



STAGE



Background of this stage: In order to properly engage in the encounter with supposed or actual otherness, it is important to become aware of one's own experiences, attitudes and values. Self-awareness in this sense is a necessary foundation for opening the mind.

Objectives

Upon completion of this stage, students should:

- ✓ be aware of their values, experiences, attitudes and feelings related to the issue of refuge/migration,
- ✓ have become curious and willing to experience and know more about this topic.

Content

- ✓ Students perceive and reflect on their values, experiences, feelings, and attitudes regarding refuge/migration.
- ✓ Students discover and articulate questions related to the topic of refuge/migration.

Methods

Personal self-exploration and exchange among the students, guided by inspiring questions.

Step #1

What is important and valuable for my life ?

1

Ask students to create a "profile" of themselves based on the following questions. Explain the importance of being "themselves" when they are answering: there are no right or wrong answers! (Questions → [worksheet for students](#)):

- ✓ Is there a particularly impressive person (perhaps even a "hero" or a "heroine") in books, films or series (or in real life!) who is of special importance to me? Why do I like or admire them?
 - ✓ Is there anything about other people that particularly annoys me? What bothers me about this characteristic?
 - ✓ Is there an object in my room or personal space that is particularly important to me? What is it, and why?
 - ✓ What would have to happen for me and my family to flee our homeland?
 - ✓ If I had to escape to another country – who and what would I miss most?
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2

Ask the students to form groups of 2:

One student starts and tells the other what he/she has in mind on these questions. The other student listens and then gives feedback by completing the sentence:

"From what you've just told me, I can see what matters most to you. With my own words, I would express it this way: For you, it is important and valuable to..."

- ✓ The person sharing can briefly comment on whether they feel understood and how they would describe what is important and valuable to them.
 - ✓ Then the other student shares ...
 - ✓ Finally, the two students can talk about what is important and valuable to them both and what they may differ in.
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3 Then you should explain the purpose of this exercise to the students:

If I want to make constructive contact with people, especially those who I may not approach because they seem different or even strange (which may or may not be true), it is necessary that I know what I find important and valuable. Only if I know and appreciate these things can I encounter others without too much fear and agree with others about what is important to us as a community living together.

Step #2

My Values - Your Values: Dealing with Differences

1 Ask the students to first answer the following questions on their own (Questions → [worksheet for students](#)):

- ✓ Whose ideas about what is important and valuable in life are different from mine? List some of the experiences you had where you encountered someone with different ideas from your own and then select one that you especially remember.
 - ✓ With whom was I dealing in that situation? What was the difference between us about what is important and valuable in life?
 - ✓ Are there values of my own I became aware of during this encounter? (Maybe this is about values I realized in Step 1)
 - ✓ Was there conflict in this situation, did I try to convince the other person(s) of my position? Have I changed my position?
 - ✓ What feelings (perhaps also physical sensations) did I experience in this situation?
 - ✓ How do I feel I handled the situation? What helped me? What would have helped me?
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2 Ask the students to form small groups (3-4) and tell each other one after the other how they have experienced this situation.

Then a representative of each group should summarise what was particularly important in their exchange.

If time allows, students can also express the most important conclusion of their exchange in a "creative" way, e.g. through a collage (using newspapers/magazines), painting one or more symbols on a flipchart or online or on a whiteboard, through a short scene play, etc.

3 Short exchange in class on the following questions:

- ✓ What feelings are awakened when we are confronted with differences of

this kind?

- ✓ What makes it easier to deal with such differences (perhaps conflicts)?
What makes it difficult?



For the further course, it can be helpful to write down keywords to both questions on a flipchart and store them. It gets a little more creative and descriptive when not only individual keywords are noted down, but also word clouds are created online or on a whiteboard.



Depending on how much time you have, you can do both of the following exercises (Step3/1 Step 3/2) or only one of them. In both steps it is important to save the questions collected at the end of the exercise so that they can be used in the rest of the course.

Step #3/1

My experiences with refugees - and my questions

Ask the students to deal in groups (3-5 students) with the following questions (Questions → [worksheet for students](#)):

- ✓ Where have I already seen/met refugees or other migrants – personally or (if that hasn't been the case so far) via the media/internet?
- ✓ Alternative question for refugees or migrants in class: Where have I seen/met people of other backgrounds/countries?
- ✓ When I think of this/these encounter(s): What questions have been raised as a result? What would I like to know more about?
- ✓ If a refugee or migrant (e.g. the one I saw/met) came into our class to talk with us: What would I want to ask him or her?

Ask the students to name the questions that came to their mind, and then collect and save them for further progress!

Step #3/2

When the subject of flight gets a face...

Show the students one of the following videos. As an introduction it is enough to say that it is about

- ✓ the 10-year-old [Hiba from Syria](#) who had to flee and now lives in Macedonia
- ✓ or the 17-year-old [Filimon from Eritrea](#) who had to flee and now lives in Italy





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Immediately afterwards, ask students to think for themselves about the following questions (Questions → [worksheet for students](#)):

- ✓ What different feelings does Hiba/Filimon express?
- ✓ What feelings did I have when I watched the video?
- ✓ What do I wish for Hiba/Filimon?
- ✓ If I could talk to Hiba/Filimon - what would I like to ask them?
- ✓ What thoughts and questions on the history and situation of Hiba/Filimon, as well as on the subject of refuge/migration in general occur to me?

2 Ask the students to name:

- ✓ their wishes for Hiba/Filimon
- ✓ the questions about refuge/migration that came to their mind

At this point it may happen that some students express wishes or questions that are inappropriate, aggressive, or hostile. In this case it is necessary to confront the student with questions such as: "Why do you think so? What makes you so uncomfortable? How would you feel if you were in the place of Hiba or Filimon?"

3 Next, collect the students' wishes and questions for Hiba/Filimon and save them for further reflection!

Invitation to Reflection

Explain the reflection task for this stage (Reflection task → [worksheet for students](#)). By the next stage, Please:



Take a photo of an object that represents or symbolizes something that is particularly valuable to you and that you don't want to lose. Add a short explanatory sentence to the picture.



Make a note of a selected question on the subject of refuge/migration that



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is of particular interest to you and to which you would like to have answers.

Summary and Transition

Ask the students to explain, in a few sentences, what they have learned in this stage. After some students have spoken, you can summarise it in your own words (see the goals of the lesson above). Then you can explain how the next stage will follow: "Next time we'll be gaining knowledge about refuge and migration!"

LET'S GO TO LESSON 2