



# 2. Ten fingers

## DESCRIPTION

This activity gives the school community (students, teachers, parents, principal) the opportunity to reflect on the losses and deprivations of refugee children in order to find ways to mitigate them and give them back some of what they have lost.



### OBJECTIVES

The objectives of the activity are for participants to:

1. reflect on the degree of loss experienced by refugee children,
2. reflect on the reasons for the deprivation experienced by refugee children,
3. explore ways to give refugee children what they have been deprived of.



### EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

1. identify and reflect on the extent of a refugee child's loss and deprivation,
2. reflect on ways in which they can individually and collectively contribute to improving the daily lives and well-being of refugee children.

#### VALUES

Valuing human dignity and human rights

- 2 Argues that specific rights of children should be respected and protected by society

B

#### ATTITUDES

Civic engagement

- 35 Expresses commitment to not being a bystander when the dignity and rights of others are violated

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- 36 Discusses what can be done to help make the community a better place

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## COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 76 Can recognize when a companion needs help B
- 77 Express sympathy for the bad things that have happened to other people B

Listening and observation skills

- 70 Listens carefully to differing opinions B
- 71 Listens attentively to other people B

**SKILLS**

Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

- 117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities B
- 118 Can explain why everyone has a responsibility to respect the human rights of others B

**KNOWLEDGE & CRITICAL UNDERSTANDING**





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## Activity steps

**01** The trainer gives an A4 sheet to each participant. They trace the outline of their two palms and then cut it out around the fingers (see photo below).

**02**

She asks them to write on each finger a word that comes to mind when they hear the word “child”.

**03** In plenary they read the words out loud, while the trainer writes them down on a flipchart paper or a whiteboard.

**04**

The trainer asks the participants to think of the child refugee and to “cross out the fingers” with the words that do not fit or no longer apply.

In plenary they show the “crossed fingers” and reflect on which words/conditions/ characteristics do not apply to refugee children.

**05**

**The participants discuss questions such as:**

- What has changed for refugee children?
- Who is “breaking the fingers” and depriving refugee children of the words intended for other children?
- Are there things we can fix, individually or collectively?
- Which fingers could we re-attach?





# Ten fingers

## Activity steps

### Evaluation/Assessment

Reflection circle in plenary: can we individually and collectively contribute to improving the lives of refugee children?

### Materials/sources

1. A4 paper.
2. Scissors.
3. Flipchart paper or whiteboard.

