



Didactic guide "It could be you!"

Material prepared by the Exile Memorial Museum as part of the European project So Close.

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Introduction for teachers:

"[It could be you!](#)" is a project that aims to provide tools to identify, dismantle and deconstruct the **stereotypes and prejudices that exist around forced migrations**. Stereotypes and prejudices are the prelude to discrimination and hate speech, so the project seeks to contribute to the prevention of such attitudes, while recovering the memory of the 1939 exile.

The activities proposed here can be worked on as a whole, take one in particular and discard the rest or work on them at different times throughout the course. They can be worked within a single subject, as an interdisciplinary project or in leisure spaces. It is recommended that **the person who accompanies** the groups in the realization of the activities **reads this guide** before carrying them out and adapts or reformulates them according to the objectives and characteristics of each group.

A good way to keep track of the learning and reflections of the groups is to accompany the project with a **learning journal** and set aside time to write after each activity or session. During the test phase of "It could be you!" the learning journal has been done through the Jamboard digital whiteboard and as a group journal, other options are to write a journal individually, in small groups, write it by hand or in a text document on a computer, including illustrations...

This project can be developed in both formal and non-formal education. It is designed to be carried out **autonomously** with the help of this guide and the contents of the Webdoc.

In formal education, these activities are designed* for:

- **4th grade of ESO:** Social Studies, Culture and Ethical Values, Foreign Language and Tutoring.
- **Baccalaureate:** Citizenship, Politics and Law; Geography; History; Contemporary World History; Peace, Justice and Co-responsibility; Population and Prosperity; Psychology and Sociology; Foreign Language and Tutoring.
- **Training grade of Sociocultural and Tourism Animation:** Context of Sociocultural Animation, Methodology of Social Intervention, Animation and Cultural Management, Community Development, Leisure Activities.
- **Training grade of Social Integration:** Context of Social Integration, Methodology of Social Intervention, Community Mediation.

(*Courses and subjects of the Catalan educational system)

[See the video presentation of the project made for the European Research Night in this [link](#)].

Origin of the project:

What is So Close?

[So Close](#) is a research funded by the H2020 Program of the European Commission that aims to collect the experiences of refugees in Europe in the past and today, as well as to design interactive tools for the preservation of the cultural heritage of forced migrations. Promoted by the Autonomous University of Barcelona (UAB) and with a duration of three years (January 2020-December 2022), So Close counts with the participation of **9 agents from 5 different countries**, including the **Exile Memorial Museum ([MUME](#))**, which is the cultural institution responsible for the deployment of the project in Catalonia.

The purpose of this research is to **enhance social cohesion in Europe by** sharing the cultural heritage of **historical and current forced migrations**. Through So Close, each cultural institution has developed a process of co-creation of educational, cultural and academic materials that favor mutual knowledge between the experiences of exile lived by local communities in the 20th century and those lived today by people who have more recently arrived in these countries. In the case of MUME, the historical reference is the Retreat, the Republican exodus that took place at the end of the Spanish Civil War.

The co-creation process began with the elaboration of 50 interviews in each of the participating cultural institutions to identify the main concerns around this topic. The conclusions of the interview phase were taken to 4 focus groups to finish distilling what was most important to highlight and, thus, to draw a first proposal for the projects that we would carry out. From there, work began on the design of digital tools to support the projects in the different countries and to give shape to the proposals that emerged from the research phase.

As a result of this process, MUME presents the Storymap entitled "[Traces from yesterday and today](#)" and the Webdoc (or multimedia documentary) "[It could be you!](#)". The contents of these two projects seek to relate the experiences of the people who went into exile in 1939 with those of people who, more recently, have left their homes in different places of origin and with whom we now share neighborhoods.

Educational project: "It could be you!"

The educational project arose at the request of So Close participants during the initial research phase. On several occasions it was pointed out the need to design a project aimed at students, in order to raise awareness among young people and to reach people who, perhaps, are not sensitized to the experience of exile and who, therefore, will not go to seek information about these realities on their own initiative.

The title, "[It could be you!](#)" is the phrase that a So Close participant shared with us when we asked him what message would he send to the local population. This phrase, brief and forceful, we considered that fitted very well with the **triple objective** pursued with this project:

1. Promote reflection on the gaze that has been built around migrants and refugees.
2. To approach the realities of different people who have had to leave their homes because of the danger posed by staying.

3. Encourage empathy, as well as conscious, critical and responsible attitudes towards these realities.

"It could be you!" is thus a **multimedia documentary** that offers information and resources to connect the experiences of people exiled in the past with those of people exiled today. At the same time, it proposes educational activities to deepen the triple objective of the project and documents the process of its elaboration.

This multimedia documentary has involved different agents in its gestation and creation. For the design of contents and activities we have counted with the participation of refugees and asylum seekers, teachers and students of the Training Grade of Social Integration of the INS Ramon Muntaner (Figueres), Educ'Art and the staff of MUME. In addition, NGOs, the Democratic Memorial and individual persons have collaborated by advising and facilitating contacts that have been very useful.

Activities

A link to the didactic guide can be found on the home page of the Webdoc. It is advisable that the guide is consulted only by the person accompanying the activities, so that the participants can get the most out of them. The video on the cover shows images of the process of creating the project "It could be you!" accompanied by the voices of different participants talking about the motivations for creating a project aimed at young people. The next screen shows the different chapters of the project: Lights, Camera, Action and Making of.

1. Lights

It invites to review one's own gaze on migration and the refugee experience, and also provides materials to learn how to identify the language that generates stereotypes and prejudices.

Reviewing our own gaze

Thermometer of ideas and impressions about the refuge

Before starting with the project activities, it is recommended to perform [this exercise](#) as a warm-up and to see the students' starting point. Keep in mind that the answers are not recorded; if you want to have a record, you should ask everyone to take a screenshot of their answers or write them on a sheet of paper before moving on to the next screen.

Target Associations

TARGET ASSOCIATIONS	
DESCRIPTION OF THE ACTIVITY	Activity to become aware of the collective imaginary around different terms and how this imaginary can influence the way in which a stereotypical image of a certain group is constructed.

OBJECTIVES	<ul style="list-style-type: none"> ● Reflect on one's own imaginary around different types of displacements. ● To become aware of how an image is built around a specific group.
DURATION	40 minutes
METHODOLOGY	<p>3 groups will be formed, each group has a target with 3 circles: inner, middle, outer.</p> <p>In the inner circle of the target each group will have a word, it is important that the other two groups do not know it until the end of the activity.</p> <p>During 5 minutes the members of the group will write in the middle circle all those concepts that this word suggests to them, all voices are welcome and it is not necessary for the group to agree. After 5 minutes the group keeps its word and passes the target to another group.</p> <p>The 2nd group will look at the words written on the middle sphere and write words related to them on the outer sphere. (5 minutes). The target will be passed to the 3rd group.</p> <p>Now, each group has a target that they have not worked on. They will look at everything written and try to make a definition from what is written on the card. The group that started the target will give them the initial word (5 minutes).</p> <p>Sharing: (25 minutes) Each group will present in class the word with the definition that came out. They will reflect on what has happened:</p> <ul style="list-style-type: none"> ● What do we think of this definition? ● Do we detect stereotypes or prejudices? ● Does this definition make us feel closer or further away from these groups/people? ● What do we believe is the cause of these definitions? <p>Reflections from the sharing can be recorded in the learning journal.</p>
RESOURCES	<ul style="list-style-type: none"> ● 3 printed words ● 3 targets
REMARKS	<p>It is important to make it clear that the group does not censor what a certain person wants to write on the target.</p> <p>Depending on the profile of the students, it could happen that</p>

	stereotypes or prejudices do not appear. In this case it is important to celebrate this and invite them to think about what they think might be the clichés that in other environments would be related to these concepts. Why do they think this happens?
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Introduction

It is a powerpoint presentation to reflect, deactivate some myths and activate previous knowledge about the refugee experience.

To work on it, it is recommended to project the slide "What do we know about the refugee experience" and divide the participants into groups of 4 people. The groups will have 10 minutes to answer the questions, after this time the whole group will come back together.

Each slide contains one of the questions of the first slide, the groups will share their comments on each slide and then the rest of the slide will be projected with an explanation (Estimated time 1h).

Press

Proposal of activities to be carried out once the students have reviewed the contents of the chapter "Lights":

- Identify the terms used by the historical and current press that generate unfavorable feelings towards migratory phenomena (e.g. wave, tsunami, crisis, avalanche...).
- Make a search in the media and social networks on the terms "immigrant", "immigration", "refugee", "refugee"... Are there differences between media?
- In groups of 3, distribute to each group member one of these reports that discuss new narratives on migration: [A different perspective](#), [New Narratives](#), and [Fear and Lies in the EU](#). Everyone reads theirs and then explains it to the rest of their group. (Estimated reading time: about 90 minutes per report).
- Reflection of the whole group-class on the importance of being aware of one's own gaze and of learning to identify stigmatizing language.

2. Camera

Different testimonies talk about their personal or family experience, while sharing anecdotes and reflections.

Descendants of 1939 and Current Perspectives

Invite students to listen to stories of forced migration testimonies from different origins and periods (they can be distributed among the group). Share what has most caught their attention from what they have heard. Do they detect similarities and/or differences between the historical and current testimonies? Do they know or have memory of any situation that is close to them?

To widen the range of testimonies talking about their own experiences, visit the Storymap ["Traces from yesterday and today"](#). Each map shows a different perspective: "Artistic residencies" - individual, "Past-present dialogue" - group, "At destination the route continues" - community.

Familiar experiences

FAMILIAR EXPERIENCES	
DESCRIPTION OF THE ACTIVITY	Interview a family member who has experienced some type of migration in order to become aware of the commonality of this phenomenon and the diversity of existing migrations. The interview also helps to learn and reflect on the family history, as well as on possible connections with historical and political events.
OBJECTIVES	<ul style="list-style-type: none"> ● Reflect on the diversity and extent of migrations. ● Dismantle the stereotyped image of migrants. ● Connecting past and present. ● To know the family history.
DURATION AND LOCATION	<p>Introduce the activity: 15 minutes. [In the classroom]</p> <p>Duration of the interview: between 60 and 90 minutes. [At home]</p> <p>Writing the letter: 30 minutes. [At home, optionally in the classroom].</p> <p>Extension: 60 minutes [In the classroom].</p>
METHODOLOGY	<p>Presentation of the activity: The teacher will hand out the interview script and explain what the activity consists of. It is necessary to look for a person in the family who has experienced a migration of some kind (country-city, city-country, change of region, change of country, change of continent...) to do an interview with him/her. It is highly recommended to record the interview on audio or video and, later, listen to the interview again and write a letter to the chosen person with what would be said to him/her from the present at the moment prior to the beginning of his/her trip.</p> <p>Conducting the interview: It is recommended to leave a margin of 2 weeks for the interview. It is necessary to look for a quiet place, without too much noise.</p> <p>Writing the letter: This activity can be done in the classroom or at home. It is recommended to do it at home so that you can listen to the interview again, if necessary, and have an intimate and quiet space to reflect.</p>

PROPOSED EXTENSION	<p>Sharing the different experiences: Once the interview and the letter are finished, the class can share what has been extracted from the different experiences collected and make a joint reflection on migration. A possible guide to accompany this reflection could be:</p> <ul style="list-style-type: none"> • What have been the different causes of migration in our families? • Do any of the collected experiences correspond to a migration triggered by political events? How can these episodes influence people's lives? • Do all the experiences we have seen respond to the mental image we have of migrants? • What surprised us most about the different experiences? • What kind of responses have we had to the question "Do you identify with the concept "migrant"?" Why do we think this is the case? • What have we learned? <p>The main reflections of this activity can be collected in the learning journal.</p>
RESOURCES	<ul style="list-style-type: none"> • Interview script. • Cell phones to record audio or video of interviews (alternatively, an audio recorder or camcorder can be used).
REMARKS	<p>In case that a student cannot interview a family member, he or she can interview a teacher, find another person close to them, or, if the student has experienced migration first-hand, answer the interview himself or herself.</p>

Action

The activities in this chapter aim to promote empathy, as well as to acquire skills to incorporate conscious and responsible attitudes towards migratory realities.

Suitcases

It is recommended to perform the activity before visiting this chapter of the Webdoc.

HAVE YOU PACKED YOUR SUITCASE?	
DESCRIPTION OF THE ACTIVITY	<p>Activity to promote empathy by simulating a situation experienced by people who embark on the path of exile: packing a suitcase in a short time and deciding what to take and what to leave behind.</p>

OBJECTIVES	<ul style="list-style-type: none"> • Promote empathy towards refugees through the game. • Become aware of the impact of sudden changes. • Making decisions and reflecting on a borderline situation.
DURATION	60 minutes first session 30 minutes second session Extension 30 minutes.
METHODOLOGY	<p>1st session:</p> <p><u>Preparation</u> Participants are divided into 5 groups.</p> <p><u>Development</u> A blank piece of cardboard or an empty backpack will be placed on the table of each group. The students will be asked to put themselves in a situation: they must urgently leave their home to go out of the country and they have 15 minutes to think about what objects they want and can take with them. They cannot be too many and they cannot be too heavy, as they may have to carry them for many kilometers.</p> <p>Students will draw or write the name of each object on a post-it note or piece of paper and place it on the poster board or backpack.</p> <p>When 5 minutes have passed, they are informed that: each group will be able to take only 4 objects, since their means of transport does not fit everyone's luggage. The remaining 10 minutes should be spent agreeing on which objects they want and can take with them.</p> <p>When the time is up, each group will read one of the testimonies in this article (the teacher will distribute the testimonies among the groups so that all of them are read).</p> <p>Project the chapter "Action" from the Webdoc "It Could Be You!" on the board and explore what the suitcases of '39 looked like in comparison to the Ukrainian suitcases.</p> <p><u>Closing</u> Once this first part is finished, each group will explain what they have put in their suitcase and why they have chosen these objects. A joint reflection on the activity will be carried out. It will be explained that this situation is experienced by all refugees when they see the need to leave the country, usually the time to pack the backpack is limited. In addition, there is always the</p>

	<p>uncertainty of not knowing if the abandonment of their home will be temporary, if it will be a situation that will last for a long time or if it will become permanent.</p> <p>During the reflection, questions will be asked in relation to the dynamics. The answers can be collected in the learning diary.</p> <p>Sample questions:</p> <ul style="list-style-type: none"> • How did you feel while making the selection of objects? • What criteria did you use to choose the objects? • Did you find it difficult to make the decision? • If you could go back, would you change any items? Which ones? <p>Each student will be asked to choose 4 objects at home that they would take with them and bring them to class (physically or with a photograph) the next day.</p> <p>2nd session:</p> <p>In the next session, a round will be held for each student to explain what their four objects are.</p> <ul style="list-style-type: none"> • Are they related to the objects that were decided with the group during the first session? • How has the experience of thinking about what to choose been? • How do you think people feel when they find themselves in this situation? • What do you think you would miss the most of everything you didn't take?
PROPOSED EXTENSION	<p>View the documentary "Equipatge" (25 min.): https://www.rtve.es/play/videos/television/granangularcat-equipatge/517537/</p>
RESOURCES	<ul style="list-style-type: none"> - Suitcase or box (Optional) - Paper and markers for writing/drawing lists of objects. - Internet connection. - Projector. - Hard copy or digital devices to read the testimonies of the article on refugee luggage.
REMARKS	<p>The most important thing about this activity is to promote reflection, asking students to bring personal items to the next session helps to put themselves in the situation.</p> <p>One piece of information that can be conveyed when</p>

	<p>accompanying the activity is the fact that, both in the past and at present, there have been several situations of looting and robbery of people who are undertaking the path of exile, further aggravating their situation. Why do we think this is happening?</p>
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Deconstructing prejudice

It is recommended not to listen to the audios until the representation of the situation has been made.

DECONSTRUCTING PREJUDICE	
DESCRIPTION OF THE ACTIVITY	Role-play to identify and reformulate real situations in which a stereotype or prejudice is reproduced.
OBJECTIVES	<ul style="list-style-type: none"> • Encourage empathy and active listening of the participants. • Identify everyday prejudices. • Make quick decisions. • Play an active role in detecting and dismantling prejudices.
DURATION AND LOCATION	<p>60 minutes. [classroom]</p> <p>With extension:</p> <p>90 minutes of reading time. [can be done at home]</p> <p>90 minutes of activity. [classroom]</p>
METHODOLOGY	<p><u>Preparation</u></p> <p>The students are divided into groups of 3 to 5 students¹, each group is placed at a table with a cardboard or kraft paper, markers, 3 sealed envelopes, a card with the order of the interventions and the instructions of the dynamics.</p> <p><u>Development:</u></p> <p>Each group will have a different situation. The dynamics will be explained and written instructions will be left.</p> <p>Divide roles among the members of the group:</p> <ul style="list-style-type: none"> • 2 people will interpret (A) and (B). • 1 person will be the oracle (C). • The rest will be observers (D). <p>The structure of the dynamics is as follows:</p> <p>First part (20-25 min.)</p> <p>1. (A) and (B) take their envelope, read it, put themselves in</p>

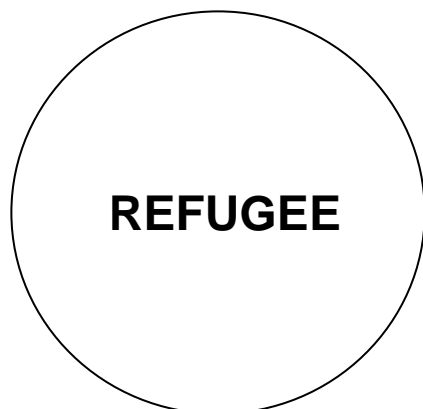
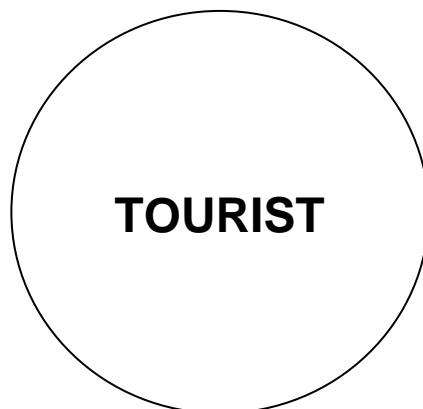
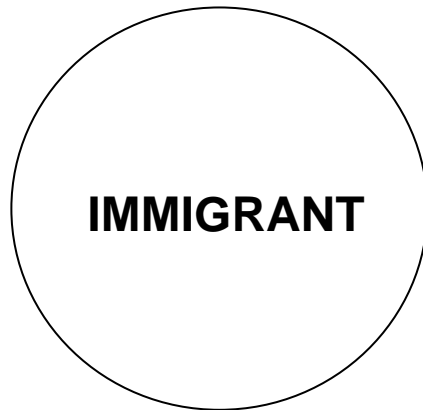
	<p>the situation and act out the situation. Better if they do it standing up.</p> <ol style="list-style-type: none"> Between (A), (B) and (D) they should identify which prejudice or stereotype is being reproduced. (C) will have the answer in a sealed envelope and when (A), (B) and (D) have agreed, will reveal it. Each group can listen to the explanation of the situation narrated in first person by its protagonist in the section with the same title of the activity in the "Action" chapter of the Webdoc. (A) and (B) re-enact the same situation. This time (B) will verbalize how he/she feels about this event. (A) will listen and explain how he/she receives this information, does anything move? (A), (C) and (D) will rephrase what (A) says or how (A) behaves. With each attempt, (B) will move closer if the new message improves the way he/she feels; move away if the new message has not improved the way he/she feels; or remain still if the new message does not change anything. At each move, (B) will explain what has generated this change and whether he/she still needs something more to be able to fully approach. The goal is to completely eliminate prejudice. When the prejudice has been eliminated, each member of the group will write a sentence or draw a picture of what he or she felt during the activity. <p>Second part (25-30 min.)</p> <p>Once the first part is finished, the group will share with the class what the situation was about, if it was difficult to identify the stereotype or prejudice, how A and B felt, what happened to each group and what was collected in the mural of each table. The ideas that come out will be used to fill in the learning diary.</p>
<p>PROPOSED EXTENSION</p>	<p>It is especially recommended for students of a Training Grade or for groups that want to deepen their communication strategies against stereotypes and prejudices:</p> <ul style="list-style-type: none"> Before the session, read the Practical Guide for Anti-rumor agents of the Barcelona City Council. During the dynamic, instead of reformulating what (A) says -or apart from doing so- you can rehearse a possible response

	addressed to (A) based on this guide or pose new situations and see how they would be solved.
RESOURCES	<ul style="list-style-type: none"> - Instructions for groups - Cards with texts for (A) and (B) - Cards with identification of biases for (C). - 3 envelopes per group. - Cardboard or kraft paper. - Colored markers.
REMARKS	¹ The minimum number recommended for each group is 3 (A), (B) and (C), the figure of (D) is dispensable, if there are 5 students there can be two (D).

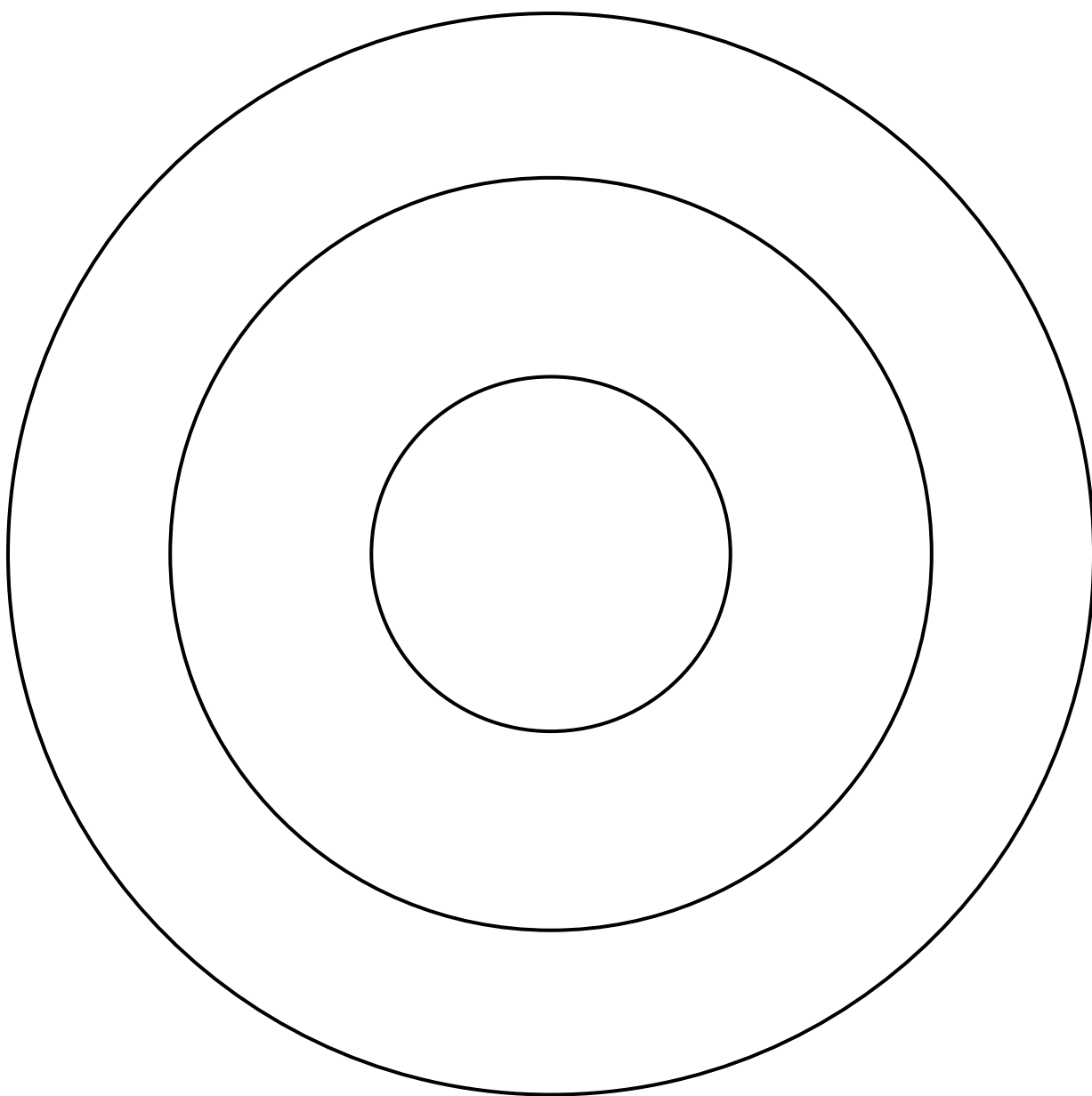
Annexes

Target Associations

Print on A3 cardboard

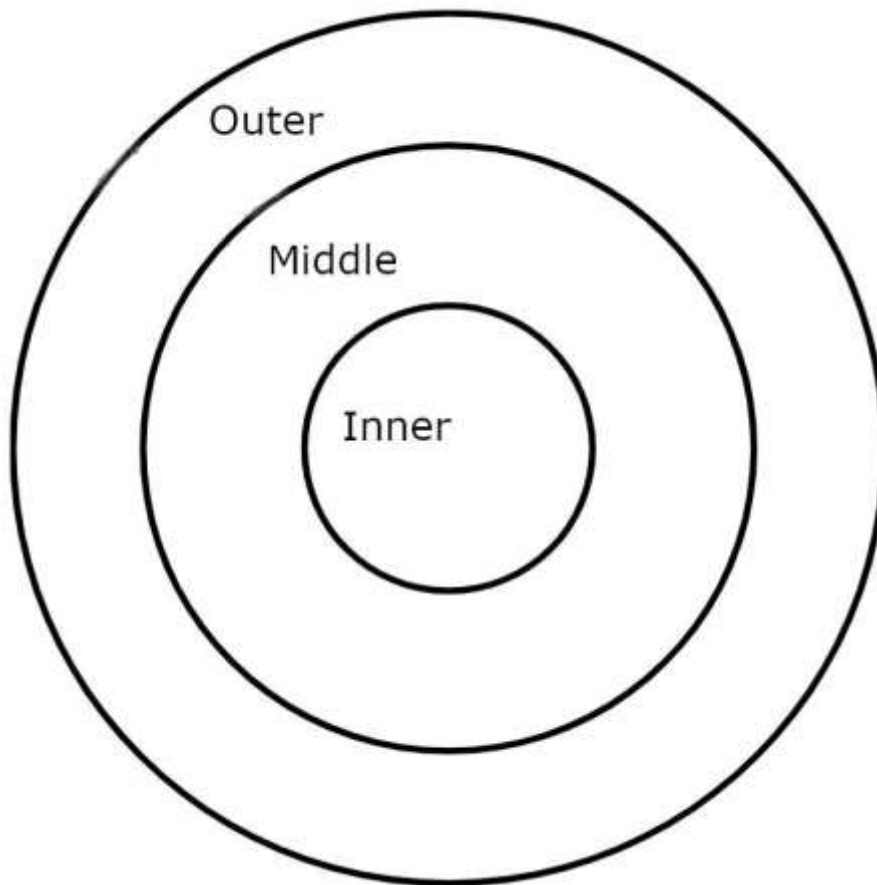


Print 3 copies on A3 cardboard



TARGET ASSOCIATIONS

Form 3 groups, each group has a target with 3 circles: inner, middle, outer.



In the inner circle of the target, each group will have a word that will be given to them by the person in charge of the activity. **It is important that the other two groups do not know it until the end!**

During 5 minutes the members of the group will write in the middle circle all those **concepts that this word suggests to them**, all voices are welcome and it is not necessary for the group to agree. After 5 minutes the group keeps its word and passes the target to the next group.

The 2nd group will look at the words written on the middle sphere and write **words** related to those on the outer sphere (5 minutes). The target will be passed to the 3rd group.

Now, each group has a target that they have not worked on. They will look at everything that is written and try to **make a definition** from what is written on the card. The group that started the target will give them the initial word (5 minutes).

Sharing with the group

Interview script

FAMILIAR EXPERIENCES

Search, think, ask for a person in your family who at some point in their life has changed their place of residence. Maybe they changed it temporarily. Maybe permanently. Maybe they left the village to go to the city or vice versa. Maybe they changed the region where they lived. Or the country. Or the continent. Maybe it was an ancestor who is no longer with us or maybe you live with this person today. Maybe it was for necessity, for work, for obligation or for pleasure. Any casuistry is valid.

Once you have chosen the person, ask them if you can ask them a few questions. If it's someone who is no longer with you, you can ask another family member who knew the person very well and can tell you about their experience. Find a quiet place and record the conversation on audio or video.

Let's start the interview. The questions are a guide, it may happen that not all of them have an answer or that you have to adapt some to the reality of the person interviewed:

1. Name, age, place of origin and current place of residence.
2. Where have you lived throughout your life? (cities, regions, countries...) In what years approximately?
3. What were the reasons for these changes? What were your expectations?
4. How long did it take you to make the decision? Was it easy? Did you share your decision with anyone?
5. Did you get to choose where to go or was it decided by circumstances?
6. What was your luggage? What didn't you put in your suitcase and you have missed?
7. Did you make the trip alone or with other people? Were they acquaintances? Were you able to say goodbye to the people who were important to you?
8. How has the whole process been since you left until now? Has it been an easy process? Difficult? Does it depend on the moment? How have you felt? Has anyone been important to you in this process?
9. What have been the best and worst experiences since your arrival?
10. How would you define, in a few words, your experience?
11. Do you think that your appearance or origin has conditioned your experience in the place of destination?
12. What do you miss / missed from the place of origin?
13. What would you highlight about the destination? (Things that you liked, that surprised you, that you didn't like...)
14. Where would you like to live in the future?
15. Do you identify with the concept "migrant"? Why? Why not?
16. Do you want to add something or send a message about your experience?



Have you packed your suitcase?

Testimonial 1

Olga, 41 years old



Olga, her two daughters and their luggage.

"We had only 15 minutes to pack. We had been trying to find a way to leave the city for two days. On the third day my husband went to the train station and a friend who works on duty told him he would help us get through the line but we only had 15 minutes. We don't live very far from there. My husband called me and said: you have 15 minutes to get out." Olga talks slowly about her escape from Zaporizhzhia, southeastern Ukraine.

"We were afraid to leave our house, where my husband and neighbors have stayed. But the situation had become impossible. We could constantly hear the explosions and the girls were crying." Her daughters - Alexandra, 15, and Uliana, 11 - listen to their mother's story sitting next to her in a room in a residence of Franciscan fathers in Lviv, where they have found shelter.

They need to rest and get their strength back because they have a long journey ahead of them, first to cross the border into Poland and then to reach Greece by bus, where their mother-in-law lives. They have left home with two backpacks for the three of them. A change of clothes, toothbrushes and toothpaste, some wet wipes, some crackers.... In one of the two backpacks, almost all the space is taken up by a large folder full of papers and documents, where Olga also keeps her passports and family book.

Olga, who is a beautician, would have liked to take her work tools with her; Alexandra, the eldest daughter, her books and laptop; Uliana, the youngest, would have liked to keep her hamster here.

Source: PAONE, M. (March 14, 2022). Empaquetar tu vida en 15 minutos en una maleta y huir. ElDiario.es. https://www.eldiario.es/internacional/empaquetar-vida-15-minutos-mochila-huir_1_8828245.html

Testimonial 2

Alina, 31 years old



Alina and her children

It is March 7 and barely a day has passed since Alina left her home in Zavorychi, some 60 kilometers north from Kiev. There she was a nurse at the hospital and there her husband, who worked at a car wash and also in construction, stayed. "He is not the kind of man who runs away leaving his home," she repeats while recovering from crying.

She has just seen the images of the fire that destroyed the iconic St. George's Church, hit by the military attack of Russian troops. Alina shows through her cell phone the videos circulating on social networks and can't stop crying. "It was a 150-year-old church. Not even Hitler touched it and now they came and burned it. It's very painful for our people." It's the church where she got married. The wedding photo and the photo of her family, with her husband and children - Tania, 12, and Vlad, three - are the things she would have wanted to take with her if she had had more time.

They decided to run away and she could only take a few changes of clothes, not even a toothbrush. All the personal hygiene products she now has in her suitcase were provided here in Lviv by the volunteers who take care of the displaced people. Now Alina and her children have found shelter in one of the city's schools, which have converted their classrooms and gymnasiums into dormitories.

Source: PAONE, M. (March 14, 2022). Empaquetar tu vida en 15 minutos en una maleta y huir. EIDiario.es.
https://www.eldiario.es/internacional/empaquetar-vida-15-minutos-mochila-huir_1_8828245.html

Testimonial 3

Vira, 36 years old



Vira, who travels with her daughters, Angelina and Anita, and her mother, Valentina.

The family is sitting under the notice board for train departures at Przemyśl station, the gateway to Poland for thousands of Ukrainian refugees. They are four women from three generations. Vira, 36, who is traveling with her daughters - Angelina, 11, and Anita, 7 - and her mother, Valentina, 67. They left their home on March 3 and it has taken them two days to get from their home to this station.

"We are from Kryvyi Rih, like our president," Vira explains, citing the industrial city in eastern Ukraine where Volodymyr Zelenski was born. They are now waiting for the train to Wroclaw, the Polish city where her sister lives. For the four of them they have two bags and two small backpacks. In hers, Valentina, in addition to her clothes, has taken her medicines. The only thing Vira has managed to carve out from the little time she had to prepare her luggage is a small space in a folder for photos of her girls: from when they were younger or dressed up for Carnival. Also the class photo at school. A class that no longer exists because many have left the country.

Source: PAONE, M. (March 14, 2022). Empaquetar tu vida en 15 minutos en una maleta y huir. EIDiario.es.
https://www.eldiario.es/internacional/empaquetar-vida-15-minutos-mochila-huir_1_8828245.html

Testimonial 4

Margarita, 15 years old



Margarita's bag

Margarita is also from Kryvyi Rih. She waits with her aunt and nephew in a crowded corridor of Przemyśl station after a long trip from her hometown. There her parents have stayed, who have not left because they have their jobs and because there are the grandparents there whom they did not want to leave alone. They told her just one day in advance of the decision they had made for her: that she should go to the Czech Republic with her aunt. From there, relatives will now come to pick her up in Poland.

"I didn't want to leave. But my aunt says it was already too dangerous. The Russians had been bombing for days. I packed my bag as best I could. I wanted to take my books with me, but I couldn't. The trip was very long. The trip was very long, you have to walk a lot and it would have been very heavy," she says. In her bag, in addition to her clothes, she carries a small vanity case on which you can read "I love Australia" next to the stuffed faces of a kangaroo and a koala, in which she keeps some make-up products. Margarita is 15 years old. "I was studying in high school. Many classmates also left. And now I'll have to start over somewhere else because I don't know when I'll be able to go home."

Source: PAONE, M. (March 14, 2022). Empaquetar tu vida en 15 minutos en una maleta y huir. ElDiario.es. https://www.eldiario.es/internacional/empaquetar-vida-15-minutos-mochila-huir_1_8828245.html

Testimonial 5

Bachi, 24 years old



Bachi Sabiashvili y su bolsa



Bachi Sabiashvili was a DJ in Kiev where he and his brother managed three restaurants that have already closed. On February 24 he was woken up by a call from his girlfriend Alyona: the city was being bombed. At 6.30 a.m. he heard the sirens and saw how everything was shaking due to the explosions. He ran out of the house to take shelter in the nearest subway station. To pack

his suitcase he had a handful of minutes, the same as his girlfriend. He threw some clothes and food into a backpack. Now there are only a couple of cans of tuna left.



La mochila con el ordenador y el libro Mariangela Paone

She, who is a designer, took in her bag her mac wrapped in a T-shirt and an old edition of an Agatha Christie book. On March 4, they were waiting in a huge warehouse outside the Polish town of Korczowa, along with hundreds of citizens from Uzbekistan and Azerbaijan who were working or studying in Ukraine and had just been evacuated. Sabiashvili has dual passports, Georgian and Ukrainian, and he used the former to cross the border. Otherwise

he would have had to stay on Ukrainian territory because men between 18 and 60 years old are forbidden to leave the country. In a post on Instagram published on the same day of his escape he relates that he wanted to get his parents out of the country. Within hours he left Kiev for Pervomaisk, in the Nikolaiv region, 300 kilometers south of the capital, where his family lived and where he and his girlfriend arrived after a 12-hour journey dodging traffic jams and hearing fighter jets fly overhead. From there they all set off together for the border.

Source: PAONE, M. (March 14, 2022). Empaquetar tu vida en 15 minutos en una maleta y huir. EIDiario.es.
https://www.eldiario.es/internacional/empaquetar-vida-15-minutos-mochila-huir_1_8828245.html

Deconstructing prejudice

[Print a copy of this sheet for each group].

[Print one of the situations from the following sheets for each group, cut out each box and put each of the boxes in a sealed envelope: Envelope for (A), Envelope for (B) and Envelope for (C).]

Instructions for groups

1. Divide roles among the members of the group:
 - 2 people will interpret (A) and (B).
 - 1 person will be the oracle (C).
 - The rest will be the observers (D).
2. (A) and (B) take their envelope, they read it, put themselves in the situation and act out the situation. Better if they do it standing up.
3. Between (A), (B) and (D) they should identify which prejudice or stereotype is being reproduced.
4. (C) will have the answer in a sealed envelope and when (A), (B) and (D) have agreed, will reveal it.
5. Each group can listen to the explanation of the situation narrated in first person by its protagonist in the section with the same title of the activity in the ["Action"](#) chapter of the Webdoc.
6. (A) and (B) re-enact the same situation. This time (B) will verbalize how he/she feels about this event. (A) will listen and explain how he/she receives this information, does anything move?
7. (A), (C) and (D) will rephrase what (A) says or how (A) behaves.
8. With each attempt, (B) will move closer if the new message improves the way he/she feels; move away if the new message has not improved the way he/she feels; or remain still if the new message does not change anything. At each move, (B) will explain what has generated this change and whether he/she still needs something more to be able to fully approach. The goal is to completely eliminate prejudice.
9. When the prejudice has been eliminated, each member of the group will write a sentence or draw a picture of what he or she felt during the activity.

Situation 1 - Cooperating in Greece

<p>Envelope for (A):</p> <p>You are Italian and a friend of (B), who is Syrian. You have always wanted to work in international cooperation. A position has become available to go to a refugee camp in Greece, and you have been trying to work in a position like this for some time. You meet with (B) and she tells you the news. You reply:</p> <p>(B) Speaks</p> <p>(A): They gave you the position just because you speak Arabic. I'm sure you'll work as a translator...</p>	<p>Envelope for (B):</p> <p>You are Syrian and you have a lot of experience working as an aid worker. You apply for the position, an acquaintance of yours recommends you for the position and you get it. You are a friend of (A) and you explain her the news:</p> <p>(B): I'm going to work in Greece for a while! The Red Cross was looking for a development worker to work in a refugee camp there.</p> <p>(A): Speaks</p>
<p>Envelope for (C):</p> <p>(A) is not taking into account (B)'s long experience working as a development worker. She disregards her experience and considers that her only merit is that she speaks Arabic. In doing so, she reproduces a prejudice against her friend.</p>	<p>Order of interventions:</p> <p>(B)</p> <p>(A)</p>

Situation 2 - Dining at Plaça Catalunya

<p>Envelope for (A):</p> <p>You are an Uber driver, you've just had a bad experience with a guy you thought was Moroccan. You go to dinner at a bar in Plaça Catalunya and you turn to the waiter and a guy sitting at the bar and say:</p> <p>(A): The Moors only come to Spain to prostitute women and steal from us!</p> <p>(B) speaks.</p> <p>(A): No</p> <p>(B) speaks.</p> <p>(A): No, but the young people come to rob us, they only want to rob us, they don't want to do anything else. Are you Moroccan?</p> <p>(B) speaks.</p> <p>(A): Ah, but the Syrians are good!</p> <p>(B) speaks.</p> <p>(A): No, I have never heard anything from the Syrians.</p>	<p>Envelope for (B):</p> <p>You are an Arab, a refugee from the Syrian war, you have come to Barcelona and you are having dinner at the bar in Plaça Catalunya. Suddenly a man comes in, sits down next to you at the bar and starts talking:</p> <p>(A) speaks.</p> <p>(B): Have you ever been to Morocco?</p> <p>(A) speaks.</p> <p>(B): Do you have any Moroccan friends?</p> <p>(A) speaks.</p> <p>(B) I am from Syria.</p> <p>(A) speaks.</p> <p>(B) Do you know anyone from Syria?</p> <p>(A) speaks.</p>
<p>Envelope for (C):</p> <p>(A) is generalizing from a bad experience he has had. He is reproducing a prejudice against Moroccan people, especially young people. Moreover, he does so by judging the appearance of the person with whom he has had the bad experience, without even knowing whether or not he is from Morocco.</p>	<p>Order of interventions:</p> <p>(A)</p> <p>(B)</p> <p>(A)</p> <p>(B)</p> <p>(A)</p> <p>(B)</p> <p>(A)</p> <p>(B)</p> <p>(A)</p>

Situation 3 - By bicycle

<p>Envelope for (A):</p> <p>You are a male about 55 years old. You have lived in the same apartment for more than 30 years. You used to know all the neighbors in the block, but now there are several you don't know. A few months ago a woman moved in with her daughters, you have never spoken to them, you only know that they are foreigners. You go down the stairs to go out and you find a bicycle, it bothers you. You hear a door and wait to see who comes in. It's the new neighbor:</p> <p>(B): speaks</p> <p>(A): That's not the way things are done in this country. Bicycles cannot be left on the stairs.</p>	<p>Envelope for (B):</p> <p>You are a 52 year old woman, you are Iraqi, you had to leave your country because you received threats for your human rights activism and you suffered for your and your daughters' safety. You moved into this apartment a few months ago, it is very expensive and it leaks. In Iraq you didn't ride a bicycle, you have just learned. In the first few months it took you more than 40 minutes to walk to work and cycling is much faster. You've left the house with your bike and you realize you've forgotten your phone, you're in a hurry and you leave your bike for a moment on the landing. When you come down you find a neighbor looking at it. You say to him:</p> <p>(B): Sorry, I left my phone. I hope the bike didn't get in your way.</p> <p>(A) speaks.</p>
<p>Envelope for (C):</p> <p>(A) is reproducing a prejudice since he is trying to transform a specific situation that bothers him into a cultural or identity issue "in this country things are not done like that".</p>	<p>Order of interventions:</p> <p>(B)</p> <p>(A)</p>

Situation 4 - In the casteller essay

<p>Envelope for (A):</p> <p>You are a casteller, today at the rehearsal a friend of your partner came. She is from Syria, she had to leave because of the war. During the rehearsal you approach your partner's friend, point your finger at two castellers and say to the guest:</p> <p>(A): Look, those are the Armenian refugees!</p> <p>(B) speaks.</p>	<p>Envelope for (B):</p> <p>You are Syrian, you left Syria because you are wanted there for your ideas. You have been living in Tarragona for some time and a friend of yours invites you to go to a casteller rehearsal. You are very excited, because it seems to you a tradition that requires a lot of teamwork and where everyone is equally important. Your friend's partner approaches you and says:</p> <p>(A) speaks.</p> <p>(B): But they are part of the base, right?</p>
<p>Envelope for (C):</p> <p>(A) is reproducing a stereotype. He is labeling two members of the castle by their legal status as refugees and by their origin. He also tells the Syrian girl assuming that she will look forward to meeting other refugees.</p>	<p>Order of interventions:</p> <p>(A)</p> <p>(B)</p>