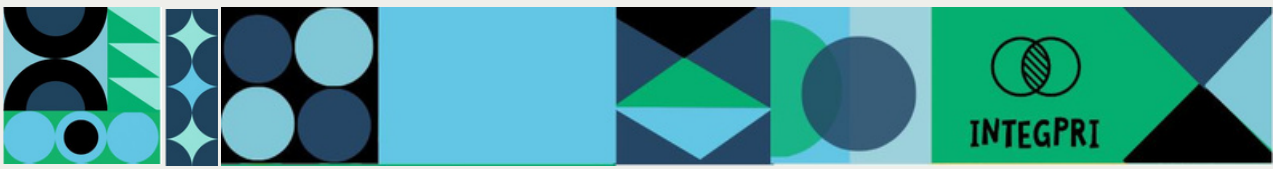




Chapter 5

Suggested Activities



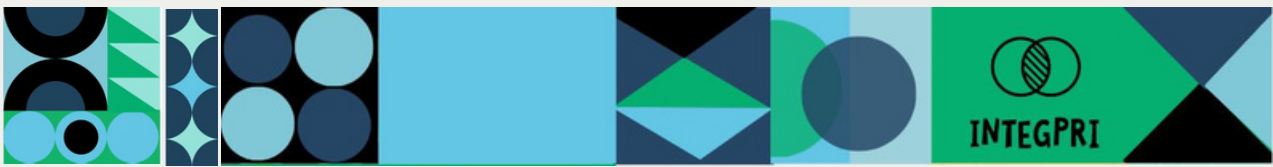
A different aspect of Prior Knowledge

Empowering Refugees and Migrants through Harnessing Experiences and Memories.

The journey of refugees and migrants is marked by displacement, uncertainty, and the search for a better life. In addition to leaving behind their homes and communities, they carry with them a wealth of experiences and personal memories. These unique life stories hold immense value and can serve as a powerful tool for inclusion and integration into hosting countries. By recognizing and harnessing the knowledge embedded within these individuals, we can foster a more inclusive society that benefits both the newcomers and the host communities. Taking all these into consideration, we created six (06) indicative activities that exploit refugees' /migrants' existing knowledge into account, but this knowledge does not draw on what they know about Maths or Geography. The activities aim to bring on surface their memories and experiences as well as their feelings, which are an integral part of the overall knowledge they already possess. The activities can be modified and adjusted to the age, profile and needs of the group we have each time and can be enriched with more tasks and ideas. Their main focus is on:

Experiences as a Source of Knowledge:

Refugees and migrants bring with them a diverse range of experiences. These experiences often include overcoming adversity, resilience, and adapting to new environments. Each individual's story is a testament to their resourcefulness, problem-solving skills, and capacity to navigate unfamiliar territories. By recognizing and valuing these experiences, we can tap into a vast reservoir of knowledge that can enrich society as a whole.



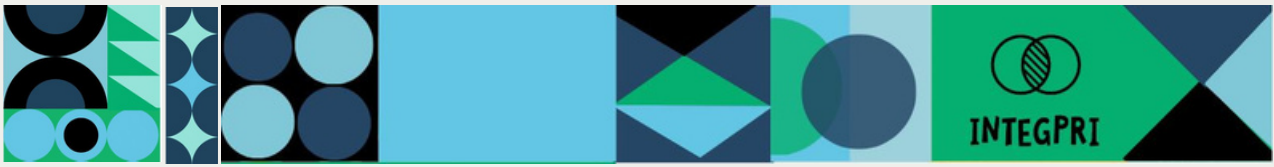
Personal Memories and Cultural Heritage:

Personal memories and cultural heritage play a pivotal role in shaping an individual's identity. For refugees and migrants, memories serve as a link to their past, connecting them to their roots, traditions, and values. By preserving and sharing their personal histories, these individuals contribute to the tapestry of cultural diversity in their new host countries. Embracing their cultural heritage can foster mutual understanding and appreciation, fostering a more inclusive and tolerant society.



Building Bridges through Storytelling:

Storytelling is a powerful tool that allows refugees and migrants to share their experiences, struggles, and aspirations with the wider community. When given a platform to express themselves, individuals can educate others about their cultures, dispel misconceptions, and build bridges of empathy and compassion. By promoting storytelling initiatives, hosting countries can create spaces for dialogue and understanding, facilitating the inclusion process.



Conclusion

Refugees and migrants bring with them a wealth of experiences, personal memories, and cultural heritage that can enrich host countries in numerous ways. By recognizing and valuing these contributions, we can create a society that embraces diversity, fosters inclusion, and capitalizes on the knowledge and skills of newcomers.

By harnessing their experiences and memories, we pave the way for a more empathetic and prosperous future, where both refugees and host communities thrive together.



“Profiles”

1. Name of the method/activity	“Profiles”
2. Purpose of the method/activity	<ul style="list-style-type: none"> • The purpose of the activity is to • Boost refugees’/migrants’ linguistic skills • Create intimacy and help them build strong interpersonal relationships
3. Description of the target group (learners) + group size	Could be implemented with refugees/migrants of all ages, making relevant adaptations. The group size could be up to 8-10 persons.
4. Resources (materials needed) for the activity	We could use pillows and have the members of the team sit on the pillows and create a circle on the floor. This helps create a more relaxing atmosphere so that they can express themselves more easily.
5. Detailed description of the activity	<u>Skills gained</u> - Linguistic capacity and oral skills (through the use of the second language in order to share stories with the group)

- Communicative and expressive skills
- Social skills

Step-by-step description of the procedure

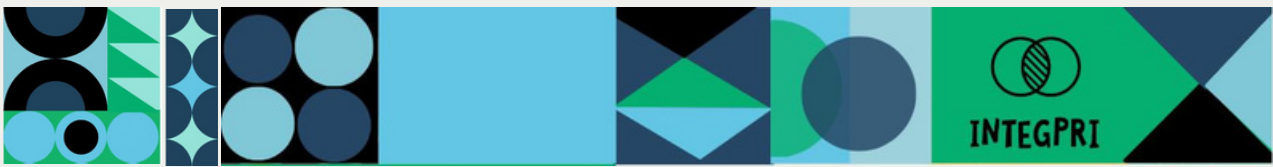
Students form a team of two and each of them has the right to ask questions to the other person. These questions could be relevant to the other person’s life history or relevant to their personality (their likings, preferences, hobbies, interests etc.). Notes are taken during this “interview” and then each person of the team talks about the other, sketching his/her profile.

Alternatively, a worksheet could be used which comprises indicative questions so that students don’t have to make up their own questions.



Outcomes

-Creation of a psychologically safe environment where people talk about themselves but through another person, having chosen the degree to which they wish to expose themselves. Members of the broader team get to know each other better which in turn, creates an environment of intimacy which facilitates learning and inclusion.

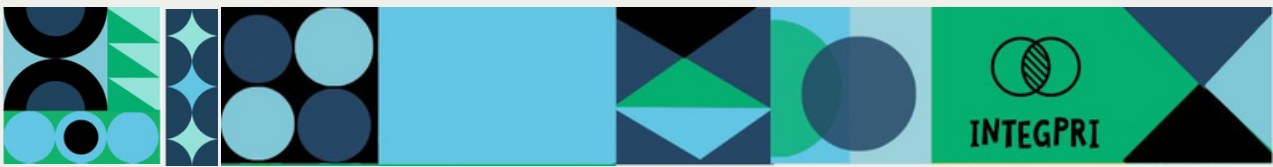


<p>6. Evaluation of the activity</p>	<p><u>Evaluation criteria</u></p> <ul style="list-style-type: none"> - Participants' involvement and engagement - The level of language applied (in terms of vocabulary, syntax and oral capacity) - Participants' feedback
<p>7. Example of worksheet/material</p>	<p style="text-align: center;">Title of the activity: "Profiles"</p> <p>You can choose questions to ask your partner in order to know him/her better and sketch their profile.</p> <ol style="list-style-type: none"> 1.How did you take your name? Is it after someone from your family? 2. Which is your country? 3. What do you miss more about your country? 4. What is the name of your best friend? 5. What is your favourite colour? 6. What is your favourite food? 7.What is your favourite subject at school? 8.What is your favourite hobby? 9.What is your favourite song? 10.What is your favourite movie? <p><u>Important note for teachers/trainers/adult educators.</u></p> <p>Students should be free to use their mother tongue in combination to the second language (this of the hosting country) or even English (as a lingua franca) while taking notes or while providing answers. This create a learning environment where all languages and linguistic resources are respected. Moreover, it promotes inclusion since language is not confronted as a barrier. Teachers are welcome to either ask other students that know the language to translate or could even ask for the presence of an interpreter (if possible).</p>



Mystery Games role playing game

1. Name of the method/activity	Mystery Games role playing game
2. Purpose of the method/activity	<ul style="list-style-type: none"> • To practice a second language in an informal way, especially focusing on spoken language, • vocabulary and improving conversation and communication skills. The method consists of a • background story and an interactive game.
3. Description of the target group (learners) + group size	The group of learners can vary from small to medium-size, but the activity requires personal interaction and the group size must therefore remain between 4-8 people approximately.
4. Resources (materials needed) for the activity	<ul style="list-style-type: none"> • Time: 1.5-3 hours • Pen, paper, character cards for each player, scenario cards, script for the story
5. Detailed description of the activity	<p><u>Objectives</u></p> <p>The idea is to practice a second language, to improve vocabulary and communication skills in a fun, interactive way among other learners. The game is based on an interesting “mystery”, to make the situation detached from reality and more fun.</p>



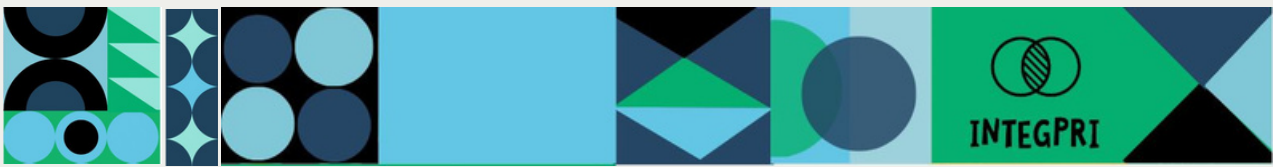
Skills gained

Improving spoken and communication skills in a second language, interacting with others, learning vocabulary and learning to be creative in another language.

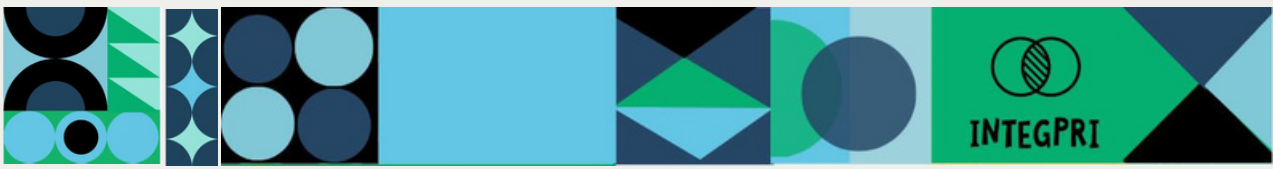
Step-by-step description of the procedure

The game takes some time to prepare. The game leader (tutor) must write a script for a mystery story, including the background that will be read to the players (e.g. Mrs Waters was murdered at 1 am on a Tuesday on her front yard). After this, the players are provided character cards, one of whom is the person or the culprit who committed the act of violence, fraud etc. (this depends on the story). The other players are other characters, such as the police, the neighbours, or family members of the victim. The cards should include a detailed description of the characters as well as some secret information to make the game more interesting (e.g. the murderer will be told how they did it, the neighbour may have seen something but must lie to the police, etc.)



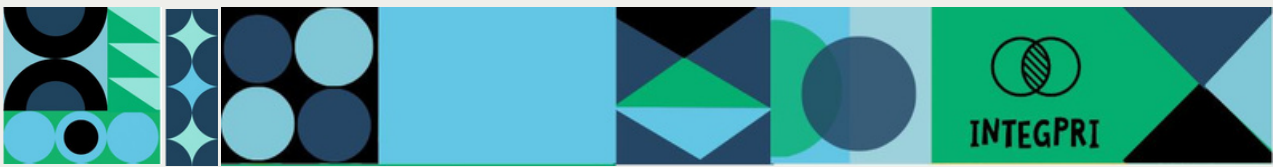


	<p>The players get some time to prepare and then they introduce themselves (without telling any secret information that may be included in the cards). The players can also add their own characteristics and ideas to their characters. After the introduction, the game leader leads the game by presenting further scenarios, such as the police arrives at the house, the police interrogates the neighbour, etc. The characters can freely interact and make up their own dialogue, as long as they stick to the character information provided. The police officer or detective must solve the mystery, but the other players can help them as much as they can or want, as long as they do not reveal their secrets until they are forced to. This makes the game flow natural and unexpected, and the time can also vary.</p> <p><u>Outcomes</u> Strengthening the learners' skills in speaking and communicating in a second language, learning to interact with other in different types of scenarios, becoming more confident in using their second language when interacting in a fun and playful situation.</p>
<p>6. Evaluation of the activity</p>	<p><u>Evaluation criteria</u></p> <p>This activity can be used to evaluate the migrant learners' prior knowledge, by assessing the level of their language skills and communication skills by observing their interaction in the group.</p>
<p>7. Example of worksheet/material</p>	

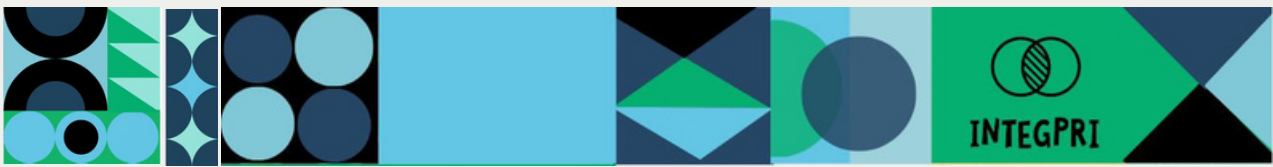


Objects of Resilience: Sharing Stories through Treasured Possessions

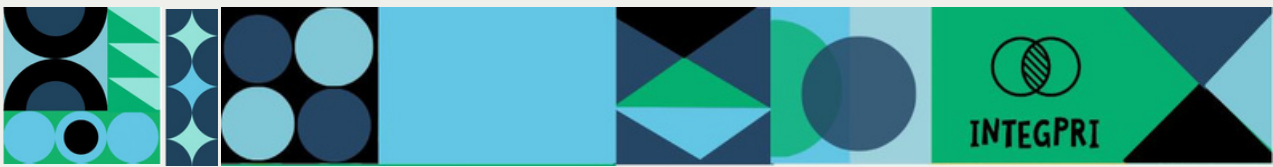
1. Name of the method/activity	Objects of Resilience: Sharing Stories through Treasured Possessions
2. Purpose of the method/activity	<p>The purpose of this activity is to provide a safe space for refugees and migrants to share their personal stories and experiences by bringing and discussing an object that holds significant value and meaning to them. Through this activity, participants can foster understanding, empathy, and connection among diverse individuals while promoting cultural exchange.</p>
3. Description of the target group (learners) + group size	<p>Could be implemented with refugees/migrants of all ages, making relevant adaptations. The group size could be up to 8-10 persons.</p>
4. Resources (materials needed) for the activity	<p>Nothing in particular</p>
5. Detailed description of the activity	<p>Skills gained</p> <p>Strengthening oral skills Communication and Storytelling: Participants improve their ability to articulate personal experiences, emotions, and challenges through</p>



<p>5. Detailed description of the activity</p>	<p>storytelling. Develop effective communication skills by sharing and listening attentively.</p> <p><u>Cultural Competence:</u> Participants enhance their cultural competence by engaging with diverse narratives and perspectives. Foster an appreciation for cultural differences and the ability to navigate cross-cultural interactions.</p> <p><u>Empathy and Active Listening:</u> Participants develop empathy and practice active listening skills by attentively engaging with each other's stories. Learn to acknowledge and validate different emotions and experiences.</p> <p>Step-by-step description of the procedure</p> <p><u>Introduction (10 minutes):</u> Begin the activity by introducing the purpose and goals of the session. Create a welcoming environment that encourages open dialogue and respects each participant's unique experiences.</p> <p><u>Object Selection (10 minutes):</u> Ask participants to bring an object that holds personal significance, reflecting their journey, heritage, or resilience. Encourage participants to choose an object they feel comfortable discussing and that can be shared with the group.</p> <p><u>Sharing and Discussion (40 minutes):</u> Allocate time for each participant to present their chosen object, sharing its significance, origin, and the story behind it. Encourage participants to share their emotions, memories, and the challenges they have faced through the lens of the object.</p>
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<p>6. Evaluation of the activity</p>	<p>Evaluation criteria</p> <p><u>Active Participation:</u> Assess the level of engagement and involvement of participants during the activity. Encourage active listening, respectful questioning, and supportive feedback.</p> <p><u>Emotional Connection:</u> Evaluate the participants' ability to establish an emotional connection with the shared stories. Assess the empathy, compassion, and respect demonstrated during the discussions.</p> <p><u>Cultural Exchange:</u> Measure the extent to which participants gain knowledge and appreciation for diverse cultures and experiences. Evaluate the willingness to engage in open-minded dialogue and learn from different perspectives.</p> <p><u>Reflection and Learning:</u> Assess the participants' ability to reflect on their own attitudes, assumptions, and biases. Evaluate the depth of personal growth and understanding demonstrated through self- reflection.</p> <p><u>Community Building:</u> Observe the establishment of connections and relationships among participants. Evaluate the participants' willingness to support and engage with one another beyond the activity.</p> <p>Note: It is important to create a safe and inclusive environment for all participants. Sensitivity towards potential trauma or sensitive subjects should be exercised throughout the activity.</p>
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Facilitate an open and respectful discussion among participants, allowing them to ask questions and express their support and curiosity.

Reflection and Connection (20 minutes):

Facilitate a group reflection on the shared stories, emphasizing commonalities and differences. Encourage participants to identify shared values, experiences, and lessons learned from each other's stories.

Promote dialogue and connection by inviting participants to share how the stories impacted them personally.

Outcomes

Empathy and Understanding:

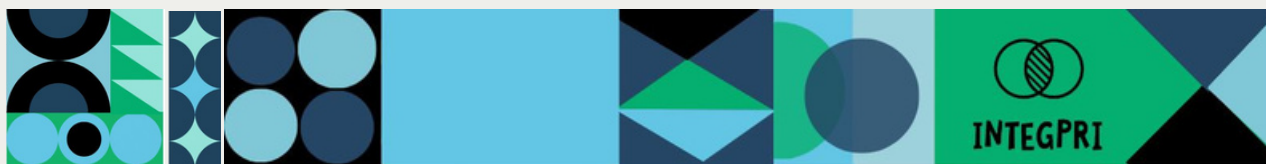
Participants develop a deeper understanding of the experiences, challenges, and resilience of refugees and migrants. Increased empathy towards individuals with diverse backgrounds and experiences.

Cultural Exchange and Appreciation:

Participants gain exposure to different cultures, traditions, and perspectives through the stories shared. Foster appreciation for the richness and diversity of global experiences.

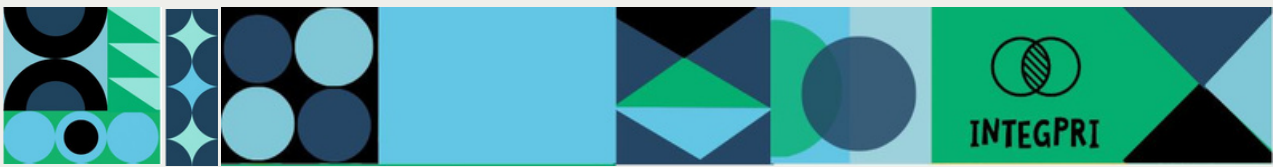
Personal Connection and Community Building:

Participants establish connections and build relationships with one another based on shared stories and experiences. Enhance a sense of belonging and support within the group.

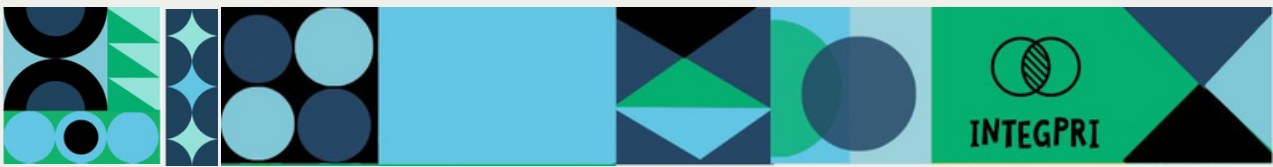


Language cafe

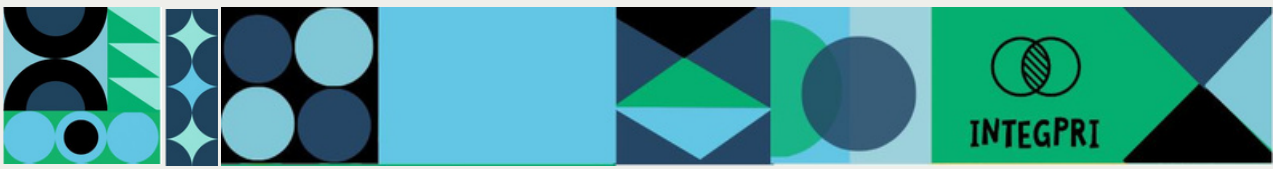
1. Name of the method/activity	Language cafe
2. Purpose of the method/activity	<p>To practice a second language in an informal way, especially focusing on spoken language and improving conversation and communication skills. The language café is easy to establish and can be conducted in the classroom or outside of it. Some preparation is needed to prepare materials and tutors for the language / different languages.</p>
3. Description of the target group (learners) + group size	<p>The group of learners can vary from big to small – in a big language café, there can be several different groups/tables for different languages, or the same language can be divided into several groups/tables. To ensure effective communication, the groups/tables should be 4-6 persons in size.</p>
4. Resources (materials needed) for the activity	<ul style="list-style-type: none"> • Time: 1-2 hours <p>Pen, paper, flashcards, games, worksheets, books, texts – different kinds of material can be used to facilitate discussion and provide topics and themes for the language table. These can include flashcards that have pictures or words for basic vocabulary (for beginners), discussion and debate cards with different topics that can be discussed (for more advanced), and games, such as word explanation game (each person explains a word</p>



	<p>and the others have to guess), name game (each person gets a name of a known person and has to describe them), memory game and many others.</p>
<p>5. Detailed description of the activity</p>	<p><u>Objectives</u> A language café is an informal way to practice speaking and spoken communication in a second language. It is also a very good way of creating community spirit and social relations within a group, for example students on a course can get to know each other better, or migrants can practice the native language of their new home country and a way for locals to practice the languages migrants speak and to teach their native language. It is also a good way of creating social contacts and integrating migrant learners in the home country by meeting locals and learning about the culture.</p> <p><u>Skills gained</u> Improving spoken and communication skills in a second language, learning to create social connections in a second languages. The learners can also learn about other cultures when speaking with learners from different cultural backgrounds.</p> <p><u>Step-by-step description of the procedure</u> The language café can be organised once a week or several times a week either in a classroom or in a more informal venue, such as a café, restaurant, library, etc. The organiser will have signs for the languages spoken in the cafe, which will be placed on different tables. It helps to be organised, even though the participants should be able to choose freely which languages they would like to speak or teach (depending how many languages there are available).</p> <p>If possible, there is a tutor at each table who is a native</p>

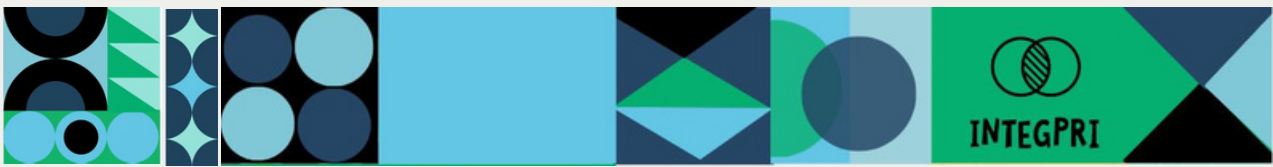


<p>5. Detailed description of the activity</p>	<p>If possible, there is a tutor at each table who is a native speaker of the language spoken at that table, and they facilitate the conversation by offering topics or providing material, such as picture cards for beginners, or discussion or debate cards on different themes or topics for more advanced learners (as described above). Also different games can be played that require the use of vocabulary, such as word explanation game or memory game.</p> <p>Outcomes</p> <p>Strengthening the learners' skills in speaking and communicating in a second language, as well as creating social connections between a group of learners. The learners will become more confident in using the spoken language of the second language studied. In a group with learners from mixed cultural backgrounds, the learners can also learn about other cultures and share information about their own.</p>
<p>6. Evaluation of the activity</p>	<p>Evaluation criteria</p> <p>This activity can be used to evaluate the migrant learners' prior knowledge, by assessing the level of their language skills and communication skills by observing their interaction in the group.</p>
<p>7. Example of worksheet/material</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="560 1552 928 2027"> </div> <div data-bbox="986 1552 1361 2027"> <p><i>Example of exercise sheets (cross-word)</i></p> <p>Ruokaristikko</p> </div> </div>



Learn about me and about yourself

1. Name of the method/activity	Learn about me and about yourself
2. Purpose of the method/activity	<p>The participants will be able to connect with each other through their past and the relatable situations they all experienced. In group settings, it is vital that each member feel safe. We want to be able to create a safe environment where there is trust and where each member can engage in the next part of the activity. Which will be <u>an open discussion</u> with self-reflection questions that will require an open and sincere heart from them.</p>
3. Description of the target group (learners) + group size	<p>For the Ice breaking activity, the participants will be divided into two groups since they have to face each other. The coordinator will then be in charge of creating small groups later on for the open discussion. To ensure effective communication, the groups should be 3 to 4 persons in size.</p>
4. Resources (materials needed) for the activity	<ul style="list-style-type: none"> • Time: 2 hours • Scotch tape (or anything that can help the coordinator draw a line on the ground between the two groups of people), chairs, badges with the names of the participants.



5. Detailed description of the activity

Objectives

Learn about me and about yourself – the purpose is to enable the participants and the coordinator to share a moment where they can be vulnerable and share their experiences with each other. In a world where their knowledge and capabilities are often underestimated and where they feel far from their home and the people they love, it will enable the participants to not feel isolated and think that no one validates them. Sharing and exchanging about their experiences and struggles will encourage them and give them a sense of belonging and recognition. In a society where they feel rejected most of the time and think that nobody sees and understands them, they will be able to see that they are not alone.

Skills gained

Improving their self-worth, cultivating empathy for the pain and experiences of other people and being able to create a bond with strangers. They will then be able to develop more confidence and be more conscious of their strengths. They will also be able to meet with people that are going through the same kind of situations and exchange some solutions and ideas.

Step-by-step description of the procedure

First part: The ice breaking activity is an activity where we divide the participants in two groups and make them walk across one side of the room, facing each other. The coordinator will, then, have to draw a line in the middle and start each statement by “Come forward if you relate to this sentence”. Then he will read each statement, let the migrants come forward and look at the people that also came forward and go back before the next statement. It is very important that the coordinator give the migrants time (30 to 45 secs) to identify the people that also relate to the same statement as them.

If possible, there is a tutor at each table who is a native

5. Detailed description of the activity

Second part: An open discussion where the migrants sit in groups of 3 to 4 and discuss the statement they related to. The coordinator will give them some guideline questions that they use to direct the discussion. It will also be a good way for them to learn more about other people’s experiences and get ideas of solutions they can apply in their own cases.

Outcomes

Encouraging the migrants to go deeper in the understanding of their experiences and to help them connect with people that they thought did not understand them. It will also be beneficial for them to create a sense of belonging.



6. Evaluation of the activity

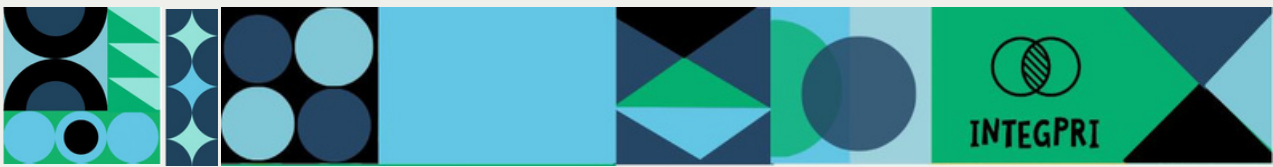
Evaluation criteria

Evaluation criteria This activity can be used to evaluate the ability of the migrants to open up and to be more confident in themselves and the knowledge that they have. It will help the educators / teachers to understand and identify the strengths and weaknesses while putting in practice their programs and activities.



Draw our story

1. Name of the method/activity	Draw our story
2. Purpose of the method/activity	<p>The participants will be asked to create a story together, using some parts of their experiences. This activity aims to help the migrants reflect on their journey, find the key events that lead them to where they are and be able to express themselves through art. Since drawing is known as a very good therapeutic activity, it can maybe make it easier for them to share their stories with everyone else through the drawings and to choose to which extent they are ready to open up to the others.</p>
3. Description of the target group (learners) + group size	<p>For the first part of the activity, they will be asked to work alone. Then, when they are done drawing. The coordinator will let them form groups of 3 or 4 people to create the fictional story.</p>
4. Resources (materials needed) for the activity	<ul style="list-style-type: none"> • Time: 2-3 hours • Papers, drawing and painting kits, pens.
5. Detailed description of the activity	<p><u>Objectives</u></p> <p>The element of play that “Draw our story” engages can contribute to the overall flourishing of the migrants. Through art, the migrants will be able to identify and put down the important moments in their life and go through a self-reflective moment that will allow them to be open with the other participants while sharing their story.</p>



5. Detailed description of the activity

It will also help them develop a sense of pride and feel empowered by their story. In this welcoming and safe environment, they will also be able to share their culture and fight the feeling of rejection.

Skills gained

They will be able to use creativity to tell their story to other people which will help their communication skills. Working with other people, selecting the details of the stories and putting everything together will also strengthen skills such as leadership and teamwork.

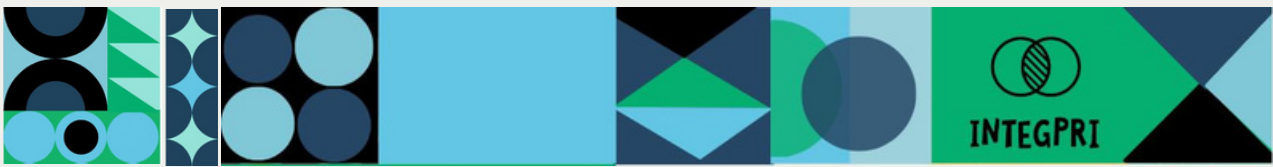
Step-by-step description of the procedure

First part: "Draw my life" is the part that they have to do alone. They will be asked to select 5 key moments that define them and that tell the other participants about their story. The coordinator will, then, give them 30 mins to draw and represent those 5 moments on the papers provided. They can draw, paint, etc. The migrants will then have to tell their story to everyone else.

Once everyone has told their own story, the coordinator of the activity will let them form groups according to the people they feel the closest to. He will, then, give a few instructions to the group concerning the age of the character (a kid, a teenager, a young adult, and an old person). They will be asked to tell the story of that person as a migrant using the personal drawings they made (his/her past, the way he/she got where they are) and how they imagine their life to be (the coordinator will have to precise that they have to imagine a "happy ending" story for their character). He/she will then be able to understand what a "happy ending" means for them.

Outcomes

They will then be able to put their minds together and



5. Detailed description of the activity	learn from each other. This will also serve as a therapy for the migrants and allow them to have a positive memory linked to their story: instead of viewing their story as something bad and traumatic, they will develop a sense of pride to see how far they've come and they will be able to associate those memories to those activities with the group.
6. Evaluation of the activity	Evaluation criteria This activity can be used to evaluate the ability of the migrants to work with other people and express themselves in ways that are convenient and safe for them. The way they compromise with others and choose the details of the story they want to tell, the way they deal with the other people's stories.