

1. I didn't come, I left



DESCRIPTION

Through experiential learning activities, the teachers connect their personal lives with the refugee condition, identify the effects of refugeeism on other people's lives, and discern the stereotypes refugees face every day.



OBJECTIVES

The objectives of the activity are for teachers to:

1. connect with the life of refugees,
2. realize that refugeeism is not an identity but an unavoidable condition,
3. outline the impact of refugeeism on the lives of refugees,
4. analyze the impact of the refugee conditions on other people.

EXPECTED OUTCOME (EO)



Upon completion of the activity, teachers are expected to:

1. identify similarities between their own lives and the lives of refugees,
2. interpret refugee characteristics as a forced survival situation for refugees,
3. value human dignity and human rights,
4. approach refugees with empathy.

VALUES

Valuing human dignity and human rights

- 1 Argues that human rights should always be protected and respected B

ATTITUDES

Respect

- 28 Expresses respect for other people as equal human beings B
- 29 Treats all people with respect regardless of their cultural background I

COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

- 65 Uses evidence to support his/her views B
- 69 Can use explicit and specifiable criteria, principles or values to make judgements A

SKILLS

Knowledge and critical understanding of the self

- 109 Can reflect critically on himself/herself from a number of different perspectives I
- 110 Can reflect critically on his/her prejudices and stereotypes and what lies behind them A

KNOWLEDGE & CRITICAL UNDERSTANDING





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Activity steps

01

We divide the plenary into groups of 4-6 members.
 The trainer gives each member a white A4 sheet of paper and asks them to divide it in half.
 On the top half of the sheet, she asks the members to draw two intersecting lines (+) dividing the space into 4.
 She invites the members to close their eyes and narrates the following:

Put on soft music without words

“It’s a weekday morning. I open my eyes, I have to go to school. What do I see around me? What does the place look like? I get up and get ready. What does that involve? I have breakfast. Where? What? With whom? I head for school. How do I get there? What do I do on the way? I get to school on time. What do I tend to do upon arrival, what is the first class like? Break. What do I do? Second period, recess, breaks, and then school is finished. I leave school. Where do I go? How do I get there? Do I have lunch? And then what? Evening-time. Relaxation, dinner, homework, rest. Where am I? What do I see? How do I feel? Bedtime arrives. Last thoughts: What do I like and what makes my life difficult? Do I have dreams and plans for the future?”

03

The trainer invites members to share what they have written on the sheet and discuss it for ten minutes, addressing similarities and differences.

04

The trainer suddenly announces: “Now you must leave your country for an unknown period of time because you are in danger”.
 What are the possible causes? Brainstorm and write them down on the board.

05

“A year has passed; you have left your country. Go back to the table you compiled earlier, individually and cross out the things you no longer have.”

02

The trainer invites the members to fill in the quadrants:

Top left: four small items that they almost always have with them or like to know they have somewhere.

Top right: four persons they meet in thought or in action during the day.

Bottom left: four roles that they exercise during the day (e.g., man, woman, spouse, parent, relative, teacher, football fan, etc.).

Bottom right: four major favorite possessions (e.g., house, car, piano, furniture, book collection, etc.).





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Activity steps

06

Discussion in plenary in a circle with possible questions:

- What has changed in your day?
- How do you feel about it?
- What can you do about the changes, individually, in groups, as a community?
- What are the external conditions in this new reality (what has been changed or replaced)?
- How easy or how difficult was it to replace these (people, networks, objects)?
- One refugee was challenged on his reason for coming here. He answered: "I didn't come, I left". How do you feel about this comment?

07

In plenary, each group member shares a thought or a feeling from the activity.

Evaluation/Assessment

Discussion about cross-cultural differences of refugee students in school and ways to raise awareness of them.

Materials/sources

1. A4 sheets of paper, one for each member.
2. Pen or pencil, one for each member.
3. Blackboard or seminar paper, a stand.

