

**A step-by-step  
guide for teachers  
on how to  
implement the  
curriculum in  
classroom**



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# A step-by-step guide for teachers on how to implement the curriculum in classroom

This guide is intended to support you in delivering the Together4Change project in your classroom. This pedagogical proposal builds on the Change Project course and the findings of the U-Change project, with improvements based on feedback from teachers and partners that have been participating in the Change project.

Additionally, this curriculum includes perspectives from individuals with a migratory background to ensure that the materials and terminology used are appropriate and relevant.

This pedagogical proposal intends to be flexible and adaptable to different classroom contexts. For more specific materials or advice you can consult your Together4Change national partner.



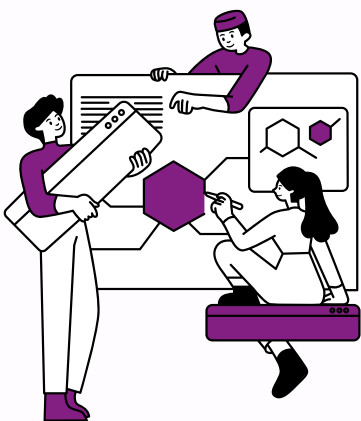
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# Together4Change background

The pedagogical curriculum outlined in this teacher's guide is part of the Together4Change project. Together4Change is an initiative aimed at raising awareness in schools and promoting critical thinking skills while fostering the integration of migrants and refugees. The project encourages students to collaborate with migrants and refugees on solidarity actions within their schools and local communities. By creating ongoing opportunities for engagement, Together4Change helps break down barriers and fosters understanding and empathy. These interactions will lead to joint awareness-raising initiatives, allowing students and migrants to experience and promote shared EU values, such as human dignity, civic engagement, and participation.



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# Our approach to Education

## Understand the Context

*Importance of what we have in our lives, knowledge, feeling, before we start.*

Before starting, it's important to understand the context of your students, classroom, school, and community.



**What is the starting point for this project in your setting?**

## Experience and reflection in each stage

Education is more than the acquisition of pure factual knowledge.



## Students will:

- Learn to make judgements (and also value judgements) in a complex world.
- Be able to articulate their own feelings and values to develop critical thinking.
- Challenge stereotypes, prejudices, and previous assumptions through surprising or challenging information and experiences.
- Reflect on their own and others' reactions and emotions.
- Understand who they are and how they relate to others.
- Learn from their own experiences as well as from others, facilitated through interpersonal encounters.
- Be guided and supported in their learning journey by others



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# Our approach to Education



Once students internalize new meanings, attitudes, and values, they will feel driven to act. Working collaboratively, and leaving no one behind, makes learning more meaningful and fosters social justice.



Real learning requires reflection. It is important that both students and teachers recognise the impact of new knowledge. Conscious learning is key.



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# Curriculum structure

## The curriculum stages

The curriculum is divided in six stages. Some stages may require a session of 45-50 minutes, while others may require two sessions of 45-50 minutes each.

We recommend that you take time to go through all stages with your students, but in cases where this isn't possible, the curriculum may be adapted. You can ask your local partner for advice on the best way to implement the curriculum.

## Involvement of your Together4Change national partner

For this project it is essential that you establish a partnership with your Together4Change national partner. Their involvement is particularly important in stages 3 and 6, although collaboration can happen in other stages as well. Together4Change offers the opportunity to establish a more solid partnership in order to make learning and actions more meaningful.

## Worksheets

Each stage includes a worksheet for teachers to assist in implementing the workshop, providing essential information and tips. Additionally, each stage features a student worksheet containing questions for exercises, including roleplays, activities, and reflective practices. It is recommended that teachers print the student worksheets before each session and distribute them, ensuring students have the questions readily available.



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# Curriculum structure

## Exploring self-awareness

To recognize the significance of self-awareness before engaging with others, whether they are perceived or actual differences.

## Receiving and Processing Critical Information

To actively acquire knowledge and develop skills in using media effectively, while honing the ability to critically analyse information.

## Changing Perspectives

To foster perspective shifts through meaningful encounters, encouraging individuals to engage emotionally and reflect on their experiences.

\*Here, we recommend discussing this stage in advance with your Together4Change national partner to schedule the day and coordinate with the person who will participate in the encounter.

## Forming and Representing Judgments

To promote perspective change by reflecting on moral principles and facilitating discussions about personal beliefs.

## Addressing Prejudices

To build awareness that generalisations can obscure the unique realities of individuals, leading to discrimination.

## Taking Action

To inspire open-mindedness and empower change through collaborative actions with others.

\*Here, you will find action challenges for each of the previous stages that can be implemented by students in collaboration with local migrant and refugee organizations or representatives, facilitated by your Together4Change national partner.



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# Stage structure



## Introduction:

This section outlines the aim, objectives, key terms, content, methods, and timing.



## Activity:

A description of the activity. Some activities are suitable for students aged 12 to 18, while others may be adapted for those under or over 15. (The age of 15 is a guideline; use your classroom context to determine the most appropriate activities.)



## Tips for Teachers:

Helpful suggestions to assist you in implementing the proposal effectively.



## Together4Change:

A reminder of the importance of collaboration with your Together4Change National partner in driving real change. (This section will be particularly relevant in stages 3 and 6.)



## Reflective Practice:

A brief exercise for students to reflect individually on what they have learned and felt during each stage. This can be done at the end of the lesson or assigned as homework, allowing students to create a personal file for their reflections across all stages.



## Summary and Transition:

A brief recommendation to conclude each stage and introduce the next one.



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# Assess the impact



Before implementing the curriculum with your students, it is essential to conduct an evaluation to assess their current understanding and perceptions of the concepts that will be addressed. This initial evaluation will serve as a baseline for measuring the impact of the curriculum. After completing the curriculum, a post-evaluation will be conducted to determine the new knowledge acquired and any changes in student perceptions. The evaluation process is structured to ensure effective data collection while maintaining student anonymity. Here's how it works:

## Registration:

Teachers should register via the link provided at [jrschange.org/projects/together-for-change/](https://jrschange.org/projects/together-for-change/) and select their preferred language for registration.

**Name**

\_\_\_\_\_  
First Last

**Email**

\_\_\_\_\_

**Address (Required)**

\_\_\_\_\_

City ZIP / Postal Code

\_\_\_\_\_

Country

**Untitled**

- Hungary
- Croatia
- Greece
- Italy
- Serbia
- Portugal
- Spain

SUBMIT



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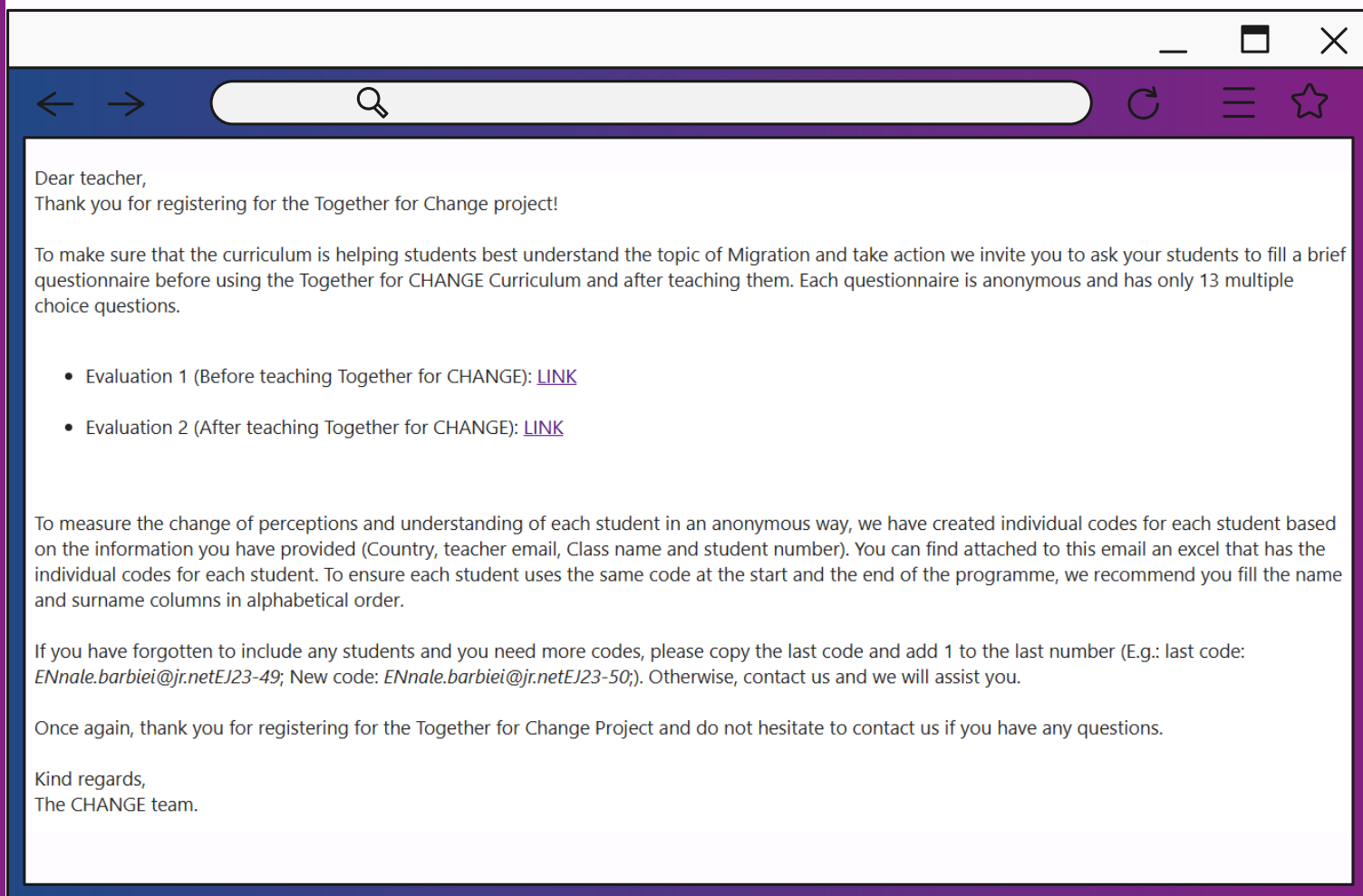
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# Assess the impact

## Receiving Evaluation Codes:

After completing the registration, teachers will receive an email containing an Excel file with unique codes corresponding to the number of students listed in the registration form. This email will also include two links to pre- and post-evaluation forms.



## Code Allocation:

Teachers must assign each unique code to a student. This process allows us to collect evaluation data while protecting student anonymity and sensitive information. It may be useful to print the list of codes, associating each code with a student, so you can refer to it if any students forget.



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# Assess the impact

## Pre-Evaluation:

Before starting the curriculum, teachers should share the link to the pre-evaluation form with their students. It's important to remind students to use their assigned codes when filling out the evaluation form.

## Post-Evaluation:

After completing the curriculum stages, teachers should share the link to the post-evaluation form with their students. Again, students should use the same code they used for the pre-evaluation form.

## Evaluations 1

### Basic Data

All fields are mandatory

ID \*  
Identifier

Country \*  
Select a value

City \*  
Select a value

School \*  
Select a school

Gender \*  
 Male  Female  Non-Binary

Age \*  
Please enter a number from 11 to 19.

School year \*  
Select a value

Nationality \*  
Select a value

Page 1 of 4. Go to next page »

## Evaluations 2

### Basic Data

All fields are mandatory

ID \*  
Identifier

This field is required.

Country \*  
Select a value

City \*  
Select a value

This field is required. This field is required.

School \*  
Select a school

This field is required.

Gender \*  
 Male  Female  Non-Binary

Age \*  
Please enter a number from 11 to 19.

This field is required. This field is required.

School year \*  
Select a value

This field is required. This field is required.

Page 1 of 3. Go to next page »



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# Course Preparation

The course focuses on the constructive engagement with diversity in various aspects, and aims to foster openness toward perceived or actual differences. To effectively prepare, please take a moment to evaluate the dynamics within your classroom:



**What is the current composition of your class in terms of students' social, ethnic, and cultural backgrounds?**



**Have there been any conflicts arising from these differences, or are there ongoing issues?**



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# Course Preparation

**Please evaluate the nature and severity of any conflicts within your classroom:**

Are the conflicts significant enough to hinder open discussions about diversity and migration? Considering the goals and activities of this course, do you believe students may be reluctant to participate due to these existing tensions? Alternatively, could these conflicts escalate, leading to harmful interactions among students?

If this is the case, proceeding with the course may not be beneficial, as it might reinforce negative dynamics rather than foster understanding. In such situations, it's crucial to address these conflicts using established conflict management techniques and, if necessary, seek professional support to facilitate open discussions. Consulting with school authorities about the feasibility of conducting the course and identifying any required external support may also be helpful.



On the other hand, do the conflicts present an opportunity for meaningful discussions? If so, these tensions can serve as valuable moments for students to gain deeper insights into themselves and others, promoting greater openness. Discuss these challenges with your Together4Change national partner to determine the best strategies for your specific context.



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# Course Preparation

## Your own background and starting situation

One of the course's primary objectives is to help students gain factual knowledge about the experiences of refugees and migrants. As a teacher, you don't need to be an expert on this topic or have extensive prior knowledge.

However, it's essential to acknowledge any limitations in your understanding, and to recognize when further information is necessary.

The Together4Change project national partner will provide training opportunities for teachers, which can be beneficial for preparing for the course implementation.



## Prepare the way to your partnership

It is important that you establish a partnership with your Together4Change partner, and with migrant/refugee-led organizations or representatives that have experience in the topic.

Your Together4Change national partner will be available throughout the process, offering support and guidance as needed. You can coordinate with them to address any challenges or questions that may arise before and during the implementation phase, ensuring that any necessary adjustments can be made.

By establishing this partnership from the outset, you can collaboratively plan how to best engage in the project.



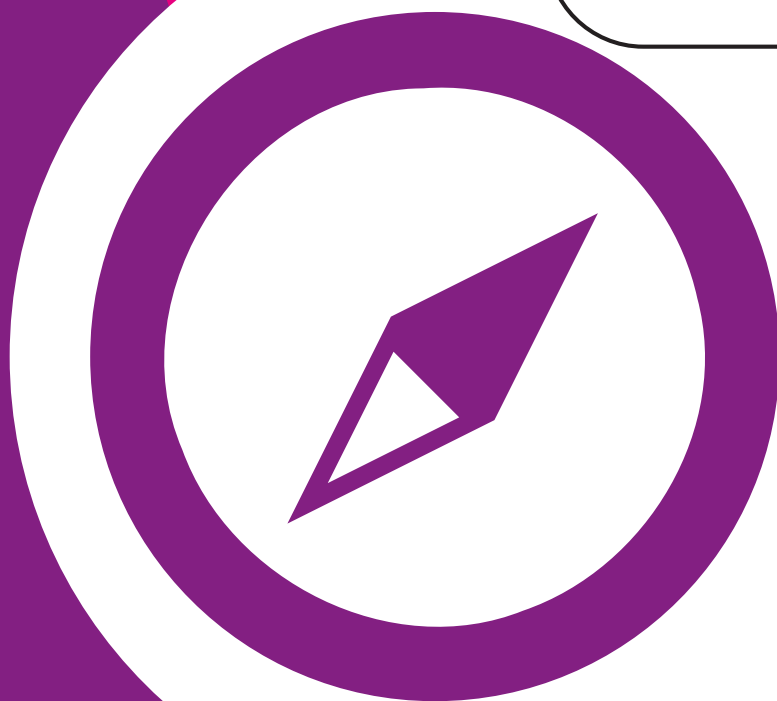
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**Activities for students  
age range 16-19**



# **STAGE 1: EXPLORING SELF-AWARENESS**



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## Stage 1: Exploring Self-Awareness



### AIM

To recognize the significance of self-awareness before engaging with others, whether they are perceived or actual differences.



### OBJECTIVES

Students will gain an understanding of their personal values.

Students will reflect on their experiences, attitudes, and emotions concerning refugees and migration.

Students will develop a curiosity to explore and learn more about these topics.



### KEY WORDS AND CONTENT

Values, self-awareness, dreams for future, migration stories (personal and of others)



### METHODS AND TIMING

Personal self-exploration and moderated exchange among the students, guided by thought-provoking questions (combined with supportive stimuli).

45-50 minutes



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## Stage 1: Exploring Self-Awareness

### What is important and valuable for my life?



**Ask students to create a "profile" of themselves based on the following questions. Explain your students the importance of being "themselves" when they are answering these questions: There are no correct or incorrect, better or worse answers!**

1

Is there a particularly impressive person (perhaps even a "heroine" or a "hero"), in books, films or series (or in real life!) who is of special importance to me? Why do I like (or even: why do I admire) them?

2

Is there anything about other people that particularly annoys me? What bothers me about this?

3

Imagine you have a treasure chest in which you can safe keep people, places, objects, sensations, smells or even experiences you have had with your family, friends, in your neighborhood or your city that are the most important to you, what would you keep? Make a list of 10 things you would like to treasure.



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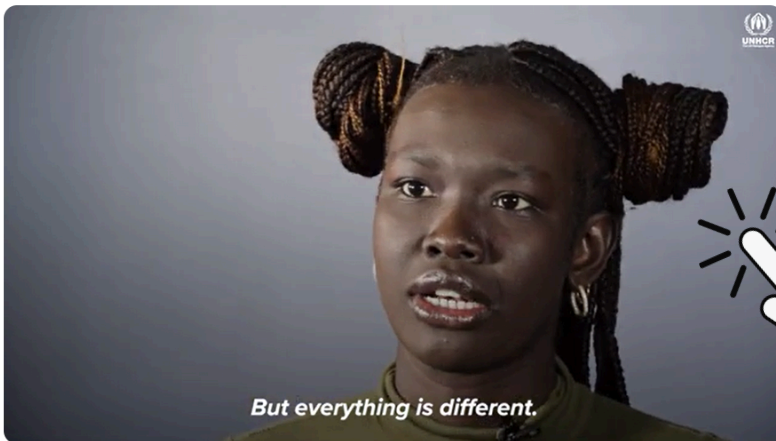




# Stage 1: Exploring Self-Awareness

## Introducing the topic of refuge and migration through personal narratives.

Ask students to watch Mary's and/or Kate's Story and answer the following questions. ( Students could find the questions in> Stage 1: worksheet for students):



Mary Maker - My Story



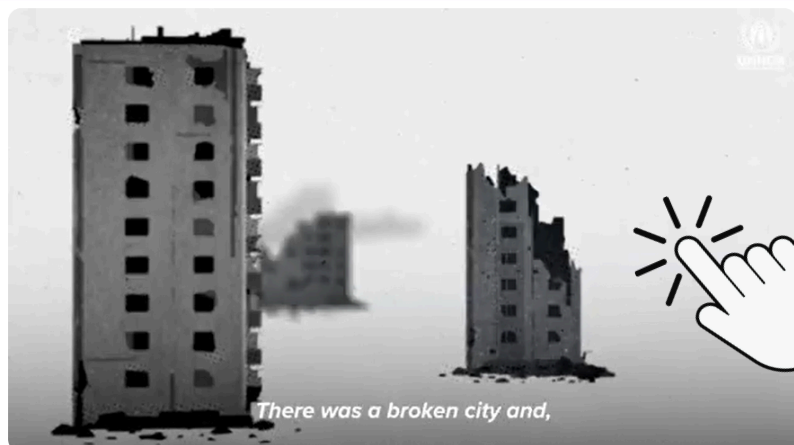
UNHCR, the UN Ref...  
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Share



Kate's Story



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198K subscribers

Subscribe

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Share



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## Stage 1: Exploring Self-Awareness

**After watching the video, ask your students the following questions**

What hopes and dreams does Mary/Kate have for her future?

In what ways are they similar or different from yours?

You know Mary's and/or Kate's migration story and dreams for future. But do you know your own's family migration story? Which is it?



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## Stage 1: Exploring Self-Awareness



The suggested stories focus on the wars in Syria and Ukraine. Before selecting a video, consider the composition of your class. If these stories seem too sensitive for your students, feel free to choose another story that may be more suitable. Since these conflicts are ongoing at the time of writing, students may not be familiar with all of them, so it might be necessary to provide some background information.



Almost every family has a migration story, whether it involves grandparents, an aunt or uncle, or even the students themselves. Migration can take place within the same country (moving from one province to another, from rural areas to cities, etc.) or across national borders. It's important for students to recognize that migration is a part of their own history. If you'd like to extend the activity, you can ask students to explore their family's migration story and write an essay about it. This can also be assigned as an optional homework activity.



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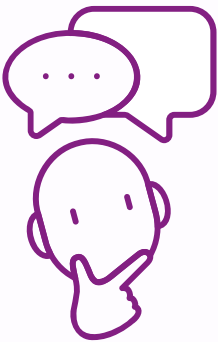




## Stage 1: Exploring Self-Awareness



You can have some advice from your partner to implement this stage if needed. You can share students' reflections in order to prepare better the encounter in stage 3.



**Reflective practice**  
**Explain the reflection task for this stage**  
**(Reflection practice → Stage 1: worksheet for students):**

### **By the next stage, please:**

Find a picture/image that represents or symbolizes something or someone that is particularly valuable to you and that you do not want to lose. Add a short explanatory sentence to the picture.

Find a picture/image that represents or symbolizes one of your dreams for the future. Add a short explanatory sentence to the picture.

Make a note of a selected question on the subject of refugee/migration related to dreams of future that is of particular interest to you and to which you would like to have answers.



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## Stage 1: Exploring Self-Awareness



### Reflective practice

Ask the students to form groups of two (pairs). If you feel that working in larger groups would be more suitable for your class, you can organize groups of 4-5 students

One student begins by sharing their thoughts on the questions.

The other student listens attentively and then provides feedback by completing the sentence: Ø "From what you've just told me, I understand that what's important and valuable to you in life is... (then rephrase in their own words)."

The person sharing can briefly comment on whether they feel understood and how they would further describe what is important and valuable to them.

Then, the other student takes a turn sharing.

**Finally, the two students can discuss what values and priorities they share, as well as where they may differ.**



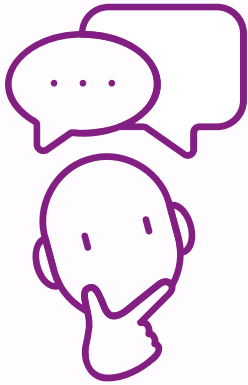
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## Stage 1: Exploring Self-Awareness



### Reflective practice

**After completing you should explain the purpose of this exercise to the students.**

**You can conclude this activity saying:**

“

i.e. If I want to achieve good and constructive contact with people in general but specially with those who I may not approach because they seem different or even strange to me (or who actually are), it is necessary that I know and have a feeling for what is important and valuable to me. Only if I know and appreciate what is really important and valuable to me can I encounter others without too much fear and can I agree with other people about what is important to us as a community living together.

”



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## Stage 1: Exploring Self-Awareness



### Closing reflections & prepare for next steps

Ask the students to briefly share what they've learned during this stage, encouraging a few to express their thoughts. After some students have spoken, you can summarize their insights in your own words, referring to the goals of the lesson above. You can then introduce the next stage by saying, "In our next session, we'll dive into gaining knowledge about refuge and migration!"



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# Stage 1: Exploring Self-Awareness

## Glossary of most important terms



In the discussion on the subject of refuge and migration, it is important to clarify terms and to use them correctly in order to avoid misunderstandings.

**Migrants:** leave their homelands to live and work elsewhere, either temporarily or forever. Reasons for migration can be very different - and more or less voluntary.

**Refugee:** a person who is forced by other people or circumstances to leave his home. Refugees in a legal sense and according to the Convention Relating to the Status of Refugees, also known as the 1951 Refugee Convention are persons who are persecuted for “reasons of race, religion, nationality, membership of a particular social group or political opinion”. If persons flee within their own country and do not cross an internationally recognised border, they are termed internally displaced persons. Refugees in a broader sense are people who have been driven from their homes by war or natural disasters (sometimes due to climate change). Refugees, in this broader sense of the word, are also forced to leave their homes - they have no choice.



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## Stage 1: Exploring Self-Awareness

### Glossary of most important terms



It is not always possible to distinguish clearly and unambiguously between "**voluntary**" migration and "**forced**" migration.

Sometimes people are referred to as "**economic refugees**" to question their right to assistance. In many cases, however, the economic problems are so great (malnutrition, lack of health care etc.) that they threaten people's health and lives and may force them to leave their homes.

If you are looking for more and more precise definitions, the [European Migration Network's interactive glossary](#) may be helpful and is available in several languages. Since there are also important national-specific definitions and regulations, you can ask your national Together4Change partner for information.



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**Activities for students  
age range 16-19**



# **STAGE 2: RECEIVING AND PROCESSING CRITICAL INFORMATION**



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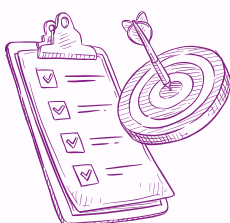


## Stage 2: Receiving and Processing Critical Information



### AIM

To actively acquire knowledge and develop skills in using media effectively, while honing the ability to critically analyze information.



### OBJECTIVES

Students will gain knowledge on the topics of refuge and migration through active learning. Students will develop and enhance their ability to evaluate sources and critically analyze information.

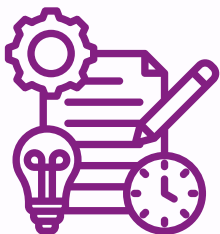


### KEY WORDS AND CONTENT

Migration, forced migration, refuge, data, facts, reliable sources.

### METHODS AND TIMING

Activities designed to learn to differentiate between knowledge and opinion, credible sources and unreliable information, as well as to identify generalizations and oversimplifications.



This exercise may require two sessions of 45-50 minutes each. Alternatively, you could complete it in one session by:

A: prioritizing two questions from each research task, or

B. asking students to focus solely on writing down their answers.



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## Stage 2: Receiving and Processing Critical Information

### We research a complex topic!



Organize the students into groups of 3 or 4 to conduct an internet search to answer the following questions. (Students could find the questions in > Stage 2 - Student worksheet)

a. Randomly assign tasks A, B, and C to each group, ensuring that at least two groups work on the same research task whenever possible.

TASK A	TASK B	TASK C
What do we mean when we talk about migration?	What reasons might lead a person to migrate or flee their country?	What are the relevant numbers and statistics?

b. Instruct the groups to document their findings. Visual representation is crucial; depending on the time and resources available, you may also ask them to prepare a presentation (using a flipchart, PowerPoint, etc.) that includes representations of their discoveries. (Refer to the questions in Stage 2 - Student worksheet)



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## Stage 2: Receiving and Processing Critical Information



### What do we mean when we talk about migration?

What is migration? Is leaving a country a requirement to be considered a migrant?

What constitutes forced migration? Under what circumstances does a person fleeing their country become a refugee?

What does it mean to be stateless? What is the 1951 Refugee Convention, and why is it significant from a legal perspective?

Have there been any instances of large-scale forced migration from our country to others? What were the causes?



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## Stage 2: Receiving and Processing Critical Information



**What reasons might lead a person to migrate or flee their country?**

○ ○ ○  
**Some reasons for fleeing a country can be related to various issues, such as politics, climate, gender, religion, and the economy. Can you think of any other reasons? Please identify an example of each from different countries.**

○ ○ ○  
**Do you see any connections between your lifestyle or the political situation in your country and the causes of migration? What steps could be taken to reduce the factors leading to forced migration?**



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## Stage 2: Receiving and Processing Critical Information



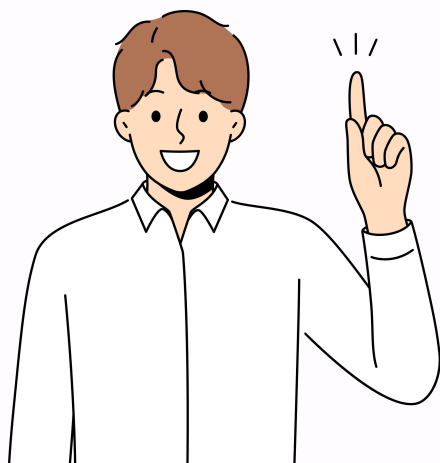
### What are the relevant numbers and statistics?

How many people were displaced worldwide in 2023? How many were children? How many were women? Which countries in the world host the most refugees?

How many people fled to the European Union in 2023? How many people fled to our country in 2023?

How many of them move on to another country? From which countries do the refugees come who seek refuge in our country?

Has been any situation of massive forced migration from our country to other countries? How many people fled and to which countries?



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## Stage 2: Receiving and Processing Critical Information



Based on your assessment of your students' knowledge and skills, you can provide varying levels of guidance. Utilize the list of information sources compiled at the end of this stage, and consider adding resources from your country, such as websites from relevant authorities, NGOs, and reputable media outlets.



To help students practice distinguishing between reliable and unreliable sources, consider sharing examples of both. Provide references to organizations and media that you deem "credible," as well as those that might be "problematic" due to their tendency toward inappropriate generalizations or fake news. This could include tabloid media or sensationalist outlets known for oversimplifications or misinformation, as well as websites of organizations that hold anti-migration views. Additionally, if possible, show a news report from various tabloids to illustrate these differences.



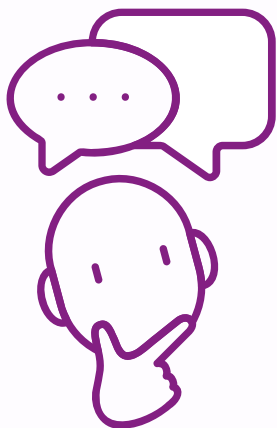
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## Stage 2: Receiving and Processing Critical Information



### Reflective practice

Explain the reflection task for this stage (Reflection practice, Students could find the questions in → Stage 2 - Student worksheet). Let's dig deeper! After recording the information obtained, ask the groups to perform the following steps:



**Summarize your findings: What information did you uncover regarding each question?**



**Identify your curiosities: List up to five questions that arose during your research.**



**Reflect on perspectives: How do your findings align with or differ from each group member's observations or prior knowledge about the topic?**



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## Stage 2: Receiving and Processing Critical Information

### Share and compare



Each group shares their findings with the class. To do this, it is suggested that the teacher randomly select a question from task A, B and C and encourage sharing among the students with the following questions:

1

Did anyone discover something different? What findings did we uncover?

2

What were my initial thoughts, and how have they changed after learning this information? Why?

3

Have you come across different answers to the same question? What might explain these differences?

**\*It is a good opportunity to show the visual aids developed in step 1.**



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## Stage 2: Receiving and Processing Critical Information

### Learn more about the situation worldwide



Show students the following seven-minute video (UNHCR's global trends in forced displacement) that shows major developments concerning the issue of refuge. The video has the advantage of reiterating some of the information discussed in this lesson (on a global level) and at the same time "giving faces" to the data and facts and making them more vivid.



What happens when people are forced to flee?



UNHCR, the UN Refugee Ag...  
198K subscribers

Subscribe

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Share

Save



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## Stage 2: Receiving and Processing Critical Information



The primary objective is for students to recognize that migration is a complex issue. When searching for the term "migrant" online, the first images often depict individuals fleeing their countries in small boats or traversing difficult paths. However, it's crucial to understand that migration can be both forced and voluntary. Students should also grasp that war and conflict are not the sole reasons for forced migration; there are other causes that result in suffering and can be considered violations of human rights.



For this lesson, it may be beneficial to have support from a Together4Change partner, such as a JRS representative or a refugee /migrant-led organization. An expert could provide insights on the presentations related to the research assignments and offer additional information where necessary. Additionally, if time allows, the expert could contribute their own insights. Collaborating with other teachers in the school could also be advantageous; for example, partnering with a Geography teacher could enhance the data analysis and research components of the lesson.



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## Stage 2: Receiving and Processing Critical Information



Your **Together4Change partner** can be helpful to find accurate information. You can also invite your partner to students' presentation of the research results so they can listen to what student have found and probably more interesting information that might complete students' research.



### Reflective practice

Explain the reflection task for this stage (Reflection task, Students could find the questions in→ Stage -2 Student worksheet ).



What is new and surprising to me?



What feelings do the different information received evoke in me?



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## Stage 2: Receiving and Processing Critical Information

### Closing reflections & prepare for next steps



Ask the students to summarize in a few sentences what they have learned during this stage. After some students share their thoughts, you can summarize their insights in your own words, referring back to the lesson's goals.

If time permits, consider conducting a brief activity. Ask the students to search for the term "migration" online and examine the images that appear at the top of the results. These images will likely depict large groups of people displaced in deserts, jungles, seas, etc. While these images represent real situations, remind students that migration encompasses much more, as they have learned, and is a complex topic.



Finally, explain how the next stage will unfold: "In the next stage, we will delve deeper into the experiences and situations of refugees." Since various activities are planned for the next stage, you may also specify which activity will be conducted



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## Stage 2: Receiving and Processing Critical Information

### Useful information sources



On these websites you will find background information, figures, data and facts about refugees and migration:

#### Websites of the Jesuit Refugee Service

[JRS Europe](#)

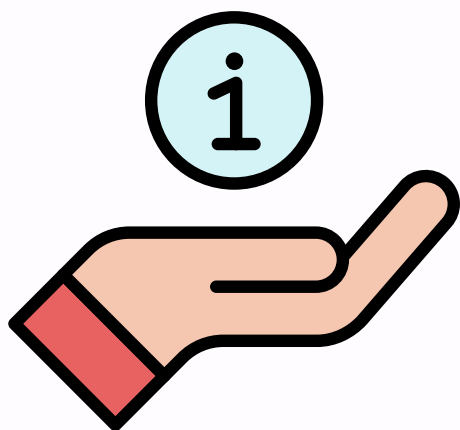
[JRS Ireland](#)

[JRS Malta](#)



#### Other Websites of International and European Organizations:

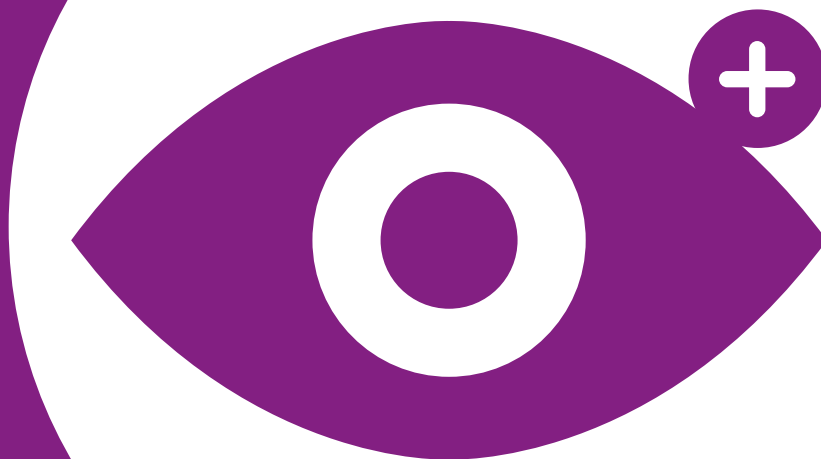
[UNHCR](#)  
[European Council on Refugees and Exiles \(ECRE\)](#)  
[EU-Commission department Migration and Home Affairs](#)  
[Catholic Migration Commission \(ICMC\)](#)  
[Migrants & Refugees Section of the Vatican](#)  
[European Migration Network Glossary](#)  
[International Organization for Migration \(IOM\)](#)  
[PICUM](#)  
[Amnesty International](#)



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Activities for students  
age range 16-19



# STAGE 3: CHANGING PERSPECTIVES



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## Stage 3: Changing perspectives



### AIM

To foster perspective shifts through meaningful encounters, encouraging individuals to engage emotionally and reflect on their experiences.



### OBJECTIVES

Students will gain an emotional understanding of the situations, experiences, and aspirations of individuals who have been forced to migrate. Students will experience a shift in perspective and acquire meaningful knowledge on the topic.



### KEY WORDS AND CONTENT

Change of perspective, encounter, empathy.



### METHODS AND TIMING

Engagement with individuals who have experienced forced migration.

Facilitated dialogue that promotes empathy and the ability to understand different perspectives.

45-50 minutes.



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## Stage 3: Changing perspectives



### We encounter, we share, we learn

During this stage, it is highly recommended that you collaborate with your Together for Change national partner to organize an in-class encounter and to invite an individual with a migratory background to share their personal story, including their experiences with migration, participation, and advocacy. JRS has established contacts with individuals who are prepared to engage with students in the classroom. They will coordinate the encounter and facilitate the connection with the person.



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## Stage 3: Changing perspectives

### Preparation of students

GETTING  
READY

Preparing your students for the guest is best done at the end of the previous stage (see Transition from Stage 2 to Stage 3). Explain that the guest will be sharing very personal experiences, some of which may be difficult or painful.

Encourage students to ask questions, but remind them that the guest has the right to choose whether or not to answer. It is advisable for students to submit their questions in writing. This allows the guest and the Together4Change partner to review the questions beforehand and decide which ones to address. Rephrasing questions may also be necessary to ensure sensitivity.

ATTENTION!  
PLEASE!

Keep in mind that the individual sharing their story is in a vulnerable position, so it is crucial to foster an environment of care and respect for their privacy. Emphasize the importance of creating a comfortable and respectful space for this dialogue.

Encourage students to reflect on how it might feel to discuss personal experiences, feelings, hopes, and wishes in front of an unfamiliar audience.



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## Stage 3: Changing perspectives



Consider that the relationship you are establishing with the Together4Change partner could serve as a valuable resource for your action challenge or even for other stages of the program.

Guests who come to your class to share their stories may provide inspiration and ideas for the action planned in Stage 6 during their presentation. Encourage them to discuss these ideas with your class during their presentation.



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## Stage 3: Changing perspectives

### Preparation of your guest

#### GETTING READY

The individual should feel    comfortable sharing their experiences, including both challenging and painful moments, as well as themes of loss, grief, hope, and aspirations, without taking on additional emotional burdens. They should also be prepared for the possibility that students may not always phrase their questions and comments sensitively.

The person should have lived in your country    long enough to discuss both positive and negative experiences related to acceptance and rejection, participation and exclusion, and other relevant topics. While a recently arrived refugee can offer valuable insights, they may not have extensive knowledge of what it's like to live in your country. Ideally, the individual should be able to communicate with students in your language. If not, translation will be necessary, but it may not capture some of the subtler nuances of their story and could require additional time.



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## Stage 3: Changing perspectives



Students have engaged in discussions about their wishes and dreams for the future, as well as the complexities of migration and the potential violations of human rights that can threaten these aspirations. Despite the challenges, it is important to recognize that dreams can be realized and injustices confronted. Students have prepared questions on these topics, and your Together for Change national partner can provide valuable examples of individuals, whether they themselves or others they know, who have pursued their dreams, tackled injustices, and are currently involved in advocacy and raising awareness. This encounter can serve as a pivotal moment to inspire students to think about how they can work together to make these dreams a reality and to stand united against the injustices they have learned about.

### One option for guiding the story is to consider the following topics

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Relationships of trust and mistrust</li><li>• Feelings of security and insecurity</li><li>• Situations where you persevered and continued despite adversity</li><li>• Your dreams, desires for change, and hopes for the future</li></ul> | <ul style="list-style-type: none"><li>• Your emotions and feelings</li><li>• Your experiences in advocacy</li><li>• Respect for your rights as a person, or lack thereof</li><li>• Experiences of good treatment and bad treatment</li></ul> |
|---|--|

Of course, the individual is completely free to share only what they feel comfortable discussing.



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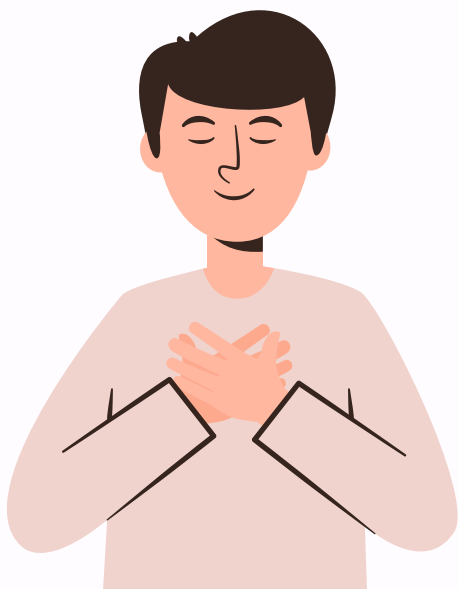




## Stage 3: Changing perspectives



As part of the Together4Change project people that will participate in the encounters will be prepared during a training. However, the information provided here is useful for understanding the importance of preparation and ensuring that the encounter creates a safe and supportive environment for everyone, especially the Guest. The person that will share their testimony and Together for Change partner must be informed in advance about the topics to be discussed and how the dialogue will unfold. It is crucial to provide details such as the class composition, students' age group, the number of participants, the schedule, the physical setup of the space, and whether a microphone will be needed. To ensure a sense of security for the Guest and all participants, it is highly recommended that the conversation is accompanied and moderated by someone familiar with the "host", such as your JRS partner or another member of the association.



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## Stage 3: Changing perspectives



### Introduction and dialogue



When the Guest or Together4Change partner arrives in your class, greet them briefly and allow them to introduce themselves. Ask the Guest to share their story with the students, requesting that the students listen without interruptions. After the Guest's introduction, students can ask their questions and engage in conversation. If the Guest raises a question or shares something particularly striking, encourage the students to reflect and comment on it.



### Reflection



At the end of the encounter, invite the students to briefly share what particularly impressed or moved them. Ask them to reflect on what they hope for in their own lives and in their relationships with others. This can also be a good opportunity to discuss potential actions for stage 6 with the partner. Both the students and the Guest/partner can exchange ideas, and it would be valuable to explore ways to collaborate with the partner or another organization working on migration and refugee issues. Finally, give the Guest the last word: What have they taken away from the conversation?



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## Stage 3: Changing perspectives

### If encounter is not possible...

1

You can incorporate various materials that offer personal migration stories. Below are some resources that might be helpful:

- 1000 Dreams Project: A collection of migrant stories: [1000dreamsproject.com/](http://1000dreamsproject.com/)
- Encounter with Emmanuel Jal: A powerful testimony from a former child soldier : [youtube.com/watch?v=hpvIXh15IZO](https://youtube.com/watch?v=hpvIXh15IZO)
- Videos from Stage 1: Revisit the videos used in the first stage for more context and discussion points

2

There are several questions that can help students reflect on what has been shared. You can choose to use all or select a few. (Students could find the questions in → Stage3 - student worksheet ):

- What emotions and feelings is the person expressing while sharing their story?
- What experiences and hopes are being conveyed?
- What resonated with me the most or moved me?
- How do I feel when I hear or read this person's story?
- What do I wish for them moving forward?



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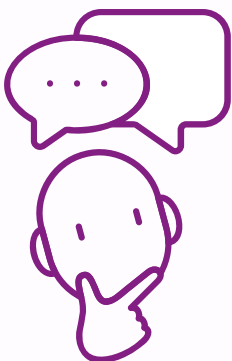




## Stage 3: Changing perspectives



Your **Together4Change partner** will select and bring a "Guest" or accompany them, but prior to the session, collaboration and thorough preparation together are key.



### Reflective practice

**Explain the reflection task for this stage (Reflection practice, Students could find the questions in → Stage 3 - Student worksheet):**



Find a picture or image that represents hope.



Write down two wishes you have for people who are forced to leave their homes.



Reflect on what your small or big contribution could be to help make those wishes come true.



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## Stage 3: Changing perspectives



### Closing reflections and prepare for next steps

Ask the students to share a feeling and a thought about their experience in this stage in a few sentences.

After several students have shared their thoughts, you can summarize the key points in your own words (refer to the lesson goals above).



**Then, explain how the next stage will proceed:**

“The next stage will focus on what should guide us if we want justice for refugees and how we can all live together in the best possible ways.”



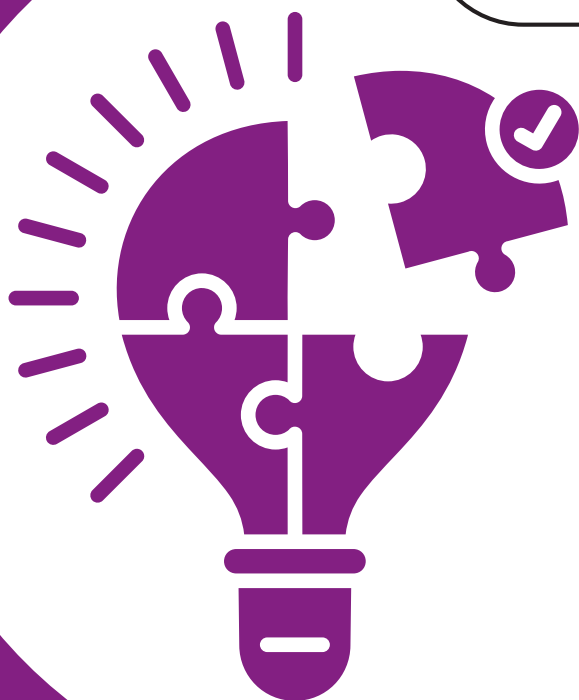
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**Activities for students  
age range 16-19**

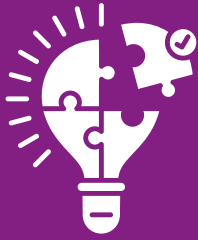


# **STAGE 4: FORMING AND REPRESENTING JUDGEMENTS**



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## Stage 4: Forming and representing judgements



### AIM

To promote perspective change by reflecting on moral principles and facilitating discussions about personal beliefs.



### OBJECTIVES

Students will be able to make well-founded judgments on the topic of migration.

Students will be able to discuss and articulate these judgments while engaging with differing opinions.



### KEY WORDS AND CONTENT

Ethical principles and criteria (particularly Human Rights), judgment formation, respectful discussion, personal and empathetic change of perspective, and coexistence.

### METHODS AND TIMING

Perspective-taking exercises to present, justify, and discuss one's own position and judgment.



This exercise may require two sessions of 45-50 minutes.

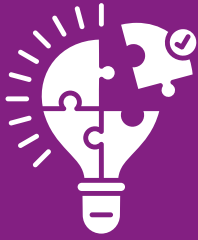
Alternatively, you can condense it into one session by:  
a. Assigning homework for students to begin preparing their group's position and demands at home, or  
b. Giving an individual reflection task after the round table discussion as homework.



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## Stage 4: Forming and representing judgements



Print the text and share it with your students; read together the text in class and decide the name of the Sport team together with your students. After reading carefully the text follow the guidelines on how to form the group and implement the role-play game.



### Simulation context

#### Role-playing: How do we want to live together?

1. In the small town of X, significant changes have taken place over the past ten years. A decade ago, the population primarily consisted of older residents, as many young people emigrated to larger cities in search of better opportunities for education, employment, and leisure activities. Consequently, the town's population dwindled, leaving mostly older individuals behind. As a result, the town fell into decline, creating an inhospitable environment for those who remained.

2. However, Town X has undergone significant changes in recent years. Its population has doubled, with new families arriving from various cities in the country and around the world. Many of these families have small children, and a number of young people have come in search of work and a fulfilling life in the town.

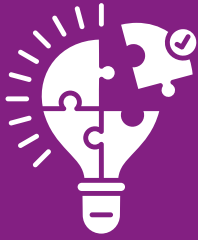


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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

3. However, the town is physically and symbolically divided by a road. On one side live the long-term residents who have been there 'all their lives,' while on the other side are families and young people who have recently arrived from other places. Despite the influx of new inhabitants over the past decade, Town X remains inhospitable for all its residents.

4. The city council, aware of this situation, has invited residents to make proposals to make the city friendly for all people.

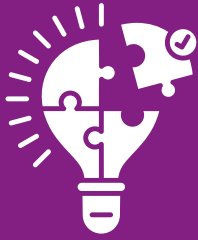
5. Two factions have formed. One group advocates for 'Open Community' proposals that consider actions and changes in the city's infrastructure to foster coexistence, integration, and mutual benefit among all residents. The other group, labeled 'Closed Community,' suggests improvements to the town's quality of life but seeks to do so without encouraging interaction between the long-time residents and the newcomers.



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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

6. The city council invites a representative from each proposal to participate in a brief debate centered around the following questions:

What should the community of Town X aspire to be like?

What characteristics must the city possess to be welcoming to all residents?

How can all community members contribute and collaborate?

What activities can you engage in during your free time to promote unity?

What communal spaces should the city include?

What actions can be taken in areas such as commerce, transportation, housing, and leisure to transform Town X into a friendlier place?

Considering both Human Rights and the rights of refugees, what rights and responsibilities are relevant in this context?

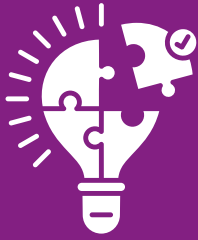
What are the positions of the representatives from the 'Open Community' versus those from the 'Closed Community' on these issues? What proposals do they present?



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## Stage 4: Forming and representing judgements



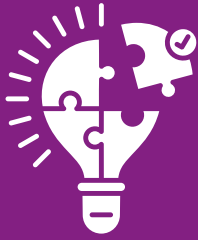
You should be aware that certain positions may be more or less 'popular' depending on your context. It's important to create a safe space where all students feel comfortable expressing their opinions, even if those opinions are 'unpopular.' Ensure that everyone feels respected and that both giving and receiving respect is a priority.



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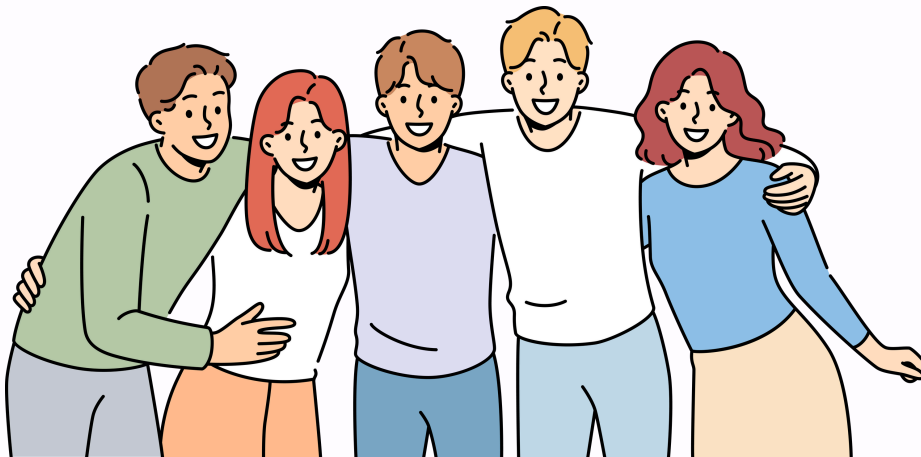
## Stage 4: Forming and representing judgements



# Form 5 groups

### Role-playing: How do we want to live together?

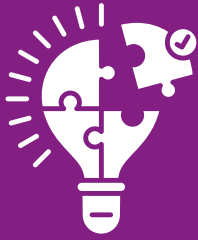
Group 1: Appoint a member to act as the mayor, who will advise the “mayor” in preparing for the Round Table discussion. Given the demanding nature of the mayor's role during the Round Table, it is recommended that you, as the teacher, take on this role yourself. In this case, you can also consult with a group of students on how to effectively moderate the Round Table.



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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

Groups 2-5: Each of these groups will nominate two representatives for the Round Table and discuss which positions and demands they will advocate for. The groups will consist of:

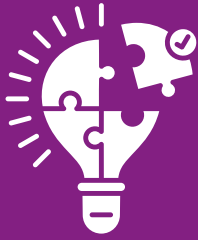
- People who have lived there "all their lives" and those who have arrived from other cities in the same country who do not want to "share their town" with individuals from other cultures.
- People who have lived there "all their lives" and those who have arrived from other cities in the same country who wish to share their lives with all inhabitants of the town, including those from other cultures coming from abroad.
- People who have migrated from other countries and have lived in X town for 10 years, wanting to share their lives with all inhabitants of the town.
- People who have migrated from other countries and have been living in X town for only a few months and are eager to meet others in the town.



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## Stage 4: Forming and representing judgements

- During the Round Table discussion, the other students will observe.
- Reflection after the Round Table (Students could find the questions in → Stage 4 - Student worksheet ):

### Spectators:

What did we notice?  
What strategies did the participants follow?  
Did they express any prejudices about any individual?  
Which rights and duties of refugees and locals were mentioned?  
Which arguments did I find convincing, and which were less so?  
Was an understanding reached, or did certain participants dominate the discussion?  
What concepts for playing/living together in the team/community became evident?



### Participants of the Round Table:

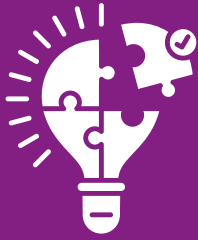
How did I feel in my role?  
How did I experience representing a position that I do not share in "real life," if applicable?  
Was I able to convince others? If so, how?  
Did I change my mind about any issue? If yes, why?  
Am I satisfied with the process and the outcome? If not, what is missing or bothering me?  
If I could have the discussion again, how would I present my arguments?  
How would I position myself regarding the issues discussed?



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## Stage 4: Forming and representing judgements

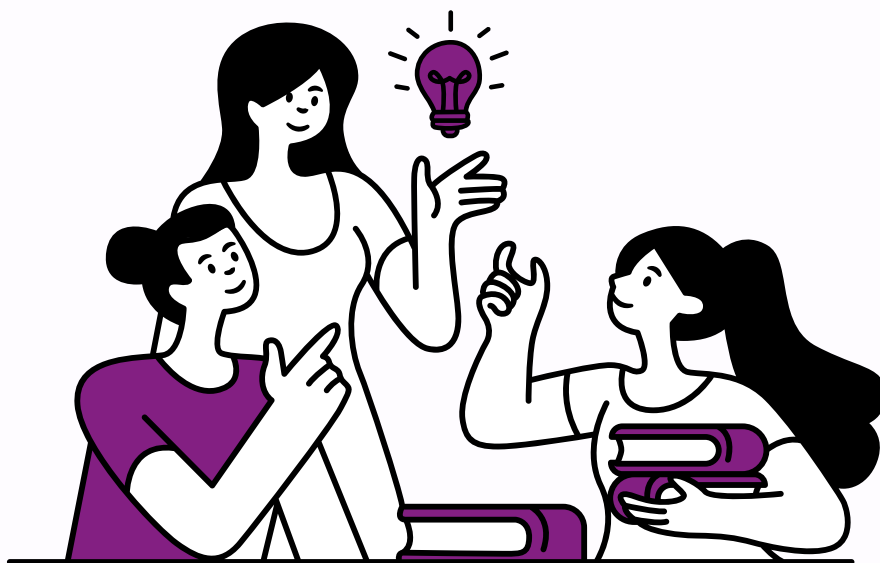


For the Round Table, consider the following points:

**Time Allocation:** Each representative should have a designated time to present their arguments. You can decide the duration based on the overall time available for the session. After each representative has presented, open the floor for discussion.

**Time Management:** The person acting as the trainer or mayor should be clear about the session's timing and manage it effectively.

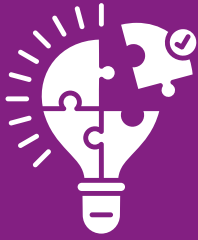
**Space Management:** Plan how to organize the space for both role-players and spectators in advance.



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## Stage 4: Forming and representing judgements



**Respectful and Safe Environment:** Creating a respectful and safe atmosphere is essential for this activity. All students must understand their responsibility in maintaining this environment. If students find it challenging to wait for their turn to speak, consider using an object that grants the holder the right to speak.

**Distinguishing Interpretations from Facts:** Depending on students' level of preparation, encourage them to recognize when they are presenting interpretations versus facts during their arguments.



**Lateral Questions:** If time permits and the discussion allows, you may introduce lateral questions to provoke deeper thinking, such as:  
“Would your opinion change if close relatives were in another group?” or  
“What do you think a Nobel Peace Prize winner would say in your position?”

**Addressing Complex Topics:** If a complex topic arises that relates to the role-playing but is not directly part of it, you can decide whether to address it immediately or suggest that students save it for a future discussion.

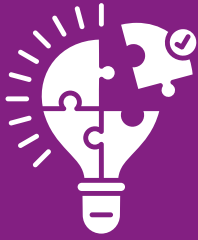


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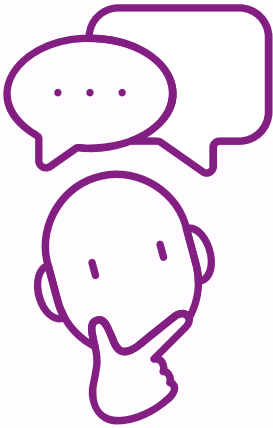
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## Stage 4: Forming and representing judgements



### Reflective practice

Reflection Task (Reflection Task - students could find the questions in → Stage 4 - Student Worksheet )

Write down the three most important rights that you, as a child in any country, would not want to renounce under any circumstances.

Find a picture of objects or symbols that represent these rights.

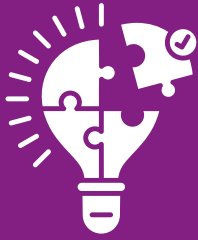


You can always invite your **Togheter for Change** partner to participate in the workshop; however, if that is not possible, you should keep them informed about the proceedings. They will have firsthand knowledge of situations similar to those presented in the role-playing and may offer valuable insights for both you and the students. Their involvement can be instrumental in fostering the relationship and encouraging collaborative action moving forward



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## Stage 4: Forming and representing judgements



### Closing reflections & prepare for next steps



Ask the students to share in a few sentences what they have learned during this stage.



After several students have contributed, summarize their insights in your own words (referencing the goals of the lesson above).



Then, introduce the next stage by saying, “In our next session, we will focus on understanding prejudices.”



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Activities for students  
age range 16-19



# STAGE 5: DEALING WITH PREJUDICES



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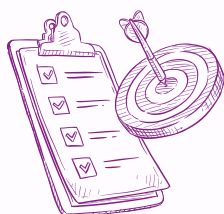


## Stage 5: Dealing with prejudices



### AIM

To build awareness that generalizations can obscure the unique realities of individuals, leading to discrimination.



### OBJECTIVES

Students will recognize generalizations and prejudices within themselves and others. Students will identify strategies for addressing prejudice and discrimination. Students will understand the importance of being aware of their own biases as a key to fostering harmonious relationships.



### KEY WORDS AND CONTENT

Generalizations, stereotypes, prejudices, and discrimination, along with strategies for addressing them, are essential for fostering harmonious coexistence.



### METHODS AND TIMING

Exercises to recognize and address generalizations and prejudices.  
45-50 minutes.



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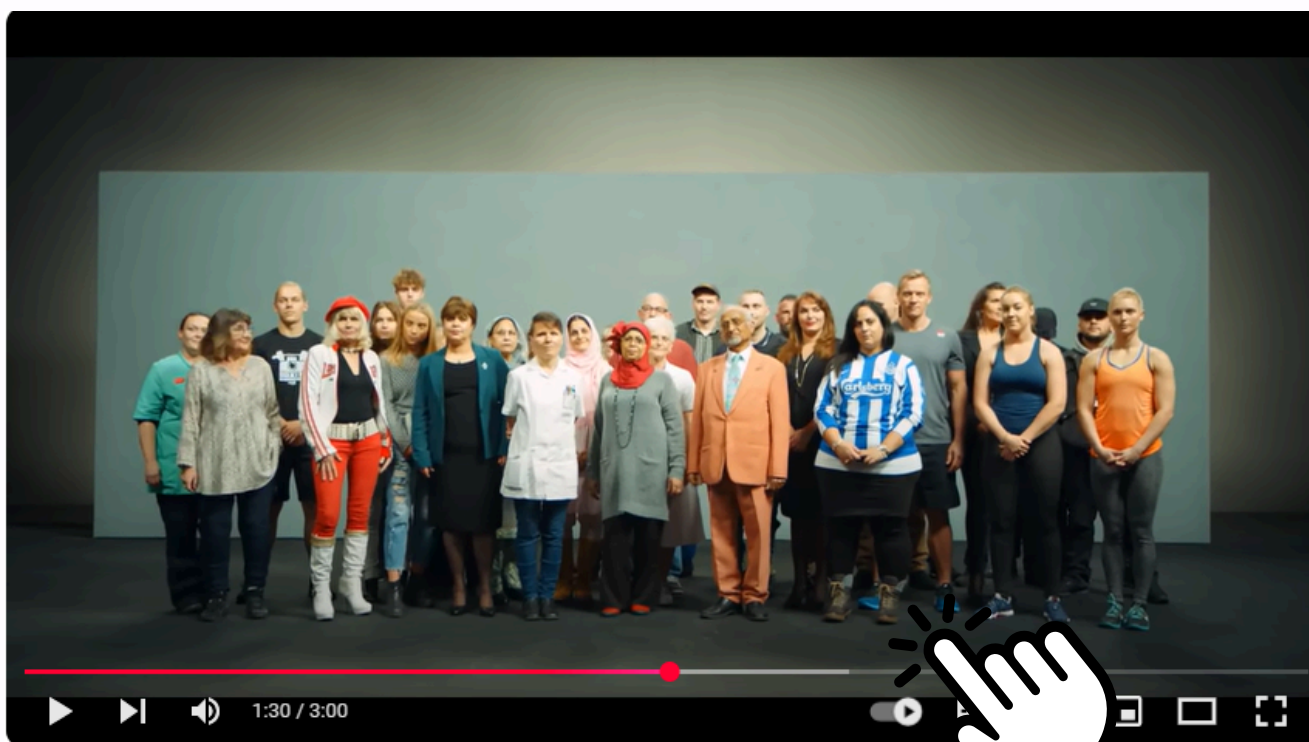
## Stage 5: Dealing with prejudices



**Maybe we have more in common  
than what we think?**



**Ask students to watch this 3  
minute video...**



TV 2 | All That We Share



TV 2 Play  
69.5K subscribers

Subscribe

66K



Share

Save



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## Stage 5: Dealing with prejudices

**...and to reflect on the film by asking the following questions (Students could find the questions in → Stage 5 - Student worksheet)**



Have I ever felt boxed (being categorized or labeled in a way that limits one's identity or potential) in by someone who assumed we had nothing in common? How did I react?



Have I ever placed others in a box, believing we were completely different? What were my feelings and reactions?



Did I discover that someone I had boxed in actually shared more in common with me than I realized? How did I come to this realization?



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## Stage 5: Dealing with prejudices

2

**Ask students to share their experiences in groups of 3.**



3

**Explain briefly what this is about:**

We often tend to quickly assign people to groups, believing that "we" are very different from "them" and that little or nothing connects us. We put others in boxes. Only by getting to know someone better and encountering them do we discover what connects us and what we have in common.



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## Stage 5: Dealing with prejudices



### Generalizations and Prejudices: How Can We Address Them?

#### The danger of a single story

1. Briefly explain the background of the video “The danger of a single story”

Although Chimamanda Adichie, a writer from Nigeria, came to the USA as a student and not as a refugee, she nevertheless had to experience being fixed to a certain image or a certain story ("single story").

In a speech she describes how she experienced this fixation and reduction as a denial of recognition, as the exercise of power, and even as a robbery of her dignity.



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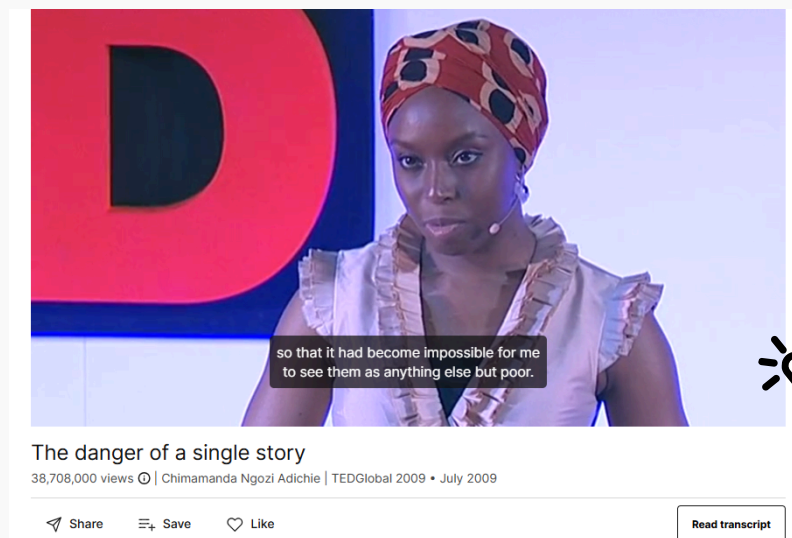




## Stage 5: Dealing with prejudices

### The danger of a single story

2. Ask students to watch the video and to reflect on the film by asking the following questions (Students could find the questions in → Stage 5 - Student worksheet):



Do I have experience being defined by others based on a “single story”? If so, what stories have I been reduced to? How did I experience this, and how did I respond?

When I reflect on my interactions with others, have I ever reduced someone else to a single story? If so, how do I address this?

What helps me keep an open mind and embrace diverse stories about others? What can we do to prevent stereotypes from leading to discrimination?



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## Stage 5: Dealing with prejudices

### The danger of a single story

3. Ask students to share their experiences in groups of 3 the first two questions. Ask them to share with the whole class the answers regarding the third question.

(Someone can take note of all answers regarding the 3rd question in case you plan to do an action challenge related to this stage.)

4. Explain briefly what this is about:

We often quickly assign people to a single story based on their membership in a particular group or certain characteristics, paying little attention to whether that story is true or what narratives they might share about themselves. Unfortunately, refugees often find that few people are interested in their stories, which hinders meaningful encounters, exchanges, and mutual enrichment.



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## Stage 5: Dealing with prejudices



It may be helpful to explain the cognitive, emotional, and attitudinal components involved. Stereotypes are generalizations based on beliefs (what we think), while prejudices arise when these generalizations evoke uncomfortable feelings such as fear, apprehension, or hate. Discrimination occurs when these factors combine and lead us to act negatively toward someone. Therefore, it is crucial to be aware of our stereotypes and prejudices to prevent discrimination.



Your **Togheter for Change** national partner will have firsthand knowledge of this topic and can offer valuable advice on how to address it effectively. They may even know local influencers who are anti-racist activists. Additionally, they might provide complementary materials if you wish to explore the topic further.



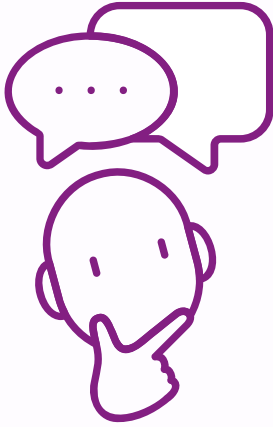
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## Stage 5: Dealing with prejudices



### Reflective practice

Explain the reflection task for this stage (Reflection task, students could find the questions in → Stage 5 - Student worksheet )  
Note three statements about yourself that you would reject because they fail to accurately describe you or do not respect your individuality.



## Closing reflections & prepare for next steps

○ ○ ○  
Ask the students to explain in a few sentences what they learned in this stage. After a few students share their thoughts, you can summarize their responses in your own words (refer to the lesson goals above).  
Then, explain how the next stage will unfold: 'In our next session, we will be getting into action!'



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**Activities for students  
age range 16-19**



# **STAGE 6: TAKING ACTION**



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## Stage 6: Taking action



### AIM

To inspire open-mindedness and empower change through collaborative actions with others.



### OBJECTIVES

Students will be able to recognize their own possibilities for action regarding issues of refuge, migration, diversity, and anti-racism.

Students will feel motivated and empowered to take advantage of the opportunities available to them.



### KEY WORDS AND CONTENT

Action, collaboration, together, share knowledge, motivation

### METHODS AND TIMING

Exploration of situations that call for action based on these values, using the knowledge and experience gained in this course.

Exploration of opportunities to partner with migrant / refugees local associations or representative from migrants/refugees communities, working on projects related to migration, refuge, diversity, and anti-racism to create change together.



Timing: More than one session but depending on the action chosen.



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## Stage 6: Taking action

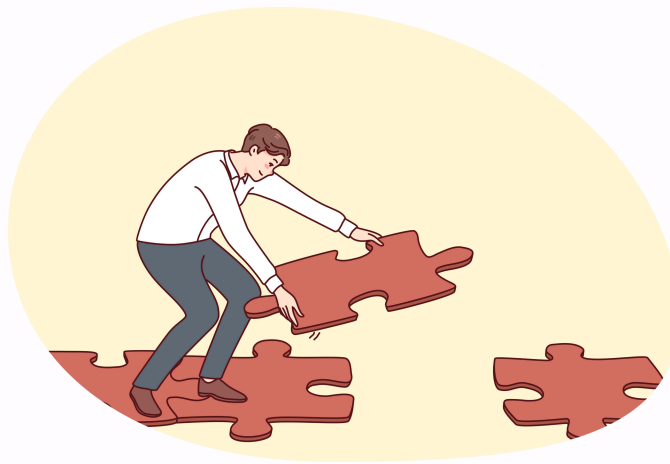


### Action challenge: Let's go forwards!

Education truly opens the mind and fosters change only when it leads to action. To facilitate this, we propose an "action challenge" that goes beyond what has been covered in class. These challenges are designed to extend the themes explored in the stages into the wider community. Everyone can benefit from actions that encourage reflection as a community.

#### The learning will be more meaningful if:

- students can engage in an action related to their learnings.
- a partnership is established with an association or leader involved in projects related to migration, refuge, diversity, and anti-racism.
- the action can be integrated into a larger project already underway at the school.



Below, you will find one "action challenge" for each previous stage. You can choose one or divide the class into groups, allowing each group to decide which challenge to undertake. Most challenges focus on raising awareness, but other activities related to fundraising, advocacy, meetings, and exchanges can also be considered. These are just suggestions; students can work with the Together for Change national partner and/or migrant refugees local organisations or representatives to select from these options or propose their own.



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## Stage 6: Taking action



### Stage 1: What are your hopes and dreams

#### Film a short video

Students have already reflected on their hopes and dreams for themselves and others, shared these with their classmates, and watched videos of young refugees expressing their own hopes and dreams. During the encounter, they may have discussed this topic as well.

We propose collecting all these hopes and dreams and filming a short video. They can then share that video with the school community. Students could use also social media tools to develop the video such as TikTok, Instagram, Youtube etc.. Creativity is the key.



To make it more meaningful, consider creating the video and disseminating it together with your Together4Change partner. Collaborate to determine the best way to present this video. We aim to avoid perpetuating stereotypes and prejudices that could lead to discrimination.



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## Stage 6: Taking action



## Stage 2: Dismanteling rumors

Challenge your school community with a Kahoot!

Students have gathered a lot of information about the topic from Stage 2. They can reflect on what information they want to share and create questions for a Kahoot.

After designing the Kahoot, they can share it with the school community. They might also organize presentations in other classrooms, create a contest, or publish the Kahoot in open mode so that others, including their families, can participate.



With your Together for Change national partner, you can create more accurate questions and answers and you can plan together the presentation and/or dissemination. Your partner can think about other information that may be interesting to share through the Kahoot.



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## Stage 6: Taking action



## Stage 3: Express a message of hope

### Artistic expression

Students have already heard various stories and learned about the topic of migration. Hope is essential for fostering community after experiencing or witnessing injustice.

Students can create artistic representations of hope. You can either choose the same art discipline for all students or allow them to select their own (such as painting, photography, music, or other visual arts).

Afterward, you can organize an exhibition at the school.



You can find an external partner that work together with you in this project and make it more meaningful. This partner could be an artist who might even lead a workshop.



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## Stage 6: Taking action



## Stage 4: Open community

### Friendly teams/cities ideas

Students have already reflected on what it takes to make a group, team, or city welcoming for everyone and how we can live and play together. They can write a statement outlining steps we can all take to live happily together.

Next, they can create a banner for each statement. These banners can be printed and disseminated at the school, and they can also create an Instagram post or similar content to share on the school's social media.



You can collaborate with your **Together for Change** national partner and local migrant/refugees organisation or representatives, to organize the creation and dissemination of the materials together. This collaboration will help you reach more people and strengthen your message by incorporating diverse voices. We cannot make teams, groups, or cities more inclusive and welcoming if we don't listen to all the voices involved.



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## Stage 6: Taking action



## Stage 5: We are activists

### Campaing against racism

Students have already reflected on when stereotypes turn into discrimination. Most people forced to migrate experience discrimination in their host countries, often related to racism.

Students can create a leaflet with suggestions on how to prevent prejudices from becoming discrimination. They can distribute these leaflets both physically and virtually.



If you work together with your **Together for Change** national partner or local migrant/refugees organisation or representatives, the materials that you together can create will be more accurate and the dissemination will have more impact. Your partners may already know a lot about fighting discrimination and which messages really help people understand what we can do to work together for that objective.



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## Stage 6: Taking action



These are some "small actions" that can be implemented if you feel short on time. However, if your class is highly motivated, you can involve other teachers or integrate these actions into existing events or campaigns at school, especially if you're part of a network related to the topic. If that's the case, be sure to discuss this in advance and involve your Together for Change national partner and local migrant/refugee organizations or representatives. The more you collaborate, the greater the impact of your actions. We must work together if we truly want to live together.



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**Thank you for taking the time to review this guidebook. It is hoped that the insights provided will be valuable in supporting the effective implementation of the activities outlined.**

**For further information and additional resources, please visit the website [here](#).**

