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Erasmus+ Handbook



Teaching Migrations: Activities for Students



OMIT Odyssey— Migrations and its influence on teenagers

Erasmus + KA 219

Strategic Partnership for school education



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Preface

Since the beginnings of time people have migrated in search of better living conditions. All humans want to live in peace, happiness and prosperity and according to the UN charter or human rights it is within their privileges to do so. Unfortunately, the unrest, violence and wars occurring in the world have in recent years created an inflow of migrants for Europe. The number of migrants reaching Europe by boat in recent years has skyrocketed.

On one side we have EU policy and rules related to migrants, but on the other EU citizens and especially the younger generations are not prepared to deal with this big challenge of migration. Our priority in undertaking this project is to help our youngsters examine, comprehend and deal with the issue. All over Europe, our students are being confronted with a variety of attitudes. The media bombards them with opinions that are often passed on as news although they may be only opinions. As educators it is our duty to teach that migratory patterns are not a new concept and to help students decide on appropriate attitudes to deal with it.

The scope of this project is, therefore, within the limited range of our schools' resources and reach, to promote a historical approach to migration, disseminating the idea that we are all migrants, from one age or another, to increase sensitivity and awareness towards the migration phenomena, to strengthen moral and intellectual knowledge on migration and endorse values like tolerance, respect, fraternity, to dismantle false beliefs and prejudices on migrants and finally to reinforce the significant idea that should underline the attitude towards migration: they are us! Ultimately, to create an awareness of how complex the topic of migration is and what effects it has on societies.

By addressing this topic in an Erasmus+ project, we aim at reinforcing in our students very diverse skills like communication in a foreign language, production of films, videos and digital materials, European citizenship values, acquaintance of European and national laws on migration, and project driven approaches to knowledge as well as a range of critical thinking and communication skills. Mostly however we aim to aid our students in thinking outside the box and making their own decisions as to what is appropriate or not.

To achieve these goals, we have established a set of partners, ranging from Greece, that welcomes new refugees every day to Germany that has proven to be the place where most migrants dream of reaching, to Spain facing migrations in and out of the country, and Portugal and Romania, where the most significant migration waves are still departures from their homeland. This diversity ensures different approaches and dissemination of a wide range of problems to students from very different regions in Europe.

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Introduction

The value of these activities is that they have been designed, restructured or chosen by the teachers of the Project; a sum of five different teachers, 5 different countries and 5 different ways of approaching the immigration phenomenon, from 5 different socio-historical perspectives.

Teachers and students started by reflecting on our peoples' stories as migrants in the past and in the present. We analysed the reasons that impel people to leave their home countries and those that make them decide which country to go. We learnt the legal barriers they have to face, but above all, we tried to find out if Europe is actually a welcoming place for immigrants because whether we like or not, the future of European countries will depend on how Europe will establish the basis for a multicultural living.

The methodology used was interdisciplinary. Each topic was worked upon a cross-curricular approach encompassing a variety of subjects. All of the activities were designed to support a student-based learning environment through the use of Project Based Learning.

It was based on experiential learning where eventually, the activities used provided situations that simulated/used real life experiences so that the students were able to experience what was happening.

Through multi-cultural activities the students came into contact with different ways of life and learnt about difficult survival situations through the migrant interviews.

A diversification of methodologies were used for the students to learn how to manage the mixture of life styles as a celebration of plurality.

The activities carried out included drawings, crafts and general artwork, cartoons, role plays, interviews, video footage, photos, documentaries, workshops and testimonies.

In this Handbook we selected those activities which we think can be carried out in any educational context.

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Objectives

This Handbook tries to contribute to make our students aware of the new circumstances and prepare them to face the two major challenges of the planet which are immigration and climate change.

These are simple activities which try to foster in our teenagers and teachers involved:

- . Knowledge of the history of their countries and their own family stories.
- . Ability to empathise and reject other people's suffering.
- . Gain more confidence in everyday situations.
- . Awareness of the multiple points of view about the same issue learning to distinguish the truth from lies and manipulation even if it is difficult.
- . Respect to human dignity and appreciation for migration laws based on the UHR.
- . Importance of sharing and collaboration.
- . Pride of being European citizens though values like tolerance and regard for multiculturalism.
- . Pro-actively rethinking of the curricula in a European dimension presenting lesson plans on specific topics.

To achieve these objectives, we will engage our students and teachers in meaningful activities like meetings with migrants, workshops with significant institutions' representatives (EU, UNESCO, NGOs, etc.), open days at partner schools to involve local communities and the production of a film with contributions from all partners.

The Handbook was written in English in order to be disseminated to other schools who may want to use the materials.

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Erasmus+ Handbook

Teaching Migrations: Activities for Students

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How to use this book

These activities are just a suggestion, opened to adaptation to any level and enriched by the contributions and creativity of the teaching staff.

Activities are divided in the following categories: Icebreaking activities, Personal presentation, Content Presentation, Thematic visits, Activities evaluation.

Icebreaking activities are always necessary when the students involved have not met before and have different origins, ages and interests, since working with not homogeneous groups is the most suitable to deal with the topic of migration.

Personal presentations include activities like interviews, living experiences, conferences and all those activities which imply the contact of the students with direct testimonies in relation to the migration phenomena.

Content presentations are a compilation of activities which deal with historical, cultural and sociological aspects in a variety of formats.

Thematic visits are essential to comprehend other realities so as to help students to put themselves in the migrants' shoes.



Evaluation activities provided include questionnaires which aid in measuring the progress of learning and above all, the change of attitude towards migrants.

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Handbook

Explaining the Symbols

Activity Type 	Activities are divided in the following categories: Icebreaking activities, Personal presentation, Content Presentation, Thematic visits, Activities evaluation.
Number of Participants 	Activities are categorized according to the number of participants: up to 6 participants, from 7 to 14 participants and over 15 participants.
Language Level 	Minimum requirement using European Framework: A- Basic User; B – Independent User; C – Proficient User.
Time 	Minimum time needed expressed in minutes. Allow for all players to have a turn and preparation when required.
Venue 	Recommended venue. Ex: classroom, open space, school hall.
Activity Description 	Short activity description, stating learning objectives and language and/or subject content.

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1. Icebreaking activities

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1.1 Moving Chairs

 Getting to know one another, while finding common traits either physical, cultural or other.			
 10-15 min	 +15	 A	 Classroom or Gymnasium



Players stand on top of chairs, scattered around the room, but at arm's length from one another. They are asked to form a single line of chairs, while standing on top of them, arranged accordingly to a specific trait like eye colour, age, nationality, etc. They must do so without ever touching the ground.

Materials

As many chairs as participants.

Getting ready

Players are spread randomly across the room and must climb to a chair. The teacher explains they must form a single line of chairs, without ever getting down from it or touching the floor, rearranging themselves according to a specific trait, like for example, nationality or month of birth.

Activity description

Players should use the closest players to find support for rearranging the chairs. Moving from his own chair to the neighbour's chair, they can then move their own chair and start forming a line. Once all the chairs are in line, the students standing on top can then walk the line and rearrange themselves according to the trait chosen.

1.2 Find someone who...



Getting to know each other by asking questions in order to start working together.



45 min



+15



A



Stage
Studio



Players scattered around the room. Each one has a chart to be completed by asking the rest of the students the questions required, then they fill in the chart with the names of two students who answer their questions.

Materials

Photocopies with the questions for each participant. See [Annex 1](#)

Getting ready







Teachers prepare the chart and the photocopies in advance. Players are spread randomly across the room waiting for the teacher to give them the instructions.

Activity description

Students use a checklist as they walk around the room trying to find a person who has a certain characteristic. When students find "someone who can speak three languages" or "someone who was born abroad," they write that person's name on their checklist of paper and move on to the next person with the hope that that person meets one of the other characteristics on the master list. The goal is to meet and talk to as many people as possible within the time limit in order to put two names by each of the characteristics.



1.3 Portrait

 Activity Goal: Personal presentation			
 30 min	 38	 B	 Anywhere



Its a game to help students to know each other in a funny way and to find people with the same hobbies.

Materials

Paper A4

Markers

Getting ready

Players are spread randomly across the room. They get a piece of paper and a marker and have to write their name with big letters on the top.

Activity description






The leader of the game give instructions to the students. They have to follow the steps:

1. Change papers between you as many time as possible.
2. Stop.
3. Find the person whose paper you have a draw the shape of face.
4. Stop and change papers again.
5. Stop. Draw the eyes of the person you have on the paper in your hand.
6. Stop and change papers again.
7. Stop. Draw the mouth of the person you have on the paper in your hand.
8. Stop and change papers again.
9. Stop. Draw the nose of the person you have on the paper in your hand.
10. Stop and change papers again.
11. Stop. Draw the nose of the person you have on the paper in your hand.
12. Stop and change papers again.

13. Stop. Draw the ears of the person you have on the paper in your hand.
14. Stop and change again papers.
15. Stop. Draw the hair of the person you have on the paper in your hand.
16. Stop and change again papers.
17. Stop. Ask the person you have on the paper in your hand what hobby she/ he have.
18. Stop and change again papers.
19. Stop. Ask the person you have on the paper in your hand what favourite band he/she have.
20. Stop and change again papers.
21. Stop. Ask the person you have on the paper in your hand what dream he/she have.

Make an exhibition with all the drawings on a wall.

1.4 Immigrant egg

! Icebreaking activity			
 60 min	 38	 B	 Anywhere



Its a game to help students to know each other, to work as a team, to reflect on causes of migration, to be creative.

Materials

Kit: 1 egg, 2 pieces of paper, 2 balloons, 2 sticks, 1 scotch, 2 post it, 1 rope 1 m long, 1 marker.

Getting ready

Players are split in 6 teams (4-7 members). Each group got a kit.

Activity description

The leader of the game gives the students instructions.

You have an egg. Your egg want to migrate. You need to build a device that can save your egg if you launch it from 3 m.

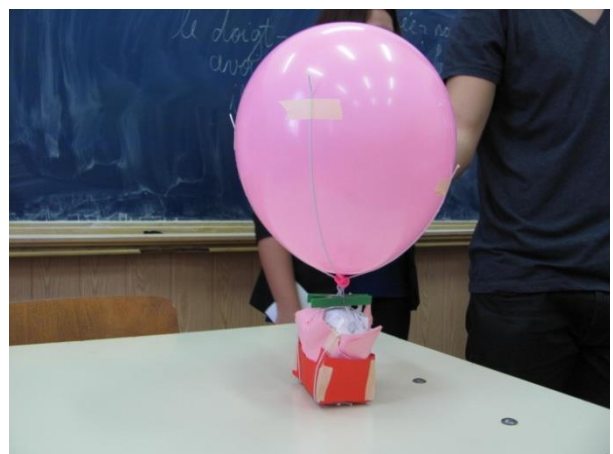
Work in a team. Use only the materials from the kit.

Make a story for your egg: give a name, make a story to provide answers to these questions:

Why does the egg want to migrate?

Where?

How? Throw the egg from 3 m high. The winners are the teams whose egg has not been destroyed.



1.5 Candy Introduction



Getting to know one another by presenting personal aspects.



10-15
min



+15



A



big room,
hall, gym or
outside



Players form a large circle and take a coloured candy from a bag. According to the colour they draw, they have to give a piece of information about themselves (e.g. family, sports, music, pets, special personal feature).

Materials

A bag of coloured candy, e.g. M&Ms, and coloured cardboard paper (5 sheets with different colours).







Getting ready

Players form a large circle. In the middle of the circle the five coloured cardboard papers are spread out. Each of the cardboard papers stands for a topic (e.g. family, sports, music, pets, or special personal feature).

Activity description

Players draw a piece of candy from a bag and according to the colour they give a piece of information about themselves by talking loudly to the entire group. Depending on the size of the group, the students can play more than one round.

1.6 Similarities game

 Getting to know one another while trying to find 5 similarities that all group member share.			
 5-10 min	 4-6	 A	 big room, hall, gym or outside



Groups sit or stand together and within their groups they try to find 5 similarities they all have in common. The aspects are not allowed to refer to your outward appearance or clothes (e.g. eye colour/hair colour/wearing trousers, etc.)

Materials

No material needed.

Getting ready

Teacher forms international groups of 4-6 players. It is important to mix the international groups well so that all group members are forced to speak English.

Activity description

The groups need to find 5 similarities as quickly as possible. The group to have finished first shouts out loud. They then have to present their similarities to the rest of the group. The other groups have to announce the similarities they have found that point of time.

1.7 Sculptors and Models



To relax and warm up muscles while coming into physical contact with each other



10-15
min



+15



A



Gymnasium/
playground



The team is divided into two subgroups. Half are sculptors the other half models. They all move around the room. On cue they have to stop and the sculptor "builds a picture. The sculptures can be theme related or of free choice.

Materials

Small stickers in two different shapes and colours- a red square one and a round blue. There should be one sticker for each player

Getting ready

Players are spread randomly across the room. The teacher divides them into two groups. Each student is given a small round sticker in either one of two colours, for example sculptors get a red sticker, models a blue one.

Activity description

The team is divided into two subgroups

In the first phase of the game members one of the subgroups are the sculptors and members of the other subgroups are the models.

On the teacher's cue, the subgroups begin to move around freely, taking care to fill up the whole space.

On the teachers next cue everyone must freeze. Each "sculptor" must then find the closest "model and create the pose that the facilitator dictates

During the second phase of the game the teams change roles.

Variation 2: The players all chose who the sculptor will be. Then the sculptor(s) decide the pose without the help of the teacher. The rest of the players try to guess what the pose looks like.

This may all be followed by a discussion about the roles of the sculptor and the model.



1.8 Find your group



To divide players into groups while relaxing and coming into physical contact with each other



10-15
min



+15



A



Gymnasium/
playground



The players have to divide themselves into teams according to the colour they have on their back. Catch -they are not allowed to talk and they do not know their colour.

Materials

–Self-adhesive round dots about 2.5 cm in diameter in as many colors as the number of teams that you would like to divide the players in.







Getting ready –

Place the players in a straight line. Walk behind each player and put a dot on his/her back. They should not know the colour of the dot that is on their back.

Activity description

Explain to the players that this is an exercise to divide them into teams. Tell the players there is one big rule: they are not allowed to talk or show colours, for example, by pointing to a colour on the wall or on somebody's back. Do this before placing the dots on each player. Put the coloured dots as described above. Once all the dots have been placed on the players explain that without speaking they must move around and find all the people that have the same colour. Once they have found them they are a team.

1.9 Walk this way

 To relax and warm up muscles while coming into physical contact with each other			
 10-15 min	 +15	 A	 Gymnasium/ playground



Players start walking at a normal pace. Every so often the teacher stops them by blowing a whistle. They are then given directions to walk in a certain way (eg. Like a bunny, or backwards or sideways etc.)

Materials

None

Getting ready

Players are spread randomly across the room. The teacher explains that they are to switch the style of walking whenever they hear the whistle.

Activity description








The teacher explains to the players that they will be walking different ways. At the whistle they must stop walking. After each whistle one of the players will be chosen and he/she must show the others how to walk (eg. like a bunny, or backwards or by hopping on one foot etc.) The players start walking at a quick pace in. The teacher then picks one of the players to show the group how to walk. The teacher blows the whistle and stops them. He asks them to walk sideways. After a while (60-90 seconds) the teacher chooses another player and so on. They walk in the different ways for at least 8-10 minutes.



2. Personal presentation

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2.1 Sharing Migrants Personal Experiences

 Raising awareness to the difficulties migrants face and getting acquainted with different migration stories.			
 120 min	 All	 B	 School Auditorium
	Students prepare, listen and ask questions to the migrants invited about different topics – why they left, how hard it was, the difficulties they found in the other country, etc.		

Materials

Table, chairs and bottles of water for each of the participants (migrants and debate moderators) on stage.

Getting ready








Participants/Public speakers (immigrants) are invited beforehand to come to school and share their experiences as migrants. Each of them is also invited to bring a specific/special object related to the moment of change or one that is meaningful (to be used in an exhibition prepared afterwards).

Activity description

Every invited person on stage introduces himself/herself and talks about their personal migrant experiences. After each intervention, students, one at the time, ask questions to the whichever person they want to about their experiences bearing in mind what they had talked about and the questions they had prepared beforehand.

Debate moderators control the time and the different interventions of each person.

2.2 Interaction with experts

 To have direct knowledge of the problems of the migrant people and be able to identify with them through experts. Introduce students into social activism.			
 180'	 All	 B	 Stage
 Contact with relevant experts and prepare a conference and a debate about the dangers they suffer in their origin countries, during the trip and when they arrive in their new destinations.			

Materials

Computer, projector and screen and sound equipment.

Getting ready

Teachers prepare and hand out a list with the names and phone numbers of a variety of experts including migrant association representatives, human rights activists, government immigration authorities, Red Cross experts, etc.



Activity description





Participants get in touch via mail or phone with the selected experts and organize a round table discussion with a maximum of four association representatives.


After the conferences, students will start and lead a debate with the audience.



2.3 Interviews with migrant students

 To know first-hand the situation and feelings of their mates.	
---	---

 60'	 Up to 6	 B	 Library Classroom
---	---	--	---

	Preparation of some questions in order to know their mates' hard experiences and how they currently feel in their new country.
---	--

Materials

Questionnaire and pictures lent by the migrant students.

Getting ready

Choose three or four migrant students and discuss the possible questions. Make a ppt with the family photos provided as a background during the interviews.

Activity description

Every migrant student will be interviewed by one student. Another student will be in charge of the picture projection according to the student who is being interviewed.

Duration of every interview: 5'

2.4 Making a film



To learn how to use ICT to share different personal life experiences and get to know our neighbors better.



15-30
days



Minimum
5



B



Neighborhood-
city



Preparation of some questions in order to know their mates' hard experiences and how they currently feel in their new country. Get in touch and visit people who live nearby to get the material to make a film with subtitles when necessary.

Materials

Questionnaire made by the students.
Tripod and cameras to record.
Computers and suitable applications.

Getting ready

Divide the students in 5 groups of 4. Each team should find out at least 3 people with migration experiences who live around them and discuss the possible questions which are suitable for the interview. Decide on what technological resources will be used.








Activity description

Every group will search for 3 available people with migration experience and they will discuss the more suitable questions...

Then, they will visit them at home, if possible, and record each interview in order to get 15-20'. Later, a new group will be created with a member of each team with the best digital competences. That group will put together all the material in order to make up a film. They will also add an introduction, a conclusion, subtitles as well as other elements they may consider.

Duration of the final film: +/- 60'

2.5 Interviewing a person with migration background and presenting the interview.

 Planning an interview and presenting it.			
 120 min	 all	 B	 Anywhere
 Interviewing a person from school with migration background and later presenting the results of the interview.			

Materials

Computers, smartphones or tablets for those who want to do an online presentation. Posters, pens, facilitator's tool case, scissors, glue, etc.

Getting ready

Forming international groups and allocate them the number of students from school who contracted into answering the questions. Teacher hands out assignment. See [Annex 2](#)







Activity description

Groups ponder the questions they want to ask. Teachers advise them if necessary. After the interview they decide how they are going to present their interview. After having prepared the presentation they are going to present it to the entire group.

3. Content presentation

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3.1 Term definitions

 Learning basic terms related to immigrants and refugees			
 60 -90 min	 all	 B	 classroom



Teaching vocabulary terms pertaining to the subject of migrations. The game is an abridged version from the game of the Greek Scout society and can be found here in Greek.

<http://www.seo.gr/LH2Uploads/ItemsContent/4883/4883.pdf>

Materials

as many chairs as there are students, terms to be taught- each written on a different paper, definitions to each term on a different paper each.

A hat

music

Getting ready

The facilitator should discuss the definition of the terms with the students beforehand.

The chairs are placed in a circle and the students have to sit facing the outside of the circle. Under half of the chairs we stick the papers with the terms we want to teach the students and under the other half we write the definition to these terms.

Activity description

Introduction (10 min.)

The facilitator presents a box to the students that has supposedly just arrived and is for that particular class. He explains that this box has traveled from another part of the world and come to tell and show the

students its contents. The facilitator asks the student to interact with the box and listen to its stories. For every story there is a station where the students will have to carry out an activity so that they may find part of the secret and get closer to the treasure.

"Today is a special day, because from a place far away came something for the whole class! We've got a box that has traveled a lot and has a significant surprise for us ... and a message! "

Ask the students to take a seat. Explain that they have to pass the hat to each other and start the music. On one of these chairs there is a hat when the music starts the children pass the hat to the person sitting next to him in a clockwise motion. When the music stops the person who is holding the hat removes himself with his chair from the circle once all of these have been removed we tell the children to turn over the chairs and match their terms with the definitions.

If there's no space to do this the teacher can hide the terms of the definition in different parts of the room or even outside in the school yard and the students go on a treasure hunt to find them and then match them.

3.2 Human rights



To become acquainted with human rights



45 - 60
min



all



B



Classroom/
gymnasium/
playground



Teaching about human rights and the difficulty in upholding them. The game is an abridged version from the game of the Greek Scout society and can be found here in Greek.

<http://www.seo.gr/LH2Uploads/ItemsContent/4883/4883.pdf>

Materials

Balloons (at least one for each player), soft felt tip markers in different colours.

Getting ready – BOX STORY CONTINUATION: Box Message

Facilitator reads☺

"Do you know what a balloon is? A! So you know! Yes, a balloon colors our life. I once went by a playground. And I found these deflated balloons. The children kept them high while playing and as their colors filled the blue sky, they felt they had a new friend! So get a marker and you and draw a friend with eyes, nose, mouth and ears! Think: What does this friend need to be happy and safe? "

Activity description

1. Children are divided into small groups (3-5 people) and each group gets from a balloon and draws a friend with eyes, nose, mouth, ears.
2. What does this friend need to be happy and safe (do not be afraid)? The children paint the balloon, making it look like a person, a friend and then they all discuss everything that their new friend needs.

Example: You need food, shelter, family, etc. (Note: If children cannot think of anything, they are given the opportunity to consult a list of human rights. See [below](#).)

3. From all the things the children have said, they should then choose the two most important rights that they believe their new friend must have so that they can survive and write them on their balloon.

Everyone throws the balloons high and everyone is responsible for his balloon. The aim is not to allow any balloon to fall down and for everyone to safeguard the rights of their friends. They should all help to achieve.

4. After the game, the team discusses the following questions:








- Was it easy to manage to protect their friend? Did they help those around them?
- Finally, does it take just one person or many to protect the rights of others?

Human Rights List:

1. We are all born free and equal.
 2. Do not discriminate.
 3. The right to life.
 4. Not to slavery.
 5. Not to torture.
 6. You have rights to any part of the world if you are.
 7. We are all equal before the Law.
 8. Your rights are protected by the Law.
 9. Not on unjust detention.
 10. The right to trial.
 11. We are always innocent until proven otherwise.
 12. The right to privacy.
 13. Freedom of movement.
 14. Right to Asylum.
 15. Right to Citizenship.
 16. Marriage and Family.
-

17. Right to property.
18. Freedom of thought.
19. Freedom of expression.
20. The right to public gatherings.
21. The right to democracy.
22. Social Security.
23. Employees' rights.
24. The right to play.
25. Food and shelter for all.
26. The Right to Education.
27. The right to intellectual property.
28. A fair and free world.
29. Responsibility.
30. Nobody can take away these Rights.

3.3 Lend a helping hand

 To Experience the concept of being an active citizen			
 45 - 60 min	 all	 B	 Classroom/ gymnasium/ playground
	Teaching about helping those in difficulty and being a responsible citizen towards others. The game is an abridged version from the game of the Greek Scout society and can be found here in Greek. http://www.seo.gr/LH2Uploads/ItemsContent/4883/4883.pdf		

Materials: The Box.

Getting ready – BOX STORY CONTINUATION: Box Message

Facilitator reads☺

"I traveled a lot! And once I found myself in a distant country... There were many people looking at me suspiciously and frightened, because they did not know me and I did not look like anyone they had seen before. But there were others who understood that I needed help and wanted to help me, to offer me love, food, above all to become friends. They were lots of people and things that made my stay in that country more enjoyable and warm. Have you ever been in a similar situation? How would you accept someone at risk?"

Activity description

The box has been found in distant countries, far from the country from which it began. There he found many foreigners looking suspiciously and frightened, but also many who wanted to help, offer love, food, clothes, become friends above all. He had encountered "chains," tied groups of people and things that made the stay in this country more enjoyable and warm.

1. The moderator places the box at a distant point or one of the students.

2. Children form two rows or three rows, depending on where the activity is taking place and depending on whether the class has many children. The larger the space, the smaller the number of teams. They stand next to each other and attempt to reach the box to give him their help. To get there, they have to create a chain using their bodies, their clothes, and anything that will help them expand their chain without being solved.

The box can be moved by a student whom his classmates have to reach and help. After the game, we think about how much easier it is to "save" someone when there are more of us. The team then discusses the following questions:

- Do the children know how our country is helping refugees?
- Do they have the same help in some way?
- What do they think refugees need from us during their hospitality in our country?

3.4 Learning acceptance



To accept something new & different from what we've known so far. The new member can be a new member of the group (a refugee, an immigrant.)



45 - 60
min



all



B



Classroom/
gymnasium/
playground



Teaching about accepting others who may be different from us. The game is an abridged version from the game of the Greek Scout society and can be found here in Greek.

<http://www.seo.gr/LH2Uploads/ItemsContent/4883/4883.pdf>

Materials: The Box.

Getting ready – BOX STORY CONTINUATION: Box Message

Facilitator reads☺

"When you travel and change places, apart from memories, you store emotions inside you too. These feelings are emotions we feel when we come in contact with other people and talk to them. So I, too, passing through different places, saved the following suggestions that I heard children say to other children. Things like



- *why does he want to sit beside me?*
- *he smells strange*
- *he doesn't speak our language*
- *do you want to be friends*
- *tell me something about your country*
- *I'll show you- don't be afraid*
- *do you want to play with us*
- *I don't like the way she's dressed*
- *what is that scarf she has on her head*
- *if you haven't got one I'll give you my pencil*





Activity description


The Box during this whole time has traveled a lot and it has stored many memories but also a number of thoughts and feelings on this important journey. Sometimes these thoughts and feelings made it feel cheerful while at other times it was sad and disturbed.

1. The team should put the above sentences in a row from one to ten starting from the one that creates the most positive emotions and ending with the one that gives the most negative. The team discusses the following questions: • What has bothered them at the comments they placed at 9 and 10? • How would they feel if they were going to a new class where they did not know anyone and spoke an unknown language? • How would they like to be welcomed there?

3.5 Mapping Migrations in the past

 Getting acquainted with migratory routes.	
---	---

 120 min	 National groups	 B	 School Hall or Auditorium
---	---	--	---

	Students draw in a wall size world map, with wool braids, the main migration routes from their home countries, after that, each work is presented to the audience.
---	--

Materials

The hosting school must provide in advance:

- A wall size political world map (just the outline of the countries); it can be done easily by projecting a political world map image into a very large piece of paper on which the projected lines are drawn.
- Wool braids made with the national colours of each participant country.
- Pins or reusable multipurpose adhesive.

Getting ready

Before the LTTA each school is invited to research on their main migration routes. Students should be able to identify them on the map.

Activity description

Students from each participant country present the work done on Migrations in the past. After they put pins on the wall size world political map to outline the main migration routes from their home country, using the wool braids provided by the hosting school. Multiple routes can be identified.



3.6 Arts and Literary: Exhibition



Getting to know some outstanding literary works about migration. Draw some images based on these books to express migrants' feelings



120'



All



B



Arts
classroom
Hall



Students will sit in international groups to discuss the assigned literary work and start designing a poster to be completed in the Arts room later. Additional decorations can also be made to reproduce the atmosphere of the book chosen. There will be a display and reading of the final work.

Materials

Construction paper, coloured pens, scissors, markers, arts and crafts materials, one display board for each group.

Getting ready

Previously, every country will have chosen a relevant literary work and some experts to read aloud in public. They will have already prepared a brief summary of the book.

Students are placed into international groups and are assigned a specific book about migration from each country.

Activity description

Step 1. In every international group the student who is from the same country as the book will use the summary to explain the content to the rest of the group members. Altogether they must think about how to illustrate the feelings expressed in the book.

Step 2. In the Arts room, every group creates their design on posters that will be attached to boards. Other decorations will be added to improve the atmosphere.

Step 3. Every group will read aloud the excerpts of the book in front of their boards.

Step 1



Step 2



Step 3



3.7 Performance



Putting on the shoes of different family members or anybody that has to emigrate.



120'



All



B



Stage



To present an overall view of different situations which future immigrants can face through students' role play performances.

Materials

Basic stage prop materials.

Getting ready

Each country team thinks of a family or group of friends who could have to emigrate or immigrate (depending on the country) focusing on the different perspectives depending on the age..., future expectations, responsibilities, etc.

Activity description



Step 1. Each group hands out the roles and prepares a 5' sketch with the assistance of the teachers.

Step 2. Students who do not participate in this part of the activity decide the props and organize the staging.


Step 3. Group performances in front of the audience.



3.8 Vocabulary list of migration terms

 Become familiar with these words and how to use the vocabulary, including legal matters.	
--	---

 60'	 All	 A	 Library
---	---	---	---

	Participants learn a selection of words to be used in later activities.
---	---

Materials

Photocopies of the vocabulary lists. See [Annex 3](#)

Getting ready

Teachers present and explain the meaning of the selected vocabulary so the students can translate them into their language.

Activity description

Students learn and use the vocabulary for their tasks and a basic multilingual vocabulary list is made.

3.9 Migration Concert



To learn and explore the music from the original countries. Show their musical abilities.



180'



+15



A



Stage



Students have to identify typical songs from those countries people emigrate from. Together they organise a concert with the songs chosen. Some will play and some will sing. Contact with some music bands if possible.

Materials

Musical instruments, such as flute, guitar, drums, etc., together with sheets music and sound equipment.

Getting ready

Students try to contact migrants or simply browse the internet in order to learn some typical songs, rhythms or melodies from those more common countries people usually emigrate from.



Take advantage of those students' musical talents to play or sing. Rehearse and get ready for a concert.


Activity description


Students perform in front of an audience. The most popular song can be reserved to be played or sang along together in the end.

Duration: around 1 hour.

3.10 Migration dances

 Bring immigrant cultures closer. Celebrate diversity.	
---	---

 180'	 +15	 A	 Stage
--	---	---	---

	To organize a little show with different dances from the immigrant countries and perform them on stage.
---	---

Materials

Items and clothing related to those countries.
Sound equipment, microphones and loudspeakers.
Computer, projector and screen.








Getting ready

Migrant students lead the dance preparation and teach those students who want to take part in the activity.
You may contact local associations to help with the dancing steps.
Search for background music and images from each country on the internet. Prepare a ppt to be projected during the rehearsal (optional).
Rehearse the dances.

Activity description

Put the different dances in order and organize the show to include introduction and information of each dance.
Perform in front of the stage.
Duration: around 1 hour.

3.11 Learning Romanian

 Activity Goal: Content presentation			
 20 min	 38	 A	 Anywhere
	Its a game to help students to know each other and same time to learn some Romanian words.		

Materials

Flipchart paper

Papers coloured with Romanian words.

Basic Romanian glossary. See [Annex 4](#)

Getting ready

Players are divided: Romanians stay in front with papers with Romanian words in their hands. The other students sit in front of them.

Activity description

The leader of the game reveals the flipchart paper with English basic words (see Annex).

One by one students have to guess the corresponding English word of the Romanian one and also the name of student that have the paper.

ENGLISH	ROMANIAN
GOODS MORNING	BUNĂ DIMINEAȚA
GOODS AFTERNOON	BUNĂ ZIUA!
GOODS EVENING	BUNĂ SEARA
HELLO	BUNĂ!

3.12 Tolerant / Intolerant

 Content presentation			
 60 min	 38	 B	 Anywhere



Its a game to help students to know each other, to work as a team, to reflect on people that are tolerant or intolerant to migrants and to the way they act.

Materials

Flipchart paper, markers, colours, post its.

Getting ready

Players are split in 6 teams (4-7 members). Each group gets paper, markers, colours, post its.

Activity description

Teams are split in two and they each get a paper with tolerant/ intolerant.

Each team have to build on its paper a character tolerant/ intolerant towards migration according to the paper they get.

They have to draw the character and to describe:

Name

Age

Gender

Country

Job

Hobbies

Way of acting towards the migrants.

Short story about.

3.13 Living library



Content presentation



40 min



38



B



Classroom



It's a method to help students to find out what are the positive and negative aspects that students that have parents working abroad face day by day.

Materials

Flipchart paper, markers, colours, post its.

Getting ready

Players are split in 5 teams (5-6 members). Each group got paper, markers, colours, post its.

Activity description

In each team is a Romanian student with parents working abroad.

They discuss together about positive and negative aspects that occur from this situation. They represent their discussions on the flipchart paper.

They make an exhibition at the end with all the results



3.14 Push and Pull Factors: reflection



To learn about the factors that attract or discourage people from migrating to a specific country.



90'



All



B



Library



In international groups, participants reflect together on push and pull factors to emigrate. Presentation and analysis of their conclusions.

Materials

Worksheet. See [Annex 5](#)

One computer for each group with a worksheet to fill in.
A screen to project the work.

Getting ready

Students prepare some information about this topic beforehand and use the vocabulary learnt.

Upload the worksheet on the computers.

Student distribution in groups.

Activity description








Step 1. Students discuss the items in order to get just one answer for each question.

Step 2. Each group present their answers to the other groups.

Step 3. Short debate according to the different answers.



3.15 Building a shadow theatre

 Building a shadow theatre with characters about short stories on migrations.			
 120 min	 5/6	 A	 Arts room and School auditorium
 Students make a shadow theatre with short stories on migrations.			

Materials

Light, projection box with a piece of cloth covering one of the sides, paper and light wood characters, students.








Getting ready

Students have to research and select migration stories. They can also think of stories they already know or have heard of. Once having selected the stories they have to make the paper and light wood characters to be used in the shadow theatre. They also have to make a guideline so each student knows which character to play and when to get in/out the scene. Music may also be chosen to accompany the performance.

Activity description

Students will make and present a shadow theatre with short stories on migrations previously researched and selected and afterwards rewritten in the guideline.

3.16 Setting up an exhibition about famous migrants

 Building posters and setting up an exhibition about famous migrants.			
 90 min	 All	 B	 School yard
 Students will build posters and will set up an exhibition about famous migrants in international groups.			

Materials

Computer, colour printer, paperboard, markers, scissors, rulers, blue tack.

Getting ready



Students are divided into international groups and each group will choose a famous migrant as the one to whom they will do their work.

Activity description


Students have to research and select information about the famous migrant they have chosen and they work in international groups about them.

The final objective of the activity is to build posters about each famous migrant selected to be exposed in an exhibition.

3.17 Drama presentation

 Building a presentation based on a famous painting on a topic chosen (for example "Migrations").	
--	---

 60 min	 National groups	 B	 School auditorium or outdoors
--	---	--	---

	Students will prepare, make and present a play based on their interpretation of a painting.
---	---

Materials

Specific outfits according to the topic and time; objects and furniture according to what the painting reveals.



Getting ready

Students have to research and read about the chosen painting and the painter. Then, they create a guide which they have to follow. To make it simpler it can be a story to be read by a student or a small group of students and represented by the others (they just act, they do not speak). A music may also be chosen as the background of the drama presentation.


Activity description

Students will prepare, make and present a theatre based on a famous painting of a specific topic.

3.18 Passages

 Understanding the plight of refugees	
--	---

 120 min	 all	 B	 A large closed space and
---	---	---	--

	An experiential game to introduce definitions related to refugees/immigrants. Based on the UNHCR game "Passages". https://www.unhcr.org/publications/books/473dc1772/passages.html The abridged version carried out at the LTTA can be found here https://www.slideshare.net/mariamit/simulation-game-abridged-passages
---	--

Materials

The hosting school must provide in advance:

- SOS cards.
- Sleep masks.
- A CD player or computer for music
- Sounds of sirens, exploding bombs.
- "registration forms"- written in a language none of the students can recognise"

Getting ready

Before the actual game the hosting school should set up the area where the activities will take place. This should include a closed space like a gymnasium where students can walk around leisurely. The space needs to be able to be darkened really quickly.

An open space where fences, borders and obstacles can be set up.

Activity description



Before starting the actual activity the facilitator hands each student an SOS card and makes it clear that they can stop playing at anytime by holding up the card. The activity begins by telling the students that they're walking along the most popular spot in their city on a beautiful day having fun. Allow at least five minutes of this. Suddenly, turn on the sound of sirens as loud as possible and turn off all the lights. Students should not be expecting this. Follow with the sounds of falling bombs. During this time teachers should mix in the group and try to break up the family units.





Once the students have found their family members they are told that they now have to leave their country and are taken to the outside terrain where the facilitator will guide them through different areas that represent the difficulties refugees face when trying to leave their countries.


Once the game is completed a discussion must follow.



3.19 Hate comments

 Understanding the plight of refugees	
--	---

 120 min	 all	 B	 classroom
---	---	--	---

 Investigating hate comments in the local media
--

Materials

Hate comments gathered from the social media, card stock in different colours, pencils, marker pens;

Getting ready Students should have collected comments that express hate against immigrants and refugees from the social media and have translated them into English

Activity description Students work in groups to examine and explain the hate comments collected. They have to make a presentation about them to present to the class. They must try to say why they think people have said the things they have and give all possible explanations.

4. Thematic visits

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4.1 City Rally



Getting to know the city and its major buildings and monuments



180 m



60



B



City



Students must be divided into smaller groups of 6 to 10 participants. They gather at a place and each group is given: a different colour, two or three city maps and a set of cards to be filled in.

Materials

Several sets of ribbons in different colours, according to the number of groups to be created;
City maps (at least 3 per group);
A set of cards for each group;
At least one smartphone per group so that they can take pictures at every spot to be visited.

Getting ready

The big group gathers at the same location. There, the students are told the groups they are going to be in. These should be prepared beforehand and must be with members from all the countries involved. Each group is given a set of ribbons of a specific colour (which the students must put in their wrist), two or three maps (which have a certain number of places numbered from 1 to 12) and a set of cards (12 cards with specific information on each of the places to be visited). The instructions of the activity are given: Each group must visit the 12 places numbered on the map. When they get to those places, they must take a very creative group picture. They must also fill in the cards with the information on the different places – these must be numbered according to the numbers on the map.

Activity description



The groups check the map and they leave for the city to do the tasks required. They choose where they want to go first and which places to visit next, as long as they visit all the 12 places pointed out.





At every place, they must find the right card with the correct information about that place, which allows them to learn a bit more about every place they visit. They must number the card accordingly. After that, they must take a picture and the rule is that it should be the most creative possible, which means that the information on the cards may provide valuable information for that task.

They have to go to all the places numbered on the map. In the end, they must deliver their numbered cards and upload all the pictures to a Facebook group created for that purpose. Each picture must be uploaded with a description that should go like this "Group Yellow. Spot number 1".

To select the winner, a group of teachers checks the answers on the sets of cards of each group. After checking the number of correct answers, they choose the 3 best groups. Then, they must check on Facebook for the most creative pictures of these 3 groups. Only then do they choose the winners.

4.2 City bound

 Thematic visits	
---	---

 120 min	 38	 A	 Buzău
---	--	---	---



Its a method to help students to find out the environment of the school where they are guests. In the same time they have to discover products from their own country that are on market in Romania.

Materials

Mobile phones.

Tasks and Bingo worksheet. See [Annex 6](#)

Getting ready








Players are split in 5 teams (6-7 members). Each group got a paper (Annex 2).

Activity description

In each team there are Romanian students.They have to follow the instructions from the paper and help students from other countries to realize the instructions from the paper.

They have to put on Facebook group the photos taken during the task.

4.3 Study Visits

 Getting to know the natural places around your school.			
 180 min	 All	 A	 Outside
 Students take a bus with the teachers and go on a study visit to learn more about the places around school.			

Materials

Bus, drawing material (paper, pencils...), smartphones.

Getting ready

Booking the bus(es) according to the number of participants and set the date and time to do the activity.

Prepare the material needed and ask students to take their smartphones.

Prepare the route to be taken and book entry tickets for specific places if necessary.

Activity description








Students will visit different places and will be asked to do different activities: draw something, take pictures or write an observation. These can be used later on to build and exhibition on the topic or to be used in classes. (E.g. write a text about a picture, use a drawing to teach drawing techniques, etc.)



5. Evaluation activities

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5.1 Week Diary

 Assessing the LTTA event through student's eyes.			
 Final activity - 90 min	 5-10	 A	 School library
 Building an assessment poster with a summary of student's personal impressions recorded daily in a Personal Notebook.			

Materials

As many notebooks as participants, distributed in the beginning of the LTTA;

Card stock in different colours, one for every group; pencils, marker pens.

Getting ready

At the beginning of the LTTA, each student is given a small personal notebook and is asked to write down up to 5 words each day which should resume his/her impressions on the day. Communication language should be privileged, but national languages can also be used.

Teachers must check daily if students are properly carrying out this task.








Activity description

At the end of the LTTA, teachers divide students in international groups in whatever size they see fit (from 5 to 10 students). Each group is given a card stock and a set of colouring markers and pencils and they must combine the words on their notebooks to build a poster. Drawings and illustrations can also be made. Poster must be ready within 60 minutes.

After all posters are done, all the groups are invited to present their poster to everyone (30 minutes).

Notebooks should then be collected by the teachers hosting the next LTTA to be used again in the same activity.

5.2 Hands on project

 Activities evaluation.			
 15 min	 38	 A	 Classroom
 Its a method to evaluate the whole mobility.			

Materials

Paper, markers.

Getting ready

Players get one piece of paper and one marker.

Activity description

Participants have to draw their hand on the piece of paper. Then they have to write on each finger some statements:

Thumb- the best moment of the mobility/ best experience.

Index finger (also known as pointer finger, fore finger)- something important I learned during the mobility.



Middle finger- something you didn't like.





Ring finger- a commitment for the future.


Pinky (also known as baby finger) - a small memory to keep with you.

Make and exhibition with all the hands.

5.3 Like/dislike

 Activities evaluation.	
--	---

 30 min	 38	 A	 Classroom
--	--	---	---

 Its a method to evaluate the whole mobility.
--

Materials

Coloured big paper, markers, post it.

Getting ready








Players are split in international groups and get one piece of coloured big paper and markers and post it.

Activity description

Participants have to draw/ write their opinion about the whole week. What they like/ dislike.

They have to make an exhibition with their works.

5.4 Initial and Final Questionnaire

 Activities evaluation.			
 1 month- 2 years		 A	 Classroom
	Its a method to measure the students' change of attitude towards immigration from the beginning of the educational process up to the end.		

Materials

Questionnaire and computer. See [Annex 7](#)

Getting ready

Teachers make an online questionnaire that tries to state the students' attitudes towards immigration.

Activity description

Each student fills in the online questionnaire before doing any other activity. The same questionnaire will be filled in at the end of the process. Teachers will present the results in order to compare and discuss them with the students involved.

Annexes

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Annex 1

Find Someone Who... Name.....

Directions: Ask questions until you find someone who does the activity or has the characteristic listed below. Write a name in each box but you may not repeat it!!

Once you have found a classmate for each box, yell out Bingo!

Q: Do you play a musical instrument?

A: Yes, I do. / Yes, I play the drums.

A: No, I don't. / No, I don't play any instruments.

<i>Plays a musical instrument</i> -----	<i>Is left handed</i> -----	<i>Was born in May</i> -----	<i>Has 3 Siblings</i> -----	<i>Can roll their tongue into a 'U'</i> -----
<i>Speaks more than 3 languages</i> -----	<i>Can sing well</i> -----	<i>Does not like broccoli</i> -----	<i>Wears braces</i> -----	<i>Has a Facebook account</i> -----
<i>Can use chopsticks</i> -----	<i>Owens a dog</i> -----	Free Space	<i>Has been on a boat</i> -----	<i>Is the baby in their family</i> -----
<i>Made their own bed this morning</i> -----	<i>Doesn't have a smartphone</i> -----	<i>Has taken part in a sports competition</i> -----	<i>Has a part time job</i> -----	<i>Has visited more than three countries</i> -----
<i>Went camping this summer</i> -----	<i>Is afraid of heights</i> -----	<i>Read at least 3 books this summer</i> -----	<i>Has a skateboard</i> -----	<i>Has cereal for breakfast</i> -----

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Annex 2

Assignment Living library

With your group you will interview one (or two) students from our school who have a migration background.

Think of topic related questions (e.g. reasons for their or their parents' migration; experiences in Germany in terms of administration, help, cultural integration etc.) you want to ask your interview partner.

Think of a way of how you want to present your results. Be aware that not all of the students are willing to be recorded or filmed. Some of them might not even want their name to be mentioned and some might even be traumatised. Please respect their wishes and personality.

If you need help to structure your interview you can address any of the teachers.

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Annex 3

English	German	Greek	Portuguese	Romanian	Spanish	Definition
Alien	Ausländer	ξένος	estrangeiro	Strain	Extranjero	<i>a person who is a citizen of another country, not the one s/he is living in</i>
Amnesty	Amnestie	αμνηστία	amnistia	Amnistie	Amnistía	<i>the granting of a pardon, or forgiveness, with no penalty by a government to a large number of people</i>
Assimilate	Assimilieren	αφομοιώνω	assimilar	A asimila	Asimilar	<i>to take something in and make it part of a group, country or community, rather than remaining in a separate group</i>
Asylum	Asyl	άσυλο	asilo	Azil	Asilo	<i>a country that acts as a place of safety for a person who is being discriminated against in their homeland</i>
Asylum seeker	Asylsuchender	Αιτούντες Άσυλο	Pessoa que requiere asilo	Persoana care cere azil	Solicitante de asilo	<i>A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments</i>
Authorities	Autoritäten	αρχές	autoridade	Autoritati	Autoridades	<i>persons having powers of government</i>

border security	Grenzsicherung	διασυνοριακός έλεγχος	polícia de fronteira	Politia de frontiera	seguridad fronteriza	<i>defending the borders of a nation through guard patrol and physical barriers</i>
brain drain	Abwanderung von Fachkräften	Η μετανάστευση εκπαιδευμένων ή ταλαντούχων ατόμων από τη χώρα προέλευσης σε μια άλλη χώρα.-	Fuga de cérebros	Exodul intelectualilor	Fuga de cerebros	Emigration of trained and talented individuals from the country of origin to another country resulting in a depletion of skills resources in the former.
brain gain	Zuwanderung von Fachkräften	Η μετανάστευση εκπαιδευμένων ή ταλαντούχων ατόμων από μια χώρα σε μια χώρα υποδοχής.	Afluxo de cérebros	Afluxul intelectualilor	Adquisición de cerebros	Immigration of trained and talented individuals into the destination country. Also called "reverse brain drain".
Deport	Deportieren	απελαύνω	deportar	Deportare	Deportar	<i>to force a person who is not a citizen of a country to leave</i>
Detain	jmd. in Abschiebehaft nehmen	κρατώ, καθυστερώ	deter	A retine	Detener	<i>to hold someone in a waiting situation as if in a prison</i>
Emigrant	Emigrant	απόδημος	emigrante	Emigrant	Emigrante	<i>a person who leaves a country or region to live elsewhere</i>
Exclusion	Ausschließen	αποκλεισμός	exclusão	Excludere	Exclusión	<i>to shut or keep out</i>
Green card	Green Card	πράσινη κάρτα	carta verde	Cartea verde	Carta verde	<i>a card that identifies the holder as a foreigner with permanent resident status in the U.S.</i>

holding centre/reception centre	Aufnahmestelle	κέντρα φιλοξενίας	Centro de acolhimento de refugiados	Centru de primire	Centro de acogida	A facility lodging asylum-seekers or migrants in an irregular situation on arrival in a receiving country, while their status is determined;
Illegal	Illegal	παράνομος	ilegal	Ilegal	Ilegal	<i>without the permission of the law</i>
Immigrant	Immigrant	μετανάστης	imigrante	Imigrant	Inmigrante	<i>a person who comes to a new country to live</i>
Immigration	Immigration	μετανάστευση	imigração	Imigrare	Inmigración	<i>the process of coming into a foreign country to live</i>
Influx of	Zustrom von	εισροή του	influxo	Afluente de	Afluencia de	<i>large number - this is usually used in a negative sense meaning that there are too many</i>
Integration	Integración	Ενσωμάτωση	Integração	Integrare	Integración	<i>the process by which migrants become accepted into society, both as individuals and as groups</i>
Migrant	Migrant	μετανάστης	migrante	Migrant	Emigrante/migrante	<i>a person who moves from one country, place or locality to another</i>
Nativism	Nativismus	εθνικισμός	nativismo	Nationalism	Nativismo	<i>a policy of protecting the interests of native inhabitants against those of immigrants</i>

Naturalization	Einbürgerung	Πολιτογράφηση	Naturalização	Naturalizare	Naturalización	Granting by a State of its nationality to a non-national through a formal act on the application of the non-national
open door policy	Politik der offenen Tür	πολιτική ανοικτών θυρών	política de "livre circulação"	Politica portilor deschise	Política de puertas abiertas	the individual concerned. International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals.
Option	Möglichkeit	επιλογή	opção	Posibilitate a de a alege	Opción	<i>choice</i>
Permanent	Permanent	μόνιμος	permanente	Permanent	Permanente	<i>lasting for a long period of time</i>
Persecution	Verfolgung	καταδίωξη	perseguição	Persecutie	Persecución	<i>system of continued harmful or cruel treatment and discrimination of a group of people</i>
Poverty	Armut	φτώχεια	pobreza	Saracie	Pobreza	<i>the state of being poor</i>
quota (usually in the U.S.A.)	Quote (normalerweise in den USA)	Ποσόστωση (συνήθως στις Η.Π.Α.)	quota	Cota	Cuota (normalmente en EEUU)	<i>a number limit on how many people can come to a country</i>
Refugee	Flüchtling	πρόσφυγας	refugiado	Refugiat	Refugiado	<i>a person who flees for safety especially to a foreign country</i>

residence permit	Aufenthaltsgenehmigung	Άδεια παραμονής	Autorização de residência	Permis de rezidenta	Permiso de residencia	A document issued by the competent authorities of a State to a non-national, confirming that he or she has the right to live in the State concerned during the period of validity of the permit
Reunification	Wiedervereinigung	επανένωση	reunificação	Reunificare	Reunificación	<i>the bringing of people together after being separated for a long time</i>
Stereotype	Stereotyp	στερεότυπο	estérotipo	Stereotip	Estereotipo	<i>common beliefs about a group of people that are based on generalizations</i>
Tolerance	Toleranz	ανοχή	tolerância	Toleranta	Tolerancia	<i>willingness to accept behavior and beliefs that are different from your own, although you might not agree with or approve of them</i>
Temporary	Temporär	προσωρινός	temporário	Temporar	Temporal	<i>lasting for a short period of time; not permanent</i>
Undocumented	Ohne Dokumente	χωρίς έγγραφα	Sem documentos	Fara documente	Indocumentado	<i>without proof or support with legal documents</i>
Visa	Visum	βίζα	visto de entrada	Viza	Visa	<i>a mark on a passport that is a sign of approval and permission for a traveler to enter a country</i>
Wave	Welle	κύμα	onda	Val	Oleada	<i>a very large number</i>

Annex 4

ENGLISH	ROMANIAN
GOOD MORNING	BUNĂ DIMINEAȚA
GOOD AFTERNOON	BUNĂ ZIUA
GOOD EVENING	BUNĂ SEARA
HELLO	BUNĂ
GOOD BYE	LA REVEDERE/ PA
WHAT'S YOUR NAME?	CUM TE CHEAMĂ?
MY NAME IS	MĂ CHEAMĂ
THANK YOU!	MULȚUMESC!
YOU ARE WELCOME!	CU PLĂCERE!
HOW ARE YOU?	CE FACI?
VERY WELL!	FOARTE BINE!
CHEERS!	NOROC!
GOOD NIGHT	NOAPTE BUNĂ
I LOVE YOU	TE IUBESC
YOU ARE PRETTY	EȘTI DRĂGUȚĂ/ DRĂGUȚ
ENJOY YOUR MEAL	POFTĂ BUNĂ

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Annex 5

INSTRUCTIONS

In this activity we expect you to think about push and pull factors and get conclusions (in group).

You have one hour today and 30 minutes tomorrow to answer the questions. Choose someone to write your answers first.

Push factors are those that compel a person to leave a place and go somewhere else, for example:

- War
- Starvation
- Epidemic illnesses
- Thought and action control
- Insecurity
-

Pull factors refer to those factors which can attract migrants, for example:

- Career opportunities
- Security and healthcare
- Compulsory education
- Climate reasons
- Freedom of choice and opinion
-

QUESTIONS

1. In your opinion, which are the most important factors that motivate people to leave their own country? Explain your answer.
2. In your opinion, which are the most important factors that make people want to go to another country? Explain your answer.

Example:

In our opinion war is the most important factor because it is dangerous and it can lead to other push factors like starvation, epidemic illnesses, etc.

Another factor can be natural disasters because they destroy the homeland of thousands of people and they occur with no notice.

...

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Annex 6

City Bound/ Buzău

Tasks:

Leave the school on the route which is marked on the map. Where there are points marked on the map, you will find a sight that you have to take a photo of. You also have to solve the additional tasks on your itinerary sheet.

1. Take a photo with the group in front of the school before you go.
2. What is the name of the church on the Bistritei Street? From which year was it built? Visit it. Take a photo of it.
3. A few steps ahead is the oldest Highschool in town. What is the name of it? When was built? Whose statue is in front of it? Take a selfie with the statue.
4. You go on left, on Razboieni Street. After some steps you find the oldest house in our town. What is the name? From which year is it? If it is possible visit it. Take a photo.
5. You go on right until you'll arrive at the Central Market. Take photos of vegetables and fruits from your own country that you can find.
6. Go to city centre. In main square, you will see the Town hall named as Palatul Comunal. Take a group photo with it.
7. Arrive on Marghiloman Street, go and find the Sinagoga (on Verii street). Take a photo.
8. Continue on the left and arrive at Lidl shop. What products from your country can you find there?
9. Go back to city centre. In main square, you will see the Carrefour market. What products from your country can you find there?

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Buzău Bingo

Name of the church on Bistritei street	
Year of building	
Name of the oldest school in town	
Year of building	
Name of the oldest house in town	
Year of building	
Products from your country founded on Central market	
Products from your country founded on Lidl	
Products from your country founded on Carrefour market	

Put on FB all the photos you take.

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Annex 7

<https://docs.google.com/forms/d/e/1FAIpQLSdrYzgjV2GfpZTxfal-3okZNCy36RAJhWCAwpfwx51sybYIAQ/viewform?vc=0&c=0&w=1>

17/7/2019

Questionnaire for the project "Odyssey - Migration and its Influence on Teenagers"

Questionnaire for the project "Odyssey - Migration and its Influence on Teenagers"

*Obligatorio



Co-funded by the
Erasmus+ Programme
of the European Union

I am... *

Elige

male

female

undefined

My age is *

Elige

14

15

16

17

18

1. For you migration is when someone moves ... *

from one city to another

from one part of the country to another

Obligatorio

2. Are foreign students immigrants? *

yes

no

3. Is your region currently experiencing... ..a wave of people leaving your country (emigration)? *

yes

no

4. ... a wave of people leaving your region? *

Yes

No

5. ... a wave of people entering your country (immigration)? *

Yes

No

6. ... a wave of people entering your region? *

yes

no

7. Why did people migrate in the past? *

war

socio economic reasons

politics

other

Obligatorio

8. Why do people migrate in the present? *

war

socio economic reasons

politics

other

Obligatorio

9. Do you have migrants in your recent family history? *

Yes

No

9a. If yes, where to?

Tu respuesta

9b. If yes, where from?

Tu respuesta

10. What kind of people do you feel bothered by? *

- people of other ethnic groups
- people of a different religion
- people of a different skin colour
- people with a different sexual orientation
- people with a different political opinion
- people with very different values
- none of the above

Otro:

Obligatorio

11. Do you think your region / country has benefitted from having people from different countries? *

- yes
- no
- don't know

11a. If yes, in what aspects?

- food
- culture
- values
- trends
- economic
- religion
- tolerance

12. Do you know someone who came from another country and lives in your community? *

- yes
- no

13. Do you think your government should give more support to those who have already come into your country? *

- yes
- no
- don't know/ don't care

13a. If yes, what type of support do you think should be given?

- financial support
- educational support (e.g. language course)
- employment
- housing and food
- health care

13b. If no, why not? Because...

- They are different from us.
- They do not belong here.
- They take away our jobs.
- We are having enough problems of our own.
- They do not deserve it.
- They are responsible for their own situation.

14. Should the EU do something to stop people from entering EU countries? *

- yes
- no
- don't know/ don't care

15. Should your government do something to stop people from wanting to leave your country? *

- yes
- no
- don't know/ don't care

16. Should your government do something to encourage people to come to your country? *

- yes

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no
 don't know/ don't care
 17. Do you think immigrants should have the same opportunities as you? *

yes
 no
 don't know/ don't care
 Why? *

Tu respuesta

18. If you had the option to move to another country, which country would you choose? *

Tu respuesta

Why? *

Tu respuesta

19. Immigrants should adapt..... to the traditions and habits of their new country *

completely
 to some degree
 not at all

Why? *

Tu respuesta

20. What is your understanding of integration? (rank in order of importance; 1= least important) *

1

2

3

4

same language
 same customs
 eating the same food
 same values

1

2

3

4

same language
 same customs
 eating the same food
 same values

21. Where should migrants live? *

in the community
 on the outskirts of the community
 wherever they want

22. How do you think the future will be? *

Everybody will go back to their own country.

The number of conflicts will increase.

People will be more tolerant and everyone's origin will become meaningless.

Enviar

Página 1 de 1

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OMIT Odyssey– Migrations and its influence on teenagers

Erasmus + KA 219

Strategic Partnership for school education



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