

## Participating characters

(have it printed, cut the different boxes (parts) separately and distribute to participants)

### Refugee family (R)

**R1** – Sidi, age 14 – boy from a Syrian refugee family residing presently in TAGA town

**R2** – father and husband from a refugee family; Sidi's father

- age 41;
- has found work six days a week shoveling coal into delivery trucks;
- makes barely enough to feed the family and pay the monthly rent for their garage home;
- was a pharmacist in Syria.

**R3** – mother and wife, Sidi's mother;

- age 41;
- takes care of the family;
- does not work;
- was a housewife in Syria.

**R4** – girl from a refugee family; Sidi's sister;

- age 13;
- does not understand well the local language.

**R5** – teenager from a refugee family; Sidi's brother;

- age 17;
- angry at the whole world, his family included;
- does not communicate with his family;
- has joined a group of angry teens from other refugees families.

### Locals (L)

**L1** – teacher in a local school in TAGA town; Sidi's teacher;

- normal person, wants to do her job properly;
- wants to help refugee students get integrated;
- shares the fears of locals that life could change for worse because of the newcomers.

## D2 Diversity: The New Students

**L2** – boy 1, Sidi's classmate;

- age 13;
- humble and modest boy;
- has almost no friends in class.

**L3** – boy 2, Sidi's classmate;

- age 13;
- wants to be the class leader;
- rather aggressive and hostile to refugees.

**L4** – boy 3, Sidi's classmate

- age 14;
- wants to be the class leader;
- rather aggressive and not very friendly to refugees.

*support doc D2\_3*

### MEETINGS

(to be printed, have the boxes cut separately and distribute them to the respective participants)

**MEETING 1** (R1, R2, R3, R4, R5)

Sidi's family, morning,

- R1, R2 and R4 are getting ready for school and work,
- R5 is sleepy as he has returned home after midnight,
- R2 is angry at R5,
- R3 is worried for R5.

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### MEETING 2 (R1, R4, L1, L2, L3, L4)

- at school;
- students L2, L3, L4 are seated at their desks;
- L1 comes into the classroom with R1 and R4 and informs the class that there will be 2 new Syrian students;
- L1 has to find desks for the newcomers;
- only L2 volunteers to be sitting next to the new students;
- R1 is seated next to L2;
- R4 is seated at a vacant desk on her own.

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- L1 has to find desks for the newcomers;
- only L2 volunteers to be sitting next to the new students;
- R1 is seated next to L2;
- R4 is seated at a vacant desk on her own.

### MEETING 3 (R1 and L2)

L2 and R1 talk after reading the messages; R1 leaves; L2 describes how he is feeling; R1 walks to the park and starts selling tissues to the people.

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**MEETING 4 (R1, R4, L1, L2, L3, L4)**

- at the school yard – break time;
- R1 and R4 spend the breaks together, nobody wants to play/ communicate with them.

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**MEETING 5 (R1, R4, L1, L2, L3, L4)**

- in the classroom;
- L1 describes the "Imagine that it is ..." activity;
- L1 plays D2\_5 video;
- L1 outlines case 1 to L2, L3, L4, R1 AND R4: **a morning in Aleppo before the war.**
- L2, L3, L4, R1 AND R4 do the task according to teacher's instructions.

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**MEETING 6 (R1, R4, L1, L2, L3, L4)**

- in the classroom;
- L1 outlines case 2 to L2, L3, L4, R1 AND R4: **an afternoon in Aleppo after the war has started;**
- L2, L3, L4, R1 AND R4 do the task according to teacher's instructions.

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- in the classroom;
- L1 outlines case 2 to L2, L3, L4, R1 AND R4: **an afternoon in Aleppo after the war has started;**
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**MEETING 7 (R1, R4, L1, L2, L3, L4)**

- in the classroom;
- L1 outlines case 3 to R1, R4, L2, L3, L4: **a weekday afternoon in Taga town.**
- R1, R4, L2, L3, L4 do the task according to teacher's instructions.

**MEETING 7 (R1, R4, L1, L2, L3, L4)**

- in the classroom;
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## D2 Diversity: The New Students

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- in the classroom;
- L1 outlines case 3 to R1, R4, L2, L3, L4: **a weekday afternoon in Taga town.**
- R1, R4, L2, L3, L4 do the task according to teacher's instructions.

### MEETING 8 (R1, R4, L1, L2, L3, L4)

- in the classroom;
- L1 outlines case 4 to R4, R1, L4, L3, L2: **a Saturday afternoon in Taga town.**
- R4, R1, L4, L3, L2 do the task according to teacher's instructions.

### MEETING 8 (R1, R4, L1, L2, L3, L4)

- in the classroom;
- L1 outlines case 4 to R4, R1, L4, L3, L2: **a Saturday afternoon in Taga town.**
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- in the classroom;
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**MEETING 9 (R1, R4, L1, L2, L3, L4)** - at the school yard – break time.

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*support doc D2\_4*

### MESSAGES

(to be printed, have the boxes cut separately and distribute them to the respective participants)

#### MESSAGE 1 (L2)

You want to make friends with R1 and ask him to go for a walk after school.

#### MESSAGE 2 (R1)

After school you sell tissues in the local park to support your family but you don't want your classmates to know about it.

**MESSAGE 3 (L1)**

You decide you have to do something so that the new students get integrated in the class. Your idea is to make the class and the new students get to know each other better. For the following day you plan a lesson entitled "Imagine that it is ...". In this activity students are put in an imaginary setting. They have to step in the shoes of an imaginary character in this specific setting and tell the class facts and feelings related to the case. Students are told they are not expected to describe their personal feelings and actions (but they can, if they wish to), but depict imaginary people (different age, sex, etc.)

Students talk in the order listed in the description of the meetings.