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# AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

**Notes for Facilitators and  
Theoretical indicators**

**Version for Primary / Elementary Schools  
Version for Post-Primary**

**(February 2007)**

**Language Policy Division**

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# AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

## I. NOTES FOR FACILITATORS

### i What is the 'Autobiography'?

The Autobiography is a document for learners and should be their property to use as they wish. It guides learners to think critically about an intercultural experience, i.e. an encounter with people from another social group. The group can be of any kind: people from another country, from another ethnic group, from another religion, from another region of the same country, from another level or class or stratum of the same society. The Autobiography is to be completed in connection with one specific encounter. (Each encounter needs a new copy of the Autobiography).

The Autobiography consists of a series of questions which learners answer about the specific encounter, but they only answer the questions they choose to answer. *There is no obligation to answer them all.*

There are two related purposes for the Autobiography:

- Self evaluation: it guides learners to evaluate their own responses to a specific encounter; over time they can look back at different encounters and how they evaluated them and thus learn about themselves;
- Teaching and learning: teachers can use the Autobiography as a means of stimulating reflection and analysis, and can thus facilitate learning in deliberate ways.

The two purposes are related and differ in the emphasis but also in the ways the Autobiography is used.

- The intercultural experience which some students choose to talk about might be a relatively profound one which led to an awakening of their awareness of cultural difference. Some of the more complex questions in the Autobiography have been designed with this possibility in mind. However, other students may choose a much more mundane experience (such as buying a loaf of bread in a shop in a foreign country, or an occasion on which a foreigner asked them for directions in the street). With the latter type of experience, some questions in the Autobiography may be redundant and should simply be omitted if they are not relevant.

### ii. How to use the Autobiography

The Autobiography can be used formally in the classroom and also informally at a time and place of the learners' own choice.

It can be used as a teaching instrument working with groups or individuals, led by a teacher - the teaching and learning option. It can be used privately by individuals – the self-evaluation option – as a kind of diary, which may remain confidential.

It can also be used, in the case of primary/elementary school students younger than 10-12 years old, by the teacher or by a classroom assistant to interview students individually about a specific intercultural encounter which they have experienced – again, as a teaching and learning option.

The use will depend on one or more factors:

- The intention of the teacher to introduce the Autobiography into a course of study;
- The wishes of the learner about confidentiality;
- The age of the learners and whether they need help with the Autobiography; there are two versions of the Autobiography which take into consideration the age of learners, their ability to understand the questions, their ability to write their answers.
- In the case of primary/elementary school students, it is envisaged that an adult (either their teacher or a classroom assistant or perhaps an older student) will interview students individually on a one-to-one basis. In such cases:
  - the interview should not be hurried
  - silences and long pauses in the student's reporting should be tolerated to give the student time to think about the experience
  - questions should be omitted if the information has already been given or if the question is irrelevant to the experience
  - questions may be paraphrased as appropriate for the experience
  - the interviewer should follow up anything of interest which the student reports.

Here are some possible scenarios where the Autobiography might be used:

After a school holiday

After a school holiday, when students may have been away from home – perhaps to another country or to another region of their own country or at a school camp – the Autobiography can be used with primary/elementary school students to encourage them to reflect upon a specific experience which they have had while on holiday. In the case of such students, they may be interviewed individually either by their teacher or by a classroom assistant.

After a school trip

Schools often organise visits to other regions of the same country or to other countries. Often they prepare the students/pupils for this very carefully but it is just as important to facilitate their reflections after the event. Each student/pupil in a group will have had some particular experience or encounter even though they have all been on the same trip, and the Autobiography can help to individualise the follow-up and reflection. After each individual has completed the Autobiography, they may be willing to share their Encounter with others in the group and, with the help of a teacher, think about the variety of experience rather than over-generalise their individual experience.

### In preparation for and during study abroad at university

In preparation for study abroad, through an ERASMUS exchange for example, students are introduced to the Autobiography and complete it for a specific encounter they have already had (perhaps with another student acting as mentor). They then complete the Autobiography for specific experiences they have during their period of study and residence abroad and afterwards when they reflect with hindsight

### After a major event

After a major event such as learners witnessing an exchange of racial abuse, the Autobiography is used as a tool for analysis of learners' reactions. This may be in a classroom and led by a teacher. It may be a private use encouraged by a teacher – with the option of keeping it confidential or showing it to others.

In most cases, learners can choose to write their answers or audio-record them; the second option may be particularly appropriate when the Autobiography is done with the help of a mentor, another learner or a teacher.

In the case of primary/elementary school students, the teacher, classroom assistant or older student who interviews the learner may either write their responses directly onto the form, or may audio-record the conversation.

(Teachers may also wish to consider the use of education drama to allow learners to analyse the experience.)

### **iii. What is the rationale behind the Autobiography?**

There are three ideas behind the Autobiography:

- That a special or 'rare' event in someone's life, can have a lasting effect on them;
- That a tool for helping people to think about their experiences, especially 'rare events', can make them more meaningful;
- That changes are not always 'incremental' and people sometimes become more intercultural and sometimes less as a result of their experiences.

The make-up of the Autobiography, the particular questions and the order in which they are put, is derived from a definition of intercultural competence, with 10 elements, in four groups. Users of the Autobiography are encouraged to think about their intercultural competence in relation to these elements, but without any reference to the technical terms.

Teachers however will be able to help learners if they know what lies behind the questions and what the elements are. They are summarised here and in the Appendix to these Notes, the Autobiography is presented with the links from each question to the elements made clear.

#### **iv. A model of intercultural competence**

##### **Attitudes and feelings**

- Acknowledging the identities of others: noticing how others have different identities and accepting their value and insights
- Respecting otherness: showing curiosity about others and being willing to question what is usually taken for granted and viewed as 'normal'
- Having sympathy: being able to take someone else's perspective, to imagine their thoughts and feelings
- Identifying positive and negative emotions and relating them to attitudes and knowledge

##### **Behaviour**

- Being flexible: adapting one's behaviour to new situations and to what other people expect
- Being sensitive to ways of communicating: recognising different ways of speaking and other forms of communication that exist in other languages or other ways of using the same language.

##### **Knowledge and skills**

- Having knowledge about other people: knowing facts about people whom one meets, and knowing how and why they are what they are;
- Discovering knowledge: using certain skills to find out about people one meets, by asking questions, seeking out information, and using these skills in real-time encounters;
- Interpreting and relating: understanding people or places or things by comparing them to familiar people, places, things in one's own environment, seeing similarities and differences;
- Being critical: noticing how other people think and act and distancing oneself from one's own ways of thinking and acting, and being able to explain one's judgements about both.
- Becoming aware of one's own assumptions, preconceptions, stereotypes and prejudices

##### **Action**

- Taking action: as a consequence of all the rest, being willing and able to become involved with other people in making things different and better.

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## **v. What are the ethical issues?**

The Autobiography follows the ideas in this model by encouraging learners to think about their attitudes, behaviour, knowledge/ skills and the action they could take. In some circumstances (see possible scenarios in 'How to use the Autobiography') teachers may wish to use the questions to stimulate learners to think more deeply and critically about their experiences. They may, in particular, wish to stimulate learners to become involved with others in making changes in themselves and their environment.

Ethical issues may arise when the Autobiography is used, especially if the student expresses negativity or hostility towards the 'other' in the encounter. Extreme negativity will need to be followed up at a later time. However, milder negative reactions may eventually assist the child to learn through the use of the Autobiography to welcome intercultural differences (or at least to accept them).

## **vi. Who can use the Autobiography?**

The Autobiography is the property of the learner and can be used in a number of ways with or without the help of a teacher. Here are some possibilities:

- A school as a whole decides to offer the Autobiography to learners and all teachers may help and encourage learners to use it; for example after a class excursion with a geography or history teacher or during/after a trip with a language teacher.
- One particular teacher – the learners' 'class teacher' or 'tutor' – helps and encourages a class to use the Autobiography.
- A university language centre decides to introduce the Autobiography as part of a dossier students keep of their language learning, perhaps linked to the European Language Portfolio.
- In a Youth Centre, Youth Workers suggest that the Autobiography should be used by young people if there is a clash of ideas and experiences among them.
- Learners are left to use the Autobiography whenever they wish, perhaps with help and encouragement from parents (who will need some explanation such as these Notes for Facilitators).
- A group of teachers (for example FL and history or geography specialists) co-ordinate to use the Autobiography for the exploitation of cross-curricular themes.

There are two versions of the Autobiography:

- One for younger learners, up to age 10-12 where the language has been simplified and some complex issues have been omitted;
- One for all others, but here too learners are encouraged to make their own choice of which questions they should answer.

## **vii. What are the responsibilities of teachers and other facilitators?**

The Autobiography is the property of the learner and can be a very private document. This creates some special conditions for teachers who might wish to consider the following options:

- Teachers only encourage learners to use the Autobiography as a private diary; they do not see the Autobiography, unless invited to do so by learners, and they do not oblige learners to use it.
- Teachers act as ‘mentors’, reading and discussing the Autobiography with individuals (and the record in this case need not be written; it could be an audio-recording which the learner keeps).
- Teachers encourage pairs of learners to act as ‘mentors’ for each other.
- The Autobiography is completed by a whole class of learners in connection with a specific event (such as a class excursion) OR it is completed only when the learner wishes.

In all of these, and many other, circumstances, it is important to assure confidentiality if learners wish.

If teachers intend that learners should share their experiences and what they write in their Autobiography, then learners need to be told this in advance.

## **viii. Action**

The questions which ask learners about actions they have taken or might take as a consequence of the intercultural experience are particularly important. Teachers and other facilitators need to consider if and how they actively encourage learners to engage in some activity. There are ethical issues here, about whether teachers should take this responsibility or not.

The decision will be for each teacher/facilitator, or group of these, or may be an institutional policy as a whole. The decision will vary from teacher to teacher, from institution to institution and from one education system to another, depending on the traditions and responsibilities which teachers and others usually take.

## **ix. Practical Matters**

### *How to interpret the Autobiography*

If facilitators are acting as mentors helping learners to complete the Autobiography, they should not treat it as a questionnaire:

- The questions need not all be used – only those that are useful
- Facilitators can interpret/explain/paraphrase the questions, using them as a framework for discussion of an intercultural experience

### *How to record the experience*

There are two main approaches (but others can be used):

- Learners write – by hand or computer – in their own words what they want to say (either completely privately or during/after discussion with a teacher or other mentor)
- Learners and mentors (a facilitator/teacher or another learner – who may be of the same age or older) discuss their experience and make an audio-recording of the conversation, or make an audio-recording at home (perhaps with the help of parents)

## **x. Further notes and questions**

- Some examples of completed Autobiographies will be included in the final version of these Notes
- A graphic summary of the whole autobiography will be included which teachers can use (for example, as an OHP transparency) when dealing with the Autobiography in class.



# AUTOBIOGRAPHY OF INTERCULTURAL EXPERIENCES

## II. THEORETICAL INDICATORS

### II.i VERSION FOR PRIMARY/ELEMENTARY SCHOOLS

Child's name ..... Child's age .....

Name of person interviewing child .....

Today's date .....

#### Introduction

*How many people have you met and spoken to today? Were you meeting any of these people for the first time? If you haven't met anyone new today, you probably will tomorrow because, if you think about it, you are meeting new people all the time. These people may be adults, a new teacher, a friend of your parents, or someone serving you in a shop. Or they may be children like yourself, a new child in the class, someone you meet in a playground, or a friend you make on holiday.*

*When you meet new people you probably start to notice things about them straightaway: What do they look like? What do they sound like? Where do they come from? Do you like them or not? Are they people you can trust or are you afraid of them? Are they like you or different from you? Are they like anyone else you know? Are they easy to talk to? Would you like to get to know them better or not? These people will also start to notice things about you.*

*Here are some examples of people meeting for the first time.*

**Show the child the pictures from Appendix 2.**

*Choose one or two of these pictures and think about the following questions:*

- *What do you think will be the first thing they notice about each other?*
- *Do you think they will notice something different about each other or something the same?*
- *Do you think they are happy to meet each other or not? Why do you think that?*
- *Are they going to find each other easy to talk to? What might they talk about?*
- *Do you think they will make friends or not? Why do you think that?*

*Now it's your turn to remember a time when you met someone who was different from yourself in some way. Think carefully about the meeting, where you met, what happened, what you thought and what your feelings were?*

*Okay, have you thought of a time when you met someone who was different from yourself?*

**DISPLAY TEXT CARD: the meeting**

**Description of the encounter**

*I'm really interested in hearing all about what happened when you met this person/these people. Tell me everything that happened.*

If the child only gives a short answer or gets stuck, encourage her/him by using one or more of the following prompts:

*What else can you tell me?*

*Tell me a little bit more.*

*And then what happened?*

**Location of the encounter**

*Where did this happen?*

*What were you doing there?*

**DISPLAY TEXT CARD: the other person**

**Description of the other person** [THEORY - acknowledgement of identities, having knowledge about others]

*Can you tell me more about ... [the other person/people]? Who were they?*

*What was the first thing you noticed about them?*

*What else did you notice about them?*

*Can you tell me anything else about them?*

*What was her name? / What was his name? / What were their names?*

*What did they look like?* [THEORY - possible identity marker]

*What clothes were they wearing?* [THEORY - possible identity marker]

*Were they wearing anything else like jewellery?* [THEORY - possible identity marker]  
If yes: *What sort of things?*

*Have you seen other people like her/him/them before?*

If yes: *Where?*

If yes: *In what ways were they like her/him/them?*

**DISPLAY TEXT CARD: talking to each other**

**Communicative aspects of the encounter** [THEORY - communicative awareness, knowledge]

*How did they talk to you?*

*Was it easy for you to understand them?*

If yes: *How come?*

If no: *Why not?*

*How did you talk to them?*

*Did you have to change the way you usually talk?* [THEORY - behavioural flexibility]

If yes: *How did you change the way you talk?*

*Was it easy for them to understand you?*

If yes: *How come?*

If no: *Why not?*

**DISPLAY TEXT CARD: your feelings**

**The child's own reactions** [THEORY – respect for otherness]

*What did you think when all this happened?*

Prompt if necessary: *Did you find it strange, or interesting, or what?*

*Why? / What makes you say that?*

*How did you feel at the time?*

Prompt if necessary: *Did you enjoy it, or feel at all upset, or what?*

*Why? / What makes you say that?*

*How did you feel about ...* [the other person/people]?

Prompt if necessary: *Did you like them, or not like them, or what?*

*Why? / What makes you say that?*

*Would you like to see ...* [the other person/people] *again?*

If yes: *Why would you like to see them again?*

If no: *Why wouldn't you like to see them again?*

**DISPLAY TEXT CARD: the other person's feelings**

**The child's perceptions of the other person's reactions** [THEORY – respect for otherness, empathy]

*How do you think ...* [the other person/people] *felt at the time?*

Prompt if necessary: *Do you think she/he/they felt happy, or at all upset, or what?*

*Why? / What makes you say that?*

*What do you think they were thinking when all this happened?*

Prompt if necessary: *Do you think they found it strange, or interesting, or what?*

*Why? / What makes you say that?*

*What do you think they felt about you?*

Prompt if necessary: *Do you think they liked you, or didn't like you, or what?*

*Why? / What makes you say that?*

*Do you think they would ever like to see you again?*

*Why? / Why not?*

**DISPLAY TEXT CARD: same and different**

**Comparing perspectives of self and other** [THEORY – respect for otherness, empathy, interpreting and relating, tolerance of ambiguity]

[Omit question if answer is obvious from preceding questions] *Do you think that you and ... [the other person/people] felt the same way when you met?*

*Why? / What makes you say that?*

[Omit question if answer is obvious from preceding questions] *Do you think that you and ... [the other person/people] felt differently about anything when you met?*

*Why? / What makes you say that?*

*Do you think there is anything that you could learn from them?*

If yes: *What sort of things?*

Prompt if necessary: *What about the way they speak, the way they dress, or something else about themselves?*

*Do you think there is anything that they could learn from you?*

If yes: *What sort of things?*

Prompt if necessary: *What about the way you speak, the things you do, or something else about yourself?*

**DISPLAY TEXT CARD: thinking a bit more**

**Reflecting on the experience** [THEORY - Critical cultural awareness]

*If you had to tell a friend about your meeting with ... [the other person/people], what would you say?*

*What do you think you have learnt from meeting ... [the other person/people]?*

[THEORY - awareness of acquiring knowledge]

*If you met them again, and you had to spend an afternoon together, what sort of things do you think you would do together?* [THEORY - action orientation]

*If you met them again, is there anything that you would like to tell them about yourself?* [THEORY - action orientation]

*If you met them again, would you do anything different from last time?* [THEORY - behavioural flexibility, action orientation]

If yes: *What sort of things would you do differently?*

If no: *Why wouldn't you do anything differently?*

*If you met them again, is there anything you would like to ask them?* [THEORY - knowledge discovery, action orientation]

If yes: *What sort of things would you like to ask them?*

*If you wanted to find out more about them in the meantime, what would you do?* [THEORY - knowledge discovery, action orientation]

If they say they would ask someone for information: *Who would you ask? What sort of questions would you ask?*

*Do you think meeting ... [the other person/people] has changed you in any way?*

If yes: *How has it changed you?*

If no: *Are you sure?*

*Do you think meeting ... [the other person/people] has made you do anything which you wouldn't have done if you hadn't met them?* [THEORY - action orientation]

If yes: *What did it make you do?*

If no: *Are you sure?*

*Do you think you will do anything as a result of you and me having this talk?* [THEORY - action orientation]

APPENDIX 1: TEXT CARDS

**the meeting**

**the other person**

**talking to each other**

**your feelings**

**the other person's feelings**

**same and different**

**thinking a bit more**

## Version for Primary / Elementary Schools

### APPENDIX 2: PICTURES

#### Verbal descriptions of pictures

##### ***Park – dress; ethnicity***

Children's playground – two girls (aged about 7) on a swing one in traditional Somali dress and one in western clothes

##### ***Waiting room – dress; religion; gender; adults; parents***

Doctor's waiting room – mother in niqab with a small child (age about 4) sitting next to western dressed father with a small child of same age

##### ***Holiday beach – nationality; interests; language***

Two boys (aged about 10) on a holiday beach both holding a ball – one with a thought bubble including a couple of scenes from his Norwegian home life (including winter sport) and some Norwegian text; the other with a thought bubble including scenes from Greek home life (including water sport) and some Greek text.

##### ***Front door – ethnicity; adult***

A boy (aged about 7) of African origin opening a door to a (white) workman (plumber/carpenter etc).

##### ***Computer conversation in two homes – town & country; gender***

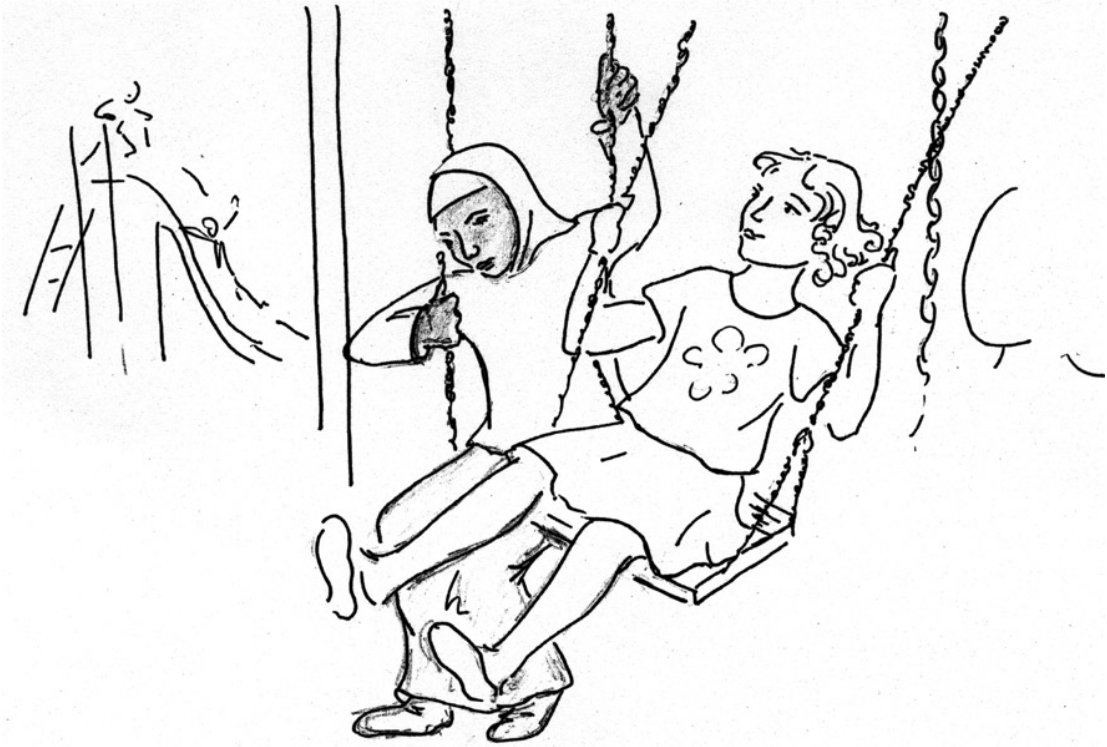
A split image – on one side a girl (age about 10) in front of a computer with a view of a city scene through the window as background, on the other a boy of same age with view of a rural scene through the window.

##### ***Living room – religion; ethnicity; food***

A white girl in western dress with a Hindu friend (both aged about 10) in the living room of friend eating Indian food – Hindu family shrine in the corner

##### ***Street – dress; religion***

A white Jewish boy wearing a skull cap, smart white shirt and trousers, with long curling side-locks of hair and with tzitzit (tassels) hanging from underneath his shirt at the sides of his waist, talking to a white boy wearing casual clothes and trainers (both aged about 7)



PARK



WAITING ROOM

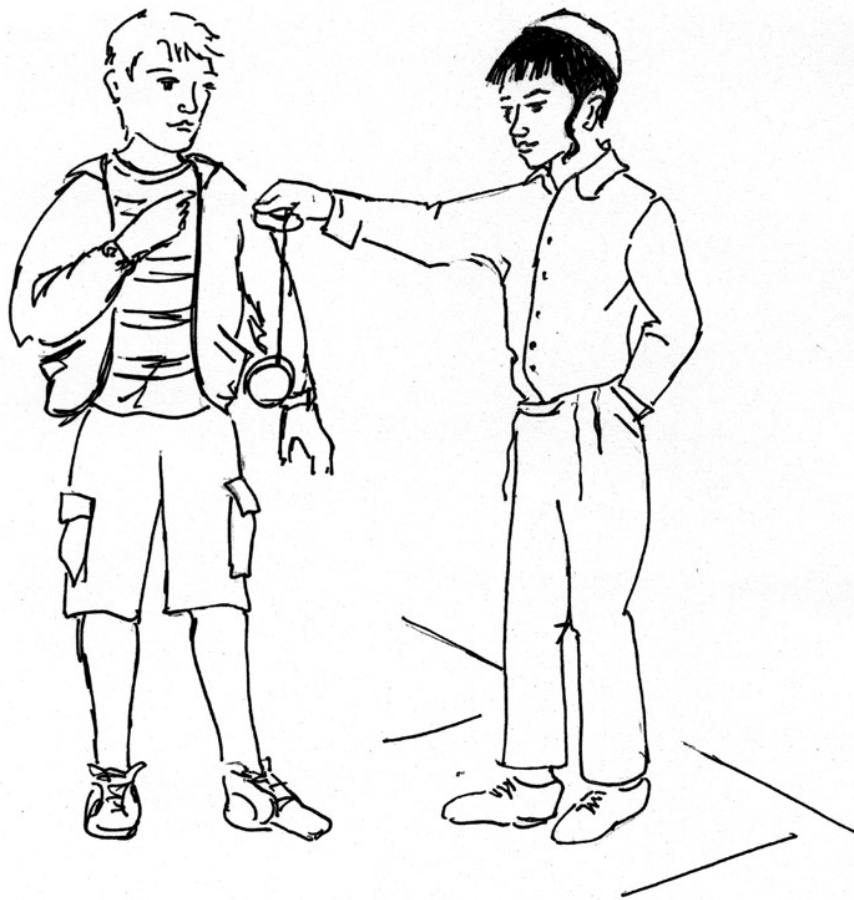








LIVING ROOM



STREET

# AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

## II. THEORETICAL INDICATORS

### II.ii POST-PRIMARY VERSION

#### Introduction

This autobiography allows you to describe and think about any encounter or experience which you have with people of another social group either in your country or abroad (e.g. from another ethnic or religious group or regional or national group or any other group).

This could be a visit to the house of a friend from a different religion, a meeting with someone from a foreign country, a trip abroad, and so on.

Here are some examples from other people:

-- A close friend of mine had a guest from South Africa – a very kind and talkative blond boy. He was staying with her family for about a month so we were often able to go out with a group of friends.

-- I was a volunteer at the Athens 2004 Olympic Games and met many people.

-- I had my first visit to a foreign country and spoke a foreign language for the first time.

-- I went to stay at my friend's house. His parents came to this country from Japan but he was born here.

Choose an experience which was important for you - it made you think, it surprised you, you enjoyed it, you found it difficult, etc., **and give the experience a name or title, e.g.** "A South African visitor", "My Greek experience", "My first conversation in a foreign language", "Staying with a Japanese friend".

This autobiography helps you to think about the experience by asking you questions about it. Try to answer the questions as honestly as possible. It does not matter if the experience is positive or negative. All experiences are important.

**YOU DO NOT HAVE TO ANSWER ALL THE QUESTIONS OR USE ALL THE SUGGESTIONS - ONLY THE ONES WHICH ARE HELPFUL FOR YOU.**

**Name/title .....**      **Today's date.....**

*Describe the experience*

*Where and in what circumstances did the experience take place?*

Study – leisure – on holiday – at work – other

*Why do you choose this experience?*

First thoughts:

**Further ideas - for example:**

It made me think about something I had not thought about before

It was the first time I had had this kind of experience ....

It was the most recent experience of that kind

It surprised / disappointed / pleased / angered / .... me

It changed me in the following way ....

*Who else was involved?*

**First thoughts**

**THEORY - acknowledgement of identities**

**Further ideas – for example:**

The person/people was/were called ..... ..

They belong to the following group(s) of people ....(they were in my group, they were from another group)

*What kind of experience was it for them?*

**First thoughts**

**THEORY - Respect for otherness**

**Further ideas – for example:**

I noticed what they did and how they reacted ....

For them it was an everyday experience / an unusual experience / a surprising experience / a shocking experience / ....

**THEORY - Tolerance for ambiguity**

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*Describe how you felt at the time?*

**First thoughts**

**Further ideas – for example:**

My feelings or emotions at the time were .....

My thoughts at the time were .....

My actions at the time were as follows .... I turned away, I changed the subject, I asked questions, etc.

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***How do you see the experience now, when you look back?***

**First thoughts:**

**Further ideas – for example:**

When I look back I think the other people involved in the experience seemed to have the following way of seeing it - it was ordinary / surprising / unusual / routine / the first time / ....

I now realise that this was different from my way of seeing it in the following ways ....

Their way of seeing the experience seemed to make sense to them because .....

**THEORY - Empathy**

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***Are there similarities between the ways you saw the situation and they way they saw it?***

**First thoughts**

**Further ideas – for example:**

Looking back, if I now compare my ways of seeing it with other people's, I can see the following similarities ....

When I talk with them about it this is what we find similar ...

When I talk with them about it this is how we agree about it .....

---

***Are there differences between the ways you saw the situation and they way they saw it?***

**First thoughts**

**Further ideas – for example:**

Looking back, if I now compare my ways of seeing it with other people's, I can see the following differences ....

When I talk with them about it this is what we find different ....

When I talk with them about it this is how we disagree about it .....

**THEORY - Empathy**

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*Imagine yourself in their position. How do you think the other people thought or felt in the situation?*

**First thoughts**

**Further ideas:**

The other people involved in the experience appeared to have the following feelings - surprise / shock / delight / no special feelings / ...

I noticed this because of what they did / said and/or how they looked .....

I am not sure because they seemed to hide their feelings

**THEORY - Empathy**

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*How do you see your own thoughts and feelings now?*

**First thoughts:**

**Further ideas – for example:**

The way I acted in the experience was appropriate because what I did was ....

I think I could have acted differently by doing the following .....

I think the best reaction from me would have been ....

My reaction was good because .....

I hid my emotions by .....

**THEORY - Behavioural flexibility**

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*When you think about how you spoke to or communicated with the other people, do you remember that you made adjustments in how you talked or wrote to them?*

**First thoughts**

**Further ideas – for example:**

I was talking to them in my own language and I noticed I needed to make adjustments to help them understand me, for example ....

I was not speaking in my own language and I had to make adjustments to make myself understood - to simplify / to explain using gestures, by explaining a word, by .....

I noticed things about how they spoke – that they simplified, that they use gestures, that they spoke more slowly .....

**THEORY - Communicative awareness**

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*When you think about how you communicated, do you think you already had some knowledge which helped you to do this better?*

**First thoughts**

**Further ideas – for example:**

I already knew things about how people communicate and behave in other groups which helped me to understand the experience and communicate better – I knew for example that .....

I knew that other people involved in the experience thought and acted differently because of what they had learnt as children, for example ....

**THEORY - Knowledge**

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*There may have been things in the experience which puzzled you and you tried to find out more at the time. If you did so, how did you do it?*

*If you have found out an answer since, how did you do it?*

**First thoughts**

**Further ideas – for example:**

There were things I did not understand, so I tried to find out by asking questions at the time / reading about it / looking on the internet / asking questions .....

I used the following sources for information ....

When finding new information I noticed the following similarities and differences with things I know from my own society .....

The following things still puzzle me ....

**THEORY - Knowledge discovery**

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*People often compare things in other groups or cultures with similar things in their own. Did you do this? Did it help you to understand what was happening?*

**First thoughts**

**Further ideas – for example:**

The experience involved some things which were similar to what I know in my own group and these are the things I noticed .....

There were some things which were different from my own group...

**THEORY - Interpreting and relating**

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*If, when you look back, you draw conclusions about the experience, what are they?*

**First thoughts**

**Further ideas – for example:**

I liked the experience for the following reasons....

I disliked the experience for the following reasons ....

There were some things which I approve of and these are my reasons ....

There were some things which I disapprove of and these are my reasons ....

If I had to explain to people in my own group what I approve of and why they would approve of it too, this is what I would say ....

If I had to explain what the people of the other group approve of and why they think this way, this is what I would say ....

**THEORY - Critical cultural awareness**

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*Did the experience change you? How?*

*Did you decide to do something as a result of this experience? What did you do?*

*Will you decide to do something as a result of doing this Autobiography?*

**THEORY - Action orientation**



