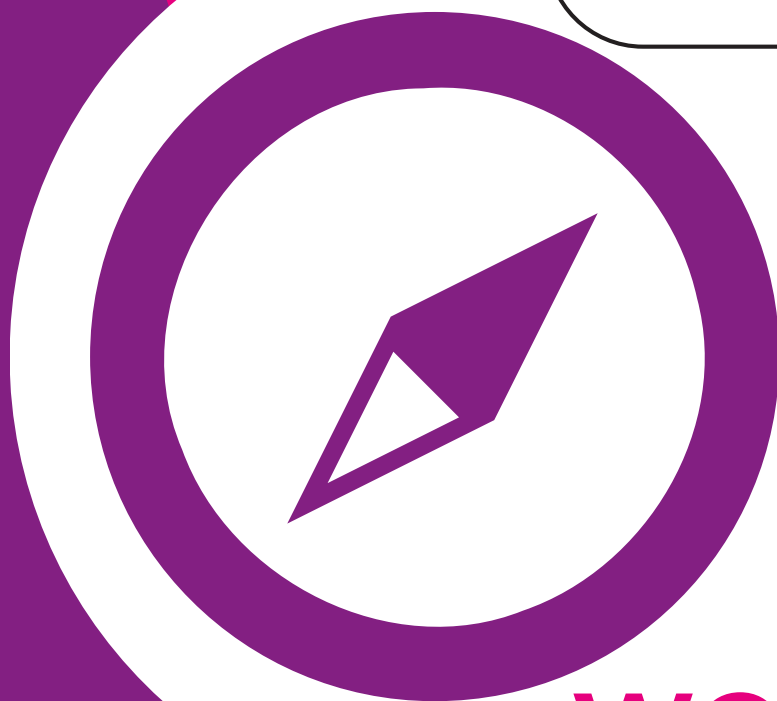




Activities for students  
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# WORKSHEET

## STAGE 1: EXPLORING SELF-AWARENESS



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## Stage 1: Exploring Self-Awareness

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



**Answer the following questions:**

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

**Answer the following questions after watching Hiba's and/or Kate's story**

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?



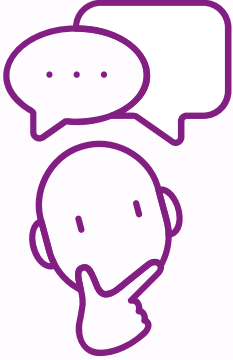
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## Stage 1: Exploring Self-Awareness



### Reflective practice

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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# WORKSHEET

## STAGE 2: RECEIVING AND PROCESSING CRITICAL INFORMATION



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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



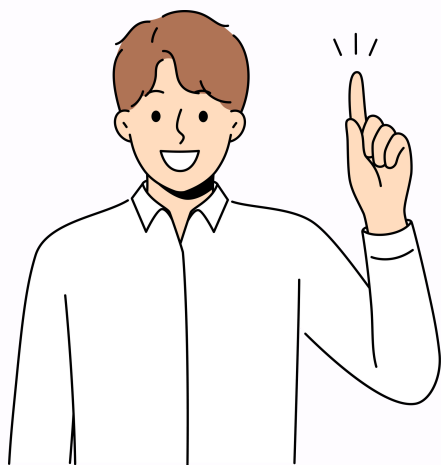
### What are the relevant numbers and statistics?

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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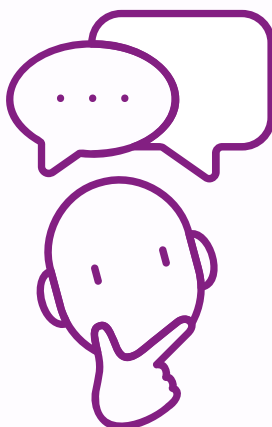






## Stage 2: Receiving and Processing Critical Information

### Reflective practice



**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

### Reflective practice



What is new and surprising to me?



What feelings do the different information received evoke in me?



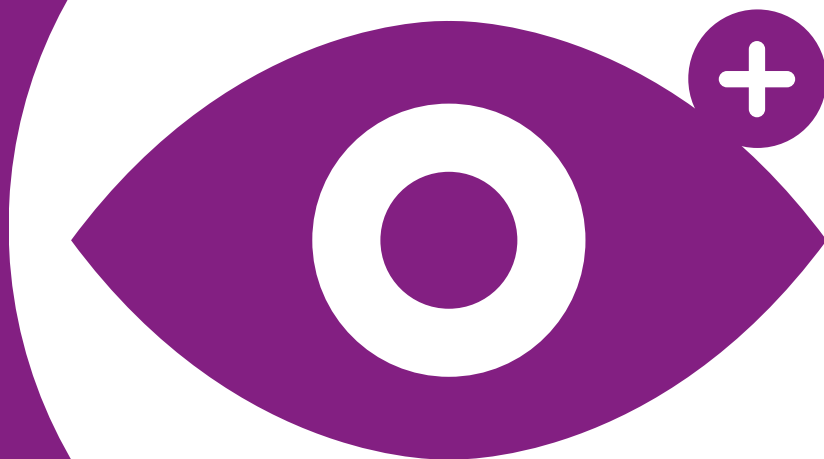
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# WORKSHEET

## STAGE 3: CHANGING PERSPECTIVES



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## Stage 3: Changing perspectives

### We encounter, we share, we learn

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

### Reflective practice



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.



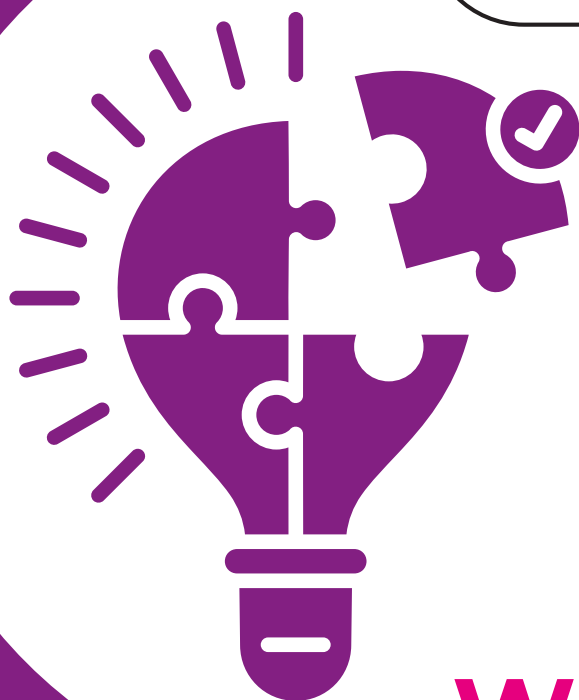
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# WORKSHEET

## STAGE 4: FORMING AND REPRESENTING JUDGEMENTS



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## Stage 4: Forming and representing judgements

### 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:

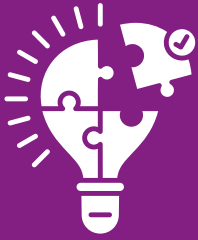
How did I feel in my role?  
How did I experience representing a position that I do not share in "real life," if applicable?  
Was I able to convince others? If so, how?  
Did I change my mind about any issue? If yes, why?  
Am I satisfied with the process and the outcome? If not, what is missing or 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

### Reflective practice



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.



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# WORKSHEET

## STAGE 5: DEALING WITH PREJUDICES



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## Stage 5: Dealing with prejudices

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

#### Question for reflection:



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

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

#### Question for reflection:



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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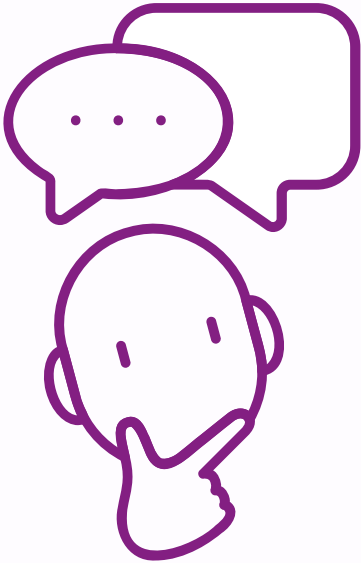
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## Stage 5: Dealing with prejudices

### Reflective practice



Note three statements about yourself that you would reject because they fail to accurately describe you or do not respect your individuality.



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