



“On the borders of Europe” workshop

“SOS EUROPE” campaign

Refugees&migrants rights

THEME OF THE WORKSHOP	Refugees and migrants' way to Europe
GOALS	<ul style="list-style-type: none"> • Increase knowledge about refugees • Experience the problems faced by refugees who want to get into Europe • Take action in the scope of AI “SOS Europe” campaign
TARGET GROUP	Junior High schools, secondary schools
DURATION OF THE WORKSHOP	3 hours
PREPARATION for the trainer (T)	Optimally, a workshop led by two or more people - it will be possible for trainers to play various roles during the workshop. - Attachments 1 and 2 printed in the right amounts
NEEDED MATERIALS	<ul style="list-style-type: none"> - white paper - markers - flipchart - pens - optional, a computer with an Internet access and a projector
SOURCE	Part of the workshop comes from the textbook "Workshop of cultural competences - a manual for trainers" edited by Marzena Lipińska – it was edited and developed by AI Poland to comply with the campaign messages and objectives.

PROCESS OF THE TRAINING

NAME OF AN EXERCISE	DESCRIPTION OF AN EXERCISE	TIME	MATERIALS NEEDED
Introduction	Welcome participants (P) and introduce them to the workshop. Tell them that the theme of the workshop will be the situation of refugees who want to reach Europe.	5 minutes	
Simulation	Tell participants that during this workshop they will participate in a simulation. It will be a game, but not a fun one, so ask them to take this part seriously. Divide participants into smaller groups and say that during the simulation they will have to create	15 minutes	Printed attachments of family cards in the right amount, ATTACHMENT



	<p>families. To every family give a family card (ATTACHMENT 1). Ask the groups to decide about their roles in the family – decide who is the mother, father, grandfather and etc. Ask them also to pick a last name for their family and to think how can a normal day look like for this family. After 15 minutes, ask the groups to gather into different groups - ask all mothers into one group, the fathers into another one, children into the third group and seniors into the fourth.</p>		<p>1, pens</p>
	<p><u>Part one - astonishment</u> Ask participants to imagine that it's a Saturday afternoon and we are in a park. Tell them that some of them have plans for the evening. Ask to present themselves to new groups and talk as if they were actually in the park. Give participats 5 minutes.</p> <p>After that time tell, that all of a sudden in the park began to happen strange things: cell phones started calling, people nervously started to scream, someone started to run , nobody knew what's going on, but you could feel the anxiety in the air. Suddenly someone brought a radio and you heard the following message:</p> <p>At night the presidential palace and parliament were attacked and closed , the new radical group took over the power in the country, according to the new regulations of the new authorities, all families will be separated: men will be forced to join the army, women will provide all kinds of services to the leaders, children will be closed in special educational and work centers, elders - as not useful in the war will be lost, everyone is obliged to give all their assets to the party. Anyone who fails to comply with the new rules will be locked up in a maximum security prison ... etc.</p> <p>The only solution to this situation is to escape to a neighboring and safe country. You decide to leave the country.</p> <p>Finish the simulation and ask participants to answer the following questions:</p> <ul style="list-style-type: none"> • How do you feel at this moment ? What thoughts do you have in your heads ? • What will you do in this situation? What is 	<p>20 minutes</p>	



	<p>the most important for you at this moment?</p> <ul style="list-style-type: none"> • How will you contact your family ? Over the phone ? The network is overloaded and it is impossible. What will you do? <p>Write on a blackboard first emotions of participants. At this stage of the simulation the most important is to show the unreality of the first solutions that come to mind.</p>		
	<p><u>Part two - at home</u></p> <p>Tell participants that somehow they managed to get to their homes, and ask them to sit in groups with their families. Say that the only way out of this situation is to leave the country. Ask what they would take with them. First few answers write on the blackboard.</p> <p>To every family give a piece of white paper and ask them to chose and write down things they will take with them. Each person can take one thing. Give 10 minutes to Ps to decide . Say it is not known how long the journey will take and under what conditions they will travel. Then ask them to read their lists. Ask each family for details, and numbers of things that they want to take.</p> <ul style="list-style-type: none"> • Food and water - how many individual things they will take ? How many liters of water ? How will they carry these things? Will it be heavy? • Money - ATMs are definitely closed , ask how much cash they have at home? • Phone - ask if they took a charger and how will they charge their phones during the trip • Medication - whether they took the right amount ? Where will they re-buy the rest ? <p>Then ask how they will travel : by plane, by bus, by train, by car. Together or separately? If they drive a car , do they have the right amount of fuel. At this stage, Ps should realize how much stuff gets out of control.</p>	<p>30 minutes</p>	<p>White paper In the right amount, pens</p>
	<p><u>Part Three – on the way</u></p> <p>Tell Ps that they are already some time on the road.</p> <ul style="list-style-type: none"> • Plane, bus - it turned out that the airports and train stations are overcrowded and you haven't been able to buy tickets for the whole family, so you can buy more expensive tickets, or wait until tomorrow • Train - no spots for the whole family, terrible crowd 	<p>10 minutes</p>	



	<ul style="list-style-type: none"> • Car – stuck in a traffic for a few hours already, haven't moved at all <p>Ask Ps what they feel? Did they remember of an important thing, which they forgot to take while packing in a hurry at home?</p> <p>Tell them, that the first night they will spend on the way. In the morning, it turns out that they had been robbed. Cross out from each groups' card two things that they lost.</p> <p>Ask what they feel now. Answers write on the blackboard.</p>		
	<p><u>Part Four - Decision on the border</u></p> <p>This part of the simulation is to show Ps that just getting to the border, although difficult, is only half of the road. The entrance to the European Union might be as difficult and dangerous, because Europe closed its borders and does not want to let refugees or migrants in. This part is based on the result of a vicious circle - participants have to become tired of trying to get through the border. In some cases, their attempts may end tragically.</p> <p>Continue the story : "You spend many days on the road. You're hungry, lonely , dirty and tired. But before you, there is a big decision to make. You want to cross the border and get to Greece, and thus to the European Union . You know that in Europe it's safe , and people live there peacefully , work and children go to school. However you heard , that crossing this border is not easy, you do not have visas to the European Union , the locals tell you that there are three ways to get to Greece and you have to choose one of them:</p> <ul style="list-style-type: none"> • Reaching the border check-point, crossing it and applying for asylum • Going by pontoon across the river Evros. • Going by boat through the Aegean Sea to the Greek island Lesbos <p>Participants can take a look at the map of Greek-Turkish border and take a decision. (ATTACHMENT 2)</p>	<p>10 minutes</p>	<p>Printed map, ATTACHMENT 2 and asylum applications ATTACHMENT 3, pens</p>
	<p><u>Part Five - crossing the border</u></p> <p>Depending on which way they choose, happens to them the following:</p> <p>LAND BORDER</p> <ol style="list-style-type: none"> 1. You hand the participants application form for a refugee status (ATTACHMENT 3) - the 	<p>30 minutes</p>	



application is incomprehensible, hard to fill out , when participants return to you with the completed application you tell them that there is missing information, they have to fill out everything CORRECTLY and then they can come back - some groups will be discouraged and will choose at this point a different way .

2. Group filled out the application again . You accept it - individuals , regardless of age and sex go to the detention center . Tell them that they will spend up to 18 months in detention waiting for a decision. (If you want to continue to drag the simulation, you can tell the group that it's been 18 months , but their application has not been accepted , they are deported and return to the starting point)

RIVER EVROS

1. Unfortunately, while trying to go across the river you were turned back by Greek border guards who also stole all the money you had.
2. Groups which came back from the river can choose again one of the 3 options , re-crossing the river, crossing the land border or a trip across the sea - if the group chooses re- enters the river, they manage to pass. Apply for a refugee status (ATTACHMENT 3) . Again, like a group who chose option 1- they go to the detention center . They are not sure if in 18 months they will not be deported. (if you want to continue to drag the simulation , you can tell the group that it's been 18 months , but their application has not been accepted , they are deported and return to the starting point)

SEA - LESBOS ISLAND

1. You have to pay a smuggler - if you have any money, you have to give everything away, if not, you have to pick another option.
2. The Group had cash and paid smugglers . Unfortunately, their ship sank - END OF THE SIMULATION .



	<p><u>Part Six - Summary and discussion</u></p> <ul style="list-style-type: none"> • Questions to help participant to go out from the role they played : How do you feel now? What emotions accompanied you in the beginning, what emotions come up now? Was it easy or difficult to choose things? Then ask if it was easy to decide which way to pick and what motivated their decisions. Did it happen that they did not agree in the group and had to convince each other . Ask those who were sent to the detention center , how they felt when they heard what awaits them. <p>After a long discussion we ask the participants to throw all the materials from the game (flipcharts , documents) at the center of the room . Then we ask each of the participants to say the phrase, " I'm not ... (and here name and last name of the person they played in the family)." An officer says the same phrase.</p> <ul style="list-style-type: none"> • Questions to summarize the game: How did you like this game? What did you learn? • Questions for discussion : Do you think that it is the same in real life ? Does every refugee and migrant goes through this path? Did you know what happens on the borders of European Union? Did you know that in Greece and other countries, people applying for a refugee status may be kept in detention for so long? The task of the guide is to give facts. 	20 minutes	
Lecture on the SOS Europe campaign	Briefly state the situation on the Greek - Turkish border and objectives of SOS Europe campaign. You can use the campaign videos.	20 minutes	
Action	Encourage participants to write a letter or sign a petition depending on the current call for action of "SOS Europe" campaign. You can also think of different possibilities to take	20 minutes	Optional; a computer with Internet access and a



	<p>action. As inspiration you can use the following materials:</p> <p>https://www.youtube.com/watch?v=vLpggM6axmw https://www.youtube.com/watch?v=2dRq2ZcUKFA https://www.youtube.com/watch?v=0VEyqZ_gKv0 https://www.youtube.com/watch?v=A11Xrg9XMdI https://www.youtube.com/watch?v=rtkGQQZu114</p>		projector
--	---	--	-----------

ATTACHMENT 1

FAMILY CARD	
LAST NAME	
NAMES	DESCRIPTION
1.....	- FATHER, 44 YEARS, SURGEON
2.....	- MOTHER, 43 YEARS, PEDIATRICIAN
3.....	- MOTHERS' SISTER, 38 YEARS, LAWYER
4.....	- SON, 22 YEARS, LAW STUDENT
5.....	- DAUGHTER, 18 YEARS OLD, MEDICINE STUDENT
6.....	- DAUGHTER, 12 YEARS, STUDENT
FATE AND THE FAMILY SITUATION	DETAILS
<p>_____ FAMILY WAS THREATEN MANY TIMES BY THE AUTHORITIES OF THEIR COUNTRY. THEY PARTICIPATED IN MANY ANTI-GOVERNMENT PROTESTS. PART OF THEIR FAMILY ALREADY ESCAPED THE COUNTRY BUT THEY HAVE NOT HEARD ANY NEWS FROM THEM. THEY ARE VERY WORRIED ABOUT THEM, THEY HAVE HEARD A LOT ABOUT SMUGGLING ACROSS THE BORDER.</p> <p>WHILE ESCAPING THE COUNTRY _____ FAMILY LEFT THEIR PARENTS THERE. GRANDMOTHER IS IN A HOSPITAL IN A VERY BAD CONDITION, SHE HAD A HEART ATTACK.</p>	<ul style="list-style-type: none"> •VEGETERIAN •RELIGIOUS BUT NOT PRACTICING • SPEAK TWO LANGUAGES • SON HAS DIABETES • OLDER DAUGHTER IS ENGAGED, BUT COULD NOT GET IN TOUCH WITH HER FIANCE



FAMILY CARD	
LAST NAME	
NAMES	DESCRIPTION
1.....	- SISTER, 23 YEARS, SINGLE MOTHER
2.....	- BROTHER, 22 YEARS, MECHANIC
3.....	- BROTHER, 20 YEARS, UNSKILLED LABOURER
4.....	- SISTER, 18 YEARS, CLEANER
5.....	- BROTHER, 12 YEARS, STUDENT
6.....	- SON OF THE OLDEST SISTER, 2 YEARS
FATE AND THE FAMILY SITUATION	DETAILS
<p>SIBLINGS _____ LOST THEIR PARENTS THREE YEARS AGO IN A CAR ACCIDENT. IT WAS A NIGHTMARE FOR THEM. ALL OF THEM – OLD ONES AND YOUNG ONES WORK TO MAKE MONEY FOR THE FAMILY TO SURVIVE. SON OF THE OLDEST SISTER HAS ALLERGIES AND DERMATOLOGIC PROBLEMS. HE IS GROWING UP WITHOUT A FATHER. THEY DECIDED TO ESCAPE BECAUSE THEY DO NOT WANT TO ALLOW TO A SEPARATION OF THE FAMILY. THEY ARE VERY CLOSE TO EACH OTHER.</p>	<ul style="list-style-type: none"> • THEY EAT EVERYTHING THEY MANAGE TO GET • RELIGIOUS • KNOW ONLY THEIR MOTHER TONGUE • DO NOT HAVE ANY SAVINGS

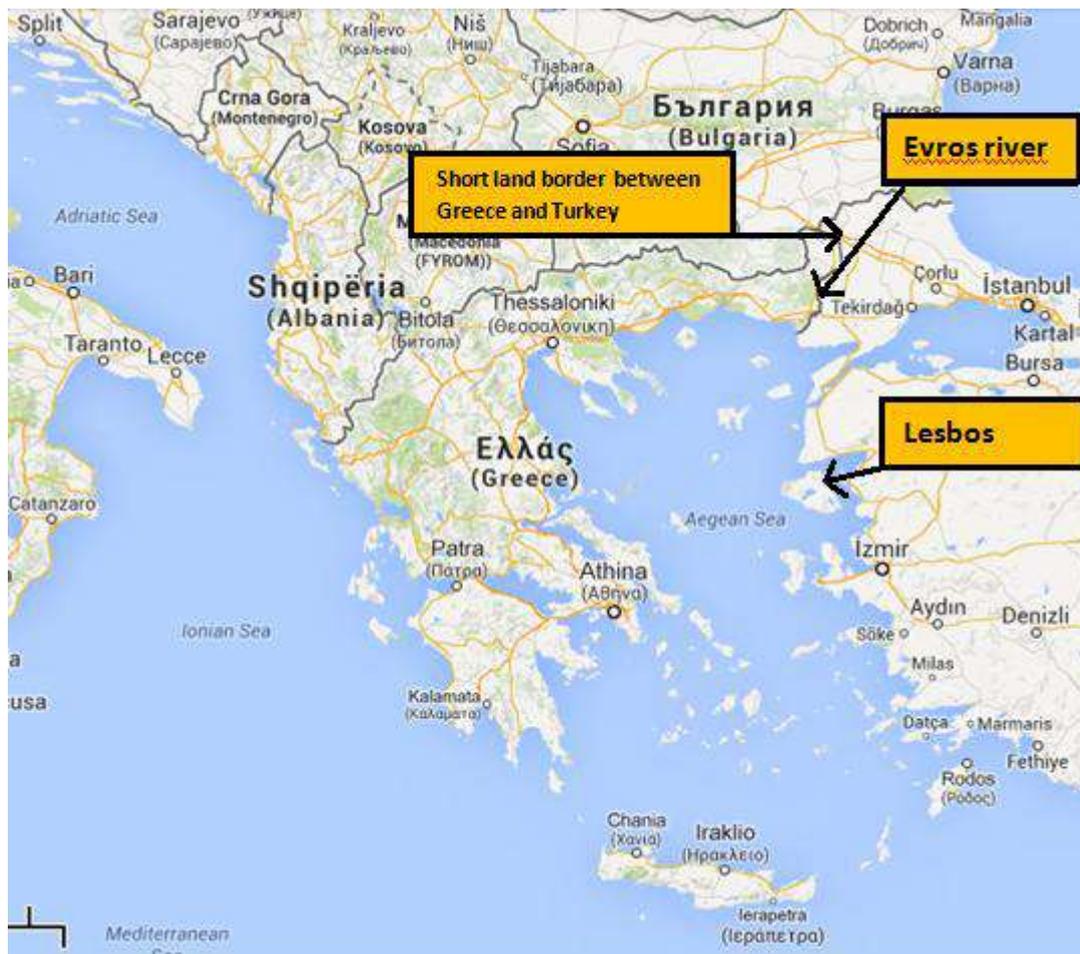
FAMILY CARD	
LAST NAME	
NAMES	DESCRIPTION
1.....	- GRANDMOTHER, 57 YEARS, MIDWIFE
2.....	- GRANDFATHER, 68 YEARS, RETIRED
3.....	- FATHER, 33 YEARS, POTTER
4.....	- SON, 12 YEARS, STUDENT
5.....	- DAUGHTER, 8 YEARS, STUDENT
6.....	- DAUGHTER, 6 YEARS, STUDENT



FATE AND THE FAMILY SITUATION	DETAILS
<p>MOTHER DIED WHILE GIVING BIRTH TO LAST CHILD, SO THE GRANDMOTHER HAS TO TAKE CARE OF THE CHILDREN. THEY LIVE IN A SMALL TOWN. AFTER THE LAST ELECTIONS THE FATHER STARTED TO HAVE PROBLEMS DUE TO HIS POLITICAL ACTIVITIES. FAMILY BELONGS TO ETHNIC MINORITIES. GRANDFATHER HAS HEALTH PROBLEMS, HE REACTS WITH SHORTNESS OF BREATH TO STRESSFUL SITUATIONS, HE HAD A HEART ATTACK HALF YEAR AGO AND STILL NEED TREATMENT AND PROPER CARE.</p>	<ul style="list-style-type: none"> • EAT TRADITIONAL HOME MEALS, COOKED BY GRANDMOTHER • RELIGIOUS • THEY SPEAK MOSTLY THEIR MINORITY LANGUAGE, NOT THE OFFICAL ONE • FATHER SPEAKS BASIC FRENCH

FAMILY CARD	
LAST NAME	
NAMES	DESCRIPTION
1.....	- FATHER, 42 YEARS, JOURNALIST
2.....	- MOTHER, 43 YEARS, TRANSLATOR
3.....	- SON, 18 YEARS, STUDENT
4.....	- DAUGHTER, 15 YEARS, STUDENT
5.....	- DAUGHTER, 7 YEARS, STUDENT
6.....	- SON, 8 MONTHS
FATE AND THE FAMILY SITUATION	DETAILS
<p>SINCE A FEW MONTHS _____ FAMILY GETS THREATENING LETTERS. MOTHER WAS ARRESTED FOR 24 HOURS, ACCUSED OF TRANSLATING ARTICLES AGAINST THE AUTHORITIES. IN FRONT OF THEIR HOUSE A TRASH BIN HAS EXPLODED. A FEW TIMES THEIR OLDEST DAUGHTER WAS FOLLOWED BY ARMED OFFICERS. THEY ARE DESPERATE, THEY ARE SCARED TO STAY IN THE COUNTRY ANY LONGER.</p>	<ul style="list-style-type: none"> • EAT HEALTHY AND GOOD FOOD • ATHEISTS • SPEAK 5 LANGUAGES • THEY HAVE A BIT OF SAVINGS IN THE BANK BUT RECENTLY IT WAS DIFFICULT TO WITHDRAW THE MONEY

ATTACHMENT 2



ATTACHMENT 3

ASYLUM APPLICATION (the form can be in any language but not the one that participants can understand)

KWESTIONARIAN FAMI E PERSONEWE DLACZEGO? QWS XDR SDS RTY GYE DFEF

- 1. NAMWE
2. RODZICE
3.
4. ILE
5. KONTO
6. JSYEROISDI
7. NO I TASDYWYDS
8. RJEBIATA



9. POSTAL CODE _____
10. STATUS _____
11. RH _____
12. GH _____
13. BH _____
14. TAXES _____
15. PLACE _____
16. NR CODE PERS _____
17. NR CODE PERS 2 _____
18. TOHAT

A

B

Q

G

O

19. EHAT

_____ - _____