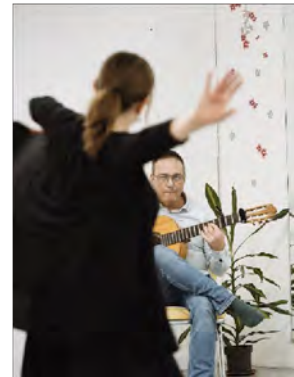


“Traditions without borders” with Rob Collomb and Mercedes Sebald Arguisuelas

☞ After this worksheet, I will be able to:

- ✓ explain what intangible cultural heritage is and give examples of it.
- ✓ describe how language, music, and dance can be used to learn about other cultures.
- ✓ understand the concepts "interculturality" and "cultural appropriation" and distinguish between simple examples.
- ✓ listen attentively.



1. Vocabulary preview – Match the key terms from the video (left) with the correct explanation (right).

Term	Explanation
1. Intangible cultural heritage	A. Music that many people are familiar with and that is often featured in the media, on the radio, or in the charts
2. Métis	B. When cultures interact, learn from each other, and exchange ideas
3. Traditional music	C. The original inhabitants of a country or region
4. Popular music	D. Music that has been passed down in a community for a long time and often has a special meaning
5. Flamenco	E. Music, dances, festivals, or knowledge that has been passed down through many generations
6. Interculturality	F. Traditional Spanish dance and music style from Andalusia, known for its strong rhythm and emotion
7. Global	G. Something that affects the whole world or occurs everywhere
8. Indigenous	I. French word for people of mixed origin

2. Watch the beginning of the video “Traditions without Borders” (0-3:00, available [here](#)) and fill in the blanks about Rob and Mercedes so that you can get to know the two people and their story a little better.



Rob comes from Winnipeg, which is located in _____. He plays the _____ and organizes the _____ Festival, among other things. He has been living in Würzburg for _____ years. Mercedes was born in _____, Spain. She is also active in the artist initiative called _____ and works at the Würzburg _____ School, where she teaches Spanish.

3. Continue watching the video (3:00-4:30): What happens at Salon 77?



- _____
- _____
- _____
- _____
- _____
- _____
- _____

4. Where can people from different cultural backgrounds meet? Are there any special places like Salon 77 in your city?

Fast learners: Discuss how you can find places like Salon 77 online if, for example, you are new to a foreign city.

5. *Salon 77* in Würzburg is a place where art, culture, and people from different backgrounds come together. Imagine you could found such a place yourself.

Design your own *meeting place*. Consider the following:

- **Location:** Where should it be (neighborhood, building, surroundings)?
- **Activities:** What activities would be offered there (e.g., music, dance, workshops, language, food, exhibitions, festivals, etc.)?
- **Goal:** Who would you like to bring together, and what should be possible at this place?
- **Design:** What should your place look like (interior, atmosphere, name, logo, etc.)?

Presentation: You can **draw** your place, **create a collage**, or **describe it in a short text/poster**.

Alternatively: Come up with an idea for an intercultural festival in your city/school, including the design of a flyer. (Tip: You are also welcome to use AI to find out what information should be included on a flyer. Prerequisite: Tell your teacher if you used AI, what you used it for, and how you used it.)

6. Through her teaching of language, culture, and dance, Mercedes is a kind of "intercultural bridge builder." How can language and art help us learn about other cultures? Write 2-3 examples or explain in your own words.

Info box on "Intangible cultural heritage"

Intangible cultural heritage refers to living traditions and cultural knowledge that is passed down from generation to generation—for example, music, dance, festivals, crafts, or oral stories. It is not "tangible," but it is important for the identity of a community.

Source: UNESCO (UN Educational, Scientific and Cultural Organization)



7. When Mercedes talks about her passion for dance, she says that flamenco, as "intangible cultural heritage," should also be learned by foreigners, but "properly." Take notes on the history of "flamenco" and how Mercedes sees it while watching the video clip (7:30-9:10).



Discuss what it means to learn a dance from another culture "correctly." What should you pay attention to?

8. Accusations of "cultural appropriation" are often made in connection with other cultures. *Example: A German festival-goer wears a traditional indigenous feather headdress because it "looks cool." However, this feather headdress has a sacred, ceremonial meaning in many indigenous cultures and is only worn by certain people. When someone from a dominant culture simply uses this symbol as a fashion item without knowing or respecting its meaning, this is referred to as cultural appropriation.*

Which definition do you find appropriate and why? Discuss this with your neighbor.

- Cultural appropriation means forgetting your own culture and inventing a new one instead.
- Cultural appropriation describes how all cultures will eventually disappear and only one world culture will remain.
- Cultural appropriation means that elements of a culture (e.g., clothing, music, symbols, traditions) are adopted by people from another, usually dominant culture—often without understanding their meaning and without respect for their original context.
- Cultural appropriation is when you go on vacation to several countries and collect postcards there.

Do you know of any other examples of cultural appropriation?

Cultural appropriation is a disrespectful way of dealing with other cultures and can be harmful. Discuss with your neighbor how to interact with other cultures in a respectful and positive way. Give three examples.

Info box on the term "Indian"

Did you know? When Christopher Columbus sailed from Europe to America, he was looking for a sea route to India in Asia. When he landed in America in 1492, he thought he had arrived in India and mistakenly called the inhabitants "Indios," which means "Indians" in Spanish. The English settlers continued to use the incorrect term "Indian." Many people find "Indian" offensive and use the terms "indigenous" or "Native American" instead. But be careful: there are thousands of different indigenous cultures in America. The most respectful thing to do is to refer to each of them by their own name.



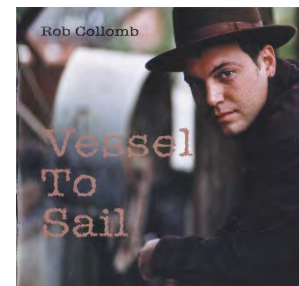
9. Watch the scene again where Rob talks about not being able to talk about his heritage because people just laugh at him (approx. 10:15-11:20 min.). Can you remember any stereotypes of Native Americans that you have encountered in schoolbooks, children's books, or on TV (e.g., Karl May's Winnetou)? Discuss why these images and ideas make it difficult for Native Americans to talk about their culture and their lives.



A stereotyped picture of a Native American from a children's book

10. Rob describes himself as Métis and shows how his musical identity has ranged from traditional music to popular musics to flamenco (terms: see vocabulary exercise).

Listen to Rob's song "Vessel to Sail" (e.g., on [YouTube](#)), which spent three months in the Top 10 Indigenous Charts in Canada. What do you think of his music and his attitude: "You don't have to be pure... I've always been open to everything"? Do you think there should be limits on what styles of music musicians are allowed to play? Why or why not? Discuss with your neighbor.



11. **Multiple identities:** Rob himself says he has "Métis ancestry" (Indigenous + European), while Mercedes has German and Spanish roots. Discuss with a person of your choice:

- Can you belong to more than one culture?
- What are the advantages of this?
- What challenges can arise?