



Title of the activity	TALKING ABOUT MIGRATION
	<p>To foster an empathetic and informed dialogue about migration, try to create a space for migrants to express their views and experiences regarding migration and refugees. This process can also help individuals become more familiar with the sensitivities surrounding this issue. By starting to reflect on the topic of migration and refugees in their countries of origin, they can also gain a better understanding of their new country of residence.</p> <p>The activity will delve into the complex topic of migration. In preparation, you will compile data on the numbers of refugees from various countries of origin in both your participants' home countries and their new countries of residence. You will draw/write those numbers and country names on a world map. So for example with Syria, you will write down how many stateless people are living there for example, and how many refugees from Iraq. Consider Iran for example; there are millions of refugees from Afghanistan. You will do the same for the new country of residence. These statistics can be obtained from the UNHCR website (https://www.unhcr.org/refugee-statistics/download/?url=2bxU2f). You can select a specific country of asylum and then you can choose to display all countries of origin.</p> <p>Make the decision if you only share data about refugees or about other migrants as well.</p> <p>Here's a breakdown of the activity:</p> <p>Step 1: Begin the activity with a few introductory questions. Ask participants about their country of origin and the terms "migrant" and "refugee." Encourage them to discuss the differences between these terms. Explore the disparities in legal status, rights, and responsibilities between refugees and other migrants. If they want, they can share if they are a refugee or another type of migrant.</p> <p>Step 2: Gather around a world map and have participants locate their countries of origin. Offer assistance if needed. Together, examine how many refugees are living in their countries of origin, and encourage participants to share what they know about these migrant populations. Discuss the reasons behind their migration, their living conditions, access to essential services like healthcare, shelter, and education, as well as their contributions or obligations to the host country. Encourage participants to share their feelings and perspectives on these migrants.</p> <p>Step 3: Finally, turn the participants' attention to their new country of residence and explore the migration statistics. Discuss any surprising or noteworthy findings. Invite participants to share their reflections on the information they have gathered throughout the activity.</p>

	<p>Step 4: In a second lesson you will continue delving into the subject. You will look back at the first lesson about the subject. What do they remember? From which countries are most migrants in their country of origin and in their country of residence?</p> <p>Now you start comparing the situations in the countries of origin and the country of residence.</p> <p>Are there differences or similarities? Considering: Legal rights and obligations? Primary needs like food, shelter, school, health care, help with finding work.</p> <p>What do migrants bring with them? What do the migrants in their country of origin bring with them? What customs, food, skills, music? What do you see in the new country from your country of origin? Consider: restaurants, shops, music, certain famous people, customs, expressions of religion, feasts and festivals. What did you bring to your new country of residence? Or what do you want to give? A recipe, a skill or talent, traditional clothing, music, a custom, a character trait. What do you want to contribute? Workwise, or in another way?</p> <p>Let them express their answer in a drawing, small collage or some text. To break the ice you can give them a few examples of what has been migrated from the new country of residence to other countries. Which music, food, which people are famous abroad, do they speak the language in other countries etc.? Share the products together, everyone can tell a bit about it, if they want to.</p> <p>Lower language skills? If the language skills of the participants are a bit lower than you will have shorter conversations. Still it will be possible to let them do the activity in front of the board and share something from their country of origin.</p>
Aims	<ul style="list-style-type: none"> ● Getting familiar with more sensitive topics around migration and their position in the new country ● Becoming aware of the influences world wide of migration ● Taking another's perspective by thinking about the impact of migration in their country of origin ● Becoming aware of what they bring to the new country
Duration	1 hour +
Number of participants	Small groups Large groups



Oral language level	Moderate Advanced
Main skills addressed	<ul style="list-style-type: none"> ● Dealing with conflict and resistance ● Empathy ● Listening ● Responsibility ● Ownership ● Self-knowledge ● Cultural awareness ● Adaptability ● Sharing knowledge ● Speaking ● Dealing with insecurity ● Self-knowledge ● Critical thinking ● Information literacy ● Problem solving
Why is this activity suitable for promoting civic participation and integration?	<p>A lot of migrants encounter resistance towards migrants, sometimes they might encounter racism. With this activity they can empower themselves while thinking about the sensitive topic of migration themselves and sharing different points of view on the topic.</p> <p>When they think about what they bring to the new country a feeling of pride can increase and they can become aware that migration is a mutual process of giving and taking.</p>
Link to website (if available)	https://www.unhcr.org/refugee-statistics/download/?url=2bxU2f
Type of activity	Personal development Reflection



Suitable for how many participants (min. / max.)	4-15
Indication of duration of the activity	Duration time 1 hour+ (First lesson: 45-60 minutes; Second lesson: 45-60 minutes)
Indication of preparation (time, which material are needed)	Preparation time up to 1 hour (30-45 minutes for preparing the world map and the statistics and 10 minutes for preparing the activity; What do I bring to my new country?) Materials needed: coloured paper, paint, glue and pencils, etc. for collages; world map