



IO2 – Toolbox of Integration Resources

Handbook – Your own
past is important



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Young Migrant Integration Leaders

Integration Leader Handbook

The aim of this short handbook is to support you, as a young leader of integration, to use the digital resources provided in the Toolbox of Integration Resources with young migrants in your community. Through this short handbook, we will provide you with some background information on the topic being discussed in the digital resource and then we will provide some guidance on a follow-up activity that you can complete with young people in your local network. The activity included in this handbook will work to further develop their understanding of the topic outlined in the digital resource. In some cases, where group discussions are more appropriate, we will guide you in how to set up a group discussion, and will provide some discussion points and questions for you to introduce to young people in your local group.

The topic of this handbook relates to the digital resource – **Your own past is important**

Introduction to the Topic

The aim of this digital resource is to show young people value of their own past. When we move to another country to start a new life we may feel like we don't belong here. It is really easy to lost feeling of own identity when we focus on what to do to belong in a different place and surrounded by people we are yet to know. You need to remember that you aren't starting over from the beginning – you have your past which still counts as it has formed your character, way you will react to the new environment and your personality. Never be ashamed of your background, it makes you an interesting person – if you find someone who wants to get to know you – don't hesitate to tell your story.

Through this handbook, you will be introduced to digital storytelling. This kind of storytelling is considered to be more powerful and effective way to tell and publish your own stories through interviews, audio and video records. We will encourage you to introduce young people in your group to this way of storytelling and to start a short group discussion about its advantages and disadvantages.

Why telling your own story is important:

1. It helps to build intercultural awareness
2. It will help you to meet new friends
3. Your records will teach future generations about your country' history better than any history book could ever do that
4. You can awaken future generations to their potential, motivating them by your story and telling them what mistakes to avoid
5. It's a gift to future generations
6. Telling your story out loud will help you to better understand what happened and to look at it from a healthy distance

Using this Resource with a Group

To use this resource with young people in your local group, we recommend that you begin by introducing the topic to people in your group. To prepare what you will say, you should first watch the digital resource yourself and then you can recap on some of the key points mentioned in this handbook.

You should then invite all young people in your group to watch the digital resource. As you won't have access to a projector and a screen, you can invite your peers to log on to the EXEMPLAR project website: www.exemplars.eu and watch the digital resource on their smartphone, tablet or other device.

Once all peers in your network have watched the video resource, you should begin by asking them:

1. What did you think of the video resource?
2. What did you learn from it? Did you learn something new?
3. How did you find this resource useful and why?

Follow-up Activity

When you have made sure that all young people in your group have watched the digital resource and have engaged in this short discussion, we would encourage you to lead a more in-depth group discussion on the topic of how to act responsibly online.

Activity Name: Group Discussion – Your past matters.

Timing: Discussion should last at least 40-60 minutes - depending on how much they are willing to engage in the discussion and share with the group.

Materials: For this activity, you will need to have a space to sit around, and to provide the following materials:

- Large sheet of paper or flip board.
- Pens and note-taking materials for all young people.
- Copies of the worksheet printed (if possible).

As you are doing this work on a voluntary basis and there is no budget for materials, you should contact your local community centre, local government office or even approach local businesses working in the community and see if they would be willing to donate some supplies for you to complete this activity with your peers.

Setting up a Group Discussion:

- ❖ Before you start, make sure that the atmosphere is right and agree with young people in your group that you should all respect the opinions of others, listen when others are speaking and don't interrupt each other.
- ❖ After addressing video, invite young people to go deeper into the topic by discussing the following questions:
 - What can we learn from stories of people living in a different country (e.g. history, facts about their culture, their family etc.)
 - In your opinion, does some experiences from your past help you with finding your place in the current situation?
 - Are you ashamed or proud of where are you from? Why? Do you think that it has any influence on your current situation?

- ❖ Then, take a survey of the appearances of young people in the classroom. Have a couple of participants graph the information on the board.
 - How many participants have dimples? How many have blue eyes, hazel eyes, green eyes, or brown eyes?
 - How many participants have red hair, brown hair, or blond hair?
 - How many young people have birthmarks?
- ❖ Ask students to elaborate on what our outside appearance has to do with who we are.
- ❖ Next, ask them to complete the worksheet in order to help them identify aspects of their own cultures. Explain that each participant should answer each question with one sentence or phrase. Then they should rank each item as to how important they feel it is to their culture. Allow young people to use their first language as needed to express their unique cultural traditions.
- ❖ After young people have completed the worksheet, ask them to share some or all of their answers in small groups.
- ❖ Then, ask the groups to compare and contrast various aspects of their individual cultures.
- ❖ Wrap Up the lesson with a discussion using the following questions:
 - How does it feel to know you are part of a cultural group that shares many ideas and beliefs?
 - What happened when you compared worksheets?
- ❖ The aim of this group discussion is to show young people that we are all different, but we share many similarities as people. Encourage young people in your group not forget about their past, to teach the importance of our past, to highlight how our past is contributing to our behaviour and to make them aware of how remembering our past can change our current situation.

Question	Your answer	Rank
What your country of origin?		
What language(s) do you speak?		
What is your family's religious or non-religious belief system and practice?		
What traditional music do you listen to?		
What traditional dances do you know?		
What foods do you eat most often at home?		
What do you wear on special occasions?		
What were your favourite games and/or toys?		
What holidays, celebrations and ceremonies do you participate in with your family?		
Who are the members in your family?		
Describe any items that you or other family members have that have been handed down through generations of the family.		



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