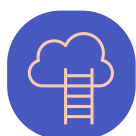




Training Booklet for Teachers

Topic 8 – My present situation







Unit 1

Wishes and needs in a new situation

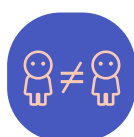
Goals

The students learn to

- formulate wishes and put them in order.
- explain the pyramid of needs to others and match wishes to its levels.
- draw their journey on a map.
- paint a picture of where they see themselves in five years.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about their wishes, when they were little and now. They make a collection (drawing, mind-map, list etc.). They take a photo of their result.	The teacher explains the task and assists individual students.
	Alone	The students prioritise their wishes into urgent wishes and less urgent wishes. They write them down.	The teacher walks around and assists individual students.
	Alone / group work	The students share their list of urgent and not so urgent wishes in the discussion group. They comment on the wishes of others and give reasons why the prioritised some wishes differently.	The teacher adds comments in the discussion group.
Step 2 30 minutes	Alone	The students get to know the hierarchy of needs by Maslow. They sort the given examples into the pyramid.	The teacher explains the hierarchy of needs by A. Maslow. He/she encourages the students to also read the short text about the pyramid.
	Alone	The students now go back to their own wishes and sort them into the pyramid by indicating which category they belong to.	The teacher explains the task and assists if needed.
Step 3 30 minutes	Alone	The students think about their journey from home to the place they are now and draw it roughly on a map (paper or virtual map).	The teacher assists (if possible also with the map).

	Alone	The students think about where they see themselves (and their family) in five years' time. They make a realistic perspective and decide how they want to present this (poster, drawing, text etc.).	The teacher explains the tasks and talks about what a realistic perspective can be like.
	Alone / group work	The students share their visions in the discussion group. They comment on at least one other person's vision.	The teacher makes comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2 Dealing with discrimination and fighting it

Goals

The students learn to

- reflect on their experiences as a refugee.
- explain why discrimination makes no sense.
- list strategies for dealing with discrimination.
- select an appropriate strategy for dealing with a specific discrimination.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about their positive and negative experiences of being a refugee. They make a drawing of both experiences and take a photo of the two. The drawings are displayed.	The teacher gives instructions and might add an example of a positive and a negative experience.
	Alone / group work	The students look at all drawings and compare them with their own. They choose one of their experiences (positive or negative) and describe the situation in a text.	The teacher leads the exchange of experiences when looking at the displays.
	Group work / Plenary discussion	The students share their drawing and the matching text about their experience in the discussion group. They comment in a respectful way on the experiences of others.	The teacher explains the task and might add some comments in the discussion group. He/she makes sure that feedback is positive, respectful and constructive.
Step 2 30 minutes	Alone	The students read through a collection of fears. They rank what they think people in general are most afraid of (7) and least afraid of (1).	The teacher gives the instruction and explains that there are different kinds of fears and that people are most likely afraid of something they do not know.
	Alone	The students use a picture of a demonstration to learn about the difference between prejudice and fear. They read a short text.	The teacher explains the task and might discuss about the picture.

	Alone	The students sort a collection of prejudices into the following categories: likely to be a victim of this prejudice, tend to have the prejudice about others, neither of them.	The teacher explains the task and encourages the students to give honest opinions.
	Pair work	The students explain what a prejudice is and how it develops to each other. They go back to the different prejudices and collect ideas about which prejudices are present for groups of people different. They write them down on paper.	The teacher explains that certain prejudices are applied to different groups of people.
	Alone	The students imagine having to write a letter or an email to a person to persuade him/her against a prejudice towards a certain group of people. They write their letter.	The teacher assists the students individually in writing the letter and for finding arguments.
	Alone / group work	The students share their letter in the discussion group and comment on the letters of other colleagues.	The teacher adds comments in the discussion group.
Step 3 30 minutes	Alone	The students read through short texts about discrimination and think about a situation given to them about an African girl.	The teacher explains some of the texts after the students have read them.
	Alone	The students make a collection of different cases of discrimination. They can present them in different ways (text, photo etc.).	The teacher assists the students individually.
	Alone / group work	The students share one of their examples of discrimination in the discussion group, read the ones of others and comment on them.	The teacher makes comments in the discussion group.
	Alone	The students read through a collection of strategies about how to react in the case of discrimination. They make a personal ranking of their most useful strategies.	The teacher explains that everyone has different strategies for dealing with discrimination.
	Alone / group work	The students share their strategies in the discussion group and comment on the strategies of others.	The teacher adds comments in the discussion group.
	Self-evaluation	Alone	The students fill in the self-evaluation.







Unit 3

What do I know about a country?

Goals

The students learn to

- say what the major languages of the world are and where they are spoken.
- research information about a new topic on the internet and give a presentation.
- research information about a topic by asking people around them.
- reflect on their beliefs they held before their journey and now.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students find the different languages that are spoken in the world. They drag the language spoken onto the country. They can repeat it as often as they want to.	The teacher explains that there is a variety of languages spoken in this world and encourages the students to find out where the different ones are spoken.
	Alone	The students choose a country of their choice and a category they want to focus on (e.g. Germany – rivers and lakes or Great Britain – famous people). They can do this alone or with a partner.	The teacher walks around and helps in decision-making.
	Alone / pair work	The students collect information about their chosen topic on the internet. They display their information on a poster or electronically.	The teacher gives instructions and walks around for individual coaching.
	Plenary discussion	The students present their product in the plenary.	The teacher leads the presentation.
Step 2 30 minutes	Pair work	The students think about a topic, a country or a region that interests them and collect at least ten questions together.	The teacher walks around and assists individually.
	Pair work	The students walk around with their list and try to find answers to their questions from other people. They record their answers in writing or with their mobile phones.	The teacher explains the task and gives hints where and whom to ask.
	Pair work	The students go back with their answers and search for the missing answers on the internet. They post their unanswered questions in the discussion group and comment on other unanswered questions of others.	The teacher assists in finding the answers and comments in the discussion group.
Step 3 30 minutes	Alone	The students think about their beliefs about a certain place before their journey and now. They write them down and indicate "before" and "now" with two different colours.	The teacher explains the task and gives some examples for beliefs that might have changed.
	Alone / pair work	The students read through their beliefs and reflect the changes they see. They discuss them with a partner.	The teacher walks around and supports the students.

	Alone	The students write a letter / an email back home explaining their change of beliefs to a close person.	The teacher assists in finding reasons and examples for the change of belief.
	Alone / group work	The students decide whether they want to send off their letter in reality or share their letter in the discussion group and comment the letters of others.	The teacher assists the students in the decision and comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.