

Talking on the phone

THEME/FOCUS: MIGRANTS AND REFUGEES

 Group Size	8+	 Age Group	16+	 Total Time	70 Minutes	 Level of Complexity	2
 Materials Needed	Name tags, flip-chart, markers, a telephone						
 Keywords	Immigrant, refugee, stereotypes and prejudices						

Purpose/ Learning objective	Exploring the various scenarios and differences of being an immigrant/refugee	
Preparation/ Instructions for educator	Timing	Instructions step by step
	10 min	<p>From the group choose four volunteers that will play the roles of refugees and migrants. The rest of the group will be their family that remained at home. Give to the four volunteers the Handout with the description of one role:</p> <p>Refugee 1: moving from a country in the south of the Mediterranean (X) to north of the Mediterranean (Y). Migrant 1: moving from the north of the Mediterranean (Y) to another country in the north. Refugee 2: moving from country south of the Mediterranean(X) to another country south of the Mediterranean (X2) Migrant 2: moving from the north of the Mediterranean (Y) to the South of the Mediterranean (X) The four volunteers should be identified with their condition on a name-tag.</p> <p>Allow them sometime to familiarise with their roles.</p>
	20 min	<p>The activity starts with each of the migrants and the refugees calling by phone their respective families and tell them how they are doing and what their situation is, and ask about the members of their family.</p> <p>The family asks questions regarding their life, work, and friends, how they have been received by the new society, possibilities, feelings, what are they missing etc.</p> <p>Each phone call should not take more than five minutes</p>

	10 min	Once the four phone calls have been done, ask the four volunteers to describe how they felt while taking that role and talking on the phone with their relatives. In turn all the participants are asked to describe what they saw in the role play and express their feelings.
	30 min	<p>Invite the volunteers to take out and throw away the role indicator (name-tags, colour paper,...) while saying aloud their own real names.</p> <p>These are some guidelines that may support the debriefing of the exercise:</p> <ul style="list-style-type: none"> • What do people expect when they are leaving their country? • Tell different reasons to immigrate. • Are the dreams like the reality? • How do we, whether from North or South treat refugees? • How do we, whether from North or South treat immigrants? Do we treat them differently depending on their origin? • In case of immigrating/seeking refuge, what would you expect of the habitants of your new country? • What difficulties would you have?
Facilitation tips		The handouts of the exercise are just a proposal, facilitators should adapt them to their reality and the context of their learning activity. Whether in the north or in the south, there are stereotypes and prejudices that need to be acknowledged in order to go beyond them.
Ideas for follow-up		<p>The session could be followed by the French film <i>Qu'est-ce qu'on a fait au bon Dieu?</i> directed by Philippe de Chauveron (2014).</p> <p>There are many materials supporting the reflection about migrants and refugees. The activity could be followed about a research about the live conditions (legal, economical, social,...) of refugees and migrants in their communities</p>
Appendices		Handout with the Refugee/Migrants role cards
Source		Adapted from El Mokhtar Nait El Cadi – Timzday (asoc.timzday@gmail.com)

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HANDOUT

Refugee 1:

South of the Mediterranean (X) to north of the Mediterranean (Y).

Imagine you are a refugee from X. You fled your country because young people your age are targeted by extremist groups trying to recruit all able youth.

You had to stop your studies in Business Management when you fled. You managed to come to (Y), but you are still illegal. You are not allowed to work and you don't speak the language yet.

You sell on the street and you are always hiding from the police. You share an apartment with other immigrants in the same situation as you. There are two rooms for 10 of you. Sometimes you find some small jobs that are poorly paid and sometimes you don't even get paid. Still, you send some money, as much as you can, to your family, which has lost any means of livelihood as your father has become jobless. The local people mistrust you and are not willing to have any contact with you.

Immigrant 1:

(North to North) North of the Mediterranean (Y).

Imagine you are an immigrant in (Y). You come from a European country and you have decided to live in (Y) because of better job opportunities. In one year you have learned the language of country (Y) and you have found a job in your field. You live together with your girlfriend in a nice apartment. The local people treat you well and help a lot.

Refugee 2:

(South to south) from country (X) to (X2)

Imagine you are a refugee from X. You fled your country because young people your age are targeted by extremist groups trying to recruit all able youth.

You had to stop your studies in Business Management when you fled. You managed to come to (X2), but you are still illegal. You are not allowed to work but you speak the language.

Sometimes you find some small jobs that are poorly paid and sometimes you don't even get paid. Still, you send some money, as much as you can, to your family, which has lost any means of livelihood as your father has become jobless. The local people mistrust you.

Immigrant 2: (Expat)

(North to south) From the north of the Mediterranean (Y) to the South of the Mediterranean (X)

Imagine you are an immigrant in (X). You come from a European country and you have decided to live in (X) because of the culture. You have not learned yet the language of country (X) but you have found a job in English. You live together with other Europeans in a nice apartment. The local people treat you well and help a lot.