

METHOD SHEETS

# SDG-Method Collection for inter-cultural ESD work

Method Sheets

from the Empowerment for Climate Leadership Project  
(ECL)

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## Brief Summary

From April 2017 to November 2018, the “Empowerment for Climate Leadership” project took place. Climate Action Network Tanzania (CAN Tanzania) and Germanwatch invited climate-active Indian, Tanzanian and German youths for exchanges and work on online modules – contextual focus was the empowerment of participants to contribute to their NGOs’ work for progress in the area of SDG implementation. A selection of the intercultural learning methods from the exchange seminars with the aim of a better access to the SDGs and their conveyance is presented here. Most methods were conducted and developed further in the two two-week exchanges or the national preparation and debriefing seminars. We wish all who are engaging for a political understanding of ESD great success. The Germanwatch Hand Print ([www.handprint.de](http://www.handprint.de)) has, in accordance with the UNESCO world action program (2014-2019), the aim to “empower learners to transform themselves and the society they live in”. The authors are looking forward for feedback on the methods. Have fun and transformative success!

## Imprint

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## Abbreviations

- SDG – Sustainable Development Goal
- ESD – Education for Sustainable Development
- tESD – transformative Education for Sustainable Development

# 1 Introduction

## 1.1 Context of the method collection for intercultural work on the SDGs

This method collection is a compilation of exercises, games and group activities, which is used, in intercultural educational work within the Education for Sustainable Development. The background of origin is an exchange project of young adults from Tanzania, India and Germany, which over the timeframe of two years participated in the “Empowerment for Climate Leadership - Training Course” (climate resilience and sustainability-advanced training course for young climate leadership). Each of the partner organizations CAN Tanzania and Germanwatch conducted, among other things, one meeting giving room for experiences with methods of the intercultural ESD work. These methods give a framework to bring together intercultural groups and strengthen them as a team, gain knowledge about sustainability and foster the understanding of different perceptions and interpretations of sustainable development.

Why intercultural ESD? Connecting the concepts of intercultural work and sustainable development is obvious. In a debate concerning global justice, it is indispensable to build empathy between different parties, to negotiate transnational and transcultural agreements as well as communicating the cause, impact and solutions of global injustices in different contexts understandably. The global sustainability crisis is therefore only handled holistic if parties coming from different cultural contexts communicate and collaborate successfully. The transformation, i.e. the conversion to sustainable living communities can only be realised under the cooperation of the international community of nations as well as the development of structures for global policymaking. However, the approaches of development cooperation and environmental protection are often separated from each other because of historic origin among other things. This makes it more important that these two actual immanent interwoven aspects are connected and brought together for exchange with one another under the topic of sustainable development. One way to realize this is education, where Global Learning and environmental education are thought together for a holistic Education for Sustainable Development (ESD). Now, content wise ESD is thought and taught intercultural, but this mostly happens in a homogenous cultural/national environment of learners and teachers. To strengthen empathic capacity and intercultural competences, to understand different perspectives, understandings and approaches of sustainable development and to develop solutions for different parties the joint ESD learning of different actors is indispensable. This method collection therefore wants to encourage and foster the cooperation between people of the Global South and Global North at eye level regarding the SDGs (Sustainable Development Goals) with the focus on SDG 13. The approach is the empowerment of young adults, which, open to themes of sustainability and interculturality, are provided with tools for their work for sustainable development. The thereby initiated learning processes are purposely created to make ethnical, cultural and structural similarities and differences clear and can be discussed explicitly.

The following method collection complies with a toolkit, which describes different methods especially useful for intercultural ESD work. There, the thematic focus is set on the SDGs, especially SDG 13, climate protection. The concentration on one theme is thereby

advantageous for the group intern communication process. In addition, team spirit is decisive for a successful intercultural work (Kallinkidou). Therefore, another focus point is strengthening of communication and teamwork for intercultural groups. The method sheets are used to encourage groups, which until then had little exposure to the topics interculturality and/or sustainability.

Aim of the method collection is to enable transformative engagement and therefore provide a framework for ESD work with intercultural groups. The participants in their role of young, global sustainability activists should be motivated and strengthened through discussing, learning from each other, showing understanding for each other and if necessary developing transformative solutions for complex global problems like climate change from southern and northern perspective. Hence, they are strengthened in their role as responsible and informed changemaker in their own civil society and initiative.

## 1.2 Structure and explanation: handling of the method collection

The method sheets are divided in six categories, their order can be individualised to the needs and context of the group, but roughly should follow the process of a meeting. The presented module “warm ups” (also known as energizer) contains a short instruction for games which are ideal before starting the agenda or after breaks. They can also be used spontaneously in a tedious work process if the energy is running out.

The detailed method sheets are introduced in the chapter “get to know each other” which stands at the beginning of a meeting and provides the participants with an overview about the group and individuals. The chapter “team building” gives an insight into the methods which are group strengthening and especially suitable for intercultural work. Methods which explicitly focus on the get-together of different cultural backgrounds can be found in the chapter “intercultural learning”. The focus of these method sheets is on the category “learning with the SDGs” which contains the most methods and sets the focus on intercultural ESD work. The collection is completed with the chapter “evaluation”.

In the brief overview the most important information regarding the methods are apparent at a glance:

Key issues	
Duration	
Group size	
Materials needed	

The learning goals and detailed description of the method are followed by variations if available. Under “champion intercultural challenges” points to be considered for conduct with cultural mixed groups are mentioned. This section is also giving inspiration for suitable discussion topics as well as possible general design of the according method. In the same logic, especially in the module “SDG learning”, it is resorted to the section #transformation to particularly stress transformative ESD work in the respective exercise.

## 2 Warm-Ups/Energizers

### 2.1 Penguin-Walk

**Duration:** 5- 10 minutes      **Group size:** 5-15 participants

**Description:** All are sitting on chairs, which are placed freely all over the room. One chair is free. One person – the duck – is standing in the room aiming to sit on the free chair. In slow duck walking the person is approaching the chair. The other participants have the task to occupy the free chair. As logic reaction the duck is now approaching the new free chair. This process goes on until the duck managed to sit down. Now a new duck will be decided on.

### 2.2 Circle Runner

**Duration:** 5-10 minutes      **Group size:** at least 10 participants

**Description:** Each participant is keeping one person of the group in mind. Then all are walking around in the room. After a sign of the moderating person each participant runs three rounds around the person they kept in mind.

### 2.3 Fruit Salad

**Duration:** 10 minutes      **Group size:** 10-30 participants

**Description:** This energizer is activating, easily carried out and can reveal the mood and shared characteristics in a group. All are sitting on chairs in a circle. One person is standing in the centre. Because all chairs are taken it is this person's goal to get a seat. The person in the centre names one characteristic, which one or more persons have in common (e.g. "all who have two siblings", "all who came by bike"). All persons to which those characteristics apply must stand up and look for a new seat. It is not allowed to sit on a chair next to the previous one. In the process of changing seats, the person in the centre can sit on a free seat. The last person who is now standing is the new person in the middle.



### 2.4 Monsters and Bulls

**Duration:** 10 minutes      **Group size:** up to 25 participants

**Description:** One person is the monster, all others are the bulls. The bulls position themselves in one row with the hands on the hips of the person in front. First person in the row is the tallest, last person the shortest bull.



The monster now tries to catch the smallest bull. The tallest bull must protect the smallest and all other bulls. The bulls are not allowed to let go of each other. If the monster catches the smallest bull, this one becomes the monster.

## 3 Getting to know each other

### 3.1 Hello stranger

#### Introduce one another in the group

The participants in groups of two introduce themselves based on given questions. Afterwards each introduces their interlocutor in the plenum.



Category based exchange, introduction of all participants



Depending of number of participants 10-30 minutes



8-25 participants



Prepared questions to exchange views on, best to collect on board or paper sheet

#### Learning Objectives

All participants get a chance to speak and learn facts about each other to use as connecting point later on.

#### Description

The group stands or sits in a circle. The game supervisors present the questions for discussion of the following exchange round. This can be a mix of classic and thematic questions (favourite place in the world, best sustainability moment in the last month, living situation (family, alone, shared flat ...), favourite food, what are you looking most forward to for today ...). In teams of two, ideally with person next to one, people start discussing about questions. Give enough time for this. Afterwards everyone joins in the plenum and each person introduces their discussion partner to the group.



## 3.2 Who's behind the curtain?

### Know the name of the person opposite you to grow your team



Strengthen name knowledge, encounter, exchange



10-15 minutes



>10-20 participants



(dark) curtain/ big blanket,  
maybe (phone) alarm

### Learning Objectives

Strengthen name knowledge and team building

### Description

The game supervisors look out for a volunteer (ideally not part of the group, otherwise switch through) with whom they hold the curtain. Now the group is divided in two sub-groups (e.g. based on first letter, colour of the t-shirts...). The curtain will be held in the middle of the room, with one sub- group on each side. Whispering, the groups decide which one out of each group sits directly in front of the curtain. If one person sits on each side, the curtain will be dropped. The person saying the name of the other one the fastest wins and can take this person onto the own sub- groups side. This process is repeated until a given time is over (alarm) or there is only one big group left on one side.



### Overcoming Intercultural Challenges

Afterwards it is possible to play the name game “the story of my name”. Thereby every person explains where they name is coming from, the meaning of it and maybe a small anecdote. Afterwards a discussion about the meaning of (first) names in the respective society can be started. The game shows which names are easy to remember, and which are a challenge. Besides, this it gets clear that names from the own cultural background are easier to remember. This offers to start a discussion to names in general. Thereby the aspect of worldwide-distributed Americanised or Christian names in connection to imperialism/colonialism/missionizing can be discussed.

## 3.3 Silent Bank

### To sort the group in silence

With prepared questions /categories, the participants must sort themselves silently. Thereby they must not leave the bank or fall down.



Cooperation,  
non-verbal communication



10-20 minutes



10-20 participants



A bank/small wall with space for the whole group  
Enough space for a queue of participants

### Learning Objectives

The participants learn to communicate non-verbally and cooperate with one another to support each other.

### Preparation

The game supervisor thinks of categories after which the participants have to line up/sort themselves. This could be the classics like age, height, birth month or number of siblings but also project related like spoken languages, days spend in country X, etc.



### Description

All participants get on the bank/wall in no particular order. The supervisor names one category at a time after which the participants should position themselves without leaving the bank or talking. If they think they are finished, their positions related to the category will be checked to see if they did it correctly. To make the game harder the supervisor can set a time limit (depending on number of participants 3-5 min).

### Overcoming Intercultural Challenges

Norms, living together, practices of everyday life

It is important to be aware that this is a game with physical contact also between genders. To respect the personal as well as cultural-personal space the group should already have had introduction and the game supervisor should get a feeling if the game is acceptable for the participants. Additionally, there could be a discussion about the role of physical contact in the respective culture beforehand.

## 3.4 One lie about yourself

### Learn to differentiate the truth and the absurd



Gain detailed knowledge about the (life) experiences of other participants, truth and lie, play from an intercultural view



20-30 minutes



5-30 participants

### Learning Objectives

Learning to share personal information

### Description

Depending on the group size, the participants divide themselves into groups of two to four. One person begins telling three facts from their life. Two of them are true, one is made up. The others of the group have to guess which one is made up and after the resolution discuss about it. This goes in turn until the time is over or the groups are mixed for another round.



Because this is potentially an exercise where trust is built up during time it is advisable to give the participants enough time for exchange.

### Variations

The game supervisor can also formulate topics for the exchange rounds, e.g. facts about sustainability, environment, nature, activism, studying, interculturalism...

### Overcoming Intercultural Challenges

Living together, norms, non-verbal communication

The exercise can make clear how stories and anecdotes are told in different cultural groups. Therefore, it makes sense to talk about the role of storytelling in society afterwards. Who is telling? What is told? And who is listening in which setting?

Besides, this the exercise demands from participants to lie actively and make up a lie. Following questions can be discussed afterwards: How can you spot the other is telling a fictional story? Are there common (non-)verbal characteristics of lying (differences and similarities)? What is the position of a society towards lying in general?

## 4 Team Building

### 4.1 Turning the Paper

#### Staying together on the carpet

The group tries to flip the blanket without anyone touching the floor.



Cooperation, communication, develop solution strategies



10 minutes + reflection time



5-30 participants



Depending on group size blanket/ towel/cloth

#### Learning Objectives

The group learns to communicate solution-based and to discuss different solutions in a stressful situation.

#### Description

Depending on the size, the group will be divided into sub-groups. Each sub-group stands on a rather small blanket. The group now has to flip over the blanket once completely.



Thereby no one is allowed to touch the floor outside the blanket neither with the feet nor with another body part. As soon as one person touches the floor, the whole group is starting from the beginning again.

As game supervisor it is advisable to watch following point in specific to be able to thematise them in a reflection talk afterwards:

- Planning of participants approach
- Communication
- Team work
- Help behaviour
- Dealing with setbacks and adversities

#### Overcoming Intercultural Challenges

See “gordic knot”

## 4.2 Gordic Knot

### Can we detangle ourselves?

All participants knotting with each other through grabbing different hands. From there they should form a circle again without letting go of the hands.



Team work, bodywork, introductory phase



10 minutes



10-30 participants

### Learning Objectives

Enhancement of problem-solving strategies, cooperation and communication in the group, reduction of fear of contact



### Description

The participants are standing in a circle with closed eyes. Now, they stretch out their arms in front of them and slowly move to the centre of the circle. There, they grab with each hand one hand of another person. In the process, a clew is formed. The task is now to detangle the clew without letting go of the hands, simply by stepping over and under until one (or more) closed human chains result. Topics like self-organization, management, power and competence can be discussed based on this game. The exercise can therefore be used e.g. as a metaphor on how to escape an unclear situation as a team through cooperation.

### Variations

One or two participants can stand outside the circle and try to untangle the clew through verbal or silent instruction. The exercise can also be made harder by doing it in silence or blindfolded. This could also be tried in a second round.

### Overcoming Intercultural Challenges

Misunderstandings, difference in status, role in groups

The exercise has potential for misunderstandings especially in mixed cultural groups not communicating in their mother tongues. Misunderstandings can be discussed, and their origin debated in the follow up reflection. Besides this, the game supervisor can keep track on who stands out/dominantly participating to solve the task. Afterwards, it is the right time to talk about the roles in groups. It is important to note the role is something very personal (character) and cannot be conveyed to a whole culture (culturalization). Nevertheless, the topics patriarchy in the own culture or hierarchy structures in teams can be dealt with for example.

## 4.3 Blind Square

### Blindfolded build a square together

The participants have to manage building a square while blindfolded and only connected through a long rope in each's hand.



Group coordination



5-10 minutes



10-30 participants



A rope, ends tied together

Blindfold for all participants (or a dark room/ lots of trust)

### Learning Objectives

The participants learn to communicate in unconventional ways and to discover new ways of communicating.

### Description

The participants blindfold each other and take the rope into their hands. Now they should form a preferably exact square in a few minutes (e.g. 5 minutes). If the figure should be held in the air or laid on the ground depends on the participants or the game supervisor. After the first round, a same procedure can be repeated in a shorter time period.



### Variations

Depending on the number of participants, it is also possible to form other geometrical figures (triangle, trapeze...).

## 5 Intercultural Learning

### 5.1 Active Listening

#### Active, empathic listening without commenting or judging

Active listening is a communication exercise where the listener puts him/herself in the shoes of the narrating person and perceives what this person is bringing across, their reasons, feelings and needs, without judging them.



Appreciation, respectful communication



Ca. 60 minutes



10-30 participants, in teams of two

#### Learning Objectives

With active listening mutual trust is built and a worthy handling fostered. It can lead to the reduction of misunderstandings, the enhancement of the relation and fostering of empathy. Besides, the participants learn to verbalize their feelings and needs.

#### Description

Prerequisite for active listening is full concentration, no distractions as well as open and facing body posture. The encounter happens on an emotional level and is only underlined by non-verbal reactions from the listener. Required for a successful active listening is a positive, appreciative and non-judging position of the listener as well as the skill to take/ hold back yourself and fully engage with the other person.

Before beginning the exercise, guided by the game supervisor, the participants collect what active listening means to them and when it feels comfortable and appreciated for the narrating person.

The teams of two sit opposite to each other and ideally have some space and silence in the direct environment to reduce possible distractions. The narrating person now has 10-15 minutes time to just talk about what is occupying them or is on their mind right now. Thereby, breaks can happen and the talking does not need to be constructed, rather should be completely free. The listening person should not comment anything nor react verbally in any other way. Non-verbal, empathic and emotional fitting reactions are reasonable and pleasant for the narrating person. After the first round, the participants change their roles.

Afterwards, the game supervisor should initiate an exchange in the plenum on how the participants experienced the listening and talking (two rounds) of an unusual kind and what they will take along into their daily life.



## 5.2 The Intercultural Rally

### From station to station, from culture to culture

The participants part into two smaller groups. Now, they think of an intercultural rally for the other group with stations characterised through (presumed) cultural features and characteristics.



Playfully get to know rituals and every day practises, exchange, change of perspective



2-3 hours



8-20 participants



Individual depending on task

A collection of versatile objects is useful



### Learning Objectives

The participants learn to develop tasks individually and include the own and other cultures in a creative way. While conducting, they get to know elements of the own and of other cultures playfully.

### Description

The participants are divided into two cultural mixed groups. Each group has the task to come up with several stations (ca. 5-10, depending on the time) for the other group. At every station there should be a cultural feature packed into a challenging task (e.g. reading a tongue twister out loud, put diapers on a doll in a traditional way, do an exercise from a national sport ...). It is not the aim to reproduce stereotypes rather pick up unknown, regional and diverse aspects of the own cultural experience. These could be tasks relating to practices, language, music, food, role of children, etc. of a culture. In succession the stations form a rally which should be run through and if desired be rated by time or points. Thereby, there is no limit for the creativity of the participants and the rally can be extended endlessly depending on time, creativity and material resources.

### Overcoming Intercultural Challenges

Prejudice/stereotypes, life realities

Like mentioned above, the rally can lead to serve already existing stereotypes of a culture as those are particularly accessible and can be implemented intuitively- even from people of this culture. It is therefore advisable to exchange about the types and purpose of stereotypes and reflect individually about personal characteristics of the own culture in the beginning. Thereby, an interchange about the concept of culture in general is advised (p. 4, ebesa educational materials).

## 5.3 Silent Acting

### What do you see in your movements?

The participants have to pantomimic impersonate and guess given terms for their team.



Impersonating theme-based terms pantomimic, non-verbal communication



30 minutes



8-25 participants



Small notes, pens, container/hat



### Learning Objectives

The participants get familiar with the common vocabulary of a topic and learn to creatively communicate complex terms non-verbally.

### Description

Pantomime is used here as a possibility of intercultural exchange, through practicing non-verbal communication with fitting thematic terms. Divided in two teams, the participants think of terms about double the amount of participants which fit to the given ground topics (climate change, interculturality ...). Now, all terms are thrown into a container. Group 1 starts with one person. This person now have one minute (or more, game supervisor modifies) to impersonate as many terms for their group as possible. Each term guessed right makes a point. It is best if the game supervisor takes a visible tally sheet. After the time is over, a volunteer from group 2 goes on with the term the other group had not yet guessed. This goes in round so all get their turn. The game ends when all terms were impersonated. The group with more points wins.

### Variations

The game can be played for three rounds in total. First round is classical pantomime as described above. Thereby, all the guessed terms will then be collected in a container. When all terms were impersonated, the second rounds starts. Now each term has to be described with exactly one word from which the group has to guess the term. It is therefore an advantage to memorize the terms in the first round. For the third round, each term has to be impersonated and guessed from a sound.

### Overcoming Intercultural Challenges

Non-verbal communication, misunderstandings

Pantomime is ideal to strengthen an unknown kind of communication in a group. It will be apparent how certain signs and facial expressions/gestures are interpreted differently by

the participants. Afterwards, an exchange about the fixed signs of non-verbal communication in the respective culture is suitable. Furthermore, the role of non-verbal communication in general can be discussed.

## 6 Learning with the SDGs

### 6.1 Funny, important, effective – Creation of a project idea matrix

#### Project ideas form in intercultural space

The group develops different (real or fictive) project ideas for a certain topic, looking primarily on the idea development. Questions of financing/feasibility should not hinder the flow of ideas. Afterwards the ideas are ranked by categories and the participants decide after discussion on one idea they want to implement.



Deepen and develop content and goals together



60-120 minutes



8-55 participants



Tables and chairs, poster (A2), marker, info sheet with comprehension of input for each table (e.g. SDGs), key questions for each exchange round

#### Learning Objectives

The participants learn from each other the different approaches and views on a topic and educate themselves further content wise. The participants develop anticipation for upcoming work continuation together.



#### Preparation

The participants develop, alone or in small groups, project ideas potentially following thematic areas. The game supervisor prepares a poster with following columns: name of the project, important, funny, feasible, expedient and ranking.





#### Description

All ideas will be collected on the poster. Now all participants get 6 points, which can be either stuck or drawn on. The participants vote with their points (3 for the best, 2 for the second best, 1 point for the third best idea) following categories for the projects. The ideas

with the most points can be discussed and finally the participants decide which idea they want to implement.

## 6.2 Silent Discussion

### Silently discussing together

-  Hierarchy free exchange to certain topics/questions
-  20-30 minutes
-  6-25 participants
-  Big posters with (concrete and abstract) questions/theories  
Accessible tables, lots of pens

### Learning Objectives

The participants get thematic introduction of the SDGs and will be encouraged for reflection. Thereby all can share and exchange their thoughts simultaneously and unlimitedly.



### Description

Depending on the number of participants, one to five posters, with either one or even the same question, are distributed on accessible tables with lots of makers. Around each table, the same number of participants gathers. Without communicating verbally, they start to answer the questions in writing. Hereby, commenting in writing on each other is wanted. After around 5 minutes, the plenum will be opened, and the participants go to the other tables to read the discussion and comment as well. Symbols, arrows and others can also be used.

Afterwards the whole group walks again from poster to poster and reads the comments. Here the game supervisor can comprehend the posters and stress key elements.

### Variations

The questions can vary quite strongly, depending on the goal of the game supervisor. Therefore, this method can be conferred to nearly every area and is always good for a first reflection.

## Overcoming Intercultural Challenges

Question role in group, conflict of norms

Depending on the topic or question, the game supervisor can challenge different results. In this exercise it gets clear that all participants have the same right to be heard. People who are usually rather quiet have the possibility to express themselves unlimited and more dominant people experience the opinions of the represented diversity. Furthermore, similarities and differences become clear through comments and connections.

## 6.3 Climate Taboo

### Describing the climate with censored language

The group plays taboo against each other with climate related terms.



Group game, climate



30-45 minutes



8-20 participants



Printed (and laminated, if the material should be used) cards (see annex) in a container, horn/bell



### Learning Objectives

Key terms regarding the world climate are learned, strengthened and described from different perspectives.

### Description

The participants part into two groups. The game supervisor is timekeeper and counts the points. Group 1 starts with one volunteer who draws one taboo card from the container. One person from group 2 goes to the front for control and gets the horn. Now the person from group 1 has time for one minute to describe the bold term to his/her group without using the words printed under the bold one. If one of these words is used the control person honks and the try is over. Each correctly guessed word makes a point. After one minute, it is the turn of group 2. When all taboo cards have been played, the points will be counted.

## Variations

If the group knows each other already, two smaller groups can think of own taboo cards beforehand which regard to past experiences/insiders.

### #transformation

The participants are brought to one level about the most important political and cultural terms regarding climate and are therefore capacitated to take part in the climate debate confidently.

## 6.4 Picture Parade

### Capture climate change differently

The participants work individually with one picture regarding climate change and then share their thoughts with the group and finally match the picture with one SDG.



Climate, SDGs, discussion



Ca. 60 minutes



8-20 participants



Printing (and laminating) pictures and SDG squares (A5). Pictures regarding climate change are published and critically evaluated by e.g. climate visuals (sorted by cause, impacts, solution).

### Learning Objectives

The exercise fosters the exchange and the understanding of different perceptions, associations and experiences with elements of climate change in different cultures and living environments.

### Description

The pictures will be laid in the middle of the room. All participants should choose one picture which appeals to them. In silent reflection the participants collect associations they connect to the picture as well as to which SDG they would match the picture and why (ca. 10 minutes). Then, every picture will be presented in the plenum. The participants shortly describe the picture, name their associations and match it to an SDG on the ground while explaining. After all pictures have been presented and matched, the allocations will be opened for discussion. Who would have matched which picture with a different SDG and why?



## Variations

Climate change is just one complex problem, which can be discussed based on the SDGs. Other possible thematic areas: development cooperation, resource usage, etc.

## Overcoming Intercultural Challenges

Realities of life, difference in status, (historical) guilt

This exercise is suitable to make the different perspectives on the prioritization of the single SDGs as well as the different views and associations with climate change visible and explicit. The participant's different realities of life lead to different personal experiences with climate change and different national narratives of climate change and sustainable development. Thereby, a valuable change of perspectives and understanding for the position of others can be achieved.

## #transformation

The participants learn to understand the different perspectives of climate change and how to meet them in empathic ways. Thereby the challenge of the global solution strategy comes clear which can be discussed afterwards.

# 6.5 Places of transformation are places to learn

## Debate about sustainable lifestyles in the intercultural exchange

Visit of places, initiatives or processes (e.g. court hearing of climate cases) where transformation already becomes visible. Because places of transformation give hope and open eyes to deal with topics like climate change or species extinction solution oriented, positive and constructive. Because all parts of society must move towards more sustainability, a variety of ideas is given. Especially the area social and ecological pioneers can be put into focus. The picture shows the visit at the initiative "Solar Sisters" in Tanzania.



Climate, SDGs, discussion



Ca. 60 minutes – depending on learning place



8-20 participants



Plan and conduct visit to a learning place

## Learning Objectives

Through the visits, the indivisibility of the SDGs becomes clear. Throughout the exercise, implementation successes will be recognised and ideas for the future may be developed further.



## Description

The participants learn how transformation is already exemplarily realised in many places and use this to develop and discuss own pictures of a sustainable future. Places of transformation are being experienced as places of hope and will encourage for further engagement. A particularly fruitful discussion can be developed from there: ideas of existing and upcoming sustainable lifestyles are existing quite different or only initially in the intercultural exchange.

## Variations

Climate change is just one complex problem, which can be discussed based on the SDGs. Other possible thematic areas: development cooperation, resource usage etc.

## Overcoming Intercultural Challenges

The challenge here is to listen and value the different future concepts in the group. Statements like “for me ecological behaviour is just a sign of insufficient financial resources” or “road construction for more car traffic is absolute necessary” most likely do not fit the concepts of many engaged participants from Germany.

## 6.6 Elevator Pitch

### Develop political demands together and learn how to trenchantly convey them

The participants have the time of an elevator ride – 60 seconds - to convey their own idea convincing and with all relevant information included.



In depth development of content in group work



60 minutes preparation – each 60 seconds implementation



3-10 participants



Tables and chairs, posters (A2), marker, info sheet with the inputs for each table (e.g. SDGs)



## Learning Objectives

Aim of the method is to filter the important information about each SDG and report them trenchantly and specific.

## Description

The participants discuss in small groups for implementation of an SDG a specific topic and develop political demands. Those demands will be convincingly conveyed to a decision maker in 60 seconds.



## Overcoming Intercultural Challenges

Living realities

The method suits to catch the voice of all participants. Different approaches to decision makers will be made visible as well as different perspectives for solution approaches and hierarchies. The role of civil society actors will be reflected. The small groups suit to receive those different points of view in depth, confront and discuss them.

## 6.7 World-Café → Knowledge-Café

### Structured learning together

Through visiting various cafes (= theme tables) all participants learn the same content in different small groups. In the discussion-based exchange, diverse posters regarding the different content come into being.



In depth development of content in group work



60-120 minutes



12-25 participants



Tables and chairs, posters (A2), markers, info sheets with inputs for each table (e.g. SDGs), key questions for each exchange round

## Learning Objectives

The participants learn from each other different perspectives and approaches of a topic and educate themselves further. At the end, all participants are on a similar level of knowledge of the processed topic.



## Preparation

The game supervisor thinks of different thematic tables (ca. 3-6 participants/table) according to the number of participants. Each table might need a comprehensive content sheet (e.g. regarding SDGs). Moreover, each round needs a new focus questions (if all participants should visit each table it needs the according number of questions). Helpful questions for the preparations phase:

- Who should participate in the knowledge cafe (target group)?
- Which time frame is available for the knowledge cafe?
- Which topics make sense, are important and create a creative exchange?
- Are the cafe questions significant and discussable?
- Which questioning dimension(s) should be followed?
- Which results should be obtained from the knowledge cafe?

## Description

The group distributes equally at the cafe tables (ca. 3-6 participants/table). For each table a volunteering table moderator will be determined, sitting at the table through the whole implementation (cafe owner). Each table has a special topic/SDG, which will be discussed. The poster on the tables will be used for documentation. After a set time of ca. 10 minutes the cafe table visitors change the table and go to the next cafe continuing until each group visited each cafe. The table moderator stays at the table, gives the arriving group a short comprehension of the tables topic and the results of the previous group (ca. 3 minutes). After each change, the game supervisor announces a new focus question, which should be discussed under the topic of the current cafe. After all participants visited each cafe, the table moderators present their cafe poster or rather key results to the whole group.

## Variations

- The moderation of the tables can ideally be done by external persons so all participants can take part in the knowledge cafe
- In groups of few participants the sub- groups can also mix again after each round so every round creates a new discussion group
- There can be more tables than exchange rounds. In this case, the same topics can be discussed at various tables. Here, the aim could be e.g. in case of SDGs that the participants get an insight into various but not all SDGs (=cafes) and the knowledge cafe therefore trains single experts and does not bring all to the same level of knowledge

## Overcoming Intercultural Challenges

### Living realities

This method is suitable to catch and document the voice of all participants. Through selected questions for discussion different perspectives, actions, objectives and prioritization of the SDGs may become clear. The small groups are great to include, confront and discuss those different points of view in depth.





## #transformation

This setting can be used for first steps of solutions and innovations, which try to bring together the present perspectives and satisfy them as a whole.

## 6.8 Flash mob

### Going public with own topics

The participants use art to raise awareness for their topic and might encourage reflection and discussions in the public.

-  Creative actionism, political public relations
-  2-3 hours
-  10-50 participants
-  Depending on elaboration

### Learning Objectives

The participants learn to portray political messages artistic and catchy in the public and possibly get in contact with the local community about it.

### Preparation

The participants spread, depending on the number, into sub groups each developing a flash mob concept. For preparation and inspiration, the game supervisor might show pictures and short videos of popular (political) flash mobs. It will be now given either a general head topic (e.g. fair trade) or each group concentrates on a different topic (e.g. each one SDG). The group discusses which key statement will be brought across in which creative way in the public. Furthermore, the flash mob should happen at a therefore fitting place. The groups develop a detailed concept for the flash mob and get the necessary materials.



### Description

The groups make their way to the designated place and put the beforehand rehearsed flash mob into action. If a group needs more participants for its flash mob, they could happen delayed (on several days in a row).

## Variations

Here, there are no limits to creativity. Music, dance, acrobatics, singing, disguises, etc. are allowed to achieve the aim of reaching the most people with a clear message and encourage reflection.

## Overcoming Intercultural Challenges

Realities of life, living together

The concepts for flash mobs should ideally be developed in mixed groups so at least one person is familiar with local circumstances as well as do's and don't's. This is important to be able to break taboos but also to avoid clangers. Furthermore, local politics, language, etc. can be modified to the living environment of the target group (=local community) in this way.

## #transformation

The participants are strengthened in their self-efficacy and learn to embody the role of an ambassador for a sustainable world.

## 6.9 Next level – Raising Concerns

### Entering political space - coming into discussion with decision makers

The participants prepare in discussions and use the frequently happening meetings with official representatives at intercultural exchanges to raise awareness for their topic and possibly encourage discussion and reflection.



Strengthening own positions, political public relations



2-4 hours



10-50 participants



Depending on elaboration

### Learning Objectives

The participants learn to develop and formulate joint concerns and present them as political concern. Different forms are suitable, the visit of a council meeting, a conversation with the mayor or the invited member of regional parliament.

### Preparation

Clarification for which topic the particular decision maker is responsible. Prepare the topic in the group and discuss the own position with political demands.

## Description

Depending on the situation, the formats can vary. From meeting with the mayor at the official welcome to the invited parliamentary evening/breakfast or the visit of local/regional parliaments.

## Overcoming Intercultural Challenges

The frankness approaching decision makers varies depending on personality. But particularly in the intercultural context there is a lot to discover: different views on hierarchy, different expectations of politeness or asking questions. Especially exciting is the approach of decision makers of the respective other cultural area.

## #transformation

For many decisions the earlier the decisions are made the less the consequences for climate change or species extinction will be. Decision makers are a target group of ESD. The participants are strengthened in their self-efficacy and learn to embody the role of an ambassador for a sustainable world.

## 6.10 The Difficult Path to the Agreement

### Can we overcome all obstacles on the way?

On one side of the room the negotiation starts - which obstacles and challenges must be mastered to come to an agreement through the room?



Creativity, symbolic working, meeting, exchange



Preparation 2 days

Implementation 60-120 minutes



8-20 participants



Individual, depending on task

## Learning Objectives

The participants get creative together to break down complex matters and let them creatively come alive in an abstract and symbolic way. Thereby a diverse access to the topic climate-/coal-/etc.- negotiations is created.

## Preparation

A few days prior, the task will be communicated. A small group (3-5 participants) motivated to develop the obstacles comes together and later supervises the game for all participants.

## Description

The participants have the task to cross the room to come from one end, the start of the conference, to the other, the finished agreement. Thereby the group faces several obstacles, which complicate the way. This can be a mixture of thematic obstacles in connection to the processes of such conference or negotiation (quiz, cooperation game, finding compromise, ...) as well as team building tasks (overcome an obstacle as a group, moving on small floor tiles, ...). When the group crossed the room successfully, they reached the agreement.



This is a very symbolic game and can, depending on the preparation group, follow real challenges of negotiations more or less strict. Hereby a special focus can be put onto the challenge of interculturality in e.g. the climate negotiations.

## Variations

Different teams can compete on crossing the room. The teams could represent the different groups of nations at the conference, which get drawn randomly and must/can react differently according to their status and aim (EU, JUSSCANNZ, G77 and China (emerging countries, petroleum exporting countries (OPEC), Alliance of Small Island States (AOSIS), Least Developed Countries (LDCs)). The game is also suitable to conduct activities in nature.

A climate conference is just a thematic example. It could also be negotiations regarding fossil fuel phase out, expansion of a gold mine, etc.

## Overcoming Intercultural Challenges

Conflicts of norms, differences in status, realities of life

Like the climate conference, this exercise can be used to show the different perspectives at the negotiation table (see variation). Making the field of tension between countries with high and low income a subject of discussion can be an exciting focus. In this context, the different needs and living realities become clear and the participants are encouraged to change the point of view (growth question, prioritization of aspects ...). The different treatment of countries depending on their influence can also be made clear. Following up, a discussion about global differences in status and structures of power if possible, including the historic genesis and the present maintenance of this structural discrimination, would fit.

## #transformation

Following the exercise, a discussion based on the concept of justice on how the different claims, needs but also possible actions of the individual countries at the conference foster or hinder transformation can happen. Are there other possibilities to grow the potential of transformation?

# 7 Evaluation

## 7.1 Mapping of Actors

Who did we meet in the exchange- which role, what kind of decision-making scope does he/she have? Which actors are missing to implement the SDGs/ our SDGs?

The participants develop an overview on who is responsible for which decision and discuss which exciting actors would fit as a partner to push the implementation of an SDG.



Recognize political options for action



45 minutes



8-20 participants



Big poster (A1), possibly pin board and pins, pens/ markers, moderation cards

### Learning Objectives

The participants identify political scopes, see different lobbying powers and discover political options for acting. The aim is self-efficacy as an individual and as a group.



### Description

In form of mind maps, different (main and small) branches will be drawn to get a complete picture of all actors. On the so developed tree, possible partner/alliances get a special mark; here the strategy planning can be deepened later on.

## #transformation

The participants learn to think outside the box. The social transformation allows to start new, exciting alliances and consider all social subfields.

## 7.2 Tree of Enlightenment

### Ripe and unripe fruits of a learning process

Sometimes a learning process is like the harvest of fruits. Some fruits are riper than others.



Feedback



45 minutes



8-20 participants



Big poster (A1), possibly pin board and pins, pens/ markers, round moderation cards in two colours

### Learning Objectives

The exercise crystalizes positive and negative experiences of a learning process. Thereby the experience of the group as a whole is visualized, and individual experiences become visible.

### Preparation

The outline of a big regional tree is drawn onto the poster with the crown in focus. The poster will be pinned to the pin board. One labelled moderation card for each colour (ripe- not ripe) is hung to the tree as the legend.



### Description

The participants get several moderation cards of each colour. In silent reflection, they write down learning and group experiences from the project. One colour represents experiences, which they let grow (ripe fruit) the other stands for experiences which have to be worked on or that did not do them good. Afterwards each participant presents his/her fruits and hangs them on the tree. The game supervisor can cluster them in the process or afterwards. Finally, the experiences can be discussed and talked about more deeply.

### Variations

If the game supervisor wants to give the option for detailed feedback, the interested participants can write their name on the back of their fruits.

The tree can also be filled with expectations at the beginning of the project. At the end all come together at the tree and the participants see which of their personal expectation they can harvest, and which did not meet the expectations and therefore remain on the tree.

In the root region challenges can be listed which serve as fertile ground for the learning experiences.



## 7.3 Snapshot

### Interim and end evaluation of a seminar

Method for conducting an interim or end evaluation of a seminar.



Fast group feedback



Depending on number of statements ca. 15 minutes



No limit

### Learning Objectives

The participants have the possibility to express their own statements and let the other participants position themselves.

### Description

Each participant can make a statement to the ongoing or already finished seminar (e.g. I liked the atmosphere in the group, the agenda was too packed ...). The other participants must position themselves towards this statement.

If they agree with the statement, they stand close to the person. The more they oppose the statement the further away they stand from the person. The opinion of the group becomes very clear in this way.

## 7.4 Five Finger Feedback

### My hand, my feedback

The participants individually reflect and document their feedback (positive and negative) using five categories.



Constructive, individual feedback, reflection



20 minutes



4-30 participants



Poster/board with hand example, pen and DIN A4 paper for all participants

### Learning Objectives

The participants reflect about their experiences on different levels and give feedback.

## Description

All participants take a pen and paper and draw the outline of their hand. Now they fill every finger with the evaluation to following aspects:

Thumb – This was great!

Index finger – This I want to point out.

Middle finger- This I found not great.

Ring finger – This I take with me.

Little finger- This was missing.

The participants should look for a quiet place in the room where they can take time to fill out the hand. It can be written in the fingers but also around them. Important: Because this is an anonymous feedback, the name should not appear on the paper. If finished, the paper should be folded and collected on a pile, which the game supervisor can take home and read through there.



## Variations

The five categories can also be used for oral feedback. With many participants it can be shortened to three fingers.

If the game supervisor wants to speak on a central topic of the feedback again, it can be collected in the morning/on the last night. This way, key topics can be discussed orally and, in more detail, if necessary.

## Overcoming Intercultural Challenges

### Non-verbal language

The fingers comply categories resulting from German non-verbal language and culture. Therefore, the hand should be explained and discussed. It is also nice if the aspects of the fingers are discussed at the beginning and are complemented, changed or exchanged with non-verbal understanding of hands. For a usable feedback, it is important to agree on one version in the end, which of course can consist of a mixture of non-verbal communication from different cultures.

## 8 Further Collections of Methods suitable for intercultural ESD Work

### Intercultural Learning:

#### Toolbox Intercultural Learning:

<http://intercultural-learning.eu/toolbox-explore/>

### Education for Sustainable Development:

#### Collection of Good Practices:

[https://www.unesco.de/sites/default/files/2019-03/ups\\_second%20collection%20of%20good%20practices.pdf](https://www.unesco.de/sites/default/files/2019-03/ups_second%20collection%20of%20good%20practices.pdf)

#### A Decade of Progress on Education for Sustainable Development:

<https://unesdoc.unesco.org/ark:/48223/pf0000252319>

#### Worksheets on Climate Change:

<https://germanwatch.org/sites/germanwatch.org/files/publication/9004.pdf>

#### Learning Materials from Irish Perspective:

<https://developmenteducation.ie/app/uploads/2018/01/Irish-Aid-Unit-1-Sustainable-Development-the-key-to-transforming-our-world-5th-6th-class.pdf>

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