A lot of people who “might like to become an intercultural facilitator” ask me how I design my workshops and develop the exercises that go along with them. I always come back to the beginning of my career, when I read a how-to book which explains — in clear step-by-step fashion — the way to put together a solid intercultural course. Even better, it costs less than 20 Euros, maybe the best bargain in our business.

*Developing Intercultural Awareness: A Cross-Cultural Training Handbook* is drawn from the authors’ experience, and contains simulation games, case studies, icebreakers and other training activities for developing cross-cultural awareness in virtually any setting. Robert Kohls and John Knight have mapped out one- and two-day workshops for those looking for pre-planned programs, and their appendices include guides to simulation games, films and further reading.

In their second edition, the authors add new and dynamic activities to the array of material already present, ensuring that exercises remain relevant. This easy-to-use guide is both an excellent companion to *The Survival Kit for Overseas Living* and an extremely valuable resource for those looking to train others — or themselves — to become more culturally aware.

*A little about Robert Kohls.* During the ‘50s, he and his wife worked to develop orphanages and schools in Korea. Later, they moved to Washington, where he trained Peace Corps volunteers. He was popular and well-respected, known for his message that intercultural competence is all about compassion and empathy.

Later he became director of training for the U.S. Information Agency and for the Meridian International Center, dedicated to strengthening socio-political understanding. He also helped found SIETAR, which gave him its *Primus Inter pares Award* in 1986. With all those credentials, it’s no surprise he’s the principle author of a timeless gem.

As one intercultural trainer summed it up: “A superb basic guide to cross-cultural training. Kohls and Knight provide an excellent resource to the international trainer seeking general tools or looking toward an expanded repertoire.”
Immersion is important not only for language learning, but also for developing intercultural competences. My research shows that both factors facilitate development of creative potential. Inability to directly acquire multilingual and multicultural experiences can be compensated by consciously restructuring the educational process. Intercultural awareness in UK Higher Education is often seen as an adjunct to foreign language acquisition or as a specialised component of Translation Studies. Increasingly frequently, within what can still be termed the 'standard' Modern Languages curriculum, it supports preparation for periods of residence abroad. However, intercultural awareness may also be the defining element of independent modules, thereby causing the meaning of the term to become more fragmented. Besonders geeignet sind dazu Gesprächs- oder Schreibanlässe, wie sie beispielsweise in Anlehnung an den Intercultural Awareness Questionnaire von Ponterotto (Wang & Meyers, 2007) Stufenmodell der Normalitätsreflexionen. Wie Lehrpersonen kulturelle Heterogenität in Schule und Unterricht unterschiedlich reflektieren. Kohls and Knight (1994) offer a similar view, "[In Bafa Bafa] visitors frequently feel ill at ease, disoriented, and confused, just as one does in cross-cultural interaction".