

Developing Game Content for Young New Horizons

Addressing Contemporary Social Issues in Russian Youth

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<p>Abstract</p> <p>In recent decades, the rise of global forced migration, including particularly the European mass migration crisis in 2015, turned the attention of the world to fostering cross-cultural competences in the leaders of the future. In 2016 JAMK University of Applied Sciences in Jyväskylä, Finland, partnered with George Simons International's diversophy® game programme in developing a card-based game to support Finland's increasingly multicultural society. The Young New Horizons project, started in 2017, continued diversophy® game development at JAMK. Young New Horizons is a gamified training tool to address social issues of interest to youth in Finland. The game facilitates dialogue between participants, and features content created to respond to the "Meaningful in Finland" action plan created by the Finnish Ministry of Education and Culture. Young New Horizons spun off of the original New Horizons game aimed at migrant and host acculturation, demonstrating the possibility to create collaborations resulting in new games that enhance communication and social skills.</p> <p>The first objective of the current study was to gain insights on topics of concern to Russian youth, as young Russians constitute a considerable part of the Finnish migrant community. As well, Russian culture content created for the original New Horizons game proved interesting to players. The second objective was to generate new cards for the Young New Horizons game with the help of high school students in Russia. A constructivist philosophy overarches the design of the study, the data was obtained using a qualitative inductive approach through game facilitation and card generation session with students, followed by an extensive focused group interview. The results provided valuable information on views and concerns of young Russians, and this provided inspiration to create new card drafts for the New Horizons game.</p>		
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1 Introduction

The present social climate is rapidly changing, exposing individuals of different grounds to new global cultural topics. The acceleration of change is largely caused by a global population of forcibly displaced people significant growth over the past two decades, from 33.9 million in 1997 to 65.6 million in 2016 (The United Nations Refugee Agency 2016). The importance of cross-cultural competences is growing in business spheres of all kinds, in education in particular. In order to enable the future generations to solve the challenges their predecessors have not resolved yet, it becomes more apparent to the academic community that certain skills, which are not covered by formal learning, need to be given more attention. These include communication and interpersonal skills, relationship skills, problem-solving, as well as skills of independent learning (Bentley 2006).

The Young New Horizons initiative, emerging from JAMK University of Applied Sciences' response to the refugee crisis in Finland, is developing a game that helps to enhance said competences. "The Game of Cultural Competence" first developed by diversophy®, and later adapted to the contemporary Finnish realities by New Horizons, aims at creating a safe, dialogue-inducing environment for its players and enabling its participants to advance in their understanding of own and other cultures, while improving communication skills by engaging with others. The core feature of the deck lies in the collaborative nature of card development, where each card emerges from the experiences of contributors. The New Horizons's game content development in 2017 is focused on youth culture topics in such countries as Finland and Russia.

The researcher participated in the New Horizons "Youth Content" Development process in the Autumn Semester of 2017, which resulted in some initial content for inclusion into the coming Young New Horizons Deck. Responding to a Ministry of Education and Culture call to action, "Meaningful in Finland", the students of two high schools of Jyväskylä shared their ideas and experiences about issues of concern to them, including bullying, hate speech, racism, homophobia, etc.

The focus of the present research is the creation of content centred around values and opinions of the youth of Russia due to the importance of ensuring that this part of Russian culture is represented in the final deck. The significance of Russian content is predominantly based on the number of said nationals in Finland. In 2016 the second-largest immigration gain by nationality was from Russia, being 2,087 immigrants (Statistics Finland 2016). The number of Russian students in Finland was measured at 2959 people in 2016 (The Finnish National Agency for Education 2017, 2). Cultural aspects related to Russia will be studied by focusing on a group of 11th – grade high school students of Grammar School of Saint Petersburg. The existing Cultural Competence Game will be played, followed by a subsequent new content developed on the bases of themes formulated by New Horizons and the topics relevant to Russian teenagers.

1.1 Research background and motivation

The researcher grew up and received secondary education in Saint Petersburg, Russia, and moved to Jyväskylä, Central Finland, at the age of 18 upon being accepted to study at JAMK University Applied Sciences. While pursuing her Business Administration first academic year studies, the researcher participated in such courses as Intercultural Communication in Business Contexts and Project Management and chose Cross-Cultural Management academic track as one of the two major disciplines to focus her efforts on in the following year.

As the researcher had experienced extended studying in a multicultural environment, she felt drawn to the meaningful New Horizons initiative, which formed the core of the above-mentioned academic track in 2017. When attending Cross-Cultural Management classes, the researcher became a participant of the New Horizons diversophy® Cultural Competence game, that was followed by the new card ideas' generation process, a sample result of which is demonstrated in Figure 1.

New Horizons
At Home Together in Finland

jamk.fi

diversophy®
The Game of Cultural Competence

CARD CREATION FORM (ENG & FN)

ENGLISH

CARD TYPE: SMARTS (RISK) SHARE CHOICE GUIDE

AUTHORS: Tra, Kseniia

SOURCES: Own experience

CARD TEXT: A friend of yours has been bullied in school. Now she is a young adult with issues rooted in her traumatic past; she says frequently she asks you to accompany her in regular doings: having lunch in the canteen, going to the bathroom or doing grocery shopping as she feels uneasy and "outdated" in public places. Are you helping her because you understand the struggle, or do you just pity her / want her friendship?

FINNISH

CARD TYPE: SMARTS RISK SHARE CHOICE GUIDE

AUTHORS:

SOURCES:

CARD TEXT:

2-SIDED CARD ANSWER:

Figure 1. Card idea example dated 2017

In the second period of the Autumn Semester, the New Horizons management team welcomed the researcher. The decision of joining was derived from her interest in personal contribution to the development of the project on a deeper level.

As the purpose of the team was to expedite the new material creation for the Young New Horizons game, in October 2017 the researcher volunteered to take the role of a facilitator of the session at Jyväskylän Lyseon Lukio, (Jyväskylä Lyceum High School). For the researcher, the facilitation was later followed by multiple off- and online card ideas' generation sessions with four International Baccalaureate students and three fellow JAMK students. There was a total of seven card ideas the researcher was personally responsible for submitting. An example card idea can be seen in the form of a draft card in Figure 2.

Date of card text entry:	14.12.2017
Person entering this card text: Name	Kseniia Otvarukhina
Person entering this card text: Email address	K7446@student.jamk.fi
What Tracker group are you posting for?	1
Card type	3
	17 https://en.wikiquote .
RISK/SHARE/GUIDE_ENG	Vietnamese proverb says: "Sanh con, không có sanh lòng".
RISK/SHARE/GUIDE_FIN	Vietnamlainen sanonta sanoo: "Sanh con, không có sanh lòng".

Figure 2. Draft card example dated 2017

After the researcher directly engaged in the creation of cards with the local teenagers, as well as facilitated the game at a high school, she felt capable of taking further steps in diversifying the content of the game. During the New Horizons team meetings at the end of the Autumn Semester of 2017, it became apparent that the topical analysis of the card ideas revealed a noticeable part of the generated material to be focused on the Finnish and Russian cultural differences. More specifically, on the youth of those countries. At this stage, the researcher became motivated to pursue the development of new content with the assistance of the resources she had acquired on her academic journey, to deepen the understanding of the Russian youth values and views. Since the existing New Horizons content on Russian young people was limited to few cards developed by the end of 2017, it was decided that the proposal of taking the game to her Russian high school offered by the researcher would serve as a valuable source of information on Russian youth and its values, as well as be suitable for the researcher's personal academic study development. The current research is a logical continuation of the Young New Horizons development process.

1.2 Research structure

This study comprises of six chapters that follow JAMK reporting guidelines for bachelor's theses in favour of creating a smooth and straightforward reading experience.

The first chapter (1), Introduction aims to provide reasoning and motivation behind the selection of the research topic as well as familiarizes the reader with the study context. The second chapter (2), Theoretical framework presents the secondary data

which comprised the theoretical foundation of the research. Chapter three (3), Methodology focuses on the research design behind the developmental process of the paper. The Research findings chapter (4) reveals the main product and topical outcomes. The fifth chapter (5), Discussion summarizes the research outcomes and confirms that the quality of the study ensures the research enquiries being met. Chapter six (6), Conclusion will recap on the study as a whole, cover the limitations, give recommendations and further research suggestions.

2 Theoretical framework

2.1 Gamification

There can be found several definitions of gamification. Raph Koster (2004), describes a game as “...A system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction.”.

Following this definition, in his book “The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education” Karl Kapp (2012) argues that there are elements essential to a game, the set of which consists of

- System,
- Players,
- Abstract,
- Challenge,
- Rules,
- Interactivity,
- Feedback,
- Quantifiable outcome, and
- Emotional reaction.

Gamification has also been defined as a service improvement process. Such a process includes gaming experience affordances to support users’ generalized creation of

value (Huotari et al. 2014, 19). Thus, gamification is focussed on the learner. It can be adapted to accommodate differences between students, can inspire students to put more effort into learning, and can help students increase own obligation to direct their learning (Kapp, 2014).

2.2 New Horizons history overview

The New Horizons emerged from a project called JAMK United for Refugees which began in 2015 as a response to the major migrant crisis in Finland. Its first phase resulted in a themed event, which included the participation of public speakers and NGOs (JAMK United for Refugees 2016, 1). The second stage of project development introduced a collaboration with Dr. George Simons on the creation of a card game centred around cultural topics relevant to the Finnish and migrant communities. The facilitation of the first resulted in the new content generation by the members of the game (ibid., 3).

During the third stage of the project, the release and distribution of a new “Bridge Building” game occurred. In the Autumn Semester of 2016, the game facilitation was assisted by the JAMK students, who collaborated with various local organizations (including NGOs) in the generation of content oriented on youth culture. The cards were initially distributed online and later were incorporated into a physical game deck with the rise of interest (ibid.). Apart from that, another notable result of the initiative’s work of that period was the fact that at the end of 2015-2016 academic year, nine asylum seekers completed their studies at the Open University. They were assisted in their studies by the JAMK United for Refugees members (Cross-Cultural Management Academic Track 2017).

The fourth stage, occurred in 2017, brought registration of users from more than 25 nations into the New Horizons user base. This was the result of extensive promotional activities in Finland (ibid.). During the same year, New Horizons attended multiple international events with several workshops. The latter included SIETAR Europa conference in Dublin, Ireland; the European Association for

International Education in Seville, Spain; and the Nordic Intercultural Communication conference in Jyväskylä, Finland (Ibid.).

2.3 Young New Horizons project

In the Autumn Semester of 2017 the facilitation game sessions including existing material took place at the Jyväskylän Lyseon Lukio (Jyväskylä Lyceum High School), the International Baccalaureate students of which later became the participants of the card generation process under the observation and assistance of the researcher; as well as at the Schildt high school, the collaboration with which resulted in new card ideas as well.

A study on youth culture in Finland by Ulla Ceesay in 2017 has created a theoretical framework for the further development of a list of "Themes and Topics Related to Youth Culture Content". For the new material created as part of the Academic Track to be of contemporary significance, the list was offered to the New Horizons Management Team to be utilised as one of the main sources in the new cards' generation process. The complete file can be seen from Appendix 6.

The facilitation process can be described as a gamified social action procedure comprising of the three main steps: "brief", "team play" and "debrief". The order said steps are meant to be implemented is demonstrated in Figure 3.



Figure 3. Facilitation process (Adapted from the New Horizons Facilitation Guide, 2017b)

During the “Brief” stage, an ice-breaker activity is implemented to warm-up the players, as well as the game is introduced to the participants. The cards are mixed well and an equal part of the total number available is distributed between the teams. The length of the game is announced and the possible questions from players are answered.

During the “Teamplay” stage, the facilitator is moving around the teams, helping to overcome issues, answering questions, and listening to what is being discussed. The facilitator is also supposed to encourage players to share.

During the “Debrief” stage, the ending of the game is announced. The individual and team point scores are counted

2.4 diversophy®

The term “diversophy” comes from ‘wisdom about differences’. It was developed by an interculturalist Dr. George Simons in the 1970s as a tool that improves the cultural awareness of participants.

As it is declared by the creator of the product, this learning game presents questions and scenarios relevant to real life, community and language for learners to encounter, communicate, interpret and react. It also creates a safe environment for participants to learn tolerance and empathy for the differences between themselves and those posed by the language and culture under study. This deliberately engages them in the subject matter and encourages them to test and exercise their language skills when communicating with each other. Often, in a group conversation, they learn so much more from these cards discussing global topics they would otherwise not be aware of. (Simons 2008)

As of 2018, the game is offered in over sixty different configurations, often in multiple languages, and a particular option can be chosen based on the participants’ interests. One of the said configurations is called the Cultural Competence Game,

which diversophy® and New Horizons have collaborated on. The deck typically includes playing cards of five types: “smarts”, “choice”, “share”, “risk”, and “guide” (New Horizons 2017). The following qualities can be attributed to each category:

diversiSMARTS cards challenge the factual knowledge players have of specific cultural topics.

diversiCHOICE cards put players in intercultural situations where they are challenged to decide how best to act or respond.

diversiSHARE cards enhance communication skills and foster teambuilding. They encourage discussion by asking players to share their opinions and feelings. They emphasize the idea that we are all different, and that we should keep learning from each other.

diversiRISK cards place the players in scenarios out of their control. Some situations are "positive", others are "negative". These cards allow players to experience how differences can create unexpected benefits or drawbacks, safely.

diversiGUIDE cards offer wisdom and advice from various regions and encourage players to search for opportunities in their work or life to apply those.

As to the card development process, there can be defined seven steps. The first step is when a new cultural idea, or a previously unheard opinion on a cultural topic, is presented to the researcher in the form of speech, text, an image etc. and is considered appropriate for the game. The idea is noted and saved in an appropriate form embodying a Card Idea. The second step is the revision of the Card Idea during information processing. The third step is the categorization of the Card Idea into a Card Draft of one of the five types of cards, the language of the card is considered here. The fourth step consists of obtaining appropriate references to add to the card material if there are any. The fifth step is the translation of the card if it is required. The sixth step is preparation for the printing. The seventh step consists of printing and quality check.

It is also necessary to mention, that the Card Ideas and Card Drafts – the two steps of the card development process, preceding the Final Card stage need to be further distinguished. Card Ideas are typically received in a written form through card creation templates (see Appendix 1). Card Drafts are usually the card ideas, processed through the project database and assigned a type. When a draft is finalised, the card is forwarded to undergo printing, which is where it is joined by the rest of the print-ready drafts from a particular deck.

2.5 Education for sustainable development and service-learning

As part of its Global Action Programme on Education for Sustainable Development Education, UNESCO (2014) defines the latter as an education which encourages the leadership required to create a sustainable society. This kind of education is integrated, balanced, and reflective of the natural, social, as well as economic pillars of sustainable development. It applies similarly to a comprehensive sustainable development agenda of outcome document Rio+20, which includes the interrelated topics of poverty reduction, climate change, disaster risk reduction, biodiversity, and sustainable consumption and production, among others. It refers to specific localities and values cultural diversity.

The key feature of the education for Sustainable Development enables every person to acquire the requisite knowledge, skills, attitudes and values to shape a sustainable future. Sustainable development education means addressing key topics related to sustainable development in teaching and learning; for example, climate change, disaster risk management, biodiversity, poverty reduction, and sustainable consumption (ibid., 3).

Service-learning is a pedagogy that makes use of community service programs as part of an academic course. As formulated by Sonoma State University (2018), Academic service-learning differentiates itself in many ways from internships and other community credit-bearing activities. The first being group experience is a part of an academic course and is used as a "template" for learning to students. The second —

community-based service-learning programs, which are designed to satisfy an identified community need. As well as the third way, when a formal reflection exercise is used to help students understand how the academic and social learning objectives of the course are related to their group experiences.

2.6 Meaningful in Finland

The European Union witnessed a historically unparalleled wave of refugees and migrants in the years 2015 and 2016. More than 1 million refugees came to the European Union, most of them fleeing war and terror in Syria and elsewhere. The EU has decided on several steps to address the situation, including efforts to overcome the main causes of the crisis, as well as substantially growing assistance to citizens in need of humanitarian help both inside and beyond the EU. Steps were being taken to relocate asylum seekers to Europe, move those in need from neighbouring countries and return people who are not eligible for asylum (European Commission 2017). As emphasised in the Finnish Migration Service report (2016), 2015 was an exceptional year, with 32476 people applied for Finnish asylum. Of the applicants, 3024 were unaccompanied minor asylum claimants. Both numbers account for a tenfold increase as compared to 2014. By far the biggest group of asylum claimants was Iraqi nationals in 2015 (Finnish Migration Service 2016, 18).

In 2016 Finland's migration increase consisted almost entirely of refugees from outside the EU as well. The influx from countries other than the EU increased substantially from the previous year. Net immigration from non-European countries increased from 10247 in the prior year to 15716 people. (Statistics Finland 2016)

In 2017, the Finish Ministry of Foreign Affairs stated that the growing number of migrants and refugees entering Europe is a general difficulty for all EU member states. Forced displacement was attributed not to a single cause, but to the ongoing wars in Syria, Iraq and Afghanistan as well as the Horn of Africa and West Africa, the crises on the territory of which play a significant part.

To support the new make-up of the Finnish society, as well as following the decisions of the European Union regarding the Migration Crisis, measures were taken by the Finnish authorities. In Spring 2016 the “Meaningful in Finland” Action Plan was published by the Finnish Ministry of Education and Culture to prevent bigotry and to foster social inclusion (The Ministry of Education and Culture of Finland 2016, 1). The plan was summarized in 10 action statements demonstrated in Figure 4.

- | | |
|----|---|
| 1 | We will focus on tackling hate speech and racism and strengthening multiculturalism, inclusion and equality throughout the Ministry of Education and Culture, its agencies, bodies and other organisations. |
| 2 | We will promote multiculturalism, a sense of community and inclusion in the Ministry's government-subsidised projects and in the selection criteria of the whole range of ESF measures. |
| 3 | We will help public libraries to promote active citizenship, multiculturalism and democracy. |
| 4 | We will improve the skills of teaching staff and other professionals who work with children and young people. |
| 5 | We will invite early teen, youth, student and other organisations to create equal opportunities for participation in multicultural activities and community life. |
| 6 | We will encourage actors in the youth sector to promote human rights and equality and to fight hate speech. |
| 7 | We will launch a special government grant application process for youth services in local government. This will help curb hate speech and foster equality. |
| 8 | We will help spread the 'Show Racism the Red Card' project in football and other team sports and we will support equality work in all areas of physical activity. |
| 9 | We will introduce a government grant application process to advocate dialogue between different religions. |
| 10 | The "Meaningful in Finland" challenge is being launched. |

Figure 4. Meaningful in Finland Action Plan (Ministry of Education and Culture 2016, 8)

2.7 Russian youth and its values

This sub-chapter focuses on the concepts behind the definition of the youth of Russia as well as showcases values and unique socio-demographic features.

Russian sociologists Mokshin et al. (2011) describe Russian youth as a socio-demographic group possessing social and psychological traits formed by the unique age characteristics of young people, the process of formation of their spiritual world, and the specifics of their position in the social structure of society. The age factor acts as another marker of this demographic. When talking about youth, Russian

scholars typically refer to people between the ages of 16 and 30. However, depending on socioeconomic and other factors, the lower and upper boundaries can be shifted (Ibid., 77).

Concerning age-based divisions of said demographic, most Russian scientists consider people aged 15 to 29 as young people. The adolescents (or “early youth”) are the ones up to 18 years of age, the “youth” consists of 18–24-year-olds, and “young adults” are people aged 25 to 29 (ibid., 78).

When looking at the value orientations of modern Russian youth, there can be seen a distinct set of characteristics diversifying it from other demographics. The youth of Russian Federation is characterized as a demographic demonstrating ambivalence, variability, the lack of a pronounced interest in politics, the dominance of pragmatic attitudes, orientation toward hedonistic values, and entertainment (Bezbogova et al. 2016, 7).

Regarding the detailed topics within the social orientations and values of young Russians, several categories are evident. As demonstrated in the outcomes of the recent study following the opinion poll by Фонд Общественного Мнения [Public Opinion Foundation] (2016), Russian youth values mutual understanding and good relations in the family as well as materialistic well-being and comfort most of all. The two are followed by physical and mental well-being, engaging work and professional development, communication with friends, as well as self-actualization and personal development. Those values are followed by love, romance, career, freedom, and independence. Creativity, hobbies, recognition, and popularity are the least prioritized topics of importance.

The role of young people in the current transitional conditions of the market, democracy and constitutional state is growing sharply due to the accelerating pace of public life. New problems and events call upon the search for fundamentally new solutions and a critical reassessment of past experiences, which requires the more active and creative participation of young people (Mokshin et al. 2011, 78).

Taking the background research into consideration, the research problem arises from the following aspects: Russian youth today are making their way through life, in Russian contexts, but they also suffer from various social problems and challenges. Thus, two thoughts to be reflected in research questions arose: 1) Opportunities for Russian youth to express their detailed opinions of and challenges faced as they develop themselves toward adulthood. 2) How best to contribute to the development of Russian-centred game content for the Young New Horizons game.

3 Methodology

In this chapter the methodological choices behind the current research are expressed in detail, as well as an explanation of the reasoning for their use is provided. The chosen research design was formed by the following research questions derived from background research:

What are the concerns of Russian youth?

What are the culturally oriented topics expressed on the generated cards?

The objective of this research is to explore the contemporary values, views, worries and interests of said demographic; as well, expand the Young New Horizons deck with the use of facilitation of the existing game and creation of card drafts from card ideas developed by Russian high school students. The information received from the population through card ideas and group interview provides the foundation for the new content generation of the New Horizons games.

3.1 Research design

A qualitative research composition technique sets the current study. Creswell (2014, 4) describes the qualitative research process to include emerging questions and procedures, and data typically collected in the setting of the participant, the

inductive data analysis moving from specifics to general topics, and the researcher's interpretations of data significance.

As proposed by Saunders et al. (2016), the framework of a research design consisting of six layers is utilised. The first layer focuses on choosing research philosophy, the second – on research approach. A methodological choice is made in the third layer, and a research strategy is picked in the fourth. The fifth layer deals with time horizons, and the choice of data collection and analysis technique is made in layer six.

Constructivist research philosophy is implied to the study being currently discussed. This way of thinking interprets the analysed phenomenon from the perspectives or viewpoints of the participants using various data-gathering methods. Besides, the researcher forms meanings from the phenomena under study through their own experience and that of the study participants. (Dickson 2016, 5) Due to the large number and variability of these meanings, the researcher is led to explore the complexity of opinions and views, aiming at depending the participants' views of the situation in question (Creswell 2014, 8). The researcher evaluates what has been said to determine the facts. In their journey to find the true state of the situation under study, the researcher engages in activities as residents do in natural settings to gain personal experience or see others experience it (Dickson 2016, 5).

Induction is chosen to be the research approach, as it implies the use of new data collected in the generation of new theory. In an inductive study, the main criterion is the collection of rich data for interpretation. This indicates that data collection will produce sufficient knowledge and end when no additional information can be added to shape new insights (Liu 2016, 132).

The mono-method qualitative technique was selected in regards to the methodological choice, and ethnography is the research strategy of the current study, as predetermined by the research objective, which is to gather rich qualitative data: opinions, views, feelings; as well as by the information retrieval technique being facilitation – direct involvement of the researcher into the process. The cross-

sectional method was utilised at the time horizons level, as in the information on the purpose of the study was to be retrieved from the population at a specific point, and not over an extended period.

Non-probability, as well as convenience samplings, were elected to serve as data collection techniques as the research aimed to obtain the population in the most affordable and fast way and to avoid bias in the focus group gathering. Content analysis was the analysis method. Processing of the speech or textual content is recommended to be done through content analysis and involves the search for text structures and patterns as the basis for making inferences (Darke et al. 1998, 284).

3.2 Population and sampling

The population for primary data collection consisted of 25 final year high school students of Saint Petersburg, Russia, aged 17 to 18. It was obtained through non-probability convenience sampling. This type of sampling constitutes a strategy, by which the cases are selected based on the availability. Convenience sampling is used in a study, where a scenario implies a researcher asking their fellow students to partake in the process (SAGE Publishing 2018, 89). Any individual meeting the studied phenomenon criteria becomes a suitable participant (ibid., 95).

The participants of the study were chosen to be students of the same secondary education institution the researcher attended before pursuing a university-level degree abroad. It was apparent that the most accessible Russian teenagers can be found at the researcher's high school, as it is an institution the access to which has already been acquired. The key important factor for the choice of the school class representing population was the possibility to integrate the game session in the English subject curriculum, which is pre-designed by the teacher.

The sampling process started as the project proposal was forwarded to the English Teacher of Saint Petersburg grammar school, followed by initial discussions in person on when there would arise a vacant population for the implementation of the plan. As a result of sampling, the population was discovered.

Self-selection sampling was used to collect participants for the semi-structured group interview. In this type of sampling, it is highly probable that the potential units or cases to be more committed to participating in the study, which can help improve attentiveness and provide the willingness to contribute better and provide an insight on the subject matter (Sharma 2017, 752). The focus group semi-structured interview involved five students, three of whom were male, and two – female informants. The conversation process is described in Sub-chapter 3.3.

Regarding in contents of the focus group interview, several culture-oriented themes was were touched upon during the interview. The list of themes comprised of such topics as:

- Relationships and dating culture;
- University studies and work;
- Contemporary world situation;
- School uniform and self-expression;
- LGBT+;
- Mental health;
- Recycling;
- Equality;
- Existential worries;
- Public display of emotions; and
- Future kids' life.

3.3 Data collection, analysis, and implementation

The secondary data was collected through background reading on the history of the project, study of the relevant educational materials, including the “Themes and Topics Related to Youth Culture Content” provided by New Horizons, as well as the previously collected content gathered throughout the Autumn Semester of 2017.

On March 6th, 2018, the primary data collection occurred in two stages. In the first stage, card ideas were collected from the population by using Card Creation Templates. In the second stage, views and concerns surrounding culture-oriented topics were collected through focus group semi-structured interview.

As the population at the Saint Petersburg high school was discovered, the facilitation plan received confirmation and led to the event being imbedded into the format of an extended English lesson, which included two 45-minute sessions. The primary data collection occurred using the technique that has been provided by the New Horizons. The technique is explained in the section “Young New Horizons project” of the Background chapter (Sub-chapter 2.3).

Preceding the actual facilitation, the lesson was opened by the researcher together with her high school English teacher. The opening, as well as the entirety of the facilitation process, was held entirely in English, as it was embedded in the lesson algorithm. After the introductory part was finalised, the researcher began the facilitation. The card game used in the facilitation was provided by New Horizons. The briefing included an ice-breaker exercise and was followed by dividing students into teams. During team play, an active discussion took place, where students exchanged their views on the themes expressed on the cards. The participants were sat by the roundtable for the briefing and debriefing, as well as were divided into several teams for the group play. This particular approach to participants’ positioning allowed for better speech comprehension, easy access for the researcher to the individuals. The photographs illustrating the facilitation process, team play, in particular, can be found in Appendix 3.

As recommended by New Horizons, the main mean of ideas’ documentation - Card Creation Template was utilized. The template can be seen in Appendix 1. The card creation stage photographs are displayed in Appendix 4. As can be seen from the photographs, a specific spacious venue was chosen to accommodate the participants of the facilitation. The criteria such as appropriate size, good acoustics, presence of a screen projector, an abundance of natural light, were considered

Apart from the information left on cards, the primary data consisted of the data derived from the thoughts and feelings shared during the interview. As the ideas’ generation stage came to an end, a brief analysis of the card ideas took place after the blanks were collected. The themes were compared to the "Themes and Topics Related to Youth Culture Content" list. The topics untouched in the cards have been

turned into interview questions. The interview was 1 hour and 3 minutes long. An oral consent script was used at the beginning of the conversation, to ensure the integrity and quality of the process. The form can be accessed in Appendix 5.

The purpose of the interview was to gain a deeper understanding of topics, unexpressed in generated cards, but found in the “Themes and Topics Related to Youth Culture Content” list, to the population. Unlike the facilitation, the conversation that followed was held entirely in Russian, which was done to ensure the smoothest possible conversation flow and let informants express themselves freely. Spradley (2016, 24) emphasized that the language involved in the research is an inherent part of each of its parts’ meanings. Therefore, scholars conducting an ethnographic study shall utilise the maximum potential of the native language when interviewing. The information from the interviews has been utilised in a format of topical opinion display in the form of informants’ direct citations categorized by each theme.

In May 2018, the card ideas were entered into the database at diversophy® and later analysed through content analysis method, by which the determination of the main and sub-topics occurred. The card drafts were assigned types, the language of the content was checked, and the drafts were forwarded to New Horizons team at JAMK for further development and to be eventually implemented in the form of final cards.

As of Spring 2020, the cards have been successfully included in the Young New Horizons game, which comprises of 450 playing cards of different types. The cards which were created as the result of the current study have brought sufficient improvement to the deck, expanding its topical range.

3.4 Research timescale

The research process spanned over several months, from January 2018 to May 2020. Each period was dedicated to particular study implementation matters and was

contributed to by various people. A more detailed depiction of the research chronology can be obtained from Table 1.

Table 1. Research timescale

Period	Research implementation matter	Contributors to the research process
January 2018	Research plan confirmation Secondary data collection Request for facilitation at St. Petersburg grammar school is forwarded to the high school teacher	Researcher Thesis supervisor Steven Crawford English Teacher of St. Petersburg grammar school
February 2018	Secondary data collection Research background chapter development Methodology chapter development Facilitation confirmed	Researcher English Teacher of St. Petersburg grammar school
March 2018	Primary data collection (Facilitation in St. Petersburg Card ideas generation Group interview)	Researcher English Teacher of St. Petersburg grammar school Study informants
April 2018	Beginning of primary data analysis Primary data collection discussion Language check	Researcher Steven Crawford Study informants
May 2018	Card Ideas entered the project database at diversophy®	Researcher Dr. George Simons
July 2018	Card information analysis Card ideas are edited and formatted at diversophy® Card drafts are received at JAMK	Researcher Dr. George Simons Steven Crawford
September 2018	Research background chapter development	Researcher
August 2019	Interview transcription Card information analysis	Researcher
September 2019	Interview transcription Card information analysis	Researcher
October 2019	Interview transcription Research background chapter development	Researcher
November 2019	Interview transcription Research background chapter development	Researcher
December 2019	Card drafts information analysis Interview transcription	Researcher
January 2020	Methodology chapter development Interview transcription	Researcher
February 2020	Research progress meeting Research background chapter development Methodology chapter development Research findings chapter development	Researcher Steven Crawford
March 2020	Research findings chapter development	Researcher
April 2020	Research findings chapter development Discussion chapter development	Researcher
May 2020	Research findings chapter development Discussion chapter development Conclusions development Finalizing the general matters Abstract writing Plagiarism check Thesis submission	Researcher Steven Crawford

4 Research results

This chapter focuses on demonstrating the results of the research in the form of sample card draft obtained through card ideas' processing and classification; as well as will display the interview transcriptions demonstrating new opinions gathered in the research process and organized by overarching themes. The section will also provide a summary of demographics as well as generated card types and themes.

4.1 Demographics summarized

Regarding the demographics, there were two subjects. First - the population, and the second – focus group. Both had male and female participants of age 17 to 18, and the focus group was derived from the population. The number of students within the population was 25, and the number of informants in the focus group was five.

Table 2. Demographics summarized

Subject	Distribution factor	Number of participants	Total % (N=25)
Population	Gender		
	Male	6	24%
	Female	19	76%
	Age (17–18)	25	100%
Focus group	Study year 11 th	25	100%
	Gender		
	Male	3	12%
	Female	2	8%
	Age (17–18)	5	20%
	Study year 11 th	5	20%

For the current study, the codes M1, M2, M3 for male informants and F1, F2 for female informants were assigned. This assured anonymity and integrity of the opinions collected.

4.2 Card findings

The following sub-chapter aims to provide research results concerning the card ideas and card drafts. The themes of cards as well as categories of card obtained are summarized here as well.

Regarding the findings per card type, the illustration of number and percentage of each kind is given in Table 3.

Table 3. Generated cards per type

Subject	Card type	Number of cards	Total % (N=31)
Final Card Drafts	diversiSHARE	16	51.61%
	diversiCHOICE	7	22.58%
	diversiRISK	8	25.80%

A total of 31 card ideas has informed 31 card drafts. After being processed at diversophy®, said entries resulted into 16 diversiSHARE, 7 diversiCHOICE, as well as 8 diversiRISK cards. For the convenience of the reader, one card draft example is demonstrated in Figure 5. The entire number of card drafts is displayed in Appendix 2.

JAMK Card #	Entry by	Chavakina K.	Ethnicity	RU	Email	WIL develop
Date of Entry	25/05/2018	Date created	06/05/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
I live in Russia, where it gets really cold during the winter. Because of it, one of our favorite activities is hockey.	Я живу в России, и зимой здесь становится очень холодно. Поэтому одно из наших любимых занятий - хоккей.					
What is your country's beloved sport? Which national team is the most successful?	Какой любимый спорт в вашей стране? Какая сборная самая успешная?					
Card type?						
SHARE text EN	In Russia, where the weather gets very cold during the winter one of the favorite activities is playing hockey.		SHARE Consequence EN	After you share any team member may also speak about the relationship between weather conditions and activities in their country. Keep this card.		
SHARE text RU	Я живу в России, и зимой здесь становится очень холодно. Поэтому одно из наших любимых занятий - хоккей.		SHARE Consequence RU	Даже если, как вы обсуждаете соперника, чтобы выиграть команды могут также разговаривать и о том, как погода влияет на занятия и отношения в их странах. Сохраните карту при себе.		
SMARTS CHOICE ? EN	Answer EN					

Figure 5. Final card draft example

As to the themes, generated by the population during the card creation session, there were six main ones, as well as 31 sub-themes. The main themes included: diversity and discrimination, Russian culture, description of Russian and some other cultures' qualities, relations between Russia and other countries, foreign experiences of Russia culture. A more detailed depiction of the list is expressed in Table 4.

Table 4 Generated card themes

Main Themes (N=6)	Sub-themes (N=31)
Diversity/discrimination	Personal experience with diversity Personal experience with racism Diversity should be supported
Russian culture	Sarcasm in the Russian language Russian culture is rich in literature Customs of visiting relatives in Russia Russian winter activities Russian hospitality and traditions Customs of flower-giving in Russia Different nationalities of parents in Russian families Russian end of winter celebrations Russian smiling customs Russian belovowed winter sports Russian generosity with guests
Russian culture vs other cultures	Things in Russian/English language Shoe etiquette in Russia/US Contemporary Russian-Ukrainian family relationships Media representation of Russia-Ukraine relationship Shaking hands in Russia/distance in Finland
Other cultures	Shaking hands in Germany Date payment etiquette in Germany Winter festivities in English-speaking countries Attitudes to dressing customs when visiting countries
Foreigners in Russia	Unfriendliness of Russians on the streets Treatment of migrants with disregard Helpfulness of Russians on the streets Reaction to unusual Russian food Disobedience of guest shoe customs in Russia Abstention from alcohol and Russian celebrations
Foreigners about Russia	Political preferences in other countries/Russia Stereotypes about Russia

4.3 Interview findings

The interview results are presented below in a form of direct citations and are split into topics, as well as provide summaries of opinions, their emphasis and common points Informants meet on if there are any. The opinions collected from the interview can become an additional source of information for new cards.

4.3.1 Relationships and dating culture

On the topic of relationships and dating culture the following three questions were offered to be answered by the population:

1. How do you see relationships form and what do you expect from the other person when inviting to a date?
2. What do you think about paying for yourself on a date?
3. What do you think about family finances?

Informant M2 said: *"In the beginning, it is more of a friendly atmosphere rather than a boyfriend-girlfriend format."*

Informant M1 shared a similar opinion to that of Informant M2: *"I assume we are just like friends, and you are simply inviting the other person to see a movie together. The movies all it is. And the girl pays for herself."*

The thought given by Informant F1 was analogous to that of Informant M2 as well. They answered: *"Each pay for themselves."*

Informant M2 expressed a similar view to that of Informant F1. They also added: *"Some girls may feel insulted by you not paying."*

Informant F2 shared their personal experience finance management in a relationship: *"I have now had a boyfriend for a year and during the month before we started officially dating, he was paying, and I was not saying anything and was not even thinking about that. And it lasted for 2 more months, approximately. Then I realized that we do not earn our own money and I thought, "Why am I forcing my boyfriend to always pay for me when I can do so myself? I do not think that at our age a guy needs to pay for a girl."*

Informant M1 answered with the following on the topic of family finances: *"In a family, the one who earns more, pays for everything. I assume that the man pays for everything in most cases."*

Informant M2 held a different opinion: *"I believe joined finances to be fair."*

4.3.2 University studies and work

Here the informants were asked to share their views on life decisions after finishing high school:

What are your views on paths after graduation?

Informant M2 and F2 confessed that they face troubles in identifying a direction of personal professional development. Informant M2 voiced the following: *"I have no idea what I would like to do. I was just thinking yesterday what will happen if I do badly in the State Exams and will not get accepted to any institution. I do not know what I can do, or what my occupation could be, apart from going to a university. I feel quite sad because of it."*

Informant F2 continued with mentioning a particular local institution: *"I want to get accepted to the Management faculty of "SPBGU", wherefrom the third year onward most subjects are taught in English. And I am choosing this path because I do not fully understand who I want to be professionally. And such a programme can allow to focus only on the subjects that seem necessary to me."*

Informants M1 and M2 shared that they question the meaning behind university studies. Informant M1 said: *"I do not think that higher education is that important. What is important now is how a person manifests themselves, what ambitions they have. Meaning ambitions are far more important than whether they have a degree. I would like to pass my ACT exams in April and go to America."*

Informant M3 added the following on the topic: *"There are always two voices fighting in my head over this. I would not say that higher education does not mean a*

thing, but it is possible to live without it. Keeping that in mind, if I do not receive higher education, that will take a heavy toll on me. Meaning if I will not get accepted to an institution of my choice and do badly in my exams, that will hurt quite a lot. "Morally". I am also afraid of disappointing my parents."

Parallel to the Informant M1, Informant F1 touched upon the perspective of foreign higher education: *"I want to get accepted to study in Finland and then try to understand if that works for me. International Business, per se, is quite broad, covering a spectrum of disciplines. If that is not for me, I would like to transfer to some other faculty and try myself in various spheres to try to find my way. But it is very difficult to say what will happen in the future, because the world is changing so rapidly, and one does not know what to expect."*

4.3.3 Contemporary world situation

The informants were offered to share their thoughts on the global situation regarding the recent migration waves:

What do you think about the global state of the world and how would you feel if Russia opened its borders to the migrants?

Informant M1 expressed aversion: *"That would be horrible. I feel like the support a country shows to the people should be shown, but maybe only a very small number can be let in. A country can support the other one monetarily if it wants to. But it is not obliged to let people in. Because the result of the opposite would be riots, like that in Germany a couple of years ago. Both locals and immigrants were rioting. I am not sure about the present situation, though."*

Informant M2 declared: *"Our people here are intolerant. Coming here as a refugee can take a toll on the latter one. It will be tough."*

Informant M3 hypothesised: *"I feel like it could be possible to let people in, but maybe not St. Petersburg or Moscow. If their women and children are dying, they could be let in and live in Russia, just not in metropolises. Bottom line is, even if this life is not luscious, it is still better than living in constant war."*

Informant F2 explained the difference between provincial and urban views on migration further: *"People from smaller towns look at everything a little differently. I believe they are happier and more laid back when it comes to welcoming refugees."*

Informant M1 answered the inquiry on migration with a rhetorical question: *"If you take 5 million people in, how would you support them?"*

Another angle was offered in a reply of Informant F1: *"I assume that migrants need social support services, certain social programs to help them adapt to the new surroundings. Programs that would help them communicate with locals more. For both sides to socialise."*

4.3.4 School uniform and self-expression

Here the informants gave their views towards uniform and talked about its social implications:

1. What is your opinion on school uniform?
2. What functions does uniform have?

Informants M3 and F2 expressed agreeableness towards wearing a uniform.

Informant M3 said: *"I think that is cool. If I were offered a chance to rid uniform for the rest of my studies, I would not do that."*

Together with voicing a generally positive attitude towards uniform and formal dress-code, Informant F2 expressed an issue, which they do not share the same opinion on with the school administration: *"When I started wearing a uniform, I did not care much. But now, when I see guests coming to our school and I pay attention to the way we present ourselves, I experience sincere pride. Because students at other schools do not wear a uniform or have one that is not so clean. And I think that even at university I will not allow myself to show up in distressed jeans and will try to keep a more formal style. Only thing is, I would not worry so much about manicure, because I do not understand the "beige only" rule. I do not see any difference between black and beige nails."*

Informant M1 stated that uniform influences socialisation and personal psychological development. They stressed the following: *“When people dress the way they want, they feel informal. When meeting a teacher outside school, in my free time, I can talk to them as to a regular person. This coin has several sides, more than two. I would also stop wearing a uniform after grade 8 or maybe 9. Well, wear it until grade 7 or maybe 9, when you are still developing your personality. But after grade 9, in years 10 and 11 I started feeling constricted. Uniform also influences one’s social circle. This is subconscious.”*

According to Informant M2, one of the key qualities of uniform is the fact that it disciplines students: *“All of us wear a suit, but if we were to wear whatever we want, some would show up looking like a ragamuffin.”*

Informant F1 shared a similar conclusion to the one provided by Informant M2. They said: *“I have swapped several schools, some had a uniform, others did not. I think the rules here are too strict. But when there is a common style for students, upon arrival at school, you immediately get surrounded by a working atmosphere, where you feel productive. Besides, when you visit the cinema and school in the same outfit, you feel sluggish, which is why I do not like it this way.”*

4.3.5 LGBT+

The views on the topic of LGBT+ were provided by the informants when asked the following question:

What is your opinion on the LGBT+?

Informant M2 shared the following: *“Well, they exist and that is fine with me. I do not support them, but if they are not showing their orientation, there is nothing special about this.”*

Informant F2 illustrated their answer describing a personal experience with a schoolmate, whilst producing a similar conclusion to that of Informant M2. They said: *“I had started talking to him in grade 8, and I never really thought about this, but our*

friendship made me see that he is a very happy person, much happier than people in many other traditional couples. Well, I guess I am happy for him. He does not really show this, though, he only came out to me after a year of talking."

Informant M3 illustrated their point by sharing an unpleasant experience with an individual: *"I do not have anything against it if this does not affect me. For instance, when I had a chance to talk to our mutual [with Informant F2] gay friend, some elements of his behaviour made me uncomfortable. I tried not to show it then, I did not tell him anything. I think of it a form of evolution and going against it is impossible."*

In their response to the question, Informant M1 turned to an explanation of orientation from the point of human nature, as well as provided an extensive story from their life, concluded with stating the reasoning for negativity towards LGBT+ in Russia. They said: *"We are all humans; all have a right to be with who we want. And to deny that this occurs in nature is stupid. If an individual loves another individual, why would that not be allowed? I think we should just come to terms with it as this exists in nature. There is nothing you can do. How can you forbid a person to love someone? My parents have a friend, he is over 50, lives in the States and he is out. He is a very positive and smart person, he has made it in life as well, he owns a big house and has people over frequently. Bottom line is this does not interfere with his life in any way. And if he loves a person of the same sex, why would you forbid him this? In our country, people treat this very badly, that is understandable, that is our mentality. But you can do absolutely nothing about it. This just needs to be accepted. That is all."*

4.3.6 Mental health

The attitudes towards mental health were expressed in answering the following questions:

1. What is your opinion on the attitudes towards mental health?
2. Is there a discussion on mental health?

Informant F2 expressed certainty in the notion that the place of residence does not influence mental health and should not be held accountable for any problems of that kind: "What is important, is how you organise your life, what you do, who is in your circle. Your dearest do everything for your happiness and to blame it on the place where you live is lazy. For instance, saying: "Russia is to blame for it, the quality of life is low here", and doing nothing to change the situation."

Informant F1 voiced a different view, connecting the absence of surrounding facilities with the situation and expressing that the government is to start the conversation: *"I seldom hear people talking about mental health, not even on TV or radio. The establishment should help. Let us take bike lanes as an example. You want to go for a ride, but there is no space for that. At the end of the day, support from the government is needed."*

Informant M2 shared the point of view of Informant F1. They said: *"The environment influences our mental health quite a lot. The measures our government takes on our climate, weather's influence on the surroundings. The fact is, all buildings here are grey, everything looks so dirty."*

Informant M1 attempted to provide the reasoning behind the situation regarding the poor mental health of Russians and shared their hopes for a brighter future: *"I believe that we have different social classes in Russia. There can be seen so many dissatisfied people during the President's press conference. Many people have lost their jobs, or something else happened to them after the recent crisis, which is ongoing. Yes, we really are not the happiest country. Yes, we have a high suicide rate, especially suicides among youth. Yes, we have a considerable unemployment rate, dissimilar to that in the other countries like Germany, for instance. But we just need to get through it. There will come a time when things get better in this regard when people will not get depressed because of this when everything will be OK. I hope this will come true."*

In addition to their first point, Informant M1 expressed anger and frustration with the present restricting situation in Russia: *"The environment here causes depression."*

In Amsterdam, the Netherlands, marijuana is legalised. This country does a lot for its people. And the imprisonment rate is very low, people are truly happy. People feel free. They can buy some weed and smoke it, they can enter same-sex relationships and be open about that, and they live better than us. And that seriously concerns me. We live in a country where we are heavily restricted, and it is said to be better for us. But a country which does not do the same is much better off."

4.3.7 Recycling

The following question was voiced by the researcher to understand the thoughts on recycling the focus group holds:

What is your opinion on recycling which includes several types of garbage containers?

Informant F2 expressed with doubt: *"That would take some time getting used to. But we have a clean country, compared to places like New York."*

Informant M1 expressed a similar view to that of Informant F2 on possible difficulties connected with the introduction of wide recycling in Russia. They also give a global perspective on the waste problem. Informant M1 shares: *"One would need to get used to it. But it is very cool. Because here garbage gets thrown wherever. Recycling is a sign of discipline. This is what is needed for global nature preservation. This is needed. I think the government should raise the bar. If you want to achieve more, you need to look at the ones who are doing better. The problem of densely populated cities in the absence of space for recycling plants. I am talking about waking up some days and experiencing an unpleasant smell from the scrapyards on the outskirts of the city. And I dislike the occasional problems with sewerage."*

4.3.8 Equality

There were two questions asked to gain an understanding on the topic of equality:

1. Do you think that there is inequality in Russian society?
2. What is the role of women in society?

Informant M3 stated the following: *"From the male point of view, there is no inequality."*

Informant M1 vocalised recognition of inequality and justified their belief that unequal salaries are acceptable. Towards the end of their answer, a personal example of a woman who achieved success in inequality was supplied. Informant M1 said the following: *“In Australia, for instance, once they stopped recruiting people on the bases of their gender, the number of women recruited decreased 60 per cent. This shows that females are the weaker sex, though I do not aim to offend anybody. It is more difficult for them to overcome certain challenges. But this is just how it is. As to the lower salaries, they could be given responsibilities and tasks equal to that of men, but then they will underperform. Because in most cases men can endure more than women. Childbirth, periods etc. influence a woman greatly. I think the fact that women are the weaker sex should just be accepted. Since the dawn of times, females were placed lower. They could not hunt as well as men did, because they were weaker. Subconsciously they became the weaker one, in the Middle Ages they were oppressed because of that. But my mother has 4 kids, and she has a great job, earns good money. If a person sets goals, they strive for success, they achieve what they want.”*

Similar to the logic expressed in an opinion by Informant M1, Informant F2 shared their view of female roles hierarchy. They said: *“I believe the biological function of the woman is the main one. And the work is additional to that.”*

Informant F1 provided a view rather different to that by Informant F2, however, concluded similarly to that of Informant M1. They connected the status of a woman to her ambitions. Informant F1 said: *“I believe that the status of a woman is determined by how high she puts herself. The higher she is, the more she will achieve. If a woman is strong, thinks of herself as someone more than only capable of raising children, she can have it all. There are a plethora of women smarter than men and mentally stronger. It is a fact that women have more of a natural proclivity to academics than men. But they might not develop as well socially, as men do. If a woman is determined to achieve something, she will. It is just that the percentage of such women is very small.”*

4.3.9 Existential worries

The general worries of informants were recorded after the following question was voiced:

What worries you right now?

Informant F2 shared the concerns brought by the ending of high school studies and transitioning to a higher educational institution and life period. They said: *"I am worried about university entrance exams. All these stereotypes, which put quite a lot of pressure on you. You can be happy without it. I do not understand whether getting a degree makes me happy or not. And these fears of moving of who knows where, to an unknown sphere of life, and these fears are about general human development. Adulting is difficult."*

Informant M1 expressed general existential worries. They confessed: "Some time ago I could not understand the reason behind, or the purpose for my existence. Now, these thoughts are nearly gone because I just enjoy life, but sometimes they come back, and it is frightening. You should not worry about anything like that. You just need to understand that you have one life to live and you should spend it the way you want. You do not have to be what society thinks, you should just do what you want."

4.3.10 Public display of emotions

As to the topic of emotional display, the following question was addressed to the informants:

What is the attitude towards the public display of emotion in Russia?

Informant M1 replied with: *"In Russia, no one really smiles. Meaning if you smile at someone, they will think that you are crazy. That you want to kill them. In Greece, for instance, people constantly smile at each other. A stranger sees you on the street and smiles at you. A complete stranger smiles at you, we do not have that here."*

Informant M3 had a differing view to that of Informant M1. They shared: *"I smile at quite a lot of people. Even the tube staff, who are selling tokens smile back at me."*

4.3.11 Future kids' life

The final question of the semi-structured interview consisted of an inquiry into the distant plans of the informants:

If you have kids and you happen to be in Russia, would you be interested in them moving abroad?

Informant M1 answered positively as well as expressed an appreciation for their parents' efforts in their educational journey. They also mentioned that there is concrete reasoning behind getting a foreign degree. Informant M1 said: *"Yes. I recognised that my parents want me to move abroad when they offered to book an entrance exam to the US university system. They want the best for me. I would also want my kids to get the best opportunities. That is also important for me. The knowledge we obtain here is weaker than that in other countries. Which is how you can judge. By salaries, the wages are lower here. Life there is different, but you start your studies and learn about the country you are in. Regardless, places like Germany, the USA, have a better quality of life and people's income is higher there. That is a fact When in Germany the average salary is 2500 euros and a cleaner earns 2000 euros, and you sit and think: "And here a cleaner gets 15000 roubles...[188 euros]", which is 10 times less, you think: "What do they do for that?" There are just more developmental prospects there. Our country stays in the same spot. You may think I hate our country. No, that is not true. I love Russia. But it really is better over there."*

Informant M3 vocalised a vividly contrasting opinion to that of Informant M1, stating that they feel responsible for the future of Russia. They said: *"No. I love Russia and I want my kids if there will be any, to develop the country they live in and the country I live in. To live better. I will try my best to give them a choice. I would, of course, try to take them around the world, let them decide what they want from life. Do the maximum possible. I would like my kids to develop my country."*

F1 *"Yes. One does not have to study here to develop this country."*

Informant M2 concluded similarly to the Informant M1. They said: *"I would not mind moving, actually. I see a correlation between higher education quality and salaries."*

Informant F2 stated that a possibility of moving abroad exists for them as well, similar to Informants M1, F1 and M2. They said: *"I am not sure, but if I were to move, I would do so not because I think that that country is better to live in, but because there could be a better career for me, or if I got offered a real job, or due to family matters. But for me to say: "I just do not want to be in Russia", no. I am cool with it."*

5 Discussion

To assess the findings of the current study, it is important to acknowledge the details and limitations of data acquisition and processing steps. The observations derived from the process of facilitation are to be taken into account as well.

Due to the number of topics that have not been touched upon amongst the card ideas, but were on the "Themes and Topics Related to Youth Culture Content" list, during the interview phase the researcher decided to scale the discussion themes down to those she could facilitate a conversation around, based on her personal experience of working with youth at New Horizons and proceeded to construct the interview around those. To utilize the benefits of the population's mother-tongue, the researcher conducted the interview in Russian and translated the material into English as they were being transcribed. Each point supplied by the informants was repeatedly listened to, some expressions required extensive analysis. It was crucial for the researcher to display the interview findings in a way that would mirror natural Russian speech as precisely as possible. As it is evident from the Sub-chapter 4.3, the conversation was held in a semi-structured way, where students were not limited to a fixed number of seconds to give a reply, as well as were encouraged to share everything they felt was necessary. That being said, the discussion was carefully moderated for it to finish before the students had to leave the room and attend to the rest of their day. That was challenging for the researcher, as some informants showed considerably more drive to dominate the conversation at times, while others were less brave. Another kind of observations of the informants was made based on their gender. Male informants demonstrated a willingness to answer

the majority of questions as soon as those were voiced. Female informants, on the other hand, were not so eager to come to conclusions fast and took long pauses to process the questions.

As to the facilitation process, the researcher made every effort to carefully prepare the opening speech preceding the facilitation for the Russian students not to get overwhelmed with the extensive use of English, and also for the population to relate to the researcher based on coming from the same school. The debrief was not met with any questions concerning technicalities of the game, the latter was observed to be discussed mostly in teams. However, when moving about the groups, the researcher was asked to assist the understanding of several words displayed on the cards. During the debrief, participants of each team shared their experiences of the play session, the absolute majority of which were enthusiastic. Some expressed that the session brought the importance of advancing the English language used to their attention, as well as the fact that facilitation motivated them to make more effort in the academics. The latter was informed by the fact that the students came to think that they would like to obtain the skills the researcher demonstrated during the play.

During the card generation stage, each student produced at least one card idea, some generated two. It is needed to acknowledge that the students were willing to produce high-quality text in English, the writing of the ideas made them concentrate, and the researcher even observed some in exertion. As the cards were collected, the session came to an end and the majority of high school students present left. Before that occurred, the researcher announced the focus group interview to be taking place after a break, and five students expressed willingness to take part in that.

When discussing the situation the Russian youth was found in and the degree to which the researcher provided an outlet for expression of their concerns, the following is evident from the card ideas and the interview recording. The existential worries are connected with the absence of reassuring future education prospects, which play a predominant role in the self-actualisation process of the population. When discussing mental health, the informants seemed to connect their unhappiness with the lack of effort the establishment puts into infrastructure

development as well as into care for the look of the cities. The opinions of students on inequality within Russian society visibly differed from males to females, which is considered important by the researcher. The majority seemed to agree on the dating etiquette but offer contrasting opinions on the topic of family finances. The relationship of Russians to LGBT+ as well as migrants was reasoned with the Russian mentality, but no solutions on the topic were provided by the participants. However, most students vocalised willingness to contribute to the future of Russian society, also stating that they feel challenged by reality, but aim to excel at personally relevant activities. The sincere emotions expressed during the conversation indicate the fact that this experience was relieving for students. As the researcher received multiple verbal expressions of gratitude from the informants, concrete proof of that was obtained.

When looking at the study as a whole, the Young New Horizons project also entwined well with the research. The researcher connected the study to the project in a logical manner and the nature of the project welded itself well to the discovery. As to the limitations of the research, there are the following ones:

- 1) The qualitative constructivist approach looks at the subjective reality of the participants involved, which cannot represent all views of a larger subject (the entirety of Russian youth);
- 2) The population participating in the facilitation was chosen with convenience sampling, hence the research was held at a single and not multiple high schools, as well as was the interview; and
- 3) The regional context: only opinions of Saint Petersburg students were considered, not Moscow ones, for instance.

6 Conclusion

6.1 Reliability of the research approach, data collection and conclusions

The research under constructivist philosophy and inductive approach were built in a way that allowed for all results to be of relevance to the goals of the study, which ensures the quality of the current research. After processing 31 card ideas derived

through a technique provided by the commissioning party, a total of 31 card drafts was obtained following the content analysis technique and later integrated into the final product – Young New Horizons game, which indicates that the facilitation and debrief processes were conducted efficiently and ensured maximum understanding of the game rules among the population. A substantial insight into the contemporary Russian youth culture concerns was retrieved from the semi-structured interview.

The research evidences a cross-cultural relevance and can be of interest and help to any community or organisation working with youth or conducting research on said demographic. All of the activities of the research worked together holistically in an easily integrated way to produce the final result. The activity in the Academic Track, in an internship with Dr. George Simons at diversophy® and the fieldwork with the high school in Russia, the collection of the data and the processing of the data created a robust system. This kind of system functioned productively and has managed to carry the research from beginning to the end.

6.2 Recommendations and suggestions for future research

The current study created an opportunity for the Young New Horizons game content to be developed by a population located entirely abroad, which may serve as an incentive for further facilitations in places outside of Finland. As the expansion of the initiative progresses, and the project finds new collaborators within local reach, pursuing a wider geographic scale in the face of Russian collaborators and clients can become a valuable source of gain.

The ideas left from the “Themes and Topics Related to Youth Culture Content” list, which have not been covered in the cards or the interview, can be recommended for future examination of the subject, meaning the Russian youth, as well as any other young populations. It can be also suggested that the contents of the list undergo revision for it to gain new topics of relevance.

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Appendices

Appendix 1. Card Creation Template



At home together in school





The Game of Cultural Competence

Card Creation Template

1. Date of card text entry:
2. Person providing this card text

Name: _____
 Email / Phone number: _____
 Nationality / Ethnicity: _____
 Age group (circle the correct one):
 under 13 13 - 16 17 - 20 21 - 25 over 25
3. Please list here any sources (websites, books etc.) that describe the theme and support the card:
4. Write your card text here in ENGLISH:
5. Write your card text here in FINNISH:

Appendix 2. Final card drafts for the Young New Horizons game

Appendix 2a. diversiSHARE card drafts

JAMK Card #					
Entry by	Oivanukhina K.		Ethnicity	RU	Email
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	SL Petersburg School
Card idea EN	Card idea RU		Sources	CoCreators	Notes
These days many people talk about diversity. How do you feel about this topic? Do you experience discrimination on the basis of your nationality? Do you think this should be talked about? How do people in your country react to diversity?		Сейчас многие говорят о культурном разнообразии. Что Вы думаете о по этому поводу? Сталивались ли вы с дискриминацией на основе Вашей национальности? Считаете ли Вы что об этом нужно говорить? Кто говорят о культурном			
Card type?					
SHARE text EN	These days many people talk about diversity. Some express positivity, others - negativity. How do people in your country react to diversity?		SHARE Consequence EN	After you share any team member may also share the attitudes to diversity in their cultures. Keep this card.	
SHARE text RU	Сейчас многие говорят о культурном разнообразии. Некоторые относятся к этому положительно, другие - отрицательно. Как относятся к культурному разнообразию в вашей стране?		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды также могут поделиться мнениями о культурном разнообразии в их культурах. Оставьте карту при себе.	
SMARTS CHOICE ? EN			Answer EN		

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
Russian language has two different colors by the name of "blue": "синий" and "голубой". Does your language have a similar thing?	В Русском языке есть два слова, переводящихся как "blue": синий и голубой. В бас в языке также встречается?					
Card type?						
SHARE text EN	Russian language has two different colors by the name of "blue": "синий" and "голубой". How can your language relate to this?	SHARE Consequence EN	After you share any team member may also give an example of such occurrence in their language. Keep this card.			
SHARE text RU	В русском языке есть два слова, переводящихся как "blue": синий и голубой. Какие примеры подобной особенности можно встретить у нас в языке?	SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также привести пример подобной явления в их языке. Сохраните карту при себе.			
SMARTS CHOICE ? EN		Answer EN				

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
This summer my American friend Declan visited me in Russia. And he didn't take his shoes off upon arrival to my place. That shocked me at first, but later I realized this to be normal in the US, though always considered that disrespectful.	Этим летом мой американский друг Деклан пришел в гости ко мне в Россию. И не снял обувь у порога. По началу, я был шокирован, но потом понял что в США это нормально, хоть считал это некультурным.					
Card type?						
SHARE text EN	This summer my US American friend Declan visited me in Russia. And he didn't take his shoes off upon arrival to my place. That shocked me at first, but later I realized this to be normal in the US, though always considered that disrespectful. What is the shoe etiquette in your country?	SHARE Consequence EN	After you share any team member may also speak about the visiting customs in their culture. Keep this card.			
SHARE text RU	Этим летом мой американский друг Деклан пришел в гости ко мне в Россию. И не снял обувь у порога. По началу, я был шокирован, но потом понял что в США это нормально, хоть считал это некультурным. Какая "обувная" этикет в вашей стране?	SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также поделиться собственными обычаями своих стран. Сохраните карту при себе.			
SMARTS CHOICE ? EN		Answer EN				

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
When I meet a foreigner, they typically ask if all Russians have the same political preference. This is far from truth in the majority of countries, and Russia is not an exception, trust me.	При знакомстве многие иностранцы интересуются все ли Русские имеют одинаковые политические взгляды. Это не так в большинстве стран, и Россия не исключение.					
Card type?						
SHARE text EN	Many foreigners typically ask if all Russians have the same political preferences. This is far from truth in most countries, and Russia is not an exception. How are the political preferences in your country seen by outsiders?	SHARE Consequence EN	After you your teammates may may share a political slogan from their own country. Keep this card.			
SHARE text RU	"При знакомстве многие иностранцы интересуются все ли Русские имеют одинаковые политические взгляды. Это не так в большинстве стран, и Россия не исключение." В вашей стране присутствует подобная ситуация?	SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также рассказать о том, существуют ли они с подобным. Сохраните карту при себе.			
SMARTS CHOICE ? EN		Answer EN				

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
<p>Russian culture is rich in poetry and prose. Our writers Tolstoy, Pushkin, and Dostoevsky are loved all over the world.</p> <p>Русская культура богата поэзией и прозой. Толстого, Пушкина и Достоевского любят во всем мире.</p>						
Card type?						
SHARE text EN	Russian culture is rich in poetry and prose. Our writers Tolstoy, Pushkin, and Dostoevsky are loved all over the world. Are you familiar with any of their works? If so, what are your favorites? If not, tell the team about your favorite author.		SHARE Consequence EN	After you share any team member may name a favorite book or poem. Keep this card.		
SHARE text RU	Русская культура богата поэзией и прозой. Толстого, Пушкина и Достоевского любят во всем мире. А вы знакомы с их творчеством? Если да, какие у вас любимые произведения? Если это не так, расскажите команде о своем любимом авторе.		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также поделиться их любимыми литературными произведениями. Оставьте карту при себе.		
SMARTS CHOICE ? EN			Answer EN			

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
<p>Russians love visiting friends and relatives. It is called: "Kogrit' v rossi" (Hodit' v gosti). It is common to invite a lot of people and prepare heaps of food. Such gatherings are usually lively and quite noisy. Does your culture have something similar?</p> <p>Русские любят навещать друзей и родственников. Это называется ходить в гости. Принято приглашать много гостей и готовить много еды. Такие сборища обычно довольно веселые и шумные. В Вашей культуре есть что-то похожее?</p>						
Card type? diversSHARE						
SHARE text EN	Russians love visiting friends and relatives. It is called: "Kogrit' v rossi" (Hodit' v gosti). It is common to invite a lot of people and prepare heaps of food. Such gatherings are usually lively and quite noisy. What are gatherings of friends and family like in your culture?		SHARE Consequence EN	After you share, each teammate can tell the group their favorite party food. Keep this card.		
SHARE text RU	Русские любят навещать друзей и родственников. Это называется ходить в гости. Принято приглашать много гостей и готовить много еды. Такие встречи обычно довольно веселые и шумные. В Вашей культуре есть что-то похожее?		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также поделиться их любимыми праздничными угощениями. Оставьте карту при себе.		
SMARTS CHOICE ? EN			Answer EN			

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
<p>I know that in Germany it is common to shake hands with everyone you meet. Teens also high-five each other. What is a typical greeting gesture in your country?</p> <p>Я знаю что в Германии принято пожимать руку при встрече, даже незнакомцу. Подростки так же дают друг-другу "пятночку". А как здороваются у вас в стране?</p>						
Card type?						
SHARE text EN	In Germany it is common to shake hands with everyone you meet. Teens also high-five each other. What is a typical greeting gesture in your country?		SHARE Consequence EN	After you share, each teammate can show the group their regional greeting. Keep this card.		
SHARE text RU	В Германии принято пожимать руку при встрече. Подростки так же дают друг-другу "пятночку". А как здороваются у вас в стране?		SHARE Consequence RU	После того, как вы обсудите ситуацию, каждый член вашей команды может продемонстрировать свой приветствие. Оставьте карту при себе.		
SMARTS CHOICE ? EN			Answer EN			

JAMK Card #	Entry by	Otvarkhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
People in Germany find it weird if a boy pays for a girl on a date. They believe that people who are not very close should pay separately, as they have separate budgets.	В Германии считают странным если парень заплатит за девушку на свидании. Там считается что если люди не очень близки, то каждый платит за себя.					
Card type?						
SHARE text EN	People in Germany find it weird if a boy pays for a girl on a date. They believe that people who are not very close should pay separately, as they have separate budgets. How is it like in your culture?	SHARE Consequence EN	After you share any team member may also speak about a dating custom in their culture. Keep this card.			
SHARE text RU	В Германии считают странным если парень заплатит за девушку на свидании. Там считается что если люди не очень близки, то каждый платит за себя. Какую ситуацию в вашей стране?	SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также поделиться обычаями свиданий в своей стране. Оставьте карту при себе.			
SMARTS CHOICE ? EN	Answer EN					

JAMK Card #	Entry by	Otvarkhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
Racism has existed throughout human history. I define it as hatred one has for another based on their origin, skin color or customs, for instance. Racism has led to slavery and many deaths. I think it's time we leave it in the past and respect each other no matter who we are.	Расизм существовал на протяжении всей истории человечества. Я определяю его как неприязнь по отношению к другому человеку на основании его происхождения, цвета кожи, обычаев, например. Расизм привел к рабству и					
Card type?						
SHARE text EN	Racism has long existed in human history. It can be defined as hatred based on the fear one has for another based on their origin, skin color or customs. Racism has led to slavery and many deaths. Share a time when you experienced racism or saw it in action.	SHARE Consequence EN	After you share, each teammate who wishes may tell the group a racist word or slur they commonly hear. Keep this card.			
SHARE text RU	Расизм существовал на протяжении всей истории человечества. Расизм – это неприязнь по отношению к другому человеку на основании его происхождения, цвета кожи, обычаев. Расизм привел к рабству и многочисленным смертям. Если вы испытали расизм на себе или засвидетельствовали подобный акт, поделитесь этим опытом с командой.	SHARE Consequence RU	После того, как вы обсудите ситуацию, любой желающий может сказать расистские слова или услышать, которые он слышал чаще всего. Оставьте карту при себе.			
SMARTS CHOICE ? EN	Answer EN					

JAMK Card #	Entry by	Otvarkhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU	Sources	Notes			
Russian people like winter for its seasonal foods and the feeling of everyone coming together. We also love going to museums and watching ballet during holidays here in Saint Petersburg.	Русские любят зиму за традиционные блюда и сборища. Также, мы в Петербурге любим ходить по музеям и смотреть балет.					
Card type?						
SHARE text EN	Russian people like winter for its seasonal foods and the feeling of everyone coming together for holidays. Those living in Saint Petersburg particularly love going to museums and watching ballet during winter holidays.	SHARE Consequence EN	After you share any team member may also tell about a winter activity in their culture. Keep this card.			
SHARE text RU	Русские любят зиму за традиционные блюда и сборища. Также, жители Петербурга любят ходить по музеям и смотреть балет в новогодние каникулы.	SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также поделиться любимой зимней активностью своей культуры. Оставьте карту при себе.			
SMARTS CHOICE ? EN	Answer EN					

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	In many English-speaking countries Christmas is bigger than the New Year. But in Russia we celebrate the latter more, with a huge family gathering, and Christmas is a more tranquil occasion.	Card idea RU	Во многих англоговорящих странах Рождество - большой праздник, чем Новый Год. Но в России мы отмечаем последнее веселее, собираемся всей семьей. А Рождество - это более спокойный праздник.	Sources	Notes	
Card type?						
SHARE text EN	In many English-speaking countries Christmas is bigger than the New Year. But Russians celebrate the latter more, with a huge family gathering, while Christmas is a rather tranquil occasion. What do these occasions mean to you in your culture?			SHARE Consequence EN	After you share any team member may also tell about something that takes place at a winter festivity in their culture. Keep this card.	
SHARE text RU	Во многих англоговорящих странах Рождество - большой праздник, чем Новый Год. Но в России отмечают последнее веселее, собираются всей семьей. А Рождество - это более спокойный праздник. Что значит эти дни для вас?			SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также рассказать о какой-либо расовой или этнической традиции в своей культуре. Оставьте карту при себе.	
SMARTS CHOICE ? EN				Answer EN		

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	In Russian families it common for parents to be of different nationalities, but this doesn't impact their relationship. What about your country? Are your parents of the same nationality?	Card idea RU	В Русских семьях родители нередко разных национальностей, но это не влияет на их взаимоотношения. Что насчет Вашей страны? Ваши родители одной национальности?	Sources	Notes	
Card type?						
SHARE text EN	In Russian families it common for parents to be of different nationalities, coming from republics of the late Soviet Union. However, this is less likely to negatively impact their relationship than in many other countries. What about your country? What cultural backgrounds do your parents or near relatives share?			SHARE Consequence EN	After you share any team member may also name different nationalities in their family. Keep this card.	
SHARE text RU	В Русских семьях родители нередко разных национальностей, но это не влияет на их взаимоотношения. Что насчет Вашей страны? Какие культурные особенности разделяют ваши родители или близких родственники?			SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также рассказать о национальностях их семей. Оставьте карту при себе.	
SMARTS CHOICE ? EN				Answer EN		

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Seeing humanity evolve from slavery to more and more diverse representation of people of color is great. Let's keep it up.	Card idea RU	Это здорово что человечество движется от рабства к все большому этническому разнообразию. Давайте продолжать дальше работать над этим.	Sources	Notes	
Card type?						
SHARE text EN	Seeing humanity evolve from slavery to more and more diverse representation of people of color is great. Let's keep it up.			SHARE Consequence EN	After you share any team member may also speak about representation in their culture's media. Keep this card.	
SHARE text RU	Это здорово что человечество продвинулось от рабства к все большому этническому разнообразию. Давайте продолжать дальше работать над этим.			SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды также могут рассказать об этническом разнообразии в медиа-ресурсах их культуры. Оставьте карту при себе.	
SMARTS CHOICE ? EN				Answer EN		

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
We have a pagan holiday called "Maslentsa". It is a week of pancakes – the symbol of sun. In the end we burn a scarecrow – a symbol of winter.		У нас есть такой языческий праздник под названием "Масленица". На этой неделе пекут блины – символы солнца. А в конце жгут чучело – зиму.		According to archeological evidence from 2nd century A.D. Maslentsa may be the oldest surviving Slavic holiday. Maslentsa has its origins in the pagan tradition. In Slavic mythology, Maslentsa is a sun-festival, personified by the ancient god Volos, and a celebration of the imminent end of the		
Card type?						
SHARE text EN	Russians have a holiday called "Maslentsa". It is a week of pancakes – the symbol of sun. In the end they burn a scarecrow – a symbol of winter. This may be the oldest surviving Slavic holiday, a celebration of the imminent end of the winter. How is the end of winter marked in your country or culture?		SHARE Consequence EN	After you share, teammates may tell of a festival in their culture that marks an ending or a beginning. Keep this card.		
SHARE text RU	У Русских есть праздник под названием Масленица. На этой неделе пекут блины – символы солнца. А в конце жгут чучело – зиму. Это – возможно самый древний славянский праздник, отмечающий дотопоходный конец холодов. Как празднуется окончание зимы в вашей стране или культуре?		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды также могут рассказать о празднике, связанном с концом или началом чего-либо в их культуре. Оставьте карту при себе.		
SMARTS CHOICE ? EN			Answer EN			

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
Some Russians treat migrants with disregard. There are movements against them. Does your country have this issue?		Некоторые Русские относятся к мигрантам с пренебрежением. Существуют даже социальные движения против них. А какая обстановка у Вас в стране?				
Card type?						
SHARE text EN	Some Russians treat migrants with disregard, there are even movements against them. How does the question of incoming migrants affect your country and how do you feel about this?		SHARE Consequence EN	After you share any team member may also mention where migrants to their country are arriving from. Keep this card.		
SHARE text RU	Некоторые Русские относятся к мигрантам с пренебрежением. Существуют даже социальные движения против них. А какая обстановка у Вас в стране?		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также рассказать об отношении к мигрантам в своей культуре. Оставьте карту при себе.		
SMARTS CHOICE ? EN			Answer EN			

JAMK Card #	Entry by	Oivanukhina K.	Ethnicity	RU	Email	Will develop
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CoCreators
Card idea EN	Card idea RU		Sources	Notes		
I live in Russia, where it gets really cold during the winter. Because of it, one of our favorite activities is hockey.		Я живу в России, и зимой здесь становится очень жарко. Поэтому одно из наших любимых занятий - хоккей.				
What is your county's beloved sport? Which national team is the most successful?		Какой любимый спорт в вашей стране? Какая сборная самая успешная?				
Card type?						
SHARE text EN	In Russia, where the weather gets very cold during the winter one of the favorite activities is playing hockey.		SHARE Consequence EN	After you share any team member may also speak about the relationship between weather conditions and activities in their country. Keep this card.		
SHARE text RU	Я живу в России, и зимой здесь становится очень холодно. Поэтому одно из наших любимых занятий - хоккей.		SHARE Consequence RU	После того, как вы обсудите ситуацию, члены вашей команды могут также рассказать о том, как сезоны, погодные условия и явления в их культуре. Оставьте карту при себе.		
SMARTS CHOICE ? EN	Какой любимый спорт в вашей стране? Какая сборная самая успешная?		Answer EN			

[illegible]

TASK Card # Date of Entry Date created Card title RU Russian are friendly and hospitable. We have a lot of fun traditions and occasions. Russian traditional clothes are quite unusual and very colorful. Card type? SHARE text EN SHARE text RU SMARTS CHOICE 1 EN Russian are friendly and hospitable and enjoy a lot of fun traditions and native occasions. Russian traditional clothes are also quite unusual and very colorful. Answer EN Task: An example of Russian traditional clothes would be a "sarafan" – a long, loose-fitting traditional Russian jumper dress (parade) worn as Russian folk costume by women. Question 1 Question 2 Question 3	Entity by: Olesavskina K. Ethnicity RU Where created: St. Petersburg School Sources Card title RU Russian are friendly and hospitable. We have a lot of fun traditions and occasions. Russian traditional clothes are quite unusual and very colorful. Card type? SHARE text EN SHARE text RU SMARTS CHOICE 1 EN Russian are friendly and hospitable and enjoy a lot of fun traditions and native occasions. Russian traditional clothes are also quite unusual and very colorful. Answer EN Task: An example of Russian traditional clothes would be a "sarafan" – a long, loose-fitting traditional Russian jumper dress (parade) worn as Russian folk costume by women. Question 1 Question 2 Question 3	Email CoCreators Notes WE develop SMARTS CHOICE 1 RU Russian are friendly and hospitable. We have a lot of fun traditions and occasions. Russian traditional clothes are quite unusual and very colorful. Answer RU Правда. Примерно русские народные костюмы служат сарафан — женская одежда и wear (платье) без рукавов, которое является традиционным русским нарядом. Правда или Ложь? CHOICE SMARTS Instructions EN If you chose the correct answer, keep this card. If not, discard it. CHOICE SMARTS Instructions RU Если вы выбрали правильный ответ, оставить эту карту при себе. Если нет, отложить её. RISK GUIDE EN RISK GUIDE Competences EN RISK GUIDE RU RISK GUIDE Competences RU N11 type lesson Related outside lesson? Related N11 team?
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JARAI Card #	Entity by: Oleskovich K.	Etfactory RU	Email		WW develop	
Date of Entry: 25/09/2018	Date created: 06/03/2018	Where created:	St. Petersburg School	CoCreators	SMARTS CHOICE T YU	
Card title EN	Card title RU	Source	Notes			
In Russia we give an odd number of flowers on special occasions, as the even number is associated with death. How is it in your country?	Мы дарим нечетное количество цветов в России, потому что четное количество связано со смертью. А как в вашей стране принято?	This tradition comes from the following belief: "One – to the dead one, the other – to life"		SMARTS CHOICE T YU Вы выбираете цветы для своей девушки из России. Вам следует выбрать: A. Нечетное количество цветов B. Четное количество цветов C. Любой вариант	Answer RU В России принято дарить нечетное количество цветов, так как четное ассоциируется со смертью. Поэтому такие подарки со смертью, так как четное количество связано с Вечной Очистительной Душой.	
				CHOICE SMARTS Instructions EN	If you chose the correct answer, keep this card. If not, discard it.	
Card type?				CHOICE SMARTS Instructions RU	Если вы выбрали правильный ответ, сохраните эту карточку. Если нет, отложите ее.	
SHARE lead EN		SHARE Consequence EN	RISK GUIDE EN		RISK GUIDE Consequences EN	
SHARE lead RU		SHARE Consequence RU	RISK GUIDE RU		RISK GUIDE Consequences RU	
SMARTS CHOICE T YU	You are choosing to bring flowers to your Russian girlfriend. You should choose: A. An even number of flowers. B. An odd number of flowers. C. A bouquet of carnations.	Answer EN B. In Russia an odd number of flowers is given on special occasions, as the even number is associated with death. Carnations are also associated with death as they are linked with the remembrance of World War Two.	Question 1 Question 2 Question 3	NM type lesson? Related outside lesson?	Related NM topic?	

JABR Card #	Entry by	Olesukhina K.	Ethnicity	RU	Email		WM develop			
Date of Entry	25/05/2018	Date created	06/03/2018	Where created	St. Petersburg School	CeCustoms		SMARTS CHOICE 1 RU	Русские чрезвычайно щедры к своим гостям. Они с радостью поставят на стол всё, что есть, даже если это может ударить по бюджету. Правда или нет?	Average RU
Source			Choice 1 RU			Index				
True	Russians are very generous to their guests. They happily grab all the food they have and serve it for you to enjoy, even if they can hardly afford it. Is this true or false?		Российе чрезвычайно щедры к своим гостям. Они с радостью поставят на стол всё, что есть, даже если это может ударить по бюджету. Правда или нет?					CHOICE SMARTS Instructions EN	True. Hospitality is one of the main traits of Russians. It may be linked to the times when people hosted dinner and the volume was a demonstration of wealth.	
Said type?								CHOICE SMARTS Instructions RU	Правда. Гостеприимство - одна из основных черт русских. Возможно, они берут своё начало во времена, когда большой размер организованного застолья был	
SHARE test EN			SHARE Correspondence EN				RISK GUIDE EN		RISK GUIDE Correspondence EN	
SHARS test RU			SHARE Correspondence RU				RISK GUIDE RU		RISK GUIDE Correspondence RU	
SMARTS CHOICE 7 EN	Russians are very generous hosts to their guests. They happily grab all the food they have and serve it for you to enjoy, even if they can hardly afford it. True or false?		Average EN				Question 1 Question 2 Question 3	NB type known Rated outside team? Rated NB team?		

SMART Card #										Entry by: Chaukulina K.										University: RU										Email:										Web 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Card idea EN	There is this one Russian dish consisting of boiled beef, frozen in its stock with vegetables. Is this true or false?										
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JAMK Card #	Entry by	Oleksandra K.	Ethnicity	RU	Email	St. Petersburg School	Co-Editors	Notes	W8 develop	SMARTS CHOICE 1 RU	Answer RU
Date of Entry	25/05/2018	Date created	06/03/2018	Where created							
Card idea EN	My mum is Ukrainian and dad is Russian. And I don't think these cultures are that different. I have many relatives in Ukraine and our relationship never changed because of the political situation. We have the same soul.										
Card idea RU	Моя мама - украинка, а папа - русский. И я не думаю что эти культуры сильно отличаются. У меня много родственников на Украине, а наша отношения не изменились, по-прежнему дружные. У нас одна душа.										
Card type?											
SHARE text EN	SHARE Consequence EN										
SHARE text RU	SHARE Consequence RU										
SMARTS CHOICE 1 EN	Answer EN										
										Question 1	NH type known
										Question 2	Rated outside team?
										Question 3	Rated NH team?

JAMK Card #	Entry by	Oleksandra K.	Ethnicity	RU	Email	St. Petersburg School	Co-Editors	Notes	W8 develop	SMARTS CHOICE 1 RU	Answer RU
Date of Entry	25/05/2018	Date created	06/03/2018	Where created							
Card idea EN	Thought Russians are reserved, they will always help you if necessary.										
Card idea RU	Не считаясь то что Русские - люди закрытые для не знакомых, они всегда помогут если нужно.										
Card type?											
SHARE text EN	SHARE Consequence EN										
SHARE text RU	SHARE Consequence RU										
SMARTS CHOICE 1 EN	Answer EN										
										Question 1	NH type known
										Question 2	Rated outside team?
										Question 3	Rated NH team?

JAMK Card #	Entry by	Oleksandra K.	Ethnicity	RU	Email	St. Petersburg School	Co-Editors	Notes	W8 develop	SMARTS CHOICE 1 RU	Answer RU
Date of Entry	25/05/2018	Date created	06/03/2018	Where created							
Card idea EN	Finn don't shake hands when meeting. As a Russian, I was shocked at all first, but then understood that to be a custom. I think you should respect and follow traditions and rules of different places.										
Card idea RU	Финны не машут рукой при встрече. Как русский, сначала не понял этот обычай, но потом понял его смысл. Я думаю вы должны уважать традиции и правила разных стран.										
Card type?											
SHARE text EN	SHARE Consequence EN										
SHARE text RU	SHARE Consequence RU										
SMARTS CHOICE 1 EN	Answer EN										
										Question 1	NH type known
										Question 2	Rated outside team?
										Question 3	Rated NH team?

JAMK Card #	Entry by	Chavushina K.	Ethnicity	RU	Email	St. Petersburg School	Co-Authors	Notes	WE develop	SMARTS	CHOICE 1 RU	Answer RU
Date of Entry	25/05/2018	Date created	06/03/2018	Where created								
Card idea EN	<p>It is essential to take your shoes off when entering a flat in Russia. Besides, you may be given house slippers. If you refuse them, the family feels disrespected.</p> <p>В России важно не забыть, войдя в квартиру, снять обувь. Вам могут дать тапочки. Если вы отказываетесь, хозяевам это неприятно.</p>											
Card type?												
SHARE text EN	<p>SHARE Consequence EN</p> <p>RISK GUIDE EN</p> <p>Having taken your shoes off when entering a flat in Russia, you were offered a pair of house slippers. Understand with the hostess you say "No thanks, I don't need those," and walk in just your socks. You notice the family seems uneasy.</p> <p>RISK GUIDE EN</p> <p>If you were the person in this situation, how might you feel or react? Tell your team, and then keep this card.</p>											
SHARE text RU	<p>SHARE Consequence RU</p> <p>RISK GUIDE RU</p> <p>После того, как вы разуваетесь при входе в квартиру в России, вам предлагают домашние тапочки. Вы отказываетесь со словами "Нет, спасибо, мне они не нужны", и проходите в квартиру в носках. Вы замечаете беспокойство ваших гостей.</p> <p>RISK GUIDE RU</p> <p>Как бы вы себя чувствовали, оказавшись в подобной ситуации? Расскажите своим коллегам и обсудите эту карту.</p>											
SMARTS CHOICE 1 EN	<p>Answer EN</p> <p>Question 1</p> <p>Question 2</p> <p>Question 3</p> <p>NH type known</p> <p>Rated outside team?</p> <p>Rated NH team?</p>											

JAMK Card #	Entry by	Chavushina K.	Ethnicity	RU	Email	St. Petersburg School	Co-Authors	Notes	WE develop	SMARTS	CHOICE 1 RU	Answer RU
Date of Entry	25/05/2018	Date created	06/03/2018	Where created								
Card idea EN	<p>Most Russian feasts involve drinking alcohol. This might be due to a tradition which was started in the 60's and 70's by Soviet regime. I think that's bad. I understand that alcohol is damaging and you can relax without it.</p> <p>В России много праздников, связанных с употреблением алкоголя. Это может быть связано с традицией, которая началась в 60-е и 70-е годы советского режима. Я думаю, что это плохо. Я понимаю, что алкоголь вреден, и можно расслабиться и без него.</p> <p>This might be due to a tradition which was started in the 60's and 70's by Soviet regime.</p>											
Card type?												
SHARE text EN	<p>SHARE Consequence EN</p> <p>RISK GUIDE EN</p> <p>Most Russian celebrations involve drinking alcohol. You do not drink and feel that alcohol is damaging and that you can relax without it.</p> <p>RISK GUIDE EN</p> <p>If you were the person in this situation, how might you feel or react? Tell your team, and then keep this card.</p>											
SHARE text RU	<p>SHARE Consequence RU</p> <p>RISK GUIDE RU</p> <p>В России много праздников, связанных с употреблением алкоголя. Вы не пьете и чувствуете, что алкоголь вреден, и можно расслабиться и без него.</p> <p>RISK GUIDE RU</p> <p>Как бы вы себя чувствовали, оказавшись в подобной ситуации? Расскажите своим коллегам и обсудите эту карту.</p>											
SMARTS CHOICE 1 EN	<p>Answer EN</p> <p>Question 1</p> <p>Question 2</p> <p>Question 3</p> <p>NH type known</p> <p>Rated outside team?</p> <p>Rated NH team?</p>											

Appendix 3. Facilitation process photographs



Appendix 4. Card creation process photographs



Appendix 5. Interview oral consent script

Здравствуйте, меня зовут Ксения. Я - студентка Университета Прикладных Наук города Ювяскюля (JAMK).

Я провожу исследование для проекта New Horizons, разработанного в JAMKe. Цель моего исследования – разработать новый материал для игры Young New Horizons с вашей помощью. В ходе предыдущей сессии вами были выдвинуты идеи карточек. Сейчас будет проведено неформальное интервью с вашим участием, направленное на углубление полученной мной информации. Запланированная длина нашей беседы – один час. Интервью будет сопровождаться фиксированием некоторых деталей ответов на бумагу и будет записано на диктофон.

Довожу до вашего сведения, что ваше участие добровольно и ваши личные данные не подлежат распространению. Информация, полученная в ходе интервью также конфиденциальна. Все записи материалов интервью будут храниться в надёжном офлайн-хранилище. Вы можете воздержаться от ответов на любой из вопросов. Сейчас начнётся интервью.

