

Objective: To use a debate format in giving people from several cultures the opportunity to express their different viewpoints.

TIME REQUIRED A week of preparation and an hour in class

RISK LEVEL Low

PARTICIPANTS NEEDED Students for two debate teams, plus observers–scorers and one facilitator

PROCEDURE Please take the following steps:

1. Select a debate topic and assign the two teams to debate the topic.
2. Ensure that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
3. Present the topic and format of the debate. An example topic of a debate might be the following:
 - Side 1: Cultural differences need more emphasis to define one's culture in specific terms that highlight the separate identity of each group.
 - Side 2: Cultural similarities need more emphasis to show how we are all working together toward shared goals and responsibilities irrespective of differences.

An example format of the debate might be as follows:

- Side 1 presents opening arguments, with three members each giving a 3-minute statement.
- Side 2 presents opening arguments, with three members each giving a 3-minute statement.
- Side 1 has 3 minutes for rebuttal.
- Side 2 has 3 minutes for a rebuttal.
- Side 1 has 3 minutes for a second rebuttal.

Exhibit 3.2 Scorecard for Debate Experience

Scoring criteria: Rate each team on each criterion from 1 = low to 10 = high.

Criterion	Team 1 score	Team 2 score
1. Analytical skill		
2. Clarity of argument and position		
3. Sophistication of argument		
4. Integration of theory and practice		
5. Relation of argument to reported research		
6. Relation of argument to current events		
7. Effective presentation skills		
8. General effort involved by the team		
9. Innovative and creative ideas		
10. Ability to work within the stated time limits		

- Side 2 has 3 minutes for a second rebuttal.
- Side 1 has 5 minutes for a conclusion.
- Side 2 has 5 minutes for a conclusion.

4. The rest of the class will score the debate using the scorecard in Exhibit 3.2.

DEBRIEFING

Complicated cultural issues can be clarified by listening to the arguments by advocates for each side. Taking sides makes an otherwise abstract cultural issue more personal. Some questions for discussion are:

1. Did you believe in the point of view you were presenting?
2. Do you think those on the other side of this debate believed in the viewpoint they were presenting?
3. Did the debate help you balance the positive and negative aspects of both sides?
4. Is it possible for one side to be completely right?
5. What are the dangers of oversimplifying a viewpoint on a cultural issue?

INSIGHT

There are at least two sides to every culturally defined issue.

Objective: To understand the process of how different cultures manage group situations and pressures by assigning a "hidden agenda."

TIME REQUIRED 20–30 minutes

RISK LEVEL Moderate

PARTICIPANTS NEEDED A group or groups of about six to eight students each, plus one facilitator

PROCEDURE Please take the following steps:

1. Design a list of role tasks that reflect cultural stereotypes relating to patterns of behavior. These are referred to in this experience as "hidden agendas." Examples of such role tasks are to always answer in the negative or always in the positive, to befriend one other person, to get into an argument with one other person, or to talk a great deal of the time or not to talk at all.
2. Give each member of the group a slip of paper with one hidden agenda role task written on it.
3. Divide the group into "committees" and charge them with making a decision on an assigned topic.
4. Ask the group to discuss the topic for 10 minutes while each member performs the role task described in his or her hidden agenda. No member will be informed of what role task was assigned to the other members of the group, and each member will be instructed to keep others from finding out his or her role task.

DEBRIEFING

After the 10-minute discussion is completed, the group members can discuss what they thought the other members' hidden agenda may have been, how the task influ-

Note. From *A Manual of Structured Experiences for Cross-Cultural Learning* (p. 45), by W. H. Weeks, P. B. Pedersen, and R. W. Brislin, 1977, Yarmouth, ME: Intercultural Press. Copyright 1977 by Intercultural Press. Adapted with permission.

enced their perception of the person, and how performance of those role tasks affected the committee's productivity. Some discussion questions might include the following:

1. Were you able to accomplish your hidden agenda without being discovered?
2. Were other group members accepting of your hidden agenda?
3. How did you feel about imposing your hidden agenda on the group?
4. If you were to do the experience again, would you become more skillful in manipulating the group?
5. How could you prevent any group member from imposing the hidden agenda of their special interests on others?

INSIGHT

Culturally defined hidden agendas influence the process and content of our role in groups through patterns of culturally learned behavior.