



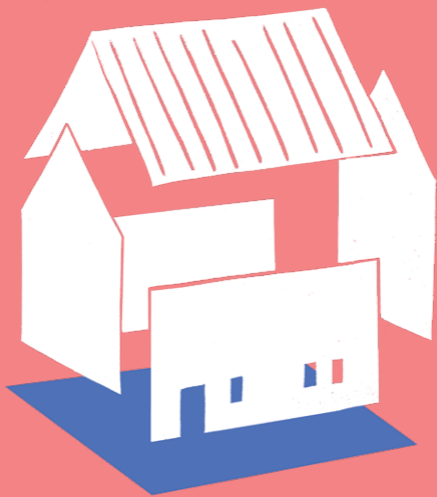


tasks
to ask

1 Draw and/or write on a sheet of paper all the countries you have ever visited (as far as you can remember). Mark the ones where you have lived for more than one month. For each country/place, add attributes that have stayed with you, that you have appreciated and that you feel are unique to the place and the people you encountered there.

→ Take 5 minutes for this. Share your map with the other players.

a map of places you visited



2 Assuming that you have lived in another country for a longer period, what were the difficulties you encountered? Were there barriers that stopped you from potentially settling there? What efforts did you make to integrate?

→ Take 4 minutes to sketch your thoughts on a piece of paper and then share them amongst the group.

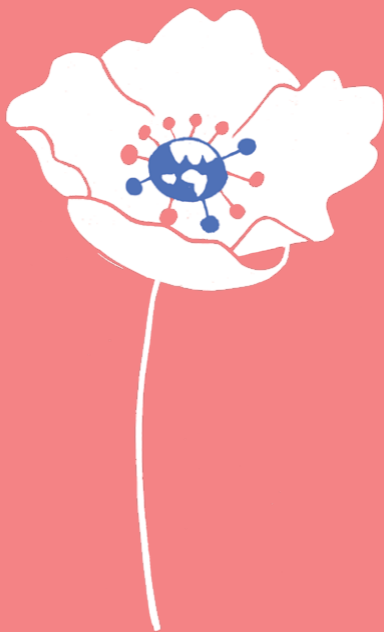
sketch your thoughts on places



3 Let's assume that your work environment (team, company, office, institution, organization) has international representatives/co-workers. You are part of an intercultural working culture. Leaving aside your professional qualification, what role do you play in the team in an interpersonal sense? What role does interculturality play?

→ Take 5 minutes to draw an associative organigram depicting your team and your role within it. Write some thoughts or draw lines to show how interculturality is a dynamic vector in this team. Show and explain the organigram to the other players.

associative organigram and your role





tasks
to ask

4 Can you name three characteristics of intercultural competence? Explain how you apply them in your job.

→ Take 3 minutes to write down your first thoughts and share them with the group.

**characteristics of
intercultural competence.**



5 Do you interact with people who work in different locations / contexts to your own? What do you feel are the differences and how do you find a shared understanding when you communicate and collaborate?

→ Take 5 minutes to map the different location / context bubbles and identify with keywords how communication, understanding and collaboration are crucial to overcoming difference in these bubbles. After finishing, discuss the map with your group.

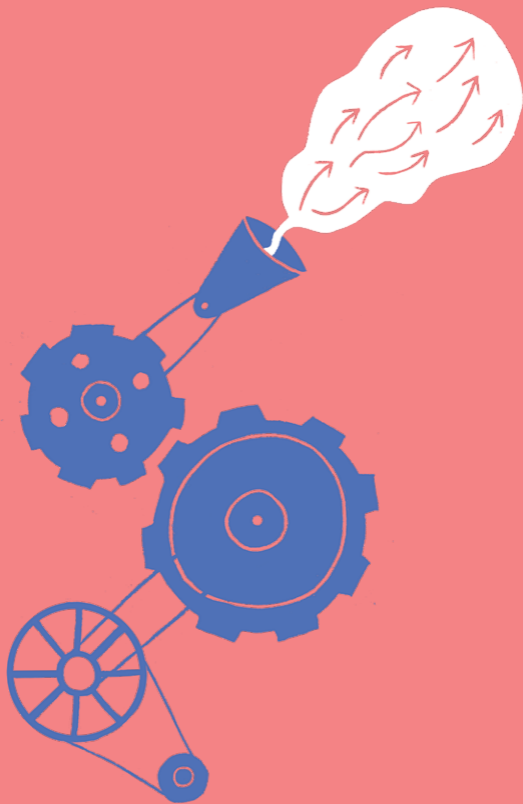
bubbles of dynamic interaction



6 Outside of your work environment: Do you interact with people from different socio-cultural backgrounds? How does their culture and different social backgrounds influence your behavior and/or way of thinking? What can you learn from them? Have you experienced any lightbulb moments that could be transferred to your work environment (in terms of organization, communication, daily tasks, peer interaction, policy making)?

→ Take 4 minutes to note on a piece of paper your thoughts of what you have learned from a specific person, community or group of people with different socio-cultural backgrounds, and how you would like to apply it in your work environment or for yourself. Share and discuss with the other players.

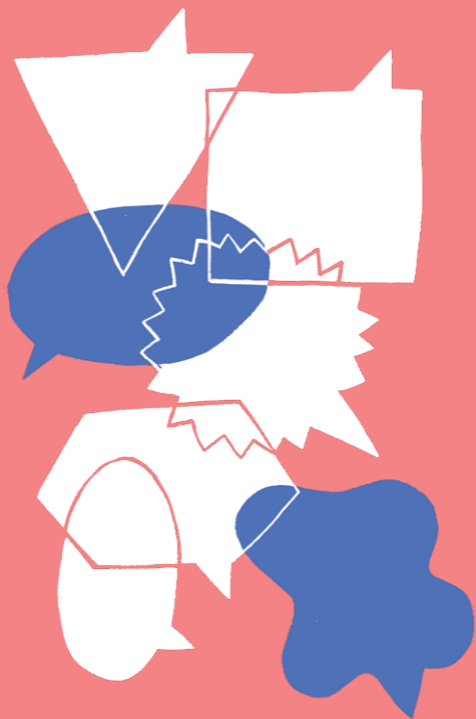
what we learn from others



7 Create tasks and instructions that you believe are essential for fostering intercultural competence.

→ Take 4 minutes and get creative on a piece of paper. When sharing with the other players, explain shortly why you consider this competence relevant in approaching interculturality in your work environment.

**creative tasks and instructions to
promote intercultural competence**



8 Identify the main challenges you face in intercultural communication or in encounters with people from other cultural backgrounds.

→ Take 4 minutes to write down an anecdote, story, experience or observation that illustrates one of these challenges. Share within your group and listen carefully to the other players' stories.

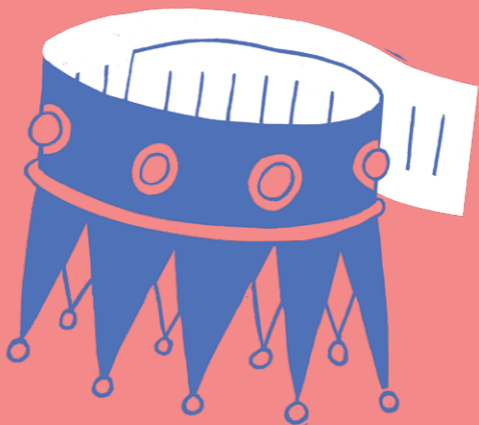
a personal challenge in intercultural communication



9 When encountering others, you implicitly also reflect on your own identity, culture and background. Can you identify the characteristics that determine your gaze (i.e. is it a white gaze, colonial gaze, aid gaze, ambivalent gaze)?

→ Take 5 minutes to draw an eye – your eye(s) – and add keywords to describe how your gaze looks at, observes, judges, cares for or approaches others. Share the drawings with the group. Start by just looking at them, then share your thoughts on what you see and how you felt while completing this task.

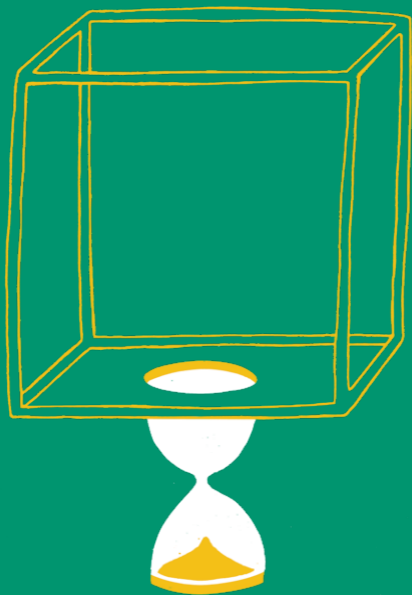
the preconditions of our gaze



10 An invitation to reflect on your privileges: What kind of privileges do you have? What's the range of your privileges and in what kinds of situations are you most aware of them?

→ Take 4 minutes to list as many privileges as you can think of. Write them down. Then share them with the group and discuss the differences between each person's privileges.

a list of privileges



1 “Is the ‘cultural dimension’ taken (sufficiently) into account in development cooperation work and does it contribute to the effectiveness and sustainability of programmes and projects?”

Annick Toni, 2015

Get together in groups of 2 or 3 and discuss this quote from your point of view.



2 "The encounter with the culturally other will not be achievable without profound knowledge of their habits, customs and many other anthropological factors as the desired goal."

Hamid Reza Yousefi & Ina Braun, 2011

Get together in groups of 2 or 3 and discuss this quote from your point of view.



3 "Our conception of culture and of (wo)man's relation to it must change in the direction of synergy. Culture can be basic need-gratifying rather than need inhibiting. Furthermore, it is created not only for human needs but by them. There should be less exclusive stress on their antagonism and more on their possible collaboration and synergy."

Abraham Maslow, 1954

As a group, discuss this quote and come up with a list of pros and cons.



4 "A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Culture is not a material phenomenon (...). It is rather an organization of these things. It is the form of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them."

Ward Goodenough, 1957

Get together in groups of 2 or 3 and share tangible experiences related to this quote.



5 "Aid flows between former colonial powers and former colonised regions often mirror their past colonial relationships, with decision-making power concentrated in the Global North."

Shannon Paige et al., 2021

Discuss this quote in the group.



6 “Different cultures, the difference between cultural practices, the difference in the construction of cultures within different groups, very often set up among and between themselves an incommensurability.”

Jonathan Rutherford, 1990

Discuss this quote in the group.



7 “The assumption that at some level all forms of cultural diversity may be understood on the basis of a particular universal concept, that it be ‘human being’, ‘class’ or ‘race’, can be both very dangerous and very limiting in trying to understand the ways in which cultural practices construct their own systems of meaning and social organization.”

Jonathan Rutherford, 1990

Discuss this quote in the group.



8 "We must all decolonize our minds in Western culture to be able to think differently about nature, about the destruction humans cause."

bell hooks, 2008

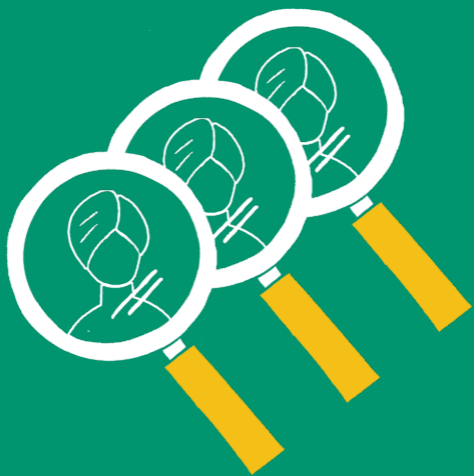
Discuss this quote in the group.



9 “‘Geographisation’ of thinking means assuming that there are, for example, cultural regions where people think or act holistically, and there are other cultural areas where people think or act linearly - analytically. The question arises whether human thinking is uniform and based on genetically anchored mechanisms or whether it is rather influenced by cultural imprints, i.e. by external factors such as tradition, religion or world view.”

Hamid Reza Yousefi & Ina Braun, 2011

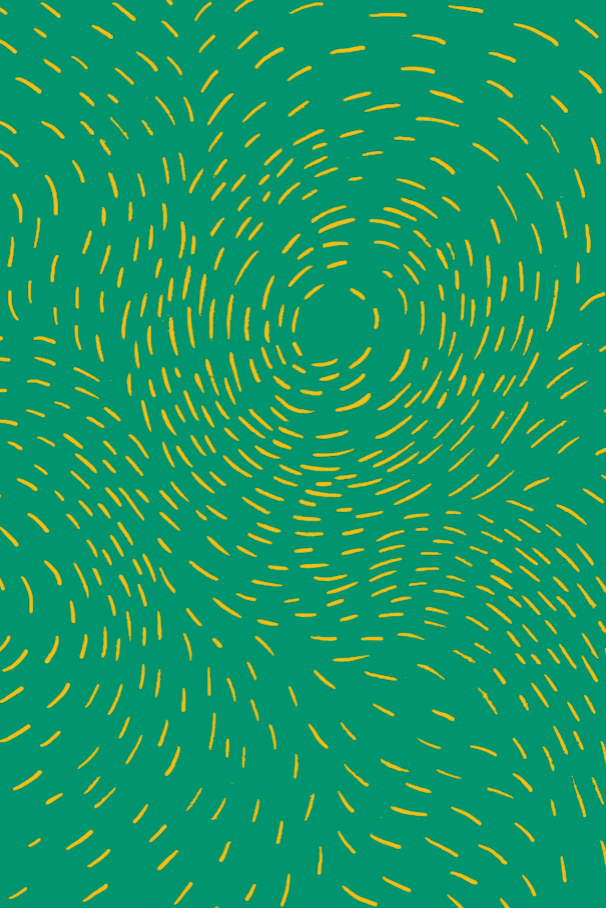
Discuss this quote in the group.



10 “When we are still debating in terms of localisation, how and what it means to have that local indigenous person to be represented there, then we are upholding the fact that the ‘local black and brown subjects’ are not ready to take control of their destiny. When our ‘local partners’ come from the elite of the country we are working in, speak in English, say the jargons we want them to say, then we are definitely reproducing the colonial mentality of seeking out the ‘brown sahibs’ who were seen as the buffer with the colonials, who were the elite and had power but could ‘represent’ the colonial power.”

Amjad Saleem, 2021

Discuss this quote in the group.



11 "Our minds must be as ready to move as capital is, to trace its paths and to imagine alternative destinations."

Chandra Talpade Mohanty, 2003

Discuss this quote in the group.



1 Interculturality ...

- as the 'end of colonialism'
- as 'a consequence of the migration wave'
- as 'a relationship between more than two cultures'
- as 'a prerequisite for a third common culture'
- as 'a consequence of globalization'
- as 'a way of thinking and living'

Hamid Reza Yousefi & Ina Braun, 2011

Working as a group, which points or aspects would you add to this list?



2 How do you define culture and interculturality and how do they manifest in your social and professional environment?

Take a moment to think about it individually, come up with a definition. Then share and discuss as a group.



- 3** How does interculturality show up in your own life and experience?

Take a moment to think individually, come up with examples. Then share and discuss them with the group.



4 What does intercultural competence mean to you? How do you experience and apply this competence?

Take a moment to think individually, come up with examples. Then share and discuss them with the group.



5 "There was a construction in one particular scene that one of the cowboys was always running around the camp keeping watch. What was he protecting the others from? I would say he was protecting them from Native Americans. And if we are in the America of the cowboys, then I can't leave out the cotton plantation a few hundred kilometres away. As a Black person, when I think of cowboys, I don't just think of Lucky Luke and romantic prairies and heroic stories, I think of Native Americans and slavery first and foremost. But for all the white males involved in the production, the cowboy functioned as a universal symbol of closeness to nature and simple living."

Anta Helena Recke, 2018

Read this quote at least twice, allowing images and sensations to arise. Think of other mediums (such as children's books, adverts for charities, films) where people or groups are represented wrongly or have been falsely erased from the picture. Share your impressions and thoughts with the group.



6 "Personal encounter can be a remedy for abstract, diffuse fears. This phenomenon is called the contact hypothesis and states that frequent contact with others – an ethnic, religious, social or otherwise different group – leads to the reduction of prejudices. (...) But I have also experienced that the contact hypothesis fails."

Kübra Gümüşay, 2020

Get together in groups of 2 or 3 and share your experiences in relation to the quote; how do you understand it and connect to it?



7 "Language matters. The words we use shape the stories we construct of people and places, and ultimately, the policies and decisions we make."

Sarika Bansal, 2019

**Get together in groups of 2 or 3
and share your tangible experiences
related to this quote.**



8 "We pledge to foster intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility. We acknowledge the natural and cultural diversity of the world and recognize that all cultures and civilizations can contribute to, and are crucial enablers of, sustainable development."

United Nations, The 2030 Agenda for Sustainable Development Goals, 2015

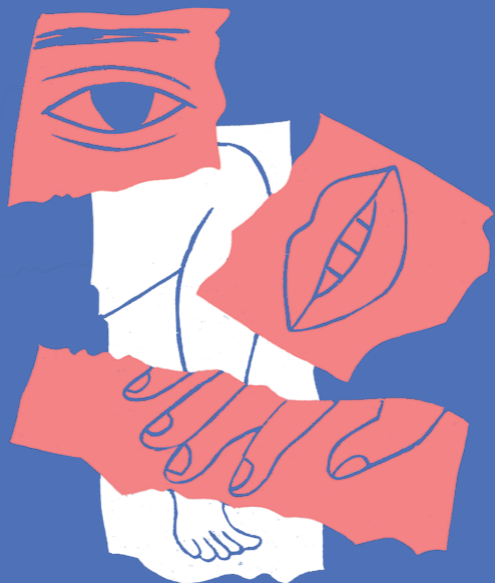
**Discuss this quote in the group.
To what extent do you think we are able
to approach and successfully reach for
this sustainable development goal?**



9 "Culture is best understood as a set of contingent resources to be used in a whole variety of ways by people as they seek to transform the unsteady flow of their lives into pockets of significance."

Bradd Shore, 1996

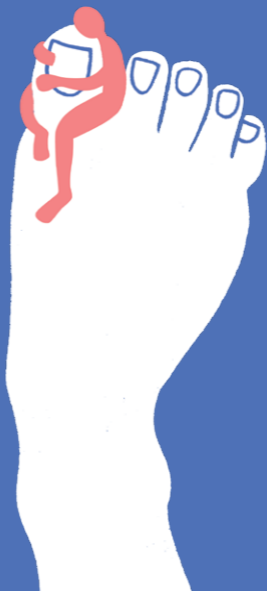
Read this quote out loud several times while the entire group listens carefully. What does it reveal? Whoever feels like sharing a word, association, feeling is invited to do so.



1 How would you describe your body?

Are there certain characteristics?

How do you identify and perceive your body?



2 What do you like about your body, what do you dislike? To what extent do you think your likes/dislikes resonate with others – are there certain stereotypes associated with your likes/dislikes?



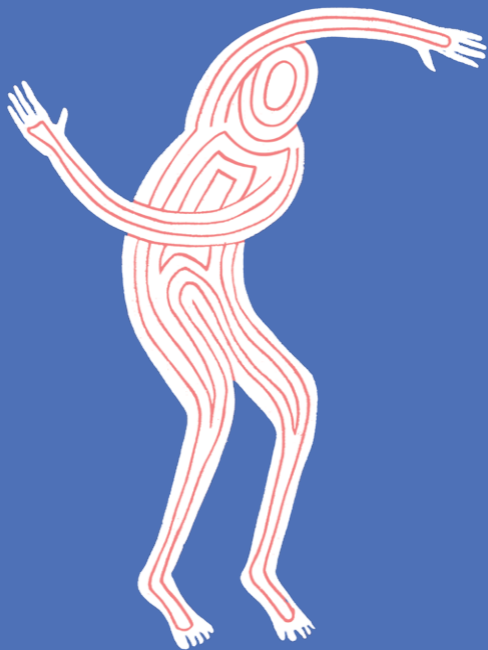
3 Which three characteristics do you recognize first when observing the other players in your group? Can you identify why this is your first observation?



- 4** Look around at the other players!
How would you read and interpret their non-verbal communication? Share your observations with them in a kind and compassionate way. What does it say about you, about them and about the dynamic of the group?



5 How does your body relate to the image you have of yourself? Would you say that the people around you see you in a similar way to how you perceive yourself? If it is different, can you explain how and why?



6 What traces of lived life do you recognize in your body? Is there a particular story to your body that you could tell us about?



7 Have you ever felt foreign in your own body? Or in the presence of others? Or in a particular place? What made you feel foreign and how did that resonate on a physical level? Did it change how you interacted with others in that moment?



8 What is it like for you to hear your own voice? How does it sound? Is there a particular language, vocabulary, vibration or tonality that you use when you are speaking with yourself? (You can put the palms of your hands behind your ears and point them slightly forward. This is roughly how your voice sounds to others).