



**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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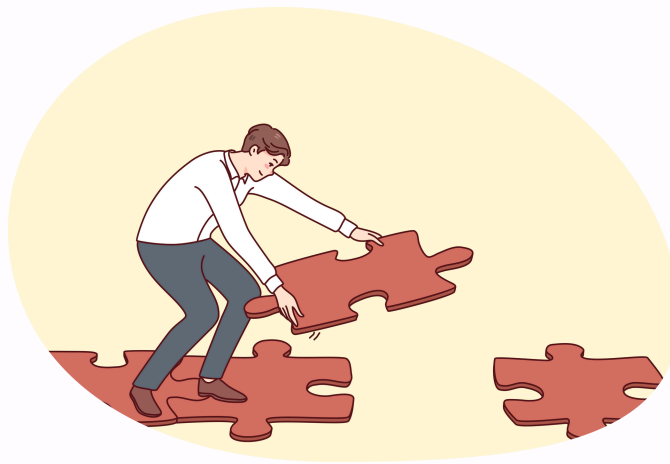


Action challenge: Let's go forwards!

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 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 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 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 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 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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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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