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KIWI
TEACHING MANUAL

A HANDBOOK FOR INTERCULTURAL LEARNING

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Dear Teachers and educators,
Dear Colleagues,

Founded in 1945 in the United States, CARE helped millions of people in post-war Europe with CARE packages that are known and loved to this day. Today, CARE works in 90 countries around the world to help overcome poverty and enable affected populations to survive disasters. We pay special attention to the equality of men and women, in particular to the promotion of women and girls where they are systematically deprived and discriminated against. Poverty is injustice. It is unacceptable that more than 1.2 billion people live in extreme poverty worldwide. That's why until today the CARE package stands for efficient, innovative and partnership-based assistance with a long-term impact.

Since 1980, CARE has been present in Germany as an independent international aid organization. So far, the focus of our work has been on missions and projects abroad, especially in the Global South (so called developing countries). In 2018, CARE Germany put about 125 projects in 36 countries into practice. In 2015, we took the sustained migration and refugee movements to Europe as an opportunity to critically question our perspective. Above all, we questioned whether our experience and competencies should be put to use in providing assistance to people seeking refuge in Germany.

CARE analyzed this situation on the premise that domestic engagement should not be at the expense of our overseas responsibilities. In addition, we also needed to consider a possible withdrawal from the domestic market if the situation improved in a positive way. The current situation, however, is crystal clear on this matter. Since 2015, about 400,000-500,000 children and adolescents with a flight or migration history have been enrolled in schools in Germany. According to some studies, German schools were often insufficiently prepared for this challenge. Furthermore, besides the need for additional space there was even more importantly a lack of human resources. Moreover, there are additional competencies that teachers of immigrant children and adolescents will be required to have in the future. These include, above all, intercultural competencies, dealing with traumatized children and adolescents and new challenges related to parenting.

In the meantime, it became apparent that this situation requires long-term measures and strategies. This is all the more true for schools and other educational institutions which, as socialization authorities, have played and still play in shaping integration, especially for young immigrants. The KIWI project— "Children and Adolescents Welcome"—addresses this issue. Irrespective of current migration to Germany, the need of further activites in the field of intercultural learning will rather increase in the nearby future.

The manual you are reviewing should help you to provide assistance and orientation for the integration of immigrant youth into schools. Nevertheless, KIWI is intended as a learning project. This is why it is particularly important for us to receive feedback on your experience so that we can constantly improve our work.

We wish you a lot of success in your work at your school
and hope KIWI may be useful to you in that effort.

Karl-Otto Zentel
Secretary General

Stefan Ewers
Member of the Board

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The KIWI project was inspired by the approach of the Young Men Initiative, a CARE programme that has been successful in several Balkan countries for more than 10 years.
KIWI aims to promote school integration and is focused on both young people with and without migration or flight history.

The KIWI project consists of:
- This KIWI manual
- A training programme for teachers and educators from schools and other institutions to help them learn to work with the manual
- Workshop with students on KIWI topics with experienced trainers such as culture, values, respect or non-violent behaviour
- Organisational and financial support for integration projects of schools, students and teachers, as well as the nomination of the award "KIWI Integration Prize"

KIWI started as a pilot project in North Rhine-Westphalia and since October 2016, it has been implemented throughout Germany. By August 2019, CARE had reached about 500 schools and other institutions with the KIWI project and trained about 1800 teachers and educators. Up to 40.000 students participated in KIWI workshops.

In August 2018, financed by the RTL foundation, CARE Germany started KIWI kids in order to adapt the approach to primary schools. By August 2019, KIWI kids had reached about 250 teachers and 4000-5000 children, representing 80 primary schools.
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The idea behind KIWI is based on the experiences of CARE's 'Young Men Initiative' programme implemented in the Balkans. Professional exchange with CARE's Balkan colleagues gave impetus to the idea that the success of YMI and KIWI offers potential for sharing and know-how transfer to other CARE members and countries where we work. This English version of the manual is a result of the effort to make both the technical design and, even more importantly, the practical exercises applicable in as many regions as possible and in a wide variety of circumstances around the globe. Many compromises had to be made and generalizations taken into consideration. We would like to believe that the tips and tools in this English-language manual will help you in your work — be it in schools in CARE members' countries, or when working with youth in refugee camps, in shared accommodation or in urban areas.

Please share your experiences with us. We will gladly use them for the continuous development of this programme.

Contact us at kiwi@care.de!

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The definition of "KIWI"

KIWI stands for the German terms "Kultur" (culture), "Integration" (integration), "Werte" (values) and "Initiative" (initiative) and also for the goals of the KIWI project.

K stands for 'culture'
We promote a guest and welcoming culture, intercultural dialogue and mediation between cultures.

I stands for 'integration'
We strengthen integration competencies and promote, facilitate and accelerate the integration of children and young people with a refugee or migration history.

W stands for 'values'
We convey and promote a common basis of essential values. We question stereotypes and prejudices and fight discrimination of all kinds.

I stands for 'initiative'
We motivate and enable young people to stand up for their interests and to initiate their own actions and projects.

Kiwis are considered to be the smallest flightless birds and, due to their biological characteristics and behaviours, are also greatly different from other birds. Likewise, this workshop is different from 'normal' or 'regular' school education and represents a new way of integrating immigrant students. There are also some parallels between the kiwi and migration. Did you know, for example, that kiwis and their partners spend their entire lives in one geographic area?

Even those who opt for a dangerous flight to an unknown country do not really leave their homeland voluntarily. Terror, war and oppression force people to flee to another country and hope for a secure life for themselves and their families. At the end of 2018, according to the UN Refugee Agency (UNHCR), some 70.8 million people worldwide were known to have had fled their homes.[1]

Kiwis, too, often have to leave their homeland due to destruction. Forest fires and woodland clearing are the main reasons. But even if their habitat is destroyed, kiwi couples will want to stay there as long as possible. Only when their life is in the greatest possible danger, when, for example, there is no more food to be found, will they leave their territory, but they stay as close to it as possible. The majority of refugees, about 41.3 million people, are refugees in their own country ('internally displaced persons').

1 UNHCR Global Trends: Forced Displacement in 2018. URL: https://www.unhcr.org/statistics/unhcr-stats/5d08d7ee7/unhcr-global-trends-2018.html (Download: 06.08.2019)

Instructions for implementing KIWI

This manual was originally developed as part of the school integration project KIWI by CARE Germany e.V. and represents a holistic programme aimed at promoting the ability of students to integrate. At the same time, it serves to strengthen the integration culture of schools as a vehicle for welcome and integration classes. The starting point for the project was the high number of migrants - and among them numerous children and adolescents, in 2015 and 2016, caused by the civil war in Syria and other crisis in various regions.

Core elements of the KIWI programme are, on the one hand, the training programme for teachers who teach students with flight/migration history in so-called welcome or integration classes or regular classes, and, on the other hand, the project using this manual. It contains background information, implementation instructions and templates for implementation. In addition, student initiatives are promoted, and counselling, monitoring and parent involvement take place.

In this manual you will find the following:
- General introduction to the textbook concept
- Information on the role of teachers in the training programme
- Subject matter texts on the following topics:
  - *1: Culture*
  - *2. Value & Rights*
  - *3. My Identity*
  - *4. Violence & Conflict*
  - *5. Togetherness*
- A 'toolbox' in the form of information, suggestions for mediation, exercises, and lovingly designed templates.

It is not only the transfer of theoretical knowledge that gets prioritized here, but also the community experience of working integration in the actual learning / training process. Thereby a joint, responsible behaviour of all students is accomplished. This form of training has a significant impact on the role of a teacher in the process. In addition to teaching the subject matter, teachers take on the role of consultants and facilitators who support the momentum of the group by providing the background knowledge needed and moderating the development process.

Implementation of the competence-oriented approach

In the training process, students' self-confidence and self-efficacy are strengthened, i.e. the existing skills, abilities and resources of the participants are integrated. In doing so, a teacher meets young people with appreciative attitudes, consciously focusing their attention on their existing strengths and incorporating those strengths into the training process.

Competent support by the teachers

One of the main tasks of a teacher in the training programme is to create a resource-oriented, working environment. As a result of the training, teachers will be qualified to provide students with competent support, in particular students with an refugee / migration background, to enable them to process their experiences and integrate themselves into their new environment. Therefore, it is important to highlight the students' individual strengths and help them to see themselves through a different lens. Active participation of students in the entire training process presents the key element of the training programme.

Transparency of the process

From the very beginning, students should be involved and informed about KIWI's content and objectives. During and after the training process, results are discussed with students (in reflection sessions, a class council and follow-up sessions). Transparency is exercised through project presentation and is the foundation for monitoring progress.

Orientation to the individual needs of participants

The available Modules and the Teacher's Manual provide teachers responsible for the training with a wide range of tools and methods that can be tailored to students' individual needs.

Engagement of the participants

The KIWI approach is designed to help students get engaged and actively participate in the selection of topics and exercises. Through reflection rounds their suggestions and opinions are solicited and taken into account for further implementation. The focus here is not so much on the transfer of knowledge but rather on the experience of active coopera-

tion, characterized by mutual consideration and respect. Similarities should be recognized and used as a basis for joint action. Cultural differences and similarities that are addressed in the training process should be presented transparently to the participants with regard to their significance for the individual and cultural identity. This promotes mutual understanding. Students with refugee / migration backgrounds learn to find their way around the set of values of their new society and accept them without having to give up their own cultural identity.

Pic.   School in Mülhausen ©CARE/Leonie Kutz

Accompanying or subsequent projects
Even after the workshop is over, you can continue to build on the new knowledge and experience with your students, and you should also make it available for other classes / groups by, for example:

• Setting up of an exhibition to present workshop accomplishments

• Developing and staging a theatre play

• Organising a panel discussion on integration

• Organising a cultural event

• Developing / publishing a special edition of the school newspaper

• Developing a project aimed at the integration of new students (e.g. sponsorship

   programme)

• Supporting a donation project or charitable project

• Developing a dictionary without words (with drawings, for example)

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Flight and trauma

Dealing with trauma symptoms in class
Dr. rer. nat. Dipl.-Psych. Christoph Braukhaus

It can be assumed that between 40 and 50% of all refugees have experienced severe trauma in their home countries or during their flight. There are three mechanisms in order to deal with threats: defend (attack); flee / evade (escape) or endure (shock / dissociation). We all have more or less horrible experiences that we can deal with in a healthy manner. There is also a natural (trauma) coping mechanism that needs to be activated. However, if we as victims find ourselves at the mercy of a perpetrator feeling totally unprotected, shock seems to be most likely the only defence alternative. Thus, it can lead to serious mental processing issues. Studies have shown that traumas caused by people are much harder to process than those caused by natural disasters (tsunami, earthquakes, etc.). According to the writer and victim of the National Socialism, Jean Améry, it seems that interpersonal violence lets 'fellow human beings' turn into 'anti human beings' and is followed by a fundamental loss of trust and the feeling of safety and security.

In the following chapter, we will describe what we mean by trauma and the underlying biological mechanisms. Trauma processing depends, first of all, on how different memory contents connect and will be explained through examples. At the end of the chapter, practical advice will be given on how to deal with traumatic memories in everyday school life of children, adolescents and parents, and how natural trauma processing should be supported.

What happens when trauma happens?
The following conditions are usually defined as prerequisites for a trauma: A person who is traumatized has faced real or potential threat to life, severe injury or the endangerment of bodily integrity or has observed another person exposed to such threats. Fear, helplessness and horror instinctively follow when a person is traumatized.[1] In the context of a traumatic situation, there is a massive stress reaction which can be understood cerebro-organically, especially through an activation of the amygdala in the limbic system. The limbic system, located in the brain, is considered the "witch's cauldron of emotions" because all instinctive basic emotions are biologically anchored here. Various hormones are released via the stress hormone axis, particularly

adrenaline, and these hormones cause a significant activation of the entire body. Berking (2007) postulates that cortisol, which is also considered to be a stress hormone, presumably develops its effect significantly more slowly than adrenaline and over time ensures that inhibitory structures in the brain become active and control the excitation of the amygdala. So, a normal stress reaction is an autonomous activation and subsequent reduction of reactions. We get excited, and then we calm down again. Here, various bodily reactions are triggered (heart rate increases, breathing deepens, muscles tense etc.).

Our body is designed for short-term stress. Permanent excitation with long-lasting massive adrenaline and cortisol release, however, seems to ultimately affect memory processes, so it can be assumed that lasting massive stress that is triggered, for example, by a traumatic war situation, has a neurotoxic effect. Ultimately, this means that memory processes can be affected by the associated massive release of adrenaline and that various, normal coping mechanisms can no longer run routinely.

Not every traumatization automatically generates a mental trauma. Frequently, a more favorable, subsequent processing of the traumatizing situation takes place, and this is particularly true in cases where social support is ensured for traumatized persons. In addition to helpful discussions, it is important to have the suffering person engaged in the process and thereby trying to grow psychologically from the trauma (for example, "It's good that I fled because I can live safely here"). We know today that suppression of traumatic memories, additional negative / catastrophic thinking and feelings of guilt and shame favour the development of traumatic disorders.

It is to be expected that between 20 and 30% of the refugees who have experienced traumatization will develop traumatic disorders in the future. In addition to possible depressive symptoms, anxiety disorders and sleep disorders, post-traumatic stress disorder as well as personality changes after traumatization should be mentioned. Post-traumatic stress disorder, as the main type of disorder, is characterized by reliving the traumatization in the forms of fake "as-if" experiences, flashbacks and nightmares. Also, avoidance behaviour and a constant over-excitement (nervousness) can be exhibited.

1   cf. DSM V, APA (2013)

Studies have shown that traumas caused by people are much harder to process than trauma caused by natural disasters.

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These symptoms can also occur in young refugees and should be monitored and, if necessary, treated. It is wrong to assume that only one brain structure is involved in trauma processing. We always have to keep in mind that our brain is a very complex organ. Simply speaking, it is like a "growing" organ: evolutionary "older" parts of the brain are in the centre and react almost instinctively to external key stimuli with an activation of the basic emotions. These key stimuli can be biologically anchored stressors (e.g. spiders or snakes) or individually learned triggers (e.g. sounds, smells, words etc.). The outer part of the brain, our neocortex, represents the "modern" brain. Due to this organisation, communication difficulties can arise between the 'old' and 'new' brain structures. These are similar to problems of compatibility between computers with an older Microsoft Windows OS and computers with a modern Microsoft Windows OS, and are amplified under stress.[2]

How the brain processes/does not process traumatisation

Memories are typically stored by linking factual or rather autobiographical knowledge with emotional information. Healthy memory storage happens due to the interaction of the limbic system and the neocortex and thus allows us to establish emotionally coloured, objectively adequate memory of beautiful or difficult experiences. The 'Narrative Exposure Therapy' (NET, info at www.vivo.org) deals exactly with this linking of memory contents and represents, together with its psycho-logically grounded theory, a good model for trauma processing. It is assumed that the autobiographical memory ('cold memory') and emotional memory ('hot memory') in the case of severe traumatisation do not interlink, which causes disturbances in the operational recollection process. Both unrelated memory contents then reappear separately as hot-memory reminders (nightmares, crying fits and anxiety attacks, fake / as-if experiences and inexplicable fear) or as cold-memory reminders (insensitive description of drastic situations, cynical reporting, showing images on cell phone or painting of a trauma without any emotional investment or reaction). Hot-memory content is often activated by triggers that seem insignificant to outsiders. Cold-memory content is often presented in situations where a person is trying to testify about what has happened. Factual clarity accompanied by a lack of emotions are memory features that often unsettle or disturb observers.

The following examples are fictional, but based on survivors' true stories provided on the UNHCR webpage called "Tracks" (http://tracks.unhcr.org/).

Case 1
Ibrahim's Hot Memory experience
Students are re-arranging the classroom, textbooks are folded, and tables pushed back and forth. You notice Ibrahim standing there, staring dead ahead. He twitches. You notice his pained face. He can barely look at you.

Case 2
Doaa's Cold Memory experience
You have earned Doaa's trust. After class she wants to show you some photos on her mobile phone. You look at an evidently angry refugee smuggler ramming a hole in an old fishing boat. She reports soberly that her friend Bassem was still alive at the time and place when the picture was taken. She gives you an emotionless look and waits for your reaction.

In Ibrahim's case, hot memory components were activated in an unlinked / unrelated manner by noise. The boy is instinctively scared to death because of some former experience; he freezes and relives the pain of the old traumatic situation. In the case of Doaa, the young woman may show the mobile phone pictures to activate her own memory processing. These narratives can appear to be extremely serene and cool because they have not been adequately linked to the hot memory content. It is often a vital attempt to bring back to life emotions one cannot experience her / himself, through the reactions of others. It is also an effort to get confirmation of the horror from an outsider.

Spontaneous hot memory segments often disturb and are therefore easily ignored. Cold memory experiences, seen as emotionless factual reports, can easily be misunderstood and interpreted as lies. Social support is sometimes not offered because of a lack of experience with traumatic memories. Trauma therapy uses different strategies in trying to connect hot and cold memory. For this purpose, stabilizing strategies are first practiced, followed by a strategy of focused and repeated recollection and linking of the debilitating memories. Moreover, during the therapy feelings of guilt and shame ('It is my fault ...', 'second-class person ...') are treated and tendencies to catastrophise ('will never be happy again ...', 'forever defiled ...') discussed.

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2   cf. Hüther, 2010

Cold Memory =
Autobiographic
Hot Memory =
Emotional

Case 1 is based on the story of Ibrahim from Nigeria - buried alive and saved, *http://tracks.unhcr.org/2015/03/the-boy-who-was-buried-alive-and-survived*. After successfully linking hot and cold memories, Ibrahim's story looks like this: 'Boko Haram attacks the village. I, Ibrahim, managed to escape together with my father. I hear shots and I'm very scared. My father is killed. I am still calling to him, 'Father, Father'. He says I should run. They attack me. I see their machetes and they hit me on the head. They think I'm dead. They dig a hole and throw me inside. I am in a lot of pain. My sister digs me out. Later, I flee to the border with Cameroon with the other children'.

Case 2 follows the story of Doaa—flight over the Mediterranean, *http://tracks.unhcr.org/2015/06/the-death-boats-a-survivors-tale*. This is Doaa's story after connecting hot and cold memories: 'I loved Bassem. Bassem spent all his savings for the escape. I thought we would all drown. On the fourth day a rusty boat came towards us. I got scared. The passengers refused to change to the unsuitable boat. People were screaming loudly. Angry refugee smugglers rammed a hole in the fishing boat. I shouted, 'Help, Help'. The boat sank. The last thing I said to Bassem was, 'Bassem, no, do not drown'.

What can I do as a teacher when dealing with traumatized children and adolescents? Brooding, feeling highly tense and re-experiencing traumatic events are normal consequences and should be assessed as such. Traumatisation is not a free ticket for antisocial behaviour. However, considering traumatisation can be helpful in assessing conspicuous behaviour. For traumatized people it is important to have witnesses. Therefore, there is a high and probably healthy need to talk about their experiences. It makes little sense to try and talk about trauma outside a trauma therapy where revealing conversations happen in a safe place. However, you may want to stay alert and provide social support when traumatic memories get triggered and activated on their own.

If a child has a hot-memory content-related reaction, turn to her / him calmly and at a reasonable distance. Be aware of your breathing, breathe calmly and slowly. You should ask questions or offer information that refer to the here-and-now, e.g. 'Hello, Ibrahim. Can you look at me? Do you remember my name? Do you know where we are right now?'. It also

seems reasonable to use expressions that reenforce the person's safety and security. For example, 'You are safe here'! This expression of safety and security should be repeated many times. When the child calms down, you may want to sort out and acknowledge these feelings with the child. You may want to say, 'The feeling you just had was probably an old feeling from the time you fled, when the situation was very threatening. Now you're safe'.

If you are confronted with cold memory reactions or reminders, you should first decide whether you want to get involved in a discussion at all, or whether, for self-protection, to reject the conversation. If you do get involved, you should slow down the pace of conversation and take your time. For example, don't scroll down the mobile phone screen to look at numerous pictures, but take a long look at the first one and give the traumatized child the opportunity to let some feelings (hot memory) surface. If feelings are addressed, you can confirm and appreciate them: 'Yes, Doaa, I can understand that you were scared then'. If necessary, you can also offer your own feelings as a reference: 'Well Doaa, what I see here makes me terribly sad. If I were there, I would have been very scared.' Meeting traumatized people in everyday life requires your own stability. You as a teacher will have to play a key role here, which can only be done with commitment and courage. Make sure to get the information you might need, for example, about the countries of origin and assistance services available in your area. But you also have to take self-protection into account. Ask your friends and partners for social support. Consciously focus on the positive sides of life. Define your own limits.

Dr. rer. nat. Dipl.-Psych. Christoph Braukhaus

Traumatization should not be perceived as a free ticket for antisocial behaviour, but it can be helpful in assessing conspicuous behaviour

Questions from everyday school life

How do I recognize traumatization?

Explanation:
Being investigative in dealing with potentially traumatized people benefits neither you nor the children. Either way it should be assumed that every refugee child has been traumatized, either from the flight itself or the events that preceded the flight. Uprooting, loss of trust and lack of orientation and control are normal consequences of the situation. Typical signs of the development of a traumatic stress disorder are massive over-excitement, clear avoidance of memory-triggering situations, and the appearance of a very vivid reliving of events such as in flashbacks and nightmares. Inappropriate feelings of embarrassment and guilt are also signs of psychologically unprocessed traumatization. In everyday school life it is helpful to depathologize as much as possible what are perceived as abnormal behaviours .
A normal and relaxed attitude towards a refugee child ('I am allowed to be who I am') enables the child (presumably) to accept his / her own burden and overcome it.

Tips:

- Stay calm if you suspect traumatization
- Have any strange or suspicious behavior explained by the child (ask open questions)
- Accept a withdrawn behavior or attitude - talking about your own experiences might be helpful
- Talk to the parents/ responsible integration assistants as well
- Give traumatized children the opportunity to be (voluntarily) courageous

For your own notes: _____

Should I avoid certain topics or everyday events?

Explanation:
Dislocation or uprooting and traumatization make people more skeptical, meaning that those affected need a special degree of authenticity and clarity. Moreover, it is the case that avoidance brings only short-term relief. In the longer term, this leads to more and more problems.
Certain environmental aspects provoke unconscious memories. We call these 'triggers'. In the best-case scenario, a certain smell, for example, reminds us of food we used to eat when visiting our grandparents. This memory is 'triggered' by the smell. In the same way, triggers can also activate traumatic memories, which are then experienced very vividly (flash backs). In such a moment, intolerable experiences come back to consciousness. Initially being considerate of the feelings of those affected and their surroundings is understandable, but the final goal should be the integration of these memories. Nevertheless, it is necessary to think ahead: for example, if a fire drill should take place in the school, it would be useful to inform the teachers of refugee children beforehand, as these children may require special help.

Tips:

- Be exemplary in dealing calmly with difficult situations
- If necessary, help affected children gradually face their fears
- Be prepared but change your daily routine as little as possible
- Use your empathy to prepare for and make sense of possible stresses and strains (e.g. fireworks on holidays)

For your own notes: _____

Questions from everyday school life

When should I inform other students / classmates about a traumatized child? And what do I say when other children start asking questions?

Tips:

- Address the individual case only if there is no other option. Avoid marginalization
- Always teach children what it means to be a good friend
- Be a role model for providing social support
- Help refugee children to deal with emergent memories, to remain realistic and to be optimistic
- Promote self-esteem and a positive self-image among refugee children

Explanation:
You have to balance between support and stigma. Making traumatization public can activate dysfunctional feelings of shame. At the same time, peace in a classroom is better preserved through education. General education, not focused on any specific case, about dealing with stressful experiences, fears and negative memories can be very useful. The goal is to normalize symptoms and promote social support. When you are discussing something, you should be clear in how you express yourself and not talk in riddles (saying 'it must have been bad'). It makes more sense to omit or skip the details but to specify the concrete distress ('... has left his home village'). Feeling embarrassed and guilty does not really help the traumatized. You can also show your students exemplarily how to express understanding ('I understand that you feel ashamed'). At the same time, clearly refute feelings of shame ('There is no reason ...', 'You're doing great').

For your own notes: _____

How do I deal with aggression and high tension in traumatized refugee children?

Explanation:
It is unrealistic to expect children never to be aggressive. Sometimes children use aggressive behaviour to bring forth reactions in others, to be cool or simply because they have seen it happen at home. Often aggressive behaviours are displacement activites, due to, for example, lack of sleep, deep insecurity or dissatisfaction. Traumatization often leads to increased tension, and this can also be discharged through aggressive behaviour. This possible cause should be considered but cannot change the consequences. It may be that the usual sanctions are less effective in children with a traumatic history. Be careful in such cases to avoid escalating the situation but be even more focused and persistent (for example: simple and clear rules, no discussions, patience).

Tips:

- Address any improper behavior as soon as possible, even if you suspect traumatization
- Discuss the improper behavior calmly, show sympathy, but also clearly explain the consequences
- Try different approaches and indicate clear and simple rules (e.g. a balance between activity and amendments)

For your own notes: _____

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Questions from everyday school life

What does a traumatized child need most?

Tips:
- Accept that a traumatized child will require specific or additional support on behalf of her / his adaptibility
- Encourage traumatized children more often
- Insist on following clear rules and proper behavior / manners
- Focus on helping refugee children finding friends
- Focus on their strengths and praise them frequently

Explanation:
You should not and cannot carry out any trauma therapy at school. However, you can contribute by providing targeted social support. This is one of the most important factors in overcoming and preventing trauma. Promote social support also by developing a network of support among the children/ in the class or within the group of parents. Traumatization also leads to deep insecurity. A possible symptom will be less severe if a child feels that he / she is in a safe place. Therefore, establish a safe, sustainable bond with the affected child. Ensure favorable conditions and, if necessary, use rituals to create security within the everyday structure.

For your own notes:

What do I do if a traumatized child paints or shares his or her traumatic memories without being asked to?

Explanation:
Traumatized people need witnesses and may therefore be inclined to tell their story openly. For them this is a vital strategy. But sometimes the place and time chosen can be awfully wrong. Focus the attention on the false timing rather than the content of the statement. If possible, find some extra time for the child to talk to you in private. Choose relaxed, appointment-free time (maybe after the last class of the day). Pay close attention to the child, but do not investigate it. Also: you may need some kind of a relief or some distraction for yourself afterwards.

Tips:
- Do not panic or react in dismay
- Deal with the situation adequately, e.g. by clarifying the assignment again, Ask the children to paint a beautiful picture ...
- If possible, offer yourself as a discussion partner for later
- Show respect for the courage and needs of the child

For your own notes:

People forced to flee

At the end of 2018, according to the United Nations High Commissioner for Refugees (UNHCR / UN Refugee Agency), 70.8 million people worldwide have fled from their homes due to violence, conflict, persecution or violation of human rights—more than ever before since World War II. A year earlier, 68.5 million people, and 42 million ten years ago. It is not only due to the situation in the Middle East, in particular the war and crisis regions in and around Syria and Iraq, but also in Yemen, for example. However, irrespective of these current political refugee movements, the world community must continue to adjust to increasing migratory movements in the future.

What is a 'refugee'?
There have always been worldwide migrations on a large scale. Without them, mankind would have long since died out. Whenever the conditions of life for people changed so much for the worse that they no longer had any guarantee that their basic needs would be met, people in great numbers would set out in search of places that offered better living conditions or looked more promising. Without migration there would be no cities, and progress as we know it would be unthinkable. But war and fear of persecution are by no means new as reasons for escape. There have almost always been refugees, but it was not until 1951, a few years after the end of World War II, that the world community agreed on a definition of the term refugee within the framework of the Geneva Convention Relating to the Status of Refugees-a definition that is still valid today. According to this definition, a refugee is a person "*who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.*"[1]
(Note: the wording of the Convention actually includes the term 'race' and has not been changed since its creation.) The term refugee is, therefore, limited in the legal sense to people who are subject to a justified fear of persecution in their homeland because of certain characteristics or attitudes. Thus,

war as a general criterion is initially not sufficient to enable a person to qualify as a refugee within the meaning of the Convention. In practice, however, the reasons for escape very often result from war situations. Other causes of forced displacement such as natural disasters and climate changes as well as personal persecution based on gender or sexual orientation are not mentioned. The latter are, according to various supplementary agreements of the United Nations, implicitly assigned to the reason for flight 'belonging to a certain social group'. This allows, for example, the protection of persons being persecuted or threatened for their sexual orientation, as in Iran, Yemen, Sudan, Uganda and more than 30 other countries, where homosexuality is punishable.

In addition to the fundamental causes and grounds for recognizing individuals as refugees, the Convention particularly regulates the rights that result from being a refugee. These include, in particular, protection against discrimination based on race, religion or the country of origin (Article 3); freedom of worship (Article 4);[2] free access to justice (Article 16); issuing a travel document for refugees (article 28); impunity for entering a country, provided that a refugee immediately contacts the authorities and states that he / she has arrived directly from the country of origin (Article 31 (1)); and protection against expulsion (Article 33, Prohibition of Expulsion or Return(Refoulment)). All in all, the Contracting States grant the same rights to a refugee as foreigners in general; a refugee may not be treated as a 'second-class foreigner'.

In the original 1951 version, the Geneva Refugee Convention confined itself exclusively to the situation until 1951 and geographically to Europe. Only in 1967 were the temporal and geographical restrictions of the rules repealed. However, there are still a number of restrictions with regard to the legally binding nature of the Convention, and there are also possibilities on the national level to limit their scope. For example, the primacy of religious freedom applies only in the context of the existing legal system in the host country. In addition, only 146 states in the world have joined the convention. Missing signatories

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1   Article 1 of the Geneva Refugee Convention, 1951 available on www.unhcr.org/3b66c2aa10

2   Here, only the so-called requirement for national equal treatment applies, that is, refugees and citizens are equal in their religious freedom; any restrictions for citizens are then allowed to be applied to refugees.

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include states such as Iraq, Jordan and Syria, which are currently very much affected by refugee movements themselves. Influential and populous countries such as Pakistan, Bangladesh, India and Saudi Arabia are missing.[3] Even the US has so far only joined the Additional Protocol of 1967. Moreover, about two-thirds of the world's refugees (41.3 million)[4] are so-called internally displaced persons (IDPs), i.e. people who have fled but still remain in their own country. These are, therefore, not legally subject to the Geneva Convention Relating to the Status of Refugees.

The United Nations High Commissioner for Refugees (UNHCR) is based in Geneva and

3   cf. https://treaties.un.org/Pages/ViewDetailsII.aspx?src=TREATY&mtdsg_no=V-2&chapter=5&Temp=mtdsg2&clang=_en

4   According to UNHCR at https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/unhcr-global-trends-2018.html

Causes and reasons for flight and escape

- Persecution due to race*
- Persecution due to religious beliefs*
- Persecution due to political opinion*
- Persecution due to nationality*
- Wars and warlike conditions*
- Persecution due to sexual orientation*
- Natural disasters such as earthquakes, floods or droughts
- Permanent climate changes
- Poverty and economic hardship

Pic.   Daadab Refugee camp, Kenia ©CARE/Underdown

Figures at a glance*

70.8 MILLION REFUGEES
Since 2008, the number of forcibly displaced has risen dramatically (from 40 million in 2008 to 70.8 million in 2018). For example, this number of refugees exceeds the total population of Great Britain.

16 NEW DISPLACEMENTS EVERY MINUTE
Every day about 37,000 people flee their countries due to conflict and persecution.

52% OF THE REFUGEES ARE CHILDREN
Children below 18 years of age constituted about half of the refugee population in 2018, up from 41 per cent in 2009 but similar to the previous few years

IN 2018, 138,600 UNACCOMPANIED REFUGEE CHILDREN APPLIED FOR ASYLUM
This number is considered significant underestimated

84% OF THE REFUGEES FLEE TO DEVELOPING AREAS
At the end of 2018, 8 out of 10 refugees (84%) worldwide lived in low- or middle-income countries, i.e. those regions and countries of the world that are themselves affected by economic hardship and extreme climatic conditions.

TOP HOSTING COUNTRY IS LEBANON RELATIVE TO POPULATION
Lebanon has the largest number of refugees relative to its national population, 1 in 6 people is a refugee. In total, Turkey has the largest number of refugees in total, with about 3.7 million people, followed by Pakistan (1.4 million) and Uganda (1.2 million). The five largest host countries include Sudan (1.1 million) and Germany (1.1 million).

55% OF REFUGEES WORLDWIDE CAME FROM ONLY 3 COUNTRIES
More than two thirds of the refugees registered abroad come from five countries, headed by Syria (6.7 million), Afghanistan (2.7 million) and South Sudan (2.3 million) followed by Myanmar (1.1 million) and Somalia (0.9 million).

A person is officially acknowledged as "refugee" if he or she has been approved for asylum due to one or more reasons listed in the GRC treaty

*Causes of flight within the meaning of the Geneva Convention due to the Status of Refugees according to the Geneva Convention

*UNHCR Global Trends: Forced Displacement in 2018. URL: https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/unhcr-global-trends-2018.html (Download: 06.08.2019)

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monitors compliance with the Convention. However, the UNHCR is also active in operations, as transnational authority responsible for, inter alia, the coordination of humanitarian aid measures in many war and crisis zones. Another important task of the UNHCR is the accompaniment and organization of the return of refugees to their home country. In addition, in some regions, the UNHCR has resettlement programmes for moving refugees to third countries.

A recognized refugee in the nation-state sense is a person who has successfully applied for asylum on one or more reasons listed in

Pic.   Refugees on a loaded pickup truck ©CARE/Knoll

the Convention. On the EU level, the Dublin Regulations (Dublin I–III) regulate the distribution and allocation of refugees to the member states in addition to the coordination of asylum procedures.

The non-EU states of Switzerland, Liechtenstein, Norway and Iceland have also signed the Dublin Convention.

An essential principle of the Dublin Convention is the principle of the country of first reception. This means that the Member State in which the asylum-seeker enters is responsible for carrying out the asylum procedure. Hence, each country can send asylum seekers back to the Member state where they have entered European soil. On the one hand, this should guarantee that every asylum seeker in an EU state can apply for asylum. On the other hand, however, multiple applications for asylum in more than one EU member state should also be prevented. A major point of criticism of the Dublin Convention is the geographical disadvantage of Mediterranean states such as Italy and Greece, which receive a disproportionate share of asylum seekers because of the refugees arriving there by boat.

Refugee routes

Since 2014, more than 2 million people have entered Europa by sea.[5] Most of these people came from the war and crisis regions of the Middle East. Since 2014, refugee routes have

5   cf. https://frontex.europa.eu/along-eu-borders/migratory-map/

been changing constantly due to border closures and increasingly restrictive policies in the Balkans. In particular, people from West Africa, such as Guinea, Sierra Leone and the Ivory Coast, come long the well-established refugee routes from North Africa. They first cross the West African and Saharan routes to the Algerian or Libyan coasts. Crossing the Sahara in a lorry or pick-up takes up to two weeks, and many people do not survive this part of the journey. From Algeria and Libya, these people are smuggled by boat across the Mediterranean to Italy or to the Spanish enclaves of Melilla or Ceuta in North Africa, or even to Malta.[6] The different refugee routes are long, arduous and often dangerous.

Crisis regions of the world

The Middle East

In the eighth year of its civil war, the Syrian population is suffering the largest humanitarian catastrophe of our time: 12 million people are directly affected, nearly twelve million people are fleeing as internally displaced persons or are fleeing to predominantly neighbouring countries. The remaining population lives in catastrophic conditions in many regions. Approximately 83% of the Syrian people now live in poverty. Ten percent of children in the country suffer from malnutrition, around 40 percent of children in Syria cannot attend school.

The Syrian conflict also puts neighbouring countries such as Lebanon and Jordan in desperate straits: More than 670,000 Syrian refugees are currently seeking protection and assistance of Jordan. This puts the country in third place in the list receiving countries. Eighty percent of Syrian families seek shelter beyond the two major refugee camps of Azraq and Zataari. Refugees live in rented rooms, shelled buildings, barracks, in tents or in vacant garages. Child labour often becomes a survival strategy.

The situation in Lebanon is even more serious. More than one million of Lebanon's approximately six million people are refugees. To make matters worse, there are no refugee camps in Lebanon under the mandate of the

6   UNHCR Desperate Journeys:
Refugees and migrants arriving in Europe and at Europe's borders January- December 2018. URL: https://www.unhcr.org/desperatejourneys/ (Download: 09.08.2019)

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Pic.   CARE volunteers in Azraq, Jordan ©CARE

UNHCR. This hampers the work of aid organizations immensely.

Since the outbreak of the Syrian conflict, millions of desperate Syrian families have fled to neighbouring Turkey. 3.5 million refugees are now seeking protection there. They live in refugee camps, in vacant shops, shelled buildings or garages, partly under severe humanitarian conditions.

In Iraq, still more than 10 million people are in need of humantiarian support. 1.5 million refugees and IDPs currently live in the kurdish areas. Communities receiving displaced people are themselves dependent on humanitarian assistance.

Yemen is the poorest country in the Middle East. Since the renewed outbreak of violence in March 2015, the situation of the population continues to deteriorate. Over 2 million people are on the run in the country. The United Nations estimates that 20 million people depend on humanitarian aid. Women and girls are particularly affected by the continuing shortage of clean water, food and medical care.

Even some 15 years after the overthrow of the Taliban regime in Afghanistan, armed conflicts continue to dominate parts of the country. In addition to the continued active Taliban forces, Afghanistan is still being threatened by the presence of IS fighters. Many of the refugees from the Middle East have come to Europe by land over the past few years.

In 2015, around 580,000 refugees passed through the so-called Balkan route. The closure of the Macedonian border and the EU's agreement with Turkey made this route almost impossible to use. Today, counting 3.7 million refugees, Turkey is the largest hosting country in the world. Thousands of refugees are still waiting on the mainland in different countries in the southeast of Europe too. Living conditions are extremely difficult and their access to sanitation, food and shelter is limited. The planned relocations within the European Community are still far behind schedule.

Africa

Among the many African countries and regions in need of humanitarian support such as the Central African Republic, Eritrea, Ethiopia or Mali only a few can be mentioned. Somalia is one of the poorest countries in the world. Since 1988, a cruel civil war has been taking place there and has forced many to flee. The population lives from agriculture and livestock, most of them as nomads or semi-nomads. Climate change also makes their survival more difficult with increasingly fatal droughts. The malnutrition rate of 20% is one of the highest in the world. Civil war, drought and hunger since 1990 has forced people in Somalia to repeatedly try to

Pic.   Gathering water in Dadaab ©CARE/Holt

escape. Many have found shelter in Dadaab, Kenya, one of the largest refugee camps in the world, still hosting more than 200.000 registered refugees and asylum seekers. Since 2016, the Kenyan government has repeatedly announced the closure of Dadaab. Still, there is no humanitarian solution in sight in case Kenya will put these plans into action.

For many years, the Democratic Republic of the Congo has been one of the countries with the largest number of internally displaced persons. They have been living in constant fear of various rebel militias, who use extreme violence to gain or keep control in ethnic conflicts and in the struggle for control of the country's rich mineral resources. The neighbouring countries of Rwanda and Uganda are also affected by the refugee movements, and in the neighbouring country of Burundi, the resurgence of violence and unrest is causing fear of a relapse into civil war.

South Sudan has been independent since 2011, making it the youngest state in the world. Since violence broke out in December 2013, more than 4 million people have fled,

Particularly women and adolescent girls are affected by the shortage of clean water, food and medical care

Humanitarian aid through CARE

CARE was founded in 1945 in the US as a coalition of several charities at a time when about 12 million Germans and another 12 million survivors from the concentration and extermination camps were refugees. Over the following 15 years, CARE delivered around 100 million CARE packages in Europe, which suffered as a result of the Second World War, including 10 million in Germany alone. Many of these packages were distributed to families returning to their homeland. Today, CARE is one of the largest private aid organizations worldwide and carries out projects in more than 90 countries. In addition to sustainable poverty reduction projects, CARE's work is particularly focused on the war- and crisis-affected regions of the world and supports people fleeing war, political or personal persecution and climate change. In Syria's neighbouring countries such as Jordan, Lebanon and Egypt, CARE supports refugees with relief supplies and vouchers and provides relief in winter. In city information centres, CARE offers initial counseling and the provision of further assistance to refugees housed in decentralized accommodation. Other areas where CARE is working in the Middle East are mainly Northern Iraq and Yemen. CARE, for example, ensures drinking water supply, food and health care in many regions. In four refugee camps in northern Iraq, CARE provides humanitarian aid through protection against wind and weather, provides sanitary and health care facilities and supports waste management. In addition to refugee women, the focus is on other vulnerable populations, such as elderly people, unaccompanied minors and people with disabilities.

Another regional focus of CARE's work is the African continent, including the Horn of Africa and the Sahel. For example, for more than 20 years CARE has been working in Dadaab, Kenya, with still more than 200,000 registered refugees and asylum seekers, formerly the largest refugee camp in the world. Among other support, CARE is responsible for drinking water supply, hygiene measures and school education. In South Sudan, CARE helps with food, nutrition, drinking water and hygiene. In Chad, CARE supports refugees by creating income opportunities and educating people on re-

Coloring the barracks in Dadaab ©CARE

©CARE street painting campaign in Cologne, Germany

productive health and hygiene. In addition, CARE helps IDPs and returnees through psychosocial and health care programmes and distributes dignity kits of toiletries and kitchen utensils. In Northwest African Niger, CARE fights the causes of flight by creating new income opportunities. CARE is also one of the organizations that has been active along the refugee routes.

In 2015 CARE supplied refugees along the so-called Balkan Route with food, drinking water and hygiene articles. Since January 2016, CARE has also been active in refugee work in Germany. With the 'KIWI - Welcome to Children and Adolescents' programme, CARE supports secondary schools nationwide in the integration of children and adolescents with refugee or migration histories.

with 2.3 million fleeing to neighbouring Ethiopia, the Democratic Republic of the Congo, Sudan and Uganda. And although peace was officially declared in August 2015, fighting is still a regular occurrence. More than seven million people across the country depend on humanitarian aid. Because of drought and the expulsion of many farmers, there is not enough food available and prices have increased enormously.

Other regions
Counting more than 7.8 people, Colombia is still the country affected most by IDPs. Suffering from political instability, hyperinflation and increasing poverty, more than 4 million people have left Venezuela within the last years to its neighbouring countries.
Up to now, still 5.5. million refugees from Palestine are living in one of 60 refugee camps in the middle east under the UN mandate.
Counting 1.1 million, Myanmar is the fourth biggest community of refugees in the world, having fled from persecution, violence and violation of human rights.

Migration - Integration? - Inclusion!
The KIWI project aims to help immigrant children and adolescents integrate into our society. But what is meant by integration? On the one hand there is the position that immigrants should adapt to the existing framework conditions with all existing rights and obligations as well as unwritten laws and habits. This attitude sees integration as a one-sided adaptation to existing conditions. Our understanding of integration goes beyond this and is based on the assumption that what exists will always necessarily be changed by external circumstances, in this case by immigration.
That is why we understand integration in the sense of the extended concept of inclusion.

KIWI Award Ceremony ©CARE/Uli Planz

Inclusion aims at when all members of a society or community participating independently and on equal terms in joint living, regardless of their origin, gender, religious affiliation, age or state of health. In the public debate on inclusion, the term is sometimes unilaterally reduced to the aspect of physical or mental impairment and disability. For the sake of clarity of understanding and due to common usage, we continue to use the term 'integration' in this manual but in terms of content, we interpret it in the meaning of the extended concept of inclusion.

Sources:
UNHCR (www.unhcr.de, www.unhcr.com, Geneva Refugee Convention)
CARE (www.care.de; www.care-international.org)
Federal Office for Migration and Refugees (www.bamf.de)
Federal Ministry of the Interior (www.bmi.bund.de; AufenthG)
Pro asylum (www.proasyl.de)
Refugee Council (www.fluechtlingsrat.de)

Thomas Knoll
CARE Germany

KIWI Workshop with students ©CARE/Uli Planz

Concept of the manual and the role of teachers and educators*

To master new tasks, you as a teacher need not only 'motivation [...] as a prerequisite for the success of a future-oriented, inclusive education' [3] and for successful teaching. The integration of students with refugee and migration backgrounds means a higher workload on many levels. A student with language barriers or communication problems will be faced with issues at the beginning of his / her school career in the host country. Many adolescents from other countries are not accustomed to participating in mixed-gender groups in sports or swimming lessons, and in those with refugee experience a sound can trigger the return of specific traumatic memories. These and similar aspects increase inequality of opportunity in school. Parental work is also much more difficult if the parents do not speak the language of the host country. Your preparation for school lessons will be more intense, because the design of additional, easy-to-understand work materials takes time. Further consequences of communication difficulties are homework that doesn't get done and absences without a valid excuse. In order to prevent a disruption of everyday school life, it is important that new students are being integrated quickly into the existing class structure. Communication with classmates should be encouraged, language abilities should be expanded and students without refugee or migration backgrounds should be sensitized and have their intercultural competence strengthened.

Learning environment
It is very important for students to have enough free space and to feel free when doing exercises from this manual. They should not feel compelled to adopt socially accepted opinions about a topic. The exercises should initiate a (learning) process, and structures and prejudices should be recognized and questioned. A person's opinion cannot be changed in a single exercise—these exercises should enable students to understand how prejudice, stereotypes and intolerance develop and to question existing structures, behavioural patterns and norms. Create a learning environment in which a pleasant and respectful atmosphere prevails. Finally, students should review and dismiss the fears, prejudices and stereotypes that they may have.
A quiet and peaceful learning environment is important; no audience or visitors should be allowed which might cause students to

feel inhibited or fearful. Begin each exercise described in the manual with a loosening-up session or a warm up game that would help students relax and get into a playful mood. If your students do not know each other that well yet, start with icebreaking games. As a teacher, you should be available to answer any questions and clarify any ambiguities, remarks and language difficulties. When you are motivated yourself and enjoy the exercises, you will create a favourable (playful) atmosphere and your students will also enjoy the exercises, tasks and games. Just as helpful for a good working atmosphere are rituals, which may include, for example, a discussion round at the end of each exercise. But also weekly rituals, such as the class council recommended in this workshop (see Exercise 'The Class Council', page 5.4.9), help students feel safe in daily school life.

Teamwork
Not only the students should work on this manual in teams. Invite your colleagues or interested parents who would like to prepare and carry out some workshops with you. This would also make the implementation easier for you, since it would allow you to spend more time assisting the newcomers or shy students, observe the group dynamics or prepare for the next exercise. If you have a bilingual migrant student, he or she could help you and students with refugee backgrounds — use the opportunity to explain game instructions and rules with his/her support. Use the synergy effects at your school: ask teachers and students with migration backgrounds to translate work assignments. For some exercises, it might be helpful to involve your students' parents as well. Invite parents to the class or the final workshop presentation. If you realize that parents have trouble understanding the language, use this opportunity to establish a personal contact. Also consider involving volunteers or caregivers. Some refugee students have already at-

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*Due to the fact, that the KIWI manual was originally designed for the use in schools, In the following, only the term "teacher" is used, representing teachers, trainers and other professional or voluntary staff applying the KIWI instruments. The context described in this chapter also focuses mainly on the sitschooling situation. Thus, the information and instructions given also count for the use of the KIWI instruments in other surroundings, such as youth centers, refugee camps, as they also do in other fields of educational and social work with children and adolescents.

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3   Merz-Atalik 2001, p. 61

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tended preparatory courses or are supported by volunteers/caregivers within their family. These caregivers are familiar with important characteristics of your students and their family backgrounds and during the process of integrating the students and their families into school life.

Working with a group
The composition of the groups or classes will be very heterogeneous. The groups should consist of 12 to 25 participants. Each class will differ in age, gender, language skills and cultural background. It can be assumed that the students will greatly differ in terms of their language skills as well as their cultural and religious background. Students who come from the same country of origin do not necessarily belong to the same religion or they may differ in their religiosity. Students without a refugee or migration background can also participate in the workshops. Some of the exercises in this manual have even been specifically designed for them (further information is to be found in the text before the exercise). These exercises are mainly aim at questioning prejudices and generalizations in order to break existing stereotypes. All students participating in the workshops will not only be dealing with the content of the workshop topics; their inter-cultural competence will also be strengthened as well as other personal and social communication skills developed. You should, of course, take into consideration the language skills of participants with refugee or migration backgrounds. When performing these exercises with a mixed-age group, ensure that you select instruments that allow all students to participate, or modify them if needed. Where appropriate, text boxes indicating whether the topic is suitable for younger or older students only can only be found at the top of each exercise. Most exercises will fit well with different age structures. Since the exercises are mostly done as group or team work, older students can help the younger ones with the process and solution finding. In this case, the older students take over your role of a learning companion. If you decide to involve older adults, you should warn them about potential regarding the implementation or meeting the objective. Walk the older students through the entire exercise before they start. Peer education as an approach supports the basic aim of the manual: children and adolescents learn to help and support each other by influencing each other meaningfully and positively. Even if your class varies in respect of language skills, a peer education approach can be used. If you have bilingual students or those that have a higher level of language proficiency, they can support weaker participants. Take advantage of the heterogeneity of your class or your school for the implementation of the workshop. If the students are motivated and are enjoying the exercises, they might receive further motivation to learn the new language. For students with weaker language skills to be able to follow your explanations, you should speak clearly and slowly and use gestures, facial expressions and visual material to additionally clarify your words. It would be good if children of the same origin spoke German within their groups while working on their tasks; this can be ensured for example, if you mix groups of students with different mother tongues. In some of the tasks in this manual, students must deal with in our sense characteristic everyday situations and circumstances of the host country. Bring descriptive materials to the class which is related to the lesson content, e.g. newspapers and magazines, city maps and timetables, brochures, flyers, books, etc. The Internet can also be used as a simple and effective source of information or visualisation. Some exercises also include a story, role-playing or description of a situation. Read these texts and instructions slowly and clearly after you have distributed the copies of the exercise to your students. After you read the task/text allow your students to ask clarifying questions or share their understanding of the text. Praise students for their achievements and progress in order to increase their self-confidence and build their motivation for continued improvement of their language skills. You may have many students coming from different countries in your class. This should be seen as a resource with many opportunities. Please learn more about the origin, religious affiliation and possibly also the refugee or migration story of your students, since this will allow you to better prepare and adapt the exercises.
Some exercises are not suitable for classes with students with a refugee or migration background. This is indicated in the information text and marked with a warning triangle. In respect to other exercises in this manual, it is generally important not to focus on (cultural) differences. Particularly in the module 'culture', emphasis should be put on the similarities between cultures rather than the differences in order to encourage pleasant and respectful interactions among the group members. Even when these differences exist between nations, cultures and religions, when it comes to individuals, they are even greater. Thus, it is possible that your group or class can split into different sub-groups, and

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that cliques are established, or that prejudice leads to exclusion of certain groups or students. Here too, performing exercises that manifest the 'split' should be avoided. These could be, for example, exercises that students could use to over-emphasize differences. In such classes, exercises from the 'Violence & Conflict' module should be particularly helpful. They are not just designed to teach students about the consequences of conflict, violence and bullying. They should also have a preventive effect or counteract already existing (subtle) conflicts through important cooperative exercises (the marble run). Cooperative tasks are characterized by the fact that a task can only be solved if all group members participate and take over responsibility. Students also learn here how communication works and how conflicts can be (non-violently) resolved. If you have a school-based social worker, it would make sense for him/her to attend the workshop held in such classes.

Prepare by learning more about the content covered in the topics and exercises in this manual. Plan additional exercises: your class may finish an exercise faster than in the time specified. Plan additional time to explain the task, depending on the language skills of your students. Choose lessons you can connect or combine. Adapt exercises to your class or develop variations on the exercises suggested here. Provide the required material.

Preparation
Use our suggestions for direction and focus or prepare your own references and examples as well as possible variations of the exercises, which will allow you to adapt the tasks to the performance level of your students. Most of the exercises are structured as work with a partner or group work, because the exchange with their classmates is important for students with a refugee or migration background. This

contributes to the process of integration and the development of language ability. Consider if the exercise is suitable for the climate in your class. For most subtopics there are several exercises offered with the same learning objective. Choose the most appropriate exercise for your class or skip the exercises that are not suitable. Since the sub-themes as well as the main topics (Culture, Values & Rights, My Identity, Violence & Conflict, Together) do not refer to each other, they can be adapted to any class.

Before each exercise, check if the method, content, and learning goals are appropriate for your class and if it can be carried out with your class. The exercises do not represent finished teaching plans — please allow extra time to work on the topics and assignments before and after the workshop, as well as possibly conducting your own research. If you have students who have trouble understanding the language used in class, plan in some extra time for explaining and clarifying each task or assignment. Make sure that you explain the terms used in the exercise and that all students know what they are expected to do. Sometimes you will have to finish the entire learning unit before the students are ready for a particular exercise.

Structure of the exercises
The exercise layout sheet is standardised in design. On the first page you will see all the necessary background information for the relevant exercise, from thematic classification and the name of the exercise to its learning objective. You will also find information about the required time and material. The information text is an introduction to the topic as well as a brief description of the exercise; the information box contains useful definitions, links and suggestions for mediation. The exercise sequence is described on the back of the page. A (voluntary) round of discussion and reflection on the topic covered by the exercise is always suggested as a follow-up and there is always a set of questions offered for that phase. Furthermore, you will receive suggestions and ideas for modifying or expanding the exercise. If the exercise is based on a worksheet, you will find it as a template on the pages following the corresponding exercise.

Interface between the basic (blue) and the advanced modules (green)
The manual covers the following topics: Culture, Values & Rights, My Identity, Violence & Conflict, Togetherness. Individual topics are divided into basic and advanced level exercises. Here, both the basic and the advanced

💡 **Preparation for the exercises:**
Prepare by learning more about the content covered in the topics and exercises in this manual. Plan additional exercise n reserve: your class may finish an exercise faster than in the time specified. Plan additional time to explain the task, depending on the language skills of your students. Think about lessons you can connect or combine. Adapt exercises to your class or develop variations on the exercises suggested here. Provide the required material.

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exercises are self-contained, they differ only thematically. This enables you to be flexible in terms of the individual challenges for your class, its composition, dynamics and the performance level of your students. The modules are the building blocks of a holistic programme. In order to acknowledge the experience students have gained and the results accomplished while working on the manual, the programme should be aligned with a specific project.

Role of the learning process companion
As you can imagine, the course of many exercises cannot always develop as planned or predicted. You only define the scope of ac-

tion. Be open to new experiences: each group and each student will work on the exercises, games, and topics differently and thereby enrich their accomplishments. You are a learning companion and act at the same time as a consultant and moderator. Strengthen the group dynamics and support the development process. If possible, restrain from providing solutions. Many exercises are designed to accept multiple solutions / opinions. Let students make mistakes but keep the achievement of the learning objectives in focus as well. Only step in when prejudice manifests itself / hostile the statements emerge. If necessary, exercises so that the desired goal is achieved.

At the end of the workshop we recommend that you organize a presentation for the whole school. This strengthens the cohesion and self-confidence of students. Don't throw away the material produced, such as posters and presentations. Get to know each other before you start and for the reflection sessions following the exercises of this workshop, take a look at the additional exercises offered in the introductory part and the annex.

Supporting entry methods

To get introduced to a (new) topic and gather information about it, the following methods are recommended. You will often come across them while working on this workshop.

Mind mapping
A mind map is a visual representation in which a keyword or title is written in the middle of a sheet of paper. Then a graphic is developed with help of additional terms that are related to the keyword. These terms are sorted by themes and subthemes and linked with the keyword. This method can be used for structuring or as an introduction to a topic whereby students build association chains.

TIME
- 10-minute introduction
- 20-minute exercise
- 15-minute debate/ Q&A's
} 45 minutes

EXERCISE „PUZZLE"

REQUIRED MATERIAL
- Flipchart or poster paper
- Pens/pencils
- Scissors
- Worksheet „Puzzle"

CURRENT CLASS
- Make 20 copies of worksheet „Puzzle"
- Push tables together
- Arrange chairs in a circle
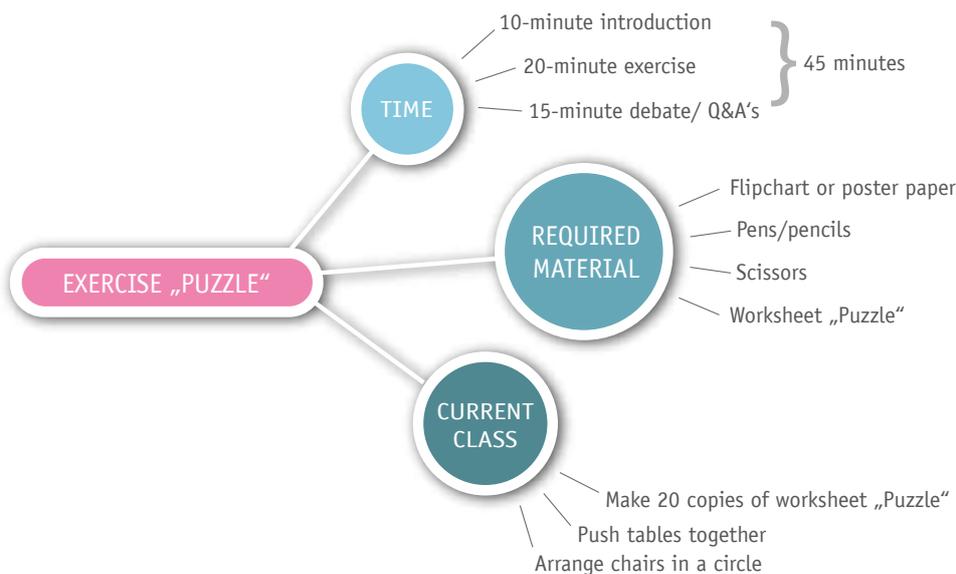
Brainstorming
For a brainstorming session, the students get a fixed number of minutes at their disposal to come up with terms they associate with a particular topic. The terms do not have to be sorted out or related to each other. This method can also be used as an introduction to the topic, and also for collecting ideas.

What do the symbols in the exercise description indicate?

Difficulty level (basic or advanced)
blue stands for basic and beginner exercises,
green for advanced exercises

The chilipeppers indicate the degree of
difficulty or complexity of the task. (1= least
challenging to 3= highly challenging)

Exercise features

Group size
(flexible, couples or small teams)

Material requirements
low   = e.g. only paper, pens/pencils
medium = e.g. paper, scissors, worksheets
high   = e.g. large amounts of paper,
*   special needs like packing tape,*
*   cutlery, wool, ...*

Additional research
requires additional research or
inquiries such as internet or library
research, questionnaires and polls

Internet access required
requires internet access in order to fulfill
the task/assignment

Third party support
important for feeback rounds with stu-
dents; e.g. observers

2.6.9 **Page numbers**
The page numbering is divided into
"chapter.topic.page", e.g.:
Chapter 2 "Values & Rights".Topic 6 "Environment &
Precycling/Recycling".page 9.

Text extras:

Tips and fun facts
Interesting and helpful information

Attention!
This exercise might not be suitable or
appropriate for traumatized or sensible
students. Or it is especially difficult,
so that students probably need further
help. Read the assignment carefully
before deciding and gather further
information.

Family & friends
Invite family members or friends to
include them in the task.

QR Code
This manual uses QR (Quick Response) codes to
make it easier for you to enter the links given here.
You can scan these codes e.g. with your smart-
phone. For iPhone: Use the camera app. For Android:
Download one of the many free QR code apps availa-
ble in the Play Store.

Please note that the specifications given in the exercises such as difficulty level,
time and material requirements are only guidelines and depend on your individual
circumstances. They are only intended to facilitate the process of organising and structur-
ing the workshop.

care

THE CENTRAL THEME

Example workshop – process description
There are a few exercises in this manual that have a similar goal or cover the same subject area. When planning your classes/ lessons, you do not need to include every single exercise the manual offers, since the exercises, modules, and topics do not build on each other. It is important to go through the topic of an exercise in advance so that you can adapt it to the level of performance and the needs of your class. Here are a few examples on how to organize the process in different situations. You can, of course, modify, adapt or re-design every exercise.

The process presented is just a suggestion on how to link some exercises together. You can also select individual exercises depending on the circumstances. An overarching link can be helpful in organizing and structuring the workshop.

1. Culture | Homeland and Background | My roots
Learning Objective: The students will learn about the migration and family histories of their fellow students and will be enabled to jointly identify similarities and differences.

60 minutes | page 1.1.1

**A.
Well suited for classes where prejudice or discriminatory statements occur**

2. Values & Rights | Freedom of religion | Human rights
Learning objective: The students will get to know the Universal Declaration of Human Rights and come up with some practical consequences for dealing with each other on a daily basis.

45 minutes | page 2.4.1

3. My Identity | Origin & identity | Who am I?
Learing objective: The students will deal with their own identity and reflect on their roots and what they are made of.

90 minutes | page 3.5.1

4. My Identity | Typical! - stereotypes | I am who I am
Learning objective: The students will become aware of the meaning of stereotypes and the associated social (role) expectations and question them critically.

45 minutes | page 3.2.5

kiwi

1. Culture | Homeland and Background | Similarities and differences
Learning Objective: The students will learn to respect and assess similarities and difference among people. The students will become aware of their own individuality.

60-90 minutes | page 1.1.9

2. Values & Rights | Respect and tolerance | Respect and human dignity
Learning objective: The students will learn about human dignity as a basic value and develop skills on how to apply it in dealing with each other.

45 minutes | page 2.2.3

3. My Identity | Privacy & intimacy | My strengths, your strengths
Learning objective: The students will learn to recognize their own strengths as well as those others and how to cultivate respectful interactions with each other.

45-90 minutes | page 3.4.5

4. Conflict & Violence | Forms of Violence | What does anger look like?
Learning objective: The students will learn how to deal non-violently with their anger in order to avoid escalation. They will develop different strategies for non-violent interaction and become familiar with and use tools to prevent violence.

45 minutes | page 4.1.5

5. Conflict & Violence | Consequences & Sanctions | Consequences for all
Learning objective: The students will find out about the consequences that violence has for all the involved. They will learn how to take the perspectives of a perpetrator, victim and witness into consideration as well as about the available prevention and assistance services.

45 minutes | page 4.2.1

6. Togetherness | Participate | The class council
Learning objective: The communication, cooperation and problem-solving skills of the students will be strengthened. They will build up their own effectiveness and use opportunities for participation. Students will be able to jointly identify tasks and problems in their group and take responsibility through the (democratic) decision-making.

60 minutes | page 5.4.9

7. Conflict & Violence | Prevention | The marble run
Learning objective: The students will deal with democratic statements and reflect on them critically when it comes to the degree of importance and feasibility. They will strengthen their democratic competence, their ability to communicate and experience opportunities for participation in the school.

60 minutes | page 4.3.1

care

1. Culture | Family and Friendship | Hallo. Hello. Marhaban.
Learning Objective: The students will learn the different ways people can greet each other and what lies behind them. They will get an insight into communication based on different courtesies and cultural forms; the welcoming culture and feeling safe are promoted.

30 minutes | page 1.2.1

C.
Well suited for classes with very young students

2. Values & Rights | Basic values | Children's rights and their importance
Learning objective: The sThe students will recognize the importance of their own rights and can connect them with the practical consequences.

45 minutes | page 2.1.5

3. My Identity | Privacy & intimacy | Emotions
Learning objective: Students will learn to understand and accept their own feelings and those of others. They will gain self-confidence in everyday dealings with their fellows.

45 minutes | page 3.4.1

4. Values & Rights | Freedom & equality | The Break Agreement
Learning objective: The students will learn about decision-making in a team. They will learn how important it is to take into consideration the needs and desires of their peers in order to reach the best possible agreement. They should come up with some practical consequences for dealing with each other on a daily basis.

30-60 minutes | page 2.3.1

5. Conflict & Violence | Forms of Violence | Perpetrator, victim or both?
Learning objective: The students will recognize the connections between experienced and practiced violence. They will take different perspectives and learn about available assistance.

90 minutes | page 4.1.7

6. Togetherness | Participate | The class council
Learning objective: The communication, cooperation and problem-solving skills of the students will be strengthened. They will build up their own effectiveness and use opportunities for participation. Students will be able to jointly identify tasks and problems in their group and take responsibility through the (democratic) decision-making.

30 minutes weekly | page 5.4.9

7. My Identity | My Strengths | Building a tower
Learning objective: The students will test their ability to communicate and cooperate. They will learn to develop creative solutions in teamwork and to reflect on their own competencies.

90 minutes | page 3.1.11

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0.33

1. Culture | Homeland and Background | What does home mean to me?
Learning Objective: The students will discuss the concept of culture and will be in a position to recognize and accept similarities and differences. The students will understand the meaning of cultural variety and diversity and critically examine the concept of culture.

90 minutes | page 1.1.11

D.
Well suited for classes where there are no students with a refugee history

3. Culture | Welcoming culture | Come right in
Learning Objective: The students are sensitized to circumstances of refugees and migrants and can reflect new awareness in their everyday contacts with other youth.

60-90 minutes | page 1.5.19

4. Culture | Welcoming culture | I am packing my suitcase
Learning Objective: The students will be sensitized to the circumstance refugees face and they will gain confidence in how to deal with schoolmates with a refugee background.

45 minutes | page 1.5.15

5. My Identity | Origin & identity | My tree
Learning objective: The students will deal with their own origin and think about what it means to them.

45 minuten | page 3.5.7

6. Togetherness | Change | Take up instead of give up
Learning objective: Students will obtain an introduction to project planning and learn to develop, plan and bring about changes in the group (for example, to promote integration at their school).

180 minutes | page 5.2.1

care

1. Culture | Family and Friends | Hallo. Hello. Marhaban.
Learning Objective: The students will learn the different ways people can greet each other and what lies behind them. They will get an insight into communication based on different courtesies and cultural forms; the welcoming culture and feeling safe are promoted.

30 minutes | page 1.2.1

2. Culture | Homeland and Background | My roots
Learning Objective: The students will learn about the migration and family histories of their fellow students and will be enabled to jointly identify similarities and differences.

60 minutes | page 1.1.1

4. My Identity | Privacy & intimacy | Like/Dislike
Learning objective: The students will discuss social norms and how they can be changed. They will learn to accept and respect similarities and differences between people.

30-45 minutes | page 3.4.7

5. Conflict & Violence | Prevention | The marble run
Learning objective: The students will build up their cooperation and communication skills. They will learn to make arrangements in the group and to implement their project together.

60 minutes | page 4.3.1

6. Togetherness | Implement projects | Local history
Learning objective: The students will learn to plan an exciting and interactive city tour for non-locals. They will weigh up which buildings and sights shape the cityscape. Communication skills, ability to plan and cooperate will be strengthened.

2 days | page 5.3.9

7. Togetherness | Implement projects | Flying out
Learning objective: Students will practice joint decision-making whereby cooperation and communication skills are built. They will be able to plan and implement a group trip.

120 minutes | page 5.3.5

8. My Identity | My Strengths | I can do something, you can't
Learning objective: The students will deal with different strengths. They will reflect on their own competencies and put them in concrete relation to different occupations.

60 minutes | page 3.1.9

GETTING TO KNOW EACH OTHER

Group size: flexible

Material requirement: minimal

Learning objective

Students who do not know each other well will learn to approach and acknowledge one another. A playful approach removes inhibitions.

Practicing to approach one another

The following exercises are well suited if your students do not know each other so well or if new students have joined your class. Introductory games 'promote cooperation through learning and practicing individual social and communication aspects and skills to help students approach each other, to acknowledge one another, to succeed together, but also to understand and get to know each other better'[1].

The exercises aim at students collecting information about each other in an unusual way and thereby becoming less reserved in towards each other. Even teachers sometimes have a hard time remembering the names of all the new students. That's because, according to neuropsychologist Josef Kessler of the University Hospital of Cologne, names are too abstract to remember. Having difficulties remembering names, has to do with evolution. 'At first it was faces, and then names came much later'[2].

You, as a teacher, can also organize games that might help your students get to know and appreciate you better. The advantage of these exercises is that they are easy to understand. You may find out that there are some cliques in your class that do not like each other. Don't worry. Contact alone between persons is (unfortunately) often not enough to eliminate hostility or prejudice. This manual offers many exercises that are designed as tasks that require cooperation. Cooperative exercises are a wonderful way to achieve common goals through teamwork. It is also helpful if you keep the small groups, necessary for some of the exercises here, heterogeneous. Then the already existing cliques and groups will not set themselves further apart. This manual does not only prioritize the transfer of knowledge, but also empathy between the students and their social self-efficacy.

Checklist for the first lesson in a new class:

Who are the students attending the class? What kind of knowledge do they bring? How is the class composed? What expectations do you have? What are the expectations of your students? How is the project going to be implemented? Which materials do we need? What is the goal of the workshop? Which topics will be worked on and how?

1 Traub, Silke (2004): Unterricht kooperativ gestalten – Hinweise und Anregungen zum kooperativen Lernen in Schule, Hochschule und Lehrerbildung. Verlag Julius Klinkhardt. Bad Heilbrunn)

2 Die Welt (27.03.2012): Warum wir uns Namen einfach nicht merken können. URL: http://www.welt.de/gesundheit/psychologie/article13947274/Warum-wiruns-Namen-einfach-nicht-merken-koennen.html (Download am 10.03.2016)

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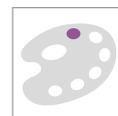
Turn the Blanket over

🖉 **Material:** 1 blanket   🕐 **Time frame:** 15-20 minutes

1. All the students stand on the blanket.
2. Now the students must try to turn the blanket over without stepping off it. Therefore, the blanket should not be too big.
3. Give students a few minutes to plan how they will solve the problem.
4. If they manage to turn the blanket over the game is over, and they are the winners.
5. You can increase the level of difficulty by blindfolding some or all of your students, or ask them to stand on one leg.

* *

The profile

🖉 **Material:** note paper, pens   🕐 **Time frame:** 15-20 minutes

1. All students should create their own profile (in a creative way) — but for now no one should write his / her name on it.
2. Each student should write some exciting and unusual facts about themselves (for example 'I go to the park twice a day with my dog' or 'My sister studies in Paris'). If possible, the facts should not be too revealing, so that the guesswork afterwards is even more fun.
3. When all the students are done, collect their profiles together. Pick out one profile after another and read it out loud. The students should now try to guess who the person in the profile is.
4. Once the exercise if over, students can decorate their profiles some more (for example, with a photo).

* *

Naughty nut

🖉 **Material:** 1 bag of nuts   🕐 **Time frame:** 15 minutes

1. Buy a bag of nuts. Each student should take as many as they want but should keep in mind that everyone should get some. The nuts should not be eaten immediately.
2. Attention: Check the students for allergies beforehand. Alternatively, you can also use other nibbles, but, if possible, avoid using fruit gum as it contains gelatin.
3. After all the students have taken their nuts, they should talk about as many things about themselves as they have nuts in their hands (for example, hobby, place of residence, favorite animal, etc.).

⚠️ *Attention: Check ahead if anyone has food allergies. You can also use chips, crisps or candy (gelatine-free), or even something that's not edible.*

* *

Sorting

🖉 **Material:** None   🕐 **Time frame:** 10-20 minutes

1. The students are instructed not to speak with each other after the game starts.
2. Everyone moves through the room.
3. Now give an instruction that would make students place themselves in a certain order (for example, age, height, birthday, etc.)
4. The students should find their place without talking, in silence. They are, however, allowed to communicate with signs and gestures.
5. When they are lined up, check the result and then continue with a new instruction.

This exercise works great if you have many students who have difficulties with language.

🌼 care

The name is programme

✏️ **Material:** Note paper, pens/pencils   🕐 **Time frame:** 20 minutes

1. The students write their first names in a column, from top to bottom on one sheet of paper.
2. For each letter of their name, they now write adjectives that match and describe them, for example:

B	brave
N	neat
H	helpful
D	different
H	humble
T	tired
S	serious
G	grateful

Sometimes it can be hard for kids to find personality traits for themselves. This webpage lists quite a lot of them and may be of help: https://liveboldandbloom.com/02/self-awareness-2/list-of-personality-traits

3. Each student introduces him/herself to the others based on this description.

* *

A little lie

✏️ **Material:** None   🕐 **Time frame:** 15 minutes

1. Every student gets some time to come up with three things about themselves. Two statements should be true and one statement a lie. All three should be somewhat unusual, so that it is not too easy to guess.
2. The students and you as well now introduce themselves using the three statements (for example 'I was on a) a vacation in Japan last summer, b) I have met the Prime Minister and c) I speak four languages fluently '. The others should now guess which statements are correct.
3. The game is over when all the students have introduced themselves.

* *

Important!

✏️ **Material:** None   🕐 **Time frame:** 15 minutes

1. Give the students a homework assignment: to bring to the next lesson an item that is important to them.
2. They should now explain the item they have brought to school. Why is the item important? What does it mean to them? Is there a story about that specific item?
3. Show appreciation for each and every item the students present. This exercise is particularly exciting in a class attended by students both with and without a refugee background.

* *

The Gordian Knot

✏️ **Material:** None   🕐 **Time frame:** 15 minutes

1. Divide the students into two groups. Instruct each group to stand in a circle so far apart that they can see each other but cannot touch.
2. Now everyone should close their eyes, stretch out their arms and go into the middle of their circle. Each person holds onto the first two hands he / she reaches.
3. Each hand has to hold another hand, then the students open their and the group tries to disentangle itself without letting go of their hands.
4. The group that manages to disentangle itself first has won.

When the curtain falls

✏️ **Material:** Blanket, 2 chairs   🕐 **Time frame:** 20 minutes

1. Divide the class into two groups.
2. The blanket is held up by two corners. On each side of the blanket, there is a chair ('Partition screen'). The two groups each place themselves on different sides of the blanket, so that they cannot see each other.
3. One member from each group sits on one of the chairs. They cannot see each other either.
4. Now the blanket is lowered for a short time and people sitting on the chairs must call out the name of their opponent as soon as possible. The group whose member correctly called the name first gets one point.
5. The group with the most points wins.

This exercise works well with students who are completely new to each other. You all will have a quick and fun way to remember everyone's names.

🗨️ **Reflection and Discussion**

- Did you remember all the names?

- Which names did you find particularly difficult? Why?

- Do you have any ideas on how to modify the game?

🧩 **Ideas and suggestions for further work**

- Have the blanket held up by two students (one from each group) who are changed each round, so that all the group members take turns.

- If you have trouble remembering all the names, you can join one of the groups and take part in the game.

Space for your notes

_____

_____

_____

_____

_____

_____

_____

_____

⚙️ care

THE TALKING STICK[1]

Group size: flexible

Material requirement: medium

🏴 **Learning Objective**
The students will learn to respect and appreciate each other when talking.

✏️ **Material**
Stick (can be decorated), flipchart or poster paper / blackboard, pens / chalk.

🕐 **Time frame**
30 minutes

Cultural background to the 'talking stick'

The phrase comes from the Native Americans' culture and has been used for centuries in important ceremonies, round tables and meetings to promote a culture of discussion. Discussions were opened by the chief with help of the stick. Only when he had spoken, were other members of the tribe allowed to ask for the talking stick and could then - and only as long as they held the stick - express their opinion. The staff was passed on until everyone who wanted to say something had spoken. At the end, the Chief would get the talking stick back to keep safe. It used to be decorated with an eagle feather to give wisdom to the speaker. A piece of rabbit fur was supposed to make the spoken word come from the heart, and a seashell symbolized change. There were also four beads on the stick, which represented the four cardinal points in the sky and showed the speaker the power that he held in his hands. The attached buffalo hair symbolized transfer of the animal's power to the speaker. Even today, the talking sticks serve to excite attention, to structure discussions and to establish important rules of communication. The students learn that there is no need to interrupt anyone because everyone will get a chance to speak. In order for the talking stick to gain some importance among your students, you can, together with your students, go for a walk outside and look for an appropriate talking stick and then look for some ornaments you could use (nuts, leaves, feathers, etc.). This is advisable, for example, for groups where the students don't know each other well or groups with younger students.

1 Adapted from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

💡 The talking stick is a good exercise to enquire about feelings or opinions. It is particularly suitable for polarizing topics. In integration classes particularly, with students who don't speak the host country language so well, both teachers and students tend to interrupt or complete others' sentences. With the talking stick, everyone has enough time to say what they want, nobody is forced to speak, and language barriers are accepted.
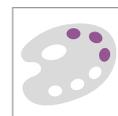
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Exercise description

1. Arrange chairs in a circle.

2. Explain what a talking stick is and what its rules are.

3. The stick is placed in the middle of the circle. Whoever wants to express his/her ideas, wishes or fears about the workshop or the topic at hand, takes the stick and puts it back in the middle after his/her is done talking. Now, the next student speaks.

Example: Use this exercise to create class, group or project rules
In a talking stick discussion, rules for cooperation are identified and written down on a flipchart or large sheets of paper. If students don't come up with any further rules, those noted will be reviewed and displayed on one of the walls of the classroom. Encourage your students to remind each other of these rules if they are violated during the project.

Reflection and discussion

- Ask the students after the first session how they liked the exercise and if they would like to continue using the talking stick.

- After each round of discussion, reflect with your students how the round developed and how progress was made. Accept requests and suggestions for changes, provided they can be implemented.

Ideas and suggestions for further work

- At the end of her/his speech, the speaker passes the stick to a person of her/his choice. This has the advantage that it shows you clearly who is supported by whom or whether a group problem is actually recognized as such by everybody.

- The speaker passes the stick clockwise (or counterclockwise) at the end of his/her speech. This has the advantage that each participant will automatically have a chance to take a stand and does not have to muster the courage to actively reach for the stick. This is particularly for shy people a good way to get to speak.

- This exercise can be intensified with the help of a map: each student receives the stick with instructions to state their name, age and country of origin. There should be a world map on the ground and each student should point to their country of origin. Then they position themselves according to their country of origin in the classroom. At the end of the exercise, students will have set up a personal world map in their classroom.

Linking exercise

After you have carried out the work with the map, it makes sense to talk to your students about their refugee routes. These could also be combined with the map that is created in the exercise 'My Roots' (1.1.10.40).

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A MEMORY GAME

Learning Objective
The students will learn in a relaxed atmosphere to communicate with each other and prepare for future lessons.

Material
Commercially available memo game (e.g. "Memory™", "Pairs")

Time frame
approx. 15 minutes

Group size: flexible

Material requirement: minimum

Human memory game

The classic Memory™ game is known to almost all students in our culture. However, if there are students in your class who have never played it before, you should explain the rules briefly and demonstrate how it's played. It is important that the students understood the rules of this classic game, as it will be slightly modified in this exercise. All the students (except for two players, the 'Seekers') become 'human memo cards'. The seekers leave the room at the beginning of the exercise. The 'human memo cards' pair up and each member of a pair is given the same memo card by you. The students now spread around the classroom. Then the two 'seekers' come back into the room and try to identify the pairs by questioning the others. This game can be played in the first hour to increase the activity of the students. The students should not sit down but stay standing or even move around the room to confuse the 'seekers'.

> **Did you know that...**
>
> ... the hippocampus, located in the temporal lobe, is responsible for forming, sorting, and storing our memories?
>
> ... Nischal Narayanam currently holds two world records in memory? At the age of 13 he memorized 132 digits in one minute, setting the record for the longest number sequence memorized in one minute. He also holds the record for most random objects memorized by memorizing 225 random objects in 12 minutes at the age of 11
>
> ... the first World Memory Championships were held in 1991 in London?
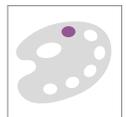
Exercise description

1. Two volunteers leave the classroom.

2. In the classroom, memo cards are shown to each student. Those who get the same cards make a pair. They must remember the symbol on their memo card.

3. The students now move around and change their places so that the paired students do not sit or stand next to each other.

4. The two students from the outside may now come back and try to identify the couples through questions. Each 'seeker' asks one question, then the other takes over. If one of them identifies a pair, he/she can continue with another question.

5. The game ends when all pairs have been identified. The student who finds the most pairs is the winner.

6. The game can be repeated with the students playing different roles.

Reflection and discussion

- What was your reaction to the game?

- Did you have to concentrate to find pairs? Why?

- Was it hard to remember the symbol from your memo card? Why?

- Did it make sense that you had to swap places in the classroom? Why?

Ideas and suggestions for further work

- If there is an odd number of students, you can have more 'seekers' playing against each other.

- The students can divide into 'opposite pairs' and the goal is to find the opposite one (for example, bright - dark, big - small, fire - water). At the same time, this strengthens the language competence of your students with refugee / migration background.

- This exercise can be converted into a get-to-know-you game. Students can assign their classmates, for example, previously created name badges.

- After the two 'Seekers' have left the room, students in pairs can try to identify something they have in common. Then, e.g. student A and B form a pair because they are both fans of the same football team. And student C and student D must be recognized by the students as a pair, as they both have a dog.

- Create your own memory game with photos taken during the workshop.

care

CONTENT TOPIC 1
CULTURE

1 Adapted from: Doose, Stefan; Emrich, Carolin;Göbel,Susanne (2011): Materialien zur Persönlichen Zukunftsplanung.
URL: http://www.provinz.bz.it/bildungsfoerderung/downloads/3_Pers._Zukunftsplanung_Materialien_S._
Doose.pdf. (Download: 07.10.2016)
2 Hessisches Kultusministerium: Förderung von Lernkompetenzen und Schlüsselqualifikationen.
Methoden-Bausteine. Teil 2. URL: http://hauptschule.bildung.hessen.de/unterricht/schluessel/Teil_2.pdf.
(Download: 10.10.2016)

**Culture
needs
conversation.**
Nicolas Nowack

Continued

3 Amnesty International (1997): First Steps: A Manual for starting human rights education, London. The original
   quote: 'Refugee go home!! He would if he could' is a slogan used in a campaign by the United Nations High Commis
   sioner for Refugees (UNHCR).
4 DGB-Bildungswerk Thüringen e.V. (2015): Material für den Baustein zur nicht-rassistischen Bildungsarbeit.
   URL: www.baustein.dgb-bwt.de (Download: 06.10.2016)
5 DGB Landesbezirk Nord, Abt. Jugend (2000): Demokratie macht Schule. Hamburg: selbstverl.

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CULTURE

Etymology of the term 'Culture'
'Dominant culture', 'Gaming culture', 'Inter-cultural competence', 'Food culture', 'A night of culture', 'Dance culture', 'Culture wars'.... Each of us is familiar with the word culture; we use it all the time in everyday situations. But what exactly lies behind this significant word and where does it come from?

'Culture' is regarded as an abstract scientific term and can be looked at from different perspectives—one reason for this being the multifaceted etymology of the term itself. According to Jürgen Bolten (2007), the origin of the term lies in the French word 'cultiver' which was derived from the Latin 'colere' and eventually ended up as the German root word 'kult'. 'Kult', therefore, makes up an integral part of the noun 'Kultur'—meaning 'culture'—and has four different meanings that are not directly related to each other. Thus, the term 'Kultur' or 'culture' can be described as to:
1. *Live or reside;* 2. *Nurture, decorate, refine*
3. *Cultivate, farm* 4. *Celebrate, provide, mean, worship.* These descriptions point to contextual differences between a narrow and a wider concept of culture.[1]

Culture and identity
In the context of intercultural learning the focus is, according to Bolten, put on the *lifeworld*[2] aspect of the term 'culture'. This aspect of the meaning is in contrast with the other three that Bolten describes in his research and is the only one that encompasses all the factors that contribute to person's *lifeworld*, their everyday life and immediate conditions or environment. Consequently, the meaning of this term is changing all the time

1   see also Bolten (2007)
2   Lifeworld from the German Lebenswelt/lebensweltlich: universally shared human experience; person's subjectively experienced world and immediate conditions: https://www.merriam-webster.com/dictionary/lifeworld

and therefore dynamic; 'culture' is not static at all but fluid. It is the members of a society that create a culture through their actions. 'A society has no culture; rather it is a culture[3]". Each culture has thereby beyond doubt its specific features and characteristic traits. The 'visible' specifics and traits would be symbols and rituals as well as typical behaviours. These visible behavioural patterns come from values and norms that are considered to be invisible cultural elements. That is why norms and values present the core elements of a culture that govern our way of thinking, our attitudes and ideas. Consciously or not, people identify themselves with their cultural environment. Culture not only governs our behaviour but also gives people a feeling of belonging and security. For this reason, an individual's culture plays a critical role in the building of their identity. To what extent one's culture influences her or his character and identity becomes clear when different cultures meet. When you find yourself in an unfamiliar environment, you soon realize that different cultural principles are accepted there as familiar patterns. Some of our personal values and norms do not have the same meaning any more in the new environment or are somewhat differently perceived. The different way people perceive time, engage in social contacts and intimate relationships can often cause them to feel uncomfortable, uncertain or as not 'being themselves' any more. Personal cultural identity becomes noticeable when compared with a different one. This phenomenon helps us realize that we perceive culture that does not reflect our personal values as being foreign. But this also means that being perceived as foreign is based on the reciprocity that emerges out of a comparison between 'my own' and 'that of the other'.

As a result, there is an expression of perso-

3   Bolten (2007)

Culture not only governs behaviour but also gives people a feeling of belonging and security.

nal, familiar cultural background that lies behind every description of 'foreign'. The awareness that personality and identity are products of positioning in one's own culture is regarded as the key precondition for a cross-cultural exchange. Positioning within one's own culture enables a person to be increasingly capable of a change of perspective and empathic towards other cultures. For this to take place, it is necessary to perceive personal cultural identity as changeable. This implies that personal identity is constantly changed by experiences gained in different social contexts. There is the view in cultural research that a person does not have only one permanent identity but rather multiple identities that change throughout one's lifetime. Whether we know it or not, we carry our identities within ourselves; in today's multi-cultural or globalised world, our identity is exposed to influences from other cultures and in the best case we decide which influences we accept and use.

What does intercultural competence mean?

'Intercultural competence' also comes to mind in the context of education and schooling. The learning units for this subject should be structured in a way that gives students the chance to become aware of their own cultures and personal cultural identity as an introduction to intercultural learning. Thereby it is important to make sure that the cultural concept of lifeworld is conveyed to and understood by the students. This introduction, where the students first get to explore their own cultures, presents the key precondition for intercultural learning and eventually for cross-cultural exchange. According to Kumbruck and Derboven (2005), 'intercultural competence' is seen as a form of social competence. Social competence refers to the capacity for interaction people use amongst themselves in their own cultural environments. In this case we talk about 'mono-cultural interaction'. Intercultural competence includes both social competence as well as the capacity for interaction in a culturally foreign environment. What is understood as intercultural competence is not only country-specific theoretical and practical knowledge reflecting our cultural values and norms, but also, importantly, a composition of multiple skills that helps us position ourselves during socio-cultural encounters.

Illustration: Every culture has its own rules and traditions.

To become interculturally competent a person must be able to question and analyse his/her own social behaviour from a 'foreign' culture's perspective. It should be explained here that by encountering other cultures an over-adaptation or, so to say, a total wiping out of one's own cultural patterns, is not expected to take place. It is all about knowing how to deal with cultural differences in how a person thinks or acts. Hence, intercultural competence is the ability to observe, judge, feel and act with understanding and respect towards foreign and personal cultural principles with the aim of subsequently ensuring a mutual adaptation and development of behavioural patterns. For such a reciprocal adaptation to happen a person has to be able to observe her or his own behaviour from different perspectives. That is, a person must understand his or her own culture and the behavioural patterns resulting from it. For the acquisition of cultural competencies to take place, different requirements need to be met. First, the ambiguous and contradictory should be understood and tolerated. Flexible behaviour would be the next feature. This would refer to the adaptation of personal behavioural patterns with the specific demands, concepts and circumstances. Even sociability is one of the traits required for intercultural competence. A person should be open to other cultures and be willing to communicate. A further point is empathy, the ability to feel what others feel.

Empathy does not only refer to understanding of personality traits of our interaction partners, but also to our ability to adequately react to their particular feelings. Other competencies would also be, for example, curiosity, humour and the ability to deal with conflict. Research likewise recognizes identity as being significant in this regard. When it comes to the attainment of intercultural competence, the term identity includes knowledge and, above all, understanding of people's cultural backgrounds and influences .[4]

4   see Kumbruck und Derboven (2005)

We are exposed to different influences from other cultures and in an ideal situation we decide for ourselves which ones we accept and use.

How does one gain intercultural competence?
Gaining intercultural competence is a long-term process that consists of different phases. The following chapter describes how Bennet addresses this development process.

Milton J. Bennett (2004) has observed people and their behaviour in cross-cultural situations over many years. Based on these observations, he has established the Development Model of Intercultural Sensitivity (DMIS). As the name suggests, this is a model that shows and describes a developmental process of intercultural sensitivity or competence. Especially for teachers and educators, knowledge of EMIS is crucial, as this model serves as a supportive basis for the design of intercultural learning.. According to Bennett, a person goes through different phases on their way towards intercultural competence and he has organised intercultural experiences into a six- phase model that is briefly explained as follows:

Phase 1: Rejection and Denial
In this phase, the existence of other cultures is rejected and denied. The recognition of other cultures and cultural differences is not present in this phase. As a result, one's own culture and its features such as behaviour, values and opinions, for example, are understood as the only true and objective culture.

Phase 2: Resistance and Defense
People who find themselves in this phase recognize the existence of cultural differences, though unfortunately often in a form of negative stereotypes of the other culture. When identifying differences, a certain level of defensiveness is present whereby one's own culture is still recognized as the only real way of life. Consequently, other cultures are not judged as equal but rather as subordinated to one's own culture. All the other cultures and their manifestations are understood as negative and are actively dismissed.

Phase 3: Minimising
This development phase is seen as a transition from a negative to a more positive viewpoint, whereby the perception of cultural differences gets 'minimized'. People who are experiencing this intercultural phase are more likely going to identify similarities between their own and other cultures and play down the differences. In this case, one's own cultural worldview is universal and its culturally specific aspects applicable to all other cultures. The 'minimising' phase assumes that all people want to be equal. One's own culture is at the centre

of a universal world. What is missing in this phase is awareness of one's own culture. Only when the context on which culture is based upon is understood, is it possible for a person to imagine other, alternative, cultures and worldviews. It is important to keep in mind here that, all the cultural patterns, like how one thinks and behaves as well as what one values, are established and influenced by how one was socialized. Therefore, in the minimising phase, the emphasis of intercultural competence training should be put on one's own culture before dealing with other cultures.

Phase 4: Acceptance
In this phase, for the first time, one's own culture is recognized as one of many possible worldviews and cultures. At this development stage, cultural differences are no longer being downplayed. Instead, the differences are deliberately searched for and accepted. People who find themselves in this phase see other cultures as equal to their own and other worldviews are accepted with respect and appreciation. It should be pointed out here that acceptance does not necessarily mean agreeing with other worldviews. It is much more important to be able to build one's own viewpoint that is informed on critical analysis of other cultures. Whether the values and mindsets of other cultures are accepted or not is not significant, as long as there is a respectful attitude towards different ways of life.

Phase 5: Adaptation
In the phase of "adaptation", one's own world view is reflected on and evaluated, which leads to people in this phase being able to show appropriate behaviour in accordance with the cultural context. For the enhancement and adaptation of one's own behaviour, a change of perspective and empathy for other cultures is indispensable. However, this adaptation does not mean giving up on one's own culture or replacing it with another. It is also very important not to lose your own perspective and thereby your authenticity or the 'real you' while enhancing your cultural repertoire. For the adaptation phase to be reached, training in intercultural competence should prioritize learning about and experiencing other cultures before practicing culturally appropriate behaviours.

Phase 6: Integration
This highest phase leading towards intercultural competence is about 'integration', whereby culture is experienced as a melting pot containing one's own and many other cultures.

The acquisition more intercultural Competence according to Milton J. Bennet is based on the six shown here Development phases.

One's own cultural identity is accordingly placed at the periphery of all the different cultures and worldviews while cultural differences get integrated in one's own worldview. A person in this phase is capable of choosing the most culturally appropriate behavior for the situation while entering and exiting different cultures without having one culture take the central stage.[5] If we take Bennett's model as the foundation for one's lesson planning, it is clear that actively encountering and dealing with other cultures should be in the focus.

The following exercises on different aspects of the topic of culture should encourage and empower students on their journey towards intercultural competence. However, it should not be the goal of the teachers to bring their young students through their lessons so far that they reach the highest level, the so-called integration phase. This process is really never finished; it rather accompanies and influences us throughout our whole lives.

Illustration: Each culture has different dimensions, traditions and worldviews that are shown in the most different ways (e.g. clothing, rituals).

Even when the last phase is reached, the process of gaining intercultural competence is not finished, rather it accompanies and influences people's behaviour throughout their whole lives.

5   see Kumbruck and Derboven (2005)

care

MY ROOTS

Learning Objective
The students will learn about the migration and family histories of their fellow students and will be enabled to jointly identify similarities and differences.

Material
World map, pin, thread

Time frame
Introductory homework for students; Exercise duration: 60 minutes

Group size: flexible

Material requirements: minimal

Additional internet search

Previously a hand cart, today a boat

Who speaks today against the admission of war refugees, suppresses his or her own migration history. Human history is irrevocably connected with the movement of people across different territories, climate zones or countries. We could start this story with the spreading of Homo sapiens out of Africa. Groups of people migrated to and settled down in new territories for various reasons: hunger, conflicts among groups, climate conditions, etc.

Over time the number of reasons multiplied: occupation (through wars) of new territories enabled an empire and their rulers to become rich and powerful. The Roman Empire started with its expansionism in the fifth century and reached its greatest extent during the reign of the Emperor Trajan from the years 115 to 117. We can still today in Central and Southern Europe, Western Asia and North Africa marvel at some of the remains from that period of expansion. Equally as known as the Roman expansion is the migration of peoples from late antiquity, when German groups arrived in Central and Southern Europe. Based on traditional knowledge it is known today that migration always triggers conflicts and confrontations, but is also associated with the dissemination of knowledge and skills as well as technical, architectural and medical improvements. However, we should not forget about the migra-

tions to America starting around 1500. Due to poor living conditions in Europe, famine and poverty, in the 1830s an emigration wave started and people left Europe for a new life overseas. In the 1920s, between one and one and a half million Europeans annually left their continent. (1) Migrations in Europe also happened during the period of National Socialism from 1933 to 1945. Hundreds of thousands of the persecuted had to leave Germany, the NS regime moved people to Eastern and Central-East Europe while the local population was driven away. (2) However, history teaches us that integration of the 'outsider' can work in the long run; the new citizens can even become a driver of modernization. The roots and history of students and their families can be very different but also reveal a lot of similarities. For example, the grandparents of children without a refugee history could have been refugees themselves, with similar experiences to their fellow students. This exercise will enable students to learn more about themselves and others as well as to find out more about migration, flight and diversity. As a result, students should feel more connected with their fellow students than before. There should be homework preceding this exercise: each student should find out about their own family migration history. Thereby, the students should collect all the information they find particularly interesting.

kiwi
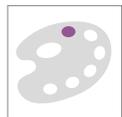
Pre-exercise activities

There is homework to be done before this learning unit; students are asked to collect the information about their family trees. In order to do that, they will need to ask their family members for help. The main focus should be on possible location changes related to moving or flight, but also on belonging to a certain religious or ethnic group, in order to find out as much as possible about their own and their family background; for example: 'What religion or denomination has played a crucial role in my migration history?' During the exercise, the students should visualize their roots by marking on a world map the origins of their parents, grandparents and great-grandparents.

Exercise description

1. The students present their family history to the class.

2. The students mark on a world map, with help of pins, all the places and countries where their family members come from. The pins are then connected with a thread to emphasise diversity (alternatively a magnet board with appropriate magnets or a world map drawn on a board can be used).

Home is not a place, home is a feeling!

Herbert Grönemeyer

Reflection and discussion

- Have you learned anything new about your background? If so, what exactly?

- Was there anything that surprised you?

- What similarities have you identified? What differences?

Ideas and suggestions for further work

- The students can draw their roots or present them as a newspaper article. This topic might also be published in a school magazine.

- Invite parents and grandparents with migration and refugee experiences to your class. Record short interviews with them, if they are agreeable. These interviews can be presented in a closing workshop.

Further exercises
The 'Talking Stick' method (0.42) can also be used in this exercise.

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HOMELAND AND ORIGIN

Group size: flexible

Material requirements: minimal

🚩 **Learning Objective**

The students will discuss the concept of culture and will be in a position to recognize and accept similarities and differences. The students will understand the meaning of cultural variety and diversity and critically examine the concept of culture.

✏️ **Material**

'I am Culture' worksheet (a ready-made motif or a template for designing yourself) and the cut-out puzzle pieces.

🕐 **Time frame**

45 minutes

Meaning of the concept of culture

This exercise is suitable as an introduction to the 'Culture' theme. The students should analyse diverse but also incorrect meanings of the concept of culture. Emphasising differences between cultures causes prejudice and exclusion. Thereby, the differences also offer possibilities. The students find out that cultures are not homogenous, but can be divided into ever smaller segments or sub-cultures. Ultimately this leads to the conclusion that individuals, with their own combination of personal traits, are actually the smallest units of culture. Therefore, the learning objective of this exercise and thematic block is to understand that conclusion and to convey it to other young people through everyday interactions.

'When different cultures meet, different norms lead very often to confusion. Should we greet a person with a handshake or a kiss on the cheek? The answer depends on the culture. Only when we know when to clap or take a bow, what fork to use first when invited to dinner and what compliments or gestures are appropriate, can we relax and enjoy the company of others without fear of embarrassment or humiliation".[1]

_____

1   Myers, D.G. (2014): Psychologie. 3. Auflage. Heidelberg: Springer Verlag, S. 159

💡 This exercise will use a puzzle as an introduction to the topic content and discussion. The picture shown on the template can be printed in black & white or in colour. You can also use your own drawing materials (e.g. from magazines or newspaper) and cut them into as many pieces as there are students in your class or group. Please pay attention when choosing the picture, so that the image has a cultural subject.
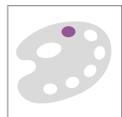
Pre-exercise activities

Make a copy of the worksheet 'I am Culture' and cut it into 30 pieces before the exercise starts.

Exercise description

1. Give each student only one piece of the puzzle.

2. The students are asked to put together the entire picture. Each puzzle piece can be touched and positioned by its owner only, which requires all the students to work together. If there are any pieces left over, the students can jointly fit them into the right spots.

3. The puzzle game can be used for a relaxed conversation as an introduction into the topic 'culture'. You can ask students what this term means to them, what could the subject of the picture have to do with it etc. The exercise can then be continued.

4. Together with the students, develop a mind map (see Page 0.2.9.) or a poster presenting the topic 'culture'. This should serve as the basis for a large picture with different key points related to holidays, religion, cuisine, youth culture etc. Let the students' creativity run free and encourage them to bring some tokens of their own culture (photos, lucky charms etc.) from home to show to the rest of the class/group.

Reflection and discussion

- Are there different opinions about the meaning of 'culture'?

- What does culture have to do with nation?

- Can different cultures share the same language? Are all members of one culture equal?

- What does sub-culture, youth culture, school culture or welcoming culture mean?

- How is one youth culture different from the other (what do young people wear or what music do they listen to)? Do these characteristics of youth culture also exist in other countries?

Ideas and Suggestions for further work

- Design your own puzzle with the students. Each puzzle piece shows a photo or a drawing that has to do with culture. The complete puzzle (attention – a big one!) could be, for example, a circle representing the world.

- Create a poster made of the puzzle and the definitions that can later be displayed.

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1.1.8
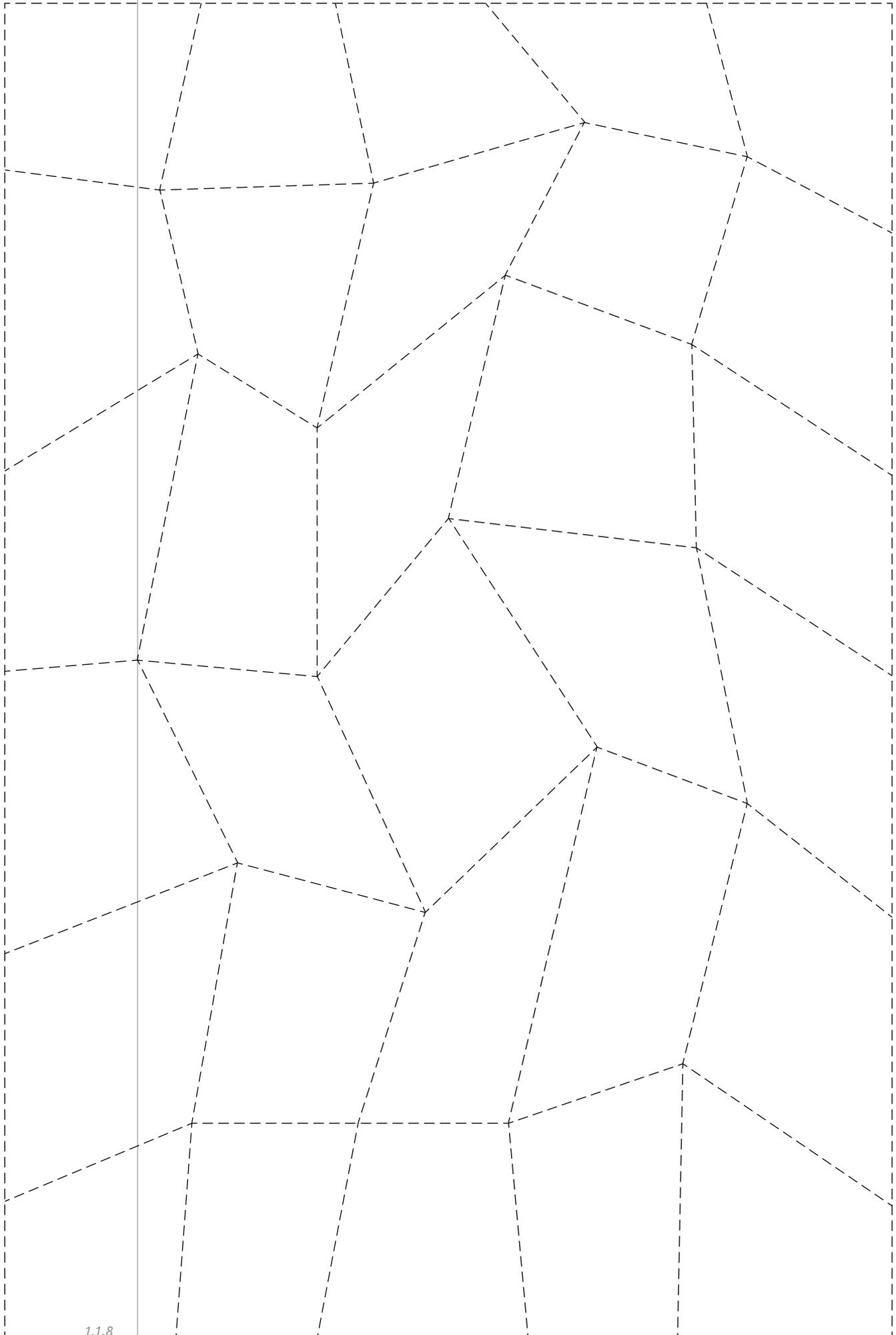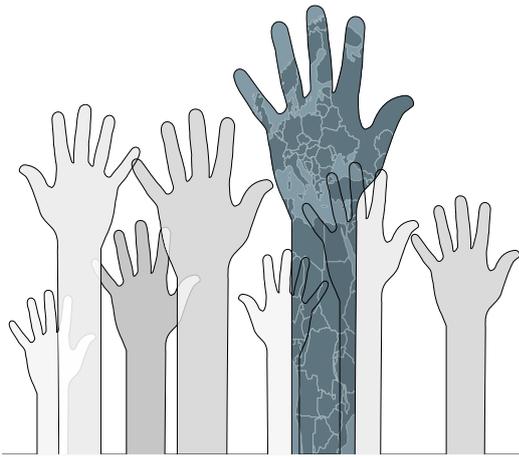
SIMILARITIES AND DIFFERENCES

Learning Objective
The students will learn to respect and assess similarities and difference among people. The students will become aware of their own individuality.

Material
Flipchart or poster paper/board/pens or pencils/chalk/lamp/projector

Time frame
60-90 minutes

Group size: flexible

Material requirements: medium

We are all equal – aren't we?

Biologically speaking, all people belong to the same species, but they are as different from each other l clouds in the sky. On the one hand, the differences are visible, such as for example, hair, eyes, skin colour or sex. On the other, some of these differences cannot be noticed before you, for example, start talking to the other person. Sometimes, these differences can cause conflict, or be a reason for people to be discriminated against or excluded.

How do we perceive similarities and differences? How do we notice them if they cannot be seen or heard? This exercise makes it clear that there are differences and similarities among all the people. The first exercise is a theoretical introduction to the topic. It is about making students think about differences that could lead to conflict. In the discussion that follows, it should be established that many conflicts are not a result of differences but rather due to people's desire to set themselves apart, or their fear or their lack of ability to accept deviation from certain norms. In most of the cases it is not the ones who are different who bear the guilt for conflicts. In the second exercise, the students get to experience differences among themselves. The students realize that also their friends can be somewhat different from them while there can be similarities found between them and the outsiders.

> Often only one significant difference can be identified, such as ethnic background for example, that makes contact less likely to happen. This exercise is also very good for situations when the group/class is still new and students do not know each other well, or where several newcomers have joined the group/class.
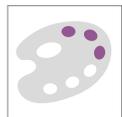
Exercise A - Description

1. Ask your students about differences among people, collect their replies and put them on a board, for example. Discuss how important these differences are to them. An alternative course of action for more advanced students would be to draw a table with three columns on the board. The first column should be titled 'Exciting Differences'; the second 'Insignificant Differences'; and the third 'Potential for Conflict: 'Can Lead to Trouble'.

2. The students are given some time to think and find as many differences among people as possible. For example: sex/gender, place of residence, age, hair colour, hobbies, number of brothers or sisters etc.

3. The answers are collected and recorded in the table. Ask your students in which column each of the answers belong and why.

4. Discussion of results.

Exercise B - Description

1. The students help each other draw their shadow profiles. A lamp is used to cast their profile onto the wall. By holding up poster paper against the wall, the profile can be copied onto it.
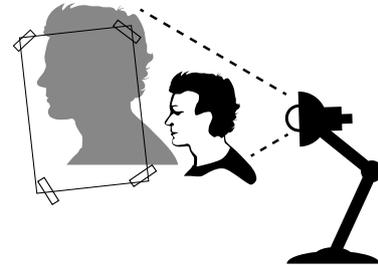
2. The students then write down their own differences into their shadow profile, e. g. girl, play football, 12 years old, brown eyes, left handed, etc. The students can refer to the table from Exercise A.

3. The shadow profiles are displayed and viewed by all the students.

4. Discuss the results.

Reflection and discussion Exercise A

- What would the world look like without differences? (e.g. all people are of the same sex, they have the same taste in something, are of the same religion etc.)

- Who could make changes to it? The others, ourselves or the law?

- Why do the less significant differences exist at all?

- Does it matter that all the people are different? Why?

- Why are there differences that lead to conflicts?

Reflection and discussion Exercise B

- Can you find two identical profiles? What similarities and differences can you find? What differences make the students feel particularly proud of?

- If you don't have a lamp to cast shadow profiles, the students can draw each other.

Further exercises
This exercise can be combined with the exercise 'My strengths, your strengths' (3.3.5) from the 'My Identity' topic. This topic helps the students learn to identify and describe their own strengths as well as those of others.

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HOME - WHAT DOES IT MEAN TO ME?

Learning Objective
The students will become familiar with the meaning of homeland, domestic culture and circumstances of migration. They will discover cultural similarities and differences.

Material
Drawing paper, crayons

Time frame
45 minutes

Group Size: flexible

Material requirements: medium

My homeland and its characteristics

By visualising the term 'homeland' and its individual facets, one can, in an easy and playful way, become aware of the versatile components of the subject. What is typical about my homeland/culture? What overlaps and differences exist? This exercise enables each student to become familiar with and accept the similarities and differences of various cultures. Therefore, it is important to emphasise that even members of the supposedly same cultural background can feel it and express it differently. The students with a refugee and migration background should in turn be reminded that 'culture' is not an inflexible and impenetrable concept. They can also feel more confident when they realize that other views and opinions as well as different cultural concepts are respected.

'Culture, an important term with multiple meanings (...), a general indication that all groups of people live according to rules not prescribed by nature and pass these rules on in some way to their descendants. The sum of all the behavioural patterns of a society that are conveyed via symbols to new generations takes shape as tools and products and gets recognized through values and ideas'. [1] If your students find it hard to understand the artistic depiction of culture, explain to them the elements of a culture are: art, language, music, architecture, religion, science, norms, laws, economy. Point out that culture and nation do not mean the same thing and that there can be different sub-groups, sub-cultures and parallel cultures within one culture.

1 Wienhold, Hans (2011): Lexikon der Soziologie. 5. Auflage. Wiesbaden: VS Verlag

⚠ This exercise can be hard for students with a refugee background since they might become homesick. Therefore, it is important to ensure that the group environment is respectful and positive. Also, make sure that the students do not comment on each other's pictures.
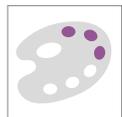
Pre-exercise Activities

The students are asked to draw a picture of the complex terms 'homeland' and 'culture'. Please note that this exercise is flexible when it comes to duration. If circumstances allow, the work on the drawing might be continued in another subject lesson; in which case only the result will be worked on in the framework of this project. Count on the fact that students might need your assistance with the concepts at the beginning of the exercise. Preferably, a brainstorming session should be conducted to collect their descriptions of the terms related to the topic; which should help to inspire them, or you can also provide them with a dictionary, for example.

Exercise A

1. Ask students to draw their homeland.

2. The finished drawings can now be presented by the students while sitting in a circle.

3. Discuss the results after all students have presented their drawings.

Reflection and discussion

- What does your homeland look like? What does the drawing show?

- What belongs to or is a part of your homeland? What else is a part of it but could not be drawn? Why couldn't it be drawn?

- What are the differences that can be noticed in the drawings of students that come from the same country?

- Where is home?

- Can you have more than one homeland?

- Can you imagine a situation in which you have to leave your homeland?

- What are the differences between the results regarding' homeland' and 'culture'?

Exercise B

1. Ask students to draw their own culture.

2. The finished drawings can now be presented to the other students in the circle.

3. The results of exercise A and B can be compared and observed side by side.

4. The results can be displayed and discussed.

Reflection and discussion

- What constitutes culture? What was presented?

- What belongs to culture? What else belongs to it but could not be drawn? Why could you not illustrate it?

- What are the differences in the drawings of students that belong to the same culture? What are the similarities that can be identified among the students that do not come from the same culture?

- Do different people have a different understanding of what culture means? Is there more than one culture in the country you live in? Can a person belong to more than one culture?

- Is culture something fixed or does it change?

Further exercises
The results from the exercise 'I am Culture' (1.1.3), where students explore the concept of culture, could be used here. They recognize and accept similarities and differences and reflect on the meaning of cultural diversity.

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I DO/DON'T BELIEVE THIS!

Learning Objective
The students will realize the meaning of religion and its beneficial function. They will learn to respect and take heed of religious diversity. They will gain confidence in dealing with their own religiousness.

Material
Flipchart or poster paper/board, crayons/chalk

Time frame
60 minutes

Group size: flexible

Material requirements: minimal

Additional research

Similarities and differences among various religions

Each religion and belief system is marked by its rules, values, rituals and bans or prohibitions, although faith can also be differently practiced within one community. In this exercise students work on diverse facets of a religious daily routine. At the end of the exercise the students will have identified the similarities that different religions have. If you have in your class students belonging to other religious groups, make sure to include them in the comparison. The students with an Islamic background will find out that, for example, the Christian faith is not necessarily connected to exercising religious practices or with observing of traditional commandments and prohibitions. The separation of church and state can also be discussed in this exercise.

⚠️ This exercise, as well as any other addressing the topic of religion, has to be moderated very sensitively. The differences should not be emphasised. Before you start this exercise on religion, find out about the religions your students belong to.

Pre-exercise activities

Check beforehand which belief system the students in your group/class belong to and become familiar with these religions. The example of Christianity – Islam – Judaism presented here is just a suggestion and the same approach can be used with other belief systems/faiths.

Exercise A

1. The students sit together in small groups and are given three sheets of flipchart paper per group.

2. The following information should be recorded on the paper: Sheet A: Features that supposedly serve to identify a religious Muslim woman or men (e.g. headscarf). Sheet B: Features that supposedly serve to identify a religious Christian woman or man (e.g. cross). Sheet C: Features that supposedly serve to identify a Jewish woman or man (e.g. Kippa)

3. The results are compared and amended, if needed.

Reflection and discussion

• In which situations does your belief?

• Does belief create a feeling of togetherness?

• Does belief have anything to do with culture?

• Why do religions contain rules, commandments and prohibitions? Is a person religious only because he or she follows certain rules? Do you have to follow all the rules if you are religious? Are people allowed to practice their faith the way they feel is right for them?

Exercise B

1. The students are again organised into small groups. They assess the results of Exercise A and think about how these features came about.

2. The students highlight the functions of religion (for example, when a person is in a foreign country).

3. Discuss the results.

Reflection and discussion

• Together with students identify similarities or commonalities between Christianity and Islam. This topic can also be discussed during the Ethics lesson, since without any introduction to this topic, the students might not be able to find any similarities.

• Initiate a discussion in the classroom: what connects Christianity and Islam in terms of rules and values?

Thoughts and notes:

_____

_____

_____

_____

_____

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HOMELAND AND BACKGROUND

NOT ONLY THE TIP OF THE ICEBERG...

Learning Objective

The students will learn about the meaning and the components of culture. They will reflect on their own prejudices through identifying relationships between visible and invisible cultural features.

Material

Flipchart or poster paper/board, crayon/chalk

Time frame

45 minutes

Group size: flexible

Material requirements: minimal

Culture and Intercultural Competence

Culture is a term that is frequently used and observed in a wider sense as rich in facets. Culture can be seen, heard, tasted and felt. But not everything that catches one's eye is a part of culture. The less visible elements of culture can be seen only through direct contact with a culture or a person. This area is somewhat bigger, more diverse and significant than what can be observed on the surface. The essence of intercultural encounters is the clash between traditional, historically based ideas and the ideas and values preferred by particular persons. This inevitably leads to misunderstandings since each person observes the other one through a lens of his or her own cultural frame. One's own point of view is often an interpretation of the behaviour of dissidents based on one's own values. Being prepared to work on strengthening intercultural competencies is indispensable if we want to make different cultures get along with each other. It is necessary to develop a basic understanding of our own as well as the foreign culture. Therefore, both cultures have to be discussed, reflected upon, recognized and understood. To do this successfully, we have to be able to examine the content from different perspectives and critically analyse our own point of view as well as understand what the other side thinks and feels.[1]

1   Bratkopf, Nina (02.10.2008): Vortrag zum Lehrgang Global Studies an der Landesakademie für Personalentwicklung an Schulen. URL: http://lehrerfortbildung-bw.de/bs/bsa/bgym/lehrgang/download (Download: 03.03.2016).

Quite often we tend to see only what's on the surface and use that to draw conclusions about the rest of the characteristics or features. This exercise allows students to examine the subject matter from a wider angle and to learn how to deal with other cultures and their characteristics without prejudice.
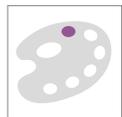
Exercise description

1. The students are divided into groups of four. Each group receives one large sheet of paper and is asked to draw a big iceberg with its lower, much larger part, being located below the water surface.

2. In the upper, visible part of the iceberg (A) add the following: cultural elements and characteristics that at first sight reflect different cultures (e.g. clothing, language).

3. In the lower part of the iceberg (under the water surface, B), add the following: cultural elements and characteristics that can be discovered after a closer examination (traditions, values).

4. Draw one big 'summary iceberg' on the board or flipchart and let the students add the most important outcomes, then have the students analyse and discuss them. The posters can also be presented to other students.
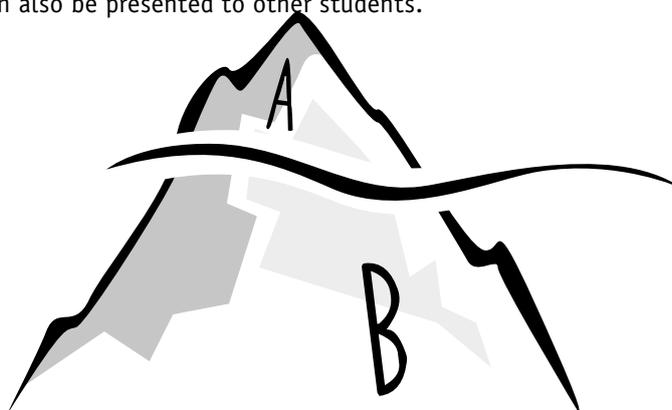
> The icebergs confirm the insufficiency of the visible.
> *Kurt Haberstich*

Reflection and discussion

- What is the first thing that comes to your mind when a person from another culture approaches you? Why? Discuss if this really is about a different cultural circle.

- Do you draw conclusions based on the clothing, language etc. about religions, worldviews or specific features? Why?

- Can one recognize, based on visual identification, to what religion a person belongs to?

Ideas and suggestions for further work

- You and your students consider how fast prejudice can be established and in what situations. When was the last time you 'thought' about something with prejudice ('he/she looks like/is certainly..')?

- Make notes on the flipchart or the board about consequences and impacts that are a result of people being prejudiced about other cultures. What is the social impact?

Further exercises

For the students to be better prepared for this exercise and to gain some basic knowledge, you can, for example, lead them through the exercise 'I am culture' (1.1.3). They can analyse and get familiar with the concept of culture and therefore find working on this exercise easier.

care

PATCHWORK RUG

BASIC

🚩 Learning Objective
The students will learn about the meaning and the components of culture using the example of the country they live in.

✏️ Material
Flipchart or poster paper/board, pens or pencils/chalk, scissors, glue, magazines/newspaper

🕐 Time frame
90 minutes

Group size: flexible

Material requirements: medium

Additional research

Culture and Intercultural Competence

In this exercise students should find out more about the country they live in; it is suited for both the local students as well as those with refugee or migration background. The students should do their own research and find photos of various regions, showing, for example, cultural sights, industry, technic related images, religious and national holidays, cuisine, landscape or famous people. This can be done through internet research at school or as homework. The students can be guided by the question: what is typical for this country or region? You can put these illustrations together on a map to make it look like a patchwork rug that sums up the country's culture in the form of a puzzle presenting the regional cultures. At the end of the exercise the students can see a colourful picture of the country that can be displayed in their classroom or the geography classroom.

💡 If you have many students with refugee or migration backgrounds in your class that live in a new country and are not yet familiar with their new homeland, it might be advisable for you to choose images on their behalf before the start of the exercise and help them put the puzzle together. You can then talk with the students about the different pictures, their meaning and background.

https://www.arcgis.com/apps/presentation/index.html?webmap=9449643dd1cf435eb1c f235906e67cf7

kiwi

Exercise description

1. Trace with the students the outline of their country on a flipchart or a poster paper.

2. The students should look in newspapers or in the internet for typical pictures of the regions.

3. The students stick the pictures cut from the newspapers very close to each other, in the regions they represent. The result is a colourful patchwork rug.

4. Discuss the results.

Reflection and discussion

- What comes to your mind when you think of the country you live in?

- What cultural sights have you found?

- What region has the most pictures? Where are the gaps? Are there photos you could not match with any region?

- Have you found some typical pictures you did not know about before?

- Have you been to any of these regions before? What are the places you would still like to visit?

Ideas and suggestions for further work

- Alternatively, you can prepare the pictures before the exercise and then jointly think about where to place them. In this case the students themselves do not have to do any research which makes the entire exercise shorter.

This exercise was inspired by 'Poster of Germany' from the Goethe Institute, Germany.
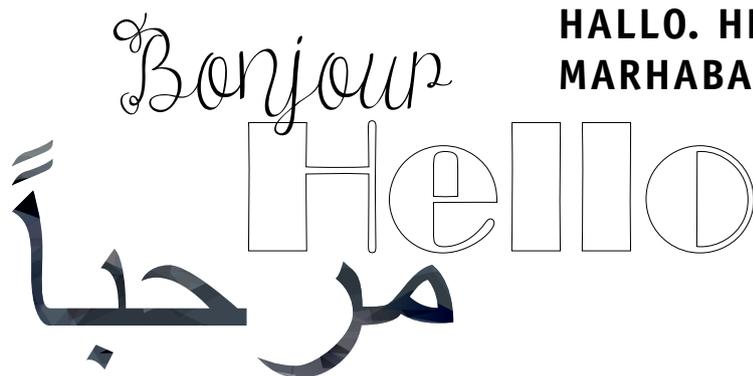
https://www.goethe.de/de/spr/unt/kum/pos.html

Thoughts and notes:

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Bonjour

Hello

مرحباً

BASIC

⚑ Learning Objective
The students will learn different ways people can greet each other and what lies behind them. They will get an insight into communication based on different courtesies and cultural forms; the welcoming culture and feeling safe are promoted.

✎ Material
Template *'Hallo. Hello. Marhaban.'*

🕐 Time frame
30 minutes

Group size: Variable

Supplies: Few

Additional research

Welcoming culture – a 'warm welcome' can look very different!

When two people coming from different cultures meet, different things can happen: the traditional greeting ritual 'hongi' of the Maori from the New Zealand includes, for example, that a person presses his or her nose against the nose of the other person to feel each other's breath. This symbolizes the first breath of life. In Western countries, however, a handshake is considered the usual greeting ritual from a long time ago: an image of shaking hands can be found on Roman coins and Greek reliefs. A handshake between men and women is not allowed in some Muslim countries (e.g. Saudi Arabia). It does not necessarily have to do with misogyny but with following religious rules. Muslims greet each other with 'As-salamu alaikum' (Let God grant you protection and security). It is not only in the Muslim countries that people do not practice handshaking but also in Japan, where showing respect toward the other person is an important part of the greeting ritual. The ritual begins with mentioning each other's names and exchanging business cards. This is followed by a bow; the one with lower rank should take a deeper bow than the other. There are also international greeting rituals, for example boy scout,

surfer or military salutes.[1]
This exercise should serve as an introduction to the topic but also help students understand the basic idea behind the greeting ritual. Although many cultural differences exist, as well as their various forms and shapes of expression, the meaning of greeting is the same everywhere in the world: hello, I welcome you warmly. I want to get along with you in peace.

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1   cf. Topçu, Canan (2015): Zum Schütteln. Zeit Online. URL: http://www.zeit.de/gesellschaft/2015-10/muslime-begruessung-haende-schuetteln-religionislam (Download 07.03.2016)

⚠ Please keep in mind:
This exercise is about using diverse forms of greeting to come closer to each other in different ways. Depending on their background, some students might find the greetings that include touching unpleasant. Offer them the possibility of changing their card or getting a 'Joker'.

Pre-exercise activities

Make a copy of the template 'Hallo. Hello. Marhaban.' and cut out the individual cards. Each card contains one form of greeting. If the class is big, you can hand out more cards with the same greeting. Please note that there is one Joker card which enables a student to make up her or his own greeting. Feel free to use more Jokers to add variety to the game.

Exercise description

1. Each student picks one card keeps it to him/herself, and does not show it to the rest of the class. The 'Joker' makes up his or her unusual greeting.

2. All the students walk up and down in the classroom and greet their colleagues in the way suggested by their cards.

3. After a while, the students sit down and share their impressions. How did you feel using your greeting? Did you find out who the Joker was? The students discuss their findings.

> If greeting is not accompanied by a smile, it does not make any sense. Smile is a light that gives handshake a glow.
>
> *Max Eastman*

Reflection and discussion

- What greetings made you feel pleasant? Which ones were unpleasant? Why?

- Were there any forms of greetings that you found intrusive? Why?

- Which greetings felt familiar?

- What happens when different forms of greeting meet? What strategies are used then?

- Who 'adapted' to whom?

- Is there a form of greeting or expression that is globally recognized?

- What do we do when we are not sure how a person wants to be greeted?

Ideas and suggestions for further work

- Think with students about facial expressions that contribute to a friendly greeting.

- If your class has many students with different migration backgrounds, let them write one welcoming word in their own language on a nameplate and place it on their desks. If there are several students who speak the same language, you can make the exercise a bit more difficult: none of the greetings/welcoming words can be repeated. The advantage is that the students become aware of how many different words expressing a welcome or a greeting there are.

Thoughts and notes:

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GERMANY: HANDSHAKE

INUIT: "KUNIK" (RUBBING NOSES)

FRANCE: KISS ON THE CHEEK

THAILAND: "WAI"

PLACE THE PALMS OF YOUR HANDS TOGETHER IN FRONT OF YOUR CHEST AND TAKE A SHORT BOW

INDIA: "NAMASTE"

PRESS HANDS TOGETHER IN FRONT OF YOUR FACE AND BOW DOWN

USA: "HOW ARE YOU", SMALL TALK
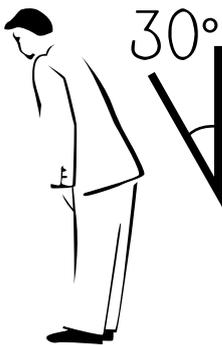
JAPAN (FORMAL):

A 30° BOW (APPROXIMATELY) LASTING 3 SECONDS

"INTERNATIONAL SURFER GREETING" (NO OFFICIAL DEFINITION)

JOKER

MAKE UP YOUR OWN GREETING/SALUTATION

"BOY SCOUTS SALUTE"

GLOBALLY RECOGNIZED, PERFORMED WITH THE LEFT HAND

'VALUABLE' PREDICATE

BASIC

Learning Objective
The students will discuss their own worldviews, question social roles and place themselves, their families and friends in social relationships and procedures.

Material
Flipchart or Poster paper/board, crayons/chalk

Time frame
30 minutes

Group size: flexible

Material requirements: minimal

Personal and Social Environment

Everyone needs friends and people they can rely on. This is not only true in the personal, private environment, but also for the higher-level social one. Each of us relies upon a legal system in our countries, for example, on the police, lawyers and judges. But what would actually happen if such a social circle did not exist? Or if it were changed? And what does the structure of our country really look like?

In this exercise the students think about the groups of people society around them and/or their government consists of. They will realize that there are many different tasks that need to be addressed both within a government and in society. Thus, they might become aware of the groups of people who are the driving force of progress or of those who are responsible for personal and group security.

The students will also realize that groups of people that they did not know about or did

not have any connections with are also important. The students will discuss their own worldviews, question social norms and place themselves, their family and friends in social relationships and procedures.

> The discussion following the exercise will be particularly interesting when students with migration and refugee backgrounds present and explain their choice of people. It is possible that their choice of people from the list will differ from those made by the rest of the students. However, their explanations will help students with no refugee experience to reflect on the circumstances of migration and ensure safer social interactions.
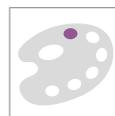
Exercise description

1. The students should name significant groups of people; those important in their private life, but also in the world we live in ('parents', 'police officers', 'teachers', 'friends', 'representatives of their religion, such as priests or imams' etc.). All possible answers are allowed, since the point here is to create the longest list possible. Write on the board/flipchart all the suggestions you hear from the students. Please keep in mind that only groups of people should be named, not particular individuals.

2. The students then get some time to think about which groups from the list they find the most important. After that, each student picks six groups that they present to the rest of the class and explains why he or she decided to pick these groups of people.

3. Discuss the results.

Reflection and discussion

- Was it easy to pick the groups?

- Did you prefer people significant for you personally or for the entire society? What criteria did you apply when deciding which groups to choose?

- What determines if someone is important?

- Are there people who can be found on everybody's lists? Are there any people that we/our society could live without?

- Do the chosen people represent any exceptional values?

- What role does safety play in your choice?

- Are there any groups that get a lot of media attention? Does media attention imply that these people are important?

Ideas and suggestions for further work

- The students can also draw these people. Possible connections or relationships between certain groups can be presented this way.

- Use the following scenario and play it through with students: 'what would happen if one of these chosen groups disappeared, not exist any longer (e.g. Police officers)? What would happen, what would/had to/could be changed in that case?'

- Environment research: Give your students a homework exercise to examine their environment – which people/groups are important to them? Which people/groups were important to their parents and grandparents? How different are these groups from the people/ groups identified as significant by the students with migration backgrounds?

- Also, before you start with the exercise, you can think about role models that are important and write them down. Copy this list onto a board or flipchart and give your students chalk or sticky dots. The students can distribute their points and vote on which groups of people they find important.

care
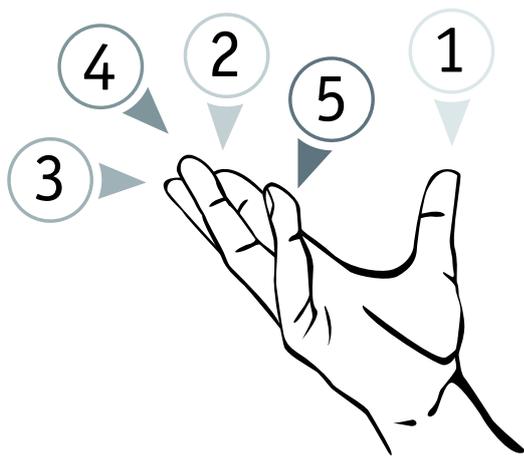
A HANDFUL OF FRIENDSHIP

⚑ **Learning Objective**

The students will learn to assess their own character traits and strengths. They will find out the meaning of friendship and will become sensitized to their interactions with their new classmates.

✏ **Material**

If applicable, the 'Hand' template, drawing paper, crayons

🕐 **Time frame**

45 minutes

Group size: flexible

Material requirements: medium

What is a person's character composed of?

School is a place for children and young people where dissemination of knowledge is not the only priority. Many students look forward to going to school first and foremost because friendships are formed and deepened there. The students spend a large portion of their time at school and that is why this aspect should not be underestimated. How important friendships and belonging to a certain group really are can in particular be seen in cases when a student does not make any friends in the class. That can have serious consequences for the student in question since they explain their lack of contact with their peers as their own fault. Consequences can appear in the form of a decrease in performance as well as psychological issues such as depression etc. – since nobody likes to feel lonely. 'Psychology describes affiliation as the tendency to look for the company of other people. Peer contacts and friendships are an expression of this evidently inherent human need for contact, closeness and communication'.[1]

Friendships are particularly important during early adolescence; they differ from family relationships in that they are based on free will and are mutual, but also more failure-pro-

ne. Both sides have to continuously work on sustaining a friendship.[2]

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2   see Wild E., Möller J. (2015): S. 287

💡 In this exercise the students should think about their own character traits. They often find it easy to list positive features they would like their friends to have. This clearly shows if they themselves possess the traits they expect to find in a friend. In addition, they should become sensitized to the active integration of new students into their class or circle of friends. It is important for students with refugee or migration backgrounds to find out more about the possibilities integration offers (sport associations, school clubs, youth centres) in order to be able to build friendships with the local youth.

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1   Wild E., Möller J. (2015): S. 286
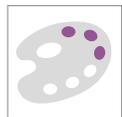
Exercise description

1. The students get the task to draw their hand on a piece of paper by following the outlines of their own hands. Alternatively, they can use copies of the 'A Handful of Friendship' template.

2. Now, the students write the beginning of a sentence on each finger which they get to finish afterwards:

Thumb:	"A friend must have these characteristics: ..."
	or: "For me, to be a good friend means the following: ..."
Index finger:	"Friendship means to me: ..."
	or: "What I find extremely important in a friend is:....."
Middle finger:	"I don't like it when a friend ..."
Ring finger:	"I am a good friend, because ..."
Pinkie:	"It's not so important for me that ..."

3. Finally, impressions are shared and discussed by the students sitting in a circle.

Reflection and discussion

- Are there any similarities between needs and wishes?

- How did I come up with the characteristics I find important for my friend to have?

- Do I possess the characteristics that I expect from a friend? How can we tell if we are good friends?

- What is not that important in a friendship (e.g. money, living situation)?

- What commonalities should friends share? Do differences make sense?

- Have you ever been in a situation where you did not know anybody? What did you do then? How did you feel?

- What are the best ways and places to meet new friends? Have other people ever helped you find new friends?

- Have you ever been in a situation when it was hard to make friends?

- Why are friendships important?

- Are there any similarities between friends and families?

Ideas and suggestions for further work

- After the exercise is over, students can draw the other hand and write new sentences on the individual fingers. These outcomes do not have to be compared later since the students can be sincere and do not need to provide socially correct answers:

Thumb:	" I am a good friend because.."
Index finger:	"I should pay more attention to ..."
Middle finger:	"It's not good when I ..."
Ring finger:	"I can help others by ..."
Pinkie:	" When I notice that somebody is not getting her/his fair share, ..."

care

A HANDFUL OF FRIENDSHIP

4 2 5 1
3
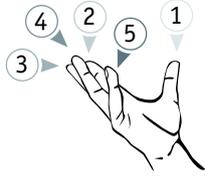
A good friend must have this feature/a good friend is one who is:

A good friend must have this feature/ a good friend is one who is:

I don't like it if my friend

I am a good friend, because

I don't care that my friend

4   2   5   1
3
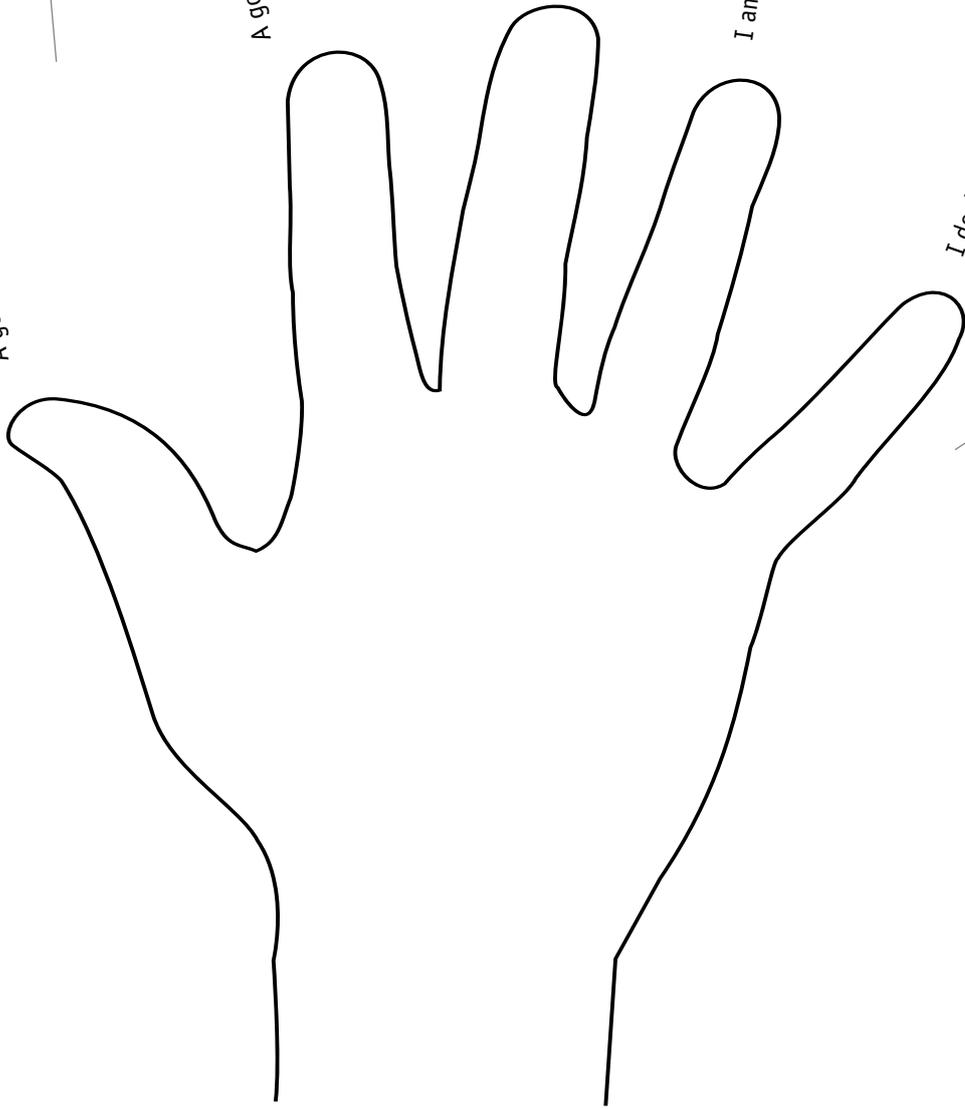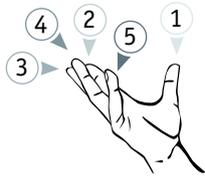
I think my friends like me because

I should pay more attention to

I think it's not good when I

I can support others by

If I realize somebody's being left out I can
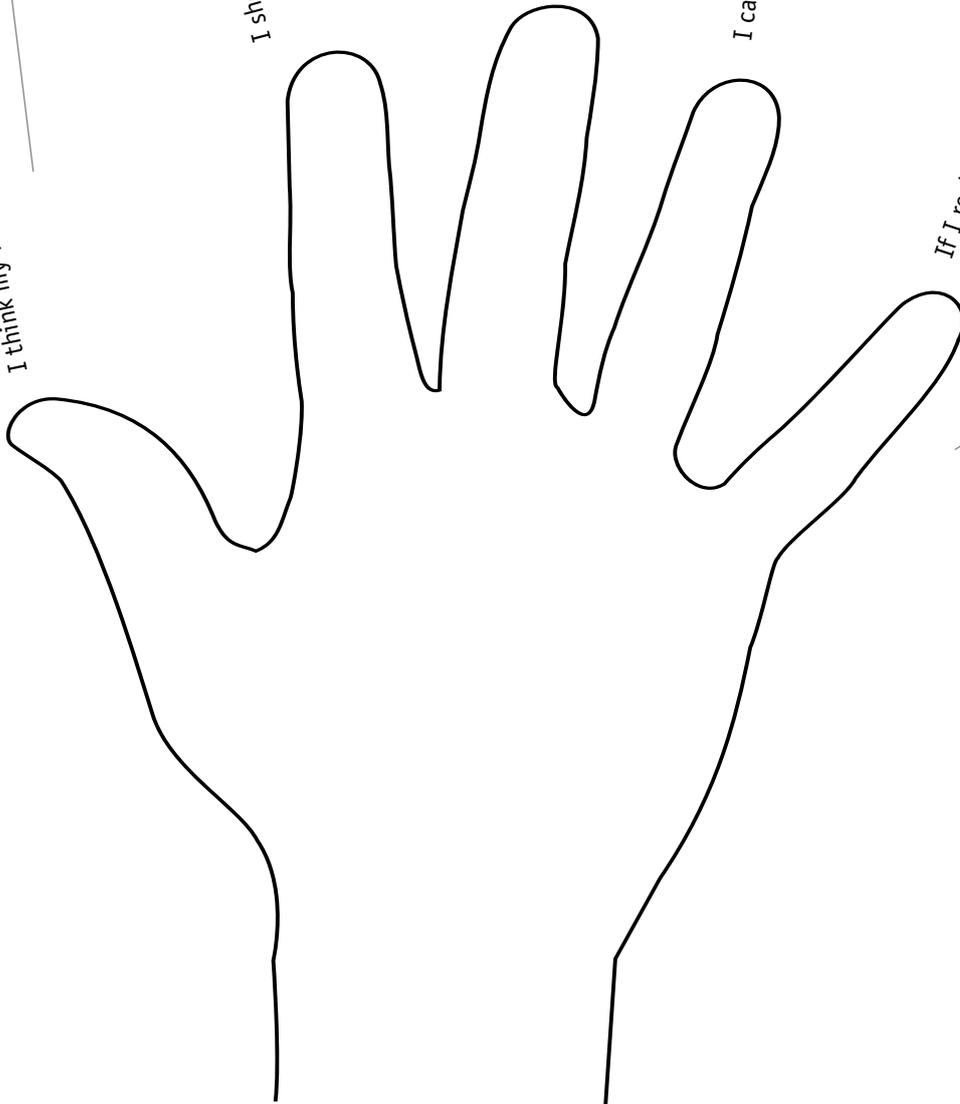
LIFE MANDALA[1]
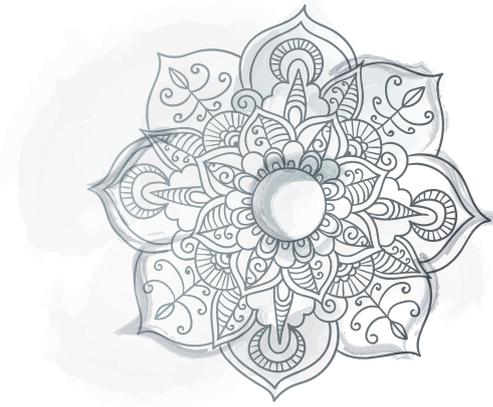
Learning Objective
The students reflect on what makes them feel good and happy. They discuss their personal objectives.

Material
'Mandala' template, crayons

Time frame
45 minutes

Group size: Variable

Supplies: Few

What really makes me happy…?

In this exercise the students will think about what makes them happy and what is beneficial for them. Based on their conclusions, they should come up with some goals they want to accomplish/to tackle in the future. Their wishes or goals are directed at the above-mentioned joy of living. To have these goals enables many children and young people to concentrate on everyday tasks that they do not enjoy. Furthermore, this knowledge of what does one good helps one in difficult situations in life.. Some students might have problems identifying what makes them happy. Help them by asking what makes them laugh, or what a nice day looks like for them. It is not a problem if some parts of the Mandala remain empty. Since the Mandala can be displayed in the classroom or used to decorate students' homework notebooks, there is always an opportunity to add new inputs later. Please consider that future intentions and goals can be very personal. It would make sense to also ask them what future plans seem feasible. It is much easier to set and reach some intermediate goals which in turn makes one feel good about him/herself as described above.

1 Exercise adapted from: Doose, Stefan; Emrich, Carolin Göbel, Susanne (2011): Materialien zur Persönlichen Zukunftsplanung. URL: http://www.provinz.bz.it/bildungs-foerderung/downloads/3_Pers._Zukunftsplanung_Materialien_S._Doose.pdf. (Download: 07.10.2016)

2 Children's World: Children's views on their lives and well- being in 15 countries: A report on the Children's Worlds survey, 2013-14. URL: www.isciweb.org/_Uploads/dbsAttachedFiles/ChildrensWorlds2015-FullReport-Final.pdf (Download:07.10.2016)

For the 'Children's Worlds' project, the Hebrew University of Jerusalem surveyed children belonging to 15 different nations and aged between 10 and 15 years old about their personal happiness (e.g. satisfaction with their life, living conditions, family/friends, school situation). The findings showed that the children most satisfied with their lives were those from Romania, Columbia and Turkey.
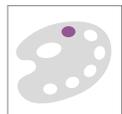
Exercise description

1. Hand out copies of the 'Life Mandala' template to the students.

2. Let the students write their names in the middle of the circle.

3. In the sections of the inner circle the students should write six umbrella terms that refer to quality of living (e. g. family, sport, travel). The students can focus on the following questions:

    - What is important to you?
    - What or who makes you happy?
    - What do you enjoy doing?

4. The students then write in the middle circle key words for the umbrella terms that explain them in more detail (for example: 'sport': watch football, play football, running event, jogging at sunrise)

5. In the sections of the outer circle, goals/ intentions should be written that the students would like to achieve/undertake in the future (for example: 'sport': to watch my favorite team play, to win a certain tournament or competition)

6. Presentation, and discussion of the results.
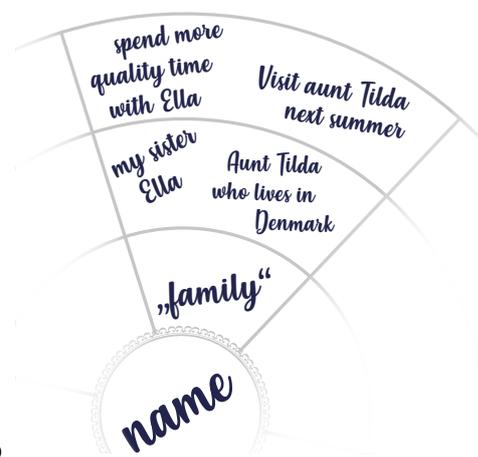
Reflection and discussion

- What have you found out about yourself?

- Was it hard to find high-level terms?

- Was it hard to establish what makes you happy?

- What are the future activities that you could accomplish? What do you have to do in order to make it happen?

- Are there any activities that are more wishful thinking?

- What does your mandala tell us about you?

- Are there any mandalas that look similar?

Ideas and suggestions for further work

- The students can make the mandalas colourful or, for example, use pictures from newspaper instead of high-level terms. Display the mandalas in the classroom and remind your students about their goals when they are down or discouraged.

- This exercise can also be conducted with the entire class creating one mandala to establish what is important for the class community or what goals there are.

Further exercises

Choose one day in the week to talk during the class council about the goals students have reached. Those students who have accomplished one of their goals can tick it off in the mandala and explain to the class how it was achieved. An exercise that supports this one and which is focused on establishing the class council is described in the topic 'Together' in the 'To have a Say' unit ('Class Council', 5.4.9).

care

MANDALA OF LIFE

Write your name in the middle of the Mandala and fill in the blanks:
Inner circle   6 terms describing living quality
Middle circle   terms describing in more detail the high-level terms
Outer circle   your goals and intentions in this area

MANDALA OF LIFE

Write your name in the middle of the Mandala and fill in the blanks:

Inner circle   8/10 topics regarding your understanding of "life quality"

Middle circle   different terms describing your topic

Outer circle   your goals and intentions regarding your topic
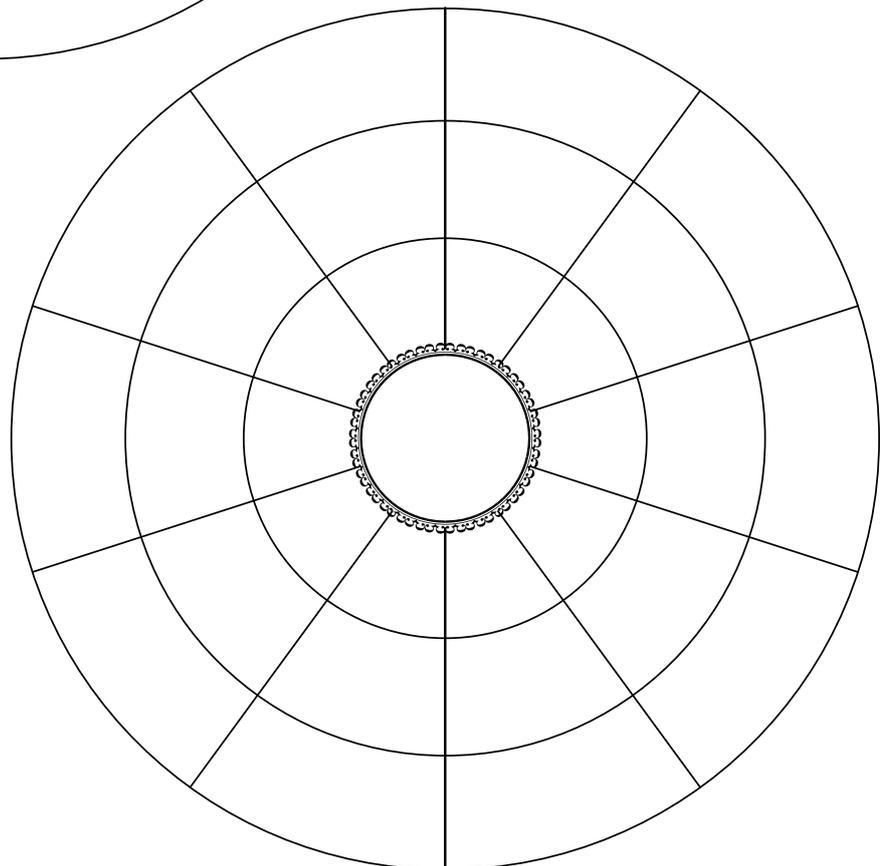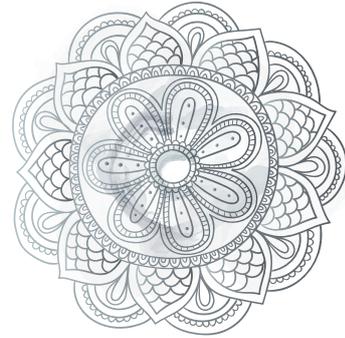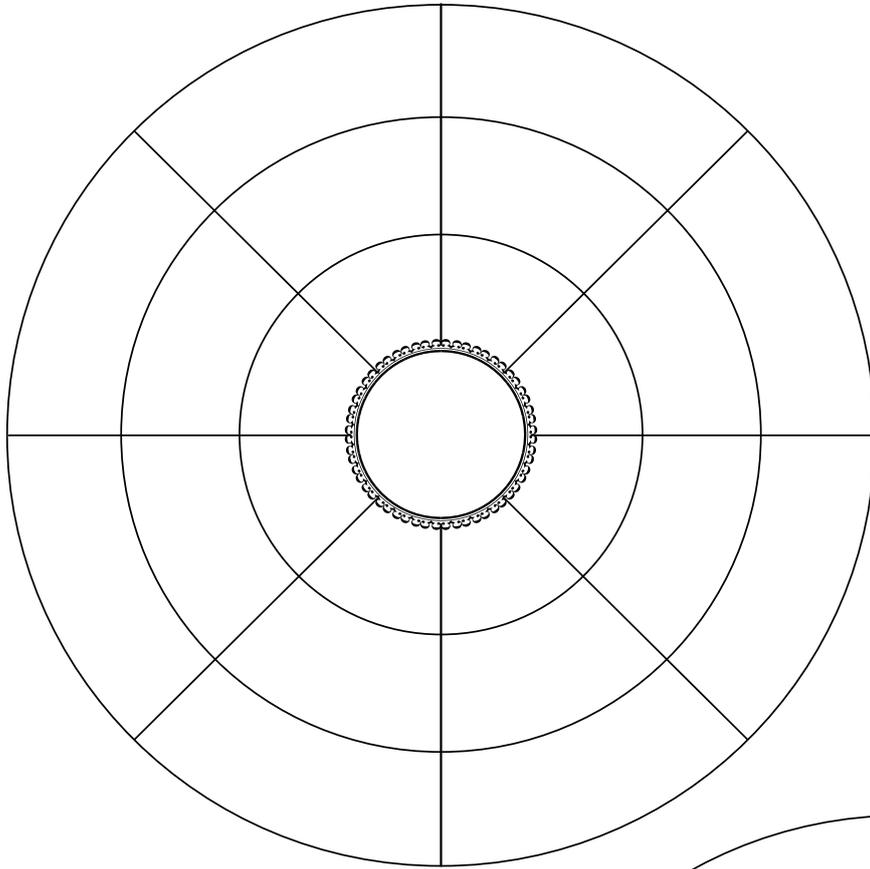
RESPECT!
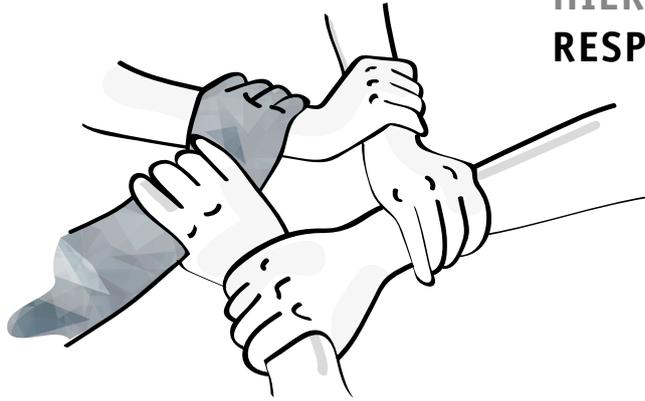
Learning Objective
The students will learn to recognize the meaning of role models and critically reflect on perceived hierarchies. The students will become aware of their own values and can place themselves in social contexts.

Material
'Respect!' Template, crayons

Time frame
30-45 minutes

Group size: flexible

Material requirements: minimal

Respect – who gets it and who doesn't?

Respect – from the Latin 'respectus' = 'to look back, retrospection' or. 'respecto' = 'looking back', to consider' – describes the value assessment of other people, but also institutions or, in its heightened form as 'awe', deities, for example.

Respect can be expressed in different forms: in a positive sense as attention/recognition/politeness/ tolerance (e.g. respect for the supervisor, the elderly or for somebody who performs outstandingly well), but also as fear/caution (e.g. respect or fear towards a more powerful person/supervisor or someone who could otherwise react badly). When it comes to education and upbringing, respect is closely connected with the term 'role modelling'. The students choose different role models based on their diverse cultural and social parameters; they then individually assess and integrate their role models as they see fit. What does the phrase 'to be a good role model' actually mean and who do students see as such? This exercise is in particular interesting for classes in which students with and without refugee and migration backgrounds meet. All students should understand that people do not earn respect by possessing certain inborn traits or features

such as their sex/gender, or a rich home. It is positive character traits and behaviours that help one gain respect. Respect is not expressed through the exercise of power. People gain respect by acting for the sake of others or by expressing their opinion even when it does not correspond with the opinion of the majority.

Respect is almost a young people's word. Many young people use this term almost daily when talking to each other. However, they do not necessarily use it in the sense described in this exercise. 'Respect' in their world means more 'cool' or 'well done' and is used rather casually, without any further elaboration. Although used without a lot of thought, this word has a significant meaning for young people. It is important for them to be respected and appreciated by other young people but also by adults.
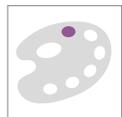
Pre-exercise activities

During the preparation phase collect information related to the term 'respect' and possible meanings to be ready to move the discussion forward, if necessary, and to introduce your students to the topic. Make a copy of the worksheet 'Respect' for each student (size A4 or A5 if you want to save some space or paper).

Exercise description

1. Discuss with the students the meaning of respect and hand out the worksheets.

2. The students should assess now who are the people they respect the most. The range is from 1 = no respect at all to 6= the utmost respect

3. Read aloud the entire list on the template, point by point. All the students who have rated at least one person with '4', '5' or '6' should get up. Pause for a moment before continuing the exercise. This makes the pattern of opinion apparent. The results should be noted.

4. Discuss the findings. This can also serve to later develop a poster, e.g. for the final graduation presentation.

> The youth of the present day are quite monstrous. They have absolutely no respect for grey hair.
>
> *Oscar Wilde*

Reflection and discussion

- What do the results look like? Is there anybody on the list that is respected by everyone?

- Which people made most students get up? Why? Who did not score high enough to have students get up for them? Why?

- Which people are respected? What is so special about them?

- Is hard to respect somebody? Is it hard to admit to a person that you respect her or him?

- How to we express our respect? Do we choose different ways to express it to different people?

- When you think of your family, is there someone who has earned the most respect? Who is that?

- Is respect something that we have to earn? How do we earn respect?

Ideas and suggestions for further work

- Let the students draw their ranked family members and their social environment and compare it among themselves. What are the apparent differences, in terms of their country of origin or background?

- Write down together with students what activities and character traits of a person deserve respect? Do you always act in line with your own standards?

- Observe if there are any differences among the students during the exercise. Does respect have anything to do with culture, tradition, religion, upbringing or education?

- Give each student an blank copy of the worksheet to take home and have an older family member fill it out. What is different when compared to the student's sheet? What role does/did respect play in different generations?

WORKSHEET "RESPECT"

Rate the level of respect you have for the people mentioned below,
where 1 = no respect and 6 = the utmost respect
Leave out those people that you did not score.

MY MOTHER 👍

1	2	3	4	5	6

MY FATHER 👍

1	2	3	4	5	6

MY SISTER 👍

1	2	3	4	5	6

MY BROTHER 👍

1	2	3	4	5	6

MY FEMALE TEACHER 👍

1	2	3	4	5	6

MY MALE TEACHER 👍

1	2	3	4	5	6

MY BEST FRIEND 👍

1	2	3	4	5	6

TEACHER/LEADER RELIGIOUS PEOPLE OF AUTHORITY 👍

1	2	3	4	5	6

A POLICEWOMAN 👍

1	2	3	4	5	6

A POLICEMAN 👍

1	2	3	4	5	6

A FEMALE POLITICIAN 👍

1	2	3	4	5	6

A MALE POLITICIAN 👍

1	2	3	4	5	6

AN ACTRESS 👍

1	2	3	4	5	6

AN ACTOR 👍

1	2	3	4	5	6

A FEMALE ATHLETE 👍

1	2	3	4	5	6

A MALE ATHLETE 👍

1	2	3	4	5	6

WORKSHEET "RESPECT"

Rate the level of respect you have for the people mentioned below,
where 1 = no respect and 6 = the utmost respect
Leave out those people that you did not score.

SOMEONE WHO
SWIMS UPSTREAM 👍

1	2	3	4	5	6

SOMEONE WHO
KEEPS HIS/HER TAIL UP 👍

1	2	3	4	5	6

SOMEONE WHO
IS STRONG 👍

1	2	3	4	5	6

SOMEONE WHO
IS A LEADER 👍

1	2	3	4	5	6

SOMEONE WHO
SETTLES DISPUTES 👍

1	2	3	4	5	6

SOMEONE WHO
SPPEAKS HIS/HER MIND 👍

1	2	3	4	5	6

SOMEONE WHO
IS RICH 👍

1	2	3	4	5	6

SOMEONE WHO IS
GETTING GOOD GRADES 👍

1	2	3	4	5	6

SOMEONE WHO
IS HELPFUL 👍

1	2	3	4	5	6

SOMEONE WHO
IS BRAVE 👍

1	2	3	4	5	6

SOMEONE WHO
ABIDES RULES AND LAWS 👍

1	2	3	4	5	6

SOMEONE WHO
ADMITS TO HIS/HER MISTAKES 👍

1	2	3	4	5	6

SOMEONE WHO DARES TO
DISOBEY RULES AND LAWS 👍

1	2	3	4	5	6

SOMEONE WHO
IS FAMOUS 👍

1	2	3	4	5	6

SOMEONE WHO
IS GOOD AT SPORT 👍

1	2	3	4	5	6

SOMEONE WITH AN
INFLUENTIAL FAMILY 👍

1	2	3	4	5	6

Learning Objective
The students will learn to meet other people in an appropriate manner. They will be able to recognize different polite forms of addressing or greeting people and feel confident in how they are practiced or applied.

Material
'Etiquette' Template

Time frame
60 minutes

Group size: flexible

Material requirements: minimal

Other countries, other customs

A handshake is used in many countries for greeting and saying farewell as well as for introducing people to each other or congratulating them on something. But there are also other ways of greeting people: Inuits rub their noses together, in France people kiss each other on the cheek, in Asia people greet each other by making a bow. In addition, there are also differences related to status or age. How should we know then how to greet others appropriately, or what should we avoid at all costs?

This exercise is about learning what would be an adequate or suitable greeting for various people in different situations. The students have to put themselves into the given or predetermined situations. They learn that we greet our family members, friends, acquaintan- ces and important people (such as the elderly or supervisors, for example) differently, but that there are also similarities that exist (such as for example, to smile or look each other in the eyes).[1]

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1 Exercise adapted from: Hessisches Kultusministerium: Förderung von Lernkompetenzen und Schlüsselqualifi- kationen. Methoden-Bausteine. Teil 2. URL: http:// hauptschule.bildung.hessen.de/unterricht/schluessel/ Teil_2.pdf. (Download: 10.10.2016).

💡 Did you know.....? In Brazil business meetings usually start later than planned; leaving such a meeting early would be considered very rude. In China, however, one expects to receive a small gift from a business partner – but not a watch! That is considered bad luck. The English magazine 'Forbes' lists further good manners from different countries:

https://www.forbes.com/sites/susanadams/2012/06/15/business-etiquette-tips-for-international-travel/#761369123743

🥝 kiwi
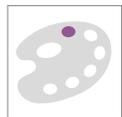
Exercise description

1. Before you start with the exercise, collect different ways of how people can meet/ get introduced and greet each other. Also, use the exercise 'Hallo. Hello. Marhaban.' (1.2.1) from this unit.

2. Divide the students into groups. Each group gets one card with a role described on it from the 'etiquette' template (page 1). They should play the situation described on the card in front of the class. The students get ten minutes to discuss the division of roles and the performance.

3. All students receive an assessment form (page 2 of the 'etiquette' template). During the role plays, the students should make notes on how two or three people greeted each other. Now the groups one after the other present their role plays.

4. After each role play the students should think and grade how appropriate they found the greeting used.

5. Draw a table on the board or a flipchart with categories that should be considered when it comes to greetings (eye contact, smile, etc.) The table should have five columns: 1 – 'Family/Cousins', 2 – 'Friends', 3 – 'Acquaintances' and 4 – 'People I respect'. The only row of the table is titled 'Greeting and Behaviour'.

6. The students share their results and fill in the table.

7. Discuss the results.

Reflection and discussion

- Did you use a proper or adequate greeting for each person?

- What did an inappropriate or inadequate greeting look like?

- Have you already experienced such a situation?

- Generally speaking, do you find such situations unpleasant? Why?

- With which greeting can one not go wrong with?

- Who greets whom first?

Ideas and suggestions for further work

- Alternatively, the students can be asked to play the situations in two ways, first properly and then inadequately. In this case, the assessment form does not have to be used any more. This role playing will surely create a cheerful atmosphere.

- Role playing will be even more fun if appropriate props and costumes are used. This could be homework for the students or you could look for a theatre group or company which you could borrow costumes from.

Further exercises

If you also want to do an exercise on culturally different greetings, or easily introduce the topic to your students, you can use the previous 'Hallo. Hello. Marhaban.' exercise.

care

2 People
You're walking home
by yourself at night.
A stranger is coming your way.

2 People
You're standing in the
school hallway.
The principal is passing you by.

2 People
You're invited to a birthday party.
On arrival you see
your teacher among the guests.

2 People
You go grocery shopping.
In the store you run into
your neighbour.

3 People
You are visited by a friend
you rarely see for he/she lives far away.
You go around town
and run into one of your classmates.

2 People
Out in the street
you run into your best friend.

2 People
You go to the bakery
and greet the salesperson.

2 People
Your aunt/uncle is visiting. You have
last seen them 6 months ago.

3 People
You had a quarrel with your
best friend. Later that day
you run into her/his parents.

2 People
You are doing some household
chores in front of your home.
A neighbour passes by.

2 People
At the movie theatre box office
you see your new classmate.

2-3 People
You walk across the schoolyard
and see your mother/father/parents
come your way.

3 People
You are in an ice cream store with
your friend. While paying for your cones
you see your grandmother/grandfather.
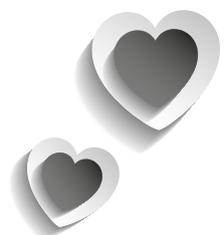
"ETIQUETTE" ASSESSMENT FORM

Situation	Greeting	Appropriateness
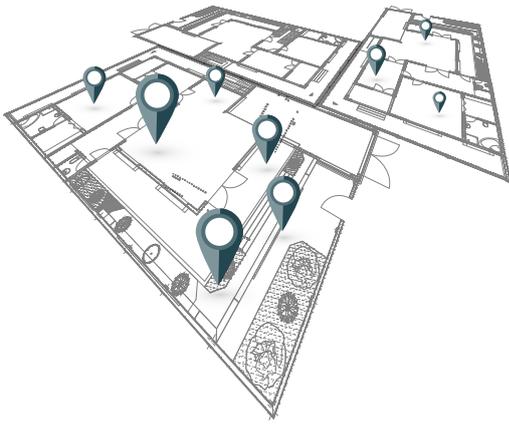
Learning Objective
The students will reflect on their own school culture and develop concepts that should enable and make the integration of new students easier.

Material
Flipchart or poster paper/wallpaper- or paper roll, crayons

Time frame
90-120 Minuten

Group size: flexible

Material requirements: medium

A practical layout – not only for the new students!

On the one hand, school culture means the availability of opportunities and activities related to transfer of knowledge taking place in a classroom, and on the other, the school atmosphere or climate, the rules and school etiquette. Both of these dimensions determine each other since theatre plays, working groups, exhibitions, demonstrations and out of school activities, students, parents and teachers connect and create thereby a positive school atmosphere. The goal of this exercise is to have the students reflect on the culture of their school. This should be used practically in order to integrate new students with or without a migration background as soon as possible and to introduce them to the internal school activities (e.g. classrooms, schedule, rituals and activities). The students are free to refer to their own experiences or interview other students that are new at school. The students are also allowed to suggest their own ideas and projects. This is why you might need more time to plan this exercise than initially predicted.

"School culture is a term summarising a mindset for learning and the orientation of students toward youth culture, teachers' work attitude and their qualifications, parents' engagement etc. existing at a school, in other words the educational atmosphere there."[1]

"Youth culture, or generally, forms of youth associations as well as their operative norms and values, that helps youth (in today's society) distinguish themselves from adults. The designation can have many meanings and be sometimes be used broadly."[2]

"The welcoming culture can be defined as a public attitude toward migrants that aims at participation and inclusion."[3]

1 Wienhold, Hans (2011): Lexikon der Soziologie. 5. Auflage. Wiesbaden: VS Verlag

2 Ibid.

3 Kober, Ulrich (2015): S. 2
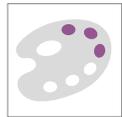
Exercise description

1. The students draw on a large piece of paper the outlines of their school. They can also prepare this before the exercise.

2. At school, the students should list all of the activities that the school offers (e.g. sport, working groups, choir)

3. The students then create a 'school culture map' to help new students get to, for example, the natural science block, the gym or the main hall.

4. The students can also develop short profiles of the most important teachers and social workers. These can be displayed on an information board for new students (e. g. a profile of the principal, counselors etc.)

5. The students' own ideas that enable the integration of the new students (with or without refugee or migration history) can be brought up and used (such as, for example, signs in Arabic for initial orientation). Encourage your students to take part.

6. Discuss the results.

Reflection and discussion

- What is cool about our school?

- What working groups and activities are there? What is missing (e.g. sportsground, student representation)?

- Can new students find their way around? Is there an information board or a school internet site with information on available assistance and support?

- How could we make integration easier?

- How could we make the first steps easier for the newcomers, in particular those students that do not speak the local language so well?

- What projects could we initiate?

Ideas and suggestions for further work

- The students can write an article in the school magazine/newsletter on their plan or intentions. They might also find more students who would like to join them on the project.

- Display poster in the classroom. List there all the projects the class has initiated. This is motivating for the students since they can see at any moment results of their engagement.

- Create with your students a door plate that includes names and photos of all the students. This plate can also be big and colourful. Each new student will be added to the plate accordingly.

Thoughts and notes:

_____

_____

_____

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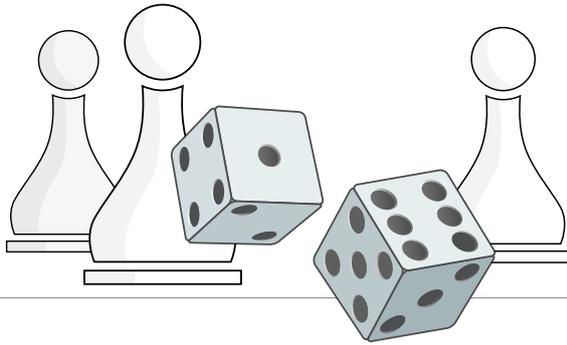
Learning Objective
The students will be trained to jointly solve problems and tasks and their cooperation and communication skills will be strengthened and encouraged.

Material
4 white cardboard squares (210mm x 210mm), felt and coloured pens or pencils/crayons, scissors, glue, coloured construction paper, 4 dice and figures

Time frame
90-135 minutes

Group size: Small groups

Material requirements: high

Game development — a substantial and creative challenge

Studies have found that '[...] a program focused on fighting prejudice has to promote personal interaction in the pursuit of joint goals.'[1] During this cooperative assignment, the students find out that they can only solve it together. This is the basic idea of cooperative learning. As opposed to groupwork, each student should in this case take responsibility for the group and take part in the decision-making processes. Thus, the shy students can be involved in writing the result cards or drawing the game board, for example, while the extroverted ones can be responsible for reaching agreements with the other teams.' There are many tasks and duties that need to be addressed in the development of the game which allows every student to get involved. While tackling the topic, the students communicate about its content and thereby unconsciously structure their school life and experiences.

1 Zimbardo, P. G., Gerrig, R. J. (2008): p. 658
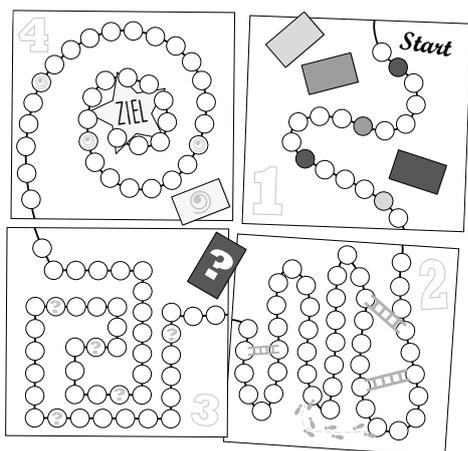
During this cooperative assignment, the students develop a joint view on how to approach the task or a problem. They discuss its content and creatively address the topic. They also learn how communication and teamwork make problem solving easier and that this is something they can apply in other situations. This type of cooperative exercise is particularly suitable for classes and groups whose members do not yet know each other well or where there are some cliques operating.
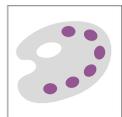
Pre-exercise activities

The students are asked to design a board game together called 'School'. A few questions should be clarified before the start:

- What is important in order to develop a board game? What should we take into account?

- What is it about a board game that is particularly fun?

- How do players participate in the finished game? Is this game played in groups? Do players rotate? Does each person get one figure?

Exercise description

1. Divide the students into four groups, each group gets one square of the board. Later these four squares will be put together and will make a big board game. It is also important that, for example, the transitions from one square to another are discussed and agreed on between the teams.

2. Each group gets one topic to implement as a board game, using both text and illustrations, such as for example, sports hall/playground, school cafeteria and classroom.

3. The students should now build a playground with different fields, such as for example, action field (mime, drawing), knowledge or story-telling field. The students should stick to the topic assigned, however, there is no limit when it comes to using their imagination in how to accomplish the task.

4. The students themselves should an create the game cards and come up with the tasks and rules that they could also put in writing. The game should not be very complicated. As teachers, please make sure that your students do not get bogged down in their ideas.

5. Encourage your students to reach agreement with other groups, for example, when it comes to a suitable composition of play fields, or setting up the rules. The students themselves establish the procedures on how to come to an agreement: is there a game leader that has his/her eye on everything, regular consultations or will decisions be voted on democratically?

6. After the play fields are developed (as both text and illustrations) the students are allowed to explain them to the rest of the class before all of the students come up with a good name for the entire board game.

7. Finally, everybody plays the game together.

Specify the topic, for example youth culture, environmental protection, freedom and equality, family and friendship

Reflection and discussion

- Could you always agree on all points?

- What were the points of friction?

- Have all the ideas been implemented and compromises made without overlooking any students?

Ideas and suggestions for further work

- Before you start with the exercise, the students can bring their favorite game and present it to the rest of the class. This provides an opportunity for the students to discuss preferences, rules and opportunities before they start developing their own game.

- Let the students build their own play figures out of clay or modeling material or go together outside and look for small stones that could serve this purpose.
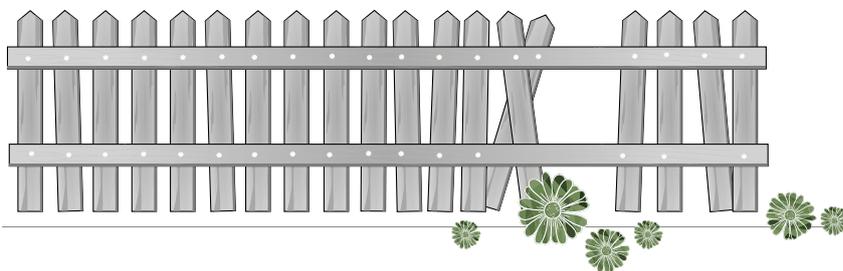
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ENHANCED

Learning Objective
The students are sensitized to circumstances of refugees and migrants and can reflect new awareness in their everyday contacts with other youth.

Material
Template "Come Right In...!", coloured pens or pencils/crayons

Time frame
60-90 minutes

Group size: Small groups

Material requirements: minimal

'Refugee go home! He would if he could'[2]

If you have not yet worked with your students on the topic of flight (through individual exercises or more comprehensively), conduct a brainstorming session to find out how much your students know about it. If you have students with refugee experience in your group, they can talk about it, if this is appropriate. This has the advantage that the other students can connect someone they know with the facts and thereby build a personal relationship to the situation.

The brainstorming session at the start of the workshop should include, but not be limited to, the following questions that should help students have a common understanding about the situation:

• Why do refugees exist?
• What makes people flee their homeland?
• Where do they come from?
• Where are they going to?

1   Exercise adapted from: Amnesty International (1997): First Steps: A Manual for starting human rights education, London. Original citation: "Refugee go home! He would if he could" is a slogan from one campaign of the United Nation's High Commissioner for Refugees (UNHCR).

2   Ibid.

⚠ After the brainstorming, the students can better decide how to proceed. Think about how to run the exercise if you have a group member with a refugee background. If possible, conduct the rest of the exercise with the students without refugee history.
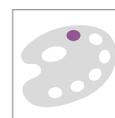
Pre-exercise activities

Make a copy of the 'Come right in...?' template and divide your students into three groups. Explain that the role play is about a group of refugees that have fled their homeland and are looking for protection in another country. First, brainstorming at the blackboard reveals what the students know about refugees. You can come back later, during the discussion, to the students' written expressions.

Exercise description

1. The teachers build a border guard for the role play and read the following text to the students:

2. 'It is a dark, cold, rainy night at the border. There is a large number of refugees here, fleeing war. They want to cross the border and look for a safe place. They are freezing, hungry and tired. They have hardly any money and no documents but their passports. The border guards look at the situation in different ways, some want to let them through, others do not. The refugees are desperate and try to persuade the guards by using arguments.'

3. Form the students into three groups:

   - Group A: Refugees
   - Group B: Border guards   } role players/actors (see *worksheet "Come On in!"*)
   - Group C: Observers   → watch, take notes and give feedback afterwards

4. The students from Group A and B choose their roles and the role play begins. The teachers decide when the roleplay is over.

5. After the roleplay, the group of observers gets a few minutes to prepare their feedback. Then, they, as well as the other two groups, share their impressions and a discussion follows.

Reflection and discussion

- Were the refugees treated fairly?

- Based on Article 14 of the Universal Declaration on Human Rights and the Geneva Convention on Refugees from 1951 refugees have the right to be protected. Has this been ensured? Why/why not?

- What kinds of problems were the refugees faced with in their own country? What kinds of problems do they have in the country they have fled to?

- Why do people have controversial opinions about refugees or why are they afraid of them?

- What should we be doing in order for refugees to be better accepted?

Ideas and suggestions for further work

Continue the discussion with your students and let them do additional research, in the internet or book/newspaper archives:

- Should a country have the right to send refugees back? (if your answer is 'Yes': What if you knew they would probably die in their country of origin?)

- Together with your students, read the German proverb and initiate a discussion: does this proverb reflect the current welcoming culture? What have individual students already experienced, how are others dealing with the topic of refugees /with their new fellow citizens?

care

ROLE: OBSERVER

Your assignment is to observe the role play. After the play is over you are expected to provide feedback. Pay particular attention to the following:

• The different roles and how they are played
• Their arguments and how these are advanced
• The violations of human and refugee rights
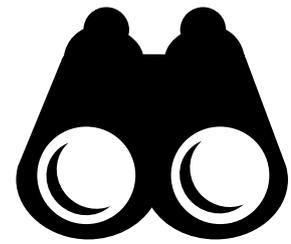

ROLE: BORDER PATROL

Before you start, think about how to approach the following situations:

• Do you want to let all refugees enter the country?
• Do you want to let only a some of them enter the country?
• Do you want to divide the group based on age, profession, wealth, etc.?

Prepare your arguments and strategies. Decide whether you want to present your arguments as a group or individually, where each person presents her/his own arguments.

Possible arguments:

• The people are desperate: we cannot send them back.
• We are obliged by the law to let refugees into the country.
• They might be bringing new skills/have qualifications (for jobs) we are lacking?
• They only bring trouble.
• When we let these ones in, others will follow.
• If we send them back, we will be responsible if they are arrested, tortured or killed.
• They have no money and will depend on social welfare. Our country cannot afford that.
• Can they prove they are 'genuine' refugees? They might be here just because they want to be better off.
• Our country has a military and economic partnership with theirs. We cannot allow ourselves to get involved in helping them.
• Our country has already accepted enough refugees. We have to take care of our own people. They should go to richer countries.
• They do not speak our language, they belong to a different religion or have different eating habits. They will not be able to integrate.
• There might be terrorists or war criminals hiding in the group.
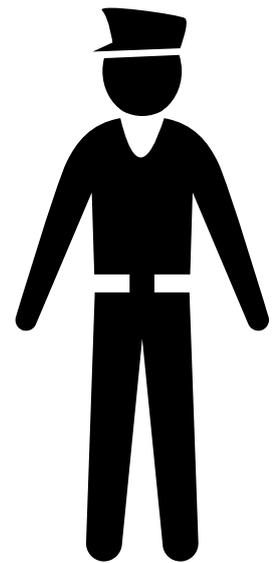
Thoughts and notes:

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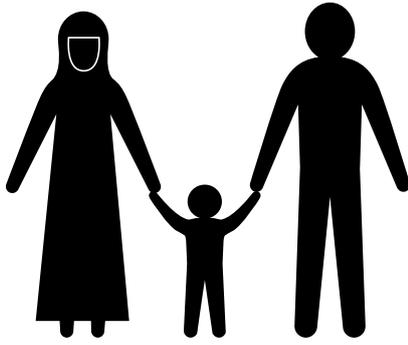
ROLE: REFUGEE

Before you start, think about how to approach the following situations:

- Do you want to let the border guards divide your family?
- Will you go back if they want to send you back?
- What will you do if the border guards decide to let in just a few of you?

Prepare your arguments and strategies. Decide whether you want to present your arguments as a group or individually, where each person presents her/his own arguments.

Potential arguments:

- We are entitled to seek asylum.
- Our children are hungry, it is your moral obligation to help us.
- We will be killed if we go back.
- We have no money.
- There is no other place we could go to.
- I used to work as a doctor back home.
- We want your protection only until we can go back home.
- You allowed other refugees to enter your country.
- We had to leave our country on the following grounds:

_____

Pick an identity from the list, then take a few minutes to get into the role and to come up with appropriate arguments. Put down your name next to your new identity to avoid duplications.

_____ 1. A young mother with her newborn.

_____ 2. An old man who was once the CEO of a big company.

_____ 3. A young man whose brother is already in the destination country.

_____ 4. An orphan girl whose parents died during the escape.

_____ 5. A man who has been persecuted due to his religion.

_____ 6. An old woman taking care of two unaccompanied children.

_____ 7. A little girl who is injured and weak.

_____ 8. A man who is trying to bribe the border patrol officers.

_____ 9. A man who pretends to be a doctor.

_____ 10. A pregnant woman.

_____ 11. A man who threatens the border patrol officers and insists on his rights.

Thoughts and notes:

_____

_____

_____

_____

_____

Group size: flexible

Material requirements: minimal

⚑ Learning Objective
The students will gain confidence in how to speak and act in an intercultural environment and train their capacity for empathy by becoming aware of refugee and migration circumstances, as well as by being in contact with other youths (with refugee backgrounds) that they can practice their skills with.

✎ Material
'Asylum Application' Template, pens or pencils

⏲ Time frame
30 minutes

Asylum seeker or Refugees?

People that arrive in a foreign country have to deal with some country-specific bureaucratic procedures. The students might have had a similar experience if they flew by plane on vacation to a foreign country with their parents: they not only needed a flight ticket, but also a passport. Even after the flight, upon arrival, these documents must often be presented to the officials and sometimes you even have to answer some questions. Passengers also must report all declarable goods before they leave the airport. Depending on the country of destination, the arrival requirements can be even stricter. In some African or Asian countries, a yellow fever vaccination is required whereas in other countries an entry or exit fee has to be paid. In addition, potential language barriers can make entering or exiting a country even more complicated.

If we have to consider a number of regulations when planning a vacation, we can be sure that there are a few more bureaucratic obstacles to pay attention to when people want to escape to another country. Even more so in cases where refugees have no passports or do not possess any other personal documents or where they have lost them during their escape. Language barriers are also a frequent problem.

To be allowed to live (temporarily) in a European country as a refugee, one must apply for asylum in the given country. Refugees are asked to mainly state the reasons for their escape and to provide personal data so that the authorities in the host country can verify their application. The application submission is usually followed by a personal interview with the authorities. While waiting for the decision about their status, refugees live in collective accommodation with other refugees. But they also differ from each other when it comes to their mother tongue, religion and the country of origin.

In this exercise, the students should get an impression of how refugees, who are anyway already in an exceptional situation, are under even more pressure and with an almost unavoidable language barrier when completing their asylum application. This exercise offers a solid basis for starting communication with students and discussing the situation of the refugees (on arrival). This exercise is meant to serve as awareness raising or sensitising effort for local students, not the ones with a refugee background.
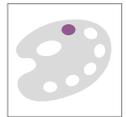
Article 1 of the Convention Relating to the Status of Refugees from 1951 (Geneva Convention on Refugees) defines a refugee as: 'a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it'.

Exercise description

1. At the beginning of the class, wait for all of the students to come in, but do not greet any of them.

2. After a few moments of silence, disseminate copies of the 'Asylum Application' template and a pen or pencil to each student.

3. Explain that they have five minutes to work on the application. Do not say anything else and do not look at them.

4. After five minutes collect the applications without any comment.

5. The students who have actually entered their names into the forms are invited to step forward.

6. Count the official mistakes (make them up) such as for example: 'You have not answered Question 6'; question 8 is incorrect' etc. and reject the 'application. Send the students back to their seats.

7. Resolve the situation (the solution is on the other side of the template) and talk with your students about their experience. Also point out the difference between refugees and asylum seekers.

Reflection and discussion

- How did you feel? What went through your head?

- Have you ever been in such a situation? How did you feel at the time?

- Right now, during the task, nothing was really at stake. How does such a situation feel when you fear for your own life and the life of your family?

- What could be the reasons behind the refusal of an asylum application?

- What consequences must a person whose asylum application is refused face?

Ideas and suggestions for further work

- On UNHCR's website (United National High Commissioner for Refugees) students can read about refugees' real-life stories. These refugees come from different countries, have traveled via different routes and bring along their own history. Talk with the students about the reasons that make a person flee her/his country.

UNHCR
http://stories.unhcr.org/

care

APPLICATION FOR ASYLUM

General provision

1. Családi és utónév	2. день рождения

3. Viimeisin osoite

4. χώρα προέλευσης

Entry Information   please answer to the best of your knowledge

5. ¿Local de entrada?

6. Ghaliex titlob ghall-azilju?

7. Imate li rodnini v tazi strana? Molya, posochete imeto i adresa si.

8. あなたはドイツについて何を知っていますか

9. நீங்கள் ஆரோக்கியமாக இருக்கும

⟶ IMPORTANT!

A bheil thu ag iarraidh fuireach anns an dùthaich seo?

☐   ☐

THA   SAM BITH

- -

המיתח ,רייראת

APPLICATION FOR ASYLUM
SOLUTION

General provision

Hungarian: Family and First Name	Russian: Date of birth
1. Családi és utónév	2. день рождения

Finnish: Current Address

3. Viimeisin osoite

Greek: Country of origin
4. χώρα προέλευσης

Entry Information   please answer to the best of your knowledge

Spanish: Place of entry
5. ¿Local de entrada?

Maltese: Why are you seeking asylum?

6. Ghaliex titlob ghall-azilju?

Bulgarian: Do you have any relatives in this country?
Please write down their names and addresses.   .

7. Imate li rodnini v tazi strana? Molya, posochete imeto i adresa si.

Japanese: What do you know about this country?

8. あなたはドイツについて何を知っていますか

Tamil: Are you healthy?
9. நீங்கள் ஆரோக்கியமாக இருக்கும

➡ IMPORTANT!

A bheil thu ag iarraidh fuireach anns an dùthaich seo?

☐ THA   ☐ SAM BITH

Scottish-Gaelic:
Would you like to stay in this country?
Yes   No

Hebrew: Date, Signature   תאריך, חתימה

Learning Objective

The students will learn to deal with the topic of escape and migration in the context of unequal wealth distribution. The students will learn how to act in an inter-cultural environment and be sensitized to the circumstances refugees and migrants face.

Material

'The World in Chairs' Template, 5 Flipchart papers or poster-paper, pens or pencils, chairs

Time frame

30 minutes

Group size: flexible

Material requirements: medium

Fair distribution...?

This exercise gives the students a picture of the distribution of world population living on the five continents in relation to the distribution of wealth. In addition, students deal here with the reception of refugees worldwide. In doing so, they imaginarily put themselves in the position of representing the entire world population as a class. The next step is to decide on how to divide themselves to realistically reflect the number of people on each continent. For the exercise to produce a meaningful and effective result, there should be at least ten students involved. Since the exercise is rich in activities and a bit more complex throughout, it has been divided into four parts. These four parts should be mutually reinforcing and implemented one after the other.

Part 1 - *Distribution of the world population:* The students estimate the distribution of the world population per continent.

Part 2 - *GDP (gross domestic product):* The students estimate the gross domestic product of these continents.

Part 3 - *Per capita income:* The students find out that population and wealth are unequally distributed

Part 4 - *Refugees:* The wealth of one continent is set in relation to the refugees taken up.

You as the teacher have all the correct answers and numbers on the information sheet and can correct students' estimations. The difference between the students' estimations and the correct answers should be recorded in a table.

Results and impressions:

- Europe and America are the wealthiest continents.
- Most of the refugees are hosted by poor continents/countries.
- In most of cases, wealthy countries have sufficient means to sustain both their citizens as well as the refugees.
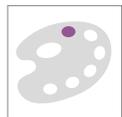
1 Adapted Exercise from DGB-Bildungswerk Thüringen e.V. (2015). URL: www.baustein.dgb-bwt.de (Download: 06.10.2016).

Preparation

1. Write/draw one continent on each of the five big sheets. You can use the following division:

   North America (1)
   South- and Central-
   America/Caribbean(2)
   Europe (3)
   Africa (4)
   Asia/Oceania (5)

2. Draw a table with three columns and four rows under each continent. The columns should be titled as follows: 'Estimated Figures', 'Correct Figures', 'Difference'. The row titles should be: 'Population', 'Wealth in US $ (based on the gross domestic product) and 'Refugees'.

3. The continents should then be placed on the floor, to more or less reflect their actual geographic positions relative to one another. There should be enough room left in the middle of the classroom so that all the students can put their chairs there.

The exercise is on the next page.
This is what your posters could look like:

The World in Chairs - Part 1: Distribution of World Population

1. All the students take their chairs and place them in the middle of the room to represent the population of the world. The students estimate how to divide themselves in groups that would reflect the ratio of the population on each continent.

2. Right after they agree on the numbers, students take their positions on the laid-out continents, but leave their chairs behind. The estimated population numbers should now be noted on the continent sheets/posters.

3. Use the table below to disclose the relative distribution (see below). Add these numbers to your continent sheets/posters. Fill in the differences.

4. Finally, correct the distribution of students on each continent accordingly. Use the table below to help you.

The World in Chairs - Part 2: Wealth Distribution

1. The chairs in the middle of the room represent the total quantity of wealth (gross domestic product). Each student gets a chair as her or his portion of the global wealth. The chairs should be distributed among the continents based on the students' estimate of the actual distribution of the global wealth. They write down the numbers on their continent sheets/posters.

2. Use the table to disclose the actual relative distribution (see below). Add these numbers to your continent sheets/posters and fill in the differences.

3. Finally, correct the distribution of chairs on each continent accordingly. Use the table below to help you.

The World in Chairs - Part 3: Wealth per Capita

1. The students place themselves on the continents again representing the world population. (see Part 1). They take a seat on the available chairs that symbolise the gross domestic product.

2. There will be more students than chairs on some continents, pointing to a large population but a small gross domestic product. On other continents, there will be more chairs than students. In this way, a relationship between the population and the wealth distribution will be made clear visually.

The World in Chairs – Part 4: Refugees

1. All students go back to the middle of the room, while the chairs remain on the continents still symbolising the wealth. In this part of the exercise, the students represent the number of people who flee to another country. They should estimate how many people escape to which continents/countries and distribute them accordingly.

2. The students sit on the chairs of the respective continents. The estimated numbers get noted on the continent sheets/posters.

3. Disclose the results of the distribution with help of the table (see below). Add these numbers to your continent sheets/posters and fill in the differences.

4. The students take a seat on the correct number of chairs on the continents. There are continents on which students have to share chairs. This clearly shows that the less wealthy countries of the global South accept the majority of refugees.

Europe	Africa	South-/Central America, Caribbean	
Albania	Algeria	Argentina	Fiji
Austria	Angola	Aruba	Georgia
Belarus	Benin	Antiqua and Barbuda	Hong Kong, SAR
Belgium	Botswana	Bahamas	India
Bosnia and Herzegovina	Burkina Faso	Barbados	Indonesia
Bulgaria	Burundi	Belize	Islamic Rep. of Iran
Croatia	Cameroon	Bolivia	Iraq
Czech Republic	Cape Verde	Brazil	Israel
Denmark	Central African Republic	Cayman Islands	Japan
Estonia	Chad	Chile	Jordan
Finland	Comoros	Colombia	Katar
France	Côte d'Ivoire	Costa Rica	Kazakhstan
Germany	Dem. Rep. of the Congo	Cuba	Kiribati
Greece	Djibouti	Curacao	Dem. P. Rep. of Korea
Hungary	Egypt	Dominica	Kuwait
Iceland	Equatorial Guinea	Dominican Republic	Kyrgyzstan
Ireland	Eritrea	Ecuador	P. Dem. Rep. of Laos
Italy	Ethiopia	El Salvador	Lebanon
Kosovo	Gabon	Grenada	Macao, SAR
Latvia	Gambia	Guatemala	Malaysia
Lithuania	Ghana	Guyana	Maldives
Luxembourg	Guinea	Haiti	Marshall Islands
Malta	Guinea-Bissau	Honduras	Mongolia
Montenegro	Kenya	Jamaica	Myanmar
Rep. of Moldova	Lesotho	Mexico	Fed. St. of Micronesia
F.Y.R. of Macedonia	Liberia	Montserrat	Nepal
Netherlands	Libya	Nicaragua	New Zealand
Norway	Madagascar	Panama	Occ. Palestinian Terr.
Poland	Malawi	Paraguay	Oman
Portugal	Mali	Peru	Pakistan
Romania	Mauritania	Saint Kitts and Nevis	Palau
Russian Federation	Mauritius	Saint Lucia	Papua New Guinea
San Marino	Morocco	Saint Maarten	Philippines
Serbia	Mozambique	Saint Vincent and the	Qatar
Slovakia	Namibia	Grenadines	Samoa
Slovenia	Niger	Suriname	Saudi Arabia
Spain	Nigeria	Trinidad and Tobago	Singapore
Sweden	Rwanda	Uruguay	Solomon Island
Switzerland	Sao Tome and Principe	Venezuela	South Korea
Ukraine	Senegal		Sri Lanka
United Kingdom	Seychelles		Syria
	Sierra Leone	**Asia/Oceania**	Taiwan
North America	Somalia	Afghanistan	Tajikistan
Canada	South Africa	Armenia	Thailand
United States	South Sudan	Azerbaijan	Timor-Leste
	Sudan	Australia	Tonga
	Swaziland	Bahrain	Turkey
	Togo	Bangladesh	Turkmenistan
	Tunisia	Bhutan	Tuvalu
	Uganda	Brunei Darussalam	Un. Arab Emirates
	United Rep. of Tanzania	Cambodia	Uzbekistan
	Zambia	China	Vanuatu
	Zimbabwe	Cyprus	Viet Nam
			Yemen

Countries considered in this exercise

Population 2018

Population 2018	Millions	%	Number of students per																								
			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
World in total	7.585	100 %																										
North America	365	4,81 %	0	0	0,58	0,63	0,67	0,72	0,77	0,82	0,87	0,91	0,96	1,01	1,06	1,11	1,15	1,20	1,25	1,30	1,35	1,40	1,44	1,49	1,54	1,59	1,64	1,68
South-/Centralamerica/Caribbean	649	8,56 %	1	1	1,03	1,11	1,20	1,28	1,37	1,45	1,54	1,63	1,71	1,80	1,88	1,97	2,05	2,14	2,22	2,31	2,40	2,48	2,57	2,65	2,74	2,82	2,91	2,99
Europe	746	9,84 %	1	1	1,18	1,28	1,38	1,48	1,57	1,67	1,77	1,87	1,97	2,07	2,16	2,26	2,36	2,46	2,56	2,66	2,75	2,85	2,95	3,05	3,15	3,25	3,34	3,44
Africa	1.248	16,45 %	2	2	1,97	2,14	2,30	2,47	2,63	2,80	2,96	3,13	3,29	3,46	3,62	3,78	3,95	4,11	4,28	4,44	4,61	4,77	4,94	5,10	5,27	5,43	5,59	5,76
Asia / Ozeania	4.577	60,34 %	6	7	7,24	7,84	8,45	9,05	9,65	10,26	10,86	11,47	12,07	12,67	13,28	13,88	14,48	15,09	15,69	16,29	16,90	17,50	18,10	18,71	19,31	19,91	20,52	21,12

Source: https://de.statista.com/statistik/daten/studie/1723/umfrage/weltbevoelkerung-nach-kontinenten/, download 03.07.2019.

Reichtum (BIP) 2018

Reichtum (BIP) 2018	Millions	%	Number of students per																								
			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
World in total	84.835	100 %																										
North America	23.976	28,26 %	2,83	3,11	3,39	4	3,96	4,24	4,52	4,80	5,09	5,37	5,65	5,94	6,22	6,50	6,78	7,07	7,35	7,63	7,91	8,20	8,48	8,76	9,04	9,33	9,61	9,89
South-/Centralamerica/Caribbean	3.606	4,25 %	0,43	0,47	0,51	1	0,60	0,64	0,68	0,72	0,77	0,81	0,85	0,89	0,94	0,98	1,02	1,06	1,11	1,15	1,19	1,23	1,28	1,32	1,36	1,40	1,45	1,49
Europe	22.616	26,66 %	2,67	2,93	3,20	3	3,73	4,00	4,27	4,53	4,80	5,07	5,33	5,60	5,86	6,13	6,40	6,66	6,93	7,20	7,46	7,73	8,00	8,26	8,53	8,80	9,06	9,33
Africa	2.337	2,75 %	0,28	0,30	0,33	0	0,39	0,41	0,44	0,47	0,50	0,52	0,55	0,58	0,61	0,63	0,66	0,69	0,72	0,74	0,77	0,80	0,83	0,85	0,88	0,91	0,94	0,96
Asia / Ozeania	32.300	38,07 %	3,81	4,19	4,57	5	5,33	5,71	6,09	6,47	6,85	7,23	7,61	8,00	8,38	8,76	9,14	9,52	9,90	10,28	10,66	11,04	11,42	11,80	12,18	12,56	12,95	13,33

Source: http://statisticstimes.com/economy/world-statistics.php, download 03.07.2019

Refugees 2018

Refugees 2018	Millions	%	Number of students per																								
			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
World in total	20.117.541	100 %																										
North America	427.350	2,12 %	0,21	0,23	0,25	0,28	0,30	0,32	0,34	0,36	0,38	0,40	0,42	0,45	0,47	0,49	0,51	0,53	0,55	0,57	0,59	0,62	0,64	0,66	0,68	0,70	0,72	0,74
South-/Centralamerica/Caribbean	107.148	0,53 %	0,05	0,06	0,06	0,07	0,07	0,08	0,09	0,09	0,10	0,10	0,11	0,11	0,12	0,12	0,13	0,13	0,14	0,14	0,15	0,15	0,16	0,17	0,17	0,18	0,18	0,19
Europe	2.742.933	13,63 %	1,36	1,50	1,64	1,77	1,91	2,05	2,18	2,32	2,45	2,59	2,73	2,86	3,00	3,14	3,27	3,41	3,54	3,68	3,82	3,95	4,09	4,23	4,36	4,50	4,64	4,77
Africa	6.745.759	33,53 %	3,35	3,69	4,02	4,36	4,69	5,03	5,37	5,70	6,04	6,37	6,71	7,04	7,38	7,71	8,05	8,38	8,72	9,05	9,39	9,72	10,06	10,39	10,73	11,07	11,40	11,74
Asia / Ozeania	10.094.351	50,18 %	5,02	5,52	6,02	6,52	7,02	7,53	8,03	8,53	9,03	9,53	10,04	10,54	11,04	11,54	12,04	12,54	13,05	13,55	14,05	14,55	15,05	15,55	16,06	16,56	17,06	17,56

Source: UNHCR (2018): Global Trends: Forced Displacement in 2018, https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/ur

PACKING A SUITCASE[1]

Learning Objective
The students will be sensitized to the circumstances refugees face and they will gain confidence in how to deal with schoolmates with a refugee background.

Material
'Suitcase' Template, pens/pencils

Time frame
45 minutes

Group size: flexible

Material requirements: minimal

What would you take with you?

What would I take with me if I decided to flee my country? Is a smartphone a luxury or an important connection to my homeland? The students should ask themselves such questions during this exercise. They should put themselves into refugees' shoes and the situation that is, for most refugees, a sad reality that requires making decisions we can hardly imagine.

Read this story aloud before the exercise:
Imagine a country where war has just broken out. Many things that we used to take for granted are now prohibited – for example, expressing your opinion in public, or speaking out against the authorities. Your parents find the new government with their bans bad and have already shared their opinion with other people. Such behaviour is punished severely by the new government. The situation is deteriorating and your parents are scared that the police might come to arrest them and put you into a children's home or a reeducation camp. Your parents decide to flee, but unfortunately cannot simply cross the border and ask for help since there is an extradition treaty between your country of origin and these neighboring countries. Your parents know that it will take them long journey to reach a country that would grant them asylum. The

preparation for the trip is under way when you receive a warning call: the police are on their way! You only have ten minutes to pack. What do you put in your suitcase?

⚠️ **This exercise is suitable only for students without a refugee background!**

💡 **What would you take with you?**
CARE Germany has asked many people in the street to answer this question. There are more than 200 different decisions that people have expressed and you can find them on CARE's Facebook page.

CARE facebook page:
www.facebook.com/CAREDL/
photos/?tab=album&album_
id=10153639689068435

Social media challenge:
www.care.org/emergencies/
syria-crisis/care-for-refugees/
what-would-you-take
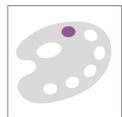
Exercise description

1. Read the story printed overleaf aloud to the students. They need to empathise with the situation .

2. Hand out copies of the 'Suitcase' template (page 1), you can also alternatively copy it onto a slide (page 2) and project it via, for example, an overhead projector onto a wall. The template contains a list of 42 items.

3. The students get ten minutes to pick 10 items that they would need or would like to take with them if they would have to flee. They should mark these items on their copy of the template or makes notes in their notebook.

4. Discuss the results.

Reflection and discussion

- What items did you choose? Why?

- How did it feel to pick only certain items and have to leave the rest?

- What items you did not pick, but would miss?

- Did you have enough time to decide?

Ideas and suggestions for further work

- How does the list change when you factor in refugees' living conditions? What does a list of a pregnant woman look like? What does a list of a family with children look like? And what one of a man whose house had been destroyed?

Further exercises
Before you start preparing for this sensitive topic, you can first complete the exercise 'Taking a Journey' (3.4.7) from 'My Identity'.

Thoughts and notes:

_____

_____

_____

_____

_____

care

I am packing my suitcase...

Come up with a ranking order. The most important thing is number 1, the least important number 10. Keep in mind that you can take only ten items with you.

1. Knife ☐	15. Toothbrush ☐	29. Gas pistol ☐
2. Watch ☐	16. Clock radio ☐	30. Ground coffee ☐
3. Mosquito net ☐	17. Scissors ☐	31. Pens and paper ☐
4. Lighter ☐	18. Sleeping pad ☐	32. Soap ☐
5. Family photos ☐	19. Jeans ☐	33. Clearance certificate/CRB ☐
6. Mobile phone ☐	20. Pillow/Teddy bear ☐	34. Jewellery ☐
7. 4 T-Shirts ☐	21. Underwear ☐	35. Napkins/tissues ☐
8. Sleeping bag ☐	22. Diplomas/report cards ☐	36. Pain medication ☐
9. Compass ☐	23. Sweater ☐	37. Sunglasses ☐
10. Passport/Visa ☐	24. Dictionary ☐	38. Band Aids/dressings ☐
11. Journal ☐	25. Camping stove ☐	39. Vaccination card ☐
12. Water bottle ☐	26. Stamps ☐	40. Stationery ☐
13. Toilet paper ☐	27. Canned food ☐	41. Swiss Army Knife ☐
14. Hammock ☐	28. Sun tan lotion ☐	42. Mp3 player ☐

CUT ALONG THE DOTTED LINE ✂

I am packing my suitcase...

Come up with a ranking order. The most important thing is number 1, the least important number 10. Keep in mind that you can take only ten items with you.

1. Knife ☐
2. Watch ☐
3. Mosquito net ☐
4. Lighter ☐
5. Family photos ☐
6. Mobile phone ☐
7. 4 T-Shirts ☐
8. Sleeping bag ☐
9. Compass ☐
10. Passport/Visa ☐
11. Journal ☐
12. Water bottle ☐
13. Toilet paper ☐
14. Hammock ☐
15. Toothbrush ☐
16. Clock radio ☐
17. Scissors ☐
18. Sleeping pad ☐
19. Jeans ☐
20. Pillow/Teddy bear ☐
21. Underwear ☐

22. Diplomas/report cards ☐
23. Sweater ☐
24. Dictionary ☐
25. Camping stove ☐
26. Stamps ☐
27. Canned food ☐
28. Sun tan lotion ☐
29. Gas pistol ☐
30. Ground coffee ☐
31. Pens and paper ☐
32. Soap ☐
33. Clearance certificate/CRB ☐
34. Jewellery ☐
35. Napkins/tissues ☐
36. Pain medication ☐
37. Sunglasses ☐
38. Band Aids/dressings ☐
39. Vaccination card ☐
40. Stationery ☐
41. Swiss Army Knife ☐
42. Mp3 player ☐

OPEN 24/7

Culture
SCHOOL

WELCOME!

Learning Objective

The students will be sensitized to the circumstances refugees and migrants face and will be able to reflect on their own everyday behaviour.

Material

Flipchart or poster paper, pens/pencils

Time frame

60 minutes

Group size: Small groups

Material requirements: medium

Between Applause and Arson

What does the welcoming culture look like? What does it really mean?

To wish somebody a warm welcome does not only mean to host a foreign person, but also to intentionally make this person feel welcome. Therefore, it is not enough to open a door. To make people feel welcome in a foreign country takes more than that; it means work, describes a process and takes time. What does the welcoming culture look like in a new country? Surely, many of you can still remember the summer and fall of 2015 when many people in Germany stood at the train platforms holding stuffed toys, drinks and banners in their hands welcoming refugees. The media worldwide reported on people applauding and cheering while refugees were got off the trains. Refugees experienced an attempt at a welcoming culture in the form of translated leaflets, websites or offers of counselling. However, one could hear them often asking for another wish to be fulfilled and that was to be connected with local peers in order to start making friends. The students should in this exercise picture the welcoming culture as they understand it. In order to do this, they have to deal with various questions. A discussion following the exercise should enable the students to critically analyse and question their own welcoming culture.

💡 Did you know that...[1]

- 47.2% of all interviewees without migration background were happy about the increasing diversity in German society in 2013/2014?
- in 2015/2016, only 42.6 per cent are still of this opinion?
- more than one in three Germans without a migration background (36.0%) spoke out in favour of a stronger welcoming culture in 2013/2014?
- two years later, this opinion fell by around 9 percentage points?

1 Prof. Dr. Zick, Andreas; Preuß, Madlen (2016): Kurzbericht zum Projekt Zugleich – Zugehörigkeit und Gleichwertigkeit. Einstellungen zur Integration in der Bevölkerung. Essen: Woeste Druck

Exercise description
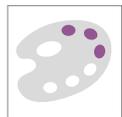
1. Divide the students into small groups and provide each group with flipchart or poster paper.

2. The students should write down how a welcoming culture gets shaped. You can put on the board/flipchart the following questions to help your students with the exercise:

- What does a country look like in which you feel comfortable in spite of (still) being a foreigner?
- How do people behave?
- Are there any specific values and rights?
- How have other people been received?
- What is being done for the newcomers?
- What is missing?

3. The students present their answers to the entire class.

4. Discuss the results.

Reflection and discussion

- What does a welcoming culture represent?

- Is there a welcoming culture in this country?

- How can you personally contribute to it?

- What ideas are good, but not yet implemented in this country? How could they be implement?

- Do foreign people feel comfortable here? Why/why not?

- What makes it hard for people to feel welcome here, in this country?

Ideas and suggestions for further work

- Divide the class in two groups, one composed of the local students and the other of the students with a refugee/migration background. They should work separately on this exercise. The results of the exercise will certainly be different and the discussion questions will be answered differently as well. The comparison will definitely be exciting.

Linking Exercises

In the 'Reception instead Assignment' exercise (5.2.1) of the 'Together' topic the students are asked to implement a project whose goal was the integration of students with an escape/refugee background. Plan now to develop a project referring to the 'welcoming culture' topic.

care
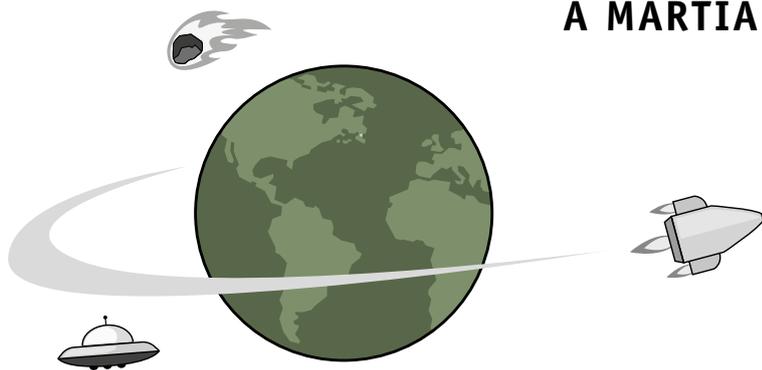
Learning Objective
The students will build up their communication skills and become aware of conventions and reflect on them critically.

Material
Bread, knife, some cheese or jam, butter/margarine

Time frame
30 minutes

Group size: flexible

Material requirements: minimal

Good communication can be learned!

As originally designed, this well-known exercise should serve to uncover misunderstandings that happen due to imprecise language. But it is not only the students' imprecise descriptions that lead to 'a Martian' facing problems during breakfast. It is rather the fact that the students do not take into consideration his background and his 'foreignness' that lead to misinterpretation of 'the Martian'. Not understanding is a normal state of affairs, it's not a communication incapability, since very often what we say is not what we think. Misunderstandings happen on a daily basis because communication consists of a sender transmits something that a receiver (for example a listener) detects. The receiver/listener must decode what the sender meant; he/she must read, deconstruct and interpret the message. The interpretation of what the sender said by the receiver/listener can be different to what the sender wanted to say. The students should learn here that it is not only about conveying a piece of information, but also taking into consideration the context of the conversation. In our everyday communications with refugee students this means that we have to remind ourselves all the time to communicate 'properly'. How do I ensure that the person across from me correctly understands the meaning of my message. Am I expressing myself as clearly and as directly as possible? Could the content of my message mean something else to the recipient? What are my body language, my gestures and facial expressions saying?

If you want to make this task even more difficult, choose to conduct it in a language that your students do not speak as well as their mother tongue.
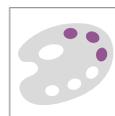
Exercise description

1. The teacher plays a Martian and one of the students an Earthian. Before you start, make an announcement: 'Imagine me as a Martian who has just landed on Earth. I am very hungry since my journey was really long and the Earthian has made me breakfast. Unfortunately, I am facing a problem; I don't know what to do with these things. The Earthian has to explain it to me in detail.'

2. All instructions are literally carried out by the Martian with the utmost precision - as differently as possible from what is usually meant. If, for example, the request arises "Put the knife into your hand", then the knife is put into the hand or touched at the wrong end. If someone says "Cut the bun into two pieces", the teacher or trainer will cut a small piece at the end.
There are no limits to your imagination in this exercise and you are welcome to laugh!

3. You can repeat the game with two students playing the roles.

4. Discuss the results.

Reflection and discussion

- How did you feel as a Martian or Earthian?

- How did it feel to be misunderstood? What caused the misunderstandings?

- What were the consequences of these misunderstandings?

- Can you remember similar situations from your everyday life? How can we prevent misunderstandings?

- What do official rules or conventions have to do with this topic?

- What aspects should one consider including in conversations (e.g. background, external circumstances etc.)?

Ideas and suggestions for further work

- After the exercise is over, the students should dress the Martians based on their descriptions, using a coat, scarf and a cap.

- Tell the students that they, as Martians, have overheard some words that they did not really understand, for example: 'weekend', 'cash machine', 'rendezvous', 'business meeting', 'fishhook' etc. Question each of the students' explanations and be skeptical of all rules and conventions.

- Discuss with students: are there any languages in the world that are the same in every country (such as sign language, for example)?

Space for notes

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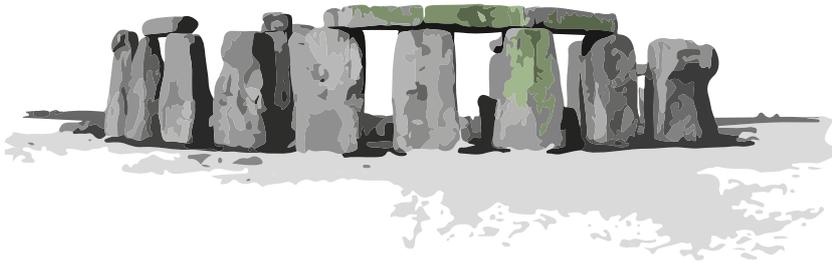
Learning Objective
The students will learn to recognize the beneficial function of religion and rituals and will be able to value and apply that understanding in their daily behaviour.

Material
Flipchart or poster paper/board, pens or pencils/chalk, Internet access

Time frame
45 minutes

Small groups

Material requirements: minimal

Internet access

Our own culture – a mixture of elements from other cultures

Rituals are "socially regulated and collectively performed activities that are not necessarily objectified through products or used to change a situation, but rather process a situation in a symbolic manner, often have religious and always extraordinary references. [2] Generally in the meaning of strongly established models [...] of social behaviour (e.g. greeting, war, establishing peace, honour)."[1] Rituals belong to customs. Custom is a habitual practice supporting our beliefs and identity – it reflects tradition. However, not all rituals are of a religious nature. Our daily life is filled with rituals that add structure and security to our lives. The students should in this exercise realize the guiding function of religion. To have the non-religious students understand this function, social rituals will be discussed as well (e.g. a table seating plan, funeral reception etc.). However, the focus is still on the religious rituals of different religions. The students will notice that there are more similarities between the three big monotheistic religions than they would

expect. Those who have little or no contact with Christianity will be surprised to find out what rituals come from Christian or Jewish tradition (e.g. day of rest at the end of the week). Muslim students will also be able to draw a lot of parallels between religions and get the message that all religions may be freely lived out.

There are numerous rituals in Islam. A call to prayer is whispered into the ear of a newborn baby and the boys are circumcised. Forty days later, the baby's head is shaved (Aqiqa), the equivalent of the weight of hair in gold is then distributed to the poor. Fasting during the month of Ramadan, when Muslims do not eat or drink from sunrise till sunset, is also very well known. In Islam there is a day of rest as well. A weekly prayer takes place on Fridays in the mosques.

1 Wienhold, Hans (2011): Lexikon der Soziologie.
5. Auflage. Wiesbaden: VS Verlag
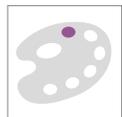
Exercise description

1. Divide the students into three groups. Each group should gather information on rituals of one religion (Christianity, Islam or Judaism).

   - Which days are celebrated as holidays in these religions?
   - Is there a time of fasting?
   - What is the meaning of pilgrimage?
   - Which daily rituals are practiced?
   - Are there any special eating habits?
   - Are there any rituals related to the cycle of life?

2. The results should be captured on a poster and presented to the group. Ask the students about rituals that are not religious in nature but originally made sense in many respects (e.g. prohibition of easily perishable pork meat).

3. Clarify with the students which social rituals there are (e.g. in youth culture, sports or their daily lives).

Reflection and discussion

- Are there many differences between the rituals of the different religions?

- What are the similarities?

- Why are there so many similarities between the religions?

- Is there still space in our daily lives for ritual?

- Are rituals related to events in our lives? If so, which ones?

- Are there any rituals that have nothing to do with religion?

- What rituals do you practice in your family (e.g. Sunday as a family day)?

- Why are rituals important?

Ideas and suggestions for further work

- Instead of the focus on religious rituals and customs, students can be asked to reflect on their family rituals (e.g. how do you decorate a table when celebrating a birthday; playing a dice for presents on Christmas Eve, etc.). It is also advisable here to pay attention to the cultural differences.

- Walk through all the daily rituals with your students. Conduct an experiment: have the students pick a day to leave out or change all the identified daily rituals. After that they will be able to better understand what these rituals really mean to them and what their function is.

- Finally, the students can put together a poster where all the commonalities and similar rituals of the religions are listed.

- The students can reflect on religious practices/traditions by asking themselves the following questions: on what occasions do you exchange presents? What are the significant moments or dates when you go to a mosque/church/synagogue? What do you customarily do when a child is born? What is traditionally done when people get married? Which rituals are there on one's deathbed, during a funeral or during the mourning period?

RITUALS & CONVENTIONS
TOTALLY NORMAL!

Learning Objective
The students will realize the diverse nature of culture, become aware of their own pre-
judices and critically reflect on them. The students with a flight history act with more
confidence.

Material
Flipchart or poster paper/board, pens or pencils/chalk, glue, scissors, magazines and
newspapers

Time frame
60 minutes

Small groups

*Material requirements:
medium*

What is actually 'normal'?

Culture is acquired and structured through
rules, conventions and traditions. A common
culture makes people feel connected and
through social norms more confident in their
thinking and actions. People who arrive in a
foreign country from a different culture lack
that confidence, since not only is the language
unfamiliar, but also the social norms (etiquet-
te, laws, conventions) which differ from those
of their own cultural community.
In this exercise the students should cut out
pictures, photos symbols from magazines or
newspapers that have to do with rules, norms
and conventions of (their) culture. Clarify
ahead of time the meaning of rules, norms
and conventions (e.g. wearing a head scarf,
shoulders and knees covered in churches, but
also street signs etc.). In fact, all the terms
relating to culture may be put on a poster (e.g.
symbols, religious celebrations and holidays
etc.). Also, additional research on this topic
can be conducted before the exercise. Then
students that still have problems under-
standing the host language, can also do the
research and gather data in their mother ton-
gue. The pictures cut out of newspapers and
magazines can now be glued on posters. Leave
some space at the margins for 'silent language',
meaning that students can write notes on the
posters, while others can reply there as well.

Encourage students to spread their opinions
or their knowledge. Then, read the notes/re-
marks aloud and discuss the results with the
class.

The students can talk about this
theme at home with their parents
and tackle typical rules, conventions and
norms. Do parents and children have the same
ideas about these topics? Are there any norms
that have not yet been mentioned? What
rules, conventions and norms do the parents
find particularly important?

The students will learn that
culture is embedded in histori-
cal events and is continuously spread
further via media networks, (im)migra-
tion and globalization. They also learn
that their own culture is a fusion of
elements belonging to different cultu-
res. At the same time, students with
migration and refugee backgrounds get
an overview of various rules and con-
ventions.
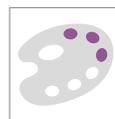
Exercise description

1. Divide the class into small groups, of about four students per group; each group obtains a poster paper and pens/pencils.

2. The students are provided with various magazines and newspapers (they can also be asked in advance to bring the material themselves). The students should look for pictures that they can relate to rituals, customs and social rules. These pictures should be cut out and glued onto the poster.

3. The poster collages are presented to the rest of the class.

4. The students now take a closer look at the posters and are allowed to add notes on what they associate with the picture. While doing this, they should not talk with each other, but can react by written response to the remarks of others.

5. Finally, all the comments should be read out loud and discussed.

6. If needed, the students can conduct an internet search on the background and history of the depicted rules, traditions and cultural elements and then present these to the group.

Reflection and discussion

- Are there any more rituals and rules that are not represented on the poster?

- What comments have surprised you?

- Have any prejudices surfaced? Why?

- What norms have been presented? Are these only rules from the destination country or also norms from other countries or cultures?

- Why do norms, rules and conventions exist? Is it important to respect them? What are those that absolutely must be respected?

- Rituals, rules and laws are expressions of a culture or society. Do you know where these traditions come from, e.g.:

    Sunday as a day of rest – Sabbath
    Fireworks — China
    Carnival — Egypt, Romans
    Numbers – Arabic origin
    Letters – Latin origin

- What is particularly important to you? Why?

- Why are there different opinions around this topic?

Ideas and suggestions for further work

- Instead of focusing only on religious rituals and customs, the students can reflect on rituals from their family lives (e.g. when celebrating a birthday, do you decorate a table; do you play dice for gifts on Christmas Eve, do you have dinner together). This is very exciting since the students usually don't know how their daily lives are filled with rituals. It is also worth here considering cultural differences among the students.

- Walk through all their daily rituals. Experiment with them: ask them to skip or change all those daily rituals. As a result, the beneficial functions of rituals should be better understood.

care

HOLIDAYS AND CELEBRATIONS

Group size: flexible

Material requirements: medium

Learning Objective
The students will discuss different holidays and festivities and realize their guiding role. The students from with a refugee and migration history will gain confidence in how to act.

Material
Pens or pencils, notepad, yearly calendar (laid out to show all the days at a glance).

Time frame
45 minutes

A reason to celebrate

The students will be focused here on the different holidays and celebrations taking place throughout the year. This exercise also includes those festivities and holidays that students from refugee and migration backgrounds celebrate back home. The students should mention all the holidays they can think of and add them to one joint wall calendar. What each of these holidays means and represents should also be addressed. Holidays and celebrations are part of one's social life and an expression of culture. In many Western countries the largest portion of all the holidays is of Christian origin. In Muslim countries, beside the religious holidays (such as Ramadan or the Feast of Sacrifice) there are also those originating in countries' historical events.

On the website of the Austrian capital Vienna an 'intercultural calendar' can be seen (multi-lingual) and downloaded (in German). One can find there a yearly overview of many different religious holidays.

https://www.wien.gv.at/english/social/integration/facts-figures/calendar/index.html

Exercise description

1. Bring one valid yearly calendar with all the days laid out to be seen at a glance.

2. The students should consider together the holidays that occur to them. They should start with their own holidays. When a holiday is entered on the calendar, the following questions should be answered:

    • Why is this holiday celebrated?
    • What is the meaning of it?
    • Are there any regional differences?
    • Are particular rituals or customs practiced on this day?
    • What does this day mean to you personally?

3. Next, put the holidays of students with a migration and refugee history into the calendar. The students should answer the above listed questions for these holidays as well.

4. The calendar should be displayed in the classroom.

5. Discuss the results.

> "
> There is only one religion but different kinds of beliefs
>
> *Immanuel Kant*
> "

Reflection and discussion

• Which holidays were you not familiar with?

• Which holidays do you observe, without really being aware of their actual meaning or origin?

• What is the origin of most of the holidays?

• Are there any similarities in how holidays are practiced when it comes to local students and those from refugee or migrant backgrounds (giving presents, getting sweets etc.)?

• Which holiday do you personally find significant? Why?

Ideas and suggestions for further work

• In many European countries, Sunday is a day of rest, in Islam it is Friday. In Islamic countries, people get time off on Fridays to go to the mosque to pray.

• Develop with your students a 'holiday guide' for the people who fled their country. Try to give an answer together on what influence holidays have on their daily life (e.g. when do the shops close, school break, dancing prohibited etc.). This guide can be shared with the parents and friends of the students from refugee and migration backgrounds.

Further exercises

To round this topic off, follow this exercise with the 'Does this make sense?' (1.6.3) exercise from this unit, or do it beforehand.

care

ENHANCED

Small groups

Material requirements: high

Internet access

⚑ **Learning Objective**
The students will discuss festivals and ceremonials and recognize their function as offering guidance and meaning. The students of refugee and migration backgrounds will become more confident.

✎ **Material**
Flipchart or poster paper/board, pens or pencils/chalk, scissors, glue stick, newspapers and magazines (e.g. fashion, youth magazines, glossy magazines, popular science magazines)

🕐 **Time frame**
45 minutes

Culture shock!

Imagine you have recently arrived in a foreign country and do not know a lot about the people, traditions and habits. Try to imagine how a person must feel when experiencing for the first time the Indian Holi Festival or the celebration of the Chinese New Year. What a culture shock that would be. This exercise's goal is to help students of refugee and migration backgrounds to gain more confidence in how to act or behave when it comes to regional festivities and ceremonies. Local students above all should explain customary, but also regional festivities and ceremonies. This should not only be about regular annual religious ceremonies, but also personal ones such as baptisms, weddings or funerals. The students are divided into groups and are assigned one celebration or festival. On their group's posters, they can put typical songs, for example, or poems, old sayings, but also meals and drinks as well as typical customs. Think together about ways of informing other people with refugee or migration backgrounds, about

these matters. An exhibition in spaces often visited by them might be an idea, such as the social welfare centre or an employment agency or halls of residence. Of course, you can also invite all the parents to an event and have the posters presented by the students.

💡 **Did you know that...**

- you are not supposed to wear anything green at a Scottish wedding?
- at a Danish wedding, you can kiss the bridal couple, when the bride or groom leaves the room?
- at Indian weddings, guest of the bride try to steal the groom's shoes?
- Welsh brides distribute myrtle branches to their bridesmaids instead of throwing the bridal bouquet? [1]

Exercise description
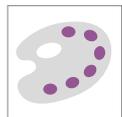
1. Divide the students into groups. Each group gets a poster or a flipchart sheet, scissors and glue sticks. Hand out magazines and journals.

2. Each group gets one of the following terms:

   - Carnival
   - Oktoberfest
   - Thanksgiving
   - New Year's Eve
   - Wedding
   - First Day of School
   - Funeral
   - Baptism
   - Christmas Eve
   - Santa Claus

3. Each group should create a poster that describes and explains the different celebrations and rituals. They can use newspapers, search the internet but also their own pictures and photos. The poster should contain the following pieces of information:

   - Date, Reason/Origin of the celebration
   - Typical song, poem or saying
   - Typical meals and drinks
   - Typical rituals, gifts or ceremonies

4. Presentation of the results.

Reflection and discussion

- What are your favourite festivities?

- Which customs or rituals do you experience here that originally came from other places?

- Are there any similar festivities celebrated in other countries?

- Do the posters created contain all the information?

Ideas and suggestions for further work

- Together think about how to exhibit and use these posters. You might decide to organise a small celebration that parents would also attend and serve different, country-specific meals and drinks.

Space for notes

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SAFE SURFING

Group size: flexible

Material requirements: minimal

Internet access

Learning Objective
The students will critically reflect on their own use of media in order to build up or develop their media competencies.

Material
Notepad, pens or pencils, Internet access

Time frame
90 minutes

Youth and the Media

Game apps, instant messenger, social networks, video portals, photo apps, use of the media and youth culture are inseparably connected. In 2013 almost 57% of all 12-13 year-old youths in Germany already had a smartphone.[1]
Many parents complain about increased media consumption by the youth. Children and youths often see this differently. Thanks to smartphones, friendships can be cultivated from home sitting on a sofa, while waiting for a bus, or in the evenings after school. News, photos and videos keep us all up to date. Smartphones, as multi-media allrounders combine internet access, music players, cameras and much more. For the owner, a smartphone means even more: an organiser, knowledge and information resource as well as an entertainment service. For children and teenagers, the first smartphone means the first step to adulthood. Many parents see their children's smartphones primarily as a safety net. When the child gets sick, or school finishes earlier than planned, or she/he does not show up at home when expected, they can always be reached via their smartphone. Some parents go as far as using a smartphone as a means of control; by using tracking functions every movement of their child can be monitored. Using mobile phones can also have negative effects on children and teens in terms of, for example, public dissemination of private data or cyberbullying. It would be wrong to reduce youth culture to just its media dimension. Still, youths find their relationships with friends and family most important of all. Their desire for independency is also significant.[2]

2 see "Shell Studie 2010"

Watch together with your students the film 'I forgot my phone' on YouTube. It clearly describes how special moments in life can be disturbed by using smartphones.

www.youtube.com/
watch?v=OINa46HeWg8

1 See Klicksafe.de: URL: http://www.klicksafe.de/themen/kommunizieren/smartphones/smartphones-kinderjugendliche (Download: 18.03.2016)

kiwi
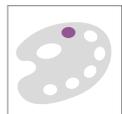
Potential pre-exercise activities

The students who agree can download the Checky app. It helps you count how many times in a day you switch on and use your smartphone. You can get the app for free in the iOS App Store and Android Play Store. Before you introduce this information, discuss it with the parents first. Alternatively, you can ask the students to use a checklist to establish their smartphone habits.

Exercise A[1]

1. Watch with your students the short video 'Who is Klaus' on YouTube:

   www.youtube.com/watch?v=MHILvEUWiao

2. Discuss the different scenes. Ask students to describe what they just saw, the problems were addressed there and which kind of problems can appear on the internet.

   ⚠️ *Scene A: Right-wing extremism*
   Scene B: Pornography
   Scene C: Violence
   Scene D: Pedophilia

3. Finally, the students should think about how to surf safely on the internet. Potential solutions: do not publish your personal data, do not accept friend requests from unknown people, watch age information when playing games and use apps as well as protect your passwords, etc.

💬 **Reflection and discussion**

- How did you like the clip? Do you surf safely?

- How often do you use the internet? What do you, for example, use your smartphone for?

- Are there any rules at home that relate to your internet usage?

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1 Adapted from: Fileccia, Marco (2013): Knowhow für junge User. Mehr Sicherheit im Umgang mit dem World Wide Web. Materialien für den Unterricht. Rheinland-Pfalz: Landeszentrale für Medien und Kommunikation (LMK)

Exercise B

1. Create with your students a small lexicon on the safe usage of smartphones, the internet and media. Divide the students into two groups, each of which should develop a short text on a topic, for example:

   A. Subscription trap: ringtones, music or games can be purchased for little money. In the small print it states that a long-term subscription will be signed which could increase the cost.

   B. Government Office for Internet Security: this office deals with all issues related to safety in media and information gathering or sharing groups. A stronger commitment to information and communication safety should be made.

   C. Cyberbullying: insults, threats, humiliation and stalking via internet and phone services over a longer period of time.

2. Put your little lexicon at the parents' disposal and upload it onto the school website.

💡 If you prepare a workshop with students of refugee and migration backgrounds, discuss with them again about smartphone usage and what they mean to the refugees. The website klicksafe.de is the national central point for media and communication which also offers services in English, Russian, Turkish and Arabic. In addition, the video clip 'Who is Klaus' is offered in 16 different languages.

09

February 9th: Safer Internet Day

care

CONTENT TOPIC 2
VALUES & RIGHTS

Please turn the page for more topics

1 German Institute for Human Rights; Council of Europe; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1st edition. Paderborn: Bonifatius Druck Buch Verlag.

2 Exercises adapted from: Aktion Mensch e.V.: Das erste Mal. URL: https://www.aktion-mensch.de/themen-informieren-und-diskutieren/bildung/bildungsservice/materialsuche/detail.html?id=71 (Download: 10.10.2016)

3 Exercises adapted from: Deutsches Institut für Menschenrechte e. V.: Online-Handbuch. Inklusion als Menschenrecht. Gemeinde-Detektivinnen und -Detektive auf der Suche nach Barrieren. URL: http://www.inklusion-als-menschenrecht.de/gegenwart/materialien/gemeinde-detektivinnen-und-detektive-auf-der-suche-nach-barrieren/ (Download: 10.10.2016)

4 CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

5 Exercises adapted from: Bundeszentrale für politische Bildung: Gesellschaft für Einsteiger - das Kartenspiel. Jetzt mal ehrlich 2. Was würdest du tun? 60 neue heikle Situationen. Bonn

Real value may be hidden, but it never remains completely hidden
Lucius A. Seneca

Continued

6 Deutsches Institut für Menschrenrechte; Europarat; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1. Auflage. Paderborn: Bonifatius Druck Buch Verlag.

care

The topic 'Values & Rights' deals with different basic values as well as with respect and tolerance, freedom and equality, religious freedom and environmental awareness. It also addresses the topic of extremism as a threat to democracy. The values dealt with in this manual provide a tool for implementation and decision-making and thereby enable individuals as society members to feel safe and secure.

Norms and Values

Social action is not genetic or instinctive; it is a conscious decision by an individual or a group behind them. Social action is related to the outside world of the actor, refers to other people and is dependent on conditions created by other people. Through social relationships we learn language, values and norms.[1] The concept of value means that there is a general idea, shared by the majority of a group, about what is and what isn't acceptable.[2] Values and norms have a close relation to culture as they are part of non-material culture [3]. Values and norms differ in all cultures. One example is the importance of the family in many Asian countries: some parents in Asia prefer the birth of a son because of traditional cultural values. Perhaps this is because the value of an individual in Asian cultures is subordinate to group well-being. In Asian countries, social order is more important than the personal freedom of an individual.

Thus, we regard China's one-child policy as the greatest limitation on personal freedom, whereas many Chinese consider it appropriate, since (in their opinion) it relates to the well-being of their society.[4] Values have no fixed, legal character — and this can have its advantages: for some, it may seem contradictory that people from Western countries appreciate both conformity and individualism. This is because some values apply only in certain situations. Someone who sees herself/himself as a liberal who accepts ethnic, cultural or religious differences in the workplace and rejects discrimination and racism, may well disapprove in private life of her or his own child wanting to marry a foreigner. What happens if values contradict each other? It may give rise to social pressure for change.[5] The best-known example of this is certainly the US Civil Rights Movement of the 1950s and 1960s, where the values of "Freedom and Justice for All" were in recurring conflict with the discriminatory state of affairs of "segregation". As a result, the Supreme Court in 1954 ruled that discrimination in schools was prohibited. Laws were also passed that prohibited discrimination in public places, such as at work and in and the allocation of housing. This court decision and legislation contributed to a change in everyday behaviour and manners which, in turn, changed values.[6]

Social action is not genetic or instinctive. There is a conscious decision by an individual or a group behind it.

1   see Joas (2007): S. 17
2   see Rehberg (2007): S. 83
3   see Rehberg (2007): S. 82
4   see Joas (2007): S. 19

5   see Rehberg (2007): S. 83
6   Rehberg (2007): S. 84

Change of values: from security to freedom

The theory of value change is based on Inglehart's assumption, which builds on the Maslow needs pyramid, that there is a ranking of human needs and their associated values[7].
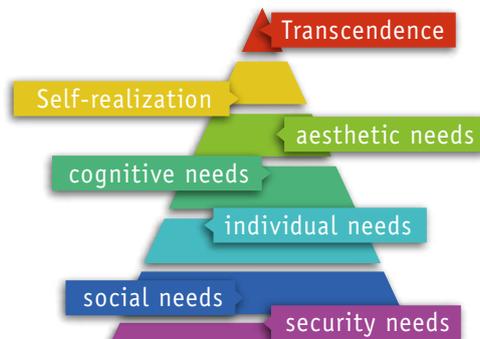
The Maslow pyramid of values shows ranking of human needs and related values.

Transcendence, self-realization, cognitive needs, social needs, physiological needs, aesthetic needs, individual needs and security needs.

As with Maslow, the most basic needs, such as physiological needs and the need for security, must be met first, before the desires of the stages built on these are fulfilled.[8] Inglehart summarizes physiological needs and physical security as 'materialistic values', while social, cultural, cognitive and aesthetic needs represent 'post-materialistic values'. In other words, materialistic values are religious beliefs, financial success, recognition, prestige and a strong state in terms of economics and security policy. Post-materialistic values can be translated into self-realization, one's own freedom and independence, equality and the democratic form of government.

In his theory Inglehart also sets up the deficiency hypothesis, which states that just those needs and values that have not yet been fulfilled or that are difficult to fulfill are of the greatest importance to an individual.[9] In his second, socialization, hypothesis, Inglehart starts from the assumption that value orientations that are defining in childhood and adolescence become integrated as our basic values. Therefore, early socialization is more significant than later socialization, as the likelihood for a change in values decreases in adulthood.[10] Thus, those who grew up in a time of material scarcity try to satisfy their needs for material values throughout their lives, while a childhood in material security favours a shift to post-material values.[11] The Eurobarometer research findings for the period from 1973 to 1977 show that post-materialistic values (in our culture) became increasingly important, while materialistic values headed in the opposite direction of becoming increasingly unimportant.[12]

Inglehart and Michael Minkenberg have paid more attention to this topic and have tried to find out in the World Values of 1981, 1990 and 1995 to 1997, what a role religion played in the transition from modernity to postmodernity. Their findings made it clear that it was not religion as such losing its importance but rather the religious institutions and people's trust in them.[13] Inglehart and Minkenberg explain this result by the fact that, although religious tradition may disappear, modernity also brings with it questions about the meaning of life.[14] Inglehart sees even more interest in religious topics and questions among the postmaterialists than in the materialists who tend to rely on solid, traditional church structures rather than think about the meaning of life and the meaning of faith.[15] Today, religion gives only a few people the feeling of security that the people of industrial nations no longer need in this way. According to Inglehart, however, spirituality and its associated daily life have not disappeared.

Agreement equals integration?

When working together in a well-synchronized team, be it at home or at work, we only need to exchange a very few words with each other to know exactly what needs to be done. So, there is a consensus among the individuals involved. But a consensus can also be reached if people have not known each other for years. It can be also reached among individuals who are completely unknown to each other: it is not appropriate to spit your chewing gum out on the floor, to urinate in public or to slap a whining child in the supermarket.

Consensus "sets an agreement beyond the concrete situation in the consideration of a common social living environment and above all an agreement on mutual values that serve as basis for decision-making as well as for behavioural norms in dealing with each other."[16]

7   vgl. Van Deth (2001): S. 23
8   vgl. Bauer-Kaase; Kaase (1998): S. 260
9   vgl. Inglehart (1979): S. 506f
10 vgl. Inglehart (1979): S. 507

11 vgl. Van Deth (2011): S. 24
12 vgl. Inglehart (1979): S. 506
13 vgl. Minkenberg; Ostner; Meyer (2000): S. 17
14 vgl. ebd. (2000): S. 126; S. 132
15 Inglehart (1990): S. 192f
16 Geulen (2007): S. 147

Maslow's pyramid of values shows the hierarchy of human needs and the associated values.

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The consensus on generally accepted or not accepted behaviour is an important prerequisite for integration into a society.[17] "When different cultures meet, their different norms often cause confusion. Should you greet someone by shaking their hand or by kissing them on a cheek? The answer depends on culturally influenced behavioural patterns. Not before we know when to clap or take a bow, which fork to use first during a dinner party and when certain compliments or gestures are appropriate can we relax and enjoy the company of others without being afraid of embarrassing ourselves or hurting someone's feelings.[18]" When people immigrate to a foreign country, they experience a new form of socialization. They have to learn a new language and adopt new customs, norms and values. It is usually much more difficult for adults than children to get used to the new 'code of conduct' and to learn how to connect these new rules with their traditions. Thanks to school as the socialization authority, children are able to settle in more quickly and even sometimes question their parents' traditions, customs, norms and values.[19] Above all, migrants feel pressured by the host society, which requires them to integrate quickly. Who has not yet heard that migrants present a threat to our democratic society? But try just for once to put yourself in their shoes: in each country there are different subcultures—to which one should an immigrant adapt to?[20] "Country stereotypes exaggerate differences that do exist but are rather modest [...]. However, compared to people within a group, the differences between groups are small".[21]

Human rights - a long journey
Human rights are rights inherent to all human beings to which a person is entitled simply because she or he is a human. Human rights should be universal, egalitarian and indivisible. The vague idea of human rights can already be recognised in ancient times (for example, in Plato and Aristotle), when Greek philosophy described an individual in terms of tension between state and society. Of course, there was still a long way to go to get to today's meaning of human rights because women, foreigners ('barbarians') and slaves had no rights whatsoever. Only the philosophy of the Stoics taught the freedom and equality of all people because of their nature. According to the principles of stoicism, a blissful life was achieved through rationality, a sense of

duty, personal freedom and self-sufficiency. It is based on a belief in preordained human fate and a natural, divine world order. Unfortunately, these philosophical thoughts were not enough for actual change because it was not about changing the world order but about accepting one's destiny as given.

Many people see the origin of human rights in Christianity. The New Testament, in particular, emphasizes the equality of all people. But even today the basic idea of freedom and equality of all people has not yet been implemented. Stoicism and Christian doctrine are similar here: life on Earth must be accepted as given (see 1 Corinthians 7:20). This idea was also pursued in the Middle Ages after Christianity became the 'state religion'. The feudal system and the teachings of the church determined the idea of the inequality of people. Only with the arrival of humanism did something begin to change. The idea of human rights is closely linked to humanism and the concept of laws of nature developed during the Age of Enlightenment. Humanism sought the freedom of science and art from state andreligious paternalism. Modern teachings onnatural law explain the tense relationship between state, society and individual by stating that people in their primal state were free, but that their rights, with the establishment of a community, were completely or partially transferred to a ruler or to society. Only with the philosophy of the Enlightenment could the decisive path from natural to human rights be paved.[22] The power of human reason was supposed to free humanity from the chains of religious and state paternalism. Jean-Jacques Rousseau (1712–1778) was the first Enlightenment thinker to speak concretely of human rights for the first time.

When cultures meet, the various norms and rituals often cause confusion, which is in particular true for the act of welcome.

The 'five pillars' enshrined in the Koran provide information about the values on which Islam is built.

For Rousseau, all humans are naturally free and equal. This human right is the foundation of the state, since it would not be likely to exist without this right. This view significantly influenced the French Revolution. On July 11,

17 cf. Geulen (2007): S. 147f
18 Myers, D. G. (2014): S. 159
19 cf. Geulen (2007): S. 155
20 cf. Elwert (2007): S. 279
21 Myers, D. G. (2014): S. 164

22 cf. Hermann, Axel (2009)

1789, a draft of a Human Rights Declaration was submitted by the Marquis de Lafayette, a commander of the National Guard, to the new National Assembly in France. He had worked this out with the support of Thomas Jefferson, one of the authors of the Declaration of Independence of the United States. On August 26, 1789, the Declaration of the Human and Civil Rights was proclaimed by the National Assembly.

Human rights:
Universal, egalitarian and indivisible
In principle, the existence of human rights is today recognized in principle by almost all states. But it is "presumed that norms are cultural benefits and accomplishments that are available and have constantly been made available. This is also true of the so-called inalienable human rights that represent the point of reference for modern and civilized societies. Barriers to their establishment, dissemination and application are a subject of discussion and evidence of their dependence on the time, place and different circumstances"[23]
The 1948 Universal Declaration of Human Rights of the UN General Assembly is generally used as a basis for the exercises in this manual. This Declaration laid the foundation for international human rights protection, since previously human rights were fundamentally the subject of national constitutions. Thereby, the Universal Declaration of Human Rights is not an agreement under international law and, as such, is not binding for Member States. However, the International Covention on Civil and Political Rights and the International Covention on Economic, Social and Cultural Rights (also called the Social Pact) include many provisions of the Universal Declaration of Human Rights. Both Conventions were adopted by the UN General Assembly in 1966 and constitute binding rights for the Member States. In addition to the Universal Declaration of Human Rights, there are many other Conventions that comprehensively regulate the protection of individual human rights (for example, the Geneva Convention on Refugees and the UN Convention on the Rights of the Child). In Europe, the European Convention on Human Rights (ECHR) protects human rights and fundamental freedoms.[24]

Respect instead of discrimination!
An attitude that most violently contradicts hu-

man rights of freedom and equality is racism. Certain physical traits are linked to moral and mental qualities and serve the racists as justification.[25] "Racists often justify dominance and social avoidance by claiming that essential racial traits are inherited biologically and therefore cannot be changed. [...] Racist ideologies also dictate how members of allegedly inferior groups should be treated. [...] If he does not belong to 'us', he is one of 'them'. Above all, prejudice against ethnic groups leads to one effect: social distancing and discrimination."[26] While conflicts between ethnic groups cannot be denied, they are often founded on stereotypes: racists see difference as a harmful cause of conflict.[27] Therefore, respect is a major objective of education and socialization and also of this manual's exercises. "Disrespectful means, for example, treating someone else as worthless or as if their value were solely to serve one's own interest or benefit. Respectful behaviour is an attempt to look at the world from the other's point of view, to protect her/him from self-damaging decisions and to treat her/him with kindness".[28]

What are the basic values of Islam?
In Islam, religion, society and politics are difficult to separate. Based on the Qur'an, Muslims try to place both thoughts and actions under the will of Allah. One's entire life should be in harmony with Islam, nothing may contradict the Qur'an. The Qur'an contains important information for daily life, e.g. ritual ablutions, eating halal meat and the role of wife and husband in the family. For all Muslims justice is an all-encompassing fundamental value of Islam.

Illustration: In the suras of the Qur'an, Muslim women and girls are advised to wear a headscarf.

The "five pillars" rooted in the Koran provide information about the values on which Islam is based.

23 Sack, Fritz (2007) : S. 186
24 cf. Krennerich, Michael (2009)

25 cf. Elwert (2007): S. 281
26 Elwert (2007): S. 281
27 cf. Elwert (2007): S. 282
28 Frey, D. (2016): S. 170

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The five pillars of Islam give a first impression of the values on which Islam is built. These include not only religious practices such as the Islamic creed, obligatory prayer, pilgrimage to Mecca and fasting during Ramadan, but also almsgiving. The concept of value in Islam is bound to sharia, the divine and irrefutable law. It includes not only legal but also moral components.

Islamic law is divinely given by this definition. A distinction is made between sharia and human juridical law, the latter having an in-consistent and ambiguous character. However, Islamic religious beliefs and thus the indi-vidual's view of norms and values are subject to the modernization and change of culture and society, which is at the same time also a consequence of immigration and emigration.[29] "Unlike earlier claims from research, tradition-al Islamic law was after its foundation in the eight and ninth centuries by no means rigid and inflexible. Rather, it slowly but stead-ily changed in response to changing social conditions. Casuistry was developed largely independent of legal or rights-related philoso-phy, which ensured a certain flexibility in legal rights. This allowed [...] for an adaptation of individual legal provisions to social needs without having to change the foundations re-garded as sacred. [...] After a period of radical reorganization and the adoption of European legal systems in most Muslim countries since the mid-19th century, the voices calling for a return [...] of sharia have increased since the 1970s. In the background to this demand are, amongst other things, the corruption of the rulers and growing social problems, which have discredited Western ideals of progress in large sections of the population and made the establishment of an Islamic order seem a possible solution".[30]

"Morality, in the sense of moral action, is under-stood in Islamic sharia as a supplement, not as contrast to the external observance of the laws. It expresses primarily responsibility towards God in an inner sphere (conscience, forum internum), which lies beyond the outer realm of visual per-ception knowable to the Islamic judiciary (Kadi), and therefore cannot be judged by the courts. The holistic character becomes apparent, for ex-ample, in the five-level religious-legal evaluation of actions ranging from necessary, advisable and permitted actions to objectionable and forbidden actions".[31]

How are the different religions currently distributed worldwide?

According to the Pew Research Centre in 2015 Christians were the largest religious group in the world in 2015, making up nearly a third (31%) of Earth's 7.3 billion people. Muslims were second, with 1.8 billion people, or 24% of the global population, followed by religious "nones" (16%), Hindus (15%) and Buddhists (7%). Adherents of folk religions, Jews and members of other religions make up smaller shares of the world's people, as the chart displays:[32]
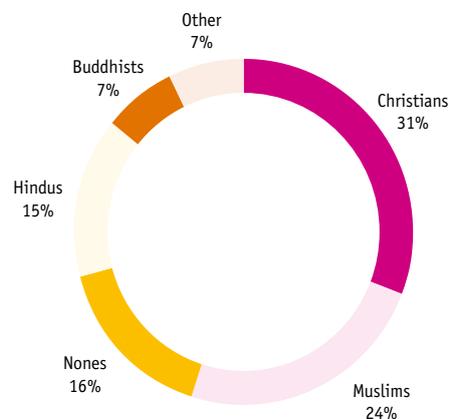
What are the goals of the 'Values'-related exercises?
The students should get to know and reflect on the meaning of basic values and univer-sal (human) rights. These basic rights entail practical consequences for everyday dealings with other people. Prejudices based on gen-der, ethnicity, age, religion or other charac-teristics should be critically reflected upon and resolved.
Even if, or just because, in many regions religion is losing its power to retain especial-ly young people, the students should under-stand the function of religion in guiding atti-tudes and actions. Religion and its associated traditions provide orientation and support, especially in a foreign country.
The indigenous students should respect the fact that religion and its practice presents an important part of life for some people.

29 see Krämer, G. (2011): S. 71f
30 Elger, R.; Stolleis, F. (2008): Kleines Islam-Lexikon. Geschichte - Alltag - Kultur. 5. Ausgabe München: Beck'sche Reihe

31 ebd.
32 URL: www.pewforum.org/2017/04/05/the-chan-ging-global-religious-landscape (Download: 11-06-2017)

And that's what the symbols stand for:

Difficulty level (basic or advanced)
blue stands for basic and beginner exercises,
green for advanced exercises

The chilipeppers indicate the degree of
difficulty or complexity of the task. (1= least
challenging to 3= highly challenging)

Exercise features

Group size
(flexible, couples or small teams)

Material requirements
low   = e.g. only paper, pens/pencils
medium = e.g. paper, scissors, worksheets
*high   = e.g. large amounts of paper,
              special needs like packing tape,
              cutlery, wool, ...*

Additional research
*requires additional research or
inquiries such as internet or library
research, questionnaires and polls*

Internet access required
*requires internet access in order to fulfill
the task/assignment*

Third party support
*important for feeback rounds with stu-
dents; e.g. observers*

2.6.9 **Page numbers**
The page numbering is divided into
"chapter.topic.page", e.g.:
Chapter 2 "Values & Rights".Topic 6 "Environment &
Precycling/Recycling".page 9.

Text extras:

Tips and fun facts
Interesting and helpful information

Attention!
*This exercise might not be suitable or
appropriate for traumatized or sensible
students. Or it is especially difficult,
so that students probably need further
help. Read the assignment carefully
before deciding and gather further
information.*

Family & friends
*Invite family members or friends to
include them in the task.*

QR Code
This manual uses QR (Quick Response) codes to
make it easier for you to enter the links given here.
You can scan these codes e.g. with your smartpho-
ne. For iPhone: Use the camera app. For Android:
Download one of the many free QR code apps availa-
be in the Play Store.

Please note that the specifications given in the exercises such as difficulty level,
time and material requirements are only guidelines and depend on your individual
circumstances. They are only intended to facilitate the process of organising and structu-
ring the workshop.

care

THE PYRAMIDE OF VALUES

Learning objective
The students will learn the fundamental and human rights and can relate these to different aspects of life. They are sensitized to the circumstances of refugees.

Material
Copy of the 'Value Pyramid' template, also of the 'Basic and Human Rights' (page 2.4.3) if necessary, flipchart or poster paper/board, pencils/chalk, scissors, glue

Time frame
60-90 minutes

Group size: flexible

Material requirement: medium

The rights of people

For students without refugee or war experience, it may be self-evident that one may freely express one's opinion, choose one's profession and be legally protected from corporal punishment or the death penalty. In some other countries, children and adolescents do not grow up with this level of safety and security. Their everyday lives can be full of violence, child labour and/or state repression. When children and adolescents with such an experience flee or migrate to this country, the fundamental and human rights that apply here are often greatly appreciated by them and their families. The students who have grown up with basic and human rights often cannot empathize with the living conditions that forced people to flee. This exercise should not only clarify the contents of fundamental and human rights, but also serve to exchange experiences. Non-immigrant students can benefit in this exercise from the explanations and narratives of students with refugee and migration experience.
"Human rights are the basic entitlements of individuals to their living conditions, based solely on the fact of their birth and are therefore inalienable."[1] They precede all law-making, so their scope and reach are not fixed. Rights here means the right to life, physical integrity, freedom, pursuit of happiness, etc. National constitutions, such as the German Basic Law or the American Bill of Rights, take up this idea.

In this exercise, you can either have your students compile the fundamental and human rights you already know, or you can use the template with some examples of rights. You can also compile your own list that corresponds to, for example, topics being worked on in other subjects at the same time.

> 💡 Due to its time and content flexibility, this exercise can also be used for other topics such as, e.g. Family and friends, institutions, festivals and traditions, needs, etc.
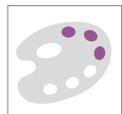
1 Wienhold, Hans (2011): Lexikon der Soziologie.
5. Auflage. Wiesbaden: VS Verlag

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Pre-exercise activities

Copy the 'Value pyramid' template (page 1 and if necessary page 2) for each of your students or use the copy of the 'Human Rights' template (2.4.3). If necessary, bring a legal dictionary or an equivalent text to the class, to be able to respond to students' particular questions.

Exercise description

1. Ask your students about the rights that have to be in place for people to live safely and well . Collect their ideas on the board/on a flip chart.

2. Explain what the fundamental and human rights are. The students should deliberate whether some rights are more important than others and why they feel that way.

3. The students should write the rights down in no particular order and then cut them out. Alternatively, cut out the terms from the 'Value pyramid' template (Page 2).

4. Next, hand out page 1 of the 'Value pyramid'. The students should now try to put the fundamental and human rights in order, with the most important rights being placed at the top of and the less important ones lower down in the pyramid. Then the template can be cut out and glued together.

5. The students should then meet in small groups and explain why they have put the rights in this order. There is no wrong or right order, but experiences and opinions should be exchanged.

6. The results are discussed in a discussion round.

Reflection and discussion

- Is there a fundamental right that is always at the top? Why did everyone rank the rights in a different order?

- Are there countries where fundamental and human rights do not exist?

- Why must such rights be set by law?

- What would a life in your homeland look like if there was no respect for human rights? Would you still want to live here?

- Is there a connection between human rights and the causes of flight?

Ideas and suggestions for further work

- Instead of brainstorming, you can prepare for the exercise by conducting an internet research on human rights.

- After the exercise, you can create a shared pyramid that will be displayed in the classroom.

- Encourage a discussion as to whether and why human rights are important to your students and whether they lack any of the rights.

Further exercises

Instead of copying the rights on page 2 of the 'Value Pyramid' template, use the 'Human Rights' template from Exercise 2.4.3, 'Religious Freedom'.

Glue

①

①

Klebefläche

④

Klebefläche

Klebefläche

❸

Klebefläche

④

Klebefläche

❷

Klebefläche

①

Klebefläche

②

①

③

Finished pyramid

④

③

①

②

Excerpts from the Universal Declaration of Human Rights

http://www.un.org/en/universal-declaration-human-rights/index.html

Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3
Everyone has the right to life, liberty and security of person.

Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 11
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 17
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 24
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 26
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 29
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

CHILDREN'S RIGHTS AND THEIR IMPORTANCE

BASIC

Small groups

Material requirement: medium

Learning objective
The students will recognize the importance of their own rights and can connect them with the practical consequences.

Material
Flipchart or poster paper/board, pencils/chalk, drawing paper, crayons

Time frame
45 minutes

The most important children's rights at a glance.

The most important children's rights were selected for this exercise. List them on the board/on a flip chart or read the list to your students. These rights will be worked on by individuals or in small groups.

1. *Equality:* no child may be discriminated against, all have the same rights.

2. *Health*: children should be healthy, safe and secure.

3. *Education*: children should be learn at school, be allowed to get a qualification.

4. *Freedom of expression and participation:* children have the right to express their own opinion.

5. *Leisure, playing and recreation*: children must have free time to play and relax.

6. *Parental care*: every child has the right to grow up with their parents if they are taking good care of them.

7. *Non-violent education*: children have the right to grow up and be educated in a non-violent environment.

8. *Protection in war and during flight:* children must be protected, in particular in wartime or when trying to flee.

9. *Protection against violence and economic exploitation*: children have the right to be protected from violence, abuse and exploitation.

10. *Special care and assistance in the event of disability*: children with disabilities should be cared for and not be put in a disadvantaged position.

11. *Privacy*: children have the right to a private life.

> **Did you know that...**
>
> ...Children's rights were first established by the United Nations in 1989?

Pre-exercise activities

While preparing for this exercise, find out more about the circumstances in your own town or region: Who can be contacted in case of different emergencies (e.g. illness = doctor, hospital; problems at school = (trusted) teachers, conflicts or violence = police)? Obtain flyers or leaflets from the institutions or visit them together with your students after the exercise.

Exercise description

1. Divide the class into small groups so that each group gets one child's right or chooses one and paints a big picture to illustrate that right.

2. The students present their picture to the class.

3. Present the information on who they can turn to if these rights are violated (for example, teacher, doctor, police). The results and the students' ideas should be put on a board or a piece of paper and left displayed in the classroom.

4. In the following round of discussion, the theoretical contents are related to the everyday life of the students.

> The purpose of the environment is not to shape a child, but to allow him/her to reveal their true nature
>
> *Maria Montessori*

Reflection and discussion

- Why should nobody be denied the right to go to the toilet?

- Violation of duty in respect of care or mistreatment.

- Are parents allowed to put children under house arrest?

- Yes, if it is not too long.

- Are parents allowed to read your mobile phone text messages/SMS?

- No, that falls under privacy of correspondence. They may only open letters or read messages if they think you are in danger.

- How late should you be allowed to stay out in the evening?

- The parents are allowed to determine this. public houses, bars or restaurants might be required to apply legal requirements.

- Do parents have to provide pocket money?

- No, they are not obliged to.

Ideas and suggestions for further work

Read an old fairy tale or fable in which children appearto the students. The students should interrupt you every time they detect that a violation of children's rights has taken place. Use this opportunity to discuss this and clarify that children's rights have not been around for a long time, and that before children had to work hard in mines or factories. Talk to your students about child labour which is still a reality in some countries today. This will further raise their awareness about this topic.

🚩 **Learning objective:**
The students will learn about the importance of basic values and sanctions. They can critically reflect on the role of sanctions. The democratic competencies of the students are strengthened and promoted.

✏️ **Material**
Copy of the 'Our Island' template, flipchart or poster paper/board, pens/chalk

🕐 **Time frame:**
45-90 minutes

Rules, laws and sanctions

In this exercise, the students are given the opportunity to reflect on the guiding functions of laws, rules and sanctions. They are tasked to come up with a plan that will enable a group of very different people to live together on a deserted island. How should a peaceful community be structured? What role does each person play? Does the individual or the group count? What is the purpose of laws and sanctions? This exercise should provide for an examination of basic values, the universal rights of each human being and the role of sanctions in a playful way. During this process, the students will find out about many different types of governance and communal life. The students will get enough time to question and redevelop their ideas.
At the end, each group's island will be presented to the whole class and the students will discuss whether the concept of each group would actually ensure a peaceful and functioning community. The students are welcome to further develop the story of their island or to draw a picture of it.

💡 "*Sanction, the* - [1] social reaction to both conforming and deviant behaviour. Benefits are granted for conforming to standards, while violations are punished –ranging from censure to capital punishment. In particular, non-conformity is sanctioned negatively. This should demonstrate that the deviant behaviour is not accepted. At the same time, such a reaction presents a re-confirmation of the importance of the norm violated[1]"

1 Wienhold, Hans (2011): Lexikon der Soziologie.
5. Auflage. Wiesbaden: VS Verlag
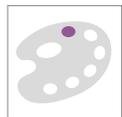
Pre-exercise activities

Copy the 'Our Island' template, one per small group (about 4-5 students). Optionally, you can also copy the notes on the back of the template.

Exercise description

1. Divide the students into groups of four or five and distribute the copies. Together with the students, read the story written on the copy of the 'Our Island' template.

2. The story portrays different persons. They will not be assigned to the students for role playing but only for clarification of the potential for conflict. The students should use these persons as a starting point or for inspiration to prevent or sanction breaking rules and laws in different ways.

3. For the communal life on the island to work well for all, the students need to come up with some rules and regulations. There are certain questions that the students should answer.

4. After setting the rules, the students write them on a flipchart as a kind of "legal text" and give their island a name. The sheet can also be designed as a poster.

5. The students introduce their island to the class. The other students may then discuss whether living together on the island would succeed. The description of the people from the story might come handy now.

6. Display the islands in the classroom and compare the results in a discussion with the students.

Reflection and discussion

- What rules and laws were familiar to you?

- Which rules and laws have been introduced on several islands? Why?

- Why are rules and laws important?

- Did you find the task difficult? Why?

- Where could conflicts arise?

Ideas and suggestions for further work

Develop the topic further by discussing penalties and sanctions:

- Are there any consequences if rules are violated on the islands? What are they?

- When are sanctions/penalties fair? When are they unfair?

- Do sanctions/penalties help people change?

- If the students know each other well, they can imagine that they are stranded as a class on a deserted island. How can each student contribute with her or his strengths and knowledge? Who would be responsible for what?

OUR ISLAND

The Story

You are traveling in the Caribbean on a cruise ship and are enjoying your holidays. Suddenly, an unexpected storm arrives and the sky darkens. All you have time to do before metre-high waves destroy your ship is to put your life jackets on. Next thing you know, you are on the beach of an island. You look around and see that fifteen other passengers have also survived the disaster. These people have different perceptions of the meaning of justice, cohesion and compassion (see personal descriptions). It is important to find a way to get along with these people and accept each person as they are.

After you get to know each other, you come across a package of food that had been washed ashore. However, there is enough food for one day only. You all go looking for a water source and then get back together. Everyone is tense since somebody has taken a bigger portion of food than agreed. You realize that you can survive on the island together only if you organize your life well together...

The people...

An older woman: She can lend a hand, even if she is a bit older. She is very resolute and has good ideas. There are problems only if she is overruled in the decision-making process. In that case, she could break the rules. How should that be dealt with?

An older man: This old passenger cannot contribute much to the survival of the group. He wants all decisions to be made in a democratic manner. He doesn't get along with the chef or the crewmen at all. Why should he be listened to?

The Chef: The cruise ship chef can cook meals for everyone from the fruits, plants and animals found on the island. However, since the portions can only be very small, he demands that those who do not go hunting or don't take part in fruit gathering get as little food as possible. Should his proposal be considered?

A mother and a baby: She studied biology and therefore knows a lot about the flora and fauna, which plants and fruits of the island are edible, and which are poisonous. This leads to friction with the chef. Should she be protected?

A crewman/ship's worker: He could be very useful to the group. Unfortunately, he does not stick to the agreements and does his own thing as he pleases without any regard for others. He leaves the group after several conflicts and tries to survive alone on the island. Should one try to bring him back into the group?

Now answer the following questions:

Is there a government?
How is the food distributed?
What rules and laws are there on your island?
How are decisions accepted or rejected?
Which basic principles/basic values apply?
Does the principle of presumption of innocence apply?
Is there a police force in place?
How is misconduct sanctioned?
Who determines the sanctions?
Which offices are there on your island?
How are the tasks distributed?
Is there a veto to the distribution of tasks?
What happens to members who cannot contribute much to survival on the island?
Is there someone who is particularly important?

OUR ISLAND

For your notes:
Here you can make notes related to the task.

Your rules and laws

Is there a government? ....
....

How is the food distributed? ....
....

What rules and laws are there on your island? ....
....

How are decisions accepted or rejected? ....
....

Which basic principles/basic values apply? ....
....

Does the principle of presumption of innocence apply? ....
....

Is there a police force in place? ....
....

How is misconduct sanctioned? ....
....

Who determines the sanctions? ....
....

Which offices are there on your island? ....
....

How are the tasks distributed? ....
....

Is there a veto to the distribution of tasks? ....
....

What happens to members who cannot contribute much to survival on the island? ....
....

Is there someone who is particularly important? ....
....
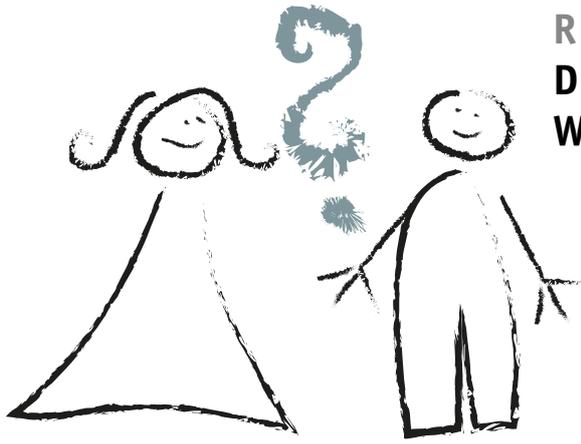
DOES IT HAVE TO BE THAT WAY...?!?

Small groups

Material requirement: low

Learning objective
The students will reflect on the concepts of tolerance and respect and gain some practical skills on how to deal with each other.

Material
Flipchart or poster paper/drawing paper, crayons

Time frame
45-90 minutes

Definition of and background to the term 'tolerance'

Tolerance means not only being aware of one's own views, but also accepting other people's opinions, perceptions of life and ways of thinking. These can also be lifestyles or behaviours that do not necessarily comply with the existing norms or that question them. Every human being, with all their characterstics, is free to express his/her own beliefs and opinions and should allow this right to other people. This also includes not imposing our own opinions or attitudes on other people. Tolerant behaviour does not mean yielding and giving up one's own opinion, but rather acting in accordance to and with respect for human rights. For us to be tolerant, we need empathy as a prerequisite. As the key message of this exercise, students should understand that it is hard to make tolerance visible, meaning that it is practically impossible to picture or visualize the features that tolerance is made of. The results are mainly subjective and require further explanation. Creativity is required here, so the time frame is very broad. You should ensure that the students have enough time at their disposal, if possible.

The exercises on tolerance should be conducted before the one on respect. This is because tolerance is more of a passive quality and is looked on critically. The term 'respect' has largely replaced the concept of tolerance, since tolerance is perceived merely as the acceptance of a minority versus majority, whereas respect defines all people as equal members of a society. Therefore the students should do both exercises and the 'Respect and Human Dignity' one which follows, to get to know and be able to critically reflect on both terms.

At the end of the workshop, the students' completed definitions could be shared via a poster presentation. Visitors to the event can then also attach their own definitions to the poster on the notepaper provided.
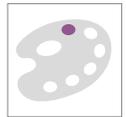
Exercise A

1. Have your students form small groups of 3-5 people. Each group receives a flipchart or poster paper.

2. The groups now have about 20 minutes to draw a simple outline of a human body and turn it into a 'tolerant human.' Support the students while they think about what constitutes a tolerant person and whether this is externally visible or not. This task may be solved in different ways. Some students may draw themselves or one of their role models (e.g. a famous person) that they associate with tolerant behaviour, others may draw comment bubbles around the person.

3. Afterwards, the groups present their results, whereby the value of the information and the creativity used should be highlighted and not the quality or beauty of the picture.

4. The pictures can then be displayed and discussed.

Exercise B

1. Discuss with your students the term 'tolerance' and what it means to them. This can be done in the form of a brainstorming session.

2. The students are asked now to put down in writing their own definition of tolerance; they might take into account the results of exercise A. Your role as a teacher is to help those students who have difficulty completing the task. If necessary, ask them to paint pictures with scenes depicting tolerance as they understand it.

3. Provide the group with the following definition of tolerance: 'tolerance, from the Latin tolerantia, which is tantamount to patiently enduring, is one of the possible concepts of how majority and minority can co-exist in a society. (...); Criticism of tolerance refers to the fact that it is granted from above (I. Kant); tolerance means a continuation of the rule with more elegant means. Therefore, the idea of tolerance is being developed today into a concept of political respect'.[1]

4. Presentation of the results. These can now be displayed next to the pictures from Exercise A.

> Three things are important in life:
> First - tolerance.
> Second - toleran-
> ce. And third –
> tolerance
>
> *Henry James*

Reflection and discussion - A

- What does tolerance mean to you?

- Where and how do you learn to be a tolerant person?

- Is tolerance a feature that can be seen in someone from the outside?

- If there were difficulties during the group work: was this intolerant behaviour? Why?

- Why is looking away when, for example, someone is beaten considered as intolerant behaviour?

Reflection and discussion -B

- Why is tolerance important?

- What is tolerance? How can you prove tolerance?

- Why is the definition of the term 'tolerance' criticized?

- What is the difference between respect and tolerance?

- Why is it sometimes difficult to be tolerant?

- Is respect an expression of tolerance?

1 Wienhold, Hans (2011): Lexikon der Soziologie.
  5. Auflage. Wiesbaden: VS Verlag

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Opinion
Animals Right
Gratitude
Love Nature Helpfulness
Life Belief Always
Sexuality
Success Colour Respect
People Freedom Anyone Existence Friendship
Courtesy

Learning objective
The students will learn about human dignity as a basic value and develop skills on how to apply it in dealing with each other.

Material
Flipchart or poster paper/board, pens/chalk

Time frame
About 45 minutes

Group size: flexible

Material requirement: low/minimal

Additional research

Universal Declaration of Human Rights, Article 1:
"All human beings are born free and equal in dignity and rights"

The foundations of a society are universal core values that apply to its rights, laws and institutions. They hold together a society and strengthen its individual members, who differ in origin, sex, age and other characteristics. The first article of the Universal Declaration of Human Rights defines human dignity as the supreme, universal and timeless value. Human dignity can be understood as the sum of all fundamental and human rights. The first article can be summarized with the slogan of freedom, equality, fraternity, because all other rights can be derived from it (see information box). We also know the saying 'freedom, equality, fraternity' as a slogan of the French Revolution of 1789, but also the motto of today's French Republic. This connection is justified since the idea of the equality of all people and their right to liberty was included in the Declaration of Human and Civil Rights in the French National Assembly. The Virginia Declaration of Rights (1776) and the English Bill of Rights (1689), as well as unmistakeably the philosophy of the French Enlightenment, were here of great influence. (1) This is still recognizable in the second part of the First Article of the Universal Declaration of Human rights: 'They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.' However,

the human rights we encounter today emerged from the horrors of the Second World War. The preamble says: '[...] Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, [...]'.[1]

1 Huhle, Rainer (2008): Kurze Geschichte der Allgemeinen Erklärung der Menschenrechte original Bezeichnung der Institution verwenden: Bundeszentrale für politische Bildung

Pre-exercise activities:

Explain to the students what brainstorming means and that there are certain rules that must be followed when applying this method:
• Unrealistic and imaginative ideas are allowed
• Criticism and comments are prohibited
• Ideas already expressed may be taken up and further developed
• As many keywords as possible should be produced in a short time

Exercise description

1. Ask the students what they think about respect. Write their answers on the board or on a flipchart paper.

2. Read the definition of respect aloud: 'Respect [...] refers to the mutual respect among social groups with different characteristics, such as those relating to ethnocultural background or religious faith. Instead of fighting each other, the parties meet "as equal members of a political community based on the rule of law"' (R. Forst 2003). Respect differs from tolerance in that it does not create a one-sided 'top-down' perspective, from a dominant majority to an inferior minority, but political communication takes place on an equal footing. (1)

3. Talk with the students about why respect is important and how one can apply respect in everyday life.

4. Address the first article of the Universal Declaration of Human Rights and briefly tell them something about the historical meaning of the article: 'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.'

5. In the discussion that follows, the fundamental issues are addressed and clarified once again.

> For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.
>
> *Nelson Mandela*

Reflection and discussion

• Why is respectful interaction important? What does this look like?

• What is the difference between respect and tolerance? Do they belong together?

• What does human dignity have to do with respect?

• What significance does the first article of the Universal Declaration of Human Rights have for you personally?

Ideas and suggestions for further work

• Have your students creatively apply the results (collage, photo story, short film, etc.)

• Work with the students on how/if respect for human dignity is legally enshrined in some states and what is the historical background of each law.

• Give students the opportunity to research respect and human dignity on the Internet or in the library. Distribute questions, for example, that can be answered later in the discussion.

1 Wienhold, Hans (2011): Lexikon der Soziologie.
   5. Auflage. Wiesbaden: VS Verlag

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PICTURES ARE PEOPLE[1]

BASIC

Learning objective
The students are concerned with human rights in relation to their own everyday life. Communication skills and empathy development are strengthened and promoted.

Material
Photographs of people of different nationalities and social backgrounds ('Pictures are People' template or your own collection), flipchart or poster paper/board, pens/chalk, Universal Declaration of Human Rights (Page 2.4.3)

Time frame
30 minutes

Group size: flexible

Material requirement: medium

Human Rights Education

Every day, students have to deal with people of different backgrounds. This not only includes the national, but also the social origin of their fellow human beings. Of course, people do not need to immediately like each other, but it is important that no one is discriminated against and excluded from the community because of his or her background. In this exercise, the students are confronted with pictures of people they could meet anywhere in the world. They should use these pictures and relate them to human rights, as these apply to every single person in a society. Through the different images, the students should empathize with people who come from different social and cultural backgrounds to themselves. They should put themselves in these persons' shoes and understand the feelings of the people in the pictures. When it comes to human rights in particular, some people feel disadvantaged and inhumanely treated. The students should understand these feelings and be able to interpret them with regard to the various human rights.

1 Adapted from: Deutsches Institut für Menschenrechte; Europarat; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1. Aufl. Paderborn: Bonifatius Druck Buch Verlag.

Take a look at the United Nations website. There there are various suggestions on the subject of human rights, e.g. information on the history of human rights and an illustrated, animated version of it.

http://www.un.org/en/universal-declaration-human-rights
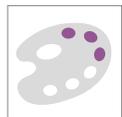
Pre-exercise activities

Prepare the photographs. Either use the photos from the exercise annex (copy of the 'Pictures are People' template) or bring your own. Familiarize yourself with human rights (page 2.4.3) and compare the texts with the photographs beforehand.

Exercise description

1. The pictures are laid out on the desks or hanged on the walls. Leave enough space between them and give the students some time to take a look at the pictures before the exercise.

2. Read out loud an article of the human rights charter.

3. Each student picks a picture that best fits with the content of the article read and takes a position on it. The images selected are pinned on the blackboard or a flipchart.

4. Subsequently, the students justify their selection.

5. The exercise is repeated with different articles from the human rights charter and then discussed.

Reflection and discussion

- How easy was it for you to choose a picture?

- Are there different pictures that match a human rights article? Is there an image that is a good fit for several articles? An image that does not correspond to any of the articles?

- Which pictures did you use most often? Why?

- Which human rights were already known to you?

- Could some of the pictures also appear in commercials? Why?

Ideas and suggestions for further work

- Invite students to bring their own photos, if possible, maybe even photos from friends and family (only with their consent, of course). The advantage is that the students connect on a personal level with these photos, which makes the task easier.

- Find a suitable article for each image and discuss it with the students.

- In order to intensify the students' focus on the pictures, you could have them analyze some of the pictures before starting the exercise.

Space for your notes.

_ _

_ _

_ _

_ _

_ _

GLOBAL BRAINSTORMING
BEIRUT COMMUNICATION CAMP
H.J. HACK – A. POHLMANN

Group size: flexible

Material requirement: low

Internet access

Learning objective
The students will learn to recognize and reflect on their own (discriminatory) behaviour in order to cultivate respectful interaction with one another. They will recognize differences and similarities between people as well as the benefits of diversity.

Material
Flipchart or poster paper/board, pens/chalk, internet access

Time frame
60 minutes

Background information about "Diversity"

„People are different. To understand these differences as diversity and not as a disadvantage: that is diversity.[1]"

Diversity is the sociopolitical conviction in which men and women, young and old, people of different origins, religions and belief as well as sexual orientation, with different social backgrounds, are treated equally. It is a opposite of discrimination and requires a fundamental willingness to recognize the principle of equal treatment, irrespective of fundamental religious values. Diversity is influenced by globalization, ethnic and cultural changes, demographic change, new working models, individualization and change of values, as well as immigration, integration and increased mobility. When equal treatment is actively practiced, it may have positive effects, such as higher motivation or higher productivity during the learning process. This is based

on the assumption that in heterogeneous groups everyone benefits from the different and diverse experiences and strengths of the individual members.

The (sociological) concept of diversity, that is, the diversity of dimensions of culture/ethnicity, age, gender, sexual orientation, disability, religion/worldview, is rooted in the civil rights movement of African-Americans in the United States during the late 1950s and 1960s. The civil rights movement opposed the legally constituted discrimination against the African-American population. The most well-known protagonist of the civil rights movement was Martin Luther King, who contributed significantly to the fact that not only racial segregation was repealed but also that the African-American population of the United States was granted full voting rights.

1 DGB Bildungswerk BUND (2011). URL: http://www.nord-sued-netz.de/gute-arbeit/gleichbehandlung/diversity-vielfalt (Download 03.03.2016)
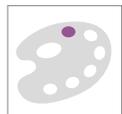
Exercise description

1. Together with the class discuss how people can differ. The students can collect together everything they can think of.

2. Explain the concept of diversity and its dimensions (ethnicity, age, gender, sexual orientation, disability, religion/belief). The students have the opportunity to share their experiences on the subject.

3. The students should now research on the internet and look for their countries' laws or articles that relate to the equal treatment of all people. (If appropriate, the provisions of European law on non-discrimination may serve as a basis.)

4. The results should be compiled and discussed.

5. A poster should be created, which will be displayed in the classroom. Here you can also come up with some practical rules for coexistence in class or among friends.

Reflection and discussion

- Where does discrimination/ disadvantage start?

- In which areas of our society is unequal treatment a problem?

- What can you do about it?

- (When) Have you ever been discriminated against based on any of your attributes?

- Have you ever discriminated against someone based on one of their attributes?

- How is anti-discrimination implemented in practice?

- What are the consequences of or sanctions against unequal treatment?

- Why is it good that we are all different? What would a world look like, where everyone was the same?

Ideas and suggestions for further work

- Let your students investigate the topic in terms of job applications, education/ training and work: what further measures could make job applications, for example, fairer? What does education or a job look like without discrimination?

- The students can ask their parent questions about how diversity affects their jobs and whether they have ever felt discriminated against because of one of the above-mentioned attributes.

- To get started with this topic, watch the following video on YouTube. At the end of the video books covering this topic for youths are suggested.

https://www.youtube.com/
watch?v=HT9dtDSRDFA

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A STEP BACK

Learning objective
The students will recognize inequalities of opportunity in society and develop their empathy. They will be able to understand the consequences of social inequality and derive practical tips on how to deal with their own peer group.

Material
Copy of the 'One step backwards' template, flipchart or poster paper/blackboard, pens/chalk

Time frame
45-60 minutes

Group size: flexible

Material requirement: low

Social injustice

In this exercise, the students should be able to empathize with different social groups and take on the roles of specific individuals. They will find that there are many different forms of social inequality. These can encourage discrimination. The better the students can immerse themselves into different roles, the better they will get to know and understand the consequences of social inequality and discrimination. However, there may also be aspects of the role descriptions that students cannot understand, thus pushing them to the limits of their capacity to empathise. Provide additional support especially at this point. At the end of the exercise address the question of social inequality, what it is and how it develops. Social inequality means the unequal distribution of material (e.g., money, wealth) and immaterial (e.g., education, health) resources.

Many different ways of participation can be exercised here. Children and adolescents are sometimes unaware of social inequality because they have not yet identified and do not question the social fabric in which they find themselves. Nevertheless, they are often aware of their resources early on. Often, above all when compared to their peers, they can easily tell if their family has many or few material resources. The aim of this exercise is also to avoid determining social inequality through prejudice.

To further elaborate on the topic of social inequality, have a look at www.study.com. Here you will find texts, videos and quizzes on the definition of social inequality, historical development, social stratification and much more.

https://study.com/academy/practice/quiz-worksheet-social-inequality-reasons-impact.html
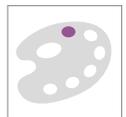
Pre-exercise activities

Copy the front side of the 'One step back' template and adjust the reverse side as needed in the further course of the exercise.

Exercise description

1. Distribute the role description cards from the 'One step back' template to the students. The students should read the information on their card and keep it to themselves.

2. Ask the students to focus on their roles. They should put themselves into this person's shoes and try to imagine her/his life as their own. Ask a few questions (write them on the board/ flip chart) to help the students immerse themselves into their role better. The students should provide you with short replies.

   - How did you grow up?
   - Where did you live and what did the house look like?
   - What do your parents do for work? Who are your friends?
   - What does your leisure time look like?
   - What does a regular day in your life look like?
   - What is your lifestyle?
   - What do you do for a living? What income do you have?
   - What are your interests and fears?

3. Now all the students should line up and stand next to each other. Read the statements on the back of the 'One step back' template. The students need to consider whether this statement applies to their role or not.

   - If the statement is true, then the students take a clear step forward.
   - If the statement is not true, then the students take a step back.
   - If the statement cannot be answered, then the students remain where they are.
   - Pause after reading each statement, so that they can reflect and look around. This is also for them to see how the statements apply to others.

4. Finally, the students should briefly reflect on how they perceived their role. Role descriptions and the text written under point 2 can be presented.

Reflection and discussion

- How did it feel when you had to take a step back? Did you have the feeling that human rights no longer applied to you? What were those rights exactly?

- How well could you immerse yourself in the role? How did your idea come to light? Where does your experience for the role come from?

- What are the options for reducing or even compensating for social inequality?

- What can the government do for social minorities to prevent unequal opportunities of?

Ideas and suggestions for further work

- With every applicable statement, the students take a further step back.

- If the students are uncertain how far a statement applies to them, give them the opportunity to take bigger or smaller steps

- At the end of the exercise, reveal who had which role. Were the students able to guess the other roles?

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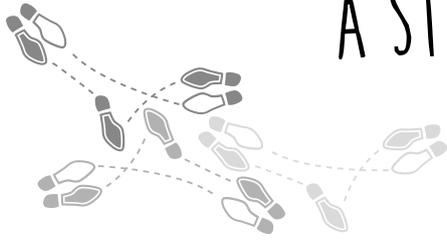
A STEP BACK

Cut out the 22 cards before the exercise and distribute them face down to the students. You can, if required, think of other roles.

CUT ALONG THE DASHED LINE

Young female business student whose father is a civil servant	Single father of three children, who earns very little money as an unskilled worker
Blind and unemployed high school graduate woman, who has problems to financing her studies	A-levels student with problems, to finance his studies
20-year-old refugee from Syria who came to this country alone	Daughter of a well-known actor
Former female worker in a textile factory (recently dismissed)	Young, homosexual woman
30-year-old man living with his parents	34-year-old woman who has been homeless for three years
Boy with a deeply religious family	19-year-old man without a school-leaving qualification
Young girl whose father owns a fast food outlet	Chairman of the board of one of the largest companies in the country
67-year-old woman who worked in a senior position in a bank until her retirement	Young woman who, due to her depression, has not started education
Drug addicted student from the capital	17-year-old daughter of a farmer who owns a farm with 3,000 pigs
Successful female track and field athlete	24-year-old illegal immigrant from Afghanistan
45-year-old primary school teacher suffering from burnout	Single mother, unemployed

A STEP BACK
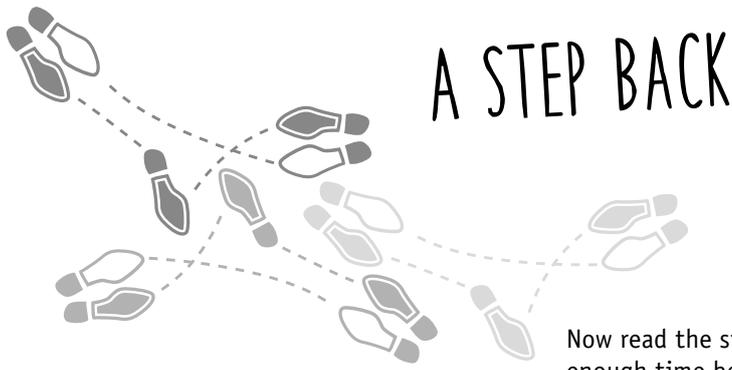
Now read the statements below aloud and give your students enough time between each statement to decide where to locate themselves. If you think of any further statements, you can also add them here.

- You have no financial difficulties and can financially cover your daily needs.

- You have enough space in your home or house.

- You speak the national/majority language.

- You seldom feel helpless.

- You are looking forward to your safe and happy future.

- You regularly go on holiday, preferably in far-off countries.

- You have many friends who you often invite to your home.

- You can help your children with their homework.

- Your culture is an integral part of the society you live in.

- You can to choose your own future.

- You can buy new clothes on a regular basis.

- You can choose your own partner.

- You can fulfill almost all the birthday wishes of your children.

- You can invest and save money regularly.

- You are happy with your life.

- You often go out with friends over the weekend.

- You live in a happy family.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

ENCOUNTERS[1]
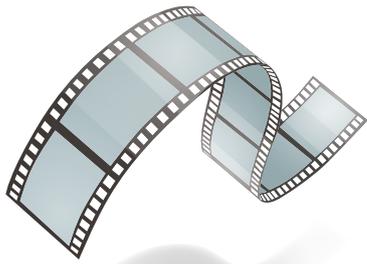
Learning objective
The students will learn about various disabilities. They will put themselves in situations people with disabilities face every day and reflect on how barrier-free their environment is.

Material
Movie "The first time"

Time frame
60 minutes

Group size: flexible

Material requirement: low

Integration or inclusion?

Inclusion means involving other people, having them take part and treating them with respect. Inclusion is considered successful if every person can go to school or to work and can enjoy some free time. However, there are often not only barriers in everyday life, but also in people's heads. In an inclusive society, every person is welcome with their individual impairments and traits. Inclusion has been enshrined as a human right in the UN Convention on the Rights of Persons with Disability (UNCRPD) . This convention was adopted by the United Nations General Assembly on December 13, 2006 and entered into force on May 3, 2008. The content of the UNCRPD is not only the affirmation of universal human rights, but also includes provisions that are individually tailored to the needs and situations of disabled people. 'The UNCRPD does not establish some special, additional rights, but rather clearly describes and specifies universal human rights from the perspective of people with disabilities taking their life circumstances into account, which must be considered in human rights protection. [...] The participation of disabled people is a human right, not an act of care or charity. [...] It covers areas of life such as accessibility, personal mobility, health, education, employment, rehabilitation, political participation, equality and non-discrimination. The idea of inclusion is fundamental to the UNCRPD and the areas of life it covers: people with disabilities are full members of society. '[2] In this context, the concepts of integration and inclusion must be distinguished: the concept of integration assumes that our society consists of a relatively homogeneous group and that a small external group, which differs from this majority, must be integrated into the existing system.Differences are therefore consciously perceived. The concept of inclusion is based on the assumption that all human beings have a whole range of different characteristics and thus are part of the whole from the very beginning. Individuals are not required to adapt to the majority, but the social framework must be flexible enough to allow each person to participate. However, inclusion has not yet been accomplished — this will really happen when we see people with and without disabilities living together side by side. However, it is not easy to change people's behaviour since it all starts in our heads: differences among people are normal and can even enrich our daily lives.
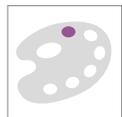
1 adapted Excercise: URL Aktion Mensch e.V.: Das erste Mal: https://www.aktion-mensch.de/themen-informieren-und-diskutieren/bildung/bildungsservice/materialsuche/detail.html?id=71 (Download: 10.10.2016

2 The UN Disability Rights Convention. Representative of the Federal Government for the needs of people with disabilities. URL: https://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4enti-on_node.html (Download: 25 October 2017).

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Pre-exercise activity

In this exercise, a video will be watched on YouTube. This video was produced as part of a learning module on quality social services by the European Platform for Rehabilitation, and with financial support from the European Union:

https://www.youtube.com/watch?v=iLaZX6ib6Tk

Exercise description

1. Initiate a brainstorming session on the topic of disabilities. What are different ways a person can be affected?

2. Watch the video with your students.

3. The students should think about different disabilities from point 1 and how they affect people's daily routine. You can also draw a table on the board and, to simplify the analysis, invite students to suggest different questions.

   - How does one get up in the morning, prepare for or have breakfast, etc.?
   - What does going to school/to work look like?
   - Which barriers does one encounter when going shopping?
   - How mobile is one?

4. Discuss the results.

> Actually, we should not really feel sorry for a person, it is much better we help them
>
> *Maksim Gorky*

Reflection and discussion

- What does accessibility mean?

- Do you feel that more could be done to make it easier for people?

- What pitfalls and traps can you think of when people with and without disabilities meet?

- Which ones have you already experienced?

- What positive experiences have you had?

Ideas and suggestions for further work

- What can be done to make your own school accessible? What does a 'school for everyone' look like? In addition, students can start a project that will be exhibited in their school.

- The students can research on how the UNCRPD is implemented in their country. Has the convention been approved? Have laws been changed accordingly?

BOUNDLESS[1]

Learning objective
The students will work on the topic of impairment and learn which barriers complicate everyday life. They will reflect on and design ways of inclusion.

Material
Copy of the 'Boundless' template, pens, notepaper, one yardstick per small group

Time frame
180 minutes

Small groups

Material requirement: medium

Inclusion is a human right

In Exercise 2.1.1 'The Value Pyramid' the Universal Declaration of Human Rights of 1848 has already been presented. In fact, people with disabilities were not explicitly mentioned in this document because disability had long been considered an individual's medical problem.

The Universal Declaration of Human Rights was created to counter ineqality. The outreach work of people with disabilities started in 1950s when people with disabilities across the globe came together and committed themselves to raise social awareness of the human rights of people with disabilities in particular being frequently violated. In 2006, the UN adopted the Convention on the Rights of Persons with Disabilities. This makes the eight human rights treaties developed so far more specific which resulted in the affected people being regarded more as equals and less as people with medical problems.

1 Adapted Excercise: Deutsches Institut für Menschen-rechte e. V.: Online-Handbuch. Inklusion als Men-schenrecht. Gemeinde-Detektivinnen und -Detektive auf der Suche nach Barrieren. URL: http://www.inklu-sion-als-menschenrecht.de/gegenwart/materialien/gemeinde-detektivinnen-und-detektive-auf-der-su-che-nach-barrieren/ Download: 10.10.2016

2 Sozialgesetzbuch (SGB) IX, § 2, Absatz 1

'Persons are disabled if their physical functions, mental capacities or psychological health are highly likely to deviate for more than six months from the condition which is typical for their age and therefore their participation in the life of society is restricted. They are at risk of disability if the impairment is expected '.[2]
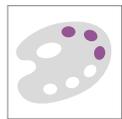
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Exercise description

1. The students are divided into groups. They should look for barriers in their school, their home, their district or village, which make the everyday life of people with disabilities difficult.

2. Talk about barriers in the areas of movement, hearing, sight and spatial orientation in advance and explain unknown terms if necessary.

3. Ensure that the students have enough time to go and look for barriers. Distribute the copies of the checklist (copy of the 'Boundless' template) for barrier-free movement, hearing and seeing, as well as a yardstick and pens. Discuss with the groups which buildings or places they want to examine.

4. Evaluation of the results and discussion.

Reflection and discussion

- What did you find out?

- How many barriers did you find?

- Which house/shop/restaurant was accessible?

- What barriers are there at our school?

- What can be done about it?

Ideas and suggestions for further work

- Further teaching materials, e.g. interviews with students of different ages on inclusion and disabilities, can be found as videos on the 'World Of Inclusion' YouTube channel:

https://www.youtube.com/channel/UCV31nh-g5vN8sCJ1hCpnbVsg

Further exercises

To prepare students well for this topic, introduce Exercise 2.1.1 'The Value Pyramid', in which the Universal Declaration of Human Rights of 1948 is presented.

Space for your notes

_____

_____

_____

_____

_____

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BOUNDLESS

Tick the places/sites you inspect if they meet the criteria
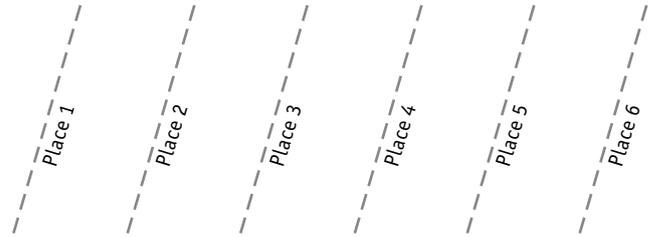
Moving around

	Place 1	Place 2	Place 3	Place 4	Place 5	Place 6
The entrance: You can enter or leave the building without using stairs.						
If there are stairs, is there also a ramp or a lift.						
There is at least one parking space for people using a wheelchair, very close to the entrance.						
This parking space or spot is larger than a regular one (at least 350 cm wide and 500 cm long).						
There is a sign indicating the parking space. All doors/passageways are at least 90cm wide.						
If the front door of the building is a revolving door, there is an additional entrance that can be used during working hours.						
The lift: The width of the lift door is at least 90cm.						
The lift is at least 140 cm deep and 110cm wide.						
The lift buttons are placed no higher than 120cm above the floor.						
The toilet and changing room: In front of the washbasin and toilet there is an area of at least 150x150cm.						
You can approach the toilet from both sides.						
There is an area of 90cm (width) x 70cm (depth) available on both sides.						
The toilet door opens outwards.						
On both sides of the toilet, a fold-up support handle is mounted, which extends beyond the front edge of the toilet.						
The lower edge of the sink is at least 85cm high.						
There is an emergency call system in the toilet.						
At least one changing room must have a size of at least 150x150cm.						

BOUNDLESS

Tick the places/sites you inspect if they meet the criteria
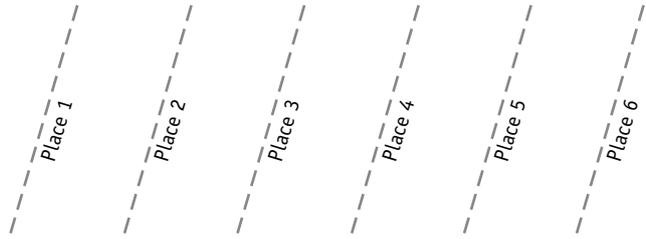
	Place 1	Place 2	Place 3	Place 4	Place 5	Place 6
Hearing						
Shopping There is at least one checkout that is suitable for hearing-impaired people.						
Checkout is marked by a clearly visible sign.						
Information signs, such as price tags or clothing sizes, are written in large and high-contrast fonts.						
Seeing/Spatial orientation						
Shopping Labelling is also written in braille (Braille), which can be felt.						
Possible dangers Danger zones (glass surfaces, lower edges of stairs) are indicated by strong visual contrasts or by a special surface that has to be touched with the cane.						
Furniture/objects are not in passage ways. Signs are clearly visible.						
The font colour is different from the background.						
Entrances, passages and doors have a distinctly different colour to their environment.						
Handles, lift buttons and controls have a different colour to their background.						
You can not only see the controls but also touch them (no touchscreens).						
Staircase The first and last step edges have a high-constrast design.						
There is an optical contrast between step edges and the vertical step surfaces.						
The area in front of the stairs is marked by tactile flooring.						
Toilet The toilets are easy to find/well signposted.						
Toilet and sink have a clearly different colour to the environment.						

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PIGEONHOLE THINKING[1]

BASIC

Learning objective
The students will learn to recognize their own prejudices and reflect on them. They will learn how to deal with the consequences and respectfully deal with each other.

Material
Cardboard, hole punch, thread/wool/ribbon

Time frame
30 minutes

Group size: flexible

Material requirement: medium

Support needed

Stigmatised: labelling and stereotyping

Fact-based conversations and discussions can escalate through careless statements or gestures and turn into insults, presumptions and thoughtless subjectivity. Due to existing prejudices and so-called 'labels' that we impose on others — perhaps even unconsciously — a factual argument often becomes difficult and leads to personal conflict. Labelling and stereotyping other people affect that person but also the way she/he shapes their relationships with others. The students should critically question their own behaviour towards other people and discuss in the concluding discussion what they can change in dealing with their fellow human beings, so as not to reproduce prejudices, labelling and stereotypes. In conclusion, rules can be defined for the class, for example: *'We do not judge anyone. We do not give anyone nasty nicknames'. 'We do not wrong/discriminate against anyone. We do not make anyone a scapegoat. We respect the attitudes, viewpoints and opinions of others. We admit it if we are wrong. '*

It is very important for children and adolescents to be members of a group and to be accepted by that group as they are. The students should recognize and question prejudices, labelling and stereotypes in their everyday thinking and acting. They should be unbiased in their relationships with others.

⚠ The students learn about the disadvantages of labelling from a different angle. They observe how participants in a discussion are pigeonholed. Alternatively, this discussion can also be done with students. But at the latest, when the conversation gets out of hand and no constructive arguments are brought forth, students should consider what happens when you mentally put your fellow human beings into a pigeonhole.

1 Exercise adapted from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

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Pre-exercise activities

Ask some colleagues to help you conduct the exercise — Everyone gets one of the following roles: Lazy/Chiller, Deadbeat/Loser, Whiners, Fool, Know-it-All/Geek, Joker/Class Clown (you can add to the list or change it as needed). Explain that everyone is treated as the role dictates. Here, teachers should not be guided by their given role, but act as they normally do.

Exercise description

1. The teachers sit on chairs forming a circle, so that the class can see them well. Each theacher already knows their own role and the role of the others. However, the students are not aware that the teachers have been assigned any roles.

2. Explain to the students that a question will now be discussed in the circle. The students should observe the discussion carefully and take notes.

3. You now ask a question that encourages a discussion, for example, 'What can be done to prevent prejudice (for example, towards people with a migrant background or disabilities), and how do these prejudices arise?'

4. Now, the teachers sitting in the circle begin to discuss the question asked. Their job is to treat each other as their roles demands. For example, the 'fool' is not taken seriously, and the 'know-it-all' is faced with annoyed looks from the others as a result of his or her highly qualified contributions.

5. The teachers continue to act throughout the exercise. The discussion is over once the students recognize the roles.

6. The situation gets resolved and the experience are discussed with the entire group.

> A verdict condemns less than a prejudice
>
> *Peter Sirius*

Reflection and discussion

- What did you notice?

- How did the teachers do? How did they feel during the discussion?

- Which roles or stigma did you identify?

- Was a role subconsciously taken up and acted upon?

- How did you find the course of the conversation?

- What conclusions can be drawn from this experiment and incorporated into your life to avoid escalating dicussions?

- How often is one tempted to stigmatise a person, to label them? Why?

Ideas and suggestions for further work

- Let the students visualize the results by drawing a picture or creating a poster/collage.

- Record the discussion with a camera (of course, only if the students and their parents/caregivers agree). The advantage is that the situation can be viewed later and analyzed again.

- Encourage your students to think about what can be done to avoid stigmatising others.
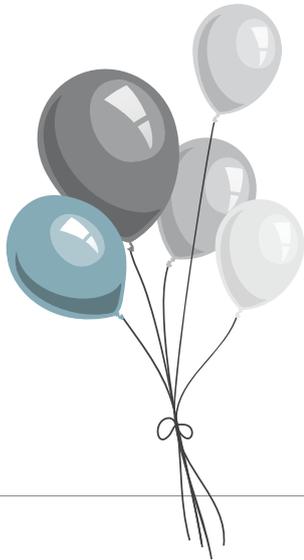
THE BREAK AGREEMENT

Learning objective
The students will learn about decision-making in a team. They will learn how important it is to take into consideration the needs and desires of their peers in order to reach the best possible agreement. They should come up with some practical consequences for dealing with each other on a daily basis.

Material
Flipchart/board, pens/chalk, (package) tape

Time frame
30-60 minutes (during a break)

Small groups

Material requirement: low

Additional research

Cooperation is required here!

This active exercise is well suited as a thematic introduction to the topic offreedom and equality and should ideally be moderated shortly before a break, as the actual task takes place during the break. During the lesson following the experiences and impressions from the break exercise will be discussed. If possible, observe your students during this exercise. However, do not intervene if you can help it. The students should learn that they have to pay attention to the needs and desires of their peers in order to come to an agreement with and a realization of their own needs. In addition, they recognize that the greatest possible freedom for an individual is achieved through democratic compromise.

Article 3 from the Universal declaration of human rights:[1]
Everyone has the right to life, liberty and security of person.

The students learn in this exercise and the preceding experiment that the right to freedom guarantees freedom to act, and it is limited only when the rights of others are violated, by morals and values and by the legal provisions. Freedom to act includes e.g. freedom of contract, freedom of competition and the right to self-determination. The right to freedom includes the general right to privacy.

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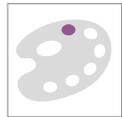
1   United Nations, Declaration of human rights.
URL: http://www.un.org/en/universal-declaration-human-rights/index.html (Download: 11-06-2017)

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Pre-exercise activity

Write the article from the constitution listed overleaf on the board or a flipchart. But do not let students see it yet.

Exercise description[1]

1. Ask the students what they were planning to do during the next break. Everyone should write down their plans anonymously and not share any of them with the others.

2. Ask them if they would like to take part in an experiment: groups of five students join themselves together with parcel string and they should stay connected like this during the break. Note: the participants in the experiment should be allowed to visit the toilet before the exercise.

3. During the break, the groups may decide for themselves what they want to do. After the break, the experiment is evaluated while sitting in a circle.

Reflection and discussion

- What did you do during the break?

- How did it feel to be bound to the others?

- How did you decide what to do? Were there any needs or desires that were more important than others? Was a request made that was not considered? Why not?

- Were you able to reach a compromise?

- Did someone have more freedom than the others?

- How can every group member have the same amount of freedom?

- Did any group cut the string? Why?

- Can my right to freedom be restricted? When? Why?

- How is freedom of people applied or implemented in other countries?

- Are there countries where personal freedom is not regulated by law?

> "
> There is no freedom without mutual understanding
> *Albert Camus*
> "

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YOUR OPINION

Learning objective

The students will learn to empathize with other people, to reflect and accept the opposing opinions of others.

Material

Flipchart or poster paper/board, pens/chalk

Time frame

45 minutes

Group size: flexible

Material requirement: low

What do you think?

Article 19 of the Universal Declaration of Human Rights:
'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.'

In this exercise, the students should think about questions, the answers to which and opinions about can be very different. And that is very welcome! We can have discussion within the family about, for example, cosmetic surgery or spending a year studying abroad. We have all probably already dealt with questions such as whether to lend money to friends and then possibly lose both in the end. How critical some of the questions in this exercise are, can be seen in the fact that they also cause heated debates in the political arena: should the wearing of religious or political symbols or clothing be prohibited by law? Does the circumcision of babies and childrencount as child abuse and is it therefore punishable? But personal questions get to be addressed here too. Questions that should be thought-provoking and that we would like to avoid if possible – maybe due to a bad conscience: do I buy cheap shirts, even though I know they are made by people under really bad working conditions? Do I warn my friend about his or her unpleasant body odour? Should I take prescription drugs to help me focus better on my thesis?

The students will be dealing in this exercise with these and similar controversial questions. They should gather in groups according to their approval or rejection of a proposal. Unlike the situations they are used to, the students will now deliberate about opposing points of view and arguments to support them instead of defendinging their own opinions. Thereby, the students learn to empathize with other people and to accept different opinions. During the exercise, make sure that the students really put themselves in the position of the other group. There should be no debate on principles! Again, remind the students that there are no right or wrong opinions and that each of them can express their own opinion according to the Universal Declaration of Human Rights, Article 19. There may also be an article in your constitution that deals with freedom of expression. In that case, you can then read it to the students as an introduction to this exercise and briefly discuss it.

⚠️ Attention! Do you find some questions too sensitive to be discussed with your students? Then please leave these questions out of the exercise. Of course, you are also invited to add your own questions!
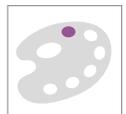
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Exercise description

1. Sit in a circle with the class. Go through the situations below. There are always only two answers available: yes or no. Keep in mind that some questions may be culturally sensitive. The students aren't obliged to answer.

   - You can decide if you want to donate your organs, if you, for example, get killed in an accident. Would you want to do that? ☐ **Yes** ☐ **No**
   - You broke something at school, but no one has noticed yet. Are you going to report it? ☐ **Yes** ☐ **No**
   - You know that cheap shirts are produced in dire working conditions. Are you still going to buy one? ☐ **Yes** ☐ **No**
   - Your friend wants to have a nose correction surgery. What do you think about that? ☐ **Yes** ☐ **No**
   - You are invited to spend a year of your school education abroad. Will you accept it? ☐ **Yes** ☐ **No**
   - A friend of yours sometimes smells unpleasantly of sweat. Are you going to tell him/her? ☐ **Yes** ☐ **No**
   - You want to support local farmers, but their vegetables are more expensive. Do you still buy them? ☐ **Yes** ☐ **No**
   - You have no money for a new smartphone. An acquaintance of yours could lend it to you. Will you ask him/her to lend it to you? ☐ **Yes** ☐ **No**
   - A friend reveals that he is gay. Do you think that's okay? ☐ **Yes** ☐ **No**
   - A female friend/girlfriend tells you that she takes pills before exams to better concentrate. She offers you one. Do you take it? ☐ **Yes** ☐ **No**
   - A school friend tells you about having sexual contact with her boyfriend, even though they are not married. Do you think that's okay? ☐ **Yes** ☐ **No**

2. Ask the students to choose sides and pick 'yes' or 'no'. Point out that there is no right or wrong answer.

3. Next, the students who voted 'yes' should consider reasons for the 'no' decision. Those who voted 'no', in turn, think about the arguments for answering 'yes'.

4. After the students have put themselves in the other group's shoes, they report about their results. Afterwards you can discuss it in the group.

Reflection and discussion

- Do you now think differently of the other group and their opinion? Have you also reconsidered your own opinion?

- What conclusions do you draw from having dealt with the arguments of others?

Further exercise

A similar exercise focusing on love/sexuality can be found in the topic 'My Identity' in the exercise 'Like/Dislike' (3.3.7).
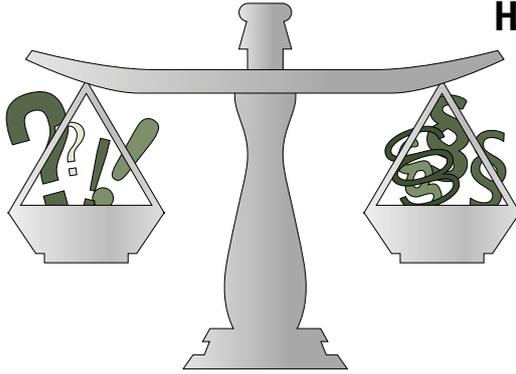
Ideas and suggestions for further work

- Alternatively, the students can of course also express their own opinions and discuss them in the group. Establish beforehand talking and discussion rules so that the groups' arguments can be constructively presented.

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HUMAN RIGHTS

Learning objective
The students will get to know the Universal Declaration of Human Rights and come up with some practical consequences for dealing with each other on a daily basis.

Material
Copy of the "Human rights" template, flipchart or poster paper, pens, scissors, glue, Magazines/journals/photos for subsequent poster collage, internet access

Time frame
90 minutes

Small groups

Material requirement: high

Internet access

The Universal Declaration of Human Rights

The Declaration of Human Rights, also known as the UN Human Rights Charter, is a testimony in 30 articles on the Universal Principles of Human Rights of the United Nations. The Universal Declaration of Human Rights of 1948 laid the foundation for international protection off human rights, as previously human rights were fundamentally the subject of national constitutions. This change was finally brought about by the Second World War. The United Nations Declaration on Human Rights contains rights that belong to every human being. They apply regardless of whether you are a citizen of a particular country.
However, the Universal Declaration of Human Rights is not an international treaty and therefore not binding, but the Covenant on Civil and Political Rights and the Social Covenant, which bind Member States, contain many provisions of the Universal Declaration of Human Rights.

In this exercise, the students will consider the meaning of different rights and why they are necessary. Later, they should work in their groups on one human right they choose and research it further.

> Did you know that the first transcript of human rights and freedoms in Europe is the so-called 'Twelve Articles'. These articles represent demands of farmers in the German Peasants' War of 1525 in Memmingen directed at the Swabian League. The Twelve Articles demanded, among other things,
> freedom for peasants and all people, the abolition of arbitrary punishment and the support of the poor.

Exercise description

1. Read through the articles of the human rights declaration with your students to make sure they have already heard all of them before.

2. Split the students into groups of at least three people each.

3. Each member of the group now receives an article from the Universal Declaration of Human Rights, but should not share it with the others. The students now describe their articles through drawings and let the others guess which human right it represents.

4. The group that first guesses all the human rights is the winner. The group members may now choose a human right, which they present on a poster. They can also add some of their own photos, newspaper articles or drawings. Allow your students to also search the internet.

5. At the end, all five groups should work on a human right and then introduce to the whole class.

6. Discussion of the results.

Reflection and discussion

- Was it hard to portray human rights?

- Which drawings did you like the most?

- Which ideas were good?

- Did you know that all of these rights belong to the Universal Declaration of Human Rights?

- How much did you know about human rights before this exercise?

- What do human rights mean to you?

Ideas and suggestions for further work

- The students can also use mime to explain the articles, or by describing them verbally, but in different words than in the declaration.

- This exercise can also be played with the whole class at the blackboard. The student who guesses a human right first gets the opportunity to draw the next one.

- Alternatively, you can do this exercise by using children's rights instead of human rights. These were already mentioned in the exercise 'Children's rights and their meaning' in the 'Basic Values' chapter (2.1.5)

Excerpts from the Universal Declaration of Human Rights

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
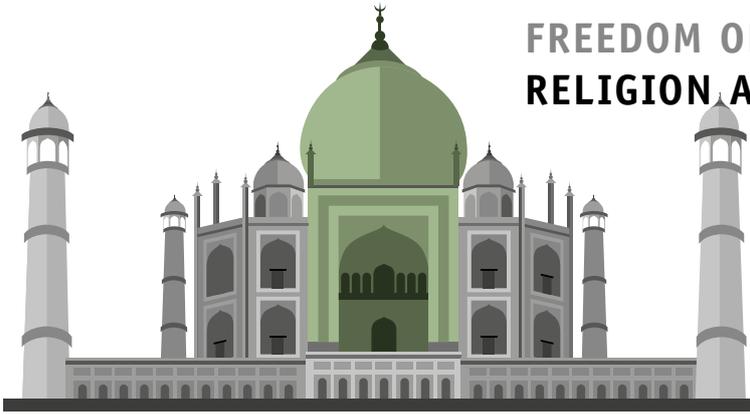
⚑ **Learning objective**
The students will learn about the function of religion in giving meaning and guidance and find out more about significance of religious freedom in everyday life.

✎ **Material**
Flipchart or poster paper/board, pens/chalk

🕐 **Time frame**
45 minutes

Group size: flexible

Material requirement: low

Religion = religiosity?

The definition of religiosity is difficult and usually is divided by a very thin line from the concept of religion. While 'religion' refers more to the entire system or structure, religiosity speaks to the subjective, individual level. A key aspect is a personal reference and experience of God as well as the practicing of religion. Religiosity does not necessarily have to depend on an institution. Likewise, belonging to a religious community does not have to be directly linked to personal religious belief. However, religious people anchor religious beliefs and practices in their lives (1). There is a similarity of meaning to the concept of spirituality, which also means a spiritual orientation and way of life, but is independent of religion. Often people mix up the meanings of different terms, like 'religion', 'religiosity', 'spirituality', 'faith', etc.

In this exercise, the students should learn more about religious freedom. The students with refugee and migration background find out what religious freedom actually means: no one should be forced to believe. Every

woman and every man is free to choose his or her religion or even decide to renounce it. No should be forced to participate in religious practices or celebrations. Everyone is allowed to speak publicly about their faith and to commit to it.

💡 Many students take religious freedom in their country for granted. While some of them are members of a church, they are unable to identify themselves with the religious doctrine. Therefore, some students are unaware of the countries where, for example, Christians, Sunnis or Shiites are persecuted, tortured and even killed.

⚠ Since this is a complex topic and may initiate discussion, please handle this exercise sensitively.

1 Bröking-Bortfeldt (2006): S. 16ff.

Exercise description

1. Together with the class, try to find a general definition of religion. Explain that belonging to a religion does not necessarily mean being religious.

2. Work with students to clarify what they know about religious freedom through a mind map (see below). In closing, this can be nicely designed, or the most important points can be displayed in a form of a poster.

3. Engage the students in a discussion based on the questions listed.

Reflection and discussion

• What is positive religious freedom (freedom to belong to a religious community/to establish one)? What is negative religious freedom (freedom not to belong to any particular religion)?

• What does freedom of religion mean? What is one allowed to do? What should no one be forced to do?

• What does the 'headscarf dispute' have to do with religious freedom?

• What is a state religion and where does it exist (e.g. Christianity: Norway, Argentina, Buddhism: Cambodia, Thailand, Islam: Iraq, Saudi Arabia)?

• How does one, practically or in daily life, recognize the religious freedom of a state?

Ideas and suggestions for further work

• Think with the students about how religion affects our daily lives - even if you're an atheist (for example, Sunday as a rest day, Christmas Eve, Easter holidays, etc.)

• What is the relationship between church and state in your country?

• Have your students continue to research (for example, in the Internet or the library) which organizations are committed to religious freedom (such as Human Rights Watch, Open Doors)?

Mind mapping is a visual technique used to record complex topics and projects 'from big to small', from the main topic to smaller details, thus making it clear and organized.

Tasks::
- Copy
- Push tables together
- Form a circle of chairs

PUZZLE

REQUIRED MATERIAL

flipchart paper
pencils
scissors
copies

CURRENT LESSONS

45 minutes — TIME REQUIRED

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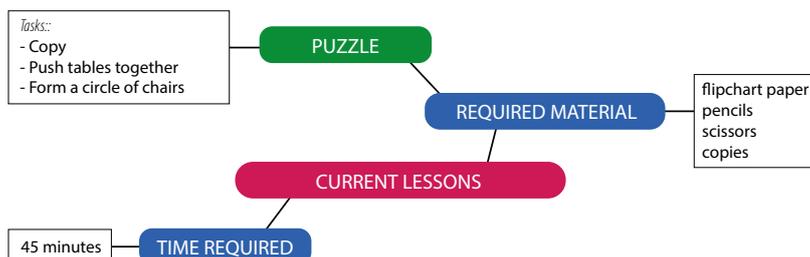
A COUNTRY FOR MANY RELIGIONS

Learning objective
The students will learn about the function of religion in giving meaning and guidance by working on the most famous religions.

Material
Flipchart or poster paper/board, pens/chalk, internet access

Time frame
90-180 minutes

Small groups

Material requirement: low

Internet access

What religions are there ...?

The sociology of religion, a science dealing with various topics, such as social prerequisites of religion or the interaction between religion and society, has been struggling with a general definition of religion since its inception. In everyday life, religion is often simply equated with belief in God or a supernatural being.[1] The sociologist Emil Durkheim was one of the first to venture a general explanation of the term at the beginning of the 20th century. Religion is a 'united system of beliefs and practices that relates to sacred, that is, separate and forbidden things, beliefs and practices that unite all who belong to it in one and the same moral community called church'.[2]

From this description one can discern the essential elements of religion: faith (religious beliefs and symbols), social practices (in the form of rituals and ceremonies) and association with a moral community. The characteristic of the reference to God, however, is rather inappropriate for a general definition, since religions such as Buddhism are not focused on a supernatural being. Instead, the concept of transcendence has prevailed.[3] A distinction must be made between the substantial, which includes the content-related characteristics of religion, and the functionalist concept of religion. The latter describes the (social) function of religion in relation to social/individual relationships. This also includes, for example, the influence of religion on the value system of the believer or on the functional integration of society.[4]

⚠ Encourage the students to become familiar with various religions and become aware of their similarities or differences. This strengthens intercultural class/group cohesion and understanding of other students and their religious practices and everyday traditions, if they are being practiced (for example, regular prayer, headscarves).

1 Wohlrab-Sahr 2008: S. 238
2 Durkheim 1912, dt.1981: S. 75
3 Wohlrab-Sahr 2008: S. 239
4 ibid
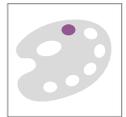
kiwi

Exercise description

1. The students are divided into groups. Each group should work on a religion; if possible, none of the group members belong to that religion:

   - *Christianity*
   - *Islam*
   - *Judaism*
   - *Hinduism*
   - *Buddhism (please expand the list as needed)*

2. The students use the internet to learn about the religions of the world.

3. After that, each group should write several newspaper articles that will later serve for publishing a school newspaper on the religions of the world. This newspaper may contain articles, interviews and pictures.

Reflection and discussion

- How many followers of the religion currently live in Germany?

- In what other countries do many followers of this religion also live?

- Where does this religion originally come from?

- What is the historical development of this religion?

- Which festivals, rites and customs does this religion include?

- What rules and conventions does it contain?

- What are the teachings of this religion?

- Is this religion prohibited anywhere in the world? Why?

Ideas and suggestions for further work

- Plan an inter-religious festival with your students. For this purpose, prepare, produce or bring food, drinks and e.g. traditional clothing that represent different religions. How should /has this celebration be organized to make sure that all participants feel good and that nobody's feelings are hurt?

Space for your notes

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ASSOCIATIONS

Group size: flexible

Material requirement: low

Additional research

Learning objective
The students will learn about the concept of extremism. They will become acquainted with the meaning of basic values and universal rights and derive practical lessons for dealing with each other.

Material
Flipchart or poster paper/board, pens/chalk

Time frame
30 minutes

Extremism - Definition and Meaning

"Extremism (...) In the political sense of the word, extremism means principled, irreconcilable opposition to the system, rules and norms of a democratic constitutional state and the fundamental rejection of the social and economic conditions associated with it. Extremist attitudes are generally based on a fundamental rejection of social diversity, tolerance and openness, and are often an attempt to reduce the current political, economic and social problems to a single cause".[1]

This exercise is well suited as an introductory exercise on 'extremism'. The students should come up with associations on the subject and benefit from the knowledge of others. If you have in your class students with refugee and war experience, approach the topic very sensitively. The exercise and the theme should not serve to stir up hatred and confirm prejudices, but to aim towards social diversity, respect and openness.

Since Islamist extremism has come globally into focus due to its topicality and explosive nature of its incidents as well as by gaining media attention, and the students might recognize only this type of extremism, this exercise only should speak of religious extremism. In this light, there is also, for example, a Christian fundamentalist (mainly in the USA) or a Jewish extremism (for example the Jewish Defense League). But the terms 'left-wing' or 'right-wing extremism' as well as 'extremism of the middle ' as manifestations of non-religious but political extremism should also be presented. Make it clear that extremism is not a new invention but has a long history in all cultures and religions.
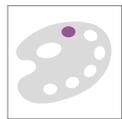
1 Schubert, Klaus, and Klein, Martina (2011): Das Polit lexikon. 5. updated edition. Bonn: Dietz

Exercise description

1. The students should make associations with the topic of extremism using the ABC method. The alphabet is written on flipchart paper or on the (black)board. There should be enough space next to each letter for some associated terms, such as:

   - *A - authoritarian*
   - *B - belief*
   - *C - caliphate*
   - *D – dictatorship*

2. The terms should be broadly associated with or linked to extremism. At first, you should allow other ideas and associations, and then edit the list at the end. It is recommended to always collect several terms for each letter to avoid one-sided emphasis.

3. Have your students either each write down associations for themselves in silence, and then bring them all of together; or work as a group from the beginning and write down the students' ideas on the (black)board/on the flipchart.

4. Discuss the results.

Reflection and discussion

- What is extremism?

- Can you come up with a common definition?

- What's the first thing that comes to your mind when you hear the term extremism?

- What is left-wing or right-wing extremism?

- What could extremism of the middle mean, what does religious extremism mean?

Ideas and suggestions for further work

- Have your students additionaly research these terms on the Internet or the library: what do others think about the subject? On which type of extremism t does one obtain most results?

Space for your notes

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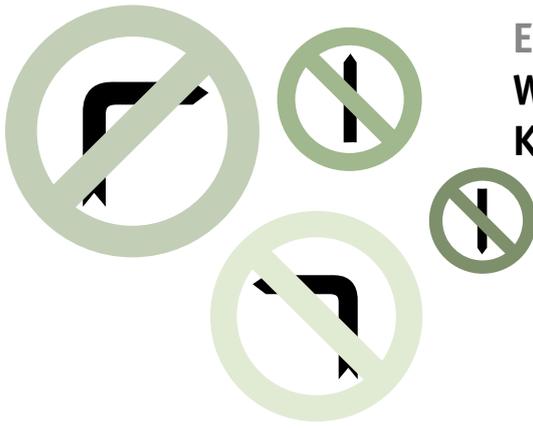
WHO WANTS TO BE A KNOW-IT-ALL?

Learning objective
The students will deliberate over the importance of basic values and universal rights and strengthen their democratic competence.

Material
Flipchart or poster paper/board, pens/chalk, internet access

Time frame
45 minutes

Three groups

Material requirement: low

Internet access

Extremism - left? Right? Religious?

'Extremism (Latin 'extremus'- 'extreme, the extreme edge') [...] extremists want to overthrow the political order and eliminate free democratic order. They do not shy away from using force to achieve their goals. Political opinions, associations and parties are extreme if they are viewed as unconstitutional [...] Right-wing extremists spread nationalist and racist ideas [...] They reject the idea that all people deserve to be treated with dignity. [...] The left-wing extremists include different groups with different goals. [...] The autonomists make up the largest proportion of violent left-wing extremists. They are a mixed movement, based on fragments of communist and anarchist ideas and promote the violation of all rules and resistance to any authority. [...]'[1]

'Fundamentalism, [...] Common to all forms of f[undamentalism is the pursuit of a purifying reform of existing beliefs and religious practices in the light of one's own notion of the basic principles and norms of the religion they represent. Fundamentalists see their interpretation of the sacred texts as the only valid one'.[2]

Suggestion for students, parents and teachers:

'Global Hope Coalition' – a USA base organization (http://globalhopecoalition. org) offers a lot of additional information on this topic.

The Federal Bureau of Investigation launched a special awareness program for teens called "Don't be a puppet: Pull back the curtain on violent extremism" (https:// cve.fbi.gov).

1 Thurich, Eckart: pocket politik. Demokratie in Deutschland. überarb. Neuaufl. Bonn: Bundeszentrale für politische Bildung 2011.
2 Elger, Ralf/Friederike Stolleis (Hg.): Kleines Islam-Lexikon. Geschichte - Alltag - Kultur. München: 5. edition 2008.

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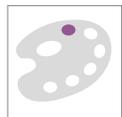
📅 **24**

24 March: The International Day for the Right to the Truth Concerning Gross Human Rights Violations and for the Dignity of Victims

Pre-exercise activities

So that the exercise is not too difficult for your students, you should plan one to two lessons on 'extremism' before this exercise.

Exercise description

1. Divide your students into three groups. The groups should research the topic of extremism on the Internet. Group A: Left-wing extremism, Group B: Right-wing extremism, and Group C: Religious extremism (this can also be broken down into, for example, Christian, Jewish and Islamic extremism).

2. Each group designs a poster and a quiz with 15 questions on their topic. These questions should be rated by points based on their level of difficulty, from easy (1 point) to difficult (15 points).

3. The groups present their posters. Afterwards, all groups should compete against each other in a quiz. Check beforehand if the groups have correctly classified the level of difficulty and thus the points to be achieved for the other groups.

4. The group with the highest score wins at the end. This is followed by a discussion of the results.

🔄 Reflection and discussion

- What are the differences between the three types of extremism?

- What are their goals?

- Why do young people become radicalized?

- What could prevention work look like?

- What can you do if you notice your friend becoming radicalized?

- Which counseling centres are there?

➕ Ideas and suggestions for further work

⚠️

- Younger students and those who have had traumatic experiences through religious fundamentalism may have difficulty with this exercise.

- Some of your students may be the second or third generation of people with refugee background. Maybe you can invite their parents to share their experiences and help students with refugee backgrounds, who have recently arrived in their new country, to get engaged and deal more easily with their own experiences and feelings.

- Irish rock star ("U2") and activist Bono suggested a different approach to fight violent extremism during a Senate subcommittee hearing. Watch the video with your students (https://www.youtube.com/watch?v=1vEvqs94BM0) and discuss the facts. What difference does it make if celebrities stand up in public and discuss political issues?

https://www.youtube.com/watch?v=1vEvqs94BM0

RUBBISH IN THE SEA

ENHANCED

Learning objective
The students will learn about the importance of environmental protection and gain practical skills for their own (consumer) behaviour.

Material
Copy the 'rubbish in the sea', flipchart or poster paper/board, pens/chalk. Adhesive tape/ Magnetic wall/Pins (possibility to hang up and replace)

Time frame
45-60 minutes

Small groups

Material requirement: medium

Additional research

This is for how long our waste continues to 'live on'

Since there have been people on the Earth, there has also been garbage. However, the composition of these substances has changed drastically in recent decades, so that the waste that we produce nowadays decomposes with difficulty or not at all. Today, we have sophisticated recycling and disposal systems in Western society, yet vast amounts of waste still end up in nature via different channels. Often, things no longer needed are simply thrown away carelessly. Garbage is not only to be found in public spaces such as forests or along roadsides, but our oceans are also affected. The oceans not only contain sea animals and plants, but also plastic bags, tin cans or to-go containers of well-known fast-food chains. Since this waste gets reduced into small pieces over time by the actions of waves and UV light, it is ultimately absorbed by the animals living in the sea. This is an additional problem. In particular, plastic and plastic components decompose very slowly and during the process still release harmful chemicals. But how long does it actually take, for a PET bottle to decompose? This is what you need to determine in this exercise. Among other things, a quiz can be designed based on the results and used to interview for other classes and groups.

For research:

Marine cleansing projects Fishing for Litter (KIMO, Kommunenes Internasjonale Miljøorganisasjon, together with NABU, Naturschutzbund Deutschland)

The Ocean Cleanup (Boyan Slat, Dutch aerospace student)

www.kimointernational.org/ FishingforLitter.aspx

www.theoceancleanup.com
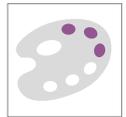
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Pre-exercise activities

Prepare one copy of the 'Rubbish in the sea' template (maps and marine artwork) for each small group. If possible, the marine graphics should be increased to DIN A3 (200%). If this is not possible, ask the students to paint a graphic of a similar kind on flipchart paper or on the board.

Exercise description

1. Distribute the copied work material to the groups and have them cut out and, if possible, paint. The marine artwork is then displayed to be seen by all.

2. In turn, everyone takes a 'garbage card' and thinks about how long it would take for the illustrated product to decompose. The card is attached to the marine graphic along with the card with the corresponding number. The longer a product needs for decomposition, the lower it will be placed on the graphic.

3. In the course of the exercise, the desired numbers may already have been used for another object. Encourage your students to discuss and think together about which number to pin to which object.

4. When all the cards have been used, compare the results.

Reflection & discussion

- How is the topic of waste disposal, waste separation and recycling handled in this country or in the home countries of your students?

- How does our school handle it? What projects in this area have already been implemented?

- What consequences for nature does our careless disposal of waste have? Are there penalties for polluting the environment?

- What can I do to avoid the pollution of nature?

Ideas & suggestions for further work

- Instead of distributing the number cards, have students estimate the period needed for a product to decompose.

- The advantage of this exercise is that, Since most people estimate these values to be much lower than they really are, the results are taken more seriously.

- Find out more about this topic. Visit the website of the BBC for more information on plastic waste (http://www.bbc.com/news/science-environment-40654915).

environmental activist Lauren Singer and learn about her „Zero Waste lifestyle": https://www.youtube.com/chan-nel/UCgjw6tZNyjR_8zIFDsIPpww

Solution:

(The numbers are based on different estimates and of course depend on the individual conditions and the weather. These are only guiding values.)

Glass bottle:	undefined	T-shirt:	2-5 months	Disposable nappy:	450 years
Chewing gum:	5 years	Tetra Pack:	500 years	Newspaper:	6 weeks
Tin can:	50 years	"To Go" cup:	50 years	Cigarette stubs:	1-5 years
Plastic bottle:	450 years				

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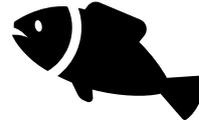
Up to 10 Years

Up to 100 Years

Up to 1000 years

Above 1000 years
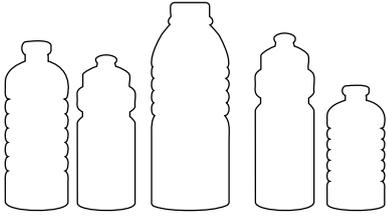
PLASTIC BOTTLE
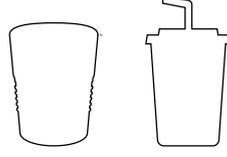
50 YEARS

"TO GO" CUP (STYROPOR)

UNDEFINED (VERY, VERY LONG!!!)
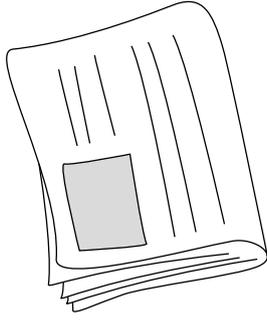
NEWSPAPER

5 YEARS
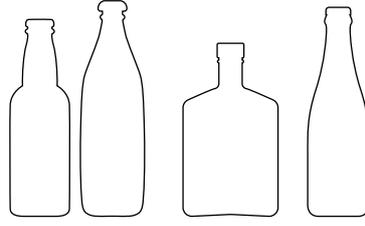
GLASS BOTTLE

50 YEARS
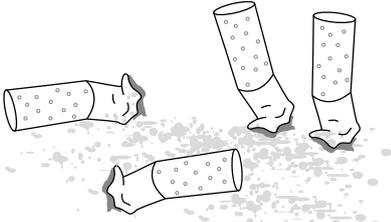
CIGARETTE STUBS

6 WEEKS
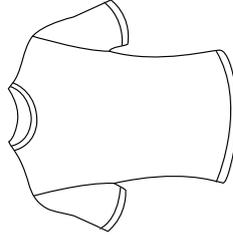
COTTON T-SHIRT

450 YEARS
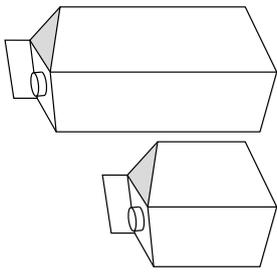
TETRA PACKS

1-5 YEARS
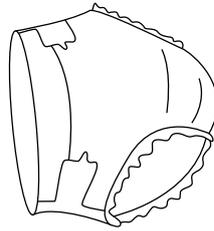
DISPOSABLE DIAPER

2-5 MONTHS
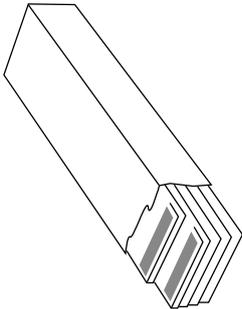
CHEWING GUM

450 YEARS
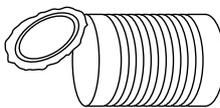
TIN CAN

500 YEARS
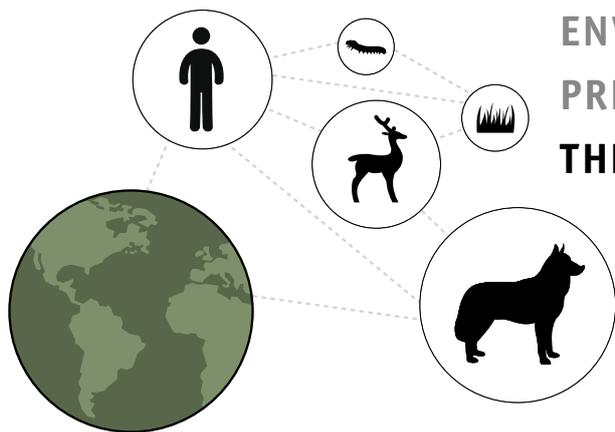
ENVIRONMENT AND PRECYCLING/RECYCLING
THE NETWORK OF LIFE[1]

Group size: flexible

Material requirement: low

🏳 **Learning objective**
The students will deal with the importance of environmental protection and can gain practical skills for their application. Their awareness is raised on inter-connectedness in nature.

✎ **Material**
Ball of wool, scissors

🕐 **Time frame**
30-45 minutes

People - nature's worst enemy

In this exercise, the students should design a food chain. Each person represents a living being and connects to the others through a woollen thread. Begin at the bottom of the food chain (for example, plankton). Begin the chain from the start again, when you have with the students reached the end, imitating thereby the natural cycle. There should be as many food chains (even in different habitats) as possible.

After all the students are involved in the chain and a large network has emerged, the chain should be broken at certain spots where we as humans negatively intervene to clearly illustrate this destruction.
This should make your students aware of the impact of human actions (eg. highways, wind turbines, overfishing, plastic waste in the sea, etc.). Every time a student mentions such an aspect, the thread should be cut in that place. In the end, the network will be largely destroyed, and the students will thereby be faced with impact of our actions. They should be made aware that each individual can do something to protect the environment and the network of life. The students should learn that little things can do a lot of good (for example, not buying plastic bags, separating waste, etc.).

💡 It might be that students with refugee and migration background do not really have a lot of experience with this topic. This exercise will provide them with the opportunity to go through basic and environmentally friendly and protective behaviours, e.g. use public dustbins, save electricity or refrain from asking for or accepting plastic bags offered in the supermarket.

1 Exercise adapted from: Deutsches Institut für Menschenrechte; Europarat; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1. Aufl. Paderborn: Bonifatius Druck Buch Verlag.

Exercise description
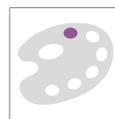
1. Ask the students to sit in a circle. Explain that they should try together to replicate the connected model of nature.

2. Start by naming a plant, e.g. grass. Hold the end of the ball of yarn and throw it to someone else. Who has caught the ball must name an animal that feeds on grass (such as a caterpillar). Now there is a taut string, which stands for the natural connection between grass and caterpillar. The student throws the ball to someone else. This person considers an animal that feeds on caterpillars (for example, a bird or a certain bird species). The game continues.

3. Keep playing until the network of life between all students is taut. If you arrive at the end of the food chain, the students can begin again from the start (for example, plankton). Also overlaps are possible.

4. Ask the students what could damage the net (e.g. overfishing, wind turbines, plastic garbage in the sea etc.). Cut the piece of string first affected by the damage (for example, wind turbines disturb nesting birds, and especially red kites often fly into the rotating blades, so the connection between, for example, birds and birds of prey can be cut).

5. Finally, you can go through the string again and let it drop from a cut-through path up to the end of the food chain to illustrate the damage to the food chain. Then students can see how damage can affect the entire food chain.

6. Discussion of the experience.

Reflection and discussion

- How do you feel now after the exercise?

- How did it feel when you saw the network collapse more and more?

- Did you know before the exercise that everything in nature was connected?

- Who is responsible for environmental protection?

- Who decides on the use of resources and the intervention in nature?

- How can we protect the environment? What can each and every one of us do in our personal lives? What can we do/change at school?

Ideas and suggestions for further work

- Put together with your students a poster entitled 'Environmental Protection'. The students should write down everything that can help to protect or clean the environment and what an individual can do about it.

- The students can also transfer the network to a poster with pictures of plants and animals and a thread that connects the pictures.

- The students should write notes with requests for environmental protection. The requests are then displayed in an appropriate place in the classroom to remind everyone to, for example,

  'Please turn off the heating and lights when there is no one in the classroom.'

  'Please throw your rubbish in the bin'.

MY DAILY ROUTINE AND I

Group size: flexible

Material requirement: low

Additional research

Learning objective
The students will relate their own everyday (consumer) behaviour with the environmental problem. Thereby they will gain practical skills to be used in everyday (consumer) life.

Material
Flipchart or poster paper/board, pens/chalk

Time frame
30-45 minutes

To shower or take a bath?

Over the last centuries our life has been significantly influenced by technological progress. But these new possibilities have also resulted in increased negative impacts on our environment. 'Anyone who takes a bath in a full tub consumes about 140 litres of water. When showering, about 20 litres of water per minute flow through the pipes' (1). Since it seems that we consume less water that way, it is advised we take a shower instead of a bath. However, it also depends on how long your shower lasts. Our consumer behaviour also contributes to the environmental impact: transportation of clothes or fruit and vegetables by aircraft and ships also has a big negative impact, e.g. by emissions into the air and through liquid and solid waste into the sea.

However, most of the CO_2 emissions are caused by livestock farming. In this exercise, students should deal with their personal, everyday environmental impact. They should

recognize which everyday actions and rituals can negatively impact the environment and what opportunities there are to reduce the consequences. The students show here everyday objects that they consider indispensable: which product should not be missing (anymore)? Which suggestions for improvement are there? What can be done well, what is difficult? Where must/can/should you make compromises or sometimes also cut back?

Further tips on precycling can be found on 'Planetpals' (http://www.planetpals.com/precycle.html) or at the US Environmental Protection Agency (https://www.epa.gov/recycle)

http://www.planetpals.com/precycle.html

https://www.epa.gov/recycle

1 Lorenzen, Meike: 33 Tipps, wie Sie die Welt verbessern können. URL: http://www.wiwo.de/technologie/umwelt/nachhaltigkeit-33-tipps-wie-sie-die-welt-verbessern-koennen/8281168.html (Download 03.03.2016)
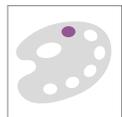
Exercise description

1. Copy the list of everyday items below onto the board or flipchart paper. The students are invited to pick out and mark five products they consider indispensable. These products are part of my everyday life:

Toilet	Bus	Smartphone
Shower	Train	Laptop
Scooter	Plastic shopping bags	Electricity
Returnable plastic	Bicycle	Clothing
Bottles	Coffee to go	Local fruits and vegetables
Car	Glass water bottles	Bananas
		Meat

2. Collect the opinions of individual students on which items they classified as indispensable and put them on the board/flipchart. This also makes it easy to see which products are most commonly used by the class/group.

3. The class discusses the environmental aspects of the relevant products. Summarize conclusions on how to live more sustainably.

4. Discuss with the students about what could be improved at school in terms of sustainability. Plan a competition with them and promote it in the whole school. A jury made up of representatives from relevant areas (for example, director, janitor, cook, student) then decide on the winning idea.

Reflection and discussion

- What kind of environmental problems can we cause by using everyday products?

- How could environmental impact be reduced?

- Are there alternatives that you could use in your daily life?

- Are there any products from the list that you could completely do without?

- Why are these products particularly important to you?

Ideas and suggestions for further work

- You can let the students mark all those products they find relevant and then lead them through the discussion toward choosing those items they could do without.

- Present the list of items, but do not explain at this point that the environmental issues related to these everyday products should be reflected.

- At the end of a schoolday, check with your students the dustbins in the school yard or the classrooms. How much rubbish has accumulated?

- Let students collect the rubbish they produce in one day. How much waste does everyone produce in one day?

Additional exercises

Tips for project planning with your students can be found in the exercise 'Admission instead of assignment'
(5.2.1) in the 'Together' topic, whereby the topic 'Integration' can be changed to 'Sustainability'.

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PLASTIC-FREE, PLEASE!

Learning objective
The students will reflect on their own usage of plastic, think of alternatives and ways to integrate them into their daily routine.

Material
Flipchart or poster paper/board, pens/chalk, internet access

Time frame
180 minutes (could be divided into smaller units or be designed as workshop additions)

Small groups

Material requirement: low

Additional Research

Internet access

Challenge yourself: Can you live without plastic?

Plastic is a particularly durable material that takes a long time to decompose. Environmentalists regularly emphasize that plastic consumption in our society has reached an extremely high level. When shopping, plastic bags are used, drinks are purchased in returnable plastic bottles and each yogurt cup has its own plastic packaging. It is hard nowdays to avoid plastic, it's almost everywhere. Therefore, it is particularly important to raise awareness among the students about plastic consumption. You can introduce plastic usage by telling students that there are entire islands made of plastic, several square metres in size, floating in our oceans. The students should recognize where they encounter this material on a daily basis and which things are made of plastic. However, they should also address the waste disposal issue and discuss the difference between disposable and reusable products. It is not just about recycling, but also about the responsible use of this material and avoiding plastic whenever possible (Precycling).

In this exercise, students should address the consumption of plastic in our society and the issues resulting from that behaviour. They should classify objects made of plasic that they use on a daily basis as problematic and come up with ideas of how to replace these items. Web sites such as 'Sustainable Baby Steps', which provide tips for replacing common plastic household products, can be useful

http://www.sustainablebabysteps.com/alternatives-to-plastic.html

kiwi

Exercise description

1. The students are divided into three groups and conduct internet research (alternatively/additionally in the library and the daily press) on the following topics:

   Group 1: Where can we find plastic in our everyday life? Structure the thinking around your regular daily routine (e.g., in a form of a timeline) to more easily determine which items are used (e.g., alarm clock - plastic alarm clock, bathroom - plastic toothbrush/cream tube, etc.)

   Group 2: What is plastic made of? They should work out the consequences that ingredients like BPA (bisphenol A) and PET (polyethylene terephthalate) may have on people.

   Group 3: What is plastic disposed of? The students should discover what happens to plastic when we throw it away. The plastic islands in our oceans can be addressed (see also 'Rubbish in the Sea exercise, section 2.6.1). In addition, it should be established how plastic decomposes in nature and how long that process takes.

2. The small groups each prepare a presentation on their question and make a hand-out or a poster for other students.

3. The groups present their results.

4. The whole class meets and discusses the subject of plastic in the context of their research results.

Reflection and discussion

- Which items can replace plastic products?

- What tips do you have for avoiding plastic in your life?

- What were the most shocking facts you learned? Why?

- Would you restrict your plastic consumption? Why?

- How can the plastic islands in the oceans be avoided? Which organizations are already doing something about it?

- What do you understand by the term 'Precycling'?

Ideas and suggestions for further work

- As homework, the students can take photos of plastic waste that accumulates at home in one day. They can present the photos to their peers and discuss what items could be avoided.

- Examine websites such as EcoWatch (https://www.ecowatch.com/10-ways-to-use-less-plastic-every-day-1881820411.html) or let your students do their own research on how to completely get rid of the plastic waste in their lives.

https://www.ecowatch.com/10-ways-to-use-less-plastic-every-day-1881820411.html

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CONTENT TOPIC 3
MY IDENTITY

1 Deutsches Institut für Menschenrechte; Europarat; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1. Aufl. Paderborn: Bonifatius Druck Buch Verlag.

Similarity is the identity of qualities.
Immanuel Kant

Continued

ENHANCED

2 Exercise adapted from: Landesinstitut für Lehrerbildung und Schulentwicklung, SuchtPräventionsZentrum (ed.): Fit without fuel. Alcohol prevention materials for nine 7th grade subjects. Hamburg.

3 Ibid.

4 CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

5 Ibid.

Since the second half of the 20th century, the strict interpretation of gender roles has been fading away worldwide. However, the lived reality is still not gender-neutral. Every human being unconsciously functions within an identity based on sex as female or male. Through interactions, ideas of masculinity and femininity are manifested. Nobody is free from social expectations when it comes to gender-related roles. We are two-dimensional: the first is the biological dimension, referring to physical characteristics (sex) and the second is the social dimension (gender).

"In gender studies, gender as a social category is contrasted with sex as a (presumedly biologically given) physical body, pointing out that gender identities such as femininity and masculinity are not innate, but much more a product of a specific socio-cultural, historical constructions [...] that are interactively manufactured in every moment our daily lives [...]."[1]

How are the cultural concepts of gender roles different?
Gender roles are expectations of the way women and men should behave in a particular culture'.[2] 'In 2013 in Germany, the Federal Office for Migration and Refugees conducted a study on different groups of people in order to examine gender attitudes. In 2015, Germany recorded the highest number of immigrants received in the entire EU; in 2016 alone, it recorded more than half of the total number of all the refugees who arrived in the EU. One of the many studies on migration in Germany addressed the topic of gender roles, whereby their religious affiliation and source countries were carefully considered.

The study refuted a widespread prejudice that in the Islamic cultural circle, in particular,

women were discriminated against and were positioned far down in the hierarchy: 'Patriarchal gender hierarchy in the light of women's subordination to family and work have been rejected by the vast majority of Christians and Muslims. Only a minority—around 11% among Christians and around 17% among Muslims—expressed opinions that can partially be interpreted as discriminatory towards women, leading to the conclusion that Christians and Muslims have relatively similar views on the equality between men and women.[3] However, this theoretical inquiry deviates from how the gender roles were perceived in practice. The practical application of gender roles was examined, for example, by questioning the extent of parents'influence on their daughters' choice of a boyfriend compared to their sons' choice of a girlfriend.

The topic of 'family control over the daughter', which is also frequently discussed in the media, was more traditional for Muslim migrants (62.8% degree of liberality) than migrants from Christian countries of origin (78.8% degree of liberality). Another point that illustrates unequal practices between women and men is women's dependence on men's decision-making on their behalf. Findings from the study showed that around one-tenth of migrant Muslim women are only able to make limited choices about their occupation or employment since their husbands make these decisions for them.[4]

The study indicated that Muslim women are particularly dissatisfied with the traditional division of roles whereby men are breadwinners and only a small number of women are employed. Nevertheless, this division of roles is practiced by two-thirds of Muslims living in

1   Wienhold, Hans (2011): Lexikon der Soziologie.
    5. Auflage. Wiesbaden: VS Verlag
2   Myers, D.G. (2014): p. 170

3   Ibid.
4   cf. Becher, I.; El-Menouar, Y. (2013): p. 7

Germany.[5] However, this gender-based division of responsibilities is not only practiced by the Muslims interviewed but also by Christian couples: 'Domestic tasks such as washing clothes, cleaning and cooking are still mostly done by women alone; men take on tasks such as repairs'.[6]

If one includes the level of education, it becomes obvious that the classical distribution of tasks decreases with the increasing level of education of the interviewees. The higher the level of education, the sooner household, family, and household tasks are performed by both women and men alike.[7] This applies both to migrants from Muslim and Christian countries of origin.

If the level of education in women and men rises, the division of responsibilities in the household and in the family is lost, and these are then dealt with equally by both sexes.

How do cultural views differ when it comes to the topic of sexual intercourse?
'The physical development of adolescents adds a sexual dimension to their personality, and the way sexuality is lived differs greatly in different cultures and over time'.[8]

Although there are many differences between the major world religions, opinions about sexuality are not that different at all. Islam, Christianity and Judaism are largely unanimous on homosexuality, premarital sex and the sanctity of marriage.
Sexual intercourse before marriage is one of the big issues in all religions. In Islam as well as Judaism and Christianity, sex before marriage is forbidden. How strictly young people respect this commandment depends on their country, culture and social environment. The Protestant attitude in Christianity is the most liberal in this regard, although there are also differences within Protestantism: In America, beliefs that prohibit pre-marital sexual intercourse are stricter than in Europe.

As in the three monotheistic religions, sexual relations before marriage are also rejected in

Hinduism. Women in particular are expected to marry as virgins. Although pre-marital sexual contact by young men is socially tolerated, the Hindu doctrine recommends a life of abstinence (including, for example, masturbation) before marriage.

Concerning the subject of intercourse in marriage, there are two viewpoints: the one in which sex is seen only as a means of reproduction and the other in which sex can also be related to passion and enjoyment. This is often associated with opinions about contraception. In Islam, for example, sex in marriage is not only reserved for reproduction and therefore contraception is generally not prohibited. In Buddhism, on the other hand, sexual intercourse is seen primarily as a process of procreation. Since the rebirth of a human is regarded as something precious, contraception is not forbidden in principle, but is rejected especially by strict Buddhists. In Judaism, sexual intercourse may be enjoyed, but mainly serves reproduction. Even in Hinduism, sexuality in marriage is not limited to reproduction. Lust and passion can also be part of sexuality here. Christianity is much stricter: sexual intercourse within marriage is reserved for reproduction. That is why contraception is rejected, above all by the Catholic Church.

A further topic is the attitude of religions to homosexuality—which is mainly forbidden. In Hinduism, homosexuality is considered a disease and it is forbidden in Islam. The most liberal is the Protestant church when it comes to homosexual love: in the meantime, homosexual couples can be married in many countries, while the Catholic Church continues to ban these marriages.[9]

'"Identity", from the latin idem, "the same one", ...[is a] Psychoanalytical-social-psychological term for the lasting inner feeling of being the same, the continuity of the experience of self of an individual (I-I, also self-I), which is essentially produced by the lasting assumption of certain social roles and group memberships as well as by social recognition as someone who holds the respective roles or belongs to the group concerned. According to E.H. Erikson, the process of finding and forming identity takes place during puberty and adolescence, in which an individual chooses and adopts the most important roles for his or her future life. Thereby, the adolescent is faced with the task of integrating his/her conscious and unconscious attachments, needs, abilities, identifications etc. and the various, often conflicting elements

5   cf. Becher, I.; El-Menouar, Y. (2013): p. 6
6   Becher, I.; El-Menouar, Y. (2013): p. 6
7   cf. Becher, I.; El-Menouar, Y. (2013): p. 7
8   Myers, D.G. (2014): p. 46

9   cf. Schwenner, L.; Kleine, L. (2014): p. 2ff

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of the roles he/she adopts. If this problem is not solved, serious crises and disorders (identity diffusion) can occur'.[10]

Images: Typical female/male activities?

What are the goals of the 'My Identity' exercises?
Generally speaking, the exercises are about the students' concept of self. Some tasks are aimed at making them aware of their own strengths, abilities and weaknesses. They learn to (more or less) rationally assess and describe their strengths, skills and abilities. The subject of identity is in focus as children and adolescents with a refugee and migration background have to come to grips with a new culture.Often they have difficulties in integrating their own (cultural) identity that had been established under the influence of their education and socialization into the new culture. They are faced with the difficult task of reconciling their attitudes, rules and norms with the new social norms of their host country. When the children and adolescents then join educational institutions and have

contact with their peer group and teachers, these social norms play a central role in the development of their concept of self.

Above all, teachers and other caregivers (school social workers and school psychologists) are responsible for all children and adolescents. This has two main reasons, especially in the educational system:
'1. Communication of a positive self-image is considered an important educational objective because the mental well-being of children, adolescents and adults benefits from a positive self-assessment. 2. The assumption that a positive assessment of one's own performance can positively influence the actual performance has been empirically proven'.[11]
Other topics that will be covered in the exercises below are gender roles, gender identity and gender construction. 'When you think about how the system and the environment together lead to social diversity, social gender is a good example of this'.[12]

Through interaction with other people and through the media, children and adolescents become influenced from an early age about what it means to be a girl or a boy, and how to behave according to those roles. 'If men are expected to relate more to roles that require physical strength, and women more to those that have to do with raising children, then both genders may show exactly the behaviour as their respective roles dictate'.[13]

The students learn from the following exercises that it is not the biological, but rather socially constructed differences between men and women, which lead to social inequality. They learn how these socially constructed differences affect their everyday lives, career opportunities and their mutual relationships. They thus become aware of their gender identity and can reflect on their own behavioural roles.

⚠️ *Please note that the of sexuality topic might be harder to handle for some than for others. There might be students who have already had bad experiences in this area or who are not used to speaking openly about the topic because of their religion, education or personal inclinations. Allow enough time, create a pleasant working atmosphere and prepare additional or alternative working materials, to be able to link to the topic later as required.*

10 Wienhold, Hans (2011): Lexikon der Soziologie.
5. Auflage. Wiesbaden: VS Verlag

11 Wild E., Moeller J. (2015): p. 178
12 Myers, D.G. (2014): p. 164
13 Myers, D.G. (2014): 173

And that's what the symbols stand for:

Difficulty level (basic or advanced)
blue stands for basic and beginner exercises,
green for advanced exercises

The chilipeppers indicate the degree of
difficulty or complexity of the task. (1= least
challenging to 3= highly challenging)

Exercise features

Group size
(flexible, couples or small teams)

Material requirements
low   = e.g. only paper, pens/pencils
medium = e.g. paper, scissors, worksheets
high   = e.g. large amounts of paper,
*   special needs like packing tape,*
*   cutlery, wool, ...*

Additional research
requires additional research or
inquiries such as internet or library
research, questionnaires and polls

Internet access required
requires internet access in order to fulfill
the task/assignment

Third party support
important for feeback rounds with stu-
dents; e.g. observers

2.6.9 **Page numbers**
The page numbering is divided into
"chapter.topic.page", e.g.:
Chapter 2 "Values & Rights".Topic 6 "Environment &
Precycling/Recycling".page 9.

Text extras:

Tips and fun facts
Interesting and helpful information

Attention!
This exercise might not be suitable or
appropriate for traumatized or sensible
students. Or it is especially difficult,
so that students probably need further
help. Read the assignment carefully
before deciding and gather further
information.

Family & friends
Invite family members or friends to
include them in the task.

QR Code
This manual uses QR (Quick Response) codes to
make it easier for you to enter the links given here.
You can scan these codes e.g. with your smartpho-
ne. For iPhone: Use the camera app. For Android:
Download one of the many free QR code apps availa-
be in the Play Store.

Please note that the specifications given in the exercises such as difficulty level,
time and material requirements are only guidelines and depend on your individual
circumstances. They are only intended to facilitate the process of organising and structu-
ring the workshop.

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MY STRENGTHS
MEANINGFUL

Learning objective
Students learn the meaning of competency-related terms in order to be able to name and reflect on their own strengths.

Material
'Meaningful' template, scissors, flipchart- or poster paper/board, crayons or pens/chalk

Time frame
60 minutes

Groups size: flexible

Material requirements: minimal

Recognize, define and expand your own competencies

The module 'My strengths' is about recognizing, defining and expanding your own competencies. It will be followed by some typical exercises that serve to establish competency. Basically, it is important not only to become aware of your own strengths, but also to reflect on them.

However, many people find it difficult to name their own strengths and to present them to others without under- or over-estimating them. A realistic assessment of one's own abilities is important though, not only during schooling but also in the choice of career . In addition, some students may not be quite clear what is meant exactly by such complex terms as the ability to deal with conflict, empathy or focus. In order to be well prepared for the following exercises and to avoid any difficulties students might face with the terms referring to social and personal competencies, this exercise should be done at the beginning of the module 'My Future'.

Students should give an example for each of the terms describing different competencies; at the same time, they will also get to know other competencies. It is important that you explain to the students the need for self-as-

sessment. All terms should be well understood, since they will appear again later when the students are asked to make a career choice and write their own job applications. Invite the students to name their own examples of competencies. They will certainly come up with lot of school-related examples, but please encourage the students to think about other aspects of life. Students, in particular those who have difficulties at school and experience success less often, should be encouraged and supported in the following exercises. In this context, you should also let them know that competencies can be learned and are not innate talents. Everyone can improve and expand their competencies as much as they want to and make themselves.

In vocational education, classification into four core competencies is common: professional competency, self- / personal competency, social competency, learning / method competency. In educational science, a distinction is often made between professional competency, social competency and self-competency.
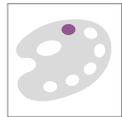
Pre-exercise activities

1. Make a copy of the 'Meaningful' template (front side 'Terms' and the reverse side 'Examples') and cut out the cards.

Exercise description

1. Lay out the term-cards on a table. The corresponding examples should be laid out on another table.

2. The students should now try to match the terms and examples with each other. Divide your class into two groups: Group A will divide the terms among themselves. Group B will divide the examples among themselves. At the end, each student should hold a piece of paper in her or his hand for which the correct term or example is sought.

3. Now, ask the students to walk around the classroom and look for the right 'second half' of the pair. Give your students enough time and space to talk to or discuss with each other. If you have an odd number of students in the class, or more students than terms / examples, some students could be asked to help others find the right term/ partner (act as guides). Possibly, they could also form two-member teams for a term or example.

4. Now that everyone has found a partner, each person reads the text on her/his note out loud. The group may decide now, whether the 'pairs' are correct.

5. The related terms / examples are glued onto poster or flipchart paper and can be decorated or highlighted as needed.

Further exercises

Since the terms and examples from this exercise also appear in the follow up exercises in this chapter, it's best to hang the finished poster in the classroom so that which terms and examples belong together can be looked up again during the following exercises.

Solution

These terms and examples belong together:

1-D	3-F	5-G	7-A	9-H	11-E
2-I	4-M	6-K	8-B	10-L	12-C

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TERMS

1 Endurance	2 Empathy
3 Helpfulness	4 Communication skills
5 Conflict resolution	6 Criticism
7 Willingness to perform	8 Independence
9 Team player skills	10 Sense of responsibility
11 Focus	12 Reliability

EXAMPLES

A

It is important to me that I can always say: 'I've given my best!'

B

I dare to tackle new tasks, even on my own.

C

I fulfill my duties, even if they are not fun. You can always rely on me.

D

I always stay on top of things and always finish my assignments. I do not give up easily!

E

If I really want something, then I do my best to achieve it.

F

I am there for others when they have problems or need support.

G

I can stay calm in disputes and handle them well. When others fight, I mediate.

H

I enjoy working with others. I accept other ideas and suggestions.

I

I try to understand how other people feel and can empathize with their situation.

K

I accept criticism and reflect on it. I can criticize others respectfully and objectively.

L

I am aware of the tasks and requirements and try to implement them in the best possible way.

M

I can express myself well, I listen to what others are saying and give feedback.

A LOOK AT MYSELF

Learning objective
Students learn how to think about and name their own competencies as well as those of their peers.

Material
'A look at myself' template, paper pad and pens/pencils

Time frame
45 minutes

Group size: flexible

Material requirement: minimal

How do I see myself, how do others see me?

This exercise is the first self-assessment of the competencies introduced in Exercise 6.2.1 ('Meaningful'). Now that the students are familiar with the terminology, they can conduct their own assessment. The worksheet is suitable for two variations of the exercise: In Exercise A students can deal with their own competencies individually and anonymously. This version is particularly useful if you plan to perform multiple competency assessment exercises. A comparison of this first self-assessment before and after the workshop is also of interest. Depending on how well you know your class, and how positive the atmosphere is, you can also ask students to put their names before they submit the worksheets. This provides room for feedback discussions that build trust and strengthen self-esteem. Refer to students' current successes and focus, first of all, on the strengths of the individual. In general, it is advisable to emphasize strengths and pay less attention to weaknesses. Exercise B focuses on the assessment by others whereby students get judged by a trusted person; then the worksheets are analyzed and discussed.

The exercise works best when the partner is able to substantiate her/his assessment by using concrete examples. If you want to combine both exercise variants, students can benefit from the comparison of the findings from their own analysis and those of the other person. They can learn then that such assessments and judgments do not always have to be identical. This will help them understand better where they have underestimated or overestimated themselves. You have to point out that the assessments are to be done in an objective manner.

According to Ryan and Deci's self-determination theory (SDT), there are three constant and cross-cultural basic psychological needs: competency, autonomy and social inclusion. Meeting these needs is important for functional behavior and mental health.[1]
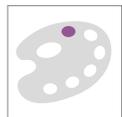
1 cf. Kramer, Klaudia (2002): 18

kiwi

Exercise A

1. Distribute to all students a copy of the 'A look at myself' template.

2. Give the students enough time to do the self-assessment and complete the worksheet.

3. No one has to show their completed sheet. Everyone is allowed to file away and keep the sheet. After the unit 'My Strengths' is finished, or after the end of the workshop, you should once again give students the opportunity to fill out a new worksheet and compare it to the previous one.

Exercise B

1. Distribute a copy of the 'A look at myself' template to all students.

2. All students choose a partner they trust. That can also be you, as a teacher. This partner now fills out the worksheet for the student.

3. The students may talk with their partner about how the assessment turned out and whether they rated themselves differently.

> We judge people too much on their appearance
> *Paul Schibler*

Space for notes

_ _

_ _

_ _

_ _

_ _

care

A LOOK AT MYSELF

Insert your name, if you wish

	totally correct	correct	partially correct	incorrect	no information
I have stamina.					
I have empathy.					
I am helpful.					
I can communicate well.					
I know how to deal with conflict.					
I can handle criticism.					
I am committed.					
I am independent.					
I am a team player.					
I am responsible.					
I am focused.					
I am reliable.					

A LOOK AT MYSELF

Insert your name, if you wish

	totally correct	correct	partially correct	incorrect	no information
I have stamina.					
I have empathy.					
I am helpful.					
I can communicate well.					
I know how to deal with conflict.					
I can handle criticism.					
I am committed.					
I am independent.					
I am a team player.					
I am responsible.					
I am focused.					
I am reliable.					

CUT ALONG THE DASHED LINE

- -

MY STRENGTHS
I CAN DO SOMETHING, YOU CAN'T

🚩 **Learning objective**
The students will deal with different strengths. They will reflect on their own competencies and put them in concrete relation to different occupations.

✏️ **Material**
Notepad, pens/pencils, if appropriate poster or flipchart paper

🕐 **Time frame**
60 minutes

Group size: flexible

Material requirement: minimal

Which profession is right for me and my abilities?

Many students are not yet sure during their schooling what kind of occupation they want to pursue once they finish. So many questions remain unanswered: What kind of activity would I enjoy? What professions would suit me best? It is reasonable to suppose that career aspirations will depend on one's own strengths and tendencies. But how should this work if one does not (yet) know which profession requires which aptitude or which strength fits which job? These questions should now be clarified. In this exercise, students will relate their own strengths to different occupations. They have to assess themselves by choosing only one out of two statements offered. Afterwards they discuss to which professions a respective strength or tendency fits best. This is how students learn that each job requires different strengths. The great thing about this exercise is that students must always choose between two opposing strengths, both of which are needed in the job market though.

Since many students with refugee / migration background might not yet know about the variety of professions, this little exercise is also a good introduction to the topic of 'occupation'.

If you have many students with this background in your class, you should always check if a profession mentioned is known or needs to be explained. In general, you should make sure that as many different professions as possible are mentioned in the course of the exercise. Alternatively, you can suggest that each profession can be named only once.

💡 To learn more about different occupations, please take a look at the list below. You will also find the conditions that need to be meet in order for a candidate to get a particular job.
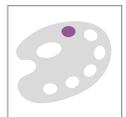
https://www.bls.gov/ooh/occupation-finder.htm.

Exercise description

1. Take students to the school yard or an empty classroom. Mark one corner as answer A and another one as answer B.

2. Students should stand now between these two corners. After you read statements one by one, each student has to decide which corner to go to.

   A I like to work alone.
   B I like working in a team.

   A I quickly get to know new people and like socializing.
   B I am rather calm and thoughtful.

   A I like it when decisions are made in a team.
   B I like to tell others where to go.

   A I like being outside and always on the go.
   B I'd rather stay inside and need a steady job.

   A I see where there is work to be done and get involved.
   B I always think before I act.

   A Order is important to me.
   B I see through even the biggest mess.

   A I want to become an expert in a certain field.
   B I want to learn many different things.

   A I decide based on my gut feeling.
   B I make decisions in my head.

   A I always make detailed plans.
   B I often decide / act spontaneously.

   A I focus on one task until it's done.
   B I often do many things at the same time.

3. After the group has been divided, each statement should be discussed – which strength is best aligned with which occupation, for example:

   A: I like to work alone.
   B: I like working in a team.

   Question: In which profession do you work alone?
   Answer (example): professional driver, photographer, pathologist.
   Question: In which profession should one be a team player?
   Answer (example): carpenter, pedagogue, salesman

4. Finally, discuss, if necessary, the fact that none of the traits or characteristics are 'good' or 'bad' as such, and let the students design a poster presenting their impressions.

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BUILDING A TOWER

🚩 Learning objective
The students will test their ability to communicate and cooperate. They will learn to develop creative solutions in teamwork and to reflect on their own competencies.

✏️ Material
Copy of the 'Assessment' template, 10 coasters, 15 straws, 3 paper cups, adhesive strips, various (old) pieces of paper, a measuring stick/a folding yardstick, 1 billiard ball per group

🕐 Time frame
90 minutes

Small groups

Material requirement: high

Support required

Team spirit and creativity are required here!

In order to prepare students for a realistic career choice, it is important that career orientation becomes an integral part of school education. Preparation should consist of providing information and opportunities for gaining work experience, as well as opportunities to examine existing skills and knowledge. For not only students with refugee / migration background will be faced with a career choice in the near future, but also local students have to get familiar with job requirements, the educational conditions and the labour market. Since entering the labour force is considered to be the strongest integrating power, working on this chapter makes perfect sense. It should be kept in mind that the newly acquired knowledge will stick to the students for the rest of their lives. It is important to moderate this and the following exercises in a motivating manner, to closely monitor the process and observe students while working on their exercises. Last but not least, ensure that a follow up takes place including a competence-oriented feedback discussion. These steps certainly require a little practice, but are necessary to ensure the usefulness of these exercises.

In the following exercise, students have to show creativity and ingenuity. During the process, however, much more can be discovered. How motivated are the students? Who is very concentrated on their work? Who shows the talents of a skilled craftsman? And who handles criticism well?

For all students to be treated fairly, at least one observer should be assigned to each student group and take notes so that all students in the debriefing session receive extensive feedback.

💡 Sustainability related hint:

Since this exercise requires a lot of paper, please use recycled paper. Students can be asked to bring some from home before this exercise.

Pre-exercise activities

1. Ask colleagues or parents if they would like to observe the task and support you. It would be nice if each group had an observer to later give feedback to each student on his/her strengths.

2. Collect the material, in particular a lot of old paper and the billiard balls.

3. Divide the students into groups. Each group should have up to six people.

4. Organize a room for each group or design the rooms so that no group can see the towers of the other groups.

Exercise description

1. Distribute the material to the groups. The list of materials above may be extended if necessary.

2. Each group now has the task to build a particularly impressive and tall tower. The tower must be built to hold a billiard ball placed at the top of the tower. Only the distributed material may be used.

3. After 60 minutes, the tower should be ready and presented to other groups. It would be nice if the students named their towers. The highest tower wins.

4. Alternatively, students may decide to vote for the most refined or beautiful tower.

Follow up exercises

1. Distribute a copy of the 'Assessment' template among the students. They will assess their strengths based on the evidence established in this exercise.

2. Afterwards, talk to each student, one at a time, and go through the evaluation sheet with them in an empowering way. Which strengths did you identify? What do you want to add? Which findings can you confirm?

> If you want to build tall towers, you first have to spend a long time building the foundation.
>
> *Anton Bruckner*

Further exercises

To, first of all, get familiar with the terms from the assessment sheet, it is important to go through the exercise 'Meaningful' (6.2.1). You also need the copy of the 'Assessment' template from this exercise which will serve you as a score sheet for the follow-up phases in the following exercises:

6.2.15 'Inventiveness'
6.2.19 'Landing on the Moon'
6.2.23 'Who cracks the nut?'
6.2.25 'City Planning'

care

ASSESSMENT SHEETS
FOR SELF-EVALUATION AND EVALUATION BY OTHERS

	good	very good	Excellent

Social skills

Teamwork			
Criticism			
Cooperation			
Communication skills			

Self- and Personality Competencies

Reliability			
Independence			
Motivation			
Commitment			

Learning skills

Ability to concentrate			
Visual thinking			
Learning methodology (planning ability, diligence)			
Solution-oriented			

Physical competencies

Endurance			
Technical skills			
Coordination			
Agility			

If necessary, enter your name

Please mark the positively recognized strengths under the respective smiley face. By repetitive use of the same sheet a simplified rating version should be used, such as crossing a box by using a line instead of an 'x'.

ASSESSMENT SHEETS
FOR SELF-EVALUATION AND EVALUATION BY OTHERS

	good	very good	Excellent
Social skills			
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Learning methodology (planning ability, diligence)			
Solution-oriented			
Physical competencies			
Endurance			
Technical skills			
Coordination			
Agility			

Please mark the positively recognized strengths under the respective smiley face. By repetitive use of the same sheet a simplified rating version should be used, such as crossing a box by using a line instead of an 'X'.

If necessary, enter your name

CARE® 2016 Kiwi Learning Material - p. 6.2.13 copy template "Assesment"

CUT ALONG THE DASHED LINE ✄

BASIC

Small groups

Material requirement: high

Support required

Learning objective
The students will test their ability to communicate and cooperate. They will learn to develop creative solutions in a team and to reflect on their own competences.

Material
Copy of the 'inventiveness' and Assessment templates from the 'Building a Tower' exercise (3.1.13), flipchart or poster paper / board, note paper, pens / chalk

Time frame
90 minutes

Tinker, discover and invent ...

In this exercise, students are divided into inventor teams. They get three assignments, but can choose to work on only one. So, they have to decide which assignment to accept and how to solve the task. The invention is not supposed to be literally constructed, nor is it expected for it to really work or function. This exercise also consists of preparation, monitoring or observation of the solution-seeking process and a subsequent feedback discussion. **Different competencies should be written in an easy-to-read way, thus the students should be monitored, preferably by an additional person.** Trained observers write down notes for each student's behaviour, and get to evaluate or judge it later when they align the action with a certain competency. It is important that every student receives comprehensive and competency-focused feedback. For the assessment and self-assessment by students, please use the copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11).

You or your students may develop your/their own assignments in this exercise. Conduct a brainstorming session with them. What difficulties do students encounter in their everyday life? Which invention could make life easier? Students might come up with exciting ideas here, in particular when taking possible language barriers into consideration (this can refer to both students with or without migration background)!

Pre-exercise activities

1. Ask colleagues or parents if they would like to observe the task and thereby support you. It would be good for each group to have an observer who will later give feedback to each student on their strengths.

2. Divide the students into groups. Each group should have up to six people. Divide your class into groups of equal size. Each group should have a large table available to them.

3. Organize a room for each group or design the rooms in such a way that each group can work in a protected area.

Exercise description

1. Explain to the groups that they are an inventor team for the next 60 minutes. They have inquiries from three clients with different concerns and needs.

2. Before groups get their assignments (see the 'Inventiveness' template), the students need to choose which one they want for their team.

3. Each group should then come up with a product or machine that can solve the problems from their assignment.

4. After the task is done, each team should prepare a presentation to introduce the invention to other groups. For this purpose, each group receives a flipchart paper and a marker. In the presentation, the students describe briefly the function of the invention, its name as well as the development process. In addition, the invention should also be illustrated.

Follow up exercises

1. Hand out the copy of the 'Assessment' template. Students should assess their strengths in this exercise.

2. Afterwards, talk to each student, one at a time, and go together through the evaluation by focusing on strengths. What strengths did you identify? Do you want to add anything? Which findings can you confirm?

Further exercises

To broaden the work on this topic you will need a copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11). For a comprehensive evaluation, collect the assessment sheets and compare the results at the end of this chapter. In order to get familiar with the terms in the assessment sheet, it is important to first go through the 'Meaningful' exercise (6.2.1).

> A person with a new idea is a crank until the idea succeeds.
>
> *Mark Twain*

INVENTIVENESS

Assignments
Please read carefully all three assignments. Then identify the one that you want to work on.

Assignment 1

Jakob Hollauer is a father of three and a houseman. His wife works and usually doesn't come home until 6 pm. Jacob has a lot to do during the day: taking care of the household, taking the children to kinder-garten or school, walking the dog, weeding and mowing the lawn, playing with the children in the af-ternoon, washing clothes and ironing. Jakob has already discussed this with other parents, the fact that they don't have any time for themselves due to so many tasks. Therefore, he has teamed up with other fathers and mothers to be able to afford the engagement of a well-known team of inventors.

Here is Jakob's request:
Dear inventors, I would like to have more time for myself!

Assignment 2

Anouk Tessmer is a sixteen-year-old student. There are several things that annoy her in her everyday life. Her little siblings do not respect her privacy and always storm into her room without knocking. In addition, every month the family receives a mobile phone bill which is much too high, so that their parents get angry and ban her from the internet. If Anouk also brings home bad grades, the peaceful home life gets seriously disrupted! Sometimes Anouk even forgets her homework because she works at the nearby supermarket. She needs the money to be able to engage a well-known team of inventors.

Here is Anouk's request:
Dear inventors, I don't want to be annoyed by everything and everyone!

Assignment 3

Mr. and Mrs. Pross own a construction company. The situation concerning orders is fine, but still every-thing goes wrong again and again. Dates are not adhered to, invoices get lost, salaries are paid too late ... and now two employees have quit! There is also a partner company that causes some prob-lems: they do not deliver the ordered components on time and have just stopped delivering an important product because Mr. and Mrs. Pross have not yet paid the latest invoice. Mr. and Mrs. Pross are getting worse health-wise due to the ever increasing stress level they endure. While Mr. Pross has a stomach ache, Mrs. Pross often experiences anger outbursts. They've come up with the idea to engage a well-known team of inventors to help them out.

Here is Mr. and Mrs. Pross's request:
Dear inventors, please make our daily work easier!

INVENTIVENESS

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Here is Mr. and Mrs. Pross's request:
Dear inventors, please make our daily work easier!

Assignment 4 *(for your own idea(s))*

_____

_____

_____

_____

Assignment description: _____

Small groups

Material requirement:
medium

Support required

Learning objective
The students will learn what teamwork means for the decision-making process. They will reflect on and receive feedback about their own strengths.

Material
Copy of the 'Moon landing' template and the pertinent answers on the back of the page, copy of the 'Assessment' template from the 'Building a Tower' exercise (3.1.13), pens/pencils

Time frame
90 minutes

How to survive on the Moon

This simulation game is often used to observe group behavior and dynamics, individual communication and organizational skills and motivation. Above all, decision-making processes that a person undertakes individually, as well as those that take place in a group, can be well identified, compared and reflected on, because the team members should first work alone on the task, then continue as a team to finally end up with a joint decision.

Description of the story:
In this task, the students are crew members of a spaceship. As part of a NASA space program, they are tasked with reaching a base station on the moon with their spaceship. The base station is located on the side of the moon that faces the sun. Due to technical difficulties, however, the students have to land their spacecraft elsewhere on the moon and are now 300 km away from the base station. Unfortunately, in the emergency landing essential parts of the on-board equipment have been destroyed, so that the base station must be reached on foot. Since this is a long journey, they can only take the most important things with them. There are only 15 items that remain undestroyed. The crew members must decide now on which items are really important and which ones are not necessary for survival. Students are tasked to rank these items according to their importance.

For all the students to be treated fairly, at least one observer should be assigned to each group to take notes that will later allow for each student to receive comprehensive feedback during the debriefing session.

For the assessment and self-assessment of students, please use the copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11).

The 'Moon landing' is well known in this and a modified form among educators, sociologists, psychologists and human resource managers. The original is called 'NASA Game'. This classic among simulation games gained great popularity in the 70s and is still widely used today.

Pre-exercise activities

1. Ask colleagues or parents if they will observe the task and support you. It would be nice if each group had an observer to later give feedback to each student on his/her strengths.

2. Divide the students into groups. Each group should have up to six people. Divide your class into groups of equal size. Each group should have a large table available to them.

3. Organize a room for each group or design the rooms so that each group has a protected area at their disposal.

Exercise description

1. Tell the students the story of the moon landing (overleaf). The task of each group is to rank the items based on their importance for survival. They should be numbered from 1 to 15 (1 is most important, 15 is the least important).

2. Distribute a copy of the 'Moon Landing' template. Each group member should now order the item individually (column 'my order').

3. Now the group should come to a joint decision about the ranking. The result should be entered in the column 'Group ranking'.

4. When the group is done, its members present their ranking. Each member compares her/his own ranking with the sample solution and describes the difference in the column provided. The deviations are then summarized at the end of the worksheet. Each member of the group communicates his / her difference so that all individual differences can be counted together and an average calculated: Sum of individual deviations: (divided by) Number of group members. Now the group deviation is determined by comparing the order of the group decision with the sample solution.

5. Afterwards, the result is discussed: Were the individual decisions better than the group decision - or vice versa? What can be derived from 'teamwork'?

Follow up exercises

1. Hand out a copy of the 'Assessment' template. The students should assess what strengths they can develop in this exercise.

2. Afterwards, talk to individual students, one at a time, and go through the evaluation sheet with them in a strength-focused way. What strengths did you identify? Would you like to add anything? Which findings can you confirm?

⬦ Further exercises

For the next steps you need a copy of the 'Assessment' template from the 'Building a Tower exercise (6.2.11). For a comprehensive evaluation, collect the worksheets and compare the results at the end of this chapter. In order to get familiar with the terms in the assessment sheet, it is important to first go through the 'Meaningful' exercise (6.2.1).

> That's one small step for a man, one giant leap for mankind
>
> *Neil Armstrong*

THE MOON LANDING

Worksheet

	My order	Difference to the solution	Group order	Difference to the solution
2 pistols (7.65 mm)				
1 can of concentrated food				
FM receiver with transmitter *(solar powered)*				
1 portable cooker / heater				
1 box of matches				
20 metre long nylon rope				
Signal cartridges *(burning even in a vacuum)*				
1 can of dry milk				
Star map (moon constellation)				
20 litres of water				
Magnetic compass				
2 oxygen tanks				
First aid kit with hypodermic syringes				
Rubber boat with CO2 bottles				
38 sqm parachute silk				

Average value

_____

Surname

THE MOON LANDING

Answer sheet

Reasons

			Reasons
1		2 oxygen tanks	Fills respiratory needs
2		20 litres of water	Supplements water loss
3		Star map (moon constellation)	Important means for finding direction
4		1 can of concentrated food	Necessary daily ration
5		FM receiver with transmitter (solar powered)	Emergency transmitter / if necessary, connection to the station
6		20 metre long nylon rope	Useful for e.g. transport / climbing
7		First aid kit with hypodermic syringes	Valuable material for injuries
8		38 sqm parachute silk	Protection against the sunrays
9		Rubber boat with CO2 bottles	CO2 for self-propulsion over joints or similar
10		Signal cartridges (burning even in a vacuum)	Emergency signal when in sight
11		2 pistols (7.65 mm)	To fire the signal cartridges or to produce self-propelled aggregates
12		1 can of dry milk	Food (when mixed with water)
13		1 portable cooker / heater	Necessary only on the dark side of the moon (extreme cold)
14		Magnetic compass	Useless, as there may be no magnetic poles
15		1 box of matches	Unusable without oxygen

WHO CRACKS THE NUT?

Small groups

Material requirement: minimal

Support required

🏳 **Learning objective**
The students will practice their problem-solving abilities and their communication and team building skills. They will consider their own competencies and receive feedback on their own strengths.

✎ **Material**
Copy of the 'Assessment' template from the 'Building a Tower' exercise (3.1.13), flipchart- or poster paper/ board, pens/chalk

🕐 **Time frame**
45 minutes

The road is the goal!

In the following exercise, the students receive two riddles that they have to solve in a team. While the students are looking for the solution, an observer can identify certain competencies. For the students' assessment and self-assessment, please use a copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11).
For all students to be treated fairly, at least one observer should be assigned to each student group and take notes so that all students in the debriefing session receive extensive feedback.

A student who doesn't really contribute to the solution finding process may be particularly keen to include other students in the group, thus demonstrating teamwork skills. It is very important to record the observations during the solution-seeking process. It is logical that the development of self-awareness and self-efficacy expectations play a significant role

in the education system. After all, students regularly receive feedback on their abilities through their academic achievements. The promotion of adequate and positive self-awareness can thus generally be seen as the goal of educational efforts in a school context. Unlike regular school days, the students receive feedback on their strengths during verbal and detailed feedback sessions, regardless of the outcome of the assignment. The observations are ultimately not result-oriented, but process-oriented.

💡 The solution developed in this exercise plays a rather less important role. Do not let your students know that the exercise is more about the observation of competencies than the task itself.
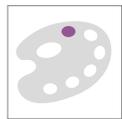
Pre-exercise activities

1. Ask colleagues or parents if they would like to observe the task and thereby support you. It would be good for each group to have an observer who will later give feedback to each student on their strengths.

2. Divide the students into groups. Each group should have up to six people. Divide your class into groups of equal size. Each group should have a large table available to them.

3. Organize a room for each group or design the rooms in such a way that each group can work in a protected area.

Exercise A

Give groups the following task (make a note of them on the board or on a flip chart):

One family (father, mother and two children) has to cross a bridge at night with just a flashlight. At the same time, the bridge can carry only two people and it is too dangerous to walk across without a light.

The father needs 20 minutes to cross the bridge. The mother needs 25 minutes. The daughter needs 5 minutes. The son needs 10 minutes. There is only one flashlight that gives light for one hour. Thus, the lamp must be carried back again and again until the whole family has crossed the bridge.

Exercise B

Give groups the following task (make a note of them on the board or on a flip chart):

A person is in the middle of an island surrounded by water. A strong wind blows from the north and drives a bush-fire, which started at the northernmost tip and is spreading toward the south. The person has no aids available and cannot swim either.

How can she/he escape the fire?

Follow up exercise

1. Hand out a copy of the template 'Assessment'. The students should assess their strengths in this exercise.

2. Afterwards, talk to each student, one at a time, and go through the evaluation sheet in a strength-focused way. What strengths did you identify? Would you like to add anything? Which assessment can you confirm?

Further exercise

For the next steps you will need a copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11). For a comprehensive evaluation, collect the worksheets and compare the results at the end of this chapter. In order to get familiar with the terms of the assessment sheet, it is important to first go through the 'Meaningful' exercise (6.2.1).

care

CITY PLANNING[1]

Small groups

Material requirement: high

Support required

Learning objective
The students will practice their problem-solving abilities, and their communication and team building skills. They will consider their own competencies and receive feedback on their own strengths.

Material
Copy of the 'Assessment' template from the 'Building a Tower' exercise (3.1.13), flipchart- or poster paper/colored drawing paper, glue stick, scissors and markers

Time frame
90 minutes

This is what an ideal city could look like ...

In this simulation exercise, students are again able to prove their creativity, ability to concentrate, their team and conflict resolution skills. In addition, you can nicely observe here how students plan their activities and what work-related attitudes they develop. **For all students to be treated fairly, at least one observer should be assigned to each student group and take notes so that all students in the debriefing session receive extensive feedback.** Please use a copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11) for the following students' assessment and self-assessment.

The work assignment
Students are divided into teams of city/urban planners and architects and are to make an offer for a new city, which will soon be built. The city should be a home to about 20,000 people. This means that it needs to offer plenty of housing space, but also space for offices, schools and leisure facilities for all ages. The city should be attractive to many people with different interests and professional qualifications so that they will decide to move there. Other teams will also apply for this contract and submit their city planning. For a team to finally win the contract to build the new city, it should ensure a pleasant environment for people of all ages and walks of life. After 60 minutes, all city planners present their models.

> At the beginning of an exercise, let the students know how much time they have in which to solve it. Do not make any time-related changes during the exercise. If you notice that there was not enough time, change the rules for the next group.

1 Adapted exercise from: Serviceagentur Nachqualifizierung Berlin (Sanq): Ermittlung berufsbezogener Kompetenzen, Berlin
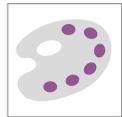
Pre-exercise activities

1. Ask colleagues or parents if they would like to observe the task and thereby support you. It would be good for each group to have an observer who will later give feedback to each student on their strengths.

2. Divide students into groups. Each group should have up to six people. Divide your class into groups of equal size. Each group should have a large table available to them.

3. Organize a room for each group or design the rooms in such a way that each group can work in a protected area.

Exercise description

1. Introduce students to the task (overleaf) and clearly highlight the content and purpose of the task.

2. Hand out the material.

3. Now, each group has 60 minutes to plan the city and present the model on the flipchart using the material at hand. While planning and setting up the city, students can work freely - but be available to answer their questions.

4. When the time is up, the students present their cities and try to convince the others that their model is the best. Instead of electing the winner, you can also discuss each model to establish which one the class likes best and why.

Follow up exercise

1. Hand out a copy of the template 'Assessment'. Students should assess what strengths they can develop in this exercise.

2. Afterwards, talk to each student, one at a time, and go through the evaluation sheet in a strength-focused way. What strengths did you identify? Would you like to add anything? Which findings can you confirm?

Further exercise

For the next steps you need a copy of the 'Assessment' template from the 'Building a Tower' exercise (6.2.11). For a comprehensive evaluation, collect the worksheets and compare the results at the end of this chapter. In order to get familiar with the terms in the assessment sheet, it is important to first go through the 'Meaningful' exercise (6.2.1).

care

TYPICAL! - STEREOTYPES OF COURSE!?[1]

Learning objective
The students will reflect on their own prejudices and related behaviours and will be sensitized to dealing with the opposite sex.

Material
Flipchart or poster paper/board, pens/chalk

Time frame

45 minutes

Group size: flexible

Material requirement: low

The 'little difference'

'Gender in gender research is contrasted to sex as a (supposedly biologically determined) sex body. Gender refers to the fact that gender identities such as femininity and masculinity are not innate, but rather a product of specific sociocultural, historical constructions [...] that have to be interactively built at every moment of everyday life [...]' [2]

Did you know…?
In the town of Amarete in Bolivia, a total of ten sexes are distinguished. In addition to the physical, there is the social one — gender, which in turn depends on various factors. This results in ten gender types (male, male-masculine, male-feminine, female-feminine, female-masculine, for man and woman,

respectively), that are highly hierarchical. 'These gender roles occupy a wide area in religion, ritual and everyday life, determining the order of [...] sitting, walking and acting, [...] and above all, the complex sacrificial rules during rituals. Taking over a position can result in a change of gender, since these positions have a symbolic gender - just as space, time and matter do'.[3]

Throughout our lives, families, peer groups, media and society have an influence on us in terms of their role expectations. It is important that students understand that it is not biological but socially constructed differences between men and women that are used as a justification for social demands and role expectations.

1 Exercise adapted from: Deutsches Institut für Menschenrechte; Europarat; Bundeszentrale für politische Bildung (2005): Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit. 1. Aufl. Paderborn: Bonifatius Druck Buch Verlag.

2 Wienhold, Hans (2011): Lexikon der Soziologie. 5. Auflage. Wiesbaden: VS Verlag

3 Rösing, Ina (2008): Religion, Ritual und Alltag in den Anden. Die zehn Geschlechter von Amarete. 2. Auflage. Berlin: Dietrich Reimer Verlag

Encourage your students to speak openly about the topic. In different cultures and their home countries there are significant differences in the perception of one's own sex and the sex of others.
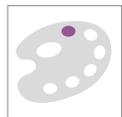
kiwi

Exercise description

1. Draw a two-column table on the board or on flipchart paper. The columns should be headed 'man' and 'woman'.

2. The students are asked to go to the (black)board and enter things, objects, behaviours, visual features, etc. which they associate with women or men into the respective column,. Both social and biological characteristics should be listed (for example 'long hair', 'lipstick', 'giggle' or 'beard', 'football', 'strong'). Alternatively, students can also draw a picture of a typical man or a typical woman, if their linguistic abilities are not sufficient.

3. Now swap the column headings around. The characteristics for woman are now listed under man and vice versa. Which is still true and why?

4. Discuss which attributes do not fit both sexes and why? Explain the distinction between biological – sex and social - gender.

08 **19**

*March 8:
International
Women's Day
November 19:
International
Men's Day*

Reflection and discussion

- What does it mean to be a woman/man?

- Are women/men educated differently?

- Do women/men express their feelings differently?

- How do the media portray women/men?

- Do the media influence gender roles and stereotypes?

- Do the differences between women and men influence our daily lives?

- Do the differences between women and men affect our relationships with family and friends?

- How do we manage to separate ourselves from these socially constructed roles and their associated expectations?

- What tasks are often attributed to women or men in a relationship and in the family (in your home country)?

- Do families and friends influence our views?

Ideas and suggestions for further work

- Have your students research the internet on the topic of 'typical for boys, typical for girls'. What do others think about it (e.g., politicians, celebrities)?

- Topical Video clip: The company Procter & Gamble released a commercial in 2014 as part of its advertising campaign for hygiene products: in 'Like A Girl' girls and young women were asked to comment on the topic.

  www.youtube.com/watch?v=vFUWkqk3FiI

- Instead of putting the results in writing on the board, let your students note these 'secretly' and then portray them in pantomime. The advantage here is that very few language skills are required for a pantomime.

care

BASIC

Small groups

*Material requirement:
medium*

🚩 **Learning objective**
The students will become aware of the origin and significance of stereotypes and
the associated social (role) expectations.

✏️ **Material**
Flipchart or poster paper, pens, scissors, glue, magazines (as diverse as possible, for ex-
ample, fashion, youth magazines, fitness magazines)

🕐 **Time frame**
45-60 minutes

Stereotypes - what does that actually mean?

Gender differences in the development of
the concept of self are of great theoretical
and practical relevance. 'Boys, on average,
report higher mathematical self-concept than
linguistic self-concept, while girls show the
opposite pattern. These gender differences
only partially reflect actual performance
differences'[1] This can be attributed to the
gender stereotypes that students experience
through interaction with their key caregivers.
For example, parents expect boys to perform
better in science than girls[2]
Role expectations do not only refer to school
achievements, but to every social position
that a person can adopt: student, mother/
father, athlete etc. A person can therefore
have different roles at the same time.
Of course, social expectations for a role are
constantly changing. Besides mothers who
stay at home to take care of their children,
there are also mothers, who do not give up
their professional career and want to continue
working after their baby is born. Worldwide,

the role of the mother has become diffe-
rentiated, although reality often resembles
the classical model. Overall, the traditional
breadwinner model still corresponds to the
usual division of gainful versus household work
between women and men. Role expectations
and existing stereotypes go hand in hand.

💡 The association of certain perso-
nality traits and behaviours with
the sexes can have a negative impact
on children and adolescents who do not
conform to the stereotype.
Thus, they usually unintentionally at-
tract negative attention and be exclu-
ded or made fun of. In this exercise, the
students will address societal expecta-
tions and stereotypes related to gender
roles conveyed by different actors and
will critically assess them.
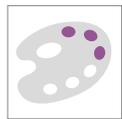
1   Wild E., Möller J. (2015): S. 191
2   cf. Wild E., Möller J. (2015): S. 191

Exercise description

1. Divide your students into same-sex groups.

2. Each group creates a poster from different items/images cut out of magazines and journals:

   Topics for the girls' groups:
   A. What makes an ideal girl from the media's point of view?
   B. What makes an ideal daughter from the parents' perspective?
   C. What makes an ideal girlfriend from your point of view?

   Topics for the boys' groups:
   A. What makes an ideal boy from the media's point of view?
   B. What makes an ideal son from the parents' perspective?
   C. What makes an ideal friend from your point of view?

3. The posters created are presented in class.

4. The students should now elaborate the illustrated main expectations in writing formulated as appeals (for example, 'be slim', 'be sporty').

5. Question the results and let your students translate the negative appeals into positive ones (for example, 'accept your body', 'live well').

Reflection and discussion

- What is expected of girls/boys?

- What do you think about these expectations and to what extent do you want to comply with them?

- How can these societal expectations affect boys and girls (such as performance and social pressures, dissatisfaction)?

- Are there different expectations depending on religion or origin? Did students with migration backgrounds produce different results?

Ideas and suggestions for further work

- Turn the tasks around: Have the boys work on the 'girl questions' and vice versa. The advantage is that the results will further emphasise differences based on expected behaviours.

- Have the boys and girls work on both questions at the same time and the have them then compare their self-image with the image of the other.

- Have your students talk to their parents and grandparents at home: when they apply these questions to their own childhood, what has changed so far?

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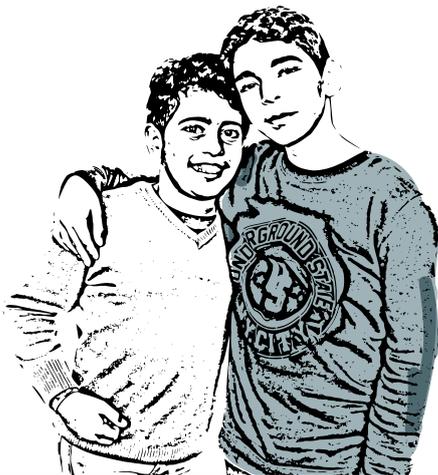
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TYPICAL! - STEREOTYPES
I AM WHO I AM

Learning objective
The students will become aware of the meaning of stereotypes and the associated social (role) expectations and question them critically.

Material
Flipchart or poster paper/board, pens/chalk

Time frame
45 minutes

Group size: flexible

Material requirement: low

Background of the thought experiment

Prejudices and stereotypical perceptions are unavoidable in everyday life as they fulfill important functions for fast, safe and reliable orientation, for social positioning and for promoting and strengthening a positive self-image. In intercultural encounters, in particular, prejudices and stereotypes often occur and direct perception, judgment, emotions and social behaviour. The goal of dismantling stereotypes is to reveal constraining, limiting, marginalizing and disadvantageous attributions and to refute the detrimental prejudices. Their seriousness can be weakened by overlapping categorization. For this purpose, a whole range of different interactive situations should be created. Depersonalization, homogenization and discrimination are to be avoided. It would be important to 'organize' intercultural encounters in such a way that highly prejudiced and stereotyping behaviour has no effect because it causes no noticable benefit, but rather harm to those interacting.[1]

In this exercise, the students use a thought experiment to put themselves into each other's 'gender shoes' in order to work out the supposed advantages and disadvantages of being a girl or a boy. This enables students to face their own prejudices. They get to understand how general stereotypes and their associated prejudices arise and what consequences they have for both sexes. The thought experiment should also increase the empathy of the students, as they have to put themselves in the place of the opposite sex in order to better understand their possible difficulties, burdens or preferences.

1 Alexander Thomas (2006): Die Bedeutung von Vorurteil und Stereotype im interkulturellen Handeln. URL: http://neu.interculture-journal.com/index.php/icj/article/viewFile/46/55 (Download 03.03.2016)

Divide the class for this exercise into groups based on their sex, each accompanied by a teacher of the same sex, if possible. Both groups will respond more informally and honestly to the questions if they are not distracted by the presence of the opposite sex.
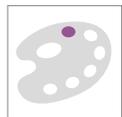
Exercise description

1. The students will answer the following questions in girls' and boys' groups, each from the perspective of their own sex:

   What do you like about being a girl/boy?
   What bothers you about being a girl/boy?
   If you woke up to realize you were, all of a sudden, a girl/boy, what would be your first thought?
   What would you like about being a girl/boy?
   What would bother you about being a girl /boy?

2. The answers are collected on the board or on a flipchart and the students compare their answers. Encourage them to engage in a discussion.

Reflection and discussion

- What are the differences in the boys' and girls' responses?

- Where do attitudes towards one's own and the other sex come from?

- How do you, girls, feel about the boys' answers about girls? Are they similar to yours?

- How do you, boys, feel about the girls' answers about boys? Are they similar to yours?

- Do perceptions about sex coincide with reality?

- Can you identify some predjudices that have surfaced? What are they?

Ideas and suggestions for further work

- Encourage your students to continue working on the topic, as long as social/ educational guidelines and conventions allow it. Which of the analyzed results do not apply here? Research the topic appropriately beforehand.

Space for notes

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TYPICAL! - STEREOTYPES
WOMEN AND MEN IN THE MEDIA

Small groups

Material requirement: medium

⚑ Learning objective
The students will learn about and critically assess how the media portray women and men as well as how the media impact their understanding of roles, their own identity and social expectations.

✎ Material
Flipchart or poster paper, pens, scissors, glue, magazines (as varied as possible, such as fashion, youth magazines, journals or fitness magazines)

⊙ Time frame
45 minutes

'What does she look like?'

For a long time, women used to be barely represented in the fields of business, politics and science, and were thereby hardly portrayed or discussed in the media. And even if they were, when it came to advertising, movies or magazines, their role would be reduced to being a mother and housewife. Nowadays, the media in many countries portray women in a two-dimensional manner: self-confident and independent female figures are portrayed mainly in films and series, whereas advertising still sexualises women.
Furthermore, different ideas of masculinity and femininity are often idealized in the media. If a person does not correspond to the published image, he or she is considered 'not normal'. Especially for young people, perceptions coming from the world of mass media or social networks are very important.
Pre-formulated role models are copied and their own identity formation derived from

them. If the media were to draw more attention to alternative role models, they could contribute to the development of additional approaches to gender identity.[1]

> 💡 The following exercise clarifies for the students that women and men are still portrayed differently in the media today and that exaggerated role models and expectations are associated with them. While women are dressed in evening gowns or appear barely dressed in the advertising section, men are portrayed as active and ambitious businessmen. In addition to the ability to recognize and question distorted representations of women and men, the students are given the opportunity to reflect on their own prejudices and to perceive and accept their own identity, regardless of inflated gender roles and stereotypes.

1   Landeszentrale für Medien und Kommunikation (LMK) Rheinland-Pfalz: URL: http://www.klicksafe.de/fileadmin/media/documents/pdf/klicksafe_Materialien/Lehrer_LH_Zusatz_Ethik/LH_Zusatzmodul_medienethik_klicksafe__Baustein3.pdf (Download: 04.03.2016)

08 **19**
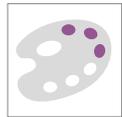
March 8:
International
Women's Day

November 19:
International
Men's Day

Exercise description

1. Divide the class into four groups and give each group a copy of a journal (e.g. news, sports, fashion or youth magazine).

2. The students are asked to search for and cut out pictures of women and men. The women are glued to the left side of the poster, the men to the right side.

3. The students present their posters and discuss their results.

Reflection and discussion

- What have you noticed?

- How are women/men portrayed?

- What effect do the women/men have on you?

- Are there any differences? How come?

- Is there a magazine that differs from the rest in how it portrays women and men?

- Does the representation of women and men correspond to reality?

- How do the media influence us?

- What could be the issue with women and men being represented differently?

- How can these sometimes very distorted depictions of women and men affect children?

Ideas and suggestions for further work

- Alternatively, a group of students can cut out images of women and men that are 'equally' represented. What do they look like? What is different when compared with the other posters? Which poster is more realistic? Why are there such differences in the media representation?

Space for notes

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MY FEMALE/MALE SIDE
I LIKE MYSELF

⚑ **Learning objective**
The students will reflect on gender concepts and their effects on their own behaviour and decision making.

✎ **Material**
Flipchart or poster paper/board, pens/chalk

🕐 **Time frame**
45 minutes

Small groups

Material requirement: low

How important is gender?

Subconsciously gender is used to identify features and behaviours of women and men that should be 'typical' for them. This can lead to exclusion or generalization. Students should come to the conclusion that humans are individuals who, regardless of their sex, have different characteristics and interests and are therefore to be regarded as equal. Although the 'natural' differences between women and men influence our interaction and our expectations, they should not be seen as the key feature of an individual. A human consists of more than just his or her sex and should therefore not be reduced to it. In this exercise, the students should deal with gender constructions. On the one hand, they should question their own gender identity and reflect on it critically. On the other hand, they should also deal with the opposite sex. The male students might have problems listing the benefits of the female gender. Give them clear examples that they would be familiar with from their everyday lives - but do not use clichés. This task should not result in both girls and boys seeing their (possibly existing) prejudices confirmed. Girls and boys should be able to finish this exercise with a good feeling. Please note that this topic needs to be adapted to the cultural, social and educational standards of both your country and the countries of origin of students with migration backgrounds.

⚠ An international study shows that 'whether children live in Baltimore, Beijing, Nairobi or New Delhi, by the time they are 15, boys are told to go outside and have adventures, while girls are told to stay indoors and do housework. 'We found children at a very early age, from the most conservative to the most liberal societies, quickly internalize this myth that girls are vulnerable and boys are strong and independent' (...) And this message is being constantly reinforced at almost every turn, by siblings, classmates, teachers, parents, guardians, relatives, clergy and coaches.'[1] Girls are more concerned about their bodies and others' attitudes to them, while the pressure on boys to become physically strong and independent make them more likely to be victims of physical violence and unhealthy habits, although there are major differences depending on the country they live in.[2]

1 Voice of America News & Broadcasting Organization: Study Finds Stereotypes About Boys, Girls Begin at Early Age. URL: https://www.voanews.com/a/study-finds-stereotypes-about-boys-girls-begin-early-age/4037966.html
2 Global Early Adolescent Study. URL: http://www.geastudy.org

kiwi

Exercise description

1. Divide students into same-sex groups.

2. Each group should come up with a poster containing a table with two columns. In the left column they should write why they like to be a girl/a boy. In the right column they should write when/in which situation they would like to be a girl/a boy.

3. All the students should also describe what they like about themselves.

4. Discuss the results.

> Those who like themselves can also like others.
>
> *Ernst Ferstl*

Reflection and discussion

- What does it mean to be a girl or a boy?

- What are the advantages and disadvantages of being a girl or a boy?

- What prejudices have you identified?

- Can you imagine that there are people who do not feel comfortable with their own gender?

- What if you cannot tell if someone is a girl or a boy? Do you behave differently? Do you have different expectations?

- Do your strengths and abilities have something to do with your gender?

- Why does it seem strange if girls like to play soccer or boys dance?

- Are hobby preferences tied to gender?

- Is it hard to behave 'unlike the others'? Why?

- Is it the behaviour of others or my own behaviour that prevents me from being 'myself'?

Ideas and suggestions for further work

- The students develop in groups a drawing of a male and a female figure on a large sheet of paper. They add to the drawing notes describing the opposite sex (for example, on the head of the drawing: 'A thought going through my head is ...'). The students can also use symbols or draw something next to the figure that they associate with the opposite sex.

MY FEMALE/MALE SIDE
STRONG!

Learning objective
The students will become aware of stereotypes and reflect on their own behaviour and choices.

Material
(Note)paper, pens

Time frame
45 minutes

Group size: flexible

Material requirement: low

Internet access

The importance of role models and positive examples

Role models usually exist in the students' immediate social environment. The most important role models are parents and peers, both of whom are central to development. Children and adolescents are often guided by same-sex role models and imitate their actions. On the other hand, role models can also be people who are not that close to students but are important to them because of their achievements/public interest. In this exercise the students must deal with role models of the opposite sex, while at the same time questioning their own prejudices. Which men are role models for the girls, which women for the boys?

It would be good if personalities do not appear twice. Please make sure that the male adolescents do not introduce females who have only been selected for their external characteristics. Finally, the exercise should help girls realize that there are women who are respected and recognized for their achievements or commitment, and not for their beauty and fame. On the other hand, of course, girls should not present men who have been reduced only to their external appearance. Instead, the students should learn that common role models and stereotypes can be broken. For example, the acting talent of Leonardo DiCaprio is not a real argument for him as a role model, whereas his commitment to environmental and nature conservation is.

#HeForShe
As part of the #HeForShe global campaign since 2014, UN Women has been calling on men to promote gender equality and stop all violence and discrimination against women and girls. Emma Watson, UN Women Goodwill Ambassador, has been since January 2016 inviting all people to get involved in the campaign.

www.heforshe.org

Pre-exercise activities

Each student should choose one person they want to present. Ask the male adolescents to introduce a strong female personality and the female adolescents a male one. For homework, the students should find a picture of that person and bring it to class. To avoid duplication, you can also be more specific when it comes to people you want to see introduced (for example, well-known celebrities, politicians, family members).

Exercise description

1. The students should look for descriptions of people they would like to present (for example, on the Internet, in a library, magazines and newspapers) and put the answers to the following questions in a profile:

   Personal data (name, age, occupation, origin)
   What makes this person a strong woman/man?
   What has this person accomplished?
   What do I admire about this person?
   Has this person faced any obstacles?
   Is this person a role model for others? Why?

2. The students present their chosen personality to the class. The profiles are then hung up on display with the photo brought along to the lesson attached.

3. Discuss the results.

> Faith is strong, trust is even stronger.
> *Dr. Ebo Rau*

Reflection and discussion

- What makes a person strong?

- What qualities or achievements do you respect?

- Did you like any of the personalities presented in particular? Why?

- Who do you find particularly interesting?

- Who did you not know?

- Are there differences between women and men? Are there similarities?

- Is there something that all the personalities have in common?

- In which areas are you involved (sports, environment, politics etc.)?

- Do you perceive yourself as having a strong personality?

Ideas and suggestions for further work

Continue working on the topic covering the aspect of 'role model' or let your students do further research at home. Parents or friends can also be questioned and the results presented during the next lesson.

- Is the person presented your role model?

- Are you/were you a role model? In which situations?

- What could prevent you from being a role model?

- Instead of using the pre-made name cards, have each student write a name on a card. The cards are then mixed and everyone draws one. For the next lesson, the person whose name is on the card must be researched.

- The students should ask each other: what makes the other a stong personality?

MY FEMALE/MALE SIDE
RIGHT?

Learning objective
The students will become aware of stereotypes and prejudices and reflect on their own behaviour and choices.

Material
Flipchart or poster paper/board, pens/chalk, sticky notes

Time frame
30 minutes

Group size: flexible

Material requirement: low

Are we really free from prejudice?

In this exercise, the students should deal with prejudice and stereotypes. They should question whether prejudices apply to all girls/women or boys/men. Using examples from their everyday lives or their environment, the students learn that every human being is an individual. Prejudices affect our everyday actions and obstruct the self-awareness of both girls and boys. For example, girls in mathematics rate themselves worse, even if they have the same grades as their male counterparts. Also, boys are sometimes ashamed of hobbies such as dancing or cooking, or of career aspirations to be a hairdresser or florist, because they do not match the perceived expectations of society. Although the dismantling of prejudices has recently been promoted, no one is free of them.

This exercise aims to help girls and boys reflect on the impact of prejudice on themselves and others and critically review their own behaviour. On the one hand, it consists of collecting and recording common prejudices against girls/women or against boys/men (for example, that women cannot handle tech-

nology, men cannot multitask, etc.). On the other hand, in the second part of the exercise, the students may think of someone from their private life or public sphere who does not conform with the prejudice and thereby refutes it.

'Stereotypes are generalizations about a group of people, where all members of the group are given the same characteristics'.[1] People tend to discount/disregard non-stereotypical characteristics. Work with your students to understand how prejudices affect our view of ourselves and others, and even hampers our/their way of life.

https://plan-international.org/because-i-am-a-girl/international-day-of-the-girl

http://www.internationalmensday.com/

1 Zimbardo, P. G., Gerrig, R. J. (2008): S. 656

kiwi
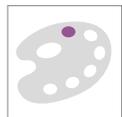
Exercise description

1. Ask the students to name common prejudices about girls/women or about boys/men. Write each prejudice on a sticky note and attach it to a flipchart or to the board. Alternatively, you can also prepare the notes in advance.
Possible statements would be, for example, *'Women cannot drive', 'Men are not good at listening', 'Women have too many shoes', 'Men do not talk about their feelings', 'In the mornings, women spend a lot of time in the bathroom', 'Men do not cry',' Women always go to the toilet in pairs', 'Men never ask for directions', 'Women are bad at math', 'Men suffer more from influenza', 'Women talk too much' or 'Men do not clean'.*

2. The students are now given the opportunity to write names next to each prejudice that do not match this prejudice, such as 'women can not park' – 'my aunt, Jennifer Lawrence', or 'men are not capable of multitasking' – 'my neighbor, Justin Bieber'.

3. Discuss the results.

> Prejudice is the child of igno-rance.
> *William Hazlitt*

Reflection and discussion

- Were there any prejudices which were not objected to/disagreed with?

- Why are there people who do not conform to common prejudices?

- When do prejudices obstruct us (for example, if you are a boy and like dancing but give up your hobby because of prejudice)?

- Why do prejudices exist at all? How are they created?

- Are there any prejudices that especially annoy you?

- How do prejudices affect our everyday lives?

- How can we stop being prejudiced?

- In which area do you not conform to prejudices and stereotypes?

- Which prejudices have been refuted?

Ideas and suggestions for further work

- Invite your students to think some more about the following: are prejudices about men and women the same in every country? Compare in this context the career of hairdresser - here it is a typical woman's profession, in south-eastern countries rather a male domain.

- Ask the students to think of situations where one is tempted to use prejudices as an excuse, e.g. 'I have a bad grade in math - but no wonder, girls just cannot do math!' Or 'I can't cook - but no wonder, boys just can't!'

- With help of your students conduct a survey at school, with friends or in the family. The students will thereby collect a wide variety of different answers to the question 'What do you think is typical for a woman/man?'. The results will be presented and discussed in class.
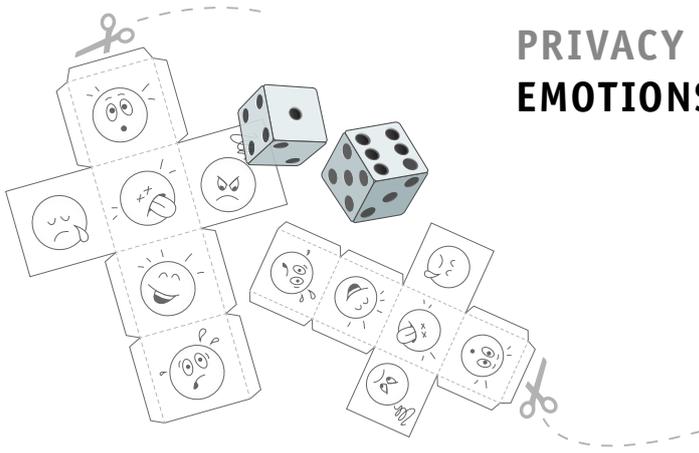
Small groups

Material requirement:
medium

⚑ **Learning objective**
Students will learn to understand and accept their own feelings and those of others. They will gain self-confidence in everyday dealings with their fellows.

✎ **Material**
Copy of the 'Dice' template, flipchart/board, pencils/chalk, scissors, glue

🕐 **Time frame**
45 minutes

Definition and background

The word 'emotion' has its origins in Latin ('emotio' = 'fast movement', 'emovere' = 'stirring up') and denotes a bodily reaction or the so-called 'affect' of a feeling. Emotions are not pure thought. 'Every emotion is characterized by a psychic experience typical of it, which is also called the 'affective core' of an emotion'.[1]
Other components of emotions are the physiological (tachycardia, sweating), the cognitive (mental games, calculation of the consequences), the expressive (facial expressions, gestures) and the motivational (behavioural change, adventurousness). The following exercise focuses on the basic emotions. 'Everybody seems to know the basic emotions and be able to differentiate them. They are associated with the same, typical facial expressions across cultures and are characterized by specific triggering conditions as well as by the tendency to specific resulting actions.[2]
In this exercise, the students learn that one should not be ashamed of one's own feelings. They learn not only how to better recognize

their feelings and those of others, but also how to understand them. How to deal with your feelings and how to name them does not come naturally to many people. If necessary, make sure that your students understand that making fun of others is not acceptable.

💡 In this digital age we come across 'emoticons' or 'emojis' over and over again. This word is a mixture of 'emotion' and 'icons' - these are usually more or less elaborately designed drawings and symbols of emotional values, e.g. joy, sadness or anger.

:-)
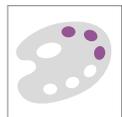
1 Wild E.; Möller J.(2015): p. 202
2 Wild E.; Möller J.(2015): p. 203

Exercise description

1. The students are given the exercise sheet with a dice. They can cut the sheet out, paint it and glue the pieces together.

2. Then the class gets together in small groups and each member of a group in turn rolls their dice. The feeling shown on the dice should now be mimed.

3. Once the students have gained confidence, this exercise can be continued in a large circle: the students should only use their faces to express the emotions shown on the dice.

4. In the next round, feelings are portrayed in pantomime. As teachers you should start to help the students to not be shy of expressing themselves freely, the entire classroom should be used. In this round anything is allowed that is enjoyable: stamping madly across the room, holding your sides in laughter or hiding behind a chair in fear.

5. Discuss more feelings with your students and write them on the board (for example, being jealous, brave, longing, etc.). In the next round, students should present a feeling, without the other students knowning it in advance. Anyone who correctly guesses it can be the next one to present a feeling.

6. Afterwards, have a conversation about handling one's own feelings and those of others.

Reflection and discussion

- Was it hard to portray different feelings?

- Were there feelings that required more effort to present?

- Which feelings were easy to portray?

- Are there feelings that are suppressed in everyday life? Why?

- How can one nevertheless recognize whether someone is sad, angry or anxious?

- What do you do when you are sad/angry/anxious?

- What do you do when you realize that someone is sad/angry/fearful?

Ideas and suggestions for further work

- Instead of using pantomime, describe the feelings with words, but without naming them.

- If you plan for more time, the students can draw the feelings. Or you can use the template copy without any illustrations and have the students paint the dice page themselves.

- ⚠ All the students throw a dice to get a feeling that they then draw/paint. *Please keep in mind that traumatized students with refugee or violent experiences might have difficulties with this silent, meditative task.*

- A student can also 'transfer' a feeling he got on the dice to someone else to present it. That person is then the next one to roll the dice.
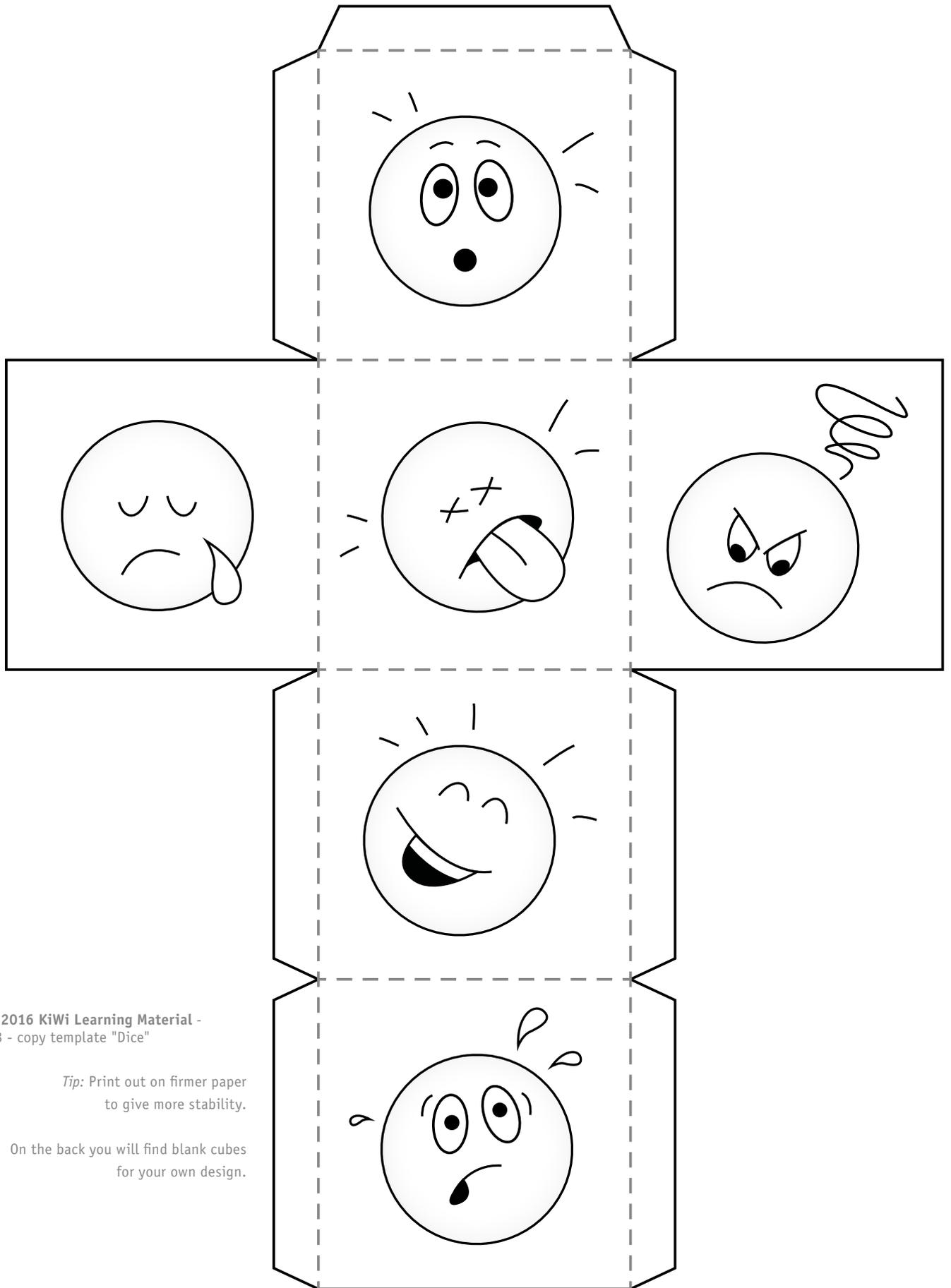
care

SURPRISE

ANGER

SORROW

HAPPINESS
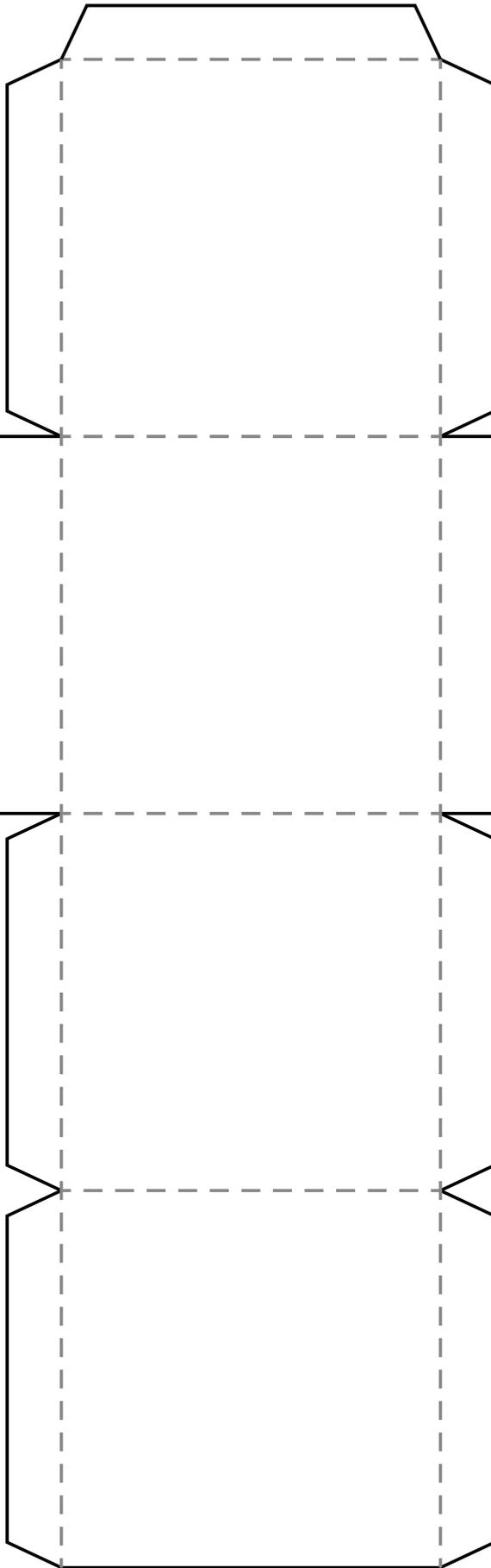
FEAR

DISGUST (MIDDLE)

MY STRENGTHS, YOUR STRENGTHS

I am good in…

I like you. because…

Two groups

Material requirement: medium
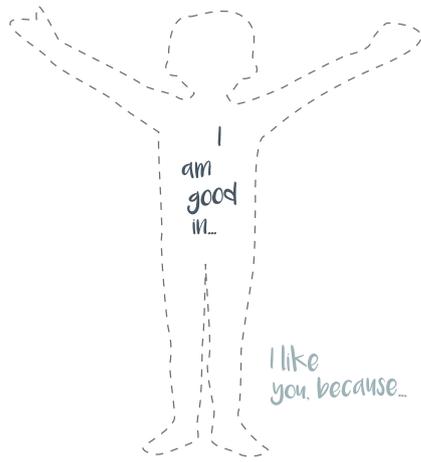
Learning objective
The students will learn to recognize their own strengths as well as those of others and how to cultivate respectful interactions with each other.

Material
Wallpaper or paper roll (alternatively large, paper sheets glued together), pens

Time frame
45-90 minutes

Important: Dealing with each other in a respectful manner

Students become more and more aware of their strengths and weaknesses as they enter late childhood and early adolescence. They begin to compare themselves with their peers and develop preferences and interests.[1] The knowledge of one's own strengths and weaknesses is contained in one's self-concept and this, in turn, is part of a person's identity.[2] The self-concept of a person gets developed particularly at school: based on their grades, students identify their own strengths and weaknesses and compare themselves with other students. 'Different achievements in each class and the associated effects of social comparisons make many students compare themselves to 'better' students - with well-known negative effects on their self-concept. There is probably no class in which all students report an above-average positive self-concept.[3]
Another important aspect of identity is the self-efficacy expectation, which shall be strengthened through various exercises in this workshop. The self-efficacy expectations

are 'judgments about one's own abilities in specific future situations'.[4] To promote a positive self-concept, it is necessary to have positive learning experiences, receive positive feed-back about your accomplishments as well as the support from your parents and teachers. Therefore, praise plays an important role in this exercise, and having classmates and teachers praise them should help show students their own strengths.

Children and adolescents often find it difficult to praise each other. This is mainly because they are accustomed to being praised but not to extending it to others. The following exercise is about dealing with your own strengths/abilities, but also about recognizing the positive qualities of other students. This leads to students on the one hand maintaining a respectful relationship with each other and on the other recognizing the importance of praise for friendships/relationships.

1 cf. Wild E., Möller J. (2015): p. 168
2 cf. Wild E., Möller J. (2015): p. 191
3 Wild E., Möller J. (2015): p. 192
4 Wild E., Möller J. (2015): p. 193
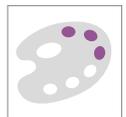
Exercise description

1. All students receive a roll of a wallpaper or a sheet of paper.

2. In teams of two, the students now transfer each other's body contours onto the paper by lying on the paper and having their partner draw their outline. The finished outlines can also be customized if needed. It is important that there is still enough space available inside and outside the body outline.

3. The students should now deal with their own identity and write their strengths and abilities within their body outline.

4. When all are ready and done, the students should take a look at the body contours of their peers and write positive attributes of the person outside the outline.

5. The body outlines can be displayed in the classroom or the students can take them home.

6. Complete the exercise with a discussion while sitting in a circle.

Reflection and discussion

- Was it easy to assess yourself? Why?

- Were you surprised to find out what others appreciate about you?

- How did it feel to receive this positive feedback? How did it feel to compliment others?

- Who do we get praised or recognized by in our daily life? For what?

- Which praise has more weight? Praise from one's best friends or from someone we hardly know?

- When was it last time you praised someone? Why is it hard praise someone?

- Are there body outlines that are exactly the same?

- Are there strengths or abilities that are rare or not frequently recorded?

- Which of your strengths or abilities are you particularly proud of?

Ideas and suggestions for further work

- Receiving and giving praise is important and makes us feel good. Surely, the exercise has shown that we don't practice it often enough. Agree with your group to give praise more often (once a day/hour, etc.). The advantage here is that one becomes aware of being praised and giving praise to others.

- Will our body outline look the same 5 years from now? What will happen to our strengths? What is the extent of our influence on these developments, what are the areas we have no influence on?

- If drawing the body outline is too difficult or too time-consuming, prepare simple outlines in advance.

care

Learning objective
The students will discuss social norms and how they can be changed. They will learn to accept and respect similarities and differences between people.

Material
Cardboard/solid paper, pens

Time frame
30-45 minutes

Material requirement: minimal

Group size: flexible

Opinion poll - more than just a click away

It may be difficult to discuss socially accepted behaviour with students when it comes to the topic of privacy and intimacy. It gets particularly tricky when the students come from families with a strong religious background. Public expressions of love by heterosexual and homosexual couples has in the meantime become common in many countries. Hugs and kisses are lived out in public, which may seem strange to students from other cultures. Some of them may not be able to assess socially accepted behaviour so well, which is why this exercise should provide an initial opinion overview. In the discussion round, the explanations by students without a refugee background create security and give orientation in dealing with this behaviour. It is particularly advantageous if students, whose families comes from different cultures, can act as role models for respect and tolerance.

⚠ Please make sure that different opinions are accepted and not commented on. It may turn out that students from different cultures share the same opinion, but for different reasons. Allow for explanations and encourage your students to oppose the opinion of the majority if they feel able to. If your students should express themselves immoderately on a topic, interrupt the discussion and offer further explanations and information if necessary.

💡 In the age of the Internet and social networks, we are supplied with a variety of digital information every day. Especially among young people, it is now commonplace to 'like' this information, i.e. to openly express a (positive) opinion. In reality, we are usually more than a click away from being able to share our opinion. Young people find it harder and harder to defend their own point of view if they cannot hide behind the anonymity of the internet. The purpose of this exercise is to help overcome these barriers and to acknowledge and tolerate other opinions.
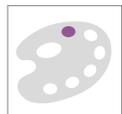
Exercise description

1. Two cardboard signs are made. One has 'OK', and the other 'Not OK' written on them (alternatively, appropriate icons can be selected). Place the signs in opposite corners of a room.

2. Next, go through the situations below. The students should show if they accept and respect the behaviour or not by standing in the corner that corresponds with their answer. There is no need to use all of the situations listed here if you find it inappropriate for your class.

3. Discuss the results after each round.

Situations

A. The photo of you at the last party has been publicly posted on the internet.
B. A man slaps his girlfriend in public.
C. A woman slaps her boyfriend in public.
D. Your friend blurts something out that you had told him/her in secret.
E. Someone is following you all the time and watching you.
Q. Your girlfriend/boyfriend tells you that he/she is homosexual.
G. Your classmate who shares a desk with you at school never learns, but always copies from you.
H. You see someone from your class in the supermarket stealing sweets and report him/her.
J. Your parents read the text messages on your mobile phone.
K. Women and men swim together in the swimming pool.
L. You have written a song, but someone steals it from you and it becomes a great success on the Internet.
M. Someone has read your diary.
N. A brother forbids his sister to go on a date.

Reflection and discussion

- Why is this behaviour inappropriate?

- Does the behaviour violate any rights or laws?

- Why do some of you disagree?

- Has the behaviour (for example, public homosexuality) always been socially accepted?

- Which behaviour is socially accepted but still feels strange (for teens) sometimes (for example, holding hands or kissing in public)? Why?

- Which behaviour is not accepted, but sometimes takes place in private (e.g. violence)?

Ideas and suggestions for further work

- This exercise can also be run for public and private settings. What kind of behaviour belongs in your home and what can you do in public?

- This exercise can also be performed in same-sex groups. Then, both female and male adolescents are more likely to voice their opinion, ask questions or point out problems.

- Have your students complete the list with example situations.

NO!

Two groups

Material requirement: none

🏳 **Learning objective**
The students will learn to represent their own point of view and to set boundaries through facial expressions and gestures. They will become sensitized to other opinions and positions.

✏ **Material**

🕐 **Time frame**
30 minutes

It is OK to say NO!

This is particularly important for young girls in adolescence. During this time, many young people begin their first relationships and cannot yet handle their feelings and the demands of a partner well. Both boys and girls are often under pressure in their first relationships. Girls could e.g. have a feeling that they are not allowed to reject sexual acts and demands. But male adolescents also have questions, e.g. if the girl is more experienced or how to deal with her feelings. Boys could be encouraged to go slowly in their first relationships. In addition, both girls and boys should be made aware that it is important to talk to their partner if they feel uncomfortable during sexual activity or in the relationship.

In this exercise, students should learn how to deal with other people. The general uncertainties of introverted students should also be relaxed. They will see how differently an uncertain 'no' and a self-confident 'no' sound and how they are perceived by the other party, as well as what options there are to emphatically reject something. Students who are generally extroverted and more prone to ignore the opinions and feelings of others, learn to pay attention to the facial expressions and gestures of others. Therefore, it is also important to make them aware that someone may not dare to say 'no' and that those people might communicate their refusal possibly 'only' through their body language.

⚠ This exercise works well in same-sex groups. Girls often have questions in the follow-up discussion as soon as the topic of love and relationships comes up. Encourage the girls to realize that in any kind of friendly or love relationships they are allowed to refuse things they do not like or feel good about doing. Explain that they can say 'no' without fear of rejection. In this exercise, male adolescents can be sensitized to a girl saying 'no'.

Exercise description

1. Divide the students into teams of two.

2. Each team should practice for themselves in several rounds, how to say 'no' correctly. Before each round, specify how the 'no' should be expressed (for example, anxiously, angrily, whisperingly, tremblingly, determinedly). In each round, the students try a different variation of negation.

3. To make it easier for the students to put themselves into such a situation, you can also specify a short situation, for example:

    • Someone wants to steal a handbag from another person.
    • Someone wants to persuade another person to play a trick on someone.
    • Someone insults another person.
    • Someone wants to take someone else's food away from them.
    • Someone wants to cheat during an exam.
    • Someone makes fun of another.
    • Someone forces a person to do something that he/she does not want to.

4. After each round, facilitate a feedback session and ask the students how the variations they just played on the 'no' affected them, and then lead it into a discussion.

Reflection and discussion

• How did you feel as the person saying 'no' in the different rounds? How did the recipient of the negation feel?

• Which 'no' did you feel best/safest about?

• Which 'no' could lead to conflicts?

• Why is it important to say 'no' explicitly and firmly?

• How can you show physically that you do not want something (standing firm, crossed arms, shaking your head, showing the palm of your hand)?

• What does this exercise have to do with friendships or relationships?

• Is it harder to say 'no' to friends, family or strangers? Why?

• What does the quote from Nicolas Chamfort (see above) mean?

Ideas and suggestions for further work

• Discuss with your students, what other nonverbal denials exist. How can these be used as clearly and explicitly as possible?

care

IN LOVE. ENGAGED. MARRIED. DIVORCED.

BASIC

Learning objective
The students will strengthen their ability to communicate and cooperate. They will develop empathy for everyday appreciation of each other.

Material
Flipchart or poster paper, pens

Time frame
45 minutes

Two groups

Material requirement: minimal

Teamwork without speaking

In this exercise, the students should in pairs draw a picture on a given topic, but under difficult conditions. During the exercise, the students are not allowed to talk to each other and only have one pen between them. So they have to communicate in silence and, in addition to the topical discussion, also get an insight into the experiences of students with a refugee background. After all, these students must have been forced to deal with language barriers after their arrival in Germany, and could know this feeling of speechlessness very well.

The students must answer the following questions: how does communication without speaking work? How can you nevertheless understand each other? It will be particularly exciting if you divide students into pairs with one German student and one with refugee experience. It could result in confusion when e.g. the same gestures in different cultures have different meanings.

The second aspect of this exercise is the thematic engagement with love: which feelings are associated with love and how are they represented graphically? How does love unfold? What does intimacy mean in this context?

It is a good idea to divide the students into same-sex groups, so that in the subsequent discussion you can clarify all the female and male students' questions separately, without the unsettling presence of the other sex.

kiwi

3.4.11
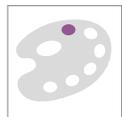
Exercise description

1. Divide the class into teams of two.

2. Each pair receives a pen and is asked to draw a picture on a given topic. Possible topics: first love - private - marriage - family life – leisure time - friendship - jealousy – sending someone flowers - separation - shared dreams - emotional chaos - divorce

3. There are two important rules: the students are not allowed to talk to each other and both must contribute to the picture.

4. The students may have a brief exchange between themselves on the topic before the picture is presented to the rest of the class. Each team should briefly report on the development process and their topic.

5. Discuss the results.

Reflection and discussion

- How did you communicate with each other?

- Did you manage to agree on how to illustrate your theme? How did that go?

- How did not understanding your partner make you feel? How long did it take you to start understanding each other and find common ground?

- Have you ever been in a situation where you have encountered language barriers (such as on vacation)? How did that feel?

- How did you come up with the idea of your picture? Did you decide about it together or did one of you just started drawing?

- Did each of you have a chance to draw something?

- What was about your topic that you found particularly important to show?

- Now put yourself in the other groups' shoes: which topic was particularly difficult to portray? Are there any topics that you would have presented differently?

Ideas and suggestions for further work

- The partners may also have several pens at their disposal. However, they still have to agree without speaking. Also, in this exercise a division into same-sex groups makes sense. It is also interesting to notice how girls or boys represent the same topics graphically. Do emphasise different aspects? Do they interpret the topics differently? With which topics did they have problems?

- The students could also be divided according to their origin in order to present manifold ideas on the same topics and to work on them in the subsequent discussion.

WHO AM I?

Group size: flexible

Material requirement: medium

🏁 **Learing objective**
The students will deal with their own identity and reflect on their roots and what they are made of.

✏️ **Material**
Flipchart or poster paper, pens, scissors, glue sticksand magazines

🕐 **Time frame**
45 minutes

Development of one's own identity

Adolescence is considered the most important phase of in the development of identity. Finding one's own identity is connected to the uncertainty of one's own role in life. That is why in adolescence one of the eight psychosocial crises takes place.[1] To find their own identity, young people deliberate more intensely about themselves than in other phases of life. In interpreting their self-observations, they include information about their biography.[2] 'New knowledge about oneself is gained through reflection on past experiences and their influence on current experiences. The construction of a coherent self-image from past, present and (anticipated) future experiences leads to the development of an idea of personality [...], which in turn supports the coherence of the self-image'.[3]
The students should deal with their own identity in this exercise. They should consider what has shaped them and how they have become the person they are now. All the terms they find important are written in a circle (for example, Harry Potter, my best holiday, car crash, career aspiration to be a doctor, big brother, etc.) or photos/magazine clippings glued. The result is a colourful jigsaw puzzle of different images, which represents the students' identities. Afterwards you will discuss with them which role a country of origin plays in the development of identity.

💡 Various studies have shown that there are not only preferred emotions, but also culture-specific coping mechanisms. 'For example, social anxiety in Western culture has been associated with low social contact, peer rejection, and a negative self-image.'[4] 'This is explained by the fact that social anxiety is seen as problematic in Western countries, whereas a self-confident appearance and assertiveness are respected.'[5]

1 cf. Lohaus, Arnold; Vierhaus, Marc (2015): p. 13
2 cf. Lohaus, Arnold; Vierhaus, Marc (2015): p. 190
3 Lohaus, Arnold; Vierhaus, Marc (2015): p. 190f
4 Lohaus, Arnold; Vierhaus, Marc (2015): p. 150
5 cf. Lohaus, Arnold; Vierhaus, Marc (2015): p. 150

kiwi

Exercise description

1. Every student receives a poster or flipchart paper and draws a large circle on it.

2. Each student writes his/her name in the middle of the circle. Then the following should be considered:
   Who am I? What makes me who I am? How did I become like this? What has shaped me?
   To make the task easier, they can consider the following:

   - Books, movies, plays, musicals, songs, TV series
   - Travel, countries, excursions, experiences, memories
   - Preferences, tastes, hobbies, inclinations, feelings
   - Attitudes, values, thoughts, convictions
   - Hobbies, pastimes, sports,
   - Skills, strengths, weaknesses, competencies, characteristics, traits
   - Goals, projects, wishes, visions of the future
   - Family, friendships, love, role models, membership of a group
   - Happy, sad, surprised or desperate moments

3. The students should now think about the 'puzzle pieces' that make up their own identity and write all the terms that come to mind into their circle. The more important the 'puzzle piece' is to the student, the closer it should be written to the centre of the circle. The less important the word is, the further it should be written from the centre.

4. In order to create a colourful circle at the end, the students should now find photos, pictures or drawings and attach them to the above terms. They can additionally search for images at home, in magazines, newspapers or in the Internet. The images should be glued above the corresponding term. Eventually, there should be no more white paper visible in the circle.

5. The circles are then displayed in class and jointly discussed.

> Only those who change remain true to themselves.
> *Wolf Biermann*

Reflection and discussion

- How do you like your circles?

- Did you expect your circles to look so colourful?

- What does your circle tell you about your identity?

- Can you tell from the circles if someone is from another country?

- What role does the country of origin play in the circles?

- Will the circle always look like this? Or will it change?

Ideas and suggestions for further work

- Let the students compare their circles: are the circles of those who are friends similar? How do the circles of students with and without a migration background differ?

- One after another, the students read out one of their 'puzzle pieces'. Anyone who has the same 'puzzle piece' in his/her own circle calls out. Thus the students find out about their similarities.

- To help your students better imagine the final product, you or some of the older students at your school can prepare and present a poster with their own results beforehand.

⚑ **Learning objective**
The students will reflect on the connection between home, origin and identity.

✎ **Material**
Copy of the 'Travel' template, notepaper, pens

🕐 **Time frame**
60 minutes

Small groups

Material requirement: minimal

I pack my suitcase and I take with me ...

In the course of world history there have already been many peoples and nations who have settled or fled to other parts of the world. The United States, for example, was populated by Germans, British, Irish and Italians and displaced the 'real' Native Americans; in 1882, about 250,000 Germans emigrated to the United States. This mass migration happened due to the growth, urbanization and impoverishment of the population. This is why it seems almost contradictory that poverty is not considered a valid reason for flight.
In summary, it can be said that immigrants, regardless of their country of origin, have shaped America both economically and socially. They have brought their own traditions, food, songs and customs to the new country, keeping a piece of home in their hearts, even when their new passports reflected their new identity.

The aim of this exercise is to explore the function homeland, origin and culture have in forming identity. In order to do so, the students must put themselves in the imaginary position of leaving their homeland and emigrating to a foreign country. They should first ask themselves what they would miss. Both personal answers and those relating to life in the home country are valid. After this exercise, the students should 'pack their bags': what can I not do without? What has emotional value? What is that I don't really need? They should consider whether they would take their native culture to their new country, which traditions are important to them, and how these affect their identity.

1 UNHCR Global Trends: Forced Displacement in 2018. URL: https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/unhcr-glo-bal-trends-2018.html (Download: 06.08.2019)

💡 **Did you know that 2018 worldwide...[1]**

... 37,000 people a day are forced to flee their homes because of conflict and persecution?

... 34% of the displaced people are being hosted in Africa

... 14% in Europe and 50% in Asia and Oceania (including Turkey)
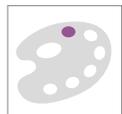
Exercise description

1. Divide the students into small groups and distribute page 1 of the 'Travel' template to them.

2. Together with your students come up with the name of a fictitious foreign country or planet. Each student records this name as well as the name of its capital city on their worksheet.

3. The students should now think about what they would miss if they had to emigrate there. The answers can be very different, for example, my friends, my tree house, my dog, my village/my city, my school etc.

4. Next, distribute page 2 of the template. The students should write the names here as well.

5. The students should think about what items they want to take. They should also deal with which items have an emotional value, for example, photo albums, baptism candle or a Christmas crib.

6. Discuss the results with your students.

Reflection and discussion

- What would festivals, holidays or your own birthday look like in the foreign country?

- Would you, for example, celebrate weddings, holidays or baptisms there in the same way you do now?

- What would you do if you arrived to your new country and no one in your class had the same customs, traditions or celebrations? How would that feel?

- Which tradition would you continue, even if the others found it strange?

- If you knew that you would live many years in your new country, would that change anything?

- What do your roots have to do with your identity?

Ideas and suggestions for further work

- Invite the parents of students with a migration background to share their experiences. Is the continuation of traditions a piece of home? How does the picture of 'sitting between two stools' fit? How do parents with migration background find their way into society? What have they experienced so far?

Imagine!
Your parents have received a great job offer in the country/on the planet
_____. They are both immediately excited because it is a great
opportunity. You can't understand that at all! Angrily, you write a list of all the things
you will miss. Maybe that will bring your parents to their senses!

This is what I will be missing:

Imagine!

Your parents have received your list. But their decision is clear: in a month, they will move with you to the land/to the planet _____. They have already found an apartment in the city of _____ and have enrolled you in a school. Two weeks before departure you start to pack your suitcase. Write down a list of the things you want to take with you. What is especially important to you? What has an emotional value?
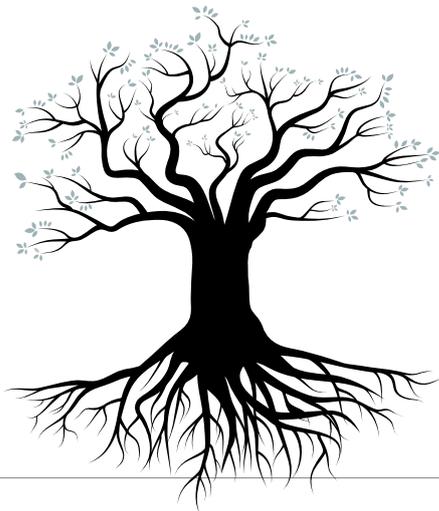
I have to take this with me:

MY TREE

🏁 **Learning objective**
The students will deal with their own origin and think about what it means to them.

✎ **Material**
Flipchart or poster paper, pens

🕐 **Time frame**
45 minutes

Group size: flexible

Material requirement: minimal

Where do I come from, what makes me different?

In this exercise, students deal with their own origins or their roots. They paint a tree with roots, a thick trunk and branches on a piece of paper. The drawing should be big enough so that words can later be added. At the roots, the students should write where they, their parents or grandparents come from, or even where their homeland is. Alternatively, the students can put down what their parents and grandparents have taught or passed on to them. In the trunk of the tree, the students should write down the norms, beliefs, and values that they themselves have, e.g. political beliefs, social commitment (animal welfare, volunteer work in a retirement home) or values and rights that are particularly important to them (e.g. freedom of expression, freedom of religion). The tree branches should contain the character traits that the students ascribe to themselves. Thus, the students are not only concerned with their own roots, but also with their attitudes, which may indeed differ from the opinions of their families. Through the additional engagement with their character traits, they will address their

identity as a whole. The discussion following the presentation of the trees is important for achieving the objective of this exercise. The meaning of roots for a person's identity should be talked about.

💡 Check out Canada's 'The Meaning of Home Contest' in which the organization invites Grade 4, 5 and 6 students from across Canada to submit a written essay or a poem about what 'home' means to them.

https://meaningofhome.ca
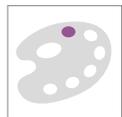
Exercise description

1. Each student draws a tree with roots, a thick trunk and branches on a poster or flipchart paper. Alternatively, you can prepare a tree in advance and copy it for everyone.

2. Now the individual tree elements are labeled:

   a. In the roots, the students write where they come from, where their roots are or even what they have been told and/or taught by their parents and grandparents (eg 'I was born in New York', 'my grandma is from Sudan', 'From my mother, who comes from India, I have learned that there are a lot of deities in Hinduism').
   b. Beliefs, norms and values should be noted in the trunk (e.g. active in the fire brigade or, in animal welfare or against racism etc.).
   c. Character or personality traits are written in the branches (e.g. helpfulness, empathy, etc.).

3. Discuss the results.

MY CHARACTERISTICS

MY VALUES

MY ROOTS
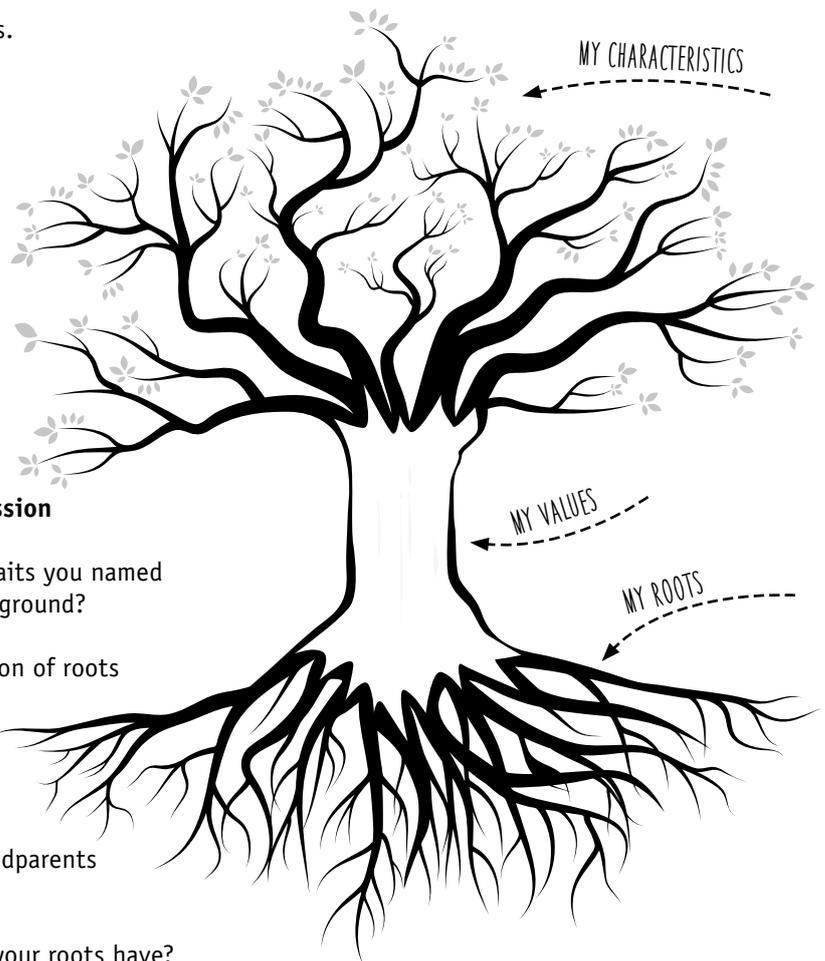
Reflection and discussion

- Are the character traits you named related to your background?

- Why is the comparison of roots and origin a good fit?

- What does your origin, the origin of your parents or grandparents mean to you?

- What effects could your roots have?

- The roots of a tree are mostly invisible. Why are people then pigeonholed?

Linking exercise

A similar exercise can be found in the topic 'Culture', chapter 'Home and Origin'. In the exercise 'My Roots' (1.1.1) students create a family tree and question parents and grandparents about their origin. This exercise can be a good preparation for that one.

care

Learning objective
The students will learn about different types of sexuality and gender and respect this diversity. They will confidently deal with their own sexuality and recognize/critically reflect on their own prejudices.

Material
Notepaper, pens, container, internet access

Time frame
90 minutes

Group size: flexible

Material requirement: minimal

Internet access

I am who I am!

Same-sex and other forms of partnerships besides heterosexuality have always existed, but they have not always been socially accepted as they are today. In many countries, 'marriage for all' is already allowed, including Finland, Ireland, Mexico and Colombia, as well as the whole of the United States. In other countries, homosexual couples can only enter into a 'registered civil partnership'. However, this form of a partnership is a subject to significant restrictions: civil partnership, for example, is under no constitutional protection and these couples are not allowed to adopt children. Recognition of a person's right to self-determianation of one's own identity and the acceptance of sexual diversity are far from being anchored in all minds. Still, if someone is 'different', he or she unfortunately ends up being discriminated against. These individuals are often subject to hostile behaviour of others. All people should be given an opportunity to at least freely test and develop their personal identity, their own understanding of love and different types of partnerships/relationships in order to finally decide about their identity. This means that a person's sexual identity and orientation deserves to be treated with respect, appreciation and equality. When a person is accepted for who she or he really is, they can show and develop their own potential.

The students will find out more about the subject of sexual diversity through the lives of public figures. Since many celebrities are personalities that are known and/or popular, your students will be happy to deal with this topic and the potentially sensitive issues might be a little more pleasant. The students should conclude that we should respect our own sexuality and that of other people.

⚠ Since the topic of sexual diversity might sound strange to some students, they should be prepared and introduced to this topic beforehand. Therefore, it may be more suitable for older students and should be treated very sensitively. If necessary, prepare alternative material.

Exercise A

1. Students search on the Internet for celebrities and public persons who have publicly declared themselves to be homosexual, bisexual, transsexual or similar.

   Alternatively, you can name a few people, for example:
   Neil Patrick Harris, Ellen DeGeneres, Thomas Hitzlsperger (Cover picture), Miley Cyrus (Cover picture), Sir Elton John, Bisi Alimi.

2. What is known about this individual and his/her sexuality, 'coming out' and the associated problems?

3. Presentation of the results and subsequent discussion. Explain that people have the right not to be discriminated against for their sexual orientation and that, for example, homosexuality is natural.

Exercise B

1. Think about the topics that your students could now discuss. Put some questions on small pieces of paper. Please choose the questions sensitively - depending on how open-minded your class was in exercise A (see examples below).

2. Collect the notes in a container.

3. Set up a circle consisting of four chairs at the front of the class. You and three volunteer students should sit on these chairs.

4. Now questions are drawn from the container and discussed in the group. You should act as a moderator who does not take part in the discussion and leaves it to the students. However, do get involved when the conversation needs fresh impetus.

5. The rest of the students sit around the circle of chairs, listen and take notes, but if necessary, they can replace someone and enter the discussion. Only the people sitting in the circle of chairs may speak.

28

June 28, 1969: Origin of the 'Christopher Street Day' in New York

Reflection and discussion

- What is the difference between heterosexuals, bisexuals and transsexuals?

- What experiences did these people have with the reactions of their environment?

- When did the people realize that they were not heterosexual? How did you know that?

- In your experience, how do people develop their opinions about sexuality?

- How did you establish your opinion on this topic? What were you guided by?

Reflection and discussion

Possible topics for discussion:

- Is there a difference whether friends or celebrities come out? Has homosexuality always existed?

- How could one come out when he or she realizes they are not heterosexual? How could you notice it?

- What do you think about the fact that people with a non-heterosexual orientation are allowed to marry? Why?

- How are e.g. homosexual couples in Germany still discriminated against?

- Can celebrities be role models for dealing with one's own sexuality?

care

Learning objective
The students will be sensitized to dealing with their own problems and with those of others. They will develop empathy when it comes to respectful daily interactions with each other.

Material
Flipchart or poster paper/board, pens/chalk, notepaper

Time frame
30 minutes

Group size: flexible

Material requirement: minimal

We all know that ...!

In this exercise, the students should get to know different everyday problems. Everyone is aware of situations that confuse them and cause difficulties. Some of these problems (such as bad grades) are more common, and these are exactly the issues that this exercise wants to address. This is not only meant for students to acknowledge the difficulties they face on a daily basis, but also to familiarize themselves with the problems of their peers. It is particularly important how students describe their problems in just a few words. The point is that other students successfully identify the issue despite the basic description presented.

Some students will probably have hard time expressing themselves briefly or finding the right words to describe their problem. Nevertheless, each of them should come up with their own description. The notes are anonymous for the time being. The students are allowed to look at all the tables and give tips for the problems described. The group members get to know each other and identify similarities as well as differences. In addition, they learn that almost all of them face problems on an everyday basis, regardless of their origin, gender or religion.

⚠ This exercise is well suited for getting an insight into students' daily routine and their associated difficulties. Keep an eye on the collected notes, even after the task is over: try to asses if the problems described point to serious conflicts in the parent-child relationship? Is there evidence of drug, alcohol or even sexual abuse? Should the burdens from refugee experiences be addressed by a psychologist? If you feel that any of the issues might indicate major difficulties, discuss the way forward with your colleagues and the students' parents before taking any action.

kiwi

Exercise description

1. Transfer the table (without the blue sample content) onto the (black)board or flipchart paper so that students can copy it into their notebooks.

2. Now the students should think about four everyday problems. It is important that the problems themselves are not written down. However, they should think of at least two to a maximum of four keywords that describe the problem (for example, problem 1 "bad grades", problem 2 "money worries").

	Key term/ word 1	Key term/ word 2	Key term/ word 3	Key term/ word 4	Tipp A	Tipp B	Tipp C
Problem 1	Work	School	Anger	certificate			
Problem 2	Loan	Salary	expenses	saving up			
Problem 3							
Problem 4							

3. Each problem description should be put in its own row. The name of the student will be put on the back of the filled in table and handed back to you.

4. Now display the tables so that students can walk around the classroom and acknowledge the problems of their peers. For each problem, three tips can be provided by different students.

5. After that, the students get back together and get back the notes with their problem description. The problems are now jointly discussed.

Reflection and discussion

- How different are your everyday problems? Are there common issues that are often mentioned?

- What differences or similarities of problems can you identify?

- What gender differences and similarities do you find? What can be the reasons for the differences and similarities of the problems identified?

Ideas and suggestions for further work

- Write one of the examples listed above on the board/on the flipchart paper to help students get started.

- What solutions were suggested? Discuss the possibilities with the students and, if necessary, inform them of counseling centres and websites (for example, if there are any financial worries, the Youth Central pocket money or household planner):

http://www.youthcentral.vic.gov.au/managing-money/saving-spending/budgeting

care

RECHARGING THE 'TANKS' PROPERLY [1]

ENHANCED

Learning objective
The students learn about the causes and consequences of alcohol consumption.
They come up with positive and meaningful alternatives.

Material
Wallpaper or paper roll (alternatively large, glued together paper sheets), pens, glue dots, notepaper

Time frame
90 minutes

Group size: flexible

Material requirement: medium

Alcohol - a legal gateway drug?

Alcohol is a drug. It slows down many vital functions and is therefore classified as an anaesthetic. Nevertheless, most people drink it because of its stimulating effect. According to the U.S. Department of Health and Human Services alcohol is the most commonly used and abused drug among youth in the United States. Although drinking by persons under the age of 21 is illegal, people aged 12 to 20 years drink 11% of all alcohol consumed in the United States.[2] In 2010, there were approximately 189,000 emergency rooms visits by persons under age 21 for injuries and other conditions linked to alcohol.[3] In the following exercises the students will discuss the causes and consequences of alcohol consumption. They should not be scared by the effects and

consequences. Young people often notice that alcohol consumption provides the hoped-for effect and therefore they cannot be influenced, above all, by explanations about long-term effects.

During the following exercises, the students should determine that the supposedly positive effects are short-lived, and that problems are only postponed. To make prevention work meaningful, the students must be able to identify at a young age, what positive 'petrol stations' they need in order to replenish their 'emotional tanks'. The students should learn that they do not always need stimulants, but, for example, friends, sports or music can also get one into a good mood and can fill up their 'tanks'.

1 Exercise adapted from: Landesinstitut für Lehrerbildung und Schulentwicklung, SuchtPräventionsZentrum (ed.): Fit without fuel. Alcohol prevention materials for nine 7th grade subjects. Hamburg. URL: https://li.hamburg.de/publikationen/3518330/artikel-fit-ohne-sprit-unterrichtsmaterial-neu2012 (Download: 12.10.2016)

2 U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Prevent and Reduce Underage Drinking. Rockville, MD. Department of Health and Human Services; 2007.

3 Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. The DAWN Report: Highlights of the 2010 Drug Abuse Warning Network (DAWN) Findings on Drug-Related Emergency Department Visits [PDF-410KB]. Rockville, MD; 2012. URL: http://www.samhsa.gov/data/2k12/DAWN096/SR096EDHighlights2010.pdf (Download: 19.01.2018)

4 Bonnie RJ and O'Connell ME, editors. National Research Council and Institute of Medicine, Reducing Underage Drinking: A Collective Responsibility. Committee on Developing a Strategy to Reduce and Prevent Underage Drinking. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
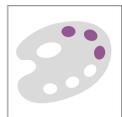
kiwi

Exercise A

1. Draw a table with three columns on the (black)board. The title of the first column is 'Causes', the second column 'Effects' and the third column 'Consequences'.

2. The students should now consider the causes of alcohol consumption (e.g. curiosity, peer pressure), what effects consumers want (e.g. a feeling of belonging, to be relaxed) and which short-term and long-term consequences alcohol consumption can entail (e.g. insanity, health damage).

Reflection and discussion

• What do you notice when you compare the tables?

• When do the consequences occur?

• Can you understand how alcohol turns into an addiction?

• What can be done to protect oneself from the consequences (see third column)?

• Have you had any experience with alcohol?

• How dangerous would you rate alcohol?

• What are good alternatives?

Exercise B

1. Draw a large outline of a body on a roll of paper and lay it on the floor. The students sit on chairs set up in a circle.

2. Ask the students to name feelings. Write each feeling on a card and place it in the body outline. If the group cannot think of any more, give them a moment to contemplate the feelings.

3. Ask students to decide which of the feelings are *positive* and which are *negative*. The students can mark the feelings with coloured adhesive dots (for example, pleasant feelings = green, unpleasant feelings = red).

4. Everyone should now write for him/herself on a piece of paper what feelings or experiences he/she

   a. *needs in order to feel satisfied and comfortable (for example, love, attention, friendship)*
   b. *where or how he/she 'recharges' these feelings when he/she is not doing so well (for example, parents, sweets, sports).*

5. Discuss the results afterwards while sitting in the circle. No one should be forced to present her/his results.

Reflection and discussion

• Everyone 'refuels' their feelings differently. Are there 'petrol stations' that are better suited than others?

• Which petrol stations are not suitable (e.g. alcohol, drugs)?

• Are there petrol stations that have been discussed here and that you would like to 'tap into' (for example, sports, hobbies)?

• What do you do if your petrol station does not work?

• Are there any good alternatives to your petrol stations?

• Are you sometimes a petrol station for others?

ENHANCED

🏳 **Learning objective**
The students will investigate the methods that alcohol advertising uses to present alcohol and its effects in a euphemistic way. They will work out positive and meaningful alternatives.

✏ **Material**
Copy of the 'No power to alcohol!' template, scissors, pens, magazines

🕐 **Time frame**
90 minutes

Group size: flexible

Material requirement: medium

Alcohol in advertising

In this exercise, students should deal with the messages and effects of alcohol advertising. They will go through magazines and look for various ads and pictures illustrating people consuming alcohol. What do your students think about these pictures – have a discussion about their impressions. In most cases, alcohol is advertised through images of freedom, adventure and fun. Many people find such an atmosphere appealing. Alcohol advertising has a strong effect on adolescents and young adults because they are in a phase of self-discovery. Therefore, alcohol can be even more harmful to their health since the younger the students, the more difficulty their body has in breaking down alcohol, which can cause damage to different organs

such as the liver, for example. After all, alcohol is a cytotoxin that acts like an anaesthetic. The negative effects of alcohol consumption should also be addressed in this exercise in order to counteract its suggested positive effects.

💡 *Facts about alcohol[2]:*

- Alcohol is high in calories, appetite-enhancing and slows down fat degradation.
- Excessive consumption of alcohol may cause loss of memory and comprehension.
- Alcohol causes sleep disorder, anxiety and hallucinations.
- Alcohol makes you more susceptible to cancer, heart and liver disease.
- Alcohol can make you impotent or mentally and physically dependent.

1 Exercise adapted from: Landesinstitut für Lehrerbildung und Schulentwicklung, SuchtPräventionsZentrum (ed.): Fit without fuel. Alcohol prevention materials for nine 7th grade subjects
2 cf. Landesinstitut für Lehrerbildung und Schulentwicklung
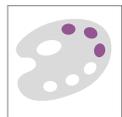
Pre-exercise activities

1. Collect different journals and magazines in advance or let the students bring some to school.

Exercise description

1. The students should search through various journals. They should cut out ads and photos illustrating alcohol consumption and place them on a large table or desk.

2. The students should now stand around the table and look at the pictures. For each image, ask the following questions:

   - What do you see in this picture?
   - What do you think these people in the picture feel?
   - Which wishes and hopes should the pictures raise?
   - Would you like to be in the picture?
   - How would you describe the atmosphere in the picture?

3. The students are now provided with worksheets containing a list of promises related to alcohol consumption which are presented through these pictures. The students should now think about why alcohol is not needed to have fun and enjoy life.

4. Disuss the results.

Reflection and discussion

- Alcohol is usually very positively advertised. How does advertising attract people?

- Alcohol consumption is advertised as having many positive effects. Are you aware of the negative consequences of alcohol consumption?

- What are the short-term effects of alcohol consumption? What consequences can alcohol have in the long run?

- What does the morning after of the people in the pictures look like?

- What does alcohol dependency mean to you?

- What positive alternatives did you find to alcohol?

- How do you reward yourself? How do you relax? What does you good?

Ideas and suggestions for further work

- Visit the SAMHSA website (Substance Abuse and Mental Health Services Administration) for information on alcohol prevention and education campaigns and actions:

https://www.samhsa.gov

care

No power to alcohol!

What the advertisments promise...	Why I don't need alcohol for this...
Those who drink alcohol can really relax.	*Example: I relax when I lie on the sofa with a cup of tea and watch my favorite series.* *I relax when ...* _____ _____
Anyone who drinks alcohol is really relaxed.	I'm at ease when ... _____ _____
Alcohol enables me to feel free and independent.	Freedom for me means ... _____ _____
Drinking alcohol makes you feel like an adult.	Being an adult for me means... _____ _____
You can also be as cool as the famous persons who praise alcohol.	I think it's cool when ... _____ _____
Anyone who drinks alcohol has a great evening with friends.	A really nice evening for me is ... _____ _____
Alcohol is a good ending after a busy day.	After a busy day ... _____ _____
You need alcohol to be really happy.	I am happy when ... _____ _____
Who drinks alcohol, can really celebrate.	I enjoy celebrating when ... _____ _____
If you want to think, alcohol helps to clear your mind.	I can concentrate well if ... _____ _____
Alcohol is refreshing and helps us feel less thirsty.	My favorite drink is ... _____ _____
You can reward yourself with alcohol.	I reward myself with ... _____ _____

No power to alcohol!

What the advertisments promise…	Why I don't need alcohol for this…
Those who drink alcohol can really relax.	Example: I relax when I lie on the sofa with a cup of tea and watch my favorite series. I relax when …
Anyone who drinks alcohol is really relaxed.	I'm at ease when …
Alcohol enables me to feel free and independent.	Freedom for me means …
Drinking alcohol makes you feel like an adult.	Being an adult for me means…
You can also be as cool as the famous persons who praise alcohol.	I think it's cool when …
Anyone who drinks alcohol has a great evening with friends.	A really nice evening for me is …
Alcohol is a good ending after a busy day.	After a busy day …
You need alcohol to be really happy.	I am happy when …
Who drinks alcohol, can really celebrate.	I enjoy celebrating when …
If you want to think, alcohol helps to clear your mind.	I can concentrate well if …
Alcohol is refreshing and helps us feel less thirsty.	My favorite drink is …
You can reward yourself with alcohol.	I reward myself with …

✂ CUT ALONG THE LINE

Group size: flexible

Material requirement: minimal

Learning objective
The students will deal with the subject of addiction. They will learn to recognize different types of addiction and the related physical and social consequences. They will learn about opportunities assistance and prevention.

Material
Flipchart or poster paper/(black)board, pens/chalk, notepaper

Time frame
60 minutes

All kinds of addictions

In this exercise, the students will learn about various types of addictions. They will realize that you can basically become 'addicted' to almost any stimulant or even activity. Of course, both physical as well as mental addiction plays a role. While consumers of drugs or alcohol are usually both physically and mentally addicted, non-substance addiction (shopping addiction, gambling addiction or pyromania) is just mental addiction. As an introduction to the exercise, several objects should be placed in the middle of the circle of chairs. A detailed list can be found on the next page.

Each of these items symbolizes a different type of addiction. You should discuss with your students how addiction manifests itself and how its different forms vary from each other. The students should then reflect on

physical and psychological addictions, since many people only consider the physical, but not the psychological (or even social) consequences of an addiction. You should discuss how one can recognize addiction, in ourselves and in others, how it is expressed and how it differs from 'normal' (enjoyment) behaviour. Then consider together who to contact in case you encounter a problem and need help.

The World Health Organization (WHO) provides more information on substance abuse in general, but also specifically for different regions of the world (Africa, East Mediterranean, Western Pacific, The Americas):

http: //www.who. int/to-pics/substance_abuse/en /

1 Exercise adapted from: Keine Macht den Drogen e.V. (2010): Gruppenstunde Genuss & Sucht. Liste Suchtsack. URL: http://www.kmdd.de/upload/Gruppenstunde%20 Genuss%20&%20Sucht_PDFs%20Gesamt_5995.pdf. Download 13.10.2016
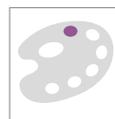
Pre-exercise activities

1. Collect as many of the following addictive substances and addictive types/forms as possible. You do not have to work through the whole list.

   - Cigarette pack (empty)   Nicotine addiction
   - Beer can, Alcopop (empty)   Alcohol addiction
   - Pill box (empty)   Drug abuse/addiction
   - Liquid adhesive, deodorant   Drug addiction (sniffing substances)
   - Coffee, energy drink   Caffeine addiction
   - Trading cards, paper bags, postcards   Compulsive collecting
   - Playing cards, poker set   Gambling addiction
   - Diet drink, diet cookbook   Anorexia
   - Cleaning products, disposable gloves   Cleaning addiction
   - Clothing, catalogue   Shopping addiction
   - PC Game, controller   Internet/gambling (Gaming)
   - Mobile phone   Smartphone addiction
   - TV magazine   TV addiction
   - Syringe, rolled bank notes   Drug addiction
   - Image of bodybuilders, sneakers   Sports addiction

Exercise description

1. Put chairs in a circle and the material in the middle on the floor, in no particular order.

2. Ask the students what they see and let them describe the items. Ask them the following questions:

   a. What do all these things have in common?
   b. What item represents which addiction?
   c. Did you know that you can become addicted to it?
   d. What does addiction or abuse mean?

3. The point now is to define different types of addiction. Ask the students the following questions:

   a. How do these various addictions differ from each other?
   b. Are there addictions that are worse than others? Why do you feel that way?

      Students should then divide addictions into 'physical' and 'psychological' addictions. The objects should be sorted into two groups.

4. Now discuss the consequences that an addiction can have. Write them on the board/on the flipchart (for example loss of control, social exclusion, hallucinations), but point out that these consequences do not apply to all forms of addiction.

5. Now discuss how one can recognize that he/she is addicted and add these responses to the list on the board.

6. Ask the students what they would do if they noticed their own or someone else's behaviour indicates an addiction.

Find out about the helplines and advice centres in your country, region, or city, eg. phone hot-lines, addiction and drug hotline and display the phone numbers so that everyone can see them.

care

RELATIONSHIPS AND POWER[1]

ENHANCED

Groups of two

Material requirement: minimal
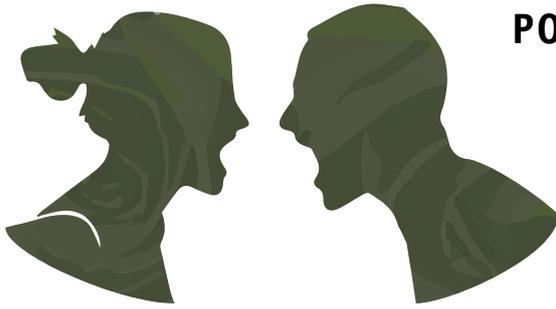
⚑ **Learning objective**
The students will become aware of power dynamics in different relationships and reflect on them critically. They will illuminate and think about their own ideas, relationships and behaviours.

✎ **Material**
Flipchart paper/(black)board, pens/chalk

🕐 **Time frame**
90 minutes

The Golden Rule

"Do as you would be done by" – this proverb refers to the principle of treating others as one would wish to be treated. This Golden Rule should be heeded by all people in their dealings with each other. Nevertheless, of course, there are situations in which different people with different views collide. They fall into power games and one person wants to triumph over the other. How do I behave now? Is conflict escalation with all its consequences a solution, because I want to prevail? Or do I try to understand the opposite side and find a compromise? Information about what power is and how it justifies itself is important There are five different power types:
Power through authority, power through reward, power through identification, power through knowledge and power through information. There are also parameters such as appearance, charisma, clothing and language. If a person feels powerful, they want to be dominant, to achieve their plans and to have control. Being at the top of the hierarchy also means being sure of the acceptance of this dominance. The sole exercise of power, especially in the event of conflict, opposes the power of the crowd. Relationships and networks are important because they often support the claim to power. We should hold fast to the idea thatiIf power is used correctly, it helps the achievement of goals. But for the proper exercise of power, credibility, effectiveness and consistency in combination with values and attitudes are important. A balanced and cautious use of power generally leads to the goal.[2]

💡 In this exercise students should be put in a position where they feel disadvantaged or oppressed.To put it another way, they should reflect on their own behaviour and be encouraged to treat their fellow human beings as equals.
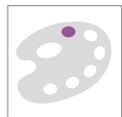
1 Adapted excercise from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.
2 cf. vgl. Quayou Insights (2015): Autoreninterview mit Dipl. Psychologe Reiner Neumann zum Buch Neumann, R.: Die Macht der Macht; München, 2014; URL: http://quayou.de/entdecken-sie-die-macht-dermacht (Download:04.03.2016)

Exercise A

1. Discuss the topic of power with the students. What is the definition of this word? What do they understand by the term to 'have power'? Let them give examples which you write down on the board.

2. The students divide into pairs and face each other.

3. One person plays a person in front of the mirror and the other their mirror image . The mirror image imitates the person in front of the mirror for 2-3 minutes, copying exactly every movement.

4. The roles are then swapped and the process repeated.

5. The results are discussed in the group.

Reflection and discussion

• How did you feel in each role (mirror image/person in front of the mirror)?

• Do you experience situations in your daily life in which you feel /have felt like the person in front of the mirror? Which 'mirror image' situations come to mind?

• What does 'power' mean to you? Depending on the origin, religion or tradition of a person, are there differences in the definition of the word?

Exercise B

1. The students in pairs develop short sketches for the following relationships:

   Teachers and students
   Parents and children
   Husband and wife
   Boss and employee

   In these sketches the topic of 'distribution of power' should be dealt with and emphasized.

2. The students perform their sketches to the rest of the group.

3. A discussion follows.

Reflection and discussion

• Are these sketches realistic? If not, what would you have shown differently?

• Do you experience situations in your daily life in which others abuse and use power in a negative way? Do you experience situations in your daily life in which you abuse and use power in a negative way? Can power be used positively? How?

• Why do people treat each other this way?

• What can be the consequences if one person treats another as though they have less value?

• How do society and culture contribute to such power dynamics existing in different relationships?

It is the little quarrels that spoil love.
Max Frisch

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'HEALTHY' AND 'UNHEALTHY' RELATIONSHIPS[1]

Small groups

Material requirement: medium

⚑ **Learning objective**
The students will recognize and interpret warning signs of an 'unhealthy' relationship. They will be able to take different perspectives and acquire information on offers of help.

✎ **Material**
Copy of the 'Exemplary relationship situations' template, flipchart or poster paper/board, pencils/chalk, scissors, glue

🕐 **Time frame**
60 minutes

How do you recognize a healthy relationship?

A healthy relationship is based on mutual respect and is free of physical and emotional manipulation, control or violence. Everything that happens in a healthy relationship, be it joint activities, conversations or physical relationships, should be characterized by mutual consent and communication. The students should find out for themselves what they value in a relationship. They should learn to recognize the warning signs of an unhealthy relationship and how to act appropriately and assertively.

⚠️ This exercise may be difficult if there are younger students in your class. In addition, it might be good to conduct this exercise in same-sex groups. Observe how opinions about the situations listed below differ (between students with and without refugee and migration backgrounds). Support your students in assessing the situations and, if necessary, help them

find out what kind of behaviour is acceptable between two people in a relationship and what isn't.

💡 Prepare yourself for the fact that your students may turn to you after completing this exercise to share their personal experiences of unhealthy relationships. Listen to them patiently and attentively, inform if need be the relevant contacts in your school and refer them afterwards to appropriate external assistance offered in your region, for example:

Victim Assistance Support USA: http://vasinternational.org

Victim Support Europe: https://victimsupport.eu

Lifeline Johannesburg: http://www.lifelinejhb.org.za/Victim%20Empowerment%20Programme.ashx

1 Adapted excercise from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

2 Wienhold, Hans (2011): Lexikon der Soziologie. 5. edition, Wiesbaden: VS Verlag

🦘 kiwi
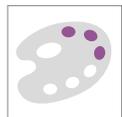
Pre-exercise activities

Copy the 'exemplary relationship situations' template for each small group of your students. Make a two-column table on the board or on flipchart paper. The columns are titled 'Healthy Relationships' and 'Unhealthy Relationships.'

Exercise description

1. Divide your students into small groups. Each group receives a copy of the 'exemplary relationship situations' template. They cut out the situations on the template.

2. The students now categorize the situations and put them into the 'healthy' or 'unhealthy' columns. They can now come up with their own examples and add them to the columns.

3. The individual situations are then discussed in the whole class. The students explain why they have classified a situation as 'healthy' or 'unhealthy'. Clarify any remaining discrepancies with the students and encourage a discussion.

Reflection and discussion

- Are the situations realistic?

- Are there situations that are accepted and socially recognized even though they have characteristics of an unhealthy relationship?

- What are the biggest challenges when building and maintaining a healthy relationship? How do you do it?

Ideas and suggestions for further work

- What should you do if you find yourself in an unhealthy relationship? What should you do if a friend is in an unhealthy relationship?

- Compile the most important basic values of a healthy relationship (honesty, communication, trust, respect, consent, acceptance etc.) with your students and put them together on a jointly developed poster or collage.

Space for notes

_____

_____

_____

_____

_____

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Exemplary relationship situations

Your partner insults you during a argument.

Your partner is driving too fast and you say you are feeling uncomfortable. Your partner then slows down and apologizes to you.

You've made plans for a trip with your partner. She/he cancels at the last minute because he/she just does not feel like it or thinks that what you have planned is boring.

You want to become part of a clique. In order for you to participate, you must pass a dangerous test of courage.

Even if your partner and you have different beliefs or opinions, you respect each other's views.

You have a friend with whom you like to play. Everything is fine when the two of you are on your own, but as soon as others come along, your friend acts funny and excludes you.

Your partner is texting with other (same-sex) friends and does not understand that you do not like that.

Your partner gossips about your friends.

Your partner grabs your arm in anger during a argument and shakes you.

Your dad locks you in your room in order for you to finish your homework instead of going out and meeting your friends.

Even if your partner and you have different beliefs or opinions, you respect each other's views.

If you say no to something, your partner often wants to argue and change your mind.

Exemplary relationship situations

If either of you have good news or success to share, both of you are happy about it and support each other.

You do not want your partner to party without you because you feel like you can not trust him/her.

If you eat out or go to the movies, you share the costs.

When you go out together, your partner often looks at others and comments on their great looks.

You often feel that you have to apologize for your feelings or problems when talking to your partner about them. You do not want to annoy him/her with your problems.

When you're angry with each other, you talk about it and try to find a solution together.

If your partner traveled somewhere without you, she/he will call you the next day and tell you what a great time they had last night.

Your partner asks you how your evening was.

You're dancing at a party with someone else to make your partner jealous.

You argued with your friend. The next day you see each other at school and he/she apologizes.

Your and your partner talk about your issues. You feel that he/she takes you seriously.

Your partner asks you to go on a diet and lose weight for him/her.

CONTENT TOPIC 4
VIOLENCE & CONFLICT

Dispute in the house is plague for the children.
Serbian Saying

And that's what the symbols stand for:

Difficulty level (basic or advanced)
blue stands for basic and beginner exercises,
green for advanced exercises

The chilipeppers indicate the degree of difficulty or complexity of the task. (1= least challenging to 3= highly challenging)

Exercise features

Group size
(flexible, couples or small teams)

Material requirements
low   = e.g. only paper, pens/pencils
medium = e.g. paper, scissors, worksheets
high   = e.g. large amounts of paper,
*   special needs like packing tape,*
*   cutlery, wool, ...*

Additional research
requires additional research or inquiries such as internet or library research, questionnaires and polls

Internet access required
requires internet access in order to fulfill the task/assignment

Third party support
important for feeback rounds with students; e.g. observers

2.6.9 **Page numbers**
The page numbering is divided into "chapter.topic.page", e.g.:
Chapter 2 "Values & Rights".Topic 6 "Environment & Precycling/Recycling".page 9.

Text extras:

Tips and fun facts
Interesting and helpful information

Attention!
This exercise might not be suitable or appropriate for traumatized or sensible students. Or it is especially difficult, so that students probably need further help. Read the assignment carefully before deciding and gather further information.

Family & friends
Invite family members or friends to include them in the task.

QR Code
This manual uses QR (Quick Response) codes to make it easier for you to enter the links given here. You can scan these codes e.g. with your smartphone. For iPhone: Use the camera app. For Android: Download one of the many free QR code apps availabe in the Play Store.

Please note that the specifications given in the exercises such as difficulty level, time and material requirements are only guidelines and depend on your individual circumstances. They are only intended to facilitate the process of organising and structuring the workshop.

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Violence and conflict

'Violence, [1] a term for a one-off physical act, for an event in which a person inflicts harm on another through physical strength'.[1] This concept of violence refers only to violent actions against other people; in the case of auto-aggression, which should also be briefly mentioned here, the term 'violence' should be extended to one's own body as the recipient of violence.

The subject of violence has been in many countries inseparably tied to that of 'migration'. On the one hand it is about violence being used against migrants and / or refugees and on the other hand about violence that they perpetrate. It is known now that a social dimension, such as unemployment, level of education and social environment, influence our behaviour and are also related to violence and delinquency. Thus, delinquent behaviour is a consequence of social inequality—or is it not that easy after all?

Deviation, deviance and delinquency

The common definition that deviation is 'any act that is believed to violate a generally accepted norm of society'[2] is associated with the concepts of deviance and delinquency, where deviance means social deviation and delinquency means a violation of existing legal norms. The sociological theories of deviant behaviour are determined by two approaches; on the one hand through the etiological approach, which focuses on the causes of deviant behaviour (representatives of the etiological approach are, for example, Émile Durkheim and Robert K. Merton). On the other hand, the labeling approach sees deviation as an interactive attribution process and has gained influence since the 1950s and 1960s (representatives of the labeling approach include Fritz Sack and Edwin M. Lemert).

Violence has many theories

The following paragraph will briefly outline the best-known theories of deviant behaviour. In his disorganization-insecurity-violence complex, Heitmeyer describes how the social processes of individualization on an individual level can lead to insecurity in young people with regard to social integration and participation. Violent behaviours are seen here as a form of coping with uncertainty.'[3] Merton's typology of deviant behaviour continues Durkheim's considerations on anomie theory. Merton explains anomie (a state of lack of social integration, especially through abnormality) as a result of the discrepancy between goals, desires, needs and the means available to the person.[4]

A low level of agreement between goals and means results in disorientation for an individual member of society and, depending on his / her individual attitudes towards cultural goals and values, different forms of adaptation or solution can occur.[5] The types of adaptation developed by Merton represent solutions to this disorientation: conformity, innovation, rebellion, ritualism and withdrawal (see table).

The reaction pattern of 'innovation' can be explained, for example, through violence happening in schoolyards. A student whose (generally appreciated) goal is getting a good grade for homework threatens his / her classmate into doing it for him / her, since he / she has no means or resources to do the homework himself / herself. For example, this may be because she / he has no appropriate learning environment at home or experiences family-related stress.

1   Fuchs-Heinritz; Klimke et. al., 2011
2   Sack 2007: p. 184

3   Heitmeyer, Wilhelm, 1995
4   cf. Wurr 1993: p. 23
5   cf. Lamnek 2001: p. 117

Another form of adaptation is 'rebellion 'and may look like this, for example: A student (seemingly) does not want to be good at school or attend class (Goal); she / he deliberately and severely disrupts the lessons and soon realizes that his / her behaviour has an effect on the classmates (Means), which is why she / he replaces the actual goal with a new one, namely to develop a certain reputation as a self-confident rebel or popular class clown.

A.K. Cohen's subculture theory, also known as the 'theory of the youthful gang ',is about the connection between a social structure and the criminal learning processes.[6] In this theory, delinquency is neither purposefully nor consciously deviant, as in the pattern of innovation in Merton's anomie theory.[7] 'Deviance is an irrational reaction to the problems of adjustment and, above all, status problems of lower-class young people',[8] which have arisen due to the discrepancy between democratic ideology and class society. Cohen's starting point is the so-called adaptation problem, which depends on personality and situational factors of social fields and presupposes a field of conflict to be solved.[9] One possible 'solution 'is reorientation towards a new peer group that has similar adjustment problems. In the development of the interaction process, common norms, values, behaviours and finally a subculture emerge.[10] Through group dynamics gang norms can then be established that are directed against society (to which the members no longer belong) and compliance to which gets rewarded by the group.[11]

The theory of 'Secondary Deviance' by Lemert is part of the labelling approach. Secondary deviation (behaviours that follow deviant behaviour and are triggered by social reactions) is based on the role attribution of the social environment. 'A deviant is one whose role, status, function and self-definition are essentially determined by the extent of his deviance, the degree of social visibility, his particular exposure to social response and the nature and strength of the social response '.[12] Defining what is considered a deviation as seen by the majority can lead to social disadvantage, which puts the labelled deviant in an outsider position and supports the emergence of a deviant role.[13]

An already delinquent juvenile who is known in his neighbourhood for his criminal behaviour, may, despite his best efforts, still be called a 'thug' and 'thief' and could, just due to this labeling, slip back into deviant spheres of action and thereby only confirm the prevailing general opinion about him.

Various theses on how adolescents become violent have been discussed in science and in social and media discourse. The study 'Juvenile crime and youth violence. Empirical findings and perspectives for prevention ', whose data come from Belgium, Germany, Portugal, Slovenia, Spain and Hungary, summarizes the findings as follows:

'One of the issues discussed as a priority across countries is that there is a very small but at the same time very active group of young repeat offenders that indicates that young people with a (personal or family) migration history are the main culprits, and that the use of drugs and alcohol by adolescents and substance abuse are major issues. In all countries, the violent incidents present in schools (from bullying to killing sprees), the use of guns in youth violence, girls' and children's crime, the influence of new technologies (increasing the incidence of cyberbullying or digital copyright infringement), as well as juvenile violence as group phenomena are perceived and discussed as significant problems'.[14]

Violence and migration
As a study in Germany has shown, and as indicated in the aforementioned European study on juvenile violence, the behaviour displayed distorts crime statistics. For these statistics, the data from police reports are assessed, but they cannot, for example, take into account the fact that deeds committed by someone with a migrant background are more likely to be reported to the police. As the analysis of the reporting ratio in a German study shows, 'the ethnically selective police reporting leads to an over-representation of young people from migrant families in the statistics on suspected perpetrators'.[15] In addition, one must also take into account that the number of offenders with a refugee background in the police crime statistics in many European countries has increased since 2015 due to

6   cf. Wurr 1993: p. 32
7   cf. Lamnek 2001: p. 158
8   Lamnek 2001: p. 158
9   cf. Lamnek 2001: p. 158
10 cf. Lamnek 2001: 159; Wurr 1993: p. 33
11 cf. Wurr 1993: p. 33
12 Lamnek 2001: p. 227
13 cf. Wurr 1993: p. 34

14 Görgen, T., Taefi, A., Kraus, B., & Wagner, D. (Hrsg.) (2013). Jugendkriminalität und Jugendgewalt: empirische Befunde und Perspektiven für die Prävention. Frankfurt/M: Verlag für Polizeiwissenschaft.
15 cf. Pfeiffer, Wetzels (1997): p. 3

foreigner-specific offenses, such as unauthorized entry or residence. Likewise, the violence directed against migrants and / or refugees must be mentioned. Amnesty International regularly points out human rights abuses, religious discrimination and acts of violence directed against refugees and / or foreigners at the national and international level. Refugees experience violence not only en route, but also in detention centres, reception centres and later in refugee camps / homes and in the host country due to xenophobia.

Prevention of Violence
Preventive measures that 'strengthen the compliance of society members with norms and thus prevent social disorder before it happens'[16] are divided into different intervention strategies: personal and structural intervention. A personal prevention strategy could be described as more behaviour-centred and relates to the specifics of each case at hand. The aim of this measure is to secure norm-compliant behaviour through tailored assistance, or to correct small deviations early in the process. Pedagogical intervention includes education, building competencies, involvement of the family and the teaching of social skills.[17]

Prevention can also be divided into different levels of prevention. In universal prevention, children and adolescents are protected by educators, parents or other adult caregivers before they come into contact with violence, alcohol, drugs and other deviant or even criminal acts. Selective prevention aims at quite the opposite goal and that is the prevention of violence through special programs implemented by children and adolescents.

At this level and the next one, indexed prevention, trained educators, as well as youth welfare workers, street workers, the police and also therapists make sense. Secondary prevention also tries to discourage potential offenders. In addition, 'imminent punishments for perpetrators have a negative general preventive effect, but whether the criminal law actually discourages such acts is very controversial".[18] In indicated or even tertiary prevention, , juvenile offenders are to be re-socialized and rehabilitated in order to prevent the progress of the deviant lifestyle.[19]

A structural prevention strategy, on the other hand, is more causally centred; with the starting point being the socio-structural relationships of families. This means that children's behavioural profile is affected by their social situation, whereby a disadvantaged social situation causes deviant behaviour in children and adolescents. Structural prevention 'does not target symptoms but targets the context of the source of danger'.[20] The aim of this strategy is an improved social situation of previously disadvantaged groups and also a development of a framework which fosters the highest possible level of family self-regulation.[21] A prerequisite, however, is the politicization of the subject of prevention, as a general political intervention and through a policy relating to life circumstances. Important approaches at the municipal level include, for example, family-friendly housing, the prevention of the development of urban centres and segregation.[22] However, structural concepts are often considered unworkable and too theoretical.

What are the goals of the exercises on 'Violence & Conflict'?
Many of the exercises in these modules are collaborative exercises that should strengthen group cohesion. 'When a child lives surrounded by a negative climate, the climate—and not the child alone—needs to be changed'.[23] In addition, various exercises aim at promoting the moral courage of the students. This is often done in the form of role-playing games, because 'the more positive experience of active engagement a person has, the greater the likelihood of acquired self-esteem, decisiveness and improved routine'.[24]

Another important element of the thematic set of issues is efficient anger and aggression management. It does not deal only with coping and solution strategies but also the origin of and different types of aggression. 'Impulsive aggression emerges as a response to situations and is emotion-driven: in the heat of the moment, people react aggressively. [...] Instrumental aggression is purposeful (aggression serves as a means of achieving goals) and knowledge-based: humans engage in aggres-

16 Herringer (1986): p. 20

17 cf. Herringer (1986): p. 20

18 Wienold (2011): p. 523

19 cf. http://www.uni-bielefeld.de/stud/fpsycho/
downloads/Skripte/Lehrbucher-2.Teil-Klinische-Kinder_

sose09.pdf; Wienold 2011: p. 523

20 Wienold (2011): p. 523

21 cf. Wienold (2011): p. 523

22 Herringer (1986)

23 Myers, D. G. (2014): Psychologie. 3. Auflage.
Berlin, Heidelberg: Springer Verlag, p. 158

24 Jonas, K.J., Brandstätter, V. (2004): p. 192

The 5 theses of darkfield analysis provide information about the causes of juvenile violence.

Figure: Respectful interaction with one another is the prerequisite for good teamwork.

sive actions with prior considerations'.[25] On the one hand, students learn to deal with their own anger and aggression, and on the other, learn about the consequences. Aggression as a means to an end is not a good solution for any of the conflicting parties. Through a set of different exercises students will strengthen their communication skills and be guided through the peaceful resolution of disputes. In these exercises, but also in those covering other topics, the development of self-esteem in children and youth plays a crucial role.

'Teachers, educators, and other caregivers in particular are responsible for teaching children that they are worth the same and deserve the same respect as everyone else (regardless of culture, background, age, status, etc.). Besides, it is important that children are made aware of this respect in other people's behaviour towards them.'[26]

When planning your lesson, you should be aware that some students have already had experience of violence in their immediate or close environment. If possible, clarify this in advance to ensure an optimal and enjoyable lesson and, if necessary, refrain from doing one or more exercises.

Further help and support for dealing with traumatized children and adolescents can be found in the text 'Flight and Trauma' on page 0.14 of the introduction.

25 Zimbardo, P. G., Gerrig, R. J. (2008): Psychologie. 18. Auflage. München: Pearson, p. 689

26 Frey, D. (2016): 174

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WHAT IS VIOLENCE?[1]
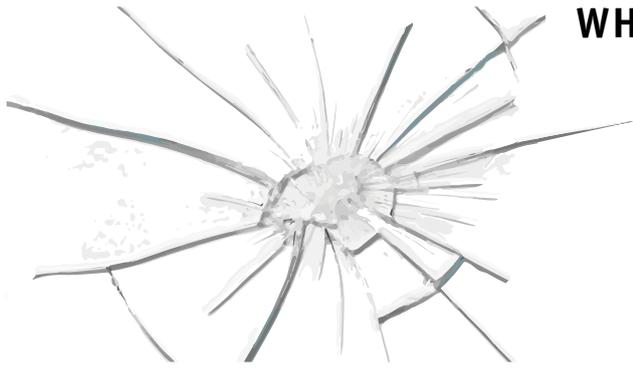
Learning objective
Students will recognize various types of violence in their social environment and discuss / develop different strategies for non-violent conflict resolution.

Material
Flipchart or poster paper / (black)board, pens / chalk, notepaper

Time frame
90 minutes

Small groups

Material requirement: minimal

Violence - visible and invisible

Violence occurs in many ways and forms in our everyday lives and is sometimes difficult to identify as such. When it comes to physical violence, for example, it is often pretty easy for an observer to recognize a violent act as such. It is, however, much more difficult to recognize emotional violence, since it is often perpetrated in a subtle and covert manner. Emotional violence includes threats, insults, humiliation or suppressing and controlling decisions or activities. In general, violence is often used to control and put down another person. A perpetrator tries to gain power over a victim and exerts pressure over him/her for his own benefit. In this exercise students should learn how to distinguish between violent and appropriate behaviour and how to make sensible decisions.

It is important for the students to learn how to recognize the warning signals indicating violence, and thus also reflect on their own actions. Violence is a learned and trained behaviour, which can be caused by role models from childhood. But violence can be unlearned in just the same manner.
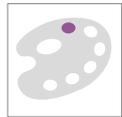
1 Adapted excercise from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

Exercise A

1. Each student should go through an internal brainstorming on the topic of 'violence'. They should write down what violence means to each of them.

2. The students collect their results on a flipchart / on the board.

3. The students discuss amongst themselves the points most frequently mentioned and clarify what each type of violence means.

Exercise B

1. The students sit in a chair circle together.

2. Read aloud the case studies described below and discuss with your students the related questions.

Reflection and discussion based on the following case studies (Exercise B)

A. In the lesson, Anna could not solve a task at the blackboard. After school she meets Andrea, a girl from her class. She laughs at Anna: 'The task was so simple, are you really that stupid?' Anna tells her to keep quiet and pushes her away. This makes Andrea angry and she threatens Anna that she is in for something. Anna replies: 'No, you better get ready for something!', slaps her and leaves.
   Did Anna have the right to slap Andrea? How could both have reacted better?

B. A group of girlfriends goes dancing. One of them, Theresa, sees another girl flirting with her boyfriend Joan. She goes to her and starts a fight.
   Why do you think Theresa reacted that way? Was it OK? How could she have reacted differently? What could her friends have done?

C. In many communities, people who are HIV positive are discriminated against. They are insulted and excluded. Sometimes their children are even not allowed to go to school.
   Is that a kind of violence? Do you think that people get hurt due to this kind of discrimination? What can be done to prevent it? What do you know about the HIV virus? Are you afraid of it? How do you protect yourself?

D. Hannah and Christian are a young couple and have just had their second child. The two have agreed that Hannah will return to work quickly after the birth and Christian should take care of the children instead. After a few weeks at home, Christian realizes that he is not happy with this decision anymore. He would rather work full-time again and asks Hannah to give up her job until the children are bigger. Hannah is not at all excited: 'You earn much less than I do. I can feed the family much better with my salary and have real career opportunities as opposed to you! If you had not been stupid enough to drop out of college, we wouldn't be having this problem!'
   Is that a type of violence? Why /why not? What do you think Christian should do? Could Hannah have reacted differently? How would you have reacted?

E. Marc is a young man and has just told his parents and friends that he is gay. At first it was hard for his family to accept the fact, but eventually they came to terms with it. At school, however, some of his classmates started insulting Marc, even shoving or pushing him.
   Is that a form of violence? Why not? How can Marc or his friends act? What would you do in a position of an observer / in Marc's position?

⚑ **Learning objective**
The students will raise their awareness of cyberbullying. They will consider the perspectives of both a perpetrator and a victim, to identify consequences for both parties and develop information on opportunities for prevention and assistance.

✎ **Material**
Flipchart or poster paper / board, pens / chalk, internet access

🕐 **Time frame**
45 minutes

Group size: flexible

Material requirement: minimal

Internet access

Violence on the Internet

Many young people have their own mobile phone or access to the Internet. This has enabled the bullying, which had already been in the focus of debates, to shift from classrooms to students' rooms at home. Cyberbullying also has a special effect due to the permanent availability and anonymity of the internet. When uploading images and video material or posting offensive comments, adolescents are often unaware of the speed at which content gets distributed and who the end user actually is. Even the deletion of material is difficult because 'the Internet does not forget anything'. Cyberbullying is therefore neither controlled by the victims nor by the original perpetrators, and the scope of cyberbullying is much greater than with direct bullying. Anonymity especially offers perpetrators protection and makes victims even more vulnerable. It is also difficult to appeal to the compassion of the offender, as the victim's reaction is not visible to the offender. There are different manifestations of cyberbullying. One can differentiate between 'harassment' (repeated insults e.g. over SMS), 'identity theft' (e.g. in social networks, creation of a fake profile), 'outing' (making private posts public priva-

te), 'exclusion' (e.g. exclusion from the class chat), 'cyber grooming' (contact by older men with minors, for sexual satisfaction) and 'cyber-stalking' (e.g. continuous attempts at contact via email or chat).

⚠ Invite your students to critically review their profiles on social media sites. (Since these sites handle the topic very directly, you should do the test yourself first and thus check the suitability for your students).

A Facebook account is needed.

www.takethislollipop.com
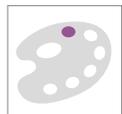
Pre-exercise activities

As this task deals with, among others, the legal basics of bullying and its consequences, please inform yourself in advance about offenses in your country / region that might be punishable, and which could come into effect.

Exercise description

1. Together with your students create a mind map on the blackboard or on flipchart paper on cyber bullying. The following points should be clarified:

What is cyberbullying?	Insults and making fun of somebody in social net works; spreading of pictures / videos, cyber-stalking, identity theft
When is it bullying?	Repetition, deliberate injury, power imbalance, helplessness of victims
Who are the perpetrators?	Both girls and boys, often without sense or awareness of guilt, (usually) positive attitude towards violence, dominant behaviour, self-assured/confident
Manifestations	Among students or adults, between students and teachers, against companies (for example, by ratings, defamation)
Consequences (victim / perpetrator)	Aggression, withdrawal, anxiety, sleep disorders, eating disorder, depression, suicide (suicidal thoughts)
Legal basis	No 'bullying law' in place, some offenses may be punishable (see above)
Motives	Need for recognition, fear, revenge, power demonstration, inferiority complexes
What can we do?	Promote media literacy, apply for data deletion, look for/seek support from family and friends, possibly inform school and the police, collect evidence, ignore offensive messages
How do I protect myself?	Do not make personal data publicly available (mobile number, E-mail address etc.), profiles on social networks visible to friends only, do not accept friend requests from unknown people, select user names and nicknames without reference to real name, ask people who have been photographed before uploading that photos they are on, always critically reflect on your own behaviour

2. Discuss the results produced. The most important points can then be summarized on a poster.

'You don't have to like me, I'm not a Facebook status.'
Wiz Khalifa

Reflection & discussion

- Have you ever observed a case of cyberbullying?

- What is a danger of cyberbullying?

Ideas & suggestions for further work

- Together with your students learn more about this topic from the internet, e.g. on the page 'No Bullying': https://nobullying.com/

- Watch with your students the movie 'Cyber Bullying' by UNICEF in cooperation with Google Africa:

https://www.youtube.com/watch?v=asTti6y39xI

care

BASIC

Group size: flexible

Material requirement: minimal

Additional research

🚩 **Learning objective**

The students will learn how to deal non-violently with their anger in order to avoid escala- tion. They will develop different strategies for non-violent interaction and become familiar with and use tools to prevent violence.

✏️ **Material**

Flipchart or poster paper / (chalk)board, pens / chalk

🕐 **Time frame**

45 minutes

Anger - one of the six basic emotions

Anger and aggression are often linked. Some people tend to get angry quickly and have already established typical (reaction) mecha- nisms. 'This includes having affected children and adolescents not really knowing how to use self-control strategies in response to trigge- red emotions (such as anger or rage), such as developing self-instruction skills or techniques (such as telling yourself to stay calm.) Lack of self-instruction techniques play a role not only in triggering, but also in maintaining aggressi- ve behaviour'.[1]

Anger is one of the six basic emotions, which are characterized by the fact that they occur in every culture and are innate: joy, disgust, surprise, fear, sadness and anger. Of course, the social meaning of emotions is also cultu- rally conditioned. A culture in which someone grows up and socializes influences how their emotions are experienced and how they are regulated. For example, anger is not a socially acceptable emotion in many cultures, but in

some Asian countries rage is the ultimate 'loss of face' for the individual expressing it. There are also other emotions that are ex- pressed rather reluctantly in Asia, while, for example, South European and South American people are said to be more exuberant and extroverted. On the other hand, there are, of course, contrasts within a culture as well as general generational differences in the inten- sity of emotional expressions.

💡 In this exercise, the students should learn the above-menti- oned self-instruction techniques. Of course, it's clear that not all strategies are suitable for everyone, but they can choose a strategy out of a pool of possi- bilities that they can try the next time that they're angry.

1 Wild E., Möller J. (2015) : p. 425

Exercise A

1. All the students are asked to illustrate on a piece of paper how they see 'anger'. They can use the questions below for inspiration.

2. All the students present their drawings to the group.

3. Discuss the results.

Exercise B

1. Draw 4 levels of anger on the board or flipchart. For an even clearer vision, the steps are allegorically assigned to the weather: draw
   a. A sun
   b. A sun slightly clouded over
   c. A rain cloud
   d. A storm cloud

2. Write together with the students about the possibilities of dispelling anger / storm clouds, for example:

   - Do something nice
   - Leave the situation
   - Come to rest ('time out')
   - Sports
   - Keep a diary
   - Sing / scream into a pillow
   - Distract oneself
   - Do relaxation exercises (see exercise 'Relax', p. 4.3.19)

3. Discuss the results.

> Patience is the art of getting angry slowly.
> *Japanese proverb*

Reflection & discussion

- Does anger look different for everyone?

- Have you illustrated the rage you feel or that expressed by others?

- How quickly do you get enraged?

- How does rage manifest itself (for example, blushing, fast pulse)?

- What do you do when you realize that you are getting angry?

- Do you have any possibilities to calm down again? Or you react?

- How does rage affect our behaviour (toward others)?

Reflection & discussion

- Are you aware of the phases related to anger?

- When was the last time you got really angry? What did you do then?

- How quickly do you get angry? In which situations?

- What helps you against anger?

- Which of our list have you not tried yet?

- Could you imagine trying something new?

- What did you find particularly interesting?

care

PERPETRATOR, VICTIM OR BOTH?[1]

Learning objective

The students will recognize the connections between experienced and practiced violence. They will take different perspectives and learn about available assistance.

Material

Flipchart or poster paper / (black)board, pens / chalk, notepaper, adhesive tape / pins (to hang things up)

Time frame

60 minutes

Group size: flexible

Material requirement: medium

Breaking the cycle of violence

Most people first think of physical aggression when they hear the word violence. However, verbal, emotional, sexual and institutional violence are just as much part of the picture as physical violence. Everyone has experienced violence before. Whether to your own body, as a victim, as a perpetrator or as a witness. Often, people tend to regard themselves as innocent or justify their violent acts and want to reject any blame.

lence, victimhood included. Often the relation between experiencing and perpetrating violence is described as a kind of vicious circle. Victims of violence are more likely to become violent later in life when compared to other people. Through this exercise, the students get to understand this vicious circle and can thus better recognize violence. This ultimately fosters the idea that the victim-perpetrator cycle can be broken.

⚠️ Since this exercise is about personal experience of violence, it should be clarified in advance whether students are ready for this exercise. They should become aware of their own experiences and talk about their own potential for violence. They are also encouraged to recall other experiences of vio-

Possible strategies for people who become violent may include the following:

- Leave the situation
- Distance yourself from the situation/person
- Take a time-out
- Accept help

1 Adapted exercise from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.
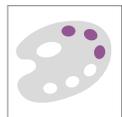
Pre-exercise activities

Prepare 5 different flipchart papers before the lesson starts and hang them up in the room (or use the blackboard) at the beginning of the exercise. Each of the 5 posters has one of the following categories:

- *Violence used against me*
- *When I experienced injustice*
- *Violence that I have used against someone*
- *When I treated someone unfairly*
- *Violence I have observed*
- *Injustice that I have observed*
- *How I feel when I use force*
- *How it feels when I am unfair*
- *How I feel when violence is used against me*
- *How it feels when injustice is done against me*

Exercise description

1. Each student gets 5 small pieces of paper and 10 minutes to think about the five categories on the wall. Then, for each category, a sentence or a few words are written down by the students on each of the notes (write down the category!). It is important that students know from the beginning that their answers will be read anonymously later. The students should not feel betrayed or exposed, despite the anonymity.

2. The students should perform this task anonymously. You then collect the notes, stick them on the appropriate flipchart paper or write them on the board.

3. Read some or all of the answers in each category.

4. A discussion can now be started with help of the points below. If necessary, use the talking stick instructions from the additional exercises.

Reflection & discussion

- Which form of violence is most commonly used against us? How do we feel about it?

- Which form of violence do we use most often against others? How do we feel about it?

- How can we tell if we are really using violence against somebody?

- Is there a connection between the violence we experience and that which we perpetrate?

- Where do we learn to be violent?

- Are there any types of violence that are worse than others? Why/ why not?

- Is there a connection between violence and power? What would that be?

Ideas & suggestions for further work

- Expand the discussion: Do we talk about violence when we are victims or perpetrators? Do we report it? Do we talk about our feelings? If not, why not?

- Together with your students consider what types of violence are portrayed in the media (such as music, movies, internet, games, news). How does this affect us? How does the violence that we see happening in our families, relationships or our community affect us?

- Many researchers believe that violence is a cycle. This means that victims of violence are more likely to be violent later. How could you break this vicious circle?

care

CONSEQUENCES FOR ALL

Learning objective
The students will find out about the consequences that violence has for everyone involved. They will learn how to take the perspectives of a perpetrator, victim and witness into consideration as well as about the available prevention and assistance services.

Material
Copy of the 'Follow' template, flipchart or poster paper / (black)board, pens / chalk

Time frame
45 minutes

Group size: flexible

Material requirement: minimal

Additional research

The police, your friend and helper

In this exercise, the students should imagine being in the shoes of both a perpetrator and a victim of an act of violent. Since most of the time we tend to focus on the victim and the serious consequences s/he faces as a result of violence, it is important for the students to realize that violence can also have many and far-reaching consequences for the perpetrator. You should always make it clear that even perpetrators who may not be caught have to expect consequences (avoidance of friends out of fear, feeling guilty, etc.). Go through different roles and come back again to talk about the role of a confidant / witness. Explain that many (psychological and physical) complications can be prevented by embracing and exercising moral courage as a witness. In addition, so-called bullying is becoming an increasingly important topic in schools. This refers to the repeated and targeted harassment and tyranny of others, especially against weaker students. Bullying includes exclusion and intimidation.

> If possible, invite the police to visit your class after this exercise. Your students may get a totally different impression about this topic when it is explained by the police. Once again, criminal sanctions might be emphasized. Sometimes even the police share additional material for further and more in-depth work on this subject.

kiwi
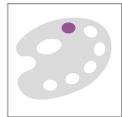
Pre-exercise activities

In this exercise the students should investigate possible consequences of violent behaviour. If necessary, inform yourself beforehand to support the exercise: What are the legal repercussions for bullying, defamation or physical assault?

Exercise description

1. Tell your students the stories described on the worksheet.

2. Talk with your students about the negative consequences of violence. Make it clear that violent behaviour can not only have consequences for victims, but perpetrators as well.

3. Draw a table with 2 columns on the flipchart paper or on the board. The left-hand column is where the consequences for victims and the right-hand one where those of perpetrators are listed.

4. Have your students investigate the criminal consequences (on the Internet, in the library or by visiting your local police or court) and present them to the group.

5. Discuss the results.

> How much more grievous are the consequences of anger than the causes of it.
>
> *Marcus Aurelius*

Reflection & discussion

- Where can I report a case if I am a victim?

- Is it worth it to turn to the police for help?

- How does violent behaviour affect a perpetrator?

- What do the police have to do with it?

- What social consequences are there for perpetrators / victims (for example, friends turning away)?

- What are the psychological consequences for perpetrators / victim (guilt, anxiety)?

Ideas & suggestions for further work

Let the students continue to research the topic of moral courage:

- When does moral courage end and carelessness begin?

- Should one do something as a witness of a violent act?

- Where can you look for support if you have observed violent behaviour?

- How can you help someone who experiences/has experienced violence?

- The discussion can also take place in small groups. One or two stories can be discussed by each small group (depending on group size). This may be more pleasant for the students. Afterwards, results can be discussed once again as a class.

CASE EXAMPLES 'CONSEQUENCES FOR ALL'

Daria is mad at Nadine. She again used her pens in art classes, although Daria had specifically asked her not to! Nadine obviously doesn't care. After class, Daria waits for and confronts Nadine. Their classmates stand around and watch them. Daria gives Nadine a hard kick and Nadine falls down.

Notes

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Tommy cannot stand a new student named Ibrahim. Everyone else in class likes him, even though he can't speak German well. Tommy makes plans on how to humiliate Ibrahim. In the schoolyard, during the break, he 'accidentally' bumps into Ibrahim and, while doing so, pours his juice over Ibrahim's shirt. Now Ibrahim has to walk around and spend the rest of the day at school with a huge dirty and wet spot on his shirt.

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It seems Bettina has done a great job. The whole class is already conspiring against Sarah and no one has noticed until now that Bettina has something to do with it. Nobody wants to play with Sarah anymore. Bettina is sure that Sarah deserves it! Such a self-conceited cow!

Notes

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CASE EXAMPLES 'CONSEQUENCES FOR ALL'

Till plays football in a sports club. His coach is always there and with a lot of zeal and tries to motivate the team by yelling. During an important game, the coach becomes increasingly offensive because Till's team isn't having a good day. At one point, Till misses the only chance to score and therefore gets a slap from the coach.

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Petra does not know what to do. Every day, a boy from her class waits for her in front of the school and walks home with her acting as if he were her best friend. During the walk he asks her all sorts of questions, even quite personal and private things ... Petra does not like him, and she finds his questioning very uncomfortable. But she does not dare to ask him to leave her alone ... what should she do?

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Sara sees two boys insulting a girl. They push her, take her bag away and even take photos of it all. Sara does not like that! She intervenes and wants to protect the girl. Suddenly Sara gets hit on to the head and everything goes black......

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WHAT HAPPENS IF...?

BASIC
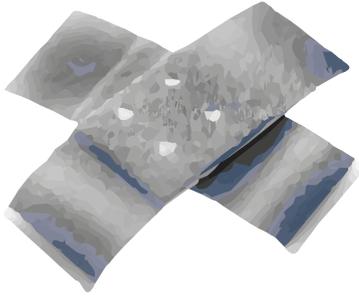
Learning objective
The students will become aware of the consequences of physical injury / violence. They will address the role of sanctions and be able to critically reflect on and accept them.

Material
Copy of the 'Case examples on violence' template, Flipchart or poster paper / (black)board, pens / chalk, notepaper

Time frame
60 minutes

Small groups

Material requirement: minimal

Additional research

Are fights harmless or punishable?

Although violent confrontations and fights are pretty common in schoolyards, the possible consequences tend to be greatly underestimated or the perpetrators are often not quite aware of them. Violence does not only affect directly the physical integrity of the victim but can also result in various consequences and punishment for the perpetrator. First, there are legal sanctions, which can occur if a young person gets injured under certain circumstances. But there are also social consequences that can occur for the perpetrator such as being punished by family or school, being excluded from the group of friends or losing a job.

In this exercise the students should deal with the possible consequences and sanctions which may follow an assault or use of force, but also a question how justified they appear to them. The students should become aware

of the purpose of measures and sanctions, acknowledge and internalize them. If the students have difficulties with legal texts, please clarify and simplify these in advance.

Find out in advance about the legal situation in your country: To what extent is physical injury punishable? Which paragraph covers this topic? If necessary, prepare a lesson about the legal issues before you start working on this exercise.
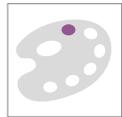
kiwi

Exercise description

1. The students should brainstorm in small groups and think about what punishment or consequences a person might face if they use force, beat or deliberately hurt someone. Make sure the students understand that this not only refers to legal consequences for perpetrators and their families, but also possible social ones.

2. Read some case examples from the 'Case examples on violence' template but leave out the last sentence describing the punishment young people get. The students should first try to figure out for themselves what consequences the people from the stories should get as a result of their behaviour. When everyone has come to an agreement, you can give the answer and then ask the following questions:

3. Is the punishment justified?

4. Is the punishment too strict / too light?

5. Which other punishment would be more appropriate?

6. These questions can be used for an additional round of discussions on this topic.

Reflection & discussion

- What consequences could people's behaviour in the stories have for the victims?

- Why is the punishment so tough?

- What punishment should there be for perpetrating violence?

- Where does personal/physical injury begin?

- How could one handle situations without using violence?

Ideas & suggestions for further work

Let your students investigate further:

- Should the punishment be lower if the perpetrator himself was previously injured or provoked by the victim, or if the perpetrator had a 'right reason'?

- What would such a 'right reason' be? Does it exist at all?

Space for notes

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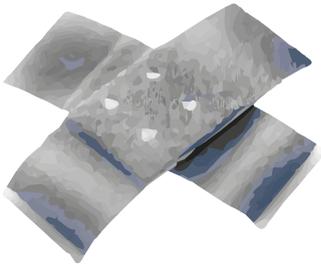
CASE EXAMPLES ON VIOLENCE

Mike's been angry all day long: he first of all had a fight with his parents, then his girlfriend broke up with him. When Mike goes to the disco with his friends in the evening to forget about the tense day, another boy bumps into him and shouts out, 'Hey, watch it, idiot!' Mike loses his temper completely and starts beating this unknown boy until he lies on the ground and does not move any more. Mike is then reported for assault and has to go to jail for 2 years.

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In the evening, in front of the disco, a fight takes place between a man and a group of five young men. The man allegedly stole a smartphone from a young man in the group. The police finally interrupt the fight. As it later turns out, the man was blinded during the fight due to a heavy punch on his eye. All five men are now facing imprisonment, although three of them claim not to have punched the man in the face. Nevertheless, it is decided in court that all those involved in the fight in which the victim sustained grave physical injuries should be punished.

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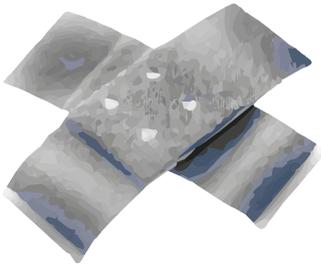
CASE EXAMPLES ON VIOLENCE

Julia argues with a girl because she has asked Julia's boyfriend for his mobile number. Julia attacks the girl and hits her several times with her metal drinking bottle in the face. Julia is expelled from school with immediate effect and faces further consequences.

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Tina's employer discovered by accident a video on the internet that shows Tina pushing a little boy around until he cries. Tina is called in to have a talk with her boss and gets fired during this conversation.

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Louisa argues with one of her friends in front of a group of friends who are trying to mediate. At one point, pushes her friend so that she falls and then kicks her a few times. Since that day, Louisa's other girlfriends don't want to know her, even though she was right in the argument. When Louisa's father learns about this, he slaps her and yells at her.

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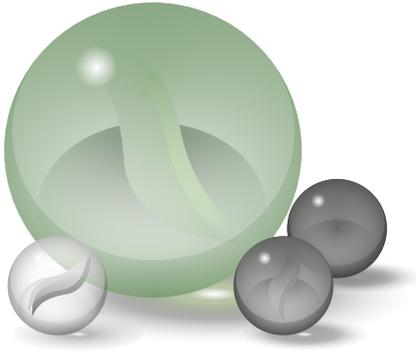
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THE MARBLE RUN

Small groups

Material requirement: high

⚑ **Learning objective**
The students will build up their cooperation and communication skills. They will learn to make arrangements in the group and to implement their project together.

✎ **Material**
(a lot of) paper, cardboard, pens, glue sticks, scissors, tape, 2-4 glass marbles

🕐 **Time frame**
60-90 minutes

Strong together!

What makes a good team? Why do some groups work together better than others? The secret of a strong team is based on several factors:

- *A common goal*
- *Shared responsibility*
- *Good organization / role allocation*
- *A respectful work environment*
- *Feedback and constructive criticism*

Only when these factors are met can a group grow together and carry out a common task optimally. In such a group, violence and violent conflict have no breeding ground. This task is an exercise aimed at strengthening cooperation and communication in a class or group. Each group member must be integrated into the workflow, take over segments of the implementation and be involved in the decision-making process. While shy students help with crafting, planning or drawing, the extroverted ones are responsible, for example, for ensuring that the team members reach an agreement.

A lot of work needs to be done when developing a marble run and the tight time frame forces the students to cooperate. This exercise does not directly address the topic of violence but affects unconsciously how they cooperate and communicate. Since cooperative tasks are a good solution to conflict and prejudice within a group, this exercise can also be used for tackling other issues (for example, when (cultural) differences between students become increasingly apparent).

💡 **Note in the spirit of sustainability:**

Since a lot of paper is needed for this exercise, please use recycled paper. The students can prepare this beforehand.
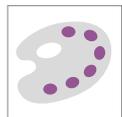
kiwi

Exercise description

1. Divide the class into two to four groups. It would be useful for each group to have a space of their own, but this is not absolutely necessary.

2. Each group should create a marble run out of the available material. Tubes, tracks and branches will be crafted. Motivate the students to build a particularly sophisticated marble run with tunnels, loops and circles. Paper is the only material they are allowed to use!

3. After 45 minutes, the marble runs must be ready and presented to the other groups.

Reflection & discussion

- What was difficult about this exercise? Did you like the exercise?

- Did you manage to finish on time/How did you manage the given timeframe?

- How did you manage to find common ground?

- How did the process of reaching an agreement within your group go? How did you organize yourselves?

- What was the atmosphere within the group?

- Was there a self-proclaimed group leader who took over?

- What did you find out about your group members?

- Was there anything that took you by surprise?

Ideas & suggestions for further work

- You can also turn this exercise into a competition: Which marble run wins?

  - the most refined one
  - the longest one
  - the highest marble run (etc.)

- Alternatively, a large marble run can be built by all students.

- Document the building process with photos or videos. The fun that group members shared in this exercise should be remembered by everyone.

- If the issue of bullying cannot be presented in the form of a mind map, you might use brainstorming as the first step in the process.

Space for notes

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FIRST AID FOR BULLYING

Learning objective
The students will deal with the content of the topic and learn about possible courses of action which can be applied in different situations.

Material
Flipchart or poster paper / (black)board, pens / chalk

Time frame
45 minutes

Group size: flexible

Material requirement: minimal

School bullying

Bullying in schools is no longer uncommon. However, the problem should be addressed on three levels: individual, class and school. It is not only about strengthening individual students, but entire classes should be sensitized to this topic. Awareness can be raised through preventive assignments and discussion groups, but also by establishing rules and social norms as well by empowering a class community through cooperative tasks. Finally, it is important that both parents and teachers pay attention to typical signs and take them seriously. On the one hand, this exercise has a preventive function, on the other, it should explain the consequences bullying can have for all those involved. It is highly probable that each student has had an opportunity in their school life to personally experience how it feels to be a victim, a perpetrator or a bystander and should now switch from one to the other role in this exercise. It is also important that the students learn who they can turn to when going through such experiences - be it as victim, perpetrator or by-stander. If there are trusted teachers, (school) social workers or other contact persons at your school, you can invite them to have a joint discussion.

The subtler variant of bullying is exclusion. In this case, a person is not actively and visibly attacked, but passively disadvantaged. It is manifested by ignoring, excluding, overlooking or disregarding a person.

Bullied students experience high emotional stress, which can also have its physical implications. It is not unusual that bullying victims don't feel well and complain of stomach pain and headaches.
But beware: all too often the term 'bullying' is used hastily or prematurely. In case of a temporarily tense atmosphere or in impromptu conflicts, it is not appropriate!

Exercise description
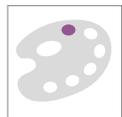
1. Ask your students what they understand by 'bullying'. As part of a brainstorming session (see page 0.29), collate results and display them on the board or draw a mind map (also on page 0.29) in which the following points should appear: reasons, types of bullying, consequences, help and definition.

2. It is important that you address the different types that correlate with each other: physical (for example, beatings), psychological (e.g. exclusion due to a character trait), verbal (e.g., verbal abuse, making fun of), non-verbal (e.g. ignoring), cyberbullying.

3. Create a first aid plan. To do this, draw a table with three columns that should be labeled: 'When I am being bullied,' 'If I take part in ...', 'If I catch myself ...'. Complete the columns in collaboration with the students.

4. Together with the students write down behaviours that will not be tolerated and share the list with other students to alert them to what constitutes misconduct.

5. Discuss the results.

Reflection & discussion

- What is bullying? What is not bullying?

- What can be reasons for bullying (e.g. fear of competition, envy, frustration reduction, attention, participation)?

- What consequences can bullying have in the short term (such as mistrust, difficulty in concentrating)? What consequences can bullying have for the victim in the long term (e.g. isolation, depression, anxiety, aggression)?

- What consequences are there for a perpetrator (e.g. loss of friendships, punishment, school reprimand)? What about by-standers and other people (e.g. bad conscience, loss of friendships)?

Ideas & suggestions for further work

- Find examples of disrespectful sayings and turn them into friendly expressions. But beware! The purpose of this exercise is not to make students learn swear words. Students should think about when and how often they make derogatory remarks that hurt others - even unintentionally.

- Who can you contact if you are being bullied / observe bullying? Inform students about the help available at your school or in your region.

- Ask students to comment on Taylor Swift's quote. How do they find it?

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Small groups

**Material requirement:
minimal**

Learning objective
The students will learn how to treat victims of bullying in a mindful and sensitive way, they will develop empathy and a sense of responsibility in dealing with each other.

Material
Copy of the 'Bullying scenes and stories' template

Time frame
90 minutes

Direct and indirect bullying

School bullying has become pretty common. A rough distinction can be made between two basic types: direct bullying - where a victim is actively offended, insulted, injured, beaten, robbed, threatened or humiliated by perpetrators. In indirect bullying, on the other hand, psychological intimidation is caused by e.g. rumours (intimidation) and elimination/ suspension from a community (exclusion). Both direct and indirect bullying usually take place over a longer period of time and its perpetrators practice it in a systematic manner. The goal is to isolate the victim from her/his community. Bullying means permanent degradation and mistreatment for the victim and can have serious consequences.

In this exercise, the students should be sensitized to the problems and causes of bullying and develop empathy for bullying victims. The exercise consists of two parts: In the first one, the students find themselves in one of the three bullying situations. One group deals with the bullying victim, the second group prepares a role-play presenting an incident in which bullying gets downplayed and is not taken seriously, and the third group works out strategies against bullying. After each role play, a discussion follows to reflect on the situations presented. In the second exercise,

the students analyze impressions written from the point of view of bullying victims. First and foremost, they should determine why bullying happens and put themselves in the victims' shoes. It would be good if the students came up with strategies or suggestions for dealing with bullying as a result of their discussion.

> Strengthening empathy skills is particularly important for raising awareness in this thematic block. Therefore, this unit –as well as this exercise – enables students to become familiar with different perspectives through intensive role-playing. The aim is to prevent and reduce violence and bullying in schools by not only gaining theoretical knowledge but also actively practicing certain behaviours. As a result, the students build up their positive attitude, self-esteem and self-assurance.
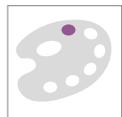
Exercise A

1. Divide the students into small groups and explain the task.

2. Each small group receives a scene from the 'Bullying Scenes and Stories' and prepares a role-play in 20 minutes.

3. The students perform in front of the class.

4. Only after all the students have presented their role-plays, will they be discussed as a class.

Exercise B

1. Four of the students are asked to read 'true stories' from the 'Bullying Scenes and Stories' template.

2. The students compare these four stories as a class and can give general comments and opinions.

3. The students discuss as a class the causes of bullying and how these can be handled.

Reflection & discussion

- Were the individual scenes realistic?

- How did the groups perform? Was it from experience? From stories? From the media?

- Is it easy to talk to someone who is / was being bullied? Is it easy to talk to someone into bullying someone else?

- What can you do constructively as a by-stander to help in the situation, and what would make the situation even more difficult?

- Do you bear some responsibility for the situation as a by-stander, although you did not take part?

- How can a solution be found?

Reflection & discussion

- How do the characters from the stories feel?

- Is it the victim's own fault when he / she is bullied?

- What is the motive of people who bully others? Do they want to achieve something with this? If yes, what?

- Is bullying a form of violence and how does it relate to power?

- Can you prevent bullying at all?

- What should you do if you are friends with a bullying victim? Should s/he turn to somebody for help? If so, to whom? Who is responsible for such problems?

- Should you turn to someone for help although a bullied person has asked you not to tell anyone or is being threatened by the perpetrator?

- Are there common prejudices against bullying victims?

ROLE PLAYING

Read through the following scenes and develop a role play for a scene you choose (or in agreement with the others).

Scene 1
A girl is bullying a younger female student. She insults her in front of others, points a finger at her and makes fun of her. A group of older girlfriends is trying to talk to her in order to make her stop doing it.

Scene 2
A student is being bullied on a regular basis and eventually turns to a group of teachers. The trusted teacher underestimates the reported behaviour and makes the problem look less significant. The headmistress acts aggressively, is annoyed by 'the youth of today', behaves conservatively and acts disinterested. The class teacher is alarmed but is too busy to worry about the problem. Other teachers refuse any responsibility for the situation.

Scene 3
Several friends discuss how to help a friend who is being bullied by a group of older teenagers.

STORIES ABOUT BULLYING

Story 1

At my old school, I was always bullied because I'm fat. I was insulted every day. They said I would never make friends. That's why I changed schools — I just did not know what else to do. Unfortunately, the new school is no better. Some girls are starting to tease me again. I will never leave the house again.

Nathan, 13

Story 2

We moved and I am enrolled into a school in a new city. It was really hard to make new friends with girls there. I could communicate much better with the boys than the girls. Many girls have gossiped about me behind my back and said that I would play around with all the guys and was a slut. I even found a note in my pocket that said I should leave school because I allegedly flirted with a classmate's boyfriend. In the hallway insults are whispered to me in passing and some classmates have even called my home and threatened me. I just do not know what to do! I even talked to the school principal, but she did not take me seriously.

Samira, 16

Story 3

My best friend is always bullied in school by a group of older boys. He told me about it, and I decided to help him. I wanted to talk to the older boys, but they just laughed at me. Since then, I am also on their 'list'. They insult us, laugh at us and push us around the playground. One day, they even threatened to beat us up if we decided to report them. We are both scared and do not want to turn to anyone for help.

Ilias, 15

Story 4

I was brought up in a religious family and this has never been an issue. My friends would come with me to religious events for children and adolescents. When I started in high school, I did not know many of my peers. My classmates found it funny that I always knew everything about my religion and that I also enjoyed the subject. From then on, they would only use a nickname they gave me, 'the saint' and the whole class made fun of me for being a believer. I did not dare say anything in the classroom because everything I said was met with a comment. Nobody wants to be friends with me anymore ...

Eva, 12

FROM VIOLENCE TO RESPECT[1]

Small groups

Material requirement: minimum

Learning objective
The students will learn that (intimate) relationships are based on mutual respect. They will develop strategies for non-violent conflict resolution in intimate relationships and will be able to apply them. The students will learn how to deal with each other in a caring, attentive manner, particularly when it comes to intimate relationships and those within a family.

Material
Notepaper, pens

Time frame
90 minutes

From what point are conflicts no longer healthy?

Conflicts are natural and occur every now and then in every relationship. This should not be perceived as a burden on a relationship. Yet it depends on the way in which conflict (and violence) in relationships is dealt with. In order to resolve conflicts in a constructive way, one has to learn to take time to reflect on one's feelings and emotions and express them in a calm and peaceful way. Only then can a healthy relationship based on mutual respect be built up and maintained.

Yet it is not uncommon for violence to occur in relationships and families — against women, men or children. Although there are already many domestic shelters providing assistance to victims of violence, these are sometimes very scarce or difficult to find. To tackle domestic violence, transparency and a certain amount of publicity must be ensured, since most incidents do not get reported to the police or relevant institutions due to fear or shame. Thus, the perpetrators of domestic violence hardly suffer any consequences and the number of unreported cases is immense.

Search with your students for facilities providing assistance in your area, such as domestic assault shelters, refuges or crisis centres. Also, if your students do not need the support themselves, they may be able to help others with this information in an emergency.

> Together with you students search for help facilities in your region. Even if your students do not need the support themself, you can help others with this information in an emergency.
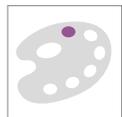
1 Adapted excercise from: CARE International, 2011.
   M Manual: A Training Manual. Banja Luka,
   BiH: CARE International

kiwi

Exercise description

1. The students are divided into small groups. These small groups are further divided in two.

2. One half of the small groups develops role-plays with the following content:

   • Scenes of school violence or violence in relationships in general
   • Conflict which is solved in a bad way, with violence
   • Performers meet each other but without respect or understanding

3. The other half of the small groups develops role-plays with the following content:

   • Scenes of school violence or violence in relationships in general
   • Conflict which is resolved constructively and without violence
   • Performers meet with mutual respect

4. The groups get 15-20 minutes to develop their roleplays. They themselves select the content / theme of the conflict. Each scene / roleplay is then presented (maximum 5 minutes).

5. After each roleplay is presented, the other students can ask questions. Once all the role-plays have been presented, a discussion can be initiated using the following approaches.

Reflection & discussion

• Were the role plays realistic? Have you heard of similar situations?

• How could the characters have behaved differently in the plays that portrayed a violent relationship?

• What are the main characteristics of a violent relationship?

• Why does violence occur in intimate relationships?

• Can both men and women become violent in a relationship? How should both sexes react to this violence?

• Where can you seek help if you are a victim of domestic violence?

• What role do alcohol and other drugs play in violent relationships?

• What are the consequences of using violence within relationships?

Ideas & suggestions for further work

Encourage the students to continue working on this topic:

• How does society / community react to (school / domestic) violence?

• What can we do as a community and society against (school / domestic) violence?

• What does a healthy (intimate) relationship look like?

• How can we build a healthy relationship ourselves?

• What do you do when you see someone getting violent? What can you do? Where can one seek help?

Small groups

Material requirement: minimal

Learning objective
The students will deal with democratic statements and reflect on them critically when it comes to the degree of importance and feasibility. They will strengthen their democratic competence, their ability to communicate and experience opportunities for participation in the school.

Material
Copy of the 'kick-off' template, notepaper, pens

Time frame
60 minutes

Participation and school learning go hand in hand

The state and social life are becoming more and more complex. This requires people to acquire a range of skills and competencies to participate in this world. The task of acquiring and developing these skills is not only the responsibility of the family, but also that of the school. There are positive connections between participation and school learning. The possibility of helping to shape and co-create improves learning and working attitudes, motivation and the self-confidence of students (2).

In this exercise, the students will deal with various democratic theses that address, among others, school and their teachers. The students should enter the theses according to their importance in a coordinate diagram. They should also consider how feasible each thesis is in school life and what should be done to achieve a change. There should be a discussion, because certainly not all students will agree. Tip: If there are student representative elections at your school right now, check with the students the promises and proposals of the candidates. Together with your students think whether such a campaign promise is actually feasible.

1 Exercise adapted from: Bundeszentrale für politische Bildung (2014): Grundgesetz für Einsteiger und Fortgeschrittene. Paderborn: Bonifatius GmbH. URL: http://www.bpb.de/shop/lernen/thema-im-unterricht/37026/grundgesetz-fuer-einsteiger-und-fortgeschrittene (Download: 11.10.2016)

2 cf. Holtappels, Hinz: Beteiligung von Kindern in der Schule. In: Deutsches Kinderhilfswerk e.V. (Hrsg.): Kinderreport Deutschland: Daten, Fakten, Hintergründe. München: kopaed verlagsgmbh 2004. p. 259-275.)

The rights and obligations of student representatives differ depending on the country. In some places school representation is also called a student body, student council or pupil's government. In any case, it is a committee elected by students that represents their opinions and concerns towards other school institutions.
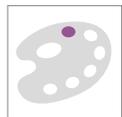
kiwi

Exercise description

1. Divide your students into small groups and hand out one copy of the 'kick-off' templates to each group. Alternatively, discuss with the students your own theses.

2. Now draw a coordinate diagram on the board or a flip chart or distribute the corresponding template copies. The X-axis (horizontal line) should be labeled 'Importance', the Y-axis (vertical line) 'Feasibility'.

3. The students should now pick out the theses that are important to them and put them on the chart, for example: 'Everyone feels comfortable at school'. This statement is particularly important to some students, but its feasibility is low.

4. Discuss the results.

Reflection & discussion

- Which theses do you find most important?

- Which theses are not so important?

- Which theses are not so easy to carry out?

- Which theses are already being implemented at our school?

- Are there still some theses missing?

- Do you have a student representative body that deals with these theses?

Ideas & suggestions for further work

- Invite student representatives to come to your class and report on their tasks.

- In turn, let the students report to the student representatives on their work results. Are there any ideas and suggestions that the student representatives can implement?

Space for notes

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care

Nobody is discriminated against at school.

There is a calm and concentrated working atmosphere in class.

The break rooms may be designed by the students.

The school maintains contact with schools abroad and offers student exchange.

In class, different learning methods are used.

Not only do students get certificates after the first semester and when the school year is over, but teachers get assessed by the students.

Teachers are available to answer any questions students may have and outline the assessment criteria.

The student representatives meet at least once a week and publicly display their results.

Parents are actively involved in school activities.

A project week takes place twice in a school year.

Everyone feels at ease in school.

Teachers are fair while teaching and when giving grades.

Teachers are available for questions even outside the classroom.

THE SCHOOL OFFERS ADVISORS AND SUPPORT SERVICES.

There is a trusting, positive atmosphere between teachers and students.

The student representation is informed of the decisions by the school administration.

Students always know which topic will be worked on next.

GOOD STUDENTS HELP WEAKER ONES.

There are counselors or school contacts who can be approached on private issues.

Older students help younger ones with their homework.

The students can choose lesson topics according to their own interests.

Conflicts are resolved without physical violence.

For your suggestions

Coordinate axes to fill in yourself

Fill in the values on the vertical and horizontal lines.
You can draw your results in the axes or stick on as differently coloured adhesive dots.

HOW DOES COMMUNICATION WORK?

Group size: flexible

Material requirement: minimal

Internet access
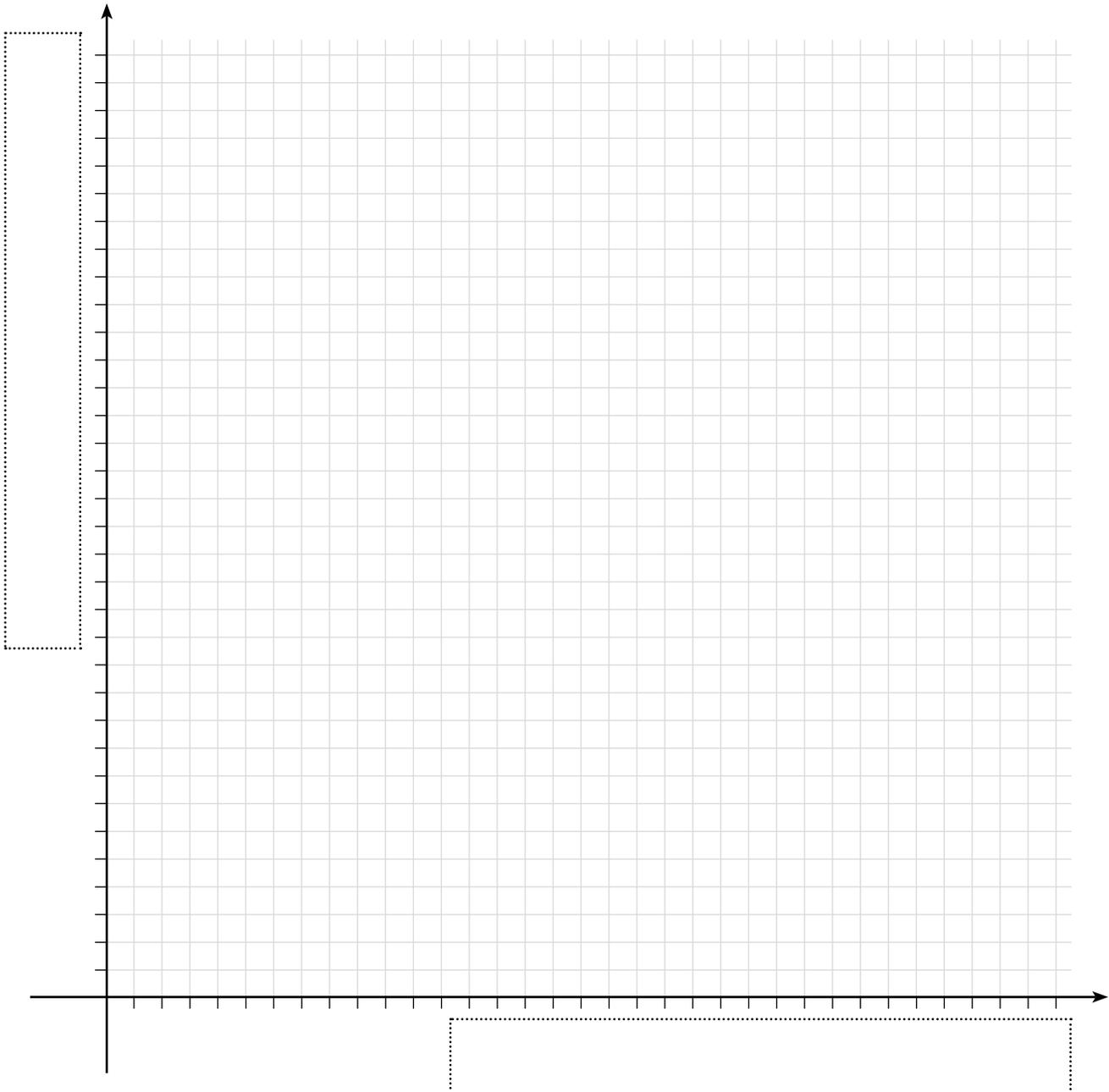
Learning objective
The students will learn how communication is structured and how conflicts can arise. They will reflect on their own conversation patterns and strengthen their communication skills.

Material
Copy of the 'Communication' template, notepaper, pens

Zeitaufwand
45 minutes

Every message has four ears!

The German psychologist and communication scientist Friedemann Schulz von Thun developed the 'four-ears' or 'four-sided model' as part of his studies on communication. This communication and activity model clearly shows how sender and receiver relate to each other. The basic idea refers to the fact that a statement always transports many messages at the same time, whereby only the content of the subject matter is clearly pronounced and other messages are expressed non-verbally or sensed by the recipient. The model makes it possible to better classify the 'variety of possible communication problems and troubles' (1).

In this exercise the students learn that communication takes place on different levels. A statement can be received differently by the receiver since s/he determines its meaning. So, it is important that as a sender, you send clear and plain or unambiguous messages to avoid mistakes or even disputes. The

students continue to learn about their own communication behaviour in order to build up their communication skills and become more confident in dealing with conflicts. For this purpose, the students will investigate Schulz von Thun's four-ears model .

1 Schulz von Thun, Friedemann (1981): Miteinander reden. Reinbek: Rohwohlt Verlag

> The 'four-ears model' is divided into the following four aspects:
>
> A. Subject matter
> What is the information you are sending?
>
> B. Self-declaration
> What do I reveal?
>
> C. Relationship
> How do I find you/What do I think of you? How do we relate to each other?
>
> D. Plea
> What do I want to bring about? What should the other person do?
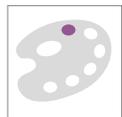
Exercise description

1. Before the students do their own research, read with them the story of Nele and Hannes (page 1 of the 'Communication' template, Part A).

2. Have your students find out more information on the four-ears model. All the information is then brought together and discussed in the class.

3. Solve Nele's and Hannes' situation together with your students (Part B).

4. Consider situations in which misunderstandings can lead to conflicts. Maybe your students can contribute with their own experiences. Reformulate the messages that were misunderstood so that the receiver understands the meaning of the sender correctly.

5. To consolidate the lesson, you can also work through the other stories on page 2 of the 'Communication' template with your students. They can fill out the 'Four Ears' themselves or with your support.

Reflection & discussion

- When is a conversation good / bad?

- How do misunderstandings and conflicts arise?

- Has this already happened to you? Can you think of other situations in which misunderstandings could occur?

- What can be done if one realizes that they have been misunderstood? What can you do about being misunderstood?

- Which conversation rules are important?

Ideas & suggestions for further work

- With your students create a poster on the subject to present the results at the end of the workshop.

- Create conversation rules and display them in the classroom.

Space for notes

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THE STORY OF NELE AND HANNES

A Nele and Hannes want to play the lead roles in a school play. After the selection process where all candidates were given an opportunity to present themselves, Hannes is chosen for the male lead role, but Nele is rejected for the female lead. In the evening, Nele and Hannes meet with some friends. Nele is disappointed. She leans over to Hannes and says: 'You were really lucky! Hardly anyone else applied for your role. All the girls applied for mine! 'Hannes shrugs and turns away from Nele. Why does Hannes react like this?

Relation

Subject-matter

Plea!
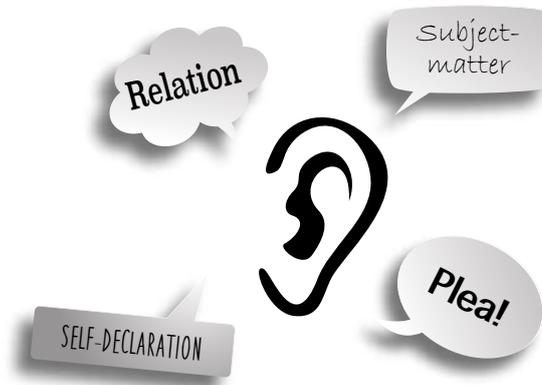
SELF-DECLARATION

B

What Nele sent

Subject matter:	There were many applicants for my role.
Self-declaration:	It was not my fault that I did not get the role.
Relationship:	Hannes and I are friends, I can talk to him about my disappointment.
Plea:	Admit I was not that bad!

What Hannes received

Subject matter:	Nele says I was just lucky.
Self-declaration:	Nele thinks that my success is not due to my good performance.
Relationship:	I think Nele is jealous.
Plea:	I'm not supposed to think much of my success.

THE STORY OF SALLY AND HER MOTHER

Sally has kindly asked her mother to prepare her favorite meal. They are all sitting at the kitchen table in front of the steaming plates. Sally takes a bite and then asks her mother: 'Have you changed the recipe?' Her mother leaves the room insulted. Why does Sally's mother react like this?

What Sally sent

Subject matter: _____

Self-declaration: _____

Relationship: _____

Plea: _____

* *

What the mother received

Subject matter: _____

Self-declaration: _____

Relationship: _____

Plea: _____

THE STORY OF PAUL AND MIKE

Paul was ill when his class had their German language test, and now he has to catch up. Everyone else in the class has already received their grades. Mike, Paul's best friend, included. Mike did a good job and his grade reflects that. After a week, Paul gets his test back and is disappointed. His grade is much lower than Mike's. Paul leans over to his friend: 'My test questions were much harder." Mike frowns. Why does Mike react this way?

What Paul sent

Subject matter: _____

Self-declaration: _____

Relationship: _____

Plea: _____

* *

What Mike received

Subject matter: _____

Self-declaration: _____

Relationship: _____

Plea: _____

RELAX!

Learning objective
The students will learn different relaxation techniques in order to better deal with stress and anger.

Material
Copy of the 'Relax!' template (if required)

Time frame
30 minutes

Group size: flexible

Material requirement: minimal

Relieve stress, annoyance and anger

Relaxation techniques are used to reduce physical and mental tension or restlessness. Physical and mental relaxation can be achieved through continuous exercise. In psychotherapy, relaxation techniques include treatment for stress-related disorders (e.g., anxiety and stress disorders), depressive disorder, ADHD, and even physical disorders (e.g., hypertension, migraine). The exercises take place in a relaxed atmosphere, mostly sitting or lying down. Through this exercise, the students should focus on specific ideas and sensory impressions. They should learn to relieve stress, annoyance and anger through these exercises. Encourage them to regularly use relaxation techniques (for example, as a break during homework or before falling asleep). It only takes a few weeks to train yourself to the point of general relaxation which will have noticeable effects on your daily routine.
Not only will the students feel more relaxed, but they will be able to manage better their reactions and behaviour in acutely stressful situations.

There are numerous channels on the Internet video platform 'YouTube' featuring relaxation techniques. So, you can concentrate on a trainer's voice and let it guide you through the exercise. Type in 'guided relaxation' or 'relaxation methods' and choose your favorite one.

https://www.youtube.com/watch?v=g5sXaL-zAhGQ

Pre-exercise activities

1. Brainstorm with the students on the experiences they have had with relaxation.

2. Go through different types of relaxation with your students, for example:

• Exercise in the fresh air
• Fragrances (lavender or similar)
• Drink tea
• Have a neck massage
• Read a book

3. Dim the lights or close the curtains. Instruct your students to sit down and relax.

Exercise description

1. Present your students with the various relaxation techniques in the 'Relax' template.

2. Afterwards, discuss your experiences.

> In the midst of movement and chaos, keep stillness inside of you.
>
> *Deepak Chopra*

Reflection & discussion

• How did you like the exercises?

• How did it go? Were you familiar with these relaxation techniques? Do you know any others?

• What usually makes you feel relaxed?

• Have you ever tried to relax when you are angry or stressed out?

Ideas & suggestions for further work

• Discuss with your students how to integrate these or other relaxation techniques into their daily routine.

Space for notes

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RELAXATION EXERCISES

Preparation:
Dim the light or shut the curtains. Instruct the students to sit down and relax.

Progressive muscle relaxation according to Jacobsen:

The students should sit on a chair with their backs straight, their hands on their thighs and their legs bent at 90-degrees to the floor. The students should close their eyes and listen only to your voice. Let them sit in silence for a while. Now, instruct them to clench both of their fists at the same time. As soon as you say, 'let go', they should relax their fists again. Make them realize what it feels like to sit back completely relaxed.

Next, the students should tense their upper arms by pulling their hands up slightly. They should keep this tension for a short while and then relax with 'let go'. Help them become aware of what it feels like to be completely relaxed again and how your muscles tingle as you switch from tension to relaxation. Next, ask them to press their legs firmly against the floor to tense their thighs. They should keep this tension for a moment and then relax with 'let go'.

Remind your students of what it feels like to be completely relaxed again and how your muscles tingle as you switch from tension to relaxation. Always repeat the same phrases so that they can stay focused on tensing up and releasing. Speak softly and clearly. Furthermore, toes, stomach, eyebrows and jaw, etc. can all be tensed up. When you're done with the exercise, give students some time to unwind before bringing them out of their relaxed state with a sound or a word.

RELAXATION EXERCISES

Preparation:
Dim the light or shut the curtains. Instruct the students to sit down and relax.

Mindfulness training

The students should sit relaxed on their chairs with their eyes closed; they should not move. The exercise starts with a breathing session. They should inhale and exhale slowly until they are completely relaxed. Speak slowly, softly but clearly. Tell them to pay attention to their right thumb. Pause there for two seconds before you ask them to focus now on their index finger. Middle finger. Ring finger. Pinkie. Next, their attention should move to the palm of their hand, to the back of their hand, their wrist and forearm. Continue until every part of the body has been the focus of attention for a short while. Give your students time to focus their attention on a part of the body of their own choosing. This is particularly relaxing because the body part is not felt through a movement but only mentally. After you are done with the exercise, give students some time to unwind before bringing them out of their relaxed state with a sound or a word.

Standing exercise :

Ask your students to stand straight. They should now raise their right arm and imagine all the stress, annoyance or anger gathering in that arm. Once everything has accumulated there that they want to get rid of, they should let their arm fall forward with a sigh. All their troubles now fall out of their arm. Their arm now remains limp at their side. The students should now repeat the process with their left arm. There, too, all their negative emotions are gathered before they are shaken off by them letting their arm fall down. Repeat the exercise with both arms to release the remaining stress. The upper body should tilt slightly forward. The accumulated stress now flows directly from the arms onto the floor.

A GOOD ALTERNATIVE

Learning objective
The students will deal with moral courage and learn about strategies for (non-violent) conflict resolution in their daily interactions with each other. They will feel more self-assured about how to handle conflicts.

Material
Flipchart or poster paper / board, pencils / chalk, notepaper, newspaper or Internet articles on the subject (students can also collect these in advance)

Time frame
45 minutes

Group size: flexible

Material requirement: medium

Additional research

Can moral courage be practiced?

Public violence is a recurrent theme in the media and attracts a lot of attention. It does not matter whether someone is beaten up on a bus for no reason, whether the questionable trend of so-called "happy slapping" spreads, or whether schoolchildren are threatened by other adolescents: in the related articles and published video recordings it can always be seen that violence is witnessed by someone. Unfortunately, many people don't dare to help and intervene, even when the perpetrator is alone while several people observe the violence taking place.

The students will learn in this exercise to practice moral courage and to assess when to intervene as appropriate. They are asked to imagine being a witness to a situation based on true stories/events reported about in the daily press. The students should rewrite the newspaper articles they collected: this time, witnesses intervene and prevent the victim from being assaulted. Help your students understand what they need to be aware of if they should see such a situation: helping others without putting themselves in danger - asking other passers-by to help - remembering what the perpetrator looks like - calling the police – taking care of the victims - making a statement.

> ⚠️ 'Happy slapping' is a physical attack on mostly unknown passers-by. A video of the assault gets published and thereby the victims exposed and humiliated. Happy slapping can also occur in schools: classmates or teachers are beaten, and the incidents recorded with mobile phones. Happy slapping is usually done by teenagers or young adults for the sheer pleasure of it. Be sure to pay attention to the age limits and recommendations in this activity before you conduct this exercise.
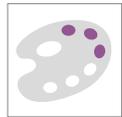
Pre-exercise activity

Give your students a homework assignment: to prepare for this exercise, they should collect newspaper articles as well as articles and reports from online news magazines that deal with violent behaviour in public (e.g., fights, 'happy slapping', etc.).

⚠️ Instruct them to surf wisely, i.e. to avoid visiting any websites with prohibited / questionable content. Also take note of age restrictions. You can, of course, also do your own research.

On the subject of 'Happy Slapping' there is a Canadian film from 2013:
http://www.imdb.com/title/tt1950192/

Exercise description

1. Divide the students into groups. Each group will deal with one article or a situation. They should edit the article and turn it into a story from the point of view of an 'omniscient narrator' (i.e., he knows the thoughts / feelings / motives of all involved).

2. From a certain point in the story, you should come up with two alternative courses: a happy end and a bad end. Since the bad end is often what really happened, writing it should not be difficult. The students should now come up with a happy end. What could have been done differently? How could one have stopped the offender? How can other people help?

3. Each group is allowed to read their story, then initiate a discussion on how to show moral courage in such situations.

> Life was always a
> matter of waiting
> for the right
> moment to act.
> *Paulo Coelho*

Reflection & discussion

- What is moral courage?

- What can a victim do if someone uses violence against him / her?

- What can be done if you witness violence being perpetrated in public? How can one help? Have you ever intervened to help someone who was being threatened?

- What should you be careful about? What's the best way to go about it?

- What do you do if the perpetrator has a weapon?

Ideas & suggestions for further work

- Let the students roleplay the 'happy end' versions of the stories once again.

- Since 2000 the Northcote Parkinson Fund awards the Civil Courage Prize every year to people with 'Steadfast resistance to evil at great personal risk'.

www.civilcourageprize.org

care

GOOD AGAINST ANGER[1]

🚩 **Learning objective**
The students will develop conflict resolution strategies and tools for avoiding violence and know how to infer the consequences of their own actions.

✏️ **Material**
Flipchart or poster paper / (black)board, pens / chalk, notepaper

🕐 **Time frame**
90 minutes

Small groups

Material requirement: minimal

Anger is natural if you resolve it constructively

Often, anger and violence go hand-in-hand and it can be hard to keep them apart — especially when the family and the environment give the impression that conflicts can basically be resolved mainly by force. Nevertheless, there is an important difference. Anger is a normal and natural emotion and reaction that every person faces every now and then in their lives. Violence, on the other hand, is just one way of dealing with and expressing anger and is often used as the first response in such a situation.

Aggression is counterproductive because no common solution is sought. People tend to react to a situation with verbal or physical violence before they become aware that, and most importantly, why they are angry. Some people suddenly start to get upset, become loud or hit something before they take a second to reflect on their emotions. But there are other and more constructive ways to express anger and to resolve a conflict. First of all, you should express your anger instead

of shutting up your emotions and repressing them. Doing that can make you feel misunderstood and frustrated and builds up pressure inside yourself until your emotions explode. Explain to your students that it is totally natural to be angry — but that feeling should not be expressed through aggression.

💡 In this exercise, your students should learn how to deal with their anger in a constructive way. They are asked to reply to various questions in order to reflect on their own behaviour in conflict situations. Then they should work in small groups on positive and negative ways of dealing with anger, bring them together and describe them in writing. In the final exercise, roleplaying ensures that the students practice behaviours that they can later use in real conflicts.

1 Adapted excercise from: CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality and violence prevention: A Case Study. Banja Luka, BiH: CARE International.
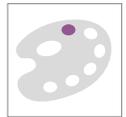
Exercise A

1. Write the above assignments on the board or a flipchart or read them to the students. They get 10 minutes to answer the questions individually.

2. The students are divided into groups of four or five and present their results to each other within their groups. They get about 15-20 minutes for this.

3. Each group is given flipchart paper. They should draw a two-column table on it. In column A, the students now add 'negative ways to express anger' and in column B 'positive ways of expressing anger'.

4. The groups exchange their results and after exercise B is done, they can create a poster together showing the most important points.

Exercise B

1. The students get together again in the same groups and develop a short roleplay presenting a conflict situation.

2. The groups should present the same conflict in two ways.

A. The angry person behaves constructively / solution-oriented
B. The angry person behaves badly / not constructively

3. After all the students have presented their roleplays to the class , they share their impressions in the discussion that follows.

Task A: Try to remember the last time you were angry. What happened? Describe the situation in only a few words.

Task B: Try to remember how you felt and what went through your head back then.

Task C: Think about how you behaved in the situation described and how you expressed your anger.

Reflection & discussion

- Is it difficult to express anger without physical or verbal violence?

- Who are our (unconscious) role models in dealing with situations of conflict and anger?

- Most people are aware of non-violent ways to settle a dispute. Why is it then so often the case that disputes end up as violent?

- Is it possible to express anger in disputed situations without insulting or humiliating the other party and thereby instigating further conflict?

- How did the different behaviours of the roleplayed people affect the development of the dispute?

- What did you learn here? Are there things that you can use in everyday life?

care

ENHANCED

Learning objective
The students will develop strategies for non-violent solution and learn to respond empathically to the needs of others as well as understand consequences of their actions.

Material
Copy of the 'Tanja and Elif' template, flipchart or poster paper / (black)board, pens / chalk

Time frame
90 minutes

Group size: flexible

Material requirement: minimal

An introduction to dispute resolution

The students should develop here a guide to dispute resolution. Settlement of a dispute presupposes that both parties to the conflict wish for a peaceful agreement. Dispute mediators therefore begin with the explanation of the rules of conversation in the introductory phase in order to discuss the dispute as constructively and peacefully as possible and finally settle it. The role of a dispute mediator should be clear to both parties to the dispute: a mediator does not take a position – s/he is neutral, and, above all, s/he pays attention to compliance with the rules and procedure. This should first be explained by the mediator or even recorded. Thereafter, in the second phase, the perspectives of both parties will be presented in accordance with the rules of discussion. Questions of content can be clarified, differences and similarities highlighted and in the end the most important topics summarized once again. In the third phase, the motives and feelings of the parties are discussed. Thereby no accusations are allowed and the parties only speak of their own wishes and feelings. In this phase, similarities between the conflict parties are emphasized and followed by the search for a solution. Here ideas and suggestions should be made to finally reach an agreement.

The aim here is to learn how a strategy for non-violent conflict resolution works. The students are expected to come up with a solution strategy for a conflict case study and not only put themselves in the position of the contending parties, but also solve the conflict as a mediator. In this way, they get into the role of mediator as a neutral person which might help them in their everyday interactions with other people. They learn to take responsibility and engage constructively.

> 💡 If there are dispute mediators at your school, invite them to your class to talk about their work. This could also be an opportunity for mentors/school counselors to introduce themselves to the students, so they know who to contact if conflicts arise. The students should also know that they can seek help if conflicts relate to their out-of-school life, such as with family or friends. In this way, students get support for dealing with problems and conflicts, but also the skills for handling them on their own if needed.
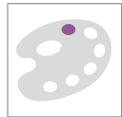
Exercise description

1. Read the story of Elif and Tanya ('Tanya and Elif' template) to the students so as to be able to work on their conflict.

2. Explain to them how to proceed:

   A. First, the mediator establishes rules so that the dispute can be settled objectively. What rules could these be? Write them down on the board / flipchart (for example, let each person finish the sentence, no swear words or violence allowed, honesty).

   B. The mediator then listens to both parties present their points of view. Ask about the characters in the story, who are they / what's the argument or dispute about.

   C. The mediator then asks questions directed at the conflicting parties. They should say how they feel and mainly talk about themselves:
   How did the conflict make you feel? What was most annoying for you? Was there anything that you didn't understand? What do you want? Are you ready to work on finding a solution?

3. Ask the students about how the two persons featured in the story feel.

4. Now walk the students through the conflict and brainstorm possible solutions. Frame the proposed solutions positively.

5. Agree on the most helpful suggestion for both parties.

6. Help the students come up with conflict resolution phases and develop a poster that can be displayed in the classroom.

A. *Introduction*:	Explanation of the rules of conversation, role of a dispute mediator, explanation of further steps
B. P*erspectives of the parties:*	Presenting their points of view, clarifying the content / summary, differences / similarities
C. *Deepening:*	Feelings / motives, expressing one's own wishes, strengthen similarities
D. *Solution search:*	Finding solutions, collecting suggestions
E. *Agreement*:	Reach agreements

7. Discuss the results.

Conflict cannot survive without your participation.
Wayne Dyer

Reflection & discussion

- Would Tanja and Elif have solved the conflict even without a mediator?

- What can a fight look like?

- What are the differences between this peaceful solution and escalating conflicts? Are there any requirements that both parties have to fulfill in order to resolve a dispute?

- Why do conflicts escalate? How can you prevent it?

- Is this way of conflict resolution practicable? Even with friends / family?

Ideas & suggestions for further work

- The students are divided in three groups (two conflict parties, a mediator) and develop their own conflict cases that they present to the class.

- Together with the students, develop further the 'dispute resolution' topic: are there any mediators at your school? How are they trained? Who else can one turn to?

- If your students' language skills don't allow this exercise to be played out in this version, two teachers can take over and play Tanja and Elifi's roles. Invite school mediators to join you. Which strategies do they apply? When do they intervene?

4.5.2

care

THE STORY OF TANYA AND ELIF

Tanya and Elif are best friends. They have known each other for a very long time, but so far, they have gone to different school classes. After the summer holidays, however, they will attend the same class. They've talked a lot about it and imagined the most amazing things. Both are looking forward to spending more time together. But things develop in a different direction ...

The story from Tanya's point of view:

Tanya is looking forward to the next day of school. Finally, all her friends are in the same class with her: Tina, Samira and Elif! When the longed for school day arrives, Tanya, Tina and Samira meet in the school bus because they live in the same neighborhood. Tanya explains that her friend Elif will be their new classmate. Tanya knows Elif from elementary school and they have been friends for a long time. Arriving in the classroom, Tina and Samira take their seats next to Tanya, because these have been their spots since last year. As Elif enters the classroom, Tanya rejoices.

Unfortunately, Elif turns the other way and takes a seat in another row; Tanya is a bit disappointed. She sees Elif talking to another girl: Tanya is sure they've known each other from the previous class and are good friends. Tanya shrugs. She'll probably have plenty of time to talk to Elif. During the break, Tanya quickly goes to the cafeteria, because she has forgotten her lunch and wants to buy something to eat. Unfortunately, the line is so long that she is almost too late for the next lesson. As she passes by Elif, she wants to tell her briefly that they can sit next to each other in the biology class. But Elif just turns away. Tanya is angry, she does not want to have anything to do with Elif! The school year has just started and Tanya and Elif are no longer friends. During one break Tanya is annoyed since Elif plays table tennis with a girlfriend the whole time and blocks the table. Since it's actually Tanya and her girlfriends' turn, she insults Elif. Tanya's girlfriends laugh.

THE STORY OF TANYA AND ELIF

The story from Elif's point of view:

Elif and her best friend Tanya are finally going to the same class! Tomorrow the summer holidays are over and then Tanya and Elif can finally sit next to each other and do home-work together. Elif is very happy, because in the old class she had no best friend. When the for school day finally arrives, Elif is disappointed when she enters the classroom. There are already two other girls sitting next to Tanya and they are happily laughing together. Elif greets Tanya and tries not to show that she is unhappy. After the break, she wants to talk to Tanya about it, but before she can catch Tanya, she has already disappeared from the classroom. When Tanya returns to the classroom after the break and wants to talk to Elif for a while, Elif turns away from her. She does not want to have anything to do with Tanya! The school year has just started and Tanya and Elif are no longer friends. They often argue and compete for high marks. In a break, the situation escalates. Tanya insults Elif and everyone laughs about it.

The story from the dispute mediator's point of view:

Tim works as mediator at this school. He notices during a break that two girls are arguing loudly – they are Elif and Tanya. He suggests mediating the dispute. The two girls accept and go with him into a quiet room. There they tell Tim their two versions of the story ...

(DE) ESCALATION
THAT IS THE SOLUTION!

Learning objective
The students will learn about the separation of escalation and de-escalation and practice solution strategies in order to safely manage conflicts.

Material
Copy of the 'Solution' template, possibly props for a role play

Time frame
90 minutes

Small groups

Material requirement: medium

Solve conflicts without violence

It is not possible to violently search for a solution. Violence in conflicts means that at least one party to the conflict is unhappy. In this context, the term aggression often comes to mind. 'Impulsive aggression emerges in response to situations and is emotion-led: in the heat of the moment, humans react aggressively. [...] Instrumental aggression is purposeful and knowledge-based: humans perform aggressive actions with pre-empted considerations to achieve specific goals '. (1) What's important is that students learn that instrumental aggression does not help them achieve their goals — even though they may think they have had the opposite experience. Of course, in this context, the consequences of violence should not be underestimated. A one-sided solution to a conflict by using violence also means that perpetrators and victims must expect serious consequences.

Why not expand this exercise with additional one from the 'Consequences of violence' topic? In this exercise, emotional and social learning are brought together to develop social skills. Students are playfully aware that escalating conflicts are the worst solution

for both parties: be it that the mood in the family is compromised, trust between friends lost or even that the police must intervene. Students unconsciously come up with solution strategies in staging their stories. Depending on how close or familiar the story is to the real-life experiences of the students involved, they can apply some of the solution strategies in their future life. After this exercise it is worth drawing attention to the school social workers and / or dispute mediators or even to invite them to the class.

> The advantage of juvenile dispute mediators is that they belong to the same social group as the students: they have or have had the same or similar problems, conflicts or difficulties and can therefore empathize well with the students. Due to their familiarity with the students' social environment, the mediators can more easily influence their behaviour and act as role models.
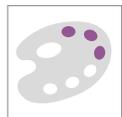
1 Zimbardo, P. G., Gerrig, R. J. (2008): p. 689

Exercise description

1. Split the students into groups. Two groups (A and B) are each assigned cards with the same conflict described ('Solution' template). The examples vary depending on the group size.

2. Group A is meant to present in a roleplay how a conflict can escalate. Group B should show how the conflict can be resolved peacefully. If you distribute cards in advance and plan the roleplay for a later lesson or project unit, you can ask the students to bring along role-playing props or disguises. Or you yourself bring a selection of material.

3. Discuss the results.

💬 Reflection & discussion

• Did the situations look familiar to you?

• Have you ever experienced an escalating conflict?

• What is the difference between the two versions?

• Which version offers the best solution for all parties to the conflict?

• How do you feel when a conflict escalates?

• Why do we sometimes let a conflict escalate quickly?

• How do the stories develop further after the situation escalates? What consequences can follow?

• How can conflicts be prevented from escalating?

• Were there different positive solution strategies in the roleplays?

• Was there a positive solution you liked most?

✛ Ideas & suggestions for further work

• Let the students develop additional solution strategies. These can later be displayed on a poster. Different versions and solution strategies can also be recorded in the form of a photo story or a short movie (this, of course, if the students being filmed and their parents/guardians agree).

• The beginning of each story can be presented in writing. All the students write a happy ending and a bad ending for one story and then read their ideas to the group.

💡 This exercise can also be well integrated into the regular German language lessons: Hand out texts on topics of values and morals and discuss the relationship between discussion rules and conflict resolution strategies.

🔆 care

GROUP A

Situation A (Groups of 3 people)
Marie wants to sleep at her boyfriend's place.
But her father is absolutely against it.
and he won't let anyone change his mind.
Marie's boyfriend Richard joins us, he can't understand why Marie's father is so stubborn.

GROUP B

Situation A (Groups of 3 people)
Marie wants to sleep with her boyfriend.
But her father is absolutely against it.
and he won't let anyone change his mind.
Marie's boyfriend Richard joins us, he can
why Marie's father is so stubborn.

GROUP A

Situation B (Groups of 2 people)
Oliver goes out to a nightclub with his friends. He is the only one that the doorman does not want to let inside.

GROUP B

Situation B (Groups of 2 people)
Oliver goes out to a nightclub with his friends. He is the only one that the doorman does not want to let inside.

GROUP A

Situation C (Groups of 2 people)
Clara enters the classroom after the break and notices that her mobile phone is no longer on her desk. She accuses Hanna of stealing it. Hanna tries to defend herself, because she did not do anything.

GROUP B

Situation C (Groups of 2 people)
Clara enters the classroom after the break and notices that her mobile phone is no longer on her desk. She accuses Hanna of stealing it. Hanna tries to defend herself, because she did not do anything.

GROUP A

Situation D (Groups of 3 people)
Marko was observing his friend Lara being approached by Tim. He is totally jealous and broaches that subject with Lara. Lara is annoyed by Marko's constant jealousy.

GROUP B

Situation D (Groups of 3 people)
Marko was observing his friend Lara being approached by Tim. He is totally jealous and broaches that subject with Lara. Lara is annoyed by Marko's constant jealousy.

GROUP A

Situation E (Groups of 4 people)
Hassan and Kai play football every Saturday on the sports ground. Today, two unfamiliar boys suddenly appear and tell them to leave the grounds.

GROUP B

Situation E (Groups of 4 people)
Hassan and Kai play football every Saturday on the sports ground. Today, two unfamiliar boys suddenly appear and tell them to leave the grounds.

GROUP A

Situation F (Groups of 3 people)
Paula's grandmother and mother go to church every Sunday. Paula always has to go, although she finds it totally boring. This Sunday she wants to stay at home and tells everyone about her decision at dinner.

GROUP B

Situation F (Groups of 3 people)
Paula's grandmother and mother go to church every Sunday. Paula always has to go, although she finds it totally boring. This Sunday she wants to stay at home and tells everyone about her decision at dinner.

GROUP A

Situation G (Groups of 2 people)
Kevin cannot stand his little brother Mike putting on his clothes. He confronts Mike about it.

GROUP B

Situation G (jGroups of 2 people)
Kevin cannot stand his little brother Mike putting on his clothes. He confronts Mike about it.

GROUP A

Situation H (Groups of 2 people)
Ali should study for school, because tomorrow there is an important exam. His mother enters the room as he's about to leave to meet his friends. Ali's mother, however, wants him to continue studying.

GROUP B

Situation H (Groups of 2 people)
Ali would should study for school, because tomorrow there is an important exam. His mother enters the room as he's about to leave to meet his friends. Ali's mother, however, wants him to continue studying.

GROUP A

Situation I (Groups of 3 people)
Maria has heard from Sara that Lucy is spreading gossip about her. The next day she sees Lucy and wants to confront her about it. Lucy glares at Sara as Maria addresses her in front of everyone else.

GROUP B

Situation I (Groups of 3 people)
Maria has heard from Sara that Lucy is spreading gossip about her. The next day she sees Lucy and wants to confront her about it. Lucy glares at Sara as Maria addresses her in front of everyone else.

GROUP A

Situation J (Groups of __ people)

GROUP B

Situation J (Groups of __ people)

for your own idea
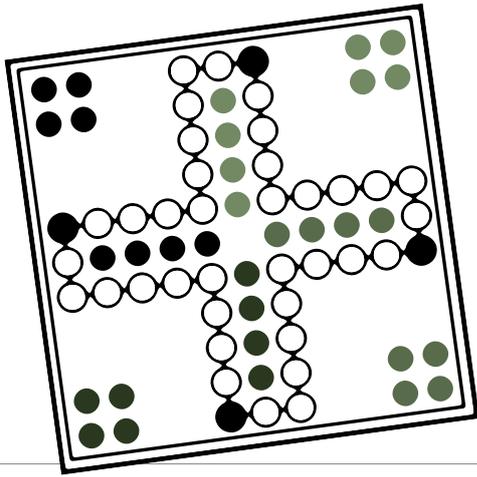
RUDE-O

🚩 **Learning objective**
The students will develop strategies for non-violent solution. They will be able to respond empathically to the needs of others and handle the consequences of their actions.

✏️ **Material**
Copy of the 'Anger' template and 'Ludo' or similar board game, flipchart or poster paper / blackboard, pens / chalk

🕐 **Time frame**
45 minutes

Small groups

Material requirement: medium

Targeted conflict resolution

In this exercise, students should observe or present three versions of the same conflict. Three groups work on a conflict that builds around the game of 'Ludo'. There are four roles in each group, all of which contribute to the positive or negative conflict resolution. The observing students should pay attention to the mechanisms of a conflict during the performance of the game and later explain how a conflict gets started, how it blows up and how it gets resolved. Work together afterwards to find out which strategies exist for resolving conflicts. A guideline can help students apply the solution strategies to their own conflicts, disputes, and problems. Encourage them to use conflict resolution not only in conflict with other students but also in conflict situations with parents, teachers, and friends. Establish a conflict resolution guideline in your class that all students and teachers must follow. This will help students resolve conflicts and it will make it easier for them to apply the strategies in their private life too.

Possible instructions/guideline:
Introduction: asking a neutral person for advice (e.g., mediator, confessor), establishing conversation rules, clarifying the process

Presentation of the points of view: viewpoints of both parties, clarification of substantive questions, highlighting differences and similarities, summary

Digging deeper: motives / feelings, depiction of one's own desires, highlighting commonalities

Finding solution: proposals for the agreement to the resolution of the conflict : e.g. signing a contract

Develop a conflict barometer with students who do not speak German well yet. It should help them identify a conflict. In addition, it is a great success when escalating conflicts can be resolved in a non-violent and positive way. Discuss the class's achievements in the weekly class council — it's encouraging!
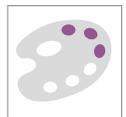
Pre-exercise activities

1. Make three groups of four. The following exercise will be discussed with the groups, excluding the rest of the class.

2. Each group gets the same task card with the conflict situation (see copy of the 'Description of roles' template). Each group consists of the one accused, an informer and two followers. Only in solving the problem do the group tasks differ:

   Group A: The accused leaves the room disappointed and sad.
   Group B: The others apologize to the accused.
   Group C: The conflict escalates completely.

3. In the classroom or group room the game 'Ludo' is set up on a table.

Exercise description

1. The groups now come one by one to the table with the game and stage the conflict situation (without or with very little prior agreement). The other students are not aware that the group is acting but watch them play.

2. According to their assigned roles and tasks, the scenes are played out by the groups. The students observing the process clarify the following questions:

   Which roles were being played? What happened when the game was interrupted for the first time?
   How did the informer find out that someone was cheating?
   How did the accused defend him/herself? How did the followers participate?
   How did the situation end? How was the positive solution found?
   (After the first game, you can present these questions on a flipchart covered up so far, or the previously covered table, and keep them visible.)
   Together with the students identify how a conflict resolution is structured:
   Positions of the conflict parties: What is it about?
   Background and digging deeper: how do the conflicting parties deal with the situation?
   Solution search: What solutions are there?
   Make agreements: What have you agreed on? Which is the best solution?

3. Discuss the results.

Reflection & discussion

- What did you observe?

- How did you feel in your role?

- How did the followers behave?

- Could the story have been different if the followers had not opted for one side?

- Which solution did you like best?

Ideas & suggestions for further work

- Divide the class into playgroups and let all the students experience the conflict situation without providing solution strategies. Observe how the students solve conflict without prejudice.

- If the students find it too difficult to illustrate the conflict (de)escalation, you and two other teachers can take over their roles during the game.

care
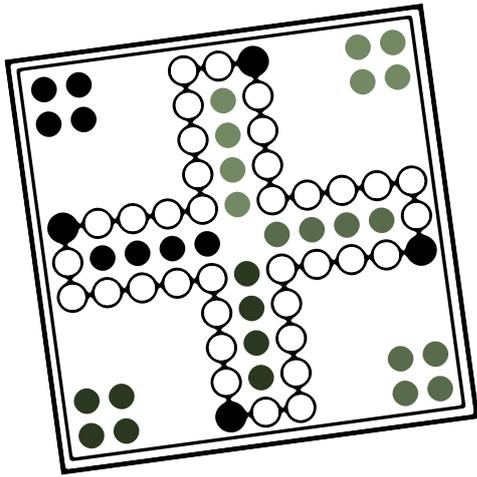
DESCRIPTION OF ROLES

Four students (informer, the accused, two followers) play 'Ludo'. What else could happen? The situation escalates. A teammate is accused of cheating.

Role A (1x) — The Informer
You play the game with zeal, because you really want to win. After a few moves you realize that something is wrong. And your neighbor sitting next to you grins treacherously. Slowly you are getting the feeling that he / she is cheating, because you should have already been much further ahead than you are. The other players must have noticed it too!

Role B (1x) — The Accused
You are doing really well and stand a good chance of winning. You notice that one of your teammates is repeatedly eyeballing you; Surely he / she is angry because he / she is losing. But his/ her tactics are poor. No other player can compete with you!

Role C (2x) — The Followers
It is very annoying! You never win in this game! You cannot help but get angry. If only you stood a better chance ...

Space for your notes

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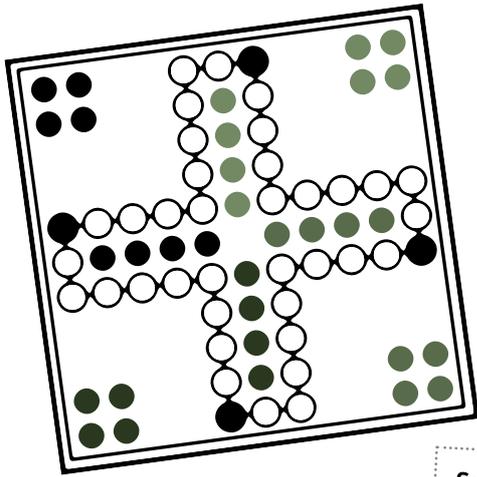
SOLUTION SCENARIOS

Solution Scenario 1
The cheater must be warned! Such nasty behaviour cannot be tolerated. And since the accused cannot prove his/her innocence, you cannot really believe he/she/is telling the truth. Maintaining his/her innocence is not possible any more. The accusations are repeated until the accused leaves the game. The game can then continue.

Solution Scenario 2
You have to get rid of a cheater! Such nasty behaviour cannot be tolerated. You do not want to have anything to do with someone like that! Maybe he/she is not only a cheater, but also a liar?! Then he/she has probably betrayed us more often so far. The accused can defend her/himself as he/she pleases. Now you are really furious!

Solution Scenario 3
It seemed pretty certain at first: he/she is really cheating! But maybe it was not okay to accuse him / her just like that...? Actually, you have not noticed any offense and there is no evidence whatsoever. It's pretty hard to admit that you were wrong, but that must be the case here ...

Space for notes

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Group size: flexible

Material requirement: minimal
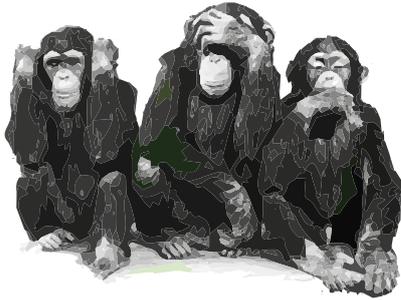
Learning objective
The students will develop non-violent solution strategies and learn to empathize with the needs of others. They will get to know their school mediators.

Material
Flipchart or poster paper / blackboard, pens / chalk

Time frame
45 minutes

Peer mediation

Mediation is a structured process aimed at constructive conflict resolution. To reach a consensus on the resolution of the conflict, the conflicting parties include a third, im-partial person in the process — a mediator. Dispute resolution is an important tool that has a positive influence on the school clima-te. The presence of dispute mediators in the schoolyard promotes conflict resolution skills and promotes non-violent communication. Students who have been trained as medi-ators discover their self-efficacy and learn to take responsibility. But it also enables other students to develop their sense of right and wrong and resolve their personal conflicts on their own. Even school teachers feel the posi-tive effects of mediators taking over this task. In this exercise, the students should first deal with a range of possible solutions to conflicts (assertion or enforcement, yielding or giving in, avoidance). The best outcome to a conflict is consensus. It is co-operative by nature and contains the efforts of all sides to seek a solution together. This requires, of course, a deep analysis of the problem that enables the identification of the underlying concerns of both sides (according to the Thomas Kilmann model of conflict resolution)[1]. And this is where the work of mediators comes in again. They should introduce themselves in the second part of the exercise and explain which methods they use to resolve conflicts between students by building consensus.

1   http://www.kilmanndiagnostics.com/overview-tho-mas-kilmann-conflict-mode-instrument-tki

In any case, the introduction of a dispute resolution or mediation program is recommended for schools. Peer-mediation is a pedagogical method for dealing with and resolving conflicts between peers. In the meantime, there are many tips and literature on the In-ternet for teachers and interested stu-dents, e.g. at http://www.studygs.net/peermed.htm.

http://www.studygs.net/peermed.htm.
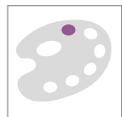
Exercise description

1. Draw a coordinate diagram on the board. The Y-axis should be labeled 'Alignment with one's own interests', the X-axis 'Alignment with the interests of the other'.

2. Now read the following stories aloud and ask the students where on the board these solutions should be entered. Ask the students if they have ever heard of these four types of conflict resolution.

   ### ■ Asserting:
   I really wanted to go to the movies. My sister wanted to go to the swimming pool. We had an angry argument over that. I tried to make her change her mind and even threatened to tell mum something my sister once entrusted me with. Then she finally gave in and we are now going to the movies!

   ### ■ Giving in:
   The boy wanted to get on the halfpipe with his skateboard, although it was actually my turn. He jumped the queue and pushed me away. He did not take my objection seriously and gave me an aggressive look when I addressed him. I then let him have the halfpipe.

   ### ■ Avoiding:
   There is a girl in our clique who I cannot stand. She doesn't like me either. It's the little things that get on my nerves. We've never argued because we do not want to look stupid in front of the others. But inside I'm always mad at her.

   ### ■ Consensus:
   I had just bought an ice cream and wanted to sit on a bench. At the same moment, a boy from the other class came and wanted to sit there as well. We said simultaneously that we saw the bench first and then we had a discussion. At some point it occurred to us that we could both sit there together, there was enough space for both of us.

3. Consensus is the only solution that creates a 'win-win' situation.

4. Discuss with the students how to reach consensus when arguing.

5. Make a list of potential people involved in mediating a conflict who could help and invite them, if possible.

6. Discuss the results.

⬤ Reflection & discussion

- Have you already met your school mediators?

- Who else is there at your school who could also help if a conflict arises?

⬤ Linking exercise

Take advantage of the coordinate system template from the 'Kick Off' exercise, Violence - De-escalation chapter (4.5.9).

Illustrative example

Orientation to the own interests
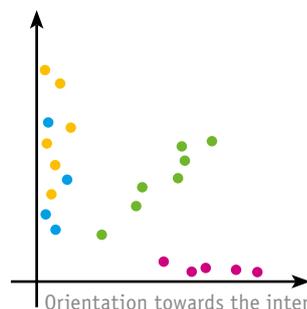
Orientation towards the interests of others

CONTENT TOPIC 5
TOGETHERNESS

1 Adapted from: Bertelsmann Stiftung (2011): Einmischen. Anpacken. Verändern. Ein Arbeitsheft für die Grundschule - Das Mitmachheft.

2 Adapted from: Bundeszentrale für politische Bildung (2014): Grundgesetz für Einsteiger und Fortgeschrittene. Paderborn: Bonifatius GmbH. URL: http://www.bpb.de/shop/lernen/thema-im-unterricht/37026/grundgesetz-fuer einsteiger-und-fortgeschrittene (Download: 11.10.2016)

3 Adapted from: Lohmann, Gerd (2003): Mit Schülern klarkommen. Professioneller Umgang mit Unterrichtsstörungen und Disziplinkonflikten. Berlin: Cornelsen Scriptor, p. 66-75

If there is no consensus about the fundamentals, it makes no sense to make plans together.
Konfuzius

And that's what the symbols stand for:

Difficulty level (basic or advanced)
blue stands for basic and beginner exercises,
green for advanced exercises

The chilipeppers indicate the degree of difficulty or complexity of the task. (1= least challenging to 3= highly challenging)

Exercise features

Group size
(flexible, couples or small teams)

Material requirements
low = e.g. only paper, pens/pencils
medium = e.g. paper, scissors, worksheets
high = e.g. large amounts of paper, special needs like packing tape, cutlery, wool, ...

Additional research
requires additional research or inquiries such as internet or library research, questionnaires and polls

Internet access required
requires internet access in order to fulfill the task/assignment

Third party support
important for feeback rounds with students; e.g. observers

2.6.9 **Page numbers**
The page numbering is divided into "chapter.topic.page", e.g.:
Chapter 2 "Values & Rights".Topic 6 "Environment & Precycling/Recycling".page 9.

Text extras:

Tips and fun facts
Interesting and helpful information

Attention!
This exercise might not be suitable or appropriate for traumatized or sensible students. Or it is especially difficult, so that students probably need further help. Read the assignment carefully before deciding and gather further information.

Family & friends
Invite family members or friends to include them in the task.

QR Code
This manual uses QR (Quick Response) codes to make it easier for you to enter the links given here. You can scan these codes e.g. with your smartphone. For iPhone: Use the camera app. For Android: Download one of the many free QR code apps availabe in the Play Store.

Please note that the specifications given in the exercises such as difficulty level, time and material requirements are only guidelines and depend on your individual circumstances. They are only intended to facilitate the process of organising and structuring the workshop.

care

INTRODUCTION TO MODULE 5
TOGETHERNESS

According to public opinion, in some states youth is perceived as being alienated from politics. Young people no longer seem to be interested in political issues and general voter turnout is declining in many countries. But are young people really responsible for this or is such a situation a result of politics and democracy not being lived or experienced enough? The topic of this chapter is 'Together' and deals with social and political participation. Participation means 'to get involved and engaged, to represent your own interest or those of others'; it is expressed through taking part in discussions and decision-making processes as well as in shaping and implementing these decisions.

Often the term participation is used in the context of political participation, but participation can also mean social engagement and community service. Young people get particularly involved in activities that are not related to party politics, such as animal, and environmental protection or human rights. Children and adolescents must be allowed to participate in planning and decision-making processes both inside and outside their schools and families. Only if they have the opportunity to participate in discussions, implementation and decision-making processes, can they build trust in their own effectiveness that is ultimately crucial for political and social commitment.

However, the topic of political participation by migrants is generally very difficult. Political participation can refer to different levels (regional, national and international). The goal of political participation is to directly or indirectly influence decisions in the political system. Therefore, the notion of participation not only refers to electoral and accompanying campaign activities, but also includes party membership, taking part in demonstrations, and collecting signatures (for example, on

the Internet). The biggest shortcoming of migrants' political participation, however, is that many migrants are not citizens and are thus excluded from important areas of political decision-making.[1] This condition is described in migration and democracy related research as a 'democratic deficit'.[2] Obtaining citizenship seems to be the best way towards migrants' political participation, as they are only then perceived by political parties as potential voters.[3]

Political interests, youth and migration

Political interest means, first of all, the attention to or curiosity for the political life of a society, whereby a young person consciously engages with politics. This also means that a person can assess how significant the political processes are for his or her own life.[4] Studies have shown that political interest increases most significantly between 16 and 25 years of age. In addition, this age range shows a strong correlation between educational attainment and political interest: adole-

Many young people would like to have a say and be part of an active group.

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1 see Hunger, U.; Candan, M (2009): p. 5
2 Hunger, U.; Candan, M (2009): p. 8
3 cf. Hunger, U.; Candan, M (2009): p. 18
4 cf. Neller (2002): p. 489

'Participation' means taking part and engaging / contributing, i.e. participation in decision-making processes and active co-determination.

scents with a higher formal education level tend to indicate in surveys that they are politically interested as opposed to adolescents and young adults with less education.[5] Political interest is the foundation of political commitment. While political interest can be considered as an attitude, political participation is behaviour that expresses political interest. It should be noted that attitudes and actions do not necessarily have to overlap or be in alignment.[6] Political participation includes 'all activities of citizens with the aim of influencing political decisions, including not only participation in elections, but activities such as collecting signatures, demonstrating or boycotting products'.[7] It presents active citizens' shaping and taking part in political life, mainly in collaboration with others, at local, regional, national and international levels. There are many forms of political participation. Young people are partially restricted in their political participation due to age limits, such as when it comes to joining political parties or taking part in elections. For immigrant youth, socialization experiences and the degree of integration 'play a major role in developing their political attitudes and interests and their willingness to participate in the political life of the host society'.[8] Social dimensions, such as work, living conditions, educational level and social environment, influence our behaviour and young migrants are disadvantaged in all these dimensions. The social conditions of migrants are worse, and their socio-economic status and average level of education are lower. Because of social inequality, young migrants, therefore, have fewer opportunities to develop an awareness of political contexts.

As the degree of integration increases, the influence of the migration background on willingness to vote and political attitudes decreases.

Participation at school

Participation and school? For most children and adolescents, these two terms do not fit well together. What can one decide at school? Where can you actually make decisions? Can we change anything? Of course, there are areas that do not fall under the students' mandate, such as the curriculum, the recruitment of teachers and giving marks or grades. Nevertheless, there are many other opportunities for participation—for example, being a member of the group working on the redecoration of the break room, in the election of school spokespersons or in the planning of a school event. Ensuring a wide platform

for decision making in the class can also entail choosing the destination for a class excursion, a classroom design or a seating arrangement.

In fact, in a German study in 2005, a high percentage of students indicated that they only partially get involved in school activities (46.4%). 39% of students even stated that they contribute little or very little.[9] An important point is 'Teaching democracy, since participation is the central principle of democracy. Education should enable young people to orient themselves in modern society and to assess political, societal and economic issues and problems'.[10]

Basic and advanced modules in this manual on participation include exercises that allow opportunities to participate both in and out of school settings. Students will learn to recognize and frame their own interests and opinions. They should be empowered to plan and bring about change. They should also discover that there are important institutions and contact persons to assist them with advocacy or problem solving.
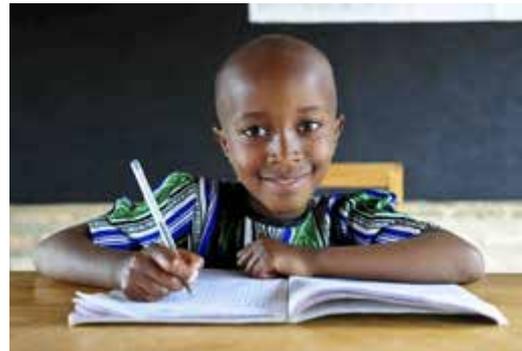
Figure: Political interest also has to do with school educationpart of an active group.

💡 *Before starting any of the exercises in this chapter, find out about other important institutions that may be important to students, both immigrant and non-immigrant (either now or in the near future). These institutions include, for example, various offices and authorities, various counseling centres and meeting places. Even if your students currently have no need to get in touch with these facilities, it gives them a sense of security to know who can be there for them in certain situations—especially if at home they do not get support or are not interested in getting any.*

5   cf. Schäfers / Scherr 2005: p.125f.

6   cf. van Deth 2013: p. 271f.

7   van Deth 2009: p. 141

8   Hunger, U.; Candan, M (2009): p. 21

9   cf. Bertelsmann Foundation (2005): 45

10 Conference of Ministers of Education: Democracy Education. URL:

https://www.kmk.org/themen/allgemeinbildendeschulen/weitere-unterrichtsinhalte/demokratieerziehung.html (Download: 21.10.2016)

✿ care

MOVIE NIGHT

Learning objective
Students will practice joint decision-making and strengthen their ability to communicate and cooperate. They will be able to plan and implement a project in a group.

Material
Flipchart or poster paper, pens, if necessary television program magazine

Time frame
45 minutes

Small groups

Material requirement: minimal

Additional research

Let's watch a movie tonight!

Most students like to watch movies and TV series or shows, have a favorite movie and organize movie nights with friends. In this exercise, students divided into small groups should plan a joint movie night for the whole class by sharing their opinions and taking part in joint decision making. In doing so, various aspects, such as the budget, must be taken into account. Students can decide for themselves when and where the movie night should take place and the film selection is also up to them, as well as the selection of snacks. However, the budget of each group is limited and the decisions would have consequences for the whole class. Therefore, students should not only pay attention to their own opinions, but also put themselves in their classmates' shoes to find out what they would like or dislike. Costs can be incurred by students' borrowing a movie from the video store or buying snacks and drinks. In addition, a place must be found where all students can participate in the movie night.

It is essential that all group members are involved in the decision making and should - even ought to - express their opinion, because all participants in a small group should agree to and be happy with the result. It may be necessary to give students special tasks, such as picking up a movie from the video store. Therefore, communication is a priority in this exercise; students should talk to each other and make decisions together.

Let the students work as independently as possible and only intervene if they get bogged down in details or you notice that the discussions have become too heated or exclude less eloquent or outspoken students. If necessary, remind them that a film should be selected that is also suitable for students with refugee experience and a lack of language skills.
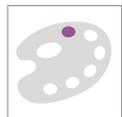
kiwi

Exercise description

1. The students are divided into small groups and the task is explained.

2. The small groups plan a movie night for the whole class. There is a limited budget for potential movie rental, snacks and drinks, decoration or similar (Set the budget but leave a small contingency fund, just in case). Be there in case they might have any questions, but otherwise let them take all the responsibility. Observe whether the students take the following points into consideration:
   When and where does the action take place?
   Is the movie selection connected with the rental costs?
   What snacks and drinks are there?
   How many snacks and drinks will be needed? Is there an evening program to follow?
   Who will go shopping, who will get the movie, who will tidy up, ...?

3. The results will be brought together on a poster.

4. The small groups will present their results to the rest of the class.

Reflection and discussion

- How hard was it to deal with the budget? How did you manage to agree?

- Was it easy for you to come to a joint decision? What are the options for decision-making?

- Was there a group leader? How did you recognize him/her?

- What did you do to include the interests of all students?

- Which movie night would you like to attend? Why?

- Is the movie night, as you planned it, feasible? This can be a great exercise - maybe even in the assembly hall with all the school's students?

Ideas and suggestions for further work

Before starting the exercise, select one person from each small group and assign them a role without the others knowing about what these are (possibly at the end of the previous lesson or during the break). During the exercise, these students should play their roles and challenge the successful course of the exercise. Help the situation to get resolved in time and discuss the experience with everyone.

- Someone who complains about all suggestions

- Someone who ridicules everything

- Someone who clearly shows disinterest during the group discussions

Linking exercise

If your students like planning and organizing, let them plan a real school outing next! To do this, use the 'Fly Out' exercise (5.3.5) from the 'Projects' chapter of this topic.
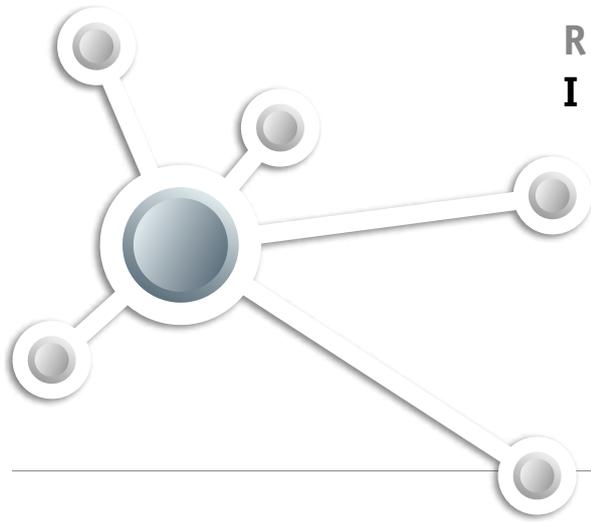
I STAND BY IT!

Learning objective
Students will learn to frame and reflect on their own point of view. They will be able to question and accept different opinions.

Material
Poster or flipchart paper / blackboard, pencils / chalk

Time frame
60 minutes

Group size: flexible

Material requirement: minimal

Internet access

What can I identify with?

This exercise is about working through key political terminology with the students. The level of their knowledge will vary depending on the topics addressed. It is therefore important that all terms are explained in advance. Should a simple explanation provided upfront be insufficient or you doubt that the students have already formed an opinion on the topic, you can start with these tasks: First, all terms from the list overleaf can be worked on and then presented by the students in a manner that everybody can understand. In this exercise, the students should place themselves in the room to represent their closeness to or distance from a political theme or term. In the middle of the classroom is the 'hot spot', symbolizing students' full alignment or identification with the term you introduced, e.g. democracy. The more the students want to distance themselves from a topic (or the less they know about it), the further away they position themselves from this point. For example, a student who knows little about the term 'extremism' would stand far away from the centre. You can draw conclu-

sions from this:
For example, which exercise you do next (in this case, 'Who will be a know-it-all?', 2.5.3), what prior knowledge your students have, or whether you need to introduce another lecture on a certain topic. Of course, you can play through the exercise with terms from other topics or add your own terms in the field of politics. For each term, the students should explain why they have chosen their place. Nevertheless, the opinion poll should be done on a voluntary basis.

For smartphones, there is the 'Voting App' for free download. Take a look at the website to see if your country or constituency presents its candidates in the app. One can look at the electoral programs of the available candidates in order to familiarize yourself with their opinions and plans and, if necessary, to bring a more informed decision about who to vote for.

http://thinkvoting.com/

1 Bundeszentrale für Politische Bildung (03.2015). URL: http://www.bpb.de/politik/wahlen/wahl-o-mat (Download 03.03.2016).
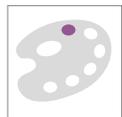
Pre-exercise activities

Clarify in advance whether your students know about the following topics and related terms. If they do not, hand out the terms to them and let them prepare short presentations on what they mean.

Part-time job	Xenophobia	Participation	Environmental protection
Military	Equality	Petition	
President	Globalization	Politics	United Nations
Right to demonstrate	Climate change	Freedom of the press	Constitution
Democracy	Freedom of speech	Social welfare	Voting rights
Development assistance	Human rights	Taxes	
Extremism	Parliament	Animal protection	

Exercise description

1. Stand in the middle of the room. The students should stand away from you along the classroom walls.

2. One after the other, name words or topics from the above list. First, clarify each term before you ask students to share their opinion.

3. The students should find a spot in the classroom to express their opinion by getting closer or farther away from you or the center of the room; when you say 'democracy', for example, some students will come near to you as they can identify with the topic. Others, however, may not yet know whether the term has any meaning for them personally and will therefore step away from you.

4. After each round, students should explain their position in the room. You can ask those students who are particularly close or particularly far away, or those students who would like to volunteer and comment. Not everyone has to explain her/his point of view if they don't feel like it.

5. The exercise ends with a general discussion; the results can be summarized on a poster.

Reflection and discussion

- Which terms were you not familiar with?

- Would you like to learn more about a specific term? Was there a term that you did not understand?

- Do you engage in politics in your spare time? Why/why not?

- How does one develop or establish a political opinion?

- How do you know who is right when it comes to politics?

- What influence do political parties have?

Ideas and suggestions for further work

- Talk with your students about propositions that raised controversial or heated discussions. Why is that so?

- Ask students further about their interest in politics, who is and who isn't interested. What is the reason for political apathy or disenchantment?

- Test the 'Voting App' and discuss the results with students. Note that there might be students who do not want to share their results. Respect their privacy.

TAKE UP INSTEAD OF GIVE UP

Learning objective
Students will obtain an introduction to project planning and learn to develop, plan and bring about changes in the group (for example, to promote integration at their school).

Material
Flipchart or poster paper / (black)board, chalk / pencils

Time frame
180 minutes

Group size: flexible

Material requirement: minimal

Additional research

Dazzling idea wanted!

Integration - a big goal of students who join a new school, whether or not they have refugee and migration background. Since for new students, new problems emerge:
Where is my classroom? Where is the locker room in which I can change? How does the substitution plan work? Who can I turn to for help?
Imagine now that all of these questions should be explained or clarified without basic skills in the host country language, you can assume how students with refugee and migration experience must feel.

In this exercise, guidelines will be used to establish a school project aimed at the integration of new students with refugee experience. This project can easily be considered as a result of the whole workshop, because students have to invest a lot of time and commitment in this task. You can decide which project will be implemented at the end. During a brainstorming session, suggest several ideas about managing integration since there are probably students who do not know how this works. A good idea would be, for example, to introduce a mentorship program managed by one group of students intended for students in need.

Volunteers can sign up for the program and then get someone assigned to assist them. A mentor can show new students around the school, explain the timetable, invite them to join school and sports clubs or working groups and be available to assist them with questions and problems. With such a mentorship program mutual fears of contact can be reduced and security in how to go about similar situations built up.

In this project planning process, the students have to deal with many questions:
- How do we reach and attract students to introduce them to the program?
- How do we train volunteers?
- Who needs to be informed (e.g. school management, teachers, parents)?
- How can new students find out about our offer?
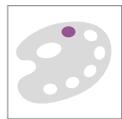
Exercise description

1. Conduct a brainstorming session with the students: What options are there at our school for integrating new students with refugee experience (e.g. mentorship program)?

2. The students should agree on the project they want to implement as a result of the selected topic or workshop.

3. Develop a project plan with the students:

- Project goal/objectives
- Title definition
- Method selection
- Division of sub-tasks
- Budget and resources/material planning
- Timeframe development
- Find partners, supporters, sponsors

4. Subsequently, individual project activities or tasks will be dealt with (such as finding volunteers, organizing a meeting with the principal, arranging meeting facilities).

5. Presentation of the project to other classes or in the school hall.

> Together with the students, define a timeframe in which you can, if necessary, work on the project on a regular basis once a week. Thus, the project can grow and be established throughout the workshop period.

Reflection and discussion

- Can you combine and connect several ideas?

- Who deals with which task?

- Who is our target group?

- What are the requirements we have to meet?

- Is the project a long-term, sustainable or temporary solution?

Ideas and suggestions for further work

- Think with the students about options that would allow project promotion outside the school. Contact e.g. a local newspaper or, if available, local radio and television stations, who can then report on the project. You may also approach businesses and institutions and invite them to become sponsors or ensure donations in kind.ç

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PANEL OF EXPERTS

🏁 **Learning objective**
Students will learn how to plan and carry out a project in the group. Through a panel discussion, they will gain insights into party politics and can form their own opinion.

✏️ **Material**
Internet access, flipchart or poster paper / (black)board, pens / chalk

🕐 **Time frame**
180 minutes

Group size: flexible

Material requirement: minimal

Internet access

Background information on the 'Panel Discussion' topic

'[Panel discussions] usually take place in the context of conferences and fairs, attract a large audience, are staffed with experts and specialists, and are often followed on social networks, with stage discussions lasting on average only 30 or 45 minutes. It's a quick way to position yourself'[1]

This exercise aims to clarify the role of (democratic) parties in politics. The students should determine the topics for the planned panel discussions. The students' political knowledge should be expanded and the interest in political events aroused even outside or beyond school lessons. Since school is mandatorily politically neutral, a balanced representation of various positions and parties must be ensured. If you happen to notice during the project planning stage that many students know very little or hardly anything about your country's party system, make sure that you organize some corresponding introductory classes or lessons. In these the students can e.g. search for information on different

democratic parties and what they stand for and how they have developed and influenced each other during their development. Ask speakers to respond to students' questions as clearly as possible; the stage discussion is not about fighting for votes or interrupting each other. After the discussion the students should know about the parties' positions on specific topics and be able to clarify how the parties justify their positions.

💡 This exercise is a longer project that aims to enable students not only to plan a project but also to develop a political opinion. Young people, in particular, are not yet familiar with all the democratic controversies and different standpoints various parties have about many topics. The panel discussions should help make politics more tangible, concrete.

1 Müller, Christian (05.09.2015): Podiumsdiskussion: Eine Runde brillieren. URL: http://www.karrierebibel.de/podiumsdiskussion (Download: 14.03.2016)
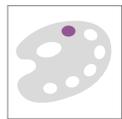
Exercise description

1. Together with the students, schedule a panel discussion for parties or organizations. You should invite those organizations that have a certain opinion or position on the topics the students have selected. If possible and appropriate, invite one representative from each party.

2. Students should announce the panel discussion to parents, other students and interested parties (for example, through posters or an article in the school newsletter).

3. Plan together with the students the setup for the panel discussion and work out the questions that the students want to ask. You can also put up a mailbox and have students leave their questions for the event there.

4. Evaluate the panel discussion and the planning process with students.

Reflection and discussion

- How did you like the discussion?

- Who did you find the most convincing?

- Have all the topics been adequately addressed?

- Was there a topic which the representatives were reluctant to comment on?

- In your opinion, what was missing?

- What would you change/do differently for the next panel discussion?

- Was the planning successful?

- What was well planned?

Ideas and suggestions for further work

- Instead of inviting politicians, students can also visit them in their offices or institutions.

- Take a trip to the town hall with your class and visit the mayor. Interview him on current topics using questions prepared by the students in advance. An advantage is that interview results can be used further as statistics, for example. Interviews are also suitable for filming or creating a photo gallery.

- Alternatively, older students or teachers may also be invited as speakers to the panel discussion if it is not possible to invite representatives of the parties.

Space for notes

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CHANGE
THAT'S HOW IT LOOKS![1]

Group size: flexible

Material requirement: minimal

Learning objective
Students will learn to plan and carry out a project based on the collected opinions. They will be able to develop and frame their own interests and recognize their own opportunities for participation.

Material
Flipchart or poster paper /(black)board, pens / chalk, note paper

Time frame
180 minutes

What can we change?

Opinions differ when it comes to the topic of school. Many associate school with stress, and homework, but also with the pleasant anticipation of meeting friends and having new experiences. But school is much more and is not only influenced by teachers and parents. Students should gain experience in decision making and expressing their opinion. At the same time, they should learn to develop their own opinion and to express it. This begins with the election of a class representative and finishes with designing of the school yard. But how do teachers find out about the ideas and wishes of the students? That's what this exercise should be about.

The students should first think about what they like and what they dislike at school. Next, an opinion survey should be conducted with all the students. Your students should think about how this can be done, how to manage to collect everybody's opinions. At the same time, ideas, wishes and suggestions should also be

noted and used for the development of a school project. For example, one way to collect opinions would be a mailbox in the hall, where students can leave their questionnaires. There is no limit to creativity. It is important, of course, to assess and discuss the findings jointly and decide what projects could follow this exercise.

You can also conduct your survey online. There are several free websites that allow the creation of questionnaires, e.g. www.typeform.com

www.typeform.com
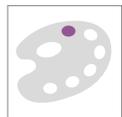
1 Exercise adapted from: Bertelsmann Stiftung (2011): Einmischen. Anpacken. Verändern. Ein Arbeitsheft für die Grundschule - Das Mitmachheft.

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Exercise description

1. The students should jointly design a mind map (see below or on page 0.29) or a poster. There are two main topics: ● 'What we like' and ● 'What we don't like'. The students should add to these categories sub-themes and related content, for example:

   - In the classroom: ● The chairs are old
   - Projects: ● More projects are needed (give examples)
   - In the schoolyard: ● The new flower beds look great

2. Now other students or teachers can be invited to join in. The students should think about how to collect the opinions of others. Others should assess the school and say what they think is good or not so good.
   Here are some of the possible methods:

   - An extra mailbox located in the break room to collect questionnaires
   - A movable wall serving as a board for displaying suggestions, wishes and opinions
   - A survey conducted in all classes by using a questionnaire

3. Together, the students conduct the survey, evaluate/analyze the collected responses and present the findings. The findings may also be presented to the school principal.

4. Discuss the results.

Reflection and discussion

- How did you like the exercise?

- What did you find out about your school?

- Was there anything that surprised you?

- Which responses were frequently ticked?

- Which project ideas emerge from the responses provided by other students?

Ideas and suggestions for further work

- Which ideas and suggestions are actually feasible? What can be put into practice? Think with your students whether a great project idea should be pursued and how it could be implemented.

The Mind Mapping method is a visual technique used to draw or sketch complex topics and plans 'from big to small', from an overall or general topic to smaller details, thus making it clear and organized.

Tasks:
- copy
- push tables together
- put chairs into a circle

PUZZLE

REQUIRED MATERIAL

flipchart paper
pens
scissors
copies

CURRENT LESSON

45 minutes — TIME REQUIRED

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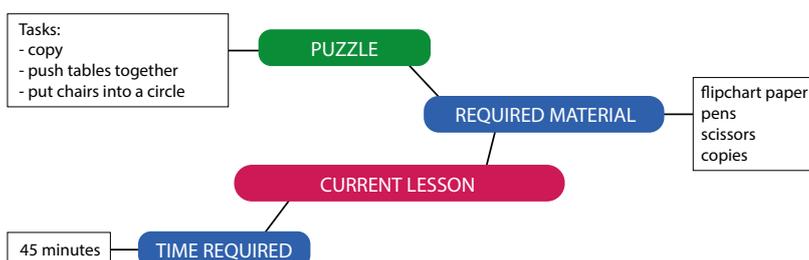
SILENT PLANNING - BLIND BUILDING

Small groups

Material requirement: medium
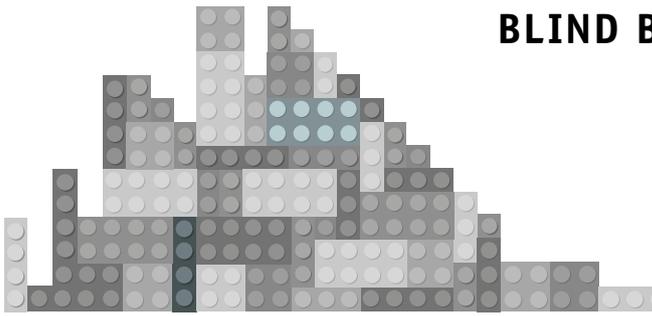
Learning objective
The students will strengthen their communication and cooperation skills. They will be sensitized to any linguistic difficulties of their classmates. They will be able to respond empathically to the needs of others and be able to understand practical consequences of their actions.

Material
Blindfolds, Lego bricks or similar building blocks

Time frame
45 minutes

Good planning is important

This exercise is suitable as an introduction to the subject of project planning. Students learn that, in order to meet the requirements of the task and accomplish the goal, it is important to plan and coordinate project activities as a team. To avoid the implementation of the construction project being taken too lightly, students will not be able to speak during the project planning phase. The mute students get to look at the snap-together figures. These will also have to be rebuilt under difficult conditions in the next phase. They should prepare themselves for the construction phase by distributing roles and tasks through non-verbal communication. In the second phase, when reconstructing the previously observed snap-together items, they are allowed to talk to each other, e.g. to ask for instructions, such as for the placement of a building block on the floor, since they cannot see where they are, but can only touch them. In order for all the toys/figures to be put together, the students have to coordinate with each other (e.g. 'who has felt the double-block?') but are not allowed to plan further (such as 'you make the first figure', 'you are looking for the building blocks', etc.). At the end of the exercise the students should think and become clear about the steps that make for good and systematic project planning.

Realistic reference: In the future, students will be more often engaged in project planning. These processes might then not include participants who cannot speak or see, but they will certainly be faced with some type of shortcomings or difficulties, such as a short-term delivery deadline, employee's illness-related absence or a lack of coordination within the team.
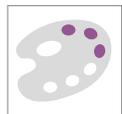
Pre-exercise activities

Prepare for this exercise by making different snap-together figures or figures made of building blocks for your students. These should consist of at least 5 building blocks. The colour does not matter.

Exercise description

1. Divide the students into teams of four which should sit in a circle on the ground. Each team receives two of the already prepared figures and should observe them in silence. It is important that the students do not talk to each other but try to develop a plan for putting the figures together in the next phase without using any words at all.

2. During the construction phase, the students are allowed to talk to each other (no more planning allowed!), but are blindfolded. They cannot see what they are putting together but are supposed to copy the previously observed figures. Please check with the students if they agree to being blindfolded, some may not feel comfortable with this requirement.

3. As soon as one group says 'stop', the students in that group are allowed to remove their blindfolds and check whether they have properly recreated the figure.

4. Discuss the results.

Reflection and discussion

- How did the silent/mute planning phase go?

- How did you vote? Did your planning work? Did you have to re-distribute the tasks? What would you do differently next time?

- What did you not expect to happen?

- How did the blind construction phase go?

- Where did difficulties pop up?

- Did verbal communication make the building easier?

- Was there a leader?

- What does this exercise have to do with project planning?

- Do you need specific roles to plan a project? And how do you find these?

- Is it important to have a project leader? How do you find them?

- What are the conversation rules when it comes to project planning?

Ideas and suggestions for further work

- Make the task into a peaceful competition. Which group was the first to assemble all the pieces correctly?

- Make the circumstances or conditions easier: In the first planning phase, students may speak with each other, but cannot see. They can see during the construction phase, but are not allowed to talk to each other.

- Another variation: In the planning phase, students agree on the project leader without speaking. This is the only person who is allowed to talk during the construction phase. So, she/he has to explain to the team members who cannot see and speak what should be done.
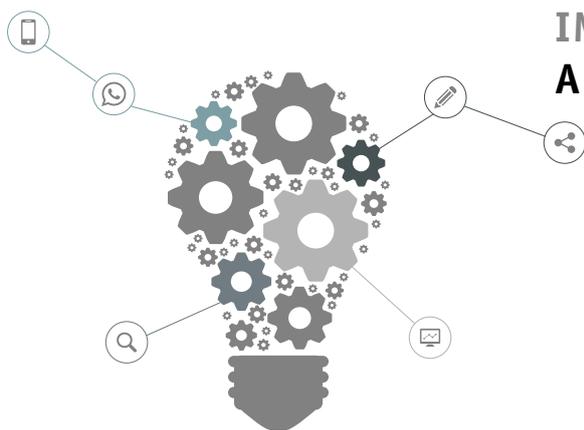
Learning objective
The students will be able to develop and frame their own interests. They will be able to understand the 'school' system and develop and implement their own (school related) project ideas.

Material
Flipchart or poster paper / (black)board, pens / chalk, note paper

Time frame
45-60 minutes

Small groups

Material requirement: minimal

Additional research

My perfect school

Use this exercise as an introduction to the topic 'Planning and implementing projects'. In this exercise, students will deal with their school as a system. By inventing a school that is perfect and ideal for students, they unconsciously learn about the elements their school consists of. Students should let their creativity run free before they have to figure out how feasible their ideas actually are (for example, redesigning a classroom). This creative exercise will enable students to imagine what could be changed at their school. They will also be motivated to implement these changes and refuse to accept the current conditions as permanent.

This exercise can also be applied to other topics (for example, youth center, home, etc.). Perhaps an actual project could be implemented as a result of this activity, which would help students realize that their engagement had brought about improvement and chan-

ge. Experiencing self-efficacy is especially important for children and adolescents; it strengthens their self-confidence and motivation to commit to something worthwhile.

> It is not play which is GUIDED by a teacher or parents that has a crucial role in developmental psychology and pedagogy when it comes to the development of babies and toddlers. It is FREE play that is crucial in early childhood development, since it enables a child to learn in an exploratory and independent way. Our exercises therefore also enable students to feel free to develop their own ideas, to check how reasonable they are as well as to question the given circumstances. This not only requires a certain level of self-esteem and self-efficacy, but also strengthens it.[1]

1   cf. Karakasoglu, Y. (2015): p. 242
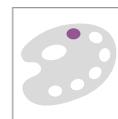
kiwi

Exercise description

1. Divide the students into groups of five. Each group should now start a 'crazy brainstorming' (any idea is allowed!) and ask themselves the following questions:

    If you could change anything at your school, what would that be?
    How would school be different?
    What would the teachers be like?
    What would the classrooms look like?
    Would school be located someplace else?
    What would the syllabus look like?
    When would school begin?
    What would it be called?
    What about a cafeteria, playground / sports field or sports halls?

2. The students should introduce their school to the other groups through a mind map or a drawing.

3. Then the students should consider which ideas would theoretically be feasible. They may also come up with other things that bother them (for example, a missing traffic light in front of the school, a broken bicycle stand, etc.).

4. Discuss the results.

> *No one outgrows the school of wisdom*
> *Immanuel Kant*

Reflection and discussion

- Which ideas were the most helpful?

- Why does school usually not function as in your ideas?

- Why don't students determine what happens in a school?

- Are there any schools that follow students' ideas (e.g. Summerhill in England)?

- Who is in charge of deciding what happens at our school?

- Why can't some ideas that seem to be theoretically feasible be realized?

Ideas and suggestions for further work

- Which ideas could actually be implemented?

- How should a project be approached? What would you need for it? Who would you have to inform / ask for permission? Who could you ask for help? Who has already been concerned with the topic (for example, a school representative)? What was the result?

- How can other students be mobilized to support the proposal?

Space for notes

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care

BASIC

Small groups

Material requirement: minimal

Internet access

Learning objective
Students will practice joint decision-making whereby cooperation and communication skills are built. They will be able to plan and implement a group trip.

Material
Flipchart or poster paper /(black)board, pens / chalk, note paper

Time frame
120 minutes

Where to go?

School trips are fun, they strengthen team spirit and enable topics discussed to be practiced or experienced. It does not always have to be a great trip with an overnight stay, even with short day trips, city tours or picnics in the woods, students can discover a lot, acquire new knowledge and gain experience learning in an out-of-school context. It is usually not possible for students to plan a school trip themselves, since this is not within a student's area of responsibility. Usually, teachers propose museums, memorials or trip destinations without consulting their students. In this exercise, however, students should think about how to plan a successful school trip. You are welcome to suggest a topic, but the students should agree on the destination, transport, itinerary and meals/refreshments. All group members should participate in the organisation and decision-making. Even within a small group, individual tasks can be distributed. Communication, cooperation and teamwork play an important role in this exercise. The best way to successfully carry out this exercise is to enable the students to access their IT room where they can for example use the internet to search for ticket prices, , for best routes and choose events they want to attend.

The students then present their outing to the class, e.g. on a computer or in a poster. After all the groups have presented their ideas, the students agree by voting which trip should take place. After the trip, a comprehensive follow-up or a feedback session takes place.

We often hear about young people who do not go on school trips. The reasons for that can lie in both financial and religious backgrounds. This is such a pity, because students gain a lot of social experiences on school trips and excursions. Therefore, make sure that you talk to the parents beforehand and clarify any concerns that might be causing misunderstandings.

kiwi
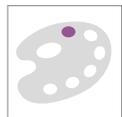
Exercise description

1. Explain to the students that you want the class to go on an excursion together and that they should plan it. Write the following terms on the board / on a flip chart and develop a budget (if available):

   - **Who?** *Who's coming?*
   - **Where?** *Where should we go?*
   - **When?** *When should it take place?*
   - **Why?** *Why should the trip be organized?*
   - **What?** *What should you see / experience?*

2. The students should now get into groups and plan the trip. You can also ask them to include some topics (for example, a museum visit, city rally). Write the following points on the board that the students should take into account when planning the trip:

   - Trip destination
   - Departure, arrival, return trip
   - Meals
   - Means of transport (train, bus, bicycle etc.), ticket information
   - Overnight options (if applicable)

3. Each group presents their trip (for example, on a computer or on a poster). The other students are given the opportunity to ask questions.

4. Which trip should take place is agreed upon. Some minor details can still be changed or adjusted if necessary.

Follow-up activities

After the trip, it makes sense to have a follow-up session:
   - *How was the trip?*
   - *Was it well planned?*
   - *What was missing?*
   - *What could be done better next time?*

> The pleasure isn't in doing the thing, the pleasure is in planning it'
> *John Green*

Reflection and discussion

- Was it difficult to plan the trip?

- Was there something you forgot to include or think of?

- How did you like being involved in the planning?

Ideas and suggestions for further work

- Is the budget tight? Think together with your students about how to fund the school trip. Maybe the students can come up with an idea besides selling cakes or a flea market?

Linking exercises

As preliminary exercises, you can use the 'Film Evening' exercise from the 'Interests' Chapter (page 5.1.1). This enables the students to practice planning and organizing a trip without any deadlines or pressure for results .

care

⚑ **Learning objective**
The students will learn to weigh up their own results and achievements. They will be able to pass them on in an exciting and informative way and to share their knowledge or insights. The students will learn to plan an event in a team and to carry it out successfully.

✎ **Material**
Flipchart or poster paper / (black)board, pens / chalk, note paper

🕐 **Time frame**
180 minutes

Small groups

Material requirement: minimal

May I introduce: My parents - my school!

In this exercise, students should plan an event with their parents. This can take place at the end of the project period or as a presentation of the interim results. Many of the exercises in this manual have a concrete result, such as a poster / info- or fact sheet, so that presenting results should not be a difficult task. This project presentation should enable the involvement of parents in the learning process, establishing contacts between the parents as well as enabling you to get to know the parents of your students better. Thus, you will learn more about your students' family background but probably also about the students themselves. After such a smooth and relaxed get-together, parents will certainly find it easier to come to a parents-teacher conference or to attend an open school day.

Only a few steps are prescribed for the implementation of this exercise to avoid preventing the students using their creativity and ingenuity. The students have already learned through other exercises that they can work pretty independently on their tasks. Thus, the planning of this event, that has no strict structure, should also be left under their control. The students should therefore deal with what is needed to successfully develop, plan and implement an event. They themselves will decide which steps have to be taken and who is responsible for which task. Again, your task as a teacher will be to only facilitate process. The students should continuously challenge themselves, their planning and their ideas.

💡 **Possible events with parents:**

- Exhibition of workshop results, dissemination of information sheets
- Development of a play with one of the topics the manual addresses and its actual performance
- Film and present a movie on a topic from this manual
- Organization of a panel discussion
- Cultural encounter event
- Development of a short-format course from the exercises of the manual

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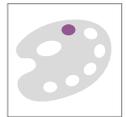
Exercise description

1. Together with the students, try to figure out how to integrate their families into the exercise. Write down all the ideas the students suggest by using a mind mapping (see page page 0.29).
The following questions might help during brainstorming:

- Which project or results should be presented?
- How should the presentation be designed (e.g., play, exhibition, course, etc.)?
- Who should be invited (for example, family, all students, teachers)?
- Should the presentation be about a particular topic?
- Where should the presentation take place (e.g. classroom, school hall, playground)?
- When should it take place? How long will the presentation last?

2. 2. When the students have reached an agreement, the planning of the presentation can begin. Ask the students, which sub-steps and planning activities can be divided among small groups (for example, *Group 1:* General Organization, *Group 2*: Equipment / Decoration, *Group 3*: Meals, etc.). Students belonging to these sub-groups should correspondingly get together.

3. When the planning and preparation is completed, the exciting phase begins. The students invite their families to the project presentation. However, don't forget to emphasize that it is also OK if family members cannot attend.

4. Afterwards, evaluate the event and the planning process together with the students.

Reflection and discussion

- How did you like the event?

- What did you like best?

- Were you satisfied with the planning process and the implementation?

- What do you think was missing?

- What would you do differently next time?

- How did your guests like the event?

Ideas and suggestions for further work

- Invite the media or the school newspaper, if your school has one, to the event if the opportunity occurs and everyone agrees. Might other schools or institutions take notice and decide to organize their own project week on 'integration'?

- Alternatively, an evening to get to know each other, an afternoon to play or cook, etc. can take place. It is not necessary to present concrete results; it is only important to involve the parents of the students into school life.

care

⚐ **Learning objective**
The students will learn to plan an exciting and interactive city tour for non-locals. They will weigh up which buildings and sights shape the cityscape. Communication skills, ability to plan and cooperate will be strengthened.

✎ **Material**
Note paper, pens, possibly city map and / or travel guide

🕐 **Time**
Two school days

Two groups

Material requirement: minimal

Additional research

Support required

How well do you know your town/city?

Getting around a place you are not familiar with can be difficult. This is true for both small and big cities or communities. Imagine that not only do you not know the place, but you also cannot read the traffic signs, street maps and signposts because you do not speak the local language. This makes finding your way around even harder since you cannot ask passers-by for directions. Many refugees use their smartphones to translate street signs and look for routes to their destination. The aim of this exercise is to get to know your own town or city better by planning a city tour.

This not only applies to students who are newcomers, but also to the local ones. They have to assess which places, facilities or buildings should be visited. Which monuments or landmarks best present their town or city? Which parks, shops or places are interesting? The students should be divided into two groups. Each group plans a tour for the other group. They should also consider tasks, such as taking a course catalogue from a school you visit, making a note of a house number of an important building. If necessary, help the students to draft the tasks. After the planning phase is over, the groups are allowed to embark on the tours.

You should ensure that each group is accompanied by a teacher. Before the groups take off, discuss with the students once again traffic safety and security rules. If you do not trust them with the city tour, this exercise can also take place in the school. In this case, the learning objective of the exercise would be to get to know the school better.

💡 Some larger cities already offer elaborate city tours. Find out about these options if you want to accompany your students. Or perhaps your school or some other class has already conducted a tour of this type that you can use as a starting point in your planning?
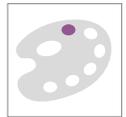
🥝 kiwi

Exercise description

1. Divide the students into two groups. Each group should plan a local tour, which will be carried out by the other group. *Since this can be a very complex and - depending on the size of your community - costly endeavour, make yourself available to provide assistance. If necessary, prepare material or do your own research in advance about certain sights or places to visit.*

2. The following points should be considered during the planning and organization phase:

   - The purpose of the tour is to learn about your town or city. The students are expected to get to know it better or experience it from a different perspective. Thematic priorities can be chosen by the groups themselves.
   - Determine the tour duration, depending on how big your town or city is.
   - The students should come up with different tasks to be solved during the tour.

3. The following questions should be considered by the students when planning the tour:

   - What do you have to keep in mind about the route, traffic and the area?
   - Which places, neighbourhoods, or institutions are your target points?
   - What do you have to consider when deciding on the tasks (type, extent, variety and duration)?
   - What material should be prepared for this task?
   - What should you remember about traffic safety?
   - How will the city tour be evaluated? What should be the result of this tour?
   - What rules are there?
     If necessary, make a copy of these questions and hand them out to the students or let them copy these questions into their notebooks.

4. Students should, of course, test their own tour first. This step in the process will enable them to come up with the tasks. Here too, each group should be accompanied by a teacher.

5. Now the tour will be conducted by the other group and accompanied by a teacher.

6. Presentation of results, solutions and tasks followed by a discussion.

Reflection and discussion

- How did the planning go?

- How did you like drafting the tasks?

- Which stage or point of the tour was important to you?

- What did you really want to present or show with your tour?

- What there anything missing?

Linking exercise

Combine this exercise with the exercise 'In my place' (5.5.1) from this topic or the 'Guide through the jungle' (6.5.13) from the topic 'My future'.

Ideas and suggestions for further work

- In the 'In my place' exercise (5.5.1) students familiarize themselves with the main institutions of their community. You should task your students with involving these institutions in their tour planning.

- Alternatively, you can give each planning team a topic, such as 'sights', 'ministries', or 'children, teens, and families', depending on the options your location offers. The students should then try to consider this topic while planning their tour.

care

PICTURE TOUR

Learning objective
The students will discuss political participation and learn about opportunities for their engagement and participation.

Pictures on the topics 'Together' and 'Participation' from newspapers or magazines (e.g., groups of people, friends / couples, or team / project work)

Time frame
30 minutes

Group size: flexible

Material requirement: medium

Participate and engage!

'Participation, general term for the engagement and participation of (individual) members of a group, an organization, etc. in the group's goal setting and goal realization. [2] Also political engagement or participation, having a voice, putting procedures in place by which members of a society convey their wishes and ideas to the political institutions and, when possible, participate [...] in decision-making processes and their implementation'[1]

This exercise provides space for explaining definitions and terminology in the area of 'participation'. Younger students, in particular, would not know what to do with these terms. This is partly due to the fact that children and young people often believe that they are powerless to oppose the decisions of adults, and partly because political issues attract little interest. In addition, students are rarely aware of what decision-making

processes they actually take part in at school: voting on the class representative, setting up the system and choosing school speakers, etc. It is, however, not only participation, but also contribution and engagement that is possible within (and outside) school. Thus, students are allowed to express themselves critically or inspiringly about the subjects taught and to make their own suggestions. Students who already know more about (political) participation, because they are members of a party's youth organization, for example, are allowed to talk about their experiences in this exercise.

Encourage students, during school project weeks in particular, or during the workshop to contribute their own ideas, critically question exercises and make suggestions for the presentation of results.

1 Wienhold, Hans (2011): Lexikon der Soziologie. 5. Auflage. Wiesbaden: VS Verlag
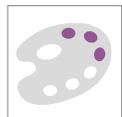
Exercise description

1. The students should sit in a circle.

2. In the middle of the circle, place pictures, excerpts from magazines or newspapers that deal with the subject of 'participation', for example pictures of demonstrators, ballots, the state parliament, a human rights organization or election posters.

3. Everyone now has five minutes to look at the pictures.

4. Next, everyone may look for a picture that appeals to them, to explain their choice as well as the meaning the image has for them.

5. Discuss the results.

Reflection and discussion

- What does the picture, the image you picked, have to do with participation?

- What does participation mean to you?

- Do you participate in school or extracurricular projects?

- How do you participate in decision-making processes that affect you (such as surveys)?

- How can one participate in decision-making at our school?

- Do young people have participation rights?

- Is political opinion interesting and relevant only for adults?

- Can an individual influence anything at all?

Ideas & suggestions for further work

- Alternatively, everyday objects can also be placed in the circle, for example pen and paper, a globe, crutches, coins or legal texts. Associations can be created and the topic linked to everyday objects. Thereby, you might also be reminded of the topic every time you see the selected item or subject later.

- Have your students search or look for images themselves. This is also suitable for a prior homework assignment.

Space for notes

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GAME WITHOUT RULES
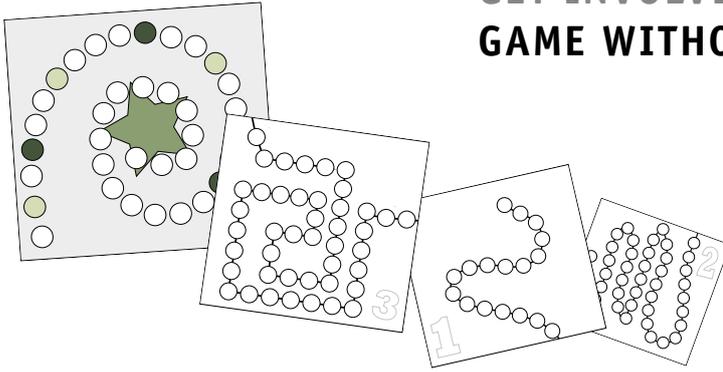
ENHANCED

Small groups

Material requirement: high

Learning objective
Communication, cooperation and problem-solving skills of the students will be strengthened and promoted. Students will jointly, as a team, identify tasks and problems and take responsibility. They will develop ways of (democratic) decision-making and can develop and implement their own ideas.

Material
Copy of the 'playing field' template, notebook and craft paper / cardboard, pens, sufficient number of playing pieces and dice

Time frame
60 minutes

Your own freedom

Students in this exercise deal with the question of why rules and agreements are important. Do I always have to win? Can I assess other people's ideas? What do rules mean to me (in my life)? The students have a lot of freedom in this exercise and can enjoy this at others' expense. However, the students' experience should be that rules, plans and the involvement of others do not mean that one has to give up one's own freedom - on the contrary, perhaps ideas and concepts that one would not have come up with by oneself are revealed.

In this exercise, the students receive a board game and are to invent the rules, goals, and tasks of the game. Since it is very important that all students are included in the decision-making process, the board is divided into four fields. Each person in the group gets one quarter of the board to use for her/his own ideas and suggestions. It is, of course, possible to vote democratically on the ideas of the respective team leader- but only if she/he agrees. This is positive since it makes the stu-

dents think about different ways and processes of decision-making. On the other hand, students learn what it means not to be involved in decision-making processes. This gives them an idea of the benefits of democratic voting for all group members.

> If you attach great importance to students' learning 'through conflict', you should distribute roles to the four group members (see Ideas & Suggestions). Then, at the end of the exercise, there will be a game plan with dictatorial, bureaucratic, democratic and corrupt fields. While this may make the game ultimately less fun, the learning effect is greater.

Exercise description
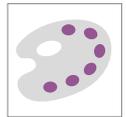
1. Divide students into groups of four.

2. Give each group a game board (see 'playing field' template). Explain that the game has no rules yet but they should be worked out by each group.

3. The board is divided into four squares. The intention is that each player will acts as a leader for one part of the game, both in the planning as well as the actual game later. Questions students can ask themselves:

   What's different about my quarter?
   Do I have other rules?
   Do I have additional tasks?
   Is my board dominated by a certain theme?
   Will I have a special role during the game?

4. Students now plan their game, working on the rules and negotiating goals.

5. The teams may also provided their games through drawings, paths or sequences. The playing field is only a suggestion, but can also be changed.

6. Each group briefly introduces their game.

7. Each group may now test their game for the fun factor and playability.

8. Discuss the results.

> Freedom consists not primarily of privileges but of duties.
> *Albert Camus*

Reflection and discussion

- What was the first thing you discussed?

- Did you first develop a plan?

- How did you agree on the rules?

- Did your rules work?

- Were the rules changed during the game?

- Could each of you play the game in your own part of the board?

- How did each of you deal with the possibility of acting as you wanted while being the lead?

- Did you mind the rotating leadership?

- Does it make more sense if only one player takes the lead?

- What other roles were there in the project development?

- How did you like the final game?

Ideas and suggestions for further work

- In order to be able to present the games after the workshop, you can transfer the playing fields to plywood boards. Also, event or action cards and the rules of the game plan would make a more professional impression if typed on a computer.

- Distribute a role to each group member:

  A. Dictator: Decides not only about her/his own playing field, but would very much like to determine everything on all other playing fields.
  B. Democrat: Wants to govern everything democratically, involve others in decision-making and also proposes taking a vote to other game leads.
  C. Bureaucrat: Rules are especially important to him / her. He / she pays attention to compliance with the rules by everyone and proposes sanctions for non-compliance.
  D. Corrupt person/Crook: Negotiates with the other players on every rule that is to be applied in order to sell benefits / freedoms.

The finished game consists of four parts that are assembled next to each other. Special fields, traps, reward fields and event or action cards may and should be designed separately.

Tip:
Copy the template in a slightly larger format if technically possible. After cutting, it should be glued to cardboard for more stability.

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Tip:
Copy the template in a slightly larger format if technically possible. After cutting, it should be glued to cardboard for more stability.

Learning objective
The communication, cooperation and problem-solving skills of the students will be strengthened. They will experience their own self-effectiveness and use opportunities for participation. Students will be able to jointly identify tasks and problems in their group and take responsibility through the (democratic) decision-making.

Material
Flipchart or poster paper / (black)board, pens / chalk

Time frame
30 minutes a week

Group size: flexible

Material requirement: minimal

Responsibility and decision-making competence through the establishment of a class council

This exercise should be the start of a class council. Many students feel they are not involved in decision-making inside or outside their school. However, there are many topics that can only be discussed and voted on within their own class. In this exercise, the students should set up a class council and identify and establish all necessary rules for its functioning. The class council provides the students a chance to take responsibility, to participate in decision-making processes and to develop democratic competence. In addition, they should experience at first-hand that problems and difficult issues can be addressed and overcome or resolved.

The students should learn how to lead the class council independently and responsibly. This means that some decisions will be made without a teacher. This will also depend on the role the teacher plays in the class council: they should rather have an advisory function and be just like all the others, having the right to only one vote (class leaders don't have a special role here either). Discussions preceding a decision should prevent you from having to exercise a veto - this should be avoided, if possible. This is why it is particularly important that students come up with their own rules and make sure they comply with them. You might also want to explain in the introductory session what democratic principles really mean to help students realize the need to utilize these principles in this exercise.

For the class council to become integrated into the class routine and to be perceived with a certain degree of seriousness and importance, install a mailbox in your classroom that will serve for the collection of topics for discussion. Here, students can (anonymously) leave their suggestions for the next class council. The students themselves can design and build the box.

Exercise description
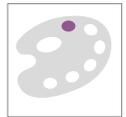
1. Conduct a brainstorming session with the students on the 'Participation at our School' on the topic (for example: school spokesperson, class representative, etc.). In this context, also clarify the relationship between the school departments/administration. Where would a class council belong?

2. In a second brainstorming session, students may name the topics they would like to participate in at school (for example, school trips, curricula, teachers).

3. At the end, circle all realistic answers.

4. Plan with the students a class council considering the following aspects:

   Parameters/basic conditions
   Requirements
   Regulations
   Implementation process

5. Discuss the results.

Reflection and discussion

- How do you make decisions at school?

- Do you find it important to participate in decision-making processes?

- What topics would you like to have the right to vote on?

- Who needs to be informed about the class council (for example, other teachers, school management)?

- On what day are we going to get together for half an hour to hold the class council?

- Which topics will be discussed during the class council?

- Are we going to decide about the topic by voting at the beginning of each council meeting?

- What rules are there for the class council (for example: speaking rules, arguments allowed)?

- Which roles are there in the class council?

- Who manages the class council (one student, a teacher, always alternating)?

- Who keeps meeting minutes?

- What level of agreement/majority vote will be expected for decision making?

Ideas and suggestions for further work

- Use the talking stick (from the additional exercises) for a smooth conversation within the class council.

- Invite different people from your school to the classroom (for example: school management, spokesperson, school counselor, etc.).

A GAME FOR EVERYONE
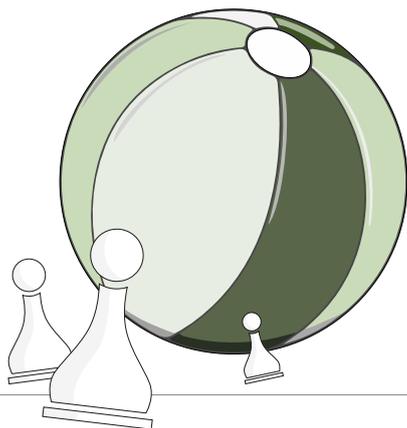
Learning objective
Communication, cooperation and problem-solving skills of the students will be strengthened. They will be able to plan and implement their own projects. They will recognize the importance of rules and goals. The students in the group will be able to together identify tasks and problems and develop ideas for creative solution.

Material
Different playing materials (for example: balls, buckets, goals, stools, ribbons ...)

Time frame
120 minutes

Sport is fun!

Sport connects and welds us together. Nationalities and religions are pushed into the background and the 'us' and the togetherness come to the fore. But sport can also do exactly the opposite - exclusion. Many people cannot enjoy barrier-free sport; be it due to a physical condition, sex, their origin or their financial circumstances.
This exercise aims to restore the original purpose of sport: fun!

Moreover, the students will learn to create something together as a group through cooperation and communication, to develop rules and goals along the way and stick to them and to empathize with the needs of each group member. At the end of the exercise, students can jointly check whether the goal of sport in general and this task in particular was actually fulfilled. Everyone is allowed to test their games for the fun factor! This exercise is particularly well suited for mixed classes with students of different origins. After all, the point is that everyone, no matter how big the language barrier may be, can play the games without much explanation or even translation. A practical test taken at the end of the exercise will show whether it is even possible to invent such a game.

Feel free to invite students' parents and siblings to the presentation of the results achieved so far and build this pilot course - the students' siblings especially will certainly like to use the course and at the same time come into contact with children who have had to leave their homeland and now live in a foreign country.

Tip: Conduct this exercise as part of the sports lesson or in a sports hall, where you have access to various games equipment to make the game even more exciting.

kiwi
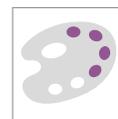
Exercise description

1. The students will brainstorm on the topic of games and sport. They should think about what defines a game (rules, goals, function). The entire group will be engaged in collecting the results.

2. Divide your students into groups of four. It is advantageous if group members do not know each other so well, have little to do with each other in school life and differ in their strengths and abilities. For example, both sporty and un-sporty, tall and small, male and female students should be represented in a group.

3. Now students get half an hour to develop their game with help of the equipment at hand. This should be fun for everyone and each group member should be able to play, regardless of his/her physical condition, language skills and financial status. Each group can determine their own goals and rules.

4. Build a course with the students containing each of the games developed. Each group should be allowed to play each game once. Therefore, the rules of the games have to be defined and written in a generally understandable way and explained to the group.

5. Discuss the results.

Reflection and discussion

- How did you like developing your own game?

- How did you cope with the lack of time?

- Was it hard to identify an idea?

- How did the work group go? Did any member take over the group leadership? Has anyone worked more than the others? Why?

- Was there a division of tasks?

- Was it hard to find a specific goal for the game?

- Could everyone get involved according to their wishes or did someone feel left out?

- Which games were fun? Why?

Ideas and suggestions for further work

Continue working with the students on the 'Rules, standards, laws' topic:

- Were the games so designed that everyone could take part?

- Which groups had to go back and change some rules or goals due to process related issues? What was the problem?

- In retrospect, how important were clear rules and goals for a successful game?

- Are rules and goals as important in legislation as in sports and games? Why?

- How can laws be changed if they do not work properly or are not suitable for everyone?

- What are the differences and similarities between good rules and human rights?

- In reality, how are certain groups excluded from sport and games? How are human rights violated?

care

PARTICIPATE
DEMOCRACY AND SCHOOL[1]

Group size: flexible

Material requirement: minimal
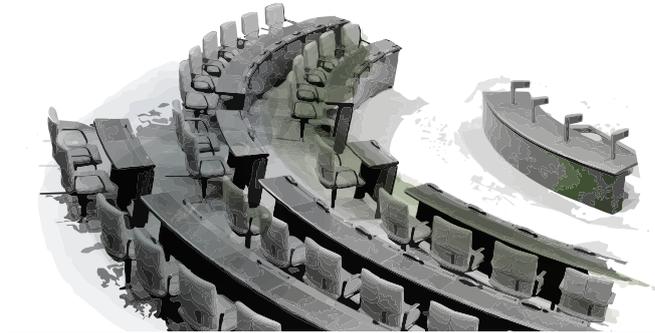
Learning objective
The students will deal with the opportunities for participation at your school. They will critically reflect on the methods, will be able to formulate their own position and plan and bring about changes.

Material
Copy of the 'Democracy' template, pens, note paper

Time frame
60 minutes

Methods for Democracy and Participation

In this exercise, students will explore different options and methods that should support participation and thus democracy at their school. They will deal with seventeen different methods and critically reflect on their implementation and meaningfulness. While the students deal with the implementation of the methods, their communication skills are being enhanced. They are given a table that will serve them in checking various methods for their feasibility or meaningfulness. First, the students should ask themselves if a certain method already exists at their school. Then they should justify their choice and explain why they find the method to be meaningful. And finally, the students should reconsider how the proposal could be implemented in their school.

Check out the web page of Eneza Education and especially their topics on democracy education in schools. Eneza is a virtual tutor that provides universal access to affordable, quality, lifelong learning through ubiquitous mobile technology. Located in Africa, Eneza makes affordable education available to those who have limited access to it.

http://enezaeducation.com/democracy-in-the-school-setup-introducing-leadership-skills-to-students/

1 Adapted from: Bundeszentrale für politische Bildung (2014): Grundgesetz für Einsteiger und Fortgeschrittene. Paderborn: Bonifatius GmbH. URL: http://www.bpb.de/shop/lernen/thema-im-unterricht/37026/grundgesetz-fuer-einsteiger-und-fortgeschrittene (Download: 11.10.2016)
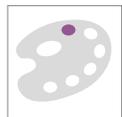
Exercise description

1. Distribute a copy of the 'Democracy' template to all students. Alternatively, you can draw a table on the (black)board or on a flip chart (5 columns and 18 rows or less, if you do not want to work on all terms).

2. Next, the students should discuss one by one the terms that describe methods of promoting democracy at school. Explain the terms or try to work out the meaning with the class. Alternatively, you can also copy already existing projects at your school into the template.

3. The students should now consider for each term, whether ...

   Column 1: ... this option already exists in their school.
   Column 2: ... they consider it useful for their school.
   Column 3: ... and why students consider the methods useful / not useful.
   Column 4: ... and how the methods can be sustained at their school.

4. The results are entered in the table. The students should try to find an example for each term.

5. Discuss the results using the table.

⚙ Reflection and discussion

• How difficult did you find this exercise?

• Could you find examples for each method?

• Why is it important to have a say and participate in school decisions?

⚙ Ideas and suggestions for further work

• The students can also discuss this topic without using the table - this strengthens their ability to communicate. It might be helpful to consider the column headings in the formulation, for example:

   • 'There is no class council at our school yet'. (Already available?)
   • 'But I think that such a council would be very useful for a class discussion of about problems, future projects or plans." (Meaningful, why?)
   • 'We can talk about the framework conditions for such a class council and establish rules'. (We can do that!)

🔗 Linking exercise

A possible connection could be the 'The Class Council' exercise (5.4.9) in this chapter. It explains how a class council can be established and involved in school life. The exercise can also be used for other methods of school democratization as mentioned above.

🔆 care

Toward a democratic school:
The following terms are ways and means of promoting democracy and participation at school.

	Already available?	It makes sense?	Why?	We can do that!
Teamwork				
Youth council				
Class teacher hours				
Implementation of (own) projects				
Student parliament				
Student feedback				
Student council				
Dispute settlement				
Project learning				
Student clubs				
Cooperation with extracurricular institutions				
Educational workshops				
Training room				
Mediation				
Class council				
	Already available?	It makes sense?	Why?	We can do that!

	Already available?	It makes sense?	Why?	We can do that!
Teamwork				
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Training room				
Mediation				
Class council				

AN DER GESTRICHELTEN LINIE ENTLANG AUSSCHNEIDEN ✂

Toward a democratic school:
The following terms are ways and means of promoting democracy and participation at school.

	Already available?	It makes sense?	Why?	We can do that!
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Student council				
Dispute settlement				
Project learning				
Student clubs				
Cooperation with extracurricular institutions				
Educational workshops				
Training room				
Mediation				
Class council				

CLASS RULES[1]

Learning objective
The students will learn to recognize problems, to draft and develop solutions. They will strengthen their communication and problem-solving skills and practice/experience their own effectiveness.

Material
Flipchart or poster paper / (black)board, pens / chalk, note paper

Time frame
60 minutes

Group size: flexible

Material requirement: minimal

For good cooperation in class, create your own rules!

If your class has been together for a while, you have certainly already experienced some difficult situations. This is normal when many different personalities come together. It does not make sense to offer rules to a class where students do not know each other well yet, since their practical meaning cannot be yet understood. In this exercise students should work together to develop class rules. As a teacher, you should play the role of a moderator rather than a judge. It may also be useful to involve another teacher who has had very little contact with your students in the exercise. Experience has shown that students are more willing to cooperate the more they have been involved in the development and establishment of class rules.

Students should see that teachers trust them and believe that they are capable of establishing a class community, of finding compromises, and putting themselves in the shoes of students and other teachers. You should start by discussing the rights and responsibilities of students and

teachers (for example, 'all students have the right to study in a quiet environment'). The students should then collect examples of situations from everyday class life that would benefit from having class rules defined and applied. Please make sure that the discussion is at this point not used for personal accusations, but for students to express their opinions in a constructive and neutral manner. Based on these first two steps, the possible rules of conduct should then be collected, formulated positively and hung up as a poster in the classroom. You can also add a list below with all the class rules that students should sign off thereby gaining the character of a contract.

Evaluate this exercise together with your students to find out whether the exercise has served its purpose. Various methods of evaluation can be found in this manual in the chapter 'Following ...' (7.7 ff.).

1 Exercise adapted from: Lohmann, Gerd (2003): Mit Schülern klarkommen. Professioneller Umgang mit Unterrichtsstörungen und Disziplinkonflikten. Berlin: Cornelsen Scriptor, S. 66-75
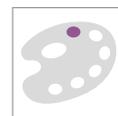
Exercise description

1. Discuss the rights and responsibilities of each individual in the class, as a student and as a teacher.
Possible example of rights:

   a. All students have the right to learn in a quiet environment
   b. All students have the right to learn in their own way
   c. All students have the right to be assisted in their learning by a teacher
   d. Everyone has the right to express criticism objectively
   e. Everyone has the right to be protected from insults, humiliation and physical attacks
   f. All students have the right to know the criteria according to which their achievements are graded

2. The students should then list situations from everyday class life in which these rights are violated. They should, however, refrain from making any personal accusations (phrasing is neutral, for example: 'It is always loud during art lessons and it is impossible to concentrate').

3. Now rules of behaviour should be created that are needed for these particular situations. Collect the rules either in small groups or from the entire class.

4. These rules should be revised according to the following system:

   a. Similar rules are grouped together
   b. Rules are assessed, changed or deleted
   c. Rules are rewritten into positive sentences (no prohibitions!)
   d. Whether or not the rules can be enforced should be checked

5. The rules are written on a poster or flipchart paper and displayed where everyone in the class can see it. As required, the rules can be decorated and painted.

Reflection and discussion

- How did you like creating your own rules?

- Did all group members always agree?

- Do you think that your teacher would have considered other / additional rules?

Ideas and suggestions for further work

- Think together about the consequences that non-compliance would have: meaningful consequences should immediately follow the offense, should be known and refer to the rule violation; these should help students to be able to better respect the rules in the future.

care

Learning objective
The students will learn about essential institutions that offer assistance and support services for different problems.

Material
Flipchart or poster paper / (black)board, pens / chalk, note paper, internet access

Time frame
60-180 minutes

Two groups

Material requirement: minimal

Internet access

In my town

Many young people do not know how many different institutions, offices and places to go for help or advice there are in their town/city. In addition, most of them are not familiar with the role of these institutions either, if they have not had any contact with them. Institutions, such as the town hall, important ministries or non-governmental organizations may be interesting to your students in the future or may be helpful to their parents. Moreover, your students should also collect information about other relevant people so that contact with them is free of obstacles or prejudices (for example, social services, police).

If your students do not feel confident enough to visit a certain institution for their research on their own, suggest that you all go together for a city tour. Then all major institutions can be visited to reduce any possible inhibitions your students might have. At the same time, the students will get a good overview of their city and can, in passing, discover some other contact centres. You can use this walk through the city to visit public parks, the train station or the market square. Students with refugee experience sometimes don't yet know how to get around or are not sure how to behave in public. Make their fears disap-

pear and clarify any questions that might arise. Encourage your students to take flyers and tell their parents about the list they have created.

Non-governmental organizations (NGOs) are groups of people or non-profit organizations from different countries acting together independently from governments of any country, e.g. CARE or World Vision. Let the students do further research on these organizations and find out if there are offices or contact centres in your hometown.
CARE is a global organization operating in 93 countries around the world. CARE provides humanitarian assistance in many war and crisis regions around the world, and implements poverty reduction projects. www.care-international.org

World Vision is a global Christian development organization dedicated to working with children, families and communities to overcome poverty and injustice.
www.wvi.org
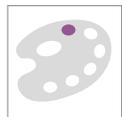
kiwi

Exercise description

1. Find out in advance about important facilities and institutions in your town and identify with your students which ones they know about. These include, for example:

Embassy	Social services
Town hall	Hospital
Registry office	Police
Youth centre	Public library
Railway station	Marketplace
Migration services / Immigration office	

2. Divide the students into pairs. Each pair should select a facility from the list that they want to work on.

3. Tell your students that they should obtain the following information about their facility/institution:

   Address (Where is this institution located?)
   Contact person (Is there a contact person?)
   Function (What functions and tasks does the institution have and perform?)
   Info (What relevant issues and questions does this institution deal with?)

4. All results should be merged into one list. This list can be displayed or copied and thereby made available to all students.

5. Discuss the results

Reflection and discussion

- Are there any offices or institutions you did not know about?

- Were you surprised to find out which offices or institutions exist in your town?

- What important places are there in every city / village?

- Can you think of any other important facilities?

- Which places or institutions did you / didn't you find particularly interesting and important?

Linking exercise

In the 'In My Town' exercise (5.5.1) the students should come up with their own city tour. You can, of course, ask your students to include into their plans the institutions mentioned here.

Ideas and suggestions for further work

- Does your school / facility have its own website? Make the list you have created available for download there. Students and their parents too can access the addresses anonymously.

- Alternatively, the students can visit particular institutions and interview the contact person, as well as bring flyers or info leaflets.

care

Small groups

Material requirement: minimal
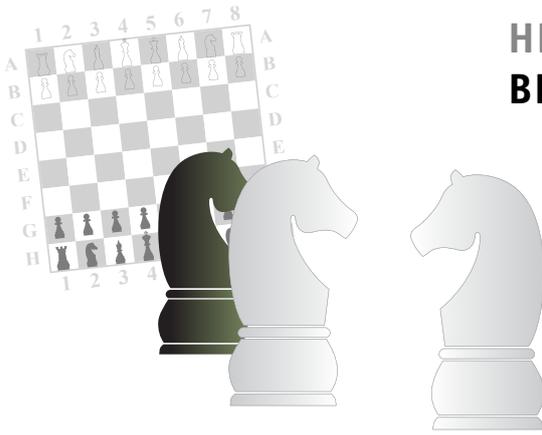
Learning objective
The students will able to express their own opinions respectfully. They will be able to strengthen their own communication skills and their ability to criticize.

Material
Copy of the 'Be honest!' template, playing figures

Time frame
60-90 minutes

Become independent of the opinion of others

Very often, people are confronted on a daily basis with a wide variety of opinions, whether they experience it in class , at work, at home or through the media. Usually, parents have a different opinion from our schoolmates, friends or the media. Frequently, the opinions of others are immediately and unconsciously filtered and sorted out, but younger people in particular are not always in a position to instantly distance themselves from the opinions of others. Those of their peers matter a lot. When it comes to assessing someone's strengths and weaknesses, they are sometimes still unsure. In addition, the opinions of their parents are usually not taken seriously. Praise and criticism sometimes have more weight when they come from people outside of their own families.

With this exercise, the students should assign to each other different personality traits, strengths and weaknesses and justify why this particular pronouncement fits the person they are describing. Each opinion should be constructively justified and nobody should be hurt in the process. The pronouncements should help the students assess and reflect on their own behaviour towards others. This exercise is not necessarily appropriate for groups in conflict, as the personality traits, strengths, and weaknesses are sometimes very personal.

The American psychologist Abraham Maslow, the founding father of humanistic psychology, developed as early as 1943 the ' Hierarchy of Needs' (1), which he used to explain different human needs and motivations and bring them together into a hierarchical structure. In his seminars he repeatedly called for becoming independent of the opinion of others, even if they are well-meaning.

Take a look at the animated explanatory video together with your students:

https://www.youtube.com/
watch?v=0-4ithG_07Q

1 Abraham Maslow: A Theory of Human Motivation. In Psychological Review, 1943, Vol. 50 #4, Seite 370–396
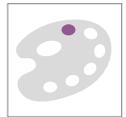
kiwi

Pre-exercise activities
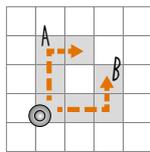
The cards and the game plan from the 'Be honest!' template should be duplicated and cut out for each group. Shuffle the cards and place them face down on the table. There is only one game piece per group, and it starts in the lower left corner. From there it can move like a knight in the game of chess, i.e. either two fields up / down / right / left and then another field from there to the right / left (see graphic, A and B are examples and only two of the possible moves). *Note: If this move variant is too difficult for your students, you can also choose a simpler one.*

Exercise description

1. The students form small groups of 5 people each. It is particularly interesting when the students are in groups with those they are not friends with or are only slightly acquainted with (alternatively, the game can also be performed in large groups or the whole class).

2. The students decide who starts first. The first player moves the game piece over the field and turns up the card he/she lands on. He / she now reads the statement on the map and assigns it to a person in the group, who puts the card in front of him/ herself. If the playing piece arrives on a field that is already empty, another move must be made.

3. The game ends when there are no cards left in the field, or when it is impossible to reach a still-covered field in three moves.

4. The distributed cards are discussed in the group. Upon request, it is also possible to have the discussion in small groups or only between the card issuer, card recipient and a neutral person / teacher.

Reflection and discussion

- How did you feel when the statements were assigned to you? Did you agree with the statements?

- Were the justifications sufficient?

- Did you wish to get certain statements?

- Do the statements help you to better assess yourself? Why/ why not?

-

Ideas and suggestions for further work

- As a teacher, make sure that the students remain fair and friendly. Constructive discussions and exchanges about the statements are welcome.

- Think about other statements that may be tailored to some of your students.

- Watch the explanatory video on 'Growth vs. vs. fixed mindset' at: https://www.youtube.com/watch?v=KUWn_TJTrnU

Space for notes

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care

You are good at ...	I think it's great that you always ...	You are very funny because ...	I loved your behaviour when ...
Sometimes it annoys me that you ...	You were very honest when ...	I would like to express the following critique to you: ...	The last time that I saw you sad was when ...
You are very friendly because ...	You were very helpful when ...	You could trust yourself more, because ...	What I like about you: ...
I like spending time with you because ...	Sometimes you are ruthless because ...	We do not spend a lot of time together because ...	You are an intelligent person because ...
You are a good team player because ...	I want to make the following compliment to you: ...	The last time I saw you laughing was when ...	I would like to get to know you better because ...
You're a good friend, because ...	I think you have the following goal: ...	Your strengths are: ...	I could support you with: ...

I think your parents like you because …	I think your friends like you because …	I think the teachers like you because …	I think you could do well …
This job suits you: …	If you were an animal, you would be a …	Today, I have noticed the following positive thing about you: …	I wish I had your following personality traits: …
Can we get together, to do …?	I was surprised that you …	We have this in common: …	What makes us different is: …

(For your ideas)

WHO IS THAT?

Small groups

Material requirement: minimal

Learning objective
The students will learn about different people who work at their school. They deal with their tasks and pass on their knowledge to others.

Material
Note paper, pens, possibly a dictaphone or camera / mobile phone

Time frame
180 minutes

Gaining Trust

Many students are not familiar with the school structure and organization. Usually, they only know the school management and their own classroom teachers. The roles and duties of other teachers, such as a senior student counselor, are often not clear. It is particularly important that students learn more about mentors, advisors or other key contacts. It is very difficult to entrust someone with your own problem or difficulties and this is particularly true for cases when students do not know the person they are expected to turn to for help.

In order to gain trust in the relevant persons at their school, the students should get to know them better. Primarily, new students with refugee or migration backgrounds should be informed about who is responsible for what. The meaning of terms such as 'school conference', 'parent representation' and 'student representation' should be clarified. In this exercise, this is done through interviews, which should be conducted with all staff. The interviews should then be written down and published in a school newspaper or on the school homepage. Since the parents of students with and without refugee and migration backgrounds do not know the different school staff members and are not aware of their functions and tasks, it would be nice if they, too, could benefit from their children's insights.

The Interview

1. Gathering information about a certain person or topic
2. Scheduling an appointment and agreeing on details
3. Preparing questions
4. Conducting the interview
5. Evaluating the interview
6. Check
7. Publication

Exercise description
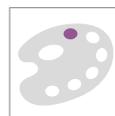
1. The students should develop a special issue of their school newspaper. The issue will feature interviews with various people working at school. If there is a school newspaper team at your school, it can support the project. *You could, for example, interview:*

    - Principal
    - Mentor
    - Class teacher
    - Staff at the school cafeteria or restaurant
    - Secretary
    - Caretaker

    In addition to a personal presentation, the interview will also focus on the role and function of these persons. Please inform your students about the staff at your school.

2. Another article should deal with important terms, because many students do not know what they entail, for example:

    - Teacher / school conference
    - Parent / student representation
    - School administration
    - School fees

3. Interviews and articles are conducted and written down.

4. Discuss the results

Reflection and discussion

- What did you learn about your school?

- Do you know your school better now?

- How did the interviews go?

- How do you like the result of your research?

- How can these results help other students?

Ideas and suggestions for further work

- Ensure that the information presented in the school newspaper or on the homepage reaches the students' parents as well (for example, in the form of an information leaflet or a flyer) so that everyone can benefit from the knowledge gained.

Space for notes

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care

ENHANCED

Small groups

Material requirement: minimal

Internet access

Learning objective
The students will work on finding out who they can turn to in case of need, if they have problems. They will learn about important support options in place.

Material
Copy of the 'who helps' template, pens, note paper

Time frame
90 minutes

Who can I turn to for help if I have problems?

It can happen to anyone: problems or difficulties appear, which can affect oneself, family members or friends. For children / adolescents, some hurdles or situations in life are particularly difficult and they cannot deal with them on their own. There are, indeed, advisory or counseling centres that can offer professional help or refer people further. For example, there are consultation offices set up by churches or municipalities offering help through psychosocial, family, debt or addiction counseling. Children and adolescents can seek help related to pregnancy, domestic violence or even drug and alcohol problems within the family.

In this exercise, students in small groups go through different stories told by children and adolescents. Each story addresses at least one issue for which counseling and support services exist. Students will conduct research on the Internet to identify available services. There are often multiple correct options and answers to be found. In this context, it is worth emphasizing that students can turn to you for help in case of problems and difficulties. You could also represent or be perceived as the first step students take when needing assistance; sometimes it just feels good to talk to someone about your own situation or about family and friendship issues. Invite teachers, mentors and

supporters to trust this exercise because they are familiar with the counseling and support opportunities in your town. In addition, mentors/counselors can of course be the first contact point in case of difficulties.

Theses website lists help hotlines and online services from all over the world, sorted by continent. It is available in 9 different languages.

www.howistheworldfeeling.
spurprojects.org/mentalhe-
althsupport

Exercise description
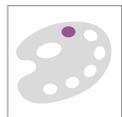
1. Split the students into groups.

2. Distribute to each group one to two reports related to the 'who helps' template.

3. The students should think about who children and adolescents can turn to for help. Several answers are possible and desirable. Also answers such as 'talk to your teacher about it' or 'contact the helpline' should be considered. Students need Internet access to do the research.

4. The students should also find the addresses and phone numbers of the various agencies and institutions that they have found on the Internet which provide assistance.

5. Presentation of results and discussion.

Reflection and discussion

- What did you find out?

- What advisory centres or support options were you not aware of?

- Which counseling services are there available in your school or town and where can you find them?

Ideas and suggestions for further work

- How could these stories be further developed, what happens after children and youth get help? The students should continue developing these stories.

Space for notes

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care

Hello, my name is Claudia and I do not enjoy going to school any more. I feel like I have no friends there anymore and am just the laughing stock of my class. No matter what I try, the others don't take me seriously, do not let me play and usually leave without me. In the evening I am already afraid of the next day and would like to avoid getting out of bed.
Who could help me?

_____

_____

Hello, my name is Max. For about a year now, all my parents do is argue and yell at each other. The other day, they were fighting so much that my father pushed my mother and slapped her. She then left and did not return until the next day. My father apologized, but I'm scared that it will happen again.
Who can I turn to for advice?

_____

_____

Hello, my name is Ebru and I just moved here. For me and my family everything is new and unfortunately, we do not know many people yet. My father and mother would like to work again, my older brother just started university. We just do not know where to start first.
Who can help us?

_____

_____

Hello, my name is Sonja. At a party I made a very stupid mistake and tried a new drug. I thought that would be a lot of fun, but at the next party I needed some more of it to be able to party properly. I know that I have a problem that I cannot handle by myself.
Who could help me?

_____

_____

Hello, my name is Becky. I've met a new gang, and they are all so cool! I would like to be part of this clique. To prove to them that I'm cool, I stole something in a shop. But the shopkeeper caught me and threatened to tell my parents about it. I know that they would be totally disappointed with me, I don't want that.
Who can help me?

_____

_____

Hello, my name is Leon. I just cannot go to school anymore. The subjects are hard and there are too many written assignments. I just cannot make myself to sit tight and learn in the evening.
Who can help me?

_____

_____

Hello, my name is Phillip. My brother is not happy with himself or his life. He always takes setbacks and problems more seriously than me, then locks himself in his room and cries a lot. I also saw that my brother hurt himself. I wish he would get better!
Who could help him?

_____

_____

Hello, my name is Lina. My dad gets angry easily. We children usually hide in our room and close the door. Whenever we do something, he yells at us. He has even beaten us. I think that my dad is totally unfair and I want him to stop behaving this way!
Who can help us?

_____

_____

Hello, my name is Igor. I spent a lot of money last year. I wanted a TV and bought it in installments. Then I wanted the latest smartphone, I borrowed a bit of money and bought the smartphone in installments. Now I realize, I cannot pay it off.
Who can help me?

_____

_____

CONTENT
ANNEX

Knowing is
not enough;
we must apply.
Willing is
not enough;
we must do.
J. W. von Goethe

1 CARE International (2012): The Young Men Initiative: Engaging young men in the Western Balkans in gender equality
   and violence prevention: A Case Study. Banja Luka, BiH: CARE International.

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REFLEXION

Learning objective

The students will learn to recognize their own mood and to visualize it. At the same time, they will accept the feelings and opinions of others.

Assessment and Conclusion

The following exercises are aimed at the evaluation of exercises, topics or the entire workshop. Evaluation has a rating or examining character. Learning environments, exercise sequences, learning and development processes as well as the effort and result can be all included in the evaluation. The evaluation thus provides a (verifiable) result in how far an exercise or similar object of assessment has achieved its intended purpose. These results should help you optimize future exercises and gain experience in designing, performing, and supervising the exercises. You will learn which tasks and topics students have approved of and which they haven't. It is important to find out from your students why they gave certain ratings and what they suggest should be improved or modified.

What can you as a teacher draw from the results of the reflection rounds?

You can use some of these topic- and group-related questions as a guide:

- What results have been achieved?
- What positive or negative feedback were provided?
- How can results be interpreted?
- How have previous workshops been rated?
- To what extent were the results (un)expected?
- To what extent do the results reflect the workshop design or some specifics of your class?

Group size: flexible
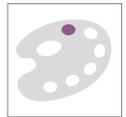
Material requirement: minimal

Five Finger reflection

📝 **Material:** None   🕐 **Time Frame:** 30 Minutes

In this reflection method, the five fingers of one's own hand represent the beginnings of five sentences. All students will raise their hands one after the other and share their thoughts with the others. The fingers stand for the following sentences:

Thumb: "What I found super ..."
Index finger: "I want to point this out ..."
Middle finger: "I did not like that much ..."
Ring finger: " This is what's on my heart..."
Little finger: "What was too short ..."

Students hold their hands up in turn, all opinions are welcome.

* *

Good – weather - mood

📝 **Material:** blackboard, chalk   🕐 **Time frame:** 15 Minutes

1. Draw four types of weather on the board (alternatively on a flip chart): sunny - sunny with light clouds - cloudy without sun - rain cloud.
2. The students should now explain in turn how they feel after the exercise / chapter / theme and use the weather symbols as support.
3. Every opinion is allowed. Criticism should be explained objectively.

* *

I take (don't take) with me...

📝 **Material:** [suitcase,] trash can, storage compartment   🕐 **Time frame:** 15 Minuten

1. Place the objects in front of the participants who are sitting in a circle (alternatively write them on the board or on a flip chart).
2. The students think about what to take with them from the exercise / chapter / theme and put in their suitcase.
3. Then they talk about what they did not like and what to throw in the bin.
4. Now it's time for thoughts about experiences that have made the students think, those that they would still like to deal with or those with which they do not yet know how to start. These belong in the storage compartment.

* *

Hot or cold?

📝 **Material:** note paper, coloured pens   🕐 **Time Frame:** 30 Minutes

1. Draw the following symbols on the board: thermometer, light bulb, warning triangle. The students should copy these symbols in outline onto their paper.
2. Now the students should decide. Thermometer: How 'hot' is this topic / exercise? How up to date? How charged? Lightbulb: How informative was the exercise? Warning triangle: How important is this topic?
3. The students should use coloured pens to fill in the symbols as far as the exercise / chapter / theme was in their opinion current, informative and important.
4. The students may present their results. This is not obligatory. Then collect the notes from students and evaluate them.

Placing

Material: chalk   **Time frame:** 30 Minutes

1. Go together to the schoolyard. Draw a large coordinate cross on the ground (alternatively you can use the board). The Y-axis is labeled 'Theme', the X-axis is labeled 'Exercise'. Alternatively, the Y-axis can be 'I've learned something about myself', the X-axis 'I've learned something about others'; or the Y-axis 'fun', the X-axis 'knowledge', etc.
2. Each student now places him/herself, one after the other, in the coordinate system.

****

ABC

Material: note paper, pens   **Time frame:** 15 Minutes

1. The students should write the alphabet on a piece of paper. There must be enough space behind each letter.
2. The letters serve as an impulse. Now, the students should use each letter as the beginning of a statement, for example: A - Acknowledgement, B - Brave, C - Cool ...
3. Anyone who wants to can present his / her list. This is, however, not mandatory. Collect the lists and evaluate them.

****

A pie

Material: note paper, pens   **Time frame:** 20 Minutes

1. The students should draw a large circle on their sheet of paper.
2. Now you give them terms and, as in a pie chart, they need to decide how much space that term has taken in this exercise / chapter / topic. Not all terms need to be used.
3. Terms 1 - Adjectives informative - funny - varied - important - helpful - interesting
4. Terms 2 - I learned something ... about myself - learned about others - learned something new - seen in a new light
5. Terms 3 - I will ... continue to think about it - do something - talk about it with my family - keep myself informed
6. Anyone who wants to may explain his / her pie. This is not mandatory. Collect the notes and evaluate them.

****

Anonymous

Material: box with a slot, note paper, pens   **Time frame:** 15 Minutes

1. Give the students the opportunity to rate the exercise / chapter / topic anonymously.
2. Place a slotted cardboard box in the classroom and provide pieces of paper for students to write down their thoughts and feedback.
3. Evaluate the notes and summarize results — if suitable, together in the class.

A HARMONIOUS IMAGE
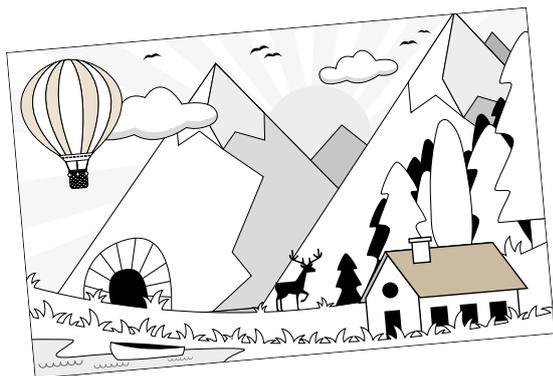
Learning objective
The students will learn to recognize their mood and to visualize it and accept the feelings and opinions of others.

Material
Copy of the 'Mood picture', (foil) pen

Time frame
20-30 Minutes

Group size: flexible

Material requirement: minimal

Evaluation and conclusion

The students should evaluate their own feelings / mood in this exercise. It is not primarily about evaluating the exercise itself, but rather how it made students feel. If you would like more information about evaluating a previous exercise, append this evaluation exercise to a discussion round. The students should find their place in the picture and justify it. Every point of view and every statement must be respected and not commented on by other students.

Check out the website „Partici-pation Works". The organizati-on is a partnership of the UK's leading youth councils and enables others to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives.
They provide many ideas and methods for classroom evaluation and participa-tion:
http://www.participationworks.org.uk/resources/evaluating-participati-on-work-the-toolkit-and-the-guide/

1 Exercise adapted from: QUA-LIS NRW (2013): Methoden-sammlung - Anregungen und Beispiele für Moderatoren. URL: www.schulentwicklung.nrw.de (Download: 10.03.2016)
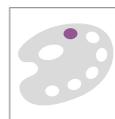
Exercise description

1. Show students the mood picture. Everyone should take a good look. The students share with the others everything that they can see in the picture.

2. Allow the students to take a few minutes and let the picture make an impression on them.

3. Explain the task: 'Now that the exercise / theme / workshop is complete, you may still have some feelings and impressions. If you were in this picture now, where would you stand?' Give two examples:

4. Student A: 'After the exercise, I got a good overview of the subject and therefore stand on the top of the mountain, from where I can see everything well.'

5. Student B: 'I did not feel comfortable with the exercise. Because I'm really afraid of heights, I'm standing on the top of the mountain.'

6. Now all students are allowed to think about where they are in the picture. Give them a (foil) pen or a glue dot. They should put a mark on the picture to visualize their own point of view. Encourage the students to explain their location.

7. You can add another round of discussion to this exercise.

Reflection and discussion

- Was it difficult or unpleasant to talk about the topic?
- Can you talk about it with your parents / friends?
- Did the topic / exercise inspire you / has given you new ideas?
- Did your opinion on the topic change after the exercise?
- What did you learn in the exercise?
- What did you like about the exercise?
- Was anything too difficult in the exercise?
- What could be done better next time? How could one design the exercise to make it easier, harder, or more unusual?
- Would you recommend the exercise to other students?

Ideas and suggestions for further work

- Have the class paint a mood picture by themselves. On a big screen you can look at the picture over and over again and, for example, use it after the class council for evaluation.
- Use the alternative copy template with the dartboard. Everyone receives a pen or glue stick to mark their opinion on the target. To further differentiate the result, the dartboard can be divided into different sections.

Note in the spirit of sustainability:

Print the image on an overhead projector foil, project it onto the wall with a beamer or laminate the copy template and use wipeable pens, so that you can use the picture over and over again.
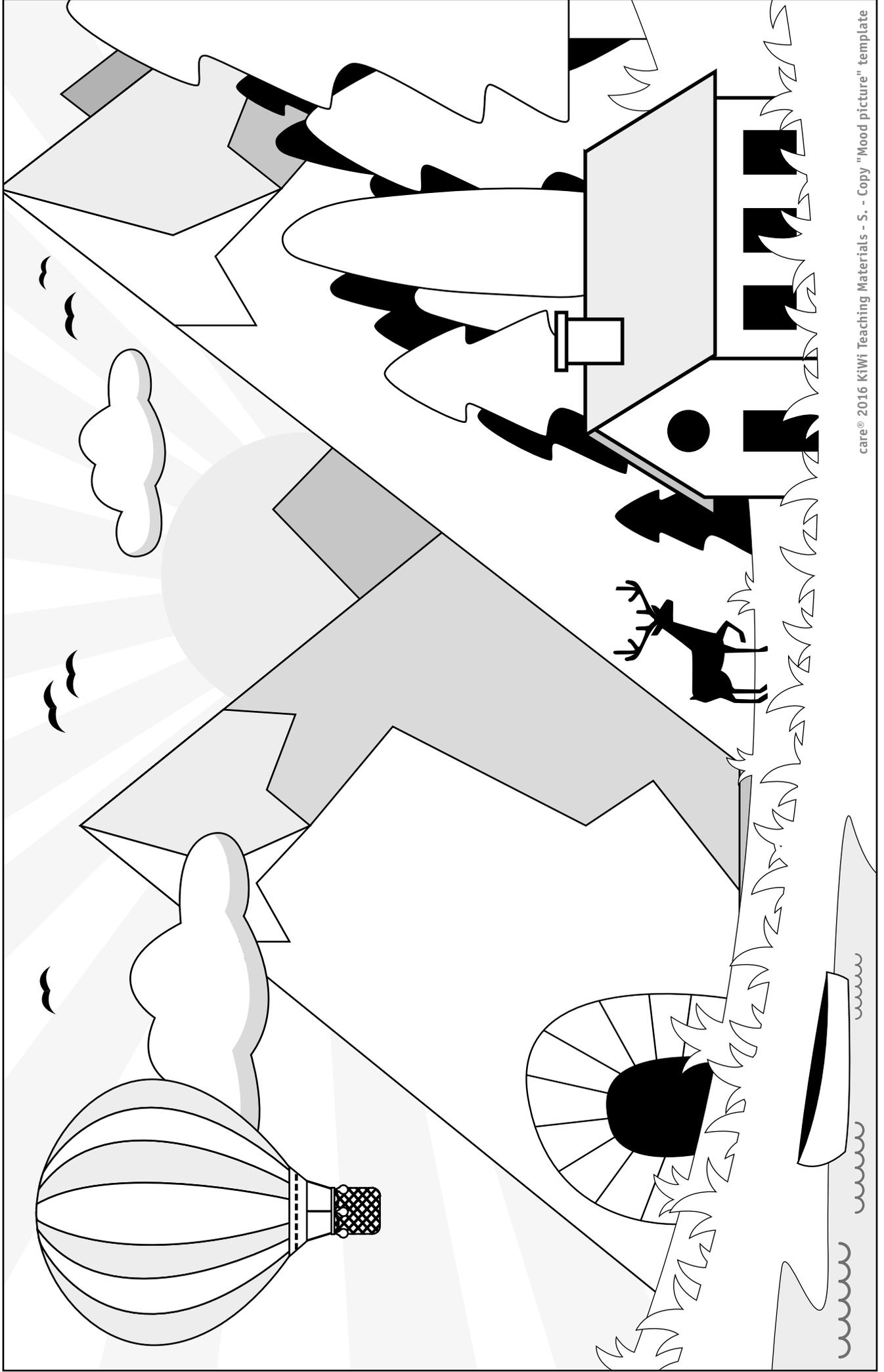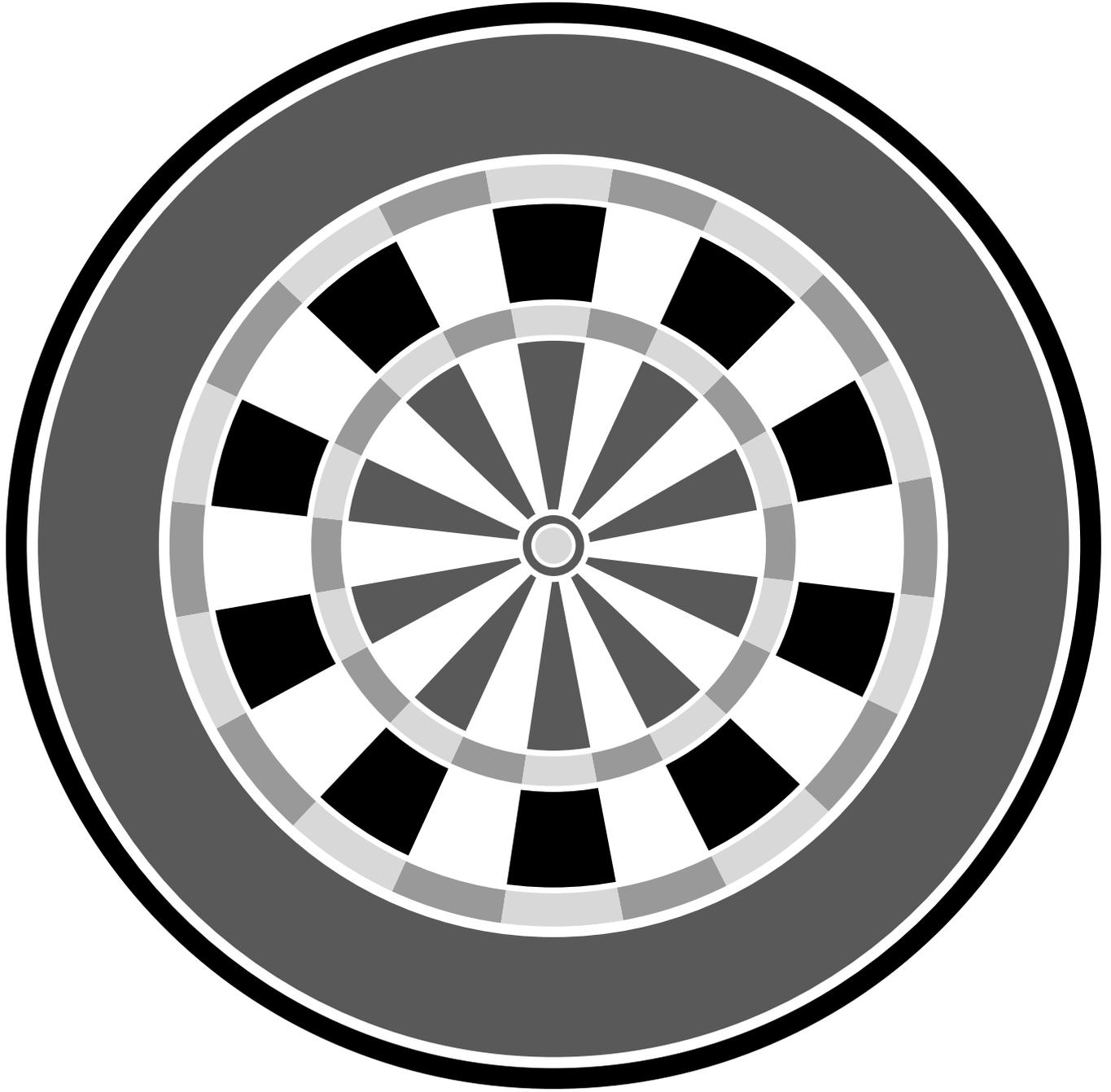
care

The CARE KIWI team introduces itself

CARE's project KIWI – 'Kids Welcome Initiative' was launched in January 2016 in Germany due to the increasing numbers of migrants. The project's aim is to foster the integration of young refugees and migrants into the German school system and provides support for the various stakeholders involved. In the following the CARE KIWI team will be introduced.

Thomas Knoll leads the KIWI project. After studying sociology, he worked for a long time in international development cooperation, including in Niger and Rwanda. Since 2011, he has been working for CARE in various areas of domestic development policy and global learning.

Leonie Kutz is a project manager in the KIWI-project. Leonie has experiences as a trainer in Global and Intercultural Learning as well as in Political Education. She studied political science.

Leah Hanraths works as a project manager for intercultural and global learning for CARE. Through her studies of politics, sociology and cultural relations she focused on the global structures behind injustice in the educational system and discrimination as well as racism in education in Germany. In her work she is focusing on her vision to make schools an open and happy place for all children.

Mona Minas is a project manager in the KIWI project. With the background of her studies in sport for development and outdoor education she was able to work with kids and youth in Germany for the past years with a focus on violence prevention. She also worked in the field of socio-educational counselling for refugees and is part of CARE Germany since 2018.

Helen Coutelle started working for CARE in 2018 after obtaining her Bachelor's degree in Multilingual Communications and spending a few months in Senegal doing volunteer work in a preschool. With her commercial background she is now mostly responsible for finance administration within the KIWI team.

Simone Lellek is an assistant in the KIWI-project. After successfully completing studies in agricultural science, with focus on economic and social sciences and an apprenticeship in office management, she supports the KIWI-project with all aspects professionally as well as with heart and soul.

Benoit Livrozet started working as project assistant for CARE in 2018, where he is mostly responsible for monitoring and evaluation of the KIWI project. He will obtain a master's degree in geography, with a specialization in globalization and development and he did a one year voluntary service in Kenya.

Rani Dhupia supports the KIWI team in layout and design matters since 2018. After graduating as a management assistant for language and correspondence, she focused on women's rights and cultural studies during her M.A. in Modern Indian Studies.

Ahmad Alziedan is a trainee for event management in the KIWI project. He has been working in the KIWI project since 2016 and has various experience in working with children and young people with and without flight or migration history.

kiwi

Authors

Farina Lorenzen works as a social worker in vocational education. She has a bachelor's degree in education and sociology from the Christian-Albrechts-University in Kiel with a focus on educational psychology, social work and youth sociology.

Andrea Grell-Becker works as educational support in vocational education. She is a graduate designer and studied graphic design at the HAWK (Hildesheim University of Applied Sciences / Holzminden / Göttingen) in Hildesheim. She has completed additional study semesters at the City College of San Francisco, California, USA and at the Art School of Chicago.

Henning Schlüter is a teacher at the vocational training centre Norderstedt and teaches German, Maths, English and career orientation. He also teaches German to refugees on a voluntary basis.

Malte Wicke works as a coach in the Handlungskonzept Schule und Arbeitswelt and at the Handlungskonzept PLuS (practice, life planning and school). He is a disseminator for the subject of literacy, a project of VHS Itzehoe and the National Association of VHS Schleswig-Holstein on behalf of the German Adult Education Association e.V.

Dr. rer. nat. Dipl.-Psych. Christoph Braukhaus is a psychotherapist with his own practice. His focus is on exposition therapy for anxiety and obsessive-compulsive disorder. He also volunteers to support the resident refugee project and offers volunteer assistants the 'Traumaführerschein' (Trauma license), supervision groups and individual case discussions.

Thomas Knoll leads the KIWI project. After studying sociology, he worked for a long time in international development cooperation, including in Niger and Rwanda. Since 2011, he has been working for CARE in various areas of domestic development policy and global learning.

Jürgen Kosemund has studied vocational schools' education and has many years of experience in the development of teaching and learning material as well as in the development of training or qualification modules. He has led several development cooperation projects in Kyrgyzstan, Uzbekistan, Kazakhstan, Bahrain, Pakistan, Kosovo and Albania.

Michael Worm is a graduate social pedagogue and managing director of the Gesellschaft für Bildung Beruf Kultur mbH. His main areas of activity are pedagogic management, quality development and improvement management, coordination and project management in vocational education, in the transition between school and work and youth welfare.

Assistants:

Janna Karwat is a student of primary and secondary education at the University of Hamburg. She works in the potential analysis for local schools and gives volunteer German lessons to refugees.

Nina Baumann is a student in Regionalschullehramt (regional school teaching) at the Ernst-Moritz-Arndt-Universität-Greifswald.

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• Strengthening and promoting integration skills
• Learning about the basic values of different cultures
• Creating a common value base
• The motivation to stand up for one's own interests and to initiate one's own projects.

....
(Stamp)   (Responsible Teacher/ Headmaster)