

CROSS CULTURAL COMMUNICATION: COMMUNITIES & CONSERVATION

PART 2. WORKSHOP: STIMULATE DIALOGUE

MODULE 5. CULTURAL MODELS APPROACH EXERCISE

LEARNING GOAL: To stimulate dialogue about how some aspects will be resistant to change (cultural model) and some aspects will be more open (cultural lens) in each person's ideas about conservation

ICEBREAKER: Put on the sun glasses marked with your name.

- Decide what you do and do not like about your pair of sunglasses. As a way of getting to know each other, take turns explaining to your group what you like and do not like about your glasses.
- Pass your glasses to the person on the left. Try on your neighbor's glasses and discuss what you do or do not like about those glasses.
- Barter with someone else to trade for a pair of glasses that you like better.
- Discuss how well sunglasses serve as an analogy for "cultural lenses"

STEP 1. Compare & contrast diverse ways that people relate to nature

- 1.1 to get comfortable with the sticky wall for your group; write out two labels on paper and stick one at the upper left corner and the other at the upper right corner:

IDEAS RESISTANT TO CHANGE	IDEAS OPEN TO CHANGE
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TIP: use a marker to write big enough so everyone can read the words from where they sit at your table

- 1.2 each person pick one of the following statements; write it on a piece of paper, then stick it under the label where you think it belongs on the sticky wall

Spirits of my ancestors live in animals and nature	The needs of nature and humans should be balanced	Humans can control nature's forces & resources
Nature's needs have priority over humans	God controls nature's forces and resources	Humans' needs have priority over nature

- 1.3 brainstorm with your group about more examples; post them on the wall close to one or the other label (TIP: draw on personal experience as well as lectures, books, movies, etc.)
- 1.4 pick one person to be a spokesperson for your group; speaking to all the groups in this room, summarize highlights of your group's discussion about the items on your wall

STEP 2. Compare personal time-lines: when did you adopt one or more lenses on conservation?

- 2.1 Write the following labels for life-stages, each on a separate post-it paper

1-8 yrs	9-15 yrs	16-20 yrs	21-25 yrs	26-30 yrs
31-40 yrs	41-50 yrs	51-60 yrs	61-70 yrs	>70 yrs

- 2.2 Arrange the labels in a timeline across the top row of your group's sticky wall
- 2.3 In your own lifetime, think of the people who have had a major influence on your own viewpoints about conservation; write their names on post-its
- 2.4 Take turns placing your post-its on the timeline and explaining these people's influences
- 2.5 As you listen to others' experiences, add the names of any people you may have missed
- 2.6 From the following list of "iconic" stakeholders, pick out the names that most closely match the viewpoints of the real people on your timeline; post the matches on the timeline;

Pat: value a way of life close to nature	Lyn: equitable management of resources
Chris: harvest to meet human needs	Kim: a moral imperative to protect nature

- 2.7 Discuss similarities and differences in lifetime experiences within your group
- 2.8 Pick a spokesperson to summarize highlights of your group's dialogue for the other group(s)