactions. ● Emphasize that active listening is a foundational skill for cross-cultural understanding and empathy. ● Remind participants that everyone’s experiences and definitions of culture and family are unique and worth respecting.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (in case of Group Exercise only)

- **Participants** could record their responses to selected questions in audio or video format.
- **Peers** listen to each recording in its entirety before responding thoughtfully with written reflections or questions.
- **Reflection Prompts** could be included for each question to guide deeper listening and understanding.
- **Follow-up Discussion** could happen on a discussion board or forum where participants post their insights after listening, promoting asynchronous exchange and reflection.

Attachment/s (if applicable)

N/A

