

QUESTIONING MIGRATIONS



PEDAGOGICAL SHEET KIT #2

SCHENGEN AREA



> EDUCATIONAL GOALS

- To understand how and why the idea of Schengen was born.
- To understand the controversy and opposing interests.
- To understand how the rules work and affect migrants' desires.
- To understand recent challenges for Schengen

> PARTICIPANTS

Youth between 16 to 30 years old.
Number of participants: Minimum 5 people / maximum 30 people.
**These recommendations are subjected to the context, needs and opportunities of each organization and the public.*

> DURATION

3/4 hours

**This workshop can be carried out in one day or divided into three 1h30 sections (without considering the time needed for the introduction, ice-breaking exercises, energisers, breaks, debriefing and evaluation).*



SESSION #1 —→ 20'

Part 1 : Schenquiz -> 20'

> PEDAGOGICAL OBJECTIVES

- Understanding the creation of the Schengen area
- Understand the changes and consequences of the Schengen area

> FACILITATORS

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

> NEEDED MATERIAL

- Tool sheet
- Kahoot account and link
- PC + video projector + adapter for PC
- 2 A3 cards for the Find the 6 differences game
- if offline activity: slates + erasable markers

UNFOLDING THE ACTIVITY

15'

- Introduce the theme, then let the participants connect to the Kahoot account and create their profile. If there is no Internet connection, offer this activity with slates.
- In a limited amount of time, participants will have to select the correct answer for each question.
- Final stage of the activity (offline): Divide the group into two teams and distribute the two photos of the "before" and "after" Schengen. As in a game of "Find the differences", ask the groups to identify the 6 differences to answer the question: "What has been made easier with the creation of the Schengen Area?".

DEBRIEF

5'

- Ask participants for their feelings
- Highlight the trust shown by the states in creating the Schengen area
- Explain some of the conditions under which the internal borders of the Schengen area can close again



Part 2 : Schengen dilemma -> 1h

> NEEDED MATERIAL

> PEDAGOGICAL OBJECTIVES

- To understand the controversy and opposing interests when it comes to policy making
- To define the notions of security and freedom in a national level
- To get knowledge on Schengen's recent challenges

> FACILITATORS

1 person

- Schengen Dilemma" plastified deck (on it we find The rules of the game
- Two scales - one "security", the other "freedom"- from 1 to 10
- 3 square places to put the situation cards, the emergency card and THE event card)
- 10 situation cards with 2 possible answers (A and B), 1 extra situation card without possible answers (free to the participants to find a solution), 1 emergency card, 1 THE event card, 5 A consequences cards , 5 B consequences cards
- Markers and a sponge or tissue (to note and erase on the plastified deck)
- 2 tables

UNFOLDING THE ACTIVITY

- Split the group into two teams (1 table/group). This is a cooperative game, so there is no competition between the teams.
- Give each team :

- the deck

- the situation cards stacked face down on the deck

- the emergency card face up on the stack

- the markers and the sponge

- the consequence cards (A and B) in two piles (A and B) face down next to the deck (A cards = safety + / B cards = freedom +).

Important : the facilitator keeps the event card.

The group has 5 minutes to read the rules and choose a name for their country (it can be a real or imaginary country).

10'

Rules (also written on the game board) :

1. You are the representatives of your country and you must take decisions collectively to guarantee national sovereignty.

2. At the beginning, you are at level 2 on the scale of freedom and security. Your aim is to raise your levels of security and freedom as high as possible. To do this, you must draw a "situation" card each turn.

3. You must answer A or B to each situation card. Depending on your answer, you choose the corresponding "consequence" card (you answer A, so you choose an A consequence card). Depending on the consequence card, you can adjust your level of safety or freedom each turn. And so on.

4. If you are in a difficult situation and you want to increase your level of safety or freedom, you are allowed to use the emergency card ONCE under the condition that you decide collectively.

40'



Part 2 : Schengen dilemma -> 1h

5. You may find a "situation" card without answers A and B. In this case, you must find your own solution collectively. Once you have made your decision, ask the facilitator to give you the "consequences" card.

6. If, for any reason, you are unable to make a collective decision on a "situation" card, you can vote.

The group plays for the first 20 minutes without being interrupted by the facilitator. The facilitator ensures that the rules are understood and followed.

After 20 minutes, the facilitator presents the "event" card, explaining that an unforeseen event has occurred in the country. The group must make a decision quickly. Depending on the answer, the facilitator gives them a corresponding "consequence" card.

The game ends after 40' of play or when the situation cards have been used up.

DEBRIEF

Discuss for 10 minutes :

- Feelings about the difficulty of the game
- Feelings about the decision-making process
- Emphasise the importance of maintaining the security and freedom of individuals and nations when it comes to international cooperation.
- Why choose the 'security' and 'freedom' scales? Because the European debate often revolves (and sometimes polarises) around these 2 concepts. To guarantee the security of their countries, states sometimes take measures that restrict the freedom(ies) of their populations. Or vice versa. In all cases, it is important to remember that both security and freedom are human rights that must be protected by policies.
- Depending on the level of the group, draw a parallel with the real situation in the Schengen area (give a few examples from the country where the game is being played).
- **IMPORTANT** : explain the reasoning behind THE event map (= represents the challenges faced by the stakeholders) and give examples from the recent history of the Schengen area (e.g. war in Ukraine / Arab Spring / COVID / terrorist attacks, etc.).
- Prepare the transition to the next activity "EuroSchengen meeting".

10'




Part 3 : Euro Schengen meeting -> 1h30

> PEDAGOGICAL OBJECTIVES

- Understanding political conflicts of interest
- Develop negotiation skills through role-playing

> FACILITATORS

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

> NEEDED MATERIAL

- Role cards (10 cards)
- Paper
- Pens, felt-tip pens and markers
- Tool sheet with rules and scenario > for the facilitator

UNFOLDING THE ACTIVITY

The main idea of this activity is to get participants to consider the different players involved in drawing up a treaty.

The idea is that the Schengen area exists as we know it today, but that because of recent crises (Covid19, wars, terrorist attacks), some countries are sceptical about Schengen and would like to see certain things change.

Participants will therefore be given different roles, such as countries, lobbies and NGOs, which they will play in the scenario created for the game. They will have to examine and propose new agreements on :

- a) Internal border controls
- b) External border controls between the roles.

This is because only those representing the countries can vote for the new agreement, so they must take into account all the views of others on the subject. They must deliberate on the pros and cons of the players they want to defend. Then they have to present their point of view in front of everyone. The process should therefore be as formal as possible.

The participants can find their place on the stage to defend their interests as official representatives, and use the labels for themselves as "labels" on what they represent.

80'

DEBRIEF

10'

- It is important to stress the ease or complexity of the process
- Ask participants how they feel
- Ask them if they feel represented or satisfied with the final agreement.



Part 4 : Identify the truth -> 40'

> PEDAGOGICAL OBJECTIVES

- To understand the current challenges for Schengen
- To get knowledge on Schengen's recent challenges on a national level

> FACILITATORS

The number of people by group may vary but we recommend a max of 4 (ideally) - 6 people per group

> NEEDED MATERIAL

- Printed or online articles
- Printed or online photos, info news, social media posts
- Documentaries or videos
- Internet access (if website articles or streaming videos)
- Pens and papers

UNFOLDING THE ACTIVITY

10'

Before the activity, the facilitator looks for interesting documents on the subject of Schengen and how the Schengen area affects national policies or even everyday life (articles, messages on social media, photos, videos, documentaries, etc.).

20'

Participants can be divided into small groups. Each group has one or more resource items. They take the time to read, discuss, express their feelings and take notes.

Each group then presents the most important information and impressions to the whole group.

5'

If the activity involves showing a documentary, it can be a classic film-debate.

DEBRIEF

5''

- Request for participants' feedback
- Emphasise the fact that international policies can affect everyone's life (global and local impact)

