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DIRECTION DE LA JEUNESSE

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INTERCULTURAL SIMULATION

"CLUES AND CHALLENGES"

Director's manual

FOR REFERENCE ONLY

Session Title: CLUES AND CHALLENGES
A Cultural Simulation Game

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TIME:
2½-3 hoursSTAFF:
1 lead facilitator
(2 preferred for large
groups);
1 helper per 20
participantsFORMATS:
brainstorm;
lecturette;
group facilitation;
large group discussionMATERIALS:
Flip Chart #1, Balls
and ribbons;

Per small group:
envelope with clues,
group and Scribe
instructions, 1 pencil
and 1 marker & 1 Flip
Chart #2

PURPOSE:

Clues and Challenges is a cultural simulation game which presents a universal definition of culture and allows participants to experience the validity of the definitions through creating and acting out their own 'cultures.' It can be used as effectively at both pre-departure and alumni re-entry orientations. It has also been used with success as a team-building exercise for staff and volunteers.

OUTLINE OF CONTENT:

- I. Introduction, Brainstorm and Lecturette on Culture (25 minutes)
- II. "Building" (40 minutes)
- III. "Celebration" (10-15 minutes)
- IV. "Encounter" (15 minutes)
- V. "Coming Home" (5 minutes)
- VI. Debrief and Closure (45-60 minutes)

NOTE:

This is an extremely complex session and set-up is very important for the success of the simulation. Furthermore, the large group discussion at the end requires a strong discussion leader. This part of the session must be thoroughly done and sufficient time allotted in order for the simulation to have impact.

This simulation game was developed by Sandra Masford Fowler and Barbara Steinwachs with much help from Pierre Corbell. Edited by William Dant. Comments on this test version are encouraged. Please contact William Dant, Director, Orientation and Language Services, Youth For Understanding International Exchange, 3501 Newark Street, NW; Washington, DC 20016; telephone (202) 956-6800

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PREPARATION

A. Make sure you have the following materials organized and prepared to distribute:

1. Players' summary sheets (one for each participant, collated into the number of groups playing).
2. Tribe Scribe sheets (one for each group).
3. One clue envelope for each group with nine cards selected randomly from each of the eight different color groups. **EACH ENVELOPE MUST HAVE ONE BUT ONLY ONE PINK-BORDERED ("Ball-handling constraints") CARD.**
4. One blank flipchart, one pencil, and one dark-colored marker per group.
5. Supply of various sizes and colors of ribbons and balls (roughly equal numbers of both with about 20 more available than total number of participants).

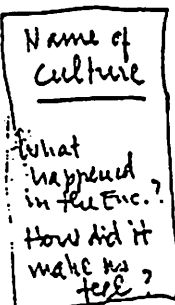
B. Room Set-up

Ideally, the room used should allow all participants enough space to work independently in their small groups and then come back together for the larger-group activities which follow. (See chart below.) It is possible to send groups out to other areas, however, if needed, but more time will be needed for movement from place to place.

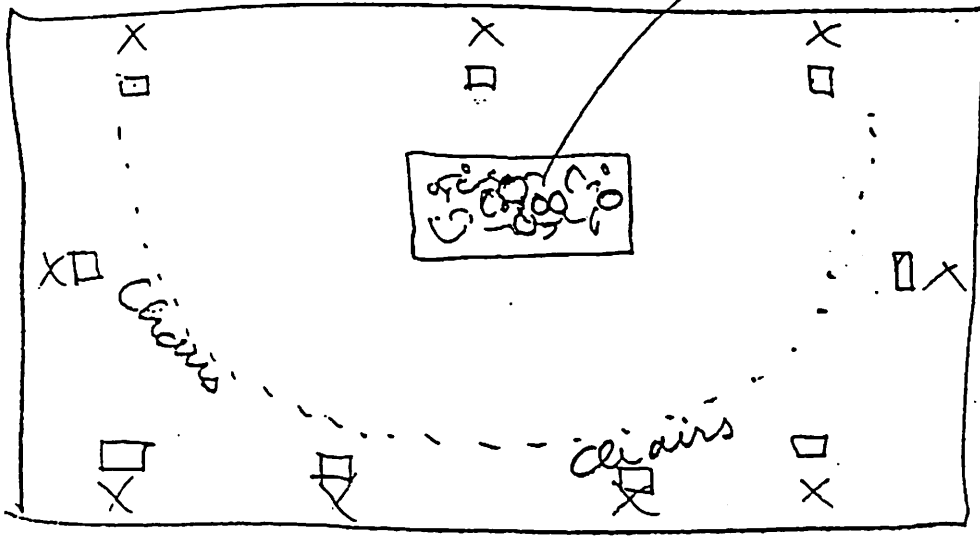
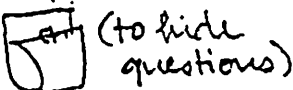
Room Set-up (example for 8 groups)

Table with balls + ribbons

X = Flip charts on wall:



old up w tape!



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CONTENT

I. Welcome (5 minutes) and Lecturette (20 minutes)

- A. Introduce yourself and any helpers and explain to the group that they will have an opportunity to develop insights into culture through a simulation. Explain that a simulation allows us to experience more fully the feelings of a situation than just talking about it usually can. Let participants know, too, that this is a game and has been designed to be fun as well as educational. Also explain any other purposes you have for using the simulation (icebreaker, team builder, etc.).
- B. If participants have not yet been introduced to each other, briefly have them do so by going around the room and giving their names and any other brief information relevant to this gathering or program.

II. Brainstorm and Lecturette - A definition of culture (20 minutes)

(Note: This theoretical section should serve to set the stage and give participants a common working definition which will help them play the game. Leave/defer discussion of finer points until after the simulation.)

- A. Start this session by asking participants to brainstorm words/concepts they would use to define a culture. (Choose a specific, real culture which is either known to participants--their own, for example--or one which they all have a common interest in--a host culture they will or have experienced.) Mark up on the flipchart each idea as given, with no judgment or comment.
- B. When you have filled the blank flip chart with a good variety of words and phrases to describe the culture you have designated, you are ready to go through the basic operating definition of "culture" for the purposes of this game.

(Note: For groups which have gone through Youth For Understanding's basic pre-departure orientations or read YFU's orientation materials, this definition may already be known. In that case, the facilitator should acknowledge that students may have already heard this definition, and even ask if someone can recall it for the group.)

C. Begin the lecturette: (15 minutes)

"Many times, when people go abroad, they talk of culture in terms of things that they see and can photograph. Let's look at your list of culture descriptions--which ones could you photograph?" (Circle all those items on the list, as students identify them. Probe until all such examples are circled.)

"For the purposes of this exercise, however, we are going to look again at such a definition, and refine it. A better definition of culture would be 'the values, attitudes and beliefs that a group of people hold in common.'" (reveal Flip Chart #1)

"A culture can be compared to an iceberg, where those things we can see or photograph are the things that appear above the water. Below the surface lie much deeper, less concrete values, attitudes and beliefs which

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take more time to perceive and understand. The form or feeling taken by those things above the water generally are related or result from those things below the surface. Many times the link is not clear-cut until one learns more about the culture, its values, its history. This is one of the richest aspects of having an in-depth, non-tourist experience in another culture."

(As you talk through the above, write clearly on the flip chart ABOVE THE WATER LINE some examples of the items which participants identified as things they could photograph, and take some examples they might have of values, attitudes or beliefs (uncircled items) and write them clearly UNDER THE WATER LINE.)

"In some cases, the original meaning is lost in present times. A good example might be the following." (Go up to a participant and without instructions, extend your hand while saying 'hello, how are you?' Your interlocutor, if from a Western culture, will automatically extend his/her hand and engage in a handshake.)

"We automatically respond to an extended hand in our culture. Why is that so?" (It is our way of greeting one another; it's "polite," etc.)

"Does anyone know why our greeting someone takes the form of a handshake? (If someone in the group knows, ask him/her to explain; if not, explain that it was a medieval European greeting of peace: by extending the right hand, one showed that he would not draw his sword in aggression.)

"This is a good example of an-historical attitude--from 'below the iceberg'--which explains a cultural behavior which we can see. Yet today, most people would not consciously think that by shaking someone's hand they are expressing non-aggression! So often, making the links between what we see and why we see it in such a form requires study, research and much insight, even for those who are members of a given culture."

"As we play CLUES AND CHALLENGES, we will be looking at how those two aspects interplay to create a culture..."

II. "Building" (40 minutes)

- A. Introduce the playing of the game by reminding participants that a simulation can provide them with the feelings of a real-life situation which just talking cannot do--in this case, encountering a culture different from their own.

Explain that playing a game provides them with an opportunity to create and experiment since the outcome involves human involvement, it is unpredictable, and this never has the exact same result. Remind them that as a game, there are a few constraints and rules to follow in order to make it run effectively. Let them know that there will likely be some initial confusion until everyone gets into the swing of things--this is normal!

Tell participants that they will form small groups, receive some clues on cards and try to solve the mystery of what culture they might represent. Since cards do not represent any real-world culture, they will actually build their cultures from scratch, using the clues as starters.

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They then face two challenges: in the first, "Building," they create an activity demonstrating something about their own culture. In the second, "Encounter," some from each culture get together to create an activity representing something important about all their cultures.

Following the Encounter round, they will discuss what happened, analyze what it meant, and apply the learnings to the real world of intercultural experiences.

B. Game set-up

If you have not assigned students to pre-arranged groups, have them count off 1-2-3-4-5(-6) to form their culture groups. Before beginning the counting, tell them to be sure to remember the number they count off, since they will need to go to the group corresponding to that number.

(Pre-arranging groups may be desirable for team-building purposes, when you want certain people to begin working together; an easy way to do this is to give participants color-coded or pre-numbered name tags. On the other hand, random groupings can help people meet others they don't yet know.)

Send all groups to the pre-determined spots in the same room where their game materials are awaiting them. Explain to them that for this part of the simulation, each group will need a note taker, or "Tribe Scribe," and a timekeeper--someone with a watch. Ask for two volunteers from each group to perform these duties.

Impress on these people that it is very important that they lead the group through the steps of the exercise, and that the Tribe Scribe must help take notes of any major discussion points so that the group can keep track of its thoughts. Time keepers should help the group keep up with the timing noted, but let participants know that the time allotted will be compressed and that it is OK to accomplish only as much as they can in the time available.

One by one, have each group come up to the table where balls and ribbons have been laid out. Instruct participants to take either a ball or ribbon of their choice, but make sure that no group has selected only ribbons or balls. If this occurs, encourage someone to pick one or two extra items of the other type.

(For smaller or more mature groups, it may be possible to have everyone come up at once. This is a "crowd control" decision. The point is to get through this as quickly as possible.)

When all groups have returned to their gathering spot, have Tribe Scribes locate the materials which have been placed face down at their meeting spot.

Ask the Scribes to distribute a copy of the instruction sheet to each participant in their group. Out loud, quickly read through the instructions for "Building" with participants, clarifying any initial questions. Have the groups sit down or move to their designated spots if they must leave the large room to do their small group work.

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Circulate (with a helper if available) to clarify/check with each group the specific steps of the exercise. After about 10 minutes, collect the two cards each group has decided to eliminate (make sure that they do not give back the pink-bordered card!). Encourage participants to move through the steps and begin trying out some of the activities they develop; they can go back and discuss further if things are not clear.

After about 5 more minutes, ask those groups that have not already done so to decide on a group name and put it up on their flip chart. This serves as an encouragement for groups to move on through the process of building the culture.

Continue to monitor and be responsive when groups seem bogged down, distracted or off track. Encourage quick work! As soon as they have an idea for their activity, urge participants to stand up and try it, practicing and refining as they work. Be sure they finish this part on time! Give a 10-minute warning to get participants stimulated to be ready for the next phase; at that point they should have practiced all of their cultural rituals, or should begin doing it now if they have not. Before the next phase, they should have practiced the ritual fully, involving all group members.

III. "Celebration" (10-15 minutes)

- A. Call the groups back to order (bring back to the large space any groups which have gone to other areas to work). Tell them that it is now time for them to celebrate their culture by performing the rituals they have created which are linked with the cultural clues they received. Explain that soon they will have an experience of encountering a group of people from several different cultures, but in preparation for this trip, they will have one last celebration. While each group celebrates, it will also be an opportunity for others to do so. All participants will also have a chance to "preview" some of the other cultures in order, to get a first taste of some of their differing cultural characteristics.

(In this next phase more than one group at a time should perform their rituals simultaneously so that participants have an opportunity to be exposed to more than they probably can take in. Do not go into this rationale at this point, but the effect should create a good parallel to the feeling "sensory overload" that is commonly experienced when entering a new culture.)

- B. Select two (or three) groups, preferably ones which in your observation seem to be quite different in what they have developed. Have them both come to the center of the room. Ask other participants to watch carefully as they perform their ritual for 3 minutes. Explain to them that a lot will be going on at once and that they should circulate from one group to the other in order to take in as much as they can, for these rituals may provide clues to them as to how they can best interact with members of each culture when they meet them a little bit later. Explain that each group will have chances both to perform its ritual and to observe several other groups' rituals.

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(You will need to determine in advance how many "cycles" of Celebration are needed in order to ensure that each person has a chance both to perform and observe. If groups are not multiples of two or three, one or two groups may have to perform their ritual twice so that both opportunities are afforded each participant. Work this out in advance; otherwise you will confuse the process.)

Also, make sure that participants at this time are as close around the two groups as possible while the rituals are performed. Keep to the maximum timing of three minutes--it will actually seem longer than you think and should provide plenty of time for the groups to show what they have developed.)

C. Group reflection: To prepare further for "Encounter", each culture should now return to its small group meeting place (or a corner of the room if it had been in another room) and take 5 minutes to discuss the following:

- What they have just previewed about the cultures and what it might mean.
- Strategies for successfully interacting with other cultures during the Encounter.
- What should be taken with them, who should take what, and who should go with whom.

IV. "Encounter" (15 minutes)

A. Now tell participants that they will be going to their intercultural "Encounter" as representatives of their new cultures. Their challenge in this experience is to participate together in a game, ceremony or other activity which:

- Expresses something about each culture.
- Respects each culture's values and customs.
- Uses as many of the groups' balls and ribbons as possible.
- Involves everybody.

B. Have participants then count off into new groups (A-B-C, etc.). These groups should be larger than the initial small groups; each new group should have at least two representatives from each of three cultures present.

Direct each group to a different part of the room (or if necessary, another room which can accommodate the new group's size). Tell them to begin immediately. Remind them that they should stay within the normal behavior of their new culture, and that this is not an exercise where they simply discuss or exchange information about each other.

Once groups begin, finish up in no more than ten minutes of group interaction time.

(The objective here is for participants to see what they can do with this new situation. The fact that some may not be on track or successful is not a problem; the situation will hopefully produce varying degrees of success and frustration, which will make the ensuing discussion all the richer.)

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V. Coming Home (5 minutes)

- A. Stop the Encounter and after briefly commenting on what you might have observed in different parts of the room, ask participants to return all balls and ribbons to the table and move back to their "home" culture.
- B. After participants have gathered around their group flip chart (on which they had originally written their culture's name), ask Tribe Scribes to fold the flip chart down to reveal the two questions which will lead them through a brief discussion:
- What happened in the Encounter?
 - How did it make us feel.

Ask each group's Tribe Scribe to note on the flip chart any key ideas which come out of discussing each question.

- C. After 5 minutes of discussion, announce a break after which there will be a discussion about what happened.

VI. Debrief and closure (45-60 minutes)

(As important as the game itself, the debriefing needs the facilitator's expertise to make the simulation game experience meaningful. Your job is to maximize individual reflection and the development of ideas as the group exchanges insights.)

- A. After the break, have participants form one large circle, asking each culture group to sit together. If the room setup will not allow them to be in full view during the discussion, Tribe Scribes should bring their group's flip chart along.

One by one, culture groups should be introduced by their Tribe Scribe, who, referring to the group's flip chart, gives their name and some of the basic values and rituals of their culture.

(There will be some give and take and surprise or revelation as this happens; the facilitator should allow for some of this within reasonable time limits.)

- B. Next go through a series of questions which move the group through description to analogy/analysis and finally to application. These questions can be developed using the attached list of questions, or using other questions more relevant to the particular experience, needs and interests of that particular group.

(Generally, this will be the most difficult part of the session if it is done well. The larger the group, the harder to keep things on track, focussed and involving everyone. An alternative to this would be to break the group down into sub-groups, but each sub-group needs at least two cultures present in order to have any value.

Avoid telling players what they "should have learned." If something hasn't come from the experience, it probably won't come from listening to you. Respect the place they are at in their own lives, and believe that what they are learning is valuable at this time for them--even if different from what you see.

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Be up-front about group dynamics problems, asking everyone to be patient with others' need to express themselves. Help those who tend to dominate to understand they are depriving others of the opportunity to set the pace or direction. Legitimize silences and waiting, helping everyone wait for each other, giving all time to reflect. Gently draw out those more reluctant to speak; they frequently offer responses rich in thought.)

C. Closure (5-10 minutes)

Ask participants to comment on what they learned through this session. Close the discussion by making a link with whatever experience they have had or will have which relates to this simulation.

SOME SUGGESTED DEBRIEFING QUESTIONS

Orientation (5 minutes)

After the Break, try to form one large circle. Everyone should sit next to their "original culture" members.

- Explain purpose & sequence of Debriefing.
- Ask for cooperation, particularly if large group.
- Unique opportunity to discuss common experience in large groups, sharing our "puzzle pieces."

Description (15-20 minutes)

Encourage 5 minutes of small-group discussion within original culture groupings:

Brief each other on what happened and what issues arose, during the Challenge Round.

Return to large-group discussion:

- What was the Challenge in this game?
- What difficulties did you have during the Challenge Period? What made you feel uncomfortable? Silly? Defensive? (Stress feelings as well as impressions, judgments, etc.)
- Each culture give your culture's name & briefly describe your culture and cultural activity. (If more than four or five groups, have one or two describe for all, & then pair up others, asking each in pair to describe to other in pair.)

Analogy/Analysis (20-25 minutes)

- What happened in this game? Who can describe the game in the fewest words?
- What are some of the main underlying causes of cultures doing things differently?
Each of the Clue Card colors represents a different causal category underlying a culture's identity/behavior. What might some of these categories be?
- Did you really accomplish the Challenge? What would have been necessary to accomplish it more successfully? How long would it have taken? Did the Transition period activities help?
- Were the Transition period activities helpful for other reasons?
(Dual purpose of Transition: celebrating leaving the old; preparing for new.)
- What does the word "culture" mean? Define or describe or give examples or analogies.
- Imagine a set of Clue Cards for your own real-life culture(s). What might they say?
Can you think of an aspect of your own life for which you cannot figure out a Clue Card?
- What real-life experiences have you had already with other cultures? Describe. What might their Clue Cards say?
If large group, form groups of three to discuss this. (Encourage broad interpretation of the word "culture" to include, e.g., persons of another generation, persons from another background, etc.)
- Imagine Clue Cards for the real-life culture you will be visiting. What might they say?
- Major Parallels? Think about your experiences with different cultures, and describe similarities to what happened in the activity-building phase, the transition phase, the challenge phase. ENCOURAGE SPECIFIC EXAMPLES.
- Major inaccuracies? What was missing from this simulation? Who/what else must you deal with in a cross-cultural experience that was not simulated here?
For any item suggested as "missing," press if it might have been represented in any way in the game. Be sure to include a discussion of language.

Application (10-15 minutes)

Recall "iceberg theory." Do we sometimes see Clue Cards but not know what they mean?

Does knowing in advance what a cultural group does guarantee we will understand them? How many Clue Cards can any one person know about--even in their own culture?

When going to a different cultural situation, what are three important things to look for?

Some things are more important than others. How can you sort out what is significant?

When going to a different cultural situation, how much is it important to give up...to keep?

What do you do when you don't know what to do?

What makes it difficult to relate to other cultures?

What was done in the game to overcome barriers? What might have been done that wasn't?

Closure (5-10 minutes) If time, encourage a response from each person in turn.

What experience(s) do you hope most to have in your next cross-cultural encounter?

What can you do to increase the probability of having such good experiences?

How you are ready for the FINAL CHALLENGE--interacting with a new real-world culture!

CLUES & CHALLENGES
A CROSS-CULTURAL SIMULATION GAME
Participant Instructions

Follow these instructions along with your Tribe Scribe.
Timekeepers, keep the group on track!

PHASE I: BUILDING (40 MINUTES)

DEVELOP YOUR OWN CULTURE:

Each group member should take a clue card. One at a time, introduce each clue, and discuss with your group what it might mean.

As additional clues are introduced, try to relate each clue to previous ones. Eventually, tie them all together, shaping a comprehensive picture.

This will be a struggle--it isn't easy to grasp cultural clues!

Be imaginative and daring! Create an interesting culture!

You will end up with 9 cards.

YOU MUST USE AT LEAST 7, INCLUDING THE PINK CARD.

START NOW to honor your ball-handling customs whenever a ball is moved, passed, or received!

NAME YOUR CULTURE and write the name up on your flipchart.

NOW DEVELOP A CULTURAL ACTIVITY:

Invent a game, ceremony or other activity which:

- Expresses something important about your culture
- Respects your culture's values and customs
- Uses your group's balls and ribbons
- Involves everyone in your culture

NOW PRACTICE THE ACTIVITY: Work quickly! As soon as you have an idea for your game or ceremony, STAND UP AND TRY IT OUT, practicing and refining as you work. Be sure to finish on time!

PHASE II: CELEBRATION (10 MINUTES)

You will now prepare to leave your home culture to interact with other cultures by:

- FORMALLY CELEBRATING your cultural activity one last time.
- OBSERVING the celebrations of the other cultures.

Everyone will have a chance to perform their activity as well as observe the other groups.

PHASE III: ENCOUNTER (10 MINUTES)

Some from each culture will now meet.
LISTEN FOR THE DIRECTIONS for dividing the groups for Encounter.

Your challenge is to participate together in a game, ceremony or other activity which:

- Expresses something about each culture
- Respects each culture's values and customs
- Uses as many of each group's balls and ribbons as possible
- Involves everybody.

PHASE IV: COMING HOME (5 MINUTES)

Listen for directions for rejoining your original culture. Spend a few minutes asking and answering the following questions:

What happened in the Encounter?

How did it make us feel?

TRIBE SCRIBE CULTURAL RECORD
CLUES & CHALLENGES

Notes to Tribe Scribe:

Your job is to keep records for your culture. Jot down major insights your group discovers about the culture as they discuss the cultural clue cards. (No need to record everything--just key points.)

Clue Cards	Understandings/Insights	Other Comments
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After the insights are recorded,

your group should try to tie all the meanings together, coming up with a comprehensive picture of what your culture is like.

Use this as the basis for developing your cultural activity (or game or ceremony).

CLUES AND CHALLENGES Evaluation

Participant/trainer background:

1. What other cross-cultural simulations have you participated in?
2. Briefly, what is your own personal cross-cultural experience?
(For example, overseas living, cross-cultural workforce, etc.)
3. If you are a cross-cultural trainer, which cross-cultural simulations have you used in your work?
4. In what types of training situations do you think this simulation might be used?

Simulation-specific comments:

1. What do you think the strength(s) of Clues and Challenges is?
2. What are its weakness(es)?
3. As a participant, describe how the simulation made you feel.

(continued)

4. In what ways does this experience simulate cross-cultural situations?

5. In what ways does it fail to simulate cross-cultural situations?

6. In terms of playing the simulation, please comment on the organization and distribution of materials, rounds, etc. (i.e. was there confusion? too many items?)

Your potential interest in using the simulation:

1. If you are interested in running the simulation for a group, please describe the training situation.

2. If you would be willing to describe your use and evaluate the results (either in writing or via a phone call), please give your name and address below so that you can be contacted by Youth For Understanding.

RELATIONSHIP TO NATURE CARDS:

moving through the waters
by the light of the full moon

harnessing the computer
and the VCR
to promote understanding

the buildings crowd
against one another.

drums and gazelles

waiting with great calm
for the Ice Spirits
to leave
when they wish to do so.

huddling in the caves
waiting for
the Spirit of Cold
to die

climbing the tallest trees
to watch for
the unfriendly ones

lying prostrate
before the
Spirit of the Raging Winds

standing in the dry fields
begging for rain

laughing and dancing
in the midnight light

climbing the face of steep rock
to find within the deep cave
a sharp beam of magic light

dancing in the sand
as the warm waves
wash over our feet

holding back the waters
of the great river

bowing before the
Spirit of the Boiling Mountain

PHYSICAL ENVIRONMENT CARDS:

blast furnace smoke in the air

salt water spray

sand

ravines and gullies

reptiles

tundra

salmon runs

berries and fish

tropical rain forest

airplanes fly over the dam.

the red sun rises
over the gray river.

MYTH CARDS:

the Red Spirit and the Blue Spirit
make music.
Red beats a drum;
Blue plays a flute.

the first man
saw the first woman
across the river.
he made the first canoe.

the Great Cat
sleeps with the world
on her back--
what if she wakes suddenly?

in four beats
the Great Dancer
made the world.
on the fifth he danced.

the Deer Spirit
does not approve
of deer hunters.

the Mother Earth Spirit
gives new little ones,
and takes away
those of any age.

RITUAL CARDS:

our main ritual time
is the moment
when the summer sun
is highest in the sky.

our main ritual time
is any night
when the moon is full
& the sky without clouds

our main ritual time
is the one day in early Spring
when the first wildflower
appears.

our main ritual time
is two weeks in late autumn
when the harvest
is all stored away.

our main ritual time
is the week
following the marriage
of our leader's eldest child.

our main ritual time
is the three days
after the death
of our leader.

our main ritual time
is the three days
deep in the long winter
when the light
barely reaches us.

a different dimension
of knowing
comes from the stars.

theatre is
a mirror
and a hammer.

TIME ORIENTATION CARDS:

we hold a deep respect
 for how things
 have been done in the past.
 we revere our elders,
 and instill in our children
 adherence to past customs.

a body of knowledge
 is passed
 from one generation
 to the next
 in the classroom.

like a bird
 who can never be caged,
 so is a person's heart.

centuries of dictatorship

we tell the stories
 everyone knows
 but never tires of hearing
 about those from whom
 we are descended.

we strive constantly
 to develop the buildings
 which shall improve
 our way of living
 in the decades to come.

tomorrow it will come.

we wear flowers in our hair.

where a person is born,
 there a person must stay.

there are many lives
 for each of us to live.

my father's father
 held the land.

a tree is for
 the children yet unborn.

the present moment is all.

ripeness is all.

the past is prologue.

VALUES & UNDERSTANDINGS CARDS:

those who have conquered us
we must serve forever.

a happy person
is a healthy person.

those who have given to us
have taken that
which is most precious.

the things of this earth
are to be loved
but not owned.

our mothers gave us life
and we carry their names

making up one's own rules
is the height of arrogance.

a man is a man
when he can count more cattle
than his fingers and toes.

a girl becomes a woman
when she has borne a son.

to sit and reflect
on the meaning of all around us
surpasses all other activity.

the child
is the center of the family;
all we do is for the child.

a woman must never
go about without a companion
lest others think
she has much to hide.

theatre is
our most powerful tool
for educating & developing
communities.

decisions are best made
by a wise leader.

all men are created equal.

blessed are they who mourn,
for they shall be comforted.

decisions are best made
by a group working together.

our great teachers
reduce the uncertainty
of our world.

the computer
is bringing cherished gifts
to our people.

"OFF THE WALL" CARDS:

Macintosh and Michelob

choice of a new generation

too much
is never enough

put on your red shoes
and sing the blues

we thank you
for your support

it's a beautiful day
in the neighborhood

catch the wave!

it's OK to say No

hang ten.

is this awesome or what?

27 strikes.

fourth and goal to go.

hearts are trump

two knights
and one bishop.

MISCELLANEOUS CARDS: (Add to any pack if desired.)

overland trade
with the people
from the southland

as hard as we all try,
there is barely enough
to eat

kites and hawks

guns and kangaroos

rainbows and seals

marigolds and daffodils

t-shirts and tennis shoes

the children are always hungry

BALL-HANDLING CONSTRAINTS CARDS:

use both hands at once
whenever a ball
is touched or moved!

use only thumbs
whenever a ball
is touched or moved!

never touch a ball with hands
whenever a ball
is touched or moved!

never touch a ball with thumbs
whenever a ball
is touched or moved!

balls must never touch the ground
whenever a ball
is touched or moved!

never touch a ball with feet
whenever a ball
is touched or moved!

use only feet
whenever a ball
is touched or moved!

MEANING OF BALLS & RIBBONS CARDS:

**balls and ribbons
symbolize our deep roots
in the physical environment
in which we live and breathe.**

**balls and ribbons
symbolize our strong hold
on our deepest values.**

**balls and ribbons
are constant reminders
of our earliest myths.**

**balls and ribbons
have long been used
in our ritual celebrations.**

**balls and ribbons
symbolize the most important
aspects of our culture.**

**balls and ribbons
never mean
what they appear to mean.**

**balls and ribbons
are secretly used
to represent the opposite
of what they appear
to represent.**