

**LET'S
SET THE
TABLE!**



____ Tools and methods for nourishing group interactions ____

WELCOME TO OUR KITCHEN

Our Project

Since 2013, Über den Tellerrand e.V. has been helping refugees, migrants, and their families successfully integrate and become contributors to society. We create spaces where people of different backgrounds can come together, interact as equals, and deepen their friendships. For group interactions, we offer multilayered activities that dismantle prejudices, promote openness and respect, and improve language skills.

The **Begegnungswerkstatt Deutschland** („Group Interaction Workshop Germany“) was a collaborative project between Über den Tellerrand Berlin and Über den Tellerrand Frankfurt am Main. In this project, group interaction labs (**Begegnungs-labore**) and pop-up group interaction workshops (**mobile Begegnungswerkstätte**) were run concurrently. In each lab, a designated cohort consisting of a diverse group of individuals had 12 meetings to exchange ideas on migration and integration. Together, they tested tools and methods and developed strategies to proactively work towards building a diverse society. In the pop-up workshops, our findings from the labs were shared and applied all over Germany. Throughout the project, we ran eight labs consisting of around 100 sessions and a total of 98 participants, and then assessed how they went. We worked with amazing partners in and around Berlin and Frankfurt am Main to plan and run 40 pop-up workshops. The recipe book you now hold in your hands offers a selection of our tried and true methods and is provided to you free of charge!

Let's Set the Table!
Tools and methods for
nourishing group interactions

Planning a group interaction, from the time participants arrive to the time they wrap up the session together, is like crafting a well-balanced menu.

We have modeled each session on the classic dinner sequence of appetizer, main course, and dessert, trying to artfully create a coherent combination of complementary tastes and flavors. In signature Über den Tellerrand style, we have taken a variety of tools and methods for group interactions and put them in a handbook in the form of a recipe book. **Bon appétit!**

Each **menu** is carefully planned and usually focuses on a main topic, such as getting to know each other and exchanging ideas, integration, social cohesion, or identity. An **appetizer** focuses on the group's „arrival“ and „settling in“ (Who am I sitting at the table with? What is the mood like at the table?). It frames the session contextually and sets the tone for the group interaction. A **main course** focuses on the session's main topic, which informs the choice of activities for the session. A **palate cleanser** can be used to help with healthy digestion between two main courses, or it can come before a main course. A series of palate cleansers can be as substantial as a main course. **Kitchen aids** are tools and aids that make working with the group easier. They include activities in which complex topics can be processed in a structured way. The activities are standalone so they can be used for different topics. A **dessert** helps optimize „digestion“ of the previous courses and rounds out the meal. Desserts provide an opportunity to share final thoughts, insights, or „aha“ moments, and leave them at the table.

Our Menu

Page 2 ● **Introduction**
 In „Welcome to Our Kitchen“, we introduce the organization, the project, and this handbook: a practical resource for every part of your group interaction sessions, from the time participants come together to the moment they part ways. Bon appétit!

Page 4 ● **Table of Contents**

Page 6 ● **Suggestions From Experience**
 Let's set the table together!

Page 8 ● **Appetizers**
 Start / Check-in
 Seite 08 – Arrival / Settling In
 Seite 10 – Check-In
 Seite 12 – The Next Day

Page 14 ● **Main Courses**
 Interaction / Discussion / Getting to Know Each Other / Diversity
 Seite 14 – Shared Meal
 Seite 16 – Happy Walk
 Seite 18 – Inte-Gratin'
 Seite 20 – Privilege Shake
 Seite 24 – Lights, Camera, Stories!
 Seite 26 – All My Layers
 Seite 28 – Social Cohesion
 Seite 30 – Human Library
 Seite 32 – Stories of Being an Outsider and Finding a Home

Page 34 ● **Palate Cleaners**
 Getting to Know Each Other / Diversity / Thoughtfulness
 Seite 34 – Story of My Name

Seite 36 – My Story (Topic: Relationships)
 Seite 38 – Four Corners
 Seite 40 – Code of Conduct
 Seite 42 – Active Listening
 Seite 44 – Lightning Round (After-Meal Walk)
 Seite 46 – Show and Tell (After-Meal Walk)
 Seite 48 – Round Table
 Seite 50 – Merry-Go-Round
 Seite 52 – Thought Popcorn

Page 54 ● **Desserts**
 Wrap-Up / Check-Out
 Seite 54 – Debrief
 Seite 56 – Warm Wishes
 Seite 58 – Five-Finger Reflection

Page 60 ● **Kitchen Aids**
 Tool / Aid / Methods
 Seite 60 – Mind Map
 Seite 62 – Session Outline / Agenda
 Seite 64 – Visualization
 Seite 66 – Self-Facilitation
 Seite 68 – Vision
 Seite 70 – Card Salad
 Seite 72 – Recipe Method
 Seite 74 – Split and Regroup

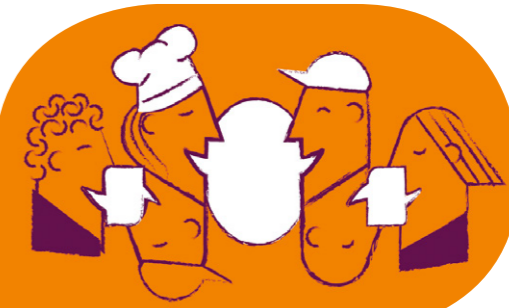
Page 76 ● **Menus**

Page 78 ● **Appendix**

LET'S SET THE TABLE TOGETHER!

In a group setting, whether in-person or virtual, people are more comfortable talking about their personal lives, laughing together, and sharing stories when they are in a space where everyone feels valued, at ease, and welcome. It's important to foster an atmosphere where no one feels pressured to say or do anything, where openness and thoughtfulness are encouraged, and where everyone is taken seriously. How can we create the right kind of environment for rich discussions and fruitful group interactions? Let's help you set the table by giving you our most useful tips based on over 100 pop-up workshops. One quick tip to whet your appetite: whenever possible, work with a partner, as a team. It's easier to face challenging situations together, and, as a bonus, it's more fun that way!

In the group interaction labs, our main goal was to give the weekly meetings a structure and a framework and to offer participants a space for dialogue. We saw ourselves as supervisors rather than facilitators. The participants themselves contributed significantly to the substance and structure of the meetings and actively shaped group dynamics. This format places the focus on the group and on each individual participant, and it allows their needs to be taken seriously. Active participation is encouraged when there is transparency in laying out goals and applying different methods, when a casual approach is adopted, and when there is a good balance between serious and light-hearted moments. It's also crucial to make everyone feel valued: this means being considerate and thoughtful, approaching sensitive topics gently, speaking only for yourself and not for others, adapting to others' language proficiency, not forcing anyone to speak, knowing and maintaining your own boundaries, and respecting those of others.



Participant reviews:

The first round of group interaction labs started during the COVID pandemic, and like so many others, we were faced with the challenge of creating group interactions virtually. We are so grateful to our participants for their openness and their willingness to experiment and learn from and with each other. But working virtually also comes with advantages: many of the labs were made available all over Germany, and it was also easier for parents without child care to participate in evening sessions. That's why this recipe book also includes virtual tools.

Recipe format:

- Preparation** : Preparation and any materials needed
- At the table** : How to run the activity
- Serving suggestions** : Suggestions on where to place the activity within a session and what other activities to combine it with
- Tips** : Important things to be aware of
- Participant reviews** : Participant feedback



ARRIVAL / SETTLING IN

Description: Everyone is encouraged to (comfortably) find their bearings before the official start of the session and to take their time settling in.

Time : 15-30 minutes
Language : basic proficiency
Facilitation : low difficulty level
Feeds : 3-80 participants

Preparation

In person

- Make sure the „doors are open“ and the space is all set up in an inviting way.
- Involve participants who come early in the setting up of the room and, if necessary, assign tasks.

Virtual

- Set up the virtual meeting space.

At the table

In person / Virtual

- Make sure the „doors are open“ even before the official start of the session.
- Welcome participants.
- If necessary, invite participants to make name tags for themselves (with pronouns, if appropriate).

Goal / Targeted outcome: To be considerate of all participants by proactively setting up the room to accommodate everyone, including those who always arrive on time and would otherwise have to wait around. To help make things less awkward and more relaxed at the start of the session. To provide time and space for some casual conversation as an icebreaker before the official start of the session.

Serving suggestions

In person

- Snacks and drinks
- Background music

Virtual

- In the invitation, encourage participants to bring a snack.
- Background music.

Tips

- If you have regular meetings, do this every time.
- Avoid going into the topic of the session.
- Make sure there is a clear outline/agenda for the session. See the Session Outline/Agenda activity under Kitchen Aids (p. 62).

CHECK-IN

Description: Everyone is asked to briefly share how they are doing.

Time : 5-15 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-30 participants

Preparation ● None

At the table ● **In person**
 Have participants answer these questions: „How are you feeling?“, „How are you doing today?“ Go in order based on seating.

Virtual
 Have participants answer the questions „How are you feeling?“ and „How are you doing today?“ popcorn-style (each participant chooses who goes next).

Goal / Targeted outcome: To ensure that everyone says something at least once (during the session) and has the opportunity to say something about themselves and how they are feeling. To dispel any assumptions about how others are feeling, and give the participants a sense of how the group is feeling as a whole.

Participant reviews:

A HELPFUL WAY TO START. NICE ICEBREAKER. NICE WARM-UP. I GOT A SENSE OF HOW OTHERS WERE FEELING. I WAS ALLOWED TO SHARE. I COULDN'T KEEP TALKING FOR FOUR OR FIVE HOURS. IT WAS NICE TO HEAR FROM OTHERS. PARTICIPANTS WERE TRANSPARENT (FOR EXAMPLE, BY SAYING „I DON'T WANT TO TALK TODAY“).

Serving suggestions ● You can add an additional question (for example, „What is something interesting that happened to you today?“, „What has been on your mind this week?“) See also: „Check-In: Questions“ in the Appendix.

Tips ● You can use the check-in question „How are you feeling?“ at every session (this question also works well for a series of sessions; it gives participants a sense of predictability and familiarity).



THE NEXT DAY

Description: This activity is about participants' shared and differing expectations, hopes, fears and desires around the session. It's a „time travel“ activity where participants travel to the day following the event, session, workshop, etc. They reflect on it from the perspective of having already gone through it, as though they were looking back at it.

Time : 15 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 2-40 participants

Preparation

See collaborative mind map (p. 60).

In person

Make a poster with the words „The Next Day“ in the middle followed by the date; provide pencils or pens.

Virtual

Using a digital whiteboard (or other digital working area), create a mind map template with the words „The Next Day“ followed by the date.

At the table

In person / Virtual

Introduction:

- Say „It's the day after this event. What's different? What's new? What perspectives have opened up? How are you doing?“
- If necessary, remind participants to answer as if they were reflecting on the activity in hindsight.

Goal / Targeted outcome: To mentally prepare participants for the event. To bring to light their expectations, wishes, and hopes around the session and allow them to be, without judgment. To bring to light the multiple layers of participants' expectations. To invite participants to reflect on the session the next day by checking their actual lived experiences against their expectations.

Serving suggestions

There are many ways to do this – experiment with it!

Tips

In person

- Embrace silence.
- Do not prompt participants to speak.
- Allow participants to share multiple thoughts (expectations, hopes, etc.) if they'd like.
- Allow participants to draw connections between various thoughts.
- Invite participants to look at the mind map again the day after the session and to check their actual lived experiences against their prior expectations.

Virtual

- Dry-run the session in advance: Which tools do you want to use? (For example, do you want to use a virtual room and digital whiteboard?) Who will facilitate? Who will share their screen? Who will write things down?



SHARED MEAL

Description: Participants share a meal while discussing a specific topic or having an open conversation.

Goal / Targeted outcome: To experience the power of people, group interaction, and a good shared meal in creating connection.

GREAT FOR GETTING TO KNOW EACH OTHER. A GREAT OUTLET FOR SHARING. EXCITING VIBE. ENTERTAINING SESSION. I LAUGHED A LOT. LOTS OF CONVERSATIONS. IT'S FASCINATING HOW MUCH YOU CAN DO WITH AN EGGPLANT. NICE AND REFRESHING. GOOD MENTAL WORKOUT.

Time : 90-120 minutes (in person)
: 60-90 minutes (virtual)

Language : basic proficiency

Facilitation : medium difficulty level

Feeds : 6-15 participants

Participant reviews:

Preparation

In person

- Decide on the recipes you want to use for the meal (this may consist of several dishes depending on the size of the group; for example, a main course, a salad, a dip, and a dessert). Participants can be distributed across multiple „cooking stations“.
- Buy the ingredients needed and set up the room for the group cooking activity.

Virtual

- A few days before the session, send the participants the recipe, shopping list, and link to the virtual meeting space.
- Ask participants to each prepare their own meal right before the session.

At the table

In person

- Welcome the participants.
- Do a short round of introductions (see the Appendix for possible icebreaker questions).
- Assign participants to „cooking stations“.
- Eat together and share.
- Following the meal, have a „dishwashing party“ with music.
- Wrap up (see Desserts).

Virtual

- Follow the same steps as in person, just have the participants prepare their meal before the session.
- Have participants use a hand signal to ask the speaker to „pass the baton“ when they want to say something. Participants give each other the floor.

Serving suggestions

In person

- This activity combines well with 'Inte-Gratin' (p. 18).
- For dessert, you can take a short after-meal walk.

Virtual

- The Show And Tell activity (p. 46) or other icebreaker games with a culinary twist work well as appetizers.
- For dessert, you can take a short virtual after-meal walk.
- Larger groups can be divided into breakout rooms with „tables“, with up to six people per table.

Tips

- This activity creates a space for casual conversation and works well as a way to start a session.
- Small groups or groups of people who do not yet know each other can be given question prompts. For examples from the Happy Walk, see the Appendix.
- Question prompts also work well if you're aiming for a specific topic or focus.



HAPPY WALK

Description: During a Happy Walk, participants go on a walk in pairs. Each participant gets a question. Partners ask and answer the assigned questions.

Time : 60 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 6-30 participants

Preparation

Come up with questions with the participants or on your own, or print out the Happy Walk questions in the Appendix.

At the table

In person

1. Give each participant a printed question.
2. Have participants pair up.
3. Have the partners ask each other the questions while they go on a walk together.

Virtual

1. Have each participant choose a question they would like to pose (to someone they don't know yet).
2. Randomly divide the group into pairs, and assign each pair to a breakout room.

Goal / Targeted outcome: To have participants talk about personal topics rarely discussed in everyday life, get to know each other, exchange opinions and perspectives, listen, and share. To give participants a chance to talk about things other than hobbies, work, or the weather.

Participant reviews:

IMPRESSIVE. I WOULDN'T MIND AN EVEN BIGGER GROUP. IT FELT PERSONAL AND WENT BY QUICKLY. EVERYONE IS GIVEN A VOICE. COULD HAVE BEEN EVEN LONGER. GREAT. I'M NOT THAT GOOD AT SMALL TALK. SIMPLE & EFFECTIVE. EYE-OPENING. ENRICHING. NICE. INTENSE CONVERSATIONS. I'M THANKFUL. NO SMALL TALK. NICE CONVERSATIONS. IT WASN'T AN EASY CONVERSATION; THIS WAS A TRUE GROUP INTERACTION.

Serving suggestions

In person

2 rounds à 25 minutes –
For dessert, we recommend wrapping up with a picnic.

Virtual

3 rounds à 15-20 minutes –
For dessert, we recommend a relaxed wrap-up with snacks shared among the group.

A Happy Walk can be done as a palate cleanser with only two rounds. This would be a shorter version – an after-meal walk.

Tips

- It's helpful if there's already a level of trust among the participants, but it's not an absolute must.
- In a session preceding the Happy Walk, have the participants come up with the questions for the Happy Walk together. They can be questions on a specific topic (for example, relationships, homeland, etc.) or broader questions.
- With an appropriate list of questions, the Happy Walk can be used to explore a certain topic in-depth (for example, discrimination in everyday life, social cohesion, etc.).



INTE-GRATIN'

Description: This activity addresses the complex topic of integration in a structured way. Participants brainstorm ideas and then work in small groups on question prompts. After that, insights are shared and discussed with the large group.

Time : 65 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 6-30 participants

Preparation

Brainstorming: Write the questions „What does integration mean?“, „What makes integration possible?“ and „Why integration?“ on a flip chart or digital whiteboard.

Small group work: For each group, prepare a poster or a digital working area with the following question prompts:

Ingredients

„What do I / we need for integration?“, „What are the elements of integration?“, „Who's involved?“

Preparation

„What makes integration succeed?“, „What makes integration easier?“

Time

„Where does integration happen?“, „At what point do I feel like I belong?“, „What are the challenges?“

For Inte-Gratin', we use the Recipe Method format (p. 72).

Goal / Targeted outcome: To make it easier to approach complex topics. To allow participants to discuss integration from different angles, culminating in a collaboratively crafted vision for „successful integration“, which gives an opportunity to focus on the positive aspects of integration.

At the table

Brainstorming

(approx. 15 minutes) Participants create a mind map together (p. 60) using the questions about integration (see left).

Small group work

(30 minutes) Participants discuss the question prompts (see left) in three small groups and then write their ideas and takeaways on the poster.

Presentation

(20 minutes) Participants share their takeaways.

Vision

(20 minutes) Questions for the large group: „When it comes to integration in society, what would really make it feel like a banquet?“, „What does successful integration look like?“, „What is the flavor of integration?“ This can be done virtually as well, following the same steps. The facilitator(s) create(s) the mind map. A separate working area is created on the digital whiteboard for each of these components: Ingredients, Preparation, Time Needed.

Serving suggestions

Thought Popcorn (p. 52) can be served as an appetizer.

Tips

For the Brainstorming part: wait until the end to create a „What does integration mean?“ mind map, to find connections between the small groups' takeaways.

For the Vision part: instead of a discussion, use a collaborative mind map (p. 60) to address the question „When it comes to integration in society, what would really make it feel like a banquet?“

Participant reviews:

INTENSE & PLEASANT.
WELL-STRUCTURED. THE IMAGES REALLY RESONATED. ENRICHING. THE „GRATIN“ METAPHOR WAS PERFECT. PERFECT FLAVOR! WE ALL COOKED! ALL THE LAYERS BUILT OFF EACH OTHER. ENTERTAINING. EVEN THOUGH WE WORKED IN SMALL GROUPS, WE CREATED SOMETHING TOGETHER. NICE WAY TO APPROACH THE TOPIC.



PRIVILEGE SHAKE

Description: Participants grapple with their own privilege. What are privileges? Which privileges do/did I have and which ones do/did I not have? Can privileges be shared? How can we fight injustices related to privilege?

Time: 90 minutes
Language: medium proficiency
Facilitation: high difficulty level
Feeds: 3-20 participants

Preparation

In person

- Customized questions for the Lightning Round (p. 44; see details in recipe)
- Posters for small groups and for a collaborative mind map (p. 60).

Virtual

- Digital whiteboard with different working areas
- Virtual breakout rooms

At the table

1. Lightning Round as a warm up. Important point: this must be voluntary!
2. Mind map with the large group: „What privileges do I have, and what privileges do I not have?“ „What life circumstances have been beneficial to me, and which ones have not?“
3. Quiet independent work: Everyone reflects on their own and then shares in small groups: „What privileges can I share with others or use to help them?“ „Have I benefited from other people's privileges in the past?“ „How can we build bridges?“

Goal / Targeted outcome: To raise awareness about the existence and effects of privilege. To bring to light privileges that people don't recognize as such. To name different privileges that we have, had, or don't have or didn't have. To address the topic of equal access to opportunities.

Serving suggestions

In person

Make sure there is enough physical space for small group work. Make sure you have enough pens, paper, etc.

Virtual

Having an already created mind map on a digital whiteboard makes facilitation easier. Groups can be assigned randomly to virtual breakout rooms.

For this activity, you're going to need time, patience, and ample breaks throughout the session!

Tips

For this activity, you need a group of people who already know each other and are comfortable opening up to each other about their personal lives. Activities on privilege can provide insights that stir up painful emotions, which may not be easy for facilitators to pick up on! The group discussions and the mind map in particular may lead to awkward silence at times. Embrace the silence and let it be; the silence is perfectly okay!

Participant reviews:

IT WAS FASCINATING TO GRAPPLE WITH THE FACT THAT SOME THINGS ARE A GIVEN FOR SOME AND CONSIDERED A PRIVILEGE BY OTHERS.



LIGHTS, CAMERA, STORIES!

Description: Based on Augusto Boal's forum theater technique, scenarios from participants' lives are played out theatrically. Short scenes are prepared in small groups and then acted out before the large group. Participants work together to identify alternate plotlines.

Time : 70 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 15-20 participants

Preparation

If no one in the group wants to share anything, the facilitator can prepare and share a fictional scenario.

At the table

In person

- (15 minutes) Each small group identifies a scenario that exemplifies discrimination or exclusion between at least two people. Participants decide who will play which role.
- (20 minutes) The scene is acted out before the large group and discussed using question prompts:
 - What happened? What is the background to this scene?
 - Who is involved? How is each one acting?
 - How do you wish the scenario had played out? What would you have needed for that to happen?
- (20 minutes) The group tries to identify an alternate plotline, chooses one, and acts out the scene again – with a different ending. The group discusses the scene again. What feelings did the scene stir up?

Goal / Targeted outcome: To promote empowerment, conflict management and prevention, and a deeper understanding of a conflictive issue.

THE FORUM THEATER TECHNIQUE SENSITIZES YOU TO THE EXPERIENCES AND FEELINGS OF OTHERS; I'M TAKING AWAY SO MUCH! IT WAS EXCITING TO EXCHANGE IDEAS AND TO EXPERIENCE SO MUCH EMPATHY.

Participant reviews:

- What new strategy did the person adopt? Is this alternate plotline realistic? Why or why not?
- 4. (15 minutes) Prompts for a final discussion:
 - What was it like to play out the scenes?
 - What was it like to witness these scenes as an audience?
 - Which alternate plotlines stuck with you the most?

Virtual

In virtual breakout rooms, scenes can be shared in the form of dialogues, and alternate plotlines can be collected on a digital whiteboard.

Serving suggestions

The palate cleansers Merry-Go-Round (p. 50) or Round Table (p. 48) make for nice energetic icebreakers.

Tips

Depending on their intensity, some scenes may be triggering or retraumatizing. It's important to thoroughly brief participants in advance and provide detailed explanations. Active participation is voluntary. If necessary, remind participants to only speak for themselves. For this main course, trust within the group is vital!



ALL MY LAYERS

Description: This activity's design is modeled on that of an identity pie chart. Participants engage with the topic of (social) roles. First, they reflect on the roles they usually take on and each draw a pie chart with each slice representing a role. They then share their pie charts in small groups.

Time : 60-90 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 10-15 participants

Preparation ● Each participant will need circular paper and a pen.

At the table ● **In person**

1. (10 min.) Working independently, participants each draw a pie chart representing the roles that are most important to them, with each slice representing a role. Participants determine what the size of each slice is going to be. The larger a slice, the more significant that role is to their lives.
2. (30 min.) In small groups, participants discuss the following questions:
 - Was it challenging to assign different roles to yourself?
 - Which roles do you really like, which ones do you like less, and why?
 - Do the roles clash with or contradict each other, or do they complement each other?
 - Which roles have you always had? Which ones did you pick up later? Which ones have evolved and changed?

Goal / Targeted outcome: To encourage participants to reflect on their own roles by asking questions like the following: „What roles do I actually have?“ „Which ones have I chosen for myself and which ones were assigned to me?“ To provide an opportunity for participants to learn about the group: do some participants share similar or identical roles, and how do the other participants feel about these roles?

Participant reviews:

GREAT FOR EMPATHIZING WITH PEOPLE WITH DIFFERENT ROLES AND FOR REFLECTING ON YOURSELF. THE ACTIVITY STIRRED UP LOTS OF QUESTIONS AND EMOTIONS WITHIN ME. IT WAS REALLY EXCITING TO LEARN ABOUT OTHER PARTICIPANTS' ROLES, SOME OF WHICH HADN'T OCCURRED TO ME AT ALL. LOTS OF NEW IDEAS!

3. (20 min.) Wrap-up group discussion based on the following question prompts:
 - How do a person's roles change when they move to a different town/country?
 - Have you always been able to comfortably belong to a certain group (and/or take on a certain role), or has it also been challenging?

Variation: Participants cut out the individual pie chart slices and group them by role within the group. As a group, participants compare and discuss the different sizes of the slices and the different levels of importance each size indicates.

Virtual

Participants create their pie charts independently and discuss them in small groups in virtual breakout rooms. Use the same instructions and question prompts.

Serving suggestions ● This activity can also be used as an appetizer leading up to a main course (for example, Social Cohesion or Inte-Gratin').

Tips ● (Societal) roles can be a sensitive topic: make sure that active participation in small groups and with the large group is voluntary and that no one is pressured to speak up!



SOCIAL COHESION

Description: In this activity, the complex topic of „social cohesion“ is approached in a structured manner. Participants ease into the topic by progressing through simpler aspects, with question prompts guiding them along the way.

Time : 90-115 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 6-30 participants

Preparation

In person / Virtual

- Have question prompts ready.
- For the small groups and for the collaborative mind map (p. 60), prepare posters or digital whiteboards with different working areas.
- Make sure pens/pencils are on hand.

This activity uses the Recipe Method framework (p. 72).

At the table

Ingredients

- Warm-up: „What is needed for social cohesion?“ „Who’s involved?“
- (7-15 minutes) Large/small group discussions or quiet independent work
- (15 minutes) Takeaways are shared.

Preparation

- Question prompt: What kinds of things, like activities or tools, promote social cohesion?

Goal / Targeted outcome: To make the idea of social cohesion real. To allow participants to reflect on what contributions they might possibly be able to make, and how feasibly. To engage participants by asking these questions: „What is social cohesion?“ „How can I contribute to social cohesion?“ „What does successful social cohesion look like?“

Participant reviews:

COOKING: WHAT A POSITIVE METAPHOR! REFRESHING. RELATES TO THE ISSUE OF HUNGER. INCREDIBLY ENTERTAINING. GOOD DISCUSSIONS. LOTS OF TAKEAWAYS. HELPED MAKE MAJOR CONCEPTS LESS INTIMIDATING AND PARALYZING. I WILL APPROACH MAJOR CONCEPTS DIFFERENTLY IN THE FUTURE. MULTI-FACETED. RAISED AWARENESS. A LOT TO REFLECT ON.

- (20 minutes) Divide the group into three small groups and have each small group reflect on the topic at a different level: the individual level, the local level, and the level of society as a whole.
- (20 minutes) Each small group presents to the large group

A Perfect Menu for Society: Imagining the perfect society: What flavor would successful coexistence have in a perfect diverse society? (15-25 minutes)
Large group: collaborative mind map / discussion

Serving suggestions

As an extra treat, we suggest having participants reflect on the question „What kind of seasoning do I add to the social cohesion pot, and why?“ either as a wrap-up independent activity (quiet work with pen and paper), or as a homework assignment. Participants are invited to briefly share with the group what seasoning they add, if they’d like (either at the end of the session or at the beginning of the next one if this is done for homework).

Tips

The topic of social cohesion works well when covered in two consecutive sessions. The second session can revisit the question of one’s personal contribution („What kind of seasoning do I add?“), and participants can share „aha“ moments and insights. The warm-up can be switched up (for example, a collaborative mind map on the question „What is social cohesion?“). The prompts can be modified or expanded.



HUMAN LIBRARY

Description: Two to three participants volunteer in advance to each be an „open book“ for the group and share things from their personal lives (for example, their experience as a refugee, living with a disability, experiencing prejudices based on skin color, etc.). The other participants are given the opportunity to ask the „open books“ questions about what they’ve heard.

Time : 30-45 min. (per „open book“)
Language : advanced proficiency
Facilitation : high difficulty level
Feeds : 6-20 participants

Preparation

THIS RECIPE IS BASED ON IDEAS IN „COOK EAT MEET REPEAT: EIN METHODENHEFT FÜR BEGEGNUNGEN“, AN ÜBER DEN TELLERRAND HANDBOOK ABOUT THE „HUMAN LIBRARY“. WE THANK THE AUTHOR, AGNES DISSLKAMP, FOR GRACIOUSLY GIVING US PERMISSION TO USE THE BOOK AS A BASIS FOR THIS RECIPE.

Find 2-3 people who deal with prejudice, stereotypes, or social exclusion and are willing to share their stories. Carefully explain to them the rationale behind the activity’s format: the activity provides all participants an opportunity to be exposed to new perspectives. It encourages open discussion, allowing participants to share their experiences and reflect on prejudices. People often appreciate having an outlet for sharing their stories. „Open books“ need to be able to tell their stories in an easy-to-follow way and answer any questions that arise. They are welcome to share personal items such as photos, memorabilia, or documents. Ask them to come up with a book title for their story. Make sure the atmosphere is comfortable and laid-back.

At the table

Introduce the „open books“ by name and chosen book title. Thank them for volunteering to share their stories and explain the activity format:
– The „open books“ are here to be „read“ and are happy to answer any questions.

Goal / Targeted outcome: To provide an opportunity for the „open books“ to share their lived experiences and for the „readers“ to ask questions they would not ask in a different setting. To open up a dialogue between people, unlock new perspectives, and allow participants to challenge any prejudices they may have.

DEEPLY IMMERSIVE. LEFT A STRONG MARK ON ME. OPEN & HONEST. INTERESTING. EMOTIONAL. WAS VERY PROUD TO SEE SO MUCH COURAGE. PLEASANTLY SURPRISED THIS WORKED WELL VIRTUALLY EVEN WITHOUT THE WARMTH OF FACE-TO-FACE INTERACTION. IT WAS NICE TO SPEAK FREELY AS A GROUP.

Participant reviews:

- Participants are encouraged to ask difficult questions they may not otherwise have the courage to ask.
 - The „open books“ can „turn to the next chapter“ at any time if a question is too personal or uncomfortable for them.
- (~10 minutes) The first „open book“ introduces themselves and tells their story.
- Then, „readers“ ask questions and engage in discussion with the „open book“.
 - Plan for about 30-45 minutes per „open book“ and take breaks when needed. Maintain an atmosphere of respect at all times.

Serving suggestions

For dessert, we recommend wrapping up the session with snacks for the large group. We don’t recommend adding any other main courses to the session.

Tips

It’s helpful for the facilitators to have prior experience working with groups. This activity can become quite emotionally intense, so it is helpful for the facilitator to come as prepared as possible. If you have too many „readers“ for a single large presentation, you can set up a separate reading group / breakout room for each „open book“ and rotate participants across the groups. After the event, be sure to debrief with the „open books“ about their experience and thank them for their openness.



STORIES OF BEING AN OUTSIDER AND FINDING A HOME

Description: In this activity participants share stories about being an outsider and finding a home. First, each participant reflects quietly and independently on times when they felt like an outsider. After that participants work in small groups, where it may be useful for them to rank their experiences on a scale. Finally, the large group reconvenes.

Time : 70 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 3-25 participants

Preparation

- Prepare a scale on a flip chart / digital whiteboard.
- Use the rating scale questions in the Appendix.

At the table

In person

- (10 minutes) Participants reflect independently on times when they felt like an outsider. These question prompts may be useful:
 - Have you ever felt like an outsider?
 - What is it like for someone to not be unfamiliar with your surroundings? What was that like for you?
 - What challenges did you face?
- (45 minutes) Small-group discussion. Before participants start, they rank themselves on the scale.

Variation: Depending on how many rating scale questions are used, it may be helpful to change up the groups halfway through.

Goal / Targeted outcome: To raise awareness about the topic, unlock new perspectives, encourage self-reflection, and strengthen trust and bonding between participants.

Participant reviews:

THE RATING SCALE QUESTIONS WERE REALLY HELPFUL CONVERSATIONAL TOOLS. THIS TOPIC IS SO IMPORTANT, AND TALKING ABOUT IT SHOWED ME THAT I AM NOT ALONE IN MY EXPERIENCES. I HAD MANY GREAT, EYE-OPENING MOMENTS TODAY. IT WAS GREAT SEEING THINGS FROM A DIFFERENT PERSPECTIVE!

- (15 minutes) A group wrap-up is important as it offers a space for participants to share their thoughts.
 - How do you feel after the discussion?
 - What's going through your mind right now?
 - Was there anything that you found surprising or concerning?

Virtual

Small group work can take place in virtual breakout rooms. The rating scale can be drawn on a digital whiteboard, where participants rank themselves using post-its labeled with their names.

Serving suggestions

The Code of Conduct activity (p. 40) is a good appetizer, and we recommend Active Listening (p. 42) as an icebreaker. You can use the Vision activity (p. 68) to wrap up the session on a positive note.

Tips

An existing level of trust between participants is needed for this activity. Participants get to decide what they are comfortable sharing, and how much they would like to share. The rating scale questions need to be carefully chosen – depending on the questions and the answer choices, the scale may oversimplify complex topics and do the participants an injustice. The scale needs to do its job as a real tool!



STORY OF MY NAME

Description: Participants are invited to share the story of their name if they'd like to. Those who volunteer take turns doing so. First, they say what their name is, and then they share their story.

Time : 20 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-20 participants

Preparation ● It may be a good idea to let the participants know about the activity in advance; a brief description in the invitation can help participants prepare as needed.

At the table ● **In person / Virtual**
Participants stand or sit in a circle. Then those who would like to take turns sharing the stories of their names.

Examples of things to cover:

- What does your name mean?
- Why did your parents choose it?
- What story do you associate with your name?
- Do you have a nickname?

Goal / Targeted outcome: To allow participants to get to know each other better by using their name as a springboard for sharing something personal about themselves. To showcase the diversity of the group.

Serving suggestions ● This activity can also be served as an appetizer – for example, for the main course Inte-Gratin' (p. 18) or for the Shared Meal activity (p. 14).

Tips ●

- For a larger group you can set a time limit for the stories.
- Some participants may not wish to identify with the meaning or history of their name. So make sure to let participants know before the start of the activity that they should not feel pressured to share more than they would like.

Participant reviews:

GOOD ACTIVITY FOR REMEMBERING NAMES. EVERYONE WAS INCLUDED. EXCITING. SPOKE TO ME ON A PERSONAL LEVEL. GREAT ACTIVITY. LEARNED SOMETHING NEW ABOUT PEOPLE. GOOD REMINDER OF HOW TO PRONOUNCE OTHERS' NAMES. WE DON'T EXPLORE NAMES OFTEN ENOUGH IN DAY-TO-DAY LIFE. VERY NICE. HELPFUL FOR GETTING TO KNOW EACH OTHER. GREAT WINDOW INTO OTHER CULTURES.



MY STORY
(TOPIC: RELATIONSHIPS)

Description: Participants use a stick figure to explore their own conceptions and thoughts around relationships. The activity begins with a brief self-reflection, followed by discussions in small groups.

Time : 60-90 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 15-20 participants

Preparation

You can find instructions and materials, including question prompts, in the Appendix.

At the table

In person

1. All participants work with the stick figure and the prompts to visually represent their own situation in relation to the topic. The prompts are suggestions only; participants decide what questions they would like to answer.
2. (30-60 minutes) In small groups, participants discuss their figures and share their stories and memories with each other. Depending on the size of the group, you can do a second round where you change up the groups to enable discussion among a greater diversity of participants.
3. (15 minutes) To wrap up, the large group reflects together on the stories using the question prompts.

Goal / Targeted outcome: To encourage participants to engage with a topic on a very personal level, and highlight different aspects of it. Small group discussion is intended to allow participants to get to know each other, and to introspect, promote empathy, and strengthen trust within the group.

THIS ACTIVITY HELPED STRENGTHEN TIES WITHIN THE GROUP. I FELT COMFORTABLE OPENING UP. GOOD VIBES. I LEARNED A LOT ABOUT OTHERS' EXPERIENCES. BROUGHT ME BACK TO MY CHILDHOOD. REALLY NICE!

Participant reviews:

- What will you take away from today? What's something new that you've learned?
- How have relationships changed over time?
- What was really surprising? What had a strong impact on you?

Virtual

You can do this activity in a virtual breakout room. You can also use a digital whiteboard to introduce the activity and the topic.

Serving suggestions

This activity involves gaining access to large parts of others' personal lives, so it works well before main courses for which a level of trust among participants is needed (for example, Lights, Camera, Stories!; p. 24).

Tips

This activity can be used with a variety of topics: friendships, relationships, family, etc. But keep in mind that certain topics can be sensitive for some participants. Not everyone is comfortable answering questions about their parents or childhood. Make sure the topic is broad enough, or run it by the group in advance. Sometimes sharing in pairs can also help.



FOUR CORNERS

Description: Participants are asked questions. For each question, participants can move to one of four positions, each corresponding to one of four possible answer choices. Once each participant has moved to a position, the group has a (brief) discussion. To wrap up, the group reflects on the insights gained from the activity.

Time : 15-30 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 4-30 participants

Preparation ● Create questions and four different answers choices for each question.

At the table ● **In person**

- Have the participants stand in the middle of the room.
- Assign each corner of the room a different number from 1 to 4.
- Ask the first question, and prompt participants to move to the corner representing their answer.
- During the discussion, have participants stay in their positions.
- Repeat the process for each subsequent question.

Virtual

- Come up with a way for participants to indicate the numbers 1 to 4 (for example, by holding up the right number of fingers, using emojis, etc.).
- Ask the first question, and prompt participants to indicate their answer/position.
- Discuss.
- Repeat the process for each subsequent question.

Goal / Targeted outcome: To get a sense of the group’s makeup and structure, similarities and differences between participants, and their various perspectives and backgrounds. This activity is all about getting to know each other and showcasing diversity within the group and in society at large.

Serving suggestions

● Start (light-hearted) with simple, easy-to-answer questions (for example, „How many languages do you speak?“). Then, if appropriate, gradually work up to more complex questions or topics – for example, „What is your religious background?“, „What are your religious leanings?“, „What is your legal status in this country?“, „What political system did you grow up with?“

Tips

● The four answer choices for each question should be well thought out. Plan well for the short discussion following each question and, if applicable, come up with examples of the question’s social significance and how it applies to different contexts / regions.

Example: „How many siblings do you have?“
Answer choices: none / one / two / more than two

Questions: What is considered „normal“ in this country? What other „norms“ are there? What does it mean to depart from the „norm“? How did / does it make you feel?

Interpretation of Answers: In this country, no siblings or one sibling is considered „normal“, while two siblings can be enough for someone to be considered „uncivilized“. Does that match what you’ve felt or experienced yourself? How might this be viewed in other regions? Don’t forget to leave time for a final discussion (where participants share surprises, insights, comments, etc.)!



CODE OF CONDUCT

Description: In this activity, participants work together to come up with guidelines for working and interacting as a group during a scheduled event (for example a session, a workshop, a seminar, a training event, etc.).

Time : 30 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 3-30 participants

Preparation ● Facilitator(s) come(s) up with some guidelines (at their discretion).

At the table ● **In person / Virtual**
– Kick off with this question: „What do we mean by guidelines?“
– Brainstorm (participants suggest rules and elaborate briefly).
– Facilitators share any guidelines that they came up with that have not already been suggested by the participants.

Serving suggestions ●
– Use this activity at the start of a session, where it can serve as a springboard for working together, interacting with each other, creating a personal space, and/or creating a safe space.
– If time allows, work with the participants to compile the guidelines. Alternatively, prepare them in advance and present/offer them to the group as an agreement and discuss it with them.

Goal / Targeted outcome: To encourage participants to set their own boundaries for themselves and to give them the autonomy to choose certain behavioral obligations to commit to. The goal is for the group to discuss the space they want to inhabit together.

GOOD PROMPTS -
IT'S GOOD TO SET BOUNDARIES FOR WHAT TO SAY AND HOW TO SAY IT.
GAVE CLARITY AND DIRECTION.
IT WAS MADE CLEAR THAT THIS WAS A REQUEST AND NOT A RULE.
IT'S GOOD TO TALK ABOUT THIS.
AS YOU'RE GETTING TO KNOW PEOPLE, IT'S HELPFUL TO SEE HOW OTHERS WISH TO BE TREATED.
SUPER IMPORTANT. CHALLENGING.

Participant reviews:

Examples from the Group Interaction Labs

- Radical acceptance! Everyone gets to decide what to talk about and what to share! And the group radically accepts that.
- What is said here / what happens here stays here (in this group)!
- Treat others equally.
- Take responsibility.
- Everyone speaks for themselves.
- Listen and share.
- Confusion is okay.

Tips

- This activity works well with diverse groups and /or sensitive topics that require a safe space.
- When planning, think carefully about your facilitation style and the words and expressions that you will use.
- Emphasize that the guidelines are not laws and are not binding. This is about having the autonomy to set your own boundaries.
- In compiling the guidelines, focus on quality over quantity! The goal is not to create as many guidelines as possible.
- If applicable, refer to the jointly created code of conduct in subsequent sessions (for example, in case of a conflict).



ACTIVE LISTENING

Description: Participants are given instructions on active listening and divided into pairs to discuss a certain topic together.

Time : 15 minutes
Language : basic proficiency
Facilitation : low difficulty level
Feeds : 2-30 participants

Preparation ● Decide on a topic everyone can say something about. For example, „What has been on your mind in the last few days?“

At the table ● **General**
Briefly introduce the topic.

Briefly explain the „rules“

- The sender (speaker) will share their thoughts on the topic.
- The receiver (listener) will remain silent, but convey their attentiveness through eye contact, nodding, body language, etc..
- Halfway through the activity, the sender and receiver will switch roles.
- The group will be divided into (random) pairs.
- The topic will be reiterated.

Goal / Targeted outcome: To practice active listening. To step away from focusing on „how I say something“, „what’s on MY mind“, and „what I want to say“ and instead concentrate on what the other person is saying. To pick up on the other person’s feelings and emotions in addition to listening to the words they are saying.

Participant reviews:

FIVE MINUTES PER PERSON IS DEFINITELY OUTSIDE MY COMFORT ZONE.

- – Halfway through the activity (about five minutes in), participants switch roles (sender / receiver).
- – To wrap up, the large group takes some time to talk about how it felt to actively listen.

In person

Each pair meets in a distraction-free area.

Virtual

Participants are sent in pairs to virtual breakout rooms.

Serving suggestions

- Active listening works well as an appetizer leading up to an intense and potentially controversial main course (on a topic like discrimination, racism, the refugee experience, privilege, etc.).

Tips

- As a way to strengthen subsequent activities, encourage participants to continue using their active listening skills for the rest of the session.



LIGHTNING ROUND
(AFTER-MEAL WALK)

Description: In the Lightning Round, the group is asked yes-or-no questions in rapid-fire fashion. Participants use designated actions to indicate their answers (for example, performing a dance move, briefly turning off their video camera etc.). In some cases, a brief follow-up question can be asked.

Time : 10 minutes
Language : basic proficiency
Facilitation : low difficulty level
Feeds : 4-30 participants

Preparation

1. Decide on the purpose of the activity:
 - Icebreaker + fun
 - Icebreaker + deeper conversation
 - Icebreaker + fun + deeper conversation
2. Create a set of questions and determine their order.
3. Decide on the actions that will indicate „yes“ and „no“ answers (for example, for „yes“, a dance move, a gesture, a raised hand, etc.; for „no“, freezing in place, turning your camera off, etc.).

At the table

- Explain the rules of the game and get right into it!
- Example:**
- Question: „Do you play a musical instrument?“ All those who do indicate this using the appropriate pre-determined action.
 - Possible follow-up question: „What instrument do you play?“
 - New question

Goal / Targeted outcome: To explore the diversity within the group in a fun way using this light, entertaining activity. The focus is on moving, loosening up, and gaining a general idea of what the other participants are like. Depending on the questions chosen, the activity might even unveil controversial or serious topics!

Serving suggestions

- This activity works well as an appetizer in combination with the Privilege Shake (p. 20).
- This activity also works well as an after-meal walk (i.e. a way to relax) in between courses.
- Participants can take turns asking their own questions.
- Background music can be played during the activity.

Tips

- Questions don't need to be complicated or controversial (for example, they can be about cooking, siblings, speaking multiple languages, etc.).
- You can dive deeper by asking personal questions that promote awareness (for example, about discrimination, the refugee experience, etc.).
- You can start with lighter questions and then move on to more serious ones.
- Questions should not trigger or shame participants! For example, questions like „Are you from a foreign country?“ and „Did you have a happy childhood?“ should be avoided.



SHOW AND TELL
(AFTER-MEAL WALK)

Description: Participants are asked to share something they've grabbed (in the virtual version) or brought from home (in the in-person version).

Time : 15-20 minutes
Language : basic proficiency
Facilitation : low difficulty level
Feeds : 3-25 participants

Preparation

Give instructions, for example:
„Bring an item from your kitchen that's an absolute must for you when you want to cook“ or „Bring an item from your home that is very near and dear to your heart“

At the table

In person

- When inviting participants to the session, ask them to each bring something with them. (The item should be something they can easily carry around – for example, something they collect, a notebook, their favorite candy, etc.)
- Participants take turns showing their item and, if they wish, briefly talking about it.

Goal / Targeted outcome: To allow participants to get to know each other better by showing and talking about personal items and telling short stories about them. Show and Tell is a light, entertaining, and potentially amusing activity – a quick after-meal walk in between courses.

Participant reviews:

MORE PERSONAL THAN EXPECTED. EXCITING. FUN. LEARNED ABOUT INTERESTING CULINARY CUSTOMS. GOOD FOR GETTING TO KNOW THE GROUP BETTER.

Serving suggestions

Show and Tell also works well as an appetizer right after starting a session, or as a light break between two main courses.

Tips

- This activity can work even if not all participants are in their own homes. Participants can simply describe an item instead.
- Avoid asking questions that might trigger participants – for example, questions about their experience as a refugee or about their childhood (avoid asking them to show an object from their childhood).



ROUND TABLE

Description: This activity takes place in multiple rounds. In each round, participants gather in a new small group or „round table“ and are given a question to discuss for about five minutes. Each round, the size of a group and the questions change.

Time : 15-20 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 10-100 participants

Preparation ● Prepare a list of questions. Depending on the goal of the activity, you can use icebreaker questions or questions on a specific topic.

At the table ● **In person**
Participants move freely around the room. A facilitator gives a signal and calls out a number, for example „three“, and participants form groups of that number. The facilitator then reads out a question for participants to discuss for five minutes. When time is up, the small groups break up until the facilitator announces a new number and new groups form again.
Examples of possible questions:
– What’s your favorite food?
– What would your perfect day off look like?
– What book would you recommend?
– Who did you come here with today?
– What do you want to learn this year?

Goal / Targeted outcome: To repeatedly change up the small groups so that many different groups form in which participants engage in discussion. In this way, small discussions take place among all participants.

Participant reviews:

THE ACTIVITY KICKED OFF IN A LIVELY WAY. NICE CONVERSATIONS.

Virtual
The activity can be done in virtual breakout rooms. Type the questions into the chat.

Serving suggestions ● When coming up with the questions, be as creative as you’d like – the sky’s the limit! Instead of general icebreaker questions, you can ask general questions on a specific topic; in this format, the activity can work as a stepping stone into a thematic discussion.

Tips ● Before calling out the number, keep in mind that different types of questions work well with different group sizes. Questions with quick, straightforward answers (for example, „What’s your favorite food?“) might be better asked in larger groups. On the other hand, more complex questions (for example, „What would your perfect day off look like?“) work better with smaller groups of two to three people.



MERRY-GO-ROUND

Description: Participants sit or stand facing each other in pairs and exchange ideas on a given topic for a set period of time. Questions are asked quickly. When time is up, participants rotate and a new question is asked.

Time: ~ 3 minutes per question
Language: medium proficiency
Facilitation: medium difficulty level
Feeds: 20-30 participants

Preparation

Participants form two circles, an inner one and an outer one. Each pair of conversation partners sit or stand facing each other across the circles.

At the table

In person

Participants are given a question to discuss with the person they are facing. Every three minutes, the outer circle rotates one place over and participants are given a new question. The activity ends when the outer circle returns to its original formation.

Question ideas:

- What do you do when you're bored?
- How do you celebrate your birthday?
- What was a nice experience that you had this year?
- What food do you really enjoy?
- Who taught you how to ride a bike?

Goal / Targeted outcome: To move around, loosen up, and get to know each other quickly – speed-dating style.

Participant reviews:

IT WAS GOOD FOR MY BRAIN TO DO SOMETHING DIFFERENT AND MORE ACTIVE. THE SOCIAL ASPECT WAS GREAT. THIS ACTIVITY WAS A GOOD WAY FOR ME TO PRACTICE MY LANGUAGE SKILLS.

Virtual

The activity can be done in virtual breakout rooms. However, repeatedly creating individual breakout rooms disrupts the rhythm and momentum, so be sure to plan for more time.

Serving suggestions

The Merry-Go-Round works well as an appetizer or as an after-meal walk between two main courses.

Tips

Remember to use casual icebreaker questions that won't trigger or shame anyone. In this activity, participants are interrupted mid-conversation, so the questions should not be too deep. Participants who prefer not to move can sit or stand in the inner circle to avoid rotating.



THOUGHT POPCORN

Description: Participants respond to keywords by bouncing ideas off each other and/or engaging in free association – letting their thoughts pop up like popcorn.

Time : 5-10 minutes, flexible
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 4+ participants

Preparation

- Choose a word to start with.
- Have a ball or soft object on hand (for the in-person version).

At the table

In person

- Form a circle.
- Announce the starting word, and throw the ball or other object to any other participant.
- The catcher quickly says the first word that comes to mind (without thinking about it).
- The catcher then throws the object to someone else.
- The thoughts/associations can keep „popping up“ – until you „take the pot off the stove“ (i.e. the activity comes to an end).

Virtual

Instead of throwing an object, call on a participant to go next.

Goal / Targeted outcome: To be creative, loosen up, and have fun, and possibly approach a topic (such as integration) in a light-hearted way.

Participant reviews:

THE ACTIVITY WAS A LOT OF FUN – NOW I'M WIDE AWAKE. I COULD HAVE KEPT LETTING MY THOUGHTS POP UP FOREVER. IT'S NOT THAT EASY.

Serving suggestions

In person

- Thought Popcorn works well as a warm-up for a collaborative mind map (p. 60).
- Thought Popcorn also works well as a mid-session snack, to loosen up.
- Inte-Gratin' (p. 18) is a good option for a main course to go with this palate cleanser.

Tips

Virtual

- All participants should keep their microphones on to make the transition between speakers seamless.
- Thought Popcorn works with all sorts of groups, but especially with medium-sized ones. It works well as a way to stimulate creativity in between other activities. The starting word can be something thematically relevant, such as „identity“ or „home“, or something casual like „breakfast“ or „outing“.
- Make sure that the words are appropriate for the language proficiency level of the group so that no one is left out.

DEBRIEF

Description: At the end of the session, all participants are given time and space to share with the group thoughts, reflections, and final comments on the session.

Time : 10-15 minutes
Language : basic proficiency
Facilitation : low difficulty level
Feeds : 3-60 participants

Preparation ● None required.

At the table ● **In person / Virtual**

1. Frame the activity for the participants.
 (Remind participants of what the session covered:
 „At today’s session from X:XX to X:XX we covered /did...“)
2. Questions:
 - How did it go today?
 - What did you like about it?
 - What didn’t you like as much?
 - What would you like to put behind you?
3. Invite participants to share whatever they’d like.

Goal / Targeted outcome: To allow participants to share feelings, „aha“ moments, critiques, and takeaways from the session with the large group – concluding thoughts about a session can be exciting, insightful and mind-blowing. To give participants the opportunity to „leave something behind in the room“, „wrap up“ the session, and ultimately „let it all go“.

Participant reviews:

GOOD WAY TO WRAP UP.
 I WAS ABLE TO GET SOMETHING
 OFF MY CHEST. INTERESTING.
 I'M REALLY GLAD I STUCK AROUND.

Serving suggestions ● Together, this dessert and the Check-In appetizer (p. 10) pair well with any main course.

- Tips** ●
- Comments don’t have to be in a specific order.
 - No one has to share if they don’t want to.
 - No hand-raising, prompting, or calling on someone to go next.
 - This is not a time for discussion, debate, or feedback on what others share (if necessary, gently remind participants of these guidelines).



WARM WISHES

Description: Participants leave each other written farewells, well wishes, or thank-you notes.

Time : 20 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 3-30 participants

Preparation

Create a farewell card for each participant, with their name and the line „One thing I'd like to tell you...“ on it. Each participant receives a card and a pen.

At the table

In person

1. Participants write their message to the person whose name is on the card.
2. The card is passed on to another person in the group.
3. The farewell cards are passed down from one person to the next until all participants have left a message for each other.

Variation: As a time-saver when the group is larger, all participants draw one person's card out of a hat and write a farewell note only to that person.

Goal / Targeted outcome: To give each participant a personal note reminding them of the group's time together. To strengthen the bond within the group as participants part ways.

Virtual

For a virtual session, farewell cards can be created on a digital whiteboard. Alternatively, a shared document can be created and emailed to all participants. The digital farewell cards can then be printed and mailed to the participants.

Serving suggestions

This activity works well at the end of a series of sessions. As a variation, the writers can stay anonymous, in which case all cards or notes addressed to each participant would be placed in an envelope with their name on it.

Tips

It is important to allow participants enough time for a genuine and thoughtful farewell. It's especially nice to end the event on a warm note, for example, with a shared meal!

FIVE-FINGER REFLECTION

Description: Using their five fingers, participants highlight their thoughts about a multi-day conference, workshops, etc. from different angles.

Time : 30-45 minutes
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 2-20 participants

Preparation

- Make sure to plan for enough time.
- Consider creating a poster with a hand on it.

At the table

In person / Virtual

Participants' thoughts on previous experiences are highlighted from different angles. The hand diagram helps structure the reflection:

- The thumb:** I liked this / I thought this was great
- The index finger:** I'd like to point this out / I'd like to get this off my chest
- The middle finger:** I didn't like this / I didn't enjoy this very much
- The ring finger:** I really resonated with this / This will stay with me
- The pinky:** I would have liked more of this

Goal / Targeted outcome: To use the five fingers of the hand to engage in a thorough reflection on a series of sessions, workshops, etc. after they've ended. To help participants thoroughly evaluate the experience after intensive group work.

Serving suggestions

This is a detailed reflection that requires a good amount of time, so it doesn't work very well with a standalone session or a shorter program.

Tips

- It can be helpful to write the questions down.
- It can also be helpful to remind participants of the meaning of each finger.
- This is not a time for discussion or feedback on what others share (if necessary, gently remind participants of these guidelines).

MIND MAP



Description: This is a tool for collecting ideas and suggestions – a „mind map“ or a brainstorming tool.

Goal / Targeted outcome: To allow for completely different yet equally valid perspectives to be all brought to the table by brainstorming together as a group. To gather different ideas and then find connections between them, sort them into categories, and structure them.

Preparation

In person

Indicate the main theme of the activity in the middle of a landscape-oriented sheet of paper a poster.

Virtual

Create a digital mind map.

At the table

In person

- Start with the main topic and add related topics / ideas as bullet points (branches).
- Additional (sub)topics can be added on to the main topics (twigs).
- Topics can be interconnected.
- This can be done independently or as a group.
- If done as a group, pens can be placed next to the flip chart so anyone can add their ideas and briefly explain their thinking.

Virtual

- The facilitator(s) create(s) the mind map.

Time : 15 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 1-30 participants

GOOD VISUALS. GOOD FOR GATHERING IDEAS AND THOUGHTS. CREATIVE. GOOD FOR BEING EXPOSED TO NEW IDEAS. GREAT ACTIVITY.

Participant reviews:

Serving suggestions

General

- This activity can be used to cover many different main topics. The more specific the topic, the better.
- A mind map can be used effectively in the following ways:
 - as a way to start engaging with a topic (independently or as a group).
 - as a way to wrap up a topic.
 - as a way to imagine the perfect society / a springboard for turning allegedly negative topics into positive ones (for example, „What is the flavor of successful coexistence in a diverse society?“).

Tips

In person

Let the participants write and present on their own.

Virtual

The facilitator does the writing – unless the participants are familiar with the technology.

General

- Embrace silence.
- Do not ask participants to volunteer.
- Participants can share multiple ideas.
- Participants can link their ideas together.

**SESSION OUTLINE
AGENDA**



Description: A simple way to present to the group the session outline / agenda and the topics the session will cover.

Goal / Targeted outcome: To achieve transparency by presenting the session outline / agenda to participants. Participants usually appreciate knowing what to expect during a session.

Preparation

In person

Put the outline / agenda on a poster.

Virtual

Put the outline / agenda on a slide.

At the table

General

- Present the outline / agenda to the group.
- Briefly explain each outline / agenda item.
- At the end, asking „Is this okay?“ can create space to hear and address participants' immediate reactions. (Only ask this question if you feel comfortable making impromptu changes to the outline / agenda!)

Time : 5 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-100 participants

Participant reviews:

HELPFUL. REASSURING.
A GOOD WAY TO GET READY
FOR THE SESSION.

Serving suggestions

In person

- A handwritten outline / agenda is sufficient.
- The outline / agenda should be clearly visible during the session.
- The outline / agenda shows how far into the session the group is and what's coming up next.

Virtual

- The outline / agenda is shared on the screen at the beginning of the session.
- If necessary, the outline / agenda can be displayed at various points throughout the session.

Tips

- Set a start time for each outline / agenda item.
- Present the individual outline / agenda items briefly and generally (the detailed version, with the duration in minutes of each item, is only for the facilitators), and use simple language.
- Don't forget to include breaks!
- Also, share the main topics of the session with the participants in an e-mail invitation (one or two days before the session).

VISUALIZATION



Description: An image or graphic that serves as a visual aid.

Goal / Targeted outcome: To support spoken or written content. To encourage collaborative exploration. To more clearly present abstract ideas and connections by using this activity as an additional communication tool. To allow participants to visually process, exercise creativity, and create something tangible.

Preparation

In person

You will need a flip chart, a poster, cards, pens and tape or pins.

Virtual

Digital working area.

At the table

General

- Prepare a graphic (for example, outline / agenda) and present it (on a poster / slide), or
- Have the participants create a graphic (for example, a mind map), or
- Have an (outside) person create the graphics during the session (through graphic recording).

Time : varies
Language : proficiency varies
Facilitation : medium difficulty level
Feeds : 3-60 participants

Participant reviews:

EASY TO UNDERSTAND. CREATIVE. A WELCOME DIVERSION THAT HELPED US RETHINK THINGS. A NICE CHANGE FROM THE USUAL CHITCHAT.

Serving suggestions

Letting participants draw and paint in addition to communicating verbally can have a positive effect on group dynamics. Visualization can stimulate creativity in approaching different topics.

Tips

- Sometimes less is more.
- Visualization may require some practice.

SELF-FACILITATION



Description: Participants are given a guide on how to facilitate their own small groups.

Goal / Targeted outcome: To allow small groups to take charge and learn to self-facilitate and develop leadership skills, with no need for external facilitators or supervisors (for a given activity).

Preparation

- Create a poster / slide on which the following roles are assigned:
- Discussion facilitator
 - Minute-taker
 - Reporter
 - Timekeeper

At the table

General

Present the roles to the large group and explain the rationale behind them:

Discussion facilitator

Ensures that anyone who wishes to speak is heard within the available time.

Minute-taker

Records the essential points from the meeting (on a flip chart, cards, digital whiteboard, etc.).

Reporter

Reports to the large group after the discussion.

Time : 5-10 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-30 participants

Timekeeper

Helps the small group keep track of the time remaining.

The small groups assign their own roles!

A visual slide or poster can be used to present the roles, and can be distributed to the small groups if necessary.

Serving suggestions

This activity works well with small groups that are on the larger side (more than six participants, say).

Tips

- This won't work for every small group. That's okay! :)
Be available to help the groups if they're having trouble with self-facilitation and if they invite you to do so.
- Be a supervisor. Be patient, offer support only when asked for help, and otherwise just focus on supervising the overall process!
- Make sure to leave the four leadership roles to the participants themselves.

VISION



Description: Participants describe an ideal future. Participants focus on a question and quietly jot down their thoughts independently. Then, the participants' visions of the future are fused together in a mind map. It's important for the collective vision to be formulated positively.

Goal / Targeted outcome: To collaboratively and creatively develop a common vision as a unique and light-hearted way to envision an ideal future. To frame the ideas of the group positively as a way to make the ideal future, the vision, more accessible, thus motivating the participants and stimulating further reflection.

Preparation

Each participant is given about five index cards and a pen. The question driving the vision must be determined in advance. Example question: „Imagine you arrive at a new place. What would be an ideal way to arrive?“

At the table

In person

The facilitator(s) share(s) the prompt with the participants.

Individual work (10 minutes)

Participants reflect on the prompt on their own and note their thoughts on the index cards.

Time : 20 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 15-20 participants

Serving suggestions

Large group (10 minutes)

Participants are then asked to share their visions with the group. They can take turns adding to the vision while the facilitator(s) use(s) their cards to create a mind map on a bulletin board.

Virtual

This activity can be adapted to a virtual format using a digital whiteboard with a post-it function and a mind map.

Tips

This activity works well as a way to wrap up a challenging topic on a positive note. For this activity, a mind map (p. 60) works best as a way to formulate the vision and, if desired, give it structure.

Articulate the vision as a positive goal to aspire to. A vision should evoke positive feelings and be a source of motivation, not a set of instructions.

CARD SALAD



Description: Based on the Metaplan technique, participants write down their thoughts and suggestions on a specific topic on cards or post-its. The cards are then collected, sorted, grouped, or clustered. Headings can be added.

Goal / Targeted outcome: To process complex topics in a structured way that provides a clear overview. To promote, visualize, and document a collaborative approach to a topic. To use this as a basis for identifying next steps and actions.

Preparation

In person

You will need cards, a flip chart, tape or pins, and pens.

Virtual

Digital whiteboard with a card / post-it function.

At the table

General

1. Explain the question, the topic, and the challenge.
2. Divide into small groups or work independently.
3. Participants discuss the given topic and note their insights on cards (one insight per card).
4. Participants sort the cards (for example, by topic, order, importance, etc.).
5. Participants share their insights.

Time : 15-45 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-60 participants

THOROUGH. CREATIVE. TOPICS WERE APPROACHED FROM ALL ANGLES. HELPFUL. EXCITING. NICE WAY TO ORGANIZE IDEAS. CLUSTERING (GROUPING) WAS VERY HELPFUL.

Participant reviews:

Serving suggestions

- This activity can be served as a side. For example, it combines well with the Code of Conduct activity (p. 40), and it can be used to identify core topics.
- This activity can be applied to a variety of different topics.
- For small group work, consider distributing the Self-Facilitation guide (p. 66).

Tips

Variation: After the cards are shared, participants sort them as a group.

This activity can be done in sequential steps:

- (7 minutes) Independent work (with cards).
- (15-45 minutes) Small groups (3-8 participants with cards).
- (15-30 minutes) Group presentations (all cards are collected on a flip chart or digital working area).
- (15-30 minutes) Final discussion and, if desired, card-sorting as a group.

Ask participants to:

- Write legibly.
- Use one card per thought, idea, or suggestion!

RECIPE METHOD



Description: The Recipe Method is modeled on the process of putting together a menu. It is helpful for addressing a complex topic in a structured way. It helps participants ease into a new topic by breaking it down into manageable chunks that follow a logical progression.

Goal / Targeted outcome: To help participants feel less overwhelmed when approaching a complex topic. To warm them up before diving deeper into the topic and connecting everything together. To wrap up the process with a shared idea of the perfect society that invites participants to focus on the positive aspects of the topic. To bring together different yet valid perspectives through group brainstorming.

Preparation

In person

- Prepare question prompts related to Brainstorming, Ingredients, Preparation, and Time Needed (cf. Inte-Gratin', p. 18).
- Prepare posters for small groups / for the collaborative mind map (p. 60).
- Set up rooms / areas for small group work.
- Provide flip chart, poster, and, if needed, pens and cards.

Virtual

- You will need a digital whiteboard and virtual breakout rooms.

At the table

Allgemein

- The Recipe Method consists of three steps in the following order:
- Warm-up
 - Question prompts related to Brainstorming, Ingredients, Preparation, and Time Needed (cf. Inte-Gratin', p. 18)
 - The finished menu

Time : 100 minutes
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 6-30 participants

Participant reviews:

COOL WAY TO ACCESS A TOPIC, USING A RECIPE AS A METAPHOR. MADE INTEGRATION A FELT EXPERIENCE. VERY ENTERTAINING. A LOT OF VARIETY. HELPED MAKE A MULTILAYERED TOPIC MORE DIGESTIBLE. THE CONCEPT OF A MEAL BREAKS THE TOPIC DOWN WELL. FOOD WAS USED AS A VEHICLE FOR OUR WORK. EXCITING & STIMULATING.

Serving suggestions

In person / Virtual

1. (15 minutes) Warm-up: large group. Mind map: „What does mean?“
2. (30 minutes) Question prompts: small groups (in parallel) with question prompts related to Brainstorming, Ingredients, Preparation, and Time Needed (cf. Inte-Gratin', p. 18). (25 minutes) Presentation to the large group and discussion.
3. (15 minutes) The finished menu: large group. Mind map: „How does the finished menu taste?“

- This method can be used with various complex topics (for example, Inte-Gratin', p. 18; Social Cohesion, p. 28; Privilege Shake, p. 20).
- As a variation, you can have participants do the warm-up independently (7 minutes) or in small group work using the same prompts for all groups (for example, for ingredients: „What are the different elements?“ „Who's involved?“ „What is needed for...?“) followed by a brief presentation (20 minutes). Try it out!
- Thought Popcorn (p. 52) works well as an appetizer combined with this activity.
- For dessert, we recommend a relaxed and casual wrap-up with snacks.

Tips

- Remember to build in breaks.
- Select / create the question prompts carefully and make sure they go well together.
- It's helpful if there's already a level of trust among the participants, but it's not an absolute must.

SPLIT AND REGROUP



Description: The large group is split into small groups, and each group is assigned a task, which may or may not be the same task for all groups (Split). Insights are shared with the large group (Regroup).

Goal / Targeted outcome: To break into smaller groups as a way to promote cooperation and productivity and create more opportunities for individual participants to speak. To reflect on insights collectively as a way to broaden perspectives within the large group.

Preparation

- Determine the size of the large group.
- Determine the criteria for splitting into small groups (for example, by topic, age, gender, etc.).

At the table

In person

- Assign areas / rooms to the groups.
- Participants go to their designated group areas / rooms.
- Small group work.
- Small groups share their insights with the large group.

Virtual

- Same as in person.

Time : varies
Language : basic proficiency
Facilitation : medium difficulty level
Feeds : 4-60 participants

Participant reviews:

STRAIGHTFORWARD.
 SIMPLE EXCHANGE.
 EASY WAY TO PROCESS
 A TOPIC TOGETHER.

Serving suggestions

General

Give the participants the Self-Facilitation guide (p. 66) and instruct each small group to assign the roles within their group.

Tips

- It's important to have participants regroup and share insights with the large group; otherwise, only small groups, and not the large group, benefit from the activity!
- For more complex topics, it may be helpful to start with the large group so everyone can begin engaging with the topic together, and then go on to have participants work in small groups.
- Consider starting with quiet independent work, where each participant works on their own with a pen and paper (5-7 minutes) and then go on to group work from there.

INTE-GRATIN'



To introduce the topic of integration, we have put together a menu with Inte-Gratin' as the main course. The meal can also be served virtually.

Time : 2,5 hours
Language : medium proficiency
Facilitation : low difficulty level
Feeds : 3-25 participants

Appetizer

- – Arrival / Settling In (p. 8); facilitators welcome participants.
- – Check-In (p. 10); Additional question: „What are you doing this sunny weekend?“ (for example)
- – Introduce the Session Outline / Agenda (p. 62).

Palate Cleanser

- – Thought Popcorn (p. 52)
 - Word to start with: „spring“ (for example).

Main Course

- – The Inte-Gratin' activity (p. 18) (using the Recipe Method format; see p. 72) in the following form:
 - Mind map (p. 60) on the question „What does integration mean?“
 - Group work with question prompts related to Brainstorming, Ingredients, Preparation, Time Needed (cf. Inte-Gratin', p. 18).
 - Mind map on the question „What is the flavor of integration?“
- – Additional homework: „What kind of seasoning do I add? And why?“ (in relation to integration)

Dessert

- – Debrief (p. 54)

STORIES OF BEING AN OUTSIDER AND FINDING A HOME



This menu focuses on the experience of being an outsider and finding a home, and seeks to raise awareness about this topic. The menu can also be served virtually.

Time : 3 hours
Language : medium proficiency
Facilitation : medium difficulty level
Feeds : 3-25 participants

Appetizer

- – Arrival / Settling In (p. 8); facilitators welcome participants.
- – Check-In (p. 10); Additional question: „What's something special you experienced today?“
- – Introduce the session outline / agenda (p. 62).

Palate Cleanser

- – Active Listening (p. 42)
 - Topic: „What was on your mind last week?“

Main Course

- – Stories of Being an Outsider and Finding a Home (p. 32)
 - Quiet independent work.
 - Discussion in small groups.
 - Discussion with the large group.

Palate Cleanser

- – Vision activity (p. 68) – a helpful tool / aid.
 A great way to wrap up is to have an uplifting brainstorming session.

Dessert

- – Debrief (p. 54)

**Stories of Being an Outsider and Finding a Home:****Preparation** (rating scale questions)

The following questions can be used in Stories of being an Outsider and Finding a Home. The questions are designed to be answered on a scale of 01 to 10.

How easy or hard was it for you to create a new social circle for yourself?

01 – Easy, I was able to plug in and connect right off the bat.
10 – Hard, it's not easy for me to strike up a conversation with others.

How easy or hard was it for you to feel at home?

01 – Easy, I adjust very easily to new environments.
10 – Hard, I miss a lot of things from home.

How easy or hard was it to adapt your everyday routine to a new environment?

01 – Easy, I find it easy to adapt my routine to new circumstances.
10 – Hard, changes are not easy for me.

How easy or hard was it for you to get situated in your career/ studies/vocational training?

01 – Easy, I continued in the same field, so I was able to pick up where I left off.
10 – Hard, I'm doing something completely different than I have in the past, and I had to completely reorient myself.

My Story: Preparation

Give participants a large piece of paper with a stick figure on it. The parts of the stick figure (feet, torso, head, space above) will always be the same, but can be thematically customized depending on the session's topic. Before the session, facilitators should prepare question prompts that are tailored to the session's topic.

Examples of possible question prompts on the topic of relationships:

– The feet represent childhood:

What memories do I have about relationships from my childhood? Is there a story from my childhood that I would like to share with the group? What experiences have had a strong impact on me?

– The torso represents youth:

What did I learn about relationships during this time? How did relationships change during this time? What experiences from my youth continue to shape me today?

– The head represents the here and now:

What defines me today? What do I look for in a relationship? What relationships from my childhood or youth continue to this day?

– The space above the body represents the future:

What are my hopes for the future? What are my hopes for my relationships?

Check-In: Questions

- If your inner world today were a type of weather, what would it be? (Possible answers: rainy, sunny, stormy, windy, etc.)
- How are you doing today?
- What's on your mind this week?
- How was your weekend?
- Did you have a pleasant experience this past week?
- What notable experience did you have today?
- If you were a car, how much fuel would you need today?
- How much coffee do you need today to be alert?
- What drink best describes your mood today?
- What superpower would you like to have today?
- How full is your glass today? (Possible answers: full, half full, half empty, empty, etc.)
- How many kilometers/miles could you run today?
- What is one of your current comfort foods?
- What is one thing you absolutely will not eat?
- What do you feel like eating right now?

- What was your most pleasant experience last week?
- What is one of your absolute fridge essentials?
- What would you like to do next year that you've never done before?
- What interaction did you have in the last few months that inspired you?
- What helps you relax?
- What is your favorite photo on your phone, and why?

Happy Walk: Questions I

- What does „home“ mean to you?
- Is home a place or a feeling for you?
- What have you done today to feel more happy?
- Where is your favorite outdoor place to be?
- What place reminds you of your childhood?
- What would you really like to do someday?
- What is important to you in a relationship?
- What do your friends appreciate about you?
- If you had to describe your life in one sentence, what would it be?
- What were you known for at school or during your vocational training or university studies?
- What is the best advice you have ever received?
- What pantry item can you (not) do without?
- Where would you love to live for some time?
- What career would you choose for your current or past life?
- What would you do if everything were possible?
- If you could solve one world problem, what would it be?
- What would you do if you won the jackpot in the lottery?
- What is one of your happy places?
- What language would you like to learn?
- What book or movie would you like to be a character in?
- What kind of life would you like to have, and how would you like to grow old?
- Which countries would you like to travel to?
- What culture would you like to get to know?
- What hobby would you like to try out?
- How do you like to spend your evenings?

- What do you (most) like doing on the weekend?
- What do you like to eat and cook?
- What is your favorite dish?
- What was a special moment in your life?
- What is your favorite season and why?
- What is your favorite holiday?

Happy Walk: Questions II

- Is there a difference between being „at home“ and being „in your homeland“? If so, what is it?
- What makes you feel that you belong?
- When and where do you feel you belong?
- What is your earliest memory of a museum or historical place?
- Is there a museum or historical place in the city where you grew up? Would you like to talk about it?
- Where is the best place to eat in the city?
- Where do you like to go to enjoy the sun?
- What is your typical breakfast?
- What is something in your life that you definitely would not want to lose?
- What would you like to have more time for in your life?
- What was the last thing that made you laugh?
- What do you find helpful when you get to a new place?
- What does happiness mean to you?
- What is the best way for you to relax?
- What inspired you today?
- Where would you most like to be right now?
- What helps you when you are sad?
- What is something in your life that you are currently working on?
- Do you have an untapped talent?
- What role do you no longer want to play in your life?
- What would you like to be asked?
- What are you like when you're doing well and when you're angry?
- When you wake up in the morning do you look at your body or into your soul?

Editors of the German Edition

- Begegnungswerkstatt Deutschland
Ann-Kathrin Görisch, Husam Haj Qasem, Judith Hoeffkes, Catherina Laase, Yaari Pannwitz, Lisa Riegert

Translated from the original German

- Translator and Interpreter Corps (TIC) at DePaul University, Chicago, Illinois, USA
Translation Supervisor: Elias Shakkour, TIC Director
TIC Student Contributors: Joe Chapman, Yustyn Kokor, Felicia Lemmon, Natasha de Leon Nieves, Daniela Aguirre, Emily Townley, Santiago Vargas

Contact



Über den Tellerrand e.V.
Roßbachstraße 6
10829 Berlin
www.ueberdentellerrand.org

- ✉ team@ueberdentellerrand.org
- 📘 Über den Tellerrand
- 📷 @ueber_den_tellerrand



Über den Tellerrand Frankfurt e.V.
Leipziger Straße 36
60487 Frankfurt am Main
www.ueberdentellerrand.org

- ✉ frankfurt@ueberdentellerrand.org
- 📘 ueberdentellerrand.frankfurt
- 📷 @frankfurt_ueber_den_tellerrand

Support Our Work

- Your support is appreciated! For wire transfers:
Account Holder: Über den Tellerrand e.V.
Name of Bank: GLS Gemeinschaftsbank
IBAN Number: DE83 4306 0967 6046 0877 00

Graphic Design

- artbrigade | Franziska Schriefer, www.artbriga.de

Illustrations

- artbrigade | Franziska Schriefer, www.artbriga.de
and p.9 : Jonas Schulte



Dieses Projekt wird aus Mitteln der Deutschen Fernsehlotterie finanziert

Gefördert durch:



aufgrund eines Beschlusses des Deutschen Bundestages

THANK YOU to all the participants in the eight group interaction labs held in Berlin and Frankfurt am Main!

AGNES EMILY AMY ESTHER FAUST JUSTINE LUISA
MUSTAFA NADER NAUFAL ORSHINA RITA ANNA
AZZAM ELLI EVA KHALED MEL PAMELA SAFE
SONJA TAREK MOR ERIK FEDERICA GIADA JULIA
LYDIA NORA MAX MOAYAD LIBBY RAHEL RALF
STEFANIA ABDUL ANNI HANS JANKI MARIA
MARIAM MAX MOHAMAD MONA NATALY SAMI
YAN KATHARINA DURA TORSTEN THOMAS SERGE
KERSTIN SILVIA ALI NOUR THANH EVA MARIANA
MARTA CARL ANNA LENA KIM MEDHA HABTAMU
CHRISTIANE ESTHER ABDUL KADER LISA SIGRID
YAMEN YUDY BASHIR KATHARINA MERVE MANJU
LIDIJA ROMAIN JAVIERA BAHAR MARGARETHE
DANIEL ASJA HAMID FATEN MOHAMMAD ADAM
FARID JOANA MALIKA KATHRIN ALI MOHAMMED
CAROLINE GÜLAY SARAH KATJA JANA NAQUEL

