



# BARNGA

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## 1. Overview and Objectives

### Activity Overview

In this classic simulation activity, participants play a simple card game in silence. They do not know that they are all playing with slightly different rules. Since they are only allowed to communicate through gestures and pictures, at some point they have to solve the discrepancies they observe in the other players' way of playing the game.

### Learning Objectives

General Objectives	<ul style="list-style-type: none"><li>• To explore cross-cultural communication styles.</li></ul>
Specific Objectives (optional)	<ul style="list-style-type: none"><li>• To gain an awareness of cross-cultural communication styles</li><li>• To briefly experience dissonance regarding assumptions and judgments about other groups based on one's own norms</li><li>• To develop strategies to deal with an Oz moment.</li></ul>

Keywords	Oz moment, communication styles, surface culture, norms, printable, card game
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## 2. Activity Context

This activity can be applied in any Intercultural Communication training or SLA training in which communication style awareness is desirable or needed. Since it requires a minimum awareness on one's own communication style, I suggest it should be applied to participants of Junior High School level and up.

### Students

Number of students	16 Min.      50 Max.
Do students need to use a second language?	<input checked="" type="radio"/> Yes <input type="radio"/> No
What is the second language?	The material instructions are written in English, but any other L2 is possible if the teachers translates rules to the target language
Level(s) in target language:* * These levels are approximations; use your judgement * For activities related to English, please try to allocate the minimum level within the continuum on the right. * See appendix at the end of this document for reference about these mastery levels.	<p>Elementary school or younger</p> <p>Beginner   CEFR A1   IELTS 1.0-2.0   TOEIC 120-220</p> <p>Pre-intermediate   CEFR A2   IELTS 2.5-3.0   TOEIC 225-500</p> <p>✓ <b>Intermediate</b>   CEFR B1   IELTS 3.5-4.5   TOEIC 500-700</p> <p>✓ <b>Advanced-Intermediate</b>   CEFR B2/C1   IELTS 5.0-6.5   TOEIC 700-900</p> <p>✓ <b>Advanced</b>   CEFR C1 / C2   IELTS 7.0 +   TOEIC 900+</p>

### Comments

If used under a SLA context, the above minimum level requirements are relevant (see Appendix). However, this activity can also be carried out on L1 when the objective of the activity is to trigger reflections on ethnocentrism, judgements and assumptions. In the latter case, all activity instructions and handouts should be translated into the target language.

## 3. Activity Materials & Prep

### Activity Duration

Total duration in minutes:	75-90 minutes
How many sessions?	1
Any homework?	No

## Materials

Material # 1 Title:	1 deck of cards per table
Material Type:	Stationary
Material Access:	Teachers can purchase locally

Material #2 Title:	1 identical guide sheet for all tables, in one color
Material Type:	Printed handout
Material Access:	<a href="https://drive.google.com/file/d/1IHZekmOwnOrzM26e9Byazz5WiYuk6tFC/view?usp=sharing">https://drive.google.com/file/d/1IHZekmOwnOrzM26e9Byazz5WiYuk6tFC/view?usp=sharing</a>

Material #3 Title:	1 different rule sheet per table, in another color
Material Type:	Printed handout
Material Access:	<a href="https://drive.google.com/file/d/1IHZekmOwnOrzM26e9Byazz5WiYuk6tFC/view?usp=sharing">https://drive.google.com/file/d/1IHZekmOwnOrzM26e9Byazz5WiYuk6tFC/view?usp=sharing</a>

## Set-Up Instructions

1. Arrange tables into 5 to 6 islands
2. Set 1 deck of cards per table (Material #1) Use only Ace, 2, 3, 4, 5, 6, & 7 and discard other cards
3. Put one guide sheet on each table (Material #2). The guide sheets should be printed on a color A4 so that you can recognize them immediately from a distance.
4. Put one game rule sheet on each table (Material #3). The game rule sheet should be printed on another color A4 so that you can distinguish it from the guide sheet.
5. Seat 4-6 students / table (island)
Estimated Set Up Time (min.): 5

## 4. Activity Description

Suggested Time	Activity Instructions
5 min	Introduce BARNGA The goal for this activity is to learn to communicate effectively but in silence.
10 min	Practice - Participants read rules and practice BARNGA (Material #1+2)
20 min	Tournament - Facilitator collects rules. - Tournament: Remind students not to talk, write or sign words during the tournament - Every 5 minutes have them decide silently on the winner & loser and have them move up or down one table as stated on the guide sheet.
5 min	Debrief (Getting Started) - Ask everyone to hold their comments so the whole class can hear what they have to say.
10 min	Debrief (Descriptive - you can put these questions up on a ppt) - What was going through your mind when...? A) BARNGA was introduced B) you first began the card game C) the rules were taken away D) you had to move to another table E) you played with those from other tables - Did your thoughts and feelings change during the game? - What were your greatest successes and frustrations?
20 min	Debrief (Applied - you can put these questions up on a ppt) In groups (10min) then all together (10min) - What specific "real-life" situations does BARNGA simulate? - What does the simulation suggest about what to do when you are in this situation in the "real world?" - What were the underlying causes of the problems that arose in this session? - Have you ever had an experience where there was a rule difference that you didn't know about? - When are you likely to encounter situations in the real world like BARNGA?
5 min	Closing Comments - Synthesize the main points of the discussion

## 5. Additional Information

### Tips during the activity:

#### Facilitator tips

- Go over the instructions above on how to facilitate this activity.
- Print out the necessary material to hand out to the players. Be careful when printing logistics: guidelines and rules need to be duplicated onto different colored papers for best effect.
- The only thing not provided here are the decks of playing cards you will need in order to get this simulation going.
- Before starting the tournament, ensure that participants have figured out the rules and help them if necessary. Some tables understand the rules faster than others.
- Remind participants to keep score as explained on the guide sheet
- After each round, players should change tables as explained on the guide sheet
- Remind participants to play in silence
- End round one after 5 minutes
- Hold 3 or 4 rounds, but don't tell participants – just end after they have played about 20 minutes and then announce the end of the tournament

### Post-activity suggestions

#### Debrief (Take-Aways)

- On an index or debriefing sheet, write one important thing you learned from BARNGA today.
- Collect index sheet and re-distribute them randomly.
- Ask a few people to read aloud the card they now have.

### Additional application scenarios (optional):

#### Classroom praxis

We have found that mixing foreign students with Japanese students has had the most illuminating effects on the group dynamics.

When participants notice that others may not be playing by the same rules, they might internally respond with thoughts such as: *Why are they not playing by the same rules? Is he trying to cheat us? She shouldn't be playing that way! Wait a minute, give me that card back, it's mine! We could observe how a group of Japanese players managed to avoid conflict by negotiating new rules together in order to preserve the harmony and keep the game going. On the other hand, a table that had two Frenchmen and two Japanese players saw the game come to a standstill as the French participants got into a silent but animated discussion with many annoyed gestures and facial expressions, drawing nervously to try to get one another to follow what was thought to be the correct rules. They were obviously trying to show each other that the other was wrong or cheating and that he should follow the rules. This was happening while the two Japanese players watched bemused.*





These reactions provide the visible material to discuss reactions, assumptions, expectations, communication styles and feelings. Your role as a facilitator is to help the participants draw from this rich pool of data that they have created throughout the game.

Enjoy the fun with your students!

#### Acknowledgements:

Material simplified from Sivasailam, T. (2006) *Barnaga: A Simulation Game on Cultural Clashes*, Intercultural Press

## Appendix

TOEFL	IELTS	TOEIC	Cambridge exam	CEFR Level	Skill level
					HigherEd 
118-120	9		CPE	C2	Mastery or proficiency
<b>115-117</b>	<b>8.5</b>		<b>CPE</b>	<b>C2</b>	
110-114	8	975-990	CAE / CPE	C2/C1	Effective operational proficiency
102-109	7.5	966-974	CAE	C1	
<b>94-101</b>	<b>7</b>	<b>945-965</b>	<b>CAE</b>	<b>C1</b>	
79-93	6.5	900-960	FCE	C1/B2	Vantage or upper intermediate
<b>65-78</b>	<b>5.5-6.0</b>	<b>785-940</b>	<b>FCE</b>	<b>B2</b>	
53-64	4.5-5	785-795	FCE	B2/B1	Threshold or intermediate
41-52	4	670-780	PET	B1	
<b>35-40</b>	<b>3.5</b>	<b>550-665</b>	<b>PET</b>	<b>B1</b>	
<b>30-34</b>	<b>3</b>	<b>225-545</b>	<b>KET</b>	<b>A2</b>	Waystage or elementary
19-29	2.0-2.5	171 -220		A1	Breakthrough or beginner
<b>0-18</b>	<b>1.0 - 1.5</b>	<b>120 -170</b>		<b>A1</b>	

Source: <http://www.higheredme.com/2017/04/11/english-test-comparison/>