



Building intercultural competences for
ambulance services, O4:

In class course concept –

Trainer Handbook

March 2018

Introduction

In this concept the in-class training for the project BICAS is designed. It will take 4 days to conduct the training (about 26 teaching hours á 45 min).

For each of the following modules, **practical exercises** to be conducted in in-class training are designed. The trainer can use exercises for each module and use the enclosed moderation plan to structure and manage the training.

The training contains exercises out of these thematic modules:

- Module 1: Intercultural competence
- Module 2: Migrants & Health
- Module 3: Developing professional skills
- Module 4: Recognizing and setting boundaries

A mixture of self-reflection as well as reflection about other individuals is crucial to raise awareness and change perspective. In this training several stages of reflection are targeted:

- Emotional expression (e.g. “let off steam”)
- Taking analytical distance
- Exchange different perspectives and perceptions
- Reality check
- Checking relevance for individual person
- Considering alternatives

Furthermore it is important to:

- Link inputs to practice
- Consider the specific situation of health care and ambulance services

The module based practical exercises will be surrounded by **general exercises** that can be used to interfere, activate or receive feedback from the participants.

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Moderation management sheet

To give an example this moderation management sheet was filled in with exercises at the beginning of the BICAS in-class training. The structure can be filled with exercises as it is necessary to fit local needs and the groups' experiences.

| DAY 1 | | | |
|----------------------|---|--|--|
| Time | Activity | Details for Moderation | Material |
| 09:00 – 09:45 | Welcome Introduction of Trainer Introduction of Participants | <ul style="list-style-type: none"> • Introduction exercise [Exercise 1: group mirror] • Greeting and introduction of trainers and group members following the questions of exercise 1 • Participants list • <i>Exercise 2: cultural welcome</i> | Flip Chart, pen Participants list Printed description of role for Exercise 2 |
| 09:45 – 10:05 | MODULE 1: intercultural competence | <ul style="list-style-type: none"> • <i>Exercise 3: Intercultural competence for my work</i> | moderation cards, pencils, pin board |
| 10:05 – 10:35 | | <i>Exercise 4: What is culture?</i> | Flip Chart with iceberg drawing |
| Etc. | | | |
| 15 min. break | | | |
| Etc. | | | |
| Etc. | MODULE 2: Migrants & Health | <ul style="list-style-type: none"> • <i>Exercise</i> | |
| | | | |

Introduction

Introduction exercises will help to get to know each other and create a team spirit. Furthermore some personal dimensions are involved, which will help to self-reflect and reflect about other persons in the following module.

Exercise 1: Group mirror

Description and Targets: get introduced in a nice and personal way.

Method: group activity

Duration: 20 min.

Preparation and Materials: large sheet of paper (e.g. 2 flip charts next to each other), pin board, pencils

How to run: The following raster is drawn on the flip charts in preparation of the first training session and can be left visibly for the group over the whole training. It should contain about two personal questions in relation to the training topic.

| Name | Age | Own cultural Background | Rescue service worker since... | What do you associate with the word culture? |
|------|-----|-------------------------|--------------------------------|--|
| Jan | 34 | German, Sweden | 2010 | Language, religion, migrants |
| | | | | |
| | | | | |

The chart can be used to introduce participants verbally too. Then the duration enhances up to 30 min. if conducted with 12 trainees.

(Background) Information:

Participants should get to know each other and also think about their own definition of the word "culture".

Exercise 2: Cultural Welcome

Description and Targets: Encourage discussion about different greeting rituals, behavioural standards and welcome culture.

Method: group exercise

Duration: 30 min.

Preparation and Materials: Cards containing the following or similar information:

| | | |
|---|---|---|
| You are an <i>Eskimo</i> . They greet with <i>a punch on head and shoulder</i> | You are part of <i>Eipo of Neuguinea</i> . They greet with <i>total silence</i> . | You are <i>Japanese</i> . They greet with a light bow with <i>straight back</i> . |
| You are part of <i>Loango (Kongo)</i> . They greet with <i>applause</i> . | You are an <i>Assyrian</i> . They greet with <i>exchanging a piece of clothing</i> . | You are <i>German</i> . They greet with <i>handshake</i> . |
| You are <i>Indian</i> . They greet with <i>praying hands in front of the body and a light bow</i> . | You are <i>Latin American</i> . They greet with <i>laying the head on the right shoulder of the partner and giving 3 slaps on the back, then laying the head on the left shoulder and giving 3 slaps on the back</i> . | You are <i>Turkish</i> . They greet with <i>kissing the older mens/womens hand and putting it then to the forehead</i> . |
| You are <i>Mongolian</i> . They greet with <i>smelling their cheeks and putting noses together</i> . | You are <i>New Zealander</i> . They greet with <i>holding the others hand with two hands and shaking powerful</i> . | You are <i>Dutch</i> . They greet with <i>embrace and three kisses on the cheeks</i> . |
| You are <i>Tibetan</i> . They greet with <i>sticking out their tongue</i> . | You are <i>Hawaian</i> . They greet with <i>shaking their fist with straight thumb and straight small finger (shaka)</i> . | |

How to run:

The group is divided in half; one group consists of hosts, one of guests. It is possible to have several guests for one host. Every person gets a card with instructions he/she has to follow. Participants have just arrived at the destination airport and try to find their host. As it is a multicultural society, greeting rituals are very different. Now people try to find each other. Words must not be used!!

Afterwards the following questions can be discussed:

- Which greetings were comfortable/uncomfortable and why?
- Which greetings have caused misunderstandings?
- What did you do if the greetings have been extremely different?

(Background) Information:

Greetings are one of the visible parts of a culture and can lead to huge misunderstandings. It might feel uncomfortable for Europeans to be smelled on the cheek e.g. and on the other hand very distanced and impolite to not respond to a handshake. This easy exercise shows that there are different rituals, that people are used to keep more or less distance and that the beginning of every get together is already full of cultural signs we do not recognize in our daily life anymore.

Module 1: Intercultural competence

Exercise 3: Intercultural competence for my work

Description and Targets: raise awareness about the practical usability of the training.

Method: group exercise

Duration: 20 min

Preparation and Materials: moderation cards, pencils, pin board

How to run:

Ask the following questions to the participants. Answers should be written in keywords on moderation cards.

- Which cultures have you met in your work as paramedic?
- Which aspects of situations cause stress for you as a paramedic (e.g. many people around, hierarchic structures, not allowed to examine a female patient)?
- What do you expect of intercultural competence training?

Collect the cards and make them visible at the pin board. Shortly discuss the results with the group.

(Background) Information:

Intercultural difficult situations can cause stress. Participating this training will contribute to enhance stable working structures and quality of actions, reduce stress, increase job satisfaction and prevent mental exhaustion.

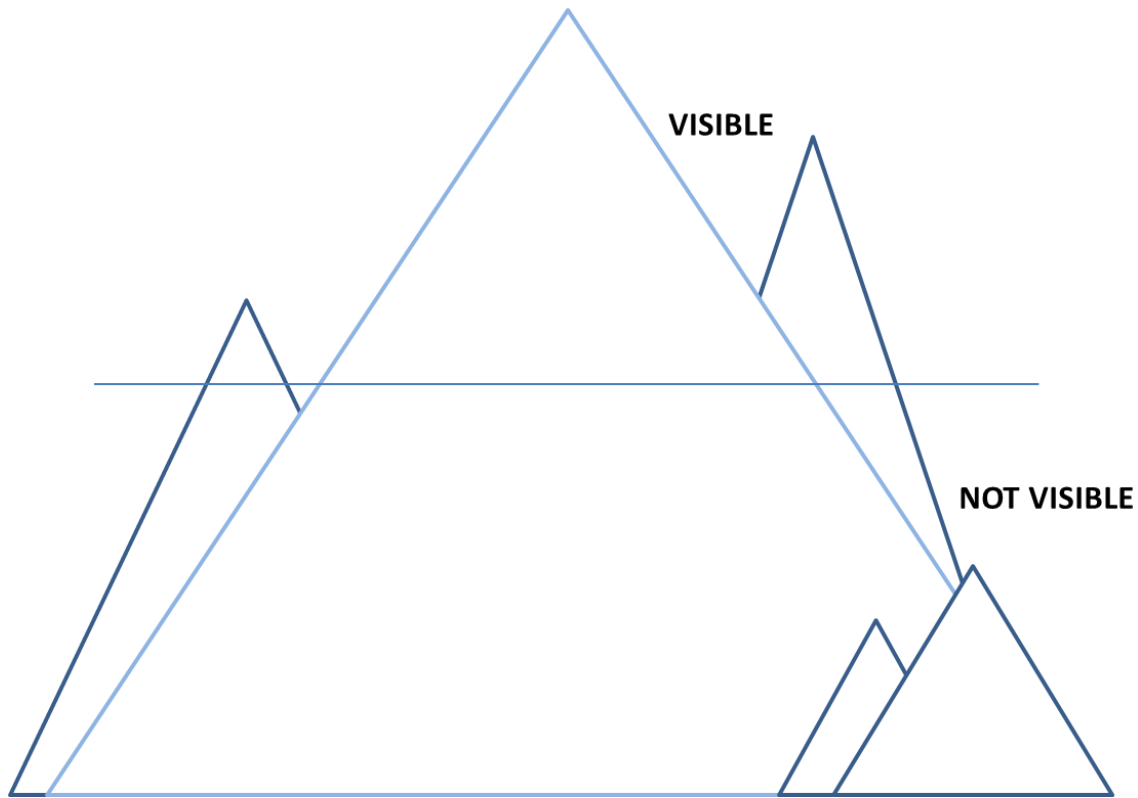
Exercise 4: What is “culture”?

Description and Targets: This exercise aims to collect the first associations about culture of the trainees with the help of the iceberg model. It helps to categorize cultural aspects in visible and non-visible parts and therefore transfers background knowledge needed for further exercises.

Method: single work and group discussion

Duration: 30 min

Preparation and Materials: Paper stripes and flip chart with iceberg drawing like this:



How to run:

Give a short explanation about the iceberg model:

Culture can be visualised by the model of an iceberg. What do you see when you look at an iceberg (just remember the most popular shipping accident of the world – titanic)? Only a small part of an iceberg is visible on the surface. The rest is underwater and cannot be seen at the first glance.

Now think about culture and aspects or components you associate with the word. Please take as many paper stripes as you like, write one component on each stripe and pin it on the drawing. Choose whether you think it is a visible component or not.

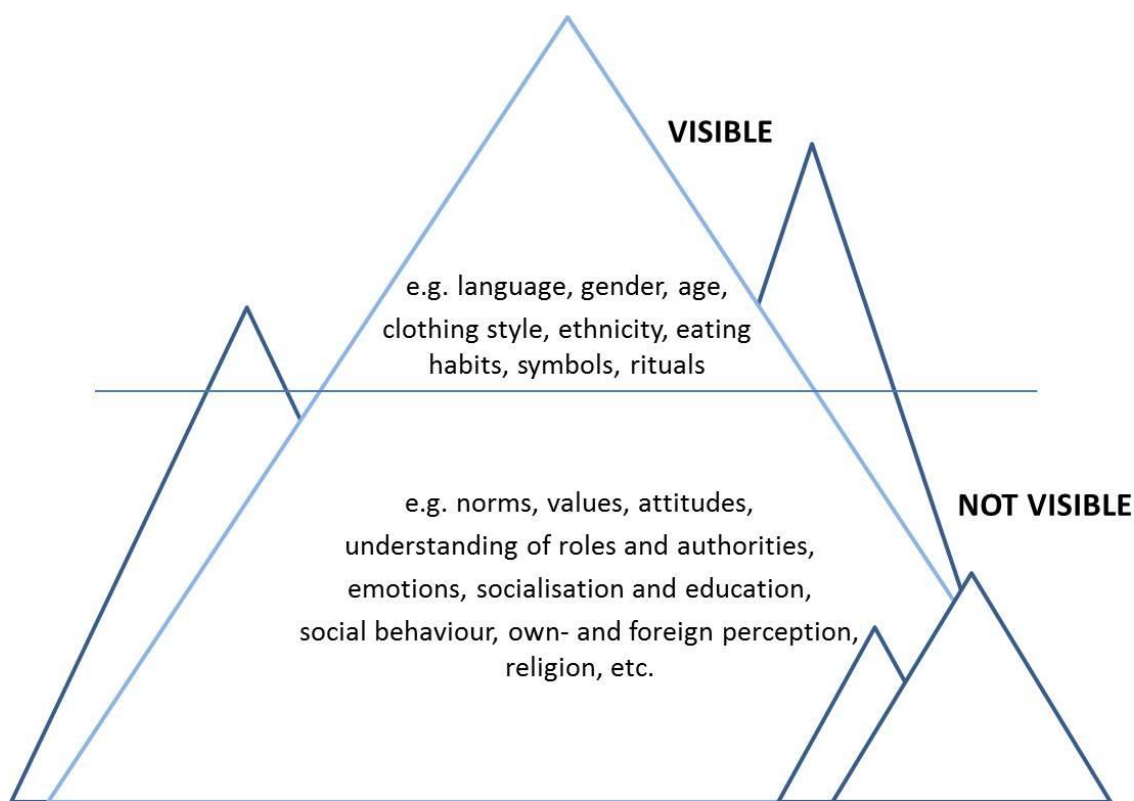
View the results and discuss them with the group.

The collection of associations can be enhanced during the training if the drawing is left visible in the room.

NOTE: If the exercise ... (group mirror) has been conducted including the cultural question, you can refer to these answers, ask people to complement if needed and continue with question 2.

(Background) Information:

The iceberg model demonstrates visible and non-visible aspects of culture. It could look like this but categories can be enhanced:



Exercise 5: Where do you come from?

Description and Targets: Demonstrate that we are all mixed out of different cultures

Method: group exercise

Duration: 20 min

Preparation and Materials: Questions, papers with compass directions (N-E-S-W) distributed and tagged in the room.

How to run:

The group needs to stand in the middle of the room. This is symbolising the city/village/country you actually live in. The compass directions are defined beforehand and visible through according sheets of paper. The people move depending on their answers to the following questions:

- Where have you grown up?
- Where do your parents come from?
- Where do your grandparents come from?
- Where does your family live?

The people will be spread through the room. There can be a short discussion on how participants feel about their standing positions.

(Background) Information:

Diversity of the trainees will be shown and that we are all a mixture of different cultures. This will help to open minds to other cultures.

Exercise 6: Typical...!

Description and Targets: Stereotypes help to categorize (groups of) people. Prejudices are baseless and usually negative attitudes towards members of particular groups. To show which stereotypes/prejudices we have on different groups or persons they should be made visible. Not only cultural groups should be analysed but also other categories found such as professions or hobbies.

Method: working group

Duration: 30 min

Preparation and Materials: list of names

How to run:

Participants have to stand up and rate the named words according to their association on a scale from 0=negative to 10=positive – the scale is from one to another corner of the room (e.g.). Now several words are read out loud and people have to take a position about their association with the word in the room:

- Doctor
- Refugee
- Care worker
- multiculturalism
- Film star
- Chinese
- Paramedic
- Professor
- Arabic
- Lawyer

Discuss about your association with the words. Why do some raise negative/positive associations? How do those people look like? Which characters are typical for those people? What is the fundament of your opinion? What is useful of stereotyping? What is dangerous of stereotyping?

Further reflection options:

- Discussion about characteristics of the group/person named?
- Which cultural aspects at the iceberg model are addressed by these stereotypes?

(Background) Information:

Stereotypes are positive or negative attitudes that are connected to a social category or social groups. They exist, whether you are aware of them or not. Especially in the context of emergency services it is necessary to work with stereotypes to quickly examine a situation and set according actions. Negative stereotypes can be extremely influencing intercultural competence. They minimize the chances for a person to negotiate in a relation, as stereotyped positions are supposed. If you are aware of stereotyping, you can put them in context with real world conditions and minimize or question them. Example for stereotype: "Tom thinks all women are incompetent."

Prejudices are a baseless and usually negative attitude resulting out of stereotyping. Example for prejudice: “Tom thinks men would do better work at his company than women”.

Discrimination is the behavioural manifestation of the prejudiced attitudes one holds. E.g. “Tom dismisses a female applicant solely as a result of her gender.”

Exercise 7: Lemons are all the same

Description and Targets: All lemons are just the same, right? Show individual differences in groups.

Method: group exercise

Duration: 30 min

Preparation and Materials: 15 lemons, cards, pencil and number tags

How to run:

Give a moderation card to every participant. They should write down the answer to this question:

- Which word is getting to your mind spontaneously if you think about a lemon?

Now put 15 lemons on a table in a row. Put a number under each lemon. Each participant has to pick one of the lemons and have a look at it for 30 seconds (can also be touched). Furthermore each participant should remember the number of the lemon.

Now all the lemons are mixed again (e.g. in a bowl) and each trainee has to pick the lemon he/she chose before. Did they choose the right lemon? Why? How did they recognize it? Which specific features?

Transfer: All lemons look the same. But if you have a closer look, they are all different and have specific features. A general association does not represent the detailed look or feature of the fruit. In our daily life we categorize humans and situations. We use generalizations and stereotyped thinking. Still we cannot suppose that this says anything about an individual of the group. It is important, to reflect your own categories and use them only as a first orientation. Stay open minded for individual details. Even though persons might belong to one cultural area, they have their own identity and different affiliations that shape their attitudes and opinions.

(Background) Information:

Exercise for sensitization of people with not too high intercultural experiences. It is very demonstrative due to use of different senses.

Exercise 8: 3 friends meet

Description and Targets: To demonstrate how information influences us and that our assumptions are sometimes not true.

Method: group exercise

Duration: 30 min

Preparation and Materials: 3 volunteers need to be chosen

How to run:

3 volunteers are sent out of the classroom. The trainer explains them outside that they are just 3 old school friends who meet again. They should small talk about everyday things such as what are they working, where they live, what education they have, how they feel about the actual political discussion, etc.

The trainer gets back to the class (and leaves the volunteers still outside) and tells the class they need to find out who of the three persons is homosexual (you can also tell that two of them are a homosexual couple – take three women/three men for volunteering) and whom of them is foreigner in the country.

The three volunteers get back in. They sit in the front and talk for about 5 minutes as they were told to. There will be guesses in the group who is who. There will be reasons for that guesses.

At the end you let the 3 volunteers say, which role they played. It will be a surprise for the rest of the group as well as for the demonstrators.

(Background) Information:

We are strongly influenced by information we get about other people. This can be rumours which are spread by other people or the media. What makes us think one person is probably homosexual or a foreigner? How does this influence our idea of the person? How do we tag the person? How do people feel that are tagged?

This directly leads into the topic of critical media observation and fake news.

Exercise 9: Rumours

Description and Targets: Dispelling rumours about people or groups of people is a long term job. Our objective is to call attention of people around us to question the information and don't believe "what they first hear". In order to achieve that, efficient communication and dialogues are essential. As every challenge, it needs practice and overcoming disappointments. Arguments should be found and founded by numbers, statistics and back ground knowledge.

Method: Group work

Duration: 45 min

Preparation and Materials: 1 Rumour presented per sheet of paper per group. Please recherché and collect according information for your country. Rumours can also be exchanged for more common rumours in your area. Here presented are rumours for the Spanish area. Furthermore you need Flip Chart, pencils

How to run:

Separate the group in small working groups of 4 people. Provide each group with a sheet containing one of the following rumours. In small groups they should find arguments for and against this rumors (15 min). To really be aware of the topic it is necessary to check negative and positive arguments. What do people say about that question? What have you heard? What is your opinion? How do media present that topic? Furthermore it is allowed to recherché about the topic – e.g. statistics, newspaper

articles etc. Each group should create a Flip Chart containing arguments or facts and figures about the topic. Their findings are then presented to the group (5 min) and a small discussion will follow.

Rumour 1: “Immigrants saturate health services”

Rumour 2: “Immigrants get all social benefits”.

Rumour 3: “There are too many immigrants”

Rumour 4: “Immigrants are stealing jobs”

Possible extension:

Participants get the task to collect information about that rumours until the next training session and have another five minutes then to present their findings.

(Background) Information:

Rumors have to do with our worries and fears. Try to understand and recognise the concerns of the other person so he or she is more receptive. Avoid accusations, ask questions and listen carefully: this helps to understand the other person thoughts, feelings and actions, as well as understanding what he or she told you. Your arguments must be short and clear. The language must be familiar, thus use familiar and real examples. The conversation will be successful if you stay positive. Control your emotions and give calm answers. If you cannot control yourself do not continue the conversation, finish it politely and look for other moment to continue it. Make use of people-to-people communication strategies. If you want to raise doubts, the most effective way is making the other person raise the conclusion you want to transmit. Then, you can ask them if they are sure of what they are saying and how they knew that without making them feeling accused. Try to arouse curiosity. Provide information – gain knowledge about reality from official sources and include experiences. Raise awareness about influence of everything surrounding every person, like media. Pay attention to nonverbal communication. Body language must be open and must say something: eye contact, smiling, nodding, paused movements. Positive speech: Emphasize on the social, cultural and economic advantages the immigration brings to our society. Talk about citizenship. Question generalizations: Stress on the idea that everyone’s circumstances and realities are different and we are unique. We cannot presuppose that someone is going to act in a particular way because of his or her origin. Everyone is...? Everyone does...? Look for common bonds: The concerns, expectations, worries or dreams of humans are many and in many languages. Culture is not the only factor that makes a difference.

Background information for each rumour (has to be adapted to your local situation and conditions for migrants as well as statistics and figures in preparation)

Rumour 1: “Immigrants saturate health services”

It is said that immigrants saturate the health care system and abuse of primary health care and emergencies. In fact, immigrant people in Spain go less to the doctor than the rest of the population. Age is a very important factor, since the average age of immigrants is 33 while the average age of Spanish population is 42. As immigrant’s health is better, they consult a doctor rarely. In fact, more than the half of the Spanish population suffers from chronic diseases, compared to 27 percent of the

immigrant population. Every research related to immigrant people and Spanish healthcare shows that they use health care systems less than Spanish people. In addition, immigrants only represent 6.5 percent of the medical spending in this country, despite being 10 percent of the population.

Furthermore, it is said that immigrants shouldn't have access to healthcare because they do not contribute to it and they do not have the right. However, healthcare is a universal right and, moreover, in Spain it is funded by taxes like IRPF (Personal Income Tax), IVA (Value Added Tax), special taxes... That means that even irregular immigrants help funding it when they pay for products or services. In addition, they get access to Healthcare because it is an universal right as documents as the Statute of Autonomy of Andalusia (Estatuto de Autonomía de Andalucía) provides.

Rumour 2: "Immigrants get all social benefits".

It is said that immigrants get more social benefits than Spanish people and they are paid more attention because of being immigrants. The real thing is that nationality is not a factor that determines the access to social benefits. Social benefits are regulated by criteria based on personal circumstances of the person or family who gets the benefits. Immigrants give more to the Welfare State than what they receive, not just in financial terms, but also social, demographic and cultural terms. The access to social services is a right that European, State and Autonomic regulations provide. Immigrants have been responsible for a considerable part of the economic growth in Spain during the last years. The economic crisis has worsened the situation of immigrants even more than the Spanish people situation: the lack of social and family interactions, less social protection, inferior wages or legal uncertainty in case of losing their job make their risk of poverty worse. Immigrants have also contributed to Spanish society in social and cultural terms, and have had a relevant role in other aspects. For example, great parts of immigrants work as housekeepers, what has allowed a better work, family and personal balance in Spain. Despite all the contributions they make, they imply a low expense for public funds. For example, they only imply 7.7 percent of the total expense in unemployment benefits and 1 percent of pensions, despite being 10 percent of the population.

Rumour 3: "There are too many immigrants"

It is said that there are "too many immigrants" in Andalusia and Spain. This is transmitted word of mouth and people falsely think that "there are too many immigrants". We often think that there are more immigrants than there really are. We have the Human Right to choose our centre of living getting along with beneficiaries in social, cultural and economic terms, among other aspects. This is written in the Universal Declaration of Human Rights. This statement should be enough in order to end up with any other opinion saying that there are too many immigrants in Spain or Andalusia. However, there are arguments to state that immigration has contributed to a large number of benefits to Spain: contribution to GDP in recent years, productive force and working capacity are just some of them, but positive contributions in other fields as cultural, demographic, human, attitudinal, citizenship, participation, politics, educative and learning can be highlighted. According to figures from 1st January 2014, in Spain there are 46,507,760 inhabitants and 2,676,141 of them are non-community foreigners. In other words, non-community foreigners only represent 5.7 percent of the population. This percentage diminishes to 3.7 percent in Andalusia. Although people think that there is a huge migratory pressure from Africa in Spain, it has never been like that. We only have to understand that only 1 percent of immigrant people enter into Spain in a boat and that in this country 888,815 people from Africa live - only 1.9 percent of the Spanish population. All those figures are becoming lower in

recent years because of the crisis that this country is going through, what endangers the pension scheme, the care of the elderly or the generational replacement in working positions.

Rumour 4: “Immigrants are stealing jobs”

It is common to hear that immigrants are responsible for unemployment in Spain. People say that the unemployment among Spanish population is because “immigrants steal our jobs”; this statement has increased during the crisis. The real thing is that immigrant people are not occupying the working positions that Spanish people lose. The most affected sectors by unemployment cause loss of jobs for nationals and foreigners. Immigrant employees are being more affected by the crisis and unemployment than nationals. Ironically, part of the entrepreneurship in Spain is boosted by immigrant people. Thanks to the arrival of immigrant people in recent years to Spain, this country has grown economically in a spectacular way. In sectors like tourism or building they cover a huge demand of work and this enhanced the economies dynamics, something that would have been impossible without these people. An example of their importance is that they are responsible for 30 percent of GDP from 2001 to 2006. The arrival of the crisis is affecting the collective in the same way it is affecting to Spanish people and many of them are losing their working positions. In fact, they are suffering more the consequences because of the lack of family relations, less social protection, the difficulties for renovating their documentation, the existence of prejudices or racism. There are researches that show that being immigrant increases the possibility of being unemployed by 60 percent. In fact, there is a high rate of abandonment of the country: almost a million of immigrants have gone since the crisis started. Currently, immigrants only represent 11 percent of the employed population in Spain. Only 8.6 percent of almost three million people who get unemployment benefits in Spain are foreigners. Only just 1 out of 10 employed people in Spain is foreigner. Their presence contributes with lots of benefits to labour market, but they suffer the consequences of the crisis more intensely than Spanish population.

Exercise 10: Disagreement

Description and Targets: show heterogeneity of own cultural environment

Method: individual presentation and discussion

Duration: 30 min

Preparation and Materials: moderation cards, pencils, pin board

How to run:

Think about 3 things you do not agree on or you dislike about your own culture. Write down keywords on moderation cards. The results are presented with pinning the cards on a board. Each participant should say some words about their results.

A group discussion can follow.

(Background) Information:

The exercise shows diversity and different opinions about cultural specialities of your own culture. It demonstrates heterogeneity. It shows that even if you belong to the same culture, every one’s identity has to be taken into account.

Exercise 11: Discriminative experiences

Description and Targets: raise awareness about discrimination

Method: short memos

Duration: 45 min

Preparation and Materials: moderation cards

How to run:

Give 3 moderation cards to every participant. Each person should think about 3 situations where discrimination was observed or experienced. Write one word (a “title”) down on the moderation card. Give 10 min for this part of the exercise.

Let people present their findings – which situations have occurred? Let them tell the short stories. Pin them on a board and sort them if possible (e.g. sexual discrimination, islamophobic discrimination, discrimination against refugees/foreigners, race discrimination).

Reflect on:

- Characteristic of the situations – what makes them discriminative?
- Frequency of discrimination in everyday life
- How to react in discriminative situations? What is civil courage?

(Background) Information:

Discrimination is the behavioural manifestation of the prejudiced attitudes one holds. E.g. “Tom dismisses a female applicant solely as a result of her gender.” This can be based on different characteristics such as age, gender, weight, ethnicity, religion or politics. Discrimination leads to unequal treatment of different persons according to negative prejudices. Rights for equal treatment are set in the human rights declaration of 1948 (http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf):

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Module 2: Migrants & Health

Exercise 12: Migration Quiz – what do you know about migrant groups in your country?

Description and Targets: To learn facts about migration in your country. How did migration happen from a historical point of view? What is the cultural background of largest migrant groups in your country, how many people seeked asylum in the last years etc.?

Method: Quiz in large group

Preparation and Materials: Quiz cards, questions

Duration: 60

How to run: Share the questions on a paper. Every team works on the quiz and writes down the answers. Afterwards answers are compared and correct ones given by the trainer.

Quiz contents:

1. Which are the largest established migrant groups in >your country<? Has this changed since the refugee crisis in 2015?
2. How many people seeked asylum in >your country< from 2007 – 2017?
3. How many people have been granted asylum in >your country< from 2007 – 2017?
4. How many recognized religious communities does >your country< have?
5. How many people in >your country< are Muslim?
6. How is a third-country national defined?
7. Think about the political situation in your country – does politics rather take inclusive measurements or does it contribute to segregation of migrants? What can help to enhance peaceful cohabitation in your opinion? What can every person contribute?
8. Which role do media (TV, newspaper, social media) play in terms of integrating migrants? Do fake news influence people's opinion in your country?

If you want to include an exercise for participants: Collect fake news or sensational reports in media and share/discuss them in the second part of the training. How does news like that contribute to a common opinion about migrants/refugees? Discuss about critical media watching.

(Background) Information:

Provide the answers according to your country based information.

Exercise 13: Changing perspectives

Description and Targets: Changing perspectives through playing roles, deal with privileges, prejudices, stereotypes, participation chances. Which living conditions do people have, that do not belong to the major society. The aim is to raise awareness about other perspectives as well as understand balance of power and reflect about privileges.

Method: role play

Duration: 60-90 min

Preparation and Materials: Role cards:

| | | | |
|---|--|--|--|
| You are a jobless single mother | You are a 16 year old blind student and in a happy relation since one year. | You are a young man using a wheelchair and are undergoing an education as office clerk | You are a prostitute and about 40 years old, you are HIV positive. |
| You are 19 years old and son of a farmer in an isolated village in the mountains. | You are a model from Morocco. | You are the partner of a young, heroine addicted artist. | You are owner of a successful import-export company. |
| You are the son of a Chinese immigrant who runs a flourishing snack bar. | You are carpenter and have lost one arm in an accident. Now you are unemployed. | You are 43 years old and are living in a women shelter after you husband has severely abused you. | You are a 17 year old, born in Rumania and did not finish primary school. |
| You are a young soldier who will go for military foreign assignment in Afghanistan in two months. | You are a Muslim girl and live at your parents. | You are a homeless, 27 year old man and live on selling a homeless newspaper in a big city. | You are 22 years and refugee from Syria. You have been granted asylum last week. |
| You are a 19 year old migrant and actually performing civilian service. | You are the daughter of a local bank director and studying business at university. | You are working in a supermarket and are part of the third generation of a Turkish migrant working family. | You are a 24 year old refugee from Afghanistan. You are currently seeking asylum. |
| You have been working in a shoe fabric and are retired now. | You are the son of a American ambassador of the country you currently live in. | You are 20 years and refugee from Syria. You have been granted asylum six months ago. | You are 45 year old migrant from Nigeria and currently unemployed. In Africa you worked as doctor. |

How to run:

Participants get role cards with information about the person they play. They must not tell the other participants about their role. The trainer asks some questions to concretise the role in the mind of the participants. If they want they can write the answers down secretly:

- How were/are your parents?
- Where and how did you grow up?
- What hobbies do you have?
- What is your profession?
- Who is your friend and what do you do with your friends?
- How do you live?
- How much money do you earn?
- What are you scared of?
- What makes you happy?

Then participants have to stand in a row in the room. Every time they can say yes to one of the following answers, they make one step forward. If they are unsure or answer with no, they keep their position.

Questions (can be chosen):

- You had concerning troubles with money.
- Do you live in a house/flat with running water, energy and a toilet?
- Do you have the feeling to be free to say what you think?
- Are you taken serious?
- Have you ever been scared at a police check?
- Do you have a health insurance?
- Can you use medical services in the country you live?
- Can you afford a yearly holiday?
- Can you buy new clothes regularly?
- Are you optimistically looking to the future?
- Can you get the education you want?
- Can you learn the profession you want?
- Have you ever been scared of going to sleep at night?
- Can you make friends or fall in love with whomever you like?
- Are you able to read and write?
- Did you ever have the feeling of being excluded?
- Do you have the feeling that your religion and language is accepted by the society you live in?
- Are you looking forward with joy to the next day?
- Can you change your political opinion without fear of negative consequences?
- Do you know where to ask if you have any kind of troubles or need help?

After all the questions are answered, people keep their position for reflection. Now all of the participants can guess who each person was and which characteristics their roles have. In the following each participant reads out his role card.

Now the following questions are asked for reflection:

- How many steps have you taken forward?
- At which questions did you have to stay on your position?
- At which questions did you move forward?
- Did you know an answer to all questions or did you have to make a guess?
- Which questions do you explicitly remember?
- How did you feel moving forward/staying back?
- How does the person on the front feel in comparison to the last person standing in the back?
- What has hindered you to move forward?
- Which position would be most desirable?
- Where did you take information from about your role?
- Do we know more about some roles than about others?
- What influences our mind about roles? (e.g. media?)
- How do different characteristics influence participation on the society e.g. gender, origin, religion, age, social status?

- How could your role change? How could your role not change?

(Background) Information:

It is important to visualise differences of humans in a society and therefore the change of perspectives is used. Through this exercise people can experience what how it feels like to be disadvantaged due to some components. Furthermore reflection on what we suppose a person's life looks like even though we only get 1 sentence of information can be triggered.

Exercise 14: Building a tower of sugar

Description and Targets: Raising awareness of being a foreigner in an experienced team.

Method: working groups of at least 4 members

Duration: 30 min

Preparation and Materials: Sugar cubes (alternatively other objects which can build a tower)

How to run: Participants are split in groups of at least 4. They get the task to build the highest tower out of a certain amount of sugar cubes which is defined by the trainer. The groups have 1 minute to consider and discuss about the construction details. After 1 minute they start building the highest tower and have 3 minutes to finish this task. After this the winner is awarded.

Now the dynamic of the group is changed purposely as one member of each group has to switch to another group. The before built tower has to be destroyed. There is NO TIME to discuss; the construction has to be started immediately. There are 2,5 minutes time given to build the highest tower to win the second round. The time pressure is high. Can the experiences and ideas of the new group member be integrated or not?

Reflection: Ask "changers" how they felt, what were the problems? Which strategy won and why? Ask the other group members to reflect too. Which roles did people take? How were negotiation processes experienced? What can be deduced from this situation to a situation in an intercultural context?

(Background) Information:

The participants are in a concrete possible intercultural action situation. Through the concrete task (build the highest tower) but no strategy given, the teams have to develop their own methods.

The exercise aims to demonstrate the different roles of group members, group processes as well as inclusion of new group members. The negotiation processes play an important role.

The situation demonstrates how the interference of an external person to a (group of) society can happen. Inclusion or exclusion has several dimensions in that field: inclusion means the integration of the ideas of the new group member and therefore often enhanced strategy. Still this is an effort and can be time consuming – which can effect short term outcomes. To not integrate the new person opinion in this situation often leads to silent adaptation to existing group processes. In short term this might be not a problem. Which long term effects are possible? How do people feel in their "new group"? How do migrants feel in the "new society"?

Exercise 15: BARNGA

Description and Targets: Realization that different cultures perceive things differently, and/or play by different rules. Students must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

Method: Game, group exercise

Duration: 80 minutes

Preparation and Materials: Barnga Handout, A-10 no face cards (1 set per table)

How to run:

Participants play a simple card game in small groups, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters.

Set-up: Set up (approximately) 6 tables (about 4 people per table), depending on the number of people participating. On each table there should be a copy of the rules for that table per player plus a deck of cards (use only A-10, no face cards). To start, let the participants play a few rounds with the rules and with talking allowed. Next, EVERYTHING is removed from the playing tables. Play continues with everyone at his own table. From now, talking is prohibited.

After allowing a few rounds without talking at the home table, participants must switch tables - the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. **What the players do not know is that each table has learned a different set of rules** (see below).

The rules: Depending on the number of players, rule sheets can be altered or discarded for the number of tables being used. Some samples of rules are as follows:

- Table 1: Ace high, no trump
- Table 2: Ace low, diamonds trump
- Table 3: Ace low, clubs trump
- Table 4: Ace high, hearts trump
- Table 5: Ace high, spades trump
- Table 6: Ace low, no trump

In all cases, other cards will be worth face value 10 high, 2 low.

Each table shares the following rules:

- Players are dealt 5 cards each
- Whoever wins the most tricks will move clockwise to the next table
- Whoever loses the most tricks will move counter clockwise to the next table
- Everyone else stays at the same table
- Each round will be about 5 minutes long (longer if time allows) and each round will consist any number of games that the time allows.
- After the initial round, players will not be allowed to see the rules or speak to each other. Gestures and pictures are allowed, but players are not allowed to use words.
- The game winner will be the person who has won the most tricks in total. (Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as they are playing by different rules.)
- Players must keep track of scores.
- The dealer can be anyone at the table, the person who plays first will be to the right of the dealer.
- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit (players will begin to become confused when some players believe their card is trump, and others disagree or contradict this).

Debriefing: After playing a number of rounds, either use a set time limit, or allow the number of rotations according to the number of tables in play (6 rounds for 6 tables). Students should be aware that they were playing by different rules, and the following questions should be discussed. Students can stay in the last group they were in, or return to their home groups at the teacher's discretion.

Questions:

- If you could describe the game in one word, what would it be?
- What did you expect at the beginning of the game?
- When did you realize that something was wrong?
- How did you deal with it?
- How did not being able to speak contribute to what you were feeling?

(Background) Information:

In Barnaga, participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

Module 3: Developing professional skills

Exercise 16: Intercultural communication and interaction

Description and Targets: To foster reflection on some of the typical communication styles commonly encountered in the participants' and other cultures. To explore some of the potential misunderstandings that may occur when individuals with different communication styles interact.

Method: pair work

Duration: 45 min

Preparation and Materials: "Exploring Communication Approaches" handout:

"Exploring Communication Approaches" handout

1. Read each of the following pairs of descriptions.
2. Decide which descriptions is more like your country, A or B.
3. Think of another culture or country of interest to you. Does it come closer to type A or type B?
4. Choose one or two statement pairs that interest you. Can you think of any misunderstandings that might arise when people from cultures more like A, communicate with people from cultures more like B?

| | | |
|---|---|---|
| 1 | In some countries, people tend to talk quite quickly, frequently interrupting others in order to get their ideas across. | In other countries, people tend to talk in a slow and considered way, rarely interrupting other people when they are talking. |
| 2 | In some countries, people tend to talk quite loudly and are not particularly concerned if people they do not know overhear their conversations. | In other countries, people tend to be more soft-spoken, and take care to ensure that they do not talk so loudly that other people can hear their conversations. |
| 3 | In some countries, people use many physical gestures (such as smiling a lot, waving their arms or banging the table) to emphasize what they are saying and to communicate important ideas and feelings. | In other countries, people do not often use many physical gestures (such as smiling a lot, waving their arms or banging the table). Instead, they use words and their tone of voice to communicate important ideas and information. |
| 4 | In some countries, demonstrating interest in what other people have to say means maintaining good eye contact with them when they are talking. | In other countries, demonstrating respect for other people means trying to avoid too much direct or close eye contact while they are speaking. |
| 5 | In some countries, even people who do not know each other very well will hold hands, embrace, place their arms around each other's shoulders, or touch each other on the arms. | In other countries, people are taught not to touch other people they do not know, and will try to avoid physical contact with strangers wherever possible. |
| 6 | In some countries, when people talk to each other they stand or sit a considerable distance apart, sometimes as much as 50 cm. | In other countries, when people talk to each other than stand or sit very close to each other - sometimes so close that they are almost touching the other person. |
| 7 | In some countries, people are direct and frank in the way they speak. They will give their personal opinions freely, regardless of whom | In other countries, people are less direct in the way they speak. They will often avoid giving their personal opinions unless they |

| | | |
|----|---|--|
| | they are talking to, and will often criticize other people directly if necessary. | know the people they are talking to well, and will try to avoid saying things that might come across as too critical of others. |
| 8 | In some countries, people write e-mails or faxes that are as short, direct and factual as possible. They pose questions directly and ask for information in an explicit and unambiguous way. | In other countries, people sometimes write e-mails or faxes in a less direct and wordier way. They often don't feel the need to spell out precisely and unambiguously the information they require. |
| 9 | In some countries, people often prefer to use e-mails, faxes, letters or other forms of written communication to pass on important information and make sure they get the response they want. | In other countries, people often prefer to use face-to-face discussions, telephone calls or other forms of spoken communication to pass on important information and make sure they get the response they want. |
| 10 | In some countries, learning foreign languages (particularly English) forms a big part of the educational curriculum. People from these countries often speak other languages very well. | In other countries, learning foreign languages is not an important part of the educational curriculum. People from these countries often do speak other languages very well. |
| 11 | In some countries, people are happy to talk about their personal and family life with their colleagues at work. They are also inclined to ask other people questions about their private and family life, even if they do not know them very well. | In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well. |
| 12 | In some countries, people like to make 'small talk' (that is, talk about the weather, football, politics) before they start talking about business. | In other countries, people like to get straight into business without bothering with too much 'small talk' (that is, talk about the weather, football, politics). |
| 13 | In some countries, people are happy to talk about their accomplishments without embarrassment or shame. They think it is polite and honest to describe what they have achieved in their lives. | In other countries, people feel uncomfortable talking about what they have accomplished. They think it is polite and courteous to keep quiet about their attainments. |
| 14 | In some countries, people will try to remain as reasonable, rational and dispassionate as possible during business discussions and conversations. They believe that the best way to remain objective is to argue based on facts and talk from the head, not from the heart. | In other countries, people feel comfortable following their feelings and intuition during business discussions and conversations. They believe that the best way to get their message across is to talk with passion and conviction, even if this sometimes comes across as being emotional. |
| 15 | In some countries, people are happy cracking jokes and telling funny stories at work or in business situations, even with people they do not know very well. | In other countries, people think work is a serious place to be and try to avoid making jokes or telling funny stories unless they know the other person very well. |
| 16 | In some countries, people tend to communicate in an informal way, using first names at work or when dealing with customers and colleagues. People rarely use formal titles (like Mr or Mrs, Doctor, Engineer, Architect). | In other countries, people tend to use formal titles (like Mr or Mrs, Doctor, Engineer, Architect) at work, or when dealing with customers and colleagues, people tend to use first names mainly with family and close friends. |

How to run:

Participants are divided into pairs. Provide each pair with a copy of the “Exploring Communication Approaches” handout. Trainees work through each element, comparing and contrasting the learner’s culture with another country or culture.

(Background) Information:

The way in which we communicate can be considerably diverse from culture to culture. This activity identifies some important areas in which paralinguistic (e.g. volume, speed of speech), extra-linguistic (e.g. gestures, eye contact, touch, physical proximity) and communication styles (e.g. direct versus indirect) differ across national boundaries. It asks learners first to identify the particular approach to communication that predominates in their own and other cultures, and then asks to reflect on the possible consequences when individuals with different approaches in each area interact.

Exercise 17: Intercultural Conflicts and Conflict Prevention

Description and Targets: Realizing arising issues that might lead to conflicts is crucial for setting preventative measures.

Method: group exercise

Duration: 30 min

Preparation and Materials: Pinboard, moderation cards, pencils

How to run:

Participants should write down on moderation cards, how they would recognize arising conflict in an intercultural communicative situation, ideally a common intercultural conflict in the working context is used (e.g. a father does not let male paramedics examine his daughter). The following questions could be used for analysis:

- How does communication work in case of a latent conflict?
- What do the different parties perceive and how does this influence the conflict?
- Which attitude does each player represent?
- How does each party try to deal with the problem?
- How is the beginning of a conflict expressed?
- At which level is the conflict
- Which specifications does a conflict have in case of an emergency situation?
- Which needs, interests and positions influence the conflict?
- What is facilitating or hindering a satisfying solution?

After pinning the results on the pin board, possible resolutions should be defined. What would help to mitigate the conflict? Distribute moderation cards to the participants and collect their inputs and strategies, make them visible at the pin board.

(Background) Information:

It is important to identify the specific issue of the conflict to act preventively. Cultural specifications can influence the process from the very beginning of interpretation and realization up to the handling and solution of the conflict. Especially in an emergency situation quick handling of the situation is important. Therefore a solution must be found quickly (in short-term). The following rules for constructive conflict management can be defined:

- No use of violence
- Change the perspective
- Be ready to talk
- Dialogue ability is important to negotiate a (short-term) solution
- Mediation including a third person: make use of colleagues
- Empathy but also set boundaries
- Make your task clear and state your position (e.g. introduce yourself as a doctor/paramedic etc.)
- Try to find a common target (e.g. providing medical care to the daughter)
- Explain your next steps
- Be trustworthy, binding and professional
- Willingness for cooperation
- Follow your job rules

If a conflict is already recognizable, it is the main target to prevent its (further) escalation and guide them to a constructive form of solution finding. Therefore de-escalation and escalation should be compared and possible actions and answers should be found for every step to restrict or prevent violence and focus on cooperation and solutions.

Exercise 18: Culture shock

Description and Targets: Raise awareness about cultural shocks. Raise awareness of health practitioners on intercultural situations, helping finding out and, thus, understand their own values, rules, reference frameworks, prejudices and other obstacles to a better understanding and to communicate with other people or groups from different cultures.

Method: small group exercise

Duration: 60 min.

Preparation and Materials: Paper, pencil

How to run:

1. What is culture shock?
2. Have you ever experienced culture shock?
3. What has surprised you when you've met people from other countries?
4. Are there people of different cultures in your country? Are you friends with any of them?
5. What other cultures have you met people from?
6. Have you ever felt confused by the actions of someone from another culture?

Give the following instructions:

7. Individually identify a situation where you experienced a cultural shock

8. In small groups of 4 persons: choose 1 or 2 cases
9. Study each case according to the Analytical Framework for Critical Incidents (provided by the trainer)
10. All subgroups gather together and share conclusions

(Background) Information:

What is a cultural shock?

- Shocks with other's culture
- Reveals about our own culture
- Raises critical areas of our encounter with others
- It's an individual experience
- It's both an emotional and an intellectual experience
- It's an opportunity: knowing others implies knowing myself and external references allow my own definition and understanding

A cultural shock as understood for this exercise means different cultural situations that might be shocking for the persons involved.

Another version of a cultural shock is when people immigrate. They run through different stages of a cultural shock (alternating enthusiasm and rejection of the new culture).

Exercise 19: Cultural aspects in emergency situations – part 1

Description and Targets: Practice based exercise to relate intercultural competence to the working context of the ambulance services. The exercise is also used to collect examples for intercultural situations in the daily work of paramedics, which can be used for further training progress.

Method: working groups, group discussion

Duration: 60 min working group, 120 min group discussion

Preparation and Materials: Critical incident framework:

1. Description of the incident:
 - What happened, where and when; who was involved?
 - What was your role/ involvement in the incident?
 - What was the context of this incident, e.g. previous involvement of yourself or other from this agency with this client/ client group?
 - What was the purpose and focus of your contact/ intervention at this point?
2. Initial responses to the incident
 - What were your thoughts and feelings at the time of this incident?
 - What were the responses of other key individuals to this incident? If not known, what do you think these might have been?
3. Issues and dilemmas highlighted by this incident
 - What practice dilemmas were identified as a result of this incident?
 - What are the values and ethical issues which are highlighted by this incident?
 - Are there implications for inter-disciplinary and/ or inter-agency collaborations which you have identified as a result of this incident?
4. Learning

- What have you learned, e.g. about yourself, relationships with others, the social work task, organizational policies, and procedures?
 - What theory (or theories) has (or might have) helped develop your understanding about some aspect of this incident?
 - What research has (or might have) helped develop your understanding about some aspect of this incident?
 - How might an understanding of the legislative, organizational and policy contexts explain some aspects associated with this incident?
 - What future learning needs have you identified as a result of this incident? How might this be achieved?
5. Outcomes
- What were the outcomes of this incident for the various participants?
 - Are there ways in which this incident has led (or might lead to) changes in how you think, feel or act in particular situations?
 - What are your thoughts and feelings now about this incident?

Prepare situations in advance as examples. E.g. they can be taken from Machando: <http://www.springer.com/de/book/9783642348686>

How to run:

1. Divide the group in small groups of about 4 people
2. Each group should have/think about at least 1 example of an emergency situation with intercultural aspects (good or bad experiences welcome).
3. The group has to write down the situation in detail. Which aspects were difficult to handle, which aspects were managed in a good way. How did people behave? What has caused stress for the paramedics? Which aspects are really cultural aspects? Which could have occurred in any other constellation too? Use the critical incidents framework and fill it in.
4. Each group presents its results and a group discussion follows. Be aware of prejudices in the discussions. Define which actions are related to cultural background (highlight them) and which are not.
5. Explain how the situations were handled and which positive and negative aspects can be defined. Discuss strategies and collect ideas how to improve the handling.
6. Tell the participants that the examples will be kept to be worked at further in Module 4.

(Background) Information:

Additionally provide the group with situations to work on if some group is not able to find examples. The situation should be analysed and people should get aware on real cultural components and strategies how to handle them and on components that did not occur because of any cultural background.

Exercise 20: Multifactorial Analysis

Description and Targets: Analysis of a cultural influenced situation

Method: group discussion

Duration: 30 min

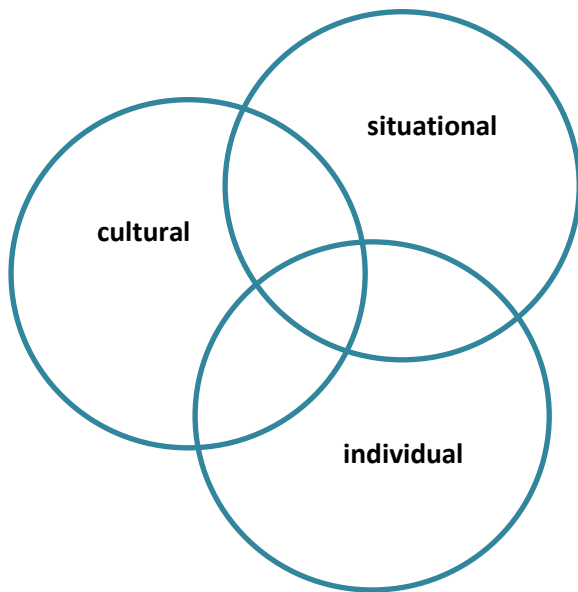
Preparation and Materials: pin board, pencil

How to run:

Introduce the exercise using background info and the following graph drawn on a pin board:

Every situation contains different elements which can be divided in:

- Culturally patterned elements
- Non strictly patterned elements such as individual or situational elements



Question for participants: What do you think the different elements contain and where do they overlap? Collect the answers and write them in the circle.

The answers could be:

Individual Factors:

1. Self-perception or self-vision
2. Patterns of perception of “the other”
3. Basic individual attitudes
4. Usual patterns of behaviour
5. Disposition: aggressiveness / conciliation
6. Social skills
7. Feelings and emotional and affective
8. structure
9. Individual axiology or “scale of values”
10. Individual Philosophy of life

Situational Factors (not for groups)

1. Family situation
2. Economical situation
3. Residential situation
4. Employment situation
5. Gender situation
6. Age situation
7. Social Class

8. Social prestige/status
9. Power and influence

Situational Factors (specifically for immigrants)

1. Legal status: undocumented, vulnerability, documentation in process, etc.
2. Income level of the individual and the family
3. Financial obligations with relatives and other people in their country of origin
4. Labour conditions (working hours, existing contracts - or not -, exploitation...)
5. Living conditions (rented rooms, overcrowding, substandard housing, etc)
6. School performance
7. Health situation and healthcare system access
8. Migration project, strategies and expectations

Cultural (predominant) Factors

1. Norms, prohibitions and prescriptions (diet, rules related to eating manners, dress, celebrations, etc.)
2. Structure and hierarchy of values
3. Age roles and stereotypes
4. Gender roles and stereotypes
5. Kinships systems, family, heritage
6. Conception and practices of interchange, reciprocity, redistribution, etc.
7. Hierarchy, authority and prestige systems
8. Language and verbal and non-verbal
9. Communication patterns

Note: Any factor includes personal, situational and cultural dimensions.

(Background) Information:

Health practitioners in intercultural contexts become intercultural mediators. In mediation processes there are many aspects involved. The contexts where critical incidents take place are complex. Each part in a mediation process bears his/hers own perceptions, views, feelings, interest. Also affects the personality, the mediation style, the cultural background of the mediator.

It is essential to avoid categorizing people only as members of a cultural group. In human relationships there are other dimensions that also condition the result and that we must take in care. Fundamentally we must think in three dimensions, the cultural, the individual and the situational context in which the relationship occurs.

This material proposes different elements in the relationship process with the objective of helping professionals detecting aspects which will be important to solve conflicts and communication crisis in his/her work. The following key elements must be considered:

- In humans relations there are many aspects involved.
- The contexts where critical incidents take place are complex.
- Each part in a multicultural process bears his/hers own perceptions, views, feelings, interests, etc.
- This also affects the personality, the work style and the cultural background of the professionals.

Input: E-Learning – how to use

To ensure learning progress it is crucial to explain the E-Learning system of BICAS and how to get through the content.

Therefore show the website: <http://moodle.bicas-online.eu/login/index.php>

Provide a schedule when the next part of the in-class training will take place. Until then, e-learning needs to be finished.

(Further explanation will be provided after finalization of e-learning platform.)

Module 4: Recognizing and setting boundaries

Exercise 21: Knowing Escalation processes and De-escalation strategies

Description and Targets:

Method: group exercise

Duration: 30 min

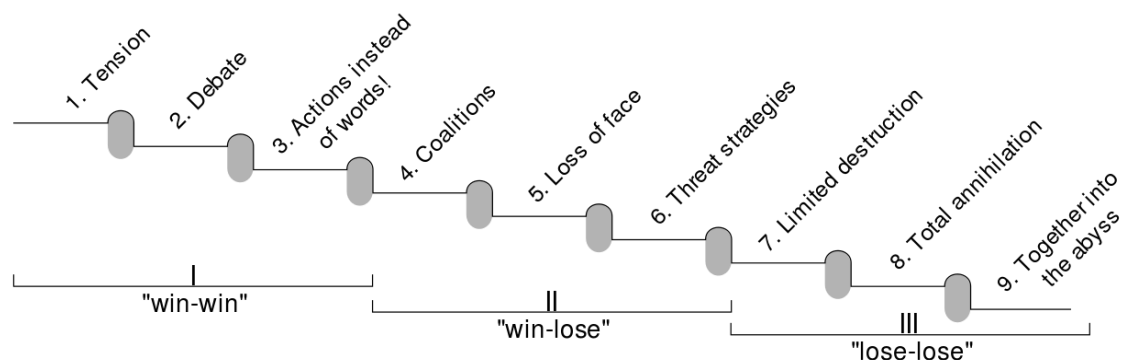
Preparation and Materials:

How to run:

Part 1 of the exercise:

Provide participants with the following sheet and cut it beforehand in extra pictures (see next page). The task is now to sequence the pictures correctly according to the 9 steps of escalation.

Afterwards provide the solution using the Friedrich Glasl's model of conflict escalation (e.g. draw them on a flip chart).



1st level: win-win

Stage 1 – Tension

Conflicts start with tensions, peoples positions harden. This is a common occurrence and is not perceived as the start of a conflict. There is the conviction that the tensions are possibly be solved by talking to each other. Positions are not fixed so far.

Stage 2 – Debate

From now on the conflict parties consider strategies to convince the counterparty of their arguments. Feelings of superiority and inferiority come up. The parties try to put each other under pressure and think in terms of black and white.

Stage 3 – Actions instead of words

The conflict parties increase the pressure on each other in order to assert their own opinion. Discussions are broken off. No more verbal communication takes place, sympathy for "them" disappears and danger for misunderstandings is rising.

2nd level: win-lose

Stage 4 – Coalitions

The conflict is acerbated by the search for supporters of one's statements. Stereotyping and putting the counterparty in a specific role leads to fights. The issue is no longer important: It is all about winning or losing the fight.

Stage 5 – Loss of face

The opponent is directly attacked in public with the aim to make him loose his face. Loss of face goes along with loss of moral credibility.

Stage 6 – Threat strategies

The parties issue mutual threats and ultimatums which accelerate the conflict escalation.

2nd level: lose-lose

Stage 7 – Limited destruction

The opponent is no longer regarded as human. From now on, limited personal loss is seen as a gain if the damage to the opponent is greater.

Stage 8 – Total annihilation

The annihilation of the opponent is the overall target.

Stage 9 – Together into the abyss

There is total confrontation with no return. From this point personal annihilation is accepted in order to defeat the opponent.

Part 2 of the exercise:

What can be done to deescalate in the different stages of escalation processes? Ask the participants to discuss and make notes on possible solution strategies. Afterwards provide Glasls suggestions:

- Stage 1–3: mediation
- Stage 3–5: process guidance
- Stage 4–6: sociotherapeutic process guidance
- Stage 5–7: intercession, intermediation
- Stage 6–8: arbitration, court action
- Stage 7–9: forcible intervention

REVOLUTION



Illustration: Gerhard Meißner, München

(Background) Information:

The main problem of conflicts is the permanent danger of escalation what may lead to violent strategies of managing the conflict. Escalation of conflicts is especially dangerous because:

- Situations can escalate out of control
- There are less alternative actions possible
- Violence behaviour comes up
- Constructive ways of solutions are replaced by victory and defeat structures
- Emotions are dominant
- Destruction is the main target.

To realise when a conflict starts escalating it is necessary to be aware of

- Distortion of perception
- Predominant prejudices and misunderstandings
- Generalisations
- Activating former conflicts
- The main question is about good and evil

Exercise 22: Cultural aspects in emergency situations – part 2

Description and Targets: Practice based exercise to relate intercultural competence to the working context of the ambulance services. The exercise is also used to collect examples for intercultural situations in the daily work of paramedics, which can be used for further training progress.

Method: working groups, group discussion

Duration: 60 min working group, 60 min group discussion

Preparation and Materials: Critical incident framework:

6. Description of the incident:

- What happened, where and when; who was involved?
- What was your role/ involvement in the incident?
- What was the context of this incident, e.g. previous involvement of yourself or other from this agency with this client/ client group?
- What was the purpose and focus of your contact/ intervention at this point?

7. Initial responses to the incident

- What were your thoughts and feelings at the time of this incident?
- What were the responses of other key individuals to this incident? If not known, what do you think these might have been?

8. Issues and dilemmas highlighted by this incident

- What practice dilemmas were identified as a result of this incident?
- What are the values and ethical issues which are highlighted by this incident?
- Are there implications for inter-disciplinary and/ or inter-agency collaborations which you have identified as a result of this incident?

9. Learning

- What have you learned, e.g. about yourself, relationships with others, the social work task, organizational policies, and procedures?

- What theory (or theories) has (or might have) helped develop your understanding about some aspect of this incident?
- What research has (or might have) helped develop your understanding about some aspect of this incident?
- How might an understanding of the legislative, organizational and policy contexts explain some aspects associated with this incident?
- What future learning needs have you identified as a result of this incident? How might this be achieved?

10. Outcomes

- What were the outcomes of this incident for the various participants?
- Are there ways in which this incident has led (or might lead to) changes in how you think, feel or act in particular situations?
- What are your thoughts and feelings now about this incident?

How to run:

7. Divide the group in small groups of about 4 people – they can but must not be the same as they were in module 3
8. Think about your own experiences or revise the situation mentioned in module 3 and think about further behaviour strategies – what has changed after the intercultural training?
9. Use the critical incidents framework again or revise your answers.
10. Each group presents its results and a group discussion follows. Be aware of prejudices in the discussions.
11. Explain which changes of dealing with the situation could be made. Discuss strategies and collect ideas how to improve the handling.

(Background) Information:

Ideally practical examples are used for exercising.

Exercise 23: Sustainable situation handling

Description and Targets: Every organisation has established structures on how to deal with different situations. Participants should find a way – probably using before trained evaluation tools - to report, analyse and use existing resources in the future when difficult intercultural situations occur. There should be a binding agreement and defined tools to ensure sustainability of the BICAS overall training.

Method: small working groups

Duration: 120 min

Preparation and Materials: Flip Charts, Pencils

How to run:

The group is divided in three working groups.

Main task is to establish a system how difficult situations will be handled in the future and how the organisation should deal with it. How to get prepared for the situations? How can reactions in the situation be improved? How can good practice be established? How can situations be reported and

experiences be shared? Who can provide support? How can strategies of intercultural management be established in the organisational processes to ensure sustainability?

Each group gets one of the following tasks to be discussed and results presented on a flip chart and afterwards to the class:

1st group: How to get prepared for intercultural difficult situations? What can I do in advance?

2nd group: What can provide ad hoc support intercultural difficult situations? What can be done immediately?

3rd group: How can difficult intercultural situations be handles afterwards? Which structures are necessary to gain feedback, counselling and possibility to report?

The working groups should have at least 30 min of time to work on the flip charts. Afterwards they present their findings and the group discusses and enhances them. Ideally binding agreements including time plans are made (who does what until when) which can further be discussed with responsible persons of the organisation.

(Background) Information:

To ensure sustainability of the whole BICAS training it is crucial to on the one side make use of the provided tools for preparation as well as for handling difficult intercultural situations at ambulance services. On the other side strategies for analysing the situation afterwards need to be developed. This could include peer systems, discussion at platforms or physical meetings, where counselling of other colleagues as well as referring to the BICAS content can help to improve management of the situation and keep stress levels of paramedics low.

Input: How to use the BICAS app

INPUT WITH PRESENTATION OF BICAS APP

Debriefing and feedback

Exercise 24: Reflection for my work

Description and Targets: Rate the training contents according to their relevance for your work. Visualise your findings with different colours.

Method: group exercise

Duration: 20 min

Preparation and Materials: Pin board with tree drawn on it, moderation cards (ideally in leaf shape) in three different colours: red, green and yellow

How to run:

The participants write down the following to the appropriate moderation card:

- Red cards: “mature fruits” – these symbolize the recognitions out of the training

- Green cards: “tender buds” – these symbolize further needs and wishes, what they need to know more about
- Yellow cards: “fallen fruits” – these contain what has not went so well, what should not happen again in the training.

The red cards are pinned on top of the tree, the tender buds are in the middle and the fallen fruits are lying on the ground.

The trainer reads out loud the cards and clarifies if something is not understandable. Some aspects can be discussed in the group if necessary.

(Background) Information:

Evaluation tool.

Exercise 25: Feedback about the training

Description and Targets: Collect feedback from trainees.

Method: Group circle

Duration: 10 min

Preparation and Materials: none

How to run:

Every participant should say no more than 3 sentences about the training – this can contain positive and negative aspects.

(Background) Information:

Collect feedback for further improvements.

Evaluation

NEEDS TO BE INCLUDED (europrojectlab)

BARNGA Game Handouts

(please see the following pages)

Group 1 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right – he/she marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **lowest** card in each suit.

Trump

The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



HEARTS



SPADES



CLUBS



Group 2 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **highest** card in each suit.

Trump

The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



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Group 3 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **lowest** card in each suit.

Trump

The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



HEARTS



SPADES



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Group 4 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **highest** card in each suit.

Trump

The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



HEARTS



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Group 5 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **highest** card in each suit.

Trump

There is no trump in this game.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



HEARTS



SPADES



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Group 6 - Rules

Deal

Dealer is the oldest person in the group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start

Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit

The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace

The Ace is the **lowest** card in each suit.

Trump

The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks

The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A round

The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the *Round* is finished.

A game

The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

DIAMONDS



HEARTS



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Additional Exercises: Reflection about stereotypes and borders

The follow activities were used in the Pilot delivered in Spain. These activities were used for supporting the e-learning time and also to provide personal and private time for reflection on topics related to learning contents: migrations, borders, interculturality, etc.

These activities were sent to students biweekly and all participants had to return it completed.

From the e-learning coordination per each exercise and per each student a feedback was sent. The advice for this feedback is to make comment, which reinforce the work carried out, solve doubts or value positively if any opinion is properly substantiated. However, it is very important not to value or judge any answer because it is an exercise of personal and free reflection.

Exercise: BALABLOK

Description and Targets: The complementary exercise consists in the visualization of the BALABLOK video of 7,33 minutes, and in the realization of A DESCRIPTION, an analysis and finally a personal critical reflection. The minimum extension must be 1900 characters – with spaces – there is no maximum extension.

BALABLOK is an animation of the Czech film director Bretislav Pojar, much of his work is characterized by audiovisual creation that addresses social criticism.



<https://www.youtube.com/watch?v=p5bF0tKwAVU>

Exercise: Ideas Barometer

Description and Targets: Complimentary exercise consists of developing 10 arguments against international migrations in your country (immigration) and 10 arguments in favor.

Both the arguments for and against are obligatory.

Once the arguments are written, a final personal reflection of at least 900 characters must be realised.

Arguments AGAINST international migration in you country (immigration)

| | |
|----|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Arguments IN FAVOR OF international migration in your country (immigration)

| | |
|----|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Personal final reflecion of approx. 900 characters:

Exercise: What about borders?¹

Description and Targets: Imagine that from tomorrow, by international political decision, the borders are eliminated, and every person from anywhere in the world could cross them for living, working..., anywhere, as long as they wanted and whenever they wanted.

- What do you think would happen?

- You, would you be in favor of or against this decision?

- Do you think that this decision would bring you rights or benefits that you do not count currently on?

- Do you think that this decision would bring rights or benefits, which are not currently recognized by other people from other countries?

- What emotions do you feel with this world decision?

- The current world population exceeds 7,000 million people. How many people or how many people do you think would make short-term use of this new internationally recognized right?

- From this new international political decision, would it make sense to continue using the terms immigration and emigration?

- What countries do you think would be the ones that will receive more people in the short or medium term? And what fewer countries?

- What characteristics, contexts or similar social environments would people who would use this right have in the short-medium term?

- What changes do you think that countries with more arrivals would have?

¹ Source: Alicia Ocon Fdez. (Andalucía Acoge)

- What changes do you think that countries with fewer arrivals would have?

- Do you think that this decision would affect the welfare of the population of all countries? To all the same?

- How do you think this decision would affect you?

- How would this decision affect your well-being?

- How would this decision affect your life?

- How do you think this decision will affect the life and well-being of other people?

- What do you think the world impact of this news would be?

- After this international decision, how do you think the social, economic, political and ideological (cultural) world configuration would be in the medium to long term?

- What sense, utility, or reason do you think have geopolitical borders, border crossings, and immigration laws?

- Do you think this international decision would be possible?

- Would you like it to happen?

Exercise: Feel Pics²

Exercise description: Visualize each illustration, collect the first impression it produces to you, add your interpretation and finally a general assessment (According to each country the images must be changed).



Tomy
www.bolicarton.com (2007)

| | |
|---------------------------|--|
| Emotional Reaction | |
| Interpretation | |
| Assessment | |

² Source: Alicia Ocon Fdez. (Andalucía Acoge). For each image, the source or authorship is indicated.



El Roto: <http://4.bp.blogspot.com>

| | |
|---------------------------|--|
| Emotional Reaction | |
| Interpretation | |
| Assessment | |



<https://nuevarevolucion.es/la-vineta-de-rubio-inmigracion/>

| | |
|---------------------------|--|
| Emotional Reaction | |
| Interpretation | |
| Assessment | |



El Roto - <http://rojoynegro.info/portada/vineta?page=211>

| | |
|---------------------------|--|
| Emotional Reaction | |
| Interpretation | |
| Assessment | |



iBern

<https://ibernhumor.com/>

**Emotional
Reaction**

Interpretation

Assessment



<http://www.jorgevargas.com.mx/wp-content/uploads/vineta-desc-america.jpg>

| | |
|---------------------------|--|
| Emotional Reaction | |
| Interpretation | |
| Assessment | |

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³ Websites were retrieved on 02.03.2018