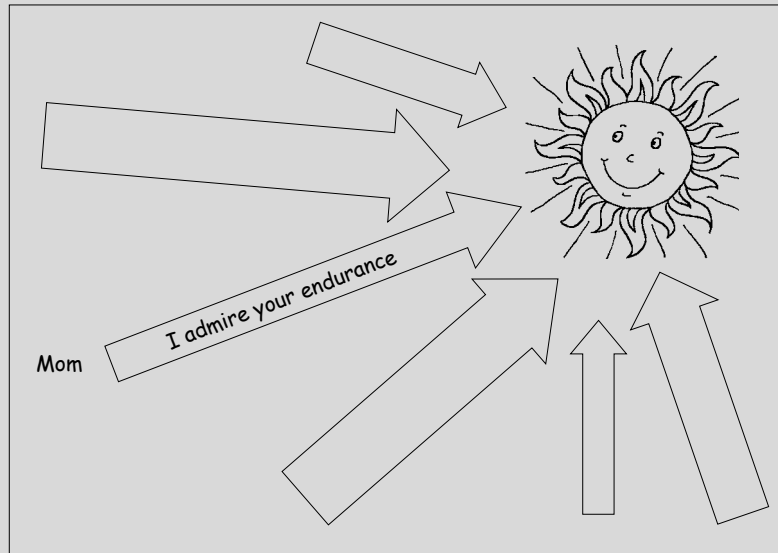


- Prompts for a final, closing evaluation by the class as a whole:
 - What do these sources of strength have to do with my migration biography?
 - What other sources of power do I have in order to recharge/refuel?
 - How did my sources of strength change in the course of my life?
 - What can I do with all my sources of strength?

Example sun picture



2.4 My homelands – autobiographical narrations

2

Goal

The question of home country and personal identity is often difficult to answer for children and students with a migration background. In the exercise “my homelands”, the students show their migration-related geographical distribution of their relationships. Together with their autobiographical narrations, this will help them recognize how their migration biography was and is influenced by certain persons, locations and events. This exercise allows the students to creatively deal with the “homeland” theme.

4th–9th grade

45–90 minutes



Materials:
individual portraits of the students, family pictures, photos of parents and family members, photos with relatives and friends, etc.; A3-copies of a world map (possibly only map of Europe).

Procedure:

- One week in advance, the students receive an assignment to collect and bring to class a small portrait photo (or a drawing) of themselves, as well as various photos and group pictures of family members, friends and acquaintances.
- At the beginning of the sequence, the students sit in a circle on the floor and receive an A3 size copy of a map of the world or Europe with the names of the countries on them. First, they affix their own photo to the actual place of residence on the map. Then, they must circle and label in color every country, city or other localities with which they have been in contact. Then, they connect their photo with a line in color with the circled countries and cities, respectively.

- Working individually, they consider through which family member, and which persons they have contacts to this country or locality and then paste the corresponding photo on that location on the map.
- As a last step, they remember a common experience with this person and write a sentence about it on the connecting line (e. g., celebrated birthday, received a present, helped with homework assignments, told stories, taught how to write, etc.). There should also be a space for negative occurrences. In such cases, the sentences begin with a minus sign.
- In groups of four, the students tell each other their visualized migration biography and make comments about the various persons, places and events.
- Closing evaluation by the whole class; questions and prompts:
 - What does “homeland” mean for you? Where is it, why?
 - What do you connect first and foremost with the notion of “homeland”? (place of residence, place of birth, family, friends, etc.)
 - Did you list several places as your homeland? If yes, which ones and why?
 - How important is it for you to feel at home in your place or residence (on a scale of 0–5)?
 - What can you do so that the country where you currently residence becomes your homeland?
 - Do you lose your cultural origin if your homeland is here as well?
- Possible deeper analysis: interviews with various people about the topic of homeland.

2.5 In the past – today – tomorrow

Goal

The students gain an overall impression of their own migration biography by means of a timeline. This enables them to reflect on the influence of the migration on their biography while, on the other hand, it allows them to deal with their own interests, wishes and hopes.

4th – 9th grade

90 minutes



Materials:
A3-paper for the timeline
or lifeline (see example
below).

Hints:

This exercise is based on Gudjons, H., Wagner-Gudjons, B. and Pieper, M: (2008): Auf meinen Spuren. Übungen zur Biografiearbeit. (Following my tracks. Exercises for working with biographies). Bad Heillbrunn: Klinkhardt.

Procedure:

- As an introduction, the students receive a note with the following questions, which they answer individually (following an introduction and clarification in the class as a whole):
 - a) When I was 8 years old:
 - a main interest...
 - a problem, a difficulty...
 - a hope, a wish...
 - b) at this time in my life:
 - c) in 10 years: