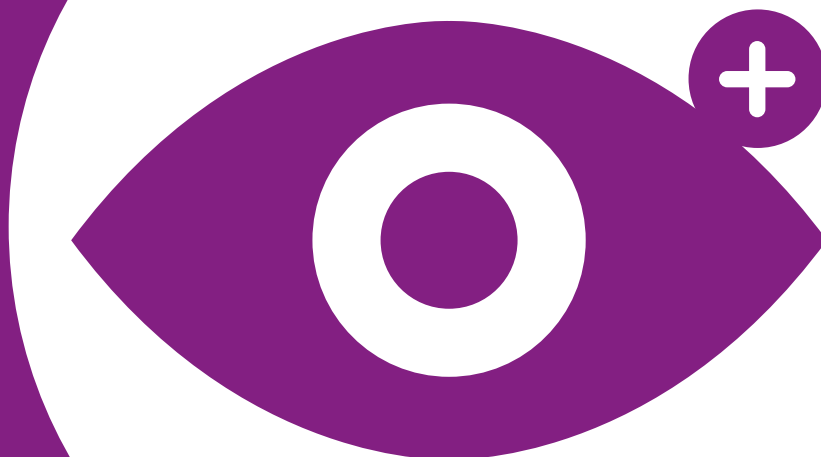




Activities for students
age range 16-19



STAGE 3: CHANGING PERSPECTIVES



Co-funded by
the European Union





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.



Co-funded by
the European Union

41





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.



Co-funded by
the European Union

42





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.



Co-funded by
the European Union

43





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.



Co-funded by
the European Union

44





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.



Co-funded by
the European Union

45





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

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



Co-funded by
the European Union

46

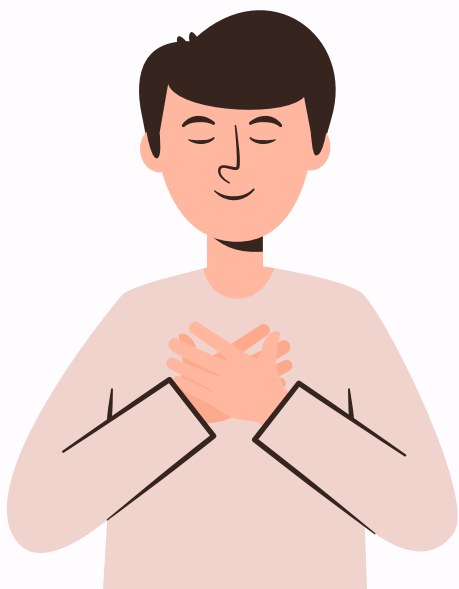




Stage 3: Changing perspectives



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.



Co-funded by
the European Union

47





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?



Co-funded by
the European Union

48





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/
- Encounter with Emmanuel Jal: A powerful testimony from a former child soldier : 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?



Co-funded by
the European Union

49

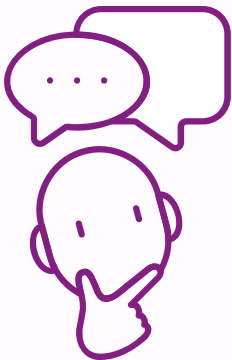




Stage 3: Changing perspectives



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.



Co-funded by
the European Union

50





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. ”



Co-funded by
the European Union

51

