

QUESTIONING MIGRATIONS



PEDAGOGICAL SHEET KIT #1

DISCOVERY DAY



An Introduction to European Migration Policies

> EDUCATIONAL OBJECTIVES

- Establish a common vocabulary around migration.
- Reflecting on push and pull factors and the diversity of the migration process
- Gain a deeper understanding of migration policies at the EU and national levels, and their interconnectedness
- D/Reconstructing the dominant narratives and the impact of media on migration
- To foster the engagement of young people to act on migration-related issues.

> PARTICIPANTS

Young people between 16 and 30 years old.

Number of participants: Minimum 5 people / maximum 30 people.

**These recommendations are subject to the context, needs and opportunities of each organisation.*

> DURATION

6/7 hours

**This workshop can be done in a single day, or it can be divided into three 1h30min sections (without taking into account the time for the introduction, ice-breaker dynamics, breaks, reflections and evaluation).*



SESSION #1 —→ 1h30

Part 1 : Defining a common migration vocabulary

-> 30'

> PEDAGOGICAL GOALS

- To learn the meanings of the key words "migrant", "refugee", "asylum seeker" and "citizen".
- To build a common vocabulary on migration
- Understand the importance of the sources of information you use

> FACILITATORS

Min. 2 people, depending on the number of participants.

> NEEDED MATERIAL

- Paper
- Pens and paints.
- The official definitions of the key terms...
"Migrant", "Refugee" "Asylum seeker", "citizen"....

UNFOLDING THE ACTIVITY

20'

- Divide the young people into teams, depending on the number of participants, and ask them to divide into teams of 3 or 4 people.
- Distribute all the terms to each team.
- They will all have 10 minutes to try and write a definition for each concept.
- After 10 minutes, ask the participants to share their definitions.
- After the debate, show the official definitions of the key words.

DEBRIEF

10'

There will be a 10-minute discussion of what has been written:

- The ideas behind the definitions
- Where the definitions come from
- What influenced these choices?



Part 2 : What are the reasons for migrating? -> 20'

> PEDAGOGICAL GOALS

- To advance in the understanding of issues related to the push and pull factors of migration.
- To generate critical thinking in relation to the causes and consequences of migration.

> FACILITATORS

Min. 2 people, depending on the number of participants.

> NEEDED MATERIAL

- A3 paper or flipchart paper with the letters of the alphabet in the language used for the workshop
- Pencils, pens, felt-tips
- (optional) A bell

UNFOLDING THE ACTIVITY

5'

- The facilitator writes the alphabet on a flipchart (as many flipcharts as there are teams) (this alphabet book can be used).
The young people divide again into teams, new teams (as far as possible). The facilitator gives the instructions.

5'

- Each team has 5 minutes to identify as many push and pull factors as possible for each letter of the alphabet (example: a = money / b: happiness / c: climate ... g: war ...).
- After 5 minutes, the facilitator rings the bell. The groups share their ideas. The facilitator can correct or explain some of the choices.

DEBRIEF

10'

Discuss for 10 minutes what has been written :

- Make the difference between forced migration and chosen migration.
- Point out that migration is a natural phenomenon found in several animal species.



Part 3 : The diversity of migration, the diversity of travel -> 40'

ACTIVITY : One step forward:

> PEDAGOGICAL GOALS

- Visualise inequalities in access to fundamental rights.
- Raise awareness of what it means to be of a certain origin, gender, age, culture, etc. and encourage participants to put themselves in someone else's shoes.
- Stimulate conversation and confront the issue of representations and prejudices. It is up to each participant to decide whether or not to take a step forward.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- As many roles as participants
- 1 list of situations/contexts
- 1 list of statements to read during the activity
- 1 large, quiet space

UNFOLDING THE ACTIVITY

20'

- The facilitator distributes a role to each participant. The same role can be distributed to more than 1 participant.
 - The instructions are explained and the participants are asked to try to imagine the life of the character they have written on the paper.
 - The statements are read aloud. Participants advance one step if they can answer YES to the statement or stand still if their answer is NO.
- > *The roles should be customized to the economic situation and socio-political context of each country.*

DEBRIEF

20'

When all statements have been read and participants have realized where they are in space compared to others, the facilitator can ask participants questions : (The facilitator can choose to reveal the profile cards at the end or during the activity).

- How did you feel when others moved forward but you did not? And how did you feel in the opposite situation?
- How did you feel embodying the character you were given on the profile card?
- Did you feel a sense of injustice? Inequality? At what point exactly?



SESSION #2 —→ 1h15

Part 1 : Defining a common vocabulary for Europe -> 15'

> PEDAGOGICAL GOALS

- To gain a better understanding of the European community, the constitution of the main institutions and the bodies of the European Union.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- 4 maps with names: EU / Europe / Schengen Area / Euro Zone
- 16 maps with the geographical area (4), key dates (4), key figures (4) and an anecdote (4)

UNFOLDING THE ACTIVITY

The participants are divided into 4 teams.

The facilitator gives each team a card :

- European Union
- Europe
- Schengen Area
- Euro zone

All the other cards are laid out loose in the middle of the room. Each team must find the cards that complete the profile of their main card.

At the end of the game, each team should have a total of 5 cards with the following information :

- name
- geographical area
- date of creation
- number of member states
- an anecdote

Participants share their results.

If the activity is not adapted to the level of the participants, it is possible to propose fewer cards (for example: just the name + the geographical area).

DEBRIEF

- Correction and debriefing of the context of each zone identified during the activity, the ins and outs of each zone.
- Possibility of adding historical content if the level of the group allows.
- Use this to make the transition to the next activity: being informed about the different political and economic bodies that exist will give a better understanding of current policies. Some policies transcend national borders and are decided at international level. In this case, the issue of migration (among others) occupies an important place in European (and even global) policies.



Part 2 : Representations -> 15'

> PEDAGOGICAL GOALS

- Generate critical thinking regarding representations of EU and national migration policies (focused on the national context where the activity takes place).

> FACILITATORS

1 or 2 people, depending on the number of participants. Participants should have Internet access, they can also share their phones.

> NEEDED MATERIAL

- Computer with Internet access
- Video projector (can be adapted to the context of each organization/workshop)

UNFOLDING THE ACTIVITY

10'

- Participants are invited to share their thoughts and feelings via a link on their mobile phone:
 - 1) How do you see the EU's migration policy?
 - 2) What is your view of national migration policy?
- One question at a time, the groups will be able to generate a word cloud (via SLIDO or other applications such as Kahoot or Mentimeter).

DEBRIEF

5'

The facilitator reports according to what has been written, asks the reasons for those representations, where they come from, and/or why.



Part 3 : Roles and responsibilities –Who is responsible for what? -> 15'

> PEDAGOGICAL GOALS

- Understand which issues fall within national competence and which are decided at European Union level.
- Understand the players and institutions involved in the various policy sectors (first approach, general information to be expanded upon later).
- Learn where responsibilities lie for specific subjects.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- An A3 grid per team
- Small pieces of paper with responsibilities (5 per team).

UNFOLDING THE ACTIVITY

10'

- The participants are divided into groups and the facilitator gives each team an A3 grid and 5 pieces of paper with the responsibilities and tasks related to migration policies.
- The participants have 5 minutes to discuss (as a team) whether the responsibilities lie with the Member State or the EU.
- Ask each team to explain their choice for each task between the EU, the Member States or both. Let them discuss each answer briefly to compare their answers.
- The facilitator gives the corrections and reads out a short explanation for each statement.

DEBRIEF

5'

- Why can't the EU alone be responsible or why can't the Member States decide on their own?
- Because the EU cannot exist without its members. The EU is a supranational organisation: anything that goes beyond national sovereignty is supranational. Supranational organisations have decision-making powers in relation to the Member States and their citizens.
- In other words, EU Member States agree to set aside some of their freedom to work together on a larger scale.
- Depending on the level of the group, the next step may be to identify the institutions/structures in charge of each responsibility for knowing the territory (example: in France OFII, OFPRA, FRONTEX etc.).



Part 4 : Moving debate -> 45'

> PEDAGOGICAL GOALS

- Encourage participants to debate.
- Create a space where everyone can express themselves.
- Practice oral skills in front of an audience and defend your opinions.
- Confront your understanding of current issues on migration in the EU on a personal and collective level.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- Debate questions > for the moderator
- A clear space
- (optional) an "agree" sheet and a "disagree" sheet

UNFOLDING THE ACTIVITY

35'

- Ask the participants to stand up and position themselves in the middle of the room. Place the "Agree" sheet on one side of the room and the 2nd "Disagree" sheet on the other.
- Explain to the participants that they will have to position themselves in the room according to their answers to the questions asked.
- Ask the participants to explain their position. Point out that they can move and change position if they have been convinced by an argument put forward by the speaker. Participants can also position themselves in the middle of, or close to, the group with which they feel most in agreement.
- The facilitator's role is one of facilitation only; participants should discuss amongst themselves.

1. Do you feel directly affected by the EU's migration policies?
2. Do you think you can have an impact on the EU's migration policies?
3. Do you agree with the EU's current migration policies?
4. All students should have the right to study wherever they want within the EU.
5. EU borders should be more flexible for all types of migration.
6. EU countries should help each other to receive migrants.
7. Granting the right of asylum within the EU's borders should only be regulated by the EU.
8. Do you consider yourself a European citizen?
9. Voting in the European elections is useful.

DEBRIEF

10'

- Gather emotions and thank the people who voluntarily shared personal experiences to illustrate their positions
- Explain that when dealing with complex issues, it is very likely that it will not always be possible to reach a decision or agree with everyone.



SESSION #3 —→ 1h10

Part 1 : Impact of the media -> 20'

> ISSUES RAISED / EDUCATIONAL OBJECTIVES

- The perpetuation of stereotypes and prejudice through the media.
- The use and misuse of images to provide information and provoke emotional responses/feelings.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- Press images (newspapers and magazines)
- Sheets of paper
- Tacks or tape to hang the images and the titles you have come up with

UNFOLDING THE ACTIVITY

15'

- Divide the group into teams of 2-3 people.
- Mount the images on a wall, then give the participants the blank paper ribbons.
- Ask them to look at each image and come up with an article title for it. Or : ask the participants to write two separate headlines on the strips of paper, one pejorative, the second complimentary.
- When everyone is ready, attach the headlines to the corresponding images, compare them and start a debriefing and discussion.

DEBRIEF

5'

- Assess the level of difficulty of the activity for the participants
- Understand the reasons why images are so widely used in the media (and not just in the media). > universal communication, rapid information, mobilisation of emotions, reinforcement of stereotypes and preconceived ideas, etc.
- Define a stereotype and discuss the ways in which stereotypes are reinforced (the media are one reason).
- Discuss the image of migrants conveyed in the media.
- Use the activity to make the transition to the next activity : images and the media play an important role in shaping general representations and public perceptions. There are many preconceived ideas about migration that are not true. Using your critical mind to deconstruct them is a way of combating discriminatory behaviour and discourse.



Part 2 : Confronting fake news about migration -> 20'

> PEDAGOGICAL GOALS

- Deconstruct certain prejudices about migration
- Highlight the different sources of information used by young people and those used by the majority of people.
- Understand the importance of the sources of information used
- Provide participants with advice and reliable sources for finding information.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- The Kahoot link OR TRUE/FALSE sheet OR Questions Clash tes préjugés (created by Desinfox Migrations and e-graine) at the bottom of this sheet
- Mobile phone or computer for each group of participants
- 1 Spacious, quiet place
- (if offline activity) erasable slates and markers
- Post-it notes

UNFOLDING THE ACTIVITY

- The room is set up like a television set, with a presenter in the centre and two/three or four balanced groups in front of them.
- Teams are formed, and each team decides who will act as the buzzer and the sound they will make when their friends touch them.
- The facilitator gives the rules of the game :
He/she will say the sentences, and the teams will have to buzz to give their answers: TRUE or FALSE.
- The first team to buzz in answers, and if they are right = 1 point for their team / if they are wrong = another team can answer.
- After each answer, the participant who answered must say why he/she answered and where he/she heard it.
- The facilitator writes the source of the information on a post-it note and organises the different answers in such a way as to highlight the diversity of sources of information used by young people.
- The first X questions are asked aloud.
- For the last X questions, the facilitator gives the team a little time to look for answers on the internet, etc. and write down the source of the information obtained.
- For each question and answer, the facilitator asks the participants what is the most widespread misconception that is "clashed" thanks to the data found.
- The teams are organised in the same way, except that the answers must be given online. The facilitator should take a moment after each question to ask the participants about the sources of the information.
- If there is no Kahoot link, it can be replaced by slates and markers.

15'

DEBRIEF

- The debrief is unrestricted but aims to :
 1. Make people understand the importance of the sources of information used
 2. To provide participants with advice and reliable sources for finding information.

5'



Part 3 : Commit to action -> 30'

LOOK AT YOUR STEPS : Collective mural

> PEDAGOGICAL GOALS

- Develop creativity and self-confidence.
- To promote teamwork and emotional intelligence.
- Reflect on personal and common interpretations of migration and Europe.
- Encourage participants to imagine themselves taking action and getting involved in the issue.

> FACILITATORS

1 or 2 people, depending on the number of participants.

> NEEDED MATERIAL

- A blank poster board or mural for each group.
- Markers, pencils and pens.

UNFOLDING THE ACTIVITY

15'

- Allow some time for each participant to reflect on what they have seen and learnt during the day and the commitment they can make individually and collectively.
- On a free blank canvas, ask participants to draw/write and make a collage of their reflections. The collective artistic work will be exhibited later at the end of the workshop.

DEBRIEF

15'

- This is the last activity of the workshop "Discovery Day", it is essential to open a safe space to express oneself.
- The beginning of this reflection focuses more on the last session (3) and then the idea is to provide a global reflection of the three sessions.

