



Background of this stage: Education only opens the mind and enables change when it leads to action. The experience of personal and collective action can be reflected upon and in turn promote education.

Objectives

Upon completion of this stage, students should:

- ✓ recognise their own possibilities for action (with regard to the issue of refuge/migration/diversity),
- ✓ be motivated and able to make use of the opportunities that they have

Content

- ✓ Exploration of starting points, opportunities and needs for action in one's own everyday life
- ✓ Development of ideas and first steps

Methods

- ✓ Reflection on what is important and valuable to oneself
- ✓ Exploration of situations that call for action on the basis of these values and according to the knowledge and experience gained in this course
- ✓ Discussion about first ideas

Transition from previous stages

Remind students that they have learned and experienced a lot about the situation of refugees and about the question what refugees and we all need in order to lead a good life together. Today the point is about going beyond mere knowledge towards concrete action.

Step #1

What has become important to me and what could I do?

Each stage has been completed with a reflection task. Ask the students to examine their personal reflection assignments (photos and notes) to see what suggestions they contain for possible actions.

For example, the reflection tasks were concerned with what would be particularly important for oneself, if one had to seek protection in a foreign country. Or it was about which rights of refugees one considers particularly important.

For further reflection, ask students to answer the following questions:

- What **struck** me the most?
- After CHANGE, I would like **to learn more** about...
- After CHANGE, I would like **to do something** about...

Step #2

Starting points for action in our everyday life

Explain the following to the students:

To develop some ideas for the action, it helps to firstly identify a need for change. A need for change is a good starting point for an action. There are different things that need to change in different places. Here are some examples to help you think about which issues you would like to tackle:

- ✓ Addressing generalizations and prejudices that you hear at school, or in other places
- ✓ A lack of knowledge about forced migration and the situation of refugees in your surroundings (your school, your neighborhood)
- ✓ A lack of contact and opportunities for encounter between people who are refugees and people who are 'locals'
- ✓ Perhaps the conditions in reception centers for asylum-seekers are quite difficult and could be improved. There may be a reception center for asylum-seekers close to you that you could visit and propose something.

Ask the students to form groups of 4-6 and to answer the following questions:

- Where do I see a need for change regarding refugees and migration?
For example: in my school, in my sports club, in my youth movement, in my neighbourhood etc.
- What needs to change?

2 Ask the group to create a list of concrete starting points for action which each student considers further in the next step.

1 Now it's time to think about an action that can respond to this need for change. There are **different types of action areas** that students could focus on:

1. **Meeting and exchanging:** actions that enable you to encounter and accompany refugees, perhaps through volunteering or through a service project.
2. **Awareness-raising:** actions through which you share what you have learned about the positive aspects of migration, maybe through a small campaign on social media or an event you organise in your school or neighborhood.
3. **Advocacy:** actions through which you share what you have learned with your local political leaders and tell them about the change you want to make.

Students can also come up with their own ideas. If they are having some difficulties, encourage them to answer the following questions to brainstorm further:

- How could I meet more people with a refugee background?
- Do I know any organisations that work with refugees and/or migrants?
- Do I know of any existing (local) projects or initiatives which welcome and support refugees and/or migrants?

As a final step, ask each group to **list three ideas of actions** they have.

Step #3

Planning - Who? When? How? Where?

Ask students to turn their idea (based on the starting points they have identified) into action by using the **Action Plan** below. Students can draw it out on a big poster. It should be visible especially if they present in the next step (Step 4).

Remind the students that the actions...

- ✓ should be realistic and can be implemented in my everyday life.
- ✓ should be useful and helpful for others (for refugees, for the community), but they should also be fun. Encourage students to think about what kind of contribution they can and would like to do with their skills and abilities.

Action Plan:

ACTION PLAN	
<p>ACTION AREA <i>(Accompaniment & Support, Awareness Raising or Advocacy)</i></p>	
<p>OUR ACTION</p>	
<p>THE CHANGE WE WANT TO CREATE THROUGH THE ACTION</p>	

WHAT WE NEED TO DO	WHAT WE PLAN	RESULTS - WHAT ACTUALLY HAPPENED?
<p>GOALS:</p> <ul style="list-style-type: none"> • <i>What goal(s) do we want to achieve?</i> • <i>What will be different after our action than before?</i> • <i>What change will we have achieved?</i> • <i>Describe the goal concretely so that you can check whether and to what extent you have achieved it.</i> 		
<p>PERSONAL GOALS:</p> <ul style="list-style-type: none"> • <i>What goals for ourselves do we want to achieve?</i> • <i>What do we want to learn and practice?</i> • <i>What change in ourselves do we expect?</i> 		
<p>DESCRIPTION OF THE ACTION:</p> <ul style="list-style-type: none"> • <i>What do we want to do?</i> • <i>Describe the action and the specific activities needed to achieve your goals.</i> 		
<p>TIMELINE:</p> <ul style="list-style-type: none"> • <i>When will the action start?</i> • <i>What day(s) should what take place?</i> • <i>When will everything be completed?</i> 		
<p>RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • <i>Who is responsible for what activities?</i> • <i>Is there one person who is in charge overall? Does everyone have a role that matches his or her own skills and interests?</i> 		



<p>RESOURCES:</p> <ul style="list-style-type: none">• <i>What resources do we need to achieve the activities and achieve the goal?</i>• <i>List exactly the resources you need (technology, physical spaces, extra materials, money).</i>		
<p>SUPPORT:</p> <ul style="list-style-type: none">• <i>Which partners, sponsors and other people can help and support us?</i>		
<p>ADVERTISING:</p> <ul style="list-style-type: none">• <i>How can we advertise our action and communicate about it in advance?</i>• <i>Which tools (social media, posters, flyers etc.) do we need to make the action visible?</i>		
<p>COMMUNICATING RESULTS:</p> <ul style="list-style-type: none">• <i>How will we communicate the results of the action with others?</i>• <i>Appoint someone to take photos during the action – other options are live streaming on social media or asking a journalist to report on the action.</i>		

Step #4

Student pitch their action plan in the “Market of Possibilities”

1 Setup of the market of possibilities:

- Each group of students who wishes to participate in the market present and discuss their action on a flipchart or with another presentation format.
 - The students will walk around from one proposal to another to discover the different action plans.
 - The objective of the market is to compare the different action ideas, to discuss them and provide feedback.
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2 Then, ask each student to choose and write down two action plans that they would like to engage with. Discuss together in class which ideas and actions can be implemented. If there are still too many ideas, have the students vote for which action they would like to go for. The one with the most votes wins!

Step #5

Students carry out their action

It is important that for each idea/action there is a responsible student (or a small group of students) and that the names of all students who want to participate are taken down.

Remind students of the following elements:

- Try to stick to their action plan and timeline; although it is normal and possible if there is a need to adjust it.
- Communicate with one another: this is key.
- To ask for support and advice in the implementation of their action.
- To keep track and communicate about their results in different ways: school website, social media, etc.

Step #6

Invitation to Reflection

Even if the CHANGE course ends with the planning of actions, it is important that the reflection actually takes place at a later point in time.

The reflection can be based on the following questions:

- ✓ What did we want to achieve with our action?
- ✓ What have we achieved? How satisfied are we with the result?
- ✓ How did I feel during the action? What made me joyful, what was difficult or disappointing?
- ✓ What did I learn from the action - about society, about other people, about myself?
- ✓ Have I changed - and if so, in what regard?