

## **WORLD MONOPOLY (NADIA DE PEUTER)**

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### **OBJECTIVE:**

Promoting a better understanding of the integration process of immigrants in a foreign country and the intercultural stress involved in this process.

**Method:** *interactive game*

**Group size:** *: maximum 4 players/minimum 2 players*

**Duration:** *+/- 45 minutes per game; +/- 10 minutes per country*

**Equipment:** *game board (world monopoly), characteristics of countries, 4 tokens, 1 dice, situations*

### **DESCRIPTION OF THE EXERCISE:**

- Each player has 1 token
- The player who throws the highest number starts the game
- The number that is thrown determines the number of countries a token can move across
- Each of the players are meant to discuss the country that their token lands on:
  - The player starts by reading out loud the characteristics of the country allotted to him/her
  - (S)he chooses a situation. If none of the situations inspires the player, (s)he is free to think of any other situation which does.
  - Taking into account the characteristics of the country, each player explains how (s)he would deal with this situation in that country. (S)he hereby tries to imagine him- or herself as much as possible in this situation in that specific country. (S)he is also supposed to talk about the positive or negative feelings the situation can possibly bring about.
  - Next to presenting their ideas, there is, naturally, room for the players to enter into a discussion with the other participants.
  - The discussion should not last longer than 10 minutes.
- The participants in turn discuss the country assigned to them.
- The game lasts until all countries have been landed on and discussed. If a player lands on a country that has already been discussed, (s)he throws the dice until (s)he reaches a country which has not.

### **INSTRUCTIONS FOR THE TRAINER:**

Watch the duration of the discussions. Try not to deviate from the situation and the country concerned.

### **INSTRUCTIONS FOR THE PARTICIPANTS:**

- Try to imagine the situation as much as possible, as if you were really living it.
- If the chosen situation turns out to be too hard to imagine, do not hesitate to choose a different one.

### **ADDITIONAL:**

- Characteristics of countries
- Sheets with situations
- Game Board

## **ADDITIONAL 1 : CHARACTERISTICS OF THE COUNTRIES**

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### **1. POLAND**

- a. Central Europe
- b. Very war-stricken. One can still find remnants of concentration camps (Auschwitz)
- c. Member of the European Union
- d. Language: Polish
- e. Religion: mainly Roman Catholic
- f. Cultural features/Traditions: All important Polish festivities are linked with the Christian traditions. Not only do they stem from Christian rituals, they are also rooted in the customary and lasting elements of the pagan ceremonies. This mixture of pagan and Christian traditions added new meaning and standards to the latter.
- g. Democratic elections
- h. Economy: In 2009 the old tax system of three percentages (19, 30 and 40 percent) was replaced by two percentages of 18 and 32 percent, which is expected to boost the economy.
- i. Climate: the Polish climate varies from a moderate oceanic climate in the north and west of the country to a dry continental climate in the south and east. The annual precipitation amounts to more than 800 mm in the Carpathians and Sudetes, 600 to 800 mm on the plateaus and the and 450 mm in Central Poland. During the long, warm summer period the temperature exceeds 25 °C; in winter the barometer drops below 0 °C. The average July temperature varies from 17 °C by the Baltic Sea to 20 °C in the southeast; the average January temperature varies regionally from -1 °C to -6 °C.

### **2. TURKEY**

- a. Europe, but also Asia.
- b. Partly Asian and partly European, separated by the Dardanelles
- c. Belongs to the G20 (the largest 20 economic powers in the world)
- d. Language: Turkish (minority languages: Kurdish, Arabic)
- e. Religion: Islamic
- f. Climate: The east of the country and Central Anatolia have an outspoken continental climate with very hot summers and ice-cold winters with occasionally quite a lot of snow. The regions along the Mediterranean Sea have a Mediterranean climate while the north coast has a warm oceanic climate. Except from the mountains in the extreme southeast part of the area, the South-east is primarily dry and in some areas even desertlike. Turkey also has areas with very little precipitation.

### **3. SPAIN**

- a. south-west of Europe
- b. Nato member
- c. Geography: The Spanish landscape primarily consists of plateaus, such as the Spanish Plateau and mountain ranges such as the Pyrenees and the Sierra Nevada.
- d. Languages: Spanish, Catalan, Basque and Galician
- e. Climate: The geographical location of Spain is such that only the northwest of the country (Galicia, Asturias, Cantabria and the Basque Country) is affected by the so-called jet streams, whereas the rest of the country is not. Apart from this Spain has a very irregular landscape and is one of the most mountainous countries of the European Continent. As a consequence, Spain has many different climates (and microclimates).
- f. Religion: primarily Roman Catholic but also Judaism and Islam.
- g. Economy: Spain has been badly affected by the economic crisis, and unemployment rates are exceptionally high. This is particularly due to the collapse of the Spanish housing market. It was estimated that Spain would overcome the economic crisis halfway through 2010, which is much later than most other members of the European Union.
- h. Cultural characteristics: siesta

### **4. MOROCCO**

- a. Africa
- b. Language: Arabic
- c. Religion: Islam, without freedom of religion
- d. Economy: The Moroccan economy is considered as a free economy, regulated by supply and demand. However, some economic sectors are controlled by the government.
- e. Free education until the age of 16.
- f. Climate: The climate depends on the region. On the whole Morocco has a Mediterranean climate. The Atlas Mountains bring along a lot of rain on the weather side of the mountains, which provide for fertile grounds that can be used for agriculture and stock breeding. The opposite is true for the lee side, which produces a rain shadow in the east and southeast.

### **5. ALGERIA**

- a. North-Africa
- b. High unemployment, water and housing shortages
- c. Languages: Arabic, Berber and French
- d. Religion: Islam, without freedom of religion
- e. Economy: Agriculture offers employment. Economy is primarily controlled by the State, but is being more and more privatized.

- f. Climate: mild, wet winters and hot, dry summers

## 6. IRAN

- a. Asia
- b. Human rights in Iran are regularly violated. Women are discriminated against according to the sharia, the Islamic legislation.
- c. Religion: Islam, more particularly Shi'ism. Religious minorities are being persecuted in Iran.
- d. Climate: two thirds of Iran consist of high mountains and so it has cold winters and mild summers. The major part of Iran has a dry climate, but the northwestern part of the country has a mild climate with wild vegetation and vast rice fields.
- e. Languages: Persian, Azeri and Kurdish
- f. In 2008 there were dozens of universities in Iran from which about 750.000 students graduate each year. The universities have more women than men that graduate from them.

## 7. UNITED ARAB EMIRATES

- a. Asia
- b. 7 emirates
- c. The UAE have a highly-industrialised economy
- d. Education up to and including secondary education falls under the responsibility of the Ministry of Education, and consists of primary and secondary schools. The public schools are subsidized by the government, the curriculum is geared to the developmental objectives and values of the UAE. The language of education in the public schools is Arabic, with English as second language.
- e. Languages: Arabic and English

## 8. CHINA

- a. East-Asia
- b. The term **Chinese culture** refers to a multitude of traditions and religious customs as they have existed in all remote corners of China throughout its history and up to the present day. This vast country has always had a big variety of cultures and peoples, both in the past and the present. The largest ethnic group –with big internal differences- are the Han Chinese. However, there are many more minority groups, among whom Mongols, Uyghurs and Tibetans.
- c. Religion: cult of ancestors, Taoism, Confucianism, Buddhism (from India). The traditional Chinese religion is in fact a mixture of the above-mentioned traditions. Besides those some Chinese profess Islam and Christianity.
- d. Languages: Chinese (denominator of a variety of languages)

## **9. SAN FRANCISCO**

- a. United States
- b. Climate: in January the average temperature is 10,6 °C, in July this is 15,1 °C. The yearly precipitation amounts to 500,6 mm.
- c. Public and private universities
- d. The population consists of: 49,60 % whites, 30,84 % Asians, 7,79 % Afro-Americans, 0,49 % people of the islands of the Pacific Ocean, 0,45 % Indians (*Native Americans*), 6,48 % other races.
- e. Religion: majority are Christians. Freedom of religion and separation of church and state are guaranteed.
- f. Public kindergarten and primary schools, university of San Francisco.

## **10. NEW YORK**

- a. United States
- b. The summers are usually hot and humid with average temperatures between 21 and 25 °C. The winters are cold, but due to the location of the town by the Atlantic Coast the temperatures are slightly less cold than inland.
- c. The population of New York City is very diverse. Throughout history this town has always been an important point of arrival for new immigrants from many different countries.
- d. Since 2005 the town has had the lowest crime rates of the 25 largest American cities.
- e. Economy: New York is an important centre for finances, insurances, real estate, media and art in the United States and beyond. Together with London and Tokio the town is being rated among the biggest financial centres of the world economy.
- f. The gastronomic culture has been very much influenced by the immigrants who have come to the town in large numbers.
- g. Around 1,1 million pupils visit more than 1.200 public primary and secondary schools in New York City. Next to these schools there are about 900 private schools on a secular or religious basis, among which a few belong to the most prestigious schools of the United States.

## ADDITIONAL 2 : SHEETS WITH SITUATIONS

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<p>You are in a restaurant. You don't speak the language and you don't understand what the menu says. How do you feel? How do you deal with this situation? What are you going to eat?</p>	<p>You are on a camping holiday. You are allotted a place next to an Arabic family for two weeks. They all wear a head scarf. They don't greet you on your arrival there. Do you take the initiative to make contact? And how does that feel?</p>
<p>You are on holiday by car. You have got lost and you want to ask a local for directions. Do you feel inhibited?</p>	<p>Your car has stalled and you have to explain to a local garage owner what's wrong. He doesn't speak your language.</p>
<p>Your little son has fallen in the playground. He needs to be taken to hospital urgently. You have to wait for your turn for a long time. After that you need to explain what has happened. The waiting has made you nervous and angry. What is going on inside you?</p>	<p>You have just moved to this country as an expat for a company. You are put a house at your disposal nearby a minaret/temple/church, which makes noise every quarter of an hour. After a while you get tired of this. What are you going to do about it?</p>
<p>You have moved to this country. Your children have to go to a local school, where they are being pestered because they are "different". How do you deal with this? What goes on inside you?</p>	<p>You are in a department store and your handbag/rucksack gets stolen by a local thief. You are angry and you assume that this would never happen in your own country. What will you do?</p>
<p>You are living here and your children go to school here. They are forced by the school to join their prayers every day according to their religion. Do you go along with this?</p>	

**ADDITIONAL 3 : SPELBORD**

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