

- 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).

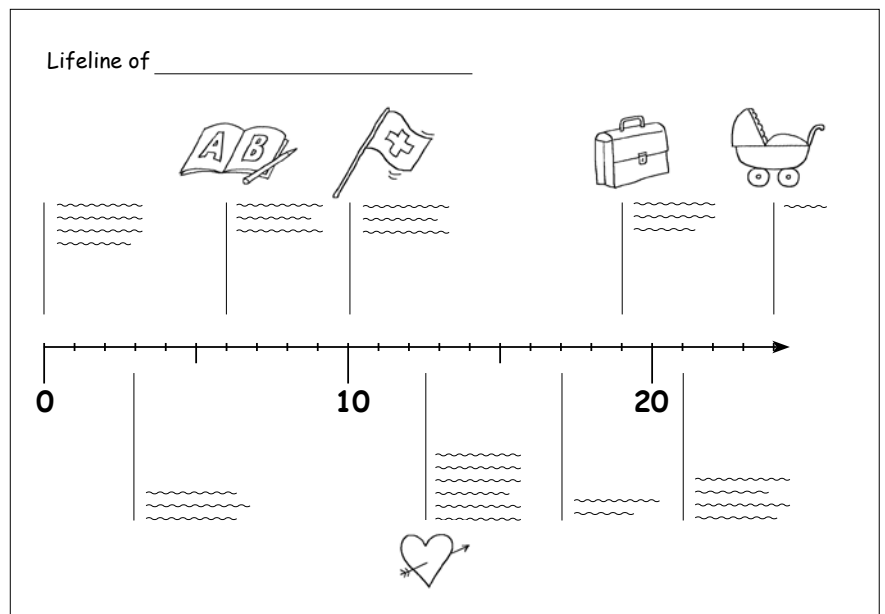
Hints:

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:

Example of a timeline or lifeline



- In the second phase they draw (on an A3 size paper) a timeline or lifeline, which begins with 0 (= birth) and extends to age 25. Working individually, the students think about which important events they want to record on this timeline. Events that are perceived as negative will be listed below, the positive ones will be entered above the time line. For transitional situations (starting school, migration, beginning a career, perhaps starting a family, emigration, etc.), appropriate symbols could be created.
- The pages with the timelines or lifelines will be displayed, reviewed, commented and discussed. In doing so, impressions are exchanged and questions answered.
- Collective reflection with the whole class, with prompts and pertinent questions:
 - What kinds of feelings have you experienced in this work?
 - Are there commonalities and differences in your lifelines, where?
 - To what do you ascribe these commonalities and differences? (aspects of gender, age, migration background, etc.)
 - Which events are designated as particularly positive/negative? Why?
 - How are the past, the present and the future connected for each one?