



Positive

Images

toolkit

**Positive Images
educator's guide:
a resource on
migration and
development**

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Introduction

The educator's guide is a set of ten educational activities for teachers, youth workers and other educators to teach young people about migration and development. The activities are most suitable for young people, aged 12 and over.

By the end of the activities young people should:

- > Have enhanced knowledge of the humanitarian aspect of migration.
- > Have greater awareness of development and the Millennium Development Goals (MDGs).
- > Have a greater understanding of migration.
- > Be able to recognise different points of view on migration in the media.
- > Be better able to relate issues of migration and development to themselves and their communities.
- > Be empowered to take action on migration and development.



How to use the educator's guide

The **Positive Images educator's guide** is the core component of the Positive Images toolkit package. It includes ten educational activities based around the following themes:

- 1. Why do people migrate?**
- 2. Who are migrants?**
- 3. Migration patterns and journeys**
- 4. Positive images**

Each theme consists of up to four educational activities, each activity lasting about one hour. Activities can be taught in a sequence, gradually progressing into more in depth explorations of the issues.

Activities can also be delivered on their own or in combination with other activities, depending on students' needs.

The educator's guide includes guidance to support young people in taking action. These are practical activities that young people can do related to migration or development that enable them through their community to make a difference to global issues. Taking action should be preceded by learning about migration and development. Educators can use activities in this resource to facilitate learning and then enable young people to take action independently or with an educator's support, depending on the age and ability of the students.

The **take action worksheets** at the end of each theme in the educator's guide include suggestions for actions. The **inspire me!** sections of the worksheets include real life case studies of actions that young people have taken. They aim to inspire young people and spark ideas of what they could do. The **action planning worksheets** at the end of the educator's guide is a set of six steps that can support young people to plan their action projects.

The Positive Images toolkit includes the following additional resources, that accompany the educator's guide:

1. **Four films.** Each film is no more than four minutes long. They are provided to help bring the issues to life, with people's real experiences of migration. The films are linked to the activities in the educator's guide, with one film per theme. Prompts of where and how to use the films can be found in each activity. The worksheets in the educator's guide include transcripts of each film to assist if audio-visual equipment is not available.

2. **PowerPoint slides.** These accompany each activity and are structured to support each step of the activity. Prompts of where and how to use the PowerPoint slides can be found in each activity.

What do I need to consider?

Creating a safe environment

Discussing migration can lead to lively debates. The educator can help to create a safe environment for young people to express their opinions and test their ideas. It is also important that an environment is created where everyone feels comfortable to work as part of the group.

You can do this by creating a group contract with the students at the start of the activities. You can support young people to develop a set of ground rules on how they want to work together and create a comfortable working environment for everyone. If discussion falters or becomes too lively you can draw students back to these rules. Below is an example of a set of rules.

Example ground rules:

- > Participation is the key and makes things more interesting!
- > Everyone has the right to express their opinion and ask questions.
- > We will own our feelings and be sensitive to those of others.
- > Everyone agrees to respect others talking, asking questions and expressing their opinion.
- > If we do not agree with what someone has said, we can challenge this in a respectful and constructive way.
- > We agree to challenge the behaviour, not the person.

Awareness of migrant children in the group

Think about whether any of your students are likely to be affected by the topics in the activities. If this may be an issue, talk with the students about the activity content beforehand. They can be given the opportunity not to be present as well as the opportunity to prepare to talk about their experience if they would like to.

Be sensitive to the needs of all in the group before introducing a discussion. Remember that migrant children may have experienced trauma in their home country and they may have seen members of their family injured, killed or arrested. Such events cannot easily be discussed in classroom settings.

Migrant children may not want to talk about their circumstances because they might feel it could affect their chances of staying in the country, it's too traumatic or because they do not want to feel different from other children.

Making sure migrant children feel secure, while raising awareness of the circumstances that have brought them to this country is vital. Popular misconceptions should be challenged to enable all the young people to develop as positive global humanitarian citizens. Ensure that the activities chosen are sensitive to the needs of migrant children whilst still addressing the issues.

Definitions

The following definitions are provided for the educator's reference. Young people have the opportunity to explore definitions through individual activities. Some definitions have been deliberately simplified for a young audience.

An **asylum seeker** is someone who has left their home country and applied for recognition as a refugee in another country and is waiting for a decision on their application. (Source: Adapted from a definition cited in the UNESCO glossary on migration www.unesco.org/shs/migration/glossary).

Development is a process through which countries change over time. It can be defined in different ways. The International Federation of Red Cross and Red Crescent Societies defines development as the process by which communities, families and individuals grow stronger, can enjoy fuller and more productive lives and become less vulnerable. (Source: www.ifrc.org/docs/pubs/who/policies/developmentpolicyen.pdf) The United Nations have developed a way of measuring development by looking at three basic factors which include life expectancy, or the average age people live to, education and income. (Source: Human Development Index <http://hdr.undp.org/en/statistics/hdi/>)

A **developed country** can be defined as a country that has a relatively high level of development, based on various factors.

A **developing country** can be defined as a country that has a relatively low level of development, based on various factors.

Emigration is the act of leaving one's own country to settle permanently in another.

Forced migration refers to the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects. (Source: Definition promoted by the International Association for the Study of Forced Migration (IASFM) and cited on Forced Migration Online www.forcedmigration.org/whatisfm.htm).

Immigration is the action of coming to live in the long term in a foreign country.

Irregular migrant is someone who does not hold the required legal status or travel documents to enter or remain in a country.

Labour migrant is someone who migrates for the purposes of employment. The term economic migration is sometimes used interchangeably with labour migration. However economic migration is broader and can encompass migration for the purposes of improving quality of life in social and economic terms.

Migrants are people who leave or flee their home to go to new places to seek opportunities or safer and better prospects. The term migrant therefore is broad and can include asylum seekers, refugees, internally displaced people, migrant workers and irregular migrants. (Source: International Federation of Red Cross and Red Crescent Societies (2009) Policy on Migration www.ifrc.org/Docs/pubs/who/policies/migration-policy-en.pdf).

Migration is the movement of people from one place to another. Migration can happen within the same country or between countries. The term migration is different to tourism, as migration is generally used when people go to a new place to settle or live in the longer term and when they create significant ties to the new place. (Source: Adapted from a definition of migration cited in UNESCO Glossary www.unesco.org).

Migrant worker. A person who is in paid employment in a country where they are not a national. (Source: Adapted from a definition cited in Art. 2 (1), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990, www.un.org/documents/ga/res/45/a45r158.htm)

Millennium development goals. In September 2000, the United Nations Millennium Declaration was made. This brought together the largest gathering of world leaders in history (189 countries) and they agreed eight goals to tackle poverty. These were called the Millennium Development Goals and are known the MDGs. These are a set of targets to reduce extreme poverty by all the nations that were present committing to a global partnership. The target for the achievement of the goals is 2015. (Source: www.un.org/millenniumgoals/).

Persecution is when someone is treated badly because of who they are. It may be because of their race, religion, nationality, because they belong to a particular social group or their political opinion.

Poverty can be defined in many different ways. Income poverty can be defined living on less than \$1.25 a day. (Source: World Bank: www.worldbank.org/)

Human poverty can be defined as a short life, a lack of basic education and a lack of access to resources such as transport, housing, electricity, water and so on. (Source: United Nations Development Programme <http://hdr.undp.org/en/statistics/indices/hpi/>)

Push and pull factors: Push factors are things that make people want to leave their homes and pull factors are things that attract them to new places.

A **refugee** is a person who has left their home country because they are afraid of being persecuted. As a result they cannot seek protection from their home country. (Source: Adapted from the definition in the 1951 Refugee Convention www.unhcr.org).

Theme 1: Why do people migrate?



ACTIVITIES

1. Why do people migrate?
2. Would you leave home?
3. What is poverty and development?
4. What are the Millennium Development Goals?

Theme 1: Worksheets

Activity 1. Why do people migrate?

Aims (PowerPoint slide 1)

- > To introduce definitions of migration, persecution and asylum.
- > To examine the reasons which cause people to migrate.
- > To introduce push and pull factors.

Total Timing 45 minutes or one hour, with extension activity

Timing

Activity

Materials

10 minutes

Starter

Present the question: Why might someone leave home? (**PowerPoint slide 2**)

Ask students to call out some reasons and write these on the board.

Educator tip

Encourage students to think of family and friends who may have moved away to another country and their reasons.

Ask students if they know the term that is used to describe when someone leaves their home to go to a new place.

Explain that the term is **migration** and the people that move are **migrants** (**PowerPoint slide 3**). As people have different reasons for migrating, there are different types of migration.

Explain that through this activity students will learn about why people migrate.

Educator tip

When explaining the term migration there may be some confusion about tourism. Clarify that migration is generally used when people go to a new place to settle or live in the longer term and where they create significant ties to the new place.

PowerPoint slide 2:

Starter question

PowerPoint slide 3:

Definitions of migration and migrants

30 minutes

Film 1: Why do people migrate?

Before watching the film:

- > Introduce **film 1** explaining that it includes the real stories of five migrants who describe why they had to leave home.
- > Hand out **worksheet 1**.
- > Ask students while watching the film to note down what reasons each of the people in the film give for migrating. Ask students to also note any terms they are unfamiliar with (**PowerPoint slide 4**).

Watch **film 1**: Why do people migrate (**PowerPoint slide 4**). Alternatively you can use **worksheet 2** and select a student to read the transcript.

After watching the film, discuss the following questions (**PowerPoint slide 5**):

- > How did you feel while watching the film?
Was there anything you found surprising?
- > What reasons do the people in the film give about why they migrated?
- > Were there any terms mentioned that you are unfamiliar with? For example Sajwaa mentioned she left Iraq because of **persecution**. Priyanga mentions the **asylum** process. What do you think these terms mean?

Refer to **PowerPoint slide 6** for the definitions.

Please also note the definition of a **refugee**.

- > At the end of the film Priyanga asks: What would make you leave your home and go to a **different** country? How would you respond?

Worksheet 1:

Film 1 exercise

PowerPoint

slide 4: Points to consider while watching the film

Film 1:

Why do people migrate or **worksheet 2** (film 1 transcript)

PowerPoint

slide 5:

Discussion points after watching film 1

PowerPoint

slide 6:

Definitions of persecution and seeking asylum

Activity 1. Why do people migrate?

Timing

5 minutes

Activity

Review questions (PowerPoint slide 7)

- > What is migration?
- > What reasons may people have for migrating?
- > What is persecution?

Materials

PowerPoint slide 7:
Review questions

15 minutes

Optional extension activity: Push and pull factors

Hand out the 'Reasons to migrate cards' (**worksheet 3**)
Ask students in pairs to:

- > Add additional reasons for migration to the blank cards.
- > Write down what the missing words are that match the images.

Feedback to the rest of the group.

- > The missing words include: 2. War/Conflict and 5. earthquake.
- > Additional reasons may include persecution and unemployment.
Remind students of the migrant stories in **film 1**: Sajwaa left Iraq because of persecution and Ihes left Portugal because of unemployment.

Explain that reasons which make people move away from somewhere are called **push factors** and reasons which may attract people to a new place are called **pull factors (PowerPoint slide 8)**.

Ask students which images on **worksheet 3** may represent push factors and which pull factors.

Push factors include conflict, lack of access to food, political climate, earthquake, flood, cyclone, poverty, unemployment, persecution. Pull factors include to seek safety, to seek a better life and to find a better job.

Worksheet 3:
Reasons to migrate cards

PowerPoint slide 8:
Definition of push and pull factors

Activity 2. Would you leave home?

Aims (PowerPoint slide 1)

- > To consider the decision to leave home from a migrant's perspective.
- > To learn more about the reasons that cause people to migrate.
- > To consider the affects of migration on people and communities.

Total Timing 40 minutes

Timing

Activity

Materials

Starter

Present the question: What do you like about the place where you live? (**PowerPoint slide 2**)

Ask students to call out things they like and write these on the board.

Ask students what they think it would be like if these things were taken away. What would they do? Where might they go?

Explain that this activity is about what might make them leave home.

5 minutes

PowerPoint slide 2:
Starter question

Would you leave home role play

30 minutes

Explain that students will take part in a role playing activity. They will all be given a role and asked to make decisions about whether they would leave home based on various news bulletins.

Hand out one role card per student from **worksheet 4**, and allow students time to read and understood their role.

Select one student as the journalist and provide them with **worksheet 5**, which includes instructions about their role.

Select one of the news bulletins from **worksheet 5** to focus the activity on.

Select one area in the room that represents home, another area that represents the rest of the country and a third area that represents the rest of the world.

After students have understood their roles, read through the following instructions before the start of the activity (**PowerPoint slide 3**):

- > Everyone should start in the area of the room that represents home.
- > The journalist will read out news about the changing situation in your country.
- > As the situation changes, decide whether you want to stay at home, move to another part of the same country or move to another country.
Be prepared to justify your choice. Remember to make decisions based on the character from your role card.

Ask the journalist to read the first part of the news bulletin and allow students time to move around before reading the next part.

During the activity ask students:

- > Why did you make this choice? Was it easy to decide?
- > What do you think you will need to consider about your journey and new home?
- > How might your decision affect your community?

This activity requires a spacious room that students can easily move around in.

Worksheet 4:
role play cards (cut out roles, one per student)

Worksheet 5:
News bulletin

PowerPoint slide 3:
Instructions

Activity 2. Would you leave home?

Timing

5 minutes

Activity

Review points (PowerPoint slide 4)

- > Deciding to leave home is a difficult decision.
- > People who decide to migrate have to consider many different factors based on their situation.
- > Migration can have positive as well as negative affects on people individually and their communities.

Materials

PowerPoint slide 4:

Review points

Take action on migration!

Place students into groups and handout **worksheet 9**. Encourage students to work in groups to build on their learning by taking action on migration.

Activity 3. What is poverty and development?

Aims (PowerPoint slide 1)

- > To define poverty
- > To define development
- > To consider the links between poverty and development

Total Timing 35 minutes

Educator tip

This activity is most suitable for young people aged 16 years old or over.

Timing

Activity

Materials

15 minutes

Defining poverty

Write up on the board the word '**poverty**' and ask students what they think this means. Write up ideas on the board. Ask students to work in groups to write a definition of poverty.

Ask students to use the words on the board and the images on **PowerPoint slide 2** to help create a definition. Ask the groups to feedback their definitions.

Present two definitions of poverty (**PowerPoint slide 3**) and compare these to students' definitions.

- > **Income poverty** can be defined living on less than \$1.25 a day.

(Source: World Bank: www.worldbank.org/)

- > **Human poverty** can be defined as a short life, a lack of basic education and a lack of access to resources such as transport, housing, electricity, water and so on.

(Source: United Nations Development Programme <http://hdr.undp.org/en/statistics/indices/hpi/>)

One definition is based on income whereas the other definition is based on other factors such as healthcare, education, shelter and so on.

Defining development

15 minutes

Write up on the board '**development**' and repeat the same activity as with poverty, asking students to define development.

Present the images of development to help in creating a definition (**PowerPoint slide 4**).

Ask students to think about the links between poverty and development as part of this activity.

After groups have fed back their definitions of development, present a definition of development and compare this to students' definitions (**PowerPoint slide 5**).

PowerPoint slide 2:
Images of poverty

PowerPoint slide 3:
Definitions of poverty

PowerPoint slide 4:
Images of development

PowerPoint slide 5:
Definition of development

Activity 3. What is poverty and development?

Timing

Activity

Materials

Development is a process through which countries change over time. It can be defined in different ways. The International Federation of Red Cross and Red Crescent Societies defines development as the process by which communities, families and individuals grow stronger, can enjoy fuller and more productive lives and become less vulnerable.

(Source: www.ifrc.org/docs/pubs/who/who/policies/developmentpolicyen.pdf)

The United Nations have developed a way of measuring development by looking at three basic factors which include life expectancy, or the average age people live to, education and income.

(Source: Human Development Index <http://hdr.undp.org/en/statistics/hdi/>)

5 minutes

Review questions (PowerPoint slide 6)

- > How can we define poverty?
- > How can we define development?
- > What are the links between poverty and development?

PowerPoint slide 6:
Review questions

Activity 4. What are the Millennium Development Goals?

Aims (PowerPoint slide 1)

- > To learn about the Millennium Development Goals
- > To consider the links between migration and development

Total Timing 55 minutes, or one hour and ten minutes with extension activity

Educator tip

This activity is most suitable for young people aged 16 years old or over.

Timing

20 minutes

Development factors group exercise

- Explain to students that through this activity they will work together to think of what the priorities are for global development.
- Split the group into teams of eight people.
- Hand out one set of development factors per group (**worksheet 6**) and a different country profile per group (**worksheet 7**).
- Inform the groups that they have 15 minutes to complete the following tasks (**PowerPoint slide 2 and worksheet 6**):
- > Discuss what is happening in your country around each of the eight factors.
 - > Allocate one development factor to each person in your group. Each person will act as a leader from their country and represent their country's interests at global development talks.

Materials

Worksheet 6: Development factors (one handout per group)

Worksheet 7: Country profiles (cut out and provide a different country profile per group)

PowerPoint slide 2: Development factors and group exercise

20 minutes

Global development talks group exercise

Now ask students to sit with other representatives of the same development factor from other countries. For example all education representatives should sit together, all health representatives should sit together and so on.

Tell the students that they are representing their countries at global development talks. Inform groups that they have 15 minutes to agree one change they will make relating to their factor that will contribute towards development (**PowerPoint slide 3**). Encourage students to draw on the situation in their countries for the discussion.

PowerPoint slide 3: Global development talks group exercise

10 minutes

Defining the Millennium Development Goals

Ask each group to feedback their one change and write these up on the board. There should be eight changes listed in total.

Explain to the students that in September 2000, the United Nations Millennium Declaration was made. This brought together the largest gathering of world leaders in history (189 countries) and they agreed eight goals to tackle poverty. These were called the **Millennium Development Goals** and are known the **MDGs**. These are a set of targets to reduce extreme poverty by all the nations that were present committing to a global partnership. The target for the achievement of the goals is 2015 (**PowerPoint slide 4**).

PowerPoint slide 4: The Millennium Development Goals

Worksheet 8: The Millennium Development Goals

Hand out **worksheet 8**. Ask students how are the millennium development goals similar or different to the changes they proposed?

Activity 4. What are the Millennium Development Goals?

Timing

5 minutes

Activity

Review questions (PowerPoint slide 5)

- > What are the millennium development goals?
- > Can you name the eight millennium development goals?

Materials

PowerPoint slide 5: Review questions

15 minutes

Optional extension: How is migration linked to development?

Ask students in groups to compare the reasons for migration (**worksheet 3**) with the millennium development goals (**worksheet 8**).

Students can discuss the following questions (**PowerPoint slide 6**):

- > How is migration linked with the MDGs?
- > Which of the MDGs tackle problems faced by migrants?
- > How might migration help countries achieve the MDGs?

Feedback to the rest of the group.

Ways in which migration can help achieve the MDGs include that some people may migrate to overcome poverty and improve their lives.

Worksheet 3: Reasons to migrate cards

Worksheet 8: The millennium development goals

PowerPoint slide 6: How is migration linked to development?

Take action on poverty and the MDGs!

Place students into groups and handout **worksheet 10**. Encourage students to work in groups to build on their learning by taking action.






Worksheet 1: Film 1 exercise

Activity 1: Why do people migrate?

Activity 5: Who are migrants?

While watching the film, use this worksheet to:

- > Note down the reason each person in the film gives for migrating
- > Note any new words

Name	Reasons for migrating	New words
Sajwaa		
Shakeeb		
Alain		
Ines		
Priyanga		

Worksheet 2: Film 1 transcript

Activity 1: Why do people migrate?

Activity 5: Who are migrants?

Why do people migrate?

“Would you leave your home if it would save your life?”



(Sajwaa) “I left Iraq in 2006 with my three children due to the escalated situation back there. There was a civil war in Iraq and due to my background and my husband’s, we were subject to persecution and threats by different parties”.

“Would you leave if another country offered a better life for your family?”



(Shakeeb) “I left India in search of more experience and because I wanted to get more exposure in my job; I wanted to learn about different cuisine and I had always heard about Europe; that there’s more work and better working environments, more job security and that people are more accepting of people from other parts of the world”.

“Would you leave your home if you were being persecuted?”



(Alain) “I left Congo because of political problems. In our country especially things are not going well; people are starving every day, students are not going to school, there’s no freedom, you can’t even express yourself and I thought that if I went back to that country I would die, or maybe be persecuted”.

“Would you leave everything behind, all your friends, all your family, all your belongings, everything you played with, everything that you grew up with?”



(Ines) “My name is Ines, I come from Portugal, and I came to the UK because of work. At the time it was not as bad as it is now, but I still couldn’t find any sort of work for two years. For some time I was doing temporary jobs and these started to become fewer and fewer until I had nothing”.



(Priyanga) “I came here simply for a better life. My parents and I, we left Sri Lanka when I was twelve years old, and we had to flee the country because civil war had broken loose, and the lives of both my parents were in danger. When we came to the UK it was the year 2000 and several locations – asylum applications – were originally rejected and we had to keep putting in fresh claims”.

“What is it that would make you leave your own home, what is it that would make you leave everything you have, all your friends, all your family, everything that you own and go to a different country?”

Worksheet 3: Reasons to migrate cards

Activity 1: Why do people migrate?

Activity 4: What are the Millennium Development Goals?

> Add additional reasons for migration to the blank cards

> Write down what the picture with the missing words represents



Angeline Sumendap/Canadian Red Cross

1. To seek safety



Anthony Teun Voeten (ICRC)

2.



Jose Cendon (IFRC)

3. Lack of access to food



Pavel Cugini (ICRC)

4. Political climate



Cruz Roja Chilena

5.



IFRC

6. To seek a better life



Ricci Shyock/International Federation of Red Cross and Red Crescent Societies

7. Flood



IFRC

8. Cyclone



IFRC

9. Poverty



Gemunu Amarasinghe (IFRC)

10. To find a better job



.....
Add a reason



.....
Add a reason

Worksheet 4: Would you leave home role play cards

Activity 2: Would you leave home?



An elderly man or woman

You have a lot of difficulty with walking and receive a lot of help and support with every day activities from your neighbours.

A doctor

You are the only doctor in your community and run a very busy clinic. You have a brother who lives in a neighbouring country, who has been encouraging you to go and live with him.

A young man or woman

You are a student. You think that a good education is your key to a better future and have heard that there are good universities abroad. However your parents are in poor health and you are hesitant to leave them behind.

A farmer

You have a small farm and sell your crops to your community to make a living. You don't earn much money from this and struggle to get by.

A teacher

You are a teacher in the local primary school and have lived in the area for a number of years. You know the parents and children from the school very well and are a respected member of the community.

A mother or father with two young children

You are a single parent with two nursery age children. You do not have any relatives in the area and struggle to survive as you are unable to work.



You are a journalist for a newspaper. Your role is to read out one of the news bulletins below to the rest of the group. The rest of the group will take on different characters in the community. They will be asked to make decisions about whether or not to leave home, based on the news.

- > Select one of the two news bulletins below
- > Before the activity take time to read and understand the news
- > During the activity read each part of the news bulletin separately. Allow time for students to decide whether or not they will leave home, based on what they have heard, before you move on to the next part.

News bulletin 1: Conflict

Part 1

There has been on-going fighting between two groups in the community. Although fighting remains localized, there have been increasing outbreaks of violence in recent weeks. People are afraid and are staying indoors as much as possible. Some people have temporarily moved to other parts of the country to stay with family or friends.

Part 2

Fighting is becoming increasingly widespread. The army has been sent on to the streets to keep order. The authorities have advised civilians against going to certain parts of the country. Some hospitals and schools have closed down due to staff shortages, as doctors and teachers are moving away to other parts of the country where it is safer.

Part 3

In recent weeks the unrest seems to be under control and gradually more people are venturing outside. The marketplace last weekend was busier than it's been for months. Some people who moved away are gradually returning home. However others feel the situation remains unsafe. Last night there was a large explosion in the capital and the causes of this are still unclear.

News bulletin 2: Poverty

Part 1

People living in our small farming village are facing increasing poverty. Economic instability as well as crop failure year after year has hit the community hard. Other than farming, there are very few jobs. Many young people are moving away to find jobs elsewhere. Several of the people who have found work abroad are writing home that they are making more money than they would at home.

Part 2

The economy of the country is undergoing a prolonged downturn and many fear the situation will not improve in the short term. Basic goods are becoming increasingly expensive. The future looks bleak as many young people and skilled professionals move away in search of better fortunes elsewhere, often leaving behind young children and the elderly. Some people from the village who have found work abroad are sending money back and this is providing vital support to their families.

Part 3

After months of hardship, the first signs of economic recovery are on the horizon. Where shops a few months ago were all closed in the main square, new businesses are appearing. Some people who made money abroad and have now returned home. They have invested in a new college, the graduates of which it is hoped will bring new life to the village.

Worksheet 6: Development factors

Activity 4: What are the Millennium Development Goals?

Complete the following tasks in your group

> Discuss what is happening in your country around each of the eight factors.

> Allocate one development factor to each person in your group. Each person will act as a leader from their country and represent their country's interests at global development talks.

Development factors



Daniel Cima, American Red Cross

Maternal and child health



Arne Hodalic, Slovenian Red Cross

Education



Yoshi Shimizu/IFRC

Food and water



Jenny Matthews/British Red Cross

HIV and AIDS



Majda Shabbir/IFRC

International relations



Amalia Soemantri/IFRC

Economy



Mel Tolnay/Australian Red Cross

Environment



IFRC

Gender

Worksheet 7: Country profiles

Activity 4: What are the Millennium Development Goals?

Country 1

Education

All children can access primary education.

Maternal and child health

A very low number, four out of every 1000 children born, die before the age of five. Seven women die in childbirth of every 100,000 births.

Economy

There are very few people living on less than \$1.25 per day.

Environment

The country has rich biodiversity and low pollution.

Gender

Girls are as likely as boys to access primary education. Women are as likely as men to be in employment.

International relations

The country donates about \$4 billion every year to support development in other countries.

Food and water

Most people have access to safe drinking water. Very few children under the age of five are underweight.

HIV and AIDS

4000 people are living with HIV.

Country 2

Education

About 90 per cent of children can access primary education.

Maternal and child health

About 20 out of every 1000 children born, die before the age of five. About 100 women die in childbirth of every 100,000 births.

Economy

About seven per cent of the population is living on less than \$1.25 per day.

Environment

The country has rich biodiversity. There is high pollution and rapid deforestation.

Gender

Girls are less likely than boys to access primary education. Women are also less likely than men to be in employment.

International relations

The country receives about \$400 million from other countries to support development.

Food and water

About 80 per cent of people have access to safe drinking water. Very few children under the age of five are underweight.

HIV and AIDS

600,000 people are living with HIV.

Country 3

Education

About 80 per cent of children can access primary education.

Maternal and child health

200 out of every 1000 children born, die before the age of five. About 900 women die in childbirth of every 100,000 births.

Economy

About 40 per cent of the population is living on less than \$1.25 per day.

Environment

The country has low biodiversity and high pollution.

Gender

Girls are much less likely than boys to access primary education. Women are much less likely than men to be in employment.

International relations

The country receives about \$900 million from other countries to support development.

Food and water

About half the population of the country have access to safe drinking water. One in three children under the age of five are underweight.

HIV and AIDS

80,000 people are living with HIV.

Worksheet 7: Country profiles

Activity 4: What are the Millennium Development Goals?



Country 4

Education

All children can access primary education.

Maternal and child health

A very low number, five out of every 1000 children born, die before the age of five. Two women die in childbirth of every 100,000 births.

Economy

There are very few people living on less than \$1.25 per day.

Environment

The country has rich biodiversity. Rapid development is damaging the environment.

Gender

Girls are slightly likely than boys to access primary education. Women are slightly less likely than men to be in employment.

International relations

The country donates about \$500 thousand to support development in other countries.

Food and water

Most people have access to safe drinking water. Very few children under the age of five are underweight.

HIV and AIDS

8000 people are living with HIV.

Country 5

Education

Most children can access primary education.

Maternal and child health

20 out of every 1000 children born, die before the age of five. Forty women die in childbirth of every 100,000 births.

Economy

One in ten people are living on less than \$1.25 per day.

Environment

The country has rich biodiversity. Rapid development however is damaging the environment. There is very high pollution.

Gender

Girls are less likely than boys to access primary education. Women are also less likely than men to be in employment.

International relations

The country receives about \$1 billion from other countries to support its development. The country also donates about \$25 billion to support development in other countries.

Food and water

About 80 per cent of the population have access to safe drinking water. About one in ten children under the age of five are underweight.

HIV and AIDS

740,000 people are living with HIV.

Country 6

Education

All children can access primary education.

Maternal and child health

15 out of every 1000 children born, die before the age of five. Forty women die in childbirth of every 100,000 births.

Economy

One in ten people are living on less than \$1.25 per day.

Environment

The country has rich biodiversity and low pollution. There is high deforestation.

Gender

Girls are less likely than boys to access education. Women are also less likely than men to be in employment.

International relations

The country receives about \$700 million from other countries to support its development.

Food and water

70 per cent of the population have access to safe drinking water. One in five children under the age of five are underweight.

HIV and AIDS

2000 people are living with HIV.



Worksheet 8: The millennium development goals

Activity 4: What are the Millennium Development Goals?

The UN Millennium Declaration was made in September 2000. This represented the largest gathering of world leaders in history. They adopted the Millennium Development Goals. These are a set of targets to reduce extreme poverty by 2015.

The Millennium Development Goals



1. To eradicate extreme poverty and hunger.



2. To achieve universal primary education.



3. To promote gender equality and empower women.



4. To reduce child mortality.



5. To improve maternal health.



6. To combat HIV/AIDS, Malaria and other diseases.



7. To ensure environmental sustainability.



8. To develop a global partnership for development.

Worksheet 9: Take action on migration!

Take action!

- > Research the history of migration in your family, community or country. Create a display to raise awareness of how migration has shaped your history.
- > Think about what you would be lost without if you had to leave home and what positive things you think you would find in your new home. This could be things, people, places or memories. Make a creative display to raise awareness of migration.
- > Watch the **Positive Images film 1: Why do people migrate?** or research stories of other people who have migrated. Create an imaginary diary, story, song or play to raise awareness about their experiences.

Inspire me!

Home Sweet Home drama

What did they do?

- > A group of young people invited a refugee, Nicky, to speak about her experiences and feelings of leaving home and travelling to a new life in a new place.
- > Used what they learnt to create a powerful drama with songs and imagery exploring how it feels as a refugee arriving in a different country.
- > They performed the drama at a local festival in front of 500 people.

What did they say?

“The group created a story of hope, strength and courage. It was beyond brilliant!” Nicky



Julian Hamilton

Inspire me!

Lost and found

What did they do?

- > A group of young people, some with migrant backgrounds, used a photo booth in the middle of a busy street. They took photos of themselves holding up cards with words of things, people and places they would miss if they had to leave home.
- > They then took photos of positive things they had found in their homes. They encouraged passers by to join in.

The photos were displayed at a local festival to raise awareness about migration.



Worksheet 10: Take action on poverty and the MDGs!

Take action!

> Research how your country or the European Union is helping to achieve this Millennium Development Goals (MDGs). Select one of the MDGs and find out what progress has been made in one or two different countries. Use what you have learnt to raise awareness to other young people about the MDGs and encourage them to contribute towards achievement of the MDGs.

Useful links:

www.un.org/millenniumgoals/
http://ec.europa.eu/europeaid/what/millennium-development-goals/index_en.htm

> Research poverty and development in your own country or the European Union. How is poverty and development defined and measured? How does your country compare to other countries? Select one aspect of development and find out what different organisations are doing to support development. Use what you have learnt to raise awareness to other young people and encourage them to support development.

Useful links:

<http://hdr.undp.org/en/countries/>
<http://ec.europa.eu/social/main.jsp?catId=751&langId=en>
www.ifrc.org/en/what-we-do/health/water-and-sanitation/un-millennium-development-goals/

Inspire me!

Creative banner on development

What did they do?

A group of young people from Glasgow University's Student Action for Refugees (STAR) engaged young people from refugee backgrounds in creative activities to produce a wall display exploring development issues. The young people delivered a large textile print banner creative workshop with fourteen young people from refugee backgrounds.



Theme 2: Who are migrants?

ACTIVITIES

5. Who are migrants?

Theme 2: Worksheets



Activity 5. Who are migrants?

Aims (PowerPoint slide 1)

- > To understand the meaning of the terms refugee, asylum seeker and migrant worker.
- > To learn more about who migrants are.

Total Timing One hour and ten minutes, or one hour and 30 minutes with the extension activity

Timing

Activity

Materials

10 minutes

Understanding migrant terms

Educator tip:

You could start with the starter activity from activity 1, if students are not familiar with the terms migration and migrants.

Handout one copy of **worksheet 11** to each student.

Ask students to match the terms to the definitions.

As a group go through the correct definitions for each term. The correct matches are: 1b, 2c and 3a (**PowerPoint slide 2**).

As a group discuss the following (**PowerPoint slide 3**):

- > Have you heard these terms before?
- > What do you know about these?
- > Where have you seen these terms used?

Explain that as sometimes people who migrate have less protection when they are outside their home country, there are special international laws protecting migrants. 'Refugee' and 'migrant worker' are terms that describe someone's legal situation when they are outside their home country.

Worksheet 11:
Migrant definitions
(one copy per student)

PowerPoint slide 2:
Migrant terms

PowerPoint slide 3:
Migrant term questions

10 minutes

Film 1: Why do people migrate?

Inform students that they will watch a short film where people explain why they migrated.

Hand out a copy of **worksheet 12** to each student. Ask students while watching the film to complete the 'reasons for migrating' and 'legal situation' part of the worksheet for each person.

Watch **film 1**. Alternatively you can ask one of the students to read out the film 1 transcript, worksheet 2.

Educator tip:

If you have already watched **film 1** with the students, simply ask students to use their answers from **worksheet 1**. They can then complete the 'legal situation' part for this activity.

Worksheet 12:
Film exercise, one copy per student

Film 1: Why do people migrate? or
worksheet 2: Film 1 transcript

Activity 5. Who are migrants?

Timing

10 minutes

Activity

Film 2: Who are migrants?

Now tell students that they will watch a second film. The people in the film describe their legal situation.

Ask students while watching the film to check if the legal situation they wrote in the previous activity was correct.

Watch **film 2**. Alternatively you can ask a student to read out stories from film 2, **worksheet 13**.

Check the answers as a group.

The correct answers are: Sajwaa is a refugee, Shakeeb is a migrant worker, Ines is a migrant worker, Priyanga is a refugee, Glenda is a migrant worker and Ebrahim is an asylum seeker.

Materials

Film 2: Who are migrants or
worksheet 13: film 2 transcript

30 minutes

Creating a profile

Place students into groups and tell them that they will create a profile of one of the people from the two films.

Ask students to complete the following (**PowerPoint slide 4**):

- > Draw an outline of your chosen person on a large piece of paper.
- > Illustrate who the person is.
- > On the inside of the profile, write or draw what the person might be feeling or thinking about their situation.
- > On the outside write or draw about the situation the person faces in the outside world, in their home country and in their new country. For example think about the things that made the person leave their country and their current legal situation.

Encourage students to illustrate both positive and negative things.

Student can refer to the film transcripts (**worksheets 2 and 13**). They can also use the words on **PowerPoint slide 5**, which are from the films for inspiration.

Finally ask students to stick their profiles on the wall around the class and share these with other students.

One large sheet of paper per group, for students to draw a person's outline

Pencils and pens

PowerPoint slide 4: Creating a profile activity instructions

Worksheets 2 and 13, one per group

PowerPoint slide 5: Words

Activity 5. Who are migrants?

Timing

5 minutes

Activity

Review questions (PowerPoint slide 6):

- > How can we define a refugee, an asylum seeker and a migrant worker?
- > What do these terms mean? Why are they important?
- > Did you learn anything new about who migrants are? Share this with the group.

Materials

PowerPoint slide 6: Review questions

Extension activity: A poem

Read the poem by Wondimu Mekonnen with the group (**worksheet 14**).

Ask students to discuss the following questions (**PowerPoint slide 7**):

- > What does the author think about who he is?
How does he feel he is seen by others?
- > How does he feel that being an asylum seeker affects his identity?
- > What thoughts and feelings does the author express?
Have you ever felt that way? When did you feel this way?
- > How does this poem help you to understand what it might feel like to be a migrant?

Worksheet 14:

A poem by Wondimu Mekonnen

PowerPoint

slide 7: Poem questions

20 minutes

Homework activity: Migrant laws

Refer to **worksheet 15**, which includes an activity on researching international laws protecting migrants.

Worksheet 15:

Migrant laws

Homework activity

Take action on migration!

Place students in groups and hand out **worksheet 16**. Encourage students to work in groups to build on their learning by taking action.

Match each term to the correct definition

Term

Refugee

Asylum seeker

Migrant worker

Definition

a. A person who is in paid employment in a country where they are not a national.

b. A person who has left their home country because they are afraid of being persecuted or badly treated because of their race, religion, nationality, because they belong to a particular social group, or because of their political opinion. As a result they cannot seek protection from their home country.







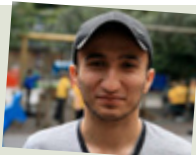
c. A person who has left their country and has applied for recognition as a refugee in another country, and is awaiting a decision on their application.

Worksheet 12: Film 2 exercise

Activity 5: Who are migrants?

While watching the film, use this worksheet to:

- > Note down the reason each person in the film gives for migrating
- > Note any new words

Name	Reasons for migrating	Name	Reasons for migrating
Sajwaa 		Ines 	
Shakeeb 		Priyanga 	
Alain 		Glenda 	To find a better job and to support her family
		Ebrahim 	Left home because of persecution

New words

Two empty light blue rectangular boxes for writing new words.

Who are migrants?



(Glenda) “I’m not an asylum seeker, I’m a migrant worker, I came here for work legally”.



(Shakeeb) “I’m a migrant worker”.

“An asylum seeker is just a status, but beyond an asylum seeker there’s a person”.



(Sajwaa) “I’m not an economic migrant, I’m a refugee. The government has agreed to let me stay legally in the country because I was persecuted in my country”.



(Glenda) “I’m a nurse, I’m a Filipino, I’m a hard worker, and I am very good and very friendly”.



(Ebrahim) “I’m not a refugee but I’m an asylum seeker which means the government hasn’t decided whether to accept me as a refugee or not”.



(Sajwaa) “I’m a teacher, I’m a mother of three. All three of my children study, and I am your neighbour”.



(Priyanga) “I’m a refugee”.



(Ines) “I am a woman. Like every woman in the world I am a daughter, a sister, a mother, worker. I’m resilient, I’m passionate and I smile when I’m nervous!”

Worksheet 14: A poem by Wondimu Mekonnen

Activity 5: Who are migrants?

I am an asylum seeker,
On the run from bondage;
Unwelcome 'trouble maker',
Undesirable package.
In the homeland a rebellion,
In the host-land a nuisance;
Gone down to my oblivion,
Hanging out in suspense.
I am an illegal entity,
Nobody cares to know;
Stripped of liberty,
Pushed aside taboo low;
Wasted talent lost wisdom,
Barred by an invisible wall,
Restricted freedom
Dehumanised soul
In an asylum seeker's Ghetto,
Facing up the reality,
Surviving incognito;
Concealing my identity.



Select one of the two laws below that seek to protect migrants.
Research this law, answering the questions below.
Present your findings to the rest of the group.

1951 Geneva Convention
on Refugees
www.unhcr.org

International Convention on the Protection
of the Rights of All Migrant Workers and
Members of Their Families
www.ohchr.org

Questions

- > What does this law say about protecting migrants?
- > How is this law being applied in practice?
- > What is the effect of this law on people who migrate and their communities?
- > What else could be done to protect people who migrate?

Worksheet 16: Take action on migration!

Take action!

- > Celebrate World Refugee Day and International Migrants Day. The United Nations has designated special days each year to celebrate and raise awareness of global issues. UN World Refugee Day is on 20 June each year and International Migrants Day on 18 December each year. Get involved in community events to celebrate and raise awareness of the unique experiences and contributions of refugees and migrants to your community.

Useful links:

www.un.org/en/events/refugeeday/
www.un.org/en/events/migrantsday/

- > Arrange for a migrant or a charity supporting migrants to deliver a talk in your school or youth group. Contact a local charity in your area supporting people who have migrated and ask them to deliver a talk and share stories, to help raise awareness of migration.

Inspire me!

Creative print making

What did they do?

- > A youth group invited a young person who was an asylum seeker to share her story with them of seeking refuge and the truth of the hardships she faced.
- > The young people then, supported by a local artist, used print making techniques to illustrate what they learnt from the story. Young people based the images they created on a one word response to their new understanding of seeking asylum.
- > The images were displayed in a touring exhibition of local libraries in the surrounding area.

What did the artist say?

“This project has given young people the valuable opportunity to expand their understanding of what it is really like to seek asylum and why some people need refuge. This work has enabled the young people to formulate and express their views on what is a complex topic from a standpoint of accurate knowledge”, (artist Tim Smith).



Worksheet 16: Take action on migration!

Inspire me!

Fashion parade

What did they do?

- > A youth group created costumes with a 1950s theme, reflecting the date that the 1951 Refugee Convention was created.
- > The clothes used fabrics from different countries and reflected key messages from the Refugee Convention.
- > They performed a fashion show parade in central London to celebrate World Refugee Day.



Inspire me!

Local action, global issue

What did they do?

- > A group of young people worked together to create a short message and an image promoting acceptance and understanding towards migrants.
- > They uploaded the message and image to their Face book profile and sent it to their friends on International Migrants Day on 18 December. It reached 10,000 people!

What did they say?

"I spread a message of tolerance towards migrants through Face book to let young people know about our campaign" (young volunteer).



Theme 3: Migration patterns and journeys



ACTIVITIES

6. Where do migrants come from and go?
7. What do people face on their journeys?
8. How does it feel to be in a new country?

Theme 3: Worksheets

Activity 6. Where do migrants come from and go?

Aim (PowerPoint slide 1)

- > To consider some facts about migration patterns.

Total Timing 30 minutes

Timing

30 minutes

Activity

Place students into teams and hand out one quiz sheet per team (**worksheet 17**).

Read out the questions (**PowerPoint slide 2**) and allow enough time for teams to discuss the answers among themselves.

Use the answer sheet for educators (**worksheet 18**) and **PowerPoint slide 3** to elicit responses from the students. Ask the teams to mark their quizzes.

Select the winning team and award them the prize.

Finally ask students if there was anything they found surprising about the quiz answers and why?

Materials

Worksheet 17:
Quiz for students

PowerPoint slide 2: Quiz

PowerPoint slide 3: Quiz answers

Activity 7. What do people face on their journeys?

Aims (PowerPoint slide 1)

- > To learn about the situation people face during their journeys.
- > To consider dangers faced by people on journeys by sea.
- > To learn about the experience of arriving in a new place.

Total Timing 45 minutes or one hour, with extension activity

Timing

Activity

20 minutes

Introduce **film 3**: Migrant journeys or **worksheet 19**.

Remind students that there are 214 million people on the move worldwide. Inform students that they will hear stories from five migrants of their journeys and the situation they faced when they arrived in a new country.

Ask students to consider the following questions while watching the film

(PowerPoint slide 2):

- > Where are the people in the films from?
- > What situation do they face on their journeys?
- > What situation do they face in their new country?
- > Which people in the films faced difficult journeys?
Why do you think this is?
- > What positive things do people express about their journeys or their arrival in their destination?

After the film, feed back to the rest of the group.

Explore how Saijwaa and Ebrahim have difficult journeys. This may reflect how dangerous the situation was they were fleeing from and how much risk they were willing to take to get away. You may like to reflect back on the reasons to migrate in **activity 1** or watch **film 1**: Why do people migrate?

Ask students to reflect on the final point by Ines about how through her own experiences, she changed her perspective about migration. Ask students if they have changed anything about how they think about migration through what they have learnt.

Materials

Film 3: Migrant journeys or **worksheet 19:** film 3 transcript.

PowerPoint slide 2: Film 3 questions

Worksheet 23: Take action on migration journeys

Activity 7. What do people face on their journeys?

Timing

25 minutes

Activity

Optional extension: Journeys by sea photo activity

Place students into groups and hand out one copy of **worksheet 20** to each group.

Ask students to examine the images and come up with a list of questions that could help them understand what is going on. They should then attempt to answer their questions.

Alternatively, ask students to discuss (**PowerPoint slide 3**):

- > Who are the people in the photos?
- > Where might they have come from?
- > How did they get there?
- > What may have happened?
- > What clues do the images give us about the conditions they have been through before reaching the beach?
- > What do you think their lives may have been like before?

Each group should share their answers to one of the questions, until all the groups have fed back and all the questions have been answered.

Materials

Worksheet 20:
Photo activity
(one copy per group)

PowerPoint slide 3: Photo activity questions

10 minutes

Fode Camara's story

Read Fode Camara's story with the group (**worksheet 21**).

Discuss with the students:

- > Does Fode's story help you answer the questions you may have been unsure of from the last activity?
- > Was there anything that surprised you about the way the people have traveled to another country and the risks they have taken?

Introduce the idea of journeys by sea. Tell students that more than 3,000 people are believed to have drowned between 1997 and 2005 in the Straits of Gibraltar while trying to enter Europe on makeshift boats.

Worksheet 21:
Fode Camara's story

5 minutes

Review questions (PowerPoint slide 4)

- > What situations do people face their journeys?
- > Not all people have difficult journeys. But why might people sometimes take big risks to get away from their country?
- > Share one new thing with the group about your response to this activity. It may be something new you have learnt or something you feel.

Take action on migration journeys!

Encourage students to build on their learning through the take action activities (**worksheet 23**).

Activity 8. How does it feel to be in a new country?

Aims (PowerPoint slide 1)

- > To consider what situations people may face when they newly arrive in a country.
- > To consider how difficulties for people who have newly arrived can be overcome.

Total Timing 50 minutes

Credit: Based on an activity by Refugee Action.

Timing

Activity

Materials

Starter

5 minutes

Ask students to think of a time when they arrived somewhere new. What worries did they have? What expectations? What helped them overcome their concerns?

Explain that when people who have migrated first arrive in a new country, they face a new situation.

The following activity aims to show what it might be like for someone who has arrived in a new country.

Activity set up

10 minutes

Hand out a copy of **worksheet 22** to each student.

Ask students to read all six character descriptions. Then ask students to choose a character whose role they will take on and take a sticky label for their character.

Read through the activity instructions (**PowerPoint slide 2**):

Form a line at one end of the room.

You will hear some statements and you should step forward or stay in the same place, depending on how confident you think your character would feel in response to the statement.

You should respond in character as follows:

- > Confident: move two steps forward.
- > A little bit or not sure: move one step forward.
- > Not confident: don't move.

Worksheet

22: Character descriptions, one worksheet per student

One sticky label per student. Each label with the name of one of the characters from worksheet 22. Every student should have a character and some students can be the same character.

PowerPoint

slide 2: Activity instructions

Activity 8. How does it feel to be in a new country?

Timing

10 minutes

Activity

Activity

Read the statements below to the group and ask students to respond to each statement.

How confident would you be to:

- > Ask someone for help because you don't know your way around.
- > Answer a question about where you are from.
- > Wear different clothes to others.
- > Tell someone you are being bullied.
- > Express your views in class.
- > Learn a new language.
- > Be around people from different cultures.

After reading the statements, ask students (**PowerPoint slide 3**):

- > Which situations were you more confident about?
- > Which situations were you less confident about?
- > How do you feel about where you are?
- > How could you help each other to gain confidence?

5 minutes

Review questions (PowerPoint slide 4)

- > What situation might people face when they newly arrive in a country?
 - > How can difficulties be overcome?
- Think of what the person could do and what others could do to help.

Take action on migration journeys!

Encourage students to build on their learning through the take action activities (**worksheet 23**).

Materials

This activity requires a spacious room that students can easily move around in.

PowerPoint slide 3: Activity questions

PowerPoint slide 4: Review questions

Worksheet 17: Quiz for Students

Activity 6: Where do migrants come from and go?

1. What proportion of the world's population are migrants?

55% 10% 3%

2. What proportion of Europe's population are migrants?

52.3% 8.7% 24.1%

3. How many refugees are there in the world?

11 million 100 million 1 billion

4. Where do most refugees in the world come from?

Somalia Afghanistan China

5. Where do most of the world's refugees live?

In the United States of America In Europe In neighbouring countries

6. Which of these countries hosts the largest number of refugees worldwide?

Australia Pakistan Germany

7. Answer true or false to the following statements

- Richer countries host most of the world's refugees
- In the last ten years, the number of asylum applications in Europe has increased
- One in three migrants in Europe are from other European countries
- The amount of money that migrants worldwide send home is more than the amount of money countries donate to development.

Score out of 10:

1. 3 per cent of the world's population are migrants, or 214 million people of a total world population of 6.8 billion (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

2. 8.7 per cent of Europe's population are migrants (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

3. There were 11 million refugees in the world in 2010 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

4. Most refugees come from Afghanistan (3 million). Iraqis are the second largest refugee group, with 1.7 million people. Afghan and Iraqi refugees account for nearly half of the world's refugees (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

5. In neighbouring countries. Three quarters or 75 per cent of the world's refugees live in neighbouring countries (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

6. Pakistan hosted the largest number of refugees worldwide (1.9 million) in 2010, followed by the Islamic Republic of Iran (1.1 million) and the Syrian Arab Republic (1 million), (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

7. a. False. 80 per cent of refugees are in developing countries (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

b. False. The numbers have fallen in the last ten years (UNHCR 2010, www.unhcr.org/4d8c622c9.html)

c. True (UNHCR 2010, www.unhcr.org/4d8c622c9.html)

d. True. The money that migrants send back home, which is called remittances, to developing countries is three times as much (\$325 billion) as the money donated to developing countries in foreign aid. This demonstrates the importance of migration for development (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

Migrant Journeys

“Given the opportunity I don’t think that anyone would want leave their country.”

“It was terrible to leave my family behind.”

“The best part is just to be in a secure country where people are free to say what they want to say.”



(Sajwaa) “We had to leave Iraq without telling anyone. During the journey, on the road to the Syrian-Iraqi border there was an American tank in front of our car. First of all the soldier on that tank waved a red flag, so we stopped. And then, after a while, the same soldier raised an orange flag. This orange flag should logically be interpreted as get ready, just like the traffic lights, but the driver who was driving the car started going forward. That was a really life threatening move because at that minute the tank opposite us started shooting towards our car”.



(Ebrahim) “I’m Iranian-Kurdish. I had political problems in my country and one day I had to leave the country very urgently. We spoke to the driver and then we had to go to the back of the lorry. There was a space in the middle so we went in so that it looked like we disappeared, no one could see us if they opened the door. Sometimes the lorry stopped and the driver said “I want to have a rest” and then he’d sleep for about ten hours and then we’d start moving again. But when I came out from the lorry I didn’t know where I was. I asked the driver, he said “it’s the UK”. I just wanted to go somewhere safe, I couldn’t even speak English, I was very hungry, I hadn’t slept for about four or five days”.



(Glenda) “I left the Philippines in January 2002 and we were in a group, about fourteen of us. When we reached Paris I said to my friend “Can you pinch me?” I couldn’t believe I was there!”

(Rex) “I was really nervous because my English wasn’t good at the time so communication was a bit of a problem when I first got here. Before my wife arrived I used to eat fish and chips!”



(Priyanga) “It was very hard to make friends at the start. They wouldn’t talk to you because you were different and if they were seen talking to you they would be different and they were conscious about that”.



(Ines) “I don’t know if you know but in Portugal there are also a lot of migrants. We create an opinion when we are in our own country, looking at migrants, but coming here you can imagine that my perspective changed a lot. I can see and understand the reasons why people do it and how fragile those people are, simply because they are not in the place that works the way they know it. They can’t see people they know every day. Now when I go to Portugal, whereas before I had huge prejudice towards the migrants there, now I look at them and I just wish them the best luck”.

Worksheet 20: Photo activity

Activity 7: What do people face on their journeys?

Discuss in your groups:

- > Who are the people in the photos?
- > Where might they have come from?
- > How did they get there?
- > What may have happened?
- > What clues do the images give us about the conditions they have been through before reaching the beach?
- > What do you think their lives may have been like before?



The British Red Cross would like to thank Arturo Rodriguez for kindly allowing us to use his photographs in this education resource. The photos must only be used in conjunction with this resource.

Worksheet 21: Fode Camara's story

Activity 7: What do people face on their journeys?

Fode Camara is a 41 year old father of three from Guinea-Bissau in Africa. He travelled by sea from Africa on a Patera, a small, open fishing boat across 100 kilometres to Spain's Canary Islands to flee from poverty and war.

"We set off at five in the morning and by seven that evening we were in Spain," he recalls.

It is estimated that 1,200 migrants died at sea between November 2005 and April 2006 trying to reach Spain from Africa.

On land, Red Cross volunteers provided water and hot food, medical care, blankets, hygiene kits, clothes and free telephone calls.

"These people are not criminals," says Jaime Bará Viñas of the Spanish Red Cross. "Many of them are just youngsters looking for a better future."

Fode Camara has learnt Spanish since he arrived at the Canary Islands and would like to work to give his family, which he hasn't seen for seven years, a better life. However he is not allowed to work as he is not legally a citizen in Spain and he cannot afford to return to his home country. The government cannot return Fode to Guinea-Bassau as Spain does not have an agreement with them on returning migrants. He is stuck in a very difficult situation.



Juan Medina

Worksheet 22: Character descriptions

Activity 8: How does it feel to be in a new country?

Julio

You are 15 years old and you have grown up in a small village in this country and have many family and friends nearby. You and your family have lived in the area for most of your life. Your parents are both successful in their jobs and last year your family could afford to move into a larger home. You are doing well at school and you get on well with the teachers.

You particularly enjoy playing sport and you are part of the local football team. You have never travelled to another country. One of your friends recently moved to Canada with his family and has invited you to visit him.

Melissa

You are 17 years old. Your parents are from India and they moved to this country when you were two years old. You do not have many memories of India. You sometimes visit India with your parents which you enjoy. However you don't feel the same attachment to India as your parents, as you have spent most of your life in this country.

You live in an area of town where there are many families from different countries and cultures. The shops sell food and clothes from many different parts of the world. You are doing well at school and have many friends. Most of your friends and children in your school are from diverse cultures.

Sarah

You are 16 years old and you are from this country, although you have only lived here for part of your life. Your father works for an international company so you and your family have lived in different countries over the years. You can speak several languages. You have many friends from different countries. You enjoy making friends with people from different parts of the world. You have been going to a school in your neighbourhood for many years, where your brother and sister also go. You are good at school although you find it a little boring.

Max

You are 14 years old and have come here with your family from Poland a few months ago. Life in Poland was hard as your father could not find a job for many years and it was difficult to afford the basics to live.

Your father came here first and after he found work you were able to join him. Both your parents work hard. You joined a local school in the middle of the school year and have been finding it hard as it's quite different to your school in Poland. You are taking extra classes to learn the language as well. You've made new friends but you sense that some of the other children in the school are hostile towards you, although you're not sure why.

Eliza

You are 11 years old and arrived here with your mother 6 months ago. In your home country, Sudan, you helped your family with farming. Your mother took you away because there was a civil war in your country. You don't know what's happened to the rest of your family. Your mother seems very anxious about whether or not you can stay in this new country. You hope you can stay.

You didn't speak the language in your new country when you arrived but you've been trying hard to learn. You love going to school although you are still finding it hard to communicate in another language. You have made friends with some other girls from Sudan in your neighbourhood.

Abdul

You are 16 years old and arrived here with your older brother two years ago. It took you a year to travel here from Afghanistan and it was a very difficult journey. Your father is a doctor and he paid people to take you to safety. You don't know what's happened to him.

You travelled through different countries to get here and you're good at picking up new languages. You also easily get along with people from different countries and you quickly fit in. You enjoy going to a local youth group where you can meet other people your age from different cultures and do various activities together such as cooking and traditional dancing. As you've missed a year of school, you are struggling a little at school. Your aspiration is some day to be a doctor like your father and to work in countries that have been affected by war.

Worksheet 23: Take action on migration journeys!

Take action!

- > Research migration journeys to your country or area. You can use facts as well as people's stories of migration. Create an interactive exhibition for students to experience what the journey and arrival in a new country might be like for people who migrate.
- > Research stories of people who have migrated to your country or area and create a piece of art expressing your response to their stories. For example select one of the stories from film 3: migrant journeys. Think of one word to describe your thoughts or feeling in response to the story. Create a piece of artwork based on this word and exhibit this in your school to raise awareness to other young people about migrant journeys.
- > Meet students in your school or youth group who are speakers of other languages or are from other countries. Work together on a creative display celebrating cultural diversity.

Inspire me!

Life in a different country

What did they do?

- > A group of young people from the Young Saheliya youth group gathered stories of people's migration to Scotland.
- > They worked with a visual artist to create an artistic response to what they learnt.
- > They exhibited their work at a multi-cultural event at North Edinburgh Arts.

What did they say?

"I now know more about why people migrate and what they go through in their own countries",
(young person).

"I thought it was amazing to learn about migration as I knew nothing about it! I thought it was really fun to do the art. I really enjoyed telling people about what we had learned and to write their stories on the wall",
(young person).



Worksheet 23: Take action on migration journeys!

Inspire me!

Journey through a conflict zone

What did they do?

- > After learning about migrant journeys, a group of young people created an interactive exhibition in their school. The exhibition enabled other students to experience what it might feel like to be forced to flee your home during a conflict.
- > The exhibition included art work, films and games created by young people.
- > Visitors to the exhibition had to go through a prison cell, pack their bags in one minute, complete forms in a foreign language and go through border control.

What did they say?

“The students were really excited to share what they had learnt with the rest of the school” (teacher).



Inspire me!

Welcome wall

What did they do?

- > A group of young people met with other students in their school who were foreign language speakers and were learning the local language. They talked with the students to learn about their nationalities and languages.
- > The students then worked together to produce word panels of the word 'Welcome' in each of the languages represented in the school.
- > They created a large wall display in the main assembly hall.



Theme 4: Positive Images



ACTIVITIES

9. How are migrants portrayed in the media?

10. Positive Images

Theme 4: Worksheets

Activity 9. How are migrants portrayed in the media?

Aims (PowerPoint slide 1)

- > To explore how migration is portrayed in the media
- > To learn to recognise different points of view in the media.

Total Timing One hour.

Credit: Part of this activity is based on an activity from the Not Just Numbers Toolkit (UNHCR and IOM www.unhcr.org/pages/4b7409436.html)

Timing

Activity

Materials

Starter

5 minutes

Present the sentence below (**PowerPoint slide 2**):

Illegal migration from North Africa to Italy reaching crisis levels.

Ask students:

- > Where may this information have come from?
- > How does it make you feel about migration?
- > Do you think this information is true? Why or why not?

Explain to students that through this activity they will learn to recognise different points of view on migration in the media

PowerPoint slide 2: Starter

Media photo activity

15 minutes

Place students into small groups.

Hand out **worksheet 24**, which can also be presented on **PowerPoint slide 3**. Also hand out one statement from **worksheet 25** per group.

Read out the activity instructions (**PowerPoint slide 4**):

The photograph shows migrants arriving in Lampedusa, an island in Italy. In your groups, imagine you are a journalist writing for a newspaper.

- > Write a news headline and a short photo caption to match the photo.
- > Write your headline and caption based on the view of your journalist.
- > Do not share your journalist's view with other groups.

Worksheet

24: Media photo activity and

PowerPoint slide 3.

Worksheet

25: Journalist perspectives, one per group. Some groups may have the same information.

PowerPoint

slide 4: Media activity instructions

Group discussion

20 minutes

Ask groups to present their news headline and caption to the rest of the students.

Ask other groups to guess what they think the view of the journalist is. How could they tell?

Activity 9. How are migrants portrayed in the media?

Timing

15 minutes

Activity

News headlines activity

Place students back into their groups.

Hand out a copy of **worksheet 26** to each group. Explain that the worksheet includes real headlines about migrants arriving in Lampedusa, Italy.

Ask students to read the headlines and decide what view they think the journalist that wrote each headline may have (**PowerPoint slide 5**). Students should be able to explain their choices.

Feedback on the answers with all the students.

Materials

Worksheet 26:
News headlines

PowerPoint slide 5: Journalist perspectives

5 minutes

Review questions (PowerPoint slide 6):

- > Where may some of our opinions, or the opinions of people around us, about migration come from?
- > Is what we read in the media always true? Why or why not?
- > How can we ensure we get more accurate information?

PowerPoint slide 6: Review questions

Take action on positive images!

Encourage students to build on their learning through the take action activities (**worksheet 29**).

Activity 10. Positive Images

Aims (PowerPoint slide 1)

- > To consider positive contributions of people who migrate to their new communities.
- > To consider your future dreams and to create a list of actions to change things for the better for everyone.

Total Timing One hour.

Timing

Activity

Materials

Starter

5 minutes

- Ask students to think of how other cultures may have influenced their country.
- Examples may include food, celebrations, sports, dance and music.
- Explain that people from different countries bring new ideas and ways of life and that over time these are adopted as a part of everyday life.
- Explain that this activity will consider contributions made to their new communities by people who have migrated.

Introducing film 4 and discussion questions

10 minutes

Introduce **film 4**. Explain that the film has two parts. The first part has people expressing negative opinions about migrants. The second part shows some people who have migrated responding to this and showing how they have made positive contributions to their new community.

Educator tip: The film contains some antagonistic language at the start. You may like to provide some context before watching the film to help students understand why people may express these views. For example you could run **activity 9**, which explores the media's influence on people's opinions on migration.

Encourage students to think about the following questions while they are watching the film (**PowerPoint slide 2**):

- > Where do you think some of the negative opinions expressed at the beginning of the film may have come from?
- > How do the people in the second part of the film respond to these statements?
- > What positive ways do people say that they have contributed to their new communities?
- > How do you feel about the issues raised in the film?

PowerPoint slide 2: Film 4 questions

Activity 10. Positive Images

Timing

15 minutes

Activity

Film 4: Positive Images

Watch **film 4** or read the film transcript from **worksheet 27**.

Feedback as a group after the film, using the questions on **PowerPoint slide 2**.

Materials

Film 4: Positive Images. Film contains multiple languages. Choose subtitles in your language before you start.

Worksheet 27: Film 4 transcript

30 minutes

Our future dreams

Place students into groups and handout **worksheet 28**.

Read out the activity instructions (**PowerPoint slide 3**):

The images show young asylum seekers living in the United Kingdom expressing what their future dreams are.

Use the images to discuss in your groups:

- > What talents do you think the young people have?
- > What jobs do you think they would like to do in the future? How do you think they could help their communities?
- > Think about your talents. How could these help you find a job and help your community in the future?
- > What can you find in common with the young people in the images?

Finally students can complete the following activity (**PowerPoint slide 4**):

- > In your groups, write one action you will take in your school or youth group to change things for the better for everyone in the future.
- > Collect the actions from each group together. Ensure everyone agrees on your list of actions. Display the actions somewhere for everyone to see and remember.

Worksheet 28: Future dreams

PowerPoint slide 3: Future dreams questions

PowerPoint slide 4: Our future dreams activity

Take action on positive images!

Encourage students to build on their learning through the take action activities (**worksheet 29**).

Worksheet 24: Media photo activity

Activity 9: How are migrants portrayed in the media?



Credit: Tomasso Della Longa, Italian Red Cross



You are a journalist who thinks migration is bad for your country and its economy.

You are a journalist with a humanitarian view of migration. You are concerned about the needs of migrants, particularly the most vulnerable such as children.

You are a journalist who thinks migration is beneficial for your country. You think migration is good for the economy and for society.

You are a journalist with a factual and informed view. You use research and draw on different sources of information.



Illegal migration from North Africa to Italy reaching crisis levels

Source: CNN, April 2011
http://articles.cnn.com/2011-04-06/world/tunisia.italy.migrants_1_lampedusa-italian-island-italian-coast-guard?_s=PM:WORLD

25 found dead in boat carrying refugees off Italy coast

Source: CNN April 2011
<http://edition.cnn.com/2011/WORLD/europe/08/01/italy.boat.bodies/index.html>

Lampedusa migrant numbers prompt United Nations crisis warning

Source: Guardian 2011
www.guardian.co.uk/world/2011/mar/21/lampedusa-migrant-italy

EU fear of north African migrants 'overblown'

Source: EU Observer 2011 <http://euobserver.com/22/31973>

Thousands of migrants swamp Lampedusa

Source: Euronews 2011
www.euronews.net/2011/03/15/thousands-of-migrants-swamp-lampedusa/

Minorities continue to flee Libya to Tunisia and Lampedusa

Source: Malta Independent Online 2011
www.independent.com.mt/news.asp?newsitemid=124576

The tiny Italian fishing island which now has MORE migrants fleeing Tunisia and Libya than inhabitants

Source: Mail Online 2011
www.dailymail.co.uk/news/article-1371204/Lampedusa-MORE-migrants-fleeing-Tunisia-Libya-inhabitants.html

Italy's Lampedusa island hit by migrant crisis

Source: BBC 2011
www.bbc.co.uk/news/world-europe-12816340

840 refugees arrive in Lampedusa, 117 women 28 children

Source: AGI News 2011
www.agi.it/english-version/italy/elenco-notizie/201106222217-cro-ren1110-840-refugees_arrive_in_lampedusa_117_women_28_children

Refugees Fleeing Libya Feared Dead At Sea

Source: Sky News 2011
<http://news.sky.com/home/world-news/article/15967538>

EU should act to avert humanitarian crisis

Source: Africa News 2011

Seaborne immigrant invasion racks holiday island of Lampedusa

Source: Times Online 2008

Positive Images

“If you come here you’re going to need to get a job, support yourself, contribute!”

“Why is it Europe’s responsibility to care for all the immigrants?”

“I’ve read in the papers that there are loads of illegal immigrants.”

“Crime is rising in my country. Today I read in the paper that immigrants are responsible.”

“Why don’t you integrate and adopt our culture when you come here?”



(Sajwaa) “Migrants can contribute to the society. I am a mother of three, I am a teacher, and I work for Neighbourhood Watch to secure a safer and cleaner place where I live”.



(Priyanga) “Most migrants who come from their respective countries are qualified professionals anyway”.



(Shakeeb) “I’m a trained professional. I’m a chef”.



(Rex) “I’m working as a nurse now”.

(Ebrahim) “I’m a student, I study business and I also work as a volunteer, as a peer befriender for the Red Cross, and I also work for the refugee council as a volunteer”.



(Glenda) “I am recruited by an agency because the UK advertise their need for nurses because they have a shortage of professionals like me”.



(Shakeeb) “I work hard, I pay my taxes, I contribute to society”. “Hopefully once my status has been sorted I’m looking forward to going to university or college to finish my education and achieve my dreams”.



(Ines) “Immigrants definitely bring a lot of benefit, cultural benefit, educational benefit, definitely economical benefit”.



(Priyanga) “My future aspirations are to do my masters at the local tropical school of medicine to specialise in parasitology and to go overseas to developing countries and work in developing countries, hopefully, to improve people’s lives and save people’s lives”.



(Ines) “These people should be respected for the bravery of going abroad, speaking another language, having to do a job that they haven’t trained for all their lives. Having to come abroad means that these people change their ways, the lifeplan they’ve had since childhood is a different one now”.

Worksheet 28: Future dreams

Activity 10: Positive Images



Becky Duncan

Worksheet 29: Take action on positive images!

Take action!

- > Find out about positive influences of other cultures in your country. Create a piece of artwork in response to your learning and display this in your school or local community.
- > Create a presentation based on your learning about migration. Help to raise awareness of migration by delivering this to younger students in your school or a nearby school. Work together on a creative activity in response to your learning.
- > Work with your local radio station to create a radio programme about the positive aspects of cultural diversity in your community. Present the programme for World Refugee Day or International Migrants Day.

Inspire me!

Positive influences

What did they do?

- > Students in three schools in Tameside learnt about migration and the positive contributions that migrants can make, using activities from the Positive Images toolkit.
- > Students considered how different cultures influence each other, by looking at how art from Uganda in Africa influenced Brazilian art.
- > Young people produced pottery pieces in response to their learning, with the support of a professional artist, Adrian Holt. The works were displayed at a community gallery.

What did they say?

“I really enjoyed it! I produced a piece of pottery about how cultures influence each other”, (young participant).



Worksheet 29: Take action on positive images!

Inspire me!

Community Radio

What did they do?

- > Young people worked with a community radio station to design, plan and record a radio show to celebrate World Refugee Day.
- > They interviewed the public and people from refugee backgrounds in the community and they learnt about monologue writing and interviewing.
- > The show was broadcast for World Refugee Day.



Inspire me!

Do we need labels?

What did they do?

- > A group of young people organised a multicultural celebration event in their school, called 'One Holyrood, Many Cultures'.
- > Students ran interactive and creative workshops for younger students in their school.
- > They created a wall display in the shape of a parrot, where students could write on the feathers their answer to the question 'should people have labels and why?' The parrot challenged the analogy that a parrot only repeats what it hears.

What did they say?

"It made me realize that people base their assumptions on refugees on very little knowledge," (young participant).



Action planning worksheets



ACTION PLANNING WORKSHEETS

1. Creating an action project aim
2. Creating an action plan
3. Choosing an activity
4. Finding information
5. Creating a time schedule
6. Strengths audit

Action planning worksheet 1: Creating an action project aim

Part A

- > On the outline of the tree, label the trunk with an issue related to migration.

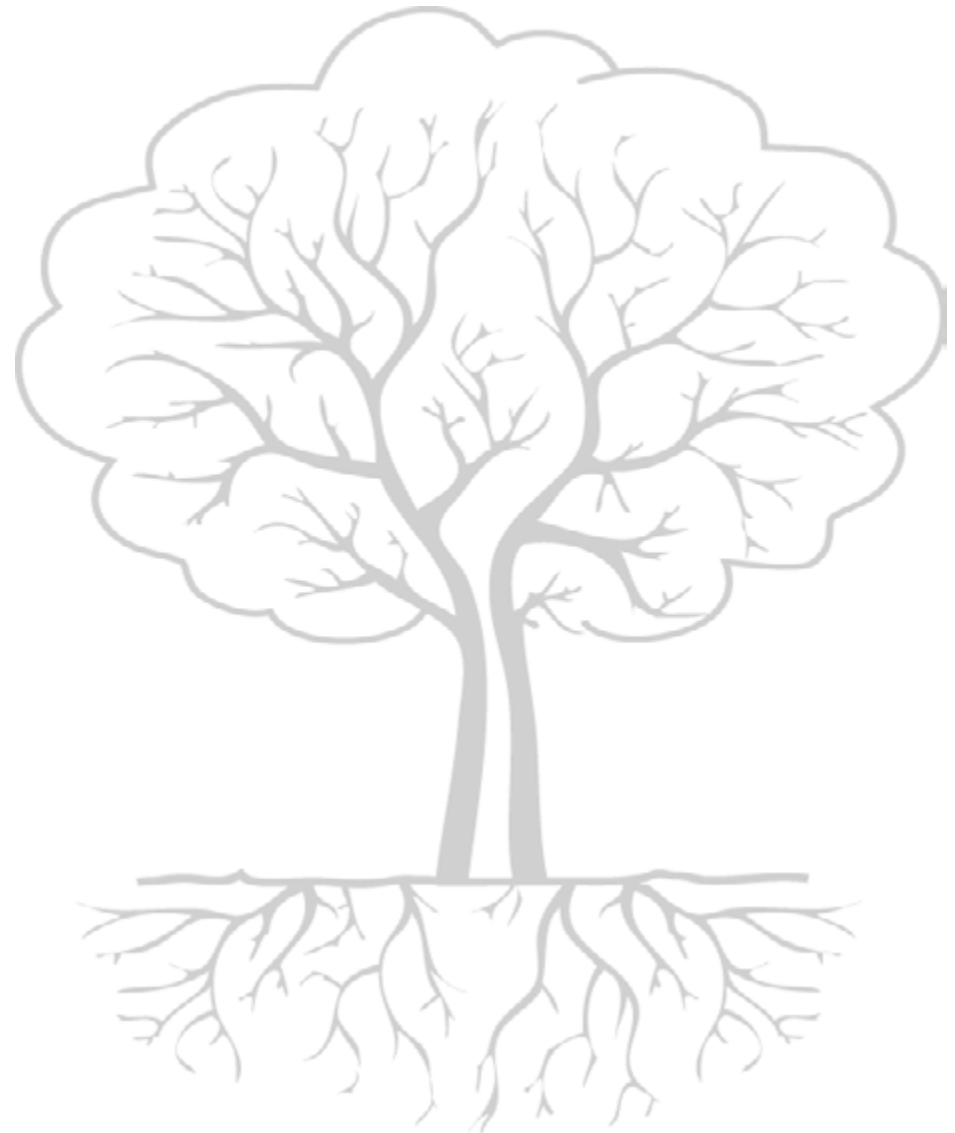
(Think about what you have learnt to help with this. Issues could for example include poverty, dangers faced on migrant journeys, arrival in a new country, media representations of migration).

- > Write some of the causes of the issue in the roots of the tree.
- > Write some of the effects or consequences in the branches of the tree.

Part B

- > Turn each of the causes and consequences of the issue into a positive solution. Write these on the tree.
- > Turn the initial issue into an aim, or something that will be resolved.

(When thinking of solutions, be as realistic and focused as possible. This will form the basis of your action, so try to think of solutions based on what you have available in your group and your immediate environment).



Action planning worksheet 2: Creating an action plan

1. What is the aim of your action project?
(Use your problem tree to help).

2. What activities will you do to achieve this aim?
(Look at the solutions from your problem tree to help. If you have more than one idea for an activity, you can use action planning worksheet 3 to help you decide which activity to do.)

3. What risks or challenges might you face?
What can you do to reduce these?

4. What resources do you need for your activities
(e.g. people, materials, equipment, costs)?

Action planning worksheet 3: Choosing an activity

- > Use this worksheet to help you choose the activity you could do.
- > If an agreement can't be reached in your group, try voting.
- > You could also present your ideas to other groups and ask for their feedback.

Mark each 1-5 where 1 is low and 5 is high.

	Activity name	How much will it help you to achieve your aim?	How important is it to you?	Is it fun to do?	Is it achievable in the available time?	Is it achievable with the available resources? (people, costs)	How risky is it?	Total (out of 30)
1.								
2.								
3.								
4.								

Action planning worksheet 4: Finding Information

You can use this worksheet to help you think about what information you need for your project and to use this as a basis for research.

What do we know already?	What do we need to know?	What resources should we use (books, internet)	Who can help us?	Who should do the research and by when?

Action planning worksheet 5: Creating a time schedule

Use this worksheet to help you plan deadlines for your action as well as decide who will do what. You can also use the strengths audit (worksheet 6) to help you decide who should do what.

Time (days/weeks/months)

Activity name	1	2	3	4	5	6	Who is responsible for the activity?	Resources

Action planning worksheet 6: Strengths audit

- > This worksheet will help you think about what strengths everyone in your team has. It can help you decide what role each person in your team could have.
- > You can add other skills that have not been included.
- > For each skill, everyone in the team should write or draw where they fit on the line, depending on how confident they feel.
- > Delegate roles based on skills.

Skills

Presenting

(Leading a school assembly or facilitating a workshop for a different group)

Not very confident ←————→ Very confident

Acting

A different skill to presenting as some people are fine on a stage if they are playing someone else! Good for drama or film projects)

Not very confident ←————→ Very confident

Motivating

(Inspiring others and vital for helping to get the project completed. Can be used as a back up person for each task to help the others fulfill their roles).

Not very confident ←————→ Very confident

Planning and Organising

(Mapping out the project, delegating roles, involving others to make the project happen).

Not very confident ←————→ Very confident

Technical

(Photography, filming, PowerPoint presentations, music, graphic design, animation).

Not very confident ←————→ Very confident

Researching

(finding information from books and the internet).

Not very confident ←————→ Very confident

Artistic

(animation, art, displays and exhibitions).

Not very confident ←————→ Very confident

Acknowledgements

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British Red Cross
44 Moorfields
London EC2Y 9AL
Tel 0844 871 1111
Fax 020 7562 2000
redcross.org.uk

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