



BODY Culture, Body, Gender, Sexuality in Adult Trainings
Ref. n. 518036-LLP-1-2011-1-FR-Grundtvig-GMP
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BODY In-Service Training

Course description

2013



If body-related themes as gender, sexuality, disability and health are especially *sensitive zones* in intercultural contacts, there are some areas of adult training or supervisor where they may be particularly relevant. Such are the trainings related to health issues, sexuality, parenting, gender issues, and all physical education as well as all intercultural trainings. These trainings also would have the potential of contributing to the mutual understanding of these differences and the recognition of special needs.

Based on the above mentioned reasons the BODY training has the following **methodological pillars**:

- It is built on extensive research, to make sure it answers critical situations and challenges that adult educators face during their work.
- It is based on a modular structure, which makes it possible to construct trainings later from the building block according to the actual needs of the trainers to receive the training (modules focusing on: body, non verbal communication, health, gender, sexuality each module implying an overview on aspect of diversity found relevant: cultural, ethnic, religious, handicap, sexual orientation) and it also makes easy to insert it into initial training curricula of the above domains.
- In its pedagogy it relies on the approach on intercultural and non formal learning, with interactive tasks, the role of trainer approaching facilitation, based on the active participation of all.

In adult training situations or in other professional settings, as trainers it is inevitable being aware of body signals and being able for self-reflection regarding our own emotions, reactions and our core values hidden behind. How we think, how we feel about the body, health, gender or sexuality is always present, even when we try to ignore them in the given context. Just because we don't reflect on our attraction, our body responses, deep emotional reactions, we still live the situation, we react in a given way and so we affect the simplest social interactions as well. The ability of self-reflection offered by the intercultural approach enables us to examine ourselves in each and every situation like we often do without thinking with our partner – especially if we are 'professionals', trainers, teachers, care givers and the other is a client, customer, or a trainee. This method can help us to understand if a situation "gets stuck", what causes a strong rejection, shock, resistance, why we get into conflicts even if we don't want to.

Pedagogical objectives of the training:

Based on the results of the research phase of the BODY project and on the local and the European training pilots the final pedagogical objective of the training is the

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development of intercultural skills of the participants: a capacity to decentrate – become aware of how our own cultural baggage (our norms, our values, our communication habits etc.) influences our interactions, being able to decode and make elaborate hypothesis for understanding the others and a capacity to accommodate, negotiate, adjust to these differences and include them in training activities in a way that makes them a resource.

The training helps participants

- gain a better understanding of cultural differences in gender, body, health, disability and sexuality;
- develop skills to reflect on their students' and their own non-verbal behaviour;
- be able to design and lead their own trainings taking into account cultural differences in gender, body and sexuality, in particular will have more facility in handling tensions and incompatibilities.

To maintain all the results participants, themselves as trainers, professionals have access directly to all the training modules, exercises, educational examples developed during the project which can be a practical contribution in their professional work.

Competence of the trainers:

Apparently, there are few trainers' trainings available that equip adult trainers with the skills and knowledge necessary to understand the impact of cultural representations and practices related to gender and body. The methodology we used in the BODY European Pilot aimed to develop and strengthen intercultural competence focusing on concrete methods and tools to handle intercultural communication in the daily job performance among teachers, supervisors, educators, nurses, social workers and other professionals somehow involved in health, gender, sexuality or the body in general.

Trainers interested in facilitating the BODY training not only need the experience working in intercultural environment and understand the impact of cultural differences but also have to be familiar with the main BODY themes: body, gender, health, disability and sexuality.

Expertise needed for trainers:

- intercultural competence in training situations,
- experience in adult training situations (working with teachers, animators, trainers, etc.);
- familiarity with the vocabulary of gender, sexuality, health and disability;
- familiarity at least with the introductory theories of the intercultural approach of body/health/disability/gender/sexuality issues;

- feeling comfortable with handling sensitive issues such as sexuality or disability in a group session;
- having the capacity and expertise to facilitate personal self-reflection in a group session;
- having the capacity to handle/facilitate emotional and personal reactions comes with personal and professional self-reflection;
- having experience and feeling comfortable with using non-formal pedagogical methods in a group session (interactive, creative, innovative teaching methods, using art, embodied exercises, etc.).

Daily breakdown of tasks:

Day 1		
Date	Title of exercise	Short description
9:30/11:00	warming up Introduction	Embodied warming up exercises followed by an interactive, non-formal introduction of participants. Participants are asked to draw a real size body portrait of themselves including their personal and professional identity. These portraits as a tool for self-reflection being used and developed during the five days.
14:00/15:30	What is culture? /Professional culture	In this section we facilitate reflection on the link between culture and identity and on the different aspects of our individual identity. Another goal is to show that identity can include surface level factors (physical appearance, dress, etc.), but also deeper, hidden elements. In this section we also facilitate reflection on the values / norms of our professional culture.
16:00/17:30	Decentration with pictures	Introducing the method of decentration with pictures to understand the meaning and impact of cultural references.
17:30/...	Daily Evaluation Group	
Day 2		
9:30/11:00	Warming up- identity exercise. Introduction to the	Introducing the purpose, approach and method in Critical Incidents as developed by Margalit Cohen-

	method of Critical Incidents (Margalit Cohen-Emerique)	Emerique.
11:30/13:00	Your critical incidents: Working in small groups Presentation of the analysis	Reviewing the basic steps of the CI-methodology in theory and practice, including the detailed analysis of critical incidents. Training of all steps in the grid for reflecting and analyzing cultural shocks and sensitive zones through concrete critical incidents.
14:00/15:30	Introduction to Negotiation	Reviewing the basic steps of negotiation.
16:00/17:30	Forum theater – practice negotiation	Using the method of Forum theater in small groups then discuss them in big group to practice negotiation through participants own experiences.
17:30/...	Daily Evaluation Group	
	Movie: My Child (from Turkey)	The main concept of the training is interaction with and involvement of participants. In addition, all exercises and each day have to serve the practice-focused approach of the applied methods. This was the reason for showing “My Child” which is a documentary about rainbow families in Turkey (brought by one of the participants). It also helped sensitize participants on gender/LGBT issues.
Day 3		
9.30-13.00	Group session on Gender	The aim of this section is to <ul style="list-style-type: none"> • understand and analyze gender role’s stereotyping and origins in different cultures; • decrease stereotypical perceptions and actions towards the gender role behaviours that differ from our own reference cultural framework; • challenge gender role stereotypes.
9.30-13.00	Group session on Disability	The aim of this interactive, non-formal section is to see the person, not the disability, to decrease our prejudices and to o raise awareness meanwhile block perceptions.

BODY

CULTURE, BODY, GENDER, SEXUALITY IN ADULT TRAINING

14.00-19.00	Field trip	The main objective of the training is the development of intercultural skills of the participants: a capacity to become aware of how our own cultural baggage influences our interactions, furthermore we help participants to understand and extend the concept of culture. This was the reason for designing field trips to various body/culture related places where participants had to reflect on their own personal/professional positions. These fields were – among others: The Invisible Exhibition, The Budapest Pride Festival, a Homeless Shelter, The Quire Project, etc.
Day 4		
9.30-11.30	Debrief of the field trip in small groups	Participants are asked with the help of an organized grid to analyze their experience on the visited fields.
11.30-15.30	Group session on Health	Introducing the participants to the intersection between culture and health – including differences in cultural concepts of body, health and disease.
11.30-15.30	Group session on Sexuality	This session aims to <ul style="list-style-type: none"> • raise the awareness and tune participants for working with intimate issues; • experience boundaries in physicality; • facilitate reflection and personal feelings how difficult or easy to talk about sexual topics – how can you define and communicate your personal boundaries when you are somehow “forced” to talk about sexuality; • facilitate how difficult to differentiate our emotions from our values. How deeply sex is an identity issue – our cultural reference frame determines our emotions and produces strong

		reactions.
16:00/17:30	Self-managed activities § Contributions	Participants have the opportunity to show their own methods, exercises in correspondence with the BODY approach.
17:30-	Daily Evaluation Group	
	Movie: Hasta la Vista	The main concept of the training is interaction with and involvement of participants. In addition, all exercises and each day have to serve the practice-focused approach of the applied methods. This was the reason for showing “Hasta la Vista” about the life of three young physically disabled men. The film also raises the issue of sexuality and disability which helped sensitize participants on disability issues.
Day 5		
9.30.13.00	Introduce the BODY resources /products *Identifying new resources – group exercise	Participants working in small groups try to find the ways of integration of BODY methods into their own professional culture.
14:00/15:30	Presentations of the outcomes of the group work	Participants share their ideas, plans how to apply BODY inspired methods, exercises in their professional culture.
16:00/17:30	Evaluation	Embodied, interactive evaluation activities.

Sample activities (with material needs for each activity listed after the exercise sheets):

WHAT IS HEALTH?	
Aim of the activity	Introducing the participants to the intersection between culture and health – including differences in cultural concepts of body, health and disease.
Skills to develop	Creating awareness of cultural approaches, hierarchies and exclusive manners connected to health and disease.
Procedure:	<p>“What is health?” – exercise instruction</p> <ul style="list-style-type: none"> • 2 (or more) large paper sheets are placed on the wall. One sheet is named “Health” and the other “Disease”. • The participants are asked to write spontaneous key words for the word of “health” respectively the word “disease” on small post its to be put on the sheets. • When the participants are ready, they are asked to stick the post its on each of the paper sheets on the wall. Everybody is having a look on the various keywords. • The participants sits in a circle and are now asked to consider, which of the keywords are specifically connected with professional experiences. The participants briefly explains the concrete experiences for each other. • The facilitator writes the professional keywords for “Health” and “Disease” on new paper sheets, marking them “professional concepts”. • If all the keywords mentioned arise from a Western health system, the facilitator adds some keywords for “Health” and “Disease”, arisen from Eastern treatment traditions.

	<ul style="list-style-type: none"> • The facilitator asks the participants to reflect on the feelings, values and ethics that they associate with the different cultural concepts and traditions for healthcare, disease pictures etc. • The facilitator concludes on the fact that when “Health” and “Disease” are subjects of adult training, supervision and guidance, we may operate in a field of invisible concepts, tradition, ethics and values, which may inflict on the communication and the learning processes of the adult trainees.
Debriefing:	Common evaluation in a group round as well as through a “warm evaluation”.
Hints for facilitators:	If the exercise is made in a heterogeneous group of participants, the facilitator should be much aware that the exercise is carried out in an inclusive and appreciative atmosphere and also that all participants are comfortable and are having their voice in the discussions without being affected by “hidden hierarchies” in the group.
Preparation needed:	The facilitator should have some knowledge of cultural approaches to health and disease to be able to respond to and perspective the inputs of the participants
Tool overview	
This tool is for	A minimum number of participants to maintain some group dynamic
Materials needed:	<ul style="list-style-type: none"> • Large paper sheets • Markers , big and small • Post its
Duration:	30-45 minutes

Gender Roles	
Aim of the activity	<ul style="list-style-type: none"> •To understand and analyze gender role’s stereotyping and origins in different cultures. •To decrease stereotypical perceptions and actions towards the gender role behaviours that differ from our own reference cultural framework. •To challenge gender role stereotypes.
Skills to develop	Self-cultural awareness, anti-bias
Procedure:	<p>Introduction:</p> <p>Persistence of dualisms in ideologies of gender: a particular view of men and women as opposite kinds of creatures both</p>

	<p>biologically and culturally, especially considering the ever-changing European socio-demographics.</p> <p>Wo/Men nature/culture domestic/public reproduction/production</p> <ol style="list-style-type: none"> 1. Divide participants into small groups (no larger than 5 members). Groups can be gender same or mixed groups. 2. Give each of the four groups a flipchart paper divided into two columns – the headings will be either: <ol style="list-style-type: none"> 1. Different to your cultural framework “(Acting) like a Man” 2. Different to your cultural framework “(Acting) like a Woman” 3. Close to your cultural framework “(Acting) like a Man” 4. Close to your cultural framework “(Acting) like a Woman” <i>[Each group will have a different heading]</i> 3. Ask to draft on the left column (leave the second column blank) respectively a list of what it means to act like a man or woman in a different or a similar gender role behavior - relating to their own cultural framework and personal background and to refer meanwhile to practical examples related to their professional practice. (20 min.) 4. Ask participants to write down what people might "say" or "do" if someone does not act like a man or woman as defined in the left column. This portion of the activity can generate a lively and graphic use of words and discussion. (20 min.)
Debriefing:	<ol style="list-style-type: none"> 5. Assist participants with analyzing these lists. Possible questions for discussion include: <ul style="list-style-type: none"> • How and where do we learn our perception of male and female roles? • Do these roles and descriptions limit or enhance us in life choices? • Have you or someone you know in your work context ever acted differently from how your gender is "supposed" to act? • What other conclusions/statements do you have about this topic?
Hints for facilitators:	<p>You might refer to the Critical Incident examples of this Manual to provide participants with case studies so to easier come up with practical examples related to their professional practice of what people might "say" or "do" if someone does</p>

	not act like a man or woman as defined in the left column
Preparation needed:	Preparation of 4 flipchart papers divided into two columns, writing down the headings as in the <i>procedure</i> box above.
Suggested readings (background methodology and materials):	
*BODY Critical Incidents Research , 2012	
*BODY Critical Incidents Reader , 2013	
Tool overview	
This tool is for	20 participants
Materials needed:	1. Four flipchart papers (divided into two sections). 2. Markers
Duration:	90 minutes

“TOUCH” <i>Discover your boundaries 1.</i>	
Aim of the activity	*To raise the awareness and tune participants for working with intimate issues *To experience boundaries in physicality
Skills to develop	Awareness and sensitization on own body boundaries
Procedure:	Walk freely in the room - meet up anyone and make pairs - follow the instructions and switch partner after every instructions. For participants: If you don't want to play one task, tell it to your partner! 1. shake hands 2. give a hug 3. kiss each other on the cheek 4. give each other a shoulder massage 5. wink at each other 6. massage the other person's hand 7. caress each other's face 8. kiss the other person on the ear 9. rub noses 10. tie up your partner's hair 11. sit on each other's lap
Debriefing:	Discussion: <ul style="list-style-type: none"> • Was it difficult to set boundaries? Why, when? • How do you feel if the other is moving beyond your boundaries? Can you communicate it? How? • Was there a difference when the coach was part of the pair? • Were many tasks performed, or very few?

	<ul style="list-style-type: none"> Was it difficult when one of the pair said no? How did this feel? <p>Which task was the most difficult you? Why?</p>
Hints for facilitators:	<p>“Sexual boundaries 1- 2” exercises, which should build on each other. If you don’t have enough time, you can debrief the two exercises together.</p> <p>It is important as you conclude to refer to the objectives.</p>
Tool overview	
This tool is for	8 – 10 participants
Materials needed:	Chairs
Duration:	20 minutes

“Let’s talk about sex!”	
Discover your boundaries 2.	
Aim of the activity	To facilitate reflection and personal feelings how difficult or easy to talk about sexual topics – how can you define and communicate your personal boundaries when you are somehow “forced” to talk about sexuality
Skills to develop	<ul style="list-style-type: none"> *awareness and communication skills *improving communication about sex *being able to set boundaries *overcoming embarrassment
Procedure:	<p>Facilitators put all the cards with sexuality questions into a big box in the middle of the room. Participants walk freely in the room - meet up anyone and make pairs – take one card from the box! One card per pair! You have 2 minutes answering each question, then switch: now your partner answering the same question. Altogether 4 minutes for pair discussion. Switch pairs 4 times. Facilitators show the time. Make sure there is enough space between the pairs to avoid that neighbors can hear the conversation.</p> <p>For participants: If you don’t want to answer, tell it to your partner!</p> <p>Questions on the cards:</p> <ol style="list-style-type: none"> 1. Is sex important to you? 2. If you want to know something about sex, whom do you ask? 3. What do you do if you find out that you are in love with someone who is already in a relationship? 4. Would you be able to understand it if your boy/girlfriend had sex with someone else? 5. Tell the other person your most recent fantasy about sex.

	<p>6. What would you really not like your partner to ask you to do during sex?</p> <p>7. What do you think is different for a man or a woman?</p> <p>8. What sex-related subjects can you talk about with your parents?</p> <p>9. What do you find beautiful about yourself?</p> <p>10. What do you think about masturbation? Do you masturbate?</p> <p>11. Would you like to have sex with someone much older than yourself?</p> <p>12. Would you like to have sex with someone much younger than yourself?</p> <p>13. Do you know how an orgasm feels?</p> <p>14. Would you like to have sex with someone of your own sex?</p>
Debriefing:	<ul style="list-style-type: none"> ▪ How did you like talking about sex in this way? ▪ What made it more difficult and what made it easier? ▪ Was there a difference between the partners you talked with? What was the difference? ▪ What was it like for those who were paired with the coach? Is there a difference? ▪ Did you feel during the exercise that it became easier all the time? Why is that? ▪ During the exercise did you feel that there were a number of questions you didn't want to answer? Was this difficult or easy? ▪ Do you regret having said certain things afterwards? Why? ▪ Which were the most sensitive topics for you? Why?
Hints for facilitators:	<p>“Sexual boundaries 1- 2” exercises, which should build on each other. If you don't have enough time, you can debrief the two exercises together.</p> <p>It is important as you conclude to refer to the objectives.</p>
Preparation needed:	Print the cards, get a box!
Tool overview	
This tool is for	8-10 participants
Materials needed:	chairs, big box with sexuality questions in it
Duration:	25 minutes

DECENTRATION WITH PICTURES <i>How we feel about sex?</i> <i>Is it natural or it has anything to do with our cultural beliefs and values?</i>	
Aim of the activity	To facilitate how difficult to differentiate our emotions from our values. How deeply sex is an identity issue – our cultural reference frame determines our emotions and produces strong reactions.
Skills to develop	Awareness - how sexuality is deeply embedded in culture
Procedure:	<p>Give 5-10 minutes for choosing one picture: Chose 1 (only one) picture which makes the strongest emotional reaction in you! Create small groups of 3 people. The groups can evolve according to the picture – people how chose the same picture. If they don't have common picture they can merge by free choice. Discuss the pictures:</p> <ol style="list-style-type: none"> 1. What are your emotions? What do you feel seeing the picture? What is the emotional conflict which causes the tension in you? 2. Set of your values. What do you think the values are according to you feel the conflict with the picture you see? 3. Possible values of the protagonist on the picture (hypothesis) – What kind of values do you think the protagonist belongs to? <p>Groups have 15 minutes altogether to discuss their pictures.</p>
Debriefing:	<p>Discuss it in the large group.</p> <p>Was it difficult to chose? Each group is invite to chose one picture in their group and share it with the large group. Was it difficult to differentiate between emotions and values? How do you feel as a professional? To talk a bit about sexual cultures. What sexuality mean: erotica, procreation, intimacy, body issues, sexual identity, sexual habits? Where are our boundaries? How can we deal them? (15 min).</p> <p>Conclusion and continuation to the next exercise: We have physical and emotional boundaries, taboos, which vary from person to person but it is important to be able to handle them if we can recognize the cultural component behind our often automatic reactions. The <i>Decentration</i> exercise shows that every time we cross those boundaries strong and deep emotions can came up and we may face difficulties controlling them. "Touching" our boundaries is a sensitive action as it always influences our core emotions, core values, the basis of our identity (or identities).</p>
Hints for facilitators:	It helps to mediate the discussions if facilitators knows that finally they want to discuss what is considered cultural if we talk about sexuality and how different everything (the body, body functions, beauty, concept of womanhood, manhood,

	<p>motherhood etc., sexual practices) depending on a particular culture where they appear.</p> <p>You can help the small group work with suggesting them to chose one person who is responsible for checking continuously the list of emotions, one is the instructions and one the time. Don't bother the intimacy of the groups walking by, just in case they ask for assistance!</p>
Preparation needed:	Put the pictures on the wall – volunteers help to facilitators. Give a list of emotions to each participants.
<p>Suggested readings on the topic (background theory or methodology):</p> <p><i>*Dora Djamila Mester, 2013. Introduction to the intercultural approach of sexuality - BODY anthology</i></p> <p><i>*Margalit Cohen Emerique: The Methodology of Critical Incident- BODY anthology</i></p>	
Tool overview	
This tool is for	10 participants
Materials needed:	<p>1. Sensitively and carefully selected pictures in the theme of sexuality. The selection should reflect not just a wide variety of sexual cultures, habits, but also must show very natural, everyday images. They should be printed and put on the wall in a relative distance. The number of the picture should be no more than 10.</p> <p>2. List of emotions</p>
Duration:	40 minutes

TABOO <i>A story with an angle</i>	
Aim of the activity	To see the person, not the disability. To decrease our prejudices.
Skills to develop	To raise awareness. Block perceptions
Procedure:	<ul style="list-style-type: none"> • Each participant takes place in the circle. He receives a red sheet of paper and a green sheet of paper. • The person with a disability brings her testimony. During the story, he/she puts some statements to participants. Each participant must make a choice for or against the statement. Some participants are asked about their choice. • Everyone is actively involved during this session. <p>The project Taboo brings a story of a person with a physical disability.</p> <p>The person with a disability talks about his/her life. This is not</p>

	<p>much different than a person without a disability. However, it is for many people a revelation. The statements provide an open discussion about disability.</p> <p>It's not just a classic listening and viewing experience. The person can use various methodologies to their story and bring it lively and interesting.</p> <p>For the listener, it is not just listen to a story from her we also expect interaction. We want to inform people, sensitize and motivate the life of a person with a disability as positive, but none the less possible to see realistic.</p> <p>It still is not easy to live with disabilities but each obstacle creates new possibilities and dreams.</p> <p>Examples of statements:</p> <ul style="list-style-type: none"> • Should people with disabilities participate everywhere? • I could start a family with a partner with a physical disability • I would not want to live with a disability? • People with physical disabilities should not receive financial support. • I find people with disabilities pathetic. • Gay or migrant is also a kind of disability. • Should people with physical disabilities have children? • Could you fall in love with someone with a disability?
Debriefing:	<p>We have a certain image of people with disabilities. Which is not always positive. We fix our image on disability and do not look beyond the disability.</p> <ul style="list-style-type: none"> • Is our image culture-bound? Has our education forced a certain image up on us? • Why do not we see each person as a person? • Is it possible after this training to see the person and not the disability?
Tool overview	
This tool is for	Any group size
Materials needed:	Chairs
Duration:	<p>120 minutes</p> <p>*Introduction - Why taboo? History of the project [10 minutes]</p> <p>*Testimony Taboo [1hr]</p> <p>*Reflection [10 min]</p>

NON-VERBAL COMMUNICATION	
Aim of the activity:	To introduce to non-verbal communication
Skills to develop:	Awareness of own communication, understanding of the elements of non verbal communication and cultural differences in communication
Procedure:	<ol style="list-style-type: none"> 1) Walk in the room, then chose a person, then another, and then position yourself to the same distance from both of them. 2) Walk, have eye contact with someone that person is going to be your partner. Take some space. One of you is going to be a subject, the other a mirror. Mirrors reflect everything the subject does. Make it so that outsiders don't see who's mirror and who's subject. (give some minutes than instruct for changing roles). Find a last movement, thank your partner and walk. 3) Rhythm machine: in pairs, count until three in an alternating repeating manner (one says 1, the other 2, the first 3, the second 1 etc..) Once this is practiced, each pair can replace the number 1 with a gesture and a sound. Then number 2. Then 3. Make it faster! Present your rhythm machine to the others. 4) Find a new partner. One of you is leading, the other following. Your surface of contact is your forearm. The follower can close her/his eyes if s/he wishes. The guide can not. 5) Blind car: in pairs, one standing in front of the other. The first one has eyes closed. Behind the driver can drive with the following movements: tapping on the head move forward. Tapping on right shoulder move right. Tapping on left shoulder move left. Taping on the back move backward. 6) The group is divided into two parts: those who seek and those who avoid eye contact. The speakers always want to have eye contact. Especially from the ones who avoid it... after a while: change of roles. 7) Image. In pairs, starting from a handshake: one person remains in the image / position, the other goes away and comes back with a different position. Then she remains still and the other goes away and comes back. 8) Speed gestures: one person stands in the center, the others line up. She does a gesture, then the

BODY

CULTURE, BODY, GENDER, SEXUALITY IN ADULT TRAINING

	<p>others come one by one and do a response gesture. Once everyone is gone: in the next round, the response to the gesture can include a word/sentence to which the first person can reply with a gesture and sound.</p> <p>9) Chairs: two people sit side by side on two chairs. They can only communicate with moving head, arms, legs.</p> <p>10) Poet: a poet from kazaria comes to visit and recite one of her last poems. A translator translates it to English.</p>
Debriefing:	<ul style="list-style-type: none"> - What aspects of non verbal communication have we touched? - In what ways cultural distance influences these elements? - What are our resources to answer the challenges of cultural distance?
Hints for facilitators:	<p>If there is time, make subgroups find answers to the questions above.</p> <p>If needed help participants to cover all of the elements bellow:</p> <ul style="list-style-type: none"> - gestures - body positions - distance - facial expressions - expression of emotions - contextual communication: use of objects, furniture <p>Para-verbal communication: intonation, loudness, silences, rhythm</p>
Preparation needed:	handout on communication
<p>Suggested readings on the topic (background theory or methodology):</p> <p><i>*Augusto Boal: Games for actors and non actors 2002 Routledge, New York</i></p> <p><i>*David Diamond: Theater for living: The Art and Science of Community-Based Dialogue 2007 Trafford Publishing</i></p>	
Tool overview	
This tool is for	Any given number
Materials needed:	4 flipchart papers, markers
Duration:	1.5 hours