



*Pestalozzi*

Training Resources

Education for the prevention of discrimination (DISC)  
**“The role of emotional intelligence in teachers’ understanding  
immigrants (asylum-seekers) and developing skills and attitudes for  
respecting diversity”**

by

**Author:** Antonia Spyropoulou - Cyprus

**Editor:** Ana Žnidarec Čučković

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## **“The role of emotional intelligence in teachers’ understanding immigrants (asylum-seekers) and developing skills and attitudes for respecting diversity”**

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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## **Theme: Emotional Intelligence in the prevention of discrimination against asylum-seeker**

### **Expected outcome**

- ➔ To develop self-emotional awareness
- ➔ To promote facilitation of self and others' emotions and thoughts
- ➔ To learn how to utilize and manage with emotions to achieve positive relationships

### **Target group**

<b>Type of training</b>	<b>School level / age</b>	<b>Subject area</b>
Initial and in-service training	All levels	Cross-curricular

### **Brief description of the unit**

Dr. Daniel Goleman defines emotional intelligence as the “capacity for recognizing our feelings and the feelings of those around us, for managing those feelings, and for motivating ourselves.” Emotional intelligence involves developing abilities that fall into five domains.

- Self-awareness: Observing yourself and recognizing a feeling as it occurs.
- Managing emotions: Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.
- Motivating oneself: Channelling feelings in the pursuit or service of a goal; emotional self-control; delaying gratification and stifling impulses.
- Empathy: Sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people see and feel about things.
- Handling relationships: Managing emotions in others, social competence and social skills.

Emotional intelligence is considered to play an important role for preventing discrimination. Surveys have revealed that there are considerable implications for attitude change by developing empathy, the constructs of general empathy and ethno cultural empathy highlighting the importance of reactive empathy.

Therefore, the activities of this training unit were designed on the basis of the above domains of emotional intelligence. The unit offers to teachers the opportunity to:

- Develop the ability to be aware of their “world views” and their limitations and put them to question
- Become able to identify explicit and implicit hostile attitudes and feelings towards people who are refugees and develop strategies to engage learners to actively oppose all attitudes and feelings to ensure the inclusion of vulnerable groups
- To consider that knowledge is a mere construction that remains incomplete and subject to continuous questioning

Thus, throughout the presentation of the above theoretical underpinnings, the following activities are modelled:

- Introduction and preparatory activity: a brief theoretical review of emotional intelligence followed by a video to set out the groups’ emotional intelligence on the topic
- Agree-Disagree activity about recognizing and questioning their feelings and thoughts
- Group work activity about controlling their impulses and understanding others’ impulsive reactions
- Role play activity on emotional self-control
- Individual task to learn to appreciate the differences in how people see and feel about things
- Reflection of relationships to develop social competence and cultivate social skills

### Methods/techniques used

Reflective and experiential approach, dialogical approach, role play, individual task, discussion and statement exercise, collage, window, round table and written group rotation.

### Time 5 hours

Introduction & Preparatory activity “Being in the other’s shoes”	▶ 30 minutes
Activity 1: “Self-awareness: Observing oneself and recognizing a feeling as it occurs”	▶ 30 minutes
Activity 2: “Managing negative emotions and thoughts”	▶ 90 minutes
Activity 3: “Motivating oneself to emotional self –control”	▶ 45 minutes
Activity 4: “Developing Empathy”	▶ 45 minutes
Activity 5: “Handling relationships”	▶ 45 minutes
Evaluation and Assessment	▶ 15 minutes

### Tips for trainers:

You have to take into consideration the atmosphere in the group. It is advisable to take some information about the group members' previous experience on the issue before the unit.

### Resources

Introduction/pre-reading	Appendix 1
Video projector Video freely available at <a href="http://www.greektube.org/content/view/76814/2/">http://www.greektube.org/content/view/76814/2/</a>	
Copies of the "Asylum Application" handout, one for each participant	Appendix 2
Pens, one per person	
Statements presented by the video projector so that everybody can see them	Appendix 3
Charts with the signs: "I agree" / "I don't know" / "I am still thinking" / "I disagree"	Appendix 4
Photos of asylum-seekers, one photo for each working group	Appendix 5
Sheets of paper of different colour for each working group Blue tag Colour markers for each working group Different coloured stickers for each person	
Scenarios for each group	Appendix 6
Roles for the "tracers" and "time-managers"	Appendix 7
A poster with a big sketch of a suitcase on the board	Appendix 8
Computer lab Internet access Game "Against All Odds". Part B: Border Country, Can I stay here? (1-4) (freely available in 10 different languages at <a href="http://www.playagainstallodds.com/">http://www.playagainstallodds.com/</a> )	



10 minutes

**Introduction:** Power Point Presentation

1. Present the unit, its aims and method (as it is described in the “Brief description of the activities” pp. 2 - 3 of this paper).
2. Sensitize the group on the topic (video freely available at <http://www.greektube.org/content/view/76814/2/>)

**Preparatory Activity “Being in the other’s shoes”**

20 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To develop empathy through being aware of the frustrations asylum-seekers face when arriving in a new country</li> <li>➤ To raise awareness about discrimination by authorities</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To set out the groups’ emotional intelligence on the topic</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Role play</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Copies of the “Asylum Application” hand out, one for each participant – Appendix 2</li> <li>➤ Pens, one per person</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the room so you can sit behind a desk and role-play the formality of a bureaucratic official</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Tell people that not all of them are going to attend the seminar and that you have to choose who is leaving and who is staying depending on how successfully they fill in the application form you are giving them. Don’t say anything else.</li> <li>➤ Hand out the copies of the “Application for Asylum” and the pens, one to each participant.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Tell them that they have five minutes to complete the form. Ignore all questions and protests. If you have to communicate speak a language the participants don't speak (or a made-up language) and use gestures "telling" them you are not willing to help. Keep all communication to a minimum. Remember that the only thing you care about is to limit the number of the participants. Your job is only to hand out the forms and collect them in again!</li> <li>➤ When five minutes are up, collect the forms without smiling or making any personal contact</li> <li>➤ Call a name from the completed forms and tell that person to come forward. Look at the form and make a negative comment on something about how he/she have filled the form, for instance, "you didn't answer question 9". You say to him/her "Your application denied. Go away". Do not enter into any discussion. Go straight on to call somebody else.</li> <li>➤ Repeat the process some times as long as necessary for the participants to understand what is happening.</li> <li>➤ Break out your role and invite participants to discuss what happened and the feelings they had during the procedure. Ask them to compare their feelings – they have to fill in a form for registration in a seminar and how this affect their whole life – with the feelings the refugees have when they are asked to fill in these kind of applications and that the prosperity of their future life depends on how correctly they fill it in.</li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It is very important to do be "strong" in your role and you must be serious, tough and bureaucratic. In this way you will raise negative emotions like frustration, anger, sadness etc. The point is that people do not want refugees in their country. Immigration officers are under orders to screen the refugees and to allow entry only to those who have identification papers and complete the application forms correctly. The refugees frequently have no or poor command of the other country's language and find it very difficult to fill in the forms. Keep in mind that this people are in distress and very exhausted after a journey on the boat (as seen on the video).</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ How did you feel during this activity? <ul style="list-style-type: none"> <li>- Watching the video</li> <li>- Filling in the form</li> <li>- Facing official's hostile attitude ...</li> </ul> </li> <li>➤ How useful would it be in your classroom?</li> </ul>	

<sup>1</sup> This activity is adapted from Compass, A manual on HRE with Young people, chap.2 pp.228-230, CoE, Strasbourg, 2002 – freely available at [http://www.eycb.coe.int/Compass/en/chapter\\_2/2\\_40.asp](http://www.eycb.coe.int/Compass/en/chapter_2/2_40.asp)

## Activity 1 Self-awareness observing oneself and recognizing a feeling as it occurs



30 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To observe oneself</li> <li>➤ To recognize a feeling or thought as it occurs</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To question your feelings and thoughts</li> <li>➤ To understand that it is ok               <ol style="list-style-type: none"> <li>1. To change your mind and feelings</li> <li>2. To be on the lonely side and have a different feeling or thought.</li> </ol> </li> <li>➤ To be open to novel ideas, approaches, and new information</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Discussion and statement exercise</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Statements presented by the video projector so that everybody can see them – Appendix 3</li> <li>➤ Charts with the signs: “I agree” /“I don’t know”/“I am still thinking”/“I disagree” – Appendix 4</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Make sure there is enough space to move in the room</li> <li>➤ Divide the room into four corners. Each corner is marked with a sign:               <ol style="list-style-type: none"> <li>1. “I agree”</li> <li>2. “I don’t know”</li> <li>3. “I am still thinking”</li> <li>4. “I disagree”</li> </ol> </li> </ul>	



► **Instructions/procedure:**

- Explain to the participants:
  1. That the room has been divided into four corners. Each corner is marked with a sign “I agree” / “I don’t know” / “I am still thinking” / “I disagree”
  2. You will read out and show different statements, one by one. The participants take a position in a corner according to if they agree, disagree, have no opinion, or need more time to think.
- Read out the first statement. Give people time to think and understand the statement. Ask people to take corner (wait until all participants have chosen a position) and once everybody has decided, invite them to explain their decision. Invite participants to change positions if they change their mind after hearing other’s reasons. Repeat this process for all the statements.
- After going through all the statements, return to them one by one. This time, participants are asked to reformulate the statement in such a way that they can all agree on it, without changing the issue the statement is addressing.

► **Tips to trainers/anticipated difficulties:**

- Participants may have difficulty in explaining the position they have chosen. Stimulate the discussion by asking first people who have chosen the more “popular” corner.
- Be aware of your own feelings and thoughts.

► **Debriefing/reflecting:**

- Did anything about this activity surprise you?
- Why do people have different feelings about these statements?
- What/who influence our decisions?
- How did you feel during the activity?

<sup>2</sup> This activity is adapted from Compasito, A manual on HRE for children chap4 pp.82-84, CoE, Hungary, 2007 – freely available at [http://www.eycb.coe.int/Compass/en/chapter\\_2/2\\_38.asp](http://www.eycb.coe.int/Compass/en/chapter_2/2_38.asp)

## Activity 2 Managing negative emotions and thoughts



30 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To handle negative feelings and thoughts</li> <li>➤ To realize what is behind a feeling and a thought</li> <li>➤ To find ways to handle negative feelings (e.g. fears, anxieties, anger, sadness) and thoughts (e.g. “I won’t manage”, “it won’t be possible for me”)</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To control our impulse.</li> <li>➤ To understand others’ impulsive reactions to change your mind and feelings</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Collage</li> <li>➤ Window</li> <li>➤ Round table</li> <li>➤ Written group rotation</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Photos of asylum-seekers, one photo for each group – Appendix 5</li> <li>➤ Sheets of paper of different colour for each group</li> <li>➤ Blue tag</li> <li>➤ Colour markers for each group</li> <li>➤ Different coloured stickers for each person</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the room for small group work (4-5 people)</li> <li>➤ Keep one table in the middle of the room and put on it the photos (from the opposite side)</li> <li>➤ Make sure there is space (e.g. whiteboard) to hang their posters</li> <li>➤ Design a bridge on the board. The bridge should connect the refugees with their new country</li> </ul>	

► **Instructions/procedure:**

**Dividing in groups<sup>3</sup>:**

- Divide the whole group into micro-groups: take as many postcards as the number of groups you want to create. Cut the card into as many parts as the number of group members you will have in each micro-group (for example if you have 16 participants you should have four postcards cut all of them into four parts).
- Distribute the pieces of cards, and ask participants to find each other by recomposing the puzzle.

**Assigning roles<sup>3</sup>:**

- Ask participants who have chosen a certain colour to raise their hands. (Remember: every member of the whole group has a marker, every member of a micro-group has different colour marker) They will be assigned roles/tasks. Each in turn, ask one of role keepers to repeat their task in front of the whole group to make sure the task is understood by all. Go through the same process for each of the following colour/roles/tasks:
  - Green marker holders will be assigned the role of *tracer*: their task is to help their group to follow the assignment and stay on task.
  - Blue marker holders are *writers*. Their task is to ensure that every member of the micro-group does their individual writing assignment or if it is a common assignment of writing that every colour of the micro-group is displayed in common writing.
  - Black marker holders are *time-managers*. Their task is to help their own micro-group to be in time by the means of common solutions for timing problem. They have to find quicker ways to accomplish the activity looking for activities in which every member of the group has his/her own task help the group be on time
  - Red marker holders are *encouragers*. Their task is to ensure equal access and participation for all of the group members. For example they have to encourage silent members to express themselves and talkative members to rest in silence if needed.

**Sharing thoughts:**

- Ask group members to draw a “window” on the poster they have (all group members should contribute to that)
- Ask the tracer of each group to take a photo from the table in the middle of the room
- Ask the writer to stick the photo in the middle of their window
- Explain to the participants that they are to imagine that the person on the photo has been living in their country as a refugee.
- Individual task: ask all group members to choose an A/4 papers, and write down 3-5 items about each question they can see on the presentation as if they were the person on the photo
- Show one by one the following questions:
  1. “What makes me feel well in this country ”
  2. “What makes me feel not well in this country”
- Chose photos which will reveal different answers to the questions (e.g. very young people, very old people, women, men)

<ul style="list-style-type: none"> <li>➤ Give them 5 minutes to think and write for each question. Then, in their micro-groups they share a thought and the member next to her/him should write it down (round-table) until all answers have been written down. Answers for the first question should be written on the top space of the “window” and the answers for the second question on the bottom space of the “window”.</li> </ul> <p><b>Sharing emotions:</b></p> <ul style="list-style-type: none"> <li>➤ When they finish, each micro group will have to give its poster to the group next to them</li> <li>➤ Then, the “new” micro groups should:             <ol style="list-style-type: none"> <li>1. Share the feelings the person on the photo may have for each situation she/he has faced in the new country (the situations the other micro group members have written down). They are asked to write the feelings on the left space of the “window”</li> <li>2. Suggest ways to him/her to handle the negative feelings that arose from the situations and write them on the right space of the “window”.</li> </ol> </li> <li>➤ When they all finish, ask the “time-manager” to go and collect “their” poster from the other micro group.</li> <li>➤ Give them time to read and discuss what the other group has written down.</li> <li>➤ Discuss in plenary:             <ol style="list-style-type: none"> <li>1. How difficult was it to think of the other persons’ positive &amp; negative feelings?</li> <li>2. Which ways have you suggested as the most effective ones to handle negative feelings?</li> </ol> </li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Make sure you give clear instructions every time (the procedure may sound a bit complicated to people who are not used to working in groups).</li> <li>➤ Do not explain everything from the beginning but give instructions step by step.</li> <li>➤ Time managing aspect is also very important. Give enough time for all group members to participate but be conscious of the time they spend.</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask them to write down on the sticker, you have already given them, one thing that they have learned from this activity. Tell them to stick it on the bridge you have designed on the board.</li> <li>➤ After all group members stick their stickers let them go to the board and read the stickers on the bridge.</li> </ul>	

<sup>3</sup> These instructions are adapted from the Pestalozzi ICE-Training Resources: Intercultural Education “Concepts and principles of ICE” by Ferenc Öcsi Arato, freely available at [http://www.coe.int/t/dg4/education/pestalozzi/documentation\\_centre/Thematic\\_Resources/OICE\\_training\\_resources\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/pestalozzi/documentation_centre/Thematic_Resources/OICE_training_resources_en.asp#TopOfPage). /Documentation Centre/Thematic Resources/3

### Activity 3 Motivating oneself to emotional self-control



45 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To channel feelings in the pursuit or service of a goal</li> <li>➤ To delay gratification</li> <li>➤ To stifle impulses</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ Emotional self-control</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Role play</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Scenarios for each group - Appendix 6</li> <li>➤ Roles for the “tracers” and “time-managers” - Appendix 7</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the room for small group work (4-5 people)</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Give the scenario to each micro group</li> <li>➤ Ask the “tracers” and the “time managers” to come to you, let them chose from a box their role and ask them to go back to their group and read aloud their role.</li> <li>➤ Explain to them that they want to leave their country and seek for an asylum in another country but the two members of the group the “trace” and the “time-manager” cannot follow them.</li> <li>➤ Ask each group to go to the four corners of the room to discuss and decide who is leaving and who is not.</li> <li>➤ Clarify that each time the groups decide on who is not leaving that person comes to the centre of the room and leaves his/her group.</li> <li>➤ When all groups have finished ask them to sit in their micro groups apart from the ones who are not leaving the country.</li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ If extra time is available, the trainer can ask the participants to reflect on situations they have to make difficult</li> </ul>	

decisions in their lives and involved emotional self-control.	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Firstly, ask the people who are not leaving how they felt when they were excluded from the group meaning they are not leaving the country.</li><li>➤ And then, ask the groups how they felt when they had to exclude people from their group in order not to put the rest of the group in danger.</li></ul>	

Activity 4 **Developing Empathy**

45 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To increase sensitivity to others' feelings and concerns</li> <li>➤ To promote understanding of others' perspective</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To appreciate the differences in how people see and feel about things</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual task</li> <li>➤ Discussion</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A poster with a big sketch of a suitcase on the board – Appendix 8</li> <li>➤ Computer lab</li> <li>➤ Internet access</li> <li>➤ Game “Against All Odds”. Part B: Border Country, Can I stay here? (1-4) (freely available in 10 different languages at <a href="http://www.playagainstallodds.com/">http://www.playagainstallodds.com/</a>)</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Each participant should have access to the game</li> <li>➤ The trainer should find the game and open the page for each computer</li> </ul>	

► **Instructions/procedure:**

- Ask the participants to imagine they have to leave their country and think of 5 things he/she is going to take with them.
- Have them write one by one the 5 things they thought of on the sketch of the suitcase on the board.
- Let them know that they shouldn't write the same things.
- Then, ask the participants to sit in front of the computer.
- Instruct them to choose the language they feel more comfortable with and proceed to Part B of the game called "Border Country, Can I stay here?"
- Explain to the people that they have to follow all steps from 1 to 4 in turn.
- Tell them when to start. Make sure they all start at the same time.
- Inform them that it is very important to play through the game alone in silence.
- After playing the game ask them to go back to the board and underline the things they find useless after the game.

► **Tips to trainers/anticipated difficulties:**

- Do not let the participants play other parts of the game. Inform them that they can do so from home since the game is freely available on Internet.
- Make sure they all start at the same time
- Do not allow the participants talk during the game

► **Debriefing/reflecting:**

- How did you feel during the game?
- Did you learn anything new about the way people feel when they are forced to leave their country?
- Did the game change the list of the things you thought to take with you? Why?



## Activity 5 Handling relationships



45 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To manage emotions in others</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To develop social competence</li> <li>➤ To cultivate social skills</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual task</li> <li>➤ Open discussion</li> <li>➤ Reflecting relationships</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Pens for every participant</li> <li>➤ A4 papers for every participant</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ No practical arrangement is needed</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to write down on the A4 paper individually about a foreigner they know in their real life:             <ul style="list-style-type: none"> <li>• His/her name</li> <li>• His/her country of origin</li> <li>• The relationship with him/her</li> </ul> </li> <li>➤ Ask them to share that with the whole group</li> <li>➤ Discuss with the participants the following:             <ul style="list-style-type: none"> <li>• What kind of relationship do you have with him/her</li> <li>• What difficulties do you have regarding your relationships with him/her</li> <li>• What defines your relationship with him/he</li> <li>• What kind of feelings are created</li> </ul> </li> </ul>	

**► Tips to trainers/anticipated difficulties:**

- This is a strong experiential activity. The trainers have to take into consideration the dynamic of the group and be open to any kind of reactions from the participants.

**► Debriefing/reflecting:**

- Draw the following diagram on the board / flip chart and write down the cases the participants have referred to according to how close the foreigners are to the participants' private lives.
- How does each kind of relationship affect the participants' everyday lives and emotions?



## Evaluation and assessment



15 minutes

	Notes
What are the 3 most important things you learned?	
What did you like the most? What did you like the least?	
What could have been done better?	
What was difficult for you to share/handle/do/think?	
What will change the way of thinking/feeling for immigrants?	

## References

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## Appendix 1: Pre-reading

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**Useful websites**

<http://book.coe.int/EN/index.php?PAGEID=162&lang=EN>

[http://book.coe.int/EN/ficheouvrage.php?PAGEID=39&lang=EN&theme\\_catalogue=100110](http://book.coe.int/EN/ficheouvrage.php?PAGEID=39&lang=EN&theme_catalogue=100110)

[http://www.eycb.coe.int/edupack/print\\_31.html](http://www.eycb.coe.int/edupack/print_31.html)

<http://schools.surfaidinternational.org/>

[http://www.eycb.coe.int/compass/en/chapter\\_2/2\\_21.html](http://www.eycb.coe.int/compass/en/chapter_2/2_21.html)

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## Appendix 2: “Asylum Application”

**Asylum application form**

1. Családi és utónév
2. Дата і місця народження
3. Viimeisin osoite
4. Անձնագրի համարը
5. Επάγγελμα ή κύρια απασχόληση
6. Başvuran kişiye eşlik eden refakatçı veya yakınlarının isimleri
7. Meio e local de entrada no país
8. Ghaliex titlob ghall-azilju?
9. Свидетельство преследований, на основании которых составлено заявление
10. Avez-vous présenté une demande d'asyle auparavant?  
Veuillez donner des détails sur les pays, les dates et les motifs.
11. Dali imate rodnini ili poznanici vo ovaa zemja? Ako imate, navedete gi iminjata i adresite.
12. ما هي اللغات التي تتكلمها  
وما هي مستوى ثقافتك

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**Appendix 3: Statements**

- ✓ “When I meet refugees I cannot avoid thinking how peaceful my country used to be before they came”
- ✓ “Most of the times I feel sorry for them”
- ✓ “When I hear about a burglary I always think it must be a refugee”
- ✓ “I get very angry when I realize people of my country treat refugees aggressively”
- ✓ “I am afraid of refugees ”
- ✓ “I am afraid that the refugees will take our jobs”

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Appendix 4: Charts with signs

**I AGREE**

**I DON'T KNOW**

**I AM STILL THINKING**

**I DISAGREE**



Appendix 5: Photos of asylum – seekers





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## Appendix 6: Scenarios for the micro groups

### Scenario for the micro groups

You are members of the same family. You have decided to leave your country and seek for an asylum in a European country. Things are not so easy. The way to leave the country is very dangerous and would take days of walking without food and shelter. You think that some relatives of yours could not follow because they will put the rest in danger or won't manage the hard situations. They have to stay back which is very dangerous for their lives. You should try to find ways to handle the situation and the feelings arisen.

**Appendix 7: Roles for the “tracers” and the “time managers”**

<b>“TRACERS”</b>	<b>“TIME MANAGERS”</b>
<i>You are mentally handicapped</i>	<i>You have a lot of health problems</i>
<i>You suffer from asthma</i>	<i>You are “wanted”</i>
<i>You are very old</i>	<i>You are a child without parents</i>
<i>You are physically handicapped</i>	<i>You are a mother with an infant</i>
<i>You are a drug user</i>	<i>You are very poor</i>

**Appendix 8: Poster with a sketch of a suitcase**

