

*Intellectual Output 3: Course material, module Language and intercultural communication*

## Appendix 1. Suggested group exercises. 1.3 in module Language and intercultural communication

### 1. The language game

This exercise assumes that the participants have English as a second language

**Material:** Job cards  
Students make groups of 4-5 persons.

#### **Description**

Round 1: One at a time, the students pick a job card and describes the picture to the group. The other students tries to guess what the job is on the picture. When they succeed, the task move on to the next one and the task is repeated until everyone has completed it.

Round 2: The task is repeated but this time the students have to complete it in English.

### 2. Charades with Job Cards

**Material:** Job cards

Description:

- Choose a student to start the charade. The player chooses a Job Card to pantomime. The player then pantomimes the profession/job to the other students. The other students guess.
- The Charade is over when all the students have pantomime.
- If you like, divide into teams before starting. Players from each team take turns pantomiming for the group. The first team to guess the word or phrase gets a point. The one with the most points at the end of the game wins.

### 3. "Snottra"

**Material:** Post-it notes with different occupations named on them.

### Description:

- Write different professional/job titles on small post it notes and put one note at the forehead to each student. The students won't know what is written on their own post it note.
- The game is about figuring out which profession/job is written on the post-it note that is glued to the forehead. The participants are invited to walk around in the room and ask questions to find out their "secret" profession/job. They are only allowed to ask questions that can be answered "yes" or "no". They are only allowed to ask 3 questions to one person, then they have to move on to another one.
- The exercise is over when all students have guessed their profession. If participants get stuck, they can get clues either from words or gestures.

### Follow-up of the exercises

The students exchange thoughts and feelings from their experience. Examples of questions to support students reflections:

- How did you feel when you were understood/not understood. How did these feelings affect you?
- How did you feel when communicating on your second language?
- What difficulties to describe without using the language did you experience?
- What does it mean being a second language speaker when learning about career issues.
- What new strategies to describe occupations have you found?
- What are your conclusions for counselling with second language speakers?