

ODISSEU

DIGITAL MANUAL FOR TEACHERS



ODISSEU

Index

1. Introduction.....	3
1.1 Background information to use the manual and ODISSEU online game.....	5
1.1.2 The UN Agenda 2030 – Sustainable Development Goals.....	6
1.1.3 Competences.....	7
2. Global citizenship education applied to migration issues	10
2.1 The micro-macro dimensions and vice versa	11
2.2 The three-time dimensions	13
2.3 Power analysis on migration	15
3. The role of teacher in shaping Global Citizens	19
3.1 What is project-based learning?.....	20
4. Research	22
5. Storytelling.....	26
5.1 Developing competences through the storytelling	26
5.2 Evaluation methods of storytelling	28
6. Design a story	29
6.1 The ADDIE model.....	30
7. Online simulation games.....	36
7.1 Games in education.....	36
7.2 Categories of online games	37
7.3 Benefits of game based learning	37
8 Active citizenship.....	38
8.1 Advocacy and campaigning	39
Part 2 - SESSION PLANS	44
ANNEXES.....	65





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1. Introduction

Education systems

European education systems nowadays represent an intercultural laboratory where pupils of different traditions, experiences and communities spend together most of their time. Migration always existed and such a diversity in classrooms is the result of different factors and needs, which most of the times are not explained to the wider community, creating sometimes prejudices and mistrust over the new comers.

Political discourse through broadcasting and social media also influence the perception of migration polarising public opinion between welcoming's and closing borders, as if the discussion would be between white and black, but reality is much more complex than what we can read on a tweet or a post on Facebook.

Growing diversity in EU challenges the education sector to develop strategies for accepting and embracing difference and empower teachers to provide instrument of understanding to student in this complex and changing reality. Within this landscape, the school is a critical institution for transmitting values and attitudes that honour openness and learning from difference. The educational sector can provide a place where young people learn the skills and competences that will help them resolve conflicts in a peaceful manner and learn from diversity.

ODISSEU online game aims to develop critical thinking competences exploring life experiences of three imaginary but realist characters, who for different reasons had to flee from their country of origin. The game offers the experience of unexpected events breaking normal life routine and the emotional strike that they can cause. While the manual supports teachers to implement classroom activities providing context and problem solving activities, both in terms of preliminary and post-game activities, through research and storytelling.

The aims of the teachers' manual are:

- 1) Offer secondary school teachers practical participatory tools to inform, raise awareness and empower schools to fight hate speech towards asylum seekers and students with migrant background.
- 2) Increase students' civic engagement, media literacy and ICT skills and awareness through forced migration and global issues stimulating active change.
- 3) Develop student's intercultural competences and creative thinking to distinguish bias against refugees, recognize forms of manipulation, extremism and populism in the communities and on the media.



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Content of the modules	Partner
<p>1. Causes and effects of migration:</p> <p>It includes a reflection on the application of global citizenship education methodological approach on migration issues through activities able to develop critical thinking, conflict resolution, global inequalities understanding, awareness raising skills.</p> <p><i>Teachers potentially involved: foreign language, literature, history, geography, civic education, economy, law.</i></p>	Oxfam Italy
<p>2. Research:</p> <p>It offers a methodological proposal to organise a set of common indicators and tools to establish the methodological approach to analyse and monitor media concerning migration issues.</p> <p><i>Teachers potentially involved: math, literature, sociology, economy, foreign language.</i></p>	UPIT
<p>3. Storytelling:</p> <p>It helps to develop public speaking and leadership skills through theatrical methodologies.</p> <p><i>Teachers potentially involved: ICT, physical education, literature, foreign languages, science.</i></p>	FAU
<p>4. Media content drafting:</p> <p>It develops transversal competences in selecting sources, create a media story around asylum seekers' storytelling videos, organise a coherent narration both visual and content wise to feed the game.</p> <p><i>Teachers potentially involved: history, arts, ICT, literature.</i></p>	Meath Partnership
<p>5. Online Simulation Games:</p> <p>It fosters school's digital environments, students technological and ICT competences understanding the process behind the creation of a video game through small basics programming and scripting.</p> <p><i>Teachers potentially involved: ICT, digital animators, technology.</i></p>	CARDET
<p>6: Active Citizenship:</p> <p>It develops project design competences to give visibility and create consensus around students' findings and perspectives on migration issues in EU.</p> <p><i>All teachers involved.</i></p>	KOPIN



1.1 Background information to use the manual and ODISSEU online game

1.1.1 Migration terms

To start a discussion on migration issues in schools, as in the wider community, it is fundamental to know the different legal forms defined under the wider term “migrant”.

The glossary on migration¹ of the IOM – International Organisation on Migration of the United Nation defines the following:

Term	Definition
migrant	An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students. <i>Note: At the international level, no universally accepted definition for “migrant” exists. The present definition was developed by IOM for its own purposes and it is not meant to imply or create any new legal category</i>
asylum seeker	An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every recognized refugee is initially an asylum seeker. <i>Source: United Nations High Commissioner for Refugees, Master Glossary of Terms (2006)</i>
Refugee	A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. <i>Source: Adapted from Convention relating to the Status of Refugees ((adopted 28 July 1951, entered into force 22 April 1954) 189 UNTS 137) Art. 1A(2).</i>
Internally displaced persons	Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border. <i>Source: Guiding Principles on Internal Displacement, annexed to United Nations Commission on Human Rights, Report of the Representative of the Secretary-General, Mr Francis M. Deng, Submitted Pursuant to Commission Resolution 1997/39, Addendum (11 February 1998) UN Doc E/CN.4/1998/53/Add.2, 6</i>
environmental migrant	A person or group(s) of persons who, predominantly for reasons of sudden or progressive changes in the environment that adversely affect their lives or living conditions, are forced to leave their places of habitual residence, or choose to do so, either temporarily or permanently, and who move within or outside their country of origin or habitual residence. <i>Source: Council of the International Organization for Migration (IOM), Discussion Note: Migration and the Environment (November 2007) MC/INF/288; IOM, International Dialogue</i>

¹ IOM glossary on migration https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf#IML%2034_Glossary_3rdEd.indd%3Ainternally%20displaced%20persons%3A254



	<p><i>on Migration (no. 18) Climate Change, Environmental Degradation and Migration (2012); IOM, Outlook on Migration, Environment and Climate Change (2014).</i></p> <p><i>Note: There is no international agreement on a term to be used to describe persons or groups of persons that move for environment related reasons. This definition of environmental migrant is not meant to create any new legal categories. It is a working definition aimed at describing all the various situations in which people move in the context of environmental factors.</i></p>
Diaspora	<p>Migrants or descendants of migrants whose identity and sense of belonging, either real or symbolic, have been shaped by their migration experience and background. They maintain links with their homelands, and to each other, based on a shared sense of history, identity, or mutual experiences in the destination country. Source: Adapted from International Organization for Migration, IOM’s Strategy to Enable, Engage and Empower Diaspora (n.d.)</p> <p><i>Note: As further noted in IOM’s Strategy to Enable, Engage and Empower Diaspora, “IOM also refers to diaspora as transnational communities, because in a world of unprecedented global mobility, they comprise people who are connected to more than one country. The transnational nature of diaspora implies that these people are crucial when it comes to connecting countries and communities, because they can call on multiple networks, relate to different identities and share a sense of belonging to more than one community”.</i></p>

1.1.2 The UN Agenda 2030 – Sustainable Development Goals²

As described in the United Nation’s portal the Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to leave no one behind, it is important that we achieve them all by 2030.

The Goals focus on **5 P**: **P**eople, **P**rosperity, **P**eace, **P**lanet and **P**artnership. Those are the critical dimensions at the core of the International agreement signed in 2015 by 193 member states that pledged to ensure sustained and inclusive economic growth, social inclusion, and environmental protection, fostering peaceful, just, and inclusive societies through a new global partnership.

ODISSEU’s educational tools aim to improve knowledge and understanding about the SDGs framework to promote and raise awareness about the environmental, economic and societal targets and



indicators to be met by 2030 at any latitude of the world. The ability of countries to drive policies and economies towards meeting the Goals today represents a “push” or “pull” factor for migration.

1.1.3 Competences

² <https://www.un.org/sustainabledevelopment/>



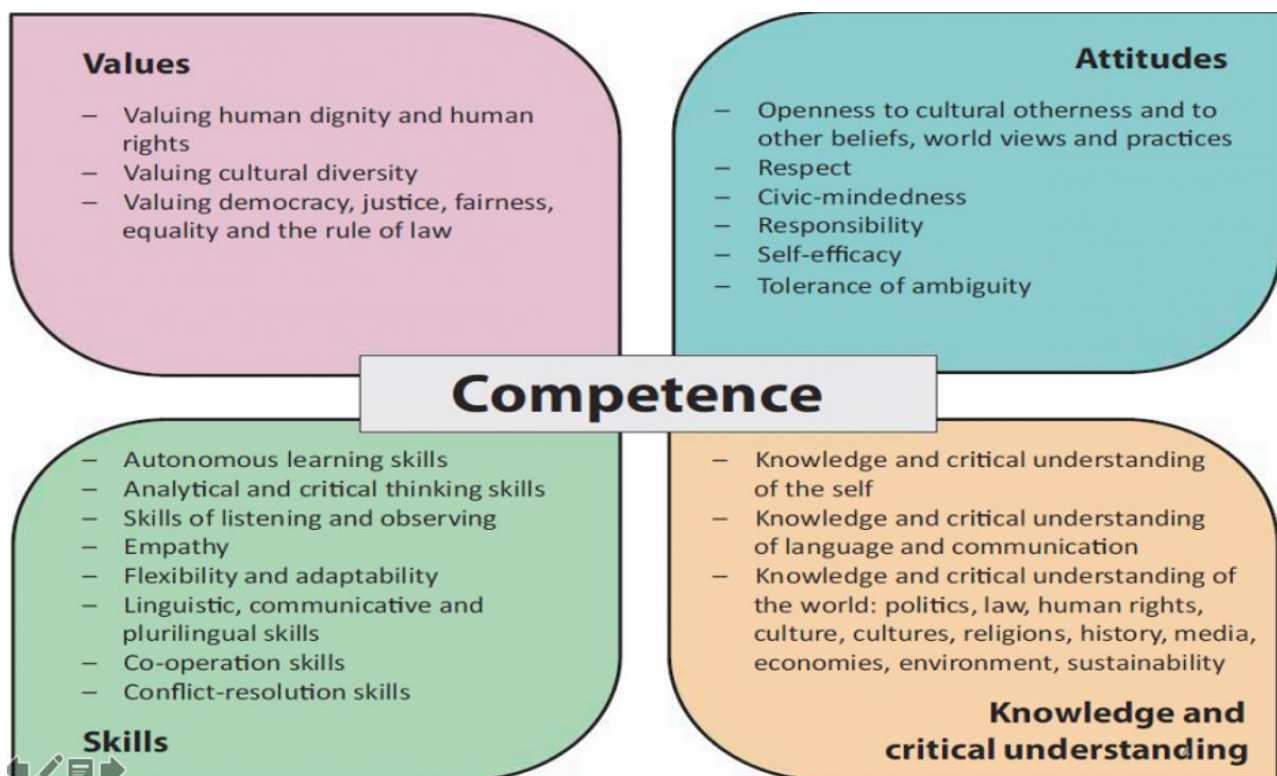


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From an educator’s perspective, engaging on specific educational activities should be a benefit to the school curricular programmes. The ODISSEU learning tools aim to strengthening active citizenship competences through a variety of methods.

The “Competence for Democratic Culture”³ framework developed by the Council of Europe identifies 20 fundamental competences to live in contemporary societies, that should be developed by pupils in formal, non-formal and informal education contexts. The ODISSEU online game and associated lesson plans have the ambition to complement curricular activities in secondary schools to develop a wide set of competences as shown below.

Model of Competences for Democratic Culture



Descriptors of competence that students can develop through ODISSEU tools

Values

Valuing human dignity and human rights; Valuing cultural diversity; Valuing democracy, justice, fairness, equality and the rule of law

- Students are able to argue that all public institutions should respect, protect and implement human rights and that intercultural dialogue should be used to develop respect and a culture of “living together”;

³ <https://rm.coe.int/16806ccc07>





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- Students express the view that all citizens should be treated equally and impartially under the law and argue that laws should always be fairly applied and enforced in any country;

Attitudes

Openness to cultural otherness and to other beliefs, worldviews and practices; Respect; Civic-mindedness; Responsibility; Self-efficacy; Tolerance of ambiguity

- Students express an appreciation of the opportunity to have experiences of other cultures, both real and simulated, for encountering people with different values, customs and behaviours;
- Students express respect towards people who are of a different cultural, religious and socio-economic status from themselves;
- Students express commitment to not being a bystander when the dignity and rights of others are violated and are willing to discuss what can be done to help make the community a better place;
- Students show that they take responsibility for own mistakes and consistently meets commitments to others;
- Students express a belief in their own ability to navigate obstacles when pursuing a goal. If they want to change, they are confident that they can do it;
- Students deal with uncertainty in a positive and constructive manner and work well in unpredictable circumstances.

Skills

Autonomous learning skills; Analytical and critical thinking skills; Skills of listening and observing; Empathy; Flexibility and adaptability; Linguistic, communicative and pluri-lingual skills; Co-operation skills; Conflict-resolution skills

- Students can learn about new topics with minimal supervision and assess the quality of their own work;
- Students can assess the risks associated with different options and show that they think about whether the information they use is correct;
- Students are able to pay attention to what other people imply but do not say and to notice how people with other cultural affiliations react in different ways to the same situation;
- Students try to understand their peers better by imagining how things look from their perspective, taking other people's feelings into account when making decisions, and expressing the view that, when they think about people in other countries, they share their joys and sorrows;
- Students adapt to new situations by applying knowledge in a different way and adopt the sociocultural conventions of other cultural target groups when interacting with members of those groups;
- Students ask questions that show their understanding of other people's positions and can adopt different ways of expressing politeness in another language;





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- Students work to build consensus to achieve group goals and when working as a member of a group, they keep each other informed about any relevant or useful information;
- Students can assist others to resolve conflicts by enhancing their understanding of the available options and encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns.

Knowledge and critical understanding

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

- Students can reflect critically on themselves from a number of different perspectives visualising their own prejudices and stereotypes and what lies behind them;
- Students can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective;
- Students can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world, on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses;
- Students can describe the effects that propaganda has in the contemporary world and explain how people can guard and protect themselves against propaganda.





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2. Global citizenship education applied to migration issues



Migration flows over the last decade have become an issue fuelling the EU with nationalistic and populist discourse. Narratives and counter narratives on its causes and impacts have disorientated public opinion to the extent that negative stereotypes and unjustified prejudices are widespread in public opinion amplified by a political discourse fuelling hate speech.

Young people, especially school students, live in the duality of multicultural classrooms where different cultural backgrounds meet and enrich each other, but in the community and online the public discourse promotes contradictory messages.

How can educators trigger students' critical thinking on migration?

Global citizenship education methodological approach support learners in analysing the phenomenon of migration through different lenses.

The Maastricht Global Education Declaration (2002) definition affirms:

Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.

Taking as a reference global education methodological dimensions, as defined by the Global Education Guidelines of the Council of Europe⁴, and adapting them to the topic of migration, it is possible

⁴⁴ <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>





to identify several entry points to analyse this phenomenon. Over on the next pages, there is an example to start practicing this exercise to get you started.

2.1 The micro-macro dimensions and vice versa

1. The micro-macro dimensions and vice versa	
From local to global	
focuses on the interconnection between the global dimension of issues and the effects at local level (globalisation)	
<p style="text-align: center;">Local issues related to migration</p> <p><i>Departing country:</i></p> <ul style="list-style-type: none"> - destruction and loss of family and community relationships - brain drain - climate change - wars and conflicts - poverty, hunger and diseases - persecutions and human rights <p><i>Hosting country:</i></p> <ul style="list-style-type: none"> - management of reception facilities - inclusion and integration through social and education services - jobs and labour market - safety and criminality 	<p style="text-align: center;">Global issues related to migration</p> <ul style="list-style-type: none"> - Universal Declaration on Human Rights⁵ - the 1951 Refugee Convention⁶ - colonialism and post-colonialism - global trade market - capitalism and neo-capitalism - economic inequalities within and among countries - forms of government - exploitation of natural and human resources - pollution - smuggling

1. The micro-macro dimensions and vice versa	
From personal to collective	
it takes personal experiences and life stories to reflect upon the bigger issues affecting a group of people	
<p style="text-align: center;">Personal</p> <p>In 1991, Manfred Max-Neef published a book called “Human scale development”⁷ demonstrating that human needs are finite and classifiable. Manfred identified 9 fundamental human needs existing in all human cultures and across history, which are satisfied differently according to the contexts.</p> <p>The 9 human needs are:</p> <ul style="list-style-type: none"> • subsistence (food, water, shelter), • protection (a safe place to live, social security), 	<p style="text-align: center;">Collective</p> <p>Persecutions of minority groups across the world are a reality still today. From religious practices or “race”, the list is long. From Jews and Gypsies in Europe, indigenous and first nations in Northern America, Tutsi in Rwanda, Rohingya in Myanmar, etc. Non-binary gender identity in many countries of the world is still considered illegal and it can even be punished by death penalty.</p> <p>“I am a migrant” is the UN Migration Agency’s platform to promote diversity and inclusion of migrants in society. It’s specifically designed to support vol-</p>

⁵ <https://www.un.org/en/universal-declaration-human-rights/>

⁶ <https://www.unhcr.org/1951-refugee-convention.html>

⁷ <http://www.wtf.tw/ref/max-neef.pdf>





<ul style="list-style-type: none"> • participation (being part of decisions that affect our life), • idleness (some free time, relaxing), • affection (we need friends, love), • understanding (learning, meditating), • creation (cooking, designing, inventing), • identity (a sense of belonging, knowing oneself) • freedom (being able to choose how we live our lives). <p>When those needs are not satisfied, human beings tend to move in places where they can find better conditions.</p>	<p>unteer groups, local authorities, companies, associations, groups, indeed anyone of goodwill who is concerned about the hostile public discourse against migrants.</p> <p>“I am a migrant” allows the voices of individuals to shine through and provides an honest insight into the triumphs and tribulations of migrants of all backgrounds and at all phases of their migratory journey. While it aim to promote positive perceptions of migrants it does not shy away from presenting life as it is experienced. It seeks to combat xenophobia and discrimination at a time when so many are exposed to negative narratives about migration – whether on social media feeds or on the airwaves.</p> <p>https://iamamigrant.org/</p>
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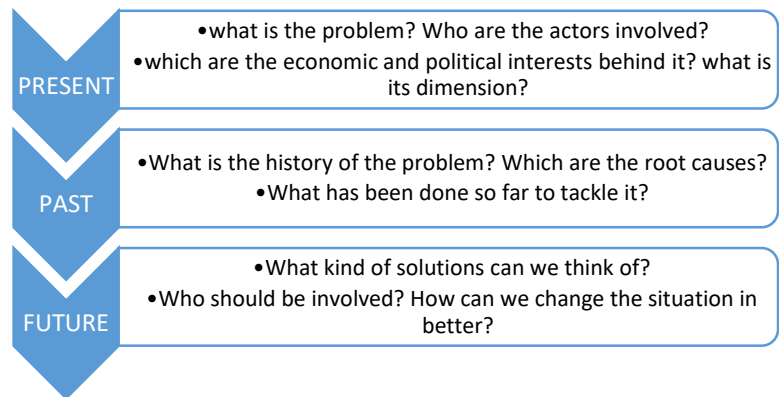
1. The micro-macro dimensions and vice versa	
From emotional to rational	
reshapes emotional responses into rational reflections towards the action	
Emotional	Rational
<p><i>Before departure:</i> based on the reasons for leaving the country, feelings can range from fear and sadness when people are forced to suddenly flee, or excitement and sense of responsibility towards the family and the community when the departure is planned to send revenues back home.</p> <p><i>When arrived:</i> the vast majority of migrants are affected by some forms of post-traumatic stress disorder, which is a mental health condition that is triggered by a terrifying event — either experiencing it or witnessing it. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event.</p>	<p>Many times migration is planned and people define, before departing, the:</p> <ul style="list-style-type: none"> - final destination - route and stop overs - how much it will cost - family or relatives’ networks abroad that can support the trip, and - what to do when in the new country <p>External factors, such as kidnapping, smuggling and closing borders, can hinder the ability to reach the final destination causing risks and frustrations.</p>





2.2 The three-time dimensions

We usually focus on problems how they appear now, but in most cases the root causes of any issues are in the past. When it comes to migration issues this is even more important, as migration flows are strongly connected with the colonialism and neo-colonialism processes.



A world on the move

(Article retrieved from the EU funded project Future Youth School Forums <https://fys-forums.eu/en/fys-toolkit/forum-curriculum-people-force-flee/130-introduction-to-people-forced-to-flee>)

Since the first humans left Africa 60,000 years ago and began to spread across the world, human history has been a history of migration. (1) For example the emergence of the USA as the leading 20th century superpower was helped by three centuries of sustained inward migration. More recently the rise of China as an economic powerhouse owes much to massive internal migration from the countryside to the industrial cities. In 1950, Shenzhen was a fishing village with a population of just over 3,000 people. By 2025 it is projected to be a city with a population of over 12 million. (2)

The UK capital city of London was founded by immigrants from imperial Rome in 43AD. However, despite significant inward migration over the centuries, London has grown much more slowly in almost 2,000 years than Shenzhen has grown in a single generation. (3) Yet Shenzhen’s pattern of recent and extraordinary migration is now normal across China and in other cities of the Global South.

For every inward flow of migration there is a reverse outward flow in another part of the world. In 1841 the population of Ireland was 6.5 million. By 2015 it had shrunk to 4.5 million. The Great Famine (Gorta Mór) of 1845-1852 set in motion a pattern of emigration, to the UK, USA, Australia and other countries, which continues to this day. The natural increase of population through fertility, has failed to replace the people who have left Ireland during the last 160 years. (4) The present day population of the territory of the Republic of Ireland is now only two thirds of what it was in 1841 while the Irish diaspora in other parts of the world is said to number 80 million people.

Every continent, country and region has its unique history of migration and you may wish to research and insert your own examples. People migrate for many reasons and every person has their own unique and personal story. Many move in search of a better life and new opportunities. Others are forced to flee persecution, conflict and disasters. Whatever their reasons for leaving their homes, human beings are highly adaptable, restless and mobile. Migration, whatever its causes, is part and parcel of our shared human experience.

The last 100 years

For almost all of human history, migration has been unregulated. However, beginning in the early 20th century, human movement, particularly between nation states, came under closer government control and regulation.

The requirement to present a passport in order to be permitted to cross a national frontier is historically new. Most countries introduced passports for all travellers around the time of World War 1. (5) Before then most people could move between countries in relative freedom. Countries did not usually differentiate between people arriving in search of new opportunities and those fleeing conflict and persecution. For





example, during the 19th century the population of the United States was swelled by Italians escaping poverty and Jews escaping persecution in the Russian Empire. Both were welcome.

As empires declined, the 20th century became the century of the nation state. On the eve of World War 1 in 1914 the world had 56 sovereign states (6). By 2016 this number had grown to 210 sovereign states (7). Having many more countries in the world implies there are many more borders for potential migrants to cross and more opportunities for their movements to be controlled or prevented by states wishing to promote their 'unique' national identities above diversity and multiculturalism. This level of control and exclusion has been applied to both voluntary migrants searching for better lives and people fleeing conflict and persecution.

The refugee displacements of World War 2 were the largest forced migrations that the global community had yet seen and placed severe strains on the nation states of Europe in particular. For example, between 13.5 million and 16.5 million German speakers fled westwards from central and Eastern Europe between 1944 and 1948. (8) To manage these vast movements of people the new United Nations institutions drafted international humanitarian law in the form that is still exists today. The words 'refugee' and 'asylum' gained a legal status to which most nation states undertook, to respect. (9) These international regulations were then codified in the 1951 Refugee Convention which remains in place today.

The 21st century

If the architects of international humanitarian law in the 1940s believed they were responding to a unique post-war crisis they would be disappointed with recent history. The post-colonial world has seen large and forced migrations. They have primarily affected the newly independent countries of the global south. For example, 15 million people were displaced during the partition of India and Pakistan following independence in 1947. (10) The Refugee Project (11) traces the numbers of people forced to flee by conflict globally since 1975. It highlights the ever-shifting hotspots of violence around the world. Today 86% of refugees worldwide have settled in the countries of the Global South.

In 2016 the total number of people displaced as a result of persecution, conflict, violence and human rights violations around the world was estimated at over 66 million, more than at any time since the Second World War. (12) Of this 66 million people, approximately 44 million were internally displaced by violence and forced to live within the borders of their own countries but outside the formal protection of international refugee law. (13) The remaining 22 million people crossed international frontiers and became refugees. They are formally protected by UNHCR, the United Nations Refugee Agency.

The people forced to escape emergencies such as natural disasters or the impacts of climate change are not counted in these figures. The terms 'climate refugee' or 'environmental migrant' have no recognised legal status. However, estimates suggest that between 150 million and 200 million people may become 'forced climate migrants' by 2050. (14) This number dwarfs those seeking protection from persecution.

The violent implosion of Syria following the 'Arab Spring' of 2011 has contributed to a new refugee crisis in Europe. In 2015, 1 million refugees reached Europe after making the hazardous journey by sea (15) from Turkey or North Africa. This has led to new questions about how to best meet the needs of large numbers of highly vulnerable people at a time of economic austerity and political uncertainty in Europe. However, despite the rhetoric, the numbers of refugees now entering the EU is much fewer than in previous periods such as the years following World War 2. The number of refugees who entered Europe in 2015 represents only 0.2% of the EU's total population; a number of newcomers it should be possible to welcome given the necessary political will. (16)

The main burden of hosting Syrian refugees is borne by Syria's neighbours. Altogether 11.6 million people have been displaced by violence in Syria of which 5.1 million have crossed a border as refugees. The largest group of 3 million Syrian refugees has fled north to Turkey. In tiny Lebanon, one third of the population, equivalent to 1 million people, is now a refugee. Lebanon is a fragile state with a long history of welcoming people fleeing violence in the region. However, its society and infrastructure are straining to meet the





demands placed upon it by the latest influx of refugees from Syria. Lebanon's experience is the equivalent of the UK hosting approximately 21 million refugees (one third of the population of the UK). In March 2016 the UK Government undertook to welcome 20,000 Syrian refugees over the next 5 years.

Away from the European media glare other crises create their own stories of forced migration. For example, one million people have been displaced by conflict in the Central African Republic and 3.5 million have been forced to flee following violence in South Sudan. These are among the poorest countries on earth and their neighbours are poorly resourced to host large numbers of vulnerable people. 86% of the world's refugees have fled to developing countries. (17)

The FYS Forums project asks students to ask critical questions, develop their understanding of the refugee crisis and to stand in solidarity with people forced to flee conflict and disaster. Wherever you stand in the world, responding humanely to people who are forced to flee is one of the most urgent challenges faced by today's global community.

References:

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2.3 Power analysis on migration

ODISSEU aims to bridge the gap among different life experiences through storytelling and personal life stories. However, those stories are the result of interpersonal and inter-groups interactions and the ability of identifying the key stakeholders and their interests at any stage of the migration process can make a difference. Developing a critical opinion about the global / local power connections on migration can help students to understand what is or what can be their role in this process. Furthermore, power analysis is an important step for any advocacy and campaigning activity of civil society organisations. Below, there is a proposal of how it is possible to analyse power in relation to migration issues that can be further explored with students in school activities.

2.3.1 ECONOMIC POWER

(Private wealth, corporations, land & property holding, finance, tax heavens). It can be at the same time the cause and the effect of migration.

We live in the era of globalisation. Supporters of globalisation claim that its greater openness and connectivity between countries encourages economic growth and is good for everyone. People talking about globalisation often talk about four main freedoms and how these freedoms make countries more interconnected.⁸

- *Freedom for Capital to move between countries* (capital is the money invested in businesses): people are free to buy stocks and shares or invest their money in virtually any country in the world. Money moves freely and quickly between countries.

⁸ Retrieved from EU funded project School for Future Youth https://sfyouth.eu/toolkit/explore_global_issues/Refugees/Refugees-CriticalThinkingActivityAdditionalBackgroundInformation.pdf





- *Freedom for Goods and Services to move between countries* (goods and services are the things we buy and sell): we are free buy and sell products around the world. Taxes on imports and exports have been dramatically reduced or altogether abolished. For example, visiting almost any shop in any country will confirm that the items we buy and use come from virtually everywhere.
- *Freedom for Knowledge and ideas to move between countries* (knowledge and ideas are all the things we know): Knowledge and information is instantly transferred around the world by the internet. For example, scientists in one country can access research by scientists in another country almost instantly.
- *Freedom of Labour to move between countries* (labour is people and the work they do): **People are not free to travel everywhere in the world to live and work.** People usually work in the country they are a citizen of or in a country where they have specific permission to live. There are controls at borders to control the movement of people.

Some examples of how the economic powers influence migration are:

- contributing to extreme climate conditions affecting rural and urban areas forcing people to flee in search of food and clean water,
- depredating lands and raw materials without paying taxes in the countries, meaning that they do not have national budgets to provide civil society with fair labour conditions and proper welfare, health and education systems,
- supporting low intense armed conflicts to control geographical areas, while people are forced to flee in search of safe zones,
- making agreements with non-democratic political leaders to control the economy of countries and regions leaving the majority of the population in hunger and without freedoms,
- exploiting illegal migrants doing unpaid or low paid jobs in agriculture and industry, etc. in Northern world countries.

2.3.2 MEDIA POWER

(Freedom of expression, information / misinformation, propaganda, normalising power narrative)

The book *Media and Migration* edited in 2001⁹ identifies three ways in which the media may intervene in the migration process in terms of:

- a) its role as a push factor for emigration: internet has widened the imagination of different ways of living on the earth and human beings have personal ambitions to improve their life conditions and quality of life.
- b) its role in fixing stereotypes and co-constructing discourses of inclusion or exclusion, influencing civic actions but also policies on migration in the host countries: nowadays media narratives on migration are quite polarized, either they promote compassion and solidarity

⁹ https://www.researchgate.net/publication/262257850_Media_and_Migration_Constructions_of_Mobility_and_Difference



towards migrants suffering of human rights violations at EU borders; or they warn about the invasion and the ethnic replacement of non-European cultures due to migration flows.

- c) its role in “the creation and maintenance of transnational communities [which] may help migrants feel at home in their country of exile but at the same time perhaps slow down their processes of integration and incorporation”

For a deeper overview on the role of journalism in the perception of migration refer to the article “How the media contributed to the migrant crisis” of Daniel Trilling published by The Guardian <https://www.theguardian.com/news/2019/aug/01/media-framed-migrant-crisis-disaster-reporting>

While, for the purpose of ODISSEU project, the e-library of real life stories of migrants should focus on different dissemination strategies alongside the use of online and social media. Some media can be more powerful than others, but whatever the chosen medium, the keyword for storytelling is emotion. It is essential to make an impression and strike a chord with the people watching or reading your story. Social media nowadays represent the widest-reaching means of communication worldwide. Every social media addresses different targets, has a different penetration and a different engagement of the users. Social media can be accessed easily by a wide variety of content creators and audiences and can feature stories narrated through different means – videos, photos –without the need to use a lot of text or words, which can be an advantage for those storytellers who do not feel too comfortable with written communication. Online and social media, due to their nature, can evoke a strong emotion in a short period of time –this could be both a pro and a con, as the risk of “emotional click-baiting” with no real follow up on the message conveyed by the story can be high.

2.3.3 SOCIAL SERVICES

(Social services agencies, universities, religious institutions, NGO’s, non-profit, supporting communities)

In the departing countries, social services are usually inadequate. Poor infrastructures and low levels of education do not allow for the establishment of proper welfare systems able to improve civil society’s life conditions.

In hosting countries, one of the main arguments of populist movements is about the cost of support and integration of people with migratory background. Most of the anti-migrant rhetoric is grounded on these aspects. Nevertheless, the EU offers economic support to the countries that welcome migrant people and the services provided in the countries in the last 10 years represented a good amount of qualified job positions available for the hosting community.

2.3.4 POLITICAL POWER

(Representing values, buying access, hierarchical representation, lobbying, amplifying voice, corruption)



Some relevant legislative measures

EU – Turkey statement and action plan (2016)¹⁰

In its evaluation of the 2015 Report on Turkey, the European Parliament took a special interest in the EU-Turkey cooperation on migration. It welcomed the statement, but recalled that outsourcing was not a credible long-term solution and called upon EU Member States for more solidarity in welcoming refugees. It also stressed that:

- The €3 billion fund for ‘Refugee Facility for Refugees in Turkey’ has to be used to relieve refugees and that the Commission has to make sure that the funds are properly used and report regularly to the European Parliament on this matter.
- Special attention was to be paid to vulnerable groups such as women and children, particularly orphans, and religious minorities such as Christians and Yazidis; emphasising the urgent need to address gender-related violence and abuse against women and girls on the migrant routes crossing Turkey;
- the European Commission was to make sure that the rule of non-refoulement was duly respected.

On 17 December 2018, the United Nations General Assembly affirmed the **Global Compact on Refugees¹¹**, after two years of extensive consultations led by UNHCR with Member States, international organisations, refugees, civil society, the private sector, and experts. Its four key objectives are to:

- Ease the pressures on host countries;
- Enhance refugee self-reliance;
- Expand access to third-country solutions;
- Support conditions in countries of origin for return in safety and dignity.

Amnesty International 2018 global report (pages 10-13) on the Global Compact on Refugees affirms:

Human rights and refugee law obligations were largely absent from the “zero” draft. Even fundamentals like the *principle of non-refoulement*¹² and the right to seek asylum were omitted. Climate change as a cause of forced displacement was also dropped and there was little space for refugee voices to be institutionalised in any mechanisms. What remained was a strong bias towards states’ interests rather than refugees’ rights.

¹⁰<http://www.europarl.europa.eu/legislative-train/theme-towards-a-new-policy-on-migration/file-eu-turkey-statement-action-plan>

¹¹ <https://www.unhcr.org/the-global-compact-on-refugees.html>

¹² Principle of non refoulement: “No Contracting State shall expel or return (“refouler”) a refugee in any manner whatsoever to the frontiers of territories where his [or her] life or freedom would be threatened on account of his [or her] race, religion, nationality, membership of a particular social group or political opinion.”
<https://www.unhcr.org/4d9486929.pdf>



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Malta Declaration¹³: 4 EU countries (Germany, France, Italy and Malta) agree on migration relocation system (24/09/19). The text of the agreement has not been made public but the document contains the principles of:

- “Voluntary rotation of ports” where asylum seekers will disembark.
- Another key aspect is that participation will be voluntary but, once quotas are agreed, “relocation will be mandatory.”

For a comprehensive and detailed description of EU migration policy refer to the webpage of the Council of the European Union **How the EU manages migration flows**

<https://www.consilium.europa.eu/en/policies/migratory-pressures/#>

<https://www.consilium.europa.eu/en/policies/migratory-pressures/managing-migration-flows/>

2.3.5 STATE POWER

(Courts, police, jails, managing democracy, delocalisation of services)

The high amount of migrants reaching Europe between 2014 and 2017 and the bureaucracy of many EU countries has slowed down the judicial system to assess who are qualified for international protection or not. Some migrants wait up to 3 years in the assessment process. This is a very frustrating moment in migrants’ lives as they live with the uncertainty about their futures, they cannot work or travel because they do not have the necessary documents.

3. The role of teacher in shaping Global Citizens

Learners need to be flexible, creative, proactive, critical thinking effective communicators and team player in order to become effective global citizens. These skills are developed through active learning methods. In such participatory environment, the teacher becomes more a facilitator, who supports the learning process rather than leading it. The teacher supports the students in assessing evidence, make informed decisions, solve problems. The role of the teacher shifts from being a “transmitter of knowledge” to being an “organiser of knowledge”.¹⁴

¹³ <https://www.politico.eu/article/4-eu-countries-agree-on-migration-relocation-system-malta/>
https://www.ceps.eu/wp-content/uploads/2019/10/PI2019_14_SCRC_Malta-Declaration-1.pdf
https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/2_eu_solidarity_a_refugee_relocation_system_en.pdf **CARDET CHECK FOR GAME LINK**

¹⁴ Oxfam – Global Citizenship in the classroom. A guide for teachers (available at: www.oxfam.org.uk/education)



3.1 What is Project Based Learning?

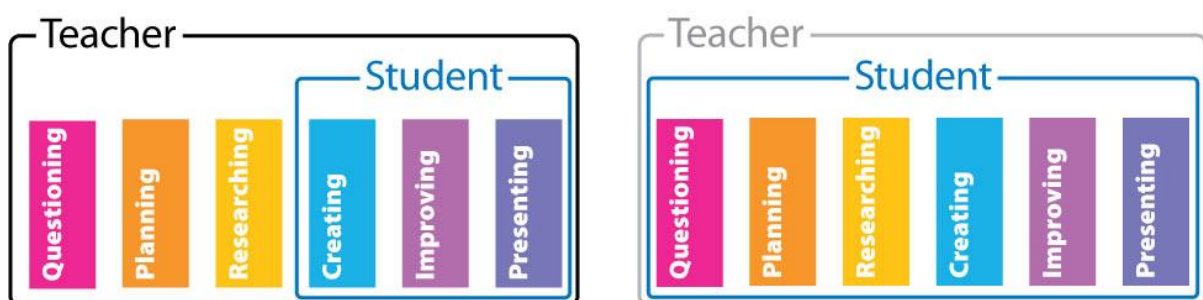


“Project-Based Learning - PBL is not about adding something new to your plate. It’s about re-arranging your plate with a focus on student voice and choice.” (John Spencer¹⁵)

Project-based learning (PBL) is a student-centred and interactive pedagogical approach designed

to capture student interest through in-depth and long-term projects, which allow them to gain new concepts and skills. In such methodology, the teacher becomes a facilitator and learning becomes a collaborative experience. The use of authentic projects encourages deeper learning through collaboration and inquiry, and culminates in a final product or event.

In general, 'projects' represent a range of tasks that can be done at home or in the classroom, by single or groups of students, over a specific time range. The realisation of a project usually requires the definition of a specific timeline and the definition of a team which will take care of the activities to obtain the desired outputs, which constitute the main focus of such activity. In this process, the teacher prepares the early stages of the inquiry process, engaging the students only at a later stage. PBL involves students in the whole process. They think about and question the topic of the inquiry, they come up with driving questions about the topic which translate in the main objective of their learning process. Then they plan concrete activities and actions to answer their questions.



Doing projects (left) vs Project-Based Learning (right): students’ and teachers’ involvement. (Source: <http://thoughtfullearning.com/node/2481>)

¹⁵ John Spencer – Making time for Project-Based learning - <http://www.spencerauthor.com/pbl-time/> (last consulted: November 2019)



Students who learn in a PBL environment tend to enjoy school, take an active role in their own learning, and internalize concepts in a deep and lasting way. A PBL environment appears to be beneficial for students at different level of schooling and with different learning abilities. The methodology in fact offers an opportunity for pupils to take a hands-on role in the learning process and allows them to capitalise on their strengths as a way to compensate for any challenge they face. A PBL environment is usually a very inclusive one where all students can succeed.

3.1.2 Developing project based learning experiences

In order to develop PBL experiences, teachers shall take into consideration big concepts and ideas and how a project will support students exploring them. However, the student should be able to relate with the issues and problems that the project aims at fixing. Failure in establishing such relation might result in discouragement and loss of interest by the student.

Peggy Ertmer, a PBL educator and author, identifies five key components for the development and implementation of PBL in the classroom.¹⁶

1. **Connection with real world problems.** Present students with an observable issue or problem that it is close to them in their everyday life.
2. **Core to Learning.** Invite them to try and find a solution to the presented problem, through group or individual work. During this phase, most of the learning process should take place.
3. **Structure collaboration.** If the students are working in groups, allow them to assign tasks to one another. Provide them with rules on how to work together and specific roles to be covered (researching, theory development, presentation of solution)
4. **Student Driven.** The project shall be in control of the students. The teacher provides students with guidelines and structures to work within but leaves the students with the responsibility to find a solution to the problem and find the best way to present it to the rest of the class.
5. **Multi-faceted Assessment.** The teacher shall constantly monitor the work of the students, in order to ensure that projects are being implemented and all the students are actively involved. The teacher should ask questions about the role the students have in the assignments and also about the theories and materials developed. This will allow the teacher to assess the students and make sure that they are keeping up with the project.

3.1.3 Problem-Based Learning and forced migration

“The man speaking to my middle school class, a Syrian refugee, sat at one end of the conference table. Seven middle school students, ages 10 to 14, had their red notebooks open, but they forgot, in the presence of a story, to take notes. They would remember regardless.”

(Jim Shapiro, Berkeley Carroll School, Middle School Director, Debate Coach)

¹⁶ <https://www.edutopia.org/video/5-keys-rigorous-project-based-learning> (last consulted: November 2019)

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- 6 Steps to Designing PBL: Immigration and The DNA Project - <https://www.scholastic.com/teachers/blog-posts/shari-edwards/6-steps-designing-pbl-immigration-and-dna-project/>

4. Research

The analysis and monitoring of the media is the easiest means of knowledge and understanding of the migration phenomenon. For teachers and students, the analysis and the monitoring of the media is the main way of understanding the role of migration, its effects and, even, the formation of attitudes and behaviours related to the phenomenon of migration and migrants.

Identified and analysed sources are diverse. International bodies (UN High Commissioner for Refugees, International Organisation for Migration), European (Frontex, Eurostat, Eurobarometer) or national (Border Police, General Inspectorate for Immigration) are operative, accurate and constant sources of information on the phenomenon of migration, often delivered structured, in the form of tabular databases. Data delivered in continuous and aggregated flow in publicly accessible bases serve both current information and the supply of information solutions for analysis and visualization.

Equally important in monitoring the phenomenon of migration, but much more difficult to identify, validate and exploit are open sources and information circulated in media and social media (national daily newspapers/profile journals; Radio /TV/press agencies; Social media sources).

The easiest to obtain, but of equal importance to the other categories of data, is the information available in the public circuit by officials – heads of state and European or international organisations, government officials – or representatives of media experts in the study of migration issues. Their importance lies in the fact that they expose concrete policies and measures adopted to manage the phenomenon, indicate future actions or provide estimates of the evolution of problems.



The main way of their structured exploitation is the analysis of content. The content analysis is a research technique aimed at the objective, systematic and quantitative description of the manifest content of the communication (Wimmer and Dominick, 2010, p. 157).

Content analysis is the most known technical analysis of secondary data from written, audible, visual or audio-visual documents to release information (newspapers, books, TV shows). This technique serves for quantitative or qualitative sampling: documents are studied to make calculations or interpretations. In other words, we use this data collection technique when the research issue involves non-numerical documents (written, verbal, visual or audiovisual phrases) whose significance we want to decipher, understand (qualitative sampling) or compare (quantitative sampling).

The content analysis of the media relating to migration aims to analyse the information presented in different media sources. Although the main and declared purpose of the publications is information, the media filters the information, by treating it in compatibility with the purposes principle of cost minimisation (Stanciugelu, 2018).

The characteristics of the content analysis are: objectivity; systematic character (messages are chosen according to an explicit and consistently applied rule); the quantitative character (the purpose of the content analysis is to identify and count the occurrence of keywords that correspond to the migration field).

The advantages of content analysis are: rigor, relatively low cost, and accessibility of analysis materials. It is important to establish the analysis grid objectively, to correctly interpret the attitudes, values and intentions of the author of the document.

The processes of content analysis are:

- a) *Frequency analysis* is useful to determine the interest that the media attaches to this subject (it answers to some questions, such as: "How often does the word migration/migrant/migratory/forced migration appear in a text?" or "How many newspaper articles deal with migration issues?").
- b) *The analysis of the validity* implies the identification, in a text, of the contrast between pros and cons, of the different degree of positivity or negativity towards the issue of migration.
- c) *The intensity analysis* assesses the texts analysing migration issues, comments, images, and other variables (positioning in the newspaper, type of material, article or news, presence or not of photos).
- d) *The quota analysis* intends whether a particular theme induces a constant attitude of the media (frequent and constant association of a theme or personality with certain opinions, attitudes towards migration).
- e) *Computer analysis* allows the creation of databases, their processing and conducting analyses, in the medium and long term, and the shaping of migration communication strategies.

Content analysis can be achieved through two types of data: quantitative (statistical analysis of information, counted frequency) and qualitative (are analysed for understanding of meaning, attitudes and behaviours).



The steps of media analysis on migration are:

- a) *Establishing the categories of analysis* ("What category of information will be analysed?", "What is the source of the information?"): the opinions expressed related to migration; the arguments used; the direction of communication: favourable, unfavourable or neutral; the origin of the texts on migration: discourse, local, national or international headings);
- b) *Establishing the keywords or symbols, the theme* (a significant fragment corresponding to the theme of migration, from a book, article, speech), the context (positive, negative or neutral orientation of the text). It will quantify the space (number of paragraphs, rows, centimetres) and the time (minutes of recording). According to Royce Songleton, quantification in content analysis relates to four counting systems: measurement of time and space, occurrence/non-occurrence of analysis categories, frequency and intensity (attitudes, beliefs and social values) (Chelcea, 2001, p. 224).
- c) *The retrieval of information and their systematisation* (creating tables in which the categories of analysis, keywords, etc. are noted in a systematised form).

Content analysis facilitates the realisation of other types of analyses: *analysis of textual elements, evaluation of the issuer and assessment of reception* (Table 1).

Table 1. Other types of analyses

Other types of analyses	Variants	Significance
<i>The analysis of textual elements</i>	Study of evolutionary trend	a comparison of messages that the same issuer has transmitted at different times (positive, neutral or negative attitude of the publication or person to the migration issue)
	The quota analysis	the interdependence between the textual elements of the same message (the frequency of occurrence associated with keywords in the analysed text)
	Performance analysis	the fidelity with which a newspaper treats the issue of migration, depending on the attitude chosen for the presentation: neutral, evaluative-positive, evaluative-critical)
<i>The assessment of the issuer, its motives and concepts</i>	The representational model	puts a sign of equality between content and intent (the text can be taken into account as it is, as a faithful illustration of the issuer's intentions)
	The instrumental model	makes it possible to determine the type of argumentation used by the author, the style figures that put their mark on the text and influence the



		emotional level of the one who reads the migration message
<i>The assessment of reception</i>		determining the reaction of those analysing the sources, the rate of retrieval of information, the comments accompanying those messages

It is evident that the rigorous analysis of the texts on migration and the use of content analysis leads to a good understanding of the phenomenon of migration. Media analysis and monitoring can be done daily and can be the means of conducting medium and long-term analysis. Complemented by other types of research, it can be a solid basis for specialised institutions to outline migration management strategies.

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5. Storytelling

In humankind, storytelling has a long tradition. The reasons why people tell stories are various: for the transfer of knowledge, for entertainment, preservation of cultural tradition. Today we speak of digital storytelling when stories are represented by multimedia elements such as images, sounds or videos.

What is Storytelling?

“In its most basic form, storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle.” (Roney 1996)

Quotes about the essence of storytelling

- “Tell me the facts and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in heart forever.” – Native American Proverb
- “Stories are motivating, challenging and fun and can help develop positive attitudes. They can create a desire to continue learning (...) Listening to stories in class is a social experience. Storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is enjoyable and can help to build up confidence and encourage social and emotional development.” Brewster, J. and Ellis, G. with Girard, D. (2002), p.186
- “We can tell people abstract rules of thumb which we have derived from prior experiences, but it is very difficult for other people to learn from these. We have difficulty remembering such abstractions, but we can more easily remember a good story. Stories give life to past experience. Stories make the events in memory memorable to others and to ourselves. This is one of the reasons why people like to tell stories.” Roger C. Shank, from Tell Me A Story
- “Good stories surprise us. They make us think and feel. They stick in our minds and help us remember ideas and concepts in a way that a PowerPoint crammed with bar graphs never can.” - Joe Lazauskas and Shane Snow, The Storytelling Edge

5.1 Developing competences through the storytelling

Storytelling is used on many levels in the education of children, teenagers and adults. It can be considered from two different points of view. Stories as ...

- a **product & method of teaching** - as story that can be used by teachers to pass on knowledge, ideas, ethics and values to the learners;

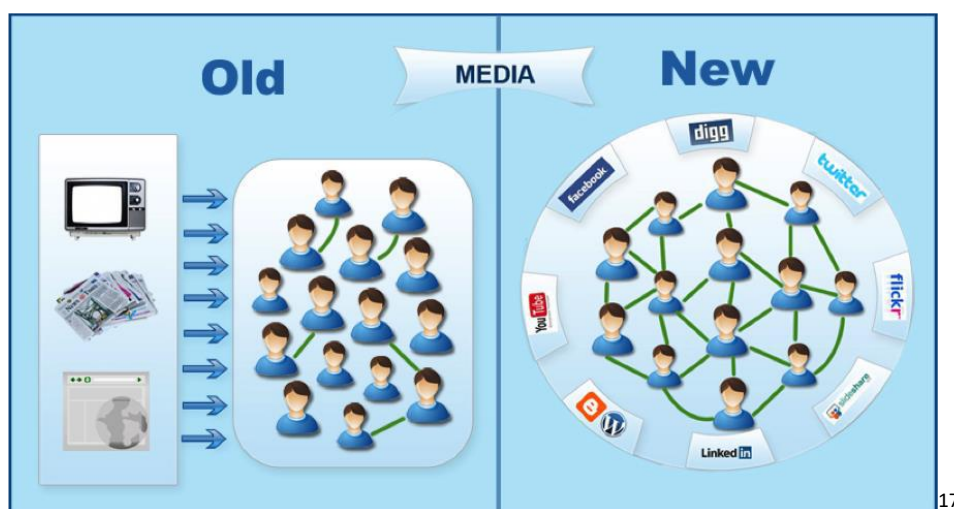
- a **process & method of learning** in which the student creatively creates a particular story and makes it available to recipients.

Storytelling can thus improve teaching by making the topics livelier and interesting. By using different media, it can contribute to deeper understanding. Research reveals that application of digital storytelling in the teaching process significantly increases the involvement of students and their interest in content of the lesson.

The topics of digital storytelling are often divided into three categories:

- 1) personal stories about specific **life events** or **experiences**,
- 2) stories that **inform** or **instruct** and e.g. help the pupils to understand a certain topic better,
- 3) stories that examine **historical events** (not only from a personal perspective).

The way we tell stories has changed a lot in the last 30 years. As the internet has developed, more and more people can get their voices heard. The digital technologies have also blurred the lines between producers and consumers of stories.



17

5.1.1 How to use storytelling as a teacher

The aim is to put the students in the role of creator and author of a narrative. Storytelling helps to develop a number of competencies that are essential for effective functioning in modern society.

Stories...¹⁸

- promote a feeling of well-being and relaxation
- increase children's willingness to communicate thoughts and feelings
- encourage active participation
- increase verbal proficiency
- encourage use of imagination and creativity
- encourage cooperation between students

¹⁷ <https://de.slideshare.net/Debask/social-media-101-understanding-social-media-channels-demographics-and-usage>

¹⁸ <https://www.teachingenglish.org.uk/article/storytelling-benefits-tips>



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- enhance listening skills

5.1.2 Storytelling and intercultural understanding

There are a number of ways in which storytelling can enhance intercultural understanding and communication. Stories can...¹⁹

- allow children to explore their own cultural roots
- allow children to experience diverse cultures
- enable children to empathise with unfamiliar people/places/situations
- offer insights into different traditions and values
- help children understand how wisdom is common to all peoples/all cultures
- offer insights into universal life experiences
- help children consider new ideas
- reveal differences and commonalities of cultures around the world

5.2 Evaluation methods of storytelling

As noted by Ohler (2013)²⁰, teachers should keep certain points in mind before evaluating stories:

- **Set clear goals.** When students prepare written work you can always judge the quality of their writing, whether you know much about the subject or not. But when students prepare new media like digital stories, this fall-back position vanishes because most teachers don't feel comfortable assessing new media narrative. So, the only fall-back position available to them becomes: did students meet the goals of the project?
- **Assess everything.** The final story is the tip of the iceberg. Preparing a digital story involves writing, creating artwork, preparing planning documents, and a number of other activities that produce tangible, assessable artefacts that address a number of intelligences, literacies and skill areas. A digital story is literally a portfolio unto itself, so try to assess as much of the formative work as you can.
- **Assess the process.** Did students plan well? Work well in groups? Much of what is transferable from digital storytelling to other activities, media and non-media based, centres on planning skills.
- **Include self-assessment and peer review.** Include these whenever possible and appropriate. Media development relies on risk taking and honest self-assessment of the outcome. It also relies on a community of learners sharing their skills and insights.

¹⁹ <https://www.teachingenglish.org.uk/article/storytelling-benefits-tips>

²⁰ <http://www.jasonohler.com/storytelling/assessmentWIX.cfm>





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6. Design a story

Instructional design (ID), also known as **instructional systems design (ISD)**, is the practice of systematically designing, developing and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion towards an efficient, effective, appealing, engaging and inspiring acquisition of knowledge.²¹



According to Branch & Kopcha the “instructional design is intended to be an iterative process of planning outcomes, selecting effective strategies for teaching and learning, choosing relevant technologies, identifying educational media and measuring performance” (p. 77).

Considering the characteristics of the process, the partners of the project implemented this process while developing the storyboards of the online game, and at the same time advise and propose that you use this process when developing your own media drafts and stories.

According to Branch and Merrill (2002), there are several characteristics that should be present in all instructional design models:

- Instructional design is learner centred: the learner and his/her performance is the focal point;
- Instructional design is goal oriented: Well defined goals are essential;
- Instructional design focusses on real world performance by helping learners perform the behaviours that will be expected of them in the real world;

²¹ Instructional Design, available at: https://en.wikipedia.org/wiki/Instructional_design (Accessed 12th November 2019)





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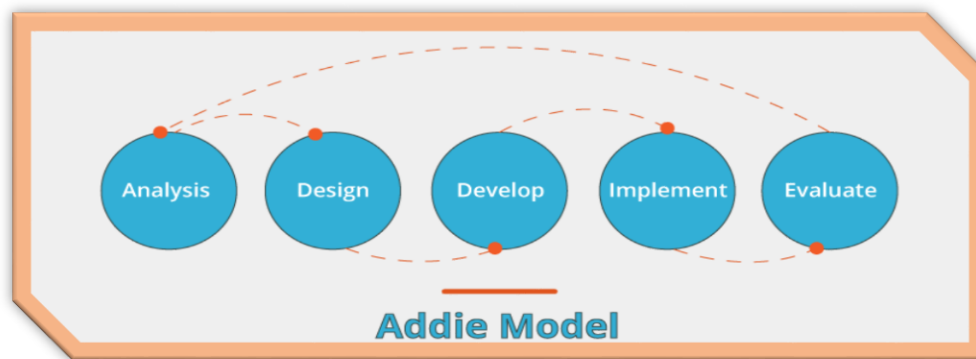
- Instructional design focusses on outcomes that can be measured in a reliable and valid way. Creating valid and reliable measurement instrument is essential;
- Instructional design is empirical. Data is at the heart of the process;
- Instructional design typically is a team effort. This process usually involves team work.²²

There are numerous instructional design models available. The commonly accepted design models are:

- ADDIE
- Dick and Carey
- Assure
- Backward Design (Understanding by Design)
- Kemp Design Model
- The Kirkpatrick Model
- Gerlach-Ely Model
- TPACK

6.1 The ADDIE Model

The Addie model is an instructional design methodology used to help organise and streamline the production of the educational content. Developed in the 1970's, ADDIE is still the most commonly used model for instructional design.



Source: <https://www.cleanpng.com/png-addie-model-instructional-design-learning-logo-2469621/download-png.html>

6.1.1 Analysis²³

²² Kurt, S. "Instructional Design Models and Theories," in *Educational Technology*, December 9, 2015. Available at: <https://educationaltechnology.net/instructional-design-models-and-theories/> (Accessed 12th November 2019)

²³ Kurt, S. "ADDIE Model: Instructional Design," in *Educational Technology*, August 29, 2017, available at: <https://educationaltechnology.net/the-addie-model-instructional-design/> (Accessed 12th November 2019)





The Analysis phase can be considered as the “Goal-Setting Stage.” This is to ensure that what the students already know will not be duplicated, and that the focus will instead be on topics that students have yet to explore and learn. Several key components are to be utilised to make sure analysis is thorough. Course texts and documents, syllabi and the internet are to be employed. With the help of online materials such as web courses, a

structure can be determined as the primary guide for the syllabus. The analysis phase generally addresses the following issues and questions:

- What is the typical background of the students?
- What do the students need to accomplish at the end of the programme? What are the learner’s needs?
- What will be required in terms of skills, intelligence, outlook and physical/psychological action-reaction? What are the desired learning outcomes in terms of knowledge, skills, attitudes, behaviour etc.?
- Determining popular methods being used around the subject and taking a look at what needs to be developed and improved. Review of existing instructional strategies employed. Are they adequate? What aspects need to be added, clarified and improved upon?
- Determining target objectives of the project. What instructional goals does the project focus on?
- Determining the various options available with respect to learning environment. What is the most conducive learning environment? A combination of live or online discussions? What are the pros and cons between online- and classroom-based study? What delivery option is to be chosen? What type of learning environment is preferred? Does one opt for online or face-to-face or a blend of both? If online is preferred what will be the difference in learning outcomes between classroom-based learning and web-based learning?
- Determining limiting factors to the overall goal of the project. What limiting factors exist with respect to resources, including technical, support, time, human resources, technical skills, financial factors, support factors?

Analysis conducted within the ODISSEU project

The research objectives were to:

- Understand the needs of our audience to develop effective tools for them;
- Understand how our different country contexts relate to each other and transnationally across the EU, as the ODISSEU outputs must be transversally applicable;
- Find common workable principles and methods based on the synthesis of identified commonalities and also contextual differences regarding digital education policies and practices on teaching and learning on migration issues in schools

The research methodology was a combined one and consisted of:

- (1) desk-based research conducted by all partner organisations through Literature Review; and
- (2) field-based research conducted in all partner organisations through Focus Groups.

The research report presents findings obtained from:

- 1) the investigation of the learning and training needs of both the teachers and the educational stakeholders in relation to the competences to engage young people in informed discussion about Migration and Asylum;

- 2) the literature review carried out on pedagogical models for fostering asylum seekers and refugee civic engagement, with the use of games in both formal and informal learning environments. To perform an in-depth analysis and evaluation of the existing games in the field of promoting civic engagement in order to decide upon their appropriateness for learning and for fostering civic engagement via role playing.

More information about the process and the findings are available at:

- <https://odisseu-project.eu/en/learning-materials/other-project-outputs>

6.1.2 Design



This stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning and resources. In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used and media selection. The approach in this phase should be systematic with a logical, orderly process of identification, development and evaluation of planned strategies which target the attainment of the project's goals.

It should follow a very specific set of rules, and each element of the instructional design plan must be executed with attention to detail. Being a stickler for the details is crucial to the success of the design stage. This systematic approach makes sure that everything falls within a rational and planned strategy, or set of strategies, that has the ultimate goal of reaching the project's targets.

In this stage, the following was determined to ensure the relevance and quality of the resources developed:

- Different types of media to be used. Audio, video and graphics are prime examples. Are third party resources going to be utilised or will your own resources be created? Will teaching learning materials be prepared?
- Various resources at hand required to complete the project. What are the available resources at your disposal for completing the project?
- Level and types of activity to be generated during the study. Is it going to be collaborative, interactive or on a per participant basis?
- Using a teacher's style approach, how different parts of the project will be implement (i.e. behaviourist, constructivist, etc.)?
- Timeframe for each activity. How much time is to be assigned to each task, and how will learning be implemented (per lesson, chapter, module, etc.)? Do the topics require a linear progression in presentation (i.e. easy to difficult)?
- The different mental processes needed by the participants in order to meet the targets of the project. What are the prescribed cognitive skills for students to achieve the project's learning goals?
- Knowledge and skill developed after each task. Is there a way of determining that such values have indeed been achieved by the students? What is the method adopted to determine the acquisition of desired competencies by the students?



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- The roadmap of how the study or project will appear on paper. Will it be advantageous to create a map of the different activities to see if they are in line with the goal of the project?
- If the project is web-based, what kind of user interface will be employed? Is there already an idea on how the site will look like?
- The feedback mechanism to be used to determine if the participants are able to digest the lessons. What is the mechanism designed to obtain the learners' feedback on material learnt?
- Given the wide variety of student preferences and learning styles, what method will be implemented to make sure that the programme fits their wants? How to design the project activities so as to appeal to diverse learning styles and interests of students? Is there an option for variety in delivery options and media type?
- Pinpoint the main idea of the project (learning activity).

6.1.3 Development



The development stage starts the production and testing of the methodology being used in the project. In this stage, make use of the data collected from the two previous stages, and use this information to create a programme that will relay what needs to be taught to students. If the two previous stages required planning and brainstorming, the development stage is all about putting it into action. This phase includes three tasks, namely drafting, production and evaluation.

In the development phase of the ODISSEU project we have created and tested the learning outcomes, addressing the following questions:

- Is the timeframe being adhered to in relation to what has been accomplished in terms of material? Is the material being created as per schedule?
- Is there a clear vision of teamwork across various students? Are the members working effectively as a team?
- Are students contributing as per their optimal capacity?
- Are the materials produced up to task on what they were intended for?

6.1.4 Implementation



The implementation stage reflects the continuous modification of the resources to make sure maximum efficiency and positive results are obtained. Here is where we should strive to redesign, update, and edit the resources in order to ensure that they can be delivered effectively. "Procedure" is the key word here. Much of the real work is done here as the educator and students work hand in hand to train on new tools, so that the design can be continuously evaluated for further improvement. No project should run its course in isolation, or in the absence of proper evaluation. Since this stage gains much feedback both from teachers and participants, much can be learned and addressed.

Design evaluation is done in the implementation phase. Designers/teachers play a very active role in this stage, which is crucial for the success of the project. Developers should consistently analyse,





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redesign and enhance the product to ensure effective product delivery. Meticulous monitoring is a must. Proper evaluation of the product, course or programme, with necessary and timely revisions, is done in this phase. When teachers delivering the content and learners actively contribute during the implementation process, instantaneous modifications can be made to the project, thus making the programme more effective and successful.

During the implementation phase of the ODISSEU project, the partners determined the following:

- Advise on the preferred method of record keeping, as well as the actual data to be mined from the experience of students interfacing with the project.
- What is the emotional feedback given by teachers and students during initial demonstration of the project? Are they genuinely interested, eager, critical or resistant?
- Explanation on how to deal with any possible errors during testing. What will the response be if, after presenting activities to students, things do not go as planned?
- Is there a back-up tool in the event of initial failure of the project? When technical and other problems arise is there a back-up strategy?
- Is there going to be an implementation on a small scale or a large scale?
- When the student group gets the material can they work independently, or is constant guidance required?

6.1.5 Evaluation



The last stage of the ADDIE method is evaluation. This is the stage in which the project is being subjected to meticulous final testing regarding the: “*what, how, why, when*” of the things that were accomplished (or not accomplished) of the entire project.

This phase can be broken down into two parts: *Formative and Summative*. The initial evaluation actually happens during the development stage.

The formative phase happens while students and developers are conducting the study, while the summative portion occurs at the end of the programme.

The main goal of the evaluation stage is to determine if the goals have been met, and to establish what will be required moving forward in order to further the efficiency and success rate of the project.

Every stage of the ADDIE process involves formative evaluation. This is a multidimensional and essential component of the ADDIE process. Evaluation is done throughout the implementation phase with the aid of the instructor and the students. After implementation of a course or programme is over, a summative evaluation is done for instructional improvement. Throughout the evaluation phase the designer should ascertain whether problems relevant to the training programme are solved, and whether the desired objectives are met.

Developing the content and specific resources of the ODISSEU project, the partners carried out the evaluation by answering the following questions:





- Determine the categories that will be established to evaluate the effectiveness of the project (i.e. improved learning, increased motivation etc.) on what factors or criteria will the effectiveness of project be determined?
- Determine the way you will implement data collection, as well as the timing at which it will be effectively made. When will the data related to the project's overall effectiveness be collected and how?
- Determine a system for analysing participant feedback.
- Determine the method to be used if some parts of the project need to be changed prior to full release. On what basis will you arrive at a decision to revise certain aspects of the project before its full implementation?
- Determine the method by which reliability and content validity can be observed.
- Determine the method by which you will know if instructions are clear. How is the clarity of instructions assessed?
- Determine the method by which you can analyse and grade the response of the participants on the project.
- Determine who gets to receive your final output regarding the project. Who will prepare this report on the results of the evaluation?

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7. Online Simulation Games





Millions of users around the world are gaming regularly. Although the main aim of online games was primarily to entertain the users and profit the companies, quite recently the game-design industry has moved beyond entertainment, focusing on gamifying educational and learning disciplines as well (Stott & Neustaedter, 2013). Online environments are easily accessible to young people and contribute significantly to their socialisation. These environments also enable young people to gain knowledge and experience by engaging them in real-world situations and existing problems that can be simulated in cyberspace (Griffiths, 2015).

7.1 Games in Education

Gamification is the use of game logic and mechanics in non-game contexts to engage and motivate learners in solving problems.

Gaming is based on interaction, collaboration, active and dynamic learning and an informal educational process that is really valuable. Online games are engaging for young people and students, offering them greater levels of discourse and creativity that they would not experience within traditional

learning environments. Online gaming also bridges the gap between formal and informal education and connect the latter to personal experiences, while developing interpersonal skills by discussing their findings with co-gamers.

Online games are pioneer learning media that are highly effective in attracting users, simulate real life conditions, promote collaborative decision making and peer support (Thinking, 2012). However, it is important that the pedagogical approach to computer games is not based only on traditional models that promote simple knowledge transfer, which includes limited autonomy, continuous assessment and fragmented interaction between the students (Vlachopoulos & Makri, 2017). Thus, games need to have real life representations, and also emphasis has to be placed on consequences following actions, where young gamers need to reflect upon their actions and consequences. In the case of educational games, an educational objective is the one that prevails. These types of games are increasingly being used as educational tools, but they also provide much entertainment.





7.2 Categories of online games

Online games can be distinguished in four major categories; **the serious games, serious educational games, simulations and virtual worlds**. Serious games and serious educational games are overlapping categories where the former refers in (vocational, extra-curricular) training, and the latter is linked directly with academic/educational content. Simulations include basic game characteristics, but do not have the feature of scoring (achievement measurement), and in virtual worlds, networking is prioritised over other game's features (i.e. content).

Additionally, games have multiplied in their popularity among educational stakeholders due to two major benefits they bare; their ability to maximize intrinsic motivation for engagement in a learning process and their ability to empower the learning process through visible accomplishments in contextualised educational environments.

The ODISSEU gamified platform is based on an online simulation and its purpose is to raise awareness on the issue of forced migration, asylum seekers and refugees whilst promoting empathy, attracting learners' attention and maintaining their interest during the whole process. This gamified platform seeks to provide users with the autonomy to make personal choices on the basis of critical and rational thinking, so that users can maintain their interest and develop their ability to compose and analyse choices independently.



7.3 Benefits of game based learning

Games are motivational because they provide the opportunity to the user to preserve a level of autonomy in its choices and to act in a comprehensive and contextualised environment. While other factors such as the tasks and the pleasure of accomplishment, the comprehension and interactivity of the game structure, the attractiveness of activities and game environment, the attachment of the player with the game story and the perceived learning benefits

Benefits of game based learning

- Users interact with many different peers
- Users associate gaming with positive feelings
- Games promote learning through practice, since users need to try again and again in order to achieve or solve the game goals
- Repetition strengthens the users' memory
- Feedback in games is almost constant and immediate and helps users to reach their goal

could potentially contribute to the motivation to engage in game play for learning. Also fantasy and mystery seem to be motivational features of games, attributes that are linked to the game play environment and storyline. Overall, games appear to be more engaging and motivational than traditional modes and environments of learning.

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Online games and tools:

- Scratch: <https://scratch.mit.edu/>
- Minecraft game – Education edition: <https://education.minecraft.net/get-started>

8. Active Citizenship and Global Citizenship Education

*“Be the change that you want to see in the world”
(Mahatma Gandhi)*

Young people are clearly interested in global issues but all too often, the ways in which these areas are taught do not encourage greater involvement. There is also a lack of recognition that global issues need to be taught in a form that starts from and makes direct connections to young people’s needs and lifestyle.

Global Citizenship Education (GCE) can be particularly beneficial for young people because it provides an opportunity for them to take forward their curiosity in global issues but in a form that directly relates to their needs and interests. The reasons behind the need for GCE activities in schools are summarised in these three points:

1. Young people need to be prepared to live in an interconnected world.
2. Our communities are more and more diverse; therefore it is important for young people to learn and respect different cultural perspectives.
3. The world we live in is unequal and unfair; therefore, it is important for younger generations to challenge and overcome inequalities.

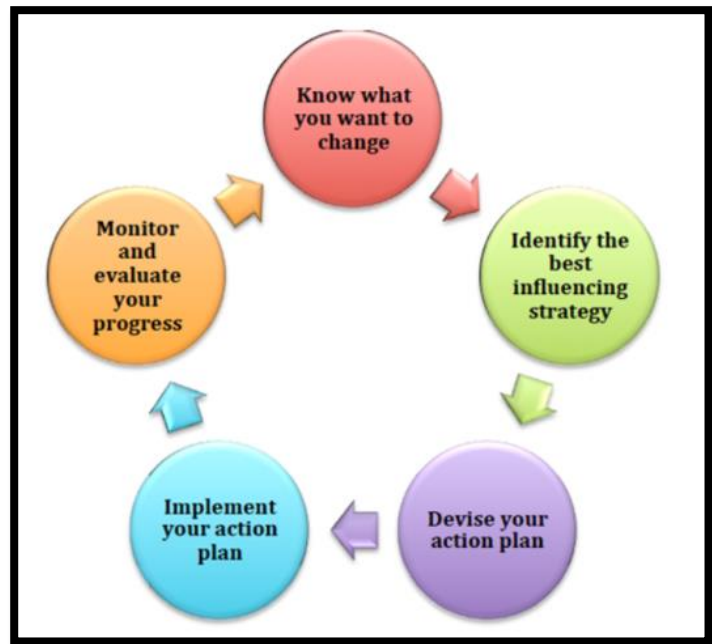


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Including GCE activities in education means that young people will learn more about global issues, will think critically about them and will find ways to translate their knowledge and thoughts into meaningful, concrete and adequate actions.²⁴

Being an active citizen means to contribute actively to the creation of an inclusive and democratic society. This translates into making use of all the available tools, rights, spaces and support needed in order to influence and participate in the decision making process.

In order to shape a society that is more inclusive, supportive, empathic and thriving, it is essential to involve young people. The role of institutions at local, regional and national level should be to ensure that the younger generations are active citizens.



8.1 Advocacy and Campaigning

In a broad sense, advocacy is the process of influencing selected people or institutions in order to shape their practices, policies, and bring the social, behavioural and political change that will benefit a group or groups of people.²⁵

Advocacy can take different forms and can involve different actions (protests, public campaigns, petitions, lobbying). In order to make it effective, advocacy actions need to be well planned, adequately executed and properly monitored and evaluated.

The advocacy cycle helps one to understand the overall process. It starts by having a clear idea of what we want to change. Based on the knowledge of the topic, we identify and carefully plan our actions. We then proceed to implement whilst monitoring and evaluating our actions. This last part is important as it helps us understand if there is anything we need to change to make the process more effective and adapt our actions and requests to a new context.²⁶

²⁴ *Global Citizenship Education Framework – Schools for Future Youth Project* (available at: https://sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework.pdf - last consulted December 2019)

²⁵ *South Voices on Climate Change. Start Here!* (available at: http://careclimatechange.org/wp-content/uploads/2015/07/SV_toolkit_1_English_web.pdf - last consulted: December 2019)

²⁶ Image and text adapted from: *Schools for Future Youth Toolkit – Skills Development* (available at: <https://sfyouth.eu/index.php/en/sfyouth-toolkit/skills-topics> - last consulted: December 2019)





Although often used as interchangeable, the terms *Advocacy* and *Campaigning* have two different meanings. **Advocacy usually relates to active engagement in government and inter-governmental policy processes, whilst Campaigning aims at generating support and pressure from public audiences.**

Campaigns aim at grouping the different voices that are active around a specific cause, and motivating them to become protagonists of change. Campaigns do not necessarily need to have goals involving the whole of mankind, each and every one of us can launch a campaign for causes having global, national, regional or local dimensions.²⁷

In order to be effective, a campaign needs to have:

- a clear target group in mind.
- shared vision about the problem that we want to target.
- measurable goals.
- proper planning of the main actions to be taken.

Whom are we talking to? Target groups for our campaign

- **Primary target group** - All the people who have the power to make the change happen (law-makers, business owners, local councillors, etc.)
- **Secondary target group** - People or groups of people who can influence the decision making process at different levels (media, influencers, public personalities, etc.).
- **Promoters of the action** – All the people that are active in the promotion of the action, all the people supporting our campaign.

What are we talking about? Creating SMART messages

The core of the campaign is the change that we want to achieve, in all its different aspects (main problem, implications, and possible solutions).

The goal or objective of the campaign should be **SMART**:

- **Specific** - linked to one activity, thought or idea.
- **Measurable** - should be easy to track and to measure the progress toward it.
- **Achievable** - it should be easy to identify tasks or actions to make progress toward the goal.
- **Realistic** - possible to achieve.
- **Time-Bound** - it should be achievable within a specific time period.

Once we have identified the main goal for our campaign, we should prepare a *campaign manifesto*, a short and easy to read document expressing the vision of the campaign. This constitutes the main point of reference of the campaign, it summarises the situation we are trying to change and the solutions we are proposing.

²⁷ PEOPLE HAVE THE POWER *attivarsi contro la disuguaglianza* – Kit Didattico (Oxfam)



Writing a successful manifesto requires a thorough discussion of the topic, the objectives, the proposed solution and the targets. This should help reaching some common definitions and a clear vision. At this point, we can start writing down the document, summarising all the information we have acquired, highlighting the main points, and leaving space for the solutions. A successful manifesto will use persuasive language, keeping the wording clear and simple. A well-written manifesto infuses a sense of empowerment, determination of the campaign positions and states clearly what we want, from who and why.

Participation is crucial, as it will make the manifesto inclusive and effective in motivating people to become active promoters of the campaign.

What are we doing? Examples of campaign actions

→ **Online petitions** - It is the most immediate way to involve people and get their support. It can take the form of a petition, which has a specific target, or rather the subscription to a broader manifesto embracing more general values.

Example of online petition: <http://www.snapshotsfromtheborders.eu/make-october-3rd-the-european-day-of-memory-and-welcome/>

→ **Hashtag** - Social media is becoming an important feature in our lives, it is important for our campaign to have a clear online identity. Using a hashtag ensures visibility and easy recognition online, and makes it easier to present and memorise the campaign messages.

Example of hashtag: #MeToo movement <https://metoomvmt.org/>

→ **Media stunt/Flash mob** – In order to generate visibility for the campaign it is necessary to attract media attention. This can be done either mobilising a large number of people (flash mob) or organising a media stunt. It is important to be creative in planning the action, in order to get all the possible attention that we can get.

Example of flash mob: Flash mob in Cologne for the *Black Lives Matter* movement https://www.youtube.com/watch?v=7SY6_w81wJs

Example of media stunt: Media stunt from Oxfam organised during the G7 meeting in Taormina in May 2017 https://www.oxfamitalia.org/wp-content/uploads/2017/08/CS_-G7-TAORMINA-FLASH-MOB-OXFAM-4-CARESTIE_25_5_17.pdf





- **Social network** - Running a campaign through social media has a number of advantages: it is easy, fast and cost effective. It also allows conveying our message in a more efficient way as journalists, influencers and decision makers are all active on social media nowadays. Do not forget to use graphic materials on social media. You do not need a GoPro, as a smartphone can give pretty good results.

Example of campaign on social network: Youth Living together initiative: <https://youthtogether.live/wp/> (check out their social media channels)

- **Events** – Although our lives are more and more connected, it is good practice to organise physical events to promote our campaign. Awareness raising events, forums, movie screenings and debates are all brilliant ways to promote our campaign, involve new people, and gain visibility with our primary target group.

Example of awareness raising events: the project *Snapshots from the Borders* awareness raising events in all EU capitals: <http://www.snapshotsfromtheborders.eu/capital-events-among-europe-all-during-the-3rd-october/>



- **Human Library** - In order to make our communication efficient, we need to prepare the right material, which is both informative and persuasive at the same time. An effective way to prepare content is collecting stories, pictures, videos, interviews that are all useful materials both on social media and in live events. Moreover, the collection process will provide an opportunity for us to get in touch with the territory and the people we are working with.

Example of story collection: “I am a migrant” campaign <https://iamamigrant.org/>

- **Protest** - The most well-known way to make one’s voice heard!

Example of protest: *Refugees Welcome* march in London, report from 2016: <https://www.theguardian.com/world/2016/sep/17/thousands-march-in-refugees-welcome-rally-in-london>

Campaigning – TO DO LIST!

- **Get informed** and use all the available tools (laws, documents, data, research).
- Define a Specific, Measurable, Achievable, Realistic, Time-Bound (**SMART**) **message** to explain what you are advocating for.
- Prepare a **strategic plan**.
- **Create links** with other initiatives.
- **Give your campaign a face**, find supporters and testimonials.
- **Monitor** each step and review your strategic plan.
- **Evaluate** and document your progress.



Part 2 - SESSION PLANS

Based on the theoretical content of the teachers' manual, the ODISSEU project partners have developed a set of ready-to-use session plans that can be implemented with different age groups through specific disciplines.

Global citizenship education applied to migration issues
Activity 1
<i>The colours of a sustainable world + Sustainable Development Goals (SDGs) and migration</i>
Learning objectives
<ul style="list-style-type: none"> - To learn about the 17 SDGs of the UN Agenda 2030 and to understand the international legislative framework; - To understand the interconnectedness among the 17 SDGs in relation to the push and pull factors of migration.
Formal curriculum links
All subject areas
Pre-planning and resources needed
<ul style="list-style-type: none"> • Print a copy of Annex 1 and cut the different SDGs • Projector and computer • Tape
Length of activity
40 minutes first part – 50 min second part
How many people can take part
Between 10 and 30
How to run the activity
<p>In case students are new to the SDGs framework or you want to refresh their minds on the 17 targets, run this introductory activity:</p> <ul style="list-style-type: none"> • Tell learners they will start a journey all around our sustainable world. • Divide the class into groups of 3 people or pairs so that there is at least 2 students working on each Sustainable Development Goal. There are 17 SDGs and they all have to be covered. The initial cards with the SDGs were modified so that they just see the colours and the icons related to them, with no title (Annex 1).





5 min

- Give each pair/group the card with 1 SDG (randomly) and ask them to carefully look at it and discuss: What do they think each icon represents? Ask them to give a title to their card.

5 min

- Plenary: quickly ask each group to show their card with the title.
- After every group/pair has spoken, ask them: do these cards have something in common?

10 min

- Show the video *The Sustainable Development Goals – Action Towards 2030 | CAFOD* and SDGs <https://www.youtube.com/watch?v=9-xdy1Jr2eg> (5mins')

While watching the video, ask students to write down the real title of the target they have been analysing.

5 min

- They all should have their answers now. Make a little recap by asking these simple questions: What are the SDGs? When was this “pact” signed and by whom? Is their title similar to the target name or different? Are they surprised? Ask for some comments in plenary about it.

10 min

SDGs and migration

Use the tape to draw a line on the floor dividing the room in two parts. On one side stick a paper with “Push factors” written on it, on the other side stick a paper with “Pull factors” written on it.

Explain to students the meaning of the terms.

10 min

All students stand on the line in the middle of the room. Read out loud one by one the following statements asking students to move on the pertinent side and possibly to mention to which SDG the statement relates to. Give space to some students at the time to briefly argue their position and allow them the possibility to change their mind moving on the other side.

10 min per statement. 40 min in total.

Possible statements:

- a natural disaster destroyed the region. Water and food provisions will not be available in a longer term perspective. (Push factor: SDGs 2,3,4,6,13)
- In your country 20% of the population owns 90% of the wealth meaning also political and economic power. You would like to study to become a doctor, but your family cannot afford to pay for the university's fees. There is no future for you here. (Pull factor: SDGs 1,4,8,10,11)



- A multinational company has established a mining of coltan next to your village without respecting human, labour and environmental rights. (It might be considered both a Push and Pull factor: SDGs 3,6,7,8,14,15,16)

Coltan mining in the Congo <https://www.youtube.com/watch?v=mCUtElvgOF4> (2,10')

- There is a carbon mining and processing company in your town. (Pull factor: SDGs 3,6,7,8,12)

- You live in a country where non-binary gender relationships are persecuted and you fear you will be imprisoned. (Push factor: SDGs 5,10,16)

BACKGROUND INFORMATION

Push & Pull Factors

Push and pull factors are those factors which either forcefully push people into migration or attract them.

A push factor is forceful, and a factor which relates to the country from which a person migrates. It is generally some problem which results in people wanting to migrate. Different types of push factors can be seen further below. A push factor is a flaw or distress that drives a person away from a certain place.

A pull factor is something concerning the country to which a person migrates. It is generally a benefit that attracts people to a certain place. Push and pull factors are usually considered as north and south poles on a magnet.

Push Factors (encourage people to leave where they are)

- Not enough jobs
- Few opportunities
- Poor medical care
- Not being able to practice religion
- Loss of wealth
- Natural Disasters
- Threats to self or family
- Pollution
- Poor housing
- Bullying
- Political fear
- Poor chances of finding a partner

Pull Factors (encourage people to go to a certain place)

- Job opportunities
- Better living conditions
- Political and/or religious freedom
- Enjoyment
- Education
- Better medical care





- Security
- Family links
- Better chances of finding a partner

Global citizenship education applied to migration issues

Activity 2

THE SUITCASE OF A REFUGEE

Learning objectives

- to simulate the experience of those forced to flee
- to develop critical thinking concerning media speech
- to act consciously towards a more equal and non-discriminant society

Formal curriculum links

Language and literature, foreign languages, geography, history, economics, law

Pre-planning and resources needed

- You will need a large room with chairs in a circle
- You will need small groups
- 20 A5 paper sheets for groups of 5 students, which means 120 cartons on a 30-person group
- pens, flipchart or whiteboard, markers

Length of activity

20 minutes on the implementation and 20 minutes on discussion

How many people can take part

Between 5 and 30 participants

How to run the activity

Divide students in groups of 5 persons. Each group represents a family. The members have to decide roles, names, ages and create a common narrative about their family. Each family receives a set of 20 blank cards.

Then, tell students that in their “country”, a war has just begun and they have to flee. Because they have to leave their homes, they have to take away the most important belongings needed to live in a new place. The family can take only 20 items, one per A5 paper sheet.

10 min





When the “families” are ready, inform them that due to limited space while traveling, families can save up to 14 items. Participants in their "families" have to decide which items to leave behind. They should draw an “X” on them.

5 min

Once again, inform the families that: "Since many people are leaving their homeland at the same time, the roads are crowded and it is not possible to travel further by car. Therefore, they must continue their journey on foot and they are not able to carry so many things. They have to limit their personal items to 6 items and get rid of the other 8". Again, “items” are crossed out.

After the second round, invite students to discuss about their experience of this simulation:

1. What was included in the final list of items of the different groups? Are they similar? Why? Why not?
2. Why did they choose such items? Was it difficult to determine a common list of items in group?
3. What were the reasons to take some specific objects? How would they be useful?
4. Which items were left of the first round? Why?
5. Was the second round more difficult than the first one? Why?
6. Did members of the family always agree with what to give up? What were the things, and why?
7. What was the difference between intentions and needs? Were needs and desires different from other people?

The discussion should lead to reflection, that all people, despite their differences, have similar needs and everyone has the right to satisfy the most basic needs - survival, development, security. Exile is unfortunately often the only way for this. The choices we make, are very similar to the choices of people from a different country or a different cultural background. At the end, to confront the ideas of students from reality, the teacher can show real pictures showing what the refugees take with them on a journey.

This workshop is inspired by the UNHCR training materials.

Possible adaptations

In case you are teaching to younger students, you might opt to propose a list of items they can choose from. The items can also be in the form of pictures or drawings.

If you have time, you can also bring some items to school in order to help students to embody the situation they are experiencing.

Research





Activity 1
<i>Content analysis: Migration in the local/national/international written press</i>
Learning objectives
<ul style="list-style-type: none">- Identify published articles on migration in 1 or 2 daily/local/national/international journals for the past five days;- Examine the journals/magazines, counting how many articles have been published, the number of sentences and paragraphs, the frequency of words, the attitude of the reports by classifying the tone of the reports as favourable, unfavourable or neutral;- Identify and apply each specific process of content analysis.
Formal curriculum links
<i>History, math, literature</i>
Pre-planning and resources needed
<ul style="list-style-type: none">• You will need a classroom• You will need computers or journals/magazines, cardboard, glue, scissors• Annex 2 template
Length of activity
50 minutes
How many people can take part
20
How to run the activity
<ol style="list-style-type: none">1. Organisational moment: An optimal climate is ensured to conduct the lesson.2. Organising work teams. Divide students into five groups. Each group has at least one computer, newspapers and magazines to analyse the contents at local/national/international level. Each team chooses, from a list presented by the teacher, 1 or 2 journals/magazines.3. Conduct the activity <p>Students analyse the selected journals/magazines by completing the table in Annex 2</p> <ol style="list-style-type: none">4. Present the results of the content analysis exercise. Each team presents the results obtained in front of the other groups. A ranking of the reviewed publications shall be carried out, depending on the procedures and criteria pursued.5. If the students use the physical versions of newspapers, each team will crop the words/terms/phrases used, linked to the phenomenon of migration, images related to the analysed articles/news and will create a collage. At the end of the activity, each team will describe the completed collage.



6. Evaluation of the activity. The teacher appreciates the results of the content analysis obtained by each team.

Research
Activity 2
<i>Migration study in local/national/International audio-visual media or in media agencies</i>
Learning objectives
<ul style="list-style-type: none"> - Identify the migration shows/news presented in a local/national/International TV/radio station or in press agencies for five days; - Count how many shows/news have been published, the number of sentences and paragraphs, the frequency of words, the attitude of the accounts by classifying the tone of the news as favourable, unfavourable or neutral; - Identify and apply each specific process of content analysis.
Formal curriculum links
<i>History, math, literature</i>
Pre-planning and resources needed
<ul style="list-style-type: none"> • You will need a classroom • You will need computers, video projector. • Annex 3 template
Length of activity
50 minutes
How many people can take part
25
How to run the activity
<ol style="list-style-type: none"> 1. Organisational moment: an optimal climate is ensured to conduct the lesson. 2. Organising work teams: They divide the students into five groups. Each group has at least one computer. Each team will analyse the sites of a TV/radio/national/local/international press agency. Each team chooses, from a list presented by the teacher, a national/local/International TV/radio station or press agency. 3. Conduct of the activity.
Students analyse the TV/radio/news agencies chosen, completing the table in Annex 3.





4. Present the results of the content analysis exercise. Each team presents the results obtained in front of the other groups. The ranking of the TV/radio/press agencies analysed, depending on some of the processes and criteria pursued.
5. The teacher may ask each team to follow the sites of a TV/radio/national/local/international press agency for several days (as a homework), and during class the students will structure the results of the research in the form of PPT presentations. Students can present comments on analysed sites, images related to the news/show analysed, opinions pro or cons etc.
6. Evaluation of the activity. The teacher appreciates the results of the content analysis obtained by each team.

Case Study

The project report “The European migration crisis and the media. A cross-European press content analysis” recorded the fundamental contradiction in the way the European press, in its particularities and its continuities as core institutional structures of European democracies, set conditions for recognition of refugees in the context of a “crisis”. This report presents the main findings of Cross-European analysis of the press across eight European countries, as well as in the two main European Arabic language newspapers. This was a systematic content analysis which focused on three peak moments in the crisis, in the 2015 summer, early autumn and late autumn.

The report identifies five principles and associated practices in support of fair, informative and inclusive reporting of migration:

1. Inclusion of diverse voices: a fundamental starting point for fair reporting and for freedom of speech for both European citizens and refugees is the inclusion of diverse voices. In response to the marginalisation of refugee voices, a number of national and transnational directories of refugee representatives and refugee journalists have already developed. These aim to support mainstream media’s efforts to have refugees as speakers in stories, not just as subjects spoken about.
2. Contextual reporting of migration. Contextualising the reasons behind refugee and migrant mobility towards Europe is core to fair and informative reporting. International and professional organisations could play an important role in providing training to journalists covering events relating to mobility and resettlement within Europe, at Europe’s borderland and at the countries where refugees originate.
3. Recognition of refugee journalists and refugee communication rights. There is significant talent and passion behind emerging initiatives of independent journalism among refugees and migrants. Collaborative initiatives between mainstream media and refugee media are embryonic but could expand further. Furthermore, communication rights do not only apply to European citizens but should also apply to refugees, who are not only subjects of reporting but also media consumers.
4. Benefit from digital resources against hate speech. Hate speech represents one of the major challenges for Europe’s national and transnational public spheres. Existing and emerg-





ing digital resources on refugees' and migrants' lives, histories and needs represent important tools for journalists. These resources are even more valuable in light of casualization of journalism and decrease of resources for sustaining journalism research.

5. Learn from research on media coverage of the global migration and refugee crisis. Media organisations and professional associations alike can benefit from research on reporting of migrants and refugees. Media represent the most fundamental source of information on the regional and global conditions and on the causes and consequences of human (forced) mobility. Research can provide limitations, challenges and opportunities in the conduct of ethical journalism.

Source: Chouliaraki, L., Georgiou, M. and Zaborowski, R., 2015. *The European migration crisis and the media. A cross – European press content analysis*. [online] Available at: <http://www.lse.ac.uk/media-and-communications/assets/documents/research/projects/media-and-migration/Migration-and-media-report-FINAL-June17.pdf> .

Storytelling
Activity 1
<i>LISTEN TO A STORY!</i>
Learning objectives
<ul style="list-style-type: none"> - Preparation for the planning and implementation of a digital storytelling project. - Development of creativity and thinking outside the box. - Getting to know the story of a refugee
Formal curriculum links
Literature, foreign languages, fine-arts, law, civic education
Pre-planning and resources needed
<ul style="list-style-type: none"> • You will need a large room • You will need small groups • You will need laptops or smartphones
Length of activity
45 minutes
How many people can take part
Everybody in the classroom, divided into small groups (4 persons)
How to run the activity
The exercise is based on working in small groups inspired and moderated by the teacher.





Please go to the website <https://odisseu-project.eu/en/real-life-stories>. Each group should choose a story of a refugee. The teacher should make sure that different stories are chosen.

The students are invited to read their respective stories. The following questions should be in focus:

- How did the story affect you?
- What message does the refugee want to convey? What is the story about?
- By what means was the story presented (linguistically, visually, vocally, etc.)? What are the key features? How is the story structured?

In the second step, the students should consider an answer to the protagonist of the story. What do they want to tell the refugee (through the means of a story)? What message do they want to send? Which stylistic devices do they want to use?

This activity could be the first stage of work on a (digital) storytelling project.

Storytelling
Activity 2
<i>MAKE YOUR OWN STORYBOARD</i>
Learning objectives
<ul style="list-style-type: none"> - Pupils learn how to create their own storyboard. This task supports creative thinking, drawing and writing. It also teaches the multiple steps necessary to create digital storytelling and gives them insight in the storytelling process.
Formal curriculum links
Fine art, ICT, literature, civic education
Pre-planning and resources needed
<ul style="list-style-type: none"> • You will need pencils, crayons and paper.
Length of activity
45 minutes
How many people can take part
Everybody in the classroom, divided into small groups (4 persons)
How to run the activity
To start with digital storytelling, students can begin to create their own ideas for storytelling by creating a short script and/or a storyboard. To make a storyboard students need to draw parts of the story themselves.





There are two possible ideas here:

- 1) Let them create the storyboard of a new protagonist in the style of ODISSEU. The students have to choose a country, design a character and investigate causes of fleeing. Let them make their own storyboard: Just give them instructions to think about 5-10 different scenes and to draw them. Then they can show it to the class and the best idea can be selected and the whole class can continue to make a digital storytelling project out of it.
- 2) Let them further develop the story of the ODISSEU protagonists. How could the story go on? What challenges and successes could await the protagonists in the future?

To include the topic of integration and migration in the storyboard, the main topic of all storyboards should be integration and/or cultural diversity. It is helpful if the small working groups consist of at least one pupil with another linguistic or cultural background in order to show stories from different cultural views.

Design a story
Activity
Learning objectives – on completion of this activity, the students will be able to:
<ul style="list-style-type: none">• Understand and discuss the process of forced migration• Analyse the audience and what aims are planned to be achieved by telling a story• Analyse facts and moments that are relevant and to be shared with the audience in order to achieve the aims of sharing the story• Select appropriate tools to present a story• Plan and create an environment suitable to present the story• Design a story with specific aims, according to the needs of the audience• Present a story to a larger audience• Evaluate the process and generate recommendations for further improvements
Formal curriculum links
<i>Literature, ICT, History, Arts, Civic & Political Education</i>
Pre-planning and resources needed
<ul style="list-style-type: none">• Classroom with tables and chairs• Printed stories of refugees and asylum seekers (one story for each group)/stories of ODISSEU online simulation game can be applied as well as different stories available online• Tablets, laptops with downloaded applications for creating stories• Copies of Annex 4 with instructions for each group• Pens, pencils, markers and crayons, paper• Flipchart with markers• Divide students into smaller groups (5 students/group)



- Overall knowledge and understanding of all the resources of the ODISSEU project to support the learners in the process and reflect on the process applied during the development of the game

Length of activity

Total length of the activity: 110 minutes

1. Analysis: 10 minutes
2. Design: 50 minutes
3. Development: 10 minutes
4. Implementation: 5 minutes/group (25 minutes in total)
5. Evaluation: 10 minutes

Reflection and Feedback to all the groups: 5 minutes

How many people can take part

Max. 25 students (5 groups x 5 persons)

How to run the activity

Teacher divides the students into groups of 5, hands out a copy of story of a refugee or asylum seeker to each group, as well as Annex 4 with further questions and instructions to complete the tasks. Students are given the option to work with the stories allocated or proceed with their own story (created by a group or presented by an individual from the group).

The students are advised to work on the phase 1 of the ADDIE model. Their task is to conduct an analysis according to the instructions in Annex 4.

Proceeding to the 2nd phase – design: the teacher presents students tools available to tell the story, offering the following options:

- Written story (handwriting or electronic version – Word document, PowerPoint Presentation)
- Oral storytelling
- Media storytelling (using different online tools to develop the story including audio-visual elements and narratives)
- Drawing

Following the creation of contents and outputs, the teacher advises the students to progress to the development phase. Completing this task, the groups present their stories in front of the class. Presentations are followed by evaluation of the process within the groups.

Further feedback and recommendations of the teacher in connection with the work of the groups are shared at the activity with each of the groups.

Online Simulation Games





Minecraft Education Edition
Learning objectives
With the completion of this activity, students will be able to: <ol style="list-style-type: none">1. map structures from reality to graphics2. apply coding to solve a given problem3. test using Minecraft as a resource for Problem Based Learning Lessons4. collaborate effectively to design all the aspects of their school classroom, especially when there are 2 conflicting ideas that they may be passionate about
Age Group
<ul style="list-style-type: none">• 12-18 years
Formal curriculum links
<i>Which school subjects are linked to your contents?</i> <ul style="list-style-type: none">• <i>Language arts (find relevant Minecraft lesson plans here)</i>• <i>Computer Science (find relevant Minecraft lesson plans here)</i>• <i>Science (find relevant Minecraft lesson plans here)</i>• <i>History & Culture (find relevant Minecraft lesson plans here)</i>• <i>Math (find relevant Minecraft lesson plans here)</i>• <i>Art & Design (find relevant Minecraft lesson plans here)</i>
Pre-planning and resources needed
<ul style="list-style-type: none">• Minecraft game – Education edition (download from here)• One computer for each student or for groups of 2-3 students• Handouts with instructions and tasks
Length of activity
<ul style="list-style-type: none">• Activity 1: 45 minutes• Activity 2: 90 minutes
How many people can take part
<ul style="list-style-type: none">• Classroom of 20 students
How to run the activity
Activity 1: Programming the Minecraft agent <ol style="list-style-type: none">1. First all students should watch the introductory video tutorial https://studio.code.org/s/hero/stage/1/puzzle/1 (2:51).



2. Distribute the notes on “How to play Minecraft” to the students or ask them to visit [Game-
pedia](#) to find more detailed guidelines on how to play the game.
3. After watching the video tutorial, close the pop-up video, and play the 12 levels of the Mine-
craft game to practice with coding, following the instructions. This can be done in pairs, groups
or individually.

Activity 2: Create your own school classroom (adapted from a Minecraft [ready to use lesson plan](#))

Guiding Idea:

- What area do you think is important for a new student to know at your school?
- Why do we want to help newcomers?
- How could we use mine craft to do this?
- How would you accurately transpose a real life building to Minecraft

Student Activities:

- List area/s of the school that are of importance to you
- Find out more about the area - any facts or interesting things that happen here which
you didn't know about
- Draw the outline on graph paper
- Express this in Minecraft being as clear for a new student as possible

Performance Expectations:

Students are expected to create at least one area showing what the school has to offer. Students
should collaborate with others to help or receive assistance.

Step by step process:

1. Brainstorm about the scenario and how students have to create their own virtual school class-
room.
2. Create groups of 2-3 students
3. Discus and decide what each group want to create (which school classroom)
4. Each group should create a draft plan on a paper on the moves that the agent should make in
order to create their classroom
5. Create the graphic classroom
6. All teams present their design to the class

Online Simulation Games

Scratch – Create your own game

Learning objectives

With the completion of this activity, students will be able to:

1. apply simple programming and coding





2. map structures from reality to graphics
3. collaborate effectively to create a short version of a game

Age Group

- 12-15 years

Formal curriculum links

Which school subjects are linked to your contents?

- *Computer Science*
- *Literature*

Pre-planning and resources needed

- Computers
- Scratch Desktop on the computers (<https://scratch.mit.edu/download>)
- Printed handouts

Length of activity

- 90 minutes

How many people can take part

- Classroom of 20 students (groups of 2-3 students)

How to run the activity

1. Download Scratch Desktop on the computers (<https://scratch.mit.edu/download>)
2. Click on [Explore](#) to see other games and how they were created with the use of Scratch. Also, visit the [Ideas](#) section to see what other possibilities you have using this tool.
3. For this activity choose "[Create a Story](#)". All students should watch the short video tutorial. The teacher should also provide the handouts with the instructions, called "[Coding Cards](#)".
4. Using Module 3 "Storytelling" from the "ODISSEU Teacher Manual", select one of the stories that were developed by the students or search online in the [Real Life Stories](#) section of the ODISSEU website to find a story that you would like to develop as a game using the Scratch application.
5. Use the [lesson plan](#) provided by Scratch to help students create their own game.

Active Citizenship**Activity 1**

Let's have a chat!

Learning objectives

- Discuss and reflect about refugees' real-life stories





- Explore and research about issues related to migration and integration
- Raise awareness about issues facing asylum seekers among the school community

Formal curriculum links

Social Studies, Ethics

Pre-planning and resources needed

- Identify and invite a refugee/NGO worker to speak to the class prior to the activity
- Identify stories from the ODISSEU eLibrary (*in alternative*)
- Support the students in formulating the questions
- Identify topics for research
- PC (at least 1 in the classroom, possibly up to 3 if a dedicated ICT class is available)

Length of activity

2 x 45 minutes

How many people can take part

15 – 25 students

How to run the activity**Session 1**

Prior to this session, the students, together with their teacher, will research local NGOs and refugee-led organisations (possibly done in the previous activities) and look for the possibility of inviting a refugee or asylum seeker into their classroom to talk about his/her experience and what opportunities and challenges they faced integrating in a different society. Alternatively, a representative from a local NGO offering support to migrants and refugees can be invited to talk about their everyday work and general experience with people they support.

In this case, students in groups of 4 will be invited to formulate potential questions they would like to ask the person visiting beforehand and share these with the teacher and rest of the class to check for relevance, appropriateness and language used.

Should neither of these options be available, the teacher could select one or more life stories from the eLibrary on the ODISSEU website from their own country and show these to their students.²⁸

5 Minutes: students introduce themselves to the visitor and thank him/her for coming. The visitor is asked whether s/he would prefer to talk first and take questions later, or to interact directly with the students from the very beginning.

²⁸ In alternative, stories can be found through International Organisations such as UNHCR or IOM, for example through the campaign I am a migrant: <https://iamamigrant.org/>





30 Minutes: the visitor tells his/her story, either at once or through interaction with the students (this time frame may vary). It is extremely important that the teacher moderates the students' questions and moves on when s/he sees that the visitor doesn't wish to address a particular event/topic.

10 Minutes: Debriefing. After the visitor leaves, students get to discuss their feelings and observations about the meeting and testimony of the person. The teacher can prompt and guide discussion:

- "How did you feel about the overall experience? Was it different from what you expected?"
- "Did you have the opportunity to meet or talk to a person with refugee status before? When, where, how?"
- "Are there any particular episodes from the story that struck you? Have you noticed any specific challenges the person mentioned?"
- "What did you learn or understand from the visitor's story?"

Session 2

5 Minutes: The teacher, having previously noted down issues that arose during the meeting in Session 1, as well as topics mentioned by the students, makes a list of these for everyone to see and contribute, if needed (e.g. the visitor mentioned s/he spent a period in detention, s/he had difficulties accessing the school system, etc.)

Out of this list, the teacher asks the student to help him/her out and pick one topic on which the students can conduct further research to better understand the issues facing migrants in their country/area (e.g. online hate speech, asylum system, illegal work, etc.).

30 Minutes: The class is then divided into 2/3 groups and conduct a brief research on the topic (through online resources, website, newspaper articles, etc.).

10 Minutes: Groups share their results with each other and try to summarise these.

Further questions or doubts can be noted down and the teacher can look for further information to address these during the next lesson. Similarly to Session 2 of Activity 1, students can further work on this topic in the following lessons and produce infographics and posters on the topic, which can then be exhibited for the school community.

Active Citizenship
Activity 2
<i>Let's organise an action!</i>
Learning objectives





- To engage students in putting into practice their learning by developing an awareness-raising action related to migration issues within their school or in their local community
- To develop transversal competences of advocacy and campaigning through project management, team work and public speaking

Formal curriculum links

Based on the type of action all the disciplines can be involved

Pre-planning and resources needed

- Makers, papers

Length of activity

60 minutes to define and then it depends on the action

How many people can take part

15 – 25 students

How to run the activity

1. WHAT? Brainstorming:

Discuss in a plenary session, the following question: based on the learning achieved and the experiences of the different ODISSEU's tools, what would you like to tell to your fellow students / families / community about refugees and migration in general?

Take notes on the blackboard of the different inputs without interfering with the students' creativity.

15 min

For effective action planning, the group should consider using the following steps:

2. HOW? Define the action (for more references <https://sfyouth.eu/index.php/en/sfyouth-toolkit/skills-topics>)

Let students self-organise to:

- Prepare a list of activities and decide what is feasible (consider cost and resources). Then prioritise and find consensus on a specific activity.
- Assign roles and responsibilities within the group based on competences, interests and availability of time.
- Identify key stakeholders (who can help them to get things done? Maybe local associations, the municipality, the school director, etc..), as successful implementation depends on support from people who will have an interest in, or be affected by, your action.
- Break activities into separate, smaller and measurable steps. This ensures that all activities are both realistic and achievable. (what do you need to be ready by when?)





- Make sure that you identify the individual and/or organisation responsible for each task.
- Create a timeline with major milestones (these are key signs of progress).
- Monitor the progress of the activities.
- Evaluate the process at the end of the action!

Examples of actions

IIS “Leonardo da Vinci” of Rome - Our Action to support refugees

We students of the “Leonardo da Vinci” Institute in Rome have chosen as a practice action to sensitise people towards refugees using the opportunity that “Mondo Digitale”, in collaboration with Microsoft, has given us: receiving them in our school and teach them how to use a computer.

So, every Wednesday afternoon, from 14.30 to 17.00, we receive the refugees and operate as tutors trying to help them use digital technologies and also supporting them to use the Italian language. We know very well that we are the future, we can make the difference: in this project we use our digital competences and, for this reason, our school gave us use of the facilities, helping us to achieve our goal.

During the first meeting, we asked the refugees which topic would be the most interesting for them from this listing:

- to use the social network
- to use the software applications
- to use the Smartphone
- to learn how to write a Curriculum
- to find a job
- to move in Rome

After having chosen the favourite item, they joined us. We formed a group of 2/3 refugees beginning to work together. In this way we became friends very soon. Our personal idea is that we'll try to help them every time because we are convinced that everyone needs to feel like a free person with the rights to learn and to have friends.

At the end of the project we organised a soccer match with the aim of strengthening our friendship

<https://fys-forums.eu/it/blog>

What it feels like to be a migrant. Istituto Vittoria Colonna, Arezzo.

STRANGER! if you, passing, meet me, and desire to speak to me, why should you not speak to me?

And why should I not speak to you?





On Friday the 19th of May 2017, students at Istituto Vittoria Colonna finally managed to run their action.

"For us, it all started with some workshops at school to discover more about People Forced to Flee and Oxfam as well and it went on with a Forum in Rome to exchange opinions and views with students from other Italian cities that were also part of the project. Our work, collaboration and commitment have paid us back with great satisfaction in Rome, but these can be even bigger if you decide to join us! For this reason, we would like to share with you our emotions and the truth - too often silent - that we have lived and learned in these months."

This was part of the flyer of the action and it reflected exactly the friendly and deep environment that students created during this debate.

Around 60 students attended this meeting, led by our youth leaders and supported by Claudia, Gabriele, Christian and Riccardo, named Oxfam experts and invited to share their view and knowledge on the topic.

While Leonardo was giving Oxfam tags to all the participants, Denise was welcoming students entering the room and Paola was rehearsing her opening speech. She then explained the journey that led to that moment, introduced the FYSF team and the experts and left the floor to Valentina.

Valentina conducted the Globingo, animating the environment and breaking the ice: participants realised we all live in a globalised world and how the local dimension is connected to the local one, one of their main messages!

Then it was time for Alessia to show the video Refugee Children Share their Stories and to start a debate about the feelings and impressions evoked. This moment started a lot of interaction with the audience and left room for information.

In fact, Leonardo, Denise and Valentina were ready to give facts and data about people on the move. They asked tricky questions, also wondering why young people show no interest often towards this topic. Among the answers they got, there were "because it is too complex", "we do not trust the internet anymore. Where can we look? Which are the best websites?"

Paola and Paul showed a clip from the movie *Fuocoammare* (Fire at Sea) then starting moderating the debate and this is when Oxfam's expert gave more information on what happens when asylum seekers get to the Italian coasts, in Lampedusa. They also asked about the emotional impact of working with so vulnerable people. The debate could have gone on for hours.

Giulia and Sara were supposed to run the last activity about "Where do I stand" but time was over. Next time, they said!

Oxfam's practitioner invited them to a public debate the following day, regulating asylum seekers' request in Italy (*Minniti's law*) and... Leonardo showed up and participated.

"Young people are really able to surprise you", Professor Vania Fattorini said, underlining she was sure they would be good, but students were beyond her expectations and spoke in front of 60 school mates with no hesitation.





Enormous thanks to this wonderful team, to Oxfam Italia Intercultura's practitioner and to Professors Vania and Silvia Tiezzi who made this project possible with motivation and against all odds.

Paul says: "I was surprised by the interest that people showed! In the end "those who show up are the right people" was a good advice" (Paul is referring to what Claudia from Oxfam answered to his worries about people not participating in the event, ndr).

Denise shares: "The interest and the participation of our school of boys and girls: I was pleased to see the right attention towards the project and I hope they will go on learning more about this topic, starting from what we told them"

Valentina adds: "The baffled faces of participants when they heard the data and info we gave them! They did not know about so important facts and this surely led them to reflect on them more, so I hope this action - although small - has been a big input for them to get deeper information on social media"

Giulia answers: "This project involved everybody and, personally, it taught me not to give up in front of difficulties, for unexpected they may be".

Paola concludes: "I would have never thought I would feel this way towards these topics. Never. You helped me understand what I would like to do in a year, once I am done with school".

Many thanks to all of you and a special thanks to the Head Teacher, Professor Gatteschi, and all the school staff.

<https://fys-forums.eu/it/blog/363-what-it-feels-like-to-be-a-migrant-istituto-vittoria-colonna-arezzo>

ANNEXES

Activity 1





ANNEX 2 – Research activity 1

Content analysis-specific processes	The journal 1	The journal 2
1. Frequency analysis		
How many newspaper articles are dealing with migration issues?
What are the words/terms/phrases used, linked to the phenomenon of migration?
How often does the word migration/migrant arise in the articles of the journal/magazine?
2. Validity analysis		
Number of pro-migration articles
Number of articles against migration
Number of neutral articles
3. Intensity analysis		
What type of material do you analyse: article, news, heading, speech?
Where is the article/news positioned in the newspaper?
There are images related to the articles/news analysed?
How many comments are positive? And negative?
4. Quota Analysis		
How do you appreciate the media's attitude towards the phenomenon of migration: positive, negative or neutral?



ANNEX 3 – Research activity 2

Content analysis-specific processes	TV/radio station/press agency 1	TV/radio station/press agency 2
1. Frequency analysis		
How many news/shows have been concerned about migration issues?
What are the words/terms/phrases used, linked to the phenomenon of migration?
How often does the word migration/migrant/forced migration appear in the news/shows analysed?
2. Validity analysis		
Number of news/pro-migration shows
Number of news/shows against migration
Number of news/neutral shows
3. Intensity analysis		
What type of material do you analyse: news, broadcast, reportage, speech?
Where is the news/show positioned?
Are there any images related to the news/shows analysed?
Are there any comments? If so, are they positive or negative?
4. Quota Analysis		
How do you appreciate the attitude of TV/radio or press agency to migration phenomenon: positive, negative or neutral?

ANNEX 4 – DESIGN A STORY

DESIGN A STORY

applying the ADDIE MODEL

Phases	Process	Tick once the task has been completed ✓
<p>1. Analyse (10 mins)</p>	<ul style="list-style-type: none"> • Analyse the audience you plan to share your story with <p>Do you plan to share it with your:?</p> <ul style="list-style-type: none"> ○ Friends ○ Family ○ Peers ○ Wider Public ○ Mix of all the above <p>– try to get as much information about your audience as you can)</p> <p>Task: write down at least 5 characteristics of your audience</p> <ul style="list-style-type: none"> • Analyse, what you want to achieve by telling your story <p>Do you want to:</p> <ul style="list-style-type: none"> • Make your audience experience a certain situation you have been through? • Evoke empathy towards your person or a group of people? • Raise awareness? etc. <p>Task: write down at least 1 reason to share your story</p>	
<p>2. Design (50 mins)</p>	<ul style="list-style-type: none"> • Identify what skills and knowledge do you wish your audience to obtain from your story <p>Task: write down at least 3 skills or knowledge you wish to transfer to your audience</p>	



	<ul style="list-style-type: none"> Identify how you could measure if your audience received the “message” and learned the skills and knowledge appointed <p>Task: write down at least 1 question, you would ask your audience to assess their knowledge and understanding.</p> <ul style="list-style-type: none"> Identify the tool to share your story <p>Task: Would you like to share a written story, visual story, audio story, digital story or a combination?</p> <p>Design your story in a preferred format.</p>	
3. Develop (10ins)	<ul style="list-style-type: none"> Develop a strategy to share your story <p>- think about the ways, how you could achieve your audience to receive your message – “Make a plan”</p> <p>Task: identify if you would like to share your story to a group or just individuals, appoint an environment (classroom, public place etc.) and also think about what else would you need to share your story (printouts, IT equipment etc.).</p>	
4. Implement (5 mins/group)	<ul style="list-style-type: none"> Present your story to the class 	
5. Evaluate (10 mins)	<ul style="list-style-type: none"> Consider if you were successful Did your audience receive your message? Did your audience enjoy the story? Would you change anything for the next time? <p>Task: Reflect on the process and write down your findings. What worked well and what would you like to change?</p>	





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