

**IRISH
CHURCHES**
PEACE
PROJECT

A CULTURAL EXPERIENCE AND A CULTURAL JOURNEY

DIALOGUE RESOURCE

The Irish Churches Peace Project is a collaborative partnership between the Roman Catholic Church, the Church of Ireland, the Methodist Church in Ireland, the Presbyterian Church in Ireland and the Irish Council of Churches.

Copies of this resource may be requested from the Irish Council of Churches and are available for download through their website, as detailed below.

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Introduction

Northern Ireland is becoming a more diverse society as people from various countries and cultural backgrounds make their home here.

This increasing diversity has the potential to enhance the cultural tapestry of Northern Irish society. However, the influx of people from diverse backgrounds can also cause intercultural tensions, which can ultimately escalate into racist violence.

This resource provides a process by which new residents to Northern Ireland and local people can engage with each other, explore the richness of their cultures and deal with cultural misunderstandings that may sometimes arise.

The resource is for a group made up of local people and new residents. Its aims are:

- That local people will learn about the cultures of the new residents. Thus, local people will discover that cultural diversity is an enriching experience.
- That new residents will learn about the culture into which they have moved. They will, therefore, be able to integrate more quickly and easily into Northern Irish society.
- That relationships will be formed between local people and new residents.

The resource is divided into two sections, 'A Cultural Experience' and 'A Cultural Journey', which together form the basis of a series of events to build relationships and understanding between local people and new residents.

Each session contains several exercises or discussion questions to help a group explore the issues of cultural diversity. The facilitator should select the exercises they feel are most appropriate for their group.

Section 1

A Cultural Experience

This is a one-off event to 'show-case' the cultural diversity within Northern Ireland in general and the local area in particular. It should be advertised in local churches and community groups to attract a wide audience of local people and new residents. It is designed to highlight the benefits of cultural diversity in an engaging and entertaining way. It also seeks to inform people about the follow-on series of sessions, which explore cultural diversity in more depth, and encourages participants to register for them.

Section 2

A Cultural Journey

The 'Cultural Journey' is a short series of sessions in which we explore cultural diversity in more depth.

Session 1: Comparing Cultures

- Getting beneath the surface of cultural differences

This session explores various aspects of culture, from the more visible aspects such as food, clothing and music, to the less visible aspects of values and beliefs.

Session 2: Engaging Diversity

- Making differences a positive experience

This session demonstrates how misunderstandings that arise when different cultures come into contact can be handled in a way that allows for greater understanding and tolerance.

Session 3: Our Local Story

- Understanding Northern Ireland

This session suggests various ways of exploring the history of Northern Ireland to help new residents understand the background of the society in which they have come to live. Local people also benefit by seeing their own history from the perspective of the new residents.

A Cultural Experience

Celebrating Cultural Diversity

The Cultural Experience is a one-off event designed to introduce some of the issues that arise from cultural diversity. It is aimed at bringing local people and new residents together, to explore different cultures in a positive way and to arouse interest for the follow-on 'Cultural Journey' series, which explores the issues in greater depth.

Some suggestions for the programme

- **Welcome and introduction**

- **Music from around the world**

Music is an important aspect of every culture. People can be asked to share or perform some music from their own culture. Some musicians are able to play a repertoire of music from different cultures.

- **Table Quiz**

Ensure that teams for the quiz are made up of a mixture of local people and new residents. This is a good way of ensuring interaction between people of various cultures. The questions can also be used to highlight some of the facts about cultures in the group and statistics around migration. Some example questions can be found in Handout 1.

- **'Hear My Voice'**

This video, produced by Embrace, gives insight into the experiences of migrants living in Northern Ireland and their experiences of churches. A DVD can be ordered from Embrace (www.embraceni.org), or the video is available on YouTube (www.youtube.com/watch?v=nm52GnL1k7Y).

- **Panel discussion with new residents and local people who have lived in a different culture**

This can be organised in a 'chat show' format in which the host guides a conversation exploring people's experiences. The discussion can explore the benefits and difficulties of moving to, and living in, a different culture. It is particularly interesting to have someone from Northern Ireland talking about their experience of living as a migrant in another society.

Some questions to explore include:

- Where are you from? When did you come to Northern Ireland?
- What is it like living in Northern Ireland? What things did you find strange or difficult when you first arrived? What do you like most about living here? What has helped you settle and learn the culture here?
- What is hardest about leaving your home country? How often do you go back to your home country?

- **Introduction to the 'Cultural Journey'**

Introduce the Cultural Journey series and encourage people to sign up.

A Cultural Journey

Session 1

**Comparing Cultures:
Getting beneath the
surface of cultural
differences**

Cultural Bingo

This is useful as an ice-breaker exercise as it encourages people to mix with and to talk to each other, whilst learning something about the cultures present in the group.

Give each participant a copy of the Cultural Bingo sheet (Handout 2). The aim is to find a member of the group who can answer 'yes' to any of the descriptions in the squares of the sheet and to write their name in the square. Participants cannot write their own name in any square, nor can they use the same name more than three times. The first person to get the name of someone in each box wins. The sheet can be adapted to include things appropriate to the participants' cultures.

The Iceberg Theory of Culture

(adapted from <http://www.peacecorps.gov/wws/lesson-plans/iceberg/>)

1. Show a picture of a large iceberg floating in the sea. Ask participants: What do you know about icebergs? Emphasize the fact that most of the iceberg is hidden from view.



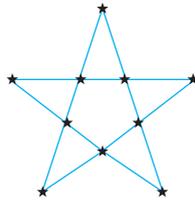
2. Ask participants to look over the "Features of Culture" sheet (Handout 3). Explain that this list presents some of the features all cultures have in common. Pictures of people involved in everyday activities in various parts of the world will help you illustrate this idea.
3. Ask participants to identify those features from the list that can be seen in the behaviour of people and those that are invisible. As participants share their ideas, record them above or below the waterline on your iceberg drawing.
4. Point out that there is a relationship between those items that appear above the waterline and those that appear below it. In most cases, the invisible aspects of culture influence or cause the visible ones. Religious beliefs, for example, are "seen" in certain holiday customs, and notions of modesty influence styles of dress. Ask participants to find other examples of this from the iceberg representation of culture.

'Join the Dots' Exercise

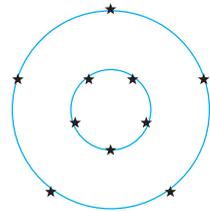
Observational Data



Interpretation A



Interpretation B



Distribute the 'Join the Dots' sheet (Handout 4). Ask people to join the dots. Note: simply tell people to join the dots, do not give any further instruction as to how they should do it.

Show the first completed example. Ask how many people joined the dots this way.

Show the second completed example. Ask how many people joined the dots this way.

What other ways did people join the dots?

Discuss:

Which way of joining the dots is correct? Neither can be said to be correct as no instruction was given as to how the dots were to be joined. Different people see different patterns and different ways of joining the dots.

In the same way our worldview is how we create patterns of meaning from all of the varied experiences of life and the world.

The Continuum of Cultural Values

Divide into small groups based on country or shared culture, being aware that in some countries there can be two or more distinct cultures. Give each group a copy of the Continuum of Cultural Values sheet (Handout 5).

Explain that every culture lies somewhere between the two extremes of each line. Each group should place a mark representing where their culture lies on each line.

When the groups have completed their sheet they should all transfer their marks to a larger version of the sheet, which the facilitator should prepare beforehand, to allow comparison between the various cultures. Each separate culture should use a different colour or abbreviation.

Lead a group discussion based on the large sheet showing the responses of all cultures:

- What do people notice about the spread of marks? For example, are some cultures predominantly to the left or right of the scale? *Note: having done this exercise with quite a few groups in different contexts the trends are that western cultures tend to be more to the left and African/Asian cultures to the right of the scales.*
- Where are cultural misunderstandings and clashes most likely to occur? Ask the group to share examples from their own experience. *Clashes are most likely when two cultures have opposing values. An obvious example is attitudes to time.*
- Are the values in a culture necessarily mirrored in the society? *Sometimes the values are held more as ideals and the society does not reflect them fully. Often it takes someone from outside the culture to point this out. For example, experience in doing this exercise has shown that Americans will declare that equality is very important in their culture, but people often point out that America is a very unequal society.*

The Meal: A Practical Example of Cultural Differences

Divide into groups. Ensure that each group has a range of the cultures represented and that each group has at least one local person.

The scenario is that you have been invited to someone's house for a meal. You have been invited for 7:00pm.

Each person is to tell the others in their group what the expectations in their home culture are at each stage of the evening. The purpose is not only to share the differences between each culture, but to ensure that those who have come to live here learn some things that will help them to integrate with Northern Irish culture.

Give each group the following list of questions to guide the discussion (Handout 6):

- Do you wait for an invitation to someone's house? Or do you drop by any time?
- What time should you arrive? 7pm, a bit before, a bit after, how late is acceptable ...?
- How do you greet your hosts? Handshake, hug, kiss on one cheek ...?
- Should you bring a gift? What sort of thing? How much should you spend?
- In what order will the following things happen?
 - Conversation
 - Eating main meal
 - Eating dessert
 - Tea/coffee
- When should you leave? How do you know when?

Session 2

Engaging Diversity: Making differences a positive experience

Cultures Clashing: A Role Play Game

(This exercise has been adapted from <http://www.peacecorps.gov/www/lesson-plans/brief-encounters/>).

Divide the group into two and take one group out of the room. Give one group the 'You are a Pandya' sheet (Handout 7) and explain that they are to act in accordance with the culture described on the sheet. Give the other group the 'You are a Chispa' sheet (Handout 8). Make sure that the two groups do not know each other's culture.

With the whole group together explain that the two tribes exist on a small island on which the two cultures have lived. However, they have lived separately for years and are beginning to realise that things could be better if they got to know each other and co-operated. One idea is to open a community centre as a base from which to build relations. The two tribes are to mingle and to try and find out what each other thinks about this idea and what sort of things could happen in the community centre.

Allow 10 minutes for the groups to mingle and talk, with each person acting according to their assigned culture.

When completed tell people that the exercise has ended and they should now come out of their roles. Hold a group discussion:

- How did you feel during the exercise?
- Can you guess some of the characteristics of the other tribe?
- What can we learn from this game about cross-cultural engagement?

Points of View

The Guardian 'Points of View' advert shows that the way in which we perceive events depends on our perspective and that it is possible to misinterpret situations. Show the video (available at https://www.youtube.com/watch?v=_SsccRkLLzU), stopping at each point the video fades to black. At each stage ask the group what they think is happening.

The Ladder of Inference

The Ladder of Inference is useful to show how the assumptions that we make about events can lead us to jump to wrong conclusions. This is true in all of our human interactions, but especially so when different cultures are involved.

Show the group the Ladder of Inference (Handout 9):



The Ladder of Inference is most easily described using an example.

The following is based on a scenario where Jane and Kate have met when they brought their children to the first day at school. They have arranged to meet for coffee. Jane arrives on time, but Kate arrives 20 minutes late, does not apologise and seems quite distant during the conversation.

The Ladder of Inference might work like this:

- **Reality and facts:** Jane was waiting for Kate, who arrived 20 minutes late.
- **Selected reality:** Jane notices that Kate did not apologise for being late.
- **Interpreted reality:** Jane decides that Kate simply couldn't be bothered to turn up on time.
- **Assumptions (which often have to do with the motivations, attitudes etc of other people):** Jane assumes that Kate values her own time more than Jane's.

- **Conclusions (which cause feelings to arise within me):** Jane concludes that it is not worth meeting with Kate again.
- **Beliefs:** Jane believes that Kate is not interested in spending time with her and it is not worth pursuing the friendship.
- **Action:** When Kate phones up a few days later asking if Jane would like to meet again, Jane says she is busy and makes excuses to avoid meeting again.

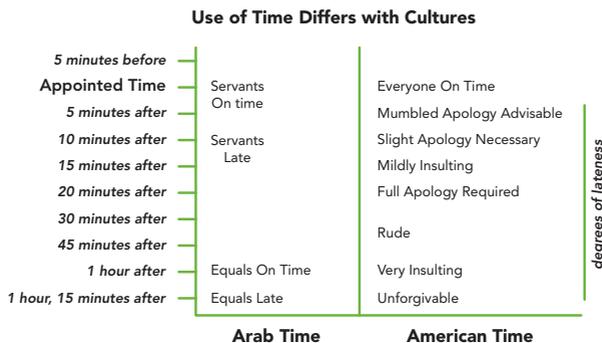
Point out to the group that this whole process occurs in a fraction of a second, and is done without conscious thought.

The problem is that, sometimes, our assumptions, conclusions and beliefs are inaccurate and hence lead to wrong actions.

How would Jane’s thought process have been different if she knew that Kate had just come from a doctor’s appointment in which she had received bad news? She didn’t want to talk about it with Jane because they didn’t know each other very well.

This is an example involving two people within the one culture. Opportunities for misunderstanding increase when there are different cultural assumptions.

Show the Attitudes to Time graphic (Handout 10) and discuss how Arabs and Americans might jump to conclusions about each other over issues of time. People who have moved to Northern Ireland from cultures with a different approach to time will probably be able to contribute their experiences on this issue!



From Paul G.Hiebert, *Cultural Anthropology*, 2nd ed. (Grand Rapids: Baker, 1983), p.34.

A further example, from the experience of expatriates working in Nepal, could be used with the group. The scenario is similar to that with Jane and Kate, except that a Western person working in Nepal arranges to meet a Nepali colleague, who arrives half an hour late. The Nepali colleague says that he met a relative on the way and stopped to talk with them. The Western person's irritation at being kept waiting is made worse because his Nepali colleague does not seem to feel that he has done anything wrong.

Ask the group if they can guess what the different cultural assumptions lying beneath the surface might be.

To help the group tease out the cultural assumptions ask:

- What will a western person say to someone they meet when they are on the way to meet someone else?

Often they will say something like, 'I'm sorry I can't stop, I'm on my way to meet someone'.

- Why does a western person react this way?

Because it is rude to keep someone waiting. The person you have met on the way will understand why you can't stay to talk with them.

- In the same situation why might a Nepali person not feel comfortable saying, "I'm sorry I can't stop, I'm on my way to meet someone?"

Because in Nepali culture it is rude not to engage with the person who is present with you. The person present with you takes priority over the person who is not present. The person you are going to meet will understand this and hence appreciate why you are late.

Ask the group for ways in which we can avoid jumping to inaccurate conclusions, especially when there are differing cultural assumptions. Suggestions might include:

- Tell the other person about your interpretations, assumptions and feelings.
- Ask others about their interpretations, assumptions and feelings.

A four-step approach to addressing cultural clashes

The four-step approach is another method for uncovering the hidden assumptions that can cause cultural clashes.

1. Identify the presenting problem
2. Identify people's reactions
3. Identify underlying cultural assumptions
4. Identify possible alternative responses

As with the Ladder of Inference, it is best explained using an example.

A small church in Ireland has had its numbers boosted by a third as people from various African countries have moved to live in the town. Initially the local members of the church are very happy to welcome the new residents.

Gradually, however, some frustrations begin to emerge over the behaviour of African children during church services and other church events. The children are running around in an uncontrolled way and are being disruptive. Local members complain to the Minister.

The four steps provide a method for dealing with this problem:

1. Identify the presenting problem

Local people are annoyed because of the behaviour of African children in church and at church events.

2. Identify people's reactions

The reactions of the local people are known already!

The minister arranges a meeting with the African families. She is surprised when the African families agree that the behaviour of the children is not acceptable and that they are frustrated by it.

3. Identify underlying cultural assumptions

As the minister talks with the two groups it becomes apparent that different cultural assumptions are contributing to the problem.

African parents are frustrated with local people, because when an African child is misbehaving and a local adult is close by, the adult does nothing to stop the child. In their culture any adult who is near a child who is misbehaving will tell the child to stop. The African parents think that the local adults are not very responsible about child-care.

The local parents are frustrated, because when an African child is misbehaving and the parent is in the room, the parent does nothing to stop the child. In their culture it is the responsibility of the parent to control the child if they are in the same room. The local parents think that African parents are not very responsible about child-care.

African parents assume that the adult who is close to the child will intervene to stop bad behaviour. They quote the African proverb, 'It takes a whole village to raise a child.'

Local parents assume that when a parent is in a room it is the parent's responsibility to intervene to stop bad behaviour. In fact, most parents would be quite upset if another adult intervened.

4. Identify possible alternative responses

Having identified the different cultural assumptions, it was possible to address the problem in a way that strengthened relationships, rather than destroying them.

Local people were able to understand how the situation had arisen, and their negative judgements about African parents were corrected.

The African parents learned some important aspects of local culture that they had not been aware of.

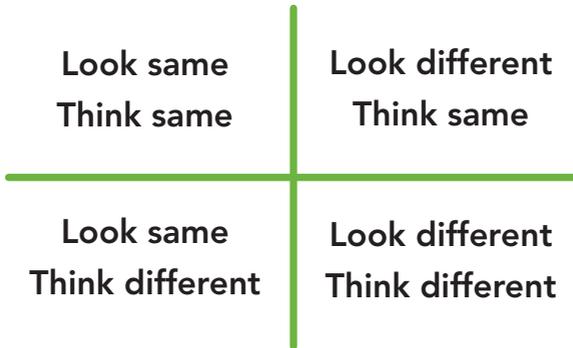
Ask the group how they think local people and Africans should respond now they understand the roots of the problem.

If there is time, select one of the cultural misunderstandings the group has mentioned above and apply these four steps to reach a deeper understanding and to develop strategies for dealing with it.

Culture and Appearance

This exercise explores the relationship between a person's appearance and culture. It is useful for highlighting the different experiences that new residents might have based on their physical appearance.

Show the following grid (Handout 11). Ask the group what they think each quadrant represents and for examples of people who might fit in each quadrant:



- **Look same, think same** – a person in their own culture thinks the same way (ie shares the same culture) as people around them and looks the same.
- **Look different, think different** – a person who has moved to a place with a different culture and where they are also physically different from the majority population, e.g. a white person from NI moving to India.
- **Look different, think same** – a person who looks different from the majority population but has, in fact, grown up within that culture, e.g. a child adopted from a different country but brought up in NI, second generation migrants etc.
- **Look same, think different** – a person who looks physically the same as people in the majority culture, but has been brought up in a different culture, e.g. people from other European countries who have moved to NI.

Discuss:

- Which quadrant is easiest, or most comfortable to live in?

The 'look same/think same' is the easiest.

- Which quadrant is hardest?

People will often immediately say that the 'look different/think different' quadrant is the hardest. Often others will point out that the other quadrants are also difficult.

- What are the advantages/disadvantages associated with each of the other quadrants?

Allow the group to share their thoughts and experiences regarding each quadrant. The following are some observations to prompt discussion if necessary:

Look different/think different: Living in a culture which is different from your own can be unsettling as you are anxious about making mistakes and not understanding what is going on around you. This can lead to people feeling very isolated and vulnerable, especially in the first months after arrival. When you look different people immediately make certain assumptions about you. Sometimes this means that people make allowances for cultural mistakes, which can be an advantage. However, it can become frustrating if people continue to treat you differently when you have settled and do understand more about the host culture. This can become a barrier to integration. People who look different face a range of reactions from people, ranging from being stared at to racist abuse.

Look same/think different: Because you look the same people often expect that you will think the same as them. People can be surprised to find that you hold different values or opinions and can be less tolerant of cultural misunderstandings than for someone who looks different.

Look different/think same: It can be very frustrating for someone brought up in Northern Ireland, but who looks different from the majority, to be treated as an outsider, eg to be told 'you speak very good English'.

For further discussion:

- There are particular problems for the children of migrants. Within their home they are influenced by the culture of their parents, while in school and other settings outside the home they are influenced by the majority culture. Thus, they can 'look different/think same' as the host culture, but with regard to their parents they 'look same/think different'!
- People who have lived within another culture for a significant period find that they adapt to their host culture, and as they do so their attitude towards their own culture changes. They come to hold some of the values and traditions of the new culture rather than their own culture. The result is that when they return to their home culture they find that they no longer 'look same/think same' but rather 'look same/think different'. Ask new residents in the group if they can identify with this experience during visits to their home country. If people are willing to share, ask what aspects of Northern Irish culture they have come to value and which they do not like.

Session 3

Our Local Story: Understanding Northern Ireland

Living in a new culture is a rewarding and challenging process. The previous sections focus on the issues that can arise when people from different cultures engage with each other. There are, however, always specific local issues that people moving into an area need to become familiar with.

It can be particularly hard for people moving to Northern Ireland to learn about and understand its complex history. New residents often do not understand many of the symbols and colours that demarcate local areas. It can be hard to understand why certain things make some people so upset or angry.

This section contains some ideas which can help new residents understand some of these issues.

It is most beneficial if these can be done with a group of local people and new residents together. New residents benefit from hearing and seeing local people's perspectives and attitudes. Local people often find that exploring their history and attitudes with 'outsiders' gives them a new perspective on things they have always taken for granted.

Setting the scene

A brief overview of Irish history can be given. This could be done by a guest speaker or in the form of a quiz in which a list of years is displayed and people try to guess what significant events happened. This can show how much, or how little, the local people know about their history!

Tours and visits

There are many tours and visits that give insights into Northern Ireland's history. Examples include:

- Tours of Derry's walls cover the history of the city from the sixth century to the present.
- Coiste Irish Political Tours (www.coiste.ie) provide tours of the Falls Road led by former political prisoners, giving a Republican perspective of the Troubles. They are also able to organise an equivalent tour of the Shankill Road, giving a Loyalist perspective.
- The Ulster Folk Museum gives an insight into the lifestyle of previous generations in Northern Ireland.
- The Ulster-American Folk Park gives an insight into the migration that has taken place from Northern Ireland to other countries.

Symbols

This exercise requires the facilitator to ask the group in advance to bring a symbol which is important to them, their family or their country.

Ask everyone to share their symbol with the group, to explain what it is, any interesting history about it and why it is important to them. If other group members want to ask questions, they may do so.

The facilitator should also bring a selection of photographs of symbols and logos to do with Northern Ireland, for example streets with flags and painted kerbs, St Brigid's Cross, GAA, Ulster Rugby, Orange Order, Ancient Order of Hibernians etc. Ask the new residents if they can interpret each of the symbols, colours etc. Allow any local people to explain each of them to the new residents.

Handout 1: Cultural Quiz

The following questions could be used in a quiz to test people's knowledge of different cultures. Information like this is easily available on the internet, so it is not difficult to find questions relevant to cultures that are represented in your particular group.

Brazilians usually wear black shoes in the office True/False (Ans: False)

Eating with your hands is rude in Malaysia: True/False (Ans: False)

Mexicans are supposed to keep their hands on the table during a meal: True/False (Ans: True)

In Sweden guests often take off their shoes when entering a house: True/False (Ans: True)

What colour do brides wear in India? White/Saffron/Red/Black (Ans: Red)

What do people in Japan send bereaved friends as an expression of sympathy? Money/Chocolates/Rice/Red Roses (Ans: Money)

Which language has most speakers? English/Spanish/Hindi/Mandarin (Ans: Mandarin)

In the 2011 census, what percentage of people living in Northern Ireland were not born in UK/Ireland? 5%/7%/10%/12% (Ans: 5%)

In the 2011 census, how many people from Poland were living in NI? 10,000/15,000/20,000/25,000 (Ans: 20,000)

According to the 2011 census there are more people from Africa than South Asia in NI? True/False (Ans: False)

According to the 2011 census how many people from Africa are living in Newry and Mourne Council area?
100/150/200/250 (Ans: 150)

According to the 2011 census there are more people from Australia than from Wales living in the Newry and Mourne area?: True/False (Ans: False)

What is unique about the flag of Nepal? Colour/Size/Shape (Ans: Shape)

The currency of the Czech Republic is: Krone/Koruna/Forint/Franc (Ans: Koruna)

'Asante' is 'thank you' in which language? Russian/Hindi/Japanese/Swahili (Ans: Swahili)

What percentage of the world population is Hindu? 5%/10%/15%/20% (Ans: 15%)

Portuguese is the main language of Brazil/Laos/Honduras/Chile (Ans: Brazil)

Handout 2: Cultural Bingo

Speaks more than two languages	Has never lived outside Northern Ireland	Likes to be on time	Likes spicy food
Likes watching documentaries about different countries	Has lived more than half their life outside the country they were born in	Knows what <i>cześć</i> means	Is not from UK/Ireland or North America and has English as first language
Has lived in Northern Ireland for less than five years	Can ski	Is married to someone from a different country	Speaks a language with a different alphabet/script

Handout 3: Features of Culture

Directions:

Discuss whether each of the features of culture listed below is above the surface level of culture (ie. visible) or below the surface level (ie. invisible).

For each feature of culture, think of one example common to people in your culture, or in the country where you were born.

Use another sheet of paper if you need more space to write.

1. Styles of dress
2. Ways of greeting people
3. Beliefs about hospitality
4. Importance of time
5. Paintings
6. Values
16. Concept of fairness
17. Nature of friendship
18. Ideas about clothing
19. Foods
20. Greetings
21. Facial expressions and hand gestures

- | | |
|---|-------------------------------|
| 7. Literature | 22. Concept of self |
| 8. Beliefs about child raising (children and teens) | 23. Work ethic |
| 9. Attitudes about personal space/privacy | 24. Religious beliefs |
| 10. Beliefs about the responsibilities of children and teens | 25. Religious rituals |
| 11. Gestures to show you understand what has been told to you | 26. Concept of beauty |
| 12. Holiday customs | 27. Rules of polite behaviour |
| 13. Music | 28. Attitude towards age |
| 14. Dancing | 29. The role of family |
| 15. Celebrations | 30. General worldview |

Handout 4: Join the Dots



Handout 5:

Continuum of Cultural Values



Equality



Schedules



Direct



Individual



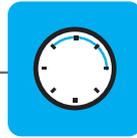
Say what you think/feel



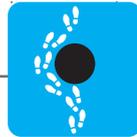
Progress (getting something done)



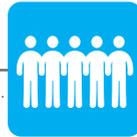
Hierarchy



Time is open



Indirect



Family/community



Think of others' feelings



Progress (how something is done)

Handout 6: The Dinner Invitation

Do you wait for an invitation to someone's house? Or do you drop by any time?

What time should you arrive? 7pm, a bit before, a bit after, how late is acceptable ...?

How do you greet your hosts? Handshake, hug, kiss on one cheek?

Should you bring a gift? What sort of thing? How much should you spend?

In what order will the following things happen?

- Conversation
- Eating main meal
- Eating dessert
- Tea/coffee

When should you leave? How do you know when?

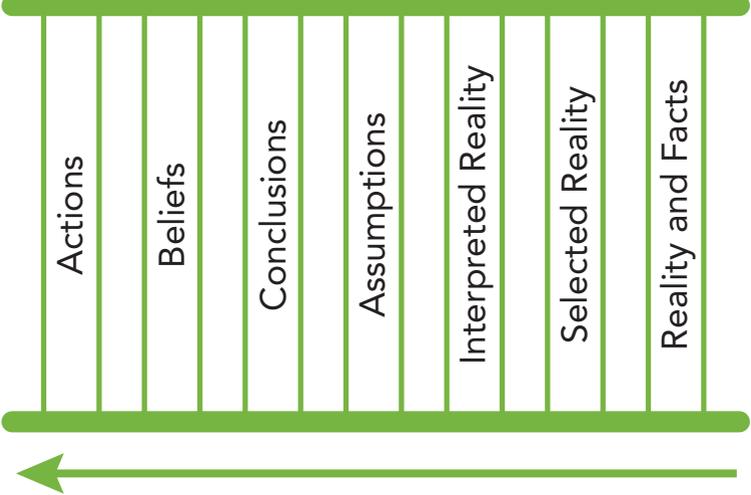
Handout 7: You are a Pandya

- You are an informal and friendly culture. You like to talk to new people
- You call everyone by their first name
- Men and women are equal in your culture and there are no separate roles
- You are very outgoing. You like making friends and talking to new people
- You are very expressive. You use a lot of gestures. You show your feelings
- You like to talk a lot. If someone moves away during a conversation you walk with them
- It is important to build or maintain relationships with people. So before getting down to business you like to find out about a person, ask about their family and how they are, etc..
- You like to touch people: shaking hands, touching their arm while talking etc..

Handout 8: You are a Chispa

- You prefer to talk to people from your own culture
- You only speak when spoken to
- You are a formal culture. You say 'sir', 'madam' and never use names. You always say 'please', 'thank you', 'sorry' etc..
- You do not make eye contact with people you don't know
- Women have more status than men. A man should not be out alone
- Men do not talk directly to women from another culture. They talk through the woman who is with them
- Men and women within your culture can talk to each other
- You like to have conversations that are short and to the point. If a conversation goes on too long you walk away

Handout 9: Ladder of Inference



Handout 10: Attitudes to Time

Use of Time Differs with Cultures

5 minutes before		
Appointed Time	Servants On time	Everyone On Time
5 minutes after		Mumbled Apology Advisable
10 minutes after	Servants Late	Slight Apology Necessary
15 minutes after		Mildly Insulting
20 minutes after		Full Apology Required
30 minutes after		
45 minutes after		Rude
1 hour after	Equals On Time	Very Insulting
1 hour, 15 minutes after	Equals Late	Unforgivable

degrees of lateness

Arab Time **American Time**

From Paul G. Hiebert, *Cultural Anthropology*, 2nd ed. (Grand Rapids: Baker, 1983), p.34.

Handout 11: Culture and Appearance

Look same
Think same

Look different
Think same

Look same
Think different

Look different
Think different



The Irish Churches Peace Project (ICPP)

Who are we?

The ICPP is a collaborative partnership between the Roman Catholic Church, the Church of Ireland, the Methodist Church in Ireland, the Presbyterian Church in Ireland and the Irish Council of Churches.

What are we about?

The vision of the ICPP is to deliver a series of initiatives throughout Northern Ireland and the Border Region to support *“a peaceful and stable society, with a shared and better future for all”*. Its work is accordingly focused on promoting reconciliation and the emergence of a shared and peaceful future.

How are we funded?

Funding for the ICPP in the period July 2012 to June 2015 has been provided by the European Union’s PEACE III Programme managed by the Special EU Programmes Body.





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PEACE
PROJECT**



ICPP is supported by the European Union's PEACE III Programme, managed by the Special EU Programmes Body