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**GAMIFICATION**  
for Intercultural Education

# Set of Didactic Games for Intercultural Education

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GAMIFICATION FOR INTERCULTURAL EDUCATION  
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The Set of Games provides is one of the project results for the "Gamification for Intercultural Education" project. It provides examples of games that can aid in developing intercultural competencies.

The project's consortium is composed by seven organisations:

Krakowskie Centrum Zarządzania i Administracji  
(coordinator) - Poland

EUNOIA - North Macedonia

Diefthynsi Defterovathimias Ekpedefsis Nomou Fthiotidas -  
Greece

Asociația Școala Inovației - Romania

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All project resources are available on our official website:

<http://edu-gamification.eu/>



# Introduction





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The Set of Games is one of the main results of the project "Gamification for Intercultural Education" aimed at developing resources that will help educators to enhance students' creativity, and shape their cultural awareness through didactic games used in intercultural education. In this document, you will find 15 free-to-use games divided into outdoor, digital and board versions.

Our work is a response to the needs of culturally diverse environments. Developing cultural competence in children is essential for strengthening social inclusion. Thanks to our games, students will better understand what their culture is, what's their cultural identity, how it can differ from others, how non-verbal gestures can be interpreted differently depending on the culture, how language is an integral part of the culture and influences the perception of the world, and how important it is to combat prejudice and harmful stereotypes.

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## What's Intercultural Education?

The aim of Intercultural Education is to raise awareness about the diversity present in all areas of human life and to sensitise the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews.

Intercultural Education promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built (see: [Traveller Education in Primary Schools](#), [Intercultural Education in the Primary School Guidelines](#))

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# What's cultural identity?

Cultural identity refers to identification with a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

## Components of Cultural Identity

Ching Wan, Pony Yuen-Ga Chew, 2013

### Cultural knowledge

Connects an individual with a culture through the individual's direct endorsement of what are widely known to be the culture's central characteristics

### Category label

Cultural identity refers to identification with a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

### Social connections

Connects an individual with a culture through networks of specific social relationships





# Warm up-activity: Virtual Scavenger Hunt

This activity will be useful if you want to familiarize participants with basic information about culture and elements of cultural identity

## Scavenger Hunt Missions



Visit <https://www.commisceo-global.com/resources/country-guides>

- Write at least 5 things that you recall from your reading. What stuck in your memory and why? (10 points)
- How is this country's culture different from yours? Write down at least 3 differences. (10 points)



Visit <https://getcustoms.com/>

- Solve a crossword puzzle. (10 points)
- Name 5 things you learned about the country by solving a crossword puzzle. (10 points)



Visit <http://guide.culturecrossing.net/>

- Read about at least 3 countries while paying special attention to information about their communication style, personal space & touching, eye contact, gestures and views on time.
- Write down the names of the countries and what differences and similarities you noted while reading the descriptions. (10 points)



Visit this website <https://www.mic.usi.ch/no-going-back-coming-terms-intercultural-identity-cs-en>

- Read a case study "No Going Back | Coming to Terms with an Intercultural Identity".
- Answer the following questions:
  - What's culture shock? (10 points)
  - What's intercultural identity? (10 points)
  - Do people have one or multiple identities? What identities do you have? (10 points)
  - How has migration affected you personally? (10 points)



Visit this website <https://www.gapminder.org/dollar-street>

- Look at the photographs that show how people really live around the world.
- Answer the following questions:
  - Do you think financial status is a part of your identity? (10 points)
  - How does financial status influence your way of living? (10 points)



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

- Watch to learn more about how cross-cultural understanding can help us to see each other. (10 points)
- What are 3 things you learned? (10 points)



Visit <https://www.youtube.com/watch?v=JzJNA-3b6NA>

- Watch to learn more about cross-cultural communication.
- What are 3 things you learned? (10 points)

In this handbook, you will find 3 types of games.....

## OUTDOOR GAMES

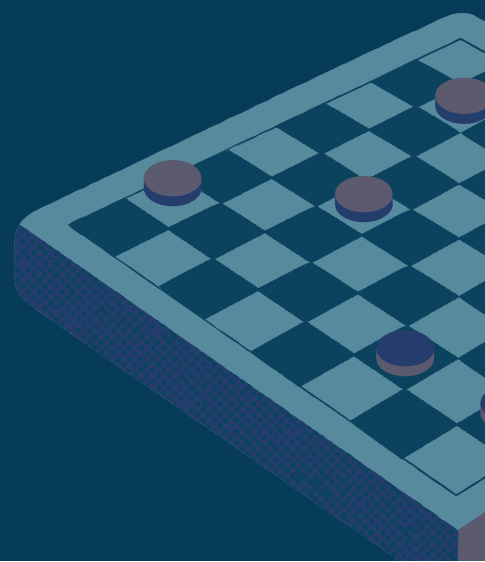
Learning outdoors can be an opportunity not only for physical exercise, but also for intellectual stimulation. Outdoor play can be a pleasant and healthy change from a sedentary lifestyle.

## DIGITAL GAMES

Digital games - when well designed - can provide rich, fun, interactive experiences that can foster cognitive development, skill building, social interactions, and healthy behaviors.

## BOARD GAMES

Board games can provide students with opportunities to apply concepts they have learned. Board games promote collaboration, inquiry, and critical thinking (see: [Learning Through Inquiry: Makerspaces, Manipulatives, and Boardgames](#)).





## Post-game activity: Classroom discussion



Discussion questions are meant to make students reflect on the game topic and its relation to intercultural education. Divide the class into groups and ask them to respond to specific questions or respond to the questions as a class. Give 20 to 25 minutes to respond to questions from a given topic. More than one student may try to give their answer to the same question. Familiarize yourself with these questions in advance and think about possible answers.

### Topic: Language

#### Group discussion

1. What's the connection between language & culture? Why learning a new language builds cultural competence?
2. Why is language vital to cultural and national identity? How does it unify people? How might it separate them?
3. How does literature reflect cultural values?
4. Why languages borrow words from one another, and what does it tell us?
5. In your opinion, what are the barriers to effective communication?





## Topic: Non-verbal communication

### Group discussion

1. Why do you think body language is important?
2. How do you use body language in your daily life?
3. Can you give me an example of how non-verbal messages differ across cultures?
4. What's more important? Verbal or non-verbal communication?
5. How can you misinterpret someone's body language?
6. Is it appropriate or inappropriate to kiss the person on the cheek when greeting him/her? Is it context-dependent?
7. Is it OK to be late in your culture?
8. What can clothing communicate? How do clothes represent culture?



## Topic: Cultural Identity

### Group discussion

1. What's cultural identity?
2. Why is cultural identity important?
3. How relevant is cultural identity in your daily life?
4. When you think about your culture, what are you the most proud of?
5. When people from other countries think about your culture, what do they usually think of? In contrast - what do you think when you think about your culture?
6. If you met a foreigner, and he would ask you about your culture, what information would you share first & why?
7. In your opinion, how relevant is knowledge about your culture for cross-cultural communication?
8. In your opinion, how relevant is knowledge about your culture for understanding of other cultures?
9. How tourism can help in fostering cultural sensitivity and appreciation for other cultures?
10. What tourist attractions can tell us about a nation's cultural identity?

## Topic: Customs & Traditions

### Group discussion

1. What kinds of things do people celebrate? How can these celebrations differ around the world?
2. Which are the biggest cultural festivals in your country?
3. What role does religion play in these celebrations?
4. What customs you heard of but never been a part of?
5. In which, traditional festival from another country you'd like to participate?
6. Are there any important traditions in your family?
7. Are there any traditional stories in your culture? Can you name one?
8. Why do you think superstitions exist?

## Topic: Stereotypes, prejudices, biases

### Group discussion

1. Can you define the following terms: stereotype, prejudice, bias? How are these terms different from one another?
2. Can you give an example of stereotypes that people from your culture are subjected to? Why are they inaccurate?
3. Do you use stereotypes when thinking about other people?
4. Why are stereotypes damaging?
5. Do you know people with strong biases or prejudices? If so, how do you think it came about?
6. Are there any cultures that people from your country are particular negative about? How does this manifest in their behaviour?





# Game Set 1: Let's Talk About Culture

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Gamification for Intercultural Education

# Let's Talk About Culture - Team Building Game



# Board game

## Let's Talk About Culture - Team Building Game



### Topic

Cultural self-awareness

Cultural self-awareness displays itself through recognition and appreciation of the similarities and differences that exist between cultures.

This game will encourage students to think about their culture, their cultural identity, as well as about different cultures.



### Game goals

We want to increase student's self-awareness because people who are culturally self-aware know how to effectively co-exist with people from different cultural backgrounds, our aim is to increase chances for positive attitudes and behaviours in the context of intercultural interactions.



### Time Allotment

45 minutes



### Number of players

Minimal number of players - 4

Scissors, glue, paper and printer



### Materials needed

Handout 1 Gameboard pt.1  
Handout 2 Gameboard pt.2  
Handout 3 Question cards  
Handout 4 Event cards  
Handout 5 Charade cards  
Handout 6 Taboo cards  
Handout 7 Teams



## Board game

# Let's Talk About Culture - Team Building Game

### Step by step implementation

Divide students into groups. Minimum two people have to be in each group.

#### Step 1

Each team's purpose is to get to the finish line first with their animal pawn.

Each team has to pick their team's name. Their name should be an animal name, and they should pick a circle that represents them from Handout 7: Teams. They will also work as pawns for the board.

#### Step 2

Now that players have picked their team names, they're all in possession of one circle that represents their team's name (see: Handout 7: Teams).

#### Step 3

Team representatives each roll dice, and the team with the highest number starts the game.

Step 4 To move forward on the board, they use animal circles and roll dice.

On the board there are spaces with "special functions". If - after rolling dice - the team steps on such space - in their next turn, they DO NOT roll dice to move. Instead, they draw a card.

There are 4 types of cards in this game:

- Event cards - this type of card will always tell a team what their next move is. It can reward them or punish them.
  - Question cards - this type of card should be drawn by another team. Another team asks questions, and the team whose turn it is to move has to give the correct answer in order to bring their pawn forward one space. If they answer incorrectly - they stay where they are.
  - Charade cards - In charades, a player acts out a concept in silence—no talking allowed—and the rest of his team members have to guess the chosen word or phrase. If his team answers within 60 seconds - they move their pawn forward. If his team can't guess the answer in time - their pawn stays where it is. Charade cards include a charade theme that a student who will be tasked with showing the concept has to read out loud.
- #### Step 5

## Board game

# Let's Talk About Culture - Team Building Game

### Step by step implementation

Step 5 cont. Taboo cards - The objective is for a chosen team member to have their partners guess the word on the player's card without using the word itself or additional words listed on the card. If his team answers within 60 seconds - they move their pawn forward. If his team can't guess the answer in time - their pawn stays where it is.

Step 6 The team that reaches finish line first wins the game.

### Additional information

In case there are no more question cards or taboo cards you can substitute them with charade cards or event cards which can be reused multiple times.

# Let's Talk About Culture - Scavenger Hunt



# Outdoor game

## Let's Talk About Culture - Scavenger Hunt



### Topic

Cultural identity



### Game goals

Self-knowledge and awareness about one's own culture is one of the components important to developing cultural competence. This is why the following game requires students to explore the city in order to look for places related to their own country's culture. They're asked to look for a library, museum, monument, theatre, souvenir store and so on. To complete the mission then also have to answer questions related to these places which is supposed to encourage them to think deeply about the cultural significance of places they're visiting.



### Time Allotment

45 minutes to 1 hour



### Number of players

3-4 teams



### Materials needed

Camera, tablet, or phone to take pictures and film videos, writing utensils

Handout: Video Scavenger Hunt  
Handout: Photo Scavenger Hunt



# Outdoor game

## Let's Talk About Culture - Scavenger Hunt

### Step by step implementation

Step 1 Gather a group and go to the location where the hunt is to take place.

Step 2 Students can play in pairs, or in groups of three or four.

Step 3 Before starting the game, students should be reminded of the safety rules in a public place - do not run, obey traffic rules, be careful.

Step 4 Time to play - The game time depends on the location, but we suggest setting aside an hour or so for the game and informing students that they are to be at the place they started from by that time even if they haven't finished doing all the missions.

To complete each mission students have to take a pictures next to a building they were asked to find.

Additionally, as they visit these places they need to answer questions that can be found in the handout.

See: Handout: Photo Scavenger Hunt

Teams can get extra points (50 points) for:

- Step 5
- Completing all missions
  - Coming back first
  - Taking the funniest picture
  - Taking the most artistic picture

# Outdoor game

## Let's Talk About Culture - Scavenger Hunt

Step by step implementation cont.

Step 6 Now it's time for another task in which each team once again has a chance to win.

Step 7 The teacher distributes BINGO cards to the teams.

see: Handout: Video Scavenger Hunt

Step 8 On the BINGO card, teams will find topics to discuss. To complete BINGO students need to complete 3 missions in a way that allows them to cross the squares in a horizontal, vertical or diagonal line on their individual card.

Step 9 Each team has to record 3 videos (i.e. complete three missions). Each video should be no more than 5 minutes long. During the recording, each team member should speak up.

Step 10 Then the whole group should watch the recorded videos. The winner is chosen by voting, students can also write which statement interested them the most/learned something new.

# LET'S TALK ABOUT CULTURE - ADVENTURES ABROAD



# Digital game

## Let's Talk About Culture - Adventures Abroad



**Topic**

Cultural diversity



**Game goals**

The goal of the game is to expose players to the elements of culture such as national cuisine, architecture, religious practices and festivals as part of the culture while showing how these elements change depending on our location. We hope that this game will help sensitize young people to the beauty and diversity of culture, and encourage and show the value of establishing intercultural relationships.



**Time Allotment**

15-20 minutes



**Number of players**

1



**Materials needed**

HTML file, computer/laptop



**Game description**

This game is a storytelling-based game. As part of the gameplay, the player takes on the role of a tourist and can fly to a country of his choice. While in the country, the player learns interesting facts about the city of his choice. Questions the player has to answer and choices the player has to make are related to elements of the country's culture.

**CLICK TO**  
**PLAY**





Game Set 2:  
REBE

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Gamification for Intercultural Education

A close-up, angled view of a Scrabble board. The background is a light blue color. In the foreground, several wooden Scrabble tiles are arranged to spell out the word 'REBE'. The tiles are light-colored wood with dark blue letters and numbers. The 'R' tile has a '1' next to it, the 'E' has a '1', the 'A' has a '1', and the 'R' has a '1'. Below the tiles, there are several blue and red star-shaped markers with white text. One blue marker says 'DOUBLE LETTER SCORE', another says 'TRIPLE LETTER SCORE', and a red one says 'DOUBLE LETTER SCORE'. There is also a red star-shaped marker with a white star inside. The overall composition is clean and modern, with a focus on the game's components.

# REBE Board Game

# Board game

## REBE



### Topic

Cultural knowledge

### Game goals

The player needs to display knowledge about a set of cultural topics and the goal is not only to explore cultural diversity and increase cultural self-awareness but it is also to improve the brain's performance, imagination, vocabulary, focus, memory, tactics, and strategy of players.



### Time Allotment

20 minutes



### Number of players

3,4,5



### Materials needed

Writing utensils  
Handout 1: REBE Gameboard

# Board game

## REBE

### Preparation

Make tickets for each player and write the number 1 on one of them and the number 2 on the others. The player who draws the ticket with the number 1 written on it will start the game. The other players will follow him counterclockwise.

### Step by step implementation

Step 1 Write your first names on the REBE Gameboard.

Pick a word category. There are the following categories to choose from:

- Languages
- Countries
- Step 2
  - Religions
  - Holidays
  - Cultural garments
  - Cultural heroes

Step 3 Then, the players are tasked one at a time to write down a word related to the given category from any number of letters, having all the letters of the alphabet at their disposal.

The first player must pass through the square in the center of the board (Start). Each new word or words must be written in a single column or row with no gaps and must connect to the existing words in one of the following ways:

Step 4

- Adding one or more letters to a word or letters already on the board.
- Writing a word at right angles to a word already on the board. The new word must use one of the letters already on the board or must add a letter to one of the words on the board.



# Board game

## REBE

Step 3  
cont.

- Writing a complete word parallel to a word already placed so that adjacent letters also form complete words.
- If we add a group of words, then there will be no spaces between them (for example: Roman Catholic will be written on the gameboard as RomanCatholic).
- Any new words formed by these connections must also be in the dictionary.

Each letter used in the proposed word has a value. This amount should always be totaled. The accumulated points are added in the specially designated space on the REBE gameboard according to each letter value used in the proposed word.

Step 4

26 Letters = values:

- 1 point - A E I O U L N S T R
- 2 points - D G
- 3 points - B C M P
- 4 points - F H V W Y
- 5 points - K
- 8 points - J X
- 10 points - Q Z

Step 5

The winner is the player with the most points.

The image shows two hands held up against a blue background. The hands are covered in colorful graffiti, including words like 'GREEN EYES', 'WOMAN', 'A-GIVING', 'ST daughter', and 'Self-conscious'. There are also various symbols like hearts, stars, and swirls. The text 'REBE Outdoor game' is overlaid on the left hand in white.

REBE

Outdoor game

# Outdoor Game

## REBE -Outdoor Game



### Topic

Cultural diversity

People belong to various religions, speak different languages, wear different clothes, and eat different things, among other diversities.



### Game goals

To play REBE, a player needs to display knowledge about a set of cultural topics and the goal is not only to explore cultural diversity and increase cultural self-awareness but it is also to improve the brain's performance, imagination, vocabulary, focus, memory, tactics, and strategy of players.



### Time Allotment

It depends on the number of players



### Number of players

6-30



### Materials needed

A bag, cap or hat

Handout 1: Word categories

Handout 2: Word categories (variant 2)

# Outdoor Game

## REBE -Outdoor Game

### Step by step implementation

- Step 1 Depending on the number of players, put cards/word categories into a bag/cap/hat for at least each of them. For example, put one set of cards or word categories into a bag, cap, or hat if there are six players; three sets of cards or word categories into a bag, cap, or hat if there are 23 players
- Step 2 Make tickets for each player. Write the number 1 on one of them and the number 2 on the others. These tickets will determine who will start the game.
- Step 2 Form a circle of 6-30 players.
- Step 3 The player who draws the ticket with the number 1 written on it will start the game.
- Step 4 Each player extracts a card/word category from the bag/cap/hat.
- Step 5 First round starts. The player announces the word category extracted and then says a word from the chosen category. The other players, in turn, from right to left, must quickly say (you can set a time limit) a word from the chosen category whose initial is the same as the one who started the game/round. The player who does not know the answer is eliminated.
- Step 6 Each round will start with the player to the right of the eliminated one. Otherwise, the game will continue as in the first round.
- Step 7 The player who remains in the circle is declared the winner.





REBE

Digital Game

# Digital game

## REBE



**Topic**

Cultural diversity



**Game goals**

The player needs to display knowledge about a set of cultural topics and the goal is not only to explore cultural diversity and increase cultural self-awareness but it is also to improve the brain's performance, imagination, vocabulary, focus, memory, tactics, and strategy of players.



**Time Allotment**

15-20 minutes



**Number of players**

2,3 or 4



**Materials needed**

HTML file, computer/laptop for each student

**CLICK TO**  
**PLAY**

# Board game

## REBE

### Step by step implementation

Step 1 Before the game starts players need to register their first names.

Step 2 Each game has 4 rounds. Each round has a different word category. Players are tasked one at a time to write down a word related to the given category from any number of letters, having all the letters of the alphabet at their disposal. The first player must pass through the square in the centre of the board (START) immediately after pressing the PLAY button. The REBE will determine the order in which the players will play

The letters placed in a single turn must all be in a single horizontal row or in a single vertical column, and the letters placed (plus letters already on the board) must form a single word from the dictionary, with no gaps. Each new word must connect to the existing words, in one of the following ways:

- Step 3
- Adding one or more letters to a word or letters already on the board.
  - Placing a word at right angles to a word already on the board. The new word must use one of the letters already on the board or must add a letter to one of the words on the board.
  - Placing a complete word parallel to a word already played so that adjacent letters also form complete words.
  - If we add a group of words, then there will be no spaces between them (for example: Roman Catholic will be written on the gameboard as RomanCatholic).

Step 4 The game automatically chooses a winner at the end of the rounds.

# Digital game

## REBE

The meaning of the buttons:

ABOUT = REBE game guidelines and general information.

PLAY = starting the game.

PASS = give up the other player's turn.

CLEAR = delete the letters added in the last word.

BUZZ = the correctness of the word written on the gameboard is checked.

The one who pressed BUZZ, presses KEEP IT or TRY AGAIN depending on the result. All players must accept the solution if you want to keep it by clicking beside their names.

TRY AGAIN = unlock the solution in case you want to change something in the current word.

KEEP IT = add the word to your list and move on to the next player.

NEXT ROUND = if all players agree there are no more words, they can move on to the next round.



[Click here](#)

Scoring calculation: Each letter used in the proposed word has a value.

This amount should always be totaled. The accumulated points are added automatically according to each letter value used in the proposed word.

1 point - A, E, I, O, U, L, N, S, T, R

2 points - D, G

3 points - B, C, M, P

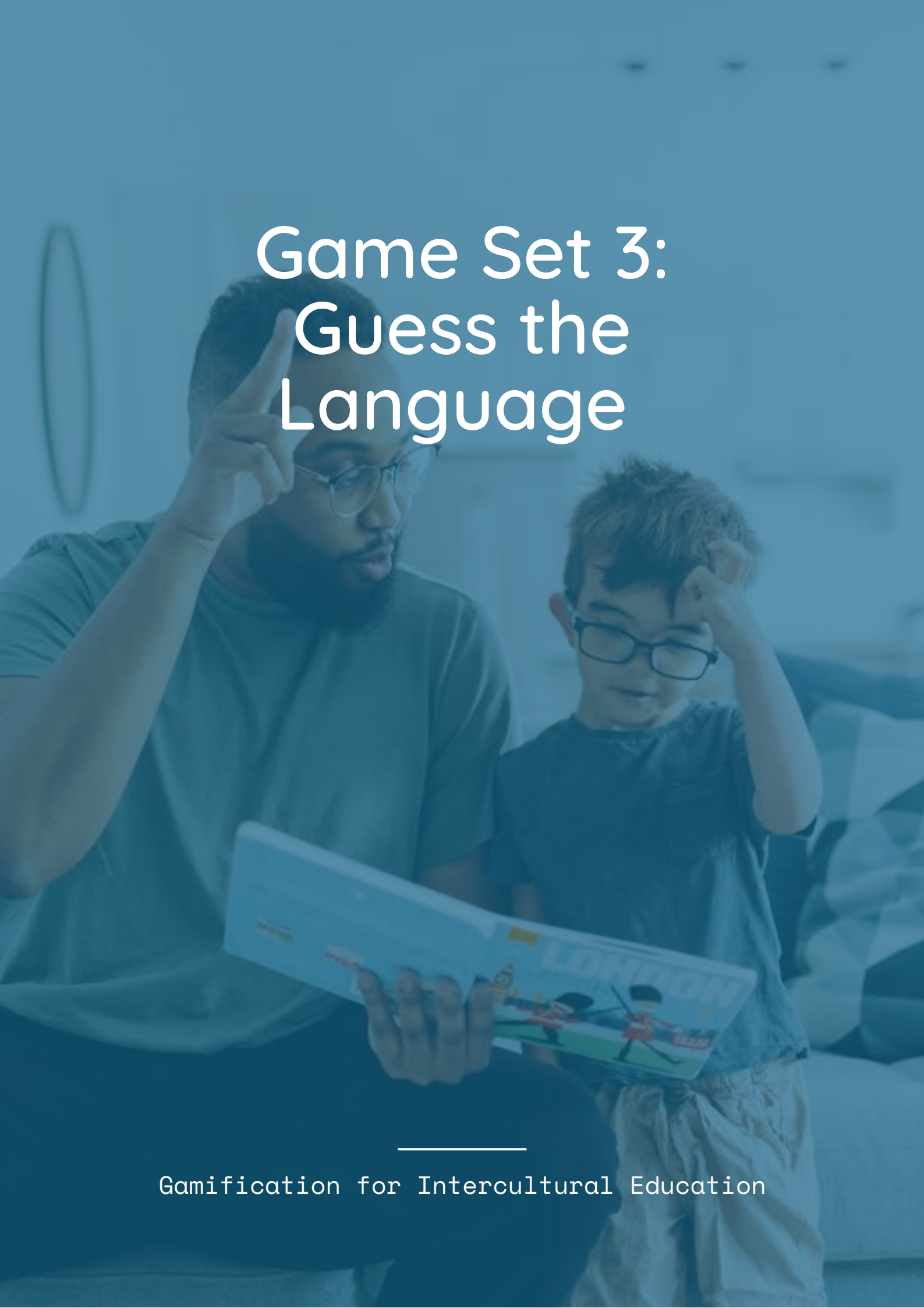
4 points - F, H, V, W, Y

5 points - K

8 points - J, X

10 points - Q, Z



A man with a beard and glasses is sitting and reading a book to a young boy with glasses. The man is pointing upwards with his right hand. The boy is looking at the book with a thoughtful expression, his hand on his forehead. The book is open and shows a colorful illustration of a boat on water. The background is a blurred indoor setting.

# Game Set 3: Guess the Language

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Gamification for Intercultural Education

# Guess the Language - Collecting Flags Game

HABLA

## Quiz game with a twist

# Guess the Language - Collecting Flags Game



**Topic**

Language



**Game goals**

Languages serve as a bridge to other peoples and cultures. Realising differences and similarities between languages helps to see how language & culture are complexly intertwined - they have evolved together, influencing one another in the process, ultimately shaping human perception of the world.

This game offers mystery cards that describe languages and their selected characteristics. Each mystery card contains a language name+clues) and the rest of the group has to guess which language the player is talking about.



**Time Allotment**

45 minutes



**Number of players**

4 players

Handout 1: Mystery cards (18)

Handout 2: Flags (18)

Handout 3: Coins



**Materials needed**

\*If you don't want to do print the coins, an alternative option is to write down the number of coins a player starts the game with and then add or subtract from that number. In this case, you will also need writing utensils and paper.

## Quiz game with a twist

# Guess the Language - Collecting Flags Game

### Step by step implementation

- Step 1    Flags are displayed in a way that allows every player to see them.
  
- Step 2    Each player draws a mystery card.
  
- Step 3    The oldest or the youngest player goes first. He picks a person and pays them for a hint from their mystery card. After the person reads a clue, the player has to decide if he wants to take a guess which language the person is referring to or not.
  
- Step 4    In each round, each player must be allowed to pay for one clue and be able to take one attempt at guessing what answer is hidden behind a mystery card.
  
- Step 5    If the answer to one mystery card is revealed, a player who lost the card draws another one.
  
- Step 6    The game ends after all 18 flags are in possession of someone. A person who gathers the biggest number of them - wins.


### Additional information

IF the player correctly guesses the language - he receives 2 coins.

IF the player takes an incorrect guess - he loses 1 coin.

Mystery cards hold clues. Clues have different values, depending on how helpful they can be to guess the language. A player can take a risk and take a clue that is worth 1 coin or can take a clue that is worth 4 coins.





# Guess the Language - Word Search Game

# Outdoor game

## Guess the Language: Word Search Game



### Topic

Language

This game involves students finding culturally relevant words under QR codes, which often sound the same in different languages, and having to guess which language the word is derived from. We also added some names of famous figures and students have to identify their nationality.



### Game goals

This game is designed to reveal students' hidden knowledge of foreign languages. It is often the case that they unknowingly know at least a few words from a foreign language without even knowing it. In addition, we want to show how loanwords are a sign of cross-cultural contacts, how cultures influence each other, how some ideas, dishes, art forms, and activities come from other cultures and the cultures borrowing these words have adapted how they originally sound to their own language.



### Time Allotment

45 minutes



### Number of players

3 to 4 teams (4 people per team)



### Materials needed

A pair of scissors, writing utensils, stopwatch (it can be a phone app), at least one mobile phone for per team

Handout 1: Answer Key  
Handout 2: Answer Sheet  
Handout 3: QR codes

# Outdoor game

## Guess the Language: Word Search Game

### Step by step implementation

**Step 1** The teacher prints the QR codes and then hides them in an area where the game will take place.

**Step 2** The teacher informs students about their task: they have to find as many QR codes as possible in the fastest possible time. The teacher gives students a time limit (15-20 minutes) to find codes. Everyone should be at the meeting place after the time limit runs out.

**Step 3** Each team receives an answer sheet from the teacher.

**Step 4** Each QR code has a word and a number. The numbers that are on the collected QR codes are also on the answer sheets. Students' task is to circle the number on the answer sheet if they are in possession of the same QR code. This will be important for future scoring, as correct answers with QR codes have double value.

**Step 5** On the answer sheet, next to the number, students write down the first letter of the language from which the word originates. They can choose from seven languages listed below:  
I - Italian, J - Japanese, K - Korean, S - Spanish, C - Chinese, R - Russian, G - German

**Step 6** After completing this task, students will have blank spaces on their answer sheets because another team will have the missing QR codes. Therefore, students exchange QR codes so that they can fill out the gaps.

**Step 7** The teacher checks their answer sheet.

- Students get 2 points if they give the correct answer to the question for which they found the QR code.
- Students receive 1 point for correct answers given thanks to QR codes received from another team.

**Step 8** The team with the most points wins.

# Guess the Language - Froggy Jumps Quiz





# Guess the Language - Froggy Jumps Quiz



### Topic

Language



### Game goals

This quiz game was made with a specific purpose in mind - to make students realize the differences between languages. Languages have differences and similarities between each other. Knowledge about them can offer insights into how language is inseparable from culture, history, worldview, and -on the most basic level - the way our brains process information. Understanding this is a gateway to successful cross-cultural communication.



### Time Allotment

10-15 minutes



### Number of players

1 or more. Depends on the number of devices. If there is only one device and many students you can play in teams.



### Materials needed

Laptops or computers.



### Game description

In this game, players have to make a frog jump through the places with the correct answers to quiz questions until they get it safely to the shore. Players have to avoid running out of lives.

[CLICK TO  
PLAY](#)



# Game Set 4: Globetrotter

Gamification for Intercultural Education

# Globetrotter - Gestures & Culture



## Board game

# Globetrotter - Gestures & Culture



### Topic

Non-verbal communication

The goal of this game is to see how different cultures have distinct interpretations toward non-verbal communication.

We designed a set of questions that require knowledge of cross-cultural differences in non-verbal communication.



### Game goals

We want students to understand that cultural differences play a significant role in non-verbal communication. Non-verbal language barriers are the obstacles or problems or walls which separate people and prevent them from understanding each other.

See: [Non-verbal barriers to effective intercultural communication](#)



### Time Allotment

45 minutes



### Number of players

3-5 people



### Materials needed

Handout 1: Quiz  
Handout 2: Passport  
Handout 3: Flags  
Handout 4: Memory game



# Globetrotter - Gestures & Culture

### Step by step implementation

- Step 1 Divide students into groups.
- Step 2 Ask students to sit in a circle. In the middle of the circle, they should lay out the printed out pictures of flags and assign a passport to each player, then shuffle and place the question cards face down.
- Step 3 The youngest or the oldest player starts the game. The game starts when a selected student draws a question card.
- Step 4 Each round goes clockwise. After reading the question, a person to the right should answer. If they give an incorrect answer, another person has a chance.
- Step 5 If a player gives the correct answer, they have the right to take one of the flags displayed in front of them and hide them in their passports. To make a game more fun a student who was reading the question may say "Congratulations! You won a trip to... [read the country flag name displayed on Handout 1.1: Quiz]"
- Step 6 The person who ends up with most flags - flags represent the number of correct answers - wins the game.
- Step 7 In order to memorise what they learned, students will play a memory game. Memory game has pictures of certain gestures, these gestures were a part of quiz questions. In order to claim a pair, the student has to also remember what this gesture means in a cross-cultural context. If they don't remember, another student has a chance to claim what they found. Traditionally, a person who claims the biggest number of pairs wins.

# Globetrotter: Superstitions Around the World



# Digital game

## Globetrotter: Superstitions Around the World



### Topic

Non-verbal language

This game allows students to explore the meaning of superstitions and physical symbols of luck around the world.

Their main task is to look for QR codes and after finding the question answering from which culture/tradition a certain superstition or a symbol comes from.

When coming into contact with another culture, people intuitively seek ways to interpret non-verbal communication codes that convey cultural information. A symbol plays the role of a powerful nonverbal communication tool that can significantly influence the content of the intercultural communication process. Some practices such as spitting for luck or avoiding the unlucky number 13, or wearing a pendant in the shape of a four-leaf clover are examples of culturally-significant practices. Superstitions are mainly rooted in history, culture and myths around the world and, as stated earlier, influence the behavior of individuals.

Because superstitions vary dramatically from culture to culture, around the world there are many lucky numbers, lucky charms and gestures we believe that familiarising students with them is another way of teaching them about cultural diversity around the world.



### Game goals



### Time Allotment

45 minutes



### Number of players

2 or 3 groups

Writing utensils, stopwatch (it can be a phone app), at least one mobile phone per team



### Materials needed

Handout 1: Matching game - good luck

Handout 2: Matching game - bad luck

Handout 3: Score sheet

Handout 4: Memory game\*

Handout 5: QR Codes

# Digital game

## Globetrotter: Superstitions Around the World

### Step by step implementation

Step 1 The teacher prints out the QR codes he finds here:  
[https://www.classtools.net/QR/qr\\_generator.php?fold=12&fname=mTQNR&diff=0](https://www.classtools.net/QR/qr_generator.php?fold=12&fname=mTQNR&diff=0)

Step 2 Then the teacher chooses the place where the game will take place. It can be a park, playground, classroom, corridor, library and so on. The most important thing is that there should be an opportunity to hide the QR codes in a specified space so that the students take some time to find them but also knows the boundaries of area in which QR codes could be placed.

Step 3 Students are divided into three groups. They have 30 minutes to find as many codes as they can. After finding the code, the team takes it with them and charges or deducts a point.

Step 4 In order to keep track of their score every time a team finds a QR code they have to write the number of points received on their score sheet.

Step 5 After all 29 codes have been found the first part of the game ends. Each team has a certain number of QR codes and their own total score of points.

Now, students will be playing the matching game.

Step 5 The superstitions and symbols they encountered while reading the contents of QR codes all come from a certain culture and tradition. Students have to match a superstition or symbol to a country from which this originated from or/and is practiced or understood in some way in modern times.

The team with a biggest score wins the game.



## Digital game

### Globetrotter: Superstitions Around the World

Step by step implementation cont.

Step seven is not mandatory.

It may be necessary if the teacher wants the students to better remember the game's material.

It's a memory game where pictures used relate graphically to the superstitions and symbols discussed. The task of each student is to find pairs.

Step 7\*

But... In order to claim a pair of matching pictures, the student must remember what the symbol means or what superstition the picture represents, and remember what country it comes from. If the student remembers - he/she is allowed to claim the pair, if he/she does not remember - the cards stay where they were.

The person with the most cards collected wins.

# Globetrotter: Jeopardy Game



## Globetrotter: Jeopardy Game



### Topic

Non-verbal communication

Nonverbal communication is an important component of communication and in the context of intercultural education it is especially important to examine and understand how interpretations of non-verbal gestures can vary from culture to culture.



### Game goals

In this game we embedded a quiz questions that showcase cultural differences as the potential sources of cross-cultural misunderstandings.



### Time Allotment

20 - 30 minutes



### Number of players

The game is designed for 4 teams (2 to 3 people per team is an optimal number) or 4 individual players.



### Materials needed

A computer or laptop.

After opening the link to the game player learns that this game has 5 rounds and 4 questions per round (each worth 100 points).

Each player/team has to answer one question per round. To see if the student/team was correct, click a spacebar. For the correct answer, the teacher adds 100 points to the scoreboard. For an incorrect answer, the student/team gains no points.



### Game description

To continue playing, click ESC to go back to the main board. The game lasts until all questions are answered. The team to finish all the rounds with the highest score wins.

[CLICK TO  
PLAY](#)

# Game Set 5: Challenging Stereotypes



# WHO - Challenging Stereotypes





## WHO - Challenging Stereotypes



### Topic

Prejudice, stereotypes, out-group & in-group bias

Stereotypes and prejudice are two main obstacles in achieving effective intercultural communication. The game was created to raise awareness about this issue. Questions were designed to help players to learn definitions, differentiate the concepts of prejudice, stereotypes, out-group, in-group bias, and enable them to think about possible solutions.

As an avatar, a spacecraft is used because it is a stranger and the player does not know anything about its physical appearance, the player has got just prejudices about it and is familiar with 'alien stereotypes'. Finally, the player sees it resembles us, and it is a girl, not a boy. These are also prejudice destroyer elements. It includes a very strong intercultural message for the player.

The game base includes landmarks from different countries. While playing, they can seem like different parts but they are actually a part of a whole. It is just like a mosaic, an orchestra, or real life. It gives a very strong intercultural message to the player and motivates them to play.



### Game goals



### Time Allotment

About 25 minutes (depends on player number)



### Number of players

2-6 players

Glue, a pair of scissors, writing utensils



### Materials needed

Handout 1: Game base  
Handout 2: Questions cards (QR codes replacement)  
Handout 3: QR codes  
Handout 4: Dice  
Handout 5: Answer Key  
Handout 6: Spacecraft avatars  
Handout 7: Award cards  
Handout 8: Leadership Board  
Handout 9: Game story  
Handout 10: Question sheet

# WHO - Challenging Stereotypes

### Preparation

All materials in the game need to be downloaded and printed. If players have mobile phones, QR question cards should be downloaded, and they can cut and combine them with cards in specified colours. If players do not have mobile phones, written question cards (without QR codes) can be downloaded, and they can cut and combine them with cards in specified colours. Award cards have to be printed, cut, and combined appropriately.

### Step by step implementation

Step 1 The story of the game is read loudly by the referee

Step 2 Each player must pick an avatar.

The order of rolling the dice is determined by a game such as paper rock scissors or by drawing lots.

The rolled dice by a player determine the two actions in the game;

Step 3

- Which colour question card will be selected.
- How many steps forward to go if the question is answered correctly; green and orange cards have the right to go forward 1 step, purple and red cards have the right to go forward 2 steps, yellow and turquoise cards have the right to go forward 3 steps,

Step 4 As it is specified in preparation, questions can be QR codes, so the player must use a mobile phone to learn what the question is. If players do not have mobile phones, they will use written cards to learn what the question is.

Step 5 If the question is not answered correctly, the player has to go back 3 steps.

# WHO - Challenging Stereotypes

Step by step implementation - cont.

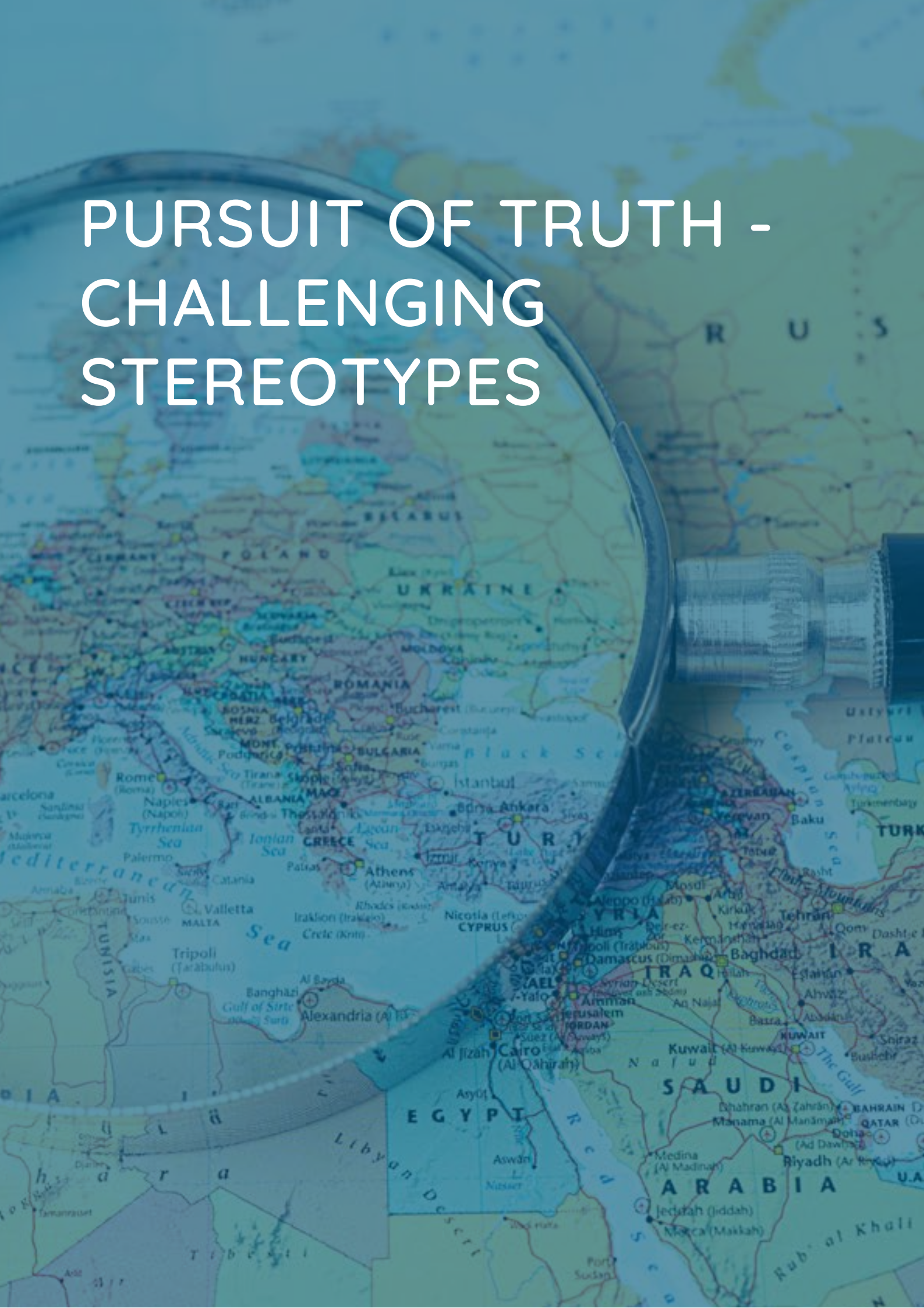
- Step 6 A referee who has the answer key controls and checks the answers during the game.
- Step 7 If a player comes to black color on the game path, s/he has to wait for 1 turn.
- Step 8 When the player comes to the finish point, the game finishes for the player. Award cards are given to players and the player's name is written on the leadership board depending on the order of finishing.

End of the game

When the player comes to the finish point, the game finishes for the player. Award cards are given to players and the player's name is written on the leadership board depending on the order of finishing.

The player may answer to the same question repeatedly during the game. This will help reinforce the knowledge.

# PURSUIT OF TRUTH - CHALLENGING STEREOTYPES



# Outdoor game

## PURSUIT OF TRUTH - Challenging Stereotypes



### Topic

Prejudice & Stereotypes



### Game goals

In Pursuit of Truth, players go to the targets in numerical order according to the maps that they have, mark the answers to the questions, and write the question code within the envelopes on the answer charts. The player who marks all the targets in the correct order according to the map and answers the questions correctly in the shortest time wins. When the player comes to the finishing point, the game finishes for the player. Award cards are given to players and the player's name is written on the leadership board depending on the order of finishing.

While trying to answer questions students have an opportunity to think and learn about prejudice, stereotypes, and out-group and in-group bias. This game is a practical aid in learning how to differentiate, recognize and respond to prejudice, stereotypical thinking, and perception bias.



### Time Allotment

40 minutes



### Number of players

This game can be played individually or in teams of 2 to 5 people.

Stopwatch (it can be a phone app), mobile phone for each player, internet connection, 10 envelopes, writing utensils



### Materials needed

Handout 1: Example of orienteering maps  
Handout 2: Answer charts  
Handout 3: QR question cards  
Handout 4: Written questions cards  
Handout 5: Target codes  
Handout 6: Rules sheet  
Handout 7: Award cards  
Handout 8: Leadership board  
Handout 9: Blank answer chart



## Outdoor game

# PURSUIT OF TRUTH - Challenging Stereotypes

### Step by step implementation

The teacher has to prepare 5 different maps containing 10 targets with different target sequences for the play area. There is no obligation to use a computer program for drawing maps, the teacher can draw them by hand. For each player, the target order on the maps must be different, the question order and codes will differ as well.

Step 1

See:

Handout 1: Example of orienteering maps

Handout 5: Target codes

Printed question cards and question codes need to be put into envelopes for each target (written question cards can be used in replacement to QR question cards if that's preferred).

Step 2

Students need to be informed about the game rules.

The teacher decides and informs students how much time they will have to play the game, it will depend on the size of the play area. We propose 40 minutes as an optimal gameplay time.

Step 3

The teacher's role is to control the time and to check the answers given by each player after he/she completes filling out his/her answer sheet.

See:

Handout 6: Rules sheet

Answer charts and pens need to be handed out to each player.

Step 4

See:

Handout 2: Answer charts

## Outdoor game

# PURSUIT OF TRUTH - Challenging Stereotypes

Step by step implementation cont.

Step 5 The player goes to all targets in numerical order.

Step 6 If there are QR code questions, the player has to use a mobile phone to read the question.

Step 7 S/He marks the answer to the question on the answer chart and writes the code in the envelope next to the answer.

When the player who completes all targets comes to the finish point, the game finishes for the player. The teacher controls the time and checks the answers.

Step 8 If a player can not complete the game within the given time, S/he will get 1 point for each correct answer to the questions and each code written correctly, the success order is made according to the total points received.

Award cards are given to players and the player's name is written on the leadership board depending on the order of finishing.

# BIAS DESTROYER - Challenging Stereotypes



# Digital game

## BIAS DESTROYER - Challenging Stereotypes



### Topic

Prejudice & stereotypes

In this game, the player collects olive branches, a universally recognised symbol of peace. The player also answers questions about prejudice, stereotypes, out-group, and in-group bias for each stage of the game.

### Game goals



This game is a practical aid in learning concepts of prejudice, stereotypes, out-group, and in-group bias. Increased awareness will help students with intercultural interactions in the future.



### Time Allotment

About 4 minutes



### Number of players

1



### Materials needed

Computer/laptop with internet access, ideally Chrome browser

# BIAS DESTROYER - Challenging Stereotypes

### Step by step implementation

- Step 1 Before the game begins, select the language and read 'The game's story' and 'how-to-play' instruction.
- Step 3 The player must collect the olive branches that s/he encounters in each stage by moving with arrow keys because the guest needs olive branches to lead a healthy and happy life in the world...
- Step 4 At the end of the stage (the game consists of 9 stages), players have to destroy the wall by shooting to see the questions. The fire button changes in each stage, and the player should pay attention to the instructions written on the screen. The walls are great metaphors for learning goals in the game because people begin to ask what sort of walls they're surrounded by. Walls can be taboo, dogmas, prejudices, stereotypes, etc. Questions are vehicles that help to reach the truth. Actually, the player learns via questions.
- Step 5 To move to another stage the player needs to answer the questions about prejudice, stereotypes, in-group and out-group bias.
- Step 6 The player must collect all the olive branches and answer the question correctly in a stage within 40 seconds, otherwise, s/he will restart at that stage.
- Step 7 After the player completes 9 stages, the game finishes. At the end of the game, the spacecraft opens, and the guest comes out. It says 'you won'.

**Start playing the game! Visit:**  
**<http://ikbalasm.com/oyun/>**



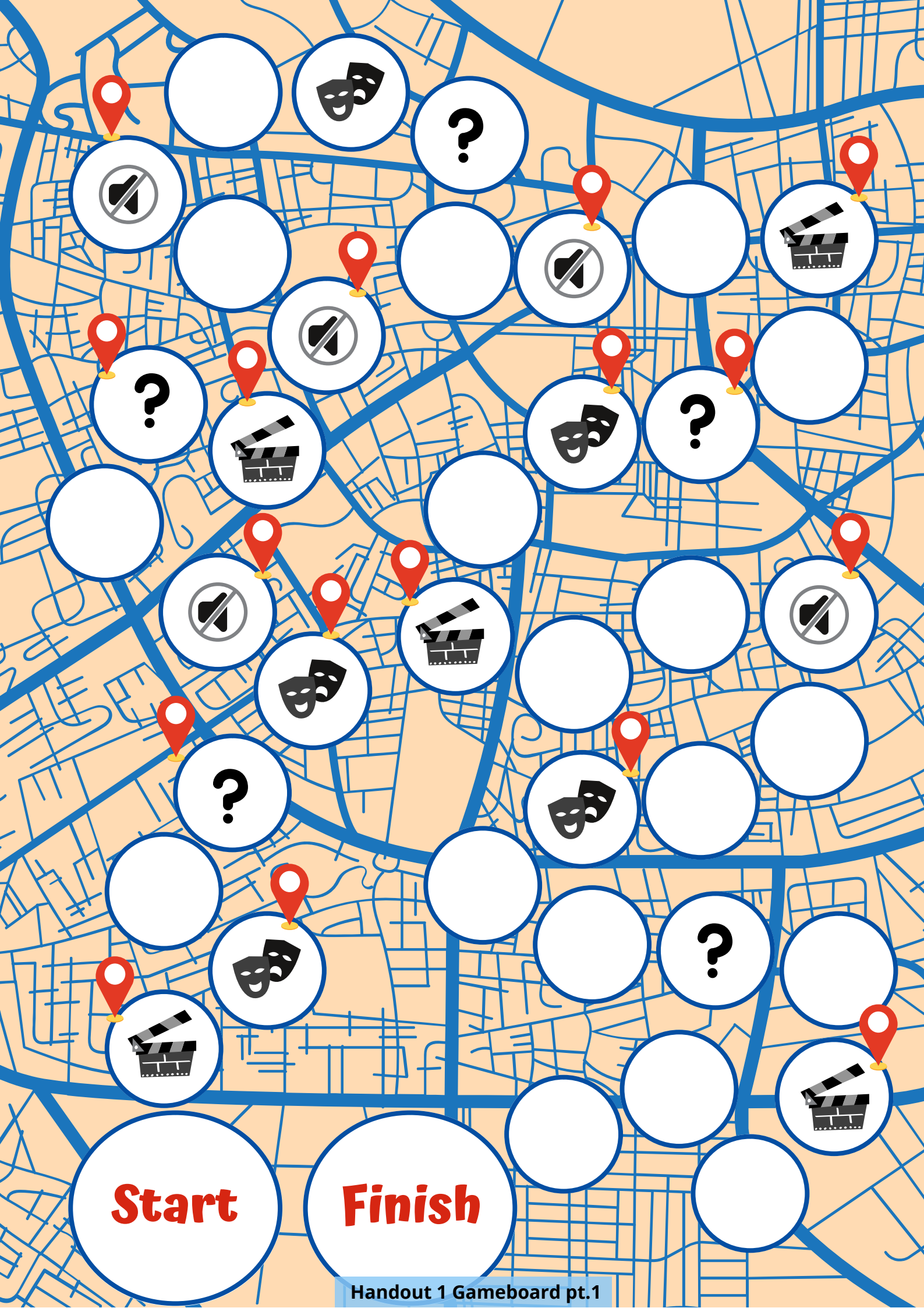


# PRINTABLE RESOURCES

Here you will find all the necessary items to print .

# Let's Talk About Culture - Team Building Game





**Start**

**Finish**



Place event cards here



Place question cards here



Place taboo cards here



Discard cards here

Place charade cards here



Discard cards here



BACK





BACK

In which region of the world, kebaya is traditionally worn?

- a. Middle East
- b. Southeast Asia**
- c. North Africa

B

In which country, you can observe people greeting their elders with a gesture called “Mano” that includes taking the elder’s hand and gently pressing your foreheads to it with a subtle move?

- a. Philippines**
- b. Tibet
- c. Sri Lanka

A

How Long Does It Take to Learn a New Language?

- a. You can study for ten hours a day, lower grouped languages take 68 days for basic fluency.
- b. You can study for ten hours a day, lower grouped languages take 48 days for basic fluency.**
- c. You can study for ten hours a day, lower grouped languages take 24 days for basic fluency.

B

What is the fastest spoken language in the world? According to a study that was conducted by Pellegrino, Coupé, and Marco it’s:

- a. Spanish
- b. French
- c. Japanese**

C

What is the world’s largest religion by population in 2022?

- a. Christianity**
- b. Islam
- c. Hinduism

A

In which religious traditions - Diwali - a festival of lights, is celebrated?

- a. Christianity, Islam, Judaism
- b. Shinto, Taoism, Buddhism
- c. Hinduism, Jainism and Sikhism**

C

# FRONT

In which country, a musical instrument called bouzouki is popular?

- a. India
- b. Greece**
- c. Poland

B

What food is forbidden in the Middle East?

- a. Pork**
- b. Beef
- c. Chicken

A

In many Arab, Muslim, Hindu, and Buddhist countries it is rude to:

- a. Show your teeth when you smile
- b. Take your shoes off as you're entering someone's house
- c. Show the soles of your feet**

C

According to the World Tourism Organization, the most visited country in the world in 2022 was:

- a. Spain
- b. France**
- c. USA

B

In which countries you will most likely find a superstitious belief that whistling at night brings a bad luck?

- a. Poland & Ukraine
- b. France & Germany
- c. China & Korea**

C

Which recipe dates back to 6000 BCE in Britain and is considered the oldest known recipe in the world?

- a. Chocolate pudding
- b. Nettle pudding**
- c. Bread pudding

B

# FRONT

**You're lucky -  
move forward 2  
spaces**

**You are hiding –  
miss a turn**

**You found a short-  
cut –  
move forward 3  
spaces**

**You have lost your  
way –  
go back 3 spaces**

**You're lucky - move  
forward 2 spaces**

**You are running  
late – go  
back 2 spaces**

**FRONT**



**You're lucky -  
move forward 2  
spaces**

**You are hiding –  
miss a turn**

**You found a short-  
cut –  
move forward 3  
spaces**

**You have lost your  
way –  
go back 3 spaces**

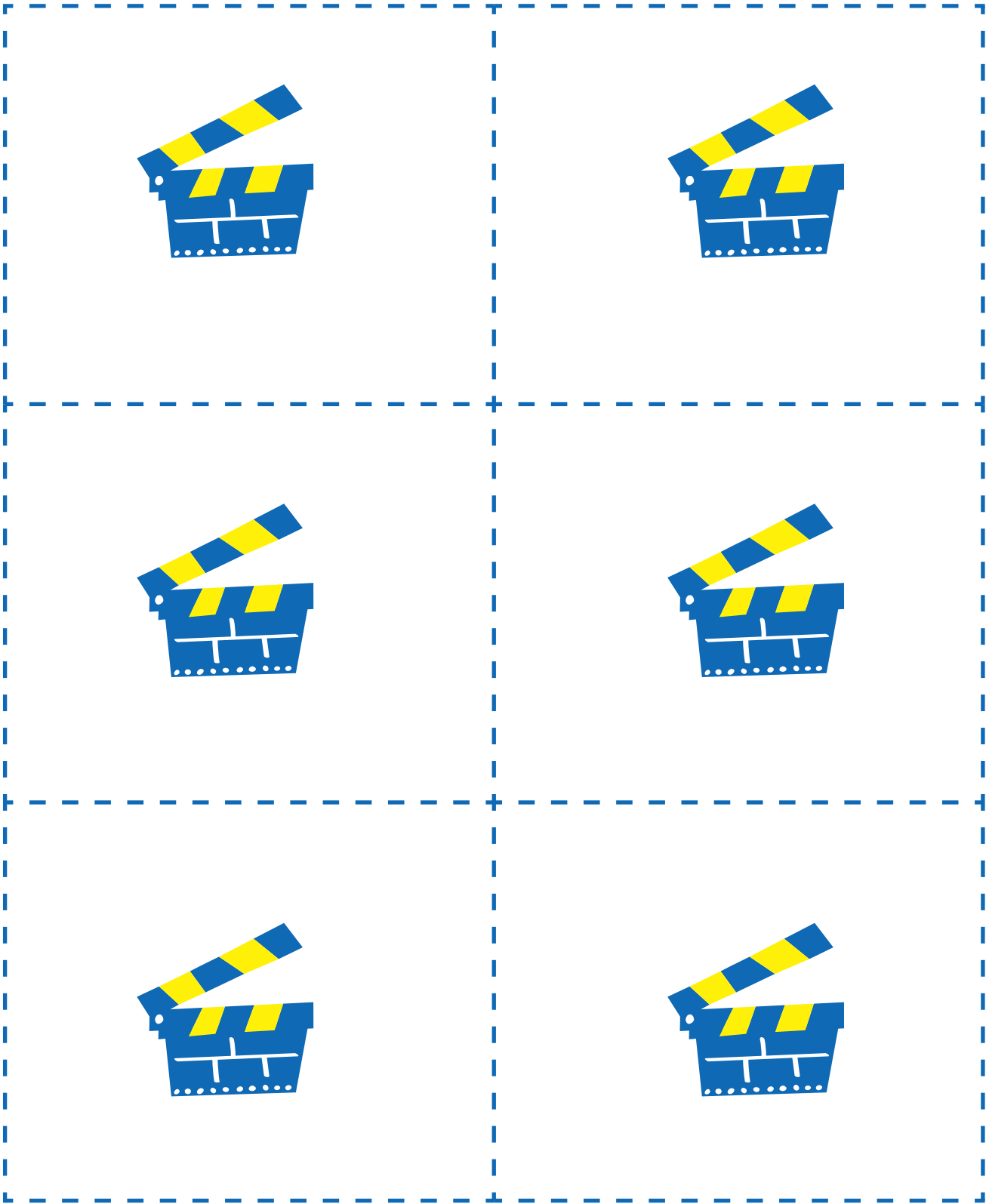
**You're lucky - move  
forward 2 spaces**

**You are running  
late – go  
back 1 space**

**FRONT**

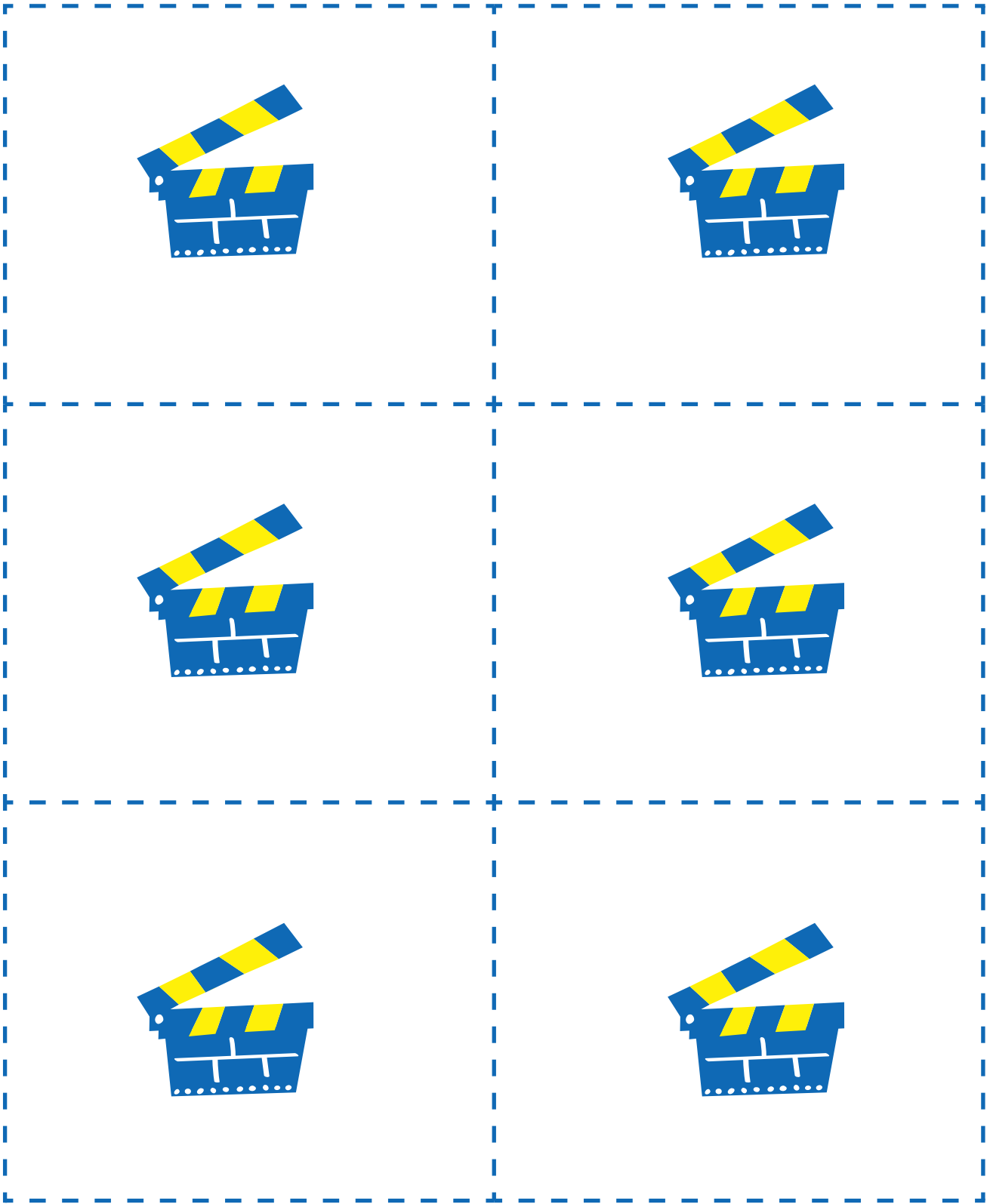






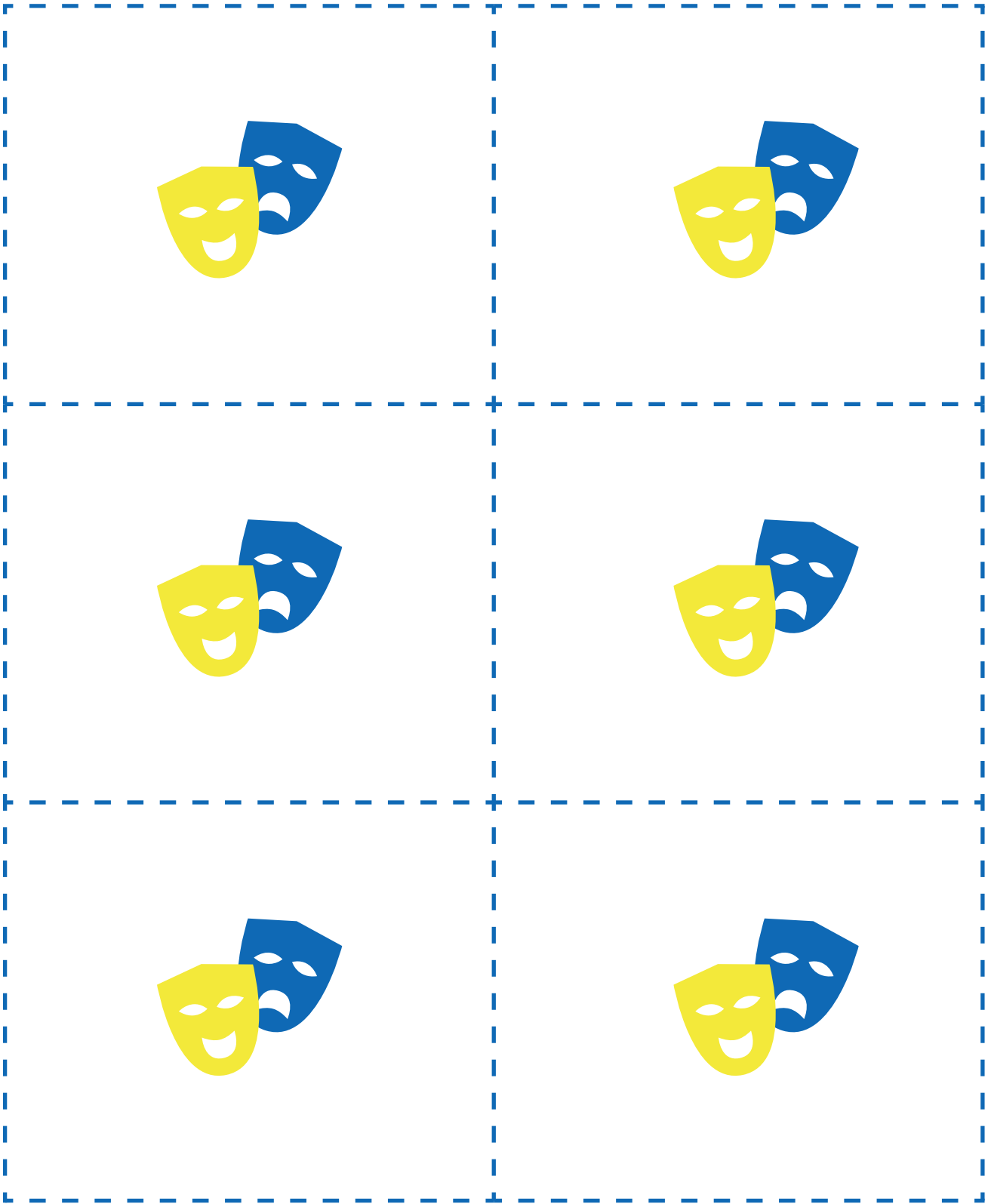
BACK





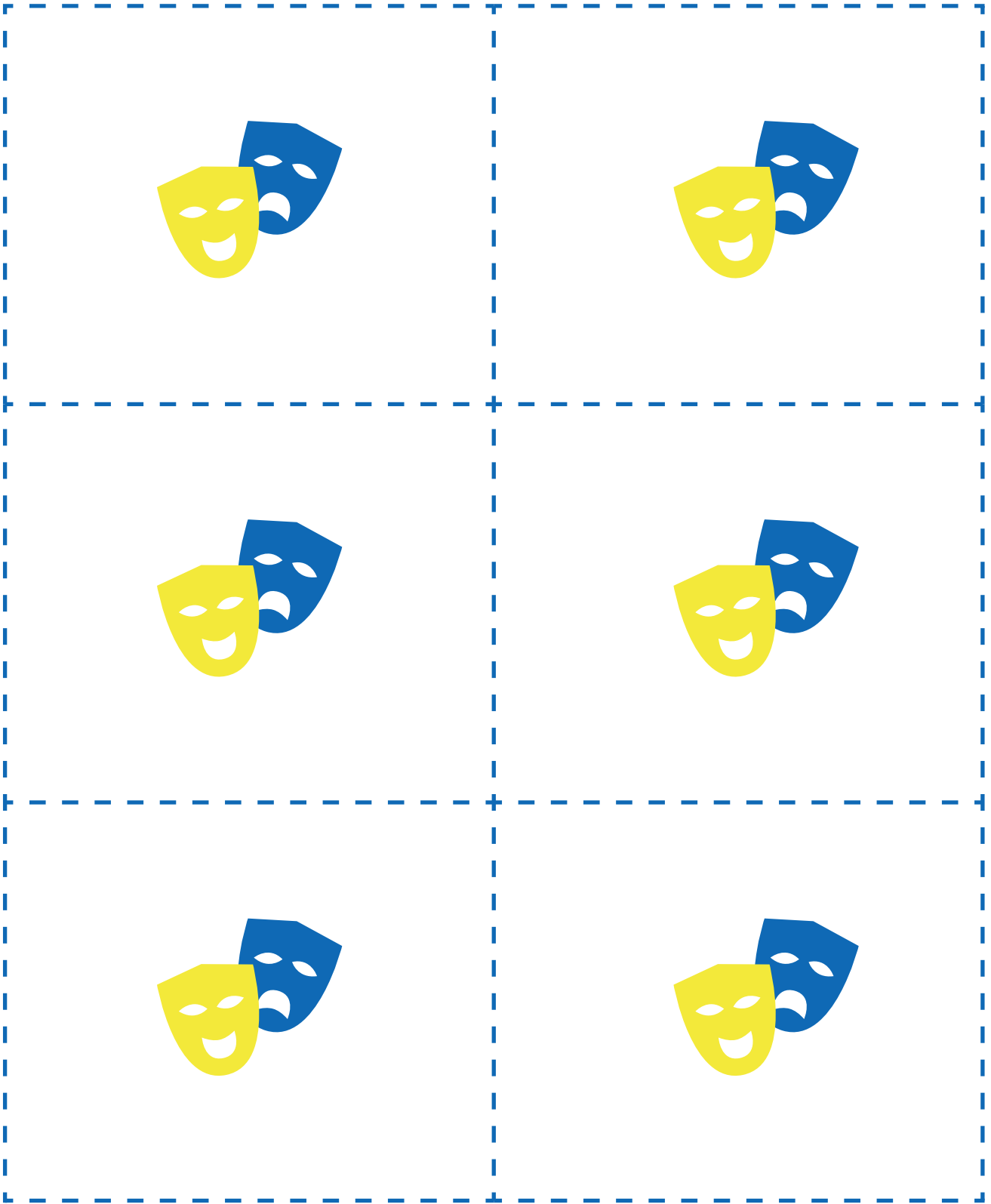
BACK





FRONT





FRONT



**A holiday my family  
celebrates**

**A national dish from  
my country**

**A well known  
person in my  
country**

**A popular sport in my  
country**

**A public holiday  
celebrated in my  
country**

**A common superstition  
from my country or  
culture**

**BACK**





**A holiday that is not  
celebrated in my  
country**

**A foreign dish that I  
like to eat**

**A national hero from  
a foreign country  
(state what country)**

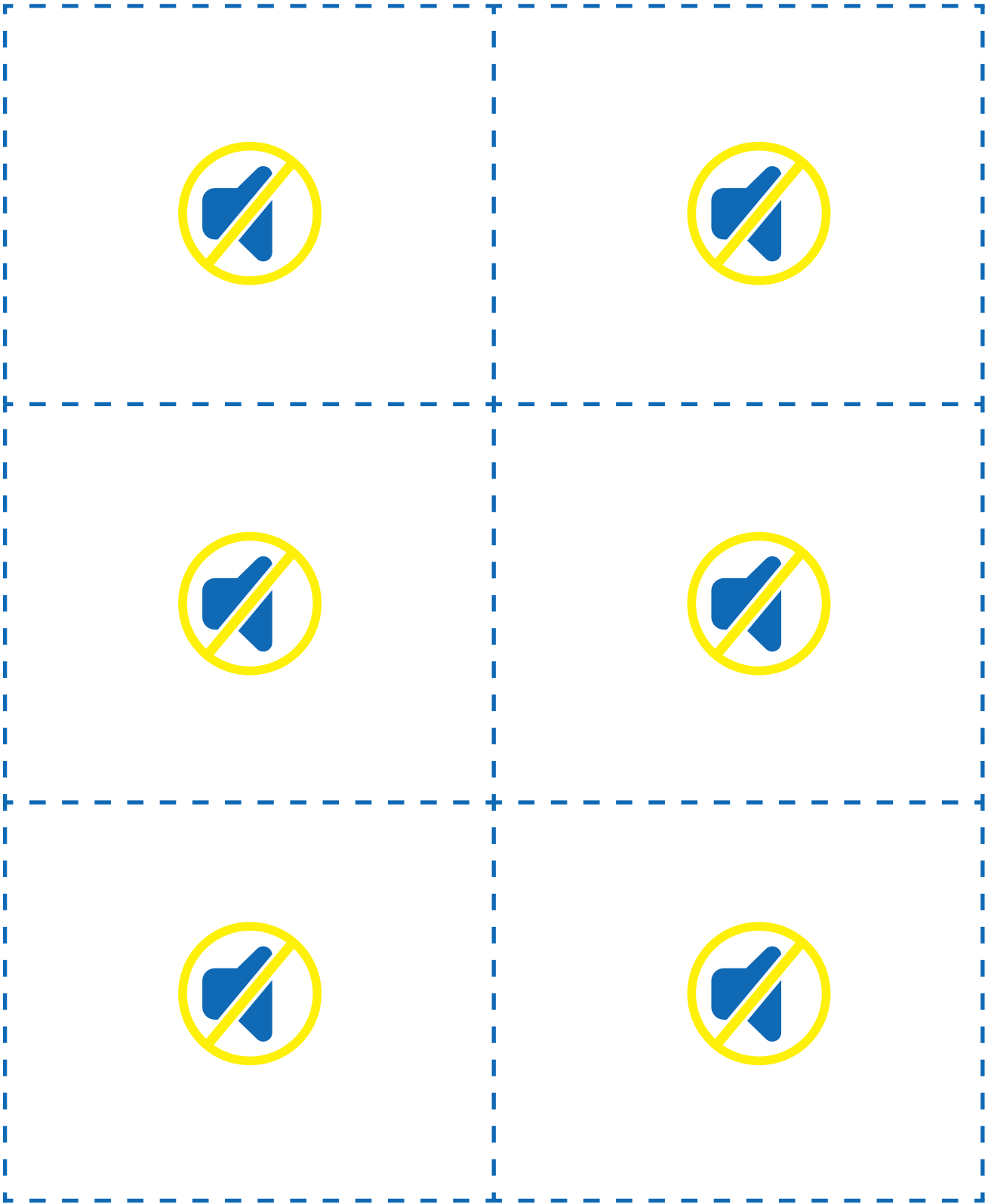
**A sport that is rarely  
played in my country**

**A public holiday that  
is not celebrated in my  
culture**

**A country I'd like to visit  
in the future**

**BACK**





FRONT



## **Communication**

phone  
language  
telephone  
speak  
contact

## **Bias**

prejudice  
unfair  
opinion  
gender  
media

## **Stereotype**

prejudice  
bias  
common  
label

## **Empathy**

sympathy  
feel  
apathy  
caring  
compassion

## **Racism**



skin colour  
prejudice  
hate crime  
bigotry  
discrimination  
black people  
prejudice

## **Xenophobia**

phobia  
foreign  
foreigners  
racism  
strangers  
fear  
discrimination

BACK



FRONT



**Culture shock**

confusion  
anxiety  
assimilation  
society  
lifestyle  
homesick

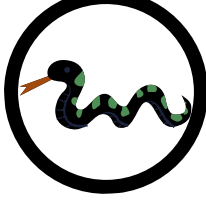
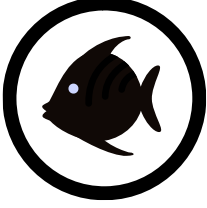
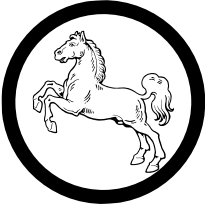
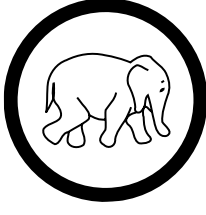
**Ethnocentrism**

nationalism  
patriotism  
bias  
racism  
intolerance  
xenophobia  
superiority

BACK







# Let's Talk About Culture - Scavenger Hunt



**Missions Objective : Make a video**

Team Name: \_\_\_\_\_

Time Limit: \_\_\_\_\_

<p>What annual holiday do you celebrate with your family? Have you noticed any differences between how you celebrate and how others celebrate? Talk about these differences.</p>	<p>What cultural identity means to you?</p>	<p>Which national holiday you look forward to the most and why?</p>
<p>What's the most stereotypical dish from your country? What do you think about the dish and its fame?</p>	<p>Is your family's religion important to you in your life?</p>	<p>Does your family have any superstitions that they passed down? Do you believe in them?</p>
<p>Explain which country would you like to visit and why.</p>	<p>How big is the problem of prejudice towards foreigners in your country?</p>	<p>What is a stereotype and how it personality affects you or people you know?</p>
<p>What was your favourite childhood story? Describe it in short sentences.</p>	<p>Explain how religion can influence country's politics.</p>	<p>What language would you like to learn and why?</p>

## Mission Objectives

Team Name: \_\_\_\_\_

Time Limit: \_\_\_\_\_

- Mission #1 - Find a restaurant with local food.**  
**Photo value:** 100 points

- List 3 dishes served at the restaurant:

-----  
-----  
-----  
-----

0/100

- Mission #2 - Find a restaurant with a foreign food.**  
**Photo value:** 100 points

- List 1 dish one of your team members never tried before:

-----  
-----  
-----  
-----

0/100

- Mission #3 - Find a museum.**  
**Photo value:** 100 points

- What exhibitions are on right now? Give at least 1 example:

-----  
-----  
-----  
-----

0/100

- Mission #4 - Find a theatre.**  
**Photo value:** 100 points

- What theater plays are on right now? Give at least 1 example:

-----  
-----  
-----  
-----

0/100

**Mission #5 - Find a souvenir store.**  
**Photo value:** 100 points

Name five cultural reference's you can find there. References may include history, cuisine, myths, legends, heritage sites, etc.:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

0/100

**Mission #6 - Find local library.**  
**Photo value:** 100 points

Find a book that you had to read for school and pick a random quote that inspires you or is funny, write it down here:

-----  
-----  
-----  
-----

0/100

Find a poetry book of a foreign author and pick a random quote that inspires you or is funny, write it down here.

-----  
-----  
-----  
-----

0/100

**Mission #7 - Find a monument.**  
**Photo value:** 100 points



What does this monument represents?

-----  
-----  
-----  
-----

0/100

**Mission #8 - Find a church.**  
**Photo value:** 100 points

What type of architecture was used to build this church?

-----  
-----  
-----  
-----

0/100

**Mission #9 - Find a market.**  
**Photo value:** 100 points

Write a recipe with fruits or vegetables that you could find at the local market:

-----  
-----  
-----  
-----

0/100

Name three fruits that don't grow naturally in your country:

-----  
-----  
-----  
-----

0/100

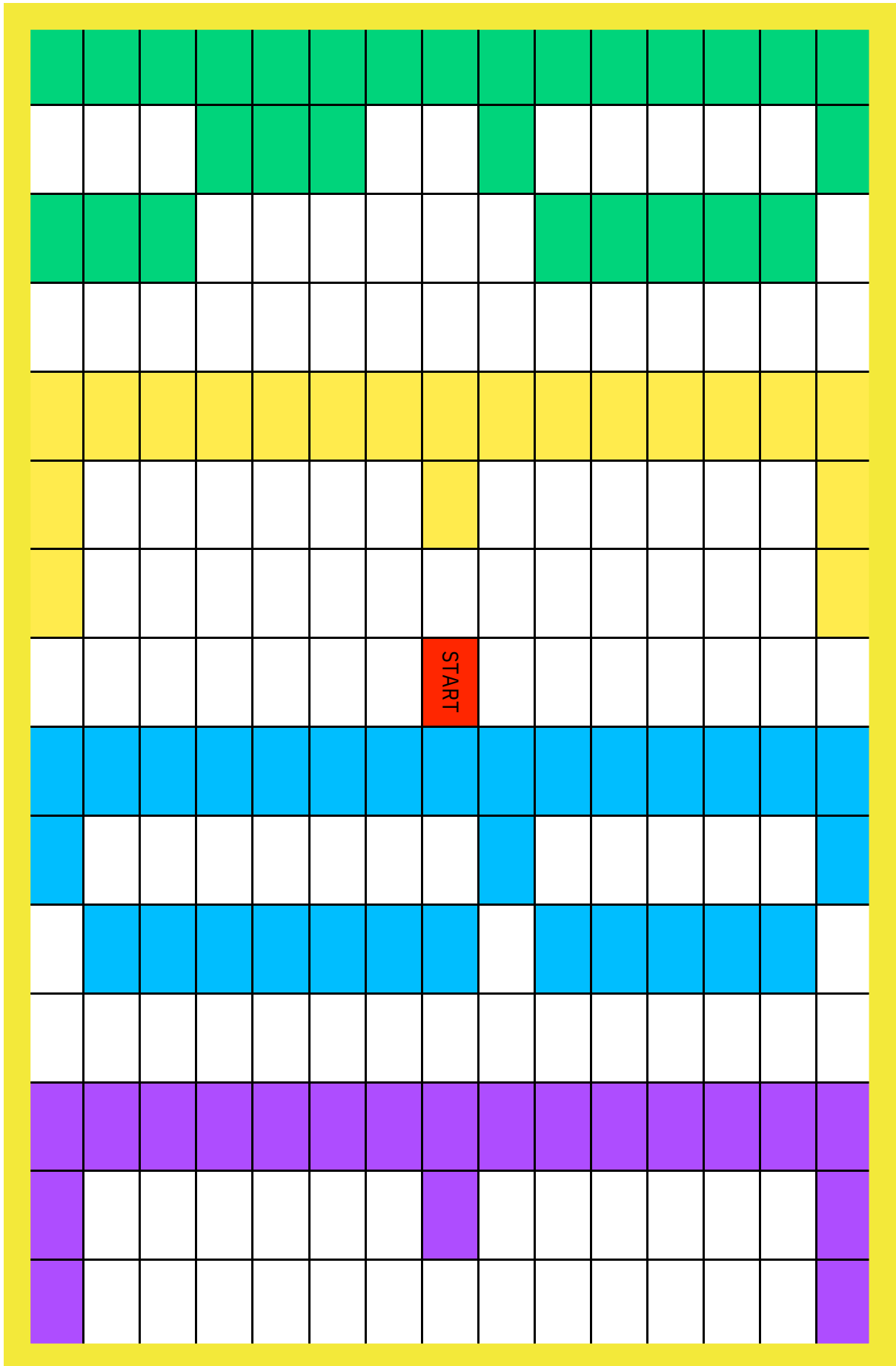
Total number of completed missions:   /9

Total number of answers:   /11

The image features a close-up, angled view of a Scrabble board. The board is covered with a semi-transparent blue overlay. In the center, the word "REBE" is written in large, white, sans-serif capital letters. Below it, the words "Board Game" are written in a smaller, white, sans-serif font. The background shows wooden Scrabble tiles with letters and numbers, and various colored squares (blue, red, green) with text like "DOUBLE LETTER SCORE" and "TRIPLE LETTER SCORE". A white pencil is visible in the upper right corner, pointing towards the center.

# REBE Board Game

# REBE - Board Game



# REBE – Board Game

## 4 ROUNDS/WORD CATEGORIES:

Round 1: Languages & Countries

Round 2: Religions & Holidays

Round 3: Songs & Dances

Round 4: Clothes & Cultural  
Heroes

## 26 Letters = values:

1 point – A E I O U L N S  
T R

2 points – D G

4 points – F H V W Y

5 points – K

8 points – J X

10 points – Q Z

## PLAYERS

PLAYERS				
Round 1				
Round 2				
Round 3				
Round 4				

The image shows two hands held up against a blue background. The hands are covered in colorful graffiti and text. The left hand has 'GREEN EYES' in green, 'MIM WOMAN' in red, and 'A-GIVING' in purple. The right hand has 'ST daughter' in purple, 'Self-conscious' in red, and 'MOM' in blue. Other visible text includes 'WOMAN', 'PURITY', 'WISDOM', 'ST', 'MOM', and 'SELF-CONSCIOUS'. There are also various symbols like hearts, stars, and swirls.

REBE

Outdoor game

<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>
<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>
<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>
<b>Songs</b>	<b>Songs</b>	<b>Songs</b>	<b>Songs</b>	<b>Songs</b>
<b>Dances</b>	<b>Dances</b>	<b>Dances</b>	<b>Dances</b>	<b>Dances</b>
<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>
<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>



<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>
<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>
<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>
<b>Songs</b>	<b>Songs</b>	<b>Songs</b>	<b>Songs</b>	<b>Songs</b>
<b>Dances</b>	<b>Dances</b>	<b>Dances</b>	<b>Dances</b>	<b>Dances</b>
<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>	<b>Clothes</b>
<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>

<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>
<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>
<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>
<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>
<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>
<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>
<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>

<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>	<b>Countries</b>
<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>	<b>Religions</b>
<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>	<b>Holidays</b>
<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>	<b>Cuisine</b>
<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>
<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>	<b>Symbols</b>
<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>	<b>Cultural Heroes</b>

# Guess the Language - Collecting Flags Game

HABLA



**German**

- It is an official language of 5 EU countries (1 coin).
- This language has always been influenced by other languages, most strongly by Latin and French (2 coins).
- This language has a separate word for the joy experienced by watching others suffer (2 coins).
- While many languages capitalize their proper nouns, this language capitalized all nouns (3 coins).
- The Brothers Grimm wrote the first comprehensive dictionary for this language (4 coins)



**Italian**

- The word 'America' comes from this language (1 coin).
- It is a Romance language, considered one of the closest to Latin (2 coins).
- In a Facebook poll hosted by CNN in 2014, this language claimed the title of the language with the sexiest accent. According to Dr Patti Adank from University College London, the melodic nature of the language, or more specifically, the number of words ending in a vowel and the lack of consonant clusters, can be held responsible for its sensuality (2 coins).
- According to a 2019 study published by Ethnologue, this language rose from the fifth most studied language in the world to the fourth, preceded only by English, Spanish and Chinese.
- It is the universal language of music, especially classic music. There are countless occurrences of loanwords from that language such as a cappella, maestro, orchestra, crescendo and soprano (4 coins).



**Finnish**

- In this language, there's no word for please. When the situation calls for courtesy, the word for 'thank you' ('kiitos') is used instead (1 coin).
- This language might have originated in the Ural Mountains (1 coin).
- This language has over 30 words for snow and ice (2 coins).
- This language is also known as Suomi language (3 coins).
- The word "sauna" comes from this language (4 coins).



**Greek**

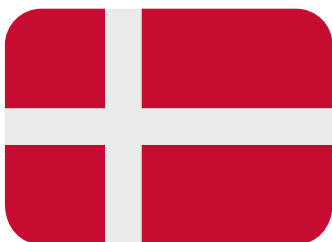
- This language was originally written from right to left (1 coin)
- When English text is translated into this language, the text usually expands by 5-10% (1 coin)
- It is one of the oldest documented living languages in the Indo-European language family (2 coins)
- It is the language of the New Testament and of all the Christian hymns (3 coins)
- It is the language of Plato, Aristotles (4 coins)





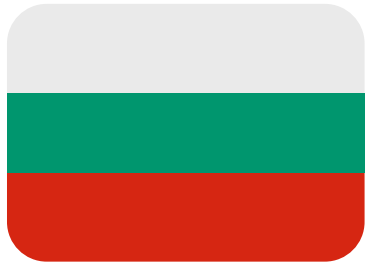
**Spanish**

- In that language, many words have completely different meanings depending on what syllable is stressed (1 coin).
- Studies by the University of Lyon in France show that this language is the second fastest spoken language, with an average of 7.82 syllables spoken per second (Japanese being the first). (1 coin)
- It is a Romance language derived from Vulgar Latin (2 coins)
- Some words in English are borrowed from this language, for example: macho, avocado, mustang, lasso, canyon (3 coins).
- This language uses inverted exclamation and question marks (4 coins)



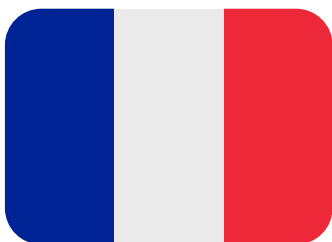
**Danish**

- This language does have genders but they are not masculine and feminine. They are known as neuter and common (1 coin).
- From this language, comes the word 'Bluetooth'. It is derived from the nickname of King Harald I. (1 coin).
- This language is considered to be one of two official languages of Faroe Islands (2 coins).
- It is a language that is derived from the Old Norse and known to be a North Germanic language (3 coins).
- Hans Christian Andersen wrote his fairy tales in this language (4 coins).



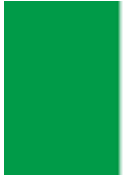
**Bulgarian**

- This language has some letters that have two sounds (1 coin).
- This language is older than Russian (1 coin)
- This language is heavily influenced by Turkish, Romanian, and Greek (2 coins).
- This language uses the Cyrillic alphabet and not the Roman alphabet (3 coins).
- This language belongs to the South Slavonic group, together with Serbian, Croatian, Macedonian, and Slovenian (4 coins).



**French**

- “E” is the most common letter in this language (1 coin).
- If you find a word with “w”, it’s only because it’s a borrowed word from a different language (1 coin)
- About a third to a half of basic English words come from this language (2 coins)
- In this language was published the first literary tale titled “beauty and the beast”, it was written in 1740 (3 coins)
- This language has a huge food-related vocabulary; so broad that restaurants all over the world often rely on it as there is often no equivalent term in the local language (4 coins)



**Irish**

- This language doesn't have a word for yes or no (1 coin).
- Aside from ancient Greece and Rome, the earliest examples of European literature are written in this language (1 coin).
- The first newspaper in this language was published in New York City in 1881 (2 coins).
- This language is an endangered language (3 coins).
- This is a Celtic language (4 coins).



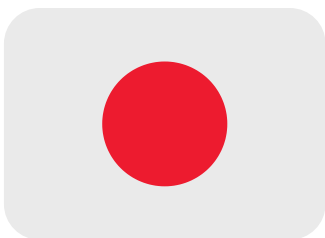
**Chinese**

- This is one of the most ancient languages still in use today (1 coin).
- This language has no articles, verb inflections, or plurals (1 coin).
- This language doesn't have an alphabet (2 coins).
- Ancient texts of this language were written from top right to bottom left (3 coins).
- It's the only modern pictographic language (4 coins).



**Hungarian**

- This language is totally different to the dialects spoken by its neighbours, which usually speak Indo-European languages. In fact, it comes from the Uralic region of Asia (1 coin).
- Staying true to its ancient roots, this language contains a 68% of its original words, in comparison English kept only 4% (1 coin).
- When introducing yourself in this language, you should state your name after your surname (2 coins)
- Joseph Pulitzer, in his time he was one of the most powerful journalists in the United States, grew up speaking three languages fluently: German, French and...? Guess what his third language was (3 coins).
- The name “Goulas” originates from this language (4 coins).



**Japanese**

- There are no plurals and articles in this language (1 coin).
- In this language intonation does matter, and you can make a sentence using only verbs (1 coin)
- This language has three different levels of formality with corresponding grammar. While speaking many other languages, you would be able to refuse an invitation in one line of writing: in this language it would take three (2 coins).
- The weather is a popular topic of conversation in this country, this is why their language has extensive weather vocabulary, and it includes many words for the types of rain experienced in different seasons (3 coins).
- This language uses three writing systems (4 coins).



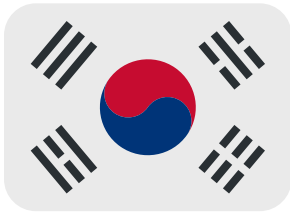
**Hebrew**

- This language does not have a verb that translates to “to be”; rather, in sentences that would use “to be” in English, there is no verb at all. (1 coin).
- There are 22 letters in this language alphabet, and all of them are consonants (1 coins).
- In this language, people are writing from right to left (2 coins).
- Around 200 AD, this language died out as an everyday spoken language, even though it had existed for many centuries before. It remained dormant for over 1500 years until it was revived in the 19th century (3 coins).
- The Old Testament, was originally written almost entirely in this language, with a few short elements in Aramaic (4 coins).



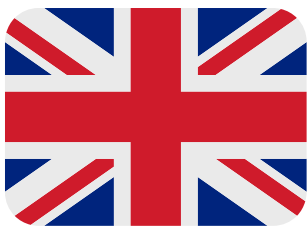
**Russian**

- In most cases, words starting with a- are considered borrowed from another language (1 coin).
- One of the most prominent features of the language is the lack of the verb “to be” in the present tense. For instance, an English sentence such as “You are beautiful” in this language would look like so “You beautiful” (1 coin).
- This language contains an extra distinction between light and dark blues; in tests, native speakers can visually discriminate various shades of blue far better than the control group (2 coins).
- If you plan on being an astronaut, learning this is essential. It is considered to be the international language of space, and in the event of emergency instructions are given to astronauts in this language (3 coins).
- In this language, the middle name is considered a patronymic name or in other words, a name that is derived from the name of the father (4 coins).



**Korean**

- This language has two counting systems. The native system is used for saying your age, counting objects, and expressing the hour when telling time. Other is used for expressing distance, currency, dates, and minutes when telling time (1 coin).
- In many situations where English speakers would typically use I or my, speakers of this language would use word for “we”, “us”, “ours” (1 coin).
- Linguists consider this language as a language isolate. This means it shows no significant link to any other existing language (2 coins).
- This language has elaborate honorific’s system. For example, there are ten ways to address “you”, which depend on the status, relationships, and age of the people communicating (3 coins).
- The word Mukbang meaning an online broadcast in which a host eats food while interacting with the audience comes from this language and has entered into English usage (4 coins).



**English**

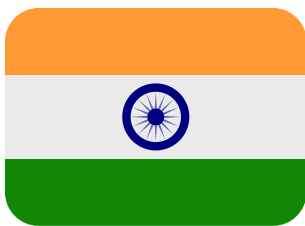
- There are some words in this language that exist only in plural form (1 coin).
- In this language, “time” is the most commonly used noun (1 coin).
- Some words in this language are spelled completely differently than they sound. The letter cluster of -ough can be pronounced in at least 10 different ways (2 coins).
- More people in the world have learned this language as a second language than there are native speakers (3 coins).
- It is the official language of airplane travel (4 points).





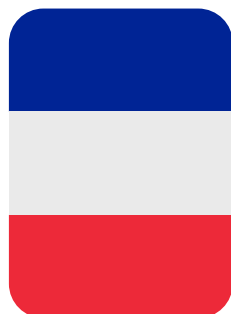
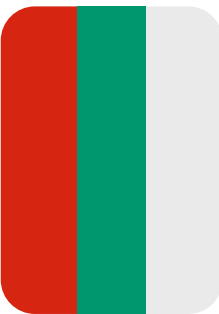
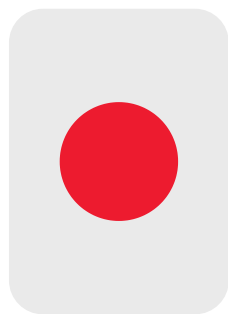
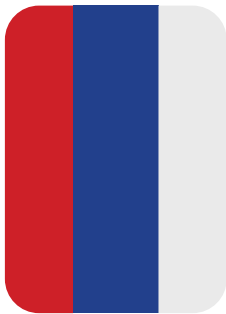
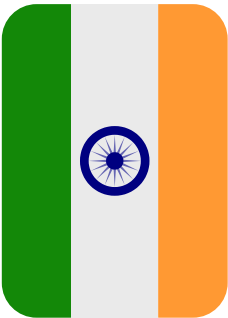
**Turkish**

- Elif Şafak (born 1971) is a well-known writer. Many of her books have been written in this language and translated into English. One of her quotes says: “Who is the real stranger – the one who lives in a foreign land and knows he belongs elsewhere, or the one who lives the life of a foreigner in her native land and has no place else to belong?” (1 coin).
- This language is not from the Indo-European linguistic family. One word in this language can have many affixes, endings or suffixes, and these can also be used to create new words (1 coin).
- Some of the oldest records of this language in its written form are found upon stone monuments in Central Asia, and date back to 725, 732 and 735 AD (2 coins).
- Most jokes in this language seem to revolve around one main character, Temel, his wife, Fatma, and his friend, Dursun. Temel is a typical guy from the Black Sea coastal region (3 coins).
- Before 1928, this language was written using a specific form of Arabic writing (4 coins).

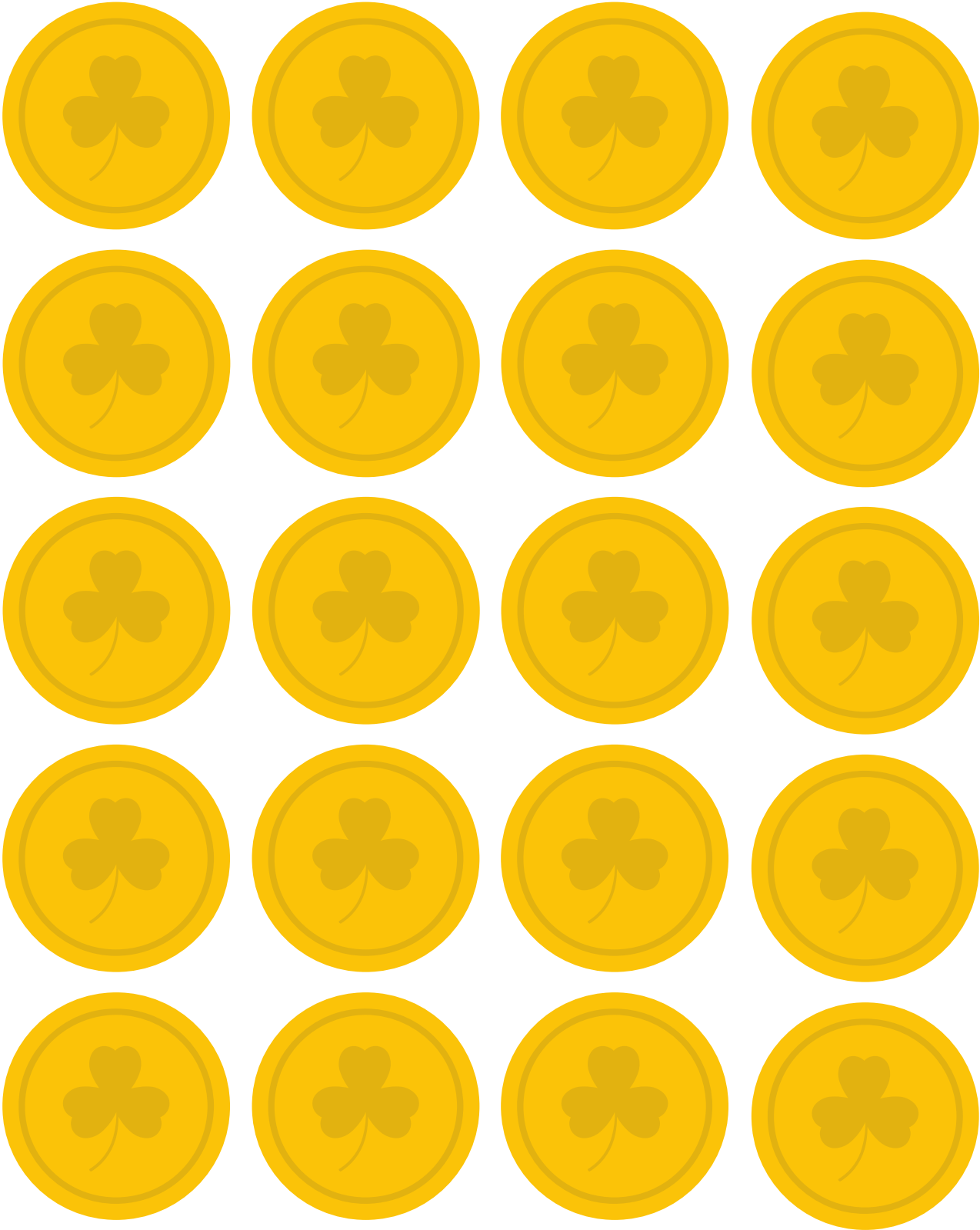


**Hindi**


- It is an Indo-European language (1 coin).
- Alphabet in this language is written from left to right (1 coin).
- This language has some similarities with the languages like Urdu, Bengali and Nepalese (2 coins).
- If you know this language, you’ll be able to communicate in Urdu (3 points).
- Examples of loanwords from this language include avatar, karma, mantra, nirvana and yoga (4 coins).



Handout 2: Flags



Handout 3: Coins



# Guess the Language - Word Search Game

# ANSWER KEY

for Word Search Game

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94. Ballerina*Italian	8. Karate*Japanese
117. Sonata*Italian	110. Judo*Japanese
42. Tempo*Italian	39. Emoji*Japanese
2. Risotto*Italian	11. Aikido*Japanese
60. Salami*Italian	5. Won*Korean
59. Cappuccino*Italian	66. Hangeul*Korean
88. Concert*Italian	113. Chaebol*Korean
72. Lasagne*Italian	106. Mukbang*Korean
83. Ravioli*Italian	34. Taekwondo*Korean
26. Pizza*Italian	58. Kimchi*Korean
74. Virtuoso*Italian	68. Bulgogi*Korean
71. Diva*Italian	91. Bibimbap*Korean
53. Bonsai*Japanese	105. Soju*Korean
77. Anime*Japanese	17. Hanbok*Korean
10. Ikebana*Japanese	1. Avocado*Spanish
63. Origami*Japanese	37. Burrito*Spanish
61. Kimono*Japanese	93. Canyon*Spanish
115. Yukata*Japanese	107. Chipotle*Spanish
44. Sake*Japanese	73. Churro*Spanish
14. Mirin*Japanese	84. Gringo*Spanish
32. Sashimi*Japanese	40. Lasso*Spanish
33. Sumo*Japanese	48. Macho*Spanish

# ANSWER KEY

for Word Search Game

- |                          |                              |
|--------------------------|------------------------------|
| 67. Quesadilla*Spanish   | 118. Filet Mignon*French     |
| 112. Reconquista*Spanish | 30. Foie Gras*French         |
| 21. Rodeo*Spanish        | 92. Soufflé*French           |
| 97. Rumba*Spanish        | 57. Plebiscite*French        |
| 35. Tango*Spanish        | 22.Coup D'etat*French        |
| 55. Taco*Spanish         | 102. Sovergency*French       |
| 119. Tequila*Spanish     | 111. Bureaucracy*French      |
| 6. Zorro*Spanish         | 20. Babushka*Russian         |
| 47. Feng Shui*Chinese    | 23. Intelligentsia*Russian   |
| 99. Hanfu*Chinese        | 86. Ruble*Russian            |
| 121. Qipao*Chinese       | 29. Pavlova*Russian          |
| 109. Shanghai*Chinese    | 81. Vareniki*Russian         |
| 25. Tai Chi*Chinese      | 89. Cosmonaut*Russian        |
| 7. Taoism*Chinese        | 38. Kremlin*Russian          |
| 31. Yin Yang*Chinese     | 76. Matryoshka*Russian       |
| 95. Ecu*French           | 36. Taiga*Russian            |
| 80. Beige*French         | 98. Tundra*Russian           |
| 27. Turquoise*French     | 101. Beef Stroganoff*Russian |
| 104. Braille*French      | 18. Kefir*Russian            |
| 49. Fauvism*French       | 41. Pelmeni*Russian          |
| 52. Art Nouveau*French   | 100. Soviet*Russian          |
| 16. Croissant*French     | 64. Stalinism*Russian        |



# ANSWER KEY

for Word Search Game

- 
- |                                 |                                |
|---------------------------------|--------------------------------|
| 120. Tsar*Russian               | 46. Arthur Schopenhauer*German |
| 90. Schadenfreude*German        | 12. Albrecht Dürer*German      |
| 54. Wanderlust*German           | 43. Joan of Arc*French         |
| 9. Zeitgeist*German             | 96. Napoleon Bonaparte*French  |
| 85. Volkswagen*German           | 75. Coco Chanel*French         |
| 82. Gestalt*German              | 15. Claude Monet*French        |
| 79. Waltz*German                | 65. Voltaire*French            |
| 87. Blitzkrieg*German           | 108. Albert Camus*French       |
| 45. Luftwaffe*German            | 103. Mikhail Gorbachev*Russian |
| 78. Haruki Murakami*Japanese    | 114. Pyotr Tchaikovsky*Russian |
| 51. Yoko Ono*Japanese           | 19. Lev Tolstoy*Russian        |
| 116. Cristoforo Colombo*Italian |                                |
| 62. Leonardo Da Vinci*Italian   |                                |
| 70. Galileo*Italian             |                                |
| 13. Confucius*Chinese           |                                |
| 28. Mao Zedong*Chinese          |                                |
| 24. King Sejong*Korean          |                                |
| 3. Salvador Dalí*Spanish        |                                |
| 69. Pablo Picasso*Spanish       |                                |
| 50. Francisco Goya*Spanish      |                                |
| 4. Ludwig van Beethoven*German  |                                |
| 56. Albert Einstein*German      |                                |

# Answer sheet

**Possible answers:**

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

1	9	16	24
2	10	17	25
3	11	18	26
4	12	19	27
5	12	20	28
6	13	21	29
7	14	22	30
8	15	23	31

# Answer sheet

Possible answers:

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

2/5

1

9

17

25

2

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28

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29

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16

24

32

# Answer sheet

**Possible answers:**

- I - Italian
- R - Russian
- J - Japanese
- G - German
- K - Korean
- C - Chinese
- S - Spanish

3/5

33

41

49

57

34

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63

40

48

56

64

# Answer sheet

Possible answers:

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

4/5

65

73

81

89

66

74

82

90

67

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95

72

80

88

96

# Answer sheet

Possible answers:

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

4/5

65

73

81

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96



# Answer sheet

Possible answers:

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

4/5

65

73

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96

# Answer sheet

Possible answers:

- I - Italian
- J - Japanese
- K - Korean
- S - Spanish
- R - Russian
- G - German
- C - Chinese

5/5

97

105

113

121

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118

103

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112

120

# Handout 3: QR codes

## Word Search Game: QR Challenge



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# Globetrotter - Gestures & Culture



# A

1. China



2. Greece



3. United Kingdom



4. France



# Q

1. In which country, it's least likely to be greeted with a cheek kiss?

- A. China
- B. France
- C. Israel
- D. Philippines

2. Waving the hand with the palm facing out is an insult, rather than a greeting in...

- A. Greece
- B. Poland
- C. Scotland
- D. USA

3. In which country's Parliament clapping is generally prohibited?

- A. UK
- B. Canada
- C. USA
- D. Russia

4. A popular joke in that country states that you may recognize the city you are in by counting the number of cheek kisses as it varies.

- A. Poland
- B. China
- C. Japan
- D. France

# A

5. Japan



6. France and Tunisia



7. Vietnam



8. India



# Q

5. In which country the one-handed ring gesture is used to symbolize money?

- A. Japan
- B. Poland
- C. Germany
- D. USA

6. In which countries the “OK” gesture may be interpreted negatively as “zero” meaning “worth nothing”?

- A. France and Tunisia
- B. Poland and Slovakia
- C. USA and Canada
- D. Poland and Russia

7. To cross one's fingers is a hand gesture commonly used to wish for luck. In which country this gesture is considered rude and offensive, especially to another person?

- A. Vietnam
- B. Poland
- C. France
- D. Japan

8. Which country uses Namaste as a greeting during formal occasions?

- A. Japan
- B. India
- C. Algeria
- D. Djibouti

# A

9. Bulgaria



10. Iran, Iraq, Afghanistan



11. Bosnia, Croatia, Turkey, Greece



12. Tibet



# Q

9. In which country nodding your head means "no"?

- A. Bulgaria
- B. Poland
- C. USA
- D. UK

10. A thumbs-up gesture in most countries means "ok". However, in some countries it has the same connotation as "middle finger". Which countries are those?

- A. Iran, Iraq, Afghanistan
- B. Japan, Korea, China
- C. Malaysia, Philippines, India
- D. Cyprus, Turkey, Iran

11. In which countries you can observe people saying no by tongue clicking and tossing their head?

- A. Bosnia, Croatia, Turkey, Greece
- B. France, Croatia, Turkey, Greece
- C. Spain, Croatia, Bosnia, Turkey,
- D. Italy, Croatia, Greece, Turkey

12. In which country sticking your tongue out is a greeting and a sign of respect?

- A. Tibet
- B. Japan
- C. South Korea
- D. North Korea

# A

13. Philippines



14. Greenland



15. Thailand, Indonesia, Cambodia



16. Russia



# Q

13. In which country a young person greets an older person by bowing and holding the right hand of the older person - pressing the knuckles of those they greet against their forehead.

- A. Philippines
- B. Israel
- C. Korea
- D. Iraq

14. In which country family members greet themselves by pressing the nose and upper lip against the other person's skin – then breathing on them?

- A. Greenland
- B. Malaysia
- C. Armenia
- D. Argentina

15. In which country sitting with your legs crossed and showing the soles of the feet may be considered rude?

- A. Thailand, Indonesia, Cambodia
- B. Thailand, Japan, Indonesia
- C. Thailand, Korea, Cambodia
- D. Cambodia, Turkey, Indonesia

16. In which country, giving an even number of flowers is reserved for funerals?

- A. Russia
- B. Poland
- C. USA
- D. Slovakia



# A

17. Japan



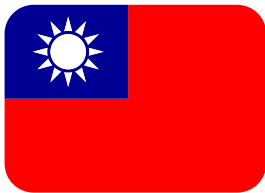
18. Korea



19. China



20. China, Taiwan



# Q

17. In which country showing a little finger to a woman means you are calling her the mistress of a married man?

- A. Japan
- B. Finland
- C. France
- D. Germany

18. In which countries giving and receiving money with only one hand is considered rude?

- A. Korea
- B. Iraq
- C. Turkey
- D. Poland

19. In which country it is not polite to clear your plate?

- A. China
- B. Portugal
- C. Slovakia
- D. Spain

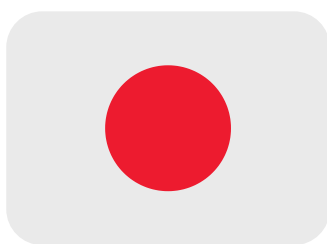
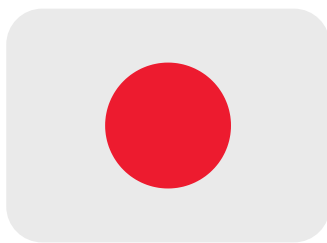
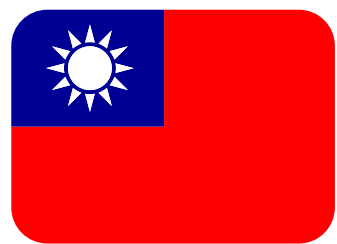
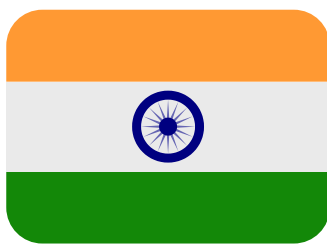
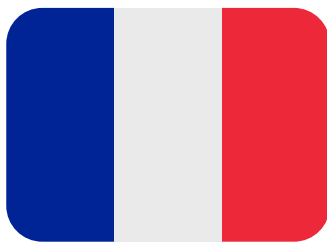
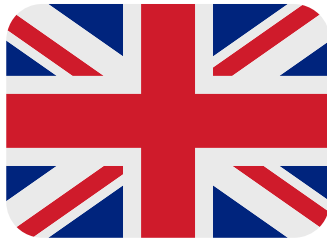
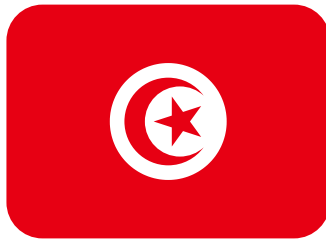
20. In which countries it's not considered rude to belch?

- A. China, Taiwan
- B. Estonia, Finland
- C. Greece, Hungary
- D. Bulgaria, Croatia

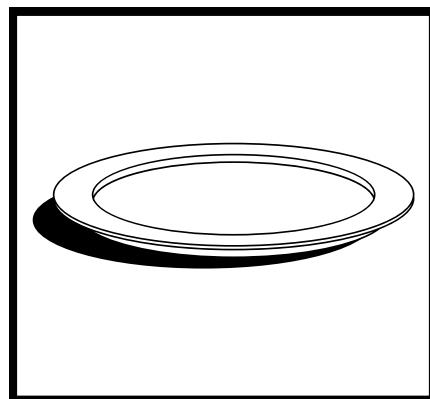
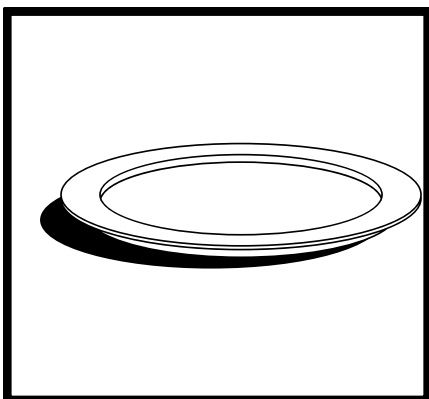
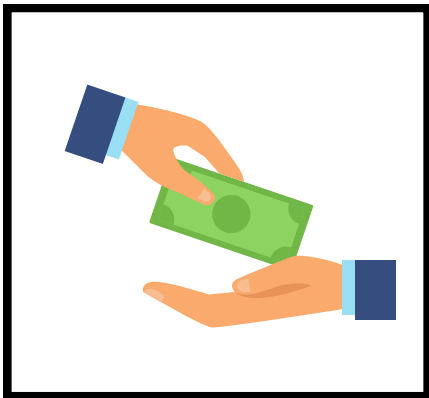
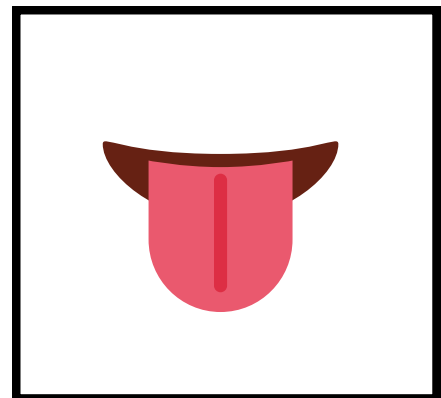
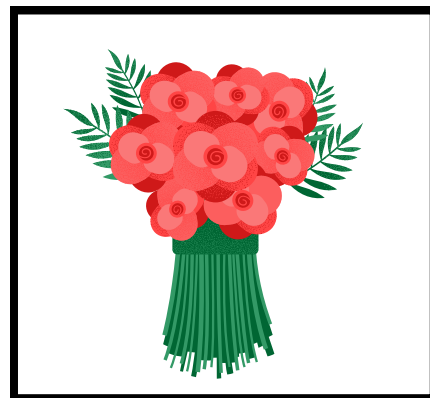
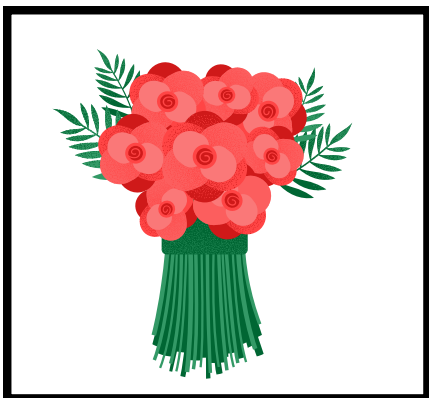
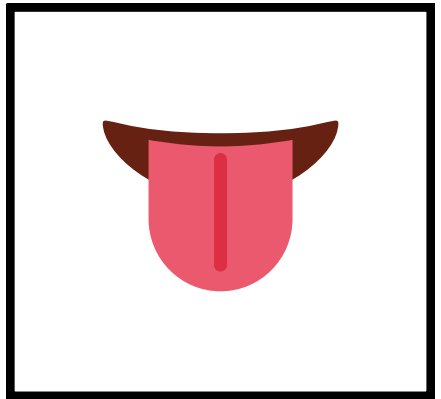
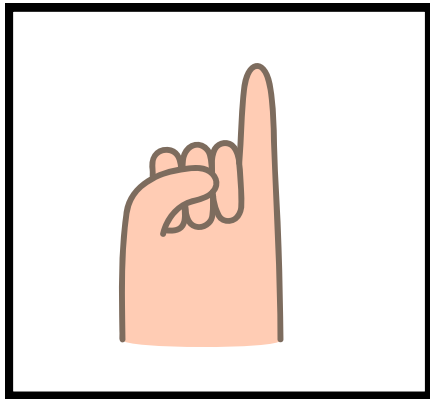
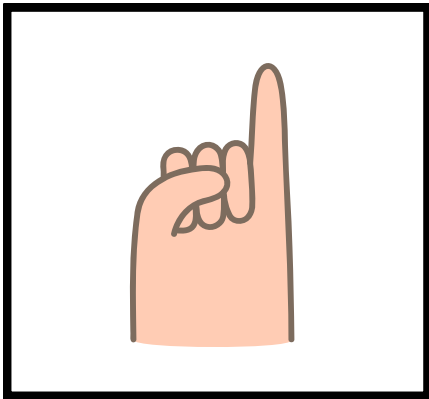


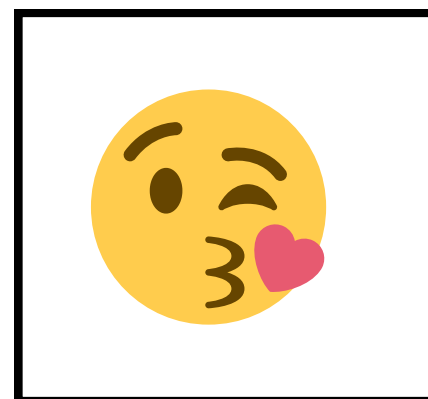
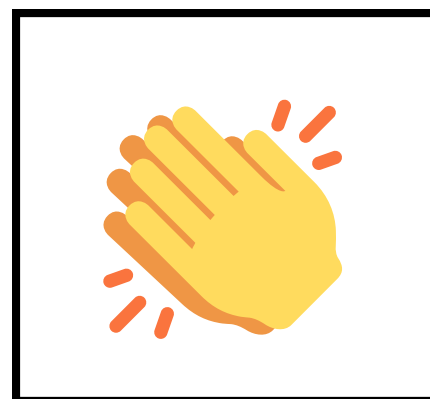
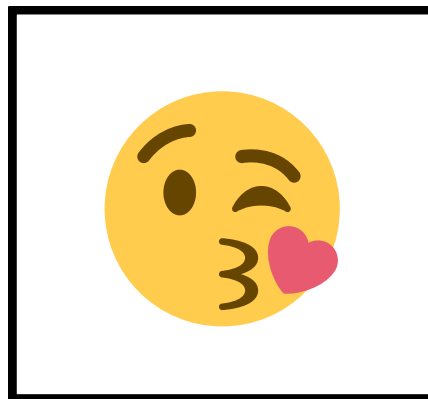
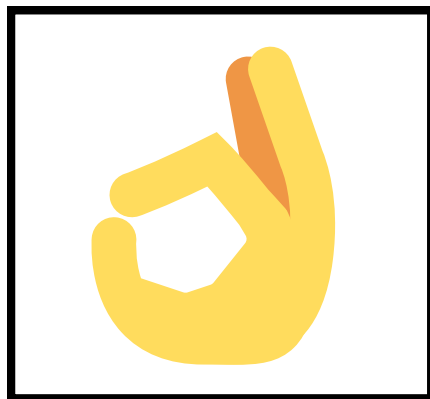
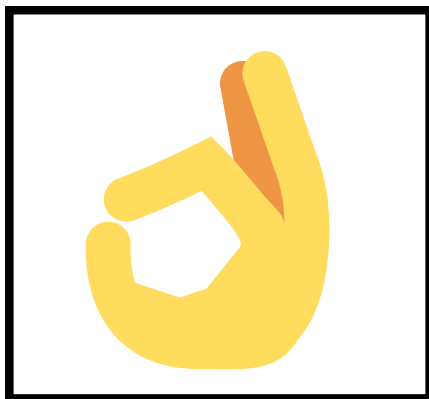
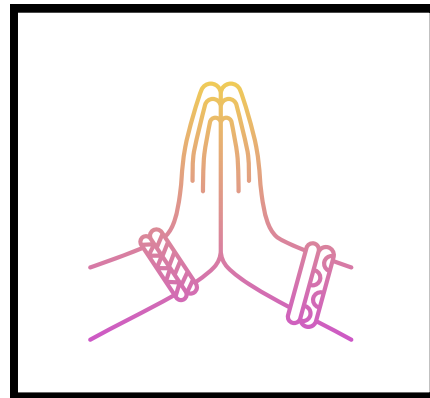
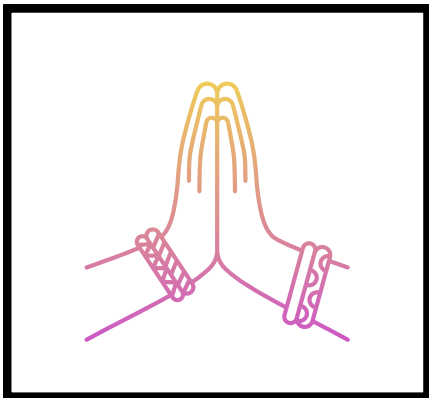
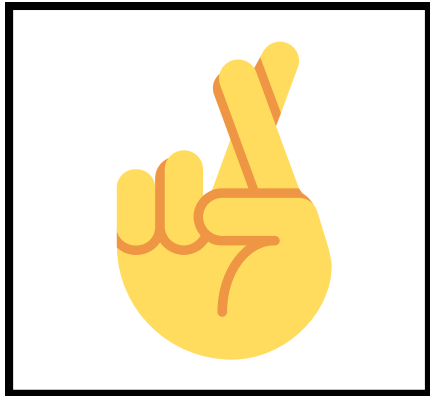
**PASSPORT**





Handout 3: Flags





Handout 4: Memory game

# Globetrotter: Superstitions Around the World





Name :

Date :

## Matching game - good luck

Draw a line to match the good luck charm to the country/tradition it originated from

- |   |   |   |                             |
|---|---|---|-----------------------------|
| Hamsa   | ● | ● | Ireland                     |
| Evil eye                                      | ● | ● | Japan                       |
| An elephant                                   | ● | ● | China                       |
| Kit kat                                       | ● | ● | Ireland                     |
| A four-leaf clover                            | ● | ● | Poland                      |
| A spider in a pocket                          | ● | ● | China                       |
| Golden toad                                   | ● | ● | Denmark                     |
| Fish scales                                   | ● | ● | Spain                       |
| A red envelope                                | ● | ● | Ireland                     |
| Broken dishes                                 | ● | ● | Japan                       |
| Bells   | ● | ● | Argentina                   |
| 12 green grapes                               | ● | ● | Japan                       |
| Spilled water                                 | ● | ● | Denmark                     |
| Birthday wishes given too early               | ● | ● | Serbi                       |
| Beans on New Year's Eve                       | ● | ● | India                       |
| 'Wish tree' coins                             | ● | ● | Mediterranean countries     |
| Saying 'rabbit' on the first day of the month | ● | ● | Mediterranean countries     |
| Planting a tree after getting married         | ● | ● | Netherlands and Switzerland |

Name :

Date :

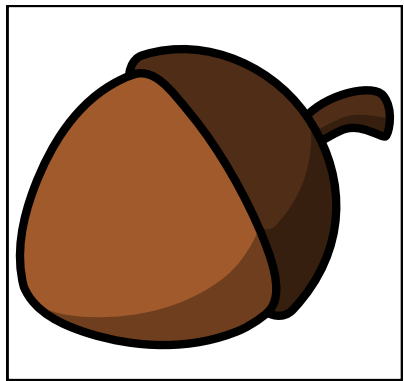
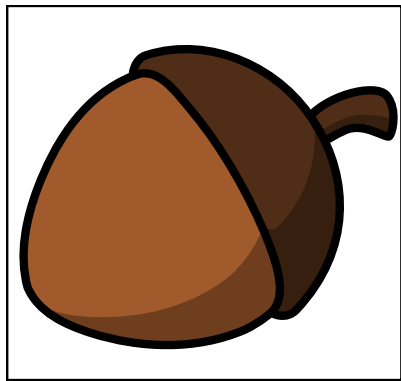
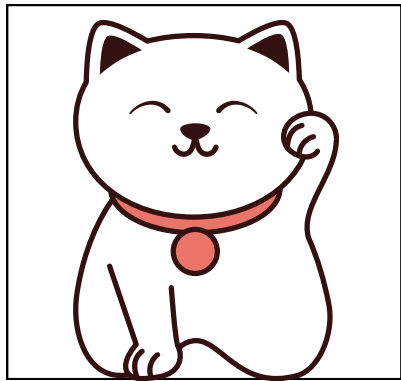
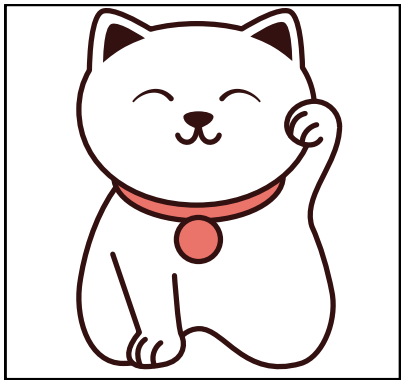
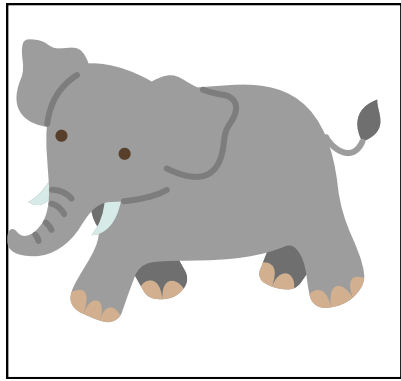
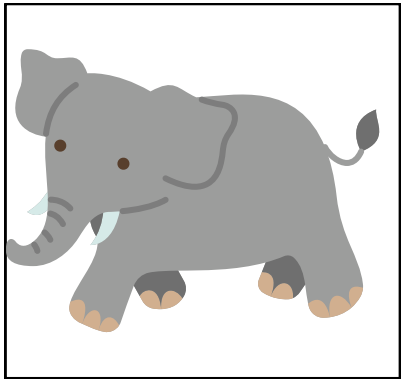
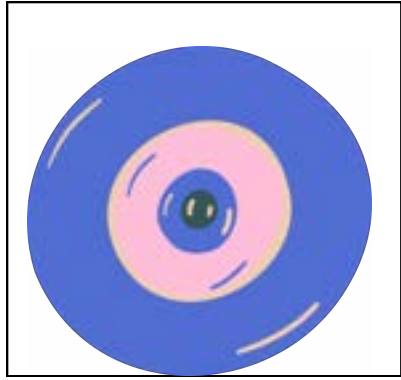
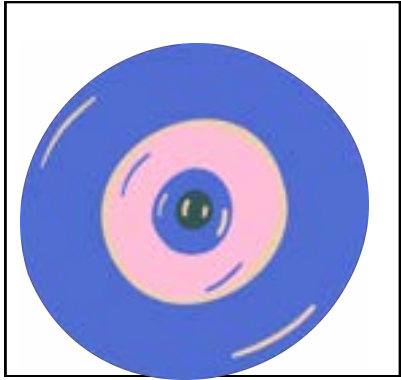
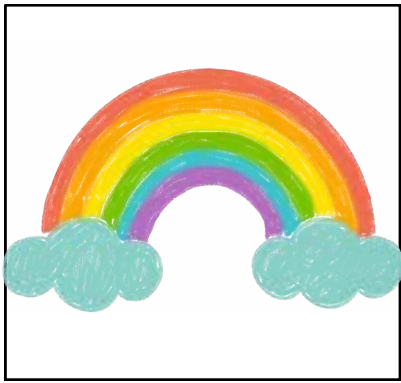
# Matching game - bad luck

Draw a line to match the good luck charm to the country/tradition it originated from

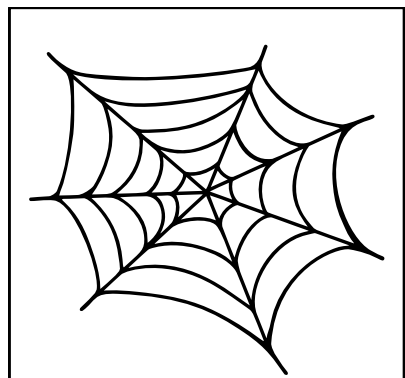
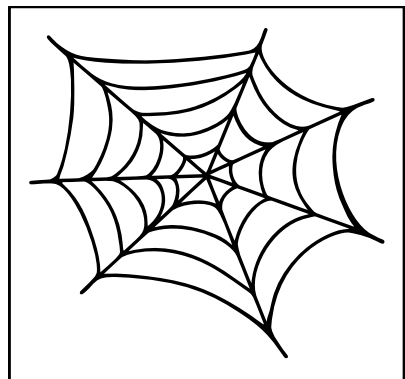
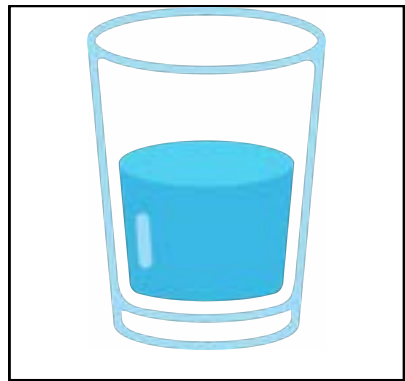
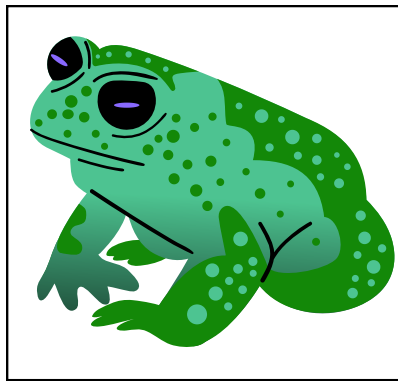
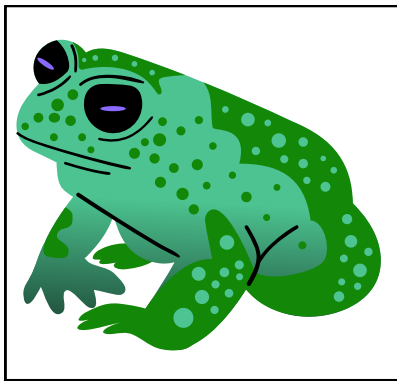
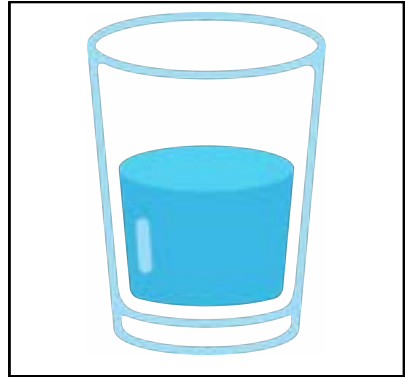
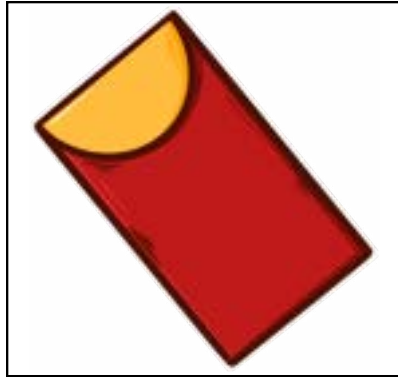
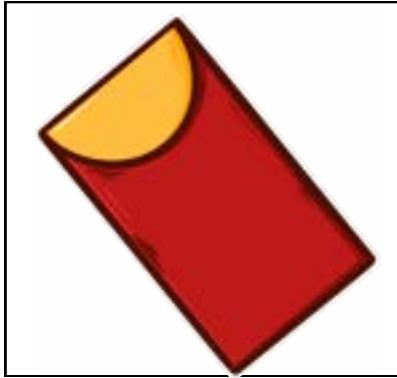
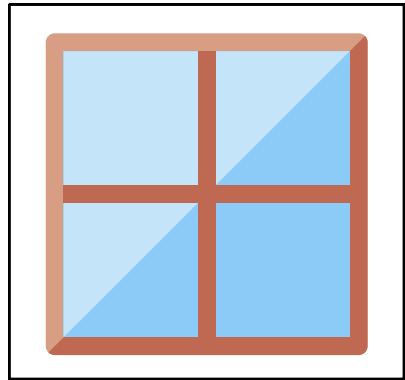
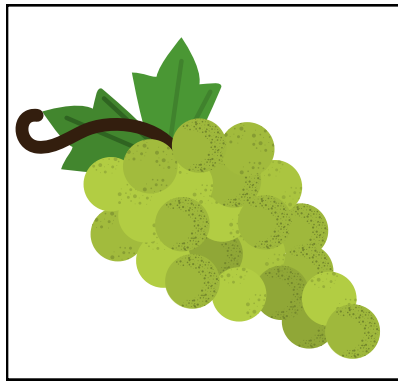
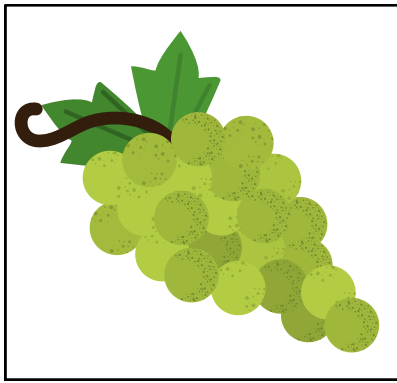
- |  |                  |
|--|------------------|
| Yellow clothes as a gift ●                             | ● Britain        |
| Shoes on a table ●                                     | ● Spain          |
| Pointing at a rainbow ●                                | ● Britain        |
| Wishing happy birthday too early ●                     | ● China          |
| Actors avoid saying its name when in the theatre ●     | ● Navajo culture |
| Sweeping at night ●                                    | ● Germany        |
| Keeping your bedroom windows open on All Saints' Day ● | ● China          |
| Keeping purse on the floor ●                           | ● Spain          |
| Number 4 ●   |                  |

# SCORE SHEET

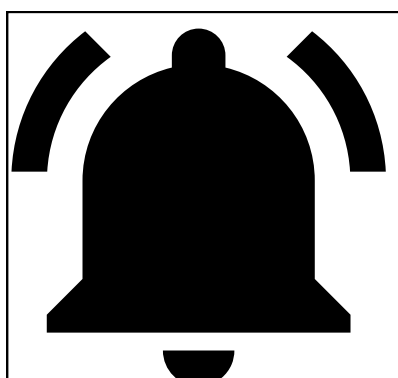
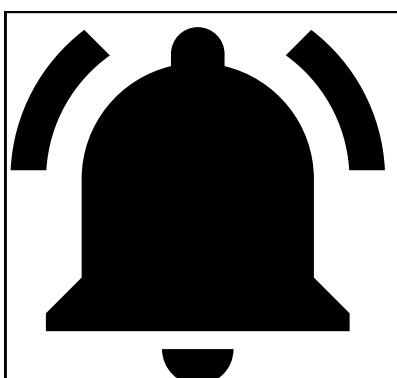
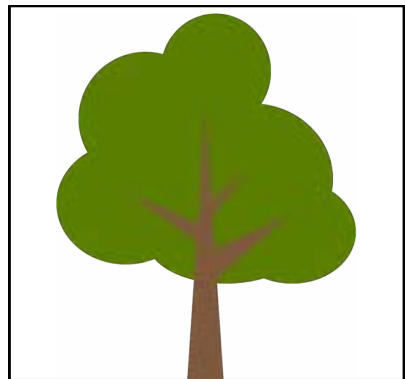
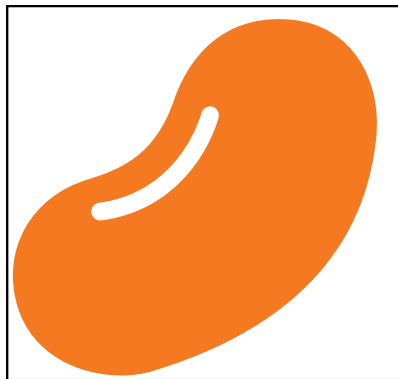
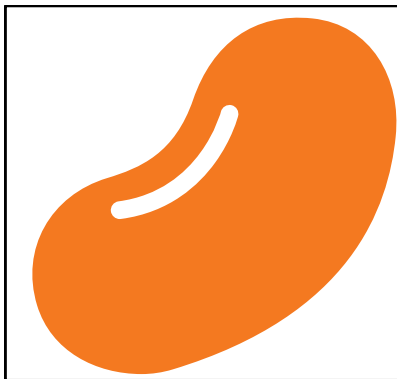
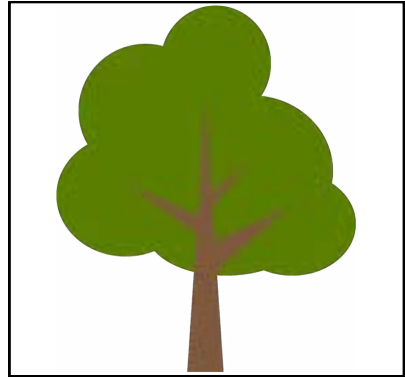
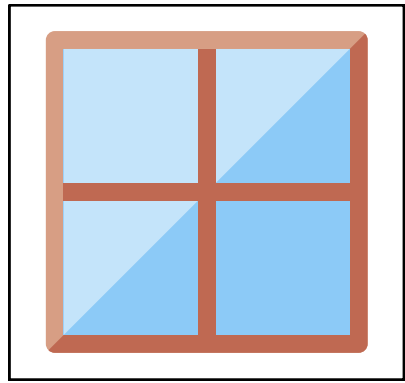
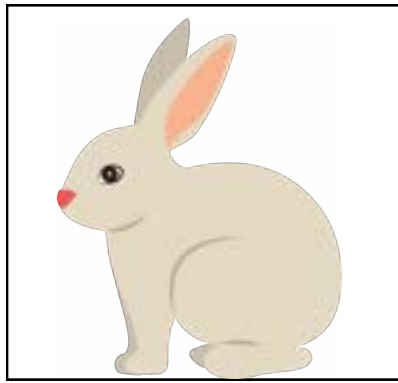
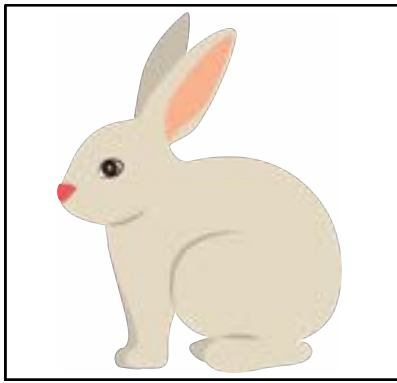
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2		16	
3		17	
4		18	
5		19	
6		20	
7		21	
8		22	
9		23	
10		24	
11		25	
12		26	
13		TOTAL SCORE:	
14			



Handout 4: Memory game

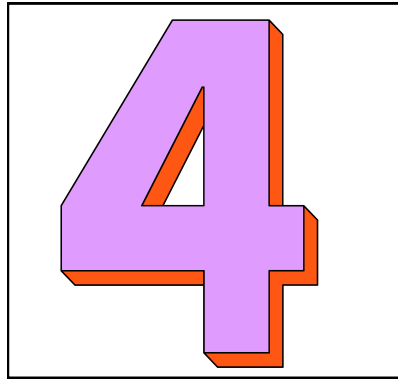
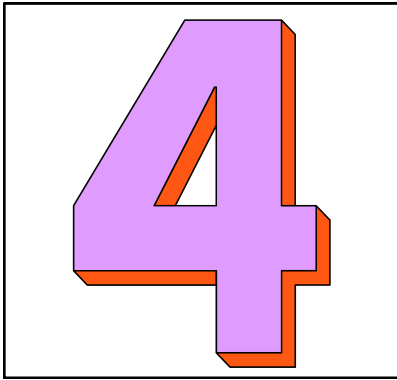


Handout 4: Memory game



Handout 4: Memory game





# Handout 5: QR codes

## Superstitions Around the World Game: QR Challenge



# Handout 5: QR codes

## Superstitions Around the World Game: QR Challenge





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# WHO - Challenging Stereotypes







Handout 1: Gameboard



Ingroup bias is the tendency to favor one's own group, its members, its characteristics, and its products, particularly in reference to other groups. Also, it is called ingroup favoritism.

TRUE

FALSE

Outgroup bias -the tendency to favor the outgroup over the ingroup- is much less common than ingroup bias but by no means absent in intergroup relations.

TRUE

FALSE

"A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment" This is one of the basic definitions of stereotype.

TRUE

FALSE

Ingroup Bias is the psychological tendency to dislike other people that are outside of one's own identity group.

TRUE

FALSE



Handout 2: Questions cards (QR codes replacement)

Art, dance, writing, and acting can have the power of perishing prejudice, stereotypes, ingroup bias, and outgroup bias.

TRUE

FALSE

Talking with a close friend or family member about injustice related to outgroup bias that you experienced will help to feel the support that you need.

TRUE

FALSE

If someone says “ all Asians are horrible drivers”, you should not give any reactions. This is the true way to fight against prejudices.

TRUE

FALSE

Prejudice, stereotypes, ingroup bias, and outgroup bias are the obstacles to building good relationships between individuals.

TRUE

FALSE



Handout 2: Questions cards (QR codes replacement)

"Prejudices are unfair feelings of dislike for a person or group because of race, sex, religion, etc.

TRUE

FALSE

A stereotype is not a direct product of personal experience but it is acquired.

TRUE

FALSE

If we have in-group biases, we do not have out-group biases.

TRUE

FALSE

Black male athletes are often believed to be more athletic, yet less intelligent, than their white male counterparts. This impression is an ingroup bias.

TRUE

FALSE





Expecting that others with being prejudiced against you can become the prejudice in itself.

TRUE

FALSE

Being open and accepting your mistakes against the outgroup is a weakness.

TRUE

FALSE

Teamworking and collaboration help to avoid ingroup bias in a community.

TRUE

FALSE

A simple way of not stereotyping is to avoid qualifying the behavior of one person as being representative for the entire culture.

TRUE

FALSE



Handout 2: Questions cards (QR codes replacement)

All slant-eyed people are Chinese or Japanese. This statement is a stereotype.

TRUE

FALSE

If you are a fan of a football team, you are likely to dislike a fan of a rival football team, even if you admire the person. It is an example of outgroup bias.

TRUE

FALSE

Stereotypes are the giving of specific attributes, labels, or stigmas to groups or classes.

TRUE

FALSE

Prejudices are generally not individual evaluations, but the judgments of the groups they belong to against other groups.

TRUE

FALSE



Handout 2: Questions cards (QR codes replacement)

Surrounding yourself with a variety of people and increasing social connections are ways to help reduce your biases.

TRUE

FALSE

We think that members of the outgroup are less like us, so we may have prejudices against them. Outgroup bias includes negative classifications, feelings, or ideas about people who are not part of our ingroup.

TRUE

FALSE

Television, movies, magazines, newspapers, and all kinds of mass media do not have any power to reinforce the stereotypes of nationality or ethnicity.

TRUE

FALSE

Empathy has no effect on reducing prejudice among people or groups.

TRUE

FALSE











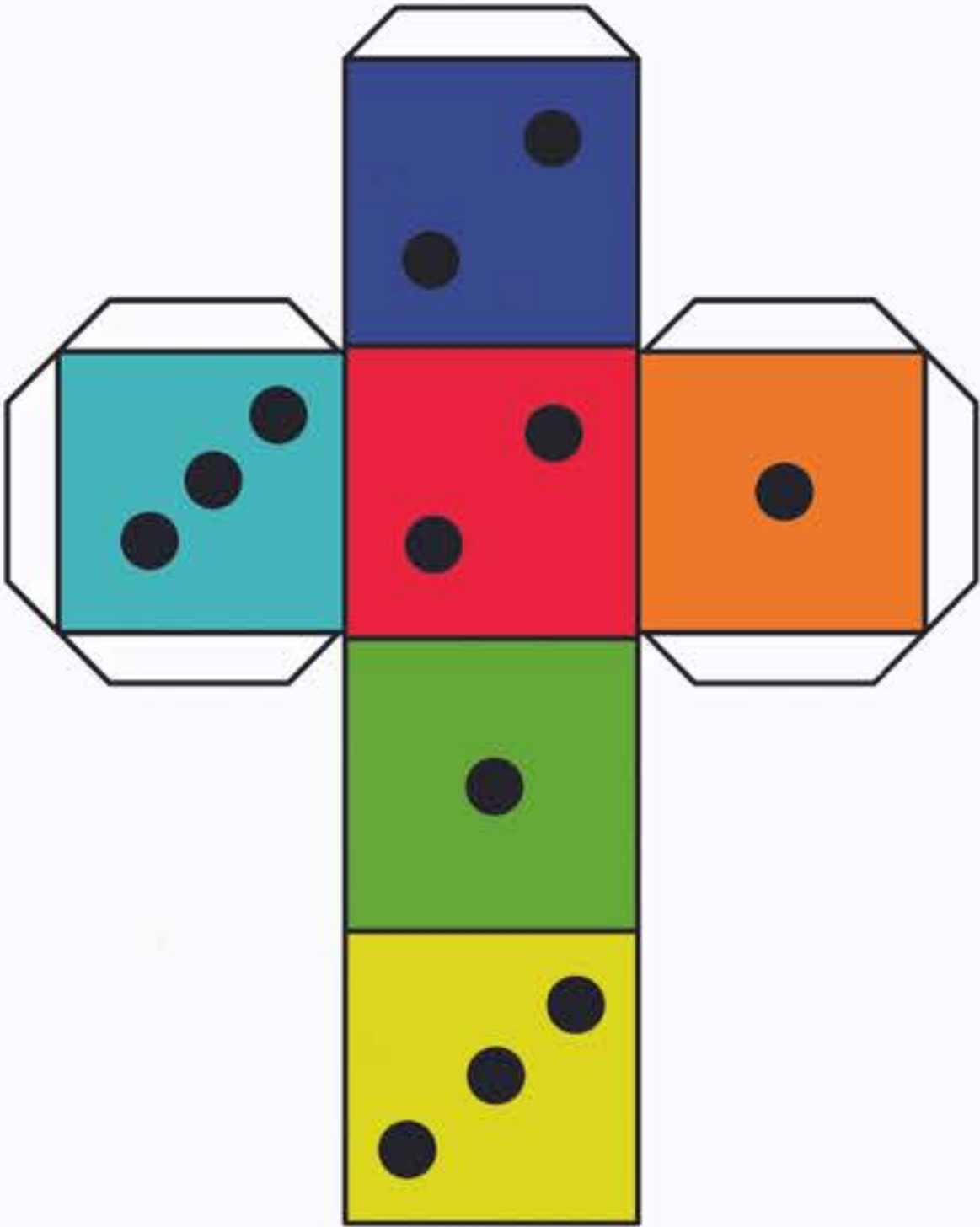












# Answer key of WHO

1) Ingroup Bias is the psychological tendency to dislike other people that are outside of one's own identity group. Is it True or False?

A ) TRUE

B) FALSE

2) "A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment" This is one of the basic definitions of stereotype. Is it True or False?

A ) TRUE

B) FALSE

3) "Prejudices are unfair feelings of dislike for a person or group because of race, sex, religion, etc. Is it True or False?

A ) TRUE

B) FALSE

4) Outgroup bias—the tendency to favor the outgroup over the ingroup—is much less common than ingroup bias but by no means absent in intergroup relations. Is it True or False?

A ) TRUE

B) FALSE

5) A stereotype is not a direct product of personal experience but it is acquired." Is it True or False?

A ) TRUE

B) FALSE

# Answer key of WHO

6) Black male athletes are often believed to be more athletic, yet less intelligent, than their white male counterparts. This impression is an ingroup bias. Is it True or False?

A ) TRUE B) FALSE

7) Ingroup bias is the tendency to favor one's own group, its members, its characteristics, and its products, particularly in reference to other groups. Also, it is called ingroup favoritism. Is it True or False?

A ) TRUE B) FALSE

7) Ingroup bias is the tendency to favor one's own group, its members, its characteristics, and its products, particularly in reference to other groups. Also, it is called ingroup favoritism. Is it True or False?

A ) TRUE B) FALSE

8) We think that members of the outgroup are less like us, so we may have prejudices against them. Outgroup bias includes negative classifications, feelings, or ideas about people who are not part of our ingroup. Is it True or False?

A ) TRUE B) FALSE

9) If you are a fan of a football team, you are likely to dislike a fan of a rival football team, even if you admire the person. It is an example of outgroup bias. Is it True or False?

A ) TRUE B) FALSE

# Answer key of WHO

10) If we have in-group biases, we do not have out-group biases. Is it True or False?

A ) TRUE B) FALSE

11) All slant-eyed people are Chinese or Japanese. This statement is a stereotype. Is it True or False?

A ) TRUE B) FALSE

12) Stereotypes are the giving of specific attributes, labels, or stigmas to groups or classes. Is it True or False?

A ) TRUE B) FALSE

13) Television, movies, magazines, newspapers, and all kinds of mass media do not have any power to reinforce the stereotypes of nationality or ethnicity. Is it True or False?

A ) TRUE B) FALSE

14) Prejudice, stereotypes, ingroup bias, and outgroup bias are the obstacles to building good relationships between individuals. Is it True or False?

A ) TRUE                      B) FALSE

# Answer key of WHO

15) Surrounding yourself with a variety of people and increasing social connections are ways to help reduce your biases. Is it True or False?

A ) **TRUE**

B) FALSE

16) If someone says “ all Asians are horrible drivers”, you should not give any reactions. This is the true way to fight against stereotype. Is it True or False?

A ) TRUE

B) **FALSE**

17) Being open and accepting your mistakes against the outgroup is a weakness. Is it True or False?

A ) TRUE

B) **FALSE**

18) Talking with a close friend or family member about injustice related to outgroup bias that you experienced will help to feel the support that you need. Is it True or False?

A ) **TRUE**

B) FALSE

19) Expecting that others with being prejudiced against you can become the prejudice in itself. Is it True or False?

A ) **TRUE** B) FALSE



# Answer key of WHO

20) Art, dance, writing, and acting can have the power of perishing prejudice, stereotypes, ingroup bias, and outgroup bias. Is it True or False?

A ) TRUE

B) FALSE

21) Empathy has no effect on reducing prejudice among people, or groups. Is it True or False?

A ) TRUE

B) FALSE

22) Prejudices are generally not individual evaluations, but the judgments of the groups they belong to against other groups. Is it True or False?

A ) TRUE

B) FALSE

23) A simple way of not stereotyping is to avoid qualifying the behavior of one person as being representative for the entire culture. Is it True or False?

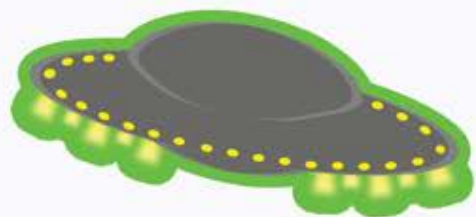
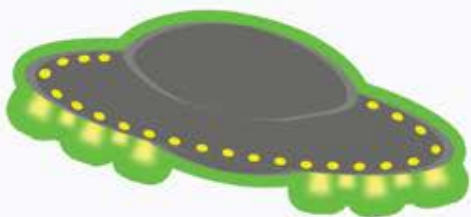
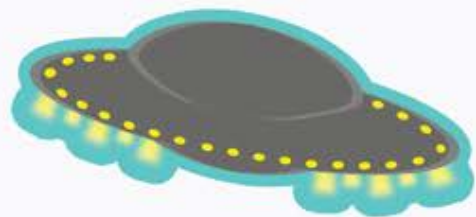
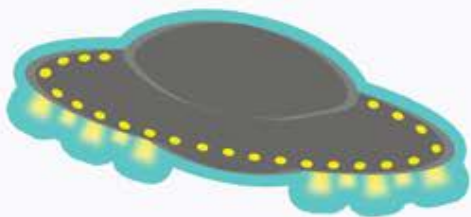
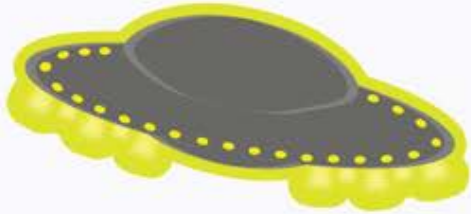
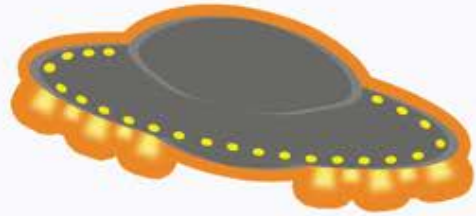
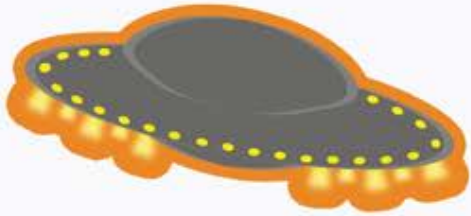
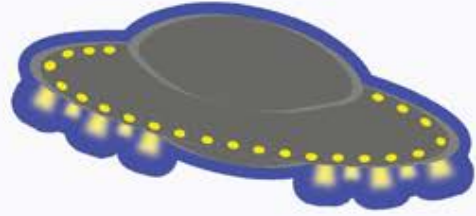
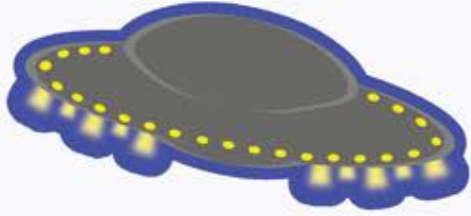
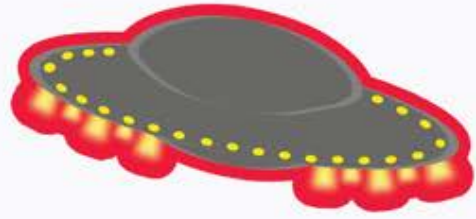
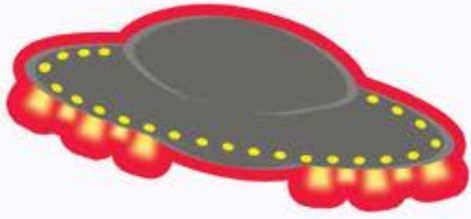
A ) TRUE

B) FALSE

24) Teamworking and collaboration help to avoid ingroup bias in a community. Is it True or False?

A ) TRUE

B) FALSE







# LEADERBOARD



1. 

2. 

3. 

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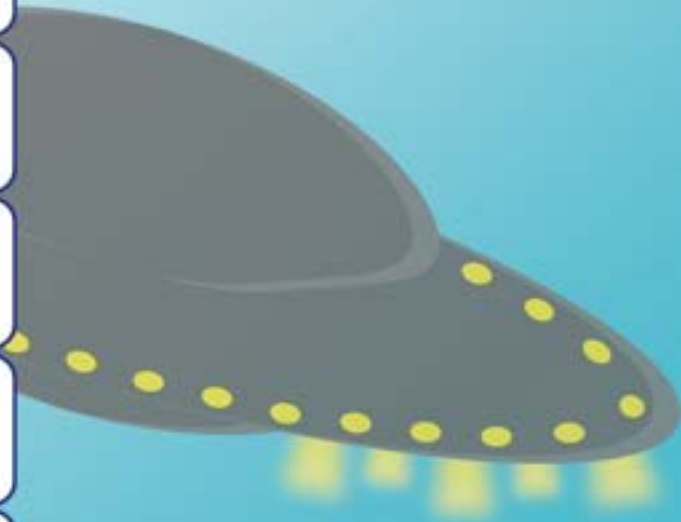
6.

7.

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10.







## STORY OF THE WHO

We're going on a journey, are you ready?

It is not from our world, but our guest! It needs your help to complete its journey.

Would you like to accompany it on its adventure in our world?

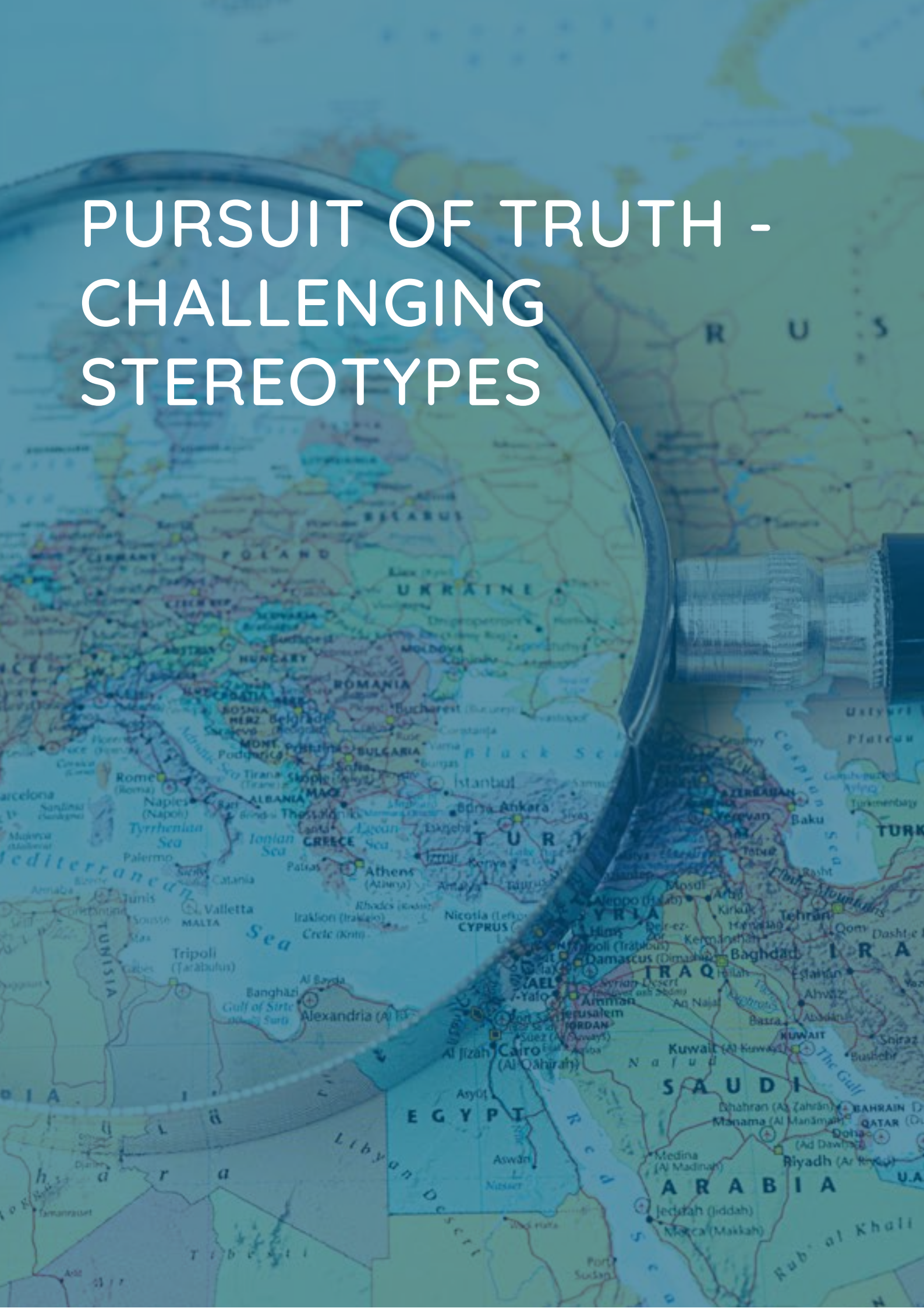
In this adventure, you have to overcome obstacles together: because our guest wants a healthy and happy life in our world...It needs you! Knowing answers to the questions about prejudice, stereotypes, in-group and out-group prejudice in cards will take you to the finishing point. You will work together until the end of the adventure and get to know each other better. You will answer all the questions and complete the task together.

You must dice and answer the questions that find you! ; Remember! Green and orange cards have the right to go forward 1 step, purple and red cards have the right to go forward 2 steps, and yellow and turquoise cards have the right to go forward 3 steps. if the question is not answered correctly, you must go back 3 steps. If you stop on the black color on the game path, you have to wait for 1 turn.

Thanks for helping it on this adventure and being a good person!



# PURSUIT OF TRUTH - CHALLENGING STEREOTYPES



MAP OF ORIENTEERING TRACK FOR  
HASANOGLAN ATATÜRK SCIENCE HIGH SCHOOL



- START
- FINISH
- TARGETS
- BUILDINGS
- ROADS
- OPEN AREAS
- PARKS
- FENCE
- STAIRS

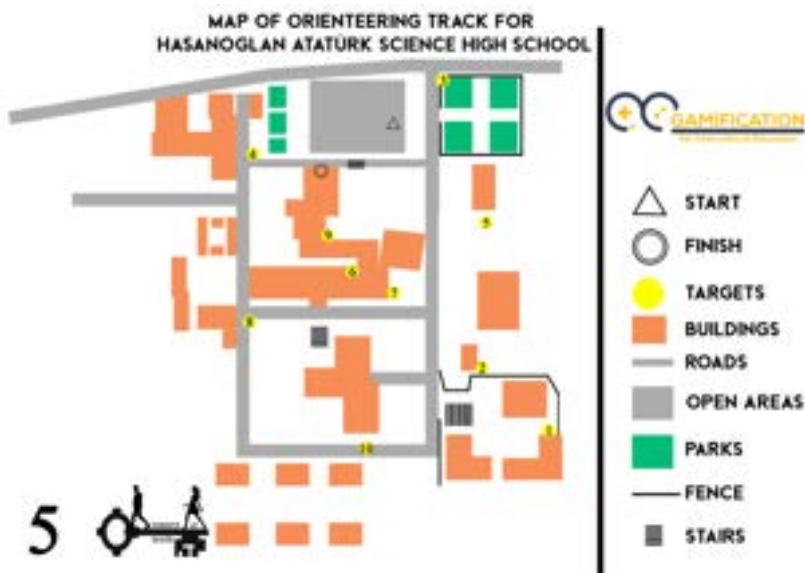
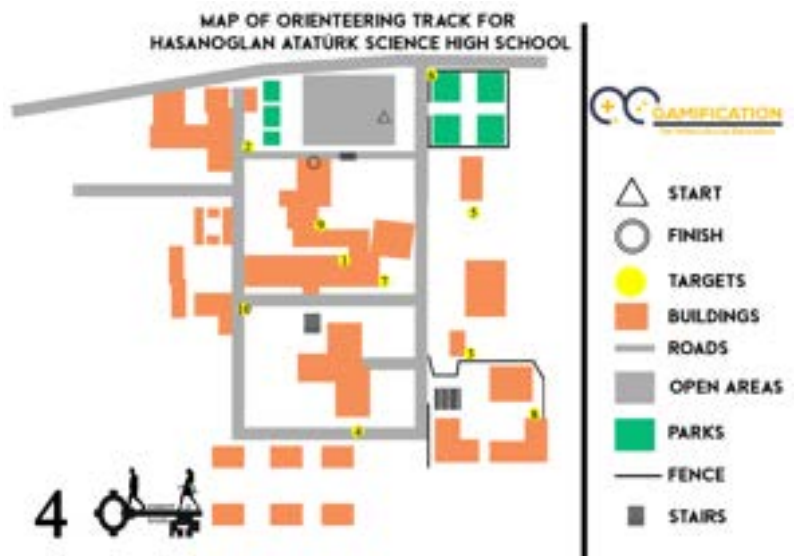
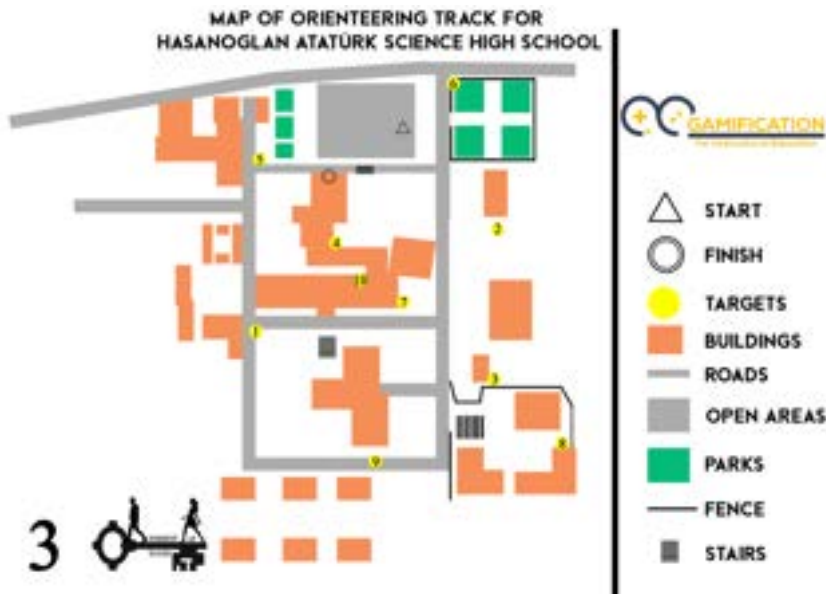
MAP OF ORIENTEERING TRACK FOR  
HASANOGLAN ATATÜRK SCIENCE HIGH SCHOOL



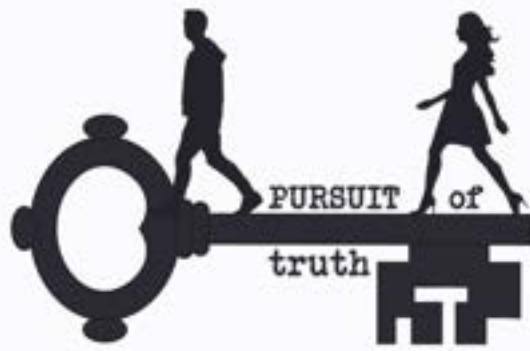
- START
- FINISH
- TARGETS
- BUILDINGS
- ROADS
- OPEN AREAS
- PARKS
- FENCE
- STAIRS

Handout 1: Example of orienteering maps



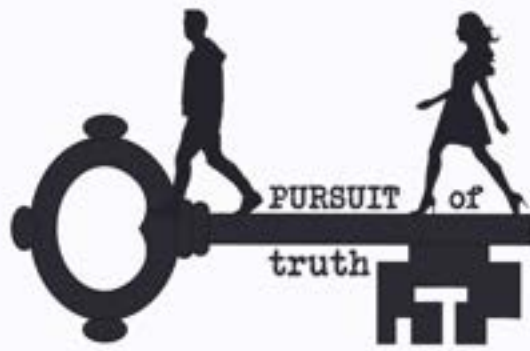


Handout 1: Example of orienteering maps



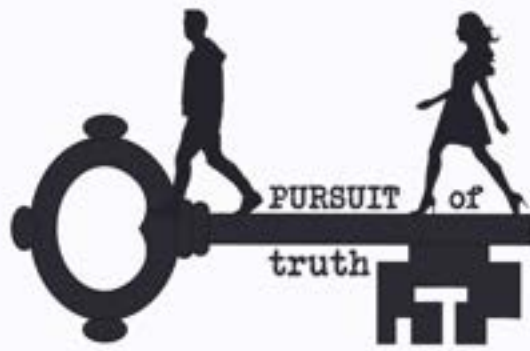
# ANSWER KEY 1

	TRUE	FALSE	TARGET CODE
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AAABB
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AABBB
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAB
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ABBBB
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAA
6.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BBBBB
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAABC
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAACC
9.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCCC
10.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CAABB



# ANSWER KEY 2

	TRUE	FALSE	TARGET CODE
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAACC
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCCC
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ABBBB
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAB
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CAABB
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAA
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAABC
8.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AAABB
9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AABBB
10.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BBBBB



# ANSWER KEY 3

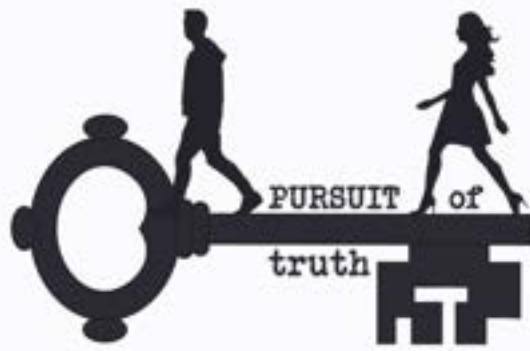
	TRUE	FALSE	TARGET CODE
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCCC
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAACC
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAB
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ABBBB
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAA
6.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CAABB
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BBBBB
8.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AAABB
9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AABBB
10.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAABC





# ANSWER KEY 4

	TRUE	FALSE	TARGET CODE
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAABC
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAA
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAB
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AABBB
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAACC
6.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CAABB
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BBBBB
8.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AAABB
9.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ABBBB
10.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCCC



# ANSWER KEY 5

	TRUE	FALSE	TARGET CODE
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AAABB
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAB
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CAABB
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAAAA
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAACC
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AAABC
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BBBBB
8.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCCC
9.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ABBBB
10.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AABBB

If someone says “ all Asians are horrible drivers”, you should not give any reactions. This is the true way to fight against stereotypes.

TRUE

FALSE

If we have in-group biases, we do not have out-group biases.

TRUE

FALSE

Ingroup Bias is the psychological tendency to dislike other people that are outside of one’s own identity group.

TRUE

FALSE

Black male athletes are often believed to be more athletic, yet less intelligent, than their white male counterparts. This impression is an ingroup bias.

TRUE

FALSE

Prejudice, stereotypes, ingroup bias, and outgroup bias are the obstacles to building good relationships between individuals.

TRUE

FALSE

Television, movies, magazines, newspapers, and all kinds of mass media do not have any power to reinforce the stereotypes of nationality or ethnicity.

TRUE

FALSE

Prejudices are generally not individual evaluations, but the judgments of the groups they belong to against other groups.

TRUE

FALSE

"Prejudices are unfair feelings of dislike for a person or group because of race, sex, religion, etc.

TRUE

FALSE

Surrounding yourself with a variety of people and increasing social connections are ways to help reduce your biases.

TRUE

FALSE

Stereotypes are the giving of specific attributes, labels, or stigmas to groups or classes.

TRUE

FALSE









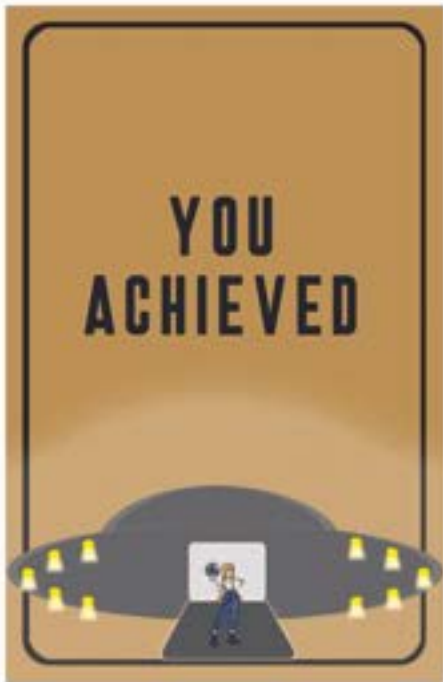




**TARGET CODES OF THE PURSUIT OF TRUTH**

<b>TARGET CODE: AAABB</b>	<b>TARGET CODE: AABBB</b>
<b>TARGET CODE: AAAAB</b>	<b>TARGET CODE: ABBBB</b>
<b>TARGET CODE: AAAAA</b>	<b>TARGET CODE: BBBBB</b>
<b>TARGET CODE: AAABC</b>	<b>TARGET CODE: AAACC</b>
<b>TARGET CODE: ACCCC</b>	<b>TARGET CODE: CAABB</b>



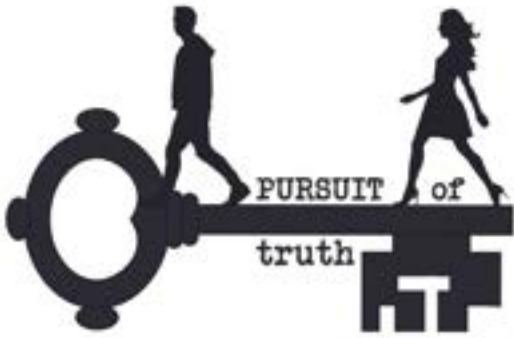




# **RULES OF THE PURSUIT OF TRUTH**

- 1. THE GAME WILL BEGIN WITH THE REFEREE'S COMMAND**
- 2. GAME TIME IS 40 MINUTES.**
- 3. A PLAYER HAS A MAP THAT HAS 10 TARGETS.**
- 4. A PLAYER HAS TO GO TO ALL TARGETS IN NUMERICAL ORDER.**
- 5. A PLAYER WILL GO TO TARGET, MARKS THE ANSWER TO THE QUESTION ON THE ANSWER CHART AND WRITES THE CODE IN THE ENVELOPE NEXT TO THE ANSWER.**
- 6. FOR READING QUESTIONS WITH QR CODES, THE PLAYER HAS TO USE MOBILE PHONE.**
- 7. WHEN THE PLAYER WHO COMPLETES ALL TARGETS COMES TO THE FINISH POINT, THE GAME FINISHES FOR THE PLAYER.**
- 8. IF A PLAYER CAN NOT COMPLETE THE GAME WITHIN THE GIVEN TIME, S/HE WILL GET 1 POINT FOR EACH CORRECT ANSWER TO THE QUESTIONS AND EACH CODE WRITTEN CORRECTLY, THE SUCCESS ORDER IS MADE ACCORDING TO THE TOTAL POINTS RECEIVED.**
- 9. AWARD CARDS ARE GIVEN TO PLAYERS WHO FINISH THE GAME AND THE PLAYERS' NAMES ARE WRITTEN ON THE LEADERSHIP BOARD DEPENDING ON THE ORDER OF FINISHING.**





# LEADERBOARD

1. 

2. 

3. 

4.

5.

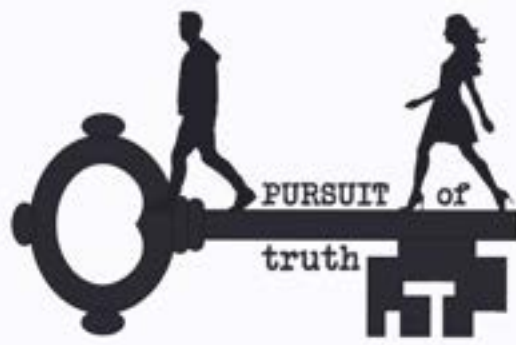
6.

7.

8.

9.

10.



# ANSWER KEY

	TRUE	FALSE	TARGET CODE
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2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>	<input type="text"/>