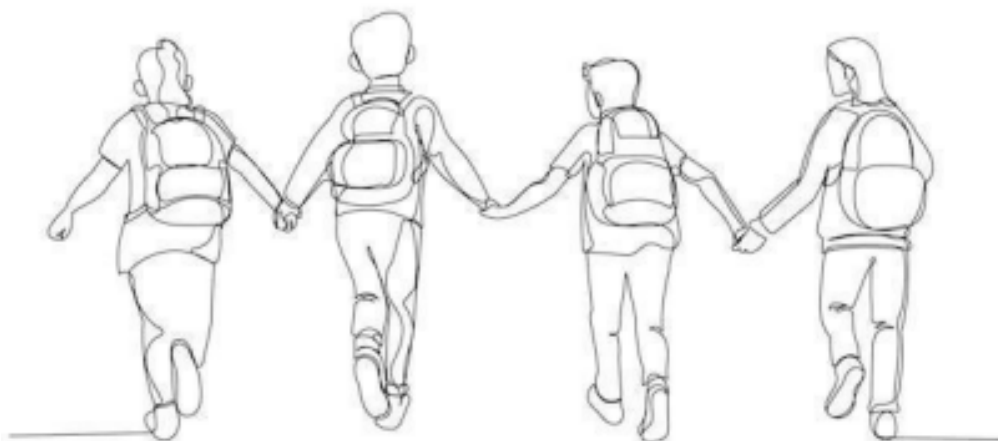


MODULE 6

PREVENTING EARLY SCHOOL LEAVING OF ROMA, MIGRANTS AND REFUGEES



PRACTICAL APPLICATION

MY LIFE WOULD MAKE A MOVIE

"My life would make a movie" is an activity designed to promote the sharing of personal stories in a welcoming and inclusive environment. By giving each participant a voice, we value the uniqueness of each life journey, reinforcing the dignity and empowerment of each person.

OBJETIVE

Promote the sharing of life stories;
Value each person as the protagonist of their own story;
Develop empathy and active listening;
Strengthen bonds of belonging and community.

TARGET

Families, multicultural classes,
community groups, youth and adults

MATERIALS

Cardboard or A3 sheets
Markers, colored pencils, magazines, glue
Name tags or labels
Soft background music (multicultural or instrumental)
Space with chairs in a circle (preferably)

DURATION

Between 1h30 and 2h, depending on the number of participants

KEYWORD

Inclusion, cultural diversity, empathy, active listening, belonging, sharing, dignity, community

DESCRIPTION

1. Welcome (10-15 min)

Warm welcome with personalized greetings.
World music to create a welcoming atmosphere.
Presentation of the Ubuntu inspirational phrase: "I am because we are."

2. Moment of Silence and Interiority (3-5 min)

Invite participants to a brief moment of silence, with soft music in the background.
Guide the reflection: *"Imagine your life on a movie screen... What parts would you like to show? Which ones would you like to keep? What lessons do you learn from this story?"*

3. Creating a Life Movie (25-30 min)

Each person or family creates their own "movie poster" with: the Film title; Genre (drama, adventure, comedy, etc.); Main characters; Memorable scenes; Soundtrack; Central message; Culture or values present in the film
Tip: Encourage the inclusion of cultural elements and moments of resilience and overcoming, celebrating the dignity of each narrative.

4. Circle Sharing (30-40 min)

Each participant or spokesperson shares their film with the group.

After each sharing, the group expresses a word of recognition or gratitude (e.g.: "strength", "inspiration", "courage").

5. Group Synthesis and Reflection (10-15 min)

Circle dynamics:

- "What do I take with me from the other film?"

The joint reflection on emerging themes: Belonging; Migration; Family; Resistance; Dream; Culture

Impact: This activity promotes the appreciation of each participant's individual and cultural identity, strengthening self-esteem and a sense of belonging. Sharing life stories in a safe and respectful environment fosters empathy and active listening among participants, creating community bonds and mutual understanding.

FAMILY MEETINGS: INTERCULTURAL PARENTS' MEETING

This intercultural meeting aims to promote rapprochement and appreciation of the diverse cultures present in the school community, through the sharing of traditions, flavors and stories among families.

OBJETIVE

**Promote encounter, appreciation and sharing between cultures through cultural representations brought by families;
Strengthen belonging and collaboration**

TARGET

Parents and/or guardians, children and educational staff

MATERIALS

ELarge space with tables for exhibitions/gastronomy
Sound equipment/microphone
World map (paper or digital)
Posters and decorations (flags, fabrics)
Audiovisual equipment (if needed)

DURATION

Between 1:30 and 2:00h

KEYWORD

Intercultural encounter, cultural appreciation, family participation, dialogue, sharing, respect, empathy, community, diversity, interculturality

DESCRIPTION

The participatory and experiential methodology, with moments of presentation, cultural sharing and joint reflection.

1. Welcome (10-15 min) and presentation of the activity (10m)

Explanation of the meeting's objective: a time for sharing and valuing diversity.
Framing the importance of family involvement and interculturality in education.

2. Cultural Sharing with Families (30-45 min)

Each family must choose something to present: A typical dish to taste (shared table); An object, traditional clothing, music or dance; A short testimony or cultural story;

Note: Sharing can be free or in small groups, depending on the number of participants.

3. Interactive Activity (15-20 min)

World map where each family places a pin with their country of origin

Word Wheel: teach a word or greeting in your native language

Dance or song shared by all

4. Reflection and Closing (10-15 min)

Discussion circle: "What did we learn today about others? And about ourselves?"

Impact: This intercultural meeting strengthens families' sense of belonging and recognition in school life, promoting greater integration and collaboration between the community and the school. By valuing cultural diversity, it contributes to the development of empathy, respect, and curiosity among participants, reducing prejudice and stereotypes.

THE GOAL TREE

In this activity, the tree metaphor serves as an impetus to help young people reflect on their personal, academic, or professional dreams and goals. Just as a tree needs strong roots, a solid trunk, and a crown full of fruit, we too need support, concrete actions, and clear goals to grow and achieve what we desire.

OBJETIVE

Help young people identify personal goals, reflect on what it takes to achieve them, and recognize support.

TARGET

Young people aged 12 to 18 (adaptable to other age groups)

MATERIALS

A3 cardboard or large sheets
Pens
Colored pencils
Markers
Magazines
Scissors
Paste
Tree images

DURATION

1h30m

KEYWORD

Personal goals, planning, self-responsibility, reflection, visualization, empathy.

DESCRIPTION

1. Welcome and introduction to the metaphor(10 min)

Presentation of the tree metaphor: dreams (crown), actions (trunk) and support (roots).
Illustrative example on the board or poster.

2. Individual exploration–Tree Building (30-40 min)

Each young person creates their own tree:

Cup: Personal and academic goals.

Trunk: Actions and habits to achieve goals.

Roots: People, resources and values that help along the way.

3. Sharing in small groups(15-20 min)

Presentation of trees.

4. Large group reflection(10 min)

Guided debate with questions about learning, surprises and mutual support.

Reflection on the challenge of dreaming versus planning.

Impact: This activity encourages young people to become more aware of their dreams and personal goals, strengthening their ability to plan and take responsibility for their own path. By identifying available support and resources, participants value their support networks, which contributes to increased resilience and motivation. Furthermore, group sharing fosters empathy, respect, and a sense of community, creating a safe environment for personal and collective growth.

OUR MURAL

OBJETIVE

Recognize the linguistic diversity of the school context

TARGET

School community

MATERIALS

Pens
Brushes
Canvas (size of your choice)
Paints

DURATION

During the school year

KEYWORD

Languages, Diversity; Learning

DESCRIPTION

The entire school community is encouraged to create a small mural, like a "dictionary," listing some expressions they use daily in their native language. If a participant's native language is not Portuguese, their meaning in Portuguese would be included.

The result is expected to be a mural representing the diversity of the school community.

HUMAN LIBRARY

OBJETIVE

Sharing real stories through a moment of sharing, providing dialogue and recognition of personal experiences.

TARGET

School community

MATERIALS

Pens
Brushes
Canvas (size of your choice)
Paints

DURATION

90 minutes

KEYWORD

History, Conversations, Listening,
Dialogue.

DESCRIPTION

he availability of one to five migrants, "living books," to share their story with the students, and a person with good communication skills to moderate the meeting, "the reader."

During the encounter, the "living book" and the "reader" converse with each other as equals, and empowerment occurs through a dialogue based on respect, speaking "with" (rather than about) the other. This encounter should be seen as an opportunity for each person to share their story and personal perspective.

At the end of the sharing, the audience has the opportunity to ask their questions.

THE DANGER OF THE SINGLE STORY

OBJETIVE

Raise awareness of prejudices and stereotypes about migrant and refugee communities.

TARGET

3rd Cycle and Secondary Students

MATERIALS

Computer
Projector

DURATION

30 minutes

KEYWORD

Reflection, Stereotypes, Prejudices

DESCRIPTION

This activity begins by sharing with participants the video: "Chimamanda Adichie: The Danger of a Single Story." TED Global, 2009. (18

Available at: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Afterwards, a discussion circle is held about stereotypes based on the video that was just watched.

- According to the video, what does a single story mean? For Chimamanda, what is the danger of a single story?
- How do we create a story about people, groups, or things we don't know enough about? Why do we do this?
- Give an example that Chimamanda tells in the video about a unique story she experienced.
- What are stereotypes? How are they constructed? Can we avoid stereotypes?
- How do we perceive 'the other' and ourselves? Based on what values or ideas?
- Do you consider it natural for people to classify and categorize the things and people they encounter in their lives? If so, when is this useful? When does it become a problem?
- How important is it to not have a single story about things and people?
- What conclusions can be drawn from this activity about generalizations and stereotypes?