MY INTERCULTURAL DIARY

Source
This activity was developed by Nadine Lyamouri-Bajja.

Themes
- Identity
- Culture
- Stereotypes, prejudices, discrimination

Other topics addressed: behavioural change, learning about oneself, learning from/about others

Competences addressed
- Attitudes: respect for oneself and others, openness and curiosity towards diversity
- Skills: critical thinking

Complexity: Level 3

Group size: any (it is an individual exercise)

Time: over weeks, this activity can be used for longer-term educational processes, such as a long-term training course

Objectives
- To continuously reflect on one’s own identity, culture and intercultural learning process, over a longer period of time
- To transfer intercultural learning competences into everyday life
- To measure one’s own changes in intercultural learning processes.

Materials
Notepads or notebooks, preferably chosen by the participants themselves.

Preparation
This activity could be proposed to future participants of a training course as a preparation phase over six weeks before the course.

In the process of a long-term training course it could be proposed between two training periods.

Participants should be asked to choose a notebook they like.

Instructions
1. Tell participants that intercultural learning is a process and that it can happen everywhere and all the time in daily life. Explain that you want them to act as observers of their own intercultural learning process in everyday life.
2. Tell them that they should write in the language they feel most comfortable in, as the diary is strictly personal and will not be read by anyone else.
3. From now on, for 4-6 weeks (to be defined), they should write a few lines into their diary every day, answering the following questions.
   - What intercultural learning experiences did I have today?
   - What made them intercultural?
   - What did I learn about others?
   - What did I learn about myself?
   - Were any of my stereotypes/prejudices triggered? How?
   - What will I do different as a result of today’s experiences?
4. These questions serve as guidelines, they should not necessarily be taken one by one and participants are free to also write about other aspects that they find important in relation to intercultural learning.

**Debriefing and evaluation**

When participants meet, they can have a debriefing session on the following points.
- How did you find writing your own diary? What kind of use did you make of the diary?
- Would you like to share some of the diary entries or examples of events you wrote about?
- Did you notice a change over the duration of the process? If so, what?
- When you went back and read some of the things you wrote in the beginning, did anything surprise you?
- What did you learn about intercultural learning? And about yourself?

**Tips for facilitators**

This activity requires participants to have some reflection and self-reflection skills already. For participants who have never kept a diary, it could be useful to introduce this activity using some quotes from diaries of other people (like writers, for instance), to familiarise participants with the self-reflection exercise.

**Variations**

This activity is intended for participants on a long-term training course or a longer learning process.

Over a training course of a few days, it could also be a kind of “daily debriefing” task, so that participants write down their thoughts or learning and feedback the next morning.