

Young Migrant Integration Leaders [EXEMPLAR]

IO1 – Integration Leaders Curriculum

Lesson Plan

Modul 1: Integration and me

Unit 2: The Framework of Integration

<i>Description of the Learning Activities</i>	<i>Timing (minutes)</i>	<i>Materials/ Equipment Required</i>	<i>Assessment/ Evaluation</i>
<p><u>Transition to the second unit:</u> Facilitator presents the Integration Monitor systems in the European Union uses.</p>	<p><u>10 minutes</u></p>	<p>Beamer, Laptop, presenter</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 1: My biographical box</u> Participants imagine carrying around a box with three compartments that hold their fears, expectations and personal skills they have brought with them to the new country. Now they are asked to write down on red cards their fears, on green cards their expectations and on blue cards the skills they have and put them in the compartments of the box. Then the participants go</p>	<p><u>30 minutes</u></p>	<p>Card board boxes with three compartments, red, green and blue cards, pens</p>	<p>Participants will engage in all group activities</p>

<p>with their box, they find a partner and present what they have written on the cards.</p> <p>As the couples talk about which fears have come true and which ones have dissolved since they are here in Germany, which expectations have been fulfilled and which ones not and why, and which of their skills they have already been able to contribute here in Germany.</p> <p>The goal of the activity is to discover and understand better and to understand the limitations in the light of expectations.</p>			
<p><u>2: Role play Integration and Me</u></p> <p>Participants choose a typical situation in their daily life in Germany in which they felt alienated, in which there was an intercultural misunderstanding, they felt overwhelmed or in which different expectations had to be met. The situations can be in different settings, in the office, the supermarket, kindergarten, at a meeting with local friends, in the neighbourhood.</p> <p>Participants gather in groups of four, select one situation and act it out. Then they present the situation in front of the other participants. At the height of the conflict they stop and freeze, and the other participants are asked to step in and try to resolve the situation in a different way (finding a compromise,</p>	<p><u>40 minutes</u></p>		

<p>for more information, explaining the assumed differences etc.).</p> <p>of the activity is to reflect on different situation integration and to activate social and communicative resources that are often suppressed or not used in everyday life through a playful and theatre based approach</p>			
<p>3: Perfect day</p> <p>Participants listen to the song “Perfect day” and try to describe about what a perfect day looks like for them.</p> <p>Questions are: What do you do during such a perfect day? What do you need to be calm and happy, are you alone or with other people, are there certain people that you want to have around you? Etc.</p> <p>Participants think about some images that symbolize the elements of their perfect day and draw them on a paper.</p> <p>Participants hang their pictures on the wall and if possible, they can talk about their perfect days. The teacher can ask some questions, such as:</p> <p>Is it possible to have such perfect days in Germany? What is missing and what could you (and others) do to have more perfect days in your life?</p> <p>of the activity is to reflect on their own culture, needs and general needs and how they can be</p>	<p><u>30 min</u></p>	<p>Perfect day from Lou Reed and Boombox</p> <p>Paper and color pencils</p>	

ed into the German society and their everyday			
<u>Top Closing and Evaluation:</u> itator closes the workshop and gives a pencil so each person can make a statement about the p. Each participant gets a feedback sheet and tional material.	<u>10 minutes</u>	Feedback sheet	Participants fill in feedback she
Total duration of the module	2 hours		