

# 2.2 Migration stories in my class

## Goal

The students research the migration stories of their classmates as part of an interview project. Based on the commonalities and differences, the effects of the migration are then reflected in one's own biography.

3<sup>rd</sup>–9<sup>th</sup> grade

90 minutes



Materials:  
worksheet with interview questions (will be created with the class), possibly A3-sheets.

Hints:

- The instructor announces the project one or two weeks in advance so that the students can inform themselves at home and maybe bring an object of significance for them (e. g. a souvenir) to class. The project is also a good preparation for interviews with the parents and for researching the migration history of others in the residential district (see 2.3 and 2.7a and b below). It also lends itself very well for the collaboration with regular classroom instruction.

Procedure:

- The instructor informs the students about the project. It will be discussed and demonstrated with examples as to what kinds of questions can be asked in the interviews. Appropriate topics for the interviews would include: the reasons for and the date of the migration, contacts to the country of origin, life in the immigration country, perspectives for the future, etc. (See also the questions suggested in 2.7a).
- The form in which the questions are posed must also be discussed and practiced (avoid narrow questions that can be answered with yes or no; prompts that animate the counterpart to tell a story are much more productive!).
- The students sit in age-appropriate or mixed groups of four (possibly in pairs) and develop a list of 4–6 questions for the interview. Before these questions, they should briefly note the age, region of origin, and the place of birth of the interviewee.



- In pairs, the students then interview each other about the migration topic, following the previously developed talking points. The interview should last 5–10 minutes, then the roles are reversed.
- If there is sufficient time, the students can create a poster about their interview partner, and present him/her by means of the poster. They can be further elaborated under the title "migration story of the week" or displayed for a parents' event.

- A final discussion of the class as a whole, moderated by the instructor, in which the above agreed thematic areas (reasons for migration, etc.) are cross-compared. Prompts: what kinds of commonalities and differences can you determine? Why do people emigrate; what are the most frequent reasons for migrating? Where, how, and what would you be now, if your (grand)parents had not emigrated? (possibly a text about the topic.)

## 2.3 My migration biography as my source of strength

### Goal

*The students explore from where they draw their strength, what resources they possess, and what role their migration history plays as a resource.*

2<sup>nd</sup>–9<sup>th</sup> grade

45–90 minutes



Materials:  
a “sun picture”  
(see example below) ;  
paper, colors.

### Hints:

In order to avoid misunderstandings, the instructor may want to previously contact the parents and explain to them the goal of the activity (positive awareness of resources). This activity is also well-suited as a cooperation project with regular classroom instruction.

### Procedure:

- The instructor informs the students that their task is to interview the parents, siblings, acquaintances and relatives about the resources which they see and appreciate in the students.
- In the class as a whole or in groups, the students collect questions for these interviews. Example: What do you like about me? What do you appreciate about me? What do you find cool about me? What do you admire about me? What do you love about me? etc.
- Collectively the students design a questionnaire, possibly in two or three versions with varying degrees of rigor. Each student should get at least three surveys filled out.
- The students distribute the instrument to the relevant people for completion, or they fill out the questionnaires together with them. Surveys can also be conducted with phone conversations (skype) with the relatives in the countries of origin.
- Analysis of the surveys in the following week (students evaluate either their own questionnaires or those of a classmate): first in form of a “sun picture” (the sun as a symbol for power and energy; see depiction below). For this purpose, the students draw and color a sun in the right hand margin and label it with their name. Arrows of various sizes and colors point to the sun; these arrows will bear the statements found in the questionnaires (e.g. “I admire your endurance”). The arrows indicate from where the sun (or the child in question), respectively, draws his/her strength. Each arrow symbolizes a source of strength and recognition. Each arrow also bears the name of the person from whom the statement originated.
- In groups, the students present their suns and their personal sources of strength; these posters can be later exhibited at an event, such as a parents’ evening.