

STEP #1

WHAT IS IMPORTANT AND VALUABLE FOR MY LIFE ?

Create a «profile» of yourself based on the following questions. There are no correct or incorrect, better or worse answers!

Is there a particularly impressive person (perhaps even a «hero» or a «heroine»), in books, films or series (or in real life!) who is of special importance to me? Why do I like or admire him or her?

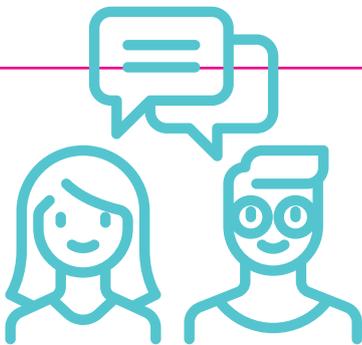
Is there anything about other people that particularly annoys me? What bothers me about this?

Is there an object in my personal room or space that is particularly important to me? Why is it so important to me?

What would have to happen to me and my family for us to leave our homeland and flee?

If I had to flee and to live in another country – whom and what would I miss most?

Alternative question (if I actually had to flee): After fleeing from another country – whom and what do I miss most?



Tell the other student what you have in mind on these questions. The other student listens and then gives feedback to you by completing the sentence:

“ From what you have just told me, I can guess what is important and valuable to you in your life. With my own words I would express it this way: For you it is important and valuable ... ”

You can briefly comment on whether you feel understood and how you would describe what is important and valuable to you. Then the other student tells you his/her responses to the questions, and you give feedback.



STEP #2

MY VALUES - YOUR VALUES: DEALING WITH DIFFERENCES

Please think about the following questions and take notes:

Whose ideas about what is important and valuable in life are different from mine? List some of these experiences and then select one which you especially remember.

With whom was I dealing in that situation? What was the difference between us about what is important and valuable in life?

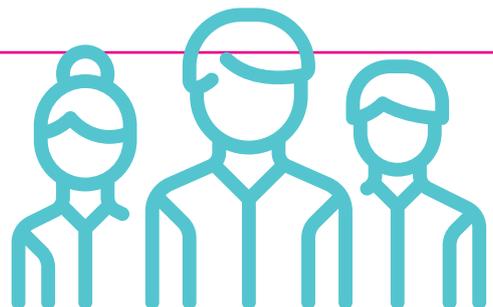
Are there values of my own that I became aware of during this encounter? (Maybe these are the same values I realised in Step 1)

Was there a conflict in this situation, did I try to convince the other person(s) of my position? Have I changed my position?

What feelings (perhaps also physical feelings or sensations) did I experience in this situation?

How do I feel I handled deal the situation? What helped me? What would have helped me?

Tell the classmates in your group about the situation and your experience!





STEP #3/1

MY EXPERIENCES WITH REFUGEES - AND MY QUESTIONS

Please think about the following questions and take notes:

Where have I already seen/met refugees or other migrants – personally or (if that hasn't been the case so far) via media/internet?

When I think of this/these encounter(s): What questions have been raised as a result? What would I like to know more about?

If a refugee or migrant (e.g. the one I saw/met) came into our class to talk with us: What would I want to ask him or her?

Alternative question (if I actually had to flee): Where have I already seen/met people of other backgrounds/countries?

STEP #3/2

WHEN THE SUBJECT OF FLIGHT GETS A FACE

After you have seen a video with Hiba or Filimon, think about the following questions and make notes:

What different feelings does Hiba or Filimon express?

What feelings did I have when I watched the video?

What do I wish for Hiba or Filimon?

If I could talk to Hiba or Filimon - what would I like to ask her?

What thoughts and questions on the history and situation of Hiba or Filimon, as well as on the subject of refuge/migration in general occur to me?

REFLECTION



Take a photo of an object that represents or symbolizes something that is particularly valuable to you and that you don't want to lose. Add a short explanatory sentence to the picture.



Make a note of a selected question on the subject of refuge/migration that is of particular interest to you and to which you would like to have answers.