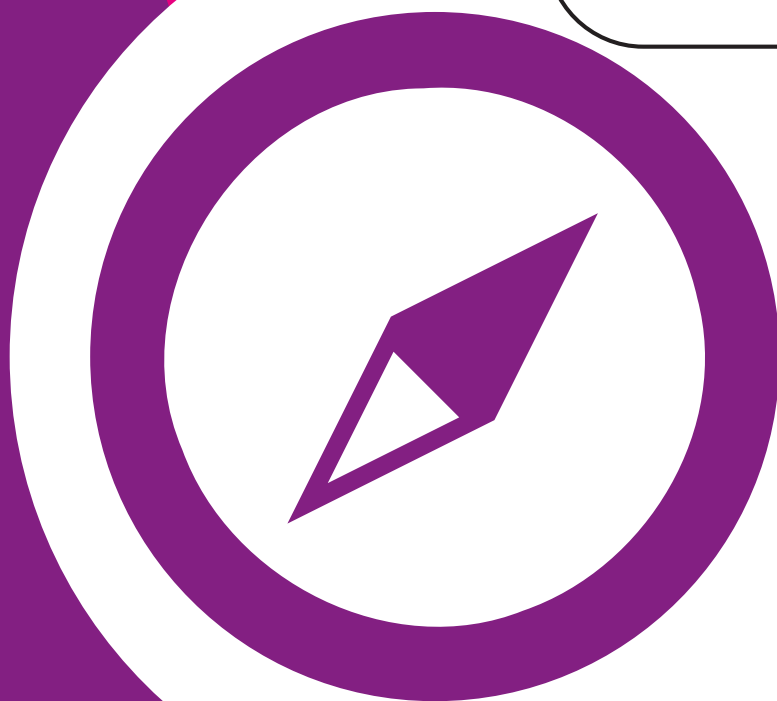




**Activities for students
age range 16-19**



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



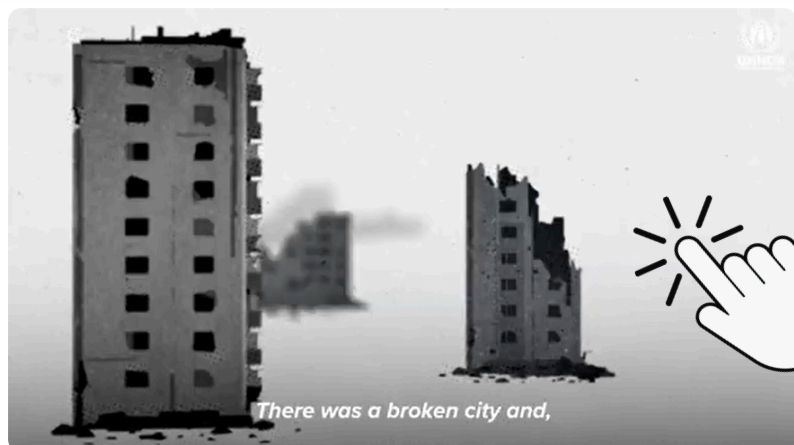
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Share



Kate's Story



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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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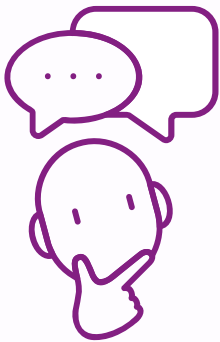




Stage 1: Exploring Self-Awareness



You can have some advise 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 refuge/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.



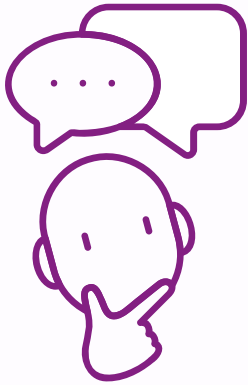
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Stage 1: Exploring Self-Awareness



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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