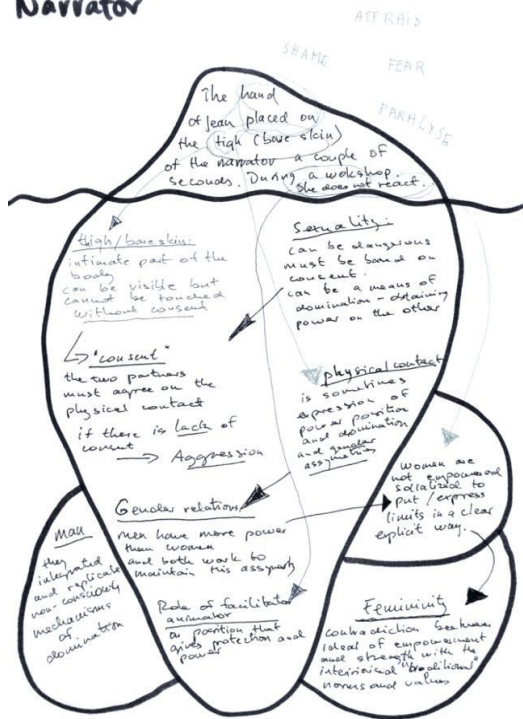
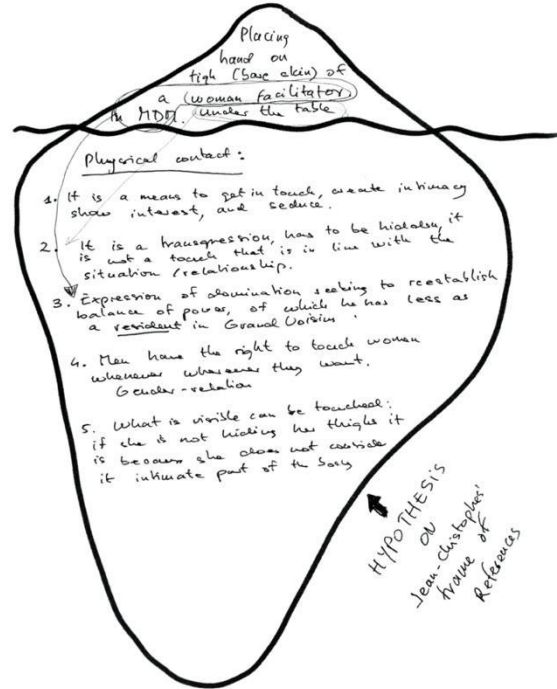


« Icebergs for culture shocks »

Navigator



Jean Christophe



PREPARED BY: élan interculturel

TAGS (3 categorizations)

Is this activity focusing on one of the 3 steps of the method or tackling a transversal challenge facilitators may face?	Step of the method	YES	Decentering	Discovery of the frames of references of the other	Negotiation
	Challenge treated	NO			

Small Description

Please explain in a short paragraph (using grammatically correct full sentences) what your activity is about, why did you create it?

Analysing critical incidents through the metaphor of the iceberg allows us to explore our representations, norms and values in which we have been constructed and which surface in the encounter with difference. This exercise teaches us to become aware that different values, norms and representations are connected to the same facts/behaviours.

Quick info

TIME FRAME 30-60min	GROUP SIZE 2-10	FACILITATION LVL Beginner	COMFORT ZONE Safe	MATERIALS Pen and paper or a computer/mobile device.
60-90 min	6-12	advanced	Mildly challenging	Flipchart and markers or smartboard

Preparations needed

This is a sequence we recommend to use in a workshop after the collection of culture shock experiences from participants. The collection can happen in writing (where each participants writes down a culture shock experience) or orally (where groups of 3-4 participants share with each other their own experiences of culture shock via verbal sharing). If you have collected incidents in a written form, it may be a good idea to read them all and choose the ones you feel confident in analysing. You may also need to do some preliminary research to have some clues about the frames of references involved in the incident.

Instructions Step By Step

Please give step by step instructions of your activity, including debriefing. Be direct, address the reader as a facilitator directly: eg. ask your participants to stand in a circle...

We present here a simplified version of using the grid for the analysis of critical incidents developed by Margalit Cohen-Emerique. Such a simplified analysis could be adapted for workshops where the participants are not professionals of the social field, and do not wish to transmit the method for such professionals. In past sessions we have used this adaptation with youth workers, young people, teachers of French as a second language.

The description below starts from the moment where participants already identified an experience of “culture shock” (for instance after the “decentering with images” activity).

Step 1.

Introduce the role of the narrator and the support people: the narrator should read the incident to the team members, answer any questions of clarification. At this point the others should not try to solve the incident, nor should they assess how the narrator behaved. In no case should they judge the narrator. They should be in an attitude of active listening, support, then later on when they explore the frames of references they should ask questions / propose values and norms to the narrator.

Step 2.

Invite participants to make an inventory of all the people present in the situation. Ask them to reflect on their relationships, as well as relationships between their social groups. Invite them to discuss who have more status / power in the society or in the situation. Also explore the context: whether and how elements of the physical and social context have influenced the situation.

Step 3.

Draw an iceberg on the flipchart, present it to participants as a metaphor that is widely used by intercultural trainers. Ask them why they think it is so. Appreciate together power of the iceberg as a visual tool to show that there is a smaller visible side above the waterline and a much bigger hidden part that sustains the small top part. The top part is the objectively perceivable manifestations of culture and the hidden part includes the norms, representations values that sustain culture’s manifestations.

In this activity we will work with two icebergs: first one to analyse values and norms of the person who experiences the shock and then another one for the person(s) who triggered the shock.

When exploring the icebergs, it is very important that the groups start with the iceberg of the narrator first, and then explore the iceberg of the other person. Concerning this latter it must be clear that what we can emit are only hypothesis as the other person is not present.

Step 4.

You can either let small groups do their work independently, or do the work in plenary under your guidance. If they work in small groups, you’ll need to check them from time to time to see where they are, whether or not there are misunderstandings or blockages etc. It is also possible to create two groups, one to work on the iceberg of the narrator and another one on the iceberg of the other person. This can be done if members of the group share social identities with the person who has ‘triggered’ the shock experience.

Step 5.

If sub-groups have worked separately, you can share their work in plenary. At the presentation: invite groups one by one to show their analysis. It is still important that the narrator of an incident cannot be the one that presents the analysis. To present the analysis they should start with the table of identities, briefly showing what the identity elements that separate are and that connect the two parties. When the presenter explains the icebergs, the facilitator and the other participants can propose new elements that the group hasn't thought about.

Hints for the facilitator

The method of critical incidents can result in enlightening revelations, but only when we manage to go beyond a superficial level. It is your mission to help participants go “deep beyond sea level” and identify the values and norms relevant in the situation.

When exploring the frames of references (values, norms, representations etc.) support team members can use questions such as (example..): what does “femininity” mean to you? Is gender equality important to you?

Ressources (Who invented this activity or who inspired it)

If you invented it, please write the name of your colleague and institution as you'd like it to be referenced. If you used ideas /activities of others please put full reference as concretely as you can

The method of critical incidents was developed by Margalit Cohen-Emerique. Using the icebergs as an illustration was the idea of Cécile Stola (élan interculturel).