



Refugee, Migrant, Immigrant, Diversity and Tolerance: We hear these words everywhere-at school, in the news, in adults' discussions.

What do they mean?

Target group:

Students aged 9-12 (in English)

Duration: 1-2 hours

Realia: Flashcards of feelings, (im)migrants and refugees and their objects

Sources: UNHCR website/Drama in Education website

Animation “A child refugee”

<https://youtu.be/oF1HGfg2bSo> (English version)

<https://youtu.be/WQJhuAfVTqo> (Greek version)

Objectives:

- To encourage the expression of feelings about the issue of refugees and make students more sensitive towards diversity
- To help students experience and understand the difficulties and needs of children refugees and build a better relationship and communication with them in their schools and societies
- To make terms they hear all day around them like immigrant, refugee, diversity, tolerance, acceptance clearer to students
- To put them in the shoes of children refugees
- To give them the necessary food for thought and vocabulary to form a message or appeal towards the world of adults

Ice breaking Activities (10')

- We start walking around introducing ourselves to whoever we meet. In a minute we start saying the name of the person we meet instead.
- We introduce various feelings with flashcards or expressions and body language (or both) and we ask students to form two lines facing each other. We show the first line some feeling-they must walk towards the other line and say Hi showing that feeling with their intonation and body language . The opposite children act as mirrors and answer in the same way:
happy, surprised, shocked, excited, disappointed, kind, scared, love, sad, calm, tired, worried etc.



We explain that this happens in society. People treat us the way we treat them or

discuss the saying “don’t treat people the way you don’t want them to treat you”

- We sit in a circle and play “musical chairs”. For the sake of this specific activity in Cyprus transnational meeting, we use the terms: Finland, Greece, Germany and Cyprus or two countries (Greece and Germany). When students hear Erasmus they all stand up and change (At this part a student can be the leader) Then we put the extra chair back and change the questions:

Stand up if you have blue eyes/long hair/white shoes/wear glasses/like football/ like the ballet/don’t like eating fish/want to be teachers/love dogs/dream to travel in space/have one or two parents(Mum-Dad) from other countries/have a relative who speaks another mother language(e.g. Chinese, Russian, Arab, Egyptian)/who know what immigrant means/who know what refugee means/who are immigrants from another country/who know a refugee

- You explain that this game shows how different we all are, that we shouldn’t be afraid to show it, that this circle has a chair for everybody

Main activities(10’)

- You give them a photo in pairs showing refugees and (im)migrants around the world from present and past situations. Discussion about the difference between a refugee and an (im)migrant:
 - ✓ An (im)migrant is a person who decides to leave his country to live and work in another country, alone or with his family because he can’t find a job in his own country or finds a better one in the new country and generally wants to make his life better or sometimes because of a natural disaster (drought, earthquake).. He/She has all his documents, organises his/her travelling details(tickets, baggage, accommodation) and can return back whenever he/she wants.
 - ✓ A refugee is a person who is forced to leave his country in a great hurry because his/her life is in danger because of war. He/She doesn’t have time to organise his travelling details or take his belongings, doesn’t have his personal documents, doesn’t know where he/she is going, sometimes loses his/her family, can’t choose where he /she wants to go and can’t go back to his country.



- Then the students are separated in two teams: (im)migrants and refugees, depending on their photo
- You can also play a short activity where they have to pick objects which belong to an immigrant or refugee to see that they understand the difference:

ID, Train, Bus, Aeroplane Tickets, pairs of new or worn out shoes/sandals, photos, suitcases, old and new toys, clothes, electronic devices etc.

Frozen images(10')

- ✓ The two teams choose to present one of their photos and the other team explains what they are doing and what they feel

More input (20')

- You watch the cartoon “Carly, the story of a refugee”(10')
- You start a discussion while the video is playing again without a sound(10')
- ❖ Why is Carly leaving?
- ❖ Why is she alone? Are there refugee kids who travel alone? Why?
- ❖ What does she feel at first?
scared, panicked, shocked....
- ❖ What does she feel after she visits all these places?
rejected, disappointed, a stranger, different, not wanted, hopeless,
- ❖ What can you say about all the people she meets?
bad, indifferent, greedy, mean, thoughtless, cruel, selfish, intolerant
- ❖ Does she give up? Can she give up?
- ❖ Can you describe Mr Friendly?
friendly, good-hearted, kind, happy, generous.....
- ❖ What does she feel in the end when she finds Mr Friendly?
love, hope, happy, safe
- ❖ Which rights does Carly NOT have?
peace, identity, home, food, family, health, safety, school, play
- ❖ What are Carly's needs?
food, home, love, safety



Role – play with frozen images(10')

- Create frozen images with scenes of the story
- Students create a poster with questions towards children refugees
- or a collage full of hopes towards refugees or resolutions on how to treat refugees
- **Create a flyer with messages towards the European Union concerning the issue of children refugees**
or (for younger students)
- Draw your favourite part of the story. Write 5 words that you learnt in this workshop
or
- Draw a figure of Carly on a large piece of paper and write down her feelings before (with red marker) and after (with green marker) she finds Mr Friendly
Use blue to write down what Carly needs and black the rights she should have.



*Hellenic Theatre /Drama
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UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés